

AI in Practical Creative Assessment

Guidance for BTEC qualifications

As the use of AI tools such as *ChatGPT* and *Midjourney*, and AI-based tools built into existing software like *Photoshop* becomes more prominent, we would like to provide some guidance and information on its use by learners in their work produced for assessment. This is supplementary to the [JCQ AI Use in Assessments](#) guidance.

Pearson understand that these powerful tools are being used as a valid part of creative work, but that there are also inherent risks to its use, particularly in an educational or assessment context. It is important that learners understand the appropriate and ethical use of AI in creative contexts to be prepared for a future in the creative sectors, but it is critical that they develop and demonstrate their own skills in generating ideas, research, use of technical and practical processes etc., independent of AI input.

The guidance published by JCQ on the use of AI states that *“all work submitted for qualification assessments must be the students’ own.”* This means ensuring that the final product/outcome is their own work, and isn’t copied, paraphrased or heavily derived from another source, including content generated by AI. Within a creative assessment, this means that learners must independently develop work beyond any AI input to evidence their own skills and knowledge. If AI is being used by learners to produce creative content without sufficient demonstration of their own independent input, they cannot be rewarded for it. JCQ guidance also notes that all assessors must be trained on identifying and reporting suspected malpractice.

However, it is also noted that the use of AI may be appropriately incorporated into the research, ideas generation, development and production phases of creative work, in the same way that taking inspiration from the work of others can be. Bearing this in mind, when AI is used by learners as part of the development of creative work, it is important for teachers and assessors to consider the following:

- Ensure that you are familiar with the learners’ styles and ability so you can confidently authenticate their independent work
- Supervise/monitor the iteration and development phases of learner work, ensuring that their independent demonstration of having met assessment criteria is clearly evidenced
- Ensure any use of AI tools in the research, ideas generation, development and/or production of creative work is **properly referenced and annotated**, including details of

how the tool was used and reflection of how the results impacted their own work. This must include but is not limited to:

- identification of the AI tool and the date content was generated - *For example: ChatGPT 3.5 (<https://openai.com/blog/chatgpt/>), 25/01/2023).*
 - search terms used
 - annotated screenshots of AI-based tools being used
 - settings used to achieve desired effects and/or output
 - explanation of how AI generated content has been adapted and incorporated into independent outcomes
- For product/prop/costume design, learners should be reminded that their designs must have the potential to be produced, and details of material and construction should be considered.

Where concerns of AI misuse are identified, and the learners have signed the declaration of authentication, these should be reported to Pearson in accordance with the JCQ [Suspected Malpractice Policies and Procedures](#).

The capabilities of AI are developing rapidly and shaping how we work and live. There is potential for positive and exciting impact on the creative industries and creative education when used in conjunction with genuine ideas, technical skill and creative problem solving that can be aided, but not replicated or replaced by AI. As an awarding body we will continually review developments in AI to ensure the benefits can be integrated into creative ways of working for learners while mitigating potential risks to teaching and assessment.