

JCQ Guidance on AI in Coursework and for Assessment

In line with JCQ guidance (as set out in the documents linked below this introduction), candidates completing a coursework based component for a qualification, such as the EPQ, will be required to document their use of generative artificial intelligence (GAI) by recording the following evidence:

1. The name of the GAI tool including web link
2. The prompt (instruction) given to the GAI tool and the date it was entered
3. A copy of the response or output provided by the GAI tool (text, image or other file format)
4. A noneditable copy of GAI use, in the form of a screenshot

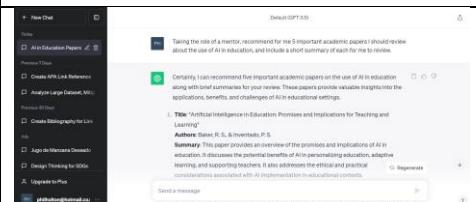
[AI Use in Assessments: Protecting the Integrity of Qualifications](#) [Information for candidates Coursework assessments](#)

Below sets out a simple structure recommended to capture these four pieces of evidence, including an example using ChatGPT. For EPQ, references between this record and the project activity log will be beneficial to referencing and clarifying GAI activity throughout the project.

It is worth noting that it is highly likely that text based GAs will provide large amounts of text-based responses, which need to be captured in their entirety. This will result in recording documents like this one extremely long. Where images or other file types (e.g. audio) are the output file type, it is recommended to save these in a single folder, with an applied naming convention (e.g. Prompt1, Prompt2, etc).

Screen shots using the windows “Snipping tool” should only capture an image of the browser window, where both the prompt and response is set out (see example below). It is not a requirement to screenshot the entire response which will be split across multiple pages.

AI:EPQ advice: The sole use of AI tools cannot meet assessment descriptor requirements set out for the extended project qualification. AI tool use can appear alongside and influence evidence for which the candidate has independently created (i.e. without the use of AI tools) in order to meet the assessment descriptors. Candidates are required to reference each and every instance of AI tool use within their coursework submission, and failure to do so will be considered malpractice.

GAI tool name/link	Prompt & Date	Response	Screenshot
ChatGPT https://chat.openai.com/	<p>Taking the role of a mentor, recommend for me 5 important academic papers I should review about the use of AI in education, and include a short summary of each for me to review.</p> <p>20/10/2023</p>	<p>Certainly, I can recommend five important academic papers on the use of AI in education along with brief summaries for your review. These papers provide valuable insights into the applications, benefits, and challenges of AI in educational settings.</p> <p>Title: "Artificial Intelligence in Education: Promises and Implications for Teaching and Learning" Authors: Baker, R. S., & Inventado, P. S. Summary: This paper provides an overview of the promises and implications of AI in education. It discusses the potential benefits of AI in personalizing education, adaptive learning, and supporting teachers. It also addresses the ethical and practical considerations associated with AI implementation in educational settings.</p>	

	<p>potential benefits of AI in personalizing education, adaptive learning, and supporting teachers. It also addresses the ethical and practical considerations associated with AI implementation in educational contexts.</p> <p>Title: "Intelligent Tutoring Systems: Past, Present, and Future"</p> <p>Authors: Anderson, J. R., Corbett, A. T., Koedinger, K. R., & Pelletier, R.</p> <p>Summary: This paper delves into the history and evolution of Intelligent Tutoring Systems (ITS). It outlines the core principles and technologies that underpin ITS and highlights the effectiveness of AI-driven tutoring in improving student learning outcomes.</p> <p>Title: "Artificial Intelligence in K-12 Education"</p> <p>Authors: VanLehn, K.</p> <p>Summary: This paper focuses on the use of AI in K-12 education, providing insights into how AI can enhance teaching and learning experiences. It discusses intelligent tutoring systems, adaptive assessments, and the challenges associated with AI adoption in schools.</p> <p>Title: "The Potential of Artificial Intelligence in Education: Exploring the Opportunities and Challenges"</p> <p>Authors: He, Y., Lü, W., Liu, D., & Hu, R.</p> <p>Summary: This paper explores the opportunities and challenges of AI in education. It covers topics like personalized learning, data-driven decision-making, and the ethical concerns of using AI in</p>	
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	<p>educational settings. The authors provide a comprehensive analysis of the current landscape.</p> <p>Title: "A Review of Artificial Intelligence Applications in Education: Opportunities and Challenges"</p> <p>Authors: Dabbagh, N., & Kitsantas, A.</p> <p>Summary: This paper offers a systematic review of AI applications in education. It categorizes AI tools and technologies used in educational contexts, discusses the potential benefits, and highlights the challenges, such as data privacy and the need for effective teacher training.</p> <p>These papers should provide you with a solid foundation for understanding the role of AI in education, its potential benefits, and the challenges that educators and researchers are working to address. You can access these papers through academic databases or by contacting your institution's library for access to academic journals and publications.</p>	
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