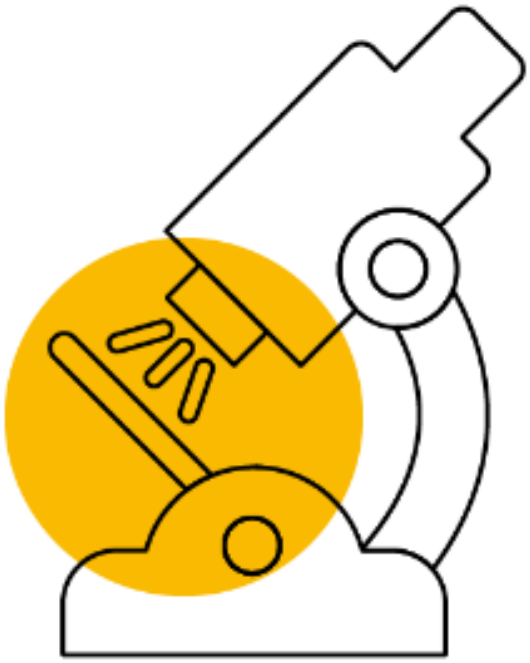
What is Artificial Intelligence?

Guidance for Centre staff

This guidance note is written for staff delivering work-based learning qualifications and programmes.

This document is also designed to support Centre staff who are responsible for supervising, marking, or assessing non-examination internal assessments or portfolio work.



Content

Page

Introduction

This document guides Centre staff on utilising Artificial Intelligence (AI) in work-based learning and internal assessment. The guidance covers the use of AI in both the learning and assessment environments and applies to qualifications within scope of Pearson's Work Based Learning Quality Model (WBLQA), ranging from Level 1 to Level 7.

These include:

- Level 1 – 7 Pearson Edexcel and Pearson NVQs and competence-based qualifications regulated by Ofqual
- Pearson Scottish Vocational Qualifications (SVQs) regulated by SQA Accreditation
- BTEC Apprenticeship frameworks (except the Functional Skills suite)
- BTEC Security and Fire qualifications
- BTEC First Person on Scene (FPOS)
- Foundation Learning (excluding Functional Skills and legacy QCF Foundation Learning qualifications):
    - Personal and Social Development
    - BTEC WorkSkills
    - BTEC Entry Levels 1–3
    - BTEC Introductory Level 1
- BTEC Specialist qualifications including:
    - Cleaning, facilities and hospitality
    - Goods, warehousing, transport and logistics
    - Business Admin, Team Leading, Customer Service and Management
    - BTEC Teamwork, Personal Skills and Citizenship in Youth Organisations
    - Health and Social Care (including Dementia and End of Life Care)
    - Construction Occupations; Health and Safety in a Construction Environment; BTEC Level 1 Construction
    - BTEC Sports Industry Skills
- On programme BTEC Specialist qualifications for Apprenticeship Standards Engineering

This guidance has been designed to help Centre staff ensure that all learner evidence submitted for assessments is solely the learners' work with regards to the misuse of AI technologies.

As stated in the Pearson's Approval terms and conditions it is centres' responsibility, to ensure that they are satisfied with the authenticity of learners'

work before assessment. It is a requirement for centres to follow JCQ policies and procedures and have a malpractice policy in place.

What is Artificial intelligence (AI)?

Artificial intelligence (AI) technology is rapidly evolving, it is essential we all understand how it can be used and misused within non-examination assessments or portfolio work.

Artificial intelligence as a technology can simulate human intelligence and decision-making. Using advanced algorithms, artificial intelligence substitutes and supplements processes for seeking solutions to specific problems and goals.

Recent developments in AI involve neural networks, where the fundamental approach is to learn from available information and data sets. These have been applied to simulate human intelligence and/or interactions, with examples such as online digital assistants, chatbots and generative AI such as ChatGPT. Generative AI can also be used in the generation of videos, images, and audio when it is trained on relevant information and data sets.

Another way of looking at it is that generative AI mimics interactions and formats, using what it has been trained on, to generate similar content.

What are the risks associated with learners using AI in:

The learning environment.

It is important for centre staff to be aware of these risks and to mitigate them if staff and/or learners choose to use AI tools for their study activities.

- Learners may become over-reliant on the AI and not develop their own critical thinking and problem-solving skills.
- There may be biases built into the AI algorithms that learners and staff are not aware of, which could lead to incorrect or incomplete information.
- There may be concerns about privacy and security of information that is used to develop the models.

The assessment environment.

- AI tools could be a threat to the integrity of the qualification, providing learners with access to new and easier ways of "cheating" through plagiarism.
- Assessment activities are normally developed to prompt higher order thinking skills, such as critical thinking. Use of AI in assessment may reduce learners' abilities to develop these key skills therefore lessening the impact of learning on knowledge, skills, and behaviours.

What is AI misuse?

AI misuse is where a learner has used one or more AI tools but has not appropriately acknowledged the use and has submitted work for assessment when it is not their own.

Learners must be able to demonstrate that their evidence is the product of their own independent work and independent thinking.

Examples of AI misuse include, but are not limited to:

- the copying or paraphrasing sections of AI-generated content so that the evidence submitted for assessment is no longer the learners' own work
- copying or paraphrasing whole responses of AI-generated content
- using AI to complete parts or the entirety of the assessment so that the work does not reflect the learners' own work, analysis, evaluation, or calculations
- failing to acknowledge use of AI tools when the learner has used AI as a source of information. e.g. in a written assignment of knowledge where the learner has analysed different Leadership styles.
- submitting work with misleading references or bibliographies
- using AI as an **image creator** and faking **video** content to generate work which prevents learners from properly showcasing their creativity and developing their own creative thinking skills. e.g. performance evidence on how the learner delivered an outstanding customer experience.
    - This includes the usage of so called "Deep Fakes": audio, video or pictures doctored and manipulated to achieve false narratives which can cause harm or exploitation to individuals and reputations.
- human impersonation - AI could be misused to impersonate a learner, or an assessor, which would compromise the authenticity of the assessment cycle
    - This potentially means learners can utilise AI tools/platforms to attend online Observations and Professional Discussions.
- using AI to **solve complex mathematical calculations**, preventing the learner to understand the problem-solving process properly. e.g. performance evidence where the learner studying Engineering used AI to arrive at a formula.

- using AI tools to **generate programming codes**, this reduces the learner's ability to develop their own coding solutions. e.g. in performance evidence where the learner used AI to develop a set of coding to deliver a complex budget report.

These potential misuse scenarios cover all ranges of evidence available to internal assessment, including performance evidence, which makes it especially important to be vigilant and aware of latest AI developments and their usage in learning and assessment environments.

Preventing the Misuse of AI in learning and assessment.

Centre staff must ensure the learner understands AI's negative impacts and benefits. Educating learners on how AI could hinder their development is the best way to encourage them to embrace it ethically and responsibly within the guidelines. This includes fostering AI literacy among staff and students, highlighting both the potential and the harmful applications of AI. It is essential to ensure that consent is obtained, particularly in subjects like Art and Design, where the use of photos or videos requires the permission of the individuals depicted before being processed by AI tools. Moreover, any methods employed by candidates must align with their centre's safeguarding responsibilities, ensuring that ethical practices are upheld in all aspects of AI interaction.

It is crucial to outline during induction and at learner/employer review meetings the importance of ensuring the learner's work is valid and authentic.

It is important that consequences to AI misuse are communicated clearly to the learners during induction and discussed throughout the course as a deterrent. The consequence of using AI in submitted evidence must be clearly outlined to the learners by their training provider. Plagiarism and AI reports must be shared with the learners for all submissions marked and AI misuse **must** be challenged to discourage future inappropriate use of AI.

<u>The Joint Qualification Council</u> have issued the following advice for centres:

- Update the centre's malpractice/plagiarism policy to include reference to the use of AI (e.g. what it is, whether it is permitted in the centre, how it

should be referenced, when it is appropriate to be used, how AI misuse will be treated as malpractice)

- Ensure that tutor and assessors are familiar with AI tools available
- Explain to learners the importance of producing work which is their own and stress to them the penalties of malpractice.

You should also peruse the **AI Use in Assessments: Protecting the Integrity of Qualifications (JCQ)** document

Indicators that AI may have been used in Assessment.

A summary of the potential indicators that centres should be aware of:

Indicators
A default/inconsistent use of American spelling, currency, terms, and other localisations
A default use of language or vocabulary which might not be appropriate to the qualification level*
A lack of direct quotations and/or use of references where these are required/expected~
Inclusion of references which cannot be found or verified
A lack of reference to events occurring after a certain date
Instances of incorrect/inconsistent use of first-person and third-person perspective
A variation in the style, quality and complexity of language evidenced
A lack of graphs/data tables/visual aids where these would normally be expected
A lack of specific local or topical knowledge
The inadvertent inclusion by learners of warnings or provisos produced by AI
The unusual use of several concluding statements throughout the text, or several repetitions of an overarching essay structure within a single lengthy essay
The inclusion of strongly stated non-sequiturs or confidently incorrect statements within otherwise cohesive content
Overly verbose or hyperbolic language that may not be in keeping with the learner's style
Inconsistencies in the formatting of the text body/headers/etc

(*Note that these are shared with our Navigating AI for Assessment: VQ Guidance (International & Higher Education) document*)

Further advice on plagiarism prevention and detection (including AI) from JCQ can be found here.

In evaluating evidence, VARCS can be used as a helpful guide:

Valid: Is the evidence relevant to learning outcomes and assessment criteria?

It is important to show how the evidence is relevant. For example, a photograph can be useful; however, it needs to be annotated or a short professional discussion completed to explain what the picture shows and how it relates to a learner's performance.

Authentic: Is the evidence the learner's own work?

It is good practice to have a statement from the learner confirming that the work presented is their own. An assessor who has worked with a learner throughout their qualification will understand how the learner writes and uses language. The assessor can use their knowledge to ensure that the evidence presented is the learner's own work.

Reliable: Assess whether the evidence truly reflects the learner's level of knowledge and performance*.*

If assessing knowledge, ensure that the learner has written the content in their own words. If competence is being evaluated, consider whether further evidence can be produced to support an observation or witness testimony.

Current: Check whether the evidence meets current legislation or processes*.*

If the evidence presented is over 12 months old, support it with information relating to the learner's Continuing Professional Development (CPD).

Sufficient: Ensure enough content in either knowledge or through performance to meet learning outcomes*. Check whether it meets command verbs and the requirements or amplification as required. If workplace evidence is asked for, ensure it comes from the learner at work.*

The following are some ways to authenticate electronic learner work:

- The learner can send evidence through a secure email, and a copy of the email can be used to authenticate the work
- An e-portfolio system should have an individual learner log that authenticates the portfolio's contents
- The learner should declare that the portfolio's contents are their own
- A recording (either video or audio) of the learner confirming the work is their own or undertaking some assessment or reflective discussion can be used to authenticate.

There are several ways that the assessor can assures themselves that the evidence is the learners' work; these include:

Oral Presentations. Asking the learner to give oral presentations on their work, either standalone or alongside a written submission, to ensure they can demonstrate understanding of the work, they have developed their memory skills to learn it, and as a sideline, also developing their presentation skills which may be essential in their career.

Professional Discussions. The learner is tested not only for their understanding but also for their competence. The assessor should ask questions relating to the Products, videos, and images to ensure that there is no misuse of AI.

Project-Based Learning Assessments. Using project-based learning assignments that involve a mix of skill sets ensures that the learners are not relying on simple essay-writing AI tools.

Sense checking. If the work submitted does not align with previously submitted activities for the learner; in tone, formality, dialect and terminology, there might be need for further checks to be completed to ensure the work is indeed the learner's own. This should be approached cautiously because unsubstantiated accusations can lead to a breakdown of the learner-assessor relationship.

Plagiarism Detection and AI Detection Tools. Plagiarism detection tools, including those powered by AI, are valuable for reviewing learners' submissions. While these tools are helpful, they should not be the sole method for identifying plagiarism, as they do not offer absolute accuracy. It's also crucial to distinguish between similarity indices, which indicate how much content matches with existing sources, and actual plagiarism. Assessors should adopt a comprehensive and nuanced strategy that goes beyond conventional AI detection tools, incorporating a human element to effectively identify all types of plagiarism.

Setting more varied work projects and assessment instruments that require learners to demonstrate their understanding of a subject matter is the best way to ensure the learners development across core knowledge, skills, and behaviours.

AI misuse constitutes malpractice as defined in the JCQ Suspected Malpractice Policies and Procedures https://www.jcq.org.uk/exams-office/malpractice/ (JCQ Joint Council for Qualifications, n.d.)

What to do if you find AI in learner evidence.

Where learners are suspected of having committed malpractice after completion of a declaration of authentication, this **must** be reported to Pearson. A JCQ M1 form and supporting evidence should be sent to candidatemalpractice@pearson.com. Further guidance on malpractice investigations can be found in Pearson's Centre guidance on dealing with malpractice and plagiarism and in the JCQ Suspected Malpractice Policies and Procedures.

Benefits of AI in work-based learning and Assessment

Artificial intelligence (AI) is a technology rapidly emerging in work-based learning. Tutors may want to educate their learners on the ethical use of AI by letting them view it as a research assistant or brainstorming tool rather than a quick answer generator. By allowing AI interaction in learning, tutors can enhance their learners' work-based learning experience.

Learners engaging in effective conversations with AI can refine their probing questions and gain future-forward skills and knowledge of their sector.

AI technologies used in work-based learning have the potential to provide different learning methods and help tutors and workplace management to develop their apprentices and employees.

AI can assist in implementing learner-centred approaches to tailoring and differentiating resources and delivery to learners to meet varying needs. AI can enable accessibility and make inclusive practice easier to achieve. AI can help with SPaG (spelling, punctuation and grammar) and correction, it can correct transcripts, provide closed captions, translation and proofreading for learners with specialist needs.

AI can also help with data analysis which could provide teachers with timely information that is efficiently acquired. It can potentially aid in some administrative tasks such as marking multiple choice activities and suggest better tone options to typed feedback.

Some workplace Leaders have expressed concerns that an overreliance on AI could diminish the tutor and learner relationships. There are also concerns about potential negative impacts on learners' writing and critical thinking skills through the overuse of AI tools.

In November 2023, the Department for Education published a report on using Generative AI in education AI in education poses several challenges, including concerns about bias, safety, and the use of personal data. *(Felix and Webb, 2024)*

The report stated, many AI tools have yet to be developed with younger audiences in mind and could expose learners to inappropriate content. Some stakeholders have raised concerns that an over-reliance on AI tools could lead to the erosion of teaching, writing, and reasoning skills and may fundamentally change the educational experience offered to young people.

Research suggests that AI tools are increasingly capable of producing text that can pass some exams, which risks undermining the validity of some assessment methods. The DfE (Department for Education) published a report on using generative AI in education in November 2023, *(Felix and Webb, 2024)* following a call for evidence. It found that early adopters of AI in education mostly held positive views of the technology; however, respondents also expressed significant concerns.

AI misuse / malpractice in learner evidence example(s)

Example

An assessor started a scheduled online professional discussion with a learner but noticed irregularities with the learner's movements and speech patterns during the discussion. Screen artifacts also regularly occurred that went beyond those typical of what can be seen with online video streaming. On further review, the assessor realised what was happening and stopped the meeting.

The Assessor came to know that the learner used an "AI pilot" which also created a transcript of the meeting. The evidence was discarded, and learner was made aware that the practice is not permitted.

Further examples

Further examples beyond what has been provided here are available in the **AI Use in Assessments: Protecting the Integrity of Qualifications (JCQ)** document.

Statement of collaboration

This document was created through a steering group of contracted sector-experts in conjunction with internal Pearson staff.

Referencing

(JCQ Joint Council for Qualifications, n.d.)
JCQ Joint Council for Qualifications. (n.d.). *You searched for AI*. [online] Available at: https://www.jcq.org.uk/?s=AI [Accessed 13 Apr. 2024].

(Felix and Webb, 2024)
Felix, J. and Webb, L. (2024). Use of artificial intelligence in education delivery and assessment. doi:https://doi.org/10.58248/pn712.