

## **Our Policy on Managing Organisation/Learner Use of Artificial Intelligence to Protect the Integrity of Standards and Qualifications**

Our guiding principles for providing an assessment service are:

### **We Care – We Assess – We Add Value**

**We care** about our customer organisation and learners and take the time to understand their business/job roles and requirements and what they want from their assessment. We respect our customers/learners and ensure that we provide our service with the least amount of disruption, as is possible.

**We assess** organisations/learners in a timely and professional manner, ensuring that the assessment is robust, fair, and meets the needs of the stakeholders/qualifications. We will remain at the forefront of other assessment centres using technology, modern assessment methods and well-trained and competent Assessors.

**We add value** by ensuring that the feedback the customer/learner receives is helpful to enable them to continuously improve their performance. We also seek to make the assessment process as cost-effective as possible. Where suitable, we conduct assessments remotely, always ensuring that we provide a robust assessment.

**The Aim and Scope of this Policy** is to provide clear guidelines for using Artificial Intelligence (AI) responsibly and ethically by organisations, learners, and their Assessment Services Assessors. These guidelines ensure that the Standards and Qualifications' integrity is maintained.

Although the potential for organisations/learners to misuse AI is new, most measures to prevent this misuse and mitigate associated risks are in place. We have already established measures to ensure that organisations/learners know the importance of submitting their own independent work for assessment and identifying potential malpractice.

### **The policy emphasises the following:**

- As has always been the requirement, any work given for SFEDI qualifications must be the learner's own, and any evidence an organisation provides must be its own.
- Organisations/learners who misuse AI such that the evidence/work they submit for assessment is not their own will have committed malpractice and, as such, will impact the assessment outcomes.
- Organisations/learners and centre staff must be aware of the risks of using AI and be clear on what constitutes malpractice.
- Organisations and learners must ensure that their assessment evidence or work clearly demonstrates that it is their own. If any parts of the submission include content directly from an AI, the organisation or learner must identify those parts and understand that they will not demonstrate independent achievement of the element or criteria. Please refer to the section on "Acknowledging AI Use".
- Assessors are required only to accept work for assessment that they believe to be the original work of the organisations/learners. If they suspect that the evidence/work given for assessment contains AI-generated sections that have not been acknowledged, it is their responsibility to investigate the matter and take suitable action whilst informing the nominated IQA of their concerns. This is to ensure that the assessment process is fair and unbiased.

**AI Tools** are frequently being introduced, and these tools mean something different to each person, especially related to Standards and Qualifications.

For ease and clarification, the following table groups the current AI categories and names a few tools for each. Countless AI tools exist, and omitting a specific tool doesn't mean its use is permitted.

TYPE	WHAT THEY DO	EXAMPLE TOOLS
Chatbots	Generates written responses, answers questions, and checks work.	ChatGPT Jenni AI Jasper AI Writesonic Bloomai Google Bard
AI Writing Assistants	Edits, rephrases, and rewrites text to improve writing.	Grammarly QuillBot Hemingway Editor
Applications	Answers questions and completes numerous "homework help" tasks.	Course Hero Photomath Wolfram Alpha Socratic
Voice Assistants	Takes voice commands to provide answers to questions and operate portions of devices.	Siri Alexa Google Assistant Cortana

**AI chatbots** may pose significant risks if used by organisations/learners completing assessments. As noted above, they have been developed to produce responses based on the statistical likelihood of the selected language being an appropriate response, so the responses cannot be relied upon.

AI chatbots often produce answers which may seem convincing but contain incorrect or biased information. Some AI chatbots have been identified as providing dangerous and harmful answers to questions, and some can also produce fake references to books/articles by factual or fabricated people.

**Using AI tools by organisations and learners** can be valuable; however, organisations/learners must submit their original work for assessment. This means the final product must be in their own words, not copied or paraphrased from other sources like AI tools. Learners must demonstrate the knowledge, skills, and understanding required for the qualification as detailed in its specification. Organisations need to provide evidence that reflects embedded working policies and practices and not those created by AI for the assessment.

Organisations/learners should only use AI tools when they can demonstrate that the final submission is the product of their own independent work and thinking. Interviews during organisational assessments and professional discussions during qualifications will ensure the organisations/learners will validate any written submission.

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

- Copying or paraphrasing AI-generated content so the work is no longer the learner's own.

- Using AI to complete assessment parts so the work does not reflect the organisations/learners' analysis, evaluation calculations, etc. or change the style and composition of written evidence.
- Failing to acknowledge AI tools used as an information source.
- Incomplete or poor AI acknowledgement.
- Submitting work with intentionally incomplete or misleading references/bibliographies.

**Organisations/learners must adhere to the guidelines** about AI tools because they impact the entire assessment experience and legitimacy.

Inappropriate or unauthorised use of AI tools to gain an unfair advantage and other forms of dishonesty jeopardise the integrity and reputation of the standard/qualification the organisation/learner and others have invested in.

**Acknowledging AI and referencing the sources** organisations/learners have used when producing work/preparing for an assessment is paramount. We will ensure that:

- During any induction session/webinar, organisations/learners are informed of this policy and understand the confinements of the uses of AI within an assessment and how this might lead to malpractice.
- If an organisation or learner uses an AI tool that provides information about the sources used to generate content, they must verify and reference those sources in their documentation or evidence. The organisations/learner's acknowledgement must show the AI source name and when the content was generated - e.g. ChatGPT 3.5 (<https://openai.com/blog/chatgpt/>), 25/01/2023.
- For reference and authentication, a learner must keep a non-editable copy of the question(s) and computer-generated content, such as a screenshot. They should also provide a brief explanation of how they used it.
- Where an AI tool does not provide such details, the organisation/learner should independently verify the AI-generated content, then reference the sources used
- Organisations and learners who use AI must disclose its use and clearly explain how they use it. This will enable Assessors to review the AI use and determine if it was appropriate for the given assessment. It is essential to do so because AI-generated content does not undergo the same academic scrutiny as other published sources.

**Human oversight by Assessment Services Assessors/IQAs** is paramount. As an Assessment Centre, we already have policies and procedures to ensure that Assessors carry out authentic, consistent, and accurate assessments.

We will ensure that the risks associated with AI misuse are understood by all members of the Centre (staff, Tutors, Assessors and IQAs) and that opportunities are provided to enable them to discuss and agree on their approach to managing the organisation's/learner's use of AI.

Identifying organisation/learner AI misuse requires the same skills and observation techniques the Assessor likely already uses to confirm work authenticity. Some methods we recommend are:

**Comparing to Previous Work:** When reviewing work authenticity, compare against other evidence/work by the organisation/learner. For written work, note characteristics such as:

- Spelling/punctuation.
- Grammar.
- Style/tone.
- Vocabulary.
- Complexity/coherency.
- Understanding/level.
- Production method (handwritten/typed).

**Potential AI Indicators:** The following may indicate AI misuse in organisation/learner:

- The default use of American spelling and terms.
- Language/vocabulary not suitable for standard/qualification level.
- Lack of expected direct quotes/references.
- References that can't be found/verified (some AI tools fabricate references).
- There is no mention of events after a specific date (limits of AI training data).
- Incorrect/inconsistent perspective where generated text wasn't altered.
- Language style differs from previous evidence/work.
- Variation in language style within a document when AI text has been amended.
- Lack of expected graphs/tables/visuals.
- Lack of local/topical knowledge.
- Generic content is not specific to organisation/learner/element/criteria, etc.
- Inclusion of AI-generated warnings about its limitations or hypothetical nature.
- Typed submission when handwritten is typical.
- Firmly stated non-sequiturs or confidently incorrect statements.
- Verbose/hyperbolic language, unlike organisations'/learners' usual style.

### **Conclusion**

AI technology has the power to improve learning and assessment, but it must be used responsibly and ethically to uphold standards and qualifications. To ensure transparency, fairness, and security, this policy outlines guidelines for organisations and individuals utilising AI technology and the Assessors engaged in their assessment.

### **Change History and Sign-off**

This policy is endorsed by the Assessment Services management team.  
The next scheduled review of this document will be in July 2025.