# OAL Policy on the Use of Artificial Intelligence (AI) tools in End Point Assessment and Qualifications.

## Introduction

The increasing use of generative Artificial Intelligence can be both a tool to improve and enhance the learning experience but can also present challenges and risks and could be misused. It is therefore important for OAL to clarify the use of AI in both qualifications and End Point Assessment (EPA)

In this policy OAL sets out its principles regarding the use of AI, and outlines when the use of AI by students/apprentices could constitute malpractice which is taken very seriously and will be investigated. It is therefore necessary that all those involved in the delivery and awarding of OAL qualifications or preparing apprentices for EPA with OAL ensure that AI use remains consistent with the norms and expectations of good practice and does not overstep the mark into unethical and improper use.

## What is in Scope?

This policy and approach apply to centres delivering approved OAL qualifications, and to training providers preparing and presenting apprentices for End Point Assessment with OAL.

In delivering OAL qualifications or for apprentices preparing work for their End Point Assessment, the principles of assessment remain. Approved centres/training providers must follow the principles of validity, authenticity, reliability, consistency, sufficiency, inclusivity, and accessibility which still apply when AI is used in the assessment process to develop assessment material and generate assessment evidence. Centres/Providers should regularly review and enhance delivery and assessment practice, including if AI is being considered as part of this process, how it can be utilised in an effective, current and ethical way, and also how it might be misused.

## What is AI and what is the risk of using it?

AI use refers to the use of AI tools to obtain information and content which might be used in work produced for assessments which lead towards qualifications.

Delivery staff need to ensure students/apprentices are aware that there are limitations in the use of AI tools such as producing inaccurate or inappropriate content.

AI chatbots are AI tools which generate text in response to user prompts and questions. Users can ask follow-up questions or ask the chatbot to revise the responses already provided. AI chatbots respond to prompts based upon patterns in the data sets (large language model) upon which they have been trained. They generate responses which are statistically likely to be relevant and appropriate. AI chatbots can complete tasks such as the following:

• Analysing, improving, and summarising text
• Authoring essays, articles, fiction, and non-fiction
• Writing computer code
• Translating text from one language to another
• Generating new ideas, prompts, or suggestions for a given topic or theme
• Generating text with specific attributes, such as tone, sentiment, or formality

The use of AI chatbots may pose significant risks if used by students completing qualification or apprenticeship End Point assessment evidence. As noted above, they have been developed to produce responses based upon the statistical likelihood of the language selected being an appropriate response and 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 real or fake people.

## What would AI misuse look like?

Students/apprentices must submit work for assessments which is their own. This means both ensuring that the final product is in their own words and is not copied or paraphrased from another source such as an AI tool, and that the content reflects their own independent work. Students are expected to demonstrate their own knowledge, skills and behaviours as required for the qualification or EPA in question and set out in the relevant specification. Students should develop the knowledge, skills and understanding of the subjects they are studying and demonstrating and not rely on AI generated content.

AI misuse is where a student/apprentice has used one or more AI tools but has not appropriately acknowledged this use and has submitted work for assessment when it is not their own. Examples of AI misuse include, but are not limited to, the following:

- Copying or paraphrasing sections of AI-generated content so that the work submitted for assessment is no longer the student's own

- Copying or paraphrasing whole responses of AI-generated content

- Using AI to complete parts of the assessment so that the work does not reflect the student's own work, analysis, evaluation, or calculations

- Failing to acknowledge use of AI tools when they have been used as a source of information

- Incomplete or poor acknowledgement of AI tools

- Submitting work with intentionally incomplete or misleading references or bibliographies.

The misuse of AI constitutes malpractice and may result in failure to achieve the qualification or being unable to complete the End Point Assessment and may affect their grades/marks if AI has been relied on to complete an assessment.

Identifying the misuse of AI by students requires the same skills and observation techniques that centre/provider staff are likely to be already using to assure themselves student work is authentically their own.

When reviewing a given piece of work to ensure its authenticity, it is useful to compare it against other work created by the student. Where the work is made up of writing, one can make note of the following characteristics:

- Spelling and punctuation
- Grammatical usage
- Writing style and tone
- Vocabulary
- Complexity and coherency
- General understanding and working level
- The mode of production (i.e. whether handwritten or word-processed)

The following may be an indication that the student has misused AI:

a) A default use of American spelling, currency, terms

b) A default use of language or vocabulary which might not match with the qualification level for example, a level 2 qualification or EPA using language of a much higher level

c) A lack of direct quotations and/or use of references where these are required/ expected~

d) Inclusion of references which cannot be found or verified (some AI tools have provided false references to books or articles by real authors)

e) A lack of reference to events occurring after a certain date (reflecting when an AI tool's data source was compiled), which might be notable for some subjects

f) Instances of incorrect/inconsistent use of first-person and third-person perspective where generated text is left unaltered

g) A difference in the language style used when compared to that used by a student in the classroom or in other previously submitted work

## Validity

The threat to assessment validity may differ according to the assessment approach, i.e. the assessment method and setting appropriate controls for assessment. For example, an external assessment, set by OAL, that requires invigilation is less likely to be using AI to generate assessment evidence than a Centre/Provider devised assessment, such as an essay that the learner can complete at home/unsupervised.

## Authenticity

AI could be used in different ways to produce assessment evidence, including:

• Production (in entirety or in part) of essays, assignments, reports
• Used as a reference tool
• Used to enhance learners' work
• Used to generate images, ideas, data, code, audio, video, and other media.

Centres/Providers must establish and follow a process to authenticate evidence generated by a Learner/Apprentice in an assessment as having been generated by that Learner/Apprentice (or identified and confirmed as being that Learner's contribution to group work) and as being generated under the required conditions. A Learner/Apprentice submitting work for assessment that is not their own, and that has not been appropriately referenced, could be considered as a form of plagiarism.

Good practice would require Learners/Apprentices that are submitting assessment evidence to also submit a signed and dated declaration of authenticity that confirms they have produced the evidence themselves. The declaration can be on the assessment record, a separate learner authenticity declaration, on an electronic platform, or by incorporating a learner declaration into an Assignment Brief front sheet. This is already a requirement in many End Point Assessments for Apprenticeship Standards and OAL provides the appropriate documents for signature or confirmation of authenticity, or provides guidance on where it should be included for example in project reports, portfolios of evidence etc.

Learners and apprentices need to understand the importance of submitting their own independent work for assessment. Learners/apprentices should be made aware at the earliest possible opportunity of the appropriate and inappropriate use of AI, including what is and is not permitted, the risks of using AI, and the possible consequences of using AI inappropriately.

## Referencing of AI generated content

OAL expects Centres/Providers to give clear guidance to Learners/apprentices in relation to common/standardised protocols for appropriate referencing of AI generated content within assessments, **where permitted**. If any sections of their work are reproduced directly from AI generated responses, those elements must be identified and referenced appropriately. We

would not expect large quantities of references linked to AI generated content so this needs to be carefully monitored by Centres/Providers.

## Inclusion in Centre/Providers policies, procedures, and guidance

Centres/Providers should already have agreed policies and procedures relating to assessment in place to ensure the authenticity of assessments.

Centres/Providers must ensure their policies, procedures and guidance relating to the authenticity of assessments address the risks associated with AI misuse. This must include provision for the investigation of alleged learner/apprentice malpractice and any possible sanctions when malpractice is found to have occurred.

When a Centre submits a claim for achievement or completion to claim certificates for qualifications, a Centre declaration will be required to ensure that a learner's work has been authenticated.

## Centre/Provider implementation of controls

Centres/Providers should consider implementing controls to mitigate against improper use of AI. This might include:

- Restricting access to AI tools
- Learners/apprentices completing assessment activities under the supervision of the tutor/assessor.
- Using plagiarism detection tools that provide an AI and plagiarism checking functionality.
- Ensuring assessment activities are current and not over-exposed so that AI systems are less likely to be able to 'learn' and provide content.
- Check work being done for their qualifications and ensure a learner declaration is completed and retained on file to confirm the work is the learners own work.

## Malpractice

Improper use of AI that subverts the assessment process will constitute malpractice.

A Centre/Provider's investigation into the potential misuse of AI generated content may include the use of detection tools, but these should form only one part of a holistic approach to considering the authenticity of learners/apprentices' work and should not be solely relied upon to identify AI misuse.

Where assessment evidence is identified as being potentially based on AI generated content, Centres/Providers will have clear and transparent systems in place to allow for impartial and rigorous formal investigation of any alleged malpractice and will implement their Malpractice and Maladministration Policy and inform OAL of their findings and mitigating actions.