



**Skills &
Education
Group Awards**

Artificial Intelligence: Guidance for Centres

Guidelines for the Use of Artificial Intelligence in Assessment

Artificial Intelligence ('AI') offers exciting possibilities in the field of education and assessment. It can aid in question generation, automate certain tasks, and enhance efficiency. However, it is essential to recognise the limitations of AI and ensure that its use does not affect the competence of learners in their given subject. This guidance aims to provide guidelines for Skills and Education Group Awards Centres in the responsible use of AI in assessment of regulated qualifications.

This guide does not include the assessment of End-Point Assessments.

The content of this document will not apply to all Skills and Education Group Awards qualifications. Some qualifications that rely on practical assessment methods and externally set assessment methods may be less vulnerable to threats to academic integrity from the use of AI.

1. AI in Assignment Writing

AI may be utilised to generate questions or tasks for assignments. However, it is crucial that AI-generated content should serve as a "first draft" and not as the final assessment material.

A human subject expert must review and refine each assessment to ensure its accuracy, relevance, and alignment with the latest practices and legislation. All assessment tasks generated by AI must undergo thorough scrutiny through Internal Quality Assurance (IQA) processes before implementation. Skills and Education Group Awards will check through our usual External Quality Assurance procedures that there is evidence of pre-verification of assessment tasks undertaken by a competent person.

2. Use of AI in Assessment

Human assessors are indispensable in the assessment process. It is the policy of Skills and Education Group Awards (and of some regulators, including Ofqual) that AI cannot replace human judgment in assessing learners' work.

Human assessors possess the ability to exercise subjective judgment, consider contextual nuances, and provide valuable feedback. Therefore, assessments must be conducted and evaluated by qualified human assessors to maintain the integrity and validity of the assessment process.

3. Use of AI by Learners

Generally, learners should not use AI to create a direct response for assessment tasks. Each learner's work must be original and reflective of their individual understanding and skills. AI may be used to gather, collate and clarify information in a way which supports academic research and endeavour.

AI may be used by learners where it would normally be used in the occupational sector within which a qualification is set. This may, for example, include AI enhancement of photography in a photography qualification. Where Skills and Education Group Awards has not issued subject-specific requirements, Centres should exercise judgement to consider whether the use of AI is appropriate.

Any use of AI by learners must be declared. Where it is found that a learner has used AI without making it clear they have done so, Centres are required to deal with this in line with their malpractice policy.

Some qualifications may explicitly ban the use of AI in assessment. Where this is the case, it will be published on the Skills and Education Group Awards website in the Qualification Guide or in an Assessment Strategy.

In subjects that include written assessments, especially at Level 2 and above, Centres should consider designing tasks that allow learners to demonstrate their skills and knowledge without the use of AI. This may include, for instance, a professional discussion with learners following a piece of written work. This will allow Centres to verify learners' knowledge and skills.

4. The risks of AI

While AI presents opportunities, it also introduces certain risks that must be addressed.

a. Bias and Fairness:

AI algorithms may inherit biases from the data they are trained on. This may potentially lead to unfair assessment outcomes, particularly for minority groups.

b. Lack of Contextual Understanding:

AI may struggle to grasp contextual nuances, leading to misinterpretation of responses or situations.

c. Security and Privacy Concerns:

AI systems should not be used to process confidential data. AI systems may be vulnerable to security breaches, raising concerns about data privacy and confidentiality.

d. Overreliance on Technology:

Overdependence on AI systems may lead to complacency or neglect of critical thinking and human judgment in the assessment process.

5. Strategies for Mitigating Risk

a. Regular Audits and Monitoring:

As a part of our External Quality Assurance arrangements, Skills and Education Group Awards conducts regular sampling of all Centres. Centres must provide evidence to demonstrate that learners have successfully met the requirements of the qualification.

b. AI User Guidelines:

Centres are encouraged to develop guidelines for the use of AI in assessment, this will allow learners to understand what you are willing to allow as a Centre. Whilst Skills and Education Group Awards has written this generic guidance document, individual Centres should contextualise their expectations in line with the qualifications they offer.

c. Human Oversight:

AI cannot be used to replace the expertise of human assessors.

d. Assessment Design:

Centres are encouraged to design assessments to ensure that learners are able to demonstrate their knowledge and understanding. Where written assignment are used, Centres should consider how they can verify that the work is the learner's own work.

And Finally...

AI holds immense promise in transforming assessment practices but is a fast-developing area. Skills and Education Group Awards will continue to review and update this guidance to take into account feedback from Centres and the latest advice from Regulators and Sector bodies.

Change History Record

Version	Description of change	Approval	Date of Issue
1.0	Initial Publication	SLT	April 2024