GUIDANCE ON GENERATIVE AI IN ASSESSMENT

Introduction

This document provides information from The Business School (UK) Ltd (TBS) about the use of generative AI in assessment. It is for use by assessors, internal quality assurers and learners, who are delivering/registered on TBS courses or units within or outside the UK and should be read alongside TBS's Generative AI Policy.

Centre responsibility

It is important that all centre staff involved in the management, assessment and quality assurance of the courses, together with learners, are fully aware of the contents of this policy.

Recognised centres are required to ensure the authenticity of all assessments submitted by learners which are used as evidence of successful completion of a qualification.

Review arrangements

TBS will review this document annually as part of the self-evaluation arrangements and will revise it as and when necessary, in response to customer and learner feedback, changes in Awarding Organisation practices, actions from the Regulatory Authorities or external agencies, changes in legislation, or trends identified from previous investigations.

'Regulatory Authorities' refer to, either individually or jointly; Ofqual, SQA Accreditation, Qualifications Wales and CCEA Regulation in Northern Ireland.

To feedback any views please contact TBS via the details provided at the end of this document.

Information for Learners

TBS has established clear guidelines and policies to guide the responsible use of AI in the formative assessment process without compromising the integrity of any summative assessment to prevent and address instances of malpractice effectively.

All our staff are familiar with generative AI tools available, their risks and AI detection tools and we make our learners aware of TBS's approach to plagiarism, the use of AI tools in the assessment process and the consequences of malpractice through provision of relevant policies on the Virtual Learning Environment (VLE). All learners should, before they start a course, make themselves familiar with these policies, found in the Information tab on the VLE.

We are able to identify the use of AI tools without the use of an AI detection tool in a number of ways. For example, there may be a difference in the style of language used in comparison to a learners previously submitted work.

It may be possible to identify a variation in the style of language in a piece of work if the learner has used a combination of text generated by an AI tool and their own work. We look out for the inclusion of American English terminology and spelling or the use of vocabulary which isn't appropriate for the level of qualification. Inconsistent use of the first and third

person may be evidence should a learner use generated text verbatim without altering it.

There may be a lack of direct quotations or references where it would ordinarily be expected and the inclusion of some references that cannot be verified as the AI tool may provide false references attributed to real human authors.

The data AI tools are trained on is not up-to-date and they will have limited or restricted data on the world and events after a certain point in time.

The content of a piece of work may be generic rather than specific to the learner and/or their workplace especially if the assessment relates to a specific work based scenario or specialised task. In general our approach is to encourage learners to base their work on their own environment and experience, to ensure that knowledge gained is applied to 'real life'.

AI writing or content detection tools may be useful when considering if a learner has partially or wholly used a generative AO tool to generate their assessment. These tools attempt to find text that looks as though it was generated by an AI writing tool. This detection tool does this by measuring specific characteristics of the text, not by comparing it to a database.

We use such a tool when assessing, and the output reports are stored and, if requested by an Awarding Organisation for moderation, are submitted along with the assessment.

As part of Awarding Organisation moderation processwa, each assessment that has been requested as part of a sample is passed through their own AI Detector. As the use of AI Detectors are in their infancy, we are continuing to review our approach to the use of AI Detectors as a reliable detector tool and therefore where the output report indicates that a generative AI tool has been used in whatever capacity, we will review this internally, and may enact our current published Malpractice and Maladministration Policy, which may include notifying the Awarding Organisation.

Information for Learners

Learners are accountable for the output of their assessment and how it is produced which means that they should be able to distinguish their own original thoughts, and which are derived from generative AI software.

Learners must ensure that they are not attempting to gain an unfair advantage by presenting generative AI content as their own.

If AI tools such as ChatGPT, Quillbot, Google Bard, CoPilot and others are used by learners to generate an assessment/assignment or part of an assessment/assignment and it is submitted as if it were your own authentic piece of work, this will be regarded as malpractice and treated as such.

Understanding the Limitations of Using Generative AI

Generative AI tools may be useful in supporting the assessment creation process to generate ideas or develop a plan rather than using it to generate assessment content. A learner may wish to use it for background research to identify possible approaches or to explore or to plan and structure work, for example by suggesting how a learner may present their ideas.

Learners must understand the limitations of any AI tool they are using and check the factual

accuracy of the content it generates. AI generated content cannot be relied on as a key source of information and should be used in conjunction with other sources. Therefore, a learner will need to follow up on suggestions made by an AI tool using traditional search methods and correct referencing techniques.

AI tools are models that have been trained from a large body of text from a variety of sources; they are not databases of knowledge. An AI tools' responses will not be derived from access to a database of facts but are based on patterns that it saw in its training data. This means it could be flawed and contain inaccuracies and biases that exist within the data sources the AI tool has been trained on.

AI tools have no understanding of what they generate and therefore may generate responses which contain factually inaccurate information which may have come from fabricated sources. It may also generate content that infringes copyright, produces fake citations and references and is offensive. Consequently, a check must be made on the factual accuracy of the content it generates.

It is also possible that AI generated responses may have been plagiarised, meaning that response could make use of words and ideas from a human author without referencing them.

Citing AI

It is important to be transparent about the use of such tools and content generated from them.

Content or responses generated by AI isn't recoverable meaning it can't be retrieved or linked to in the same way that other sources can. Therefore, when AI tools have been used as a source of information, a learner must acknowledge this by stating the name of the AI source used and the date the content was generated. For example: ChatGPT 4.0 (https://openai.com/ blog/chatgpt/), 1st February 2024.

The learner must retain a copy of the question(s) asked of the AI tool and the online content generated for reference and authentication purposes. This must be in a non-editable format such as a screenshot and a brief explanation of how it has been used must be provided.

If a learner uses an AI tool to, for example, generate ideas or develop a plan, a learner must acknowledge how they have used the tool, even if they do not include any AI generated content in their work.

Contact us

Any queries about the contents of this document please contact:

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