



# Use of Artificial Intelligence (AI) Policy



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## 1. Purpose

This policy sets out SFJ Awards' approach to the management of the use of Artificial Intelligence (AI). It sets out our principles and responsibilities as a regulated Awarding and End-Point Assessment organisation, and what we expect of our centres and training providers.

## 2. Definitions

Artificial Intelligence (AI) is the ability of a computer or computer-controlled robot to perform tasks commonly associated with intelligent being. In the context of learning and assessment, AI tools can be used to obtain information and content which might be used in work produced for assessments which lead towards qualifications or can be used to create the assessments.

All involved with qualifications and End-Point Assessment (EPA) should be aware that AI tools are evolving and there are often limitations to their use, such as producing inaccurate or inappropriate content.

Ofqual, the Qualifications Regulator, currently considers AI to be systems that operate with the two following characteristics:

- adaptivity – systems that are trained and can then learn and adapt to “perform new forms of inference not directly envisioned by their human programmers” <sup>1</sup>This means it is difficult to explain the logic behind AI systems, or the intent of their outputs.
- autonomy – systems that make decisions without the intent or control of a human. This characteristic can make it challenging to assign responsibilities for AI system outcomes.

## 3. Use of AI in Assessments

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 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:

- Answering questions
- 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 format

AI tools must only be used when the conditions of the assessment permit the use of the internet and where the learner is able to demonstrate that the final submission is the product of their own independent work and independent thinking.

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<sup>1</sup> 'A pro-innovation approach to AI regulation', Department for Science, Innovation & Technology, March 2023, Section 3.2.1

### 3.1 What is AI Misuse

The misuse of AI tools in relation to assessments at any time constitutes malpractice. The malpractice sanctions available for the offences of 'making a false declaration of authenticity' and 'plagiarism' include disqualification and debarment from taking qualifications or EPA for several years. A learner or apprentice's marks may also be affected if they have relied on AI to complete an assessment and, as noted above, the attainment that they have demonstrated in relation to the requirements of the qualification does not accurately reflect their own work.

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

- Copying or paraphrasing sections of AI-generated content so that the work is no longer the learner'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 learner'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.

### 3.2 Acknowledging AI Use

If a learner or apprentice uses an AI tool which provides details of the sources it has used in generating content, these sources must be verified and referenced in their work in the normal way.

Where an AI tool does not provide such details, learners or apprentices should ensure that they independently verify the AI-generated content – and then reference the sources they have used.

In addition to the above, where learners or apprentices use AI, they must acknowledge its use and show clearly how they have used it. This allows teachers and assessors to review how AI has been used and whether that use was appropriate in the context of the assessment. This is particularly important given that AI-generated content is not subject to the same academic scrutiny as other published sources.

Where AI tools have been used as a source of information, an acknowledgement must show the name of the AI source used and should show the date the content was generated. For example: ChatGPT 3.5 (<https://openai.com/blog/chatgpt/>), 22/01/2024.

The learner must retain a copy of the question(s)/prompts used and computer-generated content for reference and authentication purposes. This must be in a non-editable format (such as a screenshot) and provide a brief explanation of how it has been used. This must be submitted with the work so that the teacher/assessor is able to review the work, the AI-generated content and how it has been used. Where this is not submitted, and the teacher/assessor suspects that the learner or apprentice has used AI tools, the teacher/assessor will need to consult the Centre's malpractice policy for appropriate next steps and should take action to assure themselves that the work is the learner' or apprentice's own.

## 4. Roles and Responsibilities

SFJ Awards is committed to the development and support of learners including providing relevant information regarding entry and access arrangements, irrespective of any protected characteristics they may have.

### Learners:

- Are familiar with the centre's/training provider's Use of AI and/or Malpractice and Plagiarism policies.

### Centre Tutors, Assessors and Internal Quality Assurers:

- Are familiar with and adhere to this policy and the centre's/training provider's own Use of AI and/or Malpractice and Plagiarism policies, assessment and award of SFJ Awards' qualifications and End-Point Assessments.

### External Quality Assurers (EQAs)

- Ensure SFJ Awards approved centres have in place AI and/or Malpractice and Plagiarism policies and practices.
- Ensure that SFJ Awards approved centres have in place monitoring arrangements for the detection of an investigation into the use of AI.

### Independent Assessors (IAs):

- Ensure EPA delivery is conducted in line with SFJ Awards' AI and/or Malpractice and Plagiarism policies.
- Support SFJ Awards in monitoring and advising on arrangements for the detection of the inappropriate use of AI.
- Identify issues relating to the use of AI, particularly in the application of assessment.

## 5. Regulatory criteria and conditions

Regulatory Body	Regulatory guidance document	Regulatory Condition or Criterion
Ofqual	General Conditions of Recognition	C2, E4, H1, H2, J1
CCEA Regulation	General Conditions of Recognition	C2, E4, H1, H2, J1

Qualifications Wales	Qualification Wales Standard Conditions of recognition	C2, E4, H1, H2, J1
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## 6. Review of the Policy

This policy will be reviewed by SFJ Awards on a regular basis as part of SFJ Awards' self-evaluation arrangements and revised as necessary in response to lessons learnt, customer feedback, changes in legislation and guidance from the Qualifications Regulators.

If you have any queries about the content of the policy or you wish to give feedback, then please contact SFJ Awards Tel: 01142 841970 or email [info@sfjawards.com](mailto:info@sfjawards.com).

## 7. Location of the Policy

A copy of this policy can be downloaded from Odyssey, ACE360 or from the SFJ Awards website: [www.sfjawards.com/policies](http://www.sfjawards.com/policies).

## 8. Copyright

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