Artificial Intelligence (AI) in Assessments: Mitigating Risks of Academic Malpractice

Elliott Gibbons

Head of Investigations @ Pearson

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Pearson

AI videos a year ago…

Generative AI tools

Pearson

Generative AI tools

Text: Chat GPT3.5, GPT4, Gemini, Claude, Quillbot

Images/video: MidJourney, DALL-E, Sora

DALL·E 3

Music: Soundraw, Veed, Loudly

VEED.IO

Speech: Elevenlabs, PlayHT, Natural Reader

Play.ht

IIElevenLabs

MidJourney

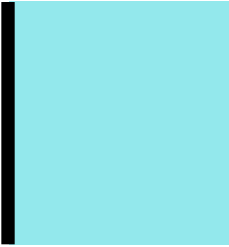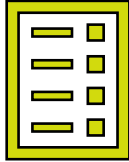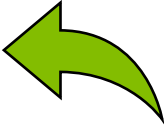# DALL-E

DALL-E

DALL-E

Can students use AI tools in assessments?

Yes...

1 ...if **your** centre policy allows it

2 ...if access to the internet is not prohibited

3 ...if they appropriately reference ('acknowledge') their use

4 ...if the work they submit for assessment is their own

5 ...if they submit the AI prompts and outputs with their work

Acknowledging AI tools
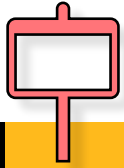
Students must acknowledge use of AI tools, e.g.:

ChatGPT 3.5 (https://openai.com/), 25/01/2024.

Students must submit a copy of their prompts and their outputs with their work.

AI misuse

What is AI misuse?

1 Copying or paraphrasing AI content so work is no longer the student's own

2 Failing to appropriately acknowledge use of AI tools

3 Incomplete or poor acknowledgement of use of AI tools

4 Intentionally providing incomplete/misleading references/bibliographies
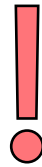
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AI misuse – what happens next (centre)

Learner submits work

- Learner completes declaration of authentication
- Learner submits work

Teacher/ assessor checks

- Teacher/ Assessor reviews work submitted
- Teacher/ Assessor checks content for AI misuse/ plagiarism

Teacher/ assessor identifies issues

- Teacher/ Assessor identifies potential AI concerns

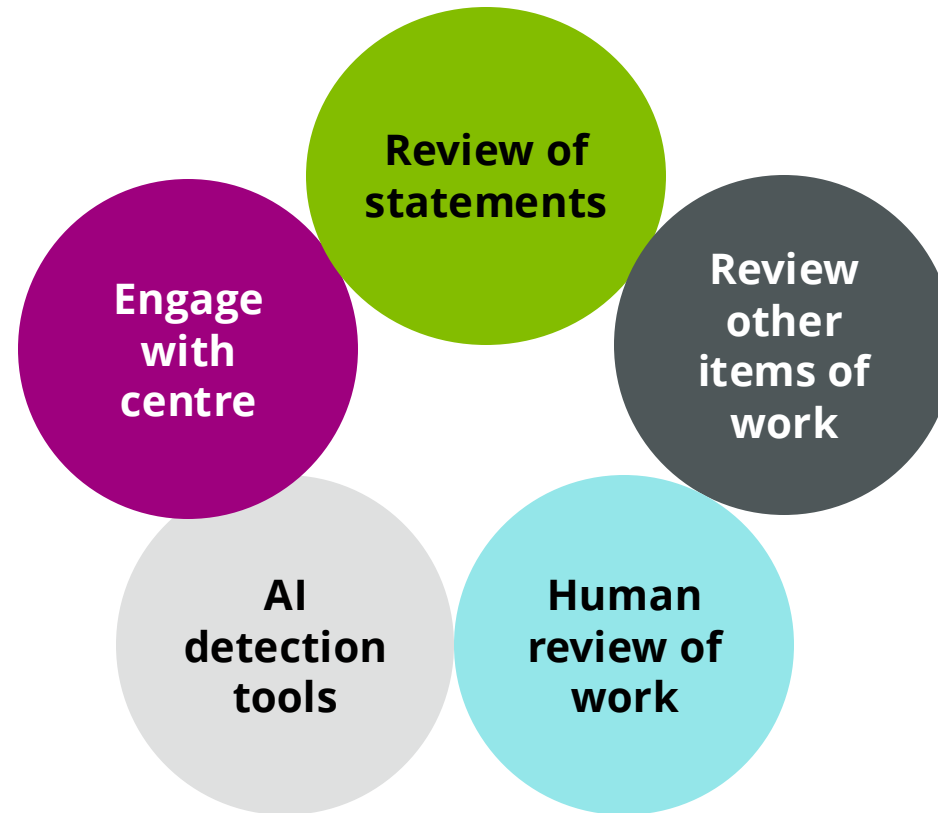**Teacher/ assessor investigates concerns**

- Teacher/ Assessor investigates AI misuse concerns
- Student asked to provide statement

Report to AO

- JCQ Form M1 and supporting evidence submitting to awarding organisation

AI misuse – what happens next (AO)

Holistic review of the available evidence

AI misuse – what happens next (AO)

Type of offence	Warning (Sanction 1)	Loss of marks (Aggregation still permitted) (Sanctions 2-4)	Loss of aggregation or certification opportunity (Sanctions 5-9)
Plagiarism: unacknowledged copying from or reproduction of third party sources (including the internet and AI tools); incomplete referencing	minor amount of plagiarism/poor referencing in places	plagiarism from work listed in the bibliography or referenced/acknowledged; or minor amount of plagiarism from a source not listed in the bibliography or referenced / acknowledged	plagiarism from work not listed in the bibliography or referenced/acknowledged; or plagiarised text consists of the substance of the work submitted and the source is listed in the bibliography or referenced / acknowledged

AI misuse – examples

Extended Project Qualification (EPQ)

- AI misuse sampling by AO identified potential misuse
- Manual review confirmed that several unreferenced sections likely AI-generated
- Student declined to provide a statement
- Student disqualified

AI misuse – examples

Cambridge Nationals – Enterprise and Marketing

- Two students used AI tools for some learning objectives and failed to reference this use

- The students admitted to using AI tools

- One argued it was the same as asking a teacher

- One couldn't remember what their use of AI tools had involved

- The centre had failed to provide guidance to learners about avoiding AI misuse

- Both candidates were given 0 marks for affected learning objectives

Inappropriate use of AI tools
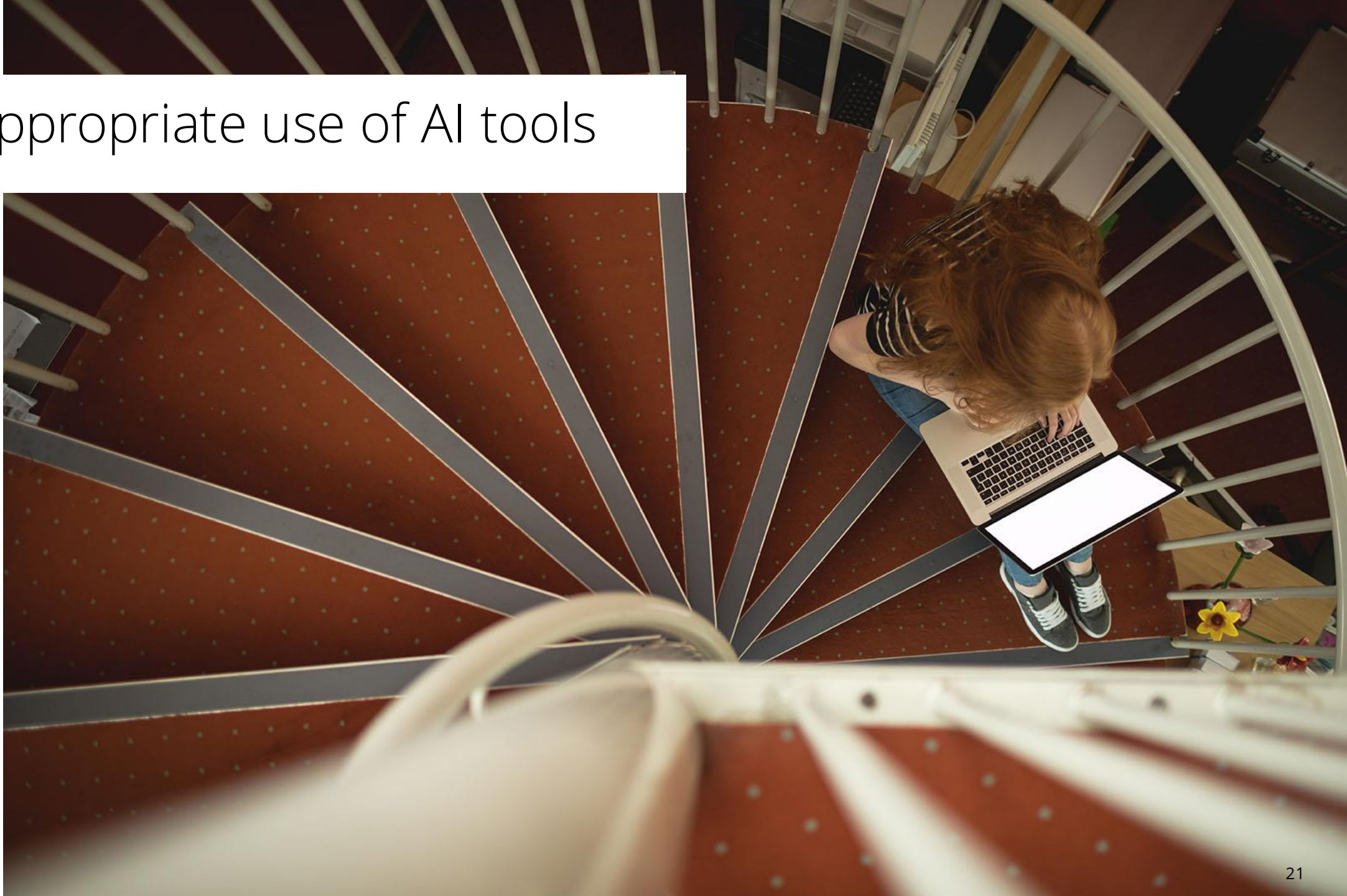
Inappropriate use of AI tools

JCQ *AI Use in Assessments* guidance, p.6

"b) Students should also be reminded that if they use AI so that they have not independently met the marking criteria, they will not be rewarded."

This means:

- If students have referenced/acknowledged their use of AI
- But they have simply relied on the AI content for some sections and not independently met the marking criteria
- They should get 0 for the affected criteria

Inappropriate use of AI tools

BTEC Level 3 National Extended Diploma in Business

- Student uses AI tools
- Appropriately acknowledged
- Prompt and output provided
- Student's work meets all Pass, Merit and Distinction criteria
- **But** student has not independently demonstrated their own understanding of how one of the businesses might react to future changes
- Assessor cannot award D3
- Student gets a Merit grade overall

Learning aim C: Examine the environment in which businesses operate		
C.P4 Discuss the effect of internal, external and competitive environment on a given business. **C.P5** Select a variety of techniques to undertake a situational analysis of a given business.	**C.M3** Assess the effects of the business environment on a given business.	**C.D2** Evaluate the extent to which the business environment affects a given business, using a variety of situational analysis techniques. **D.D3** Evaluate how changes in the market have impacted on a given business and how this business may react to future changes.
Learning aim D: Examine business markets		
D.P6 Explore how the market structure and influences on supply and demand affect the pricing and output decisions for a given business.	**D.M4** Assess how a given business has responded to changes in the market.	
Learning aim E: Investigate the role and contribution of innovation and enterprise to business success		**E.D4** Justify the use of innovation and enterprise for a business in relation to its changing market and environment.
E.P7 Explore how innovation and enterprise contribute to the success of a business.	**E.M5** Analyse how successful the use of innovation and enterprise has been for a given business.	

Inappropriate use of AI tools

Ofqual's *General Conditions of Recognition,* Condition J1.8:

"A person who undertakes marking or the review of marking. This involves using a particular set of criteria to make judgements as to the level of attainment a Learner has demonstrated in an assessment."

This means that if teachers/assessors use AI tools in their marking, an AI tool cannot be the 'sole marker' – the assessor is responsible for marking the work.

Detecting AI misuse

Human review

Inconsistencies in candidate work

Writing style

- Portions of piece which differ from other sections of the same piece
- Portions of work which differ from other examples of candidate work

(reviewing a representative work generated in supervised conditions can help here)
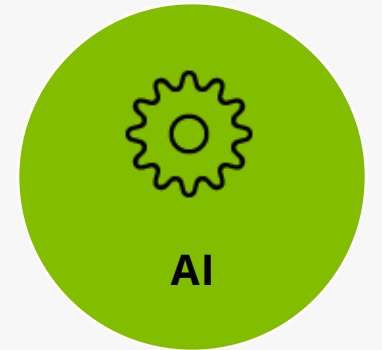
Candidate

Characteristics of AI use

Features of AI writing

- Unusual language, content or warnings that are typical of AI writing

(it is recommended that one takes the time to engage with tools like ChatGPT and to familiarise yourself with its capabilities and style)

AI

Human Classification - AI Checklist #1

Writing style and tone

Complexity and coherency

General understanding and working level

Spelling

Grammar

<Noticeable differences within the work, or within the portfolio>

American/English Inconsistent spelling
Struggling with easier words, but spelling harder words correctly

Inconsistent use of punctuation or grammatical elements

Human Classification - AI Checklist #2

Layout

Formatting / Style

Scaffolding Language

Caveats and disclaimers

Elaboration / Repetition

Portions of work using paragraphs and others without

Changes in font, font size and colour

Spacing variations

Excessive introductory phrases and conclusions

Excessive or unwarranted caveats, disclaimers, or 'example language'

Unnecessary or inconsistent repetition of points

Human Classification - AI Checklist #3

Perspective / Tense

Verbosity

Non-Sequiturs

Burstiness

Flat Writing

Changes from past tense / future

Second / third person

The use of verbose language or phrases

Work that does not 'flow' correctly

Change in the range of sentence length between different sections

An overly academic or flat writing style, lacking personal traits

AI Detection Tools

GPTZero

- Raw text input or document upload
- 5,000 character limit
- Provides metrics for probability of AI use, and confidence score
- Highlights AI sections

Copyleaks

- Raw text input
- 25,000 character limit
- Detects overall probability of AI use
- Provides simple AI use probability phrase

Turnitin AI detector

- Minimum 300 words and 15,000 Word limit
- File upload only
- Detects proportion of work as a percentage which is AI (cautious)
- Highlights AI work

Student discussions

A powerful means of confirming the authenticity of learner work is to talk to the learner about the work they've produced

- Questions could include things like:

    - Why did they choose this particular topic/subject/focus?

    - Where did they get the inspiration to _____?

    - What did you mean when you wrote _____?

    - I don't remember seeing you working on this or discussing this in class, what made you make the leap from _____ to _____?

Holistic review of the evidence

The presence of one AI characteristic, particularly in isolation, is unlikely to be sufficient to confidently predict AI use. When reviewing work for AI misuse, Investigators will consider that:

1

AI detection tools should not form the sole basis of an AI misuse finding

2

AI detection tools can produce false positives (where human content is identified as AI)

3

AI detection tools can produce false negatives (where AI generated content is classified as human writing)

4

Some learners' natural writing style might include characteristics typically associated with AI misuse

Preventing AI misuse

Preventing AI misuse

Centre policies

- AI use policy
- Malpractice policy

Teaching practice

Ensure that teachers and assessors are:
- familiar with students' capabilities and usual standard of work
- familiar with learners' development of their ideas – consideration of 'check-ins', monitoring

Consider:
- exploring different forms of evidence (presentations, discussions, artefacts) where appropriate

Learner guidance

- On referencing sources and avoiding plagiarism

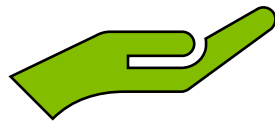- On knowing what malpractice is and what the consequences are

Teachers & Assessors

- teaching best practice

- robustly authenticating learner work

- must only accept work for assessment which they're assured is the learner's own

Support

Centres, teachers and assessors can contact the relevant AO for further guidance and support.

This could include the subject teams or the malpractice investigation teams.

Questions?