



Fulston Manor School

The Use of AI in the Examination Process

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Introduction:

Students complete the majority of their exams and a large number of other assessments under close staff supervision with limited access to authorised materials, no permitted access to the internet and with teacher monitoring through a monitoring software. The delivery of these assessments should be unaffected by developments in AI tools as students must not be able to use such tools when completing these assessments. There are some assessments in which access to the internet is permitted in the preparatory, research or production stages. The majority of these assessments will be Non-Examined Assessments (NEAs, PSAs), coursework and internal assessments for General Qualifications (GQs) and Vocational & Technical Qualifications (VTQs).

JCQ guidance states that “Any use of AI which means students have not independently demonstrated their own attainment is likely to be considered malpractice (See Fulston Manor Schools Malpractice Policy with the Examinations Policy). While AI may become an established tool at the workplace in the future, for the purposes of demonstrating knowledge, understanding and skills for qualifications, it’s important for students’ progression that they do not rely on tools such as AI”.

Students 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, demonstrating their own knowledge, skills and understanding as required for the qualification in question and set out in the qualification specification. This includes demonstrating their performance in relation to the assessment objectives for the subject relevant to the question/s or other tasks students have been set.

1. What is AI?

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. While the range of AI tools and their capabilities is likely to expand greatly in the near future, misuse of AI tools in relation to qualification assessments at any time constitutes malpractice. Centre staff and candidates should also be aware that AI tools are evolving quickly but there are still limitations to their use, 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: *(NB this is not an exhaustive list)*

- 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 formality

AI chatbots currently available include, but are not limited to

- ChatGPT (<https://chat.openai.com/auth/login>)
- Jenni AI (<https://jenni.ai>)
- Jasper AI (<https://www.jasper.ai/>)
- Writesonic (<https://writesonic.com/chat/>)
- Bloomai (<https://huggingface.co/bigscience/bloom>)
- Gemini (<https://gemini.google.com/>)
- Claude (<https://claude.ai/>)

There are also AI tools which can be used to generate images, include, but are not limited to

- Midjourney (<https://midjourney.com/showcase/top/>)
- Stable Diffusion (<https://stablediffusionweb.com/>)
- Dalle-E 2 (OpenAI) (<https://openai.com/dall-e-2/>)

There are also AI tools which can be used to generate music. These include, but are not limited to

- Soundraw (<https://soundraw.io/>)
- wavtool (<https://wavtool.com/>)
- Musicfy (<https://create.musicfy.lol/>)

2. The risk of using AI?

The use of AI chatbots may pose significant risks if used by students completing work and qualification assessments. 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.

3. What is AI Misuse?

As has always been the case, and in accordance with section 5.3(k) of the JCQ General Regulations for Approved Centres (<https://www.jcq.org.uk/exams-office/general-regulations/>), students must submit work for assessments which is their own. This means both ensuring that the final product is in their own words and isn't 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 understanding as required for the qualification in question and set out in the qualification specification. This includes demonstrating their performance in relation to the assessment objectives for the subject relevant to the question/s or other tasks students have been set.

While AI may become an established tool at the workplace in the future, for the purposes of demonstrating knowledge, understanding and skills for qualifications, it's important for students' progression that they do not rely on tools such as AI. Students should develop the knowledge, skills and understanding of the subjects they are studying.

Students must be able to demonstrate that the final submission is the product of their own independent work and independent thinking. AI misuse is where a student 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.

AI misuse constitutes malpractice as defined in the JCQ Suspected Malpractice: Policies and Procedures (<https://www.icq.org.uk/exams-office/malpractice/>) (Fulston Manor School Examination Policy). The malpractice sanctions available for the offences of 'making a false declaration of authenticity' and 'plagiarism' include disqualification and debarment from taking qualifications for a number of years. Students' 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.

4. When and how AI use should be acknowledged

It remains essential that students are clear about the importance of referencing the sources they have used when producing work for an assessment and that they know how to do this (See later section on how Fulston Manor School makes students aware of this). Appropriate referencing is a means of demonstrating academic integrity and is key to maintaining the integrity of assessments.

If a student uses an AI tool which provides details of the sources it has used in generating content, these sources must be verified by the student and referenced in their work in the normal way. Where an AI tool does not provide such details, students should ensure that they independently verify the AI-generated content – and then reference the sources they have used. Students and staff need to note that even when AI is used purely for idea generation, planning, or summarising, it must be acknowledged in the same way as any other source.

In addition to the above, where students 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 particular 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, a student's 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/>), 25/01/2024. The student must retain a copy of the question(s) and computer-generated content for reference and authentication purposes, in a noneditable format (such as a screenshot) and provide a brief explanation of how it has been used. This must be submitted with the work the student submits for assessment, so 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 student has used AI tools, the teacher/assessor will need to consult the centre's malpractice policy for appropriate next steps and should act to assure themselves that the work is the student's own.

Further guidance on ways this could be done are set out in the JCQ Plagiarism in Assessments guidance document (see link below). The JCQ guidance on referencing can be found in the following:

- Plagiarism in Assessments
(<https://www.jcq.org.uk/exams-office/malpractice/plagiarism-in-assessments---guidance-for-teachersassessors/>)
- Instructions for conducting coursework
(https://www.jcq.org.uk/wp-content/uploads/2022/08/Coursework_ICC_22-23_FINAL.pdf)
- The Information for Candidates documents
(<https://www.jcq.org.uk/examsoffice/information-for-candidates-documents>)

Other actions which should be considered in relation to acknowledging AI use are:

a) Students being reminded that, as with any source, poor referencing, paraphrasing and copying sections of text may constitute malpractice, which can attract severe sanctions including disqualification – in the context of AI use, students must be clear what is and what is not acceptable in respect of acknowledging AI content and the use of AI sources. For example, it would be unacceptable to simply reference ‘AI’ or ‘ChatGPT’, just as it would be unacceptable to state ‘Google’ rather than the specific website and webpages which have been consulted;

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 (examples of how to implement this can be found in Appendix B: Exemplification of AI use in marking student work at the end of this document).

5. Centre training for staff with regard to assuring the authenticity of the students own work

Teachers and assessors must be assured that the work they accept for assessment and mark is authentically the student’s own work – the following strategies will be used by staff in addition to their annual training on the suitable use of AI in Education. They are required to confirm this during the assessment process using the strategies outlined within this policy. Centre staff will receive training on the suitable use of AI in Term 4 of each academic year in order to be updated on JCQ regulations and also respond to AI developments. Those staff conducting NEA / PSA examinations (including new staff) will ensure that they have completed online training before commencing any assessment work.

Below are the ways that Fulston Manor School ensures the fair and appropriate use of AI:

- a) Implementation of work progressing towards the restriction of access to online AI tools on centre devices and networks
- b) Restriction of online AI tools on centre devices used for exams
- d) Where appropriate, allocate time for sufficient portions of work to be done in class under direct supervision to allow the teacher to authenticate each student’s whole work with confidence
- e) Examine intermediate stages in the production of work in order to ensure that work is underway in a planned and timely manner and that work submitted represents a natural continuation of earlier stages
- f) Introduce classroom activities that use the level of knowledge/understanding achieved during the course thereby making the teacher confident that the student understands the material
- g) To engage students in a short verbal discussion about their work to ascertain that they understand it and that it reflects their own independent work
- h) Do not accept, without further investigation, work which staff suspect has been taken from AI tools without proper acknowledgement or is otherwise plagiarised

i) Issuing tasks for centre-devised assignments which are, wherever possible, topical, current and specific, and require the creation of content which is less likely to be accessible to AI models trained using historic data

The following points are shared with all staff as a list of indicators to look out for when assessing all student work, not just examination material:

- A default use of American spelling, currency, terms and other localisations*
- A default use of language or vocabulary which might not accord with the qualification level*
- A lack of direct quotations and/or use of references where these are required/ expected~
- Inclusion of references which cannot be found or verified (some AI tools have provided false references to books or articles by real authors)
- 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
- Instances of incorrect/inconsistent use of first-person and third-person perspective where generated text is left unaltered
- A difference in the language style used when compared to that used by a student in the classroom or in other previously submitted work
- A variation in the style of language evidenced in a piece of work, if a student has taken significant portions of text from AI and then amended this
- A lack of graphs/data tables/visual aids where these would normally be expected
- A lack of specific local or topical knowledge
- Content being more generic in nature rather than relating to the student themselves, or a specialised task or scenario, if this is required or expected
- The inadvertent inclusion by students of warnings or provisos produced by AI to highlight the limits of its ability, or the hypothetical nature of its output
- The submission of student work in a typed format, where their normal output is handwritten
- The unusual use of several concluding statements throughout the text, or several repetitions of an overarching essay structure within a single lengthy essay, which can be a result of AI being asked to produce an essay several times to add depth and variety or to overcome its output limit
- The inclusion of strongly stated non-sequiturs or confidently incorrect statements within otherwise cohesive content
- Overly verbose or hyperbolic language that may not be in keeping with the candidate's usual style
- Including any other element of a teachers suspicion of AI misuse

*Please be aware, though, that AI tools can be instructed to employ different languages, registers and levels of proficiency when generating content.

~However, some AI tools will produce quotations and references.

Student awareness of fair and appropriate use of AI

At Fulston Manor School, all students receive Pastoral lessons on the use of AI and how to use this in a fair and authorised way, this session increasing in complexity according to age suitability. Those subjects where AI use is most at risk includes those where much work completed outside of lessons, NEA / PSA assessments will give class-based instruction and guidance to students around fair and authentic use of AI.

Students are made aware of the guidelines around this when preparing for examinations and a poster campaign is ongoing in study areas – ensuring the student body understands how to use AI fairly and is also aware of the implications if not.

Guidance on fair and transparent use of AI is also included in the students understanding of examination malpractice declaration.

In Summary:

Any use of AI which means students have not independently demonstrated their own attainment is likely to be considered malpractice.

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

- Copying or paraphrasing sections of AI-generated content so that the work 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

If AI misuse is detected or suspected by the centre and the declaration of authentication has been signed, the case must be reported to the relevant awarding organisation following the centres Examination malpractice procedures.