Artificial Intelligence 2026-2027

Artificial intelligence 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. **AI misuse constitutes malpractice.**

When properly referenced, this can be acceptable, although students cannot be credited for any work they produce for assessment which is not their own so the benefit to them of using AI is likely to be limited and they risk committing malpractice if AI is misused.

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:

- 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 tools available include:

- ChatGPT (https://chat.openai.com/auth/login)
- Jenni AI (https://jenni.ai)
- Jasper AI (https://www.jasper.ai/)
- Writesonic (https://writesonic.com/chat/)
- Bloom AI (https://huggingface.co/bigscience/bloom)
- Gemini (https://gemini.google.com/)
- Claude (https://claude.ai/)
- Gauth (https://gauthmath.com/)
- Question AI (https://questionai.com/)
- Brainly (https://brainly.com/)

There are also AI tools which can be used to generate images, music or video, such as:

- Midjourney (https://midjourney.com/showcase/top/)
- Stable Diffusion (https://stablediffusionweb.com/)
- Dalle-E 2 (OpenAI) (https://openai.com/dall-e-2/)
- Soundraw (https://soundraw.io/)
- Musicfy (https://create.musicfy.lol/)
- Runway (https://runwayml.com/)
- LTX Studio (https://ltx.studio/)

It is important that teachers and students are aware that the range of AI tools and their capabilities is expanding quickly, and that there are limitations to their use such as producing inaccurate or inappropriate content.

The lists of certain suppliers of AI-related products are for information purposes only and do not constitute an endorsement by JCQ. It is each centre's or individual's responsibility to investigate and verify any suppliers they use, including any terms and conditions which govern the sale or use of the supplier's products. The lists provided are not exhaustive.

The use of AI tools may pose significant risks if used by students completing qualification assessments, not least the risk of committing malpractice, for which serious sanctions can apply. (AI Use in Assessments: Your role in protecting the integrity of qualifications, Revision 2)

Students must submit work for assessments which is their own. This applies to both internal and private candidates. 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 must be able to demonstrate that the final submission is the product of their own independent work and independent thinking. It is important students develop the knowledge, skills and understanding of the subjects they are studying and do not rely on AI.

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.

The centre will:

• Ensure AI is discussed by the senior leadership team and a clear approach shared

• Explain the importance of students submitting their own independent work

• Ensure the centre's malpractice/plagiarism policy includes clear guidance on how students should reference appropriately (see below)

• Ensure that teachers and assessors are familiar with AI tools, their risks and AI detection tools

• Require students to sign a declaration that they have understood what AI misuse is, and that it is forbidden

• Ensure that each student is issued with a copy of, and understands, the appropriate JCQ Information for Candidates

IFC-Coursework_Assessments_2025_FINAL.pdf

• Ensure that teachers are aware they must not use AI tools as the sole marker of student work

Guidance on how to reference properly

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. 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 students use AI, they must acknowledge its use and show clearly how they have used it.

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/), 25/01/2026. 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. If this is not submitted, but 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 must take action to assure themselves the work is the student's own. Where the teacher/assessor cannot assure themselves, they must follow their centre's internal procedures and the published guidance for assessment. (AI Use in Assessments April 2025).

The JCQ guidance on referencing can be found in the following:

• Plagiarism in Assessments

www.jcq.org.uk/exams-office/malpractice/plagiarism-in-assessments---guidance-for-teachersassessors/

• Instructions for conducting coursework

Coursework_ICC_25-26_FINAL.pdf

• The Information for Candidates documents

IFC-Coursework_Assessments_2025_FINAL.pdf

IFC-NE_Assessments_2025_FINAL.pdf

AI Use and Marking

When marking student work in which AI use has been acknowledged, and there are no concerns of AI misuse, the assessor must still ensure that if the student has used AI tools such that they have not independently met the marking criteria, they are not rewarded. Depending upon the marking criteria or grade descriptors being applied, the assessor may need to take into account the failure to independently demonstrate their understanding of certain aspects, when determining the appropriate mark/ grade to be awarded. Where such AI use has been considered, and particularly where this has had an impact upon the final marks/grades awarded by the assessor, clear records should be kept – this provides feedback to the student and provides clarity in the event of an internal appeal or the work being selected for moderation/ standards verification.

Preventing AI misuse in assessments

a) access to online AI tools is restricted on centre devices and networks;

b) access to online AI tools is restricted on centre devices used for exams;

(care must be taken when a student is allowed to use a laptop or similar device for exams, to ensure they have no access to AI tools (see sections 14.20-14.27 of the Instructions for conducting examinations document)

c) Teacher are required to set reasonable deadlines for submission of work and provide reminders;

d) Teachers are asked to, as 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) Teachers are asked to 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) Teachers are required to 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) If teachers have doubts about student's work, they are required to engage students in verbal discussion about their work to ascertain that they understand it and that it reflects their own independent work;

h) Teachers are instructed not to accept, without further investigation, work which they suspect has been taken from AI tools without proper acknowledgement or is otherwise plagiarised

Identifying misuse in assessments

Identifying the misuse of AI by students requires the same skills and observation techniques that teachers are probably already using to assure themselves student work is authentically their own:

When reviewing a given piece of work to ensure its authenticity, teachers should compare it against other work created by the student. Where the work is made up of writing, one can make note of the following characteristics:

1. Spelling and punctuation
2. Grammatical usage
3. Writing style and tone
4. Vocabulary
5. Complexity and coherency
6. General understanding and working level
7. The mode of production (i.e. whether handwritten or word-processed)

Private candidates

Verifying the authenticity of work submitted by private candidates can be more challenging for centres. Before accepting entries from a private candidate for a subject that includes NEA or coursework, the centre must consider the steps they will take that will enable the teachers/assessors to ensure the work submitted for assessment is the student's own independent work. This may involve requiring the student to undertake some of the work under supervision, a review of the student's portfolio of evidence across a range of qualifications and a short discussion with the student regarding their work.

Potential indicators of AI misuse

If the following are seen in student work, it may be an indication that the student has misused AI:

a) A default use of American spelling, currency, terms and other localisations*

b) A default use of language or vocabulary which might not appropriate to the qualification level*

c) A lack of direct quotations and/or use of references where these are required/expected

d) Inclusion of references which cannot be found or verified (some AI tools have provided false references to books or articles by real authors)

e) 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

f) Instances of incorrect/inconsistent use of first-person and third-person perspective where generated text is left unaltered

g) A difference in the language style used when compared to that used by a student in the classroom or in other previously submitted work

h) 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

i) A lack of graphs/data tables/visual aids where these would normally be expected

j) A lack of specific local or topical knowledge

k) Content being more generic in nature rather than relating to the student themself, or a specialised task or scenario, if this is required or expected

l) 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

m) The submission of student work in a typed format, where their normal output is handwritten

n) 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

o) The inclusion of strongly stated non-sequiturs or confidently incorrect statements within otherwise cohesive content

p) Overly verbose or hyperbolic language that may not be in keeping with the candidate's usual style.

Information taken from: AI Use in Assessments: Your role in protecting the Integrity of Qualifications (Revision 2, 30 April 2025).

AI-Use-in-Assessments_Apr25_FINAL.pdf

Automated detection

AI tools, as large language models, produce content by 'guessing' the most likely next word in a sequence. This means AI-generated content uses the most common combinations of words, unlike humans who tend to use a variety of words in their normal writing. Several programs and services use this difference to statistically analyse written content and determine the likelihood that it was produced by AI, for example:

- Copyleaks (https://copyleaks.com/ai-content-detector)
- GPTZero (https://gptzero.me/)
- Sapling (https://sapling.ai/ai-content-detector)
- Turnitin AI writing detection (https://www.turnitin.com/solutions/topics/aiwriting/ai-detector/)

These may be used as a check on student work and/or to verify concerns about the authenticity of student work. However, it should be noted that the above tools will give lower scores for AI-generated content which has been subsequently amended by students, as they base their scores on the predictability of words. Spending time getting to know how the detection tools work will help teachers and assessors understand what they are and are not capable of.

AI detection tools, including those listed above, employ a range of detection models which vary in accuracy depending on the AI tool and version used, the proportion of AI to human content, prompt types and other factors (such as an individual's English language competency). In instances where misuse of AI is suspected it may be helpful to use more than one detection tool to provide an additional source of evidence about the authenticity of student work.

The use of detection tools, where used, should form part of a holistic approach to considering the authenticity of students' work; all available information must be considered when reviewing any malpractice concerns. Teachers will know their students best and so are best placed to assess the authenticity of work submitted to them for assessment – AI detection tools can be a useful part of the evidence they can consider.

> *Information taken from: AI Use in Assessments: Your role in protecting the Integrity of Qualifications (Revision 2, 30 April 2025).*

Reporting

If a student has not signed the declaration of authentication, centres do not have to report the incident to the appropriate awarding organisation. Steps to resolve such incidents must be detailed in the centre malpractice/plagiarism policy.

These steps must include:

- ensuring students are aware of what malpractice is,
- how to avoid malpractice,
- how to properly reference sources and acknowledge AI tools, etc.

Additional support materials, aimed at teachers and students, can be found here:

JCQ-AI-poster-for-students-2.pdf

JCQ-AI-information-sheet-for-teachers-1.pdf

Updating the JCQ document on AI Use in Assessments - JCQ Joint Council for Qualifications – this will take you to links for two presentations – one for SLT to use with teachers and one for teachers to use with students

Reviewed by Kirsty Willacy

Executive Lead/ Exam's officer

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Updates taken from:

AI Use in Assessments: Your role in protecting the integrity of qualifications, Revision 2: 30 April 2025