

# **Generative Artificial Intelligence in Assessments**

**Guidance for OCN London Centres**

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## Definition

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Generative artificial intelligence refers to a type of artificial intelligence (AI) technology capable of creating new content, data, or outputs that imitate or resemble human-generated content. Unlike other AI systems that analyse data or perform specific tasks based on predefined rules, generative AI has the ability to generate original content autonomously.

This AI type often employs deep learning techniques, particularly generative models like Generative Adversarial Networks or Variational Autoencoders. These models are trained on large datasets and can generate new content by learning patterns and structures from the data they've been exposed to. Generative AI has been used in various fields, such as image generation, text completion, music composition, and even in creating realistic video or audio content.

## Introduction

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Much has already been written about the increasing impact of generative AI in the education sector(s), including by government departments, qualifications regulators and awarding organisation representative bodies. This document does not seek to duplicate analysis or guidance already offered elsewhere, but to focus on the potential implications of generative AI for OCN London and our Centres.

The assessment strategies for most OCN London qualifications rely heavily on Centre based internal assessment, a substantial proportion of which consists of developing a portfolio of evidence to demonstrate the achievement of assessment criteria. This approach, with only limited use of controlled assessment, and this administered locally by Centre staff, would seem to constitute a particular area of risk for the misuse of generative AI impacting on assessment outcomes.

## The role of OCN London as an Awarding Organisation (AO)

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Although the rapid advance of generative AI, with which inevitably comes the potential for its misuse, might seem like an entirely new phenomenon, it is important to understand that it is essentially an extension to the established issue of dealing with malpractice in assessment.

OCN London's role in this context is twofold:

1. To **inform, advise and guide Centres** in understanding the issues around the use and misuse of generative AI, and what to be particularly aware of in the assessment

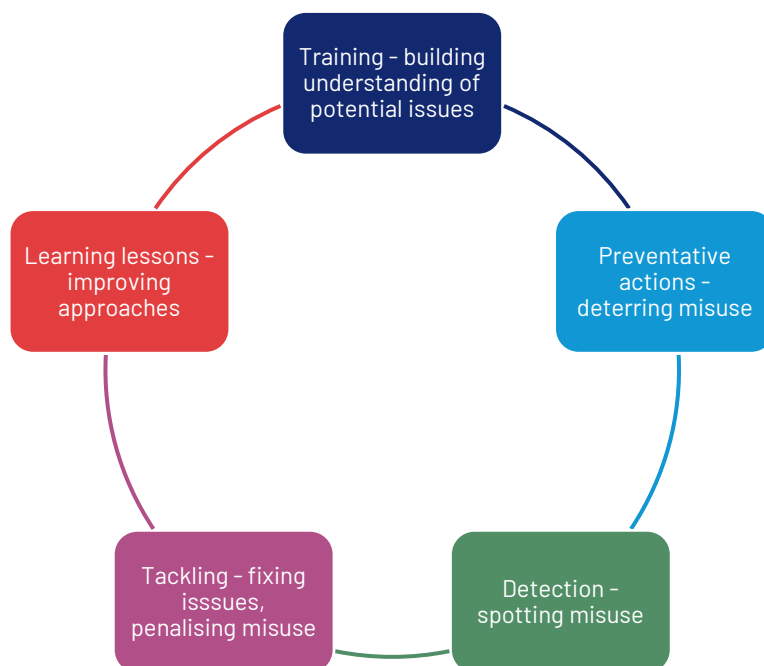
situations that are experienced in relation to our qualifications which they deliver, and to support them in developing their practices to address emerging risks.

2. To develop and continue to monitor the effectiveness of **our external quality assurance processes** to address emerging threats to the integrity of assessment from the misuse of generative AI, including the design of our centrally devised assessment tasks, sampling of assessed work and IQA, and the scope of malpractice policies and procedures.

## The role of Centres

Similarly, the challenge for Centres is not a new one but an expansion of the already difficult issue of combating plagiarism in assessment. While previously it has been possible to mitigate the risk of Learners submitting material downloaded from the internet by designing assessment tasks that require an individual response rather than the use of generic information, the arrival of assistive technology that can generate such a response requires further development of assessment processes.

The role of Centres also encompasses a number of strands:



## Prevention – deterrence

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To educate Learners from the outset in the academic conventions within which they must operate when submitting work for assessment, which will almost certainly differ from what is deemed acceptable in other areas of their life, both work and social, where the use of generative AI is likely to quickly become an established facet of everyday practice.

Educating Learners on ethical practices, clearly outlining guidelines, and employing diverse assessment methods that are difficult to manipulate can help tackle AI misuse.

Specific actions that Centres should consider taking within the **preventative** strand include:

- Incorporating **information about generative AI** into their induction sessions with Learners, so that they have an early opportunity to understand how it may and may not be used and how, where appropriate, to reference it. Addressing the issue before any assessments are undertaken should reduce the possibility of Learners unknowingly making inappropriate use of AI generated material.
- Requiring Learners to sign (or otherwise commit to) a **statement** confirming that their work when submitted is entirely their own and does / will not include any material generated by AI.

## Detection – spotting

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To ensure that all teachers, both employed and contracted, are aware of the risks associated with misuse of generative AI and are trained in the Centre's policies and procedures for detecting and dealing with potential malpractice in assessed work, and to conduct sufficient internal checks to identify any cases of work generated through the unreferenced or under-referenced use AI being missed, tolerated or encouraged.

Actions within the **detection** strand that Centres should consider taking include:

- Applying **checks during the course** to determine whether work is being conducted and the extent to which learning is being achieved that will underpin a final assessment.
- Ensuring that teachers **check submitted work** carefully for signs that it was not produced by the Learner, including comparing it to other work from the same Learner completed under controlled conditions, and/or conducting an element of oral discussion to confirm the Learner's understanding.
- Use of **online checking tools** (see Annex 1).

Although all of these actions will help to combat the misuse of generative AI, the **single most effective** strategy is to introduce more controlled assessment, where Learners will not have access to generative AI tools during the assessment.

The use of more current and specific assessment tasks is not of itself as useful a strategy as it was until recently, as generative AI tools are being continually updated to enable them to access recent as well as more historical data.

## Tackling

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Where potential misuse of generative AI is suspected or actual misuse is proven, then we expect a Centre to follow our malpractice procedures.

## Support from OCN London

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OCN London colleagues are always happy to help or advise if a Centre has general or specific concerns about the potential misuse of generative AI.

We are incorporating this area into our training for assessors and internal quality assurers and are discussing the matter during monitoring and review meetings with Centres. Specific training for a Centre can be arranged if there are a number of staff needing some development in this area.

If after assessment and internal quality assurance a Centre is unable to come to a decision about a particular Learner's work, OCN London's appointed external quality assurer (EQA) can be asked to review as part of the sampling process. EQAs meet normally once in each academic term for training and standardisation activities, and relevant updates and opportunities for sharing learning will be included in these sessions.

## Annex 1 – Checkers and tools

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Here are some online checkers and tools that can assist in detecting the use of generative AI or automated systems in various contexts:

1. **Turnitin:** Primarily used for plagiarism detection, Turnitin employs AI algorithms to compare submitted work against a vast database of academic content and previously submitted papers.
2. **ProctorU:** A proctoring service that utilizes AI to monitor and detect suspicious behaviour during online exams, such as eye movement tracking and flagging unusual activities.
3. **Copyscape:** An online tool commonly used to detect plagiarism by scanning the internet for duplicate content. While not specifically designed to detect AI use, it can identify instances of content duplication.
4. **Grammarly:** While its primary function is grammar checking, it can potentially highlight inconsistencies in writing style or language use that might indicate AI-generated content.
5. **Quetext:** Another plagiarism detection tool that can scan text for similarities across the web, aiding in identifying potential AI-generated content or instances of plagiarism.
6. **SafeAssign:** Integrated within Blackboard Learning Management Systems, SafeAssign compares submitted assignments against a database to detect overlaps and similarities.
7. **AI Dungeon Master:** This tool generates stories or game scenarios based on user input and can be used to assess whether a piece of writing is human-generated or AI-generated.

Remember, these tools vary in their capabilities and specific focuses. No tool can definitively identify the use of generative AI in all instances, but using a combination of different tools and methodologies can enhance detection capabilities.



**📍 OCN London**

24 Angel Gate, 326 City Road, London EC1V 2PT

**💻** [www.ocnlondon.org.uk](http://www.ocnlondon.org.uk)

**✉** [enquiries@ocnlondon.org.uk](mailto:enquiries@ocnlondon.org.uk)

**☎** 020 7278 5511