

Assessment Malpractice – Artificial Intelligence

2025-26 School Year

These requirements apply to NCLT Secondary Schools

DINNINGTON
HIGH SCHOOL 



Wingfield Academy



Artificial Intelligence

1.1 Defining 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. 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 is likely to be considered malpractice within exam board regulations, and a serious breach of the student code of conduct.'

Teachers and students should also be aware that AI tools are still being developed and there are often 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:

- 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

Some AI chatbots currently available include:

- Microsoft 360 Copilot
- ChatGPT (<https://chat.openai.com>)
- Jenni AI (<https://jenni.ai>)
- Jasper AI (<https://www.jasper.ai/>)
- Writesonic (<https://writesonic.com/chat/>)
- Bloomai (<https://huggingface.co/bigscience/bloom>)
- Google Gemini

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

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

1.2 AI Misuse

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

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.

1.3 Ways to prevent misuse

While there may be benefits to using AI in some situations, there is the potential for it to be misused by students, either accidentally or intentionally. AI misuse, in that it involves a student submitting work for qualification assessments which is not their own, will be considered a form of plagiarism. Teachers must be assured that the work they accept for assessment and mark is authentically the student's own work.

The below are activities to reduce the chance of AI misuse:

- Prior to the start of teaching, all teachers will share expectations with students about plagiarism and AI, including details of what could be considered misuse of AI and outlines the possible consequences of such activity, including disqualification of the student from the Applied General qualification(s) concerned.
- Carefully consider the design of assessed work ensuring that elements will not be able to be generated by AI
- Where viable teachers should plan for periods of work to be completed under supervision so they can assess students current working standards
- Class teachers where possible will compare previously created work to word processed or computer aided work to consider whether the standard of work remains broadly in line with the students progress
- Teachers should not accept, without further investigation, work which is suspected to have been taken from AI tools without proper acknowledgement or is otherwise plagiarised – doing so encourages the spread of this practice and is likely to constitute staff malpractice which can attract sanctions.
- Consider where there are any concerns, whether a verbal discussion over a piece of work would confirm how it has been constructed

1.4 Identifying misuse of AI

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

These include comparison of the learner work with previous work, being aware of potential indicators of AI use, and the use of automated detection tools.

Comparison with previous work

When reviewing a given piece of work to ensure its authenticity, it is useful to 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:

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

Where misuse of AI is suspected teachers should compare newly submitted work with work completed by the student in the classroom, or under supervised conditions.

Awareness of potential indicators of AI use, such as:

- A default use of American spelling, currency, terms and other localisations
- A default use of language or vocabulary which might not appropriate to 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)
- 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, 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

Automated detection tools

AI chatbots, as large language models, produce content by 'guessing' the most likely next word in a sequence. This means that AI-generated content uses the most common combinations of words, unlike humans who 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:

- OpenAI Classifier (<https://openai.com/blog/new-ai-classifier-for-indicating-ai-written-text/>)
- GPTZero (<https://gptzero.me/>)
- The Giant Language Model Test Room (GLTR) (<http://gltr.io/dist/>)

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Approved by Mr P Davis, Executive Director of Secondary