



# Using Artificial Intelligence in Assessments

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# 1. Introduction

Artificial Intelligence (AI) is transforming the way people work, influencing the skills they need and how they learn. With the use of AI becoming more prominent where new and emerging technologies are incorporating the use of generative AI and large language models (LLMs), there is a greater risk of it being misused; and more specifically for the purposes of this document, in the process of assessment.

This policy outlines the acceptable uses of AI in BCS assessments, providing guidance for learners, BCS Approved Centres, and BCS Accredited Training Providers. The principles set out within this policy will apply to all BCS qualifications and assessments, including professional certifications, education qualifications, and apprenticeship end-point assessments.

This policy has been informed by the principles set out by [Ofqual](#), as well as guidance provided by [IfATE](#) and [JCO](#).

Some AI applications may be commonly used within a learner's environment (workplace, educational establishment, home), the use of such tools may occur as part of everyday activities and therefore may feature within the work that is included as part of an assessment.

It is therefore important that learners, centres, and training providers understand the implications of using these AI tools, and that they follow the specific guidance provided by BCS relating to the assessment as well as to the guidance provided within this policy.

BCS advocates the need to support, explore, and understand both the current capabilities of AI (opportunities and threats) as well as its potential use where there is significant uncertainty about how AI will continue to develop and its impact. BCS will uphold the standards required to ensure AI is used responsibly, particularly where it can benefit learners and those involved in the learning and assessment process. BCS are dedicated to ensuring that fair and robust assessment is achieved for all learners and to implementing a pro-innovation approach where it leads towards improving the experience, the security and reliability of assessments.

# 2. Definition of AI

AI is technology that enables computers and machines to simulate human intelligence and problem-solving capabilities.

There are a wide range AI applications available that may be used by learners, centres, and training providers. Examples include, but are not limited to:

- Assistive software for reading or writing support (speech recognition, screen reader, grammar checker, translation)
- Productivity tools within office applications (note takers, scheduling tools)
- Content creation applications and chatbots (text, image, video and audio, computer code). For example: ChatGPT, Claude, Jenni AI, Midjourney.
- Learning support chatbots (Q&A)
- Adaptive learning technology (personalised course recommendations, adaptive

assessment)

- Automated marking tools
- Data analysis tools (analysing assessment performance data and insights)
- Plagiarism tools for checking authenticity of work

### 3. Appropriate Use of AI in Assessment

BCS expects learners to use AI responsibly and ethically when used in their assessment.

#### AI may be used in assessment for:

- Gathering information and conducting research
- Generating ideas and brainstorming
- Revising and editing work
- Generating example questions on a given subject to help with assessment preparation

#### AI should not be used in assessment for:

- Plagiarising others' work (i.e., copying or paraphrasing from AI-generated content to the extent the work is not the learner's own)
- Using AI to complete parts of the assessment where the work does not reflect or evidence the learner's own thinking, analysis or evaluations
- Providing the answers to exam questions presented to the learner

Further definition and guidance relating to the acceptable use and misuse of AI is available within [JCO's AI Use in Assessments](#) guidance.

## 3.1 Assessment Types and Use of AI

It should be noted that in all the instances below, the learners, centres, and training providers should refer to the policies and guidance provided by BCS for the assessment.

Type of assessment	Use of AI	How it should be acknowledged	Example assessments
Exam (multiple choice), online or paper-based	No AI use is allowed in this type of assessment.  <u>Rationale:</u> These types of assessments are designed to test the learner's own knowledge and must be completed without any additional support*, including using AI tools.	Not applicable; No AI use is allowed in this type of assessment.	<ul style="list-style-type: none"> <li>Professional certification exam</li> <li>EPA knowledge test</li> <li>Digital skills knowledge and skills tests (entry, level 1, level 2, level 3)</li> </ul>
Exam (essay style), online or paper-based	No AI use is allowed in this type of assessment.  <u>Rationale:</u> These types of assessments are designed to test the learner's own knowledge and must be completed without any additional support*, including using AI tools. AI should not be used to compose or inform the writing of answers.	Not applicable; No AI use is allowed in this type of assessment.	<ul style="list-style-type: none"> <li>HEQ exam</li> <li>EPA technical test</li> </ul>
Project or assignment	The use of AI tools may occur during the creation of the work included in this assessment where: <ol style="list-style-type: none"> <li>It is using applications that assist the learner to complete specific work tasks (e.g., where they are an apprentice). For example, office software or data analysis tools commonly used as part of their role.</li> <li>Where the tool is used to refine the learner's own work (e.g., improve grammar, provide a summary of their work).</li> <li>Where it is used to gather information and conduct research that supports the learner's own analysis and evaluations.</li> <li>Where it is used to generate content such as diagrams, images, video or audio, or code based on the learner's own work and inputs and where they are able to fully explain and further refine the outputs within the work they submit.</li> </ol>	The learner's work must be their own. The use of any tools, resources and/or source of information must be included in the references included in their work, and in line with the specific assessment requirements and guidance provided by BCS and their training provider or centre.	<ul style="list-style-type: none"> <li>EPA project proposal, project, and professional discussion</li> <li>Digital Modular Programme professional project</li> </ul>
Professional discussion/ oral exam	These types of assessments are developed to enable a learner to demonstrate their competency (application of knowledge, skills	Reference to the use of AI should be included in any work that is submitted to support or supplement this	<ul style="list-style-type: none"> <li>EPA professional discussion underpinned by portfolio</li> <li>Practitioner Diploma oral</li> </ul>

	<p>and behaviours) against a given set of criteria through a facilitated conversation with Q&amp;A.</p> <p>Examples of how learners may use AI to help prepare for these types of assessments include:</p> <ol style="list-style-type: none"> <li>using a chatbot to generate sample questions they may expect to be asked during the assessment to practice how they might give a response (conversational use)</li> <li>using an AI tool to help summarise key points from the work for discussion.</li> <li>use an AI tool to gain an informal review of their work against the criteria to identify areas for improvement in advance of formally submitting it for assessment.</li> </ol> <p>AI must not be used within the professional discussion itself or to create scripts that are not based on the actual work/thoughts of the learner.</p>	<p>assessment, such as a project or portfolio of work.</p>	<p>exam</p>
Observed simulation	<p>These types of assessments are developed to enable a learner to demonstrate their competency (application of knowledge, skills and behaviours) through the completion of a set of practical tasks.</p> <p>Depending on the context and the type of work, learners may be able to use AI tools where they assist the learner in the completion of the tasks.</p> <p>AI tools should not be used to complete the tasks on behalf of the learner and in a manner that does not allow the learner to demonstrate their competency.</p>	<p>Reference to the use of any AI tools should be included in any work that is submitted as the output of completing these tasks, such as any content, analysis, reports or evaluations generated during the assessment.</p> <p>Learners may be asked to discuss their use of any AI tools in any Q&amp;A with an assessor, as is common in EPA assessments.</p>	<ul style="list-style-type: none"> <li>EPA scenario demonstrations</li> <li>EPA observation with questions</li> </ul>

\*unless by prior approval as a reasonable adjustment requirement.

## 3.2 Responsibilities

### Learner Responsibilities:

It is important that learners understand the need for responsible use of AI tools and their implications, particularly where they may be using them within work that is to be assessed.

Learners should:

- Follow the rules and guidance provided by BCS for the assessment.
- Be mindful of the AI tools they choose to use and any implications associated with their use. This includes copyright law, ownership of source content, types of data they share/use with the AI tool, and the consequences of sharing sensitive data.
- Raise any questions or concerns with their centre or training provider regarding their use of AI within the learning and assessment process.
- Be prepared to discuss their use of AI with an Assessor, during any O&A or discussion-based assessment.
- Provide full disclosure through clear references to any use of AI in the work they produce, and the extent of the use. This includes where AI tools have been used to source information or develop content included in any work.
- Ensure that any sources referenced by the AI in the content it generates are verified and referenced in their work.
- Understand that not following these rules will be in violation of BCS' [Malpractice and Maladministration Policy](#).

### Centre and Training Provider Responsibilities:

It is the responsibility of the centres or training providers to ensure that if learners plan to use AI as part of their assessment that they do so within the guidelines outlined in this policy. This may require communication with the learner's employer, where the assessment is taking place as part of an apprenticeship, to understand the types of software commonly used in their environment that may incorporate the use of AI.

If providing access to or encouraging the use of specific AI tools as part of supporting their studies, it is the duty of the centres or training providers to ensure that they have provided sufficient training, guidance and support to the learners in using the tools, including best practice and understanding the implications of any misuse.

Centres and training providers should also maintain their own policies that relate to the use of AI and other technologies in the learning and assessment process, that should be followed and promoted by their own staff. Centres must regularly review and enhance their delivery and assessment practices to ensure AI is being used effectively, currently and ethically, and identify how it could possibly be misused.

### BCS Responsibilities:

It is the responsibility of BCS to develop and deliver assessments that ensure the best possible outcome for learners can be achieved. BCS are therefore committed to ensuring learners are enabled to demonstrate their best work through well-designed assessment and the utilisation of technology to support it.

If advised of, or suspect, the misuse of AI, BCS is responsible for conducting investigations and if applicable, regulatory reporting in line with BCS' [Malpractice and Maladministration Policy](#).

BCS may from time to time seek consultation and explore the use of applications that include the use of AI to enhance the assessment products. As per the requirements set out by Ofqual, any use of AI by BCS to support the summative assessment process will not be done as the sole or primary method to assess learners, or in a way that could unfairly disadvantage a learner where there is a risk of bias in the outcome given.

Any use of AI applications will be closely monitored and will be intended to enhance and support the process for learners and assessors involved in the assessment process, and where it enables BCS to gain valuable insights on performance that allow it to improve the experience for all learners.

Examples include but are not limited to:

- Automation of feedback and marking in formative assessment activities
- AI support in proctoring of online exams (non-regulated assessment)
- Analysing trends in exam performance data

Any use of AI by BCS will be done in a safe and transparent manner, in line with relevant regulatory requirements, and will be supplemented by clear documentation. Any use of AI will always require human input and oversight. BCS are fully accountable for the use of AI within the design and delivery of its products. BCS will actively seek feedback from stakeholders such as learners, centres, training providers, employers, regulators or technical specialists when considering AI or implementing its use.

BCS have a commitment and obligation towards promoting a responsible approach to how AI is deployed and how it is used, as per the [UK AI principles](#) and the requirements set out within the [EU AI act](#).



## References

BCS Policy and Influence / Artificial Intelligence (AI)

<https://www.bcs.org/policy-and-influence/artificial-intelligence-ai/#:~:text=Helping%20AI%20grow%20up%20without,inherent%20risks%20can%20be%20managed.>

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IBM: What is artificial intelligence (AI)?

<https://www.ibm.com/topics/artificial-intelligence>

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IfATE: Developing an end-point assessment plan

<https://www.instituteforapprenticeships.org/developing-new-apprenticeships/developing-an-end-point-assessment-plan/>

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Implementing the UK's AI Regulatory Principles: Initial Guidance for Regulators

[https://assets.publishing.service.gov.uk/media/65c0b6bd63a23d0013c821a0/implementing\\_the\\_uk\\_ai\\_regulatory\\_principles\\_guidance\\_for\\_regulators.pdf](https://assets.publishing.service.gov.uk/media/65c0b6bd63a23d0013c821a0/implementing_the_uk_ai_regulatory_principles_guidance_for_regulators.pdf)

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JCQ AI Use in Assessments: Protecting the Integrity of Qualifications

[https://www.jcq.org.uk/wp-content/uploads/2024/07/AI-Use-in-Assessments\\_Feb24\\_v6.pdf](https://www.jcq.org.uk/wp-content/uploads/2024/07/AI-Use-in-Assessments_Feb24_v6.pdf)

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Ofqual's approach to regulating the use of artificial intelligence in the qualifications sector

<https://www.gov.uk/government/publications/ofquals-approach-to-regulating-the-use-of-artificial-intelligence-in-the-qualifications-sector>

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The EU Artificial Intelligence Act

<https://artificialintelligenceact.eu/>

Accessed December 2024



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