



The use of AI in assessment of YMCA Awards qualifications

Introduction

Generative AI is technology that can be used to create new content including text, audio, code, images and videos. Although this technology is not new, tools like ChatGPT, Gemini, Copilot and DeepSeek are increasingly accessible, posing opportunities and challenges within the education sector.

The use of generative AI is prohibited within our assessments. This document outlines the risks of AI to the validity of assessment and steps we expect our approved centres to take to safeguard the integrity of our qualifications.

Regulators' definition

“Generative AI technology uses foundation models trained on large volumes of data. It can be used to produce artificially generated content such as text, audio, code, images, and videos.

“Examples of generative AI tools include ChatGPT, Google Bard, Claude and Midjourney. This technology is also being integrated into other tools.”

Ofqual, CCEA regulation and Qualifications Wales Statement of Compliance 2023

Plagiarism and risks to authenticity

There is a risk that learners may use AI tools to generate responses to assessments, including:

- Identifying responses for multiple choice and multiple response type questions

- Generating short-form and long-form content to respond to written tasks (e.g. worksheet questions)

- Generating other forms of content specific to YMCA Awards qualifications (e.g. a personalised personal training programme based on a client's goals).

This poses a risk to assessment validity as the work produced may not be the learner's own (not authentic) and the assessment tool would not be reliably assessing learner's knowledge, understanding or skills against the assessment criteria.

Mitigating authenticity risks in externally assessed multiple choice assessments

To ensure authenticity for externally assessed multiple choice assessments, learners either complete the assessment under invigilated conditions or through a remote proctoring environment (Proctor Exam / Integrity Advocate). Where learners complete the assessment through a remote proctoring environment, we review video evidence of every assessment, which includes checking learner ID.

Where potential malpractice is identified, the video of the assessment is reviewed by a second person before we make a determination on the appropriate action, which may include invalidating the result and/or providing guidance to the centre to support future learner assessments.

Mitigating authenticity risks in internal assessments

All work submitted for assessment must accurately reflect learners' abilities against the learning outcomes and assessment criteria. This means that work submitted must be demonstrably learners' own work.

We expect centres to ensure that their learners are clear on the importance of submitting their own work for assessment, the role of authenticity statements and the risks of potential malpractice. Centres should also ensure that their policies relating to malpractice and plagiarism are up to date with reference to AI and guidance on referencing external sources.

We expect our approved centres to consider risks around authenticity of learner work at the point of assessment and quality assurance. This may include:

- Providing time in supervised sessions for learners to complete assessment activities.
- Checking work produced in stages to ensure that evidence submitted for assessment reflects continuation of earlier work.
- Using learning consolidation exercises to identify progress through the qualification prior to formal assessment.
- Checking responses across cohorts for evidence of collaboration or collusion in assessments.
- Considering the tone and language used within learner evidence and non-assessment communications/interactions.
- Using AI tools to screen learner work for potential plagiarism.
- Using supplementary questioning to triangulate assessment evidence.
- Ensuring authenticity statements across assessment tools have been signed.
- Implementing their centre's own authenticity policy and investigating suspected or alleged learner malpractice.

During external quality assurance, we also complete checks on learner authenticity through sampling of assessment and quality assurance paperwork and learner interviews.