The three articles about ChatGPT recently published by the Institute, as well as the coverage of the [letter](#) sent by some very eminent educationalists to *The Times*, published on 20.5.23 are clear indications of the rapidity with which AI is becoming of significant moment for assessment and education in general. I currently work in a school where the use of the program is now very much a live issue (which I suspect is suddenly true for many workplaces in the world).

Coursework in GCSE and A-Level has all but disappeared in the domestic context (apart from in more practical subjects obviously), but it is alive and well internationally and in any case, most schools will be insisting on pupils doing some form of continuous assessment in order to provide report grades for example. A key question in those establishments must be 'How do we write (or adapt) a policy which can be applied to situations where the use of AI is a suddenly a factor?' This is a difficult task.

To pick just one example, such a policy may choose to rely on a version of Dr. Walker's comment that 'At a local level, teachers and trainers are likely to know their students well and be in a position to spot anything suggesting skulduggery'. This is true to an extent, but already, it isn't that simple:

1.) Pupils are perfectly capable of making AI-generated work appear more 'authentic' by instructing the software to include what used to be referred to as 'infelicities of expression' in its responses. Even rudimentary experimentation indicates that this works really well.
2.) If it is not yet possible to do so, (ChatGPT-4 may well already have the functionality), it will no doubt soon be the case that AI users will be able to input 'style models' such as their own previous work and ask the software to mimic them in, for example, putative coursework submissions.

These factors alone are going to make the job of the teacher/detective all the more complex.

Other software such as Turnitin and Grammarly may make attempts to uncover cheating a *little* bit more straightforward in some cases, but again, a potential instruction for ChatGPT is 'make this response undetectable by a plagiarism check'. In short, the 15-year-old of 2024 will, in very many cases, be perfectly equal to the task of finding a 'hack'. '[Watermarking](#)'[1] might also be helpful, but as Scott Aaronson, hired by Open AI in November 2022 to develop the concept notes, even that can be 'defeated'.

Potential solutions to the problem of trying to maintain the integrity of continuous assessment include returning to a Controlled Assessment model. This, however, has been tried and found wanting. Could it be revisited? Of course, but that will need to be planned for in a hurry it seems, and that doesn't often lead to the most optimal outcomes. Another suggestion - that we make more assessments spoken - is interesting, but the flaws in that approach (it's hard to standardise, for example) are evident.

This is just a small sample of the considerations faced by the potential policy maker.

To try and solve this problem, one obvious thing to do is to ask ChatGPT to write a policy which suits the purpose. The outcome, with basic parameters, is highly credible. That said, one of the sub-clauses of one early draft was ''Instructors shall thoroughly examine student submissions to identify potential cases of plagiarism, utilizing both AI tools and their professional expertise."

In a piece about [the end of Controlled Assessment](#)[2], for the OUP Education blog in 2015, Jill Carter commented 'When I was a Leader of English I calculated that my faithful Key Stage 4 Manager and I moderated about a million words a year – such was our fear of being scaled and results nosediving. We lost days of our lives. There came a point (quite early on, if I remember rightly) when we resented this enormously.'

Imagine adding the injunction 'Now see if you can spot whether the million words were written by an advanced Artificial Intelligence tool'.

ChatGPT (and its children) are already creating huge and exciting opportunities – some of the applications for education are obvious and there will be others as yet unthought of.

Is it an overstatement to describe this as a 'Gutenberg moment'? The program itself, having considered this query for all of a second, concludes 'it may not reach the same transformative level'. For now, however, this leap into a new landscape presents both massive potential and some very knotty problems.

Perhaps one short-term response might be to put a moratorium on coursework, where it exists, until we have worked out how we want to go about unpicking some of the more tightly wound threads.

[1] https://www.searchenginejournal.com/chatgpt-watermark/475366/#close (retrieved 30.5.23)

[2] https://educationblog.oup.com/secondary/english/farewell-to-controlled-assessments (retrieved 30.5.23)