Appendix

SQA Accreditation Generative Al Survey

SQA Accreditation is monitoring the rapid development of Artificial Intelligence (AI) and how it impacts our awarding bodies.

This survey aims to consider how AI impacts all stakeholders, including learners, providers and awarding bodies. The objectives of this study include, but are not limited to, the following:

- consider the impact of AI in the design, development and assessment of qualifications
- perceptions of AI by all stakeholders (learners, centres, awarding bodies)
- what opportunities and benefits AI may bring to our stakeholders
- consider any regulatory challenges regarding Al

We will not ask for any information which will identify you personally. Any information you provide in the free text will be anonymised prior to publication. This questionnaire has been created and will be disseminated with regards to the SQA's Code of Research Practice.

Definition of Generative Artificial Intelligence (AI): Often referred to simply as AI, is a computer model capable of generating new content based on a prompt.

This survey should take approximately 15 minutes to complete.

*	This form will record your name. Please fill your name.

1. Which of these best describes you? *

Teacher/Tutor/Trainer Employer Centre Awarding body

2. What is your role? *

Required

Accountable Officer Other

3. What is your knowledge level regarding AI? *

Exper	nediate t owledge
techno includ	often (to your knowledge) do you interact with AI based cologies in your working life, such as ChatGPT, Claude, etc.? This es Machine Learning (ML) and Language Learning Models (LLM). er, please elaborate. *
Freque Occas Rarely Never Other	sionally /
5. What	do you use Al for? *
Admin	ication development histrative tasks y assurance processes arch
Other	
	have anything additional you would like to add about your use of ease do so here.

7. Al use within your organisation; how much do you agree with the following statements:

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
I am excited by the potential of AI.					
I am supportive of involving AI in my working life.					
I can think of specific tasks or processes which would benefit from AI.					
I do not have the skills to be able to confidently use AI.					
I am distrustful of AI.					

8.	Are you concerned about the risks and implications of AI in regard to
	SQA Accredited Qualifications?

Yes

No

Maybe

9. Which of the following are you most concerned about? Choose as many as applicable.

Lack of guidance

Ethical implications

Privacy concerns

How to detect AI content

Lack of knowledge

All of the above

None of the above

Al may undermine validity of assessment.

10. Please state	. Please state if you have any other specific concerns about Al.				
11. Al use with le		lucators; how	much do you	u agree with the)
following stat	ements:				
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Al can be useful in reducing educators' workload.					
Al can be a helpful educational tool.					

12. Do you feel a review of any of the following is needed in regard to AI?

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Qualification Structure					
Assessment Strategy					
Core Skills					
National Occupational Standards					

Yes No 14. If yes, please let us know what further support you are looking for: 15. Would you be interested in joining an AI forum hosted by SQA Accreditation? Yes No 16. Would you prefer that this was a one-off forum or a continuous working group to discuss AI? One-off event Continuous	13. Is th	nere anything further we can offer in terms of guidance on AI?
15. Would you be interested in joining an Al forum hosted by SQA Accreditation? Yes No 16. Would you prefer that this was a one-off forum or a continuous working group to discuss Al? One-off event		
Yes No 16. Would you prefer that this was a one-off forum or a continuous working group to discuss AI? One-off event	14. If ye	es, please let us know what further support you are looking for:
group to discuss AI? One-off event	Acci Yes	reditation?
	grou	e-off event
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