Embracing Generative AI in Assessments: A guided approach

Use the embedded links to navigate the process document.

## Step 1: Understand your constraints

### Do you know what changes you can make to your assessments within regulatory timescales?

* Yes – go to [policy question](#_Do_you_have)
* No - If not check institutional policy, then go to [policy question](#_Do_you_have)

### Do you have institutional policy or guidance on GenAI use?

* Yes – go to [PSRB question](#_Is_there_Professional,)
* No - refer to [QAA guidance](#_Useful_Resources) and consider contributing to establishing an institutional policy, then go to [PSRB question](#_Is_there_Professional,)

### Is there Professional, Statutory and Regulatory Bodies (PSRB) guidance you need to follow?

* Yes - refer to the relevant guidance, then proceed to [step 2](#_Understanding_GenAI)
* No - proceed to [step 2](#_Understanding_GenAI)

## Step 2: Understanding GenAI

### Are you familiar with GenAI tools?

* Yes – proceed to [step 3.](#_Step_3:_Review)
* No - Find a colleague and or institutional training/guidance to familiarise yourself with GenAI tools. Default to use of institutional recommended or preferred tools. Then proceed to [step 3](#_Step_3:_Review).

## Step 3: Review your module

### Do your module level learning outcomes include reference to GenAI skills?

* Yes – Proceed to [ILOs and assessment design question](#_3.1_Can_any)
* No – Proceed to [ILOs and students question](#_Are_there_any)

####  Can any of your ILOs and/or assessment design include GenAI?

* Yes - incorporate GenAI in line with institutional policy, or if none refer to the [resource list](#_Useful_Resources) for guidance. Then [proceed to step 4.](#_Step_4_Review)
* No - check institutional/faculty guidance and proceed [to changes question](#_Are_changes_permitted).

##### Are changes permitted prior to delivery?

* Yes - make the change to ILOs to include GenAI. Then [proceed to step 4.](#_Step_4_Review)
* No - you can still retain options to integrate GenAI into teaching and learning with acknowledgement. Discuss with faculty/department and plan changes for next cycle. **End of process**.

#### Are there any ILOs your students must demonstrate without AI assistance?

* Yes - clearly document these and communicate this to students and include within assessment brief. Then [proceed to step 4.](#_Step_4_Review)
* No - check institutional/faculty guidance. Are changes allowed? Then [proceed to step 4.](#_Step_4_Review)

## Step 4: Review your assessment against the capabilities of GenAI

### Does GenAI produce an output that impacts the validity, reliability and integrity of the assessment?

* Yes - adapt the assessment.
Consider: emphasising ‘human’ intelligence; authentic assessment; allow use with acknowledgment; assessment of the process/use of Gen in developing the product (combined marks allocated) or create an assignment in GenAI and critically evaluate output. **End of process.**
* No – proceed to [opportunities question](#_Can_you_identify).

### Can you identify any ways where GenAI may provide opportunity for students to demonstrate higher level learning?

* Yes - review learning outcomes and assessment and update as needed. Ensure module teaching/learning time is allocated to educate and guide students in the use of GenAI within the module/assessment to minimise academic integrity issues and enhance knowledge/application. **End of process.**
* No - allow use of GenAI in assessment and ensure acknowledge use using institutional or recognised standards. Ensure module teaching/learning time is allocated to educate and guide students in the use of GenAI within the module/assessment to minimise academic integrity issues and enhance knowledge/application. **End of process.**

## Useful Resources

[QAA Assessment Advice](https://www.qaa.ac.uk/news-events/news/qaa-publishes-additional-advice-on-generative-artificial-intelligence-tools)

[101 creative ideas to use AI in education, A crowdsourced collection](https://zenodo.org/records/8355454)

[Jisc Assessment approaches in an AI enabled world](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Frepository.jisc.%20ac.uk%2F9234%2F1%2Fassessment-ideas-for-an-ai-enabled-world.pptx&wdOrigin=BROWSELINK)

[Assessment approaches in an AI-enabled world](https://monsha.ai/blog/30-ideas-for-generating-ai-resilient-assessments/?fbclid=IwZXh0bgNhZW0CMTEAAR01FyTJbeCgIKV8CIkzy1GA2NX8k9XW6Mr5TeJwiPSGq8FhuulpkxjE9Gw_aem_3XlvxGxV48JsgWrYeMU0zg%2030)

[Ideas for Generating AI-Resilient Assessments](https://monsha.ai/blog/30-ideas-for-generating-ai-resilient-assessments/?fbclid=IwZXh0bgNhZW0CMTEAAR01FyTJbeCgIKV8CIkzy1GA2NX8k9XW6Mr5TeJwiPSGq8FhuulpkxjE9Gw_aem_3XlvxGxV48JsgWrYeMU0zg%2030)

 [Jisc Principles of good assessment and feedback](https://www.jisc.ac.uk/guides/principles-of-good-assessment-and-feedback)

[Assessments of Learning Outcomes: Validity and Reliability of Classroom Tests](https://www.academia.edu/194058/Assessments_of_Learning_Outcomes_Validity_and_Reliability_of_Classroom_Tests)

 [Interactive Oral Assessment: User Guide](https://www.dcu.ie/sites/default/files/inline-files/interactive-oral-io-user-guide.pdf)

[The AI Assessment Scale: Update and Pilot Study](https://leonfurze.com/2024/03/27/the-ai-assessment-scale-update-and-pilot-study/comment-page-1/)

[The SHARE technique for designing assignments and assessments in the age of AI](https://scholarspace.jccc.edu/c2c_online/vol1/iss19/2/)