

Reviewing your assessments in light of increased availability of AI content creation tools such as ChatGPT

In recent months artificial intelligence content creation tools such as ChatGPT have become increasingly prominent in the media and in HE. With this raised prominence has come questions about the potential for such tools to be used in assessments, specifically to cheat. Given these concerns Course Teams may wish to review their assessments to ensure academic integrity and assessment security are protected. The following top tips are intended to support you with this review.

- 1. Develop your own understanding of AI content creation tools.** There is a lot of media hype around these tools. Rather than believing the hype, ensure you have an accurate understanding of the potential impact of these tools on learning and teaching. The Global Digital Pedagogies Hub guide on [Exploring the implication of artificial intelligence for university learning and teaching](#) is a good place to start.
- 2. Ensure you understand current policies and processes on academic integrity.** Familiarise yourself with what is and is not permitted under the [Student Discipline Policy](#) and [Plagiarism guidance](#) and ensure that you understand how to set up and use any similarity checking software e.g. Turnitin, where that is relevant to your assessment.
- 3. Think programmatically about your assessments.** How are the learning outcomes demonstrated across the programme and where are the key assessment points for this? Focus key assessment security measures on these points. For example, an oral assessment, practical or other opportunity to engage directly with the student to assess their skills, may be appropriate at certain points.
- 4. Choose an assessment which is fit-for-purpose.** Think about the learning outcomes and how students can demonstrate these. Then choose the assessment type which facilitates this. This is a good opportunity to consider authentic assessment (see point 6). Assessments which require the demonstration of skills and application, rather than repetition, of knowledge are harder for AI tools to address as they require more personal understanding or critical thinking.
- 5. Use more authentic assessments.** Ask students to undertake tasks which apply their knowledge and skills to real world tasks. For example:
 - Focus on a course topic of particular interest to them and explain their interest in it as part of the assessment.
 - Relate their learning to their personal and / or professional circumstances.
 - Work with a given data set, case study etc.
 - Interpret or evaluate a real-world example or artefact.
 - Address a real-world design brief or engage with a real-world community.

- Undertake a task based on one which might be carried out by a professional in that discipline.

6. Design assessments with understanding of the limitations of AI content creation tools.

Understand the limitations of AI content creation tools which might be used in your discipline and then design the assessment to take account of this. For example:

- Focus on a specialised area, particularly one which is not wholly available online and therefore not part of the AI tool's dataset.
- Focus on activities undertaken in class and reflections on those activities.
- Provide a specific structure or style to be used e.g. specific headings, sections.
- ChatGPT's dataset is limited after 2021 so you could include current events or data as part of the assessment.
- Exclude the use of lists, as ChatGPT often uses bullet point lists.

7. **Include a question reflecting on the learning from the assessment or the course.** Invite students to explain their thinking or research process, reflect on their learning from undertaking the assessment and / or the course. These personal experiences are things which an AI tool cannot replicate. This will also support the students' learning.

8. **Support students' academic and assessment literacy.** This helps students who might otherwise cheat either because they have low levels of these skills or because of situational / contextual factors make it feel like it is quicker or easier to cheat. Being explicit about how the use of AI content creation tools might constitute academic misconduct will help students to make an informed decision about whether to use such tools.

Where can I find more information?

- [LTA digital education resources](#)
- [LTA assessment and feedback resources](#)
- [Global Digital Pedagogies Hub: Artificial Intelligence guidance and resources](#) (internal only)
- [LTA SharePoint Hub: Assessment and Feedback resources](#) (internal only)



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