

Ethical and Equitable use of AI in Assessment

QAA Project Showcase
Kings College London
15 January 2025

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University of Huddersfield

Campus-based post-92 University in
West Yorkshire

In one of the most socio-economically
deprived areas of the UK

Majority of students commute from the
family home

66% from IMD1 and 2

44% Asian households

Sophisticated support structures in
place

TEF Gold (for both student experience
and student outcomes)

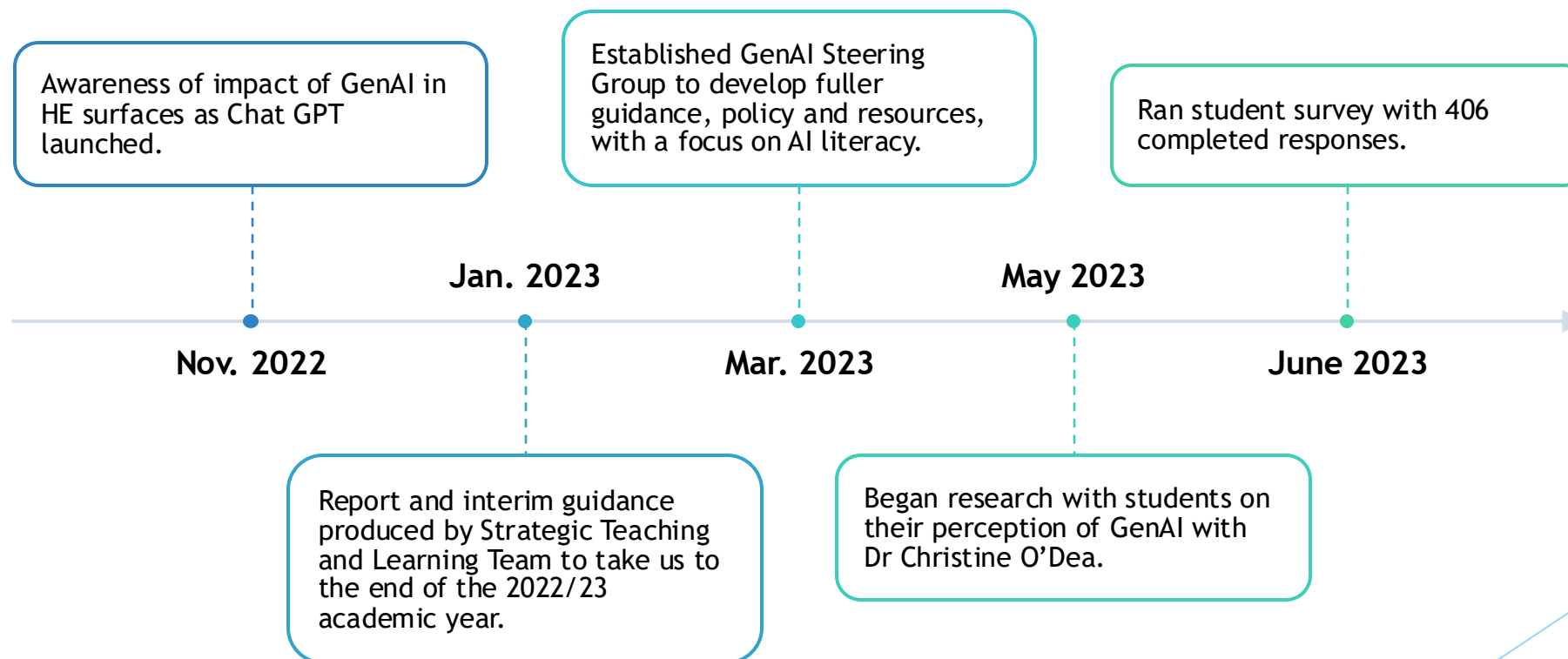
Ofsted Outstanding

Implications of GenAI for Us...

Students worried
about ChatGPT
when it first
launched

We had to be
agile in putting
together the right
kind of support

Investigating Student Perception of GenAI



Survey findings 2023

- ▶ Students very worried about GenAI and being accused wrongly of academic misconduct
- ▶ Lots of concern about what GenAI could or could not do
- ▶ Different levels of confidence in students dependent on area of study: computing students much more confident than others
- ▶ Low levels of use of GenAI in assessment

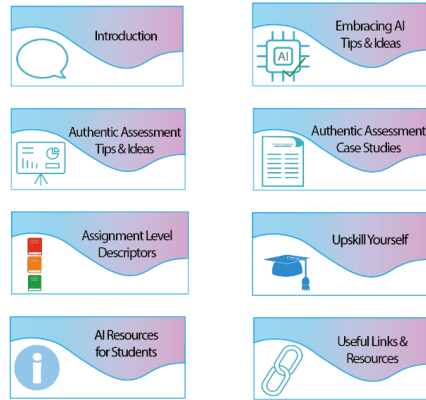
Survey findings 2023

- ▶ Some could see good use cases, others felt using GenAI was unethical
- ▶ Many survey respondents who had used GenAI had done so out of curiosity just to see what it could do rather than use it as a tool in assessment

We used the information to create guidance....

Assessment Design in the AI-Age

Please note: The use of AI within teaching and learning is a rapidly developing area. This information reflects our current thinking in July 2023, but please check back regularly as we will be updating the information on this page as things develop.



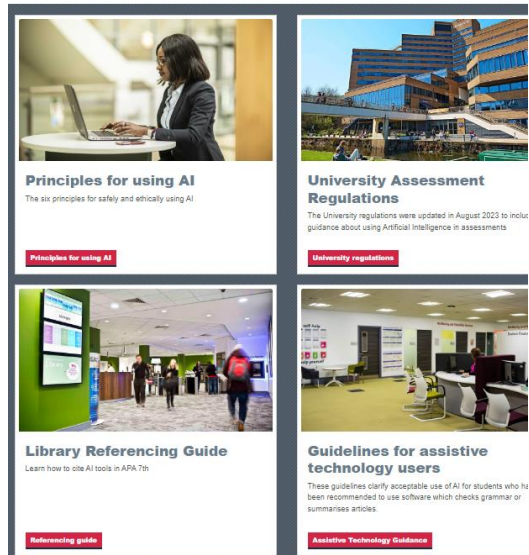
Artificial Intelligence guidance for students

[Study support](#) > [AI Guidance](#)

Generative AI tools like ChatGPT and Dall-E offer some great opportunities and are likely to be a feature of the world you graduate into or are already in. However, the tools can be misused which might lead to privacy concerns, academic integrity breaches or ethical issues. These pages are here to understand how and when to use AI safely.

You should expect to see clear statements in assignment briefs about whether using AI is acceptable. Our general principle is that the work you hand in be your own, and where it is acceptable to make use of AI, you need to acknowledge this.

The Academic Integrity module on Brightspace includes some more information on some of the ways in which misusing AI could lead to you breaching University's Academic Misconduct regulations. You should complete this module each year to make sure that you are up to date with the latest develop



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teaching great professionals

Generative AI

Some principles for students

Just another tool
AI is just another tool used to gather information or produce content, but there are some factors you need to consider when you use it.

Approach with caution
The output from AI tools may look good but is it all that it seems? You should critically evaluate all outputs, checking for accuracy, reliability and lack of bias.

Generative AI and your assignments
The University regulations now cover how and when you can use AI in your work. Only use AI tools in your assignments if you have been given permission to do so by your tutor.

Ensure your work is your own
It is important that the work you submit for assessment is of your own creative endeavour. Keep your own records, document your process and the tools you have used.

Acknowledge and Reference Regulations
Ethical and responsible use of AI tools includes acknowledging how you have used them and referencing their contribution. Check out the APA 7th Referencing guide for help and advice. <http://hud.ac.pyu>

Become AI literate
Learning how and when to use these tools responsibly will help you become AI literate, an important graduate attribute for now and the future landscape ahead.

AI Guidance - University of Huddersfield: <http://hud.ac/qep>

1. Just another tool
AI is just another tool, but there are some factors you need to consider when you use it.

2. Approach with caution
The output from AI tools may look good but is it all that it seems?

3. Generative AI and your assignments
The University regulations now cover how and when you can use AI in your work.

4. Ensure your work is your own
It is important that the work you submit for assessment is of your own creative endeavour.

5. Acknowledge and reference
Ethical and responsible use of AI tools includes acknowledging how you have used them and referencing their contribution.

6. Become AI Literate
Alongside information and digital literacy, AI literacy will become an important graduate attribute for both the immediate and future landscape ahead.

University of HUDDERSFIELD Subject guides

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AI: Home
A guide to using AI in your academic studies.

Search this Guide

[Home](#) [Examples of AI tools - Chatbots](#) [Examples of AI tools - Research tools](#) [AI Limitations](#) [Ethical Use](#) [FAQs](#)

Using AI in your academic studies

Each module you are studying on will clearly state whether the use of AI is acceptable in the assignment brief.

The general principle at the University of Huddersfield is that the work you hand in must be your own, and where it is acceptable to make use of AI, you need to acknowledge this.

The Academic Integrity module on Brightspace includes more information on the ways in which misusing AI could lead to you breaching the University's [Academic Misconduct regulations](#). You should complete this module each year to make sure that you are up to date with the latest developments

The University has set out six principles in regards to AI, to help understand how and when it can be used, and some of the potential pitfalls, such as academic misconduct and copyright. [The six principles can be found here.](#)

AI Principles

What is AI?
Artificial Intelligence, or AI, is the science of making machines that can think like humans. It can be defined as "the use or study of computer systems or machines

2023-24 QAA Collaborative Enhancement Project

- ▶ Wanted to explore how student view of GenAI is changing
- ▶ 5 focus groups, facilitated by Student Union
- ▶ 22 UG, PGT and PGR participants
- ▶ Participants responded to an open call-out, condition of selection was they had to have used GAI in the past year and were familiar with some of the tools
- ▶ Common question set used across the entire project
- ▶ Focus groups recorded, transcribed and coded in NVivo by two postgraduate research students
- ▶ Analysed by project team

Questions

- ▶ How do you use GenAI tools in your studies and/or daily life?
- ▶ Which GenAI tools do you use?
- ▶ Do you use GenAI tools for formative and summative assessments and if so, how? When using GenAI for assessments, what aspects of the technology do you find most helpful?
- ▶ What are the challenges you are experiencing while using such tools in your assessments?
- ▶ Can you identify any improvements or modifications to a GenAI tool that would better support you when preparing for assessments?
- ▶ Would you consider it ethical to copy into an assessment the output from an AI prompt? Please give examples where this might be appropriate, and also where it might not be appropriate.
- ▶ What are your thoughts on acknowledging the use of GenAI in assessments and how do you do this?
- ▶ If we were to design assessments that integrated the use of GenAI, what would you like to see?
- ▶ What concerns do you have regarding the privacy and security aspects of using GenAI in the assessment process?
- ▶ What are your thoughts on paying for a GenAI tool?
- ▶ Is there anything else you would like to share about your experiences of using GenAI?

Finding 1: Different types of user

Users fell into three main categories
(though some overlap):

Casual users

- Social use, for example using GenAI to select a gift for a friend
- Low awareness of full potential as a tool to assist learning
- Basic understanding of prompt engineering skills
- Casual use a safe space; GenAI for academic work not a safe space

Cautious users

- Using GenAI but distrust outputs
- Sees checking as extra work
- Awareness of hallucinations
- Prioritise authenticity without assistance for academic work

Expert users

- See GenAI as a range of tools to enhance productivity, including coding
- Good understanding of prompt engineering
- Take full advantage of the tools with some understanding of boundaries in academic work

Casual user

There's an AI app I use called Goblin Tools for like formalising emails, and making recipe lists from what I've got in the cupboard.

I did use chat bots because they were kind of viral at the time as a way of self-reflection, in a way it was just someone to speak to, and then it just fed back to me, it was like "that sounds like you had a difficult day"...in that sense it is a kind of companion.

Cautious user

The biggest issue with it is daydreaming, it is just making things up that are not be right because obviously it searches the whole internet. It also gets sources that are wrong. It doesn't know how to differentiate.....I think I am always thinking is this going to be right? If I have to go through the trouble of checking is this right or wrong, I might as well do it myself.

If you don't give AI the correct prompt you might not get the correct answer...it can take a huge amount of time to get the right question in order to get the right answer.

Cautious user

I feel sometimes it is making me more handicapped, I mean after using ChatGPT so many times it was getting difficult for me to write even 20 lines in a row

The biggest limitation is that the internet does not know things. I mean, what a word actually means. Chat GPT is generating information but it doesn't know what words mean. It is when it is talking about flowers, it doesn't not actually know what a flower is.

Confident user


If I am evaluating my assignment, I put in “here is the thing I wrote” you can just check it is correct? And I enter my assignment brief to check these are the points I needed to check; is it there and can I cross verify?

It’s an awesome tool for summarising the PDF I put in.

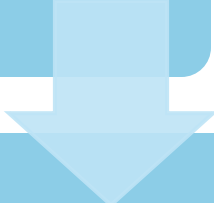
If I am doing my lecture notes or something, you know 120 slides, we are still humans....I might prefer a summarised version so I ask Copilot to summarise this or explain it to me. It does it in one or two sentences.

Confident user

I ask ChatGPT any time an idea comes if it's going to work. I can easily go back to it. I don't want to waste the idea. I just talk to it to give me more ideas. For example, I had to come up with a mission statement ...or I can even tell it to create some PowerPoint slides for me.



There are times when maybe I'm coding in Python and MATLAB. When I try to run some of my programmes, it gives me so much errors and at times it can take me weeks trying to resolve it....so I go to ChatGPT, especially if I have limited time, for hints....it tells me to try it this way or that way....and it works. It's been really helpful.



I have been out of education for a long time and having dyslexia I had to learn how to write in an academic format, so for me it was priceless.. I think it is like any tool. If you use it for what you need it for, and you don't rely on it....you have to have the basic knowledge behind you.

Finding 2: GenAI Hindering Learning

Some students expressed concern that:

- ▶ by ceding tasks to GenAI, they were handing off their personal learning, and not doing the learning themselves
- ▶ ethical use development and be authentic to the task, and aid learning rather than replace learning.

Student users of AI were wary of negative impacts of using AI on their own cognitive development and were not at the point where they were fully able to conceptualise the technology as tools.

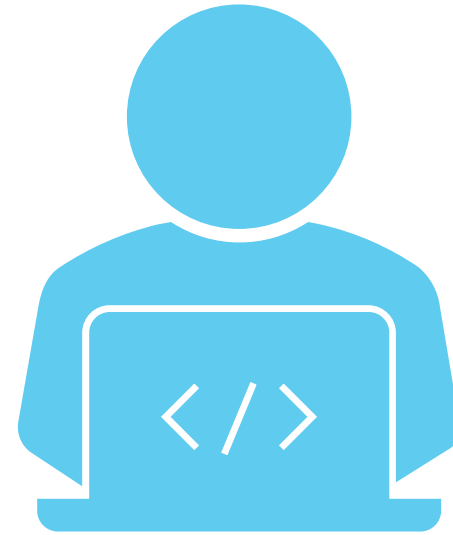
If you are just going to copy off AI with minimum work and not even edit it, the lecturer is not going to know how to help you, but if on the other hand you put up a work that clearly had faults, the lecturer can read it and they can say Oh I can see where you are struggling...I think it is in the interests of the student , that you are better off just saying what your issue is so that you can be helped than just putting work into AI to pretend you don't have a problem. It is not just about being ethical but what is in the best interests of the student.

I want to make sure that I achieve the learning outcomes, that I am learning for my degree. I am not paying £9,000 to then put everything on an AI and then get out of it a piece of paper. I actually want to know what I have to learn. I actually want to learn.

Examples of use cases from students

▶ Checking code

It is really good at checking code. My coding skills are worse than they were 20 years ago as I have been out in industry. I have used it less and less as it wasn't my main job. But then sometimes you forget a common error here and there, but when you have thousands of lines of code, I ain't searching through all that for a missing comma or something, like Chat GPT it finds it real quick.



▶ **Signposting resources**

I do history and I've been researching homosexuality in World War Two and I asked SnapchatAI or ChatGPT who's the most recent person to publish on this topic, or to give me historians who have written about this. They give me new names and I see then if they've had any conference speeches or journal articles. I kind of use generative AI as a jumping off point.

▶ **Helping with admin tasks**

I need to interview people for my research and had to prepare an ethics form. I asked AI if there was anything else, what other ethical considerations do I need to consider, and it threw up a huge blind spot that I was very embarrassed I had forgotten to consider.



Summarising
documents



Condensing
written work



Adjusting
written tone

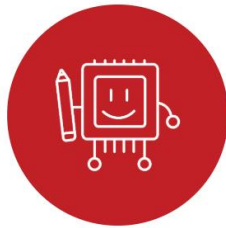


Suggesting
ideas

Embracing AI in Assessment: Staff Case Studies



[Gen AI for Marketing](#)



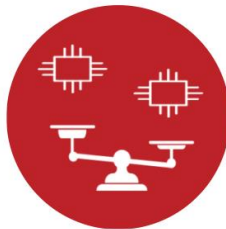
[AI and Media Writing](#)



[Discovering Key Definitions](#)



[Critiquing AI Output](#)



[Comparing Gen AI Content](#)



[Scientific Poster Creation](#)



[Various Generative AI Activities](#)

- Prompt engineering for marketing content
- GenAI to create a social media post
- Critique and refine output for length, audience and tone
- Discussion of GenAI tools for this context (text & multimedia)
- Poster design with Canva
- Discussion of efficacy and ethical use

GenAI for Marketing

Context

Loren Birkett teaches Marketing in the School of Business, Education and Law and is a marketing practitioner. As she works in this field, she sees AI literacy as a really important skill for students to develop, ready for the workplace and especially in a marketing environment. She uses the activity below in two different modules:

- Digital Marketing – 1st year module
- Social Media Marketing – 2nd year module



Activity

The aim of this activity is to help student understand how to use prompts well to support the creation of marketing products like social media posts, marketing emails, posters, website content etc. She asks the students to choose a well-known brand and to come up with a suitable social media post to promote that brand. Once the post has been generated via GenAI she asks them to refine the response by being more specific – things such as making it longer or shorter, having a particular tone or targeting it for a particular audience.

Loren then asks them to repeat the process to create an email campaign for a new company to encourage sales – giving them the context of the company. She encourages the students to think of prompts to suit that particular brand, so thinking about potential tone of the email and target audience.

Loren discusses the different types of AI tools they may use in this field including text and image generation, avatars, icons, music generation and so on. She shows the students how posters can be generated using Canva and opens up discussions about effective prompt engineering and ethical uses of GenAI.



GenAI and Quiz Creation for a VLE: Staff Case Study

- Create a quick quiz using source PowerPoint lecture or Word document
- Use Bing Copilot Enterprise Chat and import source
- Generate questions and review
- Import into VLE
- Creating prompt templates and procedural guidance for staff
- Testing with academics in midwifery and science foundation courses

Brightspace Quizzes and Self Assessment with AI

Crafting good, challenging, quiz questions can be something of an artform. In this article we take a look at two ways that Generative AI can help.

Of course, GenAI can produce unpredictable results, including errors and bias, so it is important to review everything it creates before using it with students. And, of course, AI should be pretty good at answering questions that it wrote, so that may mean this isn't the right approach for high stakes summative scenarios.

What we can take from this

Students now need guidance:

- ▶ In perceiving GenAI as a set of tools
- ▶ Understanding boundaries of use
- ▶ Training in prompt engineering to get out of GenAI what they need
- ▶ In using GenAI as part of a process but not ceding control of the output.

We need to think about defining ethical use:

- ▶ Ethical use has to be authentic to the task and aid learning rather than replace learning.

Build staff confidence in integrating ethical use of GenAI in teaching, learning and assessment.

Driving GenAI - the Ethical Road

Ethical track

Use AI as a tool to help edit and proof-read your work.
Use AI to suggest possible assignment structures.
Develop these suggestions yourself – own your own work, develop your own voice.

Use AI to aid understanding, offer creative prompts, numerical problem solving, summarise research papers, and routine repetitive tasks, freeing time for higher order thinking.

Find primary sources of information to underpin your work.

Use AI as a research tool in conjunction with other sources to develop your ideas, analysing information for currency, relevance, authority, accuracy and purpose.

Check for hallucinations and falsifications.

AI suggests ways of responding to assessment brief, but you then evaluate before developing into your own ideas
Use AI only to inform your project as a starting point

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Unethical track

Copy and paste material generated by AI directly into your final submission without saying where the information is from.

Use AI to write or rewrite your work for you

Use AI as your main research tool without evaluation or reference to other sources of information
Include AI generated material, being careless of factual accuracy or relevance to the task.

Fail to think and directly engage in your task
Fail to dig deeper into AI output

Take suggestions directly from AI without evaluation for development

Base your project entirely on AI generated suggestions

START