Introduction

Recent developments in generative artificial intelligence (gen-AI) software have seen the development of Large Language Models (LLMs), that can be accessed online, often free of charge via Chatbot (an often internet-based computer programme designed to simulate human conversation). The development of this technology in relation to academic integrity has been covered by the QAA here. The most well-publicis

programmes and modules. As part of this, Schools should review and revise **assessment designs** so that assessments cannot be completed (and learning outcomes cannot be met) solely through the use AI technology.

- x Translating text (e.g. from a research paper or text)
- x Summarizing published sources
- x Developing ideas or plans
- x Helping to improve grammar
- x Helping neurodiverse students overcome some challenges in assessment (e.g. as covered in this webinar from the University of Kent: video link)

Limitations of gen-AI technology

OpenAI (ChatGPT's creator) have covered these in their *overview for educators*, which can be found here. In summary:

- x Factual accuracy cannot always be guaranteed.
- x Gen-AI technology perform less well with respect to specialist or niche subjects.
- x There is the potential for references to be fabricated.
- x There is the potential that they are biased to Western perspectives and can perpetuate associated biases and stereotypes.
- x Some languages are under-represented in LLMs

Key actions for academic staff

1. Provide clear instruction to students in your assessment briefs on assessment requirements. This should include if the requirements for the use of gen-AI technology differ from the University's guiding principle that the content (e.g. the basic written expression, arguments, interpretations, conclusions etc.) of work submitted for assessment should be a student's own.
2. Keep your assessments under review as part of the annual Quality Assurance and Enhancement process.
3. Try out ChatGPT (or other similar software), for example enter a past assessment title/question and see what is produced.
   i. If the output produces work that partly or wholly achieve the learning outcomes for that assessment, then some adjustment needs to take place e.g. a change to the mark scheme. Change must always be in accordance with Bangor's Code of Practice.
4. Where you believe a piece of work does not meet this principle, report this to the Academic Integrity Officer in your School.

Further Reading

- x Clarence-Smith, L, (2023, February 3), Universities must embrace ChatGPT and not fight it, says Cambridge scholar, *The Telegraph*, https://www.scribbr.com/citing-sources/cite-a-newspaper-article/
- x European Universities Association (2021), Universities Without Walls: a vision for 2030. https://eua.eu/downloads/publications/universities%20without%20walls%20%20a%20vision%20for%202030.pdf
- x European Universities Association (2023), Artificial intelligence tools and their responsible use in higher education learning and teaching, https://eua.eu/downloads/publications/position_ai%20in%20lt.pdf
- x Frederick