



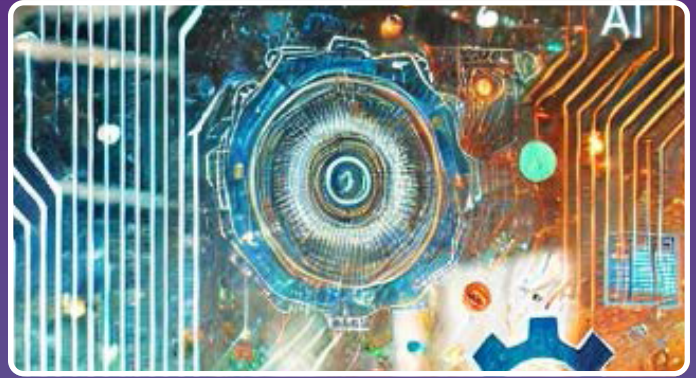
QUEEN'S
UNIVERSITY
BELFAST

AI Self-Help Guide

Understanding the impact of AI on my assessment



Introduction



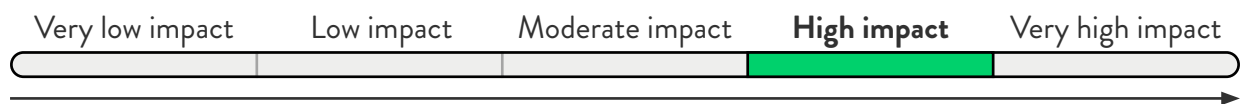
This guide has been developed to offer academic staff a practical and efficient way to assess the potential impact of AI on their assessments.

For more comprehensive guidance, staff are encouraged to consult the AI Hub, the Assessment Toolkit, or the Assessment Handbook, with links to these resources available at the bottom of each assessment page.

Each assessment within this guide is accompanied by an impact scale that provides an indication of the extent to which AI might influence your assessment - please see diagram below.

It is important to note that a “very low” impact rating does not imply no action is necessary. Even if the influence of AI appears minimal, it remains essential to evaluate your assessment to ensure that it continues to be authentic, meaningful, and equips students for success in an AI-enriched future.

The impact scale should not be used to compare assessments, but rather as a guide to identify where a review or adjustments may be needed.



We hope this guide serves as a valuable tool for your initial evaluation. Further information will be added throughout the year, and we welcome any feedback. If you would like to provide input, please contact the AI Hub team at AI-Hub@qub.ac.uk

Information within guide updated on 22.08.2024

Choose your Assessment

This is an interactive PDF.

Please click on a type of assessment to view more information.



Assignments

Lit Reviews and Bibliographies

**Practicals/
Fieldwork Labs**

**Artistic/Creative
Outputs**

**Observed Exams/
OSCEs**

Presentations

Blogs

Orals/Vivas

Projects

Class Tests

Performances

Quizzes/MCQs

Essays

Podcasts

Reports

**Internships/
Placements**

Portfolios

**Written
Examinations**

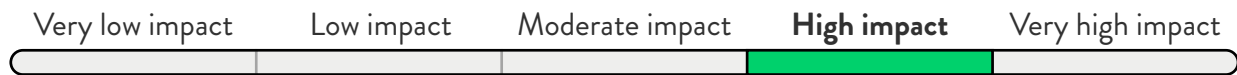
**Practical
Examinations**

Assignments

Academic tasks demonstrating knowledge and skills



Impact of AI on this type of Assessment



Potential Uses of Generative AI

- Help students to understand how to approach and answer the assignment
- Suggest improvements based on marking criteria
- Revision and understanding of course materials relevant to the assignment
- Create refined graphics, layouts, & presentations

Risks of using Generative AI

- May lower engagement with course materials
- Projects may lack genuine student perspective
- Generated information may contain inaccuracies
- May impede research and writing skills
- May be able to fully complete foundational or introductory assignments
- Over-reliance may limit students analytical, evaluative or problem solving skills

Things to Consider and Do

- **Clarify Assessment Purpose:** Identify the assessment's purpose and the learning outcomes it supports. Try to complete your assignment using the latest AI technology to evaluate its effectiveness. Determine which elements AI handles well and which it struggles with.
- **Assess AI Effectiveness:** Based on AI's performance, decide if the assessment should be changed, replaced, or consider an alternative form of assessment.
- **Evaluate the Assessment:** Consider modifying the assessment so AI can assist, but ensure analysis, evaluation, or answers can only be determined by the student. Explore if AI support can enable more sophisticated or challenging assignments.
- **Communicate Clearly with Learners:** Explain the assessment's purpose, evaluation criteria, and academic integrity guidelines. Clarify how students can use AI for research, planning, and structuring, and how to report AI usage. Use tools like Cadmus for a more controlled take-home environment.
- **Support Learning & Accessibility:** Explore how generative AI can enhance learning and improve accessibility. Encourage students to use AI for critical analysis, research, and feedback on how to improve their work based on the marking criteria.

Further Information

- [AI Hub](#)
- [Assessment Toolkit](#)
- [Assessment Handbook](#)

← Back to Top

Artistic/Creative Outputs

This is an interactive PDF.

Please click on a type of assessment to view more information.



Please select the type of artistic/creative output needed for this type of assessment

**Digitally Supported
Creation**

**Non-Digitally Supported
Creation**

[!\[\]\(de95854c7ee024cfadc48187bbb781b2_img.jpg\) Back to Top](#)

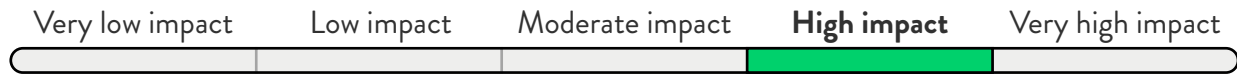
Artistic/Creative Outputs

(Digitally Supported)

Creative expressions through digital methods



Impact of AI on this type of Assessment



Potential Uses of Generative AI

- Prototype digital art concepts and ideas
- Emulate various digital media styles
- Act as a creative assistant to allow co-creation
- Save time by generating optional outputs
- Enable the creation of grander scale digital outputs
- Analyse and critically evaluate outputs

Risks of using Generative AI

- Unclear ownership and copyright of AI work
- May impede the development of technical creative skills
- Student inequity due to varying access to AI tools
- May diminish originality and uniqueness of student submissions

Things to Consider and Do

- **Clarify Assessment Purpose:** Determine the assessment's purpose and the learning outcomes it supports. Decide if AI has altered what is being measured and determine if this skill still needs to be assessed within this module.
- **Assess Creative Skills Appropriately:** If the assessment of individual creativity or assessment of digital technical skills is a key component, controlled in-person assessments may be necessary.
- **Communicate Clearly with Learners:** Explain the assessment's purpose, evaluation criteria, and academic integrity guidelines. Clarify how students can use AI to assist with creative outputs, including how to report AI usage.
- **Support Learning & Accessibility:** Explore how generative AI might be used to enable students to automatically create prototypes, freeing them up to focus on greater iteration or take on larger more significant projects.

Further Information

- [AI Hub](#)
- [Assessment Toolkit](#)
- [Assessment Handbook](#)

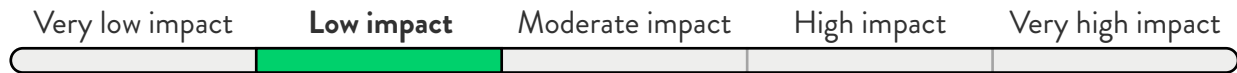
← Back to Top

Artistic/Creative Outputs (Non-Digitally Supported)

Creative expressions through non-digital methods



Impact of AI on this type of Assessment



Potential Uses of Generative AI

- Generate ideas for brainstorming and exploration
- Assist in the development of prototypes
- Provide examples for various artist styles

Risks of using Generative AI

- Over use for brainstorming or exploration may result in diminished student inspiration /perspective

Things to Consider and Do

- **Support Learning:** Consider how students can use AI for ideation, inspiration and development of prototypes while still ensure they retain their originality and perspective.

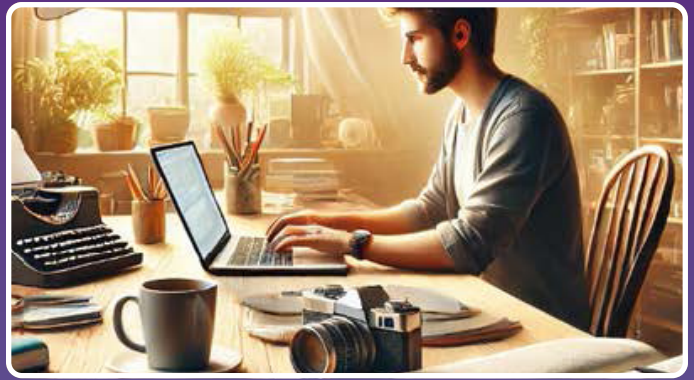
Further Information

- [AI Hub](#)
- [Assessment Toolkit](#)
- [Assessment Handbook](#)

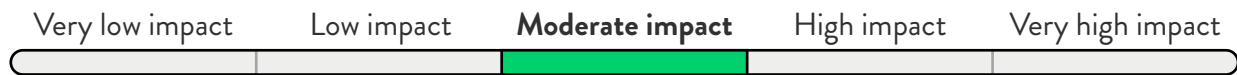
← Back to Top

Blogs

Online journals for sharing personal thoughts



Impact of AI on this type of Assessment



Potential Uses of Generative AI

- Gather and organise information on relevant topics
- Enhance posts with AI-generated images, videos, and infographics
- Tailor content to specific audiences
- Improve grammar, style, and coherence of content

Risks of using Generative AI

- May result in loss of genuine student voice and perspective resulting in challenges in assessing student original thought
- Student writing skills may not be clearly assessed

Things to Consider and Do

- **Clarify Blog Purpose:** Determine the blog's purpose and the learning outcomes it supports. Decide if AI has altered what is being measured and determine if this skill still needs to be assessed within this module.
- **Must Writing Skills Be Assessed?:** If the assessment of writing skills is a key component, use of tools like Cadmus to offer a more controlled take home environment may be required. The detection of AI generated text is not accurate and should not be relied upon.
- **Communicate Clearly with Learners:** Explain the assessment's purpose, evaluation criteria, and academic integrity guidelines. Clarify how students can use AI for research, planning, structuring, and writing their blogs, including how to report AI usage.
- **Support Learning & Accessibility:** Explore how generative AI can be used to enhance learning and improve accessibility. Encourage use of AI for brainstorming, proofreading and blog planning. Consider how generative AI can assist those with writing support needs e.g. those with dyslexia or where English isn't their first language.

Further Information

- [AI Hub](#)
- [Assessment Toolkit](#)
- [Assessment Handbook](#)

← Back to Top

Class Tests

(under controlled conditions)

Creative expressions through non-digital methods



Impact of AI on this type of Assessment

Very low impact

Low impact

Moderate impact

High impact

Very high impact



Potential Uses of Generative AI

- Act as a revision aid to help students understand course material and study for the class test
- Academic use to analysis submissions and provide enhanced feedback

Risks of using Generative AI

- Students may still be able to use digital devices unless appropriate mitigations are put in place

Things to Consider and Do

- **Support Learning:** Consider how students can use AI to help with revision and understanding of course materials.
- **Communicate Clearly with Learners:** Advise students that they will not have access to digital devices during the class test.
- **Equip Students Appropriately:** A “very low” impact rating does not imply no action is necessary. Even if the influence of AI appears minimal, it remains essential to evaluate your assessment to ensure that it continues to be authentic, meaningful, and equips students for success in an AI-enriched future.

Further Information

- [AI Hub](#)
- [Assessment Toolkit](#)
- [Assessment Handbook](#)

 **Back to Top**

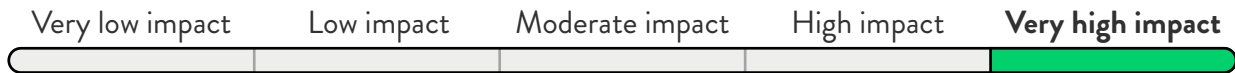
Essays

(take home)

In-depth writing task completed independently



Impact of AI on this type of Assessment



Potential Uses of Generative AI

- Generate ideas for brainstorming and exploration
- Summarise other texts to assist with research
- Assist with an essay outline and structure
- Suggest improvements based on marking criteria
- Use to improve essay writing quality and clarity
- Provide examples for various writing styles

Risks of using Generative AI

- May lower engagement with reading materials
- Quotes, citations or references may be incorrect
- Student original thought may not be easily assessed
- Student writing skills cannot be clearly assessed
- Generated factual information may be incorrect
- Over-reliance may limit students original thought

Things to Consider and Do

- **Clarify Essay Purpose:** Determine the essay's purpose and the learning outcomes it supports. Decide if AI has altered what is being measured and determine if this skill still needs to be assessed within this module.
- **Must Writing Skills Be Assessed?:** If the assessment of writing skills is a key component, controlled in-person assessments may be necessary. The detection of AI generated text is not accurate and should not be relied upon.
- **Communicate Clearly with Learners:** Explain the assessment's purpose, evaluation criteria, and academic integrity guidelines. Clarify how students can use AI for research, planning, structuring, and writing their essays, including how to report AI usage. Use tools like Cadmus for a more controlled take-home environment.
- **Support Learning & Accessibility:** Explore how generative AI can be used to enhance learning and improve accessibility. Encourage use of AI for brainstorming, proofreading and essay planning. Consider how generative AI can assist those with writing support needs e.g. those with dyslexia or where English isn't their first language.

Further Information

- [AI Hub](#)
- [Assessment Toolkit](#)
- [Assessment Handbook](#)

 **Back to Top**

Internships/ Placements

This is an interactive PDF.

Please click on a type of assessment to view more information.



Please select the type of assessment students need to complete for this placement or internship

Blogs

Essays

Observed Exams

Orals/Vivas

Portfolios

Presentations

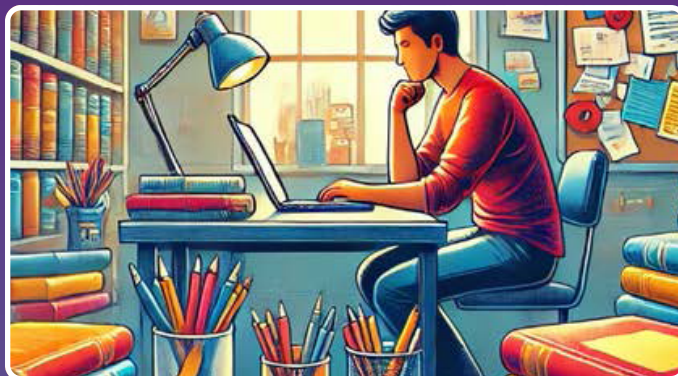
Projects

Reports

[!\[\]\(b792654f2cef9719eabeb6c5be00811e_img.jpg\) Back to Top](#)

Lit Reviews / Bibliographies

Summaries of academic sources and research



Impact of AI on this type of Assessment



Potential Uses of Generative AI

- Assist with the analysis of sources e.g highlighting similarities and differences
- Offer suggestions for improvement based on assessment criteria
- Condense lengthy articles into key points
- Improve grammar, style, and coherence of writing
- Provide suggestions and ideas for potential sources

Risks of using Generative AI

- Over-reliance may entail students miss important sources
- Over-reliance may impede development of writing, analytical or synthesis skills
- AI may misinterpret complex texts
- Incorrect referencing and citations may be generated

Things to Consider and Do

- **Clarify Literature Review's Purpose:** Determine the literature review's purpose and the learning outcomes it supports. Determine how AI can enhance this activity and how it may hinder this activity?
- **Must Writing Skills Be Assessed?:** If the assessment of academic writing skills is a key component, use of tools like Cadmus to offer a more controlled take home environment may be required. The detection of AI generated text is not accurate and should not be relied upon.
- **Communicate Clearly with Learners:** Explain the assessment's purpose, evaluation criteria, and academic integrity guidelines. Clarify how students can use AI for research, planning, structuring, and writing their literature review, including how to report AI usage.
- **Support Learning & Accessibility:** Explore how generative AI can be used to enhance learning and improve accessibility. Encourage use of AI for summarising, proofreading and structuring the literature review. Consider how generative AI can assist those with writing support needs e.g. those with dyslexia or where English isn't their first language.

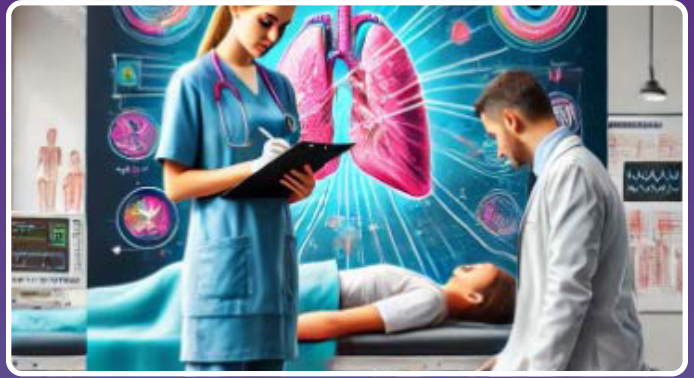
Further Information

- [AI Hub](#)
- [Assessment Toolkit](#)
- [Assessment Handbook](#)

← Back to Top

Observed Exams / OSCEs

A set of observed activities completed under exam conditions



Impact of AI on this type of Assessment

Very low impact

Low impact

Moderate impact

High impact

Very high impact



Potential Uses of Generative AI

- AI may be able to help students prepare by simulating the assessment used within the observed exam
- Potentially provide a safe environment for practice to reduce exam anxiety

Risks of using Generative AI

- Currently there are no risks associated with this type of assessment

Things to Consider and Do

- **Leverage AI for Assessment Preparation:** Consider if students are able to make use of AI to help prepare for the observed examination in an authentic manner.
- **Support Students:** Ensure that students are adequately prepared for this type of assessment if this is their first observed examinations.
- **Equip Students Appropriately:** A “very low” impact rating does not imply no action is necessary. Even if the influence of AI appears minimal, it remains essential to evaluate your assessment to ensure that it continues to be authentic, meaningful, and equips students for success in an AI-enriched future.

Further Information

- [AI Hub](#)
- [Assessment Toolkit](#)
- [Assessment Handbook](#)

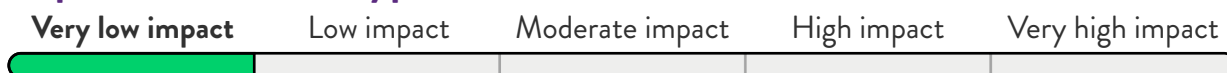
← Back to Top

Orals/Vivas

Spoken assessments of knowledge or skills



Impact of AI on this type of Assessment



Potential Uses of Generative AI

- Generate potential viva questions for preparation and provide a safe environment for practice to reduce oral exam anxiety
- AI can offer suggestions for improving quality of student answers provided for mock viva questions

Risks of using Generative AI

- Currently there are no risks associated with this type of assessment

Things to Consider and Do

- **Leverage AI for Assessment Preparation:** Consider how generative AI can help students prepare for a oral/viva exam? e.g. by generating mock questions which student can answer, alongside analysing and suggesting improvements for their answers.
- **Support Students:** Ensure that students are adequately prepared for this type of assessment if this is their first oral/viva.
- **Equip Students Appropriately:** A “very low” impact rating does not imply no action is necessary. Even if the influence of AI appears minimal, it remains essential to evaluate your assessment to ensure that it continues to be authentic, meaningful, and equips students for success in an AI-enriched future.

Further Information

- [AI Hub](#)
- [Assessment Toolkit](#)
- [Assessment Handbook](#)

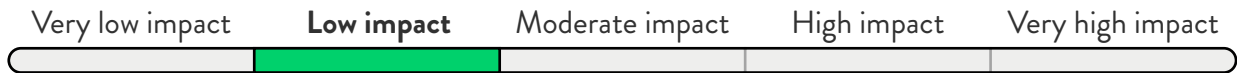
← Back to Top

Performances

Live artistic expressions in front of an audience



Impact of AI on this type of Assessment



Potential Uses of Generative AI

- Help structure rehearsal schedules
- Enhance performances with AI-generated visuals and sounds
- Assisting in the creation of the performance e.g. ideation, writing and refining scripts and other types of improvements

Risks of using Generative AI

- Over-reliance on AI may impede personal creativity and diminish genuine student perspective

Things to Consider and Do

- **Leverage AI for Assessment Preparation:** Consider how generative AI can help students create or prepare for their performance? e.g. help structure rehearsal schedules, assist in the creation of the performance or enhance the performance through creation of visual or audio supporting artefacts.

Further Information

- [AI Hub](#)
- [Assessment Toolkit](#)
- [Assessment Handbook](#)

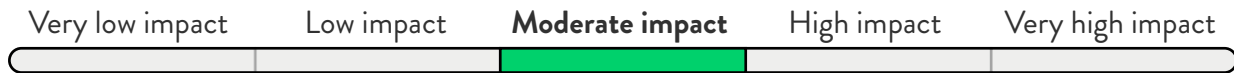
← **Back to Top**

Podcasts

Student-created audio projects demonstrating knowledge



Impact of AI on this type of Assessment



Potential Uses of Generative AI

- Suggest topics and themes for podcast episodes
- Generate structured and coherent scripts
- Summarise long discussions into key points
- Generating associated materials for podcast
- Providing directed feedback on script and content
- Transcribe created podcasts for accessibility

Risks of using Generative AI

- May impede development of scripting and editing skills
- May be difficult to distinguish between student and AI contributions
- May result in loss of genuine student voice and perspective
- Potential for unclear ownership and copyright
- Potential sharing of incorrect or misleading info

Things to Consider and Do

- **Clarify Assessment Purpose:** What element of the podcast are you assessing? Is it script writing, recording and editing or investigation? Decide if AI has altered what is being measured and determine if this skill still needs to be assessed within this module.
- **Assess Skills Appropriately:** If individual scripting, writing or recording & editing are key components, it may be necessary to complete this part of the assessment within a controlled environment. The detection of AI generated text is not accurate and should not be relied upon.
- **Communicate Clearly with Learners:** Explain the assessment's purpose, evaluation criteria and academic integrity guidelines. Clarify how students can use AI for investigation, planning, structuring and writing scripts, including how to report AI usage. Use tools like Cadmus for a more controlled take-home environment.
- **Support Learning & Accessibility:** Explore how generative AI can be used to enhance learning and improve accessibility. Encourage students to use AI for ideation and transcription of podcast episodes. Consider how AI can help students enhance the quality of their work e.g. offering constructive feedback on the generation of more compelling scripts or generating AI generated voice overs.

Further Information

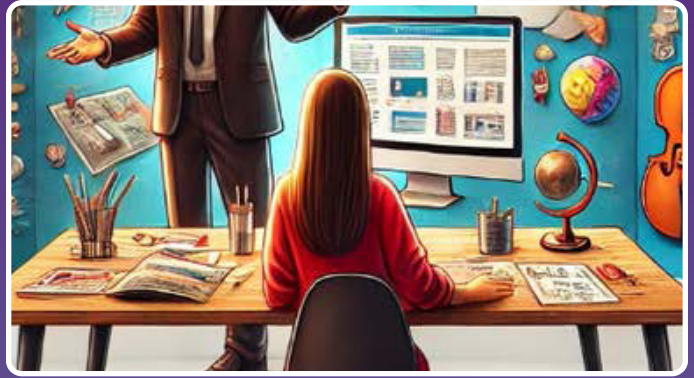
- [AI Hub](#)
- [Assessment Toolkit](#)
- [Assessment Handbook](#)

← Back to Top

Portfolios

This is an interactive PDF.

Please click on a type of assessment to view more information.



Please select the type of output needed for this type of assessment

**Artistic/Creative
Outputs**

Essays

Performances

Podcasts

Projects

Reports

[!\[\]\(d3102649f02e825ddb76dc3de0190154_img.jpg\) Back to Top](#)

Practical Exams

A set of practical activities completed under exam conditions.



Impact of AI on this type of Assessment

Very low impact

Low impact

Moderate impact

High impact

Very high impact



Potential Uses of Generative AI

- AI may be used by students to help prepare for the practical examination
- Potentially provide a safe environment for practice to reduce exam anxiety

Risks of using Generative AI

- Currently there are limited risks associated with this type of assessment. If the practical exam is computer based, then care may need to be taken to prevent the use of AI tools.

Things to Consider and Do

- **Leverage AI for Assessment Preparation:** Consider if students are able to make use of AI to help prepare for the practical examination in an authentic manner.
- **Equip Students Appropriately:** A “very low” impact rating does not imply no action is necessary. Even if the influence of AI appears minimal, it remains essential to evaluate your assessment to ensure that it continues to be authentic, meaningful, and equips students for success in an AI-enriched future.

Further Information

- [AI Hub](#)
- [Assessment Toolkit](#)
- [Assessment Handbook](#)

← Back to Top

Practicals/ Fieldwork/Labs

Practical activities completed within a controlled but not exam like environment



Impact of AI on this type of Assessment



Potential Uses of Generative AI

- Assist with understanding and applying course material within the activity
- Assist with processing and analysing of data
- Offer advice and constructive suggestions on how to improve the generated outputs
- Assist with routine activities such as report writing

Risks of using Generative AI

- Over reliance may impede students problemsolving and critical analysis skills development
- Potential for data breaches and misuse of sensitive information
- AI might misinterpret or incorrectly analyse data
- If AI can broadly complete the activity then the assessment may be invalid

Things to Consider and Do

- **Determine AI Capabilities:** It is important to determine if generative AI is broadly able to complete the requested activity. Be mindful that AI's problem solving ability is developing over time so it will be necessary to check prior to commencement of the activity.
- **Adapt Assessment Accordingly:** If generative AI is able to meaningfully complete a requested activity, then that activity either needs to be
 - a. Revised
 - b. Additional supervision may be required
 - c. An alternative form of assessment used.
- **Support Learning:** Consider how generative AI can either help the students apply their course knowledge and understanding with the activity or be used to improve the student's productivity in completing the activity.
- **Support Accessibility:** Consider how generative AI can assist those with specific support needs e.g. those with dyslexia or where English isn't their first language.

Further Information

- [AI Hub](#)
- [Assessment Toolkit](#)
- [Assessment Handbook](#)

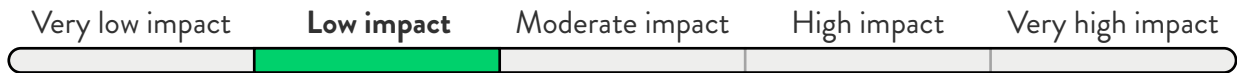
← Back to Top

Presentations

An individual or team based spoken presentation



Impact of AI on this type of Assessment



Potential Uses of Generative AI

- Assist in the creation of slides
- Help draft and refine the presentation script
- Enhance slides with images, videos, and animations
- Gather relevant information and data for the presentation
- Help provide feedback and suggestions for improvements for clarity and impact

Risks of using Generative AI

- There is a risk of overly generic presentations if AI is used to create it without the student meaningfully directing and shaping how the presentation is created

Things to Consider and Do

- **Leverage AI for Presentation Preparation:** Consider how generative AI can be used in a supportive and beneficial manner when designing and creating their presentation or how generative AI can be used to help provide suggestions and feedback to help improve the presentation. e.g. tweaking the script or including appropriate imagery.

Further Information

- [AI Hub](#)
- [Assessment Toolkit](#)
- [Assessment Handbook](#)

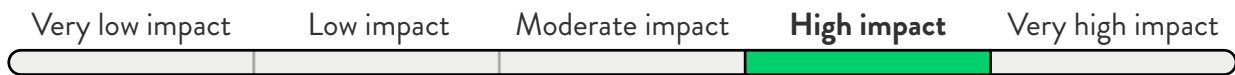
← Back to Top

Projects

Student led projects or Dissertations



Impact of AI on this type of Assessment



Potential Uses of Generative AI

- Generate ideas for brainstorming and exploration
- Summarising and analysing information
- Organise tasks, timelines, and milestones
- Offer feedback based on assessment criteria
- Create more polished project deliverables
- Assist in development of prototypes for demo

Risks of using Generative AI

- May limit project creativity, investigation and problem solving skills
- Student inequity due to varying access to AI tools
- May reduce student effort and ownership instead of supporting and enhancing student activity
- Projects may lack genuine student perspective

Things to Consider and Do

- **Clarify Purpose of Each Project Element:** Determine which elements of the project are essential to the project's learning outcomes and which are supplementary e.g. project management skills or report writing skills.
- **Assess Skills Appropriately:** For each element of the project consider the impact of AI on that element and create guidelines on how AI can appropriately or inappropriately be used.
- **Communicate Clearly with Learners:** Make sure all the above will be communicated to the learner. Explain the assessment's purpose, evaluation criteria, and academic integrity guidelines. Clarify how students can use AI for research, planning, structuring, and writing, including how to report AI usage. Use tools like Cadmus to track the project's development over time.
- **Support Learning and Accessibility:** Explore how generative AI can be used to enhance learning and improve accessibility. Encourage students to use AI for project management, collaboration, ideation and feedback on how they can improve their work based on the marking criteria.

Further Information

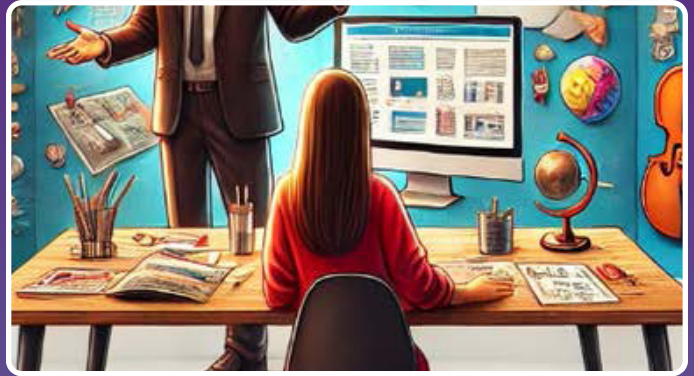
- [AI Hub](#)
- [Assessment Toolkit](#)
- [Assessment Handbook](#)

← **Back to Top**

Quizzes/MCQs

This is an interactive PDF.

Please click on a type of assessment to view more information.



Please select the environment in which the quiz will take place

Take Home Quiz

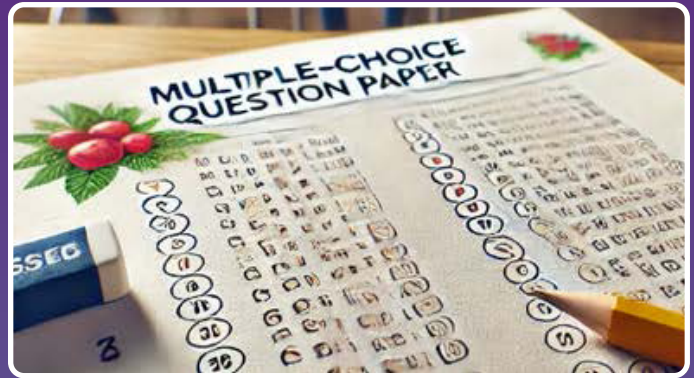
Class Test

Written Exam

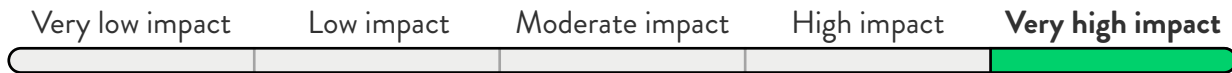
[!\[\]\(3211b5d1d968fc1665909b34f9f16010_img.jpg\) Back to Top](#)

Quizzes/MCQs (take home)

A series of short questions to be completed in a non controlled environment



Impact of AI on this type of Assessment



Take note!

- Potentially the impact of AI can vary from minimal/no impact to very significant impact. This will be dependent upon the types of questions that are asked and AI's current ability to answer these questions

Risks of using Generative AI

- If AI can answer a significant number of the questions then the assessment is invalid

Things to Consider and Do

- **Determine AI Capabilities:** If you have a take home MCQ or quiz you must determine generative AI's ability to answer those questions. Be mindful that AI's problem solving ability is developing over time so it will be necessary to check prior to sending out/releasing the quiz.
- **Update Students as Required:** If generative AI is unable to adequately answer the questions that are set then it is acceptable to use this as a form of assessment. It will be important to advise your students that AI will be unable to answer these questions.
- **Adapt Assessment Accordingly:** If generative AI is able to answer any of the questions then either the questions need to be replaced or an alternative form of assessment should be used.

Further Information

- [AI Hub](#)
- [Assessment Toolkit](#)
- [Assessment Handbook](#)

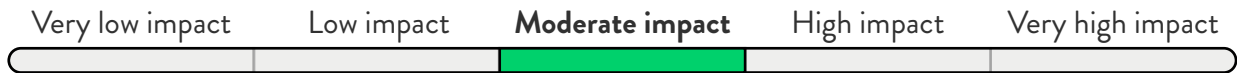
← Back to Top

Reports

A written account typically associated with a given assignment, project or other course activity



Impact of AI on this type of Assessment



Potential Uses of Generative AI

- Assist with the analysis and presentation of data - particularly for lab reporting
- Use to improve report writing quality and clarity
- Provide examples for different report writing styles
- Suggest improvements based on marking criteria
- Assist with a report outline and structure

Risks of using Generative AI

- Student report writing skills may not be clearly assessed
- AI generated references may be incorrect
- Over reliance on AI generated analysis may result in an evaluation which is inaccurate or incomplete

Things to Consider and Do

- **Must Report Writing Skills Be Assessed?:** If the assessment of report writing skills is a key component, tools like Cadmus may be required, to offer a more controlled take home environment. The detection of AI generated text is not accurate and should not be relied upon.
- **Assist in Report Creation:** Consider how generative AI can be used to assist the student in creating their report, e.g. generating an appropriate structure, assist with writing in an appropriate manner or critically offering feedback on drafts.
- **Communicate Clearly with Learners:** Explain the assessment's purpose, evaluation criteria, and academic integrity guidelines. Clarify how students can use AI for research, planning, structuring, and writing their reports, including how to report AI usage.
- **Support Learning and Accessibility:** Explore how generative AI can be used to enhance learning and improve accessibility. Consider how generative AI can assist those with writing support needs e.g. those with dyslexia or where English isn't their first language.

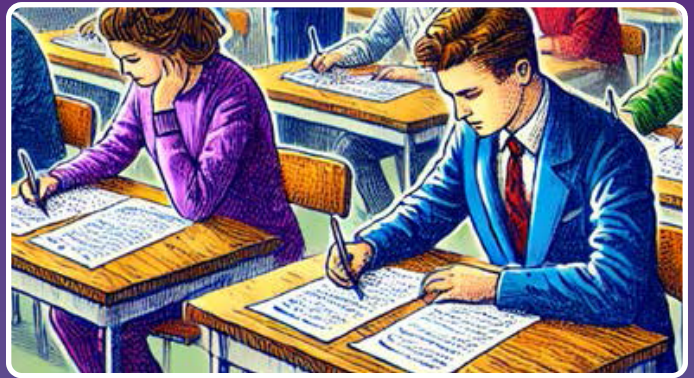
Further Information

- [AI Hub](#)
- [Assessment Toolkit](#)
- [Assessment Handbook](#)

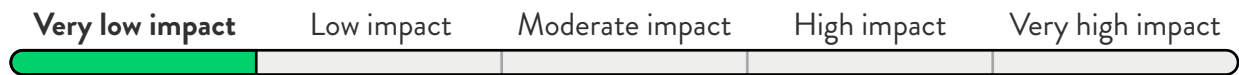
 **Back to Top**

Written Exams

Exams completed by hand within a controlled environment



Impact of AI on this type of Assessment



Potential Uses of Generative AI

- AI may be able to help students practice or evaluate their answers to previous examination questions

Risks of using Generative AI

- Currently there are no risks associated with this type of assessment

Things to Consider and Do

- **Leverage AI for Exam Preparation:** Consider how students may make use of AI to help prepare for the examination. e.g. evaluating their answers to mock/previous examination papers.
- **Equip Students Appropriately:** A “very low” impact rating does not imply no action is necessary. Even if the influence of AI appears minimal, it remains essential to evaluate your assessment to ensure that it continues to be authentic, meaningful, and equips students for success in an AI-enriched future.

Further Information

- [AI Hub](#)
- [Assessment Toolkit](#)
- [Assessment Handbook](#)

← Back to Top



QUEEN'S
UNIVERSITY
BELFAST