IMPERIAL

START

Do you think that AI will impact your chosen assessment?

Do you suspect this impact to be negative?

Do you think the ability to work with AI is an important skill your students should learn?

Wait and see how things develop.
- Refer students to College and departmental guidance around AI use and plagiarism.
- Have mechanisms in place to deal with suspected cases.
- checking with module/programme lead to ensure an aligned/consistent response

More information can be found on the EDU website

Are you in a position to make changes to the assessment?

Can you make changes to the assessment criteria?

Redesign assessment criteria to take into account the skills that students' use of AI will help them develop further.
- Ensure there is a more integrated module/ programme level advice about how to use AI appropriately and productively
- Brief students about the use of AI for that assessment and the consequences of misconduct.
- Brief students and markers about how the use of AI relates to marking criteria.
- Consider inclusivity.

More information is available on the EDU website.

Encourage use of AI for assessment activity
- Encourage AI use to support production of the assessment. Brief students about what AI use is allowed and what constitutes plagiarism.
- Have mechanisms in place to deal with suspected cases.
- Consider how/when/where students will learn the skills to critically and effectively use AI aligned with academic integrity.
- Consider if/how GenAI can help inclusivity and provide a more level playing field.

More information is available on the EDU website.

Would you like to eliminate AI use for the assessment altogether?

Is the assessment an exam/ quiz?

Are you in a position to make any changes to the assessment?
Consider consultation with the module/ programme lead.

Is it high stakes?

Could the assessment be removed?

Could the assessment be formative rather than summative?

Can you redesign the weighting of the assessment?

Redistribute assessment weighting. Make the more vulnerable assessment contribute less to the overall module grade.
- Consult students and other stakeholders about the changes
- Inform and train staff and students appropriately about the changes
- Check for QA implications

Can you change questions?

Is there a particular question you are worried about rather than the entire script?

You could try conducting exams under invigilation with no Internet access.
- Consult students and other stakeholders about the changes
- Check for QA implications
- Inform students and markers about the changes
- Train markers about the expectations around the new design
- Check available facilities

More information is available on the EDU website.

Change the weighting of that question within the exam/ quiz to make it count less towards the final grade.
- Consult QA to see if any formal amendments are needed
- Inform students and markers about the changes

Redesign the questions to make them more difficult for AI to answer.
- Consult students and other stakeholders about the changes.
- Make sure students are briefed about the change and have an opportunity to practice answering this type of questions.
- Check for any QA implications.

Some further guidance on this outcome can be found on the EDU website.

Redesign the type of assessment. Consider aspects and formats that are more difficult for AI to replicate.
- Consult students and other stakeholders about the changes
- Check with QA for formal amendments
- Inform students and markers about the changes
- Train markers about the expectations around the new design
- Check available facilities

You can find relevant guidance on the EDU website.

Could the same skills be demonstrated through another assessment type?

Make the assessment formative in function either with small credit attached or without.
- Make sure that formative feeds directly into higher stakes summative
- Consult students and other stakeholders about the changes
- Check with QA for formal amendments
- Inform students and markers about the changes
- Train markers about the expectations around the new design
- You can find more guidance around this outcome on the EDU website.

Are you in a position to make any changes to the assessment?
Consider consultation with the module/ programme lead.

Wait and see. Leave the assessment as it is.
- Brief students about the use of AI for that assessment and the consequences of misconduct.
- Have mechanisms in place to deal with suspected cases
- have a module/ programme level provision in place to teach students about positive ways to engage with GenAI that are pedagogically helpful and don't raise issues concerning academic integrity

More information is available on the EDU website.

Will you have sufficient time to have changes approved by relevant educational committees?

Consider consultation with the module/ programme lead. Remember you may also have to consider QA processes if changes are significant enough. Check the regulations.

Is it important that AI is an integral part of the assessed task?

Redesign the brief to embed the use of AI into the task.
- Consult stakeholders (including students) and brief staff and students about the changes
- Make sure students and markers understand the requirements
- Ensure skills for teaching effective use of A are appropriately embedded in module/ programme

More guidance is available on the EDU website.

Is it desirable for students to use AI in the process of undertaking assessment, for example to summarise articles, etc?

Will this use require a change in assessment criteria?

Remove the assessment.
- Amend the weighting of remaining assessments.
- Remember to seek approval from relevant educational committees. Check for any QA implications.
- Inform / train students and markers about new process/ levels / expectations.

You can find more guidance on this outcome on the EDU website.

Would removing the assessment offload the students and create more space for deeper learning?

Can you make programme level changes?

Does the assessment have a negative effect on students' workload?

Will you have sufficient time to have changes approved by relevant educational committees?

Consider consultation with the module/ programme lead. Remember you may also have to consider QA processes if changes are significant enough. Check the regulations.

Can you change the assessment strategy on the module?

Redistribute assessment weighting. Make the more vulnerable assessment contribute less to the overall module grade.
- Consult QA to check for any implications.
- Brief students about the use of AI for that assessment and the consequences of misconduct as well as new assessment design and expectations
- Have mechanisms in place to deal with suspected cases
- Brief other markers about the changes to the assessment and the impact on expectations.

You can find more guidance on the EDU website.

Can you change the weighting of this assessment?

Is it a low stakes assessment?

Consider redesigning programme level assessment to include some synoptic assessments. More information is available on the EDU website.

Can you make changes to the assessment itself?

Can you change the type of assessment, for example from written to oral etc?

Can you change the brief?

Redesign the brief to include features that AI doesn't cope well with.
- Make sure that the module level ILOs remain the same.
- Brief students about the use of AI for that assessment and the consequences of misconduct.
- Have mechanisms in place to deal with suspected cases.
- Ensure there is a more integrated module/ programme level advice about how to use AI appropriately and productively

More information is available on the EDU website.

Remove the assessment
- Amend the ILOs
- Amend weighting of the remaining assessments on the module
- Seek approval from relevant educational committees
- Consult changes with students and other stakeholders
- Train markers about the marking approach
- Clearly explain criteria and expectations to the students

You can find more guidance around this outcome on the EDU website.

Would removing the assessment mean that all of the module level ILOs are still being met?

Can the assessment be removed altogether?

Could the assessment be redesigned to feed into a higher stakes summative?

Redesign the type of assessment. Consider aspects and formats that are more difficult for AI to replicate.
- Consult students and other stakeholders about the changes
- Check with QA for formal amendments
- Inform students and markers about the changes
- Train markers about the expectations around the new design
- Check available facilities

You can find relevant guidance on the EDU website.

Will you have sufficient time to have changes approved by relevant educational committees?

Consider consultation with the module/ programme lead. Remember you may also have to consider QA processes if changes are significant enough. Check the regulations.

Can you redistribute the weighting within the assessment?

Redesign the rubric - redistribute weighting within the assessment criteria, allowing less credit for questions or aspects of the brief that can be easily answered by AI.
- Ensure you brief students about what constitutes misconduct.
- Have mechanisms in place to deal with suspected cases of misconduct.
- Ensure there is a more integrated module/ programme level advice about how to use AI appropriately and productively
- about how to use AI appropriately and productively

More information is available on the EDU website.

Make the assessment formative in function either with small credit attached or without.
- Make sure that formative feeds directly into higher stakes summative
- Consult students and other stakeholders about the changes
- Check with QA for formal amendments
- Inform students and markers about the changes
- Train markers about the expectations around the new design

More information is available on the EDU website.

Wait and see. Leave the assessment as it is.
- Brief students about the use of AI for that assessment and the consequences of misconduct.
- Have mechanisms in place to deal with suspected cases.
- Ensure there is a more integrated module/ programme level advice about how to use AI appropriately and productively

More information is available on the EDU website

Can the same skills be tested under invigilated exam conditions?

Will you have the resources? (consider rooms and invigilators)

You could try conducting exams under invigilation with no Internet access
- Consult students and other stakeholders about the changes
- Check with QA for formal amendments
- Inform students and markers about the changes
- Train markers about the expectations around the new design
- Check available facilities

More information is available on the EDU website.

YES	Outcomes related to different aspects of redesign of this assessment	Outcomes related to redesign of assessment strategy
NO	Brief/question	Programme level
Outcomes relate to no changes in practice with a focus on thorough briefing	Type	Removal
Outcomes related to conducting the assessment under invigilation	Rubric	Formative
	AI for learning	Weighting