# Equipping Higher Education Administrators and Professional Services staff for the age of Artificial Intelligence

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# Session outline

## Contents

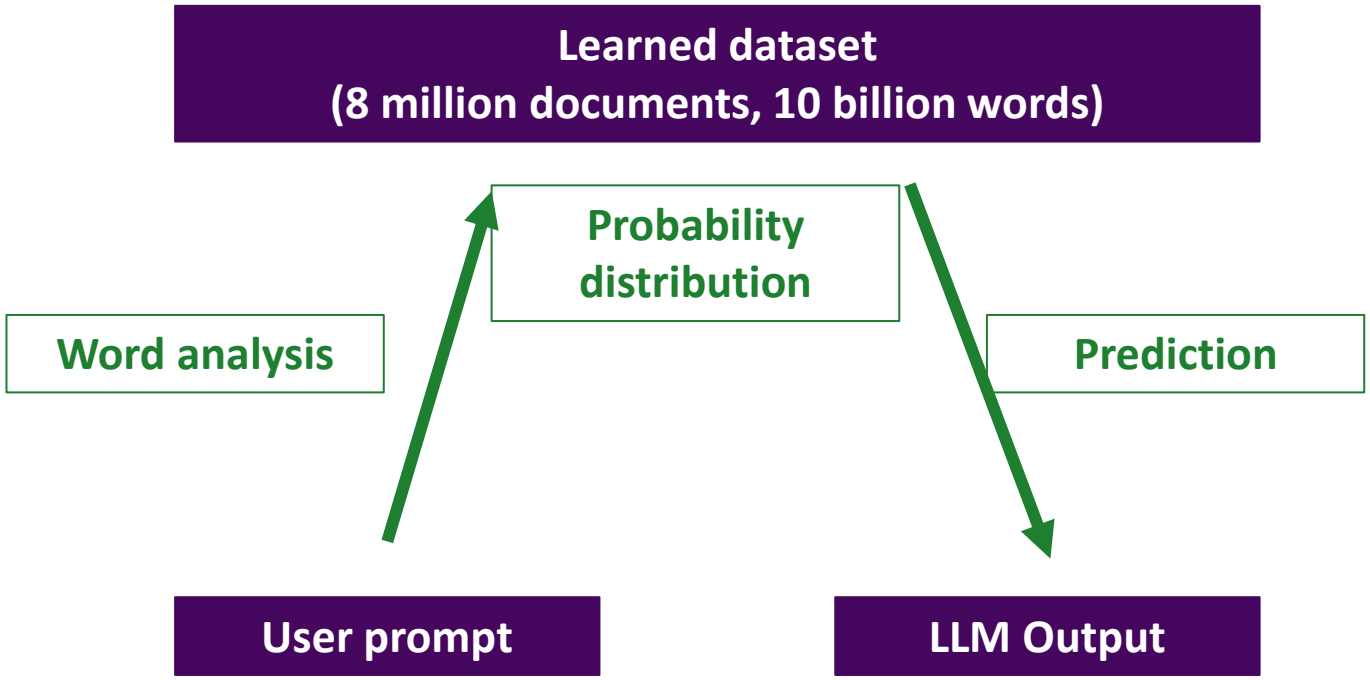
1. How does generative AI work?
2. How can we approach using AI?
3. What are the considerations for student assessment, institutional oversight and ethical governance?
4. What comes next?

# 1. How does generative Artificial Intelligence work?

## Generative Artificial Intelligence

How does it work?

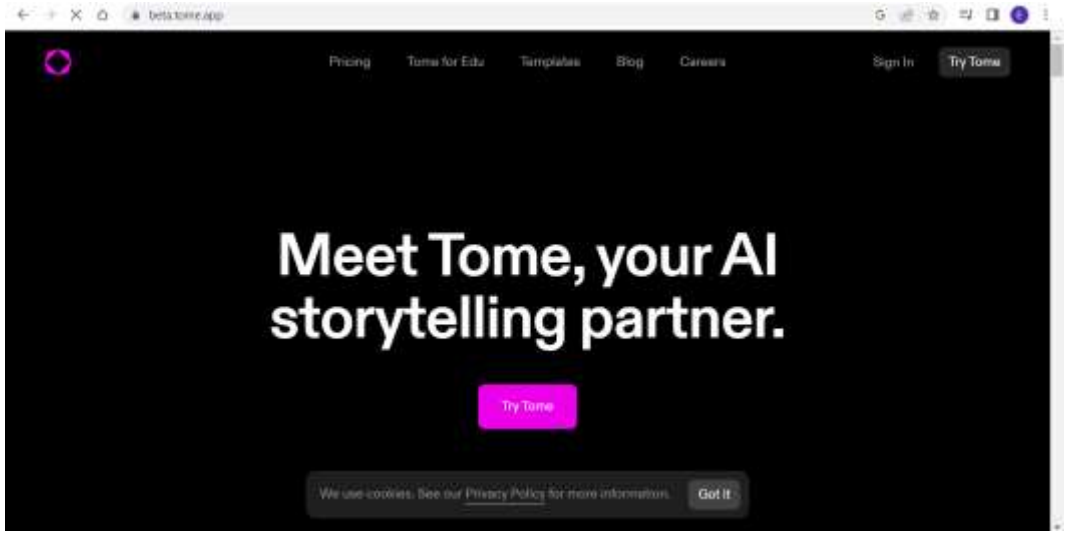
- Chat GPT is a large language model
- LLMs are not conscious
- LLMs cannot understand things
- But they can learn *patterns*

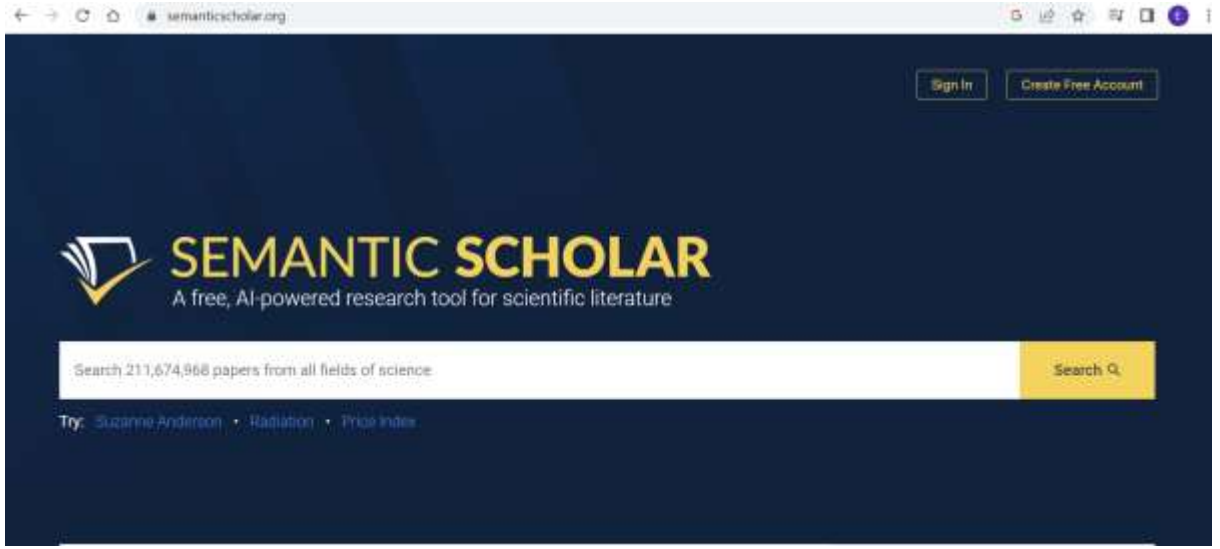


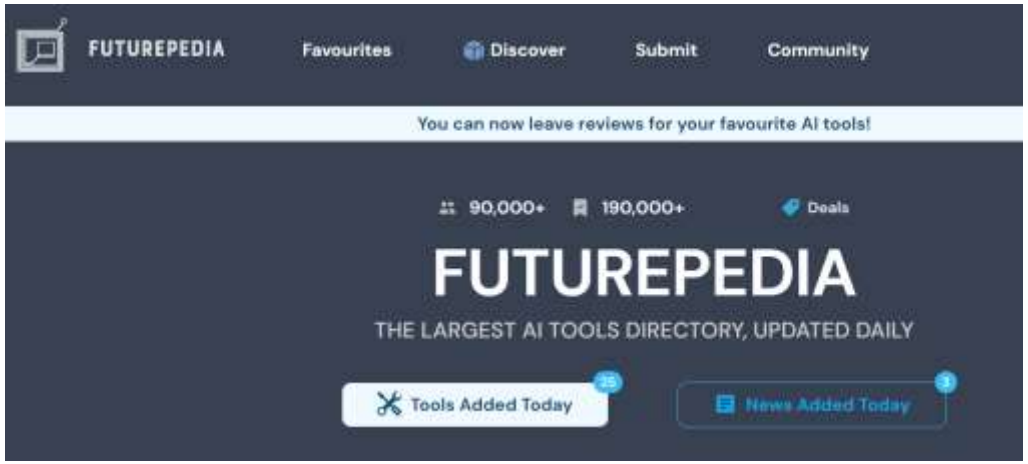

Its answers are effectively random

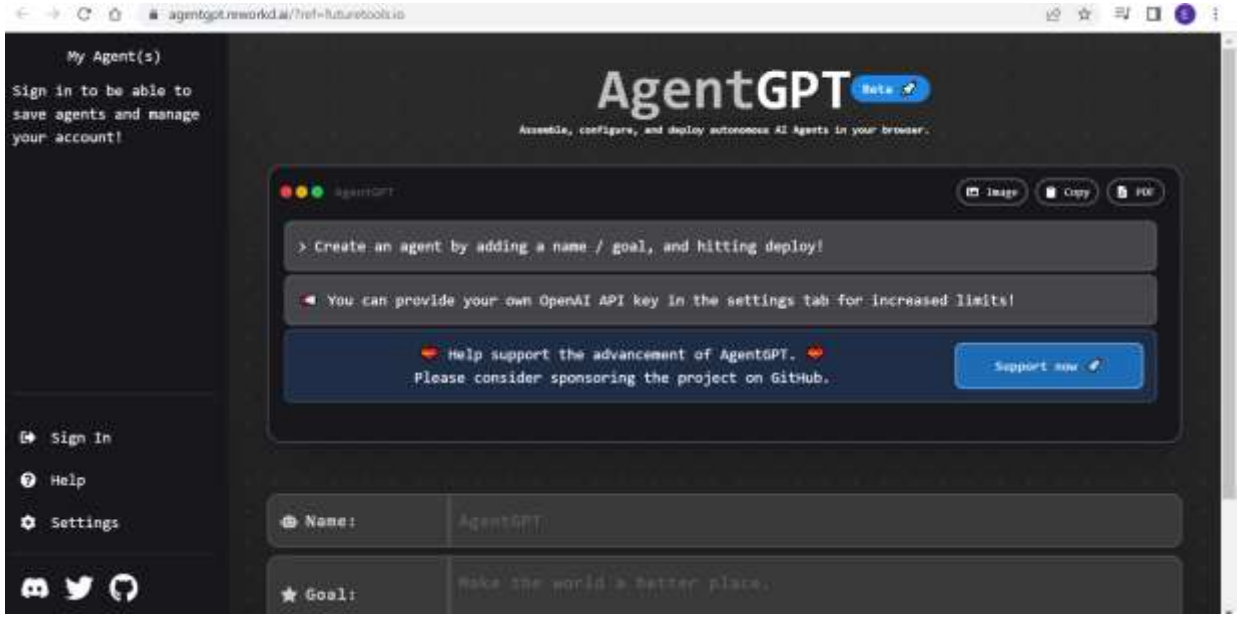
# Generative Artificial Intelligence

New software every single day

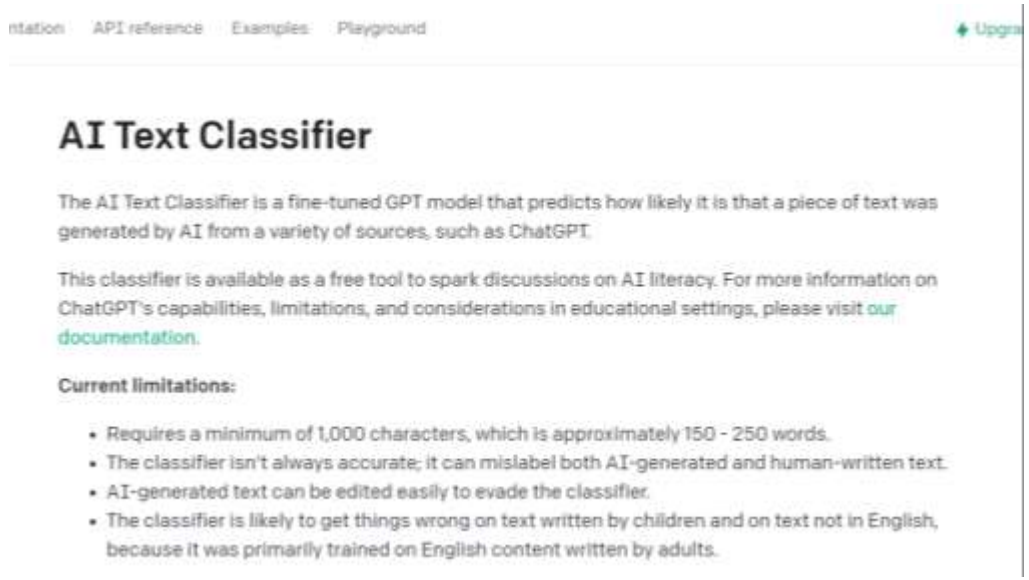


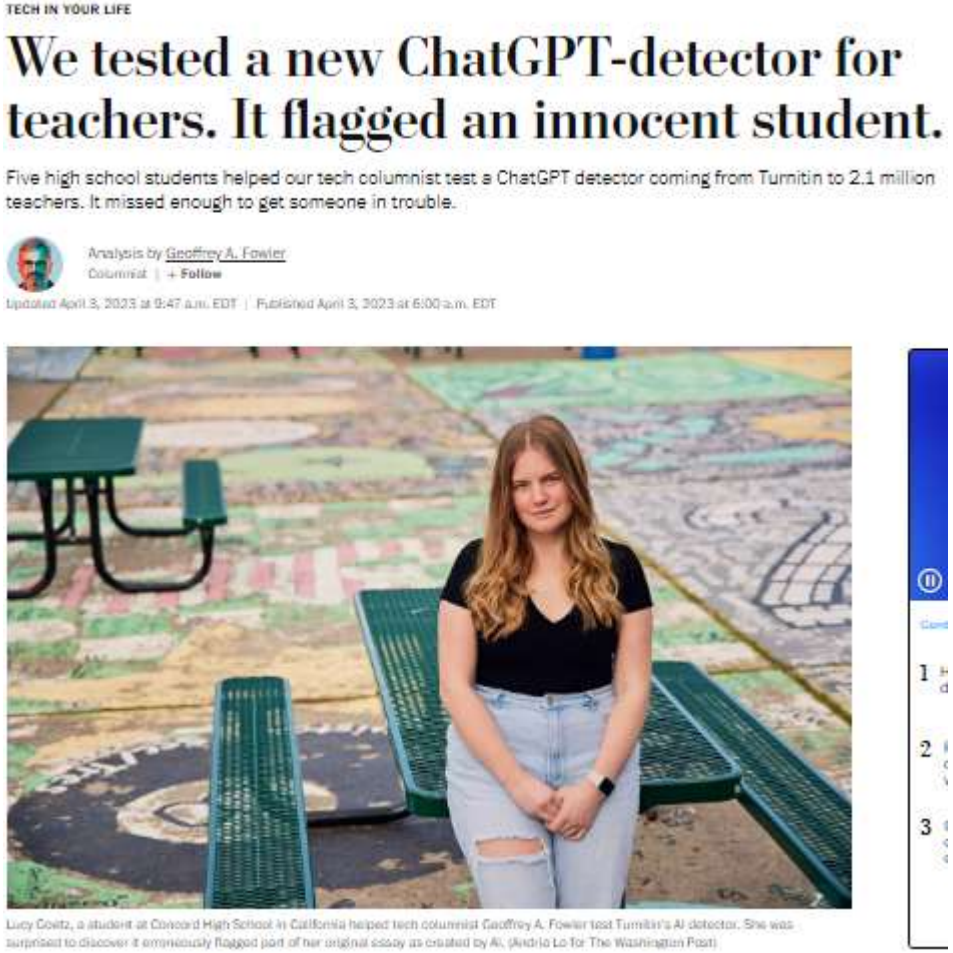
# Difficult to detect, difficult to ban

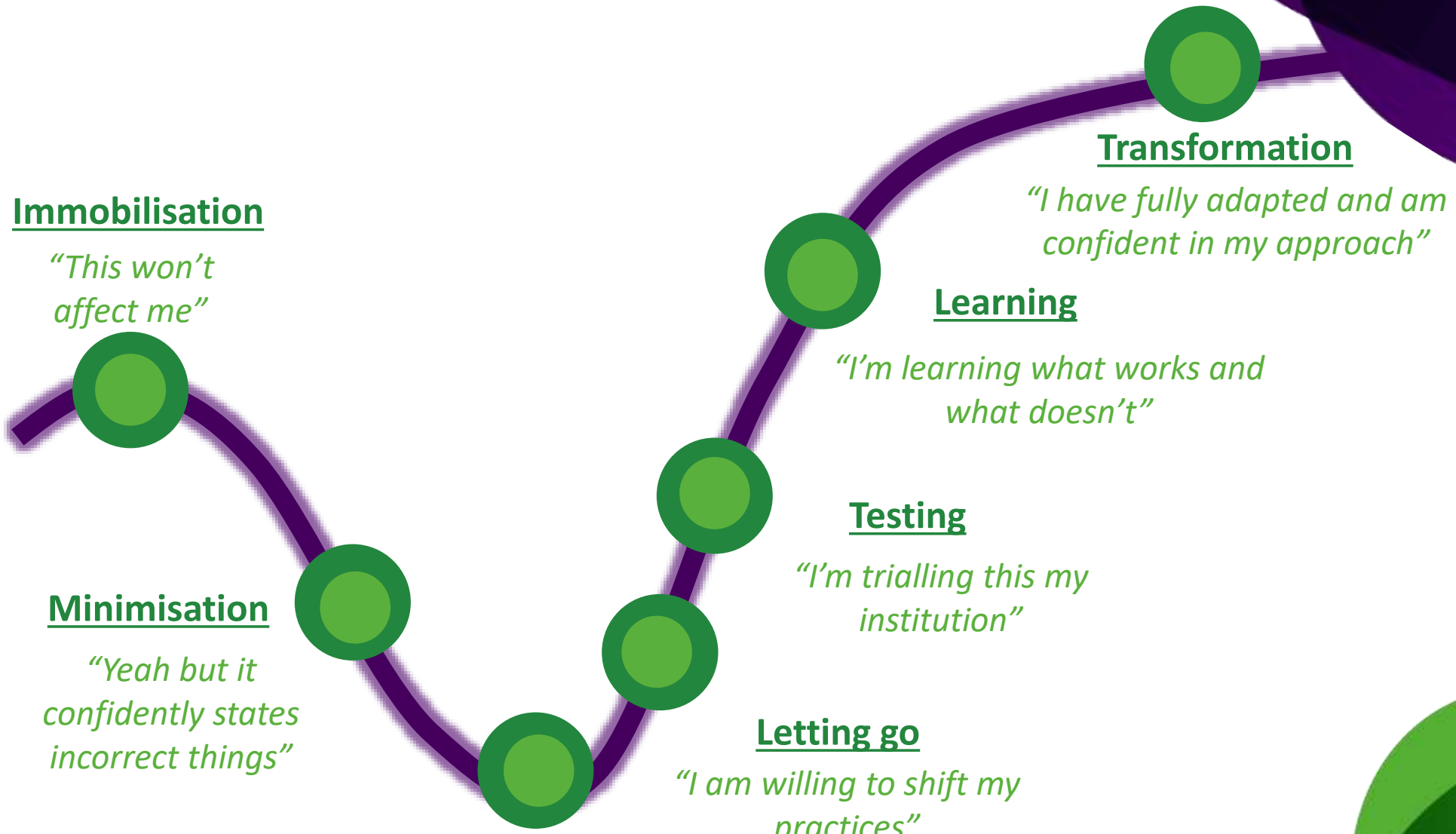



**Accurately identifies AI text 26% of the time**

**Inaccurately identifies human text as AI 9% of the time**

turnitin™





**Immobilisation**

*"This won't affect me"*

**Minimisation**

*"Yeah but it confidently states incorrect things"*

**Acceptance**

*"I should probably adapt to this"*

**Letting go**

*"I am willing to shift my practices"*

**Testing**

*"I'm trialling this my institution"*

**Learning**

*"I'm learning what works and what doesn't"*

**Transformation**

*"I have fully adapted and am confident in my approach"*

# Quick poll

# 2. How can we approach using AI?

# Responsible Use

- Banning is futile (and unreliable)
- Opportunity to develop skills for study & employability

- What does responsible use look like?
- What about equality & inclusivity?
- What happens to the nature of academic study & student achievement?

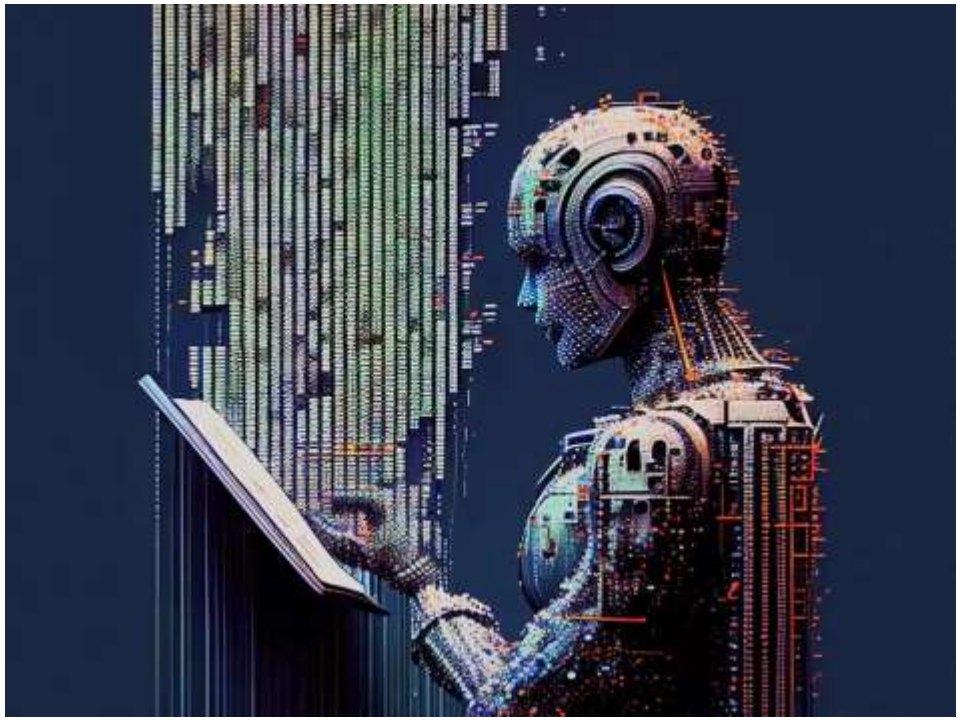


Illustration by Muhabit ul haq via AI

Responding to

**A**rtificial **I**ntelligence

requires

**A**cademic **I**ntegrity

2+2=4

I like cooking, my family, and my pets

- This type of challenge to academic integrity is not really new
- Do we re-think what is it possible for students to learn?
- New approaches will mean different assessments

# 3. What are the considerations for:

- Student assessment
- Institutional oversight
- Ethical governance

# Student assessment

Opportunity to reimagine assessment methods and strategies

Development of artificial intelligence literacy

Use different modes of assessment

# Institutional oversight and ethical governance

# Ethical governance of AI use

# Responsible use

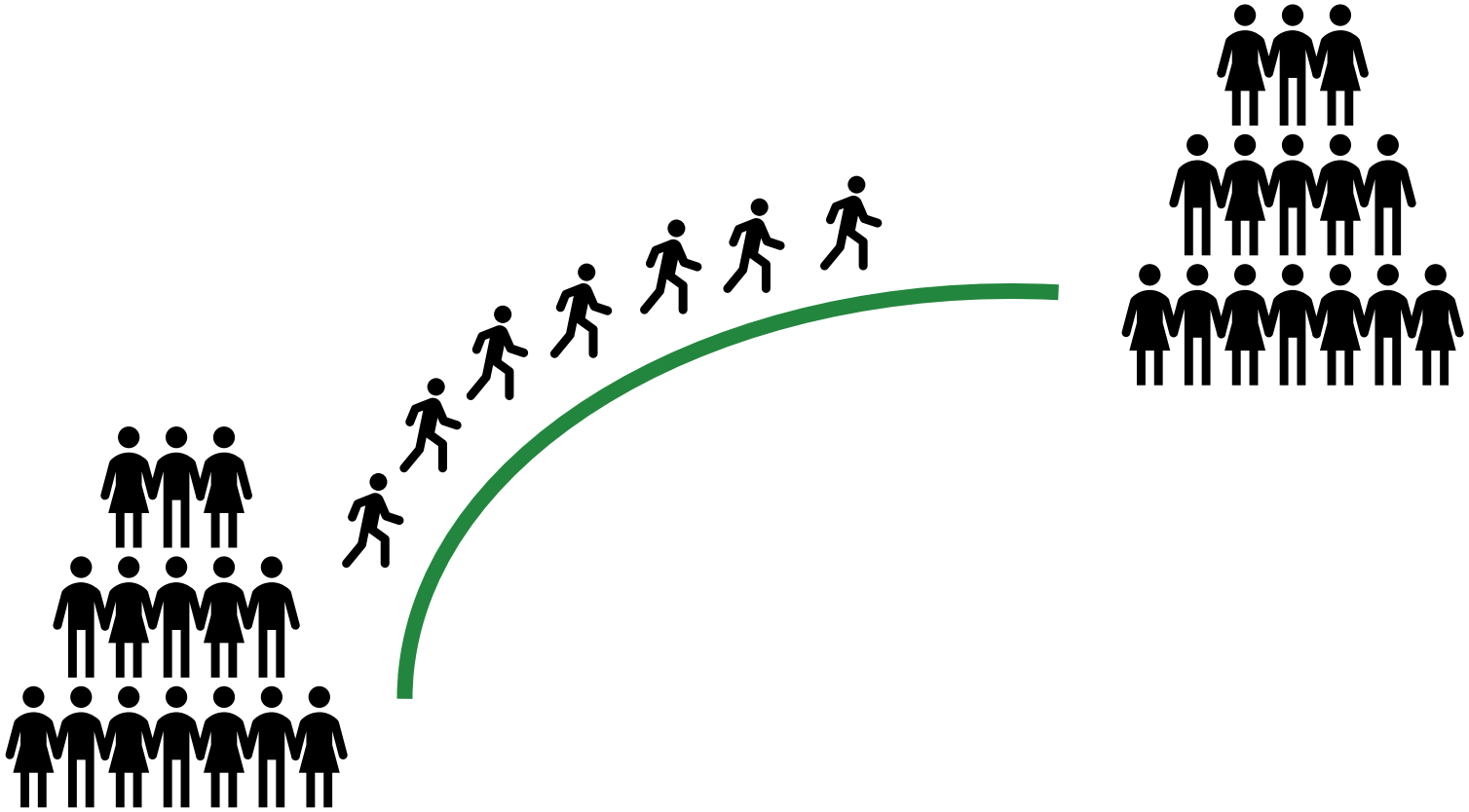
How can you structure operational responses for responsible use?

Guidance

Policies

Principles

# Strategic upskilling of staff and students



Threat: inconsistency of approach

# Clarify the rules

Limitations and ethical issues

Existing legal and regulatory frameworks

Privacy and data considerations

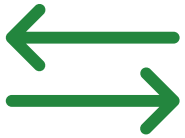
Potential for bias

# Governance Oversight

What sources of assurance might your leadership have?

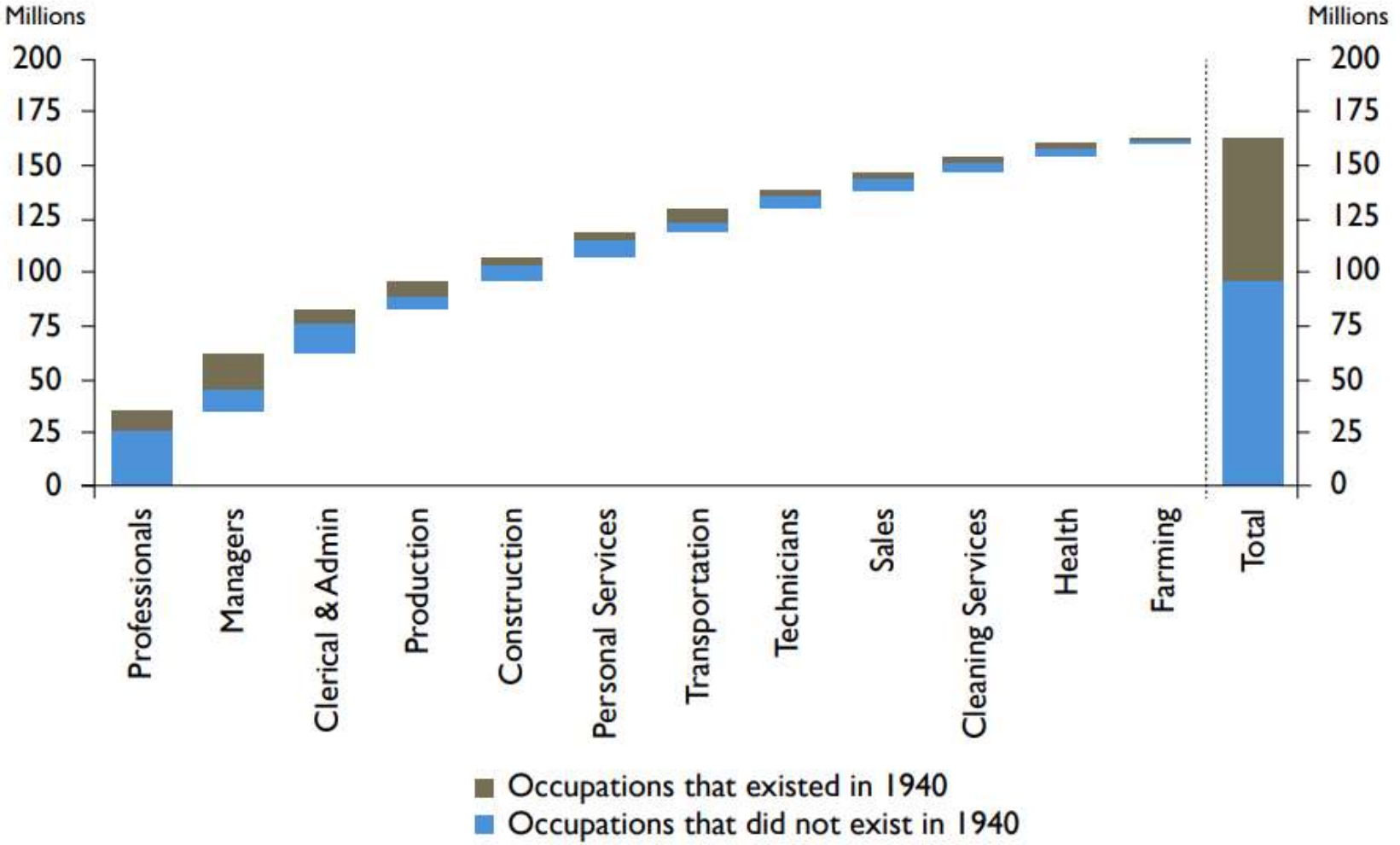
Do they have the necessary knowledge and skills?

Assure equality of access to AI



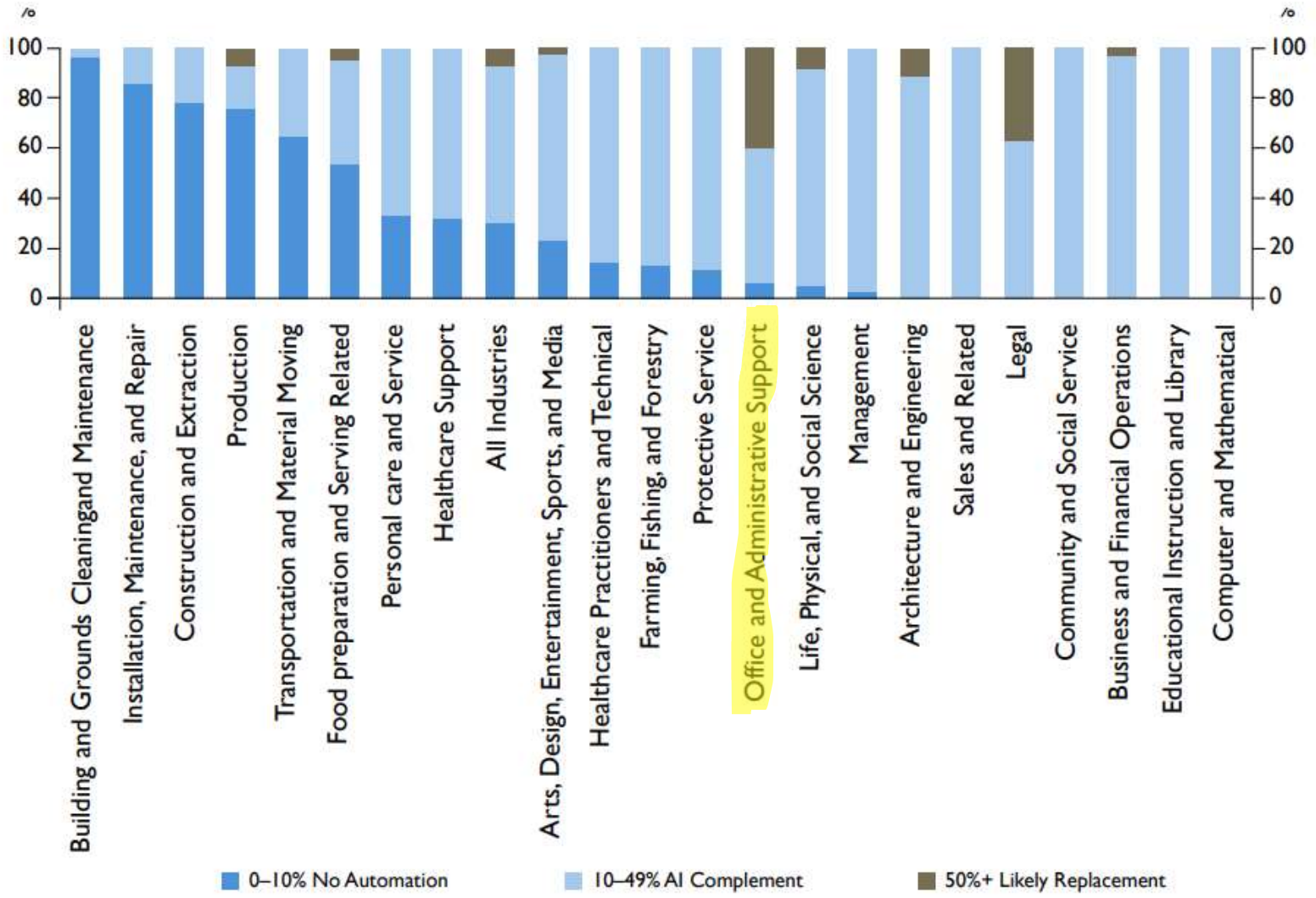
Shared understanding with partner organisations

# What next?




Goldman Sachs, *The potentially large effect of artificial intelligence on economic growth*

## Figure 7: Labour exposure to automation by field




Goldman Sachs, *The potentially large effect of artificial intelligence on economic growth*

**Jobs that require skilled manual or creative input are least at risk from AI.**

A UK government post campaign in 2020 advocated those working in the arts should go into STEAM fields- valuing these skills above the creative.

Not feasible to detect and ban, but not desirable either

Supporting staff (and students) to develop critical AI literacy is vital

Institutions should – as far as possible – provide equal access to these tools and be transparent about their use.

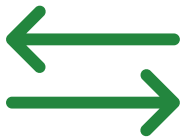
# Good practice and guidance

Develop a strategy to improve digital and critical AI literacy among staff and students

Communicate expectations around responsible use

Upskill your leaders and staff for effective oversight

Promote academic integrity



Stay agile and share good practice

# Further resources

QAA Generative AI and Academic Integrity resources

## Other resources:

Russell group principles

Jisc National Centre for AI

# Questions

www.qaa.ac.uk

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