



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?

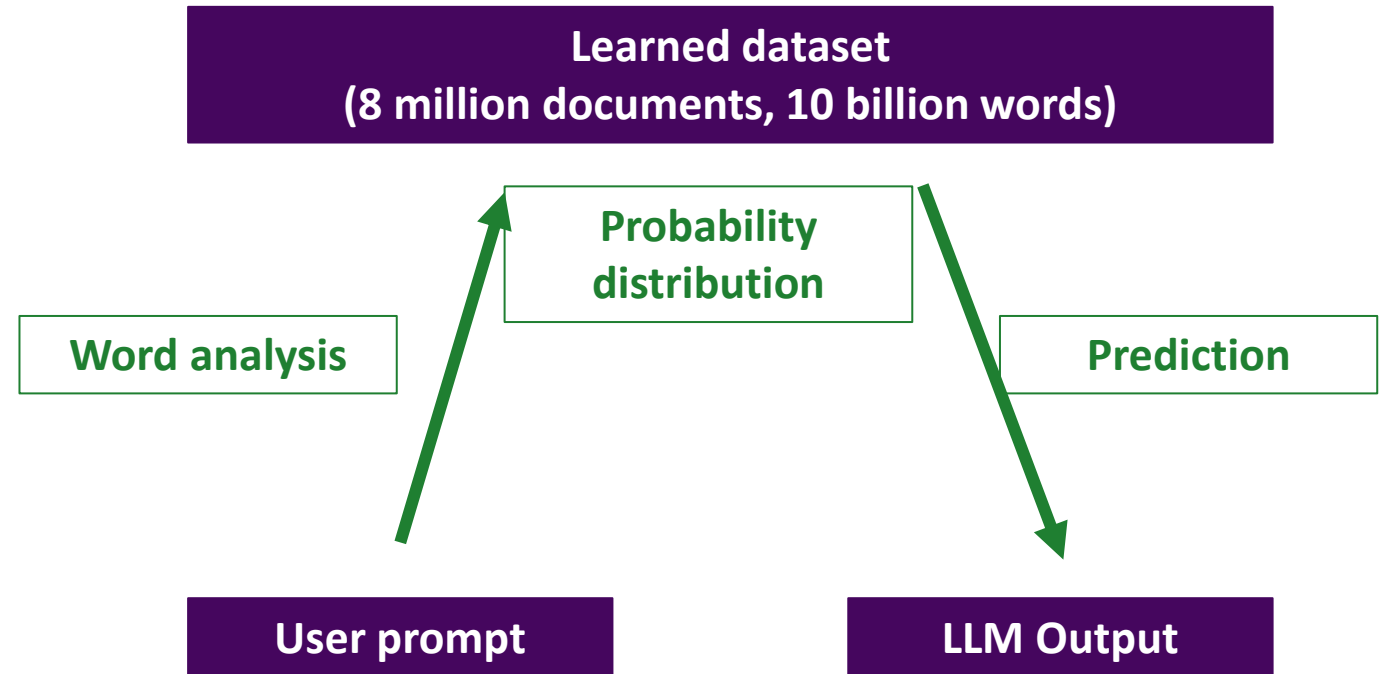


1. How does generative Artificial Intelligence work?

Generative Artificial Intelligence

How does it work?

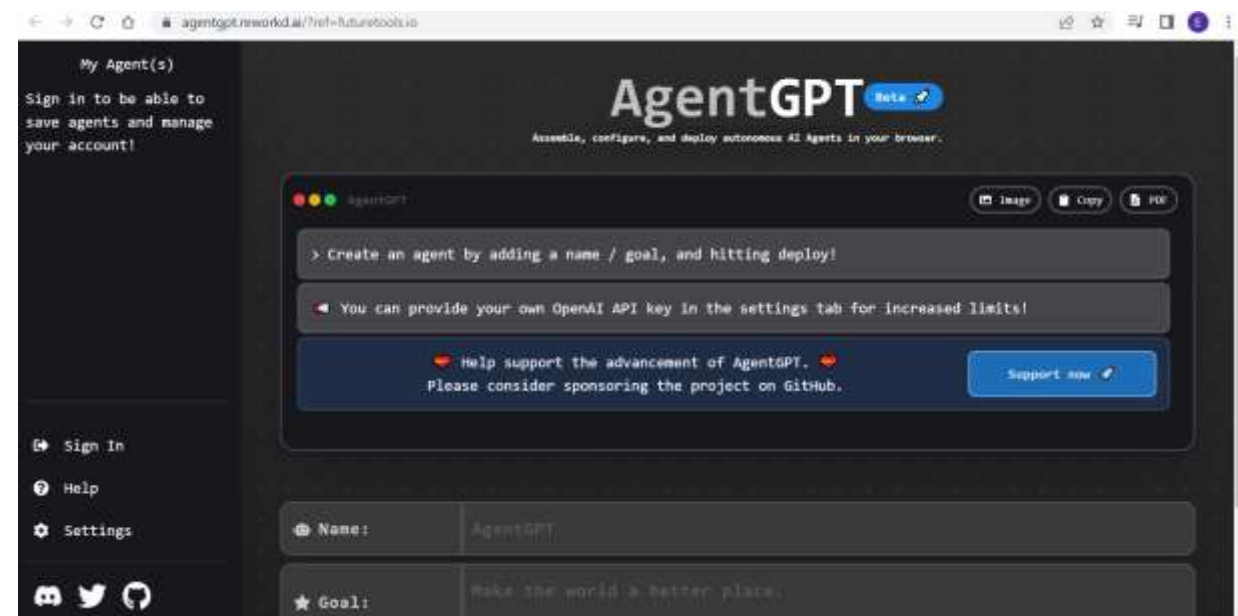
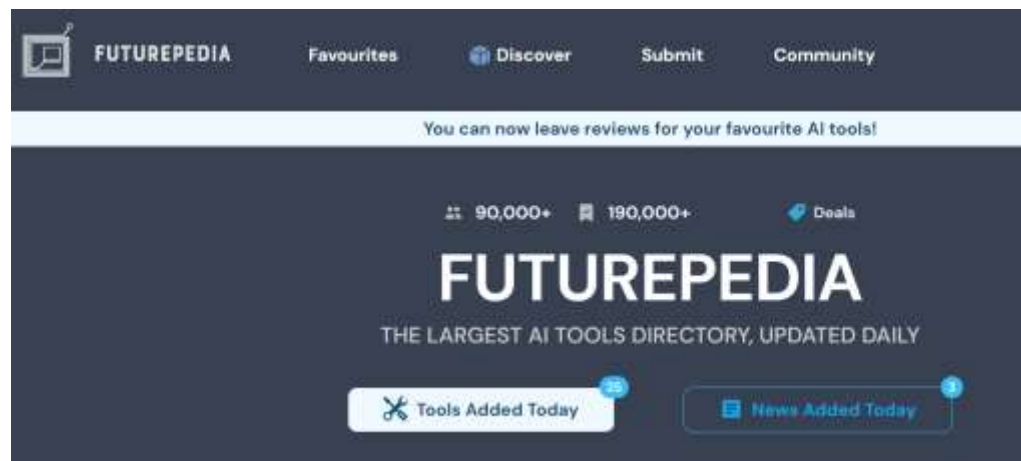
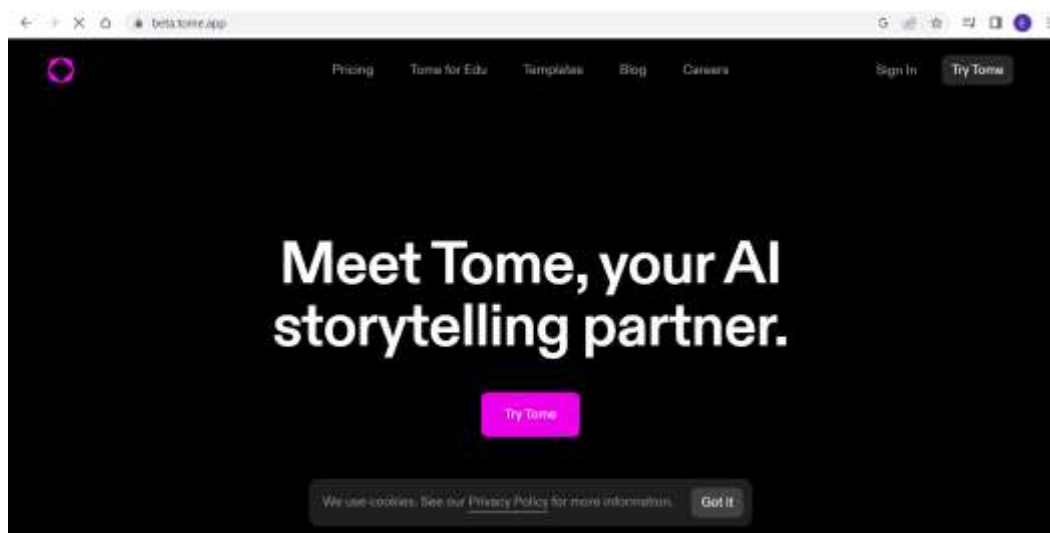
- Chat GPT is a large language model
- LLMs are not conscious
- LLMs cannot understand things
- But they can learn *patterns*



Its answers are effectively random

Generative Artificial Intelligence

New software every single day



Difficult to detect, difficult to ban

Documentation API reference Examples Playground Upgrade

AI Text Classifier

The AI Text Classifier is a fine-tuned GPT model that predicts how likely it is that a piece of text was generated by AI from a variety of sources, such as ChatGPT.

This classifier is available as a free tool to spark discussions on AI literacy. For more information on ChatGPT's capabilities, limitations, and considerations in educational settings, please visit [our documentation](#).

Current limitations:

- Requires a minimum of 1,000 characters, which is approximately 150 - 250 words.
- The classifier isn't always accurate; it can mislabel both AI-generated and human-written text.
- AI-generated text can be edited easily to evade the classifier.
- The classifier is likely to get things wrong on text written by children and on text not in English, because it was primarily trained on English content written by adults.

Accurately identifies AI text 26% of the time

Inaccurately identifies human text as AI 9% of the time



TECH IN YOUR LIFE

We tested a new ChatGPT-detector for teachers. It flagged an innocent student.

Five high school students helped our tech columnist test a ChatGPT detector coming from Turnitin to 2.1 million teachers. It missed enough to get someone in trouble.



Analysis by [Geoffrey A. Fowler](#)
Columnist | [+ Follow](#)

Updated April 3, 2023 at 9:47 a.m. EDT | Published April 3, 2023 at 6:00 a.m. EDT



Lucy Coetz, a student at Concord High School in California, helped tech columnist Geoffrey A. Fowler test Turnitin's AI detector. She was surprised to discover it erroneously flagged part of her original essay as created by AI. (Kendie Lo for The Washington Post)



Share

1

2

3

Immobilisation

"This won't affect me"

Minimisation

"Yeah but it confidently states incorrect things"

Acceptance

"I should probably adapt to this"

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?

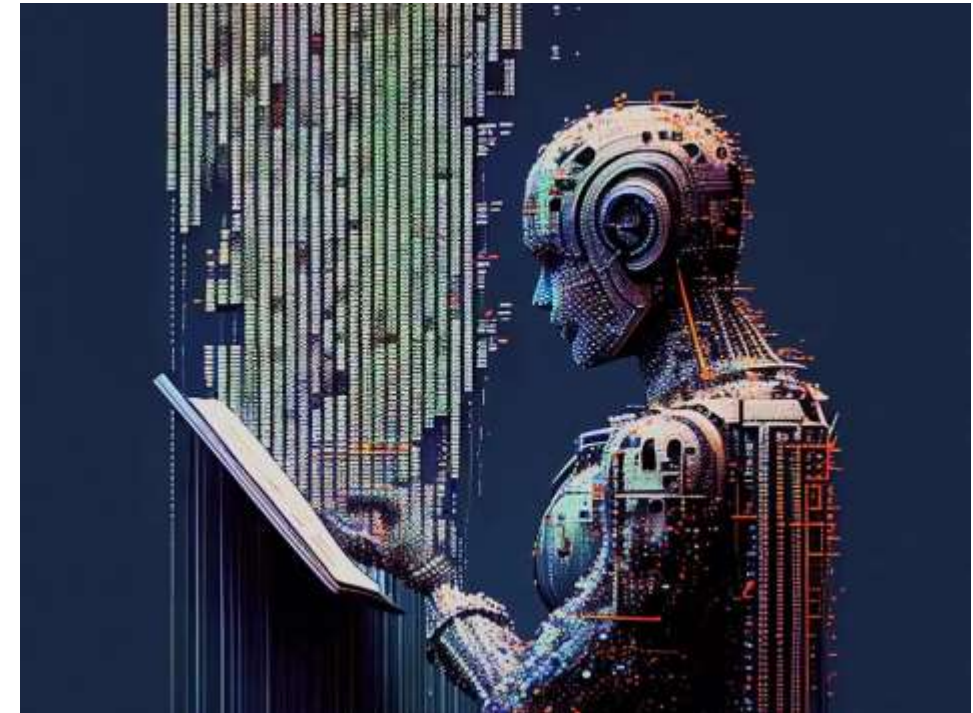
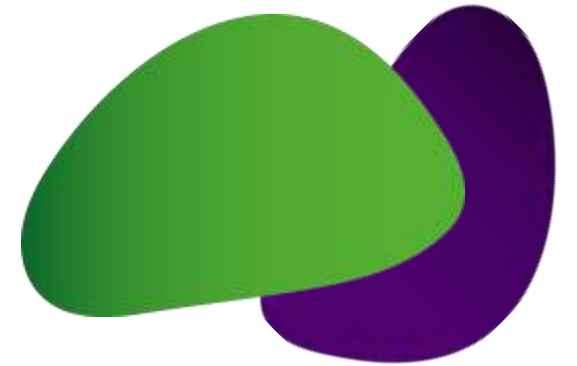


Illustration by Muhabit ul haq via AI

The image features abstract, overlapping shapes in shades of green and purple. On the left, there are several overlapping green shapes. On the right, there are overlapping purple shapes, including a large, dark purple shape that resembles a stylized leaf or petal. The background is white.

Responding to

Artificial **I**ntelligence

requires

Academic **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

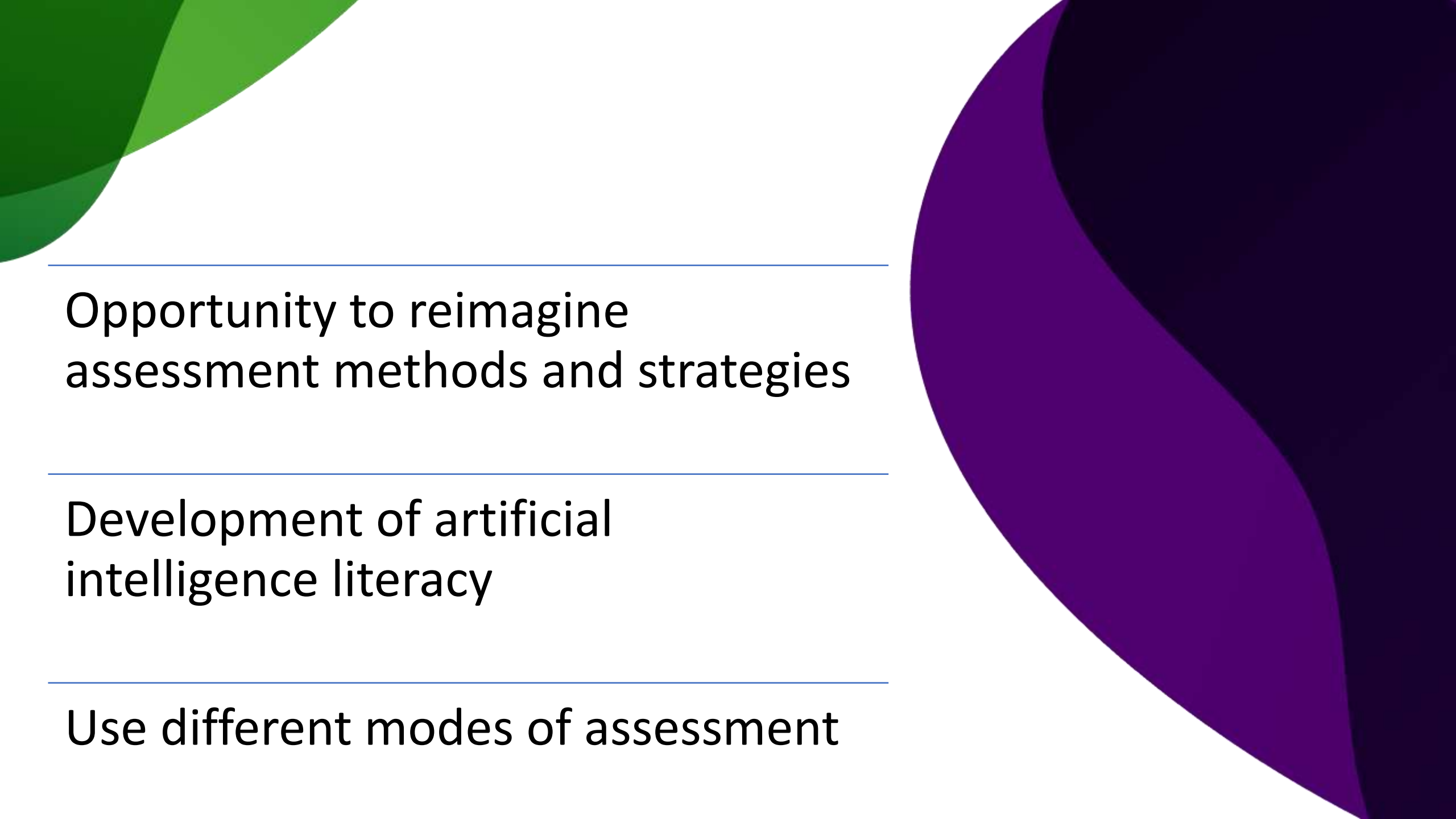


3. What are the considerations for:

- Student assessment
- Institutional oversight
- Ethical governance



Student assessment

The slide features decorative elements: a green abstract shape in the top-left corner and a large purple abstract shape on the right side. Three horizontal blue lines separate the text blocks.

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



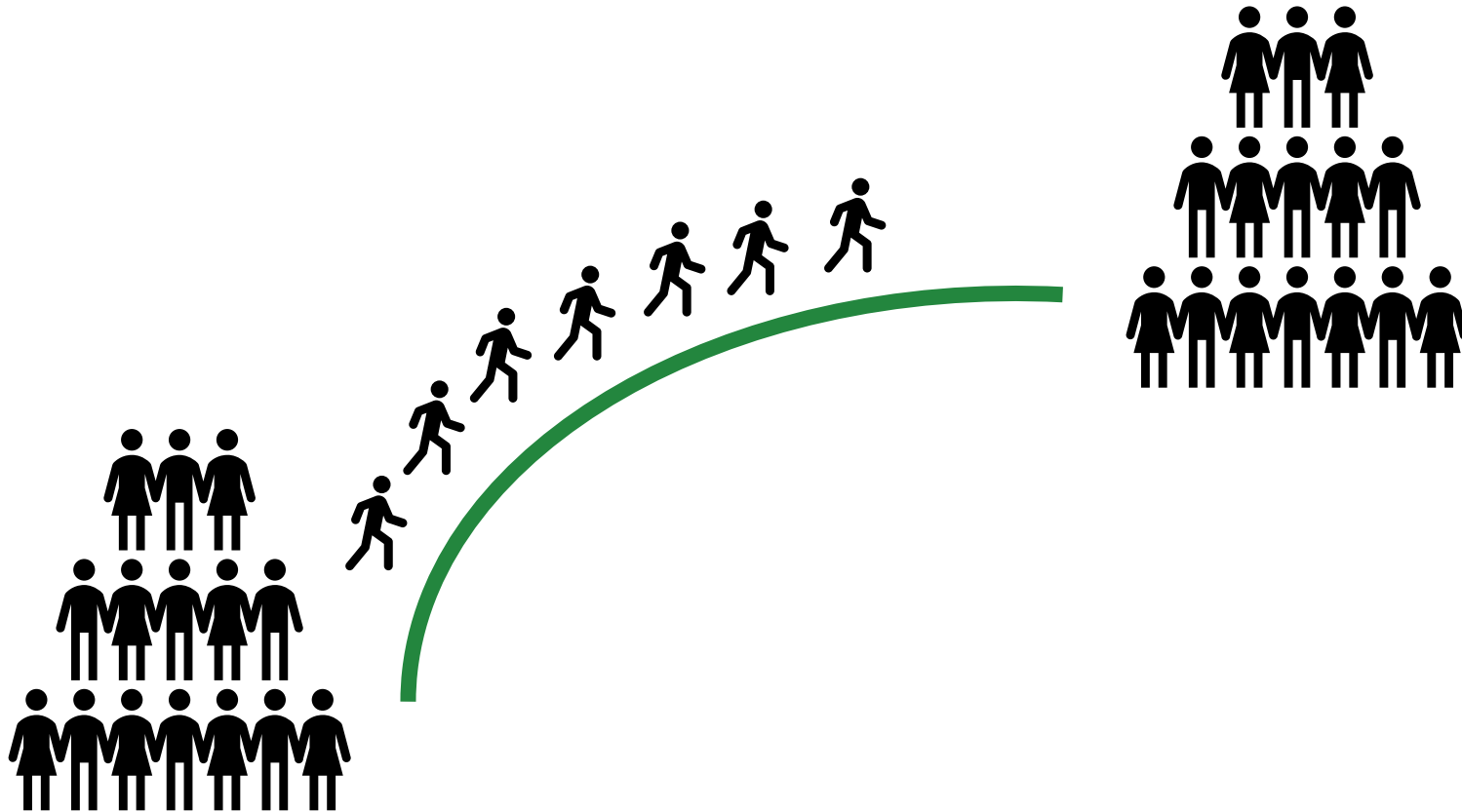
Policies



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



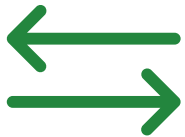
What sources of assurance might your leadership have?



Do they have the necessary knowledge and skills?



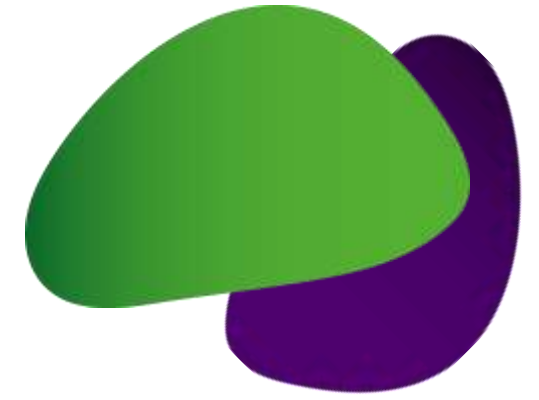
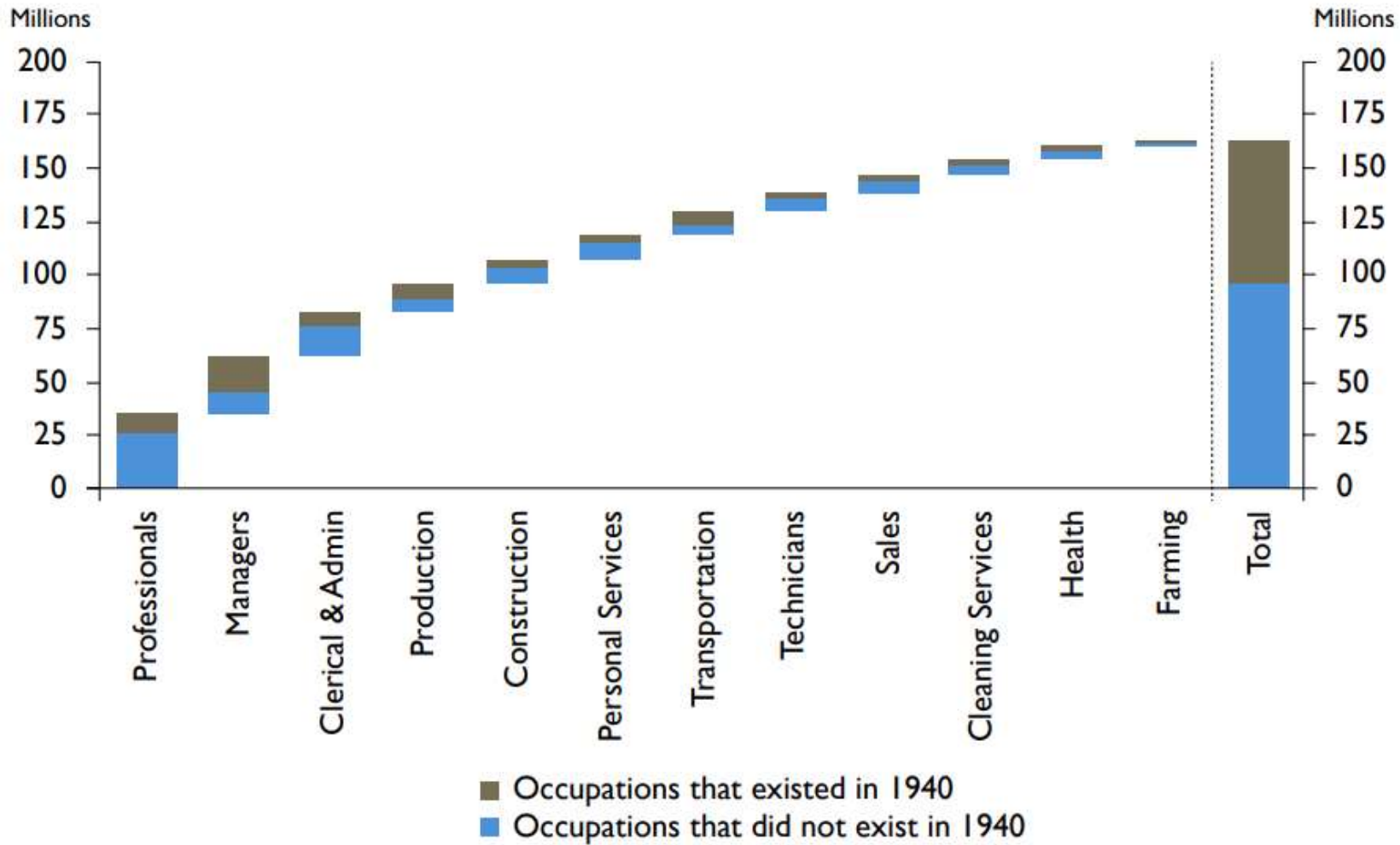
Assure equality of access to AI



Shared understanding with partner organisations

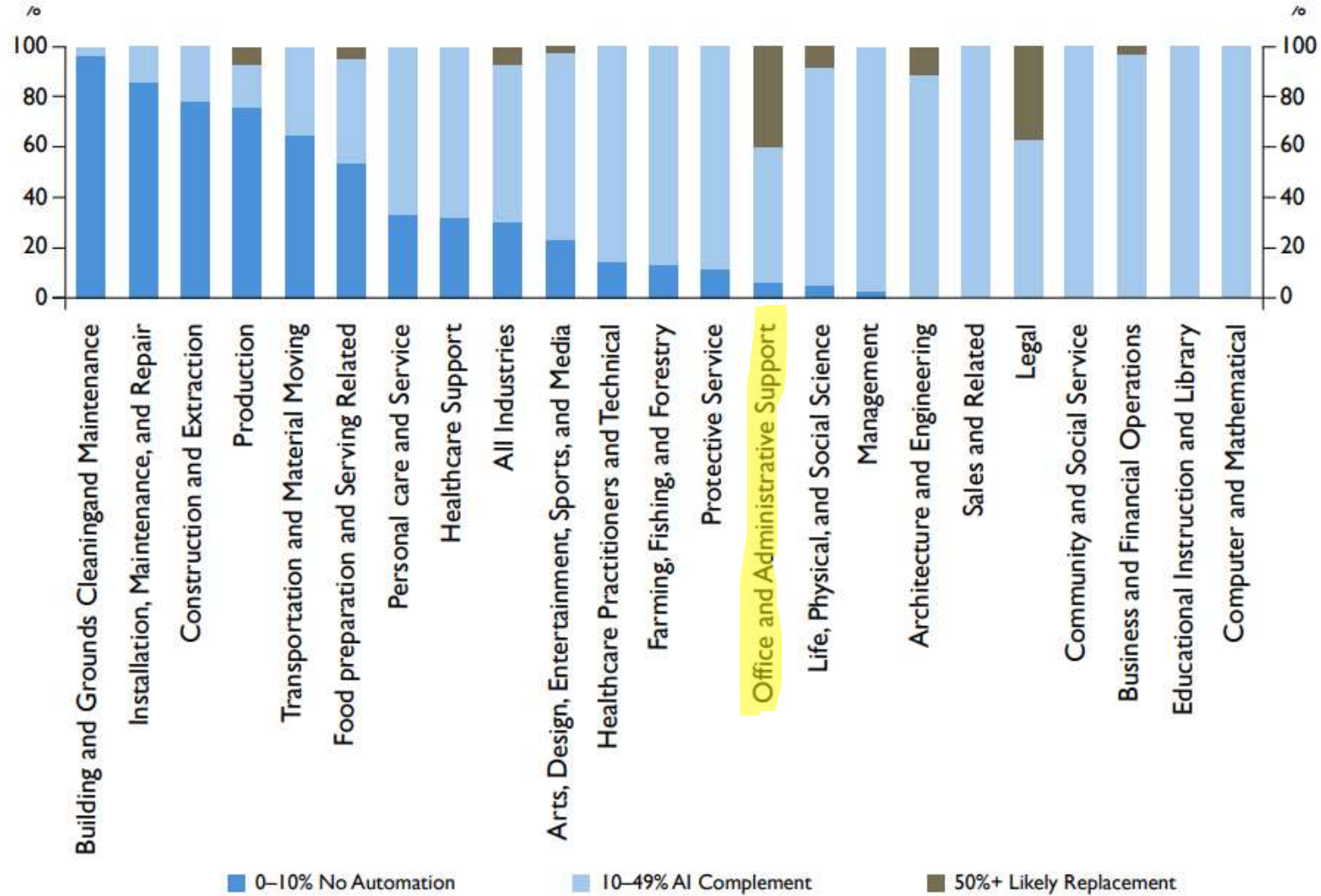


What next?



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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