

1. The Professional Practice module **focussing on academic skills development** provides time and space with students to focus on the use of Generative AI in learning, teaching and assessment.
2. The impact of GenAI was anticipated during 2023/24 with enhancements made to the assessment, making this **more portfolio-based and introducing a reflective science blog** as the largest piece of writing, though not requiring module changes via quality.
3. **Discussions** on AI were brought into the classroom to emphasise to students the importance of developing their own skills and demonstrating their own learning in their assessments.
4. An [Assessment Coversheet](#) was used in the module to accompany assignment submissions asking students to **declare** any use of GenAI and to briefly **explain** any use of this preparing their assessment.
5. The [AI Toolkit](#) - specifically the Traffic Light table - was used to highlight to students what AI use was **acceptable** in the module and assessment and what was not, e.g. not suitable for generating content but ok for suggesting **assessment structure** and getting started.
 - a. Students are told about the importance of **engaging critically** with any AI output, **documenting** changes they make to provide a trail of evidence of their use of AI in their Assessment Coversheet declaration.
 - b. Students can submit **drafts** of their blog posts for formative feedback and where issues with AI use can be addressed prior to submission of the portfolio assessment.

What are you permitted to do in this module with AI tools

Use	Permitted ?	Advice
As a search engine	Yes	Cross reference AI output for factual accuracy in authoritative texts e.g. text books, reading lists, peer-reviewed publications
As an ideas generator/conversational partner/debating partner	Yes	Cross reference for accuracy as above AND check for bias, irrelevant or too generalised ideas.
To suggest a submission structure	With caution	Consult the assessment brief first to ensure your structure follows the recommendations and meets the learning outcomes.
To make suggestions to improve your communication of your ideas	With caution	Always start with your own writing first to develop your own thinking. Use the AI tool to get quick feedback and use your judgement whether its advice is appropriate for your submission. Work on one paragraph at a time.
To generate content	No	Never ask an AI tool to generate parts of your submission from scratch. Do not input assessment brief or rubric into AI tools and ask it to generate your submission.

Summary and reflection

- Pass rates and average marks for the assessment have largely stayed the same – most students pass this module first time round. No Academic Integrity referrals this time round (1 last year).
- Looking at draft work, it is easier to see where students might have used AI, but I cannot be sure that fewer are using this than previously. Whatever they are doing, they do it better. I see more of their own voice coming across (especially science blog), and in reviewing drafts I can comment of where I see issues so that the final version is always better.
- Students reflect on their increased confidence in their own skills as a result of feedback they have received.

“By receiving constant feedback for the work I was able to learn and understand my mistakes.” Students received feedback on all folio pieces where there was potentially AI use, and all final submissions improved based on feedback