

Transitioning to a 'two-lane' GenAI assessment framework

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- Audit of existing assessments
- ABC assessment categorisation
- Staff and student AI literacy training
- Updating Quality Assurance statements linked to academic integrity and assessment misconduct
- GenAI Academic Lead role
- AI tool development
- 2-lane approach to assessment categorisation



**Two-lane
framework
replaces existing
'ABC
categorisation' of
assessments from
26/27**



**A refinement and
clarification of
existing framework**

Closed lane assessment	Open lane assessment
GenAI tools are not permitted. Assessment conditions are designed to prevent any use of GenAI.	Use of GenAI is optional (or in some cases integral).

Two lane implementation AY26/27

Further detail on CLT Hub: [The Two-Lane Approach to GenAI Assessment Categorisation - Learning and Teaching Hub](#)



Rationale for two lane

Policing AI use is only feasible in 'closed' conditions

i.e. invigilated in-person exams



‘Closed’ assessments are sometimes appropriate, but...

Cannot accommodate all course intended learning outcomes

May not prioritise AI literacy

Pose challenges around inclusive practice



Shift from *policing*
AI use to...



...delivering open-
lane assessments
that prioritise
meaningful
learning and *AI*
literacy



Institutional approach

*Engagement and promotion of AI literacy

*Ethical and legal use ([Staff Guidance on the Ethical and Legal use of GenAI - Learning and Teaching Hub](#))

*Academic rigour and integrity

*Equity, access and inclusion

*Support and training for staff and students ([GenAI staff development opportunities - Learning and Teaching Hub](#))



**High-level policy >
disciplinary delivery**



What are specific concerns around **AI ethics** in Chemical Engineering?



How might tool availability impact **equity and inclusion** in Computer Science?



What does **AI literacy** mean for Management students?



From institutional framework to disciplinary practice

Jan 26 : bespoke departmental workshops

DoT liaison: exemplar assessments, ILOs, marking criteria

Course-wide perspective crucial

Ongoing collaboration between CLT and departments



Focus of two-lane workshops

What does good 'open-lane' teaching and assessment look like in our discipline?

Assessment taxonomy: risks and opportunities

Calibration of ILOs and marking criteria

Staff modelling effective use/critical evaluation



AI education policy: devil in the detail

e.g. poor academic practice vs. academic misconduct?

Realities of delivery <> high-level guidance?

Feedback loop: practice + institutional policy



Good and Evil: the Devil Tempting a Young Woman, André Jacques Victor Orsel (1832)

Interconnected agendas

Inclusion

Group work

Engagement monitoring

...

