

Transitioning to a 'two-lane' GenAI assessment framework

James Fern, Department of Health

Richard Mason, Centre for Learning and Teaching



UNIVERSITY OF
BATH



November 2022 – present

- 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
<p>GenAI tools are not permitted. Assessment conditions are designed to prevent any use of GenAI.</p>	<p>Use of GenAI is optional (or in some cases integral).</p>

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



CENTRE FOR
LEARNING
& TEACHING



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

...

