



QAA Academic Integrity Network Meeting

16 March 2023

Key takeaways:

- Generative artificial intelligence (AI) tools are here to stay and soon will be integrated into software we all use. Trying to stop students using these tools is likely to be counterproductive.
- Employers - and indeed the wider world - will expect graduates to be able to engage with these tools so time would be well spent supporting students to understand how to use them critically, ethically and intelligently.
- There are challenges for higher education to think about what the rise of generative AI tools means for the nature of HE learning, teaching and, perhaps especially, assessment, and this will be ongoing as the tools become ever more sophisticated.
- In the meantime, there are very real challenges for staff seeking to authenticate student work.
- QAA's initial briefing was endorsed by the Network who cautioned that, as the technology evolves, it will impact not only writing, but other forms of output - for example, numerical, coding and visual.

Network member approaches:

- Some providers have taken the view that students should not use the AI tools unless they are given explicit permission to do so, while other providers are encouraging students to engage with the tools but to be explicit about where and how they have used them.
- Some providers have made adjustments to their regulations to ensure it is clear for students that the undeclared use of AI tools is a form of academic misconduct; others consider their existing regulations cover the unauthorised (or undeclared) use of AI.
- All are agreed on the importance of early and ongoing clear communication and dialogue with students, including engaging with student unions and equivalent bodies to support these communications.
- There is agreement that the position needs to be kept under review by providers as the AI tools and our understanding of their various potential applications continues to evolve.
- The advent of these tools brings challenges but there are many opportunities, including those we have not thought of yet.

Next steps for QAA activity:

- Work closely with other sector agencies to establish the best approach to the challenges and opportunities that generative AI tools offer higher education.
- Develop further guidance for providers on emerging challenges - topics to be confirmed to allow for agile response; we anticipate including postgraduate as well as undergraduate provision.
- Continue to encourage providers to partner with students to design authentic assessments that promote academic integrity.

In addition, we encourage our members and other signatories to continue following the principles set out in the Academic Integrity Charter which the Network agreed remain valid. We will continue to engage with members around their approaches to implementing the Charter and welcome the support of our expert Academic Integrity Advisory Group in guiding this activity.