



## Case Study 14: Kingston University

### Leveraging Generative AI to get Back to the Basics of Good Assessment Design: An Institutional Approach

#### What issue were we trying to address and why?

Since 2023, the Technology Enhanced Learning team at Kingston University has run a robust institutional continuous staff development programme designed to build awareness and knowledge of developments in Generative AI. These have included briefings on learning, teaching and assessment, prompt writing and critical AI, as well as demonstrations of AI tools.

These staff development sessions are aligned to, but also support the development of Kingston's approach to generative AI which, from April 2025, is a default approach (see case-study 10). The new approach requires academic staff to review their assessment for the 2025/26 academic year to ensure that they comply with the institutional three-fold generative AI assessment typology: Explicit AI, Default AI or No AI.

These changes were communicated to our 13 academic schools during online briefing sessions in April and May 2025. Our subsequent focus was providing support for colleagues from a wide range of different disciplines to contextualise and apply these changes to ensure high quality assessment design ready for 2025/26 academic year.

#### What we did

The primary objective was to provide in-depth, tailored support for colleagues to review and, if needed, reposition their assessments in the context of the new Generative AI approach. A series of faculty-based face to face drop-in clinics and bookable 121 online appointments were provided between May and September 2025. This variety of modes of support was to be as inclusive as possible for the working contexts of all colleagues over the summer period and to provide individual contextual support situated in their practice.

The clinics have been attended by module leaders, course leaders, course tutors and head of departments across a wide range of disciplinary contexts. During these sessions, it has become clear that there is a need to 'go back to basics', supporting staff to understand the principles of good assessment design. We have been able to leverage the interest (and concern) that staff have for developments in generative AI to engage them in productive conversations around (the lack of) constructive alignment and coherence of assessment in their modules and across their programmes. This has proved to be highly successful and arguably more successful than without the (positive) disruption of generative AI. For example, Faculty leaders are using this opportunity to revisit the assessment diet across the whole suite of their courses, considering how assessment effectively and authentically tests learning and support student to succeed.

To date, discussions have centred around how assessment design relates to the module learning outcomes, the variety and depth of assessment types across courses and how colleagues can better develop and assess students' skills, thereby moving away from simply testing knowledge and subject skills.

Needless to say, some colleagues are keen to learn how they can incorporate generative AI tools explicitly into their assessments, but starting the professional development conversations around constructive alignment development has inevitably led to the development of more robust assessment strategies.

### **Who was involved**

The Academic Staff Development Team in the Learning Teaching and Enhancement Centre.

### **Measures of success**

- Number and quality of changes made to the assessments.
- Levels of engagement and quality of interactions during the 121's.
- Numbers of staff accessing the 121's.
- Impact on student outcomes, in particular submission rates, pass at first attempt (these are yet to be determined)
- Student feedback about the clarity of the assessment (theses are yet to be determined).

### **How do you plan to develop the intervention/activity?**

The 121s will continue to run through the start of term to ensure that all staff have access to the supportive conversations. We will then identify changes which have been made the showcase good assessment design to share across the institution. There will be a parallel evaluation of the efficacy our new approach to generative AI in assessment.