



ENQA Members Forum

ChatGPT and Artificial Intelligence

Quality Assurance Perspective

April 2023

Contents

1. How does generative AI work?
2. What are the issues from a QA perspective?
3. What is QAA doing about it?
4. What are our key takeaways so far?
5. What comes next?

The slide features a white background with decorative elements. In the top-left corner, there are overlapping green shapes in two shades. In the bottom-right corner, there are overlapping purple and dark blue shapes. The text is centered in the lower half of the slide.

How does generative AI work?

Why is this so unsettling?

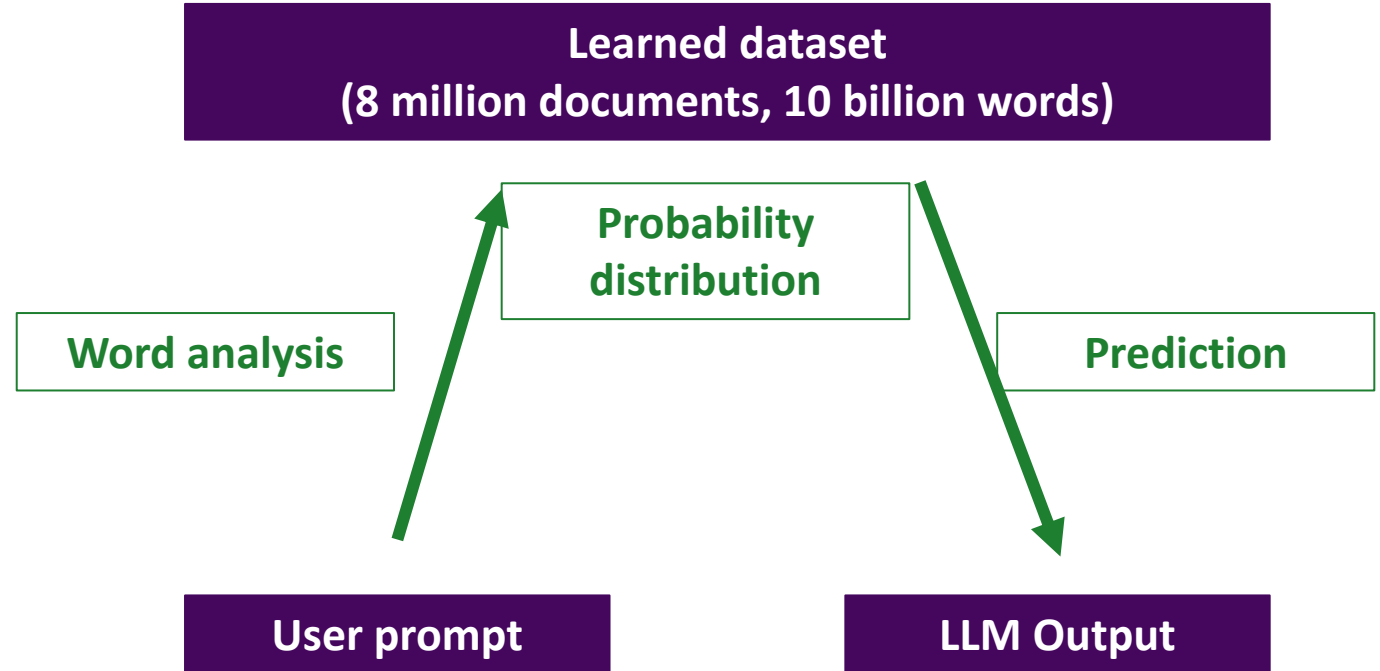
“So far in human history there have been no counterfeit humans that can't do all of the things that humans can do, but everything they do looks human to us” – Hank Green



Generative Artificial Intelligence

How does it work?

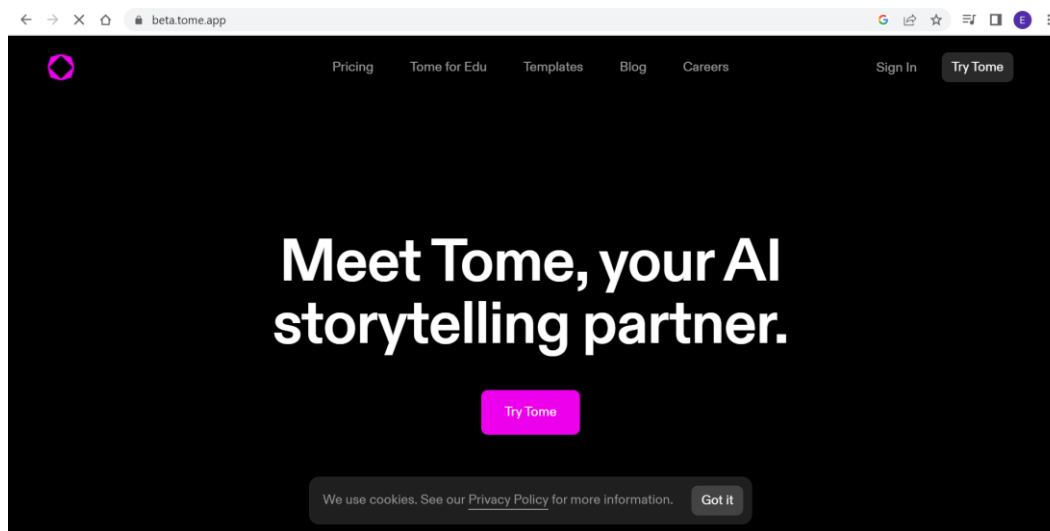
- Chat GPT is a large language model
- LLMs are not conscious
- LLMs cannot understand things
- But they can learn *patterns*



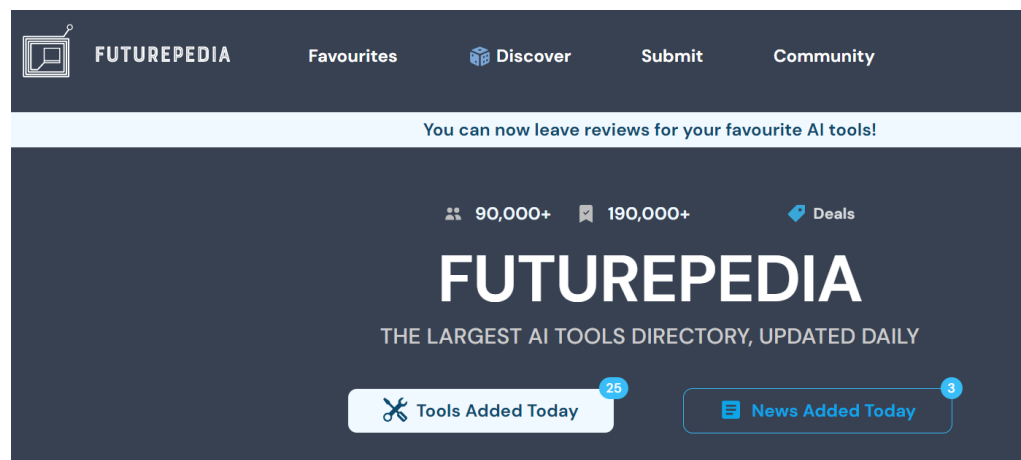
Its answers are effectively random

Generative Artificial Intelligence

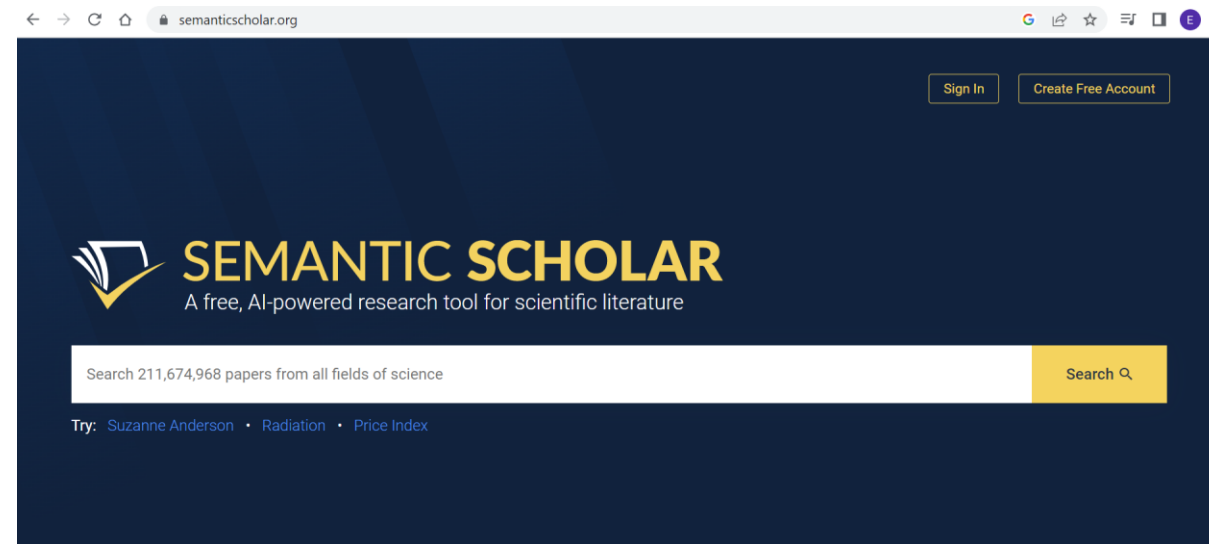
New software every single day



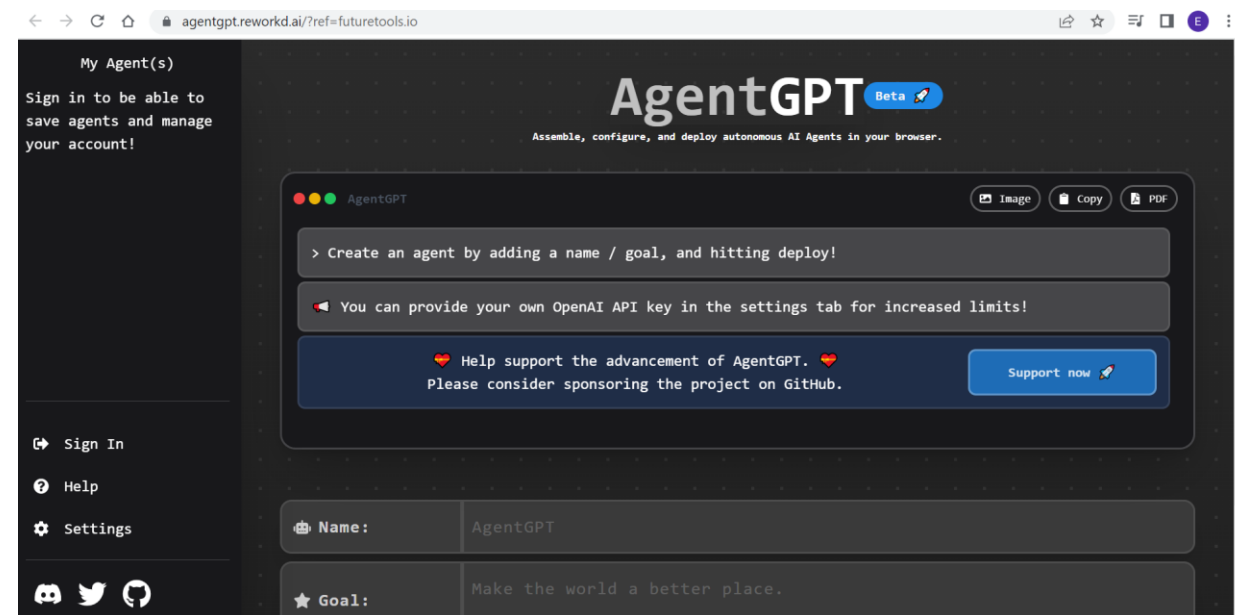
The screenshot shows the homepage of Tome, a platform for AI storytelling. The header includes navigation links for Pricing, Tome for Edu, Templates, Blog, and Careers, along with Sign In and Try Tome buttons. The main content area features a large heading: "Meet Tome, your AI storytelling partner." Below this is a prominent pink "Try Tome" button. At the bottom, a cookie consent banner states, "We use cookies. See our Privacy Policy for more information." with a "Got it" button.



The screenshot displays the homepage of Futurepedia, an AI tools directory. The navigation bar includes the Futurepedia logo and links for Favourites, Discover, Submit, and Community. A light blue banner below the navigation reads, "You can now leave reviews for your favourite AI tools!". The main section features statistics: "90,000+" users and "190,000+" tools, with a "Deals" link. The central heading is "FUTUREPEDIA" with the tagline "THE LARGEST AI TOOLS DIRECTORY, UPDATED DAILY". At the bottom, there are two buttons: "Tools Added Today" with a notification badge of 25, and "News Added Today" with a notification badge of 3.



The screenshot shows the homepage of Semantic Scholar, a free AI-powered research tool for scientific literature. The header includes "Sign In" and "Create Free Account" buttons. The main heading is "SEMANTIC SCHOLAR" with the subtitle "A free, AI-powered research tool for scientific literature". Below this is a search bar containing the text "Search 211,674,968 papers from all fields of science" and a yellow "Search" button. Underneath the search bar, there are suggestions: "Try: Suzanne Anderson · Radiation · Price Index".



The screenshot displays the AgentGPT interface, a platform for creating and managing autonomous AI agents. The header includes "AgentGPT Beta" and the tagline "Assemble, configure, and deploy autonomous AI Agents in your browser.". The main content area features a large heading "AgentGPT" and a "Beta" badge. Below this is a "My Agent(s)" section with a "Sign in" button and a message: "Sign in to be able to save agents and manage your account!". The interface includes a sidebar with "Sign In", "Help", and "Settings" options. The main content area contains a "Create an agent" section with a "Deploy" button and a "Support now" button. Below this is a "Name" field with the value "AgentGPT" and a "Goal" field with the value "Make the world a better place.". The interface also includes a "Help support the advancement of AgentGPT" message with a "Support now" button.

The slide features decorative elements in the top corners. The top-left corner is filled with overlapping green shapes in various shades. The top-right corner is filled with overlapping purple and dark blue shapes. The main content area is white.

What are the issues from a QA perspective?

1. Academic Integrity in assessment

How can we be sure that a students' work is their own?

Is the essay dead?



Image credit: Dall.e "AI submits an essay"

2. Difficult to detect, difficult to ban

ntation API reference Examples Playground

⚡ Upgra

AI Text Classifier

The AI Text Classifier is a fine-tuned GPT model that predicts how likely it is that a piece of text was generated by AI from a variety of sources, such as ChatGPT.

This classifier is available as a free tool to spark discussions on AI literacy. For more information on ChatGPT's capabilities, limitations, and considerations in educational settings, please visit [our documentation](#).

Current limitations:

- Requires a minimum of 1,000 characters, which is approximately 150 - 250 words.
- The classifier isn't always accurate; it can mislabel both AI-generated and human-written text.
- AI-generated text can be edited easily to evade the classifier.
- The classifier is likely to get things wrong on text written by children and on text not in English, because it was primarily trained on English content written by adults.

**Accurately
identifies AI text
26% of the time**

**Inaccurately
identifies human
text as AI 9% of
the time**



TECH IN YOUR LIFE

We tested a new ChatGPT-detector for teachers. It flagged an innocent student.

Five high school students helped our tech columnist test a ChatGPT detector coming from Turnitin to 2.1 million teachers. It missed enough to get someone in trouble.



Analysis by [Geoffrey A. Fowler](#)
Columnist | [+ Follow](#)

Updated April 3, 2023 at 9:47 a.m. EDT | Published April 3, 2023 at 6:00 a.m. EDT



Lucy Coetz, a student at Concord High School in California helped tech columnist Geoffrey A. Fowler test Turnitin's AI detector. She was surprised to discover it erroneously flagged part of her original essay as created by AI. (Andria Lo for The Washington Post)



Share

1 #

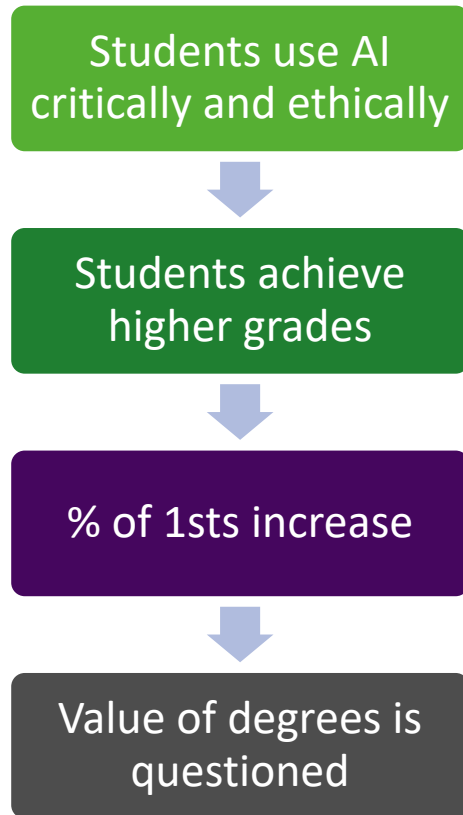
2 #

3 #



Microsoft

3. Degree classifications and grade inflation



4. Inconsistent approaches leading to discrepancies





What is QAA doing about it?

Guidance

• Supporting the initial pivot

• Collating resources for providers to use



The rise of artificial intelligence software and potential risks for academic integrity: A QAA briefing paper for higher education providers

Introduction

This briefing is for QAA Members and other sector providers who are concerned about the challenges that artificial intelligence (AI) software tools bring in relation to the academic standards of awards and the integrity of assessment.

In this briefing note we outline what these software tools are and their potential implications for academic standards, as well as suggesting a selection of practices providers can adopt to support academic integrity. In addition, we signpost a range of further QAA and external resources that offer support for providers.

We recognise there are potential benefits of using Large Language Models (LLMs) for learning, teaching and assessment, and we will engage in discussions about those elsewhere. This briefing is focused on the current challenges for academic integrity.

What are AI software tools?

LLMs such as GPT3 have been trained with vast databases to write coherent text in a particular style according to the instructions given by the user. The LLMs can be accessed through tools such as ChatGPT. These innovative tools have already found wide application in many workplaces but for higher education providers it presents a particular challenge for academic integrity if students choose to present the output of LLMs as their own work.

EXTERNAL RESOURCES ON CHATGPT:

- The Government have published their [National AI Strategy](#)
- The Department for Education have also published a [paper](#) on Generative Artificial Intelligence in Education
- Public First have released [polling](#) on attitudes towards artificial intelligence
- Mary Jacob at Aberystwyth University has a [weekly roundup of resources for higher education professionals](#)
- Turnitin have a available of their recording '[AI: friend or foe?](#)' event
- Dr Thomas Lancaster at Imperial has uploaded his slides from the DigiED: Horizons session entitled '[Artificial Intelligence in the Classroom: Friend or Foe?](#)'
- Three undergraduate students at Imperial College London [presented their research](#) around how well UK universities are adapting to AI-related academic misconduct
- University of Kent uploaded a recording of their webinar on [Teaching with ChatGPT: Examples of practice](#), as well as the [participant padlet](#) that explored audience views on the technology
- Stephen Taylor from Regent's University hosted a [student panel discussion on artificial intelligence in higher education](#)
- Anna Mills – advocate for critical AI literacy – regularly collates a broad range of [resources for educators on artificial intelligence](#)
- AdvanceHE have a new project open to their members, [Authentic assessment in the era of AI](#), which includes blogs and webinars.
- Jisc's National Centre for AI have published a number of event recordings on artificial intelligence:
 - [AI: an introduction to artificial intelligence](#)
 - [How artificial intelligence has the potential to disrupt student assessment](#)
 - [What is the role of chatbots in tertiary education?](#)
 - [Bias and explainability in artificial intelligence](#)
- SEDA have uploaded a recording of their 30-minute [non-technical introduction to ChatGPT](#)
- University College London have published a briefing on [engaging with AI in your education and assessment](#)
- University of Kent have a youtube playlist of short webinars from a range of speakers on [artificial intelligence in higher education](#)
- The Centre for Research in Assessment and Digital Learning (CRADLE) at Deakin University have a recording of their event entitled [ChatGPT – what do we need to know now?](#)
- Studiosity have a podcast episode on artificial intelligence tools in learning and teaching as part of their [Reimagining HigherEd series](#)

EXTERNAL EVENTS ON CHATGPT:

Organisation	Event title and description	Details
European Network for Academic Integrity	Recommendations on the Ethical use of AI	14 April 12:00-13:00 BST
Wonkhe	The avalanches is here: higher education and the AI revolution	19 April 09:30-12:30 BST

RECENT EXTERNAL BLOGS/ARTICLES

- The Washington Post [writes](#) about Turnitin's AI Detector flagging innocent students
- The Washington Post [highlights](#) a case where ChatGPT's false claims resulted in legal action
- Sarah Eaton writes that we are approaching a '[post-plagiarism era](#)'
- JISC's National Centre for AI released a blog about the efficacy of [AI writing detectors](#)
- Elon Musk and others have [urged](#) a 'pause on AI' citing risks to society
- Bill Gates writes on how [artificial intelligence](#) is as revolutionary as mobile phones and the internet
- Anna Mills writes for The Chronicle of Higher Education – '[ChatGPT just got better. What does that mean for our writing assignments?](#)'
- [OpenAI launch GPT-4](#), a more sophisticated LLM than GPT-3 that ChatGPTPlus users can access
- A glimpse into what [Google](#) and [Microsoft](#) generative AI integration will look like
- Times Higher Education article on [ChatGPT revolution of academic research](#)
- Wonkhe's Jim Dickinson poses [fundamental questions](#) about how we deliver higher education in light of generative AI
- [See how released a series of blogs on Collins started with ChatGPT](#)

Convening the sector



ChatGPT: To ban or not to ban?

1K views • 3 weeks ago



ChatGPT: How do I use it as a force for good?

355 views • 8 days ago

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.

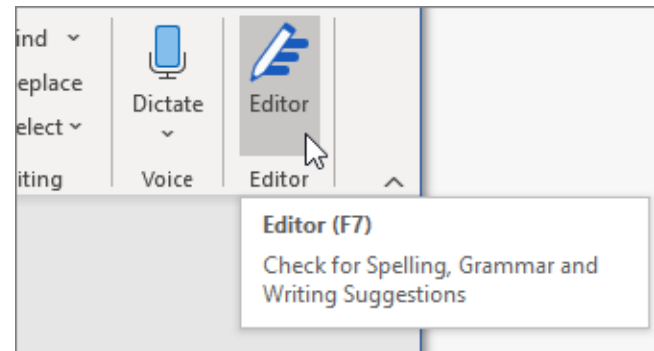
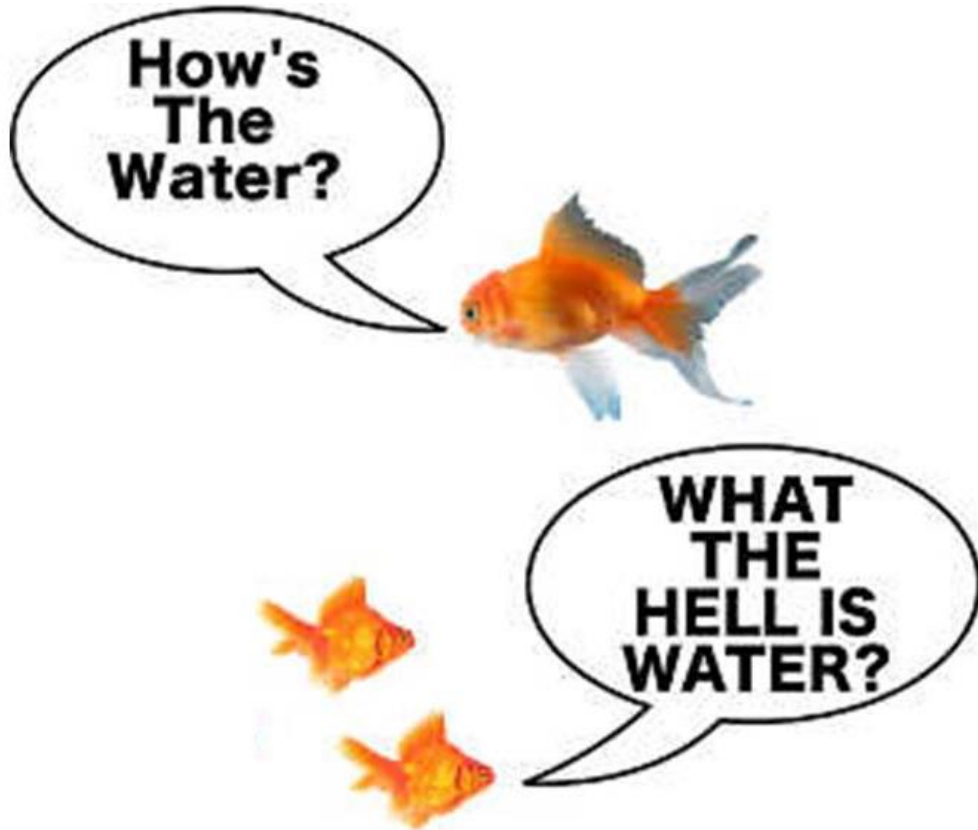
Network member approaches:

- 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



What are our key takeaways so far?

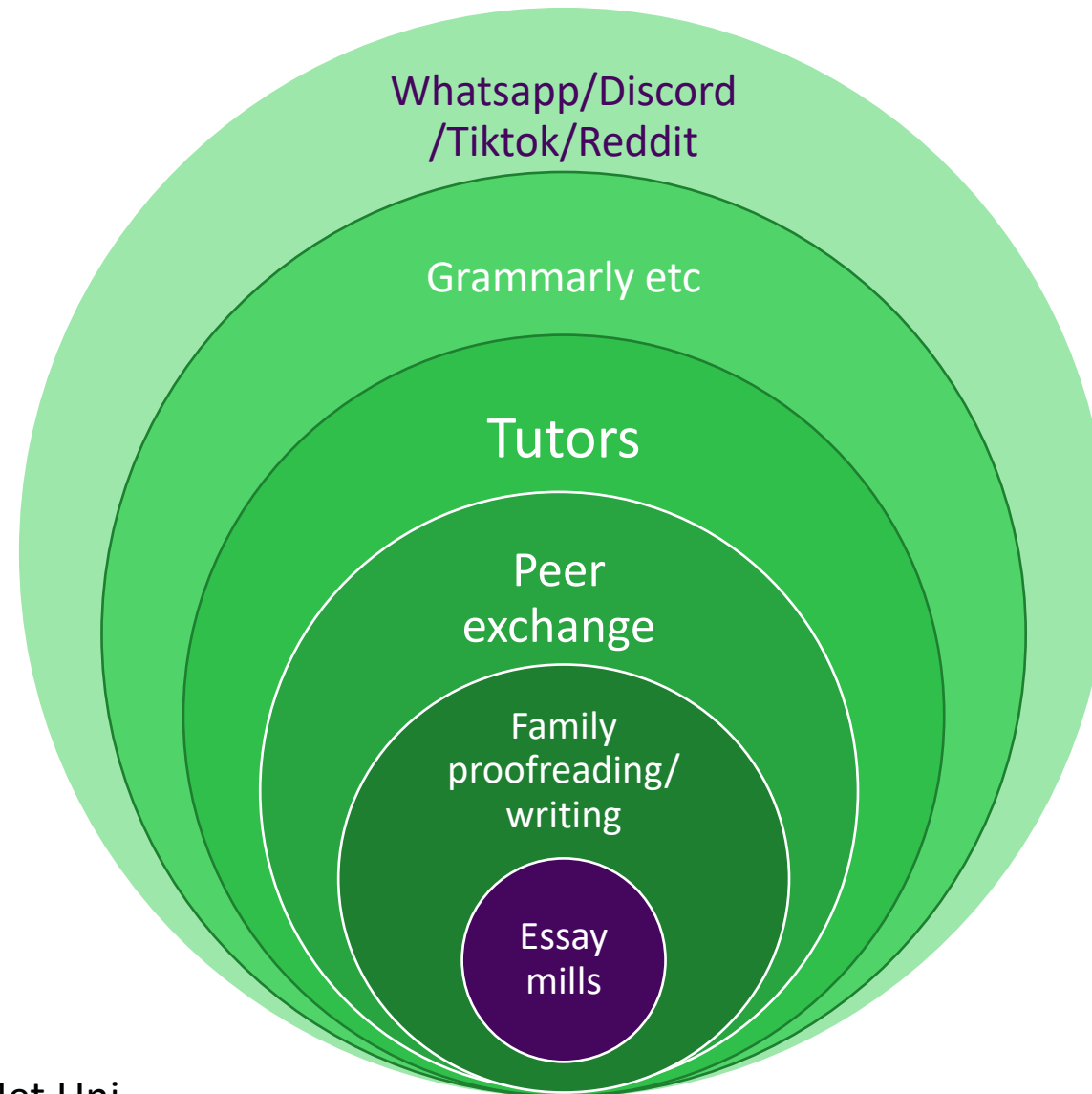
This technology is not wholly new



This level of seismic change is not new



The threat it poses to academic integrity is not new – but perhaps exacerbated



**Not feasible to detect and ban,
but not desirable either**



**Supporting staff to
support students to
develop critical AI
literacy is vital**



**Institutions should – as
far as possible – provide
equal access to these
tools**



The slide features decorative elements: a green shape in the top-left corner and a large purple shape in the bottom-right corner, both with curved, organic edges. The main text is centered in the lower half of the slide.

So what comes next for external quality assurance?

Implications for process and theory



**Process: Will it make it
easier?**

A tale of two halves

- Efficiency
- Advanced analysis
- Personalised recommendations
- Objectivity

- Lack of context/nuance
- Opaque decisions
- Data privacy
- Overreliance



**Process: developing our
understanding of what
“good” looks like?**

What will we need to focus on?

1. Assessment design and learning outcomes
2. Ethics, accessibility and inclusivity
3. Staff training
4. Student engagement
5. Evaluation and learning

**Theory: Are we entering
a post-plagiarism era?**

6 Tenets of Postplagiarism: Writing in the Age of Artificial Intelligence

Sarah Elaine Eaton

In [*Plagiarism in Higher Education: Tackling Tough Topics in Academic Integrity* \(2021\)](#) I introduced the idea of life in a postplagiarism world. Here, I expand on those ideas.

Hybrid Human-AI Writing Will Become Normal

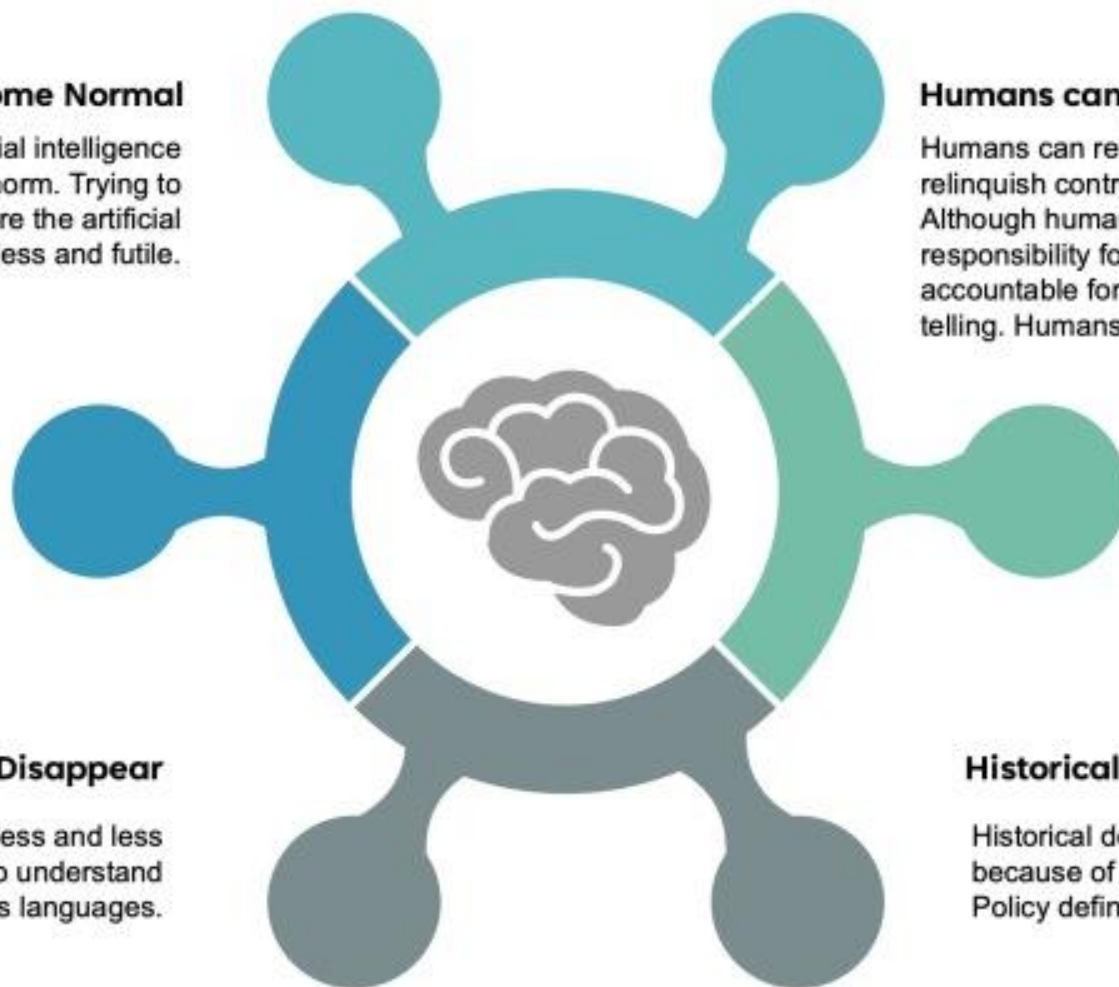
Hybrid writing, co-created by human and artificial intelligence together is becoming prevalent. Soon it will be the norm. Trying to determine where the human ends and where the artificial intelligence begins is pointless and futile.

Human Creativity is Enhanced

Human creativity is enhanced, not threatened by artificial intelligence. Humans can be inspired and inspire others. Humans may even be inspired by artificial intelligence, but our ability to imagine, inspire, and create remains boundless and inexhaustible.

Language Barriers Disappear

One's first language will begin to matter less and less as tools become available for humans to understand each other in countless languages.



Humans can Relinquish Control, but not Responsibility

Humans can retain control over what they write, but they can also relinquish control to artificial intelligence tools if they choose. Although humans can relinquish control, they do not relinquish responsibility for what is written. Humans can – and must – remain accountable for fact-checking, verification procedures, and truth-telling. Humans are also responsible for how AI-tools are developed.

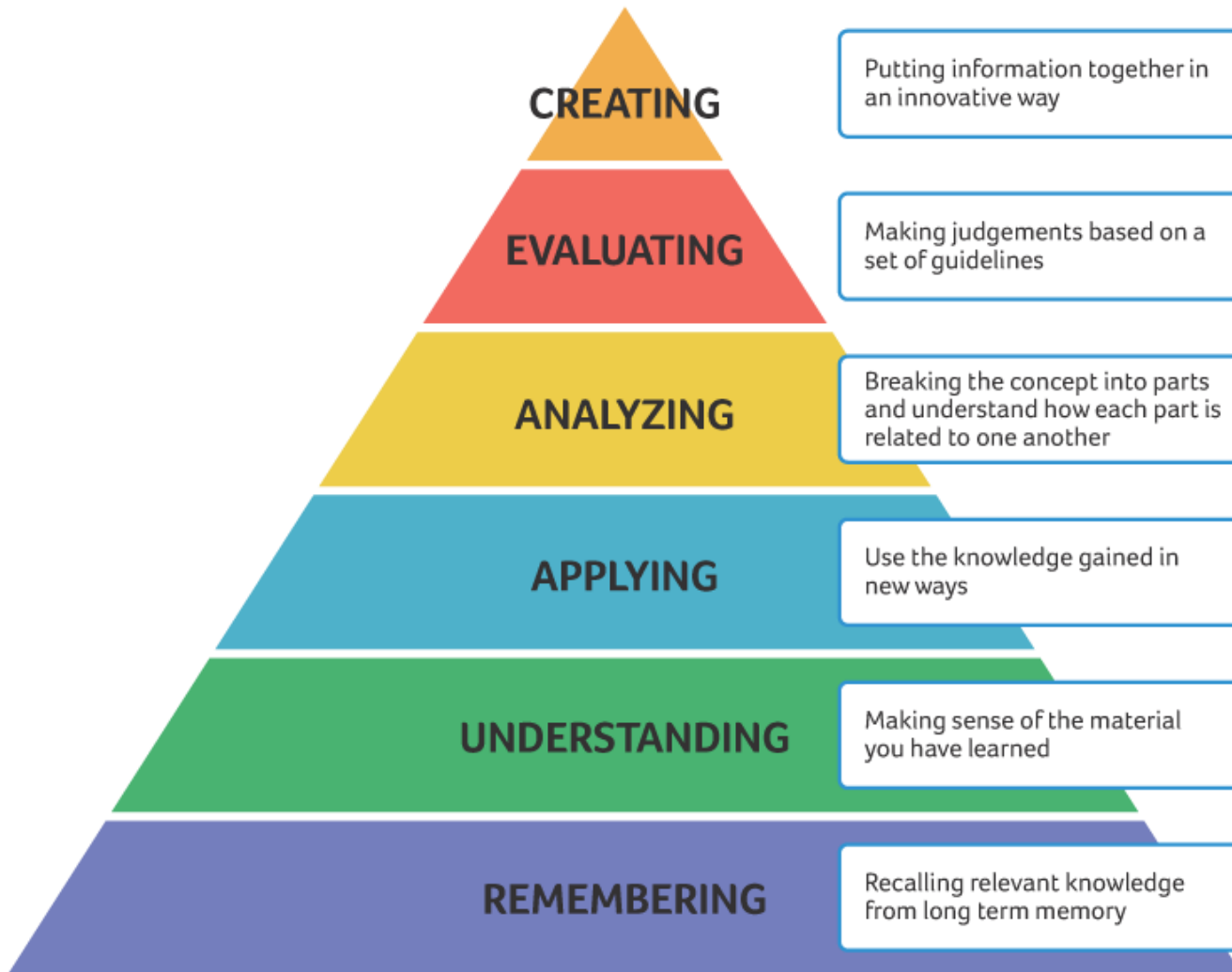
Attribution Remains Important

It always has been, and always will be, appropriate and desirable to appreciate, admire, and respect our teachers, mentors, and guides. Humans learn in community with one another, even when they are learning alone. Citing, referencing, and attribution remain important skills.

Historical Definitions of Plagiarism No Longer Apply

Historical definitions of plagiarism will not be rewritten because of artificial intelligence; they will be *transcended*. Policy definitions can – and must – adapt.

**Theory: Do we need to
re-think what it is
possible for students to
achieve?**



“Are we concerned that robots can write like students because we’ve taught students to write like robots?”



The background features abstract, overlapping organic shapes in shades of purple and green. A large, dark purple shape dominates the left and center, while a bright green shape is on the right. The overall composition is modern and artistic.

**Do we need to re-define
quality?**



qaa.ac.uk