

Case Study Title: The collision of GenAI and authentic assessment: building a collegiate response

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Subject area: School of Applied Sciences (SAS)

Programme/Course: School Academic Lead for Quality enhancement

Module/Unit:

SCQF Level:

Assessment Name: SAS Assessment Toolkit

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1. How would you summarise your practice case study?

A local Assessment Toolkit was developed collaboratively to share interesting and innovative examples of assessment strategies from across the School, as well as some tips for how to incorporate in practice.

2. Why did you develop or enhance your assessment and what was your rationale?

There was (is) an increasing need to revisit and rethink assessment strategies in part to mitigate over-use and mis-use of GenAI but also to recognise and alleviate staff marking load where it was disproportionate.

Many colleagues were looking to make changes but were often not sure where to start, or felt they had limited options. At the same time, in my role as School Lead for Quality Enhancement, I was seeing interesting and innovative assessment strategies being developed and successfully implemented. Colleagues were of course sharing practice, but mainly within subject groups and/or within shared offices. Which is understandable in terms of where conversations most readily happen!

3. What enhancements or changes did you implement in assessment in making this more innovative, diverse or inclusive of diverse learner cohorts?

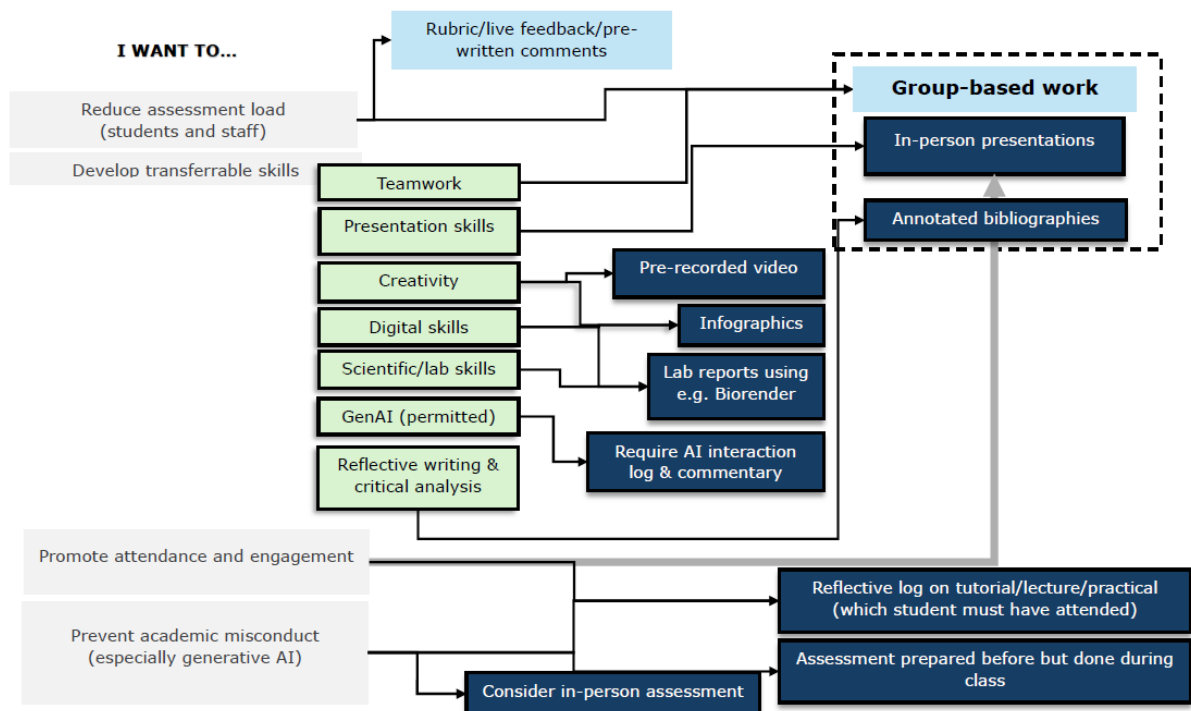
A group, with representation from across the School, was established. We collated examples of a variety of assessments which seemed to work well. We documented some high-level information in tables with links to the detailed and student-facing assessment briefs and/ or marking rubrics. This, along with a flow chart (see below), were intended to help see, at a glance, which examples might be most relevant to a given module/ cohort size/

set of learning objectives etc. We wanted this to be immediately useful so it felt important to include the granular detail that would allow others to see how the assessment worked in practice.

This was not to provide definitive answers, or directive strategies, but to provide concrete support for discussions and thinking around amending assessments. It was pulled together quite quickly and the intention from the outset was to produce something that would be timely and pragmatic – not necessarily perfect.

We also detailed some reflections from colleagues around how to implement some aspects of the assessments: thinking about group assessments, oral assessments, providing live feedback, thinking about mainstreaming reasonable adjustments etc. And lastly, we summarised some thoughts relating to GenAI as a tool, including around a variety of ethical considerations.

A public facing (redacted) version of the toolkit [is available here](#) and the flow chart is below.



4. What informed your approach to the changes you made, e.g. student feedback, observations of student difficulty, insights from literature or research findings, assessment pass rates etc.?

We worked as a cross-disciplinary group with some interest in assessment design. We are a diverse mix of disciplines and do tend to draw on traditional, and different, ways of knowing, approaches to teaching, and therefore also on ways of imagining and implementing assessment tools. We also came with a diversity of preconceptions about assessment, the role of GenAI in assessment etc. This interdisciplinarity was an opportunity to learn from each other's assumptions and practices.

5. What key changes have you seen as a result of this change to your assessment practice?

It is still early days, but anecdotally the toolkit has been well received and is being used. The process of working together was also very helpful in surfacing and collating some wider thinking (eg tension between security of assessment & inclusive practice; tension between integrating AI usage as part of employability strategies & ethical considerations) which are informing the School level discussions we have going forward.

6. How are you evaluating the effectiveness of these enhancements or changes implemented?

Evaluation is indirect and is through monitoring both the kinds of assessment changes that are put forward by programme teams and the kinds of conversations we are having about possible responses to the challenges of mitigating over- and mis-use of GenAI and of staff marking load. The project as a whole has worked to provide tools and provocations. My observation of many staff, quite reasonably, not being sure where to start or feeling they have limited options, has shifted. There is a starting point and there is exemplification to select from, learn from, and to adapt.

7. Tips for practitioners:

Do you have any tips for practitioners wanting to make similar enhancements or changes in their assessments that you could add in?

For us, working collegiately was a quick and easy way to gather examples with sufficient detail that colleagues can implement/adapt themselves. And was highly enjoyable and rewarding to boot.