



University
of Exeter

CoP CTaLE AI in Education Seminar:

AI and Assessment in Higher Education: Results of a Pulse Survey

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Slideshow can
be viewed here:





CC

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What is the first word that comes to mind when you think of AI in higher education?

focus bold leader
creative
fast transpiration
inspiration

Responses are hidden

Waiting for participants



Menti

CoP AI



Choose a slide to present

What is the first word that comes to mind when you think of AI in higher education?

Do you see generative AI as more of an opportunity or a threat for economics education?

More of an opportunity More of a threat Strong both Neither/unknown



CC



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Do you see generative AI as more of an opportunity or a threat for economics education?

Mostly an opportunity

Mostly a threat

A bit of both

Neither/unsure

Responses are hidden

Waiting for participants



Menti

CoP AI



Choose a slide to present

What is the first word that comes to mind when you think of AI in higher education?

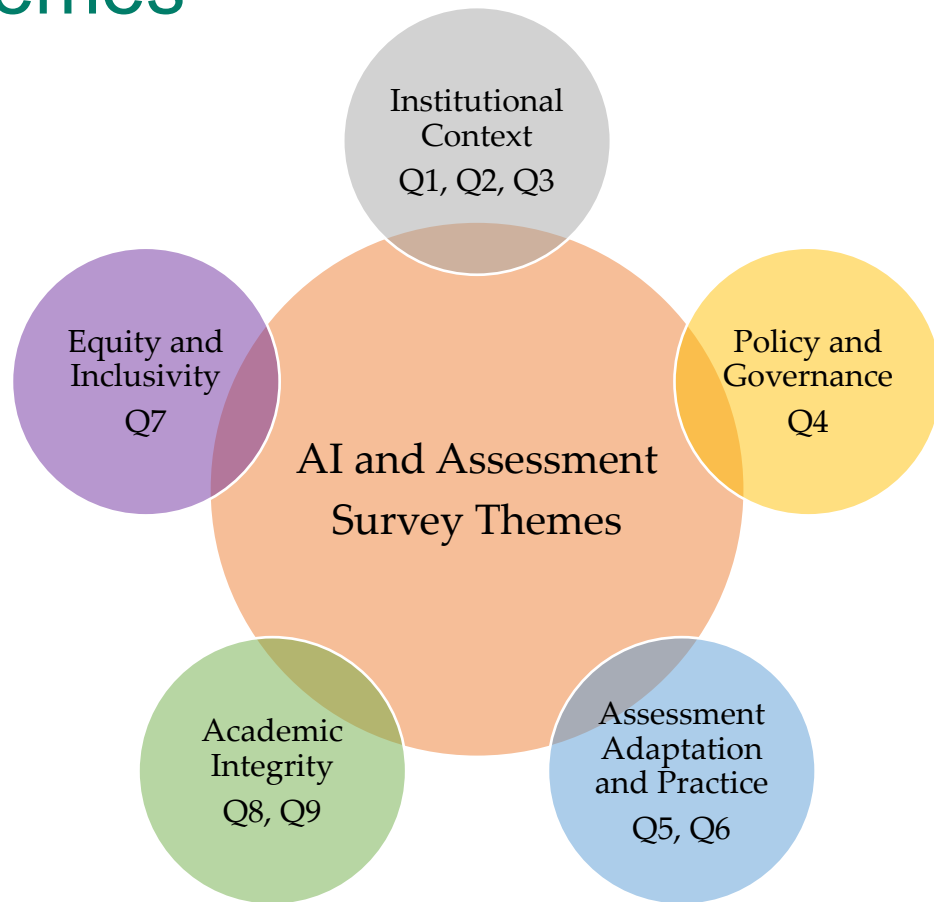
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Mostly an opportunity Mostly a threat A bit of both Neither/unsure

Introduction

- This pulse survey was collected responses between Jan 14 and Feb 28 of 2025
- 103 valid responses were collected, 72% of which from UK based academics and 28% from academics based in non-UK institutions
- The anonymous survey consisted of 6 MCQ and 3 open-ended questions.

Survey Themes



Survey questions

- Q1: Is your institution based in the UK?
- Q2: Do you know what your university policy is on the use of Generative AI for assessment?
- Q3: Your university
 - Does not allow students to use gen AI in their Assessments
 - Allows but does not encourage students to use generative AI in their assessments.
 - Allows and encourages students to use generative AI in their assessments.
 - I don't know
 - Other
- Q4: Please provide further details on how your students are allowed/not allowed to engage with generative AI.
- Q5: Have you adjusted the assessment(s) in the modules you teach given the rise of generative AI (select all that apply)?
 - I have not changed any of my assessments.
 - The delivery mode of the assessments (moved from online to in-person assessments).
 - The type of questions asked.
 - The type of assessments.
 - Other

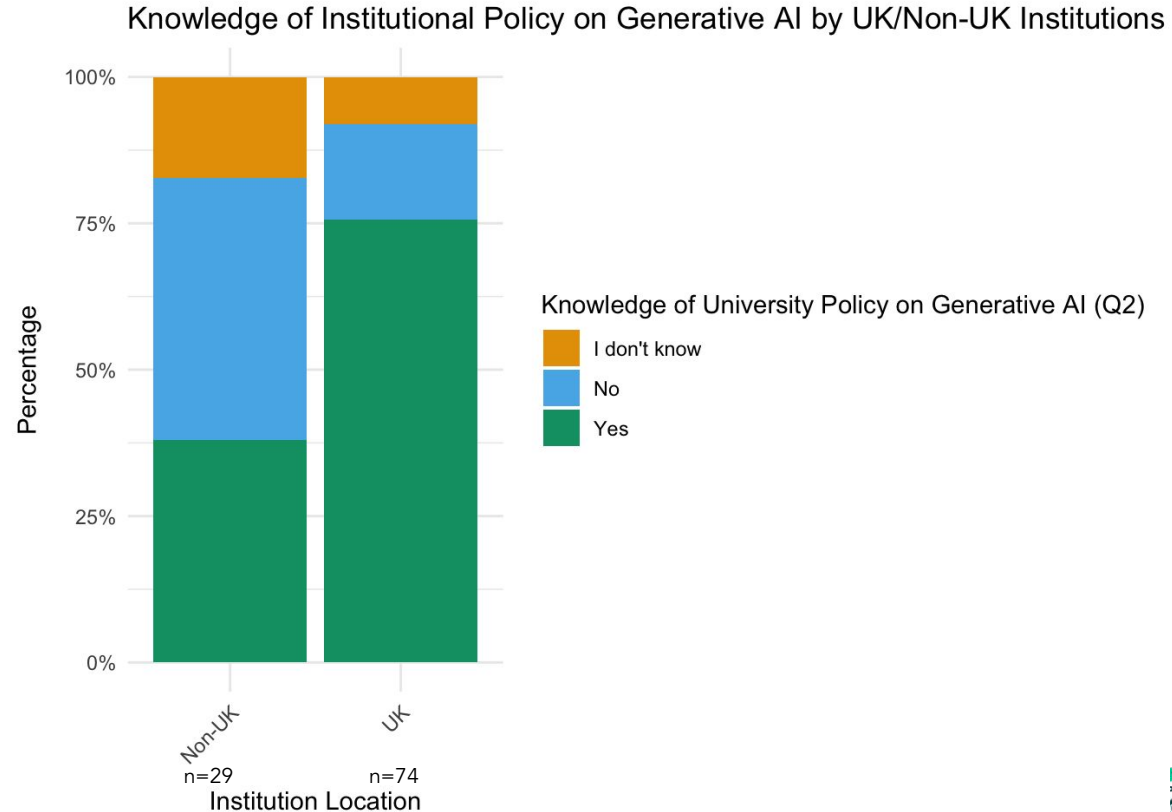
Survey questions (continued)

- **Q6:** Please provide further details on how you changed your assessments:
- **Q7:** How are considerations of inclusivity and awarding gaps taken into account when making these changes?
- **Q8:** At your university, are academics allowed to use plagiarism detection tools to detect the use of generative AI?
 - I do not know
 - No
 - Yes
- **Q9:** If you answered "Yes" on the previous question, please answer:
 - Academics are allowed to run the student work through ChatGPT or other generative AI to see if it was AI generated.
 - Academics are allowed to hold a viva (oral examination) if they suspect a student of misconduct using generative AI to gather evidence of misconduct.
 - Academics are allowed to use of web-based plagiarism detection tools (like Turnitin) to detect the use of AI.
 - Other

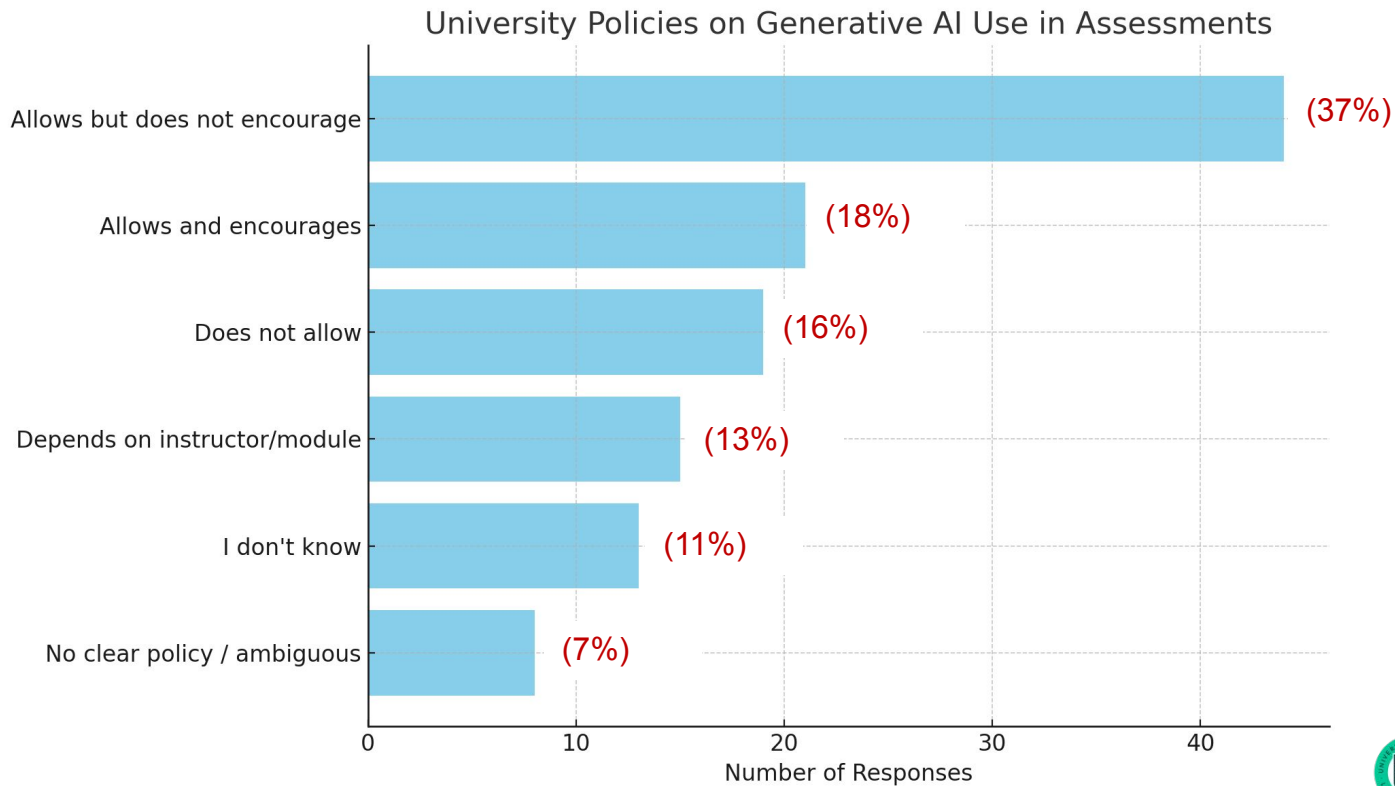
Q2: University policy on the use of Gen AI for assessment

Academics of UK universities were better informed than those of non-UK universities about Institutional Policy on GenAI.

A significant number of academics did not know of a university policy on gen AI (especially non-UK)



Q3: Your university ...

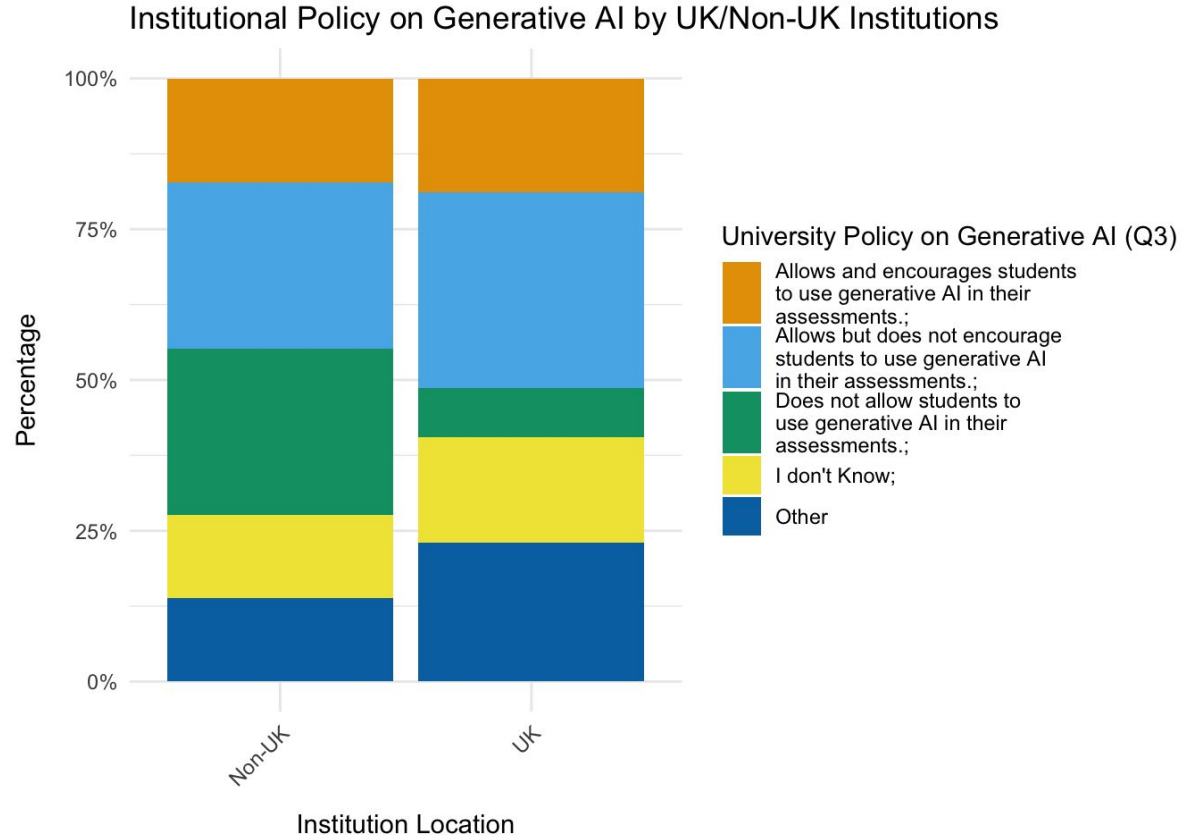


Q3: UK vs Non-UK universities...















Respondents from Non-UK universities had a bigger percentage choosing “Does not allow students to use GenAI in their assessments.”

In UK universities the largest category was the “Allows but does not encourage” choice.

“Other” category includes many instances of “lecturers decides” and “depends on module” (13%) and “no clear policy” (7%).



Q4: How are students are allowed/not allowed to engage with gen AI?

Theme	UK Institutions (n ≈ 65)	Non-UK Institutions (n ≈ 30)
Disclosure Required	 Widely required (statement, prompts, declarations)	 Common, but sometimes informal or vague
Encouragement/Integration	 Mixed: Some courses actively encourage, others ban	 Similar: Depends on instructor or module
Policy Structure	 RAG (Red-Amber-Green) systems or module-led policies	 Less structured; often instructor discretion
Use for Writing Support	 Common (e.g., fluency, structure), with declaration	 Common (e.g., editing, brainstorming), often allowed
Copy-Paste of AI Output	 Explicitly prohibited in most cases	 Usually discouraged, sometimes enforced with Turnitin AI
Training & Support	 Provided via library resources or training modules	 Mentioned, but less frequently
Monitoring and Enforcement	 Mixed enforcement; some use Turnitin AI detector	 Similar; some require retention of AI outputs

Q4: How are students allowed/not allowed to engage with gen AI?

Key Takeaways:

- UK institutions more likely to adopt structured frameworks (e.g., traffic-light systems, AI-declarations, etc).
- Both UK and non-UK institutions commonly allow AI use for learning, with a focus on responsible disclosure.
- Strong consensus on prohibiting unacknowledged AI-generated content.

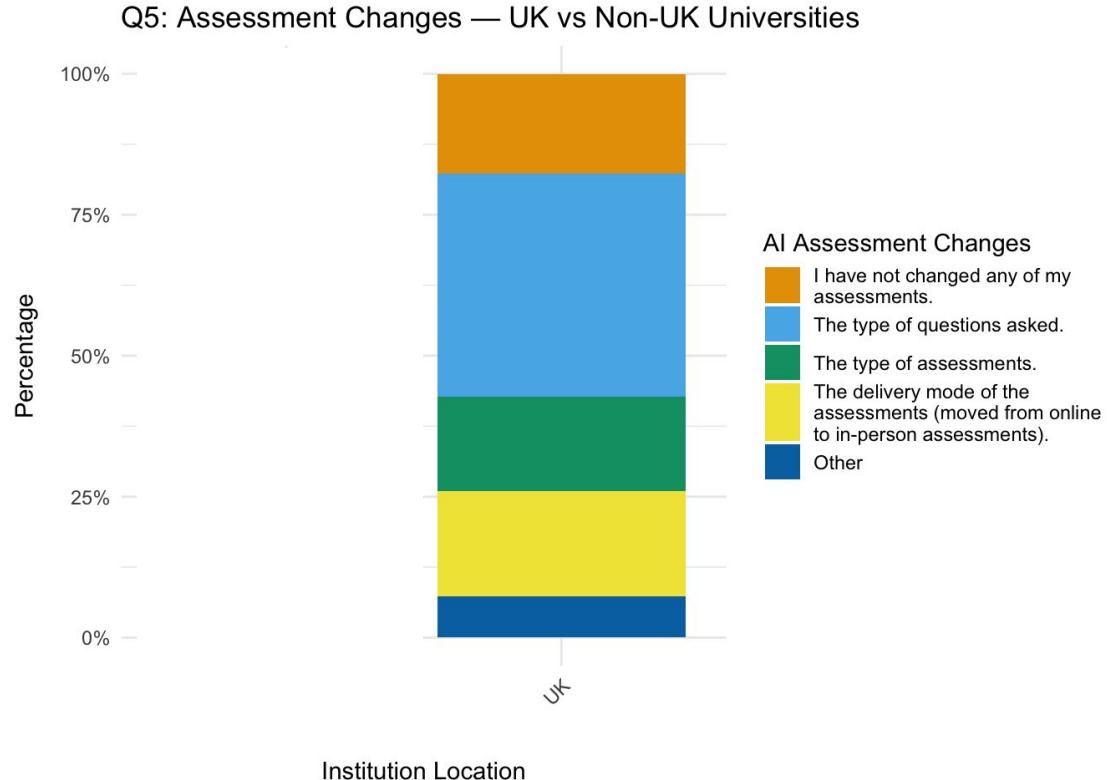


Source: Image created by DALL.E3

Q5: Have you adjusted the assessment(s) in the modules you teach given the rise of generative AI (select all that apply)?

Overall, most respondents reported changing the type of questions used in their assessments.

In Non-UK universities there was a slightly greater tendency to change the format of their assessments than in UK universities.



Q5: Have you adjusted the assessment(s) in the modules you teach given the rise of generative AI (select all that apply)?

Key Takeaways:

- UK respondents were more likely than non-UK respondents to adjust the *type of questions asked*, *type of assessments*, and especially *delivery mode* (e.g. shifting back to in-person).
- A significant portion of both groups reported no changes.
- “Other” responses (e.g., adding AI appendices, stricter citation, setting higher expectations) were more frequent among non-UK participants.



Q6: How assessments have changed...

A slightly greater proportion of non-UK academics reported designing around AI weaknesses.

About 20% of UK academics reported a return to in-person or more authentic assessments.

The largest change in both types of institutions was to design assessments that are 'more AI-proof'

Codes	Is your institution based in the UK		Total (n=103)
	= No (n=29)	= Yes (n=74)	
<input type="radio"/> Critical Thinking, Analysis and Reflection	12.5%	13.33%	13.16%
<input type="radio"/> Curricular Anchoring	6.25%	13.33%	11.84%
<input type="radio"/> Designing Around AI Weaknesses	37.5%	28.33%	30.26%
<input type="radio"/> Incorporating AI Critique and Meta-Use	12.5%	10%	10.53%
<input type="radio"/> No Assessment Changes	12.5%	6.67%	7.89%
<input type="radio"/> Return to In-Person a...thentic" Assessments	12.5%	20%	18.42%
<input type="radio"/> Testing Questions and Expectations	6.25%	8.33%	7.89%
Total	100%	100%	100%

Q6: How assessments have changed: Key takeaways

UK Institutions (n=47)	Non-UK Institutions (n=16)
Format Changes <ul style="list-style-type: none">- Shift back to in-person exams, presentations, viva voce	Policy-First <ul style="list-style-type: none">- Focus on institutional policies and student guidance
AI Integration <ul style="list-style-type: none">- Use AI in tasks: critique AI outputs, compare AI answers, document AI use	Prevention-Oriented <ul style="list-style-type: none">- Emphasis on trying to make assessments “AI-proof”
Raised Standards <ul style="list-style-type: none">- Greater demand for critical thinking	Gradual Changes <ul style="list-style-type: none">- Small shifts: shorter questions, more interaction

Q6: Theme 1: Moving to in-person assessment

UK Institutions	Non-UK Institutions
"To the extent possible, I have moved assessments away from online tests and take-home coursework. However, there has been considerable resistance to moving back towards in-person exams at my institution."	"We no longer use online exams like what happened in the pandemic. All exams are in person."
"Greater weight being given to assessing by in-person exams."	"Final exams are conducted in person, not just because of AI but also because they help develop essential skills such as time management under strict time constraints."
"From online take-home exam to in person exam"	"I moved take home writing assessments to in-person exams and I got rid of graded homeworks, only for participation"

Q6: Theme 2: Creating AI Resistant Questions

UK Institutions	Non-UK Institutions
"Questions have been written that use contemporary cases, specific authors for students to use and what can be generically termed authentic assessment such as live experiments."	"Questions and problems require more 'personal experience'-reflections or connect to e.g. news stories. I also require references to the set texts in the course"
"Before, I used essay questions. Now, I enter the essay question to generative AI, and the assignment is for students to critique the output of generative AI."	"Made questions more interactive and also more relevant to local contexts."
"I have put greater emphasis on graphs rather than mathematical solutions and on explanations of economic intuition"	"Switch to AI-proof questions: more graphics-based questions and more complicated logical questions"

Q6: Theme 3: Assessment format changes

UK Institutions	Non-UK Institutions
"I've changed them to a project from an essay"	"Long essays are no longer useful. Instead I've moved to shorter questions with creative answers"
"I have a verbal assessment to reduce the problem of AI use in a take home written one."	"More in person interaction, presentations"
"Video assessment"	"Presentations have now a larger weight and so projects/report writing"

Q6: Theme 4: Maintaining Academic Rigour

UK Institutions	Non-UK Institutions
"All my assignments are coursework based. I have changed the questions and the assessment criteria to emphasise critical thinking to a greater degree than previously... For high marks students now have to interrogate those pros and cons much more closely than previously"	"I tried to make coursework more analytical in nature to avoid use of AI."
"Most of written assignments address very topical and recent issues for which it is unlikely that AI tools are able to provide very good answers."	"I create challenging questions that may be difficult to get their answers fully from AI"

Q7: Inclusivity and awarding gaps

- Inclusivity and awarding gaps were considered more seriously in UK universities with nearly 32% of them trying to be actively inclusive.
- UK academics are also much more concerned about how AI will impact inequality

Theme	UK Institutions	Non-UK Institutions	% UK (of UK total)	% Non-UK (of Non-UK total)
Explicit consideration of inclusivity	30	5	32%	12%
Concern about AI access inequality	14	1	15%	2%
No/little consideration or unsure	42	24	45%	60%
Rejected relevance or skeptical	7	10	8%	25%
Total responses	93	40	100%	100%

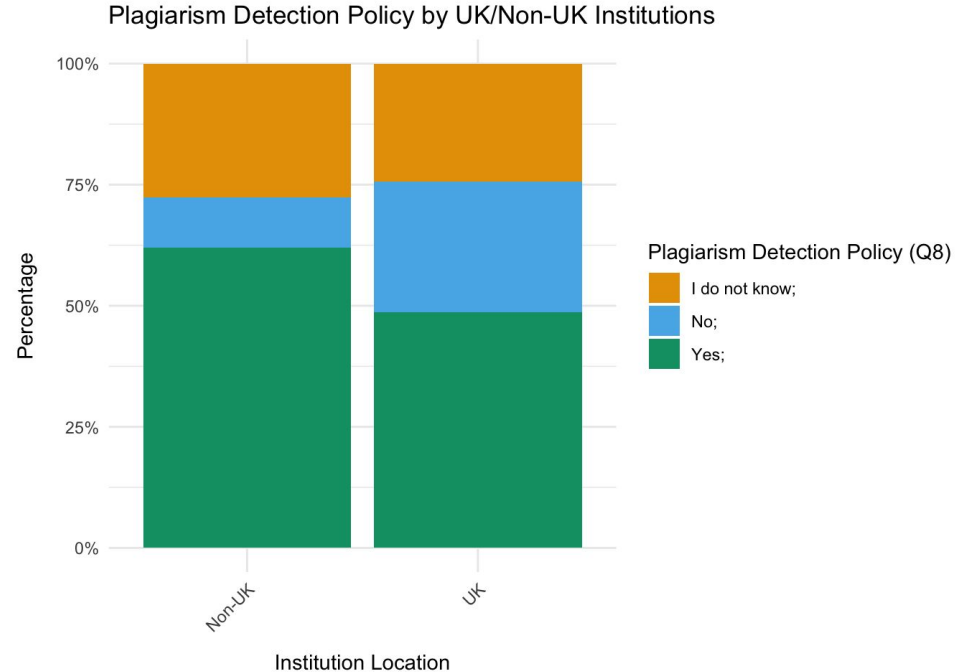
Q7: Inclusivity Consideration Themes

Theme	UK Institutions
Equity-aware policy and practice	Tailored support (e.g. extra time, alternative assessments); Some are consciously limiting required AI use to avoid inequality
Concerns about unequal AI access	Acknowledged issues with paid vs free AI tools; Trying to design fair assessments
Assessment format fairness	Preference for exams seen as neutral (e.g., no ethnicity gap); efforts to neutralise advantage
Challenges & uncertainty	Many unsure or unaware of awarding gap implications; some skepticism about question relevance
Proactive inclusive design	Examples include diverse group formation, open learning resources, universal design principles
No or unclear response	Several respondents stated "not applicable", "don't know", or provided no detail

Q8: Plagiarism detection tools use

In UK universities a far greater proportion of academics are not allowed to use plagiarism detection tools to detect the use of generative AI.

However, a surprising high proportion (about 50%) is allowed to use plagiarism detection tools in both UK and non-UK universities.



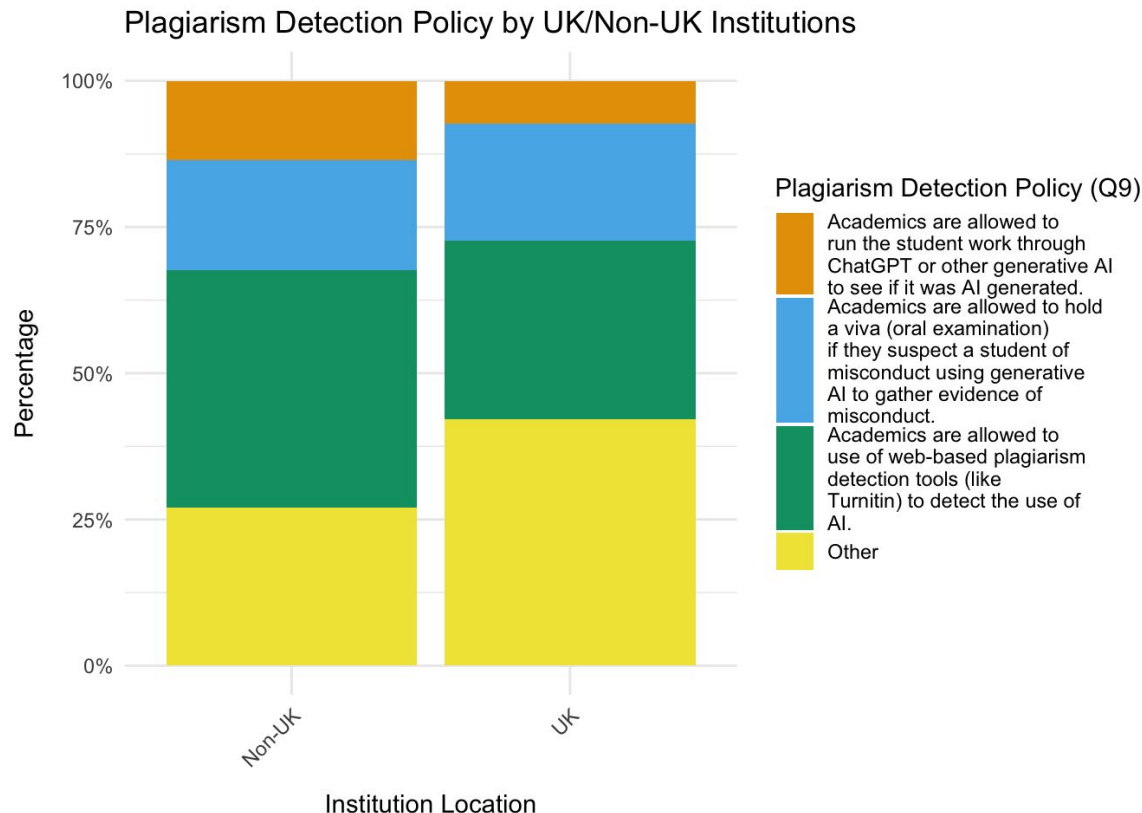
Q9: If yes, what plagiarism detection tools?

A greater proportion of Non-UK universities allow the use of web-based plagiarism detection tools.

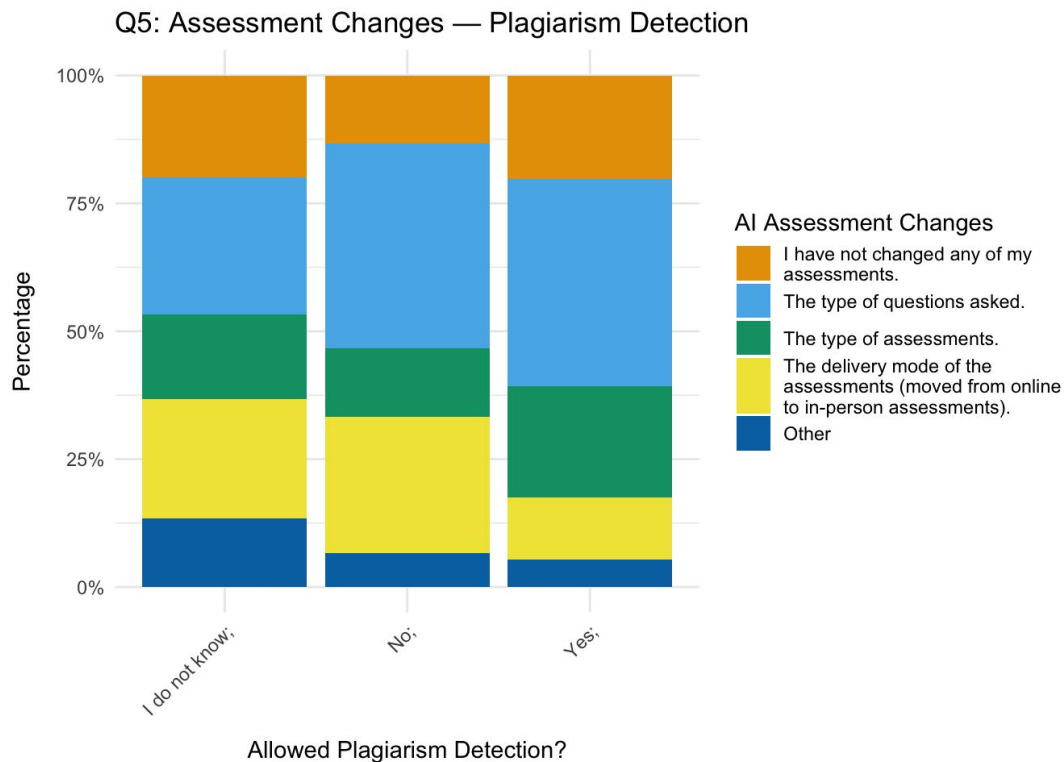
Running work through GenAI to detect plagiarism is also more widespread outside the UK.

The use of web-based plagiarism detection tools is more prevalent in non-UK universities.

“Other” includes academics that do not know what they are able to use, that use their judgement or that other evidence needs to be provided (e.g. fake references)

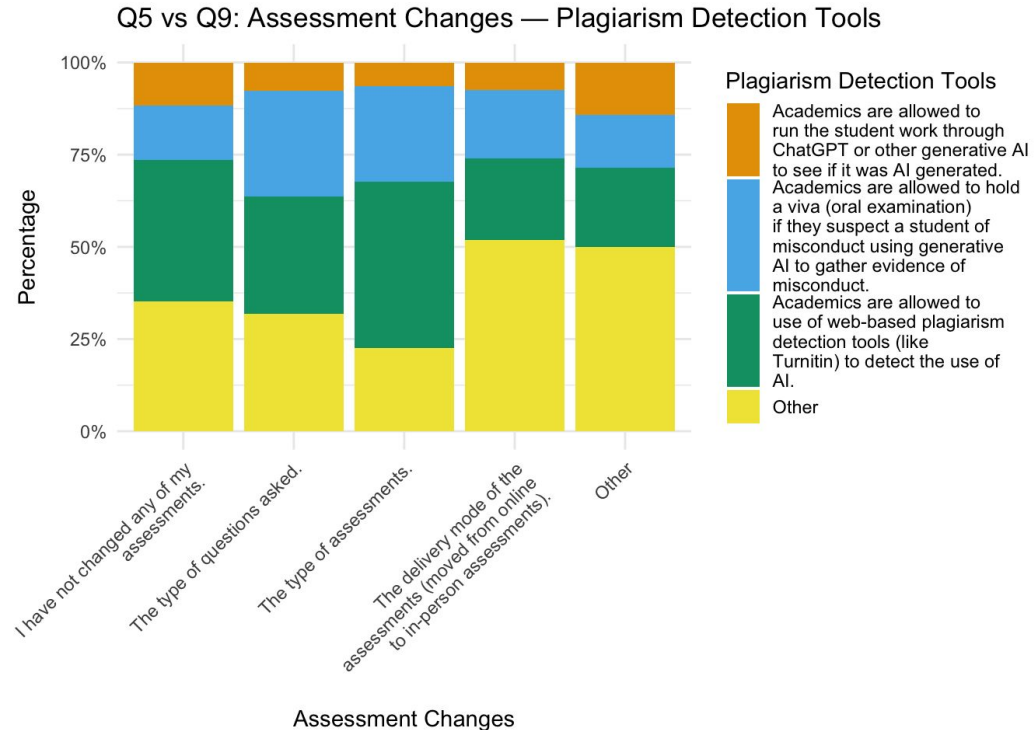


Q8 Plagiarism Detection & Q5 Assessment Changes



Q9 Detection Tools & Q5 Assessment Changes

- In universities where academics are allowed to use web-based plagiarism detection tools there has been a significant change in the type of assessments.



Thank you for listening.

Any questions?

Full slideshow can be view here:



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