

AI & Authentic Assessment in a Digital Era

CONFERENCE PACK

July 2026

Session 3

Reimagining IT & Communications: Embedding AI, Authentic Assessment, and Digital Literacy

[Watch the session](#) | [View the session slides](#)

How do you control the use of AI beyond just providing the guidance?

We don't. We expect students to use AI for the aspects of producing the report and we plan to go further with this in future renditions. We are looking at how we can best train students to use AI ethically. If students overly depend on AI and circumnavigate reading academic literature or thinking about how the interviewee's comments connect to the literature, it becomes very apparent in the output and the student is penalised through the mark criteria. If work is plagiarised, our plagiarism penalty tariff is applied.

How do you detect or see if they have used AI?

We don't because we assume AI will be used and that's OK. The module learning outcomes we are measuring don't preclude the use of AI.

Is the assessment report a global reflection or only UK academic institutions?

The reflective section of the report is based on the student's experience of doing the assessment. Sorry, I am not sure I understand the question fully here.

Have you found cultural differences in what students understand as a 'report'? If so, how have you managed them?

I am sure there are but it's not something we have encountered during this module. This might be because this is a very structured report of 900 words. The assessment brief gives students guidance on what sections they should have in the report and what should go into each of those sections. Students are also shown models of what the report should look like (previous students anonymised work) and practise using the mark criteria to assess sample reports.

Do you use VLE supporting grading rubrics?

The report is submitted through the VLE (Blackboard) and Turn-it-in software. You can use integrated grading rubrics in Turn-it-in. I have never opted to use this, but different tutors might.

How large was this cohort?

The data in this presentation related to the first academic year after we re-designed the module. There were 37 students split over two groups. We don't have more than 20 students per class.

Session 3

Reimagining IT & Communications: Embedding AI, Authentic Assessment, and Digital Literacy

[Watch the session](#) | [View the session slides](#)

Good question with cultural differences in what students understand as a 'report. I would also ask about the understanding of reflection in UK is quite structured and from experience this is a challenge for some people to reflect in a model.

Yes, reflective writing is a genre in itself! We don't spend a lot of time on reflective writing in this module because it's not a focus of the module learning outcomes and the grading criteria (only in so much as for the task completion aspect of the mark criteria they have to include a paragraph of reflection as part of their report). We do introduce Gibbs reflective cycle in class to approach the topic of reflection, but we don't insist on the use of Gibbs in the report as it's only 900 words long and the reflection section is a short part of that.

On the assessment brief we provide students with some questions which they should address when writing their reflection section. Students do sometimes ignore these guiding questions and focus on what they have learned about the topic, rather than reflecting on their experience of doing the assessment as a whole and their performance. So, we do refer them back to the assessment brief and feedback that they should be reflecting on the assessment process.

Are they not allowed to use AI to help them understand their feedback?

They could do – something to explore! My only concern is whether AI would misinterpret the feedback. Students do appreciate having direct access to the teacher to ask questions about their feedback because English can be a barrier and it gives the teacher a chance to explain the feedback in different ways. Also, sometimes students struggle to access the feedback on the platform it's delivered on (it's not entirely intuitive through the software). We think it's important that we show them how to access their feedback in a computer room because they will receive their feedback on other assessed work through this platform. This has a positive wash forward effect to other modules.

How 'authentic' do you and the students see this assessment? what are your criteria for authenticity? And wasn't this addressed through the professional competencies that were highlighted?

The report assessment builds professional competencies that students will likely need in employment. For example, time management skills, organising and attending online meetings, sending emails, interviewing, reflection on performance, digital skills, professional communication. There is also authenticity in the sense that the academic skills – report writing and referencing academic literature are tasks which they will do during their degree programme.

Session 3

Reimagining IT & Communications: Embedding AI, Authentic Assessment, and Digital Literacy

[Watch the session](#) | [View the session slides](#)

Many countries and areas are deliberately abandoning Microsoft products (e.g. the EU). Will this affect you?

If Microsoft became a package that was not used through the students' university degree or was abandoned in most companies/workplaces then we would adapt to that and revise our first module learning outcome which relates to this. Most students we are seeing have no experience of any type of software packages so they are starting from zero.



Keep in touch

Helen Wilson

Academic Director
**Bangor University
International College**

[Connect on LinkedIn](#)
[Keep in touch via email](#)



Keep in touch

Tom Ledbury

Programme Lead
International Year Zero
**Bangor University
International College**

[Connect on LinkedIn](#)
[Keep in touch via email](#)