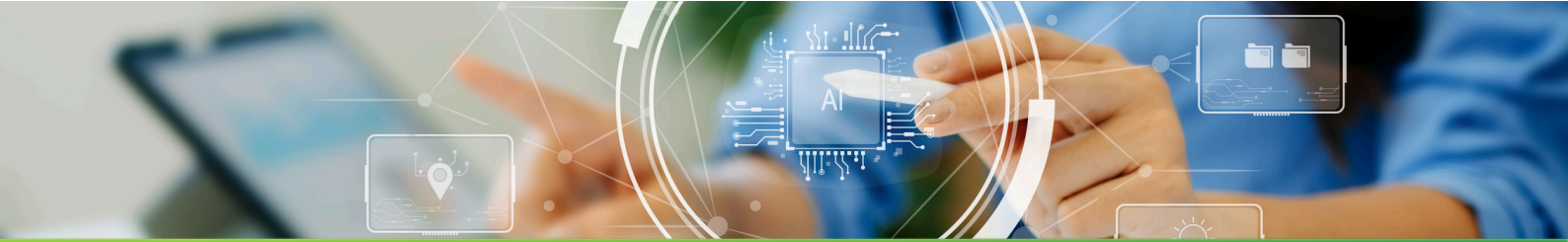




Guidance on the use of AI within Accredited Degree Assessments

For AfN-accredited degree programmes



Introduction

The Association for Nutrition (The AfN) has considered the use of Artificial Intelligence (AI) during academic assessments, particularly within those assessment types post pandemic.

AfN encourages the use of innovative techniques to assess future nutritionists, however, organisations should continue to be mindful of ensuring academic integrity of assessments and the associated risks of using AI in a university setting.

In drawing up this document, the AfN have considered guidance from the Quality Assurance Agency (QAA), with particular reference to the Code of Practice, as well as guidance from the Health and Care Professions Council (HCPC). In all matters relating to AI within academic assessments, we would refer providers to consider the advice from these organisations.





Use of AI within academic assessments should be considered by the awarding institution. We recommend that when designing assessments, institutions should pay particular attention to Standard 3, particularly the following Standards:



Standard 3a

Core Competencies must be delivered and assessed within validated programme modules. The Core Competencies should be fully embedded within modules and be delivered and assessed in an integrated manner, demonstrating appropriate pedagogy.



Standard 3b

An AfN accredited programme must have an assessment strategy which ensures that all students who successfully complete the programme have demonstrated all of the Core Competencies and that all modules which contain Core Competencies have been passed.



Standard 3c

An AfN accredited programme must be delivered in an environment which is informed by appropriate research and evidence-based nutrition practice. Students should experience a balance of taught components, directed study and independent learning, with a strong focus on critical analysis, evaluation and evidence-based practice.

Institutions should be mindful of maintaining the requirement for academic integrity within their assessment methods, particularly in assessments that are not face-to-face.

However, it is important to understand that AI is still relatively new, but, in some cases, such as being an effective diagnostic tool, AI has the potential to play a valuable role in some practical assessments. To this end, the AfN would like to see institutions ensuring that students and staff are supported to be AI literate and to consider the risks associated with the use of AI.

As mentioned, we would also recommend that institutions, when designing assessments, review the advice available from the QAA, QAA Code of Practice, particularly Principle 11 and most notably part g, but also parts f and h.





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