An Epistemological Crisis?

Is Your Assessment Vulnerable to Generative AI?

Professor Andrew Knight, Executive Dean, School of Architecture, Design and the Built Environment
Dr Ehsan Asnaashari, Associate Professor in Construction Management

NTU

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What is Knowledge?

- Knowledge traditionally understood as justified true belief.
- Assessment seeks evidence of knowledge.
- Good performance is not always equivalent to understanding.
- AI exposes weaknesses in the link between output and knowledge.



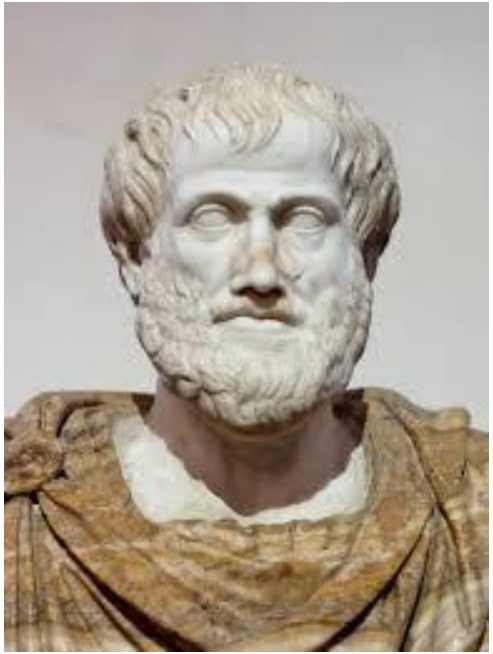
How Can We Know?

- Knowledge itself cannot be directly observed.
- Assessment relies on observable outputs.
- Outputs are proxies for learning.
- AI weakens the connection between evidence and understanding.



What Kind of Person?

- Education develops intellectual virtue
- Knowledge differs from judgement
- Practical wisdom (phronesis) is central
- Assessment should evidence more than information recall



The Extended Mind

- Human cognition already depends on external tools
- AI may function as a cognitive partner
- The boundary between student and technology becomes blurred
- Raises questions about what should be assessed



The Challenge

Rethinking Assessment in the Age of AI

Our Assessments Need to Change

- The question is no longer whether students can access AI
- How can we ensure that students are genuinely learning?

- Assessment design must make the following aspects of student learning visible:

Critical reasoning | **Contextual judgement** | **Evidence-based decision**

- **Where should we start?**

What Do We Mean by Assessment Resilience?

- Resilience is not the same as AI-proofing.
- Resilience preserves the value of human cognition, it does not pretend AI can be removed.

Not the goal

- Detect every AI sentence
- Make tasks artificially difficult

The goal

- Require meaningful human judgement
- Make the process of thinking visible
- Anchor work in context and evidence
- Reward evidence-based decision-making
- Use AI transparently where appropriate

Pause & Think



From concern to evidence

- The Assessment Resilience Advisor moves the discussion from anecdotal anxiety to structured academic judgement.



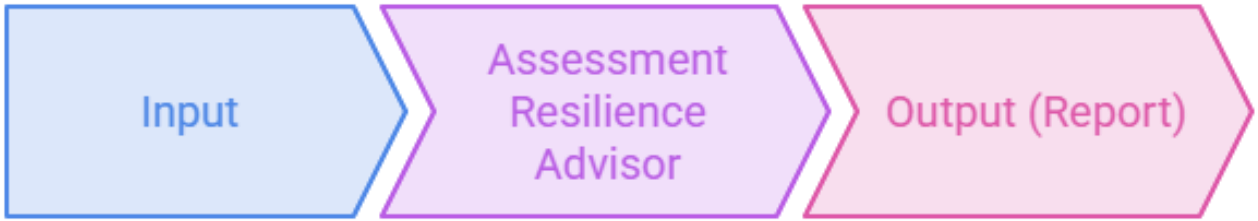
Anecdotal concern	→	**Assessment-level evaluation**	→	**Course-level intelligence**	→	**Prioritised improvement**
“AI could probably do this.”		Which tasks are vulnerable, and why?		What patterns exist across all assessments within a course?		What should we change now, next and later?

Behind the Tool

How the Custom GPT Works

Meet the Assessment Resilience Advisor

- A Custom GPT tool for analysing how assessment briefs may be vulnerable to Generative AI.
- It is an advisor, not an automated decision-maker (human intervention is necessary).

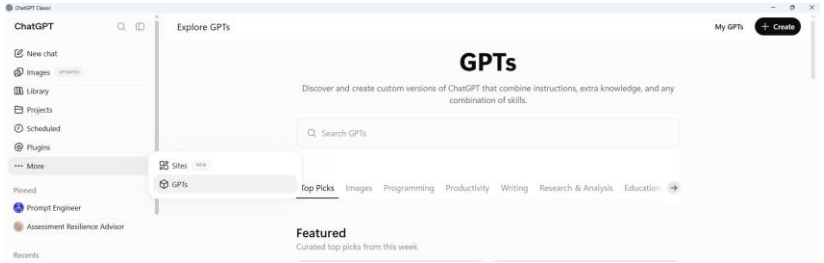


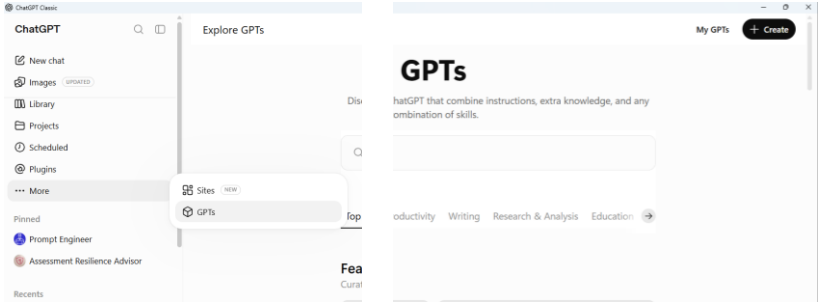
- Assessment brief

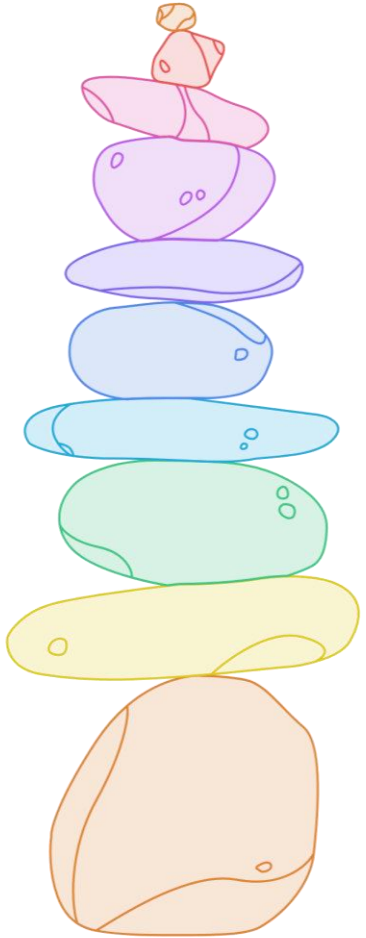
- Instructions
- Scoring logic
- Structured report format
- Redesign recommendations

- Overall vulnerability score
- Task-level analysis
- Rationale for scoring
- Improvement hints

How did we build it?







Deploy

publish, monitor and update

Validate

accuracy and user experience

Refinine

fix gaps, ambiguity and inconsistent outputs

Test

typical, difficult and edge-case scenarios

Build

conversation starters and user prompts

Configure

instructions, knowledge and capabilities

Structure

workflow, rules and output format

Gather

policies, guidance and reference materials

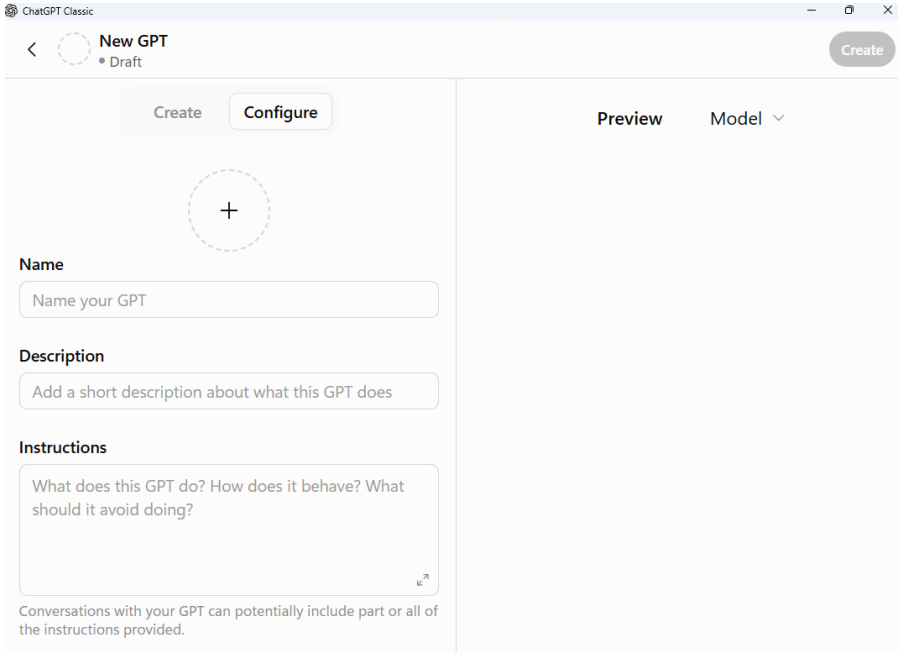
Scope

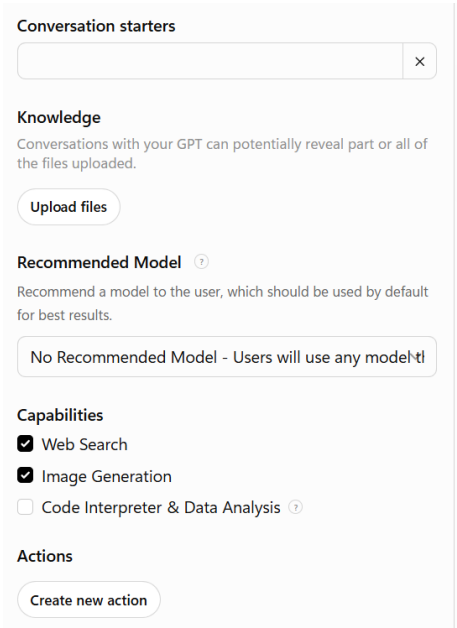
tasks, boundaries and limitations

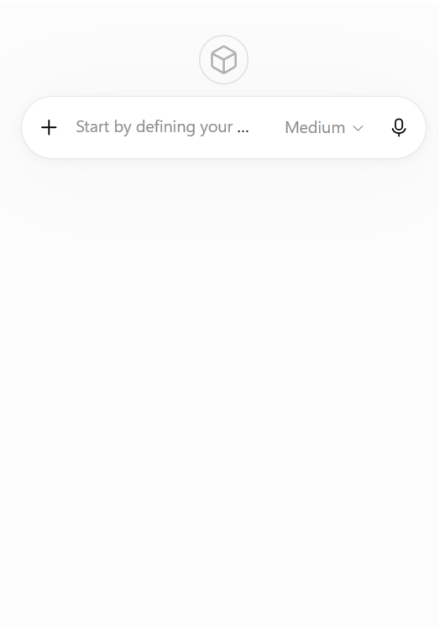
Define

purpose, users and expected outcomes

Configuration







Assessment-Level Analysis

Applying the Tool to Individual Assessments

Sample Assessment Brief

	1. Develop a collaborative approach to project planning and project learning. 2. Select and use appropriate Lean tools and techniques. 3. Identify and solve problems; generate new ideas, innovations and/or solutions for problem resolution where appropriate. 4. Critically review the effectiveness of Lean construction in practice.

Background

This task necessitates synthesising your learning into "real-life" applications, specifically within the construction industry, including design, construction, or facility maintenance. The assignment mandates thorough self-study and research. Note that the assignment necessitates in-depth self-study and extensive research. The learning outcomes of Task 1 are K1, K3, S2, and S3.

Scenario

You have established a new branch as a Lean Consultant in Toronto, Canada, specialising in assisting construction companies with implementing Lean design and construction philosophy. Your role involves supporting construction organisations and their employees in understanding, adopting, and sustaining Lean thinking. You guide project teams in embracing a value- and flow-centric mindset by utilising Value Stream Mapping, identifying and eliminating waste, applying Lean problem-solving techniques, implementing the 5S method, fostering continuous improvement, and promoting behaviours reinforcing Lean culture.

Your team in Canada is small but works collaboratively with your UK-based team to provide expert advice to clients. Recently, a client approached your agent in Canada to seek your consultancy services. Your responsibility is to assist the company in resolving challenges and effectively achieving its goals.

Value Stream Mapping (Individual Submission) – 40%

BricoBuild is a medium-sized organisation specialising in the construction of purpose-built buildings, with a particular focus on hospitality projects, including hotel apartments and student accommodations in Ontario, Canada. The managing director is dissatisfied with the performance of project managers and has tasked you with implementing Lean tools to identify inefficiencies and help them refocus on core project tasks.

After meeting with BricoBuild's managing director, you selected Tom, a project manager overseeing the construction of a 10-story building in Toronto. Although Tom is diligent and constantly busy, tasks remain unfinished, and his project is falling behind schedule. To gain insight into the challenges he faces, you assigned your Canadian agent, Sara, to visit Tom's project.

School of Architecture, Design and the Built Environment
Construction Management Subject Group

During her visit, she observed several non-value-added and wasteful activities. Recognising that Value Stream Mapping could help Tom save time and concentrate on his unfinished tasks, you decided to send Sara back to the site for a Gemba walk—an on-site observation of Tom's daily activities. The Gemba walk took place last week, and the notes Sara recorded during her visit will serve as the foundation for developing a Value Stream Map of Tom's daily workflow on-site.

Activities

1. Using your notes below, apply the Value Stream Mapping method to outline the current scenario of a typical day for Tom.
2. Clearly define value concerning Tom's role and responsibilities. Categorise each of his activities as Value-Added (VA), Non-Value-Added (NVA), or Waste, justifying each classification.
3. Conduct a critical analysis of the current workflow at each stage of the developed Value Stream Map (VSM). Identify inefficiencies and propose strategies to reduce cycle time in Tom's practice by eliminating waste, minimising NVA, and improving VA activities. Utilise appropriate Lean tools to address identified issues and drive improvements.
4. Determine the amount of time Tom can save to focus on unfinished tasks, thereby reducing stress and enhancing his well-being.

Sara's notes after Gemba:

1. Arrives on-site at 7 AM and spends 30 minutes walking around and surveying progress from yesterday before the crews arrive.
2. Spends 25 minutes dealing with the early arrival of the carpet delivery for the lobby. Calls supplier and finds temporary storage area.
3. Gets notification that concrete vibrators cannot be found for the 10th-floor pour. Spends 40 frustrating minutes searching storage areas before locating them.
4. Spends 20 minutes coordinating daily tasks with the piping foremen.
5. Heads up to the 2nd floor to check on electrical wiring progress. It is behind schedule. Spends 35 minutes reviewing the plan to get back on track. The issue is buying the wrong connectors.
6. On his way back down, takes 20 minutes to walk around trying to locate the construction manager to discuss partition changes on the second floor.
7. Spends 30 minutes on the phone with a subcontractor scheduling delivery of additional scaffolding from another site for the next day.
8. Spends 20 minutes reviewing incorrectly printed 2D drawings for the lobby area instead of using the available BIM model. Drafting and sending a clarification email to the client requires an extra 15

Pause & Think

- You are the Assessment Resilience Advisor
- Rate this assessment brief's vulnerability to GenAI from 1 to 5.

- **Why did you give that score?**
- **What would you change first?**

Resilient Advisor analysis (1/3)

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Assessment Overview Table:

Module Name	Level	Credit Points	Assessment Type	Assessment Weighting
CONM40009 – Lean Construction	7 (Postgraduate)	Not provided	Individual VSM Report (1,500 words ±10%) + Value Stream Map	40% (Issued 10/02/2025; due by 17:00 on 28/03/2025)

Overall Vulnerability Summary:
Overall risk is **High**. The brief supplies a **complete scenario and a detailed Gemba note set** for "Tom's day", which students can paste into GenAI to obtain a **classified VSM, cycle-time sums, waste analysis, and an improved future-state map** with standard Lean tooling (5S, visual management, error-proofing, etc.). There are **no structural safeguards** (e.g., process artefacts, oral defence, restricted datasets) beyond Turnitin and generic misconduct warnings, which research shows can create an **"enforcement illusion"** if not paired with changes to the mechanics of the task . The grading places heavy weight on **analysis and improvement strategy**—precisely the kind of templated output GenAI produces well from supplied notes—so the current design is vulnerable.

Vulnerability Report:

- **Section/Task:** Sub-task A1 — Map the value stream; classify VA/NVA/Waste (30%)
  Vulnerability Score (1–5): 4 (High)
  Reasoning: With a full list of timestamped activities provided, average students can prompt GenAI to: (a) define value for Tom's role, (b) label each step VA/NVA/Waste with justification, and (c) propose a neat VSM layout to copy into Miro/PowerPoint. Only light human effort is needed to draw the diagram, which AI can also outline step-by-step. The brief does not require unique inputs, field data, or in-class verification .
  Permitted/encouraged AI use: Brainstorming VSM symbols/structure;

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proofreading.
Misuse: End-to-end AI classification and mapping copied verbatim.

Improvement Suggestions:

1. Replace the single common note set with **three variant data packs** (A/B/C) randomly allocated in seminars; require the **pack ID** on the VSM and in-text references to specific observations.
2. Require submission of a **screen-recorded build (2–3 mins)** showing the student constructing the current-state map from their allocated pack (authorship evidence).
3. Add a **spaghetti diagram** of Tom's movements (from the pack) and require **quantified motion waste** to be shown on the VSM.
4. Include a **5-item "assumptions box"** (takt, availability, meeting cadence, comms rules, escalation path) that must be reflected in the map.
   Educational Insight: Binding the output to **allocated data**, capturing the **process of construction**, and adding a second visual (spaghetti) increases authenticity and reduces generic AI substitution, aligning with Imperial's guidance to use **multi-step tasks and diverse data** that are hard for AI to solve generically.

- **Section/Task:** Critical analysis of workflow; Lean strategies; quantified time saving (50%)
  Vulnerability Score (1–5): 4 (High)
  Reasoning: Given the notes, GenAI can perform **waste diagnosis**, select standard Lean tools (5S, visual controls, Kanban, standard work, mistake-proofing), and produce a **future-state** with cycle-time reductions and a polished narrative. There is no requirement for **evidence of workings** or to defend assumptions orally. Students can also ask AI to **sum minutes** and present time-saved estimates.

Resilient Advisor analysis (2/3)

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Permitted/encouraged AI use: Idea generation; language editing; structure checks (with disclosure).
Misuse: Fabricated or overly generic improvements not tied to the provided observations.

Improvement Suggestions:

1. Mandate a **calculations appendix**: (a) a small **spreadsheet** of current-state time buckets (VA/NVA/Waste), (b) **before/after** deltas by intervention, and (c) a clear **Little's Law/takt** check where relevant. Submit the native file.
2. Add a **live "late change"** one week before submission (e.g., a last-minute reinforcement delay or client variation) and require an **updated future-state** and re-baselined time saving.
3. Include a **3–4 minute individual viva** (or audio note) sampling two proposed countermeasures and one rejected alternative, with reasons.
4. Mark **traceability** explicitly: each strategy must cite **which observation(s)** it fixes (e.g., "Gemba item G10: lost vibrators → 5S + visual location board").
   Educational Insight: These changes add **workings-out**, **scenario evolution**, and **oral justification**—the kind of **structural** shifts recommended by UCL/Imperial to move beyond policy to verifiable understanding.

- **Section/Task:** Presentation, visuals, formatting, cycle-time improvement statement (20%)
  Vulnerability Score (1–5): 3 (Moderate)
  Reasoning: AI can draft crisp prose and even outline a visual. However, producing a clean, **accurate** current/future VSM and a convincing quantified improvement still requires some manual tool use and internal consistency; errors are common if students don't understand the flow.
  Permitted/encouraged AI use: Proofreading; style checks; caption writing.

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Misuse: Copy-pasted VSM graphics or numbers not matching the narrative.

Improvement Suggestions:

1. Require a **figure audit**: numbered call-outs in text must match VSM node IDs; assessors will sample two for accuracy.
2. Add **tolerance bands** on the future-state (e.g., "VA share ≥ X%; rework ≤ Y mins"), rewarding feasible, not fantastical, claims.
   Educational Insight: Precision checks and feasibility bands value **method over polish**, reducing the payoff of generic AI prose while improving quality.

- **Section/Task:** Assessment integrity controls (current state: Turnitin; general misconduct warning)
  Vulnerability Score (1–5): 4 (High)
  Reasoning: Controls are **discursive** (warnings, Turnitin). There's no AI-use policy, no disclosure requirement, no staged drafts, and no oral/authorship verification. Scholarship cautions that such measures **"say much but change little"** without structural redesign (process evidence, checkpoints, oral elements) .
  Improvement Suggestions:
  1. Publish an **AI-use disclosure** mini-form (what tools, for which parts, how accuracy was checked) and **mark** for transparency.
  2. Build in **structured checkpoints** (draft map in workshop; numbers sheet; viva).
     Educational Insight: Pairing clear policy with **assessment mechanics** improves validity and student buy-in, in line with sector guidance .

Score Distribution Check:
Ratings span **3–4**. Mapping and critical analysis score **4** because the supplied notes and generic Lean tools make them AI-completable with little personal effort. Presentation/visuals score **3** due to required tool work and internal-consistency checks. Integrity controls are **4** given their purely discursive

Resilient Advisor analysis (3/3)

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nature. This avoids clustering all tasks at the top and distinguishes **AI assistance** from **guaranteed AI success**.

Improvement Suggestions (module-level, practical):

1. **Allocate variant data packs (A/B/C)** and require **pack-coded citations** within the map and report (e.g., "[Pack B – Obs 12]").
2. **Mandate process evidence:** (a) screen-recorded map build, (b) spreadsheet with formulas/workings for time buckets and improvements, (c) change-log from draft to final.
3. **Add a short viva (3–4 mins per student)** focused on one improvement and one rejected option—low overhead, high authorship evidence.
4. **Introduce a late change event** (released to all students a week before deadline) requiring a re-baselined future-state map and updated time-saving claim.
5. **Embed authenticity features:** spaghetti diagram, simple **RACI** for Tom/CM/subs around two key waste points, and a **visual control mock-up** (photo/sketch) to support proposals.
6. **Clarify AI policy** in the brief (what's allowed for brainstorming/editing vs prohibited for core analysis) and add the **AI-use disclosure** to the submission checklist.
7. **Mark traceability explicitly** in the rubric (e.g., 10% within the 50% analysis band for "clear link from observation → waste → countermeasure → quantified effect").

Educational Insight:

These adjustments shift emphasis from polished outputs (easy for AI) to **evidence-bound reasoning, workings-out, and explainability**. They implement **structural changes**—variant inputs, process capture, and oral checks—rather than relying on rules alone, which strengthens assessment validity and matches current sector guidance (UCL; Imperial) .

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Quick-Reference Table:

Section/Task	Vulnerability Score (1–5)	Risk Label	Educator Reflection (Agree / Partially Agree / Disagree)
A1: VSM & VA/NVA/Waste classification	4	High	[Select]
Critical analysis & Lean strategies (incl. time saved)	4	High	[Select]
Presentation, visuals & quantified improvement	3	Medium	[Select]
Integrity controls (current)	4	High	[Select]

Important Questions for Redesign Decisions:

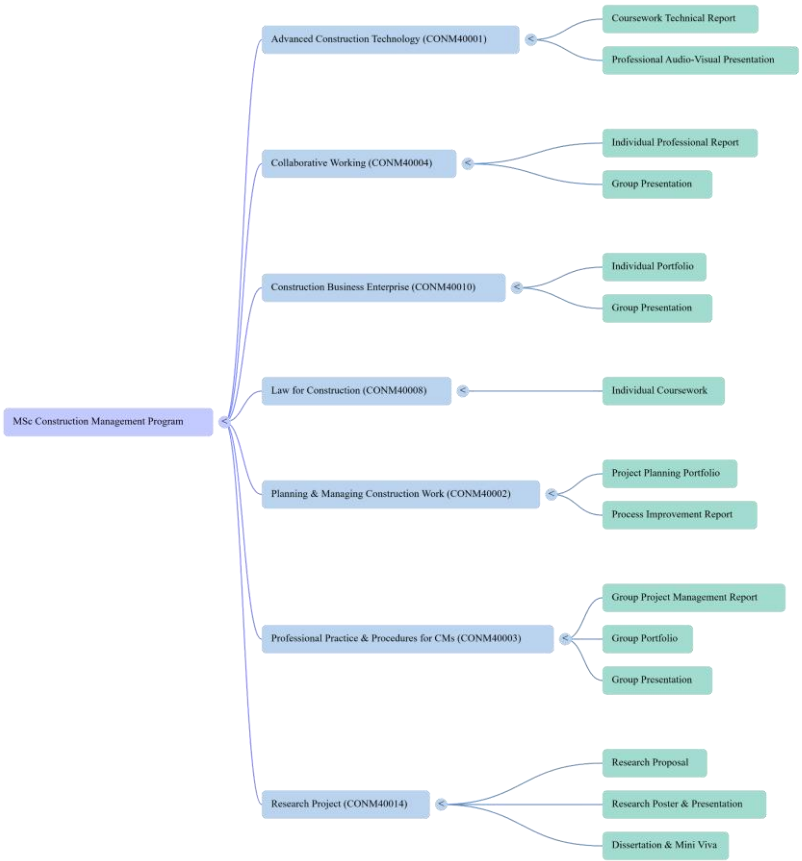
1. Are the changes **minor** (variant packs, spreadsheet, viva, late change) or do they require **major** updates to delivery/workshops?
2. Do we need to **update ILOs** to recognise process evidence and oral defence, or do these fit under existing skills outcomes?
3. Will adding a viva or process artefacts **change assessment type** or moderation workflows?
4. What are the **workload implications** (recordings, vivas, extra marking of traceability)?
5. Is there enough time to brief tutors and communicate the **AI-use policy + disclosure** before the **28/03/2025** deadline?

Course-Level Insights

Identifying Patterns Across Assessments

Scale it

- The course-level value appears when individual assessment reports become a pattern.
- 15 assessment briefs analysed
- The average vulnerability score for the MSc CM course is 3.06/5.
- The table is an evidence base for improvement.



MSc CM Course AI Vulnerability Score

Module Name	Assessment Title	Section / Task / Component	Vulnerability Score (1–5)
Advanced Construction Technology (CONM40001)	Assessment 1: Coursework Technical Report (50%)	Introduction / Executive Summary	3
		Task 1 — UK Sustainable Construction	3
		Task 1 — UK Modern Methods of Construction	3
		Task 1 — UK Digital Construction	3
		Task 2 — Ghana Sustainable/Vernacular/Innovative Construction	3
		Task 3 — UK–Ghana Comparison	3
		Research and Referencing	3
		Professional Report Presentation	2
	Assessment 2: Professional Audio-Visual Presentation (50%)	Selection and framing of buildings	3
		Objectives, constraints, risks and judgement	3
		Substructure and specialist construction	3
		Superstructure, technology, services and finishes	3
		Sustainability/environmental integration	3
		Research and referencing	3
		Audio-visual communication and creativity	2
Collaborative Working (CONM40004)	CWK 1: Individual Professional Proposal/Report (70%)	Introduction	3
		Forming	3
		Storming	3
		Norming	3
		Performing	3
		Procurement/project application	3
		Critical use of theory/literature	3
		Recommendations	3
	Group Presentation (30%)	Professional presentation and structure	3
		Critical evaluation of current technology	3
		Critical analysis of future technology and 2030 roles	3
		Team integration and collaboration	2
Construction Business Enterprise (CONM40010)	Individual Portfolio (Element 1) (70%)	1. Introduction	4
		2. Financial Analysis (ratios + evaluation)	3
		3a. PESTEL (Scotland sustainability)	4
		3b. Porter's Five Forces	4
		3c. SWOT (WD in Scotland)	3
		4a. Management Approach	3
		4b. Organisational Structure	3
		4c. Change Management	3
		5. SAFe-based Recommendations	3
		Assessment Integrity & AI Policy (current)	4
	Group Presentation (30%)	1a – JV Name	4
		1b – Logo & Tagline	4
		2a – Cultural barriers (identify)	3
		2b – Plan to address barriers	3
		3a – Comms strategy & critique	3
		3b – Channels/tech/timelines	3
		Presentation delivery & Q&A	2
		Teamwork & RACI	2
Law for Construction (CONM40008)	Individual Coursework (50%)	Task 1 – Letters of Intent briefing note	3
		Task 2 – Negligence scenario	3
		Assessment process/authorship evidence	3
Planning & Managing Construction Work (CONM40002)	100% Group Portfolio	Task 1a – WBS & Activity Table	3
		Task 1b – Asta Gantt Programme	2
		Task 1c – 1,500-word Evaluation	3
		Task 2 – Process Improvement Report	4
		Assessment Integrity Controls (current)	4
Professional Practice & Procedures for CMs (CONM40003)	Assessment 1: Group Project Management Report (50%)	Stakeholder Management Plan	4
		Site Layout & Logistics Plan	3
		Risk Management Plan	4
		Health & Safety Plan	3
		ASTA Schedule + Justification	2
		Teamwork Evidence & Presentation	4
	Assessment 2: Group Portfolio (30%)	Quality Management Plan	3
		ESG Strategy	5
		Energy Loss Analysis	4
		Waste Management Plan	3
		Advanced ASTA Schedule	2
		Teamwork Evidence	4
		Presentation	4
	Assessment 3: In-person Group Presentation (20%)	Content Coverage & Quality	4
		Structure/Outline/Referencing	4
		Quality of Slides & Graphics	4
		Presentation / Delivery	2
		Teamwork & Time Management	3
		Answering Questions	2
Research Project (CONM40014)	Individual Research Proposal (10%)	Intro / background / gap + RQ/Hyp	4
		Aim & Objectives	3
		Literature Review	4
		Method / Data / Analysis (outline)	3
		Presentation / Referencing	4
		Gantt / Project Plan	4
	Poster + In-person Presentation (20%)	Context and background of research	3
		Critical literature evaluation and synthesis	3
		Research methodology, methods and predicted analysis	3
		Discussion during in-person presentation	1
		Visual, structure and information display	3
	Dissertation + Online Mini Viva (70%)	Introduction / problem formulation	3
		Literature Review	3
		Research Methodology	2
		Primary Data Collection, Analysis & Discussion	2
		Conclusions & Recommendations	2
		Overall Presentation	3
		Online Mini Viva	1
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Gemini Notebook

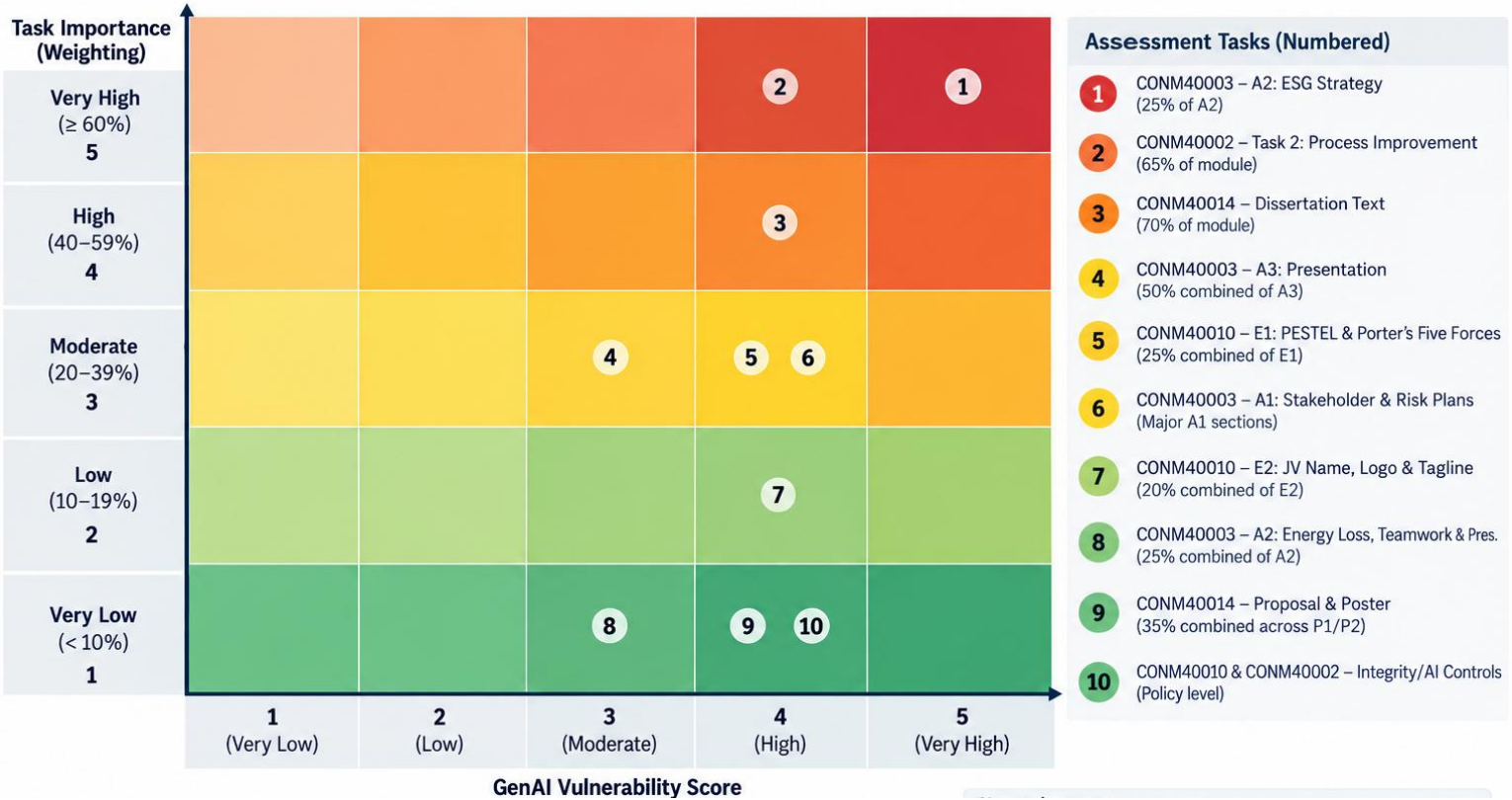
Pattern by Assessment Type & Format

- Score 1 (Very Low Risk): Tasks that require real-time, face-to-face or online oral interaction, such as the Research Project Mini Viva or the In-Person Poster Discussion.
- Score 2 (Low Risk): Hands-on software creation (Asta).
- Score 3 (Moderate Risk): Written context-bound, explicit and multi-variable assignments.
- Score 4 (High Risk): Standardised and templated corporate/business analysis tools (e.g. PESTEL, Porter's Five Forces, SWOT, Stakeholder Grids, and Risk Registers).
- Score 5 (Very High Risk): Broad, unconstrained written plans with no unique dataset or oral

Pattern in Proposed Redesign Solutions

- Short Oral Authentication (Vivas / Q&As): Adding 2-5 minutes live Q&A sessions or micro-vivas to written submissions or presentations to verify authorship.
- Closed / Locked Data Packs: Forcing written analyses to cite page-level references from closed, course-specific document packs.
- Process Evidence & Workings-Out: Requiring students to submit raw workings, native software files, search trails, annotated diagrams, or decision logs showing rejected options.
- Scenario Twists / Live Changes: Releasing a minor late change (e.g. a supply chain delay, budget shift, or new client requirement) 1 week or 1 day before submission to test adaptive reasoning.

Prioritisation Matrix



Module-by-Module Implementation Matrix

Module & Assessment Component	Existing Score	Target Score	Redesign Approach
CONM40001: Advanced Construction Technology			
• Assessment 1: Coursework Technical Report (50%)	3 – Moderate	2 – Low	• Annotated project drawings, options-appraisal matrix and decision log.
• Assessment 2: Audio-Visual Presentation (50%)	3 – Moderate	1–2 – Very Low/Low	• 3–5 minute live Q&A defence and mandatory student-created diagrams.
CONM40004: Collaborative Working			
• CWK 1: Individual Proposal/Report (70%)	3 – Moderate	2 – Low	• Student-specific project constraints, unannounced decision event and communication matrix.
• CWK 2: Group Presentation (30%)	3 – Moderate	1–2 – Very Low/Low	• Allocated project scenarios, 2030 role map distinguishing human and AI activities, and live Q&A.
CONM40010: Construction Business Enterprise			
• Element 1: Individual Portfolio (70%)	3–4 – Moderate/High	2 – Low	• Closed Scotland Expansion Dossier, native Excel formula model and late inflation scenario twist.
• Element 2: Group Presentation (30%)	2–4 – Low/High	1–2 – Very Low/Low	• Screen-captured ideation logs, closed evidence corpus and 5-minute live scenario challenge.
CONM40008: Law for Construction			
• Individual Coursework (50%)	3 – Moderate	2 – Low	• Pinpointed judgment extracts with page/paragraph references.
			• CC Ltd project document pack.
			• Structured claim matrix linking claimant, duty, breach, damage and supporting case law.
CONM40002: Planning & Managing Construction Work			
• Group Portfolio – Tasks 1 & 2 (100%)	2–4 – Low/High	1–2 – Very Low/Low	• Closed client evidence pack.
			• Native .pp Asta Powerproject file plus screen-recorded walkthrough.
			• 10-minute group viva with adaptive questions.
CONM40003: Professional Practice & Procedures for CMs			
• Assessment 1: Group PM Report (50%)	2–4 – Low/High	2 – Low	• Page-pinpointed local references, native .pp file, risk change log and spot micro-vivas.
• Assessment 2: Group Portfolio (30%)	2–5 – Low/Very High	1–2 – Very Low/Low	• Nottingham planning portal evidence, native .pp Asta file and U-value workings sheet.
• Assessment 3: In-Person Presentation (20%)	2–4 – Low/High	1–2 – Very Low/Low	• Evidence Capsules linking presentation claims to Assessment 1/2 evidence, unscripted sections and random Q&A.
CONM40014: Postgraduate Research Project			
• Individual Research Proposal (10%)	3–4 – Moderate/High	2 – Low	• Database search-trail log, PRISMA-lite summary and 3–4 minute supervisor mini-viva.
• Poster & Presentation (20%)	1–3 – Very Low/Moderate	1 – Very Low	• Evidence Capsules, student decision trail and adaptive/unscripted oral questioning.
• Dissertation & Mini Viva (70%)	1–3 – Very Low/Moderate	1 – Very Low	• Process evidence pack including raw data/codebook and a 15–20 minute online mini viva carrying 30% of the component weighting.

Average achievable score: 1.86/5

Course Leader hat (1/2)

- Policies alone cannot secure assessment: traffic-light system, AI policies, declarations and citation rules depend on student compliance and cannot verify ownership of reasoning.
- Redesign the task, not necessarily the assessment: closed evidence packs, native-file submissions, decision logs and micro-vivas can strengthen resilience without changing existing learning outcomes or assessment types.
- Rebalance marking criteria: reduce marks for features GenAI can easily produce, such as polished prose, formatting and referencing, and reward evidence, rationale, traceability and process.

Course Leader hat (2/2)

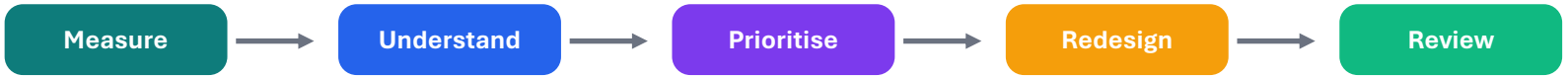
- Recorded presentations do not prove authorship: a student's voice confirms participation, but not that the underlying analysis or reasoning is their own.
- Oral verification can be lightweight: short 2–5 minutes micro-vivas or spot-check questions can be embedded into existing seminars, workshops and presentation sessions without creating full viva panels.

Conclusions

Towards More Resilient and Meaningful Assessment

Final message

- Assessment resilience is not about defeating AI.



- AI can help us see the problem.
- Academic judgement must decide what we do about it.

Declaration of AI Tools Used

- ChatGPT
- Gemini Notebook
- Napkin AI

Nottingham Trent University

Thank you

Professor Andrew Knight
Executive Dean
School of Architecture, Design and the Built Environment
andrew.knight@ntu.ac.uk

Dr Ehsan Asnaashari
Associate Professor in Construction Management
Chair of Dig & AI Working Group
ehsan.asnaashari@ntu.ac.uk

