

AI RISK MEASURE SCALE (ARMS): GUIDANCE & RESOURCES

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Katharina De Vita & Gary Brown
UNIVERSITY OF GREENWICH

Table of Contents

1. Background	3
2. Introduction to ARMS	3
3. Objectives	4
4. Process	4
4.1 Building a Foundation for Assessment Task Categorisation.....	4
4.2 Using the AI Risk Measure Scale (ARMS)	4
4.3 Promoting Collaboration and Continuous Improvement	5
Appendices	7
Appendix 1: Resources and Training Material	7
Appendix 2: Examples of Authentic Assessment	9
Appendix 3: AI Risk Measure Scale.....	17

AI Risk Measure Scale (ARMS)

1. Background

The university believes that AI can be a very useful tool to aid learning, and its effective, responsible use is likely to be a desired trait for employers. However, its use must be guided by principles of academic integrity and with awareness of the risks it poses, when not used with care.

The university encourages the responsible use of generative AI in teaching, learning and assessment. However, the use of such tools in assessments is also a concern with regards to academic integrity. To tackle this challenge, we encourage colleagues to reflect on their approach to assessment and determine whether they remain fit for purpose in light of the challenge posed by generative AI. Against this backdrop, the AI Risk Measure Scale (ARMS), has been developed and piloted by academic staff across different programmes in the university.

2. Introduction to ARMS

The AI Risk Measure Scale (ARMS) is a tool specifically designed to help academic staff evaluate the potential risk associated with students utilising generative AI tools in their assignments when not expected as part of the assessment. The ARMS categorises assessment tasks into five levels, ranging from very low risk to very high risk. The five levels provide a reasonable number of options, striking a balance between providing enough granularity to capture nuances and being concise enough for efficient assessment.

Watch this short 2-minute video introduction to ARMS!

ARMS

The AI Risk Measure Scale

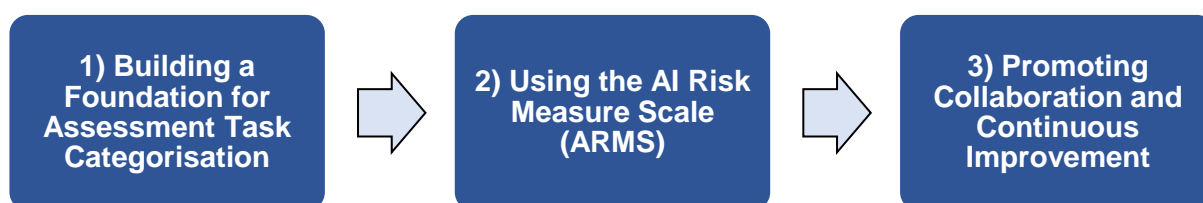


3. Objectives

The ARMS aims to create awareness regarding the potential risks and implications associated with generative AI in relation to assessment design. The diagnostic tool facilitates the categorisation of assessments, fostering a shared understanding among staff regarding the risks associated with different types of assessments. Furthermore, ARMS serves as a basis for identifying and disseminating effective assessment practices, creating a collaborative environment that encourages knowledge-sharing among staff and optimisation of assessment approaches. By prompting staff to engage in reflection, discussion, and review of assessment tasks, ARMS fosters ongoing dialogue on assessment design to align with the evolving AI landscape.

4. Process in Greenwich Business School

The ARMS serves as a diagnostic tool and is specifically designed to work in tandem with supplementary guidance and resources for implementing comprehensive risk mitigation strategies. To optimise the effectiveness of the ARMS, PLs should consider the following three steps:



4.1 Building a Foundation for Assessment Task Categorisation

In order to facilitate informed decision-making when categorising assessment tasks, we highly recommend engaging in training sessions, reviewing relevant material and guidance specifically focused on AI. By doing so, staff members can acquire the necessary knowledge and skills to effectively assess and classify assessment tasks in light of recent developments in generative AI. Additionally, they can gain a deeper understanding of the capabilities of these tools and learn how to utilise them to enhance learning and teaching. A list of resources and training material is available in Appendix 1.

4.2 Using the AI Risk Measure Scale (ARMS)

We are implementing the ARMS in GBS to support programme and module leaders in the evaluation of assessment tasks. Module leaders are asked to complete their assessment briefs for the upcoming academic year and share them with the appropriate programme leaders (PLs) by **July 14th**. PLs are asked to follow recommended timeline outlined below.

27 June 2023 – 18 July 2023

Step 1: PL receives assessment brief for new academic year from MLs.

Step 2: PL reviews planned assessments and assigns the appropriate risk level for each assessment task. In cases of uncertainty regarding the risk level of an assessment, it is advisable to assign the higher risk level and engage in a discussion with the ML. This approach ensures a cautious approach and provides an opportunity for collaborative assessment review and clarification.

Excel guide:

- Open the Excel file called “ARMS [School name]”. Each programme in the school has a separate sheet. The PLs only need to focus on the sheet of their respective programme.
- Only column K needs to be completed. Click into cells in column K and a drop-down menu will appear with the five ARMS ratings. Column L contains a description of the ARMS category that has been selected and updates automatically.

	A	B	C	D	E	F	G	H	I	J	K	L
1	Module Code	Module Title	Term	Level	Credits	School	Module Leader	Assesment Type	Weighting	Core/Optional	AI Risk Measure Scale (ARMS): 1-5	Description
2	BUSI1313	Cross-cultural Management	Term 1	5	15	BOS	Rathnayake, Diluk	Case Report	50%	Core		
3	BUSI1313	Cross-cultural Management	Term 1	5	15	BOS	Rathnayake, Diluk	Exam	50%	Core		
4	BUSI1342	Business Ethics and Corporate	Term 1	5	15	BOS	Yurchenko, Yuliya	Case Report	80%	Core		
5	BUSI1342	Business Ethics and Corporate	Term 1	5	15	BOS	Yurchenko, Yuliya	Presentation	20%	Core		
6	BUSI1346	International Management and	Standard Do	6	30	BOS	Wynn-Williams, Michael	Reflective Report	40%	Core		
7	BUSI1346	International Management and	Standard Do	6	30	BOS	Wynn-Williams, Michael	Exam	60%	Core		
8	BUSI1574	Managing Global Business Net	Term 2	5	15	BOS	Dioszegi, Balint	Report	100%	Core		
9	BUSI1575	Operating in Emerging Markets	Term 2	5	15	BOS	Langosch, Magdalena	Group Poster	30%	Core		
10	BUSI1575	Operating in Emerging Markets	Term 2	5	15	BOS	Langosch, Magdalena	Individual Report	70%	Core		
11	BUSI1618	Introduction to Management	Term 2	0	15	BOS	Marian, Clement	Learning Journal	100%	Core		
12	BUSI1646	Understanding International Bu	Term 1	0	15	BOS	Chen, Pi-Chi	Essay	80%	Core		
13	BUSI1646	Understanding International Bu	Term 1	0	15	BOS	Chen, Pi-Chi	Article Review	20%	Core		
14	BUSI1647	Understanding International Bu	Term 2	0	15	BOS	Chen, Pi-Chi	Group Presentatio	20%	Core		
15	BUSI1647	Understanding International Bu	Term 2	0	15	BOS	Chen, Pi-Chi	Individual Essay	80%	Core		

Step 3: Once all assessment items on the programme are categorised, the file with the completed programme mapping can be uploaded [here](#). The submission deadline for all programmes is 18 July 2023.

18 July 2023 – 24 July 2023

Step 4: PL shares good practices (risk level 1 & 2) with programme teaching team to provide examples of effective assessment practices and encourage wider adoption. PL liaises with MLs on assessments that pose a greater risk (risk level 4 & 5) to encourage the redesign of such assessments. If a Professional, Statutory, and Regulatory Body (PSRB) condition explicitly prohibits the redesign of an assessment, the ML should liaise with the Faculty Senior Tutor.

24 July – 31 July 2023

Step 5: If applicable (risk level 4 & 5), MLs revise assessment briefs. Training and supporting resources on assessment design are listed in Appendix 1. Examples of authentic assessments are provided in Appendix 2.

Step 6: Module Handbooks, including the (revised) assessment briefs, should be finalised by 31 July 2023 and uploaded [here](#). Please select the correct folder with your module code. Individuals encountering challenges in meeting this deadline should proactively inform the Faculty Senior Tutor before the designated deadline.

4.3 Promoting Collaboration and Continuous Improvement

MLs are encouraged to work collaboratively with PLs reflecting on the assessment’s suitability and possibly revising assessments if necessary, considering the [university position on AI](#). In addition to the guidance and resources provided in this document (see Appendix 1 and

Appendix 2), the Academic and Learning Enhancement (ALE) team will be collecting examples of good practice in the coming months. Any examples of good practice can be shared [here](#).

An additional quality assurance measure, aligned with other universities and with other faculties at the University of Greenwich, will see us implement external reviews of assessment briefs as part of our assessment moderation process, starting from the beginning of the 2023/24 academic year. This change aims to provide our External Examiners with comprehensive context to support the moderation process across all modules. MLs are kindly requested to upload their Module Handbooks, including the complete assessment briefs and marking criteria, for approval by **31st July 2023** [here](#). Please select the correct folder with your module code.

Please note that no changes, other than in response to external examiner recommendations, can be made to assignment details at a later stage as the information provided by 31st July will be used for essential planning purposes. The handbook must serve as the comprehensive and definitive source of all necessary instructions and details pertaining to the assessments throughout the academic year.

By involving our External Examiners in the assessment brief approval process, we reaffirm our commitment to upholding rigorous standards and enhancing the overall quality of our assessments, particularly in light of recent advancements in the field of AI. The participation of External Examiners will introduce an additional layer of expertise and independent evaluation which will significantly contribute to validating and improving the quality of our assessment processes.

We greatly value feedback and ideas to continuously enhance the ARMS. Within the ARMS submission form there is a dedicated field for PLs to share feedback and provide insights based on their experience using the ARMS. By incorporating staff feedback and remaining attuned to evolving best practices, our aim is to ensure that ARMS remains relevant, useful, and adaptable, taking into account the dynamic nature of generative AI.

Finally, it is important to emphasise once again that the use of AI is not discouraged; rather, it is encouraged within the context of demonstrating the intended learning outcomes. Our primary objective remains ensuring that students effectively exhibit their achievement of the desired learning outcomes through the assessments we design.

We appreciate your collaboration in fostering a culture of learning and upholding academic standards.

Appendices

Appendix 1: Resources and Training Material

University Guidance
<p>1. Overview of generative AI and advice how we can use these tools responsibly in teaching, learning and assessment</p> <p>➔ Access website here: https://www.gre.ac.uk/learning-teaching/ai</p>
<p>2. Responsible use of generative AI</p> <ul style="list-style-type: none">• Why use generative AI responsibly?• What is generative AI?• What are the opportunities and risks?• How to adapt to generative AI?• Where to find guidance?• Useful information <p>➔ Access document here: https://bit.ly/AI_ResponsibleUse</p>
<p>3. Adapting to generative AI tools in teaching, learning and assessment</p> <ul style="list-style-type: none">• Teaching suggestions• Learning suggestions• Assessment suggestions <p>➔ Access document here: https://bit.ly/Adapting_AI</p>
<p>4. ChatGPT and generative AI: Background and SWOT analysis</p> <p>➔ Access here: https://bit.ly/SWOT_AI</p>
GBS Learning and Teaching Festival Keynote
<p>5. Functioning Automatic and Dancing Mechanic? Reimagining assessment in the era of generative AI (and whatever comes next!) by Professor Peter Bryant, Associate Dean (Education), University of Sydney Business School.</p> <ul style="list-style-type: none">• What is generative AI• How does ChatGPT works?• Generative AI and education• (Re)defining authentic assessment• Examples of authentic assessment <p>➔ Access recording here: https://bit.ly/LTF_Keynote</p> <p>➔ Access slides here: https://bit.ly/LTF_Keynote_Slides</p>
Training
<p>6. Assessment in the age of ChatGPT and generative AI (1): Where are we and what next?</p> <ul style="list-style-type: none">• Develop an understanding of the strengths, weaknesses,• opportunities and threats of ChatGPT and generative AI• Consider how other institutions have responded• Examine guidelines for adapting to generative AI in assessment• Reflect on the current practice and concerns about generative AI <p>➔ Access slides here: https://bit.ly/WhereAreWe_AI</p>

7. Assessment in the age of ChatGPT and generative AI (2): How to make my questions more “AI-resilient”?

- Test different prompts in ChatGPT
 - Analyse text generated by ChatGPT
 - Discuss how to make essay questions more “AI-resilient”
 - Improve assessment with rubrics and marking criteria
- ➔ Access slides here: https://bit.ly/AI_resilient

8. Assessment in the age of ChatGPT and generative AI (3): How to redesign my assessment?

- Recognise the importance of assessment design in the age of generative AI
 - Understand the process and documentation of assessment change
 - Devise different assessment tasks and achieve a right balance between formative and summative assessment
 - Apply learning technology tools to different assessment types
- ➔ Access slides here: https://bit.ly/Redesign_AI

9. Navigating the Intersection of AI and Academic Integrity

- What is generative AI and ChatGPT?
 - Speed marking: Can you detect AI-generated contents?
 - Can we detect AI-generated text?
 - Student perspective: How do students view academic integrity and how do they currently utilise AI in their assignments?
 - Staff perspective: What is your perspective on academic integrity and misconduct?
- ➔ Access recording here: https://bit.ly/AI_AcademicIntegrity

10. Q&A session with the Quality Assurance team: Assessment Re-design - What can I do in the short-term?

- Date and further details will follow.

External Guidance

11. QAA webinar series

- [ChatGPT: To ban or not to ban?](#)
- [ChatGPT: How do I use it as a force for good?](#)
- [ChatGPT: What should assessment look like now?](#)

12. QAA Guidance:

- Maintaining quality and standards in the ChatGPT era
 - How to approach ChatGPT
- ➔ Access resources here: [ChatGPT and artificial intelligence \(qaa.ac.uk\)](https://www.qaa.ac.uk/ChatGPT-and-artificial-intelligence)

13. Advance HE Webinar: the short and long-term opportunities and threats from students’ use of AI tools.

- Practical examples of how AI is being used and its impact on authentic assessment,
 - Practitioner responses: integrating AI tools into teaching, learning and assessment,
 - Reflections on short and long-term responses for policies and practices.
- ➔ Access webinar recording here: https://youtu.be/jp_nYUiftSk

<p>14. Times Higher Education webinar on digital assessments. Four panellists from institutions in the UK and US discussed:</p> <ul style="list-style-type: none"> • When is digital assessment the right choice? • Good digital assessment design • How to ensure access and inclusivity in digital assessment • Managing the risk of academic misconduct • How can educators remain agile and responsive to developments in technology and AI?
<p>15. Turnitin webinar: The future of authentic assessment: teaching work, scalability and AI by Professor Phillip Dawson, Associate Director, Centre for Research in Assessment and Digital Learning, Deakin University, → Access webinar recording here: https://youtu.be/tVHBbvzrbBU</p>
<p>16. Wonkhe: Generative AI can change assessment for the better. George Bryant-Aird argues that AI literacy is not something universities can, or should, be punishing or seeking to prevent. → Access article here: Generative AI can change assessment for the better Wonkhe</p>
<p>17. Department for Education: Generative artificial intelligence in education: call for evidence. The Department for Education is keen to explore the opportunities this technology presents for education, as well as understanding the concerns of educators and experts in education. They would like to understand your experiences of using this technology in education settings in England. They would also like to hear your views on where using it could benefit education, and about the risks and challenges of using it. → Access the website and survey here: https://consult.education.gov.uk/digital-strategy/generative-artificial-intelligence-in-education/</p>

Appendix 2: Examples of Authentic Assessment

Module Title: Business Ethics			
Faculty: Greenwich Business School	Module: BUSI1314	Level: 5	Module Leader: Lucien von Schomberg
Summary Students engage in collaborative group activities, such as creating a play that re-enacts an ethical dilemma, and later write reflective and theoretical essays based on their experiences. The goal is to encourage students to become moral agents who can respond to ethical challenges and integrate their knowledge into their daily lives.			
Description In the business ethics module, I have adopted alternative methods for evaluating students' learning that incorporate the application of knowledge and skills to real-world situations. However, instead of starting with theory and then applying it to scenarios, I employ an experiential approach that involves presenting students with scenarios before introducing theoretical concepts. Through this approach, I aim to engage students in practical experiences and allow them to discover and grapple with ethical issues before delving into the relevant theories. This aligns with the philosophical notion of tabula rasa, posited by David Hume, which suggests that individuals are born with a blank slate and accumulate knowledge through experience. By following this approach, I believe students can gain a			

deeper understanding of the relevance and applicability of ethical theories to real-world scenarios.

For the formative assessment, students collaborate in small groups to produce a short play that re-enacts a practical ethical dilemma that could arise in a business organization. To achieve this, students must conduct research and discussions about the chosen ethical dilemma, distribute tasks among group members, and produce a script. This task allows students to immerse themselves in the shoes of a professional and demonstrate their understanding of ethical considerations, creative thinking, and teamwork.

For the summative assessment, students complete an individual essay that comprises two parts. Part A is a reflective essay that prompts students to reflect on the process of their group drama performance and their discussions and research on the chosen ethical dilemma. This essay enables students to evaluate their learning progress and identify areas of growth. Part B is a theoretical essay that requires students to watch and analyse a movie that showcases ethical dilemmas in or related to an organization. Based on the theories and approaches covered in the module, students must identify two ethical dilemmas, explain their context, and formulate different ethical considerations. Through this essay, students can apply their theoretical knowledge to real-world scenarios and demonstrate their critical thinking and analytical skills. The authenticity of the movie analysis is further enhanced as the selected ethical dilemmas can vary from student to student.

Both form of assessments can be considered to be experiential and authentic, because they require students to first immerse themselves into real-world situations before appealing to relevant theories. It allows for the co-creation of new knowledge. New times come with new ethical dilemmas and a diversity of perspectives may lead to innovative ways of confronting them. Ultimately, the aim is for students to recognize their role as moral agents both in industry and beyond. This moral agency should not be imposed by a moral theory as such but rather informed by a philosophical understanding of responsibility in terms of 'responsibility', that is, the exercising ability to respond. While in modern-day bureaucracy coupled with the uncertainty of the future we too easily withdraw into anonymity, we have, by virtue of our nature, the capacity to take action and respond to the challenges we face. My aim is to help unleash this capacity of action within students, enabling them to co-create new knowledge which they can in turn integrate into their daily lives.

Feedback from students:

- *"The assessment is unlike any other module. It's a nicer way to show our knowledge and feels less stressful than all my other assignments."*
- *"The module allows me to think differently, meaning from different perspectives, which makes the module interesting."*
- *"Module has been different and assignments have been of a different structure to what we are used to which is a good thing."*
- *"The assessment is interesting making me want to put more effort into it unlike some other modules I am currently taking"*

Module Title: Risk Measurement and Modelling

Faculty: Greenwich Business School

Module: FINA1125

Level: 7

Module Leader: [Helen Evans](#)

Summary

The coursework involves students selecting an option, calculating its implied volatility as a forecast, and comparing it with alternative forecasting techniques to assess their effectiveness. The goal is to develop skills that would be valuable for risk managers and enhance employability by applying theory to real market events.

Description

Volatility is a key variable in modern financial theories and volatility forecast values critically inform the financial decision-making process. For example, capital adequacy model validation under Basel III requires volatility forecasts to be substantiated and approved to enable in house models to be used - this is important because it impacts upon the types of capital which can be used to attain adequacy and hence the bottom line profitability of the institution. In consequence, accurate measuring techniques and precise forecasts of future volatility are essential within the financial marketplace to enable effective evaluation of asset prices and the implementation of trading, hedging and capital optimisation strategies. The FINA 1125 coursework requires students to discuss the evolution of and the relevance and accuracy of the volatility forecasting techniques which predominate in today's financial marketplace with reference to the models, the time horizon and the period under review. This includes a live volatility forecasting task which would fit into a trading room or risk management for e.g. capital adequacy model validation, environment. The students select a single liquid option (call or put), calculate the implied volatility of the option which acts as a forecast for volatility over the period until expiration (ideally 2 to 3 months). They then select at least two different alternative techniques for forecasting volatility for the same stock over the same period and calculate your results. In approximately 2/3 months time (i.e. end March) and review their data ex post to see how effective the three volatility forecasts were. So they make 3 independent forecasts and then, ex post, see which was best and critically analyse why? This develops the skills which a practising risk manager would need to persuade the regulators that in house models are valid. Alongside this, the module material is continually updated to reflect market conditions and events e.g. SVB bank collapse. This teaches students to apply theory to actual market events rather than just learning the techniques and hence develops real life understanding and enhances employability. The students engage well and provide positive feedback which indicates that this approach works, for example comments such as 'Helen and Tim are very passionate about risk. They impacted knowledge beyond the classroom by providing real-life scenarios that can be used during job interviews and on the job. The coursework support has been phenomenal too.'

Compare your results ex-post and critically analyse and evaluate your results.

Formative Task

Select a single liquid option (call or put), calculate the implied volatility of the option which should act as a forecast for volatility over the period until expiration (ideally 2 to 3 months). Complete in week 3 (tbc)

Module title: Introduction to Human Resource Management

Faculty: Greenwich Business School	Module: INDU1140	Level: 4	Module Leader: Catherine Farrant
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Description

Assessment 1 is a video guide for line managers on an aspect of the Employment Life Cycle that the student can choose. They put themselves in the shoes of an HR advisor explaining a key process, pitfalls and challenges and how to avoid these.

Assessment 2 is working with HR to identify some real 'problems' and pitch an evidence based solution following review of qualitative and quantitative data. This is then transformed into a Business Report.

Module title: Advertising Campaign Management

Faculty: Greenwich Business School	Module: MARK1228	Level: 5	Module Leader: Helen Kofler
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Description

As part of our second-year assessment for BA Advertising and Digital Marketing Communications, students were invited to participate in a live competition to design a digital advertising campaign for The History of Advertising Trust (HAT). This was a unique opportunity for students to help change the narrative around archiving services and bring theoretical knowledge to a real organisation. We welcomed Trustee Sally Chan and Executive Director John Gordon-Saker to the University of Greenwich who fed back to the students on the campaigns and awarded a winner. Students were awarded certificates and have commented widely on social media about the success of this authentic assessment.

Module title: Communications Audit

Faculty: Greenwich Business School	Module: COMM1016	Level: 6	Module Leader: Nicky Garsten
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Description

Students find their own organisational client for whom they conduct a communications audit. The students develop a brief for the communications audit with their client. In this brief they consider the business objectives and challenges of the organisation. They then focus on the organisation's communications with one stakeholder group. Through primary research, they then identify gaps between the organisation's messages and the reception of these messages by the stakeholder group. The students then make one communications recommendation. They also reflect on how they secured the client, managed the client or what they learnt about communications in their client's sector.

Why do you do it?

Communications audits are part of PR practice. Through this practical assignment students develop not only research and analytical skills but also entrepreneurial, client management, consultancy, negotiation, written and reflective skills.

How do you do it?

- a) Students are encouraged to identify prospective clients in their networks
- b) The ML checks in with students every week and offers two individual meetings

- c) The assessment report has a clear structure
- d) The students submit a draft client brief as a formative assignment
- e) The module has been refined over several years drawing on student feedback
- f) Senior industry figures and alumni are involved in the tuition of the students.

How do you know it works?

- g) The External Examiner found that the assignments were “excellent and of a really high calibre...also great to see such thorough use of research to build a strategic response. A lot of effort must have gone into supporting such a good [work] and the teaching team are to be commended on the consistent, high performing outputs their students have created...there is excellent evidence of in depth research and clear engagement here across the cohort. Integration of theory is sound and well referenced and students demonstrate well how they have used it to inform decision making.”
- h) Students successfully recruit clients that have included those from different sectors (commercial, public and third sector); a variety of sizes (listed companies to small companies); and from countries ranging from Lithuania, to Bulgaria and England.
- i) The EvaSys score is often over 4.5/5. E.g. 22-23 was 4.8/5
- j) The average student grade in 20-21, and 21-22 was 68%
- k) The moderator of this assignment wrote in 22-23: “An impressive feature of the assignment was it required the students to engage actively with organisations and develop a working relationship with one organisation on their own initiative and to manage this relationship successfully during the research. Some impressive work with large organisations in a range of countries and some excellent work at the top end addressing some very real business issues.
- l) Students reflect that the assignment builds their confidence and builds their client management skills.
- m) Alumni report that the communications audit helps them secure graduate positions and that the audit teaches them consultancy skills.
- n) The module leader has shared her authentic assessment experience from this module with senior management at Abertay University.

Module title: Contemporary Issues in Events Management

Faculty: Greenwich Business School	Module: BUS11214	Level: 6	Module Leader: Ewa Krolikowska-Adamczyk
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Description

Students use authentic assessment formats such as a workshop, blog, podcast and video to disseminate the findings of their research on contemporary issues which impact events management. These formats are similar to platforms used in the workplace to share knowledge. Students deliver the workshops in class to their peers and tutors - the workshops are designed for students who will soon be entering the events industry. The workshops need to engage with their target audience. The blog, podcast and video are created through free online platforms such as Wix and Podbean and url links are included in their assignment submission. Evasys feedback shows that students appreciate the creativity of these assignments. Students have also informed me that they have continued their blog after they finish university or created a blog for their own business based on the skills they have learnt through this assignment.

Module title: Innovation in Competitive Environments

Faculty: Greenwich Business School	Module: BUSI1327	Level: 5	Module Leader: Katharina De Vita
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Description

Students will be given a particular episode of “The Apprentice” to watch and analyse. The episode provides basis for the assignment and showcases an example of a failed attempt to create a new product or service. Making reference to the theories, models and approaches covered in the module, students are expected to:

1) Identify the type of innovation:

Applying theoretical concepts and using subject-specific terminology, students discuss types of innovation and identify the type of innovation presented in the episode of ‘The Apprentice’.

2) Explain the causes for the failure:

Making reference to theories, models and innovation approaches, students explain the causes for the failure of the task. They discuss particular situations of the episode and make reference to theoretical concepts and relevant academic literature to explain the reasons for the failed task.

3) Recommend actions to the team to manage the innovation process better:

Using academic literature, relevant data as well as theories, concepts and innovation approaches, students articulate recommendations for action to the team to manage the innovation process better. They support their recommendations with evidence and provide clear links between theories, literature, data and the recommendations they put forward.

Module title: Strategic Financial Management

Faculty: Greenwich Business School	Module: FINA1035	Level: 6	Module Leader: Karen Brickman
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Description

We get the students to write a report based on a live case company. This engages the students and prepares them for the real world of work. When taking professional accounting exams they also need to produce a similar type of report based on a real case company. The professional bodies complained that our students performed badly on this and now they perform much better. Feedback from the students and alumni is also very positive in terms of this module and how it prepares them for interviews and life in the real world. Cases of academic misconduct are also very low on this module.

Module title: Statistics for Economics and Finance

Faculty: Greenwich Business School	Module: ECON1176	Level: 4	Module Leader: Alexander Guschanski
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Description

Statistics for Economics and Finance, Level 4: Students have to download real-world data on different share prices, then construct a portfolio that outperforms a common share price index and evaluate this portfolio in terms of its riskiness and return. Additionally, students

assess relationships between major economic events (e.g. the pandemic) and share prices. This is done using Excel. This exercise mimics the work done by economists and financial analysts in hedge funds, investment banks, etc.

Module title: Macroeconomics III

Faculty: Greenwich Business School	Module: ECON1183	Level: 6	Module Leader: Alexander Guschanski
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Description

Macroeconomics III, Level 6: Students are tasked with simulating a major economic event using the economic models and simulation files that are used in class. The simulation files allow to simulate specific shocks, such as the effect of a war on main economic variables (employment, GDP, etc.) over time. Students construct these simulations and compare the simulated data with real-world historical data, before reflecting on the limitations and advantages of the simulation. This mimics the work done by economists in the government, think tanks, central banks, etc.

Module title: Enterprise Software Engineering Development

Faculty: Engineering & Science	Module: COMP1471	Level: 7	Module Leader: Elena Popa
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Description

The coursework for this module involves a realistic case study/scenario. and students are required to emulate the entire process, from receiving the "job" to delivering the final product.

The students work in groups and these groups are run as software houses. Within each group students must choose their own development process which they decide is the most suitable for the given scenario.

Tutors act as clients and experts, and within the tutorial sessions they have weekly meetings with each individual coursework group to discuss the cw progress and provide formative feedback.

The students have to peer assess each other within their group and to self-assess as a group – this provides an opportunity to learn about themselves and how they interact with others in a working environment.

Module title: Environmental Footprinting

Faculty: Engineering & Science	Module: AGR11302	Level: 7	Module Leader: Conor Walsh
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Description

Whilst group work is not permitted within level 7, this assessment presents a brief that requires students to undertake an individual exercise that generates outputs that are then inputs to the calculations of others. Students report on their individual work but reflect on the overall results that combine inputs from all students.

The aim of the work is to calculate the carbon footprint associated with the product of choice. Each group will ideally comprise a number of individual discrete stages that feed into one another. Each student can focus on a specific stage (e.g. a study of bread can include the production of wheat, then the production of flour then the baking of bread). The advice is that each group member examines an individual product stage. An alternative may be that each member of the team calculates the emissions of a comparable product and they compare results amongst the group.

Whilst the report is based on group work, it is important that the student can understand, discuss and compare the overall results in terms of their own interests and understanding, including an expressing an understanding of the elements the calculation where they were not involved in. So whilst a student's report can and should emphasise the elements they are focused on, (e.g. the specific product stage) it is expected that they will reflect and report on the work of wider group. However, all the material students include needs to be written originally for their submission.

Appendix 3: AI Risk Measure Scale

AI Risk Measure Scale (ARMS)		Description	Examples
1	Very low	It is highly unlikely that students can use AI to produce this type of assignment.	<ul style="list-style-type: none"> • Assignments that embed authenticity in the design (e.g. field trip + reflective report), assignments that allow establishing the identity of the person (e.g. presentations, in-person exams). • Subjective assignments that require personal reflection or creative thinking, such as personal narratives, or artistic projects. These types of assignments are typically based on the student's opinions and insights, which are difficult to replicate using AI.
2	Low	Students could potentially use AI to produce the assignment, but it is very unlikely to have a significant impact on the assignment's quality and/or originality.	<ul style="list-style-type: none"> • Assignments that draw on unique teaching material (e.g. novel cases produced by tutor). • Assignments that have clear guidelines, such as solving math problems or coding exercises, where AI could assist but the student's approach or solution is what is being evaluated as the main focus of the assignment.
3	Moderate	There is a moderate likelihood that students can use AI to produce the assignment, and it could have a moderate impact on the assignment's quality and/or originality.	<ul style="list-style-type: none"> • Assignments where AI could be used to assist students in completing the assignment, but the final work would still require the student's critical thinking, analysis, and interpretation. • Assignments that require a more complex analysis of a topic, e.g., critical analysis essay or a scientific report. Students may use AI tools to help with data analysis, visualisation, or interpretation in some areas, but the writing and argumentation are largely based on the student's understanding and critical thinking.
4	High	It is easy for students to use AI to produce the assignment, and it could significantly impact the assignment's quality and/or originality.	<ul style="list-style-type: none"> • Assignments that focus on well-published company case studies (e.g., Innocent, Apple, Bohoo, Starbucks etc.) and rather generic topics (e.g. advantages and disadvantages of FDI) which students can easily obtain through AI bots. • Assignments that involve sophisticated algorithms or complex modelling, such as financial forecasting, predictive analytics, or image recognition, where students could use AI to generate both, results and insights/commentary.
5	Very high	It is very easy for students to use AI to produce the assignment, and it will have a significant impact on the assignment's quality and/or originality.	<ul style="list-style-type: none"> • Assignments that require students to produce summaries or abstracts of published articles, reports, or research papers, this includes research proposals. These assignments require no input/modification from students and can be entirely produced by AI. • Assignments that involve large-scale data processing, such as machine learning projects or artificial intelligence simulations, where students could rely entirely on AI to create the work.