Bath Insights Internship Programme Project Brief

Project title: Centre for Learning and Teaching Education & Policy Internship

Department: Centre for Learning and Teaching

Project theme: Education & Policy

Capabilities: Communication; Critical thinking; Digital and AI literacy; Data literacy; Professionalism

Project brief: 'Student voice on generative AI in learning and assessment'

The University introduced its two-lane GenAI assessment framework in 2026/27, setting out where students may and may not use AI in their assessments. The framework has been communicated widely and student-facing materials are in use at induction. What we do not yet possess is a clear picture of what students across the institution actually think; their concerns, the use cases they find valuable, and whether central guidance makes sense to them.

The Centre for Learning and Teaching will work with the SU to develop a university-wide student survey that will be disseminated in 26/27. We wish to recruit a Bath Insights intern to analyse and respond to the results of this survey.

The intern will:

- analyse the survey results, using a coding frame we will provide for free-text responses, identifying the main themes and the differences between disciplines, levels of study and student groups
- carry out up to six short, structured discussions with postgraduate taught students, who are on campus over the summer, using a schedule designed in advance. The first will be co-facilitated
- review the student-facing GenAI materials produced during 2026/27 (induction slides, FAQs, assessment brief wording and Hub pages) against what the data says students need. Develop recommendations for future communications and resources

Objective: An analysis and summary of student views on GenAI in learning and assessment, with recommendations for how the University's student-facing guidance should change for 2027/28. Key findings will be shared with academic departments to inform educational approach.

Alignment: This supports the SU Top Ten priority “Ensure learning and assessment in the age of AI continues to build meaningful learning and core skills, with clear guidance on appropriate and ethical AI use”, and the equity strand of the CLT’s AI priorities reported to the Academic Quality and Standards Committee.

Feasibility for intern: The data will already have been collected, so the intern can focus on analysis rather than design. The coding frame, discussion schedule, participant recruitment and report structure will all be prepared in advance, and the intern will have a weekly 1:1 and daily contact. A first-year undergraduate is well placed for this particular topic: they will have arrived under the framework and seen the materials themselves.

Main outputs or deliverables:

1. A written analysis of the student survey, approximately 2,500 words with supporting charts, setting out the main themes and the differences between disciplines, levels of study and student groups.
2. A short thematic summary of the postgraduate taught discussions.
3. An annotated review of the University’s student-facing GenAI materials, identifying where they match and where they miss what students say they need.
4. A set of recommendations for student-facing guidance in 2027/28.
5. A presentation of findings to CLT and PVC-E office colleagues at the end of the internship.
6. A one-page summary (e.g. infographic) suitable for sharing with The SU and with academic departments.