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AAQ DAY 2025 - Workshop Summary

Artificial Intelligence in Quality Assurance: Mapping the Landscape

The workshop *Artificial Intelligence in Quality Assurance: Mapping the Landscape* invited participants to explore how artificial intelligence is currently being used, or could be used, in quality assurance processes across higher education institutions. Through collaborative discussions and a mapping exercise, participants identified existing practices, emerging projects, perceived benefits, and key challenges associated with AI adoption. The workshop aimed not only to collect examples of AI use, but also to stimulate reflection on the future role of quality assurance in a rapidly changing technological environment.

Note on Reporting

This summary provides a synthesis of the discussions that took place during the workshop rather than a comprehensive record of all contributions. To respect participants' privacy and preferences regarding the dissemination of workshop materials, individual comments and table notes are not reproduced directly. Instead, the report brings together the main themes, examples, and reflections that emerged across both workshop sessions. The aim is not to document individual positions, but to capture the collective insights generated through the discussions and to identify common opportunities and challenges related to the use of artificial intelligence in quality assurance.

Workshop Approach

The workshop was designed as an interactive exercise aimed at mapping current and potential uses of artificial intelligence in quality assurance across higher education institutions. To accommodate all conference participants, the workshop was offered twice during the afternoon sessions. Each workshop followed the same structure and combined individual reflection, collaborative discussion, and collective reporting.

The session began with a live poll inviting participants to assess the current level of AI adoption within their institutions. The poll provided an initial overview of institutional maturity levels, ranging from no use of AI to regular operational use. Participants then worked in small groups to identify concrete examples of AI applications in quality assurance. For each example, they were invited to discuss three key dimensions: the potential benefits, the main obstacles and

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risks, and the current level of implementation or maturity. The discussions were documented on shared worksheets.

In a second step, each group reviewed the examples generated at its table and selected one case that it considered particularly relevant, innovative, or representative of current developments. These selected examples were then presented during the plenary session, allowing participants to compare experiences, highlight emerging practices, and discuss common opportunities and challenges across institutions.

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Image 1- 6 _ Stills from the workshop sessions.

Mentimeter poll: Mapping Institutional Maturity

A live poll conducted at the beginning of both workshop sessions provided a snapshot of the current state of AI adoption in quality assurance across participating institutions.

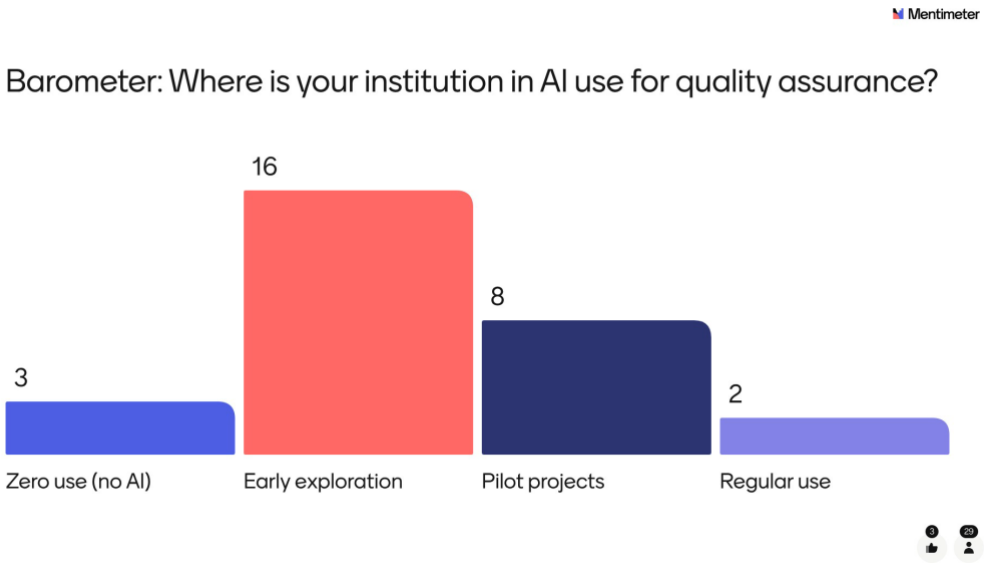

Image 7 _ Poll results first group

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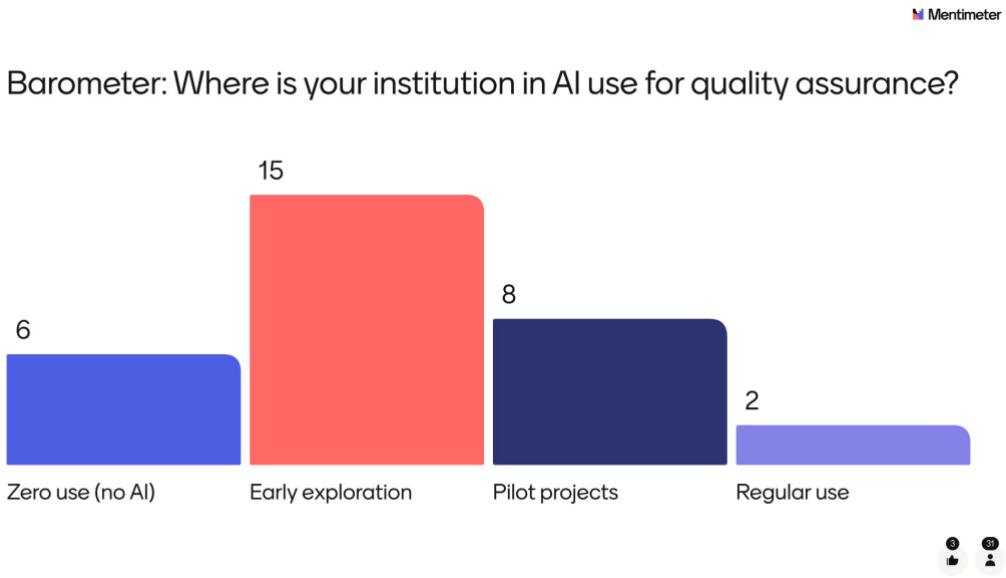

Image 8 _ Poll results group 2

The combined results from 60 respondents reveal a sector that is actively exploring the potential of AI but has not yet reached widespread implementation. A majority of participants (52%) indicated that their institutions are currently in an early exploration phase, investigating possible applications and assessing opportunities and risks. More than a quarter (27%) reported ongoing pilot projects, suggesting that experimentation is increasingly moving towards practical testing and validation. Only a small proportion of respondents (7%) described AI as being in regular operational use within quality assurance processes, while 15% reported no use of AI at their institution.

Maturity level	**Session 1**	**Session 2**	**Total**
Zero use (no AI)	3	6	**9**
Early exploration	16	15	**31**
Pilot projects	8	8	**16**
Regular use	2	2	**4**
Total respondents	**29**	**31**	**60**

These findings point to a higher education sector in transition. AI is no longer perceived as a distant or purely theoretical development; rather, it is becoming an increasingly relevant component of institutional discussions on quality assurance. At the same time, the relatively small number of institutions reporting regular use highlights that questions

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related to governance, infrastructure, data protection, staff competencies, and organisational readiness remain significant barriers to broader adoption.

Diverse Applications Across the Quality Assurance Landscape

Several of the use cases discussed below were selected by participants for presentation in the plenary session of the workshop, reflecting areas that institutions currently perceive as particularly promising or strategically relevant.

The mapping exercise demonstrated that AI is already being considered across a wide range of quality assurance activities. Several institutions reported using or testing AI-supported tools for analysing student course evaluations and other feedback mechanisms. One highlighted example involved the automated analysis and summarisation of open-ended student comments, enabling institutions to identify patterns, gain a more holistic picture of student experiences, and respond more quickly to emerging issues. Participants also described projects focused on accreditation and evaluation processes. Examples included AI-assisted analysis of accreditation data, tools designed to identify missing elements in evaluation reports, and systems capable of supporting document reviews and evidence collection.

Another emerging area concerns curriculum development and programme review. Participants discussed AI systems that analyse labour market data, job descriptions, and skills requirements to identify gaps between educational provision and workforce needs. Such approaches could help institutions adapt programmes more dynamically and support graduate employability. The workshop also revealed growing interest in AI-powered assistants and chatbots. Proposed applications included student support systems that help learners choose modules, develop study plans, access institutional information, and provide feedback on learning experiences. Similar tools are being explored for staff support, communication, and knowledge sharing.

Several institutions are additionally experimenting with institutionally controlled language models or “internal AI systems”. These are seen as a promising way to benefit from generative AI while maintaining greater control over sensitive information, institutional knowledge, and compliance requirements. Finally, participants highlighted opportunities for AI-supported reporting, risk analysis, workflow automation, dashboard development, and institutional knowledge management.

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Widely Recognised Benefits

Across the different use cases discussed, participants identified a number of recurring benefits. The most frequently cited advantage was increased efficiency. AI has the potential to reduce administrative workload, automate repetitive tasks, accelerate reporting processes, and support faster analysis of large datasets. Participants also emphasised AI's capacity to process information at a scale that would be difficult to achieve manually. This is particularly relevant for analysing open-text responses, evaluation reports, accreditation documents, and other qualitative sources that traditionally require significant human effort.

Beyond efficiency gains, participants highlighted the potential for improved decision-making. By synthesising large amounts of information and identifying patterns that may otherwise remain hidden, AI can provide a broader institutional perspective and support evidence-informed quality enhancement. Several contributions also pointed to AI's potential as a knowledge management tool. Internal AI systems could help institutions preserve organisational knowledge, facilitate access to information, and support communication across departments and stakeholder groups.

Finally, some participants noted that AI could contribute to the development of digital competencies among both staff and students, reinforcing institutions' capacity to respond to ongoing technological change.

Challenges and Risks

Despite the enthusiasm surrounding many of the use cases presented, participants repeatedly stressed that AI adoption raises significant challenges. Data protection emerged as the most frequently cited concern. Questions of confidentiality, ownership, governance, and compliance remain central, particularly when sensitive institutional or personal data are involved. Closely linked to this issue is data quality. Participants emphasised that the usefulness of AI-generated outputs depends heavily on the quality, completeness, and structure of the underlying data. Poor-quality data may lead to misleading conclusions and undermine trust in AI-supported processes.

Other concerns included algorithmic bias, inaccuracies and hallucinations generated by AI systems, and the lack of transparency in some models. Participants expressed caution regarding overreliance on automated outputs and stressed the need for validation and human oversight. Several groups also raised concerns about the possible erosion of human competencies. While AI can support analysis and decision-making, participants questioned whether excessive reliance on technology could weaken critical thinking, professional judgement, or interpersonal dimensions of academic work.

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Additional challenges included the costs of implementation, integration with existing systems, the rapid pace of technological change, and the need for institutions to continuously update their expertise and governance frameworks.

Governance, Integrity and Institutional Capacity

An important theme throughout the discussions was that successful AI adoption requires more than technological solutions. Many institutions are currently developing policies, recommendations, and guidance documents addressing the responsible use of AI in teaching, learning, administration, and quality assurance. Particular attention is being given to academic integrity, transparency, accountability, and the ethical implications of AI-assisted decision-making. Participants stressed the importance of establishing a shared understanding of when and how AI should be used. Several examples focused on developing institutional policies for students and faculty, clarifying expectations regarding AI-assisted writing, assessment, research, and administrative activities.

The workshop also highlighted the growing importance of AI literacy. Future quality assurance systems will depend not only on technological infrastructure but also on the ability of staff and students to critically understand, evaluate, and appropriately use AI-generated outputs.

Technology in Service of Higher Education Values

The discussions repeatedly returned to a broader question: what role should AI play in a quality assurance system whose ultimate purpose is to support educational quality and institutional development?

Participants generally agreed that AI should be viewed as an enabling technology rather than a substitute for professional expertise. While AI can improve efficiency, support analysis, and enhance access to information, it cannot replace the contextual understanding, critical reflection, ethical reasoning, and judgement that remain essential to quality assurance.

The workshop therefore echoed many of the wider themes discussed throughout AAQ Day 2025. Artificial intelligence raises questions that are closely connected to the values underpinning quality assurance: transparency, accountability, academic integrity, inclusion, trust, and societal relevance. Its growing presence challenges institutions not only to rethink their processes, but also to strengthen their capacity to adapt to a rapidly changing environment.

Conclusions

One of the workshop's central conclusions was that AI is no longer a future prospect, it is already becoming part of the quality assurance landscape. The workshop findings suggest that the higher education sector has entered a phase of structured

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experimentation with AI. The key challenge is no longer whether AI will become part of quality assurance, but how institutions can move from isolated pilots to responsible, scalable, and value-driven implementation.

In this sense, the workshop reinforced a broader message that resonated throughout AAQ Day 2025: the future of quality assurance will depend on institutions' ability to combine innovation with responsibility, technological capability with human judgement, and efficiency with the academic values that define higher education. The future of quality assurance is therefore unlikely to be either fully human or fully automated. Rather, it will depend on the ability to combine the capabilities of artificial intelligence with the expertise, judgement, and values that remain at the core of higher education.