QUEEN'S
UNIVERSITY
BELFAST

CAREERS TEACHERS BRIEFING

Friday 29 November 2024

TRANSFORMING
STUDENTS
LIVES

WHO ARE OUR STUDENTS?
OVERALL PROFILE

220
Undergraduate Programmes of Study

189
Postgraduate Programmes of Study

72
Postgraduate Research Programmes of Study

Our population 24/25

27,461

STUDENT PROFILE

27,461
Total Number of Students

18,281
UG Students

6,999
PGT Students

2,182
PGR Students

5,374
International Students

3,291
Students supported by Accessible Learning

UG INTAKE 24/25*

2,203	1,477	1,322	5,002
Arts, Humanities and Social Sciences	Engineering and Physical Sciences	Medicine, Health and Life Sciences	University Total

*Indicates a full undergraduate population

STUDENT SUCCESS:

Enabling every student to thrive and reach their potential

We really want everyone of our students to feel that they belong to the Queen's family, make friends for life from all over the world, have the support they need to be their best, and graduate with a great job.

QUEEN'S UNIVERSITY BELFAST

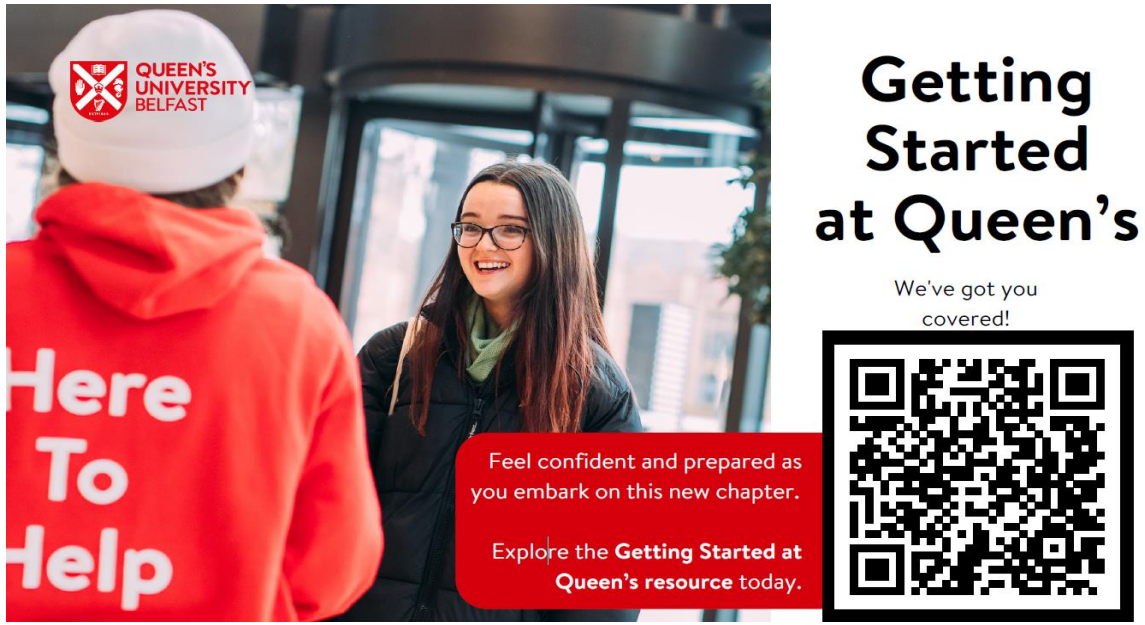
STUDENT JOURNEY…

Pre-arrival	**Multidisciplinary approach:** enrolment, accommodation, finance academic skills etc.
Welcome	**Whole-university approach**: Students' Union activities, with faculty and school-led events and activities
On-programme support	**Curriculum and Assessment Reform**: Develop comprehensive learning experiences for all students, Teaching, Learning and Assessment
Graduation	**Ensuring Graduates are global citizens:** empowered and enabled to meet challenges with a solution-focused approach

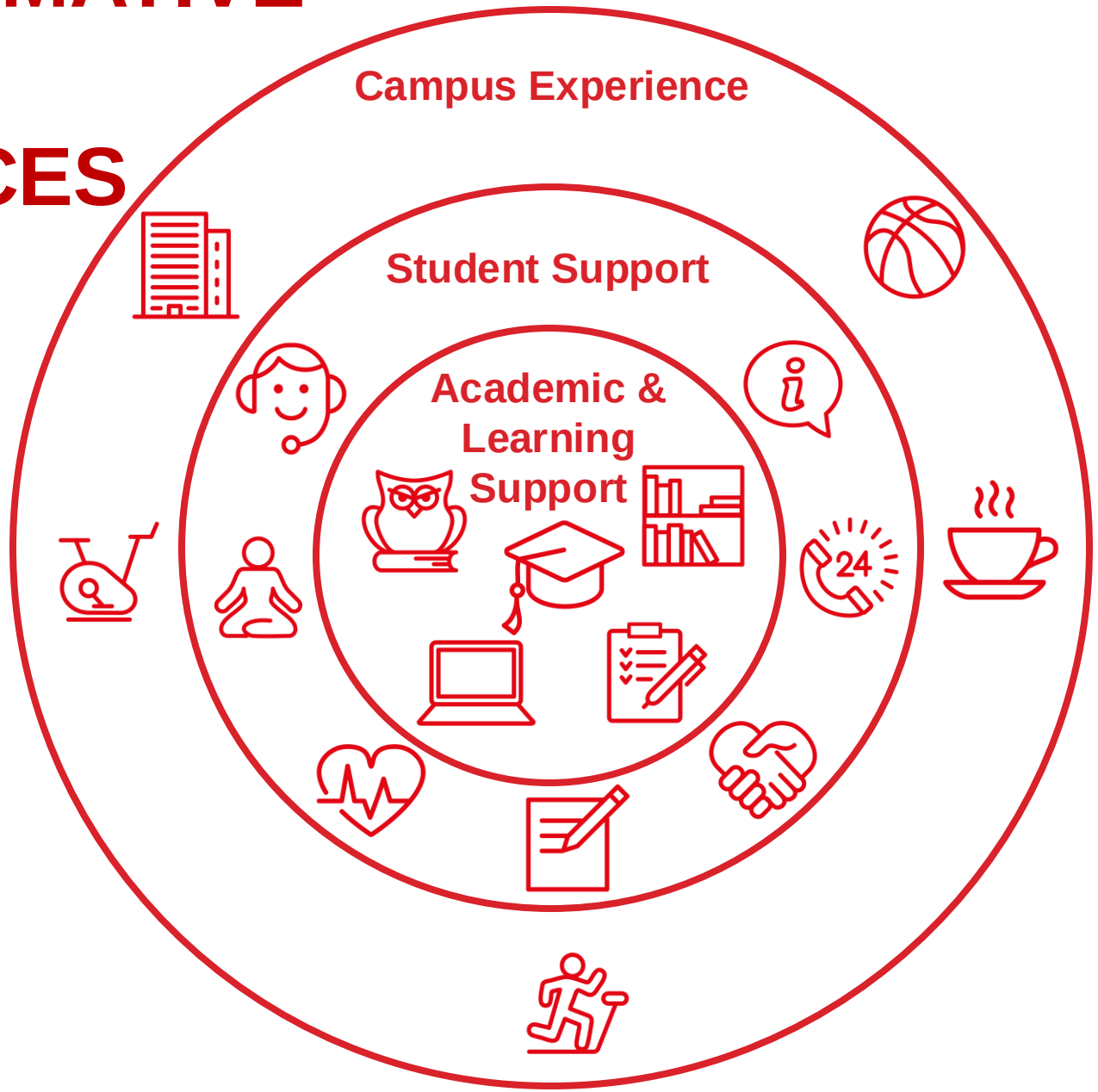
STUDENT JOURNEY
WELCOME AND TRANSITION

We are supporting our students to get off to the best start through….

- Our reimagined Welcome framework engages our students during pre-enrolment, enrolment and induction
- Creates a sense of community and belonging
- Working in partnership with the Student's Union



TRANSFORMATIVE STUDENT EXPERIENCES



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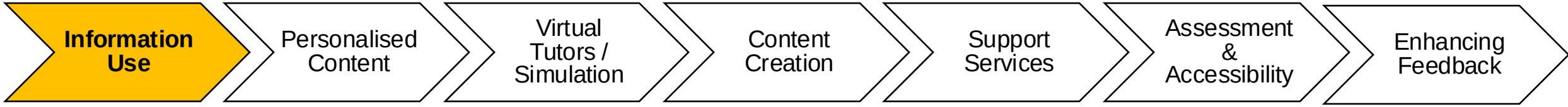
AI TOOLS FOR ENHANCING LEARNING DESIGN, DELIVERY AND THE STUDENT JOURNEY



- Personalised learning – tailored to individual student needs
- Help individuals to thrive and reach their potential
- Streamline content delivery – intelligent tutoring systems and automated feedback tools
- Scalability AI can help to scale up delivery in a sustainable way

GRADUATE OUTCOMES

QUEEN'S UNIVERSITY BELFAST

89% SUNDAY TIMES 2024 GRADUATE PROSPECTS **10/131**

83% COMPLETE UNIVERSITY GUIDE 2024 GRADUATE OUTCOMES PROSPECTS **13/130**

89% GUARDIAN 2024 CAREERS AFTER 15 MONTHS **9/122**

COMPLETE UNIVERSITY GUIDE 2024 GRADUATE PROSPECTS ON TRACK 80% **19/130**

84.5% SUNDAY TIMES 2023 GRADUATE PROSPECTS **15/132**

81% COMPLETE UNIVERSITY GUIDE 2023 GRADUATE OUTCOMES PROSPECTS **12/130**

86% GUARDIAN 2023 CAREERS AFTER 15 MONTHS **11/121**

COMPLETE UNIVERSITY GUIDE 2023 GRADUATE PROSPECTS ON TRACK 80% **10/130**

GRADUATE OUTCOMES

Queen's is top of the Russell Group for employment and further study

91%

of full-time UG students are in employment or further study

3.9%

We have the lowest unemployment levels

83%

of our graduates are in high-skilled jobs

MEASURES OF SUCCESS

Survey	2024 Results
National Student Survey	Overall positivity 80.7% 4th in the Russell Group
Postgraduate Student Survey	Overall satisfaction 83% 2nd in the Russell Group
Graduate Outcomes	90.9% Graduate Employment & Further Study 1st in the Russell Group Lowest unemployment rate

STRATEGY 2030

EDUCATION & SKILLS

Transform the Student Experience though curriculum and assessment reform

RESEARCH & INNOVATION

Enhance research and researcher excellence, translating into wider societal and economic impact through local and global partnerships

GLOBAL REPUTATION & PARTNERSHIPS

Enhance Queen's global reputation as a destination of choice for talent and a partner of choice for collaborations in education and research

CIVIC AND SOCIAL RESPONSIBILITY & ECONOMIC PROSPERITY

Embed Queen's status as a Civic University and anchor institution while enhancing our local, national and international impact

STRATEGIC INITIATIVES

Our 2024-2026 strategic initiatives underscore Queen's commitment to fostering inclusivity, flexibility, innovation, and excellence in education

Fostering Inclusivity	Every student feels a sense of belonging
Flexible Educational Pathways	Flexible degree models and forward-thinking educational options
Curriculum Evolution	Positioning Queen's at the forefront of global education
Assessment Transformation	Preparing graduates for the 21st century
Space for Excellence	Physical and digital spaces that drive excellence and global collaboration
Student Voice	Partnering with students to improve experiences and satisfaction

QUEEN'S UNIVERSITY BELFAST

TRANSITIONING TO HIGHER EDUCATION

Maria Lee, Director of Academic Services
Helen McNeely, Head of Student Affairs

SHAPING A BETTER WORLD
SINCE 1845

OVERVIEW OF SESSION

Introduction

Starting at University – then and now

Before Queen's

1. MyQueen's
2. Getting Started at Queen's
3. Welcome Email

First Few Weeks

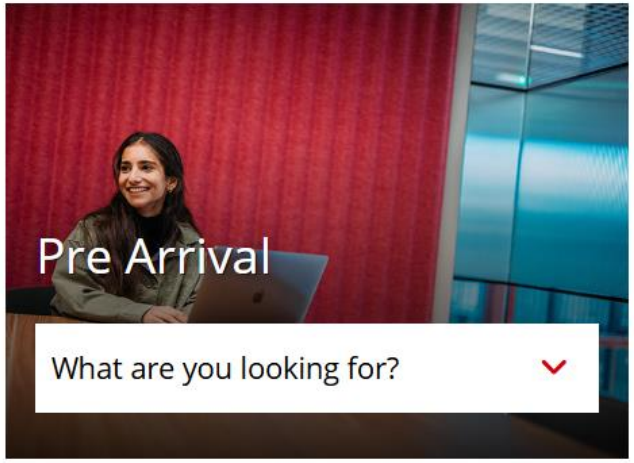
1. Welcome Programme
2. Transition Skills
3. Personal Tutor
4. Queen's DigiHub

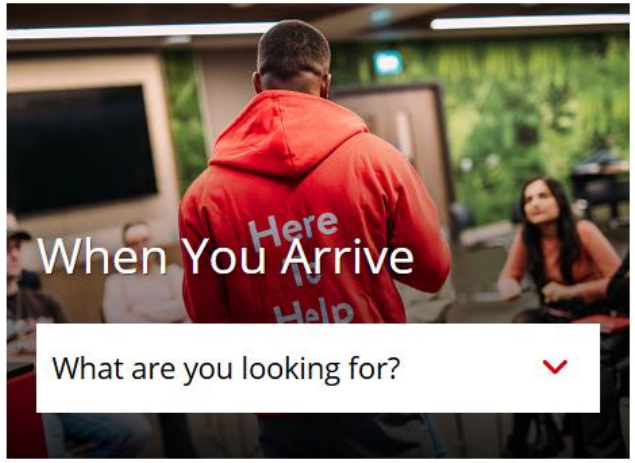
QUEEN'S UNIVERSITY BELFAST

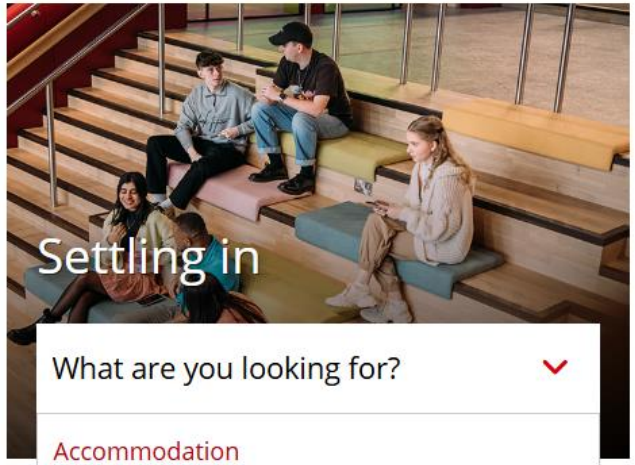
SUPPORTING STUDENTS TO MAKE THE TRANSITION TO QUEEN'S

- Open and Offer holder Days
- Welcome Emails
- MyQueen's (August onwards)
- Getting Started at Queen's
- Pre-Semester Programme
- Welcome Programme
- Accommodation Welcome
- Assessment Support Hub
- Transition Skills
- Queen's DigiHub

QUEEN'S UNIVERSITY BELFAST







- Accommodation
- Academic English Service
- Careers Support
- Get involved
- Learning Development Service
- Part-Time Working
- Starting Your Studies
- Student IT Services
- Support and Services
- The Graduate School

ALL STUDENT QUICK LINKS

Access a range of student services virtually and across campus.

- Student Email
- QOL / Canvas
- Book an Appointment with the Learning Development Service
- Assessment Support Hub
- Get Support from Student Services
- Library Services

NEW STUDENT Q

Everything you need to ge

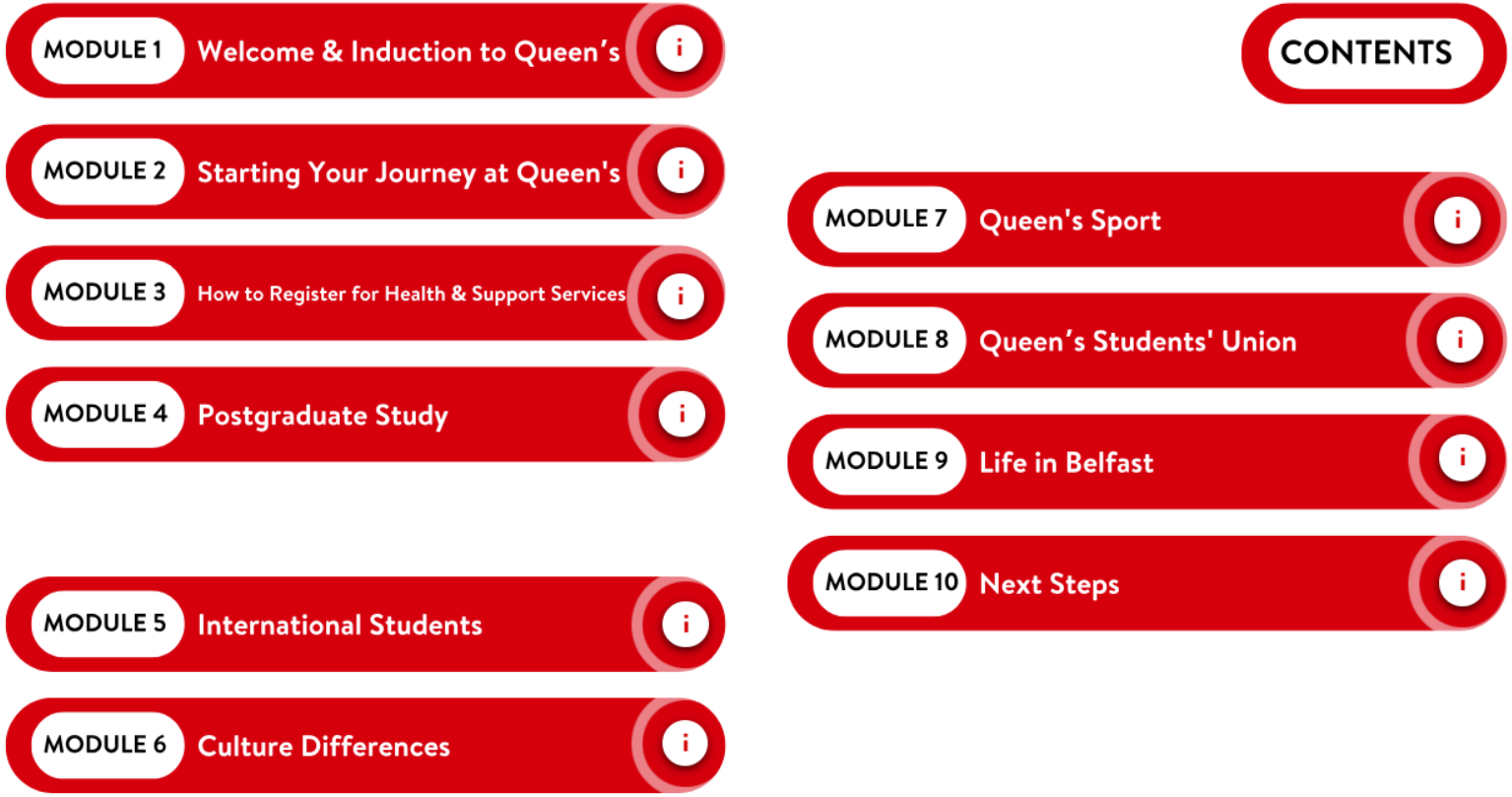
- Welcome and Orientati
- Enrolment and Registra
- Setting up Your IT Acco
- Download the Queen's
- Forms and Letters Requ
- Academic English Servi

QUB Chatbot
AI Chatbot

GETTING STARTED AT QUEEN'S

- Welcome messages inc. SU
- Timelines and checklists
- Top tips for staring
- Exploring campus
- Library / Systems
- Support
- SU and Extra Curricular activity

[Getting Started at Queen's Overview | Rise 360]



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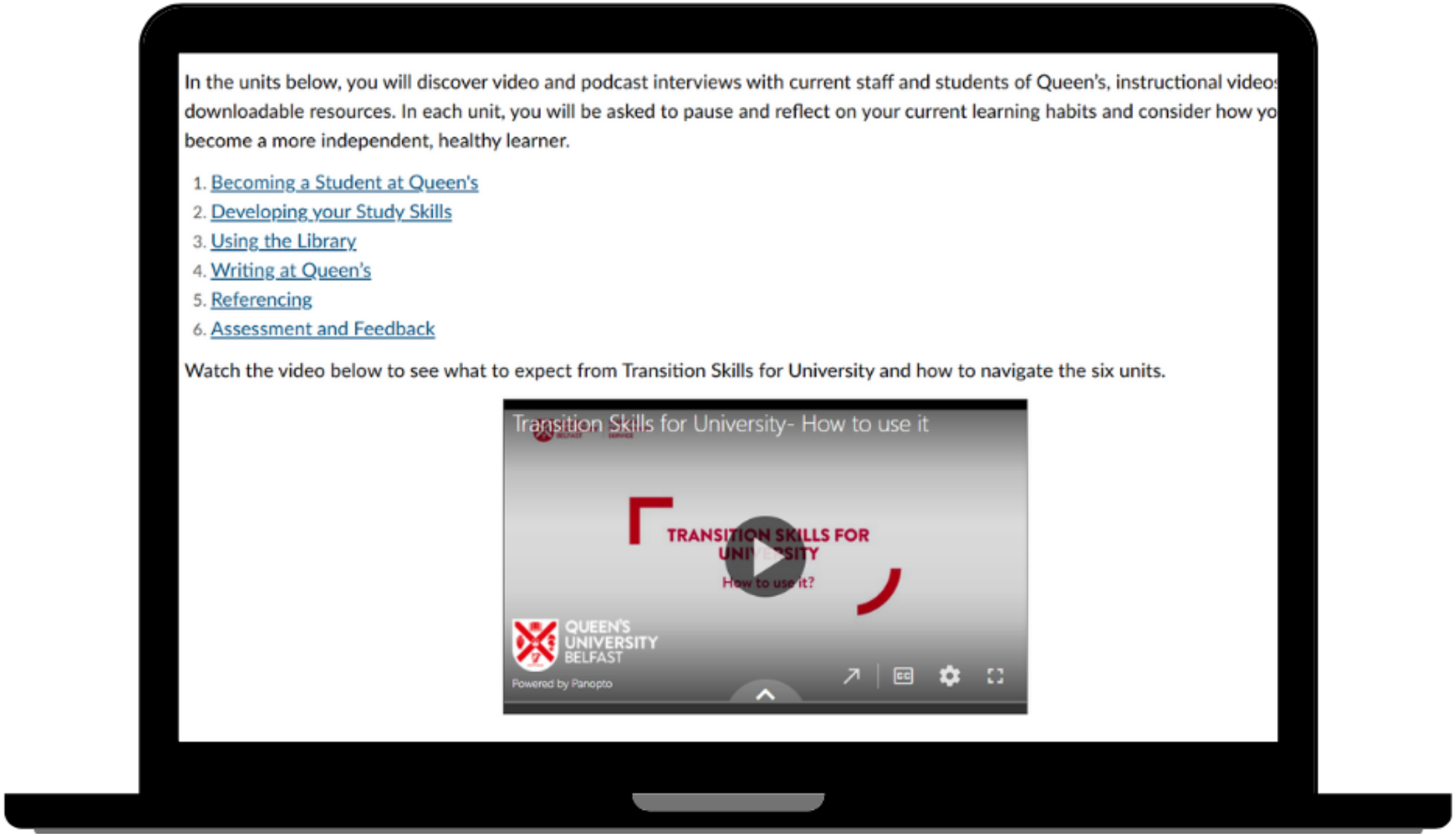
PRE-SEMESTER PROGRAMME

- Airport Meet and Greet
- Coffee, Chats and Board Games
- Campus Food Market
- International Student Ceili
- GP Registration
- Campus Tours
- Belfast City Tours

ACADEMIC WELCOME

- Welcome Breakfast
- Sustainability on Campus
- Community Living, Safety & Security
- SU Advice/Money Matters
- Student Support
- Information Services & Library Resources
- SU Welcome
- Campus Life Panel

TRANSITION SKILLS FOR UNIVERSITY

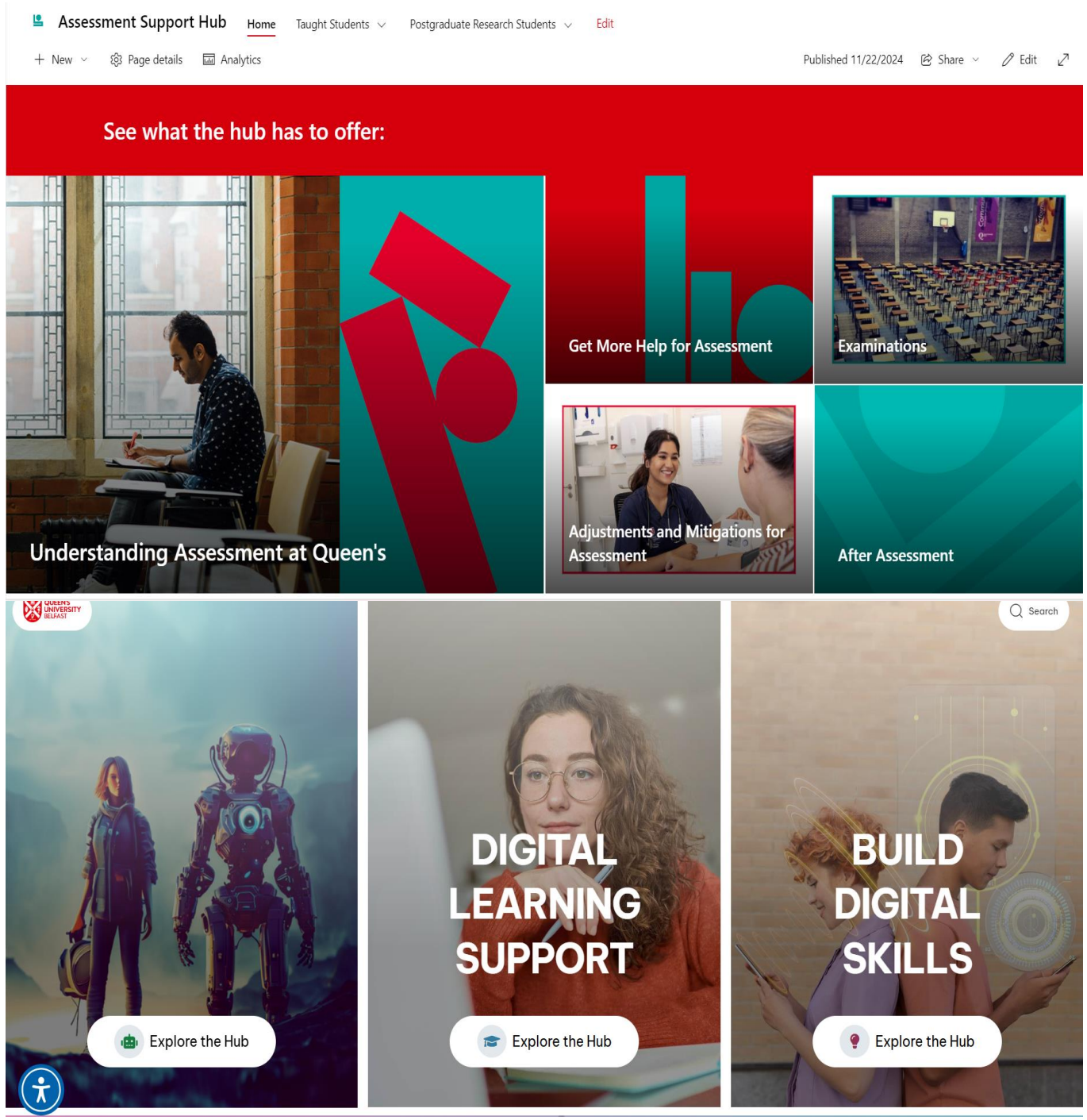


ASSESMENT SUPPORT HUB AND DIGI HUB

ASH – initially developed coming out of covid to help students return to ‘normal’ assessment practice. However, the tool has become a core part of induction and preparation for assessment.

Queen's DigiHub – helping students (and staff) understand the opportunities presented by AI.

QUEEN'S UNIVERSITY BELFAST



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ADMISSIONS & ACCESS SERVICE

Liam Barton & Sandra Bloomer
Admissions Managers

SHAPING A BETTER WORLD
SINCE 1845

SEPTEMBER 2024 INTAKE

- NI & ROI including GB Medicine and Dentistry quota-controlled students (MaSN) target of 3,800. (50 Additional Widening Participation places + 25 Additional Medicine places funded by ROI)

- Historical MaSN intakes: 2018 = 3,194; 2019 = 3,346; 2020 = 3,919; 2021 = 3,736; 2022 = 3,241 and 2023 = 3,471

- Total intake to undergraduate degrees – over 5,000 including Nursing & Midwifery, GB and International students

- For many of our high demand courses, we again experienced significant pressure on places at confirmation – precise grades and alternative offers only confirmed in Medicine and Dentistry

- Some flexibility was exercised in **all** other subject areas and the flexibility was as per established practice (alternative offer, averaging above, averaging out, one grade drop and two grade drop) taking account of performance in relevant subject(s)

- 2024 was a good year to be a QUB applicant and offer holder

QUEEN'S UNIVERSITY BELFAST

UCAS APPLICATIONS AT OCTOBER DEADLINE FOR 2024 and 2025 CYCLES

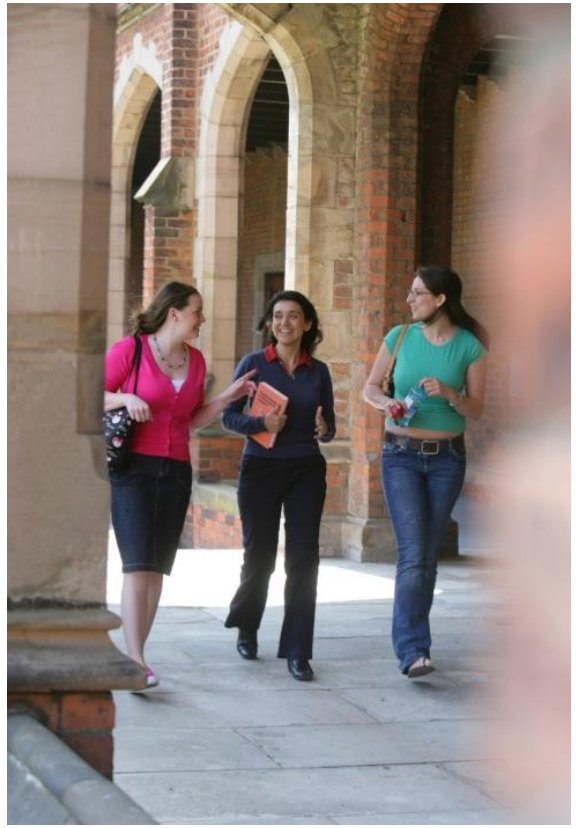
Application Data	2024	2025
Total QUB Applications received (All populations)	4,316	3,622
Total QUB Applications received (NI applications)	1,584	1,301
Number of Northern Ireland Applicants to all UCAS providers	1,020	1,010
Proportion of Total Applications received for QUB Medicine and Dentistry	63.1%	61.7%
Percentage of NI applicants applying to Medicine via UCAS who include QUB Medicine as one of their choices	75.8%	69.4%

QUEEN'S UNIVERSITY BELFAST

MEDICINE & DENTISTRY –NI,ROI & GB APPLICANTS

Dentistry – 45 Home places

- 204 interviewed (181 IN 2023; 177 in 2022; 166 in 2021 and 150 in 2020) 34.5% of applicants
- 82 made offers (72 IN 2023; 54 in 2022, 54 in 2021 and 85 in 2020) – 40.2% of those interviewed
- 4 applicants accepted from reserve list in August/September – lowest ranked applicant accepted ranked 107 (Joint 104 in 2023)



Medicine – 236 Home places (+25 subsidised places funded by ROI)

- 796 interviewed (775 in 2023; 787 in 2022; 770 in 2021 and 792 in 2020) – 59.6% of applicants
- 432 made offers (334 in 2023; 305 in 2022; 288 in 2021 and 435 in 2020) – 54.3% of those interviewed
- 64 applicants accepted from reserve list in August/September – lowest ranked applicant accepted ranked 739 (487 in 2023)
- Timing of interviews and offers

QUEEN'S UNIVERSITY BELFAST

PHARMACY - NI, ROI AND GB APPLICANTS

- A total of 676 applications were received
- 452 applicants invited to interview – 66.9% of applicants
- 375 made offers – 83.0% of those interviewed
- Timing of interviews and offers

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NURSING & MIDWIFERY

470 Home places

- 3969 applications from 2085 applicants (average 1.9 choices)
- 1814 applicants for Nursing (all fields) – down by 3.3%
- 675 applicants for Midwifery – down by 7.0%
- 1626 invited to interview - 78.0% applicants interviewed
- 774 applicants made offers (for one or more fields of Nursing/Midwifery) – 47.6% of applicants interviewed were made an offer
- Interview ranking scores of the final applicant made an offer varied from 341 (Children & Young People's Nursing) to 1393 (Learning Disability Nursing). Midwifery final offer rank was 436.

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SECURING AN OFFER FOR QUEEN'S

GCSE threshold for interview/offers (some examples) – more flexibility in 2024 due to larger intake

	2023	2024
Medicine *	38 points	38 points OR 37 points + SJT Band 1 or 2
Dentistry *	37 points	38 points
Actuarial **	34 points	32 points
Accounting (MAcc)	GCSE - 2 A/7 + 4 B/6 Including Mathematics grade B/6	GCSE – 6 B/6 Including Mathematics grade B/6
Law	GCSE - 2 A/7 + 4 B/6	GCSE – Average 6 B/6 (including 1 A/7)
PPE	GCSE - 6 B/6 Including Mathematics grade B/6	GCSE - 6 B/6 Including Mathematics grade B/6
MEng	GCSE - 6 B/6	GCSE - 6 B/6
Midwifery *	GCSE - 5 B/6 Including Mathematics and Science	GCSE - 5 B/6 Including Mathematics and Science
Pharmacy	GCSE - 6 A/7	GCSE - 5 A/7 + 1 B/6
Psychology	GCSE - 6 B/6 Including Mathematics grade B/6	GCSE - 4 B/6 + 2 C/4 Including Mathematics grade B/6
Social Work *	GCSE - 5 B/6	GCSE - 5 B/6

Notes

- Points for Dentistry and Medicine count nine best GCSEs - A*/9 = 4 points, A/7-8 = 3 points, B/6 = 2 points, C-C*/4-5 = 1 point (or an equivalent acceptable to the University) and include UCAT score
- Points for Actuarial count nine best GCSEs - for 2024 Entry - A*/9 = 4 points, A/7-8 = 3 points, B/6 = 2 points, C-C*/4-5 = 1 point (or an equivalent acceptable to the University)

QUEEN'S UNIVERSITY BELFAST

PATHWAY OPPORTUNITY PROGRAMME (POP)

YEAR STUDENTS COMMENCED POP	NUMBER OF STUDENTS WHO COMMENCED POP	NUMBER OF STUDENTS ADMITTED TO QUEEN'S FROM POP
2017 – 3 Pathways (Pilot)	60	12 (20%) in Sept 2018
2018 – 6 Pathways	112	35 (31%) in Sept 2019
2019 – 7 Pathways	187	104 (56%) in Sept 2020
2020 – 8 Pathways	245	135 (55%) in Sept 2021
2021 – 10 Pathways	255	133 (52%) in Sept 2022
2022 – 13 Pathways	300	140 (47%) in Sept 2023
2023 – 13 Pathways	305	152 (50%) in Sept 2024
2024 – 13 Pathways	310	To be admitted in Sept 2025

Note:

- The Pathway Opportunity Programme (POP) commenced in January 2017 with a total of 3 Pathways.
- The 13 Pathways now offered provide a pathway to nearly every course at Queen's.
- With approximately 300 participants each year, it is anticipated that 140-150 students will be admitted to Queen's from the POP programme each year.

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ACCEPTABLE QUALIFICATION COMBINATIONS

A-level 1	A-level 2	A-level 3
A-level 1	A-level 2	BTEC/OCR equivalent to one A-level (L3)
A-level 1	BTEC/OCR equivalent to two A-levels (L3)	

QUEEN'S UNIVERSITY BELFAST

ACCEPTABLE QUALIFICATION COMBINATIONS

BTEC/OCR equivalent to one A-level (L3)

BTEC/OCR equivalent to two A-levels (L3)

BTEC/OCR equivalent to three A-levels (L3)

Note:

- BTEC/OCR qualifications are acceptable for entry to all courses except Medicine, Dentistry and Pharmacy
- Applicants must satisfy normal GCSE and/or A-level subject requirement(s). BTEC/OCR may be acceptable in satisfying subject requirement(s) for some courses. Contact Admissions and Access Service for guidance (admissions@qub.ac.uk)
- AQA Level 3 Extended Certificate and WJEC Level 3 Applied Extended Certificate treated as equivalent to BTEC/OCR
- Offers expressed in terms of overall grade(s) since 2022 entry

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BTEC Requirements

BTEC/OCR (Equivalent to one A-level)	A-level equivalent
Distinction*	A
Distinction	B
Merit	C

BTEC/OCR (Equivalent to two A-levels)	A-level equivalent
D*D*	AA
D*D	AB
DD	BB
DM	BC
MM	CC

BTEC/OCR (Equivalent to three A-levels)	A-level equivalent
D*D*D*	AAA
D*D*D	AAB
D*DD	ABB
DDD	BBB
DDM	BBC
DMM	BCC

Note:

- Certain degree courses may stipulate a minimum grade(s) in individual modules
- ***Subject requirements must be met where applicable***

QUEEN'S UNIVERSITY BELFAST

2025 ENTRY: New and Updated Entry Requirement Courses

NEW

BA Education Studies (X200) and BA Education Studies & Sociology (XL23)

BBB

Foundation Degree Biomedical Sciences

Taught at Belfast Metropolitan College

UPDATED ENTRY REQUIREMENTS

BSc Architecture
AAB

Civil Engineering
MEng - AAB including Mathematics and a relevant science subject
BEng - BBB including Mathematics and a relevant science subject

QUEEN'S UNIVERSITY BELFAST

FURTHER INFORMATION

Undergraduate Admissions Policy

The policy is available at:

http://www.qub.ac.uk/directorates/MRCI/admissions/UndergraduateAdmissions/UndergraduateAdmissionsPolicy/

How we choose our students

These are available on Course Finder under the Entry Requirements tab and section on Selection Criteria:

https://www.qub.ac.uk/courses/

QUEEN'S UNIVERSITY BELFAST

QUESTIONS

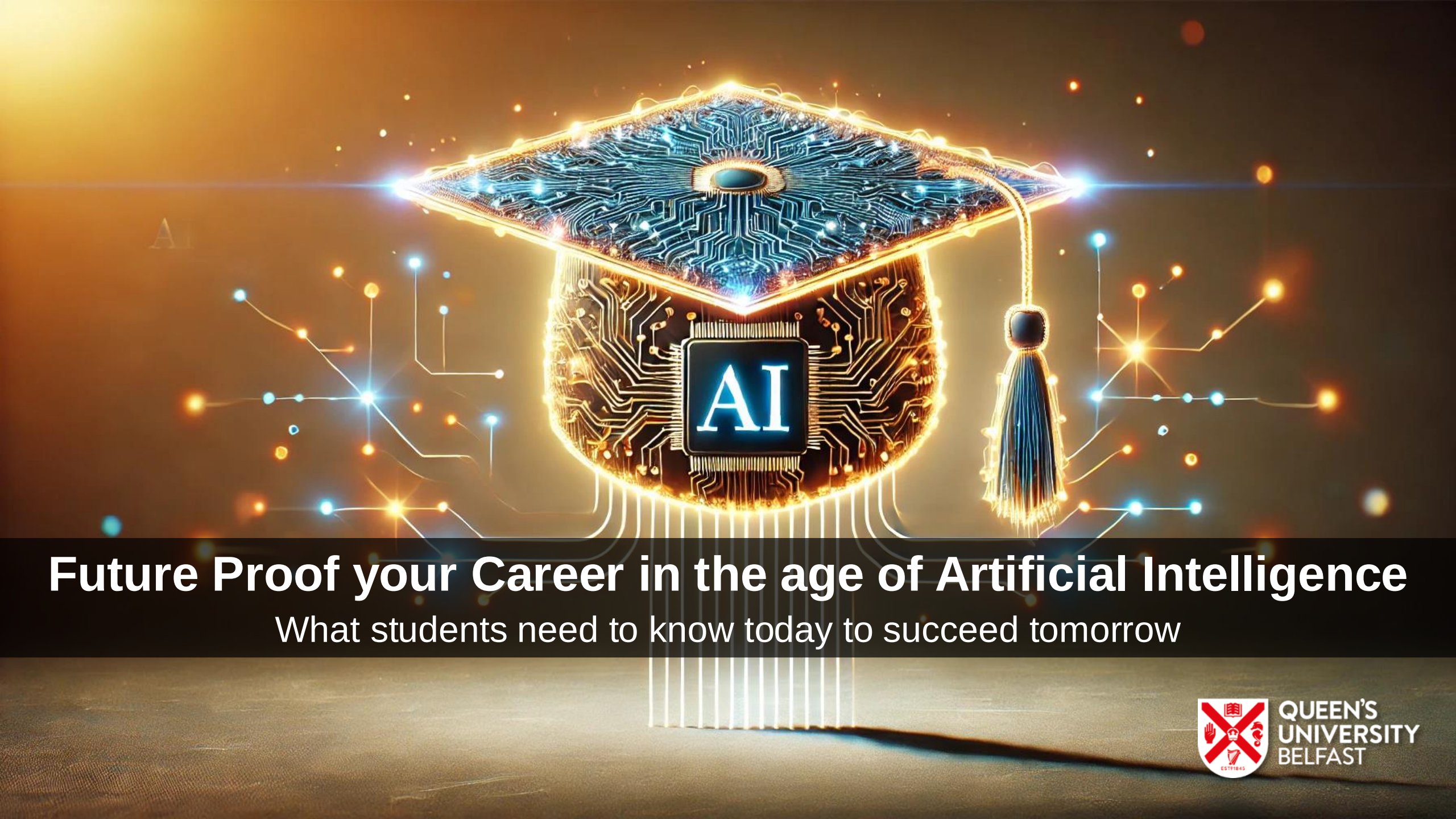
QUEEN'S UNIVERSITY BELFAST

QUEEN'S UNIVERSITY BELFAST

FUTURE PROOF YOUR CAREER IN THE AGE OF ARTIFICIAL INTELLIGENCE

Philip Hanna
Dean of Education, Faculty of Engineering & Physical Sciences

SHAPING A BETTER WORLD
SINCE 1845



Future Proof your Career in the age of Artificial Intelligence

What students need to know today to succeed tomorrow

QUEEN'S UNIVERSITY BELFAST

Current gen AI capabilities

Gen AI capabilities:
Natural Conversation

Gen AI capabilities:
Video Generation

LLMs have steadily become more capable:

GPQA

Graduate-level scientific questions across biology, physics, and chemistry.

Model	Diamond Set (Zero-shot CoT)
GPT-o1	78.0%
Claude 3.5 Sonnet	59.4%
GPT-4o	53.6%
Gemini 1.5 Pro	46.2%
GPT-4	35.7%
GPT-3.5	28.1%

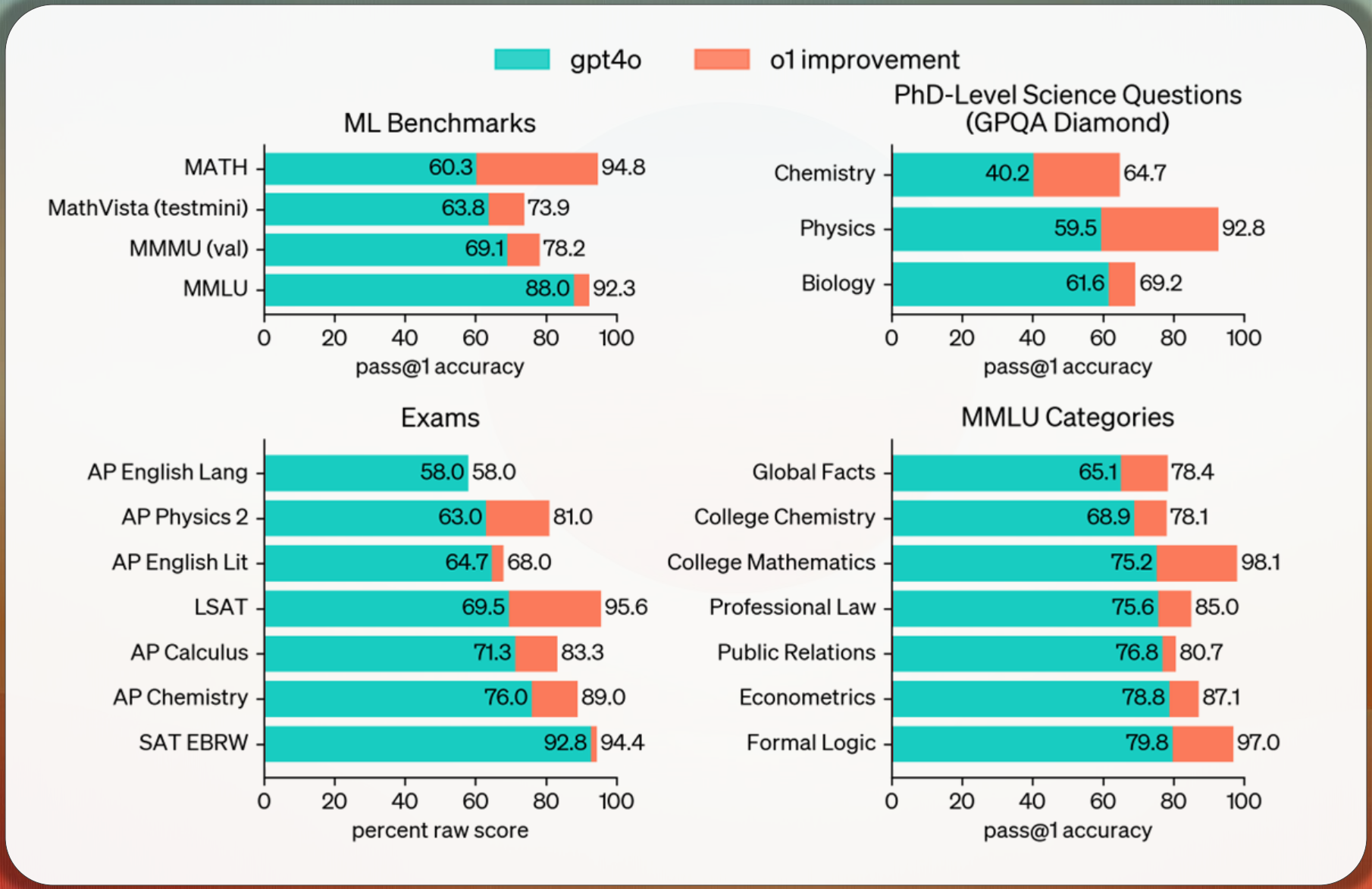
- [illegible]
- Highly-skilled non-expert - 34% (Google + 30mins/question)

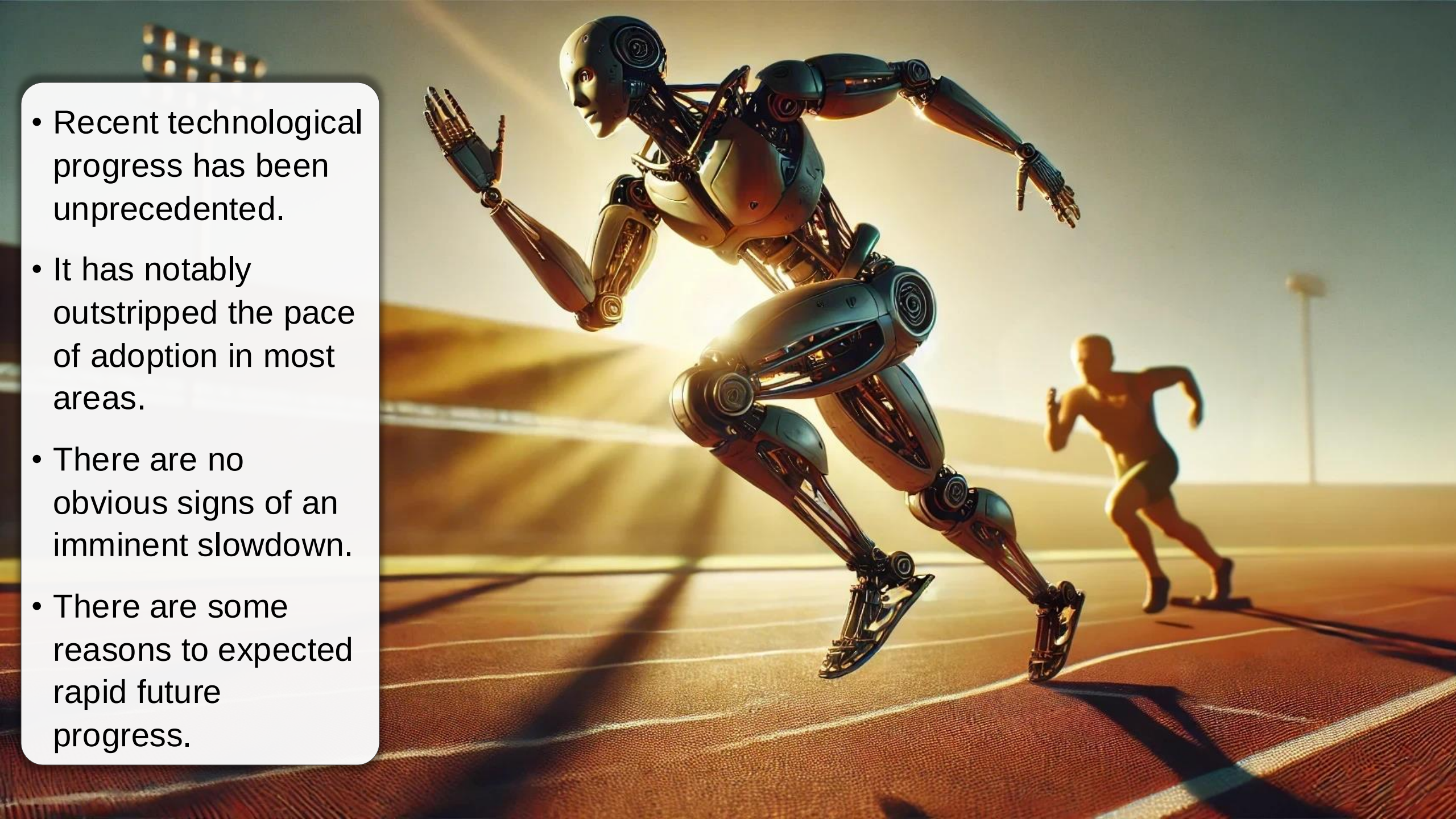
MATH

Arithmetic reasoning benchmark of competition mathematics problems.

Model	Score
GPT-o1	94.8%
GPT-4o	76.6%
Claude 3.5 Sonnet	71.1%
Gemini 1.5 Flash	67.7%
GPT-4	52.9%
GPT-3.5	34.1%

Across a wide range of areas:





- Recent technological progress has been unprecedented.
- It has notably outstripped the pace of adoption in most areas.
- There are no obvious signs of an imminent slowdown.
- There are some reasons to expected rapid future progress.

Widen your horizon

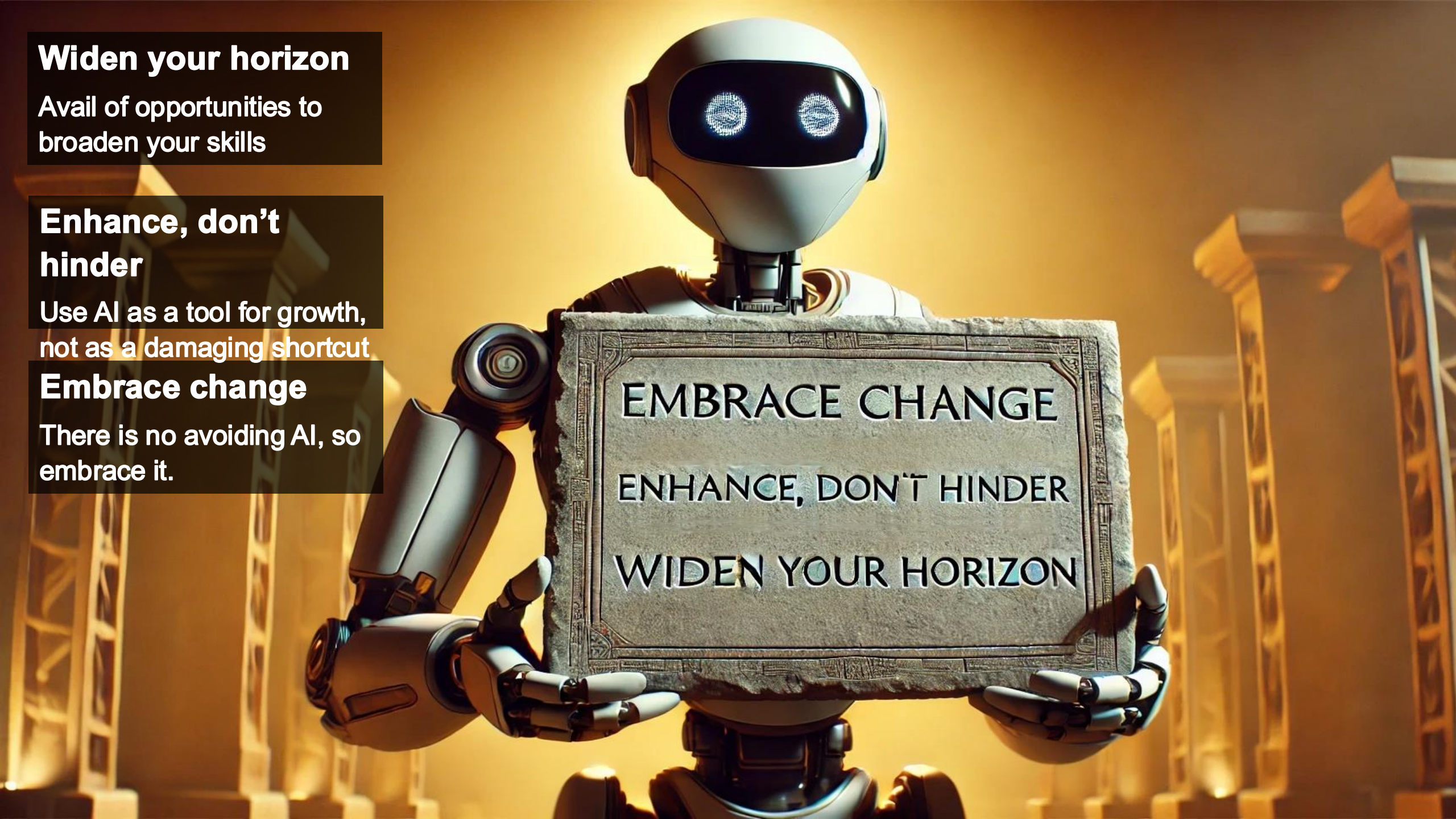
Avail of opportunities to broaden your skills

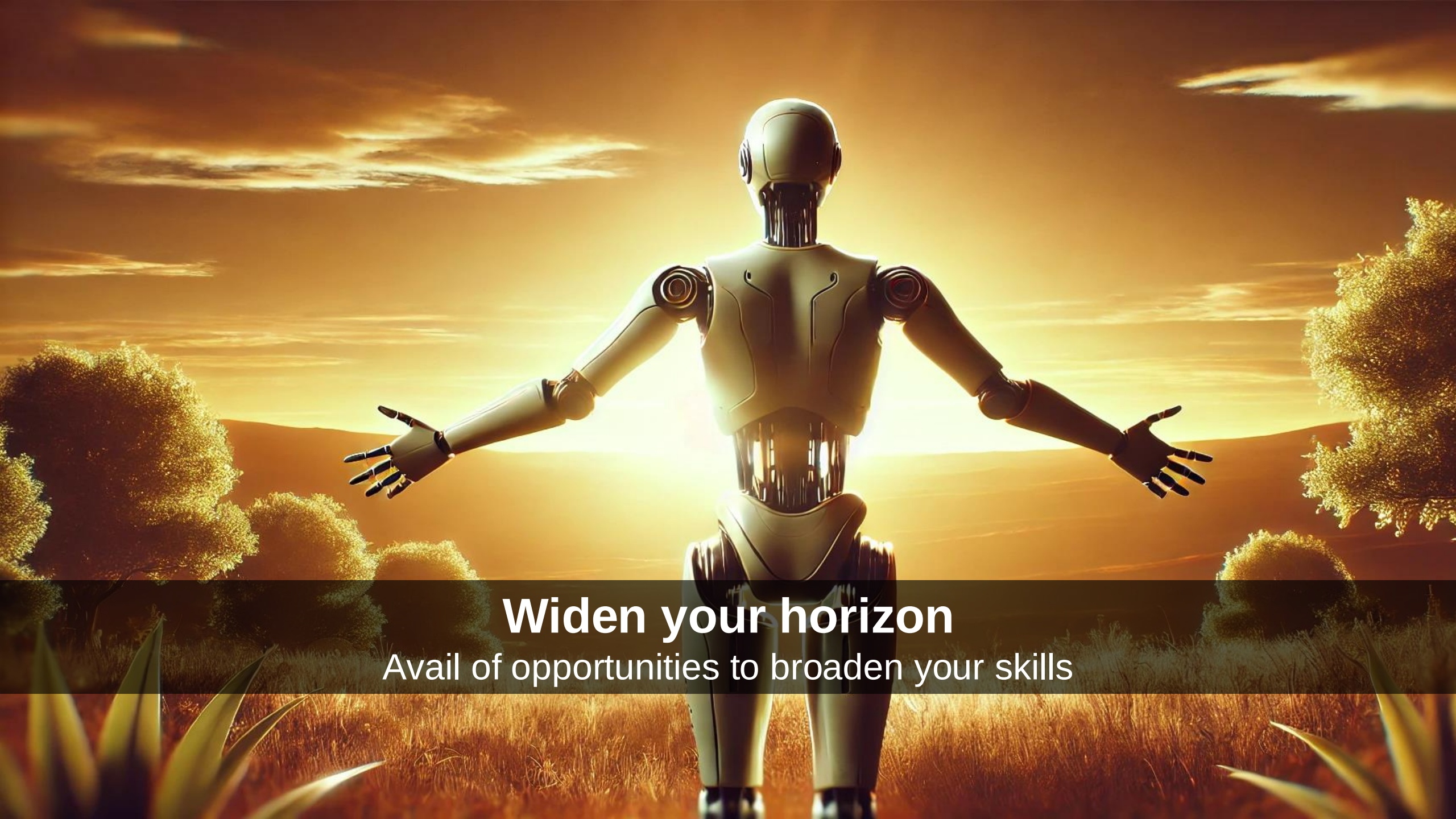
Enhance, don’t hinder

Use AI as a tool for growth, not as a damaging shortcut

Embrace change

There is no avoiding AI, so embrace it.




Widen your horizon
Avail of opportunities to broaden your skills

"AI appears to be different from previous digital technological changes in several ways:

i) it significantly expands the range of tasks that can be automated beyond just routine, non-cognitive tasks;

ii) AI is a general-purpose technology, meaning that nearly every sector and occupation will be affected; and

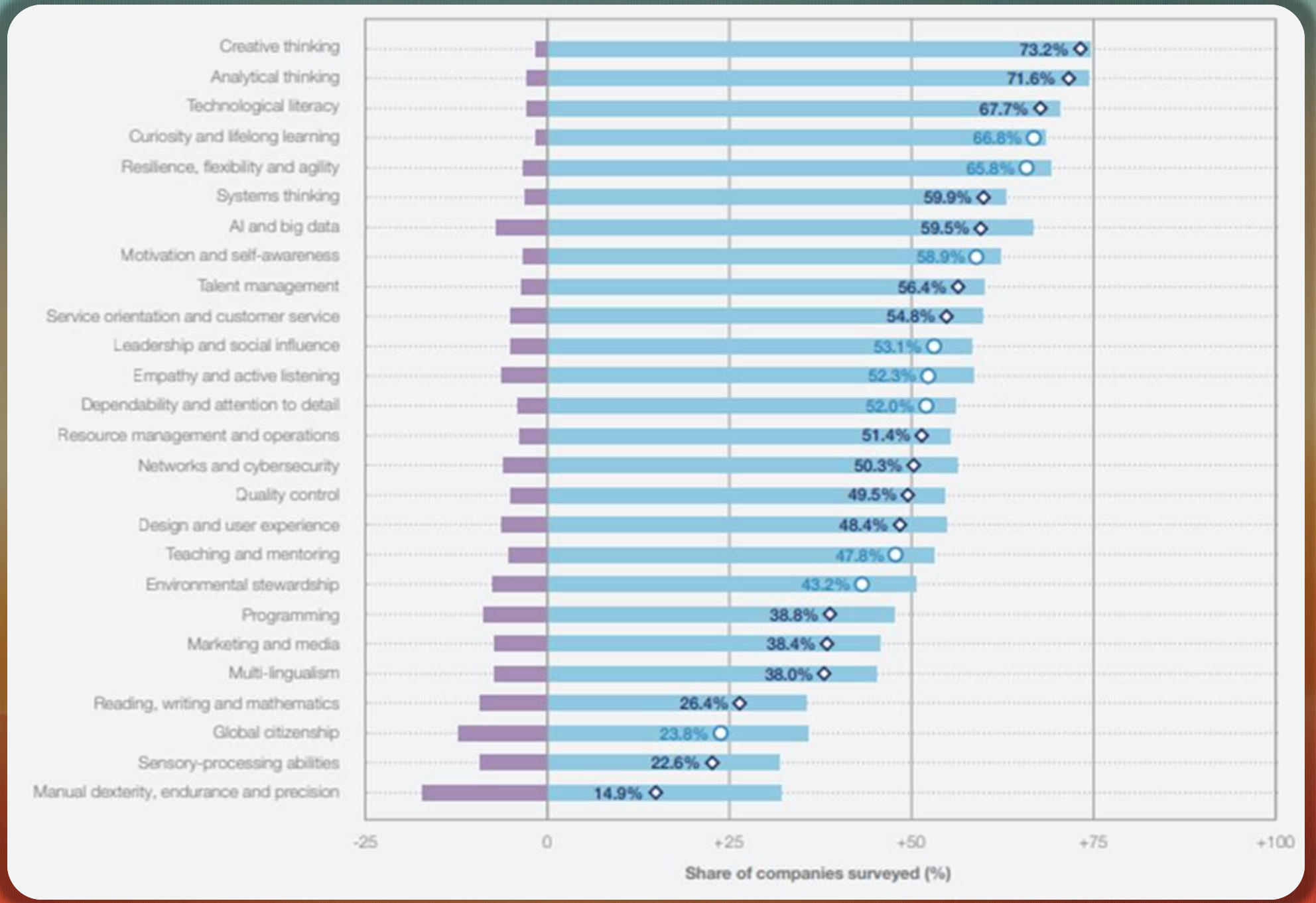
iii) the speed of development is unprecedented."

OECD Employment Outlook 2023: Artificial Intelligence and the Labour Market, OECD Publishing, Paris.

Occupational category	Europe² Employment change vs 2022, million	Employment change vs 2022, %
Health aides, technicians, and wellness	3.3	25.2
STEM professionals	2.3	16.7
Health professionals	1.5	23.6
Managers	1.1	9.1
Business or legal professionals	1.0	6.9
Builders	0.7	6.9
Transportation services	0.5	7.9
Property maintenance	0.4	5.3
Creatives and arts management	0.4	8.6
Community services	0.3	3.5
Educator and workforce training	0.2	1.6
Mechanical installation and repair	0.1	1.2
Agriculture	−0.2	−3.8
Food services	−0.3	−3.3
Production work	−0.9	−5.3
Customer service and sales	−1.7	−12.1
Office support	−5.0	−18.3

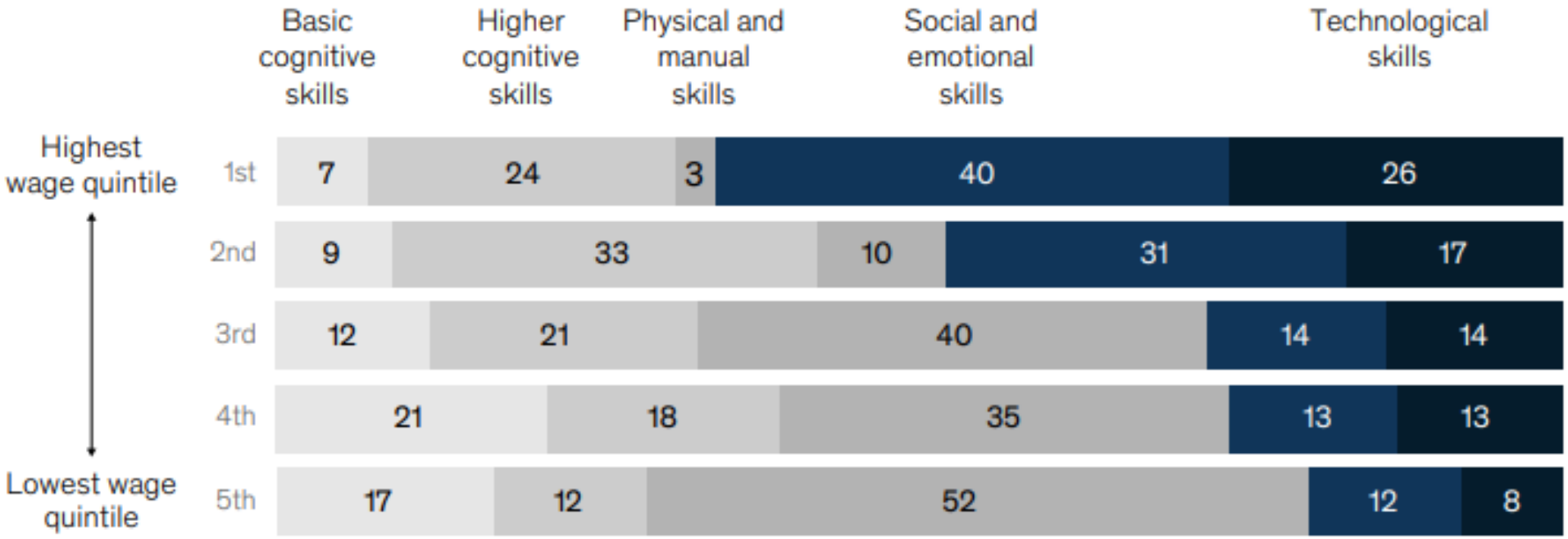
	Occupational category	Europe² Automation adoption, %	2022 employment, million
Highly accelerated	Educator and workforce training	6 15 21	11.6
	STEM professionals	13 14 27	14.0
	Creatives and arts management	9 13 22	4.1
	Business or legal professionals	13 13 26	14.9
	Community services	18 8 26	8.8
	Office support	29 8 36	27.1
	Managers	12 7 19	12.4
	Property maintenance	13 7 20	7.9
	Builders	24 6 30	9.7
	Mechanical installation and repair	27 6 33	6.1
	Production work	31 5 36	16.6
	Food services	32 5 37	8.5
	Transportation services	19 5 24	6.3
	Health professionals	11 5 16	6.3
	Customer service and sales	21 5 26	14.0
	Agriculture	26 4 30	4.1
Moderately accelerated	Health aides, technicians, and wellness	14 3 17	12.9
	All occupational categories³	20 8 27	**185**

World Economic Forum, **The Future of Jobs Report 2023**, April 2023, https://www.weforum.org/reports/the-future-of-jobs-report-2023/



McKinsey & Company (2023), **The state of AI in 2023**: Generative AI's breakout year

Time spent using various types of skills by wage quintile in the United States,[1] 2030, %
Midpoint automation scenario, with generative AI acceleration



Note: Figures may not sum to 100%, due to rounding.
[1]We analyzed the skills needed across a workforce by reviewing around 850 occupations and 2,100 activities, and then classifying each work activity according to the primary skill used among a set of 25 skills, which are further categorized into 5 skill categories mentioned. We use the methodology in this report that was first developed in MGI's research in *Skill shift: Automation and the future of the workforce,* May 2018.
Source: O*NET; US Bureau of Labor Statistics; Current Population Survey, US Census Bureau; McKinsey Global Institute analysis

Navigating a Complex Work Environment

As workplaces evolve to combine human roles with AI-delivered aspects, individuals will need to develop:

- Competence in digital technologies, including AI.
- Strong communication, interpersonal, and teamwork abilities.
- Project management and delivery skills, essential within numerous roles.

Advanced Cognitive Skills

With human oversight and decision-making likely to remain crucial, applied higher-level cognitive skills will be paramount. These include:

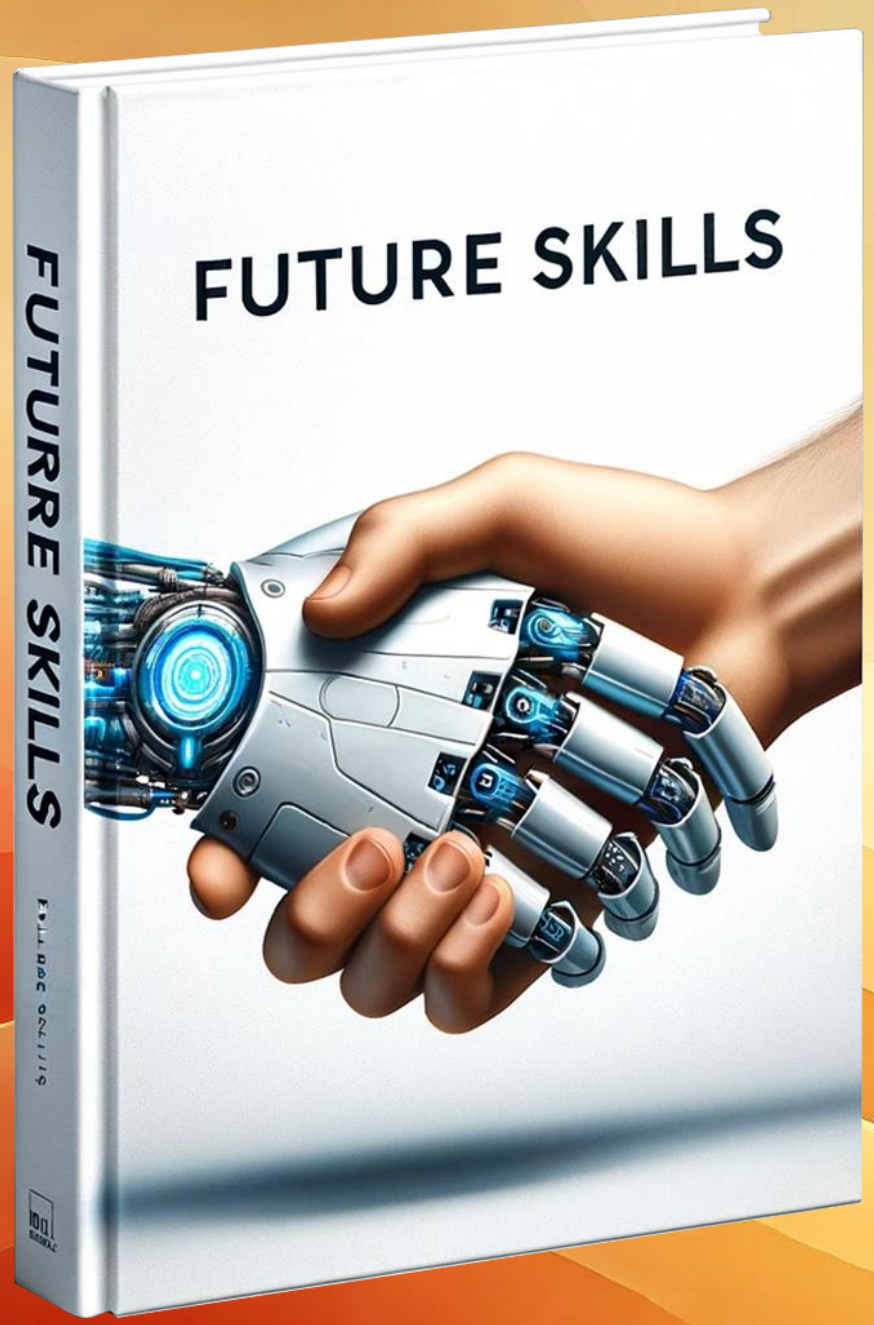
- High-level reasoning, analytical, and evaluative abilities.
- Application of these skills to multifaceted, real-world challenges as opposed to narrowly constrained problems.

Aside: This is likely to involve balancing quality, cost, delivery, and other relevant considerations, rather than solving rigidly defined, complex ‘academic’ problems (which will still hold relevance within R&D roles). It may also encompass ethical and broader impact evaluations.

Future-Ready Mindset

Given the fast-paced, dynamic, and often disruptive nature of future work environments, employees will need a mindset that embraces:

- Leadership, innovation, and both entrepreneurial and intrapreneurial skills.
- Personal attributes like resilience, adaptability, and drive.



Having the right skills…

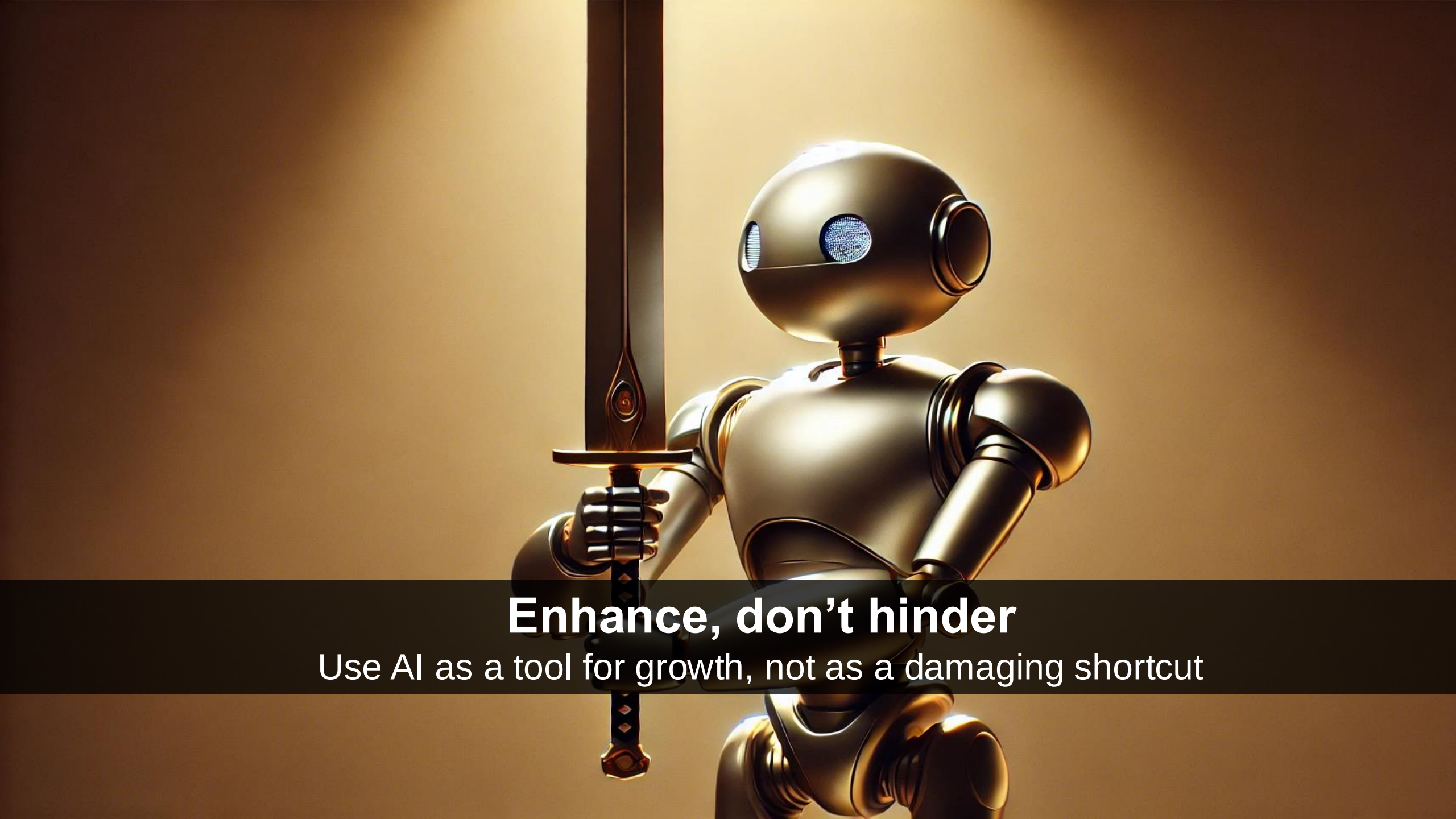
Some skills will likely be highly valued:

- Skills to use digital tools and AI responsibly / effectively
- Social and emotional skills (intra-/inter-personal skills)
- Higher level cognitive skills (evaluation / analysis)

Alongside, certain traits/mindsets:

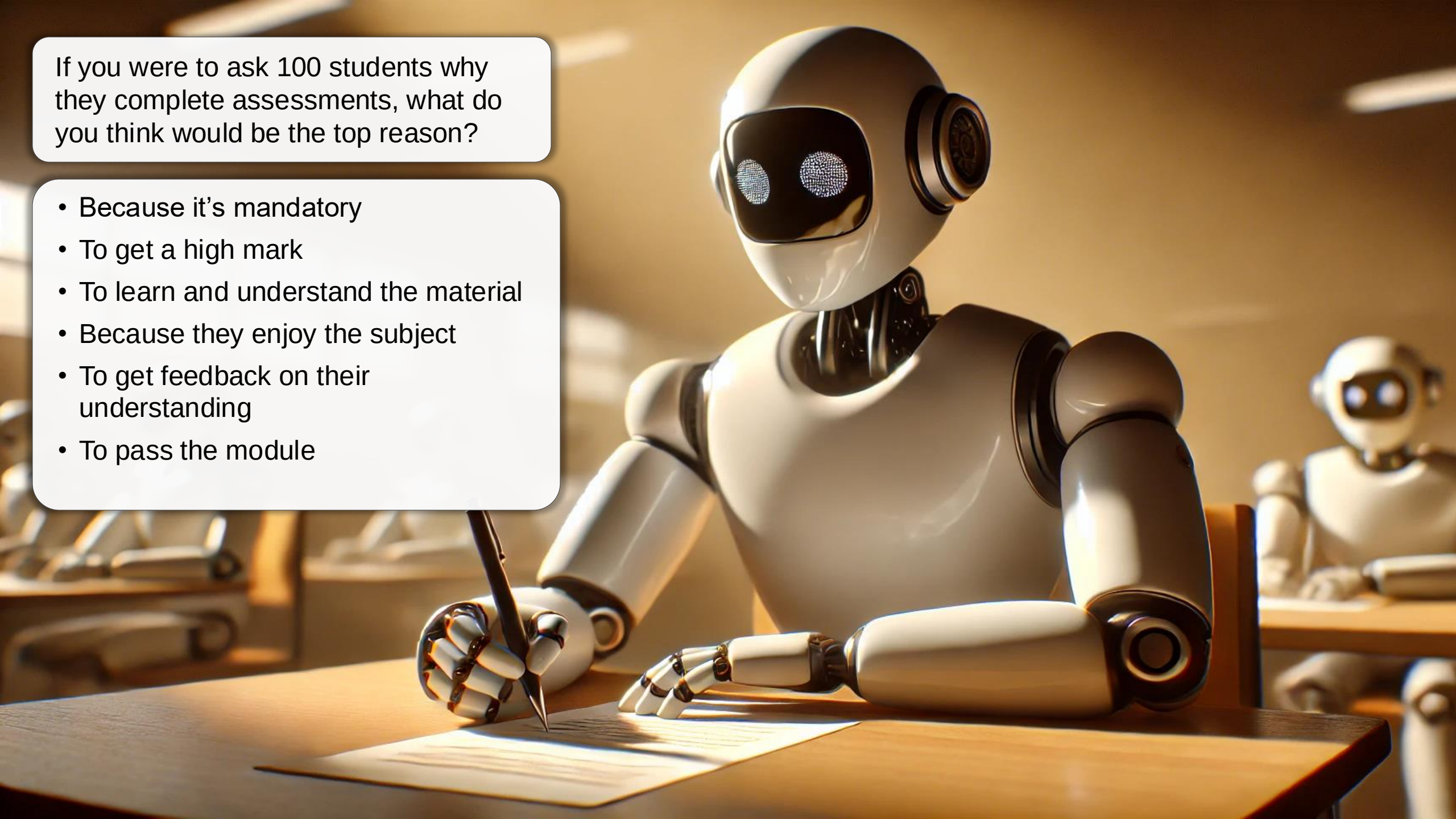
- Cognitive flexibility / Adaptability / Learnability
- Creativity / Inventiveness
- Open mindset / Resilience

Take every opportunity to develop a broad set of skills.



Enhance, don’t hinder

Use AI as a tool for growth, not as a damaging shortcut

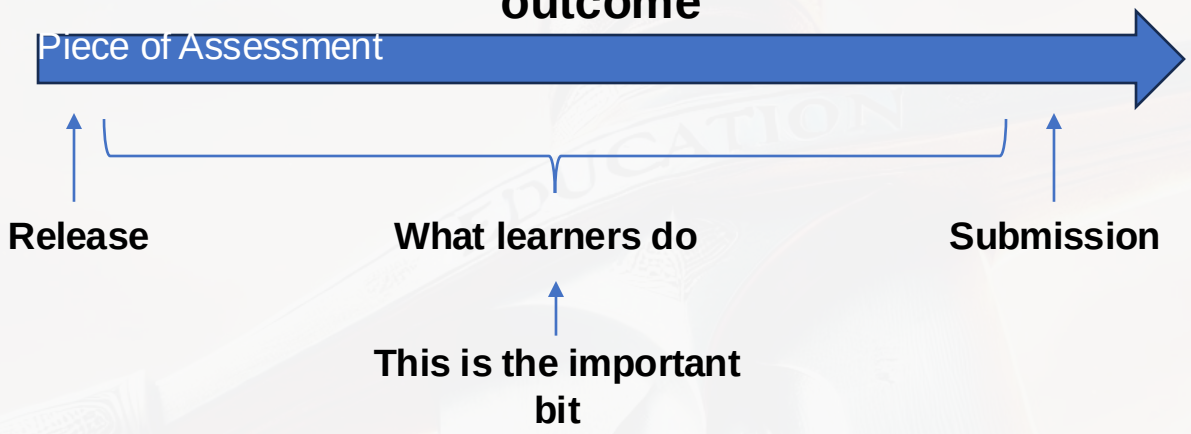

If you were to ask 100 students why they complete assessments, what do you think would be the top reason?
• Because it’s mandatory
• To get a high mark
• To learn and understand the material
• Because they enjoy the subject
• To get feedback on their understanding
• To pass the module

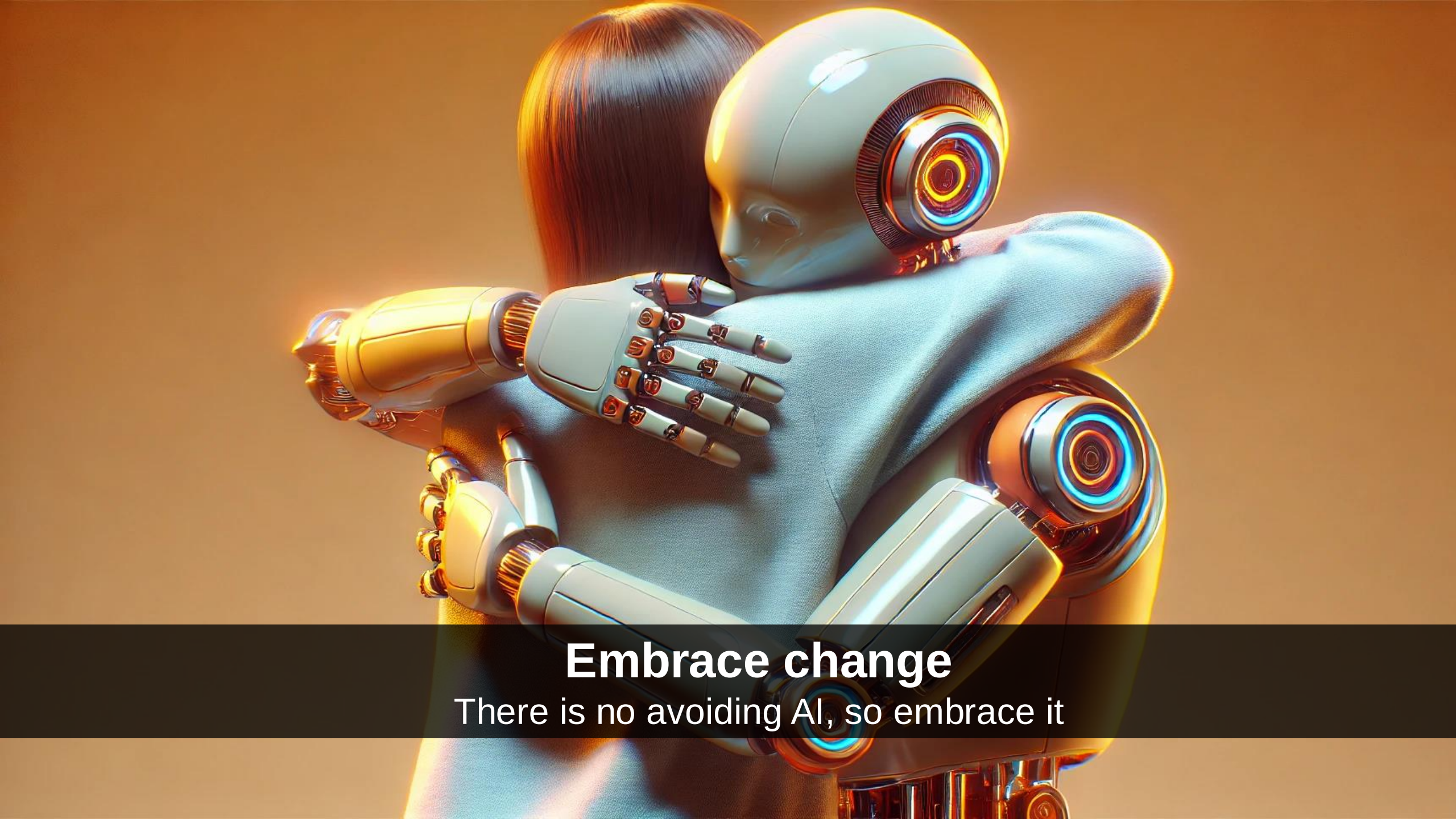
AI can result in better education outcomes.

Yet, it can also undermine learning if used as a shortcut; replacing or diminishing the learner's own effort

The line is fine but clear - AI should be used as a tool for growth, and not to sidestep the hard work required to develop mastery.

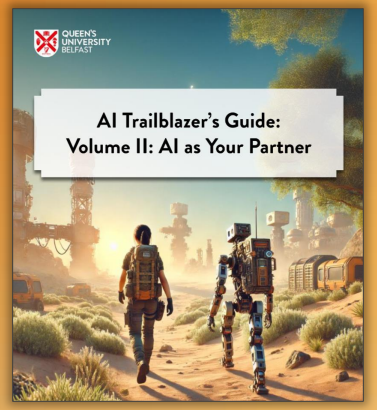
We all need to focus on the process, not the outcome





Embrace change

There is no avoiding AI, so embrace it



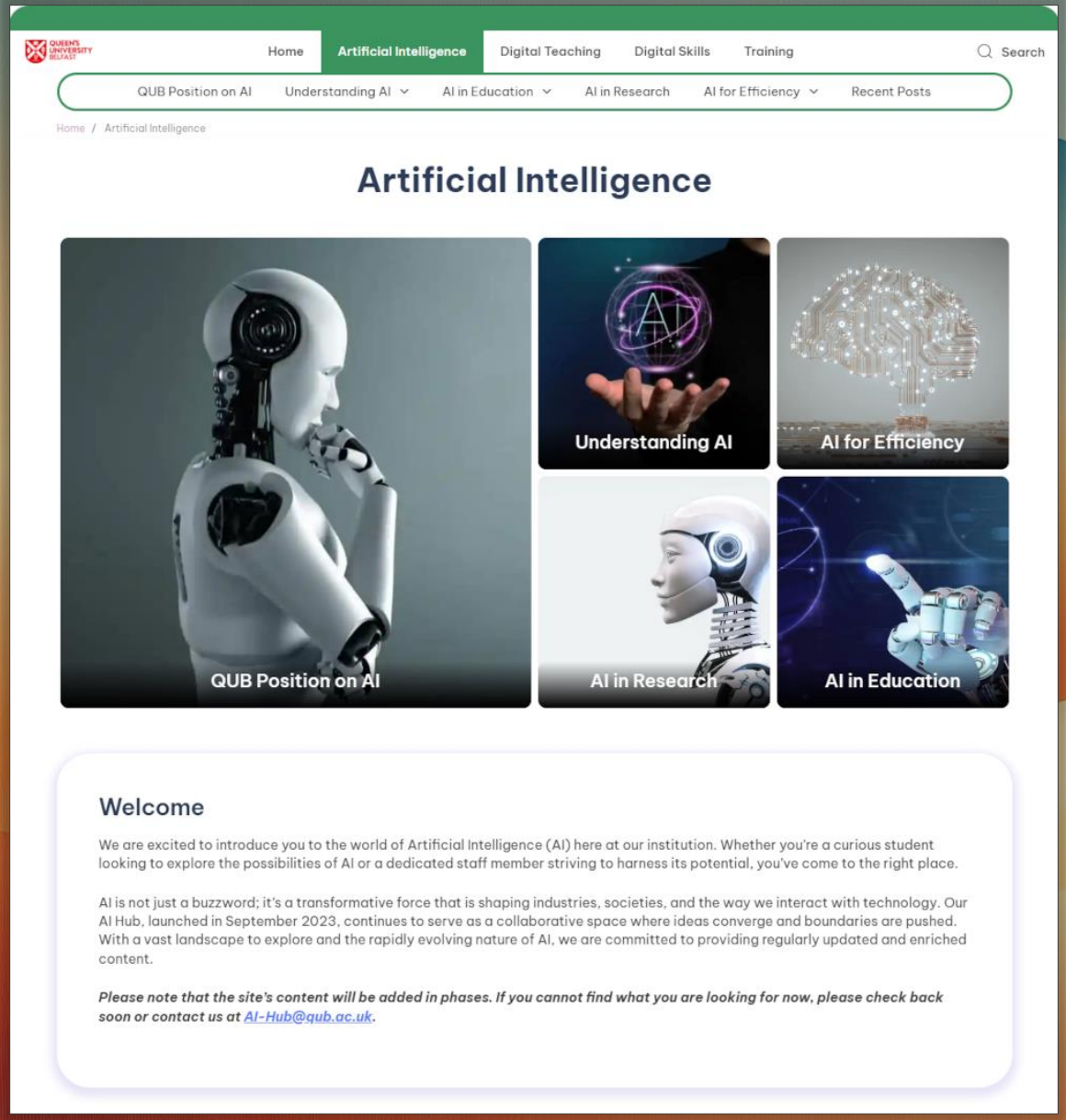
AI enhances productivity while keeping you in control.

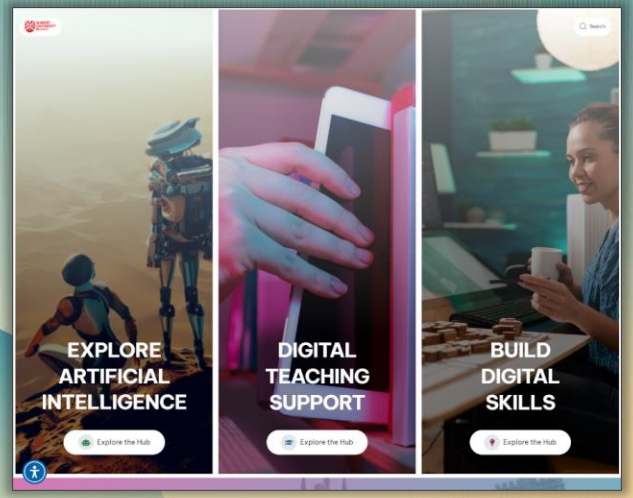
Think of AI as your personal assistant – supporting you in daily tasks and activities, from ideation and query answering to writing, image creation, data analysis, coding, tutoring, and more

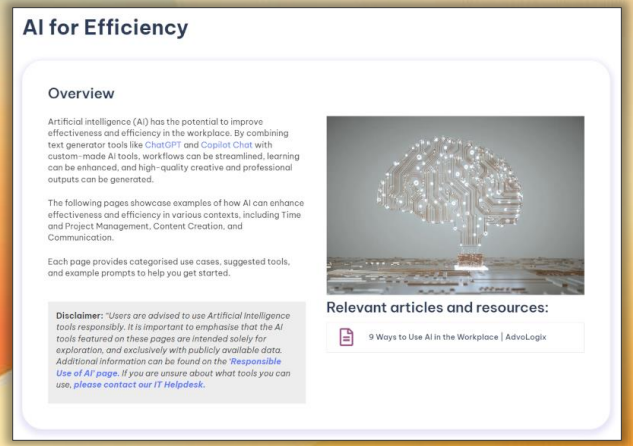
Give it tasks that serve your needs. It will excel at some, struggle with others.

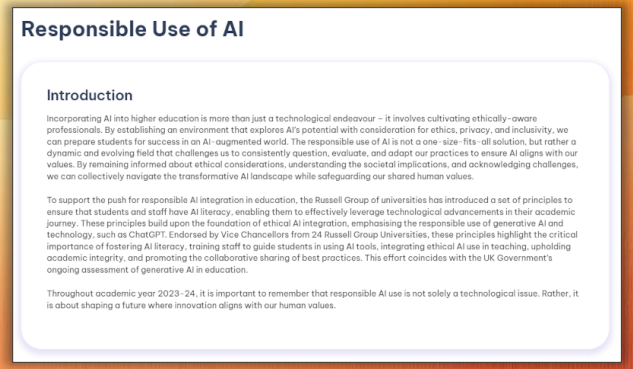
Always review the output and avoid sharing sensitive information. You remain the decision-maker, accountable for how AI is used.

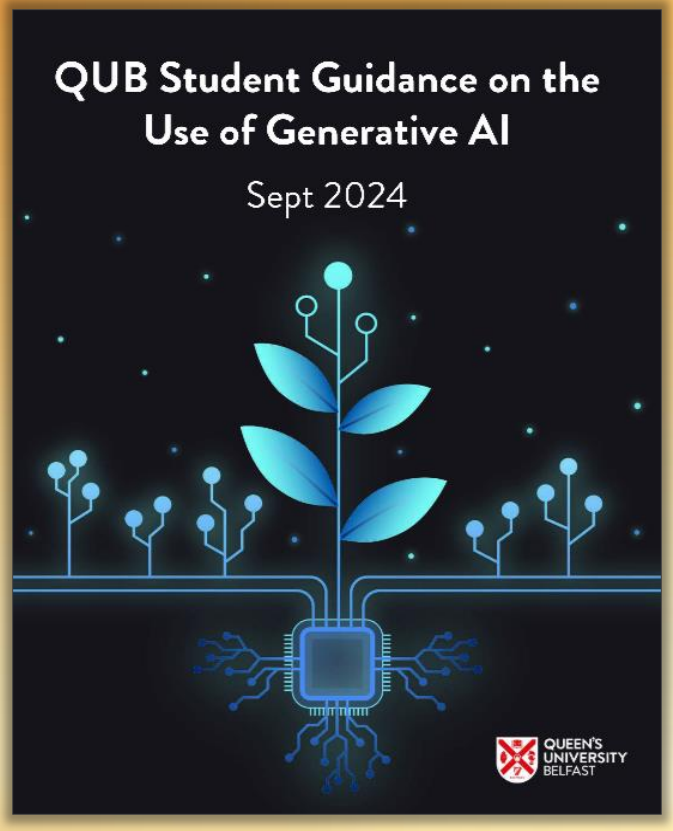
https://blogs.qub.ac.uk/digitallearning/ai/

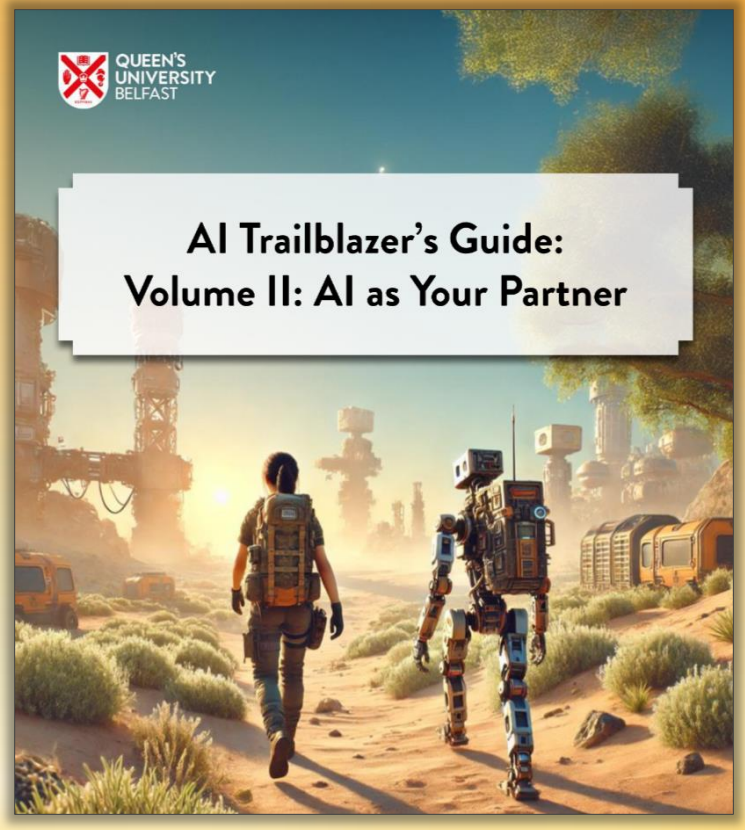









QUB Student Guidance on the Use of Generative AI
Sept 2024
QUEEN'S UNIVERSITY BELFAST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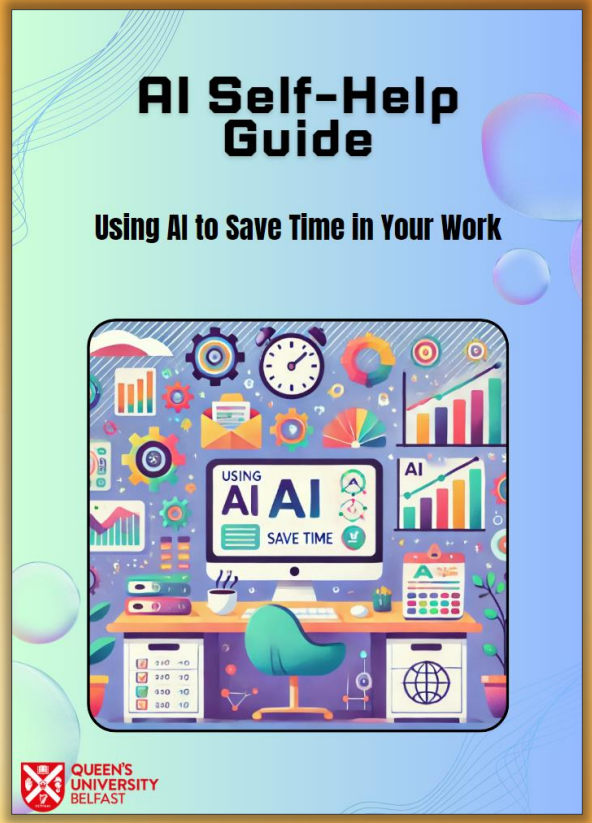
AI Trailblazer's Guide: Volume II: AI as Your Partner


AI Self-Help Guide
Using AI to Save Time in Your Work
USING AI AI SAVE TIME
AI
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Applied Generative AI: Educational Practice

Applied Generative AI: Research

Generative AI Foundations: Prompt Optimisation

Applied Gen AI: Daily processes

AI Self-Help Guide

Using AI to Save Time in Your Work

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Choose your Activity

This is an interactive PDF.
Please click on a type of assessment to view more information.

- Generating Ideas
- Planning Work
- Summarising Documents
- Drafting / Writing Documents
- Assisting with Tutoring / Revision
- Generating Images
- Proofreading Documents
- Generating Meeting Outputs
- Analysing Data
- Generating Feedback
- Googling with AI
- Visualising Data

Draft/Writing Documents

Getting Started:

Help create a structure or give it a structure and ask it to create a body of text that can be refined and improved.

Follow these steps to to use AI for document writing/drafting:

- **Define Purpose:** Be clear why you are using AI. Are you using it to help you create a structure? Or giving the AI a structure and asking it to create draft text that can be refined and improved.
- **Open AI Tool:** Access ChatGPT or your preferred AI writing tool.
- **Provide Context:** Provide specific and detailed prompts to guide the AI in helping to create a draft structure or text that meets your expectations. The more context and details you provide, the more tailored the draft will be.
- **Use a Prompt:** Instruct the AI to create the structure or draft text. Examples of prompts are available in the section below.
- **Review and Edit:** Review the AI-generated draft, make necessary edits, and finalise your document.

Prompts:

Prompt to draft a document structure:

```
Draft a detailed structure on {Topic} that incorporates {Key points} for {Audience}.
Organise the content in {Preferred format: series of bullet points, paragraphs, section
headings, etc.}. Be sure to include {Any specific sections or key points}
```

Prompt to draft a document from a structure:

```
*** Start of structure *** {Paste structure here} *** End structure ***

Using this structure draft a comprehensive {Type of document: essay, article, poem} The
draft should be tailored to {Intended audience} with a {Tone: formal, informal, etc.} style,
and should be approximately {Length: number of words or pages}.
```

Example Prompt:

```
Draft a detailed structure on "How AI is Transforming Assessment and Feedback in Higher
Education" that incorporates "the role of AI in personalized learning, efficiency in
grading, challenges around academic integrity, and its potential to support formative
feedback" for "university faculty and curriculum designers."

Organise the content in "a series of bullet points under main section headings, with brief
explanations and key examples for each point."

Be sure to include "a section on future trends in AI-driven assessment, real-world case
studies from institutions using AI, and a summary of recommendations for faculty
development."
```

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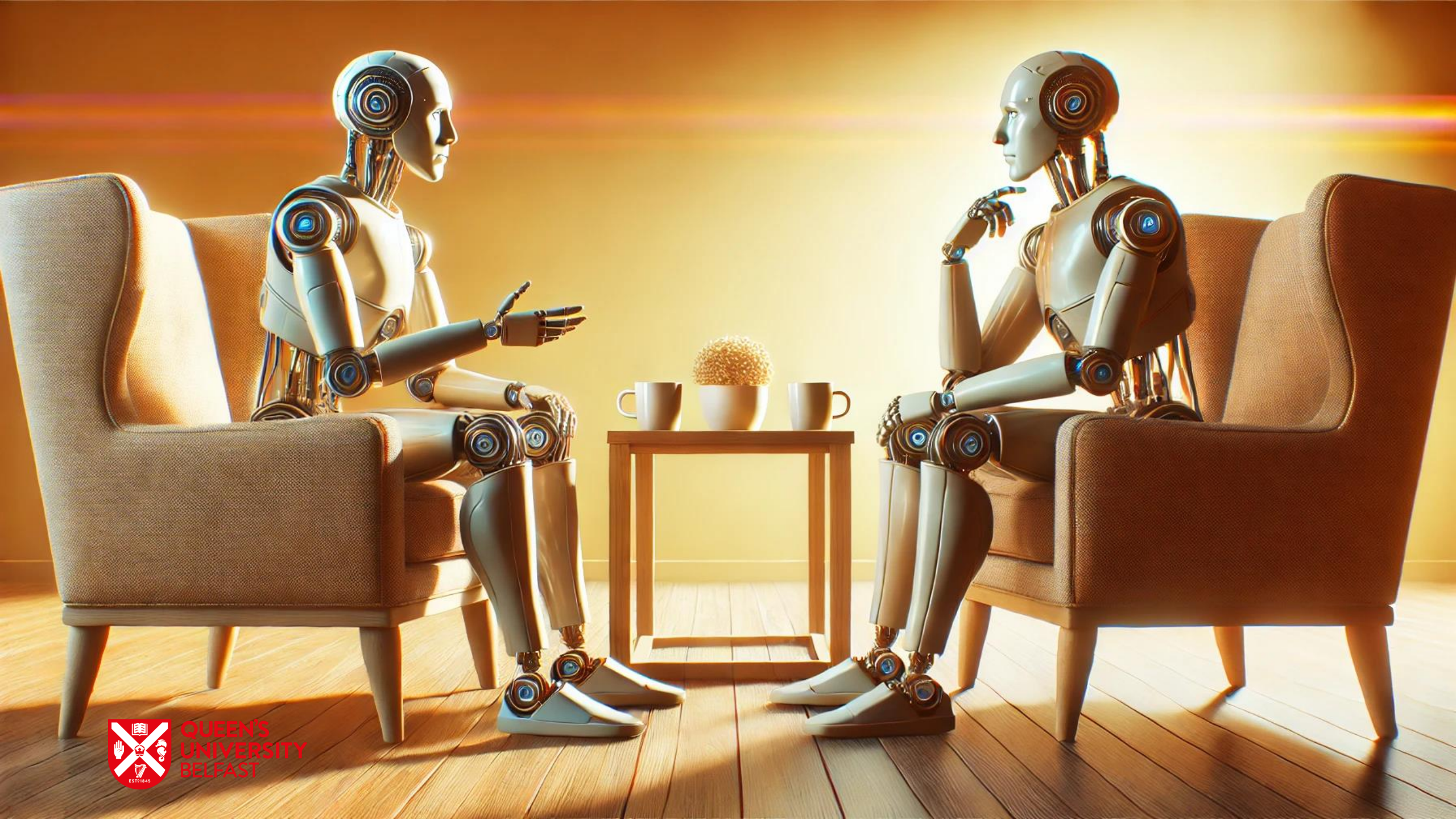
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ANY QUESTIONS?

SHAPING A BETTER WORLD
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