

How the Room Has Changed

One year of AI CPD and what we've learned along the way

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To start – a show of hands

Who here today has been to one (or more) of our AI CPD workshop sessions?

- AI in the Classroom
- Harnessing AI
- AI and Assessment
- From Outputs to Insight
- Beyond Words
- Bespoke team session



What we've seen

From panic to practice



A sector finding its feet: 2022–2025

- Detection tools discredited and the “catch them” approach visibly failing
- Institutions moving from emergency bans to considered policy frameworks
- QAA and OfS reframing AI as a quality and learning question, not just an integrity one
- AI literacy and criticality emerging as a graduate expectation in employer and sector discourse



A year+ in the room: Feb 2025–Now

57 AI CPD workshops, 487 participants

- AI in the Classroom: 20 Sessions, 167 participants
- Harnessing AI: 18 sessions, 158 participants
- AI and Assessment: 15 sessions, 146 participants
- From Output to Insight: 3 sessions, 12 participants
- Beyond Words: 1 session, 4 participants

+ 38 bespoke team sessions, 747 participants

= Total of 953 colleagues reached across disciplines

We designed our 5 CPD workshops around the most common questions asked in 2025.

So what has changed since then, what hasn't, and where to next?

What the sector evidence tells us

95%

of students now use AI
in at least one way

94%

used AI for assessments
in 2025

Up from 53% in 2024

68%

of students believe AI
skills are essential to
thrive in today's world

HEPI / Kortext Student Generative AI Survey 2026 - 1,054 full-time UK undergraduates

Digital Education Council Student Voices on AI An Actionable Guide for Institutions and Faculty 2026

- 68% of students say AI skills are essential to thrive, but only 48% feel their teaching is helping them develop those skills (HEPI 2026)
- Ambiguity drives covert use: students want clarity from the people who teach them, not from policy documents (DEC 2026)

AI literacy is a graduate expectation

What employers are saying

- AI tools are now embedded in professional environments across many sectors
- Employers expect graduates who can use AI critically and responsibly, not just technically
- The question is no longer whether AI belongs in your students' professional lives, but whether they are leaving with the judgement to use it **well in context**



Then to now: what we've seen shift



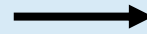
Largely unacknowledged: many colleagues were not engaging with AI, or were waiting to be told what to do and how to use tools



Less anxiety. More curiosity. Most have tried the tools. More appetite for practical skills, examples, and honest conversations



A small number experimenting independently, but in isolation, without shared norms, taboo



More colleagues willing to share how they are experimenting with AI and how they are discussing this with students



Where discussed, the dominant framing was dishonesty: students cheating, colleagues cutting corners



"How do I make sure my assessment tests what we want it to?", "How can I build activities to support students to use the tools well?"



Frame: policing and prohibition of use, distrust



Frame: dialogue, transparency, trust, discipline-specific judgement, co-creation and collaboration

Whilst some areas remain challenges, there has been a significant shift from caution to curiosity.

Where next?

*Practical things that can make a difference:
in your subject, with your students.*



What the evidence shows is needed from here



Transparency as practice

Staff modelling their own AI use openly. Making uncertainty visible. Creating space for honest conversation, not just declaration. Co-creation of norms.



Critical AI literacy as a teachable skill

Output evaluation, disciplinary judgement, the ability to explain your own work and how uses (or non-use) of AI tools developed or influenced **thinking**.



Discipline-sensitive approaches

Not one-size-fits-all. The question is: what does good AI use look like in this field, with these students, for these learning outcomes?

This is an open invitation: if your assessment approach needs further reflection or a redesign, we can help you work through that.

How we can support you from here

For wherever you are on this journey, we'll meet you there

- 5 different AI CPD workshops:
 - all newly updated, dates running through to September 2027
- Bespoke team workshops:
 - discipline-specific, your modules, your context, your cohorts
- NEW AI discussion/'sandbox' drop-ins:
 - 1:1 or group support for colleagues, launching July 2025
- NEW Using AI at University and in the Workplace:
 - student-facing module in pilot, (hopefully) launching September 2026
 - Designed as a springboard for meaningful use of AI in context



Thank you for your time. Questions welcome!

Links and further resources

- [MyPort Using AI at University Guidance](#)
- [QAA Generative AI resources](#)
- [HEPI Student Generative Artificial Intelligence Survey \(2026\)](#)
- [DEC Student Voices on AI Actionable Guide for Institutions and Faculty \(2026\)](#)
- Book onto any of our workshops via [CADI's Docebo page](#)
- Contact cadi@port.ac.uk to request a bespoke session.