

COMPSCI4830 Professional Skills & Issues

Essay (60% of assessment)

Wk	Date	Deadline	Action
2	07/10/25	In lecture	Release assessment specification
5	30/10/25	Thursday 16:30	Submit draft essay to Moodle for peer review & Receive 3 peer review allocations
7	13/11/25	Thursday 16:30	Have Submitted 3 peer reviews to Moodle & Receive peer feedback on your essay
8	20/11/25	Thursday 16:30	Submit final version of essay

Intended Learning Outcomes Assessed

1. Identify the principal social, ethical, legal, and professional issues in information technology (IT);
2. Use analytical tools to break down complex ethical issues in IT;
3. Develop and present arguments on social, ethical, legal, and professional issues in IT;
4. Constructively criticise the arguments of others.

Requirements

Write a 2,000-word essay (+- 10%, references not included in count) on ONE of the following topics:

1. How should we (both technologists and users) address bias in artificial intelligence systems when they are used in critical decision-making systems (e.g., policing, hiring, healthcare)?
2. Is the digital divide a matter of ethics, law, or social structure, or all three? Assess the responsibilities of governments and corporations in ensuring equitable access to technology.
3. How should software developers respond to requests to work on projects they believe are ethically and/or socially questionable, even if the work is legal?
4. The final option is to choose your own topic. However, if you want to do this, you **MUST** email Peggy.Gregory@glasgow.ac.uk with the title and get approval confirmed by email before you start.

Your essay **MUST** include all of the following:

- a. Title, student ID, word count, and the AI scale you used.
- b. Introduction: Introduce the topic - what is it about, what are the broad issues and areas where there are conflicting views?
- c. Ethical issues: Identify ethical issues and dilemmas. Discuss different perspectives on those issues and link them with different ethical viewpoints. Discuss how they may be mitigated.
- d. Legal issues: Identify and discuss relevant legal statutes and cases. Generally, use UK law, but if you are discussing a global issue, it is ok to discuss the law from different countries. Where you mention non-UK law or cases, you must state where they come from.
- e. Social issues: Identify and critically discuss relevant social and political issues and impacts, giving examples.
- f. Conclusions: Critically summarise the main points of the argument and identify your perspective and conclusions.
- g. References: Must be cited in the text as well as full details being listed at the end. Use either Harvard or numbered formatting.
- h. Write in your own words. When you use ideas that come from your reading and research, give a reference. Only use small direct quotes; you should usually summarise rather than quote using points from your sources to support your arguments.

Submission Guidelines

Use of Artificial Intelligence

This year, we're using the AI assessment scale (see appendix). You **MUST** declare what level of AI you have used. Please note that Levels 3, 4 and 5 are **NOT** allowed in this assessment.



Peer review

When submitting for peer review, the more complete your draft, the more useful your feedback will be. Do not include your name or any identifiers on the draft.

Final submission

Remember, the final version will go through TurnItIn.

At the top of your submission, include your **student ID**, the **word count**, and the **AI scale** you used.

Marks for peer review

10 % of the marks for this assessment will be given for taking part in the peer-review process. You will only get the marks if you submit your draft essay for review **AND** complete 3 peer reviews. The peer reviews must be meaningful and provide useful and specific feedback.

The same AI rules apply here. We want you to develop your critical thinking skills by reading and assessing your peers' work. For that reason, **DO NOT** submit peer review essays to GenAI for review. However, you may use GenAI to help with fact-checking.

Marking Criteria

A: An excellent essay that addresses topical legal, ethical and social issues related to the question. The essay must be engaging, accurate and well-written (spelling, grammar, flow), addressing the most important issues coherently and thoughtfully. It must contain a thorough consideration of relevant legal, ethical and social issues. Excellent referencing. To gain a top grade the essay must in addition be engagingly challenging and potentially publishable

B: An essay that addresses relevant legal, ethical and social issues related to the question, is appropriately structured, spell-checked and grammar-checked. It must be well-informed, largely accurate, well-referenced and present an interesting argument.

C: An essay that addresses the question, is structured, spell-checked and grammar-checked. The content must include some good points, be appropriate, mainly accurate and adequately referenced.

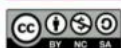
D: An essay that addresses the question, is structured, spell-checked and grammar-checked. May have some errors and limited references.

E: Some elements required for a pass not included, such as ethical, legal, social discussion, and/or poor structure, no referencing.

F: Poor attempt showing little understanding and erroneous or missing elements.

Appendix

1	NO AI	The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.
2	AI PLANNING	AI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis, and ideation, but assessments should emphasise the ability to develop and refine these ideas independently. You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.
3	AI COLLABORATION	AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI suggested outputs, demonstrating their understanding. You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use.
4	FULL AI	AI may be used to complete any elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level may also require engagement with AI to achieve goals and solve problems. You may use AI extensively throughout your work either as you wish, or as specifically directed in your assessment. Focus on directing AI to achieve your goals while demonstrating your critical thinking.
5	AI EXPLORATION	AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study. You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor.



Perkins, Furze, Roe & MacVaugh (2024). The AI Assessment Scale

Perkins, M., Roe, J., & Furze, L. (2024). The AI Assessment Scale Revisited: A framework for educational assessment. *arXiv preprint arXiv:2412.09029*