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**Assessment in the age of artificial intelligence:  
Interdisciplinary analysis of ChatGPT response to higher  
education assessment tasks**

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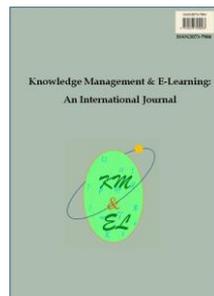
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**Abstract:** The development and introduction of AI language models have transformed the way humans and institutions interact with technology, enabling natural and intuitive communication between humans and machines. This paper conducts a competence-based analysis of ChatGPT's task responses to provide insights into its language proficiency, critical analysis and reasoning ability, and structure and relevance of the responses. A multidisciplinary approach is adopted, drawing from multiple fields such as accounting, education, management, social work and law, to evaluate the responses generated by the AI to higher education assignments. This paper offers insights into the strengths and limitations of ChatGPT responses and identifies implications for the design and implementation of higher education assessment tasks.

**Keywords:** Artificial intelligence; Higher education; Assessment; Task-response competency; ChatGPT; Performance

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## **1. Introduction**

Language-based artificial intelligence models have been around for a long time. In the past three decades, AI models have influenced the field of education in various ways (Zhu et al., 2023). However, the recent introduction of GPT 2, 3 and more recent versions has generated widespread international discussions and debates about the future of higher education assessment as well as the intellectual and practical preparedness of future graduates. ChatGPT, which stands for Chat Generative Pre-Trained Transformer, an improved version over earlier iterations of large language model AI-driven machine learning systems, while not the only AI system available, is claimed to have the ability to generate text in response to questions that are sufficiently sophisticated to be indistinguishable from a human answer, including responses to higher education assignments (Elkins & Chun, 2020; Ault, 2023; Varanasi, 2023; Zhu et al., 2023). The popularity of AI language models has soared rapidly since the introduction of ChatGPT in November 2022, with reports indicating that by February 2023, there were more than 100 million users of ChatGPT, a record that overtakes the inception of popular social media platforms such as TikTok and Instagram (Shankland, 2023). With its humanlike capacity to generate responses to questions, and its increased use among students and academics alike in higher education (Lucey & Dowling, 2023), ChatGPT has the potential to disrupt tertiary education if used unethically - to cheat - by passing off the generated answers as a student's own, in exams and assignments (Dehouche, 2021). This paper focuses on ChatGPT and its use for higher education assessments. In this paper, we sought to answer the research question: What competence does ChatGPT have in responding to university assessments tasks in Accounting, Social Work, Law, Management, and Education?

In response to the claim that ChatGPT can answer higher-order questions (Ault, 2023; Varanasi, 2023), we set out to assess the accuracy of this claim. This study investigates the competence and utility of ChatGPT in answering university-level questions across a variety of academic disciplines. Included in this study were subjects from a broad selection of university-level disciplines: Accounting, Social Work, Law,

Management, and Education. Questions were taken from each discipline area and run through the ChatGPT AI chatbot (version 3.0). Responses were then marked according to the university rubric in each discipline for those questions and graded. We discuss the accuracy and relevance of the ChatGPT-generated response and its implications for teaching and learning in higher education institutions. The next section of the paper presents the theoretical background, followed by the methods section. Next, we present the analysis and discussion of the responses of ChatGPT and then present the implications and conclusion of the study.

## **2. Literature review**

### *2.1. Artificial intelligence and higher education*

Artificial Intelligence (AI) is revolutionising the world today (Mavrikis, 2010). AI is interdisciplinary and constantly advancing making it difficult for experts to define. Studies have shown that AI systems are capable of automating tasks that are typically carried out by humans (Zhu et al., 2023). The advancement in AI implies a continuation of the digital age, transforming the way we live and requiring individuals to possess new skills and knowledge to thrive (Chaudhry & Kazim, 2022). These have always been important, but with the recent acceleration of digital transformation and the emphasis on continuous learning in most professions, they have become a necessity for learners. In higher education, AI has the potential to transform education by providing personalised and adaptive learning experiences, improving the efficiency of administrative tasks, and offering new educational opportunities in areas such as virtual and augmented reality (Popenici & Kerr, 2017). However, risks remain as overreliance on AI can defeat the very purpose of higher education.

The integration of new technologies in education has undergone significant advancements over the past 30 years, making it easier for students to use basic technologies. In the initial years of AI technologies, there was resistance towards the use of tools like calculators and spellcheck programs (Lazarus et al., 2024). Researchers argue that assistive technologies like text-to-speech, speech-to-text, zoom capability, predictive text, spell checkers, and search engines were primarily designed for people with disabilities (Lazarus et al., 2024; Popenici & Kerr, 2017). However, these technologies have since become widely adopted and are now considered standard features in all personal computers, handheld devices, and wearables (Luckin, 2017). These technologies have now expanded the potential for teaching and educational design to enhance the learning experience for all students globally. The purpose of these technologies in higher education is to supplement and improve the learning experience, not to simplify it into a mechanical process of content delivery, control, and evaluation (Popenici & Kerr, 2017). In this study, AI can be described as computing systems capable of performing tasks like those of humans, including learning, adaptation, synthesis, self-correction, and utilizing data for advanced processing (Popenici & Kerr, 2017). The following sections explore four key areas where AI's influence is visible: revolutionising assessments, intelligent tutoring systems, contextualising students' learning and reducing academic workload.

### *2.1.1. Revolutionising assessment*

Improvements in AI are gradually changing the nature of how students can be assessed. Traditionally, the focus of assessment is to evaluate a student's work or performance on study units. Hill and Barber (2014) consider assessments as a crucial element of schooling targeted at gauging a student's knowledge, understanding, and skills. Ideally, assessments should consider individual student strengths and provide valuable information on learning outcomes. Among the recent developments in this area is Assess AI meant to provide a more comprehensive evaluation, considering evidence and student progress over time (Samarakou et al., 2014). These assessment tools use machine learning techniques such as semantic analysis, voice recognition, and reinforcement learning to improve their evaluations and reduce instructors' workload.

### *2.1.2. Intelligent tutoring system (ITS)*

The intelligent tutoring system is one of the areas identified as a key contributor to teaching and learning in academic institutions. ITS is a computer program that aims to imitate a human teacher to provide personalized education to students. ITS are expected to use a combination of domain models, pedagogical models, and learner models to provide customized and contextualized learning experiences, like a human expert teacher. To enhance student learning, other models such as strategy, knowledge-base, and communication models have been added (Utterberg et al., 2021). These additions are to ensure students have learned and improved over time, like a human teacher.

### *2.1.3. Contextualised learning for students*

The unique learning needs of each student, including prior knowledge, social background, economic status, and emotional state, dictate the most effective teaching approach (Ma et al., 2014). AI can help identify students' learning gaps, provide personalized content, and offer step-by-step guidance on complex problems. For instance, iTalk2Learn is a speech-based math tutor for students ages 5-11 that intervenes when students struggle with fractions (Grawemeyer et al., 2015). Open Learner Models and self-regulated learning provide insight into how students learn and how AI can enhance their education (Steenbergen-Hu & Cooper, 2013). Currently, fully autonomous digital tutors are not yet available in education. However, domain-specific Intelligent Tutoring Systems (ITS) can still provide valuable information about student understanding and effective pedagogies (Chaudhry & Kazim, 2022).

### *2.1.4. Reducing academic workload*

Recent improvements in AI have shown the great potential of reducing workloads to improve effective teaching in the classroom by giving teachers more time to focus on instruction. These improvements require educators to reskill and upskill themselves to fully utilize the benefits of AI (Selwood & Pilkington, 2005). Chaudhry and Kazim (2022) and Selwood and Pilkington (2005) revealed three important factors to consider in realising the benefits of AI. Firstly, academics need to become tech-savvy to understand, evaluate, and adapt to new AI tools as they become available. Although they may not necessarily use these tools, they need to have a basic understanding of the tool's capabilities and how they can help reduce workload. Secondly, teachers will need to develop analytical skills to interpret the data visualized by AI tools to better understand their students. Thirdly, academics will need to develop new teamwork, group, and

management skills to integrate these new tools into their daily routines and manage them efficiently. From the perspective of Selwood and Pilkington (2005) the use of ICT leads to a reduction in the workload of academics if they use it frequently, receive proper training, and have access to ICT at home and school.

## *2.2. AI capabilities in higher education: A competency-based process*

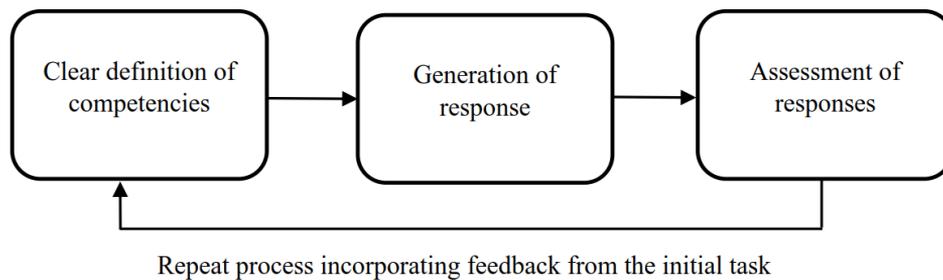
The goal of AI is to create systems that can exhibit human-like intelligence but with greater accuracy, consistency, and scalability. AI systems can be designed to perform a wide range of tasks, including speech recognition, image classification, natural language processing, game-playing, decision-making, and many others. However, recent studies have shown that these AI technologies are gradually eroding the integrity of online exams or assessments (Susnjak, 2022). Many assessments are easily answered by these technologies relieving students from thinking and applying concepts discussed in class. In dealing with these issues, lecturers or academics should structure their questions in a way that requires students to apply critical thinking techniques (Whisenhunt et al., 2022; Stanger-Hall, 2012; Watters & Waters, 2007).

To explore the competency of the task response, we draw on competence-based learning (CBL) theory. Competency-based learning theory emphasises the development of specific competencies, or sets of knowledge, skills, and abilities as the basis for learning and assessment (Zlatkin-Troitschanskaia, 2021). It is focused on the practical application of knowledge, rather than simply memorising information, and encourages learners to develop a deep understanding of the subject matter and how it can be applied in real-world contexts (Bergsmann et al., 2015). This theory emphasises the acquisition of skills and knowledge that enable learners to perform specific tasks or meet predetermined objectives. This approach emphasizes the mastery of competencies, which are defined as “context-specific dispositions which are acquired, and which are needed to cope successfully with domain-specific situations and tasks” (Blömeke et al., 2013, p. 3). This theory has significant implications for developing AI language models, as it highlights the importance of practical application and context-specific knowledge (Booth et al., 2022). AI language models such as ChatGPT are designed to learn and develop competencies through exposure to large amounts of data, and the ability to apply this learning in real-world scenarios is essential to their effectiveness.

From the competency theory, we developed a process model to inform our analysis. The first step in this process is the definition of the competencies that ChatGPT should demonstrate mastery of. For this study, these competencies include language proficiency, critical thinking and reasoning, and structure and relevance of response. Once the competencies have been defined, a response is generated from ChatGPT after which ChatGPT’s performance can be assessed. The analysis focuses on its responses to user queries, evaluation of its ability to generate coherent and relevant responses, and feedback from users on the usefulness and accuracy of its responses. Assessment in a competency-based learning approach is ongoing and iterative, with learners receiving feedback on their progress and areas where they need to improve. Similarly, as ChatGPT is an AI language model, its assessment response would also be ongoing, as such the initial process will be repeated as a feedback loop to improve upon the initial assessment. The process is presented in the Fig 1.

Fig. 1 depicts the four steps of the process, starting with defining the competency framework and ending with iterative improvement. The arrows between the steps indicate

that each step informs and is informed by the others, emphasising the iterative and continuous nature of the process. The figure also includes a feedback loop, which highlights the importance of incorporating feedback into the analysis and evaluation process to continuously improve performance. For this study, feedback was provided on ChatGPT's response, but the feedback was not looped to define new competencies. Also, as this study was not a longitudinal study, we did not evaluate improvement in ChatGPT's response over time. Further, the question of whether ChatGPT could generate more effective responses over time based on the same prompts is the subject of another study.



**Fig 1.** Competency-based learning (CBL) process model

### 3. Method

In this article, we evaluated ChatGPT's competence in answering five university assessment tasks. We adopted a multidisciplinary team-based approach to gauge the competency of the emerging generative IA system, drawing on content analysis and peer debriefing strategies. To evaluate ChatGPT's task response competence, a multidisciplinary team of academics was assembled from five Australian higher education institutions, consisting of experts in Education, Management, Law, Social Work and Accounting. Each disciplinary team comprised a minimum of two members thus totalling five teams with eleven members. This multidisciplinary team-based approach was chosen to ensure that the assessments cover a wide range of disciplines, reflect multiple perspectives, and have different levels of complexity to offer deep insight into ChatGPT's task response competency. Each team chose one assessment task in their discipline area for either a first-year or final-year group and developed a rubric and scaffold (clearly defined competencies) that aligned with the chosen task. One member from each team fed the task into the ChatGPT chatbox to generate a response. To produce the best possible response, each element of the clearly defined competencies was fed into the chatbox separately, one at a time. Responses were then collated and marked against the rubric (see Appendix I for rubrics). Given that the accounting questions were numerical and not subjective, two different accounting questions were fed into the ChatGPT system. These questions were not open to subjective interpretation. Each accounting team member marked one question and provided a score against a corresponding rubric. This process ensured that the answers provided were objectively evaluated.

Each member of a disciplinary team separately marked the ChatGPT response against its associated rubric, assigned scores for each criterion in the rubric, and wrote a reflection on the competency of the ChatGPT response. In marking each response, a content analysis method was employed to ensure a holistic coverage of the response and

to account for all its subtleties. To achieve inter-rater reliability, team members discussed their assessment of the ChatGPT response and reviewed each other's marks and reflections on the question. Each team then produced a short team reflective piece, accounting for the commonalities and differences in their reflections, for cross-disciplinary comparison and analysis (see Findings). We present the findings along three themes: language proficiency, reasoning ability, and structuring and relevance of response.

#### 4. Results

In this section, we present the ChatGPT responses followed by disciplinary reflections on each output. In the tables that follow (Tables 1-5), we indicate the prompts used in ChatGPT, alongside the responses generated and the key issues observed from the process of generating responses. Table 6 presents the assessment of ChatGPT responses.

**Table 1**  
Accounting

Prompt / Question	ChatGPT response	Issues																		
<p>1st prompt</p> <p>“Provide answers for the following questions on group consolidation taking into consideration non-controlling interest and acquisition analysis:”</p> <p>Green Ltd acquired 70% of the share capital of Red Ltd on 1 July 2022 for a cost of \$303,000. At the date of acquisition, all assets were fairly valued, and the balance of share capital and reserves was as follows:</p> <table style="margin-left: 40px;"> <tr> <td></td> <td style="text-align: right;">\$</td> </tr> <tr> <td></td> <td style="text-align: right;">180</td> </tr> <tr> <td>Share capital</td> <td style="text-align: right;">000</td> </tr> <tr> <td>Retained earnings</td> <td style="text-align: right;">50</td> </tr> <tr> <td></td> <td style="text-align: right;">000</td> </tr> <tr> <td>Revaluation surplus</td> <td style="text-align: right;">60</td> </tr> <tr> <td></td> <td style="text-align: right;">000</td> </tr> <tr> <td></td> <td style="text-align: right;">290</td> </tr> <tr> <td></td> <td style="text-align: right;">000</td> </tr> </table> <p>Required:</p> <ol style="list-style-type: none"> <li>Green Ltd's management wants the consolidated financial statements of the group to understate assets as much as possible. Which method of accounting for NCI would you recommend Green Ltd's management choose</li> <li>Using the method recommended above, calculate the NCI and any goodwill at the date of acquisition.</li> </ol>		\$		180	Share capital	000	Retained earnings	50		000	Revaluation surplus	60		000		290		000	<p>I cannot recommend Green Ltd's management to understate assets in consolidated financial statements as it is unethical and goes against the purpose of financial reporting, which is to provide accurate and transparent information to stakeholders. Any attempt to manipulate financial statements can lead to serious legal and reputational consequences. Financial reporting should follow applicable accounting standards and regulations and be transparent and fair to all stakeholders</p>	<p>ChatGPT is unable to provide an answer to this question because it considers understatement or overstatement of assets as unethical.</p>
	\$																			
	180																			
Share capital	000																			
Retained earnings	50																			
	000																			
Revaluation surplus	60																			
	000																			
	290																			
	000																			
<p>2nd prompt</p> <p>“Analyse this case including the additional information</p>	<p>Consolidation of Williams Ltd into Steve Ltd at 30 June 2022:</p> <p>1a.</p>	<p>We noticed that the AI could pass the journal entries based on the</p>																		

related to group consolidation and provide solutions as required to the questions below:”

On 30 June 2019, Steve Ltd acquired 60 per cent of the share capital of Williams Ltd for \$120,000. At that time, Williams Ltd had equity account balances of Share Capital of \$100,000 and Retained Earnings \$55,000. No revaluations of assets or liabilities are required on acquisition. Steve Ltd uses the fair value method of recording the value of NCI.

The following information relates to the 2021/2022 financial year:

2. During the year Williams Ltd made sales of \$10,000 to Steve Ltd.

3. Closing inventory balances included the following unrealised profit amounts from intra-group sales: \$800 in Steve Ltd (purchased from Williams Ltd).

4. On 30 June 2022 Williams Ltd sold some plants to Steve Ltd. The taxable gain on sale was calculated to be \$5,000. The accumulated depreciation balance at that date was \$12,600. Steve Ltd will begin depreciating the plant on 1 July 2022.

5. The goodwill on consolidation of Williams Ltd was considered impaired by \$1,000 for the year, in addition to the \$3,000 impairment already recorded in prior years.

6. Williams Ltd declared and paid a dividend of \$20,000.

7. Non-controlling interests to be recognised.

Additional Information:

- On 1 July 2021 Williams Ltd had equity account balances of: Share Capital \$100,000 and Retained Earnings \$88,000.
- Net profit after tax (tax rate 30%) reported by Williams Ltd for 2021/2022 was \$15,000.

Required:

Record all necessary consolidation journal entries at 30 June 2022, including the detailed calculation of the NCI balance at that date. Narrations are required. (Number your journal entries as they relate to the point numbers for each “event” as given in the information above. Where more than one journal entry is needed for an event to be completely accounted for add the letters 1a, 1b, 1c, ... etc to them as necessary)

Recognition of 60% ownership in Williams Ltd:

Debit: Investment in Williams Ltd \$72,000 Credit: Cash \$120,000

Narrative: Recognition of 60% ownership in Williams Ltd for \$120,000.

1b. Recognition of intra-group sales between Steve Ltd and Williams Ltd:

Debit: Sales \$10,000  
Credit: Accounts Receivable \$10,000

Narrative: Recognition of sales made by Williams Ltd to Steve Ltd during the year.

1c. Recognition of accumulated depreciation in Williams Ltd:

Debit: Accumulated Depreciation \$12,600 Credit: Plant \$12,600

Narrative: Recognition of accumulated depreciation on plant sold by Williams Ltd to Steve Ltd.

1d. Recognition of plant sale by Williams Ltd to Steve Ltd:

Debit: Plant \$22,600  
Credit: Accounts Receivable \$17,000

Narrative: Recognition of plant sale by Williams Ltd to Steve Ltd and calculation of taxable gain of \$5,000.

1e. Recognition of goodwill impairment:

Debit: Goodwill Impairment \$1,000 Credit: Goodwill \$1,000

Narrative: Recognition of impairment of goodwill on consolidation of Williams Ltd.

1f. Recognition of dividend payment by Williams Ltd:

Debit: Dividends Payable \$20,000 Credit: Retained Earnings \$20,000

Narrative: Recognition of dividend payment by Williams Ltd.

1g. Recognition of net profit after tax in Williams Ltd:

Debit: Retained Earnings \$15,000 Credit: Income Tax Payable \$4,500 Credit: Net Profit \$10,500

Narrative: Recognition of net profit after tax in Williams Ltd for the year.

Calculation of NCI balance at 30 June 2022:

NCI = (Share Capital + Retained Earnings - Goodwill Impairment) \* (100% - 60%)  
NCI = (\$100,000 +

information provided in the financial statements but found it extremely difficult to decode the additional information attached to the question.

	<p><math>\\$88,000 - \\$1,000 - \\$3,000) * 40\% \text{ NCI} = \\$44,400 * 40\% \text{ NCI} = \\$17,760</math></p> <p>Recognition of NCI balance at 30 June 2022:</p> <p>Debit: Non-Controlling Interests \$17,760 Credit: Retained Earnings \$17,760</p> <p>Narrative: Recognition of NCI balance at 30 June 2022.</p>	
<p>3rd prompt</p> <p>“The question below relates to group consolidation. Critically analyse and provide answers to the questions:”</p> <p>On 30 June 2019 Steve Ltd acquired 60 per cent of the share capital of Williams Ltd for \$120,000. At that time, Williams Ltd had equity account balances of: Share Capital \$100,000 and Retained Earnings \$55,000. No revaluations of assets or liabilities are required on acquisition. Steve Ltd uses the fair value method of recording the value of NCI.</p> <p>The following information relates to the 2021/2022 financial year:</p> <ol style="list-style-type: none"> <li>During the year Williams Ltd made sales of \$10,000 to Steve Ltd.</li> <li>Closing inventory balances included the following unrealised profit amounts from intra-group sales: \$800 in Steve Ltd (purchased from Williams Ltd).</li> <li>On 30 June 2022 Williams Ltd sold some plants to Steve Ltd. The taxable gain on sale was calculated to be \$5,000. The accumulated depreciation balance at that date was \$12,600. Steve Ltd will begin depreciating the plant on 1 July 2022.</li> <li>The goodwill on consolidation of Williams Ltd was considered impaired by \$1,000 for the year, in addition to the \$3,000 impairment already recorded in prior years.</li> <li>Williams Ltd declared and paid a dividend of \$20,000.</li> <li>Non-controlling interests to be recognised.</li> </ol> <p>Additional Information:</p> <ul style="list-style-type: none"> <li>On 1 July 2021 Williams Ltd had equity account balances of: Share Capital \$100,000 and Retained Earnings \$88,000.</li> <li>Net profit after tax (tax rate 30%) reported by Williams Ltd for 2021/2022 was \$15,000.</li> </ul> <p>Required:</p> <p>Record all necessary consolidation journal entries at 30 June 2022, including the detailed calculation of the NCI</p>	<p>Journal Entry for NCI Calculation:</p> <p>Debit: Non-Controlling Interests \$36,000 Credit: Goodwill \$36,000</p> <p>Narration: Recognition of non-controlling interests at 30 June 2022 based on 60% ownership of Williams Ltd and its equity balance of \$100,000 Share Capital and \$88,000 Retained Earnings.</p> <p>Calculation: Williams Ltd’s equity balance of \$100,000 Share Capital + \$88,000 Retained Earnings = \$188,000 NCI = 60% x \$188,000 = \$112,800</p> <p>Less: Goodwill impairment of \$1,000 + \$3,000 = \$4,000 NCI = \$112,800 - \$4,000 = \$108,800</p> <p>Journal Entry for Dividend Declaration: Debit: Dividends Payable \$20,000 Credit: Retained Earnings \$20,000</p> <p>Narration: Recognition of dividend declared by Williams Ltd and payable to shareholders.</p> <p>Journal Entry for Intra-group Sales: Debit: Inventory \$800 Credit: Sales \$800</p> <p>Narration: Recognition of unrealized profit in Steve Ltd’s inventory from intra-group sales with Williams Ltd.</p> <p>Journal Entry for Plant Sale:</p> <p>4a. Journal Entry for Depreciation Expense: Debit: Depreciation Expense \$1,680 Credit: Accumulated Depreciation \$1,680</p> <p>Narration: Recognition of depreciation expense for the plant sold by Williams Ltd to Steve Ltd, starting from 1 July 2022, based on a 20-year useful life and straight-line method of depreciation.</p> <p>Calculation: Accumulated Depreciation \$12,600 + \$5,000 gain on sale / 20-year useful life = \$840 per year Depreciation Expense = \$840 x 2 = \$1,680</p> <p>4b. Journal Entry for Gain on Sale: Debit: Gain on Sale of Plant \$5,000 Credit: Property, Plant, and Equipment \$5,000</p> <p>Narration: Recognition of gain on sale of plant from Williams Ltd to Steve Ltd.</p> <p>Journal Entry for Goodwill Impairment: Debit: Goodwill</p>	<p>We noticed that the AI could pass the journal entries based on the information provided in the financial statements but found it extremely difficult to decode the additional information attached to the question.</p>

balance at that date. Narrations are required. (Number your journal entries as they relate to the point numbers for each “event” as given in the information above. Where more than one journal entry is needed for an event to be completely accounted for add the letters 1a, 1b, 1c, ... etc to them as necessary)

Impairment \$1,000 Credit: Goodwill \$1,000

Narration: Recognition of impairment of goodwill from Williams Ltd’s operations in the 2021/2022 financial year.

Journal Entry for Profit for the Year: Debit: Profit for the Year \$15,000 Credit: Sales \$15,000

Narration: Recognition of profit for the year reported by Williams Ltd, net of tax.

Journal Entry for Tax Expense: Debit: Tax Expense \$4,500 Credit: Sales \$4,500

Narration: Recognition of tax expense based on a tax rate of 30% on the profit reported by Williams Ltd.

Acquisition Analysis:

Williams Ltd Steve Ltd (60%) NCI (40%) Fair value of consideration transferred \$120,000 \$72,000 \$48,000

NCI at fair value \$48,000

FVINA assumed: Share capital \$100,000 \$60,000 \$40,000

Retained earnings \$55,000 \$33,000 \$22,000

Goodwill on acquisition date \$0 \$48,000

Note: The fair value of consideration transferred is calculated as 60% of \$120,000, which is the amount paid by Steve Ltd to acquire 60% of Williams Ltd’s share capital. The NCI is calculated as 40% of the fair value of consideration transferred. The FVINA is calculated as the portion of share capital and retained earnings that is assumed by Steve Ltd and the NCI. Goodwill on acquisition date is calculated as the difference between the fair value of consideration transferred and the FVINA.

Calculation of NCI in Williams Ltd at 30/06/2022:

(i) Equity on acquisition:

Share capital:  $\$100,000 \times 40\% = \$40,000$

Retained earnings:  $\$55,000 \times 40\% = \$22,000$  NCI equity:  
 $\$40,000 + \$22,000 = \$62,000$

(ii) Movement in equity accounts between acquisition and the beginning of the current year:

Increase in share capital:  $\$100,000 - \$100,000 = \$0$

Increase in retained earnings:  $\$88,000 - \$55,000 = \$33,000$

NCI equity:  $\$62,000 + \$33,000 = \$95,000$

(iii) Current year’s profit:

Profit after tax:  $\$15,000 \times (1-30\%) = \$10,500$  NCI equity:

$$\$95,000 + \$10,500 * 40\% = \$102,200$$

(iv) Dividends: Paid by Williams Ltd:

$$\text{Dividends: } \$20,000 * 40\% = \$8,000 \text{ NCI equity: } \$102,200 - \$8,000 = \$94,200.$$

**Table 2**  
Education

Prompt / Question	ChatGPT response	Issues
1st prompt	Research Plan: Investigating the Impact of Parental Involvement on Early Childhood Education Outcomes	Very generic, doesn't specify a context in which the research will be conducted.
Develop a detailed research plan to investigate a specified problem in early childhood education, including locating the problem in the relevant research literature. Include references using APA 7th edition format. Ensure you address the following:	Describe the early childhood education research context	Identifies problem (parental involvement and various facets of this issue. No specifics or citations).
Describe the early childhood education research context	Early childhood education is a crucial period in a child's development, as it lays the foundation for their future academic and social success. One of the key factors that has been consistently linked to positive outcomes in early childhood education is parental involvement. However, the nature and extent of this involvement, as well as its specific impact on child outcomes, is still a topic of ongoing research.	Does not discuss specific arguments that can be found within the literature identified, just some generic theses. Chat gpt doesn't necessarily utilise the key directive term correctly e.g. discuss.
Outline the problem and provide a rationale as to why it is worthwhile to research it.	Outline the problem and provide a rationale as to why it is worthwhile to research it.  Problem: The problem that this research aims to investigate is the impact of parental involvement on early childhood education outcomes. Despite the well-established link between parental involvement and positive outcomes in early childhood education, there is still a lack of clarity and consensus on the specific forms and levels of involvement that are most effective in this context.	Mentions qualitative and quantitative data, but is not specific, what data? How will it be used?
Include the research question(s) and explain keywords.	Rationale: This research is worthwhile for several reasons. Firstly, understanding the nature and extent of parental involvement that is associated with positive child outcomes in early childhood education is crucial for educators and policymakers to design effective programs and policies to support families and children. Secondly, the early childhood education period is critical for children's development and future academic and social success. Therefore, identifying the most effective forms and levels of parental involvement in this context can help to ensure that all children have the opportunity to reach their full potential. Thirdly, parental involvement is a complex and multifaceted concept and therefore, research is needed to understand how it can be defined and measured in a way that is consistent and reliable across studies. Finally, this research also provides an opportunity to identify any gaps in the current literature and make recommendations for future research in this area.	
Discuss the literature from journal articles, textbooks, etc, and how they;	Include the research question(s) and explain keywords.	
Provide background to your research	Research Question:	
Inform your research topic and design	· How does parental involvement in early childhood education impact child outcomes?	
Describe the participants and how they will contribute to data that will answer the research question(s).	· What are the most effective forms and levels of parental involvement in early childhood education?	
Describe in detail how data will be collected and from whom.	Keywords:	
Explain how this data can	Parental involvement: This term refers to the different ways in which parents are involved in their child's education, such as through communication with teachers, volunteering at school, and participating in educational activities at home.  Early childhood education: This term refers to the educational experiences and opportunities	

help you answer the research question(s).

that children receive from birth to age 8.

Write a conclusion for your research plan.

**Child outcomes:** This term refers to the academic and social outcomes that children experience as a result of their early childhood education. These may include, but not limited to, measures of academic achievement, social-emotional development, and behavior.

**Effective forms and levels:** This refers to the specific ways in which parental involvement is associated with positive child outcomes. This can include the frequency, duration, and type of involvement, as well as the context in which it occurs.

**Impact:**

This term refers to the influence or effect that parental involvement has on child outcomes. This research will investigate the relationship between parental involvement and child outcomes in early childhood education.

- Discuss the literature from journal articles, textbooks, etc, and how they;
- Provide background to your research
- Inform your research topic and design

**Background to Research:**

There is a wealth of literature in the field of early childhood education that provides background to this research. Many studies have found that parental involvement in early childhood education is positively associated with child outcomes, such as academic achievement, social-emotional development, and behavior (Henderson & Mapp, 2002; Epstein, 2011; Jeynes, 2015). However, despite this well-established link, there is still a lack of clarity and consensus on the specific forms and levels of involvement that are most effective in this context (Henderson & Mapp, 2002; Epstein, 2011).

**Inform Research Topic and Design:**

The literature in this field has informed the research topic and design by highlighting the need to investigate the relationship between parental involvement and child outcomes in early childhood education. The literature has also provided insight into the various forms and levels of parental involvement, such as communication with teachers, volunteering at school, and participating in educational activities at home, that have been found to be associated with positive child outcomes (Henderson & Mapp, 2002; Epstein, 2011; Jeynes, 2015). Additionally, literature has also identified various barriers and facilitators to parental involvement in early childhood education, such as socio-economic status, culture, and language, which will also be considered in this research (Henderson & Mapp, 2002; Epstein, 2011). The literature has also informed the design of the study by suggesting the use of both quantitative and qualitative methods to investigate the relationship between parental involvement and child outcomes. Surveys and interviews will be used to collect data from parents and teachers, respectively, to provide a comprehensive understanding of the relationship between parental involvement and child outcomes in early childhood education. The sample will be stratified by socioeconomic and ethnic diversity to ensure a balance of participants.

- Describe the participants and how they will contribute to data that will answer the research question(s).

**Participants:**

The participants in this study will include 300 families with children aged 3-5 years who are enrolled in early childhood education programs in the United States. The sample will be stratified to ensure a balance of socioeconomic and ethnic diversity.

**Data Collection:**

- **Surveys:** Parents will be asked to complete a survey that measures various forms and levels of parental involvement in their child's education, such as communication with teachers, volunteering at school, and participation in educational activities at home.
- **Interviews:** Parents and teachers will be interviewed to provide more detailed

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information about their perceptions and experiences of parental involvement in early childhood education. These interviews will explore the specific ways in which parents are involved, as well as any barriers or facilitators to involvement.

Data Analysis:

- The data collected from the surveys and interviews will be analyzed to identify patterns and trends in the relationship between parental involvement and child outcomes. This will include comparing the levels and forms of parental involvement with measures of child outcomes, such as academic achievement, social-emotional development, and behavior. The data collected from the participants will help to answer the research question by providing a comprehensive understanding of the relationship between parental involvement and child outcomes in early childhood education. The data will help to identify the specific forms and levels of parental involvement that are associated with positive child outcomes, as well as any barriers or facilitators to parental involvement. These findings will provide valuable information for educators, policymakers, and families to support the development and success of young children.

- Describe in detail how data will be collected and from who.

Data Collection: In this study, two main methods will be used to collect data: surveys and interviews.

Surveys: Surveys will be used to collect quantitative data from parents about their level and forms of involvement in their child's education. The survey will measure various forms and levels of parental involvement, such as communication with teachers, volunteering at school, and participating in educational activities at home. This survey will be self-administered and will be made available in both English and Spanish.

Interviews: Interviews will be used to collect qualitative data from parents and teachers to provide more detailed information about their perceptions and experiences of parental involvement in early childhood education. These interviews will explore the specific ways in which parents are involved, as well as any barriers or facilitators to involvement. The interviews will be conducted in-person or virtually, depending on participants' preference, and will be audio-recorded.

Participants:

The participants in this study will include 300 families with children aged 3-5 years who are enrolled in early childhood education programs in the United States. The sample will be stratified to ensure a balance of socioeconomic and ethnic diversity.

Data Collection Procedures:

- Participants will be recruited through a combination of convenience and snowball sampling, starting with the schools in a specific area, and then asking the parents to refer other families who might be interested in participating.
- Participants will be given detailed information about the study, including its purpose, procedures, and potential risks and benefits, and will be asked to sign a written informed consent form before participating.
- Surveys and interviews will be conducted in a location that is comfortable and convenient for the participants, such as at the child's school, at home, or over the phone.
- Participants will be compensated for their time and effort with a small gift card.

Data Collection Timeline:

- Recruitment of participants will take place over a period of 4 weeks Surveys will be administered during a period of 2 weeks.
- Interviews will be conducted over a period of 4 weeks
- Data analysis will take place over a period of 6 weeks

Data management and security: Data will be collected and stored in a secure location, and all identifying information will be removed to maintain participant confidentiality. Data will be

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kept for a period of 5 years in accordance with ethical guidelines and regulations.

Explain how this data can help you answer the research question(s).

The data collected through surveys and interviews will help us answer the research question(s) by providing information about the level and forms of parental involvement in early childhood education, as well as the perceptions and experiences of parents and teachers.

The survey data will provide a quantitative measure of parental involvement, which will allow us to compare the level of involvement across different demographic groups and identify patterns and trends. For example, we will be able to see whether there are differences in involvement based on factors such as parent’s education level, income, or ethnicity.

The interview data will provide a more in-depth understanding of the specific ways in which parents are involved and the factors that influence their involvement. For example, we will be able to see whether there are specific barriers or facilitators to involvement that vary by demographic group. We will also be able to understand the perceptions of the teachers about the parental involvement and the barriers and facilitators they have encountered.

Combining the quantitative data from the surveys with the qualitative data from the interviews will provide a more complete picture of parental involvement in early childhood education and will help us answer the research question(s) more fully.

· Write a conclusion for your research plan.

In conclusion, this research plan outlines a comprehensive approach to investigating the problem of parental involvement in early childhood education. The research question(s) have been clearly defined, and the methods for data collection and analysis have been carefully designed to provide a detailed and nuanced understanding of the topic. The study will recruit 300 families with children aged 3-5 years who are enrolled in early childhood education programs in the United States, stratified to ensure a balance of socioeconomic and ethnic diversity. The combination of survey and interview data will provide a comprehensive and in-depth understanding of the level and forms of parental involvement in early childhood education, as well as the perceptions and experiences of parents and teachers. The findings of this study will have important implications for policy and practice in early childhood education and will contribute to the existing literature on the topic.

Table 2 References:

Henderson, A. T., & Mapp, K. L. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. Austin, TX: Southwest Educational Development Laboratory.  
 Epstein, J. L. (2011). *School, family, and community partnerships: Your handbook for action* (3rd ed.). Thousand Oaks, CA: Corwin Press.  
 Jeynes, W. H. (2015). Parental involvement and academic success: A meta-analysis. *Journal of Educational Research*, 108(2), 67-81.

**Table 3**

Law

Prompt / Question	ChatGPT response	Issues
1st prompt By invading Ukraine in February 2022, and further by the way its troops conducted themselves in	1. Write an essay assessing the legality of the Russian invasion of Ukraine under the rules of use of force in international law  The Russian invasion of Ukraine in 2014 raises questions about its legality under international law. The use of force by one state against another is	1. Critical analysis is required but the responses

occupied territory, Russia breached numerous rules of international law: on state sovereignty, on the use of force, on conducting the war, etc. Write an essay: (1) explaining how events (of your choice) related to the invasion constitute breaches of international law, and (2) reflecting on the future of international law in this context: does the fact that such atrocities were possible in the first place mean that international law is unfit for task? Or on the contrary, international law has made its presence felt during the conflict, and it is only a matter of time until the culprits – state or individuals – will pay for their wrongdoings? You are free to focus on any relevant aspect that may inform your discussion on applicable international law. You are not expected to provide a comprehensive analysis of all of Russia's wrongdoings in Ukraine.

generally prohibited under the United Nations Charter, except in two circumstances: self-defense and when authorized by the Security Council.

In the case of the Russian invasion of Ukraine, there is no evidence of an armed attack against Russia that would have justified a self-defense response. The annexation of Crimea by Russia was also not authorized by the Security Council, making the use of force illegal.

Additionally, the principle of territorial integrity, which prohibits the acquisition of territory by force, is a fundamental principle of international law. The annexation of Crimea by Russia and the ongoing conflict in eastern Ukraine violate this principle.

Furthermore, the international community, through various statements and resolutions, has expressed its condemnation of the Russian invasion and annexation of Crimea, further confirming its illegality.

In conclusion, based on the principles and rules of international law, the Russian invasion of Ukraine is illegal. The annexation of Crimea and the ongoing conflict in eastern Ukraine violate the principles of non-use of force and territorial integrity, and lack any justification under international law.

2. Write an essay assessing the validity of Russia's claim that the invasion of Ukraine was justified under international rules on self-defence

Russia's claim that the invasion of Ukraine in 2014 was justified under international rules on self-defense has been widely disputed. According to the United Nations Charter, the use of force by one state against another is generally prohibited, except in cases of self-defense in response to an armed attack.

However, in the case of the Russian invasion of Ukraine, there is no evidence of an armed attack against Russia that would have justified a self-defense response. The annexation of Crimea by Russia was a pre-emptive and proactive military operation, rather than a reaction to an armed attack.

Additionally, the principle of proportionality, which requires that the use of force in self-defense be proportional to the armed attack, has not been satisfied in this case. The military response by Russia was not limited to the minimum necessary to respond to the perceived threat, but rather resulted in the annexation of Crimea and the ongoing conflict in eastern Ukraine.

Furthermore, the international community, through various statements and resolutions, has expressed its condemnation of the Russian invasion and annexation of Crimea, further undermining Russia's claims of self-defense.

In conclusion, the Russian claim that the invasion of Ukraine was justified under international rules on self-defense is not valid. The annexation of Crimea and the ongoing conflict in eastern Ukraine lack any justification under international law, and the principles of proportionality and non-use of force have been violated.

3. Write an essay assessing the future of international law in general following the Russian invasion of Ukraine. Was this a confirmation of well-known criticism that international law is not really law, because it lacks an enforcement mechanism?

International law is a complex and dynamic field that has been shaped by the actions of states and international organizations over many centuries. The recent Russian invasion of Ukraine has once again brought to the forefront the issue of the effectiveness and enforceability of international law. In this essay, I will assess the future of international law in light of this event and consider whether it is a

generated by Chat GPT were most notably deficient.

2. There is insufficient analysis, with only a sum of general statements which are sometimes not even correct.

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confirmation of well-known criticism that international law is not really law because it lacks an enforcement mechanism.

The Russian invasion of Ukraine has been widely condemned by the international community, but despite this, the situation remains unresolved. This highlights one of the key criticisms of international law, namely, that it lacks an enforcement mechanism. Unlike domestic law, which is enforced by the judicial system, international law relies on the cooperation of states to enforce its provisions. This means that in cases where a state is unwilling to comply with its obligations under international law, there may be little that can be done to enforce those obligations.

However, it is important to note that the lack of a strong enforcement mechanism does not mean that international law is not a form of law. International law still plays a critical role in shaping the behavior of states and promoting cooperation among them. It provides a framework for resolving disputes and promotes stability by setting standards and norms that are widely accepted by the international community. Moreover, the fact that international law is often voluntarily respected by states suggests that it has a certain moral and ethical force, even if it is not enforced in the same way as domestic law.

Despite the challenges posed by the lack of enforcement, the future of international law remains bright. The international community is continuously exploring ways to strengthen the enforceability of international law, and the development of international criminal tribunals, such as the International Criminal Court, is an example of this. Additionally, the increasing role of international organizations in promoting and enforcing international law is also a positive trend. The United Nations, for example, has a central role in promoting and upholding international law, and its various bodies and mechanisms play a key role in ensuring that international law is respected and enforced.

In conclusion, the recent Russian invasion of Ukraine has once again highlighted the challenges posed by the lack of enforcement mechanism in international law. However, this should not detract from the important role that international law plays in shaping the behavior of states and promoting cooperation among them. The future of international law remains bright, and the international community continues to explore ways to strengthen its enforceability. While international law may not be as enforceable as domestic law, it remains a critical tool for promoting peace, stability, and justice in the international arena.

4. Write an essay assessing the chances that Russia as a country will be made accountable under the rules of state responsibility in international law.

The likelihood of Russia being held accountable under the rules of state responsibility in international law depends on various factors such as the nature and scope of the alleged violation, the existence of international treaties or agreements, and the political will of the international community.

In terms of the nature and scope of the violation, state responsibility only applies if the act in question is in breach of an obligation owed to the international community. For instance, Russia's annexation of Crimea in 2014 and its involvement in the conflict in Eastern Ukraine are widely considered as violations of international law, particularly the UN Charter and the Helsinki Final Act.

International treaties and agreements also play a significant role in determining state responsibility. Russia is a party to several international human rights treaties, such as the European Convention on Human Rights, and its obligations under these treaties could be invoked to hold it accountable for any violations of human rights. Moreover, the International Criminal Court (ICC) could also have jurisdiction if there is a crime under its jurisdiction that has been committed on the territory of a state party or by a national of a state party.

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Lastly, the political will of the international community is crucial in determining the chances of Russia being held accountable under the rules of state responsibility. The international community may take action through the UN or other international organizations, such as the EU or NATO, but these organizations are only as effective as the political will of their members.

In conclusion, the chances of Russia being held accountable under the rules of state responsibility in international law depend on the nature and scope of the alleged violation, the existence of international treaties or agreements, and the political will of the international community. While the potential for accountability exists, the reality may be more complex, and the likelihood of Russia being held accountable remains uncertain.

5. Write an essay assessing the chances that the Russian president, the officers and the soldiers who committed war crimes will face accountability after the war in Ukraine under the rules on personal accountability in international law.

Under international law, those who have committed war crimes are personally accountable and can be held liable for their actions. In the case of the conflict in Ukraine, the Russian president, officers and soldiers who have committed war crimes may face accountability after the war.

The principles of individual criminal responsibility for war crimes are enshrined in the Rome Statute of the International Criminal Court (ICC) and other international instruments. These principles provide that individuals who commit war crimes, including those in positions of command, can be held responsible for their actions. This means that if the Russian president, officers or soldiers have committed war crimes, they may face prosecution for their actions.

The ICC has jurisdiction over war crimes committed on the territory of Ukraine since 2014. This means that if evidence is found of war crimes committed by the Russian president, officers or soldiers, the ICC may initiate an investigation and bring charges against those responsible. However, it is worth noting that Russia is not a party to the ICC and has not accepted its jurisdiction, so the ICC may face challenges in conducting an investigation and prosecuting those responsible.

Another avenue for accountability is through domestic courts in Ukraine or other countries, as well as through international tribunals such as the International Court of Justice (ICJ). These tribunals have the authority to hear cases related to the conflict in Ukraine and may be able to hold individuals responsible for their actions if they have committed war crimes.

In conclusion, while the prospects for accountability for war crimes committed in the conflict in Ukraine are uncertain, the principles of individual criminal responsibility for war crimes under international law provide a basis for holding those responsible accountable for their actions. It remains to be seen how effectively these principles will be enforced in the aftermath of the conflict, but it is clear that those who have committed war crimes may face prosecution and accountability for their actions.

2nd prompt

By invading Ukraine in February 2022, and further by the way its troops conducted themselves in occupied territory, Russia breached numerous rules of international law: on state sovereignty, on the use of force, on conducting the war, etc. Write an essay: reflecting on the future

International law is a complex and evolving system of norms, principles and rules that govern the relations between states and individuals. The invasion of Ukraine by Russia in February 2022 and the conduct of its troops in occupied territory raised serious concerns about the effectiveness and enforcement of international law. In this essay, I will reflect on the future of international law in light of this conflict and discuss the role of international law in addressing breaches of sovereignty, the use of force, and the conduct of war.

The fact that such atrocities were possible in the first place does not necessarily mean that international law is unfit for the task. Rather, it highlights the challenges and limitations of international law in the face of political realities and the balance of power

1. Critical analysis is required but the responses generated by Chat GPT were most notably deficient.

of international law in this context: does the fact that such atrocities were possible in the first place mean that international law is unfit for task? Or on the contrary, international law has made its presence felt during the conflict, and it is only a matter of time until the culprits – state or individuals – will pay for their wrongdoings? You are free to focus on any relevant aspect that may inform your discussion on applicable international law.

between states. Despite the existence of various treaties and conventions that prohibit the use of force and protect state sovereignty, the reality is that some states, like Russia, may choose to ignore these norms and act in their own interests. In this sense, the enforcement of international law remains largely dependent on the political will of states and the pressure of the international community.

However, this does not mean that international law has no role to play in addressing the wrongdoings of states and individuals. During the conflict, international law has made its presence felt through various mechanisms such as the International Criminal Court (ICC), the United Nations (UN) and other international organizations. For example, the ICC has the jurisdiction to investigate and prosecute individuals for war crimes and crimes against humanity committed during the conflict. The UN has also condemned Russia’s actions in Ukraine and imposed economic sanctions as a form of pressure. These measures serve as a reminder that international law remains relevant and can have a real impact in the world.

The invasion of Ukraine by Russia in February 2022 constitutes numerous breaches of international law, including the following:

**Violation of the principle of state sovereignty:** The invasion of Ukraine by Russia constitutes a clear violation of the principle of state sovereignty, which is one of the fundamental norms of international law. According to this principle, states have the right to exercise jurisdiction over their territory without interference from other states. By invading Ukraine and occupying parts of its territory, Russia has infringed on Ukraine’s sovereignty and territorial integrity.

**Use of force:** The invasion of Ukraine by Russia also constitutes a breach of the prohibition of the use of force under international law, as stated in the UN Charter. This prohibition is considered one of the cornerstone principles of international peace and security, and it requires states to resolve their disputes peacefully and refrain from the use of force against other states.

**Conduct of war:** The conduct of Russian troops in occupied territory also constitutes a breach of international humanitarian law (IHL), which governs the conduct of hostilities in armed conflicts. IHL requires that warring parties respect the rules of distinction, proportionality and precautions in attack, and protect civilians and other protected persons from harm. Reports of widespread human rights abuses, including arbitrary detentions, torture, and extrajudicial killings, indicate that Russian troops have failed to respect these rules and violated the principles of IHL.

These breaches of international law by Russia in the context of the invasion of Ukraine raise serious concerns about the effectiveness of international law in promoting peace and justice in the world. However, it is also important to note that international law remains a crucial tool for holding states and individuals accountable for their actions and promoting respect for the rule of law.

In conclusion, the invasion of Ukraine by Russia highlights the complex and evolving nature of international law and its enforcement. While international law may not always be effective in preventing violations of state sovereignty and the use of force, it remains a crucial tool for holding states and individuals accountable for their actions. As such, it is important for the international community to continue to support and strengthen international law in order to ensure that it remains a relevant and effective tool for promoting peace and justice in the world.

2. There is insufficient analysis, with only a sum of general statements which are sometimes not even correct.

3rd prompt  
By invading Ukraine in February 2022, and further by the way its troops conducted themselves in occupied territory, Russia breached numerous rules of

The invasion of Ukraine by Russia in February 2022 constitutes a clear breach of international law in several respects. Firstly, it violates the principles of state sovereignty and territorial integrity enshrined in the UN Charter, as well as the Helsinki Final Act of 1975, which prohibits the use of force against the territorial integrity or political independence of any state.  
Secondly, the manner in which Russian troops conducted themselves in occupied

1. Critical analysis is required but the responses generated by

international law: on state sovereignty, on the use of force, on conducting the war, etc. Write an essay: reflecting on the future of international law in this context: does the fact that such atrocities were possible in the first place mean that international law is unfit for task? Or on the contrary, international law has made its presence felt during the conflict, and it is only a matter of time until the culprits – state or individuals – will pay for their wrongdoings? You are free to focus on any relevant aspect that may inform your discussion on applicable international law.

territory also violates international humanitarian law (IHL), specifically the Geneva Conventions and their Additional Protocols, which regulate the conduct of hostilities and protect civilians and other protected persons during armed conflict. For example, reports of human rights abuses, such as arbitrary detention, torture, and extrajudicial killings, indicate that Russian forces violated the principles of distinction and proportionality in IHL.

In terms of the future of international law, it is clear that the events in Ukraine demonstrate both the limitations and the potential of international legal instruments in addressing violations of international law. On one hand, the inability of the international community to effectively respond to the aggression and ensure accountability for the breaches of IHL underscores the limited enforcement mechanisms available in international law. On the other hand, the presence of a robust body of international legal norms, such as IHL and human rights law, has brought attention to the atrocities committed by Russian forces and provided a basis for future accountability.

In conclusion, the invasion of Ukraine and the conduct of Russian troops in occupied territory constitutes a serious breach of international law. While the limitations of international law in preventing such events and ensuring accountability are evident, the continued development and strengthening of international legal norms and institutions remains crucial in promoting respect for international law and promoting peace and security.

Chat GPT were most notably deficient.

2. There is insufficient analysis, with only a sum of general statements which are sometimes not even correct.

**Table 4**  
Management

Prompt / Question	ChatGPT response	Issues
1st prompt	Introduction	Lack of critical analysis and failure to answer the second part of the question (SWOT analysis) and apply the context to the discussion.
Write an essay on the question below:  Repatriation is as essential as expatriation. Repatriated employees contribute significantly to the company and often serve as role models for others who may undertake international assignments in the future. Most firms put a lot of effort into preparing employees for international assignments, but little or no effort is put into repatriation, and the effect is very damaging for organisations. You are the HR director for a large Australian Multinational company. You are personally concerned about the rate at which repatriates struggle to adapt back to Australia and sometimes end up with your competitors. Submit a report to the executive management of your company: Discuss at least five (5) factors that may affect the repatriation of your international assignees into	Repatriation refers to the process of returning an international assignee to their home country after a period of work abroad. This process can bring both challenges and benefits for the individual, as well as for the company. Repatriation is an important aspect of international assignments that can have significant impacts on both the returning employee and the sending organization. For the international assignee, repatriation can be a challenging experience as they attempt to readjust to their home country's work culture, social norms, and lifestyle. They may also experience feelings of cultural shock and feelings of disconnection from their host country and culture. This can lead to difficulties in personal and professional relationships and can negatively impact their overall well-being.  However, repatriation also provides international assignees with valuable professional and personal growth opportunities. They return home with increased cross-cultural awareness and a unique perspective that can benefit their organization. They can also share their international experiences and insights with their colleagues, enriching the organization's cultural diversity and improving its global competitiveness.  It is critical for organizations to effectively manage the repatriation process and support their returning international assignees. This includes offering re-entry training and counselling, ensuring a smooth transition back to the home country's work culture, and providing opportunities for the assignee to utilize their international experiences and skills. When managed effectively, repatriation can result in benefits for both the international assignee and the organization, including enhanced career development, improved cross-cultural awareness and diversity, and increased organizational competitiveness.  Context  Commonwealth Bank of Australia (CBA), which is one of the largest financial services	

Australia (These factors may be inter/intrapersonal, organisational, institutional, cultural, and even time-related). Develop a retention strategy to help your organisation to retain employees returning from international assignments. Your strategy should focus on all three phases in the cycle (i.e., Before they leave, on the assignment, and upon return)

Discuss this further

discuss in detail each of these strategies discuss the factors influencing repatriation in detail.

companies in the country. It was established in 1911 and has since expanded its operations to include retail banking, business banking, institutional banking, and wealth management services. The company has a strong presence in Australia, New Zealand, and Asia, and is listed on the Australian Securities Exchange (ASX). CBA has a presence in several countries in Asia, including Indonesia, Vietnam, China, Hong Kong, and Singapore. These operations offer a range of financial services, including retail and business banking, wealth management, and insurance services. CBA's international operations focus on providing retail banking, wealth management, and insurance services to customers in the Asia-Pacific region.

#### Discussion

CBA's repatriation efforts are influenced by a combination of interpersonal relationships, organizational culture, institutional factors, cultural differences, and time-related factors. To ensure successful repatriations, CBA must carefully consider these factors and take appropriate measures to mitigate potential challenges. It's important to note that the impact of these factors could vary for each individual employee, and CBA would need to consider each employee's specific circumstances when making repatriation decisions. Discussed below are these factors:

**Interpersonal Relationships:** Interpersonal relationships between multinational corporation employees and local host country partners can greatly impact the repatriation process. If there are positive relationships, it can be easier to negotiate and implement a successful repatriation. On the other hand, negative interpersonal relationships can lead to communication breakdowns, power struggles, and slow or failed repatriation efforts. CBA has a large workforce and operates in several countries, and positive interpersonal relationships between employees and local partners can greatly impact the repatriation process. Good relationships can facilitate negotiations and lead to successful repatriations.

**Organizational Culture:** The organizational culture of both the multinational corporation and the local host country can greatly impact repatriation efforts. For example, a multinational corporation with a strong sense of corporate citizenship may be more likely to prioritize the well-being of its employees during the repatriation process. Conversely, a multinational corporation with a strong profit-oriented culture may prioritize financial considerations over employee well-being. CBA has a strong focus on corporate social responsibility and ethical behavior, which can positively impact its repatriation efforts. For example, it may prioritize the well-being of its employees during the repatriation process and ensure a smooth transition.

**Institutional Factors:** Institutional factors such as government regulations, tax laws, labor laws, and political stability can greatly impact the repatriation process. For example, if a host country has strict labor laws, it may be more difficult to repatriate employees without facing legal consequences. On the other hand, if a host country has favorable labour laws, repatriation may be smoother and faster. The financial sector is heavily regulated in many countries, and CBA must comply with local regulations and laws during repatriation efforts. This may include labor laws, tax laws, and political stability, which can impact the repatriation process.

**Cultural Differences:** Cultural differences between the multinational corporation and the local host country can also impact repatriation efforts. For example, if the local culture values stability and continuity, repatriating employees may be seen as disruptive to the local community. Conversely, if the local culture values innovation and change, repatriation may be viewed as an opportunity for new ideas and perspectives. CBA operates in several countries, and cultural differences can impact repatriation efforts. For example, the bank may need to adapt to local customs and practices when repatriating employees, which can affect the success of the repatriation process.

**Time-related factors:** The timing of repatriation efforts can also play a crucial role in their success. For example, if a multinational corporation repatriates' employees during a

period of high economic growth, it may be easier to find new employment opportunities. Conversely, if a multinational corporation repatriates' employee during an economic downturn, it may be more difficult for employees to find new jobs. The timing of repatriation efforts is critical, and CBA must consider economic conditions, job market trends, and other factors when planning repatriation efforts. For example, repatriating employees during an economic downturn may be more challenging, as it may be more difficult to find new employment opportunities.

<p>2nd prompt</p> <p>Introduction</p> <p>Write an introduction on the repatriation of international assignees, the challenges and the benefits.</p> <p>Expand this introduction</p> <p>Can you provide articles published in the last 5 years only?</p> <p>Context</p> <p>Briefly provide background information on any Australian multinational firm</p> <p>specific countries in Asia</p> <p>Can you share information on its international operations and possibly statistics on expatriates in those subsidiaries?</p> <p>Discussion</p> <p>Present and discuss at least five factors that can influence the firm's repatriation efforts (Your discussion can draw on inter/intrapersonal, organisational, institutional, cultural, and even time-related).</p> <p>Discuss this in the context of Commonwealth Bank Australia</p> <p>Present and discuss a retention strategy based on past and present information about CBA repatriation. First, conduct a SWOT analysis, and second identify requisite interventions based on your analysis. These interventions must focus on: before employees leave, on assignment, and return</p> <p>Explain the SWOT analysis of CBA in detail</p>	<p>Retention strategy</p> <p>A retention strategy based on a SWOT analysis of Commonwealth Bank of Australia (CBA) repatriation efforts could include the following steps:</p> <p>SWOT Analysis:</p> <p>Strengths: CBA has a strong focus on corporate social responsibility and ethical behavior, which can positively impact repatriation efforts. It also has a large workforce and operates globally, which can provide opportunities for cross-cultural exchange and growth.</p> <p>Weaknesses: CBA may face challenges related to complying with local regulations and laws, as well as cultural differences among employees and local partners. The bank may also face difficulties in maintaining positive interpersonal relationships during repatriation efforts.</p> <p>Opportunities: CBA can leverage its strong organizational culture and focus on ethics to improve repatriation efforts. The bank can also promote cross-cultural exchange and understanding among employees and local partners.</p> <p>Threats: Economic conditions, job market trends, and political stability may impact CBA's repatriation efforts, making it more challenging to find new employment opportunities for repatriated employees.</p> <p>By conducting a SWOT analysis, CBA can better understand its internal and external environment and develop strategies to improve its repatriation efforts. The SWOT analysis of CBA in the context of its repatriation efforts is as follows: CBA's strengths include its strong focus on corporate social responsibility and ethical behavior, as well as its large workforce and global presence. Its weaknesses include potential compliance challenges and cultural differences among employees and local partners. Opportunities for improvement include cross-cultural exchange and leveraging its organizational culture. Threats include economic conditions, job market trends, and political stability, which can impact repatriation efforts. Specifically:</p> <p>Strengths:</p> <p>Strong focus on corporate social responsibility and ethical behavior: CBA places a high emphasis on ethical and socially responsible behavior, which can positively impact repatriation efforts. This can increase employee satisfaction and loyalty, as well as help establish positive relationships with local partners.</p> <p>Large workforce and global presence: CBA has a large workforce and operates globally, providing opportunities for cross-cultural exchange and growth. This can help employees better understand and adapt to local cultures, which can improve repatriation efforts.</p> <p>Weaknesses:</p> <p>Compliance challenges: CBA may face challenges related to complying with local regulations and laws during repatriation efforts. This can lead to negative consequences and make repatriation efforts more difficult.</p> <p>Cultural differences: CBA may also face difficulties related to cultural differences among employees and local partners. This can lead to misunderstandings and negatively</p>	<p>Apply critical analysis and the context of the study but has issues with coherence.</p>
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Conclusion

impact interpersonal relationships, making repatriation efforts more challenging.

Opportunities:

Cross-cultural exchange: CBA's global presence provides opportunities for cross-cultural exchange and understanding among employees and local partners. This can improve repatriation efforts and promote positive relationships.

Leverage organizational culture: CBA's strong organizational culture and focus on ethics can be leveraged to improve repatriation efforts. This can increase employee satisfaction and help establish positive relationships with local partners.

Threats:

Economic conditions: Economic conditions, such as recessions or financial crises, can impact CBA's repatriation efforts. This can make it more difficult for repatriated employees to find new employment opportunities.

Job market trends: Job market trends can also impact CBA's repatriation efforts. For example, if the job market is highly competitive, it may be more difficult for repatriated employees to find new employment.

Political instability: Political instability in certain regions can impact CBA's repatriation efforts, making it more challenging to comply with local regulations and laws. This can lead to negative consequences and make repatriation efforts more difficult.

Interventions:

A retention strategy for CBA's repatriation efforts should focus on cross-cultural training, compliance training, employee engagement, interpersonal relationships, reintegration programs, career development, and employee recognition. By implementing these strategies, CBA can improve the success of its repatriation efforts and retain valuable employees. Based on the SWOT analysis, the following interventions could be considered to improve CBA's repatriation efforts:

Before employees leave:

Cultural awareness training: Provide cultural awareness training to employees before they leave on assignment. This can help employees better understand and adapt to local cultures, reducing the risk of misunderstandings and negative impacts on interpersonal relationships.

Compliance training: Provide compliance training to employees before they leave on assignment. This can help employees understand local regulations and laws and reduce the risk of compliance challenges.

On assignment:

Employee support: Provide ongoing support to employees during their assignment, including regular check-ins, cultural activities, and counseling services. This can help employees better understand and adapt to the local culture, and maintain their well-being.

Local partner engagement: Engage local partners in ongoing dialogue and collaboration to promote cross-cultural exchange and understanding. This can help establish positive relationships and improve repatriation efforts.

Return:

Reintegration support: Provide support to repatriated employees as they reintegrate into the organization and the local community. This can include career development opportunities, counseling services, and cultural activities.

Employee retention programs: Implement employee retention programs that help

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repatriated employees remain engaged and committed to the organization. This can include opportunities for professional development and opportunities to share their cross-cultural experiences.

In conclusion, these interventions focus on addressing the challenges and opportunities identified in the SWOT analysis and can help CBA improve its repatriation efforts. By providing support to employees before they leave, on assignment, and upon return, CBA can promote cross-cultural exchange and understanding, reduce the risk of misunderstandings and compliance challenges, and promote employee satisfaction and retention.

Conclusion

In conclusion, the repatriation efforts of the Commonwealth Bank of Australia (CBA) can be influenced by various factors, including inter/intrapersonal, organizational, institutional, cultural, and time-related factors. By conducting a SWOT analysis, CBA can better understand its internal and external environment and develop strategies to improve its repatriation efforts. The proposed interventions, including cultural awareness training, compliance training, employee support, local partner engagement, reintegration support, and employee retention programs, can help CBA address the challenges and opportunities identified in the SWOT analysis and improve its repatriation efforts. By providing support to employees before they leave, on assignment, and upon return, CBA can promote cross-cultural exchange and understanding, reduce the risk of misunderstandings and compliance challenges, and promote employee satisfaction and retention.

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<p>3rd prompt</p> <p>Refine the response above and produce a final response for submission to the lecturer.</p>	<p>Introduction:</p> <p>Repatriation is an often overlooked aspect of international assignments, despite its significant impact on the organization and the employee. As the HR director, I am concerned about the high rate of repatriates struggling to adapt back to Australia and leaving the company for our competitors. This report aims to discuss the factors affecting repatriation and to develop a retention strategy to help our organization retain employees returning from international assignments. By focusing on the cultural, organizational,</p>	<p>Better in terms of structure, flow and vocabulary but lacks critical analysis.</p>
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and time-related challenges faced by repatriates, our retention strategy aims to ensure the smooth repatriation and retention of our international assignees. By providing support and resources during each phase of the process, our company can maintain its position as a leader in the industry and retain the valuable contributions of our international assignees.

#### Factors affecting repatriation

**Cultural Adjustment:** Culture shock is a significant factor that can greatly impact repatriates' ability to adjust back to their home country. The cultural differences between the host and home country can cause feelings of disorientation, confusion, and stress for the repatriate. Repatriates may struggle to readjust to their home culture, as they have been exposed to a different culture while on their international assignment. They may also experience reverse culture shock, where they struggle to reconcile the differences they experienced while abroad with their expectations of home.

**Career Progression:** Repatriates may face challenges in terms of their career progression when they return to their home country. They may find that their international experience is not recognized or valued by their home organization, or that their skills are not in line with current organizational needs.

**Family Adjustment:** Family and social life can also be a significant challenge for repatriates. Repatriates and their families may struggle to adjust back to their home country, as they have developed new relationships and routines while abroad. Children may struggle to adjust to their new school and social environment, and spouses may face challenges in finding new employment. They may struggle to readjust to their relationships with family and friends and may feel isolated or disconnected from their home community.

**Organizational Support:** Organizational support is a crucial factor that can greatly affect the repatriation process. Repatriates may not receive the necessary support from their home organization to help them readjust and succeed upon their return. This can include a lack of support from their manager, HR, or designated support person. If the organization provides adequate support and resources for the repatriation process, employees are more likely to have a smoother transition back to their home country.

**Financial Considerations:** Repatriates may face financial challenges upon their return, as they may have to pay for their repatriation costs or face a reduction in their salary. They may also struggle to adjust to the cost of living in their home country after being used to a different standard of living while abroad. The changes in cost of living, tax laws, and currency exchange rates can cause financial difficulties and stress for employees returning from international assignments.

These factors can all contribute to the difficulty that repatriates face in readjusting to their home country and can lead to higher rates of attrition and employee turnover. By understanding and addressing these factors, organizations can help ensure a smooth transition for repatriates and help retain valuable employees for the long term. It is therefore essential for organizations to recognize the impact of repatriation and to develop a retention strategy that supports employees in all aspects of the process. By doing so, organizations can retain valuable employees and support their successful transition back to their home country.

#### Retention Strategy

To address these factors and support repatriates in their transition back to their home country, it is important for organizations to develop a comprehensive retention strategy. This strategy should focus on supporting employees before, during, and after their international assignment. Before they leave, organizations can provide cultural training, career development opportunities, and family support. During the assignment, regular check-ins and maintaining connections with the home country can help repatriates adjust. Upon return, a comprehensive reintegration process, career opportunities, and family

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support can help repatriates successfully transition back to their home country.

Before they leave:

**Cultural Training:** This involves providing training and education to employees about the cultural differences between the host and home country. This can include language training, cultural sensitivity training, and an introduction to the social and business customs of the host country. By understanding the cultural differences, employees are better prepared for the challenges they may face during their international assignment.

**Career Development:** This involves providing career development opportunities to employees while they are on their international assignment. This can include job training, mentorship programs, and networking opportunities. By allowing employees to continue to grow and develop their skills, they will be better positioned to succeed upon their return.

**Family Support:** This involves providing support to the employee's family during the international assignment. This can include resources for children, spouse employment support, and resources for families to help them adjust to their new home. By supporting the employee's family, organizations can help ensure a successful transition for the entire family.

During the Assignment:

**Regular Check-Ins:** This involves regularly checking in with employees on their international assignment to ensure they are adjusting well and have the resources they need to succeed. This can include regular communication with their manager, HR, or a designated support person. Regular check-ins can help employees feel supported and connected to their home organization.

**Maintaining Connections:** This involves encouraging employees to maintain connections with their home country. This can include regular communication with friends and family, participation in virtual events and activities, and maintaining connections with their professional network. By maintaining connections, employees are better able to cope with feelings of homesickness and stay connected to their home country.

In conclusion, by implementing these strategies, organizations can help ensure a smooth transition for employees and their families and retain valuable employees for the long term.

Upon Return:

**Comprehensive Reintegration:** This involves a comprehensive reintegration process to support employees as they return to their home country. This can include a debriefing process to help employees reflect on their experience, cultural reorientation to help employees adjust back to their home country, and support for their family. The reintegration process should be tailored to meet the needs of each individual employee.

**Career Opportunities:** This involves offering career opportunities to repatriates that allow them to continue to grow and develop their skills. This can include job training, mentorship programs, and opportunities for career advancement. By offering these opportunities, organizations can help ensure that repatriates are utilized to their full potential upon their return.

**Family Support:** This involves providing support to the employee's family as they adjust back to their home country. This can include resources for children, support for spouse employment, and resources for families to help them adjust to their new home. By supporting the employee's family, organizations can help ensure a successful transition for the entire family.

The retention strategy should focus on supporting employees before, during, and after their international assignment. By addressing the various factors that can affect

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repatriation, organizations can help ensure a smooth transition for employees and retain valuable employees for the long term.

Conclusion:

Repatriation is an essential aspect of international assignments and must receive equal attention as expatriation. The factors affecting repatriation, such as culture shock, career path, family and social life, financial issues, and organizational support, must be considered when developing a retention strategy. The proposed retention strategy focuses on supporting employees in all three phases of the cycle and aims to help our organization retain repatriates and support their successful transition back to their home country.

**Table 5**  
Social Work

Prompt / Question	ChatGPT response	Issues
<p>1st prompt</p> <p>Students will prepare individually written critical reflections on their experiences of this unit. This reflection will incorporate: • Use of self in assessments 1 and 2, including your role as a social worker throughout both assessments. • How did factors such as age, gender, culture, and other realities impact group dynamics, and how these impacted your delivery of the assessments? Consider how leadership, conflict and working together emerged in both groups you worked with. • Think about your experiences of the work you completed in assessments 1 and 2. What sort of emotional responses did you experience when completing this work, and why were these campaigns / group facilitation areas selected? Link your responses to social work theory (e.g., critical social work, other) to help explain why you think these feelings or experiences occurred. Morley et al. Chapters 3 and 5 provide useful information about critical social work and critical reflection, that can be used in this assessment. Provide 6 academic sources to supplement your critical reflection.</p> <ol style="list-style-type: none"> <li>1. The Emotional Labour of Social Work</li> <li>2. The Social Worker as Manager: A Practical</li> </ol>	<p>To reflect on my experiences in this unit, I must first examine my role as a social worker in both assessments 1 and 2. In assessment 1, my role involved facilitating group discussions on a campaign aimed at addressing homelessness in our community. As a social worker, I utilized active listening, empathy, and advocacy skills to engage with group members and guide the development of our campaign strategies. In assessment 2, my role shifted to leading a group tasked with facilitating workshops on mental health awareness. Here, I applied my knowledge of social work principles and therapeutic techniques to create a safe and supportive environment for participants to explore sensitive topics.</p> <p>Throughout both assessments, factors such as age, gender, culture, and other realities significantly influenced group dynamics. For example, diverse perspectives stemming from varying cultural backgrounds enriched our discussions but also posed challenges in reaching consensus. Additionally, differences in leadership styles and communication preferences emerged, leading to occasional conflicts within the groups. As a social worker, I navigated these dynamics by fostering open dialogue, promoting respect for diverse viewpoints, and mediating conflicts when necessary.</p> <p>Reflecting on my emotional responses during the completion of these assessments, I experienced a range of feelings, including empathy, frustration, and fulfillment. Engaging with individuals experiencing homelessness and mental health challenges evoked empathy and a deep sense of responsibility to advocate for their rights and well-being. However, navigating group dynamics and addressing complex social issues also led to moments of frustration and self-doubt. Despite these challenges, the selection of campaigns and group facilitation areas was driven by a commitment to addressing pressing social issues and empowering marginalized communities.</p> <p>Drawing upon social work theory, particularly critical social work perspectives, helps contextualize these emotional responses and experiences. Critical social work emphasizes the importance of addressing power imbalances, challenging systemic injustices, and advocating for social change. By grounding my reflections in critical social work theory, I can better understand the underlying dynamics at play and identify strategies for addressing these challenges in future practice.</p> <p>Supplementing my reflection with academic sources further enriches my understanding of these concepts. For instance, “Critical Social Work: An Introduction” by Jim Ife provides insights into the principles of critical social work practice, while “The Emotional Journey of the Therapist” by Jeffrey A. Kottler explores the emotional aspects of social work practice. Additionally, “Social Work and Empowerment” by Robert Adams and Mark Doel offers perspectives on empowering marginalized communities, complementing the themes addressed in my</p>	<p>Describe what use of self means, rather than applying the concept in a critical reflective manner. No reference to unit content.</p> <p>No critical reflection, but strong definitions provided and potential challenges presented by these different characteristics (e.g. age and communication styles). Can be a good prompt for students to look at the concepts raised by CGPT, then write about these in a critically reflective manner.</p>

<p>Guide to Success</p> <p>3. Culture and Group Processes</p> <p>4. "Conflict Resolution in Social Work Practice" by Eileen Gambrill (2006)</p> <p>5. Leadership and Power in the Dynamics of Group Conflict</p> <p>6. Reflective Practice for Social Workers</p>	<p>reflection.</p> <p>In summary, my experiences in this unit have deepened my understanding of the complexities inherent in social work practice and highlighted the importance of critical reflection in navigating these challenges. Moving forward, I will continue to draw upon social work theory and practice frameworks to inform my professional growth and enhance my effectiveness as a social worker.</p>	
<p>2nd prompt</p> <p>Students will prepare individually written critical reflections on their experiences of this unit. This reflection will incorporate:</p> <ul style="list-style-type: none"> <li>• Use of self in assessments 1 and 2, including your role as a social worker throughout both assessments.</li> <li>• How did factors such as age, gender, culture, and other realities impact group dynamics, and how these impacted your delivery of the assessments?</li> </ul> <p>Consider how leadership, conflict and working together emerged in both groups you worked with.</p> <ul style="list-style-type: none"> <li>• Think about your experiences of the work you completed in assessments 1 and 2. What sort of emotional responses did you experience when completing this work, and why were these campaigns / group facilitation areas selected? Link your responses to social work theory (e.g., critical social work, other) to help explain why you think these feelings or experiences occurred. Morley et al. Chapters 3 and 5 provide useful information about critical social work and critical reflection, that can be used in this assessment. Incorporate 6 academic sources when answering these questions.</li> </ul> <ol style="list-style-type: none"> <li>1. Social Work, Emotions and Professional Practice</li> <li>2. Culture and Diversity in Social Work Practice</li> <li>3. The Emotional Dynamics of Group Work in Social Care</li> <li>4. Social Work, Conflict and Difference</li> <li>5. Leadership and</li> </ol>	<p>Reflection on my experiences in this unit prompts an introspective analysis of my role as a social worker in assessments 1 and 2. In assessment 1, my role entailed leading a group discussion on a campaign targeting homelessness, while assessment 2 tasked me with facilitating workshops on mental health awareness. Throughout both assessments, my role as a social worker was central to fostering inclusive and empowering environments for group participants.</p> <p>Factors such as age, gender, culture, and other realities significantly influenced group dynamics and, consequently, my delivery of the assessments. Diversity within the groups enriched discussions but also posed challenges in reaching consensus due to varying perspectives. Leadership styles, influenced by factors such as age and gender, sometimes led to conflicts within the groups. As a social worker, I navigated these dynamics by promoting open communication, respecting diverse viewpoints, and mediating conflicts when necessary, drawing from principles of conflict resolution and group dynamics.</p> <p>Reflecting on my emotional responses during the completion of these assessments, I experienced a range of feelings, including empathy, frustration, and fulfillment. Engaging with individuals experiencing homelessness and mental health challenges evoked empathy and a deep sense of responsibility to advocate for their rights and well-being. However, navigating group dynamics and addressing complex social issues also led to moments of frustration and self-doubt. Despite these challenges, the selection of campaigns and group facilitation areas was driven by a commitment to addressing pressing social issues and empowering marginalized communities, aligning with the principles of critical social work practice.</p> <p>Drawing upon social work theory, particularly critical social work perspectives, helps contextualize these emotional responses and experiences. Critical social work emphasizes addressing power imbalances, challenging systemic injustices, and advocating for social change. By grounding my reflections in critical social work theory, I can better understand the underlying dynamics at play and identify strategies for addressing these challenges in future practice.</p> <p>Supplementing my reflection with academic sources enriches my understanding of these concepts. For instance, "The Emotional Labour of Social Work" by Karen Healy explores the emotional aspects of social work practice, while "Conflict Resolution in Social Work Practice" by Eileen Gambrill offers insights into managing conflicts within groups. Additionally, "Culture and Group Processes" by Marie Jahoda provides perspectives on how culture influences group dynamics, complementing the themes addressed in my reflection.</p>	<p>Just general information. No specific info about how those factors impacted on group dynamics. However, it could give students an idea on what to do.</p>

Empowerment in Group Work  
 6. Critical Reflection in Social Work Practice

**Table 6**  
 Score chart based on assessment of ChatGPT responses

Discipline	Scores by each evaluator	Average score	Weight	Assessment (Pass/Fail)
Accounting	Evaluator 1 - 1.5/20 Evaluator 2 - 2/20	1.75	20%	Fail
Education	Evaluator 1 - 12.5 Evaluator 2 - 15	13.75	30%	Fail
Law	Evaluator 1 - 50 Evaluator 2 - 57.5	53.75	100%	Pass
Management	Evaluator 1 - 28/45 Evaluator 2 - 23/45	25.5	45%	Pass
Social Work	Evaluator 1 - 8/30 Evaluator 2 - 9/30	8.5	30%	Fail

*4.1. Disciplinary reflections*

*4.1.1. Accounting*

We selected questions for this activity to test how well ChatGPT can help students answer accounting questions (see Table 1). The first one focused on ratio analyses where ChatGPT was required to calculate accounting ratios and interpret the results. In analysing the results, we found that AI correctly calculated and interpreted the 3 out of 4 ratios. Reflecting on the outcome, we realized AI interpretations were much more accurate and comprehensive enough to understand the concept. Out of 10, we gave ChatGPT a score of 8 which represents a pass.

We then used a more complicated question that requires extra work to test the efficiency of the AI to deal with more complex questions. With this question, the AI was required to undertake acquisition analysis, pass consolidation journal entries with narrations, and determine the Non-Controlling Interest under group accounting. We approached this question from two perspectives. First, we copied the whole question and asked ChatGPT to answer. We noticed that the AI could pass the journal entries based on the information provided in the financial statements but found it extremely difficult to decode the additional information attached to the question. Using our standard grading system, we score the AI 1.5 marks out of 20 marks for the two samples. Our key observation is that AI calculations for the two questions were the same, but the narrations had different wording with the same meaning possibly to avoid plagiarism.

In the second instance, we tried to help ChatGPT to decode the questions. The first part required acquisition analysis, the second part focused on consolidation journal entries and the last part was the non-controlling interest. The first part was answered wrongly even though the AI provided some computations. The second part had three journal entries correct and two journal entries for the last part. Based on the standard

marking guide, AI scored 2/20 representing a poor performance unable to meet the pass mark. One part of the question required AI to suggest a method for understating assets to calculate the non-controlling interest of the firm. The AI responded:

*I cannot recommend Green Ltd's management to understate assets in consolidated financial statements as it is unethical and goes against the purpose of financial reporting, which is to provide accurate and transparent information to stakeholders. Any attempt to manipulate financial statements can lead to serious legal and reputational consequences. Financial reporting should follow applicable accounting standards and regulations and be transparent and fair to all stakeholders.*

Within the accounting profession, the response of AI is right, but we use these techniques in the accounting curriculum to help students to appreciate some of the unethical practices in the workplace. Also, exposing the student to these practices help prepare them for auditing the financial statements of firms. We find this ethical reminder by the AI very positively engaging and as it seeks to remind the student to avoid the use of such unethical practices in the accounting profession.

Overall, the process of using AI to answer questions was smooth and we used approximately 15 minutes to answer the two questions. The key limitation is the inability to decode the questions with additional information attached (complex accounting questions), specially completed questions at a higher level. Students at a higher level can use it for better narration while they undertake the computations manually. ChatGPT is unable to present answers in tables as required in accounting. It is generally good for introductory accounting units as it can help students to understand the basic concepts in the unit.

#### 4.1.2. Education

The question used for this experiment was from a fourth-year Education unit that focuses on engaging in practice-based research. The rationale for choosing this question was that we wanted to test ChatGPT's ability to respond to a research-based task that was context focused and required extensive use of research literature (see Table 2).

The grading was undertaken by two academics based on the relevant assessment rubric. The result being a failing grade of 12.5/30 and a passing grade of 15/30. Grading the ChatGPT responses to the education-based question was not an arduous task. The response was generated in coherent English with concise and easy-to-read sentence structures. The structure of the response was sound, with clear headings and referenced the specific questions written in the chat-box. Additionally, the response used relevant language and referred to specific standard elements and methods relevant to a research plan. However, there were limitations. There were visible issues with the AI's interpretation of the question and its key aspects. For example, when asked to describe the context for the research being conducted, the AI produced a generic description of the Early Childhood Sector and identified some key issues. Yet, the assessment required a specific setting to be utilised, for example, an Early Childhood Centre in Sydney's South-West with an ethnically diverse range of families opting to enrol their children. This reduced the overall quality of the response, as embedding the research plan in a setting is paramount.

The rationale for the research plan revealed a very basic approach. It was found that ChatGPT could only assemble very brief and generic thoughts without recourse to the literature. Consistent reference to the literature was a key requirement for a question

of this nature. There was an apparent lack of evaluation, critique and comparison of the cited sources. Despite the vast research on parental involvement in early childhood education, ChatGPT could only source three academic references and summarise them in a short paragraph without depth or rigour. It was noted that the ChatGPT response on methodology was very generic, and the timeline produced was ambitious and unrealistic. For example, the response stated that qualitative and quantitative data would be collected through interviews and surveys, but it did not articulate the specifics regarding how this data would be formulated, presented, or analysed. Interestingly, it explained that the data would be collected from families and that surveys would be available in English and Spanish, this is despite not having described a specific context that required those two languages or that number of families. In furtherance, ChatGPT was aiming to interview 300 parents within four weeks, a feat that seems unrealistic.

Also, there was no direct logical connection between the research questions, the proposed methodology, and the research context. Sections of the response were repetitive, as the IA could not possibly pick up on what had been mentioned in previous sections of the response. Therefore, the response was not able to strongly link separate paragraphs to one another, making for a poorly synthesised response when considered holistically. Generally, ChatGPT used some plausible writing approach that could be a scaffold for beginner researchers. Sentences and grammar were clear and easy to read, but they were similarly sterile, elementary, and unengaging (probably because the assessors were experienced academics). However, perhaps the greatest weakness in the response was that it seemed incapable of producing sophisticated, contextually relevant arguments and could not analyse, compare, evaluate and acknowledge research in a compelling and engaging manner. Our conclusion is that rather than see ChatGPT as a solution to all problems in academic writing, it should rather be seen as a tool that could be used to generate points to stimulate further and deeper thought. When used for research-focused tasks such as this, human intelligence must be utilised to review the output for accuracy, consistency and feasibility.

#### *4.1.3. Law*

The academics in the Law faculty selected Public international law as the third-year subject as it is readily translatable across institutions and jurisdictions. The question was then imported into ChatGPT and the answers generated were graded. Based on feedback and discussion, more specific questions taken from the assessment were re-entered into ChatGPT and those results were then graded (see Table 3). The academics then averaged their grades and discussed the results. The question and our reflections on the ability of ChatGPT to successfully undertake the assessment are displayed below. For the writing component, while there is good grammar, syntax, and vocabulary in the written work, it somewhat lacks creativity and substance. This was the most impressive part of the chat GPT answer and something that it did very well. The academics variously scored it at 8/10 and 6/10, and 9/10, however the weight given to this component of an exam is 25% with respect to the overall grade.

Structure also scored highly with the answer generated having a clear introduction body and conclusion although these were quite basic and more like a high school essay than a university level response. Again, the academic scored this similarly at 8/10 and 7/10, and 6/10, with the weight given to this component is also 25%. It is at the point where critical analysis is required that the responses generated by ChatGPT were most notably deficient. All academics scored this component very poorly. It was agreed that there is insufficient analysis, with only a sum of general statements which are sometimes

not even correct. There was no valid reference to any international law source and there is no understanding shown of the difference between the two major sources that are treaty law and customary law which are the international equivalents of statute/common law. The answers appeared to regurgitate the information provided in the question and, while adding certain general knowledge information about the topic, nothing specific was generated that had any substance with respect to the assessment item. Here the ChatGPT answers fell a long way short of satisfactory, being given 4/10 and 4/10, and 5/10 respectively. notably, this component of the assessment item had the most weight, being worth 50% of the assignment grade. Accordingly, with the weighting given to the assignment the answers generated by chat GPT achieved variously a bare pass, a marginal fail, and a bare pass. However, the responses generated were so poorly drafted that a failing grade would have been given in any event for lack of research and engagement with the course materials. On reflection, the ability of ChatGPT to generate answers is undeniable. Whether those answers are sufficient to prosecute a university level degree is questionable. It is likely that the application most appropriate for ChatGPT would be in stimulating thought and in allowing students to plan out the structure of what they might be writing on rather than using it to generate an answer.

#### *4.1.4. Management*

Two responses were generated for this task (see Table 4). While the first required ChatGPT to respond without any scaffold, the second had a well-organised format that was entered at a time. The second response was better than the first as the elements of the question were entered at a time of the format/scaffold at a time until all elements were exhausted. In the first response, ChatGPT provides a reasonable structure for the essay, however, it falls short in key areas. First, the essay requires students to select an organisation and write an essay about the selected organisation. The ChatGPT essay does not identify any organisation, thereby failing to provide an overview/background information for the selected firm. The ChatGPT essay starts with an obvious lack of context. Second, the second part of the question requires that a SWOT analysis be undertaken to propose relevant interventions. This was not done and may be attributed to the fact that ChatGPT is unable to delve into the specifics of organisations to provide a detailed analysis. Third, the discussion provided by the ChatGPT essay is very general, failing to offer examples or more specific discussion points related to the required context of the study.

Furthermore, the discussion does not also present a critical analysis of the points being discussed, but rather general statements are provided. Fourth, there is a lack of references or evidence of research to support statements that have been made. This goes to further indicate why there is a limitation in the critical analysis in the presented essay. In sum, the response fails to meet the requirements of the essay. In the case of the second response, the essay was much better with good grammar, syntax, and vocabulary though it still lacked critical analysis. The most impressive part of this essay is the fact that it was able to select an Australian Multinational company as required, however, it was unable to draw on relevant information from this company to provide an insightful analysis. Since reference to an organisation is required, examples would have been great to enhance the discussion. Additionally, the intervention strategies presented are very broad, without any specific effort to show how the strategies will or can improve the situation. Another limitation is the flow of ideas. In many parts, the write-up starts with one idea and quickly jumps to another idea or point, without exhaustively discussing or explaining the previous point. This eventually leads to a lack of critical analysis or a discussion that is not relevant to the context. Interestingly, while references were provided, none of them

was correct, which is an indication that students will have to verify every piece of information provided by this Chatbot if they want to use it. Despite these limitations, the ChatGPT does have the general structure for the first part of the question.

#### *4.1.5. Social Work*

The final assessment for a unit on social work practice in groups and communities was used to determine the efficacy of ChatGPT. As shown in Table 5, this question focused on how social work students engage ‘use of self’ – their personal experiences, gender, age, ethnicity, culture (at all levels – nationality, people group, and family-based cultures), religion and other personal characteristics – to consider how they engaged within their peer groups to deliver a presentation on pressing social work issues. As such, the question asked of ChatGPT and the assessment overall required deeply subjective considerations of how individual students were able to connect previous submissions and the learnings gained from these, and their current experience of engaging in a group work presentation, with the expected responses reflecting their own personal histories and relationships with the discipline of social work up to the point of submitting the assessment.

An initial entry of the entire question into the software chat did not yield answers to the questions, with the software simply regurgitating the question. In a second attempt, the question was scaffolded by putting in one element at a time (see Appendix I for each of these elements), until all elements were exhausted. The software yielded answers to each element that overall were very basic and devoid of any critical reflection and subjective responses; understanding how these impact and influence decision-making processes are core skills in social work effectiveness and professionalism. This assessment is based on the first two assessments of this unit, and this was clearly stated in the question. However, the software is not conversant with the first two assessments, which in any case, are practical group facilitation exercises, hence a failure to provide critically reflective responses. For example, in the first element concerning the use of self in social work, the software described what use of self means, rather than applying the concept in a critical reflective manner. Additionally, it did not provide references, until asked to do so.

In the second element, the software still yielded no critical reflection, but provided strong definitions and potential challenges presented by the different characteristics (e.g., age and communication styles) mentioned in the question. These can be a good prompt for students to look at the concepts raised by ChatGPT, then write about these in a critically reflective manner. Such responses do not, however, actually provide any critical reflection, and it has been the experience of educators that some students submit such definition-based ‘reflections’ without the critical and personal reflections taking place, with such students subsequently failing these assessments.

Element three was not different from the previous two, providing simplistic, rather than the more complex and nuanced application of personal experiences critically reflected upon in the text. We found this statement quite naïve: For example, ‘working with vulnerable populations or on sensitive issues may have led to feelings of empathy and compassion, while working with challenging individuals may have resulted in frustration or burnout.’ This statement seems to imply that such reactions are automatically aroused simply because a people group are vulnerable, or challenging individuals similarly lead to feelings of frustration or burn out among social workers. This emotional oversimplification may be something to look out for in future assessments AI generated manuscripts, highlighting a lack of nuance and personal and subjective experiences that our diverse student cohorts may experience. Could it be that a potentially

‘challenging’ behaviour for one student is identified with another student, and therefore eliciting a completely different emotional response? It seems that such AI, whilst growing and learning to be more ‘human’, is yet to attach the varied human experiences of engagement and response in a meaningful way, at least for social work assessments requiring critically reflective insights.

Another requirement for this assessment was to use unit texts and other academic sources. When the entire question was provided, a line was then inserted to provide 6 academic sources to supplement the critical reflection. The word ‘provide’ was changed to ‘incorporate’, and it yielded the same result. ChatGPT seemed to look for command verbs and follow them, ignoring the other information (it completely ignored the main elements the main question was asking). It is important to note that none of the tests on the unit outline was identified by the software; however, some references were provided, including non-existent ones. Additionally, almost all the responses were outdated (averaging around 20 years old, rather than the required 10 years for academic submissions), something we strongly urge our students to avoid if they are to be relevant social workers who access the most current and cutting-edge information in their industry. The reference list perhaps could be a very good indicator on the use of AI in assessments by students. Overall, responses by ChatGPT for this assessment would be deemed a failure, mainly due to the lack of critical reflection, especially regarding the first two assessments of this unit, and for the other reasons mentioned above.

#### *4.2. Analysis and discussion*

To provide a comprehensive evaluation of ChatGPT’s language processing abilities and shed light on the underlying mechanisms that contribute to its performance, this section focuses on conducting a competence-based analysis of ChatGPT’s task response, which encompasses three key areas: language proficiency, reasoning ability, and structuring and relevance of response. Firstly, we evaluated ChatGPT’s language proficiency by analysing its ability to understand and respond to different types of language inputs, including natural language, formal language, and technical jargon. We also examine the accuracy and coherence of its responses about the context and intent of the input. Secondly, we assess ChatGPT’s reasoning ability, which involves its capacity to process and analyse information and make logical deductions and inferences. This includes evaluating its ability to understand complex concepts, identify patterns, and draw conclusions based on the available information. Finally, we examine the structuring that underlies ChatGPT’s task response as well as the relevance of the response. In the context of learning competencies, attention is crucial for attending to relevant information and filtering out distractions. We will explore how ChatGPT processes and utilises information to generate responses.

##### *4.2.1. Language proficiency*

In the context of CBL, language learning is about the definition of specific skills and abilities learners should acquire through the completion of assessments. This allows learners to focus on the key skills they need to develop most rather than covering a broad range of language knowledge (Henri et al., 2017). Given this, we assessed the language proficiency of ChatGPT. ChatGPT was found to produce fluent and clear sentences, with clear headings and responded well when asked direct questions that did not require depth of interpretation. Responses were able to use relevant language and for education, referred to specific standard elements and methods that were relevant to that question’s research plan.

Generally, the production of syntax, grammar and spelling were at an acceptable level for submission at undergraduate and postgraduate levels, though both Education and Law found that the statements and prose lacked substance, creativity and nuance. This can be a source of concern, as it has been seen in Social Work that the writing style of some students suddenly shifts from clunky and error-laden English to the clear syntax that ChatGPT produces, which may conceal the actual writing ability of students and their development of English fluency. One important goal of CBL is its ability to accommodate individual differences in learning (Evans et al., 2020). This goal can be achieved through strategies such as individualised learning, autonomy, continuous learning and control of their education, something that can be concealed when students overly rely on such chatbots. Again, given that the primary purpose of CBL is to improve student outcomes, we find this problematic and raise questions about how it can help improve student achievement. Improving students' achievement requires breaking down desirable skill sets into discrete competencies that can build on each other (Brumm et al., 2006a, 2006b), and such will require getting a clear picture of the actual competencies of students. From this, it is clear that ChatGPT has the capacity to develop accurate and clear responses to prompts. If ChatGPT is used ethically, students, especially those with English as a second language, can improve their English language proficiency and build their capacity towards more independent approaches to assessment tasks.

The accounting group showed that ChatGPT was able to complete basic ratios, correctly calculating 3 out of 4 ratios, which would have resulted in a score of 8 out of 10. When moving onto more sophisticated questions, such as undertaking acquisition analysis, passing consolidation journal entries with narrations, and determining non-controlling interest under group accounting, additional information that is pertinent to answer such questions was lacking. Interestingly, when calculating understating assets to determine the non-controlling interests of a firm, ChatGPT could not undertake this task due to an ethical breach in financial reporting. While this is a useful note of caution for students to be mindful of, there are real-world applications of this task that accountants must do to prepare firms for financial audits. In this way, ChatGPT seems unable to discern when an ostensibly 'unethical' action may serve a wider purpose and cannot contextualise such actions when needed. This again raises questions about how students can build their competencies within this context. As highlighted in the literature (Brumm et al., 2006b; Henri et al., 2017), the CBL shifts from the traditional time-constrained system to a knowledge-based system where students are expected to progress at their own pace while mastering what is expected.

#### *4.2.2. Critical thinking and reasoning*

The industry demands more competent and qualified employees equipped with critical and analytical competencies. Research shows that meeting these goals will require strategies such as CBL (Henri et al., 2017). This is particularly important as the number and types of competencies required of graduates are constantly changing (Sutcliffe et al., 2005). One of the essential skills required of today's graduates is critical thinking which is the ability of individuals to make judgments clearly and rationally through the processing, engagement and evaluation of information. Given that critical judgements are based on many approaches and sources which include what the individual has learnt, known, understood, examined, experienced, seen or even heard, we examined the responses of ChatGPT to assess the ability to make judgements based on highly relevant examples and overall depth in a response/answer.

For all disciplines, ChatGPT was unable to understand the context and generate answers that were meaningfully engaged with appropriate case studies. For management, particular organisations were not able to be examined. For social work and law, particular laws and regulations that social workers must abide by within an Australian context or the relevant laws within particular contexts were not understood or mentioned in any way. In Management, because of this lack of contextual understanding, the SWOT analysis required for the said organisation did not take place. Within Social Work, particular services that may help characters within case studies were very generalised and lacked any nuance that is required to meet specific, and complex needs that service users often require. In both Management and Social Work, a lack of specific and necessary interventions was proposed, thereby rendering such results unpassable. Education also found a complete lack of nuance when responding to socio-cultural realities that were asked of in the research question for their assessment task.

One of the most exposing elements of such responses came when requiring ChatGPT to generate critical reflections or responses to case studies, usually formulating complex circumstances that require discernment and sound judgment to answer reasonably. For Management, this meant that there was a dearth of examples of key practices and interventions that would emulate best practice principles. For Social Work, critical reflection revolves around what a social worker ought to do in practice, rather than what the student did in, for example, a role-play with another student, where students are enacting a typical interaction with a client. Within Social Work practice, critical reflection is a cornerstone of developing professional competence, and it was clear that ChatGPT had no idea of a) the scenario asked to critically reflect upon, and b) the subjectivities the writer needs to draw upon to answer such questions satisfactorily. Education also found the lack of context a prevailing reality for assessment questions, which reduced the overall response quality, and does little to assist students in being able to apply their skills and knowledge to diverse contexts. ChatGPT seems competent to adhere to basic commands, such as ‘discuss’, ‘evaluate’, and ‘explain’, though it seems unable to compare, evaluate, analyse and generate references in these higher-order skills. Where a directive appeared in an assessment question, the AI bot seemed to focus on that, to the exclusion of other details or directives that may form a subsequent part of the question. As such, the need for human thinking and more sophisticated thought seems to be beyond the bot’s ability, at least for now.

One key limitation is the flow of ideas. In many parts, the write-up or responses started with one idea and quickly jumped to another idea or point, without exhaustively discussing or explaining the previous point. This eventually led to a lack of critical analysis or a discussion that was not relevant to the context.

#### *4.2.3. Structuring and relevance of response*

One of the key advantages associated with CBL is assessment structuring. In CBL, instructors typically provide clear instructions about the competencies to be learned and assessed which helps direct the design and structuring of learning materials and assessments (Baughman et al., 2012). This means students and instructors will have a clear roadmap throughout the unit (Evans et al., 2020; Di Trapani & Clarke, 2012). As a result of this, we assessed the structuring and relevance of the responses generated.

While ChatGPT was able to adhere to generic structures required by some questions, there was a tendency to repeat sections of the response and an overall lack of continuity between one part and the next. This may have been influenced by the fact that the separate parts of the scaffold were entered into the AI machine one at a time, though

it was noticed that when an entire question was entered, this same tendency appeared. This lack of synthesis and development of argument made responses poorer overall and did not show higher levels of sophisticated thinking required particularly when conducting research of any kind. It seems that the responses provided by ChatGPT are a good starting place for students, whether they are developing research questions, surveying the general trends or attitudes within a particular area of practice, or seeking broad information on a topic. There is a clear need for relevant and contemporary referencing to be provided, as well as more nuanced and critical thinking that demonstrates the capacity of the human mind to make connections, link subtleties, and present cohesive and convincing arguments in ways that the AI bot cannot.

When asked to produce deadlines for an education research project, ChatGPT ambitiously stated that it would complete 300 parent interviews in both English and Spanish (a nod to the America-centric nature of the app) within four weeks, which seemed quite implausible to the research team. For the Social Work team, there appeared a rather unhelpful response: “Working with vulnerable populations or on sensitive issues may have led to feelings of empathy and compassion, while working with challenging individuals may have resulted in frustration or burnout”. Apart from the naivety of such a statement, this reductionist approach to the emotional responses of social workers shows no meaningful reflection or subjective response to what a social work student may be experiencing when working with such service users, which is precisely what the question was asking. This statement seems to imply that such reactions are automatically aroused simply because a people group are vulnerable, or challenging individuals similarly lead to feelings of frustration or burnout among social workers. This emotional oversimplification may be something to look out for in future assessments or AI-generated manuscripts, highlighting a lack of nuance and personal and subjective experiences that our diverse student cohorts may experience.

Across all discipline groups, there appeared to be a dearth of relevant and contemporary literature produced by ChatGPT, and such references when searched for by the research team often did not exist. It appears that when entering a generic assessment question without specific instruction on how many sources are required, it is the norm for ChatGPT to provide no references at all. This may offer students an unhelpful reversal of completing assessments - have the AI bot make statements, which students then need to source to fulfil the referencing requirements for their assessments. This effectively means that students may not complete any meaningful literature searches at all to complete an assessment, subject, or course, and are simply finding isolated statements that match what ChatGPT has produced. Again, while references were provided in some cases, none of them was correct, which is an indication that students will have to verify every piece of information provided by the chatbot if they want to use them.

While the initial ChatGPT-produced responses were not properly structured across all the disciplines, the second round of responses was better structured because the questions were scaffolded. Scaffolding is considered one of the best strategies in CBL where students are provided with directions to reduce the complexity of the task (Belland et al., 2015). From our findings above, such strategies will make it much easier for ChatGPT as the response will be better. As stated in the literature, such scaffolding should be complemented with other strategies such as fieldwork or experiential learning where students will be required to apply knowledge from the written assessments in real-world situations (Bensah et al., 2011; Evans et al., 2020).

## 5. Implications

There are several implications for the education sector with the emergence of Open AI's Chat GPT. Despite the weaknesses and limits to the responses generated by ChatGPT, it is still far more capable than its predecessors in its potential threat to academic integrity. Students can use ChatGPT to plan to answer questions which require descriptions and outlines of specific content (Yorio, 2023). ChatGPT can formulate responses that fit within specific response types and writing styles within minutes (Dowling & Lucey, 2023). Furthermore, the AI can be used by students to help plan and locate information for specific assessment tasks, both formal and informal. Based on the marked responses of all the groups, its strengths lay with structure, language conventions and the locating and summarising relevant information, at least at a surface level. Due to the widespread media attention associated with ChatGPT, the number of users will inevitably increase, this will impact on collective knowledge regarding ChatGPT and will eventuate in greater ease of use due to the growing collective skill set and overall knowledge of the software (Joo et al., 2018).

Everyone involved in the higher education sector must eventually adapt to consider the use of ChatGPT and adjust assessment methodologies accordingly. It may also prompt some long overdue revisions of assessment in the education sector. If the core reason for assessment is considered at the design stage, educators can account for the use of ChatGPT and eliminate risks (Dowling & Lucey, 2023). For example, if the assessment is formative in nature and is designed to navigate students through a process of learning new content or skills, the design could account for the use of ChatGPT by including mandatory interaction between the educator and the student. This would mean a continuous and fluid demonstration of learned skills or content. This does not necessarily mean assessment needs to be solely conducted via interviews or in-class tests, it simply suggests that educators need to be aware of students' progress, and the tools they have available to them, including ChatGPT, and differentiate assessment and learning processes as they see fit. Higher education institutions may also use practice-based assessment alternatives to counter the potential downsides of academic cheating and misconduct associated with the use of ChatGPT. Further, encouraging students who use the AI system to acknowledge its contribution to their assignments could improve academic openness and integrity.

## 6. Limitations and future research directions

The limitations of this study provide pointers for future research. First, this study has not investigated the factors that determine the use of the applications like ChatGPT by students to understand the motivating factors from the students' perspective. Forthcoming studies can apply relevant theories such as the Technology Acceptance Model to investigate the antecedents of ChatGPT use among students. This information will be useful for educational institutions and policy makers in understanding the motivation for ChatGPT use and informing decisions on assessment design. Second, this study has not undertaken comparison across different groups of people or even contexts, to give an understanding of the extent to which contextual factors influence the use of ChatGPT. Future studies should consider comparing the use of ChatGPT across groups or contexts to provide a more comprehensive understanding of ChatGPT use and the impact of contextual factors. Third, this study has not applied a longitudinal approach, especially given that ChatGPT is relatively new. Upcoming studies can apply the longitudinal approach to investigate the use of applications such as ChatGPT. This will be helpful in highlighting users who continue to use these applications and those who stop after a

while to provide an insight into the reasons for stopping and continuing. Fourth, the subject disciplines across which the use of ChatGPT are assessed in this study are limited to Law, Accounting, Social Work, Management and Education. Future studies can consider extending the study to more disciplines to provide a broader analysis of the application of ChatGPT and enable comparison across disciplines to identify any contextual factors that are impacting the use. Fifth, our study did not obtain the perspectives of people who have used ChatGPT to generate and submit assignments, so we are unable to provide an accurate assessment of its effectiveness in academic contexts from their point of view. Forthcoming studies should consider collecting data from participants who have used ChatGPT for writing essays or assessments to generate insight into the experience of using the chatbot. Finally, given the evaluators knew that the responses were generated by an AI, there is a potentially biased evaluation of the responses. Given this, future research can implement a blind evaluation process where evaluators are unaware of the origin of responses, whether human or AI-generated to enhance the objectivity and accuracy in assessing AI systems' performance.

## 7. Conclusions

This study examines the competence and utility of ChatGPT in answering university-level questions across a variety of academic disciplines, using assessment questions in Accounting, Social Work, Law, Management, and Education. Generally, ChatGPT used some plausible writing approach that could be a scaffold for beginners. Sentences and grammar were clear and easy to read, but in some cases sterile, elementary, and unengaging. Perhaps the greatest weakness in the AI response was that it seemed incapable of producing sophisticated, contextually relevant arguments and could not analyse, compare, evaluate and acknowledge research in a compelling manner. We therefore conclude that rather than rely on ChatGPT as a solution to all problems in academic writing, it should rather be considered as a tool that could be used to generate ideas to stimulate further and deeper thought. When used for research-focused tasks, human intelligence must be utilised to review the output for accuracy, consistency and feasibility. As artificial intelligence has now been widely accepted as tool for learning, teaching and research, there is the need for higher education institutions to be innovative with their assessment policies and strategies in the face of the seeming reliance on and widespread use of artificial intelligence. Authentic assessment can play a key role in this context.

## Author Statement

The authors declare that there is no conflict of interest.

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## Appendix I

### Rubrics for the Disciplines

#### 1. Accounting

##### Rubric for question 1 - weighting 10%

Criteria	Fail	Pass	Credit	Distinction		High distinction
	0-49%	50 – 64%	65 – 74%	75 – 84%		85 – 100%
Identification of method for NCI accounting (35%)	Unable to generate to identify accurate method for NCI accounting.	Provides a method for NCI accounting without justification.	Provides a method for NCI accounting with inaccurate justification.	Provides accurate method for NCI accounting and justification with few errors.		Provides accurate method for NCI accounting with relevant justification and no errors.
Calculation of NCI and Goodwill at acquisition (30%)	Unable to calculate NCI and goodwill at acquisition.	Shows less understanding of NCI and goodwill at acquisition. Computations appear confusing.	Shows little understanding of NCI and goodwill at acquisition. Many errors in computation. Somewhat organised	Shows a good understanding of NCI and goodwill at acquisition. Few errors. The work presented in a thoughtful manner.		Shows a well-developed understanding of NCI and goodwill at acquisition. No errors. Extremely well organised; logical format that was easy to follow.
Clarity and Organisation (10%)	Poor organisation of the task with no clarity.	Shows very little coherence and clarity. Many errors identified.	Shows some clarity and coherence in the work. some errors identified.	Shows appreciable level of clarity and coherence. Few errors identified.		Clarity and coherence in the presentation of responses with no errors.
Comprehensiveness (10%)	Unable to address all the aspects of the task.	Address part of the required of the required aspects of the task.	Addresses most aspects required of this task.	Addresses almost all aspects of the task.		Addresses all relevant aspects of the task.
Accuracy and attention to detail (10%)		Pays no attention to detail. Significant errors in computations.	Numerous errors in computations or lack of attention to detail, impacting the overall accuracy of the response.	Some errors identified in computations or attention to detail, impacting the accuracy of the response.	Mostly precise and accurate in calculations, with minor errors that do not significantly impact the overall response. Attention to detail is generally adequate.	Precision and accuracy in calculations with attention to detail.
Effectiveness of communication and overall presentation quality. (5%)		Fails to effectively communicate ideas or justify choices, making it difficult to understand the rationale behind computations.	Communication of ideas and justifications lacks coherence, affecting understanding.	Justifications lack clarity or depth, and explanations may be overly long-winded or unclear.	Concise communication of ideas, computations, and justifications. Use of language to convey reasoning.	Communicates ideas, computations, and justifications clearly and concisely, effectively conveying arguments behind the chosen method and calculations.

## Rubric for question 2 - weighting 10%

Criteria	Fail	Pass	Credit	Distinction	High distinction
	0-49%	50 – 64%	65 – 74%	75 – 84%	85 – 100%
Identification and recording of Consolidation Entries (25%)	Unable to identify and record consolidation entries, rendering the accounting record incomplete or incorrect. Missing numbering and sequencing or entirely incorrect.	Fails to identify or apply several consolidation entries, leading to incomplete or incorrect accounting. Inconsistent sequencing and numbering or incorrect.	Identifies most consolidation entries, but some are missing or incorrectly applied. Inconsistent Sequencing or numbering may be identified.	Identifies and record the necessary consolidation entries in most cases, with minor errors in sequencing or numbering.	Identifies and record all the necessary consolidation entries accurately. Entries are correctly sequenced and numbered.
Computation of NCI Balance (20%)	Incorrectly computes the NCI balance, and inability to provide a breakdown of equity, profits, dividends., Unreliable computation.	Omissions or inaccuracies in computing the NCI balance. Breakdown of equity, profits, dividends, is unclear or incomplete.	Computed the NCI balance with some errors and breakdown of equity, profits, dividends, lack clarity or completeness.	Computed the NCI balance, with minor errors in considering relevant factors or providing a breakdown of equity, profits, dividends, etc.	Computes the NCI balance accurately, considering all relevant factors and providing a detailed breakdown of equity, profits, dividends, etc.
Acquisition Analysis (25%)	Unable to provide a coherent or comprehensive acquisition analysis, making it difficult to understand the accounting treatment.	Identifies major omissions or inaccuracies in the acquisition analysis, impacting understanding or reliability.	Identifies some clarity issues or omissions in the acquisition analysis, which may lack coherence or completeness.	Presents an acquisition analysis that is mostly clear and comprehensive, with minor omissions or inaccuracies.	Provides a clear and comprehensive acquisition analysis, which includes the fair value of consideration transferred, NCI at fair value and goodwill on the acquisition date.
Accuracy and Attention to Detail (10%)	Computations and journal entries lack of attention to detail, leading to unreliable response.	Computations or journal entries lack of attention to detail with numerous errors impacting on the overall accuracy of the response.	Computations or journal entries have some errors, affecting the accuracy of the response. Attention to detail may be lacking in computations or journal entries.	Precise and accurate in most computations and journal entries, with minor errors that have less impact on the overall response. Adequate attention to detail.	Exceptional precision and accuracy in computations and journal entries, ensuring all relevant information is considered. Attention to detail is evident throughout.
Clarity and Organisation (10%)	Poorly organised responses and lack clarity, hindering comprehension.	Responses lack clarity and organisation, making it difficult to understand computations or explanations.	Some clarity issues or organisational weaknesses, which lack consistency in presentation.	Responses are clear and organised, with logical presentation and appropriate use of headings.	Provides responses with exceptional clarity and coherence, logically organised with clear headings and subheadings.
Communication and overall presentation quality. (10%)	Fails to effectively communicate journal entries or provide clear narrations and wrong computations.	Narrations are unclear or missing, impacting the understanding of computations or entries. Communication of ideas lacks coherence or clarity.	Narrations may be unclear or insufficient in explaining the computations or entries. Communication of ideas may lack coherence.	Communicates journal entries clearly, with appropriate narrations provided, but may lack depth or clarity in reasoning.	Communicates journal entries with clarity and appropriate narrations. Effective use of language to convey reasoning behind entries and computations.

2. Education

Weighting - (30%)						
Develop a detailed research plan to investigate a specified problem in early childhood education, including locating the problem in the relevant research literature.						
Criteria	Marks	High Distinction	Distinction	Credit	Pass	Fail
<p>Context:</p> <p>Describe the research context (The Early Childhood Education Service)</p> <p>Outline the problem and provide a rationale as to why it is a worthwhile research topic.</p> <p>Include the research question(s) and explain keywords.</p>	5	<p>5</p> <p>Provides a clear and concise description of the context for research.</p> <p>Provides a clear outline of the issue and a justified rationale for the research topic.</p> <p>Includes relevant research questions.</p>	<p>4</p> <p>Provides a clear and concise description of the context for research.</p> <p>Provides a clear outline of the issue and an adequate rationale for the research topic.</p> <p>Includes relevant research questions.</p>	<p>3</p> <p>Provides a clear description of the context for research.</p> <p>Provides a clear outline of the issue and an adequate rationale for the research topic.</p> <p>Includes mostly relevant research questions.</p>	<p>2.5</p> <p>Provides a sound description of the context for research.</p> <p>Provides an adequate outline of the issue and a somewhat justified rationale for the research topic.</p> <p>May include some relevant research questions.</p>	<p>0-2</p> <p>May outline aspects of the context for research.</p> <p>Does not provide a rationale for the research topic.</p> <p>May include some relevant research question.</p>
<p>Methodology:</p> <p>Explains how data will be collected and utilised to answer the research question(s).</p> <p>Including how the participants will contribute to data that will answer the research question(s).</p>	10	<p>9-10</p> <p>Provides a comprehensive explanation of the methodology.</p> <p>The explanation includes how the participants will contribute to the data and why it is useful for the research questions.</p>	<p>7-8</p> <p>Provides a thorough explanation of the methodology.</p> <p>The explanation includes how the participants will contribute to the data and why it is useful for some of the research questions.</p>	<p>6</p> <p>Provides a sound explanation of the methodology.</p> <p>The explanation includes how the participants will contribute to the data and why it is useful to at least one of the research questions.</p>	<p>5</p> <p>Provides a sound explanation of the methodology.</p> <p>The explanation includes how the participants will contribute to the data and why it is useful to at least one of the research questions.</p>	<p>0-4</p> <p>May provide some explanation of the methodology.</p> <p>The explanation does not correlate to the research questions or link data.</p>
<p>Literature Review:</p> <p>Discuss the literature from journal articles, textbooks, etc, and how they:</p> <ul style="list-style-type: none"> <li>• Provide background to your research</li> <li>• Inform your research topic and design</li> </ul>	10	<p>9-10</p> <p>Effectively discusses a comprehensive range of relevant sources. Including the strengths and limitations of each source with reference to a specific research question.</p> <p>The literature reviewed is directly relevant to the research questions.</p>	<p>7-8</p> <p>Effectively discusses an adequate range of relevant sources. Including the strengths and limitations of most sources with reference to a specific research question.</p> <p>The literature reviewed is directly relevant to the research questions or topic.</p>	<p>6</p> <p>Provides a sound discussion of an adequate range of relevant sources. This includes some of the strengths and limitations of sources with reference to a research question or topic.</p> <p>The literature reviewed is mostly relevant to the research questions or topic.</p>	<p>5</p> <p>Provides a sound discussion of some relevant sources. This includes some of the strengths and limitations of sources with reference to a research question or topic.</p> <p>The literature reviewed is somewhat relevant to the research questions or topic.</p>	<p>0-4</p> <p>Provides a description or list of sources with little to no discussion of the relevance to the research topic.</p>
<p>Academic Writing and APA referencing</p>	5	<p>5</p> <p>Demonstrated strong use of academic language to write a research plan. This includes grammar, spelling and syntax.</p> <p>Ideas are supported by in-text citations from current and relevant research.</p> <p>Accurate use of APA referencing.</p>	<p>4</p> <p>Demonstrated sound use of academic language to write a research plan. This includes grammar, spelling and syntax.</p> <p>Ideas are supported by in-text citations from mostly relevant research. Accurate use of APA referencing.</p>	<p>3-4</p> <p>Satisfactory use of academic language to write a research plan. This includes grammar, spelling and syntax.</p> <p>Most ideas are supported by in-text citations from mostly relevant research.</p> <p>Mostly accurate use of APA referencing.</p>	<p>2.5</p> <p>Satisfactory use of academic language to write a research plan. This includes grammar, spelling and syntax.</p> <p>Some ideas are supported by in-text citations from some relevant research.</p> <p>Includes a reference list.</p>	<p>0-2</p> <p>Poor writing. No in-text citations.</p> <p>No reference list.</p>

## 3. Law

Assessment Rubric – Law Essay (total mark out of 100 – scale the total depending on how much the essay is worth)					
	High Distinction	Distinction	Credit	Pass	Fail
Content Description & Analysis of Issue & Cases (35%)	Correctly identifies, describes & applies all principles & rules relevant to the question. Properly cites the authority for them, with explanations of optimal clarity that illuminate & clarify those principles & rules, enhanced by exceptional insights. Clear, succinct & sound arguments with strong critique and analysis enhanced by exceptional insights. (30+)	Correctly identifies, describes & applies all principles & rules relevant to the question. Properly cites the authority for them, with clear & succinct explanations that illuminate & clarify those principles & rules. Clear, succinct & sound arguments with strong critique & analysis. (26+)	Correctly identifies, describes & applies all issues related to the question, but with instances of less-than-optimal precision & clarity. Correctly identifies & describes all principles & rules relevant to the problem. Properly cites the authority for them. Some attempt at critique and analysis. (21+)	Correctly identifies and describes the main issues though not expressed and with optimal clarity and precision. Correctly identifies a majority of the principles and rules relevant to the question, with the omission of some, but sufficient for an effective practical analysis of the question. (17.5+)	Missing the main issue(s) and/or many correct principles and rules not identified. (less than 17.5)
Grammar, Syntax, Punctuation & Spelling (15%)	As for Distinction level, but with exceptional attention to detail in grammar, syntax, punctuation, and error-free spelling. (12.75+)	Strong and confident grasp of grammar, syntax, punctuation and spelling, with careful attention to elimination of careless errors. (11.25+)	Good grasp of grammar, syntax, punctuation and spelling, though a handful of careless errors may be present (9+)	Acceptable standard but significant number of errors present. (7.5+)	Numerous errors showing lack of understanding of basic principles. Work not at an acceptable standard for higher education studies (less than 7.5)
Citation & Related Technique (15%)	Exceptional and error-free grasp of citation and related techniques (12.75+)	Excellent and largely error-free grasp of citation and related techniques (11.25+)	Good grasp of citation technique etc. with only a few careless errors (9+)	Acceptable standard but significant number of errors evident (7.5+)	Numerous errors – work not at an acceptable standard for higher education studies (less than 7.5)
Style & Structure (15%)	As for the Distinction level, both style and structural aspects are exceptionally strong. (12.75+)	Logical progression of ideas with clear structure enhancing the thesis. Headings & sub-headings are appropriately employed. Writing is smooth, skilful & coherent. Sentences are strong & expressive with varied structure. Expression is consistent and words well chosen. (11.25+)	Writing is clear and sentences have varied structure. Expression is consistent and appropriate. Logical progression of ideas. Headings and sub-headings are mostly appropriately employed. (9+)	Organization is reasonably clear. Headings & sub-headings employed, but not always effectively. Writing is clear, but sentences may lack variety. Expression mostly appropriate, but with some prolix, colloquial or overly informal expression. Sentence structure is mostly acceptable, but sentences at times fragmented or confusing. (7.5+)	No discernible organizational structure. Writing is confusing, hard to follow. Contains fragments and/or confusing compound sentences. Inappropriate expression in places. (less than 7.5)
Research (20%)	Exceptional research & reading of primary and secondary sources. Research is integrated into the essay and informs the student's critical approach to the topic. (17+)	Considerable research & reading of primary & secondary sources. Research is integrated into the essay & informs the student's critical approach to the topic. (15+)	Reasonable evidence of original research & reading of primary & secondary sources beyond basic prescribed texts & case law. Some integration into the essay itself. (13+)	Some evidence of original research and reading of primary and secondary sources beyond basic prescribed texts and case law, but not well integrated into the essay itself (10+)	Little or no evidence of original research & reading of primary and secondary sources beyond basic prescribed texts & case law (less than 10)
Total					

4. Management  
Weighting - 45%

Marks	Criteria	High Distinction	Distinction	Credit	Pass	Fail
35%	Knowledge and comprehension of key issues on the repatriation of international assignees from a range of academic sources	A range of facts is accurately presented and discussed. There is a good exploration of the context and a sense of its boundaries. The use of the discipline terminology is extensive and correct in all instances.	A range of facts is accurately presented and discussed. There is a good exploration of the context. The use of the discipline terminology is extensive and essentially correct.	Basic facts are accurately presented and discussed. Context is appropriately discussed. The extent and use of the discipline terminology are adequate	Basic facts are presented and discussed in some instances. The extent and use of the discipline terminology are adequate.	Insufficient or inaccurate facts in context; inadequate grasp and limited use of the discipline terminology
35%	Critical analysis of data on repatriation of international assignees in the context of Australia	An excellent discussion of factors that affect repatriation in the context of Australia.  In-depth and well-synthesized appraisal of the organisation's strengths, weaknesses, opportunities and threats, and that influence the retention of repatriated employees	Very good discussion of factors that affect repatriation in the context of Australia.  A consistent and in-depth appraisal of the organisation's strengths, weaknesses, opportunities and threats, and that influence the retention of repatriated employees	Good discussion of factors that affect repatriation in the context of Australia.  A bit of consistency in the appraisal of the organisation's strengths, weaknesses, opportunities and threats, and that influence the retention of repatriated employees	Sufficient discussion of factors that affect repatriation in the context of Australia.  Some, but an inconsistent appraisal of the organisation's strengths, weaknesses, opportunities, and threats, and that influence the retention of repatriated employees	Little or no discussion of factors that affect repatriation in the context in Australia.  Incomplete or little appraisal of the organisation's strengths, weaknesses, opportunities and threats, and that influence the retention of repatriated employees
15%	Communication of case analysis is presented in a logical and well organised manner as per the assessment analysis task.	All paragraphs are consistent, one theme runs throughout, and their transitions allow the reader to follow the report thread easily. Demonstrates connections between sub-topics with an excellent introduction and conclusion.	Most paragraphs are consistent, with one theme running throughout and most transitions enable the reader to follow the thread of the report easily. The report has a very good introduction and conclusion.	Some paragraphs are consistent, with one theme running throughout and most transitions enable the reader to follow the thread of the report easily. The report has a good introduction and conclusion.	Clear introduction and conclusion, with some organisation around the dimensions of culture but uneven discussion of key issues.	Unclear introduction and conclusion and paragraphs do not identify the main idea. The paragraphs have little relationship to one another.
15%	Writing General – language and grammar and referencing (i.e., Harvard referencing style).	Employs words with fluency for ease of reading. Writing and references (in-text and reference list) are essentially error free.	Sentence structures and grammar is good with Correct referencing of all sourced material.	Sentence structure and grammar adequate, with minor errors that do not distract reader from the main message.	Sentence structure and grammar adequate, but errors cause distraction and/or errors in referencing.	Sentence structure and grammar inadequate for clarity and/or incomplete referencing of sourced material.

### 5. Social Work Weighting – 30%

Assessment Criteria	Fail	Pass	Credit	Distinction	High Distinction
Identification of the use of self and how this impacted on completing this unit's content 25%	Demonstrates little or no understanding of use and how this impacted on completing assessments of this unit.	Demonstrates an understanding of use of self and how this impacted on completing assessments of this unit	Demonstrates a detailed understanding of use of self and how this impacted on completing assessments of this unit	Demonstrates a sound and critical understanding of use of self and how this impacted on completing assessments of this unit	Demonstrates a thorough and critical understanding of use of self and how this impacted on completing assessments of this unit
Consideration of factors that impacted upon group dynamics and group work 25%	Poor consideration of factors that impacted upon how groups worked together and overall group dynamics.	Adequate consideration of factors that impacted upon how groups worked together and overall group dynamics	Sound consideration of factors that impacted upon how groups worked together and overall group dynamics	Perceptive consideration of factors that impacted upon how groups worked together and overall group dynamics	Insightful consideration of factors that impacted upon how groups worked together and overall group dynamics
Insight into personal responses and experiences of unit content, and how this connects to critical reflection and social work theory 30%	Demonstrates little to no insight of personal responses and makes little to no connection to critical reflection and social work theory.	Demonstrates some insight of personal responses, and makes connection to critical reflection and social work theory	Demonstrates insight of personal responses, and makes reasoned connection to critical reflection and social work theory	Thoughtfully and critically demonstrates insight of personal responses, and makes clear connections to critical reflection and social work theory	Very insightful demonstration of insight of personal responses, and makes deeply perceptive connections to critical reflection and social work theory
Appropriate use of unit texts and other academic sources 10%	Less than 6 (six) units or other academic sources used, poorly used throughout reflection.	6 (six) unit texts or other academic sources used, adequately utilised throughout reflection	6 (six) or more unit texts or other academic sources used, well utilised throughout reflection	6 (six) or more unit texts or other academic sources used, consistently well utilised throughout reflection	6 (six) or more unit texts or other academic sources used, rigorously utilised throughout reflection
Appropriate use of APA 7th edition 10%	Poor adherence to APA 7th edition conventions, with frequent errors	Adequate adherence to APA 7th edition conventions, with some errors	Sound adherence to APA 7th edition conventions, with some minor errors	Consistent adherence to APA 7th edition conventions, with infrequent and minor errors	Complete adherence to APA 7th edition conventions, with no errors