



Australian Government

Tertiary Education Quality and Standards Agency

# Gen AI strategies for Australian higher education: Emerging practice

November 2024



TEQSA

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# Foreword



The rapid enhancement of generative artificial intelligence (gen AI) tools in the last 2 years has brought both opportunities and risks for the higher education sector. While these tools have the potential to enhance teaching and learning, they also challenge the validity of traditional assessment approaches, posing a risk to the integrity of awards. The ability of gen AI tools to create written works, videos, interviews, reflective writing tasks and even generate responses to live oral assessments, necessitates a transformation in approaches to teaching, learning and assessment.

In June 2024, TEQSA asked all registered higher education providers for an institutional action plan addressing the risk gen AI poses to the integrity of their awards. The 100% response rate from providers to this request is testament to the partnership TEQSA has received from providers in addressing the impact of gen AI.

The information received has been reviewed and analysed, and we are pleased to present the first resource informed by our analysis, a toolkit titled *Gen AI strategies for Australian higher education: Emerging practice*. The toolkit showcases practical actions that Australian providers have either already put in place or are working towards as they pursue their institutional strategy, and I extend my appreciation to the many providers that have agreed to have elements of their submission published in this toolkit.

While gen AI presents risks to many traditional methods of assuring learning, its increasing ubiquity in workplaces and society means it is necessary to ensure graduates develop the ability to use these tools ethically and effectively. To achieve this, while also ensuring students are meeting their learning outcomes, it is important that institutions remain agile.

The submission of action plans in June 2024 is therefore not the end, but rather the beginning of our journey. I encourage all providers to regularly review and adapt their approach to integrating gen AI tools, whilst maintaining their commitment to an inclusive higher education system.

**Adrienne Nieuwenhuis**  
Acting Chief Commissioner

# Introduction

As Australia’s higher education regulator, TEQSA is responsible for upholding the quality and reputation of Australian higher education awards and protecting the interests of students. Ensuring that students, employers and the public continue to have confidence that graduates have gained the skills, knowledge and experience to be conferred their degree, underpins the fabric of our society. It infers justifiable trust in the expertise of professionals and institutions, and is essential to the ongoing sustainability and relevance of the higher education sector.

Generative artificial intelligence (gen AI) tools offer a wide range of potential benefits for students, educators and institutions. Since ChatGPT launched in November 2022, and with the subsequent proliferation of publicly available and ever more powerful large language models, TEQSA has been proactive in our efforts to support providers in understanding and addressing the diverse impacts of this new technology on higher education operations.

The ability of gen AI tools to generate human-like text, suggest and perform complex analyses, produce videos, animations, live translations and generate digital avatars means this technology has broad applicability across all educational disciplines. The impact of these tools is magnified by user-friendly and conversational interfaces that makes them highly accessible. Taken together, the growing power and increasing availability of gen AI tools raises concerns about the authenticity of student work and the validity of traditional assessment methods in certifying student achievement.

To adjust to the rapidly evolving technological landscape, and ensure the resilience of our sector, all providers need to make transformational, and at times difficult, changes to protect the integrity of their awards and produce graduates with both discipline-expertise and the ability to use gen AI tools effectively and ethically.

## TEQSA’s request for information

TEQSA’s regulatory approach encourages, supports and recognises effective quality assurance.

In June 2024, TEQSA issued a request for information to all registered higher education providers, asking for an outline of the actions they are putting in place to ensure they continue to meet their responsibilities under the *Higher Education Standards Framework (Threshold Standards) 2021*. There are many relevant sections of the Threshold Standards that providers should consider when contemplating the impact gen AI poses for teaching, learning and assessment practices, as well as the student experience. A list of these Standards was provided to all institutions as part of the request for information (see Appendix 1) and formed the basis of many of the submissions.



This toolkit has been informed by an analysis of the information institutions provided in response to our request. It seeks to support institutions in further developing and implementing effective strategies for meaningful and ethical integration of gen AI tools into teaching and learning practices, while also mitigating the risk gen AI poses to award integrity.

## How to use this toolkit

This toolkit is structured into 3 key dimensions: **Process**, **People** and **Practice**.



**Process** covers a range of self-assurance measures such as institutional strategic planning, risk management, oversight and reporting measures, and evaluation, monitoring and review.



**People** encompasses academic, administrative and support staff, commencing and continuing students, and external partners such as professional accreditation bodies, employers, industry representatives and third parties involved in the delivery of higher education awards.



**Practice** refers to approaches to teaching, learning and assessment activities.

For each dimension, the toolkit presents an overview, key risks and challenges and consideration of how actions in this area can enhance institutional maturity in adapting to gen AI.

You can read or return to the dimensions in any order and the dimension icon, located in the upper-left corner of each page, will help you easily identify which section you are in. Each dimension is further expanded into 3 key focus areas, as follows:

Process	People	Practice
Gen AI institutional strategy and action plan	Student support and engagement	Assessment security and transformation
Risk assessment	Staff support and engagement	System changes
Working groups	Professional accreditation bodies and industry	Communication strategy

To support institutions to evaluate their strategies and activities, focus areas include a checklist of activities that providers should consider putting in place over the short-term (less than 12 months) or working towards over the medium to longer-term (1 to 3 years). This information is accompanied by practical examples drawn from a variety of Australian higher education providers in July 2024.

Additional callouts to support readers in making use of this toolkit include:

### Caution



The *Caution* callout, and accompanying icon, highlights potential risks for providers to consider when developing and executing their action plan.

### Take note

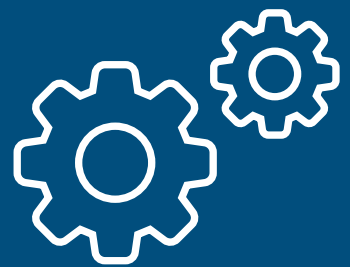


The *Take note* callout, and accompanying icon, provides practical tips and advice to support providers in addressing the risk gen AI tools pose to academic integrity at their institution.



The quotation mark icon identifies examples of practical actions providers have implemented or are working to achieve. These are drawn from submissions to the request for information and are published with permission.

# Process



# Process



In this toolkit the term ‘process’ refers to the governance mechanisms a provider has in place to protect the integrity of their course offerings and awards. This section covers a range of self-assurance measures such as institutional strategic planning, risk management, oversight and reporting, and evaluation, monitoring and review.

A provider with mature, dynamic processes will be able to effectively assure their governing body that students are demonstrating achievement of the learning outcomes required for their award. Through the ongoing monitoring and review of course offerings, assessments, and teaching and learning approaches, a provider’s processes will allow them to identify emerging risks and act proactively when needed.

To help providers benchmark their self-assurance approach in response to the risk gen AI poses to award integrity, this section outlines processes that providers are implementing to evaluate and transform their course offerings.

This section is divided into 3 areas:

- > Gen AI institutional strategy and action plan
- > Risk assessment
- > Working groups.



# Gen AI institutional strategy and action plan

## Checklist

### Short-term

- Align the gen AI action plan with broader institutional strategic objectives and principles.
- Have the institutional governing body review and endorse the gen AI action plan.
- Establish clear oversight mechanisms, at the appropriate level of governance.
- Review and update impacted policies, procedures and guidelines.
- Make the institutional gen AI strategy accessible to all staff and students.

### Medium to long-term

- Embed gen AI mitigation strategies into existing governance structures, quality assurance frameworks and planning activities.
- Schedule regular updates on the progress of the action plan's implementation with the institution's governing body, and other relevant boards and committees, to ensure planned actions are understood and endorsed.
- Periodically review, evaluate and document the efficacy of the institutional gen AI strategy.

Assuring award integrity involves a whole-of-institution approach to a provider's processes, people and practice, encompassed by an overarching institutional strategy that includes all aspects of a provider's operations. An effective action plan will identify where a provider's approaches to teaching and learning need to be updated, revised or transformed, as well as outlining their long-term goals and gen AI ambitions.

An institutional strategy, as a key part of organisational governance, ensures that those at the highest level of decision making are kept informed of the impacts and opportunities facing their institution. For decision makers to endorse effective actions it is important they remain abreast of the increasing capabilities of the many gen AI tools that are readily available.



### Caution

Given the speed of technological innovation your institutional strategies can quickly become outdated. Ensure that your review and evaluation cycles are frequent enough to keep pace with the ongoing developments of gen AI and other emerging technologies.





A provider's strategic objectives will be unique to their circumstances, and their gen AI action plan should be derived from these overarching objectives. Each provider will need to:

- > understand their institution's risk appetite and risk tolerance
- > develop a strategic approach to mitigate any risks and opportunities posed by gen AI to their award offerings
- > create an action plan, with measurable and achievable tasks, to deliver on their strategic objectives
- > embed gen AI risk mitigation strategies into their existing governance, quality assurance frameworks and strategic planning activities, where appropriate
- > establish processes that are flexible enough in their application to allow the institution to respond to new or evolving technologies with prompt action.



### Take note

The institutional strategy addressing the impacts of gen AI on course offerings needs to be understood and endorsed by your governing body.

## Key takeaways

Common features underpinning effective action plans include:

- > endorsement by the governing body – seeking this endorsement is not only good governance, but also helps ensure the necessary resourcing is made available
- > clear and measurable actions – avoid vague language, which can make it difficult to assess if an outcome has been successfully achieved
- > realistic and specific timelines against actions – it is difficult to track progress against overly broad timeframes
- > the name of the role or Chair of committee responsible for overall delivery of the action plan
- > appropriate levels of delegated authority – include levels of delegated authority for approving decisions and actions to support the progression of individual deliverables
- > a process for monitoring progress – clearly articulate how, when and by whom progress will be monitored
- > timeframes for periodic review of the plan's effectiveness and strategic alignment – monitoring and review cycles will support your institution to evaluate the effectiveness of implemented changes and adapt to changing circumstances.



### Take note

Your institutional action plan serves as a device to document proposed changes, assign responsibilities, monitor progress against timelines and identify those accountable for managing and affirming completion of specific action items.

### Example of credible action plan measures

Action	Oversight	Operational responsibility	Completion date
Update academic integrity policy	e.g. Academic board	e.g. Compliance manager	July 2024

Measureable action

Appropriate level of delegation

Clear, specific deadline

Action	Oversight	Operational responsibility	Completion date
Consider updating academic integrity policy	e.g. Teaching and learning support manager	e.g. Teaching and learning support manager	2024–2025

Vague. Is the action to 'consider' or to 'update'?

No institutional level decision-making authority

Broad timeframe. Unclear deadline to work towards

## Examples of emerging practice: Gen AI institutional strategy and action plan

A provider's approach to developing their institutional strategy and gen AI action plan will reflect their specific context and there is no single correct approach.

Below are examples of overarching institutional gen AI strategies that providers developed to inform and guide how they embrace the opportunities this new technology offers, while safeguarding the integrity of their awards and course offerings.



## University of New England: Academic integrity framework

### Integrity: Ethical practice

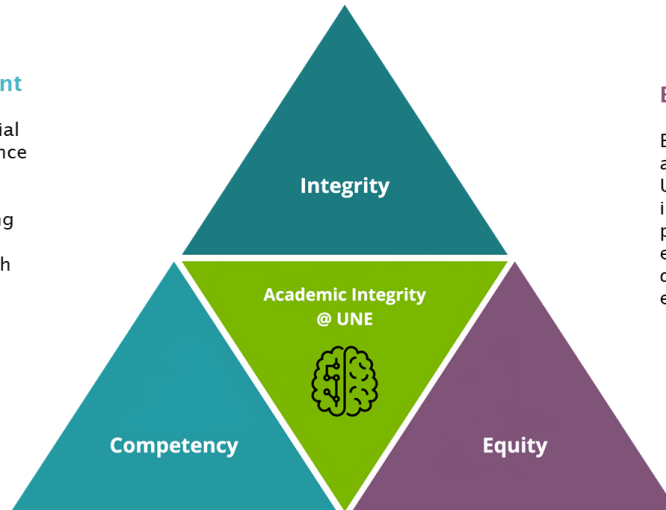
Ethical GenAI practice upholds UNE's reputation for excellence and preserves the legitimacy of UNE's academic offering. UNE commits to a strong ethical orientation for engaging with GenAI across academic and professional domains, and a robust ecosystem of preventative measures, detection mechanisms and security protocols to support identification deterrence of misconduct.

### Competency: Skill development

Competency in generative AI is crucial for a future where artificial intelligence is ubiquitous. UNE commits to skill development for students and staff, facilitating informed decision-making and accountability, and ensuring critical and creative engagement with GenAI in academic and professional practice.

### Equity: Access and outcomes

Equity of access to higher education and equity of outcomes are core to UNE's mission. UNE commits to equity in expectations, decision-making and provision of tools and services to ensure GenAI does not result in disparate outcomes but rather enhances learning for all.



## Health Education and Training Institute: Strategy and gen AI plan alignment to address risks and opportunities

With the clear awareness that this is a very dynamic space with the technology developing and growing capability at an exponential rate, an open and proactive stance will be taken to mitigate risks and leverage opportunities. The plan is proposed to address six areas over the next two years aligning with Higher Education Strategic Plan 2023 – 2026 and the Staff Development Plan:

1. **AI Governance:** Leverage existing policies and governance structures to proactively address risks and opportunities.
2. **Processes, protocols, and guidelines:** Modify operational processes to address AI use in education, including consideration of concerns like algorithmic bias and student privacy.
3. **Promote AI Literacy:** Integrate opportunities to build AI literacy among staff and students through the Academic Staff Development Plan and the unit and curriculum reviews.
4. **Foster Collaboration:** Engage with NSW Health and academic partners to share best practices and resources.
5. **Monitor and Evaluate:** Continuously assess the effectiveness and impact of AI tools in the academic sphere.
6. **Bridge Digital Divide:** Take proactive measures to ensure equal access to AI technologies for all students and staff.



## The Victoria University Gen AI Action Plan incorporates Higher Education, Research and Research Training, and TAFE: *We are One VU*

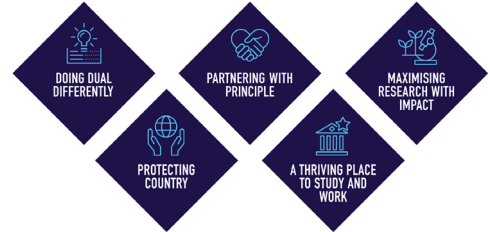
### ONE VU

- While we recognise our strength as a dual sector university, the key is to not be dual in mindset.
- One VU encompasses our poles of singularity and difference, and our poles of complementarity and equality.
- Outside of the triangle is what makes us distinctive – our ethical model, our curriculum model and our operating model. This is what is reflected to the outside world, and how we are positioned.
- Inside the triangle is how we work together to optimise the internal structures of the university; specifically in terms of mutual respect. We call this parity of esteem, which values both sides equally.
- Together they both create One VU.

### ETHICAL MODEL

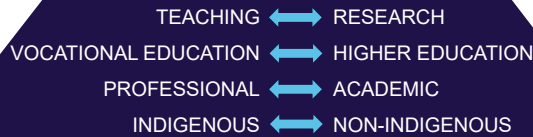
- Protecting Country
- Planetary health
- Sustainability

### 5 STRATEGIC PILLARS



### CURRICULUM MODEL

- First Year College
- VU Block Model
- Doing dual differently



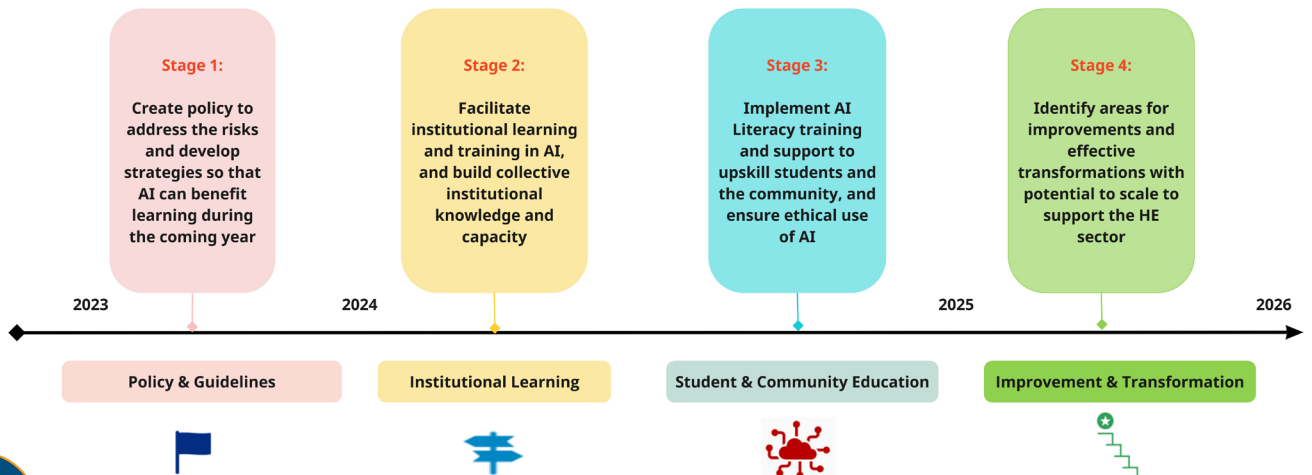
### OPERATING MODEL

- Flipped campus
- Industry
- Employability



## International College of Management: Steps for implementing AI in education

### Steps for Implementing AI in Education

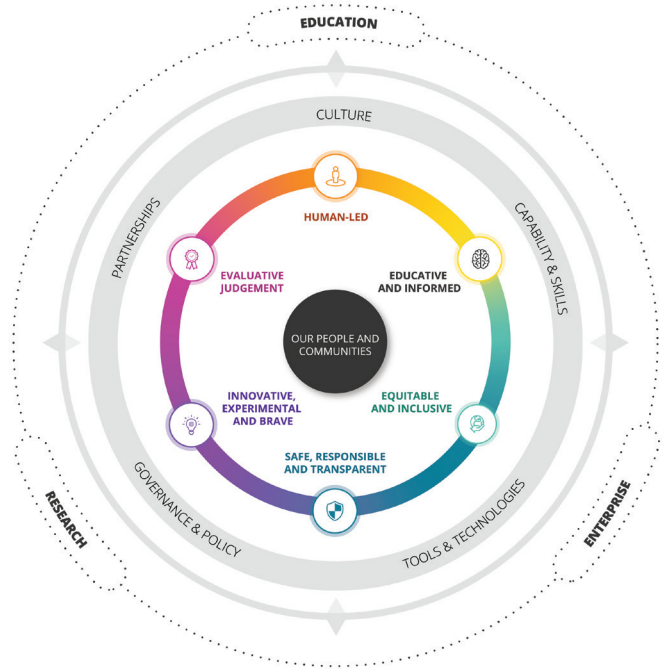




## Deakin University: Gen AI framework

Deakin's GenAI Framework Deakin University is advancing its approach to genAI with a strategic, coordinated, and comprehensive Framework. This initiative extends beyond initial discovery, integrating efforts across learning and teaching, research and innovation, and business operations. Developed through University-wide collaboration, this Framework (Fig 1) creates secure foundations to guide our future decisions and actions in a dynamic context.

Our Framework (summarised in Figure 1) uses six guiding principles to direct work across five enabling domains (culture, capability, governance, partnerships, and technology) which in turn support action and decision-making across teaching and learning, research and innovation, and enterprise and workforce operations.



## University of Technology Sydney: Embracing change with a principled approach



### Principles-based

Effective ethical engagement principles

Aligned to sector/Accord

Aligned to curriculum/assessment/teaching quality



### Holistic

Whole of course – curriculum, assessment, teaching, research training

Aligned infrastructures: policy, systems, technologies, data

To professional learning/reward/recognition



### Phased

Short term mitigation of risk, longer term curriculum transformation

Iterative - pilots informing changes



### Partnership

Cross-functional course teams

Engaging students

Division with faculties

Clear accountabilities and roles with sector



### Innovation/experimentation

Using Gen AI

Reimagining course teams

Course-wide approaches to assessment and feedback

Emerging technologies / tools



### Evidence-based

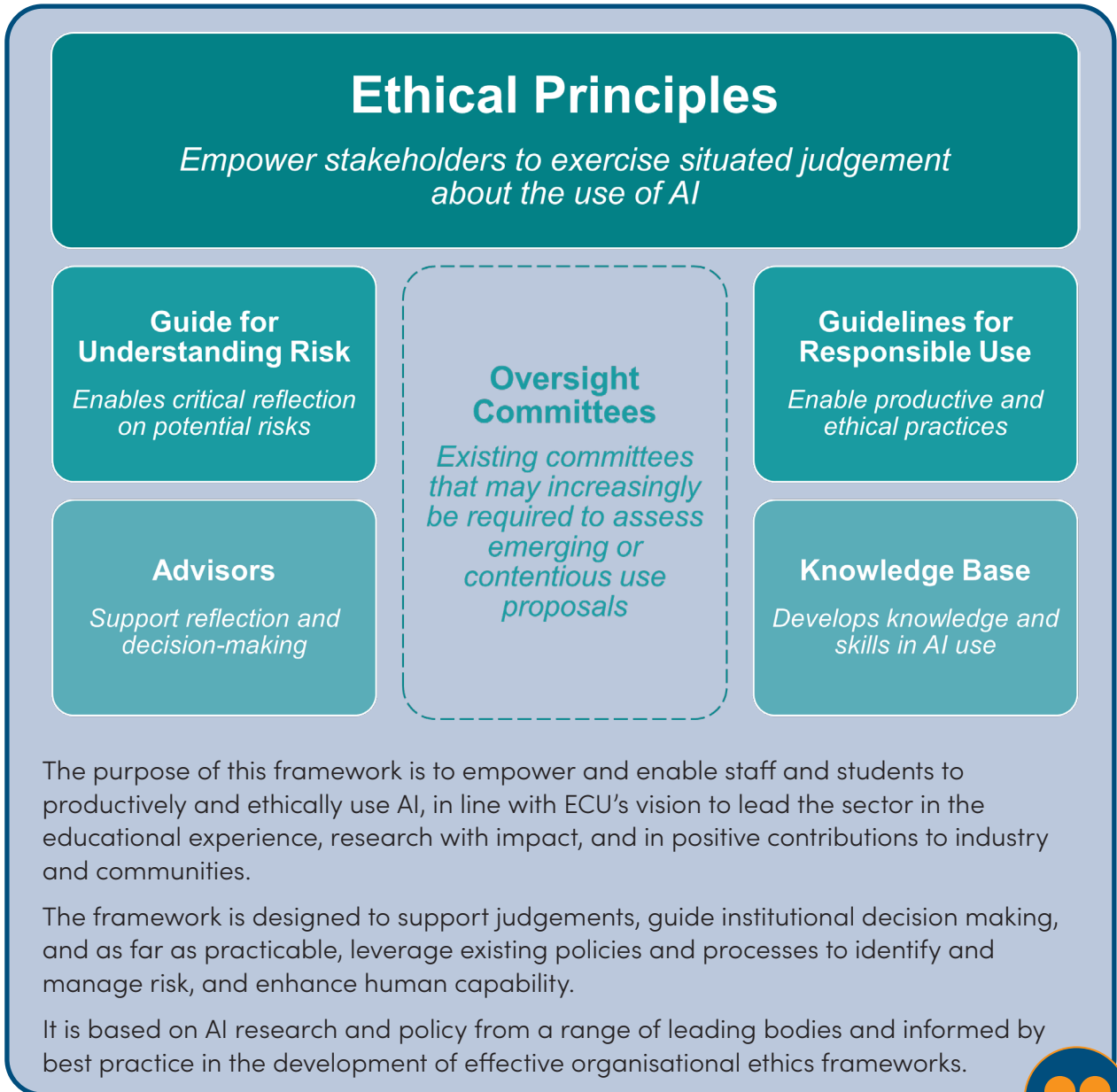
Regular monitoring of data

Research into staff and student experiences

Critiquing assumptions









# Risk assessment

## Checklist



### Short-term

- Include a gen AI-specific item in the risk register.
- Conduct a risk assessment of all course offerings.
- Triage risk mitigation activities to prioritise assessment reform for courses with the highest risk.
- Evaluate course admission practices to identify approaches vulnerable to gen AI-generated submissions.
- Identify and remediate potential issues that assessment changes could pose to equity, diversity or inclusion.

### Medium to long-term

- Continue to transform course offerings to integrate gen AI into teaching, learning and assessment practices.
- Implement changes to risk mitigation strategies and admissions processes that have been identified as needing reform.
- Establish ongoing review checkpoints to assess the effectiveness of implemented risk mitigation strategies and adjust as required.
- Benchmark institutional initiatives and progress against similar providers.
- Arrange for an institutional licence/subscription for vetted and approved gen AI tools.

It is each provider's responsibility to ensure they are effectively managing risks to their higher education operations. The way the provider achieves this will be guided by their institutional risk tolerance and appetite and have regard to their existing processes for managing risk. Providers with robust and responsive mitigation processes will be best placed to adapt to the impact of new or evolving risks.

Given the broad applicability of gen AI technologies, providers will need to critically review the integrity of the full breadth of their course offerings and delivery modes. This comprehensive evaluation of the risk gen AI poses to a provider's higher education awards can be used to inform the staged rollout of intervention strategies, with immediate reform directed to areas identified as holding the highest risk. Once the high-risk areas have been remediated, ongoing reform is critical, to ensure the risks and opportunities presented by gen AI technologies are addressed across all awards.





### Take note

Ensure that the identification of risk leads to the appropriate actions needed to address that risk.

Maintaining both the institutional momentum for reform and the relevance of courses requires a commitment to staying abreast of the increasing capabilities of this rapidly evolving technology. Providers need to periodically examine whether their processes are keeping pace with the evolving opportunities and risks presented by ongoing developments in gen AI technologies. Staying up to date with gen AI advances will help ensure awards are legitimately conferred, and meet the expectations and needs of students, industry and employers.



### Take note

Dual-sector providers should conduct a risk assessment across both vocational and higher education course offerings.

## Key takeaways

To address the challenge gen AI poses to assessment across the breadth of a provider's course offerings, a risk assessment should consider, at a minimum:

- > modes of delivery – assess whether face-to-face, hybrid and wholly online modes of delivery have different course risk profiles ([🔗](#) see also *Practice: Assessment security and transformation*)
- > third-party arrangements – make sure other parties involved in the delivery of your award understand and adhere to your gen AI risk mitigation strategies
- > multi-campus moderation – remain mindful of consistency of approach across all teaching locations
- > governance reform – evaluate existing self-assurance approaches to course accreditation and course review to ensure they are fit-for-purpose
- > approaches to risk management – review existing approaches and adjust or establish new approaches as needed, to address the risk of gen AI
- > work-integrated learning – review and update existing resources and assessments to ensure they are in line with industry expectations and adequately prepare students for work placements
- > equity and access – when integrating gen AI technologies keep equity and diversity considerations front of mind, to support diverse student cohorts and not increase the digital divide ([🔗](#) see also *People: Student support and engagement*).

### Caution

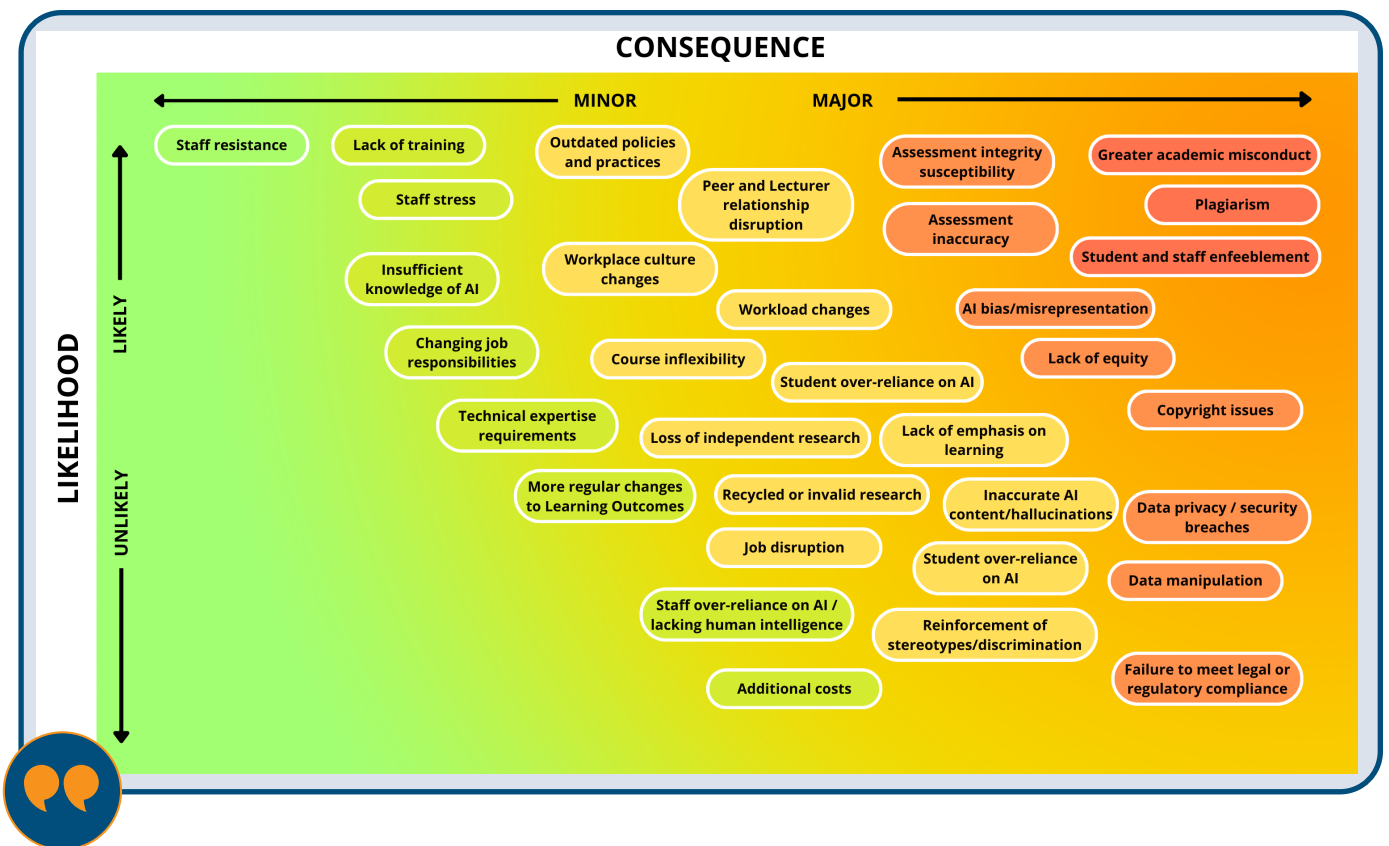
If students are permitted, or indeed required, to use gen AI in their courses and assessments, be mindful of the potential disadvantage this presents to students who cannot afford multiple gen AI subscriptions. Access to the internet does not mean all students have equal access to gen AI tools. Equally, providing an institutional licence will not completely mitigate the risk of inequitable access.

## Examples of emerging practice: Risk assessment

A provider's approach to conducting their risk assessment will reflect their specific context and there is no single correct approach.

Below are some examples of approaches providers have employed to conduct their institutional gen AI risk assessment.

### Christian Heritage College: Gen AI risk heat map

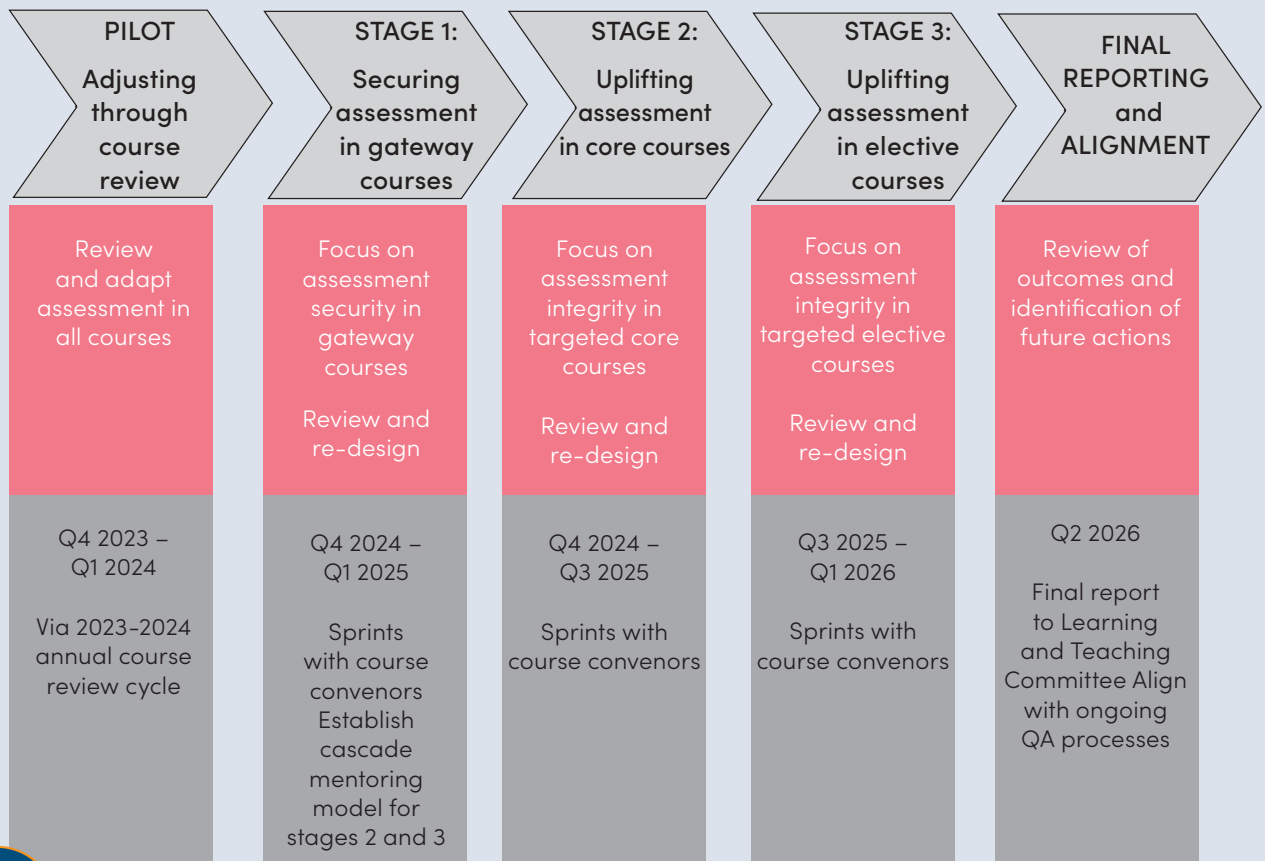


## Griffith University: A risk-based approach to assessment uplift

A risk-based approach will be taken to identify courses for supported uplift. This project is scaffolded into five stages, with interim reporting to Learning and Teaching Committee at the end of each stage:

- The **pilot** uses the annual course review cycle for a review and adaption of assessment across all courses
- **Stage 1** focuses on assessment security for gateway courses. ‘Gateway courses’ are crucial courses that ensure a student had demonstrated required knowledge and skills to fulfill the program requirements
- **Stages 2 and 3** focus on the review and uplift of high-stakes assessment in courses. High-stakes assessment is any assessment item which accounts for more than one-third of the total assessment for the course. *Stage 2* will work with Course Convenors on high stakes assessment in targeted core courses (those that are required to be completed in the program). *Stage 3* will focus on high stakes assessment in targeted elective courses (courses that are not a compulsory requirement of the program)
- In the **final stage** of the project, ongoing review of assessment will be aligned with continuing quality assurance processes.

During stages 1 to 3, assessment in other courses will continue to be reviewed and uplifted through the annual course review cycle.







## The University of Notre Dame: SWOT analysis

<b>Strengths</b>	<p><b>S1:</b> A whole-of-university, educative and risk-based Academic Integrity Framework to promote a culture of academic integrity.</p> <p><b>S2:</b> A data-driven and risk-based approach to monitoring and responding to breaches of academic integrity.</p> <p><b>S3:</b> An Academic Integrity Unit (hub and spoke model) to support faculty centrally and locally.</p> <p><b>S4:</b> A focus on assurance of learning through policy and planned projects.</p> <p><b>S5:</b> Academic Integrity Training Modules in place with 100% completion in students' first semester</p>	<p><b>W1:</b> Academic Integrity Register data improved across 2023 providing a baseline for analysis and trends; however further improvements warranted to support detailed analysis.</p> <p><b>W2:</b> Small size of Academic Integrity Unit, as a product of the relatively small size of the University, with associated key person risks.</p> <p><b>W3:</b> Challenges recruiting and embedding academic integrity officers in Faculties to enact the hub and spoke model.</p> <p><b>W4:</b> Capacity for upskilling and reskilling staff quickly (unauthorised Gen AI detection/leveraging in L&amp;T)</p> <p><b>W5:</b> Cultural commitment to the adoption of ethical uses of gen AI in learning, assessment and research is uncertain.</p>	<b>Weakness</b>
	<b>Opportunities</b>	<p><b>O1:</b> Refocusing assessment on the process rather than product of learning, in alignment with the University's strategic commitment to integrating practice and knowledge and integral human development.</p> <p><b>O2:</b> Enhance learning and teaching processes universally, including for equity groups, through gen AI.</p> <p><b>O3:</b> Creating stronger partnerships with industry and the professions through engagement re authentic responses to gen AI.</p> <p><b>O4:</b> Utilising technology more pervasively for assessment security and assurance of learning.</p> <p><b>O5:</b> Drawing on higher education sector best practice, locally and internationally as the response to gen AI evolves.</p>	



## Australasian Academy of Higher Education: Update of risk register to include gen AI risk

AAHE regularly reviews and updates its risk register for visibility at Board level of new, evolving and emerging risks. Given that the most immediate and significant concern regarding gen AI is that of students using it in assessment tasks (thereby calling into question their personal learning attainment, the integrity of learning outcomes and our qualifications), the risk of gen AI compromising academic integrity is listed in our register with 'Major' consequence, a likelihood rating of 'Likely', and risk rating of 'Very High'. Possible impacts are identified and recommended mitigation and recovery measures include, review of assessment instruments and collaboration with institutions of a similar profile on a study into approaches to academic integrity in the era of gen AI. Our risk register is a dynamic and responsive document, with risk assessments of gen AI carried out regularly given its rapid rate of change.



## AIE Institute: Addressing risk to admissions

Admission interviews will require applicants to explain the creative process behind evidence submitted in recognition that generative AI could be used to produce such evidence.





# Working groups

## Checklist



### Short-term

- Develop clear objectives for gen AI working groups.
- Specify the terms of reference or charter for formal working groups.
- Establish reporting structures for working groups.
- Appoint and document group membership.
- Gain endorsement of formal groups from an institutional decision-maker.

### Medium to long-term

- Regularly update the governing body and Academic Board on the advice received from formal working groups.
- Establish ongoing monitoring and oversight mechanisms.
- Periodically evaluate the working group's terms of reference, meeting schedule and membership to ensure it remains fit-for-purpose.



### Take note

Make sure your working group membership includes a range of viewpoints and experience that are relevant to the group's aims, including an equity, diversity and inclusion representative.

A robust gen AI institutional strategy and action plan should be created in consultation with staff and students, industry and employer groups and draw on relevant expertise as required. Through appropriate consultation and guidance from internal and external stakeholders, providers can have assurance that their action plan is:


- > developed with a thorough understanding and awareness of the risks and opportunities posed by gen AI
- > fit-for-purpose and contextualised to address the relevant risks
- > informed by industry feedback to ensure students are developing the skills and knowledge needed in their chosen field.

Providers use many different names for their consultative bodies, such as advisory committees, working groups and taskforces. For the purpose of this section, all the different groups with advisory responsibilities are referred to as working groups. Working groups are helpful for



guiding institution-wide principles around responsible gen AI use, however providers need to be clear about the role and purpose of each group established within their institution, and whether they have formal advisory functions.

- > **Formal working groups** are designed to provide guidance to decision makers on institutional strategy. These groups provide advice to ensure that providers' course offerings continue to meet the needs of students, industry and disciplines, as well as ensuring the ongoing integrity of awards. A formal working group is a part of the overall governance system, but it is different to a governance board as its role is to provide formal advice rather than make decisions.
- > **Informal working groups** enable staff to share their knowledge and experience, exchange approaches to teaching and assessment and foster collaboration. Informal working groups do not directly affect institution-wide decision making and strategy but are an excellent way to foster an institutional culture of academic integrity, innovation and support ([see also People – Staff support and engagement](#)).




**Take note**

For your gen AI taskforce or working group to have formal advisory authority it needs to be endorsed by the appropriate decision maker or committee at your institution.

## Key takeaways

By establishing working groups to influence the development or review of an institutional gen AI strategy, providers can:

- > develop an informed whole-of-institution perspective on the use of gen AI – to identify what steps are needed in addressing gen AI you need to have a thorough understanding of the impacts to different areas of your operations
- > identify short, medium and long-term actions necessary to support gen AI across their institution – consultation with stakeholders will ensure your action plan is contextualised, fit-for-purpose and actionable
- > take account of developments in teaching and assessment practices, and industry uses of gen AI – an understanding of the evolving landscape will ensure your course offerings and learning outcomes will prepare students with the skills and knowledge they need in a world where gen AI is increasingly ubiquitous
- > ensure decision makers are regularly advised on the evolving technological landscape – to make informed decisions it is necessary to have a solid understanding of the impacts and opportunities gen AI has on your awards, course offerings and operations more broadly.



**Take note**

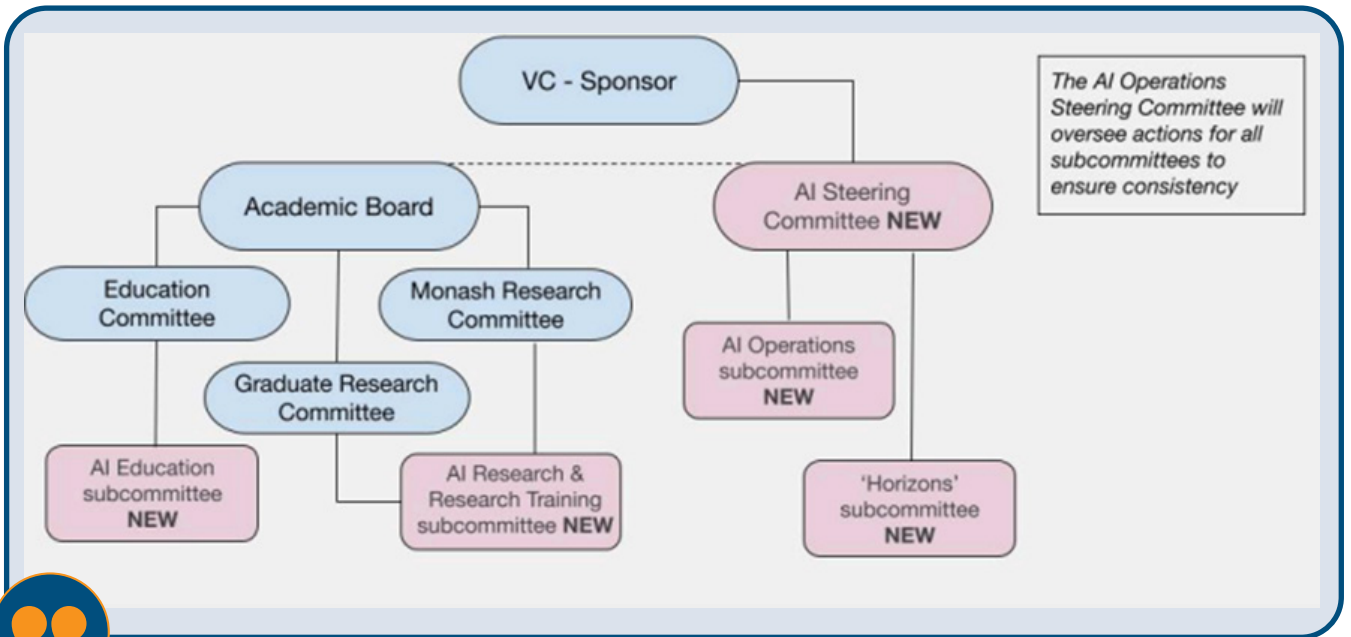
Make sure the skills, experience or contributions of the members that are appointed to your group or taskforce align to the group’s objectives and consider periodic membership renewal to allow for diverse voices and fresh ideas.

## Examples of emerging practice: Working groups

A provider’s approach to establishing their working groups will reflect their specific context and there is no single correct approach.

Below are some examples of working groups that providers have established to suit their operations.

### Monash University: AI governance structure – formal advisory and oversight groups



### Holmesglenn Institute of TAFE: AI advisory groups

AI Working Group: Monitoring advancements in Gen AI and evaluate emerging trends to recommends strategies to facilitate the ethical and efficient integration of Gen AI across academic practices.

AI Early Adopter Group: Comprised of representatives from various areas of the institute, to guide and oversee the use of AI across Holmesglenn. They will provide feedback on key learnings and the effectiveness of AI implementation. When appropriate, the AI Early Adopter Group will also offer guidance to others and lead teams in effectively integrating AI into their processes.





## UNSW College: Multidisciplinary working group

The College has established a multi-disciplinary Artificial Intelligence Working Group with a view to developing an AI Framework for the College. This group consists of education and professional staff, as well as technology specialists, who oversee the implementation of AI-enhanced technologies for the purpose of teaching and learning. The group is responsible for ensuring that AI measures complement the high-quality pedagogy provided at the College. Most recently, the Committee approved the use of Microsoft Copilot (Certified License) for all UNSW College staff and students as well as Copilot training and support resources to ensure equitable and appropriate use.



## The University of Western Australia: Gen AI advisory groups

- Academic Integrity Advisory Group – this advisory group to the Deputy Vice Chancellor – Education, is chaired by Professor Guy Curtis who is a leading researcher expert on academic integrity and the evolving use of gen-AI in the sector.
- Assessment Culture Working Group – this group has representation from all Schools. Discussion of academic integrity in assessments was considered extensively by this group including best practice across the disciplines, and peer review received from Imperial College, London, and from the ANU. A permanent site has been developed for continuing discussion and exemplars of assessments incorporating gen-AI.
- UWA Gen AI Thinktank – this gen-AI expert advisory panel will provide high level strategic advice to Academic Board, Academic Council, University Executive and Senate on matters that have the potential to impact the teaching and research mission of the University. The membership is currently being established with the aim to include experts in the development/deployment/critical integration of gen-AI. This thinktank will consider how we prepare both our staff and students for the continued use of AI in our lives. The terms of reference can be supplied on request.
- Digital Learning and Teaching Advisory Committee – chaired by the Associate Pro-Vice Chancellor of Learning and Teaching, this committee is working on a number of gen-AI related issues, including: (i) developing guidelines on the use of AI in learning and teaching; (ii) developing an action plan for a coordinated approach to raising AI literacy amongst both staff and students; and (iii) coordinating and implementing a range of showcases and exemplars on best-practice in the use and application of gen-AI tools in assessment.
- Integrated Digital Learning & Teaching Steering Group – oversight of how the university's third party digital providers (eg, Turnitin, Blackboard, etc) are incorporating gen-AI into their products, and developing a university strategy on the potential consequences of this for our use and implementation of these features.



# People



# People



In this toolkit the term ‘people’ encompasses academic, administrative and support staff, commencing and continuing students, and external partners such as professional accreditation bodies, industry representatives and third parties involved in the delivery of higher education awards.

People are essential to the overall functioning of higher education, working collaboratively to foster a supportive and effective learning environment. They play a crucial role as drivers, enablers, users and innovators of gen AI practices, forming the backbone of institutional efforts to assure award integrity and identify meaningful ways to include gen AI in teaching, learning and assessment activities.

However, a lack of information or understanding can lead individuals to disregard the risks and opportunities associated with this new technology, creating barriers to ethical and effective engagement. External stakeholders, such as professional accreditation bodies, industry partners and other parties involved in the delivery of an award, may also have varying expectations or requirements around the use of gen AI that need to be incorporated into an institutional strategy.

Measures, such as gen AI guidance and professional development for students and staff, build on people’s experience, talents and innovation, and are integral to providers’ self-assurance and continuous improvement efforts. Keeping everyone associated with the institutional strategy informed, engaged and enabled to use gen AI in an ethical, responsible and practical manner will help ensure students are achieving the learning outcomes required for their award.

To assist providers in addressing the risks gen AI poses to award integrity, this section outlines actions that institutions can use to engage, support and collaborate with internal and external partners, to enable the successful delivery of their institutional action plan.

This section is divided into 3 areas:

- > Student support and engagement
- > Staff support and engagement
- > Professional accreditation bodies and industry.



# Student support and engagement

## Checklist

### Short-term

- Update the student welcome email, handbooks, guidance and other relevant information sources with easy-to-understand information on the institutional approach to gen AI.
- Update the academic integrity module (or similar material) to inform commencing and continuing students about the ethical use of gen AI.
- Provide access to a gen AI training module, or other training resources, to increase student capabilities as effective and ethical gen AI users.
- Evaluate purchasing an institutional licence for an approved gen AI tool.
- Gather regular feedback on the impact of gen AI policies and practice on student learning experiences by adding questions to student evaluation of teaching and learning surveys.

### Medium to long-term

- Monitor completion and effectiveness of the academic integrity module, or other similar induction material, for continuous improvement.
- Support students to co-create gen AI strategies and communications that reflect their needs by including student representation in working groups and supporting student-led initiatives.
- Periodically review guidance on institutional use of gen AI to ensure that staff and student safety, privacy and intellectual property risks are effectively mitigated.

Thoughtful integration of gen AI tools can facilitate new avenues for collaboration between students and educators, fostering a more interactive learning environment and enhancing the student experience. However, both disengagement from this technology and uncritical acceptance pose significant risks to the integrity of academic awards.

Engaging your students as partners to co-create learning and teaching experiences can enhance the learning environment and assessment integrity. In exploring how gen AI can be leveraged to enhance both educational experiences and the integrity of assessments, students can provide critical feedback on their, and their peers', current use of these tools, and the kinds of questions they have about them.

Formal research surveying large numbers of students is being published and staying abreast of this research can help institutions continue to adapt their action plans. However, educators should also be encouraged to regularly talk to their students about the use of gen AI, to normalise discussions about the boundaries of ethical use and how these boundaries may shift in different situations.



A common understanding of, and commitment to, ethical use of gen AI that is embedded in the principles of academic integrity, equity and inclusion is vital for achieving enhanced experiences for all. Where misuse of gen AI is suspected, it is critical that students are supported through the investigative process, with fundamental principles, such as procedural fairness, maintained. Taking an educative approach to the misuse of gen AI and engaging with the student on how and why their use breached the institution's expectations can strengthen a student's ability to navigate complex future scenarios with greater judgment and integrity.



### Take note

Remember to support students who are placed under suspicion of gen AI misconduct throughout the investigative process, and to adopt an educative approach to the misuse of gen AI.



### Take note


Implement student feedback on equitable access to tools and the impact on their learning experience at various stages of their studies.

## Key takeaways

To support students to responsibly engage with gen AI, providers should:

- > inform students of the institutional approach – clearly communicate the intent of gen AI-related policies and make it easy for students to find further information
- > establish clear and accessible guidelines for ethical gen AI use – inform students of expectations and requirements in their disciplines, courses and subjects
- > provide opportunities for students to develop skills in using gen AI tools – schedule recurring training, workshops and drop-in sessions to support student development
- > identify opportunities for critical engagement – beyond training in technical literacy, ensure students are investigating gen AI bias and unintended discrimination
- > implement equity measures – provide students with access to gen AI tools required for teaching and learning
- > use student feedback when reviewing guidelines – stay informed of the evolving technological landscape and students' changing use of gen AI tools, to ensure your responsible user guides remain current.





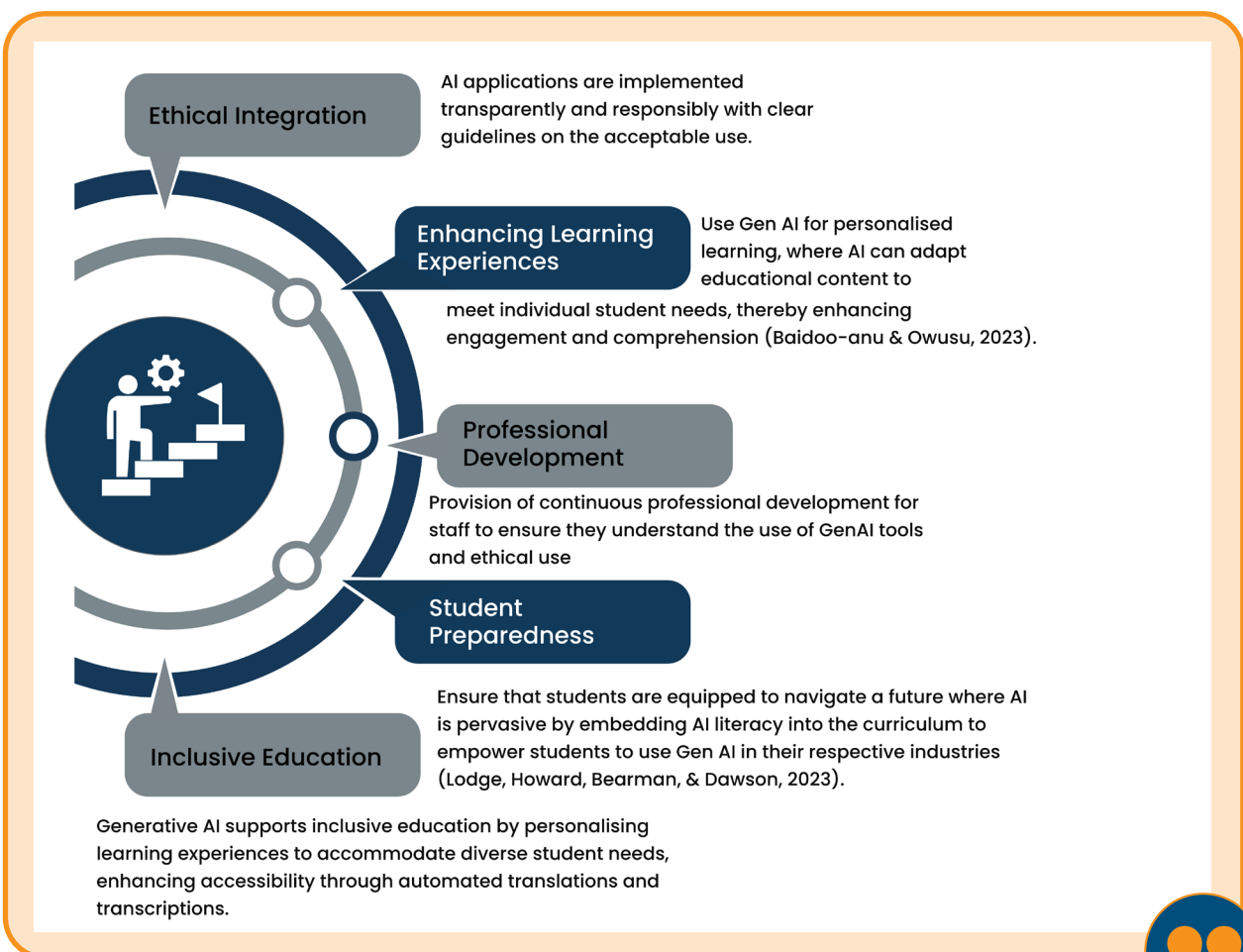
**Take note**  
 Consider the needs of diverse student populations and prioritise an inclusive and equitable educational environment in your institutional approach to integrating gen AI in teaching, learning and assessment. This includes ensuring everyone recognises their responsibility to implement and engage in culturally safe practices.

## Examples of emerging practice: Student support and engagement

A provider’s approach to student support and engagement will reflect their specific context and there is no single correct approach.

Below are some examples of actions providers are taking to support students to embrace the opportunities this new technology offers, while safeguarding the integrity of their awards.

### Acknowledge Education: People-centred approach to gen AI in education





### ASTRA Group Australia: Gen AI literacy training

Design and develop targeted modules for students and staff on Gen AI literacy including and not limited to: - different types of leading GenAI. - permissible and ethical use of GenAI - fact-checking and referencing GenAI output. - identifying original vs GenAI output.



### Gestalt Therapy Brisbane: Gen AI embedded in academic integrity training

Create an online learning module for both staff and students addressing generative AI and academic integrity, containing (at least) the following:

- Education about generative AI
- Exploring values of academic integrity within the teaching and learning ecosystem
- Inappropriate generative AI use and the effect of this upon these values
- Guidelines for the ethical use of generative AI at GTB
- How critical thinking exposes inadequate generative AI prompt returns
- The use of generative AI within assessments
- Student declaration with assessment submission.



### Batchelor Institute of Indigenous Education: Cultural inclusivity

Consideration of Academic Integrity and Academic Misconduct in Indigenous populations will often require issues to also be approached from an 'other than a western oriented' mindset. This will be integrated into the training, coursework and research of the Institute.



### Curtin College: Equity and diversity considerations

Curtin College is currently exploring several access concerns relevant to its cohort such as the 'digital divide', English language skills and socio-economic status, and will be compiling strategies to mitigate potential barriers for students. Focus groups with students, engagement in scholarship and participation in external referencing will help Curtin College's senior academic leaders plot a course forward.



### University of Southern Queensland: Considering student rights and concerns

Ensure guidelines outline ethical AI use that does not compromise students' safety, privacy or intellectual property.





## The College of Law: Student reference group

The Academic Board has established a Student Reference Group chaired by the student representative on the Academic Board. The Reference Group meets prior to each quarterly meeting of the Academic Board to raise and discuss any matters that the group wishes to bring to the attention of the Academic Board. This includes discussion of the College’s policy and approach on the use of generative AI by students and the outcomes will be reported to the Academic Board and to the Academic Secretariat to inform the action plan as it evolves.




## Victoria University: Gen AI assistants (please zoom in for more detail)

### Victoria University Gen AI Exemplar

#### The Welcome Room: Amplifying Student Support with AI

*The Welcome Room won the Innovator Award at the 2023 VU Staff Brilliance Awards*



#### Real-Life Examples

**Example 1**

**Student** Photography of 10 learning environments means You need to take photographs of 10 different learning environments that you have created in response to your observations during your placement. These environments should be designed to support children's learning and development.

**Example 2**

**Student** What is 4 weekly plans During a 25-day placement in early childhood education, pre-service teachers are required to provide 4 weekly plans.

**Student** 4 weekly plan means 4 lesson plan? Yes, 4 weekly plans refer to 4 lesson plans that need to be provided during the 25-day placement in early childhood education.

#### Student Quotes

"When I forget how to ask for an extension and can't sleep, I will be able to access The Welcome Room"

"It's very convenient for us because it's 24 hour access and it automatically responds as well. That's a good thing!"

"This is even better than the VU website"

#### Quick Facts

**1700+**

Number of queries addressed by The Welcome Room since launch

**69.5%**

Percentage of students with non-English speaking backgrounds using The Welcome Room

**71**

Number of different birth countries of the students using The Welcome Room

#### Testimonials

The team saw a problem, responded creatively to it, and built relationships across discipline areas to find a technological answer to a human problem. Their work is truly innovative – taking the tools of Artificial Intelligence and developing a bot that could deal with many of the student queries.

This team of people met regularly, designed a pilot, and now have The Welcome Room up and running for our 2024 intake (a further 1500 students are entering Semester 1, Block 1 in this course this year). This is innovation at its best in a university context: drawing on skills across disciplines, addressing specific needs, reducing stress on teaching and administrative staff, and improving student experience. I am grateful to this team for their commitment and creativity.

*Professor Mary-Rose McLaren, Head of Program, Early Childhood Education.*

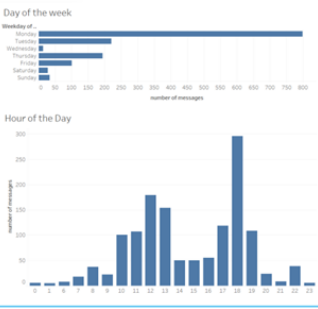
This team has truly gone above and beyond to ensure that, in a time of unprecedented growth, every single student received the support they needed.

Victoria University prides itself on being a university of equity and excellence, a commitment clearly demonstrated by the dedication of these educators. I am particularly impressed by their ability to leverage years of knowledge and integrate it into technology, creating a significant and immediate impact.

This team is highly deserving of recognition for their outstanding efforts.

*Professor John Germov, Deputy Vice-Chancellor, Tertiary Education*

#### Evidence of Use (Day and Time)



**Day of the week**

Day of the week	Number of messages
Monday	~100
Tuesday	~150
Wednesday	~200
Thursday	~250
Friday	~300
Saturday	~350
Sunday	~400

**Hour of the Day**

Hour of the Day	Number of messages
0	~5
1	~10
2	~15
3	~20
4	~25
5	~30
6	~35
7	~40
8	~45
9	~50
10	~55
11	~60
12	~65
13	~70
14	~75
15	~80
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87	~440
88	~445
89	~450
90	~455
91	~460
92	~465
93	~470
94	~475
95	~480
96	~485
97	~490
98	~495
99	~500
100	~505



## National Academy of Professional Studies: Anti-discrimination awareness

Planning to assess students on their ability to recognise and minimise social biases and discrimination in gen AI. Making staff and students aware that an uncritical acceptance of gen AI and machine learning in classrooms can inadvertently replicate and reinforce discrimination.







## ISN Psychology: Gen AI assistants and data security

The establishment of a state-of-the-art virtual assistant aims to enhance the learning experience for students while maintaining the integrity of the educational process. All students and staff at ISN will have accounts and have options to store and delete their data (including chats) in each account. Provisions to allow students to submit chats alongside their assessments if required will also be available. This ensures that the use of the AI tool is transparent and accountable, further enhancing its value as an educational resource. All information stored will be treated in accordance with privacy laws and with agreed terms of use.



## Deakin University: Student gen AI advisory group

Students are actively engaged in shaping Deakin's response to generative AI through the Student Generative AI Advisory Group. Established by the GenAI Network and the Dean of Students, this group gathers student perspectives on generative AI in teaching, learning, and assessment.



# Staff support and engagement

## Checklist



### Short-term

- Take a pulse check. What do staff know about gen AI and how do they use it? What do they see as the biggest barriers to its use? What are their current training needs?
- Create a resource hub for staff where all information is centrally stored and easily accessible.
- Update current onboarding processes to thoroughly induct new staff in gen AI policies and procedures.
- Clearly communicate any institutional and discipline-specific policy changes to professional and academic staff and explain the rationale for the changes.
- Support staff participation in student-centred, gen AI-tailored academic integrity modules and materials, to align staff and student understanding.
- Provide access to a gen AI training module or other training resources, to increase staff capabilities as effective and ethical users.

### Medium to long-term

- Create gen AI training modules and other training resources that are tailored to your institution and courses.
- Integrate staff feedback about gen AI use when reviewing policies and procedures.
- Offer staff paid participation in specialised short courses as part of their ongoing professional development.
- Establish a mentorship program where less experienced staff are guided by more proficient staff to develop their skills in using gen AI tools.

Individual knowledge and engagement with gen AI tools is likely to vary widely, making it essential that academic and professional staff are supported to fully understand the implications of this evolving technology on award integrity. Fostering a culture of continuous learning and inquiry will increase institutional expertise and the collective capability to harness the potential of gen AI.

Using this technology to enhance teaching and learning experiences, however, must be underpinned by responsible use principles that set clear boundaries. Having this infrastructure in place safeguards academic integrity, as well as the privacy and intellectual property of staff and students.



## Key takeaways

To support staff awareness and engagement with gen AI, providers should:

- > inform staff of institutional expectations – clearly communicate the intent and impact of gen AI-related policies and make it easy for staff to find further information
- > communicate changes to existing practice – inform staff when institutional decisions about gen AI integration will impact their teaching and learning practice
- > support staff to implement your institutional strategy – schedule training and create materials to help staff incorporate gen AI mitigation measures
- > provide professional development opportunities – support staff to understand gen AI’s capabilities and enable ethical use in teaching and learning
- > ensure consistency across locations – protect the quality of your course offerings by ensuring that acceptable gen AI use is consistent across all locations, including delivery with third parties
- > establish a centralised gen AI information platform – ensure staff can access information easily
- > create opportunities for collaboration – utilise internal and external expertise to foster a culture of innovation and continuous improvement
- > induct all new staff – provide consistency by informing staff of their responsibilities and expectations in using gen AI
- > recognise staff achievements – celebrate innovation and share interesting approaches to gen AI use in teaching and assessment practice.



### Take note

Integrate gen AI-related opportunities into continuing professional development for all staff, including sessional and adjunct staff.



### Take note

Incorporate staff innovation into recognition and rewards processes to incentivise AI transformation activities.



## Examples of emerging practice: Staff support and engagement

A provider's approach to staff support and engagement will reflect their specific context and there is no single correct approach.

Below are some examples of how institutions are supporting staff to engage with the opportunities of gen AI, while safeguarding the integrity of their awards.

### Holmesglen Institute: Developing staff capacity

AI Early Adopter Group, consisting of representatives from various institute areas, will guide the development of our AI Spark initiative. This initiative aims to provide professional development opportunities and demonstrations for effectively integrating AI into work and learning environments, aligning with our current strategic plan.



### The University of Sydney: Teaching staff support – a tool to create a customised chatbot for teachers

Create steerable and accurate agents powered by generative AI. Cogniti is designed to let teachers build custom chatbot agents that can be given specific instructions, and specific resources, to assist student learning in context-sensitive ways.



### Curtin College: Central information and collaboration hub

Navitas has also established a designated space on MS Teams, Navitas AI Toolkit, which gathers and disseminates resources such as articles, conference announcements, webinars, TEQSA notification and guides, and teaching and assessment resources. The forum is also a space for lively discussions, reflections, questions, and sharing of tips and ideas.



### Chartered Accountants Australia and New Zealand: Gen AI micro credentials

CA ANZ IT launched our AI education hub on the intranet, providing our people ease of access to a wide range of GenAI learning modules, covering topics such as 'AI Literacy' and 'How to use CA ANZ Approved tools for Generative AI', and enabling our people to explore the fundamentals of Artificial Intelligence through short microskills and microcredential courses offered by the Institute of Applied Technology. Courses available to staff cover topics such as "Introduction to Artificial Intelligence: Generative AI and its Business Applications" and "Responsible Artificial Intelligence".





### International College of Management: Celebrating staff achievements

Identify the noteworthy achievements of early adopters, then celebrate and disseminate them widely. Early successes can generate excitement and confidence, easing apprehension among those who are more hesitant.



### Australian College of the Arts: Peer collaboration

We established a Generative AI Community of Practice (CoP) to foster collaboration among staff interested in exploring AI tools for teaching and creative practice. This group, consisting of approximately 45 members from both casual and full-time staff, meets monthly and connects asynchronously via a Teams site. The CoP has been pivotal in driving pilot initiatives aimed at introducing innovative teaching, learning, and assessment approaches.



### University of Newcastle: Professional development credentials

Deliver Graduate Certificate in Higher Education - available to all University academic staff, introduces staff to the use of modern and emerging technologies including Large Language Models (LLMs) via the course EDUC6902 Emerging Technologies: Planning teaching and assessing.



### University of Queensland: Teaching and learning innovation

Innovative teaching and learning practice with AI is being fostered by specific calls via initiatives such as university led Teaching Innovation Grants (TIGs), funded Student-Staff Partnership Projects and Faculty Initiatives.



### University of Technology, Sydney: Leadership collaboration

Established a partnership program for leaders, to examine the change process and plan for assessment reform across faculties. This change process and plan will be used to map how reform will be phased across all courses.



## Guidance for Academics: How students talk about GenAI

GenAI has rapidly become part of the conversation in education, prompting both questions and concerns. UQ is collaborating with three other universities to research student perspectives so we can improve current educational practices and ensure students are equipped with the skills they need for the future.

### What is the study?

20 UQ students from various degrees participated in focus group discussions earlier this year to help us find out how university students interact with GenAI in their learning.

### Students are uncertain

Students are still grappling with uncertainty when it comes to GenAI, unsure of proper usage and their feelings toward it.

*"Yeah, [accidental use of AI has] become a concern of mine. Recently ... And but I am concerned about is that? Oh, is that academic integrity do you get? Do you get what I mean?"* (Jane, education student)

*"It kind of doesn't sit right with me, like all the years of learning. And now we're just giving it away, like all these skills that I've developed till now. I don't want to, just like, you know. Give it away."* (Sha, social work student)

### The search for guidance

To alleviate this uncertainty, students seek guidance around the appropriate use of GenAI.

*"I feel like we should have like a course ... having students to learn how to use AI, wisely, and you know how to really take advantage of it, instead of like making mistakes that get you trouble in academic integrity."* (Ebby, science student)

### Maintaining transparency

Students have varying levels of trust in the use of GenAI for teaching; if it is used, they want transparency.

*"I think I'd be just very scared about what I'm learning and where it's come from".* (John, law student)

*"They give me the sense that they are trustworthy by the acknowledging it ... and maybe in the other way around. I can trust them back."* (Jimmy, education student)

### Connection and compassion

Students understand and appreciate that GenAI cannot replace the human collaboration and compassion they value as part of their university experience. They also value empathy in decision-making.

*"I think being a student is changing really fast, but as well, being a student involves interconnection with your classmate. This, that is something that is really important for our learning. That's why we usually what or we go to uni, we go to school."* (Freud, environment student)

*"Yeah. So for me, I feel like in 6 years ChatGPT cannot like replace you, visibility to like, connect with each other. This, I feel like humans are all different, so that the approach to another human is also like different."* (La, psychology student)

### AT A GLANCE



GenAI brings with it uncertainty and complexity.



Be aware that students have a wide range of views that are often still evolving.



Students want clear guidance on how to use GenAI properly in their courses.



Students want transparency when GenAI is used in teaching.



Students still value human connection and human decision making.





# Professional accreditation bodies and industry

## Checklist

### Short-term

- Engage regularly with professional accreditation bodies to ensure that updated competency standards are met and assessed in the respective award.
- Consult with industry representatives to assess the relevance of existing course content and student learning outcomes.
- Carefully monitor communication and information provided by all relevant regulatory authorities to ensure expectations and requirements are met.

### Medium to long-term

- Provide support and assistance to faculties and schools regarding gen AI considerations for professional accreditation.
- Survey industry and alumni to ascertain current practice and suggestions.



With the increasing integration of gen AI tools in various professions, it is crucial that graduates are equipped with the necessary knowledge to effectively and ethically use gen AI technology in their chosen fields.

As the use of gen AI tools is adopted by more industries, professional accreditation bodies may adapt the requirements they place on institutions delivering the awards they accredit. Maintaining effective bilateral communication, to support a shared understanding of the rapidly evolving use and impact of these tools, will benefit providers, professional accreditation bodies and students.

This section offers ideas on how to engage with professional accreditation bodies and industry, to ensure that graduate capabilities align with professional standards, industry expectations and emerging uses in the workplace.



### Take note

Including voices from professional bodies and industry representatives in other countries where your awards are delivered can provide a rich source of information.



## Key takeaways

To ensure that institutional gen AI strategies align with professional accreditation requirements and industry expectations providers could:

- > create a central oversight group or community of practice – these mechanisms work to centrally support and monitor the intersection of proposed amendments to assessment methods and learning outcomes with professional accreditation activities
- > establish or amend a dedicated consultation process – consultations help to capture the needs and expectations of professional accreditation bodies and industry around gen AI, to ensure students develop the necessary skills for their profession
- > incorporate industry expectations around gen AI in targeted resources for students – gen AI practices in the workplace are evolving rapidly and where possible should be included in the information students receive prior to participating in work-integrated learning activities.



### Take note

Stay abreast of industry developments and meaningfully integrate requirements into learning outcomes and graduate capabilities. This will help you develop graduates that are well-prepared for the workforce.

## Examples of emerging practice: Professional accreditation bodies and industry

A provider's approach to engaging with professional accreditation bodies and industry will reflect their specific context and there is no single correct approach.

Below are some examples of actions providers are taking to help ensure they are meeting the requirements and needs of professional accreditation and industry bodies, while embracing the opportunities of gen AI and safeguarding the integrity of their awards.

### Australian Film Television and Radio School: Industry consultation

AFTRS regularly engages Industry Advisory Committees (panels comprised of external industry and educational partners) to consult on a variety of topics relating to industry currency and emerging opportunities. Conversations around generative AI are forefront and meetings are minuted and shared with award course teams for continuous improvement.







### Kent Institute: Establishing partnerships

Conduct AI sessions and workshops involving business stakeholders, management, and senior leadership group and academic leaders. This will increase Kent participation in business partnerships, professional body and government forums and establish Kent as a player and innovator in the AI field enabling it to demonstrate its teaching and research facilities and capabilities and create new strategic partnerships.



### TAFE SA: Leveraging external expertise

TAFE SA will require the impact, opportunities, and risks of generative AI to be considered as part of all course developments and reviews. This will be a requirement for all courses (higher and vocational education) and is described in TAFE SA's Course Development and Management Procedures. Input from industry representatives on Course Advisory Groups will inform how generative AI is being currently applied as well as emerging opportunities. Industry specific generative AI content will be included in all revised courses and demonstrated in course delivery methods where appropriate.



### University of South Australia: Collaborating with alumni

To enhance the professional endorsement of our programs in areas of formal accreditation, all Academic Units will be supported by advisory groups, as well as input from alumni, to advise on elements of the curriculum and course and program assessment strategies.



### Western Sydney University: Establishing advisory bodies

Each award will be required to have access to an industry and/or professional advisory body by the end of 2025. Where they do not yet currently exist, these bodies will be aligned with awards and/or schools as appropriate for the relevant discipline. The purpose of these bodies will provide real-time intelligence and insights to inform our curriculum design and delivery decisions as we implement our plan. Moreover, this collaboration will be sustained over the long term to ensure ongoing compliance.



## Chartered Accountants Australia and New Zealand: Educating all stakeholder groups

### Educate

#### Educate and support our people

- Create awareness
- Provide upskilling and learning programs
- Ensure change readiness

#### Educate and support our members

- Create awareness
- Provide upskilling and learning programs

#### Educate and support our CA program candidates

- Manage academic integrity and associated program policies and process
- Provide tools and resources for success
- Incorporate AI into learning programs and opportunities

#### Educate the broader profession

- Create awareness and showcase the role of AI in the future of work

#### Monitor for opportunities for profession

#### Track firm and profession AI activity and developments



### TAFE NSW: Providing gen AI action plan for feedback

Where a course is accredited by a professional body, this Gen AI Action Plan will be shared with that body and their feedback sought, noting that different professional accrediting bodies may have specific requirements/views on Gen AI which will need to be addressed.



### Australian Film Television and Radio School: Benchmarking with industry

In April 2024 AFTRS hosted a Digital Futures Summit on the topic of generative AI, which included conversations with industry representatives and other educational institutions, providing excellent opportunity to benchmark approaches.



### University of Adelaide: Revising accreditation management

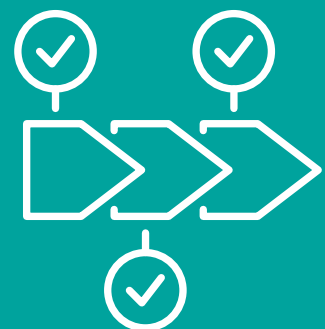
The Educational Quality team works collaboratively with each School or Faculty by providing targeted support and information relating to Professionally Accredited programs.

Current relevant projects to further improve the process of professional accreditation include the:

- development of a Smartsheet solution to improve the transparency and project management of accreditation submissions
- roll out of an agreed RACI articulating clear responsibilities for accreditation across the University
- creation of an Accreditation Oversight Group to centrally coordinate and monitor the relevant projects related to professional accreditation.



# Practice



# Practice



In this toolkit the term ‘practice’ is used to encompass approaches to teaching, learning and assessment activities that providers have implemented or amended to enhance assurance that students are demonstrating the learning outcomes of their award.

Practice encompasses a range of activities, including assessment design, development or revision of learning outcomes, and the provision of systems that support, guide and document changes related to gen AI. Practice also involves establishing an overarching communication strategy that informs, educates and reminds people in all stakeholder groups of institutional changes and innovative processes that protect award integrity.

In a teaching and learning environment enhanced by gen AI, providers with mature practices will have measures in place to ensure students are actively engaged in their learning journey, and the knowledge and skills students require to graduate with their award have been assessed securely. To achieve this, difficult and transformational changes to practice may be needed.

This section is divided into 3 areas:

- > Assessment security and transformation
- > System changes
- > Communication strategy.



# Assessment security and transformation

## Checklist

### Short-term

- Conduct a risk analysis of assessment methods to identify units or courses that need to be prioritised for enhanced assessment security.
- Evaluate the impact of different modes of delivery on assessment security.
- Prioritise securing high-risk, key assessments.
- Provide guidance for all teaching and learning staff on strategies to evaluate and enhance assessment security.

### Medium to long-term


- Ensure cyclical course review activities consider the impact of gen AI and identify opportunities to incorporate gen AI literacy. Seek external expertise if necessary.
- When weighing the cost implications of different assessment regimes, adopt an institutional perspective that considers the entire cost of all assessment-related activities holistically.
- Evaluate the relevance and currency of unit, course and program-level learning outcomes.
- Align use of AI in assessments with learning outcomes and graduate capabilities.



Assessment security in this toolkit refers to the measures implemented to ensure the integrity, fairness and validity of academic assessments. Safeguarding the validity and integrity of assessment strategies and supporting students to understand how the principles of academic integrity apply to gen AI tools, are critical practices for higher education providers.

Many of the assessment artefacts that have been traditionally used as proxy evidence of student learning can now be successfully and quickly produced by gen AI. Therefore, it is important for providers to review their current teaching and assessment practices and transform assessment regimes, to ensure students have demonstrated attainment of the learning outcomes necessary for graduating with their award.


There is no single form of assessment that can enable students to demonstrate achievement of all learning outcomes or support development of all appropriate uses of gen AI. Similarly, no single tool or technology can be deployed to guarantee assessment security. Providers must therefore look at how the different methods of assessment that are deployed across a course, are being used holistically to secure award integrity.



**Caution**


Be mindful of the risks of false positives and unintended bias associated with AI-detection tools and seek to mitigate these. By themselves, AI-detection tools do not provide sufficient assessment security, as the outputs of gen AI can be manipulated to bypass detection tools.

Providers are encouraged to revisit the principles and propositions contained in the document [Assessment Reform for the Age of Artificial Intelligence](#) and consider the most effective way to prioritise assessment security at key moments of a student's program. Given the resource-intensive nature of securing assessments against unauthorised gen AI use, many tasks may remain unsecured. However, these tasks may still provide valuable opportunities for students to receive feedback on their progression towards achieving the learning outcomes of their unit or course. Tasks where the use of gen AI cannot be realistically prohibited may serve as additional opportunities for students to develop their gen AI skills.



**Caution**

When comparing assessment modalities, consider the full cost and resourcing required. Failure to include costs that are borne at an institutional level (for example, the cost of hiring external examination venues) may result in an underestimation of the true costs.

Protecting the integrity, fairness and validity of assessments presupposes an understanding of both the capabilities of current gen AI tools and the associated risks of each assessment method. Without this knowledge, it is difficult to effectively triage and prioritise transforming assessment regimes in areas of highest risk ( see also *Process – Risk assessment*).

Common misconceptions that can negatively impact assessment security decisions are:

- > **Gen AI is detectable** – it is difficult to identify gen AI-created content. By installing a 'humanise' plugin or writing the appropriate prompt, gen AI content can be virtually undetectable by detection software.
- > **Self-reflections cannot be written by gen AI** – gen AI can write convincing self-reflections, including referencing course content or real-life case studies.
- > **Gen AI cannot complete course-specific assessments** – course materials can be uploaded to many gen AI tools, and used to generate a report, conduct analysis or produce a personal self-reflection.
- > **Gen AI hallucinates** – the increasing sophistication of gen AI tools mean that the production of fabricated information is not as common as it was in earlier versions. There are gen AI tools available that are trained on peer-reviewed publications and can produce accurate citations and references.
- > **Gen AI is only capable of producing written works** – the rapid evolution and increased sophistication of gen AI tools mean there are now many tools that can produce multimedia, such as videos, animations and podcasts, in response to student prompts.



## Key takeaways

Strategies providers may wish to consider in reviewing their assessment security and transformation approaches include:

- > evaluate the risk gen AI poses to each assessment type – identify which existing assessments are vulnerable to gen AI misuse ([🔗](#) see also *Process – Risk assessment*)
- > map the suite of assessment items used to assure learning across units, majors or awards – align assessment tasks to learning outcomes and different levels of aggregation to help ensure that the program-level learning outcomes have been demonstrated
- > consider the impact of modes of delivery – evaluate whether the risk profile gen AI poses for a course is impacted by the mode of delivery
- > critically evaluate technical solutions to assessment security – if you make use of AI detection software, be mindful of the risks and limitations of detection tools and put appropriate mitigations in place
- > include gen AI in the institution’s overarching academic integrity strategy – identify whether existing material, guidance and modules can be easily updated, or if separate material must be developed
- > consider industry uses of gen AI technologies – understand how industry practices and expectations are evolving, and consider what this means for teaching, learning and assessment activities.

## Examples of emerging practices: Assessment security and transformation

A provider’s approach to assessment security will reflect their specific context and there is no single correct approach.

Below are some examples of approaches providers are taking to rethink assessment to safeguard the integrity of their awards.

### Curtin College: Assessment security

Some assessments have been revised to become process-based assessments. It is now a formal part of the submission process that students not only submit their final product but also provide proof of their drafting and writing process, upload their sources with evidence highlighted, and attend in-class Assignment Confirmation Checks (ACCs). During the ACCs, teachers can observe ongoing evidence of the drafting process, offer feedback on progress, and highlight any discrepancies indicating potential misrepresentation of students’ abilities through unauthorized GenAI use.



## Transforming our approach to assessment

### Volume

Practicability

Cost

Wellbeing

### Quality

Validity

Reliability

Authenticity

Equity and accessibility

### Integrity

Security and attribution

Assurance of learning

Transparency



## Engineering Institute of Technology

Assessments should emphasise documentation of the learning process and incorporate collaboration when feasible and appropriate. Examples include:

- Progressive submissions (drafts, notes, outlines)
- Invigilated high stakes examinations and other invigilated assessments
- Hurdle (or barrier) assessments (mandatory pass/submission)
- Open-ended assessments: complex case studies, diagram/drawing creation, graphic creation, applied projects, multi-media creation (podcasts etc.), presentations (stand-alone or linked to written assessment), specific/complex scenarios/problems/experimentation, and video creation.



## Southern Cross University: Authentic assessment

Since 2023 the Faculty of Health has moved toward authentic assessment with viva voce presentation and panel questions and answers, or objective, structured, clinical exams (OSCEs) whereby a student's progressive acquisition of knowledge, skills and competencies are reviewed in a safe environment that compares them for a comparable professional registration OSCE.





## Engineering Institute of Technology: Course and module revision

**Deliverable 1.3: Review of Course, Unit/Module outcomes.** Programmatic assessment approaches will continue to be implemented at course level. Where applicable, changes may be made to a unit/module or course learning outcomes to ensure connectedness within and across courses. In alignment with the EIT's policies and procedures.

As per EIT's Learning and Teaching Policy EIT's courses will:

- Have clear statements outlining course aims and learning outcomes
- Have a coherent program of units
- Have assessment activities that are aligned to learning outcomes
- Have a judicious mix of hands-on labs and activities (using remote/virtual laboratories and physical experiences)
- Be equivalent across all delivery locations and modes
- Focus on employment-related outcomes
- Have defined access and articulation pathways
- Be subjected to regular formal review to enable continuous improvement
- Be taught by lecturers with appropriate levels of qualification, authorisation, knowledge and skill. For example, appropriate Working with Children checks, or correct AQF qualifications as per the [Recruitment, Selection, Appointment and Induction Procedure](#) or the [EIT01.5 Trainers and Assessors Policy](#)
- Be optimised for the mode of delivery
- Maintain technical relevance through the regular updating of materials and the strengthening of the practical components as part of its commitment to continuous improvement.



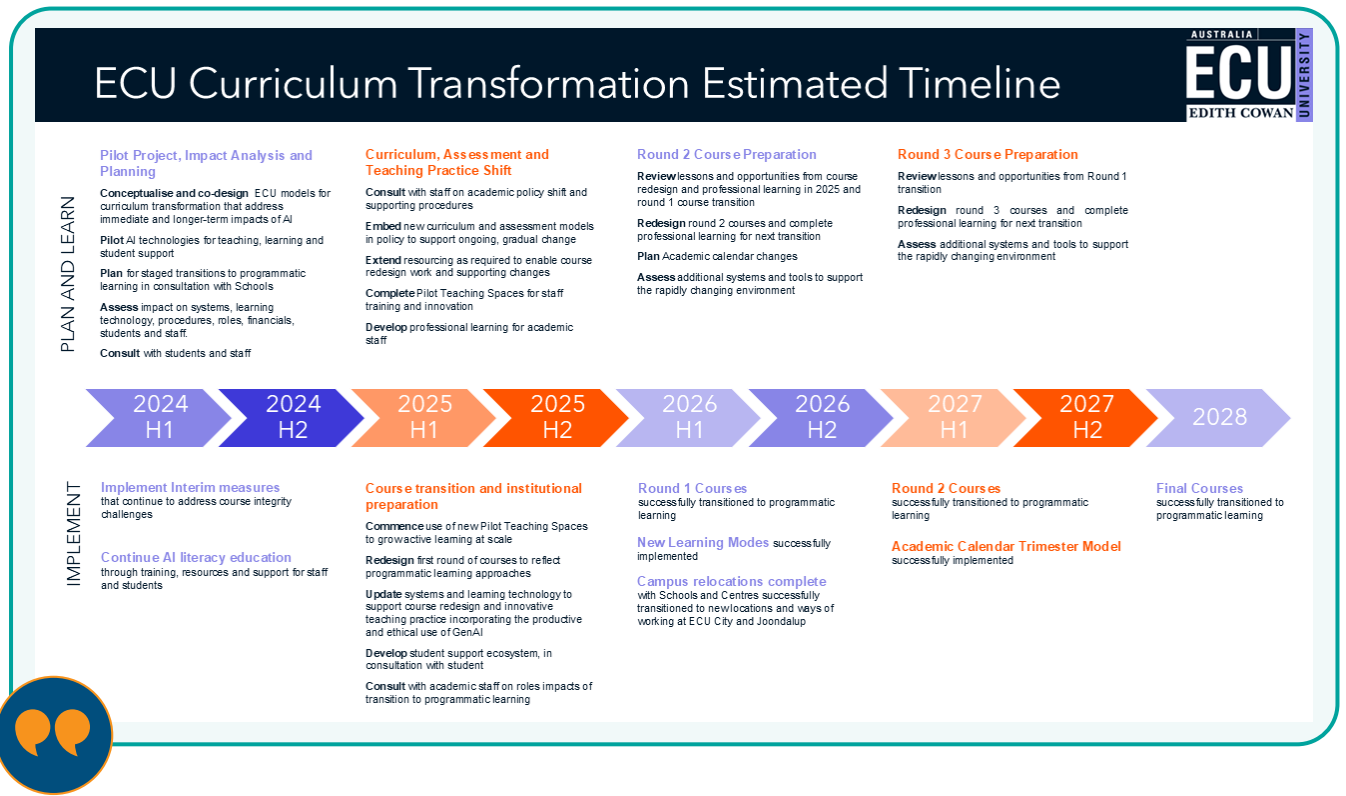
## International College of Management: Programmatic approach to assessments

We will increase formative activities initiated in class and adopt a more programmatic approach to some assessments. A programmatic approach involves designing assessments that are interconnected and build on each other throughout the course, allowing for continuous evaluation and development of student learning over time. This strategy will help ensure continuous development and demonstration of learning.

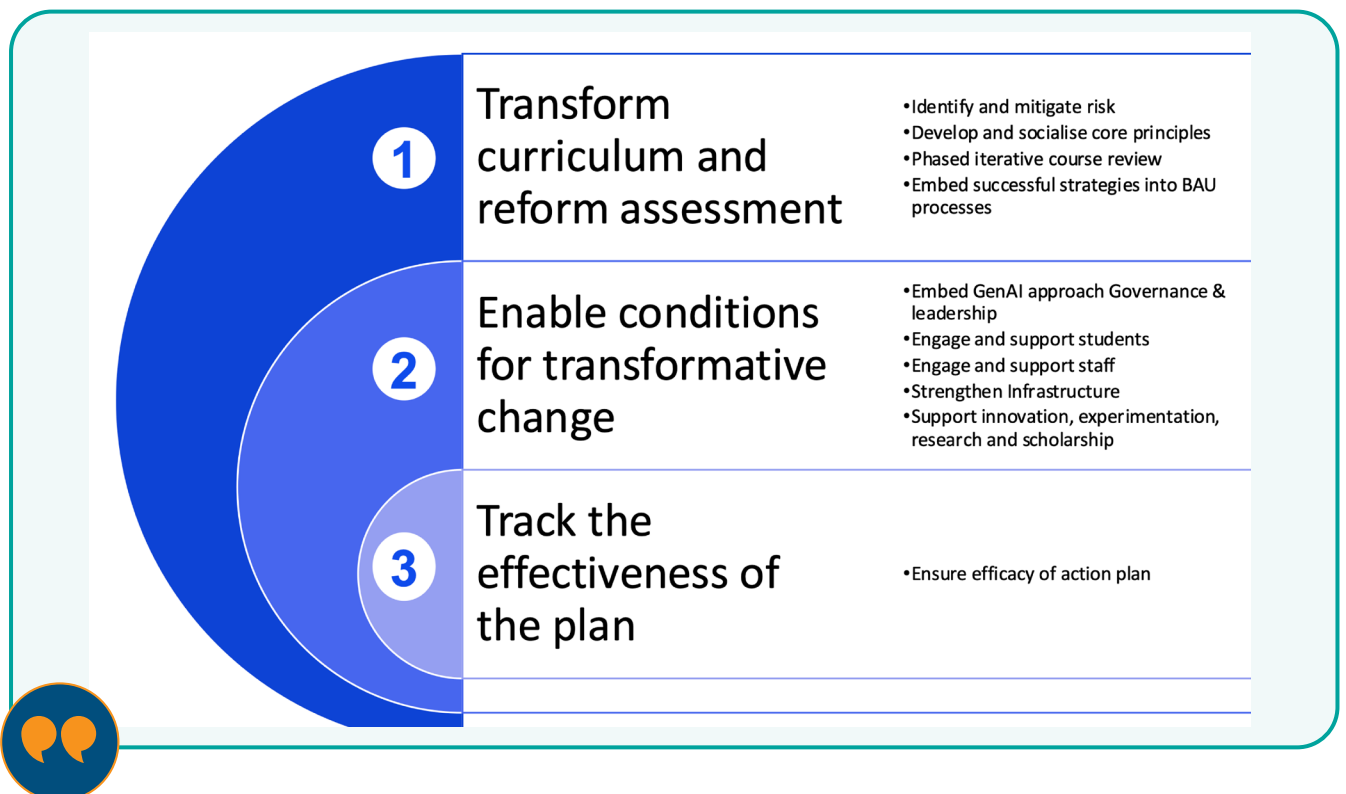




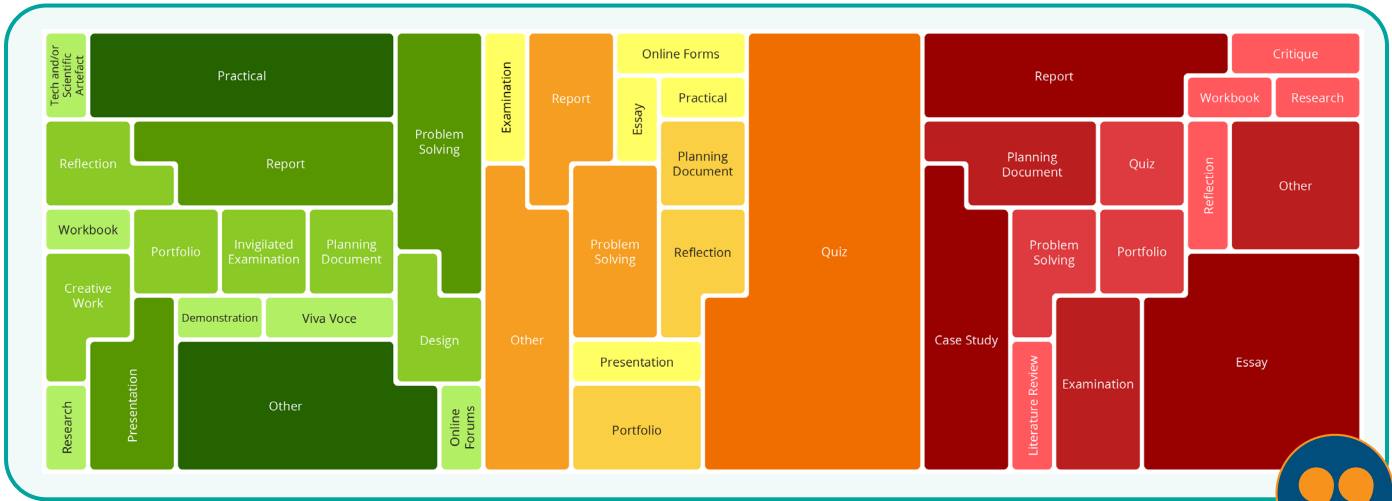
## Edith Cowan University: Curriculum transformation (please zoom in for more detail)



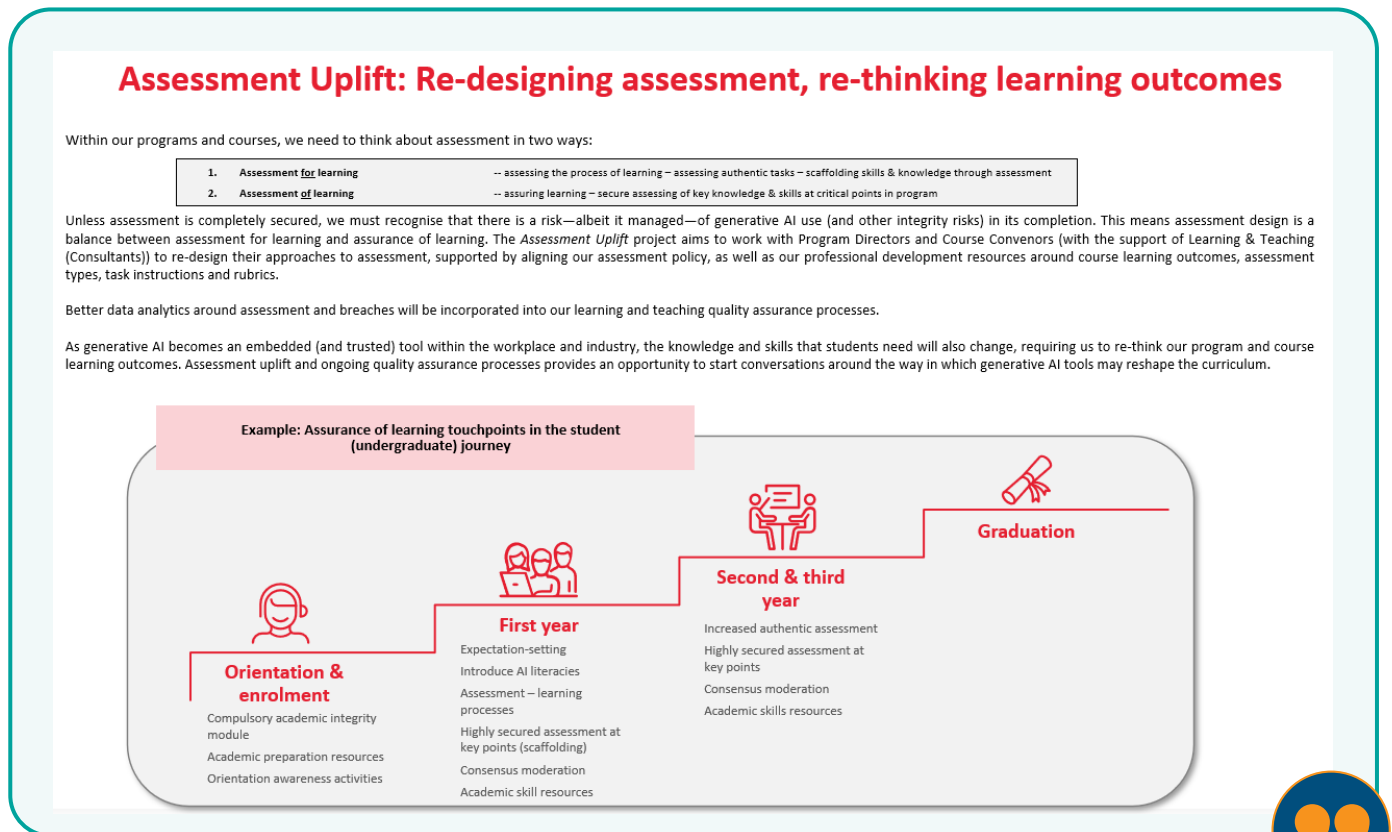
## University of Technology, Sydney: Review of assessment practices



## University of Southern Queensland: Systematic risk analysis of assessment integrity



## Griffith University: Redesigning assessment and rethinking learning outcomes (please zoom in for more detail)





## Monash University: AI readiness self-checklist

**AI Readiness Self-Check Questions (Diagnostic Tool) Questions for the Chief Examiner, who is responsible for the assessment regime, to self-check their AI confidence/readiness and to plan their risk mitigation strategy as required.**

<Add Unit/Course # & Name>

Prepared by <Add name>

Worksheet: To self-assess the readiness of your assessment design in the age of generative AI, rate the questions below on a scale of 1 to 3, where: 1 = High AI Confidence/Readiness; 2 = Moderate AI Confidence/Readiness; 3 = Low AI Confidence/Readiness

Rating	Issue
	1. How well do the current course learning outcomes (CLO) accommodate learning with AI and collaborating with AI to complete assessment tasks? (Is there enough flexibility and scope in the course learning outcomes for technologies such as AI to be incorporated into the units?)
	2. How appropriate are the current unit learning outcomes (ULO) in the course for the unit and the future directions of the profession/discipline that they support?
	3. Within the core units of the course, are the current unit learning outcomes (ULO) able to accommodate learning with AI and collaborating with AI to complete assessment tasks and/or do the ULO clearly identify where humans need to demonstrate knowledge and skills without any AI assistance?
	4. How confident are you that the assessment items in all units of the course adequately support the stated unit learning outcomes?
	5. Approximately, what proportion of the units in the course use a diversity of assessment tasks to confirm learning outcomes? This includes a varied mix of high and low stakes assessments.
	6. Approximately, what proportion of the units rely on heavily weighted final essay submissions, exams or hurdles?
	7. Approximately, what proportion of the units in the course are currently supporting learning with AI (in assessments) or learning about AI (in either assessments or teaching activities)?
	8. How confident are you that the assessments have been designed with adequate security to minimise the risks of students engaging in academic misconduct (plagiarism, collusion, and inappropriate use of AI)?
	9. How vital of a role will AI be for potential professions secured by graduates of this course?
	10. Are the contributors to the course prepared and willing to adapt the course as AI becomes more prevalent in educational tools and practices?
<b>TOTAL:</b>	<b>Preliminary AI readiness score: 7-11= not at all ready; 12-16 = a little ready; 17-21 = mostly ready; 22 - very ready</b>



### Two-lane approach

	Lane 1	Lane 2
Role of assessment	Assessment of learning	Assessment for and as learning. Emphasis is on the process of learning instead of the product
Level of operation	Mainly at program level. May be must-pass assessment tasks	Mainly at unit level
Assessment security	Secured, in-person, supervised assessments	Not secured
Role of generative AI	May or may not be allowed by the examiner	As relevant, use of AI is supported and scaffolded so that students learn how to productively and responsibly engage with AI
Examples	In person interactive oral assessments; viva voces; contemporaneous in class assessments and skill development; tests and exams.	Leveraging AI to provoke reflection, suggest structure, brainstorm ideas, summarise literature, make multimedia content, suggest counterarguments, improve clarity, provide formative feedback, learn authentic uses of technology, etc.

The Education Portfolio has developed an AI x Assessment Menu (below) to support faculties to develop their lane 2 assessments. This menu approach to assessment was chosen over a ‘traffic light’ or ‘assessment scale’ approach, recognising that instructing students to only use AI for certain purposes is untenable and that it is impossible to restrict AI use in unsecured assessment. This method also accepts that any unenforceable restriction damages assessment validity. The AI x Assessment Menu provides many options for students to apply generative AI to assessments and introduces the idea that an educators’ role is to help scaffold and support students to engage productively and responsibly with AI to enable learning within lane 2 assessments.

### The AI x Assessment menu

This menu approach recognises that there are many (and constantly expanding) ways in which students might use AI in the process of completing an assessment. The menu approach is preferred because it emphasises choice and suitability, as opposed to a traffic light or assessment scale approach which suggests that one can restrict or control AI use in unsecured assessments (one cannot). The menu analogy also emphasises the role of the educator in guiding students’ choice of productive and responsible engagement with AI, much like a maître d’ would guide diners’ choice of culinary experiences.

<b>As a critical friend – Soups</b> <ul style="list-style-type: none"> <li>• Suggest analyses</li> <li>• Provoke reflection</li> <li>• Provide study/organisation tips</li> <li>• Practicing</li> </ul>	<b>Generating content – Mains</b> <ul style="list-style-type: none"> <li>• Writing some text</li> <li>• Making images, video, audio</li> <li>• Making slide decks</li> </ul> <b>Analyses – Lighter mains</b> <ul style="list-style-type: none"> <li>• Performing analyses of data, text</li> <li>• Suggesting counterarguments</li> </ul>
<b>Getting started – Entrees</b> <ul style="list-style-type: none"> <li>• Suggesting structure</li> <li>• Brainstorming ideas</li> </ul>	<b>Editing – Coffees</b> <ul style="list-style-type: none"> <li>• Editing tone</li> <li>• Improving clarity and readability</li> <li>• Fixing grammar</li> </ul>
<b>Engaging with literature – Bread service</b> <ul style="list-style-type: none"> <li>• Suggesting search terms</li> <li>• Performing searches</li> <li>• Summarising literature</li> <li>• Identifying methodologies</li> <li>• Explaining jargon</li> <li>• Fixing reference list</li> </ul>	<b>Feedback – Desserts</b> <ul style="list-style-type: none"> <li>• On all of the above elements</li> <li>• Specifically on rubric criteria</li> </ul>



## Monash University: Risk priority matrix

Risk factors - unit level	Low risk (high AI confidence/readiness)	Moderate risk	High risk (low AI confidence/readiness)
Learning outcomes alignment	Strong alignment	Partial alignment	Misaligned learning outcomes
Assessment alignment	Well-aligned assessments	Partial alignment	Misaligned learning outcomes
Assessment integrity assurance	Robust integrity assurance	Some safeguards in place	Weak integrity measures
Assessment strategies for different knowledge and skills	High confidence: clear assessment criteria	Medium confidence: partial clarity	Low confidence: unclear differentiation
Demonstration of course learning outcomes (CLOs)	High confidence (students consistently have ample opportunities to holistically demonstrate meeting key CLOs)	Medium confidence (opportunities exist, but some gaps in holistic assessment)	Low confidence (limited opportunities for comprehensive demonstration of CLOs)
AI integration	High confidence: well-prepared for AI permeation	Medium confidence: Some readiness for adaptation	Low confidence: unprepared for AI-driven changes
AI assessment integrity/security operations	High confidence: strong security protocols	Medium confidence: some safeguards in place	Low confidence: concerns about vulnerabilities
Risk mitigation strategy	Comprehensive risk management	Adequate measures	Minimal risk mitigation
Risk factors - course(s) level	Low risk (high AI confidence/readiness)	Moderate risk	High risk (low AI confidence/readiness)
Demonstration of course learning outcomes (CLOs)	High confidence (students consistently have ample opportunities to holistically demonstrate meeting key CLOs)	Medium Confidence (opportunities exist, but some gaps in holistic assessment)	Low Confidence (limited opportunities for comprehensive demonstration of CLOs)
AI risk level analysis - review of course profiles by course coordinator / chief examiner	<20% of course unit profiles rated moderate or high risk	20-40% of course unit profiles rated moderate or high risk	>40% of course unit profiles rated moderate or high risk
Risk factors - faculty level	Low risk (high AI confidence/readiness)	Moderate risk	High risk (low AI confidence/readiness)
AI risk level analysis - review of faculty course profiles by faculty	<20% of faculty courses rated moderate or high risk	20-40% of courses rated moderate or high risk	>40% of courses rated moderate or high risk
Other factors			



# System changes

## Checklist

### Short-term

- Update learner management systems, where necessary, to reflect institutional processes and practices around gen AI.
- Review course management systems to prompt program-level consideration of the use of gen AI and its impact on the effectiveness of the suite of assessments used.
- Update academic misconduct management systems to record the misuse of gen AI.
- Update templates such as assessment coversheets, marking rubrics and unit reviews to include the use of gen AI, where relevant.
- Provide templates for course delivery materials to teaching staff, to reinforce messaging about gen AI at regular points of the student learning journey.

### Medium to long-term

- Identify any management systems that cannot be updated in-house. Engage external developers, as required, to implement the necessary changes to these systems.
- Conduct ongoing review of existing systems and templates for continuous improvement and to ensure they capture all relevant considerations of gen AI and other emerging technologies.

In this section, system changes refer to a range of practices providers can use to document and support their expectations around gen AI use for teaching and assessment. Effective system changes will prompt and support staff to make the necessary adjustments to their teaching practices and provide clear messaging to students on their institution's expectations.

System changes support the consistent implementation of the institutional gen AI strategy and help prevent unintended localised approaches within units of study or by individuals. With appropriate and timely system changes, providers can help their staff and students understand how to responsibly use gen AI in teaching, learning and assessment activities.

System changes can include small and quickly implementable actions, such as updating assessment templates and cover sheets or the home page of the learning management system. Other system changes, such as those designed to facilitate a whole-of-institution transformation to program-level assessment, will be more extensive and may take longer to implement. The extent of change required, and the manner of implementation, will depend on a provider's circumstances.



### Take note

Use learning management systems to provide a platform for automatic and regular reminders to students about permissible use of gen AI at various stages of the assessment process.

## Key takeaways

Important considerations when reviewing and updating system changes include, but are not limited to:

- > evaluate learning management systems – review current systems to take account of gen AI where relevant, including student facing information
- > review course management systems – identify areas that require updating, and distinguish what changes can be achieved in-house and what will require assistance from external developers
- > support assessment review and development – provide templates and documentation to support staff to assist them in making the necessary adjustments to their teaching and assessment approaches
- > update academic misconduct reporting systems – ensure gen AI is captured by academic misconduct management systems, and the necessary steps are clearly communicated to staff and students in related policies, procedures and guidelines
- > incorporate questions about gen AI into institutional student experience surveys – leverage existing survey tools that can provide a regular source of feedback on the student experience.



### Take note

Enable a unified approach to student-facing information by using consistent templates and system changes across locations. This will reduce confusion, especially when students change courses, modes of delivery or locations.





## Examples of emerging practice: System changes

A provider's approach to system changes will reflect their specific context and there is no single correct approach.

Below are some examples of how providers have adjusted their systems to support the implementation of their institutional gen AI strategy.

### University of New South Wales: Mapping of gen AI use in assessments

Created a centralised course outline system that list permissible levels of AI use for assessment items, ensuring students have reliable information about assessments in a standardised and easily understood format, and that the levels of use of AI in assessments are precisely mapped.



### Griffith University: Course review templates

Course review templates updated to include assessment adjustments due to generative AI. Annual Course Review Template updated. Guidance: Annual Course Review Report – Section 3 (Assessment Strategy) developed. Pilot of updated Annual Course Review Template in 2023-2024 review cycle completed.



### University of Western Australia: Reinforcing messaging

PowerPoint template slide for Unit Coordinators to incorporate into their teaching materials, pointing students to key resources about academic integrity and AI use.



### Australian College of the Arts: Regular consideration of technological advancements

We consider that all materials used in Orientation, such as slides, and session content including the use of AI in academic writing need to be reviewed and refreshed each trimester to reflect the fast-evolving situation with AI.





### Australian Institute of Business: Communication support

Academic staff were supported in investigating potential breaches of academic integrity with guides to Indicators of GenAI in Assessments and Conducting a Verbal Summary, and templates for seeking email clarification for GenAI-related cases.



### Australian Film Television and Radio School: Capturing gen AI conduct

In addition to the existing academic integrity checkbox, a modified check box for students to verify their appropriate use of AI for each assessment submitted has been implemented in our Learning Management System.



### Federation University: Reviewing checklists

Review Learning and Teaching Practices checklist templates to include GenAI, and other emerging technology, as a considered review item.



# Communication strategy

## Checklist

### Short-term

- Include information on where to access institutional gen AI directives and expectations in student information packs, welcome emails and during orientation.
- Provide notifications of policy changes and expectations on regular communication channels, such as your learning management system.
- Update student handbooks, guidance and other relevant information sources.
- Update information in staff induction materials and information sessions.
- Consider delivering additional messaging about responsible gen AI use close to the assessment period for active reinforcement.
- Include a range of partners and voices such as students, staff and industry, in devising and delivering your communications.
- Promote external events and peer-to-peer education to use expertise and experience.
- Create a dedicated gen AI webpage or central hub with necessary links, resources and contacts, that are regularly audited and updated to maintain currency.

### Medium to long-term

- Develop an ongoing and multifaceted institutional communications strategy across channels and locations, tailoring messages to relevant cohorts to raise awareness of the evolving institutional expectations relating to gen AI.
- Review and refresh your communications strategy regularly to maintain its effectiveness.

A strategic approach to whole-of-organisation communication is essential to consistently and regularly inform staff and students of the institution's position on integrating gen AI, including responsibilities to safeguard academic integrity. An effective communication strategy informs, guides and educates people, and encompasses the institutional gen AI position and gen AI-related policies, procedures and initiatives. It uses a variety of channels and media to raise awareness and reach different audiences, tailoring messages to each group in a clear and accessible manner.



Depending on a provider's course offerings and circumstances, there may be a need for discipline-specific requirements to be clearly communicated, to ensure transparency and collective understanding.



### Caution

Ensure there is consistent high-level messaging regarding gen AI use across courses of study. Legitimate differences in approaches to gen AI use between programs or courses must be clearly communicated to students to avoid confusion.

An effective communication strategy for delivering the institutional gen AI strategy relies on precise, timely and repeated messaging about the ethical use of gen AI and related changes to teaching and learning. This strategy should be iterative, incorporating a feedback loop to ensure it remains responsive to the needs of the community it supports.

This section provides insights on developing a strategic approach to communicating gen AI-related risk mitigation through an agile and consistent institutional communication strategy.

## Key takeaways

Key features of an effective gen AI communication strategy include:

- > develop a detailed strategy – consider the different information requirements of various stakeholder groups
- > inform people of policy, procedure and system changes and any other actions related to ethical gen AI use – make sure everyone affected by the gen AI strategy receives information relevant to their role
- > collaborate with students to develop and deliver the communication strategy – collaborating with students will help make sure your messaging resonates with them and addresses their needs
- > increase the opportunities for messaging to reach its audience – use a range of notification channels, methods and repeat messaging
- > regularly update relevant guidance materials – gen AI is evolving rapidly, so there is a need to communicate revised responses to challenges swiftly
- > provide dedicated staff newsfeeds – ensure that staff-specific information on gen AI developments is available to foster teaching and learning innovation, and address new and evolving risks
- > create a gen AI hub or specific website – curating important information in a single spot makes it easy for staff and students to stay up to date and find the information they need
- > ensure that the institutional communication strategy accounts for the diversity of the student cohorts by considering factors such as accessibility, modes of delivery and equity.





### Take note

Include both commencing and continuing students and ongoing and sessional staff across all modes of delivery and locations in your communication strategy.

## Examples of emerging practice: Communication strategy

A provider's approach to developing and delivering a communication strategy will reflect their specific context and there is no single correct approach.

Below are some examples of institutional communication strategies developed to inform and guide students and staff in embracing the opportunities this new technology offers while safeguarding the integrity of their awards.

### Group Colleges Australia (GCA)'s UBSS: Multi-channel messaging

Digital screens and noticeboards on all three campuses updated, Moodle banner on homepage, broadcast messages sent to all students and intermission videos played in between class and breaks to include information on new module.



### Sydney Institute of Higher Education: Communicating policy

Faculty are sharing Acceptable Use Policy practices for their unit(s) as per Institutional policy. Resources provided through the TEQSA Academic Integrity unit have been used in staff induction and student orientation sessions and displayed prominently around campus. Update Staff and student Handbook with any changes to SIHE policies and processes regarding AI use and/or detection.



### Australian College of Nursing: Reinforcing messaging

Various announcements are scheduled to go to students automatically before the assessment period. This includes announcements on the Learning Management System and targeted email. These emails remind students about academic integrity and where to find more information on misconduct and appeals. It also alerts students that they can be targeted by nefarious actors selling essay writing "services".





## TAFE NSW: Disseminating good practice

Publication of AI Insider Newsletter every month. The newsletter aims to inform, clarify, demystify and encourage exploration of AI in education, including Gen AI, with a focus on sharing good practice examples of its use that develop capability.



## Deakin University: Providing centralised information

Academic staff are informed about current and emerging GenAI tools, including their effective and ethical use, through formal University channels. They receive timely advice and guidance on emerging issues such as detecting unethical use in assessments and updates on policy changes via the staff intranet (DeakinHub), and the monthly T&L Nexus online newsletter. In addition, a dedicated internal site, Generative Artificial Intelligence in Higher Education was created with access to guides and support resources in areas such as AI and Rights Management.



## Polytechnic Institute Australia: Promoting institution-wide collaboration

Organize institution-wide communication platforms to maintain currency, facilitate open dialogue and collaboration on emerging issues, showcase and celebrate examples of ethical behaviour and academic integrity, and foster a culture of academic integrity.



## The University of South Australia: Multimedia messaging

Current projects include podcasts where students discuss the ethical use of gen AI, grey areas of academic misconduct, the responsibilities involved in group work, and the development of a poster with QR code link to the Student Engagement Unit academic integrity information.



## The University of Adelaide: Collaborating with partners

Academic Integrity Awareness Week is a key event week of our institution to uphold and refresh student and staff understanding of academic integrity featuring a range of engaging face-to-face, online and social media activities and initiatives. Key to the event week is the support of the Academic Integrity Ambassadors, student volunteers, who are at the forefront of event planning and implementation and emphasise the importance of ongoing staff-student collaboration in upholding ethical standards. In 2024, one day during Academic Integrity Awareness Week will be dedicated to gen AI.



## Australian School of Accounting: Partner engagement

The Student Representative Council is also spearheading a campaign where we survey the students to study the effectiveness of our communications regarding the policy revisions, as well as for feedback as to the suitability of our Generative AI and AI Strategies across the organisation.



# Appendix 1

## Higher Education Standards Framework (Threshold Standards): A schema for generative AI considerations

TEQSA recognises the diversity of providers, student cohorts and courses in Australia’s higher education sector. As it is each provider’s responsibility under the [Higher Education Standards Framework \(Threshold Standards\) 2021](#) to ensure that risks to their higher education operations are being managed and mitigated effectively, TEQSA anticipates varied approaches from providers to address this emerging challenge.

The table below presents relevant Threshold Standards that providers should consider when contemplating the impact gen AI poses for teaching, learning and assessment.

Part A: Standards for higher education providers	Questions for consideration
1.3.1: Orientation and Progression	Do induction materials, such as information packs and introductory modules, require updating?
1.4.3-5(b): Learning Outcomes and Assessment	<ul style="list-style-type: none"> <li>• Do any elements of the institution’s current approach to learning, teaching, and assessment need to be altered?</li> <li>• Are the course learning outcomes appropriate and achievable?</li> <li>• Are the methods of assessment capable of ensuring a student has demonstrated attainment of the specific learning outcomes?</li> <li>• Is it necessary to consult any professional accreditation bodies about the action plan?</li> </ul>
2.2.1: Diversity and Equity	<p>Has consideration been given to the impact of gen AI technologies, and the impact of assessment reform, on diverse student cohorts to safeguard equal opportunities for academic success?</p> <ul style="list-style-type: none"> <li>• Do changes to course offerings and assessment reform uphold the foundational principles of fairness, accessibility, transparency, privacy and respect for the diversity of different learners?</li> <li>• Do policies, practices and approaches to teaching and learning accommodate student diversity, including under-represented or disadvantaged student groups?</li> </ul>



3.1.3: Course Design	<p>In the specific context of your individual institution, what are the key risks that gen AI poses for the integrity of awards offered?</p> <ul style="list-style-type: none"> <li>• Do some awards have a greater risk profile than others?</li> <li>• What is the impact of different modes of delivery?</li> <li>• What is the impact of different locations of delivery?</li> <li>• What consideration has been given to the impact of differing access to gen AI tools?</li> <li>• How will the risk profile impact the triaging of transformation activities?</li> </ul>
3.2.3b: Staffing	<ul style="list-style-type: none"> <li>• What key stakeholders should be consulted on the development and execution of the action plan?</li> </ul>
3.3.1, 3.3.4: Learning Resources and Educational Support	<ul style="list-style-type: none"> <li>• What staff development will be required to ensure teaching staff understand the capabilities and limitations of gen AI?</li> <li>• What support will be offered to staff to enact the action plan?</li> <li>• What resources, support, and messaging will be delivered to students?</li> </ul>
4.2.1a, 4.2.4-5: Research Training	<ul style="list-style-type: none"> <li>• Do any institutional policies and procedures relating to conducting research training, or academic and research integrity need to be updated?</li> </ul>
5.2.1-4: Academic and Research Integrity	<ul style="list-style-type: none"> <li>• Are current preventative measures that seek to mitigate foreseeable risks to academic and research integrity contemporary and relevant?</li> <li>• Are staff and students receiving clear and consistent guidance about the permissible use of gen AI in different activities associated with teaching, learning, assessment and research training?</li> </ul>
5.3.2, 5.3.4b: Monitoring, Review and Improvement	<ul style="list-style-type: none"> <li>• What review processes will be put in place to ensure the on-going efficacy of the action?</li> <li>• How will ongoing considerations of gen AI or other emerging technologies be captured in existing processes for the review and improvement of courses?</li> </ul>
6.1.4: Corporate Governance	<ul style="list-style-type: none"> <li>• Does the governing body take steps to ensure students and staff are treated equitably?</li> </ul>
6.2.1(h, k): Corporate Monitoring and Accountability	<ul style="list-style-type: none"> <li>• Who is responsible for the oversight and governance of implementing the proposed action plan?</li> <li>• What are the key milestones embedded in the action plan?</li> </ul>
6.3.1(a, d)-2(a, d, h): Academic Governance	<ul style="list-style-type: none"> <li>• what are the short-term goals to be achieved within the first year?</li> <li>• what are the long-term goals to be achieved over the next several years?</li> <li>• What evidence can the provider collect to assure itself of effective implementation of the action plan? E.g. minutes from meetings of the corporate governing body and the peak academic governance body, data from student and staff evaluations, links to student and staff resources, evidence of effective and comprehensive course review processes.</li> <li>• How will the provider assess the efficacy of their action plan?</li> </ul>

The image features a diagonal split background with a dark blue lower-left section and an orange upper-right section. In the bottom-left corner, the text 'TEQSA' is displayed in a large, white, bold, sans-serif font. Directly beneath it, the website address 'teqsa.gov.au' is written in a smaller, white, lowercase, sans-serif font.

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