Australian Government

Tertiary Education Quality and Standards Agency

TAFE Talks: Navigating assessment and integrity in the age of AI

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TEQSA
teqsa.gov.au

TEQSA's purpose is to deliver quality assurance that **protects the interests of students** and the **reputation and standing** of Australian higher education

Monitoring compliance with the *Higher Education Standards Framework* and the *ESOS Framework*

Identifying and assessing risks to the sector

Sharing information, guidance and best practice

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Regulation of AI in Australian tertiary education

In the context of global platforms, a global sector and a lot of vested interests…

…and recognising that tertiary education in just one part of our education system and that education is only one field grappling with AI risk

…and noting that some risks may be mitigated in other pre-existing legislation

...such as existing requirements within the *Higher Education Standards Framework*

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Focussing in on the role of assessment in the assurance of achievement of learning outcomes

Relevant standards from the HESF

Methods of assessment are capable of confirming that all specified learning outcomes are achieved and that grades awarded reflect the level of student attainment

Preventative action is taken to mitigate foreseeable risks to academic integrity and students are provided with guidance on what constitutes academic misconduct

Students are only awarded a degree when they have demonstrated achievement of the learning outcomes

Academic oversight assures the quality of teaching & learning by maintaining oversight of academic integrity and monitoring of potential risks

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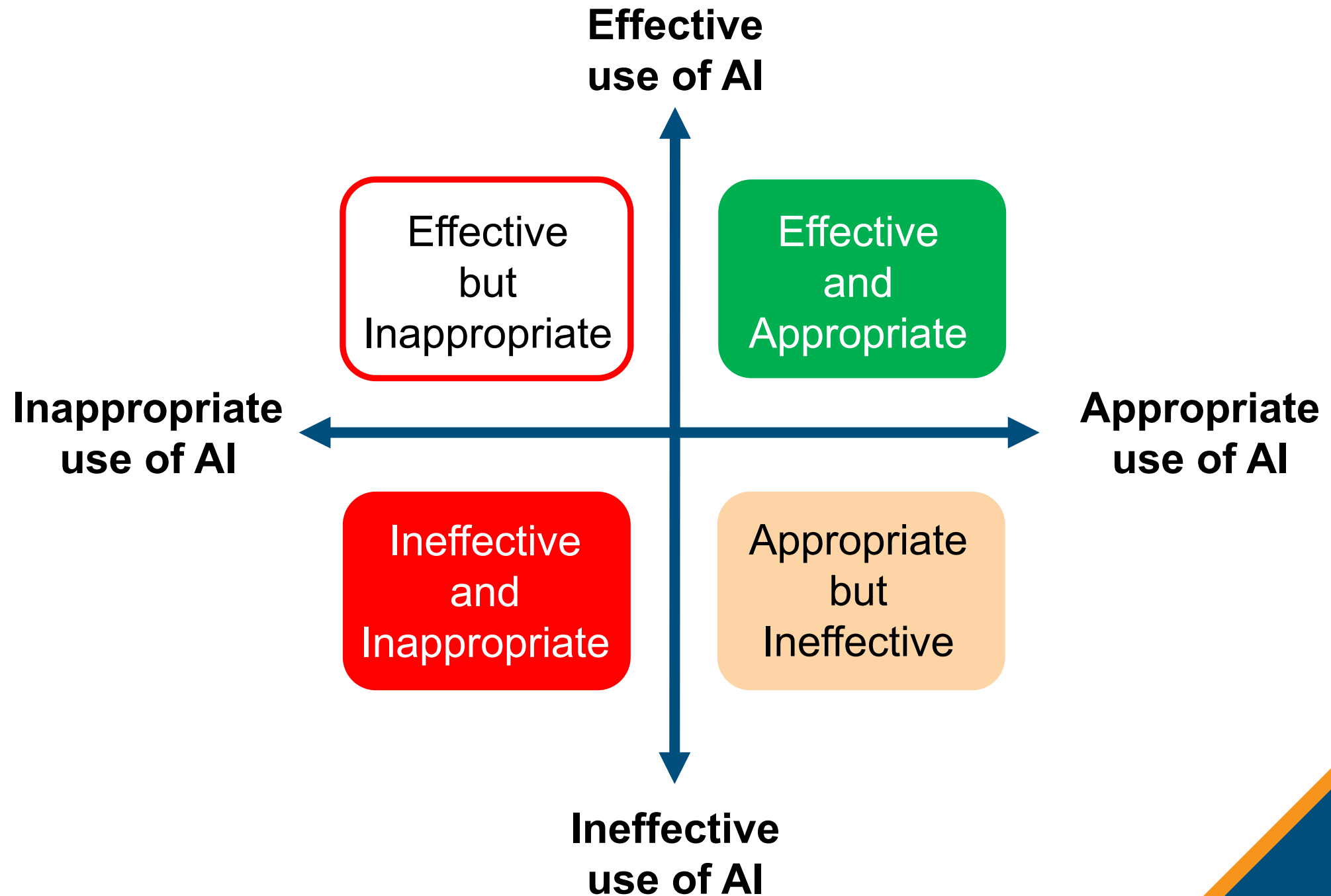# The Principles for Assessment in the Age of Artificial Intelligence

Two guiding principles

1. Assessment and learning experiences equip students to participate ethically and actively in a society pervaded with AI

AI represents a catalyst for change unlike anything else in the past. It does not just influence how students learning can be assessed, it also influences what is worth assessing and, consequentially, what and how students learn. This necessarily includes the ability to use AI tools, as well as a broader understanding of the ethics, limitations, biases, and implications of AI.
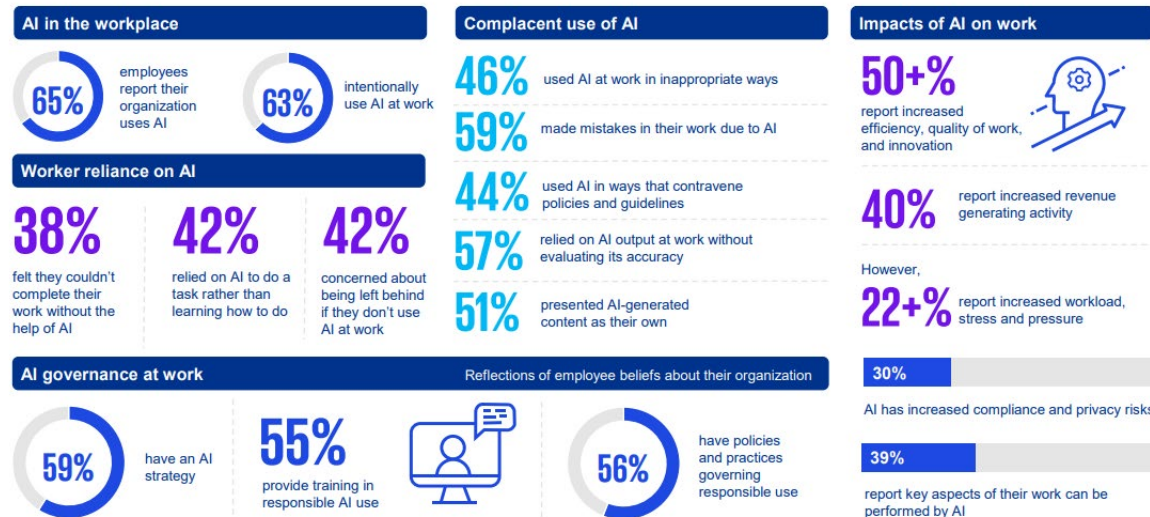
2. Forming trustworthy judgements about student learning in a time of AI requires multiple, inclusive and contextualised approaches to assessment

There is no single assessment type that can account for all desirable and undesirable uses of AI by students. Using multiple assessments of different types, when triangulated, provides greater trustworthiness and allows for practices that are more inclusive.

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Building up our gen AI capability

Workplace indicators

AI in the workplace

65% employees report their organization uses AI

63% intentionally use AI at work

Worker reliance on AI

38% felt they couldn't complete their work without the help of AI

42% relied on AI to do a task rather than learning how to do

42% concerned about being left behind if they don't use AI at work

AI governance at work
Reflections of employee beliefs about their organization

59% have an AI strategy

55% provide training in responsible AI use

56% have policies and practices governing responsible use

Complacent use of AI

46% used AI at work in inappropriate ways

59% made mistakes in their work due to AI

44% used AI in ways that contravene policies and guidelines

57% relied on AI output at work without evaluating its accuracy

51% presented AI-generated content as their own

Impacts of AI on work

50+% report increased efficiency, quality of work, and innovation

40% report increased revenue generating activity

However,

22+% report increased workload, stress and pressure

30% AI has increased compliance and privacy risks

39% report key aspects of their work can be performed by AI

- Australians are some of the lowest levels of gen AI training and education.
- 24% have undertaken AI related training compared with 39% globally

https://assets.kpmg.com/content/dam/kpmg/au/pdf/2025/trust-in-ai-global-insights-2025-australia-snapshot.pdf

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How do tertiary education providers support the development of ethical and effective users?

Courses and programs are set up to support student success and employment in their chosen field.

Approaches to teaching an assessment take account of the different ways gen AI is being, or will be, used in different industries.

Students receive training on ethical and effective gen AI use – do not assume baseline knowledge.
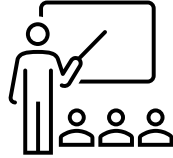
Staff receive the necessary training and support to understand future skills requirements.

Supports are given to upskill staff.

Impact of emerging technologies on the responsibilities in graduate or entry level positions

Institutional decision-makers are informed and up-to-date on the impacts of emerging technologies on both traditional forms of teaching and assessment, and industry needs.

Leaders are active in driving change within their institutions.

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Transformation: key areas

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 accrediting 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.

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Foundations for an ever-changing world and rapidly evolving technologies

- Core competencies
- Learning outcomes
- Changing expectations for entry level roles
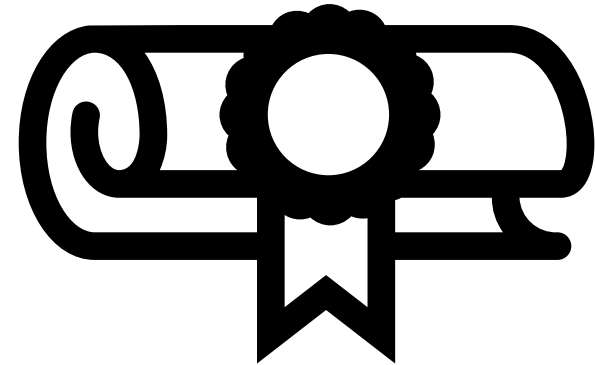
TEQSA gen AI activities

2022 and 2023

- 3 letters from Chief Commissioner
- 5 webinars for the sector
- *AI Good Practice Hub* launched (Gen AI knowledge hub)
- *Artificial intelligence: advice for students*
- *Principles for Assessment Reform* published
- Half day workshop on gen AI and assessment reform at TEQSA conference

March 2024

- Letter sent foreshadowing June Request For Information
- Launch of webpage
- + Key considerations
- + FAQs
- Webinars for providers and professional accreditation bodies
- Pre-conference workshop

June-Dec 2024

- RFI responses received
- *The evolving risk to academic integrity posed by gen AI*
- 3 expert videos published
- *Gen AI strategies for Australian higher education: Emerging practice*

2025

- Update of the *AI Good Practice Hub*
- Webinar with NAIC and JSA
- *Gen AI strategies for research training: Emerging practice*

What next?

⚠️ Maintain visibility of this as a key risk for the sector

⚠️ Increasingly embed judgements about a provider's management of this risk into TEQSA's regulatory processes
- Registration and re-registration
- Course accreditation and re-accreditation

⚠️ Potential impact of Parliamentary review into the impact of gen AI on education:
- Recommendation 6: consider updating the Threshold Standards
- Recommendation 22: universities and TAFEs embed GenAI competencies and skills across all courses and degrees

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Thank you

If you have any comments or would like to get in touch with us, please email integrityunit@teqsa.gov.au

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