

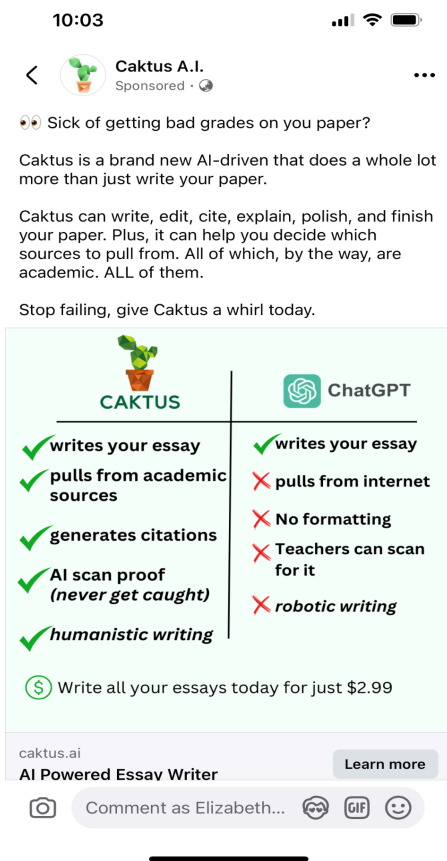
AGE statement in response to REQ07953:  
Institutional action plan to mitigate risks of generative AI on award integrity

### Contextualisation

The *Australian Guild of Education* (AGE) formally the *Australian Guild of Music Education*, is a boutique institute offering a single course, a Bachelor of Music Degree. It is quite unique in the Australian Higher Education landscape.

Formally a DGR charity itself, AGE’s sole shareholder is the *Australian Guild of Music and Speech Inc* (AGMS), a Not-for-Profit with a focus on improving lives through the creative arts and communication skills. AGE embraces the philosophy of its shareholder and as such seeks to embrace and utilise GenAI for the benefit of society. This means that we seek to utilise it in a way that is both ethical and will enhance the learning experience of our students and staff, while taking all measures possible to prevent undermining the integrity of the award.

Likewise, AGE wishes to empower students and staff alike and encourage them to embrace the ethical use of technology in all of its forms and iterations. As humankind, we have embraced the wheel, the combustion engine and the world-wide-web. There is always resistance to massive technological change that impacts on jobs and livelihoods and there is a necessary period of transition as we discern the boundaries of ethical dilemmas and deal with our fear of the unknown. That is where AGE is now - discerning the boundaries and processing the fear - while still trying to ensure the absolute academic integrity of our course with what is an unprecedented disruption to how we operate as educators.



Last week, the advert to the left appeared on my personal Facebook Feed. As a mother of four, three in tertiary education and one doing VCE, my mind went into overdrive. Facebook and Google must have realised that I was reading a lot about GenAI but got the marketing “slightly” wrong.

I sent it to all of our staff - all of our staff have been involved in this response to the request as we are such a tiny community. To put it in perspective, we are a staff team of 3.8 FTE with 16 students (four of whom have deferred for this Study Period). This is by design as we have not taken students since 2022 while undergoing a period of significant transformation and organisational transition to new legal structures.

Even given all the research and discussion, this advert made more of an impression on us than all of the papers that we’d read and had been provided to us. This was real!

This kind of advertising really challenged our desire to empower and develop our students. Later in this statement you will note studies being quoted about how students will still “cheat” using GenAI even while knowing that it is against the rules.

Whereas this was a challenge, AGE is still absolutely committed to not criminalising our students by introducing policies and procedures that assume that the student WILL cheat which seems to be what many are advocating.

As a leader of a staff team, I know that if I was to treat our staff as though they were trying to cheat at every opportunity, that morale, work ethic and work quality as well as community, would just disappear. We can't expect students to rise to the occasion and become their best-selves if our expectations are that they are "cheaters" in the first instance.

AGE's strategy, in a nutshell, is this:

1. We will think the best of our students and their integrity;
2. Encourage them to be the best people that they can be and to;
3. Embrace their education as something that will set them up for success - but only if they are ethical about it and;
4. Encourage the ethical use of GenAI;
5. Give students the opportunity to use GenAI in an ethical and useful way in their research and assessments and;
6. Develop education modules for Students and Staff on the ethical and appropriate use of GenAI in Education and;
7. Develop policy about what is and isn't acceptable use of GenAI within our course and;
8. How to reference the use of GenAI in academic work and;
9. Modify assessments in order to ensure that human knowledge and understanding are assessed in ways that can't be circumvented using technology.

AGE is very aware that we are in a privileged position as we currently offer only a creative arts course that relies heavily on oral and aural assessment. We are however also very aware that our more writing-based subjects such as musicology, are very susceptible to manipulation of results through the use of GenAI. As such, these subjects and their assessments are the focus of the actions that you will see in our ACTION PLAN TABLE.

AGE has a rich history stretching back to 1969 when it was founded out of the London College of Music, with the degree program commencing circa 2002. We have been in the process of substantial organisational transformation and transition commencing in 2021. This has included but is not limited to: retiring the VET program, dividing the remainder of the organisation into two - Higher Education becoming AGE and Public Examinations as AGMS Inc. AGE is in an excellent position to implement real-world change and policy in regard to GenAI - prior to taking students again and to start with a style of positive reinforcement and ethical encouragement for our future cohorts.

The following statement and table have been drafted by our Academic Director and Director of Quality and Risk are a result of workshops and discussions amongst our entire staff team and are reflective of a community approach. They have been overseen by our Academic Board.



Prof. Elizabeth Woollacott  
CEO, Australian Guild of Education Pty Ltd

# 1 Introduction

## What is Generative Artificial Intelligence (GenAI)?

Generative Artificial Intelligence (GenAI) refers to a collection of technologies that utilise deep-learning models to address various real-world problems. GenAI possesses the capability to generate entirely original content, including references, rather than merely reproducing existing material.

Examples of applications that GenAI can address include content creation, video editing and production, music generation, and language-based models that comprehend conversations. Additionally, it can summarise large bodies of knowledge and provide coherent answers to questions based on its extensive knowledge base.

GenAI achieves this level of 'understanding' through training on exceptionally large datasets comprising textual and other forms of data, enabling it to develop what appears to be a generalized understanding of its underlying knowledge base.

ChatGPT is arguably the most renowned example of GenAI; however, there are numerous other examples, with many more expected to emerge in the near future.

While GenAI is an emerging technology that offers opportunities in various fields, it also presents challenges for educational institutions, particularly in areas such as pedagogy, course design, knowledge assessment, and the integration of this technology into these domains.

## 2 Defining the Problem for Educational Providers

The proliferation of user-friendly GenAI tools presents notable challenges for educators and students alike. Students can readily access this technology and potentially use it to aid or completely replace traditional assignments.

As an anecdotal example, a freshman at Harvard posted an article claiming that at least for the social sciences and humanities, GenAI can already more than pass the 1<sup>st</sup> year curriculum<sup>1</sup>. GenAI tools can not only provide new content, but also provide evidence of creative and analytical thinking. Furthermore, detection of GenAI output is notoriously difficult and so-called AI detection tools do not currently appear to work reliably<sup>2</sup>. Consequently, if an assessment task or exam is susceptible to GenAI-generated answers, students inclined to use GenAI instead of completing their work will likely evade detection. This situation is detrimental to both students and the reputation of educational institutions, as educators fail to impart meaningful knowledge and students miss opportunities to acquire useful skills.

The susceptibility of certain subjects to GenAI use, while varying, merely amplifies or diminishes the associated risks for educators and students. The honor system between students and educators is also not foolproof. A study by Tyton Partners found that 51% of students would continue to use GenAI tools even if their institutions or instructors prohibited it; for those already using GenAI tools, this figure rises to

<sup>1</sup> <https://www.chronicle.com/article/gpt-4-can-already-pass-freshman-year-at-harvard>

<sup>2</sup> <https://libguides.library.qut.edu.au/c.php?g=958007&p=6952836#:~:text=Detecting%20Generative%20AI,-Introduction&text=AI%20detection%20tools%20are%20not,be%20edited%20to%20avoid%20detection.>

69%. Institutions that neglect to adapt their course delivery methods or assessment designs may find their course and diploma or degree offerings compromised at best, and worthless at worst.

In summary, GenAI's influence on pedagogy and education is here to stay. It is virtually impossible to reliably detect with current tools, necessitating adaptation by both educators and students.

### 3 AGE's strategy in dealing with GenAI

AGE is currently reflecting on the impact of Generative AI (GenAI) on teaching and learning and assessment practices in all units. To ensure confidence in the authenticity of students' work, AGE will scrutinise units for their susceptibility to GenAI influence and implement measures to mitigate its use beyond established parameters.

For instance, assessments that have previously been heavily text-based and thus susceptible to GenAI will now include parallel viva-voce assessments. These in-person evaluations will assess the student's working process and learning outcomes related to the task. Hurdle requirements assigned to these assessments will incentivise students to avoid excessive use of AI tools. Students will be informed of these changes through Orientation packs and presentations, Unit Outlines, and Canvas unit web pages.

Under the oversight of the Learning and Teaching Committee, changes to assessments designed to mitigate AI misuse will be implemented in first-year units for the initial intake of on-campus students. Adjustments to online units will be made in time for the commencement of the next teaching period. Feedback from reporting on the impact of assessment restructuring will guide further modifications across all units and year levels in subsequent semesters.

Academic staff will be required to report on the impact of GenAI throughout teaching periods at staff meetings, providing summaries at the Examiners' Meeting at the semester's end. The Academic Director will report to the Academic Board on the rollout, impact, and effectiveness of the assessment restructuring, ensuring transparency in GenAI usage.

The AGE has provided comprehensive responses and proposed timelines to a series of questions pertaining to its approach to GenAI which can be found in a table format in **Appendix A**.

The approach adopted by AGE is a "two-lane" strategy inspired by a team led by Danny Liu at the University of Sydney<sup>3</sup>. Simply put, the first lane involves strategies to mitigate the risk of students using GenAI in an unauthorized manner, thereby ensuring the validity of assessments and demonstrating mastery of the subject matter being assessed. The second strategy is around incorporating GenAI in course material and offerings in a way that brings both students and instructors in GenAI working collaboratively on projects.

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<sup>3</sup> <https://educational-innovation.sydney.edu.au/teaching@sydney/what-to-do-about-assessments-if-we-cant-out-design-or-out-run-ai/>

## **Lane 1: Mitigating Risk and a new approach to assessments and grading**

### **Definition: GenAI manipulation**

GenAI manipulation is defined as using GenAI on any assignment without attribution or permission by the institution, thus providing the student with an unfair advantage over other students, falsely inflating their knowledge of the subject or both.

AGE's proposed strategy of Lane 1 acts as a deterrent to GenAI manipulation:

### **A New GenAI Section in the AGE Computer User Policy (3 months)**

AGE plans to create a GenAI Usage Policy within the next three months. This policy will outline acceptable uses of GenAI for both students and staff, aiming not to discourage its use but to ensure it is employed appropriately. Students will need to agree to this policy, similar to the current computer usage policy. It will also include guidelines on how students should cite their use of GenAI.

### **Review of Other Policies to Include GenAI Awareness and Verbiage (3-6 months)**

AGE will conduct a comprehensive review of existing policies to incorporate relevant sections on GenAI awareness. New policies will be designed to be GenAI-aware.

### **Providing Both Students and Faculty with a GenAI Training Module (6-12 months)**

Recognising that students and faculty may have varying levels of familiarity with GenAI technology, AGE proposes mandatory training modules for all. These modules will cover the basics of GenAI, preferred tools recommended by AGE, and best practices for their use.

### **Course and Unit Analysis on All Offerings (3-6 months)**

AGE plans to analyze all course and unit offerings to assess their susceptibility to GenAI manipulation.

### **Changing Assessments to Include Components Not Easily Subject to GenAI Manipulation (6 months-1 year)**

All course and unit offerings will incorporate at least one assessment component that is not easily susceptible to GenAI manipulation. Examples include viva voce assessments, oral exams, or in-class supervised written exams without the use of computers.

### **Proposed Grading Changes for Courses (6 months-1 year)**

As a deterrent, we propose that assessments that are less prone to GenAI manipulation act as a 'hurdle' assessment when it comes to determining the overall grade. This is best explained with an example:

*"A student performs brilliantly in all assessments that are prone to GenAI manipulation but fails or performs significantly worse in assessments that are not prone to GenAI manipulation. Let's say that there are 3 assessments throughout the term for this hypothetical unit, and each assessment makes up 25% of the overall grade (75% in total). Failing the assessment not prone to GenAI manipulation means*

*that they get 0 for the remaining discretionary 25% of the grade and the student will be subject to a face to face assessment to test their knowledge that will then make up the additional 25% or even potentially fail the course should there be sufficient evidence of GenAI manipulation”*

Note, the example above is merely indicative. The final version of the breakdown of the grade and the hurdle portion will be proposed by the **Learning & Teaching** committee and ratified by the **Academic Board**.

### **Assessing English Language Skills (3 months)**

AGE proposes to assess the English language capabilities of incoming students, particularly non-native speakers. This baseline will help detect discrepancies in student performance that may indicate GenAI misuse.

### **Keeping Abreast of GenAI Tools (Ongoing)**

Recognising the rapid advancement of GenAI, AGE will periodically survey new developments and potential tools for educational use. External organisations may be engaged to review AGE’s GenAI initiatives to ensure alignment with industry best practices.

### **Getting Feedback from Students and Faculty on GenAI Initiatives (Ongoing)**

AGE will conduct periodic surveys to gather feedback from students and instructors on the effectiveness of GenAI policies and practices. This feedback will inform agile policy adjustments to enhance the educational experience. Committees will review this data and recommend changes based on internal and external insights, including from TEQSA.

## **Lane 2: Utilising GenAI for both assessment and unit design**

Lane 2 is about finding ways to utilise GenAI in the curricula. We have already pointed out that based on current state of the art tools, effective detection of GenAI manipulation is almost impossible. Research from the University of Sydney recommends embracing GenAI as something that is here to stay and thus, must be incorporated into curricula.

### **Students use GenAI responses as part of their research and discovery process (6-12 months)**

This means that the assessment shifts from just answering questions to having students critically analyse their response and the critique be part of their submission<sup>4</sup>

### **Students Documenting GenAI Processes and Collaboration Reasoning (12-18 months)**

Students are required to document their GenAI processes and the reasoning behind their AI and human collaboration. By detailing how they used GenAI, including the questions asked and the steps taken,

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<https://educational-innovation.sydney.edu.au/teaching@sydney/what-to-do-about-assessments-if-we-cant-out-design-or-out-run-ai/>

students can demonstrate their thought process. In this context, the process becomes significantly more important than the artifact produced by GenAI tools.

### **Courses Redesigned to Require GenAI Prompt Design in Assessments (12-18 months)**

Courses will be redesigned to include assessments that require students to design prompts for generating GenAI outputs. Students must explain how and why they designed their questions. The grading will heavily emphasise the process and the explanation of this process rather than the final product.

### **Faculty Testing Assignments and Assessments with GenAI Tools (Ongoing)**

Faculty members will incorporate the use of GenAI tools to test their own assignments and assessments. This practice will help them understand the range and types of possible answers, as better prompts can yield better results with GenAI.

### **Revising Rubric Criteria to Emphasise Higher Order Thinking**

AGE proposes to review and revise their existing marking rubrics to ensure that both faculty and students understand the criteria used in academic assessment and judgment. The revised rubric will focus more on evaluating how answers are generated, the analysis used in crafting questions with GenAI tools, and whether the work demonstrates that students have appropriately learned and applied real-world skills. This shift moves away from simply providing answers to assessing the critical thinking and process involved.

## **4 Conclusion**

In this new AI-driven world, it is crucial for educators to both acknowledge and accept that GenAI is here to stay, and that both faculty and students will need to, and indeed should, avail themselves of this technology.

There is substantial work ahead in educating ourselves about GenAI, analyzing how this technology can be integrated into our specific course offerings, modifying our assessment methods, weighting assessments appropriately, and designing courses with GenAI tools in mind. Additionally, we must update our policies and introduce a GenAI usage policy.

In this short paper, we outline our proposed approach to tackling these challenges. The strategies and solutions proposed here are not an end in themselves, but the beginning of our 'two-lane' approach to effectively integrate GenAI into our educational framework.

This new technology represents arguably the most significant leap in education technology, and we eagerly anticipate the opportunities and challenges it will present both now and in the future of our educational offerings.

**Please refer to APPENDIX A: AGE REQ07953 ACTION TABLE for specific actions to be taken.**