



Minutes

Academic Board

Meeting No: 2/24

Date and Time:	Tuesday, 9 April 2024, 1.00pmm
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Location:	Council Chamber, Toowoomba Campus
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Minute Secretary:	Emma Phillips, Governance Officer (Academic Board) 4631 2188
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Members Present:	Chair - Associate Professor Fernando Padró Professor Geraldine Mackenzie Professor Karen Nelson (until Item 13) Professor Glen Coleman Professor John Bell Professor Odette Best Professor Ren Yi (until Item 12) Professor Lyn Alderman Dr Ali Jaquet - Dean (Students) Professor Jo-Anne Ferreira Professor Geoff Slaughter Tony Reed – Academic Registrar Professor Alexander Kist Professor Paul Wen	Professor Jill Lawrence Dr Naomi Ryan Dr Kieran Balloo Associate Professor Eric Ng Professor Luke van der Laan Professor Gavin Beccaria Shane Simmons Associate Professor David Thorpe Associate Professor Melissa Johnson Morgan Associate Professor Polly Burey Bernadette Lynch Tonia Chalk Peter Geiss
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By Invitation:	Brett Delaney – Council Member Emeritus Professor Joyce Kirk – External Academic Governance Reviewer Professor Mairéad Browne - External Academic Governance Reviewer
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Observers:	Julie Shinnars - Director (Governance) and University Secretary Cassandra Thomson – Policy Advisor Leanne Midgley - Principal Advisor (Academic Governance and Standards) Dr Gabriela Berger - Academic Policy Coordinator Dr Carol Quadrelli - Associate Director (Curriculum Quality and Credit) Associate Professor Tanya Machin - Associate Dean (Learning and Teaching) <u>Heads of Schools and Deans</u> Professor Xiaohui Tao (Mathematics Physics and Computing) Professor Fabrizio Carmignani (Business) Associate Professor Peter Cook (Education) Professor Prasad Yarlagadda (Engineering)
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Apologies:	Professor Petrea Redmond Professor Stewart Riddle Associate Professor Lisa Beccaria Professor Eliza Whiteside Professor Charlotte Brownlow Imogen Kleidon
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Absent:	Professor Catherine Prentice
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Welcome

The meeting opened at 1.00pm. The Chair Associate Professor Fernando Padró welcomed members and invitees to the meeting including External Academic Governance Reviewers Professor Joyce Kirk and Professor Mairéad Browne and Council Member Brett Delaney as observers of Academic Board.

Apologies were noted by the Chair, including new member Imogen Kleidon as the student representative of Student Guild. New members Tony Reed (interim Academic Registrar) and Dr Ali Jaquet (acting Dean (Students)) were welcomed. Members were advised of the resignation of postgraduate student representative Adam Schmidt and acknowledged his commitment to the Board over the past three years.

Acknowledgement of Country

The Chair provided an Acknowledgement of Country and paid respect to Elders past, present and emerging.

Declaration of Conflict of Interest and Statement of Confidentiality

The Chair invited members of Academic Board to declare any potential, perceived or actual conflict of interest with the matters listed. No conflicts of interest were raised.

Starring of Items

Having provided members with an opportunity to star any additional agenda items, it was resolved that Academic Board approve or note *en bloc* all items which were not starred.

1. Confirmation of the Minutes

Resolved:

Academic Board resolved that the minutes of the Academic Board meeting (01/24) held on 21 February 2024, having been circulated and read, be confirmed and signed as a true and accurate record, noting three title changes for members will be rectified.

2. Business Arising from the Minutes

Members received a copy of the post meeting action sheet for actions arising from the previous meeting (01/24) held on 21 February 2024. The status of items on the post meeting action sheet were noted as actioned and complete, with no further business arising from the minutes.

2.1. Academic Board Terms of Reference Update

Received: Academic Board Working Group – Terms of Reference Update. Shane Simmons introduced the report noting the three recommendations agreed by the working group:

- The group were supportive of the removal of gender identification within the terms of reference, as agreed by the Board at its 21 February 2024 meeting.
- The group were not comfortable undertaking a review of the terms of reference due to the proximity to the upcoming election cycle and agreed a working group should be formed by the next Academic Board to undertake the review within its term.
- The group noted that Academic Board was currently non-compliant with the statement 3.1 Membership Structure - 'The number of elected members shall comprise at least two thirds of the total Board membership'.

It was noted that subsequent to the working group meetings an agreement was reached between Associate Professor Padró, Mr Simmons and the Director (Governance) and University Secretary to amend the membership structure statement to “The number of elected academic staff members shall comprise at least 50% of the total Board membership” which would enable Academic Board to be compliant with its current Terms of Reference. It was noted that statement was considered and approved by the Chancellor’s Committee on behalf of Council at its meeting of 20 March.

Resolved:

- Academic Board **approves** the recommendation by the Working Group that the next Academic Board establish a working group during its term to undertake a review of the Terms of Reference.

ACTION: Chair, Academic Board (From July 2024)

2.2. Council Report to Academic Board [HESF 6.2.1.f]

The Director (Governance) and University Secretary Julie Shidders introduced the Council Report to Academic Board following the 20 February 2024 Council meeting. A key item of interest to Board was amendments to the Student Guild Constitution. It was noted The *University of Southern Queensland Act 1998* establishes the Student Guild, with an appointed member from the Council serving on the Guild Board. The Chancellor’s Committee has recommended that Helen Nolan, the Executive Director (Strategic Liaison Education Community), be appointed for a further two-year term. Emeritus Professor Jane Summers is the Chair the Student Guild Board and had led the review of the Student Guild Constitution, with the assistance of Council member Professor Pauline Collins. The approved updated Student Guild Constitution can be found on the [Student Guild website](#).

Resolved:

- To **note** the 20 February 2024 Council Meeting Report to Academic Board.

3. Comments from the Chair

The Chair reminded members that the call for nominations for Chair of Academic Board has been made with nominations closing at 4pm on 23 April 2024. Nominations are shortlisted by a panel including the Vice-Chancellor, with the shortlist provided to Council for decision on appointment.

It was also noted the call for nominations for elected academic staff members of Academic Board has also been made with nominations also closing at 4pm on 23 April 2023. If the number of nominations exceeds the number of vacancies in any category, then an election will be held, with voting open from 29 April – 15 May. Members were advised there is no limit on the number of terms current elected members can serve.

4. External Academic Governance Review Update

The Director (Governance) and University Secretary Julie Shidders provided members with an update on the External Review of Academic Governance, noting initial documentation had been provided and further documentation is being gathered in consultation with key stakeholders. It was noted there will be a site visit in May with Professor Kirk and Professor Browne to meet with various stakeholders, and members of the University community will also be offered the opportunity to provide written feedback.

5. Vice-Chancellor's Report

Received: The Vice-Chancellor's Report to Academic Board. The Vice-Chancellor, Professor Geraldine Mackenzie introduced the report and provided an update to members on the following matters:

- [Australian Universities Accord Final Report](#) has been released and contains beneficial aspects for both students and regional universities and communities. It was noted that whilst the Final Report did not include immediately funded commitments, the Hon Jason Clare MP, Federal Minister for Education has foreshadowed that some of the recommendations will be funded in the upcoming May budget. Members were encouraged to read the [Summary Report](#).
- Warwick and Chinchilla are amongst 10 additional Regional University Study Hubs announced on 25 March 2024, with both within UniSQ's regional footprint to provide facilities and support for students studying with Australian universities, including UniSQ. It was noted only community-owned organisations were eligible to apply for this funding under the 2023 scheme, however there is likely to be future opportunity for universities to apply directly to establish Hubs.
- Granting of visas for international student remains a significant issue for all Australian universities, and will continue to impact negatively on student numbers. In response to a member query regarding the UniSQ strategy to address this issue and to qualify the impact (given international student recruitment is a significant part of the University's strategy), Professor Mackenzie advised estimates are that numbers could potentially be down 25% and advised that efforts are underway to mitigate this risk. Board will continue to be updated on this issue.
- Their Excellencies, the Governor-General of the Commonwealth of Australia, General the Honourable David Hurley and Mrs Hurley had attended the Ipswich Campus to break ground at the site of the new health building, with construction commencing later this year, for completion in late 2025.

Resolved:

- To **note** the contents of the Vice-Chancellor's Report.

6. Student Representative Report

A student representative report was not received.

7. TEQSA Re-registration Project Update

Received: Tertiary Education Quality and Standards Agency (TEQSA) Re-registration Project Update 10. The Provost, Professor Karen Nelson introduced this item, providing members with an update of the program of work underway to meet the re-registration submission deadline of 31 October 2024. Board members were encouraged to ask questions, raise concerns and identify gaps in the process at any time.

Items noted as updates since the report was written included:

- Audit on Scholarship and Scholarly Activities is being coordinated by the Provost's office in conjunction with the Dean (Academic Transformation) Professor Lyn Alderman and other key stakeholders, with the goal of demonstrating that active scholarship is occurring in discipline areas, and the adoption of a University-wide approach to the recording of scholarly activities.

- The Third-Party Quality Assurance Audit and Program Accreditation Audit have both been finalised and the internal audit team will progress these through to the Audit and Risk Committee.
- Following an external ESOS health check, a presentation was made to the TEQSA Steering Committee at its 4 April meeting and a final report circulated to members of that committee on 9 April 2024. Professor Nelson provided a brief overview and noted work is underway to ensure compliance in all areas identified by the health check by end of June.
- It was noted the seven recommendations from the early health check against the Higher Education Standards Framework are either complete or underway with the aim to provide a draft 10-page submission and detailed 5-page submission on research to the TEQSA Steering Committee at the 6 June 2024 meeting.

Members raised no questions or concerns.

Resolved:

- To **note** the Tertiary Education Quality and Standards Agency (TEQSA) Re-registration Project update

8. Academic Risk Register

Received: Draft Academic Risk Register. Professor Nelson introduced this item noting the content from the previous draft risk register had been re-organised to align with the University's new risk framework and corporate risk register.

There is a focus of efforts on closing the gap between identified risks and what is being reported in existing reporting mechanisms to ensure that all aspects of academic risk are included in regular reporting processes. Ensuring there is a process that provides Academic Board with sufficient information to assure itself that risks are being managed appropriately is a key consideration. For the Board's discussion and feedback, it was proposed that the regular reports which are already provided to the Board to address relevant risks are linked to the specific risk outlined the Academic Risk Register. In addition, it was suggested an annual summary report is provided against each of the risks, to provide an overview of how those risks are being managed and how the reports regarding those risks are being presented to the Board, or any adjustments that need to take place or that the Board advisors should take place. It was agreed that this was a sensible approach. Professor Nelson advised that Ann Hogan would be leading the ongoing work and liaising with key stakeholders on the Academic Risk Register.

A member of the Board commended the team on the progress and new iteration of the Academic Risk Register. It was requested that Board members be actively included in the ongoing work lead by Ann Hogan and alongside monitoring risks also have the ability to raise new risks. It was noted that the intention is to co-opt members of the Board for the ongoing management of the risk register.

A member suggested recording explicitly how the risks relate to policies and procedures and also suggested having one risk owner rather than multiple risk owners.

Resolved:

- To **note** the draft Academic Risk Register.

9. 2023 Annual Student Complaints, Grievances and Appeals Report

Received: 2023 Annual Student Complaints, Grievances and Appeals Report. The Provost Professor Karen Nelson took the report as read and provided a brief overview.

Table 1 shows there has been an overall increase in the number of submissions coming through the Student Grievance Resolution Unit in 2023, however it was noted there is now a very visible method through the public-facing website for students to raise an issue or concern, noting this is now captured centrally and allows the University to be receptive to working with students to resolve issues. Patterns around cohorts of students or particular assessment items or courses are now captured in a responsive manner and flow back into the relevant areas of the University to be resolved. Board's student representative Peter Giess noted it was encouraging to hear that students' voices are being heard and that students are being provided with outcomes regarding issues or concerns that are raised.

A member noted that *Teaching Quality (Course Management)* (Table 3), continues to remain the largest area of concern for complaints and grievances by category, and queried if aspects of this were related to the themes arising through the course enhancement conversations process and suggested this could inform the work on the Academic Risk Register. Professor Nelson agreed that the linkage between course quality conversations, grievance information, and the Academic Risk Register is important to consider.

In response to a member query regarding reduced numbers of student complaints in categories "Discrimination, Harassment, Bullying" and "Sexual Assault/Harassment" it was noted these grievances are now handled through the Safer Communities process 'Share a Concern', which is a more confidential and discreet way of managing these sensitive issues. Currently these types of complaints are reported to Council, and consideration will be given to how this is reported to Academic Board.

Resolved:

- To **note** the 2023 Annual Student Complaints, Grievances and Complaints Report and **forward** to Council for noting.

ACTION: Governance Officer (Academic Board)

10. Academic Quality Policy and Procedure Report (HESF 6.3.2.a)

Received: Academic Quality Policy and Procedure Report. The Provost, Professor Karen Nelson took the report as read and advised members the report is inclusive of all activity including details of development, review and consultation activities in the current reporting period, an overview of all overdue Academic Quality policy instruments and, where applicable, review work currently underway.

Professor Nelson spoke to the new and revised definitions which were presented to Academic Board for endorsement:

- **Revised definitions to Plagiarism and Contract Cheating**

It was noted there are major revisions being considered to the Student Academic Misconduct Procedure and Penalty Schedule which will progress through Education Committee and Academic Board, however it was requested that standalone amendments to the definitions of Plagiarism and Contract Cheating be considered by the Board. It was noted that currently, unauthorised use of generative artificial intelligence (GenAI) is included in the definition of contract cheating and it was recommended that Academic Board endorses removal of GenAI from the contract cheating definition and include within the definition plagiarism, as below:

Plagiarism (revised)

An attempt to obtain undeserved advantage by taking and using the ideas or work of another party, service or software, **including unauthorised use of generative artificial intelligence**, and passing them off as one's own original ideas or work by failing to give

appropriate acknowledgement. This includes material from any source - published and unpublished works - as well as one's own work used for another purpose (i.e. Assessment Item, publication etc.)

Contract Cheating (revised)

When a Student engages another party, ~~service or software, including generative artificial intelligence~~, whether paid or unpaid, to complete all or part of an Assessment Item on their behalf and submits it as their own original work. It may involve a Student purchasing the assessment task from a commercial service, including internet sites, whether pre-written or specially prepared for the Student concerned, or submitting an Assessment Item produced by a third party, including a friend, family member, fellow or former Student, or Employee of the University.

A member raised concern regarding the syntax of the sentence around possible misinterpretation of the *unauthorised* versus *authorised* use of GenAI. Members were supportive of the revised definitions pending amendment to the plagiarism definition to address this point raised.

• **New definition of Suspension and revised definition of Exclusion**

Professor Nelson noted that clarity was required between the definition of exclusion and suspension, the former which relates to students who are on academic exclusion due to unsatisfactory academic progress rather than the later, suspension which relates to academic misconduct. The definitions proposed were:

Exclusion (revised)

Prohibition from enrolling in a Course or program for a specified period **due to unsatisfactory academic progress**.

Suspension (new)

Prohibition from enrolling in a Course or program for a specified period due to misconduct.

A member noted that high school graduates might hold contrasting preconceptions about exclusion and suspension. It was acknowledged that the transition into higher education involves continuous communication and education regarding terminology commonly used within higher education sector.

No further questions or concerns were raised by members.

Resolved:

- a) To **note** the update on Academic Quality Policy key activities.
- b) **Endorses** the new and revised definitions to the Vice-Chancellor for approval, including:
 - removal of the use of GenAI from the contract cheating definition and inclusion of unauthorised use of GenAI in the plagiarism definition, subject to rewording of the plagiarism definition to provide clarity.
 - addition of the definition of “suspension” to the Definitions Dictionary and the revision of the definition of exclusion.

ACTION: Principal Advisor (Academic Governance and Standards)

ACTION: Governance Officer (Academic Board)

11. Education Report

Received: The Education Report. The Provost, Professor Karen Nelson took the report as read and encouraged members to ask questions on any items presented within the report.

Professor Nelson advised members that she and Executive Director (Strategic Liaison Education Community) Helen Nolan would be meeting with various key stakeholders at the Warwick Regional Study Hub on 10 April to discuss the engagement with the University, with a similar event planned for the Chinchilla Regional Study Hub.

As per the report, three UniSQ staff members have been awarded a Citation for Outstanding Contributions to Student Learning in 2023 as part of the Australian Awards for University Teaching program - Dr India Bryce (School of Psychology and Wellbeing), Professor Jessica Gildersleeve (School of Humanities and Communication) and Dr Kate Cantrell (School of Creative Arts). The award ceremony for Queensland recipients will take place in Brisbane on 28 May.

Professor Nelson addressed the Lift Fellowship Scheme, as noted in the report, which was launched on 26 March and is a collaboration between UniSQ and CQU which will enable both institutions to become a joint independent accredited scheme that will assess and award our own Fellows (Associate Fellows, Fellows, Senior Fellows) within our own regional cultural and practice environments.

Following member clarification around the establishment of the National Student Ombudsman, Professor Nelson spoke to the Action Plan Addressing Gender-based Violence in Higher Education and the initial work that is currently taking place around this.

Members were advised that Professor Odette Best has recently been appointed to the position of Pro Vice-Chancellor (First Nations Strategy) and congratulated her on the appointment.

Resolved:

- To **note** the contents of the Education Report.

12. Research Report

Received: The Research Report. The Deputy Vice-Chancellor (Research and Innovation) Professor John Bell took the report as read and provided an update on the following matters:

- Professor Bell has accepted a nomination to Chair a working group that will look at the use of AI in Research.
- The University was successful with six out of 31 Expressions of Interest to the 2025 round of the Australian Research Council Discovery Projects, noting this number was in line with the statistical success rate and is a positive outcome.
- A comprehensive review of the National Competitive Research Grants program is underway and it is anticipated that some of the existing schemes will be streamlined for delivering positive future outcomes.
- Professor Bell and Executive Director (International) Guie Hartney were part of the Regional Universities Network (RUN) delegation to Latin America. The delegation explored opportunities for higher education and research collaboration between RUN and Latin American universities, with a focus on the topic of Sustainability and the Clean Energy Transition. It was noted there appeared to be opportunities to collaborate and some potential opportunities in the undergraduate space. A full report is being prepared to outline the activities undertaken in South America.

Resolved:

- To **note** the contents of the Research Report.

13. Standing Committee Reports

13.1. Academic Board Executive Committee

The unconfirmed minutes of the Academic Board Executive Committee meeting from its meeting of 26 March 2024 were taken as read.

Resolved:

- To **note** the unconfirmed minutes of the Academic Board Executive Committee meeting from its meeting of 26 March 2024.

13.2. Education Committee

Received: Education Committee Report 7 March 2024 to Academic Board.

The Deputy Chair of the Education Committee Professor Alexander Kist spoke to the report.

Members were informed that the UniSQ Program Approval Pipeline 2024 provides an overview of the deadlines for program approvals. It is anticipated that this will help mitigate any delays in curriculum items being presented to the Education Committee.

It was noted the curriculum item considered by Education Committee will be discussed at item 13.2.1. and the Program Accreditation policy items discussed at Education Committee will be discussed at item 13.2.2.

Resolved:

- a) To **note** the Education Committee Report including unconfirmed minutes of the meeting held 7 March 2024.
- b) To **note** the UniSQ Program Approval Pipeline 2024.
- c) To **note** the Academic Quality Reports for the 2023 Academic Year.
- d) To **note** the QILT Reports (Student Experience Survey, Graduate Outcome Survey and Employer Satisfaction Survey 2023).

13.2.1 Curriculum Item – Major Program Change – Bachelor of Biomedical Sciences (Medicine Pathway) (BBMP) – Admission Requirements

The documentation provided via CourseLoop proposal [21628](#) was taken as read.

Dr Lin Ong from the School of Health and Medical Sciences introduced this item, noting the Darling Downs South-West Medical Pathway is a collaboration between UniSQ and the University of Queensland, Darling Downs Health and South-West Health and Hospital Service, to meet growing needs for general practitioners, rural generalists and specialists within the region.

The program aims to provide opportunities for local students to undertake medicine education and training in Toowoomba. The current admission process is based on academic achievement where interstate and Brisbane students perform considerably better and are receiving first offers, meaning students from the Darling Downs and South-West schools are not receiving offers.

Following consultation with two other universities who offer similar programs, the following changes are proposed and have been reviewed by external legal counsel as well as with UniSQ and UQ legal counsel:

1. Change to the way interviews and places are offered by using an exhaustion model where preference is given to local candidates, then regional candidates of Queensland.
2. Addition of a 4th tier and changes to Tiers 2 and 3.
3. The addition of an extra three ATAR/rank adjustment for applicants completing Years 11 and 12 in the Darling Downs and/or South-West Regions and identified regions.
4. Removal of the current admission requirement that First Nations Alternative Pathway applicants be a current Year 12 student in the year of application.
5. Amendment of 'Aboriginal and /or Torres Strait Islander' wording to 'First Nations' in alignment with the adoption of the term 'First Nations' across the University.

The Deputy Vice-Chancellor (Academic Affairs) Professor Glen Colman provided members with additional broader context of the above changes and congratulated the team for their work in bringing this proposal to the Board.

Members raised no concerns and were supportive of the changes.

Resolved:

- To **approve** the major program change to the admission requirements of the Bachelor of Biomedical Sciences (Medicine Pathway (BBMP) effective from Block 2, 2025, for immediate implementation in preparation for August 2024 open of applications.

ACTION: Governance Officer (Academic Board)

13.2.2 Program Accreditation Policy Instruments

The Deputy Chair of the Education Committee Professor Alexander Kist introduced this item noting the following policy items were endorsed by Education Committee, subject to minor changes which have been incorporated:

- Program Accreditation Procedure
- Program Change, Suspension and Discontinuation Procedure
- Program Expedited Approval Pathway Schedule
- Non-Award Pathways Schedule

It was noted that information within the procedures has been updated and simplified and the information around expedited approval pathway and non-award pathways have been moved into separate schedules.

Members raised no issues or concerns with the proposed changes.

Resolved:

- **Endorse** the Program Accreditation Procedure, Program Change, Suspension and Discontinuation Procedure and the Program Expedited Approval Pathway Schedule and Non-Award Pathways Schedule to the Vice-Chancellor for approval.

ACTION: Governance Officer (Academic Board)

13.3. Research Committee

Received: Research Committee Report 6 March 2024 to Academic Board.

The Chair of the Research Committee Professor John Bell advised members the report provided an overview of the discussions of Research Committee which took place on 6 March 2024.

Members were encouraged to review the Early Career Research Program Evaluation Report and speak with Professor Bell regarding any questions.

It was noted the Animal Ethics Committee 2023 Annual Report was for onforwarding the Council to note.

In response to a concern raised by Research Committee member Tonia Chalk regarding the Research Committee Terms of Reference – two points within the functions of the Committee, it was agreed these matters should be discussed at the next Research Committee meeting.

Resolved:

- a) To **note** the Research Committee Report including unconfirmed minutes of the meeting held 6 March 2024.
- b) To **note** the Early Career Research Program Evaluation Report.
- c) To **note** the Animal Ethics Committee 2023 Annual Report and **forward** to Council for noting.
- d) To **note** the Graduate Research School Report
- e) To **note** the Research Training Subcommittee Report – 6 February 2024.

ACTION: Governance Officer (Academic Board)

14. Policy Framework Overview

Due to time constraints the overview of the Policy Framework was held over to a future meeting.

15. Strategic Discussion

15.1. Artificial Intelligence, Assessment Practices and Academic Integrity

The Dean (Learning and Teaching Futures) Professor Jo-Anne Ferreira provided Board members with a presentation on AI, Assessment Practices and Academic Integrity with regards to the Universities plans and progress around this topic. The presentation is included as Attachment 1.

In response to member comments regarding moderation and workload for re-imagining assessment, Professor Coleman noted that moderation of assessment falls within the remit of the Assessment Sub-Committee of each School and that the University's workload allocation model is currently under review.

Resolved:

- To note the update provided.

16. Flexible Academic Calendar Project Update

The Flexible Academic Calendar Project Update No. 14 was taken as read.

Resolved:

- To **note** the Flexible Academic Calendar Project Update No. 14.

17. Other Business

18. Items for Information

There were no items for information.

19. Next Meeting

The next Academic Board meeting will be held at 1.00pm, Tuesday 28 May 2024, Council Chamber, Toowoomba Campus.

20. Close

The meeting closed at 3.57pm.

AI, Assessment Practices and Academic Integrity

UniSQ Plans & Progress

AI Impacts

Areas to consider



Safekeeping Data



Business Processes



Research



Learning and Teaching

TEQSA AI Plan

Assessment reform for the age of artificial intelligence

November 2023

TEQSA

RFI in June, due July

1. Assessment and learning experiences equip students to participate ethically and actively in a society where AI is ubiquitous
2. Forming trustworthy judgements about student learning in a time of AI requires multiple, inclusive and contextualised approaches to assessment

Assessment should emphasise:

- Appropriate, authentic engagement with AI
- A systematic approach to program assessment aligned with disciplines/qualifications
- The process of learning
- Opportunities for students to work appropriately with each other and AI
- Security at meaningful points across a program to inform decisions about progression and completion

Key Tasks

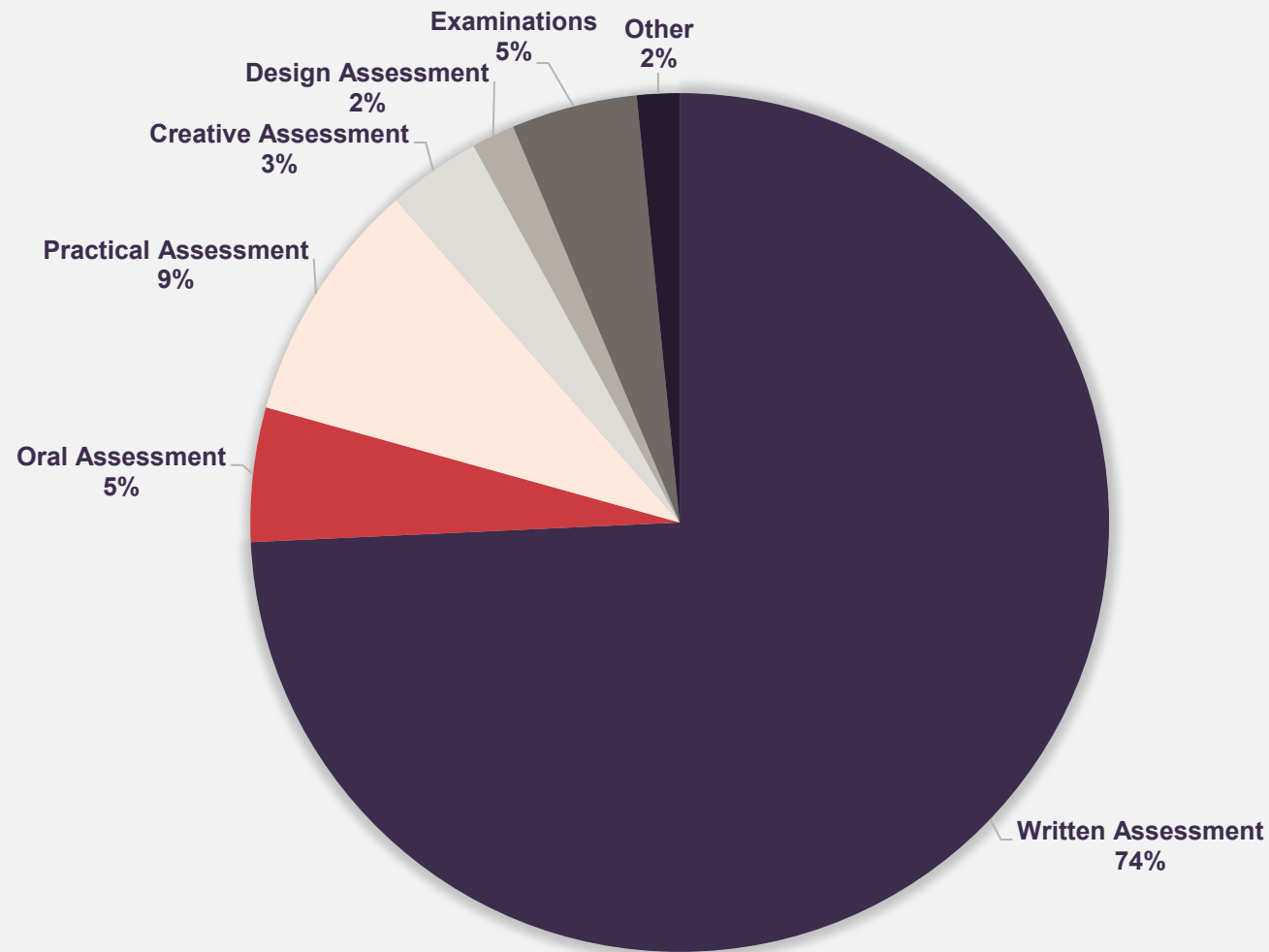
- Building staff (and student) AI literacy
- Ensuring verifiable assessment
- Re-imagining our assessment

Current Activities

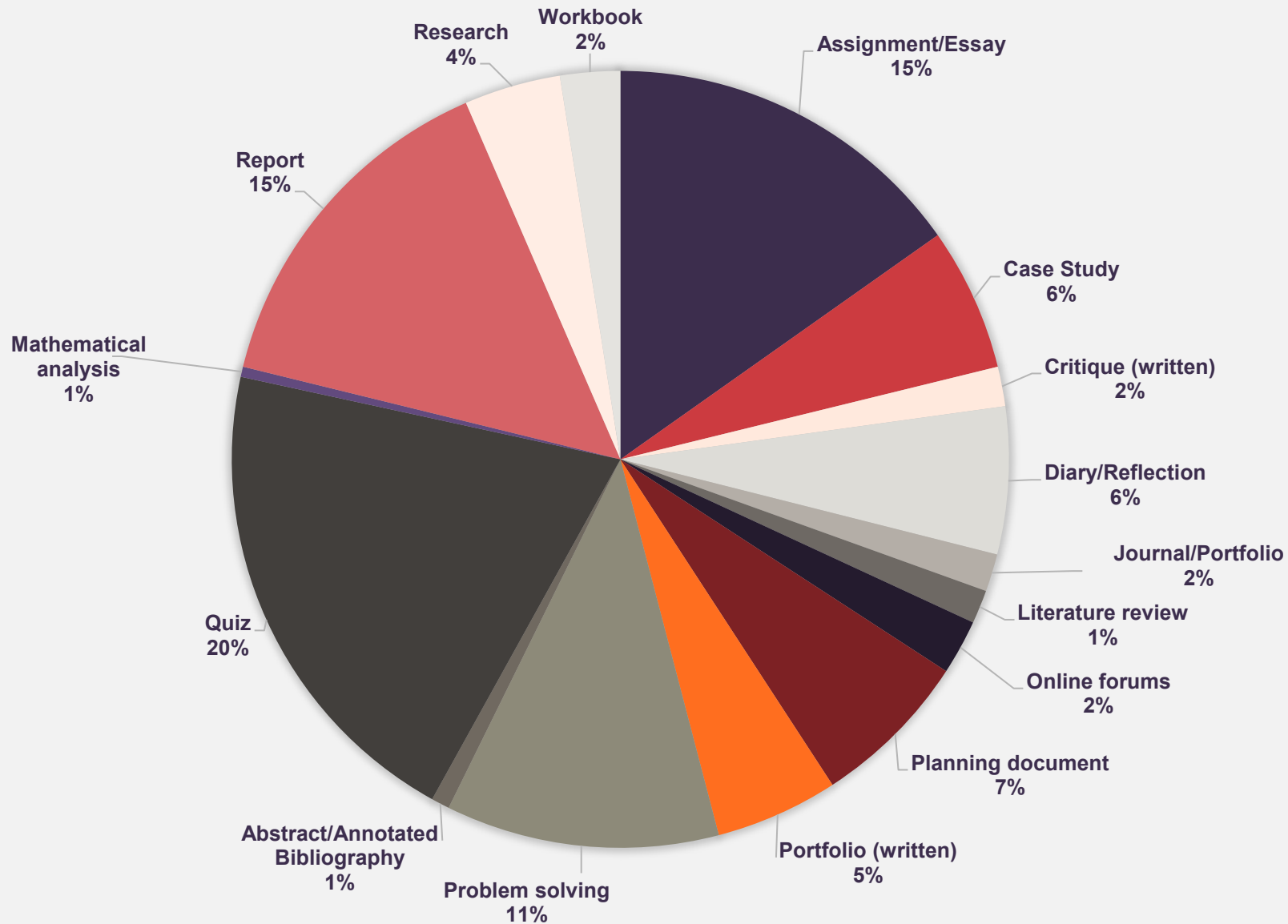


- Review of current UniSQ practices
- Sector benchmarking
- Literature review
- Reviewing Assessment policy, procedures and processes
- Reviewing assessment principles
- Assessment heatmap

ASSESSMENT TYPES – 2024 COURSELOOP DATA



2024 COURSELOOP DATA - WRITTEN ASSESSMENT



Quizzes: 20%
Essays: 15%
Reports: 15%
Problem Solving: 11%

Artificial Intelligence in Learning and Teaching

Empowering staff and students at UniSQ to integrate Artificial Intelligence in learning and teaching.

[← Back to Learning and Teaching Futures Home](#)



SHAREPOINT BUTTON	CONTENT
What is AI?	Definitions
	Considerations (strengths and weaknesses)
Staff Guidelines	Principles
	Guidelines
	Building AI literacy
Embracing AI in Learning and Teaching	AI and Assessment (design and marking)
	Supporting student learning about AI (skills, literacies, prompt engineering, etc.)
	Personalised learning (including for at-risk students)
	AI to support teaching design, plans and resources.
	Postcards of Practice (Title, educator, task overview and outline)
Resources and Tools	Gen AI Tools (including content generation of text, image, sound, audio and video)
	Websites/articles/lib guides etc.
	University Policies/National Guidance Documents
Student Guidelines	Mandatory Academic Integrity Module
	<ul style="list-style-type: none"> • What is Gen-AI?
	<ul style="list-style-type: none"> • How to use Gen-AI (Do's and Don'ts)
	<ul style="list-style-type: none"> • Risks of using Gen-AI
	<ul style="list-style-type: none"> • Consequences of misuse
	<ul style="list-style-type: none"> • Support (lib guide, library, academic integrity website)

Building Staff AI Literacy (Professional Learning)

Short courses

- Artificial Intelligence Basics (what is AI/LLMs; writing effective prompts)
- Using AI in your teaching/teaching your students about how to use AI

Reimagining Assessment (course/program/graduate attributes – learning outcomes; exemplars)

- Design (collaborative, problem-based, interactive, applied, industry-informed/based)
- Feedback
- Moderation, marking & grading

Events and Engagement

- AI L&T Collective (AILTC) – 2023; 17 April AI Her Way symposium
- Lunchbox seminars - 2024 focus on AI and L&T

Educational Technology pilots

- Synthesia, Nolej

Projects

- L&T Grants
- AI Pedagogies

Verifying Assessment

- AI in Assessment Heat Map to understand current practices
- Verification points (core; program, ?)
- Assessment types
 - Assured assessment
 - In-class, contemporaneous, vivas, exams, ?
 - Human-AI assessment collaborations
 - Ideas generator, response generator, critiques, learning process and outcome/product; ?

Reimagining Assessment

Embrace innovative assessment practices that are learning focussed, build student agency and enhance student success and satisfaction

H1: Foster innovative assessment design

- Assessment as and for learning
- Scaffolded
- Minimise AI risk
- Industry-informed and engaged

H2: Ensure quality feedback and moderation

- Students learning from and using feedback

H3: Enhance program level assessment

- Ensuring program level outcomes and graduate attributes are assessed

- Assessment principles, guidelines, exemplars, resources and tools
- Feedback & moderation guidelines, exemplars, tools, etc.
- One stop shop L&T portal
- Professional learning (just in time, online, practical workshops, bespoke)

Student-focussed work

- Policies amended
- Academic Mandatory training incorporates information on AI
- Academic Integrity website updated with latest advice
- LibGuide completed
- Student AI Guidelines: Final review then to student/staff consultation
- AI information site connected to Academic Integrity site or embedded in all StudyDesks (though StudyDesk real estate is tight)



University of
Southern
Queensland

unisq.edu.au