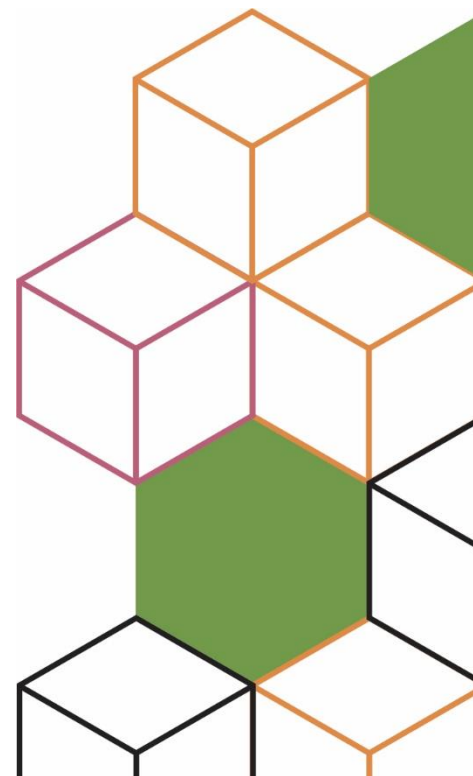


October
2023

Graduate Student
Association

**Consultation for
assessment reform
in the age of artificial
intelligence**



About GSA

The Graduate Student Association (GSA) is the independent representative organisation for all graduate coursework and research students at the University of Melbourne. We are led by 8 GSA Board members and 10 Representative Council members who are all elected University of Melbourne graduate students. On behalf of over 38,000 constituents, we represent graduate student interests to the University and wider community, provide student engagement events, activities, and information to the graduate student community, and support 150 affiliated graduate student groups.

GSA's vision is for inclusive, empowered graduate student communities that achieve meaningful and holistic university experiences. Our objectives are to achieve and support representation, academic support, transition to work, engaged and healthy communities, and organisational sustainability.

Introduction

GSA welcomes the opportunity to provide feedback on the TEQSA 'Assessment reform for the age of artificial intelligence' discussion paper. To ensure that the feedback we provide is guided by student voices, the discussion paper was circulated among GSA student representatives for feedback. Relevant comments from these student representatives have been included in the responses to the consultation questions below.

1. What feedback do you have on the two principles and five propositions?

The principles and propositions were generally found to be appropriate. One GSA student representative noted that having examples alongside the propositions was particularly helpful.

Further guidance may be required on the role AI will have in grading assessment tasks and providing students with feedback. GSA recognises that the grading of assessments can be streamlined through the use of AI. Furthermore, teaching staff may wish to use AI themselves when preparing student feedback. When done appropriately and transparently, the use of AI by teaching staff can model ethical and professional use of AI for students.

2. Thinking about the application of these principles and propositions to your specific context, do you have examples of where these will work or not work?

The examples provided alongside the propositions relate primarily to coursework degrees and courses. For higher degrees by research (HDR), proposition 5 – ‘Assessment should emphasise security at meaningful points across a program to inform decisions about progression and completion’ – will be particularly relevant. For example, the use of AI may not be appropriate when writing a thesis due to issues related to copyright and intellectual property laws¹.

3. What do you think needs to happen next to support the required change in the sector and/or at your institution?

At an institutional level, changes to student outcomes and courses should be made with student input.

Expectations related to what is defined as the ‘appropriate’ use of AI in learning and teaching must also be communicated clearly to both students and staff. Not only will students need to know how to use AI ethically in the development of artefacts, but teaching staff will also need to be educated in the appropriate use of AI in designing/grading assessments. Just as students will need to disclose their use of AI, teaching staff should also be encouraged to be transparent about their AI use.

Additionally, addressing accusations of plagiarism can be stressful for students. Institutions will need to consider the risks associated with – and the limitations of – AI plagiarism detection software. For example, there is a possibility that AI plagiarism detection software can return a false positive result.

One student representative noted that, with AI technologies advancing at a fast rate, institutions must also be willing to adapt quickly to new developments. The student representative – a graduate researcher – highlighted that the onus to

¹Justin Zobel, “Automatic Tools and Research Integrity in Higher Degrees by Research”, *Australian Council of Graduate Research Impact Blog* (blog), July 22, 2023, <https://www.acgr.edu.au/impact-blog/automatic-tools-and-research-integrity-in-higher-degrees-by-research/>.

redesign courses/assessments would fall on teaching staff, who are promoted based on research output. Institutions will need to ensure that teaching staff are adequately resourced and supported to manage any increases to workloads.

TEQSA will have a key role to play in supporting the required changes across the sector. This can include sharing examples of good practice in this area so institutions can learn from each other.