



Australian Government

Tertiary Education Quality and Standards Agency

AI: a regulatory perspective

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TEQSA
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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

Relevant standards from the HESF



Methods of assessment are consistent with the learning outcomes being assessed and the level of study



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



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



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

(Some) questions posed by the HESF



Do your current methods of assessment still provide the necessary assurance of demonstrating learning outcomes?



Are the learning outcomes still the right ones?



How can employers, the public and professional bodies be confident that graduates have acquired the necessary capabilities and knowledge?








Are your staff equipped with the necessary capabilities and support to effectively adapt their teaching and learning activities?

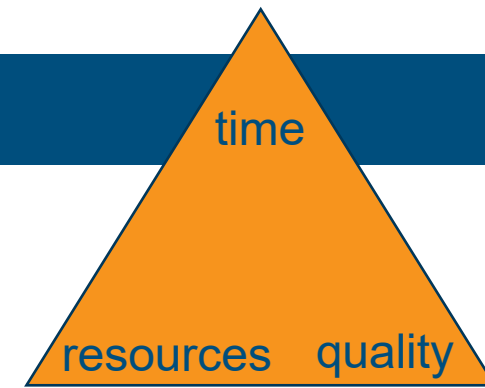






Are your governing bodies actively engaged?

Agility versus consistency

-  How can academic governing processes be more agile and adaptive, while still providing the necessary oversight and rigour to ensure consistent quality, a rewarding student experience, and compliance with the HES Framework?
-  If rules or expectations are going to differ by discipline, how are you documenting your reasoning and decisions for the differences?
-  If expectations differ across the institution, how are you ensuring students and staff understand the context they're operating in at a particular point in time?
-  Are you considering and mitigating the potential for rapid changes to assessment requirements to disadvantage some students?
-  Are existing monitoring systems responsive enough to allow timely notification of where gaps are emerging?

Time – Quality - Resources



-  How is your institution triaging the work? What is the plan over the immediate, medium and longer term horizon?
-  How is your institution documenting decisions, executing the action plan and monitoring progress?
-  What artefacts could be produced to demonstrate that there is a strategy that is being faithfully executed?
-  How will your institution ensure the ongoing resource demand continues to be met?

Key takeaways



Recognise both opportunities and risks



Have the student experience front of mind



Reflect on how decisions will impact across the breadth of offerings



Apply the principles of good governance

(Some) relevant standards from the HESF



Methods of assessment are consistent with the learning outcomes being assessed, are capable of confirming that all specified learning outcomes are achieved and that grades awarded reflect the level of student attainment (**Standard 1.4.3**)



On completion of a course of study, students have demonstrated the learning outcomes specified for the course of study, whether assessed at unit level, course level, or in combination (**Standard 1.4.4**).



The design for each course of study is specified and the specification includes...expected learning outcomes, methods of assessment and indicative student workload (**Standard 3.1.1e**)



Preventative action is taken to mitigate foreseeable risks to academic and research integrity (**Standard 5.2.2**) and Students are provided with guidance on what constitutes academic or research misconduct (**Standard 5.2.3**)



Academic oversight assures the quality of teaching, learning, research and research training effectively, including by...maintaining oversight of academic and research integrity, including monitoring of potential risks (**Standard 6.3.2d**)