



G AI PLAN

G AI

HELOONALIC

HELOONALIC

HELOONALIC

HELOONALIC

HELOONALIC

HELOONALIC

HELOONALIC

HELOONALIC

HELOONALIC

HELOONALIC

HELOONALIC

HELOONALIC

HELOONALIC

HELOONALIC

HELOONALIC

HELOONALIC

HELOONALIC

HELOONALIC

HELOONALIC

HELOONALIC

HELOONALIC

HELOONALIC

HELOONALIC

HELOONALIC

Table of Contents

BACKGROUND	2
INTRODUCTION	2
THE ROLE OF GAI	3
<i>Legal and Ethical Considerations</i>	<i>4</i>
<i>Using AI ethically</i>	<i>4</i>
<i>Preparing students to use GAI for success</i>	<i>4</i>
GUIDING GAI ACTION PRINCIPLES.....	4
MIHE GAI IMPLEMENTATION PLAN	6
ORIENTATION AND PROGRESSION (1.3.1)	6
LEARNING OUTCOMES AND ASSESSMENT (.4.3-5(B)).....	6
<i>Academic Integrity and Diverse Assessment Methods</i>	<i>6</i>
2.2.1: DIVERSITY AND EQUITY	7
COURSE DESIGN (3.1.3)	8
STAFFING (3.2.3(B)) & LEARNING RESOURCES AND EDUCATION SUPPORT (3.3.1, 3.3.4).....	8
<i>MIHE Staff Training and Awareness</i>	<i>8</i>
RESEARCH TRAINING (4.2.1(A), 4.2.4-5) & ACADEMIC AND RESEARCH INTEGRITY (5.2.1.4, 5.2.2-3)	9
MONITORING, REVIEW AND IMPROVEMENT (5.3.2,5.3.4(B)).....	10
CORPORATE MONITORING AND ACCOUNTABILITY (6.2.1 (H,K)) & ACADEMIC GOVERNANCE (6.3.1 (A &D) – 2 (A,D, & H)).....	10
MIHE ACTION PLAN SCHEDULE FOR GAI MONITORING.....	13
REFERENCES.....	21

BACKGROUND

MIHE is a recently registered institution with only one course comprising of 26 units. MIHE gained accreditation from TEQSA in February 2022 and obtained CRICOS accreditation in July 2022. Our first classes were offered in September 2023. Currently we are accredited to offer one program, the Bachelor of Business in Marketing. This program is offered only in a face-to-face mode at one location in Preston, Victoria. The program does not have or require any professional accreditation for students to gain employment. However, following graduation of its first intake MIHE intends obtaining a professional accreditation for its program from the Australian Marketing Institute.

When developing units for this program as part of the accreditation process, MIHE was conscious of early identification of risk, most units have an invigilated test in the early part of the trimester. MIHE was particularly conscious of contract cheating and other ways of fraudulently producing assessment submissions. MIHE was therefore conscious of assurance of learning, resulting in the fact that our units have invigilated exams, invigilated tests, live oral presentations and case studies on specific organisations. Our approach to course and unit design thus incorporates assessment types that are largely immune to the adverse impact of GAI on student assessment, while ensuring students are able to meet the learning objectives of specific units and the overall course.

Notwithstanding MIHE having taken these measures we have, undertaken a thorough review of the assessment associated with all units to ensure that meaningful and trustworthy assessment judgements are made across the course that allow confidence that graduates have developed the skills capabilities and attributes to be awarded a degree. MIHE has also investigated its corporate and academic governance mechanisms, strategies, change management plans, policies, committees, steering groups etc., to ensure long term GAI compliance. These matters will be presented in the following report.

INTRODUCTION

The rapid rise of GAI has the potential to significantly impact the ways in which we teach, learn, assess and access education. MIHE is committed to ensuring that GAI tools can be used for the benefit of students and staff by enhancing teaching practices and student learning experiences; ensuring students have equal opportunity to benefit from generative AI and develop skills for the future within an ethical framework; and enabling educators to benefit from efficiencies to develop innovative methods of teaching.

The integration of GAI into higher education has been at the centre of discussions in Australia's education sector. At the centre of this challenge are the ways that students and academic staff can effectively interact with GAI. Therefore, if implemented correctly, GAI implementation into the curriculum has the potential to offer a dynamic, productive and successful learning and teaching environment and experience. Nevertheless, as with any technological advancement, the integration of GAI in higher education comes with its own set of risks and limitations, which MIHE must address and navigate while leveraging its benefits. Accordingly, MIHE is evaluating the ways that GAI can improve learning and teaching approaches across the curriculum.

MIHE places a premium on applying principles and an ethics-based approach to the development of appropriate policies and strategies for the use of GAI by our students, researchers and staff.

The development of GAI technologies is proceeding at increasing speed. GAI is posing both challenges and opportunities to education administrators, academics and students. GAI is reshaping our world in ways we are just beginning to understand. Therefore, it is crucial for individuals, educators, researchers, learning designers, and students to deepen their understanding of GAI. From an educational point of view, it is important to begin a discussion in terms of:

- What it is
- What it can achieve
- How to use it if we use it
- What standards we should apply to enable GAI to be used as an educational tool so that it does not disadvantage students or academics.

Simply banning or restricting the use of GAI from coursework or academic work will not fully address concerns about academic integrity. Our academics and future graduates are likely to rely on GAI in their careers, research, and academic pursuits. In order to teach students to use GAI ethically and proficiently, everyone involved in education must themselves be skilled in its use and not see it as something that we are required to oppose, fight or struggle against.

THE ROLE OF GAI

More recently we have seen tools take more of a supporting role, aiming to assist the educator or the learner rather than to control the whole process. Therefore, it is important for MIHE to understand the types of capabilities that GAI possesses, how it can be beneficial in the Learning and Teaching process and what challenges it might create for academics and students. The capabilities and challenges of GAI can be summarised as follows:

Information literacy – distinguishing GAI-generated content and the need for critical evaluation of references and accuracy.

Regulation – develop regulations to establish boundaries and guidelines on the use of GAI.

Detectors – provide access to students and staff to GAI detectors.

Equity – provide fair access and affordability of GAI tools.

Employability Skills: MIHE emphasises the need to prioritise the development of information and digital literacy skills alongside an understanding of GAI. As students look beyond their studies, they are seeking a comprehensive education that prepares them for the evolving job market and equips them with the skills to effectively use GAI tools.

Training: MIHE to provide training and guidance on the responsible and effective use of GAI. Including the development of short introductory courses that provide a foundational.

Tools: MIHE will recommend GAI tools that students can trust.

Addressing Digital Inequality: Digital inequality is a concern. At the moment, there are limited options for licensing these tools institutionally, but we expect this to change, and consideration should then be given to licensing options to avoid inequality.

Legal and Ethical Considerations

The core elements require MIHE to assume responsibility for regulating GAI within its operational space and developing a core set of principles that reflect:

- Safety, security and robustness.
- Appropriate transparency and explainability.
- Fairness.
- Accountability and governance; and

Using AI ethically

MIHE will develop specific requirements on the use of GAI, including:

- Disclosing that the content was generated by GAI.
- Designing the model to prevent it from generating illegal content; and
- Publishing summaries of copyrighted data used for training.

Preparing students to use GAI for success

- Creating workshops with the student learning support officer.
- Methods of assessment are consistent with the learning outcomes being assessed and the level of study.

GUIDING GAI ACTION PRINCIPLES

Go8 universities (<https://go8.edu.au/group-of-eight-principles-on-the-use-of-generative-artificial-intelligence>) have collectively developed a series of principles, benchmarked against Australia's AI Ethics Principles, to guide the approach to GAI tools across tertiary institutions. MIHE will adapt and develop these soundly based principles to meet its specific needs. These five principles are presented and discussed below.

1. Maintaining academic excellence and integrity in teaching, learning, assessment and research will continue to be a priority for MIHE as we develop responsible use of GAI.

GAI is developing rapidly and will continue to be a feature of work, study, and leisure. This poses particular challenges in responding to GAI.

- No one approach will provide the 'silver bullet' for ensuring academic integrity in higher education.
- MIHE will continue to prioritise academic excellence and integrity. We will pursue a range of strategies, appropriate to each field of study and research, to provide our students, the regulator and the public with confidence in the world-class education and research we undertake.

2. MIHE will promulgate clear guidelines for the appropriate use of GAI technologies by their academic staff, researchers and students.

- GAI can generate content that may infringe upon intellectual property rights and may also generate material that is incorrect. By its very nature GAI may create new knowledge or novel analytical approaches which do not accurately represent the efforts and skills of the student. Clear guidelines will help educate staff and students about the importance of respecting intellectual property and provide guidance on avoiding potential legal and academic misconduct issues that may be associated with GAI-generated materials.
- MIHE will continue to review their academic conduct and research policies and guidelines as GAI technology evolves to ensure it is clear to students, researchers and staff where the use of GAI is appropriate and legal and how it should be acknowledged.

3. MIHE will develop resources to empower students and academic and research staff to engage productively, effectively and ethically with GAI.

- By providing resources, MIHE will enable students and staff to harness the full potential of GAI, allowing them to explore innovative approaches, enhance their learning experiences and develop valuable skills that will be relevant in their future careers.
- Generative AI technologies come with ethical challenges and potential risks. Developing resources that emphasise ethical guidelines and responsible practices ensures that students, researchers, and staff are equipped to navigate these complexities. By promoting ethical engagement with generative AI, universities can help prevent misuse and mitigate unintended consequences, fostering responsible innovation.

4. MIHE will work to ensure equal access to GAI

- MIHE is committed to ensuring that all students, regardless of their background or circumstances, have an equal opportunity to access and benefit from GAI technologies. Equal opportunity in this context may include access to generative AI technologies available via subscription or other payment. This promotes fairness and inclusivity, reducing the potential for disparities in educational outcomes.

5. MIHE will engage in collaborative efforts to exchange and implement best practices as GAI technology and its role in society continue to advance.

- MIHE is committed to the development, exchange and implementation of best practice in the use and management of GAI in higher education.
- MIHE will develop AI policies, guidelines and practices in response to its local circumstances and individual mission, we commit to ongoing collaboration in developing and implementing best practice in the interests of optimum outcomes for our staff, students and researchers.

For The following section shows how MIHE plans to meet the relevant Higher Education Standards Framework (Threshold Standards 2021) in regard to GAI and ensuring learning outcomes are achieved throughout the course.

MIHE GAI Implementation Plan

MIHE will ensure to comply with the following Higher Education Standards (HES) Framework Thresholds 2021.

Orientation and Progression (1.3.1)

Question: Do induction materials, such as information packs and introductory modules, require updating?

Action 1a: Ensure that as part of the Orientation Program reference is made to GAI and links to relevant material are provided.

Action 1b: Introductory modules will be developed that include reference to the use of GAI.

Action 1c: The updated Orientation material and introductory modules will be approved by the Learning and Teaching Committee and Academic Board.

Learning Outcomes and Assessment (.4.3-5(b))

Academic Integrity and Diverse Assessment Methods

Question: Do any elements of MIHE's current approach to learning, teaching and assessment need to be altered?

Question: Are the methods of assessment capable of ensuring a student has demonstrated attainment of the specific learning outcomes?

Action 2a: Assessment review MIHE: From an assessment perspective a review of the components of assessment of all units to ensure that they are effectively managed for GAI.

A preliminary review of the units provided the following insights:

First Year Units

All first-year units were at least 50% effectively managed for GAI with an average of 67% of the assessment tasks being effectively managed. The term effectively managed is used to describe units where the integrity of assessment tasks cannot be voided by the improper use of GAI; e.g. oral presentations and invigilated tests.

Consideration will need to be given to changing the assessments in all first-year units except MKT 101, because these have a report or essay as part of the total assessment.

Second Year Units

All second-year units are at least 50% effectively managed for GAI. While approximately two-thirds of all assessment tasks in second year are GAI compliant, all second-year units have a report or essay

as an assessment task. These assessments will need to be adjusted to be GAI compliant possibly by changing the essay/report to a case study and presentation.

Third Year Units

Apart from the capstone unit all third-year units, are at least 50% effectively managed for GAI with an average of 64% of the assessment in second year units excluding the capstone unit.

While approximately two-thirds of all assessment in third year are GAI compliant, all third-year units have a report or essay as part of their assessment. These assessments will need to be adjusted to be GAI compliant possibly changing the essay/report to a case study and presentation. The capstone unit requires attention as this is only 10% GAI compliant from an assessment perspective.

Action 2b: Assessment review presented to governance bodies. The review and changes to assessment of all units to be GAI compliant will be presented to the Learning and Teaching Committee and the Academic Board

Question: Is it necessary to consult any professional accreditation bodies about the action plan?

Action 2c: Over the long-term accreditation will be sought from the Australian Marketing Institute. Following graduation of its first intake MIHE will apply for professional accreditation and will work with the Australian Marketing Institute to ensure that the program meets the GAI requirements associated with gaining accreditation for the B. Bus (Marketing).

Question: Are the course learning outcomes appropriate and achievable?

Action 2d: Review of Course and Unit Learning Outcomes. All course and unit learning outcomes will be reviewed following changes to assessment in light of GAI to ensure that all learning outcomes are appropriate and achievable.

Action 2e: Changes to learning outcomes are presented to governance bodies. The review and changes to assessment of all units to be GAI compliant will be reviewed by the Learning and Teaching Committee and the Academic Board

2.2.1: Diversity and Equity

Question: Has consideration been given to the impact of GAI technologies, and the impact of assessment reform, on diverse student cohorts to safeguard equal opportunities for academic success?

- Do changes to course offerings and assessment reform uphold the foundational principles of fairness, accessibility, transparency, privacy and respect for the diversity of different learners?
- Do policies, practices and approaches to teaching and learning accommodate student diversity, including under-represented or disadvantaged student groups

Action 2f: GAI tools to be made available to all students on the same terms. MIHE will conduct an ongoing review of the available tools including those relating to cheating and plagiarism and make these available to all students via the LMS. Students will be trained in the acceptable use of these tools beginning at Orientation and with suitable refresher training. In addition, a web page on the use of GAI will be developed and made available to support equitable access to GAI knowledge.

Course Design (3.1.3)

In the specific context of MIHE, what are the key risks that GAI poses for the integrity of awards offered?

Question: Do some awards have a greater risk profile than others?

Answer: MIHE is accredited to offer one program, the Bachelor of Business in Marketing. This program is offered only in a face-to-face mode at one location in Preston, Victoria.

Question: What is the impact of different modes of delivery?

Answer: MIHE is accredited to offer one program, the Bachelor of Business in Marketing. This program is offered only in a face-to-face mode at one location in Preston, Victoria.

Question: What is the impact of different locations of delivery?

Answer: MIHE is accredited to offer one program, the Bachelor of Business in Marketing. This program is offered only in a face-to-face mode at one location in Preston, Victoria.

Question: What consideration has been given to the impact of differing access to gen AI tools?

Action 2g: MIHE will investigate the cost and availability of GAI tools and ensure that these are available to all students on the same terms consistent with the requirements for equity and diversity (see 2.2.1 above)

Question: How will the risk profile impact the triaging of transformation activities?

Action 2h: The risk profile is presently contained because only one award is offered. This issue will require development as additional programs are implemented. of factors impacting MIHE's response to GAI will be considered. Those that matters that can be attended to immediately include ensuring GAI compliant assessment and effective monitoring of GAI related academic misconduct in its various forms including cheating. An immediate priority is staff and student training.

Staffing (3.2.3(b)) & Learning Resources and Education Support (3.3.1, 3.3.4)

MIHE Staff Training and Awareness

Question: What key stakeholders should be consulted on the development and execution of the action plan?

Action 3a: It is important that the following key governance committees are consulted in the development and execution of the GAI action plan Board of Directors, Audit and Risk Committee, Academic Board, Learning and Teaching Committee, Academic Integrity Committee.

Action 3b: It is also important that the following key individuals and groups from MIHE are consulted in the development and execution of the GAI action plan: CEO, COO, Dean, Course Director, Administration Manager, IT support, Students, Teaching Staff.

Question: What staff development will be required to ensure teaching staff understand the capabilities and limitations of GAI?

Action 4a: Training of staff on the development of assessment tasks that are GAI compliant.

Action 4b: Training staff to identify assessments that may have been impacted by prohibited uses of GAI.

Action 4c: Training staff on the use of software to identify the use of GAI in assessment material however it is acknowledged that these tools are still developing.

Action 4d: Training staff on how to use GAI to facilitate learning and to develop work readiness for students.

Action 4e: Develop an induction resource on GAI for new staff

Question: What support will be offered to staff to enact the action plan?

Action 5a: Staff will be provided with continuing training to enable the identification of GAI in assessments and the use of plagiarism detection software.

Action 5b: Staff will be provided with training in developing assessment for units that are GAI compliant

Action 5c: An induction video and materials relating to GAI will be developed for the induction of academic staff

Action 5d: GAI will be a standing item on the agenda of the Learning and Teaching Committee and Academic Board. This will provide a summary of permitted and prohibited uses of GAI that have been identified and a summary of strategies and support for managing GAI.

Action 5e: GAI will be a standing item on the agenda on the agenda of the Academic Integrity Committee.

Question: What resources, support, and messaging will be delivered to students?

Action 5f: Students will receive induction material at Orientation relating to the permissible use of GAI in assessment and the consequences of its misuse pursuant to the Code of Conduct.

Action 5g: Students will be introduced to GAI software and plagiarism software during orientation

Action 5h: A GAI webpage will be developed and kept updated to provide information and training on the acceptable uses of GAI.

Action 5i: Students will have access to a training module on GAI software and plagiarism software and the permissible use of GAI in assessment

Action 5j: Students will have access to a support session early in the trimester on GAI software and Plagiarism software and the permissible use of GAI in assessment

Research Training (4.2.1(a), 4.2.4-5) & Academic and Research Integrity (5.2.1.4, 5.2.2-3)

Question: Do any institutional policies and procedures relating to conducting research training, or academic and research integrity need to be updated?

Question: Are current preventative measures that seek to mitigate foreseeable risks to academic and research integrity contemporary and relevant?

Question: Are staff and students receiving clear and consistent guidance about the permissible use of gen AI in different activities associated with teaching, learning, assessment and research training?

Action 6a: Preventative actions taken to mitigate foreseeable risks to academic and research integrity including misrepresentation, fraud, fabrication, cheating, plagiarism and misuse of intellectual property, and to prevent recurrences of breaches.

Action 6b: Students and staff are provided with guidance on what constitutes academic or research misconduct and the development of good practices in maintaining academic and research integrity.

Action 6c: Policies and procedures relating to conducting research training, or academic and research integrity are updated on an as needs basis to ensure the adoption of best practices in the use of GAI.

Monitoring, Review and Improvement (5.3.2,5.3.4(b))

Question: What review processes will be put in place to ensure the ongoing efficacy of the action?

In particular see the above actions:

Action 5d: GAI will be a standing item on the agenda of the Learning and Teaching Committee and Academic Board. This will provide a summary of permitted and prohibited uses of GAI that have been identified and a summary of current strategies and support for managing GAI.

Action 5e: GAI will be a standing item on the agenda on the agenda of the Academic Integrity Committee.

Action 7a: Conduct benchmarking with comparable institutions to identify both challenges and opportunities in relation to GAI and other emerging technologies.

Action 7b: Revise the External Benchmarking and Referencing Plan to explicitly accommodate GAI related issues at organisation, course, outcome and process levels.

Action 7c: Report the outcomes of Benchmarking and External Referencing to Academic Board and the Audit and Risk Committee.

Question: How will ongoing considerations of GAI or other emerging technologies be captured in existing processes for the review and improvement of courses?

Action 7d: It is important that the following key governance committees are consulted in developing and implementing the GAI Action Plan and ongoing considerations of GAI and emerging technologies: Board of Directors, Audit and Risk Committee, Academic Board, Learning and Teaching Committee, Academic Integrity Committee. It is also important that the following key individuals and groups from MIHE are consulted in the development and execution of the GAI Action Plan and ongoing considerations of GAI or other emerging technologies: CEO, COO, Dean, Course Director, Administration Manager, IT support, Students, Teaching Staff.

Corporate Monitoring and Accountability (6.2.1 (h,k)) & Academic Governance (6.3.1 (a & d) – 2 (a,d, & h))

Question: Does the governing body take steps to ensure that students and staff are treated equitably.

Action 8a: Equitable availability of GAI software and detection software will be included pursuant to the Equity and Diversity and Aboriginal and Torres Strait Islander Policy, Academic Assessment and Moderation Policy and Procedure, and the Learning and Teaching Policy and the Learning and

Teaching Plan and will be monitored by the Learning and Teaching Committee (LTC) and Academic Board (AB)

Question: Who is responsible for the oversight and governance of implementing the proposed action plan?

Action 8b: Responsibility for the governance and oversight of the implementation of the GAI Action Plan lies with Academic Board and its subordinate bodies and Board of Directors through the Audit and Risk Committee.

What are the key milestones embedded in the GAI action plan?

Question: What are the short-term goals to be achieved within the first year?

Action 8c: The key Milestones to be achieved are

- July 2024: Unit review- Assurance of learning from a GAI perspective in all units
- July 2024 – July 2025: Policy Review with a focus on GAI included in relevant policies and procedures
- July 2024:- Ongoing monitoring through corporate and academic governance bodies
- September 2024: Orientation includes GAI training
- December 2024: Review all policies and procedures and plans to ensure AI technologies are used responsibly and align with MIHE's commitment to academic integrity, privacy, equity and inclusion, transparency, and accountability.
- January 2025: GAI Software purchase and implemented
- May 2025: Module for Staff and Student induction and training on GAI
- May 2025: Commence investigating professional accreditation requirements

Question: What are the long-term goals to be achieved over the next several years?

Action 8d

- Ongoing update of training modules
- Develop and update GAI information and training webpage on MIHE website
- External referencing and benchmarking activities
- Applications of GAI in all units to enhance job readiness of students, implement authentic assessments incorporating GAI, and ongoing review of emerging technologies to combat the misuse of GAI.

Question: What evidence can MIHE collect to assure itself of effective implementation of the Action Plan?

Action 8e: MIHE will provide evidence of the effective implementation of the GAI Action Plan through analysis of the minutes of the Academic Board, Learning and Teaching Committee, and the Academic Integrity Committee. These analyses are the responsibility of the CEO reporting through the Audit and Risk Committee.

Question: How will MIHE assess the efficacy of its Action Plan?

Action 8f: Utilising all the evidence collected by MIHE including the results of the benchmarking and external referencing activities MIHE will put in place an independent and external review at the end of 2025 and 2028 after which GAI should be able to be managed internally subject to periodic reviews by TEQSA.



MIHE Action Plan Schedule for GAI Monitoring

The following table provides a summary of actions resulting from a review of GAI at MIHE and provides dates and accountabilities for the review and management of these actions.

Action	Responsible Individual	Governance Bodies for approval	Date to be completed by
Action 1a: Ensure that as part of the Orientation Program reference is made to GAI and links to relevant material are provided.	Dean / Course Director	Academic Board, Learning and Teaching Committee, and the Academic Integrity Committee.	September 2024
Action 1b: Introductory modules will be developed that include reference to the use of GAI	Dean / Course Director	Academic Board, Learning and Teaching Committee, and the Academic Integrity Committee.	May 2025
Action 1c: The updated Orientation material and introductory modules will be approved by Learning and Teaching Committee and Academic Board	Dean / Course Director	Academic Board, Learning and Teaching Committee	May 2025
Action 2a: Assessment review MIHE: From an assessment perspective a review of the components of assessment of all units to ensure that they are effectively managed for GAI.	Dean / Course Director	Academic Board, Learning and Teaching Committee, and the Academic Integrity Committee.	September 2024
Action 2b: Assessment review is presented to governance bodies. The review and changes to assessment of all units to be GAI compliant presented to the Learning and Teaching Committee and the Academic Board	Dean / Course Director	Academic Board, Learning and Teaching Committee and the Academic Integrity Committee.	September 2024
Action 2c: The program does not have or require any professional accreditation for students to gain employment. However, following graduation of its first intake MIHE will apply for professional accreditation from the Australian Marketing Institute. MIHE will also work with the Australian Marketing Institute to ensure that the program is meeting the GAI requirements for	Dean / Course Director	Academic Board, Learning and Teaching Committee, and the Academic Integrity Committee.	May 2025

professional accreditation for the B. Bus (Marketing) from AMI.			
Action 2d: Review of Course and Unit Learning Outcomes All course and unit learning outcomes reviewed following changes to assessment in light of GAI to ensure that all learning outcomes are appropriate and achievable.	Dean / Course Director	Academic Board, Learning and Teaching Committee, and the Academic Integrity Committee.	September 2024
Action 2e: Changes to learning outcomes presented to governance bodies. The review and changes to assessment of all units to be GAI compliant should be reviewed by the Learning and Teaching Committee and the Academic Board	Dean / Course Director	Academic Board, Learning and Teaching Committee, and the Academic Integrity Committee	September 2024
Action 2f: GAI tools to be made available to all students on the same terms. MIHE will conduct an ongoing review of the available tools including those relating to cheating and plagiarism and make these available to all students via the LMS. Students will be trained in the acceptable use of these tools beginning at Orientation and with suitable refresher training. In addition, a web page on the use of GAI will be developed and made available to support equitable access to GAI knowledge.	Dean / Course Director / Information Manager	Learning and Teaching Committee and Academic Board	September 2024 ongoing
Action 2g: MIHE will investigate the cost and availability of gen AI tools and ensure that sufficient tools are available to all students.	Dean / Course Director	Academic Board, Learning and Teaching Committee, and the Academic Integrity Committee.	Jan 2025
Action 2h: The risk profile is presently contained because only one award is offered. This issue will require development as additional programs are implemented. Those that matters that can be attended to immediately include ensuring GAI compliant assessment and effective	Dean / Course Director	Academic Board, Learning and Teaching Committee, and the Academic Integrity Committee.	July 2024-July 2025

Melbourne Institute of Higher Education Pty Ltd | ABN: 87 637 251 462 | TEQSA Provider ID: PRV14350 | CRICOS Provider No: 04018B



monitoring of GAI related academic misconduct in its various forms including cheating. An immediate priority is staff and student training.			
Action 3a: It is important that the following key governance committees are consulted in the development and execution of the GAI action plan Board of Directors, Audit and Risk Committee, Academic Board, Learning and Teaching Committee, Academic Integrity Committee.	Dean / Course Director	Academic Board, Learning and Teaching Committee, and the Academic Integrity Committee.	July 2024 ongoing
Action 3b: It is also important that the following key individuals and groups are consulted in the development and execution of the GAI action plan: CEO, COO, Dean, Course Director, Administration Manager, IT support, Students, Teaching Staff	Dean / Course Director	Academic Board, Learning and Teaching Committee, and the Academic Integrity Committee.	May 2024- May 2025
Action 4a: Training of staff on the development of assessment tasks that are GAI compliant	Dean / Course Director	Academic Board, Learning and Teaching Committee, and the Academic Integrity Committee.	September 2024
Action 4b: Training staff to identify assessments that may have been impacted by prohibited use of GAI	Dean / Course Director	Academic Board, Learning and Teaching Committee, and the Academic Integrity Committee.	September 2024
Action 4c: Training staff on the use of software to identify the use GAI in assessment material; however, it is acknowledged that these tools are still developing.	Dean / Course Director	Academic Board, Learning and Teaching Committee, and the Academic Integrity Committee.	September 2024
Action 4d: Training staff on how to use GAI to facilitate learning and to develop work readiness for students.	Dean / Course Director	Academic Board, Learning and Teaching Committee, and the Academic Integrity Committee.	May 2025
Action 4e: Develop an induction resource on GAI for new staff	Dean / Course Director	Academic Board, Learning and Teaching Committee, and the Academic Integrity Committee.	May 2025
Action 5a: Staff will be provided with continuing training to enable the identification of GAI in assessments	Dean / Course Director	Academic Board, Learning and Teaching Committee,	September 2024

Melbourne Institute of Higher Education Pty Ltd | ABN: 87 637 251 462 | TEQSA Provider ID: PRV14350 | CRICOS Provider No: 04018B



and the use of plagiarism detection software		and the Academic Integrity Committee.	
Action 5b: Staff will be provided with training in developing assessment for units that are GAI compliant	Dean / Course Director	Academic Board, Learning and Teaching Committee, and the Academic Integrity Committee.	September 2024
Action 5c: An induction video and materials relating to GAI will be developed for academic staff	Dean / Course Director	Academic Board, Learning and Teaching Committee, and the Academic Integrity Committee.	May 2025
Action 5d: GAI will be a standing item on the agenda of the Learning and Teaching Committee and Academic Board. This will provide a summary of permitted and prohibited uses of GAI that have been identified and a summary of strategies and support for managing GAI	Dean / Course Director	Academic Board, Learning and Teaching Committee, and the Academic Integrity Committee.	August 2024
Action 5e: GAI will be a standing item on the agenda on the agenda of the Academic Integrity Committee.	Dean / Course Director	Academic Board, Learning and Teaching Committee, and the Academic Integrity Committee.	July 2024
Action 5f: Students will receive induction material at Orientation relating to the permissible use of GAI in assessment and the consequences of its misuse pursuant to the Code of Conduct	Dean / Course Director	Academic Board, Learning and Teaching Committee, and the Academic Integrity Committee.	September 2024
Action 5g: Students will be introduced to GAI software and Plagiarism software during Orientation.		.	May 2025
Action 5h: A GAI webpage will be developed and kept updated to provide information and training on the acceptable uses of GAI.	Dean / Course Director	Academic Board, Learning and Teaching Committee, and the Academic Integrity Committee	May 2025
Action 5i: Students will have access to a training module on GAI software and Plagiarism software and the permissible use of GAI in assessment	Dean / Course Director	Academic Board, Learning and Teaching Committee, and the Academic Integrity Committee.	May 2025
Action 5j: GAI software and plagiarism software and the permissible use of GAI in assessment	Dean / Course Director	Academic Board, Learning and Teaching Committee,	September 2024

Melbourne Institute of Higher Education Pty Ltd | ABN: 87 637 251 462 | TEQSA Provider ID: PRV14350 | CRICOS Provider No: 04018B



		and the Academic Integrity Committee.	
Action 6a: Preventative action is taken to mitigate foreseeable risks to academic and research integrity including misrepresentation, fraud, fabrication, cheating, plagiarism and misuse of intellectual property, and to prevent recurrences of breaches.	Dean / Course Director	Academic Board, Learning and Teaching Committee, and the Academic Integrity Committee.	July 2024
Action 6b: Students and staff are provided with guidance on what constitutes academic or research misconduct and the development of good practices in maintaining academic and research integrity.	Dean / Course Director	Academic Board, Learning and Teaching Committee, and the Academic Integrity Committee.	September 2024
Action 6c: Policies and procedures relating to the conduct of research, research training, and academic and research integrity are updated regularly to ensure the adoption of best practices in the use of GAI.	Dean / Course Director	Academic Board, Learning and Teaching Committee, and the Academic Integrity Committee.	May 2025
Action 7a: Conduct benchmarking with comparable institutions to identify both challenges and opportunities in relation to GAI and other emerging technologies.	Dean / Course Director	Academic Board, Learning and Teaching Committee	July 2025
Action 7b: Revise the External Benchmarking and Referencing Plan to explicitly accommodate GAI related issues at organisation, course, outcome and process levels.	CEO / Dean / Course Director	Learning and Teaching Committee and Academic Board	September 2025
Action 7c: Report the outcomes of Benchmarking and External Referencing to Academic Board and the Audit and Risk Committee.	CEO / Dean	Academic Board and Audit and Risk Committee	August 2025
Action 7d: It is important that the following key governance committees are consulted in the development and execution of the GAI Action Plan and ongoing considerations of AI and other emerging technologies: Board of Directors, Audit and Risk Committee, Academic Board, Learning and Teaching Committee, Academic Integrity Committee. It is	Dean / Course Director	Academic Board, Learning and Teaching Committee, and the Academic Integrity Committee.	July 2024 ongoing

also important that the following key individuals and groups from MIHE are consulted in the development and execution of the GAI action plan and ongoing considerations of gen AI or other emerging technologies: CEO, COO, Dean, Course Director, Administration Manager, IT support, Students, Teaching Staff.			
Action 8a: Equitable availability of GAI software and detection software will be included pursuant to the Equity and Diversity and Aboriginal and Torres Strait Islander Policy, Academic Assessment and Moderation Policy and Procedure, and the Learning and Teaching Policy and the Learning and Teaching Plan and will be monitored by the Learning and Teaching Committee and Academic Board.	Dean / Course Director	Academic Board, Learning and Teaching Committee, and the Academic Integrity Committee.	May 2025
Action 8b: Responsibility for the governance and oversight of the implementation of the GAI Action Plan lies with Academic Board and its subordinate bodies and Board of Directors through the Audit and Risk Committee	Dean / Course Director	Academic Board, Learning and Teaching Committee, and the Academic Integrity Committee.	July 2024 ongoing
Action 8c: Short term goals to be achieved in the first year are: • <u>July 2024</u>: Unit review- Assurance of learning from a GAI perspective in all units • <u>July 2024 – July 2025</u>: Policy Review with a focus on GAI included in relevant policies and procedures • <u>July 2024</u>:- Ongoing monitoring through corporate and academic governance bodies • <u>September 2024</u>: Module for Staff Induction and Student Orientation and training on GAI • Orientation includes GAI training • <u>December 2024</u>: Review all policies and procedures and plans	Dean / Course Director	Academic Board, Learning and Teaching Committee, and the Academic Integrity Committee.	July 2024 ongoing

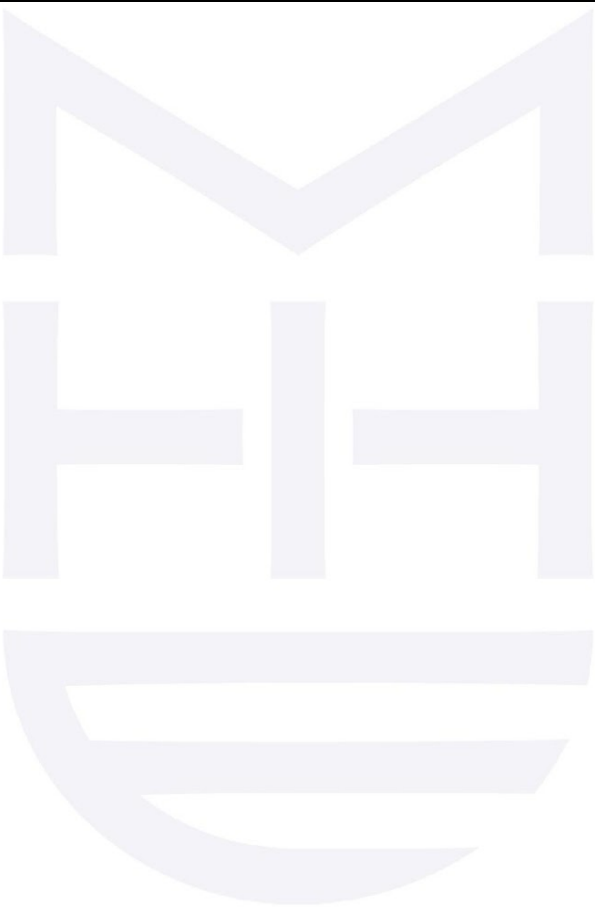
Melbourne Institute of Higher Education Pty Ltd | ABN: 87 637 251 462 | TEQSA Provider ID: PRV14350 | CRICOS Provider No: 04018B



to ensure AI technologies are used responsibly and align with MIHE's commitment to academic integrity, privacy, equity and inclusion, transparency, and accountability. • January 2025: GAI Software purchase and implemented • May 2025: Commence investigating professional accreditation requirements			
Action 8d: The long-term goals to be achieved over the next several years? • Ongoing update of training modules • Develop and update GAI information and training webpage on MIHE website • External referencing and benchmarking activities • Application of GAI in all units to enhance job readiness of students, implement authentic assessments incorporating GAI, and ongoing review of emerging technologies to combat the misuse of GAI. • Conduct an external review of the course including GAI • Ensure the application of Applications of GAI is included in all units • Ongoing equitable access to GAI programs and GAI detection programs			
Action 8e: MIHE will provide evidence of the effective implementation of the GAI Action Plan through analysis of the minutes of the Academic Board, Learning and Teaching Committee, and the Academic Integrity Committee. These analyses are the responsibility	Dean / Course Director	Academic Board, Learning and Teaching Committee, and the Academic Integrity Committee.	July 2024 ongoing



of the CEO reporting through the Audit and Risk Committee.			
Action 8f: Utilising all the evidence collected by MIHE, including the results of the benchmarking and external referencing activities MIHE will put in place an independent and external review at the end of 2025 and 2028 after which GAI should be able to be managed internally subject to periodic reviews by TEQSA			



References

Cornell University (2024). Ethical AI for Teaching and Learning, <<https://teaching.cornell.edu/generative-artificial-intelligence/ethical-ai-teaching-and-learning>> accessed, 27 February 2024.

Gniel, H, (2023). AI: a regulatory perspective, < <https://www.teqsa.gov.au/sites/default/files/2023-04/AI-a-regulatory-perspective-2023.pdf> >, accessed 26 February 2024.

Group of eight principles on the use of generative artificial intelligence <https://go8.edu.au/group-of-eight-principles-on-the-use-of-generative-artificial-intelligence>

IT Modernization Centre of Excellence, 2024, *AI Guide for Government*, [https://coe.gsa.gov/coe/ai-guide-for-government/what-is-ai-key-terminology/#:~:text=Artificial%20intelligence%20\(AI\),%2Dspecific%2C%20or%20narrow%20AI](https://coe.gsa.gov/coe/ai-guide-for-government/what-is-ai-key-terminology/#:~:text=Artificial%20intelligence%20(AI),%2Dspecific%2C%20or%20narrow%20AI), accessed 26 February 2024.

Jisc, (2023). *AI in tertiary education: A summary of the current state of play*, 3rd edition, < <https://repository.jisc.ac.uk/9232/1/ai-in-tertiary-education-a-summary-of-the-current-state-of-play-september-2023.pdf> >, accessed 10 February, 2024.

Legg, S., & Hutter, M. (2007). Universal intelligence: A definition of machine intelligence. *Minds and machines*, 17, 391-444.

NEXT DC, (nd). Generative AI vs Traditional AI: Understanding the Differences, <<https://www.nextdc.com/blog/how-to-navigate-generative-ai>>.

Tegmark, M. (2018). *Life 3.0: Being human in the age of artificial intelligence*. Vintage.

TEQSA (2023) AI: a regulatory perspective, < <https://www.teqsa.gov.au/sites/default/files/2023-04/AI-a-regulatory-perspective-2023.pdf> >.