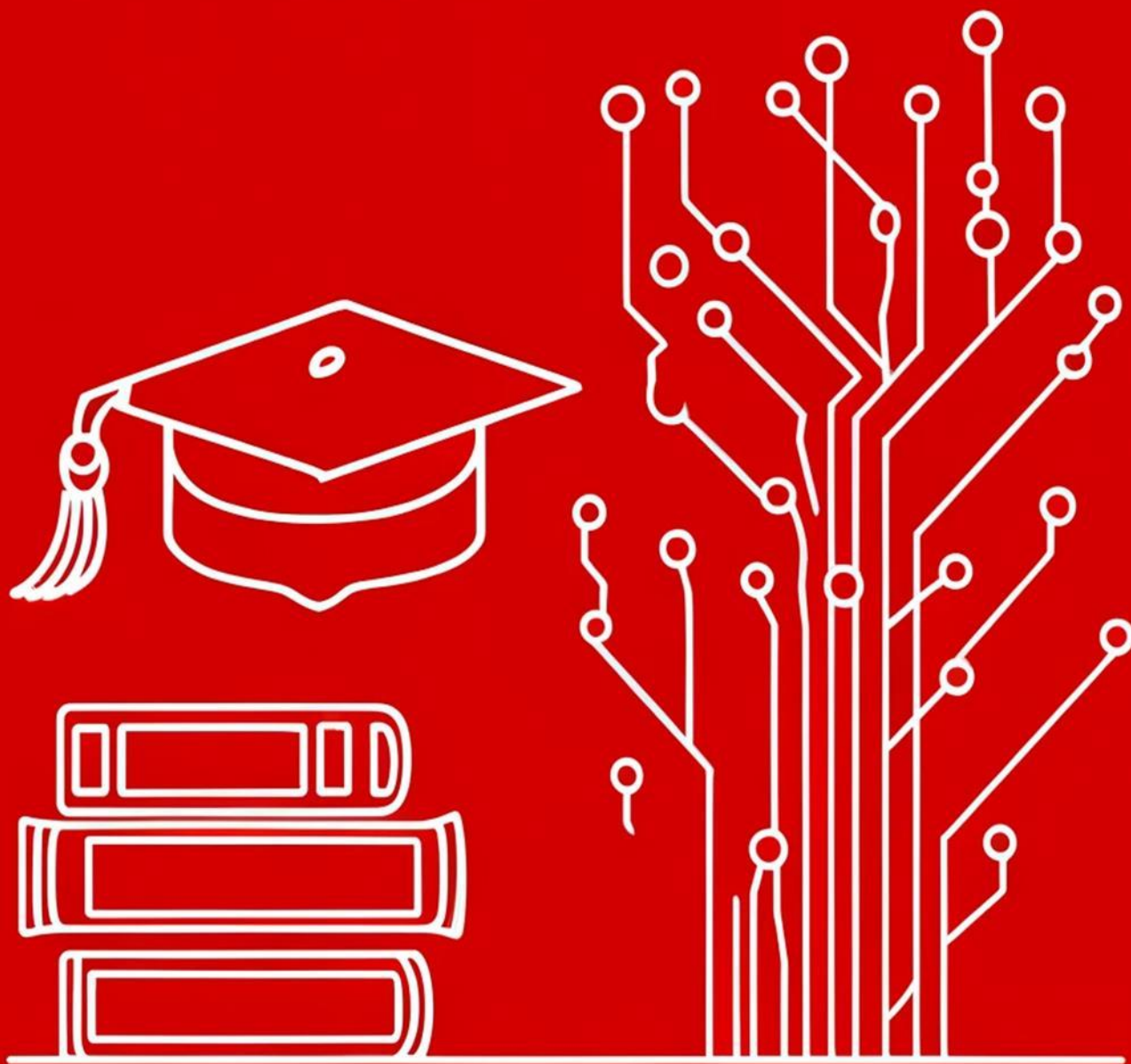




LINCOLN INSTITUTE OF HIGHER EDUCATION

Generative Artificial Intelligence (Gen AI): Model and Action Plan

3 JULY 2024

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Executive Summary

The Generative Artificial Intelligence (Gen AI) Action Plan for the Lincoln Institute of Higher Education (LIHE) integrates advanced AI technologies into educational frameworks while maintaining academic integrity. This plan addresses AI's dual role as an educational tool and a potential risk to academic standards. LIHE aligns its strategies with best practices to meet high standards in higher education by benchmarking against leading Australian universities.

LIHE is committed to maintaining educational excellence amidst Gen AI advancements. Recognising potential risks to academic integrity, especially for international students, LIHE has developed a comprehensive plan to mitigate these risks while leveraging AI's benefits. The plan includes the development of a institution-wide framework, a faculty guide, and a student usage protocol, ensuring AI usage supports LIHE's commitment to excellence and ethical standards.

Integrating Group of Eight (Go8) principles, LIHE focuses on maintaining academic excellence, providing clear guidelines, empowering resources, ensuring equal access, and promoting best practices. Specific steps and use cases are outlined for effective implementation. Student protocols will emphasise ethical AI use, while the faculty guide will support curriculum development and assessment alignment.

Relevant academic policies will be updated to integrate Gen AI effectively. The orientation programme educates students on appropriate AI use and consequences of unauthorised use, supporting their transition into courses. Course and subject learning outcomes are reviewed to integrate Gen AI appropriately, with assessments designed to mitigate risks and enhance educational experiences. LIHE addresses the digital divide through workshops and training, ensuring equitable access to Gen AI technologies.

Teaching staff will receive professional development on Gen AI integration. Teaching and learning materials will be updated to reflect Gen AI developments, ensuring they remain current and effective. Professional development opportunities ensure teaching staff understand and effectively use Gen AI.

Responsibilities for implementing the action plan are clearly defined, with key performance indicators (KPIs) to measure success. The plan includes specific timelines for policy revision, orientation, and continuous review. Through careful planning and a commitment to ethical standards, LIHE aims to lead in integrating AI to enhance education, ensuring both current and future success.



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1. Background and Motivation

The Lincoln Institute of Higher Education (LIHE) is committed to maintaining the integrity and excellence of its educational offerings amidst the rapid advancements in Gen AI. Established to provide quality higher education, LIHE currently offers Bachelor and Master courses in Business Information Systems (BIS). Several future programmes are scheduled for accreditation in 2024/2025 and LIHE is dedicated to staying at the forefront of technological and andragogical advancements.

Lincoln Institute of Higher Education (LIHE) is concerned about the threat generative AI poses to degree legitimacy and the Institute welcomes this invitation to share our approaches to tackling this pressing issue. There is no denying the impact AI had on the higher education sector in 2023 and its future role in society. Higher education providers have struggled to adapt and respond to the speed with which students engaged with ChatGPT. LIHE is also aware of how vulnerable our students are to the temptation of generative AI for assignment work, particularly those from other regions who are working in English as a second language. We have, therefore, taken proactive initiatives to protecting the legitimacy of our courses and supporting optimal student learning.

LIHE is committed to invigilated in-person final exams, which have strict conditions that radically reduce the risk of academic misconduct. These play a vital role in all subjects offered at LIHE. We also recognise that many students are genuinely confused about what is and what is not acceptable use of AI in a higher education context. A mandatory 2-hour Academic Integrity Module has been developed, which students are required to complete in the first two weeks of the semester. This module clarifies that while students can use AI for general or contextual knowledge, it is not a valid form of academic research, and it should never be used to produce assessment work unless doing so is part of the task instructions (we currently do not have any assessments that encourage students to critically engage AI). In our assessment design, the emphasis is placed on student's demonstrating their own critical thinking, reading, and research skills, and their course content and technical knowledge, which assignments are designed to assess. In this module, students are informed that they are permitted to use AI writing assistant software, such as Grammarly, because it can help them improve their English writing and grammar skills by offering clear corrections – so long as they have produced the work themselves first. Students interactively explore some of the nuances related to these distinctions in a learning activity, and to confirm their understanding in a module quiz.

Despite these strategies, a risk remains that some students might use generative AI in assignments. To discourage and monitor this, we run Turnitin software on the LMS and instruct teachers to check the AI submission score along with the Turnitin similarity score. The teacher provides feedback where issues are identified, and the student may refer for individual learning support.



It is timely when TEQSA's request for information relating to the development of an action plan that provides assurance that (LIHE) is engaging with, and has a strategy to mitigate, the impact of generative artificial intelligence on the integrity of our awards.

According to RFI, *“TEQSA expects providers to submit a credible institutional action plan that provides assurance that they are engaging with, and have a strategy to mitigate, the impact of gen AI on the integrity of the higher education awards they offer. Implementation of the plan must be overseen by appropriate governance mechanisms.”*

To address the RFI, we outline the strategy for integrating Gen AI into teaching, learning, and assessment (TLA), aligning with TEQSA standards through a Model and Action plan. To ensure that LIHE courses remain at the forefront of technological and andragogical advancements, LIHE has developed an AI Implementation Model and Action Plan considering the conceptual frameworks as presented in literature (Gniel, n.d.). This aims to integrate generative AI effectively and safely into the educational framework, enhancing both teaching and administrative processes.

2. Model Overview: Concepts

The AI Implementation Model for LIHE integrates three core elements: an institution-wide framework, a faculty reference guide, and a student usage protocol. These components are aligned through a comprehensive risk and benefit framework tailored to the specific needs of higher education in the Business Information Systems (BIS) domain and are based on AI principles designed to enhance the educational experience. *The institution-wide framework* serves as a blueprint for integrating AI at LIHE, guiding the AI working group in aligning AI initiatives with the institution's vision, values, and strategic objectives. It ensures that AI use is consistent with the institution's commitment to excellence in education and ethical standards. *The faculty reference guide* provides faculty members with detailed information on safe and effective AI practices for curriculum development, student assessment, and administrative tasks, supporting them in implementing AI tools in a way that enhances teaching and learning while maintaining academic integrity. Meanwhile, *the student usage protocol* informs students on the ethical and effective use of AI tools in their academic work, promoting academic integrity and enhancing learning outcomes by providing clear instructions on responsible AI use.

LIHE's vision and values lay the foundation for AI use, ensuring alignment with the institution's commitment to educational excellence and ethical standards. AI initiatives must also align with LIHE's strategic objectives and comply with legal and ethical obligations, particularly regarding data privacy and academic integrity. Derived from global and national guidelines, AI principles at LIHE focus on enhancing human dignity, promoting well-being, and supporting intellectual growth. These principles guide the development of specific AI practices within the BIS courses. AI use cases are categorised into risk profiles (low, medium, high) based on their potential impact on students and faculty, with appropriate safety actions defined to mitigate these risks, ensuring a secure and supportive learning environment for all.

3. Integration of Go8 Principles

The Group of Eight (Go8) is a coalition of leading Australian universities. Group of Eight Australia (2023) outlines the key considerations for the ethical and effective integration of AI in higher education. It emphasises maintaining academic excellence, providing clear guidelines, ensuring equal access, and promoting collaborative best practices. These principles are crucial for institutions to navigate the complexities of AI in educational settings and to uphold the integrity of their academic programs.

The principles from the Go8 provide further depth to LIHE's AI Implementation Model, ensuring academic excellence, clear guidelines, empowerment resources, equal access, and collaborative best practices.

- **Maintaining Academic Excellence and Integrity:** Ensure AI use enhances teaching, learning, and research while upholding academic standards. Implement diverse strategies to maintain trust in educational and research quality.
- **Clear Guidelines:** Provide explicit guidelines on the appropriate use of generative AI, addressing intellectual property concerns and potential legal issues.
- **Empowerment Resources:** Develop resources to help students and staff engage productively and ethically with AI. Emphasise ethical guidelines to prevent misuse.
- **Equal Access:** Ensure all students have equal access to AI technologies, promoting inclusivity.
- **Collaborative Best Practices:** Share and implement best practices across institutions to optimise AI use.

3.1 Actionable Steps for Go8 Principles

Table 1 includes actionable steps that align with the Go8 Principles for integrating Gen AI into higher education. It provides specific examples and use cases, along with the resources needed to implement these steps effectively. These principles focus on maintaining academic excellence, ensuring clear guidelines, empowering resources, ensuring equal access, and fostering collaborative best practices.

Table 1: Actionable steps integrating Go8 principles

Go8 Principles	Actionable Step	Example/Use Case	Resources Needed
Maintaining Academic Excellence and Integrity	Regular Review and Updating of AI Tools	Periodic review of AI-generated content for alignment with curriculum	Faculty training, AI evaluation software
	Diverse Strategies Implementation	Using AI for diverse teaching methods (flipped classroom, blended learning)	Pedagogical training, AI tools for diverse learning methods
Clear Guidelines	Develop and Disseminate AI Use Policies	Creating and sharing policies on AI use in classrooms and research	Policy documents, workshops for faculty and students
	Intellectual Property Guidelines	Ensuring students and staff understand IP laws related to AI-generated content	IP training sessions, legal advisory services
Empowerment Resources	AI Literacy Programmes	Workshops on AI tools and ethical use for students and staff	AI literacy materials, expert trainers
	Ethical Use Resources	Guides on avoiding misuse of AI tools in academic work	Ethical guidelines, scenario-based learning tools
Equal Access	Provision of AI Tools for All Students	Ensuring all students have access to necessary AI tools for learning	AI software licenses, financial support for students in need
	Inclusivity Training for Faculty	Training faculty to use AI tools inclusively	Inclusivity workshops, training materials
Collaborative Best Practices	Sharing Best Practices Across Institutions	Regular meetings and conferences to share AI integration experiences	Conference organisation, collaboration platforms
	Collaborative AI Projects	Joint AI research projects with other institutions	Research grants, collaborative tools

3.2 Example Use Cases

Table 2 presents various example use cases for integrating Gen AI in educational settings. Each use case demonstrates the potential benefits of AI, categorises the use, and assesses the associated risk profile. This helps in understanding the practical applications of AI and the precautions needed to ensure effective and ethical use.

Table 2: Example use cases

Practice/ Use Case	AI Benefit Goal	Use Category	Risk Profile	Reason for Profile
Faculty Notetaker	Efficiency - time saving for note taking. Increased clarity on follow-up items.	General Administration	Low	No direct or indirect use by students, teacher is in control and can determine professional use of content, recordings auto-removed.
Generating a Lesson Plan	Time saving, potential for educational benefit by enabling more effective differentiation.	Planning and Preparation	Medium	Content to be used by students, requires human quality control and teacher awareness of content quality.
Using AI to Draft Feedback to Students	Time saving with detailed feedback created relevant to assessment rubric.	Evaluation and Feedback	High	AI is contributing to items that could end up on a student's performance record, student's work and school's content (rubric) being sent to the AI tool.

3.3 Student Usage Protocol

Table 3 details the protocols for student usage of Gen AI tools. It categorises different types of AI use, highlights the benefits for students, and specifies the safety actions required to ensure responsible and ethical use. These protocols are designed to support students in leveraging AI while maintaining academic integrity.

Table 3: Student usage protocol

Category	Use Benefit	Safety Actions
No AI	Traditional learning methods	No specific actions required.
Assisted Research	Enhanced research efficiency	Require students to declare AI use, ensure AI-generated content is reviewed and cited properly.
Homework Assistance	Improved homework quality	Students must understand and adhere to ethical guidelines, teachers review AI-generated work for accuracy.
Assignment Drafting	Improved assignment quality	Require detailed citation of AI assistance, enforce academic integrity policies, ensure originality checks.

3.4 Faculty Reference Guide

Table 4 serves as a reference guide for faculty members, outlining actionable steps for integrating Gen AI into curriculum development and student assessment. It provides specific examples and identifies the resources needed to effectively incorporate AI into teaching practices.

Table 4: Faculty use cases

Actionable Step	Example/Use Case	Resources Needed
Curriculum Development	Using AI to develop detailed and differentiated lesson plans	Training on AI tools, access to AI platforms
Student Assessment	Utilising AI for grading and feedback on student work	Grading rubrics, AI assessment tools

3.5 Bringing It All Together: Principles to Practice

This synthesises the actionable steps, use cases, and protocols into a coherent model for practical implementation. It emphasises the alignment between AI practices and institutional principles, ensuring that AI integration supports LIHE’s strategic objectives and maintains high standards of safety, ethics, and effectiveness.

1. **Plan:** Teachers and administrators start with the practice (or use case) identified as a candidate for AI use. They then consider the potential AI benefit for the specific use case.
2. **Check Risk Profile:** Determine the risk profile (low, medium, or high) for the use case and apply relevant safety actions.
3. **Apply Principles:** Ensure that AI principles are applied, considering ethical use, privacy, and alignment with LIHE’s strategic objectives.

3.6 Continuous Improvement

This highlights the importance of continuous improvement in AI practices. It outlines the need for regular evaluations, updates to AI practices based on feedback and technological advancements, and measures to ensure ongoing alignment with LIHE’s objectives. Continuous improvement ensures that AI integration remains effective and relevant over time.

- Conduct regular evaluations of AI use cases to measure their effectiveness and alignment with LIHE’s objectives.
- Update AI practices and safety measures based on feedback and technological advancements.

3.7 Example of AI Benefit Evaluation

This provides an example of evaluating the benefits of AI in an educational context. It outlines the practice or use case, the intended AI benefit, the associated risk profile, and the actions taken to implement and evaluate the AI use. This evaluation helps in assessing the effectiveness of AI integration and making informed decisions for future improvements.

Table 5: Benefit evaluation

Practice/Use Case	AI Benefit Goal	Risk Profile	Actions Taken	Evaluation
Lesson Planning	Time saving, enhanced lesson differentiation	Medium	AI-generated lesson plans reviewed and adapted by teachers	AI saved time and provided new ideas, requiring some review and adaptation time

4. Gen AI Considerations

4.1 Benchmarking

A benchmarking exercise (*Attachment G05 Generative AI Institutional Benchmarking*) was conducted to assess how institutions are incorporating Gen AI into their teaching, learning, and assessment (TLA) strategies. Institutions included the University of Sydney (USyd), University of New South Wales (UNSW), Charles Sturt University (CSU), Deakin University (DU), and Macquarie University (MU). Information on private higher education providers in Australia was not publicly available. However, the practices of these universities can serve as an aspirational benchmark for LIHE.

Commonalities

All universities underscore the need for ethical Gen AI usage, mandating students disclose the use of Gen AI tools in assessment submissions. Training and resources are provided to staff and students to navigate Gen AI usage effectively. This includes workshops, guidelines, and support services aimed at educating about the benefits and limitations of Gen AI in TLA. Each university has developed clear guidelines on AI usage in TLA, aiming to ensure Gen AI supports educational outcomes without undermining academic standards.

Differences:

USyd and UNSW advocate for a more open integration of AI under specific guidelines, whereas CSU adopts a restrictive stance, generally barring AI use unless explicitly allowed. DU and MU focus on enhancing academic activities, integrating AI across various academic aspects. Some institutions like MU also emphasize the implications of AI in research alongside TLA. In contrast, CSU focuses heavily on maintaining integrity in assessments. The type and accessibility of resources vary, with DU offering extensive online resources and MU planning hands-on workshops and faculty-specific sessions.

It is proposed that LIHE follows a similar approach to the universities benchmarked and encourage the acknowledged responsible use of Gen AI with a focus on enhancing educational outcomes and developing the LIHE graduate attributes in students. LIHE proposes to further develop this integration by:

- considering how Gen AI impacts the industries related to the courses delivered including the learning outcomes at course and subject levels.
- considering the responsible and effective use of Gen AI as an academic skill to develop in students

These initiatives will enhance the currency of the courses delivered with respect to developments in Gen AI as well as develop the appropriate Gen AI skills in students.

4.2 Academic Policies

The policies relevant to the integration of Gen AI and the identification and mitigation of unauthorised use of Gen AI are provided below.

Academic Integrity and Misconduct Policy (*Attachment L37 Academic Integrity and Misconduct Policy*).

Course Development and Approval Policy and Procedures (*Attachment L38 Course Development and Approval Policy and Procedures*)

Course Review and Continual Improvement Policy and Procedures (*Attachment L39 Course Review and Continual Improvement Policy and Procedures*)

LIHE proposes that:

- Gen AI is integrated into teaching, learning, assessment and content of its courses
- inappropriate use of Gen AI is mitigated via education as well as Gen AI detection tools
- effective use of Gen AI is developed as an academic skill
- where Gen AI is used, directly or indirectly, it must be cited and referenced appropriately
- Gen AI is not allowed to be used as a direct paraphrasing tool though students may use the tool in a consultative capacity

The relevant policies will need to be reviewed and updated to reflect these changes.

4.3 Orientation

HESF 2021 Standard 1.3.1 advises on the successful transition of students into courses. The institution recognises the importance of preparing students for the ethical and responsible use of generative artificial intelligence (Gen AI) from the commencement of their studies. As part of the orientation programme, students are introduced to institutional policies, guidelines, and expectations regarding the appropriate use of AI in academic work. A structured Academic Integrity Module has been developed and is delivered within the initial weeks of each trimester, providing students with clear guidance on acceptable and unacceptable uses of AI, the requirement for transparency and declaration, and the consequences of academic misconduct.

This module includes interactive learning activities and assessment components designed to ensure student understanding of AI-related academic integrity requirements. Students are required to complete the module prior to engaging in major assessment submissions, reinforcing the institution's commitment to prevention through education. Orientation materials, including student handbooks, learning management system resources, and briefing sessions, are regularly updated to reflect current developments in AI technologies and institutional policies. Through this structured approach, students are equipped with the knowledge and skills necessary to engage with AI tools responsibly and ethically throughout their academic journey.

4.4 Learning Outcomes and Assessment

HESF 2021 Standard 1.4.2 expects that each course delivered develops and assesses discipline-related and generic outcomes. The institution ensures that learning outcomes and assessment strategies remain robust and valid in the context of generative artificial intelligence (Gen AI). Course Learning Outcomes (CLOs) and Subject Learning Outcomes (SLOs) are periodically reviewed to ensure that they continue to reflect the development of independent critical thinking, analytical skills, and subject-specific competencies, without undue reliance on AI tools. Where appropriate, AI-related competencies such as critical evaluation of AI-generated outputs and responsible use of digital tools are incorporated into subject-level learning outcomes to enhance student readiness for evolving industry practices.

Assessment design has been systematically reviewed and strengthened to mitigate the risks associated with unauthorised or inappropriate use of Gen AI. A range of AI-resilient assessment strategies are implemented, including invigilated examinations, in-class assessments, oral presentations, viva voce components, and reflective tasks that require students to demonstrate personal understanding and application of knowledge. In addition, personalised and case-based assignments are utilised to reduce the likelihood of generic AI-generated responses. These measures ensure that student performance can be reliably evaluated and that learning outcomes are genuinely achieved.

Furthermore, where pedagogically appropriate, Gen AI is integrated into assessment tasks as a learning tool rather than a substitute for student effort. Students may be required to critically analyse AI-generated content, compare it with human-generated responses, and reflect on its limitations and implications. This approach promotes responsible AI usage while reinforcing academic integrity and enhancing higher-order thinking skills. Continuous review of assessment practices is conducted to ensure alignment with technological developments and academic standards.

HESF 2021 Standard 1.4.3 requires that assessments can confirm learning and that the grades awarded reflect the level of attainment. Assessments will need to be reviewed to ensure that where appropriate and adding value, Gen AI is integrated into the assessment design. Assessments will also need to be reviewed to ensure that the risks of the unauthorised and/or undetected use of Gen AI are mitigated to the extent possible.

CLOs, SLOs, assessments and subject material will be reviewed as part of the current review schedule. Consideration will be given to the items below.

- Review course learning outcomes with respect to appropriateness for Gen AI
- Integrate Gen AI into curriculum as appropriate to the discipline of the subject
- Review assessments to mitigate the risks of the unauthorised use of Gen AI
- Review assessments to integrate the appropriate and effective use of Gen AI
- Consult with corresponding professional bodies, for example, Australian Computer Society (ACS) for input into revisions.

Subsequent reviews will continue to ensure currency regarding any developments in Gen AI.



4.5 Diversity and Equity

HESF 2021 Standard 2.2.1 requires that policies and practices create opportunities for success regardless of students' background. LIHE's current and anticipated future cohort of students are predominantly international students. It is likely that a portion of these students had limited access to technology prior to studying at LIHE and consequently may not have the level of digital literacy required to succeed. The encouragement of the use of Gen AI may exacerbate this digital divide. To address the digital literacy concern LIHE will include digital literacy workshops periodically throughout the trimester. These will cover the use of MS Office and other productivity tools. LIHE will also offer academic skills workshops periodically and these will include development of Gen AI skills. One on one counselling with the Language and Literacy Support Officer (LLSO) will also be available to students needing more personalised assistance. The Learning Management System (LMS), Canvas as a Learning Centre subject which includes information on academic skills, digital literacy and will include information on Gen AI.

A second cohort of students who may currently struggle with academic honesty due to study, work and life pressures may be more likely to succumb to the inappropriate use of Gen AI if Gen AI is an accepted educational tool. To mitigate this risk students will be oriented on the appropriate use of Gen AI and consequences of the inappropriate use of Gen AI. Clear guidelines on these will be promoted to students throughout the trimester. That LIHE uses Turnitin's AI detector will also be made known to students. Students will also be informed of the welfare services available to them via the Student Welfare Officer (SWO).

These initiatives will help reduce the digital divide and help restore any preexisting inequities.

4.6 Teaching and Learning Materials

HESF 2021 Standard 3.1.2 requires that consideration be given to teaching and learning activities to scaffold towards achievement of subject and course learning objectives. HESF 2021 3.1.3 requires that content and learning activities remain current. To this end LIHE encourages the utilisation of Gen AI to develop teaching and learning materials that are tailored for student cohort and subject learning objectives. LIHE also expects lecturers update subject materials to reflect Gen AI developments in their discipline. This will be monitored via the pre-moderation process (*Attachment L40 Moderation Policy and Procedures*)

After the whole course has undergone one review of each of its constituent subjects, subsequent reviews will include the following.

- Generation of learning outcome and cohort tailored subject content using Gen AI.
- Development of subject specific Gen AI assistants.

These initiatives will provide students with current synchronous subject specific resources that will complement the lecturer and textbook.

4.7 Staffing

HESF 2021 3.2.3b requires that academic staff have skills and knowledge in contemporary TLA principles and practices. LIHE expects that its teaching staff stay current with developments on Gen AI. Teaching staff will be provided with professional development on the integration of the appropriate use of Gen AI into TLA and the detection of the inappropriate use of Gen AI. These opportunities will largely take the form of newsletter communications, pre-semester briefings and bi-monthly Communities of Practice (CoP) sessions. These events will provide opportunities for discussions with peers, sharing best practices and development of knowledge and skills in TLA.

Teaching staff are required to maintain currency in their discipline and so are expected to keep abreast of developments in Gen AI in their discipline. This is monitored via their professional development and scholarship activities which they submit to LIHE every semester they teach.

4.8 Learning Resources and Educational Support

HESF 2021 Standard 3.3.4 requires that students have access to learning support services. LIHE will provide these via academic skills workshops, one-on-one counselling and a learning centre page for off campus access. The [Diversity and Equity](#) section contains details of this.

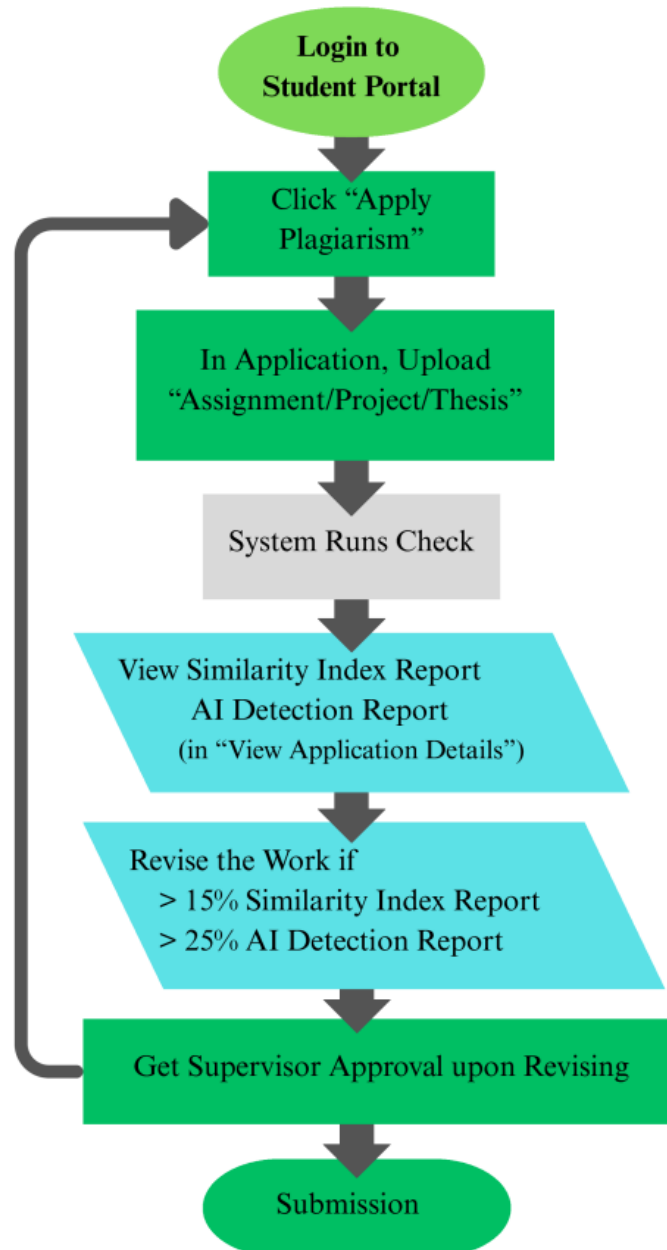
4.9 Academic Integrity

HESF 5.2.1 – 4 require that academic integrity is maintained via the detection of breaches of academic integrity and preventative measures. Strategies to mitigate the risks of the unauthorised and inappropriate use of Gen AI are dealt with in other sections of this report.

The institution has established a comprehensive and structured framework to uphold academic integrity in the context of generative artificial intelligence (Gen AI). All academic submissions are required to be processed through the institutional learning management system and are subjected to Turnitin similarity and AI detection checks prior to acceptance. Clear threshold guidelines are applied, whereby submissions exceeding 15% similarity or 25% AI writing indicators are flagged for review and must be revised and resubmitted with supervisor approval before proceeding for evaluation. This structured workflow ensures early detection and mitigation of potential academic misconduct and is supported by a formalised plagiarism and AI detection process to ensure consistency and transparency in academic evaluation.

The institution recognises that reliance on the similarity index alone presents a risk. A thesis may fall within the acceptable similarity threshold yet still contain one or more sentences copied verbatim without appropriate attribution. Similarly, a claim that an article has been submitted to a journal does not, of itself, demonstrate. Examiners will implement a required mechanism to verify both the authenticity and the quality of articles associated with a thesis.

Accordingly, the authenticity and quality of the candidate's work shall be verified through an oral examination and presentation. An appropriately constituted examination panel shall ask questions to confirm the candidate's understanding of the research and to ensure that the thesis and any associated publications genuinely reflect the candidate's own work.



Plagiarism & AI Detection Flowchart for Academic Submissions

In addition, the institution enforces a mandatory Declaration of Authorship and AI Usage for all academic work. Students are required to explicitly disclose the extent and nature of AI assistance, including the tools used and the specific sections where AI has contributed. This declaration must be submitted together with Turnitin reports and is subject to verification and endorsement by the supervising lecturer. Non-disclosure or misuse of AI tools is treated as academic misconduct and managed under the institutional academic integrity framework, with cases formally recorded, reviewed, and addressed through appropriate academic processes.

The institution also provides clear guidelines on the ethical and responsible use of Gen AI, distinguishing acceptable uses such as idea generation, structuring, and language refinement from prohibited practices such as direct substitution of student work with AI-generated content. Academic staff are responsible for assessing the authenticity, originality, and depth of student work, and may conduct oral verification or additional assessment where authorship is in question. Through the integration of policy, process controls, detection mechanisms, and accountability measures, the institution ensures that the integrity of academic awards is maintained while enabling the responsible and transparent use of generative artificial intelligence.

4.10 Responsibilities and Accountabilities

The implementation and oversight of the Gen AI action plan are supported by clearly defined roles and responsibilities across the institution. The Academic Board holds overall accountability for the approval and governance of Gen AI-related policies and ensures alignment with academic standards and regulatory requirements. The Teaching and Learning Committee is responsible for providing strategic direction and oversight of the integration of Gen AI into teaching, learning, and assessment practices, including the review and enhancement of curriculum and assessment design. The following table lists out the roles, responsibilities and accountabilities of key stakeholders in the implementation of the action plan.

The Academic Quality Development Manager plays a central role in coordinating and monitoring the implementation of the action plan, ensuring that all initiatives are executed effectively and in accordance with institutional objectives. Teaching staff are responsible for integrating Gen AI considerations into subject delivery, designing AI-resilient assessments, monitoring student work for potential misuse, and guiding students on appropriate AI usage. The Language and Learning Support Officer provides targeted support to students through academic skills and digital literacy programmes, including training on responsible AI use.

Supervisors and lecturers are also responsible for verifying student declarations of AI usage, reviewing Turnitin reports, and ensuring that academic submissions meet integrity requirements. Through this structured allocation of responsibilities and accountability, the institution ensures effective governance, consistent implementation, and continuous monitoring of Gen AI practices across all academic areas.

Table 6: Roles, responsibilities and accountabilities for the action plan

Role	Responsibilities/Accountabilities
Academic Quality Development Manager	Responsible for developing and project managing the action plan.
Academic Board	Will approve the action plan and be accountable for any revisions to policies as per their Terms of Reference (TOR)
Teaching and Learning Committee	Will provide input into the action plan both in conception and implementation.
Assessment and Awards Committee	Will provide input into the implementation of the plan and be accountable for any approvals to assessment revisions as per their TOR.
Language and Learning Support Officer	Will provide input from a language and learning perspective and be involved in delivering workshops for both teaching staff and students.
Teaching Staff	Will be responsible for review TLA materials to integrate Gen AI and mitigate the risks of the unauthorised use of Gen AI

4.11 Key Performance Indicators (KPI)

The institution has established a set of measurable key performance indicators (KPIs) to monitor the effectiveness of its Gen AI implementation and academic integrity framework. These KPIs include the percentage of academic submissions processed through Turnitin for similarity and AI detection, the proportion of submissions flagged for potential AI misuse, and the number of confirmed cases of Gen AI-related academic misconduct per trimester. Additional indicators include the percentage of students complying with the mandatory AI usage declaration requirement, participation rates in academic integrity and AI literacy training, and staff engagement in professional development related to Gen AI.

The institution also monitors trends in academic misconduct, including repeat offences, to evaluate the effectiveness of preventative and corrective measures. Student and staff feedback on the clarity, fairness, and effectiveness of Gen AI policies and practices is collected and analysed to inform continuous improvement. These KPIs are reviewed regularly by relevant academic governance bodies, including the Academic Board and Teaching and Learning Committee, to ensure accountability and to guide strategic enhancements. Through this data-driven approach, the institution ensures that its Gen AI framework remains effective, relevant, and aligned with academic standards and regulatory expectations.

The following are the KPIs related to the activities of this action plan.

1. By the end of the first year of the initiation of this action plan, at most 5% within a semester of the student population are found guilty of Gen AI related academic misconduct.
2. By the end of the first year of the initiation of this plan, no student is found guilty of Gen AI related academic misconduct twice.

3. By the end of the first year of the initiation of this plan all staff and students have undergone at least one training event related to Gen AI.
4. By the end of the first year of the initiation of this action plan 90% of staff and students report satisfaction with the integration of Gen AI and the mitigation of risks associated with the unauthorised use of Gen AI.
5. By the end of the first year of the initiation of this action plan 100% of staff and students report using Gen AI productively in at least one TLA activity.

5. Alignment of LIHE Response towards Gen AI with TEQSA Consideration Questions

According to RFI, TEQSA recommended the Higher Education Standards Framework (Threshold Standards) that providers may wish to consider in developing their institutional action plans. Therefore, we adopt these standards which ensure that LIHE addresses key areas of concern related to the integration of Gen AI in our operation. Table 7 illustrates LIHE's response towards Gen AI with the key consideration questions from TEQSA, highlighting the measures and strategies implemented to uphold academic integrity, support diverse student cohorts, and ensure effective governance and policy updates.

Table 7: TEQSA Gen AI considerations and response

TEQSA Consideration Questions	LIHE Response towards Gen AI
1.3.1: Orientation and Progression ▪ Do induction materials such as information packs and introductory modules require updating?	LIHE has implemented enhancements to its orientation and induction processes to ensure students are adequately informed about the appropriate and ethical use of generative artificial intelligence (Gen AI). Orientation materials, including student information packs, introductory modules, and learning management system resources, have been updated to incorporate clear guidelines on acceptable and unacceptable AI usage, requirements for transparency and declaration, and the consequences of academic misconduct. A structured Academic Integrity Module is delivered to all commencing students within the first two weeks of each trimester, including interactive learning components and assessment activities to confirm understanding. This ensures that all students are equipped with the knowledge and expectations required to engage responsibly with Gen AI from the outset of their studies.



1.4.3-5(b): Learning Outcomes and Assessment ▪ Do any elements of the institution’s current approach to learning, teaching, and assessment need to be altered? ▪ Are the course learning outcomes appropriate and achievable? ▪ Are the methods of assessment capable of ensuring a student has demonstrated attainment of the specific learning outcomes? ▪ Is it necessary to consult any professional accreditation bodies about the action plan?	LIHE has undertaken a systematic review of Course Learning Outcomes (CLOs), Subject Learning Outcomes (SLOs), and assessment practices to ensure their continued validity and robustness in the context of generative artificial intelligence (Gen AI). CLOs and SLOs are aligned to ensure that students demonstrate independent critical thinking, analytical capability, and discipline-specific knowledge, without reliance on AI tools as a substitute for learning. Assessment design has been strengthened through the implementation of AI-resilient strategies, including invigilated examinations, in-class assessments, oral presentations, viva voce components, and reflective tasks that require demonstration of individual understanding and application. Where appropriate, Gen AI is integrated into assessment as a learning tool, requiring students to critically evaluate AI-generated outputs and reflect on their limitations. These approaches ensure that assessment methods remain capable of verifying the achievement of learning outcomes. In addition, LIHE engages with relevant professional bodies, including the Australian Computer Society, to ensure that curriculum and assessment practices remain aligned with industry expectations and evolving technological developments.
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2.2.1: Diversity and Equity ▪ Has consideration been given to the impact of Gen AI technologies and the impact of assessment reform on diverse student cohorts to safeguard equal opportunities for academic success? ▪ Do policies, practices, and approaches to teaching and learning accommodate student diversity, including under-represented or disadvantaged student groups?	LIHE has implemented targeted measures to address the impact of generative artificial intelligence (Gen AI) on diverse student cohorts and to ensure equitable access to academic success. Recognising the potential digital divide, the institution provides structured digital literacy workshops, academic skills training, and ongoing learning support to enhance students' ability to engage effectively with AI tools. These initiatives are complemented by one-to-one counselling and support services delivered through the Language and Learning Support function, ensuring that students with varying levels of technological proficiency receive appropriate assistance. Learning resources and guidance on Gen AI usage are made accessible through the learning management system, enabling consistent support for both on-campus and off-campus learners. The institution also promotes inclusive teaching and assessment practices to ensure that students from diverse backgrounds are not disadvantaged by the integration of Gen AI. Through these measures, LIHE ensures that its policies, practices, and support mechanisms accommodate student diversity and promote equal opportunities for academic achievement.
3.1.3: Course Design ▪ In the specific context of your individual institution, what are the key risks that Gen AI poses for the integrity of awards offered? ▪ Do some awards have a greater risk profile than others? ▪ What is the impact of different modes of delivery? ▪ What is the impact of different locations of delivery? ▪ What consideration has been given to the impact of differing access to Gen AI tools? ▪ How will the risk profile impact the triaging of transformation activities?	LIHE has incorporated a structured approach to integrating generative artificial intelligence (Gen AI) into course design while safeguarding the integrity of its academic awards. Course and subject reviews explicitly consider the impact of Gen AI on learning outcomes, assessment design, and modes of delivery. A risk-based framework is applied to categorise AI use cases into low, medium, and high-risk profiles, with corresponding mitigation strategies implemented to manage potential threats to academic integrity. Gen AI is integrated into the curriculum where it adds educational value, including the development of AI-related competencies such as critical evaluation of AI outputs and responsible usage practices. At the same time, safeguards are embedded within course design to ensure that students demonstrate authentic learning and independent capability. This balanced approach ensures that Gen AI enhances the learning experience while maintaining the credibility and integrity of LIHE's qualifications across different programs and delivery modes.



3.2.3b: Staffing ▪ What key stakeholders should be consulted on the development and execution of the action plan? ▪ What staff development will be required to ensure teaching staff understand the capabilities and limitations of Gen AI? ▪ What support will be offered to staff to enact the action plan?	LIHE has established clear stakeholder involvement, including the Academic Board, Teaching and Learning Committee, and Academic Quality Development Manager, to oversee the development and implementation of the Gen AI action plan. Teaching staff undergo structured professional development through pre-semester briefings, workshops, and Communities of Practice sessions to ensure understanding of Gen AI capabilities, limitations, and academic integrity requirements. Ongoing support is provided through institutional guidelines, training resources, and continuous engagement to enable effective implementation in teaching, learning, and assessment.
3.3.1 3.3.4: Learning Resources and Educational Support • Are students receiving clear and consistent guidance about the permissible use of Gen AI in different activities associated with teaching, learning, assessment, and research training?	LIHE provides consistent and accessible guidance on the permissible use of Gen AI through academic skills workshops, one-to-one counselling, and dedicated learning resources available via the learning management system. These support mechanisms ensure that students receive clear, ongoing guidance on responsible AI usage across teaching, learning, and assessment activities.
4.2.1a 4.2.4-5: Research Training • Do any institutional policies and procedures relating to conducting research training or academic and research integrity need to be updated? • Are current preventative measures that seek to mitigate foreseeable risks to academic and research integrity contemporary and relevant? • 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?	LIHE has updated its academic integrity and research-related policies to incorporate Gen AI considerations, ensuring alignment with contemporary practices. Clear guidance is provided to both staff and students on the ethical and permissible use of Gen AI in research training, supported by institutional policies and academic integrity frameworks to mitigate risks and maintain research standards.

5.2.1-4: Academic and Research Integrity Are current preventative measures that seek to mitigate foreseeable risks to academic and research integrity contemporary and relevant?	LIHE has implemented contemporary preventative measures, including the use of Turnitin AI detection tools, mandatory AI usage declaration, defined thresholds for similarity and AI indicators, and oral examination (viva voce) with presentation to verify the authenticity and quality of the thesis and any associated publications. Gen AI misuse is classified under academic misconduct and managed through established academic integrity procedures to ensure consistent enforcement and accountability.
5.3.2 5.3.4b: Monitoring Review and Improvement - What review processes will be put in place to ensure the ongoing efficacy of the action? - How will ongoing considerations of Gen AI or other emerging technologies be captured in existing processes for the review and improvement of courses?	LIHE applies a structured review process where CLOs, SLOs, assessments, and subject materials are regularly evaluated to address Gen AI impacts. Monitoring includes analysis of AI detection reports, misconduct trends, and KPI performance, with findings used to continuously improve policies, assessment design, and teaching practices.
6.1.4: Corporate Governance Does the governing body take steps to ensure students and staff are treated equitably?	LIHE ensures equitable treatment of students and staff through established governance structures, with oversight by the Academic Board and Teaching and Learning Committee to ensure fair and consistent implementation of Gen AI policies and practices.
6.2.1(h k): Corporate Monitoring and Accountability - Who is responsible for the oversight and governance of implementing the proposed action plan? - What are the key milestones embedded in the action plan? - What are the short-term goals to be achieved within the first year? - What are the long-term goals to be achieved over the next several years? - What evidence can the provider collect to assure itself of effective implementation of the action plan? - How will the provider assess the efficacy of their action plan?	LIHE has defined governance responsibilities and measurable KPIs to monitor the implementation of the Gen AI action plan. Short-term goals include staff and student training and policy implementation, while long-term goals focus on effective integration of Gen AI into teaching and learning. Evidence such as committee reports, training records, and course reviews is used to assess effectiveness.



6.3.1(a d)-2(a d h): Academic Governance	LIHE's academic governance framework, led by the Academic Board and relevant committees, oversees the implementation, monitoring, and continuous improvement of the Gen AI action plan, ensuring alignment with academic standards and regulatory requirements.
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6. Timelines

Table 8: Action plan timelines

Number	Activity	Timelines
1.	Policy Revision	Due by 28 Jun 2024
2.	Orientation	Due by 17 Jul 2024
3.	Subject TLA Reviews	Conducted every semester to be completed 4 weeks prior to the start of semester until all subjects have been reviewed.
4.	Surveys conducted	At the end of the semester included in the student feedback survey. At the end of the semester included in the staff feedback survey
5.	Subject content generation	Completed weekly per topic throughout the semester until all subjects have completed. To be started after all subjects have been reviewed as per 3 above.
6.	Pre-semester briefing session	Conducted week prior to start of semesters for one year to ensure all lecturers have attended at least one session.
7.	Community of practice sessions	Conducted bimonthly until all lecturers have attended at least one session

7. Conclusion

The Generative Artificial Intelligence (Gen AI) Action Plan of the Lincoln Institute of Higher Education (LIHE) represents a comprehensive and proactive approach to integrating advanced AI technologies into its educational framework. This plan underscores LIHE's commitment to maintaining academic integrity while embracing technological innovations that enhance teaching, learning, and assessment processes. By benchmarking against leading Australian universities, LIHE ensures that its strategies align with best practices and meet high standards in the higher education sector.

A key aspect of this action plan is the emphasis on ethical AI use and mandatory disclosure. LIHE recognises the dual nature of Gen AI as both a tool for enhancing educational outcomes and a potential risk to academic integrity. The institution's proactive measures, including revising policies, updating orientation materials, and reviewing learning outcomes and assessments, aim to incorporate Gen AI responsibly. This approach is designed to support diverse student backgrounds, providing equitable access to technology while safeguarding the legitimacy of academic awards.

The plan outlines several initiatives to ensure effective implementation, including digital literacy workshops, academic skills training, and the use of AI detection tools to prevent unauthorised use. These initiatives are critical for educating both students and staff on the appropriate use of AI technologies. Institutional governance plays a vital role in overseeing the execution of this action plan, with clearly defined responsibilities for key stakeholders.

LIHE's action plan also addresses the diverse needs of its student body, particularly international students who may face challenges related to digital literacy and academic integrity. By offering targeted support, such as digital literacy workshops and personalised academic counselling, LIHE aims to bridge the digital divide and promote equal opportunities for academic success.

Through careful planning, continuous improvement, and a strong commitment to ethical standards, LIHE is well-positioned to lead the way in leveraging AI to enhance education. This strategic initiative addresses current challenges and lays the foundation for future success in integrating AI into higher education.



Version History			
Version number:	Approved by:	Approval Date:	Revision Notes:
1.0	Academic Board	28/07/2026	NA

*Policy review date is 3 years from date of approval

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