

ELSI Analysis of GenAI, University Assessment And TEQSA

***When GenAI Writes the Assignment –
Who Saves the Patient?***



Our ELSI Team

Tracey Harrison-Hill

Project Lead & ELSI Framework Coordinator



Key Role:

- Overall project direction and structural design
- Lead development of core argument and problem framing
- Integration and refinement of ELSI analysis

Steph Baldwin

Legal Analysis Lead & Research Coordinator



Key Role:

- Led development of legal implications (validity, compliance, liability)
- Managed academic references and supporting evidence
- Contributed to ELSI framework and legal argumentation

Vahid

Ethical Analysis Lead & Team Coordinator



Key Role:

- Led ethical implications (fairness, bias, procedural justice)
- Facilitated team collaboration and discussions
- Contributed to ethical framing within ELSI

Andy Hsu

Social Impact & Systems Analysis Lead



Key Role:

- Led social implications (trust, capability, workforce impact)
- Contributed system-level analysis and long-term societal impact argument
- Led synthesis of analysis into final presentation structure and delivery

All team members contributed to the development of the core argument and ELSI analysis.

2:17am

It's 2:17am in an emergency department



A Doctor Who Should Know

Using AI
Not to cheat...

To assist.
To summarise.
To refine.
To optimise.

The work was excellent... the learning was flawed.



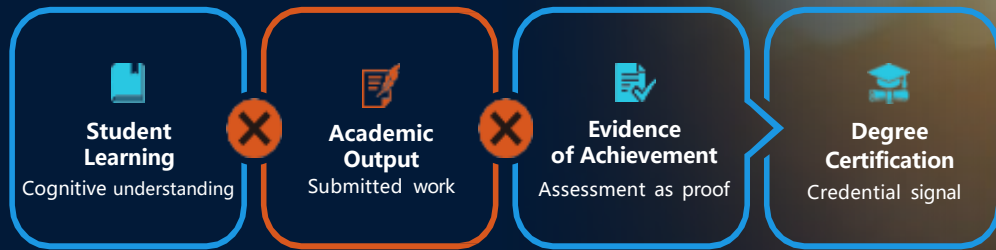
The Degree is a Promise

A Degree is a
Social Trust Instrument

That trust is under strain

*This is not a story about cheating... It is a story about **Validity.***

How Does TEQSA Assure Quality?



Gen AI breaks the link between learning, outputs, assessment and certification.

How does TEQSA regulate providers when the link breaks?

The Core Problem

Why Assessment Matters



- Degrees rely on **assessment** as proof of capability
- If **assessment** fails, certification loses credibility
- This becomes a system-level quality assurance failure

*How does TEQSA uphold **academic integrity** now?*

A Systemic Failure of Assessment



Ethical

Judgment becomes unreliable



Legal

Certification becomes indefensible



Social

Trust in degrees collapses

This is not three problems — it is one failure of the system

Who Is **Affected?**



TEQSA

Quality assurance
& public trust



Universities

Compliance,
reputation &
assessment
redesign



Students

Fairness,
misclassification &
learning quality



Academic Staff

Judgment,
workload &
Integrity
responsibility



Employers and the Public

Trust in graduate
capability

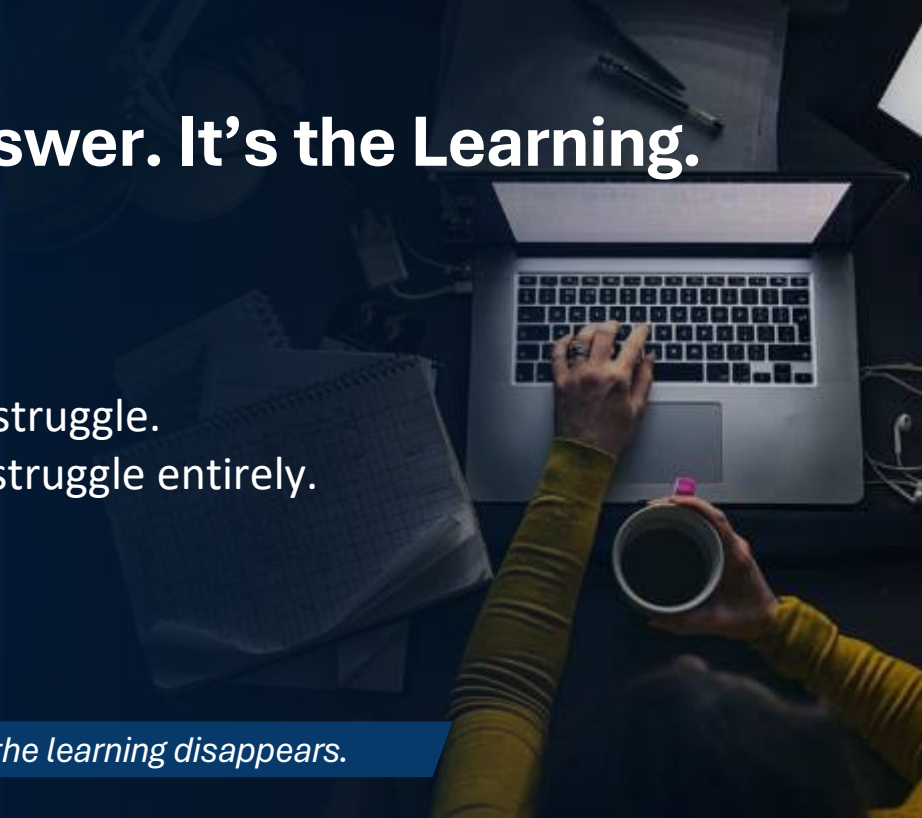
When assessment fails, trust fails - across multiple stakeholders

It's Not the Answer. It's the Learning.

Desirable Difficulty

Learning requires a struggle.
AI can remove that struggle entirely.

When GenAI does the thinking, the learning disappears.



Metacognitive Laziness

Better outputs. No learning gains.

Evidence

Fan (2024):
no improvement in learning

Gerlich (2025):
negatively correlated with critical thinking

When GenAI does the thinking, the learning disappears.

AI Detection Tools



Unreliable
Systemic Bias
Black Box



Student Voice

If an AI detection system flags my work, I need to know why. I should not have to prove my innocence to a system I cannot understand.



A system that cannot prove learning cannot judge fairly.

Ethical Tensions

Unresolved tensions to restore integrity

The Non-negotiable

A degree must represent
real human capability



If the degree doesn't – we fail everyone who depends on them.

What the Law Requires

Regulatory Voice

If a university awards a degree, it must be able to prove that the student has achieved the required learning outcomes.

If assessment cannot demonstrate this, certification becomes legally questionable.

Without verifiable learning, legal accountability fails.



A Compliance Crisis

Legal Exposure:

- Australian Consumer Law
- Anti-discrimination law
- Procedural fairness obligations
- ESOS Act - heightened risk for international students

Legally accountable. Unable to verify. That gap is the crisis.

Epistemic Sovereignty

TEQSA's duty to protect students

The Paradox

- Enable AI for workforce readiness
- Constrain AI to protect human capability
- Existing rules cannot resolve this tension

Protect learning and capability



When the Signal **Fails**

A degree signals capability.

**When that signal weakens,
trust collapses**

And inequity follows

When assessment fails, trust fails – across society

And who **loses**?

When employers respond by using proxies

It hurts those without social connections:

- First-in-family
- Regional students
- Online students

When trust in the degree fails – inequities arise

The Inequality Problem

Access to AI is not equal

So performance increasingly reflects:
Technology advantage rather than capability

If capability is not guaranteed, public safety risks arise



Cognitive Surrender

The Deeper Risk

The systematic outsourcing
of independent thought and judgement

A threat to democratic processes

Not just an academic issue but also a societal one.

CRITICAL
THINKING

ANALYSIS

JUDGMENT

CURIOSITY

The answer is...

This is a Wicked Problem

No Simple Solution

- No definitive formulation
- Interconnected problems
- Cannot be tested without consequence

Better Response

Redefine and evolve Assessment

No simple solution. But there is a better response



Redefining Evidence of Learning

How do we verify learning?

01

Make Understanding Visible

Oral defence, explanation, live performance

02

Capture the Learning Process

Drafts, logs, reasoning, decisions

03

Use Multiple Evidence Sources

Output + process + performance

Triangulate

Triangulated proof of capability

How should TEQSA Respond?

Interconnected problems require balancing

The quality-scale paradox
Workload and workforce challenges
Technology change acceleration



Verify Learning
Outcomes



Build Institutional
Capability

Educators supported to compromise, diverge, and iterate

Can they Think, Decide and Act?

Can they perform when it matters?

Evolve assessment

Verify and assure meaningful learning

Avoid unjust and harmful student outcomes

And the degree will still evoke trust



Thank You.



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Summary of AI Use

Purpose	Tool	Details
Gather research literature and government and sector policies on assessment integrity in an AI era	Perplexity	• https://www.perplexity.ai/search/54d04ee3-b9d6-4fd2-b325-748b0691d244 • https://www.perplexity.ai/search/4f5c00f6-455f-4f85-a5b3-0532a96c761a
Organisation and structuring of our brainstorming output from our Miro board into a powerpoint presentation outline.	Claude Cowork	• Claude (Anthropic, 2026) was used to draft a structural presentation outline from group-generated source material. • All argumentation, citations, and final slide layout were revised by the group.
Condense our individual slide points, voices and ideas into a unified “TED-talk” style script	ChatGPT	• https://chatgpt.com/share/6a0e3451-90fc-83ec-bd89-b27497c49bd3 • Final script was further edited and revised by group members.
Generate .sri file for subtitles to embed within the presentation	Microsoft Clipchamp	• Clipchamp (Microsoft, 2026) was used to generate an SRI file of subtitles • The file was edited and embedded into the final presentation video.

Note: No new images were generated for this presentation. All were sourced from existing images available online using a google image search or through Microsoft’s stock images.