CQUniversity Guided-Assured Assessment Model

EDUCATOR GUIDE

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This Educator Guide was developed using practices consistent with the responsible AI use principles it describes. Generative AI tools, including Microsoft Copilot, supported staff with drafting, iterative refinement, and quality assurance. All AI-assisted content was critically evaluated and revised by university staff. The judgements, design decisions, and final content remain the work of the human authors, developed in accordance with CQUniversity's policies and processes.

This guide draws on the work of the two-lane assessment approach developed by University of Sydney, and CQUniversity's commitment to evidence-informed, equity-focused learning and teaching practice.

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Acknowledgement to Australia's First Nations Peoples

CQUniversity recognises and acknowledges the important role First Nations peoples make to our communities, and values Australian Indigenous knowledge systems as an integral part of our teachings.

Guided–Assured Assessment Model Educator Guide

This Guided–Assured Assessment Model Educator Guide is intended to provide an evidence-based, practice-oriented framework for assuring assessment practices at CQUniversity in the age of generative artificial intelligence (GenAI). It draws from contemporary scholarship and best practice to support educators at CQUniversity to design assessments that are authentic, equitable, and future ready. The Guided–Assured Assessment Model focuses on balancing theoretical foundations with actionable strategies, particularly in the context of GenAI.

Why is the Guided–Assured Assessment Model necessary?

Assessment in higher education must evolve to address the rapid changes occurring in technology, pedagogy, and society with the increasing prevalence of GenAI. Traditional assessment models, which are often reliant on high-stakes exams and written essays, are becoming increasingly inadequate due to:

- **GenAI:** Tools like ChatGPT enable students to generate content quickly, challenging integrity and authenticity.
- **Authenticity and employability:** Assessments must mirror real-world practices where professionals collaborate with GenAI, fostering skills like critical thinking and ethical tool use.
- **Academic integrity:** Detection tools are unreliable; reform shifts from policing to design that promotes honesty.
- **Workload:** Over-assessment burdens students and staff; reform emphasises quality over quantity.
- **Equity:** Traditional formats disadvantage diverse learners; inclusive designs ensure accessibility.

Reconsidering assessment design intends to enhance student engagement, retention, and graduate outcomes while reducing institutional risks, and aligning with the following key drivers:

Technological

GenAI integration demands GenAI-resilient assessments.

Pedagogical

Shift toward learner-centred, formative approaches.

Regulatory

Accreditation bodies, for example, TEQSA (Tertiary Education Quality and Standards Agency) require evidence of integrity and employability.

Societal

Lifelong learning and workforce demands prioritise adaptability over rote knowledge.

How to use this guide

The Guided–Assured Assessment Model Educator Guide has been designed to be used as a reference tool to support educators to make clear, evidence-informed decisions about assessment security in a context where students have access to GenAI and other digital tools.

It consists of a quick start guide, a deeper dive into the core concepts of the Guided–Assured Assessment Model, a decision-making framework for assessment design, and considerations for enabling courses, accessibility and equity, First Nations students, and academic integrity.

You can use this guide when designing, reviewing, or revising assessment tasks. This guide can help you to decide the level of assessment security required, to clarify how GenAI may be used, and to write clearer assessment instructions for students.

We recommend reading through the guide initially and then using the below bookmarks to jump to the section most relevant to your assessment design.

At the bottom of each page is a button that will return you to this page to allow for easy navigation of the document.

Quick Start Guide

What you need to know right now

The table below outlines three tiers of assessment security which vary in GenAI use policies, from strict prohibition or supervision in high-security settings to full integration in low-security settings with corresponding purposes and structures, ranging from fully independent single-component assessments to flexible, creativity-focused designs.

TABLE ONE: THREE TIERS OF ASSESSMENT SECURITY

Tier	Name	Security Level	GenAI Use Policy	Purpose & key features	Weighting & Structure
1	High security (assured)	High	GenAI prohibited, restricted, or allowed only under direct observation/ supervision.	Verify independent mastery of essential/critical capabilities. Evidence must be solely attributable to the student.	Single component. Full weighting on independent demonstration.
2	Medium security (guided assured)	Medium	GenAI permitted under controlled conditions with mandatory real-time verification.	Balance authentic GenAI use with assurance of student understanding.	Two linked components: 1. Lower-weighted initial submission (draft, prototype, etc.) – GenAI allowed with clear rules and citation. 2. Higher-weighted Interactive Oral Assessment (IOA)/ viva – real-time defence, explanation and extension of ideas.
3	Low security (guided)	Low	GenAI fully permitted and deliberately integrated.	Emphasise inspiration, creativity and learning with GenAI Focus on pedagogical value rather than policing.	Flexible – no mandatory restrictions or heavy verification. Avoids penalising appropriate GenAI use.

Key principles: Use GenAI to create value for the assessment safely, ethically and transparently

- Not every assessment needs to be a high-security (assured) assessment, only essential capabilities at strategic course points.
- Medium-security (guided assured) and low-security (guided) assessment are not 'easier'; they develop different, equally important capabilities. All three tiers serve essential purposes, and neither is superior to the other.
- Be explicit: tell students clearly which tier and what GenAI use is permitted.
- Ensure GenAI use aligns with industry professional context, and explicitly teach and provide resources that align with the GenAI principles.

Return to contents page

Quick Decision Guide

This quick decision guide helps educators select the appropriate assessment tier based on whether the goal is to verify independent mastery of foundational, threshold, accreditation, or safety-critical competencies (high security); to balance structured GenAI use with real-time verification through combined tasks such as drafts plus oral defence (medium security); or to fully integrate GenAI for developing complex problem-solving, critical thinking, and professional capabilities that mirror real-world practice (low security).

TABLE TWO: QUICK DECISION GUIDE – CHOOSING THE RIGHT ASSESSMENT TIER FOR GENAI USE

If you need to...	High-security (assured) assessment	Medium-security (guided assured) assessment	Low-security (guided) assessment
Verify foundational knowledge that students must have independently.	✓		
Verify threshold concepts that define the discipline.	✓		
Verify capabilities required by accreditation without GenAI.	✓		
Verify safety-critical or ethical professional competencies that cannot be outsourced.	✓		
Combine a GenAI-permitted task with a secured follow-up (e.g., GenAI-assisted draft + oral defence/viva voce/real-time discussion).		✓	
Provide moderate assurance while allowing structured GenAI use for planning, drafting, or analysis (with critical human judgment and real-time authentication required).		✓	
Develop students' ability to solve complex, authentic problems using GenAI as a professional tool.		✓ (with verification)	✓
Develop critical thinking about GenAI-generated content (evaluation, refinement, bias detection).		✓	✓
Develop professional capabilities that routinely involve strategic GenAI use in the workplace.			✓
Mirror real-world professional practice where GenAI is integrated extensively and transparently.			✓

Return to contents page

Core concepts of the three tiers of assessment

High-security (assured) assessment

Key features of high-security (assured) assessment are:

- supervised conditions (in-person)
- restricted or no GenAI use
- verifies independent achievement of essential learning outcomes
- used strategically, not in every unit.

Purpose

High-security (assured) assessments verify that individual students have independently achieved essential learning outcomes without the use of GenAI. They provide assurance of learning for award integrity and professional competency.

When to use high-security (assured) assessments

Use high-security (assured) assessments when you need to verify:

Foundational knowledge and skills

- Core concepts students MUST know independently.
- Prerequisites for progression to more advanced study.
- Basic competencies that underpin all later learning.

Professional requirements

- Competencies mandated by accrediting bodies.
- Skills/knowledge that must be evidenced without GenAI for safety or ethical reasons.
- Capabilities that define professional competence.

Threshold concepts

- Transformative concepts that define disciplinary thinking.
- Troublesome knowledge that students must grapple with personally.
- Conceptual understanding that can't be outsourced to GenAI.

Course milestones

- End of first year (verify foundation).
- Mid-course checkpoints (confirm readiness for advanced study).
- Capstone/final assessments (demonstrate culminating achievement).

When not to use high-security (assured) assessments

Consider using a low-security (guided) assessment rather than a high-security (assured) assessment when:

- The capability is already verified elsewhere in the course.
- Professionals routinely use GenAI to augment this task but only after mastering the underlying skills.
- The learning outcome is about applying knowledge rather than recalling it.
- You're using the high-security (assured) assessment 'just to be safe' without a clear pedagogical reason.

Return to contents page

Core Concepts

Medium-security (guided assured) assessments

Key features of medium-security (guided assured) assessment are:

- combines a lower-weighted, low-security initial component with a higher-weighted interactive oral assessment for real-time verification
- GenAI is permitted under explicit, guided conditions in the first component
- ensures academic integrity through mandatory real-time accountability while developing responsible GenAI literacy
- develops authentic professional capabilities, including the ability to explain, justify, and defend work in unscripted conversations
- ideal for contexts where both GenAI fluency and genuine student understanding are priorities.

Purpose

Medium-security (guided assured) assessments provide a balanced pathway that recognises GenAI as a legitimate professional tool while safeguarding academic integrity and authentic learning. Students complete a lower-weighted preparatory task with clearly defined, guided GenAI support, then demonstrate personal ownership, critical understanding, and disciplinary reasoning through a higher-weighted interactive oral assessment (IOA). This model assures that students can not only produce work with GenAI but can also explain, defend, and extend it in real time, mirroring modern professional practice and directly advancing the responsible AI literacy goals of the Digital Education Council (DEC) AI Literacy Framework.

Return to contents page

Medium-security (guided assured) assessments (cont.)

When to use medium-security (guided assured) assessments

Use medium-security (guided assured) assessments when you need to:

Balance productive GenAI use with verifiable student authorship

Tasks where GenAI can legitimately support ideation, drafting, research, or initial creation, but students must personally understand, critique, and own the final output.

Mirror real-world professional workflows

Assessments that replicate job interviews, client pitches, design defences, project justifications, or team consultations, where GenAI is commonly used but human accountability remains essential.

Develop and assess responsible GenAI literacy alongside disciplinary outcomes

Learning outcomes that require both AI-augmented production and higher-order skills (critical evaluation, ethical judgement, human-centred adaptation).

Provide medium-security assurance in practical contexts

Large cohorts, online/hybrid delivery, or complex tasks where full supervision is impractical but complete openness would risk integrity.

Scaffold progressive skill development

Opportunities to move students from basic GenAI awareness toward confident, ethical integration while still verifying core learning outcomes through live dialogue.

Make higher-order thinking visible and assessable

Application, analysis, synthesis, or contextual adaptation that benefits from unscripted, real-time conversation rather than a polished written product alone.

When NOT to use medium-security (guided assured) assessments

Consider using a high-security (assured) assessment instead when:

- Independent mastery without GenAI support is pedagogically essential.
- The learning outcome involves foundational recall or threshold conceptual understanding that must be demonstrated without scaffolding.
- Accrediting bodies or professional standards explicitly prohibit GenAI use for this competency.

Consider using a low-security (guided) assessment instead when:

- Full professional-level GenAI autonomy and strategic customisation is the explicit goal.
- The task is purely creative or open-ended and does not lend itself to structured oral defence or justification.

Avoid medium-security (guided assured) assessment altogether when:

- Real-time interactive verification is logistically impossible or inappropriate for the task or cohort.
- You are using it as a compromise without a clear pedagogical rationale for both components.

Return to contents page

Core Concepts

Low-security (guided) assessment

Key features of low-security (guided) assessment are:

- unsupervised, authentic conditions
- explicit, guided GenAI use
- develops real-world capabilities, including responsible GenAI use
- uses GenAI Guidance Levels.

Purpose

Low-security (guided) assessments develop authentic, real-world capabilities, including the ability to work effectively and ethically with GenAI tools. They prepare students for professional contexts where GenAI collaboration is standard practice. Low-security (guided) assessments are designed for authentic, complex, higher-order learning where students may engage with GenAI and other tools transparently and ethically. The focus shifts from control to design quality, judgment, and process visibility.

When to use low-security (guided) assessments

Use low-security (guided) assessments when you need to:

- Focus on higher-order thinking (analysis, evaluation, synthesis, application).
- Design authentic, real-world tasks that mirror professional practice.
- Clearly articulate how GenAI tools may or may not be used.
- Require evidence of process (e.g., drafts, reflections, decision logs, annotated prompts).
- Assess judgment, critical thinking, and contextual adaptation, not just the final product.
- Use staged or scaffolded submissions to make learning visible.
- Incorporate reflection on tool use (why, how, limitations, ethical considerations).
- Align criteria to originality of thought, disciplinary reasoning, and personalisation.
- Provide exemplars demonstrating appropriate GenAI integration.
- Ensure accessibility and flexibility in format where appropriate.

When not to use low-security (guided) assessments

- Assume 'use of GenAI' means unstructured, expectations must be explicit.
- Assess outputs that GenAI can generate without requiring human judgment.
- Focus solely on the polished final submission without assessing process.
- Design tasks with the intention to 'outsmart' GenAI rather than to promote learning.
- Treat low-security (guided) assessments as lower rigour or lower standard.

Return to contents page

GenAI guidance levels

These levels are directly mapped to the Digital Education Council (DEC) AI Literacy Framework's three progressive competency levels (Level 1: Awareness/Foundational; Level 2: Application/In Action; Level 3: Optimisation/ Leadership/Strategic) across all five dimensions, with strongest emphasis on Dimension 3: Ethical and Responsible AI Use, Dimension 2: Critical Thinking and Judgement, and Dimension 5: Domain Expertise.

The levels are designed to:

- Provide complete transparency to students about exactly what GenAI use is permitted.
- Require students to declare the level used in their submission (with supporting evidence such as prompts, process logs, or reflections).
- Embed mandatory critical reflection tied to DEC dimensions to reduce academic misconduct by making over-reliance or undisclosed use easily detectable and educationally addressable.
- Mirror real-world professional practice while scaffolding responsible AI literacy.

Why this alignment reduces academic misconduct and increases transparency

Every submission must include an explicit Level Declaration and DEC-aligned reflection – making undisclosed or excessive AI use a clear breach.

The levels scaffold progressive AI literacy rather than banning or allowing unlimited use.

Assessors receive clear, consistent criteria tied to real competency development.

They directly reference the authoritative DEC AI Literacy Framework (the same framework we are adopting institution-wide for students and faculty).

Return to contents page

Guidance Level & DEC Alignment	SAGE Student Orchestration Level	DEC Alignment	Permitted GenAI use	Student Submission Requirements
Level 1: AI-Assisted (Guided Collaboration) Focus: Building foundational understanding of AI capabilities and limitations. Typical Student Stage and Focus: Early course/ Foundational.	Passive Acceptor → Selective Adapter	Maps to DEC Level 1 (Awareness/Foundational – e.g., "AI and Data Awareness", "Question AI Output", "Understand Risks", "Applied AI Awareness"	GenAI may be used for basic support only (e.g., brainstorming, initial drafting, simple research assistance, or basic idea generation).	Basic awareness of AI capabilities and limitations. Use GenAI for simple support (e.g., brainstorming, initial drafting). Critically question outputs and apply basic evaluation. Short reflection on strengths/ weaknesses.
Level 2: AI Integration (Authentic Professional Use) Focus: Developing authentic human–AI collaboration that mirrors workplace practice. Typical Student Stage and Focus: Mid-course/Building critical skills.	Balanced Integrator	Maps to DEC Level 2 (Application/In Action – e.g., "AI and Data in Action", "Evaluate AI Output", "Apply Responsible Practices", "AI Application in Professional Contexts")	GenAI is integrated as a collaborative professional tool (e.g., iterative refinement of drafts, data analysis support, generating structured content for review, or workflow automation).	Iterative collaboration with GenAI as a professional tool. Systematic evaluation, refinement, and ethical checks. Process documentation showing human judgement and edits. Balanced integration of AI output with personal/domain knowledge.
Level 3: Custom or Task-Specific AI Use Focus: Preparing students for strategic, leadership-level AI use in their discipline. Typical Student Stage and Focus: Advanced/Capstone.	Critical Synthesiser	Maps to DEC Level 3 (Optimisation/Leadership/ Strategic – e.g., "AI and Data Optimisation", "Challenge AI Output", "Shape Responsible Practices", "Strategic AI Leadership")	Students design or customise GenAI applications tailored to the specific task (e.g., creating task-specific prompt frameworks, orchestrating multiple AI tools, or strategically adapting AI for complex problem-solving).	Strategic customisation of GenAI tools and prompts. Proactive identification of gaps/biases, novel synthesis, and human-centred adaptation. Leadership-level oversight with advanced reflection on ethical, creative, and disciplinary impact.

Adapted from The SAGE framework (Elkhodr & Gide, 2026)

Return to contents page

Decision-Making Framework

A Step-by-Step Assessment Design Process

Step 1
Start with learning outcomes

Step 2
Decide the assessment design (High/ Medium/Low-Security)

Step 3
If low security, Choose AI Guidance Level

Step 4
Design the task

Step 5
Write a clear task description

Step 6
Consider course-level coordination

Step 1: Start with learning outcomes

- What do students need to be able to do?
- List the specific learning outcomes this assessment addresses, including the need for the use of GenAI.
- Identify which learning outcomes are foundational vs. applied.
- Consider what professional practice looks like in the context of the learning outcomes.

Return to contents page

Step 2: Decide the assessment design (high, medium, or low security)

Core Decision Question

"Must I verify that students can demonstrate this learning outcome independently, without any GenAI assistance?"

› **YES → High-security (assured) assessment**

(Strict verification of independent capability – no or minimal GenAI permitted). Use this when:

- It is a prerequisite for progression.
- It is required by accreditation or professional standards.
- It is a threshold concept that defines the discipline.
- It is a key course milestone (e.g., end of first year, capstone).
- Safety, ethics, or regulatory requirements demand fully independent capability.

› **NO → Ask the follow-up question:**

Core Decision Question

"Do I still need real-time verification of the student's personal understanding, ownership, and ability to defend their work (even if controlled GenAI was used in preparation)?"

› **YES → Medium-security (guided assured) assessment**

(Hybrid model: lower-weighted GenAI-permitted component + higher-weighted interactive oral verification). Use this when:

- GenAI can legitimately support the initial task, but you still require strong assurance of student authorship and understanding.
- The task mirrors professional practice where GenAI is used but human accountability remains essential (e.g., pitches, design defences, project justifications).
- You want to develop responsible GenAI literacy while maintaining medium-level integrity through real-time dialogue.
- Full supervision is impractical, but complete openness would risk academic integrity.
- The assessment benefits from unscripted conversation to make higher-order thinking visible.

› **NO → Low-security (guided) assessment with GenAI guidance levels**

(Unsupervised, authentic professional practice with explicit GenAI guidance level use). Use this when:

- Professionals routinely use GenAI for this task.
- The focus is on application, synthesis, or creation rather than pure recall.
- Critical thinking about GenAI (evaluation, ethics, limitations) is itself part of the learning outcome.
- Authentic real-world practice involves transparent and ethical GenAI collaboration.
- You want students to demonstrate process visibility, judgement, and responsible AI integration.

Return to contents page

Step 3: If using low-security (guided) assessment, choose AI Guidance Level

Consider where students are in their learning journey: This table outlines three progressive AI guidance levels aligned with student stages: Level 1 (AI-Assisted) in early courses to build foundational skills with limited GenAI support, Level 2 (AI Integration) in mid-course to develop critical evaluation and authentic professional use, and Level 3 (Custom or Task-Specific AI Use) in advanced/capstone stages to enable strategic, innovative, and ethically reflective GenAI application mirroring real-world practice.

TABLE FOUR: STUDENT STAGE AND RECOMMENDED AI GUIDANCE LEVELS

Student Stage	Typical AI Guidance Level	Why This Level?
Early course: Developing foundations	Level 1: AI-Assisted (Guided Collaboration)	› Students need to develop their own ideas first. › GenAI is used only for basic support (e.g., brainstorming, initial planning, simple research assistance). › Focus is on building foundational awareness of GenAI capabilities and limitations (DEC Level 1).
Mid-course: Building critical skills	Level 2: AI Integration (Authentic Professional Use)	› Students learn to evaluate, refine, and critically engage with GenAI output. › GenAI becomes a collaborative tool for iterative drafting, analysis, and workflow support. › Emphasis on judgment, ethical checks, and process documentation (DEC Level 2).
Advanced/ Capstone: Professional practice and innovative exploration	Level 3: Custom or task-specific GenAI use	› Students design and customise GenAI applications for complex, discipline-specific tasks. › Mirrors cutting-edge professional practice, requiring strategic oversight, advanced reflection on ethics, human-centricity, and domain impact (DEC Level 3).

Return to contents page

For high-security (assured) assessment

- Focus on essential knowledge/skills that must be demonstrated independently.
- Choose an appropriate format (written, oral, practical, or performance-based) that supports supervised conditions.
- Ensure accessibility and inclusivity for all students (e.g., reasonable adjustments, clear instructions).
- Provide clear conditions and preparation guidance, including explicit rules on restricted or no GenAI use.

For medium-security (guided assured) assessment

- Design a two-component task that balances controlled GenAI support with mandatory real-time verification:
  - Component 1 (lower-weighted): A low-security preparatory artefact (e.g., draft report, design prototype, code snippet, business pitch deck, or creative work) completed under unsupervised but explicitly guided conditions.
  - Component 2 (higher-weighted): A mandatory interactive oral assessment (IOA), (structured Zoom viva voce, real-time defence, or live conversation) where the student must be fully present, responsive, and accountable.
- Permit GenAI only under clear, controlled conditions in Component 1 (e.g., for brainstorming, initial drafting, or research assistance) while requiring students to declare the exact level of use and provide a brief reflection on their critical evaluation of the AI output.
- Ensure the task mirrors authentic professional scenarios (e.g., job interview preparation, client pitch, design defence, or project justification) so that GenAI makes the task more realistic and relevant, not artificially easier.
- Separate marking criteria clearly: Component 1 assesses the quality of the artefact and responsible GenAI process; Component 2 assesses depth of understanding, critical thinking, justification, and ability to defend/extend ideas in unscripted dialogue.
- Provide detailed guidelines on permitted GenAI uses, required declarations, and preparation for the oral defence (including practice activities).
- Design for hybrid flexibility: the IOA may be conducted in-person or synchronously online, provided real-time presence and accountability are maintained.
- Align with DEC AI Literacy Framework dimensions (especially Critical Thinking and Judgement, Ethical and Responsible Use, and Domain Expertise) by embedding reflection on human–AI collaboration.

For low-security (guided) assessment

- Design authentic, complex tasks that mirror real-world professional practice.
- Ensure GenAI makes the task more realistic and professionally relevant, not easier or less rigorous.
- Require demonstration of judgment, critical thinking, ethical decision-making, and personal ownership.
- Include appropriate documentation/reflection of GenAI use (e.g., prompts, process logs, DEC-aligned reflections) and require students to declare the specific AI Guidance Level used.

Return to contents page

Step 4: Design the task (cont.)

To support educators in embedding GenAI productively while building students' critical thinking and responsible AI literacy, the **Structured AI-Guided Education (SAGE) Framework** provides a clear, repeatable six-step pedagogical cycle.

The cycle divides into two lanes:

- **Guided Lane** (Steps 1–5): Students openly collaborate with GenAI in unsupervised or low-security conditions.
- **Assurance Lane** (Step 6): Students demonstrate personal ownership and understanding through real-time verification.

The Six Steps

1. **Generate**
   Students use GenAI to produce an initial draft, ideas, structure, or content based on a clear task or provided prompt.

2. **Evaluate**
   Students critically assess the AI output against disciplinary standards, credible sources, industry frameworks, or rubrics, identifying strengths, weaknesses, errors, biases, and gaps.

3. **Refine**
   Students revise and improve the output, adding their own analysis, evidence, contextual adaptation, and personal insight. They document key changes and the reasoning behind them.

4. **AI Critic (or AI as Thinking Partner)**
   Students prompt GenAI to act as a critic, reviewer, or devil's advocate, then respond to this feedback with further judgment and refinement.

5. **Reflect**
   Students document their decision-making process, ethical considerations, and what they learned about both the topic and GenAI capabilities/limitations (aligned with DEC AI Literacy Framework dimensions).

6. **Defend**
   Students explain, justify, critique, and extend their final work in real time (e.g., through an interactive oral assessment, viva voce, or supervised discussion). This step provides the primary assurance of authentic student authorship and understanding.

Return to contents page

Step 5: Write a clear task description

Include:

- explicit statement of assessment design and GenAI guidance levels
- clear explanation of GenAI use expectations
- purpose/rationale for the approach
- what students must submit
- assessment criteria.

For high-security (assured) assessment

- Clearly state that no GenAI use is permitted (or only very restricted use, if any) and explain the pedagogical reason (e.g., "This verifies independent mastery of foundational knowledge required for progression").
- Provide the exact conditions: supervised environment, permitted materials, time limits, and format.
- Include a student declaration to be submitted with the work: "I confirm that this work is entirely my own and that I have not used any Generative AI tools."
- Outline consequences of breach of academic integrity resulting from using GenAI tools when not permitted (e.g., referral to academic integrity processes).
- Share preparation resources and practice opportunities that do not involve GenAI.
- Use simple, positive language: "This assessment ensures you can demonstrate the core skills you will need in your profession without GenAI support."

For medium-security (guided assured) assessment

- Explain the two-component structure clearly:
  - Component 1 (lower-weighted): Low-security preparatory task with controlled, guided GenAI use permitted under the specific conditions outlined.
  - Component 2 (higher-weighted): Mandatory real-time interactive oral assessment (IOA), (in-person or synchronous online), where the student must defend, explain, and extend their work.
- State the exact GenAI rules for Component 1 and require students to declare the guidance level used (Level 1, 2, or 3) plus a short reflection on how they critically evaluated the AI output (aligned with DEC Dimensions 2 and 3).
- Provide a template for the declaration and reflection (e.g., "I used AGL Level 2. Here are the prompts and my human edits…").
- Describe the IOA format, duration, question style (unscripted but fair), and what students should prepare (e.g., be ready to discuss their process, decisions, and limitations of any AI assistance).
- Emphasise that the oral component is the primary assurance of authorship and understanding.
- Offer practice orals or exemplars so students understand the real-time accountability requirement.
- Reassure students: "This design lets you use GenAI productively while proving you fully own and understand the work – exactly as you will in professional practice."

Return to contents page

Step 5: Write a clear task description (cont.)

For low-security (guided) assessment

- Clearly specify that this is an unsupervised, authentic task designed to mirror professional practice.
- Require students to declare the exact AGL Level (1, 2, or 3) used and submit supporting evidence (prompts, process log, and DEC-aligned reflection on critical thinking, ethical considerations, and human oversight).
- Provide the full GenAI Guidance Levels table and explain why a particular level is recommended for this task and student stage.
- Detail what must be submitted: the final artefact plus the declaration, process documentation, and reflection (these are assessable elements).
- Share rubrics that explicitly reward responsible GenAI integration, originality of thought, and critical judgement rather than penalising tool use.
- Include exemplars showing acceptable vs. unacceptable GenAI use at each AGL level.
- State consequences for failing to declare level or for using a higher level than permitted.
- Frame positively: "This assessment develops the real-world skills of working ethically and strategically with GenAI – skills employers now expect."

Best practice for all types

- Use a one-page 'assessment at a glance' summary for students.
- Include the decision-tree rationale (why this design was chosen) to build trust and GenAI literacy.
- Provide the information in multiple formats (unit outline, LMS page, recorded video explanation).
- Remind students of support resources (workshops, AI literacy modules, academic integrity guides).
- Require the declaration/reflection to be submitted before marking begins so any issues can be addressed early.

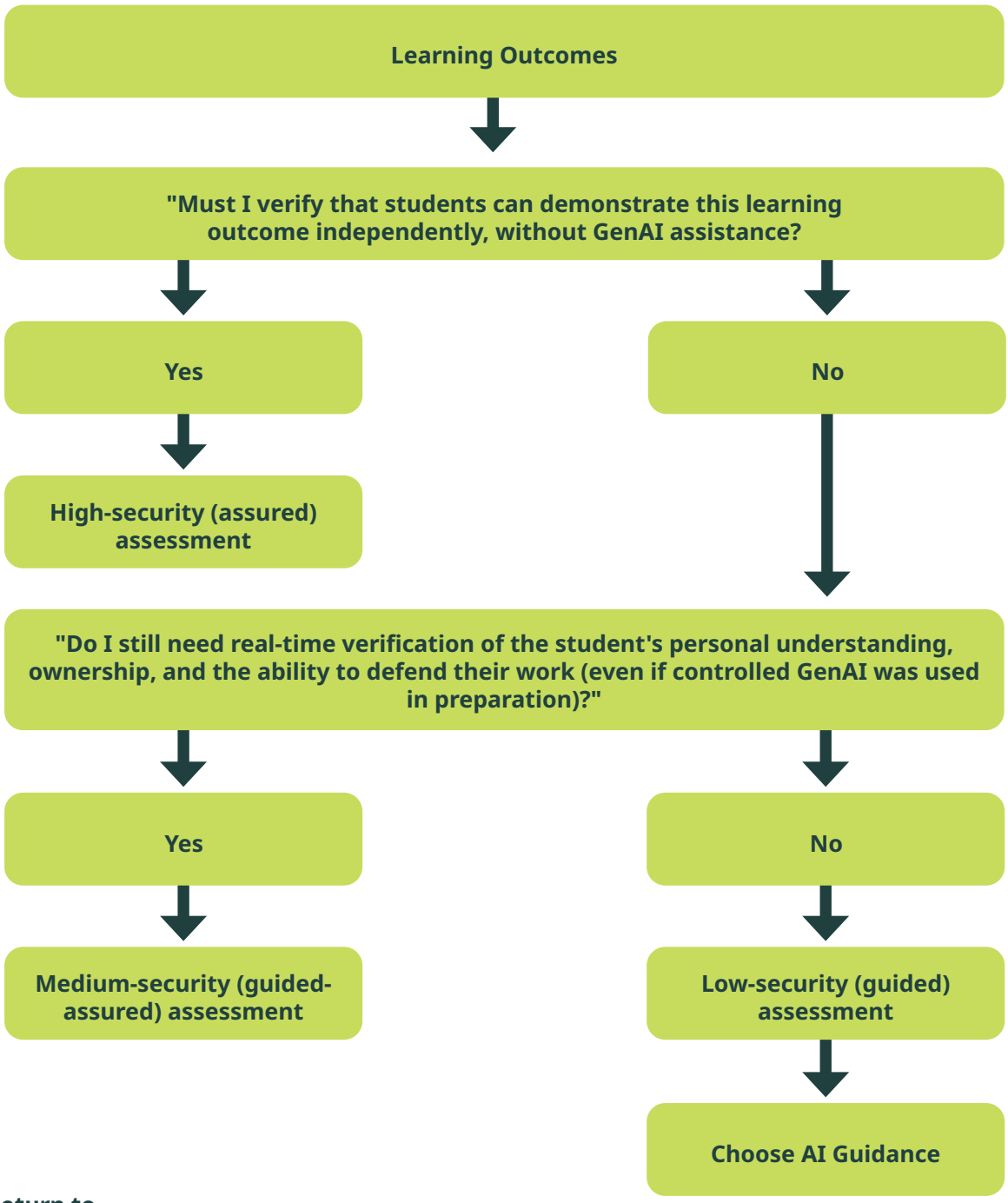
Return to contents page

Step 6: Consider course-level coordination

- Where else in the course are these outcomes assessed?
- Could assured assessment be positioned more strategically?
- Does this unit need assured assessment or is course-level verification sufficient?
- How does this assessment fit the scaffolded progression?

This flowchart guides educators in selecting the right GenAI assessment tier by first determining whether a learning outcome must be demonstrated independently without any GenAI assistance (leading to a high-security assessment). If not, it then checks whether real-time verification of the student's personal understanding and ownership is still required (leading to medium-security assessment), or whether full AI integration is appropriate (leading to low-security assessment with tailored AI Guidance).

Figure One: GenAI Assessment Decision Flowchart – Selecting the Appropriate Assessment Tier



Return to contents page

Course-level planning

Why course level matters

Individual unit assessment makes sense only in the context of the whole course. Course-level planning ensures:

- learning outcomes are verified at appropriate points
- assessment load is sustainable
- assured assessment is used strategically, not defaulted to
- students develop progressively from scaffolded to independent GenAI use
- duplication is avoided.

Course-level assessment mapping process

For your course:

- List all course learning outcomes.
- Identify which units address each outcome.
- Determine where each outcome is assessed.

2

Step 2

Identify essential assured assessment checkpoints

Decide where independent verification is necessary:

- Foundation verification: End of first year.
- Progression checkpoints: Mid-course milestones.
- Culminating demonstration: Capstone/final year.
- Accreditation requirements: As mandated by professional bodies.

3

Step 3

Strategic assured assessment placement

Place high-security assessments strategically:

- Not every unit needs a high-security (assured) assessment.
- Some units can be entirely a low-security (guided) assessment if a course-level high-security assessment exists.
- Consider year-level high-security (assured) assessments rather than unit-level.
- Use high-security (assured) assessments efficiently - concentrated verification rather than scattered.

Return to contents page

Example course map

This table provides an example course map showing how high-security (assured) and medium-security (guided assessment) focuses progress across year levels, from foundational knowledge and scaffolded GenAI literacy in the first year of study, through threshold concepts and critical collaboration in second year of study, to applied competency with professional GenAI use in the third year of study, and finally, capstone demonstration with advanced innovation in the final/Honors year.

TABLE FIVE: EXAMPLE COURSE MAP – ASSESSMENT TIERS BY COURSE STAGE

Course Stage	Assured Assessment Focus	Guided Assessment Focus	Example
First Year	Foundation knowledge & skills	Scaffolded GenAI literacy	High-security assessment: End-of-year exam on core concepts. Low-security Assessment: Projects with GenAI planning.
Second Year	Threshold concepts verification	Critical GenAI collaboration	High-security assessments: Mid-year practical assessment. Low security assessments: Case studies with GenAI collaboration.
Third Year	Applied competency	Professional GenAI use	High-security assessments: Simulated professional task. Low-security assessments: Industry projects with full GenAI.
Final/Honors	Capstone demonstration	Advanced application/ innovation	High-security assessments: Viva voce on capstone. Low-security assessments: Major project/thesis.

Return to contents page

Course-level assessment mapping process (cont.)

Course-level planning requires:

- Regular teaching team meetings.
- Shared assessment mapping document.
- Coordination of GenAI permission level progression.
- Agreement on when high-security (assured) assessment is essential.
- Communication about what's assessed and where it is assessed.

5

Step 5

Review assessment volume

With strategic high-security (assured) assessment placement:

- Total assessment load may decrease.
- High-security (assured) assessment can be non-weighted (pass/fail) rather than heavily weighted.
- Low-security (guided) assessment can comprise majority of assessment by volume.
- Efficiency gains from course-level rather than unit-level verification.

Enabling course considerations

Course-level mapping works best for structured multi-year degrees. For STEPS and other short or flexible courses (with variable unit loads and high cohort turnover) independent verification occurs at the unit rather than across years. Assurance checkpoints should still be placed at key progression points using synchronous online interactive formats to ensure equity and access for regional and remote students.

Return to contents page

Accessibility and Equity

- The Universal Design for Learning (UDL) Principles must be adhered to across all three assessment tiers.
- Both high-security (assured) assessment and low-security (guided) assessment must be accessible to all students.

Increasing accessibility with high-security (assured) assessment

Multiple means of demonstration:

- Offer varied formats (oral exam, practical demonstration, written response, portfolio) where learning outcomes allow.
- For online-heavy courses, synchronous online interactive oral/viva voce assessments are the preferred method, as they provide a sufficient level of assurance in most circumstances.

Accommodations:

- Extra time for students to complete assessment tasks.
- Ensure use of assistive technologies that don't compromise assessment integrity.
- Alternative formats (e.g., oral for students with writing difficulties).

Technology considerations:

- Allow screen readers and other assistive technologies.
- Provide clear technical requirements and support.

What not to do:

- Don't make accessibility modifications that undermine assessment validity.
- Don't delay processing accommodation requests.
- Don't assume one accommodation suits all learner needs.

Low-assurance (guided) assessment equity

GenAI literacy development:

- Don't assume students have the same level of GenAI literacy.
- Provide explicit instruction on effective GenAI use.
- Offer practice opportunities before summative assessment.
- Scaling up GenAI-Assisted (medium-security (guided assured) assessment).

Scaffold from GenAI as a supportive, instructor-guided tool designed to build foundational GenAI literacy. Students are explicitly taught to treat GenAI as a 'cognitive partner' that supports iterative dialogue, idea exploration, bias challenging, and argument refinement.

Return to contents page

Scaling Up GenAI-Integrated (Authentic Professional Use)

This tiered approach enables clear, incremental progression from structured professional simulations to near-real-world, high-autonomy applications.

Progression remains firmly within the authentic professional paradigm, preparing students for current and emerging industry expectations (e.g., GenAI use in creative industries, strategic decision-making, data-driven roles, ethical governance).

Technology access:

- Ensure tasks don't require expensive or exclusive GenAI tools.
- Provide guidance on free/University-supported GenAI tools.
- Make GenAI tools available in the library/learning commons.
- Consider data/internet access limitations for remote students.

Cultural responsiveness:

- Recognise GenAI may interact differently with non-English languages.
- Honour diverse knowledge systems and ways of knowing.
- Provide culturally appropriate assessment options.
- Align with CQUniversity's **Stretch Reconciliation Action Plan** commitments.

Disability inclusion:

- Recognise that GenAI tools may serve as assistive technologies.
- Allow appropriate GenAI use for students with disabilities even in assured assessment if needed.
- Ensure GenAI documentation requirements are achievable for all.
- Align with CQUniversity's **Disability-Informed Action Plan (DIAP) 2025–2028.**

Return to contents page

First Nations students

Culturally appropriate assessment:

- All three tiers must honour First Nations knowledge systems.
- Offer options for demonstrating learning in culturally appropriate ways.
- Consider oral and visual demonstration options.
- Engage First Nations educators in assessment design.

Assessment Considerations Across Tiers:

- High-security (assured) assessment: Ensure supervision methods are culturally safe.
- Low-security (guided) assessment: Recognise GenAI may not represent First Nations perspectives well or may produce implicit biases and microaggressions.
- Value Indigenous ways of knowing that aren't captured by GenAI.
- Provide guidance on evaluating GenAI outputs for cultural appropriateness.

Return to contents page

Academic Integrity

Reframing academic integrity for assessment design

Academic integrity means different things in each tier:

High-security (assured) assessment: is the category designed to provide the strongest possible guarantee that a student has independently achieved the essential learning outcomes of a unit or course. Academic integrity is understood in its most traditional sense; the work is completed entirely by the student without any unauthorised assistance from generative GenAI or other tools. These assessments serve a critical purpose in maintaining award integrity, ensuring that the qualification truly reflects the individual's demonstrated knowledge, skills, and capabilities.

High-security (assured) assessments typically rely on directly supervised formats where the emphasis remains on formats that are either traditionally GenAI-resistant or deliberately structured to verify unguided performance. This category is especially appropriate for foundational threshold knowledge, high-stakes summative tasks, or any learning outcome where public trust, accreditation requirements, or professional registration demand clear proof of independent mastery.

Medium-security (guided assured) assessment: offers a balanced pathway that recognises GenAI as a legitimate professional tool while maintaining robust verification of student authorship and understanding. Academic integrity here is demonstrated through a two-component structure: a lower-weighted preparatory task completed with explicitly guided and controlled GenAI use, followed by a higher-weighted interactive oral assessment (IOA) that requires real-time, unscripted defence of the work.

Integrity is assured not by prohibiting GenAI, but by mandating real-time accountability—the student must be present, responsive, and able to explain, justify, critique, and extend their submission in live conversation with assessors. This model directly advances DEC AI Literacy Framework dimensions (particularly Critical Thinking and Judgement, Ethical and Responsible Use, and Domain Expertise) while mirroring professional contexts where GenAI supports preparation, but human ownership and accountability remain essential. Medium-security (guided assured) assessments are ideal when both GenAI fluency and verifiable personal understanding are priorities.

Low-security (guided) assessment: reimagines assessment as a forward-looking, authentic, and professionally oriented experience that deliberately develops students' ability to work effectively, strategically, and ethically with GenAI and other advanced tools; precisely the capabilities now expected in most contemporary workplaces. In this category, academic integrity is no longer defined by complete independence from technology; instead, it is demonstrated through transparent, ethical, and rule-governed engagement with GenAI, strictly in accordance with the specified level on the GenAI Guidance Levels.

The design focus shifts away from preventing or detecting GenAI use and toward creating high-quality, complex, higher-order tasks that reward sophisticated human judgement, strategic direction, critical evaluation, ethical reasoning, and visible process. Guided assessments are intentionally built around real-world complexity where the intelligent, responsible integration of GenAI mirrors standard professional practice.

Educational approach

Many students are still learning what responsible GenAI use means. Consider:

- providing clear examples and counter-examples
- offering formative opportunities to practice
- treating early mistakes as learning opportunities
- escalating only for repeated or deliberate violations
- focusing on developing integrity rather than just punishing violations.

Return to contents page

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Return to contents page