Generative Artificial Intelligence Guidelines

RELATED POLICY:	Academic Integrity Policy

PREAMBLE

1. PURPOSE

To support the ethical and responsible use of generative Artificial Intelligence for the purpose of teaching and learning at Holmesglen.

Generative Artificial Intelligence (GAI) is a typed or artificial intelligence (AI) technology that can produce various types of new content/outputs, including text, imagery, audio, synthetic data and more, based on the data on which they have been trained. In the educational setting, GAI has the potential to dramatically change and shape the future of learning, content development and research practices. Considerations such as ethical use, transparency, fairness, and accountability must be addressed to ensure GAI is used responsibly.

2. GUIDELINES FOR TEACHING EMPLOYEES

2.1.   Educate learners as to the impacts of generative AI use, including relevance to the Academic Integrity Policy.

2.2.   Educate learners as to potential impacts on the quality of their output resulting from use of generative AI, including systemic prejudices and biases in training data.

2.3.   Ensure that the use of AI tools is consistent with the requirements of relevant accrediting bodies (if any) and is consistent with relevant industry expectations.

2.4.   Understand that detection of use of generative AI is difficult and that existing academic integrity detection tools may not be reliable.

2.5.   Consider forms of assessment in the context of the availability of generative AI and the implications arising in relation to learning outcomes and authenticity of assessments. Consider alternate assessment methods, such as:

- in person observation assessment
- simulation / role play
- oral assessment / viva voce
- invigilated assessment including lockdown browser software
- interactive activities
- the inclusion of specific local context in assessments.

2.6.   Determine, in relation to each subject, which of the following four options, or combination thereof, is best suited for assessment in that subject, based on the nature of the task and the extent to which it produces evidence of required learning:

- prohibit all use of generative AI for an assessment task
- restrict the types of generative AI tools which can be used for an assessment task
- restrict how generative AI tools can be used for an assessment task
- do not restrict use of generative AI for an assessment task.

2.7.   State clearly and consistently, on the Holmesglen Learning Management System and assessment instructions, where appropriate, the conditions applicable to each piece of assessment for use of generative AI, by reference to one of the above stated four categories. The wording used should be consistent with the recommended wording set out in Appendix A to this Guideline.

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2.8. Attach a link to each piece of assessment to any applicable Holmesglen guides as to use of generative AI, including any guides as to how use of generative AI should be acknowledged for referencing purposes.

2.9. Ensure that the declaration made by the learner for academic integrity purposes on each piece of assessment includes a declaration as to the following, in accordance with the wording set out in Appendix B:

- a written acknowledgment as to the use of generative AI
- details as to which AI technology was used
- details as to how that information was generated
- identification of the prompts used
- an explanation as to how the output was used in the assessment task

2.10. Ensure that, in addition to the above, learners reference material generated by AI is cited in the assessment item, in accordance with the citation methods required by Holmesglen.

2.11. Ensure that, for assessment purposes:

- final results are determined by a human
- where AI has been employed in communication with learners and/or in the preparation of teaching material and assessments, teaching employees must verify the currency and accuracy of that documentation.

2.12. Consideration should be given to where Generative Artificial Intelligence might be used in the preparatory steps taken prior to the actual writing of the assessment item. For example, is it permissible for learners to use it as a writing prompter? If so, this should be clearly stated on the guidelines for preparation of the assessment item, with an accompanying statement that the learners are required to build their own argument and employ their own skills of critical thinking.

2.13. Consideration should be given on a department level, to permitting learners to use generative AI in their study. For example, generative AI can be used to proofread final drafts, check for spelling and grammatical errors, sentence structure etc. It should also be considered as a tool to explain study material.

2.14. Report all unsanctioned or inappropriate use of generative AI in assessment in accordance with the Academic Integrity Policy and Academic Misconduct Procedure (Learners).

3. GUIDELINES FOR LEARNERS

3.1. Only use generative AI as permitted.

3.2. Check with teachers or subject coordinators as to permissible use of generative AI.

3.3. Where generative AI is used:

- provide a statement in accordance with Appendix B
- retain proof of their interactions with generative AI, in the event of a consequent misconduct case.

3.4. Where generative AI is used, learners must cite the source in the body of the text and reference list.

3.5. Use of generative AI except as permitted in writing and, where use is permitted in full or in part, failure to clearly state the information required in Appendix B amounts to academic misconduct. It will be dealt with in accordance with the Academic Misconduct Procedure (Learners).

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4. DEFINITIONS

Term	Meaning
AI	Artificial Intelligence where machines are capable of performing tasks which have previously required human intelligence.
Generative Artificial Intelligence	A type of artificial intelligence technology that can produce various types of new content/outputs, including text, imagery, audio, synthetic data and more, based on the data on which they have been trained.

5. CONTEXT AND/OR REFERENCED DOCUMENTS

Internal

Code of Conduct

Academic Integrity Policy

Academic Misconduct Procedure (Learners)

External

Higher Education Standards Framework (Threshold Standards) 2021

Standards for Registered Training Organisations (2015)

Higher Education Support Act 2003

Education Services for Overseas Students Act 2000 (Cth).

6. VERSION HISTORY

Version Number	Date	Summary of changes
1	July 2023	New guidelines.

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Appendix A

Where all use of generative AI for an assessment task is prohibited:
In this assessment, you must not use generative artificial intelligence in any way whatsoever.

Where use of certain types of generative AI tools are restricted:

In this assessment, you are permitted to only use the following generative artificial intelligence (AI) (insert names or types of tools). Written detail must be provided as to which tools were used, how output was generated and identification made as to the prompts used. Ideas and/or text obtained through this process must be cited.

Where certain uses for generative AI tools are restricted:

In this assessment, you are permitted to use generative artificial intelligence (AI) for the following purposes (state purposes). Written detail must be provided as to which tools were used, how output was generated and identification made as to the prompts used. Ideas and/or text obtained through this process must be cited.

Where use of generative AI tools are not restricted:

In this assessment, you are permitted to use generative artificial intelligence (AI). Written detail must be provided as to which tools were used, how output was generated and identification made as to the prompts used. Ideas and/or text obtained through this process must be cited.

Appendix B

I acknowledge use of (insert details of AI system used, with link to that system) to (list specific use of that AI). I used the following prompts (list prompts used). The output from these prompts was used to (set out uses).

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