Artificial Intelligence - Students and Candidates Policy

Policy number	P25	Version	1
Approved by ABG on	1 February 2024	Scheduled review date	February 2027

1.   Purpose

The purpose of this policy is to articulate the conditions for the use of generative artificial intelligence (AI) in the preparation of student and candidate assessments, including acknowledgement of use at the National Institute of Organisation Dynamics Australia (NIODA).

2.   Scope

This policy applies to all NIODA students and candidates.

3.   Policy Statement

NIODA has a duty to support students and candidates to critically engage with and understand the appropriate use of new and emerging technologies as they relate to the preparation of academic outputs. This includes being cognisant of ethical issues, risks, and benefits of tools such as generative AI. Appropriate academic use of such technology supports broader ethical application and use by students and candidates.

This policy outlines how NIODA believes generative AI can be appropriately and effectively used by students and candidates in preparatory work and in the development of academic assessments. The policy also points students and candidates to further resources addressing the use of generative AI.

4.   Responsibilities

It is the responsibility of the Dean to ensure that students and candidates are educated in the responsible use of generative AI technology in preparation for assessments, as set out in this policy.

The Dean delegates this responsibility to all teaching staff who are required to educate students and candidates about NIODA's policy stance and the resources available about responsible and ethical use of generative AI technology at the time of discussing assessment requirements in each subject.

It is the responsibility of students and candidates to adhere to NIODA's policy guidelines about the responsible and ethical use of generative AI.

5.   Appropriate Use of Artificial Intelligence

Generative AI can be a useful tool to support students and candidates to explore their thinking and working with different concepts, and to some extent to access different ways of thinking about a topic (subject to reliability of information).

Students and candidates may choose to use the outcomes of generative AI exploratory work in their assignments. If such AI generated text or ideas are used in assessments, they must be appropriately referenced. The amount of text used should be the same as any other quote. The use of generative AI without referencing is considered plagiarism.

Generative AI is not to be used to write or rewrite student or candidate work. Learning to write well is a key skill which benefits both academic and professional development. Writing is a difficult process for many, however, the process of forming strong arguments by selecting words, and formulating sentences and paragraphs builds and integrates learning. Teaching staff believe that the development of academic writing

skills, of developing the capacity to communicate thoughts in a skilful manner, is best done through practice and more practice, as compared to being written or rewritten by generative AI.

Several platforms exist to support authors with issues such as spelling, grammar, punctuation, overly long sentences, and passive writing. Platforms that suggest ways in which authors can improve their writing are considered to be acceptable academic supports. Tools such as these are available to students and candidates in the ongoing effort to improve their writing capabilities and style. Such platforms may also contain AI capable of writing and rewriting work, they are not to be used for this purpose.

Reliability of the information generated

Students and candidates should consider that generative AI produced materials are not primary sources of information.

Generative artificial intelligence works by assembling statistically likely patterns of words according to the data they are trained on and the prompts provided (Bell *et al* 2023; Nature 2023). Generative AI models have filters built in to assist in calibrating the ethics of responses developed.

The responses developed, however, may not be either accurate or correct. They do not have the capacity to be concerned about the implications of the responses developed. Students and candidates should check any output from generative AI against more reliable sources of information, discipline relevant journal articles, refereed books / book chapters, for example. Students and candidates are responsible for any errors or omissions in the materials they submit, including those generated by AI.

Privileging some cultural norms and experiences

Students and candidates should also be aware that machine learning algorithms process large amounts of existing information and data, regardless of the source context or intent of the original piece. This means that their response to any prompt not only may take data out of context, or replicate and present it inappropriately, but it also means any response is based solely on data which already exists in the world. It does not have the capacity to project future thinking on a topic the way that human critical and creative processing can. As these algorithms are trained to present the "average" response to a prompt, it means they also tend to privilege certain cultural norms and experiences over others, leading to responses that may ignore, or silence, critical perspectives on a topic.

6. **Acknowledgement of the use of Artificial Intelligence**

As generative AI is an emerging technology, there is a lot of debate about how to incorporate it into existing referencing systems. It differs from many other academic sources as there is no specific author and its outputs are currently not able to be reproduced or recovered. However, it is a requirement for students and candidates to **cite and reference** material generated by artificial intelligence as they would any other source in an assessment. Further, generative AI can be used as more than just a source of information. It may be used to brainstorm ideas, in cases like this, a citation would not be appropriate, however, a **declaration** of generative AI use for these purposes is necessary.

In text citation example from AAIN Generative Artificial Intelligence Guidelines 2023
When prompted with "Is the left brain right brain divide real or a metaphor?" the ChatGPT-generated text indicated that although the two brain hemispheres are somewhat specialised, "the notation that people can be characterised as 'left-brained' or 'right-brained' is considered to be an oversimplification and a popular myth" (OpenAI, 2023).

Referencing example from AAIN Generative Artificial Intelligence Guidelines 2023

Reference lists need to include Author, Date of access, Title including Version number and description of the model (if any) and Source

For example OpenAI. (2023). *ChatGPT* (Mar 14 version) [Large language model]. https://chat.openai.com/chat

See AAIN Generative Artificial Intelligence Guidelines for further discussion of in text citation and referencing https://apastyle.apa.org/blog/how-to-cite-chatgpt

Declarations

Students and candidates are also required to declare how the tools are used. The declaration of this may be included in the method or comparable section of the paper. For literature reviews or other types of essays or response or reaction papers, the declaration may be in the introduction.

Example – background research and self study
I acknowledge the use of generative AI (https://chat.openai.com/) to generate materials for background research and self-study in the drafting of this assessment. I entered the following prompts on 4 January 2023:

> Write a 100 word summary about Wilfred Bion's Basic Assumptions. Add references and quotations from Bion.

> The output from the generative artificial intelligence was adapted and referenced, where necessary, for the final response.

Legend AI system(s) and link; specific use of generative AI; prompt; explanation of use.
(2023 Monash University Policy and Practice guidance around acceptable and responsible use of AI technologies)

7.   Artificial Intelligence and Privacy

Generative artificial intelligence tools use your content to train their machines. It is neither confidential nor secure. Some developers limit access to users who are at least 18 years of age, because of laws relating to data usage, however, there aren't consistent and universal rules around how these tools are governed. Anything generative AI tells you (and anything you tell it) may be kept and used by the owners of artificial intelligence generators, therefore, be mindful of handing over information the tool can store and use in other contexts. (2023 Monash University)

8.   Artificial Intelligence breaches

Whilst generative artificial intelligence may be used in the development of an assessment, or in general study, it is an academic integrity requirement that the work you submit is your own work. Artificial intelligence is a tool that can be used and appropriately referenced and acknowledged, however, all work that is submitted claiming to be yours, must be your own work. An academic misconduct breach may apply if work is submitted for which you are not the author, including if it has been developed by artificial intelligence.

9. **Further guidance on generative artificial intelligence**

The development and use of generative AI is fast moving. Students and candidates are encouraged to critically engage with the development of generative AI as, and if, it impacts on their work. The below may provide interesting starting points for students and candidates perusal:

The Tertiary Education and Quality Standards Agency (TEQSA) provides a number of resources: https://www.teqsa.gov.au/guides-resources/higher-education-good-practice-hub/artificial-intelligence

Ownership and confidentiality are evolving areas of interest when using generative AI: https://www.brownwinick.com/insights/who-owns-the-rights-to-content-created-by-artificial-intelligence-generators

Australia's AI Ethics Principles and related documents promote useful thinking: https://www.industry.gov.au/publications/australias-artificial-intelligence-ethics-framework/australias-ai-ethics-principles

10. **Related Documents**

Academic Integrity and Honesty Policy

Assessment Policy

11. **References**

2023 Monash University Policy and practice guidance around acceptable and responsible use of AI technologies. Accessed 7 September 2023. https://www.monash.edu/learning-teaching/teachhq/Teaching-practices/artificial-intelligence/policy-and-practice-guidance-around-acceptable-and-responsible-use-of-ai-technologies#tabs__3254796-03

Timothy McAdoo. (2023). How to cite ChatGPT. APA Site. April 7 2023. https://apastyle.apa.org/blog/how-to-cite-chatgpt

AAIN Generative Artificial Intelligence Guidelines. Australian Academic Integrity Network (AAIN) Generative AI Working Group. March 2023. https://www.teqsa.gov.au/sites/default/files/2023-04/aain-generative-ai-guidelines.pdf

Bell, G., Burgess, J., Thomas, J., Sadiq, S. (2023). *Rapid Response Information Report: Generative AI - Language Models (LLMs) and Multimodal Foundation Models (MFMs).*, Australian Council of Learned Academies, Viewed https://www.chiefscientist.gov.au/sites/default/files/2023-06/Rapid%20Response%20Information%20Report%20-%20Generative%20AI%20v1_1.pdf.

Nature (2023). 'Tools such as ChatGPT threaten transparent science; here are our ground rules for their use', *Nature*, 613(7945), 612–612.