

National Academy of Professional Studies (NAPS) Artificial Intelligence Policy and Action Plan

Related Documents	A007 Experiential Learning Policy A010 Academic Integrity Policy and Procedure A009 Student Academic Misconduct Policy and Procedure 2020 SS019C Student Code of Conduct
HE Standards Framework 2021	1.4 Learning Outcomes and Assessment 5.2 Academic and Research Integrity

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1. Background

1.1. Policy Rationale

NAPS is a higher education institution focused on educating the next generation of professionals. AI challenges the way we perceive, practice, teach, assess, research and govern. Today's students are not supposed to understand only the cognitive aspects of their discipline and profession but are also expected to navigate the digital realm to understand the intricate relationship between algorithms, law, ethics and governance. Armed with AI-powered platforms, tomorrow's professionals will be able to access precise information in a short time. Predictive analytics and other strategic tools will provide professionals with greatly enhanced analytical and predictive powers.

Professional schools must equip future professionals with a deep understanding of AI technologies, their capabilities, and limitations. Instruction on relevant technology, data analytics, and AI ethics should be integrated into the curriculum, enabling students to critically analyse the impact of AI. Moreover, practical training in using AI tools for research, document drafting, and predictive analysis should be an integral part of professional education.

By equipping future professionals with the skills to use AI responsibly, we can ensure that this new and revolutionary technology will be used for the betterment of the profession, their clients, and society as a whole.

Developments in artificial intelligence (AI) are proceeding rapidly. As with other technology developments, these new advancements are often occurring ahead of and outpacing the capacity of governments, industry and organisations to keep up with them.

This policy and action plan represent NAPS efforts to identify the issues and actions which we have adopted and are undertaking.

2. NAPS' AI Action Plan

2.1. Staying Informed

The Australian government no doubt will do its part in formulating a legislative and regulatory framework governing the development and use of AI. Industry bodies also will develop standards to govern AI. TEQSA, for example, has already issued guidance on the impact of AI and conducted seminars in relation to it.

NAPS, through its levels of governance (Board of Directors, Executive and Academic Board) will be proactive in staying informed, defining risks and developing action plans to manage those risks.

We will take steps to ensure that their internal processes, procedures and broader compliance environments allow for the safe, secure and lawful development and use (as the case may be) of AI technologies. At the same time, we acknowledge the reality that that AI is here, now; and is growing rapidly as it extends to and impacts almost every area of human activity. Accordingly, even absent regulation, NAPS is committed to implementing organisational measures to ensure that we gain the benefits of AI and minimise the risks.

To that end, NAPS' AI action plan includes the following.

- 1) **Internal audit:** NAPS will audit software use throughout the organisation and identify any AI-driven products used in the business, both internally and by students, staff and other members of the NAPS community. This will apply to software hosted internally or provided on an outsourced or as-a-Service basis. This will assist in framing the review of that organisations' policies and procedures as per the below.

- 2) **Understanding of data flows:** NAPS will develop a sound understanding of how data flows through the organisation, and whether any of that data touches the AI products used by the business, and in what way. This will assist in understanding the extent to which any guardrails or information barriers may need to be implemented at an organisational level, so as to mitigate, for example, privacy risks where personal information held by the organisation interacts with AI.
- 3) **Understand the existing landscape:** All levels of NAPS governance will seek to understand the existing regulatory landscape and its rights and obligations thereunder. The Board of Directors, Academic Board and Executive will put AI on the agenda, provide periodic reports on AI developments, applications and issues and take efforts to keep current on industry and government developments regarding AI.
- 4) **Policy and procedure review:** NAPS will review existing policies and procedures (such as information security policies and practices, privacy policies, IP Policies, Student Assessment policies and relevant student/staff-facing policies) to ensure that they are fit-for-purpose. For AI developers, this may mean updating student/staff-facing privacy policies, if and to the extent that personal information is used to train the underlying algorithm that powers their products. For students and staff, this may involve modifying internal processes to cater for the manner in which that organisation uses AI. For example, in some cases, NAPS may take steps to ensure that its information security policy contemplates that no client or commercial information is input into any sort of AI-driven software product used by its business.
- 5) **Implementation of best practice:** Recently the National Institute of Standards and Technology (NIST) and standards body ISO have drafted international standards for the deployment of AI. NAPS will consider adopting relevant standards in order to ensure that our internal processes related to AI reflect best practice.
- 6) **Contract review:** NAPS will consider whether our customer contracts (of AI developers, or of user organisations whose AI use affects or interacts with its end customers) appropriately deal with matters such as privacy, liability, indemnity and intellectual property rights in a manner that is commensurate with the nature of the AI product in question. Further, organisations using AI will seek to ensure that supplier contracts with AI developers require the AI developer to provide certain warranties in respect of the AI products they provide. For example, in the context of generative AI, warranties that a customer's use of the relevant tool will not infringe third party intellectual property rights.
- 7) **Identify, monitor and manage risks:** At Board of Directors level, NAPS Risk Management Committee will take responsibility to identify, monitor and manage key risks related to the use, adoption and impact of generative AI. NAPS Academic Board will be responsible for ensuring that measures related to students, staff and administration of NAPS academic program are implemented, monitored and regularly reviewed. NAPS' Course Advisory Committee will see that future course development includes an assessment of the impact of AI on professional education, ethics and learning outcomes. NAPS President and CEO will be responsible for the effective implementation and administration of this and related policies. This includes ensuring that academic staff, administrative staff and students receive appropriate education and training related to AI.
- 8) **Adopt TEQSA AI Guidance for Higher Education Providers:**

- a. *Policies and procedures should provide guidance on the ethical use of generative AI, accommodating diverse approaches across disciplines. Changes should be communicated to staff and students.*
- b. *Generative AI policies and procedures should be treated as live documents, reviewed and updated regularly as the technology continues to shift and evolve.*
- c. *Providers need to consider and address any ongoing resource demands associated with adapting to generative AI.*
- d. *University administrators and managers should engage with external partners, such as community members, members of relevant professions and professional bodies and other partners, to facilitate open communication on research, teaching and other engagement with generative AI. Providers need to learn from and address partner concerns and mitigate potential risks including risks to institutional reputation.*
- e. *AI applications that are required for units and courses should be made available by providers at no additional cost to students, to ensure equitable access.*

9) Adopt TEQSA AI Guidelines for Students:

- a. *According to advice to students from the Tertiary Education Quality and Standard Agency (TEQSA), 'it's important to understand that, depending on your university or college's policies, using AI as part of your studies may be restricted or banned. Alternatively, there might be subjects or tasks where the use of AI is encouraged or even required' (TEQSA, 2023a).*
- b. *Students need to develop AI literacy skills, in addition to traditional information literacy skills (Bundy, 2004) and generic digital literacy skills. AI literacy skills enable 'individuals to critically evaluate AI technologies; communicate and collaborate effectively with AI; and use AI as a tool online, at home, and in the workplace' (Long & Magerko, 2020:598). AAIN Generative AI Working Group March 2023 2*
- c. *Students should use AI models in ethical and responsible ways that are consistent with their institution's learning, assessment and academic integrity policies and procedures, and the terms of use of the AI providers.*
- d. *Ethical use of generative AI includes an obligation to follow institutional guidelines regarding the use of generative AI in any unit or course, and an understanding that it may not be appropriate to use generative AI in all circumstances. Students should follow their institutional guidelines.*
- e. *Students should check any output from generative AI against reliable sources of information and understand that they will be responsible for any errors or omissions in material generated by AI.*
- f. *Students are required to identify AI models, tools and/or prompts that are appropriate for their discipline and acknowledge the use of AI in written assessments following any guidelines provided by their institution. If it is not possible to identify and cite the original sources used in output from AI, this may result in plagiarism and academic misconduct. Students also need to be aware of the possibility of "hallucinated references" or the tendency of generative AI language models to make up references from constituent parts of actual references.*
- g. *Students should acknowledge the use of generative AI language models in assessment tasks, following any guidelines provided by their institution. They should describe the way they have used the tool and integrated the results into their work, as appropriate to the specific guidelines within their discipline, unit or course.*
- h. *The unauthorised use of AI language models or paraphrasing tools may be a form of cheating and may result in academic misconduct. Work submitted (including work generated by AI), and not cited or referenced, must be your own original work.*

- i. *Students need to be aware that using the output from AI models without appropriate acknowledgement may constitute academic misconduct. If unsure, students should confirm assessment requirements with teaching staff or seek advice on how to acknowledge the output from AI from academic support services, such as their library or other academic services.*
- j. *Where appropriate, students should familiarise themselves with any relevant expectations of or constraints on the use of generative AI related to their future professional accreditation and be aware that these may be updated. See: TEQSA:*
- k. *Artificial Intelligence Advice for Students: <https://www.teqsa.gov.au/students/artificial-intelligence-advice-students>*

10) Adopt TEQSA AI Guidelines for Teaching Staff:

- a. *All students will need to develop capabilities in the ethical use of generative AI relevant to their discipline and future professional practice through ethical engagement with generative AI tools in learning and teaching activities and assessment. Existing and likely future uses of AI in professional contexts and in platforms such as Microsoft Office and search engines need to be considered when developing unit or course learning outcomes, activities, and assessment.*
- b. *Expectations regarding the appropriate use of generative AI in assessment tasks and learning activities should be consistent with institutional guidelines and require clear communication to students. This includes clear instructions in student facing documentation, for example, in learning guides and through the learning management system. Expectations should align with AI provider terms of use and with curriculum requirements.*
- c. *To ensure procedural fairness, it is important to communicate to students any inappropriate uses of generative AI that may result in academic misconduct. Students should be aware of the potential for detection software (e.g., Turnitin) to detect generative AI use and that they are AAIN Generative AI Working Group March 2023 3 risking academic misconduct if using generative AI without appropriate acknowledgement by following the referencing guidelines provided by their institution.*
- d. *Having conversations with students early in units and courses will improve a shared understanding of how and when they can use AI tools. Students will benefit from examples of how and when generative AI have been used and acknowledged, and which tools to use.*
- e. *Students should be aware of the limits of generative AI. Limitations of generative AI include biased or negative responses due to interaction with a “raw model”. Another limitation is the potential for “AI hallucinations” which results when the system provides a response that is not factual. This may be due to inadequate training of the model or the system’s inability to interpret specific data. A further limitation is that of currency; the responses given by the generative AI model will only be as up to date as the information in its training data.*
- f. *Students should have opportunities to develop AI literacy. Many providers will be developing tools and resources to assist students to learn to use generative AI in ways that are appropriate to their institutional context. Students should be aware of resources developed in their institution and across the sector. As an example, the University of Queensland Library Digital Essentials module is free to use and adapt under Creative Commons (with attribution).*
- g. *AI tools may be used within institutional guidelines to support learning and assessment design, e.g., to generate assessments, feedback forms and exams.*

However, critical evaluation of generative AI output is required to ensure appropriateness against learning outcomes.

- h. Unit and course learning outcomes, assessment tasks and marking criteria may require review to incorporate the ethical use of generative AI, or to indicate when not permitted, following any institutional expectations or guidelines. Any revisions should align with institutional requirements and any accreditation requirements.*
- i. In designing formative and summative assessment tasks, teaching staff should consider the capabilities of generative AI. For example, assessment tasks that award marks for summarising a topic area and online quizzes may no longer be useful measures of student achievement and new approaches may be required to promote creativity and originality.*

11) Adopt TEQSA AI Guidelines for academic support staff and misconduct teams:

- a. Library staff and academic/learning advisors support students to develop academic skills and academic integrity by: a. promoting the ethical and responsible use of AI tools in academic writing and research b. providing guidance on correct attribution and acknowledgement conventions to be used when incorporating generative AI outputs c. providing advice and training to enable and enhance clients' effective use of AI tools d. providing information and links to approved AI tools that are available to clients.*
- b. Governance offices need to update and maintain policies and procedures to facilitate the investigation of potential academic misconduct. This includes but is not limited to ensuring definitions of types of misconduct are up to date and consider contemporary forms of misconduct and ensuring that policies are updated outside regular review cycles if needed (TEQSA, 2023b).*
- c. Training provided to staff investigating alleged misconduct to maintain current, relevant knowledge on changes in policies as well as trends in permitted use of AI tools. AAIN Generative AI Working Group March 2023.*
- d. Staff involved in processing academic misconduct relating to the inappropriate use of generative AI models need to consider how they might include early educative interventions in institutional policies and procedures, prior to imposing punitive measures.*

3. References and Resources

- <https://www.teqsa.gov.au/sites/default/files/2023-04/aain-generative-ai-guidelines.pdf>
- Bundy, A. (2004). Australian and New Zealand Information Literacy Framework: Principles, Standards and Practice (Second Edition). Australian and New Zealand Institute for Information Literacy (ANZILL) and Council of Australian University Librarians (CAUL).
- Copeland, B.J. (2023). Artificial intelligence. In Encyclopedia Britannica, <https://www.britannica.com/technology/artificial-intelligence>
- Long, D. & Magerko, B. (2020). What is AI literacy? Competencies and design considerations. Proceedings of the 2020 CHI Conference on Human Factors in Computing Systems, Honolulu, HI, USA. <https://doi.org/10.1145/3313831.3376727>
- Selwyn, N., Gallo Cordoba, B. (2021) Australian public understandings of artificial intelligence. AI & Society, 37, 1645–1662 (2022). <https://doi.org/10.1007/s00146-021-01268-z>
- TEQSA (28 Feb 2023a). Artificial intelligence: advice for students. Tertiary Education and Quality Standards Agency. <https://www.teqsa.gov.au/students/artificial-intelligence-advice-students>
- TEQSA (2023b). Sector update: Maintaining up to date academic integrity policies and procedures. Tertiary Education and Quality Standards Agency. <https://www.teqsa.gov.au/sector-updatemaintaining-academic-integrity-policies-and-procedures>

- **See also:** TEQSA: AI good practice resources for providers and academics: <https://www.teqsa.gov.au/about-us/news-and-events/latest-news/ai-good-practice-resources-providers-and-academics>.