

## ARTIFICIAL INTELLIGENCE

### Policy

#### DEFINITIONS

Terms in this document, for which definitions are not provided in the text or may not be self-evident or for which usage at ACC may differ to that in other higher education institutions are as follows:

**Academic Integrity:** To act in a way that maintains integrity of all academic work and is not academically dishonest in any way.

**Fabricating or falsifying information:** intentional creation, and unauthorised alteration, of any data, results, information or reference citation. For example, the use of artificial intelligence platforms (such as Generative Pre-trained Transformers – GPTs) to fabricate information.

**Generative artificial intelligence (AI):** refers to a category of AI systems that are designed to generate new content, such as text, images, and videos, that resemble human-created content. 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).

**Plagiarism:** *Ideas, data or work of others submitted as one's own, without appropriate referencing or acknowledgement, including:*

- the omission of quotation marks to indicate the use of another's work or acknowledgement of the source;
- the use of one or more sentences from the work of another person where a few words have been changed or the order of copied phrases/sentences has been changed;
- copying the work of another student (with or without their knowledge and/or agreement);
- copying tables, graphs, images, designs, computer programs and any other data;
- omission of acknowledgement or appropriate referencing.

**Stream:** A scientific or professional discipline or body of knowledge which forms an essential part of the degree program curriculum. Subjects at the ACC comprise one or more units of study.

**Unit Coordinator:** The academic staff member who is responsible for the design and overall management of a unit of the program curriculum.

**Unit (or Unit of Study):** An element of a stream that has specified student learning outcomes and requires satisfactory performance in assessments that measure student performance regarding learning outcomes.

#### PURPOSE

The purpose of this policy is to articulate the conditions for the use of generative artificial intelligence (AI) in the preparation of student assessments, including acknowledgement of use at the Australian Chiropractic College (ACC).

#### SCOPE

This policy applies to all ACC staff (including casual staff and contractors) and students.

## **POLICY STATEMENT**

ACC has a duty to support students and staff to critically engage with and understand the appropriate use of new and emerging technologies as they relate to the preparation of academic submissions. 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 staff. This policy outlines how the ACC believes generative AI can be appropriately and effectively utilised by students and staff in preparatory work and in the development of academic assessments. The policy also points students and staff to further resources addressing the effective use of generative AI.

## **IMPLEMENTATION and MONITORING**

The Academic Dean is responsible for ensuring that students and staff are educated in the responsible use of generative AI technology in preparation for assessments, as set out in this policy.

The Academic Dean delegates responsibility to all ACC staff to educate students about ACC's Artificial Intelligence Policy and ensure they have access to resources available outlining the responsible and ethical use of generative AI technology. All students must participate in the mandatory Policy and Academic Integrity workshop held in orientation week.

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

## **APPROPRIATE USE OF ARTIFICIAL INTELLIGENCE**

Generative AI can be a useful tool to support students and staff 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).

Based on a subject's overarching approval by the Stream Coordinator for the use of AI, students 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 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. The ACC believe that the development of academic writing skills, of developing the capacity to critically appraise information and communicate thoughts in a skilful manner, is best done through practice, as compared to being written or rewritten by generative AI.

Several platforms exist to support students with issues such as spelling, grammar, punctuation, overly long sentences, and passive writing. Platforms that suggest ways in which students can improve their writing are considered to be acceptable academic supports. Tools such as these are available to students 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 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 should check any output from generative AI against more reliable sources of information, discipline relevant journal articles, refereed books / book chapters, for example. Students are responsible for any errors or omissions in the materials they submit, including those generated by AI.

### **PRIVILEGING SOME CULTURAL NORMS AND EXPERIENCES**

Students 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 and diverse perspectives on a topic.

### **ACKNOWLEDGEMENT OF THE USE OF ARTIFICIAL INTELLIGENCE**

It is a requirement for students to cite and reference material generated by artificial intelligence as they would any other source in an assessment. 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. Citation and referencing, examples can be located within the ACC APA Referencing Guide on the ACC Library LMS. An example declaration of use can also be located on the ACC Library LMS.

### **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)

### **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.

Breaches of the Artificial Intelligence Policy will follow the procedure outline in the ACC Academic Integrity Policy and will be reported via the College's Academic Integrity Register. A deidentified copy of the Academic Integrity Register is provided to the Academic Board after the conclusion of each semester with the documents for consideration and approval of grades for the semester.

## FURTHER GUIDANCE ON GENERATIVE ARTIFICIAL INTELLIGENCE

The development and use of generative AI is fast moving. Students 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 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>

## REVIEW

The ACC's Artificial Intelligence Policy is reviewed every three years.

It is a policy of the ACC that any Policy or Procedure may be reviewed earlier as indicated by internal or external factors (including but not limited to such factors as changes in the guidelines of regulatory authorities, accreditation/registration requirements of the profession, or relevant legislation at state or federal level) as determined the Board of Directors and/or Academic Board.

## RELATED POLICY DOCUMENTS

- Academic Integrity Policy
- Academic Integrity Procedure: Students
- Academic Integrity Procedure: Staff
- Assessment Policy
- Code of Conduct
- Governance Framework
- Grievance Management (Staff) Policies and Procedures
- Student Academic Appeals Policy
- Student Academic Appeals Procedures

## REFERENCES AND ACKNOWLEDGEMENTS

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](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](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.

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## VERSION CONTROL

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