Artificial Intelligence in Education (AIED) Framework

Contents

1. Institutional Approach to Artificial Intelligence in Education

Introduction

As a Higher Education Institute, ICMS pays close attention to the increasing role and implications of Artificial Intelligence (AI) in education and its implications for Learning & Teaching and Scholarship including the impact of AI on academic integrity. ICMS supports the responsible and ethical use of AI tools in Education and provides guidance to staff and students with the *Artificial Intelligence in Education (AIED) Framework*.

This *Framework* has been developed in compliance with the *Higher Education Standards Framework (HESF) (Threshold Standards) 2021*, the Tertiary Education Quality and Standards Agency (TEQSA)'s regulatory principles on emerging technology, the *ICMS Institutional AI Strategy* and the *AI Policy*, and should be read in conjunction with the *Use of AI in Assessment Guidelines*, *Assessment Policy and Procedures*, and *Academic Integrity Policy and Procedures*. Together, these documents provide a coherent structure to support the responsible, ethical, and pedagogically appropriate use of AI within ICMS.

This *AIED Framework* responds to ICMS's institutional strategic goal of providing a **transformative learning experience** for our students that prepares them for their future careers, aligning with academic departmental goals, notably to *empower students with responsible and ethical AI skills for the future workplace through an Artificial Intelligence focused pedagogical AIED Framework.*

The *AIED Framework* sets the objectives and describes the approach which ICMS plans to take to achieve the strategic goal. As a Higher Education provider within the Australian Higher Education sector, ICMS aims to provide an industry-focused education, with courses developing contemporary knowledge and skills needed by students for professional success in their fields of study as stipulated in the Learning and Teaching Policy.

Through the *AIED Framework*, ICMS intends to find a balance between leveraging AI's benefits and mitigating its risks. This involves developing strategies to avoid unauthorised AI-assisted content generation by students, ensuring academic integrity while embracing AI's opportunities to enrich classroom learning and assessments. Moreover, the *AIED Framework* serves as a foundation for initiatives to embed inclusivity and diversity into design and delivery, recognising the potential for AI to widen the digital divide, ICMS are committed to ensuring equitable access to AI tools and skills across its diverse cohorts of students.

Overall, the purpose of the *AIED Framework* is to outline the institutional approach and to provide guidance for students, lecturers and academic leaders in understanding, using and responding to AI tools at ICMS. It aims to outline a vision for the responsible, ethical and inclusive application of AI to enhance learning and teaching while supporting rigorous educational outcomes.

Definitions and Ethical Considerations

- **Artificial Intelligence (AI)**

Artificial Intelligence, as defined by the European Commission (2018), encompasses systems that demonstrate intelligent behaviour by autonomously analysing their environment and undertaking actions to achieve specific objectives. These AI-based systems, powered by advanced technologies such as machine learning and neural networks, can autonomously generate, transform, and produce a broad

array of content including, text, images, artwork, music, and programming code. In the context of our rapidly digitizing society, students will likely use AI tools in their future professional lives. Therefore, they should be given opportunities to integrate these tools into their education responsibly and ethically.

- **Generative Artificial Intelligence**

Generative AI (Gen AI) is a subset of artificial intelligence that focuses on creating new data samples that resemble real-world data, as described by the Information Technology Gartner Glossary (2023). It involves deep-learning models that can take raw data and 'learn' to generate statistically probable outputs when prompted. These models encode a simplified representation of their training data and draw from it to create new work that's similar, but not identical, to the original data. Several types of generative AI technologies have gained prominence in recent years, each with distinct applications and implications (Mansinghka and Saboo, 2023).

Gen AI models are capable of creating original content including text, images, code, video, and audio. With the emergence of multi-modal systems, users can now interact with gen AI across multiple input/output modes in real time. These tools can transcribe, translate, explain, or generate content from speech, images, diagrams, and video. ICMS recognises that such capabilities dramatically impact teaching practices, how students engage in learning activities, and how they complete assessments.

Gen AI tools that integrate multiple data types also raise the need for new ethical and pedagogical guidelines. The *AIED Framework* acknowledges that education providers must remain aware of these developments and their implications for teaching innovation, scholarship, assessment, academic integrity and governance.

- **Artificial Intelligence and Ethical Considerations in Higher Education**

As the use of AI increasingly permeates various sectors, including education and research, it becomes essential to address the ethical considerations inherent in its use. Fundamentally, the responsible use of AI must align with principles of fairness, transparency, and respect for human autonomy. Ideally, AI systems must be designed and deployed to avoid bias and discrimination, ensure transparency in their decision-making processes, and protect individual privacy, autonomy and data-protection (given AI's reliance on large datasets.

In practice, however, AI-generated outputs can be biased and inaccurate. It is therefore important to incorporate education on the ethical and responsible use of AI tools into the curriculum and in professional development for Lecturers. This reduces the risk of students engaging in inappropriate or uncritical AI use which can constitute academic misconduct.

The *AIED Framework* has been informed by the Australian Academic Integrity Network (AAIN), the European Network for Academic Integrity (ENAI) based on their Recommendations on the ethical use of Artificial Intelligence in Education, alongside contemporary literature on the topic and TEQSA's guiding document TEQSA Assessment-reform-artificial-intelligence 2023.

Given rapid global developments, new regulations with potential relevance for Australia will be closely monitored. For example, the EU Artificial Intelligence Act passed on March 13, 2024establishes a common regulatory and legal framework for the use of AI in the EU. It classifies AI systems into different risk categories, ranging from unacceptable risk, high risk, limited risk, minimal risk and general-purpose AI. Any high-risk AI systems used in education must comply with strict requirements for quality, transparency, human oversight, and security.

- **Agentic AI tools**

Software systems composed of one or more coordinated AI agents that, with limited human supervision, autonomously plan, decide, select and execute multi-step actions (including tool use and external API calls) to achieve specified user or system goals. These systems go beyond single-turn content generation: they set sub-goals, choose and sequence tools or services, monitor progress, and adapt strategies when confronted with new information or failure conditions. (Bandi *et al.*, 2025)

2. Artificial Intelligence in Education (AIED) Framework

The *AIED Framework* guides ICMS towards the responsible and effective integration of AI technologies for educational purposes. This *Framework* is structured around five elements which are interconnected:

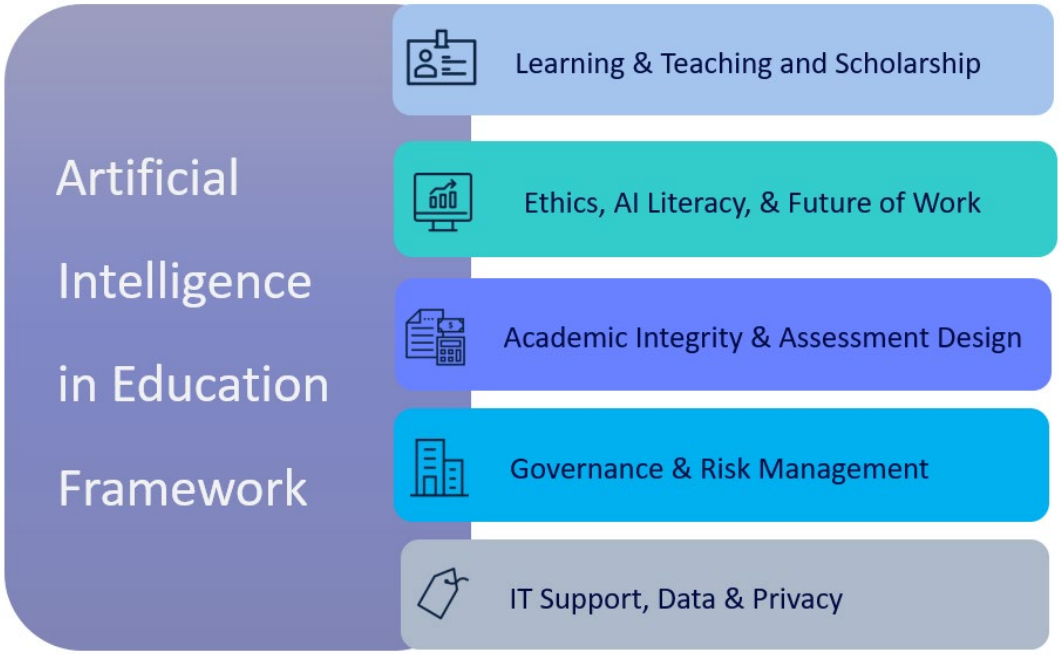

Figure 1: AIED Framework ICMS

Learning & Teaching and Scholarship: This element considers the enhancement of learning & teaching and scholarly activities through the use of AI. It highlights the changing role of teachers, the development of graduate and digital capabilities, the importance of keeping the human in the centre, and opportunities for scholarly research on AI.

AI-Literacy and the Future of Work: This element emphasises the ethical use of AI in line with principles of fairness, transparency, and human autonomy. It involves educating students and staff about AI, fostering an understanding of AI principles, applications, and implications in education and for the future of work.

Academic Integrity and Assessments: This element underscores the importance of upholding academic integrity in an AI-enhanced learning environment. At the same time, ensuring assessment practices are robust, authentic and aligned with regulatory requirements, while supporting the development of graduate capabilities for an AI enabled future.

Governance and Risk Management: This part of the *Framework* describes how ICMS ensures implementation and oversight in decision making, continuous monitoring of AI's impact and how risks are managed.

IT Support, Data & Privacy: The final element covers strategies for IT support, data governance and privacy protection. It emphasises the careful selection of AI tools, alignment between academic and IT departments and adherence to institutional policies and *frameworks*.

Each element of the *AIED Framework* is explained in the following sections. Detailed guidelines are provided separately for each element to support staff and students in its implementation.

2.1 Learning & Teaching and Scholarship

This element considers the enhancement of learning & teaching and scholarly activities through the use of AI. The changing role of teachers, graduate and digital capabilities, and the 'human in the loop' are described as core aspects.

2.1.1 From 'Human-In-The-Loop' to 'Human-In-The-Centre'

The concept of Human-in-the-Loop (HITL) plays a foundational role in ensuring that artificial intelligence systems operate under human oversight, guidance, interpretation and ethical judgment. In machine learning and decision-making processes, HITL frameworks position humans not merely as passive overseers but as active collaborators, validating data inputs, refining outputs, and ensuring that AI actions align with human values and contextual understanding (Memarian & Doleck, 2024).

Translating this framework into higher education, HITL highlights the imperative for educators and students to remain critically engaged in the learning and teaching process alongside AI technologies. This engagement is not optional or superficial. It demands evaluative thinking, ethical discernment, and scholarly reflection at every stage of AI interaction.

For students, HITL means taking an active role in critically reviewing the AI-generated content. When using generative AI tools to support learning, students must assess the credibility, relevance, and accuracy of outputs, as well as the appropriateness of the prompts they provide. This aligns with contemporary models of AI literacy, which advocate for the development of 'AI-critical' competencies such as prompt engineering, source triangulation, and the application of AI outputs to real-world disciplinary contexts (Kassorla, Georgieva, & Papini, 2024) (). Moreover, this approach resonates with the *UNESCO AI Competency Framework for Students* (UNESCO, 2023), which advocates for a human-centred mindset and cultivating the knowledge, skills, and ethical discernment necessary for students to engage responsibly with AI technologies.

At ICMS, the principle of 'human in the loop' (HITL) is extended to 'human in the centre' (HITC), recognising that educators remain at the heart of teaching and learning. While AI and other technological advances provide powerful tools to support efficiency, innovation, and personalisation, it is the educator who ensures these tools are applied responsibly, ethically, and meaningfully. This approach reflects the Human-centred values principle from *Australia's AI Ethics Principles*, which reminds us that AI should augment, complement, and empower human skills, not replace them (Australian Government, 2023). Placing humans at the centre highlights the irreplaceable role of

educators in guiding students' intellectual growth, contextualising AI outputs, and cultivating the higher-order skills that technology cannot replicate. This approach ensures that the adoption of AI and emerging technologies enhances, rather than diminishes, the human relationships, expertise, and values that define quality education.

For ICMS, this approach requires thoughtful integration of AI in curricula in ways that enrich rather than replace human learning. This includes designing assessments that leverage AI tools as part of the learning process, such as requiring students to verify AI-generated claims against peer-reviewed sources, or to critique AI-supported arguments using domain-specific knowledge. It also includes modelling critical AI use, providing guidance on ethical boundaries, and fostering students' metacognitive awareness of when and how to rely on AI responsibly.

Resources such as institutional AI literacy learning modules and guidelines in using AI for staff and students should offer practical instructions for HITC-aligned teaching practices. These resources encourage the design of learning environments in which AI becomes a partner in intellectual inquiry, rather than a shortcut to completion.

2.1.2 Role of Lecturers

With the approach of 'Human-In-The-Centre' in mind, the role of lecturers continues to evolve beyond content delivery to include the critical and strategic incorporation of AI technologies into teaching practices. While deep disciplinary expertise and its real-world application remain foundational, the ability to embed AI meaningfully into the curriculum through in-class activities, assessment design, and classroom dialogue is becoming a core component of academic practice.

To do so responsibly, lecturers must have robust AI literacy, not just technical familiarity with tools, but a critical understanding of their affordances, limitations, and implications. This involves designing learning activities that encourage students to evaluate AI outputs, reflect on prompt construction, and apply AI support in ways that align with learning outcomes and disciplinary standards.

Crucially, the irreplaceable qualities of human educators, emotional intelligence, creativity, ethical reasoning and critical thinking are indispensable for fostering deep learning and student development (Chan & Tsi, 2023). As AI becomes more embedded, lecturers may increasingly collaborate with AI agents, using machine intelligence to extend, but not substitute, the relational and intellectual dimensions of teaching.

The approach to AI at ICMS is grounded in the principle of human-centred learning, where AI serves as an assistive tool that enhances, not replaces the educator's role. Lecturers are positioned as facilitators and mentors who prepare students not only to work with AI, but to navigate its ethical, professional, and societal implications. Emphasising ethical values will become increasingly important as Lecturers guide students through dilemmas using authentic workplace cases to debate the limitations and ethical implications of AI tools.

2.1.3 Learning & Teaching and Artificial Intelligence

The integration of AI into learning & teaching is aimed at enhancing the educational experience in an impactful way by increasing student engagement and improving learning outcomes. ICMS also

recognises the potential for AI tools to reduce administrative burden on academic staff, allowing them to focus more time on teaching and mentoring students and less on administrative duties.

The implementation of the *AIED Framework* into learning and teaching also responds to the risk of a digital divide among students' use of AI, both in terms of access and capability. To mitigate this, the *Framework* includes a review of ICMS Graduate Capabilities and the development of AI literacies within them, ensuring ALL students have the knowledge and skills required to use AI responsibly and effectively.

2.1.4 ICMS Graduate Capabilities

A set of seven Graduate Capabilities have been formulated at ICMS to which all qualifications have been constructively aligned. It is expected that all graduates will demonstrate:

- Professional Expertise,
- Agile Leadership,
- Innovative Problem Solving,
- Technology and Information Literacy
- Skilled collaboration.
- Global Citizenship
- Independent Self-Management

Together, these capabilities integrate disciplinary knowledge, authentic leadership, integrative intelligence, digital creativity, AI literacy, sustainable practices, effective communication, and continuous self-learning, equipping students to excel across professions and disciplines.

AI literacy outcomes are integrated within 'Technology and Information Literacy', to ensure that graduates develop the capacity to engage critically, responsibly and effectively with AI tools across a range of professional and educational contexts.

Table 1: ICMS Graduate Capabilities

Capability	Graduates of ICMS courses will have:	Key concepts (ICMS students will demonstrate):
Professional Expertise	The skills and knowledge necessary to demonstrate confidence, competence and innovation in their specific profession and across disciplines.	• Disciplinary knowledge • Workplace confidence and competence • Interdisciplinary capabilities • Innovative practices • Transferable skills and knowledge • Entrepreneurial skills
Agile Leadership	The capability to initiate, embrace and lead innovation and change, as well as engaging and enabling others to do so.	• Authentic leadership • Resilience and adaptability • Vision • Interpersonal skills • Cross-cultural leadership • Groups, teams and systems awareness

Capability	Graduates of ICMS courses will have:	Key concepts (ICMS students will demonstrate):
Innovative Problem Solving	Initiative and enterprise skills that contribute to innovative problem solving of dynamic, real-world challenges.	• Integrative intelligence and system thinking • Initiative, adaptability and entrepreneurial mindset • Effective and creative responses to problems • Collaborative creativity and innovation, and complex problem solving underpinned by transdisciplinary
Technology and Information Literacy	Up to date technological skills to interact and collaborate with others in a rapidly changing world, with the ability to gather, interpret and evaluate relevant information, including through the use of AI tools in order to develop evaluative judgements in an ethical, responsible and practical manner.	• Information, media and data literacy • Digital creativity, problem solving and innovation • ICT proficiency and productivity, • AI-augmented data analysis, management and critical evaluation • Professional digital identity, ethics, AI ethics, responsible technology application and digital wellbeing • Application of AI affordances in disciplinary and professional practice • Digital networking capabilities and collaboration with technology
Global Citizenship	The skills to work productively and collaboratively in diverse global environments and to make ethical and sustainable decisions that consider the impact on others across boundaries.	• Sustainable practices • Intercultural awareness • Personal integrity • A global outlook • Ethical decision making • Exchange values and cross-cultural perspectives • Act across cultures and boundaries • Inclusivity
Skilled Collaboration	The ability to work effectively within teams from diverse backgrounds, display effective leadership behaviours and effectively communicate knowledge and information to deliver measurable outcomes.	• Effective communication • An ability to listen without judgement • Human interaction and emotional intelligence • Negotiation skills • Inclusive teamwork • Human and machine collaboration
Independent Self-management	A sense of self-awareness and self-belief to develop a personal culture of continuous self-directed learning, enabling ongoing personal and professional development.	• Reflective skills • Autonomy • Self-care practices and self-regulation Lifelong professional learning and relearning • Goal-orientation

2.1.5 Digital Capabilities

The digital capabilities framework, published by JISC (2023) describes the 'six elements of digital capabilities' and the role of Lecturers for developing these. Given that AI tools are inherently digital and require a robust understanding of technology, data privacy and security, this digital capability *framework* is fit for purpose. Moreover, developing capability in digital creation, problem-solving, and innovation are also important for customising AI-based learning materials. Similarly, information, data, and media literacies are essential for interpreting AI-generated data and content.

Underpinned by the JISC framework and to assist lecturers in fulfilling their role effectively, ICMS provides professional development opportunities which seek to explore the affordances of AI tools in education in areas such as developing lesson plans, grading rubrics, customising learning material, possibly using AI agents for brainstorming of ideas, and designing engaging class activities. These affordances aim to reduce the burden of administrative tasks on lecturers, allowing them to dedicate more time to their human and mentorship roles.

2.1.6 AI for Student Support and Wellbeing

With the emergence of conversational AI tools for mental health and wellbeing (e.g., Woebot, Replika), students may engage with AI tools beyond academic contexts. AI tools may affect student mental, emotional, and social health. Key negative impacts may include anxiety, stress from constant comparison or overreliance, feelings of inadequacy, and issues around digital boundaries (Klimova & Pikhart, 2025). ICMS recognises the benefits and risks of these tools and is committed to providing students with digital wellbeing education covering:

- Recognising emotional over-reliance on AI chatbots
- Privacy risks of personal disclosures to AI tools
- Balancing digital and human support systems

Guidance on these tools will be incorporated into the AI literacy modules, and student support services offer sessions to promote healthy and informed use of AI tools for wellbeing. Guidance on the use of AI for non-academic support will be provided to emphasise student digital wellbeing, risks of over-reliance, and privacy concerns.

2.1.7 Scholarship and Artificial Intelligence

AI tools are changing the way scholarly activities and research are conducted, too. For example, the traditionally arduous task of literature review can now be done within a few hours instead of weeks. AI can search, curate, summarise, identify research gaps, generate drafts and even give feedback on drafts (Jones, 2023). More importantly, AI is a powerful tool for data analysis. Not only can it process large volumes of complex, quantitative data, it has the capability to sift through unstructured qualitative data, such as customer reviews and interview transcripts, uncovering patterns that manual processes cannot easily identify (Cooper, 2023). However, the use of AI tools comes with limitations and risks.

The following factors should be considered before deciding whether or not to engage an AI tool and how:

- Compliance - Policies of funding bodies, collaborators and prospective dissemination outlets – some publishers, for example, have banned the use of generative AI tools (Kingsley, 2023). Staff are advised to confirm allowable AI use in advance, particularly if publication is intended.
- Ethics – The National Statement (2025) positions AI as a powerful but ethically complex tool in human research. It requires researchers to anticipate re-identification risks from machine learning, implement privacy-protective methods in data use and ensure meaningful consent about AI-related risks. The Australian Government, has further published an Artificial Intelligence Ethics Framework that sets out eight ethics principles. They include data privacy and security, and transparency and responsible disclosure.
- Accuracy and Bias – AI-generated content may contain inaccuracies, biases, or fabricated citations that can compromise the validity and reliability of scholarly work. Scholars must rigorously verify all outputs and ensure critical evaluation of AI-generated material.
- Copyright and intellectual property – Content created by AI is not protected by copyright and may infringe on the rights of others (Flinders University, 2023). This can expose scholars and institutions to legal risk if content is not properly attributed or used within fair-use boundaries.

At ICMS, staff members are encouraged to consult with the Associate Dean (Scholarship) before adopting any AI tools in their scholarly work or research. The ICMS *Scholarship and Scholarly Practice Policy* and *Publication Guidelines for Scholarly Impact* are provided for the appropriate acknowledgement of AI tools should they be utilised:

- Consult Early: Discuss proposed AI applications in research and publication with the Associate Dean (Scholarship) to ensure alignment with institutional policy and strategic goals.
- Declare Usage: Any use of Gen AI tools in the preparation of manuscripts, even for editing or structuring, must be clearly declared at the point of submission and will appear in the published version.
- Limit Use to Readability: As per ICMS guidelines, staff may use approved gen AI tools for language clarity and readability improvements, excluding paraphrasing tools. Authors must review outputs critically and remain accountable for the final content.
- Uphold Scholarly Standards: Apply the Glassick (2000) standards of scholarly work: clarity of goals, adequate preparation, appropriate methods, significant results, effective communication, and reflective critique.

2.2 Ethics, AI-Literacy and the Future of Work

This section covers several aspects of AI in education, encompassing not only the ethical use of AI tools but also the development of AI literacy, staff and student training, and relevance of the *AIED Framework* for the AI-influenced future workforce.

2.2.1 Ethical Use of AI Tools

When using AI tools in Education, ICMS aims to ensure ethical as well as effective engagement with the technology. The use of AI tools raises important ethical considerations, including fairness,

accountability, bias, autonomy, agency and inclusion, all of which require staff and students to develop awareness and critical understanding.

To support this, a compulsory ICMS AI Literacy module helps students develop their awareness of when and how different AI applications can be used ethically and legitimately within their studies. Likewise, the module helps lecturers discuss the ethical and responsible use of artificial intelligence tools with students.

2.2.2 AI Literacy

A frequently cited definition of AI literacy was developed by Long and Magerko (2020, p. 2), who define it as 'a set of competencies that enables 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'. Their work established that AI literacy does not require programming skills or computer science expertise but instead focuses on understanding AI and critically reflecting on its outputs.

Adapted from Ng et al., (2021) and Hillier (2023) AI literacy entails five broad areas of competency:

1. **Knowledge of AI affordances, capabilities and limitations – effective engagement**

   Learners should understand fundamental AI concepts, skills, and techniques without prior technical expertise. This includes recognising how AI functions in various products and services, as well as its capabilities and limitations for academic work and future careers.

2. **Ethical and responsible use of AI tools - embedded at course Level**

   This aspect emphasises the importance of using AI concepts ethically in different contexts and applications. Learners should understand AI applications' impact on our lives, including ethical considerations surrounding AI technologies. The focus is on human-centered ethical application of AI concepts.

3. **Effective collaboration - human / AI collaboration**

   AI literacy involves engaging learners in higher-order thinking activities that include collaboration. This involves extending AI literacy to competencies that enable individuals to critically evaluate AI technologies and effectively communicate and collaborate with AI, thus enhancing their scientific and technological knowledge for practical problem-solving.

4. **Evaluation of AI output - criticality**

   Learners must be able to analyse and evaluate AI outputs, understanding their reliability, accuracy, and limitations. This competency aligns with higher cognitive levels in Bloom's Taxonomy, emphasising critical judgment in applying AI-generated work.

5. **Using AI in practice – discipline specific and industry focussed**

   Learners should be able to apply AI tools and concepts within their disciplinary and professional contexts. This includes hands-on experience with relevant AI applications within real-world projects and scenarios that prepare them for industry practice.

ICMS is committed to building AI literacy in both staff and students in accordance with these five areas of competency. AI training initiatives have been developed in house to meet the needs of both these audiences. While there are common elements in the training, such as prompting techniques, critical

evaluation of AI outputs and the practical and ethical use of AI, the focus diverges based on the specific requirements of staff and students.

- **Staff AI literacy development**

Staff are equipped with the necessary resources to use AI tools ethically across teaching, research and administrative tasks. This includes understanding the varied applications across various academic disciplines. To facilitate this, educational resources, policies, procedures and supporting guidelines are accessible to staff during occasions such as staff orientation, Faculty Days, professional development seminars, the institutional AI Resource Hub and via an AI literacy module available through the ICMS Learning and Teaching Hub.

Additionally, ICMS emphasises the importance of regular and ongoing engagement and dialogue between academic staff and students in what is a rapidly evolving space. To do this, ICMS have created a cross disciplinary Scholarship Cluster: Engagement and Innovation in Learning and Teaching, to investigate technology-supported Learning and Teaching, including AI tools. This cluster provides the platform for academic staff informed by this *Framework* to discuss and review the application of AI into the ICMS context.

- **Student AI literacy development**

ICMS fosters AI literacy development among its students, mirroring its efforts in staff development. A self-study AI literacy module, including tailored resources and interactive units, is available through Moodle. This mini module helps students understand AI's diverse applications, and responsible use, complying with institutional policies, procedures and use of AI guidelines. Classroom integration of AI tools allows practical engagement and critical reflection, enhancing students' understanding of the tool's implications and potential in their study fields. Additionally, AI is incorporated into assessments with clear guidelines provided in the assessment briefs ensuring responsible and ethical use. These measures equip students with necessary AI skills and an ethical framework, preparing them for a future where AI is integral in academic and professional contexts.

2.2.3 Future of Work and Employability

The *World Economic Forum, Future of Jobs Report 2025* views AI as a transformative force that will augment rather than replace human labour, contributing to a projected net increase of 78 million jobs globally by 2030. Despite predictions, such as Goldman Sachs estimating 300 million jobs being automated by AI, there's a strong belief in AI's significant potential to create jobs and develop new skills. Key insights from *the Future of Jobs Report 2025* emphasise while AI and automation are expected to displace routine roles such as data entry and administrative tasks, they will also create new opportunities in areas like AI development, big data, and cybersecurity. The share of tasks performed solely by humans is expected to decline, with a growing emphasis on human-machine collaboration. As AI adoption accelerates, demand will rise for both technical skills (e.g., AI, tech literacy) and human-centric capabilities (e.g., analytical thinking, leadership). Therefore, the long-term impact of AI will depend on ethical deployment, inclusive upskilling, and policies that ensure technology enhances, rather than diminishes, human work.

In light of these developments, this *Framework* contributes to preparing ICMS students for both academic success and employability for their future workplaces. By embedding AI literacy skills across

the curriculum, it seeks to bridge the gap between current academic preparation and the skill sets needed in a future job market. Achieving this requires collaboration with industry partners and the active involvement of lecturers who maintain professional practice. Such partnerships ensure subjects and assessments remain responsive to shifting industry demands, preparing graduates with the capabilities needed to excel in an AI-influenced workforce.

AI is not only transforming the classroom, but also the career development landscape. Students increasingly use AI-driven résumé builders, career planning bots, and employability mappers. While these tools offer support, students must be guided in how to critically assess their output and avoid becoming over-reliant on automated recommendations.

ICMS is committed to ongoing enhancement of the AI Literacy module and the ethical and effective use of AI tools in professional development contexts. Students are encouraged to reflect on the limitations of algorithmic advice, including biases and lack of contextual nuance in generative tools. Students should be encouraged to collaborate with the Work-Integrated Learning Department to ensure alignment and avoid misinformation.

2.3 Academic Integrity and Assessment Design

Academic integrity has been defined as 'compliance with ethical and professional principles, standards, practices, and a consistent system of values that serves as guidance for making decisions and taking actions in education, research and scholarship' (Tauginienė et al. 2018, p. 8).

AI tools continue to be released into the public domain and have become increasingly easier to access for use at little or no cost. In this fast developing and constantly changing technology context, Higher Education providers are paying close attention to the increasing role and implications of Artificial Intelligence in academic integrity. The availability of AI tools and contract cheating services has substantially increased the risks, requiring institutions to respond with clarity and consistency.

ICMS's *Academic Integrity Policy* and *Procedures* recognises the unauthorised use of AI platforms (such as Generative Pre-trained Transformers – GPTs) to fabricate information as a breach of academic integrity. While AI may be permitted in assessment design and completion under specific conditions outlined in assessment briefs, it is imperative that the submissions ultimately reflect the student's original work. This means that all submitted assessment work must demonstrate the student's mastery of the subject's learning outcomes, evidencing their acquired knowledge and skills. AI can serve as a supportive tool in this process, provided its use is properly acknowledged and referenced according to the *Academic Integrity Policy*. It is crucial to understand that assessment submissions must be the result of the student's own intellectual effort; falsely claiming AI-generated work as one's own constitutes academic misconduct and may result in penalties.

The concept of Unauthorised Content Generation (UCG) highlights the risk of students using undeclared AI tools and their output for academic work, which can be considered a form of academic misconduct. The difficulty in distinguishing between AI-generated and human-produced content further exacerbates this issue.

Given the variation in acceptability of AI usage across disciplines, institutions, cultures, and regions, ICMS has established clear expectations on the use of AI tools in academic work through its, '*Use of AI in Assessment Guidelines'*.

These *Guidelines:*

- advise students when the use of AI tools is permitted or restricted,
- describe the acceptable and ethical use of AI in the ICMS context
- provide students with reflective questions to self-evaluate their engagement with AI tools.

2.3.1 Principles for Assessment Design

ICMS aligns with good sector practices and guidance provided by the regulator, TEQSA, which provides two principles and five propositions for the use of AI tools in assessments. The two principles entail:

1. **Equipping students for an AI-driven society:** Assessments and learning experiences should prepare students for ethical and active participation in a world where AI is prevalent. It emphasises an ability to use AI tools as well as understand AI's ethics, limitations, biases, and implications and integrating these aspects into assessment design in an evidence-informed and thoughtful manner.
2. **Trustworthy judgements in AI-assessments:** This focuses on the necessity of multiple, authentic, inclusive, and contextualised approaches to assessment. Recognising that no single assessment type can fully address the varied uses of AI. It advocates for triangulated, diverse assessments to ensure trustworthiness and inclusivity in evaluating student learning.

The five propositions to guide assessment are summarised below and contextualised for the Institution.

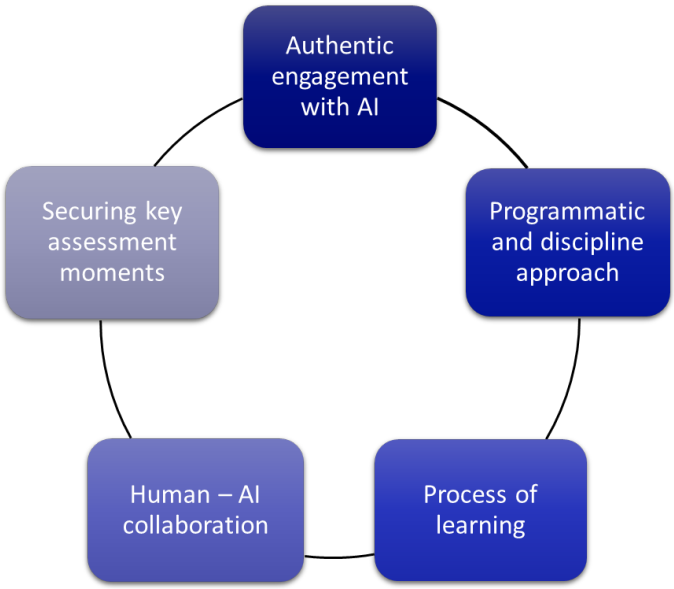

Figure 2: Propositions for Assessments with AI

Whilst TEQSA advocates for inclusive, contextualised, and trustworthy assessments that prepare students for an AI-infused world, the challenge in meeting this call is the inherent difficulty in designing authentic yet trustworthy assessment tasks where AI is being used by students at home in non-supervised conditions. In these assessments the achievement of learning outcomes can be measured, but the question is whether they were attained by the learners or are demonstrated by AI? Relying on traditional assessment types and without re-thinking the assessment designs, it is difficult to know, even if AI detection tools are used.

On the flip side, assuring absolute integrity through the supervision of all assessments does not easily provide students with opportunities for authentic engagement with AI and for them to be prepared for what the regulator describes as an AI-infused world.

2.3.2 Two-Track Model of Assessments

To achieve a balance ICMS have adapted the dual lane approach developed originally by Sydney University (Liu, 2023) which aims to categorise assessment designs into two lanes, which at ICMS is referred to as Track 1 (secured/supervised) and Track 2 (open).

- **Track 1—Secured/Supervised Assessment:** these assessments are supervised or invigilated tasks designed primarily for the assessment of learning, ensuring that students have independently mastered the required skills and knowledge. These assessments are typically conducted in secured environments such as tests, exams, in-person skill demonstrations, or practical evaluations.
    - If AI is not permitted: Assessments must be completed without AI assistance. Using AI in such cases is considered a breach of academic integrity. A clear statement must be included in the Assessment Brief to reflect this.
    - If AI is permitted, ***BUT with stipulations***: secured assessments may permit the use of AI tool(s) if its effective and ethical application supports students' learning and aligns with the intended learning outcomes. However, a secured component, such as a supervised Q&A session, must be included in the assessment design to assess the student's independent capabilities. Instructions for acceptable AI use must be clearly stated in the Assessment Brief, and all AI use must be properly referenced by students.

  Engaging with AI tools might be treated as a breach of academic integrity in these assessments unless the effective and ethical use of the AI tool is authorised and purposefully assessed as a learning outcome and assessed in a fully secured assessment.
- **Track 2—Open Assessments:** These are not secured in the same way as Track 1; they are open and AI is permitted. They motivate students to learn and engage responsibly with AI. They focus on productive and responsible participation in an AI-integrated society. There are types and ways AI is permitted in these assessments which is outlined in the assessment instructions:
    - Permitted AI types: instructions about the AI tool and how the use of the tool is encouraged is provided to students in the *Assessment Brief*. Any unauthorised use of an AI tool may be treated as a breach of academic integrity.

- Permitted and supported AI ways: The use of AI tools is permitted and supported in specific ways as described in the assessment brief. Other ways of using AI tools, not specified in the assessment brief and not permitted may be treated as a breach of academic integrity.

2.3.3 Assessment Design in the Two-Track Model

When deciding whether to permit or restrict the use of AI in an assessment task, it is important to consider the following factors:

- **Educational reasoning**: it is important to assess the pedagogical objectives of the task and consider how the use of AI may align or misalign with those objectives. Some tasks may require students to demonstrate their understanding, critical thinking skills, or independent application of knowledge. In such cases, relying heavily on AI could undermine the validity of the assessment.
- **The nature of the task**: The design of the task determines whether AI is appropriate. For example, if the task aims to assess a student's writing proficiency, using generative AI to produce the written content would defeat the purpose of evaluating their individual writing skills. In contrast, if the task is focused on exploring AI capabilities or understanding its applications, the use of generative AI might be appropriate and aligned with the learning objectives.
- **The function of the task:** The role of the task must also be considered. If the task aims to assess a student's mastery of specific concepts or their ability to solve complex problems, relying on AI could potentially hinder the accurate evaluation of their skills and knowledge.

The approach of thinking about assessment as Track 1 or Track 2 fits well with TEQSA's five propositions. Each of their propositions can be categorised into either Track 1 or 2. There are examples of how these are adapted to an ICMS context in the table below.

Table 2: Assessments with AI in the ICMS context

TRACK 1 –SECURED/SUPERVISED		
Securing key assessment moments	This involves identifying and securing key moments in the course of study where understanding student capabilities with or without AI is crucial. It aims to ensure that students awarded with the qualification have truly achieved the course learning outcomes, focusing on specific critical points within a program. Secured assessments may need to assess the effective and ethical use of AI tools if this is a learning outcome that must be assessed securely.	At each AQF level of the qualification, assessments have been programmatically identified to assure student achievement of the Subject and Course Learning Outcomes. These include secured assessment components where the use of AI is prohibited; for example, the capstone subject requires a secured, individual, in-person demonstration of skills and knowledge. ICMS aligns with professional body accreditation requirements (CA/CPA

		and ACS) in regard to the permitted or not permitted use of AI in secured assessments.
TRACK 2 –OPEN		
Proposition	**Description**	**Adapted to ICMS context**
Authentic engagement with AI	This supports critical analysis of AI's role in work and study, fostering responsible and ethical AI use in assessments that are authentic to the task and discipline. This proposition aims to integrate AI into learning in a way that is meaningful and aligned with course learning outcomes (CLO), making it an integral part of student learning.	For each course and subject, relevant disciplinary and industry-ready capabilities are identified. These are embedded within subjects learning outcomes (SLO) and mapped to CLOs. Example: Brand Management using a logo and packaging design AI tool. Ethics and legal reflection on the tool towards the brand building.
Programmatic and discipline approach	Entails assessment design to encompass entire courses (including nested qualifications) beyond subject level, integrating various methods, tasks and feedback loops. This proposition aims to support judgments about student progress and attainment, ensuring trustworthiness and appropriate credentialing in the age of generative AI.	Using the curriculum map and assessment matrix for each course, a number of selected assessments across the program aim to develop AI literacy in which students document their AI-related skill development within a learning portfolio over time.
The process of learning	This emphasises assessing the learning process, including critical thinking and ethical decision-making, to understand students' competencies. It addresses the challenge of differentiating human-created work from AI-generated content in assessments, aiming to gather evidence of students' critical engagement with AI and on their learning process.	The assessment design involves students recording key stages of their learning process, including prompts used, evaluation of AI outputs and how these informed their final submission. For example: in an Events Strategy subject, students might use Gen AI to generate ideas, then critically evaluate them using theories and models covered in the subject to develop a final enhanced strategy proposal.
Human AI collaboration	This proposition encourages assessment designs that enable students to collaborate effectively with AI, while reflecting critically on its role and limitations. The aim is to promote inclusivity, articulate boundaries for AI use, and help students recognise both the affordances and constraints of AI in their discipline.	The assessment design requires students to reflect on their collaboration with the AI tool within their discipline. Reflections address issues such as bias, inaccuracies, limitations in the output, as well as how AI has shaped their learning and confidence with the subject matter.

Based on the TEQSA principles and five propositions, ICMS is committed to rethinking assessment design to maintain academic integrity, and ensure students demonstrate genuine learning. The following institutional practices and measures will be implemented to support academic staff in designing curriculum and assessments that foster meaningful engagement, uphold quality standards, and align with the realities of an AI-enhanced learning environment:

- **Focus on Higher-Order Thinking Skills (HOTS):** Where appropriate to the AQF level and subject learning outcomes, assessments should prioritise skills such as creativity, decision-making, and critical thinking, rather than solely knowledge-based tasks that AI can easily generate. At lower AQF levels, assessment should still encourage students to engage critically with information (including from AI) in ways consistent with the level of study, with scaffolding built into the curriculum to support progression to higher-order skills at advanced levels.
- **Emphasis Process-based and Authentic Assessments**: Evidencing the process of learning, not just the final product, can support understanding of student thinking and competencies, especially as AI can simulate derivations, but not the underlying human process. This emphasis aligns with the need to shift focus to higher-order skills in the AI era.
- **Adopt Systemic and Programmatic Assessment Design**: Assessment should operate across an entire course of study, rather than solely at individual task or subject levels. This allows for multiple assessment methods, integrated tasks, and meaningful feedback to support judgments about student progress and attainment, promoting the trustworthiness of the overall qualification. This approach allows for 'rich portrayals' of student learning and aligns with the Higher Education Standards Framework (Threshold Standards). It also helps identify key assessment moments (Track 1) that require specific security measures to assure learning without AI.
- **Ensure Regular Assessment Moderation and Validation**: While the use of AI tools prompts a re-evaluation of traditional assessment methods, ongoing moderation and validation remain essential to ensure confidence that students are authentically demonstrating the learning outcomes required for their qualifications. A thorough review of each assessment, underpinned by these quality assurance processes, is critical to maintaining assessment validity in the current context.

2.3.4 Appropriate and Inappropriate Use of AI in Assessments

Once approved by the lecturer in consultation with the program manager, and when AI tools are permitted in assessments as specified in the assessment briefs, proper acknowledgment is required. When developing Track 2 assessments, it is important to consider what is appropriate and inappropriate use and to include this in the assessment brief clearly.

Appropriate use

Several instances are illustrated below. With all these instances, the use of AI should complement and enhance the learning process, not replace the student's own critical thinking and creativity.

1. **For revision and learning**: AI is appropriate for generating practice quizzes for self-testing, summarising topics for knowledge building, simulating scenarios for application, creating

synthetic data for practising, and assisting in learning and revision. It can also be used for developing reflection and evaluation skills, where students analyse AI outputs and enhance their understanding of the subject.

2. **For refining writing**: Subject to assessment briefs and grading rubrics, AI can be used for grammar and spelling checks, style and tone suggestions, clarity and coherence improvement, vocabulary enhancement, plagiarism detection, proofreading, and self-marking assignments. In this instance usage is confined to refining writing, not generating ideas. See guidance for ELICOS students in point 5.

3. **For brainstorming and developing ideas:** AI can be used in the initial stages of the assessment for brainstorming and idea generation and checking ideas. This level is suitable for assessments where students need to demonstrate their critical thinking and writing skills, such as constructing their own essays and reports.

4. **If referenced and acknowledged**: AI-generated material should be properly acknowledged following APA style 7th edition, and copyright details for any images, audio files, or codes generated by AI should be checked and referenced appropriately.

5. **For ELICOS students**: AI tools can be used for generating writing prompts, conversing with chatbots for language practice, using speech recognition for pronunciation feedback, text-to-speech for listening skills, analysing texts for writing feedback, and administering language proficiency mock tests, offering objective evaluation and feedback on English language skills.

Inappropriate use

Several instances are illustrated below.

1. **Not permitted**: Using AI when it is explicitly forbidden in the assessment brief, constitutes academic misconduct.

2. **Writing the assessments, code, or creating artwork**: It is inappropriate to use AI for generating complete answers, writing entire assessments, coding, or creating artwork without proper acknowledgment or attribution. Relying solely on AI undermines the development of critical thinking skills and may misrepresent the students' abilities, leading to ethical concerns and a lack of genuine reflection of the students' own effort and creativity.

3. **Doing research for the assessments**: Using AI to generate text with fabricated sources, as a database, or to complete research papers without proper acknowledging original sources.

4. **AI materials are not declared**: Failing to acknowledge AI-generated output used in assessments may be considered academic misconduct.

5. **For ELICOS students**: It is inappropriate for students to use AI for language translation in assessments, sentence or phrases completion, or text summarisation in assessments, as these practices can avoid genuine language learning and skill development.

Inappropriate use of artificial intelligence may lead to academic integrity breaches, including plagiarism, fabrication or falsification of content, collusion, contract cheating, or fraud etc. as per the Academic

Integrity Policy and related procedures. Moreover, it also falls into a distinct category of academic breach of its own, called inappropriate use of generative AI.

The growing use of AI to generate videos, simulations, audio recordings, and visual content introduces new challenges in assessment design and academic integrity. The assessment designers should also consider the explicit examples of permitted and non-permitted uses of:

- AI-generated video presentations (e.g. deepfake narration)
- Voice cloning and synthesis
- Animated explainers or image-based storytelling

2.3.5 Acknowledgement of AI Tools in Collaborative Context

ICMS follows the APA 7th edition style guide on how to acknowledge AI tools for intext referencing and the reference list. The institutional style guide is made available to all staff and students on Moodle and through the Student Success Centre.

Students must attribute any AI-generated multimedia content using APA 7 style, including source tool, date, and generation prompt. Assessment briefs must explicitly state expectations about student vs. AI contributions in all modes of production.

As AI becomes a co-author in creative processes, students must learn how to describe their collaboration with AI, including:

- Which AI tool was used
- What role it played in the work
- How the student refined, verified, or edited the output

Track 1 and Track 2 assessments now include a short '*AI Use Declaration Form*' submitted alongside students' work.

2.3.6 Principles for the use of AI in Grading and Providing Feedback on Assessments

ICMS does **not** endorse or permit the use of AI for grading or for generating the first instance of feedback on any assessment that contributes to a student's final grade (summative assessment). When using AI in the process of grading and providing feedback on assessments, ICMS operates under a set of four principles with detailed guidelines.

1. Ensuring Human Oversight and Accountability

Assessment of learning is a human act. It involves not just measuring performance but making informed, ethical decisions about a student's learning journey. While AI tools may assist by feedback commentary, they are intended to support, and not to replace human judgment.

A clear ethical line is drawn against automated grading in assessment:

- **First Instance Feedback**
  The first instance of feedback on any assessment must be written by human markers. AI can

assist only in refining this feedback, alignment it with the grading rubric or suggesting additional comments, and only as part of an approved technology. The lecturer remains responsible for the content and quality of all feedback.

- **No AI Grading**
  AI must not be used to determine marks or grades for any assessment that contributes to the final grade, including staged or low-weighted assessments. This applies to both formative and summative assessments where marks are recorded.
- **Group Feedback Using AI**
  AI may be used to collate lecturer comments for group or class feedback, where the feedback is based on lecturer input and does not involve institutional IP or replace personalised feedback. This process provides additional insight for students and efficiency for staff, without requiring student consent or monitoring staff compliance (e.g., opt-in/opt-out, disclosure of use, or use for grading).
- **Lecturer Responsibility**
  Human markers are fully responsible for the accuracy, validity, fairness, and quality of all marks, grades, and feedback. Lecturers must actively engage in reviewing, verifying, and revising any AI-assisted feedback.

2. Strategic Application of AI-Assisted Feedback to Enhance Learning

AI support is optional, not expected, encouraged, or standard practice.

Assessment design with AI should prioritise higher-order thinking and authentic learning processes, not just task completion. AI-assisted feedback must go beyond marking correctness, it should guide students to understand their thinking, develop critical skills, and apply knowledge more effectively feeding forward to future assessment and learning outcome competencies.

When using AI to assist for feedback, lecturers need to ensure the AI tool has sufficient context, such as assessment learning outcomes, marking rubrics, AQF equivalent level of learning, and prior topics or concepts taught, to ensure the feedback is relevant, meaningful, and aligned with specific criteria.

3. Upholding Ethical and Transparent Use of AI-Assisted Feedback

ICMS commits to clear and transparent communication regarding the use of AI in grading and feedback. Lecturers must inform students when AI might be used to assist them with feedback, how it will be utilised, and whether their work will be uploaded to institutionally approved AI platforms. Students should be given options for consent or to opt-out, and their choices must be respected.

AI assistance in grading must ensure equitable treatment for all students. This includes all staff having access to AI tools made available by ICMS. It is crucial to evaluate the appropriateness of staff using AI for evaluating student work if students are restricted from using similar tools for that assessment.

Recognising that AI models are trained on vast datasets, there is an inherent potential for societal biases (e.g. gender, race, religion, politics) to be present in their outputs. Staff using AI for feedback must be trained to identify and address these biases and critically evaluate outputs for biased viewpoints or harmful stereotypes.

When using AI to assist with feedback, care must be taken to protect institutional IP and meet student expectations for personalised, discipline-specific feedback from qualified academics.

4. Maintaining Quality and Integrity in AI-Assisted Feedback

AI-assisted feedback for assessments must be rigorously reviewed for validity, accuracy, and factual correctness. Lecturers must be aware of 'hallucinations' (AI generating incorrect statements or fabricated citations) and are required to verify all facts, quotes, statistics, and resources from AI-assisted or generated responses using credible sources.

2.3.7 Detection of Inappropriate Use of AI in Assessments

Students are provided clear guidelines on the appropriate and inappropriate use of AI tools and how to acknowledge AI involvement in their work when permitted. Despite these efforts, the detection of unauthorised or undeclared AI use remains a critical component of maintaining academic integrity and upholding institutional academic standards.

While tools like Turnitin offer AI detection functionality, recent independent evaluations and peer-reviewed research have highlighted the limitations and false-positive rates of such systems (Dalalah & Dalalah, 2023). These tools may incorrectly flag authentic student writing as AI-generated or fail to identify AI use that has been edited or rewritten. Therefore, reliance solely on AI detectors is not sufficient to establish a breach of academic integrity.

ICMS deploys the TurnitIn AI detection tools within the Moodle assessment settings for assessments submitted through the subject site. Detection outcomes are treated as indicators for further investigation, not definitive evidence, as stated in the Academic Integrity Procedures. Where a breach is suspected, staff must collect additional evidence to substantiate their concern. This may include, but is not limited to:

- undeclared or unauthorised use of AI tools;
- significant inconsistencies in writing style or authorship;
- fabricated or irrelevant references;
- inability to explain or verify content during an interview.

These evidentiary expectations are intended to ensure that allegations of academic misconduct involving AI are based on triangulated and verifiable information in accordance with principles of procedural fairness.

For secured and/or supervised assessments on Track 1, invigilation measures are used in a physical and/or virtual assessment environment, potentially through browser lockdowns using a proctoring software. Online proctoring and invigilation follow a defined process and ensures procedural fairness.

For Track 2 (open) assessments where AI is permitted under described conditions, students must include an AI Use Declaration disclosing how and where they used AI tools. Failure to disclose, or using AI beyond the permitted scope, constitutes a breach of academic integrity.

Suspected breaches related to AI usage are managed under the *Academic Integrity Policy and Procedures*. Investigations consider contextual factors, such as tool access, student intent, prior training,

and potential procedural misunderstandings. Outcomes prioritise education and remediation while maintaining fairness and academic standards.

2.3.8 What Could Be Next? Looking Ahead to A More Holistic Learning Future

Creating a robust and forward-looking *AIED Framework* for integrating AI into assessments unifies educators and students in a comprehensive approach to achieving learning outcomes in an AI world. However, looking into the future and the likely rapid transformation of AI technologies and expected replication of tasks traditionally performed by humans, the questions arise as to whether Higher Education Providers are cultivating the right skills and qualities in students? Do the Graduate Capabilities and Course Learning Outcomes embrace all aspects of the human experience and not just cognitive knowledge, skills and their application – the ones more likely to be replicated by AI technologies?

A broader perspective on education is required that equally incorporates functional and effective dimensions, nurturing the full spectrum of human capabilities, preparing students not just for the workforce but for a purposeful and engaged life that may contribute to solving some of the world's bigger problems.

To achieve this, course learning outcomes across ICMSs' programs must be reviewed regularly to include essential future human skills and aptitudes. These should be assessed through 'powerful' assessments where AI plays an important role in their completion but is not the primary focus. Instead, the emphasis is on developing human skills, ensuring that the rubrics are aligned with the cultivation of capabilities that prepare students for a rapidly evolving, AI-integrated future.

Envisioning ICMS' role in this changing landscape, it becomes apparent that the institutions should not only equip students with AI 'superpowers' but also develop in them a sense of human responsibility to use these capabilities for positive impact. This can involve guiding students on how to leverage AI in addressing some of the world's most important challenges, such as those laid out in the United Nations Sustainable Development Goals (UNSDGs).

Therefore, the redesign of assessments must not only verify knowledge, skills and technical competencies but also encourage students to think critically about the ethical implications of AI, develop empathy, and create a global citizen's growth mindset amongst other things.

2.4 Governance and Risk Management

Given the pace of AI development, ICMS established regular AI-related policy reviews and AI risk review process, coordinated by the Course and Subject Committee (CSC), the Learning and Teaching Committee (LTC), the Audit, Risk and Compliance Committee (ARCC), and the Academic Board (AB). The reviews assess:

- The introduction of new AI tools for staff and students
- Risks related to privacy, bias, misuse and reputational damage
- Student and staff feedback on AI tool efficacy and safety
- Regular audits for tools used in assessment or student administration
- Obligations around transparency and explainability

These governance enhancements directly support the *Higher Education Standards Framework (Threshold Standards) 2021*, specifically:

- Standard 5.2 (Monitoring, Review and Improvement)
- Standard 6.1 (Corporate Governance)
- Standard 7.2 (Information Management)

They also reflect national expectations for responsible innovation under TEQSA's evolving regulatory approach.

The governance and risk management strategies used by ICMS ensure responsible implementation and ongoing monitoring of the AIED Framework. It covers several key components:

Academic Oversight and Monitoring: This involves robust academic governance, primarily through the Academic Board, the Learning and Teaching Committee and the Course and Subject Committee. These governance bodies conduct regular reviews and evaluations to assess the impact of AI tools as outlined in the *AIED Framework* on student learning outcomes. A component of the annual governance workplan is a dedicated report which reviews the outcomes of AI applications on the educational process, ensuring any potential issues are identified and addressed.

Regular and comprehensive course reviews: ICMS systematically monitors and evaluates its courses and subjects to ensure they continue to meet academic quality standards, the needs of stakeholders including industry and professional bodies, to mitigate any risks to quality and remain current and relevant. This means that during these interim monitoring and comprehensive course reviews, developments regarding artificial intelligence tools in each field of study and industries for which students are prepared, are taken into consideration and relevant changes and updates are made.

Risk Assessment and Mitigation: The Audit, Risk, and Compliance Committee is tasked with evaluating the inherent risks associated with AI tools and considers the proposed mitigating risk strategies. This includes regular (bi-annual) assessments of emerging risks and opportunities, enabling ICMS to proactively manage potential issues related to the use of AI in Education. The Risk Register is an essential tool, capturing details related to the IT operating environment, data security, and ethical considerations associated with AI tools. It serves as a dynamic document, constantly updated to reflect new risk and challenges in the ever-evolving AI landscape.

Stakeholder Engagement and Collaboration: This involves interactions with key stakeholders, including industry partners, students, and academic staff. Regular forums and course advisory committees (CDASC) facilitate direct engagement, ensuring diverse stakeholder perspectives are incorporated into the ongoing review of the *AIED Framework*. Industry collaborations enhance real-world relevance and innovation, while student and academic staff feedback informs continuous improvement. The student SETU and Student Life surveys are used to collect the students' views. The stakeholder engagement underpins the dynamic evolution of AI applications in education, aligning technological advances with pedagogical needs and ethical considerations.

Consultation with IT Department: Effective collaboration with the Information Technology Department is a cornerstone of this *Framework*. IT professionals, as part of the AI in Education (AIED) working group, play a pivotal role in reviewing the 'Technologies in Learning & Teaching Policy' and establishing other

policies and procedures. The collaboration ensures that technological implementations are aligned with educational objectives and institutional capacities.

***Framework* implementation coordination:** The responsibility of coordinating implementation plans is shared among Deans and Program Managers, supported by the Learning, Teaching, and Innovation team and overseen by the DVC (L&T). This ensures a cohesive approach to the integration of AI tools across different departments and programs, aligning them with ICMS's educational objectives and the Learning and Teaching Policy.

2.5 IT Support, Data and Privacy

This element, integral to the *AIED Framework*, is guided by an evolving institutional AI strategy that encompasses all members of ICMS, staff and students. It promotes a culture of secure and privacy-conscious AI usage, including the responsible use of external AI tools outside the control of ICMS.

To address the risks associated with external tools, ICMS will develop specific policies and guidelines aimed at safeguarding and enhancing awareness within the academic community, including both students and staff. These guidelines and policies, applicable on both academic and institutional levels, will be designed through a cooperative process involving the Academic, IT, and Quality Assurance (QA) departments, ensuring consistency and alignment.

This collaborative approach underscores the institutional commitment to a unified and comprehensive strategy for AI tools utilisation, ensuring that policy creation and implementation are reflective of the collective perspectives within ICMS.

Approval of AI tools for Learning & Teaching

Before being utilised in assessments, AI tools are evaluated and tested by a team, including a Lecturer or Program Manager and an IT team member. This evaluation adheres to ICMS's *Privacy Policy* and *Records Management Policy*. However, the use of external AI tools, which operate beyond ICMS's jurisdiction, presents potential privacy and data breach risks.

To address these risks effectively, the evaluation team undertakes a consultation process prior to approval, acknowledging that ICMS cannot assume legal and ethical responsibility for any data breaches or privacy violations stemming from the use of these external tools.

Best practices and guidelines

In support of the institutional AI strategy and the policies (under development), the Academic, IT and QA departments are collaborating on guidelines and best practices for the use of external AI tools to protect user privacy and data. Additionally, training sessions and resources are provided to enhance the understanding of the data and privacy risks associated with external AI tools and promoting their responsible use.

Key Considerations:

It is crucial to comply with ICMS policies regarding the use of AI tools, particularly concerning the uploading of student assignments to third-party platforms.

- **Data Security**: ICMS is committed to safeguarding data privacy and cybersecurity when using AI tools. Lecturers and students must avoid sharing Personally Identifiable Information (PII) or any sensitive, confidential, or private institutional data with AI tools, especially those that may retain user input for model training or lack robust privacy policies.
- **Intellectual Property (IP) Protection**: Users must be aware that AI models may use input for training without attribution, potentially incorporating submitted materials, including student work, into their datasets. ICMS encourages open dialogue to address IP rights concerns and provides guidance on navigating ownership issues related to materials submitted to generative AI programs.
- **Approved Tools**: Utilise institution-approved AI platforms that comply with cybersecurity and privacy standards, such as Microsoft Copilot for marking and Turnitin's AI Writing Detection Tool for detecting improper AI use, as they do not save entered data.
  New AI tools (especially those using images, voice, or biometric data) must:
  - Undergo joint academic-IT risk assessments
  - Prioritise local data sovereignty
  - Include transparency and consent mechanisms
  - Staff and student training modules will cover responsible use, likeness rights, and ethical implications of biometric cloning.

3 Related Documents

Related policies, procedures, guidelines and forms.

https://policies.icms.edu.au/technologies-in-learning-and-teaching-policy/

https://policies.icms.edu.au/assessment-policy/

https://policies.icms.edu.au/assessment-procedures/

https://policies.icms.edu.au/academic-integrity-policy/

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