



# The Use of AI Technology in Training and Assessment Policy and Procedure

## RTO PP028

### Purpose

The purpose of this policy and procedure is to outline the approach taken by ACF to the use of AI technology for both students and ACF staff in the delivery of learning and assessment.

### Responsibilities

The Manager Accredited Training is accountable for ensuring this policy and procedure is implemented, with support from the ACF training and assessment staff (facilitators) and course coordinators.

### Scope

This policy and procedure covers all of ACF's RTO training and related services.

### Definitions

**AI technology** refers to any tool or software application that simulates human intelligence processes to produce written and/or visual responses to a specific set of inputted criteria, for example, the answer to an assessment task. It can also be used as a learning tool.

**AQF level** means the level applied to any qualification under the Australian qualifications framework e.g. Cert IV - level 4 etc.

**Assessment** means the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or VET accredited course.

**Assessors** are persons who review a student's evidence to decide about competence under Clauses 1.13 to 1.16, Standards for RTOs (2015). Facilitators are qualified trainers and assessors who may be involved in the delivery of training or assessment or both.

**Competency** means the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.

**Learning developer** means a person who writes content and resources for providing information to students to support their learning

# Policy

ACF acknowledges and accepts:

AI is an emerging tool that is not yet fully researched, understood or developed.

The use of AI technology provides an opportunity for students to:

- Personalise their own learning experience
- Experiment with how they learn in digital environments
- Overcome barriers to language and literacy issues
- Receive additional support with learning in a 24/7 environment
- Quickly access information that would otherwise take several hours to source
- Find alternative uses of AI technology that will better meet their needs and values

In addition, the following risks for students are acknowledged:

- Not all students may have access to, or know how to use AI technology effectively (digital literacy)
- The information generated by AI technology may not be accurate or complete
- Students may use AI technology to “cheat” by submitting AI-generated answers as their own work
- There are ethical concerns with the source of the information generated by AI technology (plagiarism). An AI-generated response may result in a student breaching the Student Responsibilities Policy and Procedure
- That student’s privacy may be breached if assessors use AI technology to assess work
- The student may not fully understand the concepts being taught if they rely on AI-generated responses as part of their assessment tasks

The use of AI technology provides learning developers with the opportunity to:

- Develop content quickly and efficiently, generating large volumes of content in a short time
- Personalise the content by providing the AI technology platform with specific information about the students such as their learning styles, characteristics and preferences
- Contextualise the content for specific groups of students based on their job roles and experience
- Improve the quality of existing materials by asking AI technology to analyse them and suggest refinements

In addition, the following risks and considerations for learning developers are acknowledged:

- Content developed using AI can contain biases if the data that was used to create the content is either biased or incomplete. This is especially concerning for topics that include diversity and inclusion or cultural considerations
- The persuasive tone of some AI generated text may distract from the quality of the ideas
- Privacy may be breached if personal and sensitive information is used to generate content
- Decisions to use AI-generated content should be clearly understood and documented
- Creativity in the development of AI-generated content is limited
- Certain subjects may be lacking in the knowledge banks of the AI which can lead to content gaps or inaccuracies

- AI-generated content may lack the emotional or human connections that students require for effective engagement
- AI-generated content does not replace sound instructional design
- AI technology can “make up” content to fill gaps including creating fictitious references

To ensure quality outcomes for students, ACF will support the use of AI technology in the delivery of its learning and assessment services with the following conditions.

## For Students

Students may use AI technology to support their learning and may also generate initial responses to assessment questions to help them build their answers.

Students may not use the AI-generated response as their answer but can refer to it in the same way they would any other available resource.

Where students have used AI technology to generate an initial response, they must:

- Reference that it was generated using AI - including the name of the tool or application used and the URL, the data input into the AI tool and the date the response was generated
- Provide a complete copy of the response generated

Students **must not**:

- Use AI technology to generate an initial response if the assessment task specifically prohibits it
- Claim that a response generated by AI technology is their unique work

Any student breaching these conditions will be deemed to have committed academic misconduct.

## For Assessors

To confirm the authenticity of student answers assessors will:

- Use the set of guidelines in this procedure to evaluate student responses to assessment tasks
- Identify the potential use of AI technology by students and ensure that they have followed the appropriate parameters
- Follow the procedure outlined in the RTO PP021 - Student Responsibilities for plagiarism (the use of un-referenced materials) where AI technology-generated responses have not been referenced

Assessors **may not**

- Use AI technology to assess a student’s response to an assessment task
- Input any information or work developed or provided by a student into an AI technology tool without the written permission of the student

## For Content Developers/Designers

Content can be created with the assistance of AI technology with the following parameters:

- Reference that it was generated using AI - including the name of the tool or application used, the data input into the AI tool and the date the response was generated
- Document the reason for using AI technology to generate content
- Confirm the validity of information by cross-checking with subject matter experts
- Refrain from inputting any sensitive or personal information into an AI technology tool
- Confirm that any responses generated and used are free from bias, especially around diversity, inclusion and cultural considerations
- Ensure that the response generated does not plagiarise the work of others
- Apply best practice instructional design to ensure the content is engaging and meets the needs of the students

ACF will also:

Ensure that all students are provided with support on how to:

- Access and use AI technology
- Evaluate the quality of the information generated by AI technology
- Analyse information generated by AI technology to identify weaknesses and adjust it to be appropriate for the task
- Appropriately reference AI technology-generated information in their work

## Procedure

### Students using AI to generate information and responses

To use AI in generating responses that support learning and assessment follow these steps

1. Select the appropriate tool such as ChatGPT
2. Input the data that is required to create a response following these guidelines:
  - Role
  - Task
  - Context/or outcomes required
  - Inclusion of references (if required)

e.g.

- You are a student completing a qualification in developmental trauma (role)
- You need to discuss the impact of trauma on early childhood development (task)
- Provide a response using an academic writing style with at least 3 different impacts (outcomes and context)
- Include references

**Do not input any personal or sensitive information or work that is not your own.**

- Determine if you wish to use the response generated to either support your learning or form the basis of an answer to an assessment task. You may wish to regenerate the response until you are happy with the outcome.

Follow these guidelines to help you decide if the response is appropriate for your learning and assessment development:

- Ensure that the information is on topic - i.e. it covers the subject that you are studying and is at the right level for you. For example, ask yourself if the content is at the appropriate academic level, or specific enough for your purpose and context
- Check that the facts contained in the response are consistent - look for information that may contradict itself
- Consider if any sources (references) used are credible and trustworthy
- Check any references, if you asked the AI technology to generate them as part of the data you inputted
- Cross-check information with other sources that you have available to you e.g. course content
- Use your analytical skills to see if the content makes sense to you - ask “is it logical, well-sequenced and matches up with what you already know about the topic”
- Be careful to identify if there are any cultural, diversity or biases in the content
- Ask your facilitator or course coordinator for advice

*If the response is to be used as part of an assessment task:*

- Take a copy of the response and attach it to your assessment evidence as an appendix before your references page
- Assign the response a number (if you have used more than 1)
- Include the appropriate referencing in the response

*(Note - See Appendix A for the response generated by chatGPT using the data inputs above and the referencing required)*

- Cite (in text) the usage of AI in your assessment response using the following protocol:

*Name of the tool. (year, month, day accessed). Response Number*

e.g. ChatGPT. (2022, March 8). Response Number 1

## Assessors reviewing student evidence for the use of AI

All student evidence should be run through the plagiarism-checking tool that also checks for AI-generated content. In addition, assessors should use the following guidelines:

- Look for the quality of the writing. AI tends to generate perfectly written responses with no variation in tone, syntax or grammar. Be alert for content that does not seem to align with the student’s writing style

- Consider the use of technical language. AI will use technical and industry-specific language. If this does not seem to represent the student's level of subject matter knowledge then AI may have been used to generate the response.
- AI content can often be repetitive using the same terms, phrases and form throughout the response.
- There is often a lack of depth in AI-generated answers with repeating information provided in slightly different ways.
- AI-generated content will almost always have a concluding paragraph that is framed with the words "in summary or in conclusion".
- AI can often generate content that is using other sources, so be on the lookout for content that seems familiar but is unreferenced

Where you suspect that AI-generated content (unreferenced and unaltered) has been submitted by a student as assessment evidence, use other methods to confirm authenticity (e.g. asking for verbal confirmation of an answer) and follow the guidelines in RTO PP021 - Student Responsibilities (Part 2 plagiarism).

## Learning Developers using AI to generate content

- A. To generate content using AI you should:
- a) Determine and document your reason for using AI-generated content rather than human-created resources. Acceptable reasons may be:
    - A large volume of content is required in a short period.
    - The content is routine or repetitive with limited speciality e.g. general health and safety information
    - You need to translate content quickly into another language
    - You need to contextualise content to meet the needs of a certain student cohort or a student with specific individual needs.
    - Where the content is technical and needs to be highly accurate and specific
  - b) Ensure that you are clear with the data you input into the AI technology tool to generate your response.
    - a) Follow the protocol for students
      - Role
      - Task
      - Context/background or outcomes required
      - Ask it to include references
    - b) Make sure you are as specific as possible and use proper grammar and spelling. Avoid using acronyms, shorthand or text-speak.
    - c) Include as many relevant keywords as possible.
    - d) Keep your inputs concise and to the point

See the example below

- I am writing a paper on developmental delays in indigenous children in Australia.
- I need to include some information and statistics about how developmental delays impact children's ability to learn.
- The response needs to include references and be written in an academic style

*(Note - See Appendix B for the response generated by chatGPT using the data inputs above and the referencing required)*

**Do not input any personal or sensitive information or work that is not your own.**

B. When you have generated content that you are comfortable with you must:

- Check that it contains no plagiarised sources by using a plagiarism checker and the references provided
- Review the content for accuracy with a subject matter expert (or peer if you are an SME)
- Ensure that the content is free from bias, especially concerning diversity and inclusion and cultural considerations
- Reference any AI-generated content for transparency using the following protocol

Tool used: Date Accessed

URL of the tool:

The data you used to create the response

e.g

ChatGPT: Accessed 8/3/2023

URL: <https://chat.openai.com/chat>

Data used to create response:

*I am writing a paper on developmental delays in indigenous children in Australia. I need to include some information and statistics about how developmental delays impact children's ability to learn. The response needs to include references and be written in an academic style*

- Where the AI-generated text forms part of a larger piece of work, also cite the source in-text (as well as referencing)

C. To use AI-generated content you must also:

- Apply best practice instructional design processes to ensure maximum student engagement using the following model
  - Hook/gain interest
  - Teach or inform
  - Engage the student with the content
  - Check their learning
  - Summarise and link to other content
- Adapt the language to meet the needs of the student group
- Ensure that the appropriate context is applied
- Support the content with relevant case studies, examples and other resources that add value

# Appendix A - AI Response Number 1

Childhood trauma can have significant and long-lasting impacts on early childhood development, with effects extending into adolescence and adulthood (Perry, 2018). Trauma in early childhood can occur as a result of various experiences such as abuse, neglect, natural disasters, and exposure to violence. Such experiences can result in physical, emotional, and cognitive impacts that can significantly alter a child's developmental trajectory.

One impact of early childhood trauma is the potential for disrupted brain development. Trauma can affect the development of the prefrontal cortex, hippocampus, and amygdala, which play a crucial role in emotional regulation, memory, and stress response (van der Kolk, 2017). Such disruptions can result in difficulties with impulse control, emotional regulation, and learning.

Another impact of early childhood trauma is the potential for social and emotional difficulties. Traumatized children may experience difficulties forming healthy relationships with caregivers and peers, leading to increased risk of attachment disorders, social withdrawal, and difficulties in social functioning (Kinniburgh et al., 2017). These difficulties can further impact a child's ability to develop socially, emotionally, and academically.

Finally, early childhood trauma can also impact physical health outcomes. Children who have experienced trauma may be at a higher risk of developing chronic health conditions such as heart disease, obesity, and autoimmune disorders (Felitti et al., 2019). These health outcomes can have long-term effects on a child's development and wellbeing.

In conclusion, early childhood trauma can have significant and wide-ranging impacts on a child's development. These impacts can affect the physical, emotional, and cognitive development of a child, potentially leading to difficulties in social and academic functioning. Early intervention, therapy, and support can be effective in mitigating the impacts of early childhood trauma and promoting healthy development.

## References:

Felitti, V. J., Anda, R. F., & Lanius, R. A. (2019). The relationship of adverse childhood experiences to adult medical disease, psychiatric disorders and sexual behavior: Implications for healthcare. In *Adverse Childhood Experiences* (pp. 77-87). Springer.

Kinniburgh, K. J., Blaustein, M., Spinazzola, J., & van der Kolk, B. A. (2017). Attachment, Self-Regulation, and Competency: A comprehensive intervention framework for children with complex trauma. *Psychiatric Annals*, 47(10), 498-504.

Perry, B. D. (2018). Childhood experience and the expression of genetic potential: What childhood neglect tells us about nature and nurture. *Brain Sciences*, 8(9), 162.

van der Kolk, B. A. (2017). Developmental trauma disorder: Toward a rational diagnosis for children with complex trauma histories. *Psychiatric Annals*, 35(5), 401-408.

## Reference:

ChatGPT: Accessed 8/3/2023

URL: <https://chat.openai.com/chat>

Data used to create response: *You are a student completing a qualification in developmental trauma (role) You need to discuss the impact of trauma on early childhood development (task) Provide a response using an academic writing style with at least 3 different impacts (outcomes and context) Include references*



## Appendix B

Developmental delays in children can have a significant impact on their ability to learn and achieve academic success. When children experience developmental delays, they may struggle to acquire new skills, maintain attention, and engage in social interactions, which can hinder their ability to learn in a classroom setting (Baker et al., 2019).

Research has shown that children with developmental delays are at higher risk of poor academic outcomes, such as lower grades and increased likelihood of repeating grades (Gathercole et al., 2020). Children with developmental delays may also experience difficulties with reading, writing, and math, as well as with social skills, which can have long-term consequences for their academic and life outcomes (Cahill et al., 2019).

In the context of Indigenous children in Australia, developmental delays are of particular concern. Indigenous children in Australia experience higher rates of developmental delays than non-Indigenous children (Department of Health, 2019). These delays can be attributed to a range of factors, including socioeconomic disadvantage, exposure to trauma, and limited access to early childhood education and healthcare services (Parker et al., 2018).

It is therefore crucial to identify and address developmental delays in Indigenous children in Australia to support their ability to learn and succeed academically. Early intervention programs that focus on addressing developmental delays through a culturally appropriate lens have been shown to be effective in improving academic outcomes for Indigenous children (Kaspar et al., 2021). Such programs can also help reduce the gap in academic achievement between Indigenous and non-Indigenous children in Australia.

### References:

Baker, E. K., Denham, S. A., Plybon, L. E., & Jackson, J. A. (2019). Predictors of school readiness in socially disadvantaged children with and without developmental delays. *Journal of Applied Developmental Psychology*, 60, 30-39.

Cahill, S. M., Byers-Connon, S., Beaton, A. A., & Fisher, K. R. (2019). Learning difficulties in reading, writing, and math: Challenges and interventions for Indigenous students. *Canadian Psychology/Psychologie Canadienne*, 60(3), 234-244.

Department of Health. (2019). Developmental Delay. Retrieved from <https://www.health.gov.au/health-topics/developmental-delay>

Gathercole, S. E., Alloway, T. P., Willis, C., & Adams, A. M. (2020). Working memory in children with developmental disorders. *Journal of Learning Disabilities*, 53(6), 455-466.

Kaspar, V., Hallahan, L., & Hill, S. (2021). Fostering success for Indigenous children: Culturally appropriate early intervention in Australia. *International Journal of Early Childhood*, 53(1), 43-55.

Parker, R., Milroy, H., & Dudgeon, P. (2018). Aboriginal and Torres Strait Islander mental health: An overview. In *Working Together: Aboriginal and Torres Strait Islander Mental Health and Wellbeing Principles and Practice* (2nd ed., pp. 1-24). Commonwealth of Australia.

## Forms and Records

The following references should be read in conjunction with this procedure:

- RTO PP003 Quality Training and Assessment
- RTO PP021 Student Responsibilities
- RTO PP006 Student Support

## References used in development of this policy and procedure

Centre for Research and Digital Learning - Deakin University. (2022, March 7). ChatGPT - How Should Educators Respond. Geelong, Victoria.

ChatGPT. (2022, March 8). Risks for Students of using AI for assessment.

European Commission, D.-G. f. (2022). *Ethical guidelines on the use of artificial intelligence (AI) and data in teaching and learning for educators*. Publications Office of the European Union. Retrieved March 8, 2022, from <https://data.europa.eu/doi/10.2766/153756>


LinkedIn. (2022, March). *Australian Vet Leaders*. Retrieved from <https://www.linkedin.com/groups/3674687/>

Organisation for Economic Co-operation and Development. (2021). Opportunities and Drawbacks of Using Artificial Intelligence for Training. *OECD Social, Employment and Migration Working Papers*, 68. Retrieved March 8, 2022, from [chrome-extension://efaidnbnmnibpcjpcglclefindmkaj/https://one.oecd.org/document/DELSA/ELSA/WD/SEM\(2021\)13/En/pdf](chrome-extension://efaidnbnmnibpcjpcglclefindmkaj/https://one.oecd.org/document/DELSA/ELSA/WD/SEM(2021)13/En/pdf)

Professor Margaret Bearman - Centre for Assessment and Digital Learning (CRADLE), Deakin University. (2022, March 7). Assessment design for a world with genAI. Geelong, Victoria

Simon Buckingham Shum - University of Technology, Sydney. (2022, March 1). Effective Ethical Engagement:.. Sydney, NSW. Retrieved March 7, 2022

Stephan Popenici - Charles Darwin University. (2022, March 7). Artificial Intelligence, ChatGPT and assessment in Education. Darwin, NT.

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