# GUIDELINES FOR RESPONSIBLE AI USE AT THE IIE

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# 1. Preamble

At The Independent Institute of Education (IIE), we recognise the transformative potential of artificial intelligence (AI) in shaping the future of education, research, and society. As we embrace AI in our academic and operational environments, we commit to fostering a culture of responsible, innovative, and ethical AI use. This document outlines our shared views on the value of AI in higher education, ensuring that AI is leveraged to enhance learning, empower creativity, and uphold the integrity of our academic community.

The IIE's vision for AI is manifested through the following:

## 1.1. AI is a powerful tool for enhancing our teaching and learning processes.

We encourage the use of AI to complement, not replace, human insight and creativity. Whether in research, pedagogy, or administrative functions, AI can streamline processes, provide personalised learning experiences, and assist in problem-solving. Our stance is to embrace AI as a partner in academic growth, encouraging students and staff to explore its applications in meaningful and innovative ways.

## 1.2. Commitment to Ethical Use

Ethics are at the core of our AI use. We are committed to promoting the responsible integration of AI tools that respect privacy, fairness, and transparency. Our students and staff are encouraged to use AI in ways that are inclusive, bias-aware, and aligned with the values of academic integrity. We will provide guidance and support to ensure that AI is applied ethically in both educational and research settings.

## 1.3. AI and Academic Integrity

We recognise the concerns surrounding the potential misuse of AI in academic work, especially regarding plagiarism. While we will continue to uphold strict academic integrity standards, our focus is on educating students and staff on how to use AI constructively and

ethically. Rather than policing its use, we aim to cultivate an understanding of how AI can enhance learning outcomes while maintaining originality and honesty in all academic endeavours.

### 1.4. Supporting the Development of AI Literacy

In today's evolving landscape, AI literacy is essential for all members of our academic community. We commit to providing ongoing education, resources, and training to build the necessary skills for engaging with AI responsibly. Through workshops, courses, and collaborative initiatives, we will equip both students and staff with the knowledge and competencies to navigate the AI landscape confidently and ethically.

### 1.5. AI for Social Good

At The IIE, we believe that AI should be used to solve real-world problems and contribute to the greater good. We will encourage research and projects that use AI to address societal challenges. Our institution will prioritise initiatives where AI is a force for positive impact, empowering our community to use technology in ways that contribute to a better world. We are also mindful that all use of AI must be inclusive and should not support exiting social inequalities.

### 1.6. AI as a Catalyst for Higher-Order Thinking

AI can serve as a powerful enabler for students to engage in higher-order thinking. By automating routine tasks such as fact-checking, providing instant feedback, or assisting with foundational learning, AI frees up cognitive resources for students to focus on more complex processes like analysis, evaluation, and creation. This allows learners to delve deeper into critical thinking, problem-solving, and innovation. At The IIE, we support the integration of AI to enhance human intelligence, fostering an environment where students are encouraged to engage in thoughtful inquiry and the creation of new knowledge.

## 2. The IIE's criteria, minimum standards and procedure regarding AI

| | Criteria | Minimum Standards | Procedures |
|---|---|---|---|
| **1.** | **Mindful agility** | | |
| **1.1.** | We recognise the rapid pace of AI developments and the associated hype. | AI initiatives (policy and systems) that are not faddish, but will stand the test of some time, will be put in place without unnecessary delays. | We must have the ability to change course if required in ways that are the least disruptive to the system. |
| **1.2.** | AI supports an inclusive and equitable learning and research environment. | AI tools will be made accessible to all students and academics. | No individual should be excluded from the benefits of AI due to technological or resource-related barriers. |
| **2.** | **A systematic approach** | | |
| **2.1.** | AI integration requires a holistic view of the institution's requirements, including the institution's key strategic imperatives. | AI initiatives will consider the impact on the entire system, avoiding implementation in silos. | Both introduction and change management efforts will prioritise the advancement of all stakeholders, ensuring AI enhances the institution's collective progress. |
| **3.** | **Human agency is prioritised** | | |
| **3.1.** | The best systems are systems with humans-in-the loop, which are systems where people collaborate with AI to improve its performance or handle tasks it can't manage on its own. | AI has the potential to augment human capabilities, and the institution embraces the principle that AI will not replace jobs, but rather empower individuals who know how to use it. | Critical thinking remains a cornerstone of education, and the institution is committed to fostering these skills in both students and staff to ensure they can leverage AI effectively (Effik, 2024). |
| | | | All AI applications within the institution must comply with data protection standards, ensuring the confidentiality, integrity, and security of personal and academic data. |

| | Criteria | Minimum Standards | Procedures |
|---|---|---|---|
| **4.** | **AI in Teaching and Learning** | | |
| **4.1.** | AI use will be based on pedagogic principles. | Theories of teaching and learning will be used to inform AI choices. | AI will be an enabler of, and not substitute for, good teaching practice. |
| **4.2.** | Assessment integrity is maintained. | AI tools promote good practice in assessment. | When using AI for grading or assessment, academics should maintain transparency about the extent to which AI contributes to grading, ensuring that it complements human judgement rather than entirely automating it. |
| | | | AI-assisted grading systems must be regularly audited to prevent bias and ensure fairness in student evaluations. |
| | | | AI-powered plagiarism detection systems will be used to ensure that student submissions maintain academic integrity. |
| **4.3.** | There is responsible use of AI by our students. | Students must acknowledge the use of AI tools in their work where applicable and understand that the final responsibility for the quality and integrity of their submission's rests with them. | AI-driven writing assistants (e.g., grammar checkers, citation tools) may be used to refine writing and research. However, AI should not be used to generate assignments or complete projects autonomously, as this undermines academic integrity. |
| | | | Students must avoid over-reliance on AI tools to generate academic content. Direct use of AI to write essays, or complete assignments without appropriate disclosure is considered plagiarism. |

| | Criteria | Minimum Standards | Procedures |
|---|---|---|---|
| | | | AI literacy workshops and resources will be provided to help students understand how to use AI tools effectively and responsibly. |
| **4.4.** | There is responsible use of AI by our academics. | Workshops will also cover AI-related ethical concerns, helping faculty navigate the implications of AI on their professional responsibilities. | Ongoing training will be provided to help academics understand and effectively use AI in their research, teaching, and administrative duties. |
| **5.** | **AI in research** | | |
| | The institution, its researchers and students must take accountability and responsibility for the ethical use of AI in research. | Academics are encouraged to leverage AI technologies in research for data analysis, modelling, literature review, and other areas where AI can augment human capabilities. | It is critical that the academics and students document the usage of the AI for research and know how to navigate the AI tools. |
| | | | Ethical considerations must be factored into research that involves AI, particularly in ensuring that AI-driven research methodologies do not introduce bias or compromise data privacy. |
| | | | Academics and students conducting AI-related research must disclose potential ethical implications and the role of AI in their findings to avoid any form of bias. |
| | | | Suitable and well-designed data protection measures need to be in place to ensure the integrity of the data is not compromised or used elsewhere by AI for other purposes other than the research it was intended for initially. |

| | Criteria | Minimum Standards | Procedures |
|---|---|---|---|
| **6.** | **AI in governance and oversight** | | |
| | An AI policy will be drafted stemming from these framework principles and then reviewed annually by the AI Oversight Committee to ensure it remains relevant, ethical, and in alignment with technological advancements. | Both students and faculty will be encouraged to provide feedback on the use of AI within the institution, which will inform policy revisions and the development of new AI tools and services. | An AI Oversight Committee will be constituted, reporting to Senate that is responsible for:<br>Reviewing and updating policies related to AI use in academic and research contexts.<br>Monitoring the ethical use of AI and ensuring compliance with data privacy laws.<br>Providing guidance on emerging AI technologies and their responsible integration into the academic environment |
| **7.** | **Iterative co-creation** | | |
| | Specific guidance about AI use in different functional areas may be required. | Specific guidance concerning AI use in core functional areas must conform to the principles outlined in this document. | Individuals and teams who craft specific guidelines concerning AI use in core functional areas must use these principles as a foundation and follow a process of collaborative creation with relevant stakeholders. |

## 3. Intellectual Integrity Declarations

We uphold academic honesty at The IIE. Students are expected to reflect on their academically honest practices when they submit assessments and are supported in their reflections when the institution directs them to consider the following:

- Students are aware of assessment and intellectual integrity rules
- Students behave in academically honest ways in all assessments
- Students submit their own work
- Students do not present the work of published resources as their own work
- Students do not copy from other students, and do not let other students copy their work.
- Students do not share work with other students
- Students do not upload, nor download assessment questions and/ or responses to any website or App offering assessment assistance
- Students do not use any AI tool without reviewing, re-writing, and re-working this information, and referencing any AI tools in their work.
- Students include the output from any AI tool has been included in their assessment submissions as an annexure.
- Students correctly cite sources of information
- Students ensure that their referencing practices are technically correct, consistent and congruent.

Students are required to confirm that they are acting in academically honest ways, including, for example, when they submit hardcopy assessments, write assessments in-person and online, and submit assessments online.

# 4. AI Labelling in Non-Invigilated Assessment Submissions

**NB –** Any use of generative AI not labelled and disclosed in assessments may result in an intellectual integrity disciplinary investigation. If you are unsure about when you can or cannot utilise an AI generator for an assessment, always ask your lecturer or an information specialist.

## 4.1. Labelling AI-generated content

Where required, any content taken directly from generative AI (in the form of quotations, or screenshots, etc.), as well as any information paraphrased from generative AI must be labelled as such in-text and in a reference list using the following Harvard Anglia referencing notation:

- Author/publisher of generative AI tool.
- Year of generative AI tool version used.
- Name.of.generative.AI.tool (version number).
- [Type or description of generative AI tool].
- Available at: URL
- [Accessed: day month year].

**Reference list example:**

OpenAI. 2024. Chat_GPT (Version 3.5). [Large language model]. Available at: https://chat.openai.com/ [Accessed: 20 March 2024].

**In-text citation example:**

(OpenAI, 2024)

## 4.2. Disclosing AI-generated content

When you have used generative AI to assist you in answering an assessment question in any way, whether required to or not – for example: brainstorming a topic or argument, conceptualising a creative scenario or response, planning, structuring or drafting a written task, enhancing an image, among others – you must disclose to your lecturer/marker where you have done so, so they can identify the extent of AI-generated content in your work, and differentiate it from your own, to evaluate and mark accordingly.

**Create an annexure** disclosing the details of EVERY use of generative AI in your assessment. The annexure should be inserted after the reference list. The annexure must be titled and structured as follows:

- Title: Disclosure of AI Usage in my Assessment.
- Section(s) within the assessment in which generative AI was used, e.g. Question 2.2; Part 5, etc.
- Name of AI tool(s) used.
- Purpose/intention behind use, e.g. Brainstorming; Meaning making; Initial investigation; Correcting grammar and spelling; Sourcing ideas for ____ (structure; design, etc.)
- Date(s) in which generative AI was used.
- A link to the actual generative AI chat, or screenshots of the chat (labelled accurately – see above).

**NB –** be careful of relying on generative AI too much in your assessments. **The aim of all assessments is to test your own knowledge and skill**, so if lecturers/markers cannot find enough of your own work/voice in your responses they may be required to deduct marks, even if you have accurately disclosed your use of generative AI.

### 4.3. Further information on the ethical use of generative AI:

- Chatbots, Generative AI, and Scholarly Manuscripts - Chatbots, Generative AI, and Scholarly Manuscripts || WAME
- COPE: Authorship and AI tools - Authorship and AI tools | COPE: Committee on Publication Ethics
- Sage: Ethics & Responsibility - Ethics & Responsibility | SAGE Publications Inc