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Artificial Intelligence (AI) Use Policy and Procedure

Organisation: Signature Training College (RTO:32000)

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1. Purpose

The purpose of this policy is to establish a clear governance framework for the ethical, transparent and responsible use of Artificial Intelligence (AI) technologies within the Registered Training Organisation (RTO).

AI technologies are increasingly available to learners and staff and are becoming common tools for research, writing assistance and administrative productivity. While these tools can support learning and organisational efficiency, they also create risks to the authenticity of assessment evidence and the integrity of competency-based training.

This policy therefore aims to ensure that:

- assessment evidence submitted by learners represents their own knowledge and capability
- emerging technology risks are actively monitored and managed
- trainers and assessors are supported with practical verification strategies
- learners understand acceptable and unacceptable uses of AI technologies
- the RTO maintains compliance with the Standards for RTOs and principles of academic integrity.

The policy provides guidance for both organisational use of AI tools and student use of AI in learning and assessment contexts.

Alignment with the Standards for RTOs (2025)

This policy supports the RTO's obligations under the *Standards for Registered Training Organisations (RTOs) 2025*, particularly in relation to maintaining the integrity of assessment practices, ensuring authenticity of student evidence, and implementing effective governance and risk management processes.

The policy contributes to the RTO's compliance with expectations relating to quality training and assessment practices, ethical use of digital technologies, and the continuous improvement of organisational systems that support student learning and assessment integrity.

2. Scope

This policy applies to all individuals involved in training, assessment, administration or governance within the RTO.

This includes:

- enrolled students
- trainers and assessors
- administrative staff
- learning resource developers
- contractors and third-party delivery partners
- management personnel.

The policy applies to the use of AI technologies within:

- learning and study activities
- written assessment tasks
- research and preparation of assessment responses
- development of training resources
- organisational administrative activities.

3. Definitions

- **Artificial intelligence (AI)**
  Software systems capable of generating text, analysis, images or responses using machine learning or algorithm-driven models.

  Examples include:

  - generative text tools
  - AI writing assistants
  - automated translation systems
  - AI summarisation tools
  - conversational AI platforms.

  Examples include (but are not limited to) ChatGPT, Copilot, Grammarly AI and similar technologies.

- **AI-generated content**
  Any written, visual or analytical output produced wholly or partially by an artificial intelligence tool.

- **Academic misconduct**
  Submission of work that does not represent a learner's own effort, knowledge or skill.

4. Policy statement

The RTO recognises that AI technologies may provide valuable learning support tools when used responsibly.

However, competency-based training requires learners to demonstrate their own knowledge, understanding and practical skills. AI technologies must therefore not replace a learner's demonstration of competency.

The RTO will implement governance controls, assessment design strategies and verification procedures to ensure that assessment evidence remains authentic and reliable.

5. AI risk management framework

The RTO recognises AI as an emerging technology risk area that may affect assessment authenticity. To manage this risk the RTO implements the following controls:

Risk area	Control strategy
AI-generated assessment responses	Assessment design controls and verification questioning
AI translation of learner responses	Language capability verification and verbal confirmation
Fabricated workplace evidence	Workplace questioning and contextual verification

Risk area	Control strategy
Over-reliance on AI study tools	Student orientation and academic integrity guidance

The *RTO Manager* is responsible for reviewing AI risks periodically and recommending improvements to policy or assessment practice.

6. Principles for responsible AI use

The RTO adopts the following principles when managing AI technologies:

- **Integrity**: learner evidence must represent genuine competency.
- **Fairness**: learners without workplace experience must not be disadvantaged.
- **Transparency**: expectations regarding AI use must be clearly communicated.
- **Accountability**: staff and students are responsible for ethical technology use.
- **Verification**: assessors must confirm authenticity of learner evidence.

7. Acceptable use of AI by students

Students may use AI technologies as study support tools to assist understanding of course material.

Examples of acceptable uses include:

- clarifying concepts or terminology
- summarising reading materials
- assisting with study planning
- grammar and spelling checking
- generating practice questions for revision.

Students must ensure that assessment responses demonstrate their own understanding and reasoning.

8. Prohibited use of AI by students

Students must not use artificial intelligence tools to generate responses for assessment submissions that are presented as their own work.

Examples include:

- generating answers to written assessment questions
- producing reflective journals or reports
- generating responses to case studies
- fabricating workplace documentation or evidence
- translating entire responses where language competency forms part of the unit requirements.

Where such practices occur, the behaviour may be treated as academic misconduct.

9. Organisational use of AI by staff

The RTO recognises that AI tools may assist staff with research, drafting and administrative efficiency.

Permitted uses include:

- brainstorming training activities
- drafting administrative documents
- refining written communication
- generating learning scenarios or examples.

All AI-generated content used within training or assessment resources must be reviewed and validated by a qualified trainer prior to use.

10. Roles and responsibilities

Chief Executive Officer (CEO)

The CEO provides strategic oversight of governance relating to emerging technologies.

Responsibilities include:

- approving organisational policy relating to AI use
- ensuring governance systems address risks to academic integrity
- ensuring adequate organisational resources are available for implementation of this policy.

RTO Manager

The RTO Manager is responsible for operational implementation and monitoring of this policy.

Responsibilities include:

- ensuring staff awareness and training regarding AI risks
- monitoring assessment integrity practices across training programs
- reviewing academic misconduct investigations
- conducting annual reviews of AI related risks within the organisation.

Staff awareness training should occur:

- during trainer induction
- during annual professional development activities
- whenever significant technological developments occur.

Administration Manager/Coordinator

Responsibilities include:

- ensuring students receive policy information during enrolment and orientation
- ensuring assessment templates include AI declaration statements
- maintaining documentation relating to academic misconduct investigations.

Trainers and assessors

Trainers and assessors play a critical role in maintaining assessment integrity.

Responsibilities include:

- designing assessments that enable verification of learner competency
- monitoring assessment submissions for authenticity concerns
- conducting follow-up questioning where required
- documenting verification activities when authenticity concerns arise
- reporting suspected AI misuse to the RTO Manager.

Students

Students must ensure that assessment evidence represents their own work.

Students must:

- comply with this policy
- participate in verification questioning when required
- avoid submitting AI generated responses as their own work.

11. Assessment integrity framework

The RTO applies multiple verification methods to ensure authenticity of assessment evidence.

Verification methods may include:

- verbal questioning
- practical demonstrations
- scenario-based tasks
- workplace observation
- additional written clarification where required.

These approaches allow assessors to confirm that learners genuinely understand the content submitted in assessments.

12. Inclusive assessment design principles

Assessment design must ensure that learners without workplace experience are not disadvantaged.

Where workplace examples are requested, alternative options must also be provided such as:

- simulated workplace scenarios
- hypothetical situations
- training environment activities.

This ensures that learners entering the workforce for the first time can still demonstrate competency.

13. Assessment design controls (AI risk management)

Assessment tools should incorporate design features that reduce the risk of AI-generated responses.

Recommended controls include:

- scenario-based questions
- reflection questions requiring reasoning
- layered follow-up questions
- practical demonstration activities
- assessor verification questioning.

Example assessment instruction:

'Students must ensure responses reflect their own understanding and reasoning. Artificial intelligence tools must not be used to generate assessment responses unless explicitly authorised by the trainer.'

14. Recognition of prior learning (RPL) controls

When conducting RPL assessments, assessors must confirm that responses reflect genuine workplace experience.

Where responses appear inconsistent with the candidate's background or employment history, additional questioning should be conducted.

15. Monitoring and verification procedure

Step	Responsible role	Action
1	Trainer	Review submitted assessment for authenticity indicators
2	Trainer	Ask learner to verbally explain responses
3	Trainer	Ask follow-up questions related to content
4	Trainer	Request clarification if required
5	Trainer	Determine whether evidence demonstrates genuine understanding

16. Investigation procedure for suspected AI misuse

Step	Action	Responsible
1	Trainer identifies potential AI misuse	Trainer
2	Trainer discusses concern with learner	Trainer
3	Verification questioning conducted	Trainer
4	Concern escalated if required	RTO Manager
5	Formal investigation undertaken	RTO Manager

17. Academic misconduct outcomes

Where misconduct is confirmed, outcomes may include:

- request for resubmission
- assessment outcome of Not Yet Competent
- formal misconduct record
- disciplinary action according to organisational policy.

18. Student awareness and orientation

Students will be informed of this policy during enrolment and course commencement.

Orientation information should include explanation of:

- acceptable AI use
- prohibited AI use
- academic integrity expectations
- potential consequences of misconduct.

19. Records management

Records relating to academic misconduct investigations must be maintained securely in accordance with the RTO Records Management Policy.

Documentation may include:

- trainer notes
- verification questioning records
- investigation outcomes
- student correspondence.

20. Continuous improvement

The RTO will periodically review this policy to ensure it remains aligned with:

- regulatory expectations
- emerging technology developments
- industry best practice.

Reviews may occur through internal audits, validation activities, compliance reviews or feedback from trainers and learners.

21. Related policies and procedures

Related document
Assessment policy
Academic integrity policy
Student code of conduct
Records management policy

22. Operational implementation procedure

Step	Responsible role	Action	Evidence
1	RTO Manager	Implement policy across training operations	Staff briefing records
2	Administration	Provide policy information during enrolment	Orientation materials
3	Trainers	Explain AI expectations during course commencement	Training session notes
4	Trainers	Include AI declaration in assessment templates	Assessment tools
5	Trainers	Monitor assessment submissions	Assessment review notes
6	RTO Manager	Review misconduct cases	Investigation records

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Appendix A – Trainer AI detection guide

Trainers should consider the following indicators when reviewing assessment submissions:

- language level significantly higher than the learner's demonstrated ability
- responses that appear overly generic or textbook-like
- identical writing style across answers
- responses lacking personal reasoning or explanation
- learner unable to verbally explain submitted answers.

Appendix B – Assessment design checklist

Design control	Purpose
Scenario-based questions	Require contextual thinking rather than generic responses
Reflection questions	Require explanation of reasoning
Layered follow-up questions	Encourage deeper explanation
Practical demonstration tasks	Allow observation of real skills
Assessor verification questioning	Confirm understanding of submitted responses
Multiple evidence types	Combine written, verbal and practical evidence

Appendix C – Trainer authenticity verification tools

Part A – Verification questioning examples

- Can you explain how you arrived at this answer?
- What experience influenced your decision?
- What would you do differently next time?
- Which workplace principle guided your response?
- What risks might occur if the situation was handled incorrectly?

Part B – Indicators of possible AI-generated responses

- responses written in unusually advanced language
- highly structured 'textbook style' paragraphs
- answers lacking contextual examples
- repeated sentence structure across responses.

Part C – RPL verification guidance

Verification method	Example
Detailed questioning	Describe a specific workplace task
Process explanation	Explain step-by-step procedure used
Policy reference	Identify workplace policy followed
Variation scenarios	Explain response if situation changed

Part D – Patterns of AI misuse sometimes missed in RPL

- long written descriptions lacking specific workplace detail
- answers inconsistent with employment history
- inability to explain described procedures
- references to policies that do not exist in the workplace.

Part E – Good practice for authenticity verification

- encourage learners to explain reasoning in their own words
- combine written evidence with verbal questioning
- document verification activities where concerns arise.

Appendix D – Student assessment AI declaration template

Student declaration – use of artificial intelligence

I declare that:

• The work submitted in this assessment represents my own knowledge and understanding.
• I have not used artificial intelligence tools to generate assessment responses unless explicitly permitted by my trainer.
• Any assistance obtained through technology has been used only as a study aid and not to produce assessment answers.
• I understand that submitting AI generated work may be treated as academic misconduct.
• I acknowledge that the RTO may verify the authenticity of my submission through questioning or additional assessment activities.

Student name: _____

Student signature: _____

Date: _____