

Generative Artificial Intelligence (GenAI) Procedure

Purpose

1. This Procedure gives effect to the Generative Artificial Intelligence (GenAI) Policy and outlines the processes required to plan for, implement, monitor, and review the use of GenAI and EdTech tools in teaching, learning, assessment, research, and administrative activities at TITAN HIGHER EDUCATION (TITAN/THE).

Scope

2. This Procedure applies to all students, staff, contractors, and affiliates of TITAN who engage with GenAI and EdTech tools in any capacity. The Procedure covers both on-campus, online, and mixed delivery modes.

Definitions

3. Definitions for key terms are presented in the Glossary of Terms which may be accessed on the TITAN website.

Suite Documents

4. This Procedure is linked to the following suite documents:
 - a) Generative Artificial Intelligence (GenAI) Policy;
 - b) Academic Integrity Policy;
 - c) Assessment Policy;
 - d) Quality Assurance Policy;
 - e) Student Complaints, Grievances and Appeals Policy.

Procedure

Accountability

5. Accountability for GenAI governance and oversight is distributed at TITAN. The Board of Directors is ultimately accountable for the strategic oversight of GenAI use and its implications for academic quality and institutional compliance.
6. The Academic Board, through its AI Governance sub-committee, has been delegated responsibility to oversee the implementation, monitoring, and review of GenAI practices in academic contexts.
7. The AI Governance sub-committee has delegated responsibility for developing and maintaining the Institutional Action Plan for GenAI Risk Mitigation.
8. The Academic Director, in conjunction with the CEO, has delegated management responsibilities for the operationalisation and reporting of GenAI-related quality and compliance issues.
9. The Manager, Quality and Compliance is responsible for monitoring compliance with Gen AI guidelines and coordinating reviews of GenAI practices.

10. It is the responsibility of all members of the TITAN community to use GenAI and EdTech tools responsibly and in accordance with institutional guidelines.

AI Governance Sub-Committee

11. The Teaching, Learning and Quality Committee (TLQC), as an existing sub-committee of the Academic Board, will assume responsibility for GenAI governance and oversight in teaching and learning contexts.
12. The TLQC will establish a Gen AI working group comprising:
 - a) The Chair of TLQC (or delegate);
 - b) At least two (2) TLQC members with expertise in Gen AI applications;
 - c) The Academic Director (or delegate);
 - d) At least one (1) student representative;
 - e) The Manager, Quality and Compliance (or delegate)

Institutional Action Plan for Gen AI Risk Mitigation

13. The TLQC will include Gen AI as a standing agenda item and will meet at least twice per semester to:
 - a) Review and update the Institutional Action Plan for GenAI Risk Mitigation;
 - b) Monitor emerging trends, risks, and opportunities related to GenAI;
 - c) Assess compliance with the GenAI Policy;
 - d) Consider reports on GenAI use from staff and students;
 - e) Make recommendations to the Academic Board on GenAI-related matters
14. The Action Plan will be reviewed and updated at least annually, or more frequently if emerging risks or technologies require.
15. The TLQC, through its GenAI working group, will maintain and further develop the Institutional Action Plan, which will be periodically re-presented to the Academic Board for endorsement and to the Board of Directors for noting.

Assessment Practices and GenAI

16. Unit Coordinators will review all assessment tasks to ensure they remain valid and reliable in the context of GenAI capabilities.
17. Each Unit Outline must include a clear statement on the acceptable use of GenAI tools for that specific unit, addressing:
 - a) Which Gen AI tools, if any, are permitted for use;
 - b) Specific assessment tasks where GenAI use is permitted or prohibited;
 - c) How students should acknowledge GenAI use in their work;
 - d) Consequences of inappropriate GenAI use.

18. Assessment tasks will be designed to incorporate one or more of the following strategies to maintain academic integrity:

- a) Viva voce or oral examination components;
- b) In-class supervised assessments;
- c) Process-based assessment requiring submission of drafts and iterations;
- d) Reflective components requiring students to explain their decision-making;
- e) Authentic assessment tasks requiring application to specific contexts;
- f) Tasks requiring use of proprietary data or case materials not available to GenAI;
- g) Collaborative assessment with peer evaluation components.

19. Where Gen AI tools are integrated into assessment design, Unit Coordinators must:

- a) Provide clear learning objectives for GenAI skill development;
- b) Include assessment criteria that evaluate students' critical evaluation of Gen AI outputs;
- c) Require students to demonstrate understanding beyond GenAI capabilities;
- d) Ensure assessment aligns with 'humans in the loop' principles.

Curriculum Design and Gen AI Integration

20. The Academic Director will coordinate the integration of GenAI tools and techniques into curricula where they:

- a) Align with course and unit learning objectives;
- b) Enhance student learning outcomes;
- c) Improve efficiencies in Block Mode delivery;
- d) Supplement or modify teaching practice in evidence-based ways.

21. Any proposal to integrate GenAI tools into a unit must include:

- a) Rationale for GenAI use linked to learning outcomes;
- b) Description of how students will be trained to use the tool;
- c) Assessment of potential equity and access issues;
- d) Monitoring and evaluation plan;
- e) Risk mitigation strategies for academic integrity.

22. Proposals for Gen AI integration will be reviewed by the Teaching, Learning and Quality Committee (TLQC) before implementation.

Staff Training and Professional Development

23. The Academic Director will coordinate ongoing training for academic staff on:

- a) Ethical and effective use of GenAI in teaching and assessment;
- b) Identifying potential GenAI misuse in student work;
- c) Designing GenAI-resistant assessment tasks;
- d) Integrating GenAI tools to enhance learning;
- e) Current Gen AI capabilities and limitations.

24. Professional development opportunities will be provided at least once per semester through:

- a) Workshops and training sessions;
- b) Communities of practice for staff to share experiences;
- c) Access to external professional development resources;
- d) Opportunities to pilot GenAI tools in controlled settings.

25. All new academic staff will receive Gen AI training as part of their induction process.

Student Guidelines and Support

26. Students will receive clear guidelines on GenAI use through:

- a) Inclusion of GenAI guidelines in the Student Handbook;
- b) Unit-specific guidance in each Unit Outline;
- c) Orientation sessions addressing GenAI expectations;
- d) Accessible online resources and FAQs.

27. Student support for Gen AI literacy will include:

- a) Workshops on ethical use of GenAI tools;
- b) Training on critical evaluation of GenAI outputs;
- c) Resources on citing and acknowledging GenAI use;
- d) Access to approved GenAI tools where appropriate.

28. Students in Block Mode delivery will receive integrated guidance on GenAI applications through formative assessment strategies across multiple units.

Monitoring and Evaluation of Gen AI Use

29. The Manager, Quality and Compliance, will establish systems for monitoring GenAI use and impact, including:

- a) Regular surveys of students on Gen AI use patterns and experiences;
- b) Staff reporting on observed Gen AI practices in student work;
- c) Analysis of academic integrity cases involving GenAI;
- d) Tracking of student performance data for cohorts using GenAI-integrated curricula;
- e) Review of assessment task effectiveness in Gen AI contexts.

30. Data on GenAI use and impact will be collected and analyzed at least once per semester.

31. The AI Governance sub-committee will review monitoring data and make recommendations for:

- a) Updates to guidelines and policies;
- b) Additional training needs for staff or students;
- c) Adjustments to assessment practices;
- d) New GenAI integration opportunities.

32. Monitoring reports will be tabled at TLQC and Academic Board meetings.

Equity and Access Considerations

33. Prior to implementing any GeAI tool or requirement, an equity impact assessment must be conducted to identify:
- a) Potential barriers to access for diverse student cohorts;
 - b) Technological requirements and associated costs;
 - c) Digital literacy prerequisites;
 - d) Language or cultural considerations;
 - e) Support needs for students with disabilities.
34. Where inequities are identified, mitigation strategies must be implemented, including:
- a) Providing alternative assessment options;
 - b) Ensuring institutional access to required Gen AI tools;
 - c) Offering additional training and support;
 - d) Adjusting timelines to accommodate varying access levels.
35. Student representatives will report on equity and access issues related to GenAI at TLQC meetings, understanding agenda items on 'AI integration in Learning and Teaching'.

Reporting GenAI Concerns and Misconduct

36. Staff who suspect GenAI misuse or academic misconduct must:
- a) Document the suspected breach with specific evidence;
 - b) Report the matter through the online form accessible via the staff portal;
 - c) Follow procedures outlined in the Academic Integrity Policy.
37. The Manager, Quality and Compliance, will maintain a register of GenAI-related concerns and misconduct cases, including:
- a) Nature of the concern or breach;
 - b) Actions taken;
 - c) Outcomes;
 - d) Lessons learned for policy or practice improvement.
38. Aggregated data on GenAI concerns will be reported to the AI Governance sub-committee and Academic Board quarterly.

Review of Gen AI Practices

39. The AI Governance sub-committee will conduct an annual comprehensive review of GenAI practices at TITAN, examining:
- a) Effectiveness of the Institutional Action Plan;
 - b) Compliance with the GenAI Policy;
 - c) Student and staff experiences with GenAI;
 - d) Academic integrity incidents involving GenAI;

- e) Equity and access outcomes;
- f) Emerging GenAI technologies and their implications.

40. The annual review will result in a report to the Academic Board including:

- a) Summary of findings and trends;
- b) Good practices to be celebrated and shared;
- c) Areas requiring improvement;
- d) Recommendations for policy or practice changes;
- e) Updated risk assessment.

41. External expertise may be sought to validate findings and provide independent perspective on GenAI practices.

Communication and Stakeholder Engagement

42. The outcomes of Gen AI reviews and monitoring activities will be communicated to stakeholders through:

- a) The TITAN website;
- b) Electronic communication (email, newsletters);
- c) Staff and student forums;
- d) Teaching, Learning and Quality Committee meetings;
- e) Course Advisory Committee meetings.

43. TITAN will actively seek feedback from stakeholders on Gen AI practices through:

- a) Annual student surveys;
- b) Staff consultations;
- c) Industry partner input through Course Advisory Committees;
- d) Professional accreditation body requirements.

44. Student representatives will have regular opportunities to provide input on GenAI integration at TLQC meetings.

Collaboration with External Stakeholders

45. The AI Governance sub-committee will maintain awareness of:

- a) Professional accreditation requirements related to Gen AI;
- b) Industry expectations for graduate GenAI capabilities;
- c) Regulatory developments affecting GenAI in higher education;
- d) Best practices from other higher education providers.

46. TITAN will participate in sector-wide discussions and working groups on GenAI where appropriate.

Roles and Responsibilities

47. The Board of Directors is responsible for:

- a) Strategic oversight of GenAI use and its implications;
- b) Approving the GenAI Policy;
- c) Monitoring compliance with the GenAI Policy through reports from the Academic Board.

48. The Academic Board is responsible for:

- a) Endorsing the Institutional Action Plan for GenAI Risk Mitigation;
- b) Overseeing implementation of the GenAI Policy;
- c) Receiving and considering reports from the AI Governance sub-committee;
- d) Making recommendations to the Board of Directors on Gen AI matters.

49. The TLQC is responsible for:

- a) Overseeing GenAI governance in teaching and learning contexts;
- b) Developing and maintaining the Institutional Action Plan through its GenAI working group;
- c) Monitoring GenAI practices and emerging risks;
- d) Reviewing monitoring data and making recommendations;
- e) Conducting annual reviews of GenAI practices;
- f) Advising the Academic Board on GenAI matters;
- g) Reviewing proposals for GenAI integration into curricula.

50. The Academic Director is responsible for:

- a) Coordinating GenAI integration into curricula;
- b) Organising staff training and professional development;
- c) Supporting Unit Coordinators in GenAI-related matters;
- d) Operationalising GenAI policy requirements.

51. Unit Coordinators are responsible for:

- a) Reviewing assessment tasks for GenAI implications;
- b) Providing clear GenAI guidelines in Unit Outlines;
- c) Designing appropriate assessment strategies;
- d) Reporting GenAI concerns via appropriate channels;
- e) Participating in professional development on Gen AI.

52. The Manager, Quality and Compliance is responsible for:

- a) Monitoring compliance with the GenAI Policy and Procedure;
- b) Coordinating data collection and analysis on GenAI use;
- c) Maintaining the GenAI concerns register;
- d) Supporting the AI Governance sub-committee;
- e) Preparing monitoring and review reports.

53. Academic staff are responsible for:

- a) Using GenAI tools ethically and responsibly in their teaching;
- b) Using GenAI tools ethically and responsibly in their teaching;
- c) Following institutional guidelines on GenAI;
- d) Reporting suspected GenAI misconduct;
- e) Participating in professional development;
- f) Supporting students in ethical Gen AI use.

54. Students are responsible for:

- a) Using GenAI tools in accordance with institutional and unit-specific guidelines;
- b) Acknowledging GenAI use appropriately in their work;
- c) Developing critical evaluation skills for GenAI outputs;
- d) Reporting concerns about GenAI practices;
- e) Engaging with GenAI literacy resources and training.

55. Administrative staff are responsible for:

- a) Supporting implementation of GenAI initiatives;
- b) Ensuring equitable access to GenAI resources;
- c) Following institutional GenAI guidelines in their work.

Associated Information

Related Internal Documents	Generative Artificial Intelligence (GenAI) Policy Academic Integrity Policy Assessment Policy Quality Assurance Policy Course and Unit Review Policy Student Complaints, Grievances and Appeals Policy Student Wellbeing, Orientation and Support Policy Glossary of Terms
Related Legislation, Standards and Codes	Tertiary Education and Quality Standards Agency Act 2011 Higher Education Standards Framework (Threshold Standards) 2021 TEQSA Guidance Note: Academic Quality Assurance, Version 2.2 TEQSA Guidance Note: Academic Governance, Version 2.3 Education Services for Overseas Students (ESOS) Act 2000 National Code of Practice for Providers of Education and Training to Overseas Students 2018 Australian Qualifications Framework 2013
Date Approved	
Date of Effect	
Date of Review	Dec 2026
Approval Authority	Board of Directors
Policy Custodian	Academic Director
DocID	

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Generative Artificial Intelligence (GenAI) Procedure - Under Review