

Developing artificial intelligence capabilities

Guidance for schools

Advances in artificial intelligence (AI), specifically generative AI, have driven increased awareness of this technology for students, parents/carers and schools alike. This guidance document provides some information you may wish to consider when teaching and assessing and how it relates to ensuring you promote academic integrity.

Understanding the capabilities and the utility of AI helps prepare students with the [21st century skills](#) needed to become discerning global citizens. Understanding the limitations of appropriate use in schools helps students approach their academic responsibilities in an honest, moral and ethical way.

Schools outline the appropriate use of AI in their school assessment policy guided by the *QCE and QCIA policy and procedures handbook v5.0* (Section 8) and the other resources mentioned in this factsheet.

The Framework

The [Australian Framework for Generative Artificial Intelligence in Schools](#) (the Framework) was released in December 2023 and provides national guidelines relevant to 'policy makers, school leaders, teachers, support staff, parents and students' who are involved in 'Australian school-based education'. It aims to establish the standards for using generative AI in 'safe, ethical and responsible' ways. The Framework is designed to help 'Australian school communities' by providing principles that 'support better school outcomes'.

Ethical scholarship and generative AI

Advancements in generative AI have stimulated conversations about academic integrity and the importance of authenticating assessable work. Academic work must be approached in an honest, moral and ethical way for standards to be effective. Schools, teachers, parents/carers and others who support students in their learning — including the QCAA — are responsible for promoting and maintaining academic integrity.

To promote academic integrity, Queensland schools should develop and communicate clear guidelines and expectations to manage the teaching, learning and assessment process.

Schools should provide guidelines that promote academic integrity and ethical scholarship by:

- building awareness of, and adherence to, academic integrity
- communicating expectations with the school community to create a shared understanding of, and commitment to, ethical scholarship
- communicating the opportunities and limitations of using generative AI in assessment and the conditions for the appropriate use of generative AI
- explicitly teaching the knowledge and skills students need to develop and submit their own work for assessment, including referencing sources
- teaching students to value the creation of their own authentic work

- strengthening assessment and implementing a range of authentication strategies. AI detection tools are inconsistent and should be used with caution and discernment.

QCAA academic integrity resources

Schools are encouraged to use the updated [student and teacher academic integrity courses](#) for the senior secondary phase to promote ethical scholarship and provide opportunities for students to further develop understanding of academic integrity and the skills required to submit their own work. Schools may implement the course in a way that suits their local context, e.g. schools could:

- include course completion as part of the SET plan process
- complete the course early in the senior phase of schooling
- set the course as a homework activity
- develop school processes to support sound academic practice
- provide opportunities for teachers to deliver the course in one or more lessons
- use the content to create a similar course to suit their school or class context
- have students revisit the course at various intervals during senior schooling.

Note that course completion is automatically recorded in student learning accounts and a report is available in the Student Management application to support school administration procedures.

Therefore, schools can:

- organise for course completion at any time after a student's myQCE account is open (typically Year 10)
- monitor course completion via Student Management
- develop an equivalent course using the objectives of the QCAA academic integrity course.

To support the understanding and development of academic integrity in the junior secondary years, schools are encouraged to use the new *Years 7–9 academic integrity toolkit*.

Privacy and accuracy considerations

It is vital that schools communicate in their guidelines for learning, teaching and assessment the risks to personal data, privacy and intellectual property of using generative AI tools.

Users need to:

- be aware of the limitations that are intrinsic to generative AI. Findings may be asserted authoritatively but source information and/or the contextualisation of the information may be incorrect. Users need to verify the information's accuracy, including any references that may be provided, e.g. links to webpages
- understand that there are ethical concerns over the way in which generative AI systems have been created. These include concerns about harmful biases and breaches of copyright
- be careful when entering any information into a generative AI tool as this may be used in ways that compromise data privacy expectations as set out in school policies
- understand the terms and conditions that govern the use of generative AI services, including age restrictions
- use AI tools in agreement with school assessment and academic integrity policies and procedures.

Useful terms

A more detailed explanation of generative AI and associated terms has been provided by the Australian Curriculum Assessment and Reporting Authority (ACARA) on its Australian Curriculum version 9 website at <https://v9.australiancurriculum.edu.au/teacher-resources/understand-this-curriculum-connection/artificial-intelligence/>

More information

If you would like more information about academic integrity and assessment in the QCE system, please visit the [QCAA website](#).

For more information about academic integrity and schools, refer to the *QCE and QCIA policy and procedures handbook v5.0* on the [QCAA website](#).

Alternatively, email qau@qcaa.qld.edu.au.



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