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Working and Learning with AI

IDEA College AI Commitment Statement

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IDEA College
Working and Learning with AI

A Commitment
to
Opportunity, Ethics and Empowerment

IDEA COLLEGE

Contents

1. Rationale

Artificial Intelligence (AI) is rapidly transforming how we learn, teach, work, and collaborate. As IDEA College community, we recognise both the immense opportunities and the significant responsibilities that come with integrating AI into higher and further education.

This document outlines our shared commitment to engaging with AI technologies in ways that empower students, academic staff, professional and administrative teams. We believe that AI, when used thoughtfully and ethically, can enhance human potential, support creativity, improve efficiency, and strengthen the quality and accessibility of education and College services.

At the same time, we are committed to fostering a culture of integrity, transparency, and digital confidence. This includes supporting the development of AI-related skills, encouraging critical and ethical engagement with new technologies, and ensuring that AI use aligns with our institutional values and social responsibilities.

This commitment is not a static policy, but a dynamic and evolving approach, guided by dialogue, reflection, and a shared belief in the power of people, supported by technology.

Our AI Commitment is underpinned by research-informed educational principles that centre human agency, equity, and critical thinking. These guiding ideas draw on well-established educational theory, ethical frameworks, and professional practice both in education and digital technology.

Refer to:

- *Appendix A: Foundational Principles Behind IDEA College AI Commitment.*
- *Appendix B: Educational Theory Foundation*

2. Our Core Promise[1]

AI amplifies human potential – it does not replace it.

We believe that technology should serve people, not the other way around. Our approach to AI is grounded in the conviction that learning, teaching, and working remain fundamentally human-centred interactive activities, enriched, and not diminished, by intelligent tools. We also recognise that how AI is integrated will look different across disciplines, professional practices, and communities of learning. What works in one context may not translate to another, and what is effective today may require rethinking tomorrow. For this reason, our promise is not to offer final solutions but to build adaptive capacity; enabling our educators, staff, and students to make thoughtful, ethical, context-sensitive decisions, and to refine them over time (Corbin *et.al.* 2025)[2]

We acknowledge that:

- AI integration will look different across disciplines, professional practices, and communities of learning.
- AI integration in education is a complex, evolving challenge and will require ongoing adaptation.

Our Commitment:

IDEA College is committed to empowering educators, staff, and students to respond thoughtfully and ethically to different situations and to refine their approach over time.

This commitment affirms that flexibility, divergence, and iteration are legitimate and fully supported by the College.

While guiding principles and examples are highlighted, IDEA College remains committed to considering methods that reflect practical realities and to fostering approaches that are effective, meaningful, empowering, and adaptable within each setting.

[1] UNESCO: Artificial Intelligence in Education; https://www.unesco.org/en/digital-education/artificial-intelligence?hub=32618

[2] *Source: Corbin, T., Bearman, M., Boud, D., & Dawson, P. (2025). The wicked problem of AI and assessment. Assessment & Evaluation in Higher Education. https://doi.org/10.1080/02602938.2025.2553340*

3. Definitions

Administrative Staff	Throughout this document, the terms *administrative* and *administration* are used inclusively to refer to staff who enable effective learning by managing institutional processes and providing direct support to educators and learners. This includes operational, technical, and academic services across educational settings.
Faculty	This term refers to all academic personnel involved in the teaching and learning of IDEA College students, whether through face-to-face or online modalities. 'Faculty' comprises Teaching Staff, Lecturers, and non-Teaching staff which includes, but not limited to, Supervisors, Mentors, Tutors, Examiners, Subject Experts and any other instructional roles relevant to the specific study programme.
Staff Member	The term refers to an individual employed by IDEA College on a full or part-time basis.
Student	An applicant who has gone through the enrolment process, has been registered in a chosen programme of study and is active on the Learning Managing system.
Student-centred	An approach to education and decision-making that prioritises the needs, experiences, and development of students, ensuring their voices are heard and their learning is actively supported.

4. Acronyms

GDPR	General Data Protection Regulation

5. Guiding Principles for Working and Learning with AI

Designed to guide our approach, these principles offer practical commitments for using AI responsibly and consistently in an ever-evolving educational landscape.

1. Empowerment Through Responsible Use
   We embrace the potential of AI to enhance learning, teaching, research, and professional and operational practice. We encourage exploration and innovation, while promoting responsible and informed use of AI tools across all roles within the College
2. Human-Centred Learning and Work
   AI should support—not replace—human judgment, creativity, and interpersonal engagement. We prioritise meaningful human contribution in education, decision-making, and service delivery.
3. Transparency and Accountability
   Users should understand how AI tools function, their limitations, and their appropriate contexts. We commit to using AI in ways that are transparent, traceable, and aligned with institutional values and applicable laws.
4. Ethical Integrity and Academic Honesty
   We promote ethical AI use that upholds academic integrity and professional standards. All members of the College community—including academic, administrative, and support staff—share responsibility for ensuring AI is used transparently and fairly. AI-generated content should be acknowledged when required and must not compromise originality, learning outcomes, or fairness.
5. Inclusivity and Access
   Our approach to AI will be inclusive and equitable. We aim to ensure all students and staff—regardless of background or role—have access to the knowledge, support, and tools needed to engage with AI confidently.
6. Digital Literacy and Continuous Learning
   We are committed to building digital and AI literacy across the College. Ongoing professional development, critical thinking, and dialogue about AI are essential to prepare our community for future challenges and opportunities.
7. Collaboration and Shared Responsibility
   Working with AI is a shared journey. We encourage open communication and collaboration across academic and administrative areas to ensure consistent, ethical, and effective use of AI technologies.

6. Capabilities Framework: Expectations for Students, Faculty, and Administrative/Support Staff

In an academic and professional environment increasingly shaped by AI technologies, it is essential for all members of the College community—students, academic staff, and administrative personnel alike—to cultivate a core set of capabilities.

These skills will enable individuals to engage confidently, ethically, and effectively with AI tools, ensuring they are used to enhance learning, teaching, research, and operational quality while upholding the College's shared values and standards, while recognising that their application will vary across disciplines, delivery modes, and roles, and will evolve over time as technologies and practices develop.

To thrive in a higher and further education environment enhanced by AI, community members are responsible for engaging in learning opportunities to develop the following capabilities:

1. Understanding AI Fundamentals
    - Grasp the basics of how AI works, including common applications, strengths, and limitations.
    - Recognise the difference between AI-generated content and human-created work.
2. Critical Evaluation and Ethical Use of AI
    - Critically evaluate AI-generated outputs, questioning their accuracy, potential biases, and contextual appropriateness.
    - Understand the ethical implications of AI use, including privacy, fairness, transparency, and academic integrity.
    - Recognise that while knowledge is abundant, true value lies in the ability to frame meaningful problems, interpret data thoughtfully, and make informed, ethical connections between information and action.
3. Effective and Responsible AI Engagement
    - Use AI tools to support learning, teaching, research, and administrative tasks responsibly and transparently.
    - Acknowledge AI-assisted work where appropriate, respecting intellectual property and College standards.
4. Digital Literacy and Data Awareness
    - Maintain a strong foundation in digital skills, including data security and safe information management when interacting with AI systems.
5. Collaboration and Communication
    - Work collaboratively with peers, faculty, and staff to share best practices, challenges, and innovations in AI use.
    - Communicate clearly about when and how AI has contributed to academic or administrative work.

6. Continuous Learning and Adaptability

- Stay informed about emerging AI tools, trends, and policies through ongoing training and professional development.
- Adapt to evolving AI technologies with a growth mindset and openness to change.

Refer to:

- *Appendix C: Practical Examples for Teaching and Learning with AI*
- *Appendix D: Assessment Innovation Guidelines*
- *Appendix E: What Students, Faculty, and Administrative / Support Staff Should Know*
- *Appendix F: Examples of Acceptable and Unacceptable Uses of AI*

7. General Guidelines for Responsible AI Use

To support responsible engagement with AI across the College community, it is important to outline, in broad terms, what constitutes acceptable and unacceptable use. These statements are intended to serve as guiding principles rather than fixed rules, recognising that their application will vary across disciplines, delivery modes, and roles. They are also expected to evolve over time in response to developments in technology, educational practice, and institutional priorities. Together, they provide a framework to ensure that AI is used in ways that advance learning, teaching, research, and administration, while safeguarding ethical standards, academic integrity, and the College's values.

7.1 Acceptable Uses of AI

AI may be used in ways that support and enhance the College's mission in teaching, learning, research, and administration. Acceptable uses include applications that:

- Assist with learning, study, and research by providing insights, structuring ideas, and supporting academic development.
- Improve efficiency in administrative and support functions, while maintaining accuracy and accountability.
- Foster innovation and creativity in teaching and professional practice, provided human judgment remains central.
- Promote accessibility, inclusivity, and student success when thoughtfully integrated into educational practices.

7.2 Unacceptable Uses of AI

AI must not be used in ways that compromise ethical, academic, or professional standards. Unacceptable uses include applications that:

- Misrepresent AI-generated work as original human work in academic or professional contexts.
- Replace independent critical thinking, creativity, or professional judgment with unverified outputs.
- Breach confidentiality, data protection, or intellectual property rights.
- Perpetuate bias, discrimination, or harm to individuals or groups.
- Undermine trust, integrity, or fairness in academic, administrative, or professional practices.

Refer to: *Appendix F: Examples of Acceptable and Unacceptable Uses of AI*

8. IDEA College Commitment

Our College is dedicated to fostering a responsible and ethical approach to artificial intelligence that supports and enhances the educational experience, teaching quality, and operational effectiveness. We commit to striving towards building a community where stakeholders—**students, faculty, and administrative/support staff**—engage with AI tools thoughtfully, critically, and transparently.

- We support **students** in developing skills to use AI responsibly, encouraging visible thinking, critical evaluation, creative synthesis, and adherence to academic integrity.
- We empower **faculty** to model and integrate AI thoughtfully within pedagogy, redesign assessments to value process and originality, provide meaningful feedback, and pursue ongoing professional growth.
- We enable **administrative and support staff** to implement AI tools securely and ethically, contribute to capacity building, and support continuous improvement at the operational level.

Together, we uphold the values of **integrity, fairness, accountability, and lifelong learning** as we navigate the evolving role of AI in education and institutional practice.

To fulfill this commitment, the College recognises the vital roles and responsibilities of all members of its community. The following sections outline the specific commitments expected of each stakeholder group:

These commitments are guiding expectations rather than rigid rules. Their application may look different across disciplines, delivery modes, and roles, and they will continue to evolve as technologies and practices change.

8.1 Student Commitments

Embrace transparency to ensure authenticity, hence as required:

1. Visible Thinking

Clearly document your engagement with AI tools, including prompts used, key iterations, and the rationale behind decisions. This transparency should be reflected alongside your final deliverables.

2. Critical Engagement

Actively evaluate AI-generated content by testing it against credible evidence, ethical considerations, and relevant academic or professional standards.

3. Creative Synthesis

Use AI as a tool for exploration, idea generation, and prototyping—supporting your learning process rather than replacing it.

4. Academic Integrity

Acknowledge and appropriately reference any significant contributions made by AI tools. Avoid uncritical copying or pasting of AI-generated content.

8.2 Faculty Commitments

Embrace holistic education – maximising opportunities to enhance learners' transversal skills and also to ensure transparency and authenticity, hence as much as possible:

1. Modelling

Demonstrate the thoughtful and iterative use of AI tools within teaching practice, making your reasoning processes visible to students.

2. Assessment Redesign

Design assessment tasks that value transparency, originality, and the ability to critically engage with AI throughout the learning process.

3. Feedback

Provide feedback that addresses not only the final product but also students' evaluative and ethical use of AI in their work.

4. Growth Mindset

Engage with opportunities for ongoing professional development in both pedagogy and the evolving applications of AI in education.

8.3 Administration and Support Commitments

Embrace accountability, efficiency, and transparency to ensure data protection and authenticity, hence as required:

1. Practical Enablement

Use and support AI tools in ways that protect privacy, follow institutional procedures, and help colleagues and students access secure, approved systems.

2. Ethical Awareness

Be alert to ethical issues in everyday tasks involving AI, such as how data is handled or how content is generated and follow relevant data protection and confidentiality guidelines.

3. Support for Learning

Participate in training opportunities and help share useful AI resources or practices with others in your area.

4. Contribution to Improvement

Provide feedback on how AI is working in your role or area and contribute to improving systems and services by sharing what's working and what could be better.

8.4 Looking Ahead

The College remains dedicated to supporting ethical, responsible, and innovative AI use across all areas of our community. Through shared responsibility and continuous learning, we will uphold our commitment to integrity, equity, and quality in education and operations.

9. Implementing This Commitment

Implementation of this Commitment will be undertaken through institutional planning and oversight to ensure that the College's principles for responsible AI use are embedded, communicated, and continuously advanced, while remaining adaptive to technological and educational developments.

1. The AI Commitment Statement sets out the College's principles, responsibilities, and expectations for working with AI. To make this a living commitment, the College will develop an institutional AI Action Plan, that considers embedding responsible, inclusive, and effective AI use across teaching, support services, and administration. The plan will remain adaptive, evolving with technology and educational needs, and will be shared progressively to encourage awareness and engagement across the College community.

2. An AI Committee, appointed by the Principal, oversees implementation. Initially, the Committee will focus on facilitating discussion, raising awareness, and supporting understanding of AI among students, faculty, and staff. Over time, it will guide the ethical and meaningful integration of AI across the College, ensuring practices remain adaptive, context-sensitive, and aligned with the Commitment.

3. The Committee is also responsible for reviewing and updating the Commitment to reflect emerging insights, best practices, and feedback from the College community. Mechanisms for gathering input, including forums and other forms of consultation, will be developed as the Committee's work progresses, ensuring the Commitment remains responsive and relevant.

10. AI Disclosure

This policy was developed by IDEA College. AI tools were consulted solely to explore ideas and provide suggestions. All content, structure, and final decisions were fully authored, organised, and approved by the team responsible for the development of this policy.

11. Appendix A: Foundational Principles Behind IDEA College AI Commitment.

The following principles reflect widely recognised ideas from educational research, professional practice, and policy discussions around AI and learning. While not formally referenced, they are grounded in contemporary discourse in higher education pedagogy and andragogy, and AI ethics. At the same time, it is important to recognise that their application requires ongoing re-evaluation and reinterpretation, as both AI technologies and educational contexts continue to develop.

1. **Why we focus on enhancement not replacement:** Ethically correct use of AI may lead humans to achieve better results. In addition, Administration/support staff engage with learning environments and tools to maintain human oversight and facilitate smooth collaboration every day.
2. **The importance of human agency:** Learners need control over their learning journey. Operational administration staff support this by managing learner access, guiding technology use, and responding quickly to learner questions or concerns to preserve autonomy.
3. **Critical thinking rationale:** Critical thinking is essential in the information age. Administration teams assist by coordinating resources, facilitating educator training, and supporting educators in implementing activities that promote these skills.
4. **Transparency builds trust:** Transparency about AI use mitigates misconduct. Support staff enforce disclosure policies, manage monitoring tools, and provide clear communications and training to stakeholders about expectations and integrity standards.
5. **Inclusive learning benefits everyone:** Diverse perspectives enrich learning. Administration/support staff help by identifying access challenges, coordinating accommodations, and supporting all stakeholders fully.
6. **Lifelong learning necessity:** Rapid change requires creativity and agility. IDEA College Staff maintain learning platforms, update content access, and provide ongoing stakeholder support to encourage continuous development.
7. **Process documentation rationale:** Documenting the thinking process supports reflective practices enhancing learning. Administration staff enable this by establishing documentation requirements, ensuring user access, and assisting stakeholders with process tools.
8. **Modelling effective practice:** Learners benefit from observing expert behaviour. Support teams coordinate mentorship programs, organise demonstration sessions, and facilitate professional development involving appropriate technology use.
9. **Assessment design principles:** Assessments must measure complex thinking. Administration staff ensure this and handle the logistics and technology support needed to implement these assessments effectively and support stakeholders during the process.
10. **Equity in access:** Bridging digital divides is crucial. Frontline administration staff provide access to technology, give digital literacy support, troubleshoot technical issues, and ensure all learners have equitable participation opportunities.
11. **Measurement importance:** Regular assessment data drives improvement. Operational staff collect, organise, and report this data, enabling related stakeholders to make timely, informed decisions.

12. Appendix B: Educational Theory Foundation

Why These Principles Work for Adult Learners

Our approach to AI-integrated education draws on established adult learning theories, critical pedagogy, and social learning principles, providing a strong foundation and legitimacy for our practices. These theories offer guidance, but their application in AI-rich contexts will require ongoing reinterpretation and adaptation as technologies, contexts, and learning needs evolve. By aligning with research while remaining flexible, we aim to support relevance, empowerment, and collaboration for adult learners[3].

❖ Adult Learning Theory (Malcolm Knowles)

Knowles' research on adult learners highlights that they:

- Need to understand the purpose of what they are learning
- Prefer to draw on their prior experience
- Learn best when content is problem-centred
- Are driven by internal motivators, such as career advancement.

Our Approach:

- ✓ Directly connects learning to applied professional practice
- ✓ Values and integrate students' workplace experiences
- ✓ Emphasises problem-based applied tasks
- ✓ Support human-centred learning trajectories, career paths and goals.

❖ Critical Pedagogy (Paulo Freire)

Freire emphasised a dialogic, student-centred approach where education is a mutual process of inquiry and empowerment.

Our Implementation:

- ✓ Encourages inclusive class discussions where all voices are heard
- ✓ Invites students to share real-world contextualised examples
- ✓ Engages in critical evaluation of AI-generated content
- ✓ Promotes active problem-solving rather than passive content absorption.

[3] Roe, J., 2025_*How to Use generative AI in Educational Research*_Cambridge Elements – Research Methods in Education

- ❖ Social Learning Theory

  Social learning emphasises that people learn through observing others, engaging in communities, and seeing themselves reflected in those they learn from.

Our Application:

- ✓ Facilitates a community of learning
- ✓ Features insights from industry professionals and contextualised cases
- ✓ Allows for group projects that embrace diverse, cross-functional teamwork
- ✓ Includes varied perspectives to broaden cultural and contextual understanding.

This foundation ensures our AI-enhanced learning strategies remain learner-centred, ethically responsible, and pedagogically sound.

13. Appendix C: Practical Examples for Teaching and Learning with AI

13.1 General Practical Examples

The following are some practical examples and scenarios of how AI can be incorporated to enrich teaching and learning experiences. They are guiding expectations rather than rigid rules. Their application may look different across disciplines, delivery modes, and roles, and they will continue to evolve as technologies and practices change.

- Challenge-Based Projects – Design courses around real-world, open-ended problems that encourage critical thinking and problem-solving.
- Reflective Artefacts – Require learners to submit AI prompt logs or reflective journals to demonstrate their thought processes and learning journey.
- Peer Review Supported by AI – Utilise AI tools to provide initial feedback on assignments, while ensuring that human reviewers make the final assessment decisions.
- Ethics and Critical Thinking Exercises – Design assignments where students critically evaluate AI-generated content, identify biases, and discuss ethical considerations.
- Collaborative AI Tools – Facilitate group projects where students use AI to co-create content, brainstorm ideas, or simulate scenarios collaboratively.

13.2 Sample Scenarios of AI Integration in IDEA College Study Programs

These examples demonstrate how AI tools may be integrated into academic programs to support deeper learning, critical engagement, and real-world application. The aim is to enhance – not replace – human judgment, professional experience, and ethical reasoning.

❖ Nursing Program

- Students use AI to generate simulated patient care scenarios for clinical reasoning practice.
- They engage in structured clinical decision-making exercises informed by these scenarios.
- Faculty guide reflective discussions on what the AI overlooked, particularly in relation to empathy, ethics, and human factors in care.
- Students apply the resulting insights to real-world clinical placements, bridging simulation with practice.

❖ Business Management Program

- Students input authentic workplace challenges into AI tools to generate strategic insights and potential solutions.
- AI responses are analysed through the lens of academic theory and professional practice.
- Students critically evaluate the relevance and limitations of AI-generated recommendations.
- They present revised strategies to peers, fostering collaborative reflection and professional feedback.

❖ Public Policy Program

- Students utilise AI to conduct initial policy scans, identifying options and evidence rapidly.
- They interrogate AI outputs for ideological bias, missing contexts, or oversimplifications.
- Students complement the AI research by conducting stakeholder interviews to gain nuanced, human perspectives.
- Final policy proposals are assessed based on how well they synthesise AI-supported research with real-world insight.

❖ Construction Management Program

- AI-powered simulations are used to model construction planning scenarios, including budgeting, scheduling, and resource deployment.
- Students test various inputs and assumptions to explore project viability under different constraints.
- Critical analysis focuses on the limitations of AI tools in accounting for field realities such as labour dynamics, regulatory shifts, and environmental unpredictability.
- Final assessments require students to propose plans that integrate AI efficiencies with human oversight and contextual judgment.

14. Appendix D: Assessment Innovation Guidelines

Redesigning Assessment for Authentic, AI-Enhanced Learning

As AI continues to advance, traditional assessment models – especially those focused on rote memorisation or generic outputs – are increasingly inadequate measures of meaningful learning. These Assessment Innovation Guidelines provide a framework for designing assessments that prioritise professional relevance, critical thinking, collaboration, and the ethical use of AI. They serve as guiding principles rather than fixed rules, recognising that their implementation will vary across disciplines, delivery modes, and roles, and will evolve over time as technologies and practices develop.

❖ Moving Beyond Traditional Testing

Instead of...	We Use...
Multiple-choice tests that AI can easily answer	Case studies requiring professional analysis and personal judgment
Generic essay prompts	Assignments grounded in students' real-world professional contexts
Solely individual written submissions	A blend of group projects, oral presentations, and reflective journals
High-stakes, one-time final exams	Iterative, project-based assessments that track learning over time

❖ Sample Assessment Models

1. AI-Integrated Assessment

Designed to ensure students use AI tools critically rather than passively.

a) Students use AI to assist with ideation or conduct initial data analysis.
b) They are required to identify limitations, biases, or gaps in the AI output.
c) Final submissions must demonstrate thoughtful human refinement and added value.
d) Students present and defend their decisions, showcasing metacognitive insight into their learning process.

2. Experience-Based Assessment

Aimed at integrating academic theory with students' current or prior professional experience.

a) Students identify authentic challenges from their own workplaces or fields.
b) They apply course concepts and frameworks to analyse and address these issues.
c) Final deliverables are shared with peers and/or industry professionals for feedback.
d) Students complete a structured reflection on how theory informed practice and what they learned in the process.

3. Collaborative Assessment

Promotes teamwork across disciplines and reflects the collaborative nature of modern workplaces.

a) Students form diverse teams representing varied professional or disciplinary backgrounds.
b) Each member brings a unique perspective to a shared project or problem.
c) Assessment includes both the final group product and an individual reflective component.
d) Peer evaluations are incorporated to assess contribution, accountability, and collaborative effectiveness.

These innovative approaches ensure that assessment remains relevant, equitable, and resilient in an era shaped by emerging technologies and evolving workplace demands.

15. Appendix E: What Students, Faculty, and Administrative / Support Staff Should Know

15.1 For Students

Students are expected to engage proactively with the continuous evolution of AI in education as it unfolds. They should approach AI with curiosity and responsibility, participate in learning opportunities provided by the College, undertake independent study to strengthen their understanding, and contribute to shared learning within the community. Such engagement supports both academic achievement and personal development.

1.Understanding AI Fundamentals

Learn what AI is and how it works so it can be used effectively. Use AI tools to brainstorm ideas, organise thoughts, or check grammar, but treat them as assistants—not replacements for creativity and independent thinking.

Always evaluate AI-generated content to confirm it supports learning goals.

2. Critical Evaluation and Ethical Use

Check the accuracy and reliability of AI outputs before you consider them as useful. Recognise that mistakes or biased information may appear.

Be honest about AI use, and follow College guidelines on citation and academic integrity when it supports assignments.

3. Effective and Responsible AI Engagement

Use AI to support and strengthen learning, not to replace it. Apply tools to improve understanding, develop skills, and deepen knowledge.

Avoid relying on AI to complete work, and prevent plagiarism or misrepresentation of AI-generated material.

4. Digital Literacy and Data Awareness

Protect personal information when using AI applications. Avoid sharing sensitive data unnecessarily.

Use only the digital tools and platforms provided by the College to ensure safe and responsible engagement with AI.

5. Collaboration and Communication

Discuss AI use openly with peers and instructors. Share experiences, questions, and challenges to promote ethical and effective engagement.

Seek advice from academic staff or support services whenever uncertainty arises.

6. Continuous Learning and Adaptability

Stay curious and open to new AI tools and practices as technology develops. Build knowledge through workshops, online resources, and College training programs.

Strengthen adaptability to make the most of AI and prepare for future opportunities and challenges.

What This Means in Practice: Examples for Students

- **Using AI to brainstorm and assist in generating a relevant outline for an assignment:** Use AI to brainstorm ideas and assist in producing a relevant initial outline or summary for a workplace-related assignment. Demonstrate independent research, engagement with relevant reliable sources, and original analysis in the final submission. Marks are awarded for critical thinking, depth of research, and originality of work, with use of AI clearly acknowledged.

- **Ethical use in assignments:** Use AI to help proofread or format assignments / academic papers, always acknowledging its assistance if required, and making sure the submitted work follows the College's academic integrity policies.
- **Protecting your data:** When using AI-powered apps for study or work, such as note-taking or scheduling, take care to avoid sharing sensitive personal or company information unless it is certain it's secure and appropriate.
- **Bringing real-world experience to the classroom:** Use insights from the workplace—projects, challenges, or tools—to enrich academic discussions and assignments, especially where AI is part of the job environment.
- **Supporting international students/global collaboration:** Help international learners and/or classmates from other countries understand a specific/unfamiliar local context when working in a foreign country or in groups, while also learning from their global perspectives—AI tools like translators or cultural briefings can also help bridge understanding and facilitate overcoming language barriers.

15.2 For Faculty

While the College commits to proactively live this continuous evolution of AI in education as it unfolds with the intention of empowering educators, staff, and students, faculty are also encouraged to engage with this new reality. They are invited to be open to evolve and grow with the College, by actively participating in activities organised by the college, conducting independent research, and collaborating in the sharing of best practices. This is an opportunity for professional growth.

1. **Understanding AI Fundamentals**
   Develop a working knowledge of how AI technologies function and how they are increasingly embedded in academic tools, platforms, and student workflows.

This includes understanding the capabilities and limitations of generative AI, as well as emerging trends in education technology.

2. **Critical Evaluation and Ethical Use**
   Evaluate AI-generated content carefully—whether for teaching, research, or administration—to ensure accuracy, objectivity, and relevance.

Consider the ethical implications of using AI in their practice, including issues of bias, academic integrity, and authorship.

3. Effective and Responsible AI Engagement
   Integrate AI meaningfully into their teaching and research, while maintaining transparency with students and colleagues.

Set clear expectations for student use of AI, and model good practice by showing how they use AI tools critically and ethically in their own work—demonstrating responsible academic and professional engagement.

4. Digital Literacy and Data Awareness
   Stay informed about data privacy, intellectual property, and institutional guidelines related to AI use.

Help ensure that the AI tools used in their work respect both institutional standards and the rights of students and collaborators.

5. Collaboration and Communication
   Engage with peers to share practices, challenges, and solutions around AI use in academic settings.

Participate in college activities to support a cohesive, values-aligned approach to AI across disciplines.

6. Continuous Learning and Adaptability
   Keep up with evolving AI developments and pedagogical strategies.

Attend professional development opportunities, contribute to the conversation within your department or field, and be willing to adjust your methods as new evidence and tools emerge.

What This Means in Practice: Examples for Faculty

- Designing assessments with AI in mind:
  Adjust the assignment briefs to encourage deeper critical thinking, knowing that students may use AI tools for support. For example, ask students to explain their thought process or reflect on how they used AI in completing a task and, to prompt further reflection and encourage ownership of their learning, as students to submit their reflection and evidence of the different iterations of their work (e.g. brainstorming exercise, the plan, their first draft).
- Creating lecture materials:
  Use AI tools to generate a draft set of lecture slides or a lesson outline, then review and enhance it with own subject knowledge, case studies, and discussion prompts tailored to the course objectives.
- Discussing ethics in class:
  Incorporate brief discussions about ethical AI use into the modules – for instance, exploring how bias can occur in data or how AI is used in a professional field – helping students understand its broader societal implications.
- Guiding students on responsible use:
  Provide a statement in the syllabus or LMS page about how AI may or may not be used in the course, and make time to discuss it in the first weeks of teaching to ensure shared understanding.

- **Modelling transparent AI use in teaching and assessment design:**
  Share with your students that you used an AI tool to help generate a first draft of a lecture outline or to brainstorm ideas for an assignment brief. You explain how you then adapted and refined the material using your academic judgment and expertise. This openness encourages students to see AI as a support tool, not a shortcut, and reinforces critical engagement and ethical use.

15.3 For Administrative/Support Staff

Administrative and support staff are expected to engage proactively with the continuous evolution of AI in education as it unfolds. They should approach AI tools responsibly, participate in relevant training and professional development, adapt work practices as technologies and processes evolve, and contribute to the sharing of good practices. Such engagement supports both professional growth and the effective functioning of the College community.

1. **Understanding AI Fundamentals**
   Develop is a foundational understanding of AI technologies in relation to tasks such as coordinating schedules, managing data, supporting communications, or assisting educators and learners, so that these technologies can be applied confidently in daily work.
2. **Critical Evaluation and Ethical Use**
   Exercise sound judgment in reviewing AI-generated content for accuracy, appropriateness, and alignment with institutional values, whether the material is prepared for internal documents, external communications, or student-facing purposes.
3. **Effective and Responsible AI Engagement**
   Integrate AI into workflows thoughtfully to improve efficiency and service quality. Be transparent about where and how AI is used and ensure human oversight remains central in administrative decisions and learner support.
4. **Digital Literacy and Data Awareness**
   Understand the implications of AI use for privacy, data handling, and information security. Apply institutional policies when using AI tools to process records, manage communications, or support users.
5. **Collaboration and Communication**
   Share practices and challenges related to AI use with colleagues in other administrative or support roles. Contribute to a culture of responsible AI use across departments by promoting clear communication and consistent approaches.
6. **Continuous Learning and Adaptability**
   Stay up to date with AI developments relevant to your function—whether operational systems or student services. Seek out training and be prepared to adjust workflows or tools as technologies evolve.

What This Means in Practice: Examples for Administrative/Support Staff

- Drafting communications:
  Use AI to generate draft emails or reports for internal or external audiences, then review to ensure accuracy, tone, and alignment with institutional messaging.
- Streamlining routine tasks:
  Apply AI tools to automate repetitive functions according to available technology, such as scheduling meetings, compiling attendance, or processing standard forms such as transcripts - helping to reduce workload and improve turnaround time.
- Assisting with AI literacy initiatives:
  Support workshops or learning sessions that help staff or students understand and use AI tools appropriately (e.g., logistics, promotion, registration).
- Surveying the community:
  Help gather stakeholder (internal and external) feedback on AI use and apply the insights to improve services and systems.
- Improving access and inclusion:
  Ensure AI-enabled systems and services (e.g., chatbots, help portals, registration platforms) are usable by all learners—including those studying part-time or at a distance.
- Protecting data privacy:
  Monitor how data is entered and processed through AI platforms, ensuring that sensitive or personal information is managed according to institutional policy.
- Exchanging knowledge with peers:
  Contribute to informal or formal team discussions about AI use—sharing challenges, tips, and examples to improve collective understanding.
- Participating in training:
  Attend relevant training sessions or learning events to improve your own capacity to use and manage AI systems confidently and ethically.

16. Appendix F: Examples of Acceptable and Unacceptable Uses of AI

IDEA College is committed to the ethical, transparent, and effective use of AI. The following role-specific guidelines illustrate how the College's principles may be applied by students, faculty, and administrative staff. They are intended as guiding principles rather than fixed rules, with implementation expected to vary across disciplines, delivery modes, and roles, and to evolve as technologies and practices develop.

16.1 General Acceptable Uses of AI

Examples of acceptable uses of AI are organised into mutually exclusive engagement phases, distinguishing between Students and Faculty, and Administrative/Support Staff. These are not exhaustive fixed rules since AI in education is in constant flux.

A. AI Engagement Phases for Students and Faculty

Phase		Illustrative Uses	Requirements
1.	Inquire	Topic exploration, background research	Cite sources; verify accuracy
2.	Ideate	Brainstorming ideas, vocabulary scaffolding	Acknowledge AI assistance; develop own insights
3.	Compose	Generating outlines, drafting sections	Research, Read from reliable sources, Review and contextualise AI-generated content. The voice of the author is important.
4.	Analyse	Reviewing data, identifying patterns or themes	Critically evaluate AI outputs; cross-check
5.	Create	Developing final drafts, presentations, projects	Ensure originality; integrate personal insight
6.	Review	Proofreading, grammar checking	Cross-check for errors and bias
7.	Reflect	Explaining AI use and learning evolution	Reflect on AI's impact on your work and process

B. AI Engagement Phases for Administrative/Support Staff

Phase		Illustrative Uses	Requirements
1.	Inquire	Exploring AI tools for administrative efficiency; understanding AI's potential in student support systems	Verify source reliability; stay informed about sector-relevant developments
2.	Ideate	Brainstorming ways to enhance workflows (e.g., scheduling, enrolment, FAQs); proposing AI-based student support enhancements	Collaborate across departments; consider operational and student impacts
3.	Compose	Drafting automated replies, service announcements; preparing students communications	Tailor outputs to your audience; ensure accuracy and appropriate tone
4.	Analyse	Reviewing data on student engagement, system performance, or service satisfaction; interpreting feedback trends	Assess accuracy, patterns, and implications; validate with context
5.	Create	Developing step-by-step guides, staff training aids, or onboarding materials; producing AI-supported help content	Prioritise clarity, accessibility, and user-centred design
6.	Review	Checking documents for compliance, inclusivity, and clarity; reviewing automated communications or public content	Conduct final checks for accuracy, policy alignment, and ethical standards
7.	Reflect	Gathering feedback from staff and students on AI-enabled services; evaluating user experiences	Reflect on effectiveness, identify equity gaps, and recommend improvements

16.2 Unacceptable Uses of AI

The following practices are prohibited for all members of our College community, regardless of role:

- Submitting AI-generated work as your own without meaningful contribution or acknowledgement.
- Using AI to bypass learning, teaching, or professional responsibilities.
- Failing to disclose AI assistance when required. Some examples include:
    - ***Students*** – *E.g., Submitting an essay where AI was used to draft substantial sections of text, but failing to declare this AI assistance despite a disclosure requirement in the assessment brief.*

      E.g., Submitting a report or project analysis generated largely by AI without acknowledging its contribution.

      E.g., Using AI to generate discussion forum posts or reflective journals, presenting them as entirely their own work.

    - ***Tutors*** – *E.g., Using AI to generate model answers or feedback for students without disclosing this use where institutional policy requires transparency.*

      E.g., Using AI to draft exam questions or quizzes without disclosure, where policy requires transparency about AI-generated materials.

      E.g., Allowing AI to generate course content slides or reading summaries, and sharing them with students without noting AI involvement.

    - ***Administrative/Support Staff*** – *E.g., Employing AI tools to prepare official communications or reports (e.g., Board of Studies minutes) without disclosure, contrary to institutional guidelines.*

      E.g., Using AI to create policy documents, internal memos, or strategic recommendations without disclosure, in violation of institutional rules.

      E.g., Employing AI to draft official correspondence to external partners or regulatory bodies without transparency about the AI's role.
- Sharing sensitive or confidential data through unapproved or insecure AI tools.
- Allowing AI to make critical decisions or communicate on your behalf without appropriate human oversight.
- Accepting AI outputs without verifying their accuracy, relevance, or ethical appropriateness.

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