



Institute of International Studies

RTO CODE 45883

POLICY & PROCEDURES · TRAINING, ASSESSMENT & GOVERNANCE

Artificial Intelligence

(AI) Use Policy and Procedures

POLICY AREA	Training, Assessment and Governance
STANDARDS REFERENCE	2025 Standards for RTOs: Outcome Standards 1.1–1.4, 2.2–2.6, 3.2–3.3 and 4.1–4.3; Compliance Requirements clauses 9 and 20
RESPONSIBILITY	RTO Manager (policy owner); CEO, Trainers and Assessors, Administrative and Support Staff, Learners
CLASSIFICATION	Academic and Operational Governance
REVIEW CYCLE	At least annually, or earlier following regulatory, technology or operational change

01 Purpose

The purpose of this policy is to establish **clear, practical and proportionate requirements** for the responsible use of Artificial Intelligence (AI), including Generative AI (GenAI), across IOIS training, assessment, learner support and administrative activities.

The policy is designed for a vocational education and training environment. It recognises that AI may support learning, accessibility, industry-relevant digital capability and operational efficiency, while ensuring that AI does not replace the learner's own demonstration of the skills and knowledge required by a training product or the professional judgement of qualified trainers, assessors and staff.

02 Scope

This policy applies to:

- all learners enrolled in nationally recognised training delivered by IOIS;
- trainers and assessors, including contractors;
- RTO management and administrative staff;
- third parties involved in training, assessment or learner support on behalf of IOIS, where applicable; and
- AI-enabled systems, applications or functions used in connection with IOIS training, assessment, learner support, recordkeeping or administration.

The policy applies regardless of delivery mode or location. Where a training product, licensing requirement, workplace requirement, funding requirement or another applicable obligation imposes a stricter condition, that requirement takes precedence.

03 Definitions

TERM	MEANING
Artificial Intelligence (AI)	A system or tool capable of analysing information, generating outputs, making recommendations or supporting decisions in response to human-defined inputs.
Generative AI (GenAI)	AI that can generate new content such as text, images, audio, video, code, summaries, plans or other material.

TERM	MEANING
AI-assisted work	Work in which AI has been used to support a learner or staff member, but a person remains responsible for reviewing, verifying and applying the output.
Assessment evidence	Information or performance used by an assessor to determine whether a learner has met the requirements of a unit of competency, skill set or qualification.
Authenticity	The requirement that assessment evidence is the learner's own work or genuinely demonstrates the learner's own skills and knowledge.
Substantive assessment content	Content that directly answers, performs or produces a material part of what the learner is required to demonstrate for assessment.
Approved AI tool	An AI tool or AI-enabled function that IOIS has authorised for a particular organisational purpose, subject to applicable controls.

04 Policy Principles

01

TRAINING PRODUCT INTEGRITY

AI use must not dilute, bypass or replace the skills, knowledge, performance conditions or evidence requirements that a learner is required to demonstrate.

02

HUMAN OVERSIGHT AND ACCOUNTABILITY

Qualified trainers, assessors and staff remain responsible for decisions affecting learners. AI must not make the final competency judgement, RPL decision, progression decision, misconduct finding or other significant learner decision.

03

AUTHENTICITY AND INTEGRITY

Assessment evidence must allow the assessor to be satisfied that the learner has personally demonstrated the required competency.

04

TRANSPARENCY

Learners and staff must be clear about when AI is permitted, restricted or required, and disclose material AI use where required by the assessment instructions or this policy.

05**PRIVACY, SECURITY AND CONFIDENTIALITY**

Personal, sensitive, confidential, commercially restricted or protected information must not be entered into public or unapproved AI tools.

06**EQUITY AND ACCESSIBILITY**

AI use must not unfairly disadvantage learners because of access, disability, language, digital literacy or financial circumstances. AI may support reasonable adjustment only where competency requirements remain unchanged.

07**ACCURACY AND VERIFICATION**

AI outputs may be incomplete, biased, outdated or inaccurate. Users remain responsible for checking information before relying on it.

08**INDUSTRY RELEVANCE**

Where AI is used in the relevant workplace or industry, IOIS may incorporate appropriate AI-supported activities into training and assessment where consistent with the training product.

05 Learner Use of AI in Training and Assessment

5.1 Use of AI for learning support

Learners may use AI as a learning support tool where its use does not conflict with trainer directions, assessment instructions or training product requirements. Appropriate learning uses may include:

- asking for explanations of concepts already being studied;
- generating practice questions for self-study;
- assisting with planning a study schedule;
- checking spelling, grammar or readability of learner-written material;
- exploring alternative examples to assist understanding; and
- supporting digital literacy or accessibility where appropriate.

Learners remain responsible for checking the accuracy and suitability of any AI-generated information. AI output should not be treated as an authoritative source merely because it is presented confidently.

5.2 AI use in assessment

AI use in assessment is determined by the purpose of the assessment task and the evidence the learner must personally demonstrate. Assessment instructions may specify one of the following positions:

POSITION 1 AI prohibited	WHAT IT MEANS AI must not be used to complete or assist with the assessed component. EXAMPLES Observed practical demonstrations; verbal questioning; role plays; controlled knowledge checks; tasks requiring unaided performance. LEARNER REQUIREMENT Complete the task without AI assistance.
POSITION 2 AI limited / supportive	WHAT IT MEANS AI may assist with limited support functions but must not generate the substantive assessment response. EXAMPLES Proofreading learner-written work; formatting; study planning; checking readability where permitted. LEARNER REQUIREMENT The response and evidence must remain the learner's own. Disclose use where instructed.
POSITION 3 AI permitted / integrated	WHAT IT MEANS AI use forms part of the task or reflects legitimate workplace practice. EXAMPLES Critiquing an AI output; using an approved workplace AI tool; comparing AI-generated options; completing a task where AI capability is explicitly relevant. LEARNER REQUIREMENT Follow task conditions, retain required evidence of use, and demonstrate personal understanding and competency.

Where assessment instructions do not expressly permit AI to generate substantive assessment content, the learner **must not use AI to produce answers, reports, responses, evidence, workplace documents or other material** that is presented as the learner's own demonstration of competency.

5.3 Practical, workplace and performance-based assessment

AI must not replace a learner's personal performance where the training product requires the learner to demonstrate a skill, complete a practical task, interact with others, make a workplace judgement, use equipment, follow a procedure or perform under specified conditions.

Where AI is a normal and acceptable workplace tool, its use may be permitted if the assessment conditions allow it and the assessor can still establish that the learner has the underlying skills and knowledge required by the training product.

5.4 Assessment evidence and authenticity

Learners must submit evidence that is genuinely their own and must not present AI-generated content as personal work where AI use is prohibited or where the AI output replaces the learner's required performance or knowledge.

An assessor may undertake reasonable authenticity checks where the evidence raises a legitimate concern. These checks may include:

- asking the learner supplementary questions about the submitted work;
- asking the learner to explain terminology, decisions, calculations, sources or processes used;
- reviewing draft or version history where relevant and available;
- requesting supporting workplace evidence;
- observing the learner performs the skill again or complete a related task;
- comparing the evidence with other authenticated work by the learner; and
- verifying sources, references or factual claims.

AI-DETECTION SOFTWARE

AI-detection software, where used, is an **indicator only** and must not be relied on as the sole basis for an adverse finding or assessment decision.

5.5 Disclosure of AI use

IOIS does not require learners to provide an academic citation to an AI tool merely because AI has been used. Where disclosure is required, the purpose is to establish transparency and authenticity rather than academic referencing compliance.

Where an assessment permits or requires material AI use, the assessment instructions may require the learner to identify:

- the AI tool used;
- the purpose for which it was used;
- the part of the task in which it was used; and
- how the learner checked, changed or applied the output.

The assessor may require prompts, outputs, screenshots, drafts or a short learner declaration where these are relevant to the assessment design. Such evidence should only be requested where proportionate and necessary.

06 Prohibited or Inappropriate Learner Use

Unless specifically authorised by the assessment task or trainer/assessor, the following conduct is prohibited:

- using AI to generate substantive answers to assessment questions and submitting them as the learner's own work;

- using AI to fabricate workplace evidence, supervisor statements, observations, logbook entries, records, references, citations, data or supporting documents;
- using AI to impersonate another person or misrepresent attendance, participation, practical performance or communication;
- using AI during an assessment where its use has been expressly prohibited;
- using AI to alter or falsify evidence after it has been produced;
- uploading another learner's work, assessment materials, confidential workplace information, personal information or IOIS-restricted information into an unapproved AI tool;
- using AI in a way that prevents the assessor from determining the learner's own competency; and
- using AI to circumvent assessment controls, authentication requirements or directions given by the trainer or assessor.

Misuse may be addressed under IOIS academic integrity, student conduct and assessment procedures. A finding of inappropriate AI use is **not automatic** merely because work appears polished, differs from previous work or is flagged by an automated detection tool.

07 Trainer and Assessor Use of AI

7.1 Training and learning resources

Trainers may use AI to assist with lesson planning, examples, activities, explanatory material, question generation or resource development. Before use with learners, the trainer must review and adapt the output for accuracy, currency, training product relevance, learner suitability, accessibility and consistency with IOIS-approved materials and practices.

7.2 Assessment development and review

AI may support drafting or reviewing assessment materials, but it must not replace competent assessment design, mapping, validation or quality assurance. Any AI-assisted assessment material must be reviewed by appropriately qualified personnel before implementation.

In particular, AI must not be relied upon as the sole method for:

- interpreting training product requirements;
- determining assessment conditions or evidence requirements;
- mapping an assessment tool to a unit of competency;
- validating an assessment tool; or
- deciding that an assessment tool is compliant or fit for purpose.

7.3 Assessment decisions and feedback

The assessor must personally make and be accountable for the competency judgement. AI must not independently determine whether a learner is Competent, Not Yet Competent, Satisfactory or Not Satisfactory.

AI may assist an assessor with administrative drafting or structuring feedback only where the assessor has reviewed the learner's evidence, made the assessment judgement and verified that the final feedback is accurate, individualised, appropriate and consistent with the evidence.

AI must not be used to generate assessor observation evidence for a performance that the assessor did not observe or otherwise validly verify.

7.4 RPL and credit-related decisions

AI may assist with organising information or identifying possible areas for further review, but the assessment of Recognition of Prior Learning (RPL) evidence and any competency judgement must be made by a qualified assessor. AI must not authenticate evidence or make the final RPL decision.

08 Staff and Administrative Use of AI

IOIS staff may use approved AI tools for appropriate administrative and operational purposes such as drafting non-sensitive correspondence, generating initial templates, summarising non-confidential information, planning or improving internal workflows. Staff remain responsible for reviewing and correcting all outputs before use.

AI must not be used as the **sole decision-maker** for learner admission, support, disciplinary action, complaints, appeals, assessment outcomes, progression or other decisions that may materially affect a learner.

Staff must not enter personal, sensitive, confidential, commercially restricted, assessment-secure or protected information into public or unapproved AI tools.

09 Privacy, Confidentiality and Information Security

Before using an AI-enabled system for IOIS purposes, staff must consider what information the system collects, how that information may be stored or reused, who may access it, and whether use is consistent with IOIS privacy, security, records and contractual obligations.

Personal or sensitive learner information must only be processed through an AI-enabled system where IOIS has authorised the use and appropriate privacy and security controls are in place. Learners must be informed, and their **written consent** obtained, before their personal or sensitive information is processed through an AI-enabled system, unless the processing is otherwise required or authorised by law.

Learners must also avoid entering personal information about themselves or others, confidential workplace information, proprietary documents or restricted IOIS content into public AI tools unless authorised.

10 Equity, Accessibility and Reasonable Adjustment

IOIS will consider the impact of AI on learners with different levels of digital literacy, language proficiency, disability, access to technology and support needs. A learner must not be disadvantaged merely because they do not subscribe to a paid AI service.

AI may form part of a reasonable adjustment where appropriate; however, the adjustment must not change the competency standard or allow AI to perform the skill or knowledge that the learner is required to demonstrate personally.

Where AI use is required for an assessment or learning activity, IOIS will consider reasonable access arrangements and alternative arrangements where necessary and consistent with the training product.

11 Responding to Suspected Inappropriate AI Use

Suspected inappropriate AI use must be addressed using evidence, professional judgement and procedural fairness. The following process applies:

- 1 Identify the concern and record the specific features of the evidence or circumstances that require verification.
- 2 Do not make an adverse finding solely from an AI-detection score or a general impression that the work “looks like AI”.
- 3 Give the learner a reasonable opportunity to explain how the work was produced and to provide relevant supporting evidence.
- 4 Where needed, conduct an authenticity check such as supplementary questioning, source verification, review of drafts, or a further practical demonstration.
- 5 Determine whether the submitted evidence is authentic and whether the assessment requirements have been met.
- 6 If misuse is substantiated, apply the relevant IOIS assessment, academic integrity or student conduct procedure proportionately and communicate the outcome to the learner.

7

Advise the learner of any available resubmission, reassessment, complaint or appeal rights, as applicable.

8

Retain appropriate records of the concern, verification undertaken, decision and outcome.

12 AI Tool Approval and Governance

The RTO Manager is responsible for oversight of AI use within IOIS training and assessment operations. Significant or ongoing use of an AI-enabled system should be assessed before implementation, having regard to:

- purpose and educational or operational need;
- impact on training product requirements and assessment integrity;
- human oversight and accountability;
- privacy, data handling and recordkeeping;
- accuracy, bias and limitations;
- accessibility and equity;
- staff capability and training needs;
- security, confidentiality and contractual conditions; and
- the need for monitoring, review or additional controls.

The level of review should be **proportionate to the risk**. A simple productivity tool used to draft non-sensitive text does not require the same controls as an AI-enabled system used in assessment, learner analytics or decisions affecting learners.

13 Roles and Responsibilities

ROLE	RESPONSIBILITIES
RTO Manager	Maintain this policy; oversee high-risk or significant AI use; ensure AI-related controls are incorporated into training, assessment and governance systems; monitor incidents and improvement actions; arrange review where required.
Trainers and Assessors	Explain permitted AI use; design and conduct assessment so authenticity can be established; apply professional judgement; verify AI-assisted materials; protect learner information; investigate authenticity concerns fairly; maintain appropriate records.

ROLE	RESPONSIBILITIES
Learners	Follow assessment instructions; submit authentic evidence; disclose AI use where required; verify AI-generated information; protect personal, workplace and IOIS information; participate in reasonable authenticity checks.
Administrative and Support Staff	Use approved AI tools appropriately; review outputs before use; protect information; escalate risks or inappropriate use; ensure human oversight of decisions affecting learners.
Third Parties / Contractors	Comply with this policy and relevant IOIS controls when using AI in services delivered for or on behalf of IOIS.

14 Records, Monitoring and Continuous Improvement

IOIS will monitor the use and impact of AI through normal quality assurance and continuous improvement processes. This may include reviewing assessment integrity concerns, learner and staff feedback, changes in AI capability, privacy or security issues, industry practices, validation findings and regulatory guidance.

Material incidents, identified risks and corrective actions should be recorded through the relevant IOIS register or quality assurance process. Assessment records must continue to meet IOIS recordkeeping requirements regardless of whether AI has been used.

15 Associated Documents

- Training and Assessment Policy and Procedure
- Plagiarism Policy and Associated Procedures
- Student Code of Conduct Policy and Procedures
- Privacy Policy and VET Privacy Notice
- Complaints Policy and Associated Procedures
- Appeals Policy and Associated Procedures
- Reasonable Adjustment and Student Support procedures
- Assessment tools, assessment instructions and assessment cover sheets
- Continuous Improvement and Quality Assurance processes

16 References

- 2025 Standards for Registered Training Organisations (RTOs)
- Australian Skills Quality Authority (ASQA) – Artificial Intelligence (AI) use in vocational education and training (VET)
- ASQA – Principles for the Responsible Use of AI in VET
- Privacy Act 1988 and Australian Privacy Principles, where applicable
- Relevant training package, accredited course, licensing, workplace and funding requirements

Appendix A Simple AI Use Guide for Assessment Tasks

The following guide may be incorporated into assessment instructions or the learner handbook. It does not override task-specific directions.

IF THE TASK REQUIRES...	TYPICAL AI POSITION	REASON
Personal practical demonstration, role play, workplace interaction or observed skill	Usually prohibited for the performance itself	The assessor must observe the learner's own performance.
Direct knowledge answers intended to establish the learner's own knowledge	Usually prohibited from generating the answer	The assessor must be able to establish what the learner knows.
Learner-written report, plan, email or workplace document	Task-specific: limited or permitted only where stated	AI may be a legitimate workplace tool, but the assessor must still establish the learner's own capability.
Spelling, grammar or readability checking of learner-written content	Often limited / supportive	May support communication without replacing the learner's substantive response, where permitted.
Analysis or critique of AI output	Permitted / integrated	AI use is part of what the learner is being asked to analyse or demonstrate.
Reasonable adjustment or accessibility support	Case-by-case approval	The adjustment must support access without changing the competency standard.



Document Version Control

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REVIEWED BY	Compliance Manager
APPROVED BY	Chief Executive Officer
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VERSION	CHANGELOG	DATE
1.0	New document	July 2026
1.1	Revised: specific Outcome Standards referenced; written consent required before personal information is processed by AI; responsibilities on cover expanded; related document names standardised	October 2026