IHEA INDEPENDENT HIGHER EDUCATION AUSTRALIA

WHOLE-OF-INSTITUTION GENERATIVE AI FRAMEWORK

Guidance for members of IHEA

September 2025

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Introduction

The **IHEA Whole-of-Institution Framework for Generative AI Integration** has been developed in response to sector-wide demand from independent higher education providers for a coordinated, practical and values-based approach to adopting and embedding Generative Artificial Intelligence (GenAI) technologies. As GenAI continues to transform learning, teaching, research, operations and strategy across the global education landscape, institutions must move beyond ad hoc experimentation toward deliberate, ethical and sustainable implementation.

This framework provides a structured, comprehensive guide to enable IHEA members to navigate the complexities and opportunities of GenAI. It offers a common language, shared principles and actionable pathways to ensure that GenAI adoption supports the mission, quality and integrity of Australian independent higher education — now and into the future.

It is intended not as a prescriptive manual, but as an enabling resource: one that supports each institution to tailor its GenAI integration strategy in line with its unique context, capabilities and aspirations.

Guiding Principles and Institutional Pillars

At the heart of the framework are **nine guiding principles**. These are universal in nature, apply across every domain of institutional life and are inspired to a certain extent by the Australian federal government's Artificial Intelligence Ethics Principles. They articulate the values and mindsets that should inform all GenAI experimentation, governance and application:

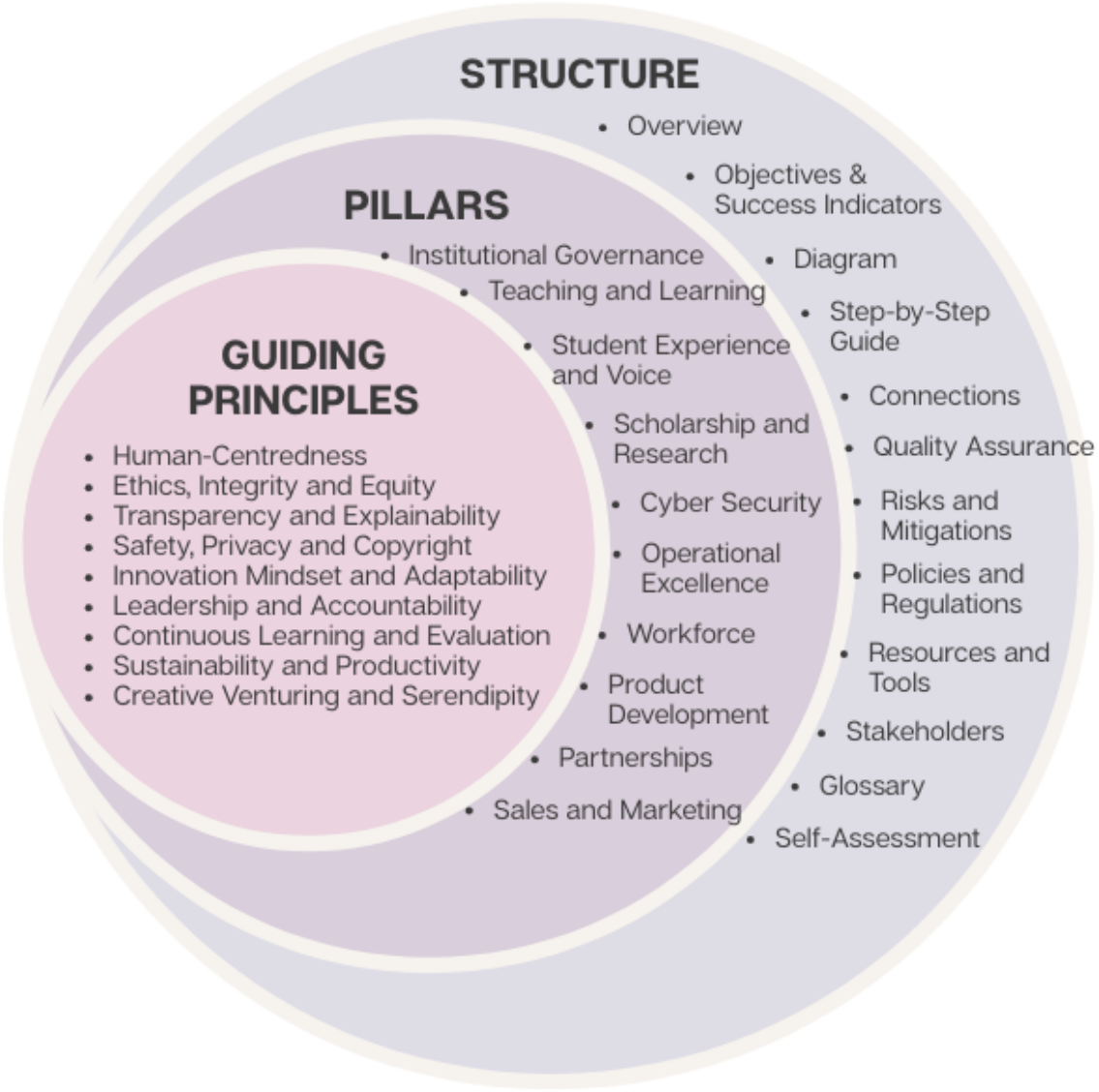
1. Human-Centredness
2. Ethics, Integrity and Equity
3. Transparency and Explainability
4. Safety, Privacy and Copyright
5. Innovation Mindset and Adaptability
6. Leadership and Accountability
7. Continuous Learning and Evaluation
8. Sustainability and Productivity
9. Creative Venturing and Serendipity

These principles anchor and inform the framework's **ten institutional pillars**, which represent the core functional areas of a higher education provider. Each pillar addresses how GenAI can be responsibly and effectively integrated into that area's strategy, systems, culture and practice:

1. Institutional Governance
2. Teaching and Learning
3. Student Experience and Voice
4. Scholarship and Research
5. Cyber Security

6. Operational Excellence
7. Workforce
8. Product Development
9. Partnerships
10. Sales and Marketing

For each of the ten pillars, the framework offers a detailed, twelve-part structure encompassing strategic guidance, practical tools and indicators of maturity. This structure ensures consistency while enabling customisation and iterative refinement.



How to Use This Framework

This framework is designed as both a conceptual map and a practical toolkit. At its core are the **nine guiding principles**, which function as the ethical and strategic foundations of GenAI integration. These principles are not abstract ideals; they are intended to anchor every institutional decision and practice. They flow outward into the **ten institutional pillars**, which represent the major domains of higher education practice, ensuring that each pillar is guided by the same values-based compass.

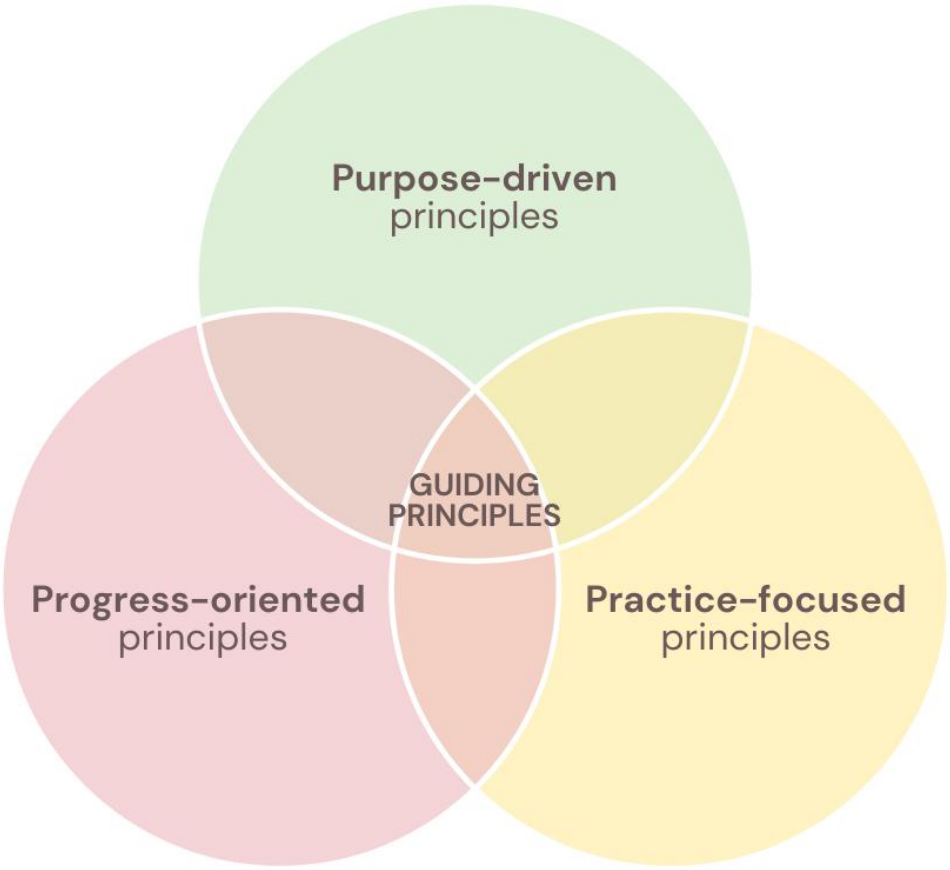
The pillars, in turn, are organised into a **twelve-part structure** that provides clear and consistent pathways for action — from explanatory overviews and objectives, to risks, regulatory alignment and maturity self-assessment. This layered design allows institutions to see both the "big picture" and the operational detail, and to customise their approach according to their unique mission, context and capacity.

To make the most of this framework, you are encouraged to:

- **Start with the guiding principles**: Use them as the benchmark for ethical reflection and decision-making across all institutional contexts.
- **Apply the principles to the pillars**: Recognise how each principle informs the strategic intent and practice of each pillar (e.g., how "ethics, integrity and equity" guides both teaching practice and student services, or how "safety, privacy and copyright" shapes both cyber security and research).
- **Navigate across pillars, not just within them**: The framework is intentionally interconnected. Changes in one pillar (e.g., workforce capability) will have implications for others (e.g., product development, operational excellence).
- **Use the maturity self-assessment**: Treat it as a diagnostic tool to evaluate current practices, set goals and track progress over time.
- **Adapt and iterate**: This is not a static document but a living resource, intended to evolve alongside technological, regulatory and pedagogical change.

By working through the framework in this way, institutions can move beyond piecemeal initiatives toward a coherent, whole-of-institution approach — one that unifies strategy, safeguards values and enables the responsible and future-focused adoption of Generative AI.

The 9 Guiding Principles



Purpose-driven principles:

Guiding Principle 1: Human-Centredness

Human-centredness positions people — learners, educators, administrators and the broader community — at the core of all decisions, innovations and applications involving Generative AI. It is grounded in the belief that technology must serve humanity, not the other way around.

In an educational ecosystem increasingly augmented by AI, this principle safeguards the dignity, agency, and well-being of individuals. It ensures that the deployment of GenAI respects human values, supports human judgment and enhances the educational experience rather than substituting or diminishing it.

Human-centredness acts as an ethical compass during experimentation and implementation, particularly when efficiency and automation could tempt institutions to prioritise technological advancement over pedagogical integrity or human connection. It prompts institutions to ask: *"Who benefits, who is disadvantaged, and how can human value be maximised at every step?"*

Institutions committed to human-centredness will:

- Prioritise the student and staff experience in all GenAI design, development and deployment efforts.
- Ensure inclusive design that recognises and addresses diverse needs across demographics, abilities and cultural backgrounds.
- Enable human oversight and decision-making, especially in high-stakes contexts such as admissions, academic progress, staff performance and disciplinary processes.
- Foster meaningful interactions by using GenAI to augment — not replace — educator-learner engagement and academic community building.
- Preserve human creativity, critical thinking and agency, using GenAI to extend human capability, not diminish it.

Guiding Principle 2: Ethics, Integrity and Equity

This principle affirms that the adoption and integration of Generative AI within higher education must be underpinned by robust ethical standards, a steadfast commitment to academic and organisational integrity and an unwavering focus on equity and social justice.

As GenAI technologies become embedded in learning, operations, research and engagement, they introduce new ethical complexities. These include algorithmic bias, intellectual property challenges, data misuse and the potential erosion of personal and institutional accountability.

Institutions must ensure that GenAI serves as a **force for good**, advancing rather than undermining ethical conduct, equitable access and trust in educational outcomes. This means extending existing ethical frameworks to include GenAI-specific concerns while ensuring that equity considerations are not an afterthought but a guiding imperative.

Institutions committed to ethics, integrity, and equity will:

- Promote fair and just outcomes by identifying and mitigating algorithmic bias in GenAI tools, especially in decision-making systems.
- Safeguard academic integrity by clarifying appropriate and inappropriate uses of GenAI in teaching, learning and research.
- Champion access and inclusion, ensuring GenAI does not exacerbate digital divides or marginalise underserved groups.
- Respect intellectual property and authorship, ensuring transparent attribution and careful navigation of copyright boundaries.
- Build ethical literacy by embedding GenAI-related ethics training into staff development and student education.

Guiding Principle 3: Creative Venturing and Serendipity

This principle celebrates the unique capacity of Generative AI to unlock creativity, spark unexpected insights and enable bold exploration across educational and operational domains. It invites institutions to treat GenAI not only as a tool for optimisation, but as a partner in discovery, imagination and creative risk-taking.

While much discourse around GenAI focuses on efficiency, compliance and risk management, its most transformative potential may lie in how it expands the frontiers of thought and practice. From helping researchers explore novel hypotheses, to enabling students to ideate beyond traditional constraints, GenAI fosters conditions for creative venturing and serendipitous breakthroughs.

By recognising and supporting this potential, institutions can foster a culture of innovation that transcends problem-solving and ventures into the generative possibilities of knowledge, identity and expression.

Institutions committed to creative venturing and serendipity will:

- Encourage curiosity-driven experimentation, especially in areas where GenAI can be used to explore, imagine or reframe.
- Support interdisciplinary exploration, recognising that GenAI often yields unexpected value when applied across traditional academic or operational boundaries.
- Celebrate playfulness and exploration, allowing safe spaces for trial, error and innovation without immediate utility or pressure to deliver.
- Foster student creativity, using GenAI to scaffold idea generation, storytelling, design and divergent thinking.
- Recognise emergent outcomes, allowing for the possibility that some of the most valuable uses of GenAI may not be predictable or planned.

Practice-focused principles:

Guiding Principle 4: Safety, Privacy and Copyright

`This principle affirms that the adoption of Generative AI must rigorously safeguard the safety, privacy and intellectual property rights of all individuals and communities within the institution. GenAI must be implemented in ways that minimise harm, preserve data dignity and comply with legal and ethical standards governing information ownership.

While GenAI presents powerful opportunities for enhancing higher education, it also introduces critical vulnerabilities. These include unauthorised data use, privacy breaches, copyright infringement and the unintended propagation of harmful or discriminatory outputs.

Institutions bear a duty of care to manage these risks proactively, ensuring that GenAI tools are used safely and lawfully, and that students and staff can engage with them without fear of exploitation, exposure or misuse. This principle also acknowledges the evolving legal and ethical terrain around copyright in the GenAI era — especially in academic, creative and research domains.

Institutions committed to safety, privacy and copyright will:

- Implement robust data governance frameworks to manage how personal, institutional and third-party data is collected, used and stored by GenAI systems.
- Comply with privacy legislation and best practices, ensuring informed consent and protection of sensitive information.

- Protect users from harm, including psychological, reputational and academic harms arising from unsafe or unmoderated GenAI outputs.
- Respect intellectual property, including the appropriate use of copyrighted materials in AI training and the attribution of AI-assisted or AI-generated content.
- Monitor and respond to emerging risks, including adversarial attacks, deepfakes and misuse of open-source GenAI tools.

Guiding Principle 5: Transparency and Explainability

Transparency and explainability refer to the open, understandable and accountable deployment of Generative AI systems across all institutional functions. It is not enough for GenAI to be effective — it must also be comprehensible, justifiable and inspectable by stakeholders at all levels.

As GenAI tools are increasingly involved in generating, analysing or informing decisions in higher education, the opacity of their inner workings poses a significant risk to trust, accountability and informed consent. Black-box AI systems can obscure biases, errors or unjust processes, undermining confidence in academic and organisational outcomes.

This principle promotes a culture where all stakeholders — from students to executives —can interrogate and understand how GenAI is used, what data informs it, what assumptions underpin it and what consequences result from it.

Institutions committed to transparency and explainability will:

- Clearly communicate the purpose, scope and limitations of GenAI tools in use across teaching, administration and operations.
- Disclose when and how GenAI is being used, especially in decisions affecting student admissions, assessments or staff evaluations.
- Ensure interpretability of GenAI-generated content and outputs, offering users and decision-makers context for understanding and challenging outcomes.
- Support data transparency, including the sources of training data, data privacy protections and ongoing data governance practices.
- Encourage critical engagement, equipping staff and students to question, audit and reflect on AI outputs.

Guiding Principle 6: Leadership and Accountability

This principle asserts that the responsible integration of Generative AI must be guided by visible, informed and values-driven leadership, paired with clearly defined structures of accountability. It is about institutional ownership — ensuring that GenAI does not happen *to* an organisation but is stewarded by it.

GenAI adoption poses both strategic opportunities and systemic risks. In the absence of strong leadership, it can lead to fragmented experimentation, ethical blind spots or mission drift. Conversely, empowered leaders — across academic, operational and executive domains — can shape a purposeful, inclusive and evidence-based AI journey.

Accountability mechanisms ensure that these ambitions are operationalised. Clear roles, decision rights and evaluation processes are essential to translating GenAI principles into daily practice. This principle also ensures that when errors, harms or oversights occur, the institution responds constructively, with integrity and transparency.

Institutions committed to leadership and accountability will:

- Appoint dedicated leadership roles or teams responsible for coordinating GenAI strategy, risk management and capability-building.
- Empower distributed leadership, ensuring that responsibility for GenAI adoption is shared across academic and professional domains.
- Establish clear governance frameworks, including policies, procedures and escalation pathways related to GenAI use and oversight.
- Foster ethical and courageous leadership, where leaders model transparency, admit uncertainty and seek broad input.
- Report progress and challenges publicly, with regular reviews and refinements to ensure institutional alignment.

Progress-oriented principles:

Guiding Principle 7: Innovation Mindset and Adaptability

This principle recognises that successful integration of Generative AI in higher education requires an institutional culture that embraces innovation, experimentation and continuous adaptation. It involves cultivating a mindset open to new ideas, rapid learning and iterative change in response to a rapidly evolving technological landscape.

GenAI is not a static tool but a dynamic, fast-moving domain. Institutions that treat it as a one-off initiative or bolt-on solution will likely struggle to realise its transformative potential. By contrast, those that foster an innovation mindset — rooted in curiosity, creativity and calculated risk-taking — position themselves to lead in shaping the future of education.

Adaptability is equally critical. Policies, pedagogies, business models and workflows must remain fluid and responsive as GenAI technologies mature and societal expectations evolve. This principle calls for institutional readiness not only to adopt GenAI, but to co-evolve with it.

Institutions committed to innovation and adaptability will:

- Encourage a culture of experimentation, allowing staff and students to trial GenAI tools in controlled, supported, and ethically sound environments.
- Support agile planning and implementation, with feedback loops, pilot projects, and review mechanisms embedded into GenAI strategies.
- Value creative failure, recognising that setbacks are part of innovation and that lessons learned can drive stronger future applications.
- Invest in innovation ecosystems, including cross-functional teams, incubators and partnerships that explore frontier applications of GenAI.

- Continuously scan the horizon, monitoring emerging GenAI trends, risks and opportunities relevant to higher education.

Guiding Principle 8: Continuous Learning and Evaluation

This principle affirms that the integration of Generative AI must be accompanied by ongoing learning, critical reflection and evidence-informed evaluation. Institutions must treat GenAI not as a finished solution but as a continuous learning process — one that evolves in tandem with the technology, the organisation and the wider educational context.

GenAI technologies are advancing rapidly, with new capabilities, use cases and risks emerging frequently. Static policies or one-off training efforts are insufficient to ensure responsible, effective and future-fit adoption.

By embedding cycles of professional learning and evaluation into the institutional approach, organisations remain agile, aware and accountable. This principle also promotes scholarly inquiry and cross-functional dialogue, ensuring that practice is not just reactive but informed by data, reflection and shared insight.

Institutions committed to continuous learning and evaluation will:

- Invest in professional development for staff at all levels, focusing on both technical literacy and pedagogical, ethical and strategic dimensions of GenAI.
- Integrate AI literacy into student learning, helping learners understand how to use GenAI responsibly, critically and creatively.
- Monitor and evaluate GenAI implementations, using a mix of qualitative and quantitative data to assess impact, safety, inclusivity and effectiveness.
- Foster communities of practice, where staff can share experiences, failures and innovations related to GenAI.
- Engage with external research and benchmarking, drawing on national and global insights to guide local improvement.

Guiding Principle 9: Sustainability and Productivity

This principle recognises that Generative AI must be integrated in ways that support long-term sustainability — environmental, financial, operational and pedagogical — while responsibly enhancing institutional productivity and value creation. It seeks a balance between efficiency gains and enduring purpose.

GenAI offers powerful opportunities to streamline workflows, personalise learning and scale services. However, these benefits must not come at the cost of resource depletion, staff burnout, short-termism or ecological harm. Additionally, institutions must remain vigilant against the illusion of productivity — where output increases but educational value or human flourishing diminishes.

This principle calls for thoughtful implementation that supports systemic resilience, optimises effort and impact, and ensures that GenAI contributes positively to institutional missions over the long term.

Institutions committed to sustainability and productivity will:

- Identify productivity gains that enhance rather than replace human capabilities — freeing staff for high-value, human-centric tasks.
- Invest in scalable, interoperable AI solutions that reduce technical debt and avoid vendor lock-in or duplication.
- Monitor environmental impact, including the energy consumption and carbon footprint of AI training, hosting and use.
- Ensure financial sustainability, balancing GenAI investments with demonstrable returns and long-term cost-effectiveness.
- Promote staff well-being, avoiding GenAI deployments that create unrealistic performance expectations or cognitive overload.

The first pillar: **Institutional Governance**

1. Explanatory Overview

Institutional governance is the backbone of a safe, ethical and effective institution-wide approach to Generative AI (GenAI). It encompasses the structures, policies and decision-making processes that determine how GenAI is introduced, monitored and evolved across the organisation. Governance ensures alignment between GenAI practices and institutional mission, protects stakeholders, mitigates risks and enables coherent cross-functional coordination. Without strong governance, GenAI initiatives may become fragmented, poorly regulated and vulnerable to reputational, operational and ethical failures.

2. Key Objectives and Success Indicators

Objectives	Success Indicators
Establish a formal GenAI governance framework	Framework endorsed by executive leadership and communicated accordingly
Ensure ethical, legal and mission-aligned GenAI use	Regular audits show compliance with policies and regulatory standards
Enable coordinated implementation across all pillars	Cross-functional GenAI steering committee meets regularly and actions are tracked
Promote transparency and accountability in GenAI decisions	Clear escalation, reporting and review mechanisms in place
Integrate GenAI into strategic planning and risk registers	GenAI features in institutional strategy documents and enterprise risk frameworks

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3. Diagrammatic Representation

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4. Implementation Guide

1. Establish a cross-functional GenAI governance committee, with representation from academic, operational, IT, legal and student bodies.
2. Audit existing governance mechanisms and identify gaps related to GenAI.
3. Develop a GenAI governance framework (incl. policies, standards and approval processes).
4. Align GenAI initiatives to institutional strategy, including budgeting and risk management.
5. Ensure regular reporting to executive leadership and board committees.
6. Develop a compliance and review schedule for GenAI systems and tools.
7. Foster a culture of shared responsibility, providing training for all leaders and managers.

5. Pillar Interconnectedness

- **Cyber Security:** Governance must oversee data protection, access controls and incidents.
- **Workforce:** HR policies must be aligned with governance rules on GenAI use by staff.
- **Teaching & Learning:** Curriculum and policies must be overseen by governance bodies.
- **Operational Excellence:** Governance drives accountability in AI-enabled processes.

6. Quality Assurance

- ✓ Regular audits of GenAI systems and decision pathways
- ✓ Scheduled reviews of GenAI governance policies (at least annually)
- ✓ Institutional KPIs tied to responsible GenAI deployment
- ✓ Formal feedback loops for staff and students to flag issues or suggest improvements
- ✓ External validation via peer review or third-party assessment

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7. Risks and Mitigation Strategies

Risk	Mitigation Strategy
Lack of clarity on who governs what	Define and communicate roles, responsibilities and escalation pathways
Policy lag due to rapid AI evolution	Establish dynamic policy review mechanisms and agile decision forums
Uncoordinated GenAI adoption across departments	Centralise oversight and require business case or ethical review for GenAI deployments

8. Policy and Regulatory Alignment

- Align with the TEQSA Guidance Note: Academic Integrity and emerging updates on digital capability and AI use
- Reflect privacy obligations under the Privacy Act 1988 (Cth) and relevant data retention legislation
- Integrate with sector-wide principles (e.g. Australian Framework for Ethical AI, ASQA standards for vocational pathways) and ensure consistency with broader legislative requirements pertaining to corporate governance and reporting in Australia (e.g. the Corporations Act 2001, the Higher Education Standards Framework, and associated financial and accountability obligations)
- Ensure consistency with institutional policies on digital transformation, innovation and risk

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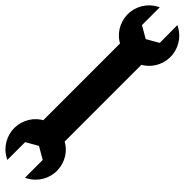
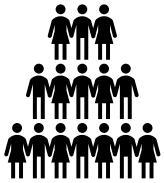


9. Essential Resources and Tools

- Australian Government's AI Ethics Framework
- TEQSA's academic integrity and GenAI guidance
- UNESCO's Guidance for Generative AI in Education and Research
- Governance templates from bodies like the AI Governance Alliance
- Open-source GenAI risk assessment and audit tools (e.g. GitHub repositories from OECD or Partnership on AI)
- AICD (Australian Institute of Company Directors) Directors' Guide to AI Governance
- Artificial Intelligence Risk Management Framework: Generative Artificial Intelligence Profile (published by the U.S. Department of Commerce's National Institute of Standards and Technology)



10. Stakeholder Roles

Stakeholder	Role
Executive Leadership	Strategic ownership and resourcing of GenAI governance
Governing Boards	Oversight of risk and institutional alignment
Academic Boards	Integration into educational policy and academic integrity
Legal and Compliance	Interpretation of regulations and data protection requirements
IT and Cybersecurity	Technical evaluation, safety and infrastructure management
Student Representatives	Ensuring governance is inclusive of learner perspectives
External Partners	Alignment with legal, ethical and reputational expectations

11. Glossary

- **Governance:** The system of rules, practices and processes that direct and control GenAI.
- **Steering Committee:** A group charged with guiding and monitoring GenAI initiatives.
- **Ethical AI Use:** Application of AI in ways that respect human rights and fairness.
- **Risk Register:** A documented set of risks, including those related to GenAI deployment.

12. Maturity Self-Assessment

Maturity Level	Descriptor
Emerging	No formal GenAI governance structures exist; use is decentralised and largely undocumented
Developing	A governance committee is in place and basic policies are under development or recently introduced
Established	GenAI governance is embedded in institutional strategy with oversight, compliance and review mechanisms
Leading	Governance is proactive, responsive and evidence-based, with continuous improvement cycles and sectoral leadership

The second pillar: **Teaching and Learning**

1. Explanatory Overview

Teaching and learning are among the most visibly impacted domains of GenAI integration in higher education. From content creation to adaptive learning and formative feedback, GenAI tools offer enormous promise to personalise, support and enrich educational practice. However, they also challenge foundational assumptions about knowledge production, assessment, originality and the educator-student relationship.

Effective GenAI integration in teaching and learning must protect academic integrity, foster human-centric pedagogy and support deep learning — while enabling creative innovation and new modalities of delivery.

2. Key Objectives and Success Indicators

Objective	Success Indicator
Enhance learner engagement and personalisation through GenAI	Demonstrated use of GenAI tools in teaching strategies with positive learner feedback
Maintain academic integrity and rigour in an AI-augmented environment	Clear academic policies and minimal incidents of GenAI-related misconduct
Support educators in GenAI-informed pedagogy	Professional development offerings with high staff uptake and satisfaction
Empower students with GenAI literacy	GenAI guidelines included in modules; students demonstrate critical AI fluency
Embed GenAI ethically into curriculum design and assessment	Program reviews include AI-aware design criteria and validation checks

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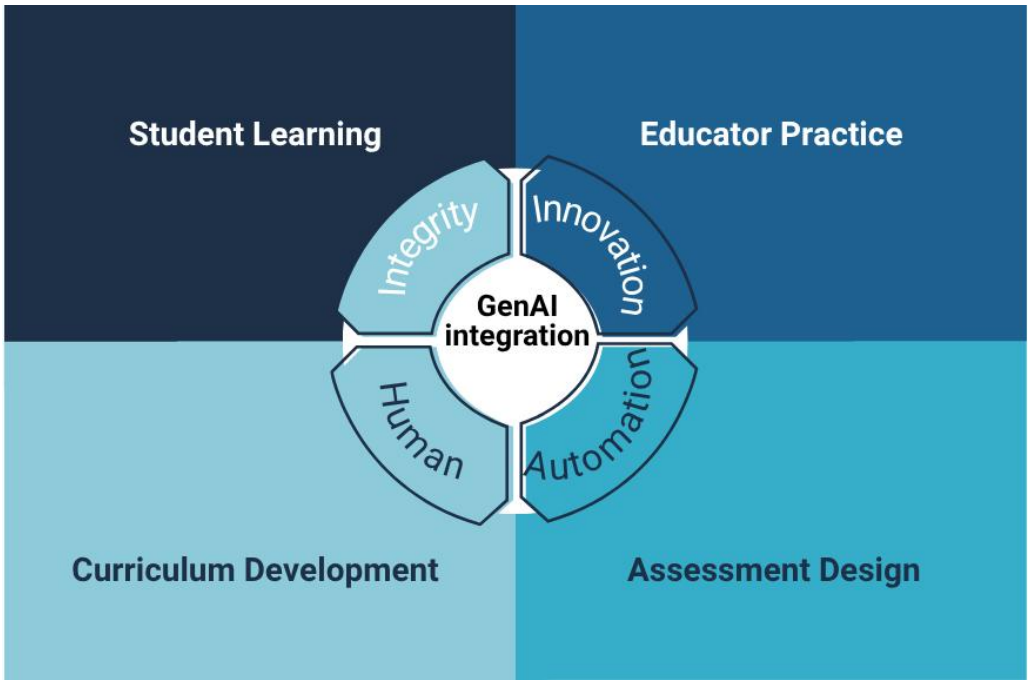
3. Diagrammatic Representation



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4. Implementation Guide

1. Audit current courses to determine where GenAI is already being used informally or could be beneficial.
2. Update academic integrity policies to account for GenAI use by students and staff.
3. Design GenAI-aware assessment tasks, emphasising higher-order thinking, reflection and originality.
4. Deliver workshops and resources for educators on responsible GenAI use in curriculum and instruction.
5. Integrate GenAI literacy into orientation, study skills and discipline-specific content.
6. Encourage student co-creation, supporting ethical and creative experimentation with GenAI tools.
7. Evaluate impacts on learning outcomes, using mixed methods and learner feedback.

5. Pillar Interconnectedness

- **Student Experience:** Teaching innovations with GenAI affect learner engagement and support.
- **Scholarship and Research:** Journal publications on GenAI-informed pedagogies.
- **Workforce:** Staff need upskilling in GenAI-driven efficiencies and innovations.
- **Operational Excellence:** LMS platforms and edtech tools accommodate GenAI integrations.
- **Cyber Security:** Ensures the safe, trusted and protected use of GenAI systems.

6. Quality Assurance

- ✓ Course reviews explicitly assess GenAI inclusion and pedagogical impact
- ✓ Rubrics and assessment validation processes consider AI-related vulnerabilities
- ✓ Benchmarking against national and international best practice
- ✓ Review of student satisfaction, learning analytics and academic outcomes

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7. Risks and Mitigation Strategies

Risk	Mitigation Strategy
GenAI overuse or misuse by students	Provide clear guidelines, formative tutorials and assessment design that limits reliance
Educator hesitancy or overload	Offer sustained professional development and peer learning communities
Unintended learning shortcuts	Emphasise reflective, collaborative and process-based learning to promote deep engagement

8. Policy and Regulatory Alignment

- Align with TEQSA's Guidance Note on Academic Integrity
- Comply with AQF and HESF learning outcome requirements
- Contribute to national goals around GenAI workforce readiness

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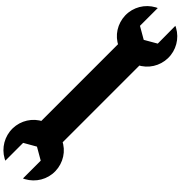

9. Essential Resources and Tools

- TEQSA academic integrity and AI guidance
- Open AI literacy curriculum frameworks (e.g., UNESCO, OECD)
- Online educator communities of practice (e.g., IHEA's GenAI community of practice)
- UK Dept. of Education policy paper: Generative artificial intelligence (AI) in education

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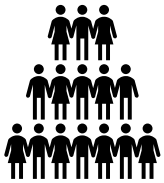

10. Stakeholder Roles

Stakeholder	Role
Academic Staff	Design, deliver and reflect on GenAI-enhanced learning
Learning Designers	Collaborate on AI-aware curriculum development
Students	Use GenAI ethically and reflectively in learning processes
Academic Integrity Officers	Provide policy guidance and monitor risks
IT and EdTech Teams	Support integration of GenAI tools within the LMS
Internal Training Leads	Coordinate capacity-building programs

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11. Glossary

- **AI Literacy:** Understanding and critically engaging with AI tools, outputs and limitations.
- **AI-Aware Assessment:** Tasks designed to either leverage or safeguard against GenAI use.
- **Formative AI Tools:** GenAI used for low-stakes feedback or learning scaffolds.
- **Pedagogical AI Integration:** Use of AI aligned with learning theory and intended educational outcomes.

12. Maturity Self-Assessment

Maturity Level	Descriptor
Emerging	GenAI tools are not yet formally integrated; staff and student understanding is limited
Developing	Pilot programs or staff champions using GenAI in teaching; early-stage policy review
Established	GenAI is embedded across curricula; training and policies are widely available
Leading	Pedagogical innovation is systemic; students and staff are confident, critical and creative GenAI users

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The third pillar: **Student Experience and Voice**

1. Explanatory Overview

The integration of Generative AI must enhance — not erode — the student experience. This pillar ensures that GenAI is used to support inclusive, responsive and empowering learning environments. It recognises students not merely as users or recipients, but as active contributors to the shaping of GenAI-enabled education.

A robust student experience incorporates personalised support, AI-enhanced wellbeing services, accessible learning and clear communication. At the same time, institutions must listen to student perspectives on how GenAI affects their learning and future employability.

2. Key Objectives and Success Indicators

Objective	Success Indicator
Use GenAI to enrich support services and engagement	AI-enabled systems improve turnaround times and satisfaction in student services
Embed the student voice in GenAI decision-making matters	Students represented in AI governance or curriculum working groups
Strengthen students' sense of agency and belonging	Surveys indicate students feel supported and empowered with GenAI-enhanced learning
Provide personalised, ethical and inclusive AI-powered experiences	GenAI tools reflect diverse needs and avoid bias or exclusion in outputs

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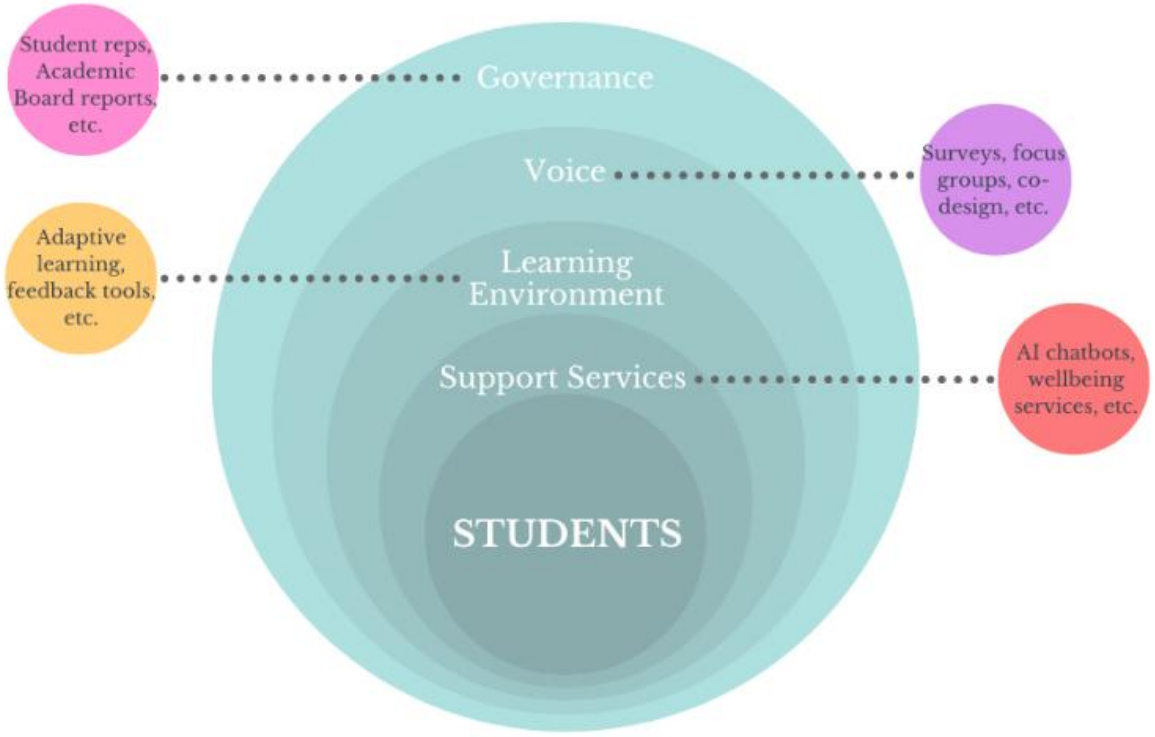
3. Diagrammatic Representation



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4. Implementation Guide

1. Map current AI tools used in student-facing services, including enrolment, advice and learning support.
2. Consult students about their experiences, concerns and aspirations regarding GenAI.
3. Provide student-friendly GenAI guidelines, clearly outlining responsible use and available supports.
4. Train support staff in AI-enabled platforms to ensure human-centred, ethical deployment.
5. Develop opt-in/opt-out policies for AI-based personalisation tools.
6. Establish student feedback mechanisms specific to GenAI use (e.g., focus groups, in-course surveys).
7. Review accessibility, inclusion and wellbeing impacts of GenAI deployments annually.

5. Pillar Interconnectedness

- **Teaching and Learning:** GenAI tools must support, not undermine, student engagement.
- **Workforce:** Staff interacting with students must be trained in AI literacy.
- **Institutional Governance:** Policies about student data and AI interaction need top-down clarity and enforcement.
- **Cyber Security:** Safeguards students' data, privacy and digital interactions, thereby building the trust and confidence necessary for students to engage with AI-enabled systems.

6. Quality Assurance

- ✓ Feedback channels include options to report GenAI errors or concerns
- ✓ Regular review of chatbot and service responses for accuracy, tone and cultural sensitivity
- ✓ Student satisfaction indicators tracked across AI-integrated services
- ✓ Review of equity and access across student cohorts (e.g., neurodiverse, CALD)

7. Risks and Mitigation Strategies

Risk	Mitigation Strategy
Student confusion or fear around GenAI tools	Offer transparent onboarding, use cases and boundaries
Loss of human touch in support services	Maintain hybrid models where human staff augment AI tools
Bias or stereotyping in AI-generated responses	Regularly audit AI outputs; diversify training data; enable student feedback mechanisms

8. Policy and Regulatory Alignment

- Comply with student support and inclusion standards under the HESF
- Align with privacy law and informed consent (e.g., use of student data for training AI tools)
- Respond to national priorities around AI and student employability

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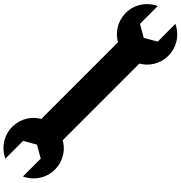
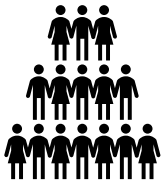


9. Essential Resources and Tools

- TEQSA's good practice guidance on student wellbeing and support
- Sector-wide student consultation surveys on AI readiness
- UNESCO / OECD reports on student data use and AI ethics



10. Stakeholder Roles

Stakeholder	Role
Students	Provide feedback, co-design tools, use GenAI ethically
Teaching Staff	Reinforce guidance on student GenAI use and respond to misuse compassionately
IT Teams	Ensure AI platforms used in student services are safe, tested and integrated
Student Union / Reps	Voice student concerns, ensure policy reflects lived experience
Counsellors / Wellbeing Teams	Integrate GenAI where appropriate for mental health triage or support navigation

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11. Glossary

- **AI Chatbot:** An AI-driven digital assistant that can provide real-time responses to student queries.
- **Student Co-Design:** A process where students contribute to the creation and evaluation of GenAI tools or policies.
- **Personalisation:** Tailoring experiences, content or recommendations based on student data or preferences.
- **Consent Protocol:** Guidelines ensuring students agree to how their data is used by GenAI systems.

12. Maturity Self-Assessment

Maturity Level	Descriptor
Emerging	Minimal AI usage in student services; little awareness of GenAI policies among students
Developing	Some AI tools deployed in support functions; basic guidance available to students
Established	GenAI is actively used to improve student experience with clear ethical boundaries
Leading	Students are co-designers and active contributors to GenAI strategy, governance and review

---

The fourth pillar: **Scholarship and Research**

1. Explanatory Overview

Generative AI is reshaping the landscape of academic scholarship and research — transforming how literature is reviewed, hypotheses are generated, data is analysed and findings are communicated. While these tools offer significant productivity and creativity gains, they also introduce challenges related to authorship, reproducibility, data integrity and academic honesty.

This pillar ensures that institutions support researchers and scholars in responsibly adopting GenAI, while maintaining the rigour, originality and ethical standards that underpin knowledge creation in higher education.

2. Key Objectives and Success Indicators

Objective	Success Indicator
Promote responsible GenAI use in research design, analysis and communication	Research policies and training modules include AI-specific guidance
Preserve academic integrity and authorship clarity	Authorship declarations reflect GenAI contributions; ethical approvals consider AI
Ensure data ethics and compliance when using GenAI tools	Researchers complete GenAI ethics checklists as part of project approval
Foster innovation in research methodologies	Research proposals and outputs explore novel applications of GenAI
Build GenAI capacity across disciplines and research career stages	Positive uptake of training; interdisciplinary research outputs using GenAI grow

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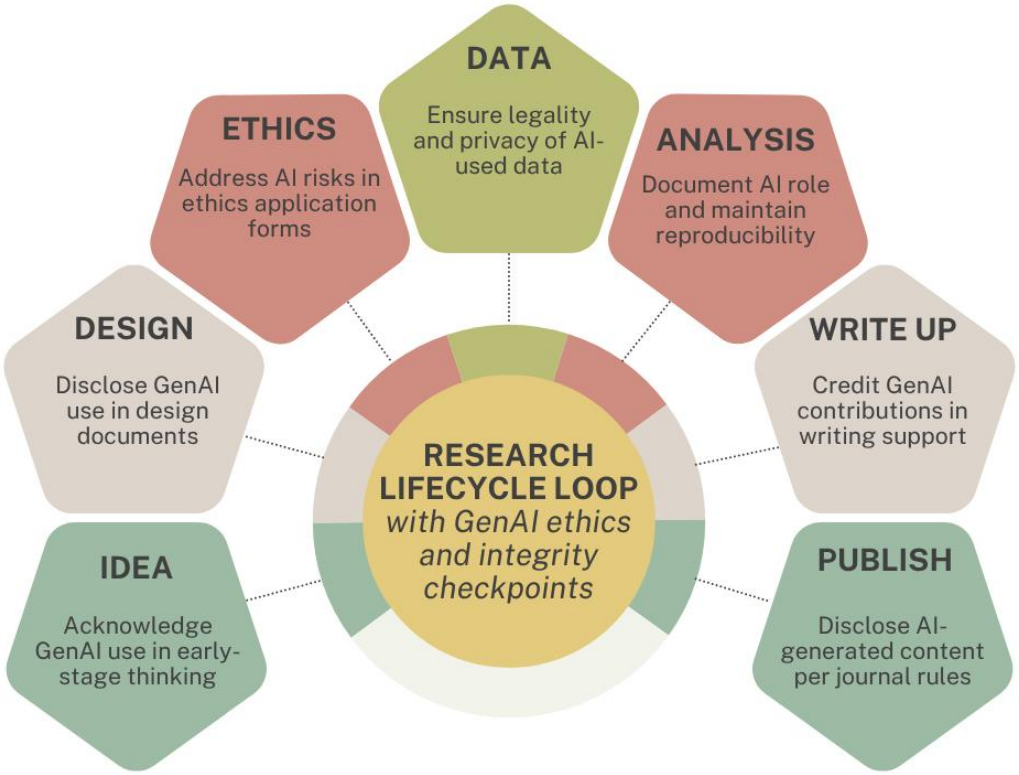
3. Diagrammatic Representation



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4. Implementation Guide

1. Review existing research policies for gaps related to GenAI (e.g., AI-generated content, data sourcing).
2. Develop guidelines for GenAI authorship, citation, and declaration in scholarly outputs.
3. Embed GenAI literacy into research training programs, including postgrad supervision.
4. Revise ethics approval processes to include prompts about GenAI use, datasets and model explainability.
5. Enable safe access to GenAI tools via institutional licensing with security and compliance features.
6. Encourage interdisciplinary collaboration and funding bids focused on innovative GenAI research.
7. Facilitate communities of practice for research staff exploring GenAI tools, methodologies, and scholarship.

5. Pillar Interconnectedness

- **Institutional Governance:** Research governance and integrity frameworks must evolve with GenAI practices.
- **Cyber Security:** Use of sensitive data in AI models requires strong security controls.
- **Workforce:** Researchers require tailored training and role clarity around GenAI use.
- **Teaching and Learning:** Research-informed insights on GenAI can feed back into curriculum innovation.

6. Quality Assurance

- ✓ Research ethics processes include AI use declarations and safeguards
- ✓ Clear GenAI authorship and disclosure policies in research publications
- ✓ Publication reviews check for originality and transparency of AI-assisted content
- ✓ Internal peer review or audit mechanisms for high-risk AI-enabled projects

---

7. Risks and Mitigation Strategies

Risk	Mitigation Strategy
Use of GenAI obscures intellectual contribution	Require explicit authorship declarations detailing GenAI involvement
Ethical breaches in data use or model training	Strengthen AI-related questions in ethics applications and data governance policies
Fabricated or non-reproducible AI-generated outputs	Promote methodological transparency and AI tool documentation in research reports

8. Policy and Regulatory Alignment

- Align with Australian Code for the Responsible Conduct of Research (ACRCR)
- Update institutional research policies and ethics frameworks to cover GenAI
- Reflect guidance from funding bodies (e.g., ARC, NHMRC) for AI-related proposals
- Adhere to international academic publishing norms on AI-generated content

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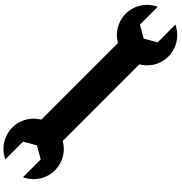

9. Essential Resources and Tools

- Authorship guidelines for AI-generated research from major publishers
- AI-assisted platforms for literature review, summarisation and data visualisation
- Disciplinary repositories and journals focused on GenAI in research

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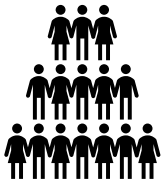

10. Stakeholder Roles

Stakeholder	Role
Researchers	Adopt GenAI responsibly and transparently in research
Ethics Committees	Review GenAI use in project design
Supervisors	Guide students in ethical and innovative GenAI use
Research Offices	Provide governance, training and oversight on GenAI
Library	Support referencing, publication and metadata management
Funders	Clarify expectations for GenAI use and risks in grant submissions

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11. Glossary

- **AI-Assisted Research:** Use of GenAI to support research tasks such as writing, coding or summarising.
- **AI-Generated Content:** Text, data or images produced wholly or partially by GenAI.
- **Methodological Transparency:** Practice of openly detailing how GenAI tools influenced research methods or outcomes.
- **Reproducibility:** The ability for other researchers to replicate study outcomes — including AI components.

12. Maturity Self-Assessment

Maturity Level	Descriptor
Emerging	Little awareness of GenAI implications for research; no policy coverage
Developing	Some staff-led experimentation; early discussions about GenAI in ethics and authorship
Established	Research frameworks updated; training available; GenAI use is disclosed and guided
Leading	Institution contributes thought leadership on GenAI in research; interdisciplinary innovation is flourishing

---

The fifth pillar: **Cyber Security**

1. Explanatory Overview

Cyber security is foundational to the safe, trustworthy and resilient deployment of Generative AI. GenAI systems introduce new vulnerabilities — ranging from data leakage and prompt injection to model manipulation and adversarial attacks. Institutions must evolve their cyber security strategies to account for these emerging risks, while ensuring that GenAI tools themselves are not exploited as threat vectors.

This pillar ensures GenAI is deployed with security-first thinking across infrastructure, processes and user interactions — protecting institutional assets, student data and staff data.

2. Key Objectives and Success Indicators

Objective	Success Indicator
Ensure that GenAI tools comply with global cyber security standards	All GenAI tools pass cyber risk assessments and are registered in asset inventories
Mitigate new cyber threats introduced by GenAI use	Security monitoring shows no increase in AI-related vulnerabilities or breaches
Build staff and student awareness of cyber risks tied to GenAI	Cyber security training modules include GenAI-specific scenarios
Protect sensitive data used in or by GenAI models	Data classification and encryption policies are updated for AI workloads
Prevent unauthorised GenAI adoption	Shadow and unsanctioned use are identified and remediated through policy enforcement

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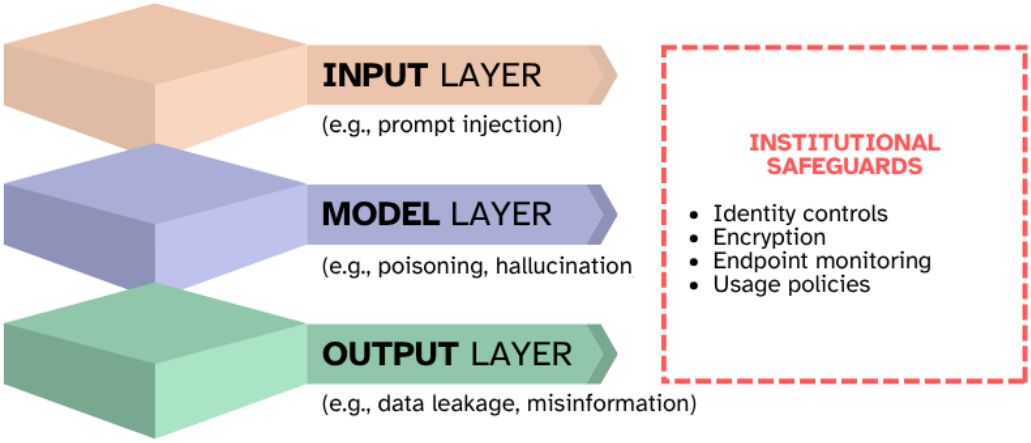
3. Diagrammatic Representation



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4. Implementation Guide

1. Conduct a cyber security risk assessment for all existing or planned GenAI systems.
2. Update institutional cyber policies to address GenAI-specific threats and data flows.
3. Restrict use of non-sanctioned GenAI tools through access controls and whitelisting.
4. Monitor GenAI activity via logging and anomaly detection tools.
5. Provide GenAI-specific cyber awareness training to staff and students.
6. Collaborate with IT and legal teams to assess third-party GenAI vendor security.
7. Simulate attacks and response plans involving GenAI misuse or breach scenarios.

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5. Pillar Interconnectedness

- **Institutional Governance:** Cyber risk management is a critical part of GenAI governance.
- **Student Experience:** Students must be educated and protected from data breaches.
- **Workforce:** Staff need guidance to prevent data exposure or compliance breaches.
- **Operational Excellence:** Cyber secure AI practices must be embedded into workflow automation and systems.

6. Quality Assurance

- ✓ GenAI tools undergo security testing before institutional deployment
- ✓ Third-party vendors meet security certification standards (e.g., ISO 27001, SOC 2)
- ✓ Regular reviews of access controls and audit logs for GenAI applications
- ✓ Incident response playbooks are tested and include AI-related breach scenarios
- ✓ Cyber maturity frameworks include GenAI-specific indicators

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7. Risks and Mitigation Strategies

Risk	Mitigation Strategy
Prompt injection or input manipulation	Validate inputs, limit model scope, use output filters
Shadow IT and unauthorised GenAI tools	Enforce usage policies, monitor network traffic, educate staff
Data exposure through AI-generated outputs	Limit data fed into GenAI systems, apply encryption and access restrictions

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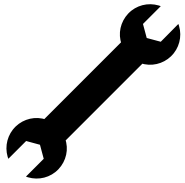
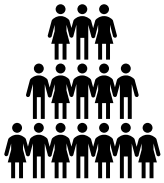
8. Policy and Regulatory Alignment

- Comply with Australian Cyber Security Strategy principles
- Adhere to Privacy Act 1988 (Cth) for data handling and storage via AI tools
- Align with ASD Essential Eight mitigation strategies
- Integrate with institutional IT Acceptable Use and Information Security policies



9. Essential Resources and Tools

- Australian Signals Directorate's GenAI-related threat advisories
- NIST AI Risk Management Framework (AI RMF)
- OWASP Top 10 for Large Language Models



10. Stakeholder Roles

Stakeholder	Role
CIO / CTO	Lead GenAI-related threat assessments
IT Security Teams	Monitor, test and respond to GenAI-related cyber threats
Staff	Adhere to secure GenAI use practices and report anomalies
Students	Use GenAI responsibly and report suspicious behaviour
Procurement / Legal	Vet third-party GenAI vendors for security compliance
Vendors	Demonstrate secure-by-design tools and risk mitigation protocols

---

11. Glossary

- **Prompt Injection:** A form of input manipulation that alters the behaviour of a GenAI model.
- **Shadow IT:** Unauthorised use of software or platforms.
- **Data Leakage:** The unintentional release or exposure of sensitive data.
- **Adversarial Attack:** Deliberate manipulation of AI models to cause malfunctions or harmful outputs.

12. Maturity Self-Assessment

Maturity Level	Descriptor
Emerging	No specific cyber safeguards for GenAI; limited awareness of new threats
Developing	Some policies in place; early efforts to assess GenAI tools and train staff
Established	Robust controls, monitoring and risk management for GenAI is in place
Leading	Institution proactively anticipates and mitigates AI-related cyber threats and contributes to sector-wide best practice

The sixth pillar: **Operational Excellence**

1. Explanatory Overview

Operational excellence refers to the optimisation of institutional processes, systems and services to deliver high-quality, efficient and responsive outcomes. In the context of Generative AI, it means strategicsally using AI to enhance productivity, reduce administrative burden, streamline workflows and improve decision-making — without compromising transparency, human oversight or institutional values.

This pillar ensures that GenAI becomes an enabler of institutional efficiency and quality, grounded in responsible innovation and continuous improvement.

2. Key Objectives and Success Indicators

Objective	Success Indicator
Identify and prioritise GenAI use cases with measurable operational benefits	Documented GenAI use cases linked to service improvement or cost reduction
Reduce manual, repetitive tasks through ethical GenAI automation	Time-on-task indicators show gains; staff report improved workload balance
Improve the quality and timeliness of internal services and reporting	Service KPIs improve following GenAI augmentation
Maintain human oversight of all AI-driven operations	All AI-automated workflows have review checkpoints or human validation
Foster a culture of innovation in service delivery	Staff-led proposals for GenAI improvements are encouraged and resourced

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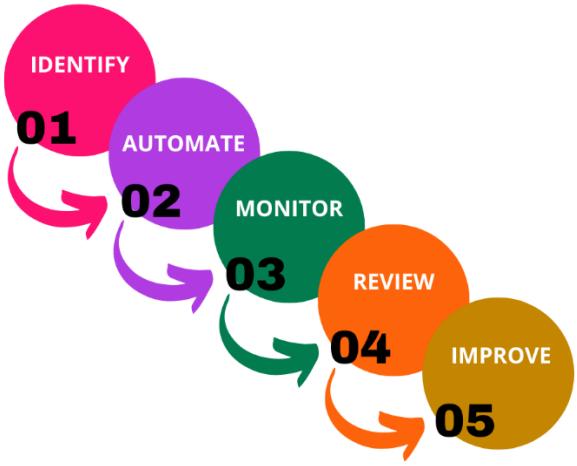
3. Diagrammatic Representation



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4. Implementation Guide

1. Map key administrative workflows and identify areas of inefficiency or high resource load.
2. Conduct feasibility and risk assessments for GenAI integration into selected processes.
3. Pilot GenAI tools in a low-risk, high-impact operational area.
4. Establish human-in-the-loop oversight for all automated or AI-augmented processes.
5. Develop clear documentation and audit trails for AI-supported decisions.
6. Gather feedback from end users and use it to iterate or expand implementations.
7. Integrate AI performance indicators into quality and process improvement frameworks.

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5. Pillar Interconnectedness

- **Workforce:** Efficiency gains may reshape roles, requiring redeployment and professional learning.
- **Cyber Security:** All AI-augmented processes must be subject to data protection and system integrity controls.

6. Quality Assurance

- ✓ Use of GenAI systems in operations is documented and reviewed annually
- ✓ Service-level agreements (SLAs) include metrics for GenAI-supported functions
- ✓ Feedback loops are established with both internal stakeholders and end users
- ✓ Process automation includes accuracy checks and rollback options
- ✓ Internal audits include assessments of GenAI-driven performance gains and risks

---

7. Risks and Mitigation Strategies

Risk	Mitigation Strategy
Over-automation that diminishes service quality or accountability	Maintain blended (human + AI) delivery models and clear review protocols
Misuse of GenAI tools by untrained staff	Offer targeted training and restrict access based on role and competency
Failure to document or audit AI decisions	Require logging of GenAI-assisted actions and their human validation points

---

8. Policy and Regulatory Alignment

- Align with HESF around effective and accountable administration
- Reflect public sector principles (e.g. for not-for-profits, dual-sector providers)
- Observe sector expectations around performance reporting and ongoing improvement

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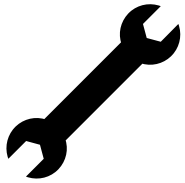

9. Essential Resources and Tools

- Lean Six Sigma or Kaizen frameworks adapted for AI environments
- Australian Government resources on responsible AI adoption
- Case studies of GenAI in tertiary environments
- State Government of Victoria publication: Administrative Guideline for the safe and responsible use of Generative Artificial Intelligence in the Victorian Public Sector
- State Government of Victoria publication: Guidance for the safe and responsible use of generative artificial intelligence in the Victorian public sector

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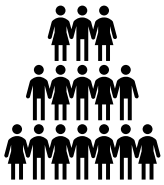

10. Stakeholder Roles

Stakeholder	Role
Operational Leaders	Identify, trial and scale GenAI use in service functions
Staff	Co-design AI-enhanced workflows and validate their effectiveness
IT Teams	Integrate GenAI tools into enterprise systems securely
HR and Finance	Monitor how GenAI affects workload and service benchmarks
Quality Assurance	Track outcomes and risks from operational GenAI use

---

11. Glossary

- **Human-in-the-Loop (HITL):** An approach where human oversight is retained in AI-supported processes.
- **Workflow Automation:** Use of AI to streamline repetitive, rule-based processes.
- **Operational Efficiency:** Delivery of institutional services with maximised output and minimal resource input.
- **Process Improvement Loop:** A cyclical method for refining operational workflows through feedback and innovation.

12. Maturity Self-Assessment

Maturity Level	Descriptor
Emerging	AI use is limited to ad hoc tools without coordination or oversight
Developing	Some operational areas have trialled GenAI tools; improvement frameworks are being updated
Established	GenAI-supported operations are embedded, reviewed and aligned with institutional goals
Leading	Institution-wide culture of process innovation, with GenAI applications showing measurable impact and scalability

---

The seventh pillar: **Workforce**

1. Explanatory Overview

The workforce pillar addresses the people who power the institution — academic staff, professional employees and senior leaders — and how they are prepared, supported and empowered to engage with Generative AI. GenAI will reshape roles, workflows, expectations and skills across the entire education sector. Institutions must respond with strategic workforce planning that enables adaptability, capability-building and ethical engagement with GenAI across all job functions.

This pillar ensures that staff are not displaced or disoriented by AI advancement, but equipped to thrive in a future-ready, AI-augmented workplace.

2. Key Objectives and Success Indicators

Objective	Success Indicator
Build GenAI capability and confidence across all staff levels	Uptake and satisfaction with GenAI training; staff evaluations show increased confidence
Redesign roles and workflows to leverage human–AI collaboration	Position descriptions and goals reflect AI-augmented tasks and responsibilities
Promote staff wellbeing and resilience in the face of technological change	Staff feedback indicates low tech-related anxiety; higher uptake of wellbeing supports
Embed GenAI into recruitment, performance development and talent planning	AI capability included in workforce planning documentation and professional standards
Model ethical and inclusive GenAI leadership across all teams	Managers and leaders demonstrate ethical GenAI use and enable team-based learning

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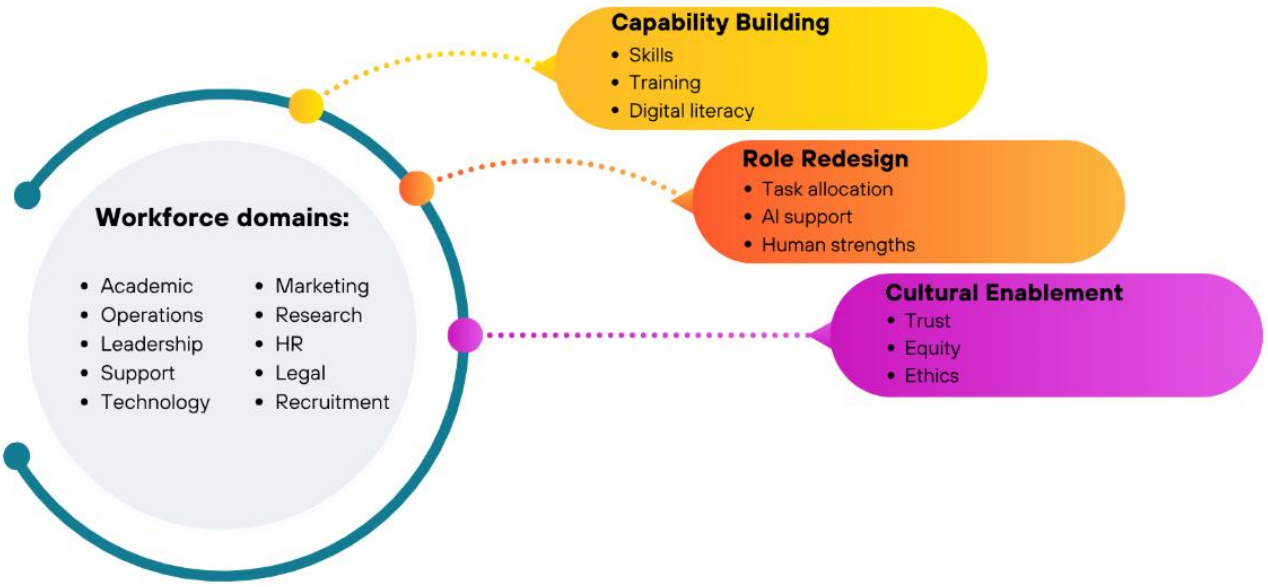
3. Diagrammatic Representation



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4. Implementation Guide

1. Conduct a GenAI workforce readiness audit, including digital skills mapping.
2. Develop a professional development roadmap with tiered GenAI training.
3. Review role descriptions and workload models to reflect GenAI-augmented capabilities.
4. Create communities of practice for peer-to-peer learning, experimentation and reflection.
5. Embed GenAI literacy into induction, annual reviews and staff training programs.
6. Establish wellbeing supports for staff facing technological disruption and change fatigue.
7. Incorporate equity and inclusion frameworks to ensure GenAI supports diverse staff groups.

5. Pillar Interconnectedness

- **Teaching and Learning:** Educators need tailored support to integrate GenAI.
- **Operational Excellence:** Admin roles may shift significantly with process optimisation.
- **Institutional Governance:** Workforce policies and capability frameworks must be aligned.
- **Cyber Security:** Protects institutional systems and sensitive information, thereby enabling staff-related initiatives without compromising security or compliance.

6. Quality Assurance

- ✓ Monitor the impact of GenAI training through pre- and post-learning assessments
- ✓ Review workforce planning documents and HR policies for GenAI readiness
- ✓ Conduct pulse surveys on staff experience, confidence and wellbeing related to AI
- ✓ Evaluate GenAI's effect on diversity and inclusion outcomes in hiring and promotion
- ✓ Benchmark workforce AI literacy against sector standards

7. Risks and Mitigation Strategies

Risk	Mitigation Strategy
Staff fear or resistance to GenAI	Offer supportive, non-punitive professional development with time allocation
Uneven access to GenAI tools or training	Ensure equity of access across locations, job types and staff groups
Role redundancy or unclear task boundaries	Use role redesign frameworks and retain human-centred decision-making in job design

---

8. Policy and Regulatory Alignment

- Align with Fair Work principles and workplace relations legislation related to role redesign
- Comply with Workplace Health and Safety (WHS) requirements related to digital burnout
- Incorporate elements of the Australian Digital Capability Framework
- Integrate into institutional workforce strategies and enterprise agreements

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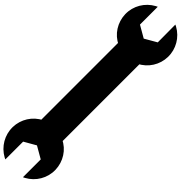

9. Essential Resources and Tools

- Online modules on GenAI ethics, pedagogy and administration
- Frameworks on workforce transformation (e.g., Jobs and Skills Australia)
- Peer-reviewed literature on AI and workplace change in higher education

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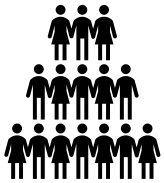

10. Stakeholder Roles

Stakeholder	Role
People & Culture	Lead AI capability planning, training, role updates and wellbeing support
Staff	Engage in learning, apply GenAI responsibly and contribute feedback
Senior Leadership	Model responsible GenAI use and allocate resources for staff readiness
Learning & Development	Design and deliver GenAI training programs for all staff

---

11. Glossary

- **Digital Capability:** The knowledge, skills and confidence to use digital technologies effectively and ethically.
- **AI-Augmented Role:** A job where GenAI supports, but does not replace, core human tasks.
- **Workload Model:** Institutional framework for allocating time and responsibilities across teaching, research and service.
- **Wellbeing Supports:** Institutional services and strategies to promote staff mental health, resilience and work-life balance.

12. Maturity Self-Assessment

Maturity Level	Descriptor
Emerging	Minimal training or awareness; staff uncertainty or concern about GenAI's impact on roles
Developing	Basic training and early adoption efforts exist; role impacts being discussed
Established	GenAI embedded in workforce planning, training and culture; staff are supported
Leading	Institution-wide workforce transformation with strong equity, innovation and wellbeing outcomes; staff lead sector discussion on GenAI futures

---

The eighth pillar: **Product Development**

1. Explanatory Overview

Product development in higher education encompasses the design, innovation and delivery of educational offerings — subjects, courses, microcredentials and learning experiences. GenAI introduces new tools and paradigms to enhance responsiveness to market needs, accelerate design cycles, personalise learning pathways and support co-creation with learners and industry.

This pillar ensures that institutions harness GenAI to create educational products that are future-fit, ethical, inclusive and aligned with strategic priorities and stakeholder expectations.

2. Key Objectives and Success Indicators

Objective	Success Indicator
Use GenAI to streamline and enhance subject and course design	Reduced time-to-market for new offerings with increased innovation indicators
Enable learner-centred, modular and personalised product models	Uptake of adaptive or AI-enhanced learning pathways increases
Ensure ethical and inclusive GenAI use in product ideation and design	Product design processes include AI ethics reviews and accessibility testing
Respond to employer and market demands with agility	Programs updated faster with embedded industry-relevant GenAI capabilities
Support interdisciplinary and transdisciplinary product innovation	Cross-faculty collaborations increase; AI-supported curriculum innovation pilots emerge

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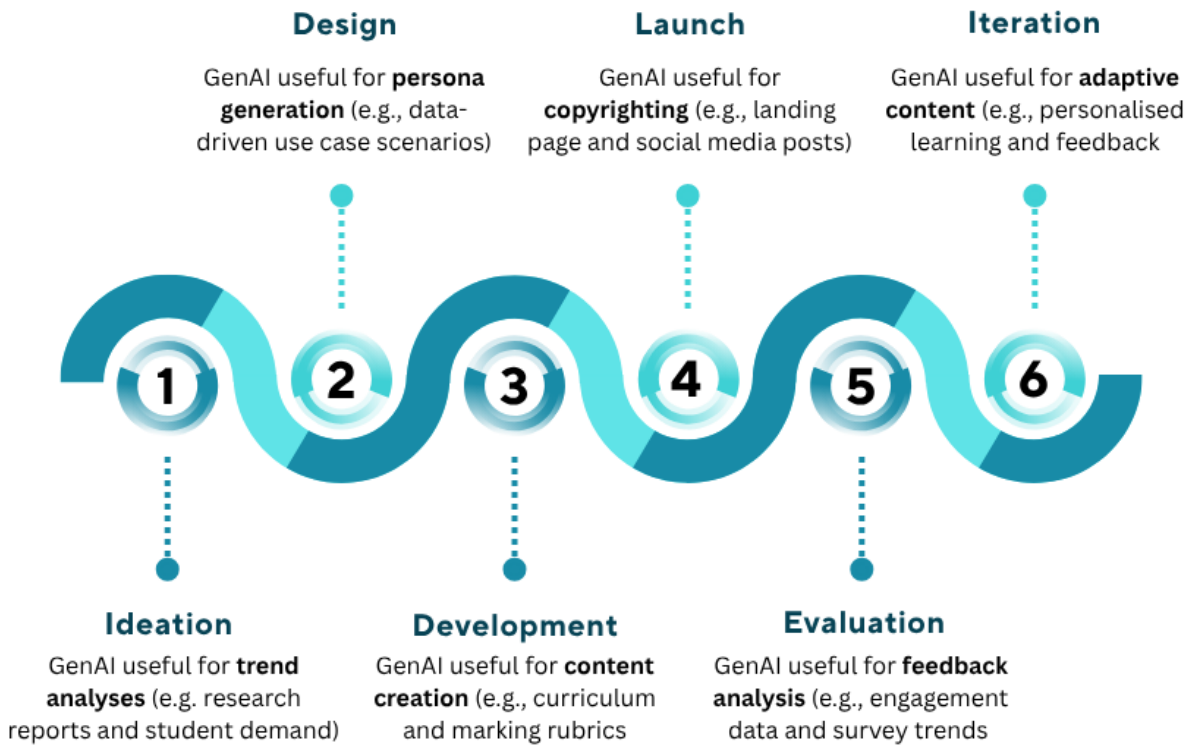
3. Diagrammatic Representation



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4. Implementation Guide

1. Audit current product development processes to identify where GenAI could support ideation, content creation or review.
2. Develop a GenAI toolkit for curriculum designers and academic developers.
3. Pilot GenAI-assisted development in a new course, short program or microcredential.
4. Implement ethical review protocols for any AI-generated or co-created content.
5. Embed learner and employer feedback loops into GenAI-supported design processes.

5. Pillar Interconnectedness

- **Teaching and Learning:** Product development must accord with academic rigour.
- **Workforce:** Learning designers need GenAI skills to engage in product innovation.
- **Sales and Marketing:** Product innovation is linked to brand positioning and recruitment.
- **Cyber Security:** Ensures AI-driven products are developed with robust protections for data integrity and privacy, thereby embedding trust, compliance and resilience.
- **Operational Excellence:** Ensures products are delivered efficiently, reliably and at scale.

6. Quality Assurance

- ✓ New products undergo AI-informed quality assurance, including testing for accessibility
- ✓ Product development frameworks explicitly include AI tools, roles and ethical boundaries
- ✓ Compliance with accreditation standards is maintained despite AI acceleration

---

7. Risks and Mitigation Strategies

Risk	Mitigation Strategy
Overreliance on GenAI content generation without critical review	Require academic and instructional designer validation at all stages
Bias or inaccessibility of AI-generated materials	Incorporate inclusive design principles and bias-detection tools
Acceleration at the expense of compliance	Ensure GenAI use aligns with Academic Board approval and sector standards

---

8. Policy and Regulatory Alignment

- Adhere to the Australian Qualifications Framework (AQF) and provider registration standards
- Ensure GenAI-created learning outcomes and assessments accord with the HESF
- Align with intellectual property and copyright laws for co-created and AI-generated materials
- Reflect sector frameworks for microcredentials, digital learning and online delivery modes

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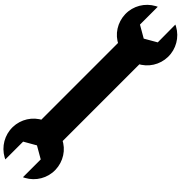

9. Essential Resources and Tools

- Design thinking frameworks adapted for AI-enhanced co-creation
- EdTech vendor guides on using LLMs in course creation and learner pathway design
- Ethical design rubrics and accessibility toolkits
- Sector case studies on AI-driven product innovation and agile course development

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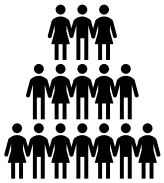

10. Stakeholder Roles

Stakeholder	Role
Academic Developers	Use GenAI to enhance ideation, draft content and support design
Teaching Staff	Co-design and validate GenAI-supported learning products
Industry Partners	Co-create AI-aligned curricula and provide market insight
Students	Contribute to feedback loops and beta testing
Quality Assurance	Ensure GenAI use upholds academic standards

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11. Glossary

- **AI-Augmented Curriculum Design:** The use of GenAI to assist in the creation of educational content, structure and learning outcomes.
- **Co-Creation:** Collaborative development of products with learners, staff and/or industry.
- **Modular Design:** Creating flexible, stackable learning units that can be tailored or combined.

12. Maturity Self-Assessment

Maturity Level	Descriptor
Emerging	GenAI not yet considered in product design; offerings developed using traditional methods
Developing	Early pilots using GenAI in content design or course innovation are underway
Established	AI-supported tools are integrated into product development with oversight and evaluation
Leading	Institution demonstrates sector leadership in AI-enabled learning product innovation with strong impact, co-creation and agility

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The ninth pillar: **Partnerships**

1. Explanatory Overview

Partnerships are critical to the successful integration of Generative AI in higher education. Institutions must engage with technology providers, industry, government, community organisations and other education providers to co-develop, implement and evaluate GenAI initiatives. These collaborations can enhance capability, scale innovation, ensure relevance to the workforce and support shared ethical standards.

This pillar ensures that GenAI partnerships are intentional, transparent and equitable — advancing the institutions' respective missions and delivering mutual benefit while safeguarding data, reputation and academic independence.

2. Key Objectives and Success Indicators

Objective	Success Indicator
Build strategic partnerships with GenAI vendors and providers	Formal agreements include ethical and governance clauses
Co-design GenAI-enabled offerings with industry and community	Programs developed with partners include clear GenAI applications and market relevance
Participate in sector-wide AI knowledge sharing and policy advocacy	Institution contributes to forums, white papers or joint initiatives on GenAI in higher education
Ensure transparency and mutual benefit in all AI-related partnerships	Partnership documentation includes objectives, roles, data use provisions and review points
Strengthen public trust through ethical and inclusive GenAI collaborations	No significant controversies or breaches arise from GenAI partnerships

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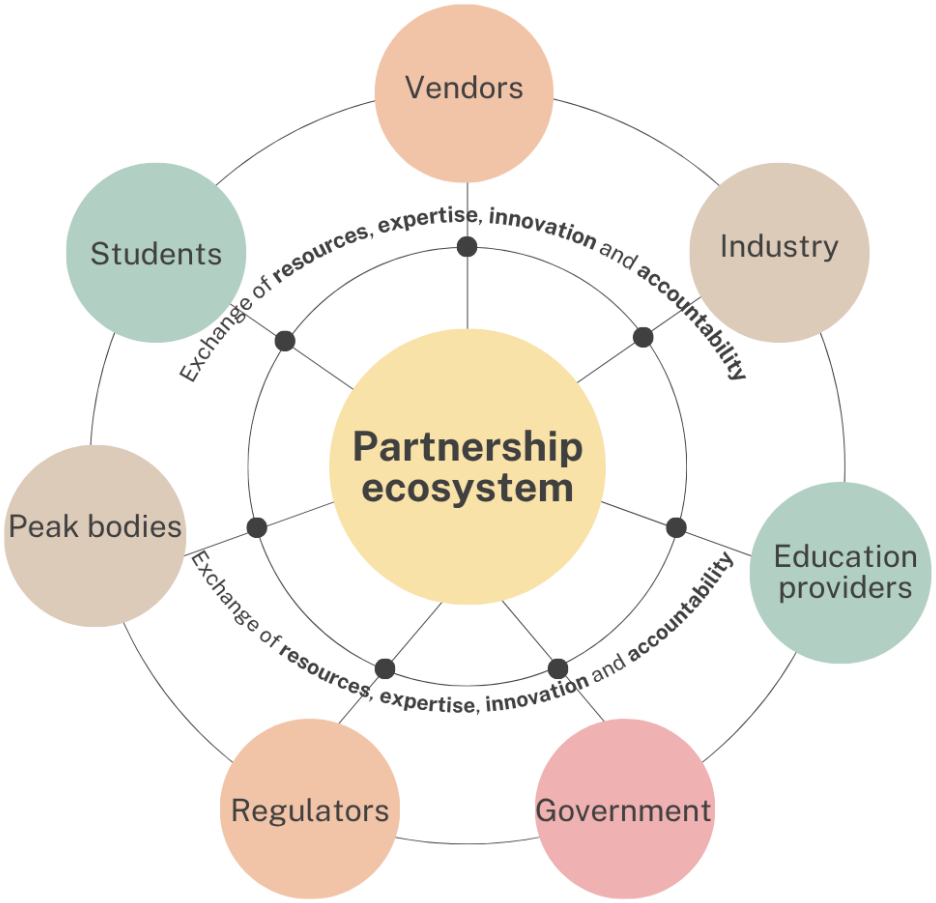
3. Diagrammatic Representation



4. Implementation Guide

1. Map existing and potential GenAI-related partnerships, including their current scope and risks.
2. Develop due diligence frameworks to assess GenAI vendor security, ethics and transparency.
3. Embed partnership governance, including KPIs, reporting mechanisms and points of escalation.
4. Engage industry partners in co-design of AI-ready curricula and student employability pathways.
5. Collaborate with peer institutions to share tools, research and policy positions.
6. Ensure clear data-sharing protocols aligned with privacy law and institutional values.
7. Evaluate partnership outcomes regularly, including educational, financial, reputational and societal impact.

5. Pillar Interconnectedness

- **Product Development:** Industry and vendors often co-develop AI-enhanced offerings.
- **Cyber Security:** Vendor relationships must include robust controls for data protection.
- **Institutional Governance:** Centralised oversight, due diligence and legal review.
- **Sales and Marketing:** External partnerships may shape institutional messaging and reputation around GenAI.

6. Quality Assurance

- ✓ Standardised partnership agreements include GenAI-specific risk and compliance clauses
- ✓ Vendor tools are approved only after they pass legal, cyber and pedagogical review
- ✓ Outcomes of GenAI-enabled partnerships are assessed against strategic priorities and stakeholder satisfaction
- ✓ Partnered offerings are reviewed for academic rigour, inclusivity and learner outcomes

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7. Risks and Mitigation Strategies

Risk	Mitigation Strategy
Overdependence on a single GenAI vendor	Maintain interoperability and diversify partnerships
Ethical misalignment with industry or tech partners	Include values-based screening and ethics clauses in agreements
Student or staff data exposure via partnerships	Require data sovereignty clauses and third-party audits

8. Policy and Regulatory Alignment

- Align with Australian Consumer Law and transparency standards for external communications and vendor relationships
- Comply with the Privacy Act 1988 (Cth) and ensure contractual safeguards for cross-border data flows
- Align with TEQSA and ASQA guidance on third-party delivery and quality assurance
- Reflect best practice in procurement, research ethics and stakeholder engagement

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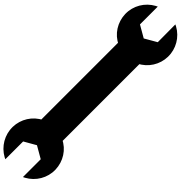
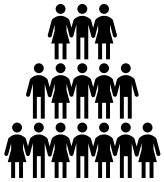


9. Essential Resources and Tools

- Sector forums on AI collaboration (e.g., IHEA's GenAI community of practice)
- Legal guidelines for AI partnerships in education (e.g., CAUDIT procurement frameworks)



10. Stakeholder Roles

Stakeholder	Role
Executive and Legal	Review and approve partnership agreements involving GenAI use
Procurement	Assess vendor capabilities, ethics and compliance
Academic Leaders	Co-design offerings and ensure educational integrity
Students and Alumni	Participate in consultation and feedback loops on GenAI partnerships
External Partners	Collaborate transparently and deliver mutual value

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11. Glossary

- **Due Diligence:** A comprehensive appraisal of a potential partner, especially in relation to ethics, cyber security and legal compliance.
- **Interoperability:** The ability of different systems or tools to work together seamlessly and securely.
- **Data Sovereignty:** The principle that data is subject to the laws and governance of the country in which it is collected or stored.
- **Co-Design:** A collaborative design process where stakeholders contribute to planning and development.

12. Maturity Self-Assessment

Maturity Level	Descriptor
Emerging	Few partnerships reflect GenAI priorities or risks; limited engagement with external stakeholders on AI
Developing	Some GenAI-relevant partnerships exist; due diligence and governance processes are being defined
Established	Institution has strong GenAI vendor and industry partnerships, with embedded governance and co-design mechanisms
Leading	Institution models sector-leading, values-aligned GenAI partnerships with demonstrated educational, societal and economic benefits

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The tenth pillar: **Sales and Marketing**

1. Explanatory Overview

Sales and marketing functions shape the public narrative of an institution — defining its value proposition, reaching prospective learners and maintaining stakeholder trust. With the advent of Generative AI, these functions are undergoing transformation through hyper-personalised communication, AI-generated content, audience targeting and automated campaign design.

This pillar ensures that GenAI is used responsibly in sales and marketing, preserving ethical communication, brand integrity, cultural sensitivity and compliance with consumer and data protection laws.

2. Key Objectives and Success Indicators

Objective	Success Indicator
Use GenAI to improve content efficiency and personalisation	Increased marketing reach and engagement without increase in staff workload
Ensure brand consistency and ethical messaging in AI-generated content	No breaches of advertising codes or reputational incidents related to GenAI use
Respect privacy and consent in AI-enabled customer engagement	Zero consumer complaints regarding misuse of personal data or misleading communication
Enable agile marketing campaigns that respond to evolving market needs	Faster turnaround on campaigns; A/B testing results improved through AI augmentation
Build trust through transparent and inclusive GenAI use	Disclosures provided where AI is used; stakeholder trust indicators remain high

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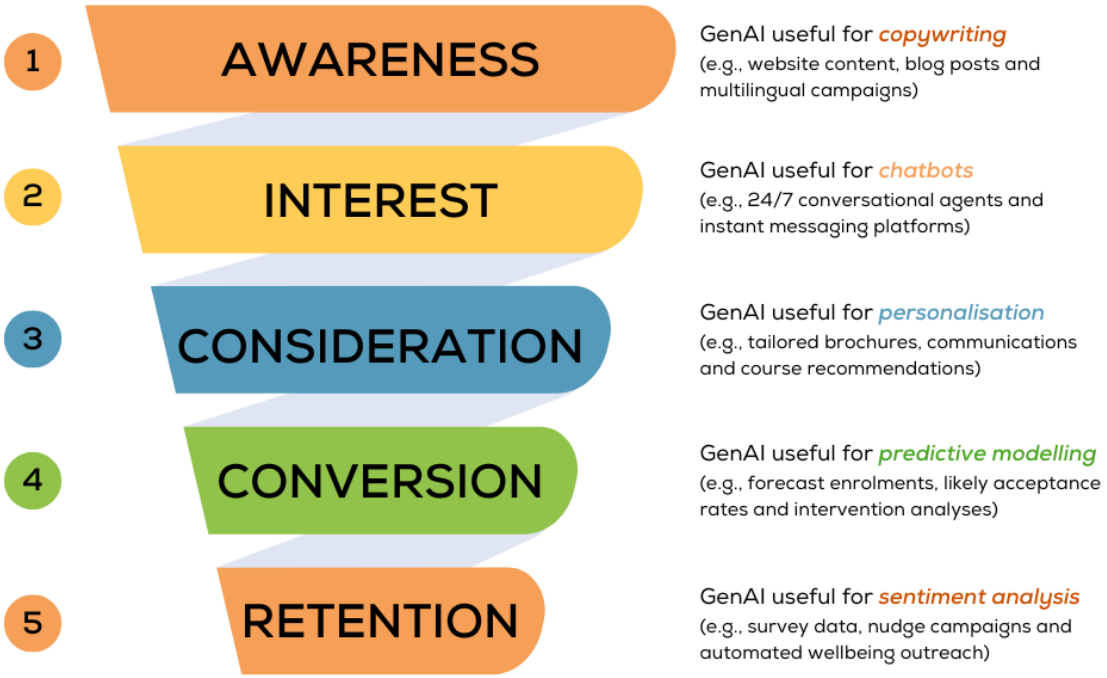
3. Diagrammatic Representation



4. Implementation Guide

1. Audit current marketing and sales processes for opportunities and risks related to GenAI.
2. Implement GenAI tools in content generation, campaign testing or CRM augmentation with clear oversight.
3. Develop brand-aligned GenAI prompts and tone-of-voice guides to maintain authenticity and institutional identity.
4. Provide disclosures in key touchpoints where GenAI is used in communication.
5. Incorporate accessibility and inclusivity testing for AI-generated media (e.g., image descriptions, plain language).
6. Train marketing and student recruitment personnel in the responsible use of GenAI for engagement and analytics.
7. Review campaign performance metrics regularly, including AI bias or misinformation.

5. Pillar Interconnectedness

- **Institutional Governance:** Policies on public messaging, brand and AI use.
- **Product Development:** Marketing must accurately represent GenAI-enhanced programs.
- **Student Experience:** Messaging should set expectations of GenAI use.
- **Cyber Security:** Safeguards institutional reputation and customer data.

6. Quality Assurance

- ✓ AI-generated marketing content is reviewed and approved before release
- ✓ Messaging is tested for inclusivity, cultural appropriateness and tone
- ✓ Performance metrics are benchmarked pre- and post-AI integration
- ✓ Complaints or negative feedback channels are monitored for GenAI-related issues
- ✓ Regular updates to brand and communications policy to reflect AI capabilities

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7. Risks and Mitigation Strategies

Risk	Mitigation Strategy
Misinformation or inconsistency in AI-generated content	Require human review of all AI outputs before publication
Over-personalisation that feels intrusive or manipulative	Apply privacy-by-design principles and limit behavioural targeting granularity
Legal or reputational risk due to undisclosed AI use	Add clear AI disclaimers in chatbots, emails or generated media where relevant

8. Policy and Regulatory Alignment

- Comply with Australian Consumer Law regarding truthful advertising and fair representation
- Adhere to the Privacy Act 1988 (Cth) and Spam Act 2003 for digital outreach
- Reflect the Australian Code of Practice on Disinformation and Misinformation

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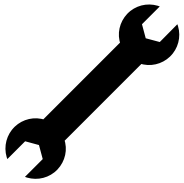

9. Essential Resources and Tools

- GenAI content generation platforms with institutional customisation (e.g., ChatGPT with API or prompt library)
- CRM platforms with explainable AI and data governance modules

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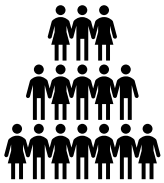

10. Stakeholder Roles

Stakeholder	Role
Marketing	Deploy GenAI tools and create content aligned with the brand
Legal and Compliance	Ensure adherence to advertising, privacy and consent laws
Recruitment and Admissions	Engage with prospective students using AI-assisted tools
IT Team	Support secure integration of AI into marketing infrastructure
Students and Alumni	Provide feedback on GenAI-influenced communications

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11. Glossary

- **AI Copywriting:** Use of GenAI tools to generate marketing content, such as emails, blog posts or campaign slogans.
- **Personalisation Engine:** AI tools that tailor messaging, timing or visuals based on user preferences and behaviours.
- **Disinformation Risk:** The possibility that AI-generated content may spread inaccurate or misleading claims.

12. Maturity Self-Assessment

Maturity Level	Descriptor
Emerging	Little to no use of GenAI in marketing or sales; awareness of risks and opportunities is low
Developing	Some experimentation underway; teams exploring GenAI tools with manual oversight
Established	GenAI is integrated into workflows with clear policies, quality checks and reporting
Leading	Marketing strategy fully leverages GenAI with ethical leadership, personalisation and trust-building across diverse markets

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- Mr Luke Whiteside, the Dean of Studies at Eastern College Australia
- Ms. Jess Carroll, the Head of Online Programs at Collarts
- Ms. Brooke Darvall, the Course Development and Quality Manager at UBSS
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