Considerations for industry or community partners hosting students

Why is this resource needed?

Navigating generative artificial intelligence (GenAI) is complex, especially in work-integrated learning (WIL) where students in industry settings encounter new approaches, perspectives and policies regarding GenAI access and use. While we crave certainty in these uncertain times, there are no straightforward solutions or simple answers for how to support students to work with GenAI when traversing work and university contexts. Therefore, this resource aims to provide customisable resources to open up thinking, discussions, and applications of how students could engage in GenAI in WIL contexts.

Who is it for?

This resource is for industry or community partners who supervise, mentor, or support students during WIL experiences, such as placements, internships, industry projects or other industry-based activities that are part of a higher education student's studies. You play a crucial role in guiding students on the practical and ethical use of GenAI tools in your organisation. This resource helps you navigate acceptable GenAI use in WIL settings, understand differences between university and workplace expectations, and explore GenAI's benefits.

What is GenAI?

GenAI is changing the way we work, learn, and produce information. By GenAI we mean computer-based learning models that generate text, images, and other content based on the data on which they are trained and in response to human inputs.[1] While there are many publicly accessible tools, your organisation may also subscribe to secure AI tools.[2]

How to use this resource

This resource offers a series of reflective questions to help you explore and enhance GenAI in WIL. Adapt and use it to support your WIL conversations. Similar guides exist for university WIL practitioners and students. For practical GenAI ideas, see the *Examples of GenAI in WIL* table.

[1] Examples of GenAI tools include ChatGPT, Claude and Co-Pilot however there are an increasing number entering the market, including AI apps beyond chatbots.

[2] A secure GenAI tool is authenticated (using your organisation's IT credentials), logged (sessions are archived), and secured (data stays within the organisation and is not accessible to AI companies).

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Things to think about

Articulating your views on GenAI	• What is your position on using GenAI for personal and work use? • How do you feel about sharing your use of GenAI with others? • What are your thoughts on the potential biases or misuses of GenAI tools?
Orientating students and setting expectations	• What GenAI tools do you use at work? Will students benefit from also using these tools? • How will you explain the rules for using GenAI tools to students? • Do you have a policy on GenAI to share with students? How will you make sure they understand it? • Are you aware of the university's position on GenAI? How could you seek this information prior to students' WIL orientation? • What initial training, resources, or colleagues can help students quickly learn the GenAI tools used in your organisation? • Who can students go to if they have a question about GenAI access and use?

Ethical considerations	• What specific GenAI applications are prohibited at work?
	• How will you prepare students to recognise and address ethical 'red flags' during their WIL experiences? Including:
	  ○ Entering client, patient, organisational or human data into an unsecured or public GenAI tool.
	  ○ Claiming GenAI work as one's own, or hiding, omitting, or obscuring use of GenAI to produce work.
	  ○ Not verifying facts or resources in GenAI output.
	• How and when will you communicate ethical considerations to students?
	• What will you do if you suspect that a student is using GenAI inappropriately? How and when will you communicate this to the university contact or educator?

Professional conduct	• How will you make sure students understand and follow professional standards when using GenAI tools? • What guidelines will you give students to help them use GenAI tools for critical thinking and creativity? • How will you handle any misuse of GenAI so that students can learn and improve their practices?
Privacy and data security	• What privacy or data security requirements do students need to be aware of? Are these part of the WIL contract/agreement? • How will you make sure that students understand the importance of data security when using GenAI tools? • If you have secure GenAI tools, how will you inform students about their usage and safeguards? • How do you feel about students using public GenAI tools to complete or inform their work for this WIL experience (e.g., Grammarly, Copilot)? Do you have any guidelines, advice or rules students should be aware of?
Feedback practices	• How can you use GenAI to improve the feedback you give to students? When would you not use GenAI for feedback? • How can GenAI help students compare their feedback to professional standards in this area? • How can you encourage students to use GenAI to act on feedback, like summarising main points, highlighting improvements, setting goals, or listing steps to address feedback? • How can you help students use GenAI to improve their work, like analysing their writing for clarity and improvement?
Fostering learning	• What opportunities could you provide to help students learn about GenAI tools and use them to improve their professional skills? • How might you create an environment where students feel comfortable sharing their experiences with GenAI tools? • How can you support students in using GenAI to show their technical skills and judgement? • How can you encourage students to think critically about their use of GenAI tools? • How can you and students use GenAI for learning, refining ideas or testing questions, not just for feedback? • What would you like to learn from students about using GenAI tools? • How can you encourage students to keep learning about GenAI on their own?