



## Student Guidelines: Use of Artificial Intelligence (AI)

**Applies to:** Mediation Institute Students.

**Relationship to AI Governance Policy:** These Guidelines sit under, and must be read alongside, the [Mi Artificial Intelligence \(AI\) Policy \(Governance and Values Framework\)](#), available on the Mediation Institute website. The Governance Policy sets Mi's values, boundaries, and oversight arrangements. These Guidelines explain how those principles apply to you as a student in your studies.

### 1. Purpose

These Guidelines are designed to help students:

- use artificial intelligence (AI) thoughtfully and ethically as part of learning.
- understand where AI can support learning and where it must not replace understanding or skill.
- maintain assessment integrity, particularly in applied and practice-based tasks
- develop professional judgment consistent with future practice as mediators and Family Dispute Resolution Practitioners.

AI is part of the contemporary professional environment. Learning how to engage with it responsibly is part of your professional development.

### 2. AI as a Learning Support Tool

AI may be used as a learning support tool, not as a substitute for your own thinking, understanding, or skill development.

In practical terms, AI may help you to:

- clarify concepts or terminology.
- explore different ways of structuring written work.
- prompt reflection or identify areas for further learning.
- organise ideas or compare perspectives.
- check clarity or coherence of written expression.

However, AI must not replace:

- your understanding of theory.
- your ability to explain concepts in your own words.
- your capacity to apply skills in practice.
- your personal reflection and professional reasoning.

See sections 3 and 4.3 of the Mi Artificial Intelligence (AI) Policy.

### 3. Assessment Integrity and Applied Learning

Mi places strong emphasis on applied learning, particularly through:

- role plays and simulations,
- observed practice in the workplace and
- reflective discussion.

These forms of assessment are central to maintaining integrity in professional training.

They require you to demonstrate:

- understanding of theory,
- ethical and professional reasoning,
- communication and process skills, and
- the ability to respond dynamically to others.

Students who rely inappropriately on AI in formative learning tasks will usually experience difficulty in role plays and applied assessments, as understanding and skill cannot be substituted by AI.

Your performance in applied assessments is therefore a key indicator of learning and professional readiness.

See sections 4.3 and 4.4 of the Mi Artificial Intelligence (AI) Policy.

### 4. Reflective Work and Disclosure

Reflection is a core component of professional formation.

You may use AI to:

- assist with structure,
- prompt reflective questions, or
- help organise thoughts prior to reflection.

AI must not be used to generate or replace your personal reflection, insight, or learning.

Where reflective components are required, students should briefly indicate:

- whether AI was used and
- how it supported the learning or reflective process.

This disclosure is intended to support learning and transparency. It is not a technical declaration or a test of compliance.

See section 4.4 of the Mi Artificial Intelligence (AI) Policy.

## 5. Confidentiality and Privacy (Critical)

Mi operates in a family law and dispute resolution context where confidentiality and privacy are fundamental.

Students must **never** enter identifiable or reasonably identifiable personal or sensitive information into public or open AI tools.

This includes information relating to:

- real clients or parties,
- placement matters,
- family circumstances,
- legal issues,
- safety concerns,
- any information that could reasonably identify a person when combined with context.

Even where names are removed, information may still be identifiable due to detail or context.

If you are unsure whether information could identify a person, it must be treated as identifiable and not used with uncontrolled AI contexts.

See sections 4.5 and 4.6 of the Mi Artificial Intelligence (AI) Policy.

## 6. Appropriate and Inappropriate Uses (Examples)

**Appropriate uses may include:**

- asking general questions about theory or concepts.
- exploring different ways to structure an assignment.

- prompting reflective questions about learning experiences.
- checking clarity or tone of non-confidential written work.

**Inappropriate uses include:**

- using AI to produce assessment answers without understanding.
- relying on AI to replace learning or skill development.
- entering identifiable or sensitive information into AI tools.
- using AI to simulate professional judgment or decision-making in place of your own.

## 7. If Concerns Arise About AI Use

Mi takes a learning-focused and developmental approach to concerns about AI use.

Concerns are considered by reference to:

- how AI was used,
- the impact on learning or assessment integrity, and
- whether issues are isolated or part of a broader pattern.

Where concerns arise, the response will usually involve:

- discussion,
- clarification,
- feedback, and
- opportunities for learning or correction.

Escalation is considered only where patterns of concern persist or where the integrity of learning or professional standards is materially undermined.

See section 4.4 of the Mi Artificial Intelligence (AI) Policy.

## 8. Professional Development and Responsibility

As a student, you are developing professional judgment that will be essential in future practice. Thoughtful, ethical use of AI is part of that development.

You are encouraged to:

- ask questions about appropriate use,
- discuss AI use with trainers where unsure,

- reflect on how technology supports, rather than replaces, professional skill, and
- engage with the Governance Policy as part of your professional learning.

## 9. Further Information

The full **Mi Artificial Intelligence (AI) Policy** is available on the Mediation Institute website and provides the governance framework for these Guidelines.

Students are encouraged to read the policy to understand how AI use is governed across the Institute and how these expectations reflect professional practice standards.

## 10. Mi Ai

Mi provides institution-developed AI tools (such as MiAi Mediation Coach and MiAi FDR Coach) to support learning within the boundaries set out in the Mi Artificial Intelligence (AI) Policy.

[www.mediationinstitute.edu.au/mi-ai](http://www.mediationinstitute.edu.au/mi-ai)

[Mediation Institute Guides And Forms](#)