



ACCEPTABLE USE OF ARTIFICIAL INTELLIGENCE IN TEACHING AND LEARNING POLICY (NO.1 OF 2026)

Policy Number: SINU/AP/01/2026

Policy Title: Acceptable Use of Artificial Intelligence in Teaching and Learning

Policy Owner: PVC Academic

Policy Contact Officer: Manager, Standards and Quality Office

Key words: artificial intelligence, academic integrity, student misconduct, generative AI (Gen AI), assessment.

1. PURPOSE

1.1. This policy provides guidance for staff and students on the ethical and responsible use of Artificial Intelligence (including generative Artificial Intelligence (GenAI) tools such as ChatGPT) in teaching and learning. This policy must be read in conjunction with the *SINU Assessment and Examination Policy* and the *SINU Student Academic Integrity Policy*.

1.2. This policy also seeks to promote ethical, transparent, and accountable use of Artificial Intelligence technologies while preserving academic integrity, protecting student data, and supporting responsible innovation in teaching and learning.

2. POLICY STATEMENT

2.1. Artificial Intelligence is an umbrella term that encompasses a wide spectrum of technologies, from spelling and grammar checkers to sophisticated, specialist-use systems. Publicly available artificial intelligence tools that can produce text, code, image, audio, and video are part of a much larger ecosystem that is increasingly an integral part of our professional, academic, and personal lives.

2.2. SINU recognizes that generative artificial intelligence technologies are increasingly embedded in education, employment, and society, and therefore adopts a balanced approach that promotes responsible use while safeguarding academic integrity. Students and staff are expected to use Artificial Intelligence responsibly, ethically, transparently, and with appropriate human oversight.

3. SCOPE

3.1. This policy applies to all SINU staff and students.

4. DEFINITIONS

4.1. For this Policy the definitions are as follows:

TERMS	DEFINITIONS
<i>“Agentic AI”</i>	<i>Means autonomous tools that can perform tasks with little or no human involvement (i.e. Act as a person’s agent).</i>
<i>“Algorithm”</i>	<i>Means a series or finite set of instructions built into computer software or systems carried out in a specific order to solve a defined problem or automate decision-making. Algorithms may use AI to produce improved outcomes.</i>
<i>“Artificial Intelligence (AI)”</i>	<i>Means intelligent technology, programs and the use of advanced computing Algorithms that can augment decision-making by identifying meaningful patterns in data (NSW AI Assurance Framework definition).</i>
<i>“Generative Artificial Intelligence (Gen AI)”</i>	<i>Mean any form of artificial intelligence capable of generating new content, including text, images, video, audio, or code. (from the New South Wales Government’s Generative AI: Basic Guidance). Examples include ChatGPT, Gemini, Claude, Microsoft Copilot, and similar AI systems.</i>
<i>“Machine learning”</i>	<i>Means the processes used to teach the model to recognize patterns and relationships within the database, which often involves humans.</i>
<i>“Natural language processing”</i>	<i>Means the ability for an AI model to understand and generate natural language (i.e. respond to and answer prompts).</i>

5. POLICY PRINCIPLES

- 5.1. SINU is committed to embracing GenAI technologies responsibly and ethically to enhance learning experiences, academic quality, digital capability, and work-readiness skills.
- 5.2. SINU will support students, academic and professional staff to become AI literate, and will seek to ensure that students who graduate from the University are proficient in the responsible use of AI tools.
- 5.3. All programmes will include opportunities for students to develop knowledge of AI technologies and the ability to critically evaluate AI-generated outputs for accuracy, reliability, ethical implications, and relevance to learning and professional practice.

- 5.4. Learning experiences within each programme should encourage students to critically examine the ethical, legal, social, environmental, and professional implications of AI technologies, including issues relating to bias, misinformation, intellectual property, privacy, exploitation, and environmental impacts.
- 5.5. SINU will provide access to relevant AI tools for students and staff. This is to ensure that financial disadvantage, disability, and other factors that disadvantage specific cohorts do not represent barriers for students accessing AI tools that are necessary to their study.
- 5.6. Teaching staff must take reasonable steps to identify, document, and report suspected AI-related academic misconduct in accordance with University procedures.
 - 5.6.1. **Falsified references:** students basing their work on fabricated material from fake sources, all generated by AI.
 - 5.6.2. **Contract cheating:** AI has made it far cheaper and easier for students to hire someone to complete assignments, or log into the learning management system and do their work for them.
 - 5.6.3. **Unacknowledged AI use:** dozens of assignments that all look the same or similar, but almost impossible to prove whether AI was used.

6. POLICY INFORMATION

Guidance for staff

- 6.1. To ensure the integrity of unit assessment, at least 50% of the total assessment within each unit must be classified as *secure* assessment that meets the following conditions.
 - 6.1.1. **Observed exam or test** - Exams and tests are assessment activities which are time-limited, observed and/or invigilated by trained staff, and require students to respond to previously unseen questions, problems or material.
 - 6.1.2. **Interactive oral assessment** - Involving staff engaging students in a dialogue about their understanding of a topic area they are studying. Students respond to structured or semi-structured questions about a topic area in real-time.
 - 6.1.3. **Performance** - assessment activities in which students demonstrate skills in real time, in person, and in a controlled environment.
 - 6.1.4. **Observed work integrated learning, internship or placement** - experiences where students are supervised in the workplace and assessed based on their demonstration of skills and understanding in the workplace context.
- 6.2. To ensure appropriate and ethical use of generative AI in assessment design, students will be advised in writing for each assessment task, the extent of permitted use for integrating AI according to the following scale:

The AI Assessment Scale

1	NO AI	The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills. You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.
2	AI PLANNING	AI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis, and ideation, but assessments should emphasise the ability to develop and refine these ideas independently. You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.
3	AI COLLABORATION	AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI suggested outputs, demonstrating their understanding. You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use.
4	FULL AI	AI may be used to complete any elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level may also require engagement with AI to achieve goals and solve problems. You may use AI extensively throughout your work either as you wish, or as specifically directed in your assessment. Focus on directing AI to achieve your goals while demonstrating your critical thinking.
5	AI EXPLORATION	AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study. You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor.



Perkins, Furze, Roe & MacVaugh (2024). The AI Assessment Scale

- 6.3. Unauthorized use of AI is academic misconduct. Potential indicators of inappropriate use of AI evidence can come from, but are not limited to:
- 6.3.1. Inconsistencies in the formatting within the text – for example, differing in font, font colour, extra spacing, and incomplete sentences.
 - 6.3.2. repetition of ideas and thoughts over several sentences or paragraphs or the repetitive use of key words, or use of terminology inconsistent with the student's level of study or unit content.
 - 6.3.3. artefacts of copying and pasting - for example, prompts or extra information left in the text suggestive of sourcing information from elsewhere.
 - 6.3.4. inconsistent use of language throughout the document, including the use of archaic words or spellings, the switching of spellings from American English to Australian English for the same word and terminology.
 - 6.3.5. references that are not used correctly: wrong details in the citation, reference doesn't exist, reference source does not match the in-text use, and lack of secondary citations.
 - 6.3.6. reference is old, from a foreign language journal, or a journal not normally associated with a specialty.
 - 6.3.7. over referencing or under referencing.
 - 6.3.8. incorrect details within a reference.
- 6.4. The indicators listed above do not in themselves establish academic misconduct and must be considered together with other evidence and procedural fairness requirements.

6.5. *Staff must ensure that:*

- 6.5.1. student work uploaded into AI systems complies with privacy and confidentiality obligations.
- 6.5.2. personal information is anonymised where possible.
- 6.5.3. AI systems used comply with University-approved ICT and cybersecurity requirements

6.6. If teaching staff use AI tools to provide feedback to students, the following issues must be addressed:

- 6.6.1. Communicate to students *that* AI may be used to provide feedback in the unit and *how* it will be used.
- 6.6.2. Ensure students consent to having their work uploaded to AI platforms.
- 6.6.3. Ensure the teaching team been trained to use AI for feedback in an appropriate manner.
- 6.6.4. Ensure the AI-generated feedback is valid.

7. Guidance for students

- 7.1. Students should confirm assessment requirements with teaching staff or seek advice on how to acknowledge the output from Artificial Intelligence tools from the unit coordinator, student support services or the library.
- 7.2. Students must appropriately disclose and acknowledge any use of AI tools in assessment tasks, including identifying the AI tool used and the extent of assistance provided, in accordance with instructions issued by unit coordinators and the University.
- 7.3. Students are encouraged to use AI for study and learning activities including to create practice quizzes or exam questions, refine skill levels and identify areas for improvement, summarise lecture material etc.
- 7.4. Students should explore the use of AI in their potential and future workplaces and engage critically with the potential and pitfalls of use.

8. ACCOUNTABILITIES - ROLES AND RESPONSIBILITIES

Role	Responsibilities
Unit Coordinator	Design unit assessment to comply with the requirements of this policy Design assessment tasks with clear instructions in relation to the acceptable use of artificial intelligence. Ensure ethical use of artificial intelligence, as relevant to programme and discipline, is explicitly taught. Identify inappropriate use of AI and escalate as appropriate.
Programme Coordinator	Ensure the use of AI across the programme supports the key principles of this policy.
Associate Teaching Dean, and	Provide guidance to staff in relation to teaching and learning with AI Promote the requirements of this policy to all staff.

Learning	
Head of School	Ensure individuals in schools/departments teaching areas comply with policy requirements
Faculty Dean or equivalent	Promote the ethical use of AI as relevant to faculty programmes. Support professional learning opportunities in relation to the use of AI.
Standards and Quality Office	Ensure compliance with all policy requirements through comprehensive review of all published unit and programme requirements.
Director ICT	Ensure approved AI systems comply with cybersecurity, privacy, and data governance standards. Provide technical guidance on approved AI tools.
University Librarian	Support staff and students engage with AI tools ethically and purposefully.
PVC A	Oversee implementation and review of this policy across the University. Support academic staff development of use of AI tools

8. RELATED DOCUMENTS

- 8.1. Assessment and Examination Policy
- 8.2. Student Academic Integrity Policy
- 8.3. Grading and Results Policy
- 8.4. ICT Acceptable Use Policy
- 8.5. Data Protection/Privacy Policy
- 8.6. Research Ethics Policy
- 8.7. Staff Code of Conduct
- 8.8. Cybersecurity Policy

9. MONITORING AND REVIEW

The Standards and Quality Office shall periodically monitor, review, and audit compliance with this Policy and may provide reports and recommendations to Academic Board and Senior Management as appropriate.

10. APPROVAL AND AMENDMENT HISTORY

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