

# CAIT Hi - Ed Artificial Intelligence Usage Guidelines

## 1. Purpose

These guidelines establish clear expectations for the responsible, ethical, and educationally appropriate use of Artificial Intelligence (AI) tools by students and staff at CAIT Hi-Ed. They aim to:

- Safeguard academic integrity
- Support digital capability and innovation
- Ensure fair and equitable use of emerging technologies
- Provide clarity around what is considered acceptable or unacceptable use
- Prevent unintentional breaches through clear education and communication

The guidelines are aligned with CAIT Hi-Ed's Academic Integrity Policy and the Higher Education Standards Framework (2021).

## 2. Scope

These guidelines apply to:

- All students (domestic and international, full-time and part-time, across all delivery modes)
- All academics and professional staff
- All AI technologies and tools used in teaching, learning, assessment, research (where applicable), and academic support

## 3. What Are AI Tools?

Artificial Intelligence (AI) tools include software systems that simulate human intelligence to generate, modify, or evaluate text, images, audio, video, code, and other outputs. They can be classified as:

Type	Examples	Common Uses
<b>Generative AI</b>	ChatGPT, Claude, Gemini, DALL·E, Midjourney	Writing drafts, summaries, ideas
<b>Writing assistants</b>	Grammarly, Hemingway, Quillbot	Grammar, clarity, style suggestions
<b>Code generators</b>	GitHub Copilot, Replit AI	Writing or debugging programming code
<b>Paraphrasers</b>	Quillbot, Spinbot	Rewording existing content
<b>Translators/Speech</b>	DeepL, Otter.ai, Whisper, Synthesia	Translation, transcription, voiceovers
<b>Academic tools</b>	Turnitin AI, Elicit.org, Scite.ai	Research assistance, citations

## 4. Principles of AI Use at CAIT Hi-Ed

CAIT Hi-Ed supports the thoughtful and transparent use of AI to enhance education while ensuring:

- Academic Integrity is maintained
- Student learning is not undermined by over-reliance on automation
- Clear communication and fairness in assessment design and evaluation
- Equitable access and inclusive use of technologies

AI should be used to support—not replace—your thinking, writing, coding, or problem-solving.

## 5. Guidelines for Students

### 5.1 Permitted Use (When Explicitly Allowed)

You may use AI tools for learning only when your lecturer or unit outline explicitly permits it. Acceptable uses may include:

- Grammar and spell checking (e.g., Grammarly)
- Summarising or clarifying course readings
- Brainstorming ideas or generating essay topics
- Learning coding syntax (without copying output verbatim)
- Revising practice answers or preparing for exams
- Using AI for revision quizzes or self-assessment

Where permitted, you must disclose your use in the body of the work or as a reference (see Section 7).

### 5.2 Unacceptable Use (Considered Misconduct)

You must not:

- Submit AI-generated text, code, or images as your own without acknowledgment
- Use AI to write, solve, or complete any part of an assessment unless expressly allowed
- Use AI to paraphrase plagiarised content to bypass originality checks
- Fabricate data, quotes, or references using AI
- Use AI tools during closed-book or invigilated exams
- Submit false information generated by AI without fact-checking

Using AI in assessments without permission is a breach of the Academic Integrity Policy.

## 6. Guidelines for Staff

Staff must (while dealing with Students):

- Specify AI expectations clearly in subject outlines and assessment briefs (e.g. permitted, restricted, or prohibited)
- Educate students about acceptable vs. unacceptable AI use early in the course
- Design authentic, AI-resilient assessments (e.g. oral defence, reflections, personalised tasks)
- Use detection tools (e.g. Turnitin AI Detection, Code similarity checks) judiciously
- Offer academic support for students unfamiliar with AI or digital literacy concepts
- Treat suspected misuse fairly and follow natural justice procedures

Staff must (while using for Academic and Research Activities):

- Use AI tools responsibly to enhance teaching, research, and administrative efficiency.
- Maintain academic integrity by critically evaluating and verifying AI-generated content.
- Ensure transparency in the use of AI, including appropriate acknowledgment when required.
- Stay informed about institutional policies and best practices related to AI use.

## CAIT Hi - Ed Artificial Intelligence Usage Guidelines

- Uphold accountability for all academic outputs, regardless of AI assistance.
- Engage in ongoing professional development to understand AI capabilities, limitations, and ethical implications.

### 7. How to Disclose AI Use (If Permitted)

If you use AI in an assessment (where allowed), you must disclose:

- What tool you used (e.g. ChatGPT, Grammarly)
- How you used it (e.g. for grammar checking, brainstorming)
- Where in the assessment it was used (e.g. in introduction or summary)

#### Example Statement (for assessments):

*“Portions of this assignment were reviewed using Grammarly to improve grammar and clarity. No content was generated or rewritten using AI.”*

#### Referencing AI (APA-style):

OpenAI. (2025). *ChatGPT response to [your prompt]* [Large language model]. <https://chat.openai.com>

**Note:** AI cannot be cited as an academic source of truth. Always verify any information provided by AI with credible, peer-reviewed sources.

### 8. Academic Misconduct and Consequences

Misuse of AI may result in academic penalties depending on severity:

Breach Level	Example	Possible Outcomes
Minor	Using AI for minor editing without disclosure	Counselling, warning, resubmission
Moderate	AI paraphrasing or partial task completion	Zero for task, formal warning, integrity workshop
Major	Submitting full AI-generated work	Fail subject, suspension, formal record

Cases will be assessed on intent, impact, and recurrence in accordance with the Academic Integrity Procedure.

### 9. Equity, Access, and Digital Inclusion

CAIT Hi-Ed supports equitable use of AI tools, particularly for:

- Students with disabilities
- English as an Additional Language (EAL) learners
- Students with limited digital access or literacy

Students may request reasonable adjustments through the Student Support team.

### 10. Supporting a Culture of AI Literacy

CAIT Hi-Ed promotes AI fluency as a graduate capability. To this end, students and staff are encouraged to:

- Attend AI literacy workshops and tutorials
- Explore AI Ethics in Practice through guided case studies
- Engage in professional dialogue about the future of AI in learning and work

## Review Schedule

This policy will be reviewed by the Operation's Review Committee (ORC) every three years.

Version History			
Version No	Approved by	Approval Date	Revision Notes
1.0	ORC	12 Sept 2025	