

Higher Education Student Use of Generative Artificial Intelligence in Learning, Assessment, and Research

Policy and Procedure

Code and Version Control:	1.0
Policy Owner:	Academic Board
Date Approved:	29 May 2026
Scheduled Review Date:	May 2029
Related Policies and Documents:	APAC Higher Education Assessment Policy & Procedure APAC Academic Honesty and Misconduct Policy & Procedure APAC Privacy and Data Protection Policy TEQSA Academic integrity toolkit TEQSA AI Toolkit TEQSA GenAI Knowledge Hub

Legislative and Regulatory Compliance

This Generative Artificial Intelligence (GenAI) Policy sets out how GenAI may be used responsibly, inclusively, and ethically by APAC students. It provides a clear framework for integrating GenAI into learning, assessment, and research in ways that uphold educational quality, academic integrity, and legal and ethical obligations.

The Policy establishes transparent expectations for accountable GenAI use and ensures APAC's practices remain aligned with contemporary creative and professional environments in which GenAI is now embedded. It also maintains compliance with the Higher Education Standards Framework (Threshold Standards) 2021 particularly elements of Standards 1, 2, 3, and 5, alongside the National Code of Practice for Providers of Education and Training to Overseas Students 2018 and the Australian Qualifications Framework (AQF) 2013.

Purpose

This policy sets out how APAC students may use generative artificial intelligence (GenAI) in learning and assessment. It aims to:

- safeguard academic integrity and ensure assessments reflect genuine student achievement
- support the development of critical, ethical and creative AI skills
- provide clear expectations for students about permissible and impermissible uses of GenAI

- ensure AI use at APAC reflects current creative and professional industry practices

Scope

This policy applies to:

- all students enrolled in APAC units and award courses
- any GenAI tool used to support learning, assessment, creative work, writing, research, editing, or idea generation
- all assessment types, including performances, written tasks, creative artefacts, and multimodal submissions

It does not permit students to use GenAI for activities that replace their own academic or creative work unless explicitly allowed by the assessment brief.

Principles for Student GenAI Use at APAC

Balanced view of risk and opportunity

APAC recognises GenAI as both a risk to academic integrity and a growing part of creative and professional practice. This policy addresses both, noting risks such as factual errors, bias, over-reliance, and reduced critical engagement.

Academic integrity and fairness

Assessment must yield trustworthy evidence of student achievement and must be fair to all students. Expectations about GenAI use will be explicit, enforceable and consistently applied and all GenAI use must be appropriately acknowledged.

Student-centred and inclusive

Assessment design will recognise the diversity of students' prior experience, access to technology, language backgrounds and abilities. Where GenAI is permitted or required, teachers must provide guidance and support to ensure equitable participation.

Discipline-aligned and future-oriented

APAC's approach to GenAI reflects the distinctive needs of performing arts, creative industries and allied fields. Students will graduate able to work critically and creatively with the tools and practices that shape their professions.

Transparency, accountability and ethical awareness

GenAI use must be openly acknowledged in teaching materials and assessment instructions. Students must use GenAI ethically, considering bias, misinformation, stereotyping, and environmental impact. Students are encouraged to use GenAI responsibly and efficiently, recognising the energy and resource demands associated with AI technologies.

Human responsibility

Human judgement remains essential when using GenAI. Students retain responsibility

for the quality, accuracy, legality, and ethical standards for the work they create, regardless of GenAI involvement.

Procedures: Guidance on Key activities

GenAI provides opportunities to support student learning and creative practice. Students are expected to use it ethically, maintain academic integrity, protect privacy, and ensure their own judgement and skills remain central to their work.

Assessment expectations

Students will complete a mix of secure and open assessment tasks during their studies:

- **Secure tasks:** Completed with limited or no GenAI use, demonstrating students' individual skills and understanding. Examples include supervised assessments, in-class work, performances, or practical demonstrations.
- **Open tasks:** Allow or require responsible GenAI use, reflecting current creative and professional practices. Examples include projects, portfolios, written critiques of AI outputs, and reflective or multimodal work.

GenAI communication

- Each assessment will clearly state how GenAI can be used.
- Every task will include an AI Assessment Scale (Perkins, et. al. 2025) (AIAS) level (1–5) showing the maximum permitted use of GenAI.
- Across a course, these levels will progressively build students' AI literacy alongside their discipline knowledge.

Using GenAI in assessments

For each task:

- Follow the stated AIAS level and instructions in the assessment brief.
- Read the AI use statement to understand what is allowed, expected, or prohibited.
- Complete the AI Use Statement if the assessment GenAI level is 2-5
- Use GenAI in ways that support, rather than replace your own thinking and creative work.

AIAS Levels: How Much AI You Can Use

Every summative assessment task will be assigned an AIAS Level (1–5), which sets the maximum permitted use of GenAI in a particular assessment task:

- **Level 1 – No AI:** Students must not use GenAI at any stage of the task.

- **Level 2 – AI for ideation/organisation only:** Limited use for brainstorming or planning; final work must be student-generated.
- **Level 3 – AI for editing/refining student work:** Students may use GenAI to edit or improve their own drafts, but not to generate substantive content.
- **Level 4 – AI for specified task components:** Students may use GenAI for defined parts of the task (e.g. first draft, code snippet, design concept) and must critically review and adapt outputs.
- **Level 5 – Extensive AI collaboration:** Students are expected to use GenAI throughout the process as a creative or analytic co-worker, with assessment focusing on their critical judgement, disciplinary knowledge and creative decisions.

Assessment briefs will explain what each level means for the specific task.

AIAS Level 5 and acknowledgement

Even where GenAI is extensively integrated into the assessment (AIAS Level 5), students must still:

- disclose their use of GenAI via the AI disclosure statement
- show evidence of their own critical, reflective and creative decision-making (e.g. through process documentation, commentary on prompts, or viva/interactive oral components).

AIAS Level 5 does not remove the requirement for transparency or academic integrity.

Validation

Students should be aware that GenAI tools are trained on datasets with fixed cut-off dates. This means the information you generate may be outdated, incomplete, or inaccurate. Any content produced by these tools must be checked against current, credible sources before being used in academic work.

Acknowledgement and attribution

Any use of GenAI in assessable work must be acknowledged. This acknowledgment should follow the APA 7 guidelines. Examples include,

- **In-text:** (AI Company, Year)

Example: OpenAI, 2023

- **Reference list:** AI Company. (Year, month day). Title of chat [Format/Description]. Tool Name/Model. <https://xxxxxxx.xx>

Examples:

OpenAI. (2026, February 9). What time does Bad Bunny start at the superbowl? [Generative AI chat]. ChatGPT. <https://chatgpt.com/share/69892e5e-1934-8003-93b3-0830e07f38a8>

Stability AI. (2025, December 17). Create an image of an Eevee looking at the river in Kangaroo Point. [Text-to-image model]. Stable Diffusion. <https://stablediffusionweb.com/>

Declaring your use of GenAI

For assessments at AIAS Levels 2–5, students must submit an AI Use Disclosure statement identifying if GenAI was used, what was used, what it was used for and how the outputs were evaluated and adapted. Providing incomplete or inaccurate disclosure may be treated as academic misconduct.

The AI Use Disclosure will be included in each assessment brief.

S.E.C.U.R.E. GenAI Use Framework for Students

Students must apply the S.E.C.U.R.E. GenAI Use Framework when adopting GenAI in their work. Before using a GenAI tool consider:

- **S – Security credentials:** Is the tool approved by APAC and technically secure?
- **E – Ethical use:** Does the proposed use align with APAC’s values, academic integrity and professional standards?
- **C – Confidential information:** Could confidential or commercially sensitive information be exposed?
- **U – Use of personal information:** Is any student or staff personal information being entered, stored or processed?
- **R – Rights protection:** Are intellectual property, copyright and cultural rights (including Indigenous Cultural and Intellectual Property) respected?
- **E – Evaluation of outputs:** How will AI outputs be checked for accuracy, bias, appropriateness and alignment with learning outcomes?

Students must not upload the following to non-approved GenAI tools:

- identifiable student work
- sensitive personal data
- restricted or proprietary teaching materials

Things to Avoid

Students must not use GenAI to:

- generate entire assessment submissions when this is not allowed
- alter or improve work beyond the permitted AIAS level
- fabricate references, information, images, or data

- upload other students' work or confidential materials
- use detection-avoidance tools ("AI washing")
- replace the required creative, performative, or technical work of the student

AI use in creative and performance-based work

GenAI may be used to support creative practice where permitted by the assessment brief (and consistent with the AIAS level), but it must not replace:

- students' own performance, rehearsal and embodied experimentation
- the development of foundational craft and technique
- meaningful collaboration with peers and teachers.

Examples of appropriate AI use in creative work

Where permitted and disclosed, appropriate uses of GenAI in creative units may include:

- Planning and design: generating ideas for rehearsal activities, warm-ups, lesson plans or production concepts, then critically adapting them.
- Script and character development: using GenAI to suggest alternative scenarios, lines of dialogue or character backstories, which students then edit, refine and embody.
- Concept art and scenography: exploring visual ideas for sets, lighting or costume via AI image tools before translating them into realised designs.
- Administrative and reflective support: drafting rehearsal schedules, communication templates, or reflective prompts that students refine.

AIAS levels should be used to signal how far such uses may extend in any given task.

Boundaries and ethical considerations in creative use

In creative work, students and staff must not:

- present AI-generated performance, choreography or music as if it were a live human performance when the assessment requires demonstration of personal skill
- use GenAI to mimic the distinctive style, voice, likeness or repertoire of living artists without permission, or in ways that breach copyright or moral rights
- use GenAI to generate content that misrepresents, stereotypes or appropriates First Nations cultures or other marginalised communities, or that infringes Indigenous Cultural and Intellectual Property rights
- rely on GenAI in ways that undermine the development of core craft skills (e.g. voice, movement, musicianship, writing).

Assessment in creative units

Secure assessment points in performance-based programs should focus on live or supervised tasks where GenAI use is tightly limited or excluded (e.g. juried performances, in-class devising, interactive orals on process).

Open assessment tasks in creative units may invite students to experiment with GenAI as a visible creative collaborator (e.g. AI-generated projections, soundscapes, scripts or visual concepts), with assessment criteria emphasising:

- critical and ethical decision-making
- reflection on human–AI collaboration
- the quality and originality of the overall artistic outcome.

Academic Misconduct and Investigation

Improper GenAI use is treated as academic misconduct and will be managed under APAC’s Higher Education Academic Honesty and Misconduct Policy and Procedure.

Misconduct concerns may arise when:

- work is inconsistent with your normal level of performance
- references are incorrect, fabricated or nonsensical
- your AI disclosure statement is missing or does not match the work
- language, code, or visual features closely resemble AI-generated output

Students will always have the opportunity to respond and provide context if allegation of GenAI misuse are made.

AI Literacy as Part of Learning

Courses and units may include AI-literacy outcomes such as:

- understanding how GenAI works
- recognising risks, limitations, and ethical issues
- critically evaluating GenAI outputs
- using GenAI tools in safe, responsible, and creative ways

APAC will provide support resources, workshops, and examples to help students build these skills.

Responsibilities

Students

- Adhere to the stated AIAS level and AI use instructions for each assessment task.
- Ensure that all submitted work demonstrates your own learning, capabilities, and academic judgement.

- Accurately disclose any use of GenAI in accordance with assessment requirements and the AI Use Declaration
- Safeguard personal, confidential, and sensitive information when using GenAI tools.
- Seek clarification where requirements for GenAI use are unclear.

The Board of Directors

- Assures itself that APAC has effective, compliant systems governing the use of GenAI in teaching, learning, assessment, and research.

The Academic Board

- Monitors the implementation of this Policy
- Ensures that assessment design, including secure and open tasks, and marking and moderation practices align with the GenAI Policy support the achievement of course and unit learning outcomes and industry practice.
- Considers review findings regarding GenAI and takes appropriate actions.

Teaching and Learning Working Group

- Leads the implementation and operationalisation of the GenAI Policy across APAC.
- Ensures that GenAI-related procedures, documentation, training, and quality assurance processes are enacted consistently across all courses and units.

The Director of Higher Education

- Communicates GenAI-related requirements, expectations, and constraints to staff and students.
- Monitor academic staff compliance with APAC's GenAI-aligned assessment, moderation, and academic integrity procedures.
- Monitor GenAI-related teaching and assessment practices to ensure compliance and consistency.

Heads of Postgraduate Studies

- Communicate GenAI-related requirements, expectations, and constraints to staff and students within their discipline.
- Ensure academic staff understand and follow APAC's GenAI-aligned assessment, moderation, and academic integrity procedures.
- Monitor and review GenAI-related teaching and assessment practices within their discipline to ensure compliance and consistency.

Heads of Discipline

- Communicate GenAI-related requirements, expectations, and constraints to staff and students within their discipline.
- Ensure academic staff understand and follow APAC's GenAI-aligned assessment, moderation, and academic integrity procedures.
- Review GenAI-related teaching and assessment practices within their discipline to ensure compliance and consistency.

Staff

- Use GenAI tools responsibly, ethically, and transparently in accordance with the GenAI Policy and associated procedures.
- Apply the S.E.C.U.R.E. framework when using GenAI for teaching, assessment design, administration, or research.
- Ensure that all assessment decisions, feedback, and academic judgements remain human-led.
- Seek advice when unsure about appropriate GenAI use or academic integrity concerns.

Definitions

Generative artificial intelligence (GenAI): Refers to computational systems that can generate new content (e.g. text, images, audio, video, code) in response to prompts, including but not limited to large language models (LLMs) such as ChatGPT, Claude and Gemini; image generators such as Midjourney and DALL·E; and music, video or code generators.

GenAI tools: Any platform, application, plug-in or feature that uses generative AI capabilities, whether accessed via web browser, integrated into other software (e.g. "AI assistant" features in office suites), or accessed via an API.

AI Assessment Scale (AIAS): A five-level scale used at APAC to indicate the maximum permitted use of GenAI in a particular assessment task:

- **Level 1 – No AI:** Students must not use GenAI at any stage of the task.
- **Level 2 – AI for ideation/organisation only:** Limited use for brainstorming or planning; final work must be student-generated.
- **Level 3 – AI for editing/refining student work:** Students may use GenAI to edit or improve their own drafts, but not to generate substantive content.
- **Level 4 – AI for specified task components:** Students may use GenAI for defined parts of the task (e.g. first draft, code snippet, design concept), and must critically review and adapt outputs.

- **Level 5 – Extensive AI collaboration:** Students are expected to use GenAI throughout the process as a creative or analytic co-worker, with assessment focusing on their critical judgement, disciplinary knowledge and creative decisions.

Secure assessment: An assessment task designed and delivered in ways that provide strong assurance that the work represents the knowledge, skills and capabilities of the individual student, with limited or no GenAI use. This typically involves supervision, identity verification, interaction in real time (e.g. performance, viva, interactive oral), or tightly controlled conditions.

Open assessment: An assessment task that permits or requires the use of authentic tools and resources, including GenAI, in ways that mirror real-world or professional practice. Open tasks are designed so that responsible use of GenAI is part of the learning outcome and assessment focus.

AI literacy: The knowledge, skills and dispositions required to understand, evaluate and use GenAI critically, ethically and creatively in discipline-specific and professional contexts.

GenAI misuse: Use of GenAI that contravenes this policy or the Academic Honesty and Misconduct Policy, including but not limited to:

- presenting AI-generated work as one's own without acknowledgement
- using GenAI to fabricate data, sources or references
- using GenAI where the AIAS level prohibits it; or
- using GenAI to produce misleading, discriminatory or harmful content.

Creative and performance-based work: Work in which demonstration of embodied skill, technique, imagination and collaborative practice is central (e.g. acting, musical theatre, dance, directing, devising, writing, composing, design).

Reference

Perkins, M., Furze, L., Roe, J., & MacVaugh, J. (2025). Reimagining the Artificial Intelligence Assessment Scale: A refined framework for educational assessment. *Journal of University Teaching and Learning Practice*, 22(7). <https://doi.org/10.53761/rrm4y757>

Version Control and Document Owner

Policy Category		Academic	Approval Date	29 May 2026	
Document Owner		Director of Higher Education	Approval Authority	The Board of Directors	
Audience		Students	Review Date	May 2029	
Revision History					
Version	Author	Change Summary		Date Approved	Date Effective
1.0	APAC	New document.		29 May 2026	29 May 2026