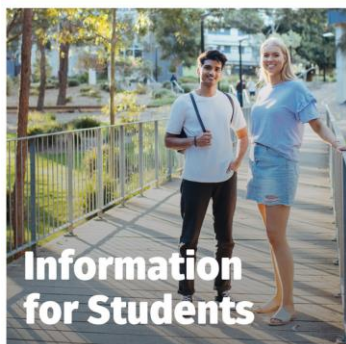


Frequently asked questions about GenAI at the University of Newcastle.

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GENERATIVE AI TOOLS



**Information
for Students**



**Information
for Staff**

These Teaching, Learning and Assessment focused FAQs support the University's main GenAI information portal at [Generative AI Tools](#).

Over the past year a number of roundtables, open fora, workshops, and even a festival have been held with staff across the university around how we can productively engage with artificial intelligence at Newcastle. This FAQ is a collation of key issues from these discussions and will help you to better understand how to approach generative AI (GenAI) during the 2025 academic year. For more information about this, see the collection of resources (links embedded) that talk about what GenAI is, and how it might be useful for teachers and students.

This page was last updated 10 February 2025

Prepared by LDTI and oPVCEI

Suggestions for additions and improvements welcome, please contact LDTI@newcastle.edu.au

ACCESS TO GENAI

Does the University provide staff with access to generative Artificial Intelligence?

All University of Newcastle staff (and students) can access Microsoft Copilot with Enterprise Data Protection. Information on how to access Copilot is available at [Microsoft Copilot: Enterprise Data Protection - How to Guide](#). This is the only GenAI application currently endorsed by the University.

Microsoft Copilot allows staff to interact with advanced GenAI models (OpenAI's GPT4 for text and Dall-E images). For any non-endorsed app demand or request associated with Gen AI, please [get in touch with your business partner](#).

Find out more:

- [Digital Technology Solutions Generative AI FAQs](#)
- [Digital Technology Solutions Generative AI Initiative](#)

Can I use GenAI platforms other than Microsoft Copilot with Enterprise Data Protection?

Yes.

Microsoft Copilot with Enterprise Data Protection should be used for any work involving the use of personal, private, sensitive, or confidential data.

A range of other platforms are available. While these are not necessarily endorsed or supported by the University, they may be beneficial to the work you do provided they are used thoughtfully and in line with the relevant University policies.

GenAI usage should adhere to the same policies, procedures, and guidelines as any other system, so make sure that any use of a GenAI tool or platform adheres to our policies and procedures.

Find out more:

- <https://libguides.newcastle.edu.au/AI-tools/issues> *Digital Technology Solutions – Cyber Safety*.

What information can be entered into non-endorsed GenAI platforms?

Do not enter any personally identifiable information (PII) or other sensitive or confidential material. PII is any information that can be used to confirm a person's identity (e.g. names addresses, phone numbers, etc).

Avoid entering any information that is protected by copyright, unless it aligns with principles like fair use, educational exceptions, or if explicit permission has been granted.

Consider the University's [Data Classification and Handling Policy and Standard](#). Information classified as "public" may be used with minimal risk (assuming it does not involve PII).

Find out more:

- [AI tools: Ethics and Consent](#)
- [AI tools: Copyright and Ownership](#)

POLICY FRAMEWORK

What are the main policies that I need to be conscious of?

Governance

The Artificial Intelligence Governance Policy (under development) guides the governance, use, procurement, development and management of artificial intelligence (AI) at the University of Newcastle for the purposes of teaching, learning, research and operations.

Academic Integrity

The [Academic Integrity and Ethical Academic Conduct Policy](#) sets the expectations to uphold the standards of academic and research integrity at the University.

The [Interview on Assessment Items Procedure](#) outlines the process for conducting an interview to confirm authenticity of a student's assessment task.

Course Coordinators must clearly communicate expectations regarding academic integrity, including appropriate use of generative artificial intelligence and other emerging technologies.

Teaching, Learning, and Assessment

The [Policy on the use of Generative AI in Teaching, Learning and Assessment](#) outlines principles to support student, course, discipline, Program, School and College decisions on the appropriate application of GenAI.

The [Course Management and Assessment Manual](#) and [Program Management Manual – Coursework](#) provide instructions for designing, managing, and reviewing courses and programs.

Through coherent arrangement of teaching, learning, and assessment activities, program design should foster progressive and verifiable achievement of expected learning outcomes.

Course design should include careful consideration of appropriate assessment which reflects the principles outlined in the Course Assessment and Grading Manual.

Information Security

GenAI usage should adhere to the same policies, procedures, and guidelines as any other system, so make sure that any use of a system adheres to our policies and procedures, including and not limited to [Information Security Policy](#), [Information Technology Conditions of Use Policy](#), [Procurement Policy](#), [Privacy Policy](#) [Privacy Management Plan](#), and the [Information Security Data Classification and Handling Manual](#).

ASSESSMENTS AND ACADEMIC INTEGRITY

Can I make my assessments “AI proof”?

Short of ***complete in-person supervision of all student work***, there is no fool-proof way to prevent the student use of GenAI.

For unsupervised assessment tasks, there are strategies that can be implemented to make use of GenAI more difficult and less effective. Staff should consider the following risk factors when (re)designing assessment tasks.

Risk Factor	Description
Type	Some task types (for example, a written essay) will have a higher level of risk than others (e.g. oral presentation or invigilated exam).

Context	Tasks based on very specific material, or that involve authentic application to novel real-world situations, are likely to have lower risk than tasks based on more generally available information or basic concepts
Conditions	Fully online assessments may involve higher levels of risk than those that involve some in person component.
Output	Tasks that involve creation of an artefact (for example an essay or report) may involve higher levels of risk than tasks that involve a performance component.
Submission	Tasks that end at submission may have a higher level of risk than those that involve a post submission discussion or follow up (for example, a Q&A post presentation).
Quality of AI Output	Tasks where AI generated output is of high quality present greater risk when compared to those where the output quality is poor and therefore recognisable as AI produced. Staff are encouraged to test their assessment via a secure GenAI platform and consider the output quality.
Invigilation	Fully invigilated tasks have a comparatively low risk.

Find out more:

- [GenAI and Academic Integrity How to respond to suspected misconduct](#)
- [Approaches to Assessment Design](#)

Are students allowed to use GenAI when completing their assessment tasks?

The University's position is that students must *"refrain from relying on any form of artificial intelligence or paraphrasing tools for the completion of their assessment tasks, unless the prescribed assessment task specifically allows this"* ([Academic Integrity and Ethical Academic Conduct Policy](#)).

Acceptable use will vary between disciplines, courses, and even different assessments within a course. This could range from cases where the use of generative AI tools is an integral part of completing the assessment, right through to assessments where AI should not be used in any way. **Course Coordinators must clearly communicate expectations regarding academic integrity, including appropriate use of generative artificial intelligence and other emerging technologies.**

Find out more:

- [GenAI and Academic Integrity How to respond to suspected misconduct](#)
- [Teaching and Research: Academic Integrity](#)

Do you have any examples of how I can communicate my expectations to students?

Below are some examples of information that could be included in your Canvas course site or communicated to students in class. Information should be amended to reflect the specifics of your assessment task.

Assessment items where generative artificial intelligence must not be used at all



For this assessment, my expectation is that students will not use any form of generative artificial intelligence. This includes, but is not limited to, AI writing assistants, content generators, or AI-based problem-solving tools. Your submission should be entirely your own work, reflecting your understanding and analysis.

Any use of artificial intelligence will be considered academic misconduct and you may be subject to penalties.

Students may use generative AI in preparing their assignment.



For this assessment, students may use generative AI for preliminary research, brainstorming, or drafting purposes. However, it is essential that all AI-generated content or insights used in the final submission be clearly acknowledged, detailing the nature and extent of AI assistance.

See [AI tools: Cite](#) for information on how to reference the use of artificial intelligence

Use of generative AI is an explicit part of the assessment



For this assessment, my expectation is that the use of generative AI will be central to the task. You are encouraged to leverage AI technologies to achieve the assignment's objectives, with a clear requirement to outline how AI was used, the rationale behind its use, and its impact on the final product.

See [AI tools: Cite](#) for information on how to reference the use of artificial intelligence.

Find out more:

- [*AI in Assessment - Communicating Your Expectations.*](#)
- [*A crowd sourced collection of Syllabus statements from across the global higher education sector.*](#)

How can students 'reference' their use of AI?

Refer to the "Cite" section of the Library's [GenAI Tools guide](#).

Can I use detection software if I suspect students are using GenAI inappropriately?

The University Teaching and Learning Committee has approved the use of Turnitin's AI detection capability. **Staff should not enter student work into any AI detection platforms other than Turnitin.**

No student should be referred to SACO on the basis of a TII score alone. Supporting documentation should include, but not limited to:

- Samples of comparisons between the work in question and a student's previous work
- The outcomes of an Interview on Assessment undertaken to confirm the student's understanding of the assessment item
- Portions of the work that you believe are AI generated
- Evidence of misconduct based on AI usage

AND details of the TII detection score.

Find out more:

- [*Turnitin in Canvas.*](#)

Who can help me make changes to my assessment tasks?

Learning Design and Teaching Innovation's team of Senior Learning Designers can provide guidance and recommendations. Contact LDTI@newcastle.edu.au to book a consultation. Major assessment change can take time. It may not always be feasible to implement large scale changes for a current teaching period, particularly changes result in a level of course revision that requires consideration and approval through governance committees (e.g. School/College Teaching and Learning Committees). Consider the lead in time required to make changes to your assessments.

Find out more:

- [*LDTI - Learning Design*](#)

TEACHING AND LEARNING

Can I use GenAI to mark student work?

Generative AI should not be used to mark student work unless the output is reviewed and approved by the marker/course coordinator before the output is shared with the student. Any

use of generative AI in marking processes must be clearly communicated to students, with students given the opportunity to opt out of the use of GenAI in marking their work.

Staff must:

- a. Communicate any use of GenAI in marking processes prior to the assessment submission deadline.
- b. Review and approve the output of any GenAI used in marking processes, prior to provision of marks to students.
- c. Communicate the option for students to opt out of the use of any use of GenAI in marking their submission.
- d. Retain responsibility for the accuracy of marks provided to students.
- e. Refrain from using GenAI in marking any work where the student has opted out.

Can I use GenAI to provide feedback on student work?

When used appropriately, AI generated feedback could provide real benefit to educators in terms of efficiency and possibly also quality of feedback. Depending on the platform/method for accessing AI generated feedback, students could also benefit greatly from 24 hour on demand feedback.

However, there are a number of unanswered questions and concerns about this approach, particularly if AI is used for feedback on high stakes assessments. These include possible limitations on effectiveness due to the level of educator's AI literacy and familiarity with the available tools, ethical considerations, risks related to privacy and intellectual property.

Feedback could be accessed and/or provided in a number of ways.

Student Sourced Feedback

Given the increasing sophistication of openly available GenAI platforms, and the growing number of tailored agents it is quite possible that students are accessing AI generated feedback without any involvement from educators. An example would be a student entering a draft essay into Copilot (or another platform) and prompting the AI to provide feedback on structure, tone, strength of argument, etc.

Educator Sourced via Prompt Engineering

Similarly, educators may be entering the student work and asking AI to provide draft feedback which can then be reviewed, edited and provided to the student. As with above, there are obvious potential privacy risks with this approach, particularly if the AI platform does not have appropriate security measures in place.

Off the shelf options via proprietary platforms

There are a growing number of ed tech providers starting to embed generative artificial intelligence feedback into their platforms. The University also provided all students with access to AI generated feedback via [Studiosity's Writing Feedback+ platform](#).

Find out more:

- [AI for Student Feedback](#)

How else could I use GenAI to assist me with teaching and learning activities?

Much of the recent discussion around the use of generative artificial intelligence has focused on understandable concerns in relation to assessments and academic integrity. While these concerns are valid, and will take significant effort to address, the increasing access to, and sophistication of, generative artificial intelligence systems is also resulting in opportunities that are worth exploring.

GenAI can assist with course and program design and prototyping, creating assessment tasks and questions, drafting teaching materials, creating learning activities and more.

Learning Design and Teaching Innovation can assist with options for utilising GenAI to support teaching and learning

Find out more:

- [*Using AI in Teaching and Learning*](#)
- [*TEQSA TOOLKIT - Gen AI strategies for Australian higher education: Emerging practice*](#)
- [*Prompt Engineering - Libraries and Guides*](#)
- [*AI in Action \(Custom GPTs\)*](#)

COMMUNICATION, RESOURCES AND TRAINING

How can I stay up to date with new information about GenAI in Teaching Learning and Assessment?

Keep an eye out for regular updates from the [Artificial Intelligence Working Group](#) via The Loop ([previous updates available here](#)). The Working Group also provides formal updates to the University Teaching and Learning Committee.

The [Artificial Intelligence Community of Practice](#) provides a platform on which all staff can engage in some open and informal dialogue around our experiences with AI, to float possible benefits to our work, to share interesting articles and information, and discuss how you can use AI in your day-to-day work.

How are key messages communicated to students?

Academic Integrity Module - All students are required to complete the [Academic Integrity Module](#). This includes information on appropriate use of GenAI.

Student Webpages - The [Academic Integrity](#) and [Artificial Intelligence in Assessment](#) webpages present key messages to students.

Canvas Content – Since trimester 1 2025, all Canvas course sites have included general information for students including:

- Promotion of the NUPrep Course [EPPREP860 - Digital and AI Literacies](#).
- A basic introduction to GenAI

- Information about student access to Microsoft Copilot with Enterprise data protection.
- Issues and Considerations for AI Use, including data security and privacy.
- Using GenAI: Academic Integrity.
- An introduction to prompting.
- Ideas of the use of GenAI in studies

ASKUON – The [ASKUON Knowledge base](#) includes answers covering the main points that students need to know.

Course Coordinator Slides – the AI Working group provides [slides for courses coordinators](#) to use when discussing GenAI with their students.

Commencing Student Presentations – Key messages are delivered to commencing students via a variety of channels (E.G. Welcome Week Presentations)

Are any additional resources available for staff?

The AI Working Group maintains [a library of resources](#) (academic papers, reports, presentations, etc) from across the global higher education sector.

Learning Design and Teaching Innovation regularly creates, publishes, and distributes new online [resources to support teaching staff](#).

Are any workshops, courses, or other training opportunities available to staff?

LDTI Workshops - The Education Development and Learning Design teams in LDTI have designed and delivered a [series of workshops](#) to upskill academic staff in GenAI technologies. These workshops, grounded in pedagogical principles, aim to enhance teaching practices and improve student learning across face-to-face, blended, and online environments.

External Sessions – The AI Working Group manages and promotes a calendar of GenAI related [events from across the sector](#).

The Educator Network – tEN delivers regular [Showcase Events](#) and [Learning Lunches](#).

EDUC6902 – The School of Education Course [Emerging Technologies: Planning teaching and assessing](#) covers a range of technological tools and give tertiary educators knowledge and skills to practically apply and integrate emerging technologies into their own educational programs.

Free Introductory GenAI Courses – the AI Working Group identifies and promotes a range of [Free Introductory GenAI Courses](#). Some can be completed in as little as 30 minutes.