

# Generative Artificial Intelligence (GenAI) Staff Guidelines for Learning and Teaching

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## 1. AROKA | PURPOSE

These guidelines support the University's Generative Artificial Intelligence (GenAI) Policy and provide academic staff with a practical framework for responsibly integrating GenAI tools into curriculum design, teaching, and assessment. They align with our commitment to academic integrity, equity, and innovation in education, and reflect the expectations that academic staff clearly guide taura | students on appropriate GenAI usage.

These guidelines apply to all taught courses and should be read in conjunction with:

- [Generative Artificial Intelligence \(GenAI\) Policy](#)
- [Academic Integrity Policy and Procedure](#)
- [Using Generative Artificial Intelligence \(GenAI\) in your Learning – Student Guidelines](#)

## 2. PRINCIPLES AND VALUES

- GenAI usage should foster innovation and be ethical, transparent and documented.
- GenAI usage should support and enhance learning and teaching and assessment.
- GenAI usage does not replace human agency, expertise, judgement and accountability.
- Where GenAI is adopted, staff must uphold academic integrity.
- GenAI usage must respect te ao Māori, tikanga, and the principles of Te Tiriti o Waitangi.
- GenAI usage should be implemented in ways that support inclusive and equitable learning experiences.
- Staff should model appropriate, productive and responsible GenAI usage.
- GenAI usage should uphold privacy rights and data protection.
- GenAI usage should benefit the University and its community.

Note: Appropriate GenAI usage involves understanding the capabilities, benefits, risks, and limitations of GenAI. This includes ethical and legal issues associated with the use of these tools, and informed judgement as the capabilities of GenAI develops.

## 3. TAUIRA | STUDENT USE IN AROMATAWAI | ASSESSMENT

Course Examiners must identify one of the following three levels of GenAI usage **for each assessment item**. In choosing from one of the three levels of usage below, Course Examiners should consider the course learning outcomes and the assessment purpose and task:

1. No Usage
2. Partial Usage – Idea Generation / Refinement / Content Creation
3. Full Usage

One of these levels must be included in the assessment instructions for each piece of assessment and explained in class or online (e.g. Akoraka | Learn announcements or video walkthroughs). If permitting partial usage, select the aspect of partial usage permitted (idea generation, refinement, and/or content creation) and adjust the "Generative Artificial Intelligence (GenAI) Usage" statement accordingly.

#### Definitions:

- No Usage: GenAI cannot be used at all.
- Partial Usage – Idea Generation: Using GenAI to brainstorm topics, ideas, questions, and/or examples.
- Partial Usage – Refinement: Using GenAI to improve writing (structure, grammar and/or tone), code (optimisation and/or readability), or visual media.
- Partial Usage – Content Creation: Using GenAI to generate some of, or all, the content submitted.
- Full Usage: Students may use GenAI for any aspect of assessment.

See **Appendix B** for the template language to be used.

## 4. IMPLEMENTATION EXPECTATIONS

All courses should:

- Include a “Generative Artificial Intelligence (GenAI) Usage” statement (see **Appendix A**):
  - In the Course Outline Aromatawai | Assessment section under the Assessment table.
  - On your Akoraka | Learn course page at the top of the Aromatawai | Assessment section.
- Include a “Generative Artificial Intelligence (GenAI) Usage” statement in each assessment item (see **Appendix B**).
- Provide instructions on how and where to acknowledge GenAI using the [guidelines on Te Kete Wānaka's Referencing page](#).
- Discuss the topic of GenAI ethical usage expectations at the start of the course and in assessment briefings.

## 5. AROMATAWAI | ASSESSMENT PRACTICES

When allowing GenAI usage in assessment, academic staff should:

- Include GenAI usage statements in Course Outlines, Akoraka | Learn course pages and assessment instructions, using the templates in **Appendix A**.
- Set clear expectations for GenAI usage by using language consistent with the provided guidance on acceptable and prohibited uses.
- Avoid normalising GenAI usage in assessments where it may create disadvantages (e.g. access gaps).
- Monitor and report suspected inappropriate GenAI usage to support academic integrity.
- Participate in professional development on GenAI ethical use, capabilities and risks.

When allowing GenAI usage in assessment, academic staff should not:

- Input student work, assessment instructions, or sensitive data into public/open GenAI or AI tools (e.g., ChatGPT, Co-Pilot, Claude, Mid-Journey, Qodo). This includes public/open GenAI or AI tools for which staff have personal subscription accounts.

## 6. TEACHING PRACTICES

When integrating GenAI into a course, academic staff should:

- Ensure GenAI usage supports and enhances course learning outcomes.
- Ensure that GenAI usage of both staff and students in the course aligns with ethical standards and privacy obligations.
- Teach students to use GenAI appropriately and evaluate GenAI content critically and ethically.
- Model best practice.
- Acknowledge GenAI usage in teaching and assessment materials.
- Use institutionally supported GenAI platforms when available.
- Be aware of the biases embedded in AI systems and mitigate their impact in your teaching materials.

- Avoid reliance on tools that are paywalled to ensure equitable access.
- Ensure human judgment and effort remain central to student learning.

When integrating GenAI into a course, academic staff should not:

- Input student work, assessment briefs, or data into any public/open GenAI or AI tools (e.g., ChatGPT, Copilot, Quillbot, Mid-Journey, Qodo). This includes public/open GenAI or AI tools for which staff have personal subscription accounts.

## 7. **ACADEMIC INTEGRITY**

Academic staff must actively promote and protect academic integrity when GenAI tools are in use.

- Misuse of GenAI (e.g. using it without disclosure or when not allowed) is a form of academic misconduct.
- Use Turnitin's AI detection as a *screening tool only* – results must be verified before any referral.
- Only use AI detection tools approved by ITS; unsupported tools are not allowed.
- Report suspected misuse to the Proctor using standard academic integrity procedures.

## 8. **PROFESSIONAL DEVELOPMENT AND SUPPORT**

Staff are encouraged to develop their confidence and capability in GenAI usage through:

- Becoming familiar with GenAI usage in their discipline.
- Workshops, online resources and/or consultation with Teaching Enhancement.
- Peer support via faculty-based GenAI communities of practice.

## 9. **RAUEMI | LINKS TO PROCEDURE(S) AND OTHER RESOURCES**

- [Generative Artificial Intelligence \(GenAI\) Policy](#)
- [Academic Integrity Policy and Procedure](#)
- [Using Generative Artificial Intelligence \(GenAI\) in your Learning – Student Guidelines](#)

## APPENDIX A: GENAI USAGE FOR COURSE OUTLINES AND AKORAKA | LEARN COURSE PAGES

Include a “Generative Artificial Intelligence (GenAI) Usage” statement for every course:

- In the Course Outline Aromatawai | Assessment section ~~immediately~~ under the Assessment table with the heading “Generative Artificial Intelligence (GenAI) Usage”.
- On your Akoraka | Learn course page at the top of the Aromatawai | Assessment section with the heading “Generative Artificial Intelligence (GenAI) Usage”.

### No usage permitted

#### Generative Artificial Intelligence (GenAI) Usage

The use of any GenAI tools to complete assessments in this course is strictly prohibited. GenAI tools include, but are not limited to, large language models (e.g. ChatGPT, Copilot, Perplexity, Bard), grammar/writing software (e.g. Grammarly Premium), language translation software (e.g. Lokalise, Quillbot), coding (e.g., Qodo, Github Copilot), and image generating tools (e.g. DALL-E 2, Midjourney, Leonardo).

### Usage permitted (some assessment items)

#### Generative Artificial Intelligence (GenAI) Usage

The use of any GenAI tools is permitted in this course for **some** assessments. For some assessments, usage of Gen AI tools is strictly prohibited.

GenAI tools include, but are not limited to, large language models (e.g. ChatGPT, Copilot, Perplexity, Bard), grammar/writing software (e.g. Grammarly Premium), language translation software (e.g. Lokalise, Quillbot), coding (e.g., Qodo, Github Copilot), and image generating tools (e.g. DALL-E 2, Midjourney, Leonardo).

Refer to the assessment instructions, available on the Akoraka | Learn course page, for the GenAI Usage for each assessment item.

### Usage permitted (all assessment items)

#### Generative Artificial Intelligence (GenAI) Usage

The use of GenAI tools is permitted in this course for **all** assessments.

GenAI tools include, but are not limited to, large language models (e.g. ChatGPT, Copilot, Perplexity, Bard), grammar/writing software (e.g. Grammarly Premium), language translation software (e.g. Lokalise, Quillbot), coding (e.g., Qodo, Github Copilot), and image generating tools (e.g. DALL-E 2, Midjourney, Leonardo).

Refer to the assessment instructions, available on the Akoraka | Learn course page, for the GenAI Usage for each assessment item.

## APPENDIX B: GENAI USAGE FOR ASSESSMENT

These statements are to be included by Course Examiners in assessment instructions with the heading “Generative Artificial Intelligence (GenAI) Usage”. Where the assessment item is set up in the Quiz activity on the Akoraka | Learn course page (e.g. quiz, test or exam), the [GenAI Usage statement information](#) should be included in the description field with the option ‘show on course page’ selected.

If permitting partial usage, select the aspect of partial usage permitted (idea generation, refinement, and/or content creation) and adjust the “Generative Artificial Intelligence (GenAI) Usage” statement accordingly.

### No usage permitted

#### Generative Artificial Intelligence (GenAI) Usage

**Permitted use:** None.

**Prohibited use:** The use of any GenAI tools to complete this assessment is strictly prohibited. GenAI tools include, but are not limited to, large language models (e.g. ChatGPT, Copilot, Perplexity, Bard), grammar/writing software (e.g. Grammarly Premium), language translation software (e.g. Lokalise, Quillbot), coding (e.g., Qodo, Github Copilot), and image generating tools (e.g. DALL-E 2, Midjourney, Leonardo).

**Acknowledgement requirement:** Include an acknowledgement that GenAI tools have not been used for any aspect. For example, “I have not used any GenAI tools in creating, analysing, or writing this assessment”.

**Compliance:** Assessment submissions will be analysed for evidence of the use of GenAI, and any student suspected of violating this GenAI Usage may be referred to the Proctor.

**Acceptance:** By submitting your assessment, you accept and have agreed to adhere to the GenAI Usage as outlined above.

### Partial usage permitted

#### Generative Artificial Intelligence (GenAI) Usage

**Permitted use:** The use of any GenAI tools is permitted in this assessment for idea generation – to brainstorm topics, ideas, questions, and/or examples); refinement – to improve writing (structure, grammar and/or tone), code (optimisation and/or readability), or visual media; content creation – to generate some of, or all, the content submitted. GenAI tools include, but are not limited to, large language models (e.g. ChatGPT, Copilot, Perplexity, Bard), grammar/writing software (e.g. Grammarly Premium), language translation software (e.g. Lokalise, Quillbot), coding (e.g., Qodo, Github Copilot), and image generating tools (e.g. DALL-E 2, Midjourney, Leonardo).

**Prohibited use:** The use of any GenAI tools for idea generation; refinement; or content creation in this assessment is strictly prohibited.

**Acknowledgement requirement:** Any use of GenAI tools must be clearly acknowledged in your assessment submission in line with the [guidelines on Te Kete Wānaka's Referencing page](#). Specifically at a minimum you must identify the GenAI tool used, describe how it was used, including the prompts utilised, and when it was used.

**Compliance:** Assessment submissions will be analysed for evidence of the use of GenAI, and any student suspected of violating this GenAI Usage may be referred to the Proctor.

**Acceptance:** By submitting your assessment, you accept and have agreed to adhere to the GenAI Usage as outlined above.

### Full usage permitted

#### Generative Artificial Intelligence (GenAI) Usage Guidelines

**Permitted use:** The use of any GenAI tools to complete any aspect of assessment is permitted. GenAI tools include, but are not limited to, large language models (e.g. ChatGPT, Copilot, Perplexity, Bard), grammar/writing software (e.g. Grammarly Premium), language translation software (e.g. Lokalise, Quillbot), coding (e.g., Qodo, Github Copilot), and image generating tools (e.g. DALL-E 2, Midjourney, Leonardo).

**Prohibited use:** None

**Acknowledgement requirement:** Any use of GenAI tools must be clearly acknowledged in your assessment submission in line with the [guidelines on Te Kete Wānaka's Referencing page](#). Specifically at a minimum you must identify the GenAI tool used, describe how it was used including the prompts utilised, and when it was used.

**Compliance:** Assessment submissions may be analysed to determine the extent of GenAI

usage, and whether appropriate acknowledgement has occurred. Any student suspected of not acknowledging GenAI usage appropriately may be referred to the Proctor.

**Acceptance:** By submitting your assessment, you accept and have agreed to adhere to the GenAI Usage as outlined above.