

ARTIFICIAL INTELLIGENCE POLICY

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1.0 Purpose

The purpose of this policy is to set out clear expectations for the responsible and ethical use of artificial intelligence (AI) tools in learning, teaching, assessment, and research at EIT.

This policy supports EIT's commitment to academic integrity, ethical conduct, and the development of independent and critical thinking skills among students, while also aligning with TEQSA requirements and [Australia's AI Ethics Principles](#).

2.0 Scope

This policy applies to all members of EIT's Vocational Education and Training (VET) and Higher Education (HE) community.

3.0 Objectives

EIT aims to:

- Ensure that the use of AI tools does not compromise the integrity, fairness, or learning outcomes of assessments.
- Provide clarity about acceptable and unacceptable uses of AI in educational contexts.
- Support students in understanding their responsibilities when using AI tools ethically and transparently.
- Foster the ethical, critical, and informed use of AI tools as part of academic and professional development.
- Promote transparency, accountability, and inclusiveness in line with *Australia's AI Ethics Principles*.

4.0 Policy Principles

4.1 General Principles

- EIT is committed to maintaining the highest standards of academic integrity and ethical practice.
- The use of AI tools must support learning and uphold the values of fairness, transparency, and accountability.
- EIT will not support the use of AI Technology where it is used to cheat or plagiarise content.
- Where AI is used, students are required to uphold *Australia's AI Ethics Principles*, which includes:
 - Human, societal and environmental wellbeing
 - Human-centred values
 - Fairness
 - Privacy protection and security
 - Reliability and safety
 - Transparency and explainability
 - Contestability
 - Accountability
- The final responsibility for all submitted work rests with the student, regardless of any assistance provided by AI tools.

4.2 Permissible Use of AI

Students may use AI tools to support their education to ensure that they are effectively building on their skills and knowledge within the content matter of the module/unit they are currently working on. For this reason, EIT will accept the use of AI tools in the following circumstances, provided that express permission has been given by the instructor/lecturer and/or the assessment outline/instructions. However, students should ensure that the content remains their own and make necessary revisions based on their understanding and judgment.

4.2.1 Learning Support/Idea Generation

- Using AI to generate practice questions or explanations to test the student's knowledge and understanding.
- Using AI tools to clarify concepts, find examples, or explore alternative explanations of topics discussed in class.
- Using AI to generate ideas, keywords, or outlines for assignments or projects - provided the final submission is the student's own original work.

4.2.2 Writing and Language Enhancement

EIT recognises that developing writing, research and technical skills is an important part of a student's learning journey, which may be impeded when using artificial intelligence/translation/automated writing tools.

The use of these tools can circumvent the need for students to develop their own skills and can mask their true level of expertise. EIT, therefore, does not permit students to use such tools unless an assessment expressly permits it.

Please note that this does not include word processing tools that only consider spelling or grammar errors.

4.2.3 Referencing and Formatting

- Using AI tools to help create or check references and citations in the correct style (IEEE).
- Using AI to format bibliographies or footnotes.

4.2.4 Unit/Module Approved Activities

- Participating in learning activities specifically designed to explore and critique the use of AI.
- Engaging in assessments where the use of AI is explicitly required.

Note: Where AI has contributed materially to the preparation of a student's work, they must acknowledge this contribution in the manner specified in point 4.4: *Attribution and Referencing of AI Tools* of this policy.

4.3 Limitations and Risk of AI Tools

While AI tools can be powerful aids for learning, research, and communication, they also have significant limitations. Students must exercise critical judgment and take responsibility for verifying the accuracy, appropriateness, and originality of any information or output produced by AI tools.

Key limitations include, but are not limited to:

- AI outputs can include factual errors, outdated information, or biased content reflecting the limitations of the data on which they were trained. Do not assume AI-generated content is correct without independent verification against credible sources.
- AI tools can produce plausible sounding but false or fabricated data, citations, or information. Students remain responsible for ensuring all data, references, and claims are valid and verifiable.
- AI-generated text and ideas are not unique and may resemble or replicate content already available elsewhere. Relying too heavily on AI may lead to unintentional plagiarism or poor academic practice.
- Excessive use of AI can reduce opportunities to develop critical thinking, problem-solving, and independent learning skills which are essential to academic and professional success.
- AI tools often store and use the information entered on the platform. Do not input sensitive, personal, confidential, or proprietary information into AI platforms without approval.

4.4 Attribution and Referencing of AI Tools

Whenever students make use of AI tools as outlined in point 4.2 Permissible Use of AI, they must do so transparently and acknowledge the contribution of the AI tool appropriately. Proper attribution ensures academic integrity is maintained and allows instructors, lecturers and assessors to understand what aspects of the work were influenced or assisted by AI.

4.4.1 When to Attribute AI

Students are required to acknowledge the use of AI tools in the following circumstances:

- Any content (text, ideas, code, data, images, etc.) that is wholly or partly generated by an AI tool and incorporated into the student's submitted work.
- Any substantial assistance from an AI tool in structuring, rewriting, or generating arguments or sections of the student's work.
- Any AI-generated data, analysis, visualisations, or other outputs that inform a student's conclusions.

4.4.2 How to Attribute AI

Students must clearly indicate where and how AI tools were used, using a method appropriate to the type of work and the instructions for the task. This could include, for example, a short statement in an introduction or cover page, a note in a bibliography or reference list, a footnote, or a separate acknowledgements section.

The attribution should specify:

- The name of the AI tool
- The version (if known) and date of use.
- A brief explanation of how the AI was used.

Note: Instructors, lecturers and supervisors may request additional information for any AI attributions.

4.5 Prohibited Use of AI Tools

Students may not use AI tools when it misrepresents authorship, undermines learning outcomes, or violates academic integrity.

Examples of prohibited use include, but is not limited to:

4.5.1 Misrepresentation and Plagiarism

- Submitting work that is wholly or partly generated by AI as if it were the student's own original work without acknowledgment.
- Copying or paraphrasing AI generated content without proper attribution
- Presenting AI-generated ideas, analyses, or writing as if they are uniquely the student's own work

4.5.2 Fabrication or Falsification

- Using AI to create fabricated research data, findings or results
- Using AI to simulate experimental outcomes or observations that were never conducted

4.5.3 Intellectual Property and Copyright Infringement

- Using AI to replicate or paraphrase content from existing sources without proper citation
- Using AI to summarise or translate copyrighted material without proper attribution
- Uploading confidential or copyrighted content to external AI tools without permission

4.5.4 Exam Cheating

- Using AI tools during invigilated, face to face or proctored exams to generate answers
- Collaborating with AI to complete take home assessments or assignments

4.5.5 Assisting Others to Cheat

- Sharing AI-generated solutions with other students in ways that violate academic integrity.
- Generating assessment answers for someone else to submit as their own.

4.6 Seeking Guidance

If students are unsure about the permissibility of using AI tools, they should always consult their instructor, lecturer or supervisor for clarification and guidance. EIT provides resources and support to help students understand and adhere to academic integrity standards.

If there is uncertainty or lack of understanding on a particular topic, it is recommended that students contact their instructor, lecturer or supervisor for clarification rather than solely relying on AI tools. Engaging with instructors, lecturers or supervisors and seeking guidance is the most effective way to ensure a comprehensive understanding of AI use as well as the subject matter.

4.7 Monitoring Use of AI Tools

To ensure fairness and maintain trust in the learning and assessment process, EIT employs reasonable and proportionate measures to monitor the use of AI tools in student work as outlined in the *Academic Misconduct Detection Policy*.

4.8 Consequences of Misuse of AI Tools

EIT is committed to maintaining the highest standards of academic integrity, in accordance with the Academic Honesty and Misconduct Policy and Procedure. Students are reminded that improper, undisclosed, or unauthorised use of AI tools may constitute a breach of academic integrity.

Violations of this policy, or the misuse of AI in a manner that breaches academic standards, may result in:

- Investigation of academic misconduct.
- Formal warnings or reprimands.
- A requirement to resubmit the assessment task or complete additional work.
- Reduction of marks or failure of the assessment or unit of study.
- More serious penalties, such as suspension or exclusion, in cases of repeated or severe breaches.

5.0 Staff Responsibilities

EIT staff plan a central role in ensuring AI tools are used ethically and effectively. Staff must:

- Clearly state in assessment instructions whether AI use is permitted, restricted, or prohibited and specify acceptable levels of use and specify any specific AI tools where appropriate.
- Design assessments that are AI resilient (difficult to complete solely with AI) or AI inclusive (explicitly requiring AI use) as appropriate to the learning outcomes.
- Declare their own use of AI tools in assessment design, feedback, and teaching resources, where this may influence student learning.
- Ensure that any AI use in teaching or supervision complies with EIT's academic integrity, copyright, and privacy requirements.

6.0 Equity and Accessibility

EIT supports inclusive learning and acknowledges that AI tools may assist students with specific learning needs, including:

- Students with disabilities who may benefit from AI Assisted accessibility functions.
- Students from non-English speaking background who may use AI tools for language support.

Where AI use is intended for accessibility purposes, students should discuss this with their lecturer or supervisor and must still acknowledge the role of AI in their work.

7.0 Definitions

Please refer to the EIT Glossary that can be found [here](#) for all definitions used in this document.

8.0 Related Documents

- Academic Honesty and Misconduct Policy and Procedure.DS
- Academic Misconduct Detection Policy.DS
- Assessment Validation and Student Progress Procedure.VET
- Assessment, Validation and Student Progress Policy.VET
- Assessment Validation and Student Progress Procedure.HE
- Assessment, Validation and Student Progress Policy.HE
- Course Development Policy and Procedure.HE
- Course Review and Quality Assurance Policy.HE
- Course Review and Quality Assurance Procedure.HE
- Course Review and Quality Assurance Policy.VET
- Course Review and Quality Assurance Procedure.VET
- Diversity, Fair Treatment and Equal Opportunity Policy.DS
- EIT Ethics Statement.DS
- EIT Facilities and Learning Resources.DS
- Freedom of Speech and Academic Freedom Policy.DS
- Learning and Teaching Policy.HE

- Learning and Teaching Resources Policy.DS
- Research Code of Conduct.HE
- Research Supervision and Academic Progress Policy.HE
- Research Integrity & Misconduct Policy.HE
- Student Support Policy.DS
- Student Support Procedure.DS
- Student Code of Conduct.DS
- Student Complaints, Grievances and Appeals Policy.HE
- Student Complaints, Grievances and Appeals Procedure.HE
- Student Complaints, Grievances and Appeals Policy.VET
- Student Complaints, Grievances and Appeals Procedure.VET
- Student at Risk Policy.HE
- Student at Risk Procedure.HE
- Student at Risk Policy.VET
- Student at Risk Procedure.VET
- Teaching and Learning Policy.VET

9.0 Related Legislation

- [Education Services for Overseas Students Act 2000 \(Cwth.\)](#)
- [Privacy Act 1988 \(Cwth.\)](#)
- [Competition and Consumer Act 2010 \(Cth\)](#)
- [Copyright Act 1968 \(Cth\)](#)
- [Corporations Act 2001 \(Cth\)](#)
- [Higher Education Standards Framework \(Threshold Standards\) 2015](#)
- [Tertiary Education Quality Standards Agency Act 2011 \(Cth\)](#)

10.0 Accountabilities

The Academic Board is responsible for the review and approval of this policy.

The policy is to be implemented via induction and training of staff and distribution to students and EIT's community via the website and other publications.