GENERATIVE AI POLICY

1. Purpose and Context

1.1 This Policy establishes the principles and requirements governing the ethical, responsible, and effective use of Generative Artificial Intelligence (GenAI) in teaching, learning, and assessment at Ikon Institute of Australia (Ikon).

1.2 The Policy seeks to:

(a) Support innovation in pedagogy and academic practice

(b) Protect academic integrity and assurance of learning

(c) Promote ethical, transparent, and accountable use of AI

(d) Ensure compliance with data privacy, intellectual property, and regulatory obligations

2. Scope

2.1 This Policy applies to:

(a) All students

(b) All academic staff

(c) All learning, teaching, and assessment activities

2.2 This Policy applies to all Generative AI tools, including but not limited to large language models (e.g., ChatGPT, Copilot, Gemini).

3. Related Documents

3.1 This policy should be read in conjunction with the guidelines and procedures sections of this policy and the following documents:

a) Assessment Policy

b) Academic Integrity Policy

c) Data Privacy and Confidentiality Policies

All policies and any associated forms referenced in this document can be found in the *Policies & Procedures* section of the Ikon website and/or in the staff policy library on Canvas.

4. Definitions

"**Artificial Intelligence (AI)**" means systems that perform tasks requiring human-like intelligence.

"Generative AI (GenAI)" means AI capable of generating content such as text, images, or code

"Augmented Use" means AI used to support human thinking (e.g., brainstorming, editing).

"**Substitutive Use**" means AI used to replace original human work.

"**AI Literacy**" means the ability to critically and effectively use AI tools, including prompt design and

evaluation of AI outputs

A full glossary of terms can be found here.

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5. Principles

5.1 Development of AI literacy is an important part of student learning, but GenAI is recognised as a tool to support, not replace, critical thinking.

5.2 The use of GenAI must not compromise the integrity of assessment. Assessment design and implementation must ensure that individual students can demonstrate achievement of the intended learning outcomes.

5.3 Academic judgement must remain human-led, particularly in relation to assessment feedback, grading, and the evaluation of student achievement.

5.4 Users remain responsible for all content and outputs generated with the assistance of AI, including ensuring their accuracy, appropriateness, and compliance with institutional requirements.

5.5 Users must consider ethical implications of GenAI use, including the potential for bias, inaccuracy, misrepresentation and other unintended consequences that may arise form AI-generated outputs.

6. Roles & Responsibilities

6.1 The Academic Board is responsible for:

a) Approving and overseeing this Policy, including approving major revisions

b) Ensuring alignment with regulatory requirements, including TEQSA expectations

c) Monitoring the impact of GenAI on academic quality, integrity, and standards

6.2 The Dean is responsible for:

a) Ensuring consistent application of this Policy across disciplines

b) Ensuring Ikon provides supporting guidance materials on GenAI use, including examples of how students may declare AI use

c) Overseeing academic quality and assurance of learning in an AI-enabled environment

d) Supporting staff in redesigning assessments to address GenAI risks and opportunities

6.3 Heads of School are responsible for:

a) Designing assessments in accordance with this Policy

c) Defining acceptable and prohibited uses of GenAI at task level

d) Ensuring assessment design supports:

(i) Achievement of learning outcomes

(ii) Verification of individual student work

(iii) Providing students with guidance on appropriate AI use and disclosure requirements

6.4 Students are responsible for:

a) Complying with this Policy and all assessment-specific requirements

b) Using GenAI only as permitted within each assessment

c) Ensuring submitted work reflects their own understanding and capability

d) Declaring use of GenAI where required, including:

(i) Tools used

(ii) Nature of use

(iii) Prompts where specified

e) Not uploading confidential, proprietary, or sensitive information into AI tools

f) Maintaining academic integrity in all AI-assisted work

7. Acceptable and Prohibited Use of GenAI

7.1 The use of GenAI should augment and support learning processes, rather than substitute for student engagement, critical thinking, skill development, or the achievement of learning outcomes. As such, GenAI may be used, subject to assessment-specific conditions, to:

a) Generate ideas and brainstorm

b) Explain or summarise concepts

c) Improve clarity, grammar, and structure

d) Support research by helping identify credible resources

7.2 Students must not:

a) Present AI-generated work as their own

b) Use AI in assessments where it is explicitly prohibited

c) Upload confidential, proprietary, or institutional content into public AI systems

d) Circumvent academic integrity systems

7.3 Supporting guidance materials containing practical examples relevant to clauses 7.1 and 7.2 will be made available to all students.

7.4 Staff members must follow the same principles in their work, especially ensuring they do not upload confidential, proprietary, or institutional content into public AI systems.

7.5 Staff members should model the ethical and responsible use of artificial intelligence and other emerging technologies, recognising that such tools support, but do not replace, human academic judgement.

8. Assessment and AI Use

8.1 Assessment tasks may have different requirements and permitted uses of GenAI, depending on the learning outcomes, assessment design, and academic integrity considerations associated with the task.

8.2 Unless otherwise specified, students may use GenAI in accordance with the principles outlined in this policy, including to generate ideas, support brainstorming, explain or summarise concepts, and improve the clarity, grammar, and structure of their work.

8.3 Some assessment tasks may prohibit the use of GenAI entirely, particularly where assessments are invigilated or designed to evaluate independent student performance. Conversely, some assessments may require the use of GenAI as an integral and assessable component of the task. In all cases, the assessment brief will clearly specify the permitted, restricted, or required use of GenAI.

8.4 Assessments should always be designed in a way to assure individual learning. This means they must align to learning outcomes, ensure demonstration of individual capability and promote critical thinking and application. Assessments should be designed to:

a) mitigate risks of over-reliance on GenAI

b) avoid cognitive offloading

c) reduce submissions that shows signs of superficial or unverified knowledge

8.5 Undisclosed or unauthorised use of GenAI constitutes academic misconduct, and cases will be treated according to the Academic Integrity and Misconduct Policy.

8.6 Ikon support the use of variety of methods to determine unauthorised use of GenAI, acknowledging the limited reliability of AI detection tools which cannot be used as sole proof of misconduct.

9. Regulatory Compliance

9.1 All users must ensure that their use of GenAI, and any outputs generated through it, respects intellectual property, copyright, privacy, and other legal rights of third parties.

9.2 Users should exercise caution when entering content into GenAI systems, as uploading copyrighted, confidential, proprietary, or otherwise protected material may breach legal, contractual, or institutional obligations.

9.3 Where GenAI use is permitted in assessment, students must appropriately acknowledge its use in accordance with institutional requirements and any applicable referencing or attribution conventions.

10. Training and Capability Development

10.1 Ikon will promote the development of AI literacy across the institution through both curriculum-integrated learning and co-curricular initiatives. This includes:

a) Provide AI literacy training for students and staff;

b) Developing and maintaining guidance materials, resources, and professional development workshops; and

c) Supporting communities of practice for sharing knowledge, experiences, and emerging practices relating to AI.

11. Publication

11.1 This policy shall be published in the Policy and Procedures section on the Ikon website, and the staff policy libraries.

Policy Information & History

Policy Category	Academic
Policy ID	QU027A
Approved by	Academic Board
Date of Approval	24 June 2026
Endorsed by	Teaching and Learning Committee
Date of Endorsement	5 June 2026
Previous Versions	N/A
Next Review Date	24 June 2029
Government Legislation	Tertiary Education Quality and Standards Agency Act 2011 Higher Education Standards Framework (Threshold Standards) 2021 Higher Education Support Act 2003 National Code 2018 Academic Qualifications Framework [Other legislation]
Responsible Officer:	Dean
Sources:	In developing this policy, the following documents were considered: https://www.teqsa.gov.au/guides-resources/higher-education-good-practice-hub/gen-ai-knowledge-hub/gen-ai-teqsa-resources https://www.teqsa.gov.au/how-we-regulate/higher-education-standards-framework-2021
Benchmarking:	External referencing activities were conducted against comparable providers and best practice using publicly available information, including from: Monash University, Charles Sturt University, James Cook University, Deakin University and University of Technology Sydney were reviewed and informed the development of this Policy..