



Using Artificial Intelligence Tools at UWA: A Guide for Students

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Design team (CiITE) in collaboration with the UWA
Academic Skills Centre (CiITE) and the UWA Library



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Table of Contents

Introduction.....	1
What is Artificial Intelligence (AI)?	1
What is Generative Artificial Intelligence (GenAI)?	1
How does GenAI work?	1
What can GenAI do?	2
Using AI Tools at UWA.....	3
The 2 AIs: Artificial intelligence and academic integrity.....	4
UWA's 3 tiers of AI use in assessments.....	4
Reading AI use statements.....	5
Tier 1 – No AI	6
Tier 2 – AI assistance.....	6
Example 1 – AI use permitted for idea generation and brainstorming	6
Example 2 – AI use permitted for research assistance	7
Example 3 – AI use permitted for structuring and editing assistance	8
Tier 3 – Fully embedded AI.....	9
What if there is no AI use tier assigned to my assessment?	10
Considerations When Using AI Tools	11
How do I write effective prompts for AI tools?	11
How do I reference the AI tools I've used with permission in my assessment?	12
How do I acknowledge my use of AI for assessments?	12
Academic misconduct.....	14
Privacy, copyright, and AI	14
Who can I talk to if I'm not sure?	15

Introduction

What is Artificial Intelligence (AI)?

Artificial intelligence (AI) is software that can do tasks that normally need human thinking to complete. It can learn from information, spot patterns, complete a range of tasks, filter information, and help solve problems.

AI has supported learning at universities for many years. Many everyday tools use AI, such as spell checkers, spam filters, search engines, speech-to-text, and recommendation tools.

What is Generative Artificial Intelligence (GenAI)?

Generative Artificial Intelligence (GenAI) is a subtype of AI. It can create new content, such as text or images, based on information it has already seen. GenAI creates content when you give it an instruction. This instruction is called a **prompt**. GenAI tools such as ChatGPT, Microsoft CoPilot, Claude, and Google Gemini are now widely used at universities to support and enhance learning.

How does GenAI work?

GenAI tools are trained on large datasets (such as text, images, audio, or video) which are gathered to teach the system what human-made content looks like. During training, a **neural network** repeatedly tries to predict the next (or missing) part of the data it is being trained on and adjusts itself when it's wrong. Gradually, it learns to identify patterns and relationships in its training data. This learning becomes the **model** - a trained system that reflects patterns and relationships learned from the training data.

When you enter a **prompt**, the model generates an **output** by applying its learned patterns to produce new content that fits the prompt. In other words, GenAI tools do not 'think' like humans do - the output is generated based on pre-trained patterns and predictive probability. Because of this, GenAI outputs can sometimes be inaccurate, or may include biases from the dominant viewpoints it was trained on. Because of this, you should always check outputs carefully and critique the biases and assumptions that may be present.

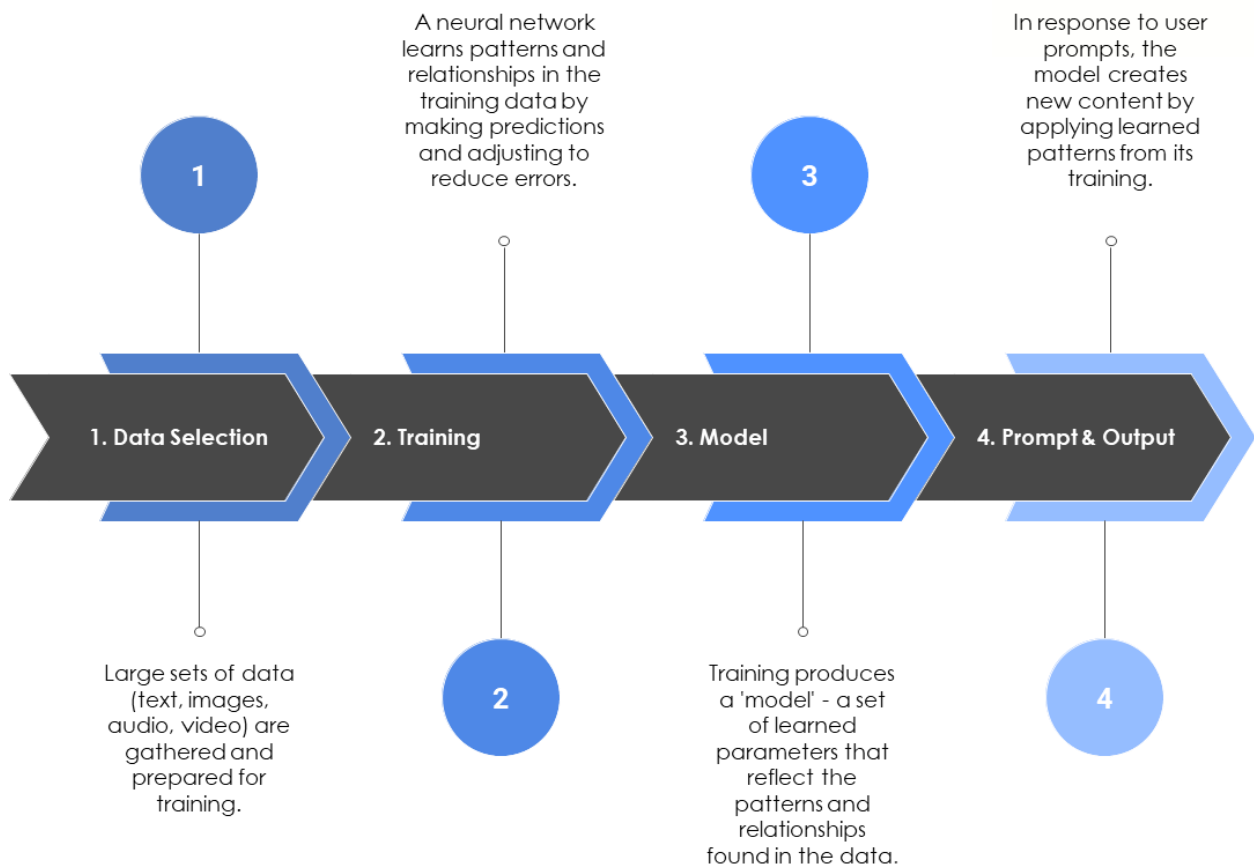


Figure 1. Graphic outlining how GenAI tools work (data selection, training, model, and prompt & output). Generated using NapkinAI.

What can GenAI do?

GenAI is able to create numerous types of content, including:

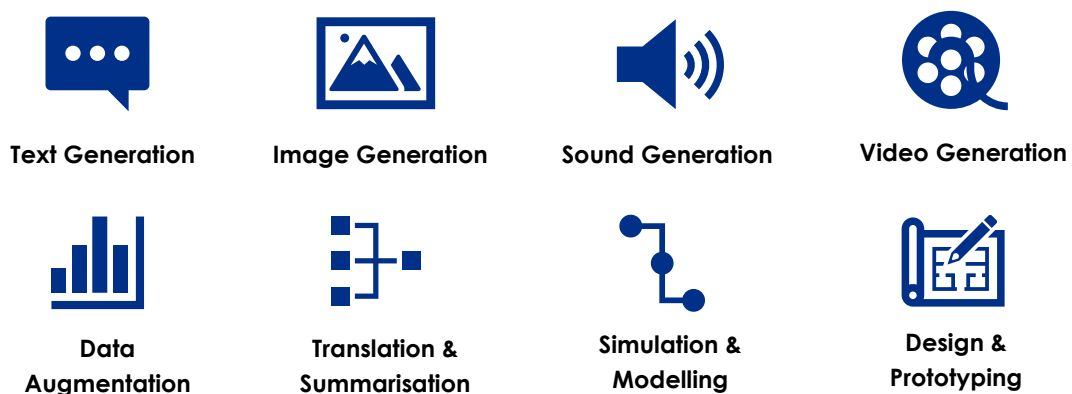


Figure 2. Visual based on an image generated by Microsoft CoPilot using the prompt "create a visual representation of the types of outputs and functions GenAI can produce."

GenAI tools can support your learning in practical ways. For example, you can use GenAI as a study helper. It can explain difficult concepts in different ways and give you feedback on your progress. It can also help you prepare for class, manage your schedule, and build personalised study plans.

Using AI Tools at UWA

At UWA, some uses of AI tools are permitted in learning and assessment, while others are not. Whether and how you can use AI tools depends on the specific requirements of each unit and assessment.

Some unit coordinators may ask you to use GenAI in your coursework and assessments. What you can do will differ between units and between assessment items. **Always follow your unit coordinator's instructions.** Read your unit outline and assessment instructions carefully so you understand what is permitted.

This guide explains how AI tools may be used at UWA. It also introduces the **AI use tiers** that unit coordinators may apply to assessments. The guide explains common terms and expectations, and also gives examples of permitted and unpermitted AI use.

This guide does not grant you permission to use AI tools in your assessments.

Your unit outline, assessment instructions, and any AI use statement from your unit coordinator are the definitive sources for what is and is not allowed. If there is any difference between this guide and your assessment instructions, follow your assessment instructions.

This guide presents examples of assessments only. They show possible ways AI might be used at UWA. They do not automatically apply to your assessment. You must **not** assume that a type of AI use is permitted unless it is clearly allowed in your assessment brief or AI use statement.

The 2 AIs: Artificial intelligence and academic integrity

A core principle in education is **Academic Integrity**. This means acting with honesty, trust, fairness, respect, and responsibility in learning, teaching, and research. UWA takes this very seriously. When you use AI tools, you are responsible for ensuring that:

- your submitted work reflects your own learning and understanding,
- AI tools do not replace your critical thinking or analysis, and
- any permitted use of AI is appropriately acknowledged and referenced.

If you are unsure whether a particular use of AI is allowed, **ask your unit coordinator or tutor before submitting your assessment**. When in doubt, assume AI use is not permitted beyond what is explicitly stated in the assessment brief.

UWA's 3 tiers of AI use in assessments

UWA has a three-tier guideline for permitted AI use in assessments. These tiers are outlined below.

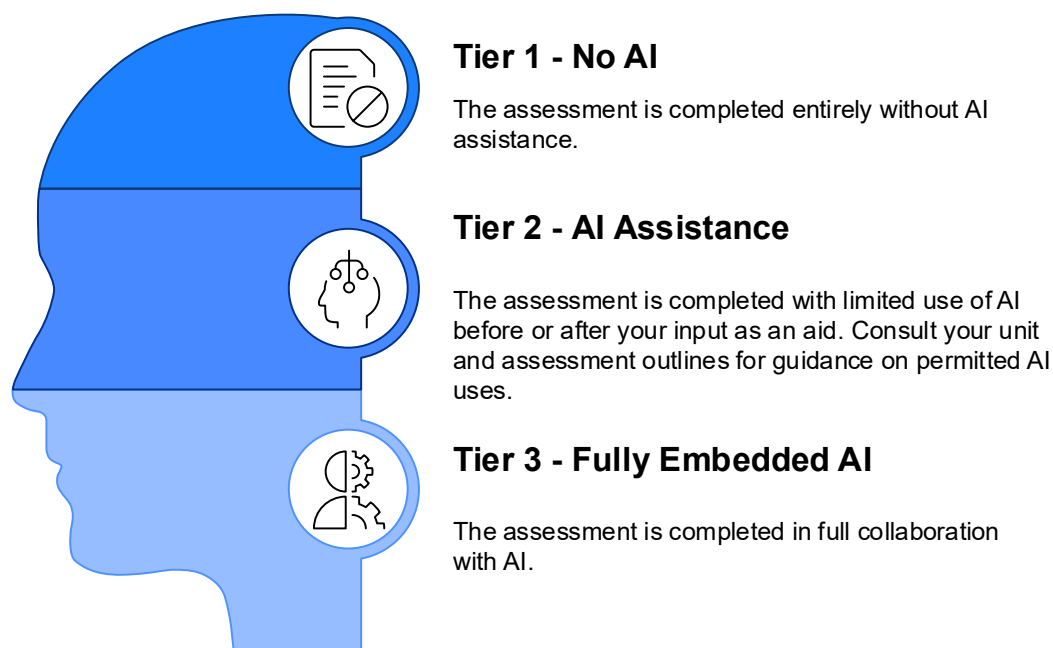


Figure 3. Graphic outlining UWA's 3 tiers of AI use in assessments (tier 1 – no AI, tier 2 – AI assistance, and tier 3 – fully embedded AI). Generated using NapkinAI.

Your unit coordinator **may** assign an AI use tier to your unit's assessments. If they do, the tier they assign and the accompanying AI use statement provides you with clear guidance on what constitutes permitted and unpermitted use of AI to complete your assessment. Refer to your assessment's AI use statement and any instructions provided by your unit coordinator before beginning your assessment.

Reading AI use statements

AI use statements define permitted and unpermitted uses of AI when completing your assessment. They may be included to clarify expectations aligned with your assessment's AI use tier, or may be used in place of a tier.

When you read your assessment's AI use statement, make sure to identify:

- **The AI use tier assigned** (if your unit coordinator has assigned a tier)
- **What AI use is permitted** (which tools you are permitted to use and/or how AI tools are permitted to be used)
- **What AI use is not permitted** (which tools you are not permitted to use and/or how AI tools are not permitted to be used)
- **Why you are or are not permitted to use AI tools**
- **How you are expected to reference/acknowledge your use of AI**

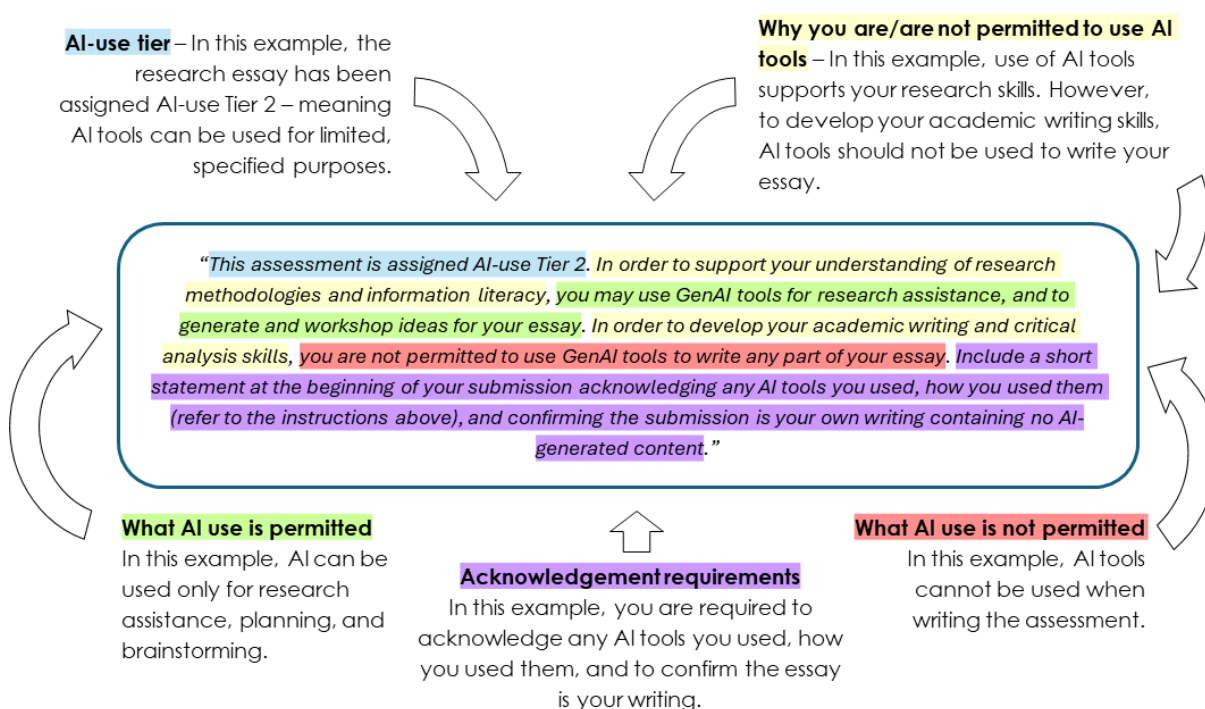


Figure 4. Example of an AI use statement for a tier 2 research essay.

Tier 1 – No AI

If your assessment is assigned Tier 1, **you are not permitted to use AI in any way to complete the assessment**. Tier 1 assessments must be secure to accurately show your learning. Any use of AI during a Tier 1 assessment is academic misconduct. There may be controls in place, such as **invigilation** or **proctoring**, to maintain secure conditions.

You may still use AI tools to support your research, study, and revision before a Tier 1 assessment. Follow your unit coordinator's guidance on how you can use AI tools for learning and preparation.

Tier 2 – AI assistance

If your assessment is assigned Tier 2, you may use AI tools **only for the specific purposes explicitly permitted** by your unit coordinator. Don't assume that AI use is allowed beyond what is stated in your assessment instructions. Tier 2 does **not** mean 'general permission to use AI.'

In Tier 2 assessments, AI tools may be used **before or after your own work**, but not as a substitute for your thinking, analysis, or writing. **The majority of the assessment must be your own work**, and you remain responsible for all content submitted, including work that has been shaped or edited using AI tools.

The examples below illustrate **possible** forms of Tier 2 AI use. These are **not defaults or prescriptive**. Your assessment may permit some, all, or none of these uses. Always refer to your unit and assessment outlines and the AI use statement for definitive instructions.

Example 1 – AI use permitted for idea generation and brainstorming

In some Tier 2 assessments, you may be permitted to use AI tools to help you brainstorm and generate ideas for your assessment. Your unit coordinator may list specific tools you can use, or they may allow any suitable tools.

Your unit coordinator will also tell you when you can use AI. For example, they may allow AI for the whole assessment, or only for certain sections.

In these cases, you may use AI tools to help you choose a focus for your assessment. For example, you could ask the tool to suggest keywords and concepts based on your starting theme. You could also use an AI tool to mind map or visualise your ideas as you plan your assessment.

When you use AI for brainstorming and idea generation, keep a record of your prompts and the outputs the tool produced. You may need to include them in your submission.

Example 2 – AI use permitted for research assistance

In some Tier 2 assessments, your unit coordinator may allow you to use AI tools to support your research. Some AI tools are designed for academic research, such as Perplexity AI, Zotero, and Scopus AI.

You may be allowed to use these tools to:

- search for sources
- review and summarise sources
- organise your notes and sources
- collate and present your bibliography

AI tools can help you find sources and references and sort through a lot of content quickly. But they can sometimes invent sources or details. This is sometimes called '**hallucination.**' They can also misunderstand what a source concludes. Because of this, you still need to check that each source is real and reliable.

AI tools also have limits when comparing sources and making judgements about them. You still need to read and analyse each source yourself. This helps you check that the summaries and claims are accurate. It also helps you make connections between sources.

Many research tools can save a library of the sources you use. Keep a record of your sources, the prompts you used, and the outputs the tool produced. You may need to include them in your submission.

Example 3 – AI use permitted for structuring and editing assistance

In some Tier 2 assessments, your assessment instructions may allow you to use AI tools to improve the organisation, clarity, or surface level presentation of work you created yourself. This does **not** allow you to use AI tools to generate new content, rewrite major sections, or change the meaning of your work. Use AI tools only in the ways your unit coordinator explicitly permits.

If your instructions allow AI before you write - you may use AI tools to help organise your own ideas. For example, you can ask the tool to review a list of topics you identified and suggest a structure or order. Any structure, scaffold, or template must be based on your input and should be adapted by you.

If your instructions allow AI after you write - you may use AI tools as an editing aid to improve clarity at the sentence or paragraph level. This may include:

- checking grammar and spelling,
- suggesting alternative wording to improve clarity, and/or
- pointing out issues with flow between sentences or paragraphs.

You may also be permitted to use AI tools to edit the presentation of your assessment, such as using AI slide design tools, or using AI tools to present your work in different formats. In these cases, it is important that you only use AI tools to edit your work, and not to generate new content for your assessment.

You must not use AI tools in this type of Tier 2 assessment to:

- generate new ideas, arguments, or examples,
- rewrite large sections of your work,
- change the academic content, analysis, or conclusions of your work, or
- produce text that you have not meaningfully drafted yourself.

For non-text assessment items, any AI edits should be specific and directed by you. Avoid broad or automated changes that create new content or change the meaning of your work.

You are responsible for ensuring your final submission reflects your own thinking and learning. If your assessment instructions require it, keep records of the AI tools you used (for example, prompts and outputs).

Tier 3 – Fully embedded AI

If your assessment is assigned Tier 3, you may use AI throughout your assessment to support your own work. In Tier 3 assessments, you can take a collaborative approach with AI tools and use them in many different ways while you work.

Tier 3 does **not** mean AI can complete the whole assessment on its own. You must still contribute your own input and evaluation, and you still need to demonstrate your learning. You are fully responsible for the content you submit.

Your unit coordinator will explain how AI tools can be used effectively in your assessment. Depending on the assessment's outline and AI use statement, Tier 3 permits you to use AI tools in authentic and professionally-relevant ways to plan, develop, refine, and present your assessment.

Some examples of Tier 3 assessment items may include:

- Using AI tools collaboratively to create an assessment product (project, podcast, video/audio production, software code, etc.)
- Using AI tools to create one or more drafts/prototypes which you then evaluate, critique, or build on
- Using AI tools as a simulator/role play tool to test and refine your assessment
- Creating a customized AI tool/agent/feature within your assessment

Here is an example of an AI use statement for a Tier 3 capstone project:

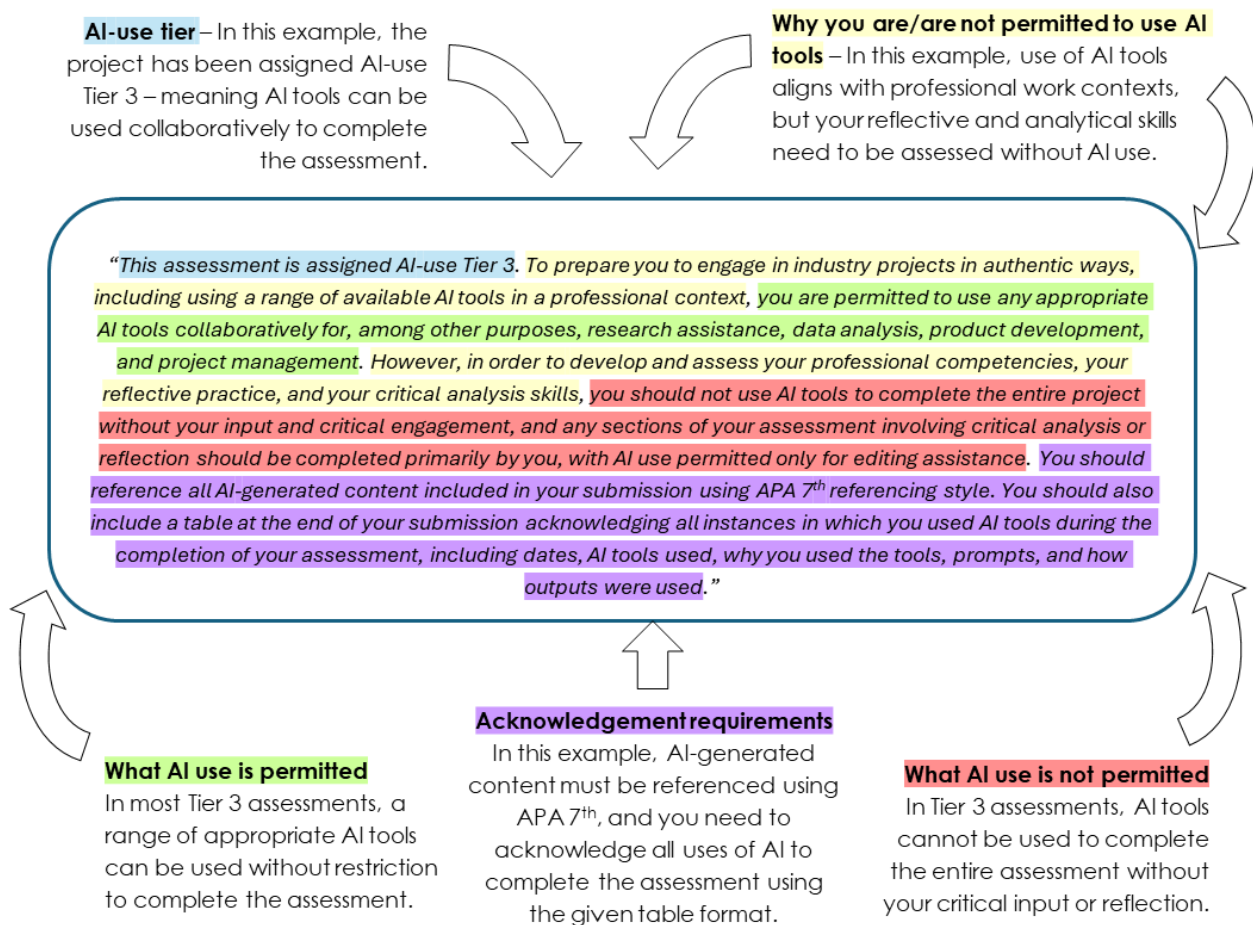


Figure 5. Example of an AI use statement for a tier 3 capstone project.

What if there is no AI use tier assigned to my assessment?

Your unit coordinator may not assign an AI use tier to your assessments. If your assessment does not have an AI use tier assigned, you must follow your unit coordinator's instructions on the accepted and unaccepted uses of AI. This will be outlined in your unit and/or assessment outlines. If you are unsure about which AI tools you can and cannot use in your assessments and for what purposes, contact your unit coordinator to ask for clarification.

Considerations When Using AI Tools

There are several considerations students should keep in mind while using AI tools during their time studying at UWA. Some key aspects of AI use for completing your units are outlined below.

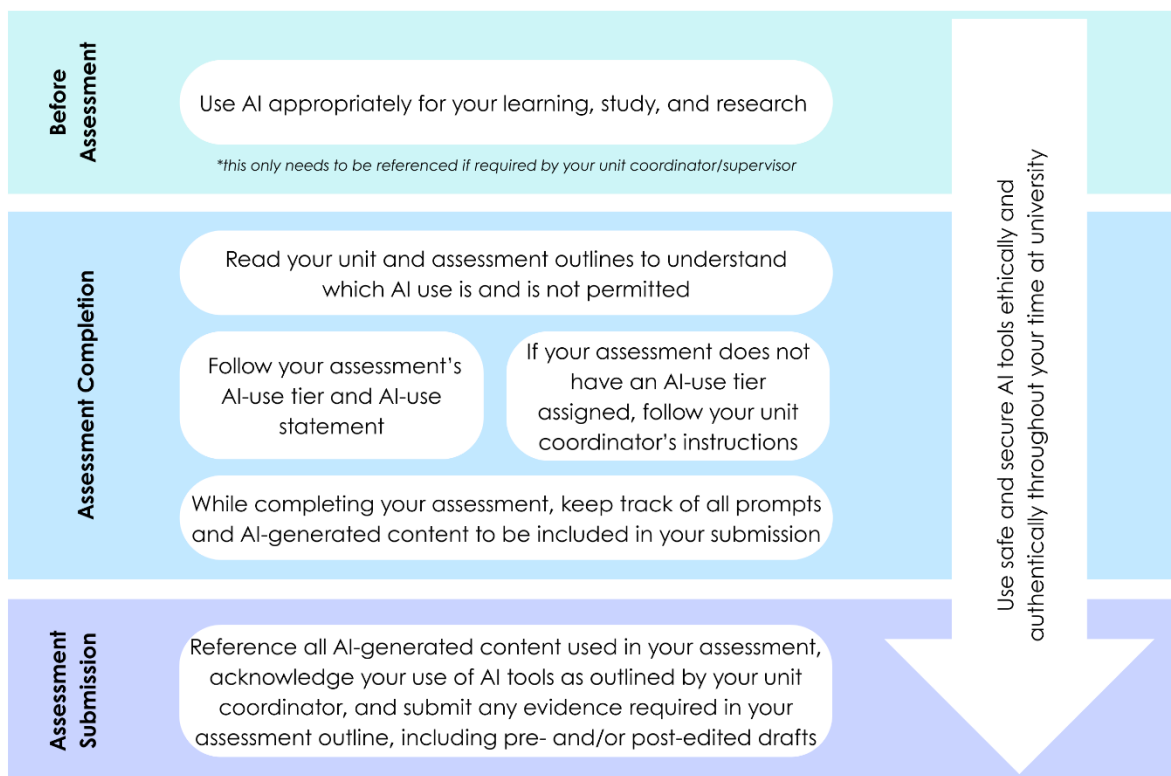


Figure 6. Visual representation of considerations of AI use while completing units at UWA, created using Canva.

How do I write effective prompts for AI tools?

All outputs from GenAI start with a prompt. A clear prompt helps you get a better output. The quality of the prompt that you use will determine the quality of the output you receive. Add clear parameters so the GenAI tool can produce a useful and accurate response.

The UWA Library has created a detailed guideline for prompting AI tools effectively called **PROMPT-ED**. You can learn more about PROMPT-ED [here](#).

How do I reference the AI tools I've used with permission in my assessment?

First, you must check how and when you are permitted to use AI tools in your assessment; ensure you check your unit outline and assessment instructions carefully. If you have paraphrased or directly quoted AI-generated content, you will need to provide an in-text and end-text reference as you would when citing any other sources; this includes both text and non-text outputs.

You cannot submit for assessment any work that is not your own. Under UWA's [Academic Integrity Policy](#), plagiarism is defined as occurring when “the source of paraphrased material is not cited; quoted material is cited as if it were paraphrased; and quoted material not cited”. This policy explicitly includes intentionally or unintentionally using AI generated language as if it were your own as a form of plagiarism.

Check your unit outline to confirm which referencing style you are expected to use for your unit. The Library has guides for all the referencing styles used at UWA and provides guidance on how to reference and acknowledge AI outputs. If you have any questions about referencing visit the [AI Guide: Acknowledge & Reference AI](#), or the [Referencing at UWA guide](#) for general referencing support. You can also [ask a librarian at UWA Library Perth](#), or [ask your Library and Learning Resource Advisors at UWA India](#).

How do I acknowledge my use of AI for assessments?

If you used AI tools in your assessment (with your unit coordinator's explicit permission), UWA's [Academic Integrity Policy](#) requires you to acknowledge your use of AI. You need to write a short **acknowledgement statement** and place it at the beginning or end of your assessment. Your unit coordinator will explain how they want you to acknowledge AI use for that assessment. Depending on what is required, your acknowledgement may need to include:

- the AI tool(s) you used,
- the date(s) you used the tool(s),
- how and why you used the tool(s),
- the prompt(s) you used, and/or
- how AI outputs were used in the assessment.

Your unit coordinator may not require all of this information in your AI acknowledgement statement. Make sure to read your assessment outlines so you know what to include. Below are examples of AI acknowledgement requirements you may see in your assessments.

Example 1

"I acknowledge the use of Microsoft 365 CoPilot to develop an outline for the structure of this assessment and to generate all charts, images, and infographics included in this assessment. All analysis, writing, and referencing in the final submission were done independently of AI."

In this example, the student has provided a brief overview of how they used AI tools to complete their assessment. They briefly acknowledge each AI tool they used and how they used them. They also distinguish which parts of their assessment were completed with and without AI assistance.

Example 2

"I acknowledge the use of the following AI tools while completing this assessment:"

Date	AI Tool	Purpose	Prompt	Use of Output
[date]	Microsoft 365 CoPilot	Used to generate a definition for [topic].	[prompt]	The definition was included in the introductory paragraph (see page 1).
[date]	Scite.AI	Used to map, summarise, and review relevant scholarly articles related to [topic].	[prompt]	The output was used as the basis for my project's literature review, and the sources cited in this output were further analysed and critiqued without the use of AI tools.
Etc....				

In this example, the student has kept a log of their use of AI tools chronologically as they completed their assessment. This has been submitted as their AI acknowledgement statement. This student's unit coordinator has required them to include dates and prompts in their acknowledgement, as well as the tools they used and why. However, other assessments may not require this level of detail.

Academic misconduct

Improper use of AI-generated material in assessment can be grounds for academic misconduct. For assessments where the unit coordinator has explicitly permitted the use of AI tools, UWA's Academic Integrity Policy states that there are several things you must also do when using AI-generated material:

- i. it must be appropriately cited and referenced, along with any other sources used;
- ii. it must be clear what AI tool was used and where in an assessment AI-generated material is used;
- iii. it is the responsibility of the student to check the accuracy of all information generated by AI study tools; and
- iv. it must be ensured that the final product is the student's own work, creation and analysis, and not just copied from an AI generator.

Remember, there is no time limit on when an occurrence of academic misconduct can be detected. This means that even if improper use of AI is not detected at the time of submission, it can be in the future, and misconduct penalties can be applied retrospectively, including after you graduate.

If you are unsure about whether you are doing the right thing, you can [speak to the Academic Skills Centre at UWA Perth](#), [speak to your Learning Support Coordinator at UWA India](#), or ask your unit coordinator or tutor.

Privacy, copyright, and AI

Students at UWA should not input any personal data or information into any public AI systems (such as ChatGPT, Google Gemini, and other similar systems). This is because most AI tools will retain user inputs for future use as training data, as well as for other purposes. Once you input your own data or personal information into an AI system, you may lose control over who has access to it and how it is used. It is also important that you do not input any intellectual property or copyright material that is not your own, including the intellectual property of UWA or its staff – such as lecture slides, handouts, and unit reading material – as it is not yours to distribute.

Additionally, not all AI platforms are safe to use. The [Department of Home Affairs](#) has raised concerns on the safety and security of data shared with the AI tool DeepSeek. As such, **UWA staff and students must not use DeepSeek in any way.** UWA has blocked the use of DeepSeek on all University-managed networks and devices, and students should avoid using DeepSeek on their personal devices.

For more information on GenAI for university studies, visit the Tertiary Education Quality and Standards Agency (TEQSA) [GenAI Knowledge Hub](#).

Who can I talk to if I'm not sure?

UWA Perth	UWA India
Unit Coordinators & Tutors Each unit you take may have different rules about using AI Tools in their assessments. Read your unit outline and assessment instructions carefully, and contact your unit coordinator or ask your tutor to clarify anything you're not sure about. You can find their contact details in the Unit Outline on LMS.	
Academic Skills Centre UWA's Academic Skills Centre provides free academic advice, support, and resources for all students at UWA. They can help you to understand academic integrity principles and develop the writing, research, English language, maths and stats skills you need to excel in your university studies. Find out about drop-ins, consultations, workshops, after-hours advice, and online resources on the ASC website .	Learning Support Coordinator Speak to your Learning Support Coordinator for free academic advice and support. They can help you to understand academic integrity principles and develop the writing, research and English language skills you need to excel in your university studies. Find out about individual support, workshops, and online resources on the UWA India Academic Support Website .
University Library Our Library AI guide provides information and advice on AI, or visit one of UWA's five libraries or the University Library online to access a wide range of services, study spaces, information, and help with research, referencing, and copyright support. Ask a librarian here .	Library Support Our Library AI guide provides information and advice on AI, or visit the Mumbai or Chennai Library, or UWA India Library website to access a wide range of services, study spaces, information, and help with research, referencing, and copyright support.



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