

University of Waikato Guidelines for Student Use of Generative AI Tools

The use of Generative AI tools to perform a range of tasks has grown rapidly in the past 6 months. They're being used in work, home and education settings and can provide information, generate written texts, images, music and speech. The best known of these is ChatGPT. Others include Google Bard, Microsoft's AI-enhanced search engine, Bing, DALL-E 4 (images), CLIP (captions for images), Musenet (music), Dukedeck (music), and Wavenet (speech and music).

The growth and availability of these tools presents many ethical, social, economic and environmental issues. As a University, we aim to educate students about generative AI and how to use it ethically, critically and creatively. We want to ensure you are well-prepared for the workplace and for lifelong study, and confident that the qualifications you earn remain relevant, credible and respected.

You should already be aware that using ChatGPT and similar generative AI tools to produce assignments and submitting them as your own work constitutes cheating and is a student disciplinary matter. This is made clear in the Academic Integrity section of [Paper Outlines](#).

If you are asked to use generative AI tools in assignments or workshop, laboratory or tutorial tasks (and you may have already completed tasks designed by your lecturers to make use of generative AI), then you are able to do so using the guidelines we have developed below and following any specific instructions from your lecturer:

1. Always uphold the principles of [academic integrity](#) and honesty - general information and resources on academic integrity can be found on the [Academic Integrity Webpage](#).
2. Always uphold the University's [Code of Student Conduct](#).
3. Always respect privacy and confidentiality and avoid sharing sensitive personal information with generative AI tools.
4. Remember that generative AI is not always reliable. For example, it may provide false or out of date information or fake references, and can also be sources of deliberate misinformation.
5. Always critically evaluate responses generated using AI. Use sources that are known to be reliable to verify information.. If you are in doubt about the reliability of what has been generated, consult your lecturer or tutor.
6. Generative AI tools should be used to supplement learning and research, not in place of the credible academic resources available via Moodle, Talis reading lists and the Library.
7. There are many useful ways to use generative AI tools for academic work, including brainstorming, first drafts of writing tasks, editing writing tasks and providing feedback on writing, suggesting a structure for a piece of writing, using your content to produce presentations, producing music for presentations and videos, or producing images to illustrate your work.
8. Your lecturers will tell you whether or not the use of generative AI tools is permitted, required, or forbidden for a paper or specific assessment. Where you are permitted

or required to use the tools, ensure that you use them according to the instructions provided.

9. Always acknowledge your use of generative AI tools for your assessment tasks. Your lecturer can give you advice on this and may require you to do this in a particular way. Information is available about [how to cite generative AI tools](#) in the correct way for each of the major academic citation styles.
10. Even though the experience of using a chatbot-type tool such as ChatGPT may feel like a conversation with a person, remember these tools are just machines that employ algorithms to generate text, images, sounds, and so on.
11. The [Student Learning team](#) in Te Puna Ako Centre for Tertiary Teaching and Learning is also available to provide support and guidance with referencing and using generative AI tools responsibly.
12. The Library website also includes information on [referencing](#).

We know that generative AI has the potential to become a highly used tool in both the academic sphere and the future workplace. Our aim is to prepare you for the ethical and effective use of these tools in a way that prepares you for a workplace in which their use is commonplace, without compromising the integrity of your learning.

If you have any questions about the guidelines above or the University's approach to generative AI tools and their use, please ask your lecturer or contact the Pro Vice-Chancellor, Teaching and Learning, [Tracy Bowell](#).