AI Guidelines – *Students*

1. The Role of Generative AI at Alphacrucis

Generative AI (GenAI) is reshaping learning and professional environments. Alphacrucis University College (AC) supports the ethical and thoughtful use of GenAI to enhance learning, critical thinking, and creativity, while maintaining academic integrity and fostering student formation in line with AC's mission.

Students are encouraged to use GenAI tools wisely, always prioritising genuine learning, critical engagement, and ethical discernment. AI should support—not substitute—independent thought and skill development. Learning is about your ongoing process of formation in cognition, critical thinking, competency, and character. Your aim is to grow into capable, Christ-centred graduates who can serve with integrity and purpose—both in your studies and in the roles you are called to beyond university.

Let your use of AI reflect not just what is possible, but what is right and honourable!

2. Responsible Use of GenAI

- Use GenAI only if it is permitted in the task description.
- Ensure that your learning, analysis, and reflection come first, with AI as a supplementary tool.
- Understand the purpose of the assessment before using GenAI.

3. Permitted Use Categories

There are three main categories for GenAI use in assessments:

A. Open Use – You may use GenAI freely for the task, but you must acknowledge it clearly.
B. Restricted Use Only – You may use GenAI only for specific purposes (e.g., paraphrasing or image generation), and must explain how you used it.
C. Not Permitted – You are not allowed to use GenAI at all for this assessment.

AI Usage Matrix for Assessment Tasks

AI Usage Category	Description	Examples of Acceptable Use	Student Requirements

A. Open Use	Generative AI tools may be used freely to support the task.	• Brainstorming ideas • Drafting or outlining • Paraphrasing /Rewording/ Language Refinement • Generating summaries, abstracts, or examples • Conducting preliminary research to gather background information (but not generating full arguments or analysis) • Suggesting possible structures or formats for reports, essays, presentations, or other tasks. • Producing sample problem sets, questions, or case studies for practice or illustration • Adapting tone or style of written work for different audiences (e.g., academic, professional, general public)	• Must clearly acknowledge AI use (e.g., in a footnote or endnote, in a declaration section) • Include a brief statement describing how the tool was used
B. Restricted Use Only	Generative AI may be used only for specified purposes, as outlined by the lecturer.	• Paraphrasing /Rewording /Language Refinement • Generating images or visual aids • Assisting with formatting references or citations in the required style • Creating basic templates for posters, presentations, or infographics • Translating brief text excerpts to aid comprehension (with human editing required) • Generating discussion prompts or reflective questions to deepen engagement with the topic	• Use GenAI only for the permitted tasks • Include a statement specifying the tool used and the task it supported
C. Not Permitted	Generative AI use is not allowed for this task in any capacity.	None	• Student must complete all aspects of the task independently • No GenAI assistance is permitted (text, visuals, structure, etc.)

4. Transparency and Referencing

- Acknowledge any GenAI use explicitly (if permitted by the task), specifying the tool and the nature of the support received. Examples:

  AI Usage Category A

  Example 1: "*I used ChatGPT to generate summary points for Section 3 to help clarify the main arguments presented in the source material. I conduct preliminary research to gather background information using both Copilot and Gemioni. I then paraphrased one paragraph using an AI tool (e.g. QuillBot) to improve clarity and flow, and revised it further in my own words. I finally generated an abstract for my essay. Generated March 2025.*"

  AI Usage Category B

  Example 2: "*I used ChatGPT at the planning stage of my essay. The tool provided a list of possible angles and discussion questions, which I then evaluated and adapted to shape my thesis and outline. All final content is my own original work.*"

  Example 3: "*I used DALL·E (OpenAI) to create a visual diagram representing an element of my argument for use in my presentation. The image was used as a visual aid to support my analysis, and I ensured that the AI-generated content was clearly labelled and explained.*"

  Example 4: "*I used Grammarly for language refinement, to assist with grammar correction, language clarity, and style improvement. No content, ideas, arguments, or substantive academic work were generated by AI tools. All critical thinking, analysis, and original content are my own.*"

- You must be honest about your use of GenAI in any part of your assignment.
- If you use AI significantly, cite it clearly (e.g., ChatGPT, OpenAI, 2025).
- Do not present AI-generated content as your own original work.

5. Academic Integrity and Misconduct

- If you use GenAI without permission, or fail to acknowledge it, you may be assessed for academic misconduct.
- Integrity includes learning authentically and respecting your own growth journey.

6. Equity and Accessibility

- GenAI can assist neurodiverse learners by helping to organise, rephrase, or simplify content.
- Students with approved learning access plans may use GenAI appropriately, with lecturer guidance.
- Free alternatives must be available if AI tools are recommended, ensuring equitable access.

7. Learning First – Not AI First

AI is a learning support, not a replacement for original thought, creativity, or academic effort. Your growth in skills, character, and critical thinking remains the priority.

8.Final Reflections

GenAI presents significant opportunities when used with integrity, discernment, and purpose. Students are encouraged to seek guidance where uncertain and to embody the values of responsible scholarship, creativity, and ethical practice that characterise an Alphacrucis education.