



GenAI Tool Use Descriptors

Centre for Teaching and Learning



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University**

Generative Artificial Intelligence (GenAI) – Tool Use Descriptors (for Students)

Level One Full GenAI Use	Level Two Purpose-Specific GenAI Use	Level Three No GenAI Use
<ul style="list-style-type: none"> GenAI tools can be used in full throughout the assessment. Grammarly, spell checking, and other referencing software may be used. Examples: Portfolio, Analysis, Professional writing. 	<ul style="list-style-type: none"> GenAI tools used for specific assessment tasks or purposes as identified and scaffolded by the Unit Assessor. Grammarly, spell checking, and other referencing software may be used. Examples: Research Proposal, Programming, Map, Report, Thesis, Reflective writing, Curriculum Vitae, Infographic, Calculations. 	<ul style="list-style-type: none"> GenAI cannot be used in any part of the assessment as the assessment is in person. Assessment preparation: GenAI tools may be used for preparation. Examples: Viva Voce, OSCE, Yarning Circle, Invigilated Exam, Interview.

- Attribution of outputs of generative AI tools or software used within an assessment will be identified by the Unit Assessor.
- The [Library](#) has many resources to support students to reference GenAI correctly. Support resources for referencing and attribution purposes can also be accessed via the Learning Zone under [Using Generative AI tools](#).
- The details for Academic Integrity breaches are described in the [Student Academic and Non-Academic Misconduct Rules, Section 3](#)
- When using each category of GenAI you may be asked by your Unit Assessor to explain your assessment and provide evidence of versions of your work and GenAI prompts and outputs used. You must keep copies of versions of your work including notes on GenAI tools and prompts you used, GenAI outputs and supporting references to show your Unit Assessor if required. If you are unable to demonstrate your understanding of your assessment satisfactorily or your adherence to the GenAI requirements set out by the Unit Assessor for this assessment task, you may be breaching academic integrity.

Generative Artificial Intelligence (GenAI) – Tool Use Descriptors (with Guidelines for Staff)

Level One Full GenAI Use	Level Two Purpose-Specific GenAI Use	Level Three No GenAI Use
<ul style="list-style-type: none"> GenAI tools are used, embedded and allowed in full. Students are taught to use GenAI appropriately as part of the Unit. 	<ul style="list-style-type: none"> This category is useful when the focus of the assessment task or element is on the use or development of a particular GenAI tool – (i.e. coding, interpreting Excel sheets). Other uses: when the focus of the assessment is on the generation of ideas, summarising, drafting and/or the demonstration of discipline skills. Students are taught to use GenAI appropriately as part of the Unit. 	<ul style="list-style-type: none"> Can be used when external accrediting or disciplinary guidelines require that students must demonstrate they have developed the unit's skills and knowledge without the support of GenAI. Exemptions may apply for SCU College units, research units, capstone units and honors thesis with approval from the relevant Associate Dean Education.

GenAI Descriptor Use Guide

The current three Descriptors of GenAI use range from no use to full use. This document outlines a framework for specifying the permitted use of Generative AI (GenAI) in assessment tasks. These levels must be clearly communicated to students, and this document describes and provides guidance.

Section 1: Descriptor Level 1 Statement for Assessment Brief

Students are permitted to use GenAI tools in full throughout this assessment task. There are no restrictions on how these tools may be used to support your work. Students must uphold the principles of the Student Academic and Non-Academic Misconduct Rules, Section 3. You are responsible for ensuring that any content generated with the assistance of these tools is accurate, properly referenced where appropriate, and demonstrably your own work. Misrepresentation of GenAI generated work as entirely your own without appropriate oversight, editing, or critical engagement may constitute a breach of academic integrity.

Section 2: Descriptor Level 2 Statement for Assessment Brief

The uses are categorised in how GenAI might be used for a specific assessment type however, it is not all encompassing. You might combine different GenAI uses from different assessment types, it is up to your discretion. There is also a section for each of the assessment types that you may fill out. For each GenAI use case that is permitted any comments or conditions of use should be detailed.

WRITTEN ASSESSMENTS		
Permitted	GenAI Use Case	Comments/Conditions
	Brainstorming ideas or ideating	
	Drafting or refining content	
	Editing grammar, tone, or clarity	
	Editing document formatting	
	Summarising content	
	Formatting references or citations	
	Providing feedback	
	Data analysis	
	Generating images or figures	
	Other:	

ANALYTICAL & VISUAL ASSESSMENTS		
Permitted	GenAI Use Case	Comments/Conditions
	Generating visuals or diagrams	
	Structuring reports or frameworks	
	Interpreting or summarising data	
	Suggesting real-world case examples	
	Developing comparative tables	
	Designing layout templates	
	Other:	
INTERACTIVE/ ORAL ASSESSMENTS		
Permitted	GenAI Use Case	Comments/Conditions
	Generating slide outlines or content	
	Drafting speaker notes or scripts	
	Simulating interview or Q&A	
	Brainstorming arguments and rebuttals	
	Creating visuals for oral delivery	
	Other:	
APPLIED/ PRACTICAL ASSESSMENTS		
Permitted	GenAI Use Case	Comments/Conditions
	Writing or debugging code	
	Simulating or modelling problems	
	Creating or refining design prototypes	
	Suggesting appropriate tools or methods	
	Formatting technical documentation	

Providing feedback

Generating creative
content (image/audio/
video)

Other:

COLLABORATIVE ASSESSMENTS

Permitted	GenAI Use Case	Comments/Conditions
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Generating initial project
ideas

Suggesting task
breakdown and team
roles

Undertaking project
management tasks

Providing feedback

Drafting documentation

Reviewing peer writing or
arguments

Supporting discussion
contributions

Other:

PROFESSIONAL/ WORKPLACE ASSESSMENTS

Drafting resumes or cover
letters

Formatting professional
documents

Rewriting for tone or
clarity

Writing structured briefs
(e.g. legal, policy)

Providing feedback

Goal setting or reflective
learning plans

Other:

RESEARCH/HONOURS/INDUSTRY PROJECT (IN ADDITION TO WRITTEN ASSESSMENTS)
Brainstorming research questions/gaps
Structuring chapters or literature review
Data analysis
Assisting with ethics document preparation
Generating industry scenarios
Use of digital tools
Supporting reflection on progress
Providing feedback
Reviewing coherence or logic
Formatting documents
Other:

Students are permitted to use GenAI only for specific assessment tasks or purposes as identified in the below table for this assessment task. There are no restrictions on using grammar, spelling and referencing GenAI tools. Students must uphold the principles of the Student Academic and Non-Academic Misconduct Rules, Section 3. You are responsible for ensuring that any content generated with the assistance of these tools is accurate, properly referenced where appropriate, and demonstrably your own work. Misrepresentation of GenAI generated work as entirely your own without appropriate oversight, editing, or critical engagement may constitute a breach of academic integrity.

Table goes here

Section 3: Descriptor Level 3 Statement for Assessment Brief

Students are not permitted to use GenAI tools in this assessment task as it is an in-person assessment. GenAI tools may be used to support your preparation. Students must uphold the principles of the Student Academic and Non-Academic Misconduct Rules, Section 3. You are responsible for ensuring that any content generated with the assistance of these tools during preparation is accurate and properly referenced where appropriate.