

Shaping Responsible AI Use in Teaching and Learning at UQ: An Integrated Framework

Responsible AI at UQ is **human-centred, evidence-informed, privacy-aware, equitable, transparent where appropriate, and accountable to professional, legal, cultural and institutional responsibilities**. It starts with purpose: learning outcomes, assessment requirements, disciplinary standards, professional expectations and ethical obligations.

Responsible AI use is about making informed, context-sensitive decisions about when AI should be used, how it should be used, and when it should not be used.

This framework connects four interdependent domains to support consistent, adaptable and values-led AI practice at UQ.

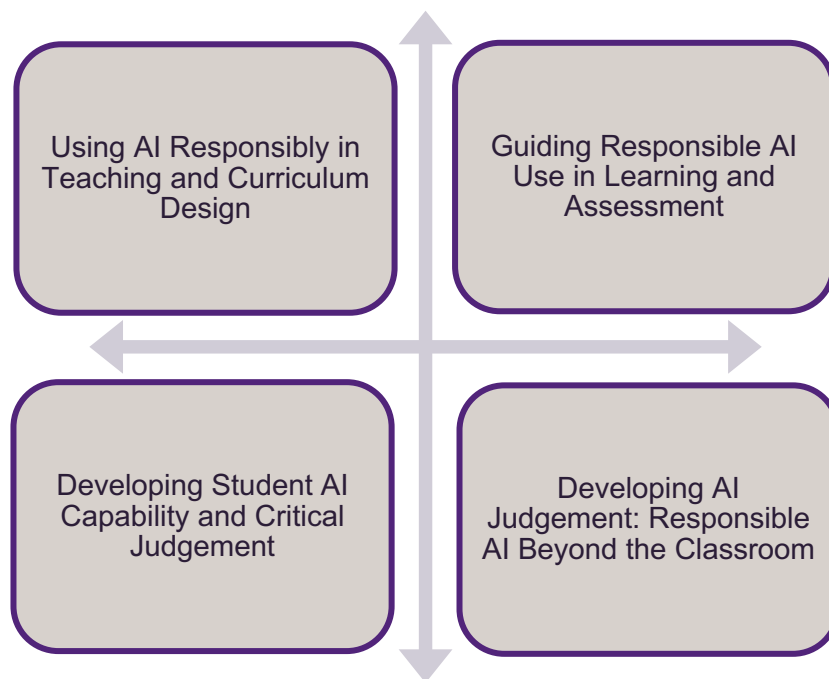


Figure 1: The Four-Domain Framework

Domain 1: Using AI Responsibly in Teaching and Curriculum Design

This domain focuses on how educators use AI responsibly in teaching, curriculum design, feedback, learning activities and related academic work.

Use this domain when: deciding whether and how to use AI in teaching materials, curriculum design, feedback, learning activities or related academic work.

In practice, we should: decide what we are using AI for, check whether the task involves sensitive or restricted data, including assessment materials that should not be shared; check AI-generated content before using it; , and remember that academic judgement remains our responsibility.

Example: A course coordinator uses AI to generate draft tutorial questions and a first-pass summary of common misconceptions from formative quiz responses. Before doing so they make sure they are using an approved AI tool (e.g. Microsoft Copilot) and do not enter identifiable student information or secure assessment materials. They check the AI-generated outputs for accuracy, then revise them using their own disciplinary expertise and knowledge of the course and its learning outcomes.

Responsible practice:

- Be able to explain why AI is being used and what it improves
- Retain responsibility for academic judgement and quality
- Check AI-assisted teaching materials before using them
- Protect privacy, secure assessment materials, and comply with copyright and licensing obligations
- Model the responsible AI practices we expect from students
- Share practice, learn from colleagues and continue to develop AI capability as tools and practices evolve.

AI should not:

- Replace disciplinary expertise
- Impersonate academic or institutional authority
- Make academic decisions
- Generate culturally sensitive or Indigenous content without authority
- Be used with sensitive or restricted data (including assessment materials that would compromise a task if released) in GenAI or similar tools and technologies (e.g. ChatGPT) without a UQ agreement to protect this data.

Measures of responsible practice:

- Educators can clearly explain why and how AI is used in curriculum and assessment design
- AI use decisions are aligned with learning outcomes and assessment requirements
- Educators can explain where AI has supported assessment or feedback processes, while retaining human accountability for decisions.
- Privacy, data security and fairness are addressed through clear and consistent practice

Domain 2: Guiding Responsible AI Use in Learning and Assessment

This domain focuses on how AI use is structured, permitted and communicated within courses, learning activities, and assessment.

Use this domain when: setting expectations for students' AI use in study, learning activities or assessment, or designing tasks where students may use AI in permitted ways.

In practice, we should: make task conditions explicit, teach responsible AI use before students are expected to demonstrate it in assessment, clarify what must remain students' own work, and require disclosure only where relevant. AI use should be intentionally sequenced across a program to progressively develop student capability and judgement.

Example: The course team creates a facilitated space for students to discuss several approaches to an open assessment task, including completing it without AI. Students consider the learning benefits, limitations and transparency needs associated with each approach, drawing on provided examples rather than being required to use AI. The discussion establishes shared expectations while recognising different perspectives and supporting students to make informed choices they can explain. Expectations for acknowledging AI, where relevant, are discussed and supported with examples on the course Learn.UQ site.

Students should be enabled to:

- Understand task-specific AI conditions
- Recognise what AI use is permitted, restricted or not permitted
- Evaluate AI-generated claims, sources, references and outputs
- Use AI in ways that support learning and assessment preparation
- Appropriately acknowledge how they used AI, where required.
- Make informed decisions about when to use AI and what must remain their own work

Assessment instructions should clearly state:

- Whether AI is permitted, restricted or not permitted for the task
- What kinds of AI support are allowed and for what purpose
- What must remain the student's own work
- When disclosure or reflection is required, and how proportionate disclosure should be made
- What the assessment is designed to evidence under those conditions

Measures of responsible practice:

- Assessment conditions make explicit what AI use is permitted or inappropriate, and why
- Students are supported to explain how their choices about AI use contributes to their learning
- AI use does not undermine what the task is designed to evidence
- Expectations are fair, transparent and consistent across courses and programs
- Student wellbeing, confidence, agency and equity are supported
- Programs progressively develop students' practical AI capability and responsible judgement across their program of study.

Domain 3: Developing Student AI Capability and Critical Judgement

This domain focuses on how students develop the knowledge and judgement needed to use AI critically and responsibly across contexts.

Use this domain when: planning how students will learn to understand AI, evaluate outputs, recognise risks and make informed decisions about when to use or not use AI.

In practice, we should: build AI capability into learning activities, give students opportunities to test and critique AI outputs, and connect concepts such as bias, hallucination, evidence and disclosure to disciplinary tasks.

Example: In a seminar activity, students compare an AI-generated answer with a peer-reviewed source and a disciplinary example. They identify factual errors, unsupported claims and missing context, then discuss when AI might be useful, when it is unreliable, and what checks are needed before using it in their own academic work.

Students should learn to:

- Understand how generative AI produces outputs
- Recognise bias, hallucinations, uncertainty and risk
- Evaluate claims, sources and evidence
- Understand ethical, legal and disclosure obligations
- Decide when not to use AI

AI capability should be:

- Centrally supported for core concepts
- Embedded across programs to develop graduate capabilities
- Contextualised at course level through assessment and learning activities.

Measures of responsible practice:

- AI capability is intentionally scaffolded across programs
- Students can critically evaluate AI outputs
- Students understand ethical and legal responsibilities
- Students develop confidence in deciding when AI use is appropriate, inappropriate or risky.

Domain 4: Developing AI Judgement: Responsible AI Beyond the Classroom

This domain focuses on preparing students to use AI responsibly in professional, workplace and community contexts where human accountability, risk and public trust matter.

Use this domain when: preparing students for workplace, professional or community contexts where AI may be used and where human accountability must remain clear.

In practice, we should: identify relevant professional expectations, discuss real-world limits and risks, show students how to justify AI use in context, and make clear which decisions cannot be delegated to AI.

Example: In a placement preparation activity, students analyse a case where an AI tool produces a plausible but flawed recommendation in a professional setting. They discuss the relevant professional standards, identify the risks to clients or the public, and explain why responsibility for the final decision must remain with the human practitioner.

Students should be prepared to

- Apply disciplinary expectations and professional standards when using AI
- Take responsibility for how AI is used, including privacy and data protection
- Check AI outputs for accuracy, quality and suitability
- Recognise when the risks of using AI are too high
- Maintain human judgement in decisions that affect others

Measures of responsible practice:

- AI use is contextualised within disciplinary expectations and/or professional standards
- Students understand that accountability cannot be delegated to AI
- Graduates can explain and justify AI use in relation to risk, safety, privacy, equity and public trust
- Programs prepare students to work within real-world professional, legal, ethical and organisational constraints

Foundations for responsible practice across all domains

Across all four domains, the framework distinguishes between **effective use** (competent, goal-oriented use of AI tools), **ethical use** (judgement about what should or should not be done, including harm, fairness, equity, cultural knowledge, environmental impact and broader societal consequences), and **responsible use** (the application of ethical principles, AI and information literacy, professional obligations, legal requirements and disciplinary judgement in context). Across all domains, AI use should remain human-centred, proportionate, privacy-aware, transparent where relevant, and accountable to professional, legal, cultural and institutional responsibilities.