Curtin University

Assessment 2030

GenAI Guidance for Curtin Educators in 2026

Office of the Deputy Vice Chancellor (Academic)

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Acknowledgement of Country

Curtin University would like to pay respect to the Aboriginal and Torres Strait Islander members of our community by acknowledging the traditional owners of the land on which the Perth campus is located, the Whadjuk people of the Nyungar Nation; and on our Kalgoorlie campus, the Wongutha people of the North-Eastern Goldfields.

Introduction

Generative artificial intelligence (GenAI) tools are increasingly common in professional and educational settings. Curtin University's approach to GenAI in education is designed to prepare students for this reality while maintaining the integrity of our degrees and the quality of student learning.

This guide outlines key advice and practical guidance for educators on designing assessments and supporting students in an environment where GenAI use cannot be reliably detected or prohibited in unsupervised settings.

Key updates

From 1 January 2026:

- Turnitin's GenAI detection feature has been disabled by Curtin University
- Educators may prohibit and/or restrict the use of GenAI through Lane 1 (Secure) assessments, where students are supervised or invigilated in live settings
- Prohibiting GenAI in Lane 2 (Non-Secure) assessments is inadvisable because use cannot be reliably detected
- To learn more about how to design Lane 2 assessments, please visit the Assessment 2030 Studio
- For a full list of assessment design options, please refer to the Curtin Assessment Types
- Third-party software to detect GenAI use is not permitted

From 1 January 2027, all courses will need to select one of two options for assurance of learning: unit level or course level. Please refer to the Assessment and Student Progression Manual (ASPM) for details.

Courses which have selected unit-level assurance, or have not yet covered all course learning outcomes with at least one secure assessment, should continue to follow the ASPM guidance that educators must maintain reasonable confidence that at least 50% of assessment represents students' own work.

For Lane 2 assessments where GenAI use is permitted:

Educators	Students
Educators should model appropriate GenAI use in their own practice and set clear expectations for how students should use it in assessments	Students who use GenAI remain accountable for their submissions and must be able to defend their work. This includes verifying the accuracy of generated content and taking full ownership and responsibility for the final product.

The Two-Lane Approach

Through the Assessment 2030 initiative, Curtin has adopted a Two-Lane Approach to assessment design. This framework provides a common language for thinking about assessment purposes.

The Two-Lane Approach recognises that assessment serves two overarching purposes: to verify that students have learned what we need them to learn, and to support their development as independent professionals. Effective course design draws on both, with the balance varying by discipline and context.

	Lane 1: Assessment of Learning	Lane 2: Assessment for Learning
Objective	To verify students' learning, maintaining degree integrity and supporting progression	To support students' development as independent professionals working alongside digital tools and AI
How it works	Secure assessments at specific points across the course journey or within core units	Continuous formative activities integrated throughout the course journey, supporting mastery of key concepts
Examples	Exams, interactive orals, skills demonstrations, industry placements	Essays and written reflections, reports, case study analysis, digital portfolios, artefact creation
Classification	Secure (supervised, synchronous)	Non-secure (unsupervised, asynchronous)
GenAI use	Restricted and/or controlled during the assessment Students may use GenAI to prepare or study	Educators may permit GenAI use Students must verify all outputs and may be required to declare use

Can educators prohibit GenAI use in assessments?

- Yes. In Lane 1 assessments where students are supervised or invigilated, GenAI can be prohibited
- In Lane 2 assessments, prohibiting GenAI use is generally inadvisable because use cannot be reliably detected
- Educators are responsible for determining and clearly communicating expectations regarding the use of GenAI in assessments

Assessment 2030 design considerations

When designing assessments, consider how GenAI may support or interfere with students demonstrating the intended learning outcomes. The goal is to design assessments where GenAI use is appropriate, transparent, and aligned with what you are trying to assess.

Choosing the right lane

Start by clarifying the learning outcomes being assessed. If you need confidence in the student's identity and that work was completed independently, a Lane 1 (Secure) assessment such as an exam or oral presentation may be appropriate. If the learning outcomes relate to students creating high-quality outputs where the emphasis is in developing their professional expertise, Lane 2 assessments may allow students to use GenAI while demonstrating their evaluative judgement. For more guidance, refer to our Learning Outcome Guide.

Practical guidance for educators

Use a mix of assessment types

Combining secure assessments (like invigilated exams) with non-secure assessments (like essays or portfolios) gives students different ways to show what they have learned and allows students to play to their unique strengths.

Think about the process, not just the final product

GenAI can produce increasingly sophisticated, polished outputs. In Lane 2 (Non-Secure) assessment, educators may instead assess students' work based on how they produce high-quality, professional-grade outputs and/or resources. Educators may also embed assessment design approaches which ask students to explain or reflect on how they produced the work, for example, how they fact-checked and navigated their use of GenAI.

Practical guidance for educators

Do not assume all students have the same access to GenAI tools
While some students will be using free versions of AI tools, others will pay or subscribe to premium versions with additional features. When designing a Lane 2 assessments, consider this and ensure the grading criteria and rubric do not inadvertently reward outputs that are only achievable with premium tools.

Only set rules you can realistically enforce
Where the use of GenAI is permitted, it is generally inadvisable to constrain students' tool choice or set prescriptive rules around how to use GenAI. Educators should clearly explain their expectations and rationale to students from the outset, and remind them often.

Offer alternatives where possible
Some students may prefer not to use GenAI. Where practical, provide options that do not require it.

Support academic integrity
If you have concerns about academic integrity, support and guidance are available. You can also explore resources designed to promote academic integrity in your assessments.

Discussing GenAI with students

Students need clear guidance on what is expected of them in each unit and assessment. The following principles can help you support appropriate and ethical GenAI use.

Communicate openly
Clearly state your GenAI expectations in assessment instructions and discuss them early and often in the teaching period. Remember that students are allowed to use GenAI for study purposes.

Explain the rationale
Help students understand why some assessments are secure and others are not. When students understand the purpose behind assessment design, they are more likely to engage authentically.

Model appropriate use
Staff should model responsible GenAI use by verifying, acknowledging and declaring their own use to students. This promotes a culture of transparency and helps students understand what appropriate use looks like in practice.

Direct students to resources
The Library's GenAI UniSkills resources provide students with guidance on appropriate use, prompting techniques, output verification, and academic integrity requirements. Direct students to these resources to support their understanding.

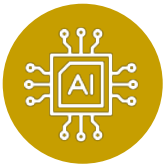
Principles for appropriate and ethical use

The following principles apply to both staff and students when using GenAI tools.

Verify all outputs
GenAI may produce content that is inaccurate, biased, or entirely fabricated. It is your responsibility to review and verify information before using it.

Check references
GenAI often generates inaccurate or fabricated references. Always confirm that sources are real and that they support the claims being made. Submitting work with fabricated references constitutes academic misconduct, regardless of whether GenAI was used.

Protect confidential information
Avoid entering personal, confidential or sensitive information into GenAI tools, as this data may be stored or used to train future models.



Use GenAI as a tool, not a replacement
GenAI cannot replace disciplinary knowledge, professional judgement or critical thinking. Over-reliance will undermine the development of your own skills and knowledge.

Acknowledge and declare use
Be transparent about when and how you have used GenAI, particularly in work that will be assessed, published or shared with others.

Develop GenAI capabilities as critical skill
Using GenAI appropriately and ethically is an important professional skill. This includes adhering to copyright rules, understanding limitations, and applying professional judgement about when and how to use these tools.

Using GenAI in your teaching practice

Staff are encouraged to explore GenAI tools to support their teaching and administrative work, while adhering to university policies on academic integrity, privacy and data security. When using GenAI in your practice, consider the following.

- **Copyright:** Be aware of intellectual property considerations when using GenAI to create or modify content. Refer to the GenAI Copyright Guidance document for more information.
- **Privacy:** Do not enter student data or other personal information into GenAI tools.
- **Accuracy and bias:** Review all GenAI outputs for accuracy and potential bias before using them in your teaching.

Available tools

Educators may encourage students to use Grammarly Authorship or Turnitin Clarity to gain insight into their writing process. Turnitin Clarity will be available from Semester 2, 2026.

The Copilot for Teaching resources provide guidance on using Copilot 365 for tasks such as designing rubrics, developing assessments and creating presentations.

Assessment Design

Learn how Microsoft Copilot can transform your assessment design process. Dr David McMeekin demonstrates practical ways to modify, improve, and brainstorm innovative assessments efficiently and effectively.

Watch now

Designing Rubrics

Discover how Dr Rohini Balapumi uses Copilot 365 to design rubrics. Learn to create comprehensive, accessible rubrics aligned with learning outcomes, ensuring clarity for students and consistency for markers.

Watch now

Designing Presentations

Explore how A/Prof Madeleine Dobson uses Copilot 365 to create effective presentations. Discover how to structure content, integrate learning outcomes, refine slides, and focus more on student learning.

Watch now

Educators interested in using GenAI for feedback or marking purposes must contact their relevant Dean L&T.

Staff with general queries about AI use at Curtin should also continue to refer to the AI @ Curtin page, and the SECURE framework.

Appendix

Resources and links

The following resources provide further guidance and support.

GenAI at Curtin

- Student GenAI use at Curtin
- GenAI in Learning and Teaching
- Copilot for Teaching (educator resources)
- GenAI UniSkills (Library)

Assessment 2030 Resources

- Curtin's Updated Assessment Categories
- Learning Outcomes Guide
- Understanding Exams at Curtin

Lane 1 and Lane 2 Case Studies

Visit our Assessment 2030 Studio page for case studies, including:

- Weekly eTests (Lane 1)
- Progressive Laboratory Report (Lane 2)
- Pecha Kucha Presentation (Lane1)

Academic Integrity and Student Conduct

- Policy: Assessment and Student Progression Manual
- Staff Portal Academic Integrity
- Academic Integrity at Curtin (student-facing site)
- Appropriate use of GenAI technologies (student-facing site)
- Academic Integrity Flowchart
- Questions related to student conduct concerns contact SCO@curtin.edu.au

Support

If you have any queries about how to implement these principles within your own units or assessments, please reach out to your school's Director of Learning & Teaching, who will be able to support you, in conjunction with the Assessment 2030 Academic Secondments and Assessment Co-Designers for your Faculty, listed below.

Faculty of Health Sciences

- A/Prof Anett Nyradi
- Dr Ryan Lopez

Faculty of Humanities

- A/Prof Madeleine Dobson
- Joel Louie

Faculty of Business and Law

- A/Prof Michael Baird
- Dr Cassandra Colvin

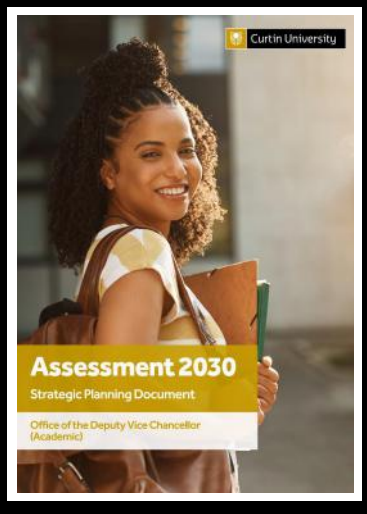
Faculty of Science & Engineering

- A/Prof Alison Blyth
- Dr Nazanin Mohammadi

For more information

To learn about Assessment 2030, visit our website and view our Strategic Planning Document.

Discover how educators across Curtin are reimagining assessment for tomorrow's learning. Explore the Assessment Design Studio to see real case studies and practical examples.



Contact us at Assessment2030@curtin.edu.au

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