



<b>POLICY TITLE: Use of Generative AI in Academic Work</b>			
<b>Policy number:</b> AP-LS 02	<b>Policy group:</b> Library and Academic Software	<b>Effective:</b> 26/03/2025	Page 1 of 13

## **PURPOSE**

### **Use of Generative AI in Academic Work - draft**

## **PURPOSE**

This policy provides guidelines on the appropriate and ethical use of generative AI tools in academic work. It ensures that AI-assisted work maintains academic integrity, originality, and transparency.

## **SCOPE**

This policy applies to all students, staff, faculty, and researchers engaged in any academic writing, research, teaching, and coursework at UGHE.

## **Introduction**

Generative Artificial intelligence (Gen AI) tools are being used widely in diverse sectors, including health care and Higher Education. This guideline is designed to help you make ethical decisions in the use of Gen AI. It is important for you to understand the difference between appropriate and inappropriate use of Gen AI to enhance academic integrity and practice.

Appropriate use involves upskilling (or enhancing) your knowledge and ability (i.e., you learn and develop by using the AI tool), whereas inappropriate use involves down-skilling (or diminishing) your knowledge and ability (i.e., you do not learn or develop; in fact, you may lose your ability by using AI). As there are many considerations in the use of AI, we cannot always say that the use is appropriate or inappropriate, so there is also a middle 'at risk' area where this use might lead to inappropriate use.

## **GUIDELINES**

### **1. Authorship and accountability**

- **Acceptable use**
  - Individuals must remain the primary authors of their academic or professional work.
  - AI tools may assist in summarizing articles, improving structure and language, and idea refinement, but the final work must be the author's own.
- **Unacceptable use**
  - Submitting AI-generated content as original work is strictly prohibited.
  - When the majority of a document is AI-generated, it no longer qualifies as one's own work.



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## 2. Academic integrity, Transparency and acknowledgement

- **Acceptable use**

- AI-generated content must be disclosed and properly cited.
- General Disclosure Requirement:
- If AI tools (e.g., ChatGPT, Grammarly, or other generative AI software) are used to generate text, summarize, or content development, this must be explicitly stated
- Acknowledgment should be included in a footnote, methodology section, or separate disclosure statement, depending on the type of academic work.
- AI-assisted data analysis, coding, or literature review automation should be properly attributed, and results must be independently verified.
- Any content produced using generative AI assistance must be rigorously checked to ensure its accuracy and conformity with the academic and legal standards.

## 3. Citing AI-Generated Content

- AI should not be cited as a traditional author, as it does not generate original thought or take responsibility for information.
- APA citation styles should be followed. Examples:
  - APA (7th Edition):  
*ChatGPT (OpenAI). (2024, March 10). Response to a query on academic AI use [Large language model output]. OpenAI.*
  - Footnote Example:  
*This text was generated with assistance from ChatGPT (OpenAI, March 2024). The author has reviewed and modified the content for accuracy and originality.*

- **Restrictions on AI Use**

- AI should not be used for automated content creation in research papers, exams, or assignments without faculty approval.
- AI-generated work should not replace critical thinking, original analysis, or personal academic contribution.
- Generative AI can sometimes "hallucinate," producing incorrect, nonsensical, or entirely fabricated information, which must be carefully verified.

- **Unacceptable Use**

- Failure to disclose AI use in any submitted work.



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- Generative AI may sometimes ‘hallucinate’, leading to incorrect, nonsensical, or entirely fabricated information. AI hallucinations can range from minor inaccuracies to completely erroneous statements and are unacceptable.

#### 4. Idea generation

- **Acceptable use**

- AI may assist in brainstorming, summarizing complex topics, or suggesting research directions
- Using AI tools to help with planning and generating initial ideas

- **Unacceptable use**

- Inputting the entire task into AI tool and using the generated output with little or no modification.

#### 5. Writing assistance

- **Acceptable use**

- AI may be used for grammar checks, spelling corrections, and improving clarity
- Using AI tools to proofread and enhance their writing without compromising authorship.

- **Unacceptable use**

- Using AI to generate reference lists without checking credibility of the reference.
- Relying on AI to create substantial portions of a document beyond basic assistance.

#### 6. Data generation/analysis/coding

- **Acceptable use**

- AI-generated code must be properly reviewed, tested, and credited.
- AI may support data processing and visualization, provided methods are transparently described.

- **Unacceptable use**

- Using AI to generate data or fabricate research findings.
- Using AI to directly perform data analysis and visualization (e.g. perform regression, hypothesis testing, and other statistical methods).



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**7. Image and Media Creation:** Generating contextualized photos, graphics and other visuals

- **Acceptable use**

- AI-generated content must be clearly labeled and not misrepresent reality.

- **Unacceptable use**

- Using AI-generated content that is inappropriate, misleading, or misrepresents facts.

**8. Accuracy, Fabrication and falsification**

- **Acceptable use**

- Users are fully responsible for ensuring that AI-generated content is accurate, original, and ethically used.

- **Unacceptable use**

- Using AI to generate citations, data, or research findings.
- Employing AI to create biased, misleading, or inappropriate content.

**9. Assessment and examinations**

- **Acceptable use**

- Using AI to generate mock examination questions for practice and study purposes.

- **Unacceptable use**

- Using AI for exams, essays, or assignments when not explicitly permitted.
- Violating instructions that specifically prohibit AI use in an assessment.

**Faculty and Student Responsibilities:**

**Faculty Responsibilities:**

- Provide clear guidelines and expectations for the students regarding the use of AI in their courses including mandatory orientation on the ethical use of AI.
- Provide guidance for the appropriate use of AI
- Follow data privacy protocol when using AI tools to assist student assessment, grading, and feedback.
- Use assessment strategies that allow the appropriate use of AI tools and enable the students to use their creativity and critical thinking.



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- Explicitly acknowledge and cite AI tools used.

**Student Responsibilities:**

- Follow these guidelines to aid the appropriate use of AI tools to support their learning.
- Consult faculty members for guidance on the appropriate use of AI in their prospective courses.
- Explicitly acknowledge and cite AI tools used.

**Summary of guidelines on AI use**

Category	Acceptable Use	At Risk for Unacceptable Use	Unacceptable Use
Authorship and Accountability	Individuals remain the authors of their academic work. AI tools may assist in drafting and idea refinement, but the final work must be the student's own.	Over-reliance on AI for initial drafts, and idea refinement without additional research.	Submitting AI-generated content as original work is strictly prohibited. When the majority of a document is AI-generated, it no longer qualifies as the student's own work.
Transparency and Acknowledgement	Any significant AI-generated content must be disclosed and cited according to institutional or disciplinary standards.	Manipulated perception, not making use clear, as AI generated material may appear more polished and potentially mislead reviewers about the individual's true capacities.	Failure to declare the use of AI in any submitted task. Hidden use.
Idea Generation	AI may assist in brainstorming, summarizing complex topics, or suggesting	Identifying arguments on a topic using AI with risk of unintentional plagiarism.	Inputting the entire task into an AI tool and using the generated output with



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	research directions. Students can use AI tools to help with planning and generating initial ideas.		little or no modification.
Writing Assistance	AI may be used for grammar checks, spelling corrections, and improving clarity. Students can use AI tools to proofread and enhance their writing without compromising authorship.	Using AI to paraphrase source text, to reduce word count before submission. Using AI to rephrase assignments to reduce text-matching also puts authors at risk.	Using AI to generate reference lists automatically. Relying on AI to create substantial portions of a document beyond basic assistance. Using AI to rewrite or finalize assignments just before submission, without review.
Data Generation/ Analysis/Coding	AI-generated code must be properly reviewed, tested, and credited. AI may support data processing and visualization, provided methods are transparently described.		Using AI to generate data or fabricate research findings. Using AI to perform direct analysis, hypothesis testing, and other statistical methods
Image and Media Creation	AI-generated content must be clearly labeled and not misrepresent reality.	Deepfake manipulation (using AI to create highly realistic but fake images, videos or audios)	Using AI-generated content that is inappropriate, misleading, or misrepresents facts.



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Accuracy, Fabrication and Falsification	Users are fully responsible for ensuring that AI-generated content is accurate, original, and ethically used.		Using AI to generate citations, data, or research findings. Employing AI to create biased, misleading, or inappropriate content.
Assessment and Examinations	Using AI to generate mock examination questions for practice and study purposes.	AI for Automated grading may unintentionally disadvantage certain groups due to biased training data. Memorizing AI generated responses to exam questions before assessment.	Using AI for exams, essays, or assignments when not explicitly permitted (AI-assisted cheating). Violating instructions that specifically prohibit AI use in an assessment.

**Frequently asked questions to guide appropriate use of AI in academic work.**

**1. Explaining keywords to check your understanding = Appropriate practice**

This is appropriate practice. It is fine to get explanations of keywords from AI to check your understanding. However, don't forget that AI tools work by predicting text so may generate some inaccurate information. Remember to declare your use of AI using the declaration form.

**2. Paraphrasing source text = At risk practice**

This is an at-risk practice because it means you risk not learning about your topic or not understanding the sources you are reading. It is acceptable to check a few words, but not to get AI tools to paraphrase more than that, as there is a risk you will not be the author of your text.

**3. Checking punctuation = Appropriate practice**

Yes, checking punctuation by using an AI tool is appropriate practice. There is no risk in getting an AI tool to ensure your punctuation is correct as this is an appropriate form of proofreading. Remember to declare your use of AI using the declaration form.



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#### **4. Submitting text generated by AI as your own work = Inappropriate practice**

This is inappropriate practice. Text generated by AI is not your own work. You need to be the author of the work you submit. In addition, you must declare any use of AI tools, i.e any use of AI must be made transparent and clear to your tutor.

#### **5. Reducing your word count before submission = At risk practice**

This is an at-risk practice. Using AI tools to reduce your word count could result in significant editing by AI tools which would mean the risk of you losing your voice, lacking authorship and control of the text. However, for a small amount of text reduction and editing, it could be acceptable.

#### **6. Planning your structure = Appropriate practice**

This is appropriate practice. It is fine to get AI tools to help you plan your structure before you start writing. However, be aware of the risk that it may suggest a different structure to the actual task. Make sure you follow assignment instructions. Remember to declare your use of AI using the declaration form.

#### **7. Generating (creating automatically) your reference list = Inappropriate practice**

This is inappropriate practice. Asking an AI tool to generate your reference list means you are not doing literature search to find, select, read and use sources yourself. There is also a risk that the references generated by AI are not real, so it could mean you are presenting falsified research, which is an academic conduct breach.

#### **8. Using AI to generate information from sources = Inappropriate practice**

This is inappropriate practice. Using an AI tool to generate information from sources means that you are not doing your own research, reading and showing your understanding and learning from sources. You need to do your own research as part of your own learning on the topic and to meet the learning outcomes of your programme. There is also a risk that the information or the use of sources is false. Always do your own research!

#### **9. Correcting grammar = Risky to Appropriate practice**

This is appropriate practice. It is acceptable to use an AI tool to correct your grammar; there are a variety of tools that can help you to do this, such as Grammarly. However, uploading the entire document and ask AI to correct it is risky, as AI may inevitably make



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significant changes to the contents. Thus, always check that the corrections and proofread yourself to keep improving your skills. Remember to declare your use of AI using the declaration form.

### **10. Rephrasing your assignment to reduce text-matching = At risk practice**

This is an at-risk practice because getting an AI tool to rephrase your assignment in this way may mean that you lose control and authorship of the text. It may also mean that AI changes the meaning of what you are writing. However, it may be acceptable for small sections of text such as parts of a sentence.

### **11. Brainstorming ideas to get started = Appropriate practice**

This is appropriate practice. It is fine to use AI for initial brainstorming of ideas to help you get started with an assignment. However, don't forget that there is a risk AI tools may generate inaccurate or biased information. Remember to declare your use of AI using the declaration form.

### **12. Providing a conclusion to your work = Inappropriate practice**

This is inappropriate practice. You should not use AI tools to provide a conclusion to your work. Your conclusion is an important part of your assignment/work where you should present your own summary of your research and demonstrate your own understanding and interpretation of your topic. If you use AI to write the conclusion, you will not be able to demonstrate this.

### **13. Providing some synonyms = Appropriate practice**

This is appropriate practice. It is fine to ask AI tools to provide some synonyms for words; it is something you could also do without AI, using a dictionary. However, remember that sometimes AI tools generate inaccurate information. Remember to declare your use of AI using the declaration form.

### **14. Doing a literature search = Risky to Appropriate practice**

If you use AI research tools to assist in finding published literature, or help formatting the referencing list, that's appropriate. You still have to read and analyze the articles yourself. If you use AI tools to generate a list of literature without checking and cite them as sources, you are at high risk as AI is known to "hallucinate" – meaning they generate articles that may not exist. You should also use other sources in your search, especially via the Library databases. Make your own review through reading and evaluating sources. Using AI to



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write the literature review for you is absolutely unacceptable. Remember to declare your use of AI using the declaration form.

**15. Helping start paragraphs with standard phrases = Appropriate practice**

This is appropriate practice. It is fine to ask AI tools to help you to start paragraphs with standard phrases (like ‘There are three main reasons for this situation’). With AI tools, remember that sometimes the words generated are based on predicted text and may not be suitable. Remember to declare your use of AI using the declaration form.

**16. Generating figures from numerical data = Risky to Appropriate practice**

This is appropriate practice. Using AI tools to generate figures (graphs and charts) from numerical data is a means of presenting data that can be made through use of other tools. However, simply uploading a study dataset to generate figures is inappropriate, as it may infringe on study data privacy (please refer to the FAQs on uploading primary research data for analysis below). Remember to declare your use of AI using the declaration form.

**17. Identifying arguments on a topic = At risk practice**

This is an at-risk practice. While it is similar to initial brainstorming before starting an assignment which is acceptable, asking an AI tool to specifically identify arguments on the topic may mean that you are over-relying on the tool to generate content and losing authorship. Don’t forget that AI tools may also generate information, which is false, biased, inappropriate or irrelevant.

**18. Following assignment instructions to use AI = Appropriate practice**

This is appropriate practice. If your tutor has provided you with assignment instructions that specify use of AI, then you should follow them. However, don’t use AI in any way other than how you have been instructed. Remember to declare your use of AI using the declaration form.

**19. Using AI for answers to exam questions = Inappropriate practice**

This is inappropriate practice. Using AI to generate the answers for exam questions means not answering them yourself. This would be an academic conduct breach. Always do your own work!

**20. Using AI to generate computer code = Appropriate to inappropriate practice**

Use of AI-generated codes is acceptable if you use AI to suggest improvements for efficiency, readability, or debugging existing code that you have written yourself. Using AI



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as an educational tool to understand syntax, best practices, or coding concepts while ensuring you write and modify the code independently is the appropriate use of AI. However, it is not acceptable to use AI to generate entire solutions for assignments, exams, or projects without understanding, modifying, or writing significant portions yourself. It is not acceptable to rely on AI to complete coursework or project instead of developing problem-solving and coding skills. Using AI-generated code without proper review, modification, or attribution can lead to security vulnerabilities, compliance issues, or ethical concerns and thus considered as inappropriate.

### **21. Uploading primary research data for analysis = Inappropriate practice**

This is an in-appropriate practice, particularly on open, non-institutional generative AI models. There are data privacy risks with sharing your own or your participants' personal information and research data with an AI tool. Never share sensitive or personal information on any AI tools.

### **Consequences of Inappropriate Use**

In cases of inappropriate use of AI tools, all users, including students, staff, and faculty, will be subject to disciplinary action. Consequences for faculty may include formal warnings, restrictions on research or teaching privileges, reputational damage, and potential administrative sanctions. Academic penalties for students may range from assignment failure and course failure to suspension, with possible negative implications on their academic records and transcripts. Institutions will enforce these measures to uphold academic integrity and ethical AI usage.

### **Compliance and Review:**

These guidelines will undergo regular review and revision at least biannually to stay updated with rapid developments and changes in the field of Generative AI and its uses in academia and research.

### **RESPONSIBILITY**

All UGHE community members.

### **MATERIALS/DOCUMENTATIONS**

### **AI USE DECLARATION FORM**



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Department: \_\_\_\_\_  
 Course/Project Name: \_\_\_\_\_  
 Student/Staff/Faculty Name: \_\_\_\_\_  
 Date: \_\_\_\_\_

**Purpose of AI Use**

Please indicate the AI tools you have used and describe their purpose in your work.

Tool Name	Description of use: Purpose, scope of AI contribution (e.g., brainstorming, summarization, code generation, data analysis, language correction, image generation, etc.)

**Declaration of compliance with AI use**

By signing this declaration, I confirm that:

- I have clearly disclosed the AI tools used in the preparation of my work.
- The final submission is my original work, and AI was used as a supportive tool, not as a replacement for independent thought, analysis, or critical reasoning.
- I have not used AI to generate false data, fabricate references, or bypass learning objectives set by my instructor or institution.
- My use of AI adheres to “Use of Generative AI in Academic Work” policy.
- I have properly cited AI-generated content in the document.
- I understand that any inappropriate or undisclosed use of AI tools may result in academic penalties outlined in the “Use of Generative AI in Academic Work” policy.

I, [Full Name], confirm that the above statements are accurate, and I take full responsibility for my work and the ethical use of AI tools.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**RELATED POLICY**



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Honor Code and Academic Integrity – Policy Number (AQP001)

### REVISION/REPLACING

This policy shall be subject to periodic review as deemed necessary by UGHE’s Academic Commission.

### EFFECTIVE DATE OF THE IMPLEMENTATION OF THE POLICY

This policy shall come into effect on the date of its approval by the Academic Commission of the University of Global Health Equity.

Approved by:



Date: May 7, 2025

Signature: *Abebe Bekele*

**Professor Abebe Bekele**  
**Deputy Vice Chancellor - Academic Affairs and Research,**  
**University of Global Health Equity**