



UniMAC
UNIVERSITY OF MEDIA, ARTS AND COMMUNICATION

BULLETIN

PLAGIARISM POLICY AND GUIDE FOR USE OF GENERATIVE AI TECHNOLOGIES

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**PLAGIARISM POLICY AND GUIDE
FOR USE OF GENERATIVE AI
TECHNOLOGIES**

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Foreword

At the University of Media, Arts and Communication (UniMAC), we uphold the highest standards of academic integrity and ethical conduct. Our commitment to originality, intellectual honesty, and respect for intellectual property is fundamental to our mission of fostering a culture of learning, innovation, and excellence.

Plagiarism, whether intentional or unintentional, undermines the credibility of academic and professional work. It compromises the trust that forms the foundation of our institution and devalues the efforts of those who dedicate themselves to producing original and meaningful contributions. To ensure that all members of our community (students, faculty, researchers, and staff) adhere to these principles, we have established this Plagiarism Policy.

Artificial Intelligence (AI) is transforming the way we learn, teach, and conduct research. As a leading institution committed to academic excellence and innovation, our university recognizes the profound impact of AI on education and society. While AI presents immense opportunities, it also brings ethical, legal and academic integrity challenges that require thoughtful guidance and responsible use.

This AI guide serves as a framework to ensure that AI technologies are leveraged ethically, inclusively, and transparently within our university community. It establishes clear guidelines for students, faculty, and staff regarding AI's role in education, research, and administrative functions. By fostering responsible AI adoption, we aim to uphold academic integrity, protect intellectual property, and promote equitable access to these powerful tools.

Professor Eric Opoku Mensah

Vice Chancellor

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1. Plagiarism Policy

The Plagiarism Policy establishes guidelines to define plagiarism within the scope of fostering creativity and original intellectual contributions as a public good. It outlines the effects of plagiarism on academic integrity in teaching, learning, and research, as well as strategies to prevent and address it.

1.1 Preamble

The University of Media, Arts and Communication (UniMAC):

- a) Strives to be a reputable international institution of choice, actively shaping the future.
- b) Remains committed to maintaining excellence and relevance in its diverse programs and research initiatives.
- c) Acknowledges its responsibility to cultivate faculty/staff and students of integrity, and confident people who adhere to ethical academic principles in both teaching and research.

1.2 Purpose

This policy sets out to:

- a. explain what plagiarism is.
- b. establish guidelines and procedures to prevent plagiarism.
- c. Implement procedures to address instances of plagiarism and enforce appropriate consequences, including related disciplinary measures.
- d. define the roles and responsibilities of faculty/staff and students in cases of alleged plagiarism.

1.3 Policy Scope

The policy is applicable to all individuals associated with UniMAC, including:

- a. employees (full time and part time)
- b. students
- c. research affiliates
- d. visiting academics

1.4 Meaning of Plagiarism

- a. Plagiarism occurs when an individual wrongly claims, presents, or replicates another person's words, phrases, concepts, ideas, data, or other forms of work (referred to as "intellectual output") as their own original creation. This is done without properly crediting the actual author or source using the accepted citation styles of the relevant field.
- b. Plagiarism includes directly presenting, claiming, or reproducing another person's intellectual work as one's own, or closely aligning with their work (such as through paraphrasing or extensive borrowing), without clearly acknowledging that the work belongs to someone else. This acknowledgment

should be made through methods like quotation marks or accurate source references.

- c. Plagiarism can often constitute a violation of copyright law, making it subject to the provisions of the Copyright Act.
- d. Plagiarism is a form of academic dishonesty that undermines academic integrity, which is built upon five core ethical values:
 - i. honesty
 - ii. trust
 - iii. fairness
 - iv. respect
 - v. responsibility
- e. An individual who commits plagiarism acts fails to:
 - i. cultivate the ability to critically analyse, interpret, and evaluate existing knowledge and information.
 - ii. acquire the necessary knowledge, skills, and competencies essential for professional success.
 - iii. cultivate a distinct academic writing style.
 - iv. establish and refine an independent voice that conveys knowledge and ideas in an authentic manner.
- f. Self-plagiarism occurs when an individual presents, claims, or presents previously submitted or published work as new or original without proper disclosure. This can be considered academic misconduct and might result in disciplinary action. Examples include a student resubmitting previously assessed work to gain another qualification or submitting a previously subsidised publication as original to obtain additional state subsidies.
- g. Fabricating and falsifying academic research are closely linked to plagiarism and are also forms of academic misconduct:
 - i. Fabrication of academic research occurs through the invention of data and results and recording or reporting them.
 - ii. Falsification of academic research involves manipulating, altering, or omitting data, results, materials, equipment, or processes, leading to a misleading representation of the research.

2. Duties in Preventing and Addressing Plagiarism

It shall be the responsibility of all persons within the University Community to ensure that Plagiarism is avoided.

2.1 Accepted Similarity Index Rate

The University shall accept and consider student theses/projects/assignment and faculty/staff research if:

- a. It has a similarity index of **25%** or less from the approved plagiarism detection tool provided by the University.
- b. No single source similarity index exceeds **2%**
- c. The number of words in an unbroken string (phrase or sentence) does not exceed **10** words.

2.2 Responsibilities of Employees (Academic and Professional)

- a. Deans, library staff, and, when relevant, directors or senior administrative staff must ensure that all academic and support personnel engaged in research, teaching, and student learning receive proper training and knowledge on plagiarism, as well as discipline-specific writing standards and referencing methods for using literary sources. Additionally, they are responsible for facilitating structured opportunities for users to develop the essential knowledge and skills needed to prevent plagiarism.
- b. All academic and professional staff engaged in research, teaching, and student learning activities have a duty to:
 - i. familiarize themselves with, fully understand, and consistently adhere to the UniMAC Plagiarism Policy while setting an example for students by avoiding self-plagiarism in their work, whether for instructional purposes or publication.
 - ii. make students aware of the Plagiarism Policy, and of the serious consequences of plagiarism in as prominent and continuous a manner as possible.
 - iii. foster in students a strong awareness of academic integrity, emphasizing its significance in both their work and that of others, while encouraging independent thinking and the expression of original ideas in a scholarly manner.
 - iv. develop students' understanding of the proper referencing techniques and writing conventions relevant to their academic discipline, ensuring the production of authentic and original work.
 - v. educate students on the penalties associated with plagiarism, making them aware of the potential consequences of academic dishonesty.

2.3 Responsibilities of Students

Students are responsible for familiarizing themselves with the concepts of plagiarism and academic integrity, as outlined in the policy, and for understanding the implications of academic misconduct.

- a. students are expected to understand and use the appropriate referencing techniques for their specific academic discipline, as provided by support staff. This ensures the authenticity and originality of their academic work is maintained and not compromised by improper referencing.

- b. students should consult academic and library staff for guidance whenever they are uncertain about whether their work may constitute plagiarism.
- c. students who, whether deliberately or carelessly, permit others to copy their work are equally accountable for academic misconduct and will face appropriate disciplinary actions from the university.

2.4 Institutional Responsibility

The University acknowledges the necessity of a policy structure that is, disciplinary, safeguarding, and reformative. In this context, plagiarism and associated concerns will be integral to the tradition of studying and research within the academic community. Consequently, the University will strive to:

- a. emphasise topics related to plagiarism (such as skills and strategies for avoiding it, as well as cases and associated sanctions) throughout the university curriculum, starting from the first year and continuing through graduate studies. Incorporate Information Literacy Skills education on avoiding plagiarism as an essential element of the teaching and studying procedure and thus establish the needed assistance.
- b. establish a Plagiarism Prevention Assistance Services (PPAS) as a component of the University Library System and shall:
 - i. obtain and administer suitable software for plagiarism detection.
 - ii. aid departments, schools, and colleges in enhancing their ability to instruct students in discipline-specific writing conventions.
 - iii. ensure that instructors exhibit proficiency in synthesising information from diverse sources.
 - iv. aid the graduate school in identifying plagiarism in research works submitted to the institution.
 - v. aid the Editorial Boards of the University Journals in identifying plagiarism during the review phase of submitted works for publication.

The University, via the Library, shall provide the University Community with access to an online resource (plagiarism detection software). This resource will allow professionals and students to assess their work for plagiarism.

3. Procedure for Investigation

- a. In cases of suspected plagiarism, the Head of Department shall file a formal complaint via the Dean/Director, who will initiate an initial investigation and submit a report through the Registrar to the Vice Chancellor.
- b. The Vice Chancellor shall forward the case to the relevant Disciplinary Committee for investigation. Upon completing its hearings, the committee shall present its findings and recommendations to the Vice Chancellor, who may take appropriate action based on the recommendations.

- c. Any plagiarism accusation must be backed by appropriate documentation or evidence.

3.1 Plagiarism by Student

- a. If plagiarism is suspected, a formal complaint should be filed with the Head of Department, Dean, or Director through the Registrar and then forwarded to the Vice Chancellor
- b. The Vice Chancellor will direct the case to the Disciplinary Committee for investigation.
- c. The accused student shall be summoned by the Disciplinary Committee in accordance with established processes and shall be afforded the opportunity to address all allegations of plagiarism levied against him/her.
- d. Based on the findings, the Disciplinary Committee may propose one or more punishments for offending students.

3.2 Plagiarism by Faculty Members / Staff

- a. If a faculty member or staff is suspected of plagiarism, the Head of Department must report the matter to the Dean for academic cases and the Registrar for non-academic cases.
- b. The complaint and report should be forwarded to the Vice Chancellor for review and resolution by the Disciplinary Committee.
- c. Reports of faculty plagiarism from journals submitted to the University will be referred to the relevant Disciplinary Committee for initial investigations. The Committee will examine the allegations, and if it determines that adequate proof of plagiarism exists, it will present its report to the Registrar.
- d. The Registrar shall submit the matter to the Vice Chancellor, who will then forward it to the Disciplinary Committee for Senior Members.
- e. The Disciplinary Committee shall submit its findings and recommendations to the Vice Chancellor, who may enforce or adjust them as necessary. If the plagiarism affected the promotion or appointment of the individual involved, the Vice Chancellor will also forward the committee's findings and recommendations to the Appointments and Promotion Board for a reconsideration of its decision.

3.3 Wrongful Accusation of Plagiarism

Any student, faculty member, or staff who deliberately makes false, malicious, or baseless plagiarism accusations against another student, faculty member, or staff shall be reported by the relevant Head of Department or Unit to the Vice Chancellor for submission to the Disciplinary Committee.

4. Sanctions

The Disciplinary Committee may propose one or more of the punishments outlined (but not limited to):

- a. requiring the student to resubmit the assignment or academic work.
- b. receiving a failing grade for the exam or specific assignment, or potentially failing the entire course, depending on the weight of the work in the overall course assessment.
- c. issuance of a formal reprimand letter from the Chairperson of the Disciplinary Committee, which may or may not be documented in the student's record. If the accused offers a satisfactory justification for the charge and is determined to have plagiarised inadvertently, it may be concluded that the student committed an academic infraction by refusing to give credit appropriately.
- d. suspension from the academic programme.
- e. Suspension/ of grant/contract.
- f. revocation of a degree or certificate.
- g. a faculty member found guilty of plagiarism will be demoted to the next lower rank for a first offense. If they have not been promoted, their salary will be reduced to the next lower pay scale at the lecturer level.

5. Guide on the Use of Generative AI

The goal of this academic integrity policy is not to be excessively punitive but to ensure that students and faculty engage meaningfully and deeply with coursework in a world increasingly shaped by technology. Artificial Intelligence is undoubtedly transforming industries, and students are likely to use it in their future career. However, the University wants to ensure that they gain the knowledge, and skills assignments are designed to develop, equipping them to navigate a complex, ever-changing world after graduation.

5.1 Background

Generative AI offers many ways to support education, including brainstorming ideas, creating study guides or practice problems, and clarifying challenging concepts. However, misusing this technology undermines the University's mission to nurture the talents and abilities students bring to the UniMAC community. Relying on AI as a substitute for authentic engagement or to avoid the intellectual effort required by your coursework goes against the core purpose of education. As students consider their reasons for being here, there is the need to reflect on the distinction between enhancing learning and replacing it.

Presenting works students did not create as their own—including work generated or significantly modified by AI constitutes academic dishonesty. Using generative AI in violation of an instructor's stated instruction or to complete coursework without explicit permission will be considered a breach of the Honor Code. The University is dedicated

to supporting students learning in ways that prepare them not only for this technological shift but also for those yet to come.

5.2 Statement of Purpose

This document aims to outline guidelines for the responsible use of Artificial Intelligence (AI) within the University. It is designed to assist all students enrolled in taught and research programs at UniMAC by offering practical advice, guidance, and examples to help them effectively incorporate AI tools into their studies, learning processes, and assessment-related tasks.

AI refers to the capability of machines to carry out tasks that typically require human intelligence. These technologies allow machines to analyze data, identify patterns, comprehend natural language, and interact with their surroundings in ways that simulate human cognitive abilities.

A specific category of AI, known as Generative AI, includes technologies such as Natural Language Processing, Machine Learning, and Deep Learning. These systems, trained on extensive text-based data—commonly referred to as Large Language Models (LLMs)—use algorithms to generate original content. Examples of Generative AI include ChatGPT, Bard, and similar platforms, which can respond to inquiries, summarize information, draft documents, and simulate discussions. Other AI technologies include Voice Dictation, Speech Recognition, Computer Vision, Robotics, Recommender Systems, and Knowledge Graphs, many of which are already integrated into everyday applications.

While the University encourages innovation and the adoption of these technologies to enhance productivity, efficiency, and decision-making, it is essential to comply with relevant laws and uphold privacy, confidentiality, and data security. Additionally, given the rapid advancements in AI, University policies may evolve over time. Students are expected to follow the principles and guidelines outlined in this document.

5.3 Scope and Objective

This guide regulates the use of Generative AI tools by staff, faculty, students, and researchers when carrying out their responsibilities for or on behalf of UniMAC. It applies to all UniMAC students, employees, and individuals providing work or services to the University. The guidelines address the use of Generative AI in research, teaching, and learning within the University but do not extend to personal use of these technologies.

5.4 Definition of Terminologies

- a. **“UniMAC** means University of Media, Arts and Communication.”
- b. **“Generative AI** refers to a type of artificial intelligence which can be used to create new content (for example, text, code, images, videos or music) (referred

to as the output). The AI uses machine learning algorithms to analyse large data sets. Some specific current examples of such GenAI systems include ChatGPT, Bing AI, Bard, Jasper and Synthesia.”

- c. “**Application** means a software program that runs on a system.”
- d. “**Student** means a person enrolled at UniMAC.”
- e. “**Confidential Information** means any business or technical information or research result belonging to UniMAC, a UniMAC community member, collaborators or other third parties, that is not publicly known or that has been provided or received under an obligation to maintain the information as confidential.”
- f. “**Personal Information** means any information that, whether alone or in combination with other available information, identifies, relates to, describes, is reasonably capable of being associated with, or could reasonably be linked, directly or indirectly, to an individual.”

6. Student Guidelines

This guidance is provided to assist students in understanding the proper use of AI. Unless explicitly permitted by the course instructor, using Generative AI tools for completing assignments or exams is not allowed. Unauthorized use of AI will be regarded in the same way as unapproved assistance or plagiarism.

6.1 Acceptable Use

- a. **Research assistance and brainstorming:** Students of UniMAC may use AI to generate ideas for essays, projects, or research topics. They may equally use AI tools to explore potential angles or approaches to address an assignment question, create personalized study guides based on class notes or textbook content, generate practice questions or flashcards to test their knowledge. Students can use AI to help explain challenging topics in simpler terms to them and request for examples or analogies to better understand concepts.
- b. **Writing refinement and editing:** Students may use AI to improve the grammar, style, and clarity in writing drafts of their work, to better structure an argument or outline their ideas.
- c. **Code debugging and optimization:** Students may explore coding, data analysis, or other technical skills through guided AI tutorials. They can use AI to troubleshoot errors in programming assignments (provided this is permitted by the instructor).
- d. **Dataset analysis:** They may use help of AI with data analysis by requesting suggestions and examples of these analysis to guide them. Experimenting with AI tools for creative projects, such as generating visual art, music, or poetry, where applicable.

- e. **Language learning and translation:** Students may use AI generated tutorials to learn new language. They can use AI tools to translate their works to different languages if applicable.

6.2 Prohibited Use

- a. **Submitting AI-generated content as original work:** It is not acceptable to use AI tools to write your entire essay from start to finish and present it as your own original work. Submitting AI-generated content (e.g., essays, reports, or code) as original work without proper attribution is considered plagiarism and constitutes academic dishonesty. It is also prohibited to use AI tools to generate answers during exams, quizzes, or other assessments
- b. **Using AI to complete assignments without disclosure:** Relying on AI to write substantial portions of assignments or research papers without acknowledgment is prohibited. Refer to 2.3. Disclosure Requirements.
- c. **Uploading confidential and private information:** Students of UniMAC must not input any Confidential and or Personal Information about UniMAC employees, students, faculty, or other stakeholders into a Generative AI tool except when permitted by appropriate authority.
- d. **Circumventing academic integrity measures:** Employing AI to circumvent ethical review processes or to create studies that involve potentially harmful, or deceptive AI applications is considered a violation of research ethics and prohibited by the university.
- e. **Using Generative AI tools to produce malicious content:** UniMAC students are strictly forbidden from using Generative AI tools to create harmful content, including malware, viruses, worms, or trojan horses. This restriction applies to any software designed to bypass security measures implemented by UniMAC or third parties to prevent unauthorized access to their networks.

6.3 Disclosure Requirements

In the event where instructors have permitted students to use AI sources in their assessed work, they must disclose any AI assistance by acknowledging, describing and referencing its use.

- a. **To Acknowledge.** You are required to disclose its use by specifying the tool and detailing how it was utilized, following the format provided below.
 - i. No content generated by AI technologies has been presented as my own work
 - ii. I acknowledge the use of <insert AI system(s) and link> to generate materials for background research and self-study in the drafting of this assessment.
 - iii. I acknowledge the use of <insert AI system(s) and link> to generate materials that were included within my final assessment in modified form.

b. To Describe. You must explain how the information or material was created, including the prompts used, the generated output, and any modifications you made. The wording should follow the specified format based on the nature of its use.

- i. The following prompts/queries were input into <AI system>: <List prompt(s)>
- ii. The output obtained was: <Paste the output generated by the AI system>
- iii. The output was changed by me in the following ways: <explain the actions taken>

c. To Reference. You must list all generative AI tools used in the list of bibliography/reference.

Example of how to acknowledge, describe and reference

Acknowledgement:

I acknowledge using ChatGPT (<https://chat.openai.com/>) to outline my essay and generate initial ideas, which contributed to my background research and self-study during the drafting of this assessment.

Description of use of AI:

I utilized ChatGPT to develop a high-level structure, which I then modified in my essay, focusing on Bentham’s contributions to philosophy and utilitarianism, as well as their impact on human rights and civil liberties. Additionally, I used another ChatGPT prompt to generate broad ideas on utilitarianism and civil liberties.

Reference:

OpenAI, ChatGPT, 15Feb 2024, <https://chat.openai.com/APA>

7. Faculty Guidelines

This guidance is provided to assist faculty in managing the appropriate use of AI in the classroom. Faculty are encouraged to set clear expectations at the start of each semester through the syllabus, policy distribution, and class discussions on AI tool usage. They can also motivate students to seek support when needed, reducing the risk of academic integrity violations.

7.1 Course Integration

a. Clear AI policies in syllabi: This guide suggests one of four syllabus statements depending on the instructor's desired level of use of generative AI tools. Faculty must clearly give instruction on generative AI use in each of their courses selected from one of the four statements below.

(Option 1) Open Use Guidelines: Embrace and encourage AI use in assignments, with the requirement that students disclose any AI assistance.

AI Policy: Permitted in this Course with Attribution

In this course, students are encouraged to use Generative AI Tools like Microsoft Copilot, ChatGPT, Claude, or Gemini etc. to support their work. To uphold academic integrity, students must acknowledge any AI-generated material they utilize and provide proper attribution, including in-text citations, quotations, and references. They should also be cautious and refrain from sharing sensitive or private information when using these tools. This includes personally identifiable information (PII), protected health information (PHI), financial details, intellectual property (IP), and any other legally protected data.

Students should include the following statement in their assignments to indicate the use of a Generative AI tool: "The author(s) would like to acknowledge the use of [Generative AI Tool Name], a language model developed by [Generative AI Tool Provider], in the preparation of this assignment. The [Generative AI Tool Name] was used in the following way(s) in this assignment [e.g., brainstorming, grammatical correction, citation, which portion of the assignment]."

(Option 2) Moderate Use Guidelines: Encourage AI use in specific assignments, but not all. Students must disclose any AI assistance.

AI Policy: Permitted when Assigned in this Course with Attribution

In this course, students are permitted to use Generative AI Tools such as Microsoft Copilot, ChatGPT, Claude, or Gemini etc. for specific assignments, as designated by the instructor. To uphold academic integrity, students must disclose any use of AI-generated material. As with any source, proper attribution—including in-text citations, quotations, and references—is required. Students should also be mindful of privacy and avoid sharing sensitive or confidential information when using these tools. This includes personally identifiable information (PII), protected health information (PHI), financial details, intellectual property (IP), and other legally protected data.

Students should include the following statement in their assignments to indicate the use of a Generative AI tool: "The author(s) would like to acknowledge the use of [Generative AI Tool Name], a language model developed by [Generative AI Tool Provider], in the preparation of this assignment. The [Generative AI Tool Name] was used in the following way(s) in this assignment [e.g., brainstorming, grammatical correction, citation, which portion of the assignment]."

(Option 3) Strict Use Guidelines: Discourage AI use in this course.

AI Policy: Not Permitted in this Course

In this course, it is expected that all submitted work is produced by the students themselves, whether individually or collaboratively. Students must not seek the assistance of Generative AI Tools like Microsoft Copilot, ChatGPT, Claude, or Gemini etc. Use of a Generative AI Tool to complete an assignment constitutes academic dishonesty.

(Option 4) Strict Use Guidelines: Discourage AI use in this course for assignments, but okay as a study tool.

AI Policy: Not Permitted in this Course for Assignments

In this course, it is expected that all submitted work is produced by the students themselves, whether individually or collaboratively. Students must not seek the assistance of Generative AI Tools like Microsoft Copilot, ChatGPT, Claude, or Gemini etc. for graded assignments. Use of a Generative AI Tool to complete an assignment constitutes academic dishonesty. Students may use Generative AI tools as a study tool but be forewarned that AI tools are not trustworthy.

b. Modified assignment design for AI era: Designing assignments in the AI era requires adapting to the capabilities of generative AI while promoting critical thinking, creativity, and ethical awareness. Instructors are required to design assignments to develop students' ability to critically assess and ethically integrate generative AI tools into their academic work while demonstrating originality and depth of understanding.

c. Training on AI tool capabilities: Faculty need to learn more about generative AI and their uses in the academic dispensation to equip themselves to effectively detect and advise students on the acceptable use of AI. They can take advantage of the several AI tutorials, webinars and workshops as and when available and contact the library for assistance on these tutorials.

d. Integration of AI literacy into curriculum: Incorporating AI literacy into the curriculum equips students with the knowledge and skills to engage critically and ethically with AI technologies. Faculty of UniMAC are encouraged to integrate AI literacy aspects into their curriculum to train students on the ethical use of AI.

8. Assessment Strategies

Assessing the use of generative AI effectively requires strategies that evaluate not just the final output but also the process, understanding, and ethical considerations of using such tools. Here is comprehensive assessment strategies tailored to generative AI.

a. Authentication of student work

b. AI detection protocols:

Initial Screening

Software Screening: Run submitted work through AI detection software provided by the university such as Turnitin to flag potential AI-generated content.

Manual Review: Cross-check flagged content to eliminate false positives.

Investigative Measures

Request Process Documentation: Ask students or employees to provide drafts, logs of their workflow, or evidence of their creative process.

Oral Defense: Require individuals to verbally explain their ideas, methodology, or decisions to confirm understanding.

Comparison with Prior Work: Compare flagged submissions to previous work to identify inconsistencies in style or quality.

Confirmation and Transparency

Secondary Evaluation: Involve a neutral reviewer to confirm findings.

Inform the student: Share results transparently and give them an opportunity to clarify or contest the findings.

c. Alternative assessment methods: Some formats are more difficult for AI tools to generate than others, with text currently the simplest. Similarly, some genres of writing are more difficult for AI technologies. Some ideas for tasks based on alternative formats include instructors asking students to create oral presentations, videos, multimedia resources.

Tasking students to incorporate more personal reflections tied to unit concepts. Let your students take part in live interviews (face to face or online). An interview or 'viva voce' can test a student's understanding, gauging their ability to respond to questions and prompts in conversation. They can also be asked to elaborate or make connections between their responses to different questions. It is important to note that live conversations are more difficult and anxiety-provoking for some students than others.

d. Documentation requirements: Students of UniMAC must be required submit a process log detailing the AI tools used (e.g., ChatGPT), the specific prompts or queries they entered, and the raw outputs generated by the AI. Instructors must then evaluate how effectively they refined their prompts or interacted with the tool.

9. Research Applications

a. AI use in research methodology

b. Citation standards for AI-assisted research: As AI becomes increasingly integrated into research workflows, properly acknowledging its use in a study is essential for maintaining transparency, reproducibility, and ethical integrity. When citing AI tools or techniques used in research there must be;

i. Transparency: Clearly indicate the role of the AI tool in the research process (e.g., data analysis, drafting, or visualization).

ii. Attribution: Credit the developers or publishers of the AI tool or algorithm.

iii. Reproducibility: Provide enough detail about the tool's version, parameters, and settings to allow others to replicate the work.

AI Academic Citation Style

Follow standard citation formats (e.g., APA, MLA, Chicago) to cite the tool as software or a dataset. Include:

The tool's name, developer or company, version and release date, DOI or URL (if available).

Example in APA:

OpenAI. (2024). ChatGPT (Version 4.5) [AI language model]. Retrieved from <https://openai.com>

c. Ethical considerations:

i. Credit Where Due

Clearly distinguish between work performed by the researcher and AI contributions. Avoid over-attribution of originality to AI-produced content.

ii. Acknowledging Limitations

Acknowledge any biases or errors introduced by the AI tool and their potential impact on the research outcomes.

10. Implementation

The University through its designated officers shall ensure the implementation of this policy to the latter.

10.1 Training Requirements

- a. Mandatory AI literacy programs: Faculty must incorporate AI literacy sessions or programs into their courses to train and equip students to properly use AI in their course work and research through the library. The library must build capacity for faculty to be able to identify AI enhanced academic work through provision of resources and tools to detect AI use and AI literacy training sessions for faculty.
- b. Ethics and best practices training: Faculty must ensure that their students adhere to standardised ethics and best practices in the use of generative AI in their courses of study and research. Students must cite and declare any uses of generative AI in their courses of study.
- c. Regular policy updates: This guide must be regularly updated to meet the current standards of generative AI use in academic institutions as they keep emerging.

10.2 Policy Administration

The University Library shall be responsible for this policy and ensure adequate training for different categories of people within the University to effectively use AI. The library shall ensure that the University provides plagiarism/AI detection tools to aid in effective detection of plagiarism and AI abuse.

The library in consultation with Academic Review and Planning Committee shall regularly review and update the policy to stay current with technological advancements and emerging challenges.

10.3 Compliance Monitoring

- a. Detection tools and methods; Refer to section 8.0 Assessment Strategies.
- b. Reporting procedures: Staff, faculty and students are expected to contact the academic affairs unit (subject to change) when they get to know or suspect a possible breach of this policy regarding AI use. Violations of this Policy will result in disciplinary action in accordance with statutes of the university. Refer to section 11. Consequences and Enforcement
- c. Review process: As prescribed in the university statute.
- d. Appeals mechanism: As prescribed in the university statute.

11. Consequences and Enforcement

a. Escalation Procedures

Step 1: Notify the student and provide evidence of suspected foul AI use.

Step 2: Conduct an inquiry or interview to gather additional information.

Step 3: Decide on appropriate actions based on findings, which could include resubmission, academic penalties, or retraining.

b. Proportional Consequences

Minor first-time offenses may result in warnings or opportunities for resubmission.

Repeat or severe violations may incur stricter penalties, aligned with disciplinary proceedings as outlined in the UniMAC statute.

12. Policies Consulted

- a. University of Ghana Plagiarism policy
- b. Columbus University AI policy
- c. St. Mary's University AI policy
- d. Auburn University AI policy
- e. Notre Dame Australia University AI policy



PUBLISHED BY AUTHORITY

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