University of Central Punjab

(Incorporated by Ordinance No. XXIV of 2002 Promulgated by Government of the Punjab)

UCP/HR/Y/Notification/2440
November 24, 2025

Notification

The Competent Authority is pleased to notify the policy of AI Standards and its guidelines for all employees (Academic & Non-Academic) of the University. The approved Policy is attached herewith and will be applicable from November 24, 2025.

Rabia Siraj

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Manager HR

Copies to:

1. Pro-Rector, UCP
2. Director PPI
3. Provost, UCP
4. All Deans/Associate Deans
5. All Directors/Administrative Heads
6. All Staff/faculty
7. Notification File

University of Central Punjab

UCP AI Standards and Guidelines for Faculty, Staff, and Students

Contents

Executive Summary

This policy document establishes University of Central Punjab's (UCP) stance on Artificial Intelligence (AI) as a transformative tool incorporated into teaching, learning, research, and administration. The aim is to establish a clear framework for the responsible and ethical use of AI by faculty, students, and staff while ensuring compliance with national regulations, particularly HEC guidelines, and alignment with international best practices. It sets clear expectations for faculty, students, and staff in relation to the use of AI. Faculty are empowered to determine the role of AI in their courses, with safeguards to protecting academic integrity. Students are encouraged to use AI tools responsibly for learning support, but not as substitutes for critical thinking or original work. Staff is also guided to employ AI to improve administrative efficiency while ensuring confidentiality and oversight.

The policy is grounded in the principles of independent thinking, academic integrity, and critical inquiry, with a strong emphasis on cultivating uniquely human skills essential for growth in the age of AI. At UCP, we adopt a deliberate and balanced approach to AI integration, supported by rigorous safeguards for academic integrity, data privacy, and equity. Our priority is to ensure that AI enhances educational objectives rather than diminishing critical thinking or authentic expertise. UCP further underscores that AI use must remain ethical, transparent, and accountable, with data privacy and human oversight serving as non-negotiable guiding principles.

Oversight of AI use will be managed by a dedicated university committee, supported by regular monitoring, reporting mechanisms, and feedback collection. This ensures that UCP remains adaptive to emerging technologies while maintaining its core values of integrity, innovation, and excellence.

The challenge of AI and its Disruption to University & its Function

AI is critically influencing the higher education globally and its impact is still being understood for best utilisation. Most AI tools are pre-trained on large-scale datasets, which are known to contain biases, limited or incorrect information. Hence, AI tools must not be used as the sole means of critical analysis and sourcing information (Gallegos et al., 2024). This is why content generated by such tools may be offensive, inaccurate, incomplete, or not completely valid. (Vieriu & Petrea, 2025)

Students are using AI adversely hindering their learning outcomes with vast margins. When a student uses AI instead of engaging in the problem, it dims down their ability to create, critique, and evaluate information, which is continuously disengaging the students in their learning journey (Pinto, 2024).

While AI tools can enhance efficiency of teaching and learning they should not jeopardize the ethos of an educational institute. Disruptions limiting intellectual and creative growth need to be safeguarded by incorporating AI as companions and not replacements, supporting both teachers and students in navigating their AI usage.

Objectives

As an educational institution, UCP encourages faculty, staff, and students to engage with AI by using, critiquing, and critically examining the technology. With the growing integration of AI tools, such as ChatGPT, Copilot, Gemini, and other large language models (LLMs) or generative AI applications, into academic and administrative activities, it is essential that these technologies are adopted thoughtfully and responsibly.

This document outlines acceptable practices for faculty, staff, and students and other stakeholders involved in utilizing AI tools while safeguarding institutional, personal, and proprietary information, ensuring that they are used to enhance creativity, efficiency, and knowledge development while

safeguarding integrity, accountability, and ethical standards. Additional guidance may be forthcoming as circumstances evolve.

This policy establishes:

1. Ethical usage of AI tools for safe practices in academic which involves student learning and assessments, faculty teaching and research,
2. Non-academic practices and staff administration functions
3. Aligning AI use with local and international standards
4. To incorporate UCPs values with the ever-changing landscape of education
5. UCPs monitoring and regulation policy

Guidelines for the Usage of Faculty, Staff and Student

Faculty

The University's primary approach is to rely on faculty to decide how and whether students should use AI in their courses, while providing a set of centrally available tools and resources for learning more about how AI impacts teaching and learning.

Faculty may use AI tools in teaching, research, and curriculum development to enhance innovation and efficiency in the following ways:

Coursework:

a. Faculty must communicate the intended use of AI and related tools to students at the start of the semester. Any requirement or encouragement of AI use must be explicitly stated in the *Required Course Materials* section of the syllabus. The *AI Use* Guidelines shall be incorporated into the course outline and formally reviewed with students.

b. AI tools must not be used as an authoritative source of study on a topic. Any AI generated content used in research or assessments must be verified using open sources to check for factual inaccuracies and incomplete information.

c. UCP allows faculty to use open-source AI tools only and requires faculty to obtain prior approval from their immediate line managers (HODs/Deans) for its usage.

d. Faculty must ensure that the intended purpose of AI usage is clearly defined and communicated to the university. Usage intent shall be declared even if:

   i. There is no cost for the tool,
   ii. The AI requirement is listed in the syllabus,
   iii. The semester has begun officially and a need for AI incorporation occurs.

e. AI must not be used in any manner that gives certain students an unfair academic advantage or places others at a disadvantage. Faculty should ensure that AI usage supports equity, fairness, and equal access for all students.

f. Faculty must ensure transparency by clearly stating how and why the technology is being used, including whether university-held data is involved and how that data is managed

e. Faculty is advised to limit or prohibit the use of generative AI tools like ChatGPT in any course where AI usage could hinder intellectual growth or skill development, unless explicitly allowed by HOD/Dean. Courses such as Programming Fundamentals (PF), Object-Oriented Programming (OOP), and Data Structures (DS) should be especially prohibitive in this regard.

f. Faculty may use AI to develop teaching material, lecture slides, organize research, and create student engagement tools.

Assessment/Assignment/Quizzes/Exams

a. Faculty is advised to review/adapt techniques to prioritise assessment tasks that require higher-order thinking skills and promote critical analysis, reducing reliance on tasks that can be easily accomplished by AI systems.
b. The use of AI in assessments must be specified in advance. Faculty should clearly state in the syllabus or assessment brief whether AI is required, permitted, limited, or prohibited, along with guidance on how it should be used.
c. Faculty may also use AI to support checking exams, while ensuring the final evaluation is done by the faculty member manually.
d. Faculty must provide clear instructions on whether AI use is Integrated, Assisted, Minimal, or Prohibited in an exam.
    i. **AI-integrated** – Where the use of AI tools is required in the course and is included in the assessment as well. The designated faculty must educate and equip the students where usage, prompts and references are concerned.
    ii. **AI-assisted -** Where students may use AI tools ethically and responsibly to assist in the assessment. The use of AI tools should only support work, where applicable require students to hyperlink the prompt and references of the said usage.
    iii. **AI-minimal**– Where students may use AI tools for checking spelling and grammar mistakes only, with no other impact on intellectual contribution, structure, or content of the assessment.
    iv. **AI-prohibited** – Where students must not use AI tools as their use prevents achievement of the Intended Learning Outcomes.

The AI Assessment Scale (AIAS) is a guide to help faculty and students understand how AI can be used in diverse types of assessments (Perkins et al., 2024). It shows the levels of AI use, from basic support (like checking grammar) to more advanced use (like generating ideas or evaluating AI outputs). The scale is flexible, so each faculty member can adjust it to fit their own policies and assessment needs. Each level builds on the previous one.

1	**NO AI**	The assessment is completed entirely without AI assistance. This level ensures that students rely solely on their knowledge, understanding, and skills. **AI must not be used at any point during the assessment.**
2	**AI-ASSISTED IDEA GENERATION AND STRUCTURING**	AI can be used in the assessment for brainstorming, creating structures, and generating ideas for improving work. **No AI content is allowed in the final submission.**
3	**AI-ASSISTED EDITING**	AI can be used to make improvements to the clarity or quality of student created work to improve the final output, but no new content can be created using AI. **AI can be used, but your original work with no AI content must be provided in an appendix.**
4	**AI TASK COMPLETION, HUMAN EVALUATION**	AI is used to complete certain elements of the task, with students providing discussion or commentary on the AI-generated content. This level requires critical engagement with AI generated content and evaluating its output. **You will use AI to complete specified tasks in your assessment. Any AI created content must be cited.**
5	**FULL AI**	AI should be used as a 'co-pilot' in order to meet the requirements of the assessment, allowing for a collaborative approach with AI and enhancing creativity. **You may use AI throughout your assessment to support your own work and do not have to specify which content is AI generated.**

AI Assessment Scale (Perkins et al., 2024)

e. During submissions, faculty must look for consistency in writing style, structure, and argumentation that align with students' previous work. Do not rely solely on AI-detection software; instead, use holistic judgment and student discussions to confirm authorship.

Research

a. When conducting research, it must be ensured that the students and faculty who utilise AI for must confirm and verify the sources to check for factual inaccuracies and incomplete information.

b. Use of AI in research must comply with academic integrity, ethical standards, and discipline-specific publication guidelines.

c. Work which is completely generated by AI must not be presented as one's own.

d. For both faculty and student thesis and dissertations; it is recommended to use APA 7th edition for citations. According to APA Style, content generated by AI should be cited as the output of an algorithm. The company or developer behind the AI acts as the author, not a human.

e. Citations for AI shall be done as shown below:

In-Text Citation

Use the developer's name and the year you accessed the tool in parentheses when referring to AI-generated content:

Example (parenthetical): (OpenAI, 2023)

Example (narrative): OpenAI (2023) provided content stating…Grammarlylibguides.unco.edu

Reference List Entry should include the following elements in the reference list:

- **Author (Developer)**
- **Year** (year of the version or when accessed)
- **Title** of the AI tool (including version)
- **Descriptor in brackets** (e.g., [Large language model])
- **URL** where the AI tool is accessed (if applicable)

Example: OpenAI. (2023). ChatGPT (Mar 14 version) [Large language model]. https://chat.openai.com/chat

f. Faculty and supervisors are advised to use AI proof-readers for proof-reading content for errors such as:

i. Identify typographical, spelling and punctuation errors
ii. Identify formatting and layout errors and inconsistencies (e.g., page numbers, font size, line spacing, headers and footers)
iii. Identify grammatical and syntactical errors and anomalies or ambiguities in phrasing
iv. Identify minor formatting errors in referencing (for consistency and order)
v. Identify errors in the labelling of diagrams, charts, or figures
vi. Identify lexical repetition or omissions.

g. Faculty and supervisors are **NOT** advised to use AI to:

i. Add to content in any way especially synthetic data and surveys.
ii. Check or correct facts, data calculations, formulae, or equations
iii. Rewrite content where meaning is ambiguous
iv. Alter argument or logic were faulty
v. Re-arrange or re-order paragraphs to enhance structure or argument

Staff

a. UCP Staff are advised to use AI tools to improve efficiency in administrative, operational, and communication tasks.

b. AI usage must not compromise personal data (such as CNIC numbers, photographs, or addresses), nor should it violate confidentiality or undermine institutional integrity.

c. Staff are expected to ensure that AI-supported outputs are reviewed, verified, and remain accountable to human oversight.

d. Staff is allowed to utilise it for drafting emails, reports, or presentations, brainstorming ideas for data analysis, project management, HR, admissions, communication, and routine admin tasks.

e. Staff is prohibited to delegate sensitive decision making (e.g., scholarships, promotions, admissions, or policies) fully to AI.

Students

a. Students are required to follow course-specific guidelines set by the faculty where AI-assisted work is required.

b. Students may use AI tools to support learning, research, and assessments, brainstorming, idea generation, coding assistance, and language refinement; provided usage is does not hinder learning, is transparent, properly acknowledged, and does not compromise academic honesty.

b. A student is not allowed to submit or present work acquired from other source(s) as their own. This includes any materials generated by AI tools as well. Students are expected to paraphrase, reflect, and critique the information obtained from AI tools before including it in their work

c. The University encourages students to use AI tools for facilitating learning and assessments by helping them in evaluating and understanding new concepts and ideas to generate their own academic work, within ethical and responsible boundaries. This includes but is not limited to:

    i. Developing ideas and thoughts by asking meaningful questions or suggestions
    ii. Personalising learning
    iii. Paraphrasing, improving grammar, punctuation, sentence construction, and other language skills on material written by the student. (Except in courses of language)
    iv. Generating text, graphics, audio, or any other materials based on

d. Wherever students use AI tools in their work, they must be appropriately reference and cite it according to the instructions outlined by the faculty or the university.

f. AI assistance can contribute to coursework preparation (drafting, structuring, research assistance). The majority must reflect the student's original analysis and critical thinking.

g. It shall be considered a breach of privacy and integrity to upload sensitive information, including CNIC numbers, photographs, addresses, or any other personal data into AI systems.

h. It shall be considered Academic misconduct to present AI-generated content as original work, fabricating data, creating, or using deepfakes, falsifying references, or employing AI tools beyond the scope authorized by the faculty

Monitoring and Evaluating AI Usage

UCP shall monitor the use of AI through:

a. A dedicated committee, consisting of 5-10 administrative staff, faculty and students from diverse disciplines will be established to oversee the use of AI within the University to ensure that its application remains aligned with institutional policies and standards to prevent misuse.

d. Regular committee meetings will be conducted on quarterly basis to review AI use across teaching, research, and administration.

e. Faculty members will be monitored when AI is integrated into course design or delivery.

f. AI tools (e.g., Turnitin, plagiarism tools, data analysis software) maybe monitored to see patterns of use.

g. A separate complaint tab on the portal will be created where faculty, staff and student can report misuse and challenges of AI.

h. University will Conduct periodic surveys for feedback for areas of improvement to measure AI's impact on learning and productivity.

References

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