



**DURBAN UNIVERSITY OF TECHNOLOGY**  
**INYUVESI YASETHEKWINI YEZOBUCHWEPHESHE**

<b>PLAGIARISM POLICY</b>	
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<b>Governance and management of policy</b>	Executive for Research, Innovation & Engagement, Executive for Teaching and Learning, Registrar
<b>Related policies/documents</b>	<ul style="list-style-type: none"> <li>- Assessment Policy</li> <li>- Disciplinary Policy</li> <li>- DUT Position paper on Generative Artificial Intelligence and assessment, with specific reference to ChatGPT</li> <li>- DUT Quality Assurance Policy</li> <li>- DUT Teaching and Learning Strategy</li> <li>- ENVISION 2030</li> <li>- General Handbook and Faculty Handbooks</li> <li>- Intellectual Property (IP) Rights Policy</li> <li>- Higher Degrees Assessment Policy</li> <li>- Harvard Reference Guide</li> <li>- Policy for the supervision postgraduate degrees</li> <li>- Privacy and Protection of Personal Information Policy (POPIA)</li> </ul>

## **Title**

Plagiarism Policy

### **1. Preamble**

The University is a community striving to discover, construct and communicate knowledge for the benefit of society. To this end, academic integrity is a commitment to the fundamental values of honesty, transparency, trust, fairness, respect and responsibility. Sharing, collaborating and innovating from existing knowledge must be encouraged, provided due credit is given by acknowledging work used, including one's own previously assessed or published work.

### **2. Purpose of the Policy**

The purpose of the policy is to promote and protect the academic integrity of the teaching, learning and research activities of the University and its members and to reinforce the value system of an ethically responsible institution. Plagiarism and self-plagiarism constitute academic misconduct and the policy outlines the principles and processes that apply when plagiarism or self-plagiarism is detected.

### **3. Scope and Applicability**

The plagiarism policy applies to all members of the University involved in academic activities, who are responsible for ensuring that they understand and fully comply with the requirements of this policy at an individual level. The policy and procedures relate to the prevention, detection and non-compliance consequence management of plagiarism and self-plagiarism.

### **4. Definition and Terms**

Plagiarism, is the act of utilizing published or unpublished works, ideas, writings, opinions, inventions, intellectual or creative output, produced by humans including one's own previously assessed work or generative artificial intelligence without attribution.

This could include:

- i. inaccurate or no acknowledgement of an author's ideas and/or written, visual or oral material;
- ii. inaccurate or no acknowledgement of generative artificial intelligence references;
- iii. text copied verbatim or partially and not enclosed in quotation marks or appropriately acknowledged;
- iv. paraphrasing of sentences, paragraphs or themes, that is, taking a quotation and rewriting or summarising it in your own words without appropriate references;
- v. presenting or reproducing someone's artefact, artwork, designs or experimental

results as your own, without appropriate acknowledgement; collusion, for example, colluding with another person or group of persons assisting in the production of a work to be submitted for assessment without the consent or knowledge of the lecturer/supervisor;

- vi. paying or having someone to write the paper, dissertation or thesis for you;
- vii. re-submission of one's own previously assessed or published work without appropriate acknowledgement (self-plagiarism);
- viii. in the case of collaborative works/projects, falsely representing contributions.
- ix. not acknowledging outsourcing of substantive data analysis.

**Academic Misconduct** constitutes an act of fraud and includes any action which gains, attempts to gain, or assists others in gaining or attempting to gain an unfair academic advantage.

**Artificial Intelligence (AI)** is a broad field encompassing various techniques and approaches to create intelligent machines that perceive their environment and take actions. (Gimpel, H *et al.* 2023).

**Generative AI** refers to artificial intelligence systems capable of generating new content, including but not limited to text, images, audio, and video, based on training data (OXSIICO. 2023).

## 5. Roles and responsibilities

The ability to recognise and avoid plagiarism is an academic skill. Students should demonstrate clearer understanding of plagiarism as they progress academically. Employees of the University must conduct themselves according to the highest standards of academic integrity and avoid plagiarism in their teaching, research and work.

### 5.1 Responsibility of students

Students must:

- i. ensure an understanding of the policy and procedures at the institution relating to academic integrity;
- ii. take responsibility to ensure that work submitted complies with academic integrity;
- iii. familiarise themselves with the conventions of the appropriate referencing style;
- iv. apply the appropriate referencing conventions in acknowledging sources of information used;
- v. seek assistance from academic and support departments in academic writing;
- vi. ensure that no other person/s use or copy their work and submit as their own.

## 5.2 Responsibility of employees

Employees must:

- i. facilitate an understanding about how plagiarism constitutes misconduct;
- ii. draw awareness of the consequences of plagiarism;
- iii. act as role models of scholarly conduct by avoiding plagiarism in their own work;
- iv. report plagiarism incidents in their work environments.

5.2.1 Faculty committees and academic staff must:

- i. provide guidance on how to reference sources used, using the appropriate referencing style;
- ii. apply academic judgement in identifying instances of plagiarism within students' work, and dealing with it appropriately;
- iii. apply academic discretion in reporting academic misconduct identified;
- iv. provide guidance to students on ethical practices of using Generative AI
- v. consistently apply the similarity detection software and the interpretation of its reports;
- vi. inform students about the similarity detection software and its application in identifying academic misconduct.

5.2.2 Academic staff and supervisors are to instill correct academic practice. Their responsibilities include:

- i. alerting students to the plagiarism policy, general rules and procedures relating to non-compliance;
- ii. providing students with structured feedback regarding their work;
- iii. teaching students good academic practice and assessing their ability to use and acknowledge the work of others, including the use of Generative AI;
- iv. instilling the understanding that plagiarism is unacceptable;
- v. ensuring that assessment criteria for any work submitted (including collaborative work)
- vi. clearly indicate the requirement for correct acknowledgement, referencing and citing.

## 6. Policy authority and custodianship

Policy authority and custodianship are vested in the Executive responsible for Research, Innovation and Engagement, Executive responsible for: Teaching and Learning and Registrar.

## 7. Compliance

Violations could result in expulsion or dismissal. Violation levels and related sanctions appear in Annexure A.

## **7.1 Student compliance**

Students must sign a declaration of acknowledgement indicating that they are submitting their own original work that is appropriately referenced. This must be included in all work submitted for assessment (see Annexure B for an example).

## **7.2 Employee compliance**

Supervisors/Co-supervisors must declare that they have performed extensive checks for plagiarism (see Annexure C for an example.)

Employees involved in academic activities must ensure that all their work complies with this policy.

## **8. References**

Gimpel, H. *et al.* 2023. Unlocking the Power of Generative AI Models and Systems such as GPT-4 and ChatGPT for Higher Education.

DUT Position paper on generative Artificial Intelligence and assessment, with specific reference to ChatGPT. 2023.

OXSICO. 2023. Guidelines for AI Usage in Universities.

## **ANNEXURE A**

### **VIOLATION LEVELS AND SANCTIONS**

#### **I. Educational procedures for students**

Educational responses to plagiarism are primarily intended to educate the student and may include capping or prescribing marks. They are educational because they do not affect the formal academic records relating to the student. A reportable plagiarism case is one where merely educating the student is not a sufficient response, and where a formal academic response or disciplinary penalty is appropriate. Infringements by Masters and Doctoral level students are always dealt with by the Registrar's Office.

#### **2. Infringements and disciplinary procedures for students**

##### **2.1 Student infringements up to and including an NQF level 8 qualification**

##### **2.1.1 Inaccurate acknowledgement (from carelessness or neglect, rather than intention to deceive)**

*Examples:*

- i. incomplete or inconsistent references;
- ii. paraphrasing of sentences, paragraphs or themes, that is, taking a quotation and rewriting or summarising it in your own words without appropriate references, omitting quotation marks but indicating source or vice versa.

*First infringement:*

The academic staff member will deal with this directly by:

- i. providing structured feedback to help the student develop a clearer understanding of his/her plagiarism errors;
- ii. capping the mark at 50% or deducting between 1 – 50% from the total marks for the assessment;
- iii. informing the Faculty Officer for recording this infringement on the student's internal record in case of further infringements; this record is retained on the system (POPIA compliant) until the student graduates.

*Subsequent infringements:*

The academic staff member will deal with this directly by:

- i. providing further structured feedback to help the student develop a clearer understanding of his/her repeated plagiarism errors;
- ii. deducting, at his/her discretion, between 1 – 100% from the total marks of the assessment;

- iii. informing the Faculty Officer for the recording of this infringement on the student's internal record in case of further infringements; this record is retained on the system (POPIA compliant) until the student graduates.

### **Right to appeal**

A student may appeal a decision in accordance with the terms of Rule G1(9).

### **2.1.2 No referencing or acknowledgement of source**

*Examples:*

- i. handing in someone else's work and passing it off as your own work with or without their permission;
- ii. word-for-word copying;
- iii. inaccurate or lack of acknowledgement of Generative AI
- iv. repetition, with alteration of selected words or phrases of someone else's work;
- v. paraphrasing of sentences, paragraphs or themes, that is, taking a quotation and rewriting or summarising it in your own words without a reference;
- vi. re-submission of identical work that has previously been assessed;
- vii. presenting data collected by someone else as your own;
- viii. colluding with another person or group of persons in the production of work to be submitted for assessment without the requirement, consent or knowledge of the lecturer.

*First infringement:*

The academic staff member will deal with this directly by:

- i. providing structured feedback to help the student develop a clearer understanding of their plagiarism errors;
- ii. deducting, at his/her discretion, between 1 – 100% from the total marks for the assessment;
- iii. handing the student a warning letter (see Annexure D) that the next offence will be referred to the Student Disciplinary Tribunal;
- iv. informing the Faculty Officer for recording this infringement on the student's internal record in case of further infringements; the record is retained until the student graduates (POPIA compliant).

*Subsequent infringements:*

The academic staff member will refer the matter directly to the Registrar for disciplinary action in accordance with the General Handbook.

The HOD will submit to the Registrar's Office all the necessary evidence and reports of the examiner/lecturer, together with the signed warning letter issued to the student for the first infringement. A Student Disciplinary Tribunal is then set up by the Registrar's Office to deal with the second infringement. Witnesses are expected to testify at these hearings.

### **Right to appeal**

A student may appeal a decision in accordance with terms of Rule G1(9).

## **2.2. Student infringements at Master's and Doctoral level**

All postgraduate students who commit a reportable plagiarism offence will be referred directly to the Registrar for disciplinary action in accordance with the University's Student Code of Conduct.

A plagiarism declaration must accompany all written work submitted for degree purposes at a post-graduate level. At the discretion of lecturers and supervisors, all substantial work submitted for marking, including assignments and essays should also include a plagiarism declaration. Notwithstanding this requirement, students who submit work without such a written declaration are in no way absolved from responsibility for plagiarism and from compliance with the requirements of this policy.

Supervisors/Co-supervisors must declare that they have performed extensive checks for plagiarism. The DUT Disciplinary Policy will apply if plagiarism is detected during the examination process.

## **2.3. The responsibilities for procedural implementation**

2.3.1 The academic staff member:

- i. recognises possible plagiarism and gathers necessary evidence;
- ii. consults the student record to check for prior plagiarism offences;
- iii. informs the faculty officer of all infringements in category 2.1.1 and first infringement in 2.1.2, as they are dealt with.

2.3.2 The Faculty Officer

keeps records of all plagiarism matters administered in the faculty in terms of this policy (POPIA compliant).

## **3. Procedures for employees**

Plagiarism cases must be dealt with in a fair, transparent and consistent manner.

- i. In the performance of activities, if plagiarism is suspected, the HOD/line manager must be informed in writing.



- ii. The HOD/line manager must convene a panel that includes a Copyright/Intellectual Property specialist to evaluate the extent of similarities, including AI generated resources (using Turnitin or similar software).
- iii. If the panel finds that there is reason to suspect academic misconduct, a technical report must be submitted to the Executive Dean or appropriate Executive Member concerned and the Senior Manager responsible for HCS.
- iv. The Senior Manager responsible for HCS must request the Executive Dean or appropriate Management Member concerned to provide the names of appropriately qualified scholars working in the research field concerned who are capable of expertly evaluating the outcomes of the technical report.
- v. The Legal Office appoints an independent legal expert to evaluate all reports and evidence and to make recommendations on dealing with the matter.
- vi. The employee is informed by HCS of the outcome of the investigation and is allowed at least three weeks to submit a written representation in response to the findings.
- vii. A panel comprising of the relevant Executive member, Registrar and the independent legal expert (who chairs the panel), make recommendations on all relevant reports and the representations, if any, of the employee concerned.
- viii. The final recommendations of the panel are submitted to the Vice-Chancellor to deal with the matter.

**ANNEXURE B**

**EXAMPLE OF PLAGIARISM DECLARATION TO BE SIGNED BY A STUDENT WHEN SUBMITTING WORK FOR ASSESSMENT**



**DECLARATION**

1. I understand that plagiarism is the use of another person’s work, including Generative AI without permission and without acknowledgement of the original source or reference, or the use of my own work that has previously been assessed and that it is wrong.
2. I confirm that the work submitted is my own unaided and unassessed work, except where explicitly indicated or authorised.
3. I have appropriately referenced the work of others including AI sources.
4. I have not allowed, and will not allow anyone to copy my work with the intention of passing it off as their own.
5. I understand that the University may take disciplinary action.

.....  
Signature

.....  
Name and surname (in capital letters)

.....  
Student Number

**ANNEXURE C**

**EXAMPLE OF DECLARATION TO BE SIGNED BY A SUPERVISOR/ CO- SUPERVISOR  
WHEN SUBMITTING THEIR EVALUATION REPORT**

**DECLARATION BY SUPERVISOR/CO-SUPERVISOR**

I have performed extensive checks for plagiarism for the dissertation or thesis (encircle) of student  
(student name, surname and number).

.....

Signature

.....

Name and surname (in capital letters)

.....

Student Number

## ANNEXURE D

### WARNING OF NEXT PLAGIARISM OFFENCE LETTER



Date:

To: (name of student)

Student Number:

#### **Warning regarding a further plagiarism infringement**

This serves to confirm that:

1. You have been found to have infringed the University's Plagiarism Policy and have received structured feedback on your plagiarism errors, and
2. Should there be any further suspected infringement, the matter will automatically be referred to the Registrar for disciplinary action.

Name of academic staff member: \_\_\_\_\_

Signature of academic staff member: \_\_\_\_\_

Read and acknowledged

Signature of student: \_\_\_\_\_

Signed at \_\_\_\_\_ this \_\_\_\_\_ day of \_\_\_\_\_ 20\_\_\_\_

## GUIDELINES FOR AI USAGE AT DUT

Co-ordinating Exec Manager / Document owner	Executive responsible for RIE, Executive responsible for T&L, Registrar
Operational Manager/s	Executive Deans Heads of Department Supervisors Faculty Offices Registry Management
Contact for Support	CELT, Library Services
Status	Draft version 0.2
Approved By	Senate
Date of Approval	6 March 2024
Dates of Amendments	
Title of Manager Responsible For Review	Deputy Registrar, Copyright Specialist
Date of Next Review	2027
Related Policies, Procedures and Legislation	<ul style="list-style-type: none"> <li>• Assessment Policy</li> <li>• DUT Teaching and Learning strategy</li> <li>• DUT revised Plagiarism Policy (2024)</li> <li>• DUT Position paper on generative Artificial Intelligence and assessment, with specific reference to ChatGPT, Version 1, 1 June 2023</li> <li>• Harvard Reference Guide</li> <li>• Higher Degrees Assessment Policy</li> <li>• Higher Education Act, 1997 (Act 101 of 1997), as amended.</li> <li>• Privacy and Protection of Personal Information Policy</li> <li>• Research Ethics Policy.</li> </ul>

## 1. PREAMBLE

The ethical and responsible use of Artificial Intelligence (AI) at universities are imperative to maintain academic integrity, protect data privacy and prevent copyright infringements. Some countries and universities have restricted or banned the use of generative AI because of concerns including information security, data privacy, copyright, academic integrity and a decline in writing and critical thinking skills, independent thought and creativity. Other countries and universities, including South African universities, have adopted the use of generative AI tools for skill development and information synthesis through the utilisation of AI tools in teaching methodologies and student assessment. These universities encourage the responsible use of AI tools for idea generation, brainstorming, and information synthesis. They emphasise the importance of skill development, ethical considerations, and proper attribution while allowing students to explore the potential of AI technology. It is also argued that if AI is utilised correctly and ethically it could promote critical thinking.

## 2. PURPOSE OF THE GUIDELINES

The purpose of the guidelines is to ensure that the use of AI aligns with the university's Plagiarism Policy and values, promotes academic integrity, protects privacy and security and assists students and staff to harness the benefits of disruptive and rapidly evolving technology in an ethical, transparent and safe manner.

## 3. AIMS OF THE GUIDELINES

The aim of the guidelines is to augment the Plagiarism Policy, which has been revised to account for the use of generative AI at DUT.

## 4. SCOPE OF THE GUIDELINES

These guidelines apply to all faculty, staff, researchers, students, and other members of the DUT community who utilise AI technologies for academic, research, or administrative purposes.

## 5. TERMS AND DEFINITIONS

TERMS	DEFINITIONS
Artificial Intelligence (AI)	“Artificial intelligence (AI) is a broad field encompassing various techniques and approaches to create intelligent machines that perceive their environment and take actions.” (Gimpel, H. <i>et al</i> , 2023).
AI Tools	“A range of artificial intelligence technologies, including but not limited to machine learning algorithms, natural language processing, computer vision and intelligent tutoring systems” (OXSIKO, 2023).
Generative AI (GAI)	“Artificial intelligence systems capable of generating new content, including but not limited to text, images, audio, and video, based on training data” (OXSIKO, 2023)
Machine Learning	Machine learning is a subfield of AI that allows computers to learn and improve their performance on a task without being explicitly programmed using algorithms that can identify patterns and make predictions based on data. (Gimpel, H. <i>et al</i> , 2023)

## 6. AI FOR LEARNING

### a. Academic integrity

- i. GAI should be used in a manner that upholds academic integrity (students must not engage in plagiarism, copyright infringement, or any form of cheating by presenting generated content as their own original work).
- ii. Regardless of the extent or scope of GAI usage, it is essential to provide proper attribution whenever GAI is utilized.
- iii. When utilizing GAI, an accompanying annex must be included, providing a detailed explanation of the purpose and methodology behind the GAI usage. The annex should clearly outline the specific areas where GAI was employed and why GAI was utilized in the context of the project.

### b. Skill formation

- i. GAI should be employed in a manner that enhances the understanding of the subject matter, facilitates learning and building skills.
- ii. Students should be able to explain every aspect of the content generated by GAI.
- iii. Students should exercise caution and critically evaluate the generated content to ensure accuracy, reliability, and ethical standards before using or disseminating it.

### c. Privacy and Consent

- i. When using GAI, students must respect privacy rights and obtain necessary consents from individuals whose data may be used as part of the training data or generated content.

### d. Ethical considerations

- i. Students must ensure that the generated content does not contain bias, promote hate speech, discrimination, harassment, or any form of harmful or offensive material.

## 7. AI FOR TEACHING

### e. Pedagogical Integration

- i. AI tools might be integrated into teaching practices in alignment with the course's learning objectives, fostering enhanced student learning experiences and outcomes.
- ii. If used, AI tools should encourage active student participation, critical thinking, collaboration, and problem-solving skills, and promote a learner-centered environment.

### f. Grading Fairness

- i. Lecturers should actively strive to comprehend the functioning and mechanics of GAI.
- ii. Lecturers should familiarize themselves with the functioning of tools used for detecting GAI-generated output and maintain awareness of their limitations:

1. **False Positives:** AI detection tools may incorrectly flag human-generated content as GAI-generated, leading to false positives.

2. **False Negatives:** Conversely, there is also the possibility of false negatives, where GAI-generated content is not detected by the tool, leading to undetected instances of GAI usage.

iii. The result of tools designed to detect AI-generated content is not a definitive conclusion, and it cannot be used as a basis to impose academic integrity sanctions on students.

iv. Lecturers should establish a reduced baseline for assessing students who disclose the use of GAI, taking into account the extent of its usage. To receive the highest grade, students must additionally demonstrate intelligent, insightful, formative work with the GAI.

v. In accordance with the DUT Plagiarism Policy lecturers should enforce appropriate sanctions for instances where students used unauthorized or undeclared work generated by GAI.

**g. Ethical and Inclusive Use**

i. AI tools should be selected and implemented in a manner that ensures accessibility and accommodates the diverse needs of students, including those with disabilities or specific learning requirements.

**h. Transparency**

i. At the outset of the course, lecturers should effectively communicate the Plagiarism Policy and GAI guidelines to students.

ii. Lecturers should provide students with clear explanations regarding the purpose, benefits, and limitations of using AI tools in the course. Students should understand how AI tools are being utilized to support their learning experiences.

**Assessment Design using Bloom’s Taxonomy (FUNDANI, 2023)**

<b>Bloom’s Taxonomy</b>	<b>Human</b>	<b>AI</b>	<b>Approach to mitigate unethical conduct</b>
<b>Remember</b>	Can recall information in situations where technology is not readily accessible.	Is adept at recalling factual information, listing possible answers, defining terms, and constructing a basic chronology.	Design open-book exams or allow specific resources. Since AI can recall facts easily and instantly, design an assignment which tests the application or understanding of those facts rather than testing mere recollection. For instance, ask for unique experiences or personal interpretations related to a topic.
<b>Understand</b>	Can contextualize answers applying emotional, moral, or ethical considerations.	Is skilled at describing concepts in different words, recognizing related examples, and translating.	Ask students to explain topics in their own words, provide personal examples or discuss what they perceive to be the moral implications of certain facts or theories.
<b>Apply</b>	Can operate, implement, conduct, execute,	Is capable of making use of a process, model, or method	Use scenario-based questions that require



	experiment, and test in the real world, applying their creativity and imagination to idea and solution development.	to illustrate how to solve a quantitative inquiry.	students to apply concepts in real-world situations. Encourage creative problem solving, for instance “How would you apply theory X in situation Y?”
<b>Analyse</b>	Have the ability to critically think and reason within the cognitive and affective domains, interpreting and relating to authentic problems, decisions, and choices.	Can compare and contrast data, infer trends and themes, and compute and predict based on available information.	Present complex case studies or datasets that require deep analysis. Ask students to identify patterns, potential problems, or solutions and to justify their answers.
<b>Evaluate</b>	Can engage in metacognitive reflection and holistically appraise the ethical consequences of alternative courses of action.	Can identify the pros and cons of various courses of action and is proficient at developing rubrics	Ask students to evaluate or critique theories, methods, or case studies. For example, “Discuss what you see as the pros and cons of method X in context Y.”
<b>Create</b>	Possess the unique capability to formulate original solutions, incorporating human judgement, and collaborating spontaneously.	Can suggest a range of alternatives, enumerate potential drawbacks and advantages, and describe successful real-world cases.	Encourage students to design, plan, or propose solutions to open-ended problems. Group projects or collaborative assignments can also be effective, especially if they involve peer evaluations.

## 8. AI FOR RESEARCH

### a. Responsible and Ethical Use

- i. Researchers should clearly disclose the use of AI tools in their research methodology and provide appropriate attribution when referencing or incorporating AI-generated content.
- ii. Researchers must adhere to relevant privacy laws and obtain necessary consents when using AI tools that involve data collection, storage, or processing.
- iii. Researchers should be aware of potential biases in AI tools and take measures to address them, ensuring fairness and unbiased outcomes in research findings.
- iv. Researchers should respect intellectual property rights and comply with copyright laws when utilizing AI tools or incorporating AI-generated content into research papers.

## **b. Methodology and Data Analysis**

- i. Researchers should carefully evaluate the suitability of AI tools for their research objectives, considering factors such as accuracy, reliability, and compatibility with the research domain.
- ii. Findings or results obtained with the assistance of AI tools should be validated and verified through appropriate research methodologies, ensuring the robustness and validity of the research outcomes.
- iii. Researchers should prioritize the use of AI tools that provide explanations or insights into the reasoning behind their outputs, enabling a deeper understanding of the research process and results.
- iv). Understanding the difference between data analytics and analysis is important:
  - ~ Data analytics is a subset of business intelligence, which uses machine learning to discover new insights into the data.
  - ~Data analysis is the process of inspecting, cleaning, and modeling data to discover useful information, draw conclusions, and make informed decision.
- v. The use of GAI tools for dissertation and thesis writing that harness Natural Language Processing (NLP) to generate content, check grammar, and assist in literature reviews must be declared. Simultaneously, Machine Learning (ML) techniques that enable data analysis, provide personalized research recommendations, and aid in proper citation must be declared.

## **c. Academic Integrity and Plagiarism**

- i. Researchers should appropriately attribute the contributions of AI tools or AI-generated content used in their research papers, in accordance with academic integrity standards and citation guidelines.
- ii. Researchers should ensure that their research work demonstrates originality, critical thinking, and creativity, going beyond mere reproduction of AI-generated content or ideas.

## **d. Peer Review and Collaboration**

- i. Researchers should transparently disclose the use of AI tools to peers and collaborators during the review and collaboration process, ensuring openness and facilitating meaningful discussions.
- ii. When collaborating with others, researchers should establish clear guidelines regarding the use of AI tools, data sharing, and authorship responsibilities.

## **Acknowledgment**

These guidelines were taken mostly verbatim from the OXSICO Guidelines for AI Usage in Universities, with the incorporation of content from the other listed referenced documents and feedback from Faculty Boards.

## References

Awate, M. 2023. Can ChatGPT support scholarly communications? Interview with Christopher Leonard.

Fonseca, M. 2023. Four burning questions academia has about ChatGPT.

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## ANNEXURE A

### Getting the best out of AI (extracted from CPUT Guidelines)

The guidelines below are intended to assist staff and students in navigating their interactions with generative AI with the purpose of obtaining reliable, relevant, and concise information while also being cognisant of the potential limitations.

Suggestion	Description
Be Specific	Being specific and clear with prompts enhances response accuracy.
Sequential Questions	Broad topics benefit from breakdown into sequential or related questions, enabling more focused and detailed answers.
Specify the Desired Format	Specifying the desired format, such as a list, paragraph, or summary, refines the response.
Anticipate Bias and Ambiguity	While AI aims for neutrality and factuality, considerations about potential bias or balanced coverage might include prompts like, "Provide a balanced overview of the pros and cons of nuclear energy."
Utilise the Knowledge Cutoff	Training data extends up to January 2022. Queries about post-cut-off events or information may have potential gaps in response.
Ask for Sources or Basis	For evidence-backed information, prompts might seek the basis or sources for AI statements, e.g., "Evidence supporting the health benefits of meditation?"
Refinement Follow-ups	Refining follow-up questions based on initial answers facilitates an iterative approach to obtain clearer information.
Limit Information Overload	Narrow, targeted queries often prove more effective than broad, open-ended ones.
Leverage Multimodal Capabilities	Including images or non-textual prompts can add context or cater to visual-based queries.
Stay Updated on Capabilities	AI tools' capabilities evolve; periodic checks for new features and guidelines are recommended.

## Recommendations for privacy and security of data (OpenAI – ChatGPT)

According to OpenAI's guidelines and practices, the privacy and security of data are top priorities for OpenAI. The following recommendations may assist in maintaining the privacy and security of data.

No Personal Data Retention	OpenAI retains customer API data for 30 days but does not use this data to enhance its models.
Anonymity	Users are advised not to disclose personally identifiable information. OpenAI does not associate the data with specific individuals or develop user profiles.
Encryption	Data transferred to and from OpenAI's services undergoes encryption, ensuring secure communication.
Transparency	OpenAI practises transparency regarding its data usage, allowing individuals to consult its privacy policy and terms of service for a thorough understanding of these.