UNIVERSITI MALAYA

UNIVERSITI MALAYA ACADEMIC POLICY ON ARTIFICIAL INTELLIGENCE (AI)

VERSION 1

UNIVERSITI MALAYA GUIDELINES ON THE ETHICAL USE OF ARTIFICIAL INTELLIGENCE (AI)

VERSION 2

2025

Academic Strategic Planning Department
Jabatan Perancangan Strategik Akademik

This document contains:

- UM Academic Policy on Artificial Intelligence (AI), Version 1 2025 (LPU 15.01.2026)
- UM Guidelines on the Ethical Use of Artificial Intelligence, Version 2 (Senat 20.11.2025)

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FOREWORD

PROFESOR DR. HASNIZA ZAMAN HURI
Deputy Vice-Chancellor
(Academic and International)

Assalamualaikum dan Warm Greetings,

Praise be to Allah SWT, for with His abundant grace, the Academic Strategic Planning Division (ASPD) has successfully produced this important document. Universiti Malaya continues to take proactive steps to strengthen the institution's readiness and capacity to integrate Artificial Intelligence (AI) technologies responsibly, ethically, and in alignment with the university's aspirations as a global leader in education and research.

This document brings together the Universiti Malaya Artificial Intelligence (AI) Academic Policy and the Universiti Malaya Ethical Use of Artificial Intelligence (AI) Guidelines, serving as a comprehensive reference for all academic staff and students. It not only outlines the key principles for AI usage but also details best practices for integrating this technology into teaching, learning, research, and academic assessment.

It is my hope that this document will strengthen the university's academic ecosystem, producing graduates and scholars who are not only technologically literate but also able to apply AI with integrity, responsibility, and a strong sense of ethics. This approach aligns with Universiti Malaya's commitment to fostering a culture of sustainable innovation grounded in the values of professionalism.

Thank you.

UNIVERSITI MALAYA

UNIVERSITI MALAYA ACADEMIC POLICY ON ARTIFICIAL INTELLIGENCE (AI)

2025

Version 1

Academic Strategic Planning Department
Jabatan Perancangan Strategik Akademik

Digital Learning Centre
Academic Strategic Planning Department
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DOCUMENT HISTORY

NO	VERSION	DOCUMENT/ AMENDMENT RECORD	SENATE	LPU	EFFECTIVE DATE
1.	1	Universiti Malaya Academic Policy on Artificial Intelligence (AI)	20.11.2025	15.01.2026	Session 2025/2026, Semester 2

TABLE OF CONTENTS

1. INTRODUCTION

This Academic Policy on Artificial Intelligence (AI) is established as a guideline for academic staff and students at all levels of study in relation to the use of Artificial Intelligence (AI) for academic purposes.

This policy shall be read together with the Universiti Malaya Guidelines on the Ethical Use of Artificial Intelligence (AI) (latest version).

2. PURPOSE

Universiti Malaya is committed to leveraging AI as a catalyst to enhance the quality and effectiveness of teaching and learning, in line with its aspiration to become a world-class university.

Accordingly, this policy aims to:

(1) Provide comprehensive guidance on the use and monitoring mechanisms of AI in teaching and learning.

(2) Establish principles ensuring academic integrity, fairness, and inclusivity.

3. OVERVIEW

Artificial Intelligence (AI), including Generative Artificial Intelligence (GenAI), has brought significant transformation to the global higher education landscape, particularly in teaching and learning. As a leading national institution, Universiti Malaya ensures that AI is implemented ethically, effectively, and in alignment with academic integrity. This Policy serves as the principal reference for teaching, learning, coursework, thesis writing, and final-year projects. All AI-integrated learning designs shall consider students with special needs and ensure fair, inclusive, and equitable access.

4. SCOPE

This policy applies to all academic staff and students involved in teaching and learning activities across all delivery methods and modes at the University.

5. RESPONSIBILITIES

The Deputy Vice-Chancellor concerned, Centre or Division Executive Directors / Directors, Committees at the Central Responsibility Centres responsible for academic affairs, and Heads of Academic Responsibility Centres are responsible for ensuring reference to this policy.

6. REFERENCE DOCUMENTS

(1) E-Learning Policy Universiti Malaya (latest version)

(2) Universiti Malaya Integrated Academic Policy (latest version)

(3) Universiti Malaya Guidelines on the Ethical Use of Artificial Intelligence (AI) (latest version).

(4) Supervision Policy of Postgraduate Candidates Universiti Malaya (latest version)

(5) Universiti Malaya Guidelines on Handling Plagiarism (latest version)

(6) UNESCO Recommendation on the Ethics of Artificial Intelligence (2021)

(7) National e-Learning Policy (DePAN) 2.0 (2011)

(8) *Penggunaan Teknologi Kecerdasan Buatan Generatif* (Generative Artificial Intelligence) *Dalam Pendidikan Tinggi*, MQA Advisory Note No.2/2023

(9) *Garis Panduan Kecerdasan Buatan Generatif (KBG) dalam Pengajaran dan Pembelajaran (PdP) Pendidikan Tinggi*, Ministry of Higher Education

(10) The European Framework for the Digital Competence of Educators, UNESCO

(11) Universities and University Colleges (University of Malaya) (Discipline of Students) Rules 2024

(12) Universiti Malaya Intellectual Property and Commercialization Policy (latest version)

(13) *Tatacara Pengendalian Piawai Pengajaran dan Pembelajaran Siswa Orang Kurang Upaya (OKU) Universiti Malaya*

(14) *Garis Panduan Pengadaptasian Kecerdasan Buatan (AI) Sektor Awam,* National Digital Department

7. DEFINITIONS

(1) "Copyright" refers to rights held by creators over literary and artistic works they have produced. Works protected by copyright encompass a wide range of forms, including books, music, paintings, sculptures, and films, as well as computer programs, databases, advertisements, maps, and technical drawings.

(2) "Intellectual Property" refers to any form of property protected under Malaysian law, including, but not limited to, patentable inventions, confidential knowledge (know-how), copyrighted works, designs, geographical indications, trademarks, and others.

(3) "Full academic control" refers to the capacity of academic staff to determine, monitor, and regulate the use of AI throughout the teaching and learning process. This includes making final decisions on the methods and level of AI integration within courses, ensuring that learning outcomes are aligned with course and programme objectives, preserving the originality of work, and upholding ethical principles in all AI-related learning activities.

(4) "Artificial Intelligence (AI)" refers to emerging technologies that enable computers and machines to perform tasks requiring human-like intelligence. (*Garis Panduan Pengadaptasian Kecerdasan Buatan (AI) Sektor Awam*).

(5) "Generative Artificial Intelligence (GenAI)" refers to a subset of artificial intelligence that generates new content, such as text, images, audio, video, or computer code.

(6) “AI literacy” refers to the level of knowledge, understanding, and competence in relation to the concepts, applications, limitations, and ethical implications of AI in teaching and learning.

(7) “Support systems” refer to the facilities or mechanisms available within the University to support the management and monitoring of AI use in academic contexts. This includes academic monitoring processes, relevant policies and procedures, support resources such as advisory services and training, as well as existing platforms or technologies.

(8) “Intelligent learning support systems” refer to any AI-based platforms or tools, whether within or outside the University, that enhance the teaching and learning experience, facilitate performance monitoring, and support students’ learning needs in a personalised and efficient manner.

(9) “AI detection support systems” refer to all tools, platforms, or software used to identify, detect, and analyse the use of AI in assignments, academic materials, or learning activities. This includes AI content detection tools or software (such as Turnitin AI Detector, GPTZero, and Originality.AI), monitoring modules within learning management systems (LMS), as well as any automated systems that assist academic staff in identifying potential AI misuse or impersonation in the work produced by students and academic staff.

(10) “Official duties” refer to all activities, roles, or responsibilities undertaken by students and academic staff that are directly related to academic matters at the University, including teaching and learning, related administrative functions, and other duties, in accordance with the prescribed scope of responsibilities.

(11) “Public AI platforms” refer to AI-based systems or services that are developed, hosted, and accessible to the public via public internet networks. In the context of this Policy, public AI platforms may include third-party services where the AI infrastructure is not hosted within the University.

(12) “Sandbox” refers to a controlled or isolated environment created to test, develop, or run programmes, scripts, or code without affecting live systems or production data.

8. OBJECTIVES

The objectives of the implementation of this Policy are as follows:

(1) To support innovation in teaching and learning without compromising academic integrity or autonomy.

(2) To encourage the use of AI as a pedagogical support tool, without replacing students' critical, creative, and analytical thinking.

(3) To increase awareness of ethical risks, copyright issues, data security (including data privacy), and the potential for algorithmic bias in the use of AI.

(4) To establish a balance between technological empowerment and academic principles, in line with the University's aspiration to be a progressive and inclusive institution.

(5) To enhance the level of AI literacy among academic staff and students in relation to the ethical, effective, and responsible use of AI.

9. ASPIRATIONS / PRINCIPLES

(1) Universiti Malaya provides flexibility to academic staff to determine the use of AI in any teaching and learning activities, in accordance with the levels of use prescribed by the University. This approach ensures that academic staff creativity is not constrained in the design and implementation of teaching delivery strategies and assessments.

(2) Students shall be provided with clear guidance on the permitted levels of AI use in all forms of assessment for a course at the beginning of the semester. Declarations of AI use by students and academic staff shall be made transparently to ensure that academic integrity is upheld.

(3) The University also emphasises the importance of awareness of the risks associated with the use of AI in teaching and learning activities, including the potential for copyright infringement, misuse of information, breaches of academic ethics, and the production of non-original work.

10. ROLES AND RESPONSIBILITIES

To ensure that the implementation of this policy proceeds smoothly, effectively, and in alignment with the University's strategic objectives, the roles of the appointed committees and responsible parties are as set out below.

(1) Steering Committee on E-Learning

This committee is the same committee as that provided for under the Universiti Malaya E-Learning Policy at the Central Responsibility Centre level. The responsibilities of the Steering Committee include:

(a) To formulate policies relating to the use of AI in academic contexts.
(b) To determine the principles and general guidelines relating to AI for academic use within the University.
(c) To evaluate and support implementation, including funding, training, and the development of AI capabilities in teaching and learning.
(d) To monitor the effectiveness of the Policy through periodic reports and feedback from Responsibility Centres and the E-Learning Implementation Committee.

This committee is also responsible for reviewing this Policy at least once in each academic session, or earlier, should there be significant developments in AI technology.

(2) E-Learning Implementation Committee

This committee is the same committee as that provided for under the Universiti Malaya E-Learning Policy at the Central Responsibility Centre level. The committee plays a primary role in the implementation of this policy and the coordination of AI-related activities in teaching and learning. The responsibilities of the Implementation Committee include:

(a) To plan and manage the implementation of this policy, including the provision of training for students and academic staff.

(b) To provide foundational AI literacy training for students and academic staff in support of academic development.

(c) To provide technical support and guidelines for the use of AI at the implementation level.

(d) To collect data, feedback, and recommendations for improvement from Responsibility Centres in relation to e-learning and the use of AI in teaching and learning.

(e) To report to and make recommendations to the Steering Committee on E-Learning for continuous improvement.

(3) Responsibility Centres

Responsibility Centres responsible for the offering of academic programmes or courses shall ensure that this policy is implemented at their respective Centre levels. Responsibility Centres are encouraged to establish an Academic AI Sub-Committee or to utilise existing Academic Committees at the Centre level to coordinate the implementation of this policy more effectively, in accordance with their respective needs.

The roles of the Responsibility Centres include:

(a) To take strategic steps to integrate the use of AI into the courses offered.

(b) To ensure that all academic staff are made aware of this Policy and that implementation support is provided.

(c) To ensure that statements of approval for the use of AI are updated in the AI Use in T&L Activities Declaration Form.

(d) To ensure that the use of AI in teaching and learning–related activities, such as thesis writing or final research projects, is approved by the supervisor or the relevant Responsibility Centre.

(e) Responsibility Centres shall ensure that assessment screening processes take into account all forms of assessment provided and meet a high level of academic rigour. This ensures that question design and assessment methods are capable of reducing the risk of AI misuse and academic dishonesty by students. Each assessment shall emphasise rigour and precision so that assessment outcomes reflect students' levels of critical thinking, depth of understanding, and originality of work.

(4) Academic Staff

Academic staff are responsible for ensuring the implementation of the following:

(a) To clearly specify the permitted forms or instructions for the use of AI during the teaching and learning process in the AI Use in T&L Activities Declaration Form, as well as in all assignment instructions and academic assessment guidelines.
(b) To explore and validate the ethical use of AI to personalise learning experiences, such as through adaptive assessments, individualised feedback, or intelligent learning support systems, while maintaining full academic control..
(c) To provide students with exposure to and guidance on the ethical use of AI.
(d) Academic staff are prohibited from uploading confidential information or official academic-related materials to public AI platforms without written approval from the Head of the relevant Responsibility Centre.
(e) Academic staff shall bear full responsibility for ensuring that the use of AI is lawful and ethical.

(5) Students

Students are responsible for:

(a) To understand and comply with this Policy in all academic assignments and assessments.
(b) To provide appropriate acknowledgement or citation when using permitted AI tools.
(c) To ensure that all submitted work is original or complies with the approved permissions for AI use. Students who use AI in academic assignments and assessments, where permitted, shall include a declaration acknowledging the use of AI.
(d) Not to upload confidential information or official academic-related materials to public AI platforms without written approval from academic staff or the Head of the relevant Responsibility Centre.
(e) To ensure that the use of AI is lawful and ethical.

11. COPYRIGHT, INTELLECTUAL PROPERTY AND RISKS OF AI USE

The use of AI in all teaching and learning activities at the University shall take into account copyright and intellectual property (IP) considerations.

(1) Academic Ownership

All academic outputs, including student assignments, teaching materials, and scholarly publications, shall be the result of the intellectual effort of the student and/or academic staff concerned. Where AI assistance is used, students and academic staff are responsible for ensuring that human contribution remains significant and primary in the production of such work. Any use of AI shall be transparently declared in accordance with University guidelines [see 9(4) Academic Staff and 9(5) Students]. As a measure of accountability, academic staff and students are encouraged to document their work processes demonstrating input, creativity, analysis, and decision-making, whether through reflective statements, AI usage logs, or specific explanations within assignments, teaching materials, or publications. Failure to declare the use of AI or to demonstrate significant human contribution may be regarded as academic dishonesty or an ethical breach.

(2) Institutional disclaimer

The University shall not be held responsible for any copyright infringement or loss of intellectual property arising from the improper use of AI platforms by individuals. Full responsibility rests with academic staff and students to ensure that the use of AI is lawful and ethical.

(3) Risk of Intellectual Property Loss via Public Platforms

Academic staff and students are reminded that the use of public AI platforms may expose academic data or content to third parties. Any input submitted to such platforms may no longer be confidential and may be reused by service providers. Accordingly, confidential data or content with intellectual property value shall not be shared without written approval from the Head of the relevant Responsibility Centre.

(4) Copyright Infringement in AI-Generated Content

Content generated by AI may inadvertently contain elements or material protected by third-party copyright. Accordingly, students and academic staff are responsible for assessing, verifying, and ensuring the originality and copyright status of such content before using it in any assignments, teaching materials, or publications. Any use of AI-generated content is recommended to be accompanied by evidence of copyright verification. Where necessary, permission shall be obtained or appropriate citation provided in order to avoid copyright infringement.

Any suspected copyright infringement involving elements of plagiarism shall be reported to the Integrity Unit for further action. In the case of students found to have committed acts amounting to academic dishonesty, the University reserves the right to impose disciplinary action in accordance with applicable rules and procedures.

12. AI COMPETENCY AND LITERACY DEVELOPMENT

Systematic professional development for AI competencies shall be implemented in a structured and continuous manner through a combination of skills enhancement programmes, recognition of knowledge, and the sharing of good practices. The University's governance bodies shall design, plan, implement, and monitor training programmes to develop AI literacy competencies among academic staff and students.

The University adopts key components of The European Framework for the Digital Competence of Educators (UNESCO) to foster digital and AI competencies amongst the University community, particularly in the following areas:

(1) ***Area 3: Teaching and Learning***

To encourage continuous learning in relation to AI, as well as the use of AI technologies to support appropriate pedagogical design, monitor student progress, and personalise learning experiences.

(2) ***Area 4: Assessment***

To implement authentic assessment supported by AI, and to enhance the effectiveness of feedback through learning analytics and AI detection support systems.

(3) ***Area 5: Empowering Learners***

To develop students' self-directed learning skills through the use of AI support tools, to provide inclusive learning experiences, and to foster ethical awareness and digital literacy in interactions with AI.

13. FINANCIAL PROVISIONS AND RESOURCE SUPPORT

The University shall ensure that the implementation of this Policy is supported through

(1) A fixed allocation within the University's annual ICT budget, managed by the Information Technology Department (JTM), covering AI software subscriptions, technical infrastructure, cybersecurity, and monitoring systems.

(2) Financial support for Responsibility Centres where specific needs arise for the development of AI in teaching and learning activities.

(3) Financial support for AI literacy training for academic staff and students, including the development of relevant learning materials.

(4) Coordination amongst the relevant University units to ensure that resource planning is aligned with comprehensive policy implementation across all Responsibility Centres.

(5) Minimum implementation requirements shall not be imposed on Responsibility Centres without support from the Central Responsibility Centres. AI applications that are widely used shall be procured and managed centrally.

14. CONCLUSION

This policy is established as an official guideline and reference of the Universiti Malaya to ensure that the use of AI in teaching and learning is implemented in an ethical, responsible, and academically sound manner, in line with the principles of academic integrity. This policy shall also be read in conjunction with other applicable policies, guidelines, procedures, and/or any other directives issued by the University from time to time.

UNIVERSITI MALAYA

Digital Learning Centre (PPD)

Academic Policy Centre (PPA)

Academic Strategic Planning Department (ASPD)
Universiti Malaya

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GUIDELINES ON THE ETHICAL USE OF ARTIFICIAL INTELLIGENCE (AI)

2025

Version 2

Academic Strategic Planning Department
Jabatan Perancangan Strategik Akademik

Digital Learning Centre
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DOCUMENT HISTORY

NO	VERSION	DOCUMENT/ AMENDMENT RECORD	SENATE	EFFECTIVE DATE
1.	1	Universiti Malaya Guidelines on the Ethical Use of Artificial Intelligence	27.9.2023	Session 2025/2026, Semester 2
2.	2	Universiti Malaya Guidelines on the Ethical Use of Artificial Intelligence (AI)	20.11.2025	Session 2025/2026, Semester 2

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1. INTRODUCTION

Artificial Intelligence (AI) has transformed practices and cultures across various sectors in Malaysia, including the education sector. This technology has helped address multiple challenges such as resource limitations while creating new opportunities for innovation. The use of AI in teaching and learning (T&L) activities at universities has also gained increasing global attention. Therefore, Universiti Malaya aspires to enhance academic excellence and to ensure that members of the University are able to interact with AI responsibly and ethically. Through the support provided to the Universiti Malaya Academic Policy on Artificial Intelligence (AI), which is aligned with current technological developments, the University is able to equip academic staff and students to face future challenges and harness new opportunities in the digital era.

2. PURPOSE

This guideline is developed and implemented to:

(1) Ensure that AI applications are used responsibly.

(2) Ensure that AI applications can be utilised effectively and ethically, particularly within the context of T&L.

3. SCOPE

This guideline provides specific references related to AI technology, covering complete academic procedures and controls relating to the use of AI, a concise guide for stakeholders, examples of use, principles of academic integrity, and best practices in AI utilisation.

This guideline emphasises the roles of responsible parties in ensuring the ethical use of AI and must be read together with the **Universiti Malaya Academic Policy on Artificial Intelligence (AI) (latest version).**

This guideline applies to academic staff, supervisors, examiners appointed by the University, and students at all levels of study.

4. RESPONSIBILITIES

The Deputy Vice-Chancellor concerned, Centre or Division Executive Directors / Directors, Committees at the Central Responsibility Centres responsible for academic affairs, and Heads of Academic Responsibility Centres are responsible for ensuring reference to and are compliance with this guideline.

5. REFERENCE DOCUMENTS

(1) Universiti Malaya Academic Policy on Artificial Intelligence (AI) (latest version).

(2) Universiti Malaya Rules and Regulations for all levels of study (latest version).

(3) *Kod Etika Universiti Malaya*.

(4) Universiti Malaya Guidelines on Handling Plagiarism (latest version)

(5) Supervision Policy of Postgraduate Candidates Universiti Malaya (latest version)

(6) *Prosedur Penerimaan dan Penyiasatan Salah Laku, Unit Integriti* (latest version)

(7) Universiti Malaya Policy on Authorship (latest version).

(8) Universiti Malaya Teaching and Learning Materials Policy (latest version).

(9) Online Teaching and Learning Guideline by Universiti Malaya (latest version).

(10) Universiti Malaya Research Data Management Policy (2020).

(11) Universities and University Colleges (University of Malaya) (Discipline of Students) Rules 2024.

6. OBJECTIVES

The main objectives of this guideline are as follows:

(1) To provide guidance to academic staff and students of the University regarding the effective use of AI, thereby ensuring the greatest and most comprehensive benefit, particularly in T&L.

(2) To ensure that the use of AI within the University is implemented safely and ethically, in accordance with existing policies and guidelines.

(3) To prevent and reduce the risk of potential misconduct or fraudulent activities in the use of AI.

7. PROCEDURES FOR MANAGING / CONTROLLING THE USE OF AI

There are several full academic management and control procedures relating to the use of AI that can be implemented at the level of Academic Responsibility Centres (RCs), including the following

(1) Enhancing AI Literacy and Understanding

To ensure that the AI applications used are appropriate, Responsibility Centres, in collaboration with relevant Departments, may plan and conduct training as well as carry out monitoring to strengthen AI literacy competencies at the Responsibility Centres / University level.

(2) Use of AI in Teaching, Learning, and Assessment

Academic staff are encouraged to integrate the use of AI into T&L activities to enhance the effectiveness of student learning. The integration of AI into the T&L process creates opportunities to enrich the quality of education at the University by providing interactive support resources that can assist and strengthen T&L. However, the use of AI must be implemented ethically, with full academic control by academic staff, and must ensure the authenticity of learning outcomes without undermining students' critical thinking and

creativity. Academic staff may refer to the recommended process for AI use in T&L as shown in **Appendix 1(a)** and **Appendix 1(b).**

(a) To support transparency in T&L delivery, academic staff must declare their use of AI if it is utilised in any T&L process, including the preparation of materials, assessment, and other teaching-related activities, through the existing system.

This declaration must be recorded using the form in **Appendix 2(a)** and subsequently **uploaded to the SPeCTRUM portal** for each course.

Examples of uses that must be declared as "AI usage" by academic staff include:

- AI-generated lecture materials
- AI-generated quiz or examination questions
- Use of AI-based automated feedback or tutoring systems
- Implementation of adaptive or AI-assisted learning activities

(b) Academic staff are also required to declare the "permitted level of AI usage" for students for the respective course, as stated in **Appendix 2(a).**

Clear written instructions regarding the permitted level of AI usage must be provided for each T&L activity and relevant assignment to ensure that students understand the requirements and procedures for usage that have been set.

(3) Use During Assessment

Generally, the authorisation to use AI during assessment activities must be communicated to students clearly and transparently. Refer to **Appendix 2(a)**, **Appendix 2(b)**, and **Appendix 2(c)** for further guidance. Students are required to attach **Appendix 2(b)** with every assessment, whether AI was used or not. Academic staff, supervisors, or examiners reserve the right to request AI usage logs, and students must provide such access if requested.

If a decision is made by academic staff to prohibit students from using AI tools in a particular assessment (**Level 0**), then **key components of the assessment must be conducted face-to-face and under supervision** to ensure that students do not have access to such tools

For unsupervised assessments, academic staff must design assignments that emphasise higher-order thinking skills. If AI use is permitted in unsupervised assessments, the evaluation must be based on the quality of the submitted work, without imposing penalties solely due to AI usage.

In addition, academic staff must ensure that assessment rubrics are aligned with the **type of assignment**, **taxonomy**, and the permitted **level** of AI usage.

(a) Written Examinations

As a principle, the direct use of AI during written examinations is ***not permitted***. However, AI usage may be allowed subject to specific examination instructions set by the appointed examiner. In such cases, students must declare their AI usage as stated in **Appendix 2(b)**.

(b) Oral Examinations / Viva Voce

Direct use of AI during oral examinations is **not permitted** in any form of implementation.

(4) Use for Thesis / Dissertation / Research Report Writing

In thesis, dissertation, or research report writing, the use of AI can offer significant benefits if used ethically, transparently, and without replacing the student's own intellectual contribution. AI may function as a support tool to refine writing, reorganise content, and clarify complex concepts. However, approval or authorisation from the supervisor must be prioritised. Excessive or disproportionate dependence on AI, and failure to declare its usage, may compromise academic integrity. Therefore, **AI must be regarded as a**

support tool for writing, not a substitute for original thought.

Students are required to make a formal declaration of AI usage in producing their thesis, dissertation, or research report by using the official forms stated in **Appendix 2(b)** and **Appendix 2(c).**

The main advantages of ethical AI use that may benefit students, supervisors, and examiners are listed in Appendix 1(b).

(5) Use During the Thesis / Dissertation / Research Report Assessment Process

Academic staff, supervisors, students, and examiners are not permitted to upload any thesis, dissertation, or research report to any public AI platform **until the assessment process is completed and finalised by the Senate**, to safeguard copyright and academic integrity.

However:

(a) For final versions of theses, dissertations, or research reports that have completed the assessment process, these documents may only be uploaded with written consent from the supervisor, or subject to specific cases determined by the University from time to time.

(6) Considerations for Academic Misconduct / Dishonesty

No student is allowed to engage in any form of academic dishonesty, including plagiarising any idea, writing, data, or creation belonging to others, pursuant to the Universities and University Colleges (Universiti Malaya) (Student Discipline) Rules 2024. Academic staff and students may refer to the University's Guideline for Handling Plagiarism Cases for the most current information.

8. QUICK GUIDE FOR STAKEHOLDERS

Academic staff, students, supervisors, and examiners each play important roles in ensuring that the use of AI within the University is implemented responsibly, ethically, and in line with academic values.

In principle, academic staff are responsible for determining the guidelines for AI use in each course, providing continuous guidance, and verifying the authenticity of submissions based on academic integrity principles. Students, on the other hand, must use AI as a learning support tool by declaring their usage transparently, ensuring that their work remains original, and avoiding excessive dependence on such technology.

Supervisors must monitor AI usage throughout the research and thesis-writing process, ensure that students understand the permitted levels of use, and encourage clear documentation and reflection. Meanwhile, examiners must assess theses, dissertations, research reports, or assessment tasks by taking into account the AI-use declaration, and verify that the student can defend their own intellectual contribution.

The alignment of responsibilities among these four key stakeholders is crucial to ensure that AI is utilised as an academic enrichment tool without compromising originality or the integrity of knowledge. The permissible (Dos) and prohibited (Don’ts) practices for the University’s four main stakeholder groups are listed in **Appendix 3.**

9. ACADEMIC INTEGRITY

In the context of AI use, academic integrity must always be prioritised to prevent misuse. Several important principles must be observed:

(1) Citation and Attribution

In the process of gathering information from AI sources, academic staff and students must ensure the validity of the data and cite and attribute the

original author or publication, rather than treating AI as a primary reference source.

(2) Plagiarism / Academic Misconduct

Academic staff and students must comply with the University's existing policies to ensure that all submitted work is free from elements of plagiarism or academic misconduct.

To safeguard academic integrity, academic staff, students, supervisors, and examiners may, with University approval, use any appropriate software to detect potential unauthorised AI use (high index of suspicion). **However**, academic staff, supervisors, and examiners must exercise caution and avoid uploading any ongoing assessment in full, as stated in Section 7(5).

It must be emphasised that detection software should not be used as conclusive evidence to justify academic misconduct charges against students. Any findings derived from such software must be reviewed further and considered by the Responsibility Centres, with reference to existing academic policies, before any decision on academic misconduct is made..

(3) Understanding the Limitations of AI Output

When using AI for any University-related task, academic staff and students must recognise that AI models have inherent limitations, whether in terms of knowledge, topic comprehension, or the accuracy and breadth of their outputs. Users must critically evaluate AI outputs and cross-check them with original sources to ensure that the information is accurate, valid, and reliable.

(4) Ethical Use of Data

If AI technology is used to analyse confidential data, academic staff and students must ensure that such data are isolated (sandboxed) and used ethically. This includes ensuring data are obtained lawfully, with the necessary consent or approval, and in full compliance with relevant University ethical guidelines and regulations.

10. CONCLUSION

This guideline is provided as an official reference to all Responsiblity Centres to ensure that the use of AI in T&L processes is planned, developed, and implemented responsibly and ethically. This document must also be read together with the Universiti Malaya Academic Policy on Artificial Intelligence (AI) (latest version) to ensure that the information conveyed is clear and accurate.

APPENDIX 1 (a) – Example of General Process of AI Use in T&L Activities.

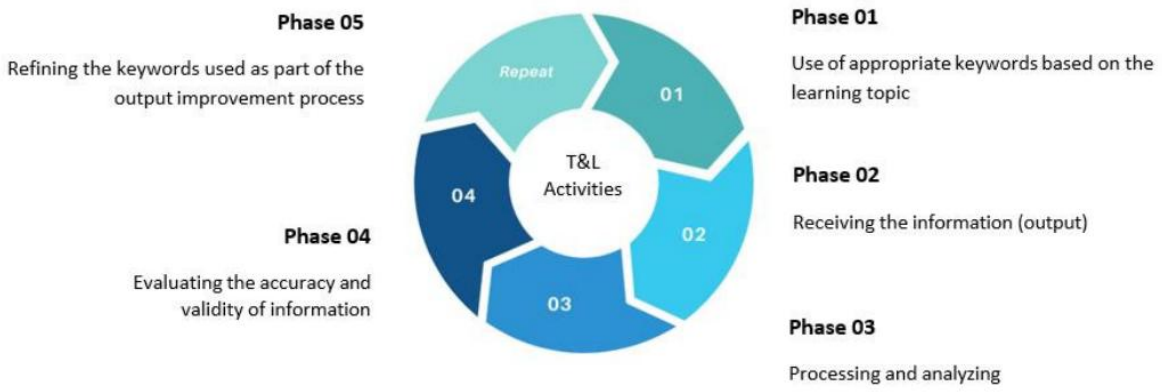

Figure 1. Cycle of AI Application Use in the T&L Process (Student Perspective)

Phase	Description	Examples of Prompts
1	Use of appropriate keywords based on the learning topic	*"You are an expert in <**topic/instrument**>, can you briefly describe about <**subtopic**>? Write an output of about 200 words.* *OR* *"You are an expert in environmental chemistry. Please explain the topic 'Heavy Metal Contamination in Freshwater Ecosystems' in simple terms suitable for undergraduate science students. Then, suggest five common heavy metals involved in such contamination. Present the information in a table format with the following columns: (1) Name of Metal, (2) Primary Sources, (3) Environmental Effects, and (4) Health Impacts. Provide academic references for the data, preferably peer-reviewed journal articles or government reports. Please double-check the accuracy and validity of each reference before including it."*
2	**Receiving the information (output)**	**-**
3	**Processing and analysing**	**-**
4	**Evaluating the accuracy and validity of information**	**-**

5	**Refining the keywords used as part of the output improvement process**	*Can you paraphrase for a University student in <**degree**>?* *OR* *I do not quite get the concept of <**concept/theory/special term>** from your previous output. Can you describe it further?* *OR* *Can you double check the information about <**concept/theory/term**> using <**name a resource**> as you main reference?*

APPENDIX 1(b) – Other Examples of AI Use in T&L Activities.

Concepts	Advantages	Examples of Prompts
Brainstorming Ideas	Generates new ideas creatively and quickly; broadens perspectives; facilitates planning	*"You are a curriculum designer in higher education. Brainstorm five innovative ways to integrate artificial intelligence tools into undergraduate teaching and learning, particularly in science-based courses. Provide practical examples that require no additional cost and can be implemented using existing university platforms like Moodle."* *"I'm preparing a thesis on the role of peptides in targeted cancer therapy. Please brainstorm potential subtopics I can explore, including research angles, case studies, or recent developments from 2020 onwards. List at least six ideas, grouped under theoretical, clinical, and technological perspectives."* *"You are an Islamic Studies researcher. Brainstorm five contemporary research topics that explore the intersection of Islamic ethics and digital technology in Southeast Asia. Provide brief rationales for each topic"*
Testing Knowledge / Cognitive Understanding	Tests students' comprehension levels; encourages analytical thinking; provides evidence-based assessment	*"You are an expert in biochemistry. Based on the topic 'Protein Folding and Misfolding Diseases', generate 10 multiple-choice questions to test undergraduate students' understanding. Include four options each. Indicate the correct answer with a short explanation after I have provided my answers."* *"Create a set of five short-answer questions to assess university students' understanding of how climate change impacts biodiversity. Make the questions analytical rather than factual recall, and provide model answers suitable for Year 3 environmental science students."*
Image Creation	Aids visualisation of complex concepts; enhances memory and understanding; saves time in preparing materials	*"Generate a scientific illustration showing the structure of a typical bacterial cell, clearly labelling its key components (e.g., nucleoid, ribosomes, flagella). The image should be suitable for an undergraduate microbiology lecture slide. Use a simple and clear style."* *"Create an infographic-style diagram that visualizes the greenhouse effect, including components such as sunlight, atmospheric gases, heat reflection, and anthropogenic*

		contributions. Ensure the style is appropriate for a general science education setting (secondary or undergraduate level).”
Summarising Course Content	Simplifies complex texts for better understanding; supports inclusive learning; assists students with differing literacy levels	*“You are a science communication expert. Simplify the following abstract on quantum entanglement for first-year physics students, keeping the explanation accurate but accessible. Include reference(s) that I can use to verify your output.”*
Role-Play Simulation	Enhances student engagement; develops communication and critical thinking skills; provides realistic scenarios	*“Act as a policy advisor to the Ministry of Health. I am the minister, and you need to convince me why funding for AI-driven early cancer detection should be prioritised. Anticipate my questions and objections. As a start, this is <**insert scenario**>.”*
Feedback	Provides fast and detailed feedback on assignments; supports self-directed learning	*“Review this draft assignment on renewable energy storage technologies. Provide constructive feedback on structure, clarity, and depth, and suggest three specific improvements, if any.”* *“Compare the thematic elements and societal impact of two major works from Malaysian modern literature, highlighting cultural identity and political undertones. What can you suggest about <**insert recent event**> related to our conversation?”*
Translation	Improves access to multilingual learning materials; supports international students	*“Translate this academic article abstract on marine biodiversity from German to English, keeping technical terms accurate and style formal.”*
Coding Assistance	Supports programming-related courses; helps students develop, repair, or optimise code	*“Write a Python function to analyse a CSV file containing name of Malaysian Cities and its GDP, and output the top 10% of performers. Comment each step clearly for a beginner to learn and follow your output.”*
Data Analysis Support	Speeds up research data analysis; guides students in understanding analytical outputs	*“Explain the results of this regression analysis in simple terms for a non-statistical audience. Include implications and possible limitations of the work. This is the <**source – book name, chapter & title OR website OR YouTube video etc**.>”*
Scenario Planning	Sharpens problem-solving skills; prepares students for real-world challenges	*“Develop three possible scenarios for the impact of climate change on rice production in Southeast Asia by 2050. Include key drivers, potential challenges, and mitigation*

		strategies. Include resource(s) for me to verify your output."
Interactive Quiz Creation	Provides automated formative assessments	*"Generate a 10-question interactive/MCQ quiz on the topic 'Photosynthesis', suitable for Year 1 biology students. For each set, use only (1) multiple-choice or (2) short-answer formats, and include correct answers."*
Research Instrument Design	Supports the development of research instruments; saves design time; ensures alignment with research objectives	*"Design a survey instrument to assess university students' attitudes towards the integration of traditional Malay values in modern creative arts curricula. Include Likert-scale, open-ended, and demographic questions."* *"Develop a questionnaire to study the perception of law students on restorative justice practices in Malaysia. Ensure questions align with both theoretical understanding and practical applications."*
Creative Writing	Encourages creativity; connects factual knowledge to storytelling; enhances engagement	*"Write a short narrative from the perspective of a 19th-century Malay trader navigating cultural exchanges in the Straits of Malacca. Incorporate authentic historical details and linguistic style."* *"As a creative writing lecturer, craft a prompt for students to develop a monologue based on a historical legal case in Malaysia, focusing on the emotional and societal context."*

APPENDIX 2 (a) – AI Use in T&L Activities Declaration Form

(*To be uploaded to SPeCTRUM as notification to students*)

A. Course Information

1. Course Code & Title:: _____
2. Semester/Term: _____ Session: _____/_____
3. Name of Lecturer/Coordinator: _____
4. RC/Faculty: _____ Department: _____

B. Summary of Purpose

This form declares the types and levels of AI usage in teaching, learning, and assessment activities for this course, for the purpose of transparency and adherence to academic ethics.

C. Scope of AI Use by Academic Staff (tick all that apply)

☐ Preparation of T&L materials (e.g., slide outlines, illustrations, activity ideas)
☐ Delivery of T&L (e.g., virtual tutors, Socratic questioning)
☐ Student learning support (e.g., concept explanations, summaries)
☐ Assessment/Evaluation (e.g., formative quizzes, draft feedback)
☐ Others: _____

D. Levels of "Permitted AI Use" for Student Assessment

(Reference Levels: 0 – None, 1 – Minimal, 2 – Limited, 3 – Open, 4 – Structured/Mandatory)
**To be adjusted as appropriate*

Assessment Component	Level 0 – Level 4	Brief Description for Each Assessment Component
Assignment/Essay		
Quiz/Formative Test		
Final Examination		
Project/Mini Project/Studio/Thesis		
Presentation/Viva		
Others		

* Add/remove fields as necessary

E. AI Tools/Platforms Permitted (if applicable)

State the primary tools (e.g., AI tutor in SPeCTRUM, ChatGPT, NotebookLM, image generators):

_____

* Uploading confidential or copyrighted data to public platforms is strictly prohibited.

F. Instructions to Students (Clear & Concise)

1. Transparency requirement:
   If AI is used (Level 2 to Level 4), students must declare the tool used and the role of AI (as in **Appendix 2(b)** Universiti Malaya Guidelines on the Ethical Use of Artificial Intelligence (AI)).
2. Attribution/citation: Students must state how AI contributions are acknowledged (if applicable).
3. Verification of understanding: Lecturers may request logs/drafts/work traces or conduct brief oral questioning to verify authenticity.

G. Assessment Design & Misuse Mitigation

☐ Staged drafts / periodic reviews
☐ Inclusion of oral/reflection elements
☐ Context-based / original (course-specific) questions
☐ Others: _____

H. Academic Staff Verification

I hereby confirm that the information above is true and accurate, and I will inform students of any changes through the SPeCTRUM platform..

Signature & Official Stamp of Lecturer: _____
Date: ____/____/_____

GUIDELINE FOR DETAILED DEFINITIONS OF "APPROPRIATE LEVELS OF AI USE"

1. DEFINITION AND FRAMEWORK

At the stage of implementing AI within T&L activities, it is not practical to impose a single universal "Yes" or "No" framework for all types of T&L activities. Therefore, flexibility must be given to academic staff in determining the extent of AI use, with the Centre (Pusat) acting as a balancing authority for all implementations across the University.

Hence, the foundational principle of "appropriate levels of AI use" is introduced. This principle is divided into five levels as practical guidance for Responsibilty Centres, Departments, and programme owners. Hence, the foundational principle of "appropriate levels of AI use" is introduced. This principle is divided into five levels as practical guidance for Responsibility Centres, Departments, and programme owners.

From the learning perspective, students remain responsible for reviewing the specific instructions issued by lecturers for each task, as the level of AI usage may differ depending on the assessment context being tested.

2. CATEGORIES / LEVELS OF APPROPRIATE AI USE

i.	**Level Zero (Level 0) – No AI Use** AI use is not permitted at all in the assignment or assessment, to ensure academic authenticity and fair evaluation of student performance.
ii.	**Level One (Level 1) – Minimal Use** AI use is permitted only for basic digital tools that are widely and commonly used, such as: • Automatic audio transcription tools • Spell-check and/or grammar-check functions
iii.	**Level Two (Level 2) – Limited Use** AI use is permitted specifically for limited and explicitly defined tasks. Examples include: • Generating ideas or brainstorming • Checking understanding of concepts or short explanations • Obtaining suggested content structures or titles • Summarising one's own or others' ideas • Generating images or illustrative media for explanation
iv	**Level Three (Level 3) – Open Use** AI use is widely permitted, with the condition that students transparently report their use of AI (including software, stage of use, and/or logs). Permitted applications include: • Using chatbots or virtual tutors for Socratic dialogue • Summarising, simplifying, or synthesising content • Generating visual media or graphic aids • Supporting the creation of multimedia materials
v.	**Level Four (Level 4) – Integrated Use in Assessment** AI software is used as a required and explicit component of the assessment design. Students are obligated to use AI as part of the task. Examples include: • Using specific AI tools to achieve defined outcomes • Comparing, evaluating, and critiquing AI outputs • Developing or correcting code with AI assistance

3. SUMMARY

Academic staff, with the agreement of the Academic Responsibilty Centres, must clearly define the permitted level of AI use for each assignment or assessment. This transparency is essential to ensure students fully understand which forms of AI use are appropriate or prohibited in their academic context.

APPENDIX 2 (b) – AI Use Declaration Form for Assessments (Students)
(Applicable to all assessments including thesis/dissertation/research reports)

☐ I hereby declare that part of this submitted assessment contains contributions generated through the use of AI software, and that such use is consistent with the permissible usage stated in the AI Use in T&L Activities Declaration Form, the assignment briefing, or the assessment guidelines, and is in line with good academic practice.

The content submitted may still be regarded as my own work. I understand that as long as my use falls within the category of "permissible use" as defined in the summary/guidelines for the assessment, this declaration will not have any direct impact on the grade awarded.

I acknowledge the use of software for the following purposes [e.g., preparation of thesis writing]:

NO.	ITEM	USAGE
(i)	Generating ideas or structural suggestions, for assistance in understanding core concepts, or other essential preliminary activities.	Example: Level 1 Grammarly is used to only check the spelling and grammar for the draft of this task through the Microsoft Word plugin. www.grammarly.com ***[insert AI tool information, link, and/or description of use]***
(ii)	Rewriting, rephrasing, and/or paraphrasing parts of this assessment.	Example: Level 2 Gemini is used to extract the proposed essay structure. gemini.google.com/app/a123456 ***[insert AI tool information and log link]***
(iii)	Producing elements other than the submitted assessment itself, such as full-sentence/paragraph writing, image/audio/video generation, or data analysis.	Example: Level 3 ChatGPT is used to synthesise several journal articles to help me understand the topic and to extract brief visuals for the slides. chat.openai.com/share/XYZ123

		[insert AI tool information and log link] / [provide a summary of usage]
(iv)	Using AI mandatorily as a compulsory component of an assignment to produce, evaluate, compare, or critique AI outputs.	Example: Level 4 Copilot is used to generate the basic code, and then to compare, correct, and critique the output as required in the assignment instructions. The usage log and prompt version are included: evidence folder / log.txt **[insert AI tool information and log link] / [write a summary of usage]**
(v)	Others	***Please describe the AI use with evidence:***

If no AI was used;

☐ I hereby declare that no AI software was used in completing this assessment.

APPENDIX 2 (c) – Example of Thesis / Writing Ethical Declaration Form (2025 version)

UNIVERSITI MALAYA
DECLARATION OF ORIGINALITY OF THESIS WRITING (2025)

Name of Candidate : (I.C/Passport No:)
Registration No:
Name of Degree:
Title of Research Report/Dissertation/Thesis ("this Work"):

Field of Study:

I do solemnly and sincerely declare that:

(1) I am the sole author/writer of this Work;
(2) This Work is original;
(3) Any use of any work in which copyright exists was done by way of fair dealing and for permitted purposes and any excerpt or extract from, or reference to or reproduction of any copyright work has been disclosed expressly and sufficiently and the title of the Work and its authorship have been acknowledged in this Work;
(4) I do not have any actual knowledge nor do I ought reasonably to know that the making of this work constitutes an infringement of any copyright work;
(5) I hereby assign all and every rights in the copyright to this Work to the Universiti Malaya ("UM"), who henceforth shall be owner of the copyright in this Work and that any reproduction or use in any form or by any means whatsoever is prohibited without the written consent of UM having been first had and obtained;
(6) I am fully aware that if in the course of making this Work I have infringed any copyright whether intentionally or otherwise, I may be subject to legal action or any other action as may be determined by UM.
(7) The use of artificial intelligence technologies, where applicable, shall comply with the University's academic regulations and ethical standards.

Candidate's Signature : _____
Date: : _____

Subsribed and solemnly declared before,

Withness's Signature: : _____
Name : _____
Designation : _____
Date : _____

APPENDIX 3 – Guidelines for Permissible (Dos) and Prohibited (Don'ts) Practices for Key University Stakeholders.

Stakeholders	DOs (PERMITTED) √	DON'Ts (PROHIBITED) X
Academic Staff	• Clearly state the guidelines and permitted levels of AI usage in the declaration form. • Verify the authenticity of student work when AI is used, such as by checking chat logs. • Use AI to personalise feedback or support learning. • Monitor and evaluate student use of AI transparently and fairly.	• Neglecting the requirement to declare the use of AI. • Excessive reliance on AI to make assessment decisions. • Using AI in a way that leads to imitation or plagiarism. • Uploading students' sensitive data without permission. • Penalising students solely because AI was used in an assessment, if permitted under Level 1 to Level 4. • Creating inconsistencies in any T&L activity due to AI usage.
Supervisor	• Guide students on permissible AI usage according to University policies and guidelines. • Set clear guidelines for students regarding AI use. • Review student AI usage logs or reflections. • Encourage ethical and responsible behaviour in the use of AI.	• Neglecting to verify the authenticity of a student's work. • Encouraging AI use that violates University policies. • Allowing students to rely entirely on AI. • Using AI to write evaluations or reviews without verification. • Concealing AI use in supervision.
Examiner	• Review the AI-use declaration in assessment documents. • Evaluate creativity and original student contribution independent of AI. • Report any doubts regarding unlawful AI use. • Be cautious of the risk of bias from "AI writing style."	• Ignoring suspicious reports of improper AI use. • Using AI to assign marks without review. • Dismissing genuine human creativity in assessment. • Withholding information regarding AI use detected without taking appropriate action. • Breaching confidentiality of assessment data. • Uploading any part of a thesis to any public AI software.
Student	• Use AI as a learning support tool, not to answer assignments directly. • Declare AI usage in every assignment. • Ensure the analysis and main ideas remain original. • Use AI to support data analysis. • Fact-check and verify AI output based on course content provided by academic staff. • Consult academic staff if unsure about permitted AI use.	• Submitting assignments/theses/dissertations/research reports generated entirely by AI. • Concealing AI use. • Manipulating research data using AI. • Using AI to cheat in examinations or generate output that breaches ethics/rights without understanding copyright implications.

	• Keep logs/reflections of AI use processes for supervisor reference.	• Using AI to copy others' research work, including through translation.

UNIVERSITI MALAYA

Digital Learning Centre (PPD)

Academic Policy Centre (PPA)

Academic Strategic Planning Department (ASPD)
Universiti Malaya

UNIVERSITI MALAYA

ACADEMIC STRATEGIC PLANNING DEPARTMENT (ASPD)
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