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EFFECTIVE USE OF ARTIFICIAL INTELLIGENCE IN EDUCATION POLICY

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LIST OF ABBREVIATIONS

AI: Artificial Intelligence

APA: American Psychological Association.

CPD: Continuous Professional Development

HLI: Higher Learning Institution

ICT: Information Communication and Technology

LMS: Learning Management System

MINEDUC: Ministry of Education

OECD: Organisation for Economic Co-operation and Development

UNESCO: United Nations Education, Scientific and Cultural Organization

TABLE OF CONTENTS

LIST OF ABBREVIATIONS 1
TABLE OF CONTENTS 2
Article 1: Creation 5
Article 2: Vision 5
Article 3: Mission 5
Article 4: Philosophy 5
Article 5: Motto 5
Article 6: Objectives 6
Article 7: Responsibilities of ULK Polytechnic Institute 6
Article 8: Powers of ULK Polytechnic Institute 6
Article 9: Attributions 7
Article 10: Type of Institution 7
Article 11: Cycles in each category of education 7
Article 12: Establishment 7
Article 13: Management Organs 7
Article 14: Years, Sessions, Semesters and Terms 8
Article 15: Purpose of the Policy 8
Article 16: Scope of the Policy 8
Article 17: Definition Key Terms 9
Article 18: Modes of Delivery 10
Article 19: Guiding Principles 10
SECTION I: INFRASTRUCTURE AND FACILITIES 10
Article 20: Integration Digital Ecosystems 10
Article 21: Validation of AI Systems 11
SECTION II: AI TEACHING AND LEARNING 11
Article 22: Curriculum Review and Redesign 11
Article 23: AI Literacy in ICT Module 11
Article 24: Instructional Support 11
SECTION III: STAFF READINESS AND CAPACITY BUILDING 12
Article 25: Continuous Professional Development 12
Article 26: Competency Requirements 12
SECTION IV: ETHICAL USE OF AI 12

Article 27: Transparency and Accountability 12
Article 28: Academic Integrity and Honesty 12
Article 29: Human Oversight and Responsibility 13
Article 30: Fairness, Equity, and Inclusion 13
Article 31: Appropriate Use in Teaching and Learning 13
Article 32: Continuous Education and Awareness 13
SECTION V: STUDENT READINESS AND AI LITERACY 13
Article 33: Student Training 13
Article 34: Expected Competencies 14
SECTION VI: AI IN ASSESSMENT, RESEARCH AND SCIENTIFIC WRITING 14
Article 35: Assessment Instructions 14
Article 36: Responsible Assessment Practices 14
Article 37: Assessment Design 14
Article 38: Academic Ownership 15
Article 39: AI in Research and Scientific Writing 15
SECTION VII: AI ATTRIBUTION AND DISCLOSURE AND PRIVACY AND SECURITY 15
Article 40: AI Attribution and Disclosure 15
Article 41: Privacy and Security 15
SECTION VIII: ACADEMIC INTEGRITY AND MISCONDUCT 15
Article 42: Prohibited Practices 15
Article 43: Misconduct Procedures 17
SECTION IX: MANAGEMENT AND GOVERNANCE STRUCTURE 18
Article 44: AI Unit 18
Article 45: AI Committee 19
Article 46: Monitoring, Evaluation and Review 19
SECTION X: CULTURE OF ETHICAL AI USE AND ALIGNMENT WITH NATIONAL AND INTERNATIONAL FRAMEWORKS 19
Article 47: Culture of Ethical AI Use 19
Article 48: Alignment with National and International Frameworks 19
SECTION XI: IMPLEMENTATION STRATEGY AND POLICY REVIEW 19
Article 49: Implementation Strategy 19
Article 50: Policy Review 20

CREATION, VISION, MISSION, PHILOSOPHY, MOTTO, VALUES, OBJECTIVES, RESPONSIBILITIES AND POWERS

Article 1: Creation

ULK Polytechnic Institute (UPI) a high private technical learning institution founded on 2nd October, 2014 and now governed by the law N° 010/2021 of 16/2/2021 determining the organization of Education and the Ministerial order N° 001/MINEDUC/2021 of 20/10/2021 determining standards in Education, and the Ministerial order N° 003/MINEDUC/2021 of 20/10/2021 determining Rwanda Qualification Framework, law N°27/2023 of 18/05/2023 amending the law N° 66/2018 regulating labour in Rwanda, UPI statutes, its internal Regulations and other academic regulations.

Article 2: Vision

In line with the vision of the Government of Rwanda to promote practical skills, ULK Polytechnic Institute aims to stand out as a remarkable Institute for excellence with hands on skills and highly motivated students endowed with elevated ethical values.

Article 3: Mission

The Mission of ULK Polytechnic Institute is: to educate, teach, conduct technical projects and serve the community. The fundamental mission of ULK Polytechnic Institute is to provide the students with competitive, creative, innovative skills which will contribute to find solutions on the labor market.

Article 4: Philosophy

The philosophy of ULK Polytechnic Institute is based on four fundamental principles:

- To have faith in God;
- To know one's mission on earth;
- To live ethical values;
- To have positive thoughts.

Article 5: Motto

The motto of ULK Polytechnic Institute is "**Science, Conscience and Skills**".

Article 6: Objectives

ULK Polytechnic Institute has the following objectives:

- To contribute to capacity building hands on skills based;
- To promote projects innovation for serving the community;
- To provide middle technicians with technical trainings to meet the community needs;
- To provide service to the community; and
- Self-employers; etc. ….

Article 7: Responsibilities of ULK Polytechnic Institute

The main responsibilities of ULK Polytechnic Institute are the following:

1. To carry out and promote technological disciplines according to labor market demand at the national and regional level;
2. To collaborate with other institutions to ensure their dissemination in order to contribute to the promotion of development at the national, regional level and worldwide;
3. To provide the student with knowledge, hands on skills, technology and education for innovation and self-employment;
4. To promote the national culture with end-purpose of promoting technical education that meets Rwandan needs; and
5. To contribute to resolution of issues related to national development

Article 8: Powers of ULK Polytechnic Institute

ULK Polytechnic Institute has the following powers:

1. To award Advanced Diplomas, BTech degrees offered in accordance with the law;
2. To award Diploma and Certificates to candidates who successfully complete training courses;
3. To conclude cooperation agreements with different organs in charge of education, either national or foreign institutions of higher learning;
4. To organize trainings for lecturers in order to be competitive at the international level; and
5. To promote lecturers to academic ranks

Article 9: Attributions

The attributions of the Founder and President are:

i To represent legally the Institution;
ii To designate the Chancellor to be approved by the Governing Body;
iii To appoint and cancel the appointment of any member of the Governing Body;
iv To designate members of Executive Organ to be approved by the Governing Body;
v To appoint and dismiss ULK Polytechnic Institute authorities;
vi To appoint and dismiss members of the auditors committee;
vii To ratify activities, programmes and the ULK Polytechnic Institute budget;
viii To decide about the ULK Polytechnic Institute investments and extension;
ix To decide about the strategic plan of the UPI.

Article 10: Type of Institution

UPI is a private education institution which complies with education standards in Rwanda and is subject to regular inspection by the Higher Education Council (HEC).

Article 11: Cycles in each category of education

UPI comprises two cycles which are the Advanced Diploma, BTech degrees awards

Article 12: Establishment

UPI is an established private education institution undertaking the education development with a focus on courses (Construction Technology, Land surveying, Electrical Technology, Electronics & Telecommunication Technology). These courses are needed in the country and on the labour market in Rwanda.

Article 13: Management Organs

UPI management organs are the following:

1. The Governing Body,
2. Executive organ,
3. Academic Senate, and
4. Senior management committee.

The chancellor of UPI is designated by the founder and the president of ULK Ltd and approved by the Governing Body.
The chancellor of UPI is responsible for presiding over the academic year opening ceremonies, graduation ceremonies and awarding of other merit titles and may also attend other events or meetings if necessary.

Article 14: Years, Sessions, Semesters and Terms

In these regulations, the following terms shall have the following meanings:

- **Academic Year:** the length of time during which UPI offers studies of full-time Advanced Diploma, BTech degrees equivalent to a minimum of 120 credits. One credit is equated to 10 hours of notional student learning effort; thus, a minimum period of 1200 hours for an academic year;
- **Session:** The part of the academic year during which the UPI holds classes;
- **Semester**: An academic period of a half of the academic year;
- **Term**: A definite continuous period during which instruction is regularly given to students; presently a period of 1/3 of the academic year.
- **Credits**: One of the primary methods used to determine and document that students meet academic requirements
- **Module**: Any unit offered in a programme that has a unique identification code and title.

Article 15: Purpose of the Policy

The purpose of this Policy is to:

- Provide clear institutional guidance on the ethical and responsible use of AI in teaching, learning, assessment, and research.
- Promote AI literacy among staff and students.
- Safeguard academic integrity and quality assurance processes.
- Ensure compliance with national laws, regulations, and ethical standards.
- Support innovation while minimizing risks related to bias, misuse, and data insecurity.

Article 16: Scope of the Policy

This policy applies to:

- All students (Advanced diploma &undergraduate)

- All academic staff (lecturers, researchers, supervisors)
- Administrative and technical staff
- Visiting scholars and external collaborators

The policy governs the use of AI tools in:

- Teaching and learning
- Assessment and evaluation
- Research and scientific writing
- Academic administration and support services

Article 17: Definition Key Terms

i. **Artificial Intelligence (AI):** Computer systems capable of performing tasks that typically require human intelligence, including learning, reasoning, language processing, and content generation[1].
ii. **Generative AI:** AI systems that can generate text, images, audio, code, or other content (e.g., ChatGPT)[2].
iii. **AI Literacy:** The ability to understand, evaluate, and responsibly use AI tools, including awareness of ethical, legal, and academic implications[3].
iv. **AI Attribution:** Proper acknowledgement of AI tools used in academic work[4].
v. **Academic Integrity:** Commitment to honesty, trust, fairness, respect, and responsibility in academic work[5].
vi. **Ethical use of Artificial Intelligence (AI) in education** refers to the responsible, transparent, and fair use of AI technologies to support teaching, learning, assessment, and research while protecting academic integrity, human dignity, and data privacy. AI should enhance —not replace — human intellectual effort and professional judgment[6].

[1] OECD. (2019). *OECD recommendation of the Council on Artificial Intelligence*. OECD Publishing. https://legalinstruments.oecd.org/en/instruments/OECD-LEGAL-0449
[2] UNESCO. (2023). *Guidance for generative AI in education and research*. UNESCO Publishing. https://unesdoc.unesco.org/ark:/48223/pf0000386693
[3] UNESCO. (2021a). *AI and education: Guidance for policy-makers*. UNESCO Publishing. https://unesdoc.unesco.org/ark:/48223/pf0000376709
[4] American Psychological Association. (2023). *How to cite ChatGPT*. APA Style. https://apastyle.apa.org/blog/how-to-cite-chatgpt
[5] International Center for Academic Integrity. (2021). *The fundamental values of academic integrity* (3rd ed.). International Center for Academic Integrity. https://academicintegrity.org/resources/fundamental-values-project
[6] UNESCO. (2021b). *Recommendation on the ethics of artificial intelligence*. UNESCO Publishing. https://unesdoc.unesco.org/ark:/48223/pf0000381137

Article 18: Modes of Delivery

The following modes of teaching shall consider AI tools in their teaching, learning and assessments

1. Face-to-Face with ICT Integration

Face-to-face programmes at UPI has been integrating ICT to enhance teaching, learning, assessment, and research. Physical classroom interaction remains central, supported by digital tools and platforms.

2. Blended Learning

Blended learning programmes shall combine structured face-to-face activities with online learning components in a pedagogically coherent manner. The proportion of online and face-to-face activities shall be clearly defined at programme and module levels.

Article 19: Guiding Principles

The use of AI at UPI shall be guided by the following principles:
Ethical Use: AI must be used in ways that respect human dignity, fairness, inclusivity, and academic honesty.
Transparency: All AI-assisted work must be clearly disclosed and properly attributed.
Accountability: Users remain fully responsible for all content, decisions, and outputs generated with AI assistance.
Academic Integrity: AI must support, not replace, original thinking, creativity, and scholarly effort.
Equity and Inclusion: AI tools should promote inclusive access to education and avoid reinforcing bias or discrimination.

SECTION I: INFRASTRUCTURE AND FACILITIES

Article 20: Integration Digital Ecosystems

UPI shall integrate approved AI tools into institutional digital platforms, including:

- Learning Management Systems (LMS)
- Digital libraries and research databases
- Institutional plagiarism detection systems

Secure authentication and access controls shall be implemented to protect users and institutional data.

Article 21: Validation of AI Systems

Before adoption, all AI systems shall undergo:

- Technical validation
- Bias and fairness assessment
- Ethical and legal compliance review

Externally sourced AI tools must be reviewed to ensure contextual relevance within Rwanda's higher education environment.

SECTION II: AI TEACHING AND LEARNING

Article 22: Curriculum Review and Redesign

Lecturers shall review module learning outcomes, teaching strategies, and learning activities to integrate AI in ways that enhance learning without compromising academic standards.

Article 23: AI Literacy in ICT Module

UPI shall design and annually update a crosscutting AI Literacy Module covering:

- Permitted and prohibited uses of AI
- Ethical implications of AI
- Prompt engineering and critical evaluation
- Bias recognition and verification of AI outputs

Article 24: Instructional Support

Continuous pedagogical support shall be provided to lecturers to design AI-informed curricula and communicate AI use expectations to students.

SECTION III: STAFF READINESS AND CAPACITY BUILDING

Article 25: Continuous Professional Development

UPI shall ensure continuous professional development (CPD) for academic and technical staff in AI literacy, ethics, and responsible application.

Article 26: Competency Requirements

Staff shall demonstrate competencies in:

1. Ethical AI use
2. Prompt design
3. Bias detection
4. Verification of AI-generated content
5. Academic integrity and AI attribution

Regular refresher training and certification shall be mandatory.

SECTION IV: ETHICAL USE OF AI

The following are key principles and practices that define ethical AI use in education:

Article 27: Transparency and Accountability

i. AI use must be clearly disclosed to students and staff.
ii. Users should understand when and how AI tools are being used.
iii. Institutions should define and regularly update permitted, restricted, and prohibited uses of AI.
iv. AI-generated content must be properly acknowledged.

Article 28: Academic Integrity and Honesty

i. AI should not be used to cheat, plagiarize, or misrepresent original work.
ii. Students must submit authentic work and acknowledge AI assistance.
iii. AI integrity declarations must be required for assignments.
iv. Assessment designs should promote critical thinking and originality.

Article 29: Human Oversight and Responsibility

- AI should support, not replace, academic staff's professional judgment.
- Academic staff remain responsible for grading, feedback, and academic decisions.
- Critical decisions affecting learners should always involve human review.

Article 30: Fairness, Equity, and Inclusion

i. AI systems must be evaluated for bias and discrimination.
ii. Tools should support diverse learners and inclusive education.
iii. UPI shall ensure equitable access to AI-enabled learning resources.

Article 31: Appropriate Use in Teaching and Learning

Ethical AI use may include:

i. Supporting research and information gathering
ii. Assisting with language editing and idea generation
iii. Providing tutoring support and adaptive learning
iv. Enhancing accessibility for learners with disabilities

Unethical use includes:

i. Submitting AI-generated work as original work
ii. Using AI during AI restricted assessments
iii. Manipulating AI outputs to mislead or falsify information

Article 32: Continuous Education and Awareness

i. Institutions should train students and staff in AI literacy.
ii. Policies should be regularly updated to reflect technological developments.
iii. Ethical AI culture should be promoted across the institution.

SECTION V: STUDENT READINESS AND AI LITERACY

Article 33: Student Training

All students shall receive structured AI literacy training through:

- Orientation programmes
- Dedicated modules
- Embedded course activities

Article 34: Expected Competencies

Students must demonstrate:

- Responsible and ethical AI use
- Proper attribution of AI tools
- Critical evaluation of AI outputs
- Awareness of academic integrity standards

SECTION VI: AI IN ASSESSMENT, RESEARCH AND SCIENTIFIC WRITING

Article 35: Assessment Instructions

Each module shall clearly specify AI use categories for every assessment:

- AI Prohibited
- AI Permitted with Attribution
- AI Encouraged

Article 36: Responsible Assessment Practices

i. Educators should clearly indicate:
    - AI-prohibited uses
    - AI-permitted uses with attribution
    - AI-encouraged uses

ii. Assessment tasks should encourage creativity, reflection, and real-world problem solving.

Article 37: Assessment Design

Lecturers shall design AI-resilient assessments emphasizing:

- Oral examinations
- Reflective writing
- Practical and real-world tasks
- In-class assessments

Article 38: Academic Ownership

Students must be able to explain and defend their submitted work.

Article 39: AI in Research and Scientific Writing

AI tools may be used to support research activities such as literature review, language editing, and data visualization, provided that:

- AI does not fabricate data or results
- All AI use is transparently disclosed
- Researchers retain full responsibility for content accuracy

SECTION VII: AI ATTRIBUTION AND DISCLOSURE AND PRIVACY AND SECURITY

Article 40: AI Attribution and Disclosure

All AI-assisted content must be properly cited using the institutional AI attribution format. Example: OpenAI. (2023). ChatGPT (Mar 14 version) [Large language model]. https://chat.openai.com/chat. AI-generated content should not exceed 30% of total work, serving only as a guideline.

Article 41: Privacy and Security

Users are prohibited from entering sensitive, personal, or proprietary data into public AI platforms without authorization. UPI shall enforce strict data protection standards by focusing on the following:

i. Personal and academic data must be protected.
ii. AI tools should comply with data protection laws and institutional policies.
iii. Students shall be informed about how their data is collected and used.

SECTION VIII: ACADEMIC INTEGRITY AND MISCONDUCT

Article 42: Prohibited Practices

To uphold academic integrity, originality, honesty, and responsible scholarship, the following practices involving the use of Artificial Intelligence (AI) tools are strictly prohibited:

1. Submitting AI-Generated Work as One's Own

Students, researchers, or staff members shall not submit assignments, dissertations, theses, examinations, research papers, reports, publications, or any other academic work that has been wholly or substantially generated by AI tools without appropriate acknowledgement and authorization.

This includes, but is not limited to:

i. Presenting AI-generated text, images, code, analyses, or translations as original personal work;
ii. Using AI tools to complete assessments intended to evaluate individual understanding or competence;
iii. Copying and pasting AI-generated responses without critical review, editing, or proper attribution.

AI tools may only be used within the limits permitted by the institution, course instructor, supervisor, or assessment guidelines.

2. Fabricating or Manipulating Data Using AI

The use of AI technologies to fabricate, falsify, manipulate, or misrepresent academic or research data is strictly prohibited.

Prohibited conduct includes:

i. Generating fictitious research data, survey responses, interviews, laboratory results, references, citations, or experimental findings;
ii. Using AI to alter images, graphs, statistical analyses, or research outcomes in a misleading manner;
iii. Creating non-existent sources or bibliographic entries through AI systems;
iv. Misrepresenting AI-generated simulations or predictions as real-world observations without disclosure.

All research and academic outputs must be based on truthful, verifiable, and ethically obtained information.

3. Undisclosed AI Use

Any use of AI tools in academic work that is not transparently disclosed where disclosure is required constitutes academic misconduct.

Undisclosed AI use may include:

i. Failure to acknowledge AI assistance in writing, editing, coding, translation, data analysis, or content generation;
ii. Concealing the extent of AI involvement in the preparation of academic work;
iii. Using unauthorized AI tools during examinations, assessments, or restricted academic activities.

Students and staff are expected to follow institutional guidelines regarding AI attribution and disclosure.

Article 43: Misconduct Procedures

The institution shall establish and implement an Academic Integrity and Misconduct Protocol to ensure fair, transparent, timely, and consistent handling of alleged violations related to AI use and other forms of academic misconduct.
The protocol shall include the following components:

1. Reporting Mechanisms

The institution shall provide clear and confidential mechanisms for reporting suspected cases of academic misconduct.

These mechanisms may include:

i. Reports submitted by lecturers, supervisors, invigilators, examiners, students, researchers, or administrative staff;
ii. Written complaints supported by relevant evidence;
iii. Use of plagiarism detection systems, AI-detection tools, or other academic review processes where appropriate.

All allegations shall be treated with fairness, confidentiality, and respect for due process.

2. Investigation Procedures

All reported cases shall undergo a formal review and investigation process conducted by authorized institutional bodies or committees.

The investigation procedures shall:

i. Ensure impartiality, fairness, and confidentiality;
ii. Provide the accused individual with an opportunity to respond to allegations;
iii. Examine relevant evidence, including submitted work, AI usage disclosures, digital records, and expert opinions where necessary;
iv. Distinguish between intentional misconduct, negligence, and acceptable academic use of AI.

Investigations shall be completed within a reasonable timeframe as determined by institutional regulations.

3. Proportional Sanctions

Where misconduct is confirmed, sanctions shall be applied proportionately based on:

i. The severity and nature of the violation;
ii. Whether the misconduct was intentional or repeated;
iii. The academic level and circumstances of the offender;
iv. The impact of the misconduct on academic integrity and institutional reputation.

Possible sanctions may include:

i. Written warning or reprimand;
ii. Requirement to revise or resubmit work;
iii. Reduction or cancellation of marks;
iv. Failure of the assessment, course, thesis, or dissertation;
v. Suspension or expulsion from the institution;
vi. Withdrawal of academic awards or research publications where applicable.

All decisions shall be documented, and individuals shall have the right to appeal in accordance with institutional policies and procedures.

SECTION IX: MANAGEMENT AND GOVERNANCE STRUCTURE

Article 44: AI Unit

UPI shall establish or designate an AI Unit within an existing structure to oversee AI integration.

Article 45: AI Committee

A cross-functional AI Committee shall:

- Review emerging AI technologies
- Monitor policy implementation
- Recommend policy updates

Article 46: Monitoring, Evaluation and Review

UPI shall conduct annual monitoring and evaluation of AI use, focusing on quality, equity, ethics, and academic standards. Policy updates shall be made as needed.

SECTION X: CULTURE OF ETHICAL AI USE AND ALIGNMENT WITH NATIONAL AND INTERNATIONAL FRAMEWORKS

Article 47: Culture of Ethical AI Use

UPI shall promote an institutional culture that emphasizes education, guidance, and responsible innovation rather than excessive reliance on punitive measures.

Article 48: Alignment with National and International Frameworks

This policy aligns with:

- Rwanda Vision 2050
- National Digital Transformation Agenda
- National AI Policy
- International best practices in AI ethics

SECTION XI: IMPLEMENTATION STRATEGY AND POLICY REVIEW

Article 49: Implementation Strategy

UPI shall develop implementation guidelines, timelines, and resource plans to operationalize this policy effectively.

Article 50: Policy Review

This policy shall take effect upon approval by UPI Senate and shall be reviewed every three (3) years or as technological developments require.

Done at Kigali, May 27, 2026

Prof. Dr MBEREYAHO Leopold
Chairperson of UPI Governing Body