

1- INTRODUCTION

Artificial Intelligence (AI) has emerged as a powerful technology that is increasingly shaping diverse sectors, including education and research. Its growing role within academia is significant, offering the ability to access and organize information quickly and effectively, which can enrich both the learning experience and research capabilities.

However, the rise of generative AI introduces certain challenges, such as concerns over diminishing writing proficiency and critical thinking. Although AI can greatly support academic progress, using it without proper guidance risks eroding the overall quality of education and scholarly work. Ultimately, the effect of AI depends on how thoughtfully it is incorporated into academic practices so that it strengthens, rather than undermines, educational goals.

At the Institute for International Business Law (IBL), we remain dedicated to promoting honesty and academic integrity. Our Policy focuses on guiding students in the ethical and responsible use of AI, ensuring that it contributes positively to their intellectual growth while preserving rigorous academic practices.

2- GUIDING PRINCIPLES WHEN USING AI

Content generated by AI can vary widely in quality. Sometimes, it may be accurate, objective, and useful; other times, it may be flawed, biased, or inappropriate. Due to these inconsistencies, students must apply critical thinking and verify that it aligns with ethical and legal requirements, including copyright and other regulatory obligations.

Students should remember that AI-generated material can be unreliable, containing inaccuracies, fabricated references, or misleading information. Any work created with the help of AI must be thoroughly checked for accuracy and alignment with institutional standards. Openness about AI use is crucial.

As such, the responsible use of AI requires students to adhere to specific expectations and principles as outlined herein.

3- THE IBL AI POLICY

Proper and conscientious use of AI is fundamental. Its use must comply with the IBL's Academic Policies and Procedures regarding plagiarism and ethical academic integrity across all areas of study, including coursework, exam assignments, and thesis research papers. By following this Policy and its guiding principles, students help ensure that AI functions as a valuable aid to learning while preserving the high academic standards of the IBL.

Permitted Use of AI In Academic Work

Any academic work, including responses to exam questions, must be predominantly the student's own effort. It must reflect the student's own understanding and original thought.

Generative AI tools can be used to support academic efforts, including brainstorming, shaping research questions, gathering background information, organizing concepts, drafting outlines, and improving grammar or style. These tools are intended to complement the learning process and not replace it.

Generative AI tools (including ChatGPT, GPT models, Copilot, DALL-E, Stable Diffusion, and similar platforms) may be incorporated into academic work without penalty, as long as this contribution is clearly acknowledged. Failure to reference the AI's involvement will be treated as plagiarism and addressed accordingly.

- Any permitted use of AI per this Policy, e.g. grammar and style, must be referenced, including the AI tool used and version.

Here is an example of how to include in the reference section: [ChatGPT | OpenAI](#) (insert link to the tool version) was used in compliance with the [IBL AI Policy](#) (insert link to pdf in Moodle).

- If AI is used as a source, it must be acknowledged in the reference section in the same way a human author would be, including the AI tool used, version, and linking (URL) to the result. AI must never be the only or primary source for a student's academic work.

Any AI output used must be verified and supported by credible sources, including academic articles, literature reviews, and other trusted publications.

Prohibited Uses of AI in Academic Work

The use of generative AI tools is restricted in the following situations across the IBL program:

- ⇒ Using AI-generated material in assignments or research without clearly acknowledging and referencing the tool's contribution.
- ⇒ Submitting work, including information produced by AI that has not been verified for accuracy against credible sources.
- ⇒ Copying and pasting significant portions of AI-generated text, e.g. full paragraph, directly into the work without proper citation or supporting evidence.
- ⇒ Relying on AI to compose complete sentences, paragraphs, or an entire assignment instead of writing and submitting original work.
- ⇒ Students must not use AI if strictly prohibited by the lecturer.

4- ACADEMIC INTEGRITY WHEN USING AI

These principles are intended to help students make informed and responsible use of AI within their academic work. While students are encouraged to make use of AI tools, they must apply the same level of scrutiny as when citing books, articles, journals, websites, and other sources. AI-generated material should be critically evaluated, interpreted, and integrated in a way that strengthens the student's own ideas and arguments. Thoughtful engagement with the content is essential to ensure that it adds genuine value to the work.

Conclusion: When used responsibly, AI technology can provide valuable support to students by helping to collect information, data, and insights for academic work. It is also crucial to properly acknowledge any AI contributions and ensure that all information drawn from these tools is accurately referenced.

At the same time, misuse and overreliance on AI as a shortcut can compromise the quality of work and impede the development of essential skills such as critical thinking and analytical evaluation. Students must approach AI thoughtfully to optimize its benefits while maintaining high academic standards.

If a student is unsure about any aspect of this Policy, contact the IBL Executive & Academic Director.