

Policy Regarding the Use of Generative AI Tools on First and Second-Cycle Courses

The aim of the Policy

The aim of the Policy is to provide frameworks for the organisation regarding the use of generative AI-based tools (GAI tools) in the teaching and assessment of first and second-cycle courses. The Policy contains guidelines on information for students about GAI tools and for the use and integration of GAI tools in teaching. Generative AI is a type of AI system that can generate text, images or other media in response to a request.

This Policy is to be updated when required to ensure that it addresses the challenges and opportunities of GAI tools, but also regarding Lund University's policy on this matter.

Examiners may choose to deviate from this Policy if there are justifiable reasons that support the student's lecturer and the fulfilment of the course's learning outcomes. Any exemption, and the justification for this, are to be clearly communicated to the students by the course director at the start of the course.

Information about the tools

Tools based on generative artificial intelligence constitute a type of system for artificial intelligence that can generate text, images or other media in response to a request. All teaching staff, administrative staff and department managements should try using a GAI tool to understand how they work, how they may affect teaching and assessment, and what decisions need to be made to ensure quality in education and provide a good and fair learning environment for students.

Main principles

1. The use of GAI tools is permitted as support for learning.
2. It is not permitted to use GAI tools to produce text or other material in the examination/assessment of study performance (except in those cases where use of the tools is specifically stated in the learning outcomes).
3. Lecturers must be able to confirm that students have achieved the learning outcomes. If the use of GAI tools would make this difficult or impossible regarding current assessment, the assessment conditions (the design and implementation of an assessment) are to be reviewed to ensure the

assessment's reliability. If lecturers want to be able to fail an assignment due to deficient independence, the learning outcomes are to include a requirement for independently produced material.

4. The principles of the present Policy are to be communicated in all course information in Canvas. This information is also to clarify that it is the individual student who is always responsible for everything they submit as an assessed component on a course. This includes content in the form of text, graphic representations etc., regardless of whether or not this is generated using GAI-based tools. Furthermore, it is to be communicated that the student may be requested to explain, justify or defend their written assignment in conjunction with assessment. Based on these general principles, the course director/teaching team is free to develop more specific rules of conduct at the course level.
5. If any GAI tools are recommended for learning activities or assessment, all students must have equal access to them. If there is an associated cost, this is to be clearly stated in the course information provided at the start of the course.
6. Students should not be compelled to disclose personal data or copyrighted material in order to use GAI tools as a part of their studies, unless the tool has been approved in legal terms for use at the University. Approved tools are listed on the website of the University's Unit for Educational Services.
7. If a student infringes the guidelines as outlined in this Policy and about which the department/course director has provided information, the deviation may be a sign of insufficient independence (in which case the assignment is failed, or supplementation is requested) or of cheating (in which case the suspicion of deception through the use of a prohibited aid is reported to the Vice-Chancellor). Talk to the director of studies if you are unsure about your assessment of the situation.