Guidance documents: editable policy documents

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# Editable policy document for faculties, departments and programmes (based on existing policies from different departments)

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| **Section name** | **Sample text – edit and delete as needed. Areas which need particular attention depending on the context are in italic.**  |
| Title | *<Faculty/Department/Programme of X>* policy on the use of Generative Artificial Intelligence (GAI) tools in teaching and assessment |
| Purpose | The purpose of this policy is to provide guidelines for teaching staff at the *<Faculty/Department/Programme of X>* in relation to teaching and examination in a time of easy access to AI-based tools. The policy provides guidelines on informing students about AI-based tools and on the use and integration of AI-based tools into teaching.  |
| Scope | This policy applies to the use of GAI tools\* in *<first and second cycle courses across the faculty / department / all courses in the programme / specific courses>*\*GAI tools are “a type of artificial intelligence (AI) system capable of generating text, images, or other media in response to prompts.” ([Harvard Online](https://www.harvardonline.harvard.edu/blog/benefits-limitations-generative-ai?fbclid=IwAR2k9gdGA5TBljGwToDCkRGnI1JucbNy2acIQ3v4MvlSBkpaXz_dIqGpNW8)).  |
| Key principles  | The use of GAI tools *<is permitted under certain circumstances / is not permitted in any way> (Obs: the working group did not recommend a complete ban. This would be difficult to enforce, and breaches would be difficult to detect.)*1. Teachers must be able to confirm that students have achieved the programme and course learning outcomes as intended. If the planned or unplanned use of GAI tools would make this difficult or impossible with current assessment, then the design and implementation of the examination must be reviewed in order to ensure the reliability of assessment. See [the guidance](https://www.education.lu.se/artikel/potential-impact-ai-tools-assessment). If the teacher wants to be able to fail an assignment due to lack of independence, the learning outcomes should include requirements for independently produced material.
2. *<Every course and programme in the department should provide a clear statement about whether or not the use of GAI tools is permitted in assessment, and which tools are authorized for use in assessment. See* [*the general guidance*](https://www.education.lu.se/artikel/potential-impact-ai-tools-assessment) *for teachers.* *To read more about the link between information provided by the programme team and disciplinary offences, please* [*see this page*](https://www.medarbetarwebben.lu.se/forska-och-utbilda/stod-till-utbildning/disciplinarenden/da-ska-du-gora-en-anmalan%20%20%3E)*.* The use of unauthorised aids is misleading when assessing academic performance, known colloquially as cheating in examinations. Whether or not the tools are permitted in assessment, course directors should communicate to students that they are always responsible for, and have personal ownership of, everything that they submit as a part of examinations on courses. This includes content in the form of text, programming code, graphical representations, or otherwise, generated using AI-based and non-AI-based software, and that they can be asked to explain, justify, or defend any of the above in conjunction with examination.
3. *<Every course and programme in the department should provide a clear statement about whether or not the use of GAI tools is permitted in learning and teaching activities. See* [*the general guidance*](https://www.education.lu.se/artikel/potential-impact-ai-tools-assessment) *for teachers>*
4. If any GAI tools are being recommended for learning activities or assessment, every student must have equal access to them. If there is a cost involved, this should be clearly indicated in the course information provided before the course starts.
5. Students should not be required to give personal data or copyrighted material to use GAI tools as part of their courses unless the tool has been legally approved for use in the university. Approved tools will be listed on the [Unit for Educational Support's website](https://www.education.lu.se/undervisnings-tips/ai-i-undervisningen/questions-and-answers-about-ai-tools) (as of May 2023 there are no approved tools).

There is information for teachers about academic honesty at the following link <https://www.medarbetarwebben.lu.se/forska-och-utbilda/stod-till-utbildning/disciplinarenden/da-ska-du-gora-en-anmalan>  |

# Editable policy document for student information

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| **Section name** | **Sample text – edit and delete as needed. Areas which need particular attention depending on the context are in italic.**  |
| Title | Guidance for students on the use of Generative Artificial Intelligence (GAI) tools in the *<Faculty/Department/Programme of X>*  |
| Background | GAI tools are “a type of artificial intelligence (AI) system capable of generating text, images, or other media in response to prompts” ([Harvard Online](https://www.harvardonline.harvard.edu/blog/benefits-limitations-generative-ai?fbclid=IwAR2k9gdGA5TBljGwToDCkRGnI1JucbNy2acIQ3v4MvlSBkpaXz_dIqGpNW8)). Examples of these include ChatGPT, Google Bard, Bing search engine, Dall-E image generator, but there are many others. If you are not sure whether a software tool uses GAI then check with the supplier before using it. **It is your responsibility to check this.**There are many limitations with the use of these tools: among these, they may produce inaccurate or false output; they may present you with copyrighted information which you do not have the right to use; and they may not present a balanced picture of the subject. If you choose to use GAI tools, as with any software, always check the terms and conditions and be aware of what is happening to your personal data when you use them. As always, when you submit your work in your name, it means that you are responsible for the words, images, and data that are included in the submission. You teachers will tell you which tools are authorized. If you use an unauthorized tool in order to complete an assignment or examination in a different way than the teacher intended then you may mislead the examiner about, for instance, your own knowledge and skills or how you carried out the assignment or examination. Such conduct may be considered to be a disciplinary offence according to the Higher Education Ordinance. *<There are other tools available which use AI, but do not generate ‘new’ text, such as translation tools or spelling and grammar checkers. The use of these tools is/ is not permitted. If they are used, this should be stated in the methodology section or in the appendix, as relevant.>* |
| Purpose | The purpose of this policy is to provide guidance for students registered on courses at the *<Faculty/Department/Programme of X>* in relation to their use of GAI tools.  |
| Scope | This policy applies to the use of GAI tools\* in *<your examinations>.*  |
| Key information  | The use of GAI tools *<is permitted to support study. If you do not use the tools in a structured way in class, you may want to use the tools to generate ideas, compare answers, search for specific applications and processes, or identify suitable readings, for instance.* *If you are going to use the output from a GAI tool in any way, then you should refer to it as you would to any other source. Read* [*this article from the MLA*](https://style.mla.org/citing-generative-ai/) *on how to refer to it, and discuss with your librarians if you need to.>* *You may/may not use the output from GAI tools in the final version of your <assignment title>. It is important for the learning outcomes of the course that you learn to create this type of work for yourself.* There is information about academic honesty at the following link <https://www.lu.se/studera/livet-som-student/rattigheter-och-skyldigheter-som-student/fusk-storningar-och-trakasserier>  |