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## Background

The faculty board of the VU Faculty of Science (hereinafter referred to as BETA) is aware that there is a need for clear guidelines on the use of generative AI (hereinafter referred to as GenAI) in education. VU already has several guidelines in place<sup>1 2</sup>. However, BETA teachers, curriculum designers and examination committees asked for additional and/or more specific faculty guidelines, that they can fall back on. The following document has been compiled using a number of available documents and guidelines as inspiration. Sources include (non-exhaustive): VU guidelines (both VU-wide and other faculties), guidelines used by other universities and procedures used by various programmes within BETA. This document will be updated as new VU guidelines are published and as the state-of-the-art progresses. Parts of these guidelines will be incorporated within the BETA assessment policy where appropriate, as the two fields occasionally overlap.

The BETA guideline on use of GenAI consists of 3 parts:

- **Part I:** An exploration of the challenges of the use of GenAI in education and a justification of the choices BETA makes in the use of generative AI. This document serves as a context for the BETA policy and is available for all interested parties.
- **Part II:** BETA policy on the use of GenAI. This document states what is and is not allowed concerning the use of generative AI in BETA education (necessarily non-exhaustive). ***This document contains part II. The other parts can be accessed via <weblink>.***
- **Part III:** Guidelines on BETA curriculum design regarding learning paths for AI Literacy. In this part we give some background for programme management and teachers on how to design a curriculum aligned with the BETA policy for use of GenAI, on curriculum-, course- and assessment level.
- **Part IV:** Tips for teachers and examiners on the use of GenAI in education. This part includes some tips and best practices which have previously been shared by other sources, for example the Center for Teaching and Learning (VU CTL).

This document is a living document, since GenAI is continuously evolving, it would be presumptuous to define a definitive guideline. Both derivative versions (e.g. web-based) and this document will be updated to reflect new developments, with major changes communicated through newsletters and stakeholder emails.

***Any input regarding the guidelines can be shared via <weblink>, so they can be integrated in a new iteration of the guidelines.***

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<sup>1</sup> <https://vu.nl/en/student/examinations/generative-ai-your-use-our-expectations>

<sup>2</sup> <https://vu.nl/en/student/examinations/generative-ai-your-use-our-expectations>

## Part II: BETA policy on the use of GenAI

In part I, BETA VU's basic principles on use of GenAI were introduced, along with a description of the context and justification of these principles. In this part, we summarize the current VU policy and elaborate on the way BETA chooses to further implement the VU policy.

### 1. What is VU's policy in regard to the use of GenAI?

In response to the developments in GenAI, VU has drafted guidelines for students regarding the responsible use of GenAI<sup>3</sup>. The baseline of the VU guidelines is simple:

- Students are **not allowed to use GenAI unless** the teacher and/or examiner has specifically indicated if and how this is allowed (in the study guide, syllabus, and/or Canvas).
- VU expects students to learn and acquire knowledge **on their own merit**. The writing process is an important part of this, where teachers and/or examiners need to be able to identify the contribution of a student to the final product. **Any form of literal copying and copying without full source citation** (quoting, referencing) of any material is **considered fraud**, since the examiner will be unable to assess the extent of the students' knowledge and skills. Rules and consequences for fraud and plagiarism are also explicitly explained in the VU guidelines for **academic integrity**<sup>4</sup>.
- Should the teacher and/or examiner have suspicions about the use of GenAI in a way that was not allowed, they may conduct a discussion with the student and, in case of persistent doubt, **refer the case to the examination committee**.

### 2. What is BETA's implementation of the VU policy regarding the use of GenAI?

BETA follows the VU guidelines on the use of GenAI and endorses the importance of a student's own work and the need for examiners to assess the student's extent of knowledge and skills. However, BETA has formulated **additional guidelines expanding on the VU policy**. BETA argues the case that GenAI should be **embraced, but with caution**. Therefore, **it should hold a place in any study curriculum**, teaching students **the skills to use GenAI tools adequately, correctly and responsibly**.

#### 2.1 Choosing an assessment type: Assessment of Learning and Assessment for/as Learning

Following the VU's Assessment vision, BETA VU makes a distinction between Assessment *of* Learning and Assessment *for/as* Learning<sup>5</sup>. Assessment of Learning assesses whether a student meets final exit qualifications and contributed to the final grade (summative), while assessment for/as Learning is consists of feedback to contribute to the learning process (formative). Both are necessary to get a good picture of the students' learning process and its outcomes. For the design of assessment and the use of GenAI, this distinction is important. It determines the environment in which assessment takes place (controlled/semi-controlled/not controlled), whereupon the acceptable use of GenAI during the assessment can be identified.

#### 2.2 The GenAI Assessment scale

The current VU guidelines do not (yet) provide adequate guidance for the type of use of GenAI in assessments. The BETA policy aims to provide this clarity for teachers, by implementing a GenAI Assessment Scale (adapted from The AI Assessment Scale (AIAS))<sup>6</sup>. This scale enables examiners to select the appropriate level of GenAI usage in assessments based on the learning outcomes they seek to address. It offers greater transparency for both students and examiners and both embraces the opportunities of GenAI while recognizing that there are instances where such tools may not be needed and/or wanted. The AIAS has been slightly modified and added to for application within BETA. The color scheme indicates the scope of use of GenAI, ranging from always allowed (green) to only allowed if the teacher indicates this (orange).

<sup>3</sup> <https://vu.nl/en/student/examinations/generative-ai-your-use-our-expectations>

<sup>4</sup> <https://vu.nl/en/student/examinations/academic-integrity>

<sup>5</sup> Black & William, 1999

<sup>6</sup> Perkins et al. (2024). <https://open-publishing.org/journals/index.php/jutlp/article/view/810/769>

Level	Description	Application	When is use in BETA allowed?	
			Formative (in-class and take-home) assignments*	Summative Assessment
Level 1	No GenAI	<p><b>GenAI is not used at any point during the assessment.</b></p> <ul style="list-style-type: none"> <li>Assessment is supervised (no take-home).</li> <li>Used for assessments where learning outcomes require students to rely solely on their own understanding, knowledge, and/or skills.</li> </ul>	At teachers' discretion. If this level applies, teacher actively informs students.	<p>This is the default for all on-campus and supervised assessments unless stated otherwise.</p> <p>Take-home assessments: not applicable, because this cannot be controlled.</p>
Level 2	<p>2a. GenAI-assisted idea generation and structuring</p> <p>2b. GenAI assisted editing</p>	<p><b>GenAI may be used for idea generating and/or editing.</b></p> <p><b>2a. No GenAI content is allowed in the final submission.</b></p> <ul style="list-style-type: none"> <li>GenAI can be used for brainstorming, creating structures and generating ideas</li> <li>Used for tasks in which students may benefit from extra support in developing ideas or improving their work, but in which the final product must be solely human authored.</li> </ul> <p><b>2b. GenAI content is allowed in the final submission. Students must include a declaration of use of GenAI in their work, stating how they used GenAI. It is up to the student to be concise and complete.</b></p> <ul style="list-style-type: none"> <li>GenAI can be used to make improvements to the clarity or quality of student created work to improve the final output, but no new content may be created using GenAI.</li> <li>Examples of declarations include: GenAI log/ chat history, appendix with prompts or the original work before use of GenAI, reflection on how GenAI was used and why.</li> <li>The teacher may either decide on a format for this declaration or leave this up to the students.</li> </ul>	<p>Level 2 is the default, for all formative (in-class and take-home) unless teacher specifies the use of level 1.</p> <p>The teacher may specify use of either 2a or 2b. If no further specifications are given by the teacher, students may choose between 2a or 2b.</p>	<p>On-site and supervised assessment: not allowed**.</p> <p>Take-home assessments: This is the default. The teacher may specify use of either 2a or 2b. If no further specifications are given by the teacher, students may choose between 2a or 2b.</p>
Level 3	GenAI task completion, human evaluation	<ul style="list-style-type: none"> <li><b>GenAI can be used to complete specified tasks in the assessment. Any GenAI created content must be cited and students must include a declaration of use of GenAI in their work, stating how the student used GenAI (for example:</b></li> </ul>	At teachers' discretion, this is not the default.	On-site and supervised assessment: not allowed.**

		<p><b>GenAI log/ chat history, appendix with prompts or the original work before use of GenAI, reflection on how GenAI was used). It is up to the student to be concise and complete. The teacher may either decide on a format for this declaration or leave this up to the students.</b></p> <ul style="list-style-type: none"> <li>Students must critically engage with and assess the GenAI output that they have created and evaluate their relevance, accuracy, and appropriateness. Encourages deeper understanding of the capabilities and limitations of GenAI tools.</li> </ul>		Take-home assessments: At teachers' discretion, this is not the default.
Level 4	Full GenAI	<ul style="list-style-type: none"> <li><b>GenAI may be used throughout the assessment. Students do not have to specify which content is GenAI generated.</b></li> <li>Used in tasks which require the use of GenAI tools as part of addressing learning outcomes or when the skills and knowledge being assessed can be tested irrespective of GenAI usage.</li> </ul>	At teachers' discretion, this is not the default.	<p>On-site and supervised assessment: not allowed. **</p> <p>Take-home assessments: At teachers' discretion, this is not the default.</p>
<ul style="list-style-type: none"> <li>Table 1. <i>The BETA GenAI Assessment Scale, as adapted from The AI Assessment Scale, Perkins et al. (2024)</i></li> <li>* Formative assignments (both in-class and at home) do not count towards the final grade, but serve as practice and feedback opportunities.</li> <li>** In cases where AI literacy is one of the learning objectives, the teacher may opt to explicitly allow the use of GenAI in assignments and/or assessments. This needs to be explicitly stated by the teacher/ examiner.</li> </ul>				

Regardless of the applicable level, the basic rules for academic integrity and fraud still remain in place. Meaning, if a student is suspected of fraud and cannot convincingly prove authorship, the case may be referred to the examination committee and sanctions may follow.

### 2.3 Use of GenAI detection software

The Faculty Board of BETA VU **does not allow use detection software as evidence of fraud**. Software is not sufficiently capable of detecting whether products were generated by AI: it often can determine correctly that AI is used, but not reliably so and it also has a high chance of false positives, hence detection software is not a satisfactory option. Since it is to be expected that the involvement of GenAI tools will always remain ahead of the developments in detection tools, we do not expect the status quo to change.

### 2.3 Use of Microsoft Copilot

The faculty Board of BETA VU states explicitly that **no personal or sensitive data** may be entered into GenAI tools in any circumstance, including Microsoft Copilot. Even though the VU has a license agreement for Microsoft Copilot, there is no way to completely guarantee the safekeeping of the data entered. Both students and staff need to be aware of the risks involved in entering and storing data in any GenAI tool.

### 2.4 Use of local GenAI models

With the advancements in GenAI, it has become increasingly simple to run a GenAI models locally, on your own device (you need a Neural Processing Unit, NPU, for this, which many devices nowadays have). Please be aware that VU does not have a license with any parties who offer these services, (for example, LM studio). We do include it here, since teachers are resorting to these tools more and more. However, please note that BETA – while not restricting its use – does not actively stimulate it, since there is no VU license. If you do wish to make use of these services, please do so informed.

The advantages are multiple, such as:

- Local-only processing. No data is sent to the cloud unless you explicitly use features that do. Any input stays on your device, if correctly configured.
- You control the model. You download and run models yourself, meaning you are not relying on other services for data handling. You also can select for, or limit, certain biased, based on the model and datasets you choose.

As with any tool, there are drawbacks. You need to be sure that you are able to - and have - correctly configured the model so it does not connect to the internet and/or share or store data you do not want to, thus nullifying all advantages.

## 3. Study guide disclaimers

The FB BETA requires all course coordinators to implement their choice of the following text in the course guide/ syllabus, as an addition to the Rules and Regulations of the examination committee 2024-2025 (choose the one that is applicable):

Choose one (or several, if applicable) off options below:	
Option 1: If the use of GenAI is not allowed in the course and/or assessment	The use of GenAI to create ready-made content in assignments is considered fraud unless this use of GenAI is explicitly permitted by the examiner in the instructions for the assessment. One reason for not allowing the use of GenAI may be the confidentiality of research data, since AI tools can store all prompts, which creates the risk that the data can be viewed by third parties. Please adhere to the university's integrity policy and follow the VU's recommendations on responsible use of GenAI.
Option 2: If the use of GenAI is allowed within a course and/or assessment	<ul style="list-style-type: none"><li>• The level of GenAI use is allowed in the course and/or assessment is: &lt;xxx, see the BETA GenAI Scale above&gt;.</li><li>• You are permitted to use GenAI on the condition that you use it responsibly and that you adhere to the <a href="#">university's integrity policy</a> and follow the VU's recommendations on <a href="#">responsible use of GenAI</a>. We expect you to develop a critical attitude towards AI and to use it in a productive and proper manner.</li><li>• Do not share any sensitive or confidential data, since AI tools can store all prompts, which creates the risk that the data can be viewed by third parties.</li></ul>

	<ul style="list-style-type: none"> <li>• Be advised that acquiring academic writing, designing and reflection skills is an important part of your academic training. The use of GenAI should only be used in support of, not as a replacement for, these skills.</li> <li>• You will always be held accountable for the correctness, completeness, and coherence of all text used in an assignment.</li> <li>• If you decide to use GenAI for an assignment, we expect you to report on it honestly following these steps (add them in an annex to your assignment)<sup>7</sup>:             <ol style="list-style-type: none"> <li>1. Include the GenAI tool you used and the prompts that you used;</li> <li>2. Include the results of your prompts;</li> <li>3. Include a reflection discussing how you used the AI generated text: describing the prompts you used, why you gave the prompts in this way, and why/how you used or did not use the generated answers in the process of writing your text or programming code. (Length ½ -1 A4).</li> </ol> </li> <li>• Keep a log of your work, showing your progress through versions of your work. You do not need to hand these in as part of the assignment, but if the examiner has doubts about the correct use of GenAI, the examiner and/or examination committee may request these from you. You are obliged to cooperate with this request. Therefore, keep a good record of how you proceeded, including a shareable link from CoPilot (or other GenAI tool) to show your conversation with the AI software.</li> </ul>
<p>Option 3: In case of group work (both when using GenAI and without)</p>	<p>To avoid discussions on group assignments, who is responsible for what part, and whether and how GenAI was used, it is mandatory to supplement the final submission with a succinct trail of responsibilities. This involves:</p> <ul style="list-style-type: none"> <li>• a description of who wrote which section(s), who merged all parts, who was responsible for proofreading, etc.</li> <li>• When GenAI was used, this includes a statement on how GenAI was used, for example: which tool was used (why and how), list of prompts used, log history, etc.</li> </ul> <p>This part is to make everybody's contribution transparent.</p>