University of Amsterdam

Policy framework and guidelines on GenAI in education

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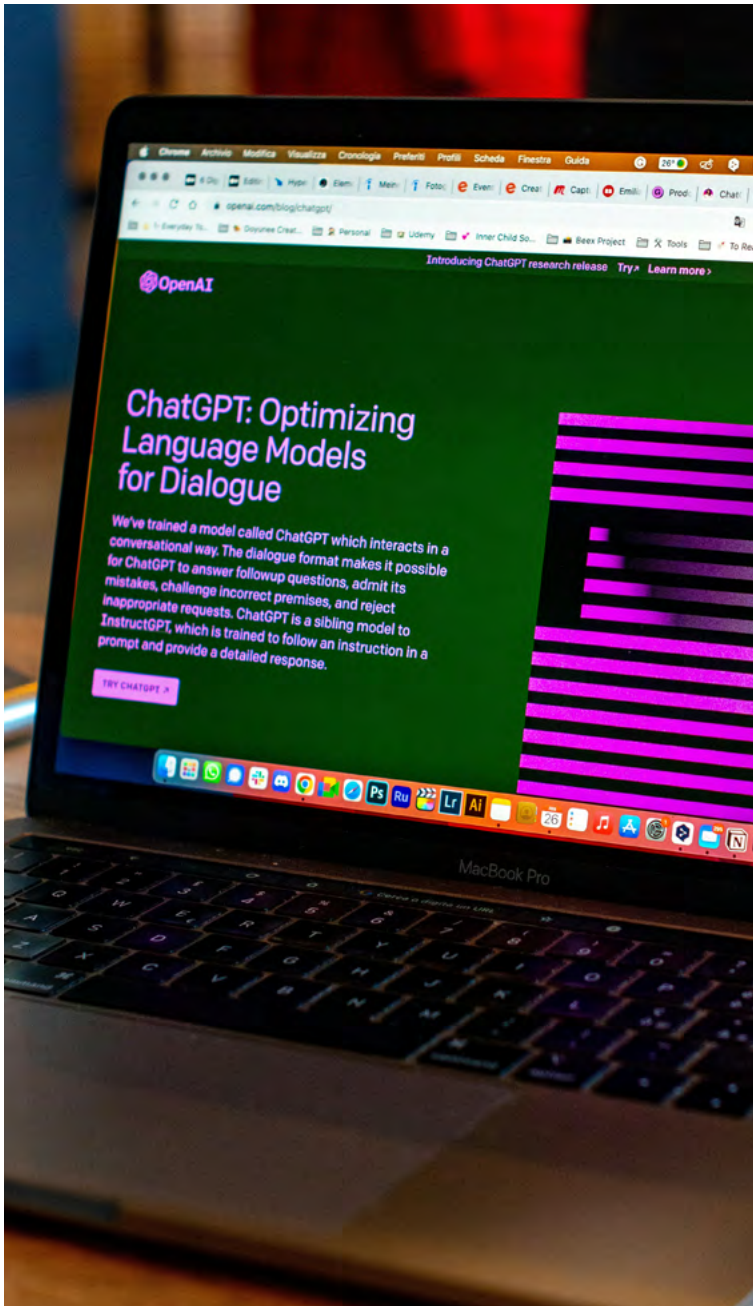
1. Introduction

Now that web applications such as ChatGPT have made it easy for the general public to interact with Generative Artificial Intelligence (GenAI)[1], it has become clear that this new development is an integral part of society, education and science. The UvA believes that it has a legal and social duty to ensure that it uses GenAI in a responsible way to achieve its mission, which combines excellent science, high-quality education and societal responsibility. The UvA wants to prepare and facilitate its students and staff for the major (technological) transitions that are changing our society.[2] GenAI is such a transition and is having a major impact on education, on how potential professions are changing and therefore on the knowledge and skills we want to impart to our students. We therefore need to develop UvA-wide policy frameworks to get to grips with this challenge within the organisation and to give direction to the educational innovation initiated by GenAI.

A first version of this policy framework was delivered in June 2023 under the title *AI in Education Policy Memo*. This policy needs to be revised based on new developments and insights. The project plan *Navigeren op de oceaan van kunstmatige intelligentie* that was launched in January 2025 to meet all the challenges that GenAI presents within our institution.[3] This plan consists of two phases. The first phase, to be implemented during 2025, will focus on education. This entails not only looking at policy, but also on the development of a reliable and independent GenAI infrastructure, an AI literacy programme and AI pilots in education, which will be addressed in four connected subprojects and aligned with the recommendations made by the VU-UvA Task Force on AI in education.[4] The four subprojects each have a leader who will work closely with the other subproject leaders, as the different subprojects are highly dependent on each other. As part of the implementation of phase 1, the policy memo will be revised and will focus on the use of GenAI in education. This framework outlines the central UvA position on GenAI in education and provides several frameworks and guidelines for developing decentralised policies. To start with, we outline a more general framework for responsible use



1 We specifically use the term GenAI here because AI refers to all forms of machine learning and intelligent automation, while generative AI is specifically designed for creating new content based on the data sets it has been exposed to during the training phase, although it is also capable of even more. GenAI is thus a form of artificial intelligence that can produce text, images and varied content based on the data it is trained on.

2 UvA Strategic Plan, Inspiring Generations 2021-2026.

3 UvA, Projectplan Navigeren op een oceaan van artificiële intelligentie (January 2025).

4 https://www.uva.nl/en/about-the-uva/about-the-university/ai/ai-in-education/vu-uva-task-force-on-ai-in-education/recommendations-by-the-vu-uva-task-force-on-ai-in-education.html.

accompanied by considerations before dealing more specifically with education and offering concrete tools for degree programmes. UvA-wide input and feedback from various representative bodies and advisory committees have played a part in shaping this document.

Elaboration of the central framework into decentralised policies

This policy framework will need to be elaborated into concrete policies or guidelines at faculty, graduate school/college or programme level (in line with the organisational structure) to provide guidance to lecturers and students within a degree programme. To this end, this framework also provides an overview of roles and responsibilities of relevant bodies in the field of AI in education.

This policy framework is subject to change, given the rapid pace of developments in the area of AI and GenAI. In the event of any significant new developments, the policy framework will be revised again.

2. The UvA's position

The UvA recognises and embraces the opportunities GenAI brings to education, such as support for learning activities, the creation and analysis of educational content, and new (personalised) learning opportunities. GenAI has become an integral part of our society, but this does not mean that GenAI should become a guiding principle of our education. The decision on whether or not to deploy GenAI should always be made on the basis of substantive and didactic considerations. Where it is indeed deployed, GenAI should be used to enrich education, as a tool rather than an end in itself.[5] As well as opportunities, GenAI also brings challenges, such as pressure on reliability, privacy and security. Dealing with GenAI therefore requires well-considered applications. The UvA must base its approach on the principles set out in the Netherlands Code of Conduct for Research Integrity, namely honesty, scrupulousness, transparency, independence and responsibility[6]. At the same time existing laws and regulations must be taken into account, such as the EU AI Act[7], and aligned with existing policies such as the Assessment Policy Framework.[8]

Adherence to laws and regulations and UvA-wide frameworks
GenAI will always be used responsibly in compliance with the Netherlands Code of Conduct for Research Integrity, thus adhering to the guidelines mentioned below. In addition, the decentralised policy is in line with existing laws and regulations, UvA-wide policy frameworks and the UvA's Vision on Teaching and Learning (*Onderwijsvisie*).

The UvA is aware of its responsibility towards society and feels it is important that students and staff are aware of the key factors to consider when using GenAI and act accordingly. The UvA therefore aims to impart a basic understanding of AI and GenAI to all its students and staff, as well as instilling a basic level of AI literacy[9] to facilitate the responsible use of GenAI in education.

The impact and potential of GenAI applications differ enormously between disciplines, and therefore what students (and lecturers) need to learn varies from programme to

5 A prerequisite here is the ability to use a secure GenAI tool.
6 https://www.uva.nl/over-de-uva/beleid-en-regelingen/onderzoek/nederlandse-gedragscode-wetenschappelijke-integriteit.html.
7 EU Artificial Intelligence Act | Up-to-date developments and analyses of the EU AI Act.
8 UvA Assessment Policy Framework (2022).
9 A basic level of AI literacy for all students and staff includes the knowledge and skills required to understand AI systems, deal with them responsibly and make sense of their impact within an individual discipline or work context. See also the recommendations of the VU-UvA Task Force on AI literacy here (in Dutch): https://www.uva.nl/binaries/content/assets/uva/nl/over-de-uva/over-de-uva/ai-in-het-onderwijs/ai-literacy.pdf.

programme and even from course to course. Whether, how, where, and in what way GenAI should play a role in a degree programme is therefore not the responsibility of individual lecturers, but of the programme as a whole. Clear communication about what is expected of students and staff and when and how GenAI may or may not be used in education is essential.

Given the challenges posed by GenAI and the fact that the UvA does not currently have a licence for a GenAI tool[10], the UvA does not currently allow unlimited use of GenAI. Controlled pilot projects are currently being carried out to gain experience and knowledge of the use of GenAI in education, through the use of UvA AI Chat.[11] The aim is to scale up this UvA-managed tool as soon as possible, making it available for well-considered use in all UvA degree programmes.

GenAI must be used with caution. The guidelines below should therefore be followed to ensure its responsible use and application in education.

10 A pilot project for UvA AI Chat is currently being carried out, however the aim is to make this tool accessible to everyone in education in the 25-26 academic year.

11 https://www.uva.nl/over-de-uva/over-de-universiteit/ai/ai-in-het-onderwijs/uva-ai-chat.

3. General guidelines for responsible use of GenAI within the UvA

In order to embrace GenAI in a responsible way based on the principles of academic integrity, a number of things are crucial.

1. Human in the lead - final responsibility

All staff and students remain responsible for the work they submit at all times. Students are responsible and accountable for the work they submit for feedback or assessment. The lecturer and/or examiner must be able to form an opinion on the student's knowledge, understanding and/or skills.

Assessment of academic performance
In line with the EU AI Act, students' work must be assessed by an examiner appointed by the Examinations Board and cannot under any circumstances be outsourced to a GenAI tool.

2. Transparency regarding use

To make it possible to form an opinion on students' knowledge, understanding and skills, students must be transparent about how they have used GenAI in the unit of study and its assessment formats. It is important that lecturers are transparent in advance about how and why GenAI may be applied and how students must report the use of GenAI (for example specifying the prompts used).

Unauthorised use of GenAI or inadequate reporting of how GenAI was applied (if allowed) make it impossible for lecturers, examiners and the Examinations Board to assess the work.[12] In that case, they are unable to determine whether a student has independently achieved the learning objectives of the relevant unit of study.

Within the context of the degree programme, lecturers are ultimately responsible for the content and quality of their teaching, also if they use GenAI to prepare for teaching activities. See also the point below: a critical attitude towards output is essential.

12 Addendum to the Assessment Policy Framework - Focus on GenAI in assessment (May 2025).

3. A critical attitude towards output

All staff and students are responsible for the conscious, critical and responsible use of GenAI. GenAI results are not reliable scientific sources and the output must always be critically processed in accordance with academic practices and standards. The use of GenAI tools brings risks in relation to the reliability of output (such as factual inaccuracies, non-existent references and hallucinations) and data processing (such as violation of copyright and privacy, security and storage of personal, corporate and research data).

In addition, the output often contains stereotypes and bias, of which the user must be aware at all times. It is important to be aware of bias in algorithms. The effects of such bias can include one-sided or monotonous output and output that is not diverse. Part of AI literacy is learning to take a critical approach. The UvA is rolling out an awareness campaign to promote awareness among all UvA students and staff.

4. Without a UvA licence, usage cannot be compulsory

In general, only tools and software authorised by the UvA may be used for research and teaching within the UvA (including assessment).[13] This is for the purpose of protecting the privacy and data of students, staff and the organisation.[14] Factors such as environmental and climate impact and possible violation of copyright also play an important role in the selection process, particularly when choosing GenAI tools. As long as the UvA does not have a licence for a GenAI tool, its use cannot be compulsory in education.[15] This means that students and lecturers cannot be required to create their own personal accounts or purchase a tool or a version with more functionality. This also applies to open source tools. In that case, it must be possible to deliver, receive and complete education without having to use GenAI tools. Specifically, this means that it must also be possible to pass units of study without using GenAI.

With UvA AI Chat[16], the UvA is working to provide a UvA-managed GenAI tool that will enable all students and staff to access a reliable and secure environment. UvA AI chat overcomes many of the aforementioned concerns, however its use in teaching still requires caution and thorough consideration.

5. Do not share privacy-sensitive data (GDPR)

The use of public and commercial GenAI tools involves data processing risks (copyright and privacy violations, security and storage of personal, corporate and research data). Many providers of AI tools are not transparent about data processing. They can store everything entered and use that input for other purposes (to sell or to further train their models, for example). It is therefore important not to enter sensitive information or data and to adhere to the GDPR.[17]

13 To protect the integrity of academic research and teaching, the UvA will make conscious decisions about which software suppliers to work with, with a focus on digital sovereignty. Key factors that will be taken into account are the ability to switch providers at any time (which is not usually a standard option), lock-in and switching costs, data integrity and confidentiality, interoperability, open source, sustainability and the promotion of alternative infrastructures and tools.

14 https://www.uva.nl/binaries/content/assets/subsites/extranet/extranet/cert/regels-voor-verantwoord-gebruik-ict-faciliteiten-studenten.pdf.

15 AI tools for which the UvA has not obtained a license, such as ChatGPT, are similar to platforms such as Facebook, Twitter and Instagram. They are tools for which you create a personal account and agree to the terms of use. Students and lecturers therefore cannot be required to create an account.

16 This tool can already be used for educational purposes as part of a pilot, with plans to use it across the UvA. The aim is for a full rollout for education to take place in September 2025. https://www.uva.nl/over-de-uva/over-de-universiteit/ai/ai-in-het-onderwijs/uva-ai-chat.

17 https://www.uva.nl/en/content/a-z/privacy/how-does-the-uva-process-personal-data/how-does-the-uva-process-personal-data.html.

4. Specific guidelines for the use of GenAI in education

1. GenAI for personal support

Many people already use GenAI extensively in their day-to-day lives. Sometimes even without being aware of it: it is already included in the many (free of charge) tools that can be accessed.

GenAI can and is often used for personal support, both by students and lecturers, including support with aspects of education. Examples include brainstorming, producing practice questions for a text, performing a spell check, as a sparring partner and so on. When using GenAI tools in general, but commercial tools in particular, it is important to be mindful when it comes to using these tools for education-related activities. Always adhere to the 'guidelines for responsible use of GenAI' mentioned above and programme-specific agreements. Where access is provided to UvA AI Chat, students and staff are expected to use this tool for education-related support.

2. GenAI as part of educational practice

Besides the deployment of GenAI for personal use, GenAI will also be or become part of the education offered at the UvA to a greater or lesser degree. The extent to which GenAI is integrated into education is heavily influenced by the extent to which GenAI has an impact on the discipline or the labour market related to the discipline (including academic research) that requires new competencies. GenAI can play a role in education in several ways:

- GenAI as (one of the) objective(s) of a degree programme (exit qualifications);
- GenAI as the subject of the education (learning trajectory and/or learning objectives);
- GenAI as a didactic tool (part of the lesson plan).

Dutch Higher Education and Research Act (WHW): Article 7.3. Degree programmes and units of study, paragraph 2.
A degree programme consists of a coherent whole of units of study, aimed at achieving clearly defined objectives regarding the knowledge, insight and skills to be acquired by the student enrolled in the degree programme. A unit of study may relate to practical preparation for professional practice and for professional practice within the context of education as part of a dual study programme, insofar as these activities take place under the supervision of the institution's management.

As stated in the above article from the WHW, a degree programme is not simply a collection of units of study (courses, internships, theses, etc.). The units of study form a coherent whole in order to offer the programme's exit qualifications to students. Once they have completed the units of study, students have therefore demonstrably achieved the programme's exit qualifications and can thus be awarded a degree certificate.

Units of study offered in the context of a degree programme are thus the responsibility not only of the relevant course coordinator (and/or the team of lecturers) but of the programme as a whole. In the Educational Quality Policy Framework, this is formulated as follows:

"A learning outcome approach is the point of departure for the design of degree programmes and units of study. The cohesion of a degree programme and constructive alignment are the focus of the programme's management and all lecturers involved in the programme. This is also in line with the principles of the UvA Assessment Policy. Attention must be paid to the alignment of learning outcomes, learning pathways, learning objectives, teaching methods and forms of assessment."

When considering whether and how GenAI will play a role within the relevant degree programme, attention must be paid at the same time to how this alignment should be implemented in the programme. The key question is: which exit qualifications and/or learning objectives must students achieve without GenAI tools and for which exit qualifications/ learning objectives is the use of GenAI as a tool permitted (also taking into account the competencies required in the labour market)? For example: should a student first learn the basics of programming without GenAI tools to be able to assess the quality of code generated by AI tools later in the programme?

Clear communication to staff and students
The decentralised GenAI policy must provide all those involved in a programme (students, lecturers, examiners, Examinations Boards, programme management and support and management staff) with clarity about how GenAI can or cannot be used, andshould therefore be communicated clearly.

2.1 GenAI as an exit qualification for a programme

For several disciplines, the emergence of widely accessible GenAI marks a huge change for the labour market and science. Since it is our responsibility as an academic educational institution to prepare our students for their role in society, it is vital that the study programmes we offer keep up with what society asks of our students.

Degree programmes can determine whether they need to adjust and/or add one or more exit qualifications for the programme by engaging with their own educational community and representatives of the labour market (for example by consulting the programme's work field advisory council) and determining together with the educational community whether, and if so what, adjustments to the curriculum are needed. This is the responsibility of the programme director.

Analysing and adapting the curriculum
Over the coming period, each degree programme will review its curriculum with its educational community to identify any necessary and desirable adjustments, in line with the opportunities (and threats) that GenAI presents. The professional field will be actively involved in this process.

It is advisable to start this task in a timely fashion and in line with the regular time frames for organising degree programmes (drawing up Teaching and Examination Regulations [including exit qualifications], Course Catalogue texts and so on). Substantial changes to a degree programme may also have implications for the accreditation procedure: if more than 50% of the exit qualifications have changed between two programme accreditations, the programme may be classed as 'new' and may need to undergo an Initial Accreditation. Any adjustments to the exit qualifications must therefore be carefully considered. Quality assessments of degree programmes (accreditations) increasingly focus on how programmes deal with the risks associated with AI and GenAI. Prior to re-accreditation, programmes must therefore carefully consider and describe the measures they have taken to ensure the quality of teaching and assessment (and therefore qualifications).

Examples of GenAI exit qualifications:
- Students are able to analyse the reliability, ethical implications and application value of GenAI technologies within a discipline.
- Students use GenAI applications responsibly within programming work and demonstrate an understanding of the implications for efficiency, code quality and maintainability.

2.2 GenAI as a subject of education, a learning objective of a unit of study

Where GenAI is incorporated into the existing or new exit qualifications for a programme, these exit qualifications must be translated into specific learning objectives (and, where applicable, a learning trajectory), which play a role in a unit of study. GenAI-related learning objectives can also be added to units of study without changing the exit qualifications, as they can fall under a more generically formulated exit qualification.

Example of GenAI as a learning objective:
- Students are able to name both positive and negative effects of GenAI for journalism.
- Students are aware of GenAI tools and language models relevant to their own discipline.
- Students are able to weigh up when the use of GenAI may be useful or desirable.

2.3 GenAI as a didactic tool, as part of the lesson plan

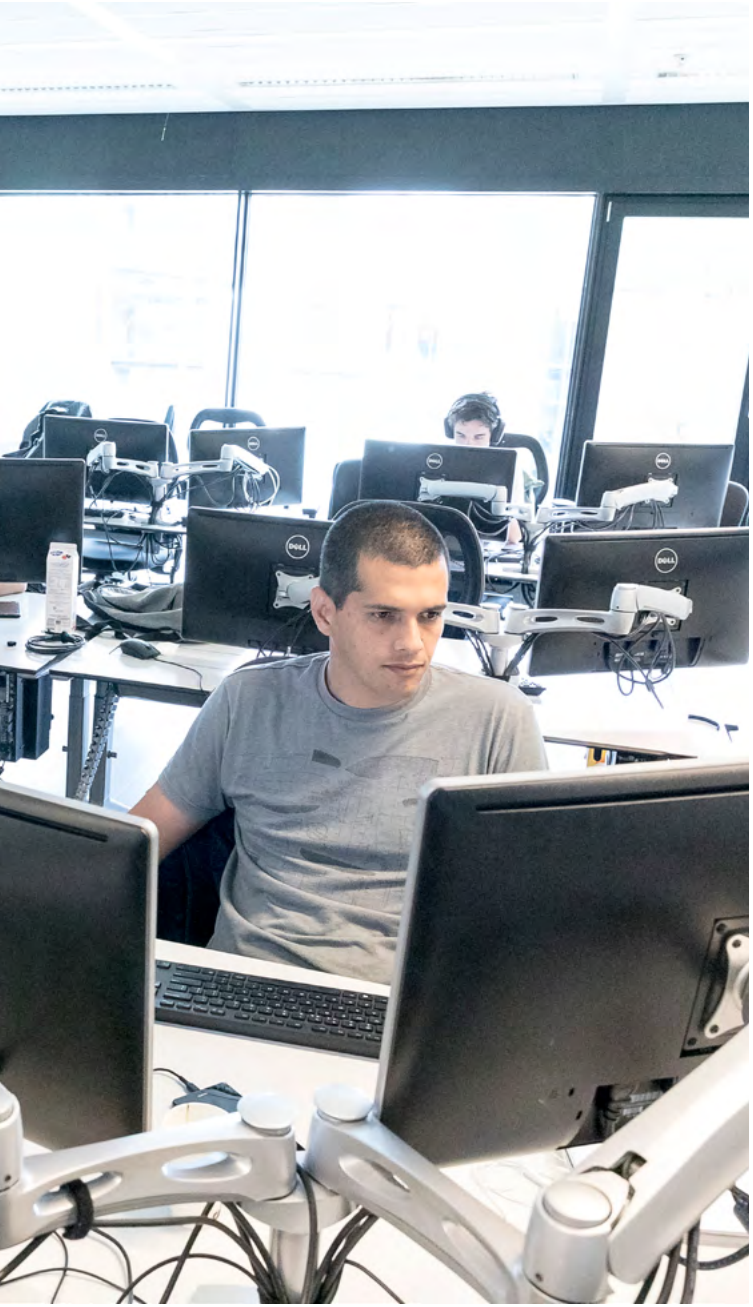
GenAI, if used judiciously, can also contribute to student learning in line with the students' different learning styles. The UvA encourages pilot projects using UvA AI Chat to examine in practice how GenAI can contribute to the learning process. A thorough evaluation of the pilots (not only in terms of student satisfaction, but also specifically in terms of learning effects) can also lead to the formulation of best practices that the institution can learn from. The TLCs play an important role in evaluating the pilots and sharing knowledge of best practices [18].

Example of GenAI as a didactic tool:
- Using a GenAI chatbot to practice debate and argumentation skills.
- Using a GenAI chatbot to generate practice questions based on the material to be taught.
- Using a GenAI chatbot to practise anamnesis interviews.

3. GenAI and assessment quality assurance

The quality of education and of the qualifications conferred by the UvA is inextricably linked to the quality of assessment. It is the rapid rise of GenAI that has placed pressure on our ability to ensure the quality of assessment. A number of common assessment methods, such as essay writing and take-home examinations, are prone to the unauthorised use of GenAI. The temptation to apply this accessible technology[19] may be too great in some situations and for some students.

18 Education and GenAI - UvA Teaching and Learning Centres (TLC).
19 Ghostwriters and other more costly opportunities to commit fraud have been around for some time and are also difficult to detect. Generative AI, however, is simple and cheap to use and therefore accessible to a wider audience. This increases the temptation to deploy it when the need is high.



Fraud detection using AI detection tools is not reliable as of yet: the use of such tools produces false positives as well as false negatives and bias.[20] This is one of the reasons why the UvA does not view AI detection tools as a solution to the challenge of assuring the quality of assessments. Instead, the UvA aims to adapt assessment formats that are at high risk of unauthorised use of GenAI and to explore ways of enhancing these formats in order to embed GenAI in education in a responsible and meaningful way. A checklist has been developed to determine whether an assessment format is high risk.[21] The TLC website describes alternative assessment formats that can be used to reduce the risks.[22]

Focusing on eliminating risks at course level alone is not enough. In line with the UvA Assessment Policy Framework and the Assessment Policy Addendum, it is important to look at a varied assessment and testing programme at degree programme level that assesses the programme's exit qualifications at different times and using different and appropriate forms of assessment. None of the exit qualifications can be assessed exclusively using GenAI-sensitive assessment formats. The assessment formats chosen must be in line with the learning objectives to be achieved (different assessment formats can be used to assess knowledge than to assess skills). The decision regarding which learning objectives students must be able to achieve with and which without GenAI tools makes the choice of an appropriate assessment format even more relevant. For example, a take-home assignment is not the best way to assess basic programming skills, which should preferably be assessed in a more controlled setting.

Analysing the assessment plan for degree programmes
Degree programmes need to critically reflect on the assessment formats they use. Where necessary, alternative assessment formats should be used or mitigating measures should be taken. They can do this by drawing up an assessment plan for the entire programme, with a variety of assessment formats. The assessment plan must also be in line with the Assessment Policy Framework.

The Teaching and Examination Regulations for a degree programme should set out how units of study are assessed (the assessment format). The method of assessment, as well as how GenAI is deployed in the relevant programme as a whole and the various course units in particular, must also be clearly communicated to students and lecturers, for example by including this information in the Course Catalogue and syllabus for each course. This also makes it transparent for Examinations Boards how they can ensure the quality of assessment and qualifications. Corresponding with and in addition to the Teaching and Examination Regulations, a degree programme's Examinations Board can further refine the UvA's model Rules and Regulations to their own practice. Use of GenAI other than as described in the Teaching and Examination Regulations and syllabus can be considered a form of fraud.

20 Testing of detection tools for AI-generated text | International Journal for Educational Integrity (springer.com).
21 GenAI and Assessment at Course-level - UvA Teaching and Learning Centres (TLC).
22 GenAI and Assessment - UvA Teaching and Learning Centres (TLC).

The model Fraud and Plagiarism Regulations describe what constitutes fraud and plagiarism. The current model does not specifically describe how GenAI tools may or may not be used and what constitutes fraud or plagiarism using GenAI, however Article 1(1) of the model provides a general definition of fraud and plagiarism. This can also include the unauthorised use of GenAI. As the Fraud and Plagiarism Regulations are a model, Examinations Boards can include more information in their Rules and Guidelines on the use of GenAI in assessment if they so wish.

Model Fraud and Plagiarism Regulations: Article 1 Definitions, paragraph 1.
plagiarism are defined as any act or omission on the part of the student which makes an accurate assessment of their knowledge, insight and skills partially or wholly impossible. Plagiarism is a form of fraud.

The unauthorised use of GenAI in assessments, or any such use that does not take place or is not reported in accordance with the agreements within a degree programme or a specific course, renders the proper assessment of knowledge, understanding and skills partially or wholly impossible. Such a case constitutes fraud.

Appendix 1

Tasks and responsibilities

Institutional management (Executive Board)

- Develops a vision for the use of AI in general and generative AI in particular in education, by embedding AI in the UvA's Vision on Teaching and Learning (*Onderwijsvisie*).[23]
- Is responsible for making approved ICT tools available through licensing. This includes taking into account digital sovereignty, sustainability and ethical considerations.
- Actively alerts the programme organisation to risks in relation to privacy, copyright, intellectual property rights and so on associated with the use of generative AI solutions not provided by the UvA. An awareness programme is being drawn up for this purpose.
- Provides resources (funding and human resources) to prepare the institution for future education in which AI and GenAI play a role.
- Reminds programme management and education management of their responsibility to facilitate staff and students in improving AI literacy.

Dean

- Encourages staff and students to improve their own AI literacy, for example by offering courses.
- Encourages programme management and education management to make necessary adjustments to the educational content relating to GenAI with a view to the current and future labour market, for both careers in general and academic careers.
- Provides resources (funding and human resources) to prepare the faculty for future education in which AI and GenAI play a role.
- Actively alerts the programme organisation to risks in relation to privacy, copyright, intellectual property rights and so on associated with the use of generative AI solutions not provided by the UvA.
- Ensures that students and lecturers are made aware of the central and faculty policy frameworks and guidelines regarding the use of GenAI in education.

Programme management and education management

- Actively investigate, with relevant stakeholders (students, lecturers, professional field), whether adjustments to the educational content (including assessment) are needed in response to developments in the field of GenAI and with a view to the current and future labour market, for both a career in academics and elsewhere.
- Formulate and implement necessary adjustments to educational content with the individual lecturers and teams of lecturers concerned.
- Determine, facilitate and promote the required level of AI literacy within the teams of lecturers (particularly examiners and Examinations Board members) to implement changes to the educational content.
- Actively alert the programme organisation to risks in relation to privacy, copyright, intellectual property rights and so on associated with the use of generative AI solutions not provided by the UvA.
- Are responsible for performing or commissioning risk evaluations of the study programmes currently offered (including assessment).
- Support Examinations Boards in carrying out their legal duties, by establishing clear rules (policies) on GenAI and its use in education.
- Ensure that students and lecturers are made aware of the central and faculty policy frameworks and guidelines regarding the use of GenAI in education.

Examinations Boards

- Provide the dean and programme management with solicited and unsolicited advice on potential risks in relation to assessment and GenAI.
- Carry out their assurance task based on the applicable policy frameworks and guidelines regarding the use of GenAI in education.

23 The UvA's new Vision on Teaching and Learning is due in September 2026.

- Take note of the opportunities, limitations and risks (including those related to copyright, bias and inequality of opportunity) presented by generative AI (AI literacy).
- If appropriate, adapt the model Fraud and Plagiarism Regulations to the agreements/policies made within the faculty (or group of degree programmes falling under the relevant examinations board) on the use of GenAI in education.

Lecturers (including course coordinators and examiners)

- In accordance with the agreements made within the relevant degree programme, take note of the possibilities, limitations and risks (including with regard to copyright, prejudice and inequality of opportunity) presented by generative AI (AI literacy) in general and for their own teaching in particular.
- Are only permitted to use GenAI during the teaching and assessment of a course following consultation with the programme management and if the GenAI tool is legally offered by the UvA. Licences are currently only available on a pilot basis.
- Do not use GenAI when evaluating formative or summative assessments.
- Explore the possibilities of GenAI and experiment with its use within controlled pilots. Make an effort to familiarise themselves with the opportunities GenAI offers for their own discipline.

Students

- Only use GenAI for assignments or essays that will be assessed for the purpose of assigning a grade or partial grade if this is explicitly permitted (and offered) by the unit of study and within the degree programme.
- Are responsible at all times for the work they submit and are aware of the Fraud and Plagiarism Regulations and their content for their own degree programme.
- Take note of the possibilities, limitations and risks presented by generative AI (AI literacy) within the context of their degree programme.

Central TLC in coordination and cooperation with: faculty TLCs, assessment experts and the University Library

- Expand GenAI expertise (added value of GenAI for teaching processes).
- Develop basic and advanced training modules on AI literacy for different target groups (lecturers, examiners, Examinations Boards, programme directors).
- Further develop a workshop on GenAI and assessment.
- Develop a GenAI University Teaching Qualification plus addendum for inclusion in the UTQ programme.
- Ensure broad information provision and knowledge sharing on GenAI applications in education.
- Support lecturers in adapting assessment with respect to GenAI.

Appendix 2

Draft step-by-step plan for degree programmes How to deal with GenAI in teaching and assessment?

Introduction

The aim of this step-by-step plan is to integrate the use of GenAI in teaching, based on the UvA's policy framework. The plan helps to address challenges and give direction to educational innovation.

Implementing GenAI in teaching requires a strategy that starts with awareness and training, followed by specific adjustments to the curriculum and assessment. This step-by-step plan provides a structured approach to effectively support this transition.

Step 1: Adapting educational content and the curriculum

1. **GenAI as an educational objective:**
- Work with the educational community and labour market representatives to examine whether the exit qualifications need to be adapted. The work field advisory council can act as the degree programme's discussion partner.
- Actively involve the representative advisory bodies in this process.
- Formulate new and re-formulate existing exit qualifications to ensure they are future proof.
- Work with the educational community to identify which exit qualifications can and cannot be obtained using GenAI tools.
- Update the exit qualifications in the Teaching and Examination Regulations.

2. **Adapt learning objectives and units of study:**
- Translate exit qualifications into learning trajectories and/or learning objectives.
- Determine which learning objectives apply to which units of study.
- Determine which learning objectives can and cannot be achieved using GenAI tools.
- Add GenAI-related learning objectives to units of study where relevant.
- Ensure the constructive alignment of exit qualifications, learning trajectories, learning objectives, teaching methods and assessment formats.

Step 2: AI as a didactic tool

1. **Pilot project using GenAI tools:**
- In collaboration with your faculty TLC, launch controlled pilots using UvA AI Chat.
- Evaluate the pilots for learning effects and share best practices within the faculty and UvA, including through the TLCs.

Step 3: Quality review and assurance

1. **Carry out a risk analysis of assessment formats:**
- For the current assessment formats, carry out a risk analysis of unauthorised use of GenAI. This can be done by the examiners of a unit of study themselves on the instructions of the programme director, but can also be carried out by a designated group or working group.
- Adapt assessment formats to prevent or minimise the risk of fraud.

2. **Bring variation to assessment and testing programmes:**
- Develop a varied assessment and testing programme that assesses the exit qualifications at different times and using different assessment formats to minimise unauthorised GenAI use.

Step 4: Policy and communication

1. **Draw up policies:**
- Establish clear policy frameworks and guidelines for the use of GenAI within units of study and degree programmes.

2. **Set out lines of communication:**
- Communicate clearly to students, lecturers and other stakeholders about policy frameworks and guidelines surrounding GenAI.
- Make sure this information is available in Course Catalogues, syllabi and other relevant documents.

Step 5: Evaluation and monitoring

1. **Review faculty policy:**
- Continuously update faculty AI policies based on developments in GenAI and feedback from users and stakeholders.

2. **Long-term employability:**
- Continue to support the long-term employability of university graduates in the changing labour market by integrating AI literacy into education.