

Declaration of using generative AI tools (for students)

*At the University of Copenhagen, we do our work with **responsibility** and **respect for society, cultural heritage, the environment and people** around us. **Integrity, honesty** and **transparency** are prerequisites for academic work. We expect exam performances to reflect the **student's own learning and independent work**. Academic work is always based on other people's insights, knowledge and contributions, but always with thorough **recognition, respect** and **crediting** of this work. This also applies when using generative artificial intelligence.*

Guidelines

Use of generative AI in exams

According to the University's rules for using tools based on generative AI (GAI), you must be transparent about your use of the technology, for example in your methodology section and/or by filling in and submitting the declaration template below as an appendix to your exam papers. When you fill in the declaration, it is important that the reader gets a clear picture of whether and how generative AI has contributed to the final product.

If the template has been chosen as the preferred means of declaration in your course, you must also use it when you have *not* used GAI tools as an aid. In this case, the only thing you need to do is tick the box stating that you have not used generative AI, leaving the rest blank. By declaring your use of GAI tools, you avoid issues in relation to the rules on exam cheating.

On courses where the use of GAI has been an integrated part of the content, reflection and critical assessment of using GAI may also be included in your exam paper's methodology section. If you are unsure of whether this is the case on your course, you can ask your lecturer or supervisor.

If GAI is the object of your exam paper, its role will appear from your research questions, methodology description, analysis and conclusion. If you also use GAI as an aid in the process, you need to declare it separately.

Points of attention:

- If GAI is a permitted aid on your course, you can use it for dialogue and sparring when writing your exam paper, but you are **not** allowed to let GAI write your paper, even if all aids are permitted.
- If you include GAI material as a source (directly or edited) in your exam paper, the same requirements apply for using quotation marks and source referencing as with all other sources. Otherwise, it will be a case of plagiarism.
- Never feed an AI tool with data that are personally identifiable, protected by copyright or confidential.
- Always remember to check the current rules and guidelines for using GAI at UCPH.
- Read the course description carefully. It's important that you know which aids are permitted on your course. There may be additional documentation requirements, for example that you must describe your key prompts and any source material (what context you have given, what you have fed into the tool, what you have asked the tool to do), describe the output (what responses did the tool give you?), describe the process, for example history and iterations (if you have written back and forth with the tool several times to get a useful output).
- If in doubt, talk to your lecturer or supervisor.

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☒ I/we have used generative AI as an aid/tool (please tick)

☐ I/we have **NOT** used generative AI as an aid/tool (please tick)

If generative AI is permitted in the exam, but you haven't used it in your exam paper, you just need to tick the box stating that you have not used GAI. You don't have to fill in the rest.

List which GAI tools you have used and include the link to the platform (if possible):

*Example: [Copilot with enterprise data protection (UCPH license),
<https://copilot.microsoft.com>]*

Describe how generative AI has been used in the exam paper:

1) Purpose (what did you use the tool for?)

We used GAI to generate inspiration for our implementation, research and our report.

2) Work phase (when in the process did you use GAI?)

For our implementation:

- We used it to generate repetitive code e.g. when matching on command line inputs, copilot would suggest we call the functions with the same name and giving the corresponding parameters to the functions.

For research:

- We used it to gather information about topics related to our project. We used deep research, to find source material we could read.

For our report:

- We used it to generate inspiration drafts for sections in the report. An example of how we prompted for a draft, could be that we wrote our points down in bullet form and asked the GAI to write it as a coherent text.

3) What did you do with the output? (including any editing of or continued work on the output)

For our implementation:

- We assessed if the code was useful, and if so, we continued developing on it.

For research:

- We read the output and checked up on the sources before using any information. If the information was valid, we used it as inspiration for our report e.g. the background section.

For our report:

- We never used the generated output directly in the report.
- We used the generated output as inspiration, and for wording.

Please note: Content generated by GAI that is used as a source in the paper requires correct use of quotation marks and source referencing. [Read the guidelines from Copenhagen University Library at KUnet.](#)