Maastricht University - Faculty of Arts and Social Sciences (FASoS)

GenAI Policy – Learning, Teaching and Assessment[1]

Approved by the Faculty Board in August 2024

Updated, December 2025

1. Introduction

At FASoS, as elsewhere in higher education, recent developments in Generative Artificial Intelligence (GenAI) technology present challenges to learning, teaching and assessment procedures. As GenAI will likely become part of the future lives and jobs of our students and staff, its mastery is ever more important, and as such may become an intended learning outcome for some of our teaching programmes and courses. Yet GenAI may also be used by students in ways that are detrimental to the acquisition of personal cognitive skills that remain a key goal of university study. We seek to strike a balance between these two potentially conflicting considerations and provide a policy framework and concrete guidelines for critical engagement with and ethical and responsible use of GenAI both in teaching and assessment.

To ensure the appropriate and adequate use of GenAI, it is essential that students and staff are aware of associated concerns, limitations, and risks. These considerations relate not only to educational practices but also to issues such as intellectual integrity and accuracy, ethics, privacy, copyright, intellectual property, and environmental impact. A key consideration is that using GenAI to produce academic work and passing it off as one's own constitutes serious academic dishonesty similar to plagiarism and fraud. For more details, see subsection 4 of this document. Academic Affairs at Maastricht University has recently provided an updated Policy Framework on Generative Artificial Intelligence[2] outlining these concerns. Faculties are tasked to take measures to ensure the safe and responsible use of GenAI by informing students and staff members of opportunities as well as potential limitations and risks of these tools.

What is GenAI?

AI tools such as web and library searches, or spelling and grammar checks, are not new. GenAI models differ from these in that they can *generate* new text, images, video, sound, code, or

[1] Written by the temporary FASoS GenAI working group **(**Robyn Ausmeier, Thomas Frissen (chair), John Harbord, Andrada Matauanu, Massimiliano Simons and Sjoerd Stoffels**)** in consultation with the Assessment Support Team and the Board of Examiners.

[2] "Beleidskader Generative Artificial Intelligence" from June 2024.

other output that did not previously exist. For written assessment, the most relevant are Large Language Models (LLMs) which can create or substantially rewrite texts.

2. Objectives

This policy provides guidance to staff and students on how to use GenAI in learning, teaching and assessment. It sets clear guidelines on what is expected from staff and students, what is acceptable and unacceptable behaviour and usage, and what steps are taken to implement this policy. The objectives of the policy are as follows:

A. To ensure that students graduate with the set of knowledge, skills, and values the programme is designed to provide.
B. To provide a framework within which each course will clearly delineate what types of GenAI use are or are not permitted in that course, so as to ensure the previous objective is achieved.
C. To provide clear lines of responsibility and procedures for all parties involved.

3. Principles and procedure of the GenAI policy

GenAI affects all elements of the constructive alignment cycle, in particular intended learning outcomes (ILOs) and assessment. Addressing the challenges posed by GenAI thus means reviewing not only assessment methods but potentially also course ILOs. Programme directors and course coordinators will need to work closely together in reviewing programme and course ILOs and decide how the use of GenAI tools is or is not permitted in a given course. Attention should also be paid to the GenAI guidelines issued by the BoE which provide further details about the implementation of this policy.

3.1 Principles

1. FASoS programme directors, in close collaboration with course coordinators, should on a continuous basis reassess and, if necessary, revise programme and course ILOs. The ILOs should be formulated so as to anticipate and limit the role GenAI may play in learning activities and assessments. Course coordinators should translate these into the assessment criteria for the submitted work (i.e. formal and technical requirements and substantive requirements). Since revising the ILOs may affect the course's teaching activities and assessment, training in formulating ILOs so as to take GenAI into account will be offered through CPD workshops (see subsection 5 of this policy). The FASoS Assessment Support

Team (AST) can also help evaluate course assessment or advise on assessment type and design.

2. Course coordinators are key players in teaching and assessment. They are appointed by the Board of Examiners as responsible examiners and, among other tasks, have the responsibility to ensure the quality of assessment. This responsibility also entails staying up to date on recent developments that affect learning, teaching and assessment, of which GenAI tools are one prominent recent example. In consultation with the programme directors, they should decide (A) whether and which GenAI practices are allowed in their course, taking into account any (revised) course ILOs; (B) to what extent and how students will be tested to demonstrate that they are meeting the course ILOs; and (C) whether a student has used GenAI inappropriately within the context of the course assessment
3. Each FASoS course syllabus, starting from the academic year 2024/25, should incorporate an official FASoS GenAI chapter, including a standardised table with GenAI practices (see annex 1). The table consists of a fixed number of GenAI practices in the rows and an adjustable number of assessments in the columns. In this table, for each assessment type in their course, course coordinators should indicate which practices are *allowed* (√), *not allowed* (×), or *not applicable* (n.a.), by selecting the appropriate symbol from a drop-down list. The list of practices is based on other GenAI policies at other institutions and rooted in academic literature, but is not exhaustive nor set in stone. After the first year of implementation, this table will be evaluated with programme directors, course coordinators, and students (see also section 6 of this policy).
4. Students have a responsibility to transparently document their GenAI usage and practices in the context of coursework. This means keeping track of prompts and outputs in a journal-type of documentation. Such documentation can be requested by a course coordinator in the case of suspicion of inappropriate GenAI use for an assessment/assignment. Students should then be able to provide this documentation. In line with a recent ruling of the Raad van State, it is up to the student to remove any doubts regarding the authenticity of the submitted work.[3]

[3] The Council of State is a Dutch advisory body which must be consulted on proposed legislation and acts as appeal court on administrative matters. For details about the ruling, please see: Rechtsprekers. (2024, April 10). *Fraude & plagiaat: aanvullende onderzoeksbevoegdheden examencommissie - RECHTsprekers*. RECHTsprekers. https://www.rechtsprekers.nl/2024/04/10/fraude-plagiaat-aanvullende-onderzoeksbevoegdheden-examencommissie/.

3.2 Procedure for handling appropriate and inappropriate GenAI use

The grader is the first responder in identifying suspicion of GenAI use. Course coordinators and tutors need to be confident in their ability to detect inadmissible use of AI. To this end, if needed, they will receive additional support and training (for more details see sub-section 5). A high Turnitin score or other indicators may suggest that work submitted by a student should be examined more closely. Given its known fallibility, a high Turnitin score on its own is not sufficient to label an assessment as AI-generated; by the same token, a low Turnitin score does not necessarily exclude the use of GenAI.

All submitted work and the respective Turnitin score should be evaluated carefully and critically along two logical lines: (I) The grader establishes if the submitted work fulfils the *necessary condition* of assessment, namely whether the formal and technical requirements are met. Among other things, this entails considerations such as whether the submission is complete, on time, and beyond doubt the work of the student who has submitted it. The full list of formal requirements should be made available for students at the beginning of the course, either in an assessment form or in the course book. Provided that the necessary conditions are fulfilled, the grader will proceed to examine (II), *the sufficient condition*, which entails the evaluation of the extent to which the submitted work demonstrates that the intended learning outcomes of the course are met.

Guided by this logic, the assessment of submitted work is carried out in the following steps:
First, the grader should assess if the submitted work meets the course requirements regarding permissible GenAI use. If they conclude there is no indication of inappropriate use of GenAI, the grading proceeds as usual.

If the grader concludes there is a concern, and is a tutor in a course, they follow the following steps, as described in the flowchart below:

(1) **The grader informs the course coordinator** and includes a substantiation of the suspicion.

(2) **The course coordinator evaluates the work** submitted by the student in the light of the tutor's concerns and, using their own critical evaluation, decides whether there is indeed a concern regarding the usage of GenAI tools. If the evaluation shows no concern about the inappropriate use of GenAI in the submitted work, the grading proceeds as usual by the grader. If the coordinator finds sufficiently clear indication of

inappropriate use, the submitted work will receive a temporary grade of NG based on formal requirement grounds (i.e. *the necessary condition*). To discuss the doubts on the inappropriate use of GenAI with the student, the coordinator informs the student and **invites them for a conversation (2a**) If however at this stage, the coordinator already has clear evidence of inappropriate use of GenAI by the student, the case can be forwarded directly to the BoE, by filling out the plagiarism reporting form (**2b**)

(3) **The student responds (3a) or does not respond (3b) to the invitation.** In case of doubt, the student must be given the opportunity to discuss the submitted work during a conversation. The best way of informing the student is to post a comment for the student in the speed grader on Canvas informing the student of the temporary NG grade, the reasons for the temporary grade and that the student is invited for a conversation. The conversation should be scheduled within 5 working days[4] after the official publication of the grade. If the student does not respond to the invitation, the coordinator forwards the case to the BoE. The BoE will evaluate the case and may schedule a hearing with the student. For the hearing, the BoE may invite the course coordinator to allow for the possibility that substantive questions can also be asked. This conversation should always be held either with two staff members (if the course coordinator is also the responsible grader, another member of the course team should be invited) or should be recorded. In this conversation, the grader will explain grounds for giving a temporary NG, and the student will be asked to provide transparency and evidence on how GenAI was used in their assessment. Additionally, the student could also be asked to explain substantive aspects of the submitted work in order to demonstrate authorship and clarify whether this was indeed the student's original work.[5]

(4) The conversation has one of two possible outcomes:

(4a) No cause for concern – the submitted work is graded. Based on the evidence provided by the student, and the conversation, the course coordinator concludes that there is no cause for concern. GenAI has not been used inappropriately. The student either demonstrated that the GenAI tools were used in line with the GenAI table of the course and/or was able to explain substantive aspects of the submitted work. Thus, the grader is convinced that the submitted work fulfils the technical requirements of

[4] This timeline is consistent with art. 5.8 EER which provides students with a right to inspect their exams within 10 working days after the publication of the grade.

[5] In line with BoE assessment guidelines to the FASoS examiners concerning the design, conduct and grading of exams and Raad van State 'Fraude & plagiaat: aanvullende onderzoeksbevoegdheden examencommissie.'

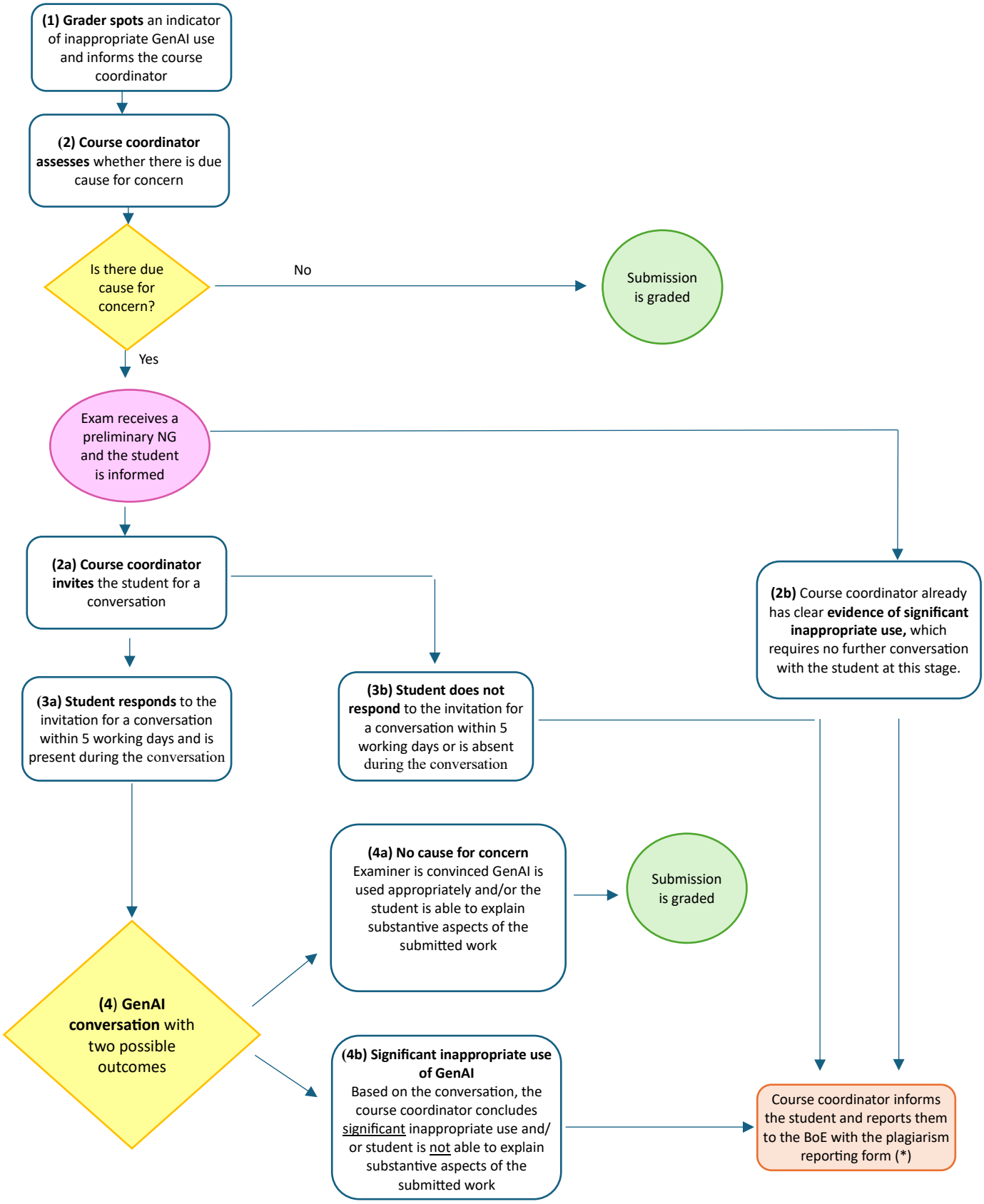
assessment, namely the necessary conditions as outlined above (i.e. *the necessary condition*). The work can now be assessed as normal (i.e. the *sufficient condition*). In principle, this means that the work will now be assessed on the basis of the substantive parts by the original grader. The outcome of this assessment will be the final grade. Note: based on this assessment, the grader can still conclude that it is a fail on the basis of the ILOs. When a temporary NG is changed to a grade on the grading scale, graders in a course should make sure to submit all the new grades of the course to the exam administration in one overview and no later than 10 working days after the publication of the initial grade and NG.

(4b) Significant inappropriate AI use - the submitted work is reported to the BoE. Based on the evidence provided by the student and the conversation, and against the backdrop of the table with allowed GenAI practises in the course, the course coordinator concludes that there is significant inappropriate GenAI use. This conclusion can be reached, because the student cannot provide any evidence to the course coordinator to prove otherwise. Also, secondly, the student may not have been able to explain substantive aspects of the submitted work. If either or both aspects are present, the case is then reported to the Board of Examiners.[6] The BoE will investigate further by looking in part at evidence such as the Turnitin report, the substantiation of irregularities by the grader, an explanation in how far the student employed GenAI tools in the context of the course, and a clear explanation in how far these were not permitted, and the response provided by the student during the conversation with the grader. Also, the BoE will want to hear in how far the student was able to answer substantive aspects of the submitted work. If significant inappropriate use of GenAI is established, the BoE will proceed with a regular procedure of academic dishonesty (cf. art. 7 of the FASoS Rules and Regulations).

[6] The case is also reported to the BoE if the student does not respond to the invitation for the conversation or if the student does not show up for the conversation.

The procedure of the GenAI policy is represented in Figure 1.

Figure 1: *Procedure to be followed in the grading process*



(*) In case a hearing is scheduled with a student, the BoE may also invite the examiner to the hearing. If the BoE finds that the submitted evidence is not sufficiently convincing, the BoE may decide not to investigate, but instead to ask the examiner to either have a conversation with the student or to grade the submitted work of the student.

Disclaimer for the safe and responsible use of GenAI

To ensure the appropriate and adequate use of GenAI, it is essential that students and staff are aware of the associated problems, limitations, and risks. These considerations are not only pertinent to educational practices but also involve ethics, privacy, copyright, intellectual property, environmental impact, and equity. The recently updated Policy Framework on Generative Artificial Intelligence by Maastricht University's Department of Academic Affairs points also in the direction of such concerns. Please see the accompanying disclaimer in Annex 2 for more information.

4. Support and Training

To effectively implement this policy, all staff members need training and support to better understand and make use of GenAI. The UM Policy Framework Generative Artificial Intelligence states: 'Teaching staff are supported in their use of GenAI through specific and explicit professionalisation activities related to the pillars of UM's educational vision: constructive alignment and CCCS.'[7] The faculty will therefore stimulate training for academic and support staff on how to review and incorporate the use of GenAI in course ILOs, teaching activities, and/or assessment, to facilitate constructive alignment. Additionally, programme directors and course coordinators are encouraged to contact the Assessment Support Team to seek input on assessment evaluation and assessment design and grading. CPD hours are available for in-depth consultation with the Assessment Support Team.

There is already a wealth of resources and training available on the topic of GenAI in learning, teaching and assessment. Drawing from this, the faculty will actively encourage participation in recurrent training offered by EDLAB and the University Library, as well as GenAI training developed by other universities, and online training modules from the University Library and other providers. In addition, there is a need for specialised training that addresses issues directly relevant to FASoS. This includes, for example, CPD workshops offering training in ILO reformulation in relation to GenAI, which will fall under the long-term plan (see below). Other specific knowledge transfer will address the conduct of conversations with students in case of suspicion of non-permitted AI use.

[7] This reflects Article 4 of the EU AI Act, which states that employees using AI systems need to develop relevant AI literacy, preferably through training in the responsible, critical and effective use of GenAI tools.

These resources are easily accessible to all staff. Availability of training and support on GenAI will be communicated to staff through the appropriate channels, such as: UMployee, the FASoS Teaching Staff Professionalisation CANVAS community, CPD coordinator communication, EDLAB and University Library newsletters. How to respond to GenAI in learning, teaching and assessment will become part of the UTQ workshop on assessment. In addition, all course coordinators will be encouraged to take part in a workshop on the topic. This workshop will also be open to tutors who are interested in following it. Eligible colleagues will receive CPD hours for this additional training.

Given the rapid development of AI technologies, ongoing training and support that is regularly updated and actively promoted will be necessary. The coordinators of UTQ and CPD, in cooperation with the Teaching & Learning Hub (TLH), the BoE and the AST, will guide this process. The TLH and AST can be approached for guidance and support regarding the use of GenAI in learning, teaching and assessment.

A selection of current GenAI resources and training in higher education, both online and onsite, can be found in appendix 3. A comprehensive and continuously updated overview can be found in the *FASoS GenAI information section on UMployee (7. Resources and training)*.

5. Monitoring and evaluation

GenAI in higher education requires a variety of responses, not all of which can be immediately implemented or anticipated. In the academic year 2024/25, the text and table in Annex 1a have been implemented in FASoS course syllabi. An additional clarificatory document for staff and students with (non-exhaustive) examples of each category in the table can be found in Annex 1b. At least three dimensions of the table and the accompanying policies should be monitored by the TLH, in collaboration with the AST:

- Whether the table is sufficiently clear to students and staff.
- The completeness of the proposed categories in the table.
- The number of ‘Temporary No Grade' (NGs) resulting from this policy.

During the academic year 2024/25, the TLH Education Policy Advisor monitored the implementation of the policy through surveys and focus group meetings. The findings will

inform the revised GenAI policy in 2026. Monitoring will be coordinated by one of the two members of the FASoS Teaching & Learning Hub who is also a member of the AST.

In the long term a clear roadmap remains necessary, both to ensure the updating of course ILOs in light of GenAI, and to provide resources for students and staff to familiarise themselves with the nature of GenAI and its role in higher education.

A roadmap for future evaluation should therefore be established in the form of a (simple) annual assessment of whether the policy is still up to date. A proactive attitude towards related policy areas that will be affected by GenAI is also needed.

Annex 1a – Required text and GenAI table for each FASoS course syllabus.

Using GenAI Tools in [COURSE NAME]

Nowadays, various GenAI tools and resources are available online and offline that help users to formulate, revise, and restructure texts and ideas. Common examples include ChatGPT, Perplexity, Google Gemini, Microsoft Copilot, DeepL, Quillbot, InstaText, Scribbr and Grammarly. Because this course aims to assess your personal cognitive skills and subject knowledge, except where the course materials specifically say so, *do not use GenAI tools* in the following ways:

- Don't present as your own work anything generated or restructured by GenAI tools.
- Don't use AI generated content in any way that the grader *might believe* it is your own work, or that might prevent the grader from deciding if you personally have learned what is to be learned in this course.

The table below explains the ways in which this course allows you to use GenAI tools, as well as ways that are not permitted. Where GenAI use is permitted in certain teaching and/or assessment activities (see table below), you must always explain:

- Exactly *what* GenAI material you inserted in your paper and *why* you did so.
- *How* that material was generated (including the prompts you used).
- *If and how* you modified the GenAI content.
- *If and how* you used GenAI to modify your own content.

This information should be made available upon request by the course coordinator or your tutor. Correct procedure for citing legitimate GenAI use is provided in the FASoS Writing Guide.

GenAI use table*

In this course, use of GenAI to…	For assessment 1	For assessment 2	For assessment n
help with outline/structure of the paper	Choose an item.	Choose an item.	Choose an item.
check spelling and grammar	Choose an item.	Choose an item.	Choose an item.
rephrase your work or change your style	Choose an item.	Choose an item.	Choose an item.
translate between languages	Choose an item.	Choose an item.	Choose an item.
help write and format your reference list	Choose an item.	Choose an item.	Choose an item.
identify sources relevant to your research	Choose an item.	Choose an item.	Choose an item.
get initial information about a topic	Choose an item.	Choose an item.	Choose an item.
brainstorm and evaluate own ideas, for alternative perspectives or counter-arguments	Choose an item.	Choose an item.	Choose an item.
explain and deepen the understanding of concepts	Choose an item.	Choose an item.	Choose an item.
help with programming software code, algorithm development, and debugging	Choose an item.	Choose an item.	Choose an item.
gain insights from complex datasets.	Choose an item.	Choose an item.	Choose an item.
create multimedia content, e.g., images, videos, animations, or audio (but always explain that you have used AI tools)	Choose an item.	Choose an item.	Choose an item.

✓ = GenAI use is allowed
✗ = GenAI use is not allowed, breaches will result in sanctions
n.a. = not applicable for this course

***Attention:** That a certain practice is *allowed* does not mean that you are *expected* to use GenAI for this assessment. In many situations, more appropriate or effective tools exist, and/or you will likely produce better results without using GenAI.

Annex 1b – Explanation of GenAI use activities

Check spelling and grammar

- Description – GenAI tools can be used as advanced proofreading assistants to identify and correct spelling errors, grammatical mistakes, and improve overall language usage - provided that the model does not add new content. In this case, the use of GenAI is similar to the spelling and grammar check tools now standard in most word-processing packages. However, it is crucial to review AI suggestions critically, as they may not always capture nuanced or discipline-specific language.
- Example – A student writing about election outcomes in EU countries could benefit from utilising a GenAI tool such as Grammarly for proofreading purposes. For instance, the AI might flag a sentence like "The election turn outs in EU countries have varied significantly over the years" and suggest correcting it to "The election turnouts in EU countries have varied significantly over the years".

Rephrase your work or change your style

- Description – GenAI can help to experiment with different writing styles or rephrase work for clarity. This can be useful when adapting academic writing for different audiences or purposes. One should ensure that the rephrased content still accurately reflects original ideas and maintains academic integrity.
- Example – A student might use an AI tool to adapt their academic writing for a blog post. For example, the original sentence "The implementation of progressive taxation policies has been shown to reduce income inequality" could be rephrased as "Studies show that when governments tax the rich more, the gap between rich and poor tends to shrink".

Translate between languages

- Description – GenAI can assist in translating text between languages. This can assist in the comprehension of foreign language sources that extend beyond the typical range of languages someone is able to understand. Translations should be verified at all times, especially for technical or discipline-specific terms.
- Example – A student who is examining Spanish sources could use GenAI to translate a complex sentence to English. For instance: "La implementación de políticas ambientales armonizadas dentro de la Unión Europea, considerando las especificidades regionales y las restricciones económicas propias de cada Estado miembro, representa un desafío significativo para alcanzar los objetivos climáticos establecidos por el Acuerdo de París" will be translated as "The implementation of harmonised environmental policies within the European Union, considering the regional specificities and economic constraints unique to each Member State, represents a significant challenge for achieving the climate objectives set by the Paris Agreement".

Help write and format your reference list

- Description – GenAI tools can assist in formatting references according to specific citation styles (e.g., APA). One can input source information, and AI can generate properly formatted citations. It is important to double-check the output for accuracy and completeness.

- Example – A student could enter the details of a recently peer-reviewed book chapter into a GenAI tool, which would generate a correctly formatted APA citation, such as this one: Anguyo, M., Masete, J., Akia, M., and Drasiku, H. (2023). The Effect of Social Media on Adolescent Mental Health. IntechOpen. doi: 10.5772/intechopen.1003060".

Identify sources relevant to your research

- Description – GenAI can suggest relevant academic sources based on research topics or keywords. This can be a starting point for literature reviews or to expand research scope. It is important to critically evaluate suggested sources and not rely solely on AI recommendations. It is even better to consult a librarian.
- Example – A student researching cultural assimilation in relation to education could utilise a GenAI tool to identify relevant academic sources. The output may indicate a primary source such as "School and Cultural Assimilation." The scope and scale of assimilation politics in education.

Get initial information about a topic

- Description – GenAI can provide quick overviews or summaries of topics, serving as a starting point for research. This can help to grasp basic concepts or identify key areas to explore further. However, information from GenAI should be verified through authoritative academic sources.
- Example – A student starting a research project on the impact of climate change on migration could ask a GenAI tool for an overview. This would result in a list of key points addressing the following areas: slow-onset events, sudden-onset events, types of migration, vulnerable regions, socioeconomic factors, policy challenges and future projections.

Brainstorm and evaluate own ideas

- Description – To this end, GenAI can be employed to generate alternative perspectives or counter-arguments to one's own ideas. This can enhance critical thinking and help in developing more robust arguments. The AI-generated ideas should be used as prompts for further thought and research, not as final conclusions.
- Example – A student preparing for a tutor group meeting to discuss the impact of populism on democratic institutions could use GenAI to generate potential counter-arguments. For example, the student might type in the main argument: "Populism undermines democratic institutions by undermining checks and balances and encouraging authoritarian tendencies." The GenAI could suggest challenging counter-arguments such as "Populism can also increase democratic participation by mobilising previously disengaged populations and challenging entrenched elites, potentially leading to more responsive governance".

Explain and deepen understanding of concepts

- Description – GenAI can provide explanations of complex concepts in simpler terms or from different angles. This can aid in comprehension and help to articulate ideas more clearly. This use is intended to complement, rather than replace, the study and engagement with the course materials.

- Example – A student developing a thesis on the implications of deglobalization for international economic governance could use GenAI to work on this initial hypothesis: "Deglobalization will lead to a fragmentation of global economic institutions and a return to regional economic blocs." The GenAI could help generate alternative perspectives or nuanced considerations, such as "Deglobalization might actually strengthen certain global institutions as countries seek new frameworks for managing economic interdependence. The process could lead to a hybrid system where regional blocs coexist with reformed global institutions."

Help with programming software code, algorithm development, and debugging

- Description – In the context of data analysis, programming or similar digital methods, GenAI can assist in writing code, developing algorithms, and debugging. This can be particularly useful for those new to programming. However, it is important to ensure that the generated code can be understood and that its function is clearly explained.
- Example – A student utilising R for data analysis may request the assistance of a GenAI tool to debug the code by inserting an error message. The tool could suggest potential resolutions and provide an explanation of the underlying issue.

Insights from complex datasets

- Description – GenAI can help analyse and interpret large datasets, identifying patterns or correlations that might be difficult to spot manually. This can be valuable for quantitative and qualitative research methods. One should be able to critically evaluate AI-generated insights and understand the underlying data and methods.
- Example – A student analysing global diplomatic relations could use GenAI to identify patterns in a large dataset, such as correlations between economic sanctions and changes in bilateral trade relationships across different regions and time periods.

Create multimedia content, e.g., images, videos, animations, or audio

- Description – GenAI can assist in creating multimedia content for academic and other purposes. This can enhance presentations or visual representations of data. Creators must indicate when AI tools have been used to generate such content and ensure it adheres to the required standards.
- Example – A student preparing a presentation on media literacy could use Midjourney to create an infographic illustrating the steps of critical media analysis. Clearly indicating in their presentation that the infographic was generated using Midjourney.

Annex 2 - Disclaimer on the responsible use of Generative AI

In order to ensure the appropriate and adequate use of GenAI, it is essential that students and staff are aware of the associated problems, limitations, and risks. These considerations are not only pertinent to educational practices but also involve ethics, privacy, copyright, intellectual property, environmental impact, and equity. Against this background, the following should be contemplated.

Academic Integrity and Accuracy

- *Using GenAI to generate output and then pass it off as one's own work, constitutes academic dishonesty. This is akin to plagiarism and fraud.*
- *GenAI can generate hallucinations that are nonsensical, inaccurate or entirely fabricated, without being grounded in the training data or factual information.*
- *GenAI produces output based on its training data, which may be outdated or drawn from a selective set of sources. This means GenAI can exhibit bias with prejudices and stereotypes.*

Privacy

- *GenAI models are trained on vast datasets scraped from the internet, potentially including personal information and private data without consent.*
- *Personal or sensitive data entered via prompts can become part of the training data used to fine-tune the underlying models and the outputs generated. Such processing is not compliant with the EU's General Data Protection Regulation (GDPR), or national equivalents.*
- *The submission of students' work to online plagiarism checking tools can result in the content being included in similar AI training and output databases. This potentially exposes personal data and the content of work, raising privacy and intellectual property issues.*

Copyright and Intellectual Property

- *GenAI output may inadvertently reproduce copyrighted text from the training data, resulting in potential copyright violations if used without proper attribution.*
- *Data submitted to GenAI tools and information about the user are stored in the tool's databases. As a result, the user cedes copyright and intellectual property rights to the data entered, as well as consent or compensation, to the developer or owner of these applications.*

Environmental Impact

- *The use of GenAI has a significant environmental impact, primarily due to the high energy consumption and associated greenhouse gas emissions. Furthermore, the increasing demand for more powerful hardware contributes to higher e-waste from replacements and resource depletion from mining for minerals used in electronics manufacturing. Additionally, the infrastructure for data centres running GenAI applications also requires extensive use of water for cooling systems.*

Equity

- *There are discrepancies in the access to and familiarity with AI tools, which presents a risk to inclusivity and further exacerbates existing inequalities between students. Moreover, premium versions of AI yield qualitatively better outcomes. Those from privileged backgrounds are more likely to be able to afford such versions, which gives them an unfair academic advantage.*

Annex 3 – Available Resources and Training

A selection of current GenAI resources and training in higher education, both online and onsite. A comprehensive and continuously updated overview can be found in the *FASoS GenAI information section on UMployee (7. Resources and training)*.

Resource	Provider	Description
Maastricht University		
CPD workshop Playing with ChatGPT	EDLAB	On-site workshop about Large Language models and the challenges and opportunities for teaching at the university.
Navigating the GenAI Revolution: Transforming Teaching and Assessment	EDLAB	On-site workshop about the complex issues surrounding GenAI's impact on traditional teaching and evaluation methods, exploring strategies to adapt and thrive in this new era.
AI & education at Maastricht University	EDLAB	Resources and insights on LLMs and their potential impact on PBL education, addressing both opportunities and challenges.
Responsible use of AI and prompting	University Library[8]	On-site workshop to help build both the practical skills for effective prompting and the awareness to use AI tools ethically and safely.
AI for Higher Education 1.0	University Library	On-site workshop on how to integrate AI in education, designed for educators who will take an active role in supporting their colleagues.

[8] See also the Digital Literacy offer from the University Library

Online module on the responsible use of GenAI	University Library	Short module about what Generative AI is, its opportunities and limitations, and the do's and don'ts.
Online module AI Prompt Engineering	University Library	Short module about what prompt engineering is, how to formulate a good prompt, and how to evaluate existing prompts.
Other institutions		
E-module on GenAI in higher education	University of Amsterdam	Module for lecturers and teaching assistants who want to learn more about the responsible use of GenAI in higher education and the impact it can have on teaching.
Generative AI in Education	University of Glasgow / Coursera	Course that empowers learners to explore generative AI through hands-on practice with recommended tools (requires registration).
Online training AI in education	KU Leuven	Training that aims to provide a comprehensive, nuanced and substantiated overview of the potential of AI in education (requires registration).
Online course Generative AI in Higher Education	King's College London / FutureLearn	Online course Generative AI in Higher Education - Course about the uses and limitations of generative AI. To address its challenges and harness its potential for higher education (requires registration).
Elements of AI	University of Helsinki / MinnaLearn	A series of free online courses about what AI is, what can (and can't) be done with AI, and how to

		start creating AI methods (requires registration).
Different generative AI tools	University of Sydney	Overview of the most common and relevant AI tools that can be used in education.
Video series Practical AI for Instructors and Students	The Wharton School of the University of Pennsylvania	Five-part course that provides an overview of AI large language models for educators and students. How to use AI to make teaching easier and more effective, as well as how students can use AI to improve their learning.