

GenAI policy on education SBE¹

Introduction

This policy framework describes the current position and vision of the School of Business and Economics (SBE) on the use of Generative Artificial Intelligence (GenAI), including Large Language Models (LLM), in education. It is consistent and aligned with the UM-wide policy framework "GenAI Policy Framework" (December 2024), although reflecting the specific needs and context of SBE.² The general background mentioned in the UM-wide policy framework is not repeated. This document is limited to the use of generative AI (not AI in general) in education. Policies serving research and operations are not included.

This GenAI policy is intended to be a dynamic document that will be updated to reflect the ever-changing realities of GenAI. If updates affect how students or staff interact with GenAI, explicit attention is paid to communicating these changes so that students and staff are not adversely affected. SBE strives to be at the forefront of the responsible and effective use of GenAI in education, with the goal of best preparing our students for the future and increasing our societal impact.

The premise is that this policy will provide a framework for teachers and students at SBE such that students are trained to become professionals of a future in which GenAI is interwoven with everyday life and the university continues to confidently issue diplomas that demonstrate that students have the knowledge and skills needed to start working as professionals.

Objectives

This policy framework has the following objectives:

- Preparing SBE staff and students for a future in which GenAI will play an increasingly important role in professions targeted by the SBE educational programmes.
- Enable students and staff at SBE to use GenAI in an ethical and responsible manner while ensuring academic integrity and privacy of students, staff and other stakeholders.
- Provide clarity on what is and is not permitted regarding the use of GenAI in education.
- Create equal opportunities for all students, regardless of their financial resources or technological skills.
- Promote and facilitate open discussions between students and staff about the opportunities and risks posed by GenAI in education and about the competencies of our students in the era of AI.

Principles

SBE's GenAI policy is based on the following principles:

- Transparency: Students and staff should be transparent about their use of GenAI. Course syllabi should transparently reflect what is or is not allowed regarding how and to what extent GenAI may be used.

¹ Adapted from FHML policy on GenAI.

² For further details on ethical considerations, data protection, and legal implications, see Maastricht University GenAI Policy Framework, December 2024, available from [UM's internal policy repository](#) or [UMemployee](#).

- Responsibility: GenAI users are responsible for the quality and integrity of their work, including when using GenAI tools, and they can be asked to explain their use and the outcomes.
- Equality of access: All students and faculty should have equal access to GenAI tools and training, especially when GenAI use is mandatory in courses.
- Privacy: The privacy of students, staff, and other stakeholders must always be protected.
- Professional development: A growing number of resources and (CPD) trainings [are available via EDLAB](#). At SBE, GenAI is touched upon in several workshops provided by the [SBE Learning Academy](#).³ Dedicated support, workshops and training will be developed in collaboration with other faculties depending on perceived needs.
- Sustainability: Energy and environmental impacts should be considered when deploying GenAI. SBE encourages following the trainings and workshops offered on the use of GenAI in education. SBE recognises that GenAI systems, particularly large-scale language models (LLMs), have significant environmental impacts due to their high energy consumption and resource demands. SBE therefore actively promotes awareness and consideration of these environmental implications. Faculty and students are encouraged to use GenAI tools responsibly, optimising usage to minimise environmental impact wherever possible, and to engage in training offered by UM on sustainable use of digital resources and AI technologies (see UM GenAI Policy Framework, Section I-4 and Introduction).
- Evaluation: The use of GenAI in teaching/education is evaluated yearly and policies and guidelines will be updated accordingly to align with the continuous GenAI developments.
- Communication: SBE will keep students and staff informed about opportunities and risk posed by GenAI through various channels.

Specific guidelines for education

- Curricula should be evaluated and adjusted as necessary to consider the impact of GenAI on knowledge, skills, and attitudes (competencies) required in modern professions targeted by SBE programmes.
- Evaluate existing ILOs on the implications of GenAI and update them when needed, particularly ILOs relating to “academic skills” and/or “communication skills”.
- Add ILOs that focus on reflection on, critical thinking about, and critical assessment of AI-generated output, and the efficient and ethical use of GenAI.
- Add ILOs on the role of GenAI in the practice of sciences relevant to SBE.
- The use of GenAI should be connected to clear ILOs.
- The use of GenAI should not negatively affect learning (do not harm).
- Students should be trained in the effective and ethical use of GenAI.
- Teachers should be supported in integrating GenAI into their education (ILOs, teaching and learning activities and assessment) and promote integrity in students’ work.
- Teachers should be supported in identifying GenAI misuse, such as spotting plagiarism or verifying students’ independent understanding.
- Assessment formats should be evaluated and adjusted as necessary to ensure that they are reliable and valid for their purpose and, where necessary, they are GenAI-proof, meaning that outcomes of an assessment provide information about the student’s competencies. Additional test formats, like an oral presentation, can be used to check whether students have truly mastered the material.⁴
- Clear guidelines on the permitted use of GenAI should be discussed and shared with students, via the course syllabi (see GenAI guidelines for SBE teaching staff)

³ Please also see: [GenAI-related training programmes and initiatives at UM - GenAI-related training programmes and initiatives at UM - Maastricht University](#) and [Academic Skills Online Modules - Maastricht University Library](#)

⁴ The Raad van State ruled that it is allowed to subject a suspected student to additional questioning: <https://www.raadvanstate.nl/uitspraken/@138519/202302244-1-a2/>

- GenAI may not be used to generate work submitted as your own work. GenAI can only be used when explicitly permitted.
- If GenAI use is permitted, coordinators may require students to keep track of their use of GenAI and make this documentation available to the instructor. A reflection on their use and on the outcomes of using GenAI can be part of assignments. Course coordinators need to lay this documentation down in the course syllabus if this is expected from students.
- The use of GenAI in the assessment process is permitted, but all process steps (e.g., automatic item construction, automatic scoring, providing feedback, value judgements, decision-taking) are never done solely on the information gathered by AI. Appointed examiners/assessors are involved in all steps. Tools for use in the assessment process should pass the requirements stated in Annex A.
- The SBE Board of Examiners has a protocol for dealing with suspicions of improper use of GenAI.⁵
- All stakeholders (teachers, Board of Examiners) are trained/informed in using GenAI to optimise the education (including assessment) process.

The SBE principles of transparency, responsibility, and privacy are elaborated in alignment with Sections I and II of the UM GenAI Policy Framework.

Implementation, communication and monitoring

- This policy will be communicated to all students and employees of SBE through various channels.
- The UM, University Library, Learning Academy and Edlab will develop / provide (online) support for faculty on the use of Gen AI tools.
- An SBE GenAI page on UMPLOYEE will be established to facilitate important discussions around the topic.
- An SBE AI Education Advisory Group is established to advise faculty, programs and instructors on the implementation of this policy. This advisory committee will be composed by the Vice Dean of Teaching and Learning and the Chair of the Board of Examiners, and will include the student representative in the SBE Board. This advisory group will assess the state of affairs regarding GenAI on a yearly basis and propose adjustments to the policy framework if needed.
- The impact and challenges of this policy on teaching will be regularly monitored and evaluated. In the future, accompanying research on the use of GenAI will be conducted by the Education Research and Development (ERD) department.
- The policy will be reviewed and updated as GenAI technologies evolve.

⁵ See also the chapter of the appropriate SBE EER on “Irregularities, Fraud and Plagiarism” and Annex B.

Annex A. Requirements for assessment tools

The European Union classifies certain uses of AI systems within education as high-risk. According to Maastricht University's GenAI policy framework (Appendix A), high-risk AI systems specifically include AI applications used to:

- Select students for admission to study programs.
- Evaluate student learning outcomes (assessments and exams).
- Assess the appropriate educational level or support needs of individual students.
- Monitor and detect prohibited student behaviour (e.g., fraud or plagiarism) during exams.

High-risk AI systems must adhere to mandatory conditions as outlined in the EU AI Act, including but not limited to:

1. Ensuring human oversight remains in place, meaning that critical assessment decisions must never rely solely on automated processes.
2. Ensuring transparency about how the AI system operates, the sources and nature of the data used, and how decisions are made.
3. Providing clear accountability mechanisms.
4. Conducting regular risk assessments and compliance checks to prevent bias, discrimination, and inaccuracies.
5. Ensuring privacy and data protection according to GDPR standards, including data minimisation and secure storage.

Before deploying such systems, SBE will ensure a detailed compliance review with UM's guidelines, the EU AI Act, and GDPR, involving specialists such as the UM Information Manager and Privacy Officer. Currently, UM, together with UM Library specialists, is investigating compliance measures for assessment tools managed by UM, such as TestVision, FeedbackFruits, and other relevant software, with particular attention to:

- Data storage locations.
- Privacy implications.
- Whether student and staff-generated data are used for ongoing AI training (to avoid unintended disclosure or breaches of confidentiality).

SBE will only approve and implement high-risk AI tools for assessments once these conditions have been thoroughly reviewed and met. Regular updates will be communicated clearly to staff and students as part of ongoing monitoring and policy adjustments.

(Adapted from Maastricht University GenAI Policy Framework, December 2024, Appendix A.)

Annex B. Procedure for handling appropriate and inappropriate GenAI use⁶

SBE actively supports the responsible, transparent, and innovative use of generative AI (GenAI) in education. To maintain academic integrity and clarity, this annex outlines the procedures to address suspected cases of inappropriate GenAI use, along with the ways SBE encourages positive, constructive practices.

1. Principles and Definitions

- Appropriate use of GenAI is defined as usage that is transparent, clearly documented, complies with stated course guidelines, and explicitly contributes to learning objectives.
- Inappropriate use is defined as intentionally misrepresenting GenAI-generated output as original student work, violating stated course guidelines, or compromising academic integrity standards (such as plagiarism or fraud).

2. Encouraging Appropriate Use

SBE strongly encourages positive and responsible GenAI integration through:

- Clear and proactive communication of permitted GenAI use per course (as detailed in course syllabi and The GenAI guidelines for SBE teaching staff).
- Training and workshops to enhance student understanding of how to use GenAI ethically and effectively.
- Facilitating open discussions and proactive questions from students regarding GenAI usage to avoid misunderstandings or accidental misuse.

3. Procedure for Handling Suspected Inappropriate Use

When a course coordinator or examiner suspects inappropriate use of GenAI:

Step 1: Initial Assessment and Dialogue

- The course coordinator or examiner initiates a private conversation with the student(s) involved, clearly explaining the suspected issue and providing the student(s) an opportunity to explain their use of GenAI tools. This can also take the form of an oral exam. Also, an assessment of the transparency of the communication of rules regarding the use of GenAI should be performed.

Step 2: Review and Documentation

- If clear doubts remain after the initial dialogue, the course coordinator documents the suspicion, along with evidence (e.g., student's submitted documentation on their GenAI use, fake references, communications to the students regarding the permitted use of GenAI).

Step 3: Referral to the Board of Examiners

⁶ Copy of FASoS GenAI policy, adjusted to the SBE context.

- The documented case is then forwarded confidentially to the Board of Examiners (BoE).
- The BoE evaluates the evidence, considers any explanations provided by the student, and may request additional clarification or documentation.

Step 4: Decision and Consequences

- The BoE makes a formal decision. Outcomes may include:
 - No violation (clear documentation provided, misunderstanding clarified, or suspicion unfounded).
 - Minor violation (limited unintentional misuse): Student receives educational feedback, guidance, and may be asked to resubmit work or undertake an additional reflective assignment.
 - Serious violation (intentional fraud or repeated offenses): Sanctions according to the Rules and Regulations document of the relevant program, such as a reduced grade, failing the assessment, mandatory additional training in academic integrity.

Step 5: Transparency and Appeal

- Decisions made by the BoE are communicated clearly and transparently to the student, including the rationale and recommended follow-up actions.
- Students always have the right to appeal decisions via standard appeal procedures defined by SBE and UM-wide regulations.

4. Preventive and Educational Measures

To minimise misunderstandings and inappropriate GenAI use:

- Regular training sessions on academic integrity and GenAI usage are provided to both students and staff.
- Training on having difficult conversations between teaching staff and students will be available.
- Open discussions are held within courses and faculty meetings to share best practices, clarify doubts, and address common misconceptions.

5. Continuous Evaluation

- SBE periodically reviews the handling of GenAI-related integrity cases to adapt processes to emerging technologies and educational practices.
- Insights gained from handling cases are used to inform ongoing updates to training and policy.