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REGULATORY DOCUMENT

COVER PAGE

Guidelines for the use of Generative AI in First and Second-Cycle Education at Lund University

Type of regulatory document: Guidelines

Definition of the type of regulatory document: Guidelines establish how someone must or should act in the area covered by the guidelines. A “must” rule is to be complied with, whereas the nature of a “should” rule is more of a strong recommendation, which means that in exceptional cases something can be done in another way.

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Organisational unit responsible for the document: Unit for Educational Services

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Brief description: This document sets out guidelines for the responsible and ethical use of generative AI in first and second-cycle education at Lund University. It establishes a framework to ensure

transparency, fairness and security in the integration of AI into teaching, learning and assessment.

LUNDS UNIVERSITET

DECISION

Reg. no
STYR 2026/1456

Date 17 June 2026

Education Board

Guidelines for the use of Generative AI in first and second-cycle Education at Lund University

These Guidelines are based on the Policy on Principles for the use of Generative AI at Lund University (STYR 2025/3053), and the Lund University's Strategy for First and Second-Cycle education at Lund University 2025-2027 (STYR 2025/710)

The Guidelines were drawn up by Lund University's Education Board and adopted on 17 June 2026. In view of the rapid pace of development in this field, the Guidelines are to be reviewed annually and whenever necessary.

Introduction

Purpose

The term generative AI refers to generative artificial intelligence (AI), systems which, after being trained on large amounts of data, can create new content – such as text, images, music, programming code, speech or video – based on instructions. This also includes agents that use products based on generative AI. As generative AI is being integrated into an increasing number of digital products and services, courses and study programmes should be designed on the assumption that such functions are available to students and teaching staff in some form.

The purpose of these Guidelines is to establish a common and clear framework for the fair, equitable, responsible, ethical and educational use of generative AI for teaching and learning in first and second-cycle education at Lund University. With its

strong interdisciplinary breadth and depth, Lund University is also well equipped to educate students who not only use but also contribute to the development of generative AI in various ways.

These Guidelines implement the Policy on Principles for the Use of Generative AI at Lund University with regard to course planning, teaching, assessment and communication with students. They are intended to clarify responsibilities and expectations and must be followed by teaching staff, technical and administrative staff, decision-making bodies and students in first and second-cycle education.

The Guidelines have been drawn up by a working group which was appointed by the Education Board in February 2026 (reg. no STYR 2026/18). Since the University's policy was adopted in December 2025, the Association of Swedish Higher Education Institutions' (SUHF) draft national recommendations on the use of AI by higher education institutions have been published. The Guidelines take account of these recommendations.

Scope and delimitation

These Guidelines cover all courses and study programmes in first and second-cycle education. They are intended to provide a common framework for the use of generative AI in education at these levels at Lund University, and, where necessary, to be supplemented and further specified within the relevant units, particularly at department, programme and course level. The Guidelines cover the use of generative AI by both teaching staff and students.

The Guidelines are not detailed and provide guidance and examples only when necessary to clarify their meaning. The Guidelines do not cover matters that fall outside the Education Board's remit.[1]

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[1] This applies in particular to the need for various types of central support (see, for example, SUHF's recommendations: *2 Higher education institutions are to provide staff and students with the means to use AI effectively and appropriately*, and *3 Higher education institutions are to ensure that all staff and students have access to authorised AI tools).*

Principles for the responsible use of generative AI in educational contexts

Generative AI can support teaching and learning, but must not replace the knowledge and understanding, skills and abilities, judgement and approaches that students themselves must acquire, develop and demonstrate. This is to be taken into account when designing learning activities and assessment. Courses and study programmes are to support students in developing the knowledge and skills required to use AI critically and ethically, in line with the content and objectives of the programme, as well as the needs of the labour market.

Transparency

Transparency is a prerequisite for academic accountability, trust, collegiality and integrity. The use of generative AI must be transparent in the sense that, if necessary, it must be possible to ascertain retrospectively whether and how AI was used in an assignment or learning activity.

The individual is fully responsible for the accuracy and quality of the content, regardless of whether generative AI has been used to produce it. AI-generated material must therefore always be critically examined and verified.

Both teaching staff and students have the right to know whether they are communicating with a human or a machine.

Equality, inclusion and sustainability

When using generative AI in teaching, the following considerations are to be taken into account:

- Students' varying access to technology.
- Options for students who do not wish to use generative AI, provided that such use is not a requirement for achieving the course objectives.
- Teaching formats that promote equal opportunities for learning.

Teaching staff are, to the best of their ability, to be mindful of and actively address the risk that AI-generated content may reinforce prejudices, stereotypes or discriminatory language, and guide students to do the same. Where relevant, teaching is to help students develop the ability to critically examine and evaluate generative AI from, for example, a societal, political, ethical and sustainability perspective. Similarly, when selecting and using generative AI products, teaching staff are to take such perspectives into account in relation to the content and implementation of education.

Information security and processing of personal data

Particular care must be taken when processing sensitive content or personal data – that is, any information that can identify a living natural person, such as a name, date of birth, telephone number, address, email address or IP address. Such information must not be uploaded to generative AI tools that have not been approved for this type of use.[5] When planning teaching and assessment, teaching staff must consider whether the use of generative AI means that such information may be shared with external services, and, where necessary, adapt assignments and working methods accordingly. This applies in particular to the use of student material in teaching, feedback and assessment. The GDPR and the University's data protection guidelines must always be followed.[2,3]

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[2] The page Personal data and data protection on the Staff Pages contains a summary of information on these issues, including links to relevant legislation.

[3] The security classifications on the Research data storage page may be helpful in determining which data is unsuitable for uploading. Data at classification levels 3 and 4 is most likely prohibited from being uploaded.

Responsible use of generative AI in educational contexts

Course syllabus and assessment

The course syllabus must clearly specify the knowledge, skills and approaches to be developed, and how these are to be assessed, even in a learning environment where generative AI is available. The Swedish Higher Education Authority's publication *Fair Examination (2020)* emphasises the importance of the syllabus as a binding regulation.[4] Students have both a right and an obligation to be assessed in accordance with the course syllabus. The wording of course syllabi is therefore also of great importance in decisions made by Lund University's Disciplinary Board. Sections of the course syllabus dealing with assessment and performance are to be examined particularly carefully.

The choice of wording used to indicate the degree of independence in formulating intended course learning outcomes is particularly difficult to interpret in the context of generative AI and must therefore be made with care, as the intended learning outcomes form the basis for assessment. Vague terms such as "independently," "on one's own", "by oneself" or "with guidance", and similar expressions, can be interpreted in different ways and should be clarified with specific descriptions.

Assessments must be designed in such a way that they provide sufficient evidence that students have achieved the intended learning outcomes, even when generative AI is available. This means that when the student is assessed, it must be made clear what the student is expected to do, how the student is expected to apply their knowledge, and what judgement the student is expected to demonstrate in their choice of reasoning and conclusions.

In assessed assignments where the student is responsible for problem formulation, the choice of method and perspective, the

[4] UKÄ 2020: Fair Examination page 23 onwards.

interpretation of results, and the drawing of conclusions and presentation of arguments, such as project work and degree projects, teaching on the responsible use of generative AI is to be included, preferably as part of the supervision process. Consideration should also be given as to whether learning outcomes relating to this are included in the course syllabus.

Restrictions on the use of generative AI

If the use of generative AI is restricted within the context of a course, the following must be clarified and clearly communicated:

- Which uses of generative AI are not permitted?
- Whether, and how, students are to report their use of generative AI.

This information must be clear, consistent and accessible to all students on the course, so that students are able to adapt their work in line with any applicable restrictions. This information is to be provided, for example, on the course's learning platform, in a mailing sent out before the course starts, or during the first learning activity. Specific information may need to be provided in connection with the assessment.

Selection and use of generative AI products

Where possible, generative AI products that have been procured or are covered by existing licences are to be used. [5] When teaching staff are considering alternative tools, they are to base their decision on the following:

- the purpose of the proposed use
- the type of information to be processed (see the section Information security and processing of personal data above)
- who is responsible for the use.

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[5] A list of centrally procured tools, together with a user guide, is available on the page AI at Lund University.

If there is a valid teaching and learning reason for the use of an alternative tool not covered by existing agreements, it may be procured in accordance with the applicable regulatory framework.

Responsibility

Decision-making bodies for first and second-cycle education

Bodies within first and second-cycle education which, under the current rules of procedure and delegation of authority, have decision-making powers and are responsible for the quality of education, are expected to ensure that

- courses and study programmes are designed so that students develop the knowledge, skills and judgement required to enable them, in their future profession, to engage with, work with and contribute to generative AI relevant to the field of study
- the development of knowledge relating to the content of the courses and study programmes in relation to developments in generative AI is monitored and analysed
- there is a readiness to amend the content of courses and study programmes as the state of knowledge evolves
- the conditions are in place for teaching staff and students to apply these Guidelines, including access to relevant tools and support structures
- that these Guidelines are otherwise implemented and adhered to.

It is advisable for this work to be carried out as part of routine quality assurance activities.

Teaching staff

Teaching staff are expected to

- keep up to date with relevant guidelines, opportunities and risks relating to the use of generative AI
- ensure that teaching and assessment practices are designed in accordance with these Guidelines and with due regard to the course's learning outcomes
- review their own AI-generated material for accuracy and appropriateness
- guide students in the responsible use of generative AI
- actively reflect on how students might use generative AI in their studies and how such use might affect their ability to achieve the course's learning outcomes, allow this to guide educational choices, and encourage their students to reflect on this themselves
- design teaching and assessment in such a way that it is clear which knowledge, skills or judgement the student is expected to demonstrate, even where generative AI is used
- clearly communicate the conditions for the use of generative AI within the course, in accordance with the Guidelines.

Students

Students are expected to

- keep themselves informed about the rules, guidelines and instructions governing the use of generative AI in education
- use generative AI responsibly and in accordance with the University's policy, these Guidelines, the course syllabus and the course instructions
- ensure accuracy, academic integrity and independence in all work submitted for assessment
- critically review, test and verify AI-generated content.

Students are also encouraged to reflect on how the use of generative AI affects their own learning and their ability to achieve the course's learning outcomes.