



Use of AI in education – Rules and guidelines for Humanities staff

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This document provides the main rules and guidelines in relation to the use of Artificial Intelligence (AI) in education (i.e. teaching and examination) for staff at the Faculty of Humanities. This document is, however, not a comprehensive handbook containing all the information, tips, examples and best practices relevant to staff dealing or working with AI in education. In this regard, this document refers in several places to further information or documentation available elsewhere¹.

Please note: These rules and guidelines are subject to change in relation to developments within the field, both within and beyond the Faculty/University. The most up-to-date version of this document can be found [here](#).

A. Basic principles

1. Staff members should familiarise themselves with the essence of applicable legislation and regulations such as the [GDPR](#), [EU AI Act](#), [Netherlands Code of Conduct for Research Integrity](#), and Leiden University's [Regulations on ICT and Internet Use](#) and [Data Management Regulations](#). See also section B.
2. Teachers may use GenAI in teaching or assessment, provided they adhere to the aforementioned legislation and regulations, as well as to the rules in this document, and take its recommendations into consideration. Please check whether additional guidelines apply to the specific degree programme(s) in which you teach.
3. As an examiner, you may decide for yourself whether and how students are permitted to use GenAI when completing assignments. Please check, however, whether additional guidelines apply to the specific degree programme(s) in which you teach.
4. You will not be forced to integrate AI in your teaching or examination, or to work with AI applications in general. However, in courses where acquiring or increasing AI literacy is part of the learning objectives for students, the actual use of AI tools in teaching may be necessary. In addition, some AI functionalities are integrated into commonly used software packages (e.g. Microsoft) provided by the university, rendering it virtually impossible to avoid them completely.
5. The Faculty encourages all teaching staff to acquire at least basic knowledge regarding the influence of AI on teaching, learning and assessment. The University and Faculty are responsible for providing training to employees on AI risks, limitations, possibilities, and on cognitive, ethical, legal and societal implications. Teachers who do not deploy AI themselves should still have elementary AI literacy, i.e. some knowledge of what AI is capable of and

¹ Or currently under development.

what the consequences of AI use by students can be. More information about how you can effectively acquire or expand elementary knowledge of AI in education can be found on the [ECOLe website](#).

6. The Faculty and the degree programmes should ensure that bachelor's students, during their studies, acquire elementary knowledge of AI risks, limitations, possibilities, and of cognitive, ethical, legal and societal implications. This is implemented by, for example, offering e-modules² and a Faculty core curriculum course which includes elements of AI literacy. In master's programmes, students are at the very least reminded of the risks of unauthorized use of AI, for example in relation to education on academic integrity in general.
7. The Faculty permits teaching staff to experiment with GenAI tools under defined and safe conditions. ECOLe offers support in this regard. For more information see the [ECOLe website](#).

B. Main prohibitions

This section contains binding rules, referring to points A1 and A2. More specifically, NOT PERMITTED in relation to teaching and assessment are the following:

1. *Providing unsafe³ GenAI applications (in uploads or prompts) with student data, source material or other (research) data that should be considered confidential* for reasons of privacy, security, copyright, intellectual property (IP), or otherwise. This includes *among other things*:
 - a. Uploading papers/assignments/exams/theses produced by students to generate (personalised) feedback, for assessment, or for analysis (of fraud, plagiarism, data, etc.), summarising, etc. [GDPR, IP of the student]
 - b. Uploading narrative feedback provided by students or colleagues in relation to (course) evaluation.
 - c. Providing non-anonymised student-related data.
 - d. Drafting a recommendation or disciplinary letter regarding a student [GDPR]
2. *Encouraging students to provide unsafe GenAI applications with source material or (research) data that should be considered confidential* for reasons of privacy, security, copyright, IP, or otherwise.
3. Generating a *definitive* grade or assessment by means of AI without any review or independent human thinking and decision-making. See also under D. [AI-act]
4. Using AI to *manipulate* student *behaviour subliminally* or subvert or impair autonomy⁴. [AI-act]
5. Using AI systems to *infer emotions* in a workplace or educational setting⁵. [AI-act]

² [GenAI and LLMs in the Academic Community](#) and [Machine Translation in Higher Education](#).

³ An AI application is safe when it is privacy-preserving, secure, legally compliant with copyright, and respectful of intellectual property, ensuring that both users and creators are protected in how the system is trained, deployed, and used. See also under C 6 for safe tools offered through AI Platform LUCA.

⁴ This includes e.g. AI techniques that influence people beyond human perception (visual, audio or otherwise), and AI that steers students' decisions/behaviour in a way that undermines their free choice.

⁵ This includes AI that tries to detect, guess, or interpret emotions from things like facial expressions, tone of voice, body posture or gestures, etc.

C. AI and teaching guidelines

Please consider the following in relation to GenAI in your teaching.

1. When deciding whether or not to use AI in your teaching, always consider the learning objectives as your starting point. The use of AI should not inhibit achieving the learning objectives. It should not substitute deep learning by shallow learning and it should support the retention of acquired knowledge, insights, and/or skills in the longer term.
2. Be transparent to your students about which forms of GenAI they are permitted to use (as a learning aid, or in assessment/assignments) and under what conditions. Please outline permitted use in the syllabus/in Brightspace. Refer your students to the [Faculty's Rules and guidelines for students for the use of GenAI in assessment](#). See also section D.
3. Explain to your students how and why GenAI is used (or not) in your course. Consider, preferably with prior consultation with fellow lecturers or the Programme Board, to address academic integrity, privacy and information security, and cognitive, environmental and ethical implications of using GenAI tools.
4. If you want the students in your course to engage with AI, ensure that all students have equal access to the AI tool and have acquired sufficient AI literacy. Consider beforehand how students who have strong moral objections to the use of AI can still achieve the learning outcomes by other means and inform students about this if they come forward with strong moral objections.
5. If you are considering integrating AI effectively into your teaching activities familiarise yourself with elementary knowledge and practical skills by completing [the eLearning module developed by LLInC](#). More information about possibilities, ideas and examples of using AI in teaching and assessment can be found on the [ECOLe website](#).
6. Always use *safe* AI tools yourself (for example, for AI-assisted feedback) and have students work with *safe* AI tools too, preferably offered through Leiden University's [AI platform LUCA](#).
7. We encourage teachers to pay attention to the presence and role of AI in their field and address these where relevant.

D. AI and assessment/examination guidelines

Assessment design and preventing fraud

1. All examiners are expected to assess the risks of unauthorised use of AI by students in the assessment formats used and, as far as reasonably possible, minimise these risks through the assessment design.
2. With regard to designing, choosing and/or administering your assessment formats please consider the following aspects:
 - a. opt, as much as possible, for assessment formats that are less susceptible to unauthorised use of AI or other types of fraud;
 - b. assess whether or how you will permit students to use AI in formative assignments (assessment *for/as* learning), but not (or only to a very limited extent) in summative assessment (assessment *of* learning);
 - c. consider whether you can take other measures to reduce students' inclination to use AI in assignments (e.g. more time between deadlines, different balance between formative and summative assessments);
 - d. consult with colleagues within the degree programme regarding how the learning objectives and assessment formats of your course relate to those of other related

programme components and consider what this could mean for your own assessment design.

For more information and good practices see the [ECOLe-website](#).

AI-assisted assessment

1. AI-assisted assessment of learning outcomes is classified as high-risk under the AI Act. It is NEVER permitted to reach a definitive grade or assessment by means of AI without any review or independent human thinking and decision-making by the examiner. Examiners who wish to use AI to *support* their (summative) assessment/grading practices must:
 - a. seek advice from ECOLe in advance (e.g. on approved tools),
 - b. understand what the tool's limitations and risks are,
 - c. request permission from the Board of Examiners,
 - d. be fully transparent to their students in writing about the AI support of the assessment.

Rules and guidelines for students

1. For our students, the rules and guidelines regarding the use of GenAI in exams/assessment have been outlined in the [Guidelines for the use of GenAI in assessment](#). The core message of these rules is: GenAI use for gradable tests/assignments is *not* permitted unless the lecturer has explicitly indicated which forms of GenAI use in assignments/assessment are permitted and under what conditions.

Transparency about permitted use by students

1. If, after careful consideration of the possibilities and risks, you permit certain use of AI by the students in your course, please explicitly communicate which forms of AI use are permitted and under what conditions in the syllabus/Brightspace. Consider clarifying the following aspects:
 - a. permitted use as a *learning aid* (searching for information, ideation, brainstorming, summarising, explanation) versus use in (formative versus summative) *assessment/assignments*;
 - b. permitted writing assistance (e.g. accuracy checks, rewriting, machine translation);
 - c. permitted use for generating visual or audio material;
 - d. citation method;
 - e. disclosure of AI use: records of prompts, chat history, and/or reflections on use of GenAI (in appendices or available upon request).

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