Assessment Policy Addendum

Focus on GenAI in assessment | May 2025

The UvA Assessment Policy Framework was adopted in 2022. Around the same time, developments in AI took off with the emergence of generative AI (GenAI)[1], initially in the form of Open AI's ChatGPT model. New tools and applications of GenAI soon followed.

Assessment can be susceptible to the unauthorised use of GenAI. Some applications are also explicitly designed for this purpose or enable new types of fraud[2]. It is therefore important to pay extra attention to this risk when developing assessments and assessment policy.

The Assessment Policy Framework will need to be revised in any case once the new UvA Vision on Teaching and Learning (*Onderwijsvisie*) is adopted, as the assessment policy must remain in line with the UvA Vision on Teaching and Learning (expected in September 2026). That larger revision will also look at whether and, if so, how GenAI should still specifically feature in that new framework.

In the meantime, this addendum serves as a tool for degree programmes to consider the risks and opportunities presented by GenAI when drawing up their assessment policies and assessments (in line with the Assessment Policy Framework). The addendum follows the format of the framework and refers to the relevant section or chapter in the framework to which it relates. This addendum is also consistent with the policy framework and guidelines on GenAI in education[3], which describe the possibilities and limitations of AI in teaching and assessment at the UvA. This addendum has been drawn up based on input and feedback from a number of Examinations Board members and experts on assessment.

4. Vision on teaching and assessment

This chapter establishes a link between the UvA Vision on Teaching and Learning, and the relation with assessments and assessment policy. The Vision on Teaching and Learning describes what the UvA views as high-quality education and thus the education the UvA wants to offer. Assessment is an integral part of this education. GenAI affects how students learn and prepare for assessments. AI and GenAI are therefore expected to play some kind of role in the new UvA Vision on Teaching and Learning and the subsequent new assessment framework.

GenAI has an impact on constructive alignment, as it affects learning objectives, assessment and learning activities. This requires explicitly addressing GenAI in assessment policy and assessments.

It seems evident that GenAI will also play a role in our students' future professional fields. As a result, learning about GenAI and how to deal with it is a desirable or even essential objective for most subject areas, while other skills may become less important or take on a different role within the curriculum. For the purpose of conferring qualifications, however, it remains important that students acquire knowledge and skills themselves and demonstrate their command of such knowledge and skills. It therefore is and remains relevant to consider what impact GenAI can, should and is permitted to have when shaping teaching and assessment.

To this end, it is vital for degree programmes to think about which exit qualifications of the programme and the related learning objectives of courses students must achieve without

1 GenAI is a form of artificial intelligence that can produce text, images and varied content based on the data it is trained on.
2 'Undetectable AI' is an example of one such tool.
3 The policy framework and guidelines on GenAI in education was established in May 2025.

GenAI (tools) and where the use of GenAI (tools) is possible or even desirable. Based on these decisions, an appropriate form of assessment can be chosen that properly assesses the learning objective (constructive alignment), minimises the risk of unauthorised use of GenAI and, where desired, promotes such use in a responsible way. In addition, specifying which learning objectives can and cannot be achieved using an AI tool provides greater clarity for all involved.

4.1.1 Student workload

This section of the framework briefly discusses students' right to a feasible degree programme. A high or excessively high workload, with many (summative) assessment times can also make the unauthorised use of GenAI attractive. But also the importance of high grades or student insecurity can also encourage the unauthorised use of GenAI. Frequent assessment does not directly equate to effective assessment. Faculty assessment experts (or other staff from the faculty TLC) or education specialists can help with designing a balanced assessment plan.

5.4 Assessment and testing programme

Many degree programmes are expected to incorporate GenAI-related exit qualifications (and/or learning trajectories) and/or learning objectives in the coming years. As with all other exit qualifications and learning objectives, students must have achieved these exit qualifications and learning objectives independently by the end of the degree programme in order to receive a degree certificate. A well-considered assessment and testing programme, in which all exit qualifications and learning objectives are assessed appropriately throughout the degree programme, makes it easier to demonstrate and ensure that students have achieved the exit qualifications. It is almost impossible to avoid risks altogether, but it is more important to ensure at curriculum level that students cannot pass an entire learning trajectory and/or course with the unauthorised use of AI.

Reviewing the assessment and testing programme
The rise of AI necessitates a review of the entire assessment and testing programme, and incorporating AI as necessary within the programme.

This section of the framework provides further information on the assessment and testing programme.

5.5 Assessment and assessment tasks – the TLC assessment cycle

This section describes the tasks involved in the assessment process. GenAI can also play a role in this process. Not only as a risk, but also in a positive sense: as a tool for examiners. See below for some examples at different stages of the assessment cycle. Needless to say, examiners always remain personally responsible for assessments and the quality of assessments and therefore also for the quality of GenAI output where examiners use GenAI as a tool.

Important: the EU AI Act does not permit the use of AI for certain tasks in the assessment cycle[4]. This mainly relates to the grading/assessing of assessments. See the explanatory notes to section 5.5.4 Marking and assessing below.

5.5.1 Design

The process of designing an assessment involves choosing an assessment format. When doing so, it is important to take AI into account. Certain assessment formats, such as take-home examinations and essays, are more susceptible to the unauthorised use of AI. However, this does not mean that you cannot continue to use these forms of assessment, provided that this is done with consideration and mitigating measures where appropriate, for example by placing greater emphasis on the writing process than on the product. This also helps to reduce the pressure to perform. Alternatively, a verbal 'validation' can be incorporated during the process. The TLC website[5] provides possible alternative assessment formats or mitigating measures for various susceptible assessment formats that can help in adapting exams. Examiners can also approach faculty assessment experts (or other staff from the faculty TLC) or education specialists for help in designing balanced assessments.

5.5.2 Constructing

Lecturers and examiners can also use GenAI to support the process of designing an assessment, for example when formulating test questions. GenAI tools (such as UvA AI Chat[6]) can help with formulating questions for articles that students are required to examine, or writing case studies.

4 EU Artificial Intelligence Act | Up-to-date developments and analyses of the EU AI Act.
5 AI and assessment - UvA Teaching and Learning Centres (TLC).
6 https://www.uva.nl/over-de-uva/over-de-universiteit/ai/ai-in-het-onderwijs/uva-ai-chat.

However, it is essential to check the accuracy and diversity of the questions and aligning them to the learning objectives, for example by using a test blueprint, in order to design a high-quality assessment.

5.5.4 Marking and assessing

Lecturers and examinations can also use GenAI as a tool for marking and assessing examinations, but they must do so with caution.

For example, GenAI tools can be used to generate model answers. The agreement within the UvA is that only tools licensed by the UvA may be used. Provided that UvA AI Chat is available, that is the appropriate tool to use for this purpose.

Assessment of academic performance

NB: In accordance with the EU AI Act, students' work must be assessed by an examiner appointed by the Examinations Board and cannot under any circumstances be outsourced to a GenAI tool.

In most cases, fraud using GenAI is difficult to prove. Particularly with take-home assessments and essays, the temptation may be (too) great and the potential for monitoring low. It is therefore important for the degree programme to take measures to minimise the possibility of fraud, and for the Examinations Board to oversee the assurance of this process. See also section 5.5.1 above. Fraud detection using AI or GenAI detection tools is not reliable as of yet: the use of such tools produces false positives as well as false negatives and bias.[7] This is one of the reasons why the UvA does not view AI detection tools as a solution to the challenge of assuring the quality of assessments. Instead, the UvA aims to adapt assessment formats that run a high risk of the unauthorised use of GenAI.

Analyse the risks associated with assessment formats and make adjustments for high-risk formats

A checklist has been developed to determine whether an assessment format is high risk.[8] The TLC website describes alternative assessment formats that can be used to reduce the risks.[9]

However, this does not mean that examiners or Examinations Boards are helpless if the unauthorised use of GenAI is suspected. If a lecturer suspects the unauthorised use of GenAI, the lecturer can report this to the Examinations Board. The Examinations Board will then investigate and, if necessary, decide to declare the examination invalid. Such an investigation can include checking in an oral setting whether the student actually has the knowledge and skills and has therefore written a test (report/essay/thesis/etc.) themselves. The reporting procedure is very important in such a situation. If the student is unable to demonstrate the knowledge and skills, the Examinations Board may declare the examination invalid[10].

Another tip[11] is to specifically check essay references for plagiarism using Turnitin. GenAI is currently not always functioning well when it comes to proper source citation. Ideally, you want to see a high score for references in TurnitIn. References should receive a high score. References with no score or a low score may indicate GenAI-generated references that do not exist.

Conclusion

The current Assessment Policy Framework provides tools to design a balanced assessment policy. This addendum provides additional guidance on how to take into account GenAI in teaching and assessment during this process.

7 Testing of detection tools for AI-generated text | International Journal for Educational Integrity (springer.com).
8 GenAI and Assessment at Course-level - UvA Teaching and Learning Centres (TLC).
9 https://tlc.uva.nl/en/article/ai-assessment/?faculty=55.
10 ECLI:NL:RVS:2023:2874, Council of State, 202302244/1/A2 (rechtspraak.nl).
11 GenAI is becoming increasingly better, and students are becoming more adept at using GenAI. Detection tips can and will therefore quickly become outdated.