

Guidelines for the use of Generative Artificial Intelligence (GenAI) in exams at CBS - Effective from 1 September 2026

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1. Introduction

Generative artificial intelligence (henceforth GenAI) refers to a system that uses language models to create new content (text, images, videos, code, etc.) based on user instructions (prompts). In connection with exams, it is crucial to correctly assess the student's own knowledge, competencies, and skills and this requires clear guidelines for the use of GenAI tools. As a student, on the other hand, it is important to know what constitutes acceptable and beneficial use of GenAI tools.

Generally, students at CBS are allowed to use GenAI in connection with all types of written exams and final projects except for written sit-in exams in the exam hall, whether with limited or without aids. For written sit-in exams where all aids, including internet access, are otherwise permitted, Study Boards may decide that the use of GenAI is not allowed. Any such restriction must be stated in the course description.

Course coordinators and study boards have the option of prohibiting the use of GenAI in specific courses, but only if it has been explicitly stated in the course description. This option is not available for written outputs that finalize a degree (i.e. bachelor's projects, diploma and executive master projects, and master theses).

The following guidelines apply to all exams at CBS where the use of GenAI is permitted.

2. For students

Whenever you use GenAI in an exam at CBS, it is essential that you are transparent about how it was used. In this way, you ensure that your work lives up to the [Rules and regulations regarding conduct and integrity](#) at CBS. Pay special attention to the following:

- You may use GenAI for proofreading of a written product (e.g. checking the text for spelling, grammar, punctuation, and formatting issues) *without declaring the use of GenAI*.
- You may use GenAI as a search engine *without declaring the use of AI*.
- You may use GenAI in connection with idea generation and conceptualization (e.g. to propose a structure or elaborate on concepts and ideas) *but only if you declare this in the Methodology section of your written product*. Alternatively, if your product does not contain a separate Methodology section, you need to mention it in the Introduction.
- You may use GenAI to generate text, images, or other types of output as part of a written *but only if you provide a specific reference*. The [CBS Library guides to Generative Artificial Intelligence](#) describes how to cite the use of GenAI in written products in accordance with the APA style guide. Inserting AI-generated output without referencing is considered a violation of CBS [Rules and regulations regarding conduct and academic integrity](#).
- You may use GenAI as part of the preparation for an oral exam, including the defence of your final project. If GenAI is used as a sparring partner (e.g. for brainstorming ideas, clarifying concepts, or checking information), there is no need to declare this. However, if you use GenAI to prepare a tangible product, such as a slide show for your oral presentation, the use of AI must be declared clearly, orally or in writing within the product. Using GenAI to generate answers during the oral exam itself is not allowed.
- You are responsible for informing yourself of both the general GenAI guidelines and any specific instructions (including limitations on AI use) for your course or program. Do not assume that rules from a previous course apply to your current one.
- You are responsible for your written and/or oral presentations and the quality of these, as well as for your own learning outcomes in connection with teaching and exams.
- GenAI tools are not necessarily GDPR compliant, and you should never input personal, confidential, or proprietary information when prompting such tools. As far as possible, use the GenAI tools provided by CBS, as they are GDPR compliant.

Read more about using GenAI safely with Copilot here:

<https://teach.cbs.dk/ai/copilot-guide/>.

- It is your responsibility to make sure that assessors of your performance in the exam are able to distinguish clearly and at all times between your own contributions and those of GenAI.
- Contact CBS Library if you are in doubt about how to properly cite or declare your use of GenAI in written or oral exams.

[If you need more information and guidance on how to comply with CBS AI Guidelines please visit GenAI at CBS on my.cbs.dk.](#)

3. For teachers

As a teacher, you should view your course in the light of GenAI and carefully consider the alignment of learning objectives, activities, and the assessment format. Unless you have put restrictions on the use of GenAI in the course description, you should address the potential use of GenAI tools in the course through an ongoing dialogue with the students. Pay special attention to the following:

- Align expectations with students about how GenAI tools will be used in the course, including for exams.
- Encourage the student(s) to find a balance between GenAI and other types of resources.
- Encourage the student(s) to critically evaluate any type of AI-generated output.
- Instruct the students on where to find information about the use and declaration of GenAI in written products. The [CBS Library guide to Generative Artificial Intelligence](#) contains updated guidelines.
- Continuously consider any ethical and/or integrity issues related to the use of GenAI in the context of the course. This includes issues of data protection, intellectual property rights, bias, and the risk that AI-generated outputs may be inaccurate or misleading. Make students aware of potential limitations in AI-generated output and discuss how these can be addressed.
- You can find more information about the use of GenAI in teaching here: [Integration of AI tools in the classroom – guidelines for educators](#).

4. For supervisors of final projects

As a supervisor of a final project or thesis, you should engage in a dialogue with the student(s) in the early stages of the project supervision about potential use of GenAI. Pay special attention to the following:

- Align expectations with the student(s) on how GenAI tools will be used in their project.

- Encourage the student(s) to find a balance between GenAI and other types of resources.
- Encourage the student(s) to critically evaluate any type of AI-generated output.
- Instruct the students on where to find information about the use and declaration of GenAI in written products. [The CBS Library guide to Generative Artificial Intelligence](#) contains updated guidelines.
- Address any ethical and/or integrity issues related to the use of GenAI in the context of the project. This includes issues of data protection, intellectual property rights, bias, and the risk that AI-generated output may be inaccurate or misleading. Make students aware of potential limitations in AI-generated output and discuss how these can be addressed throughout the project.

5. For assessors

When you, as a teacher or supervisor, act as an assessor of exams and/or final projects, you should pay attention to the following:

- That the rules for declaring and citing AI-generated output in written products are complied with, cf. the [CBS Library guide to Generative Artificial Intelligence](#).
- Whenever the use of GenAI in connection with an exam is declared, it should not affect the exam grade solely because GenAI has been used. The product must be graded based on its fulfilment of the learning objectives.
- If you suspect that a written hand-in is partly or fully produced by means of GenAI and this is not declared in the Methodology section or Introduction, you must [report this as suspected exam cheating to CBS Legal](#). The report must be based on close review of the assignment and followed by argumentation for your suspicion.
- There is currently no reliable tool for the detection of AI-generated output in written hand-ins.

6. For external examiners

Before an exam, CBS informs external examiners of the rules that apply to the programme, including the rules for the students' use of GenAI as described above. This is done via [Censorinformation](#), where all relevant information pertaining to the activities of external examiners has been collected. In your role as an external examiner, you should pay attention to:

- A declaration by the student of the use of GenAI to generate ideas or content for their written products. The declaration should be available in Digital Exam and explicated in the Methodology section or the Introduction of the written

assignment.

- Whenever the use of GenAI in an exam is declared, it should not affect the exam grade solely because GenAI has been used. The product must be graded based on its fulfilment of the learning objectives.
- Read the course description for the course in question and, if possible, talk to the teacher/supervisor about how GenAI has been discussed and used during the course/project and in the context of the subject.