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Guidance on the use of generative AI in the creation of academic student work ¹

Preamble

The KIT Faculty of Electrical Engineering and Information Technology sees the use of AI tools as an opportunity to support scientific work and is committed to teaching their responsible use, thereby preparing students for professional activities. At KIT, the House of Competence (HOC, <https://www.hoc.kit.edu>) offers various learning opportunities for the use of AI. This guide is intended to set the framework for exam-relevant use and is in line with the AI guidelines of KIT (<https://www.kit.edu/downloads/KI-Leitlinien-de.pdf>).

Confinement

1. We refer to generative artificial intelligence (AI) as processes in which algorithms generate content, in particular text, images and software code. Current examples include Microsoft Copilot and ChatGPT for text generation, Dalle (OpenAI) and Midjourney for generating images and graphics, and GPT Co-Pilot (OpenAI) for generating code. However, this guide also applies to all comparable technologies.
2. This guide is intended for both researchers and students at the KIT Faculty of Electrical Engineering and Information Technology. It aims to provide guidance on how generative AI can be used in the creation of scientific student work.
3. Scientific student work refers to seminar papers, bachelor's theses and master's theses. However, the information can also be applied to other forms of scientific student work, e.g. in the context of team projects or software development projects.
4. This guide does not replace specific rules for the preparation of such work, which are established by the individual departments and institutes of the faculty. In case of doubt, you should always contact your supervisor directly.

Guidelines

5. We are guided by the idea that generative AI is a valuable technology that we want to use in research wherever possible and appropriately.
6. The central challenge posed using generative AI is the attribution of individual contributions. However, it is precisely these individual contributions that are evaluated.
7. In order to enable such an assessment of personal contributions, we rely on transparent documentation of the use of generative artificial intelligence in the context of the preparation of scientific student papers.

¹ based on the relevant guidelines issued by the KIT Faculty of Economics

Basic Rules

8. We expect that works created using generative artificial intelligence should document this transparently.
9. At the same time, chairs create transparency in the supervision process regarding which forms of generative AI use are acceptable – and which forms of use are not acceptable.
10. If generative AI is used without its use being transparently documented, this will be considered an attempt at deception.
11. In scientific work in text form, transparent documentation can take the form of a table that is integrated into the work alongside the bibliography. It can contain the following information:
 - The text passage or illustration for which generative AI was used
 - The prompts that were used to create this passage.
 - A qualitative assessment of the extent to which the output of the AI was subsequently edited by the student.

In the case of software (code) created by AI, this can be made visible by means of appropriate comments in the code.

If generative AI was used as a tool for grammatical and stylistic revision of text passages, a one-time indication in a statement at the beginning of the work (e.g. as part of a statement on good scientific practice that is already integrated into the work) is permissible.

The structure of such a list of 'aids used' should be agreed with the supervising person at the start of the work.

12. By using generative AI, the user assumes responsibility for the content created. In particular, errors made by the AI are errors made by the creator of the academic work. The same applies to plagiarism and copyright infringements.