



BRATISLAVA UNIVERSITY OF
ECONOMICS AND BUSINESS



INTERNAL DIRECTIVE

NO 2/2026

The Use of Artificial Intelligence Tools at the Bratislava University of Economics and Business

2026



Bratislava University of Economics and Business

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The Rector of the Bratislava University of Economics and Business (hereinafter also referred to as “EUBA” or “the University”) issues this internal directive, “Use of Artificial Intelligence Tools at the Bratislava University of Economics and Business,” in accordance with the Higher Education Act and the Statutes of EUBA.

Article 1

Elementary provisions

1. This directive represents the EUBA’s response to the growing impact of artificial intelligence (hereinafter also referred to as “AI”) on higher education and research.
2. The EUBA recognises the importance of artificial intelligence as a tool for streamlining teaching, supporting research, and gathering information, and it promotes the use of cutting-edge scientific and technological methods and tools in educational and research processes as well as in administrative activities.
3. The EUBA, recognising the limitations and risks of AI, emphasises the need for an independent, responsible, and critical approach to the use of AI tools. AI must not replace the independent professional and creative work of a student, a candidate in a rigorosum or habilitation procedure, or a researcher.
4. The purpose of this internal directive is to promote the ethical, safe, and responsible use of artificial intelligence systems in EUBA’s academic, scientific, and administrative environment, while upholding the values of integrity, transparency, and quality, and to establish rules for the safe, ethical, and transparent use of its tools. It aims to promote innovation in pedagogical and scientific processes while emphasising the protection of academic integrity and the quality of creative outputs.
5. The use of AI tools must comply with the Artificial Intelligence Act (EU Regulation 2024/1689), the rules set forth in generally binding regulations and the EUBA’s internal regulations, and must be in accordance with academic rights and freedoms, as well as ethical and moral principles.
6. AI users are required to ensure that AI outputs are critically reviewed, supplemented by expert judgment, and consistent with the body of knowledge in the relevant field—particularly regarding factual accuracy and the elimination of so-called “AI hallucinations.” The person who used or submitted the final output created using AI tools is responsible for it, to the extent provided for by generally binding legal regulations and the EUBA’s internal regulations. The use of AI shall be disclosed in a manner appropriate to the scope and nature of its use.
7. For ensuring a uniform interpretation of terms, the term “student” is used in this internal directive to refer to students in the first, second, and third levels of study, as well as participants in the rigorous examination procedure and the habilitation procedure. The term “university teacher” refers to a university teacher as defined by the Higher Education

Act; in cases where a doctoral student actively participates in instruction, it also includes such a student, or a participant in a rigorosum or habilitation procedure.

8. For the purposes of this directive, “work” means any written work by a student (seminar paper, term paper, thesis), a rigorosum thesis, a habilitation thesis, or a creative output by a university teacher as defined by the Higher Education Act, a researcher, or a doctoral student.
9. Using AI tools in violation of these rules may constitute academic misconduct under the Higher Education Act. Participation in academic fraud is considered a serious violation of work discipline and a serious breach of a student’s obligations.
10. This internal directive is binding for all EUBA students, all EUBA employees (university teachers, researchers, and administrative staff) who use AI tools in their work, and all participants in rigorosum and habilitation proceedings.

Article 2

Definition of Terms

1. **Artificial Intelligence (AI):** A machine system designed to operate at various levels of autonomy, which derives the method for generating outputs (predictions, content, recommendations, or decisions) from its inputs.
2. **Generative AI:** Tools able to generate new digital content (text, images, program code, multimedia) based on instructions.
3. **LLM (Large Language Models):** Systems (e.g., ChatGPT, Gemini) based on deep neural networks, designed to process and generate natural language text.
4. **Prompt:** A specific instruction or request that a user enters into an AI system.
5. **GUI (Graphical User Interface):** An interface that allows users to interact with AI tools without programming.

Article 3

Academic and Scientific Integrity

1. Academic and scientific integrity is a fundamental pillar of education and research, based on values such as transparency, honesty, credibility, fairness, respect, and responsibility. It involves adhering to ethical standards in study, teaching, and research, thereby ensuring the quality and credibility of scientific knowledge.

2. Transparency means clearly stating one's own findings and contributions to the current state of knowledge, as well as the findings and contributions of others. Honesty is characterised by consistency between words, thoughts, and actions, truthfulness, integrity, and fair conduct. Credibility means that others can trust our results, and we, in turn, can trust others' results. Justice refers to the principle or value according to which people are treated fairly, equally, and in accordance with certain rules or laws. Respect means accepting and valuing the opinions and contributions of other members of the academic community. Responsibility means assessing the impact of our opinions, actions, and outcomes, and preventing their negative effects.
3. The EUBA views academic integrity as a code of ethics for all employees (university teachers, researchers, and other staff) and students.
4. The use of AI must not lead to a breach of academic and scientific integrity, to fraudulent conduct, or to the presentation of AI-generated content as one's own creative work; nor must it undermine the transparency, fairness, and ethical principles of the academic community. AI must not be used to create fraudulent content, falsify data, or circumvent academic or work obligations.

Article 4

Rules and Recommendations for Students on the Use of AI

1. AI tools should primarily be used to support and assist students in their studies; they should serve to develop and effectively utilise the knowledge, abilities, and skills students have acquired.
2. Students may use AI as a support tool, but the work must remain their own original work.
3. The use of AI tools in one's studies must comply with the guidelines and rules established by the relevant teachers, supervisors, or consultants (depending on the type of student).
4. Students are allowed to use AI tools for the following activities:
 - without the need for a declaration:
 - linguistic and stylistic proofreading of one's own text while maintaining the author's use of the plural,
 - grammar check, text correction,
 - formal text formatting,
 - curriculum development,
 - gathering information,
 - the use of computational methods and software that incorporate AI elements,
 - subject to the reporting requirement:

- translations between languages,
 - editing and rewriting the text,
 - preparing summaries and research reports,
 - citing AI responses,
 - computer programming,
 - creation of graphic content and images,
 - assistance with designing program code or mathematical models in the analytical section.
5. Students are advised not to use AI tools for the following activities:
- formulation of original ideas,
 - answers to tests and exams,
 - generating complete sections or chapters of a master's thesis, doctoral dissertation, or habilitation thesis,
 - generating data, statistics, or visualisations without verifying their authenticity,
 - generating bibliographic references to non-existing information sources,
 - presenting data generated by AI as the result of one's own empirical research; activities in the early stages of education that serve to build basic skills and theoretical knowledge.

Article 5

Rules and Recommendations for Employees on the Use of AI

1. University teachers are encouraged to familiarise themselves on an ongoing basis with AI systems and the use of AI tools in the teaching and learning process. To this end, it is recommended that faculties create appropriate conditions for AI education and support the introduction of new teaching methods.
2. AI tools should be used primarily to support and assist in teaching; they should serve to develop the knowledge, abilities, and skills of university teachers.
3. University teachers are encouraged to promote the use of AI among students and to guide them toward its proper, responsible, ethical, and transparent use.
4. University teachers are advised to establish in advance and provide appropriate justification for the rules governing the appropriate use of AI tools by students in fulfilling their academic obligations.
5. When evaluating written work (theses, rigorosum theses, habilitation theses), it is recommended to focus on examining the processes involved in their creation, the

presentation of the written outputs, and the assessment of students' skills and knowledge, particularly through discussion. It is not possible to use AI tools for fully automated student assessment, which must be personalised and professional.

6. University teachers and researchers are encouraged to use AI tools in their scientific, research, development, and other creative activities; the rules and recommendations set forth in this internal directive apply to these activities as well.
7. University teachers and researchers are required to disclose the use of AI in their research methodology (including a description of algorithms, versions, and tools) when reporting the results of their scientific research to ensure scientific reproducibility. The relevant researcher is responsible for the quality and ethical soundness of AI-supported research outputs.
8. Administrative staff can use AI to streamline routine tasks (e.g., preparing meeting minutes, transcribing recordings). They can draw on close cooperation with the EUBA Centre of Information Technologies to carry out these tasks.

Article 6

Declaration of the Use of AI Tools

1. Any use of AI systems and tools in the process of creating a work (except for those cases where there is no obligation to disclose the use of AI tools under this internal directive) must be properly acknowledged and cited in accordance with the principles of academic integrity and the STN ISO 690 standard or APA Style.
2. The disclosure of the use of AI tools does not relieve the author of responsibility for the accuracy, reliability, and ethical integrity of the submitted text.
3. The AI tool is not listed in the bibliography as an author or co-author (since it bears no legal responsibility), but as a specific type of electronic source.
4. For citing content generated by an AI system, the following bibliographic citation format has been established:
 - AI Name/Manufacturer, Year of Release. Service Name: Version [online]. Available at: <URL>. [cited RRRR-MM-DD]. Prompt: "The text of your prompt".
5. If an AI system is available in multiple versions (e.g., ChatGPT-5.3 vs. ChatGPT-5.4), the author is required to specify which specific version is being referred to.
6. When using generative AI, the author is required, where appropriate and feasible, to provide the exact wording of the prompt (instruction) used to generate the output, so that the process of obtaining the information can be verified retrospectively
7. Overview of sample bibliographic references by output type:

Text content:

AI OPENAI, 2026. *ChatGPT: ChatGPT-5.3* [online]. Available at: <https://chatgpt.com>. [cit. 2026-03-11]. Prompt: "Design an outline for a paper on inflation in Slovakia."

Figure, graph:

AI MIDJOURNEY, 2026. *Midjourney Service: v7* [online]. Available at: <https://www.midjourney.com>. [cit. 2026-03-11]. Prompt: „Visual of economic growth, cyberpunk style“.

Program code:

AI GOOGLE, 2026. *Gemini: Gemini 3.1 Pro* [online]. Available at: <https://gemini.google.com>. [cit. 2026-03-11]. Prompt: „Python script for Eurostat data regression“.

Language translation:

AI DEEPL, 2026. *DeepL Translator* [online]. Available at: <https://www.deepl.com>. [cit. 2026-03-11]. Prompt: "Translate the attached Slovak abstract into English."

8. When citing a work in the text (using footnotes or the author-date method), an abbreviated citation in the following format should be included at the end of the sentence or paragraph: (AI Manufacturer, year), e.g., (AI OpenAI, 2026).
9. If a student, university teacher, or researcher has used AI for extensive data analysis or to generate complex sections of text, it is recommended that they include the complete documentation of their interactions (logs) with the AI tool in the appendices of their work.

Article 7

Privacy Policy

1. When using AI tools, it is prohibited to enter personal data of students, employees, or third parties; unpublished research results and EUBA's intellectual property; non-public university information; or sensitive research data, unless permitted by a specific regulation, an internal management act, or an approved technical solution of the EUBA.
2. The user is responsible for complying with the GDPR and internal data protection policies.
3. If there are any concerns regarding data security, it is essential to consult with the EUBA Centre of Information Technologies.

Article 8

Final Provisions

1. This directive shall enter into force and take effect on the date of its signing.
2. This internal directive does not affect the obligations and rules applied and required in external databases or in projects that may regulate the use of AI tools differently.

In Bratislava, on 18. 6. 2026

prof. Ing. Ferdinand Daňo, PhD.
Rector of the Bratislava University of Economics and Business