

These guidelines are valid from 1 August 2026 to 31 January 2027.

1. Advice and guidance for students on the use of generative AI

Generative AI (GAI) is the term used for a type of language model that uses artificial intelligence to create new text or answers based on what you tell it. Unlike a search engine such as Google, which simply presents existing information from the internet, GAI “comes up with” its answers by combining and processing the knowledge it has been trained on. Your input may be a search, a question or a task that you phrase in a particular way, also known as a prompt.

Based on your input, AI-generated output can take the form of text, images, tables, visualisations, graphs, code or other formats.

GAI produces answers and texts that are coherent, well structured and can appear highly convincing. However, it is important to be aware of the technology's limitations: the text may contain errors, omissions, inaccuracies and even false or fabricated data.

There are several reasons for this. The language model may not have access to reliable knowledge in your subject area at the level expected of you as a student. You may not provide enough context in your input, which can cause the language model to fill in the gaps itself. Finally, it is not always possible to see which sources and data the language model has used to generate its answers. These are not necessarily sources you would consider suitable.

In short, you should not simply accept an answer at face value. You must be able to use GAI thoughtfully and critically.

1.2 Follow your lecturers' instructions

First and foremost, you must always follow your lecturers' instructions. They have a plan for what you need to learn and how you should learn it. Your learning may be disrupted if, for example, you use GAI to generate suggested solutions before you have mastered the underlying subject matter or method yourself.

Your programme may also have local guidelines, for example on report writing, which you must follow.

2. How you can use GAI

GAI can be used in different ways and for different purposes. At the Academy, we distinguish between two main ways in which you can use GAI as a student: as a learning tool and as a professional tool.

2.1 When you use GAI as a learning tool

Regardless of your programme of study, you can use GAI as a constructive aid to support your studies and your own learning. You can use GAI at many different stages of assignments and projects, for example to:

Text and data processing:

- get an overview of the different parts of an assignment and develop structures and process plans.
- search for relevant sources and perspectives on a topic.
- convert text to speech or speech to text (with certain tools).
- process and analyse large amounts of text and collected data.
- transcribe interviews.

Discussion and idea development:

- get help defining a problem area and formulating a research question.
- generate ideas and get creative input during the idea-development stage of your project.
- discuss methodological considerations and data generation.
- get feedback on your own writing, for example on grammar, structure or clarity.
- get a summary of longer articles and texts that are available online or that you paste into the chat. See section 2.4 on copyright.

Please note that you can work with GAI in a structured way in defined workspaces (in Microsoft Copilot), where you collect documents, notes, transcripts, etc. This means that the language model does not respond on the basis of random internet searches, but on the basis of the content and conversations in the project workspace.

If you use GAI consciously as a learning tool, you can gain a deeper understanding, receive practical assistance and work more efficiently. However, this requires a critical approach both to your own use of GAI and to the outputs you receive from the language model.

You are responsible for your own learning and need to know when NOT to use GAI and instead do the work yourself. Learning is a personal process in which you gradually acquire professional knowledge and methods. Ultimately, you are the person who must be able to stand behind your professional competence and apply it effectively.

2.2 When you use GAI as a professional tool

In some programmes, GAI is also used as a professional tool that you are expected to be able to apply to tasks in your future profession. Here, GAI is considered an integrated part of “professional practice” in the programme regulations and should be used in the same way as it is used in the profession. This will typically be the case in programmes and subjects involving

coding, web design, online content, SEO, financial analysis and similar activities. In this context, your use of GAI is more targeted and focused on a specific result.

A critical approach is also relevant when you use GAI as a professional tool. You may need to assess how GAI should be used to solve a work task in the most appropriate way. There may also be issues relating to ethics, GDPR and IT security that you need to understand and evaluate critically.

Broadly speaking, the two uses can be contrasted as follows:

GAI used as a learning tool	GAI used as a professional tool
Relevant to all students	Relevant to some students
General use	Industry-specific use
Focus on the learning process; exploratory use	Focus on the result; targeted use
Critical approach to your own learning	Critical approach to solving the task

2.3 Do not provide sensitive or confidential information to GAI

You must not use confidential information as input to GAI. It is uncertain whether such information is protected in language models and unclear where it may end up.

Therefore, you must not use your own or fellow students' personal data or other GDPR-related information as input, whether as text, spreadsheet data or in any similar form. You must also not provide confidential information from companies that you collaborate with as students.

2.4 Respect copyright!

It may seem tempting and straightforward to upload other people's texts to GAI tools in order to have them processed into summaries and similar outputs. However, the law is clear: you must NOT share other people's material with a language model or an AI-powered note-taking tool unless you have received explicit permission from the rights holder. This applies to the author of an article, and it also applies to materials from Business Academy Aarhus used in teaching. Permission must always be obtained from the rights holder before their material is used.

Rather than thinking "who is going to catch me?", we encourage you to develop responsible habits when using GAI, including complying with applicable legislation as a matter of course. In time, you will represent a company and its conduct, and using AI without understanding or respecting the relevant regulations can have major legal and financial consequences for the company. Instead, develop practices that can be professionally justified.

You may upload material for which you own the copyright. This may include personal notes, presentations, meeting transcripts and visualisations. As described in section 2.1, you can work with GAI in a structured way in defined workspaces (in Microsoft Copilot Notebooks), where you collect documents, notes, transcripts, etc. This means that the language model does not respond on the basis of random internet searches, but on the basis of the content and conversations in the workspace you have defined.

3. A language model is not a source

An AI-generated answer is not a source in itself. A language model generates its answer from a range of sources that are not always visible to you.

The generated answer is not necessarily correct or particularly well qualified. In general, be critical and check several genuine sources, both practical and academic, that you have found yourself before deciding to accept an AI-generated answer or work with it further.

The quality of generated text also depends on your own input, also known as prompts. You should learn how to write prompts, which prompts are suitable for which purposes, and so on. See the library's guide to writing prompts here:

<https://library.baaa.dk/home/assignment-help/artificial-intelligence/>

Always create several prompts on the same topic rather than simply accepting the language model's first output. You may receive very different answers when you ask about the same topic in different ways.

3.1 When you need to reference AI-generated answers

Although a language model cannot be regarded as an independent source, but rather as a combination of several original sources, you may still want to reference an AI-generated answer.

For example, if you want to reference ChatGPT, the reference may look like this:

OpenAI, 2024. Constructed title of the ChatGPT thread [online] Available at:
openai.com/blog/chatgpt/ [Accessed 10-08-2024]

- If you can link to the specific chat, the format above is acceptable and the reference should be included in the reference list.
- If you cannot link to the specific chat (try sending the link to someone else), take a screenshot of the thread for the appendix section and begin the reference with the appendix number. Include the reference in the appendix list and the screenshot in the appendix section.

If you are unsure, the library can help.

4. How to avoid academic misconduct in exams

You may be unsure where the boundary lies between cheating and appropriate use of GAI in exam projects. To avoid committing misconduct unintentionally, it is important that you know the Academy's rules on plagiarism and exam misconduct, which you can find at www.eaaa.dk.

The Academy's plagiarism rules also apply when you use GAI. In short, you must not present someone else's work as your own, including text generated by AI.

You must not use GAI in an exam unless your exam description states otherwise.

Here are some approaches that can make it clear which parts of your work are attributable to you and which should be attributed to a language model:

- Make it clear which parts the language model has generated and which prompts you used. You can attach this to your assignment as an appendix, for example as an AI log.
- Quote AI-generated answers and reference them as described above.
- Engage critically and reflectively with the language model's output by referring to it and commenting on it in your own words.
- Integrate the language model's output into your own writing process in the same way as other sources of inspiration, and write the material together so that the final text genuinely becomes your own and reflects your own working process.

You may think that cheating cannot be detected, but you should increasingly expect that it can.

Lecturers are generally very alert to inappropriate use of AI. They pay close attention to whether a text appears AI-generated and does not resemble your usual way of expressing yourself. They will typically ask detailed questions about parts of your submission to check whether you can actually explain the thinking and knowledge behind the wording.

In addition, many programmes are changing their exam formats to include more oral assessment, where you are expected to explain and discuss your written work so that it does not stand alone.

5. These guidelines apply in the autumn semester of 2026

Developments in GAI are moving quickly, and what makes sense today may not necessarily make sense six months from now. These guidelines will therefore be revised every semester to keep them as up to date as possible and aligned with developments.

At the same time, it is important that you as a student can get clear answers about what you may and may not do today, and about how to use GAI to strengthen rather than weaken your studies. We have therefore prepared these guidelines, which apply across the Academy. There

may also be requirements specific to your own programme that you must follow. For example, some subjects may test new ways of incorporating GAI so that we as an educational institution can also learn more. If your work is assessed according to criteria other than those described here, this will be stated explicitly.

5.1 Questions?

If you are unsure whether you are using GAI appropriately, talk to your lecturer or supervisor. You should also make sure you are familiar with your programme regulations, exam description and any local report-writing guidelines, which you can find at www.eaaa.dk and in Canvas.

For more general guidance on using GAI appropriately, see the library's website on GAI.

These guidelines were prepared by the Digital Competence unit and the Library and approved by the Head of Quality and Student Life.