

Rector's Instruction 4/2025. (X. 28.)

on the use of artificial intelligence in education at Eötvös Loránd University

Based on the authorisation of Section 74/E of the Academic Regulations for Students in Volume 2 of Eötvös Loránd University's Organisational and Operational Regulations, the University's Rector shall define the regulations on the use of artificial intelligence in education as follows:

1. Preamble

- The opportunities offered by the application of artificial intelligence – provided they are used responsibly and in line with ethical principles – can support the professional development of students, can open up new learning methods, and can increase the efficiency of their work, thereby giving them a competitive advantage on the labour market.
- The application of artificial intelligence opens new opportunities for reforming educational and learning methods, as well as for developing personalised learning and development processes. Integrating this technology not only modernises educational content but also contributes to enhancing students' digital competencies in line with the demands of the 21st century.
- Artificial intelligence-based tools can significantly support both the learning process and scientific creativity. However, irresponsible and uncritical use also carries serious dangers, as it may excessively simplify the learning process, may damage the ability for analytical thinking, and may place an obstacle in the way of the in-depth, real understanding of the study material, both of which are key to meaningful learning.
- It is necessary to coordinate the currently fragmented initiatives at the University. Furthermore, to ensure the coordinated development of service activities, it is advisable to centralise the management of certain AI-related issues and implement this in a sustainable way.

With these considerations in mind, the following rules shall be established regarding the use of artificial intelligence pertaining to students' completion of their studies and the fulfilment of related obligations at Eötvös Loránd University.

2. Definitions and the Scope of the Instruction

2.1 Artificial intelligence (AI): While there is no universally accepted, uniform definition of artificial intelligence, it generally refers to a set of technological solutions that enable computers to perform various functions – such as understanding speech, recognising objects in images, formulating written responses, learning and problem-solving – which typically require cognitive abilities associated with human intelligence.

According to the European Union’s AI Act,¹ an AI system is a machine-based system designed to operate at varying levels of autonomy, which may demonstrate adaptability after deployment, and which, from the input it receives, infers how to generate outputs – such as predictions, content, recommendations, or decisions – that that can influence physical or virtual environments. In this Rector’s Instruction, we adopt the definition used in the EU’s AI Regulation and align it with the evolving interpretation of its conceptual framework.

- 2.1. Generative artificial intelligence (GenAI)** is a subfield and development direction of AI. It encompasses AI systems capable of creating or modifying content – such as audio, images, video, source code, diagrams or text – based on user instructions (prompts). GenAI-based systems can generate content in almost any context from a prompt. Responses are dynamically produced based on learned knowledge and the parameters of the query, rather than being selected from a predefined set.
- 2.2. AI tools:**² Any online or offline solution, software, platform, application, web service or plug-in module based on artificial intelligence (e.g. large language models, image generators, audio and video models, recommendation and classification systems, predictive and analytical models) that is capable of generating, transforming, summarising, translating, structuring, analysing, classifying, evaluating or assisting with content in any phase of academic or research tasks, regardless of the provider or accessibility of the solution.
- 2.3.** This Instruction is technology-neutral and thus applies to all AI tools used by students, regardless of their technological background, method of use or prevalence.

3. Framework of the responsible use of AI by students

- 3.1.** Within the framework of this Rector’s Instruction and the guidelines set by the faculties in accordance with it, the University fully supports the responsible and ethical use of AI-based solutions and applications at every stage of students’ assignments. This includes in-class and out-of-class assignments, preparation, learning as well as submitted assignments, whether during or outside class time, portfolios, presentations, year-end projects and theses, depending on the course.
- 3.2.** AI tools may be used in a supplementary and supportive role (e.g., as a research assistant or study partner) during student activities. However, they must not replace human creativity, decision-making, or analytical skills, nor may they substitute for independent intellectual work. An exception to this rule is when the task or performance expected from students explicitly involves the use of AI or the development of related competencies.
- 3.3.** The use of AI – with the exception of the case referenced in point 3.4 – is not mandatory. In all cases where the use of AI is supported by this Rector’s Instruction, the student can decide whether to make use of the opportunities provided by AI and, if so, which application to use.

¹(Regulation (EU) 2024/1689 of the European Parliament and of the Council laying down harmonised rules on artificial intelligence and amending a Regulations (EC) No 300/2008, (EU) No 167/2013, (EU) No 168/2013, (EU) 2018/858, (EU) 2018/1139 and (EU) 2019/2144 and Directives 2014/90/EU, (EU) 2016/797 and (EU) 2020/1828). Commonly abbreviated as the AI Regulation or AI Act.

²These are primarily, but not exclusively, widely used GenAI-based applications such as ChatGPT, Microsoft Copilot, Google Gemini, GitHub, Midjourney, Stable Diffusion, Jasper, Perplexity and Consensus. Individual AI tools may differ in their operation, learning algorithms and accessibility.

- 3.4. Faculty-specific regulations may permit the mandatory use of AI tools for certain courses or assignments.
- 3.5. In light of the diversity of disciplines taught at the university and the varying pedagogical requirements, faculties may, within the framework of this Rector's Instruction and justified by educational objectives, establish more restrictive rules regarding the use of AI.
- 3.6. The Faculty may define specific AI usage rules for individual courses or assignments. These rules must be clearly communicated at the start of the course or task, recorded in the course description/syllabus or similar faculty regulations. It is the responsibility of the instructor to ensure that, if they intend to apply rules that differ from this Rector's Instruction (based on faculty regulations), they adequately and verifiably inform students about the framework within which AI may be used for that particular course, subject, or assignment.
- 3.7. In the event that a Faculty establishes special rules for AI usage within the framework of this Rector's Instruction, these must be formally recorded in Faculty Regulations and published in a format accessible to students. The Rector's Commissioner for the Artificial Intelligence Flagship Project and the Directorate of Education must be informed about the creation of such rules.
- 3.8. No student shall be disadvantaged for lawfully using AI within the supported frameworks outlined in this Rector's Instruction during their studies. Students must communicate honestly with their instructors about their use of AI and, in collaborative work, respect the individual contribution requirements as set out in point 3.2.
- 3.9. If a student wishes to use AI in their academic work, they must commit to complying with the provisions of this Rector's Instruction and acknowledge that any deviation from these rules may result in consequences as outlined in the Academic Regulations for Students (HKR) and Faculty Regulations.
- 3.10. If a student uses AI, they must document, according to the methods and standards established and published by the Faculty, how and for what purpose they relied on AI-based tools in their performance, academic work, submitted assignments, presentations or any written assignment. This includes identifying which parts of the content originate from such sources. For presentations, year-end projects, theses and portfolios, the student must also disclose their use of AI at the time of submitting or publishing their work.
- 3.11. Presenting or submitting AI-generated content as one's own intellectual work in any form of a student's assignment is prohibited.
- 3.12. When using AI, a fundamental requirement is the lawful and ethical use of the content it generates, for which the student shall be responsible. The student shall also be accountable for any errors in the text and must take responsibility for the soundness of the content and conclusions, as well as the accuracy of sources and references.
- 3.13. The use of AI must comply with all relevant legal and institutional regulations, particularly the provisions of the Academic Regulations for Students, the University's data protection and data processing rules, and the University's Code of Ethics.

4. Ethical principles and obligations

4.1. Transparency and academic integrity

Transparency is a fundamental ethical principle in research and education. If a student uses AI for assignments or presentations, they are required to document this clearly in the format specified by the Faculty. For year-end projects, theses, portfolios, any written assignments or

partial studies and abstract booklets, the student must submit an AI usage statement with the content defined by the Faculty at the time of submission.

The use of AI must not compromise the effectiveness of student learning or genuine, deep understanding. Therefore, in addition to documentation and disclosure, the student must demonstrate through self-reflection that they have a thorough understanding of the details and context of the submitted or presented material, as well as the operation of AI tools, and that they consciously apply these tools in the creative processes related to their written work.

Directly lifting AI-generated content and presenting it as one's own work, failing to meet the documentation requirements for supported use, and submitting false statements are all considered equivalent to plagiarism.

Instructors (opponents) evaluating written assignments place particular emphasis on detecting undocumented or prohibited use of AI tools and ensuring responsible usage. If suspected, the potential occurrence of prohibited AI use must be substantiated or dismissed on professional grounds.

Listing AI as an author is prohibited. Authorship signifies the intellectual creative work and responsibility of a natural person, which an artificial intelligence cannot assume.

4.2. Human oversight and responsibility

Students must use AI tools in a way that complements human expertise without replacing it. At every stage, during studies, as well as in the preparation of presentations and papers (from data collection and analysis to writing), human oversight and critical judgement must be maintained.

Students must recognise and address potential biases in AI-generated content and critically evaluate it from cultural, societal and methodological perspectives. To counter the limitations and biases of AI, they must strive to incorporate diverse viewpoints and sources, conduct adversarial testing and filter out hallucinations.

The risks associated with the unprofessional, uncritical or unchecked use of AI tool outputs shall be borne by students.

4.3. Cybersecurity, data protection and privacy

The use of AI-based solutions carries significant data and cybersecurity risks, as most major platforms do not treat shared information or personal data confidentially. Before using any AI tool, it is essential to review the data protection and security measures it provides.

Among the most significant risks – therefore prohibited – is the use of the following data and information as input for AI tools:

- sensitive data or otherwise non-public data from ongoing or completed research (e.g. unpublished research results, confidential information), unless the use of such data has been explicitly approved by the research leader or an authorised body (committee, board) under the Faculty's internal regulations,
- personal data and special categories of personal data (e.g. any data that could lead to the identification of one or more individuals, such as full name, date of birth, address, email address, phone number, ID number, bank account number, etc.; special categories of

personal data include, for example, data related to racial or ethnic origin, religious beliefs, or health information), unless the data processing complies with legal requirements and the University's data protection, data security and data processing regulations,

- data created under a confidentiality agreement, business secrets, or information considered protected knowledge, unless the relevant contract explicitly permits such use of the data or business secret.

5. Supported uses of AI

- 5.1.** The University shall support the use of AI in student assignments only if it fully complies with this Rector's Instruction and any specific Faculty regulations.
- 5.2.** The student shall be required to document the supported use of AI in the manner prescribed by the Faculty in all cases where it is related to the preparation of papers or written assignments. In this context, supported use is only lawful if documented.
- 5.3.** Within the framework of this Rector's Instruction, Faculties may introduce additional rules regarding supported use and its cases, as well as provide recommendations on best practices for specific AI usage scenarios.

6. Prohibited uses of AI

- 6.1.** It is unacceptable as a breach of educational and research obligations and a violation of academic ethics – therefore prohibited and considered equivalent to plagiarism – to lift results or content generated by AI tools (such as text, images, audio or code) without attribution and to present them as one's own work or the product of intellectual creativity.
- 6.2.** Because the completion of course tests and exams are the results of independent work, the use of AI in such cases shall be prohibited.
- 6.3.** Points 6.1-6.2 shall not apply in the cases when the assignment allows for or requires the use of AI.
- 6.4.** In addition to the cases listed in point 4.3, the following data and information are prohibited from being used as input for AI systems/tools:
 - sensitive data or otherwise non-public data from ongoing or completed research
 - personal data and special categories of personal data
 - data created under a confidentiality agreement, business secrets or information considered protected knowledge
- 6.5.** Faculties may establish additional rules within the framework of this Rector's Instruction regarding prohibited use in professionally justified cases.

7. Legal consequences

- 7.1.** In the event that a student uses AI in a manner or for a purpose that is prohibited, it shall be considered a violation of academic conduct under Sections 74/A-74/B of the Academic Regulations for Students (HKR) and will result in the application of the consequences outlined in Sections 74/C-74/D of the HKR.

- 7.2. The rules set out in Sections 74/A-74D of the HKR are to be applied in accordance with the characteristics and nature of AI.
- 7.3. For cases of prohibited AI use that constitute a disciplinary offence under paragraph (2) of Section 74/C of the HKR, the procedures outlined in Chapters X and XI of the HKR must be applied appropriately.
- 7.4. If the individual evaluating an assignment (e.g. an instructor) suspects that a student is attempting to present AI-generated results as their own work, they may, after consulting with the student, initiate an investigation with the Faculty ethics committee and/or initiate disciplinary proceedings.

8. Further general provisions

- 8.1. By December 15, 2025, faculties must develop, and by January 31, 2026 at the latest, publish any additional Faculty-specific regulations regarding the use of AI. These regulations shall address the issues referred to the Faculties' authority in this Rector's Instruction. The Faculty regulations must clarify that they supplement and specify the provisions of this Rector's Instruction, and that the Rector's Instruction remains the general and applicable regulation.
- 8.2. If a Faculty establishes special regulations permitted under this Rector's Instruction regarding the use of AI, the Faculty must inform both the Rector's Commissioner for the Artificial Intelligence Flagship Project and the Directorate of Education about the creation of such regulations.
- 8.3. With a view to developing students' AI literacy, the University will provide a mandatory course for all students starting from the first semester of the 2026/2027 academic year. This course will cover the basics of how AI works, its capabilities and limitations, proper, conscious and responsible AI use, recommended AI tools for student work and the University's relevant regulations.
- 8.4. The University shall continuously publish additional recommendations and guidelines regarding the use of AI in education.
- 8.5. Faculties will support students' responsible use of AI by sharing discipline- and field-specific use cases, compiling best practices and developing supplementary materials.
- 8.6. The Rector's Commissioner for the Artificial Intelligence Flagship Project shall continuously monitor the implementation of this Rector's Instruction, evaluate its outcomes and submit an annual report to the rector by June 30 each year.
- 8.7. In light of the continuous development of AI, the operational committee established by the rector – monitoring technological advancements and national and international higher education trends – shall review this Rector's Instruction annually after its entry into force and, if justified, submit proposals to the rector for its amendment or supplementation.

9. Annexes to facilitate the application of the regulations

- 9.1. To facilitate the application of this Rector's Instruction, annexes shall be formulated as part of the Instruction.

9.2. The annexes shall define mandatory minimum requirements, which may be further specified and supplemented by Faculty-specific regulations.

10. Provisions relating to the scope of the Instruction

10.1. The personal scope of this Rector's Instruction – excluding doctoral students and doctoral candidates – applies to all individuals with a student (or visiting student) status with the University, as well as those in adult education or with other training status. It also applies to individuals who, after the expiry of their student status, register for a final examination – though in this case, only with regard to activities related to the thesis and the final examination.

10.2. This Rector's Instruction shall enter into force on the day following its promulgation.

Budapest, October 28, 2025

Dr. Lénárd Darázs

Rector

Annex 1

Minimum requirements for the content and method of disclosing AI use in students' assignments

a. Faculty minimum requirements concerning documentation

The documentation must summarise the purpose and methods of the student's AI use, describe the collaborative creative process and identify the AI tools used.

b. Minimum contents of the Faculty statement on AI use

The statement must list the AI tools used by the student, demonstrate their ability to apply AI responsibly, consciously and critically, declare compliance with legal use and address any additional information required by the Faculty Regulations.

c. Documentation

The Faculty-specific regulations shall include the usual or expected formal requirements and templates for documentation relevant to the Faculty.

Annex 2

Summary of the supported uses of AI

| Area | Supported use | Requirements/Restrictions |
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| Preparation for classes and self-teaching | AI and AI-based tools can be used in various areas to acquire competencies that complement or are independent of university studies, such as self-teaching or language learning. | Students must verify the accuracy and reliability of the content in all cases. |
| The use of a study assistant | AI can help generate questions about the material, highlight its key points, and test the student's knowledge. | Students must verify the quality of the questions, answers and suggestions provided by AI. |
| Problem solving | AI can generate multiple responses in a short time, helping students examine a problem from different perspectives. | The responses generated by AI are not always accurate, coherent, or relevant. Students must select which perspectives are useful. |
| Understanding and clarifying the assignment | Interpreting tasks and searching for examples or analogies related to the task. | The results generated by AI cannot be considered official solutions or guidelines. Students must independently grasp the precise interpretation of the task and, if necessary, consult their instructor. |
| Explanation of the concept | Brief explanations and interpretations of technical terms and theories, especially for complex or interdisciplinary topics. | Verifying from multiple sources, managing distortions. |

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| Support for processing and understanding course materials | Interpreting academic literature, structuring content, creating outlines and taking notes | AI may distort or oversimplify the precise content of academic texts, so it is always necessary to refer to the original source. Translations or summaries produced by AI always require verification, as distortions or errors may occur. |
| Searching and choosing topics, starting and preparing projects | Mapping research topics, relevant research areas and research questions; creating project plans and schedules | Clear understanding of learning objectives, continuous critical verification and adherence to instructor guidance and requirements. |
| Overcoming writer's block | Collecting creative ideas, exploring new perspectives and comparing different viewpoints. | Ideas generated by AI are not always original, so special attention must be paid to this during the creative process (to avoid the suspicion of plagiarism). Assessing and developing the relevance of ideas is the student's responsibility. |
| Exploring academic literature | Initial search for relevant scientific articles, studies and other sources; mapping out organisational options. | It does not replace reading sources; references generated by AI must be verified. |
| Preparing outlines, structure | Planning the logical structure of student assignments (papers): structural ideas and title suggestions. | The generated output cannot be submitted as one's own work; reflective revision is required. |
| Assistance with language | Support for spelling, grammar, style, abbreviations, translation, linguistic clarification, finding synonyms and citation formatting. | Editorial in nature, usage must be disclosed. |
| Language editing and proofreading | Language and stylistic corrections, eliminating spelling errors and improving readability. | Corrections suggested by AI do not always meet academic style or academic language requirements. Students must always verify the suggestions and take full responsibility for the final text. |
| Preparation of analysis | Methodological ideas, strategies, writing pseudocode, developing preliminary analysis strategies and designing techniques | Suggestions must always be evaluated critically by students. |
| Coding support | Debugging suggestions and code snippets | Validation is mandatory; independent work cannot be replaced. The student remains the author of the code and must fully understand how the generated code works, as well as be capable of modifying it if necessary. |

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| | | Students must also be able to write the same code without AI tools, as these may not be available during exams or in practice. |
| Code and data analysis | Using and adapting AI-generated code ideas and snippets | Suggestions must always be evaluated critically by students. |
| Brainstorming for surveys | Structural ideas and stylistic refinements | Responsibility for the content lies with the author; ethical and methodological compliance is expected. |
| Ideas for visualisation, graphs, illustrations | Generation of graphs, tables and images. | Labelling AI-generated outputs and verifying their content. Disclosing any modifications made by AI. |

Annex 3

Summary of the prohibited uses of AI

| Prohibited cases | Justification | Remarks/Consequences |
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| Presenting AI-generated content and output as one's own work | Violation of academic ethics; subject to the same judgment as plagiarism, | Same judgement as plagiarism. |
| Incorporating AI-generated content or outputs into assignments without proper disclosure | Lack of transparency; may constitute an ethical violation, | Same judgement as plagiarism. |
| Having sources read or summarised by AI and then submitting them as one's own work | Avoiding proper source processing; borderline plagiarism | Does not replace independent intellectual work. |
| Inserting AI-generated diagrams/illustrations without attribution | Unlabelled origin and modifications; misleading | AI tools and modifications must be cited. |
| Failure to document supported AI use (in papers, portfolios, presentations, year-end projects or theses) | Lack of transparency; may constitute an ethical violation, | Even in supported use cases, it is always mandatory to label the use of AI tools as required by the Faculty. |
| Uncritical lifting of AI-generated code or analytical output without understanding or review | Cannot be considered independent work; lacks professional accountability | Supplementary use of AI-generated code is allowed with the student's individual understanding and verification. |

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| <p>Sensitive data or otherwise non-public data from ongoing or completed research</p> | <p>Violation of the rights of a third party; legal liability</p> | <p>Prohibited in any case where the rights of a third party could be violated. Research use alongside consent is permitted.</p> |
| <p>Personal data and their special categories</p> | <p>Data protection, GDPR and the risk of violating university data protection rules.</p> | <p>Expressly prohibited, except if it complies with data processing rules.</p> |
| <p>Data created under a confidentiality agreement, business secrets or information considered protected knowledge</p> | <p>Protection of the interests of the rightful owner of a business secret or information considered protected knowledge.</p> | <p>Expressly prohibited, unless the rightful owner of the confidential information authorises otherwise in writing.</p> |