

UNIVERSITY OF PARDUBICE Faculty of Arts and Philosophy	
Directive No. 2/2026	
Subject-matter:	Guidelines for Using Generative AI Tools in Academic Studies
Applicable to:	Faculty of Arts and Philosophy, University of Pardubice
Effective from:	23 June 2026
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Article 1 Introductory Provisions

- (1) This directive establishes basic rules for the use of generative artificial intelligence (“AI”) tools in the fulfilment of academic obligations, particularly when preparing written assignments, in order to ensure academic integrity, transparency, verifiability, and proper citation of sources.
- (2) There are recommendations regarding the use of AI at UPCE:
 - a) At the university level, there are a number of guidelines regarding the writing of theses (the guidelines are available and kept up to date on the UPCE library website: <https://knihovna.upce.cz/knihovna/zaverecne-prace>).
 - b) At the faculty level, there are regularly updated guidelines covering various areas of AI use (<https://ff.upce.cz/ff/pouzivani-umele-intelligence-ai-na-ff>).
 - c) Additional recommendations may exist at the individual workplace level.

Article 2 Levels of AI Use

- (1) At FAP UPCE, we distinguish the following levels of AI tool usage:
 - a) **Level 1 – No AI:** At this level, any use of generative AI tools is prohibited. This also applies to basic features we often do not even think of as AI, such as auto-correction in Word, the use of Grammarly and similar tools, and translation tools (e.g., DeepL, Google Translate).
 - b) **Level 2 – Basic Use of AI:** This level corresponds to common past practices, namely the use of text-checking tools (such as Word), including advanced proofreading features offered by Grammarly, Writefull, and similar tools. When preparing outputs, it is also possible to use automatic translation tools (e.g., DeepL, Google Translate) or bibliographic research tools (e.g., within Elicit, SciSpace).
 - c) **Level 3 – General Use of AI:** Generative AI tools can be used as a consultant, for example, when developing the structure of a paper or exploring ideas. This level also includes the use of many academic AI tools (e.g., Elicit or JSTOR AI research tool), provided they do not directly alter the final text.
 - d) **Level 4 – Advanced Use of AI:** Beyond Level 3, it is possible to use generative AI tools as an active partner (“co-author”) in the creation of text. The text is created through repeated interactions between the student and the AI: the student provides input, critically evaluates and selects from the offered options, returns the text for revision, adds their own phrasing, and adopts or modifies the AI’s phrasing. The

student's consistent creative participation throughout the entire text-creation process is essential. A one-time generation of text by an AI tool does not meet the criteria for this level.

- e) **Level 5 – Full Use of AI:** The student's work is created using AI tools without any active contribution from the student, without gradual and substantial improvement, or with only minimal intervention (e.g., with the help of an AI agent).

Article 3 **Using AI in Studies**

- (1) Unless otherwise specified, AI up to and including Level 3 may be used.
- (2) The creation of all academic work during the course of study is subject to the Code of Ethics of the University of Pardubice (Directive No. 3/2025). AI is potentially entering this field. To ensure compliance with the Code of Ethics and maintain academic integrity, students are required to follow the following rules when creating academic work.
 - a) The use of AI tools that assist with proofreading does not need to be mentioned in the work in any way.
 - b) The use of AI as a “consultant” (e.g., assistance with content, providing feedback on written text, brainstorming, refining research objectives, hypotheses, and research questions,¹ assistance with literature reviews, assistance with refining phrasing, etc.) must be clearly stated in the appropriate section of the work, and the method of use must be described. The level of detail in the description must be proportional to the extent of AI use and the overall scope of the work.
 - c) Up to and including Level 3, if an AI-generated output is used in its entirety (or with only minor modifications), it must be cited directly (including quotation marks), just as with any other direct quotation. This also applies to the use of passages that have been machine-translated.
 - d) Starting with Level 4 and above – that is, when the work is the comprehensive result of active and gradual communication between the AI and the student, and when it is difficult to precisely distinguish between the parts formulated by the AI and those formulated by the student – individual sections taken from the AI do not need to be directly cited (except for passages that are machine-translated). In this case, the declaration must be accompanied by a detailed description of the process of working with the AI (for theses, this should cover an entire chapter; for shorter works, the description should be proportionate to their length and nature).
- (3) For all factual information that students obtain from AI, they are required to find relevant academic sources, just as they would have to do if they were supporting their claims without using AI. AI itself is never considered a relevant academic source.
- (4) In accordance with the Code of Ethics, the following is prohibited and is considered a particularly serious academic offence:
 - a) generating non-existent sources;
 - b) generating existing sources that do not include the information the source is supposed to support;
 - c) generating research data (e.g., data from a sociological survey);²

¹ In this regard, the Directive deliberately diverges from the university's recommendations, which consider the use of AI to assist with research questions to be inappropriate.

² Unless the generated data are the explicit subject of the research (e.g., a study examining the quality of generated translations).

- d) passing off generated text as one's own.
- (5) Lecturers may establish different rules for individual courses and specific learning outcomes (for example, in language labs, the use of proofreading tools may be prohibited; lecturers may completely prohibit the use of AI in their courses; or, conversely, they may allow the use of AI entirely without having to mention or cite this fact).
 - a) Students are required to comply with the requirements set forth for each course, and any violation thereof will be considered an unauthorised use of AI.
 - b) If a lecturer sets a level of AI use other than the default Level 3, this must be specified in the course syllabus in STAG. If the level of AI use changes during the semester or for individual assignments, the lecturer must clearly communicate this in the assignment instructions.
- (6) Concerning bachelor's and master's theses, the extent to which AI is used is determined by the thesis supervisor based on the nature of the topics, theories, and methodologies.
 - a) If the level is other than the default Level 3, the supervisor must consult with the programme guarantor in advance regarding this decision (however, this decision is not subject to the programme guarantor's approval).
 - b) When Level 4 is used, the supervisor bears increased responsibility for monitoring the progress of the students' work and their individual contributions.
 - c) The extent to which AI is used (and any further details) is explicitly stated in the thesis assignment.
- (7) The rules governing the use of AI in the writing of doctoral dissertations are set forth in Article 8, Paragraph 3, of Directive No. 2/2024, as amended by Amendment No. 2/2025, "Doctoral Programme Rules".
- (8) Lecturers themselves are transparent about their use of AI tools. If AI tools (Level 3 and above) are used to assess student activities or provide feedback, they communicate this fact transparently and in advance. Assessment must never be based solely on AI tools, and lecturers bear full responsibility for the assessment.
- (9) If a student is found to have used AI in their academic work without proper attribution or in an unauthorised manner, the matter will be handled in the same way as plagiarism, and disciplinary proceedings may be initiated.

Article 4

Final Provisions

- (1) This Directive takes effect on the date of its issuance.

In Pardubice, 23rd June 2026

Doc. Mgr. Jiří Kubeš, Ph.D.
Dean of FAP UPCE

Appendix No. 1 – Examples of Syllable Adjustments³

The following examples are intended to serve as inspiration and are not binding. Lecturers may adapt the wording according to the assigned tasks. The use of AI may be specified differently for individual tasks within the course.

Levels of AI Use in Fulfilling Academic Requirements

Usage Level 1

“In this course, the use of AI is set at Level 1. The goal of the course is to develop abilities and skills entirely without the assistance of AI tools. Therefore, when creating assessed work, the use of generative AI tools is not permitted, including auto-correction tools in Word, Grammarly and similar tools, or translation tools (e.g., DeepL, Google Translate).”

Usage Level 2

"In this course, the use of AI is set at Level 2, with additional restrictions. Therefore, the use of generative AI tools is not permitted when creating graded assignments (except for tools such as Grammarly or Word's autocorrect). The purpose of this course is to develop independent analytical and creative skills without significant technological assistance. Unlike the standard Level 2, AI tools may not be used for bibliographic research or translations either.”

“In this course, the use of AI is set at Level 2. The objective of this course is to develop independent analytical and creative skills without significant technological assistance. Therefore, the use of generative AI tools is not permitted when creating assessed work (except for tools such as Grammarly or Word's autocorrect). AI may be used for bibliographic research or translations using automated AI tools; however, this must be disclosed, and translations must be properly cited.”

Usage Level 3 (default)

“In this course, the use of AI is set at Level 3. The use of generative AI tools as a support tool (“consultant”) when completing course assignments is permitted in this course. Students are required to acknowledge and describe any substantive use of AI. The text of seminar papers must always be written by the student themselves; any passages taken from AI tools must be cited as direct quotations. The author of the paper is always responsible for the accuracy, originality, and integrity of the submitted work.”

Usage Level 4

“In this course, the use of AI is set at Level 4. Students are permitted to use generative AI tools as an active partner (“co-author”) when completing course assignments. The author of the work is always responsible for the accuracy, originality, and integrity of the submitted work. It is not necessary to describe the process of using AI for individual assignments; students' reflection on their use of AI is assessed during class discussions.”

“In this course, the use of AI is set at Level 4. Students are permitted to use generative AI tools as an active partner (“co-author”) when completing course assignments. The author of the work

³ These formulations were inspired by Barbora Kovářová's dissertation (*Umělá inteligence a problematika autorských práv v akademickém prostředí* (Artificial Intelligence and Copyright Issues in the Academic Environment), 2026, University of Pardubice), Appendix 5. Kovářová's approach to AI differs in some respects from that of the FAP, and the formulations here have been adapted to comply with this Directive.

is always responsible for the accuracy, originality, and integrity of the submitted work. A brief description of how the AI was used must be provided for each assignment.”

Usage Level 5

“In this course, the use of AI is set at Level 5. There are no restrictions (other than those imposed by law or the university, such as the use of DeepSeek tools), and there is no need to comment on your work in any way. The use of AI will be discussed in class.”

AI-Assisted Grading by Lecturers

Recommended principles: students are informed in advance of any potential use of AI in grading; the primary responsibility always lies with the lecturer; the final grade is never based solely on AI output; any suspicion of unauthorised AI use is never based solely on so-called AI detectors, which are unreliable and inconclusive.

Option – AI is not used in the evaluation:

“Assignments in this course are graded exclusively by the lecturer, without the use of AI tools.”

Option – editing the feedback text (the work is not saved):

“Assignments are graded by the lecturer. The feedback text may be edited using AI (the department’s ChatGPT license) solely to improve readability. Students’ work is not uploaded to the AI tool.”

Option – AI as an assessment tool:

“Assignments are graded by the lecturer with the assistance of AI tools. The university uses a faculty license for ChatGPT, which ensures that student work is not used to train models. AI enables more effective feedback; grading is never based solely on AI, and the primary responsibility rests with the lecturer.”

Option – AI as a second opinion:

“Assignments are graded by the lecturer; an AI tool may be used as a second layer of review and an additional resource. The work is uploaded to the faculty’s ChatGPT license, which ensures that student work is not used to train models. The final grade is never based solely on AI; the primary responsibility lies with the lecturer.”