

# ETHICAL CODE FOR THE USE OF ARTIFICIAL INTELLIGENCE IN STUDENTS' ACADEMIC ACTIVITY

AI Committee

May 2026

## Preamble

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This Code forms part of a set of institutional documents governing the ethical use of Artificial Intelligence (AI) at EAE Business School Barcelona. It complements the Ethical Code for the Use of AI in Teaching, addressed to faculty members, and should be read in accordance with the principles and criteria established therein.

Generative AI has substantially transformed the way students access information, write, analyse and solve problems. EAE acknowledges this reality and does not seek to ignore or prohibit it. Instead, the School promotes the responsible and reflective integration of these technologies into students' academic journey.

However, the availability of a tool does not determine the appropriateness of its use. The central objective of education at EAE is the development of students' own competencies: analytical ability, strategic reasoning, communication skills, ethical judgement and critical thinking. No tool, however advanced, can replace this learning process without undermining its educational value.

## Guiding Principles

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This Code is not a list of prohibitions; it is a guide to help every EAE student make informed, honest and responsible decisions about when, how and why AI should be used in academic work:

- Intellectual autonomy. Genuine learning requires personal effort. AI may support learning but must never replace the student's own cognitive process.
- Academic integrity. Students are responsible for the authorship of their work and must accurately disclose any use of AI tools.
- Responsibility for outcomes. Whoever submits a piece of work is accountable for its content, regardless of the tools used to produce it.
- Critical thinking. Students should not passively accept AI-generated outputs but evaluate, verify and assess them using their own judgement.
- Awareness of impact. The use of AI has environmental, social and ethical implications that students should understand and consider.
- Respect for diversity. Students must be aware of potential biases embedded in AI systems and avoid reproducing them uncritically.

## Articles

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### Article 1. AI as a learning support, not a substitute

Students may use AI tools to support their academic work provided that such use does not replace the learning process or the intellectual effort required by each assignment or assessment. AI is a means, not an end. Faculty members will communicate the AI usage rules applicable to each course, and students must comply with them.

### Article 2. Academic integrity and disclosure

When AI tools are used, students must explicitly state which tool was used, for what purpose and in which part of the assignment. Submitting AI-generated content as one's own without disclosure and without a significant personal intellectual contribution constitutes academic misconduct amounting to plagiarism. Students must also be able to explain and defend any submitted content.

### Article 3. Verification and responsibility

AI systems may generate inaccurate, outdated or false information (hallucinations). Students are responsible for verifying the accuracy, validity and relevance of any AI-assisted content before including it in academic work. Claiming that an error originated from AI does not exempt the student from responsibility.

### Article 4. Critical thinking

Students must critically evaluate AI outputs by comparing them with academic sources, identifying possible biases and determining whether they are appropriate for the context and level of the task.

### Article 5. Privacy and data protection

Students must not upload personal data, confidential business information or data obtained during internships or EAE-related projects to external AI tools. Public AI models may use user inputs for training purposes, so students should act prudently.

### Article 6. Fairness and bias awareness

Students should recognize cultural, gender and representational biases in AI systems and avoid reproducing them uncritically. They should also be aware that unequal access to advanced AI tools may create unfair advantages.

### Article 7. Well-being, autonomy and avoiding overdependence

Overreliance on AI for tasks students can complete independently may weaken autonomous thinking, confidence and long-term professional development. Students are encouraged to reflect on their use of AI and consult instructors whenever in doubt.

### Article 8. Sustainability and social responsibility

Students should be aware of the environmental and social impacts of AI technologies, including energy consumption, mineral extraction, electronic waste and labour conditions. Responsible use includes considering these impacts in decision-making.

## Final Provision

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This Ethical Code shall enter into force upon approval by the competent governing bodies of EAE Business School Barcelona. Its validity and review procedures shall be the same as those established in the Ethical Code for the Use of AI in Teaching. The EAE Artificial Intelligence Committee shall oversee the dissemination, understanding and periodic review of this Code.