Methodological Guidelines for the Use and the Assessment of Use of Automated Content Generation Algorithms for Preparing Theses by Students of the Faculty of Economic Sciences at HSE University

I. Thesis Preparation

1.1. Bachelor's and Master's students of the Faculty of Economic Sciences may utilise content generation algorithms when such algorithms allow students or student teams acquire additional competencies in the course of preparing their theses.

1.2. Students or student teams can employ automated content generation algorithms during thesis preparation for the following purposes:

- searching for information related to a specific topic or problem, including research articles, books, statistical sources, or other information sources;

- checking the grammar and style of presentation materials to ensure they meet thesis requirements;

- generating graphs, images, or other graphic materials;

- developing pieces of code needed to address thesis problems;

- creating various components for presentations.

1.3. If students or student teams have used automated content generation algorithms during their thesis preparation, they must include a section titled "Description of Used Generative Model" when uploading the paper to the Learning Management System (LMS). This section should include an overview of objectives for using the generative model, the name of the generative model, a link to the website or description of another source of the model, and how the model was used.

1.4. Failure to properly reference the use of generative models constitutes a violation of academic standards and will result in a zero grade.

1.5. Students or student teams are fully responsible for ensuring the originality and accuracy of the content in their papers and any related violations.

II. Assessment of Theses

2.1. The feedback provided by the thesis supervisor should thoroughly consider the accuracy of the statements made in the paper, both regarding the key findings achieved by the student and the literature review. The supervisor's feedback should also include an assessment of the communication process with the student during thesis preparation, including the frequency of communication, collaboration on draft versions of the thesis, and the student's responsiveness to comments and feedback from the supervisor.

2.2. Upon request from the thesis supervisor or members of the committee, students or student teams must provide relevant data and program code used in their paper. The committee will not accept refusal to provide information based on the use of unique data or algorithms considered commercial secrets as a valid reason.

2.3. When evaluating the thesis, committee members will consider the student's understanding of their findings and methods used to obtain them, their feasibility, and the correctness of the justification for their use, as demonstrated in the student's oral presentation and responses to questions.

2.4. The literature review presented in the thesis on a given research problem should encompass both a descriptive and an argumentative section. In the latter section, the student or student team formulates their position based on the descriptive part and demonstrates the rationale for selecting the approaches used in the other chapters of the paper.

2.5. The committee will consider the balance between the descriptive and argumentative parts of the literature review, as well as the competencies demonstrated through them, when assigning the final grade. Theses that are exclusively descriptive in nature are recommended to be assigned grades no higher than "Satisfactory".