

# **Recommendations for the Use of Generative Artificial Intelligence (GAI) Tools in Teaching and Assessment in the Master's Programmes, Faculty of Medicine, Medfarm, Uppsala University.**

**Author: Master's Programmes in Medicine Committee (MPK) Uppsala University**

## **Introduction**

The significantly increased availability of GAI-generated text, illustrations, presentations, and other materials offers substantial opportunities in research and education. Still, GAI must be handled ethically and with academic integrity and responsibility, as misuse can be considered cheating and deceptive conduct in examinations. Particularly in education, there are concerns that students might use GAI to generate answers during unsupervised examinations, thus contradicting the intended learning process. GAI tools\* can also be used by students to enhance the learning process in various assessments, such as writing texts with AI chatbots, identifying errors and performing improvements in generated text, creating overviews of subject areas, presentations, etc. It is vital that course leaders and examiners for each course given in a master's programme decide when GAI is permitted, encouraged or prohibited for each assessment component following the course syllabus. The responsibility for monitoring and managing the use of GAI tools in the master's programmes lies with the master programme directors together with course leaders and examiners, while the overall responsibility for handling the consequences for education lies with the university's preparatory and decision-making bodies. See the general guidance for teachers [link to Vice Chancellor's guidelines on AI](#) (link will be inserted when publically available HT24), and guidelines on how AI can be used in education concerning ethics, pedagogics and assessment; see link on [AI and assessment](#). For more information on UU's measures for disciplinary offences, see the link [here](#). Reference to EU ethical guidelines [here](#) and for [EU AI Act](#), concerning levels of risk concerning personal integrity and data. Below is a summary of common recommendations for teachers and students from the **Master's Programmes in Medicine Committee (MPK) at Uppsala University** for all master's programmes at the Faculty of Medicine, Uppsala University.

\*GAI tools refer to artificial intelligence (AI) that can generate text, images, or other media in response to prompts (Harvard Online).

## **Guidance Document for Teachers**

**Purpose:** This document aims to provide all teachers in the Master's programmes at the Faculty of Medicine with recommendations related to teaching and assessments in an era of a growing number of GAI-based tools. The document provides recommendations and practical tools for teachers to inform students about GAI-based tools and their recommended uses and integration in teaching at respective programmes and courses. It is important to communicate to the students that GAI provides an opportunity to enhance the learning process depending on how it is used. Still, at the same time, teachers and students should develop AI literacy, i.e. a basic knowledge of GAI-based tools, their degree of reliability, transparency regarding sources used, and various legal and ethical aspects.

## Key points for the recommendations:

1. GAI tools are permitted under certain circumstances and where instructions specify in which tasks and for what purpose.
  - a. Teachers must ensure that students have met the programme's and course's learning objectives according to the established syllabus. If the current assessment of learning objectives is not possible, allowing the use of GAI tools, **the design and implementation of the task** must be reviewed and modified to ensure reliable assessment. For example, written assignments may be supplemented by an oral examination. This may require the adoption of a reviewed syllabus for the course. Note that if teachers want to fail a task due to lack of independence, the learning objectives in the syllabus must include requirements for independently produced material.

Each course offered within all Master's programmes at the Faculty of Medicine must provide students with a clear explanation of whether GAI tools are permitted to complete tasks and which tools are approved for use. The ultimate responsibility lies with the course leaders who plan and implement the teaching and assessment. When students' use of GAI in connection with teaching or assessment needs to be limited or prohibited, this must be clearly formulated in written information from the course leader (see examples below) and oral instructions at the course start. The restriction must be justified based on learning objectives and the nature of the task. If GAI is allowed for a task, students should be required to explain how and for what purpose GAI was used to create the text. Relevant options should be mandatory (marked in "Studium" upon submission) and if GAI tools were not used. In addition, the students should include a signed written declaration on responsibility for the accuracy of the content.

### Example of text for the requirement of a written description and signed declaration:

*If using GAI, you should provide a) a short description of how you used GAI where relevant options are marked in "Studium" upon submission, and on what basis you still claim that the paper is your independent work, and b) a signed declaration phrased: "By submission, the author assumes full responsibility for the accuracy of the content and the references provided".*

### Example text for description and options for the use of GAI :

(from text by Author Minna Gräns, prof jurisprudence):

*Using ChatGPT or similar GAI tools is optional. You must refer to your sources using footnotes and add a bibliography at the end of the paper. You must write the answer on your own and independently. If you use any such aid, you must enclose a declaration, including a short description of how you used GAI and on what basis you still claim that the paper is independent. Mark the relevant options below.*

*a) I have not used GAI for any parts of this assignment.*

*b) I have used GAI only as a language tool.*

*c) I have used GAI to get an initial overview of the field.*

*d) I have used GAI to summarise certain parts of the assignment, e.g., the abstract and conclusion.*

*e) I have used GAI to make a presentation.*

*f) Other uses of GAI. Please specify.*

2. **If GAI is not allowed** for the examination task, the course leader should consider using an examination hall without internet access.
3. Students planning to use generative AI in their studies should be informed that it is their **responsibility to keep informed** about central guidelines and local recommendations for their current course. Using unauthorised aids is considered as misuse and can be considered cheating and deceptive conduct in examinations. If GAI tools are permitted during task completion, course leaders should communicate to students that the author is always responsible for and has personal ownership of all submissions. This includes content in the form of text, references, programming code, graphical representations, or otherwise generated using AI-based and non-AI-based software, and they may be asked to explain, justify, or defend any of the above during review.

Example text for information on disciplinary measures using unauthorised aids:

*Any suspected cheating, including unauthorised aids or leaving out requested information on using GAI for individual assessments, will be reported to the Uppsala University Disciplinary Council. The University Disciplinary Council can issue a warning or suspension for a maximum period of six months.*

There is information for teachers about cheating and plagiarism at the following link: [here](#).

4. **The user is responsible for the handling of AI-generated material.** Anyone using generative AI needs to develop basic AI literacy, i.e. basic knowledge of how the systems work, their degree of reliability, their transparency regarding which sources are used when responses are generated, various legal and ethical aspects, and not least, an independent, critical approach to the material generated in line with academic integrity.
5. If students are expected to use generative AI within the teaching framework, course leaders must be able to offer them tools at **no cost to the student**. Every student must have equal access if any GAI tools are recommended for learning activities or assessment. If there is a cost, this should be clearly stated in the information provided before the start of the programme.
6. **Sensitive information**, such as personal data and connected information, must not be transferred to generative AI systems. The same caution needs to be observed when using them as with other systems governed by existing data protection policies.
7. **Copyrighted and similar material** must not be uploaded to generative AI systems without the rights holder's permission. Approved tools will be listed on ([link to vice chancellor's guidelines on AI](#) (link will be inserted when publically available HT24)). It is especially important to inform that this includes the teacher's lecture material, handouts, and supervisors' research data.

## Guidance Document for Students

**Purpose:** This Guidance Document aims to provide students in the Master's programmes at the Faculty of Medicine with information on using GAI-tools related to teaching and assessment. This Guidance Document for Students applies to using GAI tools in advanced-level courses within all Master's programmes at the Faculty of Medicine.

### Key Principles:

1. **GAI tools are defined** as "a type of artificial intelligence (AI) system that can generate text, images, or other media in response to prompts" (Harvard Online). Examples include ChatGPT, Google Bard, Bing search engine, Dall-E image generator, among others. If unsure whether a program tool uses GAI, check with the provider before using it. It is your responsibility to verify this.
2. Other AI tools are available but do not generate "new" text or other material, such as translation tools or spell and grammar checkers. The use of these tools is permitted. If you have been informed that using GAI tools is permitted, you should always indicate this and reference it like any other source (see also point 6). [Read here](#) on how to reference it.
3. As always, when submitting your work under your name, **you are responsible for the words, images, and data included in the submission**. Your teacher will inform you which tools are authorised. If you use an unauthorised tool to complete a task or examination in a manner other than intended by the teacher, you may mislead the examiner about your knowledge and skills or how you performed the task or examination. Such actions may be considered a disciplinary offence under the Higher Education Ordinance and may be referred to the Disciplinary Board at Uppsala University for consequence management.
4. **It is the students' responsibility to keep informed** about central guidelines and local recommendations for using GAI. For each course, instructions and a clear explanation should be provided by the course leader on whether the use of GAI tools is allowed to complete a task and which tools are approved for use. As a student, it is your responsibility to be informed about when GAI is allowed, e.g., in exams and written assignments, and under what conditions.
5. Students using GAI need to develop basic **AI literacy**, i.e. basic knowledge of how the systems work, their degree of reliability, their transparency regarding which sources are used when responses are generated, various legal and ethical aspects, and not least an independent, critical approach to the material generated.
6. It is important for the course's learning objectives stated in the course syllabus that **you learn to independently** create the results for an assigned task. If GAI is allowed for a task to enhance the learning process, students must explain how and for what purpose GAI was used. Relevant options, also if GAI was not used, should be marked in "Studium" upon submission. In addition, the students should include a signed declaration of responsibility for the accuracy of the content. *"By submission, the author assumes full responsibility for the accuracy of the content and the references provided"*.
7. **Sensitive information**, i.e. personal data and connected information, must not be transferred to generative AI systems. The same caution needs to be observed when using them as with other systems governed by existing data protection policies.
8. **Copyrighted and similar material** must not be uploaded to generative AI systems without the rights holder's permission. Approved tools will be listed on [link to vice chancellor's guidelines on AI](#) (will be inserted when publically available HT24). Note that this also includes all teaching material, e.g. lecture handouts and supervisors' research data.