FACULTY OF MEDICINE
University of Kelaniya, Sri Lanka

ARTIFICIAL INTELLIGENCE POLICY

Faculty of Medicine, University of Kelaniya
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1. Introduction

The Faculty of Medicine, University of Kelaniya, acknowledges the increasing role of Artificial Intelligence (AI) tools in higher education. These tools can support student learning, enhance academic performance, and promote self-directed study across disciplines. However, their use must be guided by ethical standards, academic integrity, and professional accountability—especially in health and medical education, where students are being trained to work in sensitive and responsible roles.

This policy outlines the acceptable and unacceptable use of AI tools for all undergraduates enrolled in the MBBS, BSc in Speech and Hearing Sciences, and BSc in Occupational Therapy programs at the Faculty of Medicine.

2. Purpose

The purpose of this guideline is to provide clear guidance on the responsible use of AI tools in academic and clinical learning, supporting students' educational development while safeguarding the integrity of assessments and professional standards. It is expected to provide guidance on the ethical, legal, and effective use of AI in learning, teaching, research and administration.\

3. Scope

This policy applies to all undergraduate students and academic staff of the Faculty of Medicine, University of Kelaniya, across the MBBS, BSc in Speech and Hearing Sciences, and BSc in Occupational Therapy programs. It governs AI usage in learning, assignments, research, clinical training, and assessments.

4. Core Principles Underlying the Policy

1

Human Oversight

Human oversight is expected to prevent or minimize risks to health, safety, or fundamental rights that may arise from using these systems. The oversight measures should match the risks and context of the AI system's use. This is especially relevant in educating the future medical professionals who are responsible for the wellbeing of the patients (1). Though AI supports teachers in their educational and pedagogical responsibilities, it is essential to maintain human interaction and collaboration between teachers and students. It should be emphasized that teachers cannot be replaced by AI technologies (2).

2

Transparency

AI transparency promotes better information access to understanding how an artificial intelligence (AI) system works and how it makes decisions. Use of AI must be disclosed where it has a significant influence on outputs. A good understanding about how these AI models are trained and how they determine outcomes, build trust in use of AI by individuals and organizations (3). Also, researchers should explicitly mention the use and outputs of generative AI tools in their work (4).

3

Accountability

Individuals who use AI technologies must be responsible for the outputs produced using AI tools (5). Therefore, artificial intelligence models should be developed, deployed, and utilized mindfully with regards to the results they generate. Also, researchers are accountable for the integrity of the outputs generated by AI technologies and for the final results of their work that can be influenced by the use of AI (4).

4

Equity and Inclusion

It must be assured that AI promotes education and learning opportunities for everyone, irrespective of gender, socio-economic status, ethnicity, cultural background, disabilities, native language or geographic location (2). AI must be used in ways that do not perpetuate bias or discrimination. It is essential to identify those who do not have access to AI applications (lack of availability/affordability), in order to promote universal connectivity and digital competencies to minimize the barriers to equitable and inclusive access use of AI (6).

5

Academic Integrity

The use of AI has the potential to violate the norms of academic integrity. AI must support, not undermine, academic standards by taking a balanced, ethical approach to using AI in education (7). Current generative AI technologies do not possess the capacity for human-level understanding, critical thinking, or personal

insights required to produce genuine scholarly work, therefore, do not represent the author's ideas (8).

6

Privacy and Data Protection

AI use must comply with national data protection laws. Safety and security risks should be identified, addressed and mitigated throughout the artificial intelligence system's life cycle to prevent or, at least, limit any potential or actual harm to humans, the environment or ecosystems (9). The emerging AI technologies must be tested and adopted to ensure teachers' and learners' data privacy protection and data security (2).

5. Artificial Intelligence in Practice

AI in practice within the faculty can be divided into two broad categories: education and research. It should be noted that AI technologies may not be limited to the following categories, but AI policy primarily focuses on the following aspects.

Education

AI literacy must be promoted among students and staff by integrating AI Literacy across the curriculum and professional development. It is important to allow AI to support learning and assessment where pedagogically appropriate, therefore, academic staff must provide guidance on discipline-specific integration of use of AI in medical education. Furthermore, it is important to

discuss capabilities and limitations to help students understand what AI can do (responsible use) and what it cannot do (prohibited use). All the departments should develop appropriate capacity-building programs to prepare both students and teachers to work effectively in AI-rich education settings.

Research

The responsible use of AI in research is paramount to maintaining academic integrity, ensuring ethical conduct, and fostering trust in scientific discovery. While AI offers immense potential to accelerate research, automate tasks, and reveal new insights, its misuse can lead to serious consequences, including biased results, data fabrication, and plagiarism. Therefore, all researchers should maintain honesty and transparency in their research activities, respect the participants as well as colleagues, be accountable for their scholarly work and adhere to general norms of scholarly work if AI technologies are used in their research.

6. Acceptable and Prohibited Use

Acceptable Uses

AI tools may be used **only for learning and academic support**, provided students retain personal accountability for the content they produce. Acceptable uses include:

- **Improving grammar and English expression:** Improving grammar and English expression in academic writing such as essays, reports, and reflective journals.
- **Thesaurus / dictionary:** Serving as a thesaurus or dictionary: AI tools can help you define a word or phrase.

- **Clarifying concepts:** Understanding and clarifying new, complex concepts through AI-assisted explanations.
- **Brainstorming:** Brainstorming, generating ideas or outlines for learning purposes or coursework drafts, with the final submission being the student's original work.
- **Clinical reasoning practice:** Practicing clinical or diagnostic reasoning through AI-based simulations or queries, as a supplementary learning activity.
- **Research assistance:** Assisting in research tasks, such as coding, transcripting, transcribing and data analysis where the AI use is disclosed and appropriately supervised.
- **Self-assessment:** Preliminary assessment of your own work by prompting AI tools to provide a grading or evaluation on your writing.
- **Creative improvement:** Improving creative work without altering the originally intended idea or purpose and with full personal accountability for the final product, on occasions other than in-course assessments, assignments or examinations.

Prohibited Use

Students **must not** use AI tools in any way that compromises academic honesty or the credibility of assessments. Prohibited uses include:

- **During examinations/assessments:** Using AI tools during examinations, assignments or assessments, unless explicitly permitted.

- **Submitting AI-generated work:** Generating and submitting written content such as assignments, logbooks, clinical notes, case reports, or reflections using AI content not explicitly attributed or not based on the student's own learning and experience.
- **Data fabrication:** Fabricating or alteration of data, citations, or clinical cases using AI tools.
- **Patient care decisions:** Relying solely on AI generated content for factual accuracy in patient management, patient/community education or practical application in the real-world.
- **Confidential data:** Unauthorized use of confidential documents or sensitive information (information on students, employees, patients) in AI applications to generate information or data analysis.
- **Patient privacy:** Use of any data/material that breaches patient privacy and confidentiality (e.g. documents, images, voice, video etc.) in AI applications.
- **Unauthorized broadcasting:** Broadcasting, analyzing or uploading any teaching sessions or learning activities/material using AI technologies, without permission from creators, authors and administrators.
- **Profiling individuals:** Unauthorized use of personally identifiable/private data to forecast, predict or profile performance or outcomes of other individuals, with AI technologies.
- **Unpublished data:** Use of unpublished data belonging to other individuals (e.g. unpublished research, research data etc.), in AI technologies.
- **Publishing AI content:** Creating content or publishing content on university related websites, social media or any other official form of communication using AI technologies.

7. Key Takeaways for Students

Following is a guide for the students to gain a practical understanding on the accepted and prohibited use of AI technologies / generative AI tools (**Figure** 1). It should be noted that in any of the given instances and other potential applications not explicitly mentioned, the information generated through AI cannot be guaranteed for accuracy and should not be accepted as correct unless confirmed through books/resources recommended by Faculty of Medicine, University of Kelaniya. Therefore, students are at their own risk while using AI generated information in learning, examinations, assessments or assignments, since the faculty has no obligation to accept any information purely generated by AI as true, without confirming with recommended resources **(Figure 2**).

Use in Formative Assessments	AI Misuse Detection	Declaration and Transparency
AI tools may be used for language editing or improving clarity in formative assessments within the scope of 'Accepted Use'. However, all content must reflect the student's own understanding and thinking. Students must declare the purpose and extent of AI use.	AI misuse by students on assignments and other written assessments will be detected through Turnitin software application provided by the University of Kelaniya. Turnitin uses the cut-off value of 20% as the threshold to flag a written assignment / assessment for inclusion of purely AI generated content..	When AI tools are used, students must clearly declare the name of the AI tool and its purpose (e.g., "Used ChatGPT for detection of grammatical errors"). It is essential that students must be prepared to describe precisely how the AI tool supported their work if requested..

Figure 1

✓ ALLOWED	✗ NOT ALLOWED
1. **Language support** a. Language error detection and correction in written tasks. b. Obtain suggestions on how to improve the written tasks. 2. **Understanding of terminologies and concepts** c. Understand the meaning of words and definitions. d. Clarify new, complex concepts. e. Generate simpler, alternative explanations or interpretations for difficult concepts. 3. **Generating ideas** f. Prompt AI tools to suggest new ideas for creative work. g. Outline research plans and identify potential areas for research. 4. **Support in learning and clinical training** h. Get preliminary information on learning topics. i. Finding the latest developments in medicine. j. Generating mock questions to practice. k. Searching answers for practice questions. 5. **Support in research**	1. **In any kind of examinations, assessments and assignments** Use AI generated content as work of their own Using AI generated content without references or justifications Submitting assignments, logbooks, clinical notes, case reports, or reflections written by AI tools 2. **For real world applications** Patient management Patient / community education Laboratory work and experiments 3. **Processing personal / confidential data in AI applications** Personally identifiable data, patient data or clinical notes without administrative approval and consent Sensitive media such as photos, audio or video of patients, students, staff or any other person without administrative approval and consent Educational material provided by teachers without their consent 4. **Unauthorized / unethical processing of data** Unpublished research data Non-anonymized data Data not belonging to self without consent

l. Clarifying theories in research. m. Understand research methodologies. n. Obtain help in organizing data, filtering data and preliminary analysis of data.	**5. Making AI-generated predictions or forecasts** Predictions on patient diagnosis/prognosis/recovery and use them in practice Predictions on individuals such as research participants, patients without administrative and ethical approval **6. Publishing or manipulating content on university related social media or websites** Creating AI generated images, audio or video Creating flyers, posters or written posts Altering published material

Figure 2

8. Misuse and Disciplinary Action

Misuse of AI tools, particularly in assignments, assessments or clinical work, will be treated as a violation of academic integrity. Consequences may include:

- Annulment of marks for the assignment or exam.
- Failing the components or the whole assessments and examinations.
- Facing formal disciplinary actions in line with the university's / faculty's regulations.
- Risk of suspension or expulsion for repeated or severe violations.

9. Support and Capacity Building

The faculty will facilitate and support students in the following aspects.

- The faculty will conduct workshops and guidance on ethical AI use and digital literacy.
- The students have the right to clarify the use of AI in learning and assessments through academic staff.
- The departments will provide their own guidelines and limits on AI use for learning and assessments. The students can refer to this document as the official guideline for AI use unless exceptions are officially stated by respective departments.

10. References

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