Regulation on the Use of Artificial Intelligence in Academic Activities within the “Carol Davila” University of Medicine and Pharmacy, Bucharest

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1. Introduction

Context

The evolution of artificial intelligence towards new generative models (genAI) has the potential to profoundly impact the way we teach, learn, assess, and interact with educational resources. The “Carol Davila” University of Medicine and Pharmacy in Bucharest recognizes the potential of artificial intelligence in improving healthcare, research, and education. The university aims to integrate genAI tools in a beneficial way for students and teachers, contributing to the improvement of teaching methods and the enrichment of learning experiences. At the same time, it seeks to train students capable of developing essential future skills within an ethical framework

and to provide teachers with effective solutions for implementing innovative pedagogical methods.

This document proposes a series of initial guidelines regarding the use and acquisition of genAI tools such as ChatGPT by OpenAI or Gemini by Google. The university supports responsible experimentation with these tools; however, there are important considerations to keep in mind, including information security, data confidentiality, compliance, copyright, and academic integrity.

UMFCD is committed to using AI in an ethical and responsible manner and to preparing our teaching staff and students to become leaders in an increasingly technology-connected world. The university will continue to monitor developments in international standards and incorporate feedback from the academic community to update these guidelines accordingly.

Purpose

The purpose of these recommendations is to outline the acceptable level of use by students of genAI tools in completing tasks that are an integral part of the educational process. This is particularly relevant for writing assignments, which can clarify thinking, promote reflective practice, and foster critical reasoning and analytical skills fundamental to medical practice.

The recommendations in this document refer to the use of genAI and LLMs (Large Language Models) by students for creating assigned academic work such as projects, presentations, bachelor's theses, doctoral dissertations, etc., in compliance with the stated rules.

Target audience

This document is addressed to all students, master's students, PhD candidates, and teaching staff who are members of the academic community of the "Carol Davila" University of Medicine and Pharmacy in Bucharest.

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2. Legal and ethical framework

Legislative documents

• Law no. 199/2023 – Law on higher education
• Law no. 206/2004 – on good conduct in scientific research, technological development and innovation, with subsequent amendments
• Law no. 8/1996 – on copyright and related rights, republished, with subsequent amendments
• Directive (EU) 2019/790 of the European Parliament and of the Council of 17 April 2019 on

copyright and related rights in the Digital Single Market
• Council Conclusions of the Presidency of the EU on the Charter of Fundamental Rights in the context of artificial intelligence and digital change (doc. 11481/20 of 21 October 2020)
• European Parliament Resolution of 20 October 2020 on civil liability regime for artificial intelligence (2020/2014(INL))
• European Parliament Resolution of 20 October 2020 on intellectual property rights for the development of artificial intelligence technologies (2020/2015(INI))
• Ethical guidelines on the use of artificial intelligence (AI) and data in teaching and learning for educators, European Commission, DG Education, Youth, Sport and Culture (2022)
• AI and education: guidance for policymakers, UNESCO (20215)
• Quick start guide to ChatGPT and artificial intelligence in higher education, UNESCO (April 2023)
• UMFCD Charter
• UMFCD Regulations on students' academic activity
• Code of Ethics and Professional Deontology – UMFCD
• UMFCD Digital Transformation Strategy 2022–2028
• Living guidelines on the responsible use of generative AI in research, European Commission (March 2024)

Ethical principles

The use of generative AI (genAI) in education and research raises significant ethical challenges. While artificial intelligence can support academic activities and facilitate access to information and complex analyses, it is essential to respect strict standards of confidentiality, fairness, and academic integrity.

Protecting data privacy and security is essential. GenAI tools are trained on public data and do not provide strong guarantees regarding the protection of personal or sensitive information. Since most of these tools operate in public environments, users must be aware that sensitive data should never be entered into public AI applications. Any data transmitted to such platforms may be stored and analysed without adequate protection against unauthorized access. Compliance with data protection regulations such as GDPR is essential.

AI-generated responses may also be incorrect or incomplete, particularly when based on datasets containing inaccuracies. Information may be presented as correct even if it includes serious errors. All information provided by genAI must be verified using reliable academic sources. Unverified use of such information can compromise the quality of academic work and research.

Another challenge is bias and prejudice. AI systems are trained on large public datasets that often include biases and stereotypes, which may lead to biased or inappropriate outputs. Users must be aware of these limitations and critically evaluate responses.

Respect for copyright and academic integrity is also essential. GenAI generates content based on large datasets without explicitly referencing original sources, which may lead to unintentional copyright violations or plagiarism. Any AI-generated content used in academic work must be properly acknowledged in accordance with institutional policies.

The widespread use of genAI in academic writing may also reduce critical and creative thinking if overused. It should be used as an assistive tool, not a substitute for independent reasoning. Transparency and critical verification remain essential.

Teaching staff and researchers play a central role in ensuring ethical use of AI, guiding students and promoting responsible practices.

Education on ethical AI use is essential, emphasizing honesty, integrity, and respect for intellectual property.

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3. Use of AI in the educational process

Artificial intelligence can have a significant impact in education, benefiting both students and teaching staff. Through thoughtful integration, UMFCD supports continuous professional development, critical thinking, and technical skill development.

Role of AI in learning and teaching

GenAI can complement traditional learning methods but should not replace them. It can facilitate:

- Rapid access to information by summarizing complex materials
- Personalized learning content adapted to students' needs and level
- Adaptive learning that adjusts difficulty based on student progress

Advantages of integrating AI in Education

When used correctly, genAI can provide:

- Increased teaching efficiency through automated tests, exercises, and teaching materials
- Improved accessibility via translation and adaptation of educational materials
- Development of critical thinking by exposing students to multiple perspectives

Challenges and limitations

- Hallucinations: AI may generate incorrect or incomplete information
- Bias and inequality: AI may reproduce biases from training data
- Data confidentiality: sensitive data should not be entered into AI tools

Best practices for using AI in education

- Verify AI outputs with reliable sources
- Use AI to support, not replace, learning
- Be transparent about AI usage in academic work
- Stay updated on AI developments

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4. Use of generative AI in research activities

For responsible use of generative AI, researchers should:

1. Remain responsible for scientific outputs

- Researchers are responsible for integrity
- AI cannot be an author or co-author
- No fabricated or manipulated data should be used

2. Use AI transparently

- Disclose tools used, versions, and purpose
- Share prompts and outputs when relevant
- Acknowledge limitations and biases

3. Respect confidentiality and intellectual property

- Avoid uploading sensitive or unpublished data
- Do not share personal data without consent
- Understand privacy settings and platform risks

4. Comply with legal frameworks

- Respect copyright and data protection laws
- Avoid plagiarism in AI-generated content
- Properly cite all sources

5. Continuous learning

- Stay updated with AI tools and best practices

6. Avoid AI in sensitive evaluations

- Do not use AI in peer review or grant evaluation

Role of genAI in academic writing

GenAI can support:

- Structuring academic texts
- Drafting and rewriting content
- Grammar and style correction
- Improving academic language clarity

Literature analysis and summarization

- Summarizing complex scientific articles
- Organizing research literature
- Identifying emerging trends

Generation of presentations and scientific posters

- Creating presentation slides
- Designing scientific posters
- Improving visual design and clarity

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5. Specific recommendations for teaching staff

Teachers should:

- Understand AI capabilities
- Use AI to structure lessons and generate examples
- Encourage critical evaluation of AI outputs
- Promote transparency in AI use
- Prevent overdependence on AI
- Avoid entering sensitive data into AI systems

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6. Specific recommendations for students

Students must:

- Produce their own academic work unless AI use is explicitly allowed
- Not input patient data into AI tools
- Not upload university teaching materials without permission
- Follow institutional guidelines when AI use is required
- Declare AI use in academic submissions

How to use AI responsibly

- Use AI as support, not as a solution
- Verify information with academic sources
- Maintain your own academic style
- Be transparent about AI usage
- Avoid plagiarism

Sanctions and disciplinary measures

UMFCD may use AI detection software to identify AI-generated academic writing. Unauthorized use or failure to declare AI assistance may result in disciplinary action under the Code of Ethics and Professional Deontology (Article 27 – Section 2).