



GENERATIVE AI POLICY

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1. Purpose

The College of Remote and Offshore Medicine is committed to embracing technological innovation in research and scholarship with transparency, integrity, and responsibility.

Education and generative Artificial Intelligence (AI)

The College recognises the growing number of AI resources for academic study, scientific research, and industrial uses. Developing skills in using AI responsibly is increasingly important and students and faculty are all likely to use it in both their personal and professional lives.

Generative AI may be used to support learning, for example to seek alternative explanations, gain constructive feedback on your work, or to test yourself. It can be used to summarise information, but this function should be used cautiously, with cross-checking, because the output may be incorrect.

AI translation tools can also be useful in supported language skills. AI translation tools can be used to help understand assignment instructions, to develop language skills (for example, conversation practice), or used as a dictionary to translate specialist vocabulary from another language. However, English is the language used by the College for assignments, and the College must be able to verify that by succeeding in our courses, students have demonstrated (amongst other skills) the technical ability in the English language to proficiently communicate on the specialist topic of study. Therefore, using AI translation tools to generate an English version from a draft written in another language is not acceptable and would be considered academic misconduct.

Consider whether the function the tool is serving is a skill that you are aiming to acquire; using an AI tool to read papers for you is unlikely to build that skill. On the other hand, reading a paper, asking an AI tool to summarise it, and cross-checking to find points the AI tool raised that you missed, or vice versa, may be a valuable exercise.

It is important to recognise that generative AI presents several ethical issues, including:

- Integrity: presenting AI-generated writing or images as one's own original work is dishonest and constitutes academic misconduct.
- Copyright: concerns have been raised over the way some AI-tools access and use copyrighted materials without consent or acknowledgement.
- Bias and error: AI-generated information has a risk of perpetuating biases, containing incorrect information, or incomplete information.
- Data protection: the College has not validated the security of any specific generative AI tools, and therefore personal data of faculty or students, or any confidential research data, must not be entered into AI tools.

Generative AI and assignments

1. Use of AI tools for the checking of spelling and grammar is permitted unless specifically stated otherwise.
2. **Generative AI tools should not be used to generate text or images for assignments** unless explicitly stated in the assignment instructions. If a student is unsure what is permitted for an assignment, they should contact their module or programme lead for clarification. When generative AI is specifically permitted, its use **must be acknowledged** by referencing AI generated output and/or summarising how generative AI was used.
3. Unless otherwise stated, all College assignments are conducted in English and students are required to demonstrate the ability to effectively communicate in English within their field of study. Use of AI tools to generate a translation from another language into English is not permitted for assignments.
4. Submitting AI generated output is considered plagiarism and constitutes academic misconduct.

Generative AI and research

- AI tools can be valuable for improving efficiency and convenience when conducting research, and the College supports students in developing skills in making good use of these tools.
- Whenever using generative AI in research, it is essential to consider ethical ramifications. Key considerations include: transparency around the use of AI in any work; avoidance of use for activities where risk of bias is unacceptable such as peer review or evaluations; consideration of privacy and data protection at all times.
- Students are advised to consider that during academic training, it is likely to be beneficial to learn research processes by doing them directly rather than using AI tools initially, and transitioning to the use of AI tools (with human oversight and revision) only once skills have been mastered, as experience and understanding is needed to critically revise AI output.
- For more detail, see the European Research Forum guidelines on the use of generative AI in research available from: https://research-and-innovation.ec.europa.eu/document/2b6cf7e5-36ac-41cb-aab5-0d32050143dc_en¹

Referencing AI

- College referencing styles are Vancouver or APA for courses up to Master's, or Vancouver for doctoral courses
- In APA, AI should be cited with both an in-text citation (AI manufacturer, year accessed) and a reference entry: AI manufacturer. (Year accessed). *AI tool name* (version and exact date used)[Large language model].
- In Vancouver style, AI should be cited in the same way as a personal communication, meaning only an in-text citation without inclusion in the end reference list. The citation must include the following information: AI manufacturer, AI tool, tool version, date used, way in which tool was used. See Referencing Policy for more detail.

AI detection tools

- AI detection tools are evolving as quickly as generative AI develops. These tools are imperfect.
- Students should not rely on passing detection software as proof of compliance. Faculty will utilise a combination of detection software, comparison with other work, and parallel assessments of student understanding of material to evaluate for risk of misconduct.

Suspected misuse of AI

- Any person who suspects a student has misused generative AI in an assignment or research should report the concern to either the student's head of programme or College Dean.

¹ERA Forum Stakeholders. Living guidelines on the responsible use of generative AI in research [Online]. Directorate-General for Research and Innovation, European Commission. 2025. Available from: https://research-and-innovation.ec.europa.eu/document/2b6cf7e5-36ac-41cb-aab5-0d32050143dc_en

- Concerns will be investigated using as much information as possible, which may include: students submitted assignment, detection software, analysis from assessor of assignment, any other relevant supporting information such as other work from the student for comparison.
- If the concern is upheld, the head of programme or Dean will request a meeting with the student. The student will be informed of the concern, and all investigative materials, prior to the meeting.
- The investigative meeting will include at least one additional member of faculty alongside the head of programme or Dean, one note-taker, and the student may bring an additional supporter if they wish. (If this is a legal representative, the student must seek College permission in advance of the meeting, which will be granted only if the allegation is serious and likely to result in expulsion.)
- The investigative meeting may require the student to demonstrate they have acquired knowledge or understanding that would allow them to have produced the assignment without use of generative AI.
- Students will be informed of the outcome of the meeting within 5 working days. The student will have 10 working days to appeal the outcome and request review from two new members of faculty.

Conclusion

The College of Remote and Offshore Medicine is committed to promoting the development of knowledge, understanding and skills and the use of AI to support without supplanting those skills. Fundamental to responsible use of generative AI is the need for human oversight and critical revision. AI can properly be used to enhance work but misrepresenting AI generated material as one's own is dishonest and constitutes academic misconduct.

This policy may be updated as needed to ensure relevance to the evolving needs of the college, incorporating feedback from faculty and students.