

## A08.3.1 Use of Artificial Intelligence (AI) Policy

### Part 1: Use of Artificial Intelligence (AI) in Written Work

#### 1 Introduction

##### 1.1 Policy Statement and Purpose

This policy sets out the principles, permissions, limitations, and responsibilities governing the use of Artificial Intelligence (AI) tools in learning, teaching, research, and assessment. It aims to:

- Support ethical, transparent, and pedagogically meaningful use of AI
- Safeguard academic integrity and originality
- Provide clarity and consistency across modules and disciplines
- Promote AI literacy as an essential contemporary academic skill

#### 1.2 Related Policies and Documents

This policy should be read in conjunction with the following:

- A08.3 Academic Misconduct
- A15 Code of Practice on Research Ethics

#### 2 Scope

This policy applies to all students registered with SAE Belgrade.

This policy applies to all students and staff engaged in taught and assessed activities at SAE Belgrade.

This policy applies to written and research-based assignments and addresses both the use of AI in assessed work and the broader ethical principles underpinning academic research.

## 3 Guiding Principles

The institution recognises that AI tools are now embedded in academic and professional practices. Accordingly, this policy is guided by the following principles:

1. AI is a support tool, not a substitute for intellectual labour.
2. Academic integrity, authorship, and accountability must be preserved.
3. Transparency in AI use is mandatory.
4. AI literacy is an educational objective.
5. Human critical judgement must remain central to academic work.

## 4 Permitted Uses of AI in Assessed Work

AI tools may be used in assessed work under the conditions outlined below, provided that such use is transparent, limited, justified, and properly referenced.

### 4.1 Permissible Academic Uses

AI may be used where it meaningfully supports the research and thinking process, including but not limited to:

- *Bridging conceptual gaps*, such as:
  - Making connections between distant theoretical frameworks
  - Relating theories across disciplines or media forms
- *Summarising complex theories or philosophies* that:
  - Are not central to the main argument
  - Function as supplementary or digressive material
- *Research development and scoping*, including:
  - Narrowing or refining research questions
  - Identifying possible angles, perspectives, or methodologies
  - Mapping thematic or conceptual relationships
- *Structural assistance*, such as:
  - Proposing a table of contents
  - Suggesting section headings or organisational logic
- *Title development and phrasing*
- *Identifying and locating potential sources for research*, including:
  - Suggesting relevant authors, theorists, concepts, or schools of thought
  - Pointing toward relevant books, articles, journals, archives, or media sources

*AI may be used as a starting point for discovery, but sources must be independently verified and accessed by the student.*

- *Supporting exploratory literature searches*, such as:
  - Helping to map a field or body of literature
  - Indicating possible disciplinary intersections or underexplored areas

*AI-generated references must not be assumed to be accurate or complete.*

## 4.2 AI Use Explicitly Required or Permitted by Teaching Staff

Where a module leader or tutor explicitly requires or permits AI use:

- AI may be used within the parameters defined for that module or assessment.
- The student must:
  - Document and reflect on AI use in the Learning Journal or equivalent reflective component
  - Provide a clear rationale explaining why AI constituted the most effective solution in the given context
  - Demonstrate critical engagement with AI outputs rather than unexamined acceptance

## 5 Referencing and Transparency

All uses of AI that materially contribute to assessed work must be acknowledged and referenced in accordance with SAE Belgrade's AI referencing guidelines as provided via Canvas.

Failure to disclose AI use constitutes a breach of academic integrity and is subject to panel hearing and penalisation.

## 6 Prohibited Uses of AI

AI *must not* be used in the following ways:

### 6.1 Substitution of Authorship

- *Producing ready-made assignments*, essays, reports, creative works, code, or media outputs that are copied directly into the final submission
- Submitting AI-generated content as if it were the student's own original work. This is a case of *plagiarism*.

### 6.2 Data Protection and Confidentiality

- Using prompts that disclose or infer:
  - Personal or sensitive student data
  - Confidential institutional information
  - Assessment materials not intended for public sharing

### 6.3 Circumvention of Assessment

- Inputting assignment briefs or assessment requirements verbatim into AI tools for the purpose of generating answers
- Using AI to bypass the intended learning outcomes of an assessment

## 7 Language Support for Non-Native Speakers

The institution recognises the linguistic challenges faced by non-native speakers and permits *limited language support* through AI tools.

- AI may be used to:
  - Polish or refine individual phrases
  - Suggest alternative wordings or expressions
  - Review the text and suggest areas for improvement
- Restrictions:
  - *No more than two consecutive sentences* may originate from AI
  - AI-generated text must not exceed *10% of the total word count*
  - AI must not be used to rewrite entire sections or arguments

The intellectual content, argumentation, and structure must remain the student's own.

## 8 Student Responsibility and Academic Integrity

*Students remain fully and solely responsible for all content included in their work, regardless of whether AI tools were used in its development. This includes responsibility for:*

Factual accuracy

- Correct attribution and referencing
- Conceptual coherence and academic validity
- Ethical and lawful use of information

Students are strongly advised to independently verify all AI-assisted outputs, particularly:

- References, citations, and bibliographic details
- Quotations, summaries of theories, or factual claims
- Attributions to authors, artworks, or historical events

Students should be aware that AI systems may produce *inaccurate, misleading, incomplete, or fabricated information* ("hallucinations"). Reliance on such outputs without verification does not constitute an acceptable academic practice.

The use of AI does not transfer responsibility for errors, misrepresentation, or misconduct from the student to the tool or platform.

## 9 Guidance in Cases of Uncertainty

Where there is any uncertainty regarding the appropriateness of AI use:

- Students must consult the relevant tutor or module leader in advance
- Written clarification should be sought where possible
- Acting without guidance does not exempt a student from responsibility

## 10 Review and Development

This policy will be:

- Reviewed regularly in response to technological, pedagogical, and regulatory developments
- Updated in alignment with sector-wide best practice in Higher Education

# Part 2: Use of Artificial Intelligence (AI) in Creative Media Production

## 11 Scope

This section applies to practice-based and creative assessments, including but not limited to:

- Visual art and design
- Photography, illustration, animation
- Film, video, and moving image
- Sound, music, and audio production
- Interactive, digital, and immersive media
- Hybrid and experimental creative practices

## 12 Principles for Creative AI Use

In creative media production, AI is understood as:

- A tool within a broader creative process
- A means of exploration, experimentation, and augmentation
- Not a replacement for creative decision-making, authorship, or skill development

The student remains the *author of the work* and is responsible for all creative, conceptual, ethical, and technical decisions.

## 13 Permitted Uses of AI in Creative Practice

AI tools may be used in creative media production where they serve a supportive, exploratory, or developmental role, including:

### 13.1 Ideation and Concept Development

- Generating or expanding creative ideas, themes, narratives, or visual directions
- Exploring alternative creative approaches or interpretations
- Assisting with mood boards, conceptual prompts, or stylistic references

### 13.2 Research and Contextual Exploration

- Identifying artistic references, genres, movements, or comparable works
- Mapping creative precedents or influences
- Supporting exploratory research into materials, techniques, or media forms

*All references must be independently verified by the student.*

### 13.3 Pre-Production and Planning

Assisting with:

- Storyboarding
- Shot lists
- Script outlines
- Production schedules
- Technical planning or workflows

### 13.4 Technical and Workflow Support

- Supporting problem-solving in:
  - Editing workflows
  - Sound processing
  - Coding or technical implementation
- Assisting with optimisation, formatting, or versioning processes

### 13.5 Reflective and Analytical Components

Helping articulate artistic intent, methodology, or evaluation (subject to the general AI use rules outlined earlier in this policy)

## 14 Conditional and Regulated Uses

The following uses are *permitted only under clearly defined conditions*:

### 14.1 Use of AI-Generated Media Elements

AI-generated images, video, sound, or text may not constitute the entirety or primary substance of a submitted creative work, unless:

- The module or assessment brief explicitly permits or requires such use, and
- The student provides:
  - A clear explanation of *why* AI was used
  - Evidence of critical selection, transformation, or integration
  - Documentation of the creative process

## 14.2 Prompting as Creative Input

- Prompts may form part of the creative process but do not in themselves constitute authorship
- Creative authorship is demonstrated through:
  - Iteration
  - Selection
  - Transformation
  - Contextualisation
  - Critical reflection

## 15 Prohibited Uses in Creative Media Production

AI *must not* be used in the following ways:

- Submitting AI-generated media as a *finished creative work* without substantive human intervention
- Using AI to bypass the development of core creative skills central to the learning outcomes
- Misrepresenting AI-generated outputs as entirely human-made
- Using AI tools in ways that:
  - Infringe copyright
  - Replicate identifiable living artists without critical intent or acknowledgement
  - Violate ethical or legal standards

## 16 Disclosure and Process Documentation

Students must *clearly disclose* the use of AI in creative work, typically through:

- A Learning Journal, process log, or reflective statement
- Description of:
  - Tools used
  - Nature and extent of AI involvement
  - Rationale for AI use
  - Evaluation of its impact on the final work

Transparency and reflection are weighted more heavily than the mere presence or absence of AI.

## 17 Responsibility and Verification

As with written work:

- Students remain *fully responsible for all creative outputs*, including:
  - Aesthetic decisions
  - Conceptual coherence
  - Ethical implications
  - Legal compliance

- Students must critically assess AI outputs and are responsible for avoiding:
  - Unintended plagiarism
  - Fabricated or misleading content
  - Over-reliance on automated generation

## 18 Guidance in Cases of Uncertainty

Where students are unsure whether a particular use of AI is appropriate within a creative assessment:

- They must consult the module leader or tutor in advance
- Approval should be documented where possible
- Failure to seek clarification does not exempt the student from responsibility