

SAE Institute - AI Working Group

The Use of Generative Artificial Intelligence (AI) at SAE Institute

Introduction

SAE Institute, like many other institutions in the education sector, encounters numerous novel challenges within its operations due to the increasing proliferation of AI tools. While the emergence of AI brings forth many advantages, it also presents SAE Institute with various hurdles, including the risk of academic misconduct.

SAE Institute's educational approach emphasises both creative output and conventional methods of academic presentation, making it susceptible to disruptions across its academic operations. This paper aims to highlight these challenges and elaborate on SAE's strategies for monitoring and evaluating the use and potential misuse of AI within our academic practices.

SAE proposes a balanced and thoughtful approach to incorporating AI tools into our organisation whilst maintaining a strong focus on academic integrity and the importance of true human creativity.

Key Considerations:

AI in Learning and Teaching

As a global leader in creative media education, SAE is well-positioned to take advantage of the many benefits of AI. SAE Institute can leverage AI to enhance teaching and learning experiences, foster innovation, and better prepare students for the rapidly evolving digital landscape. Given the development and accessibility of AI tools, it has become clear that generative AI will have multiple uses for learning and teaching.

SAE will encourage staff to look at how they can carefully and ethically include AI tools in teaching and creative practice. This includes providing training and resources on ethical AI practices, including avoiding the perpetuation of harmful biases and understanding the impact of AI on different communities and cultures.

SAE believes AI should augment and not replace human instruction. By leveraging AI, our educators can find new opportunities when developing learning and teaching methods. We must also ensure we are equipping graduates with the skills needed to enter a creative media sector rapidly embracing AI tools in their workflows. We must ensure that the use of generative AI does not replace other important aspects of creative media education, such as critical thinking, problem-solving, and collaboration. While generative AI can be a powerful tool for generating new ideas and exploring creative possibilities, it cannot replace the importance of these core skills.

AI and Academic Integrity

Academic integrity is the commitment to honesty and fairness in all aspects of academic work. It includes avoiding plagiarism, cheating, and other forms of academic misconduct. AI tools can allow students to create new opportunities for academic misconduct, such as:

- generating academic content, such as essays or presentations
- generating creative content, such as music, films or code

Use of Generative AI can be appropriate when attributed and acknowledged as AI-generated content. Transparency, proper citation, and adherence to academic integrity principles are necessary to ensure academic integrity.

SAE is utilising a range of indicators including AI-powered plagiarism detection tools as one way to detect where students may have used AI in their written work. However, we acknowledge that those tools are not always accurate and any case of academic misconduct flagged through these tools must be thoroughly reviewed by the academic staff.

In an effort to dissuade students from engaging in academic misconduct, students and staff need to be fully aware of the ways AI usage can constitute a breach of the [Academic Misconduct policy](#). SAE will work to educate students about the risks and what usage is (and is not) allowed. This will occur alongside clear policies and procedures regarding academic misconduct which will be communicated clearly and enforced consistently.

Revision of Assessment Practice

Throughout Higher Education, institutions are reviewing their assessment practices to make them more robust and allow the institute to have confidence in the marks being awarded.

Given the disruptive nature of AI in the education space, it is vital that we review and adapt our practices to ensure students are only being awarded for knowledge and skills they have demonstrably proven that they have. It is likely we will need to rely less on traditional academic assessments like essays and look to more contemporary and creative assessments. Alongside submissions, we may require evidence of the processes involved to ensure the knowledge and skill set of the student.

SAE will work with its programme committees to ensure student assessments remain robust, and to ensure that the opportunities for academic dishonesty are minimised.

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