



# Statement on Generative Artificial Intelligence

# Introduction

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Adelaide Central School of Art (ACSA) recognises that generative artificial intelligence (GenAI) tools (such as ChatGPT, Gemini, Midjourney and Dall-E) provide both opportunities and challenges to existing teaching and learning practices. The school is in the process of updating its policies and procedures in relation to the use of GenAI in assessments.

## **What is Generative AI?**

GenAI is an umbrella term used to describe a spectrum of digital technologies that output text, images, videos or audio, created using advanced machine learning algorithms and techniques. The outputs of these GenAI systems mimic the qualities of human created works, such as the ability to recognise images and discover patterns of human language. They can answer questions, produce text that appears to be sophisticated, generate images based on a prompt, and analyse vast amounts of data.

# Using Generative AI Responsibly

We are still learning how AI can work for us at ACSA, and students will help shape how these tools are used at the school. GenAI may be able to help explain concepts that you're struggling with, detect and solve errors or inconsistencies in your work, or generate prompts for further research.

Artists have always sought innovative ways to express their ideas through tools, techniques and technology. As an art school, ACSA is particularly attuned to the potential impacts of GenAI tools on creative practice, now and in the future.

GenAI text and image generators are probability-based, predicting outputs in a certain order or arrangement based on training from a huge library of copyrighted content. This means that its outputs can provide outdated or limited content that can be biased, factually inaccurate or misrepresent concepts. As such, knowing how to research independently and structure your own ideas is a key skill. While working with GenAI may be appealing, it is important to ensure your research is accurate and your sources are verifiable.

These new tools also pose numerous intellectual property issues concerning the content used to train GenAI models, as well as questions about who owns the copyright to the output of these models. GenAI tools are trained on copyrighted content, so outputs can substantially reproduce and infringe the work of existing artists, authors and organisations. Appropriate care should be given to ensure compliance with applicable intellectual property and copyright obligations. This extends to Indigenous Cultural and Intellectual Property Rights, ensuring that such GenAI use respects the cultural values and copyright of Aboriginal and Torres Strait Islanders.



# Generative AI and Academic Integrity

The fundamental principles of academic integrity guide what we do at ACSA. Academic Integrity means operating with the values of honesty, trust, fairness and responsibility in teaching, learning and assessment.

The general ACSA rules concerning academic integrity also apply to the use of GenAI. Plagiarism (when a student submits work that is not their own and fails to adequately acknowledge, cite or reference the original source) can occur if you use GenAI platforms or paraphrasing tools to complete assessment tasks.

It is important that the work you submit for your assessments is produced by you, and to be transparent about the sources and tools you have used as references. If you use, incorporate or adapt material using GenAI, you must declare and describe your uses of it. You may also be required to cite the prompt(s) or reference material used from GenAI tool as you would any other source in your assessment.

# Privacy and Security

GenAI tools also pose significant privacy and security issues that require important consideration for their responsible use in assessment. Care should be taken to avoid using, incorporating or prompting personal information into a GenAI tool or related platform. For guidance on what constitutes personal information, please see the [ACSA Privacy Policy](#). This means when using a GenAI tool, care should be taken to avoid inputs that incorporate an individual's name, voice print, image or likeness. This is important to maintain the privacy and security of individuals.



# Further Resources

TEQSA resource on artificial intelligence: advice for students

<https://www.teqsa.gov.au/students/artificial-intelligence-advice-students>

TEQSA resource on assessment reform in the age of artificial intelligence

<https://www.teqsa.gov.au/guides-resources/resources/corporate-publications/assessment-reform-age-artificial-intelligence>

Creative Australia webinar on artificial intelligence in creative industries and practice

<https://creative.gov.au/advocacy-and-research/events/artificial-intelligence-in-creative-industries-and-practice/>

Adelaide Central School of Art academic integrity policy

[https://acsa.sa.edu.au/wp-content/uploads/2023/06/T012\\_Academic-Integrity-Policy-and-Procedures\\_14-March-2023.pdf](https://acsa.sa.edu.au/wp-content/uploads/2023/06/T012_Academic-Integrity-Policy-and-Procedures_14-March-2023.pdf)

Adelaide Central School of Art privacy policy

[https://acsa.sa.edu.au/wp-content/uploads/2022/11/A009\\_Privacy\\_Policy\\_and\\_Procedure.pdf](https://acsa.sa.edu.au/wp-content/uploads/2022/11/A009_Privacy_Policy_and_Procedure.pdf)

Australian Academic Integrity Network Artificial Intelligence guidelines

<https://academicintegrity.edu.au/wp-content/uploads/sites/290/2023/06/AAIN-Generative-AI-Guidelines.pdf>

Practical AI for Instructors and Students

<https://www.youtube.com/playlist?list=PL07utQzZsgkAt-uGSTN8npNkfiyTmAYoh>