

A guide to the use of Artificial Intelligence (AI) for art and design students.

September 2026

A historical perspective from a creative POV.

Historically, new technology has always provided opportunity.

The printing press (Johannes Gutenberg, 1448)

The daguerreotype photograph (Louis Daguerre, 1839)

Sound recording (Edouard-Leon Scott de Martinville, 1860)

Motion picture recording (Auguste and Louis Lumière, 1895)

The internet (Tim Berners-Lee, 1990)

All of these technological developments have been a conduit to artistic, cultural and creative development, and have transformed society in many positive ways.

We live in amazing times!

This appendix
appears on every
Assessment
Specification
across the
university.



TASK DESCRIPTION

Use of Generative AI in Assessment

(Lecturer to indicate Yes or Not against each element)

RESEARCH	For this assessment, you can use Generative AI to support you in research and data analysis.	Yes ☐ No ☐
STRUCTURE	For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.	Yes ☐ No ☐
PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including getting suggestions to rephrase your work.	Yes ☐ No ☐
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes ☐ No ☐
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes ☐ No ☐
PROGRAMING	For this assessment, you can use Generative AI to create and check code.	Yes ☐ No ☐
NONE	For this assessment, you are not allowed to use any type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support.	☐

The transformative opportunities of AI.

Artificial Intelligence (AI) are machine-based systems that can, given a set of human-defined objectives (prompts), make predictions, recommendations or decisions that influence real or virtual environments. (Council of Europe, 2022)

University engagement with AI.

UWTSD actively supports students and staff to investigate, experiment and innovate with generative AI in all creative subjects, as do the Russell Group of universities (2024).

AI literacy is an essential skill for the future, and it is developing and changing at an exponential rate, so it is important that clear guidance is provided for its' ethical use for creative subjects in an academic environment.

AI provides excellent creative opportunity in the arts, but it must be ensured that students do not submit work for assessment that has been wholly generated through AI, and then claim it as their own.

Generative AI.

In relation to the creative subject areas, generative AI is a transformative technology which has the potential to change or modify the way we conceive, create, design, produce, make and share all types of artefacts and products.

These include but are not limited to:

image, text, dialogue, voice, illustration, avatars, photography, animation, music composition, sound design, graphic design, video, product design, fashion, pattern design, architecture, three dimensional objects and computer coding.

Student guidance when using AI as part of the creative process:

- Students can and should develop an understanding of how to integrate AI effectively and ethically, as an aid to their practice, but not as a replacement for the work created by themselves, as artists or as designers.
- AI can, if permitted and implemented, be used as a tool to make the work, but not to replace the work.
- Students should be aware that traditional skills development, active learning and process work, cannot and should not be replaced by the use of AI.

Permissible without formal citation.

- Students are permitted to use industry-standard tools that utilise AI technology, such as those found in *Adobe Creative Cloud* as part of their digital editing workflow. Students do not need to cite this use when using these tools to make minor modifications to their own images. This excludes *Adobe Firefly* and *Adobe Express* which specifically process content with the use of AI technology.
- It is permissible for students to analyse or experiment with AI use in their research, content development, and creative process. It is advisable to make a note of what, why and when this was used in your analysis, and any prompts you used (whether text or visual).

Beware, AI is also flawed.

- Qualitative errors when creating imagery.
- Hallucination
- Feedback Loops
- Representational harms
- Environmental harm

Transparency.

- Students should at all times be transparent about every aspect of their process and outcomes, to avoid any potential misinterpretation.
- In the first instance students must discuss the use and implementation of AI in projects with the Module Leader. The use in any or part of any project is entirely at the discretion of the Module Leader.
- A student may submit in writing any wish to offer any exception to the guidelines, with their intent and outcomes clearly explained and documented. Exceptions in every instance must be approved by the Module Leader prior to implementation.

Citation and formatting.

- Students are advised that any AI generated work used, devised, or modified as part of the developmental process, is clearly identified as such through appropriate referencing.

It is essential to always include:

- The name of generative AI authoring tool,
- The year the tool was created (in brackets)
- The 'Name of AI authoring tool' response to 'Name of person entering query'
- The AI prompt
- Day, month, year the content was generated.

For example:



Adobe Firefly (2024). *Firefly text to image response to Tom Williams prompt to 'create a still lake reflecting the moonlight in a desolate frozen landscape'.*
[Generated 19.03.24]

Clarity.

If no contribution by AI has been acknowledged, students should ensure all work is clearly identifiable and recognisable as being that of their own. You will be asked about its' creation and should be able to explain your process in detail.

What the student cannot do when using AI as part of the creative process:

- The use of AI generated outcomes that are not identified as such, is plagiarism and therefore considered malpractice.
- Therefore, students must not include, present, or submit any AI generated asset or outcome as their own. This includes, and is not limited to, text, dialogue, voice, imagery, photography, music, sound design, graphic design, video, animation, product design, pattern, fashion, architecture, artefact, three-dimensional object or computer code.

- Students must not implement any AI artistic endeavour that seeks to mimic existing practice as this is not considered authentic student work. Therefore, any submitted final outcomes cannot be the result of asking AI to mimic another practitioner's work unless it is conceptually significant to the project.
- To protect authorship and maintain authenticity, students must not use the names of artists/designers, artworks, musicians, writers, companies, or brands within any AI prompts. This is to maintain the artistic integrity, copyright, and the intellectual property of those involved.

Avoiding AI malpractice:

- It is worth noting as artists and designers that the misuse or misrepresentation of AI use will diminish traditional craft skills in your study area, and it does not meet student learning outcomes.
- The implementation of regular peer reviews and group critiques, where students share work with their peers, will provide opportunities to discuss the implementation and experimentation with AI.
- Submissions will include a presentation element (where possible) where students are asked to elaborate on their whole creative process, and this should include any use of AI.

- For parity, no advantage should be attributed to the use of, or access to, AI technology.
- A Candidate Authentication Declaration Form (see following slides) provides explicit guidance for acknowledging your use of AI in any part of your process. This forms part of your student contract.
(A copy of this guidance is available as a pdf document and will be available on the Thought Experiment Moodle tile.)

How a student should acknowledge their use of AI

(published 24th August 2024)

How to acknowledge your use of AI

How to Acknowledge your use of AI

This guidance is for students and staff to support the integration of AI tools in assessment.

Every assessment specification identifies the **allowable** use of AI in that assessment. You should be able to see a version of the following table:

RESEARCH	For this assessment, you can use Generative AI to support you in research, including searching for bibliography, using tools to summarise, compare and interrogate materials.	Yes ☐ No ☐
STRUCTURE	For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.	Yes ☐ No ☐
PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including rephrasing of your own work within specific standards.	Yes ☐ No ☐
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes ☐ No ☐
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes ☐ No ☐
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This guidance will provide you with the necessary information on how to acknowledge your use of AI in any assessment.

Important: Students are expected to keep drafts of their work, including notes, etc., before and after the use of any AI tool. Students will be expected to produce these drafts and materials as necessary.

You are expected to use this acknowledgement format for **all** allowable uses of AI.

How to acknowledge your use of AI

You are expected to include this acknowledgement in a separate page at the beginning of your submission.

Basic Acknowledgement format of AI tool use

I acknowledge the use of [AI Tool] [(AI Tool url)] on [Date] to [Purpose my work]. I used the prompt(s):

1. [Prompt]
2. [Prompt]
3. [Prompt]

I confirm that I have not presented any AI generated text as my own work. I confirm I have copies of my drafts, notes, and other resources I used before, and after the use of AI tools which I may be asked to provide in evidence.

Example 1:

I acknowledge the use of Grammarly (<https://www.grammarly.com/>) on 10 February 2024 to check my work using the prompt(s):

1. Please check the following text for readability, grammar and syntax.

I confirm that I have not presented any AI generated text as my own work. I confirm I have copies of my drafts, notes, and other resources I used before, and after the use of AI tools which I may be asked to provide in evidence.

Example 2:

I acknowledge the use of SciSpace (<https://typeset.io/>) on 7 March 2024 to support my research using the prompt(s):

1. Please provide me with materials on the biology of the liver.
2. Please provide me with materials on liver cells.

I confirm that I have not presented any AI generated text as my own work. I confirm I have copies of my drafts, notes, and other resources I used before, and after the use of AI tools which I may be asked to provide in evidence.

Example 3:

How to acknowledge your
use of AI

I acknowledge the use of ChatGPT (<https://chatgpt.com/>) on 13 April 2024 to write my notes into submission format using the prompt(s):

1. Please write up these bullet points as an essay paragraph at university level.

I confirm that I have not presented any AI generated text as my own work. I confirm I have copies of my drafts, notes, and other resources I used before, and after the use of AI tools which I may be asked to provide in evidence.

Acknowledgement of the use of multiple AI tools

If you have used multiple AI tools, then you need to include an acknowledgement for each tool you used.

Example 4:

I acknowledge the use of SciSpace (<https://typeset.io/>) on 28 June 2024 to support my research using the prompt(s):

1. Please provide me with materials on the American Civil War.
2. Please provide me with materials on the reception of Gone with the Wind.

I confirm that I have not presented any AI generated text as my own work. I confirm I have copies of my drafts, notes, and other resources I used before, and after the use of AI tools which I may be asked to provide in evidence.

I acknowledge the use of Adobe Express (<https://www.adobe.com/express/>) on 24 June 2024 to edit photographic material:

1. Remove background from Figure 1.

I confirm that I have not presented any AI generated materials as my own work. I confirm I have copies of my drafts, notes, and other resources I used before, and after the use of AI tools which I may be asked to provide in evidence.

If you have not used AI tools

If you have not used AI tools, whether because it is not allowed or because you have chosen not to use AI tools at all, you need to include the following acknowledgement.

How to acknowledge your
use of AI

I confirm that I have not used any AI tools in the research and creation of this assignment. I confirm that I have not presented any AI generated materials as my own work. I confirm I have copies of my drafts, notes, and other resources I used, which I may be asked to provide in evidence.

Limit of scope.

UWTSD acknowledges that the progress and development of AI tools and software is currently exponential. Its' absolute effect on our educational, social, political, and economic structures is as yet undetermined and unidentified. Therefore, guidance will evolve in line with future technological developments and will be updated as and when necessary.

And finally just to note ...

None of this presentation was planned or written by AI,

here's the proof ...

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