

LAINE

THEATRE ARTS

Policies

Guidance for the Use of Artificial Intelligence in Learning,
Teaching and Assessment

GUIDANCE FOR THE USE OF ARTIFICIAL INTELLIGENCE IN LEARNING, TEACHING AND ASSESSMENT

This guidance seeks to align Laine Theatre Arts' approach to the use of AI in teaching, learning and assessment with best practices from the HE Sector. It draws specifically on the following documents:

1. *The Russell Group Principles on use of Generative AI tools in Education*, available at: [https://www.russellgroup.ac.uk/sites/default/files/2025-01/Russell Group principles on generative AI in education.pdf](https://www.russellgroup.ac.uk/sites/default/files/2025-01/Russell%20Group%20principles%20on%20generative%20AI%20in%20education.pdf)
2. *The University of Portsmouth's Generative AI for Teaching, Learning and Assessment: Guidance for Staff*, available at: <https://policies.docstore.port.ac.uk/policy-266.pdf>
3. *The University of Birmingham's Generative AI and its role within Teaching, Learning and Assessment*, available at: <https://www.birmingham.ac.uk/libraries/education-excellence/gai>
4. *Reconsidering assessment for the ChatGPT era: QAA advice on developing sustainable assessment strategies*, available at: <https://www.qaa.ac.uk/docs/qaa/members/reconsidering-assessment-for-the-chat-gpt-era.pdf>

INTRODUCTION AND CONTEXT

A clear stance on AI is essential in today's creative and academic landscapes. Generative AI is changing how ideas are developed, shared, and evaluated, blurring lines between original work and machine output. Even in the context of

vocational training, AI is increasingly influencing the development of skills, from automating routine tasks to enhancing creativity and problem-solving.

Students are already incorporating AI tools into their work, whether it's for research, writing, or the development of creative projects, often without full awareness of the ethical or academic implications. The rapid adoption of AI tools can leave staff feeling at a disadvantage, unsure of how to effectively guide students in this evolving landscape.

This guidance proposes a framework for thinking about AI in the Laine setting. It is impossible to 'design out' AI from learning, teaching and assessment, therefore we aim to help staff to build the confidence and knowledge required to assist students in using AI responsibly to maintain academic integrity, promote transparency, and develop the critical skills needed for a future shaped by these technologies. Staff should also be equipped to use AI in a transparent and ethical way to support the provision of high-quality personalised feedback to students.

WHAT IS GENERATIVE AI?

Generative AI refers to a type of artificial intelligence that creates new content, such as text, images, music, or code, by learning patterns from large datasets. These systems, like GPT for text or DALL-E for images, are often referred to as 'Large Language Models', and use neural networks (structures designed to mimic the way the human brain) to recognise patterns and generate new content.

These models are trained on vast amounts of data, which they use to understand underlying patterns and then produce similar, new content. Chat GPT, for instance, is trained to understand intricate dependencies and relationships within text, such as grammar, structure and the nuances of language, to propagate new information and create contextually relevant responses when prompted.

By processing vast amounts of data quickly, Generative AI can assist in content creation, problem solving, and providing feedback at scale. It can also facilitate

innovation by helping users explore new ideas and approaches, even in fields that require complex, creative thinking. However, despite its capabilities, generative AI has limitations: it often produces biased or inaccurate content based on the data it has been trained on; it lacks true understanding or creativity, and it cannot reason like a human, making it prone to errors in complex tasks that require deep knowledge or judgment. It therefore always requires human oversight.

AI AND THE LEARNING, TEACHING AND ASSESSMENT STRATEGY

Laine Theatre Arts' approach to artificial intelligence is guided by the same principles that underpin our Learning, Teaching and Assessment Strategy. The use of AI will enhance, not replace, our practice, ensuring that students develop as skilled, creative, resilient, and industry-ready professionals who are prepared to work in a dynamic and fast-paced professional landscape.

Just as the theatre industry continually evolves through new technologies and creative practices, so too must our pedagogy adapt in ways that remain authentic to our mission. The integration of AI should be seen as a complementary set of tools that can strengthen learning, broaden opportunity, and ensure students are gaining relevant skills.

The table below considers how the integration of AI impacts the key Principles of our Learning, Teaching and Assessment Strategy:

PRINCIPLE 1: Students are Supported and Enabled	AI can help reduce barriers to learning by offering personalised feedback, alternative explanations, and study support. These tools allow students to practise skills independently, reflect on progress, and access resources tailored to their needs, reinforcing our commitment to enabling every student to achieve their potential.
PRINCIPLE 2: Students experience Outstanding Learning & Teaching	AI strengthens feedback, reflection, and creative exploration. It can support rehearsal analysis, provide creative stimuli, and complement tutor feedback, enriching the student experience without replacing the high-contact, practice-based training central to conservatoire education.

PRINCIPLE 3: Establishing and Supporting Learning Communities	AI promotes collaboration and dialogue by generating perspectives, scenarios, or creative prompts that stimulate discussion and debate. In doing so, it supports the creation of safe, challenging and transformative learning communities where knowledge is co-created between staff and students.
PRINCIPLE 4: Valuing and Supporting the Development of Staff	AI offers opportunities for staff to innovate in pedagogy and creative practice. Professional development in AI use ensures our teaching remains evidence-based, dynamic, and industry-informed, while giving staff confidence to use these tools ethically and effectively.
PRINCIPLE 5: Effective and Transformational Curriculum Design	Embedding AI literacy within the curriculum equips students with digital fluency, critical awareness, and adaptability alongside their technical and artistic skills. Used thoughtfully, AI helps design authentic, innovative and industry-relevant learning experiences that prepare graduates for a changing professional landscape.

UNDERSTANDING ETHICAL CONCERNS AND CONSIDERATIONS AROUND THE USE OF AI

While artificial intelligence offers exciting opportunities, it also presents a number of ethical downsides that must be carefully considered:

Cultural, Social and Gendered Bias

AI systems are trained on vast datasets that often contain cultural, social and gendered biases, meaning their outputs can reinforce stereotypes or exclude minority perspectives. They also operate as “black boxes,” with little transparency about how answers are generated, making it difficult to evaluate reliability or hold systems accountable. This lack of transparency is compounded by the risk of inaccuracy, as AI can produce fabricated or misleading information that undermines critical thinking and academic rigour.

Authorship, Ownership and Academic Integrity

AI blurs traditional definitions of originality, creating uncertainty about intellectual property and raising the risk of plagiarism or misrepresentation. Over-reliance on AI

can erode students' independent skills and artistry, while unequal access to reliable tools risks widening the digital divide.

Privacy and Data

Entering personal or sensitive information into public AI systems risks breaches of confidentiality, misuse of data, and non-compliance with data protection standards. Both staff and students must therefore use AI responsibly, ensuring that data shared with such tools is minimal, anonymised, and consistent with Laine's policies.

Broader Ethical Implications

AI carries broader ethical implications beyond the classroom. Its development and operation consume large amounts of energy, contributing to environmental impact, while the industry behind it often relies on low-paid, outsourced human labour for data processing and moderation. Together, these issues remind us that AI must be integrated with caution, transparency and critical awareness if it is to enhance, rather than compromise, Laine's values and its commitment to responsible, high-quality education.

THE RUSSELL GROUP PRINCIPLES ON GENERATIVE AI IN EDUCATION

First published in 2023, the Russell Group principles were among the UK's earliest collective responses to the rapid rise of generative AI in education. They provide a balanced framework that highlights opportunities while addressing risks to integrity, fairness and student development. Widely recognised across the sector, they now serve as a benchmark for responsible practice. By adopting them, Laine ensures its approach to AI is credible, future-focused and aligned with national best practice.

1. Universities will support students and staff to become AI-literate.
2. Staff should be equipped to support students to use generative AI tools effectively and appropriately in their learning experience.
3. Universities will adapt teaching and assessment to incorporate the ethical use of generative AI and support equal access.
4. Universities will ensure academic rigour and integrity is upheld.
5. Universities will work collaboratively to share best practice as the technology and its application in education evolves.

UPHOLDING THE RUSSELL GROUP PRINCIPLES AT LAINE

At Laine, academic staff are not required to use generative AI tools in their teaching, learning, assessment, or support practices. However, all staff are expected to consider their potential impact on student learning, and to ensure that approaches to AI remain current, transparent and aligned with industry contexts.

Students should have opportunities to engage with generative AI at every level of study, supported by induction and training that highlights both the opportunities and limitations of these tools.

• Use of AI in Student Work

Generative AI may be used by students to support and enhance their learning experience — for example, to summarise or extend key ideas, create revision materials, develop research strategies, or practise critical thinking and analysis. Academic staff are encouraged to support such appropriate uses. However, in line with Laine's Academic Misconduct Policy, the use of generative AI in assessments or assignments is not permitted unless explicitly authorised. Where AI use is permitted, the scope and expectations must be clearly outlined in module handbooks, assessment briefs, and explained directly to students during teaching.

All students will be introduced to these expectations through Laine's academic integrity training, which ensures they understand how to engage with AI ethically, transparently, and without risking academic misconduct.

- **Integration of AI in Learning, Teaching and Assessment Materials**

When staff choose to integrate AI into learning or assessment, it must be done on the basis of how it supports learning outcomes. Students should always be informed of the rationale for its use and provided with opportunities for formative practice before any summative assessment.

Staff using AI to create teaching or assessment materials remain responsible for their factual accuracy and quality and must indicate where AI has been used. They should also discuss with students the ethical considerations of AI use, including bias, accuracy, plagiarism, privacy, and data protection.

- **Access to AI Tools, and Data Protection**

Equity of access is a priority: where AI is to be incorporated into study or assessment, only free or institutionally provided tools should be required. Personal, sensitive, or identifiable information must never be entered into public AI platforms, including student work, as this risks breaches of confidentiality and loss of control over data. Only institutionally approved or free tools that meet Laine's data protection standards should be used, and staff should make students aware of the privacy policies and user agreements of any AI systems they are asked to engage with.

QUICK SUMMARY OF ACCEPTABLE AI USE IN LEARNING, TEACHING AND ASSESSMENT FOR STAFF

Responsibility	Action
Clarify Permissions	Clearly state in course outlines, assessment briefs, handbooks, and Canvas pages whether AI use is permitted, and explain this verbally to students.
Communicate Rationale	Explain why AI is being used and how it supports learning outcomes or graduate attributes. Provide examples of appropriate and inappropriate uses.
Support Ethical Understanding	Introduce students to ethical issues (bias, inaccuracy, plagiarism, privacy, authorship, exploitation). Provide opportunities for formative practice and feedback before any summative use.

Ensure Equity of Access	Only require free or institutionally provided AI tools. Do not ask students to upload assessed work to public AI systems.
Maintain Quality and Accountability	Check the factual accuracy and quality of any AI-generated teaching or assessment materials before sharing with students. Always indicate where AI has been used in creating resources.
Protect Privacy and Data	Do not input personal, sensitive, or identifiable data into public AI platforms, or student work. Make students aware of relevant privacy policies.
Review and Reflect	Evaluate the impact of AI use on learning outcomes, share practice with colleagues, and adapt as tools and policies evolve.

USE OF AI TOOLS TO SUPPORT GRADING AND THE PROVISION OF STUDENT FEEDBACK

Assessment and feedback are central to the learning experience at Laine Theatre Arts. While assessment confirms that students have met programme learning outcomes, it is the provision of high-quality feedback that most influences how students learn, reflect, and develop their artistry. Timely, specific, and constructive feedback is essential to support individual growth and motivation.

Generative AI tools offer the potential to enhance Laine's ability to provide personalised feedback quickly and at scale, ensuring that every student receives meaningful, targeted guidance. These tools can help staff identify learning needs more efficiently, provide individualised commentary, and make feedback more dialogical and responsive. However, the academic and professional judgement behind assessment remains the responsibility of staff, and AI tools must be used carefully, ethically, and transparently.

PRINCIPLES OF USING AI IN STUDENT FEEDBACK

Human responsibility

- AI may support grading, moderation, and feedback, but staff remain fully responsible for all academic judgements.
- AI must never be used on its own to allocate marks or determine grades.

- All outputs produced with the help of AI (including feedback) must be reviewed by staff for factual accuracy, tone, and appropriateness.
- Staff are accountable for the quality of the feedback and must ensure it is supportive, professional, and aligned with learning outcomes.
- All AI-generated outputs (e.g. draft feedback, suggested comments) must be checked, edited where necessary, and signed off by academic staff before being shared with students.

Approved and ethical tools

- Only tools approved by Laine may be used in assessment or feedback, to ensure compliance with data protection and ethical standards.
- Staff wishing to trial other tools must seek approval from the Academic Director before use.
- No personal, sensitive, or identifiable data (including assessed student work) may be uploaded into public AI platforms.

Transparency with students

- Students must always be told if AI has been used to support feedback or moderation. A clear statement must appear in the module handbook and relevant assessment brief. Staff should also verbally explain the rationale during teaching.

STUDENT USE OF AI

Generative AI can play a valuable role in supporting students' learning when used appropriately. At Laine Theatre Arts, AI is considered a study aid that can help students reflect on their progress, develop independent learning skills, and prepare

for a professional world where digital tools are increasingly important. However, transparency, academic integrity, and responsible practice are essential.

APPROPRIATE USE

Students may use AI to:

- summarise or extend key ideas from classes, rehearsals, or readings,
- enhance research strategies and explore different perspectives,
- practise critical thinking and analysis by questioning or testing AI outputs,
- generate creative prompts or ideas as a starting point for exploration.

Restrictions on Use in Assessment

- The use of AI in assessed work is **not permitted** unless explicitly authorised in module handbooks or assessment briefs.
- Where AI use is permitted, the scope and expectations must be clearly defined, and students must declare and explain their use (e.g. through a short statement within the assignment).
- Undeclared or inappropriate use of AI in assessment will be treated as a breach of the Academic Misconduct Policy.

Transparency and Integrity

- All students will receive academic integrity training, which includes guidance on ethical AI use.
- Students are expected to be transparent about how AI supports their learning and must be prepared to reflect on its role in their study process.
- Using AI without acknowledgement or attempting to pass AI-generated work off as one's own, undermines integrity and will be dealt with under misconduct procedures.

Equity and Access

- To ensure fairness, no student will be required to use paid-for AI platforms. Only free or institutionally approved tools may be used in study or assessment.

- Students must never upload personal, sensitive, or assessed work into public AI tools, to protect privacy and comply with data protection standards.

Preparing for Professional Practice

- By engaging with AI responsibly, students will develop the digital literacy, ethical awareness, and critical judgement needed to navigate creative and professional industries where such tools are increasingly commonplace. AI should be seen as a complement to — not a substitute for — students' own artistry, independent thinking, and academic development.

AI USE AT LAINE – STUDENT GUIDANCE (SUMMARY)

- Students may use AI to support your learning (e.g. summarising ideas, creating revision materials, practising critical thinking, exploring research strategies).
- Students may not use AI in assessments or assignments unless clearly specified in the assessment brief.
- If AI use is permitted, students must declare it their work
- Undeclared or inappropriate use of AI will be treated under Laine's Academic Misconduct Policy.
- Students should never upload personal, sensitive, or assessed work into public AI platforms.
- AI is a support tool only – the student's own creative, academic and independent thinking (and effort) must always come first.

QAA GUIDANCE OF DESIGNING EFFECTIVE ASSESSMENT

In July 2023, the Quality Assurance Agency for Higher Education (QAA) published *Reconsidering Assessment for the ChatGPT Era*, one of the first sector-wide guidance documents to address the implications of generative AI for assessment. The report was developed in response to the rapid adoption of generative AI tools which have the potential to disrupt traditional assessment models while also offering new opportunities for authentic and inclusive approaches to learning.

It reflects national and international conversations across universities, colleges, and professional bodies about how best to safeguard academic integrity and support student success in an AI-enabled world.

For Laine Theatre Arts, the document is highly relevant. Our programmes prepare students for careers in industries where digital and creative technologies are increasingly embedded. Ensuring that assessments remain fair, authentic, and future-focused is therefore essential. By engaging with the QAA's recommendations, Laine can strengthen its own assessment practices, uphold academic standards, and equip students with the skills to use AI responsibly as part of their study and professional development.

SUMMARY OF THE QAA GUIDANCE FOR EFFECTIVE ASSESSMENT DESIGN

The QAA highlights that assessment design must adapt to the challenges and opportunities posed by generative AI. Traditional tasks that rely on reproducing knowledge or following predictable patterns are increasingly vulnerable to AI misuse. Instead, assessments should prioritise higher-order skills such as application, synthesis, creativity, and evaluation.

Authenticity is central. Assessments should reflect real-world and professional contexts, requiring students to demonstrate personal insight, contextualisation, and reflection. For example, tasks might involve producing a portfolio of practice with an accompanying commentary, critically evaluating the strengths and weaknesses of AI-generated material, or designing a project that addresses an industry-relevant challenge. Oral examinations, mini-vivas, in-class presentations, and observed performances are also valuable in confirming students' understanding and authorship.

The guidance also encourages synoptic and integrated assessments, where students bring together knowledge and skills across modules or disciplines. This could involve large-scale projects, collaborative tasks, or reflective work that connects theory and practice. Hybrid approaches—where students are permitted

to use AI but must declare it and critique its outputs—are also recommended, since they foster digital literacy and prepare students for professional environments where AI is commonplace.

In terms of modes, secure digital exams may have a role in certain disciplines, while automated marking of quizzes or computer-based tasks remains acceptable. However, reliance on unseen handwritten exams is discouraged, since this can reduce accessibility and may not always promote authentic learning.

The QAA also stresses the importance of fairness and sustainability. Assessment loads should be streamlined, with duplication and low-value tasks removed. Students should be provided with clear guidance about what constitutes acceptable use of AI, and any inappropriate or undeclared use should be addressed—though the QAA notes that early missteps may be treated as poor academic practice rather than formal misconduct.

Finally, equity and support are vital. Students must have access to approved or free tools where AI use is permitted, so no one gains advantage through paid systems. Staff and students alike should receive opportunities for training in AI literacy, critical evaluation, and ethical practice, supported by clear and consistent messaging across the institution.

Taken together, the QAA recommends that assessment design in the AI era should be authentic, sustainable, fair, and transparent—embracing innovation while safeguarding academic integrity and ensuring that student achievement always reflects their own effort, artistry, and independent thinking.

QAA Guidance on Assessment Design in the AI Era

Authenticity

- Design assessments that mirror professional and creative practice.
- Require personalisation, reflection, and contextualisation.
- Use oral exams, vivas, performances to confirm student ownership.

Assessment Modes

- Secure digital exams may be appropriate in some disciplines.
- Automated quizzes and computer-based marking remain acceptable.
- Avoid over-reliance on handwritten unseen exams (less accessible, less authentic).

Synoptic & Hybrid Approaches

- Encourage synoptic projects drawing together multiple modules.
- Collaborative tasks that demand group creativity and reflection.
- Hybrid models: allow AI use, but require critique and full declaration.

Fairness & Sustainability

- Streamline assessment loads; reduce duplication of tasks.
- Focus on higher-order skills not easily replicated by AI.
- Ensure assessment design is sustainable for both students and staff.

Policy & Integrity

- Provide clear guidance on acceptable and unacceptable AI use.
- Undeclared or inappropriate use handled via misconduct policy.
- Early misuse may be treated as poor practice with support interventions.

Equity & Support

- Ensure all students can access free/approved AI tools where permitted.
- Embed training on AI literacy, critical evaluation, and ethical practice.
- Maintain consistent messaging across modules and programmes.

STAYING FUTURE - FOCUSSED

As the Russell Group's AI guidance makes clear, collaboration, coordination, and consistency across the education and professional sectors, including universities, employers, schools, FE colleges, and professional bodies, is essential to respond effectively to the evolving role of generative AI in learning, teaching, and assessment. No single institution can foresee the implications of these rapidly changing technologies alone.

At Laine Theatre Arts, we recognise that our approach must be equally dynamic and collective. We commit to engaging with colleagues across disciplines, professional networks, and peer institutions to share insights, challenges, and successful practices to remain agile and informed.

KEY DATA

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