

TRINITY LABAN

Use of Generative AI in Assessment

1. Introduction

At Trinity Laban, we recognise the transformative potential of Artificial Intelligence (AI) in creative education and scholarly practice. We are committed to using AI ethically, transparently and innovatively, especially in relation to student assessment. This framework outlines the institution's principles and expectations for the use of generative AI in assessment contexts.

2. Overarching Principles

All uses of AI in assessment are governed by the following institutional values:

- **Academic Integrity:** AI must not undermine the independent thinking and originality expected in student work.
- **Transparency:** Any use of generative AI must be acknowledged clearly and honestly.
- **Equity and Inclusion:** AI should support access and opportunity without reinforcing bias.
- **Creativity and Critical Thinking:** AI should be used to stimulate, not substitute, the student's own intellectual and artistic work.
- **Accountability:** Use of AI in assessments is subject to academic oversight and may be reviewed.

3. AI Use Categories in Assessment

Assessment tasks fall into three categories that define the permitted scope of AI usage. These are designed to protect academic standards while enabling creative and responsible engagement with AI.

Category 1 (Red): Use of Generative AI is Not Permitted

This category applies where assessments are designed to evaluate independent knowledge, thinking, or personal voice.

- **Examples:** Unseen written exams, vivas, practical in-person exams, foundational skills exercises.

- **Permitted Tools:** Only basic aids (e.g., spelling/grammar checkers).
- **Prohibited Uses:** Any AI-generated input related to ideas, content, structure or rewording. This includes the use of machine translation or AI translation tools where these generate, paraphrase or substantially shape assessed content.
- **Student Declaration:** Required. Students must confirm that they have complied with the assessment's rules on generative AI use, including that they have not used generative AI to produce or alter ideas, content, structure or wording.

Category 2 (Amber): Generative AI May Be Used in an Assistive Role

This is the default category unless otherwise specified. AI may be used to support, but not replace, student thinking.

- **Examples:** Essays, reports, reflective writing, take-home assessments, group work.
- **Permitted Uses:** Idea generation, structuring, tone refinement, grammar edits, and limited use of machine translation or AI translation tools to support comprehension, drafting or language clarity.
- **Prohibited Uses:** Submitting AI-generated content as original work, over-reliance on AI, use without critical judgement, or the unedited submission of machine-translated text as the student's own original expression.
- **Student Declaration:** Required. Students must include a brief statement or appendix explaining how any permitted AI use supported the work and how the output was reviewed.

Category 3 (Green): Use of Generative AI is Encouraged

AI is integral to these tasks, which assess a student's ability to use such tools critically and creatively.

- **Examples:** Creative artefacts made with AI, analysis of AI-generated content, large data set exploration, ethical or critical evaluation of AI tools.
- **Expected Uses:** Prompt crafting, iterative refinement of outputs, critical reflection, and creative or analytical use of machine translation or AI translation tools, including evaluation of accuracy, bias, tone, cultural nuance and artistic interpretation.
- **Student Declaration:** Required. Students must explain how AI was used within their submission and include reflective commentary on its role, value and limitations.

4. Acknowledgement Requirements

Students must disclose significant use of AI in Categories 2 and 3. This includes:

- The tool(s) used.
- The nature of the prompts given.
- How the AI's output was edited or evaluated.
- A reflective appendix (where applicable) including example prompts and AI responses.

Failure to acknowledge use, or submitting AI-generated work without attribution, may be treated as academic misconduct.

5. Implementation and Oversight

Assessment design must clearly state which AI category applies. Staff are responsible for:

- Ensuring alignment with the AI policy.
- Providing guidance on appropriate use and acknowledgement.
- Referring suspected misuse to academic integrity procedures.

This framework will be reviewed annually to ensure it reflects evolving pedagogical practices and technological developments.