

An Approach to Artificial Intelligence (AI)

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An Approach to Artificial Intelligence (AI)

1. Introduction

As a small specialist dance conservatoire, Higher Education Provider and arts organisation we recognise that artificial intelligence (AI) is transforming the creative industries and higher education landscape. In line with best practice from the arts and University sector including Arts Council England and One Dance UK, we are committed to adopting an approach to AI that aligns with our mission, supports our community, and upholds the principles of creativity, inclusion, and sustainability.

2. Purpose

This document sets out our approach to the integration of AI, ensuring that its use is ethical, equitable, and environmentally responsible, while enhancing the creative and educational experiences of our staff, students, and collaborators. This should be read alongside the AI Guidance for Staff & Students (see Appendices).

3. Guiding Principles

3.1 Creativity and Human-Centred Practice

Our work in dance is grounded in the body, collaboration, and live exchange. AI will be used to complement and extend artistic inquiry, not to replace human creativity and agency.

3.2 Ethics and Transparency

We commit to ethical and transparent use of AI, with clear accountability for how AI is deployed across our work. We will ensure that AI use adheres to relevant data protection, privacy, and intellectual property standards and is referenced when used in NSCD work. When AI tools are used in any NSCD context, whether in assessments, professional practice, publications, performances, policies, grant applications or marketing, this use should be clearly disclosed. We provide guidance on what appropriate disclosure looks like in different contexts, detailed within the student and staff guides on AI use.

3.3 Equity and Access

We recognise that AI can reinforce existing inequalities. We will work actively to ensure AI use does not disadvantage any member of our community and will challenge any bias or discriminatory impacts.

3.4 Experimentation and Innovation

AI will be explored as a tool for experimentation, whether in choreography, performance, or new digital forms of dance, while fostering rigorous critical reflection.

3.5 Education and Digital Literacy

We will build digital and AI literacy within our staff and student body, enabling informed and confident engagement with AI. We are committed to developing critical AI literacy, the capacity to interrogate AI's assumptions, limitations, biases, and power dynamics, rather than simply building tool proficiency. In a dance conservatoire context, this includes understanding what AI means for the body, authorship, and artistic agency.

3.6 Sustainability and Environmental Responsibility

We acknowledge the significant environmental footprint of AI technologies. We will prioritise approaches that minimise energy use and digital waste.

3.7 Trust and Student Agency

We approach AI with trust in our students and staff as the default position. We have the ambition to look at ways to further integrate use of AI with academic and artistic integrity rather than rely on surveillance or detection as primary mechanisms. Students are treated as capable critical thinkers who can engage responsibly and reflectively with AI tools.

3.8 Wellbeing

We recognise that rapid AI change can generate anxiety, about relevance, skills, and the future of creative practice, for both students and staff. We will remain mindful of this.

4. Practical Commitments

4.1 Policy and Governance

We have developed clear guidelines (see appendices) and governance structures for AI use, with regular review and updates to ensure alignment with sector standards and our institutional values. Responsibility for AI governance will be scrutinised by Joint Faculty and Learning, Teaching & Quality Assurance Committee before being approved by Senate, with a full review of this approach conducted annually. Staff and students will be informed of any significant updates.

4.2 Academic Integrity and Assessment

The widespread use of AI in assessed work is one of the most significant practical challenges facing higher education.

We will provide clear, accessible guidance to students on how and when AI use is and is not appropriate in different assessment contexts, and what disclosure is expected (see Appendix A).

Academic misconduct in relation to AI will be addressed through Annex A.3. Academic Misconduct however, our primary approach is clarity and curriculum design, ensuring students are never left uncertain about expectations.

4.3 Staff and Student Development

We will provide training and development opportunities to build AI awareness and digital literacy, supporting creative and critical engagement.

4.4 Student Voice

Students will be actively involved in shaping how this approach is implemented and reviewed. We will create regular opportunities for students to contribute their perspectives on AI in their learning, creative practice, and working lives, including through student representation, surveys, and open conversations.

4.5 Creative Applications

We will monitor and cautiously explore AI in ways that may support our artistic work to ensure we are involved in the development of these areas. Relevant to this may be areas such as; AI assisted choreography, AI supported music, use of AI in digital scenography and immersive environments and AI for audience engagement and digital archiving for example.

4.6 Intellectual Property

We will strive to ensure that AI use adheres to relevant intellectual property standards. This is an evolving area, and we will commit to ongoing engagement in the arts and higher education sector development.

4.7 Environmental Impact Considerations

We will prioritise the use of lightweight and low-energy AI tools, minimising carbon impact.

When using cloud-based AI platforms, choose providers with clear environmental sustainability commitments.

We will reduce data redundancy by cleaning digital archives and only processing data essential for artistic or educational outcomes.

We will monitor and report on the energy footprint of major AI projects, incorporating this into sustainability reporting and decision-making.

4.8 Collaborative Approaches

We will continue to engage with sector partners to share best practice and support sector-wide sustainable AI approaches and foster partnerships with technology providers and artists to explore creative and responsible AI use.

4.9 Ongoing Evaluation

We will evaluate the impact of AI practices on our core mission, with a focus on creativity, inclusivity, and environmental sustainability and use feedback from staff, students, and external partners to refine and improve our approach.

5. Conclusion

We will continue to learn, adapt, and lead in the ethical, creative, and environmentally conscious use of AI in education and the arts. Our approach is rooted in the values of Northern School of Contemporary Dance: fostering creativity, challenging inequities, and stewarding the environment for future generations.

6. Related policies or guides

Appendix A - Student Guide to AI Use (Moodle)

Appendix B - Staff Guide to AI Use (Teams)

[IT & Systems Use Policies](#)

7. Sources

- [What UK university AI policies actually do: A study of 96 institutions — HEPI](#)
- [Student Generative AI Survey 2026 — HEPI](#)
- [QAA advice and resources on Generative AI](#)
- [Using AI to accelerate innovation in assessment — QAA](#)
- <https://www.turnitin.com/solutions/topics/ai-writing/>
- [AI Academic Integrity Policies 2026 — EyeSift](#)