

THE HONG KONG ACADEMY FOR PERFORMING ARTS

Guidelines on the Use of Artificial Intelligence in Teaching, Learning, Assessment and Feedback

(Revised May 2026)

Overview

Artificial Intelligence (AI) is transforming the landscape of education including the performing arts sector, offering new possibilities for creativity, teaching, learning, and assessment. At the Hong Kong Academy for Performing Arts (HKAPA), the integration of AI tools presents unique opportunities to enhance artistic expression and academic pursuits; however, we recognize that their use must be guided by ethical principles, transparency, and academic and artistic integrity.

The Academy is committed to the ethical and responsible use of AI, and to preparing our faculty and students to engage effectively with this rapidly evolving technology in performing and creative arts education.

This document outlines the academy's approach to the ethical and responsible use of AI tools, with a focus on:

1. Upholding academic integrity
2. Promoting transparency, accountability, and fairness
3. Encouraging a human-centred approach
4. Ensuring equity and ethical practice
5. Developing AI literacy

These guidelines aim to empower students and faculty members at HKAPA to engage with AI responsibly, enriching their artistic and academic endeavours while safeguarding our values of creativity, integrity, and excellence. This document will be reviewed regularly in response to technological advancements and the evolving needs of the performing arts community.

Definitions

AI is software that processes vast data to recognise patterns and make decisions on its own, rather than following rigid, human-coded instructions. While traditional AI focuses on predicting and analysing information, like spotting fraud or recommending a film. Generative AI is a specialised branch that uses these learnt patterns to create entirely new content, such as text, images, or code, from simple human prompts.

AI tools are software applications driven by artificial intelligence to automate tasks, analyse data, or enhance productivity. A major subset is generative AI, designed to create original content, like text, images, music, video, or code, by learning from training data patterns. Within our community, AI tools encompass both official HKAPA-adopted platforms and specialized applications chosen independently by faculty or students.

Core Principles for the Use of AI at HKAPA

AI is a powerful yet complex tool, particularly for the performing arts, where creativity, originality, and human expression are fundamental. AI may be used to enhance creativity and support artistic growth; however, it should not be used to replace human effort, originality, or integrity. Rather than relying on AI to take over the creative process, students and faculty members should view it as a partner that works alongside their own skills and creative processes. The following principles have been developed to ensure the ethical and responsible use of AI tools at the Academy:

1. Academic Integrity

- Students and faculty are fully responsible for the content they create using AI tools.
- Students and faculty must critically evaluate AI-generated material and verify its accuracy, consistency, and potential bias, avoiding reliance on hallucinated or fabricated information, to ensure it aligns with academic and artistic standards and expectations.
- Inappropriate use of AI tools, such as employing them to bypass effort or originality, constitutes academic dishonesty and will result in disciplinary action as outlined in institutional policies.

2. Transparency

- Students and faculty must be transparent in the use of AI tools – this is essential for maintaining trust and integrity in academic and artistic work.
- The declaration mechanism is intended to promote transparency and could be applied flexibly and integrated into existing course processes where appropriate.

3. Human-Centred Approach

- AI tools should complement, not replace, human creativity, effort, and decision-making in learning, teaching, and artistic endeavours.
- Human oversight is essential in all applications of AI to ensure the outcomes reflect individual skill, imagination, and artistry.

4. Equity and Ethical Practice

- The Academy is committed to ensuring equitable access to AI tools for staff and faculty use.
- AI tools should be used in ways that support diverse perspectives and voices, ensuring inclusivity and representation in creative outputs.
- AI tools have the potential to generate biased, harmful, or inappropriate content; students and faculty members must avoid the generation or use of such content.
- Students and faculty members must protect the data privacy of others by refraining from sharing sensitive, personal, confidential, or copyrighted materials through AI tools.

5. AI Literacy

- Given that AI is a rapidly evolving technology, students and faculty members are expected to continually update and develop their AI literacy. “AI literacy ... is the

ability to comprehend, interact with, and make informed decisions regarding artificial intelligence technologies in daily life. It involves understanding the basic principles of AI, recognizing its applications, and being aware of ethical, social, and privacy implications while responsibly engaging with AI systems”¹

Use of AI tools in Learning Activities and Assessments

The Academy acknowledges three categories of AI use in learning and assessment:

Category 1: The use of AI tools is prohibited

The purpose and format of the learning activity and assessment make it inappropriate or impractical for AI tools to be used.

Situations where the use of AI is inappropriate include (but is not limited to) learning activities and assessments where the focus is on developing foundational skills, such as recalling and understanding information, independently cultivating critical thinking abilities, applying knowledge, or mastering essential technical skills that are fundamental to the course and will be relied upon throughout its duration.

Examples: Mastering a musical instrument; practising a piece of choreography; perfecting acting techniques; memorising a monologue; answering questions in an oral exam; in certain types of written work (depending on the specific context).

***Handling of Breaches:** Enforcement and disciplinary matters remain governed by the existing Academic Honesty Policy, and the misuse of AI would be treated in the same manner as other forms of academic misconduct.

Category 2: AI tools may be used in an assistive role

Students may use AI tools in a limited and responsible way but must remain the primary creators of their work. AI may be used to assist, but not to complete, any part of the assessment, and its use must not provide an unfair academic advantage.

AI tools may be employed to enhance and support the development of specific skills. In this context, the use of AI is not a learning objective in itself and, similar to other assistive tools like referencing software, it will not typically be assessed as part of the final output.

Clear expectations must be communicated by teachers regarding the ethical and appropriate use of AI tools. Explicit guidance should be provided to help students understand what constitutes responsible and acceptable use in their assessments.

Examples: Brainstorming ideas for a theatre production, generating music notations, sketching costume styles and colours for design concepts or creating visual aids for a stage performance.

Category 3: The use of AI tools is expected

¹ Chan, C. K. Y. & Colloton, T. (2024). Generative AI in Higher Education: A ChatGPT Effect. Routledge.

AI is used as a primary tool during the assessment process.

In this category, AI is used as a primary tool during the learning and assessment process, and students are expected to demonstrate their ability to use AI tools effectively and critically. The focus may be on tackling complex problems, making informed judgments, and generating creative solutions through the responsible use of AI.

The assessment will evaluate not just the outcome but also the student's responsible and effective use of AI tools as part of their creative process. Since AI use is integral to the task, the effective, ethical and responsible application of these tools will likely form part of the assessment criteria.

This category provides students with the opportunity to demonstrate mastery of AI tools as part of the course learning outcomes, ensuring their responsible and innovative use aligns with the overall goals of the course.

Examples: Creating digital stage designs, AI-integrated dance performance, or interactive soundscapes for productions.

Guidelines for Faculty Members on the Use of AI at HKAPA

1. Establish Course- and Assessment-Specific AI Policies

- Consider individual learning styles and digital competencies of students alongside course aims when deciding whether to encourage the use of AI tools in a particular course.
- By default, all assessments fall under Category 1, where the use of AI tools is strictly prohibited, unless otherwise specified by the course teacher.
- Teachers must clearly communicate any exceptions to this default by specifying the permitted scope of AI use within one of the following categories:
 - Category 1: AI tools are prohibited
 - Category 2: AI tools may be used in an assistive role
 - Category 3: AI tools are expected to be used
- For Category 1, students must be made aware of the consequences of breaching this rule.
- For Category 2, teachers must clearly define the parameters of acceptable use of AI by giving examples of acceptable and unacceptable use relating to the specific assessment task. Students must be required to complete a declaration relating to their use of AI (see Guidelines for Students, Appendix).
- For Category 3, Students must be required to complete a declaration relating to their use of AI (see Guidelines for Students, Appendix). Teachers play a critical role in supporting students in this category. Teachers should:
 - Provide guidance and ensure students are familiar with relevant AI tools through lectures, seminars, workshops etc..
 - Offer clear instructions on how AI tools should be integrated into the task.
 - Ensure equity of experience by addressing potential disparities in access to technology or understanding of its use.
- Academic staff will be introduced to the AI guidelines at the August Professional Development Day to ensure clarity.

2. Design Authentic Assessments

- Avoid assignments that can be easily completed by AI, such as simple information retrieval, summarization, or a simple research paper.
- Design assessments that promote human skills and real-world situations:
 - human creativity
 - collaboration
 - leadership
 - empathy
 - original thought
 - independent analysis
 - subject presentation
 - practical demonstration
 - verbal explanation
 - iterative improvement.

3. Leverage AI in Teaching, Assessment and Feedback

- Utilise AI tools for purposes such as generating ideas for assignments, rephrasing complex concepts, or providing feedback on student work.
- If AI tools are used for grading or feedback, students should be informed in advance, and only trusted tools that ensure data privacy should be used.
- Provide informed guidance to students and promote the responsible and ethical use of AI.
- Be transparent in acknowledging the use of AI in teaching, learning, assessment and feedback, thereby demonstrating good practice, and encouraging students to be equally transparent in their use of AI.
- Assess students' readiness to use AI tools in learning and assessments. Help students to develop their AI literacy so they can understand the tools' capabilities, limitations, and potential pitfalls.
- Provide students with guidance and training on how to use AI tools effectively and responsibly, including workshops or resources on enhancing these skills.
- Encourage a balanced approach to AI use, helping students critically evaluate the outputs and limitations of AI as well as ethical and legal considerations.
- If you suspect a student has used AI in an assessment, without proper acknowledgement (see Guidelines for Students, Appendix), ask yourself if the use of AI (or other assistance, including machine translation) has defeated the purpose of the assessment. If so, please speak the course or programme leader.
- The declaration mechanism can be applied flexibly and integrated into existing course processes where appropriate.

4. Evaluate AI Outputs

- Always fact-check AI content thoroughly before incorporating it into teaching.
- Librarians or institutional resources may assist in verifying sources and identifying hallucinated references.

5. Develop AI Literacy

- Update and develop AI literacy to help make informed pedagogical choices in redesigning teaching, learning, assessment and feedback practices, and to equip students with the skills they will need for the future. The Academy will provide general professional development in this regard, and faculty members should make it part of their duties to stay informed of developments in their particular subject areas.
- Schools should facilitate sessions or workshops to improve student and faculty AI literacy, covering topics such as:
 - Identifying deficiencies in AI outputs (e.g., logic errors, biases, hallucinations).
 - Refining prompts for better outcomes (prompt engineering).
 - Verifying AI-generated sources against credible academic databases.
 - Introducing up-to-date and/or discipline-specific AI tools and apps

6. Facilitate AI Equity

- Consider the diverse skills and access levels of students. It is important to identify and address potential barriers when permitting or encouraging the use of AI tools, to ensure fairness and equity.
- If an assessment requires the use of AI tools, access should be provided fairly and equitably to all students to ensure that no-one is disadvantaged. This may be achieved through promoting the use of Copilot which is available to all staff and students through the Academy's Microsoft 365 licence; or through recommending discipline-specific AI tools which are open-source or institutionally available to all students on the course.

7. Copyright and Data Privacy

- Faculty members must comply with all laws regarding (for example) copyright, intellectual property and data privacy.
- Faculty members must avoid using copyrighted or sensitive materials in AI prompts or material generated by AI.
- AI-generated images or content should include appropriate disclosures (e.g. watermarks).

8. Accountability

- Faculty members are responsible for the accuracy, originality, and ethical use of AI-generated content included in their work.
- Institutional policies on academic dishonesty will apply to any misuse of AI tools, including plagiarism, unauthorized collaboration, or reliance on hallucinated sources.

Guidelines for Students on the Use of AI at HKAPA

1. Use AI Responsibly

- You may use AI tools as supportive aids, but you must remain the primary creator of your work.

2. Use AI in line with course-specific instructions

Your use of AI tools must align with course-specific instructions. The Academy acknowledges three categories of AI use:

Category 1: The use of AI tools is prohibited
Category 2: AI tools may be used in an assistive role
Category 3: The use of AI tools is expected

Your teacher will indicate the category for each assessment on each course.

- If **Category 1**, do not use AI for any part of the assessment. If you use AI, you will be subject to disciplinary proceedings under the Academy's Academic Honesty Policy*.
- If **Category 2**, your teacher will outline examples of acceptable and unacceptable use of AI. You must submit a disclosure form (see Appendix) to confirm how you have used AI. If you make unacceptable use of AI, you will be subject to disciplinary proceedings under the Academy's Academic Honesty Policy.
- If **Category 3**, you must submit a disclosure form (see Appendix) to confirm how you have used AI. Your teacher may require you to provide details of the tools or prompts used and/or provide citations.

***Handling of Breaches:** Enforcement and disciplinary matters remain governed by the existing Academic Honesty Policy, and the misuse of AI would be treated in the same manner as other forms of academic misconduct.

3. Develop Future-ready Skills

- You should focus on building future-ready skills essential to the performing and creative arts, which AI cannot replace, such as critical thinking, creativity, adaptability, complex problem-solving, and collaboration.
- You should use AI tools to enhance your learning, skills development, and creative processes, not to bypass them. Do not use AI to perform tasks for you (e.g. refining song composition, script ideas, or visual concepts for set designs) unless this is expressly permitted by your teacher.
- You should develop your AI literacy by learning differing techniques and refining your ability to engage effectively with the AI tools. The Digital Learning Department has developed [an e-course on AI](#), and DLD staff can provide further guidance and support.

Assignment Checklist for Students

- Did I fact-check? Did I disclose? Did I cite properly?

Appendix 1

The Hong Kong Academy for Performing Arts Declaration of the Use of AI for Coursework

1. Purpose

Recognising Artificial Intelligence (AI) as a legitimate editorial and research aid, it may be used in certain coursework assessments – identified as ‘Category 2’ and ‘Category 3’ in the Academy’s ‘Guidelines on the Use of Artificial Intelligence in Teaching, Learning, Assessment and Feedback’. However, AI must be used responsibly and ethically, maintaining the highest standards of honesty and integrity as stated in the ‘Guidelines’.

2. Principles

- Academic honesty requires that submitted work is the student’s own original authorship and fairly reflects their learning.
- Prohibited conduct includes plagiarism, collusion, cheating, and deception, and any use of AI that replaces a student’s authorship or facilitates these offences.
- Assistance by AI is permitted for Category 2 and 3 assessments provided that the student retains primary authorship and properly discloses the role the AI in completing the coursework.

3. Instructions on Completing the Declaration

Complete this declaration truthfully. Failure to disclose AI use, or the unacceptable use of AI, may be treated as academic misconduct under the Academic Honesty Policy for Staff and Students.

4. Acknowledgement of Policies and Academic Compliance

By signing this declaration, I acknowledge that I have read, understood, and complied with the following:

- The Academic Honesty Policy for Staff and Students.
- The Guidelines for Students on the Use of Generative AI (AI) at HKAPA.

I confirm that:

- I have adhered to the above policies in completing this coursework assignment.
- Any AI-generated materials used in this assignment are clearly identified and appropriately attributed through footnotes, endnotes, a dedicated AI usage section in the assignment, or the “Details of AI Used” section in this form.
- The information provided in this declaration is complete and accurate to the best of my knowledge.
- I accept responsibility for the academic integrity of the final submission and for any consequences arising from incomplete or inaccurate disclosure.

Student Signature: _____

Student Full Name: _____

Student ID: _____

Course: _____

Assignment Title: _____

Date: _____

5. Declaration of AI Use (for Category 2 and 3 assessments only)

I used AI in completing this assignment

- ☐ Yes (complete Section 6 below)
☐ No

6. Details of AI Used

a. I used AI in the following manner:

Name and version of AI tool(s) <i>List each tool on a separate line (e.g. ChatGPT 4.1; Midjourney v6; Bard 2025)</i>	How I used the tool? <i>(Select one or more purposes from the list of purposes below.)</i>	Specific tasks or parts of assignment where AI was used? <i>(Briefly state the exact tasks, sections, or lines where AI contributed.)</i>

List of purposes:

- A. Idea generation or brainstorming
- B. Structuring or outlining
- C. Language refinement (grammar, clarity, tone)
- D. Data analysis or calculations
- E. Code generation or debugging
- F. Summarising
- G. Paraphrasing
- H. Translating
- I. Others (please specify)

b. Extent and nature of human contribution (describe what you personally created, adapted, or critically edited after using AI)

References

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