Case Study 26: University of Brighton

AI training workshops for staff and students

What issue were we trying to address and why?

Artificial Intelligence is beginning to change the way we teach, learn and prepare students for their future careers. Within the School of Education, Sport and Health Sciences, however, it is also raising some important and complex challenges. We are seeing a noticeable increase in academic misconduct referrals related to suspected AI use, yet many of these cases are difficult to verify. This creates uncertainty for staff and confusion for students. At the same time, there is a clear sense of hesitation among staff when it comes to using AI in the curriculum, often because they feel unsure or lack the confidence to engage with these tools effectively.

It is understandable that concerns exist, particularly around how AI might affect the development of essential professional skills like critical thinking, reflection and sound judgement. The lack of clear direction from professional regulators adds to this sense of uncertainty. Yet we also know that students are already using AI as part of their learning, whether we formally acknowledge it or not. That is why it is so important that we begin to address these issues now. With the right guidance and support, AI can become a valuable tool that not only helps students develop the skills they need for the future, but also enables staff to work more efficiently and focus on what matters most.

What we did

This project began organically, sparked by a shared awareness of how rapidly generative AI (AI) was beginning to influence everyday academic practice. In Dao's role as Associate Subject Lead for Health and Rehabilitation, Dao had been hearing growing concerns from colleagues who felt unsure or even uneasy about how AI might impact their work. At the same time, Craig, who leads the Digital Learning team, and Sarah, Associate Dean for Education and Student Experience, had noticed similar uncertainty across teaching, research and professional support roles.

While we were all broadly optimistic about the possibilities AI could bring, we recognised a disconnect. Staff were often unsure how to use these tools responsibly or hesitant due to the lack of guidance and training. We soon realised that a more joined up and supportive approach was needed, one that moved beyond compliance and instead focused on building confidence and understanding.

So rather than positioning AI as something to monitor or restrict, we made a conscious decision to foster a culture of curiosity and thoughtful experimentation. We saw value in shifting the conversation towards opportunity and empowerment, supported by the right kind of development. From there, we began building a team, bringing together colleagues from across the School and the wider University, including Digital Learning, the Library and the

Student Skills Hub. Our aim was to co-create a programme of workshops that would be accessible, relevant and practical.

These workshops, scheduled to launch in the 2025-26 academic year, aim to introduce core principles of AI literacy, support critical engagement and offer real world applications of AI across learning, teaching, assessment and professional development. At its heart, this collaboration is about preparing staff and students not just to cope with technological change, but to shape it confidently, responsibly and with purpose.

Who was involved

- Thanaporn 'Dao' Tunprasert, Associate Subject Lead for Health and Rehabilitation
- Craig Wakefield, who leads the Digital Learning team.
- Sarah Lewis-Tulett, Associate Dean for Education and Student Experience

Measures of success

Success in embedding Artificial Intelligence can be understood through the practical benefits it brings to both students and staff. As staff grow more confident in using AI tools, they are better equipped to engage with them in meaningful and pedagogically sound ways, opening up opportunities to innovate in learning, teaching and assessment. A clearer shared understanding of when AI should and should not be used helps uphold academic integrity, supports ethical practice and enables staff to guide students with greater clarity. This also has the potential to reduce referrals for suspected academic misconduct related to AI by fostering more open, responsible and informed use across the School.

For students, thoughtful use of AI can support the development of essential skills such as digital literacy, critical thinking and adaptability, which are key attributes for the evolving workplace. AI can also enhance learning through personalised feedback, greater accessibility and support for different learning needs. Meanwhile, staff may benefit from more efficient workflows, freeing time to focus on what matters most: engaging and supporting students. Together, these changes can help create a more inclusive, dynamic and future-focused learning environment.

Measures of success include improved staff confidence in using AI, a reduction in misconduct referrals and evidence of appropriate and consistent use of AI in curriculum and assessment design. Other indicators may be seen in positive student feedback, increased engagement and retention and a more balanced workload for staff. Ultimately, success will lie in equipping both staff and students to use AI thoughtfully, ethically and effectively in their professional and academic lives.

How do you plan to develop the intervention/activity?

The development of the AI training workshops will be underpinned by a collaborative and inclusive approach. A key priority is to ensure relevance and buy-in across the diverse subject areas within the School of Education, Sport and Health Sciences. To achieve this,

we will carry out co-design workshops and targeted consultations with academic and professional staff from all departments. This collaborative process will help identify discipline-specific needs and opportunities, while also fostering a shared sense of ownership in the project.

To ensure the student voice is central, we will recruit and employ student partners to contribute to the design, delivery and evaluation of the intervention. Their perspectives will help shape inclusive, accessible content that resonates with the wider student body and reflects real-world use cases of AI in learning and beyond.

The training workshops, to be delivered from the 2025 - 26 academic year, will be tailored for both staff and students. Core areas of focus include the use of AI in learning and teaching support, tailored assessment support, research assistance, and exploring innovative applications in professional practice. Across all sessions, the ethical and responsible use of AI including the importance of human oversight at all stages will remain a central theme.