REPORT TO THE BOARD OF GOVERNORS

Introducing AI tools in our school

Options, costs, risks and a proposed pilot for a vocational high school for hospitality and catering

Prepared by: Senior leadership team, with the AI working group

For: Board of Governors, for decision at its next meeting

Date: [to be inserted before circulation]

Status: Draft for board discussion

Note on figures. All numbers in this report (students, staff, costs, timelines and results) are realistic examples prepared to support discussion. They are not taken from the school's audited accounts or from vendor price lists and must be replaced with verified data before any decision is taken.

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1 Executive summary

The school has been asked by staff, students and employers to decide how to respond to generative artificial intelligence (AI) tools. Students already use them informally, and teachers are experimenting with them for lesson planning and feedback. Without a clear position, the school risks inconsistent rules, unmanaged data protection exposure and missed opportunities in areas where the hospitality and catering sector is changing quickly.

This report recommends a **structured, evidence-based pilot** rather than either a ban or a whole-school rollout. The pilot would run for one school year in three programmes (culinary arts, restaurant and bar service, and hotel reception), with 120 students and 12 teachers. Its purpose is to find out which tools help learning and operations, under what safeguards, and at what cost.

Key points (all figures are examples):

- **Cost:** about EUR 53,000 in Year 1, falling to about EUR 44,000 a year once the tools are extended to all 640 students. Three-year cost is about EUR 141,000, including a 10% contingency, or about EUR 69 per student per year in Year 3.
- **Funding:** planned as roughly 60% from the school budget and 40% from a regional digital skills grant, which is not yet secured.
- **Main risks:** academic integrity, food-safety and allergen accuracy, privacy of students aged under 18, and over-reliance by learners. Each has an owner and a mitigation in Section 6.
- **Legal position:** certain uses of AI in education, especially those that score or evaluate students, are likely to be regulated under the EU AI Act. A data protection impact assessment is required before any student data is entered into a tool.
- **Training:** about 1,100 hours of staff, student and governor time over 18 months, phased so that every teacher is trained before pilot use.
- **Success measures:** student and staff feedback, teacher time saved, no decline in assessment results against a comparison group, a measurable reduction in food waste in the pilot kitchen, and zero serious data incidents.

Decision requested: the board is asked to (a) approve the pilot and its budget for Year 1, (b) approve an interim rule that no student data is entered into unapproved AI tools, and (c) commission a formal review at month 16 before any wider rollout.

2 Purpose and scope of this report

2.1 Purpose

This report gives the board the information it needs to decide whether, how and at what pace the school should introduce AI tools. It sets out the options, the likely benefits and risks, the costs and funding, a realistic timeline and a pilot design. It does not select a single commercial product. Product choices will follow the procurement and data protection checks described in Section 7.

2.2 Scope

The scope covers teaching and learning, school operations in the restaurant, kitchens and hotel suite, and staff productivity. It covers generative AI tools (text, image and speech), AI features built into existing systems such as booking, point-of-sale and rostering software, and simple predictive tools for forecasting. It does not cover the school's administrative student information system, which is outside this decision.

2.3 Basis of the figures

The numbers used are examples designed to be plausible for a school of this size. They use the school profile in Section 3 and assumed list prices that must be checked. Where a figure is an assumption rather than an estimate, the text says so. Before the board takes a final decision, the finance office should replace each example with a quotation or an actual cost.

Good practice: keep a single assumptions register so that every example figure can be traced to its source and replaced when real data is available.

3 The school and its context

3.1 School profile (example)

The school enrols about 640 students aged 16 to 19 in four vocational programmes: culinary arts, restaurant and bar service, hotel reception and housekeeping, and event and catering management. It employs 58 staff, of whom 48 are teachers and instructors. Its facilities include three professional kitchens, two restaurant training rooms, a bar laboratory and a hotel reception suite with a working booking system. Roughly one third of students are the first in their family to attend secondary education beyond compulsory level, and about one in five speaks a language other than the language of instruction at home.

3.2 Labour market context

Hospitality and catering employers increasingly expect graduates to use digital tools for booking, ordering, stock control, rostering and guest communication. They also expect strong judgement: a cook who relies on a generated recipe without checking yield, or a receptionist who shares a guest's personal details with an unapproved tool, creates real harm. The school's task is therefore not only to teach tool skills but to teach when a tool can be trusted and when it cannot.

3.3 Current use of AI in the school

A short staff survey (example: 46 responses from 58 staff) found that 70% of teachers had used a generative AI tool at least once, mostly for drafting lesson materials, menus and emails to parents. Around 40% of students said they used AI tools for assignments at least weekly, and fewer than one in five said their teachers had explained the rules. The school has no written policy, no approved list of tools and no training. This gap is the main reason for acting now.

3.4 Stakeholder views

The working group held listening sessions with each group during the spring term (example). The main points were:

- **Students:** interest in practising guest conversations and in using tools for menus and costing; worry that tools will be used to check them unfairly and that the rules will change without notice.
- **Teachers:** enthusiasm for saving time on resources; concern about workload, about keeping up with new tools and about the quality of AI-drafted feedback.
- **Kitchen and restaurant instructors:** strong support for forecasting and costing tools; firm view that food-safety information must come from approved sources.
- **Families:** questions about privacy for children, and a request for clear information and an opt-out where practicable.
- **Partner employers:** interest in graduates who can use AI for ordering, guest messages and planning, and in being involved in case studies.

4 AI tools under consideration

Table 1 groups the tools the working group reviewed into six categories. For each category, it gives an example use in the school and an initial view. The initial view is a starting position for discussion, not a final decision, and each category would be re-assessed during the pilot.

Table 1: Categories of AI tools and initial view (example assessment)

Category	Example use in our school	Hospitality relevance	Initial view
Generative text assistants	Drafting menus, lesson materials, guest emails; feedback drafts for teachers	High: menu copy, guest communication	Pilot with rules
Conversation practice tools	Role-play of guest check-in or table service in English and other languages	High: front-of-house communication	Pilot
Image generation	Menu design, promotional visuals for the restaurant	Medium: marketing; copyright and accuracy checks needed	Pilot, staff use only
Forecasting and planning aids	Covers forecasting for restaurant and events; purchasing suggestions to reduce waste	High: food cost and waste	Pilot in one kitchen
Nutrition and allergen assistants	Drafting allergen information for menus	Very high risk: wrong information can harm guests	Do not use as a source; human check always
Automated grading or ranking	Scoring student assignments or practical assessments	Not relevant to learning; legal risk	Do not adopt

Table 1 is an example assessment prepared by the working group for discussion.

4.1 Options compared

The working group considered four options. Table 2 summarises them. Option C is recommended because it gives real evidence within a controlled scope and a limited cost.

Table 2: Options for introducing AI tools (costs are Year 1 examples)

Option	What it involves	Year 1 cost (example)	Main advantage	Main disadvantage
A. Status quo	No policy; informal use continues	EUR 0	No cost or effort	Unmanaged risk; no learning for staff or students
B. Staff-only pilot	Approved tools for 12 teachers; no student use	EUR 22,000	Low risk; builds staff skills	Little evidence on student learning or employability
C. Structured pilot (recommended)	120 students and 12 teachers in three programmes; kitchen forecasting pilot	EUR 53,000	Real evidence with safeguards; scalable	Requires governance time and evaluation
D. Whole-school rollout	All 640 students and 58 staff from day one	EUR 118,000	Fastest coverage	High risk; untested rules; high cost of reversal

Option D cost assumes full licences and training for all staff and students from the start of Year 1 (example).

5 Opportunities and expected benefits

5.1 Teaching and learning

Used well, AI tools can free teacher time for the work that matters most: observing practical skills, giving personal feedback and planning practice. In the pilot, teachers could use generative tools to draft differentiated versions of a recipe card or a service script, and students could practise difficult conversations, such as explaining an allergen-free option to a guest, in a low-pressure setting. Language practice may be particularly helpful for students who speak English as an additional language.

5.2 Operations and sustainability

Forecasting tools can help the school estimate covers, plan purchasing and reduce waste. Food waste is both a cost and a teaching theme in the catering programmes. The pilot therefore includes one kitchen, where the target is an example reduction in unused prepared food from 12% to 10% of production over the year. Realistic savings are modest, but the learning value for students who will later manage kitchens is significant.

5.3 Workload and staff wellbeing

Teachers in the survey reported spending about six hours a week on routine resource preparation (example). If the pilot reduces this by a third, the school gains capacity without adding staff. The board should expect that time saved will be partly reinvested in training and in quality checks, so the net gain will be smaller than the gross figure.

5.4 Employability

Employers in the area (example: feedback from five partner hotels and restaurants) want graduates who know how to use AI responsibly for ordering, costing, guest messages and social media. A pilot that teaches verification, prompt writing and data protection gives students a visible, transferable skill.

6 Risks, ethics and safeguarding

The risks below are ranked on the working group's initial assessment. Likelihood and impact are rated as low, medium or high. Each risk has an owner and a mitigation that is built into the pilot design. Table 3 is the starting risk register; it should be reviewed at every board meeting during the pilot.

Table 3: Risk register for the AI tools programme (example ratings)

ID	Risk	Likelihood	Impact	Mitigation	Owner
R1	Student submits AI-generated work as their own	High	Medium	Assessment redesign with practical and oral components; disclosure rules; AI-use statement for each task	Programme leaders
R2	Incorrect allergen or food-safety information from a tool	Medium	High	Tools must not be a source for allergen data; all food-safety content checked against approved sources and signed off by an instructor	Head of kitchens
R3	Personal data about students or guests entered into an unapproved tool	Medium	High	Approved-tool list; no personal data rule; DPIA; staff and student training; blocking of unapproved sites on school devices	Data protection officer
R4	Bias or unfair output affecting some students more than others	Medium	Medium	Test outputs across languages and accessibility needs; student feedback channel; human review of any output used for decisions	Inclusion lead
R5	Over-reliance: students do not develop core skills	Medium	High	Tasks that require observed practice; reflection on when the tool was wrong; skills checks before and after pilot	Programme leaders
R6	Costs rise above the approved budget	Medium	Medium	Annual licence caps; 10% contingency; review at each board meeting	Business manager
R7	Staff resistance or uneven adoption	High	Medium	Voluntary pilot teams; peer coaching; visible support from leaders; clear message on workload	Deputy principal

Ratings are examples from the working group's initial assessment and should be reviewed with staff and students.

6.1 Academic integrity

Generative tools make it easy to produce text that looks like a student's own work. Simply banning tools does not solve this, because students can use them outside school. The school will focus on the design of assessment: more observed practice, short oral checks on written work, and a clear statement of any AI use that students must complete for each task. Using a tool openly and reflecting on it is an acceptable form of work; hiding its use is not.

6.2 Food safety and accuracy

In a catering school, a wrong answer can make a guest ill. The school's rule will be that AI tools are never the source for allergen information, cooking temperatures, storage times or nutritional claims shown to guests. Any AI-drafted text on these topics must be checked against the

school's approved food-safety documents and signed off by an instructor. This rule should be taught explicitly as part of the professional standards of the programmes.

6.3 Privacy and children's rights

Most students are under 18, so the school carries a particular duty of care. No personal data about students, staff or guests may be entered into a tool unless the school has approved that tool, completed a data protection impact assessment and confirmed the terms of the contract. Students must be told in plain language what is collected and what is not. Parents should receive information before the pilot starts.

6.4 Fairness and inclusion

Tools may perform less well for some accents, languages or dialects, and may produce stereotyped images or text. The pilot will test outputs with a range of prompts, and students with disabilities will be included in the design of accessible uses. The inclusion lead will track whether any group reports more problems than others.

7 Legal and regulatory framework

This section is a planning summary and not legal advice. Its purpose is to show the board where legal checks are needed before a decision is made. The school's data protection officer and legal advisers must confirm each point for the school's jurisdiction and for the specific tools chosen.

7.1 Data protection

Where personal data is processed, the General Data Protection Regulation applies to schools in the European Union and the European Economic Area. Key steps are: a lawful basis for each use; a data protection impact assessment for any new technology that processes children's data; a written contract with each supplier that sets out processing terms, data location, retention and deletion; and transparent information for students and families. Some suppliers train their models on user input by default. This must be switched off or excluded in contracts for school use.

7.2 The EU AI Act

Regulation (EU) 2024/1689 (the AI Act) sets obligations that depend on the risk of each AI use. It treats as high-risk certain uses in education and vocational training, including systems used to determine access to or admission to education, to evaluate learning outcomes, and to monitor prohibited behaviour during tests. The school's planned uses are intended to avoid these high-risk categories, especially automated grading. Staff must still check that each tool and each use stays within scope, and that the school meets its duty to inform people when they interact with AI systems. Dates for different obligations are phased, and the board should ask counsel to confirm the current timetable.

7.3 Safeguarding, accessibility and employment

Safeguarding policies apply to online activity on school devices, including AI chat features. Tools used with students must meet accessibility requirements. Staff use of AI may affect workload agreements and may require consultation with unions or staff representatives under national rules. These points should be included in the policy and in the pilot consultation.

8 Costs and funding

8.1 Cost model and assumptions

Table 4 shows a three-year cost estimate for Option C (the recommended structured pilot). The main assumptions are: staff licences for 60 seats at an example price of EUR 20 per month; student licences for 120 seats in Year 1 and all 640 students from Year 2 at an example price of EUR 24 per year; hardware for 12 tablets, headsets and a restaurant ordering kiosk; external training days and cover for teacher release time; legal and data protection review; teacher buy-out hours to develop curriculum materials; and an external evaluation adviser in Years 1 and 3. A contingency of 10% is added to each year.

Table 4: Three-year cost estimate, Option C (EUR, example figures)

Cost line	Year 1	Year 2	Year 3	3-year total
Staff licences (60 seats at EUR 20/month)	14,400	14,400	14,400	43,200
Student licences (120 seats in Y1; 640 from Y2 at EUR 24/yr)	2,880	15,360	15,360	33,600
Hardware (tablets, headsets, restaurant kiosk)	7,200	1,800	1,800	10,800
Staff training (external trainers, cover for release time)	9,900	4,400	3,000	17,300
Data protection and legal review (DPIA, contracts)	4,500	500	500	5,500
Curriculum development (teacher buy-out hours)	6,000	3,000	3,000	12,000
Pilot evaluation (external adviser)	3,500	0	2,000	5,500
Subtotal	**48,380**	**39,460**	**40,060**	**127,900**
Contingency (10%)	**4,838**	**3,946**	**4,006**	**12,790**
Total	**53,218**	**43,406**	**44,066**	**140,690**

All figures are examples in euros. Prices are assumptions to be replaced by quotations.

Figure 1: Annual cost of the recommended pilot and roll-out (example)

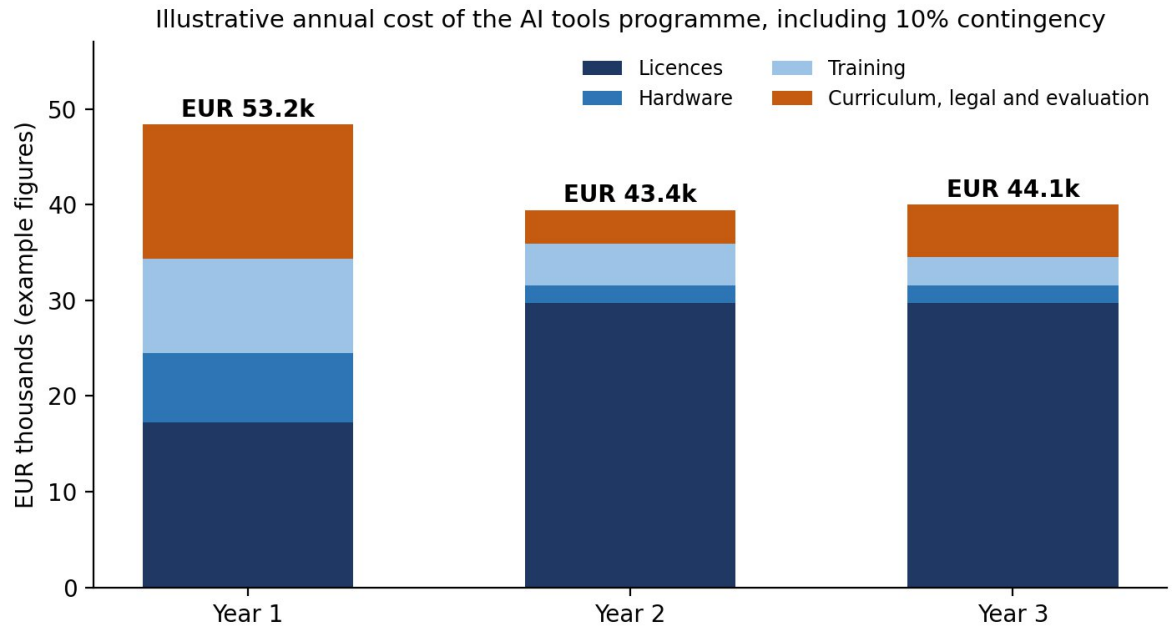


Figure 1 uses the example figures from Table 4. Year 1 carries the one-off hardware and training costs.

8.2 Funding options

- **School budget (about 60%, example):** funded from the existing digital and curriculum budgets, with reallocation of two small software subscriptions that the pilot would replace.
- **Regional digital skills grant (about 40%, example):** application would be made for Years 1 and 2. This is not secured, and the pilot should be designed to scale back if the grant is refused.
- **In-kind support from industry partners:** partner hotels could lend equipment, offer work placements linked to the pilot, or provide case studies. These are not counted in the figures above.

8.3 Value for money

At an example cost of about EUR 69 per student per year in Year 3, the programme is affordable if it delivers the expected learning and workplace benefits. The board should judge the value on evidence, not on cost alone. The principal recommendation is that no funds beyond the Year 1 pilot budget are committed until the month-16 review.

9 Implementation timeline

The timeline assumes that the board approves the pilot at its next meeting (month 0). It is aligned to the school year so that the pilot runs in one full academic year, and so that staff training takes place before students begin using the tools. Table 5 shows the phases and the milestone that closes each one.

Table 5: Implementation timeline (months from board approval, example)

Phase	Months	Key activities	Milestone	Lead
0. Governance set-up	0–2	Appoint AI working group; agree terms of reference; approve interim rule on student data	Working group in place	Principal
1. Policy and legal checks	2–5	Draft AI policy; data protection impact assessment; supplier due diligence; parent information	Policy and DPIA approved	Data protection officer
2. Staff training, wave 1	4–6	Whole-staff briefing; pilot teacher training; approved-tool list published	All staff briefed	Deputy principal
3. Pilot, term 1	6–10	Pilot in three programmes; kitchen forecasting pilot starts; weekly check-ins	Mid-pilot review at month 9	Programme leaders
4. Pilot, term 2	10–15	Student induction on responsible use; assessment redesign tested; data collection	Evidence pack prepared	Programme leaders
5. Evaluation and review	15–16	External evaluation; cost review; staff and student surveys	Review report to board	External adviser
6. Decision on scale-up	16–18	Board decides whether to extend, adjust or stop; funding confirmed	Board decision recorded	Board of Governors
7. Extension (if approved)	19–30	Extension to all programmes and students; ongoing training	Full rollout review at month 30	Principal

Timings assume a school year starting in September. Phases 3 and 4 may overlap with the grant application period.

10 Training plan

Training is the most important safeguard in the programme. Table 6 sets out who needs to be trained, for how long and on what. The total effort is about 1,100 hours across the school, of which about 480 hours (over 40%) is student learning time built into the curriculum. Staff time for training is treated as part of the pilot budget and has been costed in Table 4.

Table 6: Training plan for the pilot (example numbers)

Audience	People	Hours each	Total hours	Format	Main content	Timing
All teaching staff	48	6	288	Briefing and online module	Approved tools; no personal data rule; food-safety rule	Term 1
Pilot teachers	12	18	216	Three workshops and peer coaching	Designing AI-supported tasks; redesigning assessment	Terms 1–2
Kitchen and restaurant instructors	10	8	80	Practical lab sessions	Forecasting; costing; checking AI-drafted recipes	Term 2
Support staff and IT	6	6	36	Technical sessions	Accounts; data handling; blocking settings	Term 1
Senior leaders and governors	8	3	24	Board briefing and workshop	Governance; risk oversight; review criteria	Term 1
Pilot students	120	4	480	In-class induction and tasks	Responsible use; verification; declaring AI use	Term 2

Hours are examples. Student hours are part of the curriculum and do not require additional staff time beyond the induction sessions.

10.1 Design principles

- Train before use: no member of staff uses a tool with students until they have completed the module and the food-safety and privacy checks.
- Learn by doing in the kitchen and restaurant, using real menus, costings and guest scenarios rather than abstract examples.
- Use peer coaching: pilot teachers share examples every month, which spreads practice faster than central instruction.
- Refresh regularly: a short update each term, because tools and their terms change quickly.

11 Pilot design and evaluation

11.1 Design

The pilot covers three programmes with 120 students and 12 teachers, plus one kitchen forecasting trial. Each pilot class will have a comparison class in the same programme that continues with current methods. This allows the school to separate the effect of the tools from the effect of general enthusiasm or a new teacher. Assessment will not be changed for the comparison group, and no pilot student will be graded by an AI tool.

11.2 Measures of success

Table 7 lists the measures the board will see at the month-16 review. The baseline and target values are examples and will be set from real data at the start of the pilot. A result that misses a target is useful information and does not automatically mean the pilot has failed.

Table 7: Pilot measures, baselines and targets (example values)

Measure	Baseline (example)	Target (example)	Data source
Student rating of usefulness of tools (1–5)	Not measured	At least 3.8	End-of-term survey
Teacher time on routine resource preparation per week	6 hours	4 hours or less	Teacher time log
Assessment results compared with comparison group	Same baseline	No decline greater than 2 percentage points	Assessment records
Staff confidence in using AI safely (1–5)	2.5	At least 4.0	Staff survey
Unused prepared food in pilot kitchen	12% of production	10% or less	Kitchen waste records
Serious data protection incidents	Not applicable	Zero	Incident log
Students able to verify an AI output with a stated reason	Not measured	At least 75% in skills check	Practical skills check

Values are examples. The external adviser will confirm the method and sample size before the pilot starts.

11.3 Stop and adjust rules

The board should agree in advance when the pilot must stop or change. For example, any serious data protection incident, any food-safety error reaching a guest, or a clear decline in assessed performance in the pilot group would trigger a pause and a review. Stopping a tool is a normal part of good practice and should not be seen as failure.

12 Governance, roles and responsibilities

Clear roles prevent AI from becoming everyone's responsibility and no one's. The proposed arrangements are as follows.

- **Board of Governors:** approves the AI policy and the Year 1 budget; receives a termly report; takes the month-16 scale-up decision.
- **Principal:** accountable for the programme and for compliance with law and school policy; reports to the board.
- **AI working group:** chaired by the deputy principal; includes the data protection officer, the IT coordinator, a chef instructor, two teachers, a student representative and a parent representative. It meets monthly.
- **Data protection officer:** leads the DPIA, supplier checks and the approved-tool list.
- **Programme leaders:** design the pilot tasks and assessment changes; collect evaluation data.
- **Students and families:** receive clear information, have a route to raise concerns, and take part in a student panel that reviews the pilot.

The working group will publish a short termly bulletin for staff and families so that decisions and changes are visible.

13 Recommendations and decisions requested

13.1 Recommendations

1. Adopt Option C: a structured, one-year pilot in three programmes, with one kitchen forecasting trial.
2. Approve an interim rule, effective immediately, that no personal data about students, staff or guests may be entered into any AI tool that the school has not approved.
3. Approve the Year 1 budget of about EUR 53,000 (example), subject to replacement of the example figures with quotations.
4. Require a data protection impact assessment, supplier due diligence and legal review to be completed before any student uses a tool.
5. Adopt the food-safety rule that AI tools are never a source for allergen, temperature or nutritional information shown to guests.
6. Schedule a formal review at month 16, with the evidence measures in Table 7, before any decision on wider use.

13.2 Decisions requested at this meeting

- Approve recommendations 1 to 6 above.
- Nominate one governor to join the AI working group as an observer.
- Ask the principal to report on the status of the grant application at the next meeting.

14 References (to be verified)

The sources below are listed to guide further reading and legal checks. **They have not yet been verified** against the current published versions. Before this report is circulated, each entry must be checked for title, date, edition, publisher and web address, and the status of any legal instrument confirmed with counsel.

[To be verified] European Union (2024). Regulation (EU) 2024/1689 laying down harmonised rules on artificial intelligence (Artificial Intelligence Act). Official Journal of the European Union. Check the consolidated text and the application dates.

[To be verified] European Union (2016). Regulation (EU) 2016/679 on the protection of natural persons with regard to the processing of personal data (General Data Protection Regulation). Official Journal of the European Union.

[To be verified] UNESCO (2023). Guidance for generative AI in education and research. Paris: UNESCO. Check the publication date and the current edition.

[To be verified] OECD (2023). OECD Digital Education Outlook 2023: Towards an effective digital education ecosystem. Paris: OECD Publishing.

[To be verified] National data protection authority guidance on children's data and education technology. Insert the title, date and URL for the school's country.

[To be verified] National vocational education standards for hospitality and catering. Insert the framework title, year and URL for the school's country.

15 Appendix: pre-pilot checklist

The checklist below must be completed before any student uses an AI tool in the pilot. The board may ask for confirmation that each item is complete at the month-5 policy review.

Table 8: Pre-pilot checklist (example owners and deadlines)

Item	Owner	Deadline	Done
Interim rule on personal data published to all staff	Principal	Month 1	[ ]
AI working group terms of reference agreed	Deputy principal	Month 1	[ ]
Data protection impact assessment completed and signed off	Data protection officer	Month 4	[ ]
Supplier contracts confirm no training on school data; data location and deletion terms agreed	Business manager	Month 4	[ ]
Legal review of EU AI Act and national obligations completed	Legal adviser	Month 4	[ ]
Approved-tool list published; unapproved tools blocked on school devices	IT coordinator	Month 5	[ ]
AI policy approved by the board	Principal	Month 5	[ ]
Food-safety rule communicated to kitchen and restaurant teams	Head of kitchens	Month 5	[ ]
Parent and student information letter issued; questions answered	Pastoral lead	Month 5	[ ]
Pilot teachers trained; baseline data collected for Table 7	Programme leaders	Month 6	[ ]
Comparison classes identified and agreed with the adviser	External adviser	Month 6	[ ]
Student and staff consent or information procedures checked	Data protection officer	Month 6	[ ]

Checklist items are examples. Owners should be confirmed by the principal.