# **Limerick and Clare Education and Training Board College of FET (Further Education & Training) Guidance on the use of AI (Artificial Intelligence) in Education**

## **Context**

Artificial Intelligence (AI) is the field of computer science that focuses on creating intelligent machines capable of performing tasks that typically require human intelligence, such as recognising speech, making decisions, and solving problems. AI systems use algorithms, statistical models, and machine learning techniques to learn from large amounts of data and improve their performance over time.

Generative AI, as the name suggests, can generate new content, such as images, music, and text. The content these tools generate is “original,” in-as-much as what they generate is always unique (i.e. its generated text may fool a plagiarism-detection software like Turnitin), but it is trained on existing, mostly human-generated content published online. However, generative AI text generators frequently generate inaccurate and unreliable text, including generating references that do not exist, and all AI outputs should be treated critically.

Since the release of the Generative AI tool ChatGPT in 2022 there has been widespread interest and concern across the education sector because of the ability of generative AI to create plausible answers to assignments, maths problems, construct essays, and write computer code, all in seconds. This brought to the fore important issues including how educational institutions approach AI use in teaching, learning and assessment. This document was developed to offer guidance to Learning Practitioners, internal verifiers, external authenticators and others on the Limerick and Clare Education and Training Board College of FET approach to AI use and is guided by our organisational values and FET Strategy. This is Version 2 of the document finalised in February 2024 following learning from professional development programmes delivered in November and December 2023.

## **Overall Aim and approach**

Our College of FET supports the responsible and ethical use of generative AI. We do this to equip our learners with the skills to critically engage with technologies so that as technologies develop and new ones emerge, we (1) explore and educate learners on the benefits of the judicious use of technologies and, (2) ensure they understand the risks and ethical considerations of such tools.

Whilst AI technologies such as ChatGPT are disruptive, especially for assessment, a blanket prohibition on their use or engaging in an arms race to try to outwit or detect them is not a productive strategy. Their use is already widespread, and learners and staff will need to be supported to use them ethically, critically and transparently.

Our key advice to Learning Practitioners is to be clear with learners what is permissible use of AI in your assignments, activities and other tasks, and how they should acknowledge that use (See section 4).

## **Options for the use of AI in Assessment**

**For all assessments, Learning Practitioners should clearly detail whether the use of AI is unrestricted, restricted, or prohibited.**

There are four options for specifying the extent to which generative AI can be used in an assessment:

1. Prohibit the use of generative AI for the assessment entirely.
2. Restrict certain types of generative AI tools for the assessment (e.g., allow the use of image generators but not text generators).
3. Restrict certain ways of using generative AI tools for assessment (e.g., allow the use of a text generator to develop an essay outline or rough draft, but not for the final draft)
4. No restrictions on the use of generative AI for an assessment task.

Where this option is utilised, great care must be taken to ensure that the integrity of the assessment is maintained and that the intention of the assessment in displaying achievement of the relevant learning outcome/s remains fully valid. A decision to allow unrestricted use of AI should only follow the application of the detailed guidance provided in section 5 of these guidelines. An example where this option may be particularly useful is where the use of AI is not applicable particularly where the assessment is of a skill in a vocational area.

Restriction on the use of generative AI for a task should be based on educational reasoning, the nature of the task and its function in generating evidence of learner learning. Of critical importance in deciding on AI use and any restrictions, is whether AI use would contribute to or potentially detract from intended learning.

Depending on whether generative AI is unrestricted or restricted, use one of the following texts which should be included in the assignment brief and/or instructions:

|  |  |  |
| --- | --- | --- |
| **No** | **Extent of AI use** | **Text to be included** |
| 1 | When restricting all use of generative AI for an assessment task | Generative AI tools cannot be used in this assessment task. In this assessment, you must not use generative artificial intelligence (AI) (ChatGPT, ChatSonic, Copilot, Lex, DALL-E, or other tools) to generate any materials or content in relation to the assessment task. |
| 2 | When restricting types of generative AI tools for assessment | Generative AI tools are restricted for this assessment task In this assessment, you may use the following generative artificial intelligence (AI) only- [insert names of and hyperlinks to of AI tools, or types of tools (e.g., image generators/text generators)]. Any use of generative AI must be appropriately acknowledged (see section 4) |
| 3 | When restricting ways of using generative AI tools for assessment | Generative AI tools are restricted for certain functions in this assessment task. In this assessment, you can use generative artificial intelligence (AI) in order to [insert full details of function, task for which use is permitted] only. Any use of generative AI must be appropriately acknowledged ([see section](https://www.monash.edu/learnhq/build-digital-capabilities/create-online/acknowledging-the-use-of-generative-artificial-intelligence) 4). |
| 4 | No restrictions on use of generative AI for an assessment task | Generative AI tools are not restricted for this assessment task. In this assessment, you can use generative artificial intelligence (AI) to assist you in any way. Any use of generative AI must be appropriately acknowledged (see section 4) |

## **4. Acknowledging the use of AI**

Although generative AI is not an author or organisation its use in the creation of materials must always be acknowledged. Because an AI tool cannot be classified as an author and the reader cannot be directed to the original source output, AI systems should not be referenced in the same way as sources such as papers, books, journals, blogs etc. Learners should instead acknowledge all AI use in an acknowledgments section at the end of the document. The acknowledgement should include:

## Name and version of the generative AI system used; e.g. ChatGPT-3.5

## Publisher (company that made the AI system); e.g. OpenAI

## URL of the AI system.

## Brief description (single sentence) of context in which the tool was used.

## **Example:**

## I acknowledge the use of ChatGPT 4 (Open AI, [https://chat.openai.com](https://chat.openai.com/)) to summarise my initial notes and to proofread my final draft.

## In addition, learners should

1. Keep a record of all material sourced from AI including the full transcript of prompts and outputs for text outputs. This could be in a separate document to be held by the learner or as an Appendix submitted with the assessment. The specific requirement will depend on the nature of the assessment and full details of the exact submission requirements should be detailed in the assignment brief and/or instructions.
2. Tick the statement on the Assessment Cover Sheet to acknowledge the use of AI and confirm that a record of the material sourced from AI has been retained.

**Use of AI output that has not been adapted**

Where an output from AI is not adapted and used in-text the output should be included in quotation marks (“ ”) with the generative AI system and year accessed included in brackets directly after the output.

## **Example:**

## According to ChatGPT the key difference between assertive and passive behaviour “lies in how individuals express their needs, desires, and opinions” (OpenAI, 2024).

## **Key advice and steps for applying this guidance in-practice.**

In late 2023 the TELSS and QASS collaborated to offer workshops across our campuses where we explored with Learning Practitioners the practical application of our guidance to existing assessments. As a result of the shared learning from these workshops, we suggest the following as a practical guide to help all Learning Practitioners assess and amend assignment briefs.

1. Try out generative AI tools such as [ChatGPT](https://chat.openai.com/%22%20/t%20%22_blank) for yourself – enter a sample assessment or writing task and evaluate the output. Familiarise yourself with AI and its potential implications for educators. Useful resources including links to relevant eLearning content are available here on our [SharePoint site.](https://limerickandclareetb.sharepoint.com/sites/TechnologyEnhancedLearningSS/SitePages/Helpful-Documents.aspx)
2. When considering which of the four approaches (from section 3) to apply you should start by focusing on the relevant Learning Outcome/s and the intention of the assessment. Questions to guide your decision might include:

* Would the use of AI take from or contribute to the achievement of the outcome?
* How is learning impacted by the use of AI?
* If the learner was completing the task outside of assessment (e.g. - in a work or social context) would they be likely to use AI and would its use help or hinder the task?

1. Where you want to limit the potential for AI use, consider amending your assessment tasks – the following questions may be helpful in this process.
   1. Can you make the assessment task personal in such a way that it requires the learner to offer personal reflections on their lived experience?
   2. Can you make the focus of the assessment more current and related to real-life (e.g. – use of problem-solving or case studies)
   3. Can you bring an increased focus on the process rather than the product, assessing the learning that occurred throughout rather than just the end-result or product?
   4. Can you apply Universal Design for Learning (UDL) principles to assessment by creating assessments that are flexible, inclusive, and accessible to all learners. Consider making the assessment task multimodal in a way that requires the learner to express their learning via more than one medium (e.g., partially written, partially voice/video recorded or screen-casted). Or, can you offer learners a choice in how they represent their learning (e.g., instead of writing their evidence, give them the option to create a presentation and create a video recording of it)?
2. Explore the [examples of rewritten briefs (sharepoint.com)](https://limerickandclareetb.sharepoint.com/:f:/s/TechnologyEnhancedLearningSS/EpmBxW1SmnVCnpZzeWc7W5oBrQcvWgBrtRmgY2GJoc1abg?e=cRY9lK) shared by other Learning Practitioners which display how the guidance can be applied in practice.
3. In amending your assessments take care to ensure that the integrity of the assessment is maintained but you are not adding to the learner workload or ‘over-assessing’.
4. When you have decided which of the four approaches to use, ensure that you make fully clear to your learners what is acceptable use of AI in the context of all your assignments, and what is not as detailed in section three. From the beginning of the 2024/2025 academic year all assessment briefs must use the new **04\_Assessment Brief AI** which is located with the other assessment templates on the QASS Sharepoint page in the ‘[Assessment of Learners](https://limerickandclareetb.sharepoint.com/sites/QualityAssuranceSS/SitePages/Assessment-of-Learners.aspx" \l "assessment-templates)' section and include the relevant text in relation to the extent of AI use permitted.
5. Academic integrity should be included as a key part of the learner induction process. The approach should be focused on teaching learners about academic integrity and prevention, rather than detection and punishment. Discuss academic integrity with them in a fully open manner and make them aware of these College of FET guidelines and policies on assessment and academic integrity. The ETBI academic integrity handbook is a useful resource and should also be shared (see <https://library.etbi.ie/plagiarism/academicintegrity>). A great teacher resource is the [Learning Hub Academic Integrity Course](https://lcetbfet.etbonline.ie/course/view.php?id=2203) on which you can self-enroll. Remember, academic integrity goes both ways: we need to commit to it as much as learners do. If you don’t already have one, consider the co-creation of a class agreement or code of conduct for your class which includes what you expect from them and what they expect from you with regards to academic integrity. This agreement should be signed by all learners and by you as research shows that signed class contracts or honour codes can help discourage cheating ([Tatum, 2022](https://doi.org/10.1080/2194587X.2021.2017977)). You should also clearly explain to learners before they begin each assessment the extent to which AI use is permitted for the specific assessment when you share the assessment brief.
6. If you suspect that a learner has used AI without acknowledging its use, then our College of FET Assessment Malpractice procedures apply in the same manner as for any other unacknowledged source. See [Assessment Procedures and Forms](https://limerickandclareetb.sharepoint.com/sites/QualityAssuranceSS/SitePages/Assessment-of-Learners.aspx" \l "assessment-procedures-and-forms) on StaffCONNECT.
7. Contact QA ([qa@lcetb.ie](mailto:qa@lcetb.ie)) or TEL ([tel@lcetb.ie](mailto:tel@lcetb.ie)) if you have any further queries.

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### **Sources:**

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### **Glossary**

**LCETB**: Limerick and Clare Education and Training Board

**FET:** Further Education & Training

**AI:** Artificial Intelligence

**Generative AI:** AI that can generate new content, such as images, music, and text

**ChatGPT:** A generative artificial intelligence tool released in November 2022 that can create plausible answers to assignments, maths problems, construct essays, and write computer code

**Internal verifiers:** Those responsible for monitoring the quality and consistency of assessment practices in College of FET

**External authenticators:** Those responsible for ensuring that assessment practices comply with external standards and regulations

**Academic integrity:** The values and ethical principles that underpin academic practices, including honesty, fairness, and respect for intellectual property

**QA:** Quality Assurance

**TEL:** Technology Enhanced Learning

**Assessment malpractice:** Any form of cheating or misconduct that undermines the integrity of the assessment process

**Class Contracts/Honour codes:** Agreements that set out expectations and standards for academic integrity in a class or on a course