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

1. Context

The purpose of the document is to provide clarity for Learning Practitioners, Internal verifiers and external authenticators on the Limerick and Clare Education and Training Board College of FET approach to Artificial Intelligence (AI) use. Our approach to AI use in education is guided by our organisational values and FET Strategy. These guidelines (version 3) were developed collaboratively by the TEL and QA Support Services in Spring 2025 and approved following consultation with practitioners and managers in Summer 2025. The primary purpose of the guidelines is to give an overview of the organisations approach to AI use in education and particularly AI use in assessment.

These guidelines are part of a wider resource set (see appendix 1) which includes video explainers, templates, Infographics and flow-charts which are intended to support Learning Practitioners and Learners in relation to the use of AI in teaching, Learning and Assessment.

2. 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).

3. Options for the use of AI in Assessment

For all assessments, Learning Practitioners should clearly detail whether the use of AI is permitted or prohibited. The two options are

1. **AI-Supported Assessments:**

- AI use is permitted
- The role of AI is acknowledged as an assistive tool
- Students must demonstrate transparent AI use, detailing how AI contributed to their work and ensuring academic integrity.
- Example use cases: brainstorming ideas, summarising texts, generating outlines, or enhancing writing through AI-assisted refinement. Frequently used for assessments requiring text-based outputs as part of collections of work or portfolios.

These assessments are focused on equipping learners to participate ethically and actively in society using the technology tools available to them.

2. **AI-Prohibited Assessments:**

- AI use is prohibited to ensure the assessment authentically measures the intended knowledge, skills or competencies.
- Tasks focus on original, unaided student output, particularly where human reasoning, creativity, or technical skills are being assessed directly.
- Example use cases: practical skill demonstrations, supervised exams, interactive orals, PBL/scenario-simulation-based assessments with learner presentations or interviews.

For every assessment, Learning Practitioners should clearly specify whether AI use is permitted or prohibited and provide explicit instructions for acknowledgment and responsible use where applicable.

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) 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).

5 Implementation: Assessment Design

The single biggest challenge for learning practitioners in applying these guidelines is one of assessment design. Key challenges include (1) deciding on whether AI use is appropriate, (2) ensuring a balance between AI supported use and AI prohibition, and (3) promoting authenticity, inclusivity, and process-based assessment, which frames AI as a tool for support rather than substitution.

5.a Deciding on AI use (AI-Supported or AI-Prohibited Option)

The decision to allow and support the use of AI or prohibit AI use is fundamentally one to be considered as part of the overall assessment design process for a module or course. The decision to support or prohibit AI use should be guided by:

- The learning outcomes and whether AI use supports or undermines LO achievement.

- The purpose of the assessment including whether in real-world application AI would support task completion or independent unaided task completion would be required.
- The ethical and academic integrity considerations, ensuring learners develop critical competencies rather than relying on automation.

When considering whether AI use is supported or prohibited it is therefore useful to start by considering 2 questions

1. Is it possible to know for certain if AI was used? For many assessments (e.g. – tasks completed asynchronously outside of class including those with text-based outputs as part of collections of work or portfolios) it may be difficult or impossible to validate that the learner completed the work without AI use.
2. When you look at the relevant Learning Outcome/s and the intention of the assessment is it perfectly valid to allow AI use? To help in considering this it may be worth considering
   - If the use of AI takes from or contributes to the achievement of the outcome?
   - How learning is 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?

If it is impossible to know whether AI was used and the use of AI does not detract from the assessment intention, then AI use should be allowed and Learners should be provided with guidance on how to do so ethically (see 7 below)

5.b Balancing AI supported and AI prohibited use

At module level assessment can consist of AI-supported assessments, AI -prohibited assessments or a mix of both. Whatever the approach all assessments taken together must demonstrate that learners have reached the standards of knowledge, skills and competencies detailed in the module descriptor. For AI-supported assessment, strategies such as learners presenting draft-work as they complete tasks, partial completion of tasks in-class and informal learner interviews can form part of the overall assessment approach which together with the secure AI-prohibited assessment fully validate learner achievements. In certain modules where there is little or no AI prohibited assessment these strategies (draft-work, in-class task completion, informal interviews) can enable validation by the Learning Practitioner that the learner achieved the learning outcomes independently. This may be useful with assessments involving collections of work or portfolios particularly where class sizes tend to be small for modules at levels 1 to 3.

In amending assessments, it is also important to ensure that the integrity of the assessment is maintained but you are not adding to the learner workload or ‘over-assessing’.

5.c Promoting authenticity, inclusivity, and process-based assessment

To enhance meaningful, ethical, and learner-centred uses of AI consider amending your assessment tasks – the following questions may be helpful in this process.

a) Can you make the assessment task personal in such a way that it requires the learner to offer personal reflections on their lived experience?
b) Can you make the focus of the assessment more current and related to real-life (e.g. – use of problem-solving or case studies)
c) 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?
d) 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)?

6 Implementation: Other Key advice and steps for applying this guidance in-practice.

1. Try out generative AI tools such as Magicschoolai, CoPilot or ChatGPT for yourself and do so regularly to keep updated on developments – enter a sample assessment or writing task and evaluate the output. Familiarise yourself with AI on an ongoing basis and its potential implications for educators. Useful resources including links to relevant eLearning content are available here on our SharePoint site.
2. Attend an assessment design workshop (delivered by the TEL and QA Support Services). These workshops are delivered across our campuses with multiple offerings in campuses during the summer and autumn period. The workshops involve Learning Practitioners exploring assessment design including the application of these guidelines to specific modules and contexts.
3. Explore the examples of rewritten briefs (sharepoint.com) shared by other Learning Practitioners which display how the guidance can be applied in practice.
4. When you have decided whether AI use is supported or prohibited, 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. When AI use is supported clear guidance should be provided to learners on how to ethically use AI including safe use and the critical evaluation and use of AI outputs.

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 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). 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 on StaffCONNECT.
7. Contact QA (qa@lcetb.ie) or TEL (tel@lcetb.ie) if you have any further queries.

Sources:

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Glossary

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 (IV): Those responsible for monitoring the quality and consistency of assessment practices in College of FET

External Authenticators (EA): 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