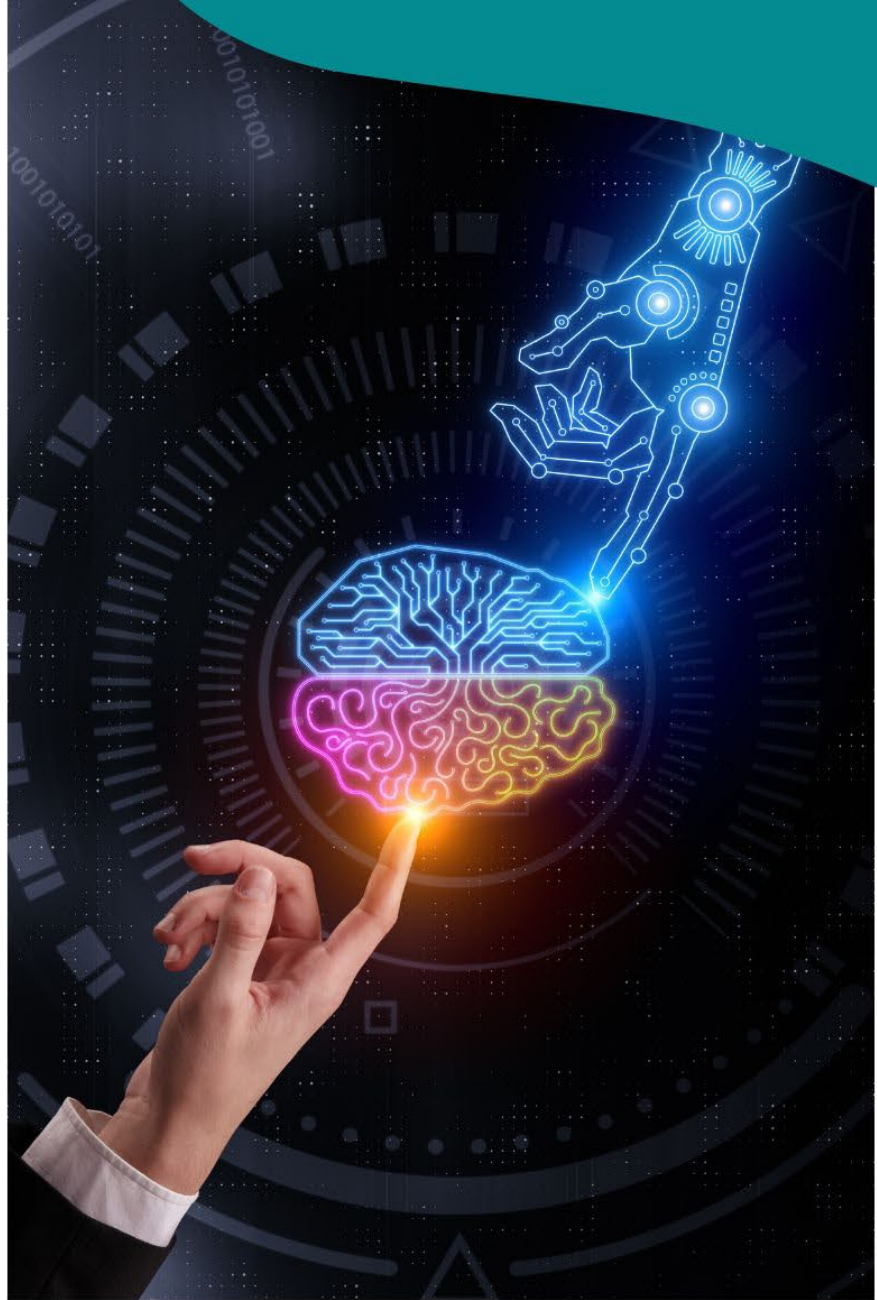




Tipperary
ETB
FET



Artificial Intelligence Guidelines

(for Further Education and Training)

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Artificial Intelligence Guidelines

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Definitions

Academic Dishonesty¹	Behaviours perpetrated by individuals or institutions that transgress ethical standards held in common between other individuals and/or groups in institutions of education, research or scholarship.
Integrity¹	'is the commitment to, and demonstration of, honest and moral behaviour in an academic setting. It is compliance with ethical and professional principles, standards and practices and consistent system of values, that serves as guidance for making decisions and taking actions in education, research and scholarship'.
Academic Misconduct¹	covers all actions which contravene academic integrity. Academic misconduct is any attempt by someone to seek unfair advantage in relation to academic activity or which facilitates others to gain an unfair advantage, or to profit from the sharing or selling of your own or others' work without permission.
Artificial Intelligence (AI)	refers to systems that display intelligent behaviour by analysing their environment and taking actions – with some degree of autonomy – to achieve specific goals. AI-based systems can be purely software-based, acting in the virtual world (eg voice assistants, image analysis software, search engines, speech and face recognition systems) or AI can be embedded in hardware devices (eg advanced robots, autonomous cars, drones or Internet of Things applications)." ²

¹ The above definitions are taken from [National Academic Integrity Network: National Principles and Lexicon of Common Terms](#); Published by Quality & Qualifications Ireland (QQI), September 2021 (1st edition).

² Communication from the Commission to the European Parliament, the European Council, the Council, the European Economic and Social Committee and the Committee of the Regions on Artificial Intelligence for Europe, Brussels, 25.4.2018 COM(2018) 237 final.

Acronyms

AI	Artificial Intelligence
ETB	Education and Training Board
FET	Further Education and Training
LLM	Large Language Model
NAIN	National Academic Integrity Network
SLT	Senior Leadership Team
SMT	Senior Management Team
TEL	Technology Enhanced Learning
QA	Quality Assurance
QQI	Qualification and Quality Ireland

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1. Introduction

The rapid and continual development of artificial intelligence (AI) tools is transforming teaching, learning and assessment processes within and across wider educational and workplace contexts, including Further Education and Training (FET). Tipperary ETB recognises the power and impact of AI technologies for educational benefit but also recognises the limitations and challenges of its use. In relation to assessment, the implication of these tools is significant as the risk of intentional and unintentional academic misconduct can be amplified.

An approach to ban AI, or attempts to get ahead of it, is not productive given their already widespread use and adoption in learning and working environments. Instead, the integration of AI technologies necessitates a strategic and considered response to their adoption and implementation. This response should support learners to effectively and critically use and collaborate with AI tools to ensure they are adequately prepared for a world in which AI will continue to proliferate.

AI output, used well, can support more inclusive and innovative teaching, learning and assessment practices.

1.1 Purpose

The purpose of this document is to:

- Identify role of Artificial Intelligence (AI) in the teaching and learning environment and provide guidance on using it responsibly, ethically and safely.

1.2 Scope

This document applies to FET programmes which lead to the making of awards or qualifications. This includes any 2nd Providers or third parties under the governance and oversight of Tipperary ETB and any other collaborative arrangements that involve the assessment of learners.

1.3 Responsibilities for Implementation

Responsibilities for implementation of these guidelines are as follows:

- **Learners** are responsible for engaging in, and supporting and promoting, good academic practices throughout their course.
- All **staff** who are involved in **delivering** academic programmes have responsibility for promoting academic integrity along with monitoring learner academic practices and detection and escalation of misconduct.

- **Programme development staff** have responsibility for ensuring regard for academic integrity in programme design.
- The FET **Senior Management Team (SMT)** is responsible for appropriate allocation of resources to implement and maintain good academic integrity practices in centres.
- The **Senior Leadership Team (SLT)** has executive responsibility for ensuring that academic integrity policies and practices are sufficient to pose limited, or no, threat to academic matters of the ETB.
- The **Technology Enhanced Learning (TEL) Coordinator(s)** role monitors these guidelines to ensure it is up-to-date with current technological trends, regulations and standards along with communications and information about artificial intelligence.

1.4 Other Relevant Policies, Procedures, Guidelines

- [Academic Integrity Policy](#)
- [Academic Misconduct Procedure](#)

2. Guidelines for Generative AI Use

2.1 Usage of AI in FET Centres

- Appropriate usage applies to all generative AI tools³, whether stand-alone products or integrated into productivity suites, for example, Google Workspace, Microsoft etc must. It also applies to all content created, including text, artwork, graphics, video and audio.
- AI can be used to help explore the field of learning/vocational area, generate ideas and brainstorm or can assist with assessment preparation or study.
- Unless specifically told *not* to by teachers, learners can use AI tools to generate content (text, video, audio, images) for course and assessment work.
- Data or information generated by AI may be inaccurate and incomplete but may appear very convincing. Therefore, AI ideas, answers, facts, quotes and sources should be checked and verified against reputable material before submission of assessment work.
- Working links to locations used for verification of information or other sources confirming accuracy of AI material should be provided by learners in assessment work.
- Large Language Models (LLMs) can generate incorrect facts and citations. Code generation models can produce inaccurate outputs. Image generation models can produce biased or offensive output. Whether the source of the error comes from

³ including future ones not yet developed at the time of this guideline development

learner or AI, it makes no difference. Learners are responsible for any content submitted, regardless of whether it originally comes from the learner or an AI source.

- The use of AI must be open. It must be clearly indicated as to which parts of any work submitted were created by AI and what was written or created by the learner. Any work generated by an AI programme cannot be submitted as the learner's own work.
- The use of AI for assessment must be documented. The learner must maintain a record that explains their interactions with AI tools and what and how they were used for. This is important as this practice encourages competent use - which is learning in itself - and discourages prohibited AI-use. Credit may also be given for this activity.
- Ultimately, in all cases, it is the learner's responsibility to explain, understand and defend their own work.
- Where AI is used, it is a teacher's responsibility to monitor its use.
- Conversely, there are situations in which the use of AI is forbidden, and the assessment may be framed in a way that prevents the use of AI tools, such as working offline or under supervised conditions.
- Learners should ask teachers for clarification or help if they are unsure before using AI for any assignment.
- The submission of AI-generated answers, when this has been forbidden, constitutes academic misconduct. Methods including plagiarism detectors, examination of electronic evidence, academic judgement and interviewing learners will be used to identify uses of AI.

2.2 Examples of Permissible AI Use (For Teachers)

- Can be used as a tool for **planning**, research and to generate ideas for teaching or assessment tasks eg presentations, case studies, scenarios, debates etc.
- Can help with **drafting**, finalising, structuring or formatting a document.
- Can help generate and **build material** eg for group or project work, class notes, revision exercises and quizzes.
- Can help with the production of **sample answers** or outline solutions, marking rubrics or marking schemes.
- AI can be used as a **personal tutor** or study aid to help learners prepare for assessments.

2.3 Learner Education and Training about AI (For Teachers)

Good practices for teachers to educate learners about the appropriate use of AI include:

- Integrating discussions on the ethical use of AI, including potential biases and limitations of AI tools, into the curriculum.

- Ensuring that AI-use aligns with programme, module and vocational goals and promotes critical thinking.
- Ensuring their use of AI tools aligns with academic integrity values.
- Encouraging critical thinking and verification of information generated by AI tools.
- Teaching learners about the responsible use of AI, including learners’ recognition of AI-misinformation, and, encouraging the reporting of AI-cheating to support award and academic integrity and achievement.
- Educating learners on data privacy and the importance of not sharing personal information with AI systems.
- Including safety cautions about sharing personal data with AI bots and using them to invade others' privacy.
- Clarifying the appropriate and inappropriate uses of AI tools in assessment.
- Engaging in professional development to effectively integrate AI tools into teaching.
- Reminding students to reference AI text and images properly when used in their own work.

2.4 Examples of Options for Use of AI in Assessment (For Teachers)

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

- **Prohibit** the use of generative AI for the assessment entirely
- **Restrict certain types** of generative AI tools for the assessment (eg allow the use of image generators but not text generators)
- **Restrict certain ways** of using generative AI tools for assessment (eg allow the use of a text generator to develop an essay outline or rough draft, but not for the final draft)
- **No restrictions** on the use of generative AI for an assessment task

Deciding on the extent of use of generative AI allowed within an assessment should consider:

What to consider if using AI in assessment	
Learning outcomes/intention of the assessment	how learning is impacted by use of AI; would AI use contribute to, or potentially detract from, intended learning outcomes?
Vocational reasoning	likelihood of AI being used in the role/workplace, and for what work related activities?
Nature of the assessment task	ease of which the task lends itself to AI?
Validity	its function in generating valid evidence of learning

Fairness	could class learners who do not use AI be at a disadvantage?
Contextual factors	eg learner cohort may also need to be considered

Sample statements for including in learner assessment instructions:

Extent of AI use	Sample text
Full restriction of AI	Generative AI tools cannot be used in this assessment task. In this assessment, you must not use generative AI to generate any materials or content in relation to the assessment task.
Partial restriction: types of AI tools	Generative AI tools are restricted for this assessment task. For this assessment, you may use the following generative AI only: [insert names of and hyperlinks to of AI tools, or types of tools]. Any use of generative AI must be acknowledged. You should also record all material sourced from AI including the full transcript of prompts used, AI’s output and how the response was used in your work.
Partial restriction: ways of using AI	Generative AI tools are restricted for certain functions in this assessment task. In this assessment, you can use generative AI in order to [insert full details of function, task for which use is permitted] only. Any use of generative AI must be acknowledged. You should also record all material sourced from AI including the full transcript of prompts used, AI’s output and how the response was used in your work.
No restrictions of AI	Generative AI tools are not restricted for this assessment task. In this assessment, you can use generative AI to assist you in any way. Any use of generative AI must be acknowledged. You should also record all material sourced from AI including the full transcript of prompts used, AI’s output and how the response was used in your work. This can be included in the appendix at the end, or, as a separate log of AI-use.

Where assessment tasks need to be limited to reduce the potential for AI use, consider:

- Can the assessment task be **personal** in such a way that it requires the learner to offer personal reflections on their lived experience?
- Can the focus of the assessment be very **current or related to real-life**? (eg use of problem-solving or case studies)
- Can there be an increased **focus on the process rather than the product**, assessing the learning that occurred throughout rather than just the end-result or product?
- Can **Universal Design for Learning (UDL)** principles be applied to assessment eg consider making the assessment task multimodal in a way that requires the learner

to express their learning via more than one medium (eg partially written, partially voice/video recorded or screen-casted). Or, can you offer learners a choice in how they represent their learning (eg instead of writing their evidence, give them the option to create a presentation and create a video recording of it)?

2.5 Acknowledging and Documenting the Use of AI in Assessment

2.5.1 Acknowledging AI

Generative AI is not an author or an organisation involved in the creation of material, so this means that the reader cannot be directed to the original source. Therefore, the AI tool should be referenced differently from authored sources like websites, books, journals, blogs etc. AI use should be treated like a ‘synthesised communication’ and referenced in a similar way to a personal conversation. The acknowledgement should include:

Example of Referencing Chat GPT

In-text citation

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

Reference list:

ChatGPT (2024) Effects of climate change on wildlife. OpenAI. Available from <https://chat.openai.com/c/e9>. [accessed 7 February 2024]

2.5.2 Documenting and Verifying AI Use

Learners should document all material sourced from AI including the full transcript of prompts used, AI’s output and how the response was used in the learner’s work. Additionally, the assessment instructions should ask learners what they did to validate the AI material.

This could be recorded in a separate document held by the learner such as a ‘Learning Log of AI use’, or, as an appendix to the submitted assessment.

2.6 Examples of AI Misuse in Assessment

Examples of AI misuse include, but are not limited to, the following:

- Copying or paraphrasing sections of AI-generated content to the point that the work can no longer be considered to be the learner’s own
- Copying or paraphrasing whole responses of AI-generated content
- Using AI to complete parts of the assessment so that the work does not reflect the learner’s own work, analysis, evaluation or calculations

- Failing to acknowledge use of AI tools when they have been used as a source of information
- Incomplete or poor acknowledgement of AI tools
- Submitting work with intentionally incomplete or misleading references or bibliographies

3. Internal Monitoring and Review of these Guidelines

The TEL Coordinator(s) are responsible for monitoring and evaluating the effectiveness of these guidelines to ensure their continued currency and relevance and application in FET.