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# Guidelines for Learning Practitioners on the Use of Gen AI Tools

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# Guidelines for Learning Practitioners on the Use of Generative Artificial Intelligence (Gen AI) Tools

This guidelines document has been developed to aid you as an LMETB FET Learning Practitioner[1] in your use of Gen AI tools in the classroom and to inform your guidance to your learners on the use of these tools in assessment. This guide provides you with information on:

- Definition of Generative Artificial Intelligence
- Recommended Good Practice for Learners about the Appropriate Use of AI
- Recommended Good Practice on the Appropriate Use of AI by Learning Practitioners
- LMETB Expectations of FET Learning Practitioners Regarding Good Academic Integrity Practice
- Appendix A – 'Reviewing Your Use of AI as an Educator'

## Definition of Generative Artificial Intelligence

'Generative Artificial Intelligence (Gen AI) refers to the use of Artificial Intelligence (AI) to create new content including text, audio, video, computer code, images, simulations and music' [2]. Gen AI is an AI technology that automatically generates content in response to prompts written in natural language through conversational interfaces. Rather than simply searching for and relying on existing content (e.g. webpages, library or journal databases, media sources, etc) for its output, GenAI produces wholly new content. This novel content can be produced in a wide array of formats, e.g. text written in natural language, image (including photographs, digital paintings and cartoons), video, music and computer code[3].

LMETB acknowledges the role that Gen AI plays within the FET learning environment. LMETB teaching staff should adapt to using Gen AI within their teaching and learning environment but **only** if it is used in accordance with this guidelines document, the **LMETB Learner Guidelines on Academic Integrity and the Use of Gen AI Tools** and with the **LMETB Academic Integrity Policy**. While Gen AI can be a very useful tool, care must be taken to ensure that as a member of the teaching staff, you are using it ethically, fairly and in a wholly transparent manner.

**Note:** LMETB is working with ETBI and the ETB sector to develop a comprehensive sectoral policy on the use of AI in FET. As soon as this guidance issues are approved, these Learner Practitioner Guidelines will be updated accordingly.

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[1] The term 'Learning Practitioner' refers to all FET teaching staff and includes teachers, tutors, Adult Educators, instructors, learning practitioners, etc. In terms of assessment practices, the Learning Practitioner is regarded as the **Internal Assessor**, that is the person assessing the learner's work and grading accordingly.
[2] Ulster University What Is Generative AI?
[3] University of Limerick What is Generative AI?

# Recommended Good Practice for Learners about the Appropriate Use of AI

- Make your learners aware of their responsibility with respect to Academic Integrity. Please refer all learners to the [Learner's Guide to Academic Integrity (ETBI, 2022)](#) handbook, the **LMETB Academic Integrity Policy** and the LMETB **Learner Guidelines on Academic Integrity and the Use of Gen AI Tools**.
- Explain the link between consistent learner attendance and academic results
- Integrate discussions on the ethical use of AI, including the possibility of bias in the outputs, and the limitations of AI into the classroom.
- Ensure that any use of AI agrees is aligned with the programme, module and vocational goals.
- Ensure that learner use of AI tools aligns with academic integrity values
- Encourage critical thinking and verification of information generated by AI tools
- Educate learners about the responsible use of AI, including recognising AI misinformation, and encouraging the reporting of possible unacknowledged use of Gen AI tools to support the integrity of the award
- Encourage learners to use academic supports to produce draft assessments and to help understand what is/not acceptable in using Gen AI.
- Educate learners on Data Protection and the importance of not sharing personal information on AI systems.
- Meet with learners to discuss whether suspected misuse of Gen AI/plagiarism is unintentional or deliberate, and sharing reports from plagiarism software to help in learners' understanding.
- Engage in your own professional development to effectively integrate AI tools, where appropriate, into your teaching practice.
- Model good academic behaviour in the use of Gen AI.
- Clarify the appropriate and inappropriate use of Gen AI tools in assessment.
- Remind learners to reference AI text and images properly when submitting work for assessment. Refer learners to the **LMETB Learner Guidelines on Academic Integrity and the Use of Gen AI Tools**
- Remind learners that they must complete and sign the **LMETB Learner Declaration Statement of Use of Gen AI in Assessment** when handing in an assessment where Gen AI tools have been used.
- Incorporate **Table 1** - '**Permitted Use of Gen AI Tools in Assessment'**) into your Assessment Brief. Table 1 informs learners of the specific permitted use of Gen AI in your assignment, permitting use of Gen AI tools on a scale of level 1-4. Ensure that your learners are fully aware of if and how they may use Gen AI tools for elements, tasks or components of their assessments.

## Table 1: Permitted Use of Gen AI Tools in Assessment[4]

| Level | Use of Gen AI Tools | Guidance for Learners | Use of Gen AI Tools Allowed?[5] Yes or No? |
|---|---|---|---|
| 1 | No use of AI is permitted for the assessment. | Gen AI tools cannot be used in this assessment. | |
| 2 | The use of some types of Gen AI tools is permitted in this assessment. | The use of Gen AI tools is **restricted** in this assessment.<br><br>You may use the following tools ONLY (**insert names of Gen AI tools**)<br><br>All use of Gen AI tools must be appropriately acknowledged and accurately referenced. | |
| 3 | The use of Gen AI for specific purposes is permitted in this assessment. | The use of Gen AI tools is **restricted** in this assessment.<br><br>You may use Gen AI tools to (**insert details of function or task in assessment for which use is allowed**).<br><br>All use of Gen AI tools must be appropriately acknowledged and accurately referenced. | |
| 4 | No restriction on the use of Gen AI tools in this assessment. | The use of Gen AI tools is not restricted in this assessment.<br><br>You may use Gen AI to assist you in any way to complete this assessment.<br><br>All use of Gen AI tools must be appropriately acknowledged and | |

[4] Table adapted from Perkins, Furze, Roe & MacVaugh (2024). The AI Assessment Scale (https://open-publishing.org/journals/index.php/jutlp/article/view/810/769 ). Further credit is given to LCETB and CMETB for their interpretation of the scale.

[5] Permission for use of Gen AI tool given by Learning Practitioner/tutor

| | | accurately referenced. | |
|---|---|---|---|

## Recommended Good Practice on the Appropriate Use of AI by Learning Practitioners

- Review and update your assessment briefs, assessment marking schemes and rubrics to ensure that marks are not allocated for work that may have been augmented using Gen AI tools. Please remember that assessment techniques must not be changed from the LMETB module descriptor, or from those outlined in the recently amended modules reviewed by ETBI and LMETB.

- Ensure that assessment tasks are designed to include elements of planning, use of information, learner reflection and critical thinking that prevents learners from simply reproducing information.

- Use good formative assessment practices in the classroom. This is to ensure that you have a clear understanding of a learner's standard of written work, before any summative assessment is submitted and thus be better placed to make academic integrity decisions related to potential unreferenced use of Gen AI tools by a learner.

- Use **Table 2** '**Reliability of Learner Evidence**' in any situation where you as a Learning Practitioner have doubts about the authenticity of learner evidence.

- Request additional supporting evidence from a learner to demonstrate that the assessment evidence is their own work. This supporting evidence may take the form of questioning so that the learner can demonstrate their understanding of the submitted work. If the use of Gen AI tools has been allowed in the assessment you should incorporate the following statement for learners on your assessment briefs '**You may be invited to take part in a short interview in addition to your assessment submission to confirm your understanding of the assessment work you have submitted'**

- Use AI as a tool for planning, to conduct research and to generate ideas for teaching or assessment tasks e.g. presentations, case studies, scenarios, debates etc.

- Use AI to help with drafting, finalising, structuring or formatting a document or presentation.

- Use AI to help generate and build material e.g. for group or project work, class notes, revision exercises and quizzes.

- Use AI to help with the production of sample answers or outline solutions, marking rubrics or marking schemes.

- Use AI tools as a personal tutor or study aid to help learners prepare for assessments

- Use your professional judgement, together with guidance documents provided, in all decisions relating to the ethical use of Gen AI

- Use AI tools to perform any other task that is in line with LMETB's ethos of fairness, transparency and ethical practice in academic provision.

- Please see Appendix A for a useful checklist '**Reviewing Your Use of AI as an Educator'**

> **You should refrain from using AI tools to generate marks, correct or give comments or any feedback on a learner's assessment evidence**, regardless of the form of assessment. This responsibility rests with you as the Learning Practitioner. Good practice in the use of AI tools in education encourages the use of the 'human in the loop'. 'This principle asserts that AI systems should not operate autonomously without human oversight and control'[6]

ETBI[7] have produced guidelines on the use of AI tools to assess learner work. Figure 1 outlines why educators should avoid using AI apps to help with assessment.

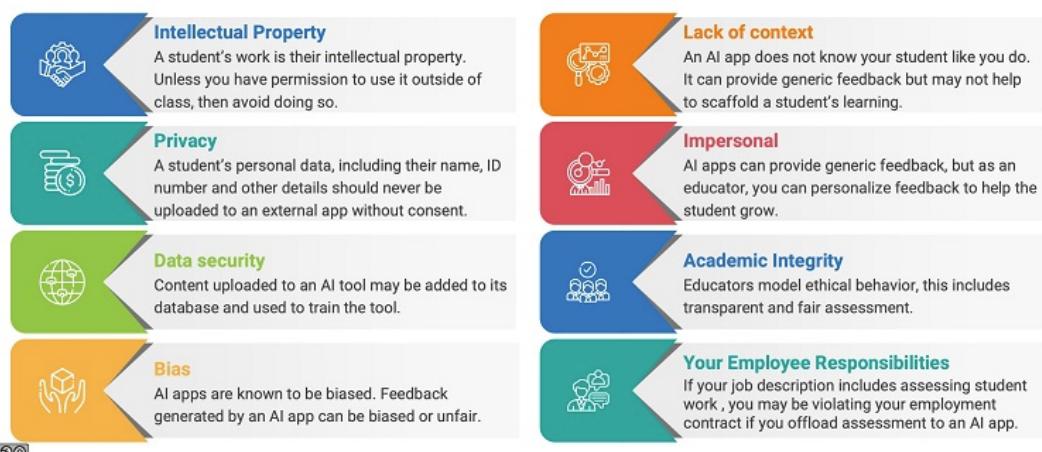**Figure 1: Why the Use of AI Tools Should be Avoided in the Assessment of Learners' Work**



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[6] https://assets.gov.ie/static/documents/dee23cad/Guidance_on_Artificial_Intelligence_in_Schools_2025.pdf
[7] Using AI Assessment Tools - Generative AI in Education - ETBI Digital Library at Education and Training Boards Ireland, ETBI

## Table 2: Reliability of Learner Evidence

| | |
|---|---|
| **LMETB Learner Statement of Academic Integrity** | A signed **LMETB Learner Statement of Academic Integrity** (Appendix A -LMETB Academic Integrity Policy) from the learner testifying the evidence as being his/her original work. The Statement of Academic Integrity should be provided with regard to all assessment evidence submitted. |
| **Learner Declaration Statement on the Use of Gen AI in Assessment** | If permission has been given by the Learning Practitioner for the use of Gen AI tools in the preparation of an assessment then the **Learner Declaration Statement of Use of Gen AI in Assessment** (Appendix B – LMETB Academic Integrity Policy) **MUST** be completed by the learner outlining any prompts or instructions given to the Gen AI tool to generate results. Attempting to present AI-generated output as original work without permission or proper acknowledgement constitutes assessment malpractice by the learner. |
| **Questioning/Interviewing[8]** | This involves asking the learner to explain and describe part of the assessment evidence. It is important to concentrate on how the evidence was produced. This will enable the learner to show that s/he was responsible for producing the evidence and will also give the learner the opportunity to demonstrate/apply the knowledge and skills required. Any suspected use of Gen AI tools without appropriate acknowledgement may also be probed through the questioning of the learners' understanding of their submitted work. The use of questioning/interviewing is not intended as a mechanism for assessing learner evidence but as a tool to corroborate the reliability of that evidence. |
| **Personal Log** | This is a record of how the learner planned |

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[8] On the Assessment Brief it is recommended that the Learning Practitioner include the following:
**'You may be invited to take part in a short interview in addition to your assessment submission to confirm your understanding of the assessment work you have submitted'**.

| | and developed the evidence. A personal log should identify problems and how they were overcome by the learner. |
|---|---|
| **Personal Statement** | A personal statement may be used to explain the actions of the learner in carrying out activities or producing the evidence. Personal statements should be clear and explain the learner's role and the context in which the evidence was produced. Personal statements can provide evidence of knowledge and understanding. |
| **Peer Reports** | Peer reports are especially suitable for group work. Peer reports are reports drafted by all group members which can help explain individual involvement in a task or project. |
| **Independent Testimony** | This is a statement produced by an individual other than the classroom Learning Practitioner, which confirms that the learner has carried out a series of tasks or produced a product. It should record what the learner has demonstrated and corroborate the learner evidence submitted. The identity and role of the individual to provide the testimony for the learner should be agreed in advance between the Learning Practitioner and the learner.<br><br>The use of independent testimony is not intended as a mechanism for assessing learner evidence but as a tool to corroborate the reliability of that evidence. |
| **Use of plagiarism and AI detection software** | The use of up-to-date plagiarism and AI detection software, e.g. Turnitin and other methods to check written assignments to assess the originality of learner work. |
| **Group Work** | Learning Practitioners should provide clear information and instruction to learners when collaboration is appropriate (or not) for particular assessment tasks or parts of assessment work. |

# LMETB Expectations of FET Learning Practitioners Regarding Good Academic Integrity Practice

LMETB Learning Practitioners are required to be vigilant in detecting threats to academic integrity and assessment malpractice and to take the following action:

- Be familiar with both the **LMETB Academic Integrity Policy** and the **LMETB Assessment Misconduct Procedure**. All LMETB's policies connected with assessment can be found on the FET Quality Assurance section of the LMETB website[9]

- Explain clearly to learners what constitutes good academic integrity practice and how they should avoid plagiarism, collusion, the use of AI and Gen AI tools without permission and/or referencing sources, the use of contracted cheating sites and any other form of academic misconduct in their course or programme of study.

- Assess learner work on the basis of the demonstrated knowledge and abilities of the learner.

- Use LMETB approved plagiarism software together with other methods as appropriate, e.g. use Table 2 '**Reliability of Learner Evidence**' in this document, to check the authenticity of learners' submitted work.

- Take appropriate steps to prevent and detect cases of academic misconduct according to the **LMETB Assessment Misconduct Procedure**.

- Notify your centre management of any suspected incidences of learner malpractice to include but not limited to instances of contract cheating, learner malpractice and breach of agreed AI use.

- Please note that suspected malpractice incidents may be resolved informally at centre level before the need to investigate further. Please refer to the section on **Informal Resolution of Unintentional Malpractice** in the LMETB Academic Integrity Policy.

- For learner malpractice at stages 1 to 4 (refer to Table 2 '**Learner Sanctions for Confirmed Assessment Malpractice**' in the **LMETB Assessment Misconduct Procedure**) please communicate the malpractice incident to your centre/college management who should notify the Quality Assurance and Enhancement Service (QAES) at qualityassurance@lmetb.ie

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[9] LMETB FET QA Policies and Procedures

# Appendix A – Reviewing Your Use of AI as an Educator[10]

10 Re-produced with kind permission from Joanne McGovern

# REVIEWING YOUR USE OF AI AS AN EDUCATOR: WHY AND HOW

## Why Reflect on Your Use of AI?

To Understand Its Value: Reflecting on how AI is used can help ensure it serves a clear educational purpose.

To Stay Informed: As tools evolve, a regular review helps educators stay updated and make informed decisions.

To Support Professional Practice: Reviewing AI use helps align digital practices with curriculum goals, policies, and safeguarding responsibilities.

To Model Digital Responsibility: Educators play a key role in demonstrating responsible and ethical use of emerging technologies.

## Reflective Questions

Purpose: What tasks am I using AI for (e.g., planning, admin, resource creation)?

Benefits: Has AI helped reduce workload or improved aspects of teaching and learning?

Student Support: Are there ways AI could help personalise learning or provide feedback?

Ethical Considerations: Do I consider fairness, accuracy, and privacy when using AI tools?

Confidence: Do I feel confident using AI? Would training or peer support help?

Collaboration: Have I shared experiences or learned from others' use of AI in education?

## Reasons Educators Might Consider Using AI

Planning Support: Generate draft lesson plans, outlines, or content ideas.

Time-Saving Tools: Create worksheets, quizzes, and summaries more efficiently.

Inclusive Learning: Adapt content to different levels and learning needs.

Marking Assistance: Use tools to check grammar or suggest feedback (with human review).

Professional Development: Explore new teaching approaches or innovations with AI support.

**Note:** AI should always be used in a way that complements, not replaces, the professional judgment and knowledge of educators.

## Practical Ways to Explore AI Responsibly

Try One New Tool: Explore a reputable AI tool for a simple task like brainstorming or summarising.

Join a Discussion: Engage in CPD, staff briefings, or online communities to share ideas and challenges.

Keep It Transparent: If using AI to support your work, be open about how and why with colleagues or students where appropriate.

Review Policies: Familiarise yourself with your organisation's guidance on AI and digital tools.

Encourage Dialogue: Create space for students to explore AI's potential and limitations as part of digital literacy.

AI tools offer possibilities, but it's how we choose to use them that matters most. This document is not about promoting AI for its own sake, but about helping educators make informed, reflective, and responsible choices that align with their teaching values and the needs of their learners.