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Bord Oideachais agus Oiliúna
an Chabháin agus Mhuineacháin
*Cavan and Monaghan
Education and Training Board*



QAES
QUALITY ASSURANCE AND
ENHANCEMENT SERVICE

Guidelines for Learners on the Use of Artificial Intelligence in Assessment

Version	Reviewed by	Last modification	Approved by	Ratification Date
1.0	QA Working Group	04.12.2023	FET Management & Quality Council	08.12.2023
1.1	QA Policy Officer	12.08.2025		

1. Purpose of this document

Cavan and Monaghan Education and Training Board (CMETB) recognises that Artificial Intelligence (AI) must be adopted in education and training in Ireland, meet the evolving demands of Learners, industry and society. CMETB is also aware of Artificial Intelligence's potential to transform the education and training sector and is adapting accordingly.

CMETB is also aware of the challenges that Artificial Intelligence's adoption poses to you, as a Learner, and is committed to ensuring that you are able to utilise Artificial Intelligence's potential in ways that are ethical, transparent and beneficial to your learning. CMETB believes that academic integrity is essential in a progressive learning environment where you, as Learners, are:

- Provided with access to accurate information
- Encouraged to share and develop your own ideas
- Empowered to fulfil your academic potential
- Duly rewarded for your own achievements in the academic setting

The purpose of this document is to:

- Introduce you as a CMETB Learner to the concept of Artificial Intelligence technology and its potential applications in your learning experience
- Provide you with a guide to the potential opportunities and risks associated with the use of Artificial Intelligence in education and training
- Advise you on the ethical and transparent use of Artificial Intelligence in assessment
- Advise you on the consequences of inappropriate use of Artificial Intelligence in assessment

2. Background to Artificial Intelligence

Artificial Intelligence (AI) is a term used to describe a broad range of autonomous machine-based systems. These systems use datasets to make predictions, recommendations or decisions on a given set of human-defined objectives. Large Language Model (LLM) chatbots or tools - such as ChatGPT – are perhaps the best-known Artificial Intelligence systems currently in use. These systems are capable of:

- Answering inputted questions
- Analysing, improving, and summarising text
- Composing essays and articles as well as fiction and non-fiction texts
- Generating computer code
- Translating texts from another language
- Generating new ideas, prompts, or suggestions for an inputted topic or theme
- Generating text with specific attributes, including tone, sentiment, or formality

3. Artificial Intelligence in Education

There has been a sharp increase in the number of online available Artificial Intelligence tools based on generative Artificial Intelligence models which have the potential to severely impact on current work methods and processes.

ChatGPT is a large language model chatbot that can use datasets to generate human-like text based on context and past conversations. The release of this Artificial Intelligence Chatbot presents an opportunity for Learners and instructors, it also raises significant concerns for the education sector. This is on account of its ability to produce plausible answers to exam and essay questions. The education sector is currently devising new and innovative ways of monitoring the use of Artificial Intelligence Chatbots in assessment, to ensure that Learners only submit assessment responses that are their own work.

ChatGPT is not the only generative chatbot that can be accessed by Learners and used for assessment purposes. Other Artificial Intelligence systems also present Learners and instructors with potential opportunities and challenges.

Some of the other Artificial Intelligence systems currently in use include:

GEMINI: GEMINI is a conversational generative Artificial Intelligence chatbot. It was developed by Google as an experiment in response to the release of ChatGPT, and has many of the same functions.

iAsk.ai: Broadly similar to ChatGPT and GEMINI, iAsk.ai is a generative Artificial Intelligence chatbot capable of providing plausible and human-like answers to potentially complex theoretical questions.

Canva: Canva is an online graphic design platform, which is capable of generating lifelike images using Artificial Intelligence.

Copilot: Copilot is Microsoft's search engine and is described as an AI-powered co-pilot for the web. Aside from generating search results, Copilot also uses data to provide answers to questions inputted.

Claude: Claude is an Artificial Intelligence system developed by Anthropic. Currently available on a trial basis to a limited number of customers, Claude purports to help users with summarization, search, creative and collaborative writing, Question and Answer, coding, and more.¹

4. How and when can I use Artificial Intelligence properly in my assessments?

CMETB has not placed a ban on the use of Artificial Intelligence as an assessment aid. Learners will be permitted to use Artificial Intelligence in assessment, however it will only be allowed in certain **clearly defined circumstances**.

For every assessment task, your Teacher/Tutor will establish clear parameters for the use of Artificial Intelligence. This will ensure that you, are well informed on the extent to which you are allowed to use Artificial Intelligence in your assessment, and how you can acknowledge it correctly. In each case, you should be confident as to what represents permissible and prohibited use of Artificial Intelligence for a given assessment.

For each individual assessment, your Teacher/Tutor should inform you as to whether the use of Artificial Intelligence is:

¹ The list of text and image generators using artificial intelligence is expanding. Practitioners should be aware that AI text may also be generated by any of the following: Jenni AI (<https://jenni.ai>); Jasper AI (<https://www.jasper.ai/>); Writesonic (<https://writesonic.com/chat/>); Bloomai (<https://huggingface.co/bigscience/bloom>) Images may be generated by the following: Midjourney (<https://midjourney.com/showcase/top/>); Stable Diffusion (<https://stablediffusionweb.com/>); Dalle-E 2 (OpenAI) (<https://openai.com/dall-e-2/>)

- Unrestricted (use as you wish)
- Restricted (limitations apply, consult with your Teacher/Tutor)
- Prohibited (not allowed under any circumstance)

Unrestricted Use of Artificial Intelligence

If you are informed that Artificial Intelligence use for assessment is Unrestricted, you must acknowledge having used Artificial Intelligence sources and reference AI-generated materials appropriately (see section 5 below).

If Artificial Intelligence use is unrestricted, you may be asked to provide your Teacher/Tutor with evidence that you fully understand the information gathered with the help of the chatbot (for example an oral defence of an essay that has used ChatGPT sources).

Restricted Use of Artificial Intelligence

If your Teacher/Tutor advises you that there are restrictions on the use of Artificial Intelligence in your assessment, these will be categorised as follows:

- Restrictions placed on some forms of Artificial Intelligence (for example not allowing the use of text generators such as ChatGPT and GEMINI, but allowing the use of image generators such as Canva)
- Restrictions placed on the extent to which Artificial Intelligence may be used for assessment (for example. Artificial Intelligence may be used for early drafts of an essay/dissertation, but is prohibited for use in later/final drafts where the Learner's own voice must be observable)

The table shown below² offers helpful guidance regarding the extent to which Artificial Intelligence source use is permitted:

	Extent of AI Use	Assessment Guidance for Learners
1.	When restricting all use of generative Artificial Intelligence for an assessment task	Generative Artificial Intelligence tools cannot be used in this assessment task. In this assessment, you must not use generative Artificial Intelligence (AI) (ChatGPT, Jenni AI, Copilot Chat, iAsk.ai, GEMINI, or other tools) to generate any materials or content in relation to the assessment task.
2.	When restricting types of generative Artificial Intelligence tools for assessment	Generative Artificial Intelligence 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 Artificial Intelligence tools, or types of tools (e.g., image generators/text generators)]. Any use of generative Artificial Intelligence must be appropriately acknowledged.
3.	When restricting ways of using generative Artificial Intelligence tools for assessment	Generative Artificial Intelligence 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 Artificial Intelligence must be appropriately acknowledged.

² Table credit: Limerick and Clare ETB

4.	No restrictions on use of generative Artificial Intelligence for an assessment task	Generative Artificial Intelligence 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 Artificial Intelligence must be appropriately acknowledged
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Artificial Intelligence Use is Prohibited

If your Teacher/Tutor tells you that Artificial Intelligence use is prohibited for an assessment, this means that ***you are not allowed to use Artificial Intelligence under any circumstances.***

If you use Artificial Intelligence tools even though the assessment has been categorised as “prohibited”, you may be penalised. If you are penalised for inappropriate use of Artificial Intelligence, you will be subject to standard CMETB Academic Integrity and Assessment Malpractice procedures.

5. Referencing of Artificial Intelligence sources

If you use Artificial Intelligence sources in any assessment, you must acknowledge this clearly and explicitly in the work you submit to your Teacher/Tutor.

If you have made use of an Artificial Intelligence chatbot or other tool, which provides the sources it has used to generate content,³ you have to independently verify these sources and reference them. This means that you must make sure that these sources exist and that they contain the information that the Artificial Intelligence tool has described.

For example, if a chatbot tells you that it used Howard Zinn’s *A People’s History of the United States* to generate a response, then you must attribute the idea to the author (Zinn) and the text (*A People’s History*) using the referencing style recommended by your Teacher/Tutor.

Example:

In A People’s History of the United States, Howard Zinn seems to suggest that Lincoln was guilty of racial prejudice, and that his contribution to the abolitionist cause has been exaggerated by traditional historians (Zinn, 1980).

The work should also be referenced in the bibliography in the usual way, as shown below:

Zinn, H., 1980. *A People’s History of the United States*. 1st ed. New York: Harper & Row.

Verifying accuracy of Artificial Intelligence responses

When using Artificial Intelligence, you should be aware that information generated by chatbots is not always correct. The accuracy of Artificial Intelligence responses depends on the datasets (information) that the system has drawn on to create its response. If the Artificial Intelligence tool does not provide you with details of the sources it has used to formulate its response, you have to verify the information by consulting other sources such as books, articles and websites. You should acknowledge these sources in the usual way (see above).

³ Some chatbots will provide the sources they have used if asked to do so. Others will provide a general list of useful sources with regard to the topic under discussion.

It is important to remember that Artificial Intelligence does not currently have access to sources from after 2021, so some of the information it provides may be outdated.

Statement regarding Artificial Intelligence use

If you use Artificial Intelligence for your assessment, your Teacher/Tutor may ask you to submit a written statement alongside your assessment. This statement will explain which Artificial Intelligence technologies you used, how you used them and where they can be found in the document. You should submit this statement as an appendix to the main assessment submission.

Example:

This assignment was completed with the assistance of (insert name of Artificial Intelligence system used). (Artificial Intelligence system name) was used as an aid to research and served as a starting point for study of the question. Most of the information gathered using (Artificial Intelligence system name) was verified by other legitimate sources, and these have been referenced appropriately in the document. However, information gathered using Artificial Intelligence, but which could not be verified by other sources, has been used on pages x and y. Where unsupported Artificial Intelligence material has been used, it has been marked and referenced within the document. It should be noted that this unverified material has not been used uncritically, but as a means of generating fresh points of discussion.

Recording Artificial Intelligence content used

In addition, you should keep a record of all AI-generated content used or consulted for assessment purposes. ChatGPT now allows you to share a link to a complete record of your conversations with the chatbot. You should save this link for all chatbot conversations that have aided you in completing your assessment⁴ and include in your reference list (see example below) so your Teacher/Tutor can view it.

Referencing an Artificial Intelligence source

When acknowledging the use of Artificial Intelligence technology in your assessment, you must include the following key details:

- The name of the Artificial Intelligence source used
- The URL for the Artificial Intelligence source used
- The date content was generated

Example:

Artificial Intelligence Prompt: Is Abraham Lincoln's contribution to abolition exaggerated?

Artificial Intelligence Response: *Abraham Lincoln's contribution to abolition is a topic of historical debate and interpretation. Some argue that his role in ending slavery in the United States is exaggerated, while others believe he played a pivotal role*

⁴ Guidance on how to copy and share a chat link is available here: <https://help.openai.com/en/articles/7925741-chatgpt-shared-links-faq>

Reference: OpenAI, ChatGPT, <https://chat.openai.com/share/1129cba8-d3b8-47ba-b7eb-cecc0c3a7f31> Accessed 4 Sept. 2023.

6. When/how is it wrong to use Artificial Intelligence?

Artificial Intelligence can be used to help you learn, but it cannot be used as a substitute for your own learning.

In the case of each individual assessment, it is crucial that the work submitted is your own. You must be able to demonstrate the knowledge, skill and competence required to complete your assessment and achieve all learning outcomes. You are misusing Artificial Intelligence if you use AI-generated text, or paraphrase text generated by Artificial Intelligence, without acknowledging it.

You must ensure that you are fully informed regarding acceptable and unacceptable use of Artificial Intelligence in the context of each individual assignment. If you are unsure that you are using Artificial Intelligence correctly in your assessment, you should ask for more information from your Teacher/Tutor.

Below are some examples of unacceptable use of Artificial Intelligence:

Copying or paraphrasing (summarising) sections of AI-generated content so that the work is no longer your own	Copying or paraphrasing whole responses of AI-generated content	Using Artificial Intelligence to complete parts of the assessment so that the work does not reflect your own work, analysis, evaluation or calculations
Failing to acknowledge use of AI tools when you have used them as a source of information	Incomplete or poor acknowledgement of AI tools	Submitting work with intentionally incomplete or misleading references or bibliographies

It is essential that you understand why you cannot use Artificial Intelligence in ways that are not permitted by your Teacher/Tutor and which prevent you from achieving stated learning outcomes. You must also be informed that unpermitted Artificial Intelligence use for assessment purposes is malpractice and will result in penalties. Your Teacher/Tutor will provide you with detailed information about the potential penalties associated with this.

Your Teacher/Tutor is obliged to instruct you in the principles of academic integrity before setting you an assessment. You should read the [ETBI academic integrity handbook](#), which provides a useful guide to the definition of plagiarism and its consequences.

7. Summary of Advice for Learners

You should practice the following in relation to the acceptable and appropriate use of Artificial Intelligence in assessment:

Use Artificial Intelligence as a Learning Aid, not a Replacement.	Generative Artificial Intelligence can assist you in various tasks, but it should be used as a learning aid rather than a replacement for critical thinking and effort. Use Artificial Intelligence to complement your studies, not to do the work for you. Be prepared to offer an oral defence of an assessment answer or a submission using media other than writing, in order to demonstrate that you have achieved the learning outcomes without reliance on Artificial Intelligence.
Understand Your Institution's Policies	Familiarise yourself with CMETB's policies on Artificial Intelligence. Make yourself aware of any penalties there is a breach in the use of Artificial Intelligence. Remember that Turnitin and other plagiarism detection software can identify AI-generated answers most of the time, so malpractice is likely to be found out. You will be asked to complete and sign a statement acknowledging use of Artificial Intelligence sources before submitting your assessment in order to uphold academic integrity.
Seek Your Teacher/Tutor's Approval	Before using AI-generated content in your assignments or projects, seek approval from your Teachers/Tutors. They can provide guidance on how AI-generated content can be used responsibly in your specific courses whether Artificial Intelligence use is unrestricted, restricted or prohibited.
Learn and Improve Your Skills	Instead of relying solely on AI-generated content, use generative Artificial Intelligence tools to learn and improve your skills. For example, you could generate a piece of Artificial Intelligence content on work you have already completed and compare it against your own work. You should keep copies of all drafts in order to show the evolution of your work.
Use Artificial Intelligence for Learning and Practice	Use generative Artificial Intelligence tools for practice and learning, but not for assignments or exams that assess your knowledge and understanding. The goal should be to enhance your skills, not bypass the learning process.
Review and Edit AI-Generated Content	If you have permission to use generative Artificial Intelligence content, then don't blindly accept its output. Review and edit it to ensure accuracy, coherence, and relevance to your assignment's requirements.

Clearly Signpost Artificial Intelligence Contributions and Cite Them Appropriately	If you use Artificial Intelligence to generate content, such as text or graphics, for assignments, then clearly indicate which parts of your work were generated by Artificial Intelligence and which were created by you. Remember, you have to give credit to the work of others, even when the other is a piece of software! Always give credit to the Artificial Intelligence tool or platform you used both in the text and in the reference list. Correctly and clearly mark any text that has been generated by Artificial Intelligence.
Engage in Discussions and Collaboration	Engage in discussions with your classmates and teachers. Talking to them might help you develop a better understanding of the subject matter and reduce the temptation to use Artificial Intelligence as a shortcut.
Stay Informed About Artificial Intelligence Developments	Keep yourself informed about the latest developments in Artificial Intelligence and ethical Artificial Intelligence use. This knowledge will help you make informed decisions and navigate the use of Artificial Intelligence responsibly.
Seek Guidance and Clarification	If you're unsure about whether a specific use of generative Artificial Intelligence is ethical or breaches academic integrity, then seek guidance from your Teacher/Tutors.

**If you have any queries in relation to the contents of this document, please contact your Teacher/Tutor or programme coordinator.*

8. Sources

Government of Ireland (2021) AI – Here for Good. Available at: <https://enterprise.gov.ie/en/publications/publication-files/national-ai-strategy.pdf> (Accessed: 03 August, 2023)

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ETBI Digital Library (2023) “Avoiding Plagiarism: ChatGPT and Generative AI”. Available at: [ChatGPT and Generative AI - Avoiding Plagiarism - LibGuides at Education and Training Boards Ireland, ETBI](#) (Accessed: 08 November, 2023)

9. Glossary

Item	Definition
Academic Integrity	Compliance with ethical and professional principles, Standards, practices and a consistent system of values, that serves as guidance for making decisions and taking actions in education, research and scholarship.
Artificial Intelligence	The theory and development of computer systems able to perform tasks normally requiring human intelligence, such as visual perception, speech recognition, decision-making, and translation between languages.
Assessment Malpractice	An assessment system malpractice is any act or practice which brings into question the validity or integrity of the assessment process and which normally arises due to one or more non-accidental factors.
Large Language Models	A large language model (LLM) is a type of artificial intelligence (AI) program that can recognize and generate text, among other tasks. LLMs are trained on huge sets of data — hence the name "large."
Plagiarism	The practice of taking someone else's work or ideas and passing them off as one's own. This includes ideas taken from the internet and/or the use of artificial intelligence without referencing