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*Mayo, Sligo and Leitrim
Education and Training Board*

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MSLETB GenAI Guidelines

DOCUMENT CONTROL SHEET

Business Unit	FET QA
Work Category	Quality Assurance Strategy
Document Title	MSLETB Blended Learning Strategy
Document No.	Approved

Rev	Status	Author(s)	Reviewed By	Approved By	Office of Origin	Issue Date
2	D01	MSLETB Blended Learning Working Group and FET QA	FET QA	FET Quality Council	FET QA	25/09/2025

GenAI Guidelines

Taken and adapted from NAIN (2023) *Generative Artificial Intelligence (GenAI) Guidelines for Educators*. Available at: <https://www.qqi.ie/sites/default/files/2023-09/NAIN%20Generative%20AI%20Guidelines%20for%20Educators%202023.pdf> (Accessed: 19 September 2025).

What educators need to know and do

1. Be familiar with these tools and their availability and recognise their limitations and affordances.
2. As soon as you can, review all your assessments, replacing or modifying any which may be completed satisfactorily by someone using AI without an appropriate level of understanding of the subject, or which are vulnerable to breaches of integrity or security. If you identify a particular appropriate role for GenAI in our courses, then ensure that learners are aware of what constitutes authorised and unauthorised use.
3. Work with colleagues, and within disciplinary communities, to design assessments which have strong validity (i.e., clearly aligned with the learning outcomes and the skills which they are meant to demonstrate) and in which there is an appropriate balance of credit between the process of preparing for and undertaking the assessment and the final product, helping learners develop self-efficacy, critical thinking, and a professional disposition.
4. Take the opportunity, at programme level, to review overall assessment volume, range of assessment types, and alignment with intended programme outcomes across the complete programme and year cohorts, identifying any vulnerabilities, over-assessment, and opportunities for enhancement.
5. Be consistent in your approaches to learner training, assessment practice, and in the implementation of institutional academic integrity policies, data protection, and assessment regulations. There must be clear information for learners that unauthorised submission of the output of GenAI as their own work constitutes academic misconduct and will be treated accordingly.
6. In your partnership with learners, emphasise values such as integrity, trust, and truthfulness as being at the heart of learning, knowledge discovery and creativity.

What learners need to know and do

1. AI tools are appearing everywhere these days: embedded within packages that are used to write text, produce slide-decks; or in new apps and services that get promoted on social media. They can be useful for many types of tasks, but they also have serious limitations and can give unreliable answers whilst appearing confident and convincing.
2. It is crucial to be aware of what these tools can and cannot do, as well as recognise the ethical concerns associated with their development and use.
3. Assessment is meant to provide the learner with an opportunity to demonstrate achievement of the intended learning outcomes of the module or programme, to the standard required. Educators often use assessment tasks as a means of helping learners focus on the key knowledge and skills that they need to develop and encourage them to practice and build their confidence. It is important that learners submit work that they have produced and acknowledge the sources used, as well as paying close attention to the requirements of the task and policies on academic integrity.
4. Assessment can be stressful, but to maintain integrity (both personal integrity and that of the qualifications), learners should resist any attempts to take 'shortcuts' or engage in any form of misconduct (copying, plagiarism, submitting materials produced largely by GenAI, etc). If a learner feels unable to complete the assessment for whatever reason, they should discuss this with their educator, counsellor, class rep or appropriate person and see what alternative arrangements can be made.