

KWETB FET Policy: The Use of Generative Artificial Intelligence (AI) in Teaching and Learning

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1. Purpose and Compliance

KWETB supports the responsible and secure use of Generative AI (GenAI) in teaching, learning and operational practice. This policy ensures compliance with the EU Artificial Intelligence Act, Irish Government guidance, the Department of Education's AI in Schools position, the NAIN Generative AI Guidelines, QQI policy, GDPR and all KWETB corporate policies, including ICT AUP, cybersecurity and safeguarding.

The policy enables safe and effective use of AI while protecting learners, staff, data and academic integrity in line with regulatory requirements and underpinned by organisational values.

We recognise that GenAI is a powerful and rapidly evolving technology in education and training. Used well, it can help us deliver on our mission to provide high quality, inclusive and innovative learning opportunities and to position KWETB as a leader in teaching, learning and skills development across our communities in Kildare and Wicklow. In line with our Strategic Priority for Teaching, Learning and Learners and our commitment to digitisation, innovation and transformation, we support and encourage the responsible use of GenAI to enhance:

- curriculum design and development
- teaching, learning and assessment
- the overall learning experience

We are also clear about the challenges and risks that AI presents, including data protection, cybersecurity, academic integrity, bias, transparency, misinformation and the pace of technological change. Our aim is not to ban AI, but to build critical digital and AI literacy among staff and learners so that these tools are used ethically, thoughtfully, critically and with good judgement.

This policy sets out practical guardrails to ensure that AI is used in ways that:

- protect learners and staff
- uphold academic integrity
- comply with legal, regulatory and quality obligations (e.g. GDPR, IP, Copyright and Quality Assurance)

Where there is any conflict, our existing corporate policy framework including GDPR, ICT Acceptable Use Policy (AUP) and cybersecurity policies, the KWETB Single Quality Assurance Framework and safeguarding policies always takes precedence over this AI policy.

2. Scope and Definitions

This policy applies to:

- All staff and learners
- All AI-enabled tools, including those integrated within digital learning platforms
- All AI-generated content used for teaching, learning, assessment or administrative tasks

Definitions

Term	Definition	Examples
Artificial Intelligence (AI)	Digital systems that perform tasks usually requiring human intelligence.	Narrow AI. For example, a spam filter in email is trained to recognise patterns in messages and automatically moves likely spam emails to a separate folder.
Generative AI (GenAI)	AI systems that can generate new content, such as text, images, code, audio or video in response to prompts, based on patterns learned from very large datasets. These tools do not “think” or “understand” like humans; they predict likely outputs using probability and statistical patterns and can sometimes produce inaccurate, incomplete or biased information.	Examples include Microsoft Copilot, ChatGPT, Gemini, Claude and Perplexity, as well as AI features embedded in common productivity and learning platforms.
Large Language Models (LLMs)	AI trained on extensive datasets to generate and analyse language.	OpenAI’s GPT-version models from OpenAI, Google Gemini
AI-generated content	Any output produced wholly or partly by an AI system.	Text copy, images, audio, video, automated script, code, outputs from Assistive Technologies

3. Regulatory Framework and Risk Classification

The EU AI Act, Regulation (EU) 2024/1689 of the European Parliament and of the Council of 13 June 2024 lays down harmonised rules on artificial intelligence as such defines key risk categories:

Unacceptable AI

AI that manipulates behaviour, exploits vulnerabilities, performs biometric categorisation, emotion recognition in education or social scoring. Such systems are prohibited and not used in KWETB.

High-Risk AI

In education, AI is high-risk when it influences decisions relating to:

- Admissions and recruitment of learners
- Assessment or grading or certification
- Learner progression
- Learner supports or funding

These systems are not permitted in KWETB. AI must not autonomously determine or materially shape high-stakes learner decisions.

Limited-Risk and General-Purpose AI

Under the EU AI Act, tools such as Microsoft Copilot are generally treated as limited-risk or general-purpose AI systems. These tools can be used in FET for teaching, learning and operational activities, provided they are used with strong human oversight, transparency and accuracy checks.

In practice, this means clearly indicating when AI has been used, treating AI outputs as drafts rather than final answers, checking facts and references against reliable sources and ensuring that all use of Copilot and similar tools aligns with KWETB's data protection, GDPR, academic integrity and Quality Assurance requirements.

4. Principles for Responsible AI Use

These principles apply to all AI use by staff and learners. They act as guardrails to set clear, practical boundaries that help everyone use AI safely, ethically and in line with KWETB values and obligations.

Human Oversight

AI supports but does not replace the professional judgement of staff. All final teaching, learning and assessment decisions remain human-led, the last touch should always be human.

Integrity and Transparency

The use of AI must be openly acknowledged by staff and learners. AI outputs cannot be presented as independent human work or solely one's own work. Where AI has contributed to the design of an assessment brief, a submitted assignment or resource, this must be made clear and appropriately acknowledged.

Safety, Privacy and Security

No personal data, learner data, work-placement information or other sensitive or confidential corporate information should be entered into AI tools unless the tool has been explicitly approved by KWETB and configured as compliant with GDPR and other restricted information requirements (note: at present, no tools are approved for this purpose; see Section 5).

Accuracy and Quality

AI output can be impressive but may be incorrect, biased or incomplete. All AI-generated content must be checked and verified, and must align with learning outcomes, be suitable for the learner cohort and meet KWETB Quality Assurance (QA) standards.

Ethical Use

AI must be used in ways that reflect KWETB's values of integrity, inclusion, respect, equality, excellence and community. This includes avoiding harmful, discriminatory or misleading uses of AI, being alert to bias in AI outputs and ensuring that content co-created with AI is fair, respectful and socially responsible.

Academic Integrity

AI must support and enhance learning, not bypass it. Learners remain responsible for understanding, explaining and defending their own work and for demonstrating their own achievement, reflection and understanding.

Later sections of this policy set out how these guardrails apply in practice for staff and for learners.

5. Approved Tools and Use of External AI Platforms

Microsoft Copilot (accessed via a KWETB Microsoft 365 login) is the approved AI tool for staff use. It aligns with KWETB's ICT environment and cybersecurity standards and provides enterprise-grade security, GDPR alignment and controlled data processing.

Staff should:

- Always log in using their KWETB Microsoft 365 account when using Copilot.
- Treat Copilot as the default choice for any AI-related work in teaching, learning or operational practice.

Under no circumstances should staff use Copilot (or any other AI tool) to:

- Enter personal data, learner data or sensitive, confidential or corporately sensitive organisational information, including assessment submissions, learner profiles, HR information, financial data or safeguarding information.
- Upload full copyrighted works (e.g. entire textbooks, journal articles, commercial packs) where licences do not explicitly allow this.

Misuse of learner or sensitive data in any AI system is a serious breach of GDPR, [KWETB Code of Conduct for Staff](#) and this AI policy and may result in data protection and disciplinary procedures.

Use of Non-Microsoft External GenAI Tools (e.g. ChatGPT, Gemini, Claude, Perplexity)

Where staff choose to use non-Microsoft or external GenAI tools, they must understand that these tools are used at their own cost and risk and are outside KWETB corporate support.

External AI tools may be used only where:

- They offer paid, enterprise or regulated versions with a clear option to opt out of training on user content.
- They do not retain user data for model training or other secondary uses.
- They are used without entering any personal, learner or confidential organisational information, for example:
 - to demonstrate how AI works using generic or fictional examples in a classroom
 - to help generate generic teaching ideas or sample prompts that do not rely on real learner data or corporately sensitive or confidential information.

If you use a non-M365 tool, you must:

- Turn off training / data retention where possible (e.g. disabling “use my content to train the model”)
- Never input personal, learner or sensitive data of any kind

Free public versions of AI tools (for example, free ChatGPT accounts) are not appropriate for KWETB administrative work due to data retention, privacy and security risks. They must not be used for any task involving KWETB or learner data.

Free GenAI tools or digital learning apps with AI-powered functionality may be used for demonstrations or teaching and learning activities **only** where fictional or fully anonymised data is used. No KWETB (aside from information which is freely available online) or learner data may be entered into these tools, in line with Section 5 of this policy. Further examples of appropriate use are provided in [Appendix C – Tools for Teaching, Learning and Classroom Activities](#).

At present, no AI tool is approved for use with personal or learner data in KWETB. If this position changes, specific guidance will be issued and this policy will be updated.

6. Staff Use of AI

Professional Development

Staff must complete KWETB’s initial GenAI Professional Development module before embedding AI into teaching and learning practice.

Permitted Uses

Staff may use AI to:

- draft lesson materials, worksheets, resources and differentiation tools
- design scenarios, case studies and classroom activities
- summarise policies or non-sensitive material
- assist with drafting emails or planning documents

- support administrative tasks that do not involve personal data
- Create or redevelop materials and teaching and learning methods to support inclusion, access and UDL in the classroom

Staff should model transparent, responsible and ethical use of AI, including acknowledging any use of AI.

Restrictions

Staff must not use AI to:

- grade or determine assessment outcomes
- provide automated grades or judgements
- influence decisions on learner progression, certification or support
- produce feedback to learners either formative or summative

Data Protection

Staff must not upload:

- personal learner or staff data
- assessment submissions
- sensitive organisational information
- copyrighted material beyond permitted licence

Any accidental exposure of sensitive data must be immediately reported to ICT/DPO.

When using GenAI as a staff member please refer to [Appendix D – Guardrails for Staff Checklist](#). Teaching and Learning staff should also refer to [Appendix C - Tools for Teaching, Learning and Classroom Activities](#).

7. Learner Use of AI

KWETB encourages learners to develop AI literacy and use GenAI responsibly.

General Conditions

Learners may use AI to:

- plan, brainstorm and explore ideas
- draft content for coursework where permitted
- practise skills or generate revision materials
- support study and understanding

Learners are responsible for checking accuracy. AI outputs may contain errors, invented references or biased content. Further guidance is available in [Appendix A – Guide to AI Use for FET Learners](#).

Transparency Requirements

Learners must:

- acknowledge use of AI in all assessments
- identify sections cocreated with AI
- verify facts, references and data

AI cannot be listed as an author; it should be referenced as a tool. There is a template available to include in assessment submissions [Appendix B – Learner Acknowledgement of AI Use](#).

Restrictions for Assessment

Educators will specify for each assessment:

- AI not allowed
- AI allowed in limited ways
- AI allowed with full transparency

Where AI use is prohibited, submitting AI-generated content constitutes academic misconduct and the procedures outlined in KWETB'S Academic Integrity and Assessment Malpractice will apply.

8. Roles and Responsibilities

Educators

- Model ethical, transparent use of AI in practice
- Clearly define and communicate, for each assessment, the scope of AI use (prohibited / limited / permitted)
- Check AI-assisted materials for quality, accuracy and alignment with learning outcomes and QA
- Monitor AI use for academic integrity, following existing procedures where issues arise

Learners

- Use AI responsibly, transparently and in line with the guidelines given
- Keep records of prompts and outputs where requested
- Seek help rather than using AI as a shortcut to avoid engagement with learning

ICT and Data Protection (including DPO)

- Provide guidance on using AI tools securely
- Respond to concerns or incidents where sensitive information may have been exposed or shared, in line with KWETB policy

FET Management, Principals, Deputy Principals and Programme Coordinators

- Ensure consistent implementation of this policy and alignment with KWETB QA Framework
- Support staff to review and adapt assessments (e.g. encourage multi-modal submissions, authentic, reflective or skills/process-focused tasks)

9. Review

This policy will be reviewed annually or earlier if required by updates to:

- Legislation (EU AI Act, Irish Government policy)
- NAIN/QQI guidance
- KWETB corporate and strategic frameworks
- Teaching and learning and sectoral good practice

AI Acknowledgement Statement

Sections of this document were partially drafted using AI-generated content, including tools such as Microsoft Copilot in M365 and ChatGPT-5 to brainstorm ideas, summarise notes and suggest structure. KWETB staff then wrote and developed the full policy text, checked and edited all content and ensured they understood and were satisfied with everything presented. The policy reflects the authentic voice, professional judgement and responsibilities of KWETB and the entire document has been reviewed by several staff editors and reviewers in KWETB.

Appendix A – Guide to AI Use for FET Learners

Using AI in Your Course: What You Need to Know

What You Can Do

You may use AI tools (such as Microsoft Copilot) to help you:

- brainstorm ideas
- plan or outline your work
- produce draft text or images
- revise or practise skills
- research topics (with caution)

What You Cannot Do

AI cannot:

- write your assignment for you
- complete exams, tests or in-class assessments
- generate content you submit as your own when this is not allowed
- provide information you use without checking accuracy

Submitting AI-generated content as your own work counts as assessment malpractice.

Your Responsibilities

You must:

- understand the work you submit
- check facts and references (AI can invent details)
- clearly state what parts of your work were cocreated with AI
- keep records of your AI prompts if requested

How to Acknowledge AI Use

Add a short note at the end of your work, for example:

AI Use Statement:

“I used Microsoft Copilot to generate ideas and outline sections of this assignment. I checked, edited, verified and understand all content myself.”

If any AI text is quoted directly, put it in quotation marks and reference the tool and date (year).

If You Are Unsure

Always ask your educator before using AI for any assessment.

When in doubt, assume AI may support your learning but may not replace your own work.

Appendix B – Learner Acknowledgement of AI Use (Template)

Learners can be asked to add a short statement at the end of assignments, such as:

AI Use Acknowledgement

I used **[name and version of tool]** (for example, Microsoft Copilot in M365 or Chat-GPT 5) to **[brief description: for example, brainstorm ideas, summarise notes, suggest a structure]**. I then wrote and developed my own work, checked and edited everything myself and I understand all of the content. I am satisfied that it is in my own words and reflects my own thinking, and I am responsible for the final work submitted.

Where AI text is quoted verbatim:

“Quoted AI text here” (Tool name, year accessed).

Learners should keep a separate record of prompts and outputs where required (e.g. as an appendix or separate file), in line with local centre guidance.

Appendix C - Tools for Teaching, Learning and Classroom Activities

The use of AI-powered tools, functionality and assistive technologies available within the KWETB Microsoft 365 (M365) environment and approved digital learning applications (KWETB TEL Wheel) is encouraged, where use is in line with this policy, KWETB organisational policies and relevant regulatory frameworks.

Examples of appropriate teaching and learning uses within M365 and approved apps include:

- Using Copilot in Web, Word, PowerPoint or Teams to:
 - draft or adapt lesson plans, schemes of work and teaching resources
 - generate quiz questions, prompts or case studies based on public or generic content
 - rephrase content for different reading levels or accessibility needs.
- Using AI-powered and assistive features (e.g. Immersive Reader, transcription, captioning, translation, summarising, Microsoft Learning Accelerators) to:
 - support literacy, language and accessibility
 - help learners engage with material in multiple formats.
- Using approved digital learning tools from the TEL Wheel to:
 - create interactive activities and self-assessment quizzes
 - support instant and automated formative feedback, reflection and revision.
- Using free GenAI tools to:
 - Demonstrate their use with fictional data in the context of teaching and learning
 - Demonstrate how to use ubiquitous tools safely to develop AI literacy skills

In all cases, staff must ensure that:

- No identifiable learner work or sensitive data is pasted into AI tools.
- AI is used to create or enhance generic or anonymised teaching materials, not to process or correct or provide feedback on individual learner submissions.
- All AI-supported content is checked for quality, accuracy and appropriateness before use with learners.

AI-Powered Learning Platform for Educators

KWETB encourages staff to make use of Khanmigo as our AI-powered learning platform for educators. Khanmigo, powered by Microsoft and available free of charge to KWETB educators via their M365 login, can be used to:

- support lesson and assessment planning
- generate ideas for differentiation
- create learning activities aligned to programme and module outcomes

As with all AI tools, staff:

- remain responsible for the final content shared with learners
- must not input personal or sensitive data (including identifiable learner work)
- must ensure that all final materials comply with KWETB policies, the QQI Quality Assurance Framework and relevant data protection and copyright legislation.

Appendix D – Guardrails for Staff Checklist

When using AI (e.g. Copilot) as a staff member:

1. Tool choice

-  Use Microsoft Copilot in M365, signed in with your KWETB account, as your first choice.

2. Data protection

-  OK: public, non-personal, non-sensitive content; teaching materials you have created.
-  Never paste: personal data, learner data, HR details, financial or confidential documents.
- If you see data you shouldn't: stop, don't explore, report to ICT.

3. Training / privacy settings

- Turn off training / data retention for any AI tool outside M365, where possible.

4. Use cases

-  Good uses:
 - drafting lesson plans, quizzes, exemplars, rubrics
 - rephrasing content for different reading levels
 - brainstorming activities or case studies
-  Not allowed:
 - using AI to mark or grade or give feedback on learner work
 - asking AI to make any assessment or progression decisions

5. Quality & integrity

- Treat AI as a first draft, not the finished product. The last touch should always be human.
- Check facts, references and examples against reliable sources.
- Make sure content aligns with KWETB values, QA standards and learning outcomes.

Appendix E – Summary of Key EU and Irish Requirements Relevant to AI Use in Teaching and Learning in FET in KWETB

The primary legal instrument governing AI use in Irish education and training is the EU Artificial Intelligence Act. This EU regulation entered into force on 2 August 2024 and will apply in stages over 36 months. The Act introduces a risk-based framework that prohibits “unacceptable” AI practices and imposes strict controls on “high-risk” systems. Unacceptable AI includes systems that manipulate behaviour, exploit vulnerabilities, perform social scoring or carry out certain biometric and emotion-recognition activities; Article 5 explicitly bans AI that infers emotions in educational settings or categorises people based on biometric data, except in very narrow law-enforcement contexts (European Commission, 2025).

In practical terms, this means ETBs must not use AI for emotion-recognition, biometric profiling of learners or any form of social scoring. High-risk AI refers to systems that could significantly affect people’s fundamental rights, including AI used to make or heavily influence decisions about access to education, grading, certification, progression and related entitlements (EU AI Act, 2024). For ETBs, this requires that no AI system may autonomously determine or materially shape learner assessment outcomes, admission, progression or funding decisions; such decisions must remain under human control and within existing quality assurance and academic integrity frameworks.

Ireland’s National AI Strategy, AI – Here for Good, first published in 2021 and refreshed in 2024, sets out a people-centred, ethical approach to AI that emphasises trust, transparency, accountability and public-service leadership in responsible AI adoption (Department of Enterprise, Tourism and Employment, 2024). The refreshed strategy reaffirms that public bodies, including ETBs, must implement appropriate governance, risk management and data protection controls when deploying AI and should actively support AI literacy among staff and learners. Similar themes are reflected in the work of Ireland’s AI Advisory Council, including its 2025 advice paper on AI and education, which highlights the need for interim public-sector AI guidelines and emphasises human oversight, ethical use and the protection of learners’ rights in any AI-enabled educational context (AI Advisory Council, 2025).

At the sector level, the Department of Education and Youth has issued national guidance on the use of AI in education for teaching and learning, aimed initially at schools but clearly signalling expectations that apply across the publicly funded system. The guidance (October 2025) stresses that AI should support, not replace, effective teaching and learning; that any deployment must be safe, ethical and appropriate; that secure, approved tools should be used; and that teachers and school leaders should provide clear local rules on acceptable and unacceptable AI use, particularly in relation to assessment (Department of Education and Youth, 2025). For ETBs, this implies parallel responsibilities in FET provision: to ensure that AI is used to enhance learning, to protect learner wellbeing and privacy and to avoid any use of AI that could undermine valid assessment of learner achievement.

The National Academic Integrity Network (NAIN), coordinated by QQI, published Generative Artificial Intelligence: Guidelines for Educators (2023), which provides practical advice for tertiary and FET educators on how to integrate GenAI while protecting academic integrity (National Academic

Integrity Network, 2023). These guidelines emphasise the need to refresh academic skills supports for learners, clarify acceptable and unacceptable AI use in assessments, avoid over-reliance on AI-detection tools and maintain transparent, educative conversations with learners about integrity. QQI has also undertaken research and sector engagement on GenAI, including a 2025 survey of FET and higher education providers and learners that documents emerging practices and risks around AI use in assessment, policy and quality assurance (Quality and Qualifications Ireland, 2025). Together, these QQI and NAIN resources underline that assessment design must remain robust and that awards must continue to reflect the learner's own knowledge, skills and competence, even where AI is used as a learning support.

All AI use in ETBs must operate within the broader requirements of the General Data Protection Regulation (GDPR) and Irish data-protection law, as implemented and overseen by the Data Protection Commission. GDPR requires that any personal data processed by AI systems must have a clear legal basis, be minimised, be secure and be subject to appropriate technical and organisational safeguards. External GenAI tools that train on user inputs or do not provide strong contractual guarantees on data use are generally unsuitable for processing learner or staff data in the public-service context (AI Advisory Council, 2025). In addition, ETBs must comply with internal policies such as ICT Acceptable Use, cybersecurity, academic integrity and safeguarding policies, all of which take precedence over any AI-related initiative. When these frameworks are read together, the implications for ETB teaching and learning are clear: only secure, approved AI tools may be used; human educators must retain control over assessment and progression decisions; learner and staff data must be protected rigorously; and AI should be deployed in ways that are transparent, ethical, educationally justified and aligned with QQI quality assurance requirements and national expectations for responsible public-sector AI.

Appendix F – Glossary

Explanations are provided in the context of this policy.

Artificial Intelligence (AI)

Computer systems designed to perform tasks that typically require human intelligence, such as recognising patterns, generating text or images, making predictions or providing recommendations.

Generative Artificial Intelligence (GenAI)

AI systems that can generate new content such as text, images, code, audio or video in response to prompts, based on patterns learned from very large datasets. These tools predict likely outputs using probability and statistical patterns and can sometimes produce inaccurate, incomplete or biased information. Examples include Microsoft Copilot, ChatGPT, Gemini, Claude and Perplexity.

Large Language Model (LLM)

A type of GenAI trained on very large collections of text to predict and generate language. LLMs can answer questions, draft text and summarise content but may also invent information, references or code and must therefore be used critically and checked for accuracy.

AI-generated Content

Any material (text, images, audio, video, code, quizzes, teaching resources, etc.) created wholly or partly by an AI tool in response to a prompt.

AI-powered Tools

Any digital tools or applications that use AI capabilities, including standalone GenAI systems and AI features embedded in platforms such as Microsoft 365 or approved learning applications.

EU Artificial Intelligence Act (EU AI Act)

An EU regulation that introduces a risk-based framework for AI, prohibiting “unacceptable” practices (e.g. emotion recognition in education, social scoring) and placing strict controls on “high-risk” systems such as AI used for grading, certification or progression decisions in education.

Unacceptable AI

AI practices banned under the EU AI Act because they pose an unacceptable risk to fundamental rights, such as systems that manipulate behaviour, exploit vulnerabilities, perform social scoring, or carry out certain biometric and emotion-recognition activities in education. These systems must not be used in KWETB.

Biometric Categorisation

The use of AI systems to categorise or classify people based on biometric data (such as facial images, voice, gait or other physical or behavioural characteristics), often inferring attributes like ethnicity, health status or personality. Certain forms of biometric categorisation are prohibited as “unacceptable AI” under the EU AI Act and must not be used in KWETB.

Emotion Recognition in Education

AI systems that attempt to infer or detect the emotions or emotional state of learners (for example, from facial expressions, voice or other biometric signals) for educational purposes. The EU AI Act explicitly prohibits emotion-recognition AI in educational settings (except in very narrow law-enforcement contexts), and such tools must not be used in KWETB.

Social Scoring

AI systems that evaluate or rank individuals based on their behaviour, characteristics or perceived “trustworthiness” to grant or restrict benefits or opportunities. Social scoring practices are considered “unacceptable AI” in the EU AI Act and must not be used in any KWETB context.

High-Risk AI

AI systems that could significantly affect people’s rights or life chances. In education, this includes AI that makes or heavily influences decisions about admissions, grading, certification, progression or access to supports or funding. Such systems must not autonomously determine or materially shape learner decisions in KWETB.

Limited-Risk / General-Purpose AI

AI tools, such as Microsoft Copilot, that are considered lower risk when used with appropriate safeguards. They can be used for teaching, learning and operational tasks in KWETB, provided they are used with human oversight, transparency, accuracy checks and in line with data protection and quality assurance requirements.

National Academic Integrity Network (NAIN)

A network coordinated by QQI that provides national guidance and resources on academic integrity, including specific guidelines on the responsible use of GenAI in assessment and teaching.

Quality and Qualifications Ireland (QQI)

The national agency responsible for external quality assurance of further and higher education and training in Ireland, and for the National Framework of Qualifications. QQI sets expectations for academic integrity and quality standards.

Microsoft 365 (M365)

A cloud-based suite of Microsoft tools (e.g. Outlook, Word, PowerPoint, Teams, OneDrive) used by KWETB. It includes AI-powered features such as Microsoft Copilot and other assistive technologies.

Microsoft Copilot

An enterprise AI assistant integrated into Microsoft 365 applications. Within KWETB, Copilot linked to a KWETB M365 login is the approved GenAI tool for staff and must be used in line with this policy and all relevant data protection and quality requirements.

Khanmigo

An AI-powered learning platform for educators, powered by Microsoft and available free to educators via their KWETB M365 login. It can be used to support lesson planning, assessment

planning, differentiation and activity design, under the same data protection and quality assurance guardrails as other AI tools. [Click here to go to Khanmigo website](#)

Technology Enhanced Learning (TEL)

The use of digital technologies, platforms and tools to support and enhance teaching, learning and assessment.

TEL Wheel

The framework used in KWETB FET to describe and organise approved digital learning applications and tools that support Technology Enhanced Learning. [Click here to view KWETB TEL Wheel](#).

Digital and AI Literacy

The knowledge, skills and attitudes required to use digital and AI tools effectively, safely, critically and ethically in learning, work and daily life. This includes understanding AI limitations, checking accuracy and using AI in line with organisational values and rules.

Quality Assurance (QA)

The policies, processes and procedures used to maintain and improve the quality and standards of teaching, learning and assessment. In this policy, QA includes alignment with the [KWETB Single Quality Assurance Framework](#) and QQI requirements.

Academic Integrity

The commitment to honesty, trust, fairness, respect and responsibility in teaching, learning and assessment. In practice, it means learners submitting their own work, acknowledging all sources (including AI tools) and not using AI to bypass learning or misrepresent their achievement.

Academic Misconduct / Assessment Malpractice

Behaviour that breaches academic integrity, such as plagiarism, cheating or submitting AI-generated work as one's own when this is not allowed. AI-related misconduct is managed through existing Academic Integrity and Misconduct procedures in KWETB.

Data Protection

Legal and organisational measures that govern how personal data is collected, stored, processed and shared. In this policy, it includes compliance with GDPR, [KWETB Data Protection Policy](#) and related procedures.

General Data Protection Regulation (GDPR)

The EU regulation that sets out rules for the processing of personal data. It underpins all decisions in this policy relating to the use of personal and learner data in AI tools.

Personal Data

Any information that can identify or be linked to an individual, such as name, address, contact details, PPSN, learner ID, assessment records or support information. Personal data must not be entered into AI tools unless explicitly approved and configured as compliant.

Intellectual Property (IP)

Legal rights that protect original creations of the mind, such as written materials, images, music, code, course materials and assessments. Use of AI must respect IP rights and existing copyright and licences.

Copyright

A form of IP protection that grants the creator of original work exclusive rights to use and distribute that work. Staff and learners must avoid uploading full copyrighted works (e.g. textbooks, journal articles) into AI tools unless licences clearly permit this.

Information and Communications Technology (ICT)

The digital infrastructure, systems and services used by KWETB, including networks, devices, software and cloud services.

ICT Acceptable Use Policy (ICT AUP)

The KWETB policy that sets out acceptable and unacceptable use of ICT systems and services. It applies to AI use and takes precedence over this AI policy where there is a conflict.

Data Protection Officer (DPO)

The individual within KWETB responsible for overseeing compliance with data protection laws and responding to data protection concerns and incidents, including those involving AI tools.

Guardrails

Clear, practical boundaries and conditions that guide how AI tools may and may not be used. In this policy, guardrails cover data protection, academic integrity, appropriate tools and acceptable, responsible and ethical uses of AI for staff and learners.

Learning Outcomes

Statements of what learners are expected to know, understand and be able to do at the end of a programme or module. AI use must support, not replace, learners' demonstration of these outcomes.

Digital Footprint

The trail of data created by a person's use of digital services and tools. Purposeful, efficient use of AI and digital tools can help minimise unnecessary digital footprint and support environmental sustainability.

Self-assessment Tools

Activities or tools (sometimes supported by AI) that help learners evaluate their own work or progress. In this policy, learners remain responsible for their final submissions and for genuine engagement in learning.

References, Legislative Sources and Documentation

European Union Legislation and Guidance

Artificial Intelligence Act: Regulation (EU) 2024/1689 of the European Parliament and of the Council of 13 June 2024

<https://eur-lex.europa.eu/eli/reg/2024/1689/oj/eng>

EPAL (2025) *Commission Guidelines on Prohibited AI Practices in Education* including clarification of Article 5 unacceptable AI practices (e.g. manipulation, biometric categorisation, emotion recognition in educational settings).

<https://epal.ec.europa.eu/en/content/commission-guidelines-prohibited-ai-practices-education>

EU AI Act. (2024, February 27). *High-level Summary of the AI Act*. EU Artificial Intelligence Act; Future of Life Institute.

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<https://digital-strategy.ec.europa.eu/en/policies/regulatory-framework-ai>

General Data Protection Regulation (GDPR) – Regulation (EU) 2016/679

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Irish National AI Strategy and Public-Sector Frameworks

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Government of Ireland (2021). *AI – Here for Good: National Artificial Intelligence Strategy for Ireland*. Department of Enterprise, Trade and Employment

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National Education Policy and Advice

AI Advisory Council. (2025). *AI Advisory Council Advice Paper: AI and Education*.

<https://enterprise.gov.ie/en/publications/publication-files/ai-advisory-council-ai-on-education-paper.pdf>

Department of Education and Youth. (2025). *Guidance on Artificial Intelligence in Schools*.

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Quality and Qualifications Ireland (QQI) / NAIN

NAIN, QQI (2021). *Academic Integrity National Principles and Lexicon of Common Terms*.

<https://www.qqi.ie/sites/default/files/2021-11/academic-integrity-national-principles-and-lexicon-of-common-terms.pdf>

NAIN, QQI (2023). *Framework for Academic Misconduct Investigation and Case Management*.

<https://www.qqi.ie/sites/default/files/2023-09/NAIN%20Framework%20for%20Academic%20Misconduct%20Investigation%20and%20Case%20Management%202023.pdf>

National Academic Integrity Network (NAIN), QQI (2023). *Generative Artificial Intelligence: Guidelines for Educators*. Quality and Qualifications Ireland.

<https://www.qqi.ie/sites/default/files/2023-09/NAIN%20Generative%20AI%20Guidelines%20for%20Educators%202023.pdf>

QQI / NAIN sectoral updates and research on GenAI and Academic Integrity in Tertiary and FET education including surveys and discussion papers on GenAI and assessment.

Quality and Qualifications Ireland. (2025). *Generative Artificial Intelligence Survey Report*.

<https://www.qqi.ie/sites/default/files/2025-08/generative-artificial-intelligence-survey-report-2025.pdf>

KWETB and FET Strategic and Quality Frameworks

- [KWETB Data Protection Policy](#) and associated procedures
- KWETB FET policies and procedures relating to safeguarding, inclusion, [Universal Design for Learning](#) (UDL) and Technology Enhanced Learning (TEL)
- KWETB ICT Acceptable Use Policy and cybersecurity protocols
- [KWETB Single Quality Assurance Framework](#), including policies on assessment and academic integrity
- [KWETB Statement of Strategy 2025–2029](#)
- [KWETB TEL Wheel](#) and associated guidance on digital learning

Other Sectoral and Institutional Resources

ESRI (2025). *Future Proofing Schools: Bringing School Policies into the AI Era*.

<https://www.esr.ie/index.php/esr/article/view/3089>

Institutional GenAI guidance documents from Irish ETBs and HEIs e.g. GenAI guides for staff, AI-in-assessment guidance used as sectoral exemplars and background but not binding on KWETB.