



Faculty Guidelines for the Use of AI in Teaching and Learning

Approved by UMT Education Group, October 2025

1. Document Purpose, Structure and Application

1.1 Purpose

The purpose of this document is to provide guidance and support for the use of artificial intelligence (AI) tools in teaching and learning. The intended audience is **faculty** who are seeking clarity on how AI tools can be used in their teaching and in students' learning. Whilst AI technology can potentially support faculty in their teaching practice, it is not a substitute for the expertise, experience and judgement of faculty in module design / delivery strategies, and in their assessment design expertise.

These guidelines are intended as a living document. They will continue to evolve as the technology, regulatory environment, and teaching and learning practices develop. Updates and refinements will be made in response to emerging needs, feedback from staff and students, and alignment with UCD's broader principles and policies.

Faculty should proactively consult the AI-related resources and support available in UCD, outlined in Appendix 3.

1.2 Structure

The guidelines within this document complement and actualise the [UCD AI Governance Principles](#), which all faculty are encouraged to abide by. In developing the guidelines, the UCD AI Governance Principles have been applied to a teaching and learning context.

- Four 'core' guidelines are outlined in Section 2 to give faculty an accessible and high-level indication of UCD's approach to the use of AI in teaching and learning.
- Section 3 fleshes out these core guidelines to address practical teaching, learning and assessment matters.
- Appendix 1 and Appendix 2 provide sample statements on AI for use in module descriptors and individual assessment tasks respectively.
- Appendix 3 provides links to support and resources on the use of AI in teaching and learning.

1.3 Application of the Guidelines

For ease of reference, the term AI is used throughout this document. AI refers to the broad field of computer science which is inclusive of Generative AI (GenAI), which is a subset of AI that generates new content using Foundation and Large Language Models. In practice, these guidelines will most commonly apply to generative AI tools.

Where there is uncertainty about whether a particular tool or application falls within the scope of these guidelines, staff are encouraged to refer to the University's broader UCD AI Governance Principles to guide their decision-making.

Nothing in these guidelines shall be interpreted as overriding approved reasonable accommodations.

2. Core Guidelines

In the context of teaching and learning, UCD has agreed on the following core guidelines informed and underpinned by the UCD AI Governance Principles.

- a. Faculty may incorporate AI tools into their teaching, learning, assessment or support activities.
- b. While ensuring alignment to the principle of 'Building AI Literacy', faculty have academic freedom to decide if and how AI is used in their modules within disciplinary norms, and must be transparent about its use at all times.
- c. A clear statement on the use of AI within a module must be included within the module descriptor. This must confirm whether the use of AI by students is permissible within the module and under what conditions, while being mindful that outright bans on AI use in autonomous learning may not be practically enforceable.
- d. In the interest of equity and fairness, faculty may not require a student to use an AI tool that is not provided by UCD.

3. Practical Applications

3.1 Deciding Whether and How to Use AI

- a. Faculty may incorporate AI tools into their teaching, learning, assessment or support activities. *(See Core Guideline a).*
- b. Faculty may choose not to incorporate AI tools into their teaching, learning, assessment or support activities; however, they are expected to be aware of the potential implications of these tools for student learning, assessment and workplace readiness.
- c. While ensuring alignment to the principle of 'Building AI Literacy', faculty have academic freedom to decide if and how AI is used in their modules within disciplinary

norms, and must be transparent about its use or non-use at all times. (See *Core Guideline b*).

- d. Where deployed by faculty, AI tools should be used for teaching, learning, assessment or support activities only where it is considered that their use will aid in active, critical, and reflective engagement.
- e. Faculty should be cautious about issuing blanket and unenforceable bans against the use of AI by students as part of their autonomous learning.

3.2 Specifying AI Use in Module / Programme Design

- a. A clear statement on the use of AI within a module must be included within the module descriptor.¹ This must confirm whether the use of AI by students is permissible within the module and under what conditions. (See *Core Guideline c*).
- b. It is a working goal of UCD that student exposure to AI should be reviewed at programme level, and incorporated into the Programme Specification/Programme Handbook.
- c. Faculty incorporating AI in their modules should consider how it supports the achievement of Programme Outcomes. They should also consult with the Programme Director or Programme Board to ensure alignment with disciplinary norms and expectations regarding the use of AI at programme level.

3.3 Designing and Managing Assessment

- a. Module Coordinators will need to decide whether students are permitted to use AI tools in an assessment task, depending on whether the use of that tool defeats or advances the purpose (learning goals) of that assessment. Assessment tasks must be designed in line with the principles of Universal Design.
- b. Where AI is permitted in an assessment task, Module Coordinators should make clear to students how it can be used and how it should be acknowledged.² Proper acknowledgement might include reference to the School citation guide, inclusion of a pre-agreed School statement confirming the use of AI, or asking students to provide links to the prompts or outputs they have generated.
- c. Students' use of AI in ways not described in the module descriptor and individual assessment/assignment guidelines may constitute academic misconduct. Unacknowledged use of AI may constitute a breach of the [UCD Academic Integrity Policy](#) and [Student Code of Conduct](#).
- d. Grading of assessments shall be undertaken by an approved intern examiner. Any potential use of AI for grading and feedback on students' work should be clearly communicated and explained to students in advance of their sitting the assessment.
- e. Where a faculty member uses or intends to use AI to assist in the drafting of feedback, this must be disclosed to the student.

¹ See Appendix 1 for recommended statements.

² See Appendix 2 for recommended statements.

3.4 Communicating with Students About AI

- a. Faculty shall uphold the UCD AI Governance Principle of transparency and accountability, and in support of this must:
 - i. Be able to explain to students the rationale for the use/non-use of AI in a module.
 - ii. Respond to student queries on the use/non-use of AI in a module.
 - iii. Engage in dialogue with students on the use/non-use of AI in a module and encourage students to ask if they are unclear.
 - iv. Specify clearly which AI or digital tools are permitted or prohibited within the module, and provide students with guidance where distinctions may be ambiguous.
 - v. Clearly present and explain to students any potential use of AI in grading and feedback provision on students' work.
- b. Faculty should be transparent about where and how they use AI in their teaching, learning and assessment practices, e.g. to generate content, to function as virtual tutors or to help with assessment design, grading and feedback.
- c. Where AI has been used by faculty in their teaching and learning, its use should be disclosed and [cited appropriately](#). The output of any tool used should be checked by the faculty member for quality, accuracy and appropriateness.

3.5 Ensuring Fairness

- a. In the interest of equity and fairness, faculty may not require a student to use an AI tool that is not provided by UCD. (*See Core Guideline d*).
- b. It is the responsibility of the Module Coordinator to direct others who are involved in teaching, assessment and feedback towards the guidelines on the appropriate use of AI in the module.

3.6 Choosing and Using Tools Responsibly

- a. If using AI tools as part of the teaching and learning process, staff and students should use institutionally supported tools that comply with the University's privacy, data protection and IT security standards. UCD currently has an enterprise license with Google, and all UCD staff and students can access the Gemini AI web app with their Google Workspace accounts using their UCD credentials via UCD Connect. UCD IT Services maintains an up-to-date list of [institutionally supported AI tools](#), and any updates to UCD's license arrangements will be highlighted here.
- b. Where a School/unit is selecting third-party AI tools for use in their disciplinary context, these tools must be procured under university governance procedures and in close collaboration with the Office of the Data Protection Officer (DPO). Full transparency on how these companies use staff and student data is essential and user agreements must be reviewed in consultation with the Office of the DPO,

UCD Legal and IT Services, and in line with the most up-to-date [procedures](#) on digital governance.

- c. Personal data entered into GenAI tools not supported/approved by the University constitutes [a breach of GDPR](#) and is therefore prohibited. Students' academic work, e.g. their assignments, exam scripts etc. constitute the students' personal data.
- d. At present, UCD does not permit the use of AI detection tools to monitor or detect the inappropriate use of AI. This position is reflected across other higher education institutions, as such tools are proven to be unreliable.

Appendix 1 Statements for Use In Module Descriptors

A clear statement on the use of AI within a module must be included within the module descriptor. This should confirm whether students can use AI tools for their learning, and under what conditions.

Permissions may vary depending on the nature of the module. For example, students might be permitted to use AI as a study aid, for brainstorming or practice activities, while other modules may prohibit its use altogether. It is the responsibility of the Module Coordinator to ensure that clear guidance is provided to students at all times.

Some recommended statements are provided below to assist faculty in describing if / how AI can be used in their module, and to support consistency / clarity in how the use of AI is described in module information.

a. AI Not Permitted

The use of AI tools (e.g. Gemini, Copilot) is not permitted in this module. Students are expected to engage directly with module materials and activities without the use of AI tools.

b. AI Use Permitted for Limited Support

Students may use AI tools for limited support in this module (e.g. idea generation, practice questions, or as a study aid). However, students remain fully responsible for the accuracy and reliability of their learning. Any use of AI must be cited appropriately.

c. AI Encouraged as a Learning Tool

Students are actively encouraged to engage critically with AI tools as part of their learning in this module. Appropriate use may include brainstorming, summarising material, testing ideas. Any use of AI must be cited appropriately,

d. AI Use Required

This module requires students to use specified AI tools (access to which is provided by UCD). These tools will be integrated into learning activities, and guidance will be provided on their appropriate, responsible and ethical use. Students will not be required to - and should not - use any AI tools that are not provided by UCD. All use of AI must be cited appropriately.

e. Feedback Disclosure

In this module, feedback on students' work may be supported by University-approved AI tools. All such use will be disclosed.

Appendix 2 Statements for Use In Assessment Tasks

The below AI Assessment Scale is currently being piloted in the College of Science. It is acknowledged that other Colleges may already have agreed and established practices in place, however, where no such structure exists, it is recommended that the below statements are adopted to describe AI use in an assessment task.

Table 1. Based on the AI Assessment Scale (AIAS) design assets by Mike Perkins, Leon Furze, Jasper Roe, and Jason MacVaugh (<https://aiassessmentscale.com/>), licensed under CC BY-NC-SA 4.0. This work has been modified from the original.

Level	Generative AI use permitted	Description
1	No AI	<p>The assessment is completed entirely without AI assistance, ensuring that students rely solely on their existing knowledge, understanding, and skills.</p> <p>“You must not actively use AI at any point during the assessment. You must demonstrate your core skills and knowledge.”</p>
2	AI Planning	<p>AI may be used for initial research (i.e. activities such as brainstorming, outlining, and information collation). This level focuses on the effective use of AI for planning, synthesis, and ideation, but students complete the assessment independently by developing, articulating and refining these ideas.</p> <p>“You may use AI for planning, idea development, and research. Your engagement with AI stops when you begin to create your submission. Your final submission should therefore be authored entirely by yourself and should show how you have developed and refined these ideas.</p> <p>You should keep a comprehensive record of all outputs generated by AI, and may be required to document these as part of the activities, or present them on demand.”</p>
2X	AI Review	<p>AI may be used in the same way as for Level 2 (AI Planning), with the addition that an appropriate AI tool may be used to correct grammatical errors and improve the language of text you alone have authored. You must not allow the AI tool to alter the sense of any text, offer a critique of or modify any arguments.</p> <p>The assessor may indicate the specific instruction you are to provide the AI tool with.</p>

3	AI Collaboration	<p>AI may be used during initial research plus drafting, feedback, and refinement. Students should critically evaluate and modify the AI suggested outputs, demonstrating their understanding.</p> <p>“You may use AI to comment on and review text you have authored. AI is intended to act akin to an instructor’s comments on an essay or thesis chapter. You are strongly advised to critically evaluate the outputs AI provides.</p> <p>You should keep a comprehensive record of all outputs generated by AI, and may be required to document these as part of the activities, or present them on demand.”</p>
4	Full AI	<p>AI may be used to complete any elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level may also require engagement with AI to achieve goals and solve problems.</p> <p>“You may use AI extensively throughout your work either as you wish, or as specifically directed in your assessment. Focus on directing AI to achieve your goals while demonstrating your critical thinking.</p> <p>You should keep a comprehensive record of all outputs generated by AI, and may be required to document these as part of the activities, or present them on demand.”</p>
5	AI Exploration	<p>AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study.</p> <p>“You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor.”</p>

Appendix 3 - Support and Resources

- UCD Office of the Registrar
 - [UCD AI Governance Principles](#)
- UCD Teaching and Learning
 - [Teaching Resources - Generative AI](#)
- UCD Library
 - [Library Guide on the Use of AI for the UCD Community](#)
- UCD IT Services
 - [AI Services](#)
 - [IT Services Policies](#)
- UCD College of Arts and Humanities
 - [AI Futures](#)
- SATLE UCD 'Are you AI Ready' Project Team
 - [Investigating AI Tools in Higher Education - Faculty Guide](#)
 - [Investigating AI Tool in Higher Education - Student Guide](#)
- National Forum for the Enhancement of Teaching and Learning in Higher Education
 - [Ten Considerations for Generative Artificial Intelligence Adoption in Irish Higher Education](#)
- QQI National Academic Integrity Network
 - [GenAI Guidelines for Educators](#)
- European Commission
 - [Ethical Guidelines on the use of artificial intelligence \(AI\) and data in teaching and learning for educators](#)
- UNESCO
 - [Guidance for Generative AI in Education and Research](#)
- [Generative AI in Higher Education Teaching and Learning – Sectoral Perspectives](#)