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AI Use Policy Template

DIAGNOSIS

VET design

1. AT A GLANCE

Tool name	*AI Use Policy Template*
Activity Type	*Individual / Group*
Purpose	*Planning / Assessment*
Challenge	*Challenge 3 — AI & Digital Tools in VET Delivery*
When to use it	*Define / Prototype — after the Fishbowl Discussion (Activity 2) or AI Tool Demo Webinar (Activity 3), to translate insights into a written course-level policy*
Time to complete	*20–30 min (individual); 45–60 min (team co-creation)*
Materials Needed	*Printed template (one per person) or shared digital file; pens; Fishbowl flipchart notes if available*

WHAT YOU WILL HAVE AFTERWARDS

- A written AI use policy for your course or module, ready to share with learners
- Clear rules on permitted tools, disclosure and consequences
- A fixed review date so the policy stays up to date

DESIGN THINKING STAGE

Empathise | **Define** | Ideate | **Prototype** | Test

2. DESCRIPTION

Every educator already has a position on AI use – this template makes it visible and shareable. It guides you through seven key decisions: which tools to permit or restrict, how learners disclose AI use, how assessment accounts for AI, and what happens with undisclosed use.

The goal is not a perfect policy on the first try, but a clear starting point you can share with learners from day one and revise as AI evolves.

2.1 WHEN TO USE IT

- After Activity 2 (Fishbowl Discussion) — use the consensus points and tensions captured on the flipchart as direct input for sections 3–5 of the template.
- After Activity 3 (AI Tool Demo Webinar) — complete the template to set clear expectations before introducing any of the demonstrated tools with learners.
- As a team co-creation exercise — work through the template together as a department, using it to align on a shared institutional position rather than leaving policy to individual educators.



- Co-create the policy with learners – it surfaces assumptions, builds shared ownership and is itself a lesson in AI ethics.
- Name concrete tools instead of categories – "ChatGPT for drafting" is clearer than "generative AI".
- Treat the review date as a firm commitment: AI tools change fast, and a policy from six months ago may already be outdated.

2.2 BLANKET BAN vs. CLEAR POLICY

✗ BLANKET BAN

"No AI tools may be used in this course."

- Hard to check and enforce
- Learners use AI anyway – in secret
- Signals distrust, not guidance
- No chance to learn responsible use

✓ CLEAR, NUANCED POLICY

"ChatGPT may be used for research and drafting; final texts must be your own. Note how you used AI."

- Clear what is allowed and why
- Honest disclosure becomes normal
- Builds AI literacy step by step

3. STEP-BY-STEP INSTRUCTIONS

1

READ THE WHOLE TEMPLATE · about 5 min
Read all sections before writing. Mark every section where you feel unsure – that uncertainty is useful information.
Ask yourself: Where do I already have a clear position on AI?

2

COURSE DETAILS & TOOLS · about 10 min
Fill in the course details, then decide which AI tools are permitted and which are not. Name concrete tools rather than whole categories.
Ask yourself: Which tools really help my learners – and which would replace their learning?

3

DISCLOSURE, ASSESSMENT & CONSEQUENCES · about 10 min
Decide how learners show their AI use, how assessment takes AI into account and what happens if AI use is not disclosed. In a team, note disagreements too.
Ask yourself: Would a learner understand these rules without me explaining them?

4

REVIEW DATE & SHARING · about 5 min
Set a review date, sign the policy and share it with learners at the start of the course – not after a problem has come up.
Ask yourself: When and how will my learners see this policy?

Total time: 25–35 minutes (team: 45–60) · Works individually, in pairs or as a department

4. THE TEMPLATE / CANVAS

COURSE DETAILS

STEP 1

Course / module: .....

Educator(s): ..... Date: .....

This policy applies to: □ one course □ a whole programme □ the whole department

AI TOOLS

STEP 2

✓ PERMITTED – tool and what it may be used for

① Tool: ..... Used for: .....

② Tool: ..... Used for: .....

③ Tool: ..... Used for: .....

✗ NOT PERMITTED – tool or type of use

① .....

② .....

DISCLOSURE & ASSESSMENT

STEP 3

How learners show AI use: □ short note on the task □ AI log □ oral explanation □ other: .....

How assessment takes AI into account: .....

CONSEQUENCES IF AI USE IS NOT DISCLOSED

STEP 3

First time: □ talk with the learner □ resubmission □ other: .....

Repeated: □ formal warning □ assessment not accepted □ other: .....

Why we chose this: .....

REVIEW & SHARING

STEP 4

This policy will be reviewed on: ..... Responsible: .....

Shared with learners on: ..... How: □ in class □ learning platform □ handout

Signed: .....

Policy version: _____ Last updated: _____ Next review: _____

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AI

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