Generative Artificial Intelligence Survey Report

August 2025

Dearbhú Cáilíochta
agus Cáilíochtaí Éireann
Quality and
Qualifications Ireland

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Overview

In December 2024 QQI launched a data collection project to capture views, uses and responses of key stakeholders across the sector to the developments in generative artificial intelligence (GenAI). QQI sought responses from the Irish further education and training, higher education and English language education sectors. We devised two surveys; one aimed at learners and one at staff. Links to the surveys were published on QQI's website, publicised via social media channels and included in the QQI monthly newsletter. QQI directly targeted providers via mailing lists.

Data was collected between early December 2024 and mid-February 2025 using the SurveyMonkey platform and were analysed by QQI using Tableau and SurveyMonkey software.

Both surveys included multiple types of questions: Likert scales (unipolar and bipolar), dichotomous questions, rating scales, open-ended and matrix questions. The learner survey comprised 42 questions in total, with 11 questions concerning the profile of the respondent such as age, gender, level of education they have completed to date, type of course they are enrolled on, type of institution they attend.

The staff survey contained 50 questions in total, with 12 questions about their profile.

There was a total of 1,796 responses collected to the staff survey. However, 567 people who engaged with the survey did not provide responses to the core survey questions, consistently leaving the survey after the "about you" section. Those 567 responses were omitted from the analysis, and the remaining 1,229 responses were considered as a total 100% for the purpose of the analysis. There were 1,005 responses to the learner survey collected, and they were all considered in the analysis.

We believe that a few respondents used GenAI to answer some questions. It is evident in several responses provided to some open-ended questions – the language, phrasing and formatting suggest GenAI was used to respond. It is especially evident in the staff survey. Two respondents (one staff and one learner) admitted explicitly that they used GenAI to help come up with answers.

Caveats

While the absolute numbers of responses to both surveys is substantial the distributions of those responses are far from uniform across the sectors. Unfortunately, this limits what firm conclusions can be drawn from the survey because the sample cannot be assumed to be representative of the whole population.

Considering the total staff response (1,229): From the university sector, the bulk of the response was from two institutions. From the technological university sector, two institutions accounted for

about 60% of the response. The response from the ETBs was more evenly distributed but still not uniform. Clearly this means the staff survey cannot be taken as being representative, particularly for higher education.

Considering the learner response (1,005): About 55% of those who responded were enrolled on courses of one year or less. From the university sector 76% of responses came from two institutions but not the same two that dominated in the staff survey. From the technological sector 89% of responses came from two institutions. 47% of ETB-learner responses came from three ETBs.

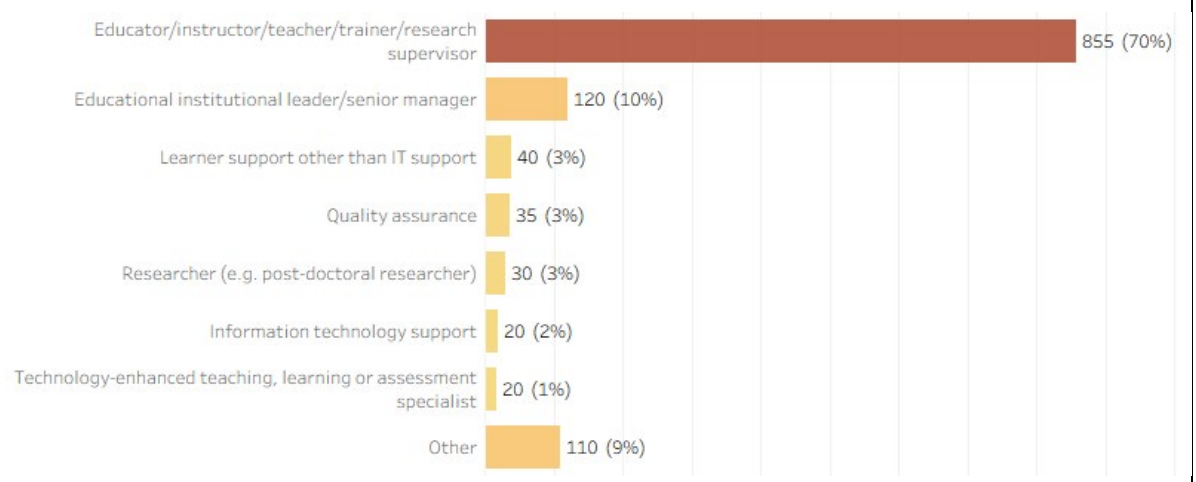
To protect staff and learner anonymity, all values have been rounded to the nearest five. As a result, the total number of responses may not equal exactly 1,229 and 1,005 responses respectively. Where we have summed rounded percentages, the result may in some cases differ from the exact percentage.

Respondents profile

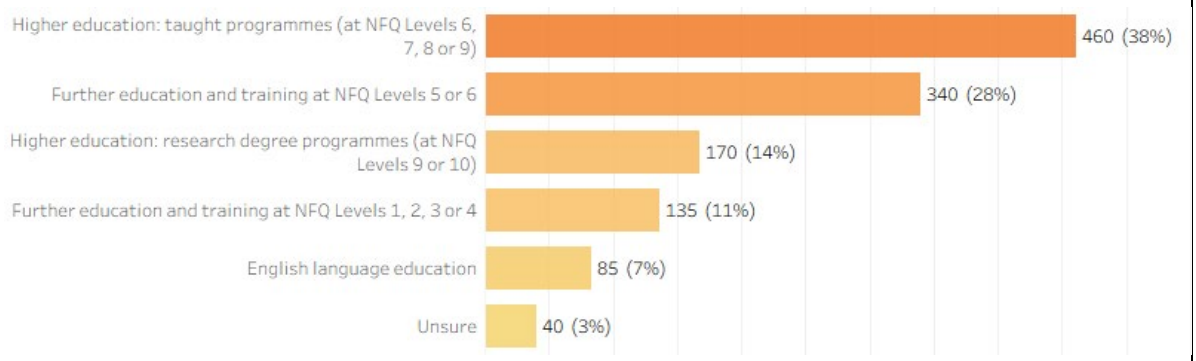
Staff

The staff profile indicates that 38% are 48 - 57 years old and 29% are 38 - 47. 60% are female and 37% are male. A primary role of 70% of respondents is that of an educator / instructor / teacher / trainer / research supervisor. 10% are in an institutional leadership or senior managerial role. 39% work in a public sector further education and training provider, 27% work at a university and 21% work at a technological university or institute of technology. When asked about the broad field of education in which they principally operated the top response was education (19%) and the next highest was non-field specific (14%). 12% operate in arts and humanities and 10% in business, administration and law. Other fields include ICT (9%), health and welfare (8%), social sciences and journalism and information (7%), general, for example literacy and numeracy, personal development (6%), engineering, manufacturing and construction (6%) and natural sciences, mathematics and statistics (5%).

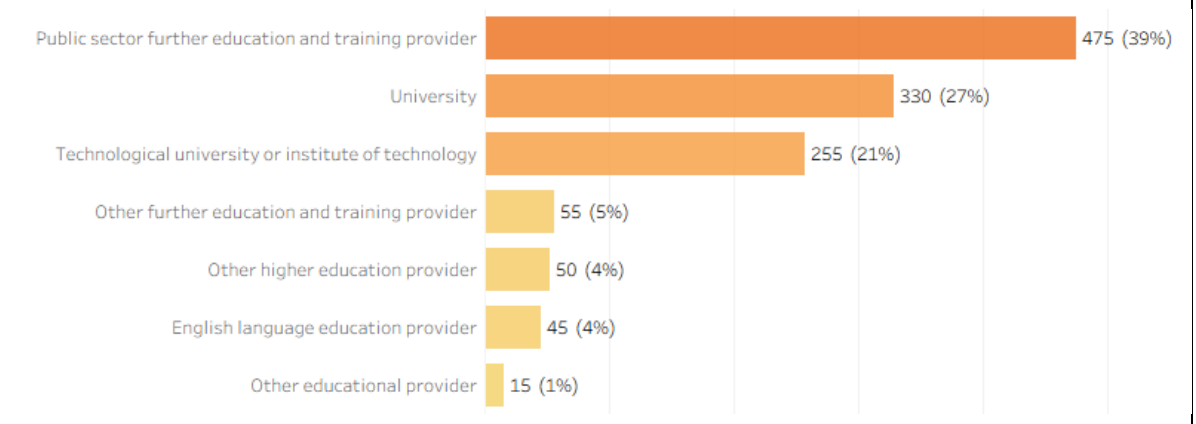
The following figures provide additional information.



Profile of respondents by their primary role



Profile of respondents by education sector they primarily work in

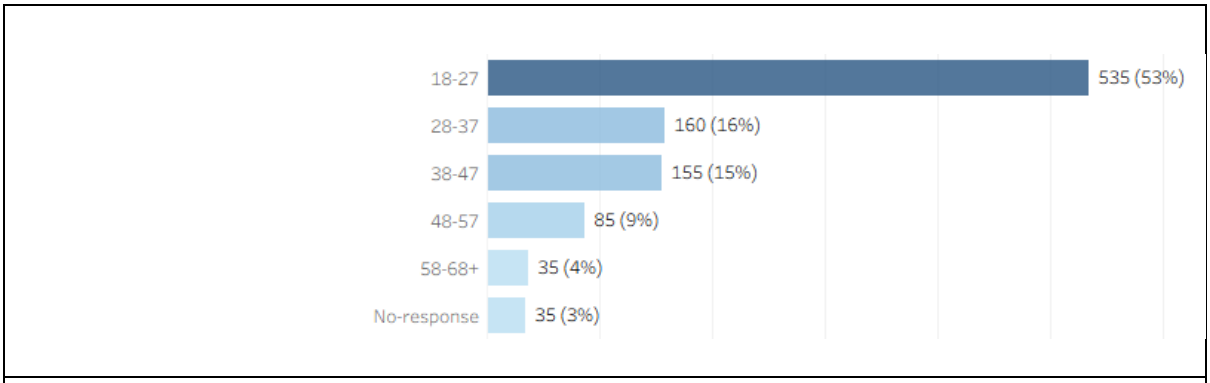


Profile of respondents by type of institution they work in

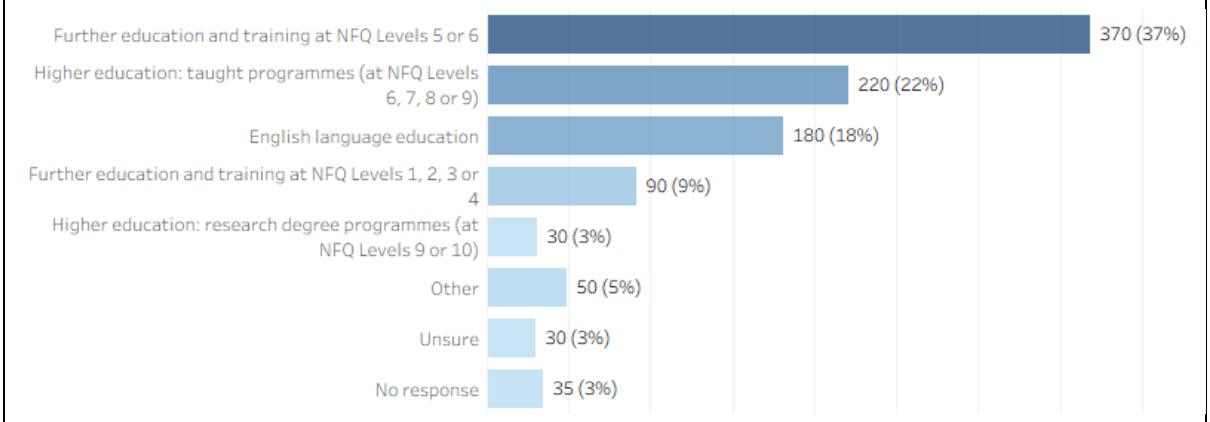
Learners

There were 1,005 responses collected to the learner survey, and they were all considered in the analysis. A profile of the learner respondents is that just over half are 18 - 27 years old, 56% are female, 37% are enrolled on a further education and training course at NFQ Level 5 or 6 and 22% are enrolled on a higher education taught programme at NFQ Levels 6, 7, 8, 9. 55% of respondents are enrolled on a course that lasts one year or less. In terms of the broad field of education of their current course 14% are enrolled on a health and welfare course, 12% are on a business, administration and law course and 12% are on a general course (for example literacy and numeracy, personal development). 10% are on arts and humanities courses and 9% are enrolled on ICT and social sciences and journalism and information courses. Other courses include education (8%), engineering, manufacturing and construction (4%), natural sciences, mathematics and statistics (4%) and services (3%).

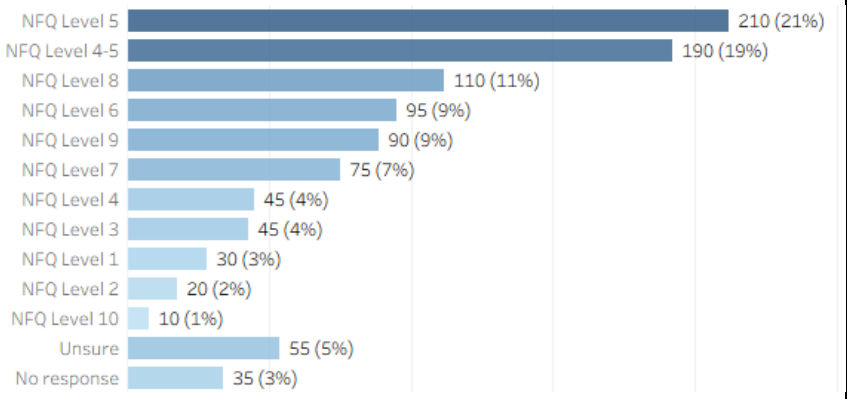
The following figures provide additional information.



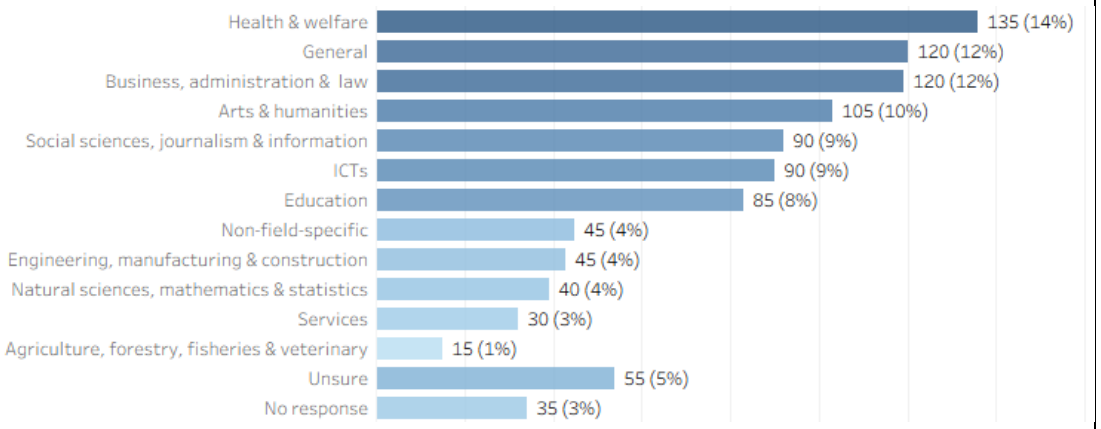
Profile of respondents by age



Profile of respondents by kind of course they are enrolled on



Profile of respondents by educational level completed to date



Profile of respondents by broad field of education of the current course

Overview and key findings

Knowledge of GenAI

Learners and staff report some level of knowledge about GenAI, but younger learners and male respondents tend to rate their knowledge higher, while female learners are more likely to report lower levels of knowledge. Among staff, reported knowledge of GenAI is generally higher, and the gender gap is less pronounced.

Usage of GenAI

Learners and staff highlight the importance of teaching GenAI use, but staff are more likely to view it as essential. Both groups suggest limited institutional support and inconsistent access to GenAI education across sectors and roles.

There seems to be a gap in what staff perceive as the most frequent purposes for which learners use GenAI tools (generating text, checking grammar then research) and what learners say they use GenAI most for: checking grammar and spelling, research then generating text.

Staff show varied levels of GenAI usage, with some using it frequently and others not at all. Most expect to use it more in the future, especially for non-graded assessments, teaching support, and research. Staff and learners equally say they would be uncomfortable with GenAI being used in areas such as admissions and graded assessments, while learners also show limited confidence in GenAI-supported teaching.

Both groups report a lack of clear institutional policies or guidance on GenAI use, with many staff saying decisions are left to individual educators and that existing policies are either unknown or unhelpful. Staff seem to be more uncertain than learners about the consistency of GenAI rules across courses. Learners show limited awareness of where to find policies and guidance while some find the available guidance unhelpful.

Assessment

In terms of policies or guidance for staff on the use of GenAI in **summative assessment** 44% are not aware of such policies and guidance and 11% find them unhelpful.

Among learners, 30% of respondents say that they know how to find their education provider's policies or guidance (if any) for learners on using GenAI in academic work submitted for assessment, the remainder are unsure, not aware of such policies or don't know how to find them.

48% of staff and 31% of learner respondents say they are unsure whether learners are allowed to use GenAI tools or applications in academic work submitted for assessment.

Academic integrity

A significant portion of both groups, staff and learners, believe that it is likely (in varying degrees) that people will start to lose trust in qualifications if it is difficult to know whether GenAI was used to achieve them. A small minority from each group consider it unlikely.

Most staff and learners agree that GenAI use is appropriate when clearly declared. They say it is acceptable to use GenAI without integrity being undermined if people are transparent about it. Some respondents, however, raise questions of authenticity of work and say that outcomes are compromised when resources are not cited or researched properly. Some respondents say the use of GenAI is not appropriate at all and undermines the principles of academic integrity.

There is a mixed awareness and confidence in current GenAI detection tools amongst staff and learners. Staff express greater concern about lack of clear policies and GenAI's reliability of detection. Both groups of respondents expect GenAI to significantly impact assessment practices

in the future. Many learners and staff call for rethinking of assessment, especially of written assignments.

GenAI and its impact on academic integrity also arose in the response to the open question on equality, diversity and inclusion and some respondents feel that GenAI can greatly support the learning process and benefit students (i.e. learners) who might need additional support, and that if it is used transparently, there is no issue.

There is a call from both, learners and staff, for clear policies and training in using GenAI in a responsible and transparent manner.

Content of education and training programmes

Learners and staff anticipate that GenAI will significantly reshape education over the next five years, particularly in how students learn and how curricula are designed. Both groups express concern that over-reliance on GenAI could lead to a loss of essential skills and a decline in trust in qualifications, with staff generally more concerned about these risks than learners.

Impacts on the workplace and on education

Overall, there are more learners who expect a positive than negative impact on education (40% vs 32% and the remainder unsure or neutral). The balance relating to the impact on the workplace is (45% vs 26% and the remainder unsure or neutral).

Overall, there are similar numbers of staff who expect positive and negative impacts on education (39% vs 39% with the remainder unsure, neutral or silent) and on the workplace (57% vs 18% and the remainder unsure or neutral). Staff are more optimistic than learners about the impact of GenAI in the workplace.

Many learners feel unprepared. Staff overwhelmingly believe learners lack adequate preparation. Of those that responded to the question about whether their programme prepares learners to use GenAI tools effectively only 12% answered yes, 56% answered no and the remainder were unsure.

Both groups are uncertain about GenAI's impact on future job opportunities, with learners more divided in their expectations and staff leaning toward a neutral or uncertain outlook.

Impact on employment

Learners seem to be split in saying what impact GenAI will have on their future job opportunities. Just over a quarter is saying it will have a negative or very negative impact and just under a quarter saying it will have a very positive or a positive impact. A large portion is neutral or uncertain. Among those concerned about negative effects, a notable number are studying arts and humanities. Staff views are similarly mixed, with most seeing the impact as neutral and fewer expecting a positive impact.

High-level analysis

General knowledge of GenAI

7% of learners and 6% of staff rate their knowledge of GenAI as extremely knowledgeable. 25% of learner and 18% of staff respondents say they are very knowledgeable. 9% of the younger learners' cohort (18-27) rate their knowledge as extremely knowledgeable compared to 4.5% of learners aged 38-57 who say they are extremely knowledgeable.

GenAI training for staff and learners

63% of staff and 36% of learner respondents say it is extremely important for educators to teach learners how to use GenAI effectively and responsibly.

Of the staff surveyed, 59% of the 475 respondents in this group working in public sector further education and training providers rated the issue as 'extremely important'. Similarly, 65% of the 335 university respondents and 73% out of the 255 staff working in technological universities or institutes of technology also considered it 'extremely important'.

50% of learners enrolled in social sciences, journalism and information say it is extremely important versus 18% of learners in education and 13% learners in natural sciences, mathematics and statistics who believe it is extremely important for educators to teach learners how to use GenAI effectively and responsibly.

20% of staff and 14% learner respondents say their organisation offers training for learners to enable them to use GenAI tools effectively and responsibly in their academic work. A quarter of learners are unsure and 41% of staff are uncertain if such training is being offered. Of staff who say that their institution offers training to learners 29% work at a university, 24% work in a public sector further education and training provider and 29% work in a technological university or institute of technology.

In terms of whether it is important for educational providers to ensure that staff have the skills to enable them to use GenAI tools 'effectively and responsibly' 56% of staff respondents think it is 'extremely important'. One third of respondents say their organisation offers training to staff and a third is unsure. Among staff working in public sector further education and training providers, 14% of the 475 respondents (170 individuals) reported that their organisation offers them training. In universities, 29% of the 330 respondents (95 individuals) said the same. Meanwhile, 24% of the 255 respondents working in technological universities or institutes of technology (60 individuals) indicated that training is offered by their organisation.

For 28% of learner respondents (285 people) it is extremely important that staff involved in teaching, supporting learning, research or assessment have the skills to enable them to use GenAI effectively and responsibly.

Policies and guidance

63% of staff respondents (780 people) say that their organisation leaves it to individual teaching / academic staff to decide whether and how to deploy GenAI and 29% are unsure who decides. Of the 855 respondents working as educators / instructors / teachers / trainers / research supervisors 200 (23%) are unsure if their organisation leaves it to individual teaching / academic staff to decide.

Nearly 40% of staff (480 people) say they are not aware of any policies and guidance produced by their organisation for the use of GenAI by staff in teaching or the support of learning roles. 20 people (2% of total) find existing policies extremely helpful and 125 people (10%) find them not at all helpful.

Regarding policies or guidance for learners on using GenAI in **academic work submitted for assessment**, 43%% of staff respondents say they are not aware of any such policy or guidance. 21% regard them as somewhat/slightly helpful. 6% say they are very or extremely helpful and 11% say they are not at all helpful. Of those who say the policies are extremely helpful (15 people), 10 are educators / instructors / teachers.

In terms of policies or guidance for staff on the use of GenAI in **summative assessment** 43% are not aware of such policies and guidance and 11% find them unhelpful.

Amongst learners 30% of respondents say that they know how to find their education provider's policies or guidance for learners on using GenAI in academic work submitted for assessment and 6% find them extremely helpful.

GenAI and assessment

54% of learner respondents are unsure if there are similar rules on using GenAI in assessments for learners in different modules, courses and subjects at their education provider and 6% say those rules are not at all similar.

In the staff cohort who responded, 69% are unsure if there are similar rules on using GenAI in assessments for learners in different modules, courses and subjects in their organisation and 10% say those rules are not at all similar.

30% learner and 31% staff respondents say that learners are always, mostly or sometimes allowed to use GenAI tools or applications in academic work submitted for assessment. 2% of learners and 1% of staff respondents say they are always allowed. **48% of staff and 31% of learner respondents say they are unsure whether learners are allowed to use GenAI tools or applications in academic work submitted for assessment.** Of staff who say they are unsure 65% (380 people) are educators / instructors / teachers/ trainers / research supervisors. 13% of staff versus 24% of learner respondents say that learners are never allowed to use GenAI tools or applications in academic work submitted for assessment.

10% of staff and 12% of learner respondents say it is highly appropriate for learners to use GenAI tools in assessments if they clearly state that they used them, how they used them and what they used them for. 17% of staff and 21% of learner respondents say it is not very or not at all appropriate. 14% of staff and 18% of learners are unsure.

1 in 5 (20%) of learner respondents say they are unsure if current GenAI detection tools can reliably detect the use of GenAI by learners in academic work submitted for assessment and 23% say they are not at all confident. 5% are extremely confident. Of those who are unsure, 37% are enrolled on a further education and training course at Level 5 or 6. Of those who are not at all confident, 37% are in higher education taught programmes and 36% are in further education and training courses at Level 5 or 6. 18% of those aged 38-47 are extremely confident versus 25% of those aged 18-27 who are extremely confident.

Amongst staff respondents 46% are not at all confident that current GenAI detection tools can reliably detect the use of GenAI by learners in academic work submitted for assessment and 17% are unsure. 5% are extremely or very confident and 32% are slightly or somewhat confident.

83% of learners think it likely to some degree that GenAI will change how they are assessed over the next 5 years. 26% of learner respondents say it is extremely likely that GenAI will change how they are assessed over the next 5 years, and 49% staff respondents share that view. 4% of learners and 1% of staff think this is not at all likely.

Of those learners enrolled on the social sciences, journalism and information courses 15% say this is extremely likely, versus 2% of those studying services.

How learners use GenAI in their studies

8% of learners say they used GenAI almost every day in the last year and 30% say they never used GenAI in their academic work in the last year.

20% of learners say they use GenAI for checking grammar and spelling and 16% use it for research (e.g. to find sources, summarising articles, etc.). 13% of learner respondents say they use it for generating text (writing paragraphs, essays, etc). Of those who say they use GenAI to generate text more than half are aged 18-27. Of learners who use GenAI for checking grammar and spelling, about half are aged 18-27.

Staff responses (the response rate was low with only 38% responding to this question) suggest that learners use GenAI tools for the following in their academic work (in order of the most votes): generating text, checking grammar, research, language translation, generating media, disability supports. However, according to learners the following are the top six uses: checking grammar and spelling, research, generating text, language translation, generating media, and data analysis.

Current and future use of GenAI in institutions

13% of staff respondents say they used GenAI almost every day in the past year and 21% say they never used it.

When asked to identify which areas, from a given list, GenAI was being used in, at their institution the most common response was 'Unsure' (795, 65% of respondents), but more than one area could be selected. The most frequently selected areas were 'Teaching (e.g. personalised teaching aided by GenAI)' (280 people selected this answer 23% of staff); 'Assessments that don't contribute to learner's grades' (275, 22%) and 'Research' (255, 21%). 100 (8%) people say it is used in assessments that contribute to a learner's grade and 10 people say it is used in admissions. 38% say they are unsure in which areas GenAI is used in their organisations.

Most staff respondents say they would not at all be comfortable if GenAI was used in admissions (54%) or disciplinary processes (53%). 34% say they would not at all be comfortable if GenAI was used in assessments that do contribute to a learner's grades.

25% of staff say it is extremely likely they will make substantial use of GenAI in their working life within the next 5 years and 10% say this is not at all likely.

Among learners 50% of respondents would not at all be comfortable with GenAI being used for admissions and 37% would be not at all comfortable with GenAI being used for assessments that contribute to grades. 32% would be not at all confident in its use for teaching (e.g. personalised teaching aided by GenAI). 14% would be extremely comfortable for GenAI to be used for assessments that don't contribute to grades. 18% would be extremely comfortable with GenAI being used in research.

Future impact of GenAI on workplace and education

Overall, there are more learners who expect a positive than negative impact on education (39% vs 32% and the remainder unsure or neutral). The balance relating to the impact on the workplace is (45% vs 26% and the remainder unsure or neutral).

Overall, there are similar numbers of staff who expect positive and negative impacts on education (39% vs 38% with the remainder unsure, neutral or silent) and on the workplace (57% vs 18% and the remainder unsure or neutral). Staff are more optimistic than learners about the impact of GenAI in the workplace.

GenAI and education

Half of learner respondents (50%) think it likely or extremely likely that GenAI will require changes to the curriculum in their subject over the next 5 years.

22% of staff say that it is extremely likely that GenAI will require changes to the curriculum in their subject over the next 5 years. 86% of staff say it is extremely or very likely that GenAI will change how learners learn over the next 5 years.

Only 5% of learners who responded think it is not at all likely that learners will lose important knowledge and skills through over-reliance on GenAI, 1 in 10 is unsure about it, 57% of respondents think this is extremely or very likely. Of those studying in higher education taught programmes 43% think this is extremely likely; of those enrolled in FET Levels 5 or 6 36% think this is extremely likely. Out of learners enrolled on engineering, manufacturing and construction, services and business administration and law programmes only 21%, 21% and 28% respectively think this is **extremely likely**, versus 41% of those on the health and welfare courses and 45% in the arts and humanities.

Among all staff 68%, and 72% of those whose primary role is educator/instructor/teacher/trainer, say it is extremely or very likely that learners will lose important knowledge and skills through over-reliance on GenAI. There seems to be a cross-institutional consensus on this point.

Academic Integrity

31% of staff respondents say it is extremely likely and 29% say it is very likely that people will start to lose trust in qualifications if it is difficult to know whether GenAI was used to achieve them. Among learners 24% of respondents think it is extremely likely and 24% think this is very likely that people will start to lose trust in qualifications if it is difficult to know whether GenAI was used to achieve them. 5% of learners and 4% of staff respondents think this is not at all likely.

GenAI in the workplace and its impact on future jobs

Many learners (20%) feel extremely or very well-prepared to use GenAI effectively and appropriately in the workplace. 48% feel somewhat, very or extremely well-prepared. But a significant portion (39%) feel not very or not at all well-prepared. The percentage varies by field and 56% from arts and humanities feel not very or not at all well-prepared. 48% from further education courses at Levels 5 or 6 and 39% from taught higher education programmes feel not very or not at all well-prepared.

Most (61%) staff believe that learners are not very or not at all well-prepared to use GenAI effectively and appropriately in the workplace. Only 3% of staff think learners are extremely or very well-prepared. Many (41%) say their courses do not prepare learners to use GenAI tools effectively and responsibly in their working life following completion of their courses.

Some staff members feel that preventing the use of GenAI in studies will impact learners' ability to use it in the future in the workplace. They argue that learners need to be skilled in it to succeed outside of education.

Overall, 67% of learner respondents say it is slightly, somewhat, very or extremely likely that they will use GenAI in their working life over the next 5 years. This is particularly evident among those enrolled in business, administration and law and ICT courses, 21% and 23% say it is extremely likely.

11% of learner respondents think the impact GenAI will have on the availability of good job opportunities when they finish their course will be very negative. 7% think it will have a very positive impact. 30% think the impact will be neutral and 23% are unsure. Out of those who believe the impact will be very negative, 33% (44 people) are enrolled on arts and humanities courses.

Among staff 22% say GenAI will have a negative or very negative impact on the availability of good job opportunities when learners finish their course. 19% think it will have a very positive or positive impact. 31% say the impact will be neutral and 28% are unsure.

Open questions analysis

How do you think GenAI will affect equality, diversity and inclusion in education over the next 5 years? (e.g. do you think it could help more people to succeed in education and training, or could it disadvantage certain learners)?

Both cohorts were asked this question, and they approached it generally from the EDI perspective. In addition, some other concerns emerged, including environmental, moral and quality of work issues.

Staff and learners are alarmed about equity and bias and GenAI reinforcing existing inequalities, especially due to the algorithmic bias and the lack of diversity in GenAI development. Many respondents from both groups raise concerns around access to GenAI tools and that those without access to technology may be left behind, widening the inclusion gap. The digital literacy gap is a major concern for learners and staff. Despite those concerns, many also acknowledge GenAI's potential to support diverse learners, through personalisation, especially students with disabilities or language barriers, if used as a supplement rather than a substitute.

While some respondents are optimistic about GenAI's potential, others remain sceptical, especially about its impact on literacy, numeracy, and comprehension. Both groups raise a concern around GenAI content being built on uncredited resources including student work and the fact that GenAI discourages independent study, critical thinking, and original thought and that overreliance on GenAI for assignments may lead to superficial learning and increased plagiarism.

The need for educator training and assessment reform is emphasised, especially among staff, with some suggesting verbal reviews or traditional exams as alternatives to written assignments. Staff want to see clear policies and guidelines and call for a responsible, well-planned integration of GenAI in curricula to ensure benefits are equitably distributed. Some staff members fear that GenAI might be used as a substitute for human educators, particularly for students with additional needs.

Finally, respondents highlight the environmental cost of GenAI, questioning its sustainability and ethical implications.

Is it appropriate for learners to use GenAI tools in assessments if they clearly state that they used them, how they used them and what they used them for?

Both cohorts were asked this question and the views on this are split between those who support it, oppose it and have a neutral view.

Those who support it state an acceptance of GenAI as a part of a modern world and a need of GenAI to be embraced and accepted and that learners should learn to use it responsibly. They admit GenAI can support idea generation and creativity. They also accept that education should evolve and modernise. Among those who support GenAI use in assessment there are those who want to see clear policies and guidance and say it is conditional and dependent on subject-specific contexts.

Finally, there is a group that opposes the use of GenAI tools by learners even if its usage is clearly stated. This groups concerns include fear of losing essential skills by learners; concerns around ethical use of GenAI as well as equity and accessibility of GenAI tools.

Should there be similar rules on using GenAI in assessments for learners in different modules, courses and subjects? (Please state why you think this).

There seems to be a consensus among staff and learners towards having some form of consistent rules. Yet many suggest that guidance should be flexible and adaptable and based on subject-specific requirements. Others say that having the same rules across the board might not be appropriate as different subjects have different needs.

What can education providers do to help learners keep up with GenAI changes in education and the workplace?

Learners suggest that there should be more training offered to all students on the use, benefits and risks of GenAI. They suggest that educators should ensure that they themselves are familiar with and have practical knowledge of GenAI and spend time testing and practicing it to be able to confidently teach others about it. Some learners feel that education providers should encourage and embrace the use of GenAI, while others feel it is the responsibility of education providers to

teach and raise awareness about ethical and environmental implications and advise on the pros and cons of using GenAI. Some learners advocate banning GenAI, while others suggest embracing it as part of our lives. Learners want to see clear policies and guidance on the use of GenAI in education. They also suggest that the reliance on written assessments should be reviewed.

What needs to be done to enable staff to keep pace with changes you expect in education and in the workforce because of GenAI?

The staff cohort was asked this question, and their suggestions include the development of a policy at a national level on the use of GenAI in tertiary education as well as the development of local, institutional policies that include standards for how to cite the use of GenAI in academic work. Staff want to see not only clear guidance but also be offered training on how to implement policies.

Staff would welcome dedicated training and CPD opportunities for all staff, offered at times that are suitable to them (not outside working hours). They want to see training that includes practical examples and applications of GenAI that develops and builds their technical skills, but also discusses the risks and pitfalls of GenAI, and addresses biases, misconceptions and ethical implications. Staff would welcome the establishment of communities of practice where they can discuss, share ideas, test and collaborate and learn from each other.

An investment in resources and in facilities would be welcomed by staff to allow them, and their learners, access to the most recent tools and platforms.

Members of staff also support the idea of rethinking assessment: they suggest holistic, continuous, cross-module and project-based assessment and in-person exam-based assessments. They also want to see the rethinking of curricula and the fundamentals of what is being taught.

What could stop you from keeping up with the changes that GenAI brings?

The staff cohort identify many potential barriers that can stop them from keeping up with the changes that GenAI brings. The main one is the lack of training opportunities offered by the institutions they work in that could result in a lack of knowledge and understanding of how best to use GenAI tools. When the training is being offered, staff flag that they may not always have the time or capacity to attend, and they say that lack of support and engagement from colleagues and management may impact their knowledge and capacity to stay informed about GenAI.

Another barrier is the cost of GenAI platforms, applications and equipment, together with the scale and rapid pace of changes in GenAI, all of which could prevent staff from keeping up with it.

Some staff say they refuse to engage with GenAI because of moral considerations and emerging evidence of negative social and education impacts of GenAI as well as environmental risks or academic integrity concerns.

Is there anything that education providers can consider stopping doing because of GenAI?

Many respondents are unsure if there is anything that providers can consider stopping because of GenAI. Some say they don't have to stop doing anything.

However, some suggestions of what staff think education providers could consider stopping because of GenAI include stopping awarding marks for written communication and assessing home-written essay assignments. They could stop requesting text-generated tasks such as personal statements. Staff see that GenAI can contribute to regaining some valuable time as it can help with administrative tasks, such as mail writing, sending reminders to students about deadlines. It can also help with planning lessons; producing content and quiz for classes; performing transcriptions or grammar and spelling checks.

Some staff suggest that GenAI could lead to the reduction of the need for staff to be physically present. Others suggest it can lead to traditional research methods being redundant and instead advocate the embracing of GenAI tools and methods.

Some respondents suggest that staff should stop resisting GenAI and stop not engaging with it, but rather actively support policy discussion and start educating people about it. They suggest that staff should also monitor their own data frameworks for bias and how it is used, and that education providers should start funding staff training and support their development.

Please provide any examples of how you use GenAI in your role.

The staff cohort report using GenAI in administrative tasks, such as drafting emails, reports and meeting notes; to summarise government's reports and to complete funding applications. It is used to generate content for teaching: creating images and slides for class presentations; generating worksheets and quizzes or tongue twisters; creating summary sheets from existing resources; creating templates. Some use it to brainstorm ideas or check information. GenAI is used by some to grade texts for different levels. Some use it to identify AI-generated assignments.

Examples of commonly used GenAI tools include: Grammarly, ChatGPT, Canva, Co-Pilot, GitHub.

Many respondents raised concerns about the ethical use of GenAI, quoting moral reservations and environmental fears. They view it as a threat to critical thinking. Some say they refuse to use it for those reasons.