



Cambridge English Teaching Qualifications – DELTA Module Two

Guidance on the Use of Generative AI in Lesson Planning for Candidates

Introduction

This guidance relates to the use of AI **in Lesson Planning**. There is separate guidance for Background Essays advice provided for written assignments. As artificial intelligence technologies continue to develop, Cambridge may update this guidance from time to time.

Using AI in Lesson Planning

The use of generative AI tools **in lesson planning** is permitted within DELTA courses. AI tools may support tasks such as exploring ideas, generating activities, clarifying language points and creating teaching materials. However, DELTA qualifications are designed to develop your ability to plan, teach and reflect independently. AI should therefore support your professional judgement rather than replace it.

If you choose to use AI when preparing a lesson, you remain responsible for all planning decisions. You should be able to explain why you selected particular activities, how they meet your learners' needs and how the lesson relates to your teaching context. Any material generated by AI should be reviewed carefully and adapted where necessary before being used in the classroom.

Choice and Fairness

You are not expected to use AI tools during your course. Candidates who choose not to use AI will not be disadvantaged. Assessment criteria focus on your teaching ability, your understanding of learners and language, and your capacity to make informed pedagogical decisions.

Evaluating AI-Generated Content

AI-generated content can be inaccurate, overly generic or unsuitable for a particular group of learners. It may also produce information that appears convincing but is incorrect. For this reason, you should evaluate all AI-generated content critically and ensure that any resources, explanations or activities are appropriate for your learners before incorporating them into your lesson.

The final lesson plan should reflect your own understanding of your learners, your teaching context and the aims of the lesson.

Privacy and Ethical Considerations

When using AI tools, you should take care to protect the privacy of learners, colleagues and institutions. Personal, confidential or identifiable information should not be entered into public AI systems.

You should also recognise that AI tools may reflect biases present in the data on which they were trained. Any content generated by AI should therefore be checked carefully for accuracy, fairness, inclusivity and suitability.

Acceptable Use of AI

AI can be used appropriately to support the lesson planning process. For example, it may help you generate initial ideas for activities, explore grammar or language points, draft concept-checking questions or improve the clarity of planning documentation.

In all cases, AI should be used as a support tool. The professional decisions that underpin the lesson should remain your own.

Unacceptable Use of AI

Submitting AI-generated work as though it were entirely your own is not acceptable. Lesson plans, rationales, reflections and other assessed work should demonstrate your own knowledge, understanding and professional judgement.

Simply reproducing AI-generated content without substantial evaluation and adaptation is unlikely to meet the requirements of the qualification and may be considered academic misconduct.

Declaring the Use of AI

Transparency is an important part of academic integrity. You remain responsible for the accuracy, appropriateness and quality of all submitted work, regardless of whether AI tools were used in its creation. You should declare honestly whether AI tools were used and be able to explain how they contributed to your work. Failure to declare significant use of AI, or presenting AI-generated content as entirely your own work, may be considered a breach of academic integrity.

Key Principle

AI can be a useful support tool, but the planning, teaching decisions, reflection and professional learning demonstrated through your course must remain your own. The purpose of DELTA is to develop your skills as a teacher, and any use of AI should contribute to that development rather than replace it.