

FREE PRACTITIONER RESOURCE

AI Prompt Toolkit

for Teachers, Trainers, Assessors & Educators

Practical prompts to help you plan, teach, assess, reflect and work more efficiently - while keeping professional judgement with you.

How to use this toolkit

Every prompt here is a starting point, not a finished script. Copy it, then adapt the subject, learner level, programme, learning outcomes, context and your organisation's requirements. Text in **[PINK BRACKETS]** is for you to replace.

Before you use AI

- 1. Remove unnecessary personal or confidential information.
- 2. Check your organisation's AI policy and approved tools.
- 3. Decide what you actually want AI to help with.
- 4. Review the output critically.
- 5. Check important facts and sources.
- 6. Keep professional responsibility for the result.



AI can help you think, structure ideas, generate options and reduce admin. It does not replace your professional judgement, assessment decisions, safeguarding decisions, reasonable-adjustment decisions, learner support decisions, factual checking, or your responsibility for the final output.

Building a better prompt



Context	Task	Constraints
What does the AI need to understand?	What specifically do you want it to do?	What level, rules, boundaries or requirements apply?
Output	Check	
What format would be most useful?	What should the AI flag rather than assume?	

Weak prompt	"Create a lesson on safeguarding."
Better prompt	"I am teaching a 60-minute safeguarding awareness session to adult learners on a Level 3 vocational programme. Create a lesson structure that helps learners recognise concerns and know how to report them. Include: a retrieval starter; two learning outcomes; a short tutor explanation; a realistic scenario activity; checks for understanding; a final reflection. Keep learners within their role: recognise, respond appropriately and report. Do not ask them to investigate safeguarding concerns. Flag any content that requires checking against current statutory guidance."

Why the second works better: it gives context (length, learners, level), a specific task, clear constraints (learners stay in role and never investigate), a usable output structure, and asks the AI to check - flagging what needs verifying against current guidance instead of inventing it.

SECTION 1

Planning and curriculum

Use AI to structure your thinking about sequence, prior knowledge and activity - you still know your learners and your specification best.

PROMPT 1 Plan a teaching session

Use it to: draft a session plan built around your outcomes.

I am teaching [TOPIC] to [LEARNER GROUP/LEVEL].
The session lasts [TIME].
Learners have already covered: [PRIOR LEARNING]
By the end they need to: [LEARNING OUTCOMES]

Create a session plan including:

- retrieval of prior learning;
- explicit teaching;
- learner activity;
- checks for understanding;
- application;
- final review.

Avoid unnecessary activities that do not contribute to the learning outcomes.
Flag anything I should verify before teaching.

You decide: timings, content accuracy and whether it fits your learners.

PROMPT 2 Sequence a topic

Use it to: plan a logical route through a topic over several sessions.

I need to teach [TOPIC] across [NUMBER] sessions.
Learners begin with: [STARTING POINT]
They ultimately need to be able to: [END POINT/OUTCOMES]

Suggest a logical learning sequence. For each stage explain:

- what learners should learn;
- what prior knowledge it depends on;
- a suitable activity;
- how I could check understanding.

Do not assume that covering content means learners have understood it.

PROMPT 3 Prior knowledge check

Use it to: find out what learners already know - and misunderstand - before you start.

Create a short diagnostic activity for learners about to study [TOPIC].
I want to identify what they already understand and any misconceptions.

Create:

- 5 short questions/tasks;
- what each is intended to reveal;
- likely misconceptions I should listen for.

Do not use the activity to grade learners.

PROMPT 4 Turn content into active learning

Use it to: move from tutor talk to learners thinking and doing.

I currently teach this content mainly through tutor explanation:

[PASTE NON-CONFIDENTIAL CONTENT]

Suggest three ways learners could actively work with the content.

The activities should require learners to think, apply, compare, explain, practise or make decisions.

Avoid activities that are merely entertaining without contributing to learning.

PROMPT 5 Review curriculum sequencing

Use it to: get a critical second look at a sequence before you change it.

Review this proposed sequence:

[PASTE SEQUENCE]

Consider:

- prerequisite knowledge;
- increasing complexity;
- opportunities for retrieval;
- application/practice;
- possible cognitive overload;
- gaps or unnecessary repetition.

Do not rewrite it immediately. First identify strengths, risks and questions I should consider.

SECTION 2

Adaptive teaching and inclusion

Adaptive teaching means removing barriers to the same ambitious outcome - not writing a different lesson for every learner, and never making assumptions from labels or diagnoses.

PROMPT 6 Make learning more accessible

Use it to: reduce barriers while keeping the challenge.

I am teaching: [TOPIC/ACTIVITY]

Potential barriers learners may encounter include: [KNOWN BARRIERS - do not include unnecessary personal data]

Suggest practical ways I could improve access while retaining the intended learning outcome and appropriate level of challenge. Consider:

- instructions;
- language;
- modelling;
- scaffolding;
- resources;
- pacing;
- participation;
- assistive approaches.

Do not lower expectations automatically.

You decide: reasonable adjustments and individual support plans are human decisions made with the learner and your organisation.

PROMPT 7 Check my resource for accessibility

Use it to: spot avoidable barriers in a handout or slide deck.

Review the following learning resource:

[NON-CONFIDENTIAL CONTENT]

Identify possible barriers relating to:

- unnecessarily complex language;
- unexplained terminology;
- dense instructions;
- assumed prior knowledge;
- visual presentation;
- unclear task expectations.

Suggest improvements without removing essential subject terminology or academic/vocational challenge.

PROMPT 8 Create alternative explanations

Use it to: find another way in when an explanation isn't landing.

Learners are struggling to understand: [CONCEPT]

Generate three different ways I could explain it:

1. a simple verbal explanation;
2. a worked example/analogy;
3. a practical/application example.

Identify where any analogy becomes inaccurate or stops being useful.

PROMPT 9 Extend learning

Use it to: stretch learners with depth, not more of the same.

Some learners have securely understood: [CONCEPT]

Create three extension questions/tasks that increase DEPTH rather than simply giving them more of the same work. Focus on:

- application;
- comparison;
- evaluation;
- problem solving;
- explaining reasoning.

SECTION 3

Assessment for learning

Formative checks help you see what learners understand right now. They are not formal assessment decisions.

PROMPT 10 Check for understanding

Use it to: build quick hinge questions for the middle of a session.

I have just taught: [CONCEPT]

Create five short checks for understanding. Include a mixture of:

- recall;
- explanation;
- application;
- misconception checking.

For each question explain what an incorrect response might reveal. These are formative checks, not formal assessment decisions.

PROMPT 11 Create a scenario

Use it to: give learners a realistic situation that needs judgement.

Create a realistic scenario that allows learners studying [SUBJECT/LEVEL] to apply: [KNOWLEDGE/SKILL]

The scenario should require judgement rather than simple recall. Do not make one answer obviously correct through exaggerated wording.

After the scenario provide:

- 3 discussion questions;
- key teaching points for the tutor.

Clearly separate tutor notes from learner-facing material.

PROMPT 12 Find misconceptions

Use it to: anticipate where learners are likely to go wrong.

Learners are studying: [TOPIC]

Identify common or plausible misconceptions. For each:

- explain why a learner might think this;
- suggest a question that could reveal it;
- suggest how I could address it.

Do not invent evidence about how common a misconception is.

PROMPT 13 Retrieval practice

Use it to: strengthen memory of earlier learning.

Create a 10-minute retrieval activity covering: [PREVIOUS LEARNING]

The purpose is retrieval, not teaching new content. Include:

- straightforward recall;
- connections between concepts;
- one application question.

Provide tutor answers separately.

PROMPT 14 Exit ticket

Use it to: see who has got it before they leave.

Create a 3-question exit ticket for this session: [SESSION CONTENT/OUTCOMES]

Question 1: essential knowledge.

Question 2: application.

Question 3: learner confidence/remaining uncertainty.

Keep it completable within approximately 3 minutes.

SECTION 4

Assessment and feedback

AI is never the assessor. These prompts help you think and communicate - the assessment decision, and whether a criterion is met, stays with you and your quality processes.

Only use anonymised learner work, in tools your organisation has approved for this purpose, and follow your awarding organisation's requirements.

PROMPT 15 Support assessment review

Use it to: organise your thinking before you make your own judgement.

I am reviewing a learner response against this assessment criterion:

[CRITERION]

Learner response:

[ANONYMISED LEARNER RESPONSE]

Do NOT make the final assessment decision for me.

Identify:

- evidence in the response that appears relevant to the criterion;
- possible gaps;
- areas requiring assessor judgement;
- questions I may wish to consider.

Do not invent evidence that is not present.

The final assessment decision remains with the assessor.

You decide: whether the criterion is met. AI can miss or misread evidence.

PROMPT 16 Improve feedback

Use it to: make written feedback clearer without changing your judgement.

I have drafted the following learner feedback:

[ANONYMISED FEEDBACK]

Review it for:

- clarity;
- specificity;
- constructive tone;
- whether the learner can understand what they did well;
- whether any development action is clear.

Do not change the assessment decision.

Suggest a clearer version while preserving my professional judgement.

PROMPT 17 Create formative questions

Use it to: prepare open questions for a professional discussion.

A learner appears uncertain about: [TOPIC]

Create five open questions I could use in a professional discussion to explore their understanding.

The questions must not lead the learner toward a predetermined answer.

PROMPT 18 Assessment design check

Use it to: test a draft task against your outcomes before learners see it.

Review this draft assessment activity against these learning outcomes/assessment criteria:

[OUTCOMES/CRITERIA]

[DRAFT ACTIVITY]

Identify:

- what the task appears to assess;
- criteria that may not be adequately evidenced;
- ambiguity;
- unnecessary barriers;
- opportunities for learners to demonstrate authentic understanding.

Do not claim regulatory compliance.

Flag anything requiring human/awarding organisation review.

You decide: compliance with the specification and awarding organisation rules - check these against current official documents.

SECTION 5

Feedback and learner communication

Clear, respectful communication - with your decisions and your facts, in your voice.

PROMPT 19 Turn technical feedback into clear learner language

Use it to: help a learner understand feedback and next steps.

I need to explain the following feedback to a learner:

[ANONYMISED FEEDBACK]

Rewrite it in clear, respectful language appropriate for [LEVEL].

Do not remove essential technical terminology.

The learner should understand:

- what is going well;
- what needs development;
- what they should do next.

Do not add claims or assessment decisions that I have not provided.

PROMPT 20 Draft a supportive progress email

Use it to: write a warm, clear progress message quickly.

Draft a short, supportive email to a learner on [PROGRAMME/LEVEL].

Key points I want to make: [YOUR POINTS]

Agreed next steps and dates: [NEXT STEPS]

Use a professional, encouraging tone. Keep it under 150 words.

Do not add promises, deadlines or judgements I have not given you. Leave [NAME] as a placeholder for me to complete.

PROMPT 21 Prepare a learner progress conversation

Use it to: plan a tutorial or progress review.

I am preparing a progress review with a learner on [PROGRAMME].

Anonymised summary of progress: [ANONYMISED NOTES]

Suggest:

- an opening that puts the learner at ease;
- 5 open questions about progress, barriers and goals;
- ways to agree SMART next steps with the learner, not for them.

Do not draw conclusions about wellbeing, health or personal circumstances.

You decide: any support, referral or safeguarding action - follow your organisation's procedures.

SECTION 6

English, maths, digital and wider skills

Authentic, relevant skills practice - not bolt-on worksheets.

PROMPT 22 Embed skills naturally ★ **STAND-OUT PROMPT**

Use it to: find genuine English, maths and digital opportunities in your subject.

I am teaching: [SUBJECT/TOPIC]

Identify authentic opportunities for learners to practise:

- English;
- mathematics;
- digital skills;
- wider employability skills.

Only suggest opportunities that naturally relate to the vocational/subject learning.

Do not bolt on irrelevant maths or English activities simply to say they have been embedded.

PROMPT 23 Vocational maths in context

Use it to: create realistic workplace calculations.

Create four maths tasks set in a realistic [OCCUPATION/SECTOR] context for learners working at [LEVEL].

Focus on: [SKILL e.g. percentages, measurement, ratio]

Show worked answers separately for the tutor.

Check every calculation step by step and flag any figure that is assumed rather than given.

You decide: that every answer is correct - AI can make arithmetic errors.

PROMPT 24 Build vocabulary

Use it to: support subject-specific language.

List the 10 most important technical terms learners need for [TOPIC] at [LEVEL].

For each give:

- a clear learner-friendly definition;
- an example sentence in a workplace context;
- a common confusion with a similar word, if one exists.

Flag any definition that should be checked against the qualification specification.

SECTION 7

Careers and employability

Connect learning to real roles - without invented employer requirements or labour-market figures.

PROMPT 25 Connect curriculum to occupations

Use it to: show learners why the topic matters at work.

I am teaching [TOPIC] to learners studying [PROGRAMME].

Suggest ways I can connect this learning to real workplace roles and responsibilities. For each connection explain:

- where the knowledge/skill may be used;
- why it matters;
- a question I could ask learners.

Do not invent employer requirements or labour-market statistics.

PROMPT 26 Employer-style scenario

Use it to: bring a realistic workplace challenge into the classroom.

Write a short, realistic workplace brief a [ROLE] in [SECTOR] might receive that uses [KNOWLEDGE/SKILL].

Include the task, a realistic constraint (time, budget or customer need) and what a good outcome looks like.

Keep it fictional: no real company names.

PROMPT 27 Transferable skills and pathways

Use it to: help learners see their options.

Learners on [PROGRAMME] are developing: [SKILLS]

Suggest:

- which of these skills transfer to other roles or sectors;
- 3 possible progression routes (further study, apprenticeship, employment) to discuss with learners;
- 5 mock interview questions linked to these skills.

Present routes as options to explore, not guaranteed outcomes. Point me to official sources, such as the National Careers Service, to check current entry requirements.

SECTION 8

Reflective practice

Use AI as a thinking partner for your own professional development.

PROMPT 28 Reflect on a session

Use it to: turn quick notes into structured reflection.

I have just taught a session on: [TOPIC]
My observations were: [ANONYMISED NOTES]

Help me reflect on:

- what appears to have worked;
- evidence of learner understanding;
- where learners struggled;
- whether my activities achieved their purpose;
- what I might change next time.

Ask me questions where evidence is missing rather than assuming what happened.

PROMPT 29 Challenge my thinking ★ STAND-OUT PROMPT

Use it to: test a planned change before you make it.

I am considering making this change to my teaching:
[CHANGE]

Act as a critical colleague. Ask me five questions that test:

- why I am making the change;
- what evidence supports it;
- possible unintended consequences;
- impact on different learners;
- how I will know whether it worked.

Do not automatically agree with my proposal.

PROMPT 30 Plan my CPD

Use it to: turn reflection into a focused development goal.

Based on this reflection: [YOUR REFLECTION]

Help me write one focused CPD goal for the next term. Suggest:

- a specific, measurable goal;
- 3 practical development activities;
- how I could gather evidence of impact on learners.

Do not recommend specific courses or providers unless I ask.

You decide: log it in your free WorkplaceHero CPD log.

SECTION 9

Bonus: quality and curriculum leaders

For leaders reviewing curriculum, feedback and self-assessment. Use anonymised or aggregated data only.

PROMPT 31 Challenge a self-assessment statement

Use it to: stress-test a claim before it goes in a report.

Review this self-assessment statement:

[STATEMENT]

Do not rewrite it initially. Identify:

- claims being made;
- evidence that would be needed to substantiate each claim;
- vague/evaluative wording;
- possible challenge questions;
- missing learner/employer perspectives.

Do not invent evidence.

PROMPT 32 Themes from learner feedback

Use it to: summarise survey comments quickly.

Here are anonymised learner survey comments:

[ANONYMISED COMMENTS]

Group them into themes. For each theme give the number of comments, one representative quote and a possible question for further investigation.

Do not overstate how widespread a view is, and separate what the comments say from your interpretation.

You decide: check the counts - AI can miscount or merge themes.

PROMPT 33 Deep dive questions

Use it to: prepare for a curriculum deep dive.

Here is an overview of our curriculum intent and sequence for [SUBJECT/PROGRAMME]:
[NON-CONFIDENTIAL CURRICULUM SUMMARY]

Suggest 10 questions a curriculum leader could ask staff and learners to explore how well the curriculum is sequenced, taught and remembered.

Where questions relate to an inspection framework, use current official sources where available, say which parts you are unsure about, and do not invent requirements.

SECTION 10

Prompts NOT to use

Themes: professional judgement, sensitive data, safeguarding, diagnosis, fabrication and assessment integrity.

"Write my learner's assessment decision."	The assessor makes the judgement. AI can misread or miss evidence.
"Tell me whether this learner has a learning difficulty."	AI cannot diagnose. Identifying needs is a specialist process with the learner.
"Analyse this safeguarding disclosure and tell me if I need to report it."	Safeguarding concerns go to your DSL, following your procedures - straight away.
"Here is a spreadsheet containing learner names and medical information..."	Sensitive personal data. Only share what is necessary, in approved tools, under your policy.
"Write evidence that shows this learner met the criterion."	Fabrication. Evidence must be the learner's own authentic work.
"Make this inspection evidence sound stronger than it really is."	Misleading claims undermine integrity and trust.

AI may support your thinking around these areas where appropriate, but it never makes the decision. You stay responsible.

SECTION 11

Before you press send

Have I...

- ☐ removed unnecessary personal information?
- ☐ removed confidential information I am not authorised to share?
- ☐ explained the context?
- ☐ given the AI a specific task?
- ☐ stated important constraints?
- ☐ asked for an appropriate output?
- ☐ retained professional judgement?
- ☐ checked important facts?
- ☐ checked sources where necessary?
- ☐ considered bias and accessibility?
- ☐ followed my organisation's AI policy?
- ☐ taken responsibility for the final output?

AI DRAFTS



YOU REVIEW



YOU DECIDE

Privacy and current information

Anonymisation must be meaningful - removing a name is not enough if a learner could still be identified from other details. Some approved tools may be used with personal data under your organisation's policies and data protection arrangements; if you are not sure, don't share it and ask. For legislation, statutory guidance, awarding organisation, funding, safeguarding, qualification or inspection requirements, ask the AI to use current authoritative sources, separate verified information from uncertainty and give sources - then check them yourself.

Build your own prompt

CONTEXT

I am: [ROLE]

I am working with: [LEARNER GROUP / PROGRAMME / LEVEL]

The situation is: [CONTEXT]

TASK

I want help to: [TASK]

CONSTRAINTS

Please: [REQUIREMENTS]

Do not: [BOUNDARIES]

OUTPUT

Present the response as: [FORMAT]

CHECK

Before answering:

- identify anything you are unsure about;
- do not invent missing information;
- flag anything requiring professional judgement;
- identify important facts/sources I should verify.

COPY



ADAPT



REVIEW



DECIDE

About this resource

This toolkit provides example prompts for education professionals using generative AI. It does not replace professional judgement, organisational AI policies, data protection requirements, awarding organisation requirements, safeguarding procedures, qualification specifications, or legal or regulatory guidance.

AI output can be inaccurate, out of date or biased. Always review it, check important facts against current official sources, and keep responsibility for anything you use.

Content reviewed: 25 September 2026 Suggested next review: 25 September 2027. Review earlier if DfE, Ofqual or ICO guidance on AI materially changes, or awarding organisation expectations change.

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