THE AI BOARD

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Level 3 Award in AI - Concepts, Ethics and Applications

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Level 3 Award in AI - Concepts, Ethics and Applications

Qualifications in this specification

The AI Board Level 3 Award in AI - Concepts, Ethics and Applications

The qualification purposes

This qualification equips learners with a critical understanding of artificial intelligence technologies, including their underlying principles, practical applications, and societal implications. Learners will evaluate AI systems, consider ethical and legal issues, and gain hands-on experience with accessible AI tools and datasets. This qualification supports progression into higher education or employment in technology, ethics, public policy, and innovation-related fields.

The qualification aims to equip learners with practical knowledge and skills to:

- Understand the fundamentals of artificial intelligence systems
- Understand real-world AI applications and impacts
- Be able to apply AI tools to investigate and solve problems
- Understand the ethical, legal and social dimensions of AI

The qualification level

RQF level 3

About The AI Board

The AI Board is an institution specialising in artificial intelligence, data and their related fields. We provide qualifications for educational institutions, employers, practitioners and learners.
We believe that artificial intelligence, in all its diverse forms, is critical in shaping developments in the 21st century and beyond. From industry to governments to the third sector, AI provides opportunities for individuals, organisations and society to flourish.

We understand that for this to happen there needs to be wider dissemination of knowledge, understanding and the development of skills to support the ethical development and responsible roll out of AI.

We are committed, therefore, to make access to this information, knowledge and skills readily available to a wider range of society than is currently the case. The provision of contemporary

qualifications and pathways to employment in the fields of AI, data sciences and related occupations will be a primary part of the services we offer.

For further information about The AI Board please refer to our website www.theaiboard.org

Regulation dates

This qualification is regulated by Ofqual from October 8th 2025 (under the original title of SAIGE Level 3 Award in AI - Concepts, Ethics and Applications) for delivery by centres from October 9th 2025.

The AI Board policies

The AI Board has a range of policies with which centres need to familiarise themselves.
These are available on the The AI Board website.

Support for this qualification

This qualification has been developed with support from experts in AI and is mapped to a number of the competencies in the UNESCO AI Competency Framework for Learners.

Progression opportunities for learners

Learners who complete this qualification can:

- Use it as part of their application to higher education qualifications such as a bachelor's degree.
- Use it as part of a job application where knowledge and understanding of AI needs to be demonstrated.

Teaching and Learning resources

The AI Board provides learning resources, to support delivery of this specific qualification, which are available via the The AI Board Portal to recognised The AI Board centres.

Modes of delivery

The qualification can be delivered online, in person or in a blended learning format; this is at the discretion of the centre but must be agreed – in advance – with The AI Board.

Qualification - total qualification time, guided learning hours and credit

Total Qualification Time: 50 hours
Guided Learning Hours: 20 Hours
Credits: 5 credits

Entry requirements

- No formal entry qualifications are required, but it is recommended that learners have basic digital literacy.
- The qualification is aimed at learners aged 16 and above.

Rules of combination

Learners must achieve one mandatory unit to achieve the qualification.

Grading Structure

Pass/Referral

Resubmission Policy

This is available via the The AI Board portal.

Guidance on assessment and grading

The assessment of this Level 3 qualification is completed through the submission of internally assessed learner work. To achieve a pass for a unit, a learner must have successfully achieved the Learning Outcomes (LOs) at the standard set by all the assessment criteria for that unit.

The assessor therefore must judge the grade for the work submitted on the basis of whether the LO has been met at the standard specified by the assessment criteria.

The assessor should record their judgements on the The AI Board template, stating whether the learner has achieved and providing evidence for the judgements. The internal quality assurer can also use the The AI Board IQA template and the feedback to the assessor must show whether the assessor has made valid judgements for all the learner work. More guidance on the assessment and internal quality assurance processes can be found in The AI Board Centre Handbook.

Assessment judgements always require care to ensure that they are reliable and that there is sufficient and specific feedback to the learner to show whether he or she has demonstrated achievement of the LO at the specified standard.

The method(s) of assessment

A range of evidence which is suggested in the unit specification below which can be Internally assessed, internally quality assured and externally quality assured by The AI Board. Centre devised assessments are required to be submitted to The AI Board for review and approval prior to issuing to learners.

Recording assessment judgements

Assessments must be recorded using the online pro-forma. In this case, the assessment judgement is either pass or fail and the delivery centre must ensure that all assessment judgements are clearly marked and assessed and retained in a secure place at the centre, for future externally quality assurance.

Quality Assurance

Centres delivering The AI Board qualifications must be committed to ensuring the quality of teaching and learning so that the learner experience is assured. Quality assurance will include a range of processes as determined by the centre and this could include, gathering learner feedback, lesson observation, analysis of qualitative and quantitative data. There must also be effective standardisation of assessors and quality assurance of assessor decisions. The AI Board will rigorously monitor the application of quality assurance processes in centres.

The AI Board's quality assurance processes will involve:

- Centre approval for those centres which are not already recognised to deliver The AI Board qualifications
- Monitoring visits to ensure the centre continues to work to the required standards
- External quality assurance of assessment decisions on learner work

Centres may be required to undertake relevant training activities, as agreed activities with The AI Board..

Details of The AI Board quality assurance processes are provided in the The AI Board Centre Handbook and other policies and procedures which are available on our website.

Malpractice

The The AI Board Policy on Malpractice and Maladministration is available on the The AI Board website.

Unit Structure

All The AI Board units are presented in a standard format so that learners, assessors and internal quality assurance staff in centres are able to find relevant information easily.

Unit Title
The unit title reflects the content of the unit.

Unit Aims
The unit aims summarises what the learner will understand, know and be able to do following achievement of the unit.

Unit Level
The level of the unit on the Regulated Qualifications Framework

Unit Code
A unique reference code to identify the unit.

GLH
The number of guided learning hours for the unit.

TQT
The total number of learning hours for the unit.

Credit Value
The credit value of the unit which contributes to the overall credit value of the qualification.

Unit Grading Structure
Whether the unit is pass/referral or pass/merit/distinction/referral.

Assessment Guidance
Information on how learners should be assessed and what needs to take place for them to achieve the unit.

Learning Outcomes
The learning outcomes are what the learner is expected to understand, know or be able to do as a result of achieving the unit.

Assessment Criteria
The assessment criteria are the standards that learners have to demonstrate in order to achieve the learning outcomes.

Suggested Assessments
The suggested assessments provide guidance on the type of task learners could undertake to achieve the learning outcomes (or group of learning outcomes) at the standard set by the assessment criteria.

Essential Content
Essential content are the topics that should be taught in order to build learners knowledge, skills and understanding for the unit.

Unit/s

AI - Concepts, Ethics and Applications	
Unit aims	This qualification equips learners aged with a critical understanding of artificial intelligence technologies, including their underlying principles, practical applications, and societal implications. Learners will evaluate AI systems, consider ethical and legal issues, and gain hands-on experience with accessible AI tools and datasets. This qualification supports progression into higher education or employment in technology, ethics, public policy, and innovation-related fields.
Unit level	3
Unit code	EDU-L3-AI-LIT-002
GLH	20
TQT	50
Credit value	5
Unit grading structure	Pass/Referral
Assessment guidance	To achieve this unit, learners must produce evidence which demonstrates the achievement of the learning outcomes and meet the standards specified by the assessment criteria.

Learning outcomes. The learner will:	**Assessment criteria.** The learner can:	
	Pass	**Suggested Assessment Method**
1. Understand the fundamentals of artificial intelligence systems	1.1 Explain how AI systems are trained using data and algorithms 1.2 Distinguish between supervised, unsupervised, and reinforcement learning 1.3 Analyse how different data sets influence AI behaviour and outputs	Learners could produce a presentation and accompanying notes which demonstrates their understanding of AI fundamentals, applications and impact in a chosen sector. (LO1 and LO2)
2. Understand real-world AI applications and impacts	2.1 Assess the use of AI in a selected sector (e.g., healthcare, finance, education) 2.2 Discuss the risks and benefits of automation and algorithmic decision-making 2.3 Explore the influence of AI on social justice, surveillance, and digital rights	
3. Be able to apply AI tools to investigate and solve problems	3.1 Select and use a cloud-based or open-source AI tool to complete a defined task 3.2 Evaluate the performance of the tool and its limitations 3.3 Suggest refinements or ethical safeguards for its use	Learners can produce a report which demonstrates their thinking behind the selection, evaluation and suggested refinements. (LO3)

4. Understand the ethical, legal and social dimensions of AI	4.1 Debate key ethical dilemmas related to AI (e.g., bias, autonomy, consent) 4.2 Explain relevant legal and regulatory frameworks (e.g., GDPR, AI Act) 4.3 Propose recommendations for responsible AI development and use	Learners could produce a recorded video or podcast with a fellow learner in which they discuss the ethical, legal and social dimensions of AI and make recommendations for responsible AI development and use. (LO4) Where two or more learners are taking part in the video/podcast assessors will need to assess each participant's contribution individually.

Essential Content

Learning Outcome 1- Understand the fundamentals of artificial intelligence systems

- Core AI types: supervised, unsupervised, and reinforcement learning (basic overview).
- Data's role in AI training and performance (quality, bias, diversity).
- Structure of an AI model: input, hidden layers (conceptual), and output.
- Algorithmic decision-making and confidence scoring.
- Case examples of how changes in data affect outcomes (e.g., skewed data sets).
- Comparing AI approaches (e.g., neural networks vs. decision trees, conceptually).

Learning Outcome 2 - Understand real-world AI applications and impacts

- Case studies in sectors such as healthcare diagnostics, predictive policing, finance, and education.
- Impact of AI on employment (job creation and job loss; new skills required).
- Exploring algorithmic bias (e.g., race and gender disparities).
- AI and the right to privacy (e.g., facial recognition in public spaces).
- Surveillance technologies and their implications for human rights.
- The impact of AI on social justice, democracy, and inequality.

Learning Outcome 3 - Be able to apply AI tools to investigate and solve problems

- Selecting an AI platform (e.g., Google's Teachable Machine, MIT App Inventor AI extension, or an open-source tool).
- Creating a basic AI model using provided data sets (e.g., training an image recogniser)
- Testing and evaluating outputs (precision, recall, false positives).
- Noting issues like bias, overfitting, or performance limits in practice.
- Ethical review of the tool's purpose and application (who benefits, who might be harmed?).
- Writing a short evaluation or presenting findings to peers.

Learning Outcome 4: Understand the ethical, legal and social dimensions of AI

- Exploring complex ethical dilemmas (e.g., self-driving car decisions, deepfakes).
- Legal frameworks: introduction to GDPR, digital rights, and AI governance (e.g., EU AI Act).
- Role of transparency and explainability in trustworthy AI.
- How AI decisions can reinforce discrimination or inequity.
- Public debates around surveillance, autonomy, and human dignity.
- Developing learner-led ethical guidelines or AI use principles.

UNESCO AI Competency Framework for Students

This qualification has been mapped to a number of the UNESCO AI Competency Framework for Students.

Learning Outcome	Mapped UNESCO Competency Areas
1. Understand the fundamentals of artificial intelligence systems	**AI Literacy**: - Understand core AI concepts (e.g., machine learning, data training) - Analyse how data affects AI behaviour - Compare different AI learning methods
2. Understand real-world AI applications and impacts	**AI Ethics**: - Critically examine AI's impact on jobs, equality, and social systems - Explore algorithmic decision-making in real-world sectors - Debate surveillance and digital rights
3. Be able to apply AI tools to investigate and solve problems	**AI Use and Application**: - Use accessible AI tools to complete tasks - Evaluate the tools' effectiveness and fairness - Understand feedback loops and limitations in AI
4. Understand the ethical, legal and social dimensions of AI	**AI Ethics**: - Analyse ethical challenges (e.g., bias, accountability, autonomy) - Identify and interpret relevant legal frameworks (e.g., data protection) - Promote human-centred and inclusive AI design

Version Control

Version Number	Summary of change	Date Changed
V 1	Original	September 19 2025
V 2	Change of name to The AI Board	April 22 2026