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Level 3 Diploma in
AI - Business

Contents Page

About The AI Board	4
Qualifications in this specification	5
Overview	5
The qualification purposes	5
The qualification level	5
Regulation dates	5
AI Board policies	5
Support for this qualification	6
Progression opportunities for learners	6
Teaching and learning resources	6
Modes of delivery	6
Recognition of prior learning	6
Direct claims status	6
Centre requirements	6
Qualification Structure	7
Qualification - total qualification time, guided learning hours and credit	7
Entry requirements	7
Rules of combination	7
Grading Structure	8
Resubmission Policy	8
Guidance on assessment and grading	9
The method(s) of assessment	9
Recording assessment judgements	9
Grading	10
Quality Assurance	10
Malpractice	10
Unit Structure	11
Units	13
Unit 1: Applied AI in Business	13



Unit Content:.....	14
Essential Teaching Content:.....	20
Unit 2: Responsible and Safe AI Practice	22
Unit Content:.....	23
Essential Teaching Content:.....	28
Unit 3: AI for Business Communication and Marketing.....	30
Unit Content:.....	31
Essential Teaching Content.....	37
Unit 4: AI for Operations and Administration	39
Unit Content:.....	40
Essential Teaching Content:.....	45
Unit 5: Using AI to Support Business Decisions.....	47
Unit Content:.....	48
Essential Teaching Content:.....	55
Unit 6: AI for Customer Experience and Service Delivery	58
Unit Content:.....	59
Essential Teaching Content:.....	67
Unit 7: AI and Business Models in Practice.....	69
Unit Content:.....	70
Essential Teaching Content:.....	77
Unit 8: AI, Value Creation and Economic Impact	79
Unit Content:.....	80
Essential Teaching Content:.....	87



Level 3 Diploma in AI – Business

610/7664/8

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 AI Board please refer to our website www.theaiboard.org



Qualifications in this specification

AIB Level 3 Diploma in AI – Business

Overview

The qualification purposes

The Level 3 Diploma in AI - Business is designed to introduce learners to the practical use of artificial intelligence (AI) across core areas of business. It provides foundational knowledge of how AI tools support decision-making, improve efficiency and enable innovation in functions such as marketing, operations, finance and HR.

The qualification is suitable for individuals preparing for higher education in business, data or digital disciplines as well as those already working in a business environment who wish to develop their understanding and use of AI. It supports progression by developing essential skills in data awareness, ethical understanding and responsible use of AI technologies. Learners will gain the confidence to engage with AI-enabled systems and contribute to informed decision-making in modern business environments.

This qualification is part of a suite of qualifications made up of:

- Level 3 Diploma in AI – Business
- Level 4 Diploma in AI – Business
- Level 5 Diploma in AI – Business

The suite is intended for non-technical roles and focuses on the operational, ethical, and strategic implications of AI adoption across functions such as administration, customer service, marketing, and decision support.

The qualification level

RQF level 3

Regulation dates

This qualification is regulated by the following regulatory bodies:

- Ofqual from 22/06/2026 for delivery by centres from 22/06/2026

AI Board policies

AIB has a range of policies with which centres need to familiarise themselves.

These are available on The AI Board website.



Support for this qualification

This qualification was developed with support from AI experts and educational establishments.

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.
- Progress to a higher-level qualification such as the The AI Board Level 4 Diploma in AI - Business

Teaching and learning resources

The AI Board provides a range of resources to support in the delivery of this qualification including:

- Centre Handbook
- Developing Assessment Materials – Guidance for Centres
- Command Verb Requirements
- The AI Board Marking Template
- The AI Board IQA Template

These are available via The AI Board Portal for 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 as part of the Centre approval process.

Recognition of prior learning

The AI Board seeks to enable learners to avoid duplication of learning and assessment and has developed a Recognition of Prior Learner policy in order to support that aim. This can be found on The AI Board website.

Direct claims status

The AI Board does not offer direct claims status.

Centre requirements

Centres must ensure that:



- They have sufficient and suitably qualified / experienced staff to deliver and assess the qualification, including teaching, assessing and quality assuring.
- All staff involved in assessing and quality assuring have relevant training and maintain appropriate ongoing CPD.
- Staff assessing or quality assuring this qualification have relevant experience and / or qualifications at the same or higher level as the units being assessed.

Further details on Centre requirements can be found in the Centre Handbook.

Learners must have access to suitable AI tools. Learners do not need to be in relevant employment but may draw on work experience where this is the case.

Qualification Structure

Qualification - total qualification time, guided learning hours and credit

Total Qualification Time: 1,200 hours

Guided Learning Hours: 340 hours

Credits: 120 credits

Entry requirements

- No formal entry qualifications are required, but it is recommended that learners have basic digital literacy and maths and English skills equivalent to Level 2.
- The qualification is aimed at learners aged 16 and above.

Rules of combination

This qualification is made up of 8 mandatory units, each worth 15 credits. Learners must complete all units to complete the qualification.

Unit Title	Unit Code	Level	GLH	Credit
Unit 1 – Applied AI in Business	H/652/2294	3	40	15
Unit 2 – Responsible and Safe AI Practice	J/652/2295	3	40	15



Unit 3 – AI for Business Communication and Marketing	K/652/2296	3	40	15
Unit 4 – AI for Operations and Administration	L/652/2297	3	60	15
Unit 5 – Using AI to Support Business Decisions	M/652/2298	3	40	15
Unit 6 – AI for Customer Experience and Service Delivery	R/652/2299	3	40	15
Unit 7 - AI and Business Models in Practice	F/652/2300	3	40	15
Unit 8: AI, Value Creation and Economic Impact	H/652/2301	3	40	15

Note that Unit 2 – Responsible and Safe AI Practice is also used in other Level 3 AI Board qualifications. It is expected that all learners on this qualification understand and can comply with localised ethical and governance requirements in relation to AI in order to progress to a bachelor's degree.

Grading Structure

Fail / Pass / Merit / Distinction

Resubmission Policy

This is available via The AI Board portal.



Guidance on assessment and grading

The assessment of this qualification is completed through the submission of internally assessed learner work. To achieve a specified grade for a unit, a learner must have successfully achieved all the assessment criteria (ACs) at that grade for all Learning Outcomes (LOs).

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. Alongside the ACs a sufficiency descriptor is provided for each LO which details what is required to meet the required standard.

The method(s) of assessment

Centres will need to devise assessments that provide learners with the opportunity to evidence all ACs at all available grades. These can be developed to cover a single LO, multiple LOs or a full unit. The AI Board strongly advises the use of integrated tasks where possible as these better reflect realistic workplace contexts, enable holistic and synoptic assessment of learning outcomes, and support more valid judgements about a learner's ability to apply knowledge, skills and behaviours in combination.

These Centre devised assessments are required to be submitted to The AI Board for review and approval prior to issuing to learners.

Example assessments are provided as part of the unit content. These are indicative only and Centres are encouraged to develop assessments that reflect their learners' contexts.

Guidance on writing assessments and The AI Board approval process can be found in the Developing Assessment Tasks – Guidance for Centres.

This qualification must be assessed in English.

Recording assessment judgements

The assessor must record their judgements on a suitable template, stating whether the learner has achieved each AC and providing evidence for the judgements. The internal quality assurer must also use a suitable template and the feedback to the assessor must show whether the assessor has made valid judgements for all the learner work. The AI board provides a grading template and an IQA for Centres to use. Alternatively Centres may design their own templates which must be signed off by their EQA before use.

More guidance on the assessment process 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.



Centres must ensure that all assessment judgements are clearly marked and assessed and retained in a secure place at the centre, for future external quality assurance.

Grading

Unit grading:

- To pass a unit all pass level ACs must be met
- To achieve a merit for a unit all pass and all merit level ACs must be met
- To achieve a distinction for a unit all pass, all merit and all distinction level ACs must be met

Qualification grading:

- To achieve a pass overall, all units must be graded pass or above
- To achieve a merit overall, all units must be graded merit or above
- To achieve a distinction overall, all units must be graded distinction

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 set out in the CASS. 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:

- A robust Centre approval for those Centres which are not already recognised to deliver The AI Board qualifications
- New qualification approval processes for centers already recognised to deliver The AI Board qualification who want to expand their provision
- 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 with The AI Board.

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

Malpractice

The AI Board Policy on Malpractice and Maladministration is available on 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 fail / pass or fail / pass / merit / distinction.

Assessment Guidance

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

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.

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.



Sufficiency Descriptors

Provide detail on what is required to meet the assessment criteria

Essential Content

Essential content are the topics that should be taught in order to build learner's pass level knowledge, skills and understanding for the unit.



Units

Unit 1: Applied AI in Business	
Unit aims	This unit provides learners with a practical introduction on how Artificial Intelligence (AI) is used in real business contexts. It develops factual and procedural knowledge of common AI applications across core business functions and supports learners to recognise how AI contributes to routine tasks, customer interactions, decision-making and the potential impact on workforce roles. Learners will explore how AI is used across business contexts to drive efficiency, reduce cost and improve decision-making whilst investigating the wider socioeconomic and environmental considerations associated with AI use in organisations. Overall, the unit prepares learners to identify appropriate AI use cases, interpret AI outputs responsibly, and understand how AI influences both business performance and people.
Unit level	3
Unit code	H/652/2294
GLH	40
TQT	150
Credit value	15
Unit grading structure	Fail / Pass / Merit / Distinction
Assessment guidance	Assessment for this unit should emphasise applied understanding and clear communication of how AI is used across business functions and the impacts of its adoption. Centres may use a variety of applied assessment methods as set out in the Developing Assessment Tasks – Guidance for Centres document. Learners may base their evidence on a real or fictional organisation, provided the context is realistic and familiar. Assessment activities should allow learners



	to demonstrate how common AI applications support tasks within business functions, how AI adoption affects performance and decision-making, and how automation benefits and workforce impacts can be understood in operational business contexts. Learners are not expected to undertake strategic planning, optimisation or advanced evaluation. All assessments must be submitted to AIB for approval prior to use.
Example Assessment Methods	L01: Report based on a provided case study of a business adopting AI, for example a retail chain using AI for inventory management. L02: Create a briefing report for a management team considering AI adoption. L03: Professional discussion or presentation

Unit Content:

Learning Outcome 1: Understand common AI use cases across business functions			
AC	Pass	Merit	Distinction
1.1	<u>Explain</u> how common AI applications are used to support tasks within at least three business functions.	<u>Clearly and comprehensively</u> explain how common AI applications are used to support a <u>range of</u> tasks within at least three business functions.	<u>Clearly and comprehensively</u> explain how common AI applications are used <u>across a range of tasks and</u> business functions.
1.2	<u>Evaluate</u> the impact on the tasks of using these AI applications.	<u>Evaluate</u> the impact on tasks, <u>business processes and performance</u> of using these AI applications.	<u>Evaluate</u> the impact on tasks, business processes, performance and <u>decision-making</u> , of using these AI applications.
Sufficiency Descriptor	Learners demonstrate a secure understanding of how common AI	Learners demonstrate a developed understanding of how common AI	Learners demonstrate a clear and comprehensive understanding of how



	applications are used to support tasks across different business functions. Evidence shows accurate coverage of AI use in at least three business functions, with clear reference to what tasks AI supports and how those tasks are carried out when AI is used. Evaluation focuses on task-level impact, considering strengths and limitations of AI use for individual tasks, such as efficiency, accuracy, speed or consistency. Learners draw an appropriate conclusion on whether AI use has a positive, neutral or limited impact on the completion of those tasks.	applications are used to support a broader range of tasks across different business functions. Evidence shows coverage of multiple tasks within each function, with clear links between AI use at task level and how this affects related business processes or performance. Evaluation considers the impact of AI on both tasks and business processes and performance, such as workflow efficiency, service quality or output consistency. Learners consider strengths and limitations and draw a reasoned conclusion about the overall impact of AI use on tasks and business processes within the functions considered.	common AI applications are used across tasks and business functions. Evidence shows well-developed coverage of AI use across multiple tasks within different functions, addressing impacts on tasks, business processes, performance and routine operational decision-making. Evaluation considers the impact of AI use on tasks, business processes, performance and routine operational decision-making, taking account of both benefits and limitations. Learners draw a considered and balanced conclusion about the overall impact of using AI applications within the business functions considered.
Learning Outcome 2: Understand potential socioeconomic and environmental impacts of adopting AI in organisations			
AC	Pass	Merit	Distinction
2.1	<u>Describe</u> the socioeconomic impacts of adopting AI.	<u>Explain</u> the socioeconomic impacts of adopting AI, <u>considering how</u> these impacts influence workforce dynamics, opportunities, or challenges	<u>Clearly and comprehensively</u> explain interconnected socioeconomic impacts and <u>show clear insight into how</u> they influence



			workforce dynamics, opportunities, or challenges.
2.2	<u>Describe</u> the potential environmental impacts of AI use	<u>Explain</u> the potential environmental impacts of AI use, showing developing insight into how these <u>impacts extend beyond</u> immediate resource use.	<u>Clearly and comprehensively</u> explain <u>interconnected</u> environmental impacts of AI use, showing structured insight into how multiple factors combine to affect sustainability.
2.3	<u>Describe</u> responsible or sustainable approaches an organisation could take when adopting the use of AI.	<u>Explain</u> responsible or sustainable approaches, <u>showing understanding of</u> how they support ethical, social, or environmental goals.	<u>Clearly and comprehensively</u> explain <u>interconnected</u> responsible or sustainable approaches an organisation could take, <u>showing structured insight</u> into how they <u>collectively</u> support ethical, social, and environmental goals.
Sufficiency Descriptor	Learners demonstrate a secure understanding of the potential socioeconomic and environmental impacts of adopting AI in organisations. Evidence shows accurate coverage of common socioeconomic impacts, such as changes to job roles, task allocation, skill requirements, or access to	Learners demonstrate a developed understanding of the potential socioeconomic and environmental impacts of adopting AI. Evidence shows understanding of how and why AI adoption influences workforce dynamics, opportunities, or challenges, and explanation of how environmental impacts	Learners demonstrate a clear and comprehensive understanding of the interconnected socioeconomic and environmental impacts of adopting AI. Evidence shows structured explanation of how multiple



	opportunities, alongside basic environmental impacts such as energy consumption, digital resource use, or hardware waste. Responses also show awareness of responsible or sustainable approaches organisations may take when adopting AI, such as basic ethical use of data, consideration of accessibility, or steps to reduce environmental impact. Impacts and approaches are described clearly and accurately, though they are considered mainly as separate factors.	extend beyond immediate resource use to wider sustainability considerations. Responses explain how responsible or sustainable approaches help address identified impacts, making clear links between actions taken and their ethical, social, or environmental purpose. Impacts and approaches are clearly related to one another, showing applied understanding	socioeconomic impacts influence workforce dynamics, opportunities or challenges, and how multiple environmental impacts combine to affect sustainability. Responses also show well-developed understanding of responsible or sustainable approaches an organisation could take, explaining how these approaches are considered together to support ethical, social and environmental goals.
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Learning Outcome 3: Understand the trade-offs between AI automation benefits and their impact on workforce roles, skills and reskilling needs

AC	Pass	Merit	Distinction
3.1	<u>Describe the operational</u> benefits of AI automation for organisational efficiency and performance.	<u>Describe the operational and strategic</u> benefits of AI automation for organisational efficiency and performance.	N/A
3.2	<u>Describe</u> how AI automation may affect workforce roles and skills.	Explain workforce impacts of AI automation, with clear connections to how automation changes tasks, responsibilities, or skill expectations.	<u>Clearly and comprehensively</u> explain impacts of AI automation on workforce roles and skills, <u>considering</u>



			both immediate and longer-term perspectives.
3.3	<u>Describe</u> realistic reskilling or support strategies.	<u>Explain</u> realistic reskilling and support strategies, <u>showing reasoning</u> about how they help employees adapt to automation.	<u>Clearly and comprehensively</u> explain realistic reskilling or support strategies, <u>showing clear insight</u> into how they <u>collectively</u> support workforce adaptability, employability, and long-term organisational sustainability.
3.4	<u>Describe straightforward</u> trade-offs between AI automation gains and workforce impacts.	<u>Explain</u> trade-offs between AI automation gains and workforce impacts, <u>considering how</u> organisational benefits can create workforce challenges or adjustments	<u>Clearly and comprehensively</u> explain trade-offs between AI automation gains and workforce impacts, <u>showing structured insight</u> into how organisations balance efficiency, performance, and organisational effectiveness with workforce sustainability.
Sufficiency Descriptor	Learners demonstrate a secure understanding of the operational benefits of AI automation for organisational efficiency and performance.	Learners demonstrate a developed understanding of the operational and strategic benefits of AI automation for organisational efficiency and performance.	Learners demonstrate a clear and comprehensive understanding of the impacts of AI automation on



	Evidence shows clear coverage of benefits such as improved speed, consistency, accuracy or reduced manual effort in routine activities. Evidence also shows recognition of how AI automation may affect workforce roles and skills, for example through changes to tasks performed or skills required. Realistic reskilling or support strategies are identified, such as basic digital skills training, mentoring or structured onboarding for new tools. Straightforward trade-offs between automation gains and workforce impacts are described, showing awareness that efficiency improvements may require workforce adjustment.	Evidence shows explanation of how these benefits are realised through changes to processes, tasks or ways of working. Workforce impacts are addressed with clear links to how automation changes responsibilities, task distribution or skill expectations. Reskilling and support strategies are explained in terms of how they help employees adapt to automation and continue to work effectively. Trade-offs between automation gains and workforce impacts are explained, showing how organisational benefits can create workforce challenges or require adjustments. Coverage shows applied understanding through clear links between automation benefits, workforce change and support needs.	workforce roles and skills. Evidence shows consideration of both immediate and longer-term effects on tasks, skill requirements and workforce structure. Reskilling and support strategies are addressed in a comprehensive way, showing how different approaches are considered together to support workforce adaptability and employability over time. Trade-offs between automation gains and workforce impacts are addressed by considering efficiency, performance and organisational effectiveness alongside workforce sustainability. Evidence shows how these factors are examined together to explain how organisations manage the impacts of AI automation on both operational performance and the workforce.
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Essential Teaching Content:

Learning Outcome 1: Understand common AI use cases across business functions

- Typical AI technologies: machine learning, Natural Language Processing (NLP), computer vision, predictive analytics.
- Tasks supported by AI in common business functions:
 - Marketing: customer segmentation, automated content, recommendation engines.
 - Sales: lead scoring, CRM suggestions, pricing optimisation. Customer service: chatbots, automated triage, virtual assistants.
 - HR: CV screening, interview scheduling, onboarding assistants.
 - Finance: fraud detection, invoice automation, expense processing.
 - Operations and supply chain: demand forecasting, route optimisation, quality inspection.
- Practical examples and case studies:
 - Retail: AI forecasting to reduce stock waste.
 - Hospitality: chatbots answering FAQs and booking queries
 - Logistics: predictive routing and real-time tracking.
- Benefits of AI for business tasks
- Limitations and risks - Data quality issues, bias, limited context understanding, system errors, lack of emotional intelligence.
- Importance of human oversight and testing.

Learning Outcome 2: Understand potential socioeconomic and environmental impacts of adopting AI in organisations

- Effects on job roles: task automation, role redesign, shift toward digital skills.
- New opportunities: roles in data quality, AI supervision, digital operations.
- Impact on workplace experience: removing repetitive tasks, confidence gaps, training needs.
- Broader societal impacts: accessibility considerations, personalisation vs. exclusion risks.
- Energy consumption in data centres; training vs. running (inference) demands.
- Carbon footprint of large-scale AI systems.
- Hardware lifecycle and e-waste concerns.
- Transparency and ethical use of data.
- Bias monitoring and accessible decision pathways.
- Green computing practices: efficient models, renewable-powered cloud services.
- Human-in-the-loop (HITL) approaches for critical decisions.

Learning Outcome 3: Understand the trade-offs between automation benefits and their impact on workforce roles, skills and reskilling needs

- Benefits of automation for organisations:
 - Efficiency gains: faster processing, reduced errors, improved accuracy.
 - Operational improvements: cost savings, increased output, improved consistency.
- Impact on workforce roles and skills: Changing nature of tasks: from manual processing → oversight, exception-handling, decision support.
- Increased need for digital literacy, problem-solving and adaptability.



- Emotional factors: uncertainty, confidence dips, resistance to change.
- Reskilling and support strategies.
- Digital skills training, mentoring, structured onboarding for new tools.
- Step-by-step rollout of automation.
- Linking training to emerging roles (AI supervisors, digital coordinators).
- Efficiency vs. job redesign.
- Accuracy vs. transparency.
- Cost savings vs. investment in reskilling.
- Real-world examples:
 - self-service checkouts
 - automated customer queries
 - RPA in admin roles



Unit 2: Responsible and Safe AI Practice

Unit aims	This unit introduces learners to the core principles of responsible and safe Artificial Intelligence (AI) practice within an organisation. Organisations using AI must follow recognised ethical principles and may also need to meet legal, regulatory, industry or organisational requirements depending on their location and sector. Centres are expected to link teaching and learning to their local laws and ethics. Learners will explore recognised principles, standards, guidance and rules that shape responsible AI using localisation from their region or organisational context. They will examine common risks such as bias, inaccuracy, misuse, and data vulnerabilities, and apply structured methods to identify, assess, and mitigate these risks. By the end of the unit, learners will be able to explain and apply principles of ethical, transparent and compliant AI use in the workplace, recognising appropriate controls and actions to support responsible practice
Unit level	3
Unit code	J/652/2295
GLH	40
TQT	150
Credit value	15
Unit grading structure	Fail / Pass / Merit / Distinction
Assessment guidance	Assessment for this unit should emphasise practical understanding and clear communication of responsible and safe AI use within a business context. Centres may use a variety of applied assessment methods as set out in the Developing Assessment Tasks – Guidance for Centres document. Learners may base their evidence on a real or fictional organisation, provided the context is realistic and familiar. Assessment activities should allow learners to demonstrate how recognised responsible AI principles and regulatory requirements apply in practice, how bias, risk and misuse can arise in AI



	systems, and how transparency, redress and escalation processes support ethical and accountable AI use. Learners are not expected to design policies, interpret legislation in depth or conduct technical analysis. All assessments must be submitted to AIB for approval prior to use.
Example Assessment Methods	LO1: Create a short, recorded management briefing (e.g. video, audio or narrated slides) explaining how responsible AI principles and EU AI Act requirements apply to a business using AI. LO2: Case study activity where learners review a simple AI example or dataset, identify potential bias, misuse and risks, and explain why reducing these issues is important. LO3: Produce a simple guide (written or audio) for hypothetical staff inside an organisation on how to use AI tools.

Unit Content:

Learning Outcome 1: Understand core responsible AI principles from UNESCO, OECD and the EU AI Act relevant to business use.			
ACs	Pass	Merit	Distinction
1.1	<u>Describe</u> responsible AI principles from recognised frameworks (e.g., UNESCO and OECD) and the main requirements of the EU AI Act relevant to business use.	<u>Explain</u> how responsible AI principles from recognised frameworks and the main requirements of the EU AI Act apply within realistic business contexts	<u>Clearly and comprehensively explain</u> how responsible AI principles from recognised frameworks and the main requirements of the EU AI Act <u>work together to</u> influence organisational behaviours or decision-making.
1.2	<u>Describe</u> how the principles and	<u>Explain</u> how these principles and	<u>Evaluate</u> how these principles and



	requirements identified in 1.1 support ethical and compliant AI practice within an organisation.	requirements support ethical and compliant AI practice within an organisation, with clear links to practical organisational expectations.	requirements support ethical and compliant AI practice within an organisation, <u>and the potential</u> organisational implications if they are not followed.
Sufficiency Descriptors	Learners demonstrate a secure understanding of key responsible AI principles from recognised frameworks and the main requirements of the EU AI Act relevant to business use. Evidence demonstrates accurate identification and factual coverage of principles such as fairness, transparency, accountability, safety and human oversight, alongside recognition of the EU AI Act's risk-based approach and basic business obligations. Evidence also demonstrates recognition of how these principles and requirements support ethical and compliant AI practice within an organisation, for example by setting expectations for acceptable use, accountability or harm reduction. Coverage remains descriptive and focused on <i>what the principles and requirements are and</i>	Learners demonstrate a developed understanding of how responsible AI principles and EU AI Act requirements apply within realistic organisational contexts. Evidence demonstrates clear links between ethical frameworks, regulatory requirements and how AI is used in practice within an organisation, showing how these expectations influence behaviour, controls or oversight when AI systems are introduced or used. Links between principles, legal requirements and day-to-day organisational practice are clear, showing how and why responsible AI expectations support ethical and compliant AI use rather than simply identifying that they exist.	Learners demonstrate a clear and comprehensive understanding of how responsible AI principles from recognised frameworks and the main requirements of the EU AI Act relate to business use. Evidence demonstrates consideration of relevant principles and requirements together, showing how ethical and legal expectations inform acceptable AI use within an organisation. Relevant factors such as transparency, fairness, human oversight and regulatory obligations are considered in combination. A reasoned conclusion is drawn about how these principles and requirements support ethical and compliant AI practice within a business context.



	what they relate to, without explaining how they shape organisational practice in detail.		
Learning Outcome 2: Understand the common sources of bias, risk and misuse in datasets and AI processes.			
AC	Pass	Merit	Distinction
2.1	<u>Describe</u> common sources of bias within datasets and AI processes, and straightforward examples of how AI systems may be misused by organisations.	<u>Explain</u> how different <u>sources</u> of bias and misuse can affect AI processes and outputs, <u>including</u> implications for fairness or accuracy.	<u>Clearly and comprehensively explain</u> how sources of bias and misuse <u>interrelate within</u> AI processes, and how they can <u>collectively</u> affect organisational outcomes.
2.2	<u>Describe</u> typical risks associated with AI model development, deployment or user interaction.	<u>Explain</u> typical risks associated with AI model development, deployment or user interaction, <u>including examples</u> of how these risks may affect an organisation or its users.	<u>Clearly and comprehensively explain</u> risks across the AI lifecycle, and the <u>potential implications</u> for organisational reliability, fairness and decision-making.
2.3	<u>Explain</u> why recognising and reducing bias and misuse is important for responsible AI practice.	<u>Clearly and comprehensively explain</u> why recognising and reducing bias and misuse is important for <u>maintaining fairness, trust and compliance</u> in AI practice.	<u>Evaluate</u> the importance of recognising and reducing bias and misuse, <u>considering</u> ethics, compliance, and operational impact.



Sufficiency Descriptors	Learners demonstrate a secure understanding of common sources of bias, risk and misuse associated with datasets and AI processes. Evidence demonstrates awareness of typical ways bias can arise within data or systems, alongside realistic examples of AI misuse within organisational contexts. Evidence also demonstrates awareness of risks associated with AI development, deployment and use, such as inaccurate outputs, inappropriate system behaviour, or user-driven misuse. The importance of recognising and reducing bias and misuse is evidenced through clear reference to fairness, accuracy and avoidance of harm.	Learners demonstrate a developed understanding of how bias, misuse and risk influence AI outputs and organisational practice. Evidence demonstrates how different sources of bias or misuse affect fairness, accuracy or reliability, and how risks arising at different stages of the AI lifecycle impact organisations or users. Connections between technical issues and their organisational or user consequences are clear, showing how unmanaged bias or misuse can undermine trust, fairness or compliance. Coverage shows applied understanding through linkage and cause-and-effect reasoning.	Learners demonstrate a clear and comprehensive understanding of how sources of bias, risk and misuse arise and interact within datasets, AI systems and user interaction. Evidence demonstrates consideration of multiple contributing factors and how these can combine to influence AI outputs and organisational outcomes. Connections are made between these factors and their implications for fairness, accuracy and trust. A reasoned conclusion is drawn about why recognising and reducing bias, risk and misuse is important for responsible AI practice.
Learning Outcome 3: Understand user rights, redress options and basic escalation routes for AI-related incidents.			
ACs	Pass	Merit	Distinction
3.1	<u>Describe</u> key user rights relating to transparency, explanation and	<u>Explain</u> key user rights and <u>how they may be applied</u> in realistic	<u>Clearly and comprehensively explain</u> key user rights and <u>how they influence</u> organisational decision-



	contestability in AI decisions.	contexts involving AI-supported decisions.	making, accountability and user experience.
3.2	<u>Describe straightforward</u> redress options available when AI systems cause harm, error or disadvantage.	<u>Explain appropriate</u> redress options <u>and their purpose</u> , including how they support fairness, accountability and ethical AI use.	<u>Evaluate appropriate</u> redress options <u>considering</u> their purpose and effectiveness in supporting fairness, accountability and ethical AI use.
3.3	<u>Explain basic</u> internal and external escalation routes for reporting AI-related issues or incidents, and <u>their importance</u> for maintaining trust, transparency and organisational integrity.	<u>Clearly and comprehensively explain</u> internal and external escalation routes <u>and the importance of their accessibility</u> for maintaining trust, transparency and organisational integrity.	<u>Evaluate</u> the importance of accessible reporting and effective escalation routes, <u>considering</u> potential consequences if these processes are ineffective or absent.
Sufficiency Descriptors	Learners demonstrate a secure understanding of key user rights relating to transparency, explanation and contestability in AI-supported decisions. Evidence demonstrates awareness of available redress options where AI causes harm, error or disadvantage, alongside basic internal and external escalation routes. Evidence also demonstrates how accessible reporting and escalation processes support trust, transparency and organisational	Learners demonstrate a developed understanding of how user rights, redress mechanisms and escalation routes operate within organisational contexts. Evidence demonstrates how these elements function together to support fairness, accountability and ethical AI use in realistic workplace scenarios. The importance of accessibility and clarity in reporting processes is evident, with links made between organisational	Learners demonstrate a clear and comprehensive understanding of how user rights, redress options and escalation routes relate to one another in the context of AI-related incidents. Evidence demonstrates consideration of relevant factors such as transparency, availability of redress, and access to reporting routes. These factors are brought together to show how they support trust, accountability and responsible AI use. A reasoned conclusion is drawn about the



	accountability and why this is important.	processes and user trust.	importance of having appropriate redress and escalation routes when AI-related issues occur.
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Essential Teaching Content:

Learning Outcome 1: Understand core responsible AI principles from UNESCO, OECD and the EU AI Act relevant to business use

- Overview of recognised global frameworks for ethical AI (UNESCO Recommendation on AI Ethics, OECD Principles on AI).
- Core principles commonly shared across frameworks.
- How these principles apply in business contexts.
- Introduction to the EU AI Act as a risk-based regulatory framework.
- Different AI risk categories: prohibited, high-risk, limited-risk, minimal-risk.
- Requirements for businesses using *high-risk* systems (e.g., documentation, risk assessment, human oversight, transparency obligations).
- Key duties for businesses using *limited-risk* AI.
- General compliance themes: accuracy, robustness, cybersecurity, and post-deployment monitoring.
- How ethical frameworks help shape organisational policy and governance.
- Importance of aligning day-to-day AI use with responsible principles (e.g., fairness checks before deployment).
- How legal requirements support accountability, reduce harm, and maintain user trust.
- Simple case examples (e.g., transparent chatbot messaging, explainable customer scoring systems).

Learning Outcome 2: Understand the common sources of bias, risk and misuse in datasets and AI processes

- Data imbalance or under-representation (e.g., sampling bias).
- Historical bias built into past decisions or behaviours.
- Labelling or annotation bias introduced by human assumptions.
- Measurement bias (inaccurate or inconsistent collection methods).
- How biased inputs lead to biased predictions or unfair outcomes.
- Risks across the AI lifecycle.
- Examples of AI misuse in organisational contexts.
- Importance of reducing bias and misuse.
- Impact on fairness, trust, customer outcomes and organisational reputation.
- Legal and compliance implications (GDPR, AI Act obligations).
- Relationship to responsible AI principles: accountability, non-discrimination, transparency.
- Practical approaches: auditing datasets, workforce training, bias detection tools, impact assessments.



Learning Outcome 3: Understand use right, redress options and basic escalation routes for AI-related incidents.

- User rights related to transparency, explanation and contestability.
- Redress options when AI causes harm, error or disadvantage.
- Internal and external escalation routes.
- Importance of accessible reporting processes.
- Ensuring staff and users know where to report concerns and how reports will be handled.
- How reporting contributes to ongoing monitoring, improvement and prevention of harm.



Unit 3: AI for Business Communication and Marketing

Unit aims	This unit introduces learners to the practical use of Artificial Intelligence (AI) tools in business communication and marketing. Learners will explore how AI can support the creation of professional, consistent, and engaging content, while maintaining brand identity, compliance, and organisational standards. The unit develops learners' ability to select appropriate AI tools for different communication channels, evaluate the quality and relevance of AI-generated content, and apply best practices to enhance efficiency and accuracy in marketing and business communications. By the end of the unit, learners will be able to produce business-ready content that meets organisational objectives and demonstrates responsible, effective, and compliant use of AI technology.
Unit level	3
Unit code	K/652/2296
GLH	40
TQT	150
Credit value	15
Unit grading structure	Fail / Pass / Merit / Distinction
Assessment guidance	Assessment for this unit should emphasise practical understanding and clear communication of responsible and safe AI use within a business context. Centres may use a variety of applied assessment methods as set out in the Developing Assessment Tasks – Guidance for Centres document. Learners may base their evidence on a real or fictional organisation, provided the context is realistic and familiar. Assessment activities should allow learners to work with AI-generated communication or marketing content, review it against organisational brand, tone, quality and compliance requirements, and apply appropriate edits. Activities should also allow learners to produce clear user-facing statements or disclaimers that indicate when content is AI-generated and to adapt these for different audiences.



	Assessment tasks should not require learners to design organisational approaches or make evaluative or strategic judgements beyond applying given requirements and explaining their actions. All assessments must be submitted to The AIB for approval prior to use.
Example Assessment Methods	L01: Short written report based on a provided business scenario e.g. a small company planning a marketing campaign L02: Produce a short recorded content review e.g. podcast-style explanation or annotated screen capture L03: Practical editing task using AI-generated communication or marketing content L04: Create clear user-facing disclaimers for two different audiences

Unit Content:

Learning Outcome 1: Understand how AI tools can be used to produce business communications and marketing content			
ACs	Pass	Merit	Distinction
1.1	<u>Explain</u> how AI tools can be used to produce business communications and marketing content.	<u>Explain</u> how AI tools can be used to support a <u>wider range</u> of communication and marketing tasks, <u>including</u> tasks that require combining information, adapting tone, or structuring content for different purposes.	<u>Clearly and comprehensively explain</u> how AI tools can be used to support <u>multi-step or varied</u> communication and marketing activities, <u>integrating</u> features such as tone adjustment, multi-step content production or adapting outputs for different audiences or channels.
1.2	<u>Discuss</u> the suitability of different AI tools for specific business	<u>Critically discuss</u> the suitability of different AI tools for specific communication or	<u>Evaluate</u> the use of selected AI tools for specific communication or marketing tasks,



	communication or marketing tasks.	marketing tasks, <u>considering</u> strengths, limitations and task requirements.	<u>considering</u> factors such as purpose, audience, tone, compliance requirements or workflow efficiency
1.3	<u>Explain straightforward</u> advantages and limitations of using AI for business communications and marketing.	<u>Clearly and comprehensively explain a range of</u> advantages and limitations of using AI for business communications and marketing.	<u>Evaluate</u> the advantages and limitations of using AI in business communications and marketing
Sufficiency Descriptors	Learners demonstrate a secure understanding of how AI tools are used to produce business communication and marketing content for straightforward purposes. Evidence shows how AI tools are used for simple communication and marketing tasks, with appropriate examples such as drafting messages, summarising information, or generating basic promotional content. The work makes clear how these outputs would be used in a business context. Evidence also shows a sensible match between tool and task, with simple, relevant reasons for suitability.	Learners demonstrate a developed understanding of how AI tools support a wider range of business communication and marketing activities. Evidence shows how AI tools are used for tasks that involve combining information, adapting tone, or structuring content for different purposes or channels. Examples are realistic and show how outputs support communication or marketing needs beyond basic drafting. Evidence includes clear discussion of tool suitability, linking strengths and limitations to task requirements.	Learners demonstrate a clear and comprehensive understanding of how AI tools are used to support varied and multi-step communication and marketing activities. Evidence shows how AI tools are applied across different audiences or channels, with outputs adapted and refined to suit purpose, tone, and context. Evidence considers the suitability of selected tools for specific tasks, taking account of purpose, audience, tone, compliance requirements, or workflow efficiency, and draws a well-reasoned conclusion. Advantages and limitations are evaluated in a structured way, leading to a clear and well-reasoned conclusion on the overall value and constraints of



	Straightforward advantages and limitations are covered in practical terms.	Advantages and limitations are explained in more depth and range than at Pass.	using AI for business communications and marketing.
Learning Outcome 2: Understand content-related risks and implications for AI-generated outputs			
ACs	Pass	Merit	Distinction
2.1	<u>Describe common</u> content-related risks in AI-generated outputs, <u>including</u> misinformation, inappropriate or biased wording, intellectual property (IP) concerns and privacy issues.	<u>Explain how</u> misinformation, inappropriate or biased phrasing, IP issues and privacy concerns may arise in AI-generated communication or marketing outputs.	<u>Clearly and comprehensively explain</u> how different content-related risks may <u>interact or compound</u> one another in AI-generated communication or marketing outputs.
2.2	<u>Explain straightforward</u> implications these risks may have for business communication or marketing.	<u>Clearly and comprehensively explain</u> how these risks can affect communication quality, audience trust, brand perception or regulatory compliance.	<u>Evaluate the implications of</u> misinformation, biased phrasing, IP issues and privacy concerns for communication quality, brand integrity, audience trust and wider organisational reputation.
2.3	<u>Explain practical</u> steps that can be taken to reduce or manage content-related risks.	<u>Explain how</u> practical risk-management steps support communication quality, brand protection or compliance, <u>showing clear links</u> between identified risks and mitigation actions.	<u>Evaluate</u> the effectiveness of different practical approaches to managing content-related risks, <u>considering</u> how well they support accuracy, brand integrity, audience trust and compliance.



Sufficiency Descriptors	Learners demonstrate a secure understanding of common content-related risks associated with AI-generated communication and marketing outputs. Evidence demonstrates awareness of risks such as misinformation, inappropriate or biased language, intellectual property concerns or privacy issues. Evidence also demonstrates understanding of the how and why these risks may impact business communication or marketing, such as audience misunderstanding, reputational damage or compliance concerns. Practical actions to reduce or manage content-related risks are identified, with evidence explaining how each action reduces or manages the risk in practice	Learners demonstrate a developed understanding of content-related risks in AI-generated communication and marketing outputs. Evidence shows how misinformation, inappropriate or biased phrasing, intellectual property issues, and privacy concerns arise in AI-generated communication or marketing outputs within realistic contexts. The work makes clear the sources or situations in which these risks emerge, such as reliance on generated content, limited checking, or inappropriate input use. Evidence also shows how these risks affect communication quality, audience trust, brand perception, or regulatory compliance, with clear links between the nature of each risk and its potential impact. Practical risk-management steps are set out in a way that shows how they support communication quality, brand protection, or compliance, with clear connections made between identified risks and the actions used to reduce or manage them.	Learners demonstrate a clear and comprehensive understanding of content-related risks in AI-generated communication and marketing outputs. Evidence shows how different risks interact or compound one another, for example where misinformation, biased phrasing, intellectual property issues, or privacy concerns combine to increase overall impact on outputs. The work makes clear how the presence of one risk can intensify or trigger others within realistic communication or marketing contexts. Evidence includes a consideration of and reasoned conclusion on the implications of these risks for communication quality, brand integrity, audience trust, and wider organisational reputation, considering both immediate and broader consequences. Practical approaches to managing content-related risks are examined in a structured way, with evidence showing how effectively different actions support accuracy, brand integrity, audience trust, and compliance, leading to a clear and well-reasoned
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			overall conclusion on their relative effectiveness.
Learning Outcome 3: Be able to apply brand, tone and compliance checks to AI-generated communications before publication			
ACs	Pass	Merit	Distinction
3.1	<u>Apply</u> brand and tone checks to AI-generated communication or marketing content in line with organisational requirements.	N/A	N/A
3.2	<u>Apply</u> compliance and quality checks to AI-generated content, ensuring accuracy, appropriateness and alignment with organisational guidelines.	N/A	N/A
3.3	<u>Explain</u> the edits made during the review process, giving straightforward reasons linked to accuracy, clarity, audience suitability, brand alignment or compliance.	N/A	N/A
Sufficiency Descriptors	Learners demonstrate a secure ability to review AI-generated communication or marketing content against organisational brand, tone and compliance requirements. Evidence demonstrates identification and correction of	N/A	N/A



	straightforward issues related to accuracy, clarity, audience suitability or brand alignment. Edits made during the review process are supported by clear, appropriate reasons linked to quality, tone or compliance. Final outputs are suitable for purpose.		
Learning Outcome 4: Be able to create clear user-facing statements or disclaimers for AI-produced marketing content			
ACs	Pass	Merit	Distinction
4.1	<u>Produce</u> clear and accurate user-facing statements or disclaimers for two different audiences that communicate when content is AI-generated.	N/A	N/A
4.2	<u>Explain</u> how the user-facing statement or disclaimer was adapted to meet the needs of the 2 different audiences	N/A	N/A
Sufficiency Descriptors	Learners demonstrate a secure ability to produce clear and accurate user-facing statements or disclaimers for two different audiences. Evidence demonstrates appropriate communication	N/A	N/A



	of AI involvement in content creation, using language and tone suited to each audience. Explanation of the adaptations made for different audiences shows awareness of expectations such as clarity, tone and accessibility.		
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Essential Teaching Content:

Learning Outcome 1: Understand how AI tools can be used to produce business communications and marketing content

- Generative AI for drafting emails, reports, articles, social posts, marketing copy.
- Summarisation tools for condensing long texts into key points or short updates.
- Tone-adjustment and rewriting tools to refine clarity, professionalism, or brand voice.
- AI tools for producing simple marketing assets (e.g., images, slogans, layouts).
- How AI supports communication and marketing tasks.
- Producing first drafts to speed up workflow and reduce manual effort.
- Converting content for different channels (e.g., long article → email summary → social media post).
- Helping maintain consistent formatting, structure and tone.
- Supporting multilingual or accessibility-friendly content.
- Selecting suitable tools.
- Considering purpose, audience, accuracy needs, brand tone and platform.
- Matching tool strengths to communication type (e.g., explanatory, promotional, informative).
- Core advantages and limitations.
- Advantages: speed, scalability, consistency, structure and idea generation.
- Limitations: risk of inaccuracies, generic wording, tone misalignment, need for human refinement.

Learning Outcome 2: Know content-related risks including misinformation, bias, IP and privacy implications for AI-generated outputs

- Common risks in AI-generated content.
- Misinformation or outdated facts.
- Biased language or stereotypes embedded in generated text.
- Copyright/IP risks from reproduced phrases or imagery.
- Privacy concerns if AI outputs reference or expose personal or sensitive data.
- Impacts on organisations.
- Reputational damage, customer dissatisfaction, erosion of trust.
- Compliance issues (e.g., advertising standards, GDPR, sector regulations).



- Internal confusion or operational errors caused by inaccurate content.
- Risk mitigation strategies.
- Human editing and quality checks prior to publication.
- Verification of facts, data and claims.
- Applying brand guidelines and compliance checklists.
- Avoiding entry of personal or confidential information into AI tools.
- Using safe-mode or restricted generation where available.

Learning Outcome 3: Be able to apply brand, tone and compliance checks to AI-generated communications before publication

- Brand and tone alignment:
 - Understanding brand voice (e.g., formal, friendly, authoritative, supportive).
 - Checking vocabulary, structure and tone match organisational guidelines.
- Ensuring consistency across communication channels.
- Compliance and quality checks.
- Ensuring content follows legal and regulatory requirements (e.g., GDPR, advertising rules).
- Checking for inappropriate or biased language.
- Confirming accuracy of claims, descriptions and figures.
- Review and revision process.
- Making iterative improvements across at least two revision stages.
- Using feedback from peers, supervisors or automated checking tools.
- Ensuring final content meets audience needs, clarity requirements and organisational standards.
- Justifying edits.
- Explaining revisions based on quality, accuracy, tone, compliance, or audience relevance.

Learning Outcome 4: Be able to create clear user-facing statements or disclaimers for AI-produced marketing content

- Purpose and principles of user-facing statements or disclaimers.
- Communicating transparently that AI contributed to content creation.
- Building trust by explaining how human oversight is applied.
- Supporting compliance in sectors where disclosure is required.
- Creating effective user-facing statements or disclaimers.
- Using direct, plain language suitable for the intended audience.
- Ensuring statements and disclaimers are concise, accurate and easy to understand.
- Placing disclaimers where users can clearly see them.
- Evaluating and adapting user-facing statements or disclaimers.
- Checking clarity and whether the audience understands the user-facing statements or disclaimer
- Adjusting for different channels (e.g. email, website, social media, printed materials).
- Modifying tone for professional, casual or regulated contexts.
- Ensuring accessibility (e.g readability, screen-reader friendly formatting).



Unit 4: AI for Operations and Administration

Unit aims	This unit introduces learners to how Artificial Intelligence (AI) can support routine operational and administrative tasks within an organisation. It focuses on building a clear, practical understanding of where AI adds value, the basic principles of safe data handling, and the importance of documenting and safeguarding automated processes. Learners will explore accessibility, fairness and continuity considerations, and will practise outlining simple workflows and controls that help ensure AI systems operate reliably. The aim is to give learners the confidence to recognise appropriate uses of AI in everyday work and contribute to safe, efficient operational practices.
Unit level	3
Unit code	L/652/2297
GLH	60
TQT	150
Credit value	15
Unit grading structure	Fail / Pass / Merit / Distinction
Assessment guidance	Assessment for this unit should emphasise practical understanding and clear communication of how AI can support routine operational and administrative activities. Centres may use a variety of applied assessment methods as set out in the Developing Assessment Tasks - Guidance for Centres document. Learners may base their evidence on a real or fictional organisation, provided the context is realistic and familiar. Assessment activities should allow learners to demonstrate how AI can be used appropriately in everyday operational settings, how simple safeguards and data-handling practices support reliable automation, and how automated processes can be clearly documented for others.



	Learners are not expected to design complex systems or provide technical analysis.. All assessments must be submitted to The AIB for approval prior to use.
Example Assessment Methods	L01: Review a simple operational workflow L02: Produce an annotated workflow diagram or visual explainer showing how secure data handling, record-keeping and traceability are applied within an AI-automated process. L03: Examine an AI automated workflow L04: Produce workflow documentation or a workflow diagram for a target audience and adapt it for a second audience

Unit Content:

Learning Outcome 1: Understand which routine operational tasks are suitable for AI automation.			
ACs	Pass	Merit	Distinction
1.1	<u>Explain</u> routine, repetitive or structured tasks within an operational workflow that are suitable for AI automation, <u>referring to clear characteristics</u> that indicate their suitability.	<u>Clearly and comprehensively explain</u> a range of operational tasks that are suitable for AI automation, <u>showing clear insight</u> into task patterns, workflow structure or predictable elements.	<u>Clearly and comprehensively explain</u> which operational tasks are suitable for AI automation, <u>integrating insight</u> into how workflow steps interact and where automation adds the most value.
1.2	<u>Describe straightforward</u> benefits and limitations of using AI to automate the tasks discussed in AC 1.1.	<u>Explain</u> the benefits and limitations of using AI to automate the tasks discussed in AC 1.1.	<u>Evaluate</u> the benefits and limitations of automating the tasks discussed in AC 1.1.
Sufficiency Descriptors	Learners demonstrate a secure understanding of routine operational tasks	Learners demonstrate a developed understanding of how different operational tasks lend	Learners demonstrate a clear and comprehensive understanding of where AI automation adds value



	that are suitable for AI automation. Evidence demonstrates recognition of tasks with clear characteristics such as repetition, high volume, predictable steps or rule-based decision points within an operational workflow. Evidence also demonstrates awareness of straightforward benefits and limitations associated with automating these tasks, such as improved efficiency or consistency alongside the need for correct data and basic human oversight. Coverage is accurate and relevant but may focus on individual tasks rather than the wider workflow.	themselves to AI automation. Evidence shows clear insight into task patterns, workflow structure or predictable elements that make automation appropriate and why. Benefits and limitations are considered with clear reasoning, showing how automation affects workflow efficiency, reliability or staff workload.	within an operational workflow and how. Evidence demonstrates consideration of how workflow steps interact and where automation is most effective within the process. Relevant factors such as efficiency, reliability, service quality and the need for human oversight are considered together. A reasoned conclusion is drawn about the benefits and limitations of automating the tasks identified, showing realistic understanding of how automation supports, but does not replace, operational decision-making.
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Learning Outcome 2: Understand the principles of secure data handling, record-keeping and traceability in AI automated workflows.

ACs	Pass	Merit	Distinction
2.1	<u>Describe</u> secure data-handling practices relevant to AI automated workflows.	<u>Explain</u> secure data-handling practices relevant to AI automated workflows, <u>showing clear reasoning</u> about how confidentiality, access control and storage requirements help protect data.	<u>Clearly and comprehensively</u> explain secure data-handling practices for automated workflows, <u>integrating</u> insight into how they support safe, consistent and appropriate use of AI tools.



2.2	<u>Explain straightforward</u> record-keeping and traceability requirements for AI automated workflows and how they support audit, continuity and accountability.	<u>Clearly and comprehensively explain</u> record-keeping and traceability requirements, <u>linking</u> them to practical operational benefits.	<u>Evaluate</u> the importance of record-keeping and traceability for automated workflows, <u>considering</u> implications for operational reliability, audit readiness, risk management and organisational accountability.
Sufficiency Descriptors	Learners demonstrate a sound understanding of secure data-handling practices relevant to AI automated workflows. Evidence demonstrates awareness of appropriate practices such as confidentiality, access control and secure storage when using AI tools within operational processes. Evidence also demonstrates understanding of straightforward record-keeping and traceability practices and how these support audit, continuity and accountability. Coverage is accurate and relevant but may focus on individual practices rather than how they work together within a workflow.	Learners demonstrate a developed understanding of secure data-handling practices within AI automated workflows. Evidence demonstrates clear reasoning about how practices such as confidentiality controls, access controls / permissions and secure storage help protect data during automated processing. Record-keeping and traceability are considered in relation to their practical operational benefits, such as supporting troubleshooting, demonstrating compliance or maintaining continuity when systems or staff change. Coverage shows applied understanding through clear linkage between practices and outcomes.	Learners demonstrate a clear and comprehensive understanding of secure data handling, record-keeping and traceability within AI automated workflows. Evidence demonstrates consideration of how different data protection practices work together to support safe, consistent and appropriate use of AI tools within an operational process. Relevant factors such as audit readiness, continuity, risk management and accountability are considered together. A reasoned conclusion is drawn about the importance of record-keeping and traceability for maintaining reliable and trustworthy automated workflows in an organisational context.



Learning Outcome 3: Be able to outline operational safeguards for AI-supported processes.

ACs	Pass	Merit	Distinction
3.1	<u>Describe</u> how AI automated workflows can be monitored, such as checking outputs, reviewing logs or validating results.	<u>Explain</u> how AI automated workflows can be monitored, <u>showing clear understanding of why</u> practices such as checking outputs, reviewing logs or validating results help maintain reliability and accuracy.	<u>Clearly and comprehensively explain</u> how AI automated workflows can be monitored, <u>showing clear understanding of how</u> different monitoring methods work together to maintain consistency, minimise disruption and ensure responsible system use._
3.2	<u>Describe common</u> issues that may arise in AI automated workflows and the simple, appropriate actions that can be taken to address them.	<u>Explain common</u> issues that may arise in AI automated workflows <u>giving clear reasoning</u> for the actions that should be taken to address them.	<u>Evaluate</u> the appropriateness of different actions that could be taken when issues arise, <u>considering</u> implications for quality, continuity, compliance and operational risk.
Sufficiency Descriptors	Learners demonstrate a secure understanding of how AI-supported workflows can be monitored and managed in everyday operational contexts. Evidence demonstrates recognition of common ways AI-supported workflows can be monitored, such as checking outputs, reviewing logs or validating	Learners demonstrate a developed understanding of monitoring and safeguarding AI-supported workflows. Evidence demonstrates clear reasoning about how monitoring approaches, such as output checks, log review or validation, help maintain accuracy, reliability or continuity within an AI-supported workflow.	Learners demonstrate a clear and comprehensive understanding of how monitoring and corrective actions operate together to safeguard AI-supported workflows. Evidence demonstrates consideration of how different monitoring methods and response actions work together to support consistent, reliable and responsible system use.



	results, detailed what is monitored or checked. Evidence also demonstrates awareness of simple, appropriate actions that can be taken when issues occur, such as manual checks, pausing automation or escalating concerns. Coverage is accurate and relevant but may focus on individual safeguards rather than how they work together.	Common issues and responses are considered with clearer linkage between the issue identified and the action taken. Coverage shows applied understanding of how safeguards support operational stability and reduce the risk of disruption or error.	Relevant factors such as quality, continuity, compliance and operational risk are considered together. A reasoned conclusion is drawn about the appropriateness of different actions when issues arise and how safeguards support effective operational management.
Learning Outcome 4: Be able to document AI automated workflows so others can understand how they operate.			
ACs	Pass	Merit	Distinction
4.1	<u>Produce clear and functional</u> documentation or a workflow diagram for a target audience, <u>explaining</u> how an AI automated workflow operates, <u>including the key steps and information</u> needed for others to understand or follow it.	Produce well-structured and clearly organised documentation or a workflow diagram that explains how an automated workflow operates, showing appropriate detail and logical flow for the target audience.	N/A
4.2	<u>Adapt</u> documentation to meet the needs of a different audience ensuring all relevant information is maintained and presented clearly.	<u>Adapt</u> the documentation <u>effectively</u> for at least one other audience, <u>adjusting</u> structure, emphasis or presentation to improve clarity and usability while maintaining accuracy and completeness.	N/A



Sufficiency Descriptors	Learners demonstrate the ability to produce clear and functional documentation or a workflow diagram that explains how an AI automated workflow operates. Evidence demonstrates inclusion of key steps, inputs and outputs, presented in a way that enables the intended audience to understand or follow the process. Evidence also demonstrates adaptation of documentation for a second audience (e.g. operational users, senior managers, auditors), maintaining relevant information while adjusting presentation, emphasis or language to suit audience needs. This could be based on the documentation from 4.1.	Learners demonstrate a developed ability to document AI automated workflows in a clear, structured and user-aware manner. Evidence demonstrates purposeful organisation of workflow information, showing logical flow, appropriate detail and clear explanation of how different steps connect for the target audience. Adaptations for a second audience show thoughtful adjustments to structure, emphasis or presentation that improve clarity and usability while maintaining accuracy and completeness. Documentation demonstrates awareness of how different users interact with workflow information beyond basic functional requirements.	N/A
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Essential Teaching Content:

Learning Outcome 1: Understand which routine operational tasks are suitable for AI automation.

- Understand operational workflow opportunities across organisations (e.g. Finance and accounting, Supply chain, Customer Service, HR, Marketing).
- Characteristics of tasks appropriate for automation: repetitive, rule-based, high-volume, predictable steps.
- Why these tasks are suitable for automation.
- Clear rules or patterns that AI can follow consistently.
- Time-consuming for staff but simple for AI to execute quickly.
- Tasks requiring accuracy or consistency where human error is common.
- Benefits and limitations of automation



- Benefits: increased speed, fewer errors, improved consistency, freed-up staff capacity, smoother workflow flow.
- Limitations: reliance on correct data, reduced flexibility for unusual cases, need for human oversight, risk of over-automation.

Learning Outcome 2: Understand the principles of secure data handling, record-keeping and traceability in automated workflows.

- Confidentiality: only authorised staff should access data.
- Access control: limiting system permissions appropriately.
- Secure storage: using approved systems, not personal devices.
- Avoiding unnecessary data exposure when using AI tools.
- Supports audit, oversight and troubleshooting.
- Enables staff to track decisions, errors or unusual behaviour.
- Helps demonstrate compliance and accountability.
- Ensures processes continue smoothly if staff change or systems fail.
- Keeping simple logs of when tools were used and what tasks they performed.
- Using version control or timestamped records.
- Following secure storage policies (e.g. shared drives, restricted folders).
- Ensuring workflow documentation reflects changes or updates to automation.

Learning Outcome 3: Be able to outline operational safeguards for AI-supported processes.

- Access controls (permissions, restricted functions).
- Fallback steps if an automated tool fails (manual check, human review paths).
- Monitoring or simple alert checks for errors, unusual outputs or missing data.
- Small-scale testing before deploying automation widely.
- Reduce risk of incorrect outputs going unnoticed.
- Maintain continuity during system issues or process changes.
- Enable staff to intervene quickly when something goes wrong.
- Ensure users understand boundaries of what the AI can and cannot do.
- Outlining a simple safeguard process.

Learning Outcome 4: Be able to document AI automated workflows so others can understand how they operate.

- Steps of the process (e.g. inputs, actions, outputs).
- Who is responsible for each stage.
- Trigger points (what starts or ends the workflow).
- Exceptions or decision branches.
- Dependencies and timing (e.g. daily automation, weekly checks).
- Purpose of documenting workflows.
- Accessibility, fairness and continuity considerations
- Producing workflow descriptions or diagrams.
- Assumption in data management (Document assumptions, Bias mitigation and Proxy analysis).



Unit 5: Using AI to Support Business Decisions

Unit aims	This unit introduces learners to how Artificial Intelligence (AI) can be used to support research, scenario analysis and comparative decision-making within business settings. It develops an understanding of the strengths and limitations of AI-generated analytical outputs, including the sources of uncertainty that can affect reliability. Learners will build practical skills in interpreting AI model outputs, communicating assumptions and uncertainties in clear, accessible language, and performing simple validation or sensitivity checks to ensure responsible use. The unit also reinforces the importance of human oversight, helping learners recognise when AI-generated results require escalation, additional verification or professional judgement. Through this unit, learners will gain the foundational knowledge and confidence needed to integrate AI decision-support tools safely and effectively in real organisational contexts.
Unit level	3
Unit code	M/652/2298
GLH	40
TQT	150
Credit value	15
Unit grading structure	Fail / Pass / Merit / Distinction
Assessment guidance	Assessment for this unit should emphasise practical understanding and clear communication of how AI supports structured thinking, interpretation of outputs and appropriate human oversight within a business context. Centres may use a variety of applied assessment methods as set out in the Developing Assessment Tasks – Guidance for Centres document. Learners may base their evidence on a real or fictional organisation, provided the context is realistic and familiar. Assessment activities should allow learners



	to show how AI can be used to support early-stage research, exploration of scenarios and comparison of options, how AI-generated outputs are interpreted and communicated to non-technical decision-makers, and how limitations, uncertainty and the need for human oversight are recognised and handled in practice. Learners are not expected to design organisational processes, develop decision frameworks, or make evaluative or strategic judgements beyond applying given contexts and explaining understanding in line with the assessment criteria. All assessments must be submitted to The AIB for approval prior to use.
Example Assessment Methods	L01: Professional discussion or presentation L02: Presentation on the limitations and sources of uncertainty in AI-Driven analytical outputs. L03: Interpret AI-generated outputs for a given task and produce a short briefing, presentation or summary for non-technical decision makers L04: Carry out validation and sensitivity checks of AI-generated output.

Unit Content:

Learning Outcome 1: Understand how AI can support research, scenario analysis and comparative decision-making.			
ACs	Pass	Merit	Distinction
1.1	<u>Explain</u> how AI tools can support research and information gathering.	<u>Clearly and comprehensively explain</u> how AI tools support research and information gathering in <u>including</u> how AI identifies themes, patterns or relevant factors.	<u>Clearly and comprehensively explain</u> how AI can support early-stage research, scenario analysis and comparative decision making, <u>integrating</u> insight into how these processes work together in analytical workflows.
1.2	<u>Explain</u> how AI can assist with scenario analysis, including exploring	<u>Clearly and comprehensively explain</u> how AI can support scenario analysis, <u>linking</u>	



	alternatives or simple “what-if” options.	<u>its use</u> to understanding possible outcomes or comparing alternative paths.	
1.3	<u>Explain</u> how AI can support <u>basic</u> comparative decision-making, such as comparing options or criteria under different conditions.	<u>Clearly and comprehensively explain</u> how AI can support comparative decision-making, <u>giving clear reasoning</u> about how AI-generated comparisons can help structure choices or highlight differences between options.	
Sufficiency Descriptors	Learners demonstrate a secure understanding of how AI tools can be used to support research, exploration of scenarios and basic comparison of options. Evidence shows how AI is used to support research and information gathering, for example by summarising sources, identifying key points, or organising information into a usable form. The work makes clear what information the AI produces and how this output supports understanding of the topic or situation being explored. Evidence also shows how AI is used to explore simple scenarios or “what-if” options, such as varying inputs or	Learners demonstrate a developed understanding of how AI tools support structured exploration of information, scenarios and options. Evidence shows how AI supports research and information gathering in more depth, for example by identifying themes, patterns or relevant factors across information sources, rather than only summarising content. The work shows how these outputs help build a clearer picture of the topic or decision context. Evidence also shows how AI supports scenario exploration by helping to consider possible outcomes or compare alternative paths, with clear links between changes in inputs and	Learners demonstrate a clear and comprehensive understanding of how AI tools support early-stage research, scenario exploration and comparison as connected activities. Evidence shows how AI is used to gather and organise information, explore alternative scenarios, and compare options in a way that links these activities together. The work makes clear how information gathered through AI-supported research feeds into scenario exploration, and how outputs from scenario exploration support comparison between options or criteria. Evidence shows how AI supports comparative



	conditions to see how possible outcomes might change. In addition, evidence shows how AI supports basic comparative decision-making by comparing options or criteria under different conditions. For example, learners may use AI to compare how outputs change when inputs, assumptions, constraints, options or criteria are varied, such as adjusting audience type, priorities, resources or conditions to explore alternative scenarios and support straightforward comparison between options.	resulting outputs. Evidence further shows how AI supports comparative decision-making by structuring comparisons between options or criteria, making differences more visible and easier to understand. The work shows how AI-generated comparisons help organise choices and support more informed consideration of options.	decision-making by bringing together information, scenario outcomes and comparisons in a coherent way that helps structure early-stage choices. Examples are realistic and clearly set out, showing how AI outputs are used across these stages to support understanding and comparison
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Learning Outcome 2: Understand common limitations and sources of uncertainty in AI-driven analytical outputs.

ACs	Pass	Merit	Distinction
2.1	<u>Describe</u> common limitations of AI-driven analytical outputs.	<u>Clearly and comprehensively explain</u> common limitations of AI-driven analytical outputs, <u>showing clear understanding</u> of impacts on reliability.	<u>Evaluate</u> the impact of common limitations on the usefulness or reliability of AI-driven analytical outputs.
2.2	<u>Describe</u> common sources of uncertainty in AI outputs.	<u>Clearly and comprehensively explain</u> common sources of uncertainty in AI outputs,	<u>Evaluate</u> the significance of different sources of uncertainty, <u>considering</u> how they may influence trust, accuracy or



		<u>linking</u> causes to specific effects on accuracy.	confidence in analytical results.
2.3	<u>Explain</u> situations where caution, verification or additional human judgement may be required when using AI-driven analytical outputs.	<u>Clearly and comprehensively explain</u> why certain situations require greater caution or verification.	<u>Evaluate</u> when and why human verification or judgement is essential, <u>considering</u> implications for risk, decision-making, compliance or operational reliability.
Sufficiency Descriptors	Learners demonstrate a secure understanding of common limitations and sources of uncertainty in AI-driven analytical outputs. Evidence shows awareness of typical limitations in AI outputs, such as missing context, outdated information, oversimplification or hallucinated details, with clear indication of what these limitations look like in practice. Evidence also shows awareness of common sources of uncertainty, including ambiguous inputs, incomplete data, model blind spots or natural variation in responses. Evidence further shows situations where greater caution, checking or human judgement is needed when using AI-driven outputs,	Learners demonstrate a developed understanding of how limitations and uncertainty affect AI-driven analytical outputs. Evidence shows how common limitations affect the reliability of AI outputs, making clear the practical consequences of issues such as missing context, outdated information or oversimplification on the usefulness of results. Evidence also shows how different sources of uncertainty arise and how their causes lead to specific effects on accuracy, clarity or consistency of outputs. Evidence further shows why certain situations require greater caution or verification, with clear links between the type of limitation or uncertainty present and the need for additional checking or human judgement	Learners demonstrate a clear and comprehensive understanding of limitations and uncertainty in AI-driven analytical outputs. Evidence shows consideration of how common limitations affect the usefulness or reliability of AI outputs, with examples that illustrate the impact of issues such as missing context, outdated information, oversimplification or hallucinated details. The work brings these points together to reach a clear conclusion about how far these limitations reduce confidence in the outputs in the situations used. Evidence also shows consideration of different sources of uncertainty, making clear how factors such as ambiguous inputs, incomplete data, model blind spots or variation in responses



			influence accuracy or trust in results. The work draws a clear conclusion about which sources of uncertainty matter most in the given context and why. Evidence further shows consideration of situations where human verification or judgement is essential, linking this need to risks, decision-making, compliance or operational reliability. The work draws a clear conclusion about when AI outputs can be relied upon as-is and when additional human oversight is necessary.
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Learning Outcome 3: Be able to interpret AI model outputs and communicate assumptions and uncertainty to non-technical decision-makers.

ACs	Pass	Merit	Distinction
3.1	<u>Interpret</u> AI-generated outputs in relation to a given task or question, identifying the key points that are relevant to the decision.	<u>Interpret</u> AI-generated outputs <u>showing accurate understanding</u> of relevance, context and how the output supports or does not support the decision.	<u>Produce a clear, coherent explanation</u> of meaning, assumptions and uncertainty that is <u>tailored for two different types</u> of decision-makers, showing <u>confident judgement</u> in tone, structure and level of detail.
3.2	<u>Produce a brief explanation</u> of the assumptions or constraints behind the AI-generated output, using clear, accessible terms that a non-technical	<u>Produce a clear and comprehensive explanation</u> of the assumptions or constraints behind the AI-generated output, using accessible language that <u>reflects</u> thoughtful	



	decision-maker could understand.	communication choices for non-technical audiences.	
3.3	<u>Communicate straightforward</u> uncertainty or limitations in the AI-generated output using clear, non-technical language.	<u>Communicate</u> uncertainty or limitations clearly and comprehensively, <u>showing insight</u> into how uncertainty may affect the confidence placed in the results.	
Sufficiency Descriptors	Learners demonstrate a secure understanding of how to interpret and communicate AI-generated outputs for non-technical decision-makers. Evidence shows how key points from AI-generated outputs are identified in relation to a given task or question, with clear indication of which aspects are relevant to the decision being considered. The work makes clear how the output supports, or does not support, the decision in a straightforward way. Evidence also shows brief explanations of assumptions or constraints behind the AI-generated output, using clear, simple language suited to a non-technical audience. Evidence further shows uncertainty or limitations	Learners demonstrate a developed understanding of how to interpret AI-generated outputs and communicate assumptions and uncertainty effectively. Evidence shows accurate interpretation of AI-generated outputs, taking account of relevance and context, and making clear how the output supports or limits decision-making in the given situation. Evidence also shows clear and comprehensive explanations of assumptions or constraints behind the AI-generated output, using accessible language and thoughtful communication choices appropriate for non-technical decision-makers. Evidence further shows uncertainty or limitations being communicated clearly, with explanation of	Learners demonstrate a clear and comprehensive understanding of how to communicate AI-generated outputs, assumptions and uncertainty to different non-technical decision-makers. Evidence shows a clear and coherent explanation of the meaning of AI-generated outputs, the assumptions or constraints behind them, and their uncertainty or limitations, structured in a way that supports decision-making. Evidence shows this explanation being tailored for two different types of decision-makers, with appropriate adjustments to tone, structure and level of detail. The work makes clear how communication choices help each audience understand what



	being communicated in plain terms.	how this uncertainty affects the level of confidence that can reasonably be placed in the output.	the output means, what it is based on, and how much confidence can be placed in it, without extending into technical or strategic justification.
Learning Outcome 4: Be able to conduct basic validation, sensitivity checks and follow human-oversight procedures.			
ACs	Pass	Merit	Distinction
4.1	<u>Carry out appropriate</u> validation checks on AI-generated outputs, identifying errors, contradictions or missing information in relation to the task or brief.	N/A	N/A
4.2	<u>Carry out appropriate</u> sensitivity checks by making considered adjustments to inputs or prompts and observing how the outputs change.	N/A	N/A
4.3	<u>Follow relevant</u> human-oversight procedures when outputs appear unreliable or inappropriate, including pausing use, seeking clarification or escalating concerns in line with organisational expectations.	N/A	N/A
Sufficiency Descriptors	Learners demonstrate a secure understanding of how to carry out basic validation, sensitivity	N/A	N/A



	checks and follow human-oversight procedures when using AI-generated outputs. Evidence shows that AI-generated outputs have been checked against the task or brief, with straightforward errors, contradictions or missing information identified where present. The work makes clear how these checks relate to the intended purpose of the output. Evidence also shows sensitivity checks carried out through adjustments to inputs or prompts, with clear indication of how changes introduced affect the outputs produced. Where outputs appear unreliable or inappropriate, evidence shows that relevant human-oversight procedures have been followed, such as pausing use, seeking clarification or escalating concerns in line with organisational expectations.		
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Essential Teaching Content:

Learning Outcome 1: Understand how AI can support research, scenario analysis and comparative decision-making.

- What AI tools can do for research (summarising, extracting key points, organising themes, comparison viewpoints).
- How AI identifies patterns or trends in text-based or numerical data.



- Using AI for “rapid first-pass research” and early scoping.
- How AI models explore scenarios by adjusting assumptions or variables (multi-angle prompts and chunking).
- Examples of “what-if” analysis using prompts and parameter changes.
- AI’s role in comparing different options, criteria or outcomes. (Criteria-based comparison and validation techniques- decision matrix.)
- Benefits and boundaries of AI-assisted decision exploration.
- Simple business examples: product options, marketing approaches, resource allocations.

Learning Outcome 2: Understand common limitations and sources of uncertainty in AI-driven analytical outputs.

- Typical limitations: outdated training data, lack of context, overconfident tone.
- Data quality issues and how they affect reliability.
- Ambiguous or poorly structured prompts as a source of error. (HITL and HOTL decision models).
- Training-data uncertainty and lack of transparency.
- Model bias and examples of skewed or incomplete outputs. (Bias check and variable changes e.g. demographic descriptors).
- Situations where caution is required: legal, financial, safety-related or reputational decisions.
- Importance of cross-verification with reliable sources. (Reverse prompting techniques, GIGO model).
- How uncertainty influences decision accuracy and risk.
- Understanding of data integrity principles (completeness, accuracy, timeliness, prompt consistency testing).

Learning Outcome 3: Be able to interpret AI model outputs and communicate assumptions and uncertainty to non-technical decision-makers.

- How to read and make sense of AI-generated outputs in relation to a given brief.
- Distinguishing between facts, model assumptions and generated “fill-in” content. (Ladder of Inference Model).
- Breaking down key insights into simple, relevant points.
- Translating technical language into accessible, everyday wording.
- Techniques for explaining assumptions (e.g., “The model is assuming...”, “This depends on...”).
- Communicating uncertainty, limitations and confidence levels clearly.
- Structuring explanations for audiences without technical backgrounds.
- Simple formats for presenting outputs (summaries, bullet points, short narrative explanations, visualisation tool.)

Learning Outcome 4: Be able to conduct basic validation, sensitivity checks and follow human-oversight procedures.

- What validation means: checking accuracy, consistency and logic. (Validation loops, Three Lines of Defence model).



- Simple validation methods: cross-checking with other sources, asking the AI to justify or cite, re-running the task.
- How to perform sensitivity tests: adjusting prompts, changing input values, modifying tone/constraints.
- Interpreting differences in outputs after adjustments. (RAG reliability reviewing, PDCA Cycle).
- Recognising when AI outputs appear inconsistent, biased or incomplete.
- Human-in-the-loop principles: retaining responsibility for decisions.
- When and how to escalate concerns or override AI advice.
- Ethical and organisational considerations in AI-supported decisions. (AI Ethics Triad FAT, HITL, UK AI regulation Principles).



Unit 6: AI for Customer Experience and Service Delivery

Unit aims	This unit introduces learners to how Artificial Intelligence (AI) is used to enhance customer experience and support efficient service delivery across different sectors. Learners will explore how organisations apply AI tools for customer engagement, enquiry handling and feedback analysis, developing an understanding of the opportunities and limitations these technologies create. The unit also builds awareness of key customer rights, privacy requirements and fairness considerations when using automated decision-making or recommendation systems. Learners will examine how to communicate transparently with customers by designing clear explanations, opt-out pathways and human-assist routes within automated services. Upon achievement of the unit, learners will be able to recognise good practice in ethical, inclusive and accessible AI-enabled service delivery, and understand how organisations monitor satisfaction and accessibility to ensure positive and equitable customer outcomes.
Unit level	3
Unit code	R/652/2299
GLH	40
TQT	150
Credit value	15
Unit grading structure	Fail / Pass / Merit / Distinction
Assessment guidance	Assessment for this unit should emphasise practical understanding and clear communication of responsible and safe AI use within a customer service and engagement context. Centres may use a variety of applied assessment



	methods as set out in the Developing Assessment Tasks – Guidance for Centres document. Learners may base their evidence on a real or fictional organisation, provided the context is realistic and familiar. Assessment activities should allow learners to show how AI can be used within customer engagement and service delivery, how customer rights, privacy and fairness considerations apply, how clear customer-facing explanations and escalation routes can be designed, and how accessibility and satisfaction are monitored to inform service improvement. Learners are not expected to design organisational policies, develop service architectures, define governance or escalation frameworks, or make strategic judgements about system effectiveness. All assessments must be submitted to The AIB for approval prior to use.
Example Assessment Methods	LO1: Learners are provided with a set of typical customer service enquiries (e.g., routine questions, information requests, simple troubleshooting scenarios) and must explain if and how AI can support. LO2: Review example AI-generated customer service outputs and explain common limitations, uncertainty and situations where caution or human judgement may be needed LO3: Produce customer-facing materials for an AI-based service. LO4: Carry out validation and sensitivity checks of AI-generated output. LO4: Written summary or presentation on accessibility features and customer satisfaction monitoring for an AI-enabled service

Unit Content:

Learning Outcome 1: Understand how AI can be applied within customer engagement and service delivery			
ACs	Pass	Merit	Distinction
1.1	<u>Explain</u> the main types of customer enquiries AI tools can support and how they assist with these interactions.	<u>Explain</u> why certain types of enquiries are suitable for AI and how AI design choices influence customer experience.	<u>Evaluate</u> how different AI tools could impact service quality, escalation needs, and customer satisfaction



			across multiple touchpoints.
1.2	<u>Explain straightforward</u> benefits and limitations of using AI in customer service scenarios.	<u>Clearly and comprehensively explain</u> benefits and limitations of using AI in customer service, <u>showing insight</u> into how these may influence customer experience or service quality.	<u>Evaluate</u> the benefits and limitations of using AI in customer service interactions, <u>considering</u> implications for customer experience, escalation needs, service quality and operational efficiency.
Sufficiency Descriptors	Learners demonstrate a secure understanding of how AI can be applied within customer engagement and service delivery. Evidence shows how AI tools are used to support common types of customer enquiries, such as providing information, handling routine requests or responding to frequently asked questions. The work makes clear how AI assists with these interactions and the role it plays in supporting customer contact. Evidence also shows straightforward benefits and limitations of using AI in customer service scenarios, such as speed, availability or consistency alongside limits relating to complexity, tone or the	Learners demonstrate a developed understanding of how AI supports customer engagement and influences service delivery. Evidence shows why certain types of customer enquiries are suitable for AI support, with clear links to features such as predictability, structure or repetition. The work also shows how AI design choices, such as tone, response style or handover mechanisms, influence customer experience during interactions. Evidence further shows a clear and comprehensive explanation of a range of benefits and limitations of using AI in customer service, with links to how these factors influence customer experience or service quality	Learners demonstrate a clear and comprehensive understanding of how AI tools affect customer service delivery across touchpoints. Evidence shows consideration of how different AI tools could impact service quality, escalation needs and customer satisfaction across multiple customer touchpoints, making clear how AI use shapes the overall service journey. Evidence also shows a structured evaluation of the benefits and limitations of using AI in customer service interactions, considering implications for customer experience, escalation needs, service quality and operational efficiency. The work draws a clear and well-reasoned conclusion on how and



	need for human involvement		where AI adds value in customer service and where limitations require careful management.
Learning Outcome 2: Understand customer rights, privacy requirements and fairness considerations in AI automated customer interactions			
ACs	Pass	Merit	Distinction
2.1	<u>Describe</u> customer rights relating to data protection, transparency and human review when AI is used in customer processes.	<u>Explain</u> customer rights relating to data protection, transparency and human review, <u>showing understanding</u> of why these rights matter in AI-supported customer interactions.	<u>Evaluate</u> the importance of customer rights in AI-supported customer interactions, <u>considering</u> implications for trust, accountability, regulatory expectations and customer confidence, and highlighting appropriate organisational practices for respecting these rights.
2.2	<u>Describe</u> privacy considerations when collecting, storing or processing customer data through AI systems.	<u>Explain</u> privacy considerations when collecting, storing or processing customer data through AI systems, <u>linking</u> them to organisational responsibilities and customer expectations.	<u>Evaluate</u> the importance of strong privacy practices when customer data is used in AI systems, <u>considering</u> implications for customer trust, regulatory compliance, misuse prevention and reputational risk.
2.3	<u>Explain</u> what fairness means in customer scoring, recommendations or automated decisions.	<u>Clearly and comprehensively explain</u> what fairness means in customer scoring, recommendations or automated decisions, <u>including</u> common fairness risks that may	<u>Evaluate</u> the importance of fairness in AI-powered customer processes, <u>considering</u> the implications of fairness risks for customer outcomes, trust, experience and organisational reputation.



		arise and how they could affect customers.	
Sufficiency Descriptors	Learners demonstrate a secure understanding of customer rights, privacy requirements and fairness considerations in AI-supported customer interactions. Evidence shows awareness of customer rights when AI is used in customer processes, including rights linked to data protection, transparency and access to human review. The work makes clear what these rights relate to and where they apply in customer interactions involving AI. Evidence also shows awareness of privacy considerations when customer data is collected, stored or processed through AI systems, and explains what fairness means in customer scoring, recommendations or automated decisions, using straightforward and appropriate examples.	Learners demonstrate a developed understanding of why customer rights, privacy and fairness matter in AI-supported customer interactions. Evidence shows how customer rights relating to data protection, transparency and human review affect AI-supported customer interactions, making clear why these rights are important for customers and service delivery. Evidence also shows how privacy considerations apply when customer data is collected, stored or processed through AI systems, with clear links made to organisational responsibilities such as appropriate handling, access controls or data use boundaries, and to customer expectations around trust and responsible use of their data. Evidence further shows a clear and comprehensive explanation of what fairness means in customer scoring, recommendations or automated decisions, including how common fairness risks may arise in	Learners demonstrate a clear and comprehensive understanding of the significance of customer rights, privacy and fairness in AI-supported customer interactions. Evidence evaluates the importance of customer rights in AI-supported customer processes, considering implications for trust, accountability, regulatory expectations and customer confidence, and reaching a clear conclusion about why respecting these rights is essential in practice. Evidence also evaluates the importance of strong privacy practices when customer data is used in AI systems, considering implications for customer trust, regulatory compliance, misuse prevention and reputational risk, and drawing a clear conclusion about their role in responsible AI use. Evidence further evaluates the importance of fairness in AI-powered customer processes, considering the implications of fairness risks for customer outcomes, trust, experience and



		practice and how these risks could affect customers through unequal treatment, exclusion or inappropriate outcomes.	organisational reputation, and reaching a clear conclusion about why fairness is critical in automated customer decision-making.
Learning Outcome 3: Be able to design clear, customer-friendly explanations and escalation routes within AI automated services			
ACs	Pass	Merit	Distinction
3.1	<u>Produce</u> a clear, well-structured explanation of how an AI-based service works, showing thoughtful organisation and appropriate level of detail for a general customer audience.	N/A	N/A
3.2	<u>Create</u> an accessible and easy-to-follow opt-out or escalation route that enables customers to reach a human adviser when needed.	N/A	N/A
3.3	<u>Explain</u> how the explanation and escalation route support transparency, trust and service quality.	N/A	N/A
Sufficiency Descriptors	Learners demonstrate a secure understanding of how to design clear, customer-friendly explanations and escalation routes within AI-automated services.	N/A	N/A



	Evidence shows a clear and well-structured explanation of how an AI-based service operates, organised in a way that is easy for a general customer audience to follow and pitched at an appropriate level of detail. The explanation reflects awareness of how automated services operate in practice, for example where confidence thresholds, chat flows or supporting information sources influence how responses are generated or presented to customers. Evidence also shows an accessible and easy-to-follow opt-out or escalation route, such as movement from automated responses to tiered human support when needed. Evidence further shows how the explanation and escalation route support transparency, trust and service quality, by helping customers understand what the service can do, when human support is available, and how to access it.		
Learning Outcome 4: Understand how accessibility and satisfaction are monitored within AI-enabled services			



ACs	Pass	Merit	Distinction
4.1	<u>Describe common</u> design accessibility considerations for automated service tools.	<u>Explain a broader range of</u> accessibility considerations, <u>including</u> design features (e.g., contrast, font size, language options) and <u>basic technical requirements</u> such as compatibility with assistive technologies or alternative input methods.	<u>Clearly and comprehensively explain</u> accessibility considerations <u>covering both</u> design and technical aspects, <u>showing thoughtful insight</u> into how poor accessibility may disadvantage or exclude certain customer groups.
4.2	<u>Describe key</u> metrics used to monitor customer satisfaction and inclusivity.	<u>Explain</u> metrics used to monitor customer satisfaction and inclusivity, <u>linking them</u> to what they reveal about customer experience.	<u>Clearly and comprehensively explain</u> metrics used to monitor customer satisfaction and inclusivity, <u>showing how</u> different metrics can be <u>interpreted together</u> to identify trends, issues or potential barriers for different customer groups.
4.3	<u>Explain</u> how monitoring data can inform improvements in customer experience.	<u>Clearly and comprehensively explain</u> how monitoring data informs improvements in customer experience, <u>showing insight</u> into trends, patterns or priorities.	<u>Evaluate</u> how monitoring data can be used to improve customer experience, <u>considering</u> the implications of accessibility findings and customer satisfaction metrics for service quality, inclusivity and continuous improvement.
Sufficiency Descriptors	Learners demonstrate a secure understanding of how accessibility and	Learners demonstrate a developed understanding of how accessibility and satisfaction monitoring	Learners demonstrate a clear and comprehensive understanding of how accessibility and satisfaction monitoring



	satisfaction are monitored in AI-enabled services. Evidence shows awareness of common accessibility considerations in automated service design, such as readability, clarity of layout, plain language, colour contrast and ease of navigation, with appropriate reference to how these features support customer access and use. Evidence also shows awareness of key metrics used to monitor customer satisfaction and inclusivity, such as customer satisfaction scores, sentiment analysis or escalation rates. Evidence explains in a straightforward way how monitoring data can be used to inform improvements to customer experience, for example by highlighting issues, friction points or areas where customers may need additional support.	supports effective AI-enabled services. Evidence shows a broader range of accessibility considerations, covering both design features and basic technical requirements, such as compatibility with screen readers, appropriate contrast, language sensitivity or alternative input methods. The work makes clear how these considerations support access for different customer needs. Evidence also shows explanation of customer satisfaction and inclusivity metrics, with clear links to what these measures reveal about customer experience, such as identifying frustration, confusion, drop-off points or reliance on escalation. Evidence further shows how monitoring data informs improvements by identifying trends, patterns or priorities, for example through testing changes, reviewing automation versus human handover points, or addressing accessibility gaps.	informs inclusive and effective AI-enabled services. Evidence shows a clear and comprehensive explanation of accessibility considerations covering both design and technical aspects, including features such as layout, contrast, language choices, screen reader compatibility and alternative input methods. The work shows thoughtful insight into how weaknesses in these areas may disadvantage or exclude certain customer groups when interacting with AI-enabled services. Evidence also shows how different customer satisfaction and inclusivity metrics can be interpreted together, such as combining satisfaction scores, sentiment analysis and drop-off or escalation data, to identify trends, issues or potential barriers affecting different customer groups. Evidence further evaluates how monitoring data can be used to improve customer experience, considering the implications of accessibility findings and customer satisfaction measures for service
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			quality, inclusivity and continuous improvement. The work draws a clear conclusion about how monitoring data supports informed improvements to AI-enabled services and where attention should be prioritised to enhance accessibility and customer satisfaction.
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Essential Teaching Content:

Learning Outcome 1: Understand how AI is applied within customer engagement and service delivery

- AI in customer-service tools such as Chatbots, virtual assistants, automated IVR. And their models (e.g. Natural Language Processing (NLP), machine learning, sentiment analysis).
- Email triage tools, automated FAQs, Feedback/sentiment analysis platforms.
- Recommendation engines.
- Use real case studies across sectors (e.g. Retail chatbot handling FAQs and returns enquiries, Banks using AI for triage and fraud alerts, Airlines using sentiment analysis to identify service pain points).
- Benefits of AI in customer service and engagement (e.g. Faster response speed, 24/7 availability, Personalisation of recommendations, Improved efficiency, reduced waiting times).
- Limitations and risks of using AI in customer service and engagement (e.g. Misunderstanding, lack of empathy or human nuance, data quality/dependency issues, customer frustration with automation loops).
- Introduction to the customer journey and where AI fits. (Customer journey mapping).
- Omnichannel service delivery models and where AI automation fits.

Learning Outcome 2: Know customer rights, privacy requirements and fairness considerations in automated customer interactions

- Customer rights and GDPR aligned principles or equivalent (e.g. right to be informed, data handling/ erasure, human review requests).
- Privacy and data handling.
- Fairness principles and avoiding bias in scoring and recommendations. (e.g. Non-discrimination and the role of diverse and representative data, Algorithmic Fairness Model, HITL model).
- Awareness of real-world use of AI and considerations (e.g. Loan/ Credit score automations, Streaming service recommendations).



Learning Outcome 3: Be able to design clear explanations and escalation routes within automated services

- Understanding of common techniques to support automated services and escalation (e.g. Retrieval- Augmented Generation (RAG), Confidence thresholds, Chat flows, Tiered support models).
- Best practice real-world examples.
- Language and simplification/ progressive disclosure (UX microcopy principles for AI explanations).

Learning Outcome 4: Understand how accessibility and satisfaction are monitored in AI-enabled services

- Understanding of tools to monitor data metrics (e.g. Customer Score (Customer Satisfaction Score (CSAT), Net Promoter Score (NPS), sentiment analysis, and drop-off or escalation rates).
- Accessibility fundamentals (e.g. screen reader, colour contrasts and language sensitivity).
- How data can improve and inform (testing, automation vs. human balance points, accessibility gaps, friction points).



Unit 7: AI and Business Models in Practice

Unit aims	This unit aims to equip learners with a practical understanding of how Artificial Intelligence (AI) can shape and enhance business models. Learners will explore the core components of business models including value propositions, customer segments, channels, and revenue streams. The unit will develop the learner's knowledge of AI-enabled value drivers and their associated commercial trade-offs. The unit provides opportunities for learners to apply this understanding by outlining simple AI-enabled business ideas within a given context. Learners will consider how AI supports value creation and delivery, identify target customers, and recognise common risks associated with AI use. Activities focus on using structured templates and examples to explore realistic AI-enabled improvement opportunities, rather than developing full commercial cases or detailed implementation plans. Learners will also gain an understanding of the basic metrics and KPIs required to evaluate the commercial viability, adoption risk, and scalability of AI-enabled initiatives. By the end of the unit, learners will be able to apply theoretical and practical insights to support AI-driven business model development and decision-making in a real-world context.
Unit level	3
Unit code	F/652/2300
GLH	40
TQT	150
Credit value	15
Unit grading structure	Fail / Pass / Merit / Distinction



Assessment guidance	Assessment for this unit should emphasise practical understanding and clear communication of how AI is used within business contexts to support value creation, delivery decisions and informed judgement. Centres may use a variety of applied assessment methods as set out in the Developing Assessment Tasks – Guidance for Centres document. Learners may base their evidence on a real or fictional organisation, provided the context is realistic and familiar. Assessment activities should allow learners to show understanding of how AI influences business models and value drivers, how trade-offs arise from AI use, how a simple AI-enabled business idea can be outlined, and how basic metrics can be used to reflect on viability, adoption and scalability. Activities may include structured templates, annotated models, short presentations, diagrams, recorded walkthroughs or brief written explanations, rather than extended reports. Learners are not expected to develop full business plans, design governance or contractual arrangements, produce detailed financial models, or make strategic investment or scaling decisions. Assessment tasks should remain focused on outlining ideas, explaining relationships and reflecting on information in line with the assessment criteria, to avoid over-assessment. All assessments must be submitted to The AIB for approval prior to use.
Example Assessment Methods	L01: Written report of a case study example of how a business or sector is using AI. L02: Presentation on AI enabled value drivers and trade-offs L03: Produce an outline of an AI-enabled business idea using a provided template L04: Evaluate the commercial viability, adoption risk and scalability of an AI-enabled business idea

Unit Content:

Learning Outcome 1: Understand the core components of a business model and how AI can enable new models and improvement opportunities.			
ACs	Pass	Merit	Distinction



1.1	<u>Explain the core</u> components of a business model and how AI can influence each component.	<u>Clearly and comprehensively explain a broader and more complete</u> set of business-model components and how AI can influence each area, showing accurate understanding of how the components fit together.	<u>Evaluate</u> how AI-driven changes to business-model components and sector-specific business models can affect value creation, competitiveness, and future organisational opportunities
1.2	<u>Explain</u> how AI is reshaping or enabling new business models <u>in a</u> chosen sector.	<u>Clearly and comprehensively explain</u> how AI is reshaping or enabling new business models across <u>more than one</u> sector.	
1.3	<u>Explain</u> examples of how AI can be used within a given sector or organisation to support improvement opportunities.	<u>Clearly and comprehensively explain</u> why particular AI uses are suitable for the given sector or organisation, <u>linking</u> examples to operational needs or constraints.	Evaluate how well different AI-enabled improvement opportunities align with the needs and context of a given sector or organisation, <u>considering</u> likely benefits and limitations.
Sufficiency Descriptors	Learners demonstrate a secure understanding of business models and how AI can influence them. Evidence shows explanation of the core components of a business model, including value proposition, customer segments, channels, revenue streams and supporting resources or activities. The work shows how these components work together to create	Learners demonstrate a developed understanding of how AI influences business models and improvement opportunities. Evidence shows a broader and more complete explanation of business-model components, with clear understanding of how components fit together and influence one another. The work	Learners demonstrate a clear and comprehensive understanding of AI-driven change to business models and improvement opportunities. Evidence evaluates how AI-driven changes to business-model components and sector-specific business models influence value creation, competitiveness and future organisational opportunities, making



	and deliver value, using a simple business model framework where appropriate. Evidence also shows how AI can influence individual business-model components in straightforward ways, for example by enabling smarter or faster services, improving accuracy or convenience, supporting more refined customer segmentation, or enabling AI-supported channels such as chatbots or digital platforms. Evidence further shows explanation of how AI is reshaping or enabling new business models within a chosen sector, including examples of AI-driven changes to how value is offered, how customers are reached, or how revenue is generated. In addition, evidence shows examples of how AI can be used within a given sector or organisation to support improvement opportunities linked to common business needs or challenges.	explains how AI can influence multiple components in combination, for example by shaping value propositions, enabling more targeted customer segmentation, supporting AI-enabled channels, or contributing to changes in revenue approaches such as subscription or usage-based models. Evidence also shows clear and comprehensive explanation of how AI is reshaping or enabling new business models across more than one sector, using relevant sector-based examples. In addition, evidence shows why particular AI uses are suitable for the given sector or organisation, with clear links made between the examples used and realistic improvement opportunities or business challenges.	clear how changes to areas such as value propositions, customer segments, channels or revenue streams contribute to these effects. The work draws a clear conclusion about the overall significance of these changes for how organisations create and deliver value. Evidence also evaluates how well different AI-enabled improvement opportunities align with the needs and context of a given sector or organisation, considering likely benefits and limitations. The work draws a clear and reasoned conclusion about which types of AI-enabled improvements are most appropriate in the given context and why, without extending into feasibility assessment or strategic decision-making.
Learning Outcome 2: Understand common AI-enabled value drivers and their typical commercial trade-offs			
ACs	Pass	Merit	Distinction



2.1	<u>Describe</u> common AI-enabled value drivers used in business models.	<u>Clearly and comprehensively explain</u> common AI-enabled value drivers, <u>considering</u> how they contribute to value creation in business models.	<u>Clearly and comprehensively explain</u> common AI-enabled value drivers, <u>including</u> how different drivers <u>interact</u> to shape business performance.
2.2	<u>Explain</u> the typical commercial trade-offs associated with AI-enabled value drivers.	<u>Clearly and comprehensively explain</u> the typical commercial trade-offs associated with AI-enabled value drivers, <u>showing</u> clear understanding of the different factors businesses must balance.	<u>Evaluate</u> the significance of commercial trade-offs associated with AI-enabled value drivers, <u>considering</u> implications for cost, risk, customer experience, scalability and long-term strategic opportunity.
Sufficiency Descriptors	Learners demonstrate a secure understanding of common AI-enabled value drivers used in business models. Evidence shows recognition of typical ways AI creates value, such as improving efficiency, increasing consistency, supporting scalability, enabling personalisation or speeding up decision-making. The work makes clear what each value driver involves and where it is commonly used within business activities. Evidence also shows how typical commercial trade-offs arise when these value drivers are used. The work makes clear why	Learners demonstrate a developed understanding of how AI-enabled value drivers contribute to business performance and the trade-offs they involve. Evidence shows clear and comprehensive coverage of a range of AI-enabled value drivers, with explanation of how they contribute to value creation within business models rather than simply listing features. The work shows how these drivers support outcomes such as improved performance, customer experience or operational efficiency. Evidence also shows clear and comprehensive explanation of how	Learners demonstrate a clear and comprehensive understanding of how AI-enabled value drivers and commercial trade-offs shape business outcomes. Evidence shows how different AI-enabled value drivers interact to shape overall business performance, for example where efficiency, scalability and personalisation reinforce or constrain one another. Evidence weighs the significance of the commercial trade-offs associated with AI-enabled value drivers, considering implications for cost, risk, customer experience, scalability and



	using AI to increase efficiency, speed or automation can introduce competing pressures, such as reduced human input, increased risk, or impacts on service quality, showing why organisations may need to balance these factors.	commercial trade-offs emerge from the use of AI-enabled value drivers. The work explains how choices around cost, risk, service quality, scalability or control affect how AI is used, showing understanding of why prioritising one factor can limit or reduce another.	longer-term opportunity. The work draws a clear conclusion about how these trade-offs influence the overall value achieved through AI use in business models, without extending into feasibility assessment or organisational strategy.
Learning Outcome 3: Be able to outline a simple AI-enabled business idea, showing how AI supports value creation, delivery and risk awareness			
ACs	Pass	Merit	Distinction
3.1	<u>Produce</u> a clear and well-structured outline of an AI-enabled business idea, including target customers and the value offered.	N/A	N/A
3.2	<u>Produce</u> a clear and structured outline of how AI-enabled features influence revenue generation and delivery, showing how these support the viability of the business idea.	N/A	N/A
3.3	<u>Explain</u> common risks associated with the AI-enabled business idea, showing how these risks could affect delivery, customers or value creation.	N/A	N/A



Sufficiency Descriptors	Learners demonstrate a secure ability to outline a simple AI-enabled business idea. Evidence shows a clear and well-structured outline of an AI-enabled business idea, including identification of the target customers and the value offered through the use of AI. The outline makes clear what the idea is, who it is for, and how AI supports the value provided. Evidence also shows a clear outline of how AI-enabled features influence revenue generation and delivery, with appropriate links made between the use of AI and how the idea could operate in practice. In addition, evidence shows explanation of common risks linked to the use of AI within the business idea, making clear how these risks could affect delivery, customer experience or value creation.	N/A	N/A
Learning Outcome 4: Be able to use basic metrics and KPIs to evaluate commercial viability, adoption risk and scalability			
ACs	Pass	Merit	Distinction



4.1	<u>Select 2 or 3 appropriate</u> metrics and KPIs to assess commercial viability, adoption risk and scalability for an AI-enabled business idea.	<u>Select a clear and appropriate set of</u> metrics and KPIs to assess commercial viability, adoption risk and scalability, showing reasoning for why each metric is relevant.	<u>Evaluate</u> how metrics and KPIs can be interpreted over time to identify trends, patterns or changes in performance, and how ongoing monitoring supports continuous improvement, risk management and informed decisions about testing changes, scaling or planning sustainable growth for an AI-enabled business model.
4.2	<u>Explain</u> what the selected metrics indicate about the performance or viability of the AI-enabled business model.	<u>Clearly and comprehensively explain</u> what the selected set of metrics and KPIs indicate about performance, adoption and scalability, <u>showing insight</u> into how they help assess adoption, customer value, efficiency and risk.	
4.3	<u>Explain</u> how monitoring KPIs can support decisions about scaling or improving the AI-enabled business model.	<u>Clearly and comprehensively explain</u> how KPI monitoring supports informed decisions about scaling, investment or improving areas such as accuracy, customer experience or cost efficiency.	
Sufficiency Descriptors	Learners demonstrate a secure ability to use basic metrics and KPIs in relation to an AI-enabled business idea. Evidence shows a small and appropriate set of metrics or KPIs chosen to review commercial viability, adoption risk and scalability. The selection is suitable for the AI-	Learners demonstrate a developed ability to use metrics and KPIs to review performance and growth considerations for an AI-enabled business idea. Evidence shows a clear and appropriate set of metrics and KPIs selected to review viability, adoption risk and scalability, with clear	Learners demonstrate a clear and comprehensive ability to interpret metrics and KPIs to support informed judgement about an AI-enabled business idea. Evidence shows consideration of how metrics and KPIs can be interpreted over time to identify trends, patterns or



	enabled idea and covers different aspects of performance rather than focusing on a single area. Evidence also shows what the selected metrics indicate about performance or viability, with clear links made between each metric and what it reveals about customer uptake, value creation, cost, efficiency or risk. In addition, evidence shows how monitoring these metrics could be used in a straightforward way to support decisions about improving or extending the AI-enabled business idea.	reasoning evident for why each metric is relevant to the AI-enabled idea. The work shows awareness of how different metrics relate to different aspects of performance. Evidence also shows clear and comprehensive explanation of what the selected set of metrics indicates about performance, adoption and scalability. The work shows understanding of how metrics can be used together to provide insight into customer value, efficiency and risk, and how ongoing monitoring can support more informed decisions about scaling or improving the AI-enabled business idea.	changes in performance, adoption or scalability. The work shows how ongoing monitoring can highlight emerging risks, opportunities or areas requiring attention. Evidence draws together interpretation of multiple metrics to evaluate how well the AI-enabled business idea is performing and how viable it is for scaling or further development. A clear conclusion is reached about what the metrics suggest overall, and how they support informed decisions about testing changes, improving performance or planning sustainable growth, without extending into detailed financial modelling or strategic planning.
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Essential Teaching Content:

Learning Outcome 1: Understand the core components of a business model and how AI can enable new models and improvement opportunities

- Definition of a business model and its purpose within an organisation.
- Core business model components: Value proposition, Customer segments, Channels, Customer relationships, Revenue streams, Cost structure, Key resources, Key activities, Key partnerships.
- How AI can influence value propositions: Smarter or faster services, Improved accuracy or convenience, New AI-enabled features.
- How AI supports more refined customer segmentation and targeting.
- AI-enabled channels (e.g. chatbots, recommendation systems, digital platforms).
- AI-driven changes to revenue streams: Subscription models, Usage-based pricing, Data-enabled services.
- Examples of AI reshaping business models in different sectors (e.g. retail, finance, logistics, professional services).



- How AI-driven business model change can influence competitiveness and future organisational opportunities.
- Identifying business or sector challenges suitable for AI support.
- Characteristics of realistic and appropriate AI opportunities.
- Use of simple sector-based or organisational case examples.

Learning Outcome 2: Understand common AI-enabled value drivers and their typical commercial trade-offs

- Definition of AI-enabled value drivers in a business context.
- Common AI-enabled value drivers:
 - efficiency and productivity improvement,
 - cost reduction and automation,
 - personalisation of products or services,
 - enhanced decision-making and forecasting,
 - new product or service features,
 - data monetisation opportunities.
- How value drivers contribute to value creation and competitive advantage.
- Typical commercial trade-offs associated with AI adoption.
- How different value drivers may interact or conflict.
- Examples of how organisations balance trade-offs when designing AI-enabled business models.
- Consideration of customer experience, risk, scalability and sustainability.

Learning Outcome 3: Be able to outline a simple AI-enabled business idea, showing how AI supports value creation, delivery and risk awareness

- Purpose of pilots and small-scale AI commercial cases.
- Identifying target customers for an AI-enabled idea.
- Defining a clear value proposition linked to customer needs.
- Introduction to basic revenue models: Subscription, licensing, pay-per-use.
- Delivery requirements: Technology, people and skills, processes and timelines.
- Identification of key risks: Operational risks, data risks, customer or reputational risks, commercial viability risks.

Learning Outcome 4: Be able to use basic metrics and KPIs to evaluate commercial viability, adoption risk and scalability

- Purpose of metrics and KPIs in evaluating AI-enabled business models.
- Examples of commercial viability metrics: Revenue growth, cost savings, return on investment.
- Adoption and usage metrics: User uptake, engagement levels, retention or repeat usage.
- Quality and performance metrics: Accuracy, reliability, error rates.
- Scalability indicators: Cost per user, system capacity, performance under increased demand.
- How KPIs are monitored over time.
- Using performance data to: Identify trends or issues, inform improvement decisions, support scaling or investment choices.
- Role of ongoing monitoring in risk management and sustainable growth.



Unit 8: AI, Value Creation and Economic Impact

Unit aims	This unit enables learners to understand how Artificial Intelligence (AI) can contribute to value creation and economic impact within organisations and markets. Learners explore how AI can improve productivity, efficiency, quality and service outcomes, and how these improvements can translate into commercial value. The unit develops understanding of how AI adoption can change cost structures, pricing approaches and competitive dynamics, and how AI impacts different parts of the organisational value chain, including suppliers, customers and employees. Learners will also examine wider economic impacts of AI adoption, including market disruption, workforce change and variation in impact across sectors. By the end of the unit, learners will be able to explain why AI adoption matters commercially and economically, and how AI-driven change can influence organisational performance and market outcomes.
Unit level	3
Unit code	H/652/2301
GLH	40
TQT	150
Credit value	15
Unit grading structure	Fail / Pass / Merit / Distinction
Assessment guidance	Assessment for this unit should emphasise practical understanding and clear communication of how AI is applied and its impacts within business and economic contexts. Centres may use a variety of applied assessment methods as set out in the Developing Assessment Tasks – Guidance for Centres document.



	Learners may base their evidence on real or fictional organisations, sectors or scenarios, provided the context is realistic and familiar. Assessment activities should allow learners to explain how AI contributes to productivity, efficiency, quality and service improvement, how AI adoption affects costs, pricing and competitive dynamics, how AI impacts different parts of the value chain, and how wider economic effects such as market change, workforce impact and sector variation can arise. Learners are not expected to design strategies, evaluate investment decisions, forecast economic outcomes, or conduct detailed market or workforce analysis. All assessments must be submitted to The AIB for approval prior to use.
Example Assessment Methods	L01: Presentation L02: Review a simple business scenario involving AI adoption and explain how AI affects costs, pricing approaches and competitive dynamics, using a structured response such as an annotated diagram, comparison table or short recorded explanation. L03: written summary, flow diagram or narrated walkthrough of how AI impacts different parts of the value chain scenario. L04: Professional discussion

Unit Content:

Learning Outcome 1: Understand how AI can contribute to value creation through productivity, efficiency, quality and service improvement			
ACs	Pass	Merit	Distinction
1.1	<u>Explain</u> how AI can be used to improve productivity and efficiency within organisational activities.	<u>Clearly and comprehensively explain</u> how AI-driven improvements in productivity and efficiency support organisational performance.	<u>Evaluate</u> how AI-enabled productivity and efficiency improvements contribute to wider value creation within an organisation.



1.2	<u>Explain</u> how AI can be used to improve quality, accuracy and service outcomes.	<u>Clearly and comprehensively explain</u> how AI driven improvements in quality, accuracy and service contribute to value for customers or the organisation.	<u>Clearly and comprehensively explain</u> how AI driven improvements in quality, accuracy and service <u>work alongside</u> productivity and efficiency gains to strengthen organisational performance.
Sufficiency Descriptors	Learners demonstrate a secure understanding of how AI can support improvements in productivity, efficiency, quality, accuracy and service within organisational activities. Evidence shows how AI is used within tasks or processes to change how work is carried out, for example by automating routine steps, reducing manual input, improving consistency, or supporting faster responses.	Learners demonstrate a developed understanding of how AI-driven improvements affect productivity, efficiency, quality, accuracy and service within organisational activities. Evidence shows clear and comprehensive explanation of how AI-driven changes to tasks or processes influence how organisational activities are carried out, for example by improving consistency, reducing errors, increasing throughput, or enabling staff to focus on higher-value work. The work makes clear cause-and-effect links between the use of AI and changes in productivity and efficiency. Evidence also shows clear explanation of how improvements in quality, accuracy and service arise from AI use, with appropriate links made to	Learners demonstrate a clear and comprehensive understanding of how AI contributes to value creation through combined improvements in productivity, efficiency, quality and service. Evidence evaluates how AI-enabled improvements in productivity and efficiency contribute to wider value creation within an organisation, showing reasoned judgement about their significance beyond immediate task-level gains. The work draws a clear conclusion about how these improvements support organisational value, such as sustained performance, improved customer experience or better use of resources. Evidence also clearly explains how improvements in quality, accuracy and service operate alongside productivity and efficiency gains, showing integrated understanding of how



		customer outcomes or organisational benefits.	these different AI-enabled improvements reinforce one another. Examples are well developed and illustrate how combined improvements strengthen organisational activities and outcomes.
Learning Outcome 2: Understand how AI adoption can change cost structures, pricing approaches and competitive dynamics			
ACs	Pass	Merit	Distinction
2.1	<u>Describe</u> how AI adoption can affect organisational cost structures.	<u>Explain</u> how AI adoption changes organisational cost structures.	<u>Clearly and comprehensively explain</u> how changes to cost structures resulting from AI adoption influence organisational decision-making.
2.2	<u>Explain</u> how AI can influence pricing approaches or revenue potential.	<u>Clearly and comprehensively explain</u> how AI influences pricing approaches or revenue potential.	<u>Clearly and comprehensively explain</u> how AI-influenced pricing and revenue approaches support competitive positioning.
2.3	<u>Describe</u> how AI adoption can affect competitive dynamics within a market.	<u>Clearly and comprehensively explain</u> how changes to costs and pricing affect competitive dynamics and how AI influences pricing approaches and potential.	<u>N/A</u>
Sufficiency Descriptors	Learners demonstrate a secure understanding of how AI adoption can affect	Learners demonstrate a developed understanding of how AI-driven changes to costs and pricing affect	Learners demonstrate a clear and comprehensive understanding of how AI-driven changes to costs and pricing shape



	costs, pricing and competition. Evidence shows how AI adoption can change organisational cost structures, for example through reduced labour costs, increased technology investment, automation of routine activities or ongoing system maintenance costs. The work makes clear what types of costs may change and in what ways. Evidence also shows how AI can influence pricing approaches or revenue potential, such as enabling subscription models, usage-based pricing or more tailored offers. In addition, evidence shows how AI adoption can affect competitive dynamics within a market, for example by changing barriers to entry, speed of service, customer expectations or the range of services offered.	organisational activity and competition. Evidence shows explanation of how AI adoption changes organisational cost structures, making clear how shifts in costs influence how organisations operate or allocate resources. The work shows cause-and-effect links between AI adoption and changes to cost patterns. Evidence also shows clear and comprehensive explanation of how AI influences pricing approaches or revenue potential, with links made to how pricing choices or revenue models change as a result of AI use. In addition, evidence shows how changes to costs and pricing affect competitive dynamics, explaining how AI adoption can alter how organisations compete within a market.	organisational and competitive outcomes. Evidence shows clear and comprehensive explanation of how changes to cost structures resulting from AI adoption influence organisational decision-making, for example in relation to investment priorities, delivery choices or resource use. The explanation makes clear how these influences arise from AI adoption and how they affect organisational activity. Evidence also shows clear and comprehensive explanation of how AI-influenced pricing and revenue approaches support competitive positioning. The work explains how changes to costs and pricing, driven by AI adoption, affect how organisations compete within a market, showing integrated understanding of the relationship between cost structures, pricing approaches and competitive dynamics.
Learning Outcome 3: Understand how AI can impact different parts of the value chain, including suppliers, customers and employees			
ACs	Pass	Merit	Distinction



3.1	<u>Describe</u> how AI can affect internal organisational activities and employee roles.	<u>Explain</u> how AI can affect internal activities and employee roles.	<u>Clearly and comprehensively explain</u> how AI-driven changes to internal activities can affect employees and organisational capability.
3.2	<u>Describe</u> how AI can affect suppliers, partners or external service providers.	<u>Explain</u> how AI can affect suppliers, partners or external providers.	<u>Clearly and comprehensively explain</u> how supplier and partner relationships can be reshaped by AI adoption.
3.3	<u>Explain</u> how AI can affect customer experience and value delivery.	<u>Clearly and comprehensively explain</u> how AI can affect customer experience and value delivery.	<u>Evaluate how AI</u> can affect customer experience and value delivery, drawing a balanced conclusion on how value is created or shifted across the value chain.
Sufficiency Descriptors	Learners demonstrate a secure understanding of how AI can affect different parts of the value chain. Evidence shows how AI can affect internal organisational activities and employee roles, for example by automating routine tasks, changing how work is organised, or supporting employees with decision-making or information access. The work makes clear what types of changes may occur within organisations as a result of AI use. Evidence also shows how AI can affect suppliers,	Learners demonstrate a developed understanding of how AI-driven changes affect value-chain relationships and activities. Evidence shows how AI-driven changes to internal activities affect employee roles and ways of working, with clear links made between AI use and changes to skills, responsibilities or collaboration. The explanation shows how these changes influence how organisational activities are carried out.	Learners demonstrate a clear and comprehensive understanding of how AI reshapes value-chain relationships and value delivery. Evidence shows clear and comprehensive explanation of how AI-driven changes to internal activities affect employees and organisational capability, for example through changes to roles, workflows or reliance on human and automated inputs. Evidence also shows clear and comprehensive explanation of how



	partners or external service providers, such as changes to information sharing, coordination, service delivery or reliance on technology-based services. In addition, evidence shows how AI can affect customer experience and value delivery, for example through faster responses, more personalised services or changes to how customers interact with organisations.	Evidence also shows how AI affects suppliers, partners or external providers, with explanation of how AI adoption can change working relationships, coordination or service expectations. Evidence further shows a clear and comprehensive explanation of how AI affects customer experience and value delivery, making clear how changes to processes or interactions influence customer outcomes.	supplier and partner relationships can be reshaped by AI adoption, including changes to integration, dependency or collaboration. Evidence further evaluates how AI can affect customer experience and value delivery, considering how value may be enhanced, redistributed or shifted across the value chain. The work draws a balanced conclusion about how AI use changes where and how value is created for customers and organisations, without extending into strategic planning or optimisation.
Learning Outcome 4: Understand the wider economic impacts of AI adoption, including market disruption, workforce change and sector variation			
ACs	Pass	Merit	Distinction
4.1	<u>Describe</u> how AI adoption can contribute to market disruption or change.	<u>Explain</u> how AI adoption contributes to market disruption or change.	<u>Clearly and comprehensively explain</u> how AI-driven market disruption affects organisations and competition.
4.2	<u>Explain</u> how AI adoption can affect workforce roles or skills.	<u>Clearly and comprehensively explain</u> how AI adoption affects workforce roles, skills or employment patterns.	<u>Clearly and comprehensively explain</u> how workforce change resulting from AI adoption influences skills requirements and role design.



4.3	<u>Describe</u> how AI impact can vary across different sectors or industries.	<u>Clearly and comprehensively explain</u> how AI impact varies across different sectors or industries.	<u>Clearly and comprehensively explain</u> why AI impact varies across sectors, <u>considering</u> differences in task suitability, adoption pace and organisational readiness.
Sufficiency Descriptors	Learners demonstrate a secure understanding of the wider economic impacts of AI adoption. Evidence shows how AI adoption can contribute to market disruption or change, for example through the introduction of new products or services, changes to how organisations compete, or shifts in customer expectations. The work makes clear what types of changes may occur as AI is adopted. Evidence also shows how AI adoption can affect workforce roles or skills, such as changes to tasks, the introduction of new tools, or the need for different skills. In addition, evidence shows how the impact of AI can vary across different sectors or industries, using straightforward examples to illustrate differences in	Learners demonstrate a developed understanding of how AI adoption drives economic and organisational change. Evidence shows explanation of how AI adoption contributes to market disruption or change, making clear how AI-driven developments influence organisational behaviour or competitive conditions. The explanation shows cause-and-effect links between AI adoption and changes in markets. Evidence also shows clear and comprehensive explanation of how AI adoption affects workforce roles, skills or employment patterns, with links made to how work is reorganised or how skill requirements change. Evidence further shows clear and comprehensive explanation of how AI impact varies across sectors or industries, explaining why differences	Learners demonstrate a clear and comprehensive understanding of how AI adoption shapes wider economic outcomes. Evidence shows clear and comprehensive explanation of how AI-driven market disruption affects organisations and competition, making clear how changes arise and how organisations respond to AI-driven shifts in markets. Evidence also shows clear and comprehensive explanation of how workforce change resulting from AI adoption influences skills requirements and role design, with clear links made between AI use and evolving patterns of work. Evidence further shows clear and comprehensive explanation of why AI impact varies across sectors or industries, considering factors such as task suitability, pace of adoption and



	how and where AI is applied.	arise based on the nature of activities or levels of adoption.	organisational readiness. The work shows integrated understanding of how these factors combine to shape different economic outcomes across sectors.
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Essential Teaching Content:

Learning Outcome 1: Understand how AI can contribute to value creation through productivity, efficiency, quality and service improvement

- Meaning of value creation in a business context (e.g. improved outputs, better use of resources, improved customer outcomes).
- Definition of productivity and efficiency in organisational activities.
- How AI can improve productivity (e.g. automation of repetitive tasks, faster data processing, quicker decision support).
- How AI can improve efficiency (e.g. reducing duplication, minimising errors, optimising workflows).
- Examples of AI improving productivity and efficiency (e.g. automated scheduling, AI-assisted document processing, route optimisation).
- Meaning of quality, accuracy and service outcomes.
- How AI can improve quality and accuracy (e.g. consistency of outputs, pattern recognition, error detection).
- How AI can improve service outcomes (e.g. faster response times, improved availability, basic personalisation).
- Examples of AI improving quality or service (e.g. chatbots handling routine enquiries, AI-assisted quality checks).
- How productivity, efficiency, quality and service improvements contribute to organisational value.
- Introduction to the idea that multiple improvements may operate together to strengthen performance.

Learning Outcome 2: Understand how AI adoption can change cost structures, pricing approaches and competitive dynamics

- Basic understanding of organisational cost structures (e.g. labour costs, operational costs, technology costs).
- How AI adoption can change cost structures (e.g. reduced manual labour, increased technology or data costs).
- Fixed and variable cost considerations at a simple level.
- Examples of AI influencing cost structures (e.g. automation reducing processing costs, AI tools replacing manual analysis).
- Overview of pricing approaches (e.g. fixed pricing, subscription pricing, usage-based pricing).
- How AI can influence pricing or revenue potential (e.g. enabling personalised offers, supporting dynamic pricing, creating new digital services).



- Examples of AI-influenced pricing (e.g. subscription services supported by AI recommendations).
- Meaning of competitive dynamics within a market.
- How AI adoption can affect competitiveness (e.g. speed, scale, differentiation, cost advantage).
- Examples of competitive impact (e.g. faster service, lower prices, improved customer experience).
- Understanding that changes to costs and pricing can influence market position.

Learning Outcome 3: Understand how AI impacts different parts of the value chain, including suppliers, customers and employees

- Introduction to the concept of a value chain and how organisations create and deliver value.
- Internal organisational activities and roles within a value chain.
- How AI can affect internal activities (e.g. task automation, decision support, workflow changes).
- Impact of AI on employees (e.g. task changes, new skill requirements, need for oversight).
- Examples of employee impact (e.g. staff moving from data entry to exception handling).
- Role of suppliers and external partners in AI adoption (e.g. software providers, data vendors).
- How AI can affect supplier relationships (e.g. reliance on external tools, data-sharing arrangements).
- Examples of supplier impact (e.g. use of third-party AI platforms).
- How AI affects customers and value delivery (e.g. speed, convenience, consistency).
- Examples of customer impact (e.g. faster responses, improved service availability).
- Understanding that AI can shift where and how value is created across the value chain.

Learning Outcome 4: Understand the wider economic impacts of AI adoption, including market disruption, workforce change and sector variation

- Meaning of economic impact at a basic level (e.g. effects on markets, jobs and industries).
- Market disruption and change resulting from AI adoption (e.g. new entrants, faster service expectations).
- Examples of market disruption (e.g. digital-first services challenging traditional models).
- Workforce change linked to AI adoption (e.g. changing tasks, reskilling needs, role redesign).
- Examples of workforce impact (e.g. automation of routine tasks alongside increased demand for oversight).
- Understanding that AI may affect jobs differently rather than simply removing roles.
- Sector variation in AI adoption and impact.
- Examples of sectors with different AI impacts (e.g. retail, healthcare, finance, logistics).
- Reasons for sector variation (e.g. task suitability, data availability, regulatory environment).
- Awareness of short-term and longer-term economic effects.
- Importance of responsible and proportionate AI adoption.



Version Control

Version Number	Summary of change	Date Changed
V 1	Original	June 2026
V 2		

