

Title:	AI and Digital Responsibility
Level:	1
Credit value:	3
GLH:	27
Unique Reference Number:	J/651/8452
Sector Subject Area:	14.1: Foundations for Learning and Life.
Aim:	<p>The aim of this unit is to provide learners with the knowledge and skills to think critically about Artificial Intelligence (AI) and the information it generates.</p> <p>Learners will explore how AI systems create content, recognise limitations and bias, and learn how to check the accuracy and ethics of AI-generated information used in workplace communication.</p>
Assessment Type:	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
Assessment Guidance:	<p>Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity.</p> <p>Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.</p>

Learning outcomes

The learner will:

1. Understand how AI produces information.

Delivery content:

The aim of this learning outcome is to provide the learners with the knowledge and skills to understand how AI systems generate text or information and to recognise that AI outputs depend on data patterns rather than true understanding.

The learner must:

- 1.1 Explain how **AI tools** use data and patterns to **generate content**.
- 1.2 Identify at least two **limitations** of AI-generated information.

2. Know how to evaluate AI information for reliability.

Delivery content:

The aim of this learning outcome is to provide the learners with the knowledge and skills to evaluate AI outputs for accuracy, reliability and bias.

<p>The learner must:</p> <p>2.1 Compare two AI outputs and identify which is more accurate or appropriate.</p> <p>2.2 Give one reason why AI information may be biased or misleading.</p>	
<p>3 Understand ethical use of AI in the workplace.</p>	
<p>Delivery content:</p> <p>The aim of this learning outcome is to provide the learners with the knowledge and skills to recognise the ethical responsibilities of using AI tools in workplace communication and decision-making.</p> <p>The learner must:</p> <p>3.1 Identify potential risks of using AI without checking results.</p> <p>3.2 Outline simple steps to use AI responsibly at work.</p>	
<p>4 Be able to communicate findings on AI reliability.</p>	
<p>Delivery content:</p> <p>The aim of this learning outcome is to provide the learners with the knowledge and skills to communicate what they have discovered about AI accuracy, bias and ethical use in a clear and appropriate format.</p> <p>The learner must:</p> <p>4.1 Explain how to check AI accuracy to a target audience.</p> <p>4.2 Use appropriate language for the audience.</p>	

<p>Scope of Training</p> <p>The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.</p>	
<p>Requirements</p>	
<p>AI tools:</p>	<p>Definition:</p> <p>Software or online systems that use Artificial Intelligence to perform language, image, data, or pattern-based tasks such as predicting text, generating content, or analysing information.</p>

	<p>Teaching must include:</p> <ul style="list-style-type: none"> • What AI tools are and how they differ from standard digital tools. • Examples of AI tools used in workplace communication (e.g. ChatGPT, Grammarly, Copilot). • How data and algorithms help AI tools produce responses. • Safe and ethical practice when accessing or using AI tools. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Comparing how different AI tools handle the same question or prompt. • Exploring accessibility and privacy settings. • Discussion of how AI tools can assist or mislead users. • Demonstration of AI being used to analyse tone or style in a short message. • Contextual examples (construction, care, retrofit, customer service).
<p>Generate content:</p>	<p>Definition:</p> <p>The process by which AI produces written, visual, or spoken material using data and pattern recognition rather than true human understanding.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • How AI uses data sets and pattern recognition to predict likely responses. • Awareness that AI does not “understand” or “know” but generates based on probability. • Recognition of different types of content AI can generate (text, images, code). <p>Teaching could include:</p> <ul style="list-style-type: none"> • Demonstrating text generation in real time. • Comparing AI-generated text with human-written examples. • Highlighting errors or repetition in AI output. • Group discussion about creativity vs automation.
<p>Limitations:</p>	<p>Definition:</p> <p>Restrictions or weaknesses in AI outputs caused by incomplete</p>

	<p>data, algorithmic bias, outdated information, or lack of real-world context.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Examples of AI making errors or providing inaccurate answers. • How training data quality affects output reliability. • The need to cross-check AI-generated information against credible sources. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Analysing AI-generated misinformation examples. • Reviewing disclaimers or confidence statements from AI tools. • Comparing fact-based questions to opinion-based ones. • Discussion on ethical and reputational risks when relying on incorrect AI outputs.
<p>Accurate or appropriate</p>	<p>Definition:</p> <p>Information or text that is factually correct, relevant, balanced, and suitable for the intended audience or workplace purpose.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • How to evaluate whether AI information is factually correct and contextually appropriate. • Recognising credible sources and cross-verifying AI output. • Understanding relevance, tone, and purpose in workplace communication. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Comparing two AI outputs for accuracy and clarity. • Group exercises identifying reliable vs unreliable information. • Creating a checklist for assessing accuracy and appropriateness. • Sector-based examples (safety information, patient data, or client advice).
<p>Biased or misleading:</p>	<p>Definition:</p> <p>AI-generated information that reflects unfair assumptions,</p>

	<p>stereotypes, or inaccuracies because of biased data or flawed interpretation.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • What bias means in digital or data contexts. • How training data or prompts can create biased or misleading results. • The importance of recognising harmful or unbalanced perspectives. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Examples of biased or misleading AI responses. • Activities comparing neutral vs biased phrasing. • Discussion about the social and ethical impact of AI bias. • Evaluating whether AI results reflect inclusive, fair communication.
<p>Potential risks:</p>	<p>Definition:</p> <p>Possible negative outcomes from using AI tools without checking for accuracy, reliability, or ethics.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • The risks of over-reliance on AI (inaccuracy, data breach, misinformation). • How misuse of AI can harm reputation, safety, or equality. • Awareness of organisational and legal responsibilities. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Case studies where AI produced incorrect or harmful results. • Identifying the difference between low and high-risk AI tasks. • Developing personal or workplace risk mitigation steps. • Reviewing privacy statements or terms of service.
<p>Simple steps:</p>	<p>Definition:</p> <p>Straightforward actions that help ensure AI tools are used safely, accurately, and responsibly in workplace communication.</p> <p>Teaching must include:</p>

	<ul style="list-style-type: none"> • Practical methods for verifying AI information (fact-checking, peer review, source validation). • Ethical guidelines: transparency, fairness, and accountability. • The importance of human review before using AI-generated content. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Creating learner checklists or “AI use guidelines.” • Demonstrating how to cross-check sources quickly. • Using role-play to practise identifying when to accept or reject AI suggestions. • Linking safe steps to professional standards and workplace policy.
<p>Target audience:</p>	<p>Definition:</p> <p>The specific group of people that the communication is intended for, whose needs, background and understanding determine tone, language and format.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • How to identify the audience for workplace communication. • Why language and tone must suit the reader or listener. • The difference between technical and plain English. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Redrafting AI-generated text for different audiences. • Comparing AI tone for customer vs colleague communication. • Analysing examples where AI used inappropriate tone or vocabulary. • Using inclusive and respectful language for diverse audiences.
<p>Appropriate language:</p>	<p>Definition:</p> <p>Language that is clear, respectful, and suited to the audience, purpose and workplace environment.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Characteristics of appropriate workplace language (polite, professional, inclusive).

	<ul style="list-style-type: none">• The importance of tone, formality, and respect in communication.• How AI outputs should be reviewed for inappropriate or insensitive wording. <p>Teaching could include:</p> <ul style="list-style-type: none">• Reviewing AI-generated examples for inappropriate phrasing.• Group discussion about workplace tone and professionalism.• Rewriting AI responses to meet organisational standards.• Developing learner-created examples of good and poor practice.
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