

Sample Assessment Materials (SAMs) (unitised)

**NCFE Level 2 Award in Artificial Intelligence (AI) for
the Workplace
QN: 610/7671/5**

**NCFE Level 2 Certificate in Artificial Intelligence (AI)
for the Workplace
QN: 610/7672/7**

Contents

Introduction	3
Unit 01 Introduction to AI (D/652/2337)	4
Task 1: workplace poster	4
Task 2: staff email	4
Task 3: presentation	5
Unit 02 The use of AI tools and prompts (F/652/2338)	7
Task 1: debate	7
Task 2: AI demonstration	7
Task 3: reflective report	8
Unit 03 Data and AI systems (H/652/2339)	10
Task 1: workplace poster	10
Task 2: professional discussion	10
Task 3: AI training leaflet	11
Task 4: AI data discussion	13
Unit 04 Ethical and responsible use of AI in the workplace (L/652/2340)	14
Task 1: ethics report	14
Task 2: ethics presentation	15
Unit 05 Human oversight when working with AI systems (M/652/2341)	17
Task 1: written report	17
Task 2: AI output discussion	18
Unit 06 Continuous learning in AI for the workplace (R/652/2342)	20
Task 1: AI research presentation	20
Task 2: personal development plan (PDP)	20
Change history record	22

Introduction

These tasks are not mandatory. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover assessment criteria (AC) and learning outcomes (LOs) for all 6 units.

You will also find a set of holistic assessment tasks for the Level 2 Certificate in Artificial Intelligence (AI) for the Workplace qualification in a separate document showing how LOs from different units can be assessed together.

Unit 01 Introduction to AI (D/652/2337)

Task 1: workplace poster

The company you work for is noticing an increasing number of staff use AI in their day-to-day roles; however, the company is concerned that staff do not fully understand AI. You have been asked by your company to help staff learn about AI, including its uses and concepts.

To complete this task, you need to create a workplace poster, that includes the following information:

- a) a definition of AI (AC1.1)
- b) everyday examples of AI use in the workplace (AC1.2)
- c) a definition of the key concepts of AI (AC1.3) to include:
 - i. applications:
 - agentic AI
 - generative AI (GenAI):
 - conversational AI
 - large language models (LLMs)
 - ii. techniques:
 - machine learning (including deep learning)
 - natural language processing (NLP)
 - AI-driven automation.

Submission

An A3-sized poster that could be displayed in a workplace to help staff understand AI.

Delivery and assessment guidance

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand key concepts related to AI	1.1 Define AI
	1.2 Identify everyday uses of AI
	1.3 Define key AI concepts : • applications • techniques.

The poster needs to be informative and follow the expected presentation for a workplace informative poster. The level of information needs to be tailored towards people who are starting to use common AI tools, but do not have much understanding about how AI works. It is fair to assume they have basic computer knowledge.

Task 2: staff email

The company you work for is happy with the poster you made for the workplace. They are now asking you to draft a short email to help staff learn about issues that can arise when using AI in preparation for further training.

One of the areas they want to focus on, is the mistakes that can be made online where AI content is assumed real / factual, whether it be videos, images, or data sources.

Your email needs to cover the following:

- a) a discussion on how AI-assisted and AI-generated content can influence perceptions (AC2.1)
- b) an explanation of the importance of reviewing source and intent of AI-generated content (AC2.2).

Submission

For this submission you are expected to create a drafted email / printout. Learners can opt to print screen the drafted email to use as evidence in submission.

Delivery and assessment guidance

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
2. Understand the influence and impact of AI-generated content	2.1 Discuss how AI-assisted and AI-generated content can influence perceptions
	2.2 Explain the importance of reviewing the source and intent of AI-generated content

Learners are expected to generate the main body of the email text. There is no need to work on an email template as this adds further complexity. The email can be split into two sections / headings to help structure the content between a) and b). Learners are allowed to include examples of where AI has influenced perceptions if it helps support the content in the email.

Task 3: presentation

Your manager is now asking that you lead a staff development session to help staff learn how to check content they work with for authenticity. You will be using a piece of AI-generated content to make your point.

- a) Review the capabilities and limitations of AI detection tools (AC3.1). You must include:
 - i. false positives
 - ii. false negatives
 - iii. the impact of editing on detection results
 - iv. reliability of detection tools for some writing styles, languages, or users.
- b) Review a piece of content to identify indicators that content may be AI-generated (AC3.2).
- c) Give a demonstration of strategies and tools to identify AI-generated content (AC3.3). This could include:
 - i. checking the original source and source referencing
 - ii. reverse image searches
 - iii. trusted third party fact-checkers
 - iv. AI detection tools.
- d) Assess the results of checks and determine content authenticity (AC3.4).

It is recommended you make at least one slide for each of the key areas, as this will ensure you are discussing everything that the brief is asking of you. It is also recommended that you use speaker notes to help you during the presentation, and having these printed ahead of schedule is advised. It will support the presentation if you use a real-world example as a discussion point.

Submission

For this submission you are expected to create the presentation content and complete a short presentation for the skills element of training session.

Delivery and assessment guidance

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
3. Be able to apply strategies and tools to check content authenticity	3.1 Review the capabilities and limitations of AI detection tools
	3.2 Identify potential indicators that content may be AI generated
	3.3 Apply strategies and tools to check if content is AI generated
	3.4 Assess the results of checks and determine content authenticity

Tutors should provide learners with some content that shows evidence of change of language style, errors / mistakes in media, erroneous references, false positives and false negatives for use in their presentation.

Unit 02 The use of AI tools and prompts (F/652/2338)

Task 1: debate

You have been asked to speak in front of management about the use of AI tools in the workplace. They are unconvinced about its uses and believe it does not have a role in the workplace. You are to debate in favour of the use of AI in the workplace.

- a) To complete this task, you need to explain the basic capabilities that AI tools can bring to the workplace, including areas such as (AC1.1):
- text and language
 - data and analytics
 - automation and productivity
 - creativity and design
 - coding and technical.
- b) You also need to describe the characteristics of AI tools (AC1.2) to include:
- probabilistic
 - limited context
 - pattern matching, rather than understanding
 - sycophancy
 - tendency to guess.

Submission

For submission, you are expected to submit evidence of an observed debate (notes or tutor observation) in favour of using AI in the workplace. You must cover the points listed above during the debate.

Delivery and assessment guidance

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand how AI tools can be used in the workplace	1.1 Explain the capabilities of common AI tools for the workplace
	1.2 Describe characteristics of AI tools

The debate should focus on realistic workplace uses of AI tools and should refrain from discussing too many technical elements of how AI can operate. Keep the primary focus on the capabilities of AI tools in the workplace, including the characteristics of AI. Assessors can make assessment decisions based on an observation form and learner notes to ensure all points were covered by learners involved in the discussion.

Task 2: AI demonstration

The company you work for were happy with the debate on different AI tools and providers. They now want to see a demonstration of how the AI tools can be used effectively in the workplace.

- a) For this task, you are expected to apply appropriate prompt types to achieve required outputs (AC3.2) to include:
- zero-shot prompts
 - few-shot prompts
 - role-prompting
 - system prompts.

- b) During the demonstration, it is expected that you select an appropriate AI tool for the task you are demonstrating and discuss which would be the most appropriate to use based on the output (AC3.1).
- c) You must identify the requirements of effective prompting and interaction with AI tools (AC2.1), with explanations about the importance of effective prompting to generate appropriate outputs (AC2.2). Some example workplace tasks that you could use during your demonstration are:
 - i. drafting emails
 - ii. summarising documents
 - iii. spreadsheet formulas
 - iv. idea generation.
- d) Following the demonstration, it is expected that you refine at least one of your prompts (AC3.3).

Submission

For submission, you are expected to provide evidence of your tools, prompts, AI outputs and completed tasks.

Delivery and assessment guidance

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
2. Understand how to effectively prompt and interact with AI	2.1 Identify the requirements of effective prompting and interaction with AI tools
	2.2 Explain the importance of effective prompting to generate appropriate outputs
3. Be able to select and apply AI tools to achieve required outputs	3.1 Review output requirements to inform AI tool selection
	3.2 Apply appropriate prompt types to achieve required outputs
	3.3 Refine a prompt, based on the output received

It is expected that learners can use a variety of AI tools and vary their prompts to show how the output of AI can change based on the quality of prompts it is given. The evidence of the demonstration must be recorded for assessment purposes, and for use during the reflection in Task 3.

Task 3: reflective report

- a) You need to write a report on your AI demonstration in Task 2. You are expected to compare the outputs of the different prompting types that you used and outline which were the most appropriate for the tasks that you demonstrated (AC4.1). These include:
 - i. zero-shot prompts
 - ii. few-shot prompts
 - iii. role-prompting
 - iv. system prompts.
- b) For the last part of this task, you are expected to review how effectively the AI tools handled when completing the workplace tasks (AC4.2), and how the prompting types had an impact on the AI output.

Submission

For this submission, learners are expected to submit a reflective report that includes evidence from their demonstration in Task 2. Learners should include screenshots / evidence of the prompts and output in the report.

Delivery and assessment guidance

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
4. Be able to review the use of AI tools and prompts against required outputs	4.1 Compare and contrast outputs from applying different prompting types
	4.2 Review the effectiveness of selected tools and prompts

The reflective report should focus on the learner's experience using the AI tools to complete workplace tasks. Learners need to include a comparison of different AI tools which could include their strengths and weaknesses and a comparison of the overall quality of the AI output.

Unit 03 Data and AI systems (H/652/2339)

Task 1: workplace poster

The company you work for wants to create workplace promotional material to outline the importance of data. With AI being used more frequently, it is important for staff to understand how data should be handled, and how the data can impact the effectiveness of AI tools.

You need to create an informative workplace poster that covers the following:

- a) identifies types of data used by AI (AC1.1)
- b) defines the characteristics of personal, confidential and commercially sensitive data (AC1.2)
- c) explains why workplaces use data classification (AC1.3).

The poster can be visually appealing, but it is important to ensure that the key points are covered in sufficient detail so that potential staff will learn from the poster.

Submission

For this submission, you are expected to create an A3-sized poster that could be used in a workplace to inform staff about what data is within a workplace environment. The stylisation and theme of the poster is up to you.

Delivery and assessment guidance

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand data in the context of AI	1.1 Identify types of data used by AI
	1.2 Define the characteristics of personal, confidential and commercially sensitive data
	1.3 Explain why workplaces use data classification

The poster needs to be informative and be presented in a manner that shows each of the key points in good levels of detail. The poster can use examples from the workplace when discussing points such as data formats or good- / bad-quality data.

Task 2: professional discussion

The company is now considering introducing more AI systems into their working practices. They want to better understand how AI systems use data, and why data quality is important when using AI tools. You have been asked to take part in a professional discussion with your manager about how AI systems use data, and how their outputs can depend on the quality of data they are given.

During the discussion you need to cover the following:

- a) an explanation of why AI systems need data (AC2.1), showing you understand the difference between data used to build or train AI systems and that entered by users of AI tools
- b) examples of common data sources used by AI tools in the workplace (AC2.2)
- c) an explanation of how the quality of data can affect AI outputs (AC2.3), to include the following:
 - i. accuracy

- ii. relevance
- iii. clarity
- iv. currency.

Submission

For this submission you are expected to take part in a professional discussion that can be supported by prepared notes and examples. The discussion can be recorded, and this can be used as the submission evidence. Alternatively, the discussion could be summarised or captured in a written format and witnessed by the tutor for submission in the portfolio.

Delivery and assessment guidance

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
2. Understand how AI depends on data	2.1 Explain why AI systems need data
	2.2 Identify common sources of data used by AI tools
	2.3 Explain how the quality of data can affect AI outputs

The discussion should focus on realistic workplace examples of how AI systems can use data, and why good quality data is needed for AI tools to work effectively. A range of workplace data sources should be discussed including information on how good or bad quality data matters for the AI tool. The discussion does not need to be overly formal, and could be had as an informal conversation, providing the necessary points are discussed.

Task 3: AI training leaflet

Your colleagues will soon be encouraged to use AI for everyday tasks such as drafting emails, summarising documents, and analysing information. As part of your role, you have been asked to create a training leaflet on the ethical use of data when using AI in the workplace, and the impact of legislation and workplace policies when using AI.

- a) For the first part of the task, you are expected to explain the impact on the use of workplace data when using AI (AC3.1), you must include:
 - i. UK GDPR / Data Protection Act 2018
 - ii. EU AI Act 2024
 - iii. acceptable use policies
 - iv. information security policy.
- b) In the second section, you must ensure employees understand that data entered into AI tools may be stored, logged, reviewed, used to improve services, or processed outside the organisation, depending on the tool and its settings (AC3.2).

Submission

For submission, you are expected to complete a workplace information leaflet.

Delivery and assessment guidance

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
3. Understand AI governance	3.1 Explain the impact of legislation and workplace policy on the use of AI
	3.2 Explain what is meant by ethical use of data in AI

The learner should use realistic workplace examples when discussing the classification and handling of data. The learner should try to find examples of workplace rules and policies to help them create their own rules / policies to help support this section.

Task 4: AI data discussion

Following on from the training leaflet, you have been asked to demonstrate best practices of using workplace data alongside AI. You will need to create and complete a table for this task.

- a) Using the following list, you are to demonstrate responsible practice for each type of data and whether it is suited for use in an AI tool (AC4.1). Example data includes:
- sensitive personal customer data
 - sales data
 - company productivity data
 - staff payroll data.

You must show how you would handle data in accordance with workplace policies and procedures, data classification, and appropriate legislation.

- b) Complete the table by explaining:
- how the data must be handled (for example, using policies, confidentiality, GDPR, permissions for example)
 - whether it can be used with an AI tool (for example, yes / no / only with restrictions)
 - what responsible practice looks like (for example, anonymising, aggregating, removing identifiers or using approved tools only).

Submission

For submission, the discussion will be recorded, and any prepared notes can be used to support the submission file.

Delivery and assessment guidance

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
4. Be able to handle workplace data responsibly for AI use	4.1 Demonstrate responsible practice when handling data for use with AI tools

If the learner can use more contextualised data types, this can be allowed providing there is a variety of data types for the discussion. The discussion can be class-led, but consideration should be shown to the fact that learners can get their answers from observing prior discussions.

Unit 04 Ethical and responsible use of AI in the workplace (L/652/2340)

Task 1: ethics report

The company you work for is introducing AI systems into a range of workplace activities. Management are concerned that staff may not fully understand the ethical issues and responsibilities that come with using AI tools in the workplace. To help keep the company informed, you have been asked to produce an ethics report that explains how AI should be used responsibly within the workplace.

You have been given a list of topics that need to be covered in the report:

- a) What ethical and responsible AI use means (AC1.1), to include:
 - i. an explanation of the conditions under which it is appropriate to use AI to generate outputs
 - ii. how to ensure fairness and minimise bias
 - iii. maintain accountability for decisions
 - iv. be transparent about when AI has been used.
- b) How bias can occur in AI systems (AC1.2)
- c) The wider environmental and societal impact of AI use (AC1.3), to include:
 - i. sustainability
 - ii. exploitative practices
 - iii. job displacement
 - iv. equality, diversity and inclusion (EDI) considerations.
- d) A description of the impact of potential ethical concerns relating to AI inputs, outputs and use cases (AC1.4), to include:
 - i. plagiarism and intellectual property rights (IPR)
 - ii. manipulation of public opinion
 - iii. potential breaches of confidentiality
 - iv. bias
 - v. jailbreaking.

The report should include examples to help support some of the topics you are going to cover. Some of these examples could include examples of ethical concerns, such as plagiarism, manipulation of public opinion, breaches of confidentiality, bias, or attempts to bypass AI safeguards.

Submission

For submission, you are expected to produce a written ethics report based on the responsible use of AI within the workplace.

Delivery and assessment guidance

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the principles of ethical and responsible use of AI in the workplace	1.1 Explain what is meant by ethical and responsible AI use
	1.2 Explain how bias can occur in AI systems
	1.3 Explain the wider environmental and societal impact of AI use
	1.4 Describe the impact of potential ethical concerns relating to AI inputs, outputs and use cases

The learner should demonstrate understanding of fairness, transparency, accountability, sustainability, and the handling of sensitive information when using AI tools. There should also be evidence of real-world examples of AI misuse, bias, or harmful outcomes to support discussion. Throughout the report, the learner should demonstrate understanding that AI outputs should always be checked and that users remain responsible for decisions made using AI systems.

Task 2: ethics presentation

The company you work for is now preparing staff training sessions on the responsible use of AI systems in the workplace. Management wants staff to better understand their personal responsibilities when using AI tools, and how concerns or misuse should be handled within the organisation.

You have been asked to deliver a presentation to staff explaining how AI should be used responsibly and transparently within workplace activities.

To complete this task, you need to:

- a) explain the importance of transparency when AI has contributed to workplace outputs or decisions (AC2.1)
- b) explain why users remain accountable for AI-driven outcomes (AC2.2)
- c) explain how concerns, misuse, or unsafe AI outputs should be reported and escalated within the workplace (AC2.3)
- d) identify ethical risks that may occur during workplace AI use (AC2.4) by sharing an appropriate scenario
- e) carry out a demonstration of how AI tools can be used ethically and responsibly in line with workplace requirements (AC3.1); you must show consideration of whether using AI is appropriate and proportionate for the task, taking account of risk, benefit, effort, sensitivity and possible harm.

Examples of ethical concerns could include plagiarism and intellectual property rights (IPR), manipulation of public opinion, potential breaches of confidentiality, bias, jailbreaking or attempts to bypass AI safeguards.

During the presentation, you should also demonstrate responsible use of AI tools by handling workplace data appropriately, following organisational policies, and clearly identifying where AI-supported outputs have been used.

Submission

For this submission you are expected to create presentation content, as well as presenting the information to an audience. You should also provide evidence of how AI tools can be used responsibly and transparently in line with workplace requirements.

Delivery and assessment guidance

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
2. Understand personal responsibilities when using AI in the workplace	2.1 Explain the importance of transparency when AI has contributed to a workplace output or decision
	2.2 Explain the importance of being accountable for AI-driven outputs
	2.3 Explain how to report and escalate concerns about AI output or misuse
	2.4 Identify ethical risks in workplace AI use

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
3. Be able to use AI in an ethical and responsible manner	3.1 Demonstrate ethical and responsible use of an AI tool in line with workplace requirements

It is recommended that learners use realistic workplace examples when discussing ethical concerns, transparency, accountability, and responsible AI use. The learner should demonstrate understanding that any unexpected, unclear, or unsafe AI outputs should be reported in line with organisational processes.

It is recommended that learners clearly evidence where AI has contributed to workplace outputs or presentation materials, as these could be used for evidence to support the presentation.

Unit 05 Human oversight when working with AI systems (M/652/2341)

Task 1: written report

Your organisation is introducing AI tools to support customer service staff who are experiencing a high volume of phone calls and customer email enquiries via the website. The AI systems they use can create staff schedules, draft email responses, suggest solutions to common customer enquiries and summarise data gained from customer feedback.

Some managers are concerned that staff may become over-reliant on AI and fail to check information before it is sent to customers.

You have been asked to produce a report explaining the importance of human oversight when working with AI systems.

The report needs to include the following topics:

- a) A description of common patterns of human-AI collaboration (AC1.1), including:
 - i. automation
 - ii. decision support
 - iii. content generation.
- b) An explanation of how AI could be used to support a workplace process or solve a workplace problem linked to the above scenario (AC1.2) using the table format shown below:

Work-related issue	AI tools that could be used and how they can support the workplace processes	How this can solve the problem
Lots of customers email about the same issues		
Often not enough staff on shift at busy times to answer phone calls and reply to emails		
Delays in responding to customer queries		

- c) A completed table with an explanation of the associated risks of using AI to support three workplace processes (AC1.3).

Task	Potential risk	Level of risk	Control suggestion
Creating staff schedules			
Drafting emails to customers about payment			
Researching customer buying trends			

- d) An explanation of why checks and controls may differ between workplace settings (AC1.4).
- e) An explanation of why human judgement and expertise remain essential when using AI tools (AC2.1) to include:

- i. contextual understanding
- ii. ethical responsibility:
 - bias / fairness
 - accuracy verification
- iii. professional judgement
- iv. accountability
- v. specific large language model (LLM) limitations:
 - hallucinations
 - knowledge cut off
 - non-deterministic outputs.

f) A description of barriers that may prevent effective human oversight of AI outputs (AC2.2)

g) A description of the potential next steps for an AI output (AC2.3) to include:

- i. accept / reject the output
- ii. edit
- iii. further verification
- iv. escalation.

The report should ensure you have considered ethical responsibility, accuracy verification, professional judgement, and accountability.

Submission

For submission, you are expected to produce a written report.

Delivery and assessment guidance

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand human and AI collaboration in the workplace	1.1 Describe common patterns of human-AI collaboration
	1.2 Explain how AI could be used to support a workplace process in response to a work-related problem or situation
	1.3 Explain the associated risks of using AI to support workplace processes
	1.4 Explain why checks and controls may differ across workplace settings
2. Understand the importance of reviewing AI outputs	2.1 Explain why human judgement and expertise remains an essential factor when using AI tools
	2.2 Describe potential barriers that may impact effective human oversight of AI outputs in the workplace
	2.3 Describe potential next steps for an AI output

The report should focus on realistic workplace examples of human-AI collaboration and oversight. Examples can be used such as military, healthcare, life sciences and financial services.

Learners should demonstrate understanding that AI can support workplace activities but should not replace human judgement, accountability, or decision-making.

Task 2: AI output discussion

Your company wants to learn more about the suitability of AI outputs. You will be provided with some example generative AI outputs, and you are expected to lead a discussion that:

- a) Assesses the suitability of an AI-generated output (AC3.1) considering suitability for purpose
- b) Describes your selected next steps for the AI output (AC3.2) including:
 - i. acceptance / rejection
 - ii. edits
 - iii. further verification
 - iv. escalation.
- c) Reviews the impact of any human checking, editing made to the output (AC3.3). You should also consider how the original AI output may have influenced your judgement and whether any issues were identified during the review process.

Submission

The learner should be presented with example AI outputs and be given time to study them. The learner will then lead a discussion which will be recorded as evidence.

Delivery and assessment guidance

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
3. Be able to apply critical thinking to AI outputs	3.1 Assess an AI-generated output to consider suitability for purpose
	3.2 Select next steps based on the AI output
	3.3 Review the impact of human checking or editing on the AI output

The tutor will need to provide example outputs which should be the same (or similar) for each learner to ensure fair assessment within the cohort of learners.

The learner should demonstrate understanding that human review can improve the quality, accuracy, and reliability of AI-supported outputs before they are used in workplace situations. They should also show an awareness of how their judgement could be impeded by the AI outputs.

Unit 06 Continuous learning in AI for the workplace (R/652/2342)

Task 1: AI research presentation

The company you work for is aware that AI technologies are continually developing. Management are concerned that staff may not be keeping their knowledge up to date and could miss important developments, risks or opportunities relating to AI training.

You have been asked to deliver a presentation to staff explaining why continuous learning is important when using AI in the workplace, with guidance on how to continue using AI as it develops.

During the presentation, you are expected to include the following:

- a) the importance of keeping AI knowledge and skills up to date (AC1.1)
- b) how sharing good practice and learning from others within the workplace can improve AI use (AC1.2)
- c) examples of innovation in AI applications drawn from the last 12 months where possible, to reflect the pace of change in the field (AC2.1)
- d) credible sources of information that can be used to stay up to date on AI developments (AC2.2)
- e) potential future uses of AI in the workplace (AC2.3)
- f) identifies credible AI communities (AC2.4) reflecting on the value of community engagement based on your own experience.

Submission

For this submission you are expected to create a presentation.

Delivery and assessment guidance

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the importance of continuous learning in AI development	1.1 Explain why keeping knowledge and skills up to date is essential when using AI
	1.2 Describe the benefits of sharing best practice to improve AI use in the workplace
2. Understand advancements in AI	2.1 Identify examples of innovation in AI applications
	2.2 Identify credible sources of information on advancements in AI
	2.3 Discuss potential future uses of AI in the workplace
	2.4 Identify credible and relevant AI communities

The presentation should focus on current developments in AI and their relevance to workplace environments.

It is recommended that learners use current examples of AI. Learners should show examples of credible sources of information that relate to current AI uses.

Task 2: personal development plan (PDP)

Following your presentation, your manager has asked staff to create a PDP to ensure they continue to develop their understanding of AI and its use within the workplace.

The PDP needs to contain the following sections:

- a) An assessment of your current AI knowledge and skills including any areas where further development may be beneficial (AC3.1) which could include:
 - i. understanding of what AI is
 - ii. checking AI-generated content
 - iii. understanding safe and responsible AI use
 - iv. following workplace policies when using AI
 - v. prompt writing skills
 - vi. using AI to support workplace processes
 - vii. awareness of AI limitations
 - viii. confidence level when using AI tools.
- b) Create an action plan that outlines how you intend to maintain and improve your AI knowledge and skills over time, which can use areas where further development may be beneficial (AC3.2).
- c) Carry out a review of how new learning could be applied safely and responsibly within a workplace environment (AC3.3).

You can use the following template to support your PDP:

Knowledge and skill area	Current ability (AC3.1)	What I need to improve	Actions I will take (AC3.2)	Resources or support needed	How I will ensure safe and responsible use	Target date

Submission

For submission you are expected to produce a PDP and a reflective review.

Delivery and assessment guidance

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
3. Be able to reflect on own practice and personal development within AI	3.1 Assess own knowledge and skills in AI to identify areas of learning and development
	3.2 Create an action plan for maintaining and improving AI skills
	3.3 Review how new learning could be applied safely and responsibly in a workplace context

Learners can discuss development opportunities such as training courses, professional communities, and workplace learning opportunities. The reflective review should focus on how new knowledge could improve workplace practice whilst maintaining safe, ethical and responsible use of AI.

Change history record

Version	Description of change	Date of issue
V1.0	First publication	September 2026