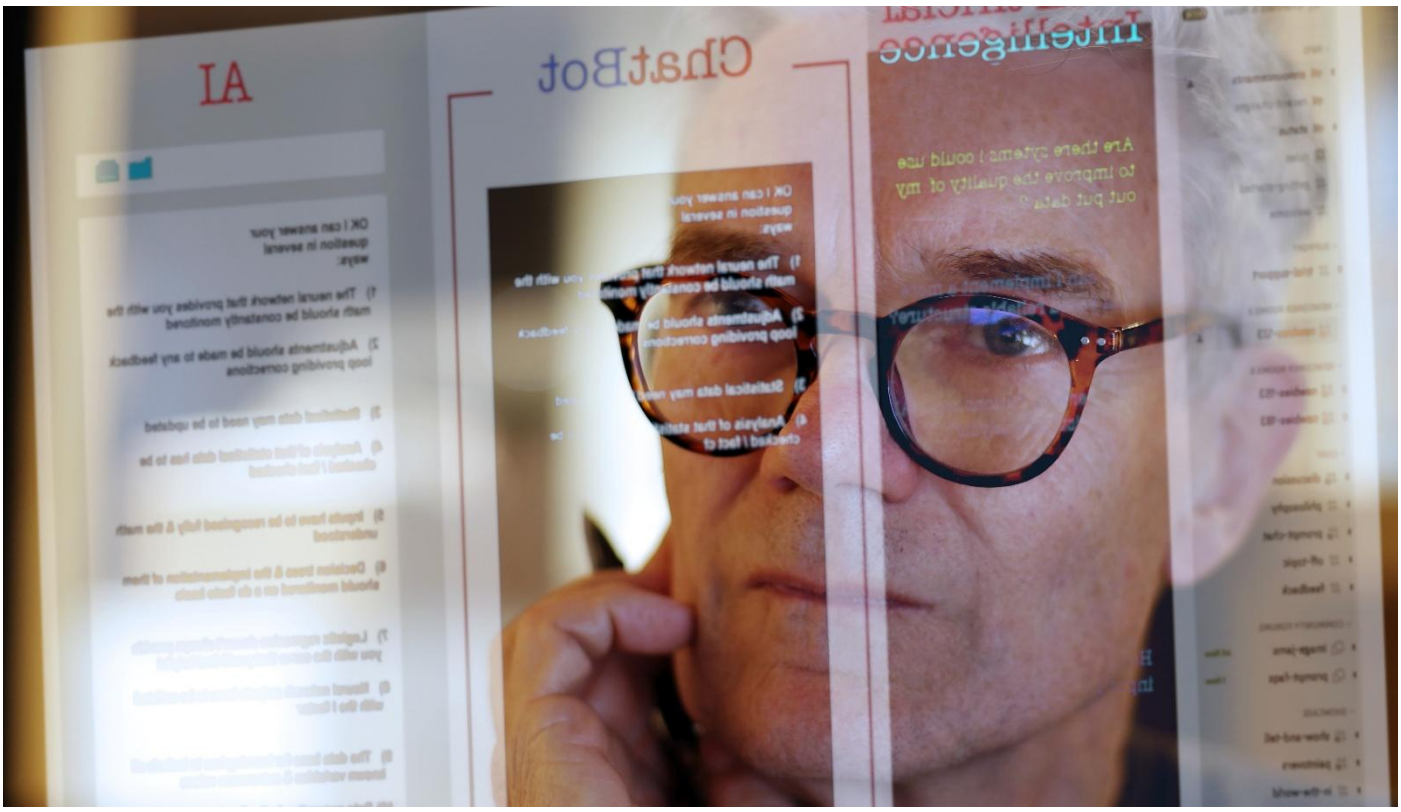
NCFE Level 2 Award in Artificial Intelligence (AI) for the Workplace
QN: 610/7671/5

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



Qualification Specification

Qualification summary: award

Qualification title	**NCFE Level 2 Award in Artificial Intelligence (AI) for the Workplace**
Ofqual qualification number (QN)	610/7671/5
Guided learning hours (GLH)	60
Total qualification time (TQT)	80
Credit value	8
Nested suite	This qualification is part of a nested suite, including the following qualifications: • NCFE Level 2 Award in Artificial Intelligence (AI) for the Workplace (610/7671/5) • NCFE Level 2 Certificate in Artificial Intelligence (AI) for the Workplace (610/7672/7)
Minimum age	14
Qualification purpose	This qualification is designed to develop foundational AI knowledge and practical capability. Learners will gain knowledge, skills and understanding to support their use of AI for the workplace. It will support learners in a number of sectors and job roles where an understanding of AI may be required. Learners will develop practical AI literacy for use within the workplace, ethical awareness around the use and governance of AI, and will build confidence and employability skills in the use of AI.
Grading	Achieved/not yet achieved
Assessment method	Internally assessed and externally quality-assured portfolio of evidence.
Work/industry placement experience	Work/industry placement experience is not required.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 610/7671/5.
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

Qualification summary: certificate

Qualification title	**NCFE Level 2 Certificate in Artificial Intelligence (AI) for the Workplace**
Ofqual qualification number (QN)	610/7672/7
Guided learning hours (GLH)	100
Total qualification time (TQT)	130
Credit value	13
Nested suite	This qualification is part of a nested suite, including the following qualifications: • NCFE Level 2 Award in Artificial Intelligence (AI) for the Workplace (610/7671/5) • NCFE Level 2 Certificate in Artificial Intelligence (AI) for the Workplace (610/7672/7)
Minimum age	14
Qualification purpose	This qualification is designed to develop foundational AI knowledge and practical capability. Learners will gain knowledge, skills and understanding to support their use of AI for the workplace. It will support learners in a number of sectors and job roles where an understanding of AI may be required. Learners will develop practical AI literacy for use within the workplace. They will gain ethical awareness around the use and governance of AI, and understand the importance of continuous learning in AI, building confidence and employability skills in the use of AI.
Grading	Achieved/not yet achieved
Assessment method	Internally assessed and externally quality-assured portfolio of evidence.
Work/industry placement experience	Work/industry placement experience is not required.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 610/7672/7.
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

Contents

Section 1: introduction

Please note this is a draft version of the Qualification Specification and is likely to be subject to change before the final version is produced for the launch of the qualification.

Centres must ensure they are using the most recent version of the Qualification Specification on the NCFE website.

Aims and objectives

These qualifications aim to:

- focus on the study of AI for use within the workplace
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills.

The objectives of these qualifications are to:

- develop practical AI literacy for use within the workplace
- raise ethical awareness around the use and governance of AI
- build confidence and employability skills in the use of AI.

Support Handbook

This Qualification Specification must be used alongside the mandatory Support Handbook, which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This Qualification Specification contains all the qualification-specific information you will need that is not covered in the Support Handbook.

Guidance for entry and registration

These qualifications are designed for learners aged 14 or over wishing to gain knowledge, skills and understanding to support their use of AI for the workplace.

They may also be useful to learners studying qualifications in the following sectors/areas:

- information technology
- digital technology.

Registration is at the discretion of the centre in accordance with equality legislation and should be made on the NCFE Portal.

There are no specific prior skills/knowledge a learner must have for these qualifications. However, learners may find it helpful if they have already achieved a level 1 digital qualification.

Centres are responsible for ensuring that all learners are capable of achieving the units and/or learning outcomes (LOs) and complying with the relevant literacy, numeracy, and health and safety requirements.

Learners registered on these qualifications should not undertake another qualification at the same level, or with the same/a similar title, as duplication of learning may affect funding eligibility.

Achieving these qualifications

Award

To be awarded this qualification, learners are required to successfully achieve **4 units** from the mandatory units (units 01 to 04).

Certificate

To be awarded this qualification, learners are required to successfully achieve **6 units** from the mandatory units (units 01 to 06).

Please refer to the list of units in Appendix A or the unit summaries in Section 2 for further information.

To achieve these qualifications, learners must successfully demonstrate their achievement of all LOs of the units as detailed in this Qualification Specification. A partial certificate may be requested for learners who do not achieve the full qualification but have achieved at least one whole unit; partial achievement certificate fees can be found in the Fees and Pricing document on the NCFE website.

Progression

Learners who achieve this qualification could progress to:

- level 2/level 3 qualifications in cyber security
- level 2 data qualifications
- level 2 digital qualifications.

It may also be useful to learners working or studying qualifications in a range of sectors, such as, but not limited to:

- business/admin
- health and social care
- education and training
- marketing
- media
- engineering
- HR
- recruitment.

Resource requirements

There are no mandatory resource requirements for these qualifications, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate LOs.

Realistic work environment (RWE) recommendation

The assessment of competence-based criteria should ideally be conducted within the workplace. However, in instances where this is not feasible, learners can be assessed in a realistic work environment (RWE) designed to replicate real work settings.

It is essential for organisations utilising an RWE to ensure it accurately reflects current and authentic work environments. By doing so, employers can be confident that competence demonstrated by a learner in an RWE will be translated into successful performance in employment.

In establishing an RWE, the following factors should be considered.

The work situation being represented is relevant to the competence requirements being assessed:

- The work situation should closely resemble the relevant setting.
- Equipment and resources that replicate the work situation must be current and available for use to ensure that assessment requirements can be met.
- Time constraints, resource access and information availability should mirror real conditions.

The learner's work activities reflect those found in the work environment being represented, for example:

- interaction with colleagues and others should reflect expected communication approaches
- tasks performed must be completed to an acceptable timescale
- learners must be able to achieve a realistic volume of work as would be expected in the work situation being represented
- learners operate professionally with clear understanding of their work activities and responsibilities
- feedback from colleagues and others (for example, customers or service users) is maintained and acted upon
- account must be taken of any legislation, regulations or standard procedures that would be followed in the workplace.

How the qualifications are assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

These qualifications are internally assessed and externally quality assured.

The assessment consists of one component:

- an internally assessed portfolio of evidence, which is assessed by centre staff and externally quality assured by NCFE (internal quality assurance must still be completed by the centre as usual).

Learners must be successful in this component to gain either the Level 2 Award in Artificial Intelligence (AI) for the Workplace or the Level 2 Certificate in Artificial Intelligence (AI) for the Workplace.

Learners who are not successful can resubmit work within the registration period; however, a charge may apply in cases where additional external quality assurance visits are required.

Unless otherwise stated in this Qualification Specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Internal assessment

We have created sample assessment materials for the internally assessed units, which can be found on the NCFE website. These sample assessments are not mandatory. You can contextualise these to suit the needs of your learners to help them build up their portfolio of evidence. For further information about contextualising assessment materials, please contact the Provider Development team.

Each learner must create a portfolio of evidence generated from appropriate assessment tasks to demonstrate achievement of all the LOs associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2.

If a centre needs to create their own internal assessment tasks, there are four essential elements in the production of successful centre-based assessment tasks; these are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs or assessment criteria (AC)
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers.

Section 2: unit content and assessment guidance

This section provides details of the structure and content of these qualifications, including grading, level, credit and guided learning hours (GLH).

The types of evidence listed below are for guidance purposes only:

- short-answer questions
- question and answer session (audio/visual/written records)
- workbooks
- task sheets
- presentation (including notes and slides)
- poster
- reflective log
- observation records
- records of professional discussion.

Within learners' portfolios, other types of evidence are acceptable if all learning outcomes (LOs) are covered, and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer (EQA).

The explanation of terms explains how the terms used in the unit content are applied to these qualifications. This can be found in Section 3.

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

Unit summary
This unit introduces learners to the key concepts underpinning AI and its growing presence in everyday life and the workplace. Learners will explore what AI is, how it is used, and the types of content it can generate. The unit also develops learners' ability to check AI-generated content, equipping them with practical strategies and tools to assess authenticity and make informed judgements about the information they encounter.
Assessment
This unit is internally assessed via a portfolio of evidence.

Mandatory (Award and Certificate)	**Achieved/not yet achieved**	**Level 2**	**2 credits**	**15 GLH**

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.
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
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

Range

1. Understand key concepts related to AI

1.3 AI concepts

The learner must include:

- applications:
  - agentic AI
  - generative AI (GenAI):
    - conversational AI
    - large language models (LLMs)
- techniques:
  - machine learning (including deep learning)
  - natural language processing (NLP)
  - AI-driven automation.

3. Be able to apply strategies and tools to check content authenticity
3.1 Capabilities and limitations The learner must include: • false positives • false negatives • the impact of editing on detection results • reliability of detection tools for some writing styles, languages or users.

Delivery and assessment guidance
AC1.2 The learner should consider that AI may be embedded within different tools and services, and that its use may vary in workplace settings and everyday life. AC2.2 Tutors could use examples of text, images, audio or video where learners review the source, context, date, author and intended audience. AC3.3 The learner could apply strategies, such as, checking the original source, author, date and context, using trusted fact-checkers and source referencing. The learner could also apply tools, such as, reverse image search, metadata viewers as part of their operating system, and AI detection tools (used with caution and not as the only evidence).

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

Unit summary				
This unit develops learners' understanding of how AI tools can be used effectively in a workplace setting. Learners will explore the capabilities of common AI tools and develop skills in prompt writing. They will also reflect on the effectiveness of their approach, building the critical thinking skills needed to get the most from AI in their professional lives.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory (Award and Certificate)	**Achieved/not yet achieved**	**Level 2**	**2 credits**	**15 GLH**

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
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
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

Range

1. Understand how AI tools can be used in the workplace

1.1 Capabilities

The learner must include:

- text and language
- data and analytics
- automation and productivity
- creativity and design
- coding and technical.

1.2 Characteristics

The learner must include:

- probabilistic
- limited context

Range
• pattern matching, rather than understanding • sycophancy • tendency to guess.
3. Be able to select and apply AI tools to achieve required outputs
3.2 Prompt types The learner must include: • zero-shot prompts • few-shot prompts • role-prompting • system prompts.

Delivery and assessment guidance
AC1.1 The tutor could find use cases from industry of choice. AC2.1 The tutor could include the importance of basic prompt structure and how to effectively communicate requirements. AC2.2 The tutor could illustrate with a poor prompt versus good prompt comparison. AC3.2 The learner could select tools to support with everyday tasks, for example, drafting or improving emails, generating ideas, or creating presentation outlines. AC4.1 The tutor could provide a structured template to support learners with relevant areas for reflection. AC4.2 The tutor could encourage learners to consider impact and efficiency.

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

Unit summary
This unit explores the fundamental role that data plays in the development and operation of AI systems. Learners will identify types of data and how they are classified, and why data quality matters for AI outcomes. The unit also introduces the legal, ethical and governance frameworks that shape how data must be handled in the workplace and develops learners' skills in managing data responsibly when using AI tools.

Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory (Award and Certificate)	**Achieved/not yet achieved**	**Level 2**	**2 credits**	**15 GLH**

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
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
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
4. Be able to handle workplace data responsibly for AI use	4.1 Demonstrate **responsible practice** when handling data for use with AI tools

Range
2. Understand how AI depends on data
2.1 Data The learner must understand the difference between data used to train or build an AI system, and data entered by a user when using an AI tool. **2.3 Quality of data** The learner must consider: • accuracy • relevance • clarity • currency.

3. Understand AI governance
3.1 Legislation and workplace policy The learner must include: • UK General Data Protection Regulation (GDPR)/ Data Protection Act 2018 • EU AI Act 2024 • acceptable use policy • information security policy. **3.2 Ethical use of data** The learner must 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.
4. Be able to handle workplace data responsibly for AI use
4.1 Responsible practice: The learner must handle data in accordance with workplace policies and procedures, data classification, and appropriate legislation.

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

Unit summary				
This unit examines the ethical considerations and personal responsibilities involved in using AI in a professional context. The unit develops learners' ability to identify ethical concerns, act with transparency and accountability, and use AI tools in a manner that is responsible, compliant and considerate of others.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory (Award and Certificate)	**Achieved/not yet achieved**	**Level 2**	**2 credits**	**15 GLH**

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
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
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

Range

1. Understand the principles of ethical and responsible use of AI in the workplace

1.1 Ethical and responsible

The learner must include:

- minimising bias
- ensuring fairness
- maintaining accountability
- ensuring transparency.

1.3 Environmental and societal impact

The learner must include:

- sustainability
- exploitative practices
- job displacement

Range
• equality, diversity and inclusion (EDI) considerations. **1.4 Potential ethical concerns** The learner must include: • plagiarism and intellectual property rights (IPR) • manipulation of public opinion • potential breaches of confidentiality • bias • jailbreaking.

Delivery and assessment guidance
AC2.2 The tutor should emphasise that human judgement should always be applied and that the user remains responsible for any AI-driven outputs. AC3.1 The tutor could use scenario-based examples to allow the learner to model good practice. The learner should be encouraged to look beyond whether the AI output is technically correct and consider whether using AI is appropriate and proportionate for the task, taking account of risk, benefit, effort, sensitivity and possible harm.

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

Unit summary				
This unit explores the critical role of human judgement in the responsible use of AI in the workplace. Learners will examine how AI can support workplace processes, while recognising that human oversight remains essential, particularly in high-risk or sensitive situations. The unit develops learners' ability to evaluate AI outputs, apply critical thinking, and make informed decisions.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory (Certificate)	**Achieved/not yet achieved**	**Level 2**	**2 credits**	**20 GLH**

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
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

Range
1. Understand human and AI collaboration in the workplace
1.1 Common patterns The learner must include: • automation • decision support • content generation.
2. Understand the importance of reviewing AI outputs
2.1 Human judgement and expertise The learner must include: • contextual understanding • ethical responsibility: ○ bias/fairness • accuracy verification

Range

• professional judgement
• accountability
• specific large language model (LLM) limitations:
  ○ hallucinations
  ○ knowledge cut off
  ○ non-deterministic outputs.
 	
2.3 Next steps
 	
The learner must include:
 	
• accept/reject the output
• edit
• further verification
• escalation.

Delivery and assessment guidance
AC1.3 The learner could explore the difference between low- and high-risk tasks, and why organisations may only approve the use of specific AI tools. The learner could also consider different workplace settings, such as education, military, healthcare and life sciences, or financial services.

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

Unit summary
This unit recognises that AI is a rapidly evolving field and that staying current is essential for effective and responsible use in the workplace. Learners will explore why continuous learning matters, how to identify reliable sources of information about AI innovation, and how engaging with credible AI communities can support ongoing skills growth. Learners will take an active and enquiring approach to their own personal development in relation to AI.
Assessment
This unit is internally assessed via a portfolio of evidence.

Mandatory (Certificate)	**Achieved/not yet achieved**	**Level 2**	**3 credits**	**20 GLH**

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
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

Delivery and assessment guidance
AC1.1 The tutor should help learners understand that AI is a fast-moving field and that staying current is a professional responsibility. Learners could reflect on changes they have already noticed in tools they use day to day. AC1.2 The learner could consider the benefits of, for example, sharing useful prompts, mistakes or near misses, or learning from colleagues in different roles. AC2.1 The tutor should support learners in identifying recent, credible examples of innovation in AI applications. Examples should be drawn from the last 12 months where possible, to reflect the pace of change in the field. AC2.3 The tutor could facilitate a structured discussion around potential future use, encouraging learners to consider opportunities in their workplace or sector, drawing upon the credible sources identified in AC2.2. AC2.4 Learners should be encouraged to explore a range of AI communities, online forums, professional networks, sector-specific groups, or workplace communities of practice. Reflection on the value of community engagement should be honest and based on learners' own experience.

NCFE assessment strategy

The key requirements of the assessment strategies or principles that relate to units in these qualifications are summarised below.

The centre must ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the assessment requirements for the unit they are assessing or quality assuring.

Knowledge LOs

- Assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions.
- Internal quality assurers (IQAs) will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

Competence/skills LOs

- Assessors will need to be both occupationally competent and qualified to make assessment decisions.
- IQAs will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

The centre with which the learners are registered will be responsible for making all assessment decisions. Assessors must be **contracted** to work directly with the centre, contributing to all aspects of standardisation. The centre must ensure a process of training is followed, including during induction and quality assurance activities. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based outcomes.

Section 3: explanation of terms

This table explains how the terms used at **level 2** in the unit content are applied to this qualification (not all verbs are used in this qualification).

Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail, looking at similarities and differences.
Compare and contrast	Examine the subjects in detail, looking at similarities and differences and distinguish between (identify) striking differences.
Create	Make or produce an artefact as required.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between two or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
Estimate	Give an approximate decision or opinion using previous knowledge.
Explain	Provide details about the subject with reasons showing how or why. Some responses could include examples.
Give (positive and negative points)	Provide information showing the advantages and disadvantages of the subject.
Identify	List or name the main points (some description may also be necessary to gain higher marks when using compensatory marking).
Illustrate	Give clear information using written examples, pictures or diagrams.
List	Make a list of key words, sentences or comments that focus on the subject.
Perform	Do something (take an action/follow an instruction) that the question or task asks or requires.

Plan	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
Provide	Give relevant information about a subject.
Refine	Improve something based on review or feedback.
Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.
Review	Revisit and judge the merit of.
Select	Choose for a specific purpose.
State	Give the main points clearly in sentences.
Use	Take or apply an item, resource or piece of information as asked in the question or task.

Section 4: support

Support materials

The following support materials are available to assist with the delivery of these qualifications and are available on the NCFE website:

- Learner's Evidence Tracking Log (LETL)
- Qualification Factsheet.

Other support materials

The resources and materials used in the delivery of these qualifications must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Products to support the delivery of these qualifications may be available. For more information about these resources and how to access them, please visit the NCFE website.

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Version 1.0 September 2026
Information in this Qualification Specification is correct at the time of publishing but may be subject to change.

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To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.

Appendix A: units

To simplify cross-referencing assessments and quality assurance, we have used a sequential numbering system in this document for each unit.


Knowledge-only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Mandatory units

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Award	Certificate
Unit 01	D/652/2337	Introduction to AI	2	2	15	✓	✓
Unit 02	F/652/2338	The use of AI tools and prompts	2	2	15	✓	✓
Unit 03	H/652/2339	Data and AI systems	2	2	15	✓	✓
Unit 04	L/652/2340	Ethical and responsible use of AI in the workplace	2	2	15	✓	✓
Unit 05	M/652/2341	Human oversight when working with AI systems	2	2	20		✓
Unit 06	R/652/2342	Continuous learning in AI for the workplace	2	3	20		✓

The units above may be available as stand-alone unit programmes. Please visit the NCFE website for further information.

Change history record

Version	Publication date	Description of change
v1.0	September 2026	First publication