SAIGE Connect. Create. Certify_

SKILLS FOR ARTIFICIAL INTELLIGENCE IN GLOBAL EDUCATION

Level 2 Award in Understanding AI

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Qualifications in this specification

SAIGE Level 2 Award in Understanding AI

The qualification purposes

This qualification provides learners with an accessible introduction to artificial intelligence (AI), equipping them with foundational knowledge of how AI works, where it is used, and the ethical and social issues it raises. The qualification fosters digital awareness, and responsible engagement with AI technologies. It supports progression to further study in digital technologies, computer science, or social sciences, and develops core digital citizenship skills relevant to all future career paths.

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

- Understand the basic concepts of artificial intelligence
- Understand how AI impacts individuals and society
- Be able to use basic AI tools to solve simple problems
- Be able to reflect on ethical and responsible AI use

The qualification level

RQF level 2

About SAIGE

SAIGE 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 SAIGE please refer to our website www.saige.global

Regulation dates

This qualification is regulated by Ofqual from October 8th 2025 for delivery by centres from October 9th 2025.

SAIGE policies

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

Support for this qualification

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

Progression opportunities for learners

This qualification has been designed as a standalone qualification however, learners who complete this qualification can use it as part of their application to higher level qualification.

Learning resources

There are a number of SAIGE learning resources, relevant to this specific qualification, which are available via the SAIGE Portal to recognised SAIGE centres.

Modes of delivery

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

Qualification - total qualification time, guided learning hours and credit

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

Entry requirements

- No formal entry qualifications are required, but it is recommended that learners have basic digital literacy.
- The qualification is aimed at learners aged 14 and above.

Rules of combination

Learners must achieve one mandatory unit to achieve the qualification.

Grading Structure

Pass/Referral

Resubmission Policy

This is available via the SAIGE portal.

Guidance on assessment and grading

The assessment of this Level 2 qualification is completed through the submission of internally assessed learner work. To achieve a pass for a unit, a learner must have successfully achieved the Learning Outcomes (LOs) at the standard set by all the assessment criteria for that unit.

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

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

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

The method(s) of assessment

A range of evidence which is suggested in the unit specification below which can be Internally assessed, internally quality assured and externally quality assured by SAIGE.

Recording assessment judgements

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

Quality Assurance

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

SAIGE's quality assurance processes will involve:

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

Centres may be required to undertake relevant training activities, as agreed activities with SAIGE..

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

Malpractice

The SAIGE Policy on Malpractice and Maladministration is available on the SAIGE website.

Unit structure

Understanding AI	
Unit aims	This qualification provides learners with an accessible introduction to artificial intelligence (AI), equipping them with foundational knowledge of how AI works, where it is used, and the ethical and social issues it raises. The qualification fosters digital awareness, and responsible engagement with AI technologies. It supports progression to further study in digital technologies, computer science, or social sciences, and develops core digital citizenship skills relevant to all future career paths.
Unit level	2
Unit code	EDU-L2-AI-LIT-001
GLH	20
TQT	50
Credit value	5
Unit grading structure	Pass/Referral

Assessment guidance	To achieve this unit, learners must produce evidence which demonstrates the achievement of the learning outcomes and meet the standards specified by the assessment criteria.	
Learning outcomes. The learner will:	**Assessment criteria.** The learner can:	
	Pass	**Suggested Assessment Method**
1. Understand the basic concepts of artificial intelligence	1.1 Define artificial intelligence and give examples of AI in everyday life 1.2 Describe how data is used to train simple AI models 1.3 Identify the difference between rule-based systems and machine learning	Learners could produce a presentation and accompanying notes which demonstrates they have basic understanding of AI and how it impacts individuals and society. (LO1 and LO2)
2. Understand how AI impacts individuals and society	2.1 Describe positive and negative impacts of AI on jobs, education, and daily life 2.2 Give examples of bias in AI and how it can affect decision-making 2.3 Explain the importance of transparency and fairness in AI	
3. Be able to use basic AI tools to solve simple problems	3.1 Use a simple AI-based tool (e.g., image classifier, chatbot, or voice assistant) 3.2 Interpret the outputs of the tool and identify potential limitations 3.3 Suggest ways to improve the tool's performance or fairness	Learners could produce a report which shows their workings when using the AI tool and suggestions for improvement. (LO3)
4. Be able to reflect on ethical and responsible AI use	4.1 Identify ethical concerns associated with using AI 4.2 Describe safe and responsible behaviour when interacting with AI online 4.3 Reflect on how AI influences personal decision-making and beliefs	Learners could produce a reflective statement which demonstrates their personal views on ethical and responsible AI use. (LO4)

Essential Content

Learning Outcome 1- Understand the basic concepts of artificial intelligence

- Definition and examples of AI in everyday life (e.g. voice assistants, chatbots).
- The role of data in AI decision-making (basic concept of training data).
- Difference between AI and traditional computing (rule-based vs. learning systems).
- Simple explanation of how machine learning works (input → pattern → output).
- Types of tasks AI can perform (image recognition, natural language processing).
- Common misconceptions about AI (e.g. AI is sentient).

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Learning Outcome 2 - Understand how AI impacts individuals and society

- Ways AI is used in sectors like healthcare, transport, education, and retail
- How automation can affect jobs and employment opportunities
- Real-world examples of bias in AI (e.g. facial recognition, recruitment software).
- Impacts of AI on privacy and surveillance in everyday life.
- Concept of digital divide and unequal access to AI technology.
- How AI might shape social norms, behaviour, and decision-making.

Learning Outcome 3 - Be able to use basic AI tools to solve simple problems

- Introduction to simple, browser-based AI tools (e.g., Teachable Machine, Scratch AI).
- Loading and using data or images with a pre-trained AI model.
- Interpreting outputs from AI tools (e.g., confidence scores, classification labels).
- Observing changes in AI performance with different inputs.
- Understanding limitations (e.g. errors, lack of common sense, training bias).
- Discussing how the AI tool could be improved or used responsibly.

Learning Outcome 4: Reflect on ethical and responsible AI use

- Understanding what "ethics" means in relation to technology and AI.
- Key issues: bias, consent, transparency, accountability, and privacy.
- Basic examples of responsible AI use (e.g. checking facts, questioning outputs).
- Concepts of fairness and inclusivity in AI systems.
- Recognising misinformation and manipulation through AI (e.g., deepfakes).
- Reflecting on how AI might influence personal views, choices or social interactions.

UNESCO AI Competency Framework for Students

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

Learning Outcome	Mapped UNESCO Competency Areas
1. Understand the basic concepts of artificial intelligence	**AI Literacy**: - Distinguish AI from other digital technologies - Understand that AI uses data to make decisions - Identify AI in the real world
2. Understand how AI impacts individuals and society	**AI Ethics**: - Recognise the societal impacts of AI - Understand bias, fairness and inequality in AI - Discuss AI's influence on social norms
3. Be able to use basic AI tools to solve simple problems	**AI Use and Application**: - Engage with simple AI tools - Recognise limitations of AI outputs - Use AI tools safely and responsibly
4. Reflect on ethical and responsible AI use	**AI Ethics**: - Identify ethical concerns - Reflect on responsible AI use - Discuss risks and safety of AI systems

Version Control

Version Number	Summary of change	Date Changed
V 1	Original	September 19 2025
V 2		