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SKILLS FOR ARTIFICIAL INTELLIGENCE IN GLOBAL EDUCATION

SAIGE Level 3 Award in AI for Post-16 Educators

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Level 3 Award in Artificial Intelligence for Post 16 Educators

Qualifications in this specification

SAIGE Level 3 Award in Introduction to Artificial Intelligence for Post 16 Educators

The qualification purposes

This qualification enables post-16 educators to critically explore the opportunities and risks presented by artificial intelligence (AI) in teaching, learning, and assessment. It encourages ethical awareness, confident professional judgement, and innovative practice. Educators will consider AI's potential to enhance learner engagement, streamline administrative tasks, and personalise instruction, while also examining limitations such as bias, data privacy, and over-reliance. The unit supports evidence-informed, reflective planning for responsible AI adoption.

The qualification level

This unit is level 3 on the Regulated Qualifications Framework.

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 was regulated by Ofqual on 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 further education colleges in the UK.

Progression opportunities for learners

Learners who complete this qualification can:

- Progress to higher-level qualifications such as a Level 4 Certificate in Digital Learning or AI in Education).
- Apply their knowledge in leadership roles or curriculum design within FE institutions.
- Continue with Continuing Professional Development (CPD) programs that focus on technology-enhanced learning.

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 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:	30 hours
Guided Learning Hours:	9 Hours
Credits:	3 credits

Entry requirements

- No formal entry qualifications are required, but it is recommended that learners have prior experience in teaching or training within the Further Education sector.
- The SAIGE level 2 Introduction to AI in post 16 education and training is also a suitable entry level qualification
- Basic digital literacy is advisable
- The qualification is appropriate for learners 19+

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 3 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 the 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 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

SAIGE Level 3 Award in AI for Post-16 Educators	
Unit aims	This unit enables post-16 educators to critically explore the opportunities and risks presented by artificial intelligence (AI) in teaching, learning, and assessment. It encourages ethical awareness, confident professional judgement, and innovative practice. Teachers and trainers will consider AI's potential to enhance learner engagement, streamline administrative tasks, and personalised instruction, while also examining limitations such as bias, data privacy, and over-reliance. The unit supports evidence-informed, reflective planning for responsible AI adoption.
Unit level	3
Unit code	EDU-L3-AI-EDU-001
GLH	9
TQT	30
Credit value	3
Unit grading structure	Pass/Referral
Assessment guidance	To achieve this unit, learners must meet all learning outcomes and assessment criteria. A range of assessment evidence is encouraged, including written work, presentations, case analyses, and reflective writing.

Learning outcomes. **The learner will:**	**Assessment criteria.** **The learner can:**	
	Pass	**Suggested Assessment Method**
1. Understand the current use of AI in post 16 education and training	1.1 Describe the current use of AI in post 16 education and training 1.2 Evaluate the future trends of AI in post 16 education and their possible impact	Presentation & Commentary - presentation on AI in post 16 education and training: current uses, future trends, benefits/limitations. Includes a recorded narration or commentary. (LO1 and LO2, AC 1.1, 1.2, 2.1, 2.2)
2. Understand the benefits and limitations of utilising AI in post 16 education and training	2.1 Evaluate the benefits and limitations of AI in improving teaching practices 2.2 Identify and explain the main issues surrounding AI in post 16 education and training 2.3 Demonstrate the use of a generative AI application/tool for a specific educational/training activity	Demonstration & Reflective Log - Learner demonstrates use of a generative AI tool in an educational activity (screenshots, recording, or written walkthrough). (LO2, AC2.2, LO3 AC3.1, 3.2) Followed by a reflective log evaluating effectiveness, ethical implications, and professional judgement based upon demonstration and wider analysis. The analysis should include a description of a range of key ethical concerns in the use of AI and an explanation of how teachers can make ethical decisions when using AI.
3. Understand the ethical considerations of using AI in post 16 education and training	3.1 Describe key ethical concerns in the use of AI in post 16 education and training contexts 3.2 Explain how teachers can make ethical decisions when utilising AI	
4. Be able to create a plan to utilise AI in one's professional role	4.1 Create a practical and ethical plan for AI integration in your teaching context	Implementation plan - a structured written plan for how AI will be integrated in their teaching/training practice. Includes rationale, ethical considerations, and expected outcomes (LO4, AC4.1)

Essential Content

Learning Outcome 1- Understand the current use of AI in post 16 education and training

Current uses of AI in FE, for example:

- adaptive learning tools
- AI-based feedback systems
- predictive analytics,
- accessibility tools
- automation of admin processes

Trends, for example:

- growth in generative AI
- intelligent tutoring
- increasing regulation
- teacher-AI collaboration

Learning Outcome 2 - Understand the benefits and limitations of utilising AI in post 16 education and training

Benefits, including:

- personalisation
- workload reduction
- learner support
- enhanced feedback

Limitations, including:

- bias
- transparency
- integration challenges
- safeguarding learner data
- professional development needs

Comparative use of generative AI tools in education and training

- Types of generative AI tools and applications relevant to post-16 education and training.
- Key features, functionalities, and limitations of different tools/applications.
- Criteria for comparing AI tools/applications for specific educational activities.
- Pedagogical and practical considerations influencing the selection of one tool/application over another.
- Approaches to reviewing effectiveness of AI tools/applications in supporting learner engagement and outcomes.

Learning Outcome 3 - Understand the ethical considerations of using AI in post 16 education and training

Key principles, such as:

- bias/fairness
- data privacy
- algorithmic accountability
- academic integrity

Challenges of "black box" systems

Human-AI boundaries in educational decision-making
Real-world examples and ethical risks, such as:

- algorithmic decision-making
- misuse of generative tools including learner plagiarism

Use of AI-detection tools regarding possible learner plagiarism (utilising AI)

Learning Outcome 4 - Be able to create a plan to utilise AI in one's professional role

- Scenario-based planning e.g. :
  - AI to support neurodiverse learners
  - automated marking
  - planning interventions

- Ethical frameworks for AI in education
- Institutional alignment and professional reflection

Alignment with the UNESCO AI Competency Framework for Teachers

This unit, *"Artificial Intelligence in Further Education (Post-16)"*, aligns closely with the UNESCO AI Competency Framework for Teachers, which outlines five key areas of competence to ensure the ethical and effective use of AI in education. The following learning outcomes and assessment criteria support teachers in progressing through the levels of Acquire, Deepen and Create within the framework:

UNESCO Competency Area	Mapped Assessment Criteria (ACs)	Summary of Alignment
1. Human-Centred Mindset	AC2.2, AC3.1, AC4.1	Promotes understanding of social responsibility, human control, and equitable AI access.
2. Ethics of AI	AC2.2, AC2.3, AC3.1	Focuses on data ethics, bias, transparency, accountability, and ethical decision-making.
3. AI Foundations and Applications	AC1.1, AC1.2, AC2.1	Introduces key AI technologies and their applications in post-16 education.
4. AI Pedagogy	AC2.1, AC2.3, AC4.1	Supports critical, reflective use of AI to enhance pedagogy and learning experiences
5. AI for Professional Learning	AC4.1	Encourages innovation, digital confidence, and ethical AI planning in professional roles.

Version Control

Version Number	Summary of change	Date Changed
V 1	Original	September 03 2025
V 2		