



Certificate in

AI for Educators: Generative Artificial Intelligence (Gen AI) for Educators

Level 9		Location: Online
		Duration: One semester with continuous assessments
		Attendance: 75%
		Module Code: TECH09034
		ECTS Credits: 15
		Entry requirements: Applicants are required to have a 2:1, level eight qualification or a TUS employee working within a skills/trades based programme in TUS.
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Module Aim		
This module will equip educators and academic support staff with the critical knowledge, ethical grounding, and professional judgement required to engage purposefully with Generative AI (Gen AI) in teaching, learning, and assessment . Participants will develop a rigorous understanding of Generative AI (GenAI) evolving capabilities, limitations, and risks, and apply structured frameworks to redesign assessment, develop Gen AI-enabled teaching resources, and uphold academic integrity through design rather than detection. Throughout, Gen AI is positioned as a pedagogical, ethical, and professional judgement issue. Participants will be equipped to keep up to date with developments, lead and defend evidence-informed AI practice at classroom, programme, department and institutional level. Please note, this module is a stand-alone Special Purpose Award, but will be linked to the Master of Arts in Academic Practice programme.		
Module Learning Outcomes		
On completion of this module the learner will/should be able to;		
• Critically evaluate the capabilities, limitations, risks and ethical use of Generative AI models in the context of education. • Apply the principles of academic integrity to responsibly guide the ethical use of AI in pedagogical practice. • Apply an appropriate framework to design Gen AI-aware learning, teaching and assessment strategies that exercise and articulate professional judgement. • Create and critique teaching resources and learning activities using Gen AI, based on discipline, professional and pedagogical principles. • Articulate, justify, and defend evidence-informed professional positions on Gen AI integration, drawing on relevant policy, frameworks, and current Gen AI developments.		
Module Assessment		
The assessment strategy reflects the principles taught in the module and enacts assessment as, for, and of learning across both components. Both components apply the oscillation principle: participants are required to engage with AI at higher levels of integration for specific learning tasks, such as viewing videos, reading, exploring tools, and creating resources, before, during, and after lectures, and then to evidence learning at the assessment point. All assessments also aim to be inclusive and authentic. Integrity is assured through design rather than detection. The interactive oral assessment serves as a visibility trigger in both assessments, confirming that participants can explain and defend their own work in real time. Where participants are not in an active teaching role, the provision of synthetic programme data ensures equitable access to all tasks.		