







Certificate in

Generative Artificial Intelligence (Gen AI) for Educators

Level 9		Location: Online
		Duration: One semester with continuous assessments
		Attendance: 75%
		Module Code: AL_PGNAI_9
		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. Participants will critically explore the benefits and limitations of Generative AI within the context of this module. **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 assess the synergies between the core domains of academic practice, including AI-mediated practice, in higher education.
- Interrogate disciplinary excellence in learning, teaching and assessment in the context of emerging technologies.
- Develop research skills required to conduct educational research and enhance critical thinking, scholarship and academic writing skills.
- Develop critical insight and enhanced skill capacity in a range of pedagogical practices, including GenAI-aware design.
- Examine practitioner identity and its relationship with the disciplinary context of academic practice and evolving technological environments.
- Conduct research to an appropriate level in a chosen domain of academic practice.
- Interrogate current models of professional development to plan further continuing professional development.
- Evaluate ethical approaches to professional academic practice, including the ethical use of Generative AI, and their implications for decision making.

Module Assessment

The assessment strategy demonstrates the principles taught in the module. Both components apply the oscillation principle: participants engage with AI at higher levels of integration during preparation, then evidence learning at the assessment point. The module is assessed 100% via continuous assessment.