AI Confidence Audit & Digital Skills Self-Assessment

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Reflective, voluntary and private. Not a test, qualification or performance measure. N/A and unanswered items are excluded from averages. Scores are reflection labels only.

Part A · AI Confidence Audit

Understanding AI

I can explain in plain words what generative AI is.

1 ■ 2 ■ 3 ■ 4 ■ N/A ■

I know AI can produce confident answers that are wrong.

1 ■ 2 ■ 3 ■ 4 ■ N/A ■

I understand that AI tools can reflect bias.

1 ■ 2 ■ 3 ■ 4 ■ N/A ■

I know the difference between a general chat tool and a tool my organisation has approved.

1 ■ 2 ■ 3 ■ 4 ■ N/A ■

Using AI in practice

I can write a clear prompt that includes context, level and format.

1 ■ 2 ■ 3 ■ 4 ■ N/A ■

I can improve an AI answer by asking a follow-up.

1 ■ 2 ■ 3 ■ 4 ■ N/A ■

I can use AI to draft or adapt a lesson resource.

1 ■ 2 ■ 3 ■ 4 ■ N/A ■

I can use AI to simplify or scaffold a text for different learners.

1 ■ 2 ■ 3 ■ 4 ■ N/A ■

I can use AI to draft feedback that I then edit.

1 ■ 2 ■ 3 ■ 4 ■ N/A ■

Checking and judgement

I check AI outputs for accuracy before using them.

1 ■ 2 ■ 3 ■ 4 ■ N/A ■

I check outputs for tone, level and bias.

1 ■ 2 ■ 3 ■ 4 ■ N/A ■

I make the final decision on anything that affects a learner’s progress.

1 ■ 2 ■ 3 ■ 4 ■ N/A ■

Safety, ethics and rules

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I know what personal information must not be entered into AI tools.

1 ■ 2 ■ 3 ■ 4 ■ N/A ■

I know who to ask about data protection and tool approval.

1 ■ 2 ■ 3 ■ 4 ■ N/A ■

I know my organisation’s rules on AI use, or where to find them.

1 ■ 2 ■ 3 ■ 4 ■ N/A ■

I understand copyright concerns when using AI or uploading other people’s work.

1 ■ 2 ■ 3 ■ 4 ■ N/A ■

I know what to do if a learner meets something inappropriate or upsetting through AI.

1 ■ 2 ■ 3 ■ 4 ■ N/A ■

Learners and assessment

I can explain to learners when AI use is and is not acceptable.

1 ■ 2 ■ 3 ■ 4 ■ N/A ■

I can teach learners how to check AI answers.

1 ■ 2 ■ 3 ■ 4 ■ N/A ■

I know where to find the awarding body rules on AI in assessment.

1 ■ 2 ■ 3 ■ 4 ■ N/A ■

Part B · Digital Skills Self-Assessment

Everyday digital skills

I can manage files and folders so I can find things quickly.

1 ■ 2 ■ 3 ■ 4 ■ N/A ■

I can use email, calendars and online meeting tools.

1 ■ 2 ■ 3 ■ 4 ■ N/A ■

I can search the web effectively and judge whether a source is trustworthy.

1 ■ 2 ■ 3 ■ 4 ■ N/A ■

I can work with documents, spreadsheets and presentations.

1 ■ 2 ■ 3 ■ 4 ■ N/A ■

I can share and collaborate on documents online.

1 ■ 2 ■ 3 ■ 4 ■ N/A ■

Teaching with technology

I can use my organisation’s learning platform.

1 ■ 2 ■ 3 ■ 4 ■ N/A ■

I can create simple digital resources, such as quizzes or short videos.

1 ■ 2 ■ 3 ■ 4 ■ N/A ■

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I can use polling, quizzes or other tools to check understanding.

1 ■ 2 ■ 3 ■ 4 ■ N/A ■

I can adapt a lesson if the technology fails.

1 ■ 2 ■ 3 ■ 4 ■ N/A ■

I can help learners who struggle with technology.

1 ■ 2 ■ 3 ■ 4 ■ N/A ■

Accessibility and inclusion

I can create accessible documents with real headings and clear structure.

1 ■ 2 ■ 3 ■ 4 ■ N/A ■

I can add alt text to images and check colour contrast.

1 ■ 2 ■ 3 ■ 4 ■ N/A ■

I can use text-to-speech or speech-to-text tools and show learners how.

1 ■ 2 ■ 3 ■ 4 ■ N/A ■

I know several tools or strategies for different barriers to learning, and I do not assume one tool fits all.

1 ■ 2 ■ 3 ■ 4 ■ N/A ■

Safety and online behaviour

I can spot phishing emails and suspicious links.

1 ■ 2 ■ 3 ■ 4 ■ N/A ■

I use strong, separate passwords and know how to use two-step verification.

1 ■ 2 ■ 3 ■ 4 ■ N/A ■

I know how to protect learners’ privacy and my own online.

1 ■ 2 ■ 3 ■ 4 ■ N/A ■

I can teach learners about respectful online behaviour and what to do if they meet harm online.

1 ■ 2 ■ 3 ■ 4 ■ N/A ■

Employability and emerging technology

I can help learners build digital skills that employers look for, such as communication, collaboration and basic data skills.

1 ■ 2 ■ 3 ■ 4 ■ N/A ■

I feel able to try new technology without panic and I know where to find help.

1 ■ 2 ■ 3 ■ 4 ■ N/A ■

Scoring bands: Starting out (under 1.75) · Building (under 2.55) · Confident (under 3.35) · Leading (3.35 and above). Work out section averages excluding N/A and blanks.

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