

# QUALIFI ASSESSMENT DOCUMENT

## Qualifi Level 4 Diploma in Artificial Intelligence

### Assignment brief – Unit 6

|                                          |                                        |
|------------------------------------------|----------------------------------------|
| <b>Qualification</b>                     | AID 406 Artificial Intelligence Ethics |
| <b>Unit Reference</b>                    | X                                      |
| <b>Qualification Reference<br/>(RQF)</b> | X                                      |
| <b>No of Credits</b>                     | 20                                     |

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## Introduction

Prior to attempting this coursework assignment, Learners must familiarise themselves with the following policies:

- Centre Specification Can be found at <https://qualifi.net/qualifi-level-4-diploma-in-artificial-intelligence/>
- Qualifi Quality Assurance Standards
- Qualifi Quality Policy Statement

## Assignment Guidelines

All work must be submitted in a single electronic document (.doc/.docx file). The assignment must be the Learner's own work and not copies of theories or models. Direct quotes should be kept to a minimum, and shown in inverted commas. Models described and other quotes used must be properly attributed and referenced as appropriate. Learners must acknowledge or reference any sources that have been used to complete the assignment, listing reference material and web sites used.

## Plagiarism and Collusion

In submitting the assignment Learner's must complete a statement of authenticity confirming that the work submitted for all tasks is their own. The statement should also include the word count. Plagiarism and collusion are treated very seriously. Plagiarism involves presenting work, excerpts, ideas or passages of another author without appropriate referencing and attribution. Collusion occurs when two or more learners submit work which is so alike in ideas, content, wording and/or structure that the similarity goes beyond what might have been mere coincidence.

## Appendices

Separate Appendices should not be used. Any use of tables, graphs, diagrams, Gantt chart and flowcharts etc. that support the main report should be incorporated into the back of the assignment report that is submitted. Any published secondary information such as annual reports and company literature, should be referenced in the main text of the assignment but not included.

## Confidentiality

Where a Learner is using organisational information that deals with sensitive material or issues, they must seek the advice and permission from that organisation about its inclusion. Where confidentiality is an issue, Learners are advised to anonymise their assignment report so that it cannot be attributed to that particular organisation.

## Word Count Policy

In total, the assignment should be between 3000 – 4000 words. Learners must comply with the required word count, within a margin of +10%. These rules exclude the index (if used), headings and information contained within references and bibliographies. When an assessment task requires learners to produce presentation slides with supporting notes, the word count applies to the supporting notes only.

## Marking and grades

Qualifi uses a standard marking rubric for all assignments, and you can find the details at the end of this document.

Unless stated elsewhere, Learners must answer all questions in this document.

|                             |                                        |
|-----------------------------|----------------------------------------|
| <b>Unit Title</b>           | AID 406 Artificial Intelligence Ethics |
| <b>Unit Reference (RQF)</b> | B                                      |
| <b>No of Credits</b>        | 20                                     |

## Learning Outcomes and Assessment Criteria

| <b>Learning Outcomes</b><br>When awarded credit for this unit, a learner will: | <b>Assessment Criteria</b><br>Assessment of this learning outcome will require a learner to demonstrate that they can: |
|--------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| 1. Associate impact of AI on society with established ethical principles       | 1.1 Discuss the key concept of AI and its impact on society.                                                           |
|                                                                                | 1.1 Assess how to address human ethics and morality in AI deployment                                                   |
| 2. Understand Ethical frameworks and principles in relation to AI deployment   | 2.1 Explain the various elements of AI ethical frameworks                                                              |
|                                                                                | 2.2 Review implementation of AI ethical framework and principles in current AI applications.                           |

|                                                                                       |                                                                                                                     |
|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| 3. Understand mitigation in addressing bias, privacy, and security in AI application. | 3.1 Explain the impact of bias, privacy, and security in AI application                                             |
|                                                                                       | 3.2 Review the existing methods to identify, examine and mitigate bias, privacy, and security issues in AI systems. |
| 4. Understand the governance and regulation of AI ethics.                             | 4.1 Explain the responsibilities of government and industries to improve and regulate AI governance.                |
|                                                                                       | 4.2 Compare the difference in global AI governance, including reasons for the differences                           |

## **Referencing and Professionalism**

A professional approach to work is expected from all learners. Learners must therefore identify and acknowledge ALL sources/methodologies/applications used. The learner must use an appropriate referencing system to achieve this. Marks are not awarded for the use of English; however the learner must express ideas clearly and ensure that appropriate terminology is used to convey accuracy in meaning.

## **Submission of Assignments**

All work must be submitted in a single electronic document (.doc/.docx file) in your Learning Portal or to submit to the Assessor/Centre Administrator.

## ASSESSMENT TASKS

### Task 1 FORMATIVE TASK Ethical Frameworks in Artificial Intelligence

#### FORMATIVE TASK

Instruction: How can Artificial Intelligence be controlled at an ethical level? Your answer must include the following:

- An outline of how Artificial Intelligence challenges the current structures of society
- Identify and explain how human ethics and morality can be addressed in the deployment of Artificial Intelligence
- A discussion of how ethical frameworks are implemented within existing applications of Artificial Intelligence.

#### Formatting:

850-1150 words

Justified alignment

Single-spaced

12pt Times New Roman font

Use an appropriate referencing system for footnotes and citations

## Task 2 SUMMATIVE TASK The Impact of Ethical Frameworks

### SUMMATIVE TASK

Instruction: Evaluate the effectiveness of the ethical frameworks surrounding the application of Artificial Intelligence in a field or organisation of your choice. Your answer must include the following:

- An outline of the application of AI within the organisation, and how it is maintained in an ethical framework within itself and by external stakeholders (LO 2.1, 2.2, 3.1, 4.1)
- Identify and explain how these ethical frameworks have developed, changed and been reviewed over the course of time (LO 2.2, 3.2)
- A judgment about the relative impact of the different elements of the framework on the ethical application of AI within the organisation (LO 3.2, 4.2)

| Assessment Criteria                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------|
| Assessment of this learning outcome will require a learner to demonstrate that they can:                                   |
| 2.1 <b>Explain</b> the various elements of AI ethical frameworks                                                           |
| 2.2 <b>Review</b> implementation of AI ethical framework and principles in current AI applications.                        |
| 3.1 <b>Explain</b> the impact of bias, privacy, and security in AI application                                             |
| 3.2 <b>Review</b> the existing methods to identify, examine and mitigate bias, privacy, and security issues in AI systems. |
| 4.1 <b>Explain</b> the responsibilities of government and industries to improve and regulate AI governance.                |
| 4.2 <b>Compare</b> the difference in global AI governance, including reasons for these differences                         |

### Formatting:

1850-2150 words

Justified alignment

Single-spaced

12pt Times New Roman font

Use an appropriate referencing system for footnotes and citations

**Learners are required to complete all tasks.**

## Mark Scheme

| Grade                                                       | Distinction                                                                                                                |                                                                                                     | Merit                                                                                                     | Pass                                                                              |                                                                                                                      | FAIL                                                                                     |                                                                                                  |
|-------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| Mark                                                        | 80-100                                                                                                                     | 70-79                                                                                               | 60-69                                                                                                     | 50-59                                                                             | 40-49                                                                                                                | 30-39                                                                                    | 0-39                                                                                             |
| <b>Content<br/>(alignment with<br/>assessment criteria)</b> | Extensive evaluation and synthesis of ideas; includes substantial original thinking                                        | Comprehensive critical evaluation and synthesis of ideas; includes coherent original thinking       | Adequate evaluation and synthesis of key ideas beyond basic descriptions; includes original thinking      | Describes main ideas with evidence of evaluation; includes some original thinking | Describes some of the main ideas but omits some concepts; limited evidence of evaluation; confused original thinking | Largely incomplete description of main issues; misses key concepts; no original thinking | Inadequate information or containing information not relevant to the topic                       |
| <b>Application of<br/>Theory and<br/>Literature</b>         | In-depth, detailed and relevant application of theory; expertly integrates literature to support ideas and concept         | Clear and relevant application of theory; fully integrates literature to support ideas and concepts | Appropriate application of theory; integrates literature to support ideas and concepts                    | Adequate application of theory; uses literature to support ideas and concepts     | Limited application of theory; refers to literature but may not use it consistently                                  | Confused application of theory; does not use literature for support                      | Little or no evidence of application of theory and relevant literature                           |
| <b>Knowledge and<br/>Understanding</b>                      | Extensive depth of understanding and exploration beyond key principles and concepts                                        | Comprehensive knowledge and depth of understanding key principles and concepts                      | Sound understanding of principles and concepts                                                            | Basic Knowledge and understanding of key concepts and principles                  | Limited and superficial knowledge and understanding of key concepts and principles                                   | Confused or inadequate knowledge and understanding of key concepts and principles        | Little or no evidence of knowledge or understanding of key concepts and principles               |
| <b>Presentation and<br/>Writing Skills</b>                  | Logical, coherent and polished presentation exceeding expectations at this level; free from errors in mechanics and syntax | Logical, coherent presentation demonstrating mastery; free from errors in mechanics and syntax      | Logical structure to presentation; makes few errors in mechanics and syntax which do not prohibit meaning | Orderly presentation; minor errors in mechanics and syntax                        | Somewhat weak presentation; errors in mechanics and syntax may interfere with meaning                                | Confused presentation; errors in mechanics and syntax often interfere with meaning       | Illogical presentation lacking cohesion; contains significant errors that interfere with meaning |
| <b>Referencing</b>                                          | Advanced use of in-text citation and references                                                                            | Mastery of in-text citation and referencing                                                         | Appropriate use of in-text citation and referencing                                                       | Adequate use of in-text citation and referencing                                  | Limited use of in-text citation and referencing                                                                      | Inadequate use of citation and referencing                                               | Little or no evidence of appropriate referencing or use of sources                               |

## Instructor's Comments

### Marking Directions:

1. For each of the criteria listed in the first column, circle one box in the corresponding column to the right which best reflects the student's work on this particular assessment activity (e.g., project, presentation, essay).
2. Provide specific feedback to a student about each of the criteria scores he/she earned by writing comments and suggestions for improvement in the last row titled "Instructor's comments."
3. To arrive at a mark, total the boxes and divide by 5 to arrive at a final mark

| Criteria                             | Score                   |
|--------------------------------------|-------------------------|
| Content                              | 50                      |
| Application of Theory and Literature | 40                      |
| Knowledge and Understanding          | 50                      |
| Presentation/Writing Skills          | 40                      |
| Referencing                          | 40                      |
| Total Score                          | $220/5 = 44$ ,<br>Basic |

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