ACADEMIC TRAINING PROPOSAL / 6-DAY COMPLETE PROGRAM

AI for Life Skills

Use AI thoughtfully for learning, productivity and everyday work

DURATION	TRAINING	APPLICATION
6 days · 36 hours	**18 hours · mornings**	**18 hours · afternoons**

A practical learning opportunity

AI is already affecting how students study, write, organise responsibilities and explore careers. The important skill is not simply generating a fast answer; it is knowing when to use AI, how to ask well, and how to check what comes back. This workshop turns familiar student situations into structured, repeatable practices while protecting independent thinking.

The longer format allows students to practise across study, planning, communication and career scenarios, with reflection built into each activity. By the final day, they have not just a collection of AI outputs but a personal system they can maintain and question.

What participants will take away

FINAL PARTICIPANT OUTCOME

A well-organised personal AI toolkit with verified study aids, planning templates, authored communication, a decision worksheet and a 30-day improvement plan.

Who this is designed for

SUITABLE PARTICIPANTS	STARTING POINT
Students across disciplines and academic years; suitable for foundation programs, student development cells and multidisciplinary cohorts.	Basic ability to use documents, a browser and common productivity tools. No coding or technical specialization is expected.

Why it matters to the department

Useful as a cross-department AI-literacy initiative. It connects directly to study habits, communication, self-management and responsible academic use without requiring a technical syllabus.

This proposal is intended for academic review. Cohort-specific examples and delivery arrangements can be agreed with the department once there is interest.

02 / ACADEMIC DESIGN

Learning outcomes and evidence

The outcomes below describe work a participant can show at the end of the program. They are deliberately scoped to the available instructional time.

PARTICIPANTS WILL BE ABLE TO...	OBSERVABLE EVIDENCE
Use AI with realistic expectations	A personal AI-use charter and examples of tasks requiring verification.
Prompt and iterate effectively	A reusable prompt library with multiple tested revisions.
Plan time and priorities	An achievable weekly system with review checkpoints.
Study from sources responsibly	A verified study pack and active-recall exercises.
Improve communication without losing voice	Before/after writing and presentation artifacts.
Make decisions with human oversight	A career/choice worksheet and sustainable AI-use plan.

How the workshop runs

SESSION	TEACHING APPROACH	PARTICIPANT EXPERIENCE
Morning · 3 hours	Concepts, worked examples, instructor demonstrations and guided questioning.	Understand the method, challenge assumptions and see a complete example.
Afternoon · 3 hours	Hands-on labs, structured iteration, peer critique and feedback.	Apply the method to a case, improve an artifact and leave with evidence of learning.

Illustrative daily timing: 09:30–12:30 training; 12:30–13:30 lunch (outside contact hours); 13:30–16:30 practice. The essential commitment is six instructional hours per day, split equally between learning and application.

What we will not overpromise

The course treats health, money and career choices as opportunities to practise asking questions and checking assumptions—not as substitutes for qualified advice or official university guidance.

03 / SINGLE-PAGE TIMETABLE

6-day teaching and practice schedule

Each day deliberately links the morning lesson to an afternoon artifact. The complete timetable is kept together on this page for ease of academic review.

DAY & FOCUS	MORNING TRAINING · 3 HOURS	AFTERNOON PRACTICE · 3 HOURS	DAILY EVIDENCE
DAY 01 **Become AI-literate**	Strengths, limitations, bias, prompt structure, privacy and academic integrity.	Compare prompts, challenge errors and draft a personal responsible-use charter.	Prompt library + charter
DAY 02 **Organise your attention**	Time planning, priority-setting, templates, summaries and realistic estimates.	Create a weekly study/work system and reusable task templates.	Weekly productivity system
DAY 03 **Learn rather than copy**	Source-aware research, active recall, self-testing, evidence and citations.	Turn approved notes into a study guide and quiz; trace claims to sources.	Verified study pack
DAY 04 **Communicate with confidence**	Writing for readers, tone, revision, presentation planning and creative ideation.	Draft, critique and improve an email, personal statement and short presentation.	Communication portfolio
DAY 05 **Explore choices thoughtfully**	Career skills mapping, interview practice, decision matrices and limits of AI advice.	Build a skills roadmap and analyse a fictional everyday choice.	Career + decision tools
DAY 06 **Build a personal system**	Habit design, workflow reuse, digital wellbeing and protecting independent thinking.	Assemble, demonstrate and peer-review a maintainable AI toolkit and 30-day plan.	Final toolkit + routine

Daily learning rhythm

Explore the idea → see a worked demonstration → practise with feedback → check the output → record what improved. The afternoon closes with an artifact, not only a completed exercise.

Progression across the week

Days 1–2 develop the foundation; Days 3–4 extend it through guided application; Day 5 strengthens quality and judgment; Day 6 integrates the learning into a demonstrable capstone. Individual exercises may be completed in teams if appropriate to the cohort.

04 / LEARNING BY DOING

Hands-on studio: what students will actually do

The following activities show the level of work expected in the afternoon sessions. Case material and examples can be aligned with the department while preserving the core learning outcomes.

01 Better prompts, better questions

Learners take imperfect prompts, specify context and criteria, run controlled comparisons and keep a record of which changes improved the outcome.

Evidence: annotated prompt library and reflection.

02 Learning grounded in sources

Participants use a supplied reading pack to produce an explanation, flashcards and a self-quiz. They check the generated material before using it.

Evidence: corrected study pack with a verification note.

03 Real communication, human voice

Students revise an academic email, short self-introduction and presentation outline for different audiences; they must justify final wording.

Evidence: original and revised versions with rationale.

04 From scattered tools to a routine

Participants assemble a weekly planning template, a skill-development roadmap and a decision checklist; each gets a clear rule for when not to rely on AI.

Evidence: personal toolkit and 30-day check-in plan.

Capstone brief

END-OF-PROGRAM CHALLENGE

A personal AI-use system, presented as an organised portfolio: verified study material, weekly plan, three communication artifacts, skills roadmap, decision framework and a one-page charter about privacy, academic integrity and human judgment.

Examples of suitable practice contexts

- Turn a reading passage into a study guide, then check the guide against the original.
- Convert an overloaded to-do list into a realistic weekly plan with time estimates.
- Draft a professional email, improve its tone, and keep the writer’s own meaning.

05 / EVIDENCE AND ACADEMIC FIT

Assessment that a department can inspect

Assessment is practical and formative. Facilitators look at the quality of the work and the reasoning behind it, not just whether a tool produced an answer. The weights are suggested for workshop evaluation and can be adapted to the cohort.

CRITERION	WEIGHT	WHAT REVIEWERS LOOK FOR
Functionality and relevance	25%	Activities fit a learner's actual semester needs
Verification and source literacy	30%	Checks, corrections and appropriate attribution
Original voice and judgment	25%	Independent editing and transparent choices
Consistency and sustainability	20%	Reusable system and thoughtful 30-day plan

Evidence retained by learners

- Completed daily artifacts or short case submissions.
- A final project, demonstration or decision portfolio appropriate to the program.
- A brief explanation of what was checked, improved and left unresolved.

Tools, access and responsible practice

Institution-approved AI assistants, documents, slides, calendar and spreadsheet templates; accessible free options can be used where feasible.

Practice with fictional or self-created material. Learners verify factual claims and retain authorship of assessed work. Sensitive personal, health, financial and institutional records are not required.

Institutional value

Useful as a cross-department AI-literacy initiative. It connects directly to study habits, communication, self-management and responsible academic use without requiring a technical syllabus.

Suggested academic discussion

A short conversation with the relevant department can confirm the student level, preferred case domain and expected final artifacts. That alignment is enough to decide whether the program fits the institution's learning priorities.