AI

EXCHANGE

Tuesday 10th March 2026

ALPS
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GMLPN
Provider Support Programme

unesco
Member
Global Network of
Learning Cities

AGENDA

- Welcome & Introductions
- Kaplan UK
- Yuzu Training
- Your feedback
- Breakout Discussions
- Teachermatic Demo
- Discussion & Next Steps

PROVIDER NETWORKS COMMUNITY OF PRACTICE

Provider Networks Community of Practice
Championing Collaboration Across Provider Networks

The Provider Networks Community of Practice brings together regional training provider networks from across England.

By sharing expertise, resources, and local insights, we aim to create a dynamic platform for joint research, peer learning, and collective action to strengthen the post-16 education, training, and skills sector.

GMLPN 25
Greater Manchester
Learning Provider Network
25 YEARS OF COLLABORATION & IMPACT

ALPS
ALPHI

EXCHANGES

SHARE GOOD PRATICE

DISCUSS CHALLENGES

COLLABORATE

IMPACT EVALUATION

Provider Case Study

James Mansbridge
Head of Digital Learning and Artificial Intelligence

KAPLAN

KAPLAN

AI at Kaplan Professional Education

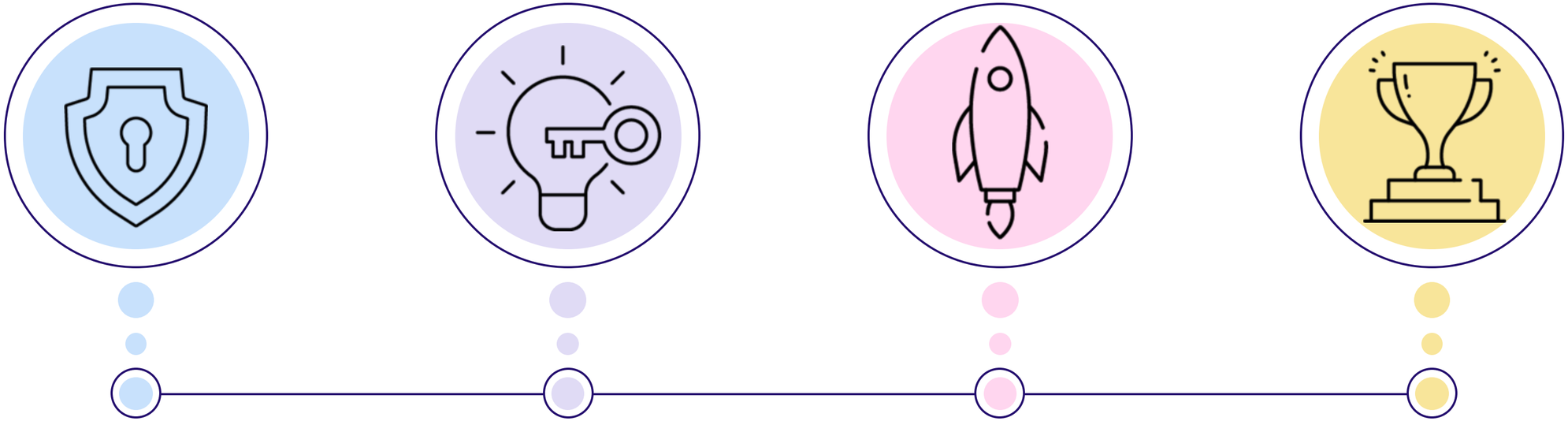
The AI Leadership Challenge

Your teams are already using generative AI.

The question is no longer if we adopt it, but **how** we lead it.

Generative AI adoption is **inevitable**. As leaders we must harness **enthusiasm** and instil **rigour** while avoiding **cognitive debt.**

Mental Model: The AI Adoption Spectrum



Sceptic

This is risky / over-hyped.

Curious

I'm interested but unsure.

Enthusiast

I use it for everything!

AI Champion

Disciplined & mentors others.

Move each persona one step right. Tailor support to nudge sceptics toward **curiosity**, build **confidence** in the unsure, **discipline** enthusiasts, and **celebrate** champions.

Case Study: Kaplan – The Challenge

Stalled Adoption

Despite KaplanGPT, usage was uneven across teams. Cultural barriers, sceptical managers and a lack of relevance stalled progress.

Shadow AI and Risk

Staff used unsanctioned tools on personal devices, risking compliance and data security.

Missing the Opportunity

Without intervention, Kaplan risked falling behind competitors and losing cost-saving opportunities.

Case Study: Kaplan – The Solution

Bespoke Workshops

Hands-on sessions tailored to each role – from editors to developers – proving immediate value and winning over sceptical managers.

AI Labs & Champions

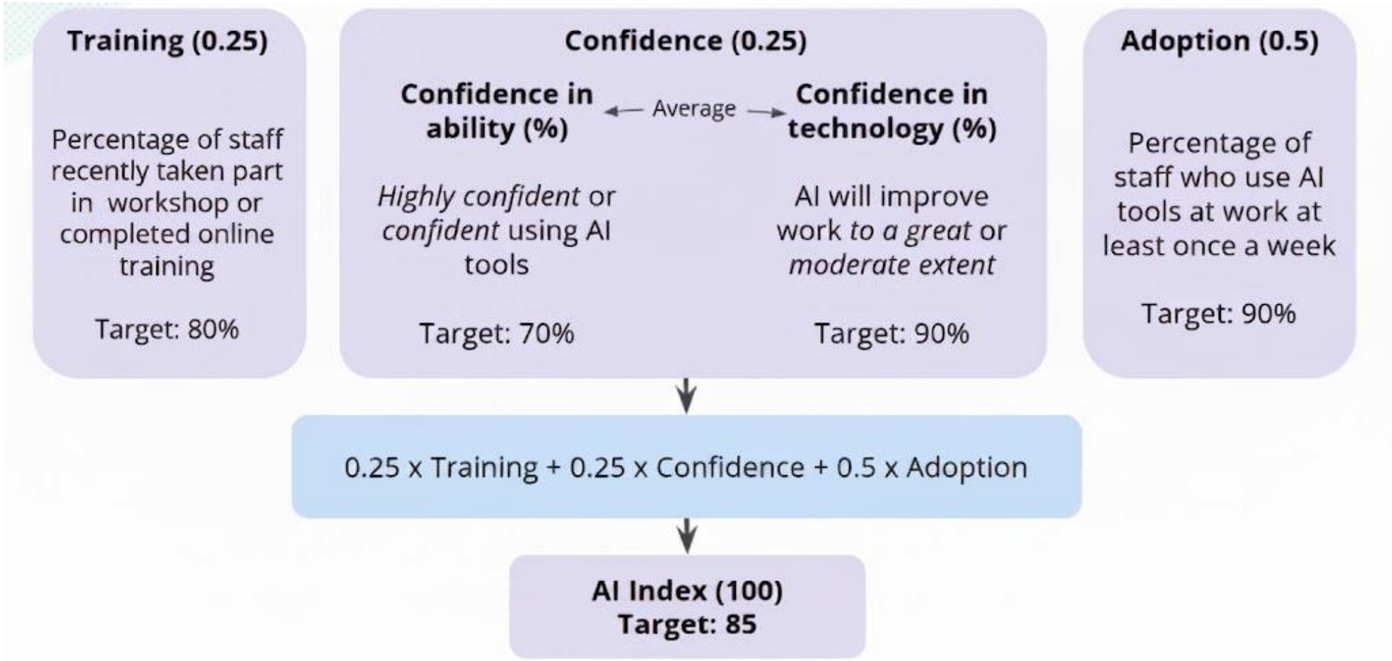
12 large scale labs engaging hundreds of staff and building a network of AI champions to cascade learning.

Self-paced Learning

Scalable online courses reinforce knowledge and embed a culture of continuous AI literacy.

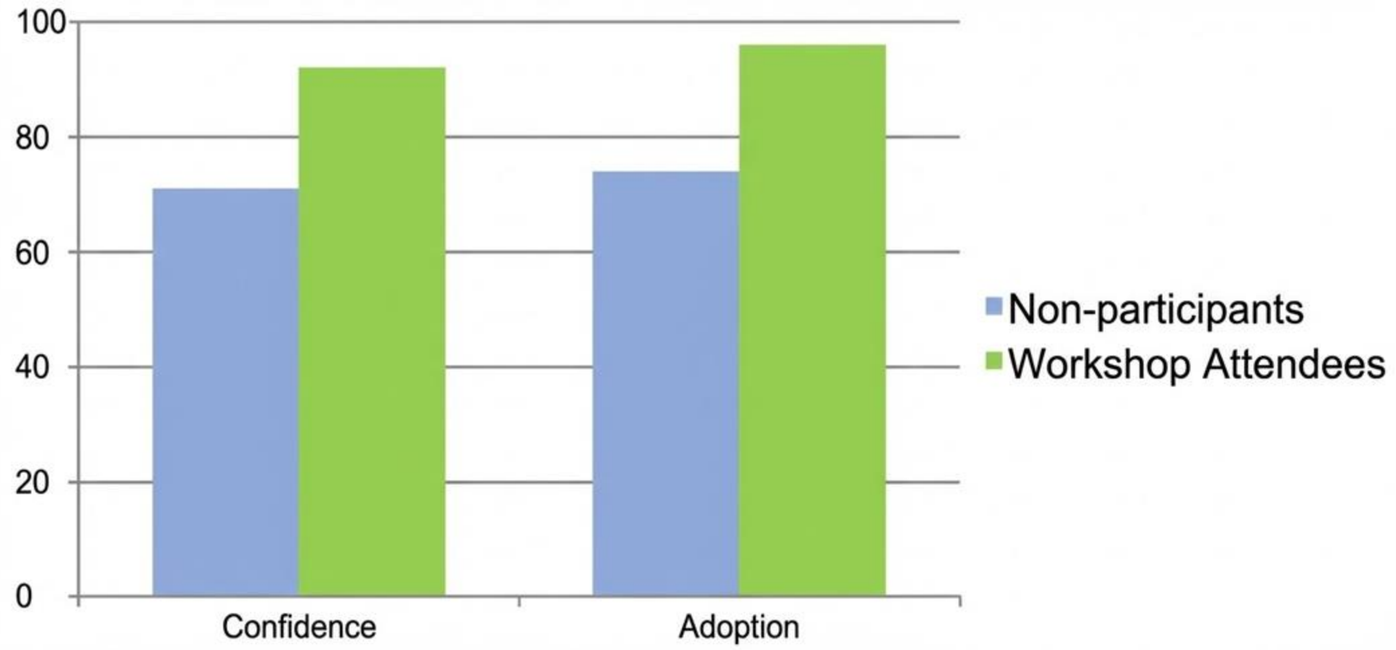
AI Index

The Kaplan AI Index measures confidence, adoption, governance and risk behaviour across teams. It gave us a shared language and data-led way to focus support, not just shout ‘use AI more.



Case Study: Kaplan – The Impact

- 92% vs 71% - Massive confidence uplift for trained teams.
- 96% vs 74% - Exceeded adoption targets, placing Kaplan in the “excellent” category.



“A game changer. It fundamentally changed our ways of working”

TutorBot

An integrated AI tutor that delivers personalised learning, practice, and feedback at scale.

Why

- Give every learner instant, high-quality academic support.
- Scale personalisation without scaling cost.
- Reduce friction for learners and pressure on academic support.
- Lay the foundation for adaptive learning and assessment.

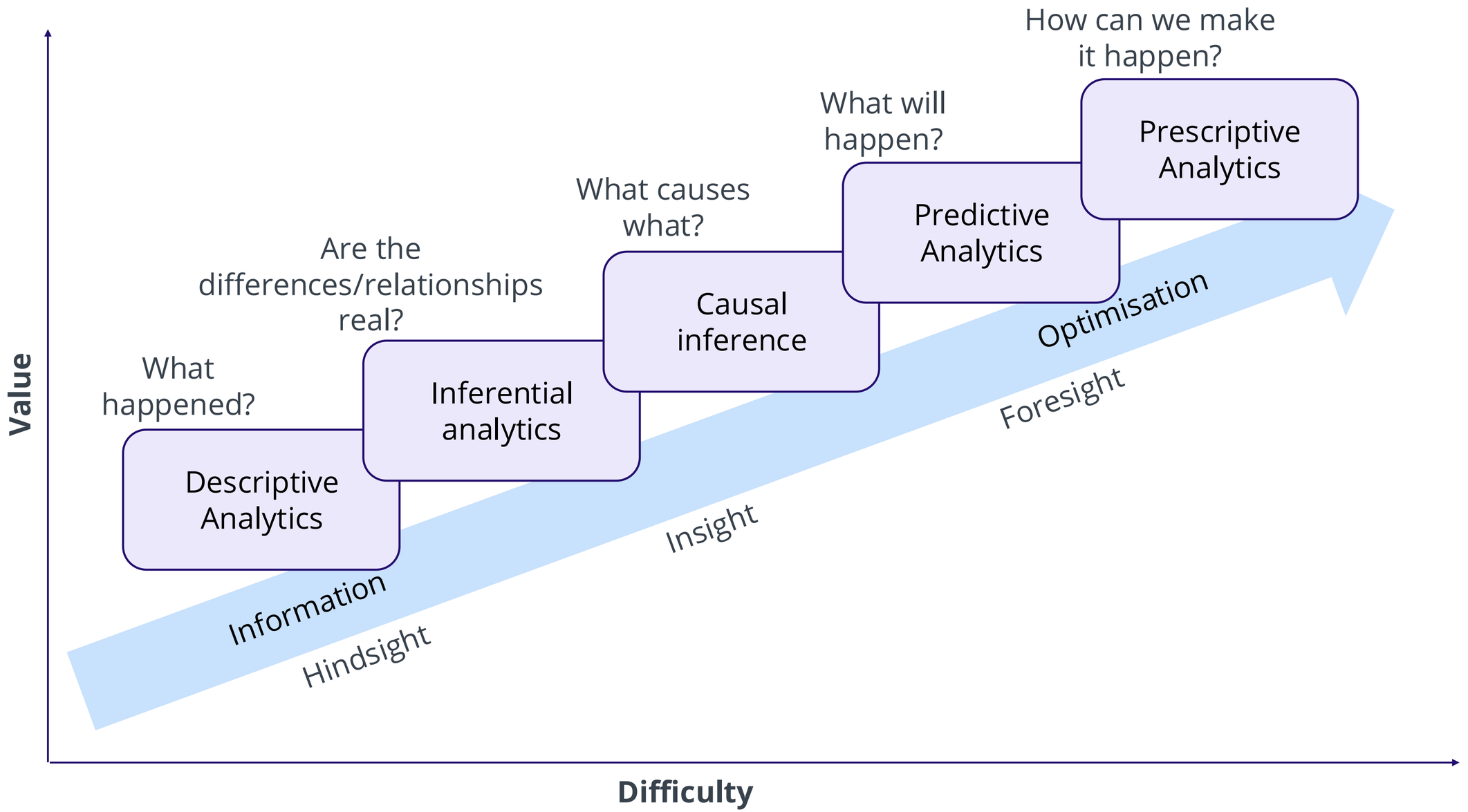
Aims

- Increase in learner outcomes (pass rates and scores)
- Reduction in academic support queries

Main Features

- Trained and grounded on Kaplan's content.
- Context-aware responses aligned to syllabus and learning outcomes.
- Teach-me and test-me modes.
- Adaptive question difficulty based on learner performance.
- Learner competency profile mapped to learning outcomes.
- Basic escalation to human academic support.
- Fully integrated into learning ecosystem and accessed through LMS

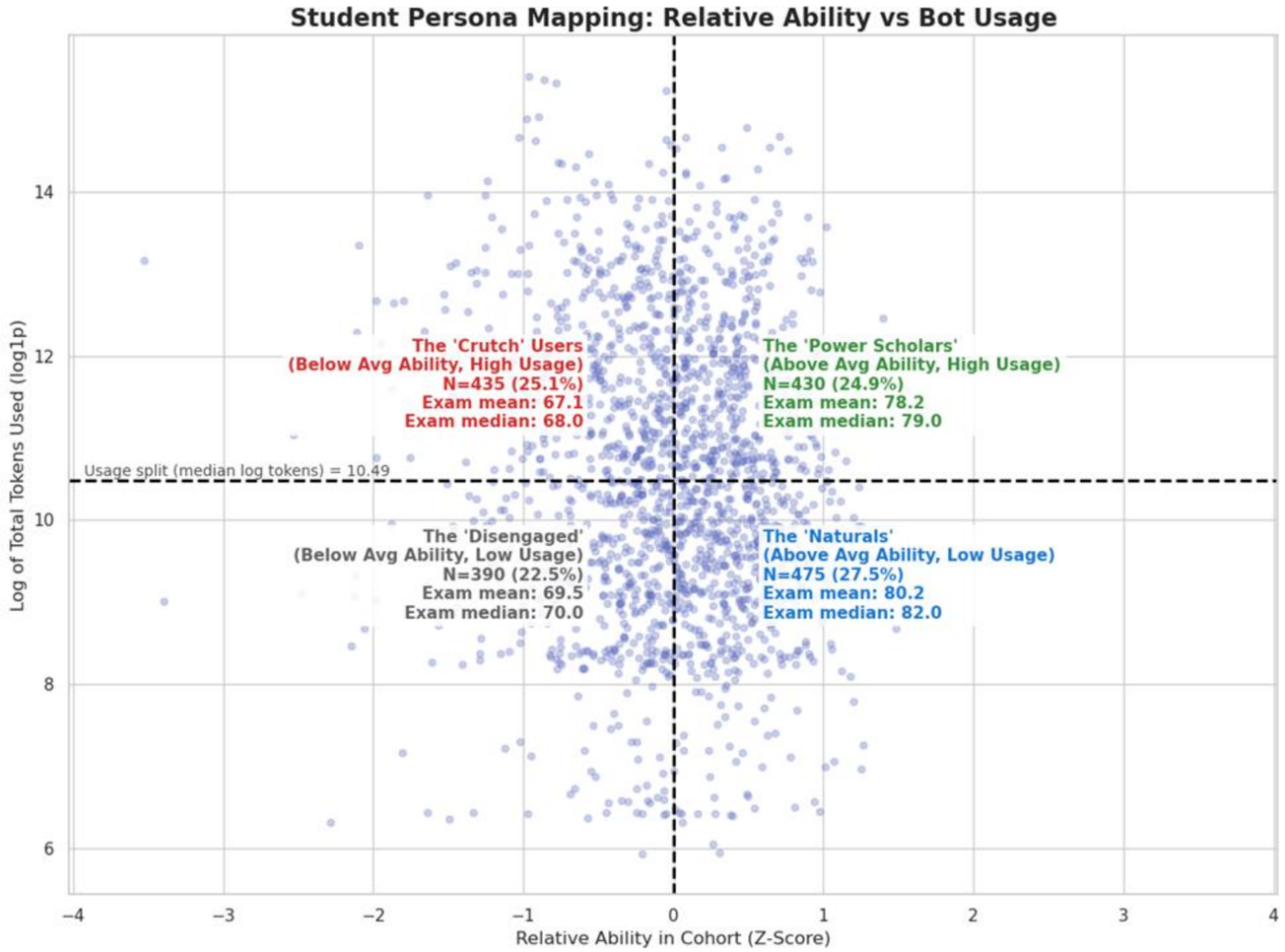
The power of data

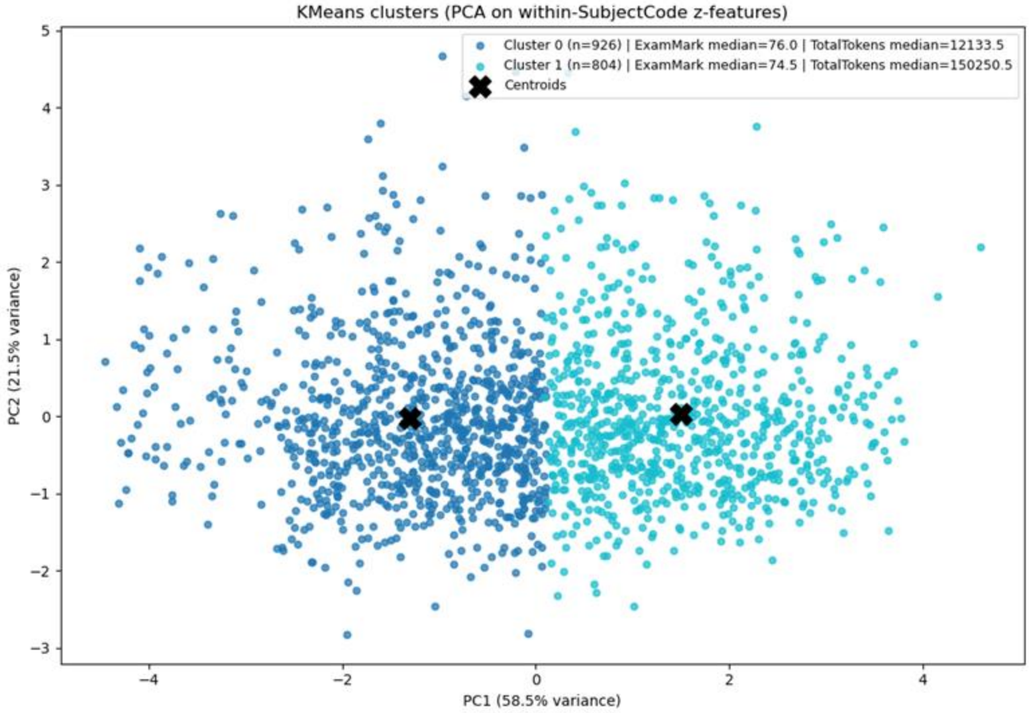


What this means for TutorBot

Data Layer	Source	Question Answered	Nature of Signal
1. The Behavioural Layer	LMS Logs / Class or LOL attendance	Did they show up?	Attendance (Pass/Fail)
2. The Cognitive Layer	TutorBot Data	How are they learning? Are they confused?	Leading (Time to fix)
3. The Competence Layer	Formative Quizzes	Are they retaining it?	Verifying (Filters false alarms)

Types of learner





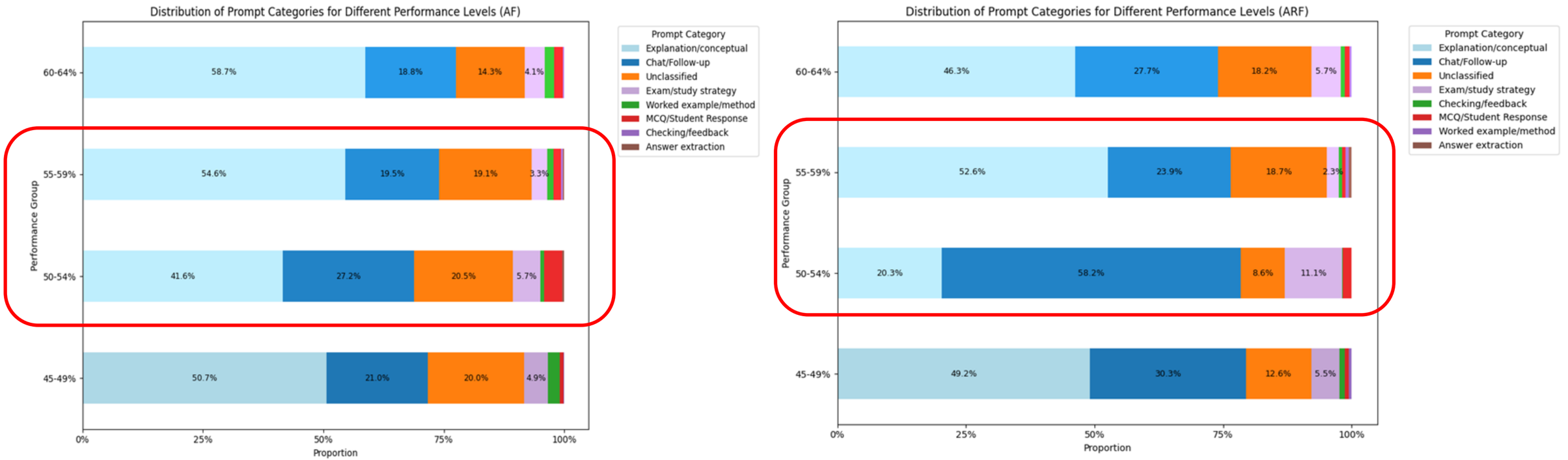
KMeans Clustering - Key Findings

Cluster 0 (Moderate Users): Logged moderate bot usage, showed higher course engagement, and achieved stronger performance outcomes and exam marks.

Cluster 1 (Heavy Users): Used the bot intensively (~12x more tokens than Cluster 0), but exhibited lower course engagement and weaker performance proxies.

Main Takeaway: Heavy bot reliance correlates with lower academic performance, but this is likely self-selection rather than causation. Students who are already struggling appear to rely much more heavily on the bot for support. Because of this, high bot usage could serve as a valuable early-warning metric to identify struggling students and trigger timely interventions.

How learners are using TutorBot



There are clear differences between **borderline passes** and **borderline fails** (see diagrams on left)**.** The borderline fails are asking significantly fewer questions of the explanation/conceptual type and more basic chat/follow-up style questions. This gives two groups of learner.

Type 1: Instrumental help seeking (adaptive). The learner asks for just enough to keep doing the thinking themselves. They seek definitions, criteria, and reasoning.

Type 2: Executive help seeking (outsourcing). The learner asks the system to do the work. They request more detail or a better explanation without pinning down the exact gap.

Type 1 show more metacognitive monitoring and question specificity. They can identify what they do not understand.They can ask for the rule, condition, or

Formative assessment as an engine for learning

AI allows continuous formative assessment. That means more retrieval, better feedback, and faster intervention. That is the engine of durable learning

Robert Bjork

Learning strengthens when practice is effortful and spaced. Not smooth and easy.

What AI enables in assessment:

- frequent retrieval practice at the right difficulty
- spacing and interleaving based on learner history
- prompts that force explanation, not recognition

AI lets us design practice that

John Hattie

Effects come from what teachers and learners do next with evidence. Feedback and clarity matter. So does visible progress.

What AI enables in assessment:

- fast feedback cycles
- clearer success criteria and examples
- making progress visible over time, not just at the end

AI shortens the feedback loop

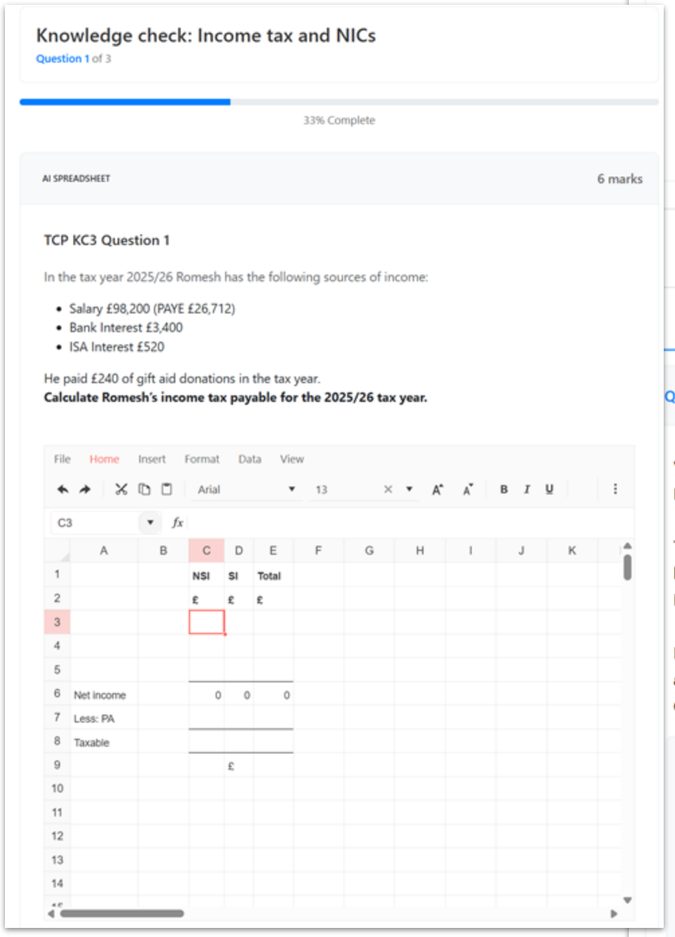
Dylan Wiliam

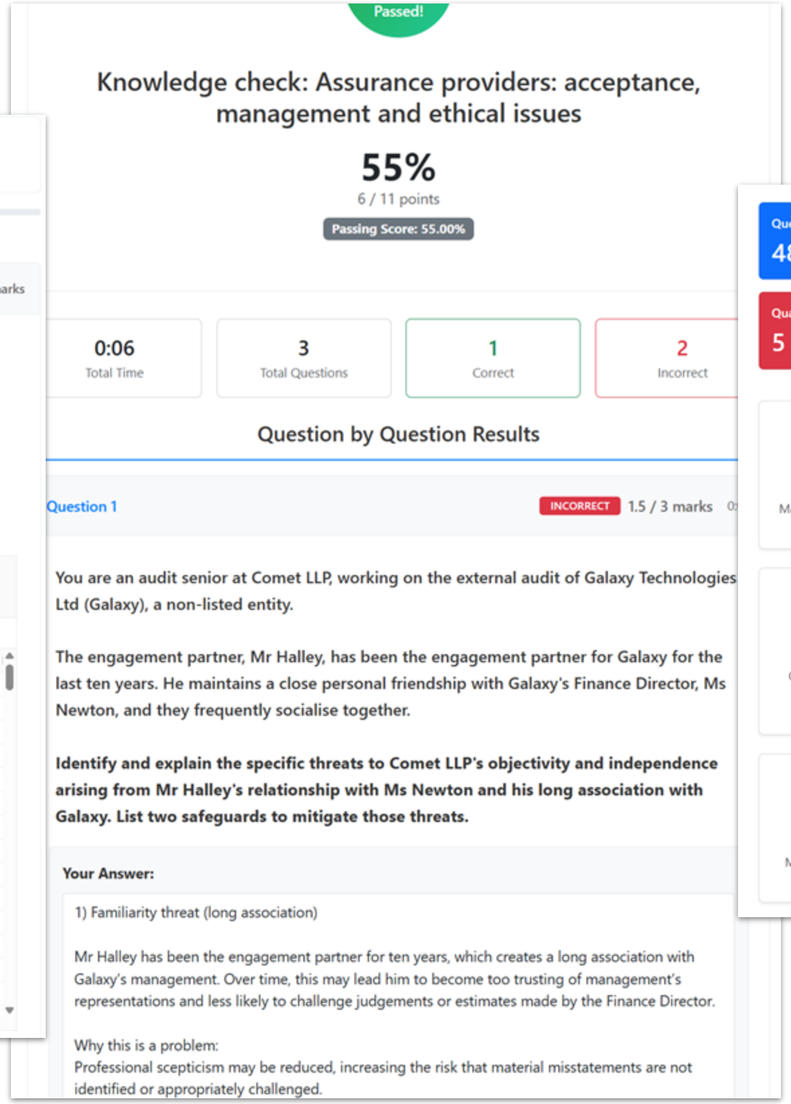
Formative assessment is about responsive teaching. Eliciting evidence of learning, interpreting it, then acting. AI allows:

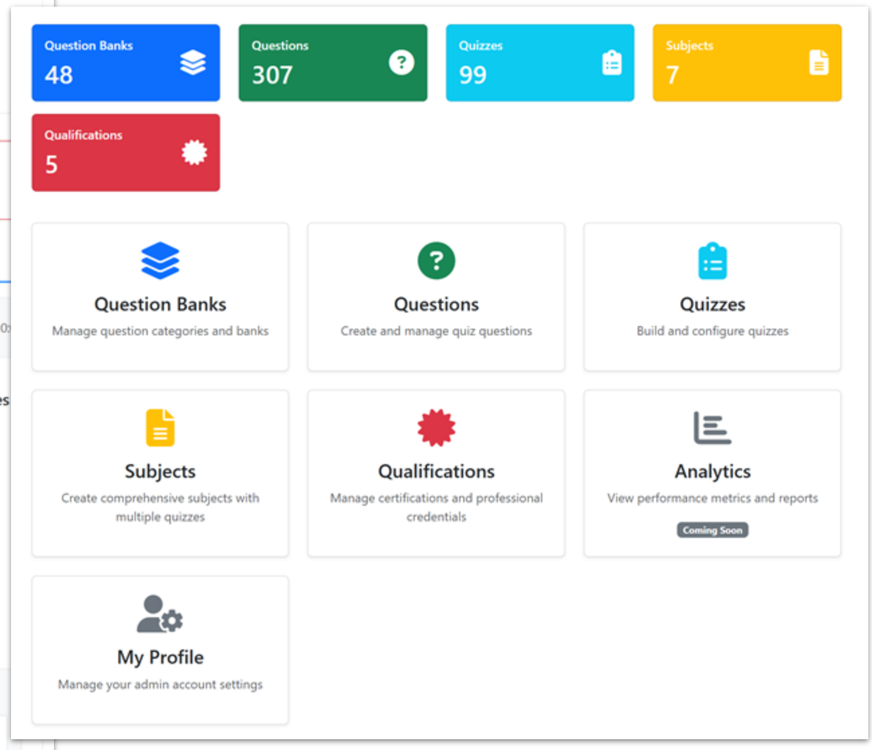
- continuous elicitation of evidence through dialogue and tasks
- interpretation at scale through patterns and models
- triage and targeted human intervention

AI makes formative assessment continuous, not episodic.

Assessment Platform (inc Open Question Feedback)







KAPLAN

Provider Case Study

Ruth Cole
Director of Quality of Education

Yuzu Training & AI

Ruth Cole

Introduction

Yuzu Training (& Kiwi Education) are an Independent Training Provider based in Hampshire delivering to the surrounding counties.

We deliver Apprenticeships, Skills Bootcamps & ASF funded learning

We have around 20 trainers

I work as the Director of Quality of Education & Safeguarding DSL

Is AI right for you?

You first might want to stop and think about the following points as these might be fears your team have:

- What about the environment?
- Are the team's jobs safe?
- Tech concerns?
- Authenticity concerns?

You might want to identify and consider any concerns your team has as part of your journey to AI.

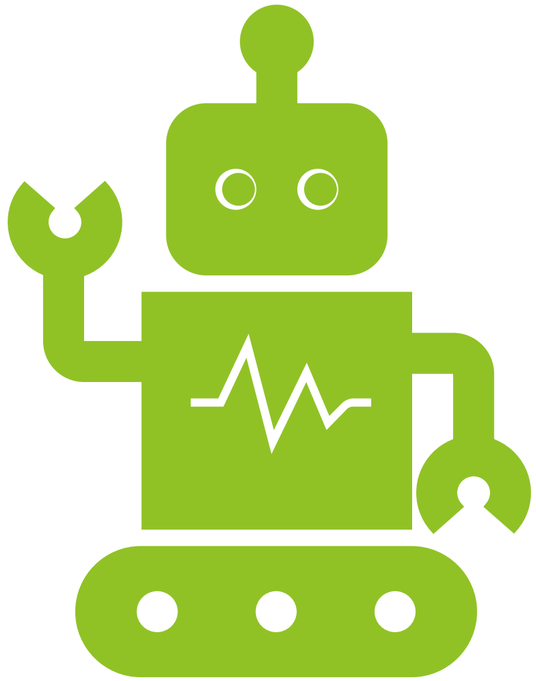
Environment

- Most analyses suggest that one AI prompt for a large model consumes roughly 0.2–0.5 litres of water, mainly for cooling the data centres that run the computation.
- For an individual user, the water cost of a single prompt is small, like a glass of drinking water. But at global scale, with billions of queries per day and rapidly expanding model sizes, the cumulative impact becomes significant.

How can I reduce the impact?

- Use AI more intentionally- Do you really need a caricature of yourself?
- Choose the right tool for the task & avoid unnecessary queries
- Embed sustainability into AI Governance
- Education staff and learners on responsible AI use

AI Supporting not Replacing- Reimagining Teaching & Learning



AI- What have we done, how and why?

Why is it important to teaching, learning & assessment?

We aim to ensure our teaching, learning and assessment practice is in line with current practices and measured against the ETF Professional Standards https://etfoundation.co.uk/professional-standards/ for teachers/training & leaders.

Why do we do this? We do this to make sure we have currency of practice, and our learners learn receive impactful teaching.

The ETF Professional Standards include:

Professional Values and Attributes- Engage with and promote a culture of continuous learning and quality improvement.

Professional Knowledge and Understanding- Develop and update knowledge of your subject specialism, taking account of new practices, research and/ or industry requirements

Professional Skills- Select and use digital technologies safely and effectively to promote learning.

How did we approach AI within our practice?

We first reviewed the research including the ethics of including AI as well as approaches and implementation strategies.

Once we identified our potential ‘best fit’ (TeacherMatic) we attended one of their regular webinars and received a free two-week trial for all of our team. We opened this up to teaching & non-teaching staff.

The free trial allowed us to try a variety of generators to see how they would work for each role/person.

We decided to purchase a small number of accounts and volunteer ‘trail blazers’ explored the generators further and feedback as practitioners to the leadership team & the other practitioners.

The ‘quick win’ was the ‘feedback’ generator.

Tip- Teachermatic has a strategic roll out guide:

This includes:

- A clear rollout roadmap.
- An introduction to the ADKAR change management model.
- Practical advice on addressing common barriers and building staff buy-in.
- Engagement ideas like tip-of-the-week campaigns, champion-led sessions and drop-in surgeries.
- Real examples from institutions that have successfully implemented TeacherMatic.

What happened next?

- Initially a small cohort of staff were keen to find out more, these were mainly trainers and two members of the leadership team.
- One of the first tasks completed was to develop a ‘Safe use of AI Policy’ (more to follow) & disseminate this to all staff.
- We planned ‘sharing of practice’ practitioner led meetings.
- We encouraged any staff member to join in with the trial at any stage
- We gathered feedback at all stages and for use within each role.

AI Policy – Within the policy we covered:

- Responsibilities
- Ethical Considerations, Transparency and Accountability
- Data Privacy and Security
- Access and Equity
- Acceptable Use
- Academic Integrity
- Assessment Process
- Citation and Referencing
- Accuracy and Credibility
- Professional Development

We prescribe which platforms are permitted within the organisation to reduce the risks. These are named within our policy

Training Staff

Initial Training- With TeacherMatic we use the ‘Getting Started’ course which looks at all the generators and gives the staff member a certificate of completion.

Sharing of practice (peer to peer)

DfE Training (Free)

We also rolled out the DfE training:

https://www.gov.uk/government/collections/using-ai-in-education-settings-support-materials

https://chartered.college/safe-and-effective-use-of-ai-in-education/

Safe and effective use of AI in education

AI offers exciting opportunities for teachers, but it also comes with risks. Training and support materials released in June 2025 funded by the Department for Education (DfE), developed by Chiltern Learning Trust and the Chartered College of Teaching informed by research and stakeholder feedback, will help schools and colleges to use AI safely, effectively and ethically.

Training and guidance materials developed by Chiltern Learning Trust will help teachers and leaders to understand and use AI tools safely and effectively. Teachers who complete the training can choose to complete the certified multiple-choice assessment that also awards them with credits towards Chartered Teacher Status.

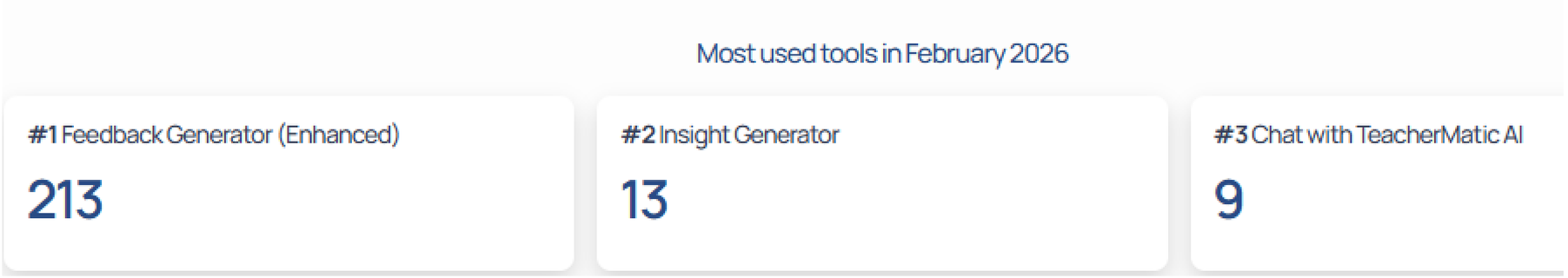
Time Efficiency & Most Used Generators

Average Time Back:

February 2026- 13 hours per user over the month

January 2026- 19 hours per user over the month

Most used Generator:



Feedback – Health Warning

Remember that using AI is a tool to produce ‘AI supported’ feedback.

All assessment judgements must be made by the trainer who will check for inaccuracies and personalise the work.

It is suggested that using AI will save the trainers 80% of the time to produce high-quality written developmental feedback.

Training ‘learners’ to safely use AI

Transparency is key. Explain to learners how you are using AI & why.

Explain to learners how to effectively use AI including the positives, negatives and risks (Safeguarding/Deep Fakes/Scams/AI Hallucinations etc) as well as plagiarism and how to reference the use of AI.

Include this within your learner documents and induction

Continuously teach your learners ‘what’s new’ as it is an ever-changing world.

How do I use AI?

Within my role as Director of Quality of Education, I use TeacherMatic to:

- To support quality assurance activities
- To research within documents (In-sights generator) e.g. Ofsted Tookkit
- To support within tender and award bids
- To plan new curriculums and resources
- Support with the SAR & QIP
- Update Policies
- To write speeches for staff training!
- & more

Why TeacherMatic?

We are treated as a key stakeholder even though we are a small account holder

Our voice and ideas are heard, and we are permitted to suggest new generators and support their development

It is cost effective

It is created by educators for educators.

Questions

YOUR FEEDBACK

BREAKOUT DISCUSSIONS

BREAKOUT DISCUSSIONS

- What are your current challenges?
- What’s working well?

Teachermatic Demo

Richard Goddard
Generative AI Architect

TEACHERMATIC
AVALLAIN GROUP

IMPACT EVALUATION

Next Steps

- Committed to 2 more AI Exchanges
  - June & September ? - TBC
- What would be useful to cover? E.g. speakers, topics
- Spotlight 2 providers per exchange – volunteers for the next exchange?

AI

EXCHANGE

Thank you!

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