

AI



**Provider
Networks
Community
of Practice**
*Championing Collaboration
Across Provider Networks*

EXCHANGE

Monday 27th July 2026



unesco

Member
Global Network of
Learning Cities

AGENDA

- Welcome & Introductions – Charlotte / Sue
- SCL Group
- Farnborough College
- NCFE
- Discussion
- Next Steps

PROVIDER NETWORKS COMMUNITY OF PRACTICE



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

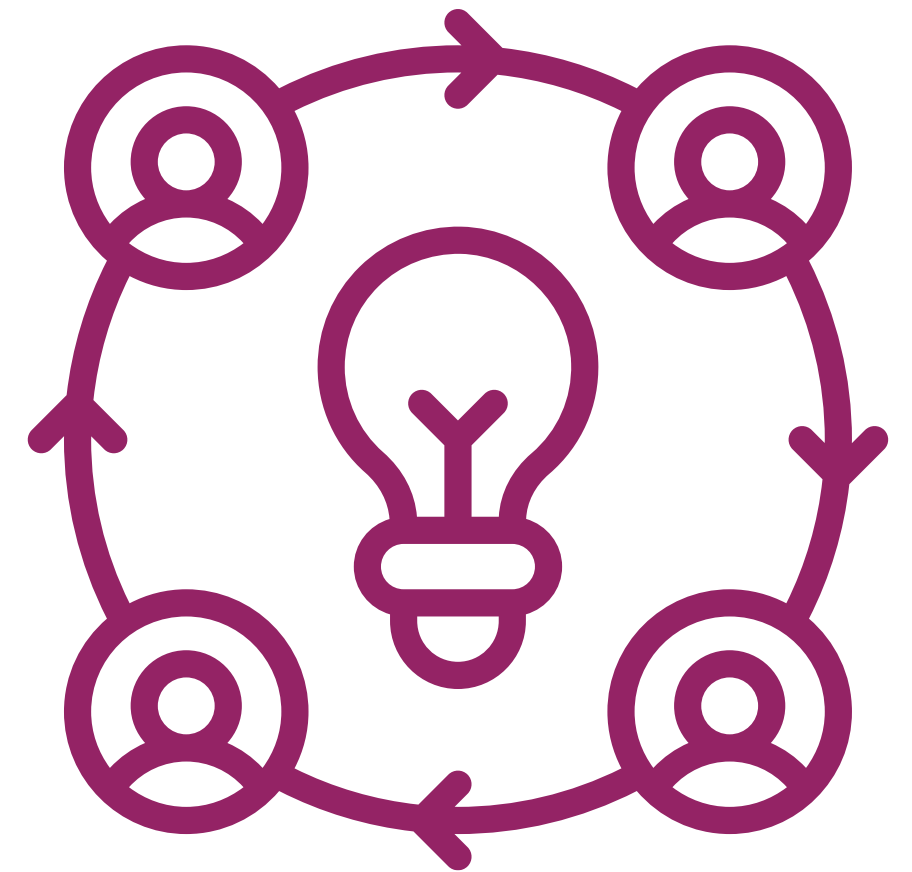
EXCHANGES



SHARE GOOD
PRATICE



DISCUSS
CHALLENGES



COLLABORATE



IMPACT EVALUATION





Provider Case Study

James Horn

Director of Adult Skills



A I A T S C L

How We Use AI Across Our Organisation

James Horn | Director of Adult Skills, SCL Education & Training



Who We Are

22

Years' Experience

500+

Staff

Grade 2

Ofsted 'Good'

SCL Education & Training

Independent training provider headquartered in Sandhurst, Berkshire. Delivering employer-led digital and professional skills provision to 2,000+ learners per year across Adult Skills Fund, Skills Bootcamps, and devolved authority contracts.

Kick Off in Business (KOIB)

SCL's enterprise and self-employment division. Supporting 3,000+ individuals per year to start or grow a business — 75% positive progression rate. Delivery across 18+ HM Prisons, combined authorities, and a growing commercial (B2C) offer.

How We Use AI Internally



Bid & Tender Support

Drafting, structuring, and quality-checking funding applications — from Skills Bootcamp tenders to devolved authority bids — significantly reducing turnaround time.



Report Writing

Accelerating production of compliance reports, quality improvement plans, board papers, and Ofsted-ready self-assessment documentation.



Data Cleansing

Processing and deduplicating learner datasets, re-engagement lists, and postcode-filtered enrolment pipelines to improve outreach accuracy.



Teaching & Learning

Designing curriculum, building interactive classroom activities, and creating tools like our "AI vs I" game — embedding AI into how we teach, not just what we teach.

What We've Learned

● **AI amplifies, not replaces**

The biggest gains come when skilled people guide it — AI raises the floor and raises the ceiling, but human judgement stays central.

● **Prompt quality is everything**

Getting useful output requires knowing what 'good' looks like in the first place. Subject expertise still matters enormously.

● **Start with low-risk, high-volume tasks**

Data cleansing and first-draft writing were easy wins. We built confidence before applying AI to higher-stakes outputs.

● **Governance matters early**

We established clear guidelines on what goes into AI tools and what doesn't — data protection and quality control are non-negotiable.

Teaching AI — Our Skills Bootcamp

12

Weeks

80

Guided Learning Hours

Level 3

SFEDI Accredited

75%+

Positive Outcomes

What Learners Cover

- AI Foundations & History
- Generative AI — ChatGPT, Claude, Gemini
- Prompt Engineering (hands-on)
- AI for Business Decisions & Automation
- Responsible AI & ICO compliance
- Evaluating outputs, bias & critical thinking

Who It's For

- Unemployed adults looking to start a business
- Job seekers wanting AI-competency roles
- Self-employed / freelancers growing with AI
- Employed adults upskilling in SMEs
- Delivered live online + 4 in-person days
- Wraparound coaching & 6-month aftercare

"AI vs I": A Learner-Led Activity

● The Activity

- **AI curiosity was rising fast** — but learners weren't sure when to use it, when not to, or how to use it responsibly.
- **"AI vs I" was born** — a scenario game where groups decide: hand it to AI, or trust "I" — human knowledge, judgement and skill.
- **Learners bring their own scenarios** — fuelling genuine debate, not passive listening.

● Why It Worked & the Impact

- **Learner-led, not instructor-led** — learners argue it out and reach their own conclusions.
- **Sharper judgement** — learners now spot where human thinking matters and where AI genuinely adds value.
- **The result** — more confident, more critical learners who apply AI appropriately in study and work.
- **Consistently the most engaging session of the year** — practical, accessible, and genuinely fun.

Key Takeaways

- 01** AI works best as a productivity layer — it multiplies what skilled people can do, not what they can avoid.
- 02** Start with high-volume, lower-risk tasks and build organisational confidence before applying it to critical outputs.
- 03** Teaching AI is as valuable as using it — giving learners practical AI skills opens doors to employment and self-employment.
- 04** Governance, ethics, and critical thinking must be part of any AI programme — learners need to question outputs, not just use them.



Provider Case Study

Michael Cornwell

E-Learning Programme Manager



Farnborough College
of Technology

Farnborough College of Technology AI Use



Farnborough College of Technology

Microsoft Showcase School Application
2025-2026



University Centre

In the beginning...



Enhance Not Replace



Canva

edpuzzle



Staff access tools

M365

Includes Co-pilot Chat

Canva

Graphic design platform

Edpuzzle

Interactive video learning tool

Adobe Suite

Creative software collection

Napkin AI

Artificial intelligence visual tool

Goblin Tools

Collection of AI tools

Training Options

- Face to Face
- Staff Development Site
- Online Courses built at FCOT

Welcome to the FCOT Professional Development site. The site is packed with helpful software guides and tips, resources from development days, time-saving tips, news updates, and more. Just use the 'Academic' and 'Operational' menu tabs above to easily find your way around.

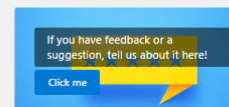
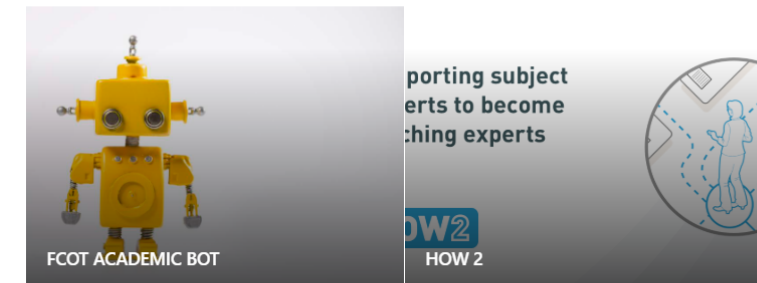
All of the resources and videos you'll come across here have been created by colleagues. If you have any suggestions, feedback, or would like to contribute to the site in any way, please don't hesitate to reach out to Michael Cornwell, Rosie Desborough or Emily Plumby. We'd love to hear from you!

STAFF ONLY SITE – The resources on this site are for College staff use only and must not be shared with anyone except staff.

Michael Cornwell
E-Learning Design Programme Manager

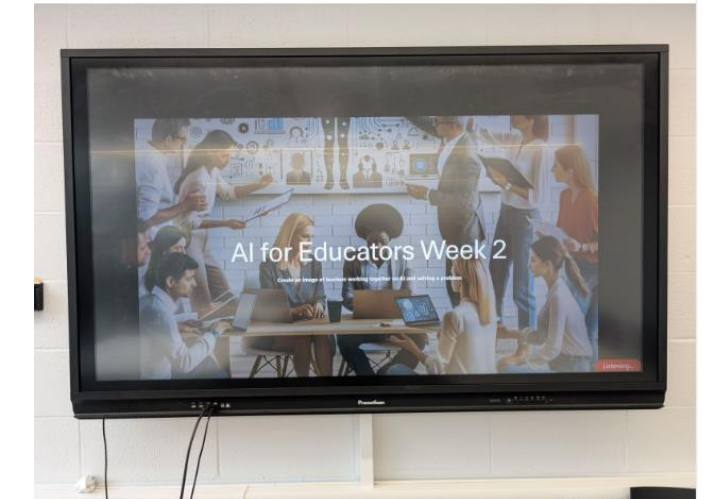
Emily Plumby
Corporate Assistant

Rosie Desborough
TUA, Technologist & Course Content Co...



Michael Cornwell • You
Programme Manager For E-learning at Farnborough College of Tech...
1yr •

Week 2 of AI for FCOT at [Farnborough College of Technology](#). This week we covered AI animation, building successful prompt structures and strategies, Khanmigo, image generation through NapkinAI and solving those pesky spreadsheet conundrums using Copilot. [#AIforgood](#) [#loveourcolleges](#) [#MicrosoftEDU](#)



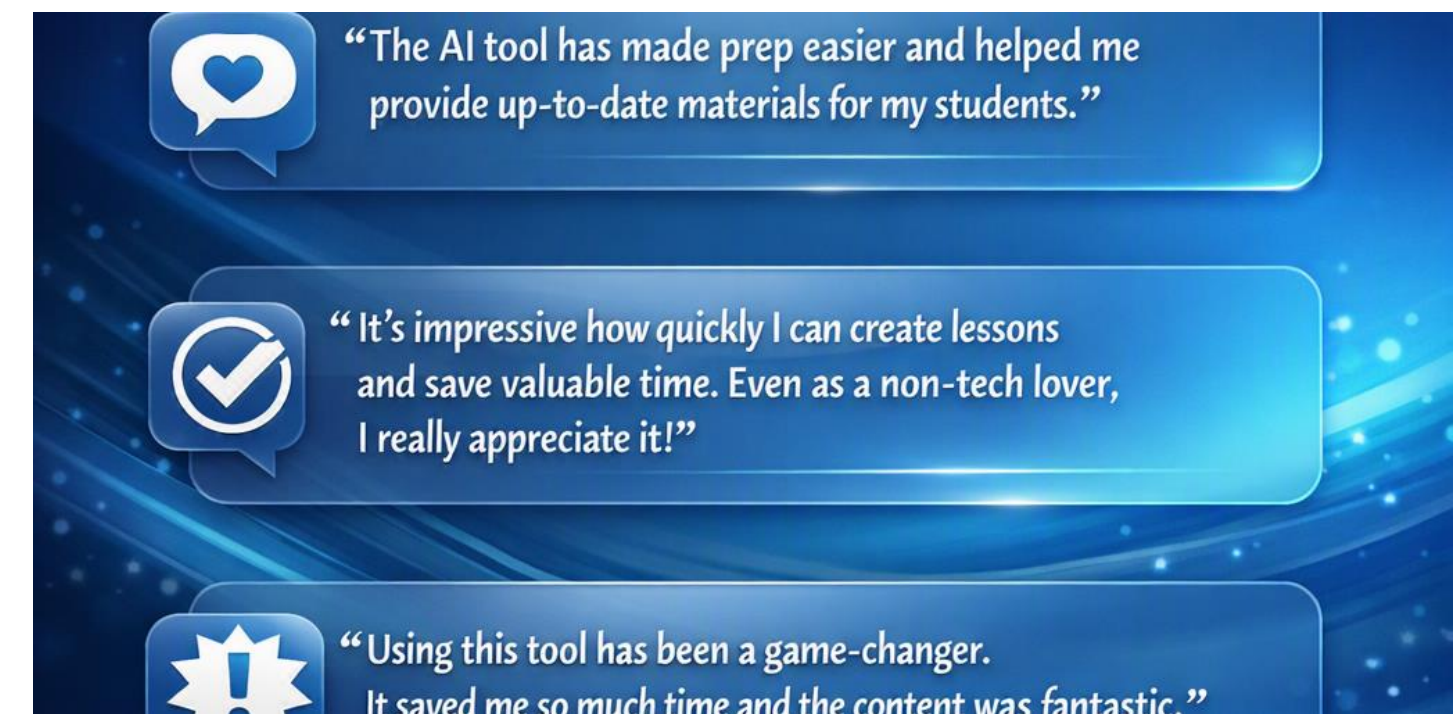
AI Standards for Teachers

START COURSE



Agents

 ISOW You are a friendly and helpful instructional coach helping...	 Lesson Planning You are an experienced FE Lecturer. You will create a lesso...	 Creating a rationale This GPT assists educators, curriculum developers, and...
 Create a Quiz You are a friendly and helpful instructional coach helping...	 Create a PowerPoint You are an expert teacher and instructional designer, skilled in...	 Email Response You will be writing a professional email reply based on the role,...
 UCAS Statement I am a tutor for a student applying for a undergraduate...	 Report With Numbers You are an experienced teacher helping a teacher at an FE...	 SMART Target You are an expert personal tutor for learners at an FE college. Yo...



 “The AI tool has made prep easier and helped me provide up-to-date materials for my students.”

 “It’s impressive how quickly I can create lessons and save valuable time. Even as a non-tech lover, I really appreciate it!”

 “Using this tool has been a game-changer. It saved me so much time and the content was fantastic.”

Agents 2

HR Assistant FE College

Created by [Michael Cornwell](#)

Message Copilot



 Brisk It



Screen Applicant

GOAL: Screen the attached application for the role applied...

Draft Candidate Email

GOAL: Draft a clear, professional, and appropriate response to th...

Create Job Profile

You are an experienced HR professional working in a Furth...

Decode Qualification

You are a UK-based HR professional working in an FE/...

Bradford Factor and...

Goal: Create a bar chart showing the number of employees with ...

Check Spreadsheet

Check this spreadsheet for errors or inconsistencies.

Support Staff BOT

Created by [Rosie Desborough](#)

Message Copilot



 Brisk It



Spreadsheet Formula Helper

Introduction: ○ Introduce yourself as a friendly AI helper...

Email Response

You will be writing a professional email reply based on the role,...

Book Recommendations

Introduction: ○ Introduce yourself in a professional and...

Creating Minutes

Goal You are an expert administrator at an FE College....

Report with Numbers

You are an experienced teacher helping a teacher at an FE...

Summary

Hairdressing NVQ unit framework

This notebook consolidates the Level 2 NVQ Diploma in Hairdressing structure, covering mandatory units, assessment methods, and practical competency requirements across core salon services and professional behaviours. It outlines how learners develop technical skills, client consultation, and workplace effectiveness through structured unit-based evidence and observations.

2 3 +5

Quick Create

- Audio overview
- Mind map
- Study guide
- Infographic

Key Insights

Core competencies and assessment design

Integrated practical assessment model

- Competence is demonstrated through observations on real clients, supported by questioning and portfolio evidence.
- This ensures learners prove consistent performance, not one-off success, strengthening reliability of skill validation.

Ask about your content

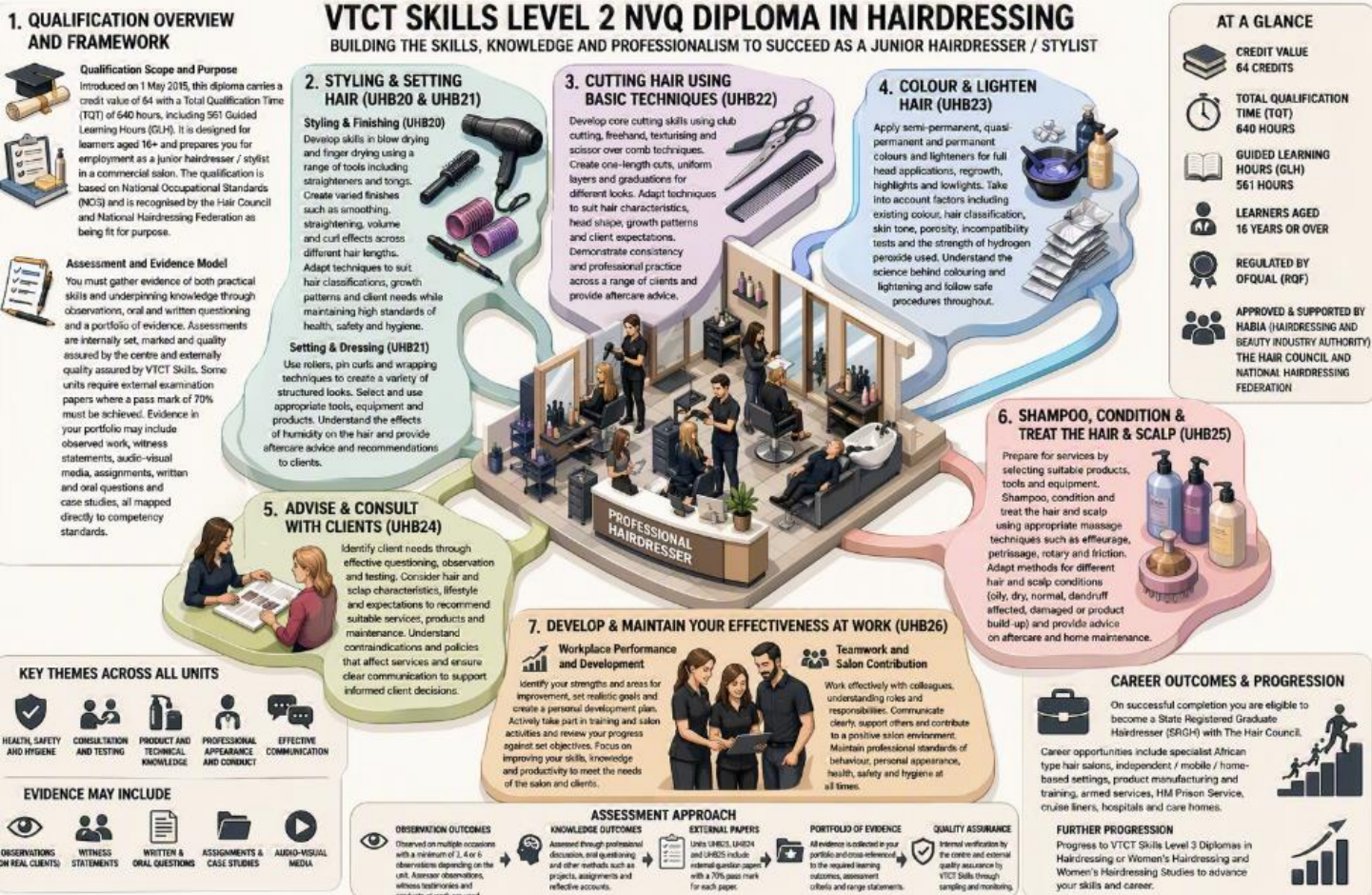
Message Copilot

+

Provide a detailed explanation of [topic] in this notebook

Draft an abstract with 5 citations listed from my References

Describe common themes in my notebook



Copilot Notebooks

Learners



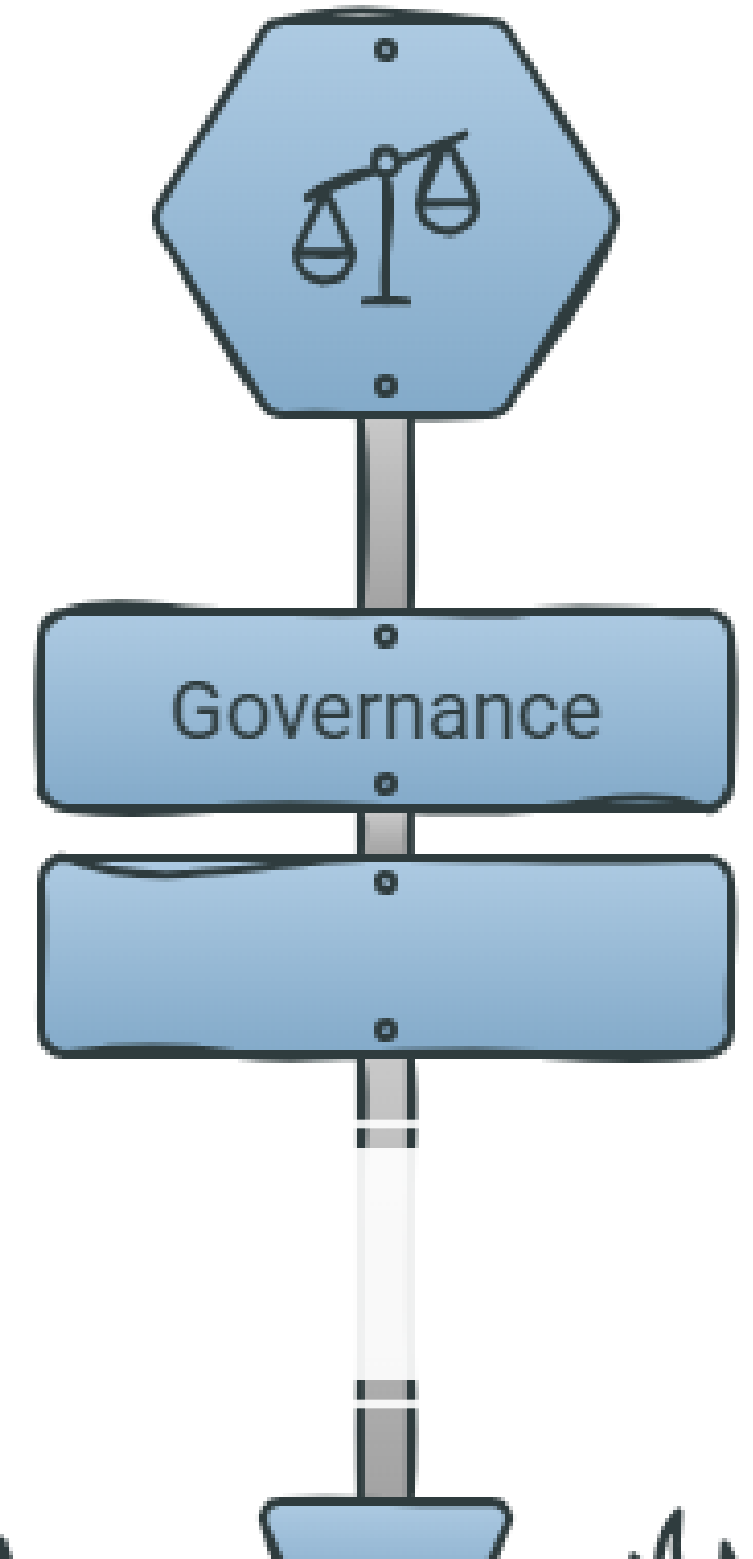
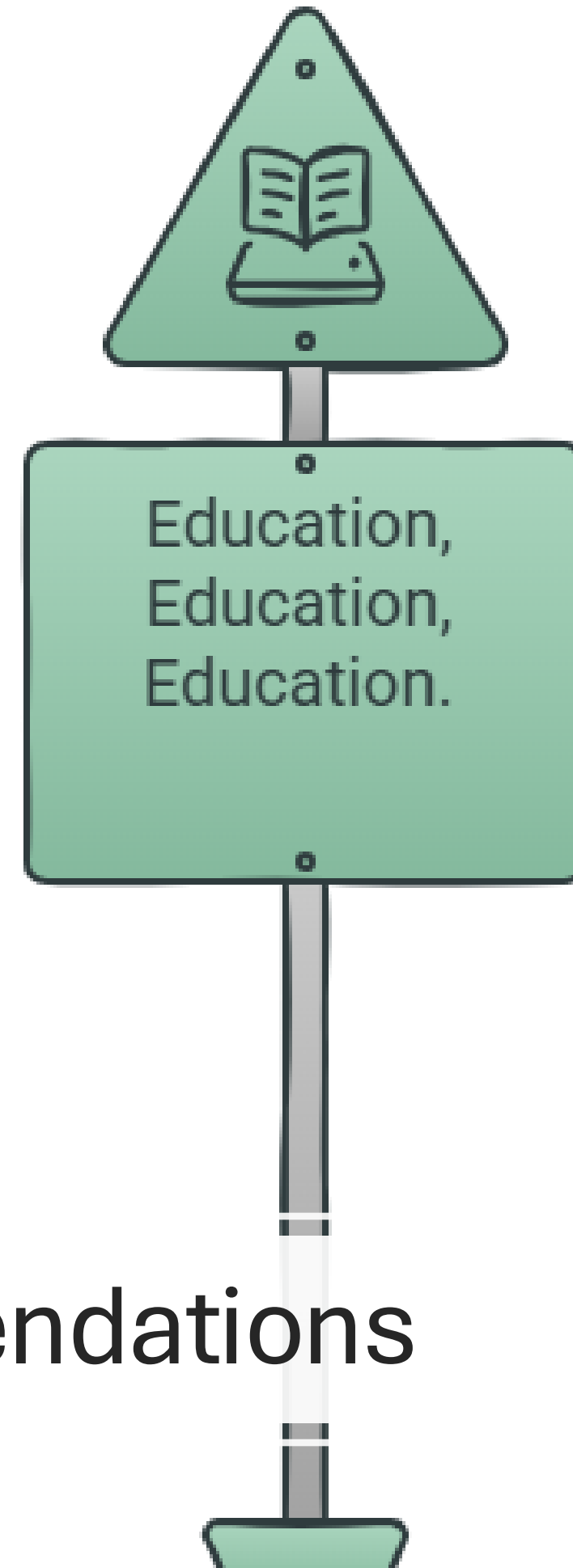
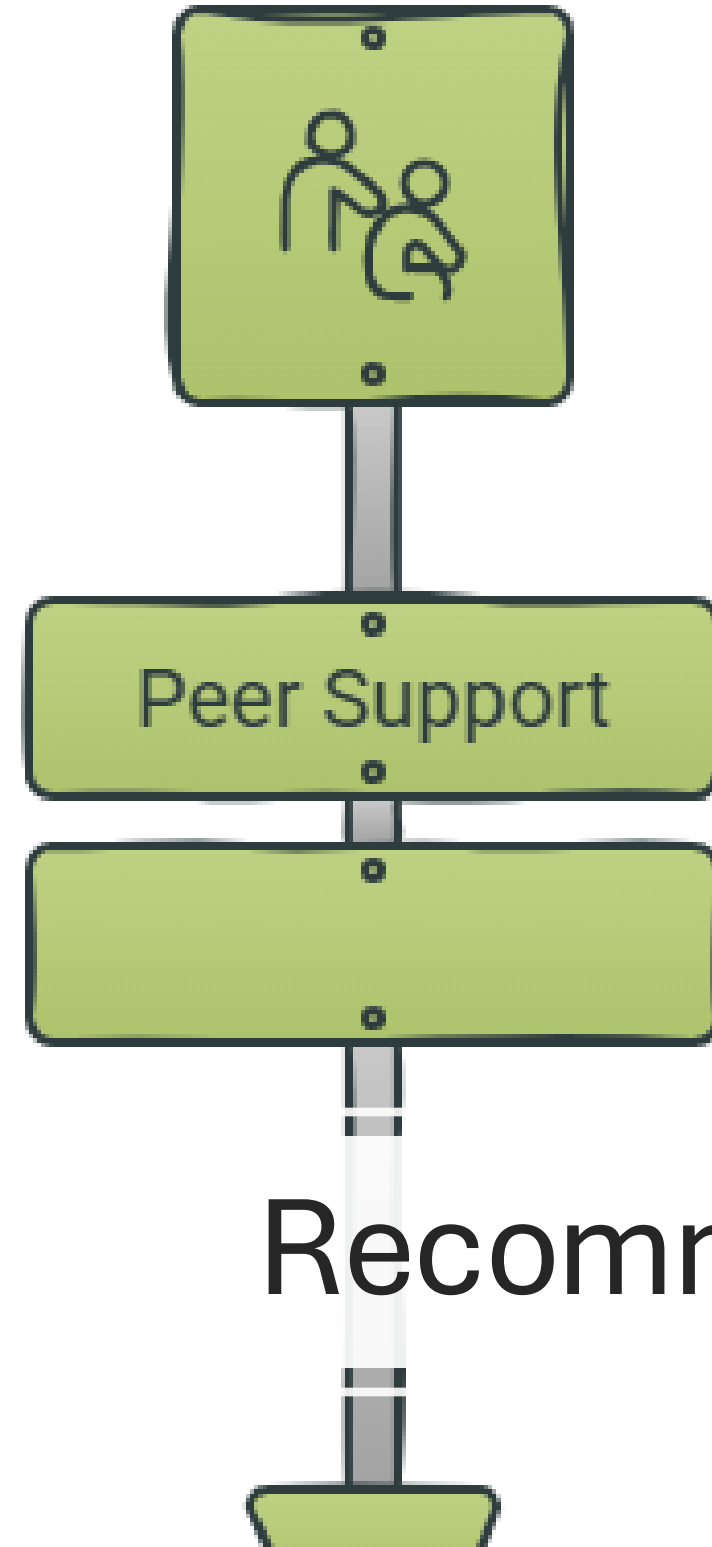
AI Acceptable Use Scale

- Taken from Leon Furze

Assessment task brief:

Please refer to AIAUS scale (Ai1) (Ai2) (Ai3) (Ai4) (Ai5)

1. Research & Development File containing:
Branding Research, including analysis of a range of branding projects, promotion and advertising campaigns (Ai2)
Ideation development work (Ai2) and concept work. Practical development work, branding process (Ai1) and market analysis (LO 1, 2) as well as analysing your branding process and promotion campaign as well as influences and issues within advertising (Ai2) Submitted as physical and a PDF on Teams. (LO 1, 2,3,4)
2. A brand guide/Service and collaterals as a PDF and printed and bound. (Ai1) (LO 2 & 3)
3. A promotional campaign presented in an appropriate format. (Ai3) (LO 4)



Recommendations

Any Questions?

Feel Free to get in touch: <https://www.linkedin.com/in/michael-cornwell-digital/>



NCFE

Claire Bridger

Commercial Manager



GMLPN AI Exchange NCFE Update: Level 2 AI Qualifications

Flexible, employer-relevant AI skills development for learners
aged 14+



New qualifications launching September 2026

Regulatory Approval Milestone

Two regulated qualifications designed to develop foundational AI knowledge and practical workplace capability. The AI qualifications have achieved regulatory approval, and will be 'live' for learner registrations from September 2026

Workplace-focused AI skills

Approved for learners aged 14+, supporting early AI education and adult digital skills development across multiple settings.

Flexible qualification offer

Two qualification sizes offer flexible learning:

- Award
- Certificate

Flexible Learning Units

Each unit is available standalone, allowing tailored delivery to meet employer and learner demands effectively.

Why AI Skills Matter

AI is becoming an essential workplace skill. These qualifications help learners:	Understand AI concepts and applications
	Use AI tools effectively
	Develop practical workplace capability
	Understand data within AI systems
	Use AI responsibly and ethically
	Build confidence with emerging technologies

The qualifications are designed to support a range of sectors and job roles where an understanding of AI is increasingly valuable.

Award at a Glance

Level 2 Award in AI for the Workplace

Mandatory Units:

1. Introduction to AI

2. The Use of AI Tools
and Prompts

3. Data and AI Systems

4. Ethical and
Responsible Use of AI
in the Workplace

**Qualification
Number: 610/7671/5**

 **60 GLH (80
TQT)**

 **4 Mandatory
Units**

Flexible, employer-relevant AI skills development for learners aged 14+

Certificate at a Glance

Level 2 Certificate in AI for the Workplace

Mandatory Units:

Includes all Award units plus:

1. Human Oversight When Working with AI Systems
2. Continuous Learning in AI for the Workplace

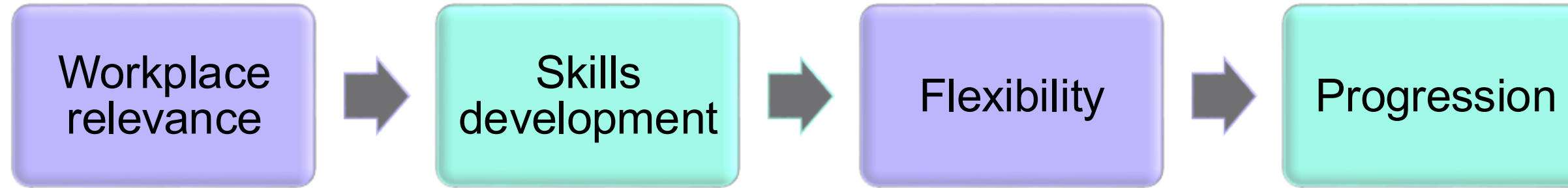
Qualification
Number: 610/7672/7

 100 GLH (130
TQT)

 6 Mandatory
Units

Flexible, employer-relevant AI skills development for learners aged 14+

Key Takeaways



- ✓ Regulated Level 2 qualifications
- ✓ Available for learners aged 14+
- ✓ Award and Certificate and standalone unit options
- ✓ Practical workplace focus
- ✓ Strong emphasis on ethical and responsible AI
- ✓ Supports progression into digital and data learning pathways

Questions

Draft Qualification Specification

Draft Qualification Factsheet



DISCUSSION



DISCUSSION

- What are your current challenges?
- What's working well?
- What more support do you need?



IMPACT EVALUATION



Next Steps

- Next Exchange:
 - 5th October | 11.00–12.30
- What would be useful to cover? E.g. speakers, topics
- Spotlight 2 providers per exchange – volunteers for the next exchange?

AI

EXCHANGE

Thank you!

