



2024 - 2025

AI-for-Learning policy

Policy summary:

Studiosity's AI for Learning policy prioritises student learning gains via ethical academic guidance, while ensuring security, equitable access, and participation, possible with educators at our institutional partners.

Studiosity's AI services are continually developed to align with best practice, and are designed to grow students' engagement with their wider degree experience, including their institution's support ecosystems and communities.

About this document:

This policy is structured around our nine principles, each informed by global public policy and our longstanding partnerships and experience in higher education. This document complements our [Academic Integrity Policy](#).

We are committed to the ethical application of AI, defined as protecting students' personal cognitive achievement and sense of belonging, and the academic reputation of our institutional education partners.

We provide this statement to record and demonstrate this commitment to our teams, to our suppliers, to our partners including universities and education institutions, to all our students, and to the public.

Principle 1. Learning

- 1.1 Student learning gains are reportable and accessible.
- 1.2 Recognised educational frameworks are used to measure key learning indicators, including critical thinking development.
- 1.3 Managers and administrators can identify students who require next level supports.

Principle 2. Ethical

- 2.1 Studiosity implements and maintains rigorous academic and organisational governance.
- 2.2 Students are provided with the tools to make ethical academic decisions, to meet academic integrity rules set by their provider.
- 2.3 Education providers can sustainably deliver equitable access and support for all students.
- 2.4 Students can easily seek formative feedback and academic skills support, to improve their own chances for success before grading.
- 2.5 Continual service iterations and design are in the best interests of student learning and belonging to their education provider and to other students, including the prevention of technology addiction and AI 'persona attachment'.

Principle 3. Cognitive development and academic integrity

- 3.1 Students' work is personal, original cognitive input without generative AI writing 'for' the student.
- 3.2 Studiosity AI does not offer to alter student content, voice, or tone.
- 3.3 Students are unable to accept, automatically or manually, any formative feedback about their critical thinking - ensuring students are engaging in the learning process and making decisions about their own work.
- 3.4 Reporting shows evidence of students' applied critical thinking improvement over time.

Principle 4. Humans in the Loop

- 4.1 Studiosity's comprehensive 'Humans in the Loop' process grows belonging, maintains quality assurance, reinforces educators' authority and accountability, and facilitates the sharing of experiences and resources among teaching staff, administrators, and students.
- 4.2 Studiosity's services promote student engagement with AI feedback alongside human interaction.
- 4.3 Managers and administrators can identify students' use of multiple learning services within the Studiosity platform, to demonstrate students' authentic learning journeys, including peer connection and academic skills development; further, manager and administrators can raise awareness of

other support services within the wider university teaching and learning ecosystem.

Principle 5. Equity of access and participation

- 5.1** The AI model(s) output draws on our experience providing educative feedback to diverse cohorts including millions of students, making the AI support fit for purpose for higher education contexts.
- 5.2** Studiosity continually gathers evidence of technology acceptance and adoption among students and the continual pursuit of new standards for user experience.
- 5.3** Studiosity ensures ongoing review of accessibility benchmarks for users.
- 5.4** Students will never be asked to pay for access; this is in line with Studiosity's mission to increase life chances at scale for all students regardless of socio-economic circumstances.

Principle 6. Privacy

- 6.1** The Studiosity service will remain data light, this includes preventing unnecessary data capture and storage.
- 6.2** Personally-identifiable information (PII) and student feedback are not used in AI model training.
- 6.3** Studiosity is certified for compliance with relevant privacy legal frameworks.
- 6.4** Studiosity is available within the institutional learning management system for secure access and management.

Principle 7. Transparency

- 7.1** Students are aware they are using AI in relevant services.
- 7.2** Program administrators can monitor all interactions and learning progress.
- 7.3** Students and staff receive training to understand service expectations and the function of the AI-based support.

Principle 8. Efficacy

- 8.1** Evidence of impact on student success can be demonstrated, including across student cohorts or within the HEI sector.
- 8.2** Studiosity will invite independent research into efficacy and effectiveness.

Principle 9. Sustainable, institutional value for our partners in education

- 9.1** A Studiosity Partner Services Manager role will be assigned to institutional partners for service accountability, support, and an ongoing feedback loop.
- 9.2** A demonstrated institutional ROI on the learning technology will be available.

CONTINUOUS DEVELOPMENT

We recognise the need and responsibility to review this policy in perpetuity, to discuss the policy openly with our education partners, and to continue to set new standards that protect the interests of students and our institutional education partners.

POLICY ACCEPTANCE

This statement was approved by Studiosity Management, and covers activities by Studiosity services and teams.

CONTACT

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Guided by best practice policy from within the sector:

Deputy Vice Chancellor and Senior Executive Advisory Group Meetings, Sydney and London (February - October 2023)

Faculty statement on Generative Artificial Intelligence (2023) Dalhousie University. Available at: <https://www.dal.ca/faculty/open/about/faculty-statement-on-generative-artificial-intelligence.html>.

Foltynek, T. et al. (2023) ENAI recommendations on the ethical use of Artificial Intelligence in education - international journal for educational integrity, BioMed Central. Available at: <https://edintegrity.biomedcentral.com/articles/10.1007/s40979-023-00133-4>.

Group of eight principles on the use of Generative Artificial Intelligence (2023) Group of Eight. Available at: <https://go8.edu.au/group-of-eight-principles-on-the-use-of-generative-artificial-intelligence>.

New principles on use of AI in Education (2023) The Russell Group. Available at: <https://russellgroup.ac.uk/news/new-principles-on-use-of-ai-in-education>.

Lodge, J., Howard, S., Bearman, M. Dawson, P. (2023). Assessment reform for the age of Artificial Intelligence. Tertiary Education Quality and Standards Agency. Available at: <https://www.teqsa.gov.au/sites/default/files/2023-09/assessment-reform-age-artificial-intelligence-discussion-paper.pdf>

The Institute for Ethical AI in education interim report. (2020). The University of Buckingham. Available at: <https://staging.buckingham.ac.uk/wp-content/uploads/2021/03/Interim-Report-The-Institute-for-Ethical-AI-in-Educations-Interim-Report-Towards-a-Shared-Vision-of-Ethical-AI-in-Education-1.pdf>.

Guided by the feedback and advice from our 250+ education partners:

