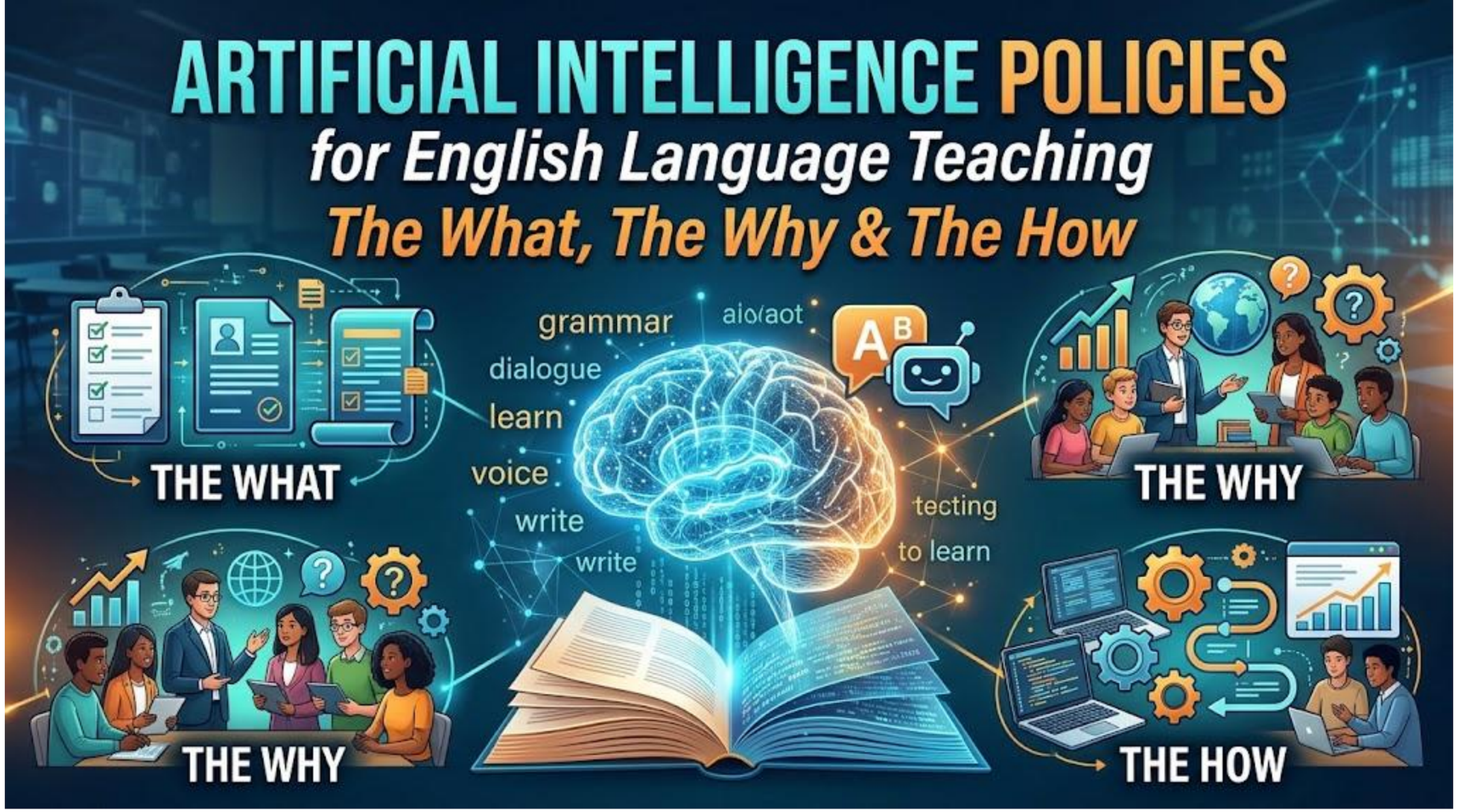


Neil Harris

Centre for English Language Teaching, Cardiff

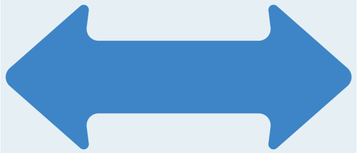
English UK South West Academic Conference

Learning Outcomes

By the end of this session, you will have:

01

reviewed WHY UK ELT providers need an AI policy



02

discussed WHAT we mean by an AI policy for UK ELT providers

03

started to consider HOW to write and maintain/sustain your AI policies

Setting The Scene

My institution has an AI framework in place

1. Yes
2. No
3. Don’t know

My institution updates its AI framework at least yearly

1. Yes
2. No
3. Don’t know





The WHY
of an AI policy for UK ELT providers

UK ELT and AI: Still The Wild West?



UK ELT and AI:
What's The Matter Here?

BEFORE THE LESSON

Walk in with a plan

Planning is the part nobody pays you for. builds the lesson around the student you are actually teaching next.

Lesson Planner

Give it a topic, a level and how long you have. You get a lesson broken into timed sections you can actually teach from, not a list of ideas.

Build from your own file

Already have a PDF, a slide deck or a page from a coursebook? Upload it and builds the lesson around what is in it, including scanned pages.

Groups as well as one to one

A group gets its own level, so notes and homework come out pitched at the class rather than at whichever student you happened to pick.

AI LITERACY File Safety

Which of the following is it safe to upload for AI use?

1. A photo of the contents of your fridge
2. Your ETO (=agent) manual
3. A contract
4. A photo of students in one of your classes
5. A page from a mainstream coursebook (your teacher wants ideas for differentiation)

(Adapted from 3.6 File safety, Menyhei & Szoke (2025). *AI literacy in the language classroom*

AI LITERACY File Safety

Which of the following is it safe to upload for AI use?

1. A photo of the contents of your fridge - OK as objects only
2. Your ETO (=agent) manual - OK if publicly accessible online
3. A contract - NOT OK as breaches corporate data protection & personal data
4. A photo of students in one of your classes - NOT OK if consent not in place
5. A page from a mainstream coursebook (your teacher wants ideas for differentiation) - NOT OK as infringes copyright

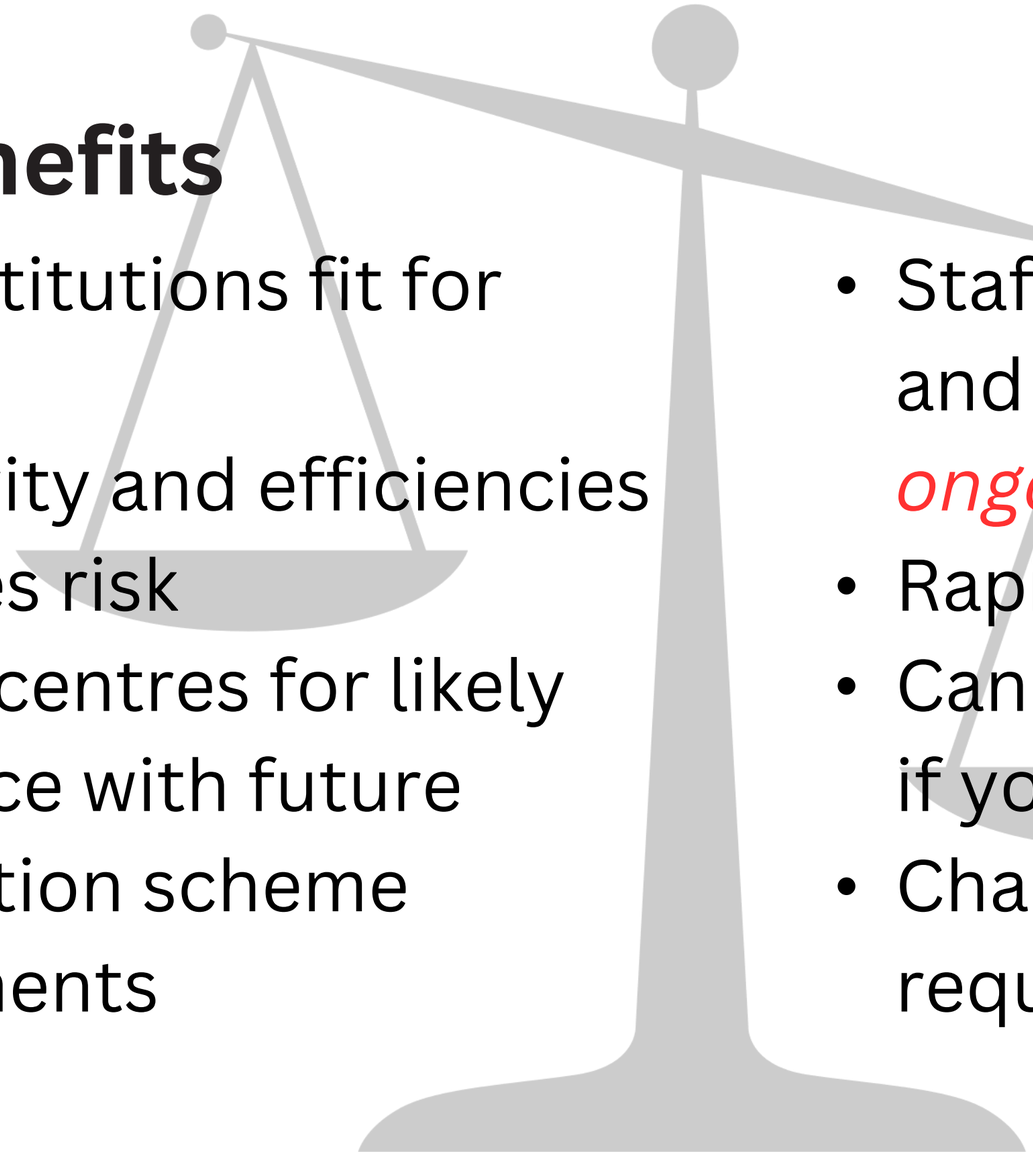
Talk To Someone Near You

- Are you satisfied that your staff are currently using AI ethically and safely? (How) do you know?

- Are you getting full benefit from AI in terms of efficiencies?

- What are some of the benefits of your institution developing AI frameworks?

Benefits & Challenges



Benefits

- Makes institutions fit for purpose
- Productivity and efficiencies
- Diminishes risk
- Prepares centres for likely compliance with future accreditation scheme developments

Challenges

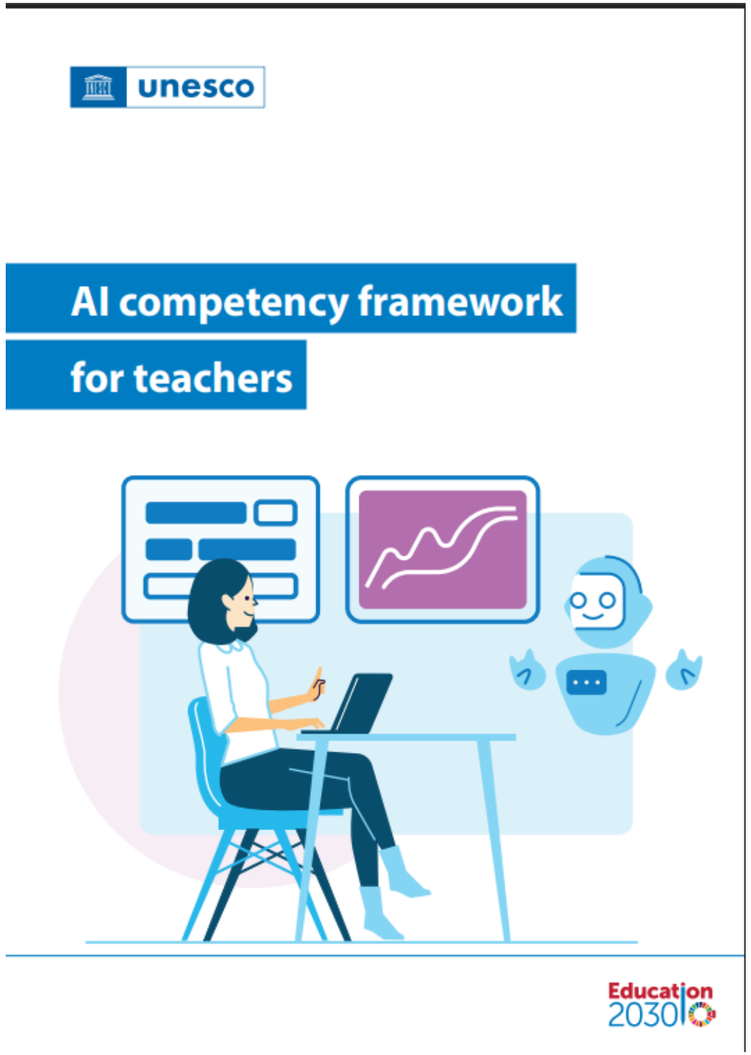
- Staff resources (development and maintenance) *including ongoing training*
- Rapidly changing landscape
- Can be a steep learning curve if you are starting from scratch
- Change management process requiring oversight



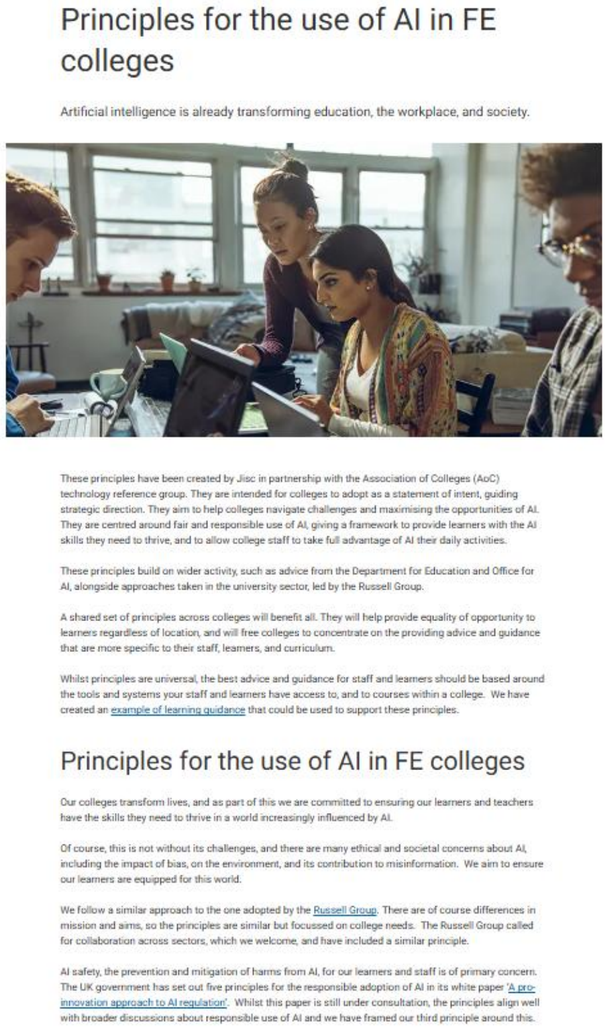
The WHAT
of an AI policy for UK ELT providers


Guess
The Idiom

Existing AI Educational Frameworks & Principles



https://www.unesco.org/en/articles/ai-competency-framework-teachers



Principles for the use of AI in FE colleges

Artificial intelligence is already transforming education, the workplace, and society.

These principles have been created by Jisc in partnership with the Association of Colleges (AoC) technology reference group. They are intended for colleges to adopt as a statement of intent, guiding strategic direction. They aim to help colleges navigate challenges and maximising the opportunities of AI. They are centred around fair and responsible use of AI, giving a framework to provide learners with the AI skills they need to thrive, and to allow college staff to take full advantage of AI their daily activities.

These principles build on wider activity, such as advice from the Department for Education and Office for AI, alongside approaches taken in the university sector, led by the Russell Group.

A shared set of principles across colleges will benefit all. They will help provide equality of opportunity to learners regardless of location, and will free colleges to concentrate on the providing advice and guidance that are more specific to their staff, learners, and curriculum.

Whilst principles are universal, the best advice and guidance for staff and learners should be based around the tools and systems your staff and learners have access to, and to courses within a college. We have created an example of learning guidance that could be used to support these principles.

Principles for the use of AI in FE colleges

Our colleges transform lives, and as part of this we are committed to ensuring our learners and teachers have the skills they need to thrive in a world increasingly influenced by AI.

Of course, this is not without its challenges, and there are many ethical and societal concerns about AI, including the impact of bias, on the environment, and its contribution to misinformation. We aim to ensure our learners are equipped for this world.

We follow a similar approach to the one adopted by the Russell Group. There are of course differences in mission and aims, so the principles are similar but focussed on college needs. The Russell Group called for collaboration across sectors, which we welcome, and have included a similar principle.

AI safety, the prevention and mitigation of harms from AI, for our learners and staff is of primary concern. The UK government has set out five principles for the responsible adoption of AI in its white paper 'A pro-innovation approach to AI regulation'. Whilst this paper is still under consultation, the principles align well with broader discussions about responsible use of AI and we have framed our third principle around this.

https://www.jisc.ac.uk/further-education-and-skills/principles-for-the-use-of-ai-in-fe-colleges-framework-teachers

Existing AI Policy Reference - UK ELT

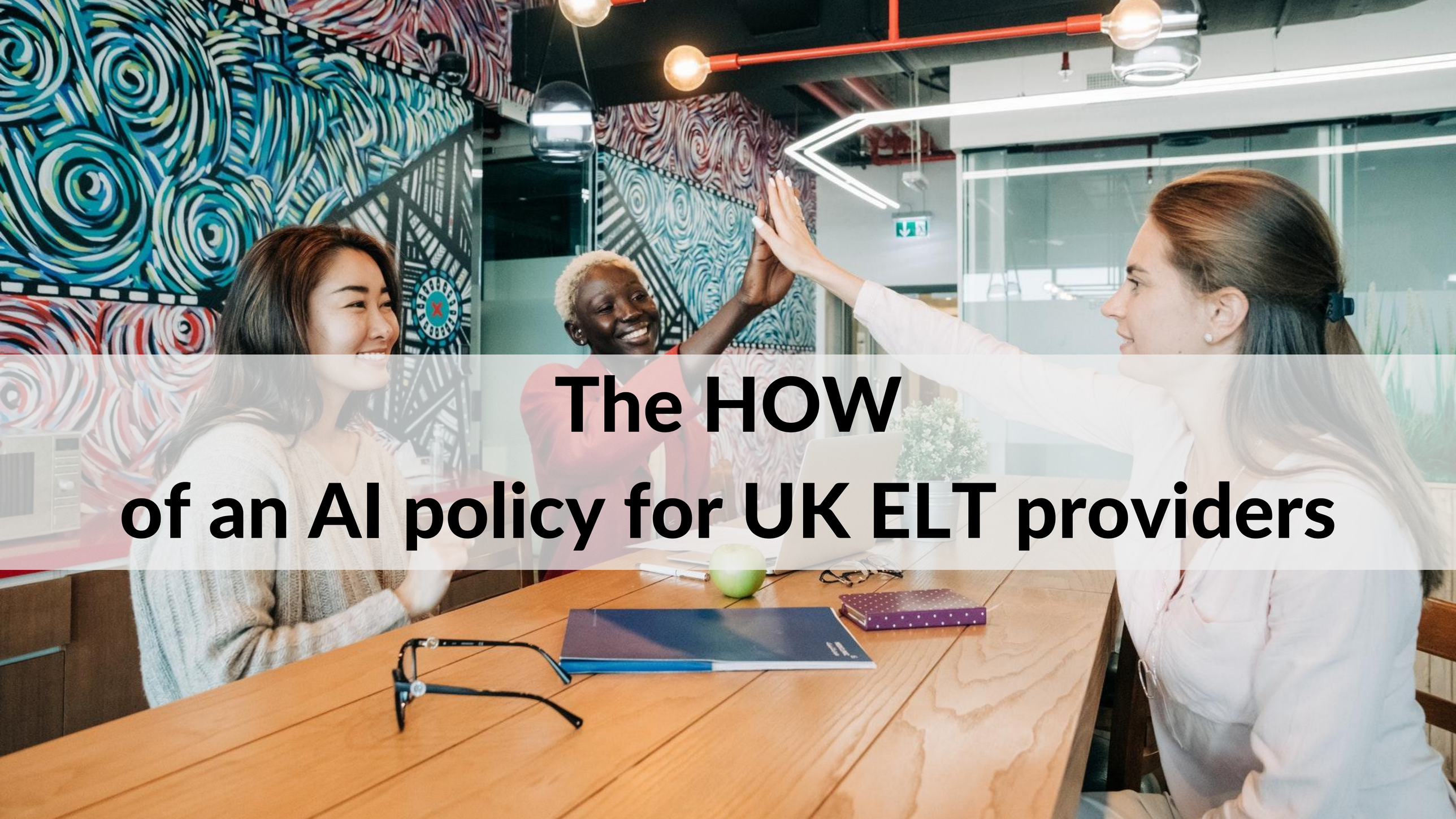
Staff management and development (Area of strength: three strengths, no not mets; need for improvement: three not mets)	**Additional guidance**	**Evidence, including documentation**
M8 The provider implements appropriate human resources policies, which are made known to staff. **Requirements** • Any HR policies not covered by M10–M13 or W4, e.g. terms and conditions of employment (remuneration, hours of work, leave, absence, equal opportunities, health and safety, staff well-being, whistleblowing etc.).	Made known through contracts, staff handbooks, intranet or other documents detailing terms and conditions. Includes suitability of staff accommodation, where this is part of the employment package (residential courses). ***Examples of good practice*** *Staff feel valued and well supported.* *Comprehensive staff well-being provision.* *Supportive work-from-home or other flexible, family-friendly policies.* *The provider 'goes the extra mile' to create a happy and rewarding work environment. A principled AI policy which includes permissible and non-permissible uses and training, and support is available for all staff.*	**Evidence** Interviews with managers/staff Teacher focus group(s) Intranet or apps, emails **Documentation** List of staff (12) Job descriptions (13) Staff handbooks/notes (52) Teacher handbooks/notes (53) Staff contracts (56)

Criterion and requirements	Additional guidance	Evidence, including documentation
Safeguarding under 18s (Area of strength: three strengths, no not mets; need for improvement: three not mets)	**Additional guidance** (Section not met: three criteria with significant failings or four+ criteria not met)	**Evidence, including documentation**
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations. **Requirements** • Clear and comprehensive policy in place written in accessible English, appropriate to current students • Policy is reviewed annually and updated accordingly.	Large organisations with multiple sites can have a 'company policy' with additional site-specific sections or notifications ensuring the relevant persons and procedures are clear for each location/course. If the named member of staff is the owner or managing director, additional provision should be available to avoid conflict of interest (non-reporting to prevent damage to business reputation). The name and contact details of the LADO are included in the policy. Responsibilities of named member of staff in this area clear from job description (otherwise M9 is not met). Evidence that named member of staff has a proactive role. The provider sets rules and give clear guidance to all involved in the organisation about appropriate contact with and interaction between students of different ages with especial emphasis on conduct of those	**Evidence** Interviews with managers/staff Talking to activity staff Talking to group leaders Talking to homestay hosts Student focus group(s) Notices **Documentation** Job descriptions (13) Accommodation placement (42) Information for group leaders (45) Safeguarding policy (49)

• Policy includes:
  • information on recognising abuse
  • child protection response procedures
  • names of Designated safeguarding lead (DSL), cover arrangements and how to contact
  • guidance on handling delayed suitability checks* *unless the safer recruitment policy states that the provider does not allow staff to work in any role involving regulated activity without a DBS.*
  • guidance for everyone in organisation on appropriate behaviour and interaction with under 18s.
	under 18 with those over 18 and on issues of cultural sensitivity. May be in separate documents referenced in policy.
	Low level concerns, such as breaches of codes of conduct, should be recorded (potential red flags).
	Contact Local Safeguarding Children Partnership to ensure that local expectations and reporting procedures are included.
	English Plus courses: inspectors will not inspect the 'plus' element (e.g. work placement), but the provider retains a duty of care and should be able to demonstrate to inspectors that they have reviewed safeguarding with the organisation offering the placement and provide appropriate induction and ongoing pastoral/emergency support for the student.
	
	Examples of good practice
	Evidence of expert input into the framing of the policy.
	Policy implemented through and supported by relevant practical documents, for example codes of conduct, incident-reporting documentation.
	The policy includes appropriate age differentiation.
	The policy includes safeguarding measures around digital and AI use and how to manage them.
		Staff handbooks/notes (52)
		Teacher handbook/notes (53)

AUK Refresh
AI Questionnaire





The HOW
of an AI policy for UK ELT providers



Lining Up Your Ducks

1. AI lead in your centre
2. Awareness of existing frameworks
3. Human in the loop policy development
4. *Regular* AI staff training
5. Embed AI literacy in the curriculum

Developing Robust ELT

Some Considerations

- Cross sector applicability

- AI & EDI
- AI & Sustainability

- Articulation of academic integrity (high-stakes assessment)
- AI-aligned/proofed assessments
- AI in project/homework
- AI Citation policy
- AI Sanctions policy

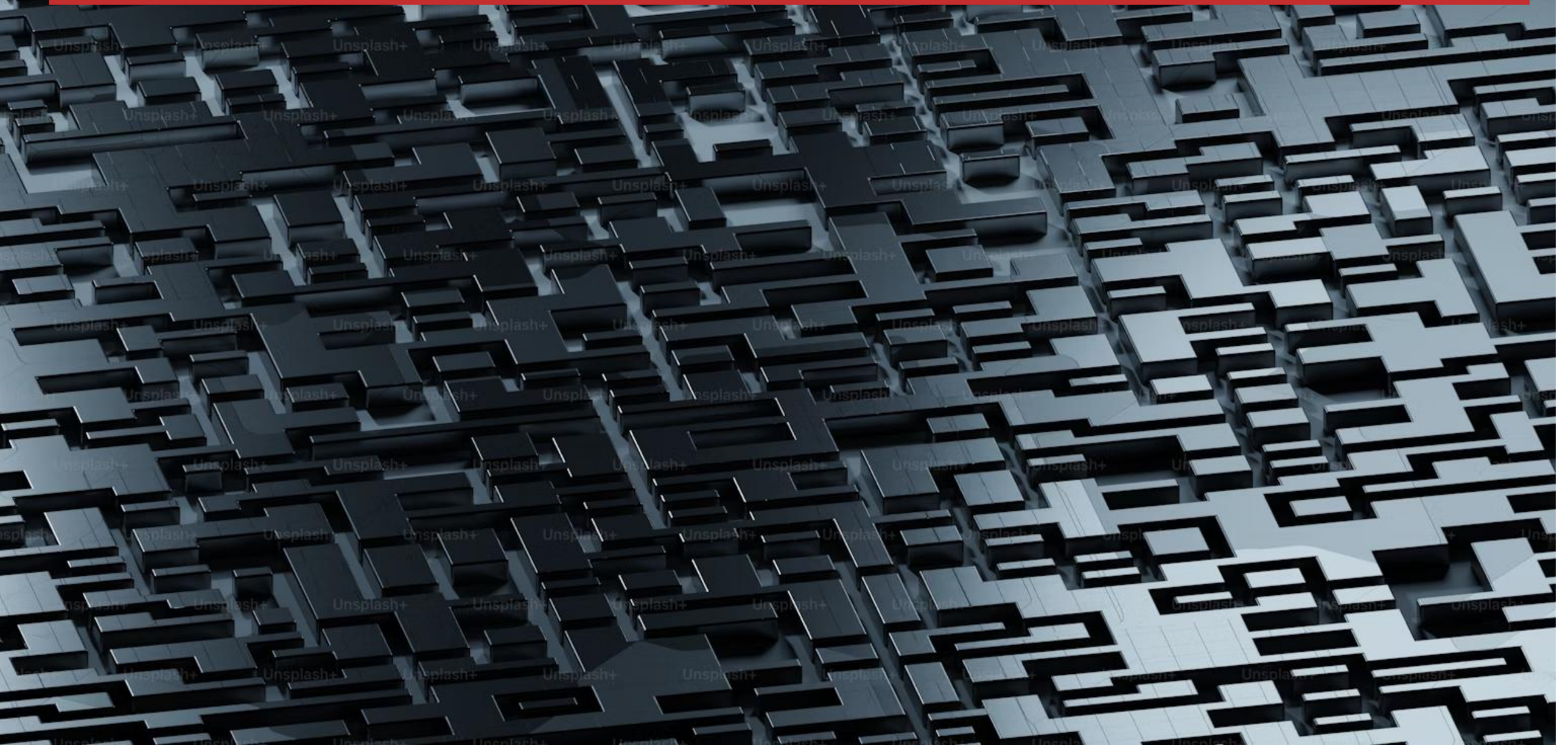
ELT Specialist: 10 Pillars

1. Human-centred by design
2. Ethical, lawful, and transparent
3. .Privacy, data protection, and digital safety
4. Accountability and human oversight
5. Fairness, inclusion, and accessibility
6. Academic and professional integrity
7. Transparency of purpose
8. Continuous evaluation and professional development
9. Context-appropriate and purpose-driven implementation
10. Collaboration, communication, and shared learning

1.AI Lead In Your Centre

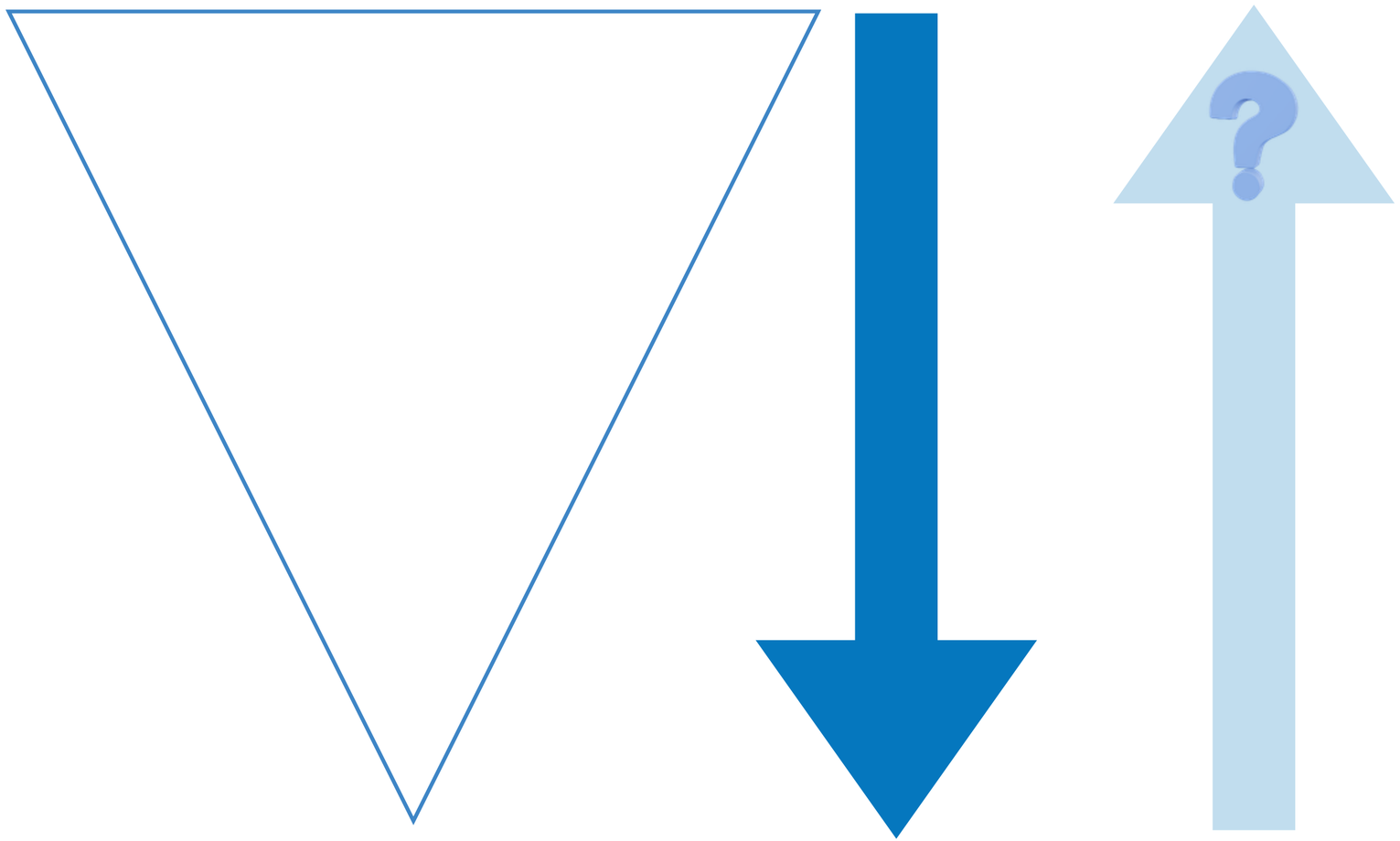


1. Existing AI Frameworks



AI Frameworks

Overarching
(Non ELT)



Specific
(ELT)

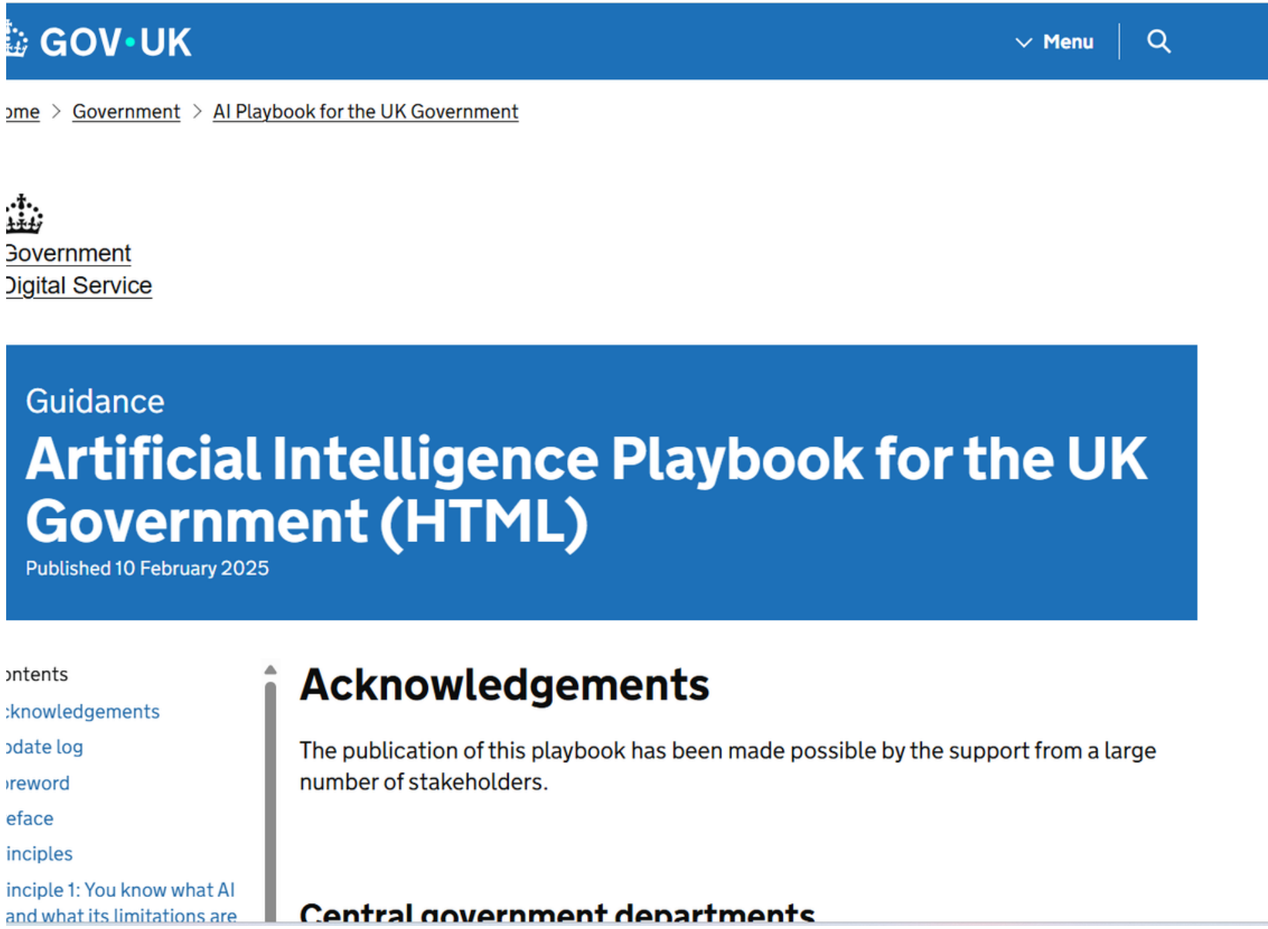
AI Frameworks

This framework aims to help readers understand generative AI, to guide anyone building generative AI solutions, and, most importantly, to lay out what must be taken into account to use generative AI safely and responsibly

https://www.gov.uk/government/publications/generative-ai-framework-for-hmg

It's vital to align AI innovation with core strategic objectives and performance indicators, rather than allowing a scattered series of initiatives to operate in isolation. In our experience, a lot of organisations have set various pilots in train. What most aren't doing is taking a fundamental look at how AI could disrupt their particular business and then determining the threats and opportunities this presents.

https://www.pwc.co.uk/services/risk/insights/accelerating-



Developing AI Frameworks for ELT

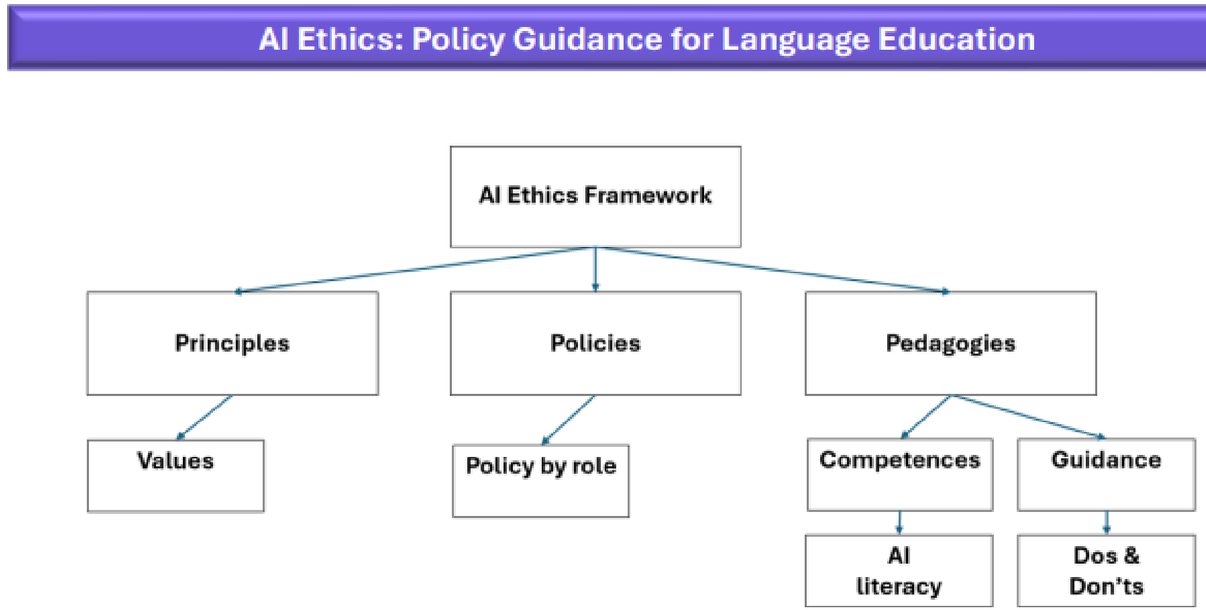
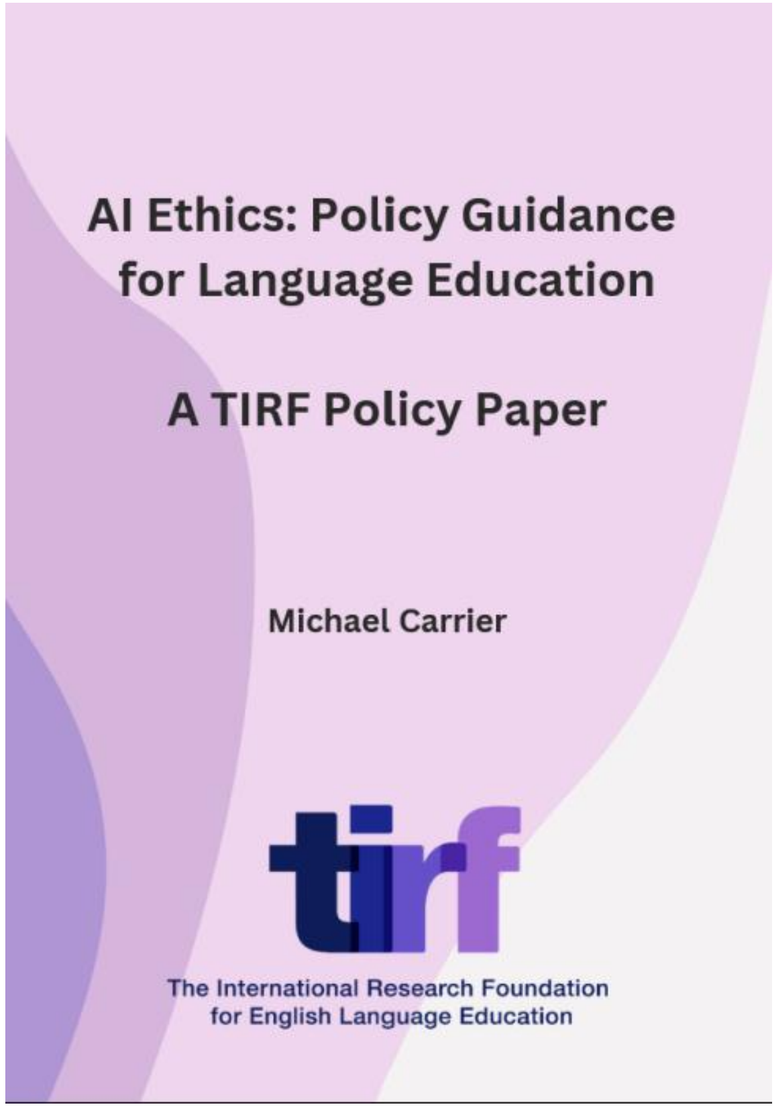
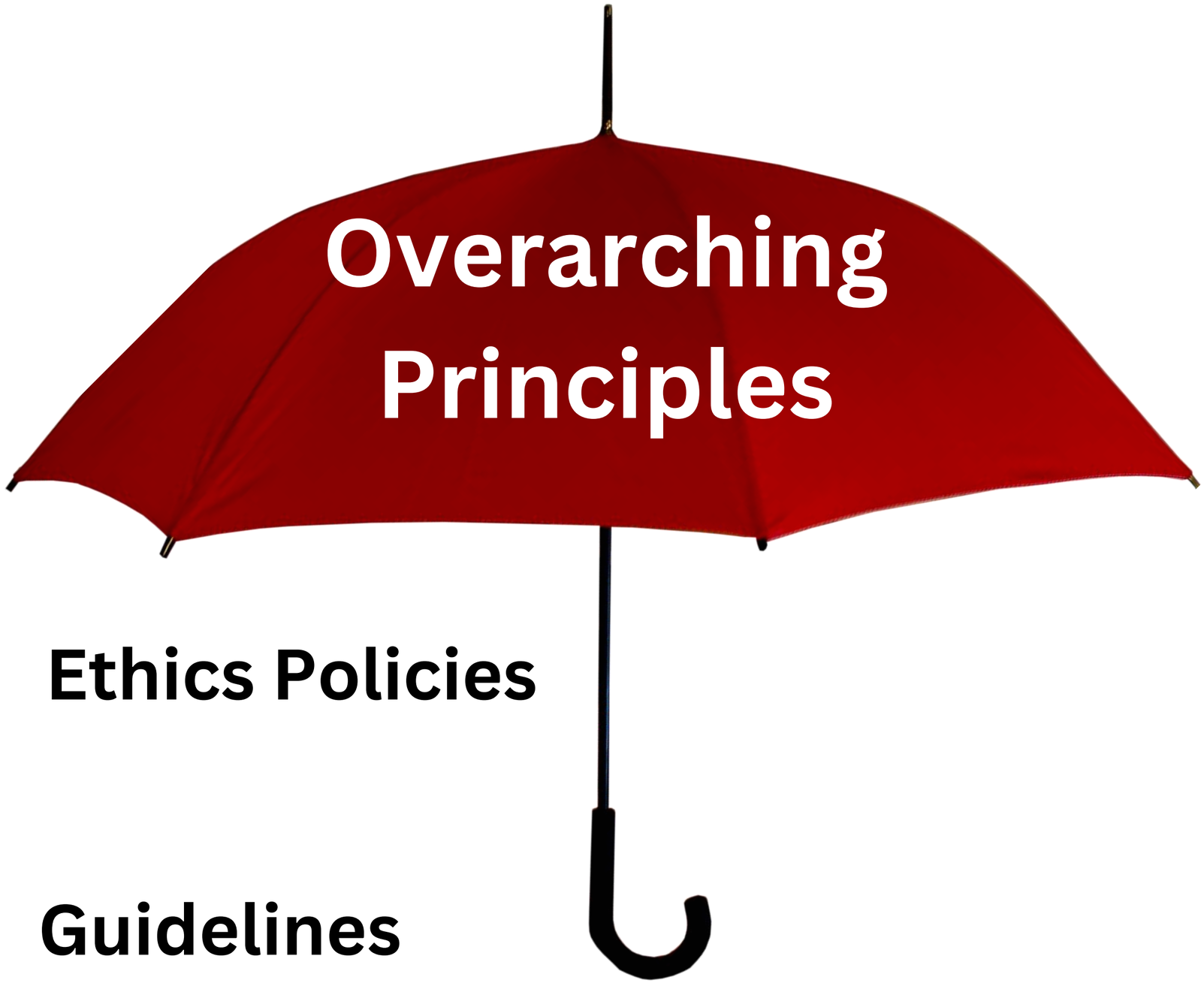


Figure 1: TIRF AI Ethics Framework outline of structure and content

https://www.tirfonline.org/wp-content/uploads/2025/12/TIRF_AI-EthicsPolicyGuidanceLanguageEducationFINAL.pdf





Ethics Policies

Guidelines

Learners, Teachers, Student Services, Sales & Marketing

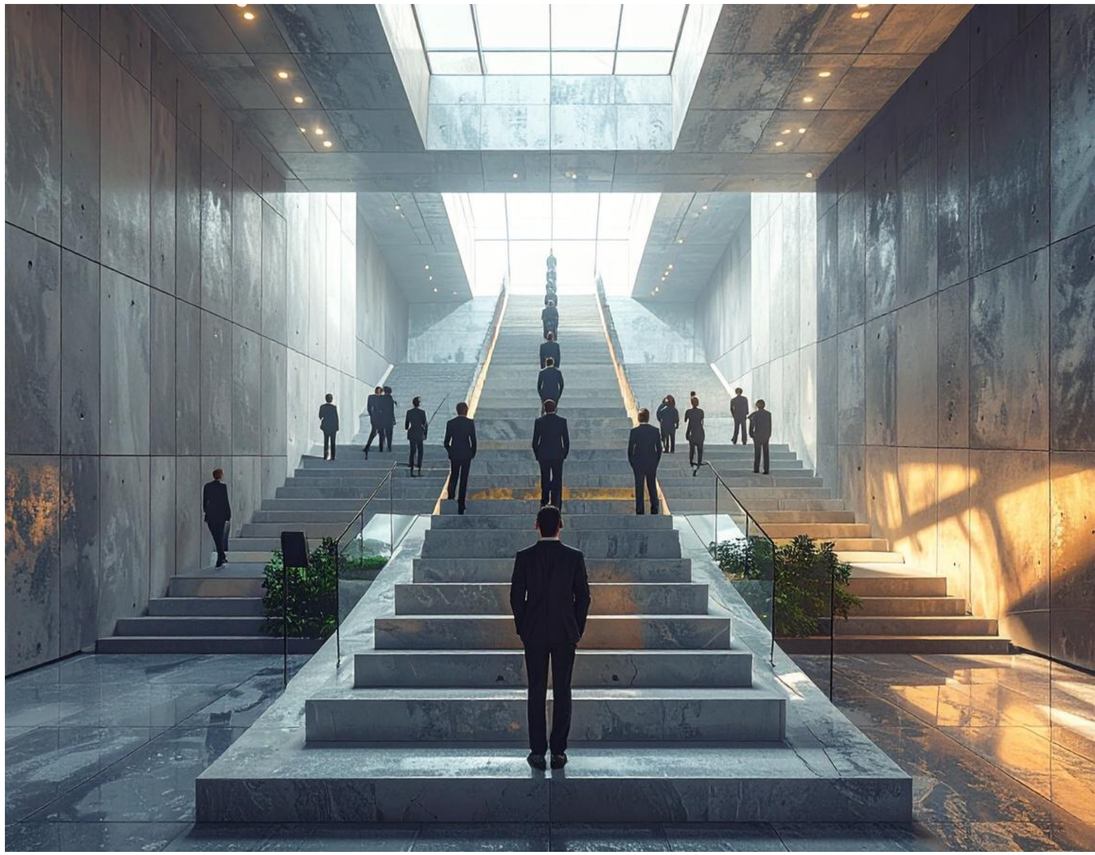
1.Human In The Loop Policy Development



Authorship



OR??



Top down?

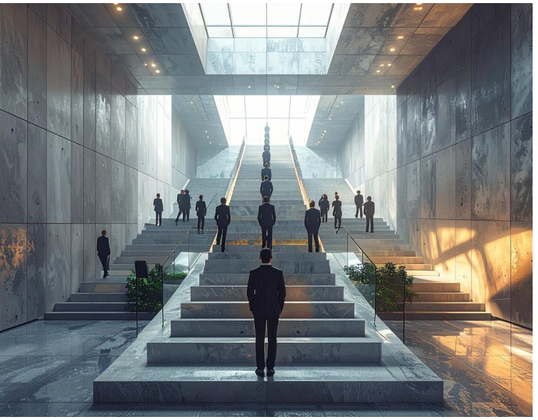
Bottom up?

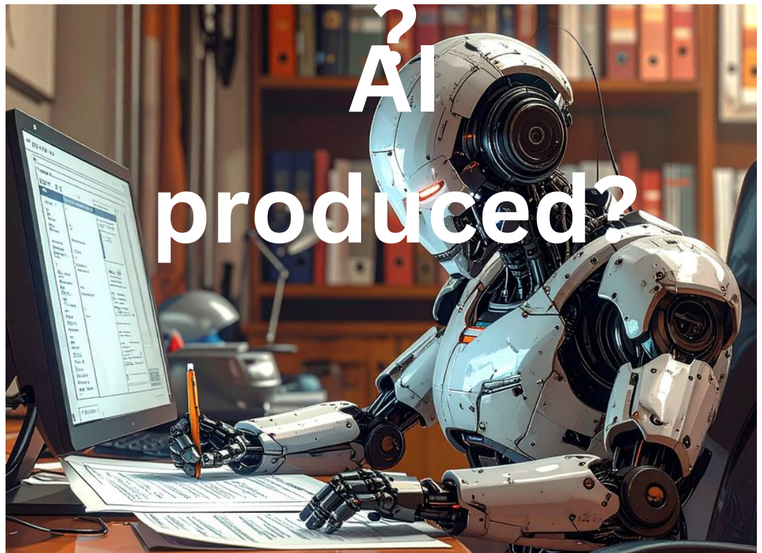
Authorship





Integrative





AI produced?



Co-

AI Policies: Not Just Academics

Ethical use of GenAI: some key points concerning policy & guidelines development

Eaquals
Excellence in Language Education

For Managers:

Develop and sustain a policy and guidelines in collaboration with students and staff;
Define what is acceptable use of GenAI (and what is unacceptable);
Provide supports for students and staff to learn about GenAI and their responsible use;
Enable development of GenAI literacy across the student and staff body to further foster a culture of academic integrity;
Enable authorised AI applications to be available to all to ensure equity;
Horizon scan regularly to mitigate future risk and identify future opportunities.



For Students:

Know and follow provider guidelines;
Understand what is authorised vs unauthorised use;
Engage with support in using AI tools etc responsibly;
Acknowledge use of AI tools, prompts etc in all work, particularly assessed work;
Understand the limitations of GenAI tools.

For Teachers:

Know and follow provider guidelines;
Understand what is authorised vs unauthorised use;
Engage in professional development for staff;
Acknowledge use of AI tools, prompts etc in course design, learning and teaching activities and assessments;
Ensure students understand the sanctions re inappropriate/ unauthorised use of GenAI.

Sue Hackett, *EAQUALS November 2024*
in Carrier *ICC Larnaca 2025*



https://unsplash.com/photos/a-person-in-a-suit-hb14IXMXCjY







https://unsplash.com/photos/a-building-with-a-sign-that-says-student-service-centre-G1cvJ3aujtE

THE PIE JOBS

Sales and Marketing Director 3/9/25

Anywhere · Remote only
Full time
Educator -Language provider/Short stay/Experiential
476 views

Apply for this position · Save

Stafford House, with over 70 years of experience, is a respected leader in English language education for international students studying in the UK. We are seeking an experienced Sales & Marketing Director to drive growth and strengthen our position in this dynamic sector.

As a vital member of our Senior Leadership Team, you will shape the strategic direction of the business by leading student recruitment through global agent networks, managing an international sales team, and overseeing direct recruitment channels. Your efforts will enhance our market presence and ensure outstanding service to students and partners worldwide.

You will be responsible for developing and executing a clear Sales & Marketing strategy that supports the growth and long-term success of our trusted brands, Stafford House International and Stafford House Study Holidays.

We welcome applications from candidates worldwide. Please note, this role involves travel aligned with market priorities and business needs.

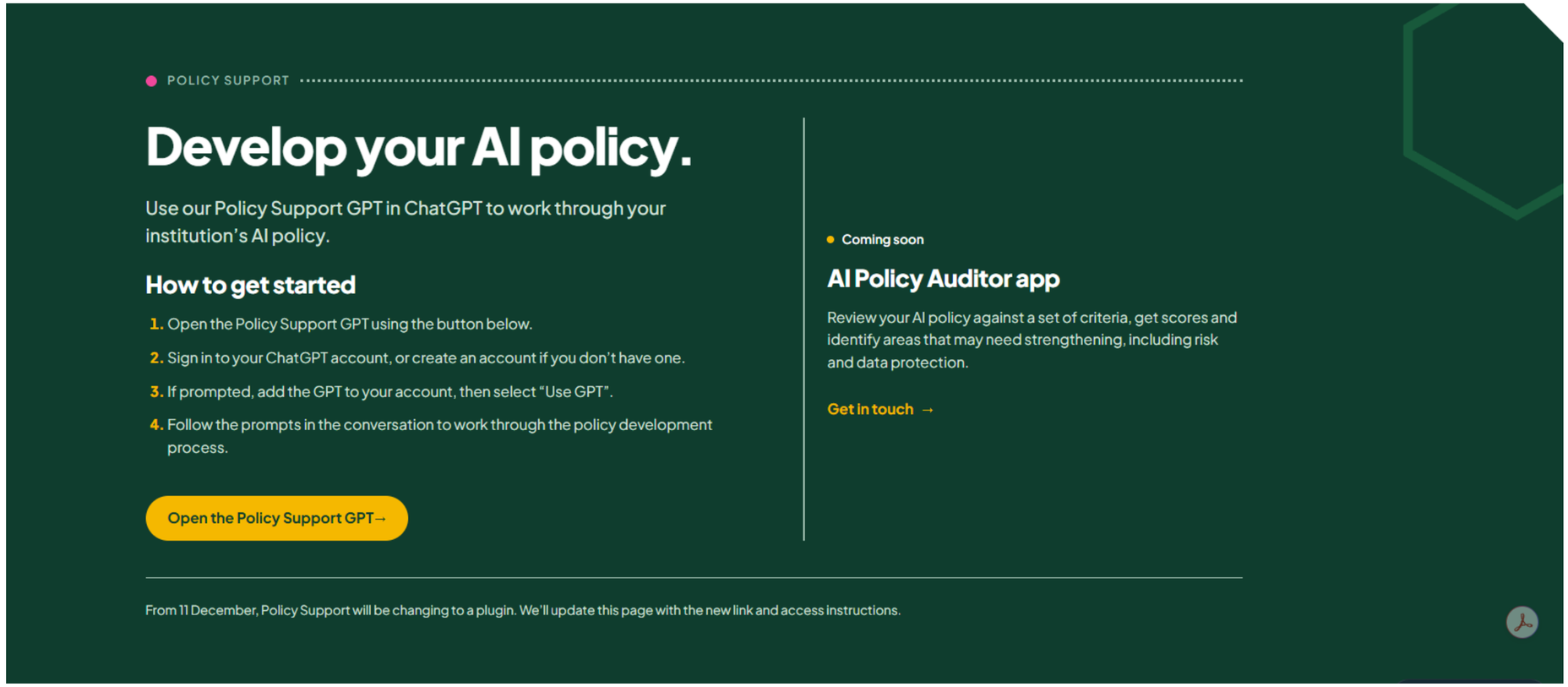
Salary: Competitive

Location: Remote with travel

Key Responsibilities:

- Develop and implement clear sales strategies for both agent and direct student recruitment, regionally and globally
- Lead a global, remote sales team—ensuring strong communication, motivation, and results.
- Oversee and support the marketing team to align brand messaging with recruitment goals.
- Manage and grow agent relationships, identifying new markets and opportunities.
- Lead the Global Sales Support (GSS) team to achieve ambitious targets, while role-modelling and fostering a positive, high-performance culture
- Monitor industry trends and competitor activity to keep Stafford House competitive and innovative.
- Develop engaging content and creative campaigns with the central marketing team to highlight Stafford House's unique strengths.
- Collaborate with brand and digital teams to boost product visibility and refine global and regional marketing plans, including social media.
- Uphold and promote the company's values, culture, and commitment to student success.

Free AI Policy Generator
Plus Paid AI Policy Auditor App
https://beyondthehive.co.uk/



1.Regular Staff Training Lunch and Learn?



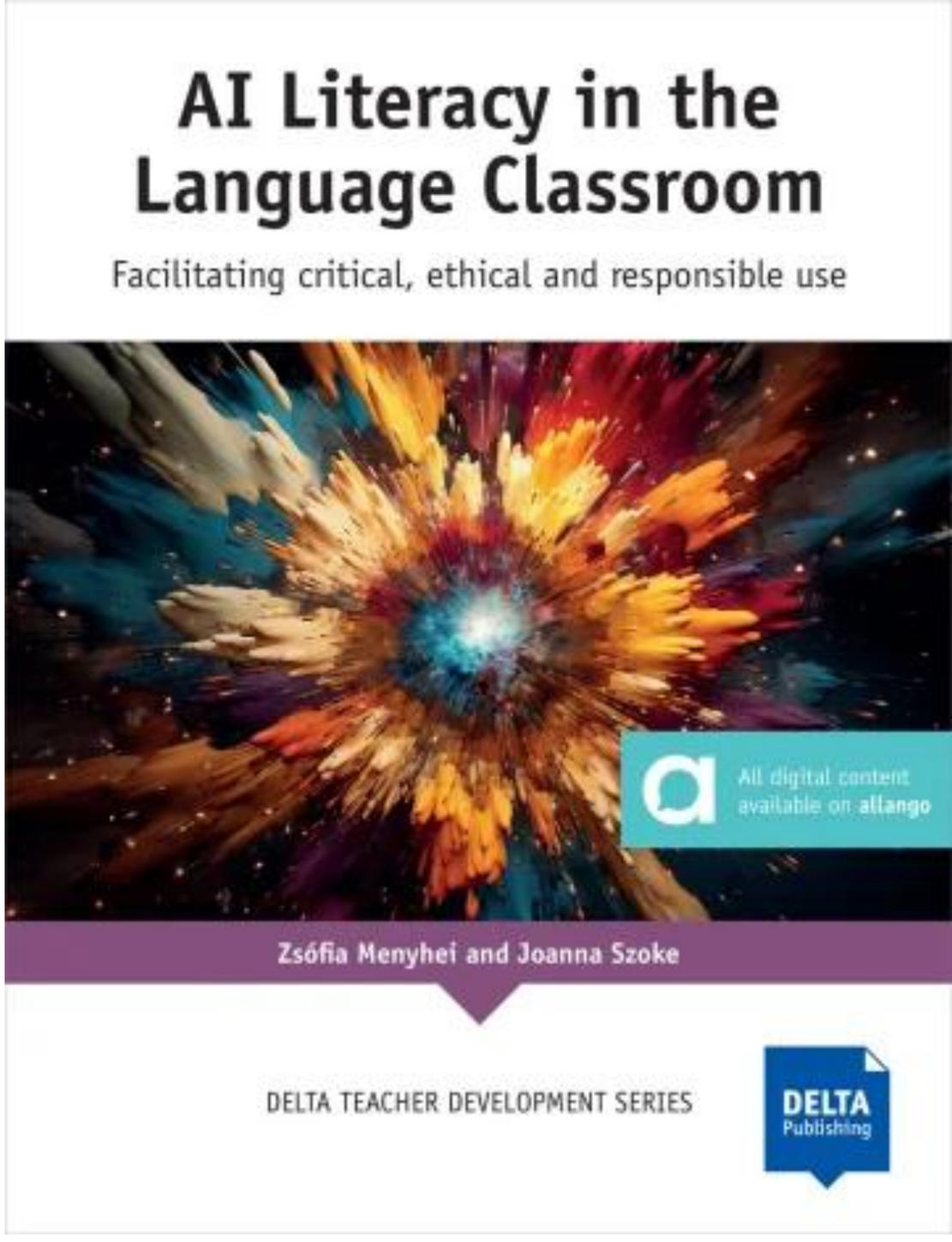
1. Embed AI In The Curriculum



1. Embed AI In The Curriculum

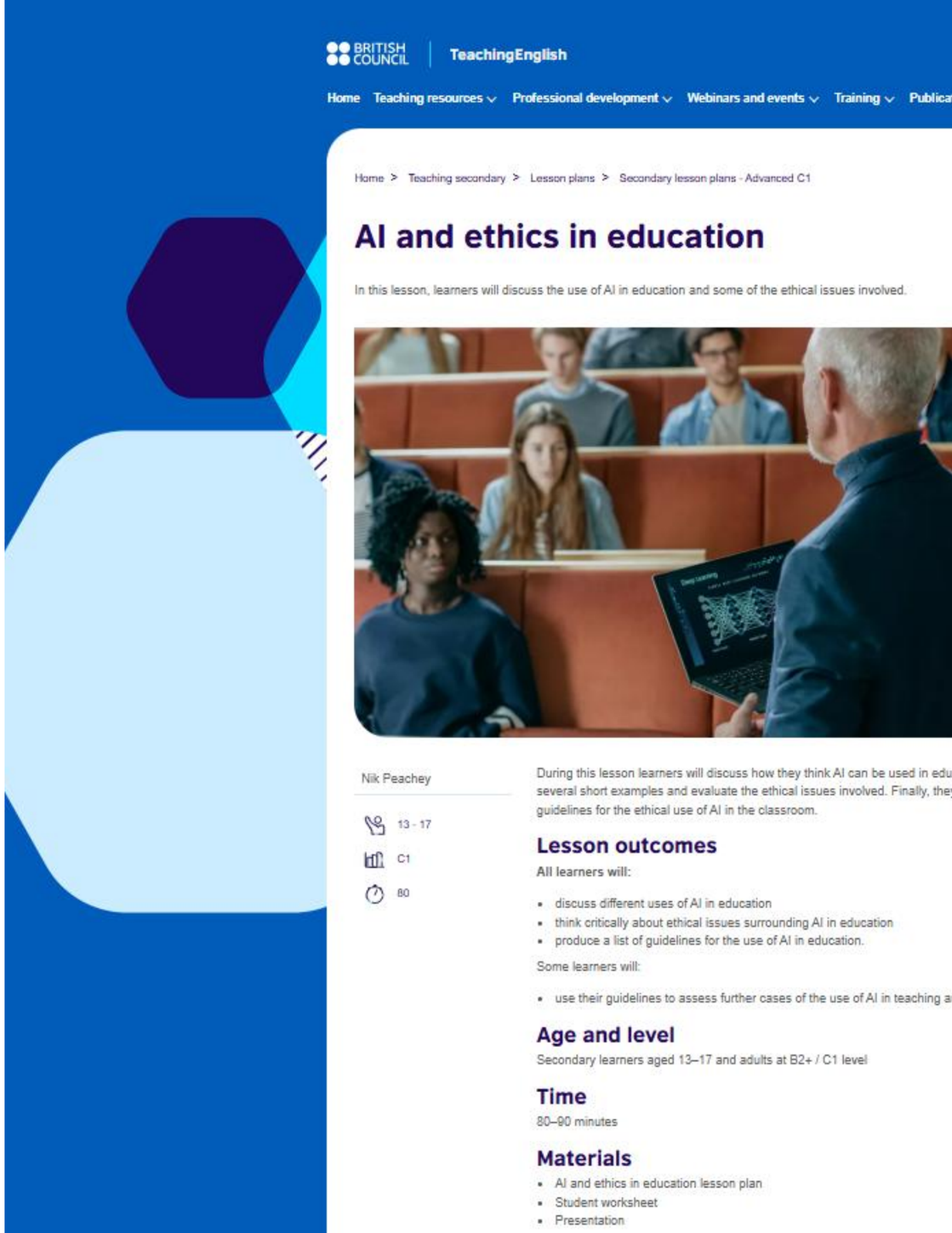
AI ethics as classroom topic (B2+ / C1)

AI literacy as a component of practitioner development



1.Embed AI In The Curriculum

AI ethics as classroom topic (B2+ / C1)





Conclusions



Robust policies encourage approach and diminish avoidance

Policies prepare our staff and learners for ethical and informed AI use

Start today - policies down or guidelines up (see folder)

Opportunity to use the free policy generator for your own human in the loop AI policy www.beyondthehive.co.uk

Accreditation UK working parties underway to consider how to support UK ELT in a supportive way

An AI Award

NILE
PART OF THE INTO GROUP

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Award in Artificial Intelligence for Teaching Professionals

Home > Courses > NILE Online > Award in Artificial Intelligence for Teaching Professionals

NEW PROGRAMME: This qualification enables you to critically explore the opportunities and risks presented by artificial intelligence (AI) in teaching, learning and assessment.

It encourages ethical awareness, confident professional judgement and innovative practice. You will examine AI's potential to enhance learner engagement, streamline administrative tasks, and personalise instruction, while also considering limitations such as bias, data privacy and over-reliance.

The Award supports evidence-informed, reflective planning for responsible AI adoption.



APPLY

DOWNLOAD COURSE DESCRIPTION

This special qualification is a partnership between NILE and The AI Board, Skills for Artificial Intelligence in Global Education.

The Award in Artificial Intelligence for Teaching Professionals sits at Level 3 on the Regulated Qualifications Framework from the UK's Office of Qualifications and Examinations Regulation (Ofqual).

Are you an institution or educational group looking for a closed-group award programme for your teachers?

CONTACT US

AUK Refresh
AI Questionnaire

