

AI and education

Sue Attewell
Head of AI

Art

Advice &
Guidance

Training

Community

Collaborating
and
Advocating



70 Years of AI

August 1955:

“We propose that a 2 month, 10 man study of artificial intelligence be carried out during the summer of 1956...

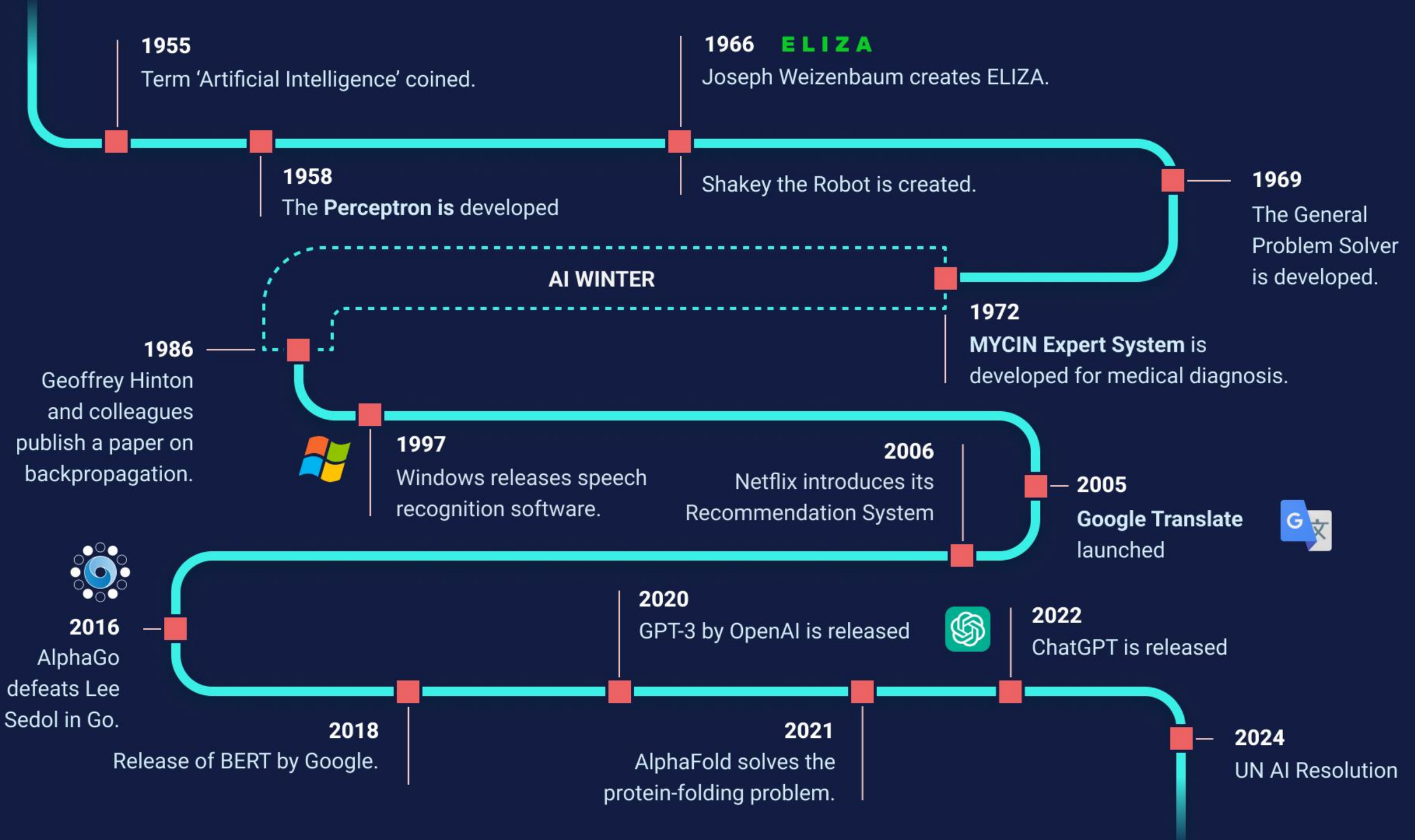
An attempt will be made to find how to make machines use language, form abstractions and concepts, solve kinds of problems now reserved for humans, and improve themselves.

We think that a significant advance can be made in one or more of these problems if a carefully selected group of scientists work on it together for a summer.”

A PROPOSAL FOR THE
DARTMOUTH SUMMER RESEARCH PROJECT
ON ARTIFICIAL INTELLIGENCE

J. McCarthy, Dartmouth College
M. L. Minsky, Harvard University
N. Rochester, I.B.M. Corporation
C.E. Shannon, Bell Telephone Laboratories

August 31, 1955





Technology Developments

Key AI developments over the last few months

Deep Research

Perplexity, Google, Open AI and more.

Deep Research lets you ask complex questions and get rich, trustworthy answers—drawing from your documents, messages, meeting transcripts, and the internet—with clear sources so you can easily check and explore further.

The screenshot shows the Perplexity AI web interface. At the top, the user 'michaeldwebb' is logged in. The search bar contains the query 'why do AI image generation tools get text wrong'. A notification banner states 'You've reached your Pro limit' with an 'Upgrade PRO' button. Below the search bar, the results are categorized under 'Deep Research' and 'Sources' (36). Three source cards are visible: 'stockimg.ai' titled 'How We Solved the Text Problem In AI Generated...', 'PetaPixel' titled 'Why AI Image Generators Struggle to Get Text Right - ...', and 'Gemoo' titled 'How to Fix Stable Diffusion Errors? - Gemoo'. The main content area displays the title 'Why AI Image Generation Tools Struggle with Text Rendering' and the beginning of an article discussing the challenges of text rendering in AI-generated images. At the bottom, there is a text input field with the placeholder 'Ask follow-up' and a 'Technical Foundations of AI Image Generation' link.

why do AI image generation tools get text wrong

You've reached your Pro limit
Upgrade to Perplexity Pro to increase your daily limit [Upgrade PRO](#)

Deep Research Sources 36 23 steps

stockimg.ai
How We Solved the Text Problem In AI Generated...

PetaPixel
Why AI Image Generators Struggle to Get Text Right - ...

Gemoo
How to Fix Stable Diffusion Errors? - Gemoo

+33 sources

Why AI Image Generation Tools Struggle with Text Rendering

AI image generators have revolutionized visual content creation, yet they consistently stumble when tasked with rendering readable text within images. Despite significant advancements in generating photorealistic scenes, objects, and people, these powerful tools often produce garbled, misspelled, or completely nonsensical text. This persistent limitation stems from fundamental differences in how AI processes visual versus textual information, creating a technical disconnect that results in what researchers call "text-like" shapes rather than actual readable content. Understanding these challenges requires examining both the technical architecture of image generation systems and the complex

Ask follow-up

Technical Foundations of AI Image Generation

The latest image generation tools

A step change in AI Image Generation in Open AI's latest models



Diffusion models

The first wave of AI image generation struggles with text and certain types of detail (hands!)

Prompt:

Create an educational poster with basic food vocabulary in English and Italian side by side. Include ten words (e.g., “Coffee – Caffè” “Strawberry – Fragola,” “Cake – Torta,” etc.) in a grid layout with icons. Title: “Food Vocabulary – English & Italian”.



Auto-regression models

Based on a different technique, the latest models can create complex images accurately.

Prompt:

Create an educational poster with basic food vocabulary in English and Italian side by side. Include ten words (e.g., "Coffee – Caffè" "Strawberry – Fragola," "Cake – Torta," etc.) in a grid layout with icons. Title: "Food Vocabulary – English & Italian".

FOOD VOCABULARY

ENGLISH & ITALIAN



Coffee
Caffè



Strawberry
Fragola



Cake
Torta



Carrot
Carota



Bread
Pane



Chicken
Pollo



Cheese
Formaggio



Apple
Mela



Juice
Succo

What challenges does this present when the text is so real?



LearnLM

AI designed for learning from the ground up

Google are incorporating AI Models fine-tuned for learning into many of their products

With LearnLM infused, Gemini 2.5 is the leading model for learning

In a head-to-head competition, educators and experts preferred Gemini 2.5 Pro over other models when evaluating its pedagogy and effectiveness in helping with learning goals across a diverse range of scenarios. 2.5 Pro also outperformed competitors on every one of the five principles of learning science used to build AI systems for learning.

Related resources

Evaluating Gemini in an Arena for Learning

May 2025 report

Learn in newer, deeper ways with Gemini

May 2025 announcement

You are a high school biology educator. Design a lesson for 10th grade students introducing the structure and function of DNA. Tailor the lesson for an inquiry-based science class and include an engaging lab activity and a claim-evidence-reasoning (CER) writing prompt as the exit ticket.

Prompting LearnLM

With appropriate system instructions, Gemini can leverage LearnLM's research and grounding in learning science to elicit pedagogical behavior. Our prompt guide provides sample instructions and prompts to see this in action.

[Visit the prompt guide](#)

Notebook LM

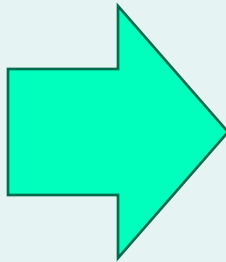
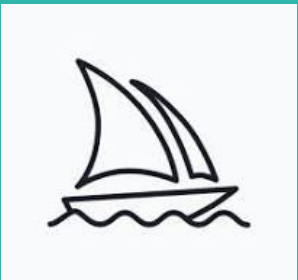
Google's Notebook LM lets us work with our own documents, and present them in many ways, including as a podcast.

The screenshot displays the NotebookLM interface. On the left, a sidebar titled 'NotebookLM' (marked as 'EXPERIMENTAL') shows a list of sources under the heading 'Sources'. There are six sources listed, each with a PDF icon and a blue checkmark, indicating they are selected. The sources are: '1+What+is+AI.pdf', '2+How+are+AI+syste...', '3++What+can+AI+hel...', '4+What+are+the+limi...', '5+AI+Glossary+for+le...', and '6+Getting+to+underst...'. The main content area is titled 'Learner guide to AI' and features a 'Notebook guide' section with a green asterisk icon. Below this, there are buttons for 'FAQ', 'Study Guide', 'Table of Contents', 'Timeline', and 'Briefing Doc'. A 'Summary' section follows, providing an overview of artificial intelligence (AI) and its connection to machine learning. To the right of the main content, there is an 'Audio Overview' section with a play button and a progress bar showing '00:56 / 08:14'. Below the audio overview, there are 'Suggested questions' related to AI in education and development. At the bottom of the interface, there is a 'View Chat' button, a text input field with '6 sources' and 'Start typing...', and a 'Notebook guide' link. A disclaimer at the very bottom states: 'NotebookLM may still sometimes give inaccurate responses, so you may want to confirm any facts independently.'

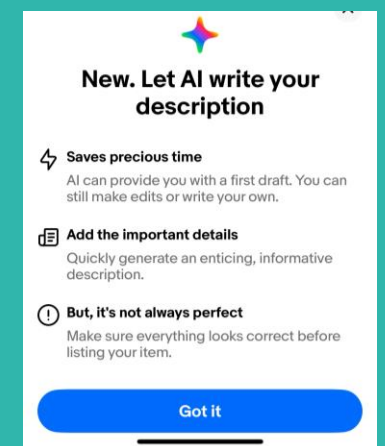
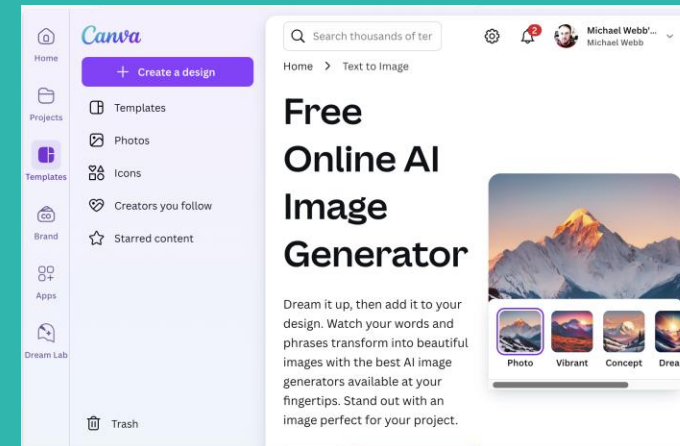
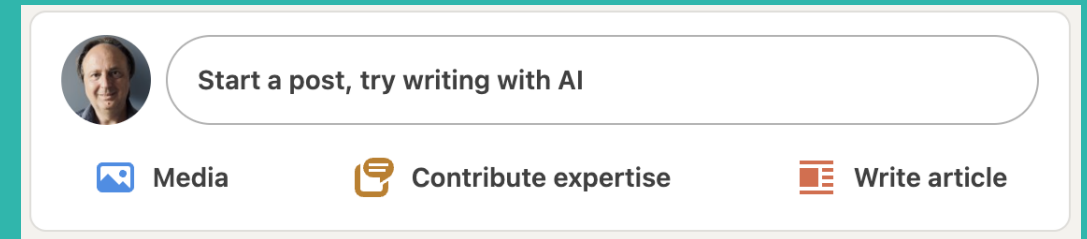
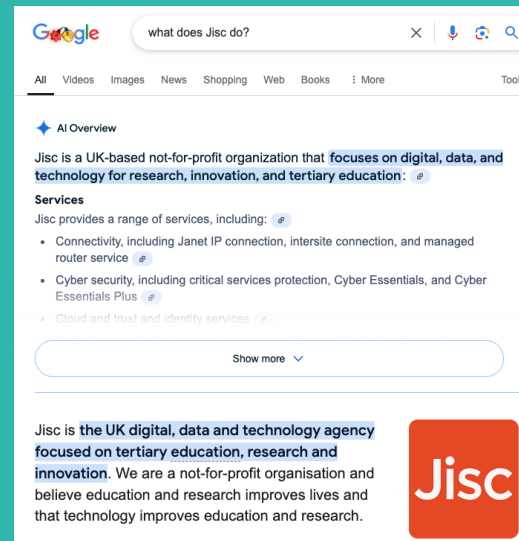


We are shifting how we think about tools...

AI TOOLS



TOOLS INCORPORATING AI



Saving staff time - tools become built into existing platforms...

Microsoft AI in Teams for Education

► Applies To

Microsoft Teams for Education is a suite of tools and resources that enable educators and students to leverage the power of artificial intelligence in teaching and learning. With [Microsoft Teams for Education](#), you can create personalized and interactive learning experiences, enhance curriculum and assessment design, and empower students with future skills.

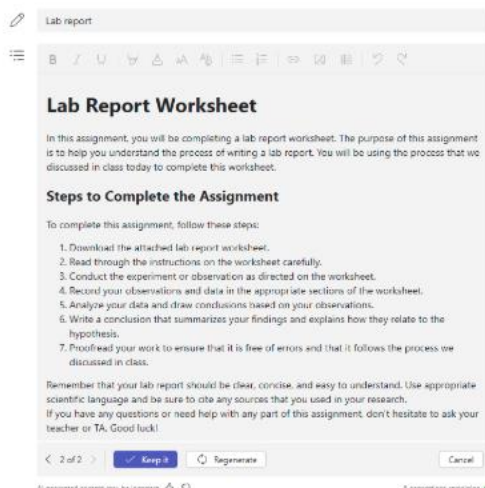
Core features for assignments

Assignment Instructions

AI instructions for educators are designed to streamline assignment creation and editing to offer options to add more details, increase inclusivity, and engage young readers. Using AI, teachers can easily update their assignments with instructions for students that are clear, concise, and appropriate for their grade level.

[Learn more about AI Instructions for assignments in Microsoft Teams.](#)

[Get answers to some common questions on instructions generation.](#)



Case Study: Blackboard Learn Ultra's AI Design Assistant

By [Tom Moule](#) | [24 April 2024](#) | [No Comments](#)

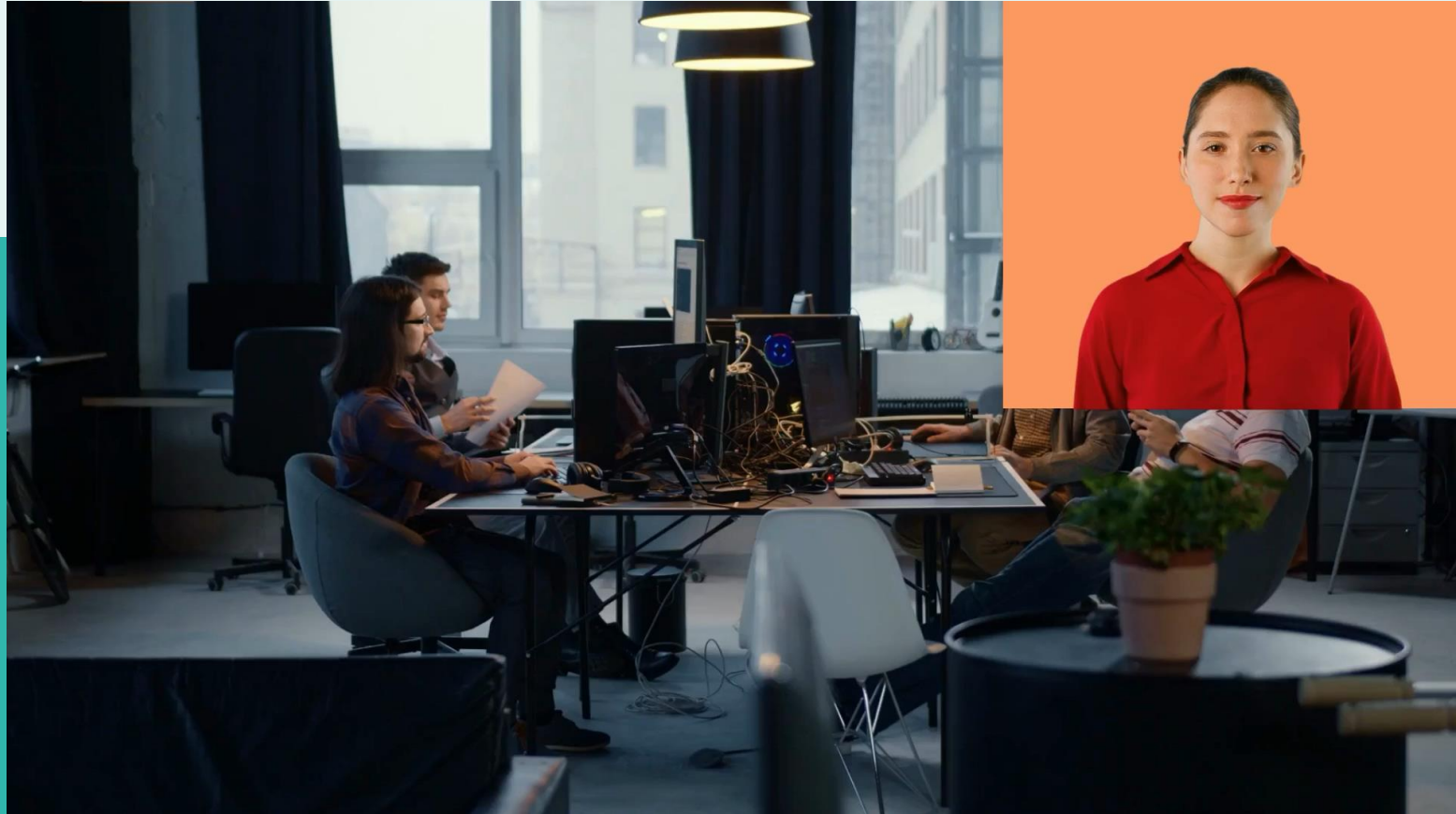


Virtual Learning Environments (VLEs) – a ubiquitous tool in tertiary education – have begun to harness generative AI, leading to exciting new features and

Presenting content in multiple ways...

This was created from a blog post using Synthesia.

The content and images were lightly edited – the whole process took about 10 minutes.




Including multilingual...


- Translation tools are improving all the time.
- We can communicate with students in their language of choice





improving the student experience


Navigation links: About | Contact | Job Vacancies | Volunteering | Shared Prosperity Fund (SPF) Projects | **Tata Skills Support** | Adult Learning Community | Net Zero Academy | Cymraeg | Site Search

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Find a course and apply 

 Privacy - Terms

Advanced Search 



Broader contexts



Policy, strategy, regulation and media perceptions

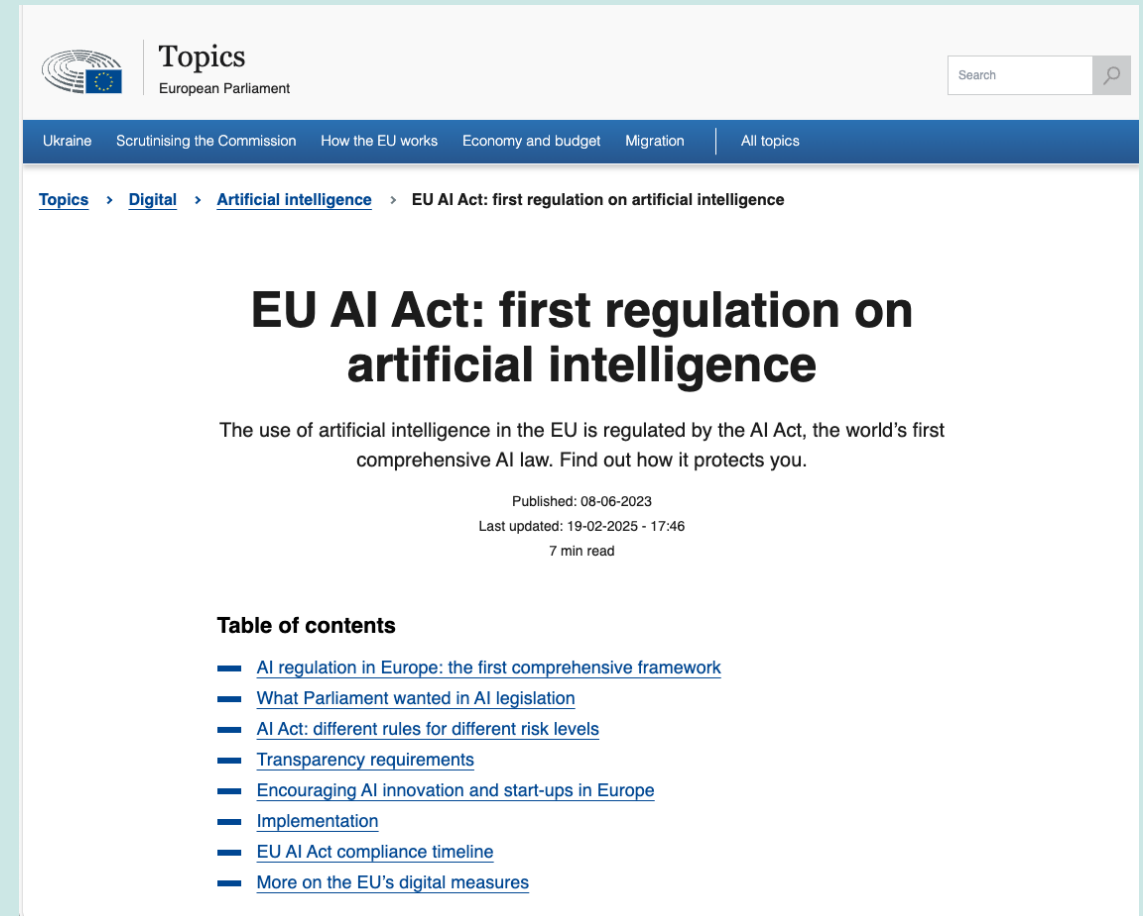
The EU AI Act

AI systems falling into specific areas that will have to be registered in an EU database:

This includes Education and vocational training

Some use cases are banned completely: behavioural manipulation, social scoring, biometric categorisation, and real-time surveillance through remote biometric identification in public spaces

<https://www.europarl.europa.eu/topics/en/article/20230601ST093804/eu-ai-act-first-regulation-on-artificial-intelligence>



The screenshot shows the 'Topics' section of the European Parliament website. The header includes the European Parliament logo and a search bar. The main navigation bar lists various topics, with 'All topics' selected. The breadcrumb trail indicates the path: Topics > Digital > Artificial intelligence > EU AI Act: first regulation on artificial intelligence. The main heading is 'EU AI Act: first regulation on artificial intelligence'. Below it, a summary states: 'The use of artificial intelligence in the EU is regulated by the AI Act, the world's first comprehensive AI law. Find out how it protects you.' The publication date is 'Published: 08-06-2023' and the last update is 'Last updated: 19-02-2025 - 17:46'. A '7 min read' indicator is present. A 'Table of contents' section lists eight links: 'AI regulation in Europe: the first comprehensive framework', 'What Parliament wanted in AI legislation', 'AI Act: different rules for different risk levels', 'Transparency requirements', 'Encouraging AI innovation and start-ups in Europe', 'Implementation', 'EU AI Act compliance timeline', and 'More on the EU's digital measures'.

Topics
European Parliament

Ukraine Scrutinising the Commission How the EU works Economy and budget Migration All topics

Topics > Digital > Artificial intelligence > EU AI Act: first regulation on artificial intelligence

EU AI Act: first regulation on artificial intelligence

The use of artificial intelligence in the EU is regulated by the AI Act, the world's first comprehensive AI law. Find out how it protects you.

Published: 08-06-2023
Last updated: 19-02-2025 - 17:46
7 min read

Table of contents

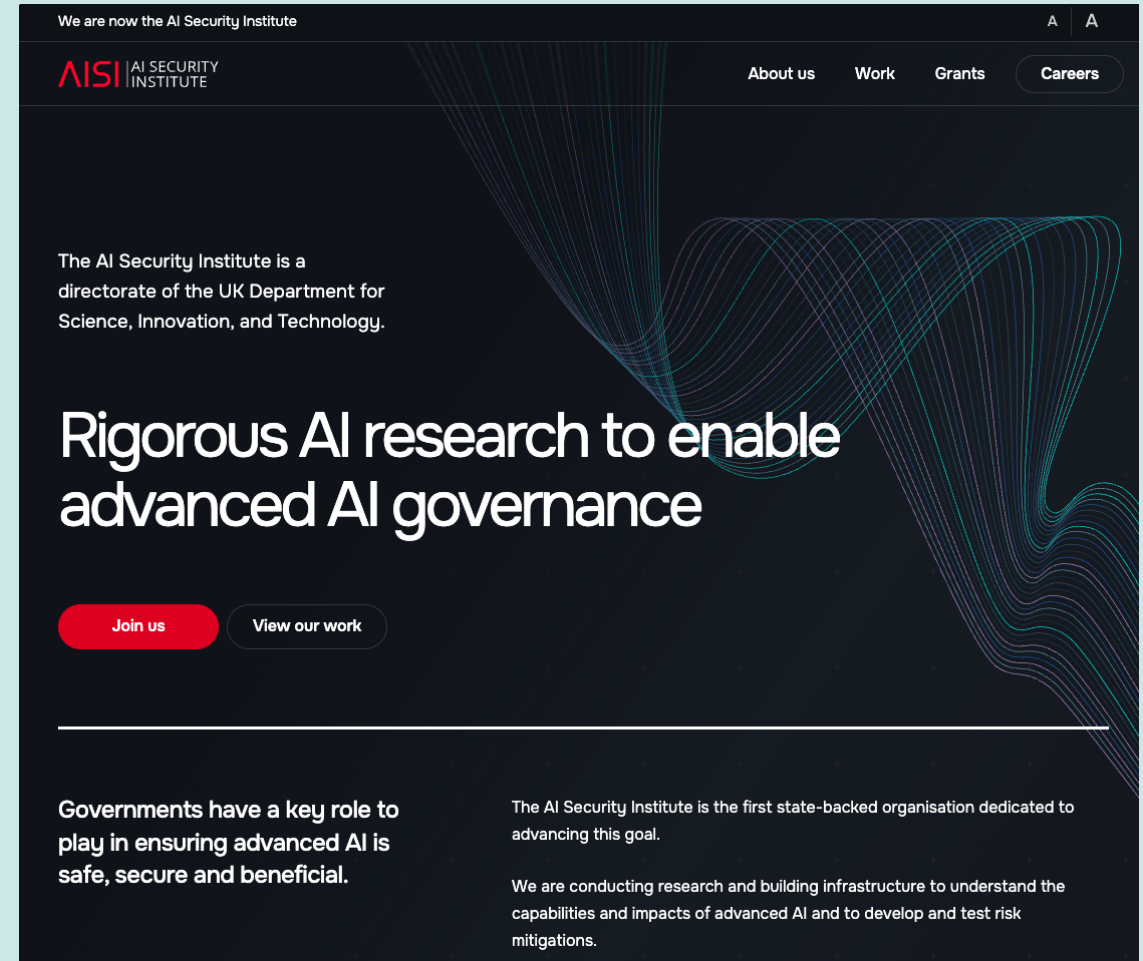
- [AI regulation in Europe: the first comprehensive framework](#)
- [What Parliament wanted in AI legislation](#)
- [AI Act: different rules for different risk levels](#)
- [Transparency requirements](#)
- [Encouraging AI innovation and start-ups in Europe](#)
- [Implementation](#)
- [EU AI Act compliance timeline](#)
- [More on the EU's digital measures](#)

UK: From AI Safety to AI Security

A shift in approach in the the UK.

AI Safety Institute renamed AI Security Institute

This seems sensible and balanced!



Sustainable AI

We often use 'sustainability' as shorthand for environmental sustainability, but it's perhaps important to recognise its broader dimensions.

Why does this matter?

From an AI perspective, the UK is a signatory to the UN's draft AI resolution "Seizing the opportunities of safe, secure and trustworthy artificial intelligence systems for sustainable development"

This commits to supporting all 17 of the UN's sustainable development goals (SDGs) "in its three dimensions – economic, social and environmental.



United Nations

UN News

Global perspective Human stories

21 March 2024 | [SDGs](#)

The UN General Assembly on Thursday adopted a landmark resolution on the promotion of "safe, secure and trustworthy" artificial intelligence (AI) systems that will also benefit sustainable development for all.

Adopting a United States-led [draft resolution](#) without a vote, the Assembly also highlighted the **respect, protection and promotion of human rights** in the design, development, deployment and the use of AI.

The [text](#) was "co-sponsored" or **backed by more than 120 other Member States**.

The General Assembly also recognized AI systems' potential to accelerate and enable progress towards reaching the 17 [Sustainable Development Goals](#).

It represents the first time the Assembly has adopted a resolution on regulating the emerging field. The US National Security Advisor reportedly said earlier this month that the adoption would represent an "historic step forward" for the safe use of AI.

Same rights, online and offline

The Assembly called on all Member States and stakeholders "to **refrain from or cease the use of artificial intelligence systems that are impossible to operate in compliance with international human rights law** or that pose undue risks to the enjoyment of human rights."

UN News
@UN_News_Centre · [Follow](#)

#BREAKING

UN General Assembly ADOPTS resolution to promote safe, secure and trustworthy artificial intelligence systems for sustainable development

@UN_PGA announcing the adoption of the

Environmental impact is at the forefront of many people's minds...

[Advice and Guidance](#)

[Artificial intelligence and the environment: The current landscape](#)

By [Catherine Barker](#) 28 March 2025 No Comments



Alan Warburton / <https://betterimagesofai.org> / Image by BBC

Since writing about the environmental impacts of AI and the importance of taking a responsible approach last September (2024), AI technologies have become even more integrated into our digital infrastructure. Generative AI

[Advice and Guidance](#)

Artificial intelligence and the environment: Putting the numbers into perspective

By [Catherine Barker](#) 2 May 2025 2 Comments

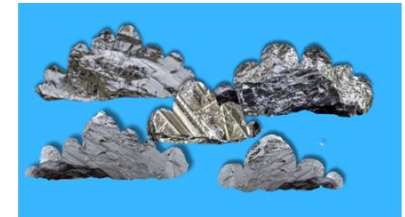


Headlines around generative AI's environmental impact often focus on isolated numbers and statistics, which can appear alarming without context. However, some recent articles, such as ['What's the impact of artificial](#)

[Advice and Guidance](#)

[Artificial intelligence and the environment: Looking ahead](#)

By [Catherine Barker](#) 5 June 2025 No Comments



Catherine Breslin & Tania Duarte / <https://betterimagesofai.org> / <https://creativecommons.org/licenses/by/4.0/>

In our AI and the environment blog series, we've covered taking a responsible approach, provided an update on the current landscape, and looked at putting the numbers into perspective. In this final blog of the series, we're highlighting a few trends we've seen emerging lately. These range from greener energy solutions for AI infrastructure, to [...]

Microsoft builds first wooden data centre



The graphic features a dark background with a glowing green and blue map of the United Kingdom on the right side. The map is overlaid with a complex network of glowing lines and dots, suggesting a digital or technological theme. A solid green horizontal bar is positioned above the title text.

AI OPPORTUNITIES ACTION PLAN

Ramping up AI adoption
across the UK
to boost economic growth,
provide jobs for the future and
improve people's everyday lives

Government quote

**Artificial Intelligence
will drive incredible
change in our country.**

From teachers personalising lessons, to supporting small businesses with their record-keeping, to speeding up planning applications, it has the potential to transform the lives of working people.





Cross economy adoption

Push hard on **cross-economy adoption**

The public sector should rapidly pilot and scale AI products and services and encourage the private sector to do the same.

Three core strands:

LAYING THE FOUNDATIONS

Infrastructure
Data
Skills
Safety and Trust



CHANGE LIVES BY EMBRACING AI

Scan > Pilot > Scale

SECURE OUR FUTURE WITH HOMEGROWN AI

Be an AI Maker, not a taker

Bias remained a significant concern

 [Who we are](#) ▾ [Research areas](#) ▾ [Our work](#) ▾ [Programs & events](#) ▾ [Careers](#) [Blog](#) 

[Home](#) > [Publications](#) >

“They only care to show us the wheelchair”: disability representation in text-to-image AI models

[Avery Mack](#) · [Rida Qadri](#) · [Remi Denton](#) · [Shaun K Kane](#) · [Cynthia L Bennett](#) ·
CHI Conference on Human-Computer Interaction (2024)

[Download](#) [Google Scholar](#) [Copy Bibtex](#)

Abstract

This paper reports on disability representation in images output from text-to-image (T2I) generative AI systems. Through eight focus groups with 25 people with disabilities, we found that models repeatedly presented reductive archetypes for different disabilities. Often these representations reflected broader societal stereotypes and biases, which our participants were concerned to see reproduced

AI in Education and the Media

Everyone Is Cheating Their Way Through College ChatGPT has unraveled the entire academic project.



By James D. Walsh, Intelligencer staff writer



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[Alba](#)

Are Scottish students using AI to cheat their way to a degree?





Academic Integrity and Skills for the Future

A multi-prong approach

A three-pronged approach

Clear advice to students

Typical through
“traffic lights” or
assessment scales

Robust by design

A move to a mix of
assessment methods

Assess the right things

AI skills, ‘soft skills’
and a focus on skills
that may be lost due
to AI




AI and Assessment: some key studies

We know have access to a lot more research on this:


- AI detection is still inaccurate.
- AI can pass many types of assessment
- Training staff to spot AI doesn't really help.


The only real option is changes to assessment

A real-world test of artificial intelligence infiltration of a university examinations system: A "Turing Test" case study


Peter Scarfe  , Kelly Watcham, Alasdair Clarke, Etienne Roesch 

Published: June 26, 2024 • <https://doi.org/10.1371/journal.pone.0305354>

Article	Authors	Metrics	Comments	Media Coverage
				
Abstract	Abstract			



QualificationsSector SpecialismsLearning for WorkTechnical EducationApprenticeshipsSkills AssessmentAccreditation ServicesInternationalAbout NCFE



Our Assessment Innovation Fund pilots: The Open University

Home | Help shape the future of learning and assessment | Our Assessment Innovation Fund Pilots | [The Open University](#)


Shaping the future of learning and assessment

We're on a mission to break boundaries in assessment with an investment fund to support and pilot new ideas on the future of assessment.

The Open University: Developing robust assessment in the light of Generative AI developments

Quick links

- [Back to AIF Pilots](#)



We're online

More evidence : authentic assessment alone isn't sufficient

Accuracy of identifying AI written
authentic assessment varies between
33% and 85%

The screenshot displays the BERA (British Educational Research Association) website. At the top, the BERA logo is visible alongside a search icon and a 'Login / Register' link. A red navigation bar contains the 'JOURNALS' dropdown menu, social media icons for Facebook, Twitter, and YouTube, and links for 'BERA member access' and 'bera.ac.uk'. The main content area features the 'BJET | British Journal of Educational Technology' header. Below this, the article title 'The impact of generative AI on academic integrity of authentic assessments within a higher education context' is prominently displayed, along with the authors 'Alexander K. Kofinas, Crystal Han-Huei Tsay, David Pike'. The article is marked as an 'ORIGINAL ARTICLE' and 'Open Access'. A thumbnail of the journal cover is shown with the text 'Early View Online Version of Record before inclusion in an issue'. To the right of the article title are icons for 'References', 'Related', and 'Information'. Below the article title, the publication date 'First published: 31 March 2025' and the DOI link 'https://doi.org/10.1111/bjet.13585' are provided. A 'SECTIONS' menu and 'PDF' download icon are also present. The 'Abstract' section begins with the text: 'Generative AI (hereinafter GenAI) technology, such as ChatGPT, is already influencing the higher education sector. In this work, we focused on the impact of GenAI on the academic integrity of assessments within higher education institutions, as GenAI can be used to circumvent assessment approaches within the sector, compromising their quality. The purpose of our research was threefold: first, to determine the extent to which the use of GenAI can be detected via the marking and moderation process; second, to understand whether the presence of GenAI affects the marking process; and finally, to establish whether authentic assessments can safeguard academic integrity. We used a series of experiments in the context of two UK-based universities to examine these issues. Our findings indicate that markers, in general, are not able to distinguish assessments that have had GenAI input from assessments that did not, even though the presence of GenAI affects the'. On the right side, a 'Recommended' section lists two related articles: 'Higher Education Evaluation, Assessment, and Faculty Engagement' by William H. Rickards and Monica Stitt-Bergh, and 'The use of emerging technologies for authentic learning: A South African study in higher education' by Vivienne Bozalek, Daniela Gachago, Lucy Alexander, Kathy Watters, Denise Wood, Eunice Ivala, and Jan Herrington. The bottom of the recommended section shows the 'British Journal of Educational Technology' logo and a link to 'Analysing nontraditional students'.

Traffic Lights and assessment scales

RED: AI Cannot be used

Amber: AI Tools can be used in an assistive role

Green: AI has an integral role and should be used a part of the assessment

<https://generative-ai.leeds.ac.uk/ai-and-assessments/categories-of-assessments/>

The AI Assessment Scale

1	NO AI	The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills. You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.
2	AI PLANNING	AI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis, and ideation, but assessments should emphasise the ability to develop and refine these ideas independently. You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.
3	AI COLLABORATION	AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI suggested outputs, demonstrating their understanding. You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use.
4	FULL AI	AI may be used to complete any elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level may also require engagement with AI to achieve goals and solve problems. You may use AI extensively throughout your work either as you wish, or as specifically directed in your assessment. Focus on directing AI to achieve your goals while demonstrating your critical thinking.
5	AI EXPLORATION	AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study. You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor.




Perkins, Furze, Roe & MacVaugh (2024). The AI Assessment Scale

<https://aiassessmentscale.com/>

Examples from “Talk is cheap: why structural assessment changes are needed for a time of GenAI”
(Corbin, Dawson, Liu 2025)

	Discursive change	Structural change
Traditional take-home essay	Telling students to use AI for editing but not for generating text	Supervising the generation of parts of the essay
Online multiple-choice quiz	Warning screen on first page of quiz telling students to not use AI	Discussing random questions with each student in interactive oral assessment
Lab report	Raising the importance of not fabricating data with AI	Checkpoint in live assessment requiring tutor signoff on lab work

Students are worried about the impact of AI on future employability



News > All news

Search Jisc

News

Students worried about the impact of AI on future employability

23 May 2025

Copy link Share

The latest student perceptions of AI report shows more needs to be done to ensure students are partners not passengers with artificial intelligence (AI).

The [student perceptions of artificial intelligence \(AI\) report 2025](#) reveals that while UK students are embracing AI as an essential part of their academic and personal lives, they are increasingly calling for clearer guidance, fairer access, and a greater say in how AI is integrated into education.

Now in its third year, the report, based on in-depth discussions with over 170 students and learners across UK further and higher education (FE and HE), and survey data from Jisc members, highlights how students are navigating the rapidly evolving AI landscape.

Michael Webb, head of AI at Jisc, said of the report:

"The value of Jisc's student perceptions of AI report is that it allows students to be part of the growing conversation around AI, ensuring their concerns and their insight inform our overall approach.

"As AI continues to become increasingly integrated into our everyday lives it's not surprising that students are voicing their concerns over how this will impact their future career prospects. They are keen to get involved now in the development of policy and regulation to ensure fairness and ethical use is at the heart of AI adoption, but further support is needed around career guidance in the age of AI.

"It's essential to have students' voices heard about taking the benefits of AI and addressing the risks."

Students are changing their career plans

10% of respondents to a Jisc/Prospects survey had already altered their career plans due to AI

'I was planning a career in the creative arts, however with the advancement and now commonplace use of AI, I feel like creative arts are suffering and therefore are perhaps no longer a realistic career plan.'

'I initially thought about pursuing a career in translation. Due to the advancement in AI, however, the need for human translators is rapidly decreasing.'

'I want to be a copywriter/editor, but with the way AI is going, those jobs won't be around much longer'

Student perspectives - Accessibility

“It structures my thoughts and helps me produce flowing written work, keeping me on point and preventing personal tangents.”

Nalina Brahim-Said - “AI: Empowering Inclusive Education”



Evolving Student Perceptions

1

Some students noted that over-reliance on AI was starting to have a negative effect on the quality of their work, causing them to re-evaluate its use.

2

Many students are starting to report a feeling of anxiety about the speed of AI developments.

3

Students are starting to be concerned that their data would be used to predict their behaviours on a larger scale in future.

4

As deepfakes become ever more realistic, student concern about their impact on the world is growing.

5

Some students are starting to report that they are using AI applications for relationship and mental health advice and support.



A strategic approach to AI



Skills & Knowledge

Staff Training

Courses

Online
ModulesSupport
Material

Student Training

Curriculum
EmbeddedGeneral AI
Literacy

External Expertise

Community

Consultancy

Technology

AI Features in Existing Tools

Collaboration Tools

Productivity & Creativity

Learning & Teaching

Business Systems

General Productivity Tools

Microsoft
CopilotGoogle
Gemini

OpenAI

Task Specific Tools

Student Support

Learning & Teaching

Student Journey

Administration

Cloud Platform

Microsoft
Azure

AWS AI

Google AI

Governance

Principles

Institutional
Principles

Policies

Academic
PoliciesData
PoliciesIT Use
Policies

Guidance

Effective
UseData Privacy
& SecurityResponsible
use


Data Maturity

Jisc Data Maturity Framework

Thank you

AI@Jisc.ac.uk

 help@jisc.ac.uk

 0300 300 2212


 [jisc.ac.uk](https://www.jisc.ac.uk)



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