

Local Governance of AIED Services

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Planned Learning Outcomes

- LO1:** Understand the concept of **hyper-contextual digital assistants** and their potential applications within FE libraries, learning resource centres and associated academic support services.
- LO2:** Recognise the role of **FE libraries in shaping the governance and responsible use of AIED services**, including the development of locally managed frameworks and policies.
- LO3:** Identify **practical approaches to managing library chatbots**, including the use of chatbot management dashboards to monitor usage, outputs and interactions.
- LO4:** Develop awareness of the **Department for Education's Generative AI Safety Standards** and explore how these can be applied in FE library contexts, including the use of AI safeguarding dashboards to support oversight.

Hyper-Contextual Digital Assistants

Understand the concept of hyper-contextual digital assistants and their potential applications within FE libraries, learning resource centres and associated academic support services.

1 Campus Digital Assistants

A campus Digital Assistant comprises multiple AI agents which operate in tandem to support students and teachers.

2 What does hyper context mean?

The digital assistant will operate deterministically to gather information from specialist agents before responding back to a student or teacher's question or prompt.

3 Why do they behave in a deterministic manner?

For high stakes environments such as education, the institution needs to deliver contextual information with the highest degree of accuracy, wording and intent.

4 What is the role of each agent?

To monitor a specific dataset around each student or teacher, and to relay that information to the digital assistant before it cascades any accompanying information to each student and teacher.

5 The Student Life Cycle

The Digital Assistant operates across all points on the student life cycle. If it didn't, information, advice and guidance to students and staff would be fragmented and disjointed.

Student Interaction

- How many books do I have on loan? Please renew for another week.
- Show me the reading list for my next assignment.

Librarian Interaction

- When is the next library event that I am leading?
- When is my next evening slot in the LRC?

Governance of AIED Services

Recognise the role of FE libraries in shaping the governance and responsible use of AIED services, including the development of locally managed frameworks and policies.

The **PARTNER** Framework



Libraries have always been learning, research and information hubs in college and university campuses. Therefore, they should:

- be members of an institution's strategic and operational AI groups.
- inform the design, development, procurement and use of AIED services.

Co-Design of AIED Services

Recognise the role of FE libraries in shaping the governance and responsible use of AIED services, including the development of locally managed frameworks and policies.

Advocates of co-design such as Bødker (2018) state that it allows groups of individuals to influence big issues.

By big issues we mean for people, in various communities and practices, to take control and partake in the shaping and delivery of technological solutions, processes of use, and future developments that matter to them and their peers (Bødker and Kyng, 2018, p.2).

Is your library, and the staff and students who make use of it, active participants in the co-design of AIED services, especially those that directly impact library services?

Managing Library Chatbots

Identify practical approaches to managing library chatbots, including the use of chatbot management dashboards to monitor usage, content and interactions.

Contextual AI assistants require robust oversight mechanisms. Dashboards can provide real-time information on cognitive offloading, engagement levels, knowledge gaps and safety alerts that immediately notify teachers of critical concerns (SchoolAI, 2024).

The use of dashboards to monitor and review the use of chatbots, specifically library chatbots is currently absent within the education sector, but the used of dashboards will, in time become the norm.



SchoolAI. (2024). Mission Control: See and support students and teachers across your school. <https://schoolai.com/products/mission-control> [Accessed 31 March 2026].

Managing Library Chatbots

The use of library chatbot dashboards enables librarians to take follow up action to support student or teacher enquiries.

For example, in the adjacent screen, the librarian has the means to provide additional information, advice and guidance to a student's question about Harvard referencing.

These interactions which are mediated by a computer between students, teachers and the library, further the argument for the co-design and local governance of AIED services.

The screenshot displays a 'Take Follow-Up Action' interface. At the top, it shows the title 'Take Follow-Up Action' and a close button. Below this, the enquiry details are listed: 'Enquiry from April 22, 2026 at 10:24 AM'. The main content is divided into three sections: 'Student Enquiry', 'Chatbot Response', and 'Conversation Summary'. The 'Student Enquiry' section shows a question about Harvard referencing. The 'Chatbot Response' section shows an example of a Harvard-style citation and offers further help. The 'Conversation Summary' section provides a brief overview of the interaction. At the bottom, the student ID and anonymity status are displayed. On the right side, there is a 'Select Follow-Up Action' panel with three options: 'Send resource' (selected), 'Send message', and 'Add note'. Below this, there is a 'Send Resource' section with a dropdown menu showing 'Harvard Referencing Guide (PDF)' and a text area for an optional message. At the bottom right, there are 'Cancel' and 'Send Resource' buttons.

Take Follow-Up Action [Close]

Enquiry from April 22, 2026 at 10:24 AM

Student Enquiry Citations / Referencing

S I need help with Harvard referencing. How do I cite a journal article in Harvard style?

April 22, 2026 at 10:24 AM

Chatbot Response

Here is an example of how to reference a journal article in Harvard style:

Author, A. A. (Year) 'Article title', *Journal Title*, Volume(Issue), pp. xx-xx. Available at: DOI or URL (Accessed: Day Month Year).

Would you like more help with referencing?

April 22, 2026 at 10:24 AM

Conversation Summary

The student asked for help with Harvard referencing for a journal article. The chatbot provided an example of the format and offered additional assistance.

Student ID: 12345678 • Anonymous: No

Select Follow-Up Action

- Send resource** Share a helpful guide or link with the student. [Book icon]
- Send message** Send a personalised message to the student. [Envelope icon]
- Add note** Add an internal note for follow-up or records. [Notepad icon]

Send Resource

Select a resource to send

Harvard Referencing Guide (PDF) PDF • 1.2 MB [Dropdown arrow]

Add optional message (visible to student)

Hi! Here's a guide that explains how to reference journal articles in Harvard style. Let me know if you need any more help.

102 / 500

Cancel Send Resource

The Chatbot Proliferation Problem

The Chatbot Proliferation Problem

Students and teachers in a typical campus utilise numerous online services. This means that end users could be presented with multiple chatbots or digital assistants; especially if these services are managed by different vendors (Hussain, 2018).

How will your library's chatbot sit alongside other college or university chatbots?



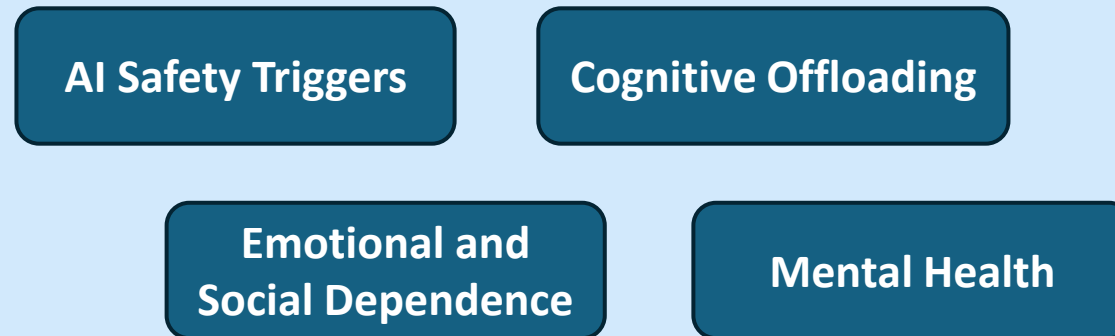
Hussain, A. (2018) The Chatbot Proliferation Problem. [Online]
Available from: https://www.aftabhussain.com/too_many_chatbots.html. [Accessed 30 Sept 2025].

Generative AI **Safety Standards**

Learning Outcome: Develop awareness of the Department for Education's Generative AI Safety Standards and explore how these can be applied in FE library contexts, including the use of AI safeguarding dashboards to support oversight.



Record, monitor, identify and notify local supervisors.



AI Safety Dashboard

Learning Outcome: Develop awareness of the Department for Education's Generative AI Safety Standards

AI Safety Dashboards: The generative AI product must maintain robust activity logging procedures. This includes the recording input prompts and responses, analysing performance metrics and alerting local supervisors when harmful or inappropriate content is accessed or attempted to be accessed.



The screenshot shows the 'Flagged Students' page, displaying a list of 48 students flagged by AI. The table includes columns for Student, Year Group, Form/Class, Risk Level (AI), Primary Safeguarding Issue, Confidence Score, Last Flagged, and Actions. A 'View all flagged students (48)' link is located at the bottom right.

Student	Year Group	Form/Class	Risk Level (AI)	Primary Safeguarding Issue	Confidence Score	Last Flagged	Actions
Oliver Bennett ID: 10234	Year 10	10A	High	Mental Health Concerns	92%	28 Apr 2026	👁️ ⋮
Emily Carter ID: 10311	Year 9	9B	High	Self-Harm Risk	89%	27 Apr 2026	👁️ ⋮
Noah Thompson ID: 10187	Year 11	11C	Medium	Bullying	78%	26 Apr 2026	👁️ ⋮
Sophie Williams ID: 10422	Year 8	8A	Medium	Domestic Concerns	74%	25 Apr 2026	👁️ ⋮
Liam Patel ID: 10505	Year 9	9A	Low	Online Safety	62%	24 Apr 2026	👁️ ⋮
Chloe Martin ID: 10388	Year 10	10B	Medium	Mental Health Concerns	71%	23 Apr 2026	👁️ ⋮
Jacob Lewis ID: 10291	Year 7	7C	Low	Family / Home Concerns	58%	22 Apr 2026	👁️ ⋮
Ava Khan ID: 10477	Year 8	8B	Low	Online Safety	53%	21 Apr 2026	👁️ ⋮

Next Steps

- 1. Understand the concept of hyper-contextual digital assistants** and their potential applications within FE libraries, learning resource centres and associated academic support services. **Review existing AIED services that are specific to your library and identify gaps in provision – specifically in the use of chatbots that respond contextually to student and staff enquiries.**
- 2. Recognise the role of FE libraries in shaping the governance and responsible use of AIED services,** including the development of locally managed frameworks and policies. **Seek out a place on your institution's AI strategy group or its sub-groups. Establish an AI governance framework for your library which involves a diverse group of library staff, students and teachers.**
- 3. Identify practical approaches to managing library chatbots,** including the use of chatbot management dashboards to monitor usage, content and interactions. **Are you making use of a library chatbot, and does it comply with the Department for Education's GenAI safety standards? Address those shortfalls.**
- 4. Develop awareness of the Department for Education's Generative AI Safety Standards** and explore how these can be applied in FE library contexts, including the use of AI safeguarding dashboards to support oversight. **Produce materials and deliver training to inform your library staff of the Department for Education's GenAI safety standards.**

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