




SUPERWORKERSM



EDTECH AND
HIGHER EDUCATION

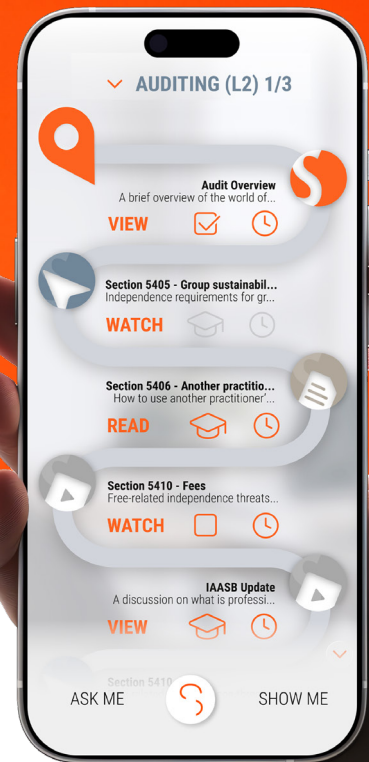
WHY YOUR FACULTY AND ADMIN STAFF,
NOT YOUR AI TOOLS, DECIDE WHAT 2026
STUDENT OUTCOMES ARE WORTH.

YOUR WORLD

GenAI in assessment and academic integrity

Faculty are improvising **twelve different responses** to GenAI in assessment. Some block AI tools. Some accept AI-written work. Some require disclosure. **The accreditation window is opening.** QAA, CHE, TEQSA are asking whether the policy is real or just on paper.

Reviewers visit classrooms. They watch how teaching actually happens. If the twelve versions are still there, your accreditation credibility takes a hit. **The institutional answer is workable.** It just lives in faculty practice, not in policy.



Faculty AI capability and pedagogy

The tools changed teaching overnight. Copilot, ChatGPT, Claude. Faculty are using them in their own way. Some are teaching **better**. Some are teaching **around them**. Some are **ignoring** them. Your faculty development schedule was built for a world that does not exist anymore. Pedagogical training is still about classroom design. It is not about AI-augmented teaching. The gap between what faculty can do and what **faculty development can teach** is growing. **Faculty can move with the tools.** The path is shorter than most departments think.

Student-success and admin capability

Retention is decided in the back office. Not in marketing or in class. Registrar systems. Finance holds. Advising delays. Late transcripts. Slow course registration. Unclear financial aid. **These moments cost you students.** Your admin team is usually competent. They are not trained in the moments that decide retention. **The systems are disconnected.** The roles do not have a shared baseline of what good looks like. Student-success offices push tactics. They do not reach the registrar or advising desk where retention is actually decided. Retention is recoverable. It lives in the **back-office moments**, not in the marketing.



EdTech-to-institution adoption

You bought the platform. LMS, plagiarism detection, AI-integrity tools, student-success software. The licence renewal is next month. Faculty adoption is **sixty percent**. The renewal conversation is getting harder. Your EdTech team says the **tools are good**.

Faculty do not know how to use them. No one coached them through the adoption. The platform value is recoverable. The licence is fine. **Faculty adoption needs the right coaching.**



WHERE SUPERWORKER PAYS FOR ITSELF

You do not need another system. We sit on top of what you already have. We pay for ourselves by refocusing budgets you have already approved. There are three places that is true.

We refocus your faculty-development and L&D budget. Same envelope. Different vendor mix. Less classroom and content licence. More activation in teaching and student-touch moments. The line item is the same. What you bill against it is different.

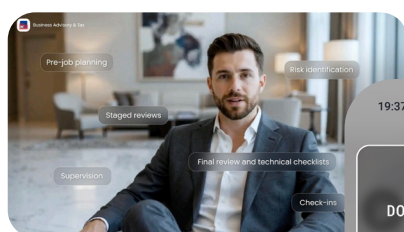
We replace the slowest part of your accreditation and policy activation. The faculty handbook updates. The policy webinars that do not change classroom practice. Replaced with a four-week working rhythm in real teaching, not next to it. This bills against accreditation-readiness or strategic projects, not against L&D.

We unlock the value of the EdTech platforms you have already paid for. Institutions hold licences across LMS, plagiarism, AI-detection and student-success platforms. Every percentage point of faculty and admin adoption is real money against retention and renewal. The licences are paid. We help your people actually use them.

Student-success and admin capability

HOW THIS WORKS FOR EACH ONE

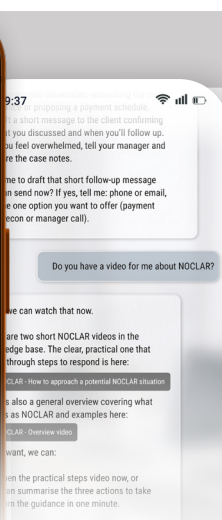
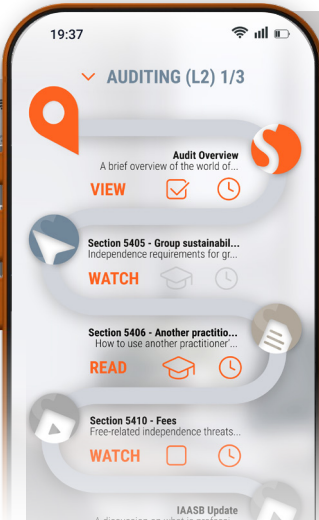
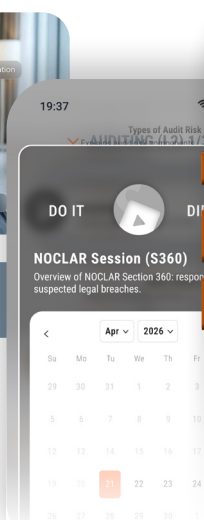
Builder defines admin, registrar and advising capability per role. Companion coaches in student-touch moments where retention is decided.



Faculty AI capability

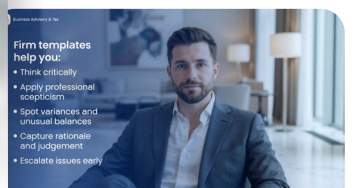
Builder defines AI-augmented teaching baseline. Companion coaches faculty in pedagogical flow.

The Reporting layer tracks pedagogy shift by department.



EdTech adoption

Companion drives institutional adoption of EdTech at faculty and admin level. The Reporting layer ties usage to retention and learning outcomes.



GenAI in assessment

Builder defines AI-policy practice for faculty and student-support. The Reporting layer captures whether teaching is being done that way. Accreditation evidence gets produced as a by-product, not as a project.



LET'S TALK

If any of these four match your institution, your VC, Provost or CIO is already asking. Your CFO knows accreditation risk.

Your President knows the revenue at stake. Your Director of Student Success knows the back-office is the problem.

There is a gap between the policy and the classroom.

We work with Advisory Partners across South Africa, Australia, the Middle East and the United Kingdom. We will match you to the right partner for your region and your institution type.

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LET'S TALK

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The framework is correct

The architecture is correct

The pacing is the issue



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