**Portfolio Consolidation and Completion Check**

**Module 9G**

**Introduction**

This document provides a concise, single-view summary of everything completed in class and uploaded to the GitHub repository for **Institut Premià de Mar -** covering Modules 1-9 (readings, quizzes and all portfolio files). It consolidates your checklists and the key deliverables (governance policy, risk and monitoring tools, incident response, role-specific training plans, student AI literacy outline and the continuous learning framework) to support Module 9G’s consolidation step and your live review. The content is tailored to the school’s context and programmes (ESO, Batxillerat, CFGM/CFGS Dual, PFI) so reviewers can quickly see what’s done, where it lives in the repo and how it maps to classroom work.

**Module 9G - Portfolio Consolidation Checklist**

**(Institut Premià de Mar)**

Checklist to confirm completion of all course elements before the live portfolio review.

**A. Course Platform Completion**

* All readings for Modules 1-9 marked complete
* All quizzes completed (green check on each, incl. Module 9F)

**B. GitHub Repository Completion**

Repository URL: https://github.com/ToniGuardiola/AI-Audit-Portfolio

| **Module** | **Required Outputs** | **Uploaded?** | **File Name/Path** | **Notes** |
| --- | --- | --- | --- | --- |
| 1 – Foundations | AI Governance Definition; Risk Categories Mapping; Principles Reflection |  |  |  |
| 2 – Legal | EU AI Act Key Obligations; GDPR & AI Mapping; Institutional Obligations |  |  |  |
| 3 – Risk | AI Risk Assessment (example system); AI Risk Register (draft entry) |  |  |  |
| 4 – Policy | Draft AI Governance Policy; Alignment Notes |  |  |  |
| 5 – Evaluation | Vendor Assessment Questionnaire; Product Evaluation Rubric; Contract Checklist |  |  |  |
| 6 – Transparency | Sample Transparency Notice; Stakeholder Communication Plan |  |  |  |
| 7 – Monitoring | AI Monitoring Plan; AI Audit Checklist |  |  |  |
| 8 – Incident Response | AI Incident Response Plan; Incident Classification Matrix |  |  |  |
| 9 – Training | Training Needs Assessment; Role-Specific Training; Student AI Literacy Curriculum; Continuous Learning Framework |  |  |  |

**C. Repository Standards**

* Clear file names (e.g. M5\_AI\_Product\_Evaluation\_Rubric.docx)
* Root README.md explains structure and navigation
* No empty folders/placeholder files
* Templates saved as PDF/MD/DOCX; links work
* “Portfolio\_Evidence” folder with quiz confirmations, attendance logs, feedback forms

**D. Live Review Prep (Talking Points)**

* 2-3-minute repo tour: structure & naming conventions
* How GitHub supported learning/collaboration
* How an AIGO uses GitHub (audits, policies, incident logs)
* One item you’re proud of; one area to improve
* How you’ll keep the portfolio current as AI tools & rules evolve

**AI Training Needs Assessment – Institut Premià de Mar**

**Context:** Institut Premià de Mar (Premià de Mar, Barcelona). Programmes include **ESO, Batxillerat, CFGM/CFGS (DUAL) and PFI**. This assessment identifies training priorities by role to meet EU AI Act obligations (Articles 4, 14, 26) and GDPR. ([Ágora XTEC](https://agora.xtec.cat/inspm/estudis/?utm_source=chatgpt.com" \o "Estudis | Institut Premià de Mar - Àgora))

**Stakeholder Groups**

* Teachers (ESO & Batxillerat)
* VET/FP & PFI Instructors (CFGM/CFGS/DUAL, PFI)
* School Leaders (Principal, Heads of Department/Studies, AIGO)
* IT & Systems Admin
* Support & Student Services (counselling, administrative office, library)
* Safeguarding/Well-being Leads
* Data Protection Officer (DPO) / Compliance
* Students (ESO, Batxillerat, FP/CFGS/CFGM, PFI)

**Needs Matrix**

| **Stakeholder Group** | **AI Interaction** | **Current Knowledge** | **Required Competencies** | **Priority** | **Preferred Format** | **Notes / Gaps** |
| --- | --- | --- | --- | --- | --- | --- |
| Teachers (ESO/BATX) | AI tutoring/feedback; plagiarism checking; analytics dashboards | Varies; limited formal ethics training | Human oversight, bias awareness, interpreting dashboards, transparency to families | High | Workshops + micro e-learning + peer clinics | Subject exemplars; acceptable AI use in class |
| VET/FP & PFI Instructors | Sector-specific AI apps; dashboards; attendance/assessment | Strong practical focus; limited on legal/ethics | Data minimisation, safety/risk sign-off, vendor instructions for use, incident escalation | High | Hands-on labs; vendor briefings; scenarios | Add cases for mechanics/electromechanics, commerce/admin |
| School Leaders | Procurement, vendor oversight, policy & comms | Familiar with policy; variable on AI law | Risk categorisation, provider/deployer duties, oversight evidence, stakeholder comms | High | Leadership seminars; case reviews | Decision checklists (high-risk? registry? DPIA?) |
| IT & Systems Admin | Integration, SSO, data flows, logs, monitoring | Strong technical; variable on GDPR/AI Act | Technical documentation (Art. 11), security/logging, incident response, post-market monitoring | High | Technical briefings; runbooks; simulations | Build outage/incident runbook; logging retention map |
| Support & Student Services | Chatbots, scheduling/attendance, well-being tools | Low–medium | Recognise limitations, avoid over-reliance, escalate, special-category data basics | Medium | Short awareness sessions; scenarios | Safeguarding scenarios; plain-language checklists |
| Safeguarding/Well-being Leads | Alerts/analytics on risk indicators | Medium | Validate/triage flags; avoid automation bias; document decisions | High | Case conferences; table-top exercises | Joint training with counsellors/teachers |
| DPO / Compliance | DPIAs, notices, incident workflows | High (legal) | Align AI Act with GDPR; breach/incident thresholds; records of processing | High | Clinics with AIGO/IT; templates | Map AI systems to ROPA; confirm legal bases |
| Students | AI study aids; learning apps; class tools | Wide variance | Age-appropriate AI literacy; privacy & academic integrity | Medium | Integrated lessons; projects | Co-create class AI use guidelines |

**Self-Assessment (staff):** Use og the 40-item self-assessment as a form; results tracked to prioritise training.

**Role-Specific Training Plans - Institut Premià de Mar**

Tailored by role to satisfy EU AI Act literacy & oversight duties and GDPR.

**1) Teachers (ESO & Batxillerat)**

**AI used/overseen:** Classroom AI (tutoring/feedback), plagiarism checking, analytics dashboards.  
**Responsibilities:** Apply human oversight; interpret outputs; communicate AI use to students/families; escalate anomalies.  
**Legal anchors:** AI Act Art. 14 (human oversight), Art. 13 (transparency); GDPR (lawfulness, fairness, data minimisation).  
**Competencies:** Bias awareness; interpreting dashboards; avoiding over-reliance; plain-language explanations.  
**Training content:** AI basics; scenarios where AI errs; classroom transparency; incident reporting; acceptable use with students.  
**Methods:** Interactive workshops; scenario role-play; micro-learning; peer discussion.  
**Assessment:** Mini-case reflection + short quiz; draft a class AI use statement.

**2) VET/FP & PFI Instructors**

**Systems:** Sector tools (commerce/admin, mechanics/electromechanics), dashboards, attendance/assessment.  
**Responsibilities:** Follow instructions for use; document checks; escalate incidents; enforce data minimisation.  
**Legal:** Art. 26 (user obligations), Art. 11 (technical documentation – awareness), GDPR security.  
**Competencies:** Safety checks; data handling; interpreting model limitations in vocational contexts.  
**Training:** Vendor briefings; hands-on labs; sector scenarios (e.g., false flags in safety analytics).  
**Assessment:** Practical run-through of a vendor checklist; incident tabletop.

**3) School Leaders (Principal, Heads, AIGO)**

**Scope:** Procurement, contracts, policy, oversight.  
**Responsibilities:** Ensure compliance; resource training; approve transparency notices; track evidence.  
**Legal:** Art. 4 (AI literacy for deployers), Arts. 61–65 (post-market monitoring); GDPR controller duties.  
**Competencies:** Risk categorisation; registry checks for high-risk; oversight evidence; crisis comms alignment.  
**Training:** Leadership seminars; case reviews; mock stakeholder briefings.  
**Assessment:** Complete a governance checklist for one system; approve a parent notice draft.

**4) IT & Systems Admin**

**Systems:** Integration/SSO, data pipelines, logging/monitoring, backups.  
**Responsibilities:** Maintain technical documentation; ensure security; support audits; respond to incidents.  
**Legal:** Art. 11 (technical file awareness), Arts. 61–65 (monitoring & incident reporting); GDPR security by design.  
**Competencies:** Log mapping; vendor instructions for use; rollback plans; evidence capture.  
**Training:** Technical briefings; runbooks; incident simulations (containment → reporting → recovery).  
**Assessment:** Produce/update an AI runbook + logging retention plan.

**5) Support & Student Services (Counselling/Admin/Library)**

**Systems:** Chatbots, scheduling, wellbeing analytics.  
**Responsibilities:** Recognise limits; avoid automation bias; escalate; protect special-category data.  
**Legal:** Art. 14 (oversight), GDPR (special category data).  
**Competencies:** Interpreting alerts; documenting human judgement; privacy basics.  
**Training:** Short, scenario-based sessions; checklists for escalation.  
**Assessment:** Safeguarding case exercise + quick knowledge check.

**Student AI Literacy Curriculum - Institut Premià de Mar**

**Targets:** ESO (12–16), Batxillerat (16–18), FP/CFGM/CFGS & PFI.  
**Purpose:** Build informed, critical and safe AI users; align with transparency and data protection expectations.

**Learning Goals (progressive)**

* Understand what AI is and common uses at school and beyond.
* Recognise AI limitations; identify when AI might be wrong or biased.
* Practise data privacy and academic integrity with AI tools.
* Apply critical evaluation of AI outputs (verify, compare, cite).

**Core Components**

1. **Intro to AI** - Everyday examples; what AI is/is not.
2. **Data & AI** - Why data matters; quality & bias; privacy essentials.
3. **Strengths & Limits** - When AI helps; when humans must override.
4. **Ethics & Fairness** - Human rights, non-discrimination, transparency.
5. **Transparency at School** - “AI system spotlights” for tools used by students.
6. **Responsible Use of Generative AI** - Study aids vs. academic misconduct; citation norms.
7. **Hands-on Projects (age-appropriate)** - No-code model demos; mini-investigations into bias; class AI-use guidelines co-created by students.

**Delivery**

* Integrated into **Tutoria/Advisory**, Digital Competence & subject projects.
* Methods: storytelling; debates; mini-labs; posters/videos; peer teaching.

**Assessment & Reflection**

* Short quizzes; posters/presentations; reflection journals on AI use; rubric for responsible AI use in assignments.

**Continuous Learning Framework - Institut Premià de Mar**

**Goal:** Keep AI competence current across staff; embed frequent, role-specific refreshers and evidence of compliance.

**Target Groups**

All staff (teachers, VET/FP & PFI instructors, IT, support, leadership) plus DPO/AIGO.

**Activities & Mechanisms**

* **Annual AI compliance refresher** (human oversight, incidents, transparency).
* **Semester updates** in staff meetings: new tools, lessons learned, policy changes.
* **Biannual workshops** on new tools/risks; scenario practice (safeguarding, bias).
* **AI Champions network**: mentor hours; lunch-and-learns; office-hours.
* **Self-paced micro-learning** modules (15-20 mins).

**Frequency & Schedule**

* Formal refresher: yearly (Sept/Oct).
* Staff updates: each semester (Nov & Mar).
* Workshops: twice per year (Dec & May).
* Champions: ongoing; monthly clinics.

**Integration with School Processes**

* Included in CPD plan; aligned with safeguarding & data-protection training.
* Referenced in procurement and termly governance reports.

**Roles & Responsibilities**

* **AIGO**: owns content & schedule; coordinates with DPO/IT.
* **Leadership**: ensures time allocation & participation.
* **HR/PD**: tracks completion & evidence.
* **Dept Heads/Champions**: localise scenarios; mentor peers.

**Monitoring & Evaluation**

* Annual staff survey on value & needs.
* Completion tracking; competence audits in system reviews.
* Incorporate lessons from incidents/near misses into updates.

**Documentation & Evidence**

* Attendance logs; completion certificates.
* Slides/handouts saved to GitHub under /Module\_9\_Training\_Capacity/.
* Summary memo to leadership each term.

**README template - AI Governance Officer Portfolio**

**(Institut Premià de Mar)**

# AI Governance Officer Portfolio - Institut Premià de Mar

This repository consolidates all deliverables from Modules 1–9 of the AI Governance Officer programme.

## Structure

- `Module\_1\_Foundations/` – Definitions, risk mapping, reflections

- `Module\_2\_Legal\_Frameworks/` – EU AI Act summary, GDPR mapping

- `Module\_3\_Risk\_Assessment/` – Templates & risk register

- `Module\_4\_Policy\_Drafting/` – Draft AI governance policy

- `Module\_5\_Evaluation\_Selection/` – Vendor & product evaluations

- `Module\_6\_Transparency/` – Transparency notice, comms plan

- `Module\_7\_Monitoring\_Auditing/` – Monitoring plan & audit checklist

- `Module\_8\_Incident\_Response/` – Incident response plan & matrix

- `Module\_9\_Training\_Capacity/` – Training needs assessment, role-specific plans, student AI literacy curriculum, continuous learning framework

- `Portfolio\_Evidence/` – Quiz confirmations, attendance logs, feedback

## How to Navigate

Each folder contains clear filenames. Start with the module you wish to review, then open the PDF/MD matching the deliverable.

## Highlights

- Role-specific training plans aligned with AI Act \*\*Articles 4, 14, 26\*\*

- Student AI literacy outline tailored to ESO/Batxillerat/FP/PFI contexts

- Continuous learning framework with audit-friendly evidence

## Contact

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