



Studiosity

Sustainability Report

Studiosity

2023 - 2025

Great Ocean Road in Australia



Lake Louise in Banff National Park, Alberta,
Rocky Mountains, Canada

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We recognise the traditional custodians of the lands of First Nations peoples in Australia, Aotearoa New Zealand, and Canada, and pay tribute to elders past, present and emerging.



About the Artist & Artwork: Jasmine Sarin is a Kamilaroi and Jerrinja woman from New South Wales, Australia. We invite you to see more of Jasmine's work and biography, in our Reconciliation Action Plan at studiosity.com/esg.

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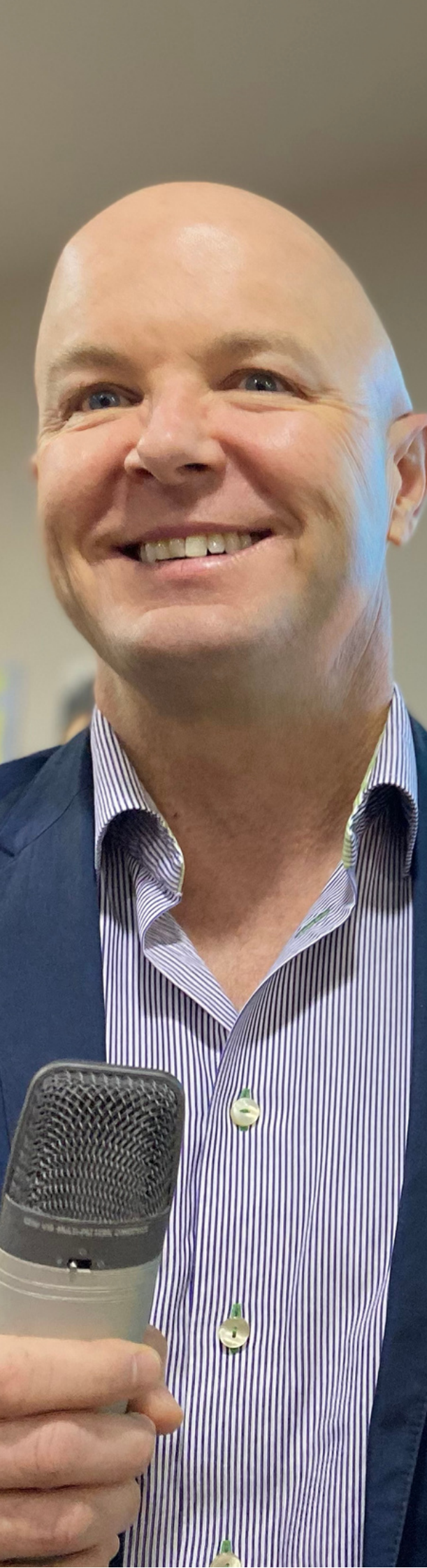
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inclusion, learning**



From the CEO

A privilege and responsibility

We continue to be inspired by our vision of increasing life chances for students, which we view as both a privilege and an important responsibility.

Of course, we are fortunate to be participating in an organisation whose very model and mission is founded in social responsibility: ubiquitous access to personal study help for everyone.

The results in this report are meaningful to our stakeholders - partners, students, team, board, investors - as well as to the wider educational community. The Studiosity team is dedicated, day in and out, to delivering this education mission alongside our university, institutional, school, and government partners.

As part of this mission, I am also proud of the social partnerships built over many years, including The GO Foundation, Public Education Foundation, IntoUniversity and other important leaders in the space, and I look forward to many more. As organisations that share our passion for creating life chances, we work in true partnership, learning and contributing together.

It is my sincere belief that our long-term organisational success is entirely dependent upon an unwavering commitment to increasing life chances. We will continuously demonstrate this commitment, via exceptional social and governance standards, to our staff and educational partners.

MICHAEL LARSEN
CEO & Managing Director,
Studiosity



From the Founder

Thank you for taking time to read this statement about Studiosity's purpose and our commitment to all of our stakeholders. When I founded Studiosity 20 years ago, I began with the premise that every student deserves access to the highest quality learning support, regardless of their social, geographic or personal circumstances. It was a simple matter of fairness that informed our project, and we first pursued our goal by developing a pioneering approach to delivering homework support to high school students via Australia's public libraries.

Today, our mission remains firmly focused on equity of access to 24/7 academic literacy and study support. We believe it is possible to do this most efficiently and effectively by bringing all stakeholders on this journey - the students we assist every day, our institutional partners, policy makers, community groups, and own teams.

Why have we taken this approach? For the simple reason that we believe it is the right and most ethical thing to do. Education, like health, is an area that is too important in terms of the lives that it impacts, for any of us to cut corners. If we are seeking to have a deep, long-term impact on students' life chances, and to assist the institutions they attend to enhance their student experience, then we must start from a premise of "quality first."

I hope this report will give you a deeper understanding of the type of organisation Studiosity is. And as you read through these pages, I also hope you will share your feedback and comments. If there are ways we can improve or expand our internal and external initiatives to augment Studiosity's positive impact on the world, then we want to know about them. We work hard to be open to constructive feedback, as individuals and as an organisation. It is the only way to improve, and we hope you can help us improve by contributing, in your own way, to our learning journey.

JACK GOODMAN
Founder & Chair,
Studiosity



Studiosity founder Jack Goodman and former Australian Prime Minister Gough Whitlam at Fairfield Library in 2003, launching the Studiosity program for students in Western Sydney.

Introduction

PURPOSE

This document reflects on and challenges Studiosity's Environmental, Social, and Governance (ESG) practices. It outlines for our stakeholders and the public our persistent goals for best practice and improvement in education services, to improve the life chances of every student in the world.

As a foundation for all organisational practice including ESG goals, these statements represent the commitments and behaviours by team members in all roles across Studiosity:

Be brave. Make ethical decisions and act in the best interests of students' learning, stakeholders, and society.

Build relationships. Engage partners and stakeholders with openness and trust, invite discussion, establish best-practice governance.

Relentlessly pursue excellence. Act ethically, transparently, and continually set new standards in education.

Act with honour. Be accountable and deliver the best experiences for students and education partners.

Keep learning. Continually invite independent review and research into service and outcomes.

POLICY ACCEPTANCE

This statement was approved by Studiosity Leadership, and covers activities by Studiosity services and teams.

Studiosity's sustainability reporting have been designed with guidance from the following resources:
ISO26000 Guidance on Social Responsibility Guidelines [iso.org/iso-26000-social-responsibility.html](https://www.iso.org/iso-26000-social-responsibility.html)
UN Agenda 2030 - Sustainable Development Goals un.org/sustainabledevelopment
Global Reporting Initiative globalreporting.org

About us

MISSION

Our mission is to increase the life chances of every student in the world by helping them succeed with their studies.

ACTIVITIES

We ensure universities can deliver instant personal support and connection. With Studiosity, our education partners can ensure that quality-assured and managed expert and peer feedback is always available to students. As a result, we can help our education partners measurably impact belonging, academic success, and grow a culture of academic integrity.

Academic support is delivered via software and humans, and we also help to continually manage these services within educational institutions via strong partnerships. Our service consists of three core parts for education institutions: formative writing feedback, on-demand core academic skills, and peer interaction. This allows for a holistic, reportable view of students' authentic learning, evidenced by all personal learning interactions.

PEOPLE

Studiosity is an organisation of 53 full or part-time employees, mainly based in Sydney, London, Auckland, Toronto, and Dubai. Institutional customers are located in the same countries. Students may be located anywhere in the world, enrolled at a participating institution.

Peer-to-peer personal learning interactions are driven by each of our partner's own commencing students and senior student Mentors.

We engage 1000+ Subject Specialists, who reside in Australia, Canada, Aotearoa New Zealand, South Africa, and the United Kingdom.

1.67 million



students

150x



Higher Education
partners

Offices



London
Sydney
Toronto
Dubai

16.5% ↑



student retention

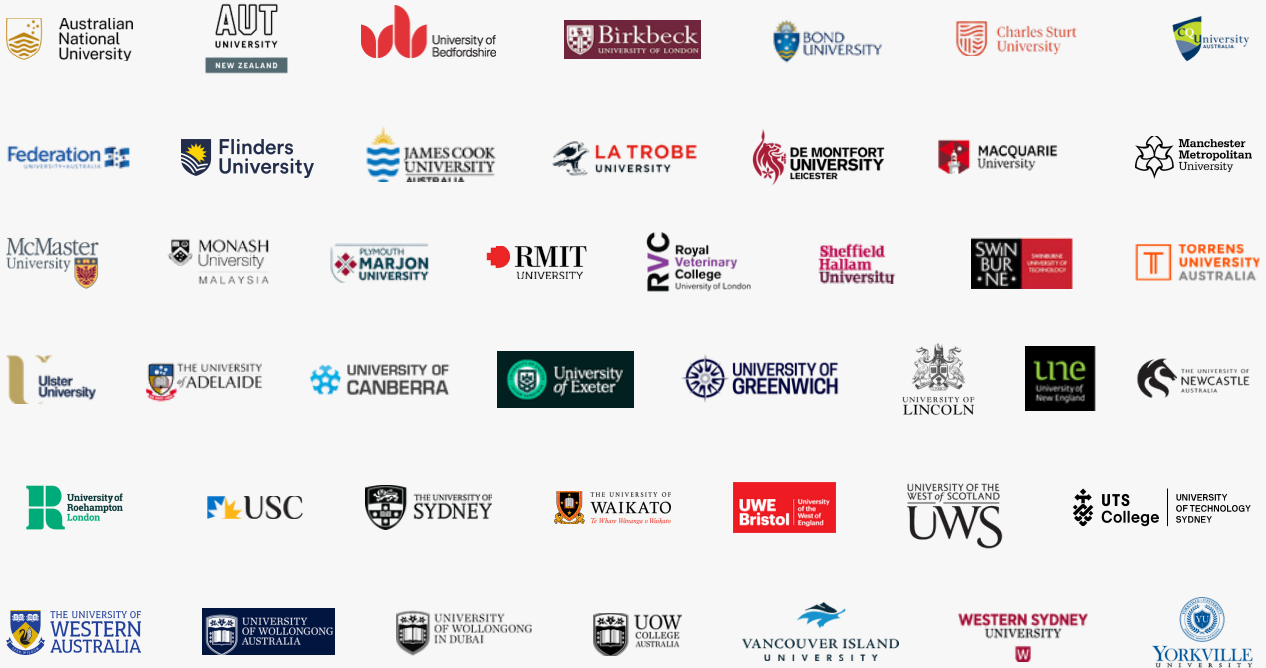
8% ↑



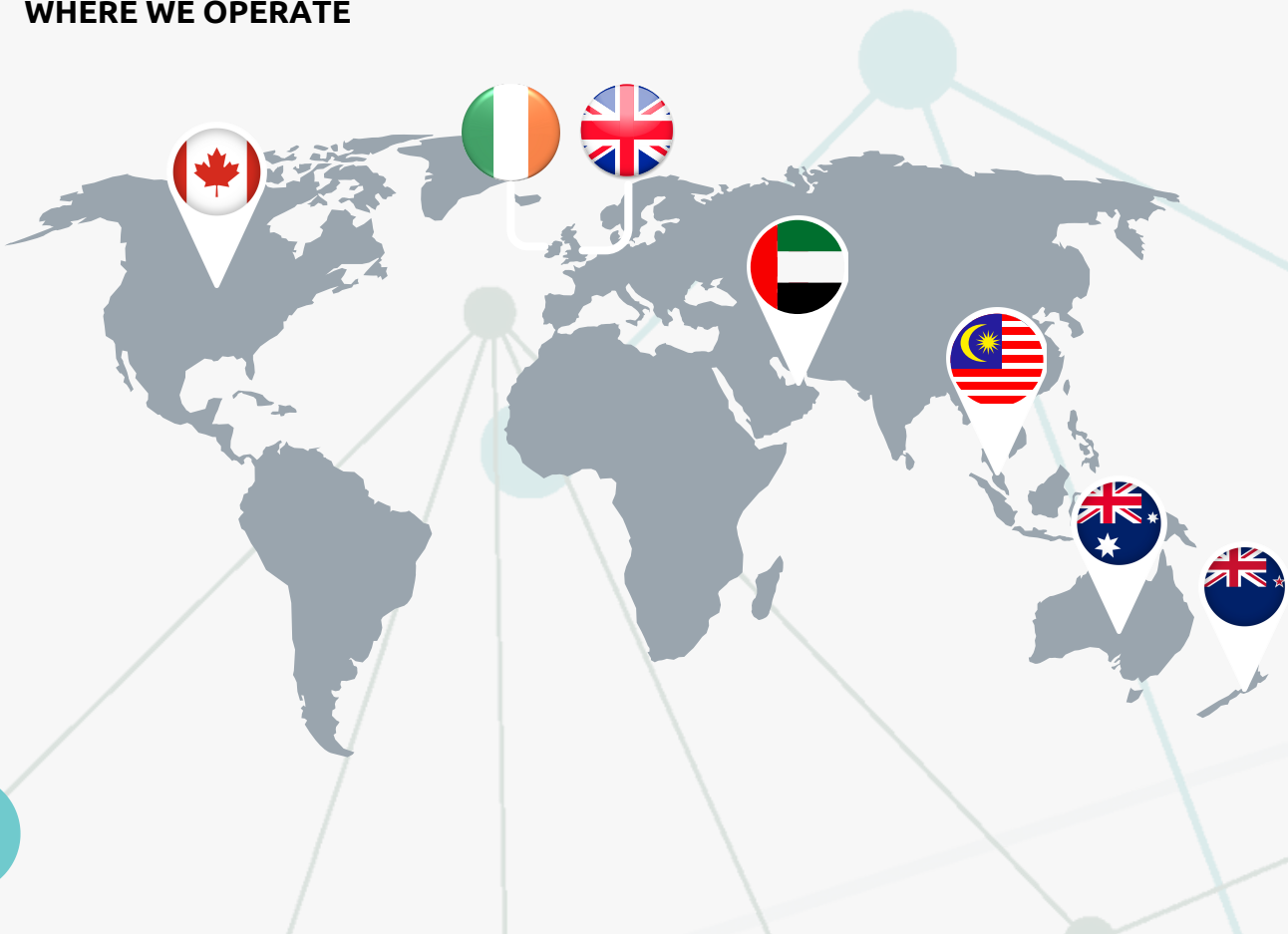
course average

PARTNERS

We work with over 200 partners around the world, including universities, colleges, schools, libraries, and government, to provide on-demand, ethical feedback and learning connections to students. Some of our partners:



WHERE WE OPERATE



Priority SDGs



There are 17 United Nations Sustainable Development Goals (SDGs) and 169 targets in total. Studiosity can directly help with the attainment of Goals 4, 8, and 10.

Our core organisational model and mission means that Studiosity is helping to attain United Nations - Sustainable Development Goals ("SDGs"). While there are many we can indirectly support - for example, reduced energy consumption and conservation of natural resources - three are directly linked to use of Studiosity around the world.



SDG 4. Quality education

Studiosity is a user-friendly online service that transcends geographical and temporal barriers, delivered via trusted partnerships with education providers, to change outcomes for large populations of students. Studiosity can help to attain SDG target 4.5 via increased and more equal access to academic support:

"By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations."

Together with our institutional partners, Studiosity's digital services ensure access for all students and overcome historical barriers to access, helping to attain target 4A:

"Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all."



SDG 10. Reduced Inequalities

"To reduce inequalities, policies should be universal in principle, paying attention to the needs of disadvantaged and marginalised populations."

Access to education is increasing, accelerated with greater online access. Studiosity ensures that high-quality, ethical, robust study support can be delivered regardless of mode, workload, location, lifestyle, commitments, student circumstances, disability, or prior learning ability. Our institutional-only approach also ensures that benefits are far-reaching and fair, levelling the playing field for students, regardless of individual financial capacity.



SDG 8. Decent Work and Economic Growth

Our mission of increasing life chances for students necessitates that we help students succeed in their studies for career choices and life satisfaction.

At Studiosity, exceptional software facilitates learning outcomes, while people remain at the core of all learning experiences, innovation, and partnership. This includes our students, institutional partners, our Head Office, and our online teams. Care of our people is core to our organisation's values and ethos, a value shared by the education sector. We are continually creating best practice globally for ethical education services. You are invited to read our Modern Day Slavery Statement at studiosity.com/esg.

Our ESG goals

MATERIALITY OF ENVIRONMENTAL, SOCIAL, GOVERNANCE PRACTICE

Our **social and governance** policies are deeply material to our education partners, students, team, and society, and are inextricably part of our strategy and journey to pursuing life chances for all students. This report addresses achievements and acts as an impetus for us to look for ways to continually take social impact further, and at meaningful scales.

Producing organisations around the world have been racing to fundamentally change their business models to circular approaches to improve **environmental** impact. In contrast, at Studiosity, we deliver low-resource, high-scaled services, driven by knowledge sharing, existing infrastructure, and reduced footprints in our global locations. We acknowledge that our role in education services means that our environmental practices are immaterial relative to social and governance priorities globally in education, in the sector, and within our organisation. Nevertheless, outside of our direct influence, ethical operational and supply chain choices are material to our students, teachers, team, and stakeholders, and as a matter of good hygiene and social responsibility, and so we actively look for ways to improve our footprint and integrated practices in these areas.

CONTEXT FOR SUSTAINABILITY: Education Services

Education is a critical driver of success in life, and the power of interpersonal feedback is instrumental in growing confidence, belonging, and higher-order thinking skills - required to complete any formal or informal education experience.

In these precise ways, social impact has been in Studiosity's 'DNA' since inception and still determines organisational metrics. This consistent approach remains doubly material today - with an eye looking inward to the interests of our valued team and organisational growth, and another outward to the wider world in which we seek to positively change.

We support the increasingly normalised use of Environmental Social Governance (ESG) frameworks and reporting in education, and we are encouraged by the thoughtful reporting of the higher education sector including our university, vocational, and college partners. We encourage further reporting, scrutiny, and transparency within education technology, to meet the standards expected of the education sector, including prioritising the care of student users, teachers, and team members, and to uphold standards in governance, academic rigour, integrity, and partnership.

MATERIALITY ASSESSMENT

Our mission is to ensure every student in the world has access to personal feedback. To achieve this goal we operate not just effectively and efficiently, but also with integrated, long-term strategies aligned with the values and expectations of our education partners, students, team, Board, investors, the wider education sector, and the public. A materiality assessment helps identify the sustainability issues that are of greatest interest and relevance - that are material - to our stakeholders.

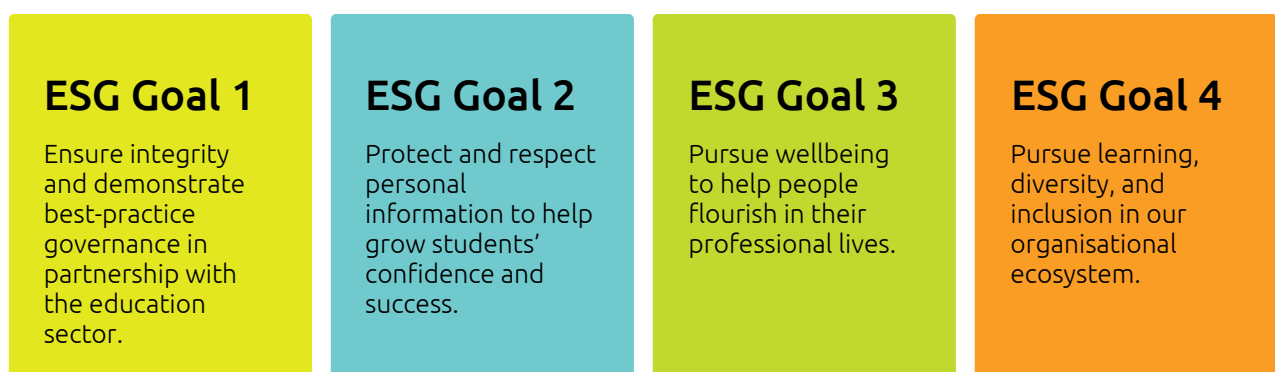
The assessment considered the following inputs:

- One-to-one and one-to-many discourse with our education partners, including leadership, teachers, administrators, and students.
- Studiosity Academic Advisory Board, 2023
- Studiosity Executive Board, 2023
- Senior Leadership Team advice and discussion, 2023
- Using the SASB framework to determine universal reportable, material issues, based on the industries "Software & IT Services" and "Education"
- The 2020-2023 internal quarterly survey to the Studiosity team
- Annual Global student surveys since 2020
- Annual Global Subject Specialist surveys since 2020
- Annual Peer Mentor surveys since 2023

MATERIAL ISSUES



ESG GOALS



In practice

ESG Goal 1

Ensure integrity and demonstrate best-practice governance in partnership with the education sector.

By delivering student services in partnership with education institutions, we can ensure: ubiquitous access; educator oversight and insight; no financial barriers to students; and can ensure social change is pursued at the universal scale needed.

To achieve best-practice in the education sector, partnerships rely on robust assurances, transparency, and good governance. Major activities in practice include: the expertise and oversight of our Board and Investors; our global Academic Advisory Board comprised of senior education leaders; recurring Deputy Vice Chancellor and Partner consultation meetings; independent efficacy and impact studies; Studiosity's Senior Leadership Team, Management Team; and our global Student Advisory Group ("The Circle").

As an education services organisation, ensuring integrity means that student support must be ethically designed, delivered, and used; backed by strong governance and process. We provide strict, publicly-available processes and policy to support this.

Planning:

Expanding into new regions around the world, we must continue to create new channels - formal and informal - to seek advice from academics and student who have local expertise.

22x



Studies conducted into Studiosity's efficacy in higher education.

670



Student Advisory Group "Circle" Members around the world

12



Academic Advisory Board Members

3 years



Management and delivery of the Prof Tracey Bretag Prize for Academic Integrity for Higher Education.

BOARD OF DIRECTORS



Jack Goodman
Executive Chair & Founder

Educational technology visionary and entrepreneur, Jack founded Studiosity with a vision to make the highest quality academic study support accessible to every student, regardless of their geographic or socio-economic circumstances. An active volunteer for education-related organisations, he mentors EduGrowth's edtech start-ups, and is the president of Friends of Libraries Australia (FOLA).



Lisa McIntyre
Non-Executive Director

A founding Director of Studiosity, Lisa brings over twenty years experience consulting for healthcare and technology organisations. She has held a number of directorships of private and public companies, and currently sits on several company boards as Chair or non-executive Director (HCF, Covermore, icare, Silex Systems), and on two Foundations (HCF Research Foundation, icare Foundation), as well as being a volunteer Primary Ethics teacher.



David Vaux
Non-Executive Director

David's early career was in law with Freehills, investment banking with Macquarie, and venture and development capital with the AFP / Patrick's group and later Executive Chairman and Managing Director of DCA Group Ltd. David was an original director of the Cardiology Network and was a director of many of the local practice groups that form the basis of GenesisCare.



Denice Pitt
Non-Executive Director

Chief Executive Officer of Online Education Services, Denice is committed to delivering high quality, innovative online education while at the same time ensuring the company's continued financial viability and growth, bringing over 25 years leadership experience in the telecommunications, technology and outsourcing industries.



Christian Jensen
Board Observer

An investment professional with over 18 years experience including in corporate restructuring, at Macquarie Bank, and as co-founder of a boutique global-equity fund manager.



Jonathan Pearce
Board Observer

Jonathan has worked in the finance industry for 15 years, focused on corporate finance and advisory for small and mid-cap companies listed on the ASX, and has held senior roles at Blue Ocean Equities and Canaccord Genuity.



Michael Larsen
CEO & Managing Director

Mike balances a global growth strategy with the demands of delivering a quality online, on-demand student support service, with over 15 years in management, including five years in senior management in the US technology sector.

ACADEMIC ADVISORY BOARD

Our Academic Advisory Board was formed to provide advice, to ensure the company maintains the highest standards of academic integrity and rigour for our students and partners, and to deliver feedback on innovations and service development.



Prof Judyth Sachs - Former Deputy Vice Chancellor, Provost Macquarie University; Former Pro Vice Chancellor learning and teaching at Sydney University; Chief Academic Officer Studiosity



Prof John Rosenberg - Former Senior Deputy Vice-Chancellor and Vice-President (Global Relations) at La Trobe University



Prof Sally Kift - Adjunct Professor at JCU, La Trobe, and QUT, Principal Fellow HEA, Fellow AAL, President ALA



Prof Chris Tisdell - Professor and Director, Scientia Education Academy, University of New South Wales



Prof Petra Wend - Former Principal and Vice-Chancellor, Queen Margaret University



Sir Eric Thomas - Former Vice-Chancellor, University of Bristol



Prof Cliff Allan - Former Vice-Chancellor, Birmingham City University



Rebecca Bunting - Vice Chancellor and Chief Executive, University of Bedfordshire



Dr Mamdouh Shoukri - Former President and Vice-Chancellor, York University



Dr Alan Shaver - President Emeritus, Thompson Rivers University



Prof Noreen Golfman - Former Provost and Vice-President of Memorial University



Ann Buller, C.M. - President Emeritus, Centennial College

ACADEMIC ADVISORY BOARD

"Our students are increasingly diverse and online. We know that the support needs of vulnerable online cohorts in particular are not being met, even though HE providers have a legislative responsibility to assure equitable provision of learning support, regardless of a student's background, mode or place of study. Studiosity delivers substantive equity in support provision and supplements the development of academic skills that research tells us is so foundational for student learning success. When students receive constructive, timely and informative feedback on how their work can be improved, their competence and motivation are fostered, their self-efficacy and confidence build, and their mental health and well-being are supported. I believe that we cannot leave student success to chance for those who are unable to access traditional on-campus, office-hours only support."

- Prof Sally Kift

"As a member of Studiosity's Academic Advisory Board I feel privileged to be involved in an organisation that takes very seriously its ethical and social mission, across all aspects of its operations. At its heart are the interests and successes of the students it serves and I have been mightily impressed with the quality of and dedication to the support Studiosity provides. This is an organisation with integrity, in terms of how it operates, how it relates to its student clients, its university partners and its own staff. These strong and lived principles are key reasons for my continued involvement."

- Prof Cliff Allan

"I choose to support Studiosity because their mission strongly aligns with my core beliefs and values as an educator. Together, we are committed to addressing the big challenges in digital education, such as: scale, flexibility, personalisation and inclusion. Through partnership we are ensuring collaborative advantage for students, universities, schools, TAFEs and libraries across the world. This educational transformation of lives at scale forms a legacy that I am immensely proud of."

- Prof Chris Tisdell

"I am extremely careful about choosing organisations with which I associate my name. I am very proud to be associated with Studiosity for a number of reasons. First, Studiosity provides an essential and important service to students and has the potential to greatly reduce their anxiety and stress, as well as improve their performance in their studies. Second, it is a highly ethical company with a very strict approach to ensuring that all work submitted for assessment by students is their own. Finally, it is an Australian company which is a leader in its field in the world."

- Prof John Rosenberg

SENIOR LEADERSHIP TEAM

Our Senior Leadership team ensures the business meets objectives and key results, while inspiring and supporting the team to demonstrate Studiosity's values.



Michael Larsen
CEO & Managing Director



Karen Markell
CFO



Adam McNeil
Chief Technology
Officer



Isabelle Bristow
Managing Director,
UK & Europe



Chris Fitzpatrick
General Manager,
APAC & Middle East



Chris Helsby
Vice President & General
Manager, Canada



Sarah Crossing
Global Director - Brand,
Marketing, Student
Experience, Social
Responsibility



Denise Stewart
Chief Product Officer



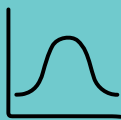
Prof Judyth Sachs
Chief Academic Officer



INVITING CRITICAL ASSESSMENT INTO SERVICE EFFICACY

Studiosity's services have been continually proven for more than a decade, because as a matter of process we ask our education partners to independently scrutinise the student experience and results. Studiosity has an extensive evidence base, with peer-reviewed studies with partner institutions. Studies examine service efficacy as well as results for students, including academic success, retention, confidence, satisfaction, and staff wellbeing.

Thank you to our education partners for your due diligence in pursuing analysis of the service and outcomes. Studiosity acknowledges the rich student support ecosystems within education institutions, and also that correlation between Studiosity support and improved outcomes does not equate to causation.



Students who used Studiosity see a 4-8% lift in grades compared to the course average (University of East London, 2018; University of Adelaide, 2020)



Students who use Studiosity are 44% more likely to stay enrolled. (La Trobe University, 2019)



79-84% of students stated they now better understand how to write academically and with integrity (Devlin & McKay, 2018)

15% higher marks (Swinburne Online, 2020)

Reasonably sure students who seek help are more likely to persist, with Binomial Test $P = 0.03$; $N = 79,677$ (University of New England, 2019)

Reduces non-curricula workload and reduces staff stress (Thomas, 2023, 4 UK universities)

81% - 91% stated it improved their confidence (Adelaide University, 2020; La Trobe University, 2019)

ESG Goal 1 Integrity & governance

Academic outcomes	Retention	Support ecosystem	Self-efficacy	Satisfaction	Underrepresented	Staff wellbeing	Integrity
3.96 points higher median course weighted average (Curtin University, 2019)	6% higher (Curtin University, 2019)	No impact on daytime university services (James Cook University, 2017)	81% stated it improved their confidence (La Trobe University, 2019)	95% satisfied with writing feedback. (La Trobe, 2019)	Median course weighted average is 12.59 points higher for Aboriginal and Torres Strait Islander Studiosity users (Curtin, 2019)	Staff are reassured that Studiosity helps students demonstrate and critique their own academic understanding without delivering curricula-based content. (Thomas, 2023, 4 UK universities)	1 in 2 students were motivated to attend university classes about assignments and plagiarism after using Studiosity first. (Devlin & McKay, 12 universities, 2018)
21.9% less unit failure (CQUniversity, 2019)	16.45% higher (CQUniversity, 2019)	40% used the service after hours (La Trobe, 2019)	88% felt more confident completing assignments (Macquarie University, 2019)	82% satisfied with feedback (Macquarie University, 2019)	Greatest GPA gains amongst students with lower high school rank (JCU, 2019)		
15% higher course average (Edith Cowan University, 2018)	44% more likely to stay enrolled (La Trobe University, 2019)	Used by students who had not used any other support service (Adelaide University, 2020)	79% stated improved confidence, 79% study skills (5 UK universities, 2019)	Users were more satisfied with their course (11 UK universities, 2019)	1/3 users were regional students, 40% used the service at night (La Trobe, 2019)		
0.92-1.63 higher GPA (James Cook University, 2017)	Higher progression seen in 4 of the 5 universities (5 UK universities, 2019)		91% stated it made them more confident (Adelaide University, 2020)	In the set of 14,861 feedback interactions, 92% of students were satisfied (Brodie, Tisdell, Sachs, 2019)	Significant use by mature and disadvantaged students (5 UK universities, 2019)		
77% stated positive impact on grades (La Trobe University, 2019)	Reasonably sure students who seek help are more likely to persist; with Binomial Test $P = 0.03$; $N = 79,677$ (University of New England, 2019)	Only 3-5% overlap with other service use (Western Sydney University, 2019)	Students do better because of support, not prior likelihood to succeed (UNE, 2020)	78% stated they have referred peers to Studiosity (Devlin & McKay, 12 universities, 2018)	Low-SES, commencing, and regional-remote more likely to be users (Adelaide, 2020)	Reduces non-curricula workload and reduces staff stress (Thomas, 2023, 4 UK universities)	Technology Acceptance
0.28-0.99 higher GPA (Macquarie University, 2019)	"Introducing Studiosity has resulted in more students accessing academic skills support provided by the university." (Thomas, 2023, 4 UK universities)		Studiosity significantly increased students' confidence, notably serving students after hours. (Bedfordshire University, 2023)		Coded instances of 'Confidence' were higher for Pathway Programs and UG 1 st (Brodie, Tisdell, Sachs, 2019)		Direct, positive relationship between the perceived usefulness of Studiosity and academic self-efficacy. (Lee & Hanham, Western Sydney University, 2017)
80% stated positive impact on learning (5 UK universities, 2019)	Analysis across six universities found Studiosity users had higher retention rates, with a multiple financial return on investment on retained students. (Nous Group, 2022)	Routine Studiosity use supports an institutional strategic shift away from engagement that is driven by exception or academic deficit. (Thomas, 2023)	78-85% stated they approached their work with more certainty (Devlin & McKay, 12 universities, 2018)				
15% higher marks (Swinburne Online, 2020)							
8% higher course average (Adelaide University, 2020)							
4.2% uplift in grades (University of East London, 2018)							
0.12-0.44 higher GPA (Western Sydney University, 2019)							

RESEARCH INTO EFFICACY

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Devlin, M. and McKay, J (2018). Plagiarism Impact Study. The Right Consulting Group.
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Kirkpatrick, D. (2020). Review and Evaluation of Studiosity Online Tutor Program at Western Sydney University. Presented at the 'Students First 2020' Symposium, 22 May 2020. Online.

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Levy, P. (2020). Embracing and effectively leveraging online student support at an institutional level, The University of Adelaide. Session presented at Students First 2020, online.

Lynch, A. (2017, April) The JCU Learning Centre approach to enhancing student success and the role of the YourTutor service. Presentation at the Universities UK Conference for Excellence in Teaching and Learning, London.

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Thomas, L. (2020) Studiosity: Student participation and the impact on persistence in the UK. York: Liz Thomas & Associates.

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Veraa, C. (2019). Online tuition support. Can it move the dial on retention and success? Session presented at Students First 2019, La Trobe University City Campus, Melbourne.

Weston, C. (2017). Using An Online Feedback Service to Enhance Student Performance and Satisfaction: a case study in Cass: Case study and literature review.

Wilson, G. ., McAuley, A., Ashton-Hay, S., & Van Eyk, T. (2020). Just when I needed you most: Establishing on-demand learning support in a regional university. *Australasian Journal of Educational Technology*, 36(5), 46–57.
<https://ajet.org.au/index.php/AJET/article/view/6117>

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GLOBAL STUDENT ADVISORY GROUP "THE CIRCLE"

Our student advisory group, currently 670 Members, represents our commitment to unsurpassed UX in online education. Positive academic outcomes relies on a positive experience with the service.

Alyazia Mahmood, Exeter
Studiosity Circle Member

Students in the Circle are familiar with the Studiosity service, and were invited to join under varying circumstances. For example, after they offered unsolicited feedback to improve the service, after they consistently participated in product user testing, or consistently left service feedback following their own support sessions. All students expressed an interest in improving the student experience for students globally.

Circle Members are also invited to Studiosity 'Meet Ups', to deliver ideas and feedback in person, and to network with other students who are interested in the student experience.



Kushal Neupane, Adelaide
Studiosity Circle Member



Pallavi Verma, Canberra
Studiosity Circle Member

Jin Teng Hong, Melbourne
Studiosity Circle Member

In practice

ESG Goal 2

Protect and respect personal information to help grow students' confidence and success.



Adam McNeil,
Chief Technology Officer

"Technology is such an amazing enabler for education. Studiosity is proud of the work we have done using technology to help students succeed and improve their life chances. Providing a platform that is secure, private, accessible, and highly available drives our everyday choices and means we are the trusted partner for institutions around the world."

The Studiosity platform uses globally-recognised third-party technology service providers for infrastructure hosting, user experience testing, email, usage reporting and student support. In order to engage these third parties in a responsible manner, each provider is engaged under the EU and UK GDPR framework and as a GDPR data processor, which ensures ultimate control of all data is maintained with Studiosity.

Studiosity partners are invited to read our Data Security and Protection Policy document. It outlines the Information Security policies applicable to Studiosity. Because Information Technology is at the heart of, or in support of, nearly every business process within the organisation, it is the responsibility of every employee to ensure the security and safety of our, and ultimately our customers', digital information. The document has the explicit purpose of:

- + addressing any written and procedural requirements needed to meet our PCI DSS SAO A-EP 3.2 obligations
- + establishing and maintaining the personal information and privacy protection requirements of the Australian Privacy Act 1988 and the General Data Protection Regulation (GDPR) for EU (EU GDPR) and UK (UK GDPR) citizens
- + encompassing industry best practice procedures to secure the Studiosity platform and associated data.

Studiosity's Information Technology Policies support a secure and privacy-focused approach to the Platform to give confidence to our partners and students that all data is treated with care and only used for stated purposes.

In practice

ESG Goal 3

Pursue wellbeing to help people flourish in their professional lives.

4.6 out of 5



In the latest global, all-team survey:
"How well did Studiosity Team Members live and breathe our values?"

STUDIOSITY TEAM

Our values - excellence, bravery, honour, relationships, and learning - are celebrated and normalised internally, and are the foundation to setting the highest standards in education technology for our institutional partners and students. These values are demonstrated via behaviours across the whole team, management, and leadership.

WORKING LOCATIONS

As a global team, working environments and roles differ. Team members have the option to work from home in addition to spending time with colleagues in our offices around the world. Additional secondary office spaces are also provided in global regions, for team members who are geographically remote, so that they can travel much shorter distances to meet with colleagues.

OUR ONLINE TEAM

Our Subject Specialists reside in Australia, Canada, Aotearoa New Zealand, South Africa, and the United Kingdom. Even with continually-evolving technology solutions, people are at the core of our service delivery, providing due diligence, oversight, support, and a range of critical inputs that make Studiosity a unique and truly 'learning-teaching-technology' offering in education. With the care of a geographically and culturally-diverse online team, our focus is always to improve and nurture a culture that promotes inclusion and wellbeing.

It is important to us that our online specialists are happy working for us, and our employment model allows them to work flexibly, from their homes, and around their family lives. We are committed to meeting or exceeding all local legislative requirements when paying our online Subject Specialists. That's also why joining our specialist network is highly competitive. We invite you to read our publicly-available Academic Policies which include the checks and processes the online team must undertake. studiosity.com/integrity

ESG Goal 3 Wellbeing

Remote roles can mean that the online team can often work in relative isolation from colleagues. This makes timely, relevant communication and a nurturing community culture essential, where everyone can contribute and feel supported by colleagues and managers. We are continually sharing events, product updates, and news with our online Subject Specialists, and we actively seek their input on how we can improve their working conditions and the outcomes they achieve. We have a dedicated officer who communicates regularly with Specialists to ensure they are kept up to date regarding all upcoming changes, including anticipated fluctuations in demand. This helps ensure that our Specialists can better balance study, family responsibilities and other commitments with their work on the Studiosity platform.

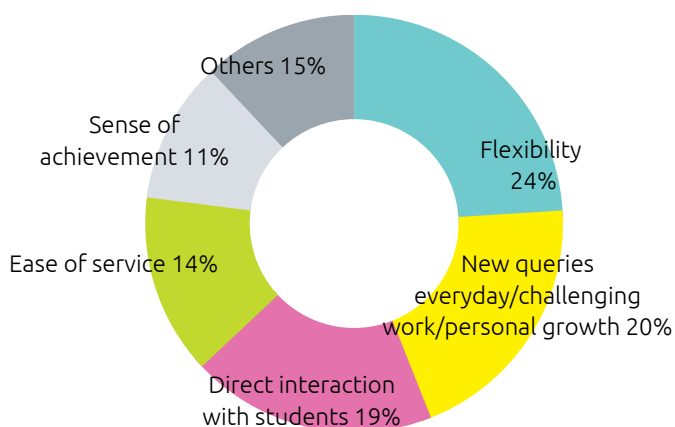
To this end, we have several modes of communication in place, including email, quarterly newsletters, regular surveys, and chat

channels. The last of these is invaluable in ensuring our Specialists have access to peer support and advice from senior personnel at any time. Specialists can also chat informally with their colleagues in the online “coffee room”, affording them opportunities to make personal connections and develop a sense of community.

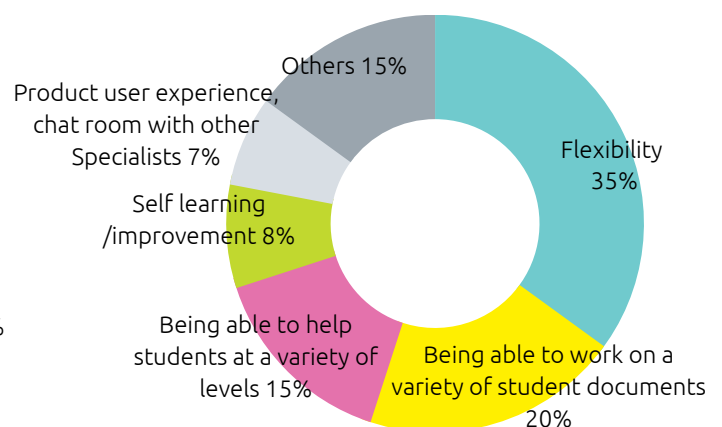
Quality Assurance Mentors also develop ongoing relationships with the Subject Specialists, providing timely, constructive criticism to help the online team members develop new skills, as well as being a friendly, consistent point of contact. Specialists also have access to an extensive library of learning resources that describe in detail our policies and processes so they are able to independently check specific requirements as needed.

What our online team like most about Studiosity

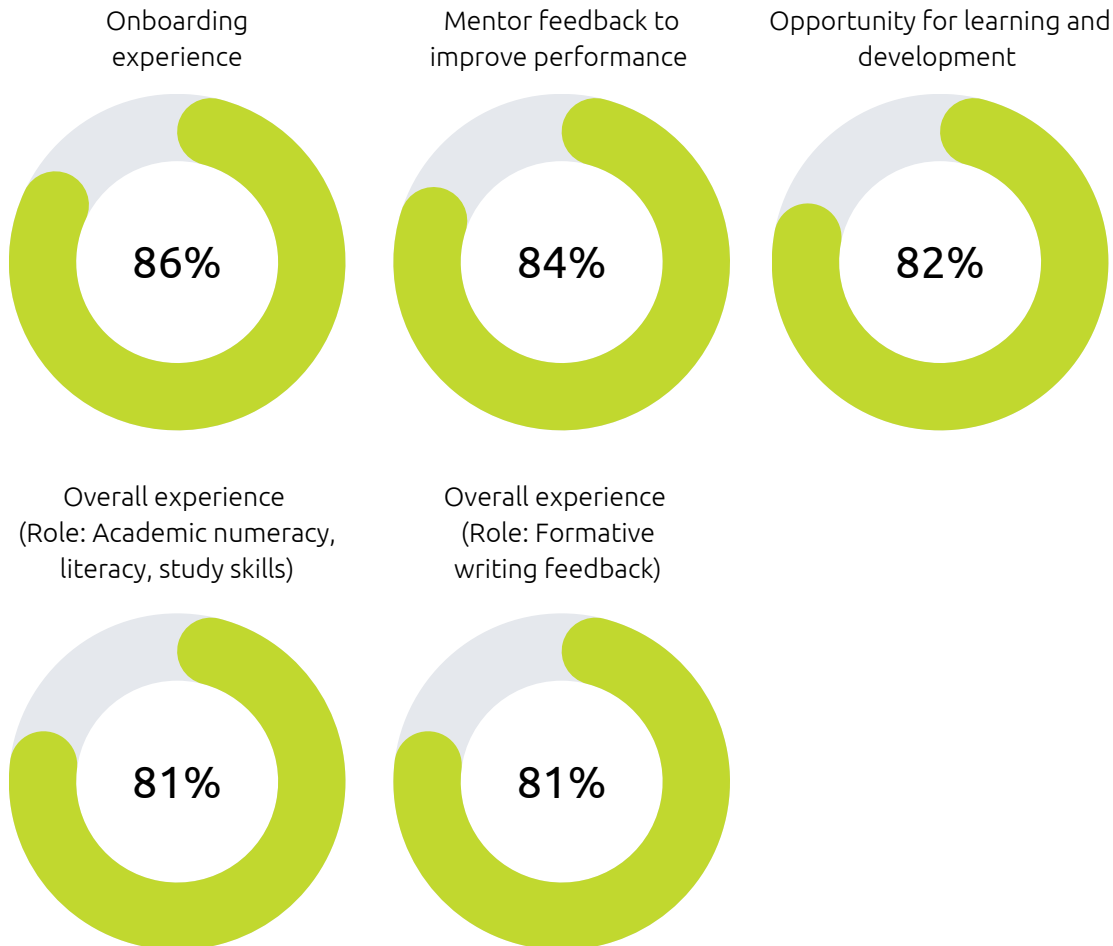
Role: Academic numeracy, literacy, study skills



Role: Formative writing feedback



Satisfaction ratings with different facets of the online work experience



CONTINUAL DEVELOPMENT

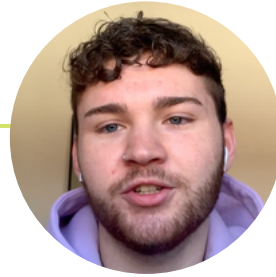
We recognise in particular that modern day slavery is a problem that requires constant due diligence. Studiosity will continue to be critical of our supply chain, offer transparency into our operations, and continually look for ways to improve the overall experience of our teams. You are invited to read our Modern Day Slavery Statement at studiosity.com/esg.

STUDENT MENTORS

In Studiosity's peer-to-peer service, senior students - Student Mentors - are engaging in paid work experience. They are prompting, listening, guiding, and advising first year students, from campus, from home, between classes, on the bus - anywhere to suit their schedule. It's a rewarding and practical role during their senior years that can also be added as formal experience on their Testamur.

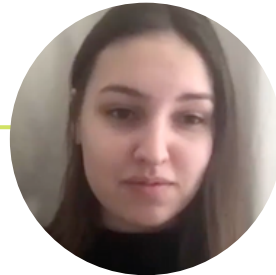
Tasked with management of the Student Mentors - their financial payment, training, onboarding, and ongoing engagement - we take the utmost care of their wellbeing, including making available one-to-one contact via multiple channels and with each other, to ensure the experience is a positive highlight of their overall experience studying with the institution.

Listen to more of their stories at vimeo.com/showcase/student-mentors



Danny, Student Mentor, on why he became a Mentor to commencing, first year students.

"The thing I love is that help is there right when it's needed."



Kyla, Student Mentor, on the professional development opportunity while she is studying.

"It's super flexible, it's something I can do when I'm available."



Dani, Student Mentor, reflecting on helping commencing students

"I know what it's like to be in that position."

In practice

ESG Goal 4

Pursue diversity, inclusion, and learning in our organisational ecosystem.

There has long been a disparity in access to education resources, exacerbated by the tyranny of distance between remote, rural, regional, and urban populations, add to this socio-economic barriers and disadvantage. Studiosity helps to overcome the limitations of a student's circumstances by improving access to high-quality help, exactly when it is needed.

GREATEST ACCESS, WITH LOWEST COMMON REQUIREMENTS

Equity of access for students also extends to the digital divide that can exist in society today. We aim to ensure that our services are accessible over a broad range of devices and communication platforms. By supporting low-end mobile devices and keeping desktop computing requirements to a minimum we can ensure our reach is as great as possible while still maintaining best-of-breed user experiences.

CULTURAL AWARENESS

As a business that is rapidly expanding globally, we recognise the need to be conscious of the diversity of cultures represented by our Subject Specialists, students, and colleagues. In order to prioritise this commitment, staff are trained in cultural competence, with the focus at present on Indigenous Australian and Māori-Pasifika cultures. These modules will be expanded as we extend our services to other geographies and as discussed with our education partners.

EAL/D AND DISABILITY AWARENESS

We recognise that a great many of our students use English as an additional language or dialect and may need our Subject Specialists to adapt their own communication style and provide support that is specifically targeted towards these students' particular needs. Our training includes modules on this topic, and we also encourage students to self-identify as English language learners so that our Subject Specialists can take this into account to deliver the best possible experience during the study support.

Our text-based platform is ideal for providing support to students with a hearing impairment. Alternatively, where a student chooses to self identify as having a learning difficulty, or their communication suggests this may be the case, our Subject Specialists will adapt their approach accordingly, supporting but never patronising.

RECONCILIATION ACTION PLAN

Studiosity wishes to contribute to a better future for Australia and all Australians, which we understand must happen through deep and multifaceted reconciliation. We invite you to access our full 'Reflect' Action Plan, as we pursue this journey: studiosity.com/esg.



Michael Larsen
CEO & Managing Director

"One of Studiosity's core values is Learning: we enable constant learning through continual sharing of knowledge, expertise and open dialogue, as well as taking ownership of our mistakes and viewing them as opportunities for growth. This document represents a significant step forward in our learning journey as an Australian - and global - organisation. I hope that what we learn along the way here can be shared with our counterparts in other parts of the world with rich First Nations cultures and people, such as Canada and Aotearoa New Zealand, and in turn we can continue to learn by their example as well."

About the Artist & Artwork: Jasmine Sarin is a Kamilaroi and Jerrinja woman from New South Wales, Australia. We invite you to see more of Jasmine's work and biography, in our Reconciliation Action Plan at studiosity.com/esg.

ACCESSIBILITY

We are committed to providing highly accessible tools for our stakeholders. With 1.67million students with access to Studiosity, there are a significant number of different abilities to serve. We strive to provide experiences that can be consumed by every student. In order to support this user base, we develop software for Web Content Accessibility Guidelines 2.1 though to level AA standards. This is the premier standard for enabling accessibility on the web and ensures as wide a range of access to our products as possible.

Applying accessibility guidelines to our software not only helps users with different needs, but it also provides a reliable framework for consistent and easily usable tools that all our users benefit from. This can be seen within our products from the choice of on-screen contrast, voice to text, voice or chat to communicate, keyboard navigation through forms or textual explanations for images.



Tegan Sutton, Bachelor of Arts / Bachelor of Education (Primary/Early Childhood)

"It changed my uni life. As a mature aged student, who hasn't studied for a long period of time (nearly 20 years to be exact) being able to engage with a service like Studiosity increased my confidence 10 fold. Studiosity matters. It matters because there are hundreds, if not thousands of students out there like me, wondering if their assignment is on the right track, wondering does it make sense, have I followed the correct paragraph structure, is my referencing right – and this is where Studiosity matters. It matters because you can submit your assignment for real time feedback, to help you succeed."

SHARED SOCIAL MISSION

As part of our goal for learning, inclusion, and mission to improve the life chances of all students everywhere, we seek out organisations, not for profits, scholarship programs, and community leaders, who share our vision for social change. Here are some of those partners:



**EMPOWERING
THROUGH
EDUCATION**

Driven by admiration for the work and leadership of Adam Goodes and Michael O'Loughlin, Studiosity's CEO Michael Larsen reached out in 2016 to offer our services to students. Since then, Adam spoke candidly about our one-to-one service and mission on camera, to inspire students all around Australia to pursue their education dreams, together with Studiosity's dedicated support. We look forward to working with the GO Foundation to support their high school and university students: Australia's future leaders.



The UN Girls Education Initiative has stated that "Girls education is critical in terms of what it can achieve in raising families out of poverty and accelerating economic development for the community. It has a multiplier effect like no other." We are honoured to support the Australian charity, The Harding Miller Education Foundation in their mission to lift the educational achievements and career aspirations of high potential girls who are facing disadvantage. Since their founding in 2015 we have provided one-to-one support to girls in the foundation.



The Public Education Foundation supports students with particular educational needs or talents reach their full potential and improve overall educational outcomes. The Foundation removes barriers to achievement often created by social and economic disadvantage, and also acknowledges and rewards excellence.

"I believe in the transformative power of education - but it requires equity, accessibility, and opportunity. The Public Education Foundation and Studiosity teams both share these pursuits."

Prof Judyth Sachs
Chief Academic Officer, Studiosity
Former Deputy Chair, Public Education Foundation



My name is Mariam, a class of 2019 graduate.
I am of a Palestinian background.

During my childhood I have lived in various countries. I lived in Iraq (where I was born), Syria, Cyprus, and finally came to settle in Australia in 2012. I am thankful for this experience, because as a result I am able to speak English, Arabic, and Greek.

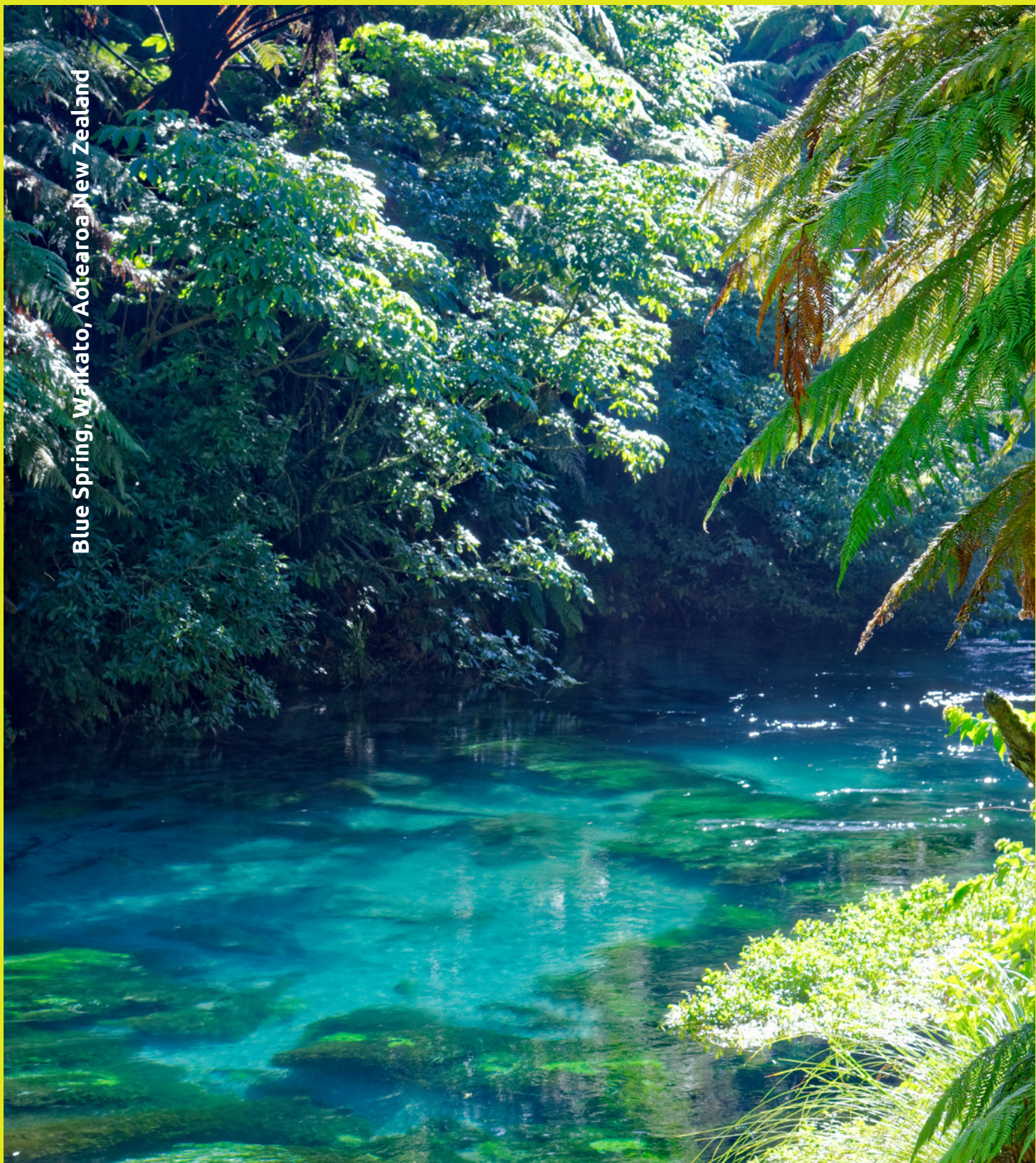
Moreover, this has allowed me to grow up in an environment that is full of adventures and learning about different cultures. Some things that I love to do are volunteering, helping others, learning about everything, and making artwork.

I wasn't always a 'good' student, and didn't always love school. I only started caring about my school work in Year 8. I really liked my Year 8 mathematics teacher, who made learning seem fun and valuable. Because of her, I started studying and trying hard. Half way through Year 8 I was topping my class, especially in mathematics and science. My maths teacher really wanted me to do even better, so her and few other teachers decided to move me to the top class.

After the move, I felt very pressured to study hard, as everyone in that class was doing really well. At the beginning of Year 9, I felt like giving up because the content was really challenging, and everyone seemed to be understanding it. That's when I was introduced to Studiosity, by a teacher outside of my school. I decided to give it a go with a science assignment. A few weeks later, I got my assignment back with 100 and "First in year group" written on top of the paper!

I felt that Studiosity was all I needed, to do well. Before I started using Studiosity, for my first two Year 9 English assignments I got 60% and 70% and I was ranked last in the top class. After using Studiosity for the remaining English assessments, I got 95%, 90% (for this assessment most people failed in the year group, even in the top class) and 95% for last one. By the end of the year I was ranked 1st in three subjects and in the top 10 for everything else. This made me very happy. The help I received from Studiosity has allowed me to be first in all my subjects in Years 10, 11 and 12, as well as being DUX for three years in a row and achieving a 97.6 ATAR, which I could not even dream of four years ago.

Blue Spring, Waikato, Aotearoa New Zealand



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