



**Digital Development Programme for Adult
Community Education Providers (Digital ACE)**

Developing Digital Teaching and Learning Resources Guidance Materials

**Guidance on supporting
the training and development of staff in producing and adapting
materials, live streaming lessons, use of video and YouTube
recordings, online presentations and webinars, use of externally
prepared materials, assessment and learner engagement.**

Contents

1. Introduction	3
2. Scope and aims of the strand	3
3. How to use these guidance materials	3
4. Action planning for the development of your digital resources.....	4
5. Staff's digital knowledge and skills.....	5
6. Learners' digital knowledge and skills.....	9
7. Meeting legal requirements and accessibility	13
8. Models of online and blended learning	16
9. Effective use of videos in teaching and learning.....	18
10. Collaborative tools	22
11. Feedback and feed forward for learners.....	23
12. Subject specific resources	24
13. Summary of key points	27
14. 10 Tips from the sector for the sector	28
15. Thanks and acknowledgements	28
16. References and Links.....	29
17. Annexes: Good practice examples to adopt and adapt.....	31

1. Introduction

This document is one of six guidance documents produced for the Digital ACE (Adult and Community Education) programme. The six guidance areas for digital development include Policy, Safeguarding & Prevent, Developing Materials & Resources, Quality Assurance, Supporting Low Skilled Learners and Underpinning Technology. See the Reference/links section of this document for [additional strand information](#).

The guidance has been drafted to help providers develop their technological solutions, skills, capabilities and policy infrastructure. The project aims to provide guidance materials, training and support which will help providers develop their digital capability and enhance their offer so that it meets the specific contexts of their local provision in line with a national high-quality approach.

To provide insight into the issues facing ACE services, institutions, colleges and centres HOLEX undertook a baseline survey in Spring 2020 (See [Link 1](#)). Part of this survey was to assess providers' readiness for digital provision. 54% of providers found it either incredibly or very challenging in terms of learners' lack of digital skills and confidence, and 45% found the same degree of challenge around their lack of basic skills in literacy.

18% of respondents said that limited digital skills and confidence was either incredibly or very challenging for tutors. With limited digital skills, it will be extremely challenging for even the best tutor to develop engaging and impactful learning online.

The survey also showed that most tutors had adopted a range of methods to engage and support learners and some respondents were concerned about their online provision having only a limited impact.

This strand of the project provides information, ideas and links to support services to overcome and address these issues in adult and community education provision.

Link 1: [Ufi/HOLEX Digital ACE survey report May 2020](#)

2. Scope and aims of the strand

The aims of this strand of the Digital ACE project are to give providers information and resources to enable them to get started on developing a digital offer and to support those who have already started to further their more effective pedagogical approaches.

The guidance includes examples and weblinks that provide details of approaches for developing the knowledge and skills of staff and learners for online and blended learning. The potential scope of this strand is very broad and inevitably will not cover everything.

3. How to use these guidance materials

These materials have been produced for providers to use within their service and, as appropriate, with their staff. Each guidance document is supplemented with a webinar which, although recorded live, is available for download. The examples of approaches and links to software and resources have been selected to support services and are available for them to adopt and edit as they see fit.

Throughout the guidance online learning refers to courses or parts of courses which are delivered entirely online. Blended learning refers to courses which have a mix of online

and face-to-face delivery in a classroom. These may be supplemented by hard copies of materials as required.

Note: Throughout the guidance, there is reference to platforms, apps and software, such as Zoom, and GSuite. Where these are highlighted in the text below, there are links and a brief description within the [References and Links section of this document](#). Reference to GSuite includes some or all of its elements: Google Classroom, Meet, Docs, Slides, Sheets, Drive, Jamboard, Mail, Chat, Keep, Calendar, Assignments and Forms.

Each Digital ACE guidance document is supplemented with a webinar, originally broadcast live and now available to watch online (see [Link 2](#)).

Link 2: [Recording of Digital ACE Developing Materials webinar](#)

4. Action planning for the development of your digital resources

The teachers, trainers and managers who contributed to these guidance materials all agreed that their use of resources and platforms had increased significantly over the months since lockdown in March 2020. They said that at the start they had tended to grasp the resources familiar to them and then tried out new or unfamiliar resources as the need arose, often at short notice. They also admitted that at the start they did not necessarily have the luxury of planning their development of online resources. 'It was a little like firefighting'. As they are now quite a few months down the line and have come to a world where online learning, video conference and meetings have become part of a 'new normal' for ACL, they stressed that it is important to reflect on the effectiveness of the tools and approaches that are being used across their provision.

These guidance materials are therefore designed to help you carry out an audit of your digital resources and to give you examples, case studies and weblinks to support your action planning.

4.1. What success looks like

When planning to develop, adapt or use online resources, it's always useful to have something to aim for or to have a vision of what successful practice looks like:

- ✓ All staff and volunteers, where applicable, have the digital knowledge and skills they need for the activities they need and/or plan to undertake.
- ✓ Learners have appropriate access to hardware, software and broadband or mobile data (4G or 5G via a phone or dongle) to be able to undertake the activities and if not, how those learners will be supported and given equality of opportunity to engage and learn.
- ✓ Learners have the digital knowledge and skills they need for the activities they will be asked to engage with.
- ✓ All resources developed, adapted or used comply fully with copyright law.
- ✓ All resources and systems are fully secure, and approaches used will comply with all General Data Protection Regulations (GDPR) requirements.
- ✓ All web- and app-based resources comply with the Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018. (See [Link 3](#)).

- ✓ Resources and approaches used, whether they are developed internally, adapted or pre-developed, develop constructive thinking rather than a superficial engagement leading to short-term learning.
- ✓ A variety of approaches is planned, as would be undertaken in a face-to-face classroom, to facilitate learning and build learners' confidence and engagement.
- ✓ The balance of face-to-face and online or blended learning is carefully considered so that no individual or group is disadvantaged. Associated with this is the ability to move courses quickly between modes if there is, for example, a further lockdown, or if one or more learner needs to self-isolate but is well enough to continue to learn.
- ✓ Resources and learning activities can, if needed, be readily adapted across different learning platforms.

5. Staff's digital knowledge and skills

For many staff, moving to online and/or blended learning is a new experience. They may have done considerable experimentation during the first phase of the pandemic and they may now feel that they need more help to develop the knowledge, skills and confidence needed to be effective practitioners in online learning. Lockdown was a massive shock to the system, and to staff and learners alike. It is important to recognise the extent to which your staff are on a journey towards effective online and blended delivery and that most of them may not yet be expert at it. The members of the working group for these materials identified that many staff may have been through a series of stages, similar to the ones below:

Challenges to going digital

- Initially staff were running on adrenalin and there was a determined push to get on and make it work for their learners. During this phase, a lack of skills and equipment was accepted as they got used to not only being at home but also having children to home school and having to cope with a lack of suitable working areas or other interruptions from family etc.
- As the reality of the situation set in, for many staff there came a sense of disillusionment. They realised that the situation would continue for a long time, but they were then often afraid to admit to a lack of equipment or skills.
- Moving to a new academic year some staff were feeling uncertain, lacked confidence and were in need of both practical and emotional support.

The first hurdle to overcome is to make sure that all staff have appropriate equipment and access to data via broadband or mobile data. The pandemic has highlighted the extent to which staff experience digital poverty and may not own a desktop or laptop computer and may have limited digital skills. The latter may have served them adequately under the previous circumstances but are insufficient for the new ways of working.

The second hurdle is to identify where staff may lack confidence and competence in using the equipment and in transferring their practices and approaches from face-to-face teaching to online/blended learning provision.

5.1. Points to consider

- the extent to which staff have laptops or adequate computing facilities at home
- the cost to upgrade staff to laptops and any local authority procurement and IT requirements
- possible reluctance of individual members of staff to admit to a lack of equipment for fear of exposing a lack of competence and confidence in using digital technology
- that even those staff who are effective, competent and confident in their use of technology will need to learn new systems and apps as you develop your digital provision
- that staff, tutors and learning support assistants, as well as volunteers may lack the knowledge and skills to transfer their classroom practice to an online environment
- that many people (staff, tutors or learners) tend to stick to their favourite digital platform or system and may be reluctant to move flexibly from one to another
- whether it would be beneficial to set up a helpline for staff and learners. This could either be purely a telephone helpline or it might be worth considering setting up a chat bot (see [further links on developing staff's digital knowledge and skill](#)) to manage the straightforward enquiries.

5.2. Advice and tips

- A precursor to effective teaching, learning and assessment is that staff need the skills to use the system(s) being utilised for delivery, e.g. Moodle, GSuite, Zoom or others.
- It is essential that staff develop proficiency in the use of the system itself as a priority. Once the system knowledge and skills are embedded, staff can turn to the pedagogy of teaching, learning and assessment in an online environment.
- Training videos built into platforms etc., such as GSuite can provide a useful introduction that staff can then build on as they use it to deliver teaching and learning.
- Particularly for those who are less digitally confident and/or competent, a staged approach is likely to be more beneficial and effective in the long term, perhaps with the support from a more confident buddy.
- The expectations for online learning should remain at least as ambitious as for traditional face-to-face classroom delivery.
- It is important for staff to feel re-assured that they are not alone in experiencing fear, confusion, or a crisis of confidence and isolation.

5.3. Successful practices and exemplars

See the links at the end of this section for well-respected organisations offering courses in pedagogy for teaching, learning and assessment in an online environment.

Below are examples of materials, reports and case studies on developing staff's digital skills.

John Hattie's global research identifies the mindset that teachers need to be effective (see Annex 1).

- The 7Cs of classroom climate define the characteristics for added-value learning:
 - Care, Control, Clarify, Challenge, Captivate, Confer, Consolidate
- They reflect the process of learning more effectively and faster over a period of time.
- For a teacher to be delivering added-value learning, a high proportion of respondents on a 7-point Likert scale will respond that they agree or strongly agree with each of the statements.

Developing staff's confidence through training and network

- Staff training over the summer in some providers has proved to be very emotional for staff. Even where teams had regular virtual meetings and previous forums for sharing, these feelings often took hold.
- However, many staff have also identified that the summer training sessions and forums established as a result have given them a safe space to discuss teaching, learning and assessment, and that they begin to feel more empowered and at ease with the situation.
- In one service using GSuite, they have set up a Google Classroom just for staff to share ideas and resources and to give feedback and hints and tips. They also have a Google Meet forum where they help each other out if they are struggling.

Case study: Upskilling for online teaching

In April at **Buckinghamshire Adult Learning**, we provided all teaching staff with a one-hour intense training sessions to ensure that tutors were confident running Meet video calls for learners who were able to access online lessons in the summer term. Concurrently, we set up a Google Classroom for all tutors to join a group of more technically able staff (online coaches) to support others by answering questions, sharing links/resources and developing help guides.

In August, intense level 1 and level 2 digital skills courses were run for tutors to support them to increase their technical skills and confidence. The courses were planned around the use of Google technologies for teaching, covering technical skills, Classroom, Meet, Drive, Slides, Docs, Forms, copyright, using comments and making videos. While extending their digital teaching skills tutors also explored the issues (technical and emotional) which learners face when engaging in online classes. (See **Annex 3**).

Case study: Providing a digital skills helpline for staff and learners

At **Buckinghamshire Adult Learning** staff and learners have access to a telephone helpline. Learners and staff are given the number and when they have problems, they can simply call it for help.

The helpline is staffed by the operations team. It has proved to be essential that this team always has up to date information about the Meet links and class codes to access classes.

The helpline staff have a range of suggested strategies for staff and learners, for example:

- if they can't use their microphone to participate in their video session then they suggest that they listen and take notes, and precis them to the tutor afterwards to illustrate their understanding
- if they have been unable to get into or stay in the video-conferencing session due to technical issues and they can then catch up on that by watching it back later on
- learners are encouraged to use the online chat so that they can help each other
- learners are reminded to use the handout on accessing their online course at enrolment or online videos.

Annex 1: [The 7 Cs of Classroom Climate](#) from Visible Learning by John Hattie

Annex 2: Buckinghamshire Adult Learning – [How Google Classroom and Google Meet can help support the delivery of online learning](#)

Annex 3: Buckinghamshire Adult Learning's [G-suite for online teaching and learning](#)

Annex 4: Newcastle City Learning (Newcastle City Council) - [Online pedagogy and sharing practice](#)

Annex 5: Newcastle City Learning (Newcastle City Council) - [Teaching Presence & Student Engagement](#)

Link 3: [Accessibility regulations](#)

Link 4: Visible Learning by John Hattie, 2012, ISBN 978-0-415-6905-7 <https://visible-learning.org/>

Link 5: Andrew Salcido and Jessica Cole have produced a model. "Best Practices for Teaching Online." [Best Practices for Teaching online by Salcido and Cole](#)

For further links on developing staff's digital knowledge and skill, see:

- The Open University has a free 24-hour course to take your learning on line - [Open University - take your teaching online course](#)
- Free access to an ETF webinar to make the most of online learning by becoming familiar with web conferencing tools such as Zoom and how to adapt a pedagogical approach accordingly - [ETF delivery through a virtual classroom - webinar recording](#)
- Free 6-hour course over 3 weeks on how to teach online - [Future Learn - teaching online](#)
- [Blog on creating a chatbot - Nov 2019](#)
- [Tutorial to build a chat bot](#) A series of webinars, slides and articles to support taking teaching online - [Ufi - summer of CPD - webinars and other resources for online learning](#)

- A model to categorise four different aspects of classroom technology integration and create a common language across disciplines - [SAMR model practical guide for integration](#)
- A free 20-hour course over 5 weeks Blended Learning Essentials: Getting Started - [Future Learn - getting started with blended learning](#)
- Specification for a course you can deliver and certify in-house - [NCFE level 4 award for technology enabled educators](#)
- Seven free short courses from the ETF to support digital learning - [ETF digital skills support and development](#)
- The ETF digital teaching platform is designed to help develop teaching and training practice using technology across sector - [ETF digital teaching platform](#)
- [Education Endowment Foundation report on the best evidence on supporting students to learn remotely](#)
- [FE Week Ed Tech report on technology in FE Colleges](#)
- John Hattie summarises the key elements of his research - [John Hattie - TED talk on successful teachers](#)

6. Learners' digital knowledge and skills

In ACL, many of our learners are low-skilled (See the [Digital ACE guidance materials](#) for learners with low skills), or they may be older and potentially less tech savvy than is required for an online or blended approach to teaching, learning and assessment.

It is therefore critical that all learners are supported to develop the knowledge and skills that they need to be effective learners in an online or blended learning programme of study.

6.1. Points to consider

- It has been shown that learners can crave and need that face-to-face interaction to get the most from their learning. (See **Link 6** for an article published by Jisc on new research in July 2020 on the impact of online learning.)
- The factors which motivate adult learners to learn need to be incorporated effectively into the online or blended learning programme.
- As for staff, before people can be successful online learners, they need to develop the knowledge and skills they need to undertake the programme. These will not only be the practical knowledge and skills of the system(s) to be used but also the study skills to be a successful online learner.

6.2. Advice and tips

To be successful at online learning learners need to be supported to:

- **Embrace the change.** Just as tutors need to develop a specific mindset to be successful, learners may need to be supported to develop a mindset to help them to understand the benefits of a different approach to learning

- Overcome **technical issues** and be supported to do so
- Develop **computer literacy**. Many learners are good at using phones and tablets for activities such as social media, games and other apps. However, many of them may not have skills in using software such as word processing, spreadsheets, databases and presentations that they are very likely to need to undertake their courses
- Deploy good **time management** skills as online learning requires a lot of time and intense work and concentration
- Be **self-motivated** to get through the course and not be disheartened or demotivated if they fall behind. This is likely to require tutor coaching and support to help them to keep going when the going gets tough.

6.3. Successful practice and exemplars

A potential route map for developing learners' digital skills could be:

1. **Learners self-assess their current skills** against the skills they will require
2. They **develop the skills needed** to get started
3. They **continue to develop the skills** as the course progresses
4. **Staff ensure all learners without access to equipment and/or data can still access the course**
5. **Learners develop the study skills they need** to undertake online learning.

(See **Links 6 and 7** and the further links below about how to learn online).

Case study: An approach to learner induction

At **MAES (Manchester Adult Education Service)**, having digital skills prior to Covid-19 lockdown was an innovation that only the enthusiastic individual was intrigued with and eager to use. We now all have a new shared goal, 'Improving outcomes for learners and closing the digital gap'. This means that we need to keep moving forward in our teaching.

We first worked towards fully training and supporting our tutors so that they feel confident in the model and the new ways of working. We also devised a learner induction package. The IT Component of the induction includes such things as:

- logging into and using "man-adulted" account
- navigating and using the course site
- adding **GSuite's** Classroom, drive, docs and shortcut to course website to personal devices
- developing a learner agreement including guidelines and etiquette for using Meet and Classroom
- developing an introduction to **Chromebooks**.

Additional support for learners on their induction is primarily provided by the digital skills team with additional backup from the IT & learning technologies team.

Our learner **induction involves step-by-step instruction** available in many formats and via different platforms.

- It covers making use of videos, slideshows, Google sites, social media sites, as well as one-to-one face-to-face discussions.
- The content is designed to engage and be user friendly, which clearly shows what the blended learning model is and what is needed to fully access courses and materials.
- Tutors will be responsible for cascading information in ways that meet learners' needs and to check that learners are able to get online and understand how it works.

Following the induction, the feedback from learners has validated the value of coming into a centre for one or two initial sessions so that everything can be properly set up and systems accessed on their personal equipment so that they can successfully participate in online learning.

Case study: Developing learners' skills incrementally during a Spanish course

In my most recent experience teaching online at **Newcastle City Learning**, what became apparent to me straight away was that learners were comfortable if I was managing the learning environment.

- They were happy to login online and use video and microphone. Once that was achieved, I was able to manage the main room and breakout rooms.
- They bought in to the whole experience as they could see the classroom experience being replicated online.
- In time, I was able to introduce different tools such as the use of smartboard and drawing tools, using emojis (smiley faces, raising the hand, confused faces...), use of chat (both public and private).
- All of this had to be introduced at different stages so that the confidence of the learners in the online classroom would not be diminished but increased by the activities that they were doing.
- This was successful and I was able to keep my retention and achievement at the same level as the previous academic year where learners had only had the use of a VLE platform (**Moodle**) and face-to-face tuition.

Case study: Staff view from learner induction in September 2020

Induction was relatively quick paced, which is usually the case, however with the focus now projecting the need for online learning, the pace for the majority of tutors has been somewhat worrisome. A strong word to use, but with the classroom based activities that have been allowed to continue for such a long period of time, not because tutors' don't wish to explore and expand their resources for online teaching and teaching methods, but because there hasn't been the time previously allocated for such a mammoth task. Yet here we are now, jolted into battle and expected to produce the same standard of teaching online that we have been accustomed to in the classroom.

Learning how to get online for some tutors and having to use the many applications needed to support learners and get them online is almost worth resigning over for some. The stress and anxiety occur because of the vast amount of CPD that will be needed to even scratch the surface.

It has, however, been vital that tutors have had the opportunity to take part in training online using Google Meet as a virtual classroom. These Google Meets have been recorded and can be viewed by all members of staff, even if they were unable to attend. This has allowed collaboration at all levels and ideas to be shared and acted on.

There has been some indication that has suggested that the confidence level of tutors has plummeted, regardless of how long they have been teaching. This is new territory for all. One of the most difficult aspects of this new territory is not using handouts and not being able to create activities that involve physical contact with one another or with an object. Having to recalibrate our thinking is going to take time.

Annex 6: Buckinghamshire Adult Learning has collated [links for 'Getting feedback from your learners'](#)

Link 6: [JISC article on new research July 2020](#)

Link 7: Article by Karen Kear, Open University, on Social presence in online learning communities - [Article by Karen Kear](#)

For further links on developing staff's digital knowledge and skills, see:

- Birmingham Adult Learning Intranet for learners to get started and induction - [Birmingham learner support for online learning](#)
- Manchester Adult Education Service learner IT induction and support - [Manchester Adult Education learner help to access online learning](#)
- April is a not-for-profit community interest company using volunteers to offer a free technical support service over the phone aimed at people impacted by COVID-19 - [Free tech support for people affected by COVID-19](#)
- [JISC advice on planning for induction for Autumn 2020](#)
- ETF report on Metacognition and self-regulated learning including a toolkit - [Education Endowment Foundation - developing effective learners](#)
- [DfE report on why adults decide to study - 2018](#)
- Report from August 2019 on the motivation of adults to learn for work purposes - [Nesta - motivation to learn report](#)
- Article from June 2020 on 10 reasons why e-learning loses students - [Why students fail study online - article](#)
- Three-minute read from August 2020 with 8 tips and strategies for efficient online learning - [Strategies for efficient online learning - article](#)

7. Meeting legal requirements and accessibility

7.1. Copyright law

With an increase in the use of online materials, it is important to note that copyright law applies to both paper-based and online materials. Failure to comply with the requirements of the law can lead to significant financial penalties and loss of reputation. Too often, staff and organisations do not fully understand the requirements, are confused by them or think that they are unlikely to be caught breaching the regulations. For example, a common misunderstanding is that royalty-free images are automatically copyright free.

7.1.1. Points to consider

Services can purchase a licence from the copyright licencing agency which will allow some copying to take place legally. The questions below taken directly from The Copyright Licencing Agency website (see [Link 8](#)) asks the questions below relating to use of materials to help determine whether or not a particular organisation requires a licence.

If you aren't sure whether your organisation needs a licence, just answer these five simple questions, keeping in mind the activity of **all** employees.

Would you or any employee answer 'Yes' to any of the following:

- Do you receive, access (including online) or share press cuttings?
- Do you copy or print articles from websites or other digital content?
- Do you email copies of articles or extracts from publications?
- Do you store copies of articles or reports on an intranet?
- Do you photocopy or scan content from books, magazines or journals?

7.1.2. Advice and tips

- The booklet (see [Link 9](#)) from the Intellectual Property Office provides excellent up to date information on changes to the rules.
- Equally there are opportunities that copyright brings to original materials.
- Ideally, if you wish to benefit from your copyright you will need to register the copyright through a copyright registration service. A range of these can be found via a Google search.
- You may also wish, in some circumstances, to protect your intellectual property. Details are available on the gov.uk website.

7.1.3. A case study and references

Case study on copyright

A cautionary tale from a local authority service.....

"I'm an adult education tutor in a local authority's post-16 learning service. I've been a tutor for 12 years and teach a range of subjects including ICT. I was doing some planning

for one of my courses on our Virtual Learning Environment (VLE) and needed an image. I searched on Google Images and found a few; after checking carefully for any trademarks, copyright or watermarks, I found one I liked and downloaded it. I uploaded the image to our VLE and thought nothing more of it.

A few years later, I received an email from our marketing manager to say we have been contacted by a company who were claiming copyright infringement. After doing some checks with the company, we verified the image they were referring to was the one that I'd used on the VLE.

The company were asking for a fee and for us to remove the image. I did try to explain that I had checked and not found any evidence of copyright. However, the decision was made, we paid the fee, and I removed the image.

I did some research and suggested that we bring in an expert to do a copyright workshop with staff, with a focus on finding and using images. This was well received, and I organised and facilitated the workshops.

The outcome of which was we were told how and where to find royalty free images, what we can and can't use, and how to correctly cite where we got the image from."

See **Annex 7** below for Newcastle's guide to being clued up on copyright.

Annex 7 Newcastle City Learning (Newcastle City Council) - [Guide to being clued up on copyright](#)

Link 8: [Copyright Licencing Agency](#)

Link 9: [Intellectual Property Office - exceptions to copyright booklet](#)

For further links on copyright, see

- [gov.uk - how copyright protects your work](#)
- [Gov.uk - using somebody else's intellectual property or copyright](#)
- [JISC guide to copyright law](#)
- [Gov.uk - Overview of intellectual property](#)

7.2. GDPR requirements and keeping safe online

Where we are asking learners to register for and log onto a system, we need to be confident that their personal data are safe and that it cannot be compromised by our actions.

7.2.1. Points to consider

- Many, if not all, local authorities will have a data security specialist who can advise and support you.
- However, they may have differing attitudes to risk and so it is difficult to give definitive advice about approaches that will be acceptable to your local authority.

7.2.2. A case study and references

Case study: GDPR

One approach in one local authority where learners were not issued with a service email account was to ask learners to set up a separate email account to use for learning. This way any compromise such as hacking of the site or system would not leave other accounts and personal data held by them vulnerable to attack. This approach was agreed by a data security team that is normally very cautious.

For further links on GDPR, see:

- [GDPR - government site](#)
- [The Information Commissioner's Office guide to GDPR](#)
- [JISC guide to GDPR](#)
- [SWGFL Guide to safer blended learning](#)
- [SWGFL - guide to online safety](#)

7.3. Accessibility

All websites and apps for the public sector need to comply with the Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018. (See [Link 3](#) above). The regulations build on the Equality Act of 2010, requiring organisations to make “reasonable adjustments” for people with a disability.

7.3.1. Points to consider

- Most services provide services for people with a range of disabilities.
- As more learning moves online, the more important it is that the resources we provide and use enable learners with a disability to continue their learning and access our services.

7.3.2. Advice and tips

- Guidance is available via the links below to the requirements, which include publishing an accessibility statement
- You need to check your website or app against the International WCAG 2.1 AA Accessibility Standard (see the ‘further links on accessibility’ box below).

7.3.3. Successful practice and exemplars

Annex 8: [Introductory slides on SCULPT](#) which is guidance for staff to create accessible documents for clients, learners and the public developed by staff at Worcestershire County Council. See also, www.worcestershire.gov.uk/sculpt

Link 10: [Government website - accessibility requirements for public sector websites and apps](#)

For further links on accessibility, see:

- [Government guidance on making a website or app accessible and publishing an accessibility statement](#)
- [Accessibility guidelines WCAG 2.1](#)[JISC guide to accessibility](#)
- [BBC - best practice for accessibility online](#)
- [Blog on improving accessibility online from Inside Government](#)
- [Government site - guide to accessible communication formats](#)
- [Government site - sample accessibility statement](#)
- [ETF accessibility statement](#)

8. Models of online and blended learning

As explained in a blog published on the JISC website, 'Translation vs transformation: facilitating positive change through a crisis' (See **Link 11**), online learning isn't just a matter of translating established techniques onto new platforms without altering delivery. Although the coronavirus pandemic quickly brought about an increase in the use of technology to facilitate remote learning, it has also raised awareness of the range of models for ACL that should probably continue to be developed beyond the current circumstances.

Several sources discuss the following six models of blended learning:

- **Face-to-face driven** – in which learners undertake face-to-face delivery as a group and online learning is used to individualise the learning one to one or in a small group
- **Rotation** – in which there is a regular swap between face-to-face and online delivery for all learners
- **Flex** – in which most delivery is done online and supplemented by face-to-face support
- **Online lab** – in which learners come on site and learn online for all sessions with a facilitator rather than a teacher
- **Self-blend** – where learners have the opportunity to further develop through additional online resources and courses
- **Online driver** – in which most learning is delivered online with some tutor contact.

Providers and educational researchers are developing the following approaches to learning:

- **Flipped classroom** in which the time spent with the tutor focusses on the higher order thinking skills and lower order learning, and tasks are done prior to the session to enable faster and better progress and learning.
- **Synchronous learning** in which all learners participate at the same time. For example, a Spanish course is likely to be better delivered in this way so that the tutor and learners can all communicate in real time and the tutor can make use of breakout rooms for learners to practice their language skills.

- **Asynchronous learning** in which learners participate in some or all of the activities over a period of time. For example, a history course may lend itself to a range of activities, including reviewing written materials and videos, and discussion. All of these, including the discussion, could take place at a time that suits the learner within the week. The chat facility allows the development of ideas across the week.

Blended learning lends itself to a flipped classroom model. Although there are several models of flipped learning, a common approach is a cycle in which learners:

- study the topic from a range of resources including videos, lectures, paper-based resources etc.
- take part in small group face-to-face or online interaction, or carry out an individual task
- take part in a collaborative activity with other learners.

This can be implemented through a mix of classroom and online activities or done completely online. More examples of flipped classrooms are included in the additional resources.

8.1. Points to consider

- learners' attitudes to different models of learning
- how intuitive the software you plan to use is for both staff and learners
- how your publicity materials make clear what you mean by the different terms you are using, e.g. online learning, distance learning, blended learning etc.
- digital poverty, which is an inability to access and use technology, resulting in exclusion from the potential opportunities available, due to a lack of access to one or more of:
 - equipment
 - internet
 - digital skills.

8.2. Additional practical points to consider related to the coronavirus pandemic

As providers move into the new academic year of 2020/21, they should take into account the national and local guidance on restrictions due to coronavirus. They should also consider the following factors:

- the location of buildings, and the layout, and space available in classrooms to ensure that social distancing and viability of group sizes
- local and national spikes and outbreaks of COVID-19
- staff and learners' vulnerability
- staff and learners' attitudes to different forms of travel to and from centres such as their reluctance to use public transport
- that uncertainty for staff and learners can lead to additional stress and anxiety that may affect their motivation.

8.3. Advice and tips

- Staff should be encouraged to experiment with a range of delivery models that suit them and their learners alongside the technology solutions available to them.
- Be flexible in your development of models. It may be appropriate to have different models of learning for different subject areas and at different learning sites. Be prepared to change swiftly to a different model of delivery if, for example, there are local lockdowns, staff and/or learners' contract COVID or have to self-isolate.

8.4. Successful practice and examples

Annex 9: Buckinghamshire Adult Learning - [links for online communication](#)

Annex 10: Manchester Adult Education Service's (draft) [blended learning model](#)

Link 11: [JISC article on models of learning](#)

Link 12: [Flipped classroom tools - article](#)

Link 13: [Flipped classroom - YouTube video](#)

For further resources on models of online and blended learning, see

- [JISC article on models of learning, June 2020](#)
- [Flipped learning models article - elearning industry July 2018](#)
- [Free e-book on designing e-learning courses for adult learners](#)
- [Six models of blended learning - poster](#)
- [ETF - Newcastle College - Exploring, leading and adopting digital practices](#)
- [Digital poverty – BBC article, April 2020](#)
- [Digital poverty - article, 2015](#)

9. Effective use of videos in teaching and learning

Video can play a legitimate part in online learning programmes. However, it needs to be used effectively.

9.1. Advice and tips

- Creating your own videos does not need to be difficult nowadays. Many people have excellent cameras on smart phones or tablets which can make a decent quality video.
- If this isn't sufficiently good for your needs, then you can invest in more expensive equipment. The video link below gives some advice on how to set up and get started without professional equipment. (See **Link 14**).
- If you plan to create your own videos it is important to decide how these will be made available to learners.

- This might be done via your VLE or other system such as [Microsoft Teams](#) or [GSuite](#) for Education.
 - Another option is to publish them on [YouTube](#). To do this you will need to set up a YouTube channel.
 - This is quite straightforward and there are a lot of videos on YouTube about how to do this. There is a link to one below that is clear and straightforward to follow. (See [Link 15](#)).
- YouTube has a large number of videos on using more expensive equipment for making your videos.
 - Once the video is recorded you will need to edit it. There are a number of free to use video editing tools available and these are readily found using Google. For Apple products, iMovie is available from the App Store free.
 - Alternatively, there are some tools that can be used to help to create imaginative videos using a range of templates into which you can incorporate not only the system supplied images and characters but also your own photographs and videos.
 - Videos can also be used to support the development of personal relationships through welcome messages, updates, information and feedback. One tool that can help to make these available is [Screencastify](#).

Tips on using video in teaching and learning

Using video in either a face-to-face classroom or an online course should be carefully considered and should not be used as a filler. When including video in teaching, learning and assessment, make sure that:

- the video has a clear purpose
- the content is more important than video technical quality
- it is quite short and to the point
- that questions and tasks related to the video are detailed for learners before the video is played.

9.2. Resources

Link 14: [How to make professional videos at home without professional gear](#)

Link 15: 15 minute step by step guide to setting up a You Tube Channel - [Setting up a You Tube Channel](#)

Link 16: Flipgrid: [The Educator's Guide to Flipgrid booklet pdf](#)

For further links on videos in teaching and learning, see:

- [You Tube creator academy on creating a channel for your college](#)
- [Using video in the classroom - You Tube](#)
- [Using video effectively in teaching - You Tube](#)

- [Biteable - video maker](#)
- [Promo - video maker](#)
- [Squigl - video maker](#)
- [ADOBE Premiere video editing](#)
- [How to make a video using iMovie - article](#)
- Video introduction and overview of the Video Ant online tool which allows you to annotate videos - [Video Ant - annotate videos](#)
- Find or create video-based lessons - [TED Ed videos](#)
- [Powtoon - video maker](#)
- Education video management system - [Echo 360 - thinkbinder](#)
- [Screencastify - chrome extension - free course on linking to Google apps](#)

9.3. Effective use of videoconferencing in teaching and learning (e.g. **Meet**, **Zoom**, **Teams**, **WebEx**)

There is little doubt that for many online courses, the use of videoconferencing is a very important tool. For example, the teaching of modern foreign languages lends itself very well to videoconferencing software. Each system has its own characteristics and it is important that services and tutors determine which solution(s) are most appropriate (See the [Digital ACE guidance materials](#) on Understanding Technology).

9.4. Points to consider when planning a session:

- It can be more tiring both to teach and to learn using videoconferencing, so make the sessions an appropriate length.
- Use some ice-breaker activities to help learners feel comfortable participating on video.
- Make sure that security features are implemented properly so that unwanted visitors and behaviour don't occur.
- Check that everything (video, audio, file sharing etc.) is working before the session is due to start.
- Plan so that there are no interruptions from pets, family or others.
- Determine whether or not you are going to record the session.
- If the session is being recorded make sure that the learners know and are comfortable with it.
- Make sure that your session is learner-centred rather than teacher-centred. Learners should be participating more than you.
- Integrate the use of other apps into your session.
- Introduce features incrementally and don't make this too complicated.
- Don't worry about making it too slick; practice makes perfect.

- Make sure that you have appropriate lighting so your learners can see you.

9.4.1. Advice and tips on planning a session

These tips are adapted from an article from Tech Republic - 13 things to avoid doing on Zoom ([Link 17](#) below).

- The approaches to teaching with the different systems should not be significantly different, although different facilities are available on each system.
- For some staff, a lack of confidence and not wanting to see themselves on video calls is a barrier to getting started. Some tips to help people to overcome this are:
 - Look at the other participants rather than yourself. In a standard face-to-face scenario you look at your learners, so do the same in a videoconference. You will look more “normal” to the learners doing that, rather than checking yourself out.
 - Remember your learners are probably even more nervous than you!
 - Sit still and don’t fidget as constant moving around could irritate your audience.
- To give everyone an opportunity to participate, use the raise-a-hand function, where available. It is harder to spot the cues that someone wishes to speak in an online session, and this will stop people from dominating the class.
- Be polite as you would be in your face-to-face classroom. Say ‘hello’ and ‘goodbye’ and engage in conversation as people arrive in the session.
- Make sure you have decent lighting.

Case study:

Staff training sessions across providers have revealed some unanticipated concerns from staff.

- Learners may have unrealistic expectations of the expertise of staff and expect their tutor to not only be a subject expert but also a technology expert.
- Many staff have found this daunting and as a consequence, some tutors feel very exposed.
- The outcome of this has been to limit the number of live sessions delivered.
- One potential way to reduce this pressure might be the introduction of a staff and learner helpline (see [section 5](#) above).

Link 17: [Tech Republic - 13 things to avoid doing on Zoom](#)

9.5. Additional resources

For further links on video conferencing, see:

- [Tips for teaching with Zoom – web article from brightclassroomideas](#)
- [Safeguarding using Zoom - web article from teacher toolkit](#)

- [Tips for using Zoom or other conferencing for teaching - You Tube, 4 minutes](#)
- [Tips for Zoom - You Tube, 2.5 minutes](#)
- [Making zoom lessons more learner-centred - You Tube 21 minutes](#)
- [Using Google Meet in the classroom - Using Google Meet in the classroom - You Tube 7 minutes](#)
- [Using Microsoft Teams for teaching](#)

10. Collaborative tools

There is a wide selection of collaborative tools for teaching and learning online. These can form a useful part of any classroom but can be particularly useful for online and blended learning, and they are also useful in a flipped learning model.

The different collaborative tools available have different characteristics and benefits, and tutors should experiment to find ones that meet their needs and purpose. Some are easier to use than others.

The use of collaborative tools is often beneficial to learners because they:

- enable learners to apply higher level thinking skills
- build learners' confidence to engage
- promote positive relationships and cooperation amongst learners
- develop active and exploratory learning
- help learners to stay on task
- allow learners to explore alternative solutions in a safe environment
- develop team working, whilst still promoting individual accountability.

10.1. Examples

Annex 9: Buckinghamshire Adult Learning - [links for online communication](#)

For further link for collaborative tools, see:

- [Using Google Jamboard in teaching](#)
- Allows users to annotate text and edit documents, including eBooks, pdfs, worksheets and more - [Kami](#)
- Google Chrome extension to enable the recording, editing and sharing of videos - [Screencastify](#)
- Make and share content with others. Somewhere between a doc and a full-fledged website builder, make the content you want, whether it's a quick bulletin board, a blog, or a portfolio - [Padlet](#)
- Provide immediate feedback to monitor and evaluate learning - [Socrative](#)
- Online whiteboard - [Twiddla](#)

- Chat, audio and virtual whiteboard - [Scribblar](#)
- Visualise ideas in mind maps, flow charts, lists, mood boards, charts and trees and timelines - [Popplet](#)
- Class based formative assessment - [Peardeck](#)
- Create games and quizzes - [Kahoot](#)
- Boards, lists and cards to organise and prioritise - [Trello](#)
- A bit like Microsoft Teams, uses channels to collaborate and share - [Slack](#)
- Notetaking - [Google Keep](#)
- Online whiteboard - [Miro](#)
- Centralised hub for work and ideas - [Concept Board](#)

11. Feedback and feed forward for learners

The key purpose of feedback is to support learners to progress and to ensure that they understand what they need to do to improve the work they are doing. Research shows that feedback such as “good work”, “you tried hard” are not helpful in helping learners to improve.

At the opposite end of the spectrum it is easy to make the mistake of giving learners so many things to improve that they are overwhelmed by it and can’t make sense of where to start.

The [JISC guide](#) (**Link 18**) to feedback and feedforward identifies seven key issues with feedback:

- Timeliness
- Regularity
- Inconsistency
- Missed opportunities
- Passive learners
- Lack of overview
- Learners’ understanding

The key message in the guide is “while feedback focuses on current performance (and may simply justify the grade awarded), feed forward looks ahead to the next assignment.”

For some types of submitted work you may wish to check for plagiarism and there are tools available to do this online. One such tool is [Grammarly](#).

11.1. Advice and tips

Keeping feedback simple and focussed on the next things for the learner to focus on is important and should be included alongside feedback on what has been done really well.

Feedback should:

- be timely
- be a two-way process between tutor and learner
- be actionable and followed up
- relate to a learner's specific learning target(s)
- be specific, reinforcing what has been done well and what needs to be improved.

Link 18: [JISC guide to feedback and feedforward, 2016](#)

For links on providing feedback to learners, see:

- [Providing feedback for an online class - best practice article](#)
- [Article and advice on feedback and feedforward - Cult of Pedagogy, 2018](#)
- [Using flipgrid for feedback - article from art of education university](#)
- [Flipgrid handbook Three apps for providing feedback to learners](#)
- [Peer Grade](#)
- [Mote - for audio feedback on Google products](#)
- [JISC report Assessment in a Digital Age, 2010](#)
- [Peerwise - supports students in the creation, sharing, evaluation and discussion of assessment questions](#)
- [Turnitin - streamline grading and feedback and discourage plagiarism](#)
- [WebPA - online open source peer assessment tool](#)
- [Grammarly plagiarism checker](#)

12. Subject specific resources

Staff should be careful how worksheets and quizzes are integrated into learning. They should ask:

- Will this activity enable real practical applications of the learning to improve?
- Is it meaningful or is it being used as a time filler?
- How might it be developed to create a bigger impact on learning and progress?

12.1. Digital resources for functional skills

One of the early developments of online learning was to introduce interactive resources for functional skills and ESOL learners. Initially, these were little more than electronic worksheets. Learners often enjoyed using them, especially when they received instant feedback on their efforts. However, while these activities provided learners with practice in specific skills, they were not always effective in developing or assessing their understanding of the underpinning concepts. For example, learners may be getting top

scores for the exercises on ratio or the past tense, but would they know how to use these skills independently in everyday or work settings?

Modern resources have improved greatly, especially when they include videos that clearly show how to carry out a skill, explain the underpinning concepts, and demonstrate how the skills relates to learners' daily lives.

These digital resources were selected by members of the project group and their colleagues.

- A range of resources in multiple curriculum areas - [Ufl resources](#)
- [The Oak National Academy](#) – online classroom and resource hub created by and for teachers
- [BKSB](#) – functional skills and GCSE English, maths and IT resources
- Interactive maths learning - [My Maths](#)
- Available for free globally, a whole free interactive learning platform with resources you can tailor up to Further Maths level – for 7 – 18+ - [Dr Frost maths](#)
- Provide a range of online and paper-based distance learning courses up to level 2 in a wide range of subjects - [The Skills Network](#)
- Aimed particularly at learners with autism - [Free resources for SEND learners](#)
- Resources for a range of curriculum designed for home learning from ASDAN - [ASDAN free resources](#)
- 950 free courses from the Open University - [Open University free courses](#)
- [Barclays resources for employability and finances](#)
- [The Reading Agency](#)
- [NCFE resources to support their qualifications](#)
- Post-16 functional skills resources - [BBC bitesizeCity and Guilds Smartscreen - resources to support their qualifications](#)
- [Phonics resources](#)
- [BBC Maths for Adults](#)
- [BBC learning ICT](#)
- [Economics games](#)
- Create online lessons using TES Blendspace - [TES lessons](#)
- 30 free courses for IT basic skills development - [Good Things Foundation - Learn My Way](#)
- Interactive lessons in a range of subjects - [Collaborize Classroom](#)

12.2. Digital resources for ESOL

Although there may be many challenges for ESOL learners in developing the technical skills they need to access online learning, but once they can do so, there are many

benefits, especially where the learning activities and resources promote collaborative learning.

ESOL practitioners have found these resources effective in supporting learners to develop their speaking and listening skills as well as providing useful activities in literacy.

- ESOL-Research is a forum for researchers and practitioners with an interest in research into teaching and learning ESOL. ESOL-Research is managed by the Centre for Language Education Research, School of Education, University of Leeds. To join or leave ESOL-Research, visit <http://www.jiscmail.ac.uk/lists/ESOL-RESEARCH.html>
- Other ESOL resource links include:
- [ESOL support Oxford University Press](#)
- [Oxford ESOL dictionary worksheets](#)
- <http://www.teachingenglish.org.uk/>
- [English Banana free resources](#)
- [English My Way](#)
- [Merseyside Churches Together supporting ESOL in the community for refugees and asylum seekers](#)
- [Linguahouse - free course plans](#)
- [ESL worksheets and activities](#)
- [Leeds Asylum Seekers' Network - teaching resources](#)
- [Learning and Work Foundation resources pre-entry and level 1](#)

12.3. Other resources that may be useful across subject areas

Some resources that may be useful, either because they may spark ideas or because they can be used in a range of ways, are included below.

- In time, this is an approach that may be worth consideration in adult and community education. Some local authorities are beginning to use bots and this could help with a lot of basic enquiries from learners and to support helpline queries - [Article on a chat bot being used by Bolton College](#)
- Easily created symbol-based resources. These are completely curriculum free and easy to use for any learners who may have some form of communication and reading challenge - [Widgit](#)
- [Teacher toolkit - lots of ideas](#)
- [Apps to support online formative assessment](#)
- [Digital Skills for learners and staff from Google](#)
- The education version of this popular platform allows you to set up challenges in subjects from maths to art – the only limit is your imagination - [Minecraft for Education](#)

- [Small pdf - allows pdf editing](#)
- A range of courses and resources for educators from Microsoft - [Microsoft Education Centre](#)
- Google Chrome extension to allow you to mute one or more tabs - [Mute tab](#)
- Create a wide range of different types of resources from a spreadsheet - [Flippity](#)
- Create a range of types of resources quickly and easily - [Wordwall](#)

13. Summary of key points

- As services and providers adopt online and blended learning, particularly in such a short timescale due to the pandemic, all leaders, managers, governors, local authority leadership and staff must recognise that **issues are normal** and that they are on a journey with many bumps in the road.
- Before using resources online, whether they are developed in-house, adapted from elsewhere or used unchanged, providers must ensure that all **legal requirements** and expectations are met in relation to copyright and intellectual property, GDPR and accessibility.
- The above requirements are laid down in law and **it is the incumbent on providers to ensure that all staff understand their roles and responsibilities** in these areas. Links are provided to the key information required in these guidance materials. There is also a case study which provides a cautionary tale about getting copyright wrong.
- It is important to ensure that all **staff and learners have the digital knowledge and skills they need to** deliver or access the learning. Some systems have online training videos and other materials to show the mechanics of using them, such as **GSuite** for Education.
- However, this is likely to be only part of the solution. **Tutors and support staff need the confidence to adapt and develop teaching, learning and assessment strategies** to online delivery. Links to a range of online courses for teaching online are provided and some think pieces to inform your ideas. Also available are some resources provided by services of the training they have offered to their staff to help to build expertise.
- As well as the technical digital skills **learners may also need support to develop the study skills required to be successful in online learning**. This requires motivation, time management, support from family and friends, and organisational skills. Some providers have developed online support for learners prior to starting their courses and there are links to examples of these.
- The **principles of effective teaching, learning and assessment** remain the same for online learning as they are for face-to-face learning. This is exemplified by Ofsted, who doesn't have a different inspection framework for online or blended learning.
- However, the **mechanics** of the delivery will change. Online and blended learning lend themselves to a flipped classroom approach, although it is not essential. A flipped approach does allow a tutor to maximise the direct face-to-face contact or video contact element of the course and this is likely to be limited.

- There are a lot of **resources available to support online and blended learning** and there are links to a range of these that staff and providers may find useful. It is by no means an exhaustive collection and it will be necessary for the staff of providers to explore which of these are useful to them in their particular situation.
- Eight **case studies** illustrate how services have made different aspects of online delivery work for them.
- Uniquely, in this new academic year staff need to be exceptionally well-organised, prepared, flexible and adaptable to be able to respond to local, regional or national changes due to **COVID-19. The planned model of delivery may be disrupted and need to change with little or no notice.**

14. 10 Tips from the sector for the sector

1. **Work together to understand the impact** of the teaching, learning and assessment being offered to learners.
2. **Give staff and learners support** for any technical issues.
3. **Introduce features and facilities on systems incrementally.**
4. **Check how resources appear on different hardware**, e.g. laptop, phones or tablets.
5. **Experiment and learn from your mistakes.**
6. **Plan for the failure of systems**, e.g. connectivity, equipment, systems – **have a plan B.**
7. **Less is more** – too much teacher talk is often a weakness of classroom-based teaching – this is an even greater challenge online.
8. **Help staff to provide mutual support**, helping to reduce anxiety and develop a shared experience and understanding which helps to build confidence.
9. **Build resources in small blocks** so they are easier to adapt, share and re-use.
10. **Don't re-invent the wheel** – use what you did in your face-to-face classroom and adapt it and use or adapt resources and ideas from others.

15. Thanks and acknowledgements

This strand was led by Caroline Miller, HOLEX Associate. Thanks are given to the following people from the sector who were generous with their time, thoughts and documents:

Name	Organisation	Role
Tano Bellone	Bromley Adult Education College	Head of Centre
Sarah Bradley	Buckinghamshire Adult Learning	Digital Skills Coordinator
Rafael Canet	Newcastle City Council and the Open University	Adult Learning and Skills Coordinator for Quality and (e) Learning

Andrew Clarke	Tameside Adult and Community Education	Quality and Learning Manager
Fiona Felton	Hillingdon Adult and Community Learning	Programme Area Leader - Family Learning and Digital Skills & IT
Jonothan Hope	Skillset Learning - freelance trainer, working for Bristol and South Glos. councils predominantly.	Tutor, trainer, teacher, project manager, teambuilding leader
Carol Kennett	Manchester City Council	Digital skills tutor adult education
Jan Kolita	Cheshire West and Chester Council	Project co-ordinator, online learning, adult education
Jo Loss	Essex ACL	Learning Technologies Manager
Sara McCann	Newham Adult Learning Service	Curriculum and Quality Coordinator
Fay Stone	Southend Adult Community College	Programme Manager

16. References and Links

16.1. Summary of key links within this document

Note that additional links have been referenced throughout the document, so please check back through the sections for further examples.

Link 1: [Ufi/HOLEX Digital ACE survey report May 2020](#)

Link 2: [Recording of Digital ACE Developing Materials webinar](#)

Link 3: [Accessibility regulations](#)

Link 4: Visible Learning by John Hattie, 2012, ISBN 978-0-415-6905-7
<https://visible-learning.org/>

Link 5: Andrew Salcido and Jessica Cole have produced a model. "Best Practices for Teaching Online." [Best Practices for Teaching online by Salcido and Cole](#)

Link 6: [JISC article on new research July 2020](#)

Link 7: Article by Karen Kear, Open University, on Social presence in online learning communities - [Article by Karen Kear](#)

Link 8: [Copyright Licencing Agency](#)

Link 9: [Intellectual Property Office - exceptions to copyright booklet](#)

Link 10: [Government website - accessibility requirements for public sector websites and apps](#)

Link 11: [JISC article on models of learning](#)

Link 12: [Flipped classroom tools - article](#)

- Link 13:** [Flipped classroom - YouTube video](#)
- Link 14:** [How to make professional videos at home without professional gear](#)
- Link 15:** 15 minute step by step guide to setting up a You Tube Channel - [Setting up a You Tube Channel](#)
- Link 16:** Flipgrid: [The Educator's Guide to Flipgrid booklet pdf](#)

16.2. Platforms, apps and software that are highlighted within the document

As per the notes on how to use these guidance materials, various platforms, apps and software, such as Zoom, and GSuite have been highlighted throughout the document. The relevant links to these are included below.

Platform/app/software	Link/brief description
Zoom	https://zoom.us/ Use for video and audio conferencing, webinars and distance education.
GSuite - Google Classroom, Meet, Docs, Slides, Sheets, Drive, Jamboard, Mail, Chat, Keep, Calendar, Assignments and Forms. (Only GSuite is highlighted)	https://gsuite.google.co.uk/intl/en_uk/ An integrated suite of secure, cloud-native collaboration and productivity apps powered by Google AI.
Moodle	https://moodle.org/ A popular learning management system.
Chromebooks	https://www.google.com/intl/en_uk/chromebook/ A Chromebook is a laptop or tablet running the Linux-based Chrome OS as its operating system. The devices are primarily used to perform a variety of tasks using the Google Chrome browser, with most applications and data residing in the cloud rather than on the machine itself.
Microsoft Teams	https://www.microsoft.com/en-gb/microsoft-365/microsoft-teams/group-chat-software Microsoft Teams is a proprietary business communication platform developed by Microsoft, as part of the Microsoft 365 family of products. Teams primarily competes with the similar service Slack, offering workspace chat and videoconferencing, file storage, and application integration
YouTube	https://www.youtube.com/ YouTube is an American online video-sharing platform. Useful for sharing materials that you have created or for getting tips/instructions on almost anything!
iMovie	https://www.apple.com/uk/imovie/ Free to use video editing tool for Apple products.
Screencastify	https://www.screencastify.com/

	Google Chrome extension to enable the recording, editing and sharing of videos.
Grammarly	www.grammarly.com A free tool to help compose “bold, clear, mistake-free writing” using Grammarly’s AI-powered writing assistant.

16.3. Digital ACE information and strands

Funded after the establishment of a partnership between HOLEX and Ufi VocTech Trust, the Digital ACE project enabled HOLEX to review and collate best practice and recommendations across key areas of online provision.

Digital ACE has been designed to support ACE providers on the next stage of their technological journey and help them develop their digital capability so that they can enhance their offer to students while still maintaining their learner centred and high quality approach to adult learning.

The various Digital ACE resources and materials are available via the [Digital ACE page](#) on the HOLEX website.

Digital ACE Strand	Content of materials
Policy	Guidance on how to develop a digital policy and the areas which should be considered.
Safeguarding & Prevent	Guidance on what to consider for moving effective Safeguarding and Prevent practice online.
Developing Materials & Resources	Guidance to support the training and development of staff in producing and adapting materials, live streaming lessons, use of video and YouTube recordings, online presentations and webinars, use of externally prepared materials, assessment and learner engagement.
Quality Assurance	Guidance around quality assurance for online adult education, including existing externally produced materials and in-house provision.
Supporting Low Skilled Learners	Guidance on how best to determine an online offer which enables providers to engage and induct learners with low level skills.
Underpinning Technology	Guidance around the most effective and cost efficient underpinning technological solutions for adult learning, managing a service in this context, connecting and integrating with learners and communicating with staff.

17. Annexes: Good practice examples to adopt and adapt

- Annex 1:** [The 7 Cs of Classroom Climate](#) from Visible Learning by John Hattie
- Annex 2:** Buckinghamshire Adult Learning – [How Google Classroom and Google Meet can help support the delivery of online learning](#)
- Annex 3:** Buckinghamshire Adult Learning’s [G-suite for online teaching and learning](#)
- Annex 4:** Newcastle City Learning (Newcastle City Council) - [Online pedagogy and sharing practice](#)
- Annex 5:** Newcastle City Learning (Newcastle City Council) - [Teaching Presence & Student Engagement](#)
- Annex 6:** Buckinghamshire Adult Learning has collated [links for ‘Getting feedback from your learners’](#)
- Annex 7** Newcastle City Learning (Newcastle City Council) - [Guide to being clued up on copyright](#)
- Annex 8:** [Introductory slides on SCULPT](#) which is guidance for staff to create accessible documents for clients, learners and the public developed by staff at Worcestershire County Council. See also, www.worcestershire.gov.uk/sculpt
- Annex 9:** Buckinghamshire Adult Learning - [links for online communication](#)
- Annex 10:** Manchester Adult Education Service’s (draft) [blended learning model](#)