

Introduction

Medway Adult Education (MAE) aims to provide the residents of Medway with skills and qualifications to help aid their personal development and in turn benefit their local communities. In an increasing digital and online world providing these skills via a digital medium is both the most cost effective and inclusive. It allows learners to develop at their own pace and can bring people together who are not geographically connected.

Medway Adult Education will continue to explore ways in which we can integrate technology to enable learners to actively engage with ideas and their peers, to enhance the learning experience, increase motivation and ultimately improve outcomes.

Digital Policy

The purpose of this policy is to provide clear guidance on the use of digital technologies within the delivery of our service. It will provide a framework for the safe and effective use of the digital technologies used by the service and provides information about how learners and teachers can access these resources.

Our Digital Policy is also designed to support us in achieving our Digital Vision/Strategy outlined below:

Our Digital Vision

It is our vision to, with the use of digital technologies:

- To use digital technologies to improve the learning experiences and outcomes for learners.
- Increase learner's independence allowing them to access local services, improve their employability and contribute more to their community.
- To make digital technology available to those who need it to aid learning.
- To provide training and guidance on the use of digital technologies to staff and learners to maximise their effectiveness.
- To ensure we are providing the best possible digital experience to teachers and learners in a cost-effective way.
- To increase the use of digital learning to enable us to reach a wider audience.
- To provide a high-quality curriculum regardless of the delivery method.

1.0 Access to Technology and Connectivity

MAE's online learning programmes in most cases, can be accessed via a tablet or laptop computer with an up-to-date internet browser and a typical broadband or 4G connection. Learners who do not have access to the required equipment or software to progress with their learning can apply to loan it from the service wherever it is practical and affordable to do so. Strict conditions related to the loaning of such equipment will be in place and staff and learners will need to sign and agree to certain conditions in relation to the safe use and return of said equipment.

1.1 Learner Support Funds

Learner Support Funds (LSF) are also available for qualifying learners which can help pay for things like accommodation and travel, course materials and equipment and childcare. More information regarding LSF's and how to apply for them can be found on the [MAE website](#).

2.0 Training and Support - Learners

Training and ongoing support will be offered to all learners to ensure that they have the skills necessary to use digital equipment, platforms, and software effectively to support their learning. This will include:

- Using devices
- Handling information
- Creating and editing digital documents
- Communicating online
- Transacting online
- Being safe and responsible online

2.1 Training and Support - Staff

Staff can attend face to face or on-line workshops to ensure that they are familiar with how to use all learning technologies effectively to deliver high quality learning sessions. This training will aim to ensure all MAE staff are able to confidently support learners effectively throughout their programme of learning. Training will be provided in-house where possible and outsourced where required.

2.2 Bring your own device (BYOD).

Learners wanting to use their own equipment to support their learning will be permitted to do so providing they abide by the conditions of our BYOD policy and protocols, and the Acceptable Use Agreement.

Please see: [Appendix 3 - BYOD Policy](#)

2.3 Reviewing Equipment and Software

MAE will regularly review what equipment, platforms and software is used within the service to ensure that it genuinely enhances learning. Curriculum managers will regularly evaluate the impact of the use of technology within learning sessions to ensure that it is delivering good quality learning experiences.

2.4 Acceptable Use and Loan Agreement

All learners, staff, partners and contractors will be required to read and abide by the Acceptable Use and Loan Agreement before accessing any MAE equipment or service.

Please see: [Appendix 2 - Acceptable Use and Loan Agreement](#)

3.0 Digital Curriculum

Our digital curriculum provision uses an online and blended model of learning which can offer learners:

- significant autonomy over their learning
- a degree of flexibility for learners in where and when they learn
- opportunities to develop and improve their skills in working independently
- increased opportunities for personalisation in learning
- opportunities for improved engagement

Blended learning also provides the opportunity to make a clear roadmap for learners, such as what is expected of each student and requirements to reach the final goal. This process can make it easier to identify signs of a learner struggling or educational strengths and act upon them accordingly.

3.1 Curriculum Delivery

Intent – The curriculum model should clearly identify what the intention of the learning programme is and describe the intended learning outcomes. This should include what new knowledge, skills and behaviours the learner should expect develop from the programme.

Implementation – the curriculum model should clearly identify the learning activities that will be used to reach the goals identified in the curriculum intent. This should include what new knowledge be presented, how it will be presented and what technologies will be required to access it.

Impact – the impact of any learning programme should be evaluated in the same way, whether face to face, blended or online. The evaluation will consider:

- What goals have been achieved
- What new knowledge have the learners gained
- What skills have been developed
- What new positive behaviours have the learners adopted
- Where have the learners progressed to (next steps)
- How the new skills will benefit the local community

The method of evaluating impact of learning will be collected through review of achievement data, learner feedback, review of development of wider skills such as Fusion Skills, readiness for employment and destination data.

3.2 Initial assessments

To attend some education courses learners will be required to undertake an initial assessment with a tutor. This assessment will identify the learner's initial level of competence relating to the programme of study and identify if any extra learning support is required.

3.3 Quality assurance

The implementation and outcomes of all models of delivery will be continuously monitored and evaluated to ensure that they remain fit for purpose and provide high quality education for all learners and to identify good practice. Materials used for on-line or blended learning will be of a high standard, in line with those which would be used in a classroom.

3.4 Formal assessment

Formal assessments are the systematic, data-based tests that measure what and how well the students have learned. Formal assessments will be used to determine the learners' proficiency or mastery of the programme content and can be used for comparisons against certain standards.

3.5 Informal assessment (RARPA)

RARPA stands for Recognising and Recording Progress and Achievement in non-regulated learning. It's a means of validating the outcomes of programmes which do not result in qualifications or other outcomes certified by awarding bodies.

Please see: [Appendix 5 - RARPA Policy](#)

3.6 Intellectual property

All on-line learning materials developed by curriculum delivery staff employed by MAE for the purposes of delivery of the curriculum, will remain the property of MAE. This should be made very clear to staff when contracts are agreed for the delivery of learning.

All curriculum staff should provide copies of learning materials developed which can be stored by their curriculum leads for the use of all other staff within the department. This will avoid duplication of work by different tutors across the service.

4.0 Effective Online Learning Policy

All learners are required to follow the guidelines for effective online learning to ensure that a climate for learning is maintained which is respectful and conducive to learning at all times. All learners accessing resources online will be issued with a copy of our guidance for effective online learning which sets out clearly the learner commitments for success and our commitment in respect of how this alternative learning model will be executed.

Please see: [Appendix 4 - Effective Online Learning](#)

4.1 Acceptable use policy

The acceptable use agreement is intended to ensure that:

- Learners can use digital technologies to enhance their learning.

- Learners have safe access to digital technologies and devices.
- Learners will be responsible users and stay safe while using the internet and other digital technologies.
- MAE systems, equipment and users are protected from accidental or deliberate misuse.

All learners are required to sign the acceptable use agreement before gaining access to any MAE equipment.

Please see: [Appendix 2 - Acceptable Use and Loan Agreement](#)

4.2 Safeguarding

Medway Adult Education is committed to safeguarding and promoting the welfare of adults at risk and young people we work with. If a learner report anything that you feel needs referral or you have noticed anything that rouses your suspicion please contact one of the following: Caroline Richer: 01634 338407, Candice Fanning 01634 338475
Social Services: 01634334466 / 0845762677

Please see: [Appendix 6 - Safeguarding and PREVENT Policy](#)

4.3 Staying safe online

MAE will ensure that learners are made aware of the risks to their safety posed by the use of digital technologies. This is particularly relevant to the use of technologies which may raise the risk in terms of accessing inappropriate materials or threat of radicalisation. All staff and learners will receive appropriate training in reducing the risks associated with the greater use of digital technologies and in particular access to the internet.

Please see: [Appendix 1 - Staying Safe Online](#)

5.0 Digital Policy Monitoring

MAE will monitor the effectiveness of this policy on a regular basis. As the development of new technology continues it is essential to ensure that we are continually using the most up to date technologies to best support our learners and staff.

5.1 Policy cycle

A full review of the policy will be undertaken at regular intervals.

6.0 Appendices

- [Appendix 1 - Staying Safe Online](#)
- [Appendix 2 - Acceptable Use and Loan Agreement](#)
- [Appendix 3 - BYOD Policy](#)
- [Appendix 4 - Effective Online Learning](#)
- [Appendix 5 - RARPA Policy](#)
- [Appendix 6 - Safeguarding and PREVENT Policy](#)