



Adult Skills and Education

Guildhall – EC2P 2EJ

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Adult Skills Education and Apprentice E-Learning Policy

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Rationale and Overview

At the City of London Corporation's Adult Skills and Education Service we recognise and value the use of ICT/Digital technology as a teaching and learning tool and seek to encourage students to become responsible, independent and creative in its use.

We aim to develop a whole ASES Service approach to ICT/Digital technology that ensures continuity and progression, and which develops access to an expanding range of technology and the collaborative and creative possibilities that this unlocks.

We also aim to use ICT/Digital technology to provide stimulating resources for home/remote learning, allowing Tutors, Assessors and Internal Quality Assessors more time in lessons to focus on higher order thinking skills.

The City of London Corporation Adult Skills and Education Service (ASES) recognises that ICT/Digital skills learning is an important element of 21st Century life and students/learners need regular opportunities to access technology in order to harness its potential in a safe, mature and creative way. Staff and tutors need to model these behaviours and position themselves as lead learners who empower students to take ownership of their own learning through ICT and Digital technology use.

We believe that ICT can provide a personalised and highly engaging learning experience both within the classroom/Online and within our communities. All curriculum and learning areas recognise the potential provided by ICT/Digital Skills to improve qualifications, achievements and to provide advancement within a social mobility environment.

We believe that the effective and responsible use of ICT allows students and learners to communicate their ideas in a creative manner.

Our specific Aims for ICT are:

- To use laptop/mobile/PC/tablet and other flexible technology, including AI, to allow students the opportunity to create quality digital resources for both personal use and wider consumption.
- To harness the power of social media to engage students/learners and to model responsible and effective use of these technologies.
- To actively involve parents/families and older learners in the learning and achievements of their children and their grandchildren.
- To support all learners, regardless of their age gender and background, to develop critical and creative thinking skills.



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- To use ICT to meet the specific needs of all learners, including SEND, ALS and EAL students.
- To provide home/remote access for Students/Learners who do not have their own facilities at home.
- To provide students with opportunities to develop their IT capabilities in all areas specified by the National/Local and Community learning Curriculum Order.
- To 'flip' the classroom by providing quality online resources that deliver content online and Blended Learning strategies, freeing up lesson/classroom time for Teachers/Tutors to focus on higher order thinking skills.
- To develop students' awareness of the use of ICT/Digital awareness; not only in the classroom, but also in everyday life.
- To provide opportunities for students/learners to gain knowledge about a range of digital media production tools, analytical tools and collaborative software.

E-Safety for Students/Learners

ASES is fully committed to the importance of providing careful consideration of e-safety across the whole of the Adult Skills and Community Learning environment and also with a particular consideration towards learners with additional educational needs.

It is a belief of ASES that we need to embrace social media as a learning tool, which will have the added benefit of allowing staff/tutors and Apprentices to both model appropriate online behaviours and monitor how students engage with one another online.

ASES will regularly check learner's understanding and knowledge of general personal safety issues regarding online behaviour. Some students may need additional teaching that includes reminders and explicit prompts to link their existing knowledge of "how to keep safe" to the rules that will apply specifically to internet use.

Rules are very helpful to all students, and it is important to achieve consistency of how rules can be applied.

ASES recognises that this is a difficult area for some learners who will usually learn rules within certain contexts, but who will find it difficult to transfer these rules across environments, lessons or tutors. Above all else, learners and apprentices may need to be fully aware of the fact that anything that they publish to the internet is likely to be highly public, permanent and from that point on totally outside of their control.



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As consistency is so important for students, there is a need to establish e-safety rules that are similar to those established for home. ASES will work with tutors and share information with them that is relevant to all learners.

There will also be regular on programme reminders about staying safe online. There will always be exceptions to rules and if this is the case, some learners, especially apprentices, may need to have additional explanations about why rules might change in different situations i.e. why it is ok to give your name and address to an adult if you need local help, but not when using the internet.

ASES will link the rules to consequences such that we are providing information on cause-effect rather than a list of procedures. This needs to be achieved carefully so as to use realistic and practical examples of *what might happen if...* without frightening learners and apprentices.

ASES will make sure that e-safety is an important and rigorous feature of course introductory information, lesson information and curriculum for all year groups.

Use of Social Media for Educational Purposes

At ASES, we are aware of the importance of social media, both in terms of e-safety and in the powerful learning potential it unlocks. The rapid rise in online bullying, data theft, blackmailing and various other issues are at risk of damaging a generation of young and older adults. ASES is committed to developing effective online behaviours in a way that fulfils the learning potential that social media offers.

Staff/Tutor Guidance

- It is vitally important that staff/tutors follow these guidelines when engaging with Students/Learners through social media.
- In the case of apprentice learners who are under 18 years old, the parents of all young adults who are using social media for learning at home need to be informed beforehand with the relevant notification.
- Only use a professional user ID that consists of first letter and surname. First name should not be visible to students.
- Address each young adult on a first and last name basis. No nicknames or slang is to be used.
- The content for discussion is to be based EXCLUSIVELY around the educational/skills learning or qualification topic in question, both for Students and for Teachers/Tutors.



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- If Students/Learners dismiss this rule, set the Student/Learners to READ-ONLY status and report the content immediately to line manager.
- If Students/Learners wish to personalise their home page, do not allow any pictures of themselves or controversial images to be uploaded. Delete/suspend their account if this is violated.
- Follow up any bullying issues immediately in line with normal safeguarding procedures.
- Set all groups to read only before Staff/Tutor go on half term breaks to avoid issues occurring when staff are not present, and the issues consequently building up and going unresolved.
- Staff/Tutors must provide their login details immediately upon request by their line-manager.
- Incidents may well happen, and it is imperative that Staff/Tutors act promptly and professionally in order to provide a safe and secure environment for young people to learn effective online behaviours.

Learner/Apprentice Guidance

- Do not talk about any other learners through social media.
- Do not talk about anything other than the educational/training topic of conversation.
- Do not upload personal or private pictures.
- Only refer to Staff/Tutors as you would in a classroom.
- Be polite, respectful and encouraging at all times.

Uploading to the Internet

Uploading to the internet has become a commonplace activity for many learners with various free platforms available to create blogs, podcasts, wikis and videos (such as TikTok, YouTube, Snapchat or Instagram). As such, ASES needs to embrace this in order to both improve educational outcomes but also to educate learners about acceptable and safe uploading practices.



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What is a blog?

A weblog (or blog) is similar to a personal web page made up of frequently updated posts - rather like a 'What's new' page. You can voice your opinions, views and comments about anything; it might be your hobbies, interests or your opinion on current affairs. People who create blogs are known as 'bloggers' and the process of keeping a blog is known as 'blogging'.

What is a podcast?

The term podcasting describes audio or video that can be broadcast to an iPod, but any software and hardware application onto which you can download audio files will work just as well. Podcasting is similar to a radio broadcast, but the files are available for downloading from a website. You can 'subscribe' to a podcast to have it delivered to your computer or mobile device automatically. This subscription is often free with a monthly paying upgrade option that provides additional content and/or advert free listening.

What is a wiki?

A website or similar online resource which allows people to add and edit content collaboratively.

What is video uploading?

Video uploading is one of the most popular forms of internet use primarily through websites such as YouTube/TikTok. The educational potential of video platforms is huge, but clearly staff and students need to consider whether what they upload is better/more appropriate than anything else already available and also to be vigilant of whether any privacy or copyright laws may be breached.

Publishing Guidelines

Students

Publishing personal work or ideas on the Internet is a very public activity. Students should think carefully about anything they consider publishing. Even if a person deletes something after they have published it, it can be found on the web for years afterwards. Students should not publish anything that they wouldn't be comfortable with anyone viewing e.g. viewed by parents, friends or existing/future employers.

Top tips for publishing

- Be safe
- Be mindful of what you say



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- Be respectful to others
- Be informative
- Be interesting

Be safe

Anyone can access the internet and view what you write on a blog or wiki. Even if your page is 'protected' there is nothing to stop your friends from copying your material and placing it elsewhere on the web. It is important to respect your privacy and the privacy of others. Use your first name only and do not use pictures of yourself. If you wish to have an image associated with your blog, use a picture of something that represents you. Do not give out any personal information about yourself or anyone else.

Be mindful of what you say

You are responsible for anything that is posted in your name. Always use appropriate language and remember that how you say something is as important as what you say. Avoid exaggeration, provocation and sarcasm in the language you use. When podcasting, consider what you are presenting and how you are presenting it. Could you be misunderstood? Be clear in the message you are trying to convey.

Be respectful to others

When writing on your blog or wiki, or if you are commenting on others, always make sure that what you write is fair and accurate. When podcasting, do not record any person without his or her consent and awareness. You must have the consent from every individual whose voice can be heard on your podcast. Start each audio recording by identifying everyone present by their first name only.

Other bloggers and podcasters will love to hear what you think of their work. If you want to make some constructive criticism, why not try giving two stars and a wish (two positive comments and one thing you think could improve).

Be informative

Write about and present what you know. Make sure you get your facts straight and ask for advice if you are not sure. Remember that your blog can be searched through Google and other search engines. Make sure that you write in a way that everyone can understand e.g. limit your use of text speak.

Be interesting

There is no point in blogging or podcasting if people don't read or listen to what you say. When people leave a comment, reply to them quickly to bring them back to your site. Make sure it is interesting. Make it fun and/or informative so that you will encourage



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your readers and listeners to come back for more. One way to do this is to expand on other ideas. You can quote other people's work, link back to it and add your own thoughts or opinions to their ideas.

When creating video content for learners' use there are some key points to consider:

- Is there anything out there I can already use?
- Will ALL relevant learners have the means to access and understand this?
- What exactly am I hoping that learners will get from this?
- Is it good quality? (consider upload resolution, 720 is ideal)
- Does it allow me to focus on higher level learning in class or Online?

It is also essential that the following rules are followed.

- Do not reference any individual who works for or attends the City of London Corporation/ASES without a validatable purpose*
- Do not include any photos of any individual who works or attends the City of London Corporation/ASES
- Only use learner's work with their approval, and do not show their name or reference their name in the upload
- Provide provision in face-to-face activities for those unable to watch at home.

*A validatable exception would be the dissemination of the ASES Safeguarding Lead contact information

Student use of email

Use of email by students of ASES is permitted and encouraged where such use supports the goals and objectives of the Service.

However, ASES has a policy for the use of email whereby the students must ensure that they:

- use email in an acceptable way
- do not create unnecessary risk to the City of London Corporation/ASES by their misuse of the internet



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- comply with current legislation

Unacceptable behaviour

- use of personal communications systems for ASES learning programmes of any description
- use of the Service communications systems for personal use or sending chain letters/emails
- distributing, accessing or storing images, text or materials that might be considered indecent, inappropriate, pornographic, obscene, inflammatory or illegal
- distributing, accessing or storing images, text or materials that might be considered discriminatory, offensive or abusive, in that the context is a personal attack, sexist or racist, or might be considered as harassment or bullying
- accessing copyrighted information in a way that violates the copyright
- breaking into the Service's or another organisation's system or unauthorised use of a password/mailbox
- broadcasting unsolicited personal views on social, political, religious or other non-learning related matters
- transmitting unsolicited commercial or advertising material (SPAM)
- undertaking deliberate activities that waste Staff effort or networked resources
- introducing any form of computer virus or malware into the Service's network
- accessing another person's e-mail account
- sharing your password with another person