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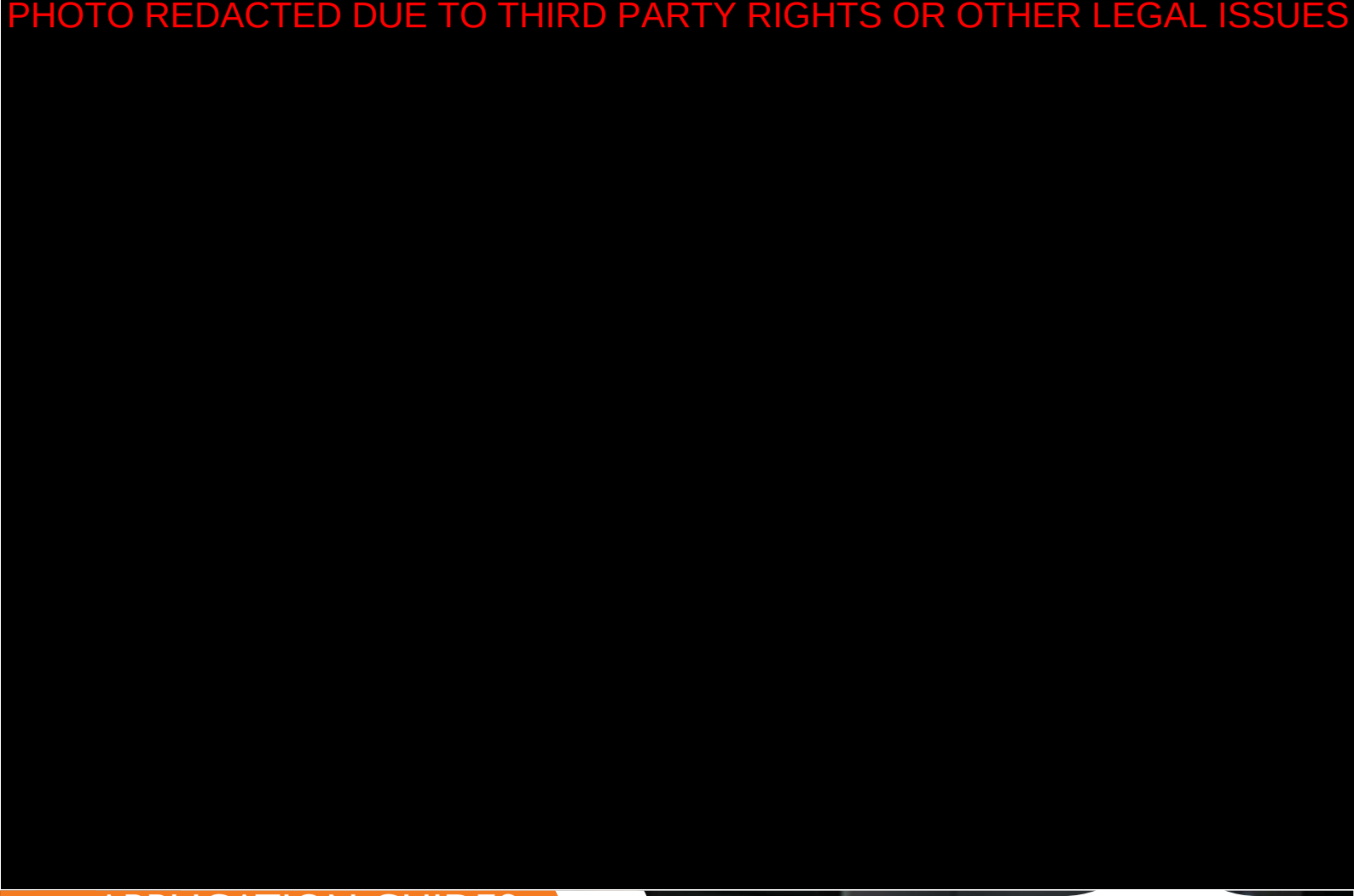

APPLICATION GUIDES

Using Technology for Learning Support Practitioners in the Lifelong Learning Sector

June 2009

LIFELONG LEARNING UK

Skills for Learning Professionals

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Section A:
Introduction

What is an application guide?

The document 'National Occupational Standards (NOS) for the role of Learning Support Practitioners in the lifelong learning sector'[1] describes consistent performance for all learning support practitioners in terms of knowledge, understanding and professional attributes. This application guide applies the generic standards to the effective use of technology by learning support practitioners and describes consistent performance. It aims to form a bridge between the standards and the effective use of technology to support teaching and learning.

Who is the application guide for?

The workforce of the further education (FE) sector is diverse and varied; providers include FE colleges, offender learning and skills, sixth form colleges, community based learning delivered through local authorities, work based learning and some third sector organisations. This application guide aims to address the needs of learning support practitioners in all settings.

It is hoped that the application guide will be used in many ways by a wide range of people, as illustrated below.

Learning support practitioners may use it:

- to identify their professional development needs
- to develop new knowledge and skills
- to develop existing skills to meet the specific needs of learners in new circumstances.

Learning provider organisations, employers, staff development and human resource managers may use it:

- to share and disseminate good practice
- to illustrate how the standards apply to the effective use of technology
- to underpin staff training and continuing professional development (CPD) opportunities
- for recruitment and appraisal
- to promote quality improvement
- to motivate and assist the workforce to develop new skills
- to raise awareness of how the learning support needs of learners can be met effectively by using technology
- to support the Disability Discrimination Act (DDA).

Teacher educators, awarding institutions and Centres of Excellence in Teacher Training (CETTs) may use it:

- to support qualification development and associated guidance
- to map current provision against the standards
- in curriculum development, delivery and assessment.

Please note that the guide relates to a complex environment; a series of factors (statutory, financial, technical and resource related) may affect the ability of learning support practitioners to make the best use of technology, and these should always be taken into consideration.

[1] http://www.lluk.org/national-occupational-standards.htm

The wider context for the application guide

This section looks at the context in which the guide had been developed.

The 'Lifelong Learning UK Sector Skills Agreement'[2] identified that skills relating to learning delivery, including those relating to pedagogy and the use of technology to support learning, are some of the most important skills across all constituencies of the lifelong learning sector. Skills relating to information and communications technologies (ICT) have been identified as important for many people to ensure the development of an e-capable workforce as reflected in the FE Workforce Strategy.

The 'National Occupational Standards (NOS) for learning support practitioners in the lifelong learning sector' was published by Lifelong Learning UK in June 2008. These standards are overarching and appropriate for all learning support practitioners, whether new or experienced. This application guide interprets and expands the standards in relation to the effective use of technology and can be used to underpin professional development for all practitioners. The use of technology was identified as a further appropriate area, and the development of this application guide has taken into account a number of important strategic developments in e-learning and technology.

In 2005, Lifelong Learning UK produced e-learning standards based on the FENTO information and learning technology (ILT) standards from 2002[3]. These e-learning standards were presented as national benchmarks for the educational application of ICT in the lifelong learning sector, with the acknowledgement that the standards would continue to evolve as ILT was embedded into the curriculum. These standards, which gave greater prominence than the previous version to the concept of e-learning, aimed to provide a framework within which to identify the competences and knowledge necessary to perform effectively with the help of new and developing technologies.

The 'Technology Strategy for Further Education, Skills and Regeneration: Implementation Plan for 2008–2011'[4] published by the British Educational Communications and Technology Agency (Becta), included as key action two, a review of professional standards and the development of new e-learning and technology elements where Lifelong Learning UK was committed to develop guidance implementing the standards.

These developments should be seen against the background of wider government policy. 'Harnessing Technology' was published by the Government in 2005 and set out a strategy for the development of technology in education and skills. Much has been achieved, and Becta was asked to revise 'Harnessing Technology' and to develop the strategy 'Harnessing Technology: Next generation learning 2008–14'[5].

The Leitch review of skills (2005/2006) emphasised the need to raise achievements at all levels[6]. 'The 'Skills Pledge'[7] was introduced in 2007 to ensure that all employees are skilled, competent and able to make a full contribution to the success of their organisations.

[2] http://www.lluk.org/sector-skills-agreement.htm
[3] http://www.lluk.org/3088.htm
[4] http://feandskills.becta.org.uk/display.cfm?resID=36018
[5] http://publications.becta.org.uk/display.cfm?resID=37348
[6] http://www.hm-treasury.gov.uk/d/pbr05_leitchreviewexecsummary_255.pdf / http://www.hm-treasury.gov.uk/d/leitch_finalreport051206.pdf
[7] http://www.investorsinpeople.co.uk/About/Pages/SkillsPledge.aspx / http://inourhands.lsc.gov.uk/employers-howto.html

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The Learning and Skills Improvement Service (LSIS) commissioned the development of an e-CPD framework which builds on the e-CPD framework developed by the Learning and Skills Development Agency (LSDA), to be based on the application guides and to provide the basis for the delivery of training in technology to enhance teaching and learning. The e-CPD Framework sits within the LSIS teaching and learning programme and is supported further by the:

- e-guides training programme,[8] which gives a thorough introduction to e-learning and the skills required to use technology effectively in teaching and learning
- e-CPD programme,[9] which trains and develops professional development advisers (PDAs), and is designed to improve teaching and learning through the effective use of technology, and to develop e-learning ability.

E-guides and PDAs are trained to support colleagues in their own organisations in developing their use of technology to enhance teaching and learning, thereby embedding good practice and building sustainability. These programmes seek to share best practice in the effective use of technology and ensure that learning providers are supported to access appropriate staff development opportunities to meet the NOS for learning support practitioners and the Office for Standards in Education, Children's Services and Skills (Ofsted) inspection criteria.

Other organisations that support driving standards forward to enhance teaching and learning are the:

- Joint Information Systems Committee (JISC), which funds initiatives and services to provide expertise, independent advice, guidance and resources to the UK post-16 education sectors to promote the effective and innovative use of ICT
- The Association for Learning Technology (ALT), which is a body bringing together practitioners, researchers and policy makers in learning technology with the aims of spreading good practice, contributing to the development of policy and raising the profile of the use of learning technology.

[8] http://teachingandlearning.qia.org.uk/tlp/eguides
[9] http://www.lsis.org.uk/News/ReadNews/09-02-24/LSIS_launches_eCPD_Programme_to_enhance_teaching_and_learning_in_FE.aspx?ReturnURL=%2fLSISHome.aspx; / http://ecpd.bdplearning.com/ecpd/index.php

Organisation of the application guide

This section of the guide contains key information on the application of the standards to the effective use of technology to enhance teaching and learning.

You may find it helpful to refer to the standards when working through this section. National Occupational Standards for the role of learning support practitioner in the lifelong learning sector' lists the performance, knowledge, understanding and professional attributes expected of all learning support practitioners in this sector. This information is detailed in three standards which reflect the functions of the role. Further role descriptions are detailed in the standards and in the learning support practitioner role description: http://www.lluk.org/documents/learning_support_roles_draft_nov07.pdf.

The standards are:

Standard A: Learning support

Standard B: Planning and assessment for learning support

Standard C: Specialist learning support.

Standard statements

This application guide provides information on the knowledge, understanding and professional attributes required in the use of effective technology by learning support practitioners; it does this by using the performance criteria from each standard (coded as 'AP' criteria – AP1, BP1, etc.). Statements are listed in the left hand column of the table as shown in the example.

Example of a standard statement

Standard statement	
Learning support practitioners: **AP1** Provide high quality learning support that enables learners to achieve identified goals.	

Example

Elements

For each performance criterion, elements have been identified. Elements explain the specific application of the use of technology for any performance criteria. Some of the statements from the standards will have one associated element, others may have more, and some have none. The elements are coded with the domain letter and the standard statement number, and are in number sequence.

All value and commitment statements are listed, the sentence 'informed by professional standards only' indicates that a statement has no associated element.

Elements are listed in the right hand column of the table as shown in the example on the next page.

Application and illustration

Application and illustration statements show an extension of the standard and element, and provide guidance on the associated content of each element. Application and illustration statements suggest areas to consider and explore, and give examples for consideration. However, technology develops fast, so you should always seek further up-to-date examples.

Example of an elements, application and illustration

Application and illustration statements are listed below each corresponding element and are listed in the right hand column as shown in the example.

Standard statement	Technology element
Learning support practitioners: **AP1** Provide high quality learning support that enables learners to achieve identified goals.	**AP1.3** Use technology to help develop and support the aims, objectives, content and approaches of a learning programme. Application and illustration: • Take account of the backgrounds, goals and aspirations of learners, then use technology to provide greater insights into a wide variety of options and role models • Use technology to provide additional underpinning support to suit individual needs.
Examples: • Assistive technologies such as screen readers, voice recognition software and on-screen keyboards • TechDis Accessibility Essentials enable teachers and learners to create accessible versions of Microsoft Office documents on screen and for presentations.	

Example

The final part of the table contains hints, tips and further examples for you to work from.

If you are developing and delivering teacher education programmes, you may find it useful to consider the elements and the application and illustration statements when deciding on the content of your programmes.

Standards B (planning and assessment for learning support) and C (specialist learning support) are closely related, but standard C, as its title suggests, focuses on specialist learning and teaching.

Section B:
Standards, elements and application and illustration

Standard A: Providing support to individuals or groups of learners

Standard statement	Technology element
Learning support practitioners: **AP1** Provide high quality learning support that enables learners to achieve identified goals.	**AP1.1** Demonstrate the effective use of technology to support the delivery of high quality learning support. Application and illustration: • Use assistive technologies to support learners to achieve their goals.
	AP1.2 Identify the role of technology to help create high expectations of learners. Application and illustration: • Demonstrate how learners can use technology to assist their progress and development and make greater use of self directed learning • Recognise how to set appropriate boundaries when using technology e.g. social networking websites.

Providing support to individuals or groups of learners

Standard statement	Technology element
Learning support practitioners: **AP1** Provide high quality learning support that enables learners to achieve identified goals.	**AP1.3** Use technology to help develop and support the aims, objectives, content and approaches of a learning programme. Application and illustration: • Take account of the backgrounds, goals and aspirations of learners, then use technology to provide greater insights into a wide variety of options and role models • Use technology to provide additional underpinning support to suit individual needs • Engage with learners by using technology to agree learning objectives • Ensure the safety of learners (particularly by safeguarding learners in an online environment).

Examples:

- Assistive technologies such as screen readers, voice recognition software and on-screen keyboards
- TechDis Accessibility Essentials enable teachers and learners to create accessible versions of Microsoft Office documents on screen and for presentations
- Remember the use of e-learning in supporting and enhancing good teaching and learning reinforces your good practice – it does not replace it.
- Look at: http://www.vts.intute.ac.uk/acl/tutorial/jobsearch – an online resource to support teaching of job search skills.

Providing support to individuals or groups of learners

Standard statement	Technology element
Learning support practitioners: **AP2** Engage learners in activities that advance learning for individuals and groups.	**AP2.1** Explore ways in which technology can advance learning potential for individuals and groups and help meet a wider range of learning styles. Application and illustration: • Select and use technology that can enhance differentiation opportunities.
	AP2.2 Use technology to increase the variety and flexibility of learning. Application and illustration: • Use technology to produce resources in a wide variety of formats.
	AP2.3 Use technology to motivate learners and increase learner confidence. Application and illustration: • Demonstrate how learners can use technology both inside and outside the learning environment, taking into account their existing strengths.

Examples:

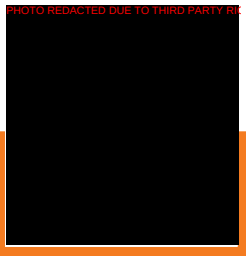
- Voting technologies to provide instant feedback and interaction
- Interactive quizzes
- Use of podcasts and video recording to reduce written work
- Wikis for group collaboration on projects and for peer support.

Providing support to individuals or groups of learners

Standard statement	Technology element
Learning support practitioners: **AP3** Develop and maintain effective relationships with learners that promote learning.	**AP3.1** Identify and use technology to support the role of advocacy and self advocacy. Application and illustration: • Recognise how assistive learning technologies can be used to support and enhance communication • Agree boundaries and consider professional values when using technology.

Examples:

- Text to speech or speech to text
- Mobile phones, smart phones and other handheld devices can be used to support learning
- Accessible mobile phones are available with large keys or which can be voice activated.



Providing support to individuals or groups of learners

Standard statement	Technology element
Learning support practitioners: **AP4** Communicate effectively with learners.	**AP4.1** Identify and agree appropriate methods to communicate effectively with learners by using technology. Application and illustration: • Review existing communication methods – do they meet learners' needs? Are the information and ideas presented clearly and efficiently? • Explore with individuals and groups alternative methods of communication that could support learning • Review how different technologies structure and present information • Evaluate the accessibility of technology (screen readers, etc.) for communicating with those with special needs.

Examples:

- Wikis to enable collaboration on projects or documents and facilitate peer review and support
- Email provides a record of communication and enables course materials to be disseminated and feedback to be given – as well as providing an accessible method of contact
- Instant messaging.

Providing support to individuals or groups of learners

Standard statement	Technology element
Learning support practitioners: **AP5** Use, adapt and/or develop resources that support learners' needs.	**AP5.1** Identify and use new and emerging technologies to support learners' achievement and independence to enhance progression. Application and illustration: • Collaborate with colleagues and e-learning specialists to ensure the appropriate use of e-learning and technology • Encourage colleagues to collaborate both internally and externally • Explore participation in networks and learning communities involved in reviewing, developing or sharing good practice in the use of e-learning and other materials.

Examples:

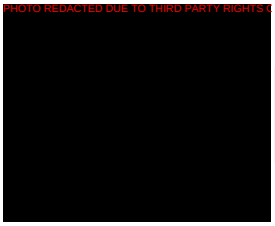
- Virtual learning environments (VLEs) allow learners to access work and resources at any time, anywhere, and to upload their work remotely
- Webtools is a catalogue of tools and free software: http://ahi2000.com/studyzone/webtools/index.htm.

Providing support to individuals or groups of learners

Standard statement	Technology element
Learning support practitioners: **AP6** Provide support that builds on learners' experience, learning preferences and levels of independence and encourages learners to work independently.	**AP6.1** Explore and use a range of approaches that use technology to support individual learning plans and enhance the independence of learners on their learning journey. Application and illustration: • Encourage learners to use technology they know, understand and own (or have access to) to undertake learning activities • Use initial assessment results to plan learning using a variety of technologies to meet individuals needs • Identify how technology can be used to personalise the learning experience for individual learners.

Examples:

- MP3/MP4 players, as with mobile phones and digital cameras, allow the recording and play back of lessons at any time; learners can also download pre-recorded sessions
- Encourage learners to create assessments for peers – this will help you build up more resources with greater variety.



Providing support to individuals or groups of learners

Standard statement	Technology element
Learning support practitioners: **AP7** Work with colleagues who have appropriate expertise to identify and address the language, literacy, numeracy and ICT needs of learners.	**AP7.1** Use technology to identify and support language, literacy, numeracy and ICT needs. Application and illustration: • Review with learners what technologies help them learn best • Identify and use a variety of technologies to support learners with additional learning requirements.
	AP7.2 Use technology to integrate language, literacy, numeracy and ICT to increase learners' achievement. Application and illustration: • Use technology to develop and enhance resources that support wider learning opportunities.

Examples:

- Initial and diagnostic tests
- Screen readers
- Keyboard skills resources
- PDF read-aloud features
- Digital and video cameras
- Group work using electronic whiteboards and mind-mapping software
- National Learning Network (NLN) provides some excellent resources to support an embedded curriculum.

Providing support to individuals or groups of learners

Standard statement	Technology element
Learning support practitioners: **AP8** Support learner progression.	**AP8.1** Use technology to identify opportunities and progression routes. Application and illustration: • Identify, select and use technology to increase access to a wider selection of information on progression routes, to allow learners to make more informed choices.
	AP8.2 Use technology to access guidance and support for progression. Application and illustration: • Identify resources that provide advice and guidance in a way that suits learners.

Examples:

- Virtual tours
- Web based recruitment agencies
- Connexions for signposting, guidance and support.

Providing support to individuals or groups of learners

Standard statement	Technology element
Learning support practitioners: **AP9** Provide learning support in a purposeful learning environment where learners feel safe, secure, confident and valued.	**AP9.1** Select and use technology that can enhance the learning environment. Application and illustration: • Explore how technology can make the learning environment more inclusive • Consider the safe practices that need to be agreed when using technology.

Examples:

- Online collaboration tools (e.g. Google Docs) which allow asynchronous collaboration on documents at any time and anywhere
- Consult organisation's safe practice policy and procedures.

Standard statement	Technology element
Learning support practitioners: **AP10** Promote, maintain and model behaviour that demonstrates respect for others.	**AP10.1** Use technology to support learners consistently and as individuals. Application and illustration: • Ensure that when using technology learners encourage and promote respect for and between others • Know what action to take if learners witness or are engaging in discriminatory behaviour to promote and maintain an inclusive environment for learners.

Examples:

- Forums
- Wikis can be used by learners to collaborate on work and for peer review, thereby promoting respect for others
- Instant messaging can encourage discussion and peer support and provide instant feedback to learners
- Netiquette standards.

Providing support to individuals or groups of learners

Standard statement	Technology element
Learning support practitioners: **AP11** Enable learners to manage, reflect on and make decisions about their learning.	**AP11.1** Identify and use technology to enable learners to take responsibility and make decisions about their learning. Application and illustration: • Demonstrate how the technology can give learners time to explore and reflect • Review the tools available that learners can use to plan the use of their time • Examine how learners can use technology as a tool to store reflection • Explore and signpost the use of technology for assessment, additional support and review.

Examples:

- E-portfolios can be used to capture evidence and feedback, promote reflection and can be used as a tool in setting goals
- Micro-blogging can be used to suggest ideas, seek opinions, and share information about resources and sources of information
- For additional support see the Adult Basic Skills Resource Centre for students and tutors: http://www.skillsworkshop.org/. Additionally, see the impact of e-portfolios on learning at: http://www.excellencegateway.org.uk/page.aspx?o=ferl.aclearn.resource.id35143
- Some colleges have set up Twitter micro-blogging groups to allow learners to reflect and exchange ideas.

Providing support to individuals or groups of learners

Standard statement	Technology element
Learning support practitioners: **AP12** Collaborate with and respect the contribution of colleagues and others.	**AP12.1** Select and use technology to aid collaboration with colleagues and others. Application and illustration: • Ensure you consider data protection legislation at all times • Examine the impact of correct netiquette when using technology for collaboration • Consider how technology can promote effective team working, with particular reference to part-time or sessional staff.

Examples:

- Email
- Online collaboration tools, e.g. Google Docs, to collaborate on learning materials, schemes of work, etc.

Standard statement	Technology element
Learning support practitioners: **AP13** Communicate relevant information about learners to others with a legitimate interest appraisal.	**AP13.1** Know how to use technology to keep relevant partners up to date with appropriate information about learners. Application and illustration: • Consider sharing learners' past achievement, initial assessment and progress through a central point • Understand confidentiality, data protection and the use of ICT within education boundaries.

Examples:

- Management information systems (MIS) to integrate and share information across college sites and to assist in planning and meeting targets.

Providing support to individuals or groups of learners

Standard statement	Technology element
Learning support practitioners: **AP14** Maintain accurate records relating to learning support.	**AP14.1** Explore how to use technology to improve organisational systems and the record keeping process. Application and illustration: • Explore ways of using technology to record and report on learners' progress • Consider security and storage of electronic learner records • Consider interoperability of systems for sharing data with other partners or organisations.

Examples:

- E-portfolios
- Management information system (MIS)
- Encryption of information.

Standard statement	Technology element
Learning support practitioners: **AP15** Provide learning support that conforms to organisational and legal requirements.	Informed by professional standards only.

Providing support to individuals or groups of learners

Standard statement	Technology element
Learning support practitioners: **AP16** Contribute, and encourage learners to contribute, to review of learning programme and of organisation.	**AP16.1** Use technology to support your planning and review process and that of your organisation. Application and illustration: • Select and use technology that can support sharing of information • Explore how data can be captured and collated to inform the review process.
	AP16.2 Use technology to encourage learners to contribute to planning and review. Application and illustration: • Explore using a variety of tools to obtain feedback from learners • Select and use technology that will encourage learners to contribute to the review process.

Examples:

- Discussion forums
- Online surveys
- Intranet, e.g. shared improvement plans
- Survey Monkey lets you create online surveys. It also collates all the answers: http://www.surveymonkey.com.

Providing support to individuals or groups of learners

Standard statement	Technology element
Learning support practitioners: **AP17** Evaluate and improve the effectiveness of own practice, identify own continuing professional development (CPD) and training needs, and take steps to address these.	**AP17.1** Identify your CPD and training needs in the use of technology. Application and illustration: • Audit your skills in the use of e-learning; develop a plan to build on current skills • Consider a variety of ways to stay in touch with new technologies.
	AP17.2 Use technology to support and enhance reflection on your practice. Application and illustration: • Identify and decide what technology can support and enhance reflection on your practice • Discuss with colleagues ways they use technology to reflect on their practice.
	AP17.3 Ensure your own personal skills in English and/or Welsh, mathematics and ICT are appropriate for the effective support of learners. Application and illustration: • Use online skills audits • Access materials to support your own development of English and/or Welsh, mathematics and ICT.

Examples:

- Institute for learning (IfL) REfLECT tool to record and share CPD activities
- Online skills audits
- Specialist social networks
- Personal e-portfolios: http://www.skillsworkshop.org/ for resources on literacy, numeracy and ICT.

Standard B: Planning and assessing for learning support

Standard statement	Technology element
Learning support practitioners: **BP1** Contribute to the planning of learning support that is inclusive and meets curriculum requirements.	**BP1.1** Use technology to support the inclusive planning of programmes for learners. Application and illustration: • Select and use resources available and consider how these can be used to engage diverse learners.
	BP1.2 Use technology to meet the needs of the curriculum. Application and illustration: • Review with managers to ensure you are meeting curriculum requirements.

Examples:

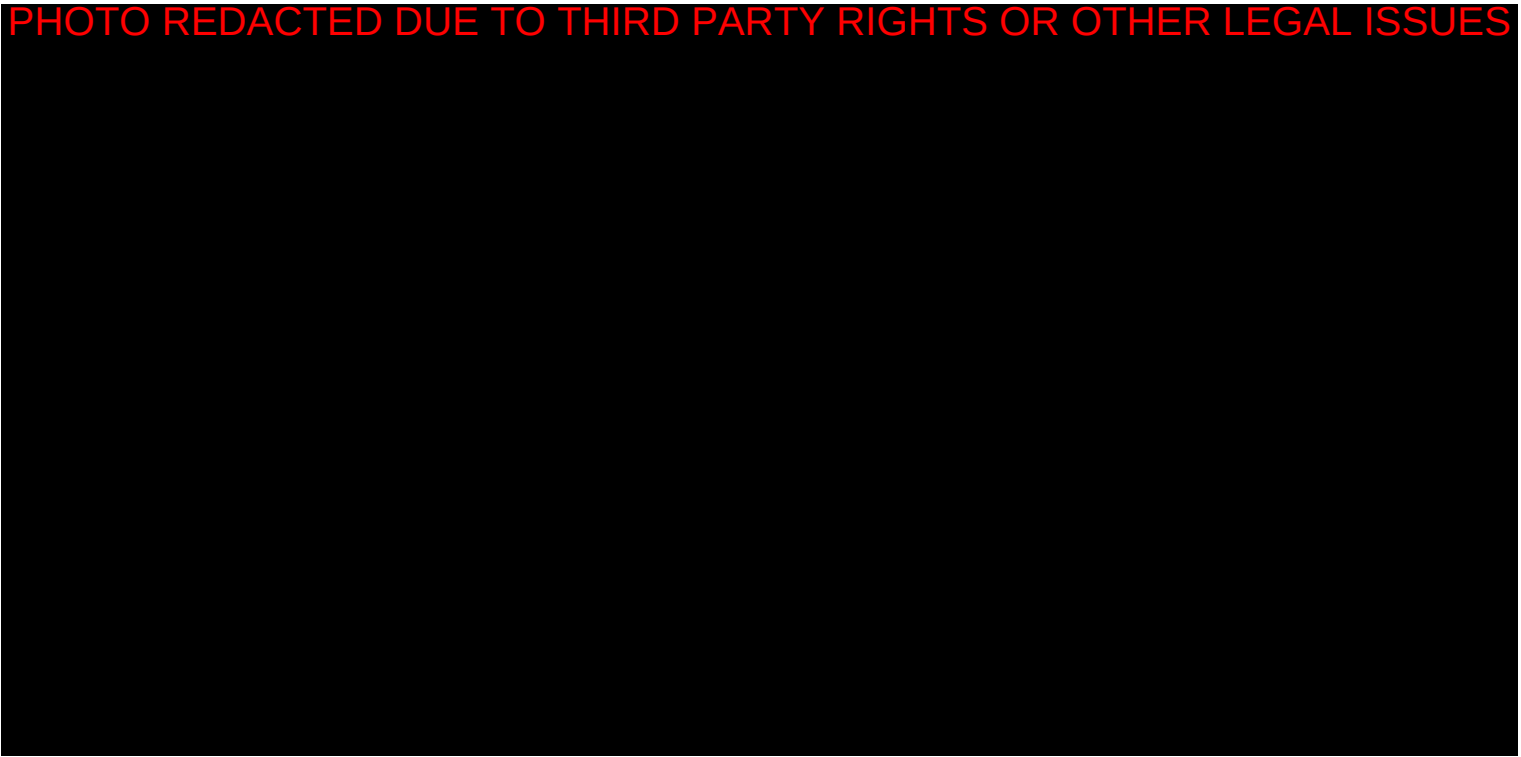
- Open educational resources
- Virtual Learning environments (VLEs) websites to give the widest possible access to learners any time and anywhere
- Many resources have already been created. Collaborate to share the best ones you find; social bookmarking is a good way to do this, see: http://delicious.com.

Planning and assessing for learning support

Standard statement	Technology element
Learning support practitioners: **BP2** Contribute to the planning of learning support that meets the needs of individual learners and groups, and enables them to progress towards their identified learning objectives.	**BP2.1** Use technology to support planning to enable objectives to be achieved. Application and illustration: • Identify examples of where technology has been used successfully to enhance learning support • Explore examples of where technology has been used to increase achievement • Select and use technology to promote flexible learning that can be adjusted to suit learners' needs.

Examples:

- Websites
- Interactive assessment tools
- Social bookmarking to share resources and links with colleagues and learners, and to act as a repository for online resources.



Planning and assessing for learning support

Standard statement	Technology element
Learning support practitioners: **BP3** Contribute to the negotiation and monitoring of individual learning objectives.	**BP3.1** Use technology to effectively bring together information to support learning objectives being achieved. Application and illustration: • Use technology to collaborate with colleagues to establish and monitor learning objectives • Identify and use technology to give learners different ways of communicating their experience, aspirations and preferences for learning, and use this information in the planning process.

Examples:

- E-portfolios
- Online questionnaires
- Text messages
- Forums
- Virtual learning environments (VLEs).

Planning and assessing for learning support

Standard statement	Technology element
Learning support practitioners: **BP4** Support colleagues in the development and application of assessment methods.	**BP4.1** Use technology to develop and apply a range of formative and summative assessment methods. Application and illustration: • Discuss with colleagues to check that assessment methods allow access for a wide range of learners.
	BP4.2 Reflect on the principles of assessment and use technologies which would best promote learning and progression. Application and illustration: • Explore the technology that can support assessment and discuss with colleagues how to develop and use.

Examples:

- Hot Potatoes for interactive quizzes with instant results
- Voting technologies for instant feedback and formative evaluation
- Interactive Microsoft documents
- Online assessment tools.

Planning and assessing for learning support

Standard statement	Technology element
Learning support practitioners: **BP5** Promote learning through questioning and constructive feedback and involve learners in feedback activities.	**BP5.1** Use technology to provide increased opportunities for questioning and feedback. Application and illustration: • Explore ways in which technology can be used to help learners record and give feedback • Use technology in planning opportunities for learner feedback about learning experiences, and use the outcomes to inform planning and practice • Create opportunities for feedback from learners beyond the classroom • Create increased opportunities for learners to input into the review process.

Examples:

- Online surveys
- Text messaging
- MP3/MP4 players can be used to record learning sessions and for pre-recorded sessions such as language lessons or listening skills; learners can record their responses and questions when they occur
- Prisons have had great success using voting technologies. Learners who did not answer during group sessions became more engaged because they had the chance to answer.

Planning and assessing for learning support

Standard statement	Technology element
Learning support practitioners: **BP6** Encourage learners to share responsibility for assessment of their own learning.	**BP6.1** Use technology to encourage learners to take more control of their learning. Application and illustration: • Select and use technology that will help learners understand what is required • Identify tools that learners can use to provide evidence of their learning and progression • Use technology to offer learners a range of resources to personalise their learning, based on their personal learning styles and needs (where practical).

Examples:

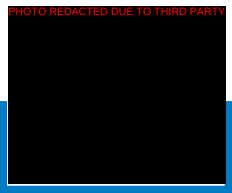
- Podcasts in audio, visual or graphic formats enable any time, anywhere learning, and learners have the opportunity to download new podcasts if they subscribe via a website
- Online diaries
- Planning tools
- Mind-mapping.

Planning and assessing for learning support

Standard statement	Technology element
Learning support practitioners: **BP7** Work in accordance with the quality requirements of the organisation in relation to assessment and monitoring of learner progress.	**BP7.1** Use technology for assessment and monitoring of learners' progress, in accordance with quality requirements. Application and illustration: • Operate and use technology to record learners, and information on their progress, in accordance with the organisation's procedure • Know and apply acceptable usage policies • Review quality requirements that relate to the use of technology in assessment and monitoring.

Examples:

- Marketing information systems (MIS)
- E-portfolios.



Standard C: Providing specialist learner support

Standard statement	Technology element
Learning support practitioners: **CP1** Use knowledge of learning support in their specialist area to provide high quality learning support.	**CP1.1** Use technology to update your knowledge within a specialist area. Application and illustration: • Review, subscribe and participate in networks that support your specialist area.
	CP1.2 Explore how technology can help deliver high quality learning support within your specialist area. Application and illustration: • Identify, use and evaluate a range of technological tools to support your specialist area.
Examples: • Online support groups and forums.	

Providing specialist learner support

Standard statement	Technology element
Learning support practitioners: **CP2** Use their specialist knowledge to identify and address individual learners' learning support needs.	**CP2.1** Use technology to support learners' needs and promote inclusion. Application and illustration: • Use technology to support identification of learners' needs • Select and use technology that can make learning more accessible • Keep updated on accessibility and ensure that technology does not become a barrier to some learners • Demonstrate how to adjust system settings to address learners' needs.

Examples:

- Initial and diagnostic testing
- Assistive technologies
- Use operating system accessibility options.

Providing specialist learner support

Standard statement	Technology element
Learning support practitioners: **CP3** Use learning support activities relevant to their specialist area.	**CP3.1** Use technology to enhance current good practice. Application and illustration: • Select and use different tools to enhance the delivery of teaching and learning • Recognise how learning strategies can be supported by using technology.

Examples:

- Group work using electronic whiteboards
- Video cameras to enhance project work
- Assistive technologies
- Interactive resources such as interactive Microsoft Word, Excel or PowerPoint.

Standard statement	Technology element
Learning support practitioners: **CP4** Support learners, colleagues and others in the selection, development, use and evaluation of resources in providing specialist support.	**CP4.1** Demonstrate ways to support learners and colleagues in the use of resources developed with new and emerging technologies. Application and illustration: • Explain how technology can be used to enhance teaching and learning, supporting learners and educators • Select and use resources available within your specialist area • Use effective search criteria to obtain information from the internet and other digital sources.

Examples:

- Peer forums
- Websites, subject learning coaches and community networks.

Providing specialist learner support

Standard statement	Technology element
Learning support practitioners: **CP5** Engage in continuing professional development (CPD) in your specialist area and in relevant learning support.	**CP5.1** Use technology to engage in CPD activities within your specialist area. Application and illustration: • Explore the ways that technology can support your specialist area • Explore the use of technology to support reflection • Work collaboratively with colleagues to help keep each other up-to-date.

Examples:

- Online subject discussion groups
- IfL REfLECT tool.

Standard statement	Technology element
Learning support practitioners: **CP6** Support progression and the transition of the learner in the context of the specialist area.	**CP6.1** Use technology to support learners' progression and transition. Application and illustration: • Select and demonstrate the use of technology for learners to explore a wide variety of progression opportunities within specialist areas • Identify, select and use technology to provide additional support for learners after progression.

Examples:

- Websites
- In-the-workplace tutorials
- Skype, which provides free telephone calls across the internet and can be used for telephone conferencing and contact with learners for feedback and help
- Email and instant messaging.

Section C:
Glossary, acronyms and abbreviations

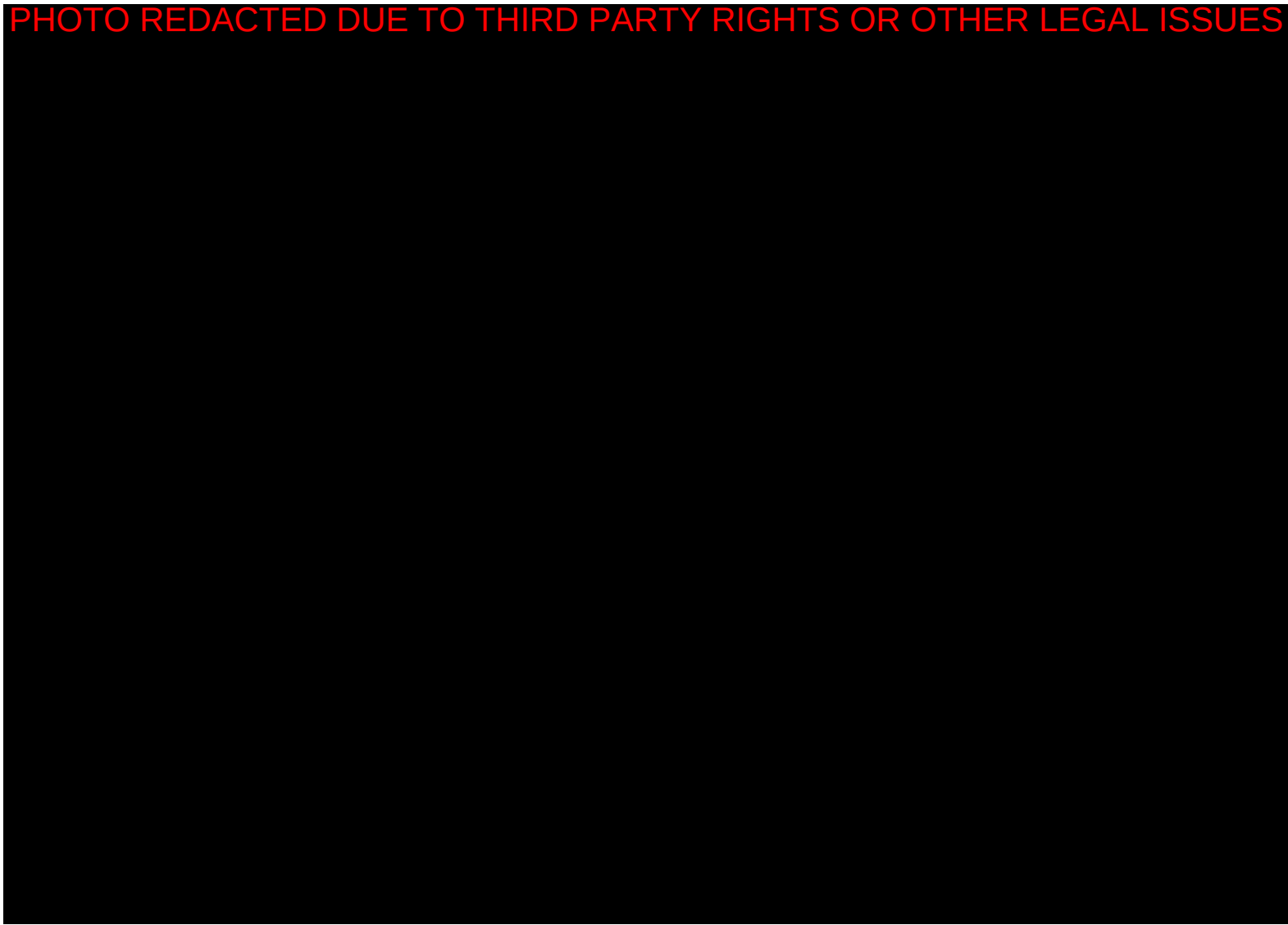
Glossary	
Application guide	A document which interprets and expands on the standards in relation to a particular subject area for a specific category of staff in the lifelong learning sector.
Application and illustration	Statements which shows an extension of the standards and element and provide guidance on the content of each element.
Assistive technology	Assistive technology provides enhancements to technology which enable people to perform tasks that they were formerly unable to accomplish, or had great difficulty accomplishing. More information at: http://moodle.rsc-wales.ac.uk/accessibility/. See also links in 'Assistive technology' section on page 39.
Blog (and micro-blog)	Short for web log, this is a personal online journal that is frequently updated: http://www.youtube.com/watch?v=NN2I1pWXjXI. Micro-blogs follow the same format but are limited to only a small amount of text (e.g. Twitter).
Digital divide	The gap between those people who have access to information technology and those with limited or no access: http://en.wikipedia.org/wiki/Digitaldivide.
Element	An area of knowledge, understanding and practice which details the specific application of the standard in a particular area.
e-assessment	Assessment that involves technology in some way, for example, on-screen testing.
e-ILP	Electronic individual learning plan, see: http://en.wikipedia.org/wiki/Individual_Learning_Plan.
e-learning	'electronic learning'; the use of electronic technology to support, enhance or deliver learning.
e-portfolio	A collection of electronic evidence assembled and managed by a user, see: http://www.jisc.ac.uk/publications/documents/effectivepracticeeportfolios.asp.
ICT	Information and communication technologies; the combination of computing and communication technologies (including computer networks and telephone systems) that connects and enables systems e.g. the internet.
ILT	Information and learning technology. See 'e-learning' above.
Instant messaging	Message – generally text – sent in real time via a network (e.g. mobile phone or online).
Interactive whiteboard	A whiteboard with interactive options – allows annotation of projected text, images etc. Most of the interactive functionality is due to the software rather than the board. Examples include Smart™ and Promethean. Useful resources are often available from manufacturers' websites.
Management information system (MIS)	Software to integrate institutional data such as attendance and achievement. May also integrate with other software systems such as virtual learning environments (VLEs).
Mind-mapping	Use of software to produce diagrams ('mind-maps' or 'spider diagrams') to summarise large quantities of data, see: http://en.wikipedia.org/wiki/List_of_Mind_Mapping_software.

Glossary	
MP3/MP4	An audio/video file format.
Mobile technologies	The use of mobile, generally handheld, devices for teaching and learning. For example, text messages for updates and reminders, phones/digital cameras to photograph project work, voice recordings on digital recorders/phones, digital timers/phones for experiments and satellite navigation devices for navigation/map work. Such technologies are also useful where there is limited access to PCs.
Netiquette	Term referring to the correct ways of working online, see: http://www.bbc.co.uk/webwise/askbruce/articles/boards/netiquette_1.shtml.
Plagiarism-detecting software	Software that searches through scripts and compares with other online text, thus identifying possible plagiarism e.g. 'Turnitin'® and Google search function.
Podcast	A pre-recorded audio program that's posted to a website and is made available for download, see: http://www.youtube.com/watch?v=Ie3qPEeaRiM.
RSS feeds	Allow subscriptions to updates from websites, see: http://www.youtube.com/watch?v=0klgLsSxGsU.
Social networking	Online communication methods that may involve a range of media, see: http://www.youtube.com/watch?v=6a_KF7TYKVc.
Standard	A statement which describes the skills, knowledge and understanding needed to undertake a particular task or job to a nationally recognised level of competence.
Teacher	For the purposes of this document, the term teacher has been used generically to represent teachers, tutors, trainers, lecturers and instructors in the sector.
Text wall	A website that receives and displays text messages from mobile devices. This allows feedback from learners to questions, discussions etc, and may be used in a similar way to voting systems.
Virtual learning environment (VLE)	A software system designed to facilitate teachers in the management of educational courses for their learners (e.g. Moodle, Blackboard), see: http://en.wikipedia.org/wiki/Virtual_learning_environment.
Vodcast	A 'video podcast' – a pre-recorded video file that is posted to a website and made available for download.
VOIP	'Voice over internet protocol' – an online system allowing synchronous audio and video communication (using microphone and web-cam) e.g. Skype, which is currently free.
Voting technologies	A system involving PC, transmitter, and handsets that allow teachers to pose questions and obtain responses from all learners in an active, anonymous way. Also known as 'audience response systems', 'clickers' see: http://www.elearning.ac.uk/innoprac/practitioner/strathclyde.html.
Wiki	A website that allows permitted users to edit content in a collaborative way: http://www.youtube.com/watch?v=-dnL00TdmLY.

Acronyms and abbreviations	
ALT	Association for Learning Technology
Becta	British Educational Communications and Technology Agency
CETTs	Centres of Excellence in Teacher Training
CPD	Continuing professional development
DDA	Disability Discrimination Act
FE	Further education
FENTO	Further Education National Training Organisation
ICT	Information and communications technologies
ILT	Information and learning technologies
IfL	Institute for Learning
JISC	Joint Information Systems Committee
LSIS	Learning and Skills Improvement Service
MIS	Management information system
NOS	National Occupational Standards
Ofsted	Office for Standards in Education, Children's Services and Skills
SSC	Sector Skills Council
VLE	Virtual learning environment

Section D:
Online Information Support

Organisations	
ALT	http://www.alt.ac.uk
Becta	http://www.becta.org.uk
EDUCAUSE	http://www.educause.edu/node/720?time=1237558415
IfL	http://www.ifl.ac.uk
JISC	http://www.jisc.ac.uk
Lifelong Learning UK	http://www.lluk.org
LSIS	http://www.lsis.org.uk/LSISHome.aspx
NIACE	http://www.niace.org.uk



A selection of online tools and resources	
Audacity®	http://audacity.sourceforge.net
BBC Learning	http://www.bbc.co.uk/learning
BBC Learning for Adults	http://www.bbc.co.uk/learning/subjects/adult_learning.shtml
Britkid	http://www.britkid.org
CamStudio™	http://www.camstudio.org
Deafsign	http://www.deafsign.com/ds/index.cfm
e-CPD Programme	http://ecpd.bdplearning.com/ecpd/index.php
Excellence Gateway	http://excellence.qia.org.uk
Fast Tomato	http://www.fasttomato.com
Flickr®	http://www.flickr.com
Hot Potatoes™	http://www.halfbakedsoftware.com/hot_pot.php
Jane Hart – Directory of e-learning tools	http://c4lpt.co.uk/Directory/Tools/blogging.html (blogs) http://c4lpt.co.uk/Directory/Tools/wiki.html (wikis)
JISC Collections	http://www.jisc.ac.uk/collections
Learning Technologies	http://www.learningtechnologies.ac.uk
NLN Materials	http://www.nln.ac.uk/materials
Skype™	http://www.skype.com
Staff Development E-Learning Centre (SDELC)	http://www.sdelc.co.uk
Survey Monkey	http://www.surveymonkey.com
TeacherTube	http://www.teachertube.com/index.php
UK Adult Basic Skills Resource Centre	http://www.skillsworkshop.org
VideoJug	http://www.videojug.com
Virtual Training Suite (VTS)	http://www.vts.intute.ac.uk
WebQuestUK	Library index: http://www.webquestuk.org.uk/webquestuk_library.htm Search: http://webquest.org/search/index.php
Wikispaces	http://www.wikispaces.com
Wink	http://www.debugmode.com/wink
Xerte	http://www.nottingham.ac.uk/xerte
YouTube	http://www.youtube.com

Assistive technology	
AbilityNet	http://www.abilitynet.org.uk
AccessApps	http://www.scottish-rscs.org.uk/access/?page_id=217
HiSoftware®	http://www.contentquality.com
SimDis	http://www.techdis.ac.uk/simdis
TechDis	http://www.techdis.ac.uk

Web 2.0	
7 things you should know about YouTube	http://www.educause.edu/ir/library/pdf/ELI7018.pdf
ConnectSafety (blog and social network safety information site)	http://www.blogsafety.com
Social software: e-learning beyond learning management systems (Dalsgaard, C., European Journal of Open, Distance and E-Learning)	http://www.eurodl.org/materials/contrib/2006/Christian_Dalsgaard.htm
What exactly is Web 2.0? Does it even exist?	http://www.guardian.co.uk/video/page/0,,1942132,00.html
Wikibooks	http://wikibooks.org
Wikipedia Cheatsheet	http://en.wikipedia.org/wiki/Wikipedia:Cheatsheet

Mobile technologies	
M-learning	http://www.m-learning.org
Mobile technologies – the handheld choice	http://www.niace.org.uk/mobiletechnology
TechDis – m-learning and accessibility	http://www.techdis.ac.uk/index.php?p=9_5

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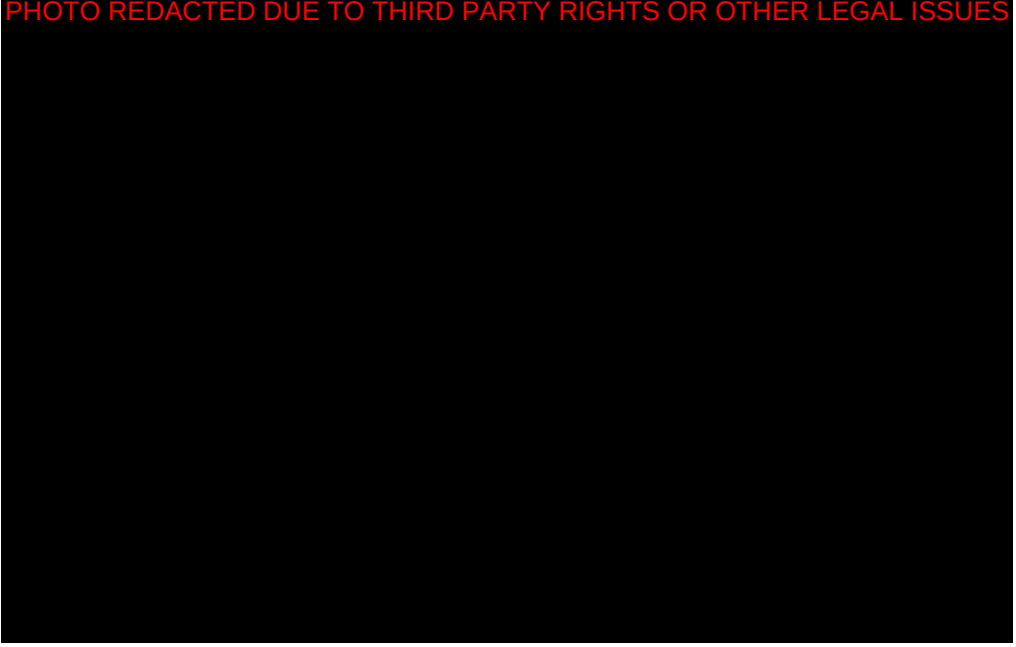

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