The Digital Revolution
Digital Learning Fellowship Strategic Plan

Phase 1
April 2015 – March 2016

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Executive Summary

The digital learning fellowship will ensure that the new Vision and Plan, following its adoption in May 2015 is launched effectively and that managers and staff across PROCAT are made aware of the priorities within the plan. The implementation project will ensure that there is a shared understanding and ownership of digital learning, and that there is a clear strategic direction for people to follow when developing their own plans in implementing the FELTAG recommendations and work based learning.
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Learners’ retention, completion and future success as industry professionals, will be built on, by PROCAT being the leader in technology enhanced learning.

PROCAT is passionate about creating innovative, engaging and effective learning experiences through the medium of existing and emerging technologies.
2 Introduction and Methods

2.1 The Digital Learning Strategy was initiated in mid-April 2015. This Plan has emerged through a process of wide consultation and includes ideas generated from across the college, including all categories of Staff, Students and a wide range of research, previously carried out by the Digital Learning Fellow during doctoral research in educational technology and liaison with a wide range of Experts in the field of FE and HE demonstrating effective practice. Research will continue throughout the duration of the fellowship. A literature review was completed which locates the digital learning in the context of previous studies both in formal and informal settings and researches the debates. A variety of methods are being used through the project including questionnaires, interviews, participant observation and action research both internally and externally to PROCAT.

2.2 From the outset, the task was framed in terms of research from the FELTAG inquiry (Feltag, 2014), McLoughlin Report (McLoughlin, 2014) and 157 Group report: Further Education 2020 (Sherlock and Perry, 2013), which have highlighted that whilst the FE sector has invested heavily in computing and has taught its use at elementary level, digital technology is not being widely used to change the nature of learning or radically enhance its accessibility. The recently published New Media Consortium Horizon report for HE 2015 (The New Media Consortium, 2015) discusses the key issues likely to impact on education the most, over the next 5 years and important developments in the next year are with bring your own devices and flipped classrooms and further ahead, adaptive learning technologies, makerspaces, wearable technologies and the internet of things. There are a number of challenges associated with these technological developments for example, redesigning learning spaces, personalised learning, improving digital literacy skills, the role of learning analytics in measuring learning and the use of blended formal and informal learning, Massive Open Online Courses (MOOCs) and Open Educational Resources (OERs).

2.3 The strategy has been built around renewing social responsibility for the grand challenges we face in relation to global issues considering a) how we as individuals work more as communities in a world that is fast-changing and ever more 'connected', b) ensure that both informal and formal curriculum is future facing, relevant and interdisciplinary and c) that learning and teaching methods provide a rich, collaborative and engaged learning experience.

2.4 In a more competitive FE market, students will be seeking learning and support experiences that meet their specific and individual requirements. Learners’ expectations of what constitutes a quality experience are also changing within the external consumer-oriented further education landscape. Learner engagement becomes increasingly important within this landscape and this presents a variety of new potential benefits as well as bringing challenges for both students and the College, together with employers and partners in sharing responsibility for working in active partnership.
2.5 Work-based learning is increasingly an important part of further education curriculum. Many students at PROCAT study because they want to enhance their career and employment prospects through an apprenticeship. Digital technology will provide functional areas the opportunity to give their teaching programmes added value when it comes to enabling students to achieve a range of learning outcomes and for employers to be engaged in a three-way partnership. This includes co-ordination of off- and on-the-job learning and real-time oversight for employers of their employees’ progress.

2.6 Learning will be enriched in college through the use of technology in the workplace, for example, live streaming of industrial processes which can only be carried out in a live manufacturing or operational environment. These live sessions can be supported by live interviews with industry experts and live question and answer sessions with students, direct with the employer and workforce.

2.7 With the use of technology, learning can become far more opportunistic by students being able to ‘pick and mix’ their blended learning elements and take advantage of PROCAT’s unique partnerships with industry.

2.8 Changes in funding should not stifle opportunities for alternative pathways or bringing informal learning experiences, such as MOOCs, into qualifications. This will offer challenges to the systems and processes we currently operate, but will bring advantages to the student experience by engendering flexibility, continuity and community. Alongside this we should maintain opportunities for those students who choose to study single modules or Continuous Professional Learning & Development (CPLD) offerings for professional development or personal interest.

2.9 PROCAT needs to be supple enough to support all forms of teaching and continue to be an innovative organisation. Implementing this digital strategy will enable more opportunity to respond to a range of internal and external drivers and this requires devolution of further responsibility and accountability in order to address adaptive challenges. We should be reminded that while a relational culture and systematised processes have built the organisation, they also, at times, create tensions for academic autonomy and the ability to take measured risks.

2.10 We have many opportunities and imperatives for change in our approach to creating an engaging learning experience for our learning and teaching methods and support services in learning and teaching. As we seek to expand into new international markets we will also need to internationalise our curriculum and make our business practices fit for a global market, in a way that provides an equitable learning experience for all learners. PROCAT is committed to equality and new approaches to learning design and the processes that support production and presentation will need to be assessed for their impacts on different groups of students, particularly those at entry level, so that the efficiencies, enhancements and transformations we make do not impede recruitment, retention and progression for any group.

2.11 The quality of the student learning experience is critical for attracting, progressing and retaining our students. Delivering quality learning and teaching is at the heart of an engaging positive and fruitful learner experience. An experience which covers informal and formal learning and which encourages new dialogues and transactions between students, teaching staff, teaching related staff, employers and other communities within and external to the College. Students will develop capabilities that will enable them to learn, understand and contribute to a complex society.
2.12 Technology is an enabler in all facets of learning and teaching and is critical to the student experience. Providing a learning experience from high quality learning design, the technical and pedagogic quality of our learning resources and materials, pro-active and responsive student support (technical, administrative and academic) and high quality tuition is essential. Considering new teaching models/designs that benefit from new technologies such as social media, while respecting best design principles is critical in our digital and connected world. The PROCAT student experience will demonstrate leadership in addressing the challenges of ensuring all students have opportunities to learn, access, participate and contribute effectively and successfully in a digital world (See appendices A – E depicting the student experience in infographic format).

2.13 We will use technologies to support students in their formal and informal learning to achieve their route to employment

2.14 The digital learning strategy seeks to promote transformative approaches to learning, teaching and curriculum that have a positive impact on developing students, central teaching staff, teaching related staff, employers and other stakeholders. Pedagogies will connect learners, create a sense of belonging and enable them to participate through the core value of collaboration via a range of communities through dialogue and interaction.

2.15 Student engagement will be a high priority reaching across the curriculum as core to the pedagogic heart of learning and teaching at PROCAT.

2.16 Core to the curriculum experience will be the focus on creating and applying knowledge that develops equality, diversity and citizenship skills transferable from local to global contexts to enable our students to engage with their communities of practice and more broadly within society for a better world. The student learning experience will ensure students can participate in a complex world where the generation and application of knowledge allows for reimagining new futures through diverse forms of engagement.

2.17 We will incorporate e-learning methods that develop equality and diversity and enable students to address real world adaptive problems by creating communities and networks of learners both internal to PROCAT and externally engaged with local and global issues, related to their learning journey.

2.18 It is expected that all sections of the College will reflect the principles and priorities identified in the Digital Learning Plan in their strategic statements and action plans, and will report progress through the existing reporting framework. Each functional area will establish performance targets that reflect their context and priorities and contribute to the achievement of the priorities identified in this plan. Adhering to these principles and priorities will enable PROCAT to achieve the following outcome:

Fulfil PROCAT’s mission to be a world leader in creating industry professionals
### 3 Outputs, Outcomes and Impact

#### 3.1 Outputs (Core Deliverables)

<table>
<thead>
<tr>
<th>3.1.1</th>
<th>Published research into best practice, UK and International, in delivering digital learning in a further education environment</th>
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<tbody>
<tr>
<td>3.1.2</td>
<td>A strategy that articulates how greater student ownership of learning can be implemented through the use of digital technology and capabilities</td>
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<td>3.1.3</td>
<td>Frameworks for implementing digital learning to deliver non-classroom based learning, including alternative approaches to meeting GLH thresholds and virtual engagement between the student, college and employer</td>
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<td>3.1.4</td>
<td>A plan for developing the expertise of instructors in the use and development of digital learning technologies</td>
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<td>3.1.5</td>
<td>Online learning materials to support self-learning by students. A series of 12 case studies / exemplars will be published including learning objects.</td>
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<td>3.1.6</td>
<td>Developed methodologies for the implementation of digital learning in a further education setting</td>
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#### 3.2 Outcomes

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<thead>
<tr>
<th>3.2.1</th>
<th>Further Education Providers can gain understanding and knowledge of best practice in the use of digital learning technologies</th>
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<tr>
<td>3.2.2</td>
<td>The availability of transferable methodologies and a framework to build greater student ownership of learning through the use of digital technologies</td>
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<td>3.2.3</td>
<td>Teaching professionals who are capable of facilitating high quality digital learning for students, particularly for work-based students</td>
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<td>3.2.4</td>
<td>Digital technologies embedded as standard teaching and learning and resource and built into the fabric of delivery programmes</td>
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<tr>
<td>3.2.5</td>
<td>Progress towards excellent technical work based learning</td>
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<tr>
<td>3.2.6</td>
<td>Further Education Providers can gain understanding and knowledge of best practice in the use of digital learning technologies</td>
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### 3.3 Anticipated Impact

| 3.3.1 | Increase in the implementation of digital technologies and the use of digital learning at PROCAT to enhance student ownership and progress |
| 3.3.2 | Higher student and employer satisfaction |
| 3.3.3 | Increase in student ownership of learning and timely progression |
| 3.3.4 | Manageable reduction in recurrent cost of direct delivery |
| 3.3.5 | A positive shift in teacher/student relationships |
| 3.3.6 | Increase in the implementation of digital technologies and use of digital learning in further education institutions (through dissemination of findings) |
Opportunities

- Providing leadership to realise and implement PROCAT’s technology-enhanced learning strategies
- Providing leadership through early involvement in Curriculum design, including the involvement of employers and partners
- Developing expertise in the interpretation of student feedback and data analytics to define what’s effective for students’ success
- Creating innovative learner-centred environments and consistent, coherent student experiences
- Using innovative projects and products developed through technology enhanced learning to extend the range of PROCAT opportunities through various platforms for employer engagement
- Managing student success by driving consistency in processes and in the study experience in collaboration with employers
- Using disruptive innovative interventions to develop new pedagogic models and stretch the boundaries of module production (e.g. Massive Online Open Courses - MOOCs)
- Identifying and promoting exemplars to drive good practice across all functional areas, working in partnership with industry links
- Increasing digital skills in PROCAT to drive change

Challenges

- Meeting students’ expectations using technology-enhanced learning
- Supporting students, staff and employers in the use of increasingly sophisticated technology-enhanced learning
- Repositioning the use of technology as a catalyst to create and drive innovation and efficiency with employers and partners
- Take a central role in defining and managing an Online Student Experience and Quality framework in collaboration with industry
- Mainstreaming innovation and technical development
- Creating and embedding deliberate strategies to develop consistency
- Developing an evidence base to support data-driven module and qualification design decisions in collaboration with industry
- Creating rapid and streamlined unit production processes while maintaining a consistent student experience
- Creating a diverse mix of staff with relevant skills for the future
- Driving increased communication channels within PROCAT
- Engendering an atmosphere of excitement and challenge through change
## 5 Digital Learning Objectives

### 5.1 High-Level Summary

<table>
<thead>
<tr>
<th>PROCAT’s Key Objectives</th>
<th>Reference to Outputs in 3.1</th>
<th>Reference to Outcomes in 3.2</th>
<th>Reference to Impacts in 3.3</th>
<th>References to Projects</th>
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<tr>
<td>PROCAT will lead the development of the most effective and innovative learning experiences that result in students completing their study with PROCAT within a clearly defined cost and quality framework</td>
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<td>PROCAT will embrace creativity and use it to drive innovative learning experiences that will ensure the college is world class in technology-enhanced learning for Employers / Workforce and Partners</td>
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<td>PROCAT will manage its business effectively and efficiently within well understood and widely communicated cost and quality frameworks</td>
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<td>PROCAT will provide its staff with skills, knowledge and professional behaviours so they can respond to future challenges with flexibility, enthusiasm and excitement</td>
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The projects in this section are aligned to strategic key aims (KA) of the college. The following codes are used in this section:

KA1. Promoting and championing the importance of technical, vocational education and skills as key drivers of economic performance and regeneration.

KA2. Providing learning programmes and training which are driven by the economic and social needs of the local community and the skills needs of businesses in key sectors which are important to the economy.

KA3. Working in partnership with business to organise and deliver high quality technical skills training and assessment using the Group Training Association model of sector-based inter-firm collaboration.

KA4. Creating world-class technical skills centres which provide industry standard technical instruction and teaching which equips young people and adults with the skills, training and qualifications they need for sustainable employment.

KA5. Promoting social inclusion, equality of opportunity and fairness within the education and skills sector and within industry.
<table>
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<tr>
<th>Project 5.2.1</th>
<th>Embedding effective use of Information Learning Technology (ILT)</th>
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<tr>
<td><strong>Purpose and Rationale:</strong></td>
<td>Sharing of effective practice of the use of ILT within PROCAT &amp; to the wider education community. Deliver technology enhanced learning workshops to train staff in a variety of e-learning tools and learning design</td>
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<td><strong>Strategic Fit:</strong></td>
<td>KA4 and Student Experience, People and Culture</td>
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**Outline of activity:**
- Production of 30 minute weekly webinars to run over lunchtime periods to develop the skills and confidence of people’s ability to use ILT and introduce the use of new digital tools. Webinars will run live for 1 hour, 2 speakers, 2 topics and open to all staff within PROCAT and to the wider education community. Webinars will be recorded so that anyone in the education community can view at a later date. Speakers internal and external to PROCAT and collaborations with other colleges.
- Delivery of training and sharing effective practice at monthly Digital Learning Community of Practice.
- Toolbox Talks of 5 – 10 minutes at the end of each staff meeting to train in the use of a digital tool.
- Sharing of resources and ideas in digital tools and digital learning on the PROCAT Digital website.
- Staff training in digital tools for internal staff to PROCAT arranged for groups and one-to-one; delivered through train the trainer approach and through Digital Learning Ambassadors.
- The delivery of activity through webinars will allow staff who may not feel so confident to attend without the pressure of face-to-face interaction. Attendees will have the ability to attend through web cam, or just attend by viewing or participate through text.

**Outcomes and impact:**
- Deliver technology enhanced learning workshops to train staff in a range of e-learning tools and learning design to provide variety and choice in how they enhance teaching and learning with the use of technology.
- Developing the confidence and skills of staff in effective use of ILT in their teaching and learning.
- Working towards the achievement of the FELTAG recommendations to deliver teaching and learning online.
- Increased use of online delivery measured through observations and Moodle standard ratings. All staff delivering 1 hour of online learning per week by end of November 2015. Reduction in teaching hours.
- Networking and sharing of best practice at webinars and community of practice internally within PROCAT and with the wider education community, attending the events. Staff skills exchange with South Essex College.

**Key deliverables:**
- Series of Webinars & Community of Practice to improve skills and instil confidence in teaching staff, making use of digital technology to enhance learning.
- Inclusivity, accessibility, employment, assessment and tuition technology needs will be addressed at facilitated workshops.
- Series of 12 published CPD Modules including a Webinar, Learning Objects, Case Studies and Exemplars to drive effective, student-centred e-learning.
- Published ‘How-To’ guide on Community of Practice for the Sector.
- Introducing a wide range of digital tools to staff & communicating clear benefits for Staff and Students.
- Staff challenges set as a result of attending training eg. create 2 digital resources & use in your classroom within 1 week of training.

**Communications:**
- Digital Learning Ambassadors
- Community of Practice for Digital Learning & Weekly Webinars
- Education Events and Conferences
- Mailing lists – ALT, HEA, FE Week, JISC, AELP, LF, ETF, ELESIG, Microsoft
- Procat Digital Website & Procat Website
- Social Media
  - Email
  - Newsletter
  - Mailing lists
  - Forums
  - Staff meetings

**Risks:**
- No one attends
- Lack of Time
- Lack of confidence in attending
- Failure to embed skills

**In Scope:**
- All staff training x 60
- Webinars x 50 live guests + unlimited through recordings
- Monthly Community of Practice x 38 guests
- A wide range of digital tools
- Skills required for effective teaching and learning

**Out of Scope:**
- Old Technology
- Student Attendance

**Budget Estimate £5,000**
- Software licensing costs
- Conference costs for monthly events & dissemination event

**Funding source:**
- ETF Funding (PROCAT)

**Stakeholders:**
- Staff & Students
- Board of Governors
- Employers
- Wider Sector
<table>
<thead>
<tr>
<th>Month</th>
<th>Activity</th>
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<tbody>
<tr>
<td>May 2015</td>
<td>Launch Digital Learning Community of Practice for the sharing of effective practice within PROCAT and to the wider Education Community to commence in June. All events are being sponsored by Microsoft.</td>
</tr>
<tr>
<td>June 2015</td>
<td>Launch Weekly Digital Learning Webinars to commence in October. All webinars are being sponsored by Microsoft. Digital Learning Community of Practice 1 - How to make your VLE more interactive <a href="http://procatdigital.co.uk/digital-learning-community-of-practice">http://procatdigital.co.uk/digital-learning-community-of-practice</a></td>
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<tr>
<td>July 2015</td>
<td>Digital Learning Community of Practice 2 – Using Digital technology to support Maths and English in Apprenticeships and Traineeships</td>
</tr>
<tr>
<td>August 2015</td>
<td>Digital Learning Community of Practice 3 - Using digital technology for blended learning, to enhance work based learning</td>
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</table>
| September 2015 | Digital Learning Community of Practice 4 – Using digital technology to enable independent learning for students to acquire knowledge at their own pace  
Due to the busy start to the academic year in September, webinars will commence after the summer from 28 September. |
| October 2015| Digital Learning Community of Practice 5 – Forging Partnerships: Engaging Employers in Digital Skills Development  
Webinar 1 - Triptico Tools with David Riley and Creating Animations with Katharine Jewitt  
Webinar 2 - Triptico Timers with David Riley and Padlet by Rhys Hughes |
| November 2015 | Fellowship Dissemination Event 6 - Implementing the FELTAG recommendations and work based learning  
Webinar 3 - Triptico Selectors with David Riley and Podcasts by Andy Crissell  
Webinar 4 - Triptico Quizzes with David Riley and Socrative by Ben Hutchins  
Webinar 5 - Office Mix by Andy Crissell and QR codes by Katharine Jewitt  
Webinar 6 - Audacity by Andy Crissell and Trello by Rhys Hughes |
| December 2015 | Digital Learning Community of Practice 7 – Using social networking to improve collaborative learning and assessment in the workplace  
Webinar 7 – Making your VLE interactive by Katharine Jewitt and Twitter Tools Periscope by Rhys Hughes and Andy Crissell  
Webinar 8 – Mind Mapping by Katharine Jewitt and Near Pod by Rhys Hughes  
Webinar 9 – Infographics and Posters by Katharine Jewitt and Near Pod Case Study by Sam Ford |
| January 2016 | Digital Learning Community of Practice 8 – Adopting learning technologies to meet the e-learning, e-teaching and e-assessment agenda |
| Webinar 10 – Doink by Rhys Hughes and Prezi by Deb Millar  |
| Webinar 11 – Gem by Harlow College and Whatsapp by Rhys Hughes  |
| Webinar 12 – Linkedin by Katharine Jewitt and Inbuilt Window Tools by Rhys Hughes  |
| Webinar 13 – Moodle Glossary by Chris Brookes and Moodle Grade Tracker by Roy Churry  |

| February 2016  |
| Digital Learning Community of Practice 9 - Up-Skilling Staff- Building a workforce fit for the future of digital learning.  |
| Webinar 14 – Pinterest by Katharine Jewitt and Turnitin by Rhys Hughes  |
| Webinar 15 – Storyline by Katharine Jewitt and Finding and linking to open sources by Rhys Hughes  |
| Webinar 16 – Twitter by Katharine Jewitt and Create and Embed Badges by Rhys Hughes  |
| Webinar 17 - Triptico Tools with David Riley and Facebook with Katharine Jewitt  |

| March 2016  |
| Digital Learning Community of Practice 10 – Evaluating the quality and effectiveness of digital technologies in FE  |
| Webinar 18 - Triptico Timers with David Riley and Google Cardboard with Katharine Jewitt  |
| Webinar 19 - Triptico Selectors with David Riley and Place mats with Katharine Jewitt  |
| Webinar 20 - Triptico Quizzes with David Riley and Skype with Katharine Jewitt  |
| Webinar 21 – Quizzes with Katharine Jewitt and FELTAG with Bob Harrison  |
| Webinar 22 – Study skills with Katharine Jewitt and TBD  |
| Webinar 23 – Brain Rush with Katharine Jewitt and TBD  |
| Webinar 24 – Badges and Mozilla with Katharine Jewitt and TBD  |
| Webinar 25 – Peer assessment in moodle with Katharine Jewitt and TBD  |
| Webinar 26 – Chat and Forums in Moodle with Katharine Jewitt and TBD  |
| Webinar 27 – Blogs with Katharine Jewitt and TBD  |
### Project 5.2.2

Implementation of a Moodle Virtual Learning Environment and Bring Your Own Device (BYOD)

**Purpose and Rationale:**
To implement FELTAG recommendations and enable the management and delivery of online learning, provide student tracking, assessment and access to resources, electronic submission and marking of assignments, E-portfolios, access for employers, a communication mechanism, a resource hub, online library, online helpdesk, interactive content, podcasts and videos.

### Strategic Fit

KA1, KA2, KA3, KA4 and KA5 and Student Experience, Employer Engagement, People and Culture

### Outline of activity:
- Design and build of a new Moodle VLE
- Implementation of new virtual learning environment
- Staff training on new VLE.
- Implementation of online assessment submission by students and return of marked assessments with online feedback for Tutors.
- Digital Learning Workshops held to review 100% of existing courses and to transfer as much as possible, into online learning format on VLE.
- All courses/modules have a minimum digital requirement e.g. resources available via the VLE
- Upgrade powerpoint learning materials to more interactive and interesting resources
- BYOD network set up and policy documentation

### Key deliverables:
- Interactive Virtual Learning Environment
- Turnitin for online Tutor Marked Assignments
- Online Library
- Delivery of online learning
- Student Tracking
- Employer Access
- Online Helpdesk
- Resource Hub
- Central hub for student communication
- Link with One File e-Portfolios
- A set of six VLE learning activities published to the Sector for sharing of effective practice

### Outcomes and impact:
- 100% of staff achieve 1 hour of online delivery per week by End of 2015 & FELTAG 10% target by March 2015
- Learning has been significantly transformed by technologies e.g. is borderless/open, online/blended, uses technology in a ‘flipped’ classroom
- Facility for real time feedback and sharing of progress across sites and stakeholders, including Employers.
- Use of analytics set up in Moodle VLE to drive change and inform choice
- Students are studying anytime, anywhere, any device
- All students have an e-portfolio on onefile
- Huge cost savings by building the VLE in-house. Ability for revenue from sale of online courses
- Sample VLE activities published to the Sector

### Risks:
- Lack of Utilisation
- Lack of Time
- Lack of confidence in utilising
- Failure to embed skills & use of digital technology

### Communications:
- Digital Learning Ambassadors
- Community of Practice for Digital Learning & Weekly Webinars
- Education Events and Conferences
- Mailing lists – ALT, HEA, FE Week, JISC, AELP, LF, ETF, ELESIG, Microsoft
- Procat Digital Website & Procat Website
- Repository of assets for reuse & repurposing developed & stored on the VLE.

### Stakeholders:
- Staff & Students
- Governors
- Employers
- Schools, Colleges, FE, HE

### In Scope:
- All staff x 60
- All students and apprentices x 1900
- Employers

### Out of Scope:
- PICS LMS

### Budget:
- £8,000
- License for Turnitin. Cost for Adobe software licenses/training to support the build of the VLE in Moodle

### Funding source:
- ETF Funding (PROCAT)
### Timeline – Project 5.2.2.1:

<table>
<thead>
<tr>
<th>Month</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2015</td>
<td>Workshops with key staff to scope VLE and review current status of courses.</td>
</tr>
<tr>
<td>June 2015</td>
<td>Scoping design of VLE.</td>
</tr>
<tr>
<td></td>
<td>BYOD policies and network set up</td>
</tr>
<tr>
<td>July 2015</td>
<td>Build VLE</td>
</tr>
<tr>
<td>August 2015</td>
<td>Build VLE</td>
</tr>
<tr>
<td>September 2015</td>
<td>BYOD go-live</td>
</tr>
<tr>
<td></td>
<td>VLE phase rollout begins.</td>
</tr>
<tr>
<td>October 2015</td>
<td>VLE rollout continues</td>
</tr>
<tr>
<td>November 2015</td>
<td>All staff achieving 1 hour online learning per week.</td>
</tr>
<tr>
<td>December 2015</td>
<td>VLE being populated with new interactive resources continues</td>
</tr>
<tr>
<td>January 2015</td>
<td>VLE being populated with new interactive resources continues</td>
</tr>
<tr>
<td>February 2015</td>
<td>VLE being populated with new interactive resources continues</td>
</tr>
<tr>
<td>March 2015</td>
<td>All staff achieving 10% online learning</td>
</tr>
</tbody>
</table>
### Purpose and Rationale:
Build the capacity & capability of Staff & Students to use Microsoft Office & develop key skills for the workplace. Provide a set of lesson plans and digital resources to deliver through flipped learning, with resources adaptable for other subjects & shared with the sector.

### Strategic Fit
KA1, KA2, KA4 and KA5 and Student Experience, Employer Engagement, People and Culture

### Outline of activity:
- Host a 2-week summer club to fast track a group of Year 11s through the Microsoft Office applications of Word, Excel and Powerpoint, in order, to achieve a European Computer Driving License.
- The project will explore how to convert mundane topics, such as, learning keyboard shortcuts into interactive and fun games, so that the methods can be adopted for other subjects.
- By hosting a 2-week summer club, a collection of transferrable outputs for teaching and learning in a range of subjects can be created, tried and tested.

### Key deliverables:
- A set of ten Lesson Plans published to the sector
- Six Multimedia resources published to the sector
- Exemplar resources in learning Microsoft office including online tutorials, quizzes, games and QR treasure hunt.
- Digital resources that can be adapted for all other subjects
- CPD learning package on Microsoft Office, published to the Sector
- Repository of assets for reuse and repurposing developed and stored on the VLE and shared externally to PROCAT

### Outcomes and impact:
- Deliver on one of our key characteristics from the PROCAT mission of working in schools to promote wider entry into higher level professions
- Interactive lessons
- Flipped learning resources that can be adapted for all subjects and used in and out of the classroom
- A set of learning material for all staff and students to learn Powerpoint, excel and word.
- Incorporate the use of Powerpoint and excel into lessons, in order, for students to learn digital skills, gain experience in using Microsoft Office, build skills for the workplace and present their learning in new ways, for example, students produce a Powerpoint poster on a research project.
- Encourage independent learning and self-study
- Resources to make lessons fun and interactive
- Utilise the use of Microsoft Office for functional skills in English and Maths
- Saving money on external training
- School results impacted by additional GCSE-equivalent qualification gained through ECDL exams

### Risks:
- No one attends
- Lack of Time
- Lack of confidence in attending
- Lack of embedding of skills and use of digital technology

### In Scope:
- Initial group of 15 students
- Microsoft Office – Word, Powerpoint and Excel

### Out of Scope:
- This project is focusing on Microsoft Office Word, Powerpoint and Excel. Other applications are not included.

### Budget £0

### Stakeholders:
- Staff & Students
- Board of Governors
- Employers
- Schools, Colleges, FE, HE
Timeline – Project 5.2.3.1:

<table>
<thead>
<tr>
<th>Month</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 2015</td>
<td>Meetings with Futures School to arrange Summer Club</td>
</tr>
<tr>
<td></td>
<td>Design lesson plans and resources</td>
</tr>
<tr>
<td></td>
<td>Hold Summer Club</td>
</tr>
<tr>
<td></td>
<td>Students sit mock exams</td>
</tr>
<tr>
<td>July 2015</td>
<td>Students sit ECDL exams</td>
</tr>
<tr>
<td>August 2015</td>
<td>Publish exemplar and finalise resources</td>
</tr>
<tr>
<td>September 2015</td>
<td>Launch CPD Activity</td>
</tr>
<tr>
<td>Project 5.2.4</td>
<td>Launch of Digital Learning Scholarships for Digital Ambassadors</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Purpose and Rationale:</strong></td>
<td>Build the capacity &amp; capability of Staff &amp; Students in the use of digital skills</td>
</tr>
<tr>
<td><strong>Strategic Fit</strong></td>
<td>KA1, KA2, KA3, KA4 and KA5 and Student Experience, Employer Engagement, People and Culture</td>
</tr>
</tbody>
</table>
| **Outline of activity:** | * Launch recruitment campaign with posters and job profile and application form.  
  * Recruit Digital Ambassadors  
  * Ambassador training  
  * Launch service  
  * Face to face collaboration of E Learning Mentors between the two colleges – PROCAT and South Essex college and web conferencing with other colleges, such as, Blackburn college.  
  * Sharing of best practice and lessons learned between the Mentors  
  * Collaboration between the two colleges South Essex and PROCAT to share the delivery of training. |
| **Key deliverables:** | * Poster campaign  
  * Job Application, Job profile  
  * Weekly Challenges for Digital Ambassadors  
  * Newsletter  
  * Noticeboards  
  * Breakfast Clubs  
  * Useful data and evidence from Ambassador log books on all reasons for approach  
  * A Digital Skills toolkit published to sector for implementing Ambassadors  
  * Upskilled staff and students |
| **Outcomes and impact:** | * Digital Champions will act as catalysts for change across teams  
  * Student – Staff partnership group to support curriculum enhancement and innovation  
  * Up-skilling learners to disseminate digital skills to their peers in college and beyond into the workplace.  
  * The development of social, communication and leadership skills.  
  * Increased use of digital tools across both staff and students measured through polls and observations.  
  * Improved use of ILT by learners measured through achievement of No. of online learning delivery hours  
  * Increased confidence by staff in the use of digital tools.  
  * Useful data will be collated and analysed through the Ambassadors eg. every time they are asked for help, the requester will need to sign a log |
| **Communications:** | * Digital Learning Ambassadors  
  * Community of Practice for Digital Learning & Weekly Webinars  
  * Education Events and Conferences  
  * Mailing lists – ALT, HEA, FE Week, JISC, AELP, LF, ETF, ELESIG, Microsoft  
  * Procat Digital Website & Procat Website  |
| **In Scope:** | * A team of 12 Digital Ambassadors - 4 Digital Ambassadors (1 per campus) and 2 Staff members per campus.  
  * A whole range of digital tools for teaching and learning  
  * The Digital Ambassadors will network and work together with the E-Mentors at South Essex college to collaborate on sharing effective practice, discussing ideas and creating resources.  
  * Responding to employer skills requirements  
  * This project will support the achievement of the no. of online learning delivered by the college. |
| **Out of Scope:** | * This project is focusing on digital skills, it will not involve the Ambassadors being involved in other training or support.  
  * Non digital skills |
| **Budget** | £5000  
  Scholarships x 4  
  Printing costs for voucher booklets and Digital Ambassadors uniform T-Shirts. Ipad for the team and cost of breakfast at breakfast club for host. |
| **Stakeholders:** | * Staff & Students  
  * Board of Governors  
  * Employers  
  * Schools, Colleges, FE, HE |
| **Risks:** | * No one applies for the role  
  * Lack of time to deliver on job role requirements  
  * Student workload |
| **In Scope:** | * A team of 12 Digital Ambassadors - 4 Digital Ambassadors (1 per campus) and 2 Staff members per campus.  
  * A whole range of digital tools for teaching and learning  
  * The Digital Ambassadors will network and work together with the E-Mentors at South Essex college to collaborate on sharing effective practice, discussing ideas and creating resources.  
  * Responding to employer skills requirements  
  * This project will support the achievement of the no. of online learning delivered by the college. |
| **Out of Scope:** | * This project is focusing on digital skills, it will not involve the Ambassadors being involved in other training or support.  
  * Non digital skills |
Timeline – Project 5.2.4.1:

<table>
<thead>
<tr>
<th>Month</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 2015</td>
<td>Approval for Digital Learning Ambassador Scholarships</td>
</tr>
<tr>
<td></td>
<td>Communicate to staff and students face-to-face</td>
</tr>
<tr>
<td>May 2015</td>
<td>Job profile, application form created</td>
</tr>
<tr>
<td></td>
<td>Posters designed and created.</td>
</tr>
<tr>
<td></td>
<td>Launch job role</td>
</tr>
<tr>
<td>June 2015</td>
<td>Text message sent to all students with job link</td>
</tr>
<tr>
<td>September 2015</td>
<td>Recruitment</td>
</tr>
<tr>
<td>October 2015</td>
<td>Induction and training. Weekly digital learning webinars are available</td>
</tr>
<tr>
<td>November 2015</td>
<td>Weekly challenges, Cross communication, Training, Dissemination,</td>
</tr>
<tr>
<td></td>
<td>Tracking through the Digital Ambassador logs</td>
</tr>
<tr>
<td><strong>Project 5.2.5</strong></td>
<td>Digitalising Student Enrolment</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td><strong>Purpose and Rationale:</strong></td>
<td>To make student enrolment effective and efficient. Present PROCAT in a digital age. Eliminate time to print and scan 10,000 pages</td>
</tr>
<tr>
<td><strong>Strategic Fit</strong></td>
<td>KA1, KA2, and Student Experience, People and Culture</td>
</tr>
</tbody>
</table>

**Outline of activity:**
- Research and implement an alternative to printing 10 pages of student contract x 1000 students and then scanning all the pages back into the PICS LMS.
- Design a process to digitalise student registration for summer 2015 and ensure no reliance on the internet, in case, this is unavailable.
- PROCAT will provide more streamlined approaches to maximise its resource and production systems

<table>
<thead>
<tr>
<th>Key deliverables:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• A digitalised student registration process</td>
</tr>
<tr>
<td>• Implementation of electronic signatures</td>
</tr>
<tr>
<td>• A case study published to the Sector</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Outcomes and impact:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Operate a paperless student registration</td>
</tr>
<tr>
<td>Approximate cost savings:</td>
</tr>
<tr>
<td>• Eliminate the staff time to print and collate 1000 copies of student contracts with 10 pages (17 hours)</td>
</tr>
<tr>
<td>• Eliminate the risk of papers going missing.</td>
</tr>
<tr>
<td>• Eliminate the cost of printer ink £100</td>
</tr>
<tr>
<td>• Eliminate the cost of paper (20 realms x £5) £100</td>
</tr>
<tr>
<td>• Eliminate the cost of staff time scanning documentation (scan time of 1 minute per page) (167 hours)</td>
</tr>
<tr>
<td>• Total no of staff hours saved = 184 hours, approximate cost saving of £2200</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Communications:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Digital Learning Ambassadors</td>
</tr>
<tr>
<td>• Community of Practice for Digital Learning &amp; Weekly Webinars</td>
</tr>
<tr>
<td>• Education Events and Conferences</td>
</tr>
<tr>
<td>• Mailing lists – ALT, HEA, FE Week, JISC,AELP,LF,ETF,ELESIG,Microsoft</td>
</tr>
<tr>
<td>• Procat Digital Website &amp; Procat Website</td>
</tr>
<tr>
<td>• Social Media</td>
</tr>
<tr>
<td>• Email</td>
</tr>
<tr>
<td>• Newsletter</td>
</tr>
<tr>
<td>• Mailing lists</td>
</tr>
<tr>
<td>• Forums</td>
</tr>
<tr>
<td>• Staff meetings</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Risks:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Staff revert back to the old system because it is what they know</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>In Scope:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• All students enrolling at PROCAT</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Out of Scope:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Changing any system or documentation on PICS.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Budget:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>£1008 (license for docusign £168 x 6 users) per year</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Stakeholders:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Staff</td>
</tr>
<tr>
<td>• Students</td>
</tr>
</tbody>
</table>
Timeline – Project 5.2.5.1:

<table>
<thead>
<tr>
<th>Month</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2015</td>
<td>Scoping meeting with key staff members</td>
</tr>
<tr>
<td></td>
<td>Research and testing on best product</td>
</tr>
<tr>
<td></td>
<td>Design of process with back up system and process that is not reliant</td>
</tr>
<tr>
<td></td>
<td>on the internet in case it goes down.</td>
</tr>
<tr>
<td></td>
<td>System designed to meet requirements for learning management system</td>
</tr>
<tr>
<td></td>
<td>but eliminates use of paper</td>
</tr>
<tr>
<td>June 2015</td>
<td>Further testing and process documented</td>
</tr>
<tr>
<td>July 2015</td>
<td>Staff training</td>
</tr>
<tr>
<td>August 2015</td>
<td>Digitalised student registration</td>
</tr>
</tbody>
</table>
## Project 5.2.6

**Purpose and Rationale:** PROCAT will embrace creativity and use it to drive innovative learning experiences that will ensure the college is world class in technology-enhanced learning for Employers / Workforce and Partners.

**Strategic Fit**

KA1, KA2, KA3, KA4 and KA5 and Employer Engagement, Student Experience, People and Culture

### Outline of activity:

We will use digital learning technologies to support employer engagement and foster partnerships in all areas of PROCAT so they become a normal part of everyone’s working life.

- Develop a high quality, academically sound set of digital activities and support materials which are occupationally relevant to a wide range of work settings. This will help PROCAT market work-based learning to a large target from a wide range of sectors and occupational areas, for example, health and safety, access to resources, legislation policy, areas for workplace improvement and developing student learning.

- Utilise linkedin to make contact with employers and involve employers / employers’ organisations in work based learning course development.

- Develop online tools, online spaces and online events for PROCAT Teaching Staff and Students to share ideas and solve problems with employers.

### Key deliverables:

- The VLE is utilised to co-ordinate off- and on-the-job learning and real-time oversight for employers of their employees' progress.

- Live streaming of industrial processes is utilised to enhance learning. Students watch live demonstrations and take part in live sessions and interviews with industry experts. A suite of contextualised videos are in use to meet the needs of employers.

- Work-based learning content and learning outcomes meet the needs of the relevant professional body and employer groups.

- Students and Staff are actively using linkedin to collaborate and making use of business networks and agencies.

- PROCAT students are making recommendations for best practice, in problem-solving employers' real-life issues. Knowledge exchange and transfer is being captured in student e-portfolios.

- Employers are using PROCAT VLE for their own training delivery and working in collaboration with PROCAT on production of learning.

- A case study published to the Sector to describe the process

### Outcomes and impact:

- 100% of exemplars for future production available and in use, with associated costs for worldwide virtual learning sales.

- PROCAT can make the case to employers through real-life exemplars on how FE study can improve profitability, performance, staff skills, confidence and business development.

- Strengthened employer engagement, links and relationships

- No of Employer hours on VLE will be measured through analytics

### Communications:

- Digital Learning Ambassadors
- Community of Practice for Digital Learning & Weekly Webinars
- Education Events and Conferences
- Mailing lists – ALT, HEA, FE Week, JISC, AELP, LF, ETF, ELESIG, Microsoft
- Procat Digital Website & Procat Website

### Stakeholders:

- Staff & Students
- Employers

### Risks:

- PROCAT does not meet employer expectations

### In Scope:

- All Staff, Students and Employers working with PROCAT

### Out of Scope:

- Changing PICS.

### Budget:

£2000

Cost of video and audio equipment for live streaming
Timeline – Project 5.2.6.1:

<table>
<thead>
<tr>
<th>Month</th>
<th>Activity</th>
</tr>
</thead>
</table>
| December 2015| Construction Digital Learning Case Study and Exemplar on work based learning
|              | The VLE is utilised to co-ordinate off- and on-the-job learning and real-time oversight for employers of their employees’ progress.     |
| January 2015 | Aviation has a digital learning case study and exemplar for dissemination and publishing on work based learning
|              | Linkedin rollout with Staff and Students to build relationships with employers and strengthen PROCAT branding                            |
| February 2015| Engineering has a digital learning case study and exemplar for dissemination and publishing on work based learning
<p>|              | Employers are invited to use PROCAT VLE to host their own training. PROCAT can make use of their learning material and help Employers develop their training. |</p>
<table>
<thead>
<tr>
<th><strong>Project 5.2.7</strong></th>
<th>Create an online booking store on the campus website for course and facility bookings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose and Rationale:</strong></td>
<td>Increase revenue and improve branding to Employers and other external stakeholders</td>
</tr>
<tr>
<td><strong>Strategic Fit</strong></td>
<td>KA1, KA2, KA3, KA4 and KA5 and Employer Engagement, Student Experience, People and Culture</td>
</tr>
</tbody>
</table>

**Outline of activity:**
- Scope college requirements
- Liaise with Web Management Company
- Build Web Shop

**Key deliverables:**
- A web shop on the PROCAT website.
- Ability for revenue generation through online purchase of courses and other college facilities – such as playing fields and conference room bookings.
- A case study published to the sector.

**Outcomes and impact:**
- Staff at Open Days are able to discuss and demonstrate the range of courses, pricing structure and discounts
- A saving of £6,000 by the Fellowship project building the shop rather than the Web Management Company

**Communications:**
- Digital Learning Ambassadors
- Community of Practice for Digital Learning & Weekly Webinars
- Education Events and Conferences
- Mailing lists – ALT, HEA, FE Week, JISC, AELP, LF, ETF, ELESIG, Microsoft
- Procat Digital Website & Procat Website

**Risks:**
- If the website / internet is down then bookings will not be available to purchase online.

**In Scope:**
- All opportunity for sales purchases to be made, for example, through booking of playing fields, conference room, training courses, apprenticeship programmes.

**Out of Scope:**
- Changing any system or documentation on PICS.

**Budget:** £500 for web shop software to be implemented by Web Management Company

**Stakeholders:**
-Staff & Students
- Employers
Timeline – Project 5.2.7.1:

<table>
<thead>
<tr>
<th>Month</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2015</td>
<td>Scoping meeting with key staff members</td>
</tr>
<tr>
<td></td>
<td>Research and testing on best product</td>
</tr>
<tr>
<td></td>
<td>Design of web shop</td>
</tr>
<tr>
<td></td>
<td>Liaising with Website Management company</td>
</tr>
<tr>
<td>June 2015</td>
<td>Build web shop</td>
</tr>
<tr>
<td>July 2015</td>
<td>Staff training and rollout</td>
</tr>
<tr>
<td>Purpose and Rationale:</td>
<td>Create an interactive, inspiring and up-to-date hub for digital learning. The informational site will share progress of all digital learning projects taking place. Readers of the website can add comments, provide feedback and share ideas and effective practice. The Digital Fellow will report widely and regularly on successes and lessons learned and reward innovation.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Strategic Fit</td>
<td>KA1, KA2, KA3, KA4 and KA5 and Employer Engagement, Student Experience, People and Culture</td>
</tr>
<tr>
<td>Outline of activity:</td>
<td>Key deliverables:</td>
</tr>
<tr>
<td>• Design and build a website for the Fellowship project</td>
<td>• Events page</td>
</tr>
<tr>
<td></td>
<td>• Blog</td>
</tr>
<tr>
<td></td>
<td>• Sharing resources, project progress and lessons learned</td>
</tr>
<tr>
<td></td>
<td>• Facility to add comments</td>
</tr>
<tr>
<td></td>
<td>• Set up Analytics for tracking of visitor behaviour and interests</td>
</tr>
<tr>
<td>Outcomes and impact:</td>
<td>Communications:</td>
</tr>
<tr>
<td>• provide an opportunity for staff and students to be kept informed of work being carried out across the college</td>
<td>• Digital Learning Ambassadors</td>
</tr>
<tr>
<td>• generate a better understanding of the collective objectives;</td>
<td>• Community of Practice for Digital Learning &amp; Weekly Webinars</td>
</tr>
<tr>
<td>• facilitate policy and practice by providing the context and rationale for decisions;</td>
<td>• Education Events and Conferences</td>
</tr>
<tr>
<td>• facilitate more effective two-way communication with the Sector on a regular basis</td>
<td>• Mailing lists – ALT, HEA, FE Week, JISC, AELP, LF, ETF, ELESIG, Microsoft</td>
</tr>
<tr>
<td>• Share resources, project progress, lessons learned, research and events</td>
<td>• Procat Digital Website &amp; Procat Website</td>
</tr>
<tr>
<td>• Being able to monitor through the website analytics allows us to know which topics are of most interest to readers. I can also monitor staff readership and know what they find useful.</td>
<td>• Social Media</td>
</tr>
<tr>
<td>• By building the website within the project, saved £3,000 from the Web Management company</td>
<td>• Email</td>
</tr>
<tr>
<td></td>
<td>• Newsletter</td>
</tr>
<tr>
<td></td>
<td>• Mailing lists</td>
</tr>
<tr>
<td></td>
<td>• Forums</td>
</tr>
<tr>
<td></td>
<td>• Staff meetings</td>
</tr>
<tr>
<td>Risks: Nobody reads the website</td>
<td>Out of Scope:</td>
</tr>
<tr>
<td></td>
<td>• Subjects not related to digital learning</td>
</tr>
<tr>
<td></td>
<td>Budget £650 pa. Website hosting, backup and security costs</td>
</tr>
<tr>
<td>In Scope:</td>
<td>Stakeholders:</td>
</tr>
<tr>
<td>• Digital learning projects</td>
<td>• Staff &amp; Students</td>
</tr>
<tr>
<td></td>
<td>• Board of Governors</td>
</tr>
<tr>
<td></td>
<td>• Employers</td>
</tr>
<tr>
<td></td>
<td>• Schools, Colleges, FE, HE</td>
</tr>
<tr>
<td>Timeline:</td>
<td>Design and Build complete in April 2015</td>
</tr>
</tbody>
</table>
### Project 5.2.9
**Digital Literacy Framework**

**Purpose and Rationale:**
A digital literacy framework for both staff and students is in place for technical skills, critical thinking and social engagement.

**Strategic Fit**
KA1, KA2 and KA5 and Employer Engagement, Student Experience, People and Culture

**Outline of activity:**
- Design, Build, Launch VLE framework for Staff to achieve 3 roles – Digital Practitioner, Senior Practitioner and Lead Practitioner
- Design, Build, Launch Digital Literacy framework for staff and students
- Implement Skills Audit for students
- Implement Skills Audit for staff
- All staff have access to professional development in the use of digital technologies, e.g. workshops, mentoring.
- Teaching staff have support to embed digital technologies into courses of study with awareness of the educational implications
- Initial and continuing professional development for teaching staff incorporate digital methods as both subject matter and method of participation/assessment
- Staff who contribute to digital innovation are celebrated e.g. via special awards, at a conference or other events
- Digital expertise is included in appraisals, job descriptions, etc. and linked with relevant professional frameworks

**Key deliverables:**
- Digital Literacy Framework
- Course on using the VLE ahead of starting at PROCAT for new students
- Digital Learning staff induction
- Digital Learning student induction
- Digital Skills Audit
- Skills matrix developed
- Gap analysis mapped
- E-learning induction programme for new staff to provide an overview of technology enhanced learning in the college and to determine how staff can provide support and determine whether they would like to hold training themselves to share knowledge or have a requirement to attend training. This will be published to the Sector

**Outcomes and impact:**
- Technology supported professional development for both staff and students
- E-safety and online identity skills
- Communication, Collaboration and Participation digital skills development
- Assessment and Feedback
- Creating and Sharing resources online
- Finding, evaluating and organising online
- Support performance measure on delivery of online learning
- 100% of all staff achieve ‘Digital Practitioner’ status by January 2016
- 50% of all staff achieve ‘Senior Practitioner’ status by March 2016
- 10% of all staff achieve ‘Lead Practitioner’ status by March 2016

**Communications:**
- Digital Learning Ambassadors
- Community of Practice for Digital Learning & Weekly Webinars
- Education Events and Conferences
- Mailing lists – ALT, HEA, FE Week, JISC, AELP, LF, ETF, ELESIG, Microsoft
- Procat Digital Website & Procat Website

**Risks:**
- Lack of Time
- Lack of embedding of skills and use of digital technology

**In Scope:**
- All staff and students

**Out of Scope:**
- Changing any system or documentation on PICS.

**Budget £0**

**Stakeholders:**
- Staff & Students
Timeline – Project 5.2.9.1:

<table>
<thead>
<tr>
<th>Month</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>April – July 2015</td>
<td>Student Skills Audit</td>
</tr>
<tr>
<td>November 2015</td>
<td>Launch of Staff Practitioner framework for digital learning</td>
</tr>
<tr>
<td>November 2015</td>
<td>Staff Skills Audit</td>
</tr>
<tr>
<td>December 2015</td>
<td>Launch of Digital Literacy Framework</td>
</tr>
<tr>
<td>December 2015</td>
<td>Development of HR resources to support staff development – skills matrix, gap analysis etc.</td>
</tr>
</tbody>
</table>
## Timeline

<table>
<thead>
<tr>
<th>Month</th>
<th>Key Activity</th>
</tr>
</thead>
</table>
| April 2015| Induction, visit campuses, interview key members of staff on digital learning  
Present Fellowship project at PROCAT Senior Management meeting                                                                                  |
| May 2015  | Fellowship Plan version 1  
Research Project – Student Focus Groups Engineering  
Launch PROCAT Digital Website  
Launch Digital Ambassadors campaign  
Launch the use of animation in the classroom for student communication, equality and diversity  
Online student enrolment launched  
Launch Digital Learning Monthly Community of Practice  
Present Fellowship project at Staff Development Event                                                                                          |
| June 2015 | Fellowship Plan version 2  
Use of animation in lessons for Bricklaying class  
Meeting with key staff to scope VLE  
ECDL Project with Futures School  
Launch Digital Learning Weekly Webinars  
Research Project – Student Focus Groups Aviation  
Launch PROCAT course shop  
Launch staff and student blogs in RAC  
Host Digital Learning Community of Practice 1  
BYOD policies  
Triptico training to staff  
Design of Balanced Scorecard and Fellowship reporting                                                                                          |
| July 2015 | Ongoing staff training in digital learning tools  
Launch staff and student blogs in Building Services  
Launch staff and student blogs in Plumbing Services  
Research Project – Student Focus Groups Construction & Building Services  
Building VLE                                                                                                                                     |
| Aug 2015  | Research Dissemination Plan  
Building VLE  
Ongoing staff training in digital learning tools                                                                                                   |
<table>
<thead>
<tr>
<th>Month</th>
<th>Activities</th>
</tr>
</thead>
</table>
| Sept 2015| Populating and launching VLE  
All courses currently taught have a minimal resources published on the VLE  
Workshops held to review all existing courses to analyse scope for use of technology enhanced learning on VLE  
VLE Staff training  
Host Community of Practice  
Ongoing staff training in digital learning tools  
Recruitment of Digital Learning Ambassadors  
Launch of BYOD |
| Oct 2015 | Interim Report  
Host Community of Practice and webinars  
Launch of Digital Learning Ambassadors  
VLE course building and add ons – library, helpdesk, online TMA submission  
Ongoing staff training in digital learning tools  
Case Studies and Learning Objects |
| Nov 2015 | Research Dissemination Conference  
Launch of VLE framework for Staff to achieve 3 roles – Digital Practitioner, Senior Practitioner and Lead Practitioner  
Ongoing VLE Work  
Ongoing staff training in digital learning tools  
Host Digital Learning Weekly Webinars |
| Dec 2015 | Online tutorials on VLE  
Construction Digital Learning Case Study and Exemplar on work based learning  
Digital Literacy Framework  
Ongoing staff training in digital learning tools  
Host Digital Learning Community of Practice  
Host Digital Learning Weekly Webinars |
| Jan 2016 | Engineering has a digital learning case study and exemplar for dissemination and publishing on work based learning  
Ongoing staff training in digital learning tools  
Host Digital Learning Community of Practice  
Host Digital Learning Weekly Webinars  
Real time feedback and sharing of progress for Employers on the VLE |
| Feb 2016 | Final Report (including monitoring and evaluation of programme outputs, outcomes and impacts and publication of results).  
Aviation has a digital learning case study and exemplar for dissemination and publishing on work based learning  
Work based projects being filmed and streamed  
Host Digital Learning Community of Practice  
Host Digital Learning Weekly Webinars  
Linkedin being used by Students and Teaching Staff |
| Mar 2016 | Host Digital Learning Community of Practice  
Host Digital Learning Weekly Webinars  
Succession Plan |
7 Risks

7.1 Impact

Each risk identified must be assessed as to what the impact would be on the project if the scenario did arise. The level of impact is entered that is deemed appropriate to the risk in the impact column of the risk register matrix.

4 = Critical
3 = Major
2 = Significant but not urgent
1 = Minor

7.2 Probability

Each risk identified must having assessed the impact on the project one must assess the probability of the scenario occurring. The level of probability deemed appropriate is entered to the risk in the impact column of the risk register matrix.

4 = V High
3 = High
2 = Medium
1 = Low

7.3 Score and Severity

The score from the impact and probability assessments are multiplied together and will indicate a severity level see below. The implication of the levels are similar in interpretation as the impact and probability i.e. 1-4 is of limited severity whilst 13-16 indicates that the given scenario has the potential to severely compromise the successful delivery of the project. 9-12 High impact is by definition not as severe as critical but still has the ability to impede the delivery of the project. These scores provide a guideline from a ‘visibility standpoint’, however we can indicate a severity manually (still using the categories as below) should the severity of the risk be considered other than the ‘scored’ definition.

Values are indicative of the following severities:

13 - 16 = Critical
9 - 12 = High
5 - 8 = Medium
1 - 4 = Low

Mitigating solutions must be identified and then these re-evaluated which should result in a reduced level of severity.
### 7.4 Risk Register

<table>
<thead>
<tr>
<th>Risk ID</th>
<th>Risk Description</th>
<th>Date Raised</th>
<th>Impact (1-4)</th>
<th>Prob. (1-4)</th>
<th>Score &amp; Severity</th>
<th>Action Required</th>
<th>Owner</th>
<th>By When</th>
</tr>
</thead>
</table>
| 1       | Refocusing and leading the development of more effective learning experiences fails to fully realise benefits to students, such as increased retention and more engaging learning experiences | 14.05.15 | 4 | 1 | 4 Low | • Effective staff development programme put in place in PROCAT  
• Communication with, and support from Leadership Team | Katharine Jewitt | Nov 2015 |
| 2       | PROCAT is unable to develop consistent and efficient production processes | 14.05.15 | 3 | 1 | 3 Low | • Introduce Best Practice Groups  
• Pragmatic definition of 'consistent' to allow some local flexibility within key criteria/standards | Katharine Jewitt | Nov 2015 |
| 3       | Innovative, high quality, consistent and efficient production tools and learning systems are not developed and supported | 14.05.15 | 4 | 1 | 4 Low | • Build on changes already happening in PROCAT (e.g. introduction of section head roles)  
• Strengthen relationship management. Develop soft skills (influencing/persuasion)  
• Review communication channels and points of contact  
• Recruit in IT | Denise Mooney | Nov 2015 |
| 4       | Inability to manage the college to deliver optimal effectiveness and efficiency | 14.05.15 | 3 | 2 | 6 Medium | • Scenario planning - demand  
• Staff-IT optimum levels  
• Talent management  
• Succession Planning  
• Target approval to recruit against budget earlier | Neil Warren | Nov 2015 |
| 5       | PROCAT is unable to learn | 14.05.15 | 4 | 1 | 4 Low | • Keep under regular review and be willing to scrutinise existing processes | Katharine Jewitt | Nov 2015 |
8 Communication Plan

8.1 The communications strategy will ensure communications to, and with, stakeholders are managed appropriately. The Digital Learning Fellow will provide briefing materials, papers, news articles and support for events as appropriate, to ensure the PROCAT community and external stakeholders are kept informed about progress with delivering this strategy.

8.2 Strategic Communications from the digital learning fellowship will strengthen and enhance, both in the UK and chosen international territories, PROCAT’s reputation. This will be achieved through an enduring step change in the production, distribution, and quality of engagement of PROCAT’s communications, leading to increased connection, conversation and commitment of stakeholders. As a result, PROCAT will be seen to be increasingly relevant and distinctive among our target audiences in an increasingly competitive landscape.

8.3 The Digital Learning Fellow has built a dedicated website for the project. This is an interactive, inspiring and up-to-date hub for digital learning. The informational site shares progress of all digital learning projects taking place. Readers of the website can add comments, provide feedback and share ideas and effective practice. The Digital Fellow will report widely and regularly on successes and lessons learned and reward innovation.

8.4 If you would like to find out more about the Digital Learning project, visit our [http://procatdigital.co.uk/](http://procatdigital.co.uk/). An archive of news articles are on the blog. You can also leave comments, suggestions and ideas.

8.5 The Digital Learning Fellow will:

- Plan and deliver stakeholder engagement activities relating to the overall aims, achievements and further developments of the digital learning fellowship. An Events page on the PROCAT digital website details all the events.
- Deliver strategic-level communications about the general direction and progress of work to deliver the digital learning fellowship, attending Board meetings when required.
- Articulate and communicate the position of the digital learning project on a weekly basis to the College Principal and to all Teaching staff through the attendance of staff meetings. The regular communication meetings aim to:
o provide an opportunity for staff and students to be kept informed of work being carried out across the college
o generate a better understanding of the collective objectives;
o facilitate policy and practice by providing the context and rationale for decisions;
o facilitate more effective two-way communication.

8.6 There are a number of initiatives to facilitate engagement between Staff, Students and External stakeholders and interested parties throughout the duration of the fellowship:

- **Student Focus Groups – research project**
  - We will make PROCAT more attractive to new students by building our brand and harnessing our community as Digital advocates. The digital learning project is focusing on working with marketing to improve the campus website to provide clearer communication
- The Digital Learning project has created an online booking store on the campus website for course bookings.
- The Digital Learning project has worked with the Claims Team to digitalise the enrolment process.
- The introduction of an innovation ‘sandpit’ on the virtual learning environment for staff and students to play, experiment, explore.
- Effective practice is shared via case studies and exemplars.
- The PROCAT digital website is a popular resource. Analytics show that the website is frequently visited with visitors spending time on the site and visiting several pages on a visit. There is a good, even ratio of new and returning visitors each day. The website is shared often by external visitors on social networking sites.
- PROCAT hosts a monthly Digital Learning Community of Practice. The first Community of Practice was held in June and had 45 attendees with visitors from Liverpool University, Talis, Birmingham University, JISC, South Essex College, Chartered Institute of Library and Information Professionals, Epping Forest College, University of Greenwich, University of Essex, London Metropolitan University, Develop and Thurrock Adult Community College, as well as, internal staff not scheduled to teach.
- Collaboration with other colleges to share effective practice is underway. PROCAT are building learning wheels as part of the Learning Futures project at Blackburn College. Introducing Digital Ambassadors with collaboration from Student E-Mentors from other colleges including Epping Forest and South Essex College.
- PROCAT hosts weekly webinars on digital tools. This project is in collaboration with a number of other colleges who are also speaking at the webinars. South Essex college is heavily involved in providing staff to share case studies and effective practice.
- Microsoft are sponsoring both the weekly webinars and monthly community of practice and providing regular speakers at events and sharing online resources.
Collaborative Projects currently being planned and scoped for commencement in the late Autumn 2015 / New Year 2016

- Effective practice in digital tools in the classroom with South Essex College collaboration with both staff and students from both colleges
- Employer engagement with North Hertfordshire College
- Augmented Reality for work based learning with University Campus Suffolk
- Work based learning with The Backstage Centre
- Use of mobile devices in the classroom with The University of Glasgow
- Various projects working with Harlow College
## 8.7 Reporting, Communication and Dissemination Arrangements

<table>
<thead>
<tr>
<th>Subject</th>
<th>Internal / External</th>
<th>Frequency</th>
<th>Medium</th>
<th>Media</th>
<th>Purpose</th>
<th>Owner</th>
<th>Sign Off</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Overview</td>
<td>I &amp; E</td>
<td>Once</td>
<td>Infographic Posters</td>
<td>Staff meetings, Website, Social Networking</td>
<td>Provide overview of the project showing both success &amp; what happens if change does not occur</td>
<td>Katharine Jewitt</td>
<td>N/A</td>
</tr>
<tr>
<td>Project Updates</td>
<td>I &amp; E</td>
<td>Quarterly</td>
<td>Presentation</td>
<td>Senior Management Meetings, Board of Governors meetings and Staff Development Events</td>
<td>Provide an opportunity for staff and students to be kept informed of work being carried out across the college generate a better understanding of the collective objectives; facilitate policy and practice by providing the context and rationale for decisions; facilitate effective two-way communication.</td>
<td>Katharine Jewitt</td>
<td>N/A</td>
</tr>
<tr>
<td>Project Management</td>
<td>I</td>
<td>Weekly</td>
<td>Weekly Report</td>
<td>One-to-One meeting with College Principal</td>
<td>Project Status review and progress update</td>
<td>Katharine Jewitt</td>
<td>N/A</td>
</tr>
<tr>
<td>Project Progress</td>
<td>I &amp; E</td>
<td>Weekly</td>
<td>Blog Posts &amp; a host of Social Networking tools</td>
<td>PROCAT Digital Website &amp; Social Networking accounts. PROCAT College Website and Social Networking accounts (when relevant content)</td>
<td>Share progress, effective practice, resources and lessons learned</td>
<td>Katharine Jewitt</td>
<td>N/A</td>
</tr>
<tr>
<td>Project Review</td>
<td>E</td>
<td>Fortnightly</td>
<td>Discussion</td>
<td>Conference Calls</td>
<td>Review project</td>
<td>Dawn Buzzard</td>
<td>N/A</td>
</tr>
<tr>
<td>Subject</td>
<td>Internal / External</td>
<td>Frequency</td>
<td>Medium</td>
<td>Media</td>
<td>Purpose</td>
<td>Owner</td>
<td>Sign Off</td>
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</tr>
<tr>
<td>Digital Learning</td>
<td>I &amp; E</td>
<td>Monthly</td>
<td>Documentation, Presentations, Workshops</td>
<td>Community of Practice</td>
<td>Show &amp; Tell, Share effective practice, lessons learned</td>
<td>Katharine Jewitt</td>
<td>N/A</td>
</tr>
<tr>
<td>Digital Skills Training</td>
<td>I &amp; E</td>
<td>Weekly</td>
<td>Presentations / Hands on Training &amp; Learning Resources</td>
<td>Webinars, face-to-face classroom training and live participation in student classes</td>
<td>Train and demonstrate the use and benefits of digital tools for the use in teaching and learning</td>
<td>Katharine Jewitt</td>
<td>N/A</td>
</tr>
<tr>
<td>Feedback</td>
<td>I &amp; E</td>
<td>Weekly &amp; Monthly</td>
<td>Survey</td>
<td>Distributed by email / event brochure / QR code / at webinars &amp; forums</td>
<td>Gather feedback on delivery of training &amp; Community of Practice</td>
<td>Katharine Jewitt</td>
<td>N/A</td>
</tr>
<tr>
<td>Toolbox Talks</td>
<td>I</td>
<td>Weekly</td>
<td>Presentations / Hands on Training &amp; Learning Resources</td>
<td>Staff Meetings</td>
<td>Share progress, training, effective practice, show and tell, share resources and lessons learned</td>
<td>Katharine Jewitt</td>
<td>N/A</td>
</tr>
<tr>
<td>CPD Modules, Case Studies and Exemplars</td>
<td>I &amp; E</td>
<td>Monthly from Nov '15</td>
<td>Case Studies in PDFS supported with CPD webinars, activities and learning objects</td>
<td>Webinars, Forums, Website, Social Networking, The Education &amp; Training Foundation, JISC, ALT, Journals (subject to peer review) etc.</td>
<td>Summarise Digital Learning projects detailing the challenge, activity, outcomes, impact &amp; lessons learned with supported learning objects</td>
<td>Katharine Jewitt</td>
<td>ETF</td>
</tr>
</tbody>
</table>

The Dissemination Event will be reported on separately as per Milestone 5 in the Contracted Services Agreement.
9. Research

9.1 FE Student Research Study

Mobile Technologies and learning: An analysis of the impact of bring your own devices and limitations in further education and a study of the implementation of mobile technologies for formal and informal education in Apprenticeships.

9.2 Research Questions

How can integrated use of mobile technologies be employed to enhance skill development and drive innovation in Further Education?

How can FE leaders and decision makers, responsible for the learning experience, the curriculum and the digital learning environment, make better decisions for their college in an environment of increasing digital dependence and in responses to rising student expectations of their digital learning experience?

What is the role of mobile technology within work based learning for Apprenticeships and Traineeships?

9.3 Approach

Explore strategies, drawing on the UK based education and training sector and international practice, for implementation of greater student ownership of learning through effective use of learning technologies.

Explore strategies, drawing on UK and international practice, to promote digital learning, including the production of effective practice case studies.

Explore how to develop the expertise of instructors in the use and development of digital learning technologies.

Explore the use of digital and advanced technologies, equipment and resources in specific curriculum areas to enhance work-based learning.

9.4 Methods

Literature Review

Student Focus Groups with all students from PROCAT

Student Questionnaires completed by all students from PROCAT
9.5 Project Importance and Relevant Literature

There are many challenges facing the TEL research community to stay relevant, responsive, rigorous and useful in a world that is increasingly characterized by disturbances that threaten stability, progress and growth, for example, growing unemployment, decline in growth and energy constraints, the role of openness for innovation, the globalization of learning, the connectedness and mobility of societies, the reliance on non-human intelligence and development of the internet of things, the networked connection of people, process, data and things (Edutech Associates, 2013), which allows for seamless learning across different devices and in a variety of contexts.

Institutions must respond to the unmanaged pressure from outside that comes from increased ownership, familiarity and expectations around universal personal technologies. Increasingly, technology happens outside institutions and inside students are forced to ‘power down’. Now technology can be portrayed as socially transformative; technology ‘is us’ (Rettie 2005). The first generation of TEL was Web1.0, the web (and the educator) as broadcaster, and students were readers and recipients; the second generation must be Web2.0, everyone writers and readers. Knowledge is now created locally, partially, contingently, for-me, for-now.

This change is mirrored by a change in the role and significance of knowledge and learning. Connected universal mobile devices, the portal onto Web2.0 services, change the nature of learning and knowing. Everyone with a smartphone can generate, store, share, discuss and consume images, ideas, information and opinions, can access the cloud, and the services it provides, and can access each other; they can pursue, sustain or invent interests specific to them, their location, their community and their history.

I believe there is significant scope to change and improve the way that education and training is delivered, through embracing and embedding outstanding digital learning and teaching practices. Research for the FELTAG inquiry (Feltag, 2014), McLoughlin Report (McLoughlin, 2014) and 157 Group report: Further Education 2020 (Sherlock and Perry, 2013), has highlighted that whilst the FE sector has invested heavily in computing and has taught its use at elementary level, digital technology is not being widely used to change the nature of learning or radically enhance its accessibility. The recently published New Media Consortium Horizon report for HE 2015 (The New Media Consortium, 2015) discusses the key issues likely to impact on education the most over the next 5 years and important developments in the next year are with bring your own devices and flipped classrooms and further ahead, adaptive learning technologies, makerspaces, wearable technologies and the internet of things. There are a number of challenges associated with these technological developments for example, redesigning learning spaces, personalised learning, improving digital literacy skills, the use of blended formal and informal learning, Massive Open Online Courses (MOOCs) and Open Educational Resources (OERs).

The research will focus on the student voice of PROCAT. The research will explore specific areas for the application of digital learning, but also support the wider adoption of good practice in the sector. A particular area for exploration is the potential of student owned mobile technologies to enable much wider use of independent learning for students to acquire knowledge at their own pace. Another is widespread use of digital technology to enhance work-based learning, which would include employers having real-time access to their apprentices’ progress, so that on-the-job and off-the-job curricula can be better coordinated.

Wider and more whole scale use of digitally enabled learning is needed in the FE and skills sector; one that balances ambitious top-down vision with a collaborative bottom up responsibility for innovation. This study will research digital learning strategies for an FE and skills environment, focused on vocational training and work based learning, to improve outcomes for students, providers and employers.
9.6 Dissemination

The lessons learned, methodologies, initiatives and techniques used are to be analysed and reported upon for the use of FE and skills sector providers. The research study findings will be published and also shared at the dissemination event.

9.7 References


10

Quality Assurance and Evaluation Plan

10.1 Principles

10.1.1 PROCAT’s mission is to contribute to the success of key sectors of British industry by taking a leading role in providing excellent technological education and skills training, open to all people of ability and commitment.

10.1.2 The fellowship project is guided by the principles of the college as a whole. The PROCAT model has seven key characteristics which combine to ensure that the college provides outstanding technical professional work-based training. They are:

- Operating from centres of excellence where employers and learners can have trust and confidence that training will be delivered by industry expert professionals using modern equipment and operating from a realistic working environment. PROCAT will lead on the development and use of digital learning technology to empower learners and their employers supporting new ways of delivering education and skills.
- Presenting a professional culture where the learner and the customer always come first and where the prevailing values of the college are integrity, equality, fairness and accountability.
- Workforce development training to ensure that businesses remain competitive in a rapidly changing marketplace. Keeping ahead of industrial technology and providing refresher and up skilling training.
- Creating pathways to employment, further and higher education and promoting equality and diversity. PROCAT will work in schools to promote wider entry into higher level professions through improved careers advice, access to advanced and higher apprenticeships and pathways to degree level study.
- A focus on key sectors of industry where there is significant demand for higher level technical skills including advanced engineering, aviation, rail, defence, and automotive as well as construction, building services engineering, and renewable technologies.
- Powerful partnerships with business where employers play a central part in governance, curriculum design and quality assurance and also co-invest and share the cost of workforce development.
- Apprenticeships at the heart of the provision. Offering young people pathways to employment with learning and progression to advanced, higher and degree level apprenticeships.

10.2 Roles and Responsibilities

10.2.1 Overall responsibility for managing quality improvement rests with the Executive Manager (Policy, Strategy & Performance) who works with the Extended Leadership Team. All members of staff are responsible for implementing and promoting the quality improvement system. The objectives of the quality improvement system are:

- to provide all learners with an excellent learning experience
- to identify and improve any shortfalls in the service we provide to our learners
- to celebrate and share our good practice
- to ensure that all learners have equal access to our learning opportunities
- to develop and improve our management practices to support the core values and strategic aims of the organisation
10.3 Processes

10.3.1 QA of the fellowship programme, including monitoring of the performance of the Fellow will be through the following processes:

- by listening carefully to what our learners and employers think of the experience they receive through formal and informal feedback opportunities
- through regular observations of the key learning processes
- through regular visits to, and discussions with, employers to monitor the quality of the work-based learning experience
- by setting and communicating clear standards for our staff to meet in terms of policies, operating procedures, and appropriate targets
- by internal audit of our systems and procedures to identify non-compliance and areas of improvement
- by regular appraisal of staff performance at all levels within the organisation
- by supporting staff to improve their skills and knowledge through their continuous professional development
- by setting and monitoring key performance indicators including those for improving retention and achievement
- by controlling the development of all learning materials and establishing standardised best practice in this respect
- through well-planned and effectively managed internal verification practices
- by giving staff frequent opportunities to consider quality, equality, improvement and to share best practice through structured meetings
- by embracing and acting upon external opinion such as that received from awarding bodies, the Skills Funding Agency and OfSTED
- by benchmarking our performance through analysis of inspection reports published by OfSTED, visiting the Excalibur good practice database and by visiting other learning institutions
- by the publication of an annual self-assessment report that evaluates the quality of our service against the rigours of the Common Inspection Framework
- by preparing and implementing development plans to address our weaknesses and build on our strengths so that our service continues to improve

10.4 QA of Project Outputs

10.4.1 Outputs from the project will follow the Education and Training Foundation’s Resource Exemplar checklist, the Excellence Gateway guidance the Getting Write document.

10.5 QA Reporting

10.5.1 QA reporting will be monitored through the quality meetings, observations, learning walks and audits, as appropriate. The self-assessment report is the main risk register and is where PROCAT identifies areas for improvement. This will also be supported by a specific risk register for the fellowship project managed by the Fellow and reviewed at the QA meetings.

10.5.2 Quality meetings are held fortnightly to review progress towards improvement activity and reviewing impact. The forum will also discuss any arising issues that may emerge from the ongoing quality monitoring activity.
10.6 Transferrable Outputs

10.6.1 CPD Modules in Digital Skills

10.6.1.1 The project will deliver a set of CPD modules using blended learning to teach staff on using digital technologies to enhance teaching and learning. The digital skills can then be transferred to students. The CPD modules will be published for the sector to use and will include webinars, learning objects and activities.

10.6.2 Sharing of Effective Practice and training in digital skills

10.6.2.1 The project will deliver a set of weekly webinars to train the sector in digital skills for teaching and learning. The project will also host a monthly digital learning Community of Practice for the sharing of effective practice.

10.6.2.2 Microsoft is Sponsor of the weekly webinars and monthly Community of Practice which provides a professional, branded endorsement to the work being carried out by the fellowship.
11 Critical Success Factors (CSFs)

11.1 For this strategic plan to be successful, it is necessary for PROCAT to:

- embrace and lead the development and implementation of Technology Enhanced Learning to ultimately improve students’ learning experiences
- embrace the opportunities offered by disruptive production models to increase the uptake of innovation across the college
- manage all new initiatives appropriately, within budget, and ensuring costs are controlled
- ensure staff in PROCAT are energised and enthused to deliver in a more creative environment in order to meet the challenges of future change
12 Impact

12.1 New approaches utilising technology enhanced learning will need to be assessed for their impacts as the project progresses, so that efficiencies, enhancements and transformations made do not impede progression for any group.

12.2 The digital learning fellowship project will promote transformative approaches to learning, teaching and curriculum that have a positive impact on developing Students, Staff, Employers and other stakeholders, so that all can participate in and contribute to a digital, collaborative learning community. Pedagogies will connect students, staff and employers, creating a sense of belonging and enable them to participate through online collaboration via a range of digital dialogue and interaction.

12.3 Technology enhanced learning will purposefully build on PROCAT’s key strength of building relationships with employers. The use of technology will strengthen and build relationships and improve collaboration for stakeholders to cooperatively create learning and teaching materials and learning events to best meet their various needs.

12.4 Technology will impact engaging learning experiences by acting as an enabler, rather than a principle driver. Technology will have a fundamental role to play in improving efficiency, transforming pedagogic practices with staff, students and employers.

12.5 The digital learning project will impact students in their development to be lifelong learners and enable them to manage and learn effectively in a technology-rich digital world.

12.6 The project will impact learner independence and autonomy, by providing online support networks and learning communities and a range of “learning to learn” digital tools.
References


Appendices

Appendix A: FE Learner Engagement Road Map
Appendix B: Enhancing the Digital Experience for all Learners

Enhancing the digital experience for all learners

Responding negatively to change factors

Unsupported Digital Literacy
Students struggle to transfer skills to professional settings. There’s an introduction to digital literacy, but then students are left to develop skills alone. Both staff & students lack confidence in digital skills.

Closed, Exclusive, Uncollaborative Culture
Students are frustrated because the digital technology is not doing as much as it could. Technology is not being used to help students be independent. Digital technology is not supported or widely used as part of the curriculum.

Unviable Digital Practice
Students’ expectations are not being met with regards to digital technology. Teachers are not able to take advantage of free online resources to support sustainability. Students are not developing digital and employability skills

Students not stretched beyond classroom
Students are not using the digital technology they will be using when they leave education. Students have limited digital skills. Students are not challenged in their learning. Students are not involved. Feedback is negative.

Irrelevant Digital Curriculum
Digital activity is not taking place to meet learning outcomes. Students are unable to access subject specialists to guide them in the skills and practices they need. Study programmes are not responsive & bespoke.

Unplanned Approach to Digital Strategy
There are no digital champions. We do not have a clear vision for the digital institution. We do not have a linked up digital strategy with learning, teaching and assessment, research and knowledge transfer, IT and the environment.

No Digital Visability
We do not cultivate a digital presence. We do not provide an effective and quality online learning environment to support face to face and blended teaching, learning and assessment. We are unaware of the latest research & technological advances.

Responding positively to change factors

Develop Staff & Students’ Digital Literacy
Our staff and students are digitally competent which supports student achievement & employability. We have a culture of developing literacy skills, embedded in the curriculum and keep apace with digital trends.

Open, Inclusive, Sharing Culture
We provide an inclusive digital experience for learners. All people are empowered to continually evolve their digital skills. Digital coaches disseminate good practice. Digital technology supports everyone’s needs eg. with physical disabilities, remote working.

Promote Sustainability
We use digital technology to promote sustainability. We embrace and have coherent policies for BYOD, which assists sustainability & embeds digital literacy. Students are provided with devices if they do not have their own.

Work Based Learning
Our students use digital technology to develop skills for the workplace. Students are web savvy and understand safety issues and digital footprints. Employability skills are developed through study programmes with SMEs.

Relevant Digital Curriculum
Technology is the norm & used in everyday practice by both Staff & Students. Students utilise bespoke, tailored & personalised programmes supported by engaging, collaborative and responsive teaching staff.

Strategic Student Experience
We adopt a digital learning strategy embraced by the whole institution. Students’ expertise are utilised in digital strategy to meet their changing & evolving expectations. Digital experts liaise between ICT, Staff, Leaders & Students.

Highly Visible Digital Presence
We utilise our strong online presence to grow our reputation and develop relationships with students, researchers, businesses and other stakeholders. We carry out regular research & produce effective practice case studies.

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Appendix C: Responding to Change Factors in the Environment
Appendix D: Developing the College Digital Environment
Appendix E: Building Capacity to Support New Kinds of Learning