

### COLLEGE ILT POLICY (Teaching and Learning)

#### College ILT Vision Statement

The College recognises the growing potential and value of ILT to teaching and learning, in terms of enabling lecturers to use, produce and adapt engaging and pedagogically effective e-learning materials and make them easily accessible to learners, both on and off campus.

The College envisages using ILT, whenever possible, to widen participation and enrich the student learning experience. Although The College believes that our learners' predominant mode of engagement with their programme will be face-to-face contact with their tutor and lecturer for the foreseeable future, it will seek to empower learners, outside of the constraints of fixed modes of attendance, by creating access to video on demand master classes, podcast materials and to byte-sized chunks of e-learning content, anytime, anywhere. The College will require course teams to incrementally set higher targets for the use of ILT to support learning in each programme in the following areas:

- as a reinforcement of work covered in class,
- as an introduction to new skills, knowledge and learning
- as supplementary research
- as a revision aid, and
- as a means to work collaboratively online using tools such as Wikis and blogs.

College ILT Champions, Practitioners and Librarians will work with course teams in mapping e-learning materials to individual course modules/units on an ongoing basis to help lecturers with the integration of ILT into their learning programmes.

Given the current and anticipated future rate of technological development in IT infrastructure and systems, as well as content, it is inevitable that The College will deliver and assess an increasing proportion of learning online over the next five years.

Communication between tutors and students and between student peers, by e-mail, computer conferencing or video conferencing will increasingly become the norm in College. The College will also actively explore further opportunities to:

- design and deliver online assessment of appropriate elements of student learning programmes, subject to rigorous security measures and to the requirements of validating and awarding bodies
- pilot the introduction of electronic skills portfolios.

The College also acknowledges its obligation to develop lecturers' IT and ILT skills and to invest in high speed networks, presentation tools, modern specification workstations, m technologies and other learning devices to enable our staff to embed e-learning and blended learning into our curriculum.

(See also comprehensive Vision Statement in "The Digital College" Strategy document, June 2006 Update.)

## Policy Statements

### 1. Use of electronic resources and systems

1.1 Each permanently contracted member of academic staff will be required to integrate the following e-learning materials into the learning programmes that they teach:

- a) quality assured e-resources supplied by DfES, BECTa and other central agencies as well as locally produced learning objects
- b) their own selection of e-learning resources from the following menu of supplementary materials:
  - exemplar materials produced by individual lecturers throughout the sector which have been deposited in the FERL website's Teaching and Learning resource bank, the JORUM repository and Intute
  - commercially available materials;
  - their own interactive materials which they have produced using a variety of software tools
  - useful websites generally.

*It is acknowledged that the rate of progress made by each member of staff will be dependent on The College's ability to allocate a laptop or PC to them.*

1.2 The ILT Development Centre will help Academy Management Teams by:

- monitoring the progress of their staff in making effective use of ILT resources, VLE and other IT systems and in undertaking and successfully completing prerequisite ILT skills training and updating
- facilitating the sharing of good ILT practice within their Academy by identifying lecturers who possess high level ILT skills as well as sound pedagogical skills, knowledge and understanding, as reflected in good-to-excellent lesson observation grades
- obtaining details from their teams of how they intend to use e-learning resources within Schemes of Work, Lesson Plans and assignments
- negotiating ILT development targets with the staff for whom they are responsible on an annual basis, during appraisal interviews
- tabling regular reports which specify the progress made by course teams in Academies in implementing Action Plans negotiated during the last round of ILT Staff Development Programmes
- collaborating with Quality and Standards to ensure that each Academy appoints its own ILT Co-ordinator who will oversee the implementation of ILT targets within their home Academy and support the teaching staff tasked with embedding ILT within their courses.

1.3 ILT Champions and Co-ordinators will be seconded to DST as required in order to advise team members whether criteria outlined in CIF and OFSTED Inspectors' Handbook are being successfully implemented during lesson observations.

1.4 The College will pilot the production of electronic skills portfolios in a number of curriculum areas during the next three years, prior to more extensive adoption of this initiative throughout The College.

## **2. Training and Support for Academic Staff**

- 2.1 The ILT Development Centre will train our workforce in how to make effective use of e-learning and emerging technologies and embed them within our curriculum delivery, consistent with national strategy, policy and practice and our own corporate needs. The College will seek to create a culture which facilitates the sharing of higher level application of ILT by experienced lecturers who possess sound subject knowledge and understanding and excellent pedagogical skills.
- 2.2 Professional librarians will liaise with academic staff to help them identify appropriate e-resources to support student assignments and physically embed high quality electronic resources within VLE course folders.
- 2.3 Professional librarians will work with ILT Co-ordinators and individual academic staff in planning inputs to VLE induction and user education programmes, and drafting assignments which require access to electronic resources within the VLE.
- 2.4 The Media and IT Section will negotiate, implement, review and then update SLAs with Teaching Centres/Academies with a view to offering a more responsive service to academic staff, students and other College customers. Help Desk software will generate key performance indicators and statistical reporting which will feed into SLA monitoring and re-negotiation processes.

## **3. Procurement and Production of E-resources**

- 3.1 Library and Information staff and academic staff will jointly build upon the progress made to date in purchasing e-resource collections from JISC, EduServ and other suppliers, in order to provide a comprehensive portfolio of resources hosted by College LRCs.
- 3.2 College LRCs will incrementally increase the proportion of its non-staffing revenue budget allocated to e-books and electronic databases.
- 3.3 The College will build upon its current market leader position in the production of e-learning materials by expanding the remit and function of the ILT Development Centre to include the development, packaging and sale of learning objects, master classes and other online learning materials.

## **4. Investment in IT equipment and systems**

- 4.1 CITG and CSG will systematically review the distribution of student and staff workstations among Academies and across sites in order to ensure an equitable distribution of equipment among Academies.
- 4.2 By 2008, The College will gradually increase the proportion of its gross annual turnover spent on additional/replacement staff and student workstations, electronic classrooms (including mobile technologies), assistive technologies and software, consistent with sectoral recommendations and benchmarks. The College will seek a return on this investment by incrementally increasing the proportion of GLH delivered via e/blended learning.
- 4.3 The College will expand its IT provision (including PCs, electronic presentation tools, video conferencing) in classrooms, LRCs and hot spot wireless enabled open plan

learning areas such as atria, learning café, social spaces in corridors and circulation areas using a mixed economy model – a combination of centrally funded workstations and a facility for students and staff to connect their own learning devices to our network.

- 4.4 The College will invest in next generation architecture which will be capable of carrying large quantities of video, voice and data traffic at speeds which do not cause inconvenience to the students and staff who are using our systems.
- 4.5 The College will over the longer term invest in Intelligent Building/Connected Real Estate systems which will enable us to build an infrastructure that allows voice, data, CCTV, Access and Entry systems, heat and light and electricity to be centrally managed on a single IP Platform.

Please refer to “The Digital College” Paper for details of key ILT strategic objectives for the period 2005-08.

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This policy is to be reviewed by the College Information Technology Group and Teaching and Learning Group by September 2011.