Document Reference: The Grimsby Institute Group E-Learning Strategy 2013-2015

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Description:

The Group E-Learning strategy sets out the Grimsby Institute Groups focus upon embedding e-learning on all programmes and developing an inspirational curriculum that meets individual needs and aspirations. Furthermore it is in response to government funding cuts and be better able to develop ILT and blended learning in order to meet the individual needs and aspirations of learners.

The strategy sets out 6 key objectives for delivering and improving the use of e-learning within curriculum. To further utilise this strategy as a vehicle for change; the operational stages to achieving these objectives are highlighted; and implementation targets outlined. The overall aim of the strategy is to ensure transparency in the process by which the Institute can ensure quality of e-learning provision across the Grimsby Institute Group.

Document Reference:

The Grimsby Institute Group: Strategic Plan 2011/15

The Grimsby Institute Group ILT Strategy 2011/15

For further advice on how the strategy works, you should contact the FE Quality Hub.

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This document is available in alternative forms

upon request from the Quality and Standards Department

Introduction

The Group E-Learning Strategy supports the strategic objectives as presented in the Group strategic plan, 2011 – 2015. This strategy outlines the Groups commitment to promoting the use of E-Learning in all aspects of the learner journey during their time with the Group. With changes in course funding and a greater emphasis on better quality teaching, learning and assessment this strategy outlines the Group vision of E-Learning.

Context

- The Group's commitment to developing its E-Learning strategy is in response to changing standards in the provision of outstanding teaching and learning, in particular the new Ofsted Common Inspection Framework.
- E-learning is using technology-enhanced teaching by exploiting a range of ILT and communication systems to make learning more interesting and relevant to the learner. E-learning has the potential to enrich learners lives by adding value to the learner ILT experience. It transforms the way in which learners learn, by enabling tutors to use and produce engaging and interactive learning resources and lessons.
- A learner's experience of IT begins before they progress to FE education, partnerships or work based learning and thus the Group must support this transition. With changing economies and greater integrated ILT in the work place, the Group can expect to help meet the expectations of today's learners.
- The Group has undergone an overhaul in relation to ILT over the past 12 months. Recent projects have including expansion of WIFI provision supported by allowing staff and students to use their own mobile devices in College. Furthermore integrated cloud computing software and a modified VLE to support mobile devices been implemented.
- The Group recognises the potential benefit and importance of using blended learning to enhance the learner experience and understands the main method of our learner's engagement on their programme is face-to-face, but the group seeks to not constrain additional methods of learning. Instead, the group seeks to use E-Learning to support learners in many ways along their learning journey.

Vision

To create a rich, innovative and inspiring learning provision and learning environment for learners that extends beyond the traditional boundaries of education. Learners will have access to quality teaching, learning and assessment, that embeds e-learning at every stage of a learners journey and offers continued support and should not be restricted by the learner's ability to access learning opportunities. This will offer a transparent and seamless journey from compulsory education and beyond.

Underlying Principles

- The Group ensures that E-Learning initiatives are incorporated in strategic development and quality assurance for teaching and learning.
- Technology and E-Learning can help enrich the learning experience by allowing opportunities for participative and active learning online and within physical learning environments.
- The Group aims to ensure online learning is a positive addition for inclusivity and supports differentiation.
- The Group actively promotes use of own devices by staff and students but it must be recognised that that not all learners have these or are willing to use them. In this case students should not be left at a disadvantage.
- The Group does not assume that all our learners will take advantage of the range of E-Learning systems within the group and thus learners may need skills development to optimise their use of Virtual Learning.
- The Group is committed to providing a safe virtual learning environment and promotes E-Safety.
- There is potential to Improve learner retention through the use of interactive and individualised sessions using e-learning where appropriate.
- Provide responsive systems for the learner to be able to 'interface' with the institution, their tutors and their peers.
- Use of e-learning can empower staff to provide personalised learning environments for their learners and help further develop the skillset of tutors.

Development Of Strategy

- **Management**
  The draft strategy will be presented to the FE and HE teaching and learning committees for input and approval. This will be followed by presentation at CASE and QIC
- **Students**
  A student focus group should be assembled to preview and input on the draft strategy. It is suggested that this can be supervised by the group's student council.
- **Externals**
  The draft strategy should be sent to a representative from the JISC RSC Yorkshire and Humber, for professional and sector skilled approval.

Strategic Aims

1. **Quality Improvement** - To assess and develop areas for quality improvement, of embedding e-learning within teaching & learning and curriculum design
2. **Learning Platform** - To provide an effective and quality online learning environment designed to support face to face and blended teaching, learning and assessment.
3. **Digital Literacies** - To develop personal and professional digital literacy's of staff
4. **Open Sharing & Collaboration** - To enhance and promote better sharing of good practice across departments within the organisation and externally
5. **Online Learning** - To review and develop online learning technologies for greater opportunities to engage in distance learning
6. **Sustainability** - To use the products of E-Learning to promote sustainability

Implementation Plan

Achievement of these aims involves a number of key improvement objectives that are presented overleaf. The plan outlines where we are now, where we want to be and the necessary objectives that need to be met for the future vision.

Aim	Key Improvement Objectives	Completed by:	Evidenced by:
1. Quality Improvement To assess and develop areas for quality improvement, of embedding e-learning within teaching & learning and curriculum design.	*1a*. Benchmark current e-learning provision providing each department with appropriate data to measure future development.	*Head of E-Learning (HEL) – Dec 13*	*School E-Learning Report (SELR), Moodle Audits*
	1b. Review departmental expectations for the level and use of e-learning across courses and highlight support needs.	*HEL – Dec 13*	*School E-Learning Report*
	1c. Establish an E-learning Working Group comprising a cross-section of departments across the group to drive the e-learning strategy.	*HEL – July 13*	*Once termly meetings*
	1d. Group OTL's to make specific reference to use of E-Learning and use of VLE within teaching and learning.	*FE Quality Hub – Sept/Oct 13*	*New categories on Pro Observe*
	1e. Focused team visits delivering targeted staff development to course teams.	*HEL – Ongoing*	*FE Quality Hub Reports*
	1f. Reviewing institutional guidance for online e-assessment methods to work in-line with awarding body criteria.	*E-learning Working Group (ELWG) – Dec 13*	*E-Assessment Policy*
	1g. Provide progressive opportunities and resources for staff development.	*HEL – Ongoing*	*Basic & Advanced level SD opportunities*
	1h. Disseminate good, practical examples of how e-learning relates to teaching and learning theories and methods.	*TL Coaches/Fellows, HEL, Teaching & Learning Manager (TLM) – Ongoing*	*Teaching and learning meetings, training events, Fuse*
	1i. Provide supportive observations or team teaching using e-learning to offer feedback of where e-learning was effective.	*HEL/Coaches – Sept 13 – Mar 14*	*Supportive observation records*
	1j. Facilitate a range of pilot case studies of effective use of e-learning for showcasing across the group.	*Various – Sept - Dec 13*	*Case Study reports shared across the Group*
	1k. Develop 'Digital Toolkit' of learning technology to be purchased and implemented by all schools.	*HEL , Schools - Sept/Oct 13*	*Purchase of equipment supported by training.*
	1l. Collaboration with course teams to evaluate and implement e-learning from the curriculum design stage.	*HEL, TLM - Ongoing*	*New schemes related to e-learning and study programme*

Aim	Key Improvement Objectives	Completed by:	Evidenced by:
2. Learning Platform To provide an effective and quality online learning environment designed to support face to face and blended teaching, learning and assessment.	*2a*. Implementing and promoting the 10 Moodle standards for accessible Moodle Courses	*HEL/T&L Committee – Sept 13*	*Moodle Acceptable Standards*
	2b. Establish a programme of 'back to basics' core sessions to improve and develop basic staff skills whilst using Moodle.	*HEL, Staff Development, TL Coaches, TL Fellows – Aug 13 – Jun 14*	*E-Learning Strategy, KPI's, Staff Development*
	2c. Develop a new benchmark system for judging the quality of Moodle course content. This should follow the Ofsted scale of 1-4.	*HEL, Director of ICT (DICT) – Dec 13*	*Moodle Grading System implemented*
	2d. Twice yearly Moodle Audits are completed and feedback disseminated to heads of schools,	*HEL – Dec 13 & Apr 14*	*Moodle Audit Reports*
	2e. Good practice and effective use of Moodle is shared across all college teams openly at Teaching & Learning meetings, open events, Learn To E-Learn Magazine and a Group E-Learning Conference.	*HEL – Ongoing*	*FUSE, Learn to E-Learn Magazine, FE Conference, T&L Coaches.*
	2f. Conduct regular reviews of staff and learner experiences to identify priorities for development.	*FE Quality Hub – May 13 / Nov 13 / Feb 14*	*Moodle Surveys*
	2g. A staged and systematic upgrade to Moodle to develop and enhance the current environment.	*DICT/CSU/HEL – May 13 – Nov 14*	*Upgraded Moodle, Survey Data*
	2h. Research and implement a new system to record lectures and make available online via the Moodle interface.	*Learning Resources Committee, HEL, DICT – July/Aug 13*	*Implementation of software/hardware*
	2i. Develop partnership with HE design and computing students to help develop design content for the Moodle.	*HEL - Jan 14*	*New graphics utilised on Moodle pages*
	2j. Support the development of Moodle content with input from new e-learning interns and e-learning apprentices assigned to course areas.	*HEL, Business & Computing-Ongoing*	*Impact of work completed by interns on Moodle pages*

Aim	Key Improvement Objectives	Completed by:	Evidenced by:
3. Digital Literacies To develop personal and professional digital literacy's of staff	**3a**. Delivering a program of mandatory, core E-Learning sessions in bitesize format for the most highlighted skills shortage areas.	*HEL, TL Coaches/Fellows, Staff Development Coordinator (SDC) – Aug 15*	*SELR's, OTL's, SAR's, QIP's*
	3b. Develop a progressive staff e-learning skills development program of training linked to awards and recognition.	*HEL, School Of Education, SDC – Dec 13*	*SELR's, SAR's, Appraisals, Staff Dev*
	3c. Provide one to one support drop in sessions for staff queries.	*HEL, Interns (Resource Centre) – Ongoing*	*SELR's, Staff Development*
	3d. Communicate with Course Leads and Curriculum Leaders, to develop blended learning opportunities.	*HEL – Sept 14*	*SELR's, SAR's, QIP's*
	3e. Team teaching to support tutors using new technologies and e-learning.	*HEL,T&L Coaches/Fellows – ongoing*	*SELR's*
	3f. Work in partnership with the external Joint Information Systems Committee (JISC) to deliver tailored Digital Literacy and E-Learning based sessions for teaching staff twice yearly.	*FE Quality Hub – Ongoing (Feb/Oct)*	*Staff Development, SELR's, Sharing Practice*
	3g. Run Moodle standards workshops during compulsory staff development days to be used as a training workshop and to highlight areas for improvement of Moodle Courses.	*HEL – July 13/14/15*	*SELR's, Staff Development*
	3h. Use student and staff surveys to better inform the staff development provision relating to e-learning.	*FE Quality Hub – Oct 13 /Feb 14/Jun 14*	*Survey Data*
	3i. To develop an online learning space for staff to participate in distance learning across the group satellite sites.	*HEL, Interns - Feb 13*	*Moodle Course*
	3j. Develop a staff Learning Resource Centre where access is provided to tailored support, computers, e-learning technology and software to design e-learning content.	*FE Quality Hub, CSU – Dec 13*	*Learning Resource Centre*
	3k. Pilot an intern program in partnership within Business and Computing to provide student e-learning interns in each school to support development of e-learning content and resources.	*HEL, Business & Computing – Apr 13 – July 13 & Sept 13 - Ongoing*	*Intern report and case study JISC Case Study*

Aim	Key Improvement Objectives	Completed by:	Evidenced by:
4. Open Sharing & Collaboration To enhance and promote better sharing of good practice across departments within the organisation and externally	*4a*. Student and Staff Forum or Think Tank, on a termly basis, to offer an open platform for feedback of e-learning across the group. This could be incorporated in the current Student Council meetings.	*ELWG , Student Council – Sept 13 / Jan 14 / May 13*	*Minutes*
	4b. Continue strong links with JISC and other e-learning training providers to remain updated on current e-learning developments.	*HEL – Ongoing*	*Quality Reports*
	4c. Host a group e-learning conference showcasing the best e-learning practice from staff and students. This could be part of a whole Group FE Teaching and Learning Conference.	*FE Quality Hub – Jun/July 14*	*FE Conference*
	4d. Teaching and Learning Coaches to disseminate good practice across schools and feedback at regular coach meetings.	*HEL, TLM, T&L Coaches/Fellows – Ongoing*	*T&L Minutes*
	4e. Create a shared resources programme where all staff share essential e-learning resources for the benefit of learners. This could be conducted by a termly 'Digital Swap Shop'	*HEL – Jan 14*	*Termly Digital Swap Shop, Updates to ELWG*
	4f. Share staff case studies and reward good practice.	*FE Quality Hub, ELWG – Ongoing*	*Updates to T&L Committee, SELR's*
	4g. Promote the best examples and encourage participation at regional and national conferences to showcase achievements.	*ELWG - Ongoing*	*FUSE, SELR's, Updates to SMT*
	4h. Research the opportunity to utilise Group digital signage to further promote examples of good practice teaching and learning across the group.	*ELWG – Aug 13*	*New signage system implemented*
	4i. Become involved in collaborative e-learning type bids to showcase excellent practice within the Group.	*ELWG - Ongoing*	*Reports to SMT*

Aim	Key Improvement Objectives	Completed by:	Evidenced by:
5. Online Learning To review and develop online learning technologies for greater opportunities to engage in distance learning	**5a**. Review online learning spaces from other similar providers to provide a benchmark for online delivery.	*HEL – Dec 13*	*Online Learning Spaces Report*
	5b. Pilot a range of online lecture recording software with HE fellows to evaluate the best package for the Group's needs.	*Various – Jul 13*	*Report to Learning Resource Committee.*
	5c. Pilot online based academic progression Massive Open Online Course (MOOC) course for level 3 to level 4 learners. This will address key academic skills needed by learners at Level 4 but will also provide data on the effectiveness of the MOOC approach.	*HEL – Nov 13 – Jan 14*	*MOOC Report*
	5d. Work in partnership with Work Based Learning (WBL) to better inform the requirements and need for future online learning and e-learning to support Work Based learners.	*HEL, ELWG – Aug 14*	*WBL E-Learning Report*
	5e. Develop guidelines for online delivery	*HEL - Feb 14*	*Group Guidelines approved by SMT*

Aim	Key Improvement Objectives	Completed by:	Evidenced by:
6. Sustainability To use the products of E-Learning to promote sustainability	*6a*. The use of better-promoted e-learning and access to free online resources will cut costs and reduce budget requirements.	*ELWG – Ongoing*	*Business Planning*
	6b. Embracing BYOD in the classroom will embed digital literacy's with learners and assist in sustainability.	*ELWG – Ongoing*	*E-Learning Report*
	6c. Review best investment of e-learning technologies related to curriculum use.	*HEL – Jul 14*	*E-Learning Report*
	6d. Work with resource providers to find the best cost solutions for the Group's needs.	*ELWG, HEL, DICT – Ongoing*	
	6e. Work with JISC and other funding bodies to secure funding opportunities for new projects that will benefit the organisation.	*ELWG – Aug 15*	*New bids and funding generated*
	6f. Utilise e-learning apprentices to generate full cost income by providing external services.	*HEL – Sept 14*	*Apprentice Course to run Sept 14*
	6g. Champion the use of e-learning interns to provide internal e-learning services for no cost.	*HEL, ELWG – Sept 13*	*SELR's*
	6h. Making course materials available online via the Group VLE will reduce use of paper and other materials.	*All – Aug 15*	*Moodle Audits*
	6i. Using online assessment methods for assignments and online marking will reduce the need for paper based work.	*ELWG – July 14 (ongoing)*	*Pilot courses using online authentic assessments*
	6j. Many e-learning resources are free and staff should be encouraged to access these to offer better value for money.	*ELWG - Ongoing*	*Staff Development, Sharing Practice, SELR's*

Key Performance Indicators Of E-Learning

(Data based on approximate figures from this year)

Quantitative	2012-2013	2013-2014	2014-2015
Staff attending/Delivering staff development based on basic and advanced e-learning skills.	Overall - 12%	Basic – 40% Advanced – 25%	Basic – 70% Advanced – 50%
Moodle courses for taught sessions with grade 1 or 2	No data	25 %	35%
% of staff delivering or attending of external delivery of e-learning through conferences and partners	1 %	10 %	25 %
No of interns per area	7	14	30
No of submissions to internal publications related to e-learning	10	50	100
% of OTL's referencing best practice relating to use of VLE and E-Learning	8%	20%	40%
Income from E-Learning related bids			
Expenditure on E-learning			

Qualitative Indicators

Assessing the qualitative evaluations, of the use of e-learning, in practice via staff and learner surveys.

Dissemination of good practice across college teams via T&L Coaches and teaching and learning meetings.

Staff development feedback and evaluations

Key Performance Indicator for judging the effectiveness of teaching and learning

Benchmarks	Targets for Improvement			
	Overall 2011-2012	2012-2013	2013-2014	2014-2015
Student Retention	86.9%			
Student Attendance	85.4%			
Satisfaction Survey				
Achievement	93.3%			
Observation Grades	Grade 1 - 33% Grade 2 - 54%			

Management, Evaluation and Development

- The Group Head of E-Learning will be responsible for reviewing all aspects of the E-Learning strategy so as to provide the best opportunities for students and the group workforce.
- Any issues related to E-Learning will be monitored and reported via teaching and learning committees meetings, coach and fellow meetings, CASE reports and quality reviews.
- The E-Learning strategy has responsibility for ensuring e-learning is a complicit part of teaching and learning across the group.
- The e-learning strategy will provide direction for acceptable standards of e-learning whilst promoting the quality enhancement and sharing of good practice.

Appendices

Learner Journey

The Group recognises that the quality of support that learners receive on their 'Learner Journey', impacts on learner's motivation and further progression onto higher learning or employment opportunities. The Group believes that using E-Learning and embedding Digital Literacy's can have a positive effect on learners by providing opportunities to utilise underpinning and transferable skills. Furthermore the correct use of e-learning can improve the quality delivery of teaching, learning and assessment.

Learner Support

Recruitment, Information, Advice and Guidance

Subject areas should use the products of e-learning to promote and advise about courses either online or via social media outlets. This can be achieved with an active presence on outlets such as Twitter, Facebook and Google +.

Use of virtual tours and online application forms provide global opportunities for all learners to begin a quality journey with the Group. Having support staff available online or via video-conference such as Skype would enhance this experience.

Induction, Orientation & Introduction

Many resources for induction should be utilised via the Group VLE including induction guides and student help materials.

Tutors should utilise e-learning to enhance learner orientation by setting induction tasks using digital cameras or assessing using VLE assessment methods. *(Use of videos from previous student experiences could also enhance this process.)*

Students would reasonably expect to be able to contact staff directly via online media and be able to participate in virtual learning communities and environments to support the learner experience.

Initial Assessment, Diagnosis, Identification of Personal Needs

Use of online assessment supported by visually stimulating materials would enhance the process of initial assessment. Digitally logging learner's skills from the start would show distance travelled in a quick and active way. This should be encouraged and complimented with video diaries, photo recording, blog entries and E-ILP's

Support & Development

The Group strives to innovate and be effective in the use and development of technology to support learning. This should be further informed by staff and students across FE and HE as well as regular E-Learning Forums, student perspective surveys, learner voice and student council feedback.

E-Learning can potentially enhance the learning opportunities for SEN learners by providing a more inclusive learning environment but may also exclude these learners if not designed correctly. It is essential all learners' needs are considered when implementing E-Learning.

Teaching & Learning

Innovative teaching within the classroom

E-learning should offer opportunities to enhance teaching and learning by making it active, participative and inclusive to all learners.

Tutors should embrace 'Bring Your Own Device' (BYOD) technology where appropriate and see it as a benefit to teaching and learning in the classroom.

There should be greater use of Moodle to support learners, both in and outside the classroom, to reinforce learning.

E-learning offers opportunities to provide online and blended learning experiences across all subject areas and will have a positive impact on learners teaching and learning.

Monitoring and Review of Progress

The Group will better use E-ILP's to track student progression. Furthermore the Group should promote the use of other online systems alongside such as blogs, videos and Moodle assignments.

Assessment

The Group promotes the use of photos, videos, online tests and student-produced products as well as using a range of E-Learning technology to provide numerous options for teachers to enhance and support the assessment process. For example in Catering, when assessing students ability to prepare dishes or in Hairdressing when shampooing.

The Group actively seeks opportunities to enhance learner assessment by exploring blended models of assessment.

The Head of Learning will complete research and development of a framework for online exams and assessments to be completed on Moodle in accordance with examining body criteria.

Achievement

Learner's achievements can be recognised with a digital portfolio of successes from the learner journey. This will initially be recognised by the use of E-ILP's but will be further enhanced with sharing good practice amongst course teams, showcasing student's work on Moodle and via Group websites and digital signage.

Achievements will be recognised via the Group website and marketing tools both online and via social media.