

COLLEGE OPERATIONAL PLAN

SESSION 2004/2005

INFORMATION AND COMMUNICATIONS TECHNOLOGY STRATEGY

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1. Introduction

The primary purpose of John Wheatley College is to provide vocational further education and training that meets the needs of its community and contributes to the economic growth and development of Greater Easterhouse and the East End of Glasgow.

Information and Communications Technology (ICT) is fundamental to this purpose in terms of:

- its use to enhance and/or improve access to learning;
- its role in developing better, more informed or more efficient systems for administration and management within the college (“developing the college as an e-business”);
- meeting the requirement for general computer/ICT skills throughout the current and emergent labour force; and
- the growing demand for specific higher level technical knowledge and skills.

Access and inclusion, innovation and partnership working are the key features of the college approach to ICT development. In both Greater Easterhouse and the East End of Glasgow Learning Networks are being developed which connect an increasing number of community based venues to the main college buildings in Shettleston and Easterhouse using high speed digital “Learning Streams”. The college is committed to developing a “Digital Inclusion” policy by Spring 2003.

These networks will support access to digital learning materials held on college and Joint Information Systems Council (JISC) servers, but the emphasis will be on the use of ICT as a tool for communication between learners, supporters and teachers. The communication tools will include electronic mail and conferencing, telephone, video conferencing and face-to-face support as required.

ICT development also offers the college the opportunity to better integrate its management information and learning systems – removing the need for data to be entered into multiple systems and improving the speed and accuracy of reporting.

2. Objectives of the ICT Strategy

In recognising this importance of ICT to its primary role John Wheatley College has set a number of strategic objectives:

2.1 to make ICT available wherever appropriate to the teaching and learning process

Learners will have access to ICT in as many classrooms as possible; on all college campuses; and through a range of flexible access mechanisms (including local learning networks/drop-in centres). Specialist resources and equipment will be available for technically demanding courses (e.g. specific computing/multimedia and sound recording programmes) as well as in the form of assistive technology for learners with specific support needs. All students will have sufficient individual access to a PC to develop basic IT skills. Learning and study support, in the form of word-processing, internet and CD-ROM facilities, will be available in sufficient quantity to allow all students sufficient access to meet their needs. The college will **exceed** the full-time equivalent students to networked computers ratio of 5:1, which was the SFEFC target.

2.2 to ensure that the ICT provision reflects the current industry standards

The college will monitor trends and direction in the ICT industry and in technical pedagogy. It will strive to ensure that its courses and programmes of study, as well as the facilities and standards in use within the college, reflect current industry standards and best practice.

Rolling programmes of equipment replacement/upgrade and maintenance, regular review and development of the college curriculum and appropriate staff development will ensure that college provision reflects current best practice.

2.3 to provide staff with the ICT skills and resources necessary for the most efficient and effective performance of their duties

The college will provide a useful level of ICT support to its staff – in the form of staff development as well as in terms of systems and software. The college will work towards achieving a staff to computer ratio of 1:1 (the SFEFC target for the sector) and will seek wherever possible to integrate its administrative and management information systems.

2.4 to develop partnerships that enhance the teaching and learning environment in the college, allow the college to serve the community and improve the standing of the ICT element of further education generally

The college recognises its role in the geographic community it serves as well as the wider electronic community of which it is a part. The college further recognises that ICT is an enabling technology for widening inclusion at all levels. The college will seek and develop partnerships and joint ventures, based on ICT or including ICT elements that promote access and inclusion and contribute toward the wider development of a learning community. Current examples include the Greater Easterhouse (ICT) Learning Network and the East End ICT Network. In particular, during session 2002 – 2003, the college developed a digital inclusion policy that underpins an entitlement of all clients to access to relevant ICT resources and learning opportunities.

2.5 to work toward the implementation of an integrated managed learning environment

A Managed Learning Environment (MLE) will provide students and staff with access to appropriate learning and assessment resources, communication tools (including mail and conferencing) and student/management information (student records, class lists, registers, timetables etc.). This is an aspirational objective - at present there is no single ideal solution on the market. Initially the college will review/evaluate a number of Virtual Learning Environments (VLEs), in terms of suitability for hosting the online learning materials to which the college has access. In addition (as FEMIS ceases to be supported) the college will evaluate possible replacement systems in terms of the scope they offer for integrating the currently disparate management systems (student records, timetabling, personnel, payroll, library and document management systems) and linking with suitable VLEs.

2.6 to review college ICT provision on an on-going basis

The college includes continual monitoring and review of its ICT provision (courses, services and resources) within its wider quality monitoring and improvement processes. This will include the introduction of rolling programmes of upgrading and replacement of equipment to ensure that leading edge standards are maintained.

3. Managing the Strategy

The opportunities offered by ICT now impact on virtually every aspect of the teaching and administration of the college. ICT does not exist in a vacuum. A college **Acceptable ICT Use Policy** has been developed which clearly situates ICT activity within a framework of commitments including: the Copyright, Designs and Patents Act 1988; the Data Protection Act 1998; the Obscene Publications Act 1959; the Computer Misuse Act 1990; the Regulation of Investigatory Powers Act 2000; the Telecommunications (Lawful Business Practice) (Interceptions of Communications) Regulations 2000 and the Human Rights Act 1998. A particular strength of ICT for further education is the opportunity it offers for widening access and increasing social inclusion – this is a key focus of the college's Flexible Learning activities.

All managers and staff groups now have some responsibilities for the use of ICT and thus for management/implementation of the ICT strategy. Within the college structure there are a number of key posts, groups and responsibilities for ICT.

The **Board of Management** and the **College Principal/Chief Executive** have strategic management responsibility. This is exemplified in recent developments such as the new building programme (with its state-of-the-art network infrastructure) and key strategic alliances such as the Greater Easterhouse Learning Network and the East End ICT Network. These partnerships and associated broadband connectivity provide a natural ICT focus for the college's social inclusion and wider access agenda. The forthcoming Arts Factory development in Easterhouse provides a further opportunity to expand networks and integrate ICT in to the full range of learning opportunities.

The **Associate Principal (ICT Manager)** and **Associate Principal (Network Manager)** have key operational responsibilities for the development and implementation of the ICT strategy. The ICT Manager has responsibility for procurement, inventory and technical support as well as for Management Information Systems, maintaining the college Internet presence and developing the college intranet – a key strand in the communication of the college ICT strategy and promotion of the ICT facilities and services. The Network Manager has responsibility for the development of the Greater Easterhouse Learning Network – including the development of flexible and on-line learning opportunities as well as local capacity building. The associate principals will lead on the development of virtual/managed learning environments.

Within the Core and Vocational schools **Computing Teaching Sections** (Computing, ECDL, Outreach and Multimedia) are responsible for the development and delivery of all specialist ICT programmes as well as providing general IT/ICT skills development for learners undertaking non-specialist programmes. The **Flexible Learning Unit** is now playing a more significant role in delivering online learning using ICT resources.

The **ICT Advisory Group** plays a major role in the planning, goal setting and review processes which feed into the college development planning cycle. This group is drawn widely from across the college and has representation from all levels and backgrounds within the staff team and operates as a sub-group of the Academic Board.

4. Learners, Learning and the Curriculum

John Wheatley College seeks not only to provide all learners with access to ICT as an aid to learning but also with appropriate current skills in the use of ICT (e.g. word-processing, e-mail and internet). In addition the college provides a range of more specialist ICT related study – in areas such as Computing, Business Administration, Multimedia, Sound Recording and Electronics. The college aims to work to meet both the SFEFC's overall target ratio of computers to students while at the same time meeting the often more demanding requirements of these specialist groups.

4.1 Curriculum planning

The college will set targets for a significant part of all course activity to be available across the learning network - delivered or supported at least in part by flexible and/or online mechanisms.

4.2 Student entitlement to ICT

The college seeks to ensure that all students will have sufficient access to ICT resources to meet their course and personal development requirements. To this end:

- the college will provide networked computers, with Internet and Intranet access on a computer to meet the FTE student to computer ratio of 3.5:1 by Jan 2005
- the college has identified students in the Computing, Multimedia and Sound Engineering

and Business Administration sections as primary users of ICT and has responded accordingly through the provision of additional specialist services and resources

- Flexible Learning Centres and resources enable all students to develop core IT skills and all students will have access to college managed email accounts when they enrol
- students will have access to the internet, intranet, local on-line learning resources and email services not only within the college but throughout the Learning Networks.

4.3 Guidance and support

Induction and guidance are an integral part of all college programmes of study. Induction programmes detail the student entitlement to ICT and the services available through the Flexible Learning Centres and the Learning Networks.

4.3 Resources

The college has adopted a series of measures to ensure that learners have access to sufficient suitable resources to support their learning using ICT. These include the setting of targets for the development of on-line materials and approaches and the appointment of a Web Editor for the Easterhouse Learning Network. This process will include an audit of existing materials, in-house development and production - including purchasing professionally produced materials, procurement of additional materials, "bookmarking" of appropriate resources on the Internet, and a range of partnership developments and projects.

4.5 Services

Internet

All college learners currently have free access to Internet services. The acquisition of skills in the use of these facilities, with particular focus on the use of the Internet as an educational research resource now forms a formalised part of the induction process.

Intranet

The college is currently developing its Intranet to provide staff and students with access to both learning resources and college information systems.

Email

All staff have access to email accounts on the college's FirstClass system. This system will be extended to include students as part of the roll out of the Easterhouse and East End ICT Networks. Use of email is already included as a routine part of the induction process.

Videoconferencing

The college had previously established video conferencing facilities in its Shettleston facility. The technology of this equipment is now obsolete and an alternative solution will be implemented in the new Easterhouse campus during session 2004/05. It will continue to review the relevance of video conferencing to the learning process.

4.6 Inclusion

The college recognises that there are distinct groups within the community who require additional resources and support, to overcome their exclusion from mainstream education and training. Attention has been paid to the provision of ICT resources on an outreach or community basis for excluded groups, to provision of assistive technology within the college, which enables students with special learning difficulties and disabilities to access ICT for learning, and to the development of appropriate ICT programmes for clients with special education needs.

An ongoing review process forms the basis for staff development opportunities for those working with students with special needs. The review is undertaken jointly by members of the Support for Learning team and the Network Manager. Opportunities for developing appropriate certification in the use of assistive technologies are currently being explored. See the Digital Inclusion Strategy Annex for more information.

5. Staff and ICT

5.1 Staff Development

All staff should have access to the training opportunities in ICT which are appropriate to their job role. This access should be agreed with line managers through the annual Staff Development and Career Review process. A programme of internal and external training supports this process. In particular, nationally and internationally recognised qualifications such as ECDL and Microsoft certification are now being adopted wherever appropriate. A particular focus for 2004-05 will be the training of Information and Learning Technology Champions as detailed in the Staff Development Annex.

5.2 Services

Internet

All staff have full and free access to the Internet.

Intranet

The college is currently developing its First Class Intranet. Staff currently have selective access to a range of college documents. The system will develop as a core component of a Managed Learning Environment – bringing together as many as possible of the existing college information systems.

Email

All staff currently have access to email - both internally and external to the college.

Videoconferencing

The college had previously established video conferencing facilities in its Shettleston facility. The technology of this equipment is now obsolete and an alternative solution will be implemented in the new Easterhouse campus during session 2004/05. It will continue to review the relevance of video conferencing to the learning process.

5.3 Staff entitlement to ICT

Staff should have access to sufficient ICT resources and services to enable them to discharge their duties as efficiently as possible.

The college will provide networked computers, with internet and intranet access on a computer to meet the FTE staff to computer ratio of 2:1 by January 2005.

5.4 Materials and Resource Development

The college will audit existing materials currently available to support learning to determine the

extent to which ICT may be used to further improve them. The audit will be used to prioritise the acquisition and development of ICT-based resources supporting flexible learning.

The college will use its newsletter and intranet facilities to alert staff to the opportunities afforded by resources developed or purchased on behalf of the sector.

The college will continue to offer appropriate staff development programmes supporting the use and creation of ICT-based resources for learning and administration. In addition to making networked computers available to staff at their normal work locations the college will establish an ICT development area in the Easterhouse campus. The specification and range of equipment in this area will be of a superior standard as defined by the requirements of staff and necessary functions.

The college will purchase, lease or develop materials in support of learning as appropriate and will seek to re-use materials or form collaborative partnerships to maximise value for money.

5.5 Guidance and Support

Key personnel have been identified to promote and support the development of on-line learning materials and the use of ICT for learning and teaching. The role of these staff combines mentoring, formal staff development, peer review and the provision of exemplar materials and authoring services. For more information see the Staff Development Annex.

5.6 Access to Information

The college is increasing staff access to ICT. In addition, disparate systems (e.g. academic network, MIS, Intranet, timetabling, Internet presence) are now being integrated by the provision of a series of industrial strength server products. Access permissions are controlled centrally, a commercial data security product monitors traffic entering or leaving the campus, and contravention of the acceptable use policy by either staff or students is a disciplinary matter. Maintaining the current level of security is an on-going operational target.

6. ICT Infrastructure

6.1 Specifications of equipment

All new computers will meet a minimum specification - derived from the software required to perform a full range of appropriate tasks. The ICT Advisory Group will review the specification every 6 months. Where required for particular purposes, the minimum specification will be exceeded to meet business need (for example, supporting assistive technologies).

The minimum specification for new computers will cater for an expected lifetime of 2 years performing the task for which it was purchased, with identification of probable alternative use to extend their life to 4 years.

Quality of service including maintenance/warranty arrangements and educational references will form an important part of purchase decisions.

The college will continue to use industry standard software. The college will standardise software across the college to maximise learner and staff mobility. The specifications for software standardisation will be set and migration planned by the ICT Advisory Group.

6.2 Procurement

All ICT purchase decisions will be centrally managed to enforce consistency and provide opportunities for value for money gains. The college financial regulations will be adhered to in ICT procurement.

6.3 Network Development

All modern desktop computers and portable computers will have the capacity to connect to the network. The college will explore the use of wireless network technologies in support of flexible use of accommodation. It will continue to connect to partner organisations using broadband technologies, directly and through the Joint Academic Network. It will strive to deliver the bandwidth required to provide suitable voice and data services to the desktop.

The college will further develop the potential afforded by its integrated voice and data network to include the use of video communications.

The college will continue to use managed services where specialist skills issues makes the use of college staff inappropriate.

ICT services will move towards central application services authenticated by directory services to maximise mobility of learners and staff. These services will include personal file storage as well as information and communication services.

6.4 Service Levels

The college will maintain managed service agreements of to meet a target of 99% network services availability during normal working hours and will continue to contract for a maximum 4 hour response time from contractors.

College technical services will ensure that they respond timeously to fault reports and task requests. Network-based fault reporting and tracking software will be implemented to improve efficiency and provide a means of fault tracking by users and managers.

The levels of service will be monitored and evaluated as part of the ICT self-evaluation process.

6.5 Technical Support

The college will develop and extend its mix of managed services and in-house support to meet the service level targets.

The college will provide support for technical staff as appropriate for the development of specialist skills and knowledge required to deliver, specify or manage services to target service levels.

6.6 Contingency planning

The college will ensure that all networks and services have appropriate plans, contracts and recovery strategies for major breakdown; loss of network facilities or data, including firewalls and virus protection; backup servers; and safeguards for power supply.

The contingency plans are detailed in the college ICT Security Policy and will be reviewed when required for new systems or legislative changes demand. The Security Policy also makes provision to protect the college from malicious attacks and inappropriate use by specifying comprehensive virus and firewall protection, as well as a detailed Acceptable ICT Use Policy that all staff and students must agree to.

6.6 Asset tracking and security

All new purchases will be added to the college asset register, which will be kept up to date. Movements of assets will be controlled and tracked by the college estates department.

Control of software licences and deployment will be centralised from the College library, who

will also take advice from external software licence enforcement agencies (for example, the Federation Against Software Theft).

7. Schedule of Activities

Activities are determined by the college's operational plan and scheduled in accordance with a prioritisation scheme that is periodically reviewed. A current outline priority listing is set out below:

High Priority		
0	Health and safety issues	now
1	Issues affecting learners already in place	now
1	Issues arising on current mission critical systems (MIS Timetabling etc)	same day
1	Strategy Review	annual
1	Issues affecting proposed curriculum	quarterly
1	Proposed system upgrades	annual
2	Security and Backup issues	weekly
2	Issues affecting current curriculum	weekly
2	value addition and day to day cost savings	weekly
2	minimising downtime	weekly
2	Tracking Industry Developments	annual
3	interactions with external agencies (SQA, JISC, etc)	monthly
3	Issues affecting planned curriculum	monthly
3	Planned upgrades and maintenance work	monthly
3	Extension and development of Infrastructure	monthly
4	Telco related matters	quarterly
Low Priority		

8. Budgets

Available budgets will be allocated to carry out the required activities as part of the annual college planning process. It is recognised that the full implementation of the strategy will require a significant contribution from the college's budget and this contribution must always be considered against other priorities of expenditure. As with activities budgets are allocated on a priority scheme that is periodically reviewed. A current outline priority listing is set out below:

High Priority		
0	health and safety issues	
1	areas where spend is necessary to protect existing investment	- includes upgrading existing ICT systems and software
1	pre agreed spend on current curriculum	
1	memberships of strategic partnerships	
2	MIS	
2	purchase of Learning materials	
2	sponsoring production of new learning materials	
2	sponsoring conversion of learning materials	
2	intranet	
2	internet presence	
2	harmonising standards	
3	training existing staff	
3	pool schemes for h/w & s/w	- Microsoft Select/Campus
3	introducing new technologies	- test and trials of potential solutions, new library and admissions systems, etc
3	telco installations	
4	upgrading accommodation to suit ICT use (eg desks, trunking)	
5	lease/purchase of additional equipment	
Low Priority		

ANNEX 1 – ICT Self Evaluation Grades 2001/02

The ICT Team carried out the ICT Self Evaluation process as recommended by the Funding Council during session 2001/02. This process proved to be valuable and the full document is available for viewing.

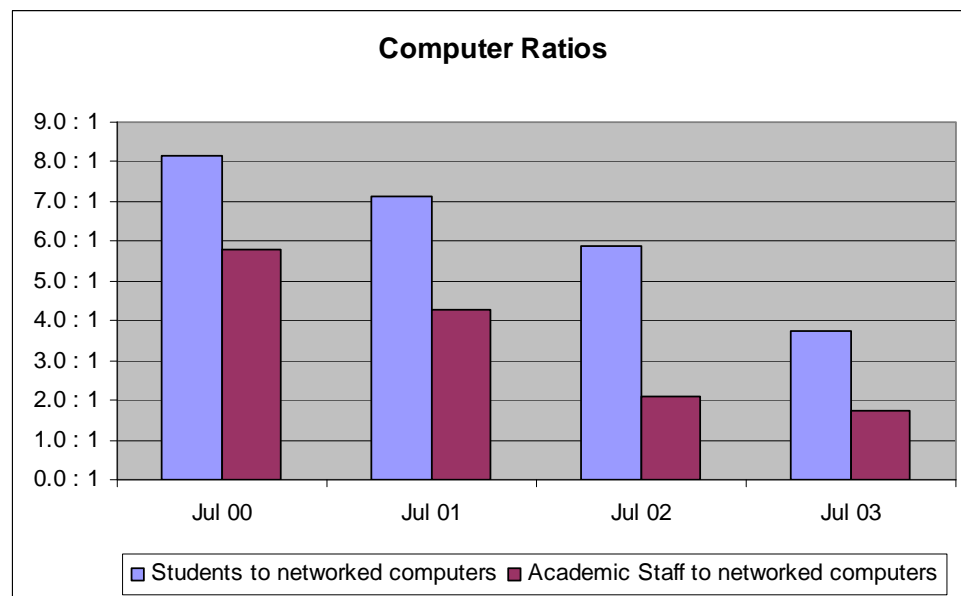
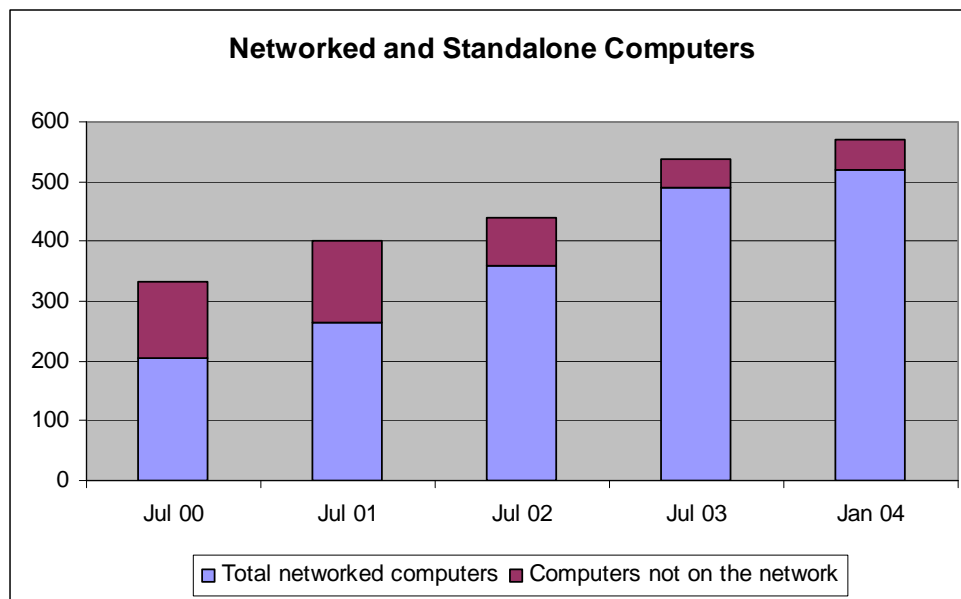
The team will repeat the process during session 2004/05.

The grades agreed by the team were:

Element	Grade
Strategy	Very Good
Staffing	Fair
Infrastructure	Good
Systems Administration	Fair
User Support	Fair
Task Management	Good
Quality Assurance and Improvement Arrangements	Good

ANNEX 2 - Computer Ratios January 2004

	Jul 00	Jul 01	Jul 02	Jul 03	Jan 04
Networked computers for students	153	191	240	365	392
Networked computers for academic staff	14	24	55	57	59
Networked computers for support staff	39	49	64	67	68
Total networked computers	206	264	359	489	519
Computers not on the network	127	138	82	50	52
Total Computers	333	402	441	539	571
Student FTE	1249	1365	1407	1371	
Academic Staff FTE	81	103	116	100	
Students to networked computers	8.2 : 1	7.1 : 1	5.9 : 1	3.8 : 1	
Academic Staff to networked computers	5.8 : 1	4.3 : 1	2.1 : 1	1.8 : 1	



ANNEX 3 – Minimum Computer Specifications February 2004

John Wheatley College Standard Desktop Base Configuration – Feb 2004



Chassis	Small Form Factor Chassis
Processor	Intel® Pentium® 4 Processor 2.6GHz
Hard Drive	40GB (7,200 rpm) Hard Disk Drive
Memory	1024MB 400MHz DDR SDRAM Memory
Monitor	17" Monitor
Mouse	Microsoft® PS/2 mouse (2 button)
Keyboard	Enhanced keyboard
Network Card	Integrated 10/100/1000 Network Interface
Sound Card	Integrated Sound Blaster Compatible Sound (AC97 Audio)
Speakers	Internal Business Audio Speaker
Base Service	3 Years Next Business Day on-site
Operating System	Microsoft® Windows® XP Professional
DVD	8 x DVD + Software Decode Solution
Floppy Drive	3.5" Floppy Disk Drive
Additional Options	
	John Wheatley College Image
	15" LCD Analogue Flat Panel
	19" Ultrascan Monitor

John Wheatley College Standard Notebook Base Configuration – Feb 2004



Chassis	Strong Chassis
Processor	Intel Pentium M Processor 1.4GHz
Hard Drive	20GB Removable EIDE ATA-100 Hard Drive
Memory	512MB 266MHz DDR SDRAM Memory
Network Card	10/100 LAN on Motherboard Wireless Mini PCI Card
Modem	Internal 56K Modem
Base Service	3 Year Next Business Day on-site Service
Operating System	Microsoft® Windows® XP Professional
DVD	Modular 8 x DVD Drive and Software
Display	14.1 XGA TFT Screen
Documentation	Documentation and Recovery CD
Additional Options	
DVD/CD RW Drive	
D Dock Port	
Monitor Stand	
3.5" Floppy Drive	

ANNEX 4 – Proposals for use of Additional In-Year Funding

PROJECT DESCRIPTION	BENEFITS	SPONSOR	CONSULTATION	PRIORITY	APPROX COST inc VAT
Shettleston UPS	Improved resilience of Shettleston hub which is required now that more systems are being installed in Shettleston.	Russell Boyd	ICT Services, Estates	1	4,000
Records Management Solution	Compliance with legislation	Alex Kirk	SMT, OMT, Library	2	20,000
Easterhouse UPS Upgrade	Increase the amount of time that Easterhouse servers can operate in the event of a power outage.	Russell Boyd	ICT Services, Estates	3	4,000
PC Replacements	Replace old computers for students and staff to ensure up to date standards maintained.	Russell Boyd	ICT Team, ICT Services, support teams, SOMT	4	30,000
Streaming Media Server	Enables multimedia materials generation (e.g. animated characters, IT how-to demonstrations, video diaries as part of projects etc) to liven up learning support. Supports arts-related provision	Craig Green	Informal meetings with IT staff, steerage from Principal	5	25,000
Software/Hardware Upgrades	Extend the life of existing computer equipment, introduce new applications.	Russell Boyd	ICT Services, ICT Team, SOMT	6	9,000
Staff I-books	Students and staff to be able to perform mobile recording on the same platform as day to day.	Stephen Smith	Sound Engineering team, SL's, OMT	7	4,000
Staff Notebooks	Improve access to computers for staff on a more flexible basis.	Russell Boyd	ICT Services, Lecturing staff, SOMT	8	8,000

ANNEX 5 – Staff Development to support the implementation of the College’s ICT Strategy

1 Introduction

The implementation of the College’s ICT Strategy and the vision of enhancing the learning experience of students using ILT (Information and Learning Technology) relies heavily on a comprehensive staff development programme. The vision reaches into every area of the curriculum and covers all learners from those on full-time mainstream programmes to those undertaking short taster programmes in the community. It supports a fully flexible approach to delivery of the curriculum. This flexible approach is required for effective exploitation of learning centres in the community.

The underpinning staff development programme will be a continuous and progressive programme, which encourages staff to build on current skills and to gain expertise in embedding the use of ILT in the delivery of the curriculum. The programme will include all lecturing staff, managers and staff supporting the delivery of the curriculum (technical and administration).

2 ILT Champions

In order to develop the skills and expertise of staff in the use of ILT to enhance learning it is considered appropriate that, in the first instance, each curriculum area identifies an ILT Champion from within the team. This person will be someone who already has an interest in using ILT to enhance learning. The main function of the Champion is to work with team members to embed the use of ILT in the culture and practice of teaching and learning. This will open opportunities for learners in their community learning centres.

3 The Role of the Champion

The role of the Champion will include:

- working with the team of champions from across the College;
- assisting with curriculum review and audit;
- advising on new teaching pack development;
- identifying targets for the team in relation to the use of ILT to enhance learning;
- monitoring progress against team targets;
- Induction of new staff (including staff from other curriculum teams);
- identifying and disseminating best practice;
- assisting with the staff development of colleagues, including identification of locally relevant materials to support team development;
- mentoring team members; and
- developing paths to learning through the learning portal.

All curriculum sections will identify an ILT Champion and allocate:

- 3 hours teaching contact remission; and
- maximum 3 hours teaching contact in Flexible Learning Unit.

The visible output would be links to materials via the learning portal.

4 Formation of a Team of Champions

Key to the success of the implementation of the ICT strategy across the College will be the work of the team of Champions. The team will be led by a member of the College’s

management team, who will be responsible for driving the work of the team. One of the team members will be identified as the trainer, who will be responsible for organising in-house delivery of staff development Champions and staff. The team will include the Associate Principal Quality and the Associate Principal ICT. Responsibility for monitoring the progress against targets set by individual curriculum teams as well as determining the delivery pattern of staff development will lie with the team.

5 Staff Development

In order that each ILT Champion can fulfil his/her role individual staff development action plans will be required. This can be undertaken as part of the College's Career Development Review process. Training targets will be set for each Champion. It is envisaged that there will be various approaches to staff development including both formal and informal activities. Delivery of the programme will be a mixture of in-house and external training and, where possible, the opportunity to undertake nationally recognised qualifications will be offered, where appropriate.

It is envisaged that the formal training will be undertaken by Champions initially and later by other members of staff.

For several years the College has supported staff to undertake ECDL and this option will remain available to staff, although it is recognised that this qualification is of a basic nature and only has two units, which cover aspects of ICT, which can be used to enhance learning.

PC Passport at Levels Intermediate 1 and 2 are SQA qualifications offered within the College, which also offer basic level training for staff.

The PDA On-line Learning is another option available to staff and is also a SQA qualification offered within the College.

A variety of learning opportunities are available for staff through the JISC Regional Support Centre in North Glasgow College.

The main staff development activities will focus on the **FERL Practitioners Programme (FPP)** which is offered currently by JISC Regional Support Team. In due course the College will offer the programme in-house. This programme offers a variety of Strands which can be undertaken by staff with differing levels of knowledge and different responsibilities for the use of ILT – managers, lecturing staff, technical and administration staff supporting the work of the curriculum teams.

Strand 1 – Using ILT with Learners: for practitioners, tutors and those with a direct responsibility for delivering programmes of learning.

Strand 2 – Assisting and Supporting Staff to Use ILT with Learners: for learning resource centre staff/learner support staff involved in the teaching and learning process

Strand 3 – Making ILT Happen in Teaching and Learning: for *managers*, all curriculum staff, including ILT Champions and those with a direct responsibility for embedding the use of ILT in the culture and practice of teaching and learning.

Strand 4 – Learning On Line: the Use of Learning Platforms and Virtual Learning Environments: for practitioners who are using or intend to use a learning platform such as an intranet or Virtual Learning Environment for the support and delivery of learning.

Strand 5 – Contribution of Technical Staff to Teaching and Learning: for all those involved in teaching and learning in colleges, including content and web developers, and technical, learning resource and support, curriculum and administrative staff.

6 Proposed Delivery Pattern of FPP for:

1. The ILT Champions:

- Strands 1 – 3 by Structured Delivery at JISC, North Glasgow = 27 hours + study time
- Strand 4 by Flexible Delivery = 9 hours + study time

2. Technical staff and Administration Champion:

- Strand 5 for technicians and 1 or 2 ILT Champions initially by structured delivery = 11 hours + study time
- it would also be expected that the technicians involved would complete Strand 1 = 14 hours + study time

3. Teaching staff:

- Strand 1 = 14 hours structured or 17 hours flexible + study time
- Strand 3 = 6 hours structured or 9 hours flexible + study time
- Strand 4 = 9 hours flexible + study time

4. Management staff:

- Strand 1 = 14 hours structured or 17 hours flexible + study time
- Strand 3 = 6 hours structured or 9 hours flexible + study time
- Strand 4 = 9 hours flexible + study time

The College's Quality Day programmes will provide time for work on the staff development approach with curriculum teams participating in a range of activities relating to the embedding of ILT in teaching and learning. Details of the programme will be covered within the College's annual Staff Development Plan.

7 Evaluation

The setting of targets at College, School and curriculum team level will be key to the success of implementing the ICT Strategy and as part of the College's annual self-evaluation process these targets will be monitored, reviewed and evaluated with revised targets set for following years. The FERL Practitioners Programme will be reviewed at both local and regional level in conjunction with the JISC Regional Support Centre.

ANNEX 6 – Digital Inclusion Strategy 2003/04

1 Introduction

The communities served by the college are economically deprived. A characteristic of this deprivation is that poverty hinders access to an increasingly digital society.

The college has vital partnership roles in working to combat this exclusion.

The college vision is one in which it provides support with partners to overcome barriers to learner achievement and development in a digital economy. This support includes enabling free access to Internet technologies in partner learning centres, supported by a comprehensive learning support offer.

This Digital Inclusion Strategy seeks to overcome learners' barriers by focussing on access to equipment and support, staff development and the integration of learner support and appropriate technology.

The strategy exists in the context of the Information and Communications Technology (ICT) Strategy, the Inclusion Policy and the Staff Development plan and policy.

2 Access to digital equipment and support

The college will continue to provide access to ICT facilities in its:

flexible learning units;

libraries;

portable classrooms and;

computer labs supporting the development of ICT skills from beginners to advanced, in both general and applied forms.

The college will continue to support access for learning to appropriate digital learning equipment within easy walking distance of homes in its communities.

This supported access will be through the community partnerships that have already, with the support of the college, established networks of learning centres in the East End of Glasgow and Greater Easterhouse.

The centres will provide access to personal computers equipped with office, information search and communications software with Internet connections.

The networks will provide access for all through a combination of themed learning centre provision catering both for general and specialist access. While most centres should provide for general access, some are specialist in nature and provide for women in safe environments and also in the context of closed arrangements supporting those working to recover from problem drug use or working in family units.

The centres will provide the same high standard of accessible facility as is available in the college itself.

All users of the learning centres will be offered support for learning towards effective use of digital technologies.

The ICT Strategy provided email entitlement for all learners by January 2003 its 2002 revision. The networks provide the opportunity for access to the facilities in neighbourhoods otherwise largely excluded from the use of fundamental Internet tools. Support for this entitlement will be effective from August 2003, taking the form of a network induction for all learners, co-ordinated through the college's flexible learning service. The network induction will focus on the use of the Internet to find information and the use of email to communicate it.

The college will continue to support the development of digital capacity in the communities it serves through its partnership operations.

The college's learning networks will support access to both embedded and emerging communications technologies. To this end the networks will support such technologies as instant messaging and video conferencing as well as email and conferencing.

3 Learner Support and technology integration

From session 2003/4 and for subsequent sessions the college will seek to integrate the use of digital communications technology into all areas of its curriculum.

The integration will have the twin aims of making the curriculum accessible in local neighbourhoods and of providing suitable curriculum context for the development of Internet-related communication core skills

Learning support for all courses will include elements dependent on the use of Internet resources for their successful completion, introduced at appropriate points and in the context of the network induction support.

The college will develop an offer of web site creation based on the personal and social education unit Local Investigations, with communications support and developing the skills required for web site creation.

Project work for learners developing vocational skills should include a target of web-based reports using basic office software functions.

Learner project work will where possible be related to the local environment and local people's experience of it and the output provided for adoption within learning network websites. In Easterhouse for example, the work of the Trondra History Group and its 'Hidden History' website should be built upon by adoption of the local Investigation model with a local history course theme in a course offer supported across the network.

Learner project work for core skills development will include a target of web-based reports using basic office software functions.

Learner and staff support services should fully exploit web-based information and FirstClass communication systems.

4 Staff Development Plan and Policy

Digital inclusion of learners depends on included staff in all learner support areas.

Current induction procedures include an informal induction to FirstClass by network services personnel. The network induction materials created for students will be made available to existing staff. Support for students for their network induction provided through flexible learning services will be extended to staff.

The focus of staff development beyond a network induction will be the exploitation of networks to enhance and make more flexible (and so inclusive) the curriculum. While continuing to offer the rounded ECDL qualification for all staff and focussing on supporting more advanced course opportunities, the focus on general staff IT skills development will be the skills required to:

Send and receive email messages and communicate effectively and appropriately in online conferences;

Contribute to personal and public chat forums;

Use video conferencing facilities as part of support for learners in networked centres;

Introduce learners to support opportunities by copying them into email referrals as appropriate;

Find information on the Internet and provide structured links to it for others;

Provide information for college web pages;

Exploit college intranet facilities to provide learners with appropriate information;

Assess the need for, select and implement appropriate assistive technologies;

Organise their own files using network storage.

Further, there will be a focus for teaching staff on the application of 'classroom' management strategies to the email and conferencing environment.

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20 May 2003

