

eProgress Review

Learning Provider: Bridge College

Date of ePR 12 June 09

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JISC RSC NW



Contents

<i>Executive Summary</i>	<i>3</i>
<i>Introduction</i>	<i>4</i>
<i>Vision and Strategy</i>	<i>5</i>
<i>Managing and Implementing ILT and eLearning</i>	<i>6</i>
<i>Teaching and Learning</i>	<i>7</i>
<i>Assessment and Verification</i>	<i>8</i>
<i>Learner Support</i>	<i>9</i>
<i>Staff Development</i>	<i>10</i>
<i>Infrastructure and Equipment</i>	<i>11</i>
<i>Beyond the Report</i>	<i>13</i>

Executive Summary

Vision and Strategic Planning

The college have ILT and Skills for Life strategies which are embedded within the whole college planning process.

Managing and Implementing ILT and eLearning

The use of technology is embedded across the curriculum and is used to engage, motivate and inspire learners.

Teaching and Learning

The college provides personalised learning experiences for learners which extend their skills and achievements.

Assessment and Verification

There is a comprehensive initial assessment process which informs the ongoing recording of individual progression via Databridge.

Learner Support

Significant use of technology is key to meeting the access needs for all learners. The implementation of Databridge has provided a personalised and immediate source of information

Staff Development

There is a comprehensive staff development programme in place.

Infrastructure and Equipment

The college is well equipped with technology and it is used effectively across all areas.

Introduction

JISC RSC NW eProgress review team:

Colin Gallacher – eLearning Adviser

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The aim of the eProgress review is to provide a view of an organisation's eLearning capability, and focuses on:

- Vision and Strategic Planning
- Managing and Implementing ILT and eLearning
- Teaching and Learning
- Assessment and Verification
- Learner Support
- Staff Development
- Infrastructure and Equipment

As such, interviews were conducted with:

- Dee Sheehan – Quality Improvement Manager
- Cath Hulse – Staff Development Manager and Vice Principal
- Tom Kipling - Network Administrator
- Quilly Masters - Student Support Manager
- A Selection of Therapists
- A selection of Tutors
- A group of Learners – informally in their 'IT for fun' session after lunch

The ethos behind the services of Regional Support Centres (RSCs) is to provide guidance and advice; as such the eProgress Review is focussed on providing unbiased observations, supported by suggestions as to how the organisation might further develop its eLearning capability. These suggestions are based upon established practices in similar organisations.

This report is a reflection of evidence received from interviews and documents on the date of the review as stated on this document. It is acknowledged that in the period between this date and when the final report is delivered, the statements may no longer reflect current practices.

Observations have been collated for the purpose of the report under the following headings:

- Vision and Strategic Planning
- Managing and Implementing ILT and eLearning
- Teaching and Learning
- Assessment and Verification
- Learner Support
- Staff Development
- Infrastructure and Equipment

eProgress Review Report

Vision and Strategic Planning

Key Areas, Observations	
<p>1.1 There are college ILT and Skills for Life strategies as part of the overall vision for the college.</p> <p>1.2 The use of technology is embedded across the curriculum and is an integral part of the college's strategic planning.</p> <p>1.3 The SA process leads to Bridge College aiming to be a high achieving college.</p>	

Managing and Implementing ILT and eLearning

Key Areas, Observations	
2.1 The use of ILT is embedded across the college curriculum. The appropriate technology is available for all learners in all subjects to meet their individual pedagogical needs.	
2.2 The integration of eLearning is led by management and senior staff	
2.3 The Quality manager and network manager work collaboratively to support the development of ILT and eLearning across the College	
2.4 There is an efficient system to ensure all digital media is downloaded for staff to the appropriate place. (See 4.5)	

Teaching and Learning

Key Areas, Observations	Suggested Actions
<p>3.1 All learners have an ICT session on their timetable which is delivered in a learner centred context.</p> <p>3.2 Elearning was reported to be providing challenging activities for learners.</p> <p>3.3 The use of the internet was reported to support learning across a wide number of curriculum areas.</p> <p>3.4 A range of innovative delivery of technology was identified across a number of curriculum areas to meet personal needs and learning styles.</p> <p>3.5 Personalised learning is demonstrated in many ways including the creative use of interactive PowerPoint and Microsoft Photostory.</p> <p>3.6 There is a wide range of technical expertise within the support staff who accept collective responsibility and support the use of technology for teaching and learning.</p> <p>3.7 The support provided to staff and students from the Network manager was repeatedly highlighted.</p>	<ul style="list-style-type: none">• Continue to build on the good practice and encourage more use of multi media eg audio and video tools• Consider additional staff development from the Regional Support Centre on use of new and emerging technologies.

Assessment and Verification

Key Areas, Observations	Suggested Actions
<p>4.1 All learners undergo an initial assessment to ascertain their access and communication needs.</p> <p>4.2 Staff build on information from the initial assessment, identify areas to work on and then support learners to use software that they can use independently – for future life.</p> <p>4.3 Databridge provides an efficient target setting and recording system which informs and monitors all aspects of the learner experience and progression.</p> <p>4.4 There is a proposed 'skill step' system to record learner progress in detail.</p> <p>4.5 The usage and development of the In-folio eportfolio systems is about to be launched. A number of learners have been identified as being suitable as users of this system.</p> <p>4.6 Much evidence is recorded using digital photography and audio recordings with movie maker as appropriate. (See 2.4)</p>	<ul style="list-style-type: none">• Continue to work with Databridge to implement the inclusion of the 'skill step' system.• Continue to work with the In-folio team to further customise the system to benefit all the learners at college.

Learner Support

Key Areas, Observations	Suggested Actions
<p>5.1 There is a full range of assistive technology for all learners to enable them to access computers in their preferred manner.</p> <p>5.2 Therapists are timetabled to work alongside staff and learners within college sessions as well as having discrete individual sessions.</p> <p>5.3 The management information system, Databridge is used as a central source of information, target setting reporting and sharing of information.</p> <p>5.4 The value of the information and the system is seen as a strength</p> <p>5.5 The implementation of Databridge at Bridge College is exemplary and being used as a powerful tool to inform staff.</p> <p>5.6 Some of the therapists are still using paper based systems.</p>	<ul style="list-style-type: none">• The work being done by all the therapists to be included into the Databridge system.

Staff Development

Key Areas, Observations	Suggested Actions
<p>6.1. The ILT staff development programme, offers a range of attendance options. There are individualised training sessions available at all staff inset days.</p> <p>6.2. One to one training and access to help in using software is readily available via the network manager. This may eventually put an unacceptable load on his time and resources.</p> <p>6.3. Training and development plans are used to indentify skills shortages.</p> <p>6.4. The college is very responsive to staff's needs for specific hardware and software solutions.</p> <p>6.5. There is a Moodle installation which has some interactive Physio-therapy quizzes for staff to establish their skill levels.</p>	<ul style="list-style-type: none">• Consider further use of the VLE to consolidate and extend training already given by the network manager and the quality manager.• Consider the introduction of Just-in-time resources (podcasts, vodcasts, videos) that staff can access at a time to suit them.• Indentify further staff development needs in the use of appropriate software.

Beyond the report

The report is not intended to replace any other internal quality processes. The suggested actions are not intended as a prescriptive model, but as a starting point for discussion and reflection with all stakeholders. You are encouraged to collaborate further with the JISC Regional Support Centre when developing and implementing any actions that arise as a result of this report.

The RSC are in a unique position to offer the following support:

- Case studies of good practice
- Contacts with a range of practitioners, learning providers and external organisations
- Facilitation of opportunities for collaboration across Further Education, Higher Education, Personal and Community Development Learning, and Work Based Learning
- Access to a wide range of resources
- Feedback to national and regional organisations
- Advice and assistance with networks, technology, staff development programmes, embedding eLearning into the curriculum, accessibility, learning resources, strategy and management
- Subject specific curriculum development
- Assistance with eLearning bid writing

For further services and contacts see <http://www.rsc-northwest.ac.uk> or <http://www.jisc.ac.uk/rsc>