

Additional Information from Colleges Wales

Introduction

- 1 ColegauCymru gave oral evidence to the National Assembly for Wales' Committee for Children and Young People on 7 December 2011 as part of its inquiry into the implementation of the Learning and Skills (Wales) Measure.
- 2 The Committee asked ColegauCymru to provide supplementary evidence on the following two areas:
 - i. Does your local 14-19 network prepare one prospectus for post-16 education? If yes, which network?*
 - ii. Is your college embracing digital teaching and new technology? If yes, please give one example.*
- 3 Responses to these two questions are set out below. The answers to the first question are listed by individual college. In respect to the second question, several colleges gave more than one example of digital teaching and new technology and in several cases identified similar approaches. To avoid overlap and duplication, examples of digital teaching and the use of new technology are not listed by college.

Summary of responses

- 4 **Area prospectus:** The arrangements in local 14-19 networks vary. Half of the ten colleges that have supplied information state that there is a comprehensive prospectus for post-16 education. The other half report that there is no single prospectus although some college provision is included in collaborative publications.
- 5 **New technologies:** There is wide use of digital teaching and new technology. The examples given show the extent to which colleges are embracing new approaches to teaching and learning.

Does your local 14-19 network prepare one prospectus for post-16 education? If yes, which network?

College 1: Our local networks do not currently publish one fully comprehensive prospectus of all available post-16 study options. Some joint prospectuses are published but these tend to be limited to details of agreed options available within local clustering arrangements such as joint consortia rather than providing full details of all available progression options.

College 2: All providers have their own websites and prospectus. The schools and college provide information on which courses are available and provide further information on each subject on their websites, except for one school which provides the information on paper on request. Work based learning providers give contact details and information about the type of provision on offer on their web sites with further details provided on request. This year for the first time the 14-19 Network is producing a leaflet summarising the options post 16, with details of providers and the

type of provision for each provider. This includes further contact information.

To summarise, rather than provide a common prospectus the approach is to provide a booklet/leaflet which covers all options in brief and then signposts to the appropriate source of further information. These are provided bilingually. This is seen as cost effective, about £2,200 per annum, and informs all students of their options. In particular students are able to access detailed information on each course via appropriate web-based systems.

- College 3:** There is no prospectus for the whole of the local authority area. Each local consortium, of which there are currently five, prepares their own. The college is included in some, although only those courses that are negotiated for us to deliver are mentioned and they are very limited.
- College 4:** All of our 14-19 networks provide a prospectus which details the options available through the collaborative pathways but these do not include all post-16 provision (so these are not entirely comprehensive). Some of these guides are distributed to all parents and some are on-line. This varies between networks. It is slightly more complex for us given that we span a number of local authorities.
- College 5:** Every school and the college produces a separate prospectus – but they all are in the same “house” style. They all include the same 3-4 pages of the “joint” courses offered for all pupils and students (mainly vocational courses offered by the college).
- College 6:** There is not a single prospectus but there are details of the college’s offer on options booklets in clusters in one part of the county.
- College 7:** The City and County Guarantee has been introduced this year. This is an electronic post 16 application process for all school leavers in the area covered by the City and County. All courses from all post 16 providers are on a system that can be accessed through the internet.
- College 8:** The local 14-19 network produces a prospectus of the ‘collaborative provision’ but refused to produce a full Area Prospectus which would have shown the curriculum available at all providers.
- College 9:** We have a separate prospectus for collaborative 16-19 provision.
- College 10:** Within the network, the county is split into 3 geographical clusters and one Welsh language cluster. At cluster level we agree cluster provision for 14-19. Also the Network Coordinator ensures the provision of the entire network is regularly updated on the Careers Wales South West Wales 16-19 Database which is used as the core prospectus for the network.

Does your college embrace digital teaching and new technology? If yes, please give examples

All ten colleges responding to this question have demonstrated a wide range of uses of digital teaching and new technologies.

Moodle

The virtual learning environment (VLE) used by almost every college, Moodle, continues to be developed and is being used very actively to facilitate a particularly wide range of learning. Moodle is being used to support the full breadth of teaching and learning, including resources, support, electronic Individual Learning Plans (eILP) and e-portfolios for individual programme areas as well as cross-college learning opportunities e.g. for Education for Sustainable Development and Global Citizenship (ESDGC). Most colleges use Moodle for distance learning. Students who are unable to attend college due to sickness, for example, are able to access and submit work via Moodle. Moodle also enables teachers to link with learners remotely to share work, ideas, information and host discussions.

Examples:

- Landbased: A video has been produced on animal handling in association with the National Grid for Learning. This is on Moodle and students can access it at any time to help develop practical skills.
- Sport and Leisure: an analysis of games to improve individual performance and to deliver a module on performance analysis; a “teamus” sports management package, where administrators can post messages to students and which allows students to watch relevant video footage; an iRugby application is being developed where students can use iPods to analyse performance.

Schools partnership

One college has led a county-wide "Moodle for Teachers" development where the college has trained staff in every school in the county on Moodle and established school based Moodle systems for each school. The systems are being used extensively with very positive feedback from staff and pupils.

New developments

In addition, within individual colleges, a range of teaching departments are piloting a range of new technologies to benefit teaching and learning. Below are some examples:

- **Cloud computing**, wireless and mobile computing, Google Chromebooks, Microsoft Sky Drive - allowing students to collaborate and communicate with each other, and with tutors, in ways that were not previously possible. It also provides students with access to their course work, applications and learning resources regardless of their locations such as at home, from work or from their mobile phone.

- **Google Apps for Education:** to deliver browser based applications and collaboration tools to both staff and students
- **Vodcasting:** a Catering and Hospitality Department has piloted the use of vodcasting through the year. All learners have used smartphones to receive video pod-casts demonstrating the cooking techniques they are learning at college, allowing the learners to practice their techniques in the work place and between classes. Learners can also record their attempts at the technique and send this to the lecturer or to use for self/peer assessment.

Using technology for practical teaching and learning solutions is helping many learners who need more time to assimilate and practice their learning. It provides an accessible solution to learners who have poor concentration or difficulty in retaining details, as they can view the demonstrations on demand. All learners are able to access the technology and can lease or borrow iPods through a college scheme. This has been such a success that current Catering and Hospitality students are now making their own vodcasts for future learners.

- **Videoconferencing:** one campus includes digital learning through ILT and videoconferencing with local schools delivered in one campus for A level Law. Another uses videoconferencing to link students across campuses and bring together course reps for 'learner voice' based activity.
- **Multimedia including social media:** one college's Creative Arts students use a plethora of digital technologies as follows:
 - Light box gallery – images are uploaded onto photography Moodle site for critique
 - Media students upload videos/short films onto YouTube and Vimeo for comments and critiques
 - Staff utilise Screen Flow to video presentations and powerpoints to upload onto Moodle for learners to catch up any work missed and also for assessment evidence of students presentations
 - Flickr – upload images for comments and blogs
 - Creative Arts facebook – news events exhibitions, shows, videos and critiques
 - Staff use flash games as a teaching method
 - Interactive Media students are working on 3D software projection on buildings utilising latest technology and software
 - Art, Design and Media uploaded/sold their T-shirt design on website Zazzie
 - Self contained website for the college's higher education students to develop and build websites which are evaluated and peer assessed
 - New Sony 4D Cinema system not only shows films but is also used to train students on new technology and professional cinema systems.

- **Bringing it all together – ‘The Hub’:** ‘The Hub’ is development by one college whereby all of the platforms used by a learner such as the VLE, timetable info, actions and targets are brought together onto one web based page which accessible anywhere through the internet. This is supported by a multi-platform mobile phone app, so that information relating to college assignments, email, timetables etc is available in a digital one stop shop. The hub will also enable learners to create collaborative spaces where they can undertake project work or have areas devoted to subject topics. Websites like the ‘Khan Academy’ are used widely by staff to support learners within the VLE.

To support this development, the college has purchased 300 additional laptops and trolleys for use in the classroom and 50 iPads.

Part of the infrastructure being developed this year includes enhanced identity management where learners can be given access to various college e-facilities as they go from the application stage to full enrolment. This will mean that once a learner has applied they can be given better access to course information and assignments so they can better prepare for the commencement of their studies.

- **Learning through collaboration:** All the North Wales colleges (over 70,000 learners and 4,000 staff, across six counties) are partners in a JISC-funded PADDLE project: ‘Personal Actualisation and Development through Digital Literacy in Education’. The project’s aim is to create a digitally literate, skilled and confident workforce and student body across all the FE institutions in North Wales. It will tackle digital exclusion among staff and learners and enhance the skills of those who are already digitally literate. The project will seek to identify transformational leaders within each stakeholder group who will be responsible for spreading good practice within and between institutions within a common framework.

Benefits of the project: staff will develop the digital literacy skills needed to teach in a digital age and digital literacy skills will be embedded at organisational level and through the curriculum, leading to transformational leadership opportunities. The benefits of this project will also be to extend communities of practice for each stakeholder group.