

Digital 2030: Good Practice / Innovation Case study

basic template

We would like to provide some initial case studies with the next iteration of the **Digital 2030** framework, showing how different types of provider have approached the framework so far, highlighting examples of good practice and innovation, and illustrating the different starting points of individual organisations.

A possible case study has been identified from your provider feedback form, and we would be interested in:

- Finding out a bit more information
- Checking if your organisation would be willing to submit a case study

Suggested case studies will be discussed at the next **Digital 2030** Steering Group meeting in early March 2019.

Please indicate which type of Post-16 learning provider your organisation is:	
<input checked="" type="checkbox"/>	FE college
<input type="checkbox"/>	WBL provider
<input type="checkbox"/>	AL provider

Suggested case study (from provider feedback form):

“In 2016/17 the College took a decision to support all staff through a level 2 Digital Technology qualification to support its strategic priority of ensuring that learners have the ICT skills to equip them for a productive working life. Since then over 850 staff have successfully completed the level 2 qualification. The rest of the staff are currently on the programme and the College is considering how to support staff, where appropriate, to continue and enhance their digital skills.”

Please give a brief overview of your case study:

Context

The reason for ensuring all staff have a Level 2 Digital Literacy qualification supports Coleg Cambria's 2016-2020 strategic plan to 'ensure learners have the ICT skills that equip them for a productive working life'. Therefore it was important to ensure all staff developed the skills required to support learners with their digital skills enabling learners to utilise the skills during employment.

Overview of the programme:

In 2016/17 the Level 2 Digital Literacy programme accredited through City and Guilds was provided for all staff at Coleg Cambria to attend. Currently 850 members of staff at Coleg Cambria have completed and achieved the qualification.

The programme consists of half a day training (two hours developing skills and two hours practice for the control task) and a five hour control task. In addition to this, staff have a structured discussion to assess a deeper understanding and reflect on what they did and what they have learnt. The training and the control task sessions are also available via a larger number of shorter sessions, during the day or the evening and across the different college sites. Additional sessions are also provided for staff who require further skills development or further preparation for the assessment. The bespoke approach to delivery focusing on a consistent digital platform, Google apps, ensures consistency and that a high level of skills were maintained.

The half day training consists of skills development on all aspects of Digital Literacy, focussed on Google apps such as Google Drive, Google Docs, Hangouts, Gmail, Google slides and Google sites. Focusing on Google applications ensures staff are developing skills which support the applications used within the college. The training also involves completing a practice control task on all aspects of the assessment to support staff with the requirements of the qualification and to provide a deeper understanding of the assessment criteria prior to the summative control task.

Benefits to staff and learners

Encouraging staff to complete the Level 2 Digital Literacy qualification has provided all staff with the essential skills required to utilise and access the range of Google apps used at Coleg Cambria, carry out their role successfully and support the college achieve the strategic aim.

Vocational learners also complete the Level 2 Digital Literacy qualification alongside their main programme so they can further develop digital literacy skills within the main qualification. Staff have now recognised the benefits of completing the qualification themselves as they can more effectively support their learners develop their digital skills and recognise how this will benefit their learners during employment.

Feedback from staff

Teachers delivering the Level 2 programme

Feedback from two teachers delivering on the programme identified that the programme equally benefited both existing and new staff employed at the college. This was supported by direct feedback received from other staff attending the programme. New staff completing the programme during the induction period benefitted from the training on all of the applications they will need to use for teaching or working in the college. Existing staff at the college found the

programme beneficial to support with delivering more advanced techniques and updating knowledge, plus staff also identified that the skills could be used to support learners outside of the college environment, such as to support their own children.

Another teacher delivering on the programme explained the benefits to existing users of selected Google apps, as they often didn't have a full understanding of how the apps can be used most effectively. This limitation could have been due to using other software or not having time to fully explore the apps. The programme has therefore provided opportunities to further develop staff confidence and versatility in using the apps.

A couple of staff that were initially more apprehensive about completing the qualification, recognised the benefits once they had completed the programme and achieved the qualification, citing that it had a positive impact. In one case, a member of staff created her own Google site after the training and shared the resources for all staff to access in the department.

Quotes from staff

Feedback received from staff on completing the qualification have included encouraging staff to use a wider range of Google apps for collaboration or to support learning. Staff have also identified the benefits of being able to further support their learners with their own digital literacy skills and to personalise and further challenge learning as illustrated in the quotes from staff below.

Work based Assessor: Hairdressing

"I feel that doing my digital literacy has helped me to understand what my learners need to achieve in their qualification. Also it has helped me to do different things I did not know before"

Teacher: ESOL Tutor

"It made me more aware of what Google can offer apart from just its email. Prior to the course, I only used Google mail and calendar. as part of the DL assessment, we created a website and used Hangouts which I hadn't used previously."

Teacher: ESOL Tutor

"It made me aware of Google classrooms and I have further developed since in this area."

Teacher: ESOL Tutor

"The course made me more confident in using Google for purposes other than email. I was made aware of Google classrooms and was able to create several classrooms to support my learners in their language development. I have been able to create specific (grammar) and generic (skills) classrooms to meet learner's

ILP targets so that they are able to practise their individual language errors / gaps inside and outside the classroom. When students' awareness of an error / gap is raised either via written work or a speaking task, they are directed to the appropriate classroom / folder to support the emergence, consolidation and establishment of that particular language point.”

Curriculum Manager

“It has helped with communication between staff, more using chats and hangouts as well as using more google forms to collaborate. It has also given some more confidence to help their own learners prepare for them completing the Essential Skill as part of their Framework requirements. I feel this is a valuable inclusive qualification for everybody.”

Future recommendations

Recommendations to continue to support the development of digital literacy skills have included providing further training on Google classroom to reinforce the benefits to teachers and learners. Further support and development with the ILT team to consolidate and further build upon existing skills. This may include increasing the range and level of qualification(s) offered as some staff have also identified they would be interested in completing a Level 3 qualification. Completing a Level 3 qualification will further enhance a member of staffs skills to support their learners with apps such as Google forms for formative assessment and developing blogs.

Please indicate the main organisational group/s involved in your case study (please tick or mark all that are relevant):

	Learners
	Curriculum delivery and assessment
	Widening participation, learner support and resources
	Employer and community engagement
√	Staff development
	Enterprise systems and infrastructure
√	Leadership and Management

Please provide an email address for someone that can be contacted should any clarification be required, or to follow up drafting a full case study:

laura.shaw@cambria.ac.uk

Please note that contact may be made by the Welsh Government, or by Jisc (as Jisc is assisting the Welsh Government to prepare some of the material relating to ***Digital 2030***).

The Welsh Government's Privacy Notice is available at:
<https://beta.gov.wales/welsh-government-privacy-notice>