FOR DISCUSSION/INFORMATION			
Meeting:	**Curriculum, Student Affairs & Outcomes 18 May 2020**		
Presented by	**Carolyn Laird**		
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Date Created	**01.05.2020**	Telephone	**Ext 2667**
Appendices Attached	**NCL on-line Activities Update**		
Disclosable under FOISA		**Yes**	

1. PURPOSE

To seek approval of the content of this report on online learning and teaching activity.

2. BACKGROUND

Due to Covid-19 closure of college buildings on Tuesday, 17th March, 2020, learning and teaching activity has to, where it is possible, occur online.

3. DETAIL

The report outlines the kinds of activities being undertaken by the staff, using methods that fit with social distancing requirements. It covers some examples of activities in each faculty, as well as outlining what is happening for assessment.

4. BENEFITS AND OPPORTUNITIES

The report highlights good practice in use of online methods and learning and teaching input at a distance to support students to make progress in their studies.

5. STRATEGIC IMPLICATIONS

The report provides an overview of learning and teaching related online activity relevant to the college.

6. RISK

N/A

7. FINANCIAL IMPLICATIONS

There are no financial implications, other than what is relevant to COVID-19 restrictions.

8. LEGAL IMPLICATIONS

There are no legal implications.

9. WORKFORCE IMPLICATIONS

There are no workforce implications, other than what is relevant to working from home due to COVID-19 restrictions.

10. REPUTATIONAL IMPLICATIONS

There are no reputational implications, other than what is relevant to COVID-19 restrictions.

11.   EQUALITIES IMPLICATIONS

There are no equalities implications other than what is relevant to COVID-19 restrictions.

CONCLUSIONS/RECOMMENDATIONS

Please note the information contained in this report and raise or discuss any issues which may follow.

Introduction

This summary will provide Board members with a brief update on online learning and teaching activities occurring due to closure of the college buildings because of COVID-19 restrictions.

Faculty Methods of Communication

See attached Excel spreadsheet, which shows where faculties estimated ability to complete work online. This was prepared in April, whilst we awaited communication from SQA and other awarding bodies, to understand what methods were being used by faculty staff to communicate and what areas would be having most difficulty. There is a lot of effort by staff to communicate with and encourage students in their progress.

In the majority of courses, staff are using the college VLE – Moodle, college email and Turnitin for communication, gathering evidence to support judgements or for assessment. Some staff had set up college Facebook groups, so communication continues through this medium. There is limited use of WhatsApp too.

Some staff have set up Microsoft Teams for their class groups, so are using this to communicate with the groups, sharing files and identifying activities for the students to complete. Some staff have school groups attached on GLOW, so are using this as the students are familiar with it already for their school work.

Where staff are able to they are contacting students by phone, or using teleconferencing to allow individual discussion. There has also been an increased use of Zoom. The college purchased licences for this and our ICT teams have undertaken extensive technical activity in the background to ensure that Zoom can be used securely and professionally. Staff guidelines have also been prepared to ensure safe and effective use of the system. It is proving useful in hosting tutorials or enabling class meetings or meetings of course teams.

For some courses the students are used to using e-portfolios, such as OneFile or the college e-portfolio, Mahara. This work continues.

Staff are continuing to make good use of already existing college online materials via the Library and Learning centres online books and websites, such as Drama Library Online, Digital Theatre Plus or Westlaw.

In some cases, use of materials from or external partners is used, such as CISCO, UWS Moodle or other 3rd party suppliers who have opened their materials for free use at this time, such as webinars showcasing certain processes or industry standard tutorials. YouTube has proven useful for highlighting particular videos or for staff to film a process that students can use at home.

In some cases, a weekly update is given, which includes links to learning resources to prompt students to engage. Some of these resources are targeting health & wellbeing.

Good practice in the faculties

There is lots of good work going on in the faculties to engage students. Some examples are given here:

Faculty of Business, Social Sciences & Sport
Accounting & Administration (CB) – Zoom is used to undertake class teaching, for observations and student presentations. They are also creating audio files to go along with exercises to make learning and teaching easier for students. They are using videos for the IT units. Students are using WhatsApp to demonstrate group work.

Business, Administration & Accounting (MW) – Zoom coffee catch-ups with students and the staff are being used now to increase interaction with students and for professional discussions, where required. Video clips for IT tasks have always been there for students to use.

Sport (CU) – ZOOM classrooms, 1-1 interventions short recordings, micro teaching to upload to Moodle to allow students access at their convenience. Video submissions of practical content being encouraged.

Spanish (eve) – use of Zoom to create engaging activities, such as a fancy dress event, with students and staff dressing as famous Spanish people or Marvel characters!

Siobhan as Aquawoman!

Computing and Creative Industries
Music & Sound – a monthly newsletter used during the session was continued after lockdown to inform students on the programme about what lockdown might mean, and to highlight contact details. They are working with sound production/music software suppliers to distribute free temporary licenses for students to complete coursework at home

Computing – utilising our vendor academies, CISCO, Microsoft and Oracle. All provide online materials that are offered to students. Staff has secured further online materials via Total Seminars and webinars covering the CompTIA A+ syllabus.and has offered this out to students.

Prodigy are providing additional online materials free of charge
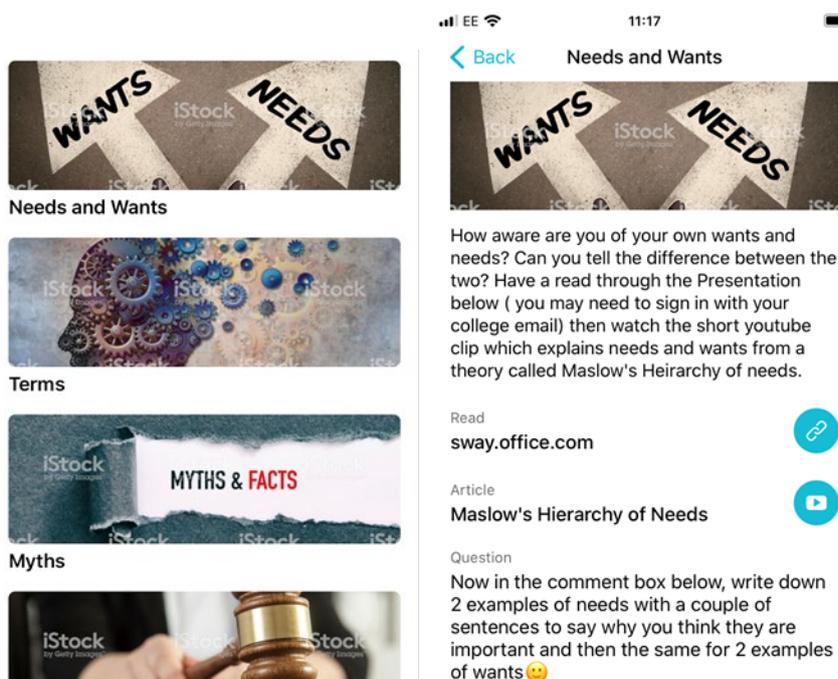
Performing Arts: Staff are reviewing footage sent by online applicants, prior to onle interviews.

They are making good use of their social media platforms to get students to send samples of what they have been doing and then posting on our Instagram etc. the team has started a New CLan Arts Film Club, with suggested titles to watch on streaming services, with the students sending in their reviews. This is to help keep them motivated. External online casting sessions have been taking place with BA students, including Action to the Word Theatre Comp, Play, Pie and a Pint, Laura Donnelly (casting director NTS), Keddie Scott Associates and more being set up. HND Acting students have been very innovative producing an online version of their final production The Laramie Project.

Care & Science
Health & Social Care – Scavenger Hunt used with good level of student engagement. Also use of a lecturer-developed wellness app. A lecturer has been developing this with his Health & Social Care students to support units within the qualification and overall wellbeing. This will be of interest to Mental Health & Wellbeing across the college, once developed fully. It is still under development and being trialled with 2 groups of students.

Health & Social Care, Early Learning and Childcare and Dental – to support digital inclusion, work completed on paper and 'snapshots' taken to support student achievement.

In terms of NHS staff, we have one staff member who is seconded to NHS Lanarkshire, Jan Clarkson, who discussed this role on the BBC in April and was highlighted on The Clan (link below).

https://www.nclanarkshire.ac.uk/news/jan-shares-inspirational-story-on-bbc

We have a further 5 staff members who, on a voluntary basis, are 'back in uniform' to support the front line with NHS Lanarkshire. There are other staff members working with their own health board too, ie NHS Lothian. In addition, some of our staff are volunteering within care homes, and other third sector organisations such as St Andrews Ambulance.

We also have 62 HNC CAP students who volunteered to sign up to the NHS Bank Nursing scheme as Health Care Support Workers. We applaud their spirit and are happy that we contributed to the development of their skills.

Service Industries
Make-up Artistry – staff have been engaging through Facebook 'Watch Parties', where, during class group live demonstrations by the lecturers, students can ask questions through the chat facility, with the lecturer replying verbally during session. The demonstration is stored for student to access again or if they have missed it.

One staff member is delivering lesson/demonstrations to her evening class through Zoom, student then work on themselves or house member for lecturer to provide feedback. Images of looks are captured and shared to support learning. This is replicated across this team by the other staff within that team using similar interactive online activities/ demonstrations through Zoom and Facebook to not only continue engagement with students but gather alternative evidence to support assessment decisions.

Engineering and Automotive
CAD Training – ongoing delivery of commercial contract for Babcock International in Rosyth, fully remote delivery via Zoom and pre-recorded videos.

BIM (Building Information Modelling) – online Kahoots with students and industry at the same time.

FWDF delivery of Revit training starting week of 4 May, online for Keppie Design.

Supported Learning
ELS (Educational Learning Support) – continued support for students across all faculties using a variety of online platforms, including Teams, emails and telephone calls. In addition, the team have continued to complete DSA assessments for people referred from SAAS. Moving forward, the team will begin to focus on pre-entry work to support those will conditional and unconditional offers prior to courses starting in the next academic session. Part of the work undertaken by the team has been supporting a student with their mental health which resulted in an Adult Protection order being raised with local Social Work services.

Curriculum team – lecturers have been using Moodle to support students with their learning at home. In addition, course tutors have been contacting students via email and telephone to offer pastoral support, often liaising with parents and providing them with resources to support students during this time. A team of lecturers from Motherwell campus made a Zoom video with messages of support to share with students, which was warmly received. Some of the team have also been in touch with local social work services to ensure that the more vulnerable students are being properly supported. For example, support staff have continued

to pursue social work referrals that were submitted prior to lockdown and one tutor has been supporting a student who has been removed from the family home during this time.

Business Development
Princes Trust – using Zoom to assist learners in practising for forthcoming interviews ie work or college. Also, preparing virtual final presentations in place of the usual face-to-face presentations that are done in front of invited family, friends, guests and college staff. They are asking learners to provide any images, videos, personal statements etc so these can be collated.

Employability Fund group - guided activity was emailed out and the learners then supported through the activity. This will mean after lock down they will only require to sign the document (for compliance with SDS). Where possible, as many have limited IT access, support has been given to update/refine CVs and support job search such as forward on job vacancies received by phone.

Changing assessment practice

Given that the college buildings closed from 17th March and lockdown then occurred across UK from 23rd March, it has been a rapidly changing situation for staff in terms of how to progress students in their studies, and also what plans need to be in place for formal assessment. The Quality Manager was involved through the national Quality Forum, to support the creation of a workable plan with SQA to ensure our students can achieve their awards, where possible. We are also working in other national forums to get advice from other awarding bodies, as well as having more local discussions with external partners. There are several phases to the assessment plans currently in progress:

1. SQA asked for work to pause for National 5 and Highers – no coursework will be externally marked, academic staff to rank students/pupils in order in a appropriate grade, based on work done on their course, such as prelims. This is to be submitted to SQA by end of May. SQA may increase or decrease estimate of grade, based on various factors, such as previous results for a centre or overall national statistical changes.

2. SQA gave advice that course teams should decide results for HNs, PDAs, SfW, NC courses and other NQ Units, based on whether they judge students to have achieved course aims (rather than outcomes and performance criteria, as would be usual). They should also estimate grade in Graded Unit from previous performance on course, where possible, if the GU has not been completed.

3. Where a course has specific performance evidence that cannot be judged remotely (due to equipment or social distancing requirements), plans should be made to overtake these competencies on return from lockdown. SQA have a list of courses that fall into this category (such as NPA Beauty Skills or HNC Fitness, Health & Exercise), and we await further advice for some of these.

4. SVQs and HNs that contain SVQs cannot be judged in this way. Advice awaited from SQA on how these can operate.

5. The Quality Team have produced an 'Emergency Procedure for Assessment' that has been agreed with the EIS for adoption from Monday, 27th April. This tasks course teams in faculties with reviewing what position each course and individual student is in, identifying gaps that can be filled by online activity and assessment. Where this is not possible, whether it can be inferred that course aims have been met by the full range of work already undertaken. This work is underway. In some cases, the course continues, as there is appropriate activity. In other cases, course teams will be able to infer achievement. For some courses and some students, work will have to be postponed until we are able to return to our buildings.

6. Digital poverty is a concern, as some students are not engaging due to not having access to computer. Through Student Advisers and faculty staff, we are trying to address this via 'The Digital Inclusion Initiative' internally, which is primarily for the provision of laptops and hardware. Where a student needs additional resource, such as Wi-Fi access or dongles, it would be funded at the same time. Discretionary funding is being used for this initiative, which also supports utility and food bills - already this programme has helped inform wider discussion and many students have disclosed issues beyond ICT access. Faculties are the main source of referrals, however, students can self-refer through the Student Advisers.