

CITSCAPES Project CASE STUDY REPORT

GLOSCAT

**Gloucestershire College of
Art and Technology**

March 2002

Contents

1.0	Executive summary.....	4
2.0	Introduction.....	7
2.1	The institution.....	7
2.2	Mission and key objectives	7
2.3	Strategic partnerships	9
2.4	Student profile	9
2.5	Work based programmes.....	10
2.6	Student support services.....	10
2.7	Current initiatives	10
2.8	Organisation and structure.....	11
3.0	Current situation.....	12
3.1	History & overview	12
3.2	Approach to ICT/ILT induction	13
3.3	ICT/ILT induction issues.....	13
3.4	Promotion and publicity	14
3.5	Hardware, software and support services.....	14
3.6	Learning materials.....	15
3.7	Nature of provision.....	15
3.7.1	Students on substantive programmes	16
3.7.2	Qualifications	17
3.7.3	ICT/ILT Induction activities	17
3.7.4	Evaluation of induction programme.....	19
3.7.5	Staff ICT/ILT issues.....	19
3.8	Strategy.....	20
3.8.1	ILT Strategy 2002 - 2004	20
3.8.2	Induction policy.....	20
3.8.3	Key Skills Policy.....	21
3.8.4	Induction guidelines	22
3.8.5	Student induction checklists.....	22
3.8.6	Audit checks by Quality Assurance	23
3.8.7	Strategic planning and development	23
4.0	Conclusion	24
5.0	Bibliography and resources.....	26

List of Tables and Charts

Tables

1	Student enrolment by mode - academic year 2000-01	9
2	Foundation Workshop course content	18
3	Induction Policy entitlements	21
4	Key Skills Policy (ver006).....	21
5	ILT Strategy 2002-04	23

Charts

1	Student enrolment academic year 2000-01.....	9
2	Strategic planning and implementation cycle.....	24

1.0 Executive summary

Gloscat (Gloucestershire College of Arts and Technology) is one of the largest colleges of further education in Britain and offers a wide range of full and part-time educational and training programmes. These include pre-degree academic courses, vocational education and training, HNDs as well as an extensive array of adult recreational and personal development opportunities. The College occupies two main campuses, one in Cheltenham and one in Gloucester. In September 2002 activities in Cheltenham will be transferred to a new purpose-built facility. Total student enrolment numbers are high, exceeding 42,000 in the academic year 2000 – 2001; eight percent of these are full-time students. Strategic links have been forged with many local companies, education providers and minority groups across the county and the College provides courses at more than 120 different venues.

The College's mission is 'to meet the changing needs of our community for high quality education and training' and this statement is developed further as a number of specific aims and objectives covering the next three years.

Where it has any relevance, ICT/ILT induction is given a high priority and all students on substantive programmes, as well as those on part-time business studies courses, undergo a carefully planned induction.

The College makes every effort to meet the needs of students with disabilities through its disability support team and students with children can access nurseries, crèches and holiday play schemes.

Classroom clusters of PCs are normally 20 and the Learning Gateways, some having drop-in access, have up to 50 PCs. Forty laptop machines are used for mobile outreach training and this provision is to be expanded owing to demand. The new Cheltenham campus will provide Learning Gateway clusters of 100 PCs.

The minimum requirements for ICT/ILT induction are specified in policy statements but within these constraints departments are empowered to augment the training in ways that are appropriate for their particular course.

At induction students first complete a questionnaire about their prior ICT experience and then undergo a preliminary assessment. They are then shown how to log-on to the College system and how to access their email. The other two requirements are that they should be able to navigate the College intranet and search on the Internet.

The three components of the Key Skills programme, communication, application of number and IT, are compulsory and are automatically added to the timetables of all full-time 16 to 19 year old students. In the case of these students the initial assessment is used to determine the level at which they can study the IT element. Those who have already achieved a qualification equivalent or higher than Level 2 are exempt.

Although there are no qualifications related to ICT/ILT induction this work underpins the portfolio building that forms the evidence for the Key Skills IT component. In addition to submitting an acceptable portfolio students must pass a multiple-choice test. As yet the Key Skills programme is not embedded into the culture of the College and in the academic year 2000 - 2001 less than half those registered for the award achieve it.

Whilst all students have the opportunity to evaluate the induction process, at present there are no specific questions about ICT/ILT. There are no links between student ICT/ILT induction and induction for College staff. However, all staff with responsibility for students are strongly encouraged to develop their ICT skills and to take nationally recognised qualifications such as CLAIT and ECDL.

The College has produced a comprehensive ILT strategic planning document covering the years 2002 - 2004. The document maps out in some detail the year-on-year increase in the use of ILT to deliver learning through the College Learning Gateways and refers specifically to student ICT/ILT induction. These references are developed and expanded in the College's induction policy where entitlements for each category of students are described. A further level of detail is contained in Gloscat's induction guidelines where statements explicitly state what must be included in this process. However, within the specified constraints, it does allow individual programme teams to plan and

deliver inductions appropriate for their students. To ensure that the guidelines are translated into actions, at induction every student is given a detailed checklist that must be completed and then signed by both the student and their personal tutor. Moreover, because attendance is excellent in the initial weeks of the course the overwhelming majority of students undergo all the required elements in the ICT/ILT induction. These completed checklists are retained by the tutor and made available for spot checks and for the more formal periodic internal inspections. Thus, in planning and implementing ICT/ILT induction Gloscat has adopted a methodical and systematic approach. The ILT strategy feeds into the induction policy; this is expanded into a set of guidelines that, in turn, are translated into student checklists. The cycle continues through student evaluation and a check that ensures the documentation is complete and stored safely.

For over two years the ILT development team has been working with staff to break down barriers and encourage them to use the College intranet to deliver suitable elements of their courses. There is recognition that students will derive most benefit from their courses if preliminary aspects such as ICT/ILT induction are carried out efficiently and effectively. Looking to the future the new campus, equipped with the latest technologically advanced teaching and learning aids, will undoubtedly add further impetus to ILT delivery at Gloscat.

2.0 Introduction

2.1 The institution

Gloscat (Gloucestershire College of Arts and Technology) is one of the largest colleges of further education in Britain and offers a wide range of educational and training programmes. Its present incarnation emerged when Higher Education Degree programmes were transferred to the College of St Paul and St Mary in 1990. Gloscat has been independent and responsible for its own financial management since 1993. The focus is now on pre-degree academic courses, vocational education and training and Higher National Diplomas. The College also offers an extensive range of adult recreational and personal development courses for part-time students. Gloscat occupies two main sites, the Brunswick Campus in Gloucester and the Park Campus in Cheltenham. In September 2002 teaching at the Park Campus will be moved to new purpose-built accommodation in Cheltenham. This state of the art campus is a Public Private Partnership project costing £19.5 m and has been designed to be light, spacious, flexible and incorporates the latest ILT infrastructure and equipment. A further 120 venues are used in Gloucestershire and beyond.

2.2 Mission and key objectives

In looking to the future, the College Corporation has reviewed and restated its mission to be as follows:-

'To meet the changing needs of our communities for high quality education and training.'

The key strategic aims and objectives of the next three years for the College will be:-

Aim	Objective
<ul style="list-style-type: none"> • To contribute to the economic and social prosperity of Gloucestershire 	<ul style="list-style-type: none"> - To increase student recruitment and specifically to arrest the decline in 16-19 recruitment - to contribute to the achievement of the government's basic skills targets - to provide learning opportunities for disadvantaged groups

	<ul style="list-style-type: none"> - to provide an effective high quality 16-19 curriculum - to continue to develop the use of learning technologies to provide high quality flexible learning - to increase learning in the work place - to work with a range of partners to develop centres of Vocational Excellence to meet the skills need of Gloucestershire - to contribute to the LLSC plan targets - to increase the number of qualifications achieved
<ul style="list-style-type: none"> • To widen participation by working in partnerships 	<ul style="list-style-type: none"> - to offer an appropriate range of HE progression opportunities to meet local needs - to work with the Federation to provide effective learning opportunities across Gloucestershire - to secure additional funding through effective partnership building - to further develop partnerships with schools to support achievement and progression
<ul style="list-style-type: none"> • To raise standards to improve the organisation and provide high quality learning opportunities for all 	<ul style="list-style-type: none"> - to improve the quality of all programmes - to embed a customer focused culture - to continue to attract and retain high calibre staff in the context of a competitive labour market - to continue to develop a high quality estate to meet the changing needs of our students - to consolidate and improve the College's financial position, through the effective deployment of its resources and a strategic curriculum review - to use learning technologies to maximise the cost effective use of staff resources and development to support learning - to continue to comply with all Health and Safety requirements - to continue to comply with all Equal Opportunities requirements

The College looks forward to working with its partners and funders to secure the best possible learning opportunities for the people it serves in Gloucestershire.

2.3 Strategic partnerships

Gloscat has established links with over 600 local companies and minority groups in the county. Also there are connections with regional Higher Education providers, local schools and other FE colleges in Gloucestershire. Great emphasis is placed on links with the community and centres have been established in Tewkesbury and Brockworth. In addition, use is made of a large number of other venues including family centres, neighbourhood centres, libraries and GP's surgeries. Further outreach opportunities are provided by two mobile IT units that use laptop computers to bring ICT courses to outlying parts of the county.

2.4 Student profile

During the academic year 2000 - 2001 some 23,000 Gloscat students achieved qualifications and the enrolment figures for the same period are shown in the table below.

Mode of attendance	Enrolments
Full-time	3,276
Evening	9,736
Open/distance learning	1,733
Other part-time	28,022
Total	42,767

Table 1: Student enrolment by mode of attendance academic year 2000 - 2001

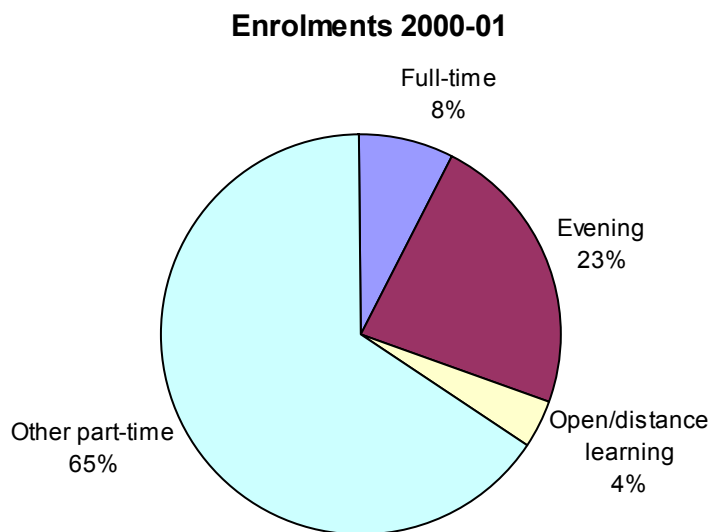


Chart 1: Student enrolment academic year 2000 - 2001

2.5 Work based programmes

Work based programmes are offered under the auspices of a number of schemes including, New Directions, New Deal, National Traineeships and Modern Apprenticeships. Vocational training is augmented by College based real-work situations. The list includes hairdressing, beauty therapy, catering, media and TV production as well as operating a bakery, a travel shop and a motor vehicle repair workshop.

2.6 Student support services

Students with children can access one of the College's day nurseries, the crèche or the holiday play scheme. Gloscat is normally able to meet the needs of students with disabilities through its disability support team. All full-time students are allocated a personal tutor and are offered careers advice, guidance and counselling. Hundreds of international students come to Gloscat each year to access the courses on offer. Special provision is made for their care and welfare during their stay.

2.7 Current initiatives

Gloscat has introduced Teaching & Learning Champions in each of the curriculum centres. Their role is to work with staff to help to improve teaching performance.

Recently the College has developed Learndirect courses through the Ufi (University for Industry) and been instrumental in setting up the Gloucestershire Hub that both stimulates and meets the demand for lifelong learning among individuals and businesses. Study is via the Internet and can take place at home, at work or in one of the College centres.

Great emphasis is placed on developing the College's ILT (Information Learning Technology) capacity and strategic plans explicitly state when and how this is to be achieved. Moreover, Gloscat's Induction Policy describes student entitlements including references to IT.

2.8 Organisation and structure

Gloscat has a Vice Principal with particular responsibility for curriculum and ILT. For teaching and administrative purposes the College divides itself into curriculum centres each of which has a curriculum manager, a resources manager and a student manager. The exception being the 6th form centre which has two student managers. Student managers are responsible for organising the personal tutor system and the content and delivery of the induction programme. There are opportunities for cross-department meetings at which staff can share experiences of using the College Intranet to provide access to learning materials and talk about current issues such as induction planning and staff ICT training.

3.0 Current situation

3.1 History & overview

It is clear that with nearly 43,000 students Gloscat is an immense and diverse organisation. There are entry level programmes for 16-year-old school leavers with no qualifications, General National Vocational Qualifications (GNVQ) which are broad based, work related qualifications and National Vocational Qualifications (NVQ) programmes in occupational areas such as engineering, motor vehicle maintenance, hairdressing and office skills. They offer GCSE, 'A' and 'AS' Level courses in subjects as varied as art, chemistry, electronics, geography, biology, and psychology and BTEC HNC/D programmes in computer studies, interior design and nursery nursing. They cater for full-time students, part-time students and modern apprentices. The scope and variety of the adult and evening recreational courses is vast and courses can be found in such diverse activities as papermaking, silk painting, sugarcraft flowers, Indian cookery and Tai Chi. Interestingly the proportion of IT related courses is very high and the range here covers: Introduction to IT, Learn IT and Use IT, Flexible IT learning, Extend your IT skills, CLAIT (Computer Literacy and Information Technology), ECDL (European Computer Driving Licence) and IBT2 (Integrated Business Technology 2).

While much of the teaching takes place at the two principal sites, courses are delivered in all manner of venues within Gloucestershire and beyond. The methods of teaching and learning are also varied. There are the Learndirect courses that are delivered entirely on-line through to face-to-face taught sessions. Therefore describing every facet of the College's operation is beyond the scope of this report. Even where ICT/ILT induction is relevant the situation is complex owing to the multiplicity of courses and modes of delivery and attendance.

Another notable feature is the extent to which Gloscat has sought to establish and foster links with partner organisations. There are associations with local businesses, feeder schools, commercial training companies such as Tektra Ltd, community groups, local authority departments and colleges of higher and further education.

It should be remembered with such a diverse portfolio of courses many, particularly recreational ones, have no ICT relevance or content whatever. Moreover, aspects of ICT/ILT that some might regard as introductory, foundation level skills normally provided at an induction, do in reality constitute the course itself. This is particularly true of the IT taster type of courses that are delivered in very large numbers for adult learners.

3.2 Approach to ICT/ILT induction

It is clear from the documentary evidence that the ways in which ICT/ILT induction has been planned and implemented are both logical and systematic. The cycle of ILT strategy informing policy, policy interpreted as guidelines, guidelines that define student checklists, a subsequent evaluation and audit check complete the loop. Although the key principles and student entitlements are enshrined in policy and must be delivered, programme teams are allowed a degree of flexibility in the ways in which they are applied.

3.3 ICT/ILT induction procedures

The College actively assists students with disabilities. The Disability Support Service can help students with physical disabilities, visual or hearing impairment and those with speech disorders by providing note-takers, Braille notes, video transcriptions and audio notes. In addition to specially trained support staff the service loans equipment such as laptops, dictaphones, radio microphones and tracker-ball mice.

At the beginning of each academic year a proportion of students enrol late. To ensure that they are not disadvantaged, follow-up induction opportunities are arranged.

On entry some students already have good ICT skills while some have few or none. Therefore the institution treats induction and particularly ICT/ILT induction as a high priority. ICT/ILT induction is thought to be most important for vocational students on substantive programmes and part-time students on business studies courses.

Many procedural changes to the induction programme were introduced in the academic year 2000 - 2001 and the current year is seen as an opportunity to

consolidate the position ahead of the move to the new Cheltenham campus in September 2002.

To gauge the scale of activity at Gloscat, if one takes just one teaching area, the 6th Form Centres, approximately 500 new full-time students would be enrolled into year 1 programmes and those returning for years 2 and 3 would number about 250. The numbers are lower in years 2 and 3 because many students are on one-year courses. In addition, about 150 part-time students are enrolled on GCSE and 'A' Level programmes each year.

3.4 Promotion and publicity

The College employs a comprehensive range of promotional and publicity methods including: prospectuses, leaflets, posters, website¹ and newspaper advertising. There are also direct links with local employers, schools, community groups, libraries and other agencies. The emphasis is on friendly, accessible courses that are local, relevant and inclusive.

3.5 Hardware, software and support services

The existing ratio of students to computers is 5:1 and this means that ICT/ILT induction cannot always be completed in the first week of term. IT equipment is sited in classrooms, typically in clusters of 20 PCs. The Business Learning Gateways are of a similar size but offer an open learning environment with Help Desk support. The open learning format is also found in the Main Learning Gateways and in the 6th Form Centre but in each case the cluster size is over 50 machines. In the Main Learning Gateways Help Desk staff provide assistance while in the 6th Form Centre Key Skills support staff are available.

The mobile IT unit has 40 laptop PCs which can be deployed at all manner of remote venues, For example a Women's Institute group may request an ICT taster session for its members, in which case a tutor would attend their local village hall. The requisite number of laptops would then be set up, used for the course and finally packed up and taken away at the end. This has been such a successful initiative that there are plans to expand this service to 60 machines by 2004.

¹ www.gloscat.ac.uk

The new campus will have Gateway clusters of approximately 100 PCs and purpose built classrooms with PCs running Windows 2000 and Microsoft Office.

The College machines are connected by a network offering Intranet and Internet services via a JANet (Joint Academic Network) connection.

3.6 Learning materials

In addition to traditional teaching methods the College has made and continues to make a concerted effort to provide access to course material via the Intranet. Supported distance learning is also offered through the National Extension College and students can access Learndirect courses which are entirely on-line.

3.7 Nature of provision

All students intending to undertake a substantive programme of study are interviewed by a tutor to ensure that the proposed course is suitable and appropriate. A substantive programme is one of 450 or more guided learning hours. These individuals can expect to receive a comprehensive induction pack and, in their first week, undergo an initial IT assessment. They will also receive instruction on how to log-on, use email, the College Intranet and access the Internet. In some circumstances mature students may be offered one of the Learndirect courses to acquire basic ICT skills.

New students enrolled on other programmes, including part-time students, must also be provided with some induction information and, if it is appropriate for their circumstances, complete the ICT induction described above.

One particular feature of the College is that many of the courses it provides are foundation skills in ICT that cover the same ground as an induction. These courses, generally for adult learners, include 3-hour taster sessions and courses of 6, 10 and 20 hours duration. Some, such as CLAIT and IBT2, are award bearing while others are intended simply to instil confidence into first time computer users. Skills taught include understanding computer basics, such as: file management, using applications for word processing, spreadsheets,

desktop publishing, using the Internet, scanning and digital photography. The shorter, introductory courses tend to be free, particularly for the over 50s.

Gloscat has expanded its activities widely and now has learning centres in Tewkesbury and Brockworth libraries and is setting up new centres in Chipping Campden, Bishops Cleeve, Moreton-in-Marsh. In addition there are outreach venues throughout the county in schools, family/community centres and village halls. These initiatives are part of a sustained effort to widen participation in life-long learning programmes.

3.7.1 Students on substantive programmes

During the first week of the academic year students on substantive programmes and part-time students where appropriate begin ICT/ILT induction by completing a questionnaire about their existing ICT skills and qualifications.

Examples of the questions are shown below.

- Have you ever used a personal computer before? Yes / No
- Have you ever used a mouse? Yes / No
- Have you ever used a CD-ROM? Yes / No
- Have you had previous training or tuition on word processing?
None Limited Substantial
- Have you had previous experience of desktop publishing?
None Limited Substantial

This is accompanied by a multiple-choice assessment that is used to gauge their skill level and confirm the responses provided in the questionnaire. It seems that some students overstate their skills while others underestimate their ability. A score of 33% or more allows students to begin at Level 2.

The assessment is immediately followed by a practical ICT/ILT session led by a tutor or Key Skills support staff in which all the induction checklist items are systematically covered. Ultimately both student and personal tutor sign the completed checklist and it is then retained by the tutor as evidence of

successful completion. All the paper records for each member of a tutor group such as the induction checklist are logged and filed. Spot checks can be made to ensure these procedures are completed satisfactorily; also there are periodic internal inspections when all procedures are vetted and all documentation is checked.

The induction process helps to identify students who may need the additional support that can be provided by the Study Plus team. The Study Plus programme aims to provide extra tuition in areas of weakness that otherwise may jeopardise a student's progress through his or her course.

3.7.2 Qualifications

Although no qualifications are associated with induction, the elements covered are part of the Key Skills programme regulated by Edexcel. The scheme, principally intended for 16 - 19 year old full-time students, is nationally recognised by employers and is also seen as an aid to university entrance. Key Skills has three components, communication, application of number and information technology, and can be studied at five Levels (Level 3 relates to GCE A Level).

The Key Skills programme is compulsory for all 16 - 19 year old full-time students and it is therefore automatically added to their courses. They are required by the Key Skills Policy to achieve a Level 2 IT qualification and must be entered for an assessment at least at this level by the end of their course. However, those who have already achieved GCSE ICT or Key Skills at Level 2 are exempt as are those taking GNVQ or VCE in ICT. Students over 19 years and those on fast track 'A' Level courses are also exempt.

3.7.3 ICT/ILT Induction activities

In the first two or three weeks of the academic year tutor groups tend to move from session to session en-mass and attendance is very high. Therefore virtually all students receive guidance on the items on their induction checklist.

Following the basic ICT/ILT induction sessions involving logging-on, email, Intranet and Internet, students taking Key Skills learn word processing,

spreadsheets and desktop publishing by gradually building portfolios of examples of their work. In the first activity they are required to word process a fictitious job application and therefore they begin with an induction into the use of word processors. A typical Foundation Workshop session is of 2 hours duration and is supported by comprehensive documentation. The objectives are listed as:

- Getting to know the hardware of the computer
- Understanding the Candidate Assessment Record
- Understanding the concept of the 'desktop'
- Develop mouse skills
- To take you on the Windows Tour
- Introduction to the Word processing package
- Develop keyboard skills

The 9 pages of support material explain the concepts, use illustrations where appropriate and provide a sequence of graded tasks to engage the student.

The structure and timing of the session is also documented separately for the benefit of the tutor. The course content for the Foundation Workshop is shown below.

Activity	Time
Welcome	2 mins
Recap form induction	10 mins
Explanation of hardware and demonstration	20 mins
Use of Candidate Assessment Record	10 mins
Desktop	10 mins
Develop mouse control (game)	15 mins
Windows Tour	15 mins
Introduction to Word Processing	5 mins
Typing area	10 mins
Red and Green wavy lines	2 mins
Saving	10 mins
Open a document	5 mins
Close Workshop	

Table 2: Foundation Workshop course content

The methods of delivery are also defined and these include:

- Tutor led oral presentation
- Tutor led activity
- Group discussion
- Tutor demonstration
- Student led activity

Tutors are also advised on the resources required such as floppy disks, flip chart and pens, consumables, paper, and to ensure that the mouse game and Windows Tour is available from the desktop. The suggested methods of summary include (i) student completed gapped handout, (ii) oral, (iii) a workshop evaluation.

Finally tutors are recommended to ensure that the session is tailored to the group and to make it as interactive as possible.

3.7.4 Evaluation of induction programme

The College induction programme has its own evaluation form, and although students can comment on any aspect of the process, there are no specific questions about the ICT component.

3.7.5 Staff ICT/ILT issues

There are no links between the student induction experience and new staff induction and training. However, staff are strongly encouraged to attain ICT qualifications such as CLAIT or ECDL and there is now a move to link pay to these types of qualifications.

In-service training days are provided for staff at a rate of approximately 4 per year and some of these are ICT/ILT related. Staff are also encouraged and helped to place learning material on the College Intranet and to use ICT/ILT in their teaching. This is achieved with advice and guidance from the ILT Champions and the College Webmaster.

The College's Vice Principal (Curriculum and ILT), is recognised as the driving force behind the development of ICT/ILT. Certainly the strategic aims,

generated at the highest level, show a clear commitment to the speedy implementation of ILT across the College.

3.8 Strategy

3.8.1 ILT Strategy 2002 - 2004

The College's ILT strategic planning documents show clear evidence of a thoughtful, systematic approach. There is a comprehensive ILT strategic plan for 2002 - 2004 with three key aims:

- To use learning technologies to enhance the quality and flexibility of learning
- To establish on-line learning links with communities, outreach centres and employers to increase access to learning
- To develop learning technologies to maximise the cost effective use of staff resources and expertise to support learning more effectively

The plan goes on to detail action points in three specific areas, teaching and learning, IT infrastructure and professional development. Each action point is time constrained and budgeted. Furthermore, the targets show ILT implementation will be progressive and swift.

Specific mention is made of induction programmes. 'All inductions for substantive programmes include activities to introduce students to Glosweb, use of ILT materials and using learning centre to support self study time'. (ILT Strategy 2002-2004) (Glosweb is the name of the College's Intranet service.)

3.8.2 Induction policy

The Induction Policy divides students into four categories and indicates which entitlement is appropriate for each of them. Furthermore, the introductory paragraph states that 'all students or trainees will be given an appropriate induction programme during their first week in college. For students on programmes of more than 200 guided hours this will be a comprehensive induction programme. Induction information specific to individual programmes will be provided by the Programme Manager/Course Leader'.

(Gloscat Induction Policy) The entitlements relevant to this study are reproduced in the table below.

Entitlement	All students	Link funded trainees	Students on programmes of 200 guided learning hours per year	Students on programmes of 450 or more guided learning hours per year
Information on the central facilities to which they have access at the main sites e.g. computer rooms	Yes	Yes	Yes, including a visit to the facilities on their site	Yes, including a visit to the facilities on their site
An initial assessment of the student's communications, numeracy and IT skills		Yes	Yes	Yes
IT induction to enable students to login and to access email and the Learning Gateway		Yes	Yes	Yes

Table 3: Induction Policy entitlements

Thus it is mandatory for students on substantive programmes to be taken on a guided tour of the computer rooms, undergo an assessment of their IT skills and receive an IT induction which includes logging onto the College network and accessing email and the Learning Gateway.

3.8.3 Key Skills Policy

This document sets out in detail the entitlements for full-time 16 - 19 years students. It too makes reference to the induction process:

INDUCTION	Introduce purpose and assessment process for key skills
	Diagnostic assessment of students referred through screening
	Level and range of relevant key skills defined for each student and key skills profile and learning plan produced after appropriate key skills diagnostic assessment
	Set up student key skills portfolios
	Collect evidence of exemption to be held in students portfolio

Table 4: Key Skills Policy (ver 006)

3.8.4 Induction guidelines

The Induction Policy (4.7.2) is further developed in a document entitled Induction for Learners on Substantive Programmes. This is a set of detailed guidelines for staff delivering induction programmes for learners on programmes of 450 or more guided learning hours. Whilst individual programme teams plan and deliver inductions appropriate for their particular course, the guidelines explicitly state what must be included. Two guideline statements relevant to this study require staff to:

- Provide an IT induction to enable students to at least log-on, use email and access Glosweb the College intranet
- Organise initial assessment for communications, numeracy and IT skills. Study support should be advised on results of assessments. Students who need additional support should have an initial appointment with Study Plus.

3.8.5 Student induction checklists

To ensure the policy and guidelines are translated into reality at induction every student on a substantive programme is provided with a detailed checklist that must be completed and signed by both personal tutor and student. Here are found three relevant statements that are ticked when they have been achieved. These statements are shown below.

10. Have you had initial assessments in communication, numeracy and IT?
11. Can you log-in and use email?
12. Have you been shown how to use Glosweb?
13. Have you been told about College open access facilities available to you?

Similar checklists are provided for part-time students and trainees, however, for part-time students on recreational courses where ICT/ILT skills are not relevant the checklist states 'Can you log-in and use email if appropriate to your course?' Personal tutors retain the completed checklists as evidence for the quality checking process.

3.8.6 Audit checks by Quality Assurance

As mentioned above, all the students' checklists, duly signed by both parties, are logged and kept by the tutor and made available for spot checks and for the periodic internal inspections.

3.8.7 Strategic planning and development

The Gloscat ILT strategy covers the period 2002 - 2004 and is both comprehensive and detailed. It maps out the year-on-year increase in the use of ILT to deliver learning through College Learning Centres or Gateways. It also defines the year-on-year increase in the use of multimedia in schemes of work, particularly for students on substantive programmes. Here the target for 2003 - 2004 is '75% of substantive and part-time programmes' schemes of work to show use of multimedia, computer-based, ILT or Internet resources to support delivery'.

There are far reaching plans to develop the College's Intranet where, by 2003 - 2004, 50% of each Programme Areas teaching and learning resources are accessible via Glosweb. IT learning is also to undergo changes in the next three years.

2001 - 2	IT key skills for 6 th Form Centre delivered through flexible IT approaches
2002 - 3	All programmes delivering IT skills and qualifications up to Level 2 delivered through flexible IT Gateways at Cheltenham Campus
2003 - 4	All IT qualifications at Level 2 and below can be delivered via distance learning

Table 5: ILT Strategy 2002 - 2004

The new purpose-built Cheltenham Campus will take students from September 2002 and its innovative design will have Gateway clusters of 100 PCs and purpose built classrooms with PCs all running Windows 2000 and Microsoft Office. The building is flood wired throughout for network access and will have some fully equipped 'smart' classrooms. The plan includes a rolling annual programme to upgrade both hardware and software.

4.0 Conclusion

In planning and implementing ICT/ILT Gloscat has adopted a methodical and systematic approach. This detailed strategic plan takes a three year view and specifically identifies what must be achieved year by year. There are action points associated with teaching and learning, infrastructure and professional development. ICT/ILT induction is not overlooked and there are clear targets for introducing students to the College Intranet and the use of ILT materials.

The sequence of planning, implementation and feedback that informs subsequent plans is described above. This cycle can be represented graphically and this is shown below.

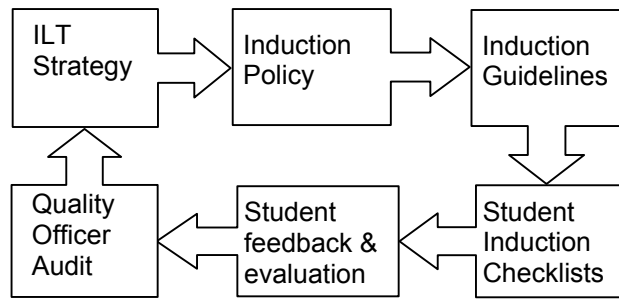


Chart 2: Strategic planning and implementation cycle

At the highest level there is a clear commitment to see that the aims and objectives set out in strategic documents are brought to fruition. Also the way in which strategy has been translated into policy and practical guidelines ensures that everyone in the College can share in the ILT vision that is proposed.

Appointments to posts such as ILT Manager, ILT Champions, IT Trainer, Technical Support and Quality Assurance combined with opportunities for appropriate in-service training days ensures that the right messages are heard. Gloscat is, however, a complex and diverse organisation with associated chains of command and maintaining the momentum will require continued effort from all those driving the process.

For the last two and a half years the ILT development team has been working hard to break down barriers and to encourage staff to begin to use the College Intranet to deliver suitable parts of their teaching programmes. There is a

recognition that students will derive most benefit from their courses if preliminary aspects such as ICT/ILT induction are carried out efficiently and effectively.

However, in the case of students on substantive courses, on the one hand virtually all receive the basic ICT/ILT induction shown on the checklist, conversely, if one refers to the CITSCAPES terms of reference where induction is defined as 'the whole process of providing students with learning, teaching, support or training to equip them with C&IT skills, whenever they are delivered (i.e. not just at the beginning of a course or programme of study)' then the whole Key Skills (IT) could be included. Thus in this second case the fact that fewer than half the eligible students achieve the award is disappointing.

Finally, it is thought that in the coming years the growing proportion of students arriving with good ICT skills will be a factor in persuading staff to incorporate new technology in their teaching. The new campus, when it becomes a reality, will undoubtedly add further emphasis to the shift to ILT delivery at Gloscat.

5.0 Bibliography and resources

ILT Strategy 2002 -2004, Internal Gloscat document.

Gloucestershire College of Arts and Technology mission statement available from URL: <http://www.gloscat.ac.uk> (2002)

Gloscat Induction Policy, Internal Gloscat document.

Gloscat Key Skills Policy (version 6), Internal Gloscat document.

Gloscat Induction Guidelines, Internal Gloscat document.

Key Skills information available at URL: <http://www.qca.org.uk/nq/ks/> (2002)

Learndirect information available at URL: <http://www.learndirect.co.uk> (2002)

National Extension College information available at URL: <http://www.nec.ac.uk/> (2002)