**Defining future learning the City of Wolverhampton College way**

Wednesday 19 May 2021

## Transcript

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SK: Conrad and Adam have been defining future learning, we have followed and had the privilege, Conrad of following your journey over the past few years, around the innovative.

00:00:13.230 --> 00:00:26.490

SK: Work that you've been doing in your college. I’m really delighted to have the chance today of hearing how your journey is evolving. I’m going to hand over now to Conrad and to Adam to lead us through the next session.

00:00:27.120 --> 00:00:44.700

CT: Thank you, Sarah I appreciate that, yes, the journey certainly began few years back, thank you very much I’m Conrad Taylor, business, learning and technologies manager at City of Wolverhampton College I’ve been in the FE sector, now for 22 years in this case so I will hand over to Adam to introduce himself.

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AD: Oh yes, I’m Adam Dwight and I’m a learning innovator and lecturer at Wolverhampton college I’ve been there for about 25 years this year, so a long time I’ve known Conrad a long time it's great to work so closely with him now.

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CT: brilliant and what we want to do today is just to give you an overview us to our journey.

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CT: And some of the things that we are doing in becoming a bit more digital and developing our staff and students digital capability. To start off with we’ll just give a bit of context about us or medium sized FE institution around 600 staff those 250 academics.

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CT: Students roughly close enough to 6000 students and over 600 apprentices, in this case, our provision ranges from pre-entry right up to FD vocational sixth form and commercial aspects. We span across the city across four campuses, as you can see, on the screen there.

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CT: Now, in terms of our journey as Sarah said yes, our journey started way back, our enablers should I say started way back when we were graded as an inadequate college.

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CT: And between that time we've actually been graded inadequate, requires improvement and now we’re sustaining.

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CT: Grade 2 and obviously what we're going to present today is our journey to becoming an outstanding college our journey to ensure that our staff and students has got the right digital skills to enable them to live, learn and work in a digital society so, back then.

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CT: We were graded inadequate and requires improvement because one we didn't have a clear focus basically or most of our staff did not have IT skills.

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CT: or infrastructures was just dire in this case, and it was back in the days when you tell students turn off your mobile phone in class.

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CT: And for that we started our journey, it means we've had a transformation in terms of change in management structure.

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CT: overhaul it in in our infrastructure, IT wise related and also a new IT manager because back then, it was where everything was done.

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CT: Not the customer focus, but it was more the technology focus, where we can't do that in this case, but what we did we brought in an IT manager.

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CT: That now works very closely with myself to ensure that the bridging between the academic staff and the IT technical infrastructure.

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CT: I actually fuse those together now, in this case. Now our journey all started back then and back then we wanted basically to say okay.

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CT: This is where we are, as an institution, requires improvement. How can we.

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CT: Progress further and the best way to do it is actually to give our community a voice, because obviously.

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CT: If our communities are happy, which is students, the academic staff and business support, then obviously we can help shape our digital future for the College, so what we did, then we looked around and see what was the best tool to help us get.

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CT: Some information back from our community, which is students academic staff support and we decided the Jisc digital experience insights was the perfect tool.

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CT: which enables us to get that feedback from our community and what's good about it, it wasn't it wasn't just the students it wasn't just the academic staff it was business support also because, obviously.

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CT: they form part of the college institution, so we, by doing that it helps us to.

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CT: To understand digital experience right across everyone within our college community, it also led us to find out one if initiatives that we put forward was actually making an impact.

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CT: Also investments that were done, is it making an impact, but most of all students, academic staff and business support could shape.

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CT: our digital strategy going forward over the years and that's what digital insights has done for us and from the digital insight survey it's led us to this current structure which Adam will explain.

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AD: Yes, so this is the staffing structure behind the programme that we're going to describe.

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AD: This afternoon Conrad's already alluded to the fact that he works closely as the business learning and technologies manager.

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AD: With the IT manager, but the support comes right from the top of the organisation so we've got a vice principal for student engagement that oversees.

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AD: This process and actually the people on the screen meet regularly to discuss the direction that we’re going in.

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AD: And that kind of bridge then with the academic side of the College comes from the quality managers and the learning innovators like myself.

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AD: And we’re each allocated to a particular faculty departments or subject specialism working with the staff in those areas.

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AD: And then we have the support desk services that offer, they field any inquiries related to ICT services, technical issues go to our support desk, and they field all those issues.

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CT: And then just want to add to that in terms of the support desk it was actually from feedback from staff.

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CT: From the digital insights survey that actually told us that they would like a better support, and from that feedback we've actually created a support desk ticket where students and staff can on their computer.

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CT: By an email send a ticket to the support desk would pick that up and make us a bit more responsive in terms of providing a better digital experience for our customers.

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AD: Thank you Conrad and I think that message of consultation with staff and students, is it will be a theme that will run through the whole presentation.

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AD: And you can see again this week, this was the feedback that we received from the Jisc digital insights survey that Conrad referenced a couple of slides ago.

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AD: And you can see, it is really positive feedback, that 89% of students stated that teachers effectively embed technology.

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AD: it's a positive result from teachers, but also in that fact it's 70% means that we’ve still got a journey, you know, nearly a third of.

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AD: Teachers that weren't able to say that, and so.

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AD: This is where the programme that we're going to describe this afternoon will kick in to support all our teachers to feel confident in being able with their digital capabilities skills to be able to embed technology in their pedagogy and teaching.

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CT: So from that basically from the feedback from staff about the digital skills because some of the feedback we were getting was that.

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CT: On students, it was they were saying that the digital skills that we're teaching in the classroom in our courses weren't preparing us or enabling us to live and learn in.

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CT: A digital society. They wanted something that was separate and isolated from the core programme. Yes, they still wanted a core programme of delivery.

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CT: But they wanted something that they could actually really develop their own skills and from that.

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CT: We decided to create a new programme in-house DFL which is Defining Future Learning, and this programme is all about seeking to empower.

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CT: Staff and students with skills and confidence to use technology effectively which enable them to live, learn in a digital society and this is it that's, the main thing there.

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CT: And from that we looked around and we're proud for this programme we decided that there is a range of different platforms and tools that would help us.

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CT: To develop our staff and students, and that is it Microsoft Training Academy, because for us, we are a Microsoft institution.

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CT: ETF, we use that a lot, also the IDEA and the Microsoft certified in this case, so what we're saying is this entire programme that we put together.

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CT: The courses that we've put together for developing the digital space of staff and students is from all the different ranges of these different medium.

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CT: Now, in terms of the IDEA now, this was me attending a Jisc event few years back and saw this and I think this is perfect what we're looking for in terms of.

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CT: developing our students IDEA, I can say that if you haven't started looking at idea for your institution, yet this is the ideal time to do so, but just to give you the core the.

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CT: IDEA is the digital representation of the Duke of Edinburgh and for us that has been one good thing.

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CT: To put us on our journey to develop students and also address their concerns about we're not developing their skills, because one the idea, look at becoming a better digital citizen.

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CT: It become it looks at better tools and techniques which enable you to be a more effective worker it looks at.

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CT: Building your skills in being more creative what tools you.

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CT: should use.

00:09:06.660 --> 00:09:10.740

CT: And also, most of all, if you've got ideas as to starting your own.

00:09:10.740 --> 00:09:12.090

CT: Business the entrepreneur.

00:09:12.630 --> 00:09:26.580

CT: gives you those type of skills needed in this case. There's also the gaming badge, so we do recommend that to our creative students, that they do use, so this is something that I’ve pushed over the last couple of years in actually getting this.

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CT: To be embedded right across the organisation for our students right across every subject area . And also so for staff I’ve actually gone in and actually do this also. Now just to give you.

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CT: The impact from us doing that and, as you can see there the practical approach that we've used to show students, the benefit of having digital skills.

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CT: We were, as you can see, on screen, there are participants over a couple years last couple of few years I’ve been over nearly three thousand there in terms of the Bronze award.

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CT: Just over a thousand there silver award and look at the amount of digital badges that we've created over that time of 68,000.

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CT: And that is actually students deciding that these are the different tools that I would like to develop they go on and choose which badges they would like to do and from our work of developing.

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CT: Students skills we were awarded the pioneer status for using IDEA to develop students digital skills so that gives you an idea as to one way we’re developing students. Another approach or we've developed students is that on a Wednesday afternoon we put out workshops.

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CT: During the pandemic, obviously we haven't done that but it's something that we will start up again, we did do a prior to the pandemic.

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CT: paused it for us during the pandemic and know we will start it again for the new academic year coming in, which is we run master classes for students, we ask students, what are some of the courses that you would like us to put on.

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CT: To develop your skills and then master classes, where we say on a Wednesday, you can drop in and book yourself onto these classes and then we were.

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CT: running short workshops classes. The reason why I’m saying when's this is because, as a college we've listened to staff.

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CT: From the digital insights survey feedback and what staff were actually saying was that we didn't have enough time to actually.

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CT: develop our own skills so what the institution has done is remove teaching staff from teaching time from teaching.

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CT: Always on a Wednesday afternoon in this case, so that they could have the time.

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CT: To actually develop their digital skills so therefore this allows for students to say after your class in a Wednesday when I pop along from three onwards to develop your digital skills so that is that's also complement the IDEA badges there.

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AD: So Conrad’s talked about how we've developed students, as part of our DFL programmes we're going to talk for the next few slides about how.

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AD: we've developed staff and again the key thing here was consultation and one of the things that they told us was that they didn't feel the one size fits all type of approach to training works.

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AD: And it's certainly in terms of recognition accreditation for the skills we're going to talk about we felt and they felt that they needed to be linked to their particular job roles. So actually our programme is tailored for all the six job roles and.

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AD: But it was a learning curve, so you know we're going to talk on the next slide about how we learn from the from the process, so I’ve always wanted to say next slide please!

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CT: yeah and I just want to reiterate what I was saying about the job roles and basically.

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CT: When we started initial consultation with this process we didn't have the six roles right.

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CT: And from the consultation staff indicated to us is based on my roles I probably would want certain type of skills, and I must emphasise this, that basically what we try and do is.

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CT: To make this something not about the institution, but also about the person, in this case, and that's where we can put it out into different words what different people, our staff might need based on their digital skills.

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AD: Thanks Conrad yep so, so this is just an example of kind of how we, there was a need to launch DFL you know became an urgency really when we went into pandemic.

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AD: We knew we're going to have to deliver online, we decided to use Microsoft Teams, as the main video conferencing package for our synchronous.

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AD: Lessons and obviously with the recording option for the asynchronous lessons, and so we.

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AD: These are the 10 skills that we read this we decided we would use as a launch for this very first badge which we called Enable.

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AD: And you can see, these are just the 10 basics. What we then did was layered on top of this, some of the more advanced skills around.

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AD: They’re less advanced now, there were at the time over 12 months ago, around things like breakout rooms, which were really, really important for skills like collaboration in sessions so.

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AD: The learning curve from this really were a couple of things, you can see that 87 members gain the badge, and they were carried out via assessments with.

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AD: The team that you saw earlier, learning innovators, quality managers, I think Conrad was involved in some of the assessments as well, so that was really, really like labour intensive and took us a long time.

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AD: And so, moving forward when you hear about the programme moving forward, we tried to make the recognition scheme more streamlined.

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AD: And so that staff at are taking more individual responsibility for their assessments, rather than being reliant on staff having to carry out these assessments. The other thing was is we decided we wanted the badges to be more.

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AD: Activity focused, the name the name of it to be activity focused, so like recently we've decided to change the name of the badges, so they mean a lot, they say what they mean on the tin in terms of what the skills are asking for.

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CT: yeah, and I just would like to say there.

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CT: Because DFL started just before the pandemic as Adam said what we had to do was to quickly ask staff to deliver online, and these were some of the core 10 skills that we started off with.

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CT: But as time progresses during the pandemic, we layered on top of that dedicated CPD sessions.

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CT: That focus on all to get students engaged online or to assess students online, it was interactive tools online So those are all behind this, so staff started off with a basic first, but then would build the skills over that time to where we are, we are today.

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AD: Thanks Conrad. So this is giving you a little bit more detail now, so the on the top layer, you can see we've got Explorer, Advocate, Leader and Innovator.

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AD: If we start with Explorer first this is focusing on the initial six badges which are the key skills linked to whichever role, obviously the member of staff is.

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AD: Moving through this process, and you can see, now we have we have changed the name of those badges around to fit with the core skills that we're asking for, so we've got productivity, 21st century learning, support, productivity plus, transform and transform plus.

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AD: And so the idea each layer of the badge the staff would take these six core badges.

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AD: And just to explain the difference between Explorer, Advocate, Leading, and Innovator so Explorer like I say is working on the six.

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AD: key skills core skills for that role, and then obviously what we want to encourage is collaboration across the organization.

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AD: So the Advocate badge will recognise staff who are using those skills and actually facilitating training in their department or faculty or subject specialism.

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AD: And then they can then progress into the Leader badge which is training across the whole organization and then ultimately, we want to create more Innovators.

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AD: that are going to be willing to contribute, not just within our organization, but actually externally across the across the sector as well.

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CT: yeah, and for us, basically, what we've done is have a new strategy and what we are saying to our staff is that.

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CT: Over the next three years, up to 2023, we're hoping that staff which start move up to Explorer then move across into Advocate, Leaders and Innovators as we progress.

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CT: So that is the branch that we're looking as our new strategy that more staff would move up into the advocate leaders and innovator.

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CT: As we progress so we're not just rushing this, we're giving staff enough time to acquire the relevant skills in terms of the six core skills first, then move up into the strands of Explorer and right up to Innovator over the next three years, as part of our new strategy.

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AD: And then, what lay behind this so again in consultation with staff and receiving feedback from what they told us was that they wanted to be.

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AD: recognised for all the work that they were doing so they did an amazing job over you know, during the pandemic into lockdown the feedback that we were getting from students about.

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AD: The online provision was fantastic and, and so this fit in this obviously fit in really well with the scheme that we're operating here, where we.

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AD: wanted to be able to recognise them for that for those achievements, so you can see just some of the ways that we are.

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AD: recognizing their achievements, whether it's publishing their names or badges on the College team channel.

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AD: or logging their badges on their own HR file, so that they can see themselves where they’re achieving.

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AD: Or that we've created the Moodle course that goes along with the DFL programme as well, so as they're working through the badges, they can see on the Moodle programme where they are and what they need to do next.

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AD: There will be a directory of staff again that will list the badges achieved and then, finally, every year, the College, we hold a staff celebration event.

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AD: And the at this event they'll be a proper section for recognizing those staff have achieved the various badges in the DFL programme yeah.

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CT: Thank you, Adam said is so right, all of this recognition is purely based and staff feeding back to us to say, this is what we need, as a motivator to carry on doing our job in this case.

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CT: Now as Adam said, these are the badges and we've split out the roles.

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CT: Activities what everyone needs to do, based on your role. What we've got we're a Microsoft institution and what we wanted this programme to focus on, not just the institution but the individual.

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CT: Please note that this programme is not a mandatory programme it's a voluntary programme, but what we encourage everyone to do when they do come to the orientation sessions about the programme is.

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CT: sell it to staff about how this can benefit you as a person in this case, so what we tend to do is mix it right between. So what we've got is we do have a bit of productivity.

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CT: In terms of learning about much more about Office 365 because what we wanted was for staff to learn.

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CT: More about the tools that they're using in order to reduce their workload, because some of these tools provide effective features that could help reduce workload, so we are training staff, I know, to use these tools more effectively, we also want.

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CT: academic staff to understand more about the 21st century learning and where that fits in within,

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CT: Our institution, but most of all support a colleague and that's when you get a badge if you support a colleague in using digital tools, whether for an academic purpose or.

00:20:33.660 --> 00:20:49.440

CT: A professional service job purpose basically, you do you do should you support someone and what we decided also was that there's a lot of managers that move up from teaching into management and some managers who have never been in the classroom and have lose touch as to.

00:20:50.910 --> 00:20:58.470

CT: How can technology play a part, to support teaching learning and assessment and what we tend to do for this project is we wanted.

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CT: managers to go into a programme that actually shows them all technology could benefit teaching and assessment that's where we've incorporated the leadership and policy, the teaching and learning from that and also.

00:21:11.850 --> 00:21:20.940

CT: managers have to go into looking at Office 365 and how that could work within an education establishment in this case, just to give them some grassroots back to.

00:21:21.270 --> 00:21:26.040

CT: How technology fit in back with teaching and learning.

00:21:26.400 --> 00:21:41.220

CT: And for us, basically, as you can see, there for the lecturers, we still focus on that over the next three years for a strategy we want every one of our lecturers to be MIE status but also, we're focusing on setting, we've set clear guidelines on what a virtual.

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CT: Learning space should be. We're moving away from that dumping ground in this case, where all the resources are the so what we've done we've created a standard to say.

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CT: No matter what platform you're in Moodle Google or whatever these, this is what the experience of our students should be in this case, and obviously.

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CT: This will be tested as we proceed in over the years to come in working with Jisc.

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CT: Looking at the digital insights survey and the results were getting back from that in terms of seeing the digital experience for the students in this case and also focus on assessment tools what we wanted staff to do is to explore.

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CT: Assessment tools, as you can see there to get your badge you need to explore three different digital tools over the three-year span.

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CT: And as you can see what we have done also here for the assessor and the trainer and the business support we develop that training path, it means that they can go on to.

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CT: and choose courses from any of these training pathways - collaboration, communication, creation, accessibility wellbeing certification and assessment and the thing about it is at any time staff can drop in and.

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CT: choose a pathway that outside of their own scope in this case so it's flexible and a lot of this is taken from the ETF, the Microsoft.

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CT: All of these is do for our staff to complete, but at least is flexible for our staff here, for example, creation we've got.

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CT: Business Support staff that says oh I’m a yoga teacher and I would like to promote myself Oh, can I develop my digital creation because, to promote myself well guess what.

00:23:12.960 --> 00:23:25.740

CT: They could come to us they're coming to a website creation class to learn how to create website and that's some of the things there where we're developing, not just for the institution, but also for the individual, in this case.

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AD: So if Conrad alluded to the fact that the Microsoft Educator Centre, the resources on that we really promoted that, and I’ve organised.

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AD: workshops we've got 4548 staff attend sorry and really kind of promoted the resources that are available, we have pushed the 21st century learning design, because we think that's a really good way of giving our.

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AD: academic staff, particularly an insight into 21st century learning that is really important, it isn't just about communication, it is about those skills that are going to be required in the 21st century.

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AD: But it actually that's not the end of it so there's some fantastic courses within the Microsoft Educator Centre for accessibility and inclusivity.

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AD: which our staff have explored so Actually, this is just one example here of.

00:24:21.750 --> 00:24:29.880

AD: How as part of a following on from the workshop and staff have started to work through the courses on the Microsoft Educator Centre.

00:24:30.270 --> 00:24:38.700

AD: And we've created a professional exchange network at the College where staff can explore the courses and share their experiences, and this is just one so.

00:24:39.000 --> 00:24:43.110

AD: This is one of our members of staff talking about the anti-racist resources on.

00:24:43.710 --> 00:24:50.370

AD: The Microsoft Educator Centre and how they're really good and how she's used them in her subject specialism of English GCSE.

00:24:50.850 --> 00:24:59.850

AD: In terms of the storytelling aspect, and also the Ted videos that are part of it as well, so that was fantastic to read that she's sharing that and she's now looking forward to.

00:25:00.240 --> 00:25:13.680

AD: exploring the 21st century learning courses, so the establishment of that network, where people can have conversations with it with each other, we think is a really important part again of that collaboration that's going to be going on across the College yeah.

00:25:14.040 --> 00:25:17.670

CT: and obviously the DFL programme as we indicated before.

00:25:18.180 --> 00:25:25.770

CT: These are obviously, you've got a programme you've got to implement the programme .So these are the different strategies that we've put in place in order to support your Programme.

00:25:26.010 --> 00:25:32.820

CT: we've got something on a snack and chat now, we do know that our teaching staff haven't got time in this case.

00:25:33.090 --> 00:25:41.370

CT: And, and that means you want something quick and easy, or make something readily on demand available, so what we talked about snack and chat, and there are two strands to it.

00:25:41.700 --> 00:25:49.350

CT: The first strand to it is where a staff member can send in to say, I would like some more information about this topic, could you discuss this topic.

00:25:49.770 --> 00:25:55.920

CT: And we would then basically have a discussion where we record that session and put it up for staff.

00:25:56.670 --> 00:26:07.350

CT: To access at any time. Or staff could actually join us on our virtual session during a certain time of the day, where we just discussed topics that they put forward for us to discuss basically so it's a snack and chat.

00:26:07.560 --> 00:26:15.840

CT: And we move around rotate to different days of the year for the intention is obviously staff have got different timetable so different staff can actually.

00:26:17.310 --> 00:26:20.880

CT: Access these at any different time but more so also.

00:26:21.780 --> 00:26:33.450

CT: It actually gives them a chance to collaborate with people outside of the of their department. We've also got currently running our students champion programme we've currently got 10 digital students champion which the programme.

00:26:33.930 --> 00:26:45.270

CT: lends itself to those students support in staff within their area and then, when we do our events across college they do support us. What we want to do from September coming, to enhance that student.

00:26:45.720 --> 00:26:55.680

CT: champion programme is, we would like the students to have a Be Inspired award which is basically an award for students who volunteer to do.

00:26:56.040 --> 00:27:01.680

CT: X amount of hours so that's something that we put in forward there also we are, we are currently working on a lot of.

00:27:02.400 --> 00:27:07.650

CT: instructional videos to support staff in using the different tools so that's something that we're working on.

00:27:08.100 --> 00:27:20.490

CT: And also toolkits, for example, one of the things that we've got is a toolkit for new staff that actually aids them in terms of the digital experience and some of the key tools that we will let them to be utilised. We still have drop-in workshops.

00:27:21.660 --> 00:27:33.090

CT: Obviously, sometimes these scheduled drop-in workshops aren‘t successful, but we still have them to complement the implementation of the programme itself now in terms of training, this.

00:27:34.590 --> 00:27:38.940

CT: What we try and do is follow a key core formula.

00:27:39.240 --> 00:27:46.080

CT: Which is one - know, try, apply and reflect. The know in is actually listen if I’m going to go to a training session.

00:27:46.530 --> 00:27:56.820

CT: tell me what solution this programme this application or website is going to solve, I know it’s going to benefit me and my students or the way oh I work, so you know about it first.

00:27:57.180 --> 00:28:07.140

CT: We then try it within the session or independently, you then apply to your teaching or learning or do in your working world, and then obviously part of it is reflect.

00:28:07.650 --> 00:28:13.020

CT: Obviously, what is the benefits of that in order for us to say Okay, this could benefit someone else in a different department.

00:28:13.380 --> 00:28:18.090

CT: Also, what we try and do as part of the DFL programme is when you complete different badges.

00:28:18.720 --> 00:28:35.250

CT: We ask staff to put a small reflection on in regards to how they’re finding it, it could be good or bad, in this case, because we are there to develop the programme further to make it beneficial for staff and students so it's always going to know, try, apply and reflect in this case.

00:28:36.360 --> 00:28:45.840

CT: So by us doing this, the aim is that by over the next three years, when staff start moving up to the different badges Advocate, Leaders and Innovator, is to have.

00:28:47.760 --> 00:28:59.100

CT: meetings after different groups to talk about what's good what's bad what what's coming on the agenda. It's getting staff a bit more collaborative basically the way we're looking at it is.

00:28:59.490 --> 00:29:10.140

CT: is by working this way we can transform the institution that we're in to become a better institution, provide a better experience for our staff and students and from that we've led ourselves to.

00:29:10.920 --> 00:29:23.610

CT: build in digital 3.0 and strategy now looks at four key areas, which is, 1. High quality of education, looking at those we've got ideas in terms of.

00:29:24.450 --> 00:29:33.480

CT: enterprising, supporting and developing our staff and enhancing the digital environment, and what we've done with this which I’ll show you at the very end, is that.

00:29:33.960 --> 00:29:40.770

CT: We normally write these strategies it normally goes on our SharePoint or a website, in this case, but what I’ve done is I’ve created.

00:29:41.550 --> 00:29:51.240

CT: A version of our strategy that we can quickly communicate out to staff so that they can understand what our vision is for the next three years I’ll show you that in a second.

00:29:52.380 --> 00:29:59.610

CT: From that our core themes look at four key things, one which is people we've got to put people at the heart of everything we do.

00:30:00.030 --> 00:30:19.440

CT: By developing them by having an effective staff we will have an effective institution in terms of the way we work in this case. Second, we must enhance our processes is making sure our process fit to provide people with relevant skills also providing a better experience therefore having.

00:30:20.850 --> 00:30:31.350

CT: developing people, having the processes right will provide a better experience for our students and the College community, but more so to support the three processes which is people, processes.

00:30:31.740 --> 00:30:37.590

CT: Students experience. We've got to develop our infrastructure so as you can see that's our core theme that's where it all lies around.

00:30:38.640 --> 00:30:44.850

CT: There so moving forward for us it's about working to get a collaborative as a community to develop.

00:30:46.680 --> 00:30:51.480

CT: The way we work as an institution, we're not we're not saying we're that we're good at

00:30:52.140 --> 00:31:02.490

CT: Everything we do, but what we're saying we have a vision and everything we do at the moment is based on what the audience over in the College is telling us that they would like to do along there.

00:31:03.660 --> 00:31:11.340

CT: Thank you, I will just show you what the data structure that we've got so you can actually see the, this is the vision, the visualization of our strategy.

00:31:11.760 --> 00:31:16.080

CT: Of what we've got and basically it tells staff what our core strategy is.

00:31:16.500 --> 00:31:26.190

CT: we've got a timeline us to this is where we were, this is what we do, this is where we’re going. In this case and then we've got our core principles and priorities where we focus on over the next three years.

00:31:26.550 --> 00:31:29.400

CT: And then, what we've got is key things there to say.

00:31:29.910 --> 00:31:39.420

CT: If you're a student in 2023 if we do everything we started in this strategy, this will be your experience, so what we've done here is actually highlight.

00:31:39.750 --> 00:31:46.680

CT: A little narrative as to what your journey would be with us if you join us in 2023 what it would be for a professional staff.

00:31:47.040 --> 00:31:52.620

CT: On what it would be for a decision maker, such as a manager, what it would be for an academic staff in this case.

00:31:52.950 --> 00:32:07.410

CT: And that, basically, is our strategy and what we've said also is basically, these are the core things that we're working on in terms of core KPIs going forward there, but overall, ladies and gents that is our presentation from City of Wolverhampton College, thank you very much.

00:32:10.170 --> 00:32:24.960

SK: Thank you Conrad and Adam and you know what a fantastic and you know and the amount of work, the innovation, the inspiration that you provided us there.

00:32:26.190 --> 00:32:36.360

SK: it's just amazing we've got so many questions and comments that are coming through in the chat that are trying to pick up, but I mean you've blown us away from that.

00:32:37.560 --> 00:32:50.340

SK: Fantastic right where to start, and there are lessons against be picking up on, and if you have questions, please do pop them into the Q and A window I know there's a few in the chat which are going to be picking up on.

00:32:51.720 --> 00:33:06.840

SK: The first few questions that we've got in there is a question there asking, saying this is as a great initiative, was much extra funding needed to pay students for their time to mentor or with this included in their development?

00:33:07.860 --> 00:33:12.570

CT: it's what we did basically was run a selection process to say.

00:33:13.560 --> 00:33:20.160

CT: This is what it entails, it won't give you take you outside of your study programme time because we didn't want to take the focus off that.

00:33:20.550 --> 00:33:27.900

CT: The only financial incentive that we decided to give to students about this, which we were very transparent at the start of the interview process was that.

00:33:28.230 --> 00:33:39.720

CT: We will give them a reference at the end, and also the end of our students’ celebration, depending on the impact that you've created within this institution, we will give you.

00:33:41.430 --> 00:33:48.360

CT: A prize at the end, which is vouchers or something like that, so that was the odd incentive and also that we will take them to digital events.

00:33:49.440 --> 00:33:55.110

CT: where needed and register you for digital events to develop the skills in this case, that was the only incentive.

00:33:56.670 --> 00:34:04.860

SK: Thank you can read that's the question that comes up, often in terms of incentives to students, I think, all our experience does show that what you've just outlined there.

00:34:05.850 --> 00:34:13.620

SK: is actually a very significant incentive for students, that are just there to get that experience the ability to develop their skills.

00:34:14.160 --> 00:34:18.780

CT: And just to extend that, as I said before, the Be Inspired award is something that.

00:34:19.320 --> 00:34:27.720

CT: The students can walk away from our institution to say oh I’ve got a volunteer certificate so that's added to it, the way it works is when the student actually support.

00:34:28.080 --> 00:34:36.570

CT: fellow students or a teacher in the class, they would actually log those hours and then they can send off for 10 hours, 15 hours 20 hours of voluntary programmes.

00:34:37.350 --> 00:34:52.770

SK: And what fantastic skills that students are developing in terms of thinking about that that transferability to move into the workplace, yes perfect now there is a question, there that is asking how many staff you have in your team to do all this amazing stuff.

00:34:53.160 --> 00:35:02.220

CT: Right in terms of all this stuff it goes back to just this one slide here, which is this slide and what we've got here is.

00:35:04.170 --> 00:35:10.980

CT: Just to make it very clear, those are the members of staff that we've got so you've got myself, which is here you've then got.

00:35:12.360 --> 00:35:20.340

CT: Four quality managers, but they deal with the quality side, so it's just the four innovators, which they are they've got six hours per week.

00:35:23.370 --> 00:35:25.230

SK: That’s a very small team there Conrad.

00:35:25.440 --> 00:35:26.310

CT: Yes, it was.

00:35:28.230 --> 00:35:28.560

CT: Very.

00:35:28.830 --> 00:35:42.780

SK: But that's one of the things I think that is very true coming through from feedback is that you are doing a huge amount with quite minimal resources with any extra funding and in terms of the time it staff how.

00:35:43.260 --> 00:35:52.620

CT: What we're trying to do now is do more instructional videos for everything in terms of tools benefits that that means what we've got is we've got a space, known as staff room.

00:35:53.220 --> 00:35:59.340

CT: we're staff can actually go and find resources instructional videos for a lot of the tools that we promote in this case.

00:36:01.560 --> 00:36:16.440

SK: Another question coming in, there are quite a few comments there about are you able to share your strategic framework and your digital strategy is that available from the websites or are you able to share a link to that.

00:36:17.190 --> 00:36:17.640

I’m.

00:36:18.900 --> 00:36:28.140

CT: I’m happy to share if I give my details out. I think it's in, yes, I can give more details, or you can just make contact and I’m happy to share and discuss.

00:36:29.640 --> 00:36:32.460

AD: Can I answer (participant) and (participant's) question? Is.

00:36:32.940 --> 00:36:33.660

AD: that all right.

00:36:33.720 --> 00:36:37.320

AD: I was keen to mention this really because I think it's a really good question about.

00:36:38.700 --> 00:36:49.890

AD: (Participant) asked about how so staff that are so busy choose to do this if the courses aren't mandatory and then I think (participant) has a follow-up question really about how do you support the less keen members of staff so.

00:36:50.430 --> 00:36:55.380

AD: I do think it comes down to the approach that you take, so I think one thing that.

00:36:56.640 --> 00:37:02.220

AD: I'm sure you can gather from Conrad, and this is why I like working with him so much is you take people on the journey with you.

00:37:02.820 --> 00:37:09.990

AD: And that you know you emphasise that it's an opportunity and that isn't to say that there isn't any mandatory training that goes on, because.

00:37:10.260 --> 00:37:22.470

AD: there has to be you know and went into pandemic, there were certain skills that people just needed, but I think, even in the mandatory retraining it's the way that you approach it and the way that you deal with people in a collaborative way.

00:37:23.970 --> 00:37:28.290

AD: Rather than a dictatorial way, I’m not suggesting that people out there, like that, in FE, but there are.

00:37:29.520 --> 00:37:37.350

AD: And you know that's why I really like working with Conrad, so much so, you know he's at pains to emphasise this is an opportunity for you.

00:37:37.770 --> 00:37:45.330

AD: And then I think what happens is just from word of mouth, if those individuals that do take the opportunity, if they get a positive experience.

00:37:45.660 --> 00:37:50.700

AD: And they're sharing that with the College, with the less keen colleagues is Sarah was talking to them.

00:37:51.210 --> 00:37:57.540

AD: Then they do eventually come round, and you know that isn't to say that there won’t always be some individuals that.

00:37:58.170 --> 00:38:08.760

AD: don't come on board, but actually I’m I think we're finding that most are because of the way that we're operating and the way that we're really trying to support them, and they know that it's a small team.

00:38:09.600 --> 00:38:21.240

AD: On this journey that we're taking people on, and they appreciate the fact that we're, you know as everyone else is, by the way, but we're all working really hard to try to improve and develop and.

00:38:21.750 --> 00:38:26.850

AD: Part of it is about also about Conrads focus on individuals and their own skills for working and.

00:38:27.150 --> 00:38:40.830

AD: living in the digital world, and again I think they appreciate that that that approach as well that it's not all about work, this is about trying to help you outside of outside of College as well, I don't know if that answers your questions, but I’ve done my best.

00:38:41.250 --> 00:38:49.560

SK: I think that's brilliant Adam, I think that point you're making now about that shift, which perhaps now in the past year has brought that into sharper focus whereby.

00:38:49.830 --> 00:38:55.320

SK: It is not just skills that you need to for your job, it's skills that you need to live and survive.

00:38:55.770 --> 00:39:00.960

SK: In what has become a digital world around us so absolutely key.

00:39:01.320 --> 00:39:08.640

SK: And there's a there's another question which you may have seen just a request to you you're going to be sharing a lot, I think, from today.

00:39:08.880 --> 00:39:15.180

SK: And request around your digital badges and if you're able to sort of follow up with a request there about.

00:39:15.990 --> 00:39:27.540

SK: The design of a digital badges there something else, perhaps for Conrad to follow up on. And I just got one last question before we if I can squeeze in very, very quickly, for I have Lisa and that was just about.

00:39:28.350 --> 00:39:39.300

SK: In order to be able to achieve all of this, then, must have been high level support from so the senior leadership team and Conrad I know you know you are part of that team so.

00:39:39.630 --> 00:39:52.980

SK: Is there anything you can just share as a sort of a final reflection in terms of how you've been able to get the vision led from the top, that has, then, you know enabled your vision to be realised throughout the College?

00:39:53.310 --> 00:40:03.210

CT: yeah, I mean I’m part of the management's senior team and what the principal did back then, was a few years back, he decided that listen, we need to ensure that.

00:40:03.870 --> 00:40:13.980

CT: we've got somebody dedicated to the role not actually a 50:50 split it's a dedicated role in this case, and what we decided to do was, we need to have meetings regular.

00:40:14.460 --> 00:40:22.770

CT: To actually discuss where the College is going and from that I get an understanding as to what management vision were because you can understand it, not everyone in management.

00:40:23.010 --> 00:40:30.270

CT: senior management know exactly where technology fits in and etc, so my job was to look up what the ideas were see what works.

00:40:30.720 --> 00:40:46.410

CT: In academic and the business and then fuse that together and say, this is a vision, and from that what we've done multiple times going back and forth to say, this is the idea, and from that with consultation also, because even though we were on a journey we actually work with.

00:40:47.520 --> 00:40:53.670

CT: Grimsby to actually say Okay, this is the vision that we've got for our strategy, this is what management support.

00:40:54.150 --> 00:41:03.690

CT: And one of the things that Deborah did after meeting with us was that we've got to ensure management is part of that vision it's not just Conrad’s vision it's.

00:41:04.440 --> 00:41:12.180

CT: everybody's vision and management just got that and in the strategy, there was accountability for every strand or every.

00:41:13.230 --> 00:41:21.390

CT: person and the management structure role, what you need to do in order to contribute to that vision in this case and those meetings that we had with Grimsby.

00:41:22.140 --> 00:41:25.800

CT: our managers, senior managers to be in those meetings you know I mean, and they were.

00:41:26.490 --> 00:41:33.030

CT: They would ask a challenging question and someone's that oh right so from that day it was clearly identified that.

00:41:33.360 --> 00:41:38.190

CT: There weren't actually, even though there were supporting us they weren't actually doing the activities.

00:41:38.640 --> 00:41:48.210

CT: to replicate that and actually role play for staff in this case so going forward now with Grimsby support, our own managers will actually.

00:41:48.630 --> 00:41:55.350

CT: be 1. going to every session, in order for us to say these workshops will be effective for staff they've got to do those workshops first also.

00:41:55.650 --> 00:42:06.630

CT: Because then they're going to say, is it effective enough, that will create an impact for the institution so you're authorizing those workshops, rather than just me saying this is what we do in the approving it you're going to be part of those workshops.

00:42:08.790 --> 00:42:15.060

SK: Thank you Conrad and I’m going to give you and I’m asked our participants as well just to give you a virtual round of.

00:42:15.420 --> 00:42:27.030

SK: Applause to you and Adam that was truly inspirational and thank you so much for coming along today to share that journey absolutely brilliant thank you both.

00:42:30.480 --> 00:42:31.350

I’m going to hand over.