Learner and Staff Digital Entitlement Statement

March 2024

1. Introduction

Developing digital skills is essential to all that we do at Grŵp Llandrillo Menai (the Grŵp). In order to do this all staff should have access to appropriate equipment to undertake their role digitally. Covid-19 has changed the way the Grŵp is delivering education opportunities to learners.

More strands of college life are becoming 'digital by default' in the expectation that learners will increasingly go online to communicate, to access information about their courses, and access support. This transformation offers learners a more intuitive, accessible and responsive service delivery. However, successful delivery of online courses and support services will rely on the ability of learners to access and interact with them in ways that suit their needs. The increasing reliance on digital technology not only requires learners to be able to connect to the internet and have access to appropriate devices, but also means that they will need to utilise specific digital skills in order to get online and take part in their courses.

This statement outlines the Grŵp's approach to learner digital entitlement which is about having the access, skills and motivation to confidently go online to achieve in your education.

2. Scope of this statement

This statement applies to all learners and staff, however, some groups of staff and learners are particularly affected, with a concentration of certain demographics within the digitally excluded.

The socially isolated tend to have more limited access to, and use of, the internet, devices and online services. The economically disadvantaged also have limited access. People with disabilities are less likely to use the internet or have access at home than people without. Outside of these two groups others are also affected by digital exclusion in different ways. Poor (or no) broadband and mobile infrastructure is more likely to be experienced in remote areas, which includes those in rural areas. This is a particular factor for a college Grŵp that provides education to learners in a very geographically dispersed and rural area.

Digital inclusion has an impact on younger people. In 2018, 12% of those aged between 11 and 18 years (700,000) across the UK reported having no internet access at home from a computer or tablet, and a further 60,000 had no internet access at home at all (ONS, 2019).

The Welsh Index of Multiple Deprivation (WIMD) has recently added a measure of percentage unavailability of broadband at 30Mb/s within households (2019) which is weighted at 10% of the overall index score for areas. This measure is included under the 'Access to Services' domain of the index.

Of the 0-10% most deprived Lower-layer Super Output Areas(LSOAs) in Wales within the Access to Services domain:

- 20 are within the Gwynedd Local Authority which accounts for 27.4% of those in the Local Authority and 1.0% of those in Wales
- 9 are within the Conwy Local Authority which accounts for 12.7% of those in the Local Authority and 0.5% of those in Wales
- 8 are within the Denbighshire Local Authority which accounts for 13.8% of those in the Local Authority and 0.4% of those in Wales
- 7 are within the Isle of Anglesey Local Authority which accounts for 15.9% of those in the Local Authority and 0.4% of those in Wales

The statement will explain how GLLM will prioritise the needs of those learners who have specific learning needs or who require additional support because they live in an area of deprivation.

3. Digital Entitlement

This statement will explain how GLLM will meet the digital needs of learners and staff in the following areas:

- ○ Learner entitlement to support to ensure they are able to access their course digitally
- ○ Staff entitlement to support to deliver a programme digitally
- ○ Staff entitlement to undertake their job and deliver a service digitally

4.   Learner Entitlement

- ○ Ensure all learners will have access to digital equipment and connectivity which they can use to undertake their course at home
- ○ Supporting learners to develop digital learning skills
- ○ Providing learners with online digital support
- ○ Accessing their course through a digital classroom

5.   Staff Entitlement

- ○ All staff will have an appropriate digital device which supports them to undertake their role
- ○ All staff to have access to Grwp services remotely where needed
- ○ Ensuring teaching rooms support learners remotely learning from home
- ○ All staff to have access to CPD to enable them to undertake their role digitally
- ○ Having clear expectations about how Hybrid Online Remote Learning should be delivered
- ○ Having clear expectations which enable Staff to undertake their role digital

Annex A - Progress to September 2020

Learner entitlement

Entitlement Vision	Action Taken 2020/21	Actions 2021/22	Actions 2022/23	Actions 2023/24
● Ensure all learners will have access to digital equipment and connectivity which they can use to access their course digitally at home	● Providing digital equipment to FE Full-time learners who are in the greatest need. 1000 FE learners supported via Digital Exclusion fund. ● Identifying tier 2 learners who do not meet Universal Credit threshold but do require equipment ● Learners have priority booking for library IT to access online sessions. ● Identify essential digital equipment which learners requires for each programme (see annexe 2)	● Prioritise funding for additional devices ● Review how WBL/PT/HE learners can be supported (library ICT support) ● Identify mobile internet solutions for learners for use in remote areas (issued 50 Mifi)	● 1,350 chromebooks loaned in total ● 10 mi-fi devices loaned ● FE End of Year 22/23 survey results show: ● Q: 'Making sure you have the right equipment and materials for your course' 92% AGREE ● Q: 'Providing you with good quality learning resources (including online/ digital)'- 93% AGREE	● 1187 chromebooks on loan to learners across the Grŵp
● Supporting learners to develop digital learning skills	● Online e-Safety & Digital Study skills covered during Induction. ● Hybrid Teaching and Learning - Learner Guidance ● Libraries now provide online & campus digital skills support ● Structured ICT/digital skills induction ● Appoint learner mentors to support digital skills ● Ensure support is bilingual	● Review induction to ensure it inducts learners into their online sessions.	● 411 Advance Library Induction and Study skills sessions delivered to 3846 learners ● Online eSafety content updated in term 1	● Online eSafety content updated in term 1 ● Created an e-learning platform for learners which shows both mandatory and optional online modules ● Produced support resources for study skills session delivered by Libraries+ on use of AI
● Providing learners with online digital support	● Online learning support, welfare/wellbeing support is provided online	● Develop online team in libraries who can support learners and staff (under review)	● 411 Advance Library Induction and Study skills sessions delivered to 3846 learners	March 2024: To be updated at the end of the academic year

● Accessing their course through a digital classroom	● <u>ILT Strategy</u> & <u>Hybrid Teaching and Learning Standards</u> defined minimum standards	● Ensure we have a consistent approach ● Use partnerships to buy sector specific high quality digital resources	● Quality process assesses use of IT in teaching and learning. Expectation that teaching and learning standards are followed and where this is seen as an area for development, staff are supported. Those with strengths are asked to share practice.	● Quality process assesses use of IT in teaching and learning. Expectation that teaching and learning standards are followed and where this is seen as an area for development, staff are supported. Those with strengths are asked to share practice.

Staff entitlement

Entitlement Vision	Action Taken 2020/21	Actions 21/22	Actions 2022/23	Actions 2023/24
● All staff will have an appropriate digital device which supports them to undertake their role	● 50 devices have been purchased over the summer to respond to need ● Identify which device each staff member (chromebook or laptop) requires.	● All staff to be provided with an appropriate digital device with appropriate accessories should they require it for work purposes.	● All staff to be provided with an appropriate digital device with appropriate accessories should they require it for work purposes.	● All staff to be provided with an appropriate digital device with appropriate accessories should they require it for work purposes.
● All staff to have access to Grŵp services remotely	● Purchased additional equipment for staff ● All Grŵp services accessible via web. ● .	● All services which can be provided online to be delivered/accessed online	● All services which can be provided online to be delivered/accessed online	● All services which can be provided online to be delivered/accessed online
● Ensuring teaching rooms support learners learning from home	● Minimum specifications for; Teaching Studio, Hybrid Classroom and Hybrid Workshop ● Teaching rooms updated to spec ● Cameras speakers and microphones available in all teaching rooms and learners working from home can hear and see lesson.	● All designated Hybrid rooms to be fully equipped to support a mix of home and remote learning. ● Pilot to take place in 4 rooms across GLLM by Xmas ● Rollout of solution to remaining hybrid rooms ● Review the remaining rooms and equipment as appropriate.	● Rolling programme of digital update to teaching spaces ongoing	● Rolling programme of digital update to teaching spaces ongoing
● All staff to have access to CPD to enable them to undertake their role digitally	● Extensive programme of CPD in linked to the hybrid teaching and learning standards ● All teaching staff to be supported to reach the core level of digital/online delivery ● Staff support provided via ICT/Library/ILT teams.	● All staff to reach the interactive or collaborative level of digital/online delivery ● ICT/ Library/ ILT to continue to provide support.	● ICT/ Library/ ILT to continue to provide support 　○ 23 group sessions delivered. 　○ 184 one-to-one sessions with staff ● Teaching and Learning Conference (Summer 2023): Staff delivered good practise sessions	● AI will be a key theme in the T&L conference (Summer 2024) ● Update Google Site - Staff ILT Support site ● Staff across the grŵp are exploring a range of AI tools as detailed in the AI pilot projects 23/24. Library+ are investigating a range of AI tools to be covered in the AI sessions for

			using the conference good practice sharing stalls. Attendees feedback was highly positive. ● 83 formal/informal training sessions provided by ICT services on request to teaching staff. 100+ staff supported through STEPS across all campuses. Staff are given access to Google Classroom, Moodle and a Google Site which has all resources to support staff	teaching staff. ● "Training delivered to over 100 staff on a 1 to 1 and small group basis, personalised to individual skill levels and needs, at times and delivery methods (face to face/online) best suited to them. Requests made via helpdesk, email, phone, chat & drop-in. This personalised approach has proven to be highly effective, as staff feel confident and comfortable in seeking further support, advice, and training. ● Mentors are appointed in each programme area across the Grwp to cover FE, HE, WBL and ACL provision. Managers and Mentors attend a training session in term 1 to ensure that they are aware of the organisational teaching and learning focus and decide on the priority that needs the most support within their curriculum area and agree the implementation strategy to support developments within their area with the Mentor/Teaching and Learning Manager.. ● Mentors are tasked with sharing good practice

6

				using a range of approaches and over the last few years they have participated in creating podcasts/loom videos of ILT tools that could be used to support teaching and learning and creating a bank of teaching and learning takeaway cards. Examples of good practice shared include: the use of iMovie in vocational subjects to prepare video resources/ demonstrate skills; producing podcasts for Colegau Cymru/HWB to highlight digital technology tools such as Mote to provide verbal feedback or Loom to record presentations and support with ALN and revision strategies. Mentors have also shared their experiences externally with JISC focus groups and demonstrations as part of national Share Fair staff development sessions. During the pandemic, GLIM mentors delivered presentations based on effective classroom practice of over sixteen different digital tools at networking events, teachmeets and webinars with

				colleagues across Wales. ● To date, 11 mentors have been successfully promoted to deputy Manager or Manager roles across the FE and WBL sectors, which illustrates how importantly GLLM views mentor contribution and their willingness to undertake additional responsibilities by offering support for their peers.
● Having clear expectations about how Hybrid Online Remote Learning should be delivered	● Hybrid teaching & learning standards agreed. ● All teaching staff to reach the interactive or collaborative level of digital/online delivery ● Expectations of how Programme Leaders and Lecturers should use the standards	● Enable staff to check their progress vs standards, and follow-up training needs. ● Deliver follow-up training	● Enable staff to check their progress vs standards, and follow-up training needs. ● Deliver follow-up training	● Enable staff to check their progress vs standards, and follow-up training needs. ● Deliver follow-up training
● Having clear expectations which enable Staff to undertake their role digitally	● All group staff meetings are held digitally ● Where staff can work from home, they are enabled to do so ● Additional IT has been purchased to enable staff to work from home	● Review roles to enable staff to complete their role digitally.	● Review roles to enable staff to complete their role digitally.	● Review roles to enable staff to complete their role digitally.