

Digital Strategy 2022

February 2022

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Introduction

West College Scotland delivers learning and vocational training to the West Region of Scotland, with a catchment area of 1.2 million people, representing 23% of the resident population of Scotland. We have an important presence and deep roots at our main campus locations in Clydebank, Greenock, and Paisley, while our footprint stretches from Oban to Barrhead.

As one of Scotland's largest Regional Colleges, we provide education and training to over 20,000 students. The College manages total funds of £70m, employs 1,200 staff and as one of the Region's largest employers, is uniquely placed to help shape the West region's educational landscape and contribute to its social and economic development.

The College also works across local authority boundaries and engages formally with seven authorities and is committed to taking a leadership role

in the West of Scotland, together with partners and stakeholders, to tackle significant social and economic deprivation, and digital poverty, which still characterises many of the towns and communities across the region.

The College wishes to exploit its scale and capacity to maximise its impact as a leader and influencer across the region and the wider College sector. While students and our staff are at the heart of what we do, we want to attract business at home and from abroad, and we seek to build a reputation which is recognised for being innovative, enterprising, and modern.

Changes in technology, changes in demographics, digitalisation, automation and industry 4.0 all have the potential to reshape the landscape in which we operate. This can disrupt the scale and nature of skills demand and the types of jobs that may be available and that will help to reshape the economy.

At West College Scotland, embracing digital opportunities and developing our digital capabilities is essential in the modern digital world to enable us to excel in delivering the very best educational experience for our students and maximising accessibility for all.



We will do this through:

- using data, and encouraging the use of data, to provide business intelligence and insight which will help shape curriculum ambitions and business processes and support informed management decisions;
- encouraging exploration of digital innovation in teaching, learning and working approaches.
- providing a positive digital experience for all students with appropriately skilled and qualified staff;
- offering inspirational and innovative learning, teaching and working experiences for both students and staff;
- promoting an inclusive and accessible approach using our mantra 'useful for all, essential for some'.
- embracing mobile, agile and flexible working models which are responsive to organisational demands;
- ensuring our students and staff are equipped with the necessary digital skills to operate hybrid, mobile and flexible teaching, learning and working models;
- ensuring adherence to legislative, policy and cyber resiliency requirements;
- retaining a focus on being agile and adaptive, enabling the right digital approaches and solutions in any setting.

The Digital Strategy is a roadmap which outlines the needs of our students, our staff and our College if we are to operate successfully in the digital world, and what tools and approaches are required in order to thrive in it. The Digital Strategy is intended to **enable our success** in a fast-moving world; **using data** to become better informed; **delivering inspirational learning** through positively exploiting the potential of new and emerging technologies; and **developing the skills base** of our students and our staff.

College Strategic Priorities

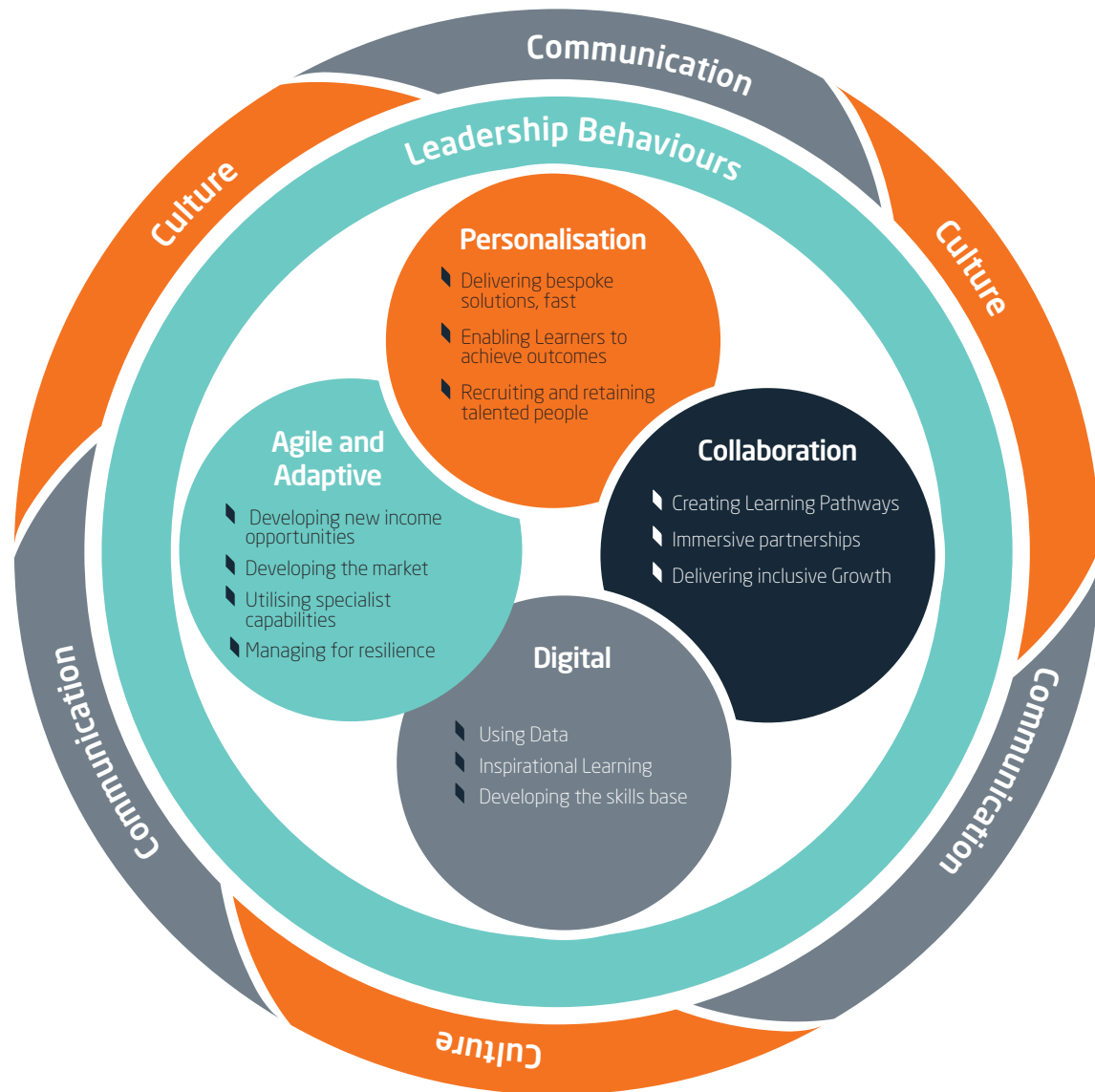
Our vision of 'Collective Ambition' to be a vibrant and dynamic College – providing excellent education, training opportunities and services for our students, customers and communities' will be achieved by implementing the College's four Strategic Priorities.

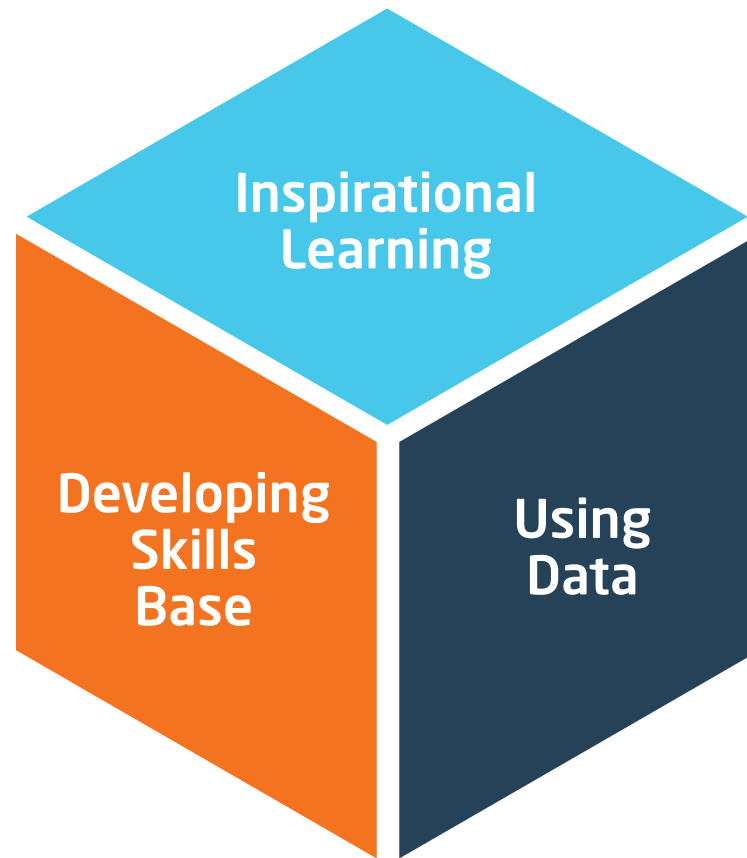
Personalisation: Delivering the skills solutions that employers seek and the learning outcomes students want in a way that suits their individual needs.

Collaboration: Building the immersive relationships to create new learning pathways and delivery partnerships that best support our students, communities, and businesses.

Agile and Adaptive: Developing the specialist delivery capabilities to respond to shifts in demand and seize new opportunities quickly.

Digital: Ensuring that the College has the capacity and capabilities to keep pace with technological advancements to deliver for students and employers





For the Digital component, this focus is:

Inspirational Learning

We will develop new learning methodologies that offer benefits to students, exploiting the potential of new technologies.

We will develop the digital skills of all our staff, ensuring they keep pace with new technologies.

Using Data

We will use data to generate business insights, building up better data on outcomes as well as outputs.

We will build a better understanding of what approaches are effective through evaluation and sharing of good practice.

Developing Skills Base

We will provide a positive digital experience to our students, allowing them to develop the skills needed for the future employment.

We will ensure that all courses develop appropriate digital skills utilising technology.

Background and Operating Context

Digital Strategy

This Strategy is the product of exponential digital growth and, largely positive, digital development resulting from the Covid-19 Pandemic. It supports the continuation and further enhancement of practices developed during the previous Strategy incorporating lessons learned to date. It also recognises that recent changes to how we deliver and what we deliver have led to permanent positive shifts in practice and approach. The benefits and positive yield across many parts of our operations have resulted in a change of expectation, change of culture and change in approach. This Strategy will build upon that and those successes.

This updated Digital Strategy has been created with the informed knowledge of the lessons learned from negative experiences and it harnesses the positives to better impact what we do and how we should do it. The associated objectives detailed in this document are intended to be broad and flexible, to allow for the dynamic trends and unforeseen change that the period of the Digital Strategy may witness.

Specific and measurable targets will flow from this document and will be presented annually at the Learning, Teaching and Quality Committee and with updates submitted to the Senior Management Team quarterly.

Digital Drivers and External Trends

The previous strategy was prepared prior to the Covid-19 pandemic and has served the College well during this difficult transitional period which required significant, transformational and systemic change within the organisation. The successful adoption and implementation of many of the key themes and drivers has resulted in significant successes for the College, when it was recognised for its efforts in Oct 2021 and Nov 2021 winning awards for:



In many ways, this recognition of the work of the College, delivered through the Digital Strategy Core group and the cross-College Digital Strategy General Group, can be seen as external validation and a measure of success in our approach both by our peers and across other public, private and third sector organisations.

To win the 'Diversity Award' is testament to this, our continued commitment to equality, diversity and inclusion.

'The Herald: GenAnalytics Award for Diversity' and 'The Herald: Digital Transformation Awards for Diversity'.

In experimenting with digital approaches and delivery mechanisms since November 2019, we have now evaluated what has worked well and what requires improvement through staff and student surveys. The findings of these have influenced:

- process changes,
- our digital training offering,
- the creation of additional guidelines,
- the creation of guiding principles,
- our cultural requirements,
- our people requirements,
- the creation of considered and sustainable objective setting,
- The need to define our digital operational expectations.

The work of our external partners, their businesses and their needs as regards the digital agenda have changed exponentially with recent and continued digital disruption including impacts on staff digital skills, new and emerging technologies and automation at the forefront of business needs and delivery. The thinking encompasses 'the internet of things' digital personalisation and goes beyond Industry 4.0. Whilst data analytics and predictive analytics have never been more important, the move is certainly now beyond that too with the emphasis on data moving far more to 'insights' to inform what is done, how it is done and why it is done. The wrap around digital priority of 'social presence'

and 'digital identity' have never been more important for businesses and individuals. Our strategy sets out the requirements for the digital development of our staff, our students, our operations and our culture in order to align with stakeholder and employer needs and create a working environment which is leading edge, supportive, adaptive and flexible in ensuring our staff and students are empowered and current in their digital capabilities for life and work.



Contextual Information

This Digital Strategy recognises and aims to complement, and where appropriate align to, other current National, College sector and West College Scotland strategies which have been recently developed or updated in light of Covid-19.



Strategic



Operational

Digital Scotland -
'A Changing Nation'

Colleges Scotland -
'Our Digital Ambition for Scotland's Colleges'

Colleges Scotland/GTCS -
'Professional Standards for Lecturers in Scotland's Colleges'

West College Scotland -
'Curriculum Strategy'

West College Scotland -
'Corporate Strategy'

West College Scotland -
'Collective Ambition'

West College Scotland -
'Digital Strategy'

West College Scotland -
'IT Strategy 2021-25'

Our Digital Culture at WCS

Since the Covid-19 pandemic, our immersion in digital solutions has revolutionised how we work and interact. Our operating practices have changed forever. Harnessing the benefits which digital can yield has led to fundamental changes to our working practices and thereby our culture. We remain focussed on being a people organisation but will continue, positively, to exploit the opportunities which hybrid working, hybrid delivery, blended learning and online learning offer.

The plethora of terms now in use to address these digital interactions and approaches we all undertake require unpacking. For clarity, consistency of approach and to frame expectations, here is what each means at West College Scotland and how it affects our operations and culture.

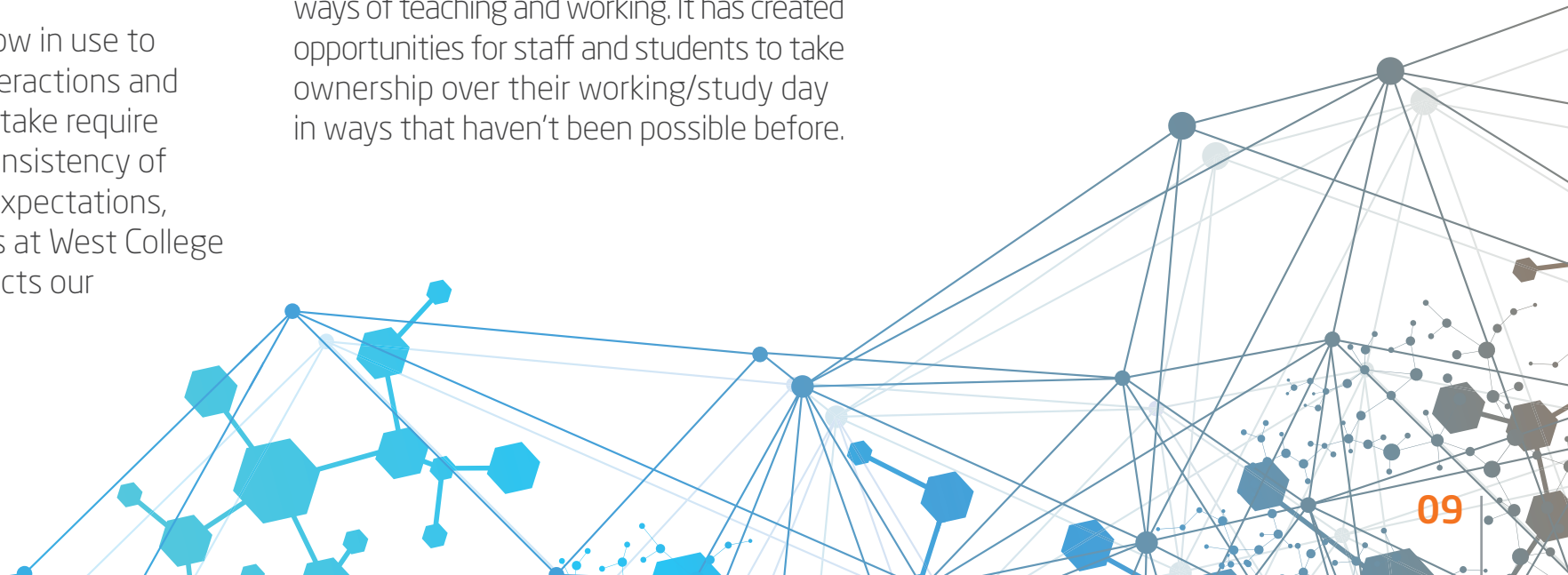
Hybrid Working for staff

Hybrid Working = the combination of working on campus and from home, or a more convenient campus, with flexibility over when work that is not time critical, gets done.

Our experience of working during the global pandemic and the impressive way a great many of our staff have adapted to teaching and working remotely, in addition to the technology now made available, has opened up new possibilities for different ways of teaching and working. It has created opportunities for staff and students to take ownership over their working/study day in ways that haven't been possible before.

Our key focus is to suit business need first. We remain committed being agile and adaptive; flexible and responsive to bespoke needs and at all times ensuring, as far as possible, a personalised experience for staff and students.

Our commitment is to create independent learners and empowered staff who are confident in their digital skills and digital interactions that they then thrive in the world of work.



Our values are even more important than ever as we consider how we work in the future. In our Digital focus, we must continue to follow the behaviours expressed in our Building Our Collective Future framework and to be student focussed, take ownership, be honest and trustworthy, respect others and work together to strive for excellence in all that we do.

Our OD & HR team have consulted extensively with the staff, finding that 70% of staff would like to work in a hybrid way. Our Stakeholder Experience Team have consulted extensively with our students, and it is clear that, post-pandemic, we want to take advantage of the enhancements that new modes of learning, teaching and working have to offer and that, where blended learning and hybrid delivery benefits the students these be retained and developed further.



The digital kit follows the person not the location

Our overarching ethos is that we invest in equipping our staff and students with the tools they need so that they can competently and reliably work and learn from any location.

This maximises opportunities to enable working, teaching or learning any time, any place, anywhere. Our focus remains on being agile and adaptive; flexible and responsive to bespoke needs and at all times ensuring, as far as possible, a personalised experience for staff and students. Our duty is to create independent learners and empowered

staff who are confident in their digital skills and digital interactions that they then thrive in the world of work.

Our values are even more important than ever as we consider how we work in the future. We must continue to be student focussed, be honest and trustworthy, respect others and work together to strive for excellence in all that we do.

Our HR & OD team have consulted extensively with the College Community and our Stakeholder Experience Team have consulted with our students and it is clear that, post pandemic, we want to take advantage of the enhancements that new modes of learning, teaching and working have to offer.

West College Scotland is on the brink of a brighter, better than ever future. More flexible ways of teaching and working are a key part of that future.

We have created some guidance on Hybrid Working at West College Scotland.



Digital Pedagogy

Digital Pedagogy = the study of how digital technologies can be used to best effect in teaching, learning and assessment. 'Digital technology' is a broad term and may include both new and emerging technologies as well as more tried and tested technologies.

Specifically, for our teaching staff and students, digital pedagogy is an additional digital innovation which requires bespoke handling. Digital Pedagogy requires a very different type of interaction to that of on campus/face to face learning, teaching and assessment methodologies.

We would encourage staff at WCS to be professionally discerning in when they choose to adopt digital technologies for best effect in their learning, teaching and assessment and when to embrace

face to face methodologies for best effect. There is no one size fits all. There is no blunt instrument to indicate that all practical classes should be face to face and that all theory classes should be online. However, there is a probability that this model may suit the majority of subject areas for part of the time of their studies. We must be guided by the most effective manner of knowledge transfer and what our students and employers expect in skills development.

Blended Learning

Blended Learning = Blended learning is a combination of in-person activities and digital tools and resources designed to deliver the best possible learning experience. The use of learning tools can occur before, during or after an in-person session and support a variety of pedagogic purposes.

We have a duty of care to equip our staff and students with the tools they need to operate successfully in a digital world. To this extent, all courses at WCS will be delivered through blended learning. There is no course where an element of online learning is not required to develop students' skills and competencies.

There is an important distinction to be made with 'remote learning'. Remote Learning is the practice of moving a formerly in-person learning process online – usually temporarily which was the default many adopted at the start of the pandemic i.e. simply shifting class delivery to an online platform. Most staff since evolved from this into a blended approach with hybrid learning coming next.



Online Learning

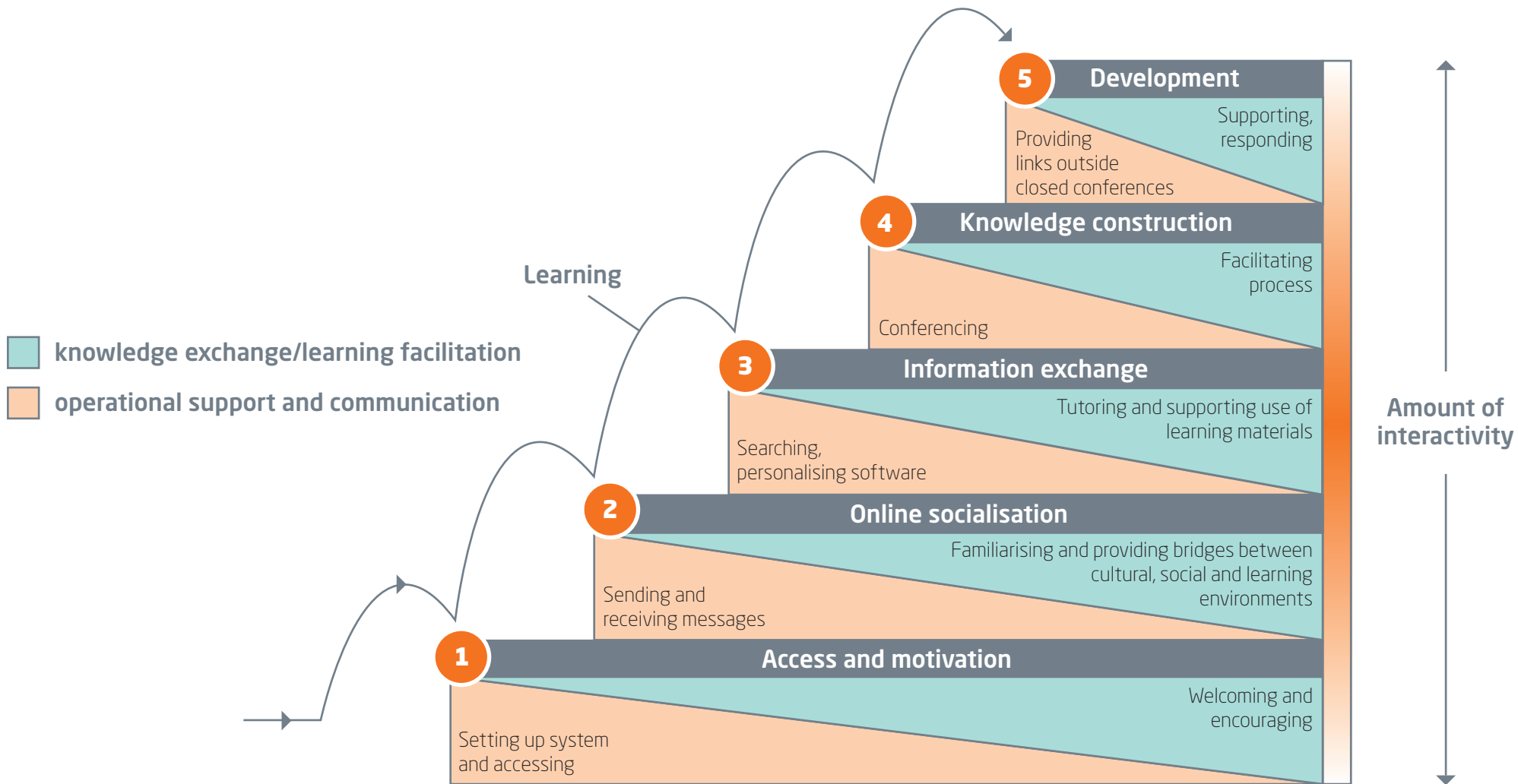
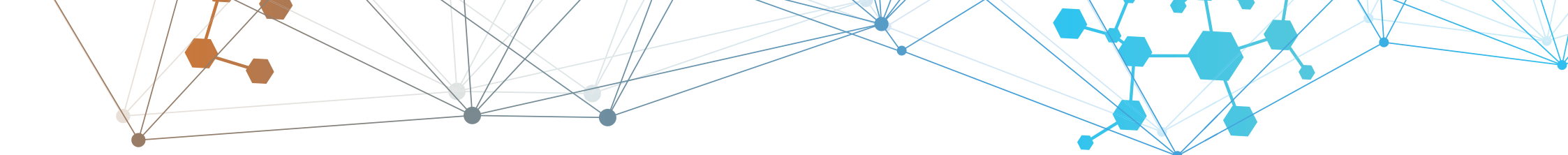
Online learning = Online learning is education that takes place over the Internet. It is often referred to as 'e-learning' among other terms.

Online learning requires an entirely different approach to face-to-face learning. The emphasis is different and duration should be shorter or encompass regular breaks to avoid screen fatigue and disengagement. We encourage that all sessions, classes or meetings, need short breaks after 1hr to reduce screen fatigue.

The techniques deployed in online learning require careful handling also. Ensuring lessons and interactions are as engaging as possible by designing them in an interactive manner, using a variety of ways to engage in knowledge exchange and enabling participation. More detail can be found in the next paragraph on 'top tips'. The emphasis should build as follows:

- 1. Access and Motivation**
- 2. Online Socialisation**
- 3. Information Exchange**
- 4. Knowledge Construction**
- 5. Development**

This diagram below frames where the emphasis during online learning lies. It stresses the need for careful scaffolding and working up towards more complex forms of learning and collaboration and balances the learning facilitation with the operational support aspects.



Top tips for digital interaction and content creation

Affordances: A particular tool will be better for some things than for others. If you try to use a tool for something it's not suited to, it's likely to go badly. Attempting to teach exactly the same way online as you do face to face probably won't go well.

OER: Open Educational Resources: Use other specialists' digitised materials: don't reinvent the wheel just accredit them correctly! These resources have been created for sharing. At WCS we have access to the Blended Learning Consortium (BLC) access the wealth of resources and check out a MOOC too. Don't carry the load yourself.

Get Active: online work can easily become a passive exercise – listen to me, watch a video, read this...stop! Limit the amount of passive activity and focus more on engagement, analysing, problem solving, constructing scenarios, using breakout rooms, online whiteboard usage.

Accessibility: there's a reason why more than half the students with disabilities in the UK study at The Open University. There are multiple benefits in using digital for many parts of learning to enable students to access information in a manner which suits their needs. From recorded sessions, voiceovers, close captions, replay, volume control.

Know each other: building a strong class rapport is key to engagement and building trust online. Start now. A videocall with someone you've met, even once,

is much smoother than one with a stranger. Try encourage face to face interactions as early as possible before going online/working in a blended learning manner to establish a strong relationship foundation.

For further information and support please access our ['WCS Digital Learning Standards'](#) and the ['Digital pedagogy toolkit'](#)



Our Digital Principles

Our core business is learning and teaching therefore our business rules are rooted solidly in the student experience and pedagogy. We commit to doing what is right for our customer, the student, so that they will leave WCS with the digital capabilities and digital skills for learning, work and life.



In all our Digital developments, decisions and interactions we expect:

- 1.** to be student focussed and flex and develop according to student needs;
- 2.** to cultivate an ethos of 'Digital First' where learning, skills development, student experience and outcomes can be improved;
- 3.** to drive digital change to meet employer and industry skill needs;
- 4.** to remain current and future focussed in our digital thinking and digitally inclusive approaches;
- 5.** to equip our students and staff with the digital capabilities to thrive in the world of work;
- 6.** to operate professionally, with courtesy and respect, focus on productivity and trust each other.





What does this mean for us?

Our digital communication platform of choice is Microsoft Teams.

All staff and students should be engaging with with MS Teams for communication during hybrid working, hybrid delivery and online learning as the professional and secure communications and file storage vehicle of choice. Its infrastructure is connected to our Sharepoint meaning that all files are stored, dated and time logged behind the front portal of MS Teams. Please ensure you and your students use Microsoft Teams. [WCS Digital Etiquette Guidelines for staff](#) to ensure consistency of approach and robust quality processes.

MS Teams is an all in one solution to collaborating and communicating that combines persistent workplace chat, video meetings, file storage (including collaboration

on files). The service integrates with the WCS's Office 365 subscription office productivity suite and features extensions that can integrate with non-Microsoft products. This should be used above any other solution for collaboration with work teams and students as the data is held in accordance with organisational guidelines. Meetings/classes can be recorded and are stored in Microsoft Stream which will then create a searchable text dialogue of the meeting and add closed captions to the presentation. It can also link to Onenote, Moodle and is underpinned by Sharepoint. Moodle remains and will continue to be our learning platform/VLE of choice. It is designed to provide educators, administrators and learners with a single robust, secure and integrated system to create personalised learning environments.

We expect staff and students also to conform and work to the following standards:

- Our 'WCS Digital Etiquette Guidelines for staff' should be followed WCS Digital Etiquette Guidelines for staff
- Our ['WCS Digital Etiquette Guidelines video for students'](#) should be followed.
- Our ['WCS Digital Exemption Guidelines'](#) regarding those students exempt from 'camera on' default position, in line with EDI, should be followed.
- Our ['WCS Privacy Notice for Online Recording'](#)

- Our 'WCS Digital Skills Baseline Tool' for all staff has been developed and mapped to the '[CDN Digital Capabilities Framework](#)'.

All staff are encouraged to meet this baseline standard. In addition, the '[Jisc Digital Capabilities Tool](#)' which is available for all staff and all students can be used to enhance these digital skills and can be found.

Moodle is our primary digital learning environment. It is well established and is highly recommended for sequential and asynchronous learning. Moodle facilitates the appropriate elements of the learning process i.e. acquisition, investigation, practice, production, discussion and collaboration (Conversational Framework - [Laurillard, 2002](#)) through learning pathways and the structured provision of learning resources, activities; and sophisticated assessment and feedback functionality.

Moodle offers a personalised, flexible, and authentic environment for both staff and students.

Information about Moodle along with guides and training materials can be found on the college's [Centre of Learning Technologies \(CoLT\)](#) website.

Tools within Microsoft Teams complement a Moodle course, and these tools can be used for continuous and synchronous learning opportunities where students interact with their peers, with lecturers, or are brought together especially through conversations, chat, virtual meetings and collaboration activities such as compiling a shared document or meeting online to discuss group work.

A college course/unit(s) could use the following learning methods and associated practices, where Moodle is the primary digital learning environment and [learning standards](#) are followed to include core elements:

Course/Unit(s)

Moodle

- Documents
- Learning Materials
- Reengagement AI
- Interactive Activities/SCORM
- Assignments
- Turnitin
- Learning Pathways
- Glossaries
- Surveys
- Embedded Video/Audio
- Grades & Feedback
- FAQs
- Forums
- Collaboration
- Flashcards
- Q&A
- Simulations
- H5P Activities
- Quizzes
- Multimedia
- Structure/Narrative

Microsoft Teams

- Virtual Meetings
- Chats
- Conversations
- Channels
- Collaboration
- Group Work

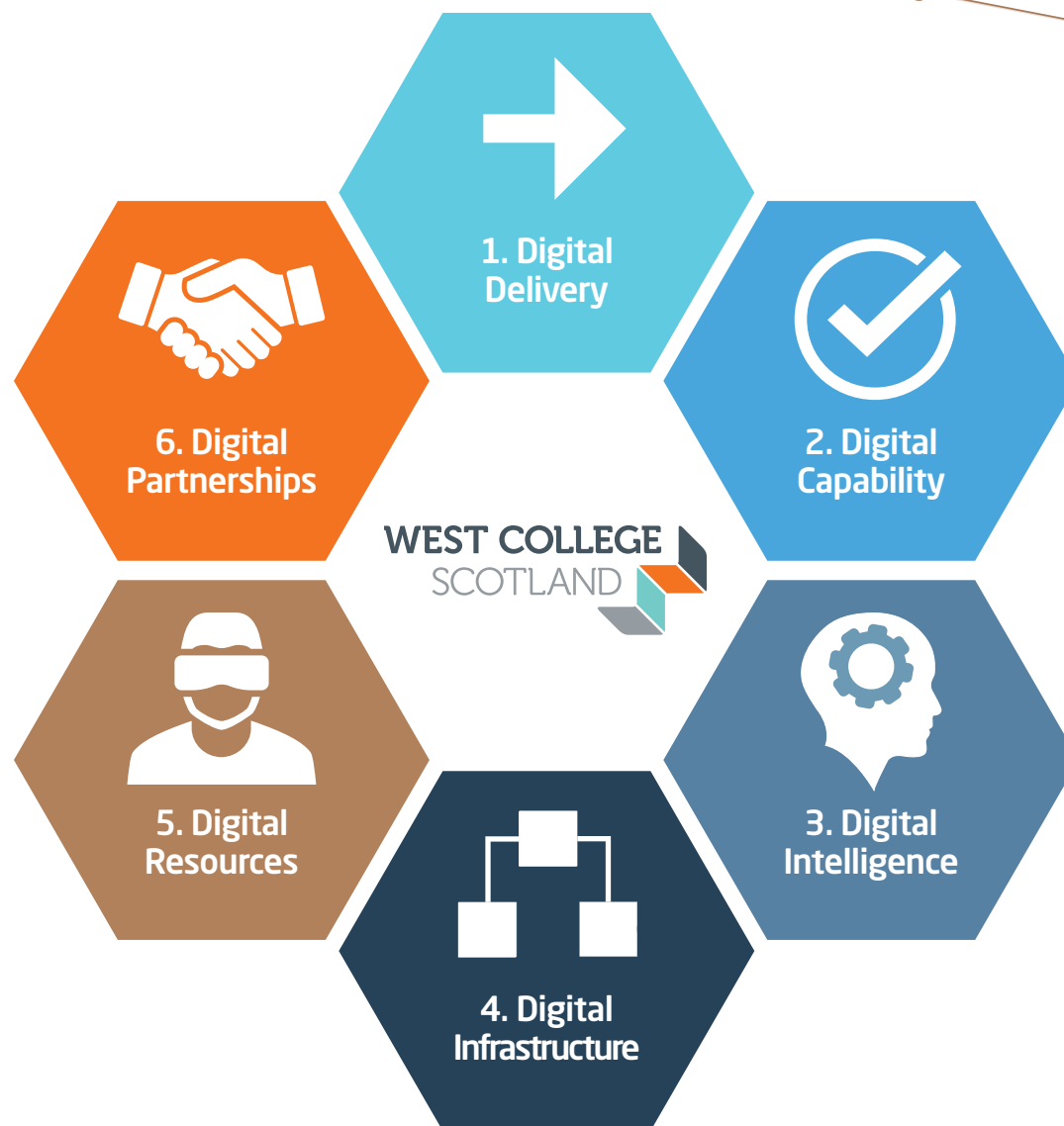
Our Digital Strategic Aims & Objectives



Digital Strategy

The College Digital Strategy Aims align to our West College Scotland 'Collective Ambition Pride and Passion, Inspirational and Innovative' Strategy (2019 – 2025), the aims of 'Digital Scotland – A Changing Nation: How Scotland Will Thrive in a Digital World' (Mar 2021), Colleges Scotland 'Our Digital Ambition for Scotland's Colleges' (Sep 2020), GTCS/Colleges Scotland 'Professional Standards for Lecturers in Scotland's Colleges'

We are targeting objectives in the following areas:

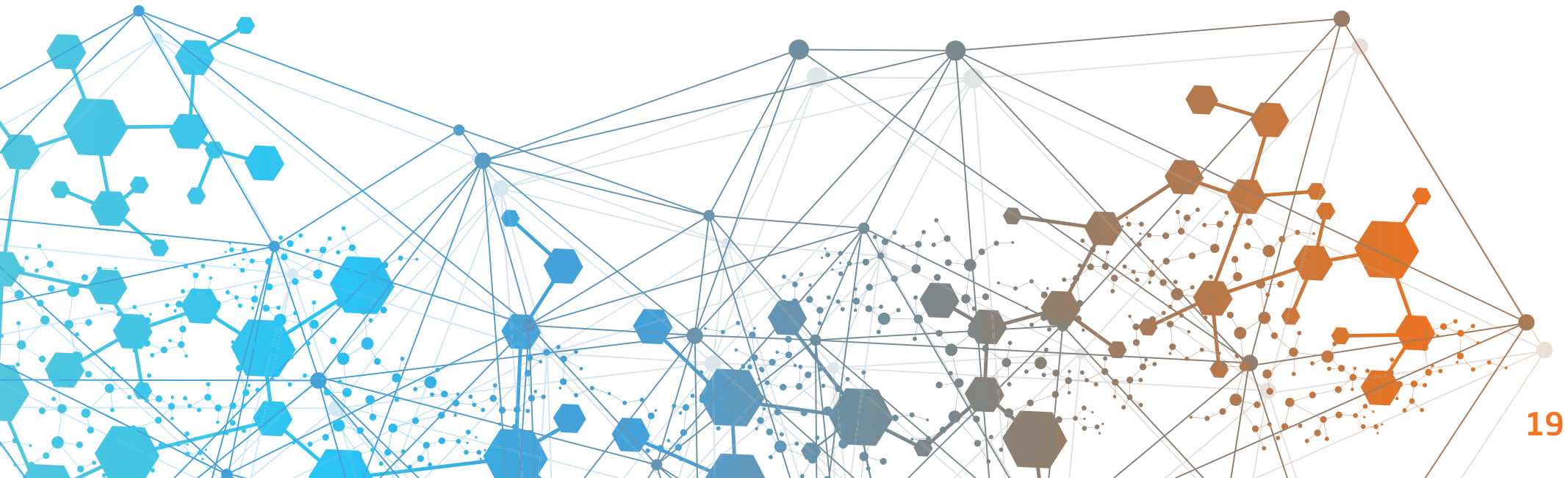


Defining the Digital Strategic Aims and Objectives

Within each of the Strategic Aims identified, a variety of objectives exist. The tables below map to the required outcome to form the basis of measurement to identify what success will look like during each annual reporting cycle. These are also linked to 'Action Examples' identified.

Key:

1. Digital Delivery ●
2. Digital Capability ●
3. Digital Intelligence ●
4. Digital Infrastructure ●
5. Digital Resources ●
6. Digital Partnerships ●



1

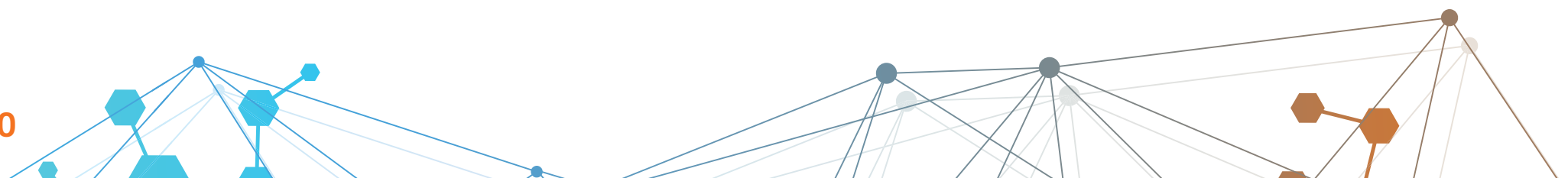
Digital Delivery

We will ensure that within teaching and learning we innovate and embed our digital activity to develop, grow and reimagine our provision

Objectives	Action Examples
1. Encouraging and fostering an environment of digital thinking that will engage the new age of students at WCS;	Promoting the WCS Digital Learning Standards and effective blended learning models across all Sectors consistently.
2. Participating in the learning and teaching relationship via digital media using a breadth of digital tools for learning and assessment;	Introducing effective blended learning models and incorporating appropriate digital technologies within all learning and teaching practices as appropriate.
3. Using digital learning and assessment resources effectively and appropriately with WCS students and clients;	Creating and promoting digitally enabled content and Open Education Resources including our WCS VLE, WCS Digital Learning Standards and MS Forms.
4. Using digital technologies to organise, plan and reflect on learning; and	Cloud-based technology and cloud-based storage; use of OneDrive across whole college; (later) Azure Labs; Azure Virtual Desktops (AVD); AI Bots;
5. Using digital technologies to showcase student attainment and achievement.	Promoting the use of PowerBI and dashboard reporting and encouraging predictive analytics for decision making and intervention strategies
6. Grow ability to enhance the student experience.	Establish Student experience and touch points through use of technology for evaluation purposes, inclusiveness and support.
7. FOR LECTURERS: Professional Standards (Aim 3.1): Introducing effective blended learning models and incorporating appropriate digital technologies within all learning and teaching practices as appropriate.	FOR LECTURERS: Professional Standards (Aim 3.1): Adopts creative approaches to the embedding of appropriate digital technologies for effective planning, delivery and assessment of learning.

Targeted Outcomes/Key Performance Indicator (KPI)

We will have transformed our curriculum so that digital innovation and delivery is incorporated across all modes and levels.



2

Digital Capability

We will encourage and foster an environment of digital thinking that will ensure our students, staff and communities are confident and effective practitioners in the digital landscape we inhabit and create.

Objectives	Action Examples
1. Ensuring that there is the capability and capacity to promote, grow, enhance, adapt and personalise digital skills, abilities and thinking;	Deliver self-directed learning pathways aligned to CDN Baseline Capabilities for Lecturers and Support Staff. Specific staff training with Microsoft to ensure we have the latest learning solutions so that knowledge is kept up-to-date (MIEs, MIEEs and MCTs). Continue to offer facilitator led digital learning tailored to the needs of our staff.
2. Identifying and participating in digital learning opportunities as a means of personal development and using basic devices, software, hardware and services to a consistent WCS standard;	Discussing Learning needs as a pivotal part of the My Conversations approach. Individuals completing a self-assessment on their digital skills and discussing how they will close potential gaps with their CQL/ line manager.
3. Tracking, monitoring, evaluating and enhancing our digital skills and abilities to ensure effectiveness, efficiency and drive self-improvement;	Using the JISC Capability tool to understand our gaps as a College and provide tailored digital learning based on the needs of our staff.
4. Demonstrating the ability to select appropriate digital tools to carry out tasks effectively, efficiently, productively and in accordance with quality standards.	Staff embracing digital pedagogy to ensure digital technologies on campus and from blended learning are appropriate to the knowledge exchange required. Advanced levels of VR, AR and AI embraced in selected areas of priority impact for progressive advancement to remain cutting edge. Creating digital experimentation zones/workshops for staff to test new emerging technologies and select.
5. FOR LECTURERS: Professional Standards (Aim 2.1): Teaching staff ensuring they are up to date with current and emerging digital learning, teaching, assessment theory and approaches to ensure the best possible student experience.	FOR LECTURERS: Professional Standards (Aim 2.1): a) Understands the strategies required to support learning in a range of learning environments. b) Understands how to embed a range of digital technologies to enhance learning and teaching and assessment. c) Understands how to interpret and share data to inform learning, teaching and assessment.

Targeted Outcomes/Key Performance Indicator (KPI)

We will have attained a skills and confidence level across our student and staff that ensures digital practice is a norm.

3

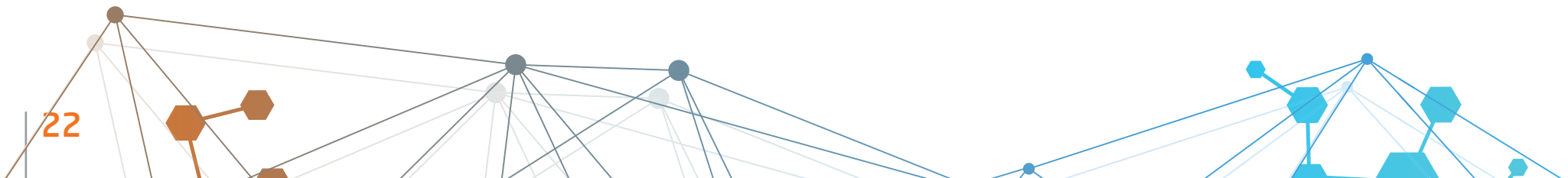
Digital Intelligence

We will use the data we gather to enhance our digital intelligence and inform the choices we have and decisions we take

Objectives	Action Examples
1. Collecting, using, analysing, curating, organising and distributing digital information in a responsible, ethical and professional manner to inform decision making and inspire organisational growth;	Adoption of business analytics and reporting dashboards through PowerBI to enable informed robust decision making and planning. Promotion of use of data analytics and predictive analytics across all areas of the business to ensure intervention strategies and robust planning for student and business success.
2. Demonstrating the ability to select and use appropriate materials in a discerning manner which displays critical awareness of credibility of source and an ability to interpret appropriately to affect positive change within WCS;	Offering training in digital literacy and cyber security for sound and safe working practices.
3. Collating, managing, accessing, storing and using digital data in a legal, ethical and secure manner, working within legislation and guidelines (including GDPR, SAR, FOI and WEEE);	Ensuring levels of awareness of operating digitally, shared and private folders, cyber security and cyber resilience, referencing the 4 IT strands.
4. Ensuring digital material is available and processed in a range of appropriate formats (including text, graphical video, audio and haptic), acknowledging ownership and licence where necessary.	Raising awareness of suitability of digital materials and the need for equality and accessibility for all.
5. Enhance the quality of our management information.	Recognised leader in college management information; seen as an exemplar in the sector demonstrating improved performance and with developed continuous improvement strategy. Establishing AI Bot technology for efficient business use.

Targeted Outcomes/Key Performance Indicator (KPI)

We will be deriving business intelligence and analytics easily and freely from the data we collect across the organisation



4

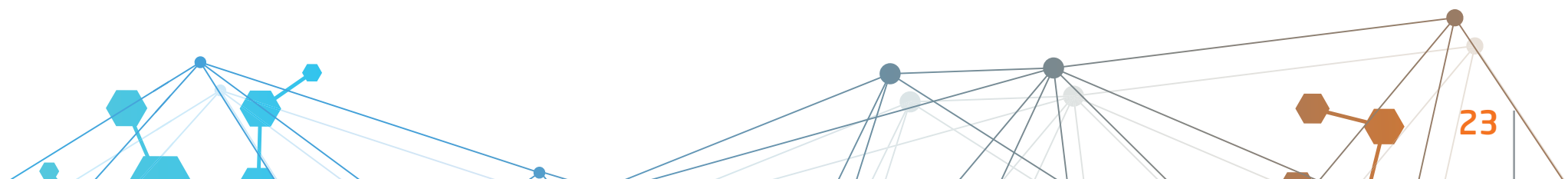
Digital Infrastructure

We will provide a digital platform that will stimulate digital contribution and meet digital capacity for our students and staff

Objectives	Action Examples
1. Evaluating, selecting and investing in current and appropriate digital software providing pervasive access to our students, staff and communities;	Mapping support staff, teaching staff and student need to the most effective digital resources to ensure appropriateness and maximum engagement. Regularly evaluating the suitability of digital kit and approaches from student and staff user perspective.
2. Maintaining a hybrid campus cloud infrastructure while developing the cloud-based resources that fully enables access, innovation, resilience, delivers capacity and capitalises on opportunities in sharing and collaboration.	Fully cloud-enabled resources to allow better performance management and allow business information intelligence to be interrogated.
3. Technology is enabled to deliver swift services for staff and students.	Deploy cutting edge technologies to their best effect.
4. FOR LECTURERS: Professional Standards (Aims 3.3 and 3.4): Teaching staff creating innovative curriculum design and learning and teaching. Teaching staff demonstrating effective application of digital technologies to learning life and work.	FOR LECTURERS: Professional Standards (Aims 3.3 and 3.4): a) Adopts creative approaches to the embedding of appropriate digital technologies for effective planning, delivery and assessment of learning. b) Promotes and supports the safe and respectful use of digital technologies and the impact on others. c) Engages with, and evaluates critically, the use of technologies and their impact on meeting student needs, and supporting learning, teaching and assessment. d) Promotes and facilitates wider access to learning and teaching and assessment through the effective application of digital technologies.

Targeted Outcomes/Key Performance Indicator (KPI)

We will ensure that our digital infrastructure will have evolved to satisfy need and expectation.



5

Digital Resources

We will ensure that we promote a digital approach for business improvement and process across the College resources and services

Objectives	Action Examples
1. Supporting the creation of digital materials in a variety of contexts and environments. (Including Moodle, Virtual Reality, audio, visual, editing);	As Digital Software becomes available, this will be fully supported by a blend of learning to enable staff to use it effectively. This blend of learning will include formal, social and experiential learning.
2. Providing service and resource that engages with the student and staff journeys in the most suitable digital format.	Mapping tracking monitoring and evaluating digital resources and their effectiveness of purpose regularly whilst always exploring new emerging technologies solutions.
3. Developing our ability to advance new practices in digital thinking, digital entrepreneurship and the use of digital technology,	Harnessing digital developments and digital ambassador practices to enable the sharing of practice and to promote widely for maximum impact. Vehicles such as WITs, CPD and workshops sessions to be used.
4. Supporting individuals, teams and departments to lead in the field of digital technologies in education;	Harnessing digital developments and digital ambassador practices to enable the sharing of practice and to promote widely for maximum impact. Vehicles such as WITs, CPD and workshops sessions to be used.
5. Tracking, monitoring, evaluating and sharing digital developments widely in the sector.	We will continue to be recognised for our digital first mindset and become increasingly recognised for this. Our reputation will cause others to seek our advice and guidance. Individuals will be encouraged to network in the sector to foster a culture of collaboration.
6. FOR LECTURERS: Professional Standards (Aim 2.3): Teaching staff understanding technologies and resources for learning, teaching and work	FOR LECTURERS: Professional Standards (Aim 2.3): a) Understands and evaluates critically the use of technologies in optimising students' ability to learn and their relevance to the world of work. b) Understands how to keep up to date with emerging industry/subject technological advances. c) Understands how to embed appropriate digital technology. d) Understands the safe use of technology and the necessity for cyber resilience and security.

Targeted Outcomes/Key Performance Indicator (KPI)

We will ensure that our processes and service offerings will be digitally designed and delivered.

6

Digital Partnerships

We will ensure that our interactions and collaborations enhance the digital landscape we share

Objectives	Action Examples
1. Building people networks that harness positive internal and external connections, share positive practice and work in partnership across the Regions we serve.	The Internal Digital? champion network will be grown as we encourage more teaching staff to participate in the Microsoft Innovative Educator programme. We will participate in external focus groups and networks to foster a culture of collaboration in the sector. The internal Digital Strategy Core and General groups will continue to test and promote new practice. Representation on national groups such as SFC, CDN, Colleges Scotland, Microsoft Community and Jisc will continue and to grow.
2. Encouraging and fostering an environment of digital collaboration and teamwork through the sharing of material, technique and objective to improve effectiveness at WCS;	The WITs community will identify, promote and share best practice and foster collaborative opportunities across the college.
3. Having the capacity and ability to communicate effectively across a variety of digital media and the ability to create communications for different purposes and different audiences;	Facilitating flexible and adaptive approaches to communication by providing an awareness of the digital choices available to staff and students in their interactions.
4. Respecting others, maintaining privacy, operating within digital etiquette guidelines and protocols and engaging in all communications with an appreciation on the range of cultural and social norms within our societies.	Ensuring we are applying the correct policies and controls in digital interactions within our business rules to meet privacy and secure network practices.
5. Working with partners to design improved services and ensure value for money	Digital employer hub supporting apprenticeships, learning skills development and future employment. Exploring and progressing partnerships with our communities to aid skills development within our regions. Progressing opportunities in Bid partnership working and Industry sponsorship/ equipment partnering.
6. FOR LECTURERS: Professional Standards (Aim 3.1): Teaching staff positively embracing ongoing professional learning, sharing and learning from others.	FOR LECTURERS: Professional Standards (Aim 3.1): Engages with technology and digital literacies to enhance opportunities for collaborative practice and professional learning.

Targeted Outcomes/Key Performance Indicator (KPI)

We will be recognised for our digital engagement across our Region and wider networks.

Programmes and Projects

In the objectives detailed above, common threads (extracted from the Action Examples) can be seen, which can then be presented as indicative programmes of work to demonstrate the operational task progress that may be followed as we implement the identified actions.

The tables that follow should be read as an indicative approach to work progress, with the actual specific and measurable (SMART) plans and Key Performance Indicators (KPIs) being captured in Pentana as part of the operational planning work by The Digital Strategy Core Group.

People Planning

Embracing Digital

If hybrid working is to be successful, we need to embrace culture shift which will allow us to work and communicate in new ways which we only started to experience during the Covid-19 pandemic. It is important for all of us, particularly managers, to continue to demonstrate our College values and continue to be focused, take ownership, be honest and trust-worthy, respect others and work together to strive for excellence as they will help us achieve our desired outcomes.

As regards embracing the benefits of digital technologies, we expect:

- to be **bold and ambitious** in our work and try new digital approaches in a **spirit of enterprise**;

- to harness the opportunities digital can yield in being **more effective and productive** where appropriate;
- to keep an **open mindset**;
- to demonstrate behaviours which **encourage engagement**;
- to establish a better **work life balance**;
- to gain greater **equality and accessibility**;
- to work in a manner which **benefits self and others**.
- to embrace **digital accessibility** options at all times

Culture

Our cultural expectation in relation to digital is that we:

- take time to invest in our **own digital development**,

- adopt a **growth mindset**
- embrace **digital curiosity**
- foster a learning environment and working environment of **knowledge expansion**
- continue to **connect with each other** to retain working relationships, avoiding feelings of isolation
- heighten **effective communication** to ensure staff are 'in the loop' and that no artificial barriers are in place or have been created
- focus on **digital wellbeing**, taking screen breaks regularly, curtailing meeting/teaching time into short or chunks of online interaction
- **trust** each other.

Continued Professional Development and Training

With the introduction of 'My Conversations' in August 2022, individuals will take personal responsibility for their on-going professional and personal development, focusing on the attitude, skills, and knowledge necessary to improve contribution in their current role, and to get ready to act upon future career opportunities.

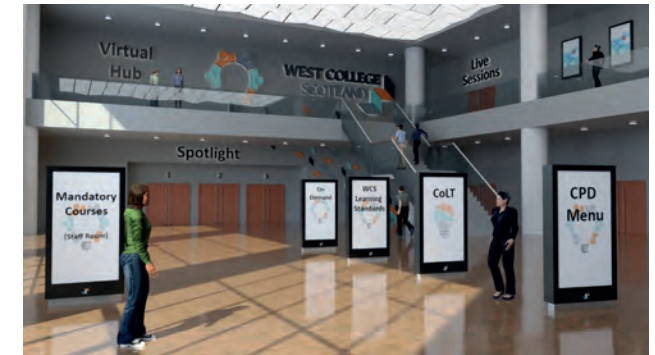
Team members will be encouraged to consider learning through a range of methods other than traditional classroom style 'training'. The 70:20:10 learning model describes an ideal balance between different ways of learning and development in the workplace.

Individuals will be able to identify digital learning gaps, discuss possible solutions, undertake learning and evaluate its effectiveness.

Given the plethora of digital updates, information, advances and training available, our Digital Virtual Hub has been created as a one-stop-shop portal to access everything you need to support you on your digital journey.

['Explore the latest information and training.'](#)

Our Digital exploration can, and should, enhance the user experience. Our ability to ensure our approaches are as accessible as possible are made easier through the inbuilt and additional accessibility features available in Moodle, MS Teams and Office 365. These can be easily adopted in your practices and resources to improve the inclusion and accessibility



needs of our students, stakeholders and colleagues. Our BSL Digital Etiquette video and our Assistive Technologies specialism can be accessed to enable equality of experience and sound engagement opportunities.

For specific information on "Managing Hybrid Teams Effectively", support can be found in our ['Managing Hybrid Teams Effectively'](#) course.

Performance Management, Reporting and Governance

Reporting

The West College Scotland Digital Strategy Core Group will monitor and review progress of the Digital Strategy. Feedback will be provided in relation to any aspects which touch upon or influence the Digital Strategy to ensure it remains proactive, responsive and effective for all staff and students at WCS. The Digital Strategy Core Group will communicate progress and make recommendations for change to the Senior Management Team, the Learning, Teaching and Quality Committee and the Board of Management as appropriate.

Governance

SMT will receive regular reports on the overall status of Digital operations in parallel with the reporting on the overall Digital Strategy.

The Learning Teaching and Quality Committee will receive regular monitoring reports in accordance with its meeting cycle. An annual update on progress in relation to the Digital Strategy 2022-26 will also be provided.



Appendix

Background Papers

- [Digital Scotland – A Changing Nation: How Scotland Will Thrive in a Digital World](#)
(Mar 2021)
- [Scotland's AI Strategy](#)
(March 2021)
- [Colleges Scotland - Our Digital Ambition for Scotland's Colleges](#)
(Oct 2020)
- [The Cumberford-Little Report](#)
(Feb 2020)
- [The Logan Review](#)
- [The Commission for Scotland's College of the Future](#)
(Dec 2020)
- [GTCS/Colleges Scotland "Professional Standards for Lecturers in Scotland's Colleges"](#)
(2019)
- [College Development Network](#)
(Aug 2021)
- [Microsoft Showcase School Rubric](#)
- [Microsoft Education Journey: Education Transformation Framework](#)
- [Education Scotland: Digital Strategy](#)
(June 2019)
- [West College Scotland 'Collective Ambition Pride and Passion, Inspirational and Innovative' Strategy](#)
(2019 - 2025)
- [West College Scotland 'Curriculum Strategy'](#)
(2021)
- [West College Scotland IT Strategy](#)
(Sept 2021)
- [West College Demographic Information 'Our College, Our Region'](#)
(May 2020)
- [West College Scotland People Strategy](#)



Quick Glance Glossary of Terms and Further Definitions



Hybrid Working = the combination of working on campus and from home, or a more convenient campus, with flexibility over when work that is not time critical, gets done



Digital Pedagogy = the study of how digital technologies can be used to best effect in teaching, learning and assessment. 'Digital technology' is a broad term and may include both new and emerging technologies as well as more tried and tested technologies.



Synchronous Learning = A learning event students attend at the same time, either in person or remotely.



Hybrid Delivery = Teaching a mixed group of physically present and remote students simultaneously.



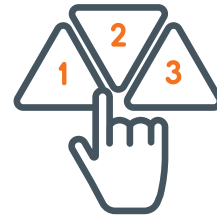
Blended Learning = A combination of face-to-face learning with separate periods of typically asynchronous online activity.



Asynchronous Learning = Learning that can be accessed independently by students, not necessarily at the same.



Remote Learning = the practice of moving a formerly in-person learning process online - usually temporarily which was the default many adopted at the start of the pandemic i.e. simply shifting class delivery to an online platform. Most staff since evolved from this into a blended approach with hybrid learning coming next.



HyFlex Delivery = HyFlex combines the terms 'hybrid' and 'flexible', where students choose the mode of attendance, in person, remote (synchronous), or remote (asynchronous).



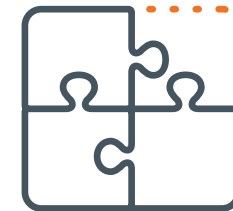
Flipped Classroom = A pedagogical model which inverts lecture and homework elements; students watch videos covering new content at home and apply the knowledge in class through active learning.



Online Learning = Online learning is education that takes place over the Internet. It is often referred to as 'e-learning' among other terms.



Social Presence = The extent to which a person feels connected with others in a given context.



Instructional Design = The process of identifying and developing learning experiences which effectively help students achieve defined outcomes



Learning Analytics = The collection and analysis of data about learners and their environments for the purpose of understanding and improving learning outcomes.



HyFlex Delivery = HyFlex combines the terms 'hybrid' and 'flexible', where students choose the mode of attendance, in person, remote (synchronous), or remote (asynchronous).



Social Presence = The extent to which a person feels connected with others in a given context.



Remote Invigilation = A service that emulates the physical presence of an invigilator during a summative assessment approach with hybrid learning coming next.



Flipped Classroom = A pedagogical model which inverts lecture and homework elements; students watch videos covering new content at home and apply the knowledge in class through active learning.

CDN Baseline Digital Capabilities for All Staff

What is expected of me as a staff member?

1. Operate digital devices and access college networks

- connect a device to a Wi-Fi network
- login to the college intranet
- locate, launch and close applications

2. Search for information

- open a browser, enter a search term and view results
- bookmark regularly accessed websites

3. Communicate and share content with others

- send an email/message online to individuals and/or groups
- attach files to messages and share links
- complete and submit online forms

4. Create digital documents

- use a word-processing application to create and edit a document
- add an image to a document
- name and save a document

5. Collaborate with others

- join an online meeting
- post a message to a chat thread
- make an entry in a shared calendar

6. Manage files and folders

- copy/upload a file to a specified location
- create and name a folder

7. Maintain safety and wellbeing of self and organisation

- create strong and unique passwords and update when prompted
- don't open or click on suspicious links or email
- configure and customise workstations to suit personal preferences

8. Adopt a 'digital first' mindset

- review and reflect on digital workplace practices
- be receptive to college initiatives to adopt digital solutions

CDN Baseline Digital Capabilities for Lecturing staff



DELIVER
ONLINE SESSIONS



CREATE
DIGITAL CONTENT



COLLABORATE
ONLINE



PROVIDE
ONLINE ASSESSMENT



TRACK
STUDENT PROGRESS



FIND+ORGANISE
DIGITAL CONTENT



PRACTISE
CYBER RESILIENCE



MAINTAIN
DIGITAL IDENTITY
+SOCIAL PRESENCE



CDN Baseline Digital Capabilities for Lecturing staff

So, what does this mean and what is expected of me as a lecturer?

1. Deliver online sessions (synchronous/asynchronous)

- schedule a lesson
- prepare a welcoming and supportive environment
- use key features of online learning platforms e.g. share your screen, set up breakout rooms, record the session, interact via the chat function
- configure audio/video settings for participants



2. Create digital educational content

- prepare suitable learning materials e.g. slide deck with text and images, videos or other resources
- run an accessibility check and edit the learning materials to meet requirements
- observe copyright when using 3rd-party content



3. Collaborate online

- share access to a folder or file online
- edit a shared document online
- participate in an online discussion forum



4. Provide online assessment

- author and deliver suitable online assessment methods e.g. quiz, presentation, portfolio, podcast
- schedule an assignment submission
- provide digital feedback on submitted assignments



5. Track student progress

- poll students to monitor progress
- access data related to student achievement
- record student progress and achievement digitally



6. Find and organise digital content

- use appropriate keywords with a search engine to find information
- organise files and folders in a clear way
- upload and manage files within an online platform



7. Practise cyber resilience

- create strong and unique passwords and update when prompted
- recognise cyber threats such as phishing and act appropriately
- make sure important content is backed-up



8. Maintain digital identity and social presence

- adhere to GDPR in a digital context
- maintain boundaries in relation to personal digital identity
- adopt behaviour appropriate to the medium of communication





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