

Policy and Procedures for Information and learning technology (ILT).

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The mission of Oxford Energy Academy is to be the best in teaching and learning.

Purpose of the Information and Learning Technology (ILT) strategy.

The prime objective of ILT is to support the achievement of Oxford Energy Academy’s mission by enabling and facilitating learning Oxford Energy Academy learners.

The secondary purpose is to train and inform learners in order that they can use technologies in pursuit of their work careers, private lives and in lifelong learning.

STRATEGIC PRIORITY

ACCESS TO INFORMATION.

The ability of learners to have a wide window of access to high quality reliable information is key to their ability to learn.

Learners to have access to the ILT at all times both within and outside of Oxford Energy Academy Current requirement ILT E to contain course handbooks, outline lesson content, resources used and referred to within lessons, together with links and other resources that will enable learners to be stretched and to demonstrate additional knowledge regarding a subject or module.

Quality of the ILT to be consistently high across modules and courses.

Learners to be educated in the identification and evaluation of information relevant to their learning with course main and supplementary texts to be available in electronic form

Electronic document in both academic and support.

Learners will be able to access electronic forms of information sources using as a base a single, personalised platform, the Virtual Learning Environment (VLE)

At Oxford Energy Academy this VLE is based upon Moodle, which in turn is hosted on Oxford Energy Academy’s own servers.

Learners require access to a consistently high quality VLE. Teachers/assessors are responsible for the quality of the VLE in Oxford Energy Academy, whilst Directors bear the responsibility for ensuring that the VLE reflects good and best practice across Oxford Energy Academy.

Learners will have access to the VLE at all times, both within and outside Oxford Energy Academy. Copies of assignments should be held on the VLE.

Information can also be stored and accessed from well-established cloud services such as You-Tube. The services enable information to be stored in the cloud and locally and to be accessed using a wide range of devices.

Training of both learners and staff is the key to safe, secure and well organised data.

Oxford Energy Academy also needs to set a clear policy and procedure for the storage of data and information such that its security and accessibility meets the expectations and needs of both learners and staff.

Facebook as a prime out of classroom means of communication with their learners.

This can be an effective means of engaging with those learners. Its use does however need to fall within Oxford Energy Academy guidelines and the VL E will continue to be the prime repository of information.

The Internet allows access to any very wide range of resources suitable for both teaching and learning. In addition, there is also a wide range of tried and emerging technologies.

Learners, lecturers and Oxford Energy Academy need to be able to evaluate resources and technologies in order to be able to facilitate effective learning.

In many or most instances lecturers will be able to source and evaluate their own resources from sites You-Tube etc. However, Oxford Energy Academy as a whole also has a role to play in such evaluation.

Academic sections such as English, Maths and Science will wish to identify, evaluate and maintain a bank of resources, sharing best practice between its lecturers. For instance, this particular section may select the periodic table of videos as a standard resource. www.periodicvideos.com.

Oxford Energy Academy as a whole will need to evaluate and make available more resources.

Learning is inevitably based on information, data and its analysis and interpretation. Many information resources are now accessible online or through other electronic means.

Many more current and historic publications are available online to a wider audience.

The same applies to books and texts.

In addition to such formally published resources, there is a growing use of electronic document management systems. Such systems enable a user or someone closely associated with user to assemble and collate their own resources.

The internet gives access to a huge range of resources. This in itself gives rise to issues of selecting information of relevance and in determining the likelihood of its accuracy through the evaluation of its source.

STRATEGIC PRIORITY

LEARNER ACCESS TO INFORMATION ABOUT THEIR LEARNING AND POTENTIAL PROGRESSION

Learners require access to information that informs them of their progress of all aspects of learning relating to their programme of study.

Learners should be able to identify a progress route with a clear knowledge of what that progress entails together with the qualifications that will enable entry to and progression within that course.

Target Deadline Develop an information system for learners to check their progress – including exam and assessment results, learning targets and attendance

Procure and develop a careers guidance system.

Oxford Energy Academy already holds a range of information that shows how well or otherwise a learner is progressing towards their qualification.

Oxford Energy Academy intends to explore and make available a more comprehensive system that will enable a learner to check on their own progress. This will include access to learning targets, assessment and other test results and also to feedback.

Oxford Energy Academy will also develop a resource that will set out information to guide and inform learners of their options for progression. This will include identification and descriptions of jobs and careers, together with entry requirements such as qualifications.

This will enable learners to understand and determine how they will progress (including the choice of future qualifications) towards their chosen career.

Information and advice and guidance will ensure that careers information links to Oxford Energy Academy courses.

Learners are entitled to rely upon having access to electronic information for their learning that is available for the times and the locations within which that they wish to learn in Oxford Energy Academy environment.

The access will include being able to use suitable software on available devices. Each classroom will have a standard technology set-up to include at least one computer, a means of whole class image projection and sound capability.

Each class will have access to computers or similar devices equipment as needed for their particular lesson. Recurring requirements will need to be arranged by the Office Manager prior to the start of the course or term.

Classes placed in computer classrooms will have a one-to one computer to learner ratio .

The upper floor LRC computing area will be reserved for use as a self-study zone with no class use when required.

All Oxford Energy Academy computers in self-study areas to have specialist programmes such as Adobe In-design, CAD in addition to standard MS Office, IT facilities to be made available such that specialist rooms.

Learners and other users will require training and guidance in the use of devices.

Staff also require access potentially to a range of devices. This can be achieved through a variety and mix of options:

Oxford Energy Academy could provide a mobile device, such as tablets and allow shared use of desktop computers;

Oxford Energy Academy will provide a range of devices, which it may allocate to sections allowing the staff to make best use of their own pool of devices;

Oxford Energy Academy might contribute, to a varying degree to a self-purchase scheme, this should be cleared by the Directors.

Oxford Energy Academy will build up and develop mobile resources such as laptops and interactive whiteboards to allow more flexible use for teaching and learning.

STRATEGIC PRIORITY

USE OF OWN DEVICES

Learners will be expected to continue their learning outside of the classroom and outside of Oxford Energy Academy. They are therefore entitled to be able to access and process the information that they need to continue their learning in this way.

Tutors to assess the access that their learners have to electronic devices that can facilitate their independent learning.

2Provide self-study areas with power points and wireless access points

Learners will require access to suitable devices. There is a very wide range of devices that are suitable to enable learning. The selection of such devices will largely rest upon the preferences of individual learners. However, some learners will be unable to afford a suitable device.

Oxford Energy Academy will therefore need to determine how it can facilitate the acquisition by learners of a suitable device. There are lease schemes available and Oxford Energy Academy will need to evaluate and select a suitable scheme to offer to its learners if required.

Some assistance in purchase may also be available through bursary and other learner support funds. Traditionally, Oxford Energy Academy has used software applications, such as Microsoft office installed onto individual desktop computers or laptops. In order for learners and staff to use this software they must be able to access those particular machines. A further restriction applies in that access to software may be restricted to classrooms or the LRC.

Not all learners will have access to the range of programmes that they require when they are outside of Oxford Energy Academy.

Increasingly, software applications are available online (as a service) or can be accessed through Apps on tablets or mobile phones. This potentially presents a different cost model to Oxford Energy Academy and may require changes in how learners use such software.

In essence, a learner or member of staff can use Microsoft Office, running on a third party server, using their own preferred or available device.

STRATEGIC PRIORITY STORAGE

Information required for learner learning will be stored in a manner and by such means that it is both safe and secure and is accessible at the point and time that they wish to learn. Oxford Energy Academy together with its associated support and administrative aspects, relies on secure but accessible storage facilities. In the past this has been based upon Oxford Energy Academy own servers, this effectively means that Oxford Energy Academy data is stored on a servers or data centre and backed up and secured by an outside company .

STRATEGIC PRIORITY 6 USE OF COMMUNICATION.

Communication with learners will take place by means that is relevant and accessible to them and that promotes high quality learning.

Lecturers to communicate in appropriate, contemporary and relevant ways with the learners on their courses. Oxford Energy Academy to provide training and guidance on the differing uses of various contemporary social media such as Facebook, Twitter and Snapchat.

Staff and learners to be educated in the use of social media.

Learners are used to communicating in a variety of ways, sometimes simultaneously. These include face-to-face, mobile phones, messaging services, e-mail, Facebook and Twitter. Staff can also communicate with learners using a variety and mix of such methods.

Lecturers can achieve engagement and effective communication with their learners using a variety of up-to-date channels.

Whilst it is up to the individual lecturer to determine which means suit their own style and learners, they do require training in order to raise their awareness and expertise in the use of the varying methods of communication.

Oxford Energy Academy, whilst accepting and enabling a variety of different communication types must set acceptable boundaries for their use in order to safeguard both lecturers and their learners.

STRATEGIC PRIORITY

STAFF AND LEARNER TRAINING.

Learners and their academic staff will possess a level of expertise in learning technologies that will enable them to learn (and teach respectively) in a manner that allows high quality learning and high rates of success.

Target and Deadline Academic staff to have a level 2 competence in Word and Excel and a level 1 competence in PowerPoint and Access.

Learners to have a level 2 competence in Word and Excel by end of Oxford Energy Academy studies Learners to have specific training in the identification and selection of relevant and accurate information from on-line sources Learners to receive instruction with regard to on-line safety, both of themselves and their data.

Whilst many learners will have a high degree of awareness of different technologies and online services, they may be ignorant of, or careless of, their own safety and dignity and may also jeopardise their own work by placing undue reliance on storage devices and services.

The advent of study programmes allows for a more general education of Oxford Energy Academy learners.

Oxford Energy Academy will therefore provide awareness internal seminars and training in the use of online services (such as Facebook, Snapchat and Twitter) and in the use of technologies for learning and storing information.

Oxford Energy Academy will need to assess the degree of expertise of its staff towards technologies through means such as surveys, appraisals and self-evaluation. Programs of training will be devised and made available to address areas of less expertise or to develop interests in various emerging technologies.

STRATEGIC PRIORITY 8 EVALUATION AND USE OF LEARNING TECHNOLOGIES.

Learners and their academic staff should have access to a variety of innovative learning technologies that promote and facilitate high quality learning and that help to make learning both relevant and engaging.

Oxford Energy Academy will constantly identify, test and develop learning technology resources that will promote high quality learning and success. Current requirement Staff will constantly review, evaluate and development their electronic resources.

There are other technologies within the scope of this policy. Examples include interactive whiteboards, Apple TVs, electronic feedback devices (quiz buttons), projectors and electronic display units.

Oxford Energy Academy need to evaluate a wide range of technologies and to select some of these for use within Oxford Energy Academy by learners and staff. One key aspect will be to have a range of resources that lecturers and learners will be able to select and use to enable both a variety and optimum use for particular aspects of learning.

Oxford Energy Academy Directors considers new learning technologies and discusses good practice in ILT. The Directors will is trial technologies that are new to Oxford Energy Academy.

STRATEGIC PRIORITY.

SHARING OF GOOD PRACTICE.

As stated previously, learners and their academic staff should have an access to a variety of learning technologies that promote and facilitate high quality learning and that help to make learning both relevant and engaging.

This will be assisted through the identification and sharing of good practice. Establish an ILT Lead Establish a learning technologies blog on Moodle. Academic staff should identify good practice relevant to their learners, both within and outside of Oxford Energy Academy.

Academic staff should identify their own areas of good practice and should share this with other academic staff.

One of the keys to the improvement of teaching is the sharing of best practice, both within and from outside Oxford Energy Academy. Whilst some lecturers will do this quite naturally, others will need more assistance.

One means of giving such assistance will be through the use of ILT Champions. Whilst there may be designated champions within Oxford Energy Academy (Jake Lynch), there will be other staff who can act as champions with regard to specific technologies, such as the use of Facebook and Twitter.

Such champions can be used to give presentations or seminars or might just act as facilitators within small peer group meetings held to improve teaching and learning.

Whilst much of the development and usage of ILT will be done at teacher level, there is a need for a dedicated member of staff(Jake Lynch) who will lead on the use and development of ILT across Oxford Energy Academy.

This person would examine the use of ILT by teachers across Oxford Energy Academy), within other colleges/training centres and across the sector to identify good and best practice that could be developed and shared at Oxford Energy Academy.

The ILT Lead would advise both the ILT Directors and the Office Manager on the direction of and developments in ILT across the sector and would play a significant role in developing the ILT strategy for Oxford Energy Academy and in advising the Directors in the development of computing resources to support this strategy.

It is expected that the ILT Lead will be able to undertake teaching observations and would be able to successfully coach both individuals and groups of teachers.

Education is an ever-changing sector and the learning needs of the learners themselves will inevitably change over time once they leave Oxford Energy Academy.

Currently the main issues are:

OFSTED found that not enough teachers made good use of ILT in learning for their learners

OFSTED noted that the VLE is well-developed and used well by learners in some subjects but was rudimentary in others.

External consultants have advised at other collages and training centers that learners need to make more active use of ILT.

Within Oxford Energy Academy main learner’s base, which is that of 16 to 20 year olds, there is a expectation that they will be able to use their own, preferred devices for their learning. There is a growing expectation that learning extends well beyond lectures and the classroom and that learning can take place at any point in the day and on any day of the year.

Learning technologies develop rapidly and consequently there is often a short life cycle for devices and for the technologies themselves.

The Directors are responsible for the monitoring of both the implementation of this ILT Strategy and its impact on teaching and learning.

Each term, the Directors to take note of results of this monitoring.

The Directors will meet once a year to review its ILT policy.

This policy is intended as a framework for the development and use of technologies in learning throughout Oxford Energy Academy. It is not intended to set out detailed processes or to set out policy and procedure for the procurement, use and support of technology.

The ILT policy will therefore be supported by the use of other policies such as Data Protection, ICT Policy, Use of IT Policy and Social Media Policy.

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