

Mandy Lee

The Counselling Team managed to get online counselling off the ground within a week and no students, that agreed to work online, had to miss their weekly counselling. It took a lot of negotiation with counselling training providers as counselling trainees are prohibited to work online. We quickly ensured BACP emergency online training alongside our own online counselling material was ready in days. Trainee counsellors were approved quickly, and we heard from one counsellor that their training organisation said that we were ahead of many other placement agencies in terms of preparation.

The senior counsellors worked over the weekend to contact all intake students and prepare our counsellors for the following week's online sessions. There has been about a 65% uptake for online counselling from booked students which has been wonderful.

The trainee and core counsellors have been doing very well adapting so quickly to this new way of working. The senior counsellors offered technical support, supervision and assessment of readiness to work online, to every trainee. All current Weston students were risk assessed for suitability for this mode of working. Risk is much harder to manage online, as we are not in the presence of the student if they go into crisis. We continue to liaise with the wonderful welfare team around risk and any other support needs that our students may have in this crisis.

The counselling services developed new online processes quite rapidly, to ensure students could easily get online, whilst ensuring all checks were in place for this new way of working. For example, we created a Microsoft Form which is a secure way of getting students to enter confidential data online because it's all saved behind the Weston College firewall in a confidential OneDrive.

We have asked for feedback from students about their experience so far of online counselling. Feedback ranges from, they would rather face to face, but this will do and others that are surprised that online could be so helpful and supportive. Like any new medium it takes time to adjust and we are doing well.

So far, we are delighted to report that there has been minimal impact on the delivery of our service (excluding students that didn't want online). We are indebted to our volunteer trainee counsellors, who are totally dedicated to ensuring that their students get continued support. They have worked at speed to learn this new way of working that many of them don't particularly feel comfortable with, but they have had a positive attitude to the whole process.

The counselling manager has been available 24/7 to the team and has been in regular daily contact with most of them in the last 10 days.

The counselling team consists of self-employed counsellors and volunteer counselling students.

We hope to be able to offer counselling to new intakes, once we have allocated all our students on the waiting lists.

Maxine Park

Learner feedback received:

"I have found the situation difficult with my health issues but our continued contact and commitment to our course keeps me positive and motivated. Stephanie Lee and Sarah McLaughlin you both have been outstanding tutors and I look forward to sitting down to class in my living room. The two of us have set up study workstations in the living room and tonight we made a daily schedule. Tomorrow it is study and sociology workbook in the morning, lunch followed by a walk and returning to college work in the afternoon. Being in contact with everyone during this period helps remind me that our lives are still heading in the right direction and it is down to the fabulous teaching and support we receive. Not to mention the fantastic classmates we have. ❤️ Thank you Stephanie Lee, Sarah McLaughlin and Maxine Park."


"For me personally it's amazing the amount teachers are putting in to make it work, and it is working for the majority of people who can get on for the lesson – it's fab. I like the fact it's getting recorded so when I am working, I am not getting really stressed because I know when I get time I can listen and catch up. The lessons I did manage to listen to I thought ran well because it was new to everyone, but people were still able to engage and enjoy the lesson with quite a few giggles too!"

"The online teaching is going well with the teachers doing an amazing job! Just like being in class apart from having my 2-year-old jumping on me and shouting at the screen saying, "look it's an egg", repeatedly so had to mute us lol, so look forward to next week 😊"

"Online learning and lectures have been accessible and what we do miss due to work/kids/rubbish internet connection we can catch up on later because they are all recoded and on Padlet. It's been reassuring and motivating that we can carry on and finish our diploma that we have worked so hard for all year, thanks to the dedication and motivation of our tutors Steph, Sarah and Alison. It's also nice to feel connected and see other people at a time when we all must keep our distance."

Charlotte Hawke

LC Yesterday 14:02
Guys how can I improve this piece



▼ Collapse all

Charlotte Hawke Yesterday 14:14 Edited
A Level Art Year 2 Louise would like some feedback please! ~~Louise Chapman~~ does everyone know the aim of your project? perhaps explain the context so they can give more specific feedback 😊

LC ~~Louise Chapman~~ Yesterday 14:17
I'm painting to music so the piece needs to show rhythm, It's acrylic with gold spray paint, I'm struggling to create rhythm and unity if anyone has any ideas :) it's to Radiohead creep

Here are some screen shots from the chat section of a Teams meeting/lesson this week where learners wanted to gather feedback on practical work from peers.

We would normally do this in small groups with physical work!

I am looking forward to exploring new ways of doing this, and of creating online portfolios or exhibitions of their work, as this feedback is so important in their learning and in building employability skills / resilience!


ET ~~Charlotte Hawke~~ Yesterday 14:21
could you do it bigger so that that a specific section of the song is on a specific bit of the canvas - might so the progression of the song??

show** not so

MB ~~Charlotte Hawke~~ Yesterday 14:21
maybe start in a certain place on the canvas and follow along creating a path as if the song is a journey?

~~Charlotte Hawke~~ Yesterday 14:22
you could make the lines more wavy instead of going straight down the canvas, might make it a bit more fluid

Charlotte Hawke Yesterday 14:26
These are all great ideas! if you look at the work of Kandinsky (known to ref music in his work) you can see rhythm thorough application of shape and line. It tells a story as it progresses... Radiohead's Creep builds slowly throughout the song, into something much heavier- this can be shown using space of canvas...shape and colour and line as suggested by your wonderful team!



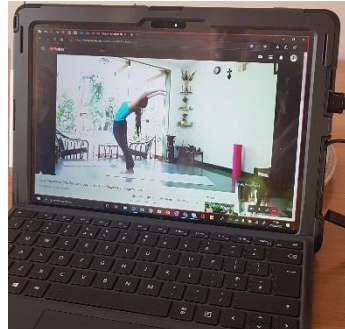
See less

BE ~~Charlotte Hawke~~ Yesterday 14:35
Repetitive Mark making if parts of the song come back, change some parts of this if there is a variation of a bridge/chorus. Think about the time signature, maybe so you only use a select number of colours. Idk if this helps :))

← Reply

Sam La Touche

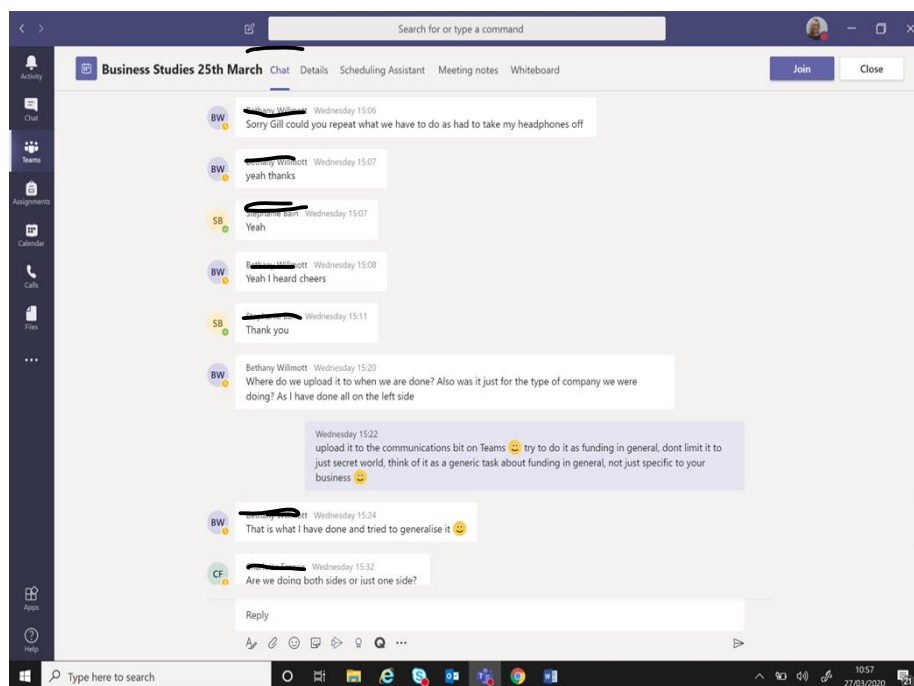
To help support the well-being of the team and prepare everyone for the day, Extension studies have set up a daily yoga session at 7.30am.



Staff have said it's helping them. We have also encouraged a community spirit by involving family members, so that everyone can benefit and feel involved during this period of isolation.

Here is a photo of Shaun La Touche (who is co-coordinating it), with staff taking part through Teams screen share. A nice start to the day 😊

Gill Cook



Here are some screen shots of the chat function via virtual sessions (for those who have no microphones on their PC's), this demonstrates how well it can work and the engagement levels from the students. They are now able to share their findings from the task and collaborate to promote peer learning in a remote setting. I also recorded a taught session this morning which is on Teams.

Sarah Smith

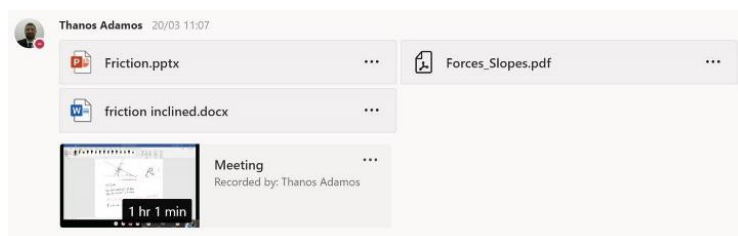
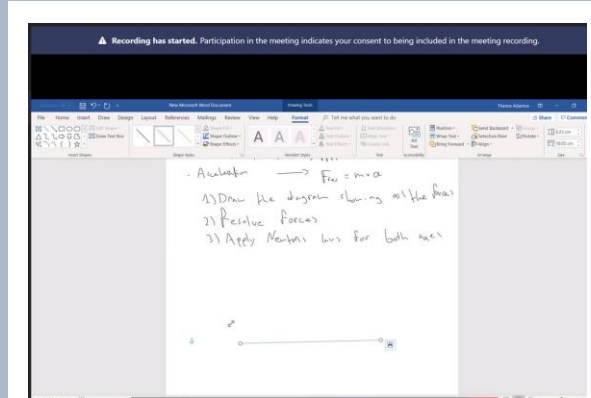
I would like to bring Thanos Adamos and Andreas Papadopoulos to your attention for their outstanding virtual lessons. They both teach virtually through Teams and Blackboard and have provided interesting, interactive and dynamic lessons.

They use the interactive capability of Teams to not just deliver a presentation and talk learners through the topic, they also complete engineering maths live.

I have copied a snip from Thanos' lesson this morning and one from the beginning of this week.

The recordings of Andreas' lessons are being shared around the faculty. In addition, they are seeking ways to improve and evolve their virtual teaching which is shared daily in the Engineering Faculty meeting.

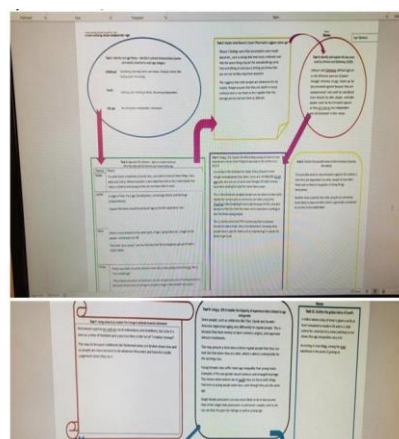
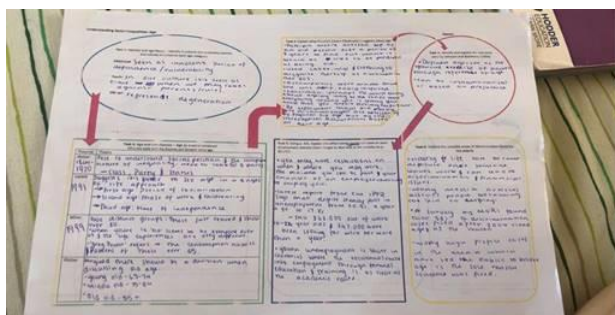
Andreas contacted me this morning to describe a way of sharing recordings made in Blackboard across to different groups of apprentices; this is a common problem we have as classes are made up of several different employers, so they are in different Teams/Blackboards.



We have also benefited from a developing knowledge of teaching in the virtual world through Teams; making learners 'attendees' so they cannot take over the screen, using the chat facility to get answers (and check learners are still active) and using the Notes to have a permanent record of tasks, questions and information for learners.

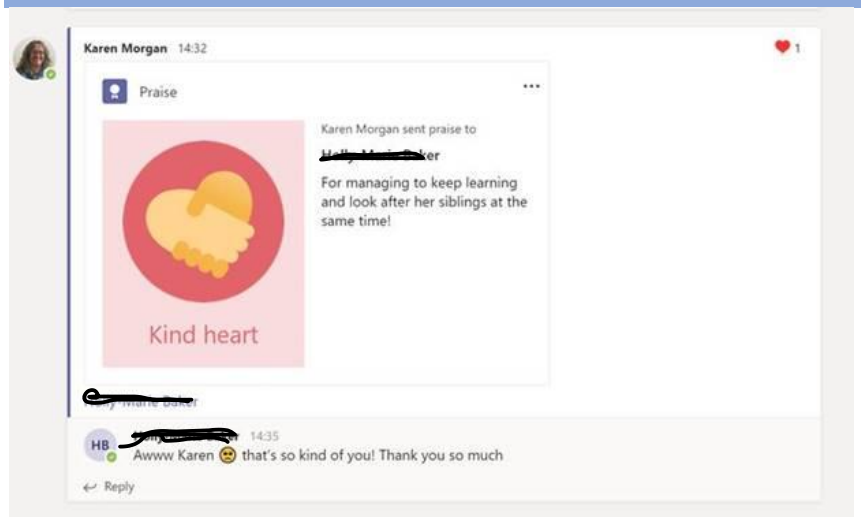
Eve Mason

Examples of shared and collaborative learning by students posted to A level sociology Teams.



Sandra Bull

Karen Morgan has been mainly working with Level 1 learners to enable them to access Teams and to complete online learning. Lack of confidence and limited problem-solving skills has meant a lot of individual tutorials to find creative ways of completing coursework from home. Attendance has been good with less confident learners responding via email rather than face to face. To encourage them to be active at home we had a Teams meeting group 'Just Dance' activity.



One of their final assignments was to read a story to children using visual aids. They are worrying because they don't have the storybooks at home or the visual aids that they made so Karen has told a story using objects found around the house and made a video for them to watch.

Karen also gets them to make plans for each day, so they work their way through the work they need to do with priority given to completing their mock exams for English this week, along with continuing their coursework for their Childcare

qualification. Today the tutorial was on barriers to participating online and finding solutions to maintain motivation.

Karen discovered that you could send motivational certificates on Teams. I think these little things are so important for keeping up motivation and helping the learners to maintain their mental health. The learner sent a lovely message in response, which then helped not only the learner but Karen's mental health and motivation. This is a level 1 learner with 9 siblings and no access to IT except for her iPhone.

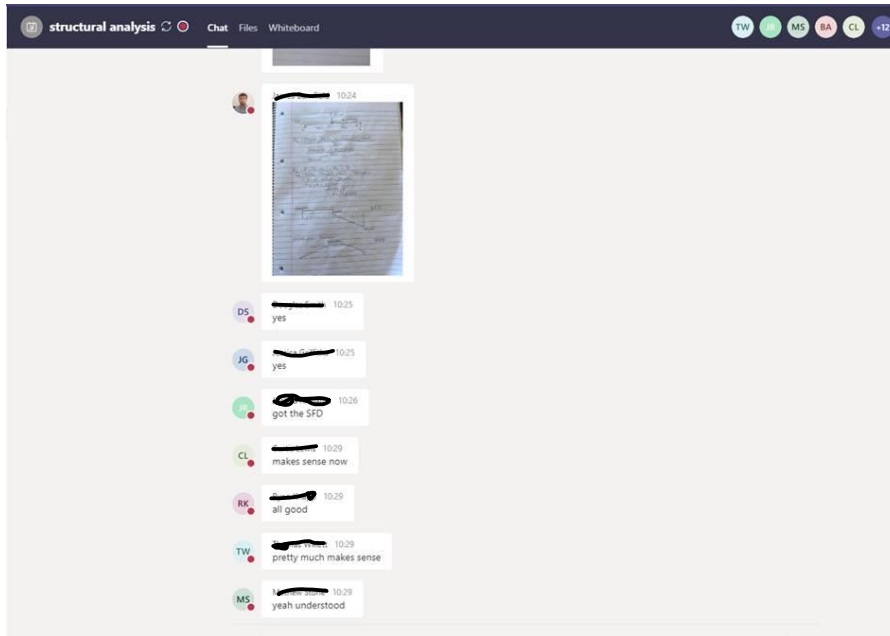
David LeFeuvre

I wanted to share an example of how my staff have adapted their learning to really embrace the technology agenda, and how learning is still taking place despite very difficult circumstances.

The screenshot below shows my second year HNC Civil Engineering group having a lecture about Structural Engineering. This is a complicated subject, and not easy to deliver, yet Bakr has seamlessly moved his delivery online.

As you can see from the meeting content below, learners are fully engaged- sharing their work so far, supporting each other, and demonstrating evidence that they have now understood key concepts. You can equally see from the participants count that all the learners are here and taking an active part in the session. The red dot also shows that Bakr is recording this session, which is enabling learners to go right back into the moment and pick up bits they missed first time round.

Having spoken to the learners they are finding this method of learning to be meaningful valuable, and find that they get better one to one time with the lecturer now than they did in physical sessions, as their questions are answered directly and if the responses are written they can refer back to them again and again.



From a manager's point of view – the fact that I can drop into any session without disturbing it and get a real sense of what is going on is great, and I have been really impressed with just how my team have taken to this new challenge.

Joe Abdulgani

Some key highlights of the week:

- 1) **Student Welfare** - Due to the nature of our programmes, we have seen different delivery styles. However, we have seen one key theme – duty of care for our learners. All staff have completed a welfare check at the start of each session and ensured that all students are supported and continue to receive support that has been put in place. Personally, I have found Team's supports this process well, where I have held individual conference calls, chats, and some group messages to support students.
- 2) **Attendance Polls** - We have created "polls" for each session for students to register their attendance to sessions. This in correlation with the online meeting records gives us a full audit trail for registers and has prompted staff contacting students separately if they have not attended.
- 3) **Online Attendance Tracking** - I have created a shared attendance spreadsheet for all modules for the next 4 weeks of delivery. Staff are actively updated registers, showing a holistic view of attendance and any at risk students – staff are also commenting on students they have contact outside the scheduled session. This spreadsheet is also shared with the faculty administrator to update the EBS system.
- 4) **Overcoming the challenge of UWE** – as I am sure you are aware; UWE have updated their academic regulations due to COVID-19; resulting in extensions to all coursework and uncapped resits. Using Teams, we have been able to run cohort meetings, where we have discussed the regulations, eased any concerns, and put together new assessment plans that are agreed by the student body.

- 5) **Online assessments** - we have already run Teams presentations for summative assessments. Although a unique experience, they have worked very well. We have recorded the student's presentations, as they screen share and deliver through a combination of PowerPoint and audio. We also have students completing self-recordings and submitting them. Staff are being as flexible as possible to help provide fair and equal opportunities to learners.
- 6) **Engagement, contribution and support** – students are either using Mic's or the chat facilities to answer questions, ask questions, and join group discussions – we have seen them answering each other's questions as well which is great to see. Students have taken the opportunity to meet separately with staff and share their screens for additional help i.e. programming support.

Finally, I would like to end on the message we have echoed to all students, “***We are more available now than we ever have been***”, and we will continue this message and ethos to guide and support our learners through the remaining time of their course and assessments.

Andreas Papadopoulos

I would like to show an example of good practice for the Virtual Learning sector.

The following two recordings demonstrate a good practice of how apprentices, within the engineering faculty under the technician standard, enables them to adhere to health and safety legislation in the workplace.

I believe as a faculty we have the need of learning new ways on how we can achieve competence that involves practical and demonstrative approaches through virtual learning.

The following two recordings demonstrate a professional discussion between learner (apprentice) and assessor, of how we can achieve that.

The same scenario has been set to both apprentices of moving a large box from location A to location B. Followed by a series of questions that are directly related to EAL L2 qualification - Machining Foundation Knowledge (601/9034/6 VRQ) for the Unit AME2_001 - Working in an Engineering Environment. This way, as an assessor, it will allow me to complete competence where under normal circumstances that would have been achieved throughout a demonstration of moving a box from location A to B.

Apprentice 1 (Rolls-Royce):

<https://web.microsoftstream.com/video/0aa9b1c7-9003-433e-b844-051ed76f1d2e>

Apprentice 2 (GKN):

<https://web.microsoftstream.com/video/54b1cf20-1164-4e97-b419-419c04ff74a3>