

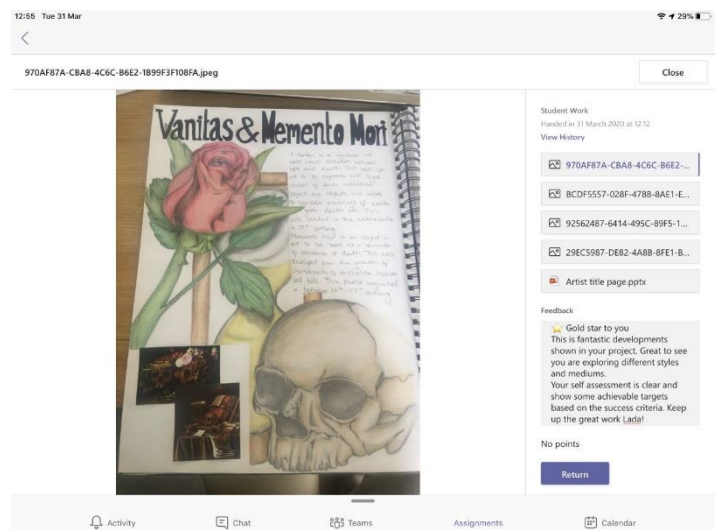
Sarah-Jane Lewis

Health and Social Care students have had some amazing lessons by the small team that delivers to them. I want to personally say a massive THANK YOU to the support and guidance given to me personally from Joel and Tanya - I couldn't have done the small part I've played without the two of you! Especially over the weekend! Remote teaching is well out of my "comfort zone" and I've met a few challenges over the last few days, which I couldn't have overcome without your cheery positive outlook. I'm almost looking forward to facing the challenges now after Easter!

Tegan Sessions

Just thought I would share different ways I have got students to upload their work and complete some self-assessment, target setting and for us to see their work alongside this. I have tried with folders in files, but some students are just not able to do this after several video demos etc. If all engaged in this, then this would be a great peer assessment opportunity for students to look into each other folders and feedback on their work etc.

With L2 and L3 I placed the success criteria on assignments, after doing a live video of it, and added a document with it for them to complete a self-review and target setting for the week ahead. This has become a better process and easier for all tutors to see who have not accessed/handed in.



Antonio Travers

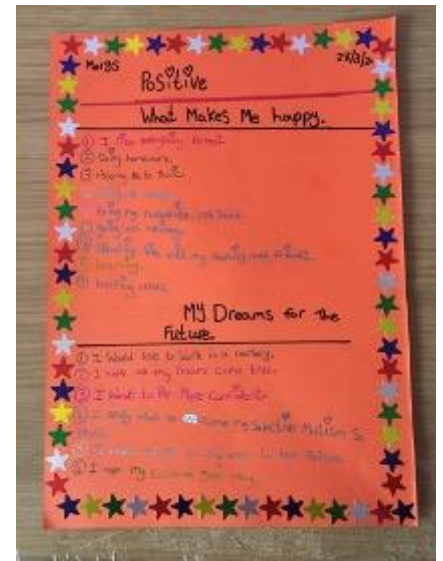
Today I asked my Early Years level 3, year 1 learners to create a video for parents, exploring ideas on what they can do with their children whilst in isolation. Learners considered the possible learning consequences of these activities; however, the focus was for the children to have fun with their parents/carers. Learners also considered the use of resources from around the home as shopping is challenging at present. Click [here](#) to view their video.

The year 2, level 3 learners are in the process of creating a webpage filled with activity ideas for imaginative and creative play at home with children. Once it is complete, I will certainly share it.

Chris Fortune

I would like to share with our community how busy our Pre Vocational learners and extension studies learners have been over the past week, from cake making to designing positivity posters about themselves. Their engagement has been nothing but outstanding!

Well done all!



Dave Crew

Despite this being a very challenging time for employers, the work of colleagues across the College is being recognised with very positive feedback regarding our proactive approach to working with employers.

Industry Advisory Boards

The Industry Advisory Board (IAB) initiative continues to gather pace with boards mobilised in Law, Construction, Finance and Professional Services and Digital Technology, with groups of employers joining a panel discussion and exploring options as to how we can collaborate with employers to inform our curriculum and offer opportunities for learners. Jane Vivian hosted a successful Finance and Professional Services IAB meeting via Skype last week with feedback below:

"I am proud to be working locally with Weston College to help shape the future skills into the Financial and Professional sector. These are unprecedented times, but Weston College did an excellent job of hosting a virtual session to maintain this forum for what is such an important subject. Like many sectors, Financial and Professional Services are evolving rapidly. Weston College are showing that they are keen to keep up with this pace to ensure that we have the talent of tomorrow in the South West."

Paul Grantham, Senior Business Manager - NatWest

"I've always been passionate about social inclusion and equality for everyone from all walks of life. It's one of the main reasons why I joined Triodos Bank, whose mission is to 'create a society that protects and promotes quality of life and human dignity for all', to combine my expertise in resourcing, diversity & inclusion, and mental health.

"We use Weston College for our apprenticeship scheme because of their 'outstanding' Ofsted rating and the diverse social demographics of their students, so I was thrilled to be asked to deepen our relationship further with the college by joining the Independent Advisory Board. It was great to meet everyone last week – albeit virtually for now! I think the team did a fantastic job and it was great to network with my peers, understand similar challenges, and start to think about how we take this forward to impact current and future students.'

Daniel Foster, Talent Acquisition Manager- Triodos Bank

"I'm a firm believer in trying to ensure the entire 'supply chain' works well when considering the future of an organisation, business sector or part of the economy. That's why we're delighted to be involved with the Finance and Professional Services IAB at Weston College, their initiatives and the focus on technical innovation. The region already has a great FinTech community and anything we can do to help that develop we're clearly keen to do. Even though the recent meeting had to operate online, the positivity shown by everyone was very encouraging for the future when we finally emerge from these difficult times. In fact, as we become more adept as a society at online meetings, perhaps we can learn to be more efficient and "green" as a result...although I do miss my coffee shop catch ups!"

Stuart Harrison, FinTech West

"The Soil Association is keen to understand and influence the skills, capabilities and confidence of our next generation of the workforce and being invited as a member of the Business & Finance IAB feels an appropriate and engaging way to achieve this. The session we held was very proactive, enlightening, and encouraging to see the ideas and avenues businesses were happy to explore and open up to ensure Weston College move forward to help deliver the best outcomes for their students through business partnering and experiences. We are learning more about T Levels, apprenticeships and shared work experiences across organisations to see how responsive we could be as an organisation to support students in their learning requirements. Looking forward to the journey ahead."

Katie Dominy, The Soil Association

Virtual Business Forum

Our events calendar continues in a slightly different format, using online platforms. On Thursday, Business Growth will be briefing key partners on our methods for supporting learners, supporting businesses and supporting the community. Our Virtual Business Forum will brief partners with our first event hosting influential regional organisations including Visit Somerset, Destination Bristol, Natwest, Lloyds Bank, HSBC, Somerset Chamber of Commerce, North Somerset Enterprise Agency, CITB, and the Federation of Small Businesses. At short notice, all have joined the briefing where we will highlight our provision, how we're supporting employers and learners, and the discussion will inform future regular online events, each with a theme to position Weston College and our provision at the heart of the business community.

Kathryn James

In A Level biology I have been making use of the facilities to show and talk over PowerPoint presentations plus a visualiser to aid explanations and diagrams. Multiple choice or short answer questions are used at regular intervals throughout the lesson with 'chat', enabling students to submit their answers and ask questions as we go along. Regular exam questions are set via assignments to check student progress. So far lessons have been well received by students.

Student comments:

"I think the lessons are going well. I like how we can apply the knowledge we learnt by doing some example questions and feel that by you going through the PowerPoints allows me to gain more understanding than if I went through them myself. I also feel the speed you go through them is good as it allows me to be able to take notes with enough time, as well as be able to take any extra notes from stuff you said. For now, there is not anything I can say I wish to be changed/improved."

"I think the lessons are going well they are keeping me productive at home with work."

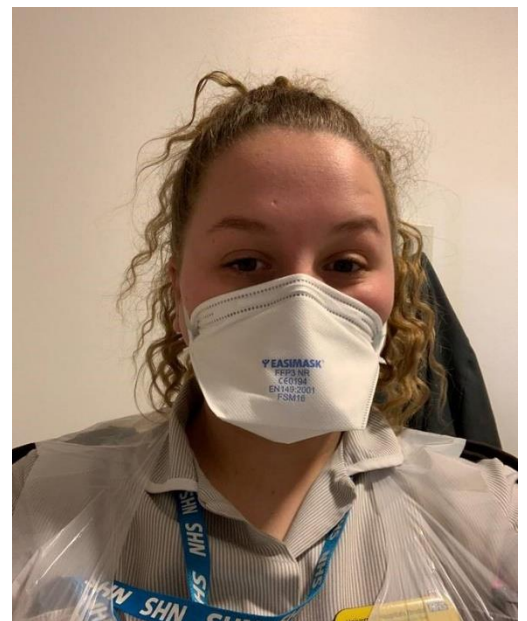
Annette Milburn



I am really lucky to have 5 NHS workers within the cohort of apprentices I support.

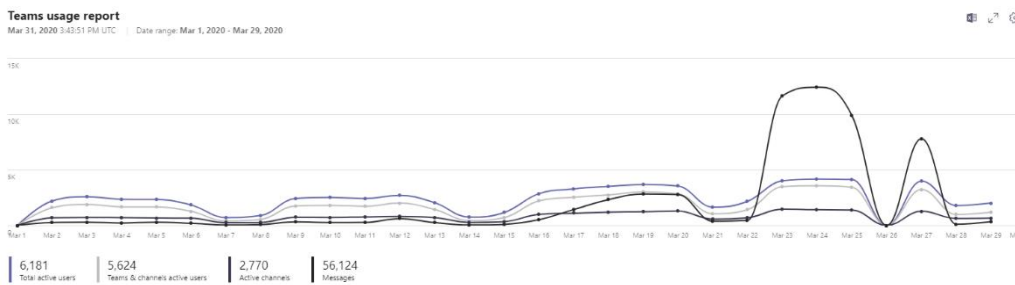
Two of them have sent me through fantastic

Go Weston College learners!



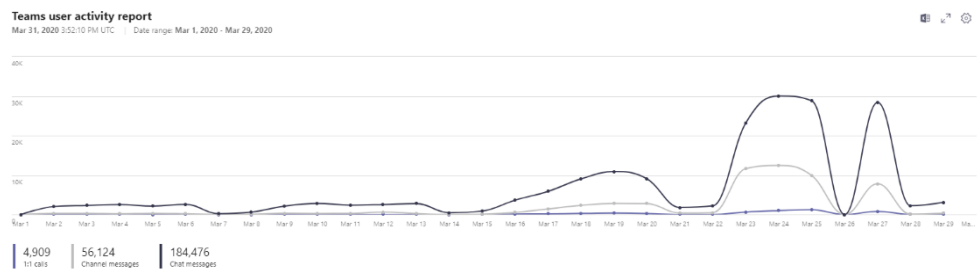
Liam Fisher

I am very proud of the work that the Learning Technology team have achieved to meet the needs of staff during this difficult time. Eleanor Webber and Barry Kasht have both shown an outstanding commitment to ensure that all staff were and continue to be supported so they can confidently work and teach remotely. Their dedication has been demonstrated through them both working outside of the normal hours (including weekends) to continue answering questions or queries, arranging training and creating training materials.



The training offer provided has reached over 200 people, with ongoing individual bespoke training taking this number much higher.

In the past month the team have created 257 new Microsoft Teams, taking the total number of active Teams sites to 1517. We have seen an increase in the number of Chat messages sent, which peaked at 30,000 on Monday 24th March and have more than 6000 active users on Teams.



Thank you to everyone for the dedication you have shown to online teaching and learning. As we continue to navigate these unique times, I believe we as a College have shown excellent resilience and have exceeded expectations for delivering lessons in our digital community.

It is clear that the whole of Weston College staff has come together to continue providing outstanding teaching and learning in this new way of work.

Please continue to visit the [Learning Technology SharePoint site](#) where you can find further training and guidance on working remotely and Microsoft Teams.

Dan Armitage

Although it might appear to be a small thing, I felt that I needed to bring up and praise one of my colleagues – Vicky Druce. Her engagement with using Microsoft Teams and OneNote to support online learning has been exceptional. In the past she has felt very unconfident using technology but has really embraced this new way of teaching and will often share best practice within the team. I just wanted to outline how much Vicky has improved, her progress with online learning has been outstanding over the last few weeks, allowing her learners to continue receiving support in these difficult times.

Maxine Park

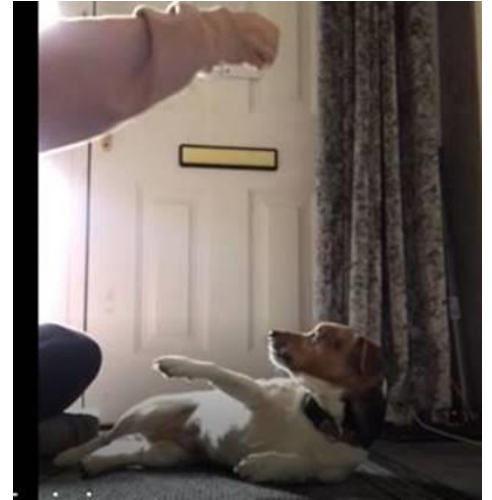
Animal Level 3 Year 2 students were due to put training plans into place with Puxton animals, but instead their tutor Charlotte Haines has worked with them on adapting plans for their own pets.

Here is a selection:

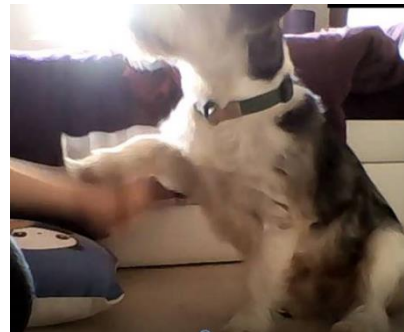


< Chickens being trained to walk behind their owner so that they can be led to the safety of their coop in the evenings.

A dog being trained in canine freestyle moves >



< Max's owner working on building trust through positive reinforcement.



< Being trained to present a paw.

Will Dickens

Just some feedback on the 6th form Sport year 1 learners (Extended Cert). They have gone above and beyond for effort and intent despite these challenging times, their ability to maintain a high academic standard remotely has been very commendable! A pleasure to teach face to face and now a pleasure to teach remotely.

Feedback for the level 3 Sport and Exercise Science cohort (year 2's), again very impressive in their intent and engagement in our new virtual delivery. They're stepping up to the plate and responding very maturely to degree style tasks. Despite these uncertain times, the learners are remaining focused and are a pleasure to teach.

Laura Farr

On a Tuesday evening at Weston Bay we do a Film Club and I was determined to keep this going for the learners. This evening I have had a successful 'Virtual Film Club' with learners. They chose the film Madagascar to watch, we did this virtually together as a group, we then discussed the film and I successfully delivered a Kahoot Quiz around the film.



I asked them if I could take a photo to show you and they all agreed.

As you can see, they are all very happy!

Hattie Abretti

I wanted to say what a pleasure it has been to work with staff across the college over the past few weeks. The Digital Development Team and I are often working in the background and predominantly with the Adult team, however over the past weeks it has been great to work with teaching and support staff to enhance their digital practice.

The EdTech Hub Teams page is alive with tips and tricks and is starting to feel like a real college community, sharing practice and supporting each other to be the best that we can be. It is an absolute joy to be contacted by so many staff who are pushing themselves to try new things and to translate their teaching, learning and working online.

I also cannot let the opportunity pass to praise the digital support teams, and of course Jon, who are working so very hard at the moment - Learning Technologists, Digital Learning Developers and IT teams are all coming together to ensure that our transition to a Virtual College is as smooth as it can be under the circumstances. Well done all!

Barbara Feldtkeller

Counselling in the virtual world - not new, but very different!

Entering our second week at UCW and Weston College, my first comment goes to our students. We are full of pride for our students who have moved with us to the online counselling community and bravely presented and debated as usual 'in front of their tutors and peers' (including assessments for FdSc and BSc Counselling students) thanks to the tech teams efforts, tutors' determination and lots of emojis buzzing back and forth.

My second comment goes to the Teams and people who support this new way of working throughout, at the front-line and in the background - the immediate programme team, the SER Faculty, HEART, HE; Sandra Bull you are a star 🌟

We all had to accommodate and adjust to the immediacy of everything - the virtual world is fast, the counselling processes usually not! How do you do it? Well, we sit tight, prepare well, and watch the process unfold. We still do this. Claire Plews shared this very poignant article <https://www.chronicle.com/article/Why-You-Should-Ignore-All-That/248366> - it is worthwhile reading!

The FdSc Counselling Year 2 students have gone way beyond their usual workload, attended additional training to provide online and telephone counselling to vulnerable people in the community. Where possible students are supporting their placement organisations virtually and with real extra work shifts, running food parcel services and supporting each other every day as many of our students have children at home. So, the bedroom has become the sanctuary to log on and go live with peers as long as that bedroom door doesn't fly open and children curiously joining in with their parents until that just doesn't work any longer. But everyone has been with us so far.

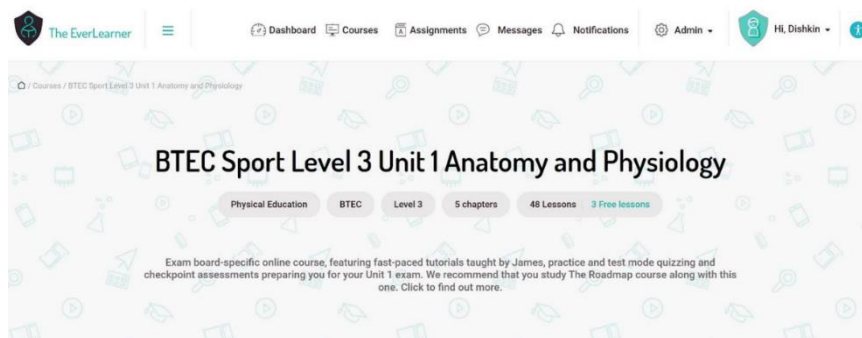
Lectures and seminars have been recorded and shared where appropriate and possible so that with all the possible interruptions to a UCW Day from home, everyone can go back over the materials again - I am not sure whether this is basic news for some, but we think it's outstanding news, that we had all students attending all sessions so far, and the highest number of students linking up all at once with each other listening to students' presentations was 20 (that's not bad, or!).

Guest speakers have been interviewed and recorded by lecturing staff as a basis for online discussions; future guest speakers have been booked in to run online workshops live and the Programme Team are working continuously in the background to make this all run as smooth as possible - main agenda for us all, to maintain academic *and* professional standards. Every counselling student can walk away from their studies at UCW holding their head high as they trained to the same rigour and professional standards as anyone else to achieve their counselling qualification! *And - the students get it!*

Business as usual? Not quite. There is that one *thing* that we are missing - and all the tech in the world can't give it to us (yet?), and that is that real human contact when we learn and teach about how counselling makes a difference to people. All online worlds cannot provide for this and we are waiting, patiently, for it to return to our counselling teaching world. Finally, I am sure you can imagine that we are not necessarily the greatest tech-enthusiasts - though some in our team are!! I think of myself more like a dinosaur that finds itself in the worlds of Zooms and Discords etc. but... I don't seem to go extinct, at least for now, and that feels quite reassuring! 😊

Daniel Dishkin

Please see below some activities which have had a big impact on students' progress since the shutdown:

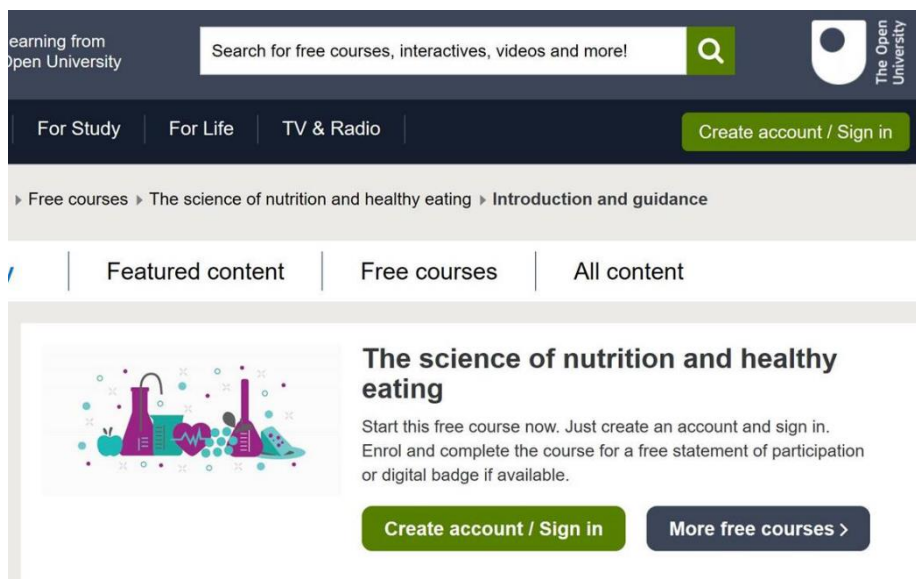


The EverLearner has given all educational establishments and educators free access to its site until at least June 30th. This has proven to be a real 'gem' and allows you to set remote work and live capture who has engaged and give instant feedback. I have created a class for my tutor group to enable them to work remotely on their Anatomy & Physiology unit.

Subjects included are:

Biology, Physics, Computer Science, Chemistry, English Lit, History and Sport.

If anyone would like any advice on this feel free to get in touch: Daniel.dishkin@weston.ac.uk



The Open University have a variety of 'free courses' which learners can engage with and help consolidate any learning they do within class. Here is an example of a free Nutrition course I found which I have sent out to Level 3 Year 2's on Teams for them to gain a better understanding of the topic.

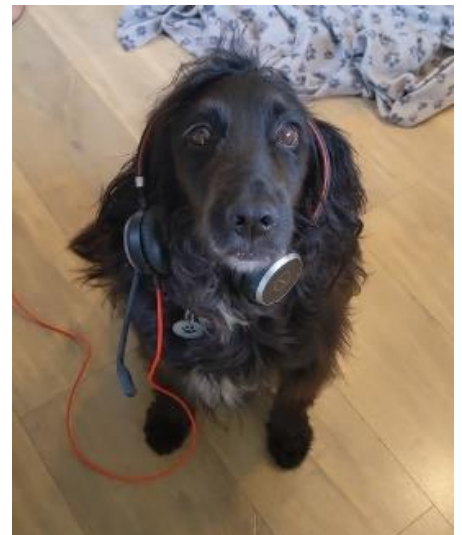
Nick Chadwick

I would like to share an example from a tutee of mine, who has embraced virtual learning and the Microsoft Teams platform both academically and pastorally. As you are aware, the tutorial element of Extension Studies is an integral part of the programme encompassing the development of individual strategies and empowering learners to take responsibility for their own learning. This learner is on the autism spectrum and can get upset if his routine is changed. He also experiences high levels of anxiety which have been exacerbated with the current situation and the fact he is in the high-risk category having Type 1 Diabetes. For him to have embraced the Extension Studies Home Learning curriculum, content and opportunities is both a credit to him and the progression he has made since joining Weston College last September. It is a great advert for how students within Foundation Learning are accessing the online community available to them and the ethos of the Virtual College. For this learner to devise a peer-teaching maths tutorial for others studying functional skills to share as part of the Extension Studies maths forum is an exceptional personal achievement for him both academically and socially.

The photos don't really do the video footage justice as it is his clear, concise and step-by-step instructions which will be an excellent peer-teaching resource for learner's revising for their Functional Skills assessments and those who need to practice their multiplication and division. Get in touch if you'd like to see it.

Vicki Moth

After seeing how Archie the dog was helping in the office, Lottie thought she would have a go at calling Access students to check if they were having any issues accessing the digital sessions. It didn't go well so she decided to let Vicki do it instead and went back to sleep 😊



Heather Ellery

Releasing new Potential – Creating Opportunities for Change

Our key workers Matt and Vicki are continuing to support participants daily with work opportunities, job searching and online training courses for people who have criminal convictions. They are delivering 1-1 sessions helping with their confidence, motivation and ensuring they are also managing their own mental health and wellbeing at this difficult time. We are utilising Skype, email and telephone calls to engage with our participants. Vicki has been supporting participants with writing disclosure letters and delivering mock interviews around explaining their criminal record.

We are continuing to support the Probation Service, Community Rehabilitation Companies and Job Centres by providing initial engagement appointments via the telephone to advise potential participants about the programme whilst also delivering information, advice and guidance surrounding criminal record disclosure, CV writing, job searching and online resources as well as future College courses. We have also offered to support the community based CFO3 providers who have suddenly had a huge increase in the demand for their services.

In the last week we have supported two of our participants to secure jobs in supermarkets, taking advantage of changes in the job market. We are also supporting participants that have received job offers but this is now on hold due to the current situation, we are working with them, so they keep up their morale and motivation with a view to changing their lives.

Ben Hodder

Please see below my brickwork lecturer John Ryan going the extra mile...

An EHCP learner on our brickwork course had minimal engagement over the past two weeks. The tutor John Ryan was becoming concerned and made several efforts to contact the learner. John finally contacted his mum and it turns out that the family do not have a computer and there is only one smart phone with a tiny amount of 4G internet between them. After finding this out, John and his girlfriend came up with a plan. John will put all the work in to an easy to use format and email it to his girlfriend where she could print it all off and bring it home as she is identified as a Key worker. John then put it into unitised packs with instructions into a folder and planned with the learner's mum to drop the work off to the house. They have planned to chat regularly outside of Teams to offer 1:1 support and to arrange pick up and new work to be delivered.

Helen George

Amazing learner feedback from Maxine:

 14:11

I can not believe how far we have come since our first paper I think I answered 3 questions compared to I would say most of the questions on the last paper what a difference. I can not thank u enough Maxine u really have helped me overcome my fear of maths I can't believe am saying this but I really enjoy math now. Not having that mental block any more really is life changing thank u Maxine for being so passionate and patient with me u have no idea how much the last 6 months have helped me not only in maths but with my confidence if I can enjoy math I can do anything xxx

 14:18

Likewise, I can't believe how much I have come to enjoy maths and I feel kinda sad that we probably won't be back now (that goes for sociology and psychology too!) but I am eternally grateful for your patience and your unfaltering belief that we were capable. Having failed GCSE maths three times in my life with a U each time, it really is pretty massive for me that I have come so far and I really can't overstate how grateful I am to you for that!

14:22

You are making me cry, you have been maths sponges, all three of you and an absolute pleasure. It is always joyful teaching maths and seeing this progression, but I have loved this year and I am sad it is cut short

 14:24

Take it from someone who has had loads of maths teachers: the teacher makes a HUGE difference
😊 you rock :D

Paul French



A photography student has sent this image as an example of how she is exploring digital editing as a means of creating images without leaving the house. Her project is about surrealism.

This also illustrates that limited opportunity in one direction can lead to enhanced creativity in another.

Joel Parker

I have collated the departmental updates for Student Participation and summarised below:

Student Participation – Jack Gadd, Meg McLoughlin, Head Coaches et al.

BAM Tutor Sessions

Over the last two weeks our BAM team have engaged with 4 x tutor groups and delivered interactive sessions focused on development of their I.D skills, as well as keeping them physically active. The engagement during these sessions has been outstanding, with lots of discussions and activities focused on required skills, knowledge and behaviours.

The team are keen to deliver these sessions across all Faculties and they are able to register interest by emailing: jack.gadd@weston.ac.uk.

BAM Tutor Session Feedback

“Jack was able to continue to deliver our Level 1 BAM session, even from home. The learners have enjoyed these sessions even if half the lesson is spent quizzing Jack on his past life as a rugby player!! Jack was visible throughout the session via Microsoft Teams Meeting which enabled learners to ask questions and gain instant feedback. They were encouraged to work in a team, gave the Level 1's more confidence to share their opinions. Jack then used the fantastic Les Mills programme to share a link with myself and the group so that we could finish the session with some practical, something that the group have been missing out on since the closure. It was great to see them all get involved and ensure their 30 minutes a day of exercise was achieved. Thanks Jack.” **(Tutor)**

Sports Academy

“Our sports academies have gone digital! The sessions have allowed learners to reflect on their sporting performance through our sports analysis platforms, whilst continuing to deliver practical conditioning sessions. The levels of engagement have been extremely high, with our staff ensuring that sessions are developmental, engaging and continue to support learners' sporting aspirations. I would like to take this opportunity to thank our Head Coaches, as well as Sarah, Matt, Liam and Dan who ensured the success of these sessions.” **(Jack Gadd)**

Male Rugby Feedback

“Nelly has made these sessions very entertaining and engaging by relating all sessions to us as individuals and helping us understand how development in this way is integral to the growth of our Team. It has been great to have something where I can come and still get the "team spirit" feeling and have the support of my great teammates and coaches during this difficult time. This has been good to get everyone involved as everyone is far away from each other.” **(Learner)**

Female Rugby Feedback

“The virtual sessions are really positive as we are learning more about different parts of rugby, especially those that we rarely have time to address in a week at college. The programme is simple to use so we can have discussion and share ideas quickly and with ease therefore, making extremely beneficial and engaging. It is also an opportunity for us to speak to one another in the team creating some enjoyment and keeping our team spirit high during our time in isolation.” **(Learner)**

Student Union

Creation of a dedicated [Activities Page](#). A weekly schedule of daily activities has been delivered for student and staff engagement:

Monday Mindfulness - Take 15 mins out of your day and relax with a guided mindfulness session.

Tuesday Tea on Teams and Christian Union - Join us for a chat and a cuppa on Tuesdays, if you want to see a new face or catch up with what else is going on in the world join the Tuesday Tea on Teams. The college Chaplain, Julie, delivered an online Christian Union meeting on Tuesday 31st March, discussing what brings us hope - "Can tomorrow be better than today?"

Wednesday Weston College Knowledge - A new weekly quiz league, which students and staff can take part in.

Thursday Netflix Natter - There is going to be a lot of Netflix, Amazon, NowTV and just general watching going on... Learners have had the opportunity see some new faces and make some recommendations/discuss what you have been watching with others.

Friday Art Therapy – Staff and Students have been making use of the recycling and keep their study or workspace organised with a funky pen pot.

Digital Health and Wellbeing Programme

Staff have been engaging with weekly group BAM Les Mills sessions, as well as accessing the Les Mills On Demand platform that has been made available to all Weston College staff and students. **Here's the timetable:**

Les Mills On Demand

115 staff and students have registered for this platform, allowing them access to over 800+ workouts including HIIT, yoga, mindfulness, body pump etc.



MONDAYS
8:15 - Mindfulness
16:30 - HIIT session
WEDNESDAYS
8:15 - Yoga session
16:30 - HIIT
FRIDAYS
8:15 - Yoga
16:30 - HIIT

Les Mills Group Staff Sessions

Over 50 engagements in group sessions across week 1, which is fantastic, and shows that staff are ensuring they remain active whilst looking after their wellbeing.

The Digital Health and Wellbeing Programme is available [here](#)

I hope this showcases the fantastic work that our student participation team have been delivering prior to (in preparation) and during the COVID-19 outbreak. Weston College staff and students have engaged brilliantly, which is testament to the culture that has been created around health and wellbeing.

Tracie Leahy

Donna Kenny has been working with our Weston College apprentices, as part of our Future Talent Programme. Donna has set up a communication page, joined them on webinars to support them with their learning, workload and mental health. Feedback from the apprentices has been excellent so far.

Donna Kenny

I wanted to share with you that our Future Talent Programme are also embracing the Virtual College. I have created a Teams page where all who are part of this programme can communicate. We have been sharing useful hints and tips on how to cope with this new 'normal' and as I have been encouraging wellbeing breaks today Chris Beynon shared some uplifting spring photos from his lunchtime walk.

It has also been great to see the group coming together to pass on their congratulations to both Chris Beynon and Tia Hannon who both passed their EPA's with distinctions across the board!!

Love seeing the updates each day, it makes me incredibly proud to be a part of something so amazing! We will come out of this stronger, full of newfound knowledge and with an even greater resilience.

Ben Knocks

Student Services' newest recruit:



Charlotte Shelton

How the Healthcare Advisors have been supporting students virtually:

- Daily texts to students we support with ongoing medical conditions
- Offering advice and guidance and signposting for other agencies which are open
- Emails to mature students with Health conditions one
- Most days helping diabetics with their blood glucose levels and insulin via the phone
- Phone/texts to students who self-harm
- Regular contact with WISH sexual health service, they have given us information about their services to share to students. They are grateful for us to be in contact students and can pass on opening information and new protocols of what to expect if they need to visit WISH.

Rachel Lane

Part of my role is to support new members of teaching staff with understanding our TLA expectations and processes and supporting them with their TLA throughout their first year of arriving at the college. This includes experienced teachers/assessors who join the college and those who have come from industry but are new to teaching/assessing.

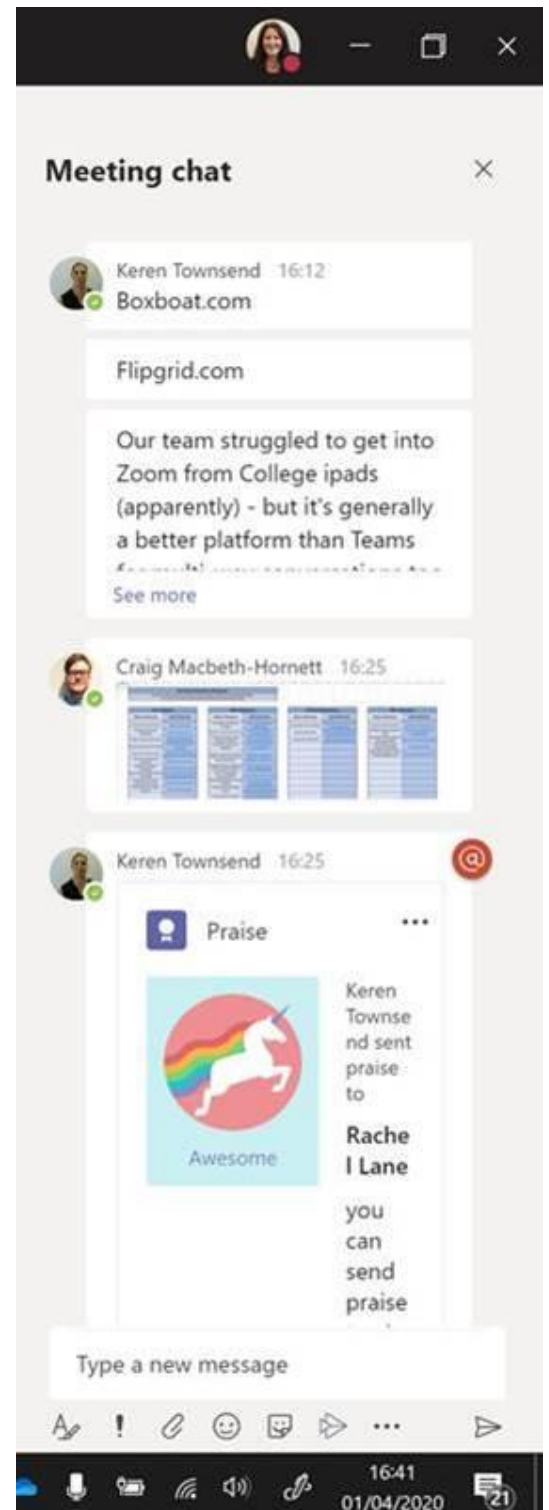
The first year at a new college can be a daunting time under normal circumstances and so I wanted to provide an opportunity for new staff members to be able to meet with me and others that are in their first year and share the week's difficulties and triumphs of an online learning approach. They know they can contact me at any time on an individual level, however, I wanted them to also have an opportunity to meet with others to share good practice and/or express any issues they might be encountering.

I set up four different coffee-break catch ups on Teams– one for those experienced teachers new to the college, those new to teaching and to the college, those who attend my COG sessions and one for all our new assessors.

There was no obligation for people to join, the sessions were there if people wanted to attend. I have been really pleased with the engagement with these sessions and members of staff have been able to chat, share ideas and obstacles, often providing each other with the solution.

Here are some of the things that have come out of those sessions:

- A member of staff with their own learning barriers demonstrates some of the accessibility features others can use with their learners.
- A tutor explains how they solved the issue of a learner needing a blue background in order to confidently read their English exam paper.
- Another explained how they used breakout groups for the first time on Teams and how successfully it worked with the activity they were doing.
- A suggestion for an online code of conduct / contract was proposed.
- A discussion was had around the scientific research on the positive emotions that audiobooks can have if narrated well.
- Online resources were shared.



- A suggestion for a Student of the Year Award for online participation/creativity since the start of this new online journey. Maybe one for staff too?
- A suggestion for a 'Digital Literacy' guide for learners and staff who find basic online terminology a challenge.
- Tutors were conscious that it would be easy to revert to a highly tutor-led delivery and they were desperate to ensure that the learners could still interact and stay motivated. Ideas were shared on different approaches they are using to combat this.
- A member of staff, relatively new to online techniques is meeting separately with another member of staff who is proficient with using One Note and its interactive possibilities to share their knowledge (see quote from staff member below).
- There was a discussion around the renewed focus of some learners and why this might be.
- The need to balance academia with a huge element of pastoral approaches. A recognition that some of them want more of you during the week for support.
- An Assessor offers support to other new assessors with questions regarding SMARTAssessor. 'contact me and I can guide you through the issue'. Rachel will also contact Chris so he can support too.
- Staff recognised that when in a group session, questioning needs to be more regimented. An assessor discussed the two approaches they are using that are currently working well.
- Exploration around making recorded presentations more interactive – adding links / QR codes to Padlets, Kahoot, Microsoft Forms for example. Important to include activities for the learners, particularly for those accessing the session after it has happened.
- Discussion around the obstacles for practical competency achievement for some subjects.
- Incorporating 'Mock Style' EPA discussions to check learning to date was suggested as an option at this point. Could this be useful to do now?
- Discussion around keeping motivation up for learners whose final projects are now unlikely to count towards their final achievement. Discussed strategies tutors are using and learners' responses to those.
- Suggestion / request for the college to invite guest speakers who are very experienced in online training to offer Q&As? Sessions for CPD?
- One member of staff offered themselves as a guest speaker to Public Services for a Q&A on their life as a Paramedic.
- Some discovered the praise button on the meeting chat!
- A variety of online learning resources were suggested and approaches on how they are used were discussed during the sessions. These included, Voxvote, Zoom, Polly, OneNote, Teams, Stream, Youtube, Kahoot, Padlet and Trello to name a few. One member of staff has a resource bank and the learners provide suggestions that can be added to it. They shared this with the group during the meeting.

Quotes about the sessions:

'That was super useful and insightful, thanks all'.

'Really enjoyed the session, thank you for setting this up Rachel'.

'Thanks for coordinating the session yesterday – it was really useful to hear about the good practice going on and just to increase my knowledge on the things that can be achieved. I was shown One Note this morning – I think it's really going to improve my delivery going forward and will enable the students to work more independently – so a win, win really!'