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**Feedback and summary of the work completed at Newton Rigg through the CCF Project (Sept – March 2020/2021)**

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| I have included a summary of the work we did to address the training and skills deficit of our staff to improve the quality of online lessons and blended learning. We did a lot of work looking at and modifying the way that we observed lessons in light of the extended period of online delivery during both lockdowns. We created a new process to ensure staff felt supported, whilst at the same time ensuring quality and consistency. I have collected a lot of data related to this but am unable to share as it includes confidential staff information so I have included some of the templates that we used to collect the data. |
| I produced an audit form for staff to complete in Nov to assess the IT skills and gaps so that we could use this to offer appropriate training to fill the gaps identified .The audit was repeated at the end of the CCF funding to look at progress and provide some data to measure the impact and distance travelled – A summary of the results are below.    Audit 1    Audit 2  From the charts above we can see a decrease in the number of staff who describe themselves as beginners and an increase in advanced staff – 57% in first audit – Intermediate /advanced compared to a jump to 86% in second audit – There was a lot of training delivered around using teams both internally and using the MEI package – this may account for the 29% increase.  Audit 1    Audit 2  In the first audit only 23 % identified themselves as intermediate or advanced users of Nearpod compared to 60% in the second audit – We have purchased the licence for the full package using the CCF match funding and provided additional internal and external training including CPD for all staff so it is reassuring to see it has increased the competence and confidence of staff using the software – Using the analytics from Nearpod we can see that 92% of all teaching staff have used it at least once since January.    Audit 1    Audit 2   Looking at confidence and ability at teaching online there has been a big shift on audit 1 27% of staff felt that they were on number 4/5 (competent) and on the second audit this improved to 55% so this represents a significant shift in skill and confidence which must in some part be down to the training and support that has been offered through the CCF bid.    Audit 1  Meeting learners needs on line – in the first audit 22% of staff felt confident (number4-5 ) that they could meet the learners needs – this more than doubled to 51% in the second audit this is reassuring to know that staff have increased confidence in their ability to meet learners needs online.    Audit 1      Audit 2  IT ability – on the first audit more than a quarter – 27% of staff rated themselves on a 1 or 2 on the scale (not capable) but on the second audit this reduced to 8% with no-one rating themselves as a 1 .  Looking at the other end of the scale – in the first audit 39% of staff rated themselves as a 4 or 5 ( capable) and in the second this rose to 58% so this again shows a shift in competence and confidence.    This question was only asked in the second audit and shows that 86% of teaching staff have attended some IT training since September through the CCF bid – some have attended lots but they have all done something this demonstrates a big emphasis and push through this project to upskill the staff and support them with online delivery and to improve their general confidence and competence within this area.  In conclusion there has been an overall improvement in the teaching staff skills and confidence level across the 4 months that were measured between the audits – this is in part due to the necessity of having to teach on line due to the recent lockdown but I feel is also a result of training and support that has been delivered through the CCF bid.  We also changed the structure for observing on line lessons calling them – Coaching Walks and again the emphasis was on supporting and mentoring staff to identify their strengths and help them to overcome their difficulties .1-1 mentoring and small group tailored training sessions have really helped with this along with creating a team (on Teams) where staff can access IT technical support or share resources with each other as well as asking for help with teaching this has been well used across departments. |
| I think that the staff really appreciated the additional training opportunities that were made available through the project .Most of the training was delivered in house by staff that they knew – we were able to do small groups and some 1-1 support so this really helped staff to open up about what they were struggling with and allowed for personalisation of the training offered. The work that has been done to modify the observation process has also proved to be a good opportunity to really look at what evidence and data we need to maintain our internal quality processes, whilst also considering the support given to staff to help them to upskill and improve their confidence.  We have worked on this on our cross college project and I have shared our paperwork with the other colleges to use across Cumbria it has been really useful to discuss this at our regular meetings and share and learn from each other.  In terms of learning I think it is important to do some baseline assessment as we did with our skills audit as this provided us with the areas that we needed to focus on in terms of skills gaps for staff .This then allowed us to tailor the training to this and then when re-visiting at the end of the project it was reassuring to see that we have made significant progress .I think it has also helped as we have really engaged with staff from the outset and due to the circumstances at the college (redundancy) staff have seen the training as an opportunity to upskill for the benefit of our students but also to help them prepare to move onto to other colleges where they will be able to demonstrate their new enhanced IT skills . |