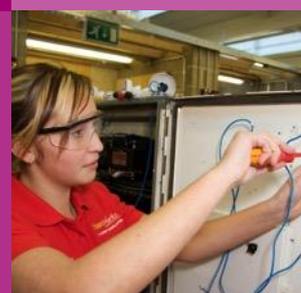


PROCAT

PROSPECTS COLLEGE OF
ADVANCED TECHNOLOGY



Key lessons learnt during the first year of introducing a Digital Learning Strategy



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1: THE FELLOWSHIP PROCESS

- Seeking external funding to address a designated need provides a valuable, focused resource. The role of the Fellow has undoubtedly helped us to drive our initial vision forward, providing a momentum and energy to operationalise key objectives that have supported whole organisation change.
- Practice needs to be embedded through processes that move beyond the impetus of one individual. We focused the work of the Fellow on supporting key staff and students. It was proven that a higher level of faculty head support was vital to embedding and sustaining the process.

2: BUILDING SUSTAINABILITY

- We are on a three year journey and have spent time in year one refining and agreeing our vision and underlying principles for developing and embedding learning technologies across the organisation. This is vital because as we have come up against some inevitable bumps in the road we have been able to return to our vision and principles and use these to inform changes in our methodology.
- You need a sound base to create the conditions where innovation can be sustained. The Digital Strategy helped us to do this, setting out strands of activity that have developed the Information and Learning Technology (ILT) literacy of students, employers and staff. The integration of core ILT competencies needs to be embedded first from which innovation can then grow.
- Any Digital Strategy needs to sit as a designated workstream within the organisation's overall business plan with funding attached to it. Historically we as an organisation have funded the replacement of core ILT equipment and then looked to grants to support any enhancing activity – we now recognise that to secure sustainability we need to address and plan for both.
- Sustained change is based on developing both the technology skills required and the behaviours needed to support that change. It is vital to bring students, staff and



employers along with you by consistently highlighting the benefits to learning that technology can provide.

3: HARNESSING THE VOICE OF LEARNERS

- Learner forums provide a valuable means to both confirm and challenge a vision for change. They were instrumental in shaping the focus of our work and added pace to the implementation of some ideas we had considered but put on hold e.g. the introduction of the bring your own device (BYOD) strategy

4: SECURING 'BUY-IN' FROM STAFF

- The practitioner led projects that we introduced have been valuable in securing 'buy-in' from some key members of staff. We recognised that we had to allow those staff who would engage with learning technologies to run ahead and bring others with them. These staff are now the 'champions' who will enable us to spread the elements of effective practice that have been identified across the organisation in years 2 and 3 of our plan.
- Lots of smaller practitioner-focused projects can generate real momentum and bridge the sharing of practice across vocational areas and teams.

5: WORKING COLLABORATIVELY WITH EMPLOYERS

- As a college we are functioning in a demand-led environment where employers are increasingly becoming more discerning about the training they will purchase. Building relationships with both local and national employers has been key to ensuring that we purchase industry standard equipment that meets their needs. In addition by listening and collaborating with employers we have designed training that equips our students with the practical skills and technical knowledge necessary to become industry professionals.