

FINANCE & GENERAL PURPOSES COMMITTEE REPORT

Subject: ISLT Strategy Implementation Report	Purpose: For Approval <input type="checkbox"/> For Discussion <input checked="" type="checkbox"/> For Information <input type="checkbox"/>
Prepared by: Hazel Robertson	Date: 10 September 2020
Purpose: To provide members with an overview of activity relating to ISLT since the last meeting.	
Linked to Strategic Goal: We will take a leading role in enabling an inclusive, resilient and sustainable Scotland	
<u>Executive Summary</u> Even though we have not been on campus from mid March to mid August, there have been some significant progress on strategic priorities and in response to COVID19. <u>3 year Digital Delivery Plan</u> The first year of the digital delivery plan has been completed and we have implemented additional projects relating to the learner journey: <ul style="list-style-type: none"> • Online enrolment • Online induction module in Moodle • Following a survey of 2020/21 students digital requirements, we purchased a further 150 student loan laptops and fund data packages as required. • The replacement of Apple Macs was accelerated. <p>The 2020/21 plan includes replacement of the website, a critical communications tool. Added focus will be paid to employer and other stakeholder requirements.</p> <u>SOSEP Learning and Skills Network</u> In addition to the spokes within our campuses, we funded creation of digital spokes in the majority of the secondary schools, business (Farne Salmon, Eyemouth Marine), and community (Heart for Duns, Innerleithen, Newcastle) spokes. Unfortunately, the installation of these could not be completed by end July 2020 due to the Covid-19 lockdown. Installation and commissioning is now progressing in all areas. Delivery from the spokes commenced with Higher Psychology. A programme of joint delivery has recently been announced with Dumfries and Galloway College.	
<u>COVID19 preparations</u> In the week prior to lockdown, the team rolled out Virtual Private Network (VPN) to enable staff to have access to their desktop and systems from home. Staff were encouraged to take home IT equipment that they would require to work from home.	

Once lockdown started to ease we operated a delivery service for computer tables, chairs, screens, mouse, keyboard and a small number of table top printers.

Given the continuation of working from home we will assess who still requires VPN.

Digital Transformation Programme

Borders College commissioned a local company, Agenor, to lead a Digital Transformation Programme. Work commenced in June 2020 in three phases:

- Phase 1 Discovery. This will present the “as-is” state.
- Phase 2 Design. In this phase we will reach agreement to the future state design. This will include consideration of working with partners to share risk, maximise opportunities, and share cost and resources.
- Phase 3 Delivery. This involves implementation of the desired future state.

We have received and approved the Phase 1 report. The report identifies four priority areas: infrastructure (including moving to Cloud solutions), MIS, VLE and finance. The taskforce to drive Phase 2 forward is being formed. The report on Phase 2 is due in December 2020.

The Phase 1 report has identified areas for improvement, which we will take forward alongside the design work. This includes back up and disaster recovery, policies, programme / project management, and service management.

Taking this forward as a priority will mean that we need to be robust in our consideration of other activity.

Digital Ambition

The national Digital Ambition is in the final stages of approval and will be supported with a suite of documentation to assist in local implementation. The digital roadmap in particular will be helpful to influence digital learning strategy, set targets, and to focus the work of the new Digital Learning Forum.

The Head of ISLT and the Assistant Principal have worked on a matrix of roles required to support digital learning. Refocusing our approach to staff training and development will be crucial.

Consultation on our Strategic Ambition stressed the need for investment in this area.

Summary

The Appendix provides more detail on the areas progressed in 2019/20. It has been a strong year for the team in relation to the operational plan for digital delivery, and implementation of the LSN.

Progress in the last two years has placed us in a good position for working and studying from home.

Having addressed these essential priorities means we are now in a good place to take a more strategic approach, through our Digital Transformation Programme, application of the national Digital Ambition and creation of the new Digital Learning Forum.

Recommendation:

Members to seek clarification on any aspects of the report, and note the considerable progress made in the last year, the establishment of a Digital Transformation Programme, and the strategic direction provided by the new national Digital Ambition.

Previous Committee Approvals:

Nil

For publication ☒

For publication with redactions ☐

Not for publication ☐

APPENDIX 1 ISLT Strategy Implementation

INTRODUCTION

This paper updates the Committee on progress in implementing the College's ISLT Strategy.

BACKGROUND

In 2019 we used a programme of engagement to develop a new three year Digital Delivery and Development Programme. This programme aligns ISLT strategy work closely with curriculum delivery. A tool called logic modelling (sometimes known as outcome based planning) was used to ensure that the Delivery and Development programme is firmly linked to the delivery of short and long terms outcomes of the college. As a result the action plan is presented in the following workstreams.

Workstream	Components
Operational solutions	Software systems and processes Support for staff to maximise use of technology – advice on design Supporting communications processes (eg Microsoft teams)
Platform	Organisation of materials to assist operational delivery Virtual Learning Environment (Moodle and other tools) Storage and communications (shared drive, intranet)
Infrastructure	networks, servers, desktop, mobile, AV and communications technological capacity Wireless network, UPS, back up, disaster recovery, campus connectivity.

In addition, this is aligned with a digital learning strategy.

STRATEGIC PLANNING

The significant priorities for 2019/20 were to:

- Continue roll out of digital spokes with phase 2 targeting business and community provision;
- Review of attendance management requirements so that we can establish digital priorities to enable effective support to be in place for students;
- Continue to develop management information in relation to students tracking and monitoring, again enabling effective support to be in place for students;
- Review of the implementation of online admissions, bringing the project to an official close;
- Implement a new e-portfolio solution (Smart Assessor) for the business development unit and potentially curriculum areas;
- Continue to provide student and staff devices to meet demand in as efficient a manner as possible;
- Upgrade our identity management system to enable full roll out of Office 365;
- Implement web filtering to increase our safeguarding arrangements for students;

- Upgrade the finance system to ensure it is a fully supported system and that we maximise the use of technology and thus improve efficiency and effectiveness of financial processing and financial management.

Following further consideration of our priorities, we also agreed to implement on line enrolment for all students, and on line induction for academic year 2020/21.

In addition to the above developmental projects the team procured replacement Multi-Function Devices, with the change over of devices taking place over the summer of 2020. In line with our Sustainability Plan we will implement a paperlite culture, which will be enabled by making dramatic changes in the availability and use of MFDs.

Following a visit to Heriot Watt University by Head of ISLT and Learning & Teaching Digital Facilitator and myself we were very impressed with the way that they describe their strategic context for digital transformation and delivery activity. They have a simple one page diagram that sets out their digital ecosystem and all its elements. They have a regular meeting across all three campuses where teaching and support staff and students are represented. It is widely regarded as a very effective mechanism to enable change. Following this meeting the VP Curriculum and Student Support has developed a one page mind map of the Digital Learning Strategy which will form the basis for action planning through a new Digital Learning Forum.

NATIONAL STRATEGY DEVELOPMENTS

As part of the engagement process for development of a national Digital Ambition Strategy, Borders College hosted an event on 30th October. The workshop was very well attended by a wide mix of staff and students. I received feedback that people have found the workshop helpful and thought provoking. This workshop along with five others will feed into the development of the strategy. I am member of the working group for the strategy (as the finance rep for the College sector).

The National College Digital Ambition has now been agreed and the group has been reformed to take forward implementation planning based on the digital ambition and the current COVID situation. The sector have agreed three priorities around digital pedagogy, technology, and training. In order to progress these a digital baseline survey has been compiled by all Colleges. A digital road map has been developed which will be very helpful in informing local priorities.

IMPLEMENTATION UPDATE

OPERATIONAL SOLUTIONS

Amendments to systems have been identified and implemented as required, by our in house developer. This has allowed the implementation of two week reports on attendance, which greatly assists curricular staff to identify students who require additional support. One week reports are also been developed. Registers have been updated to record different types of attendance.

Our developer and MIS Manager have been on training for Power BI, one of the Office 365 tools. Effective implementation of this will greatly enhance our data analytics and reporting. Commencement of roll out of this tool has been delayed due to priority work on completing the Smart Assessor implementation, Identity Management implementation, UnitE upgrades and assisting with students returning to college. Plan to be created to ensure we take advantage of this solution based on priority and capacity within the team.

The review of mainstream admissions has been completed.

The Head of MIS, following a visit to West Lothian College proposed bringing the on line enrolment project forward a year, this to be achieved at no additional cost to the College, due to the help of West Lothian College, the use of in house developer and MIS manager, and the use of pre-purchased support/development days from the supplier. The 'go-live' date of July was met and the system is now functioning well. At present, online enrolment is only available to students who apply through our online admissions system.

We developed a proposal for the introduction of Smart Assessor, a new e-portfolio solution; this proposal was approved by BFET for funding. The implementation went very well and the system went live in April 2020. Smart Assessor was implemented just as lock down began and there is no question that it enabled us to continue to engage with students, sign up new students and work with employers using the inbuilt functions of the system. Smart Assessor is a paperless system that has enabled integration with some of the college systems and allowed continued communication with other departments in a way we didn't have before. We are more easily able to track student progress, monitor reviews and generate reports for employers as well as provide our awarding body with information when required.

The upgrade of the Identity Management is complete, and was a significant enabler for the move to implement Office 365 and the wide range of collaborative tools that are part of this package. Migration of exchange email accounts to Office 365 is now complete.

The finance system upgrade completed in August which was a delay from the original May completion date due to additional testing time requested from vendor. The upgrade provides a resilient solution but does not contain any material new functionality. This system is still old fashioned in design, process flow is lacking in automation and service user functionality is poor. It will require replacement.

The web filtering application configuration is complete.

PLATFORMS

The first element of curriculum delivery through the digital hub and spoke model commenced in October with Higher Psychology to two of the phase 1 spoke sites. Feedback has been received that the digital delivery is excellent. We have worked with employers and community groups to develop plans for round 2 spokes. We have progressed to implementation phase with Farne Salmon, Heart for Duns and Innerleithen Church of Scotland. Digital Spoke equipment has been installed at Farne Salmon, A Heart for Duns and Innerleithen Church of Scotland with planning underway for further spokes at Newcastleton Community Center and Eyemouth Marina. Work to complete a spoke in Galshiels Academy is scheduled for the end of September.

Our iLearn room is staffed by the Independent Learning Facilitator (Keith Nairn) who brings substantial experience to this role. The purpose of the room is to provide an environment for self and group study outwith the classroom but using mobile devices. There will be a combination of student walk in and group work. This could be student led study or by the direction of teaching staff for independent online learning. Usage of the facility steadily increased since opening, and feedback is very positive. We will work closely with the library to make sure that the two services are complimentary. Following feedback from students we have changed the seating arrangement and installed digital screens for the booths and for the room as a whole. Current access to the on campus service is not allowed following

COVID 19 restrictions, however the ILF has continued to give online support to students and staff with O365, Moodle and Blended Learning Consortium materials.

The Office 365 programme gives us a great opportunity to redesign business processes and provide guidance to staff about how we expect them to use the available functionality. A significant number of staff have already been using various parts of the package and their learning will be an important aspect of informing the implementation plan. An exercise has been undertaken to scope out the elements of Office 365 which will give the greatest impact to the College. Given the current COVID19 pandemic usage of Office365 and in particular Teams has accelerated.

The Data Protection Officer and the Head of ISLT are working towards creation of a data retention schedule. This will build on the information on data retention already captured in our Article 30 registers. Data Retention Policy is planned for completion at the end of September.

INFRASTRUCTURE

The Head of ISLT developed a paper which brings together all aspects of “A digital device in every students’ hands”. The SLT have approved guidance to be available to students on using their own devices. This guidance will be available to students as part of the applications process and support will be available to students who have difficulty in sourcing a device. One of the remaining constraints is that our systems are not always conducive to use on android or apple devices.

Due to Covid19 and the impact it has on students being able to study from campus we have provided 150 additional laptops provision for any student who requires a device to study from home. Apple devices have also been made available for students on Art/Design courses as these require specific hardware/software.

We implemented a laptop locker safe system in the foyer of the Galashiels campus. Since its introduction we have had very positive feedback from students. It also reduces the amount of ISLT and teaching staff time to operate a manual system. BFET approved a bid for more lockers at Galashiels and a locker system at Newtown St Boswells. We will be implementing this once we are back in the college following on from the Covid19 pandemic.

Planned activity to upgrade windows 7 and roll out staff laptops is progressing to plan. We will consider a proposal in September for removing the majority of classroom based desktop devices within SBC to reduce fixed workstations and promote the use of students own devices.

We have been able to accelerate the replacement of apple computers in the Graphic Design area. This takes some pressure off our financial plan for 2020/21.

STAFFING

The Head of ISLT and the Assistant Principal (Jayne Gracie) worked together to develop a proposition for the support required to support digital delivery of the curriculum. This has allowed us to move forward with recruitment of two e-learning specialists. One of these is now in post (Alba Mateo) and a re-advert is going out for the second post. We are also looking to develop arrangements for a “bank” of e-learning specialists as the demand for this type of role may continue to outstrip the supply.

The Head of ISLT and AP are now working on a staff matrix in order to define roles within both areas to provide clear understanding of responsibilities. This will also ensure there is sufficient overlap to build in some resiliency. As part of this matrix we are also looking at the AV Support role as we feel this role has a critical part to play supporting the development of curricular material, maximising the use of available technologies.

We have recruited a Web Services Admin Graduate Apprentice (Harry Webb) to replace the part-time Instructional Designer who left for a promoted post in HWU.

LOOKING FORWARD

2020/21 has seen a substantial body of work undertaken to upgrade our infrastructure, address the issue of student devices, and implement improvements to our operational solutions. We have exceeded the expectations in our operational plan and this has enabled us to be in a strong position to support the 2020/21 academic year under the COVID19 constraints (and opportunities).

Undertaking a strategic review is critical to help us determine our approach for next year and future years. This will involve considering whether we continually incrementally improve our operational solutions or whether it is possible to take a longer-term approach. Inevitably funding, staff training and resourcing will be major factors.

The College have engaged a local company, Agenor, to lead a Digital Transformation Programme. The programme comprises three phases:

- Discovery – an honest and open assessment of our current “as-is” state.
- Design – reaching an agreed position on our desired future state
- Delivery – implementation of the desired future state

The design phase has completed and recommendations have been agreed.

- The overwhelming assessment of our current state is that it is clunky, dated and disconnected. Staff expend a great deal of energy on making fixes and incremental improvements.
- The College does not have a medium / long term strategy for the infrastructure or applications.
- Improvements could be made in our project management arrangements and in service management
- Backup arrangements require priority review, risk assessment and business continuity testing.

A Task Force involving curriculum, ISLT and MIS has been commissioned to develop the future state vision. This will focus on the following areas:

- Infrastructure (potential to implement a cloud based solution)
- MIS
- VLE
- Finance (time and resource permitting).

This task force will report in December with a view to commencing delivery phase 3 in January 2021.

We will be contacting other institutions who may wish to work with us on this future vision, thus spreading cost and increasing resilience. We will also be in touch with SFC, with an interest in sector wide discussions and developments.

FINANCIAL IMPLICATIONS

With the effective use of different funding streams from SFC and the funds from BFET we have over delivered on our digital development plan for 2019/20.

Significant enabling funds from South of Scotland Enterprise Partnership enabled the establishment of the South of Scotland Skills & Learning Network across Borders and Dumfries & Galloway.

In this year we need to set aside resources for Implementation of the outcomes of the Phase 2 design. Other than necessary funding for devices, back up solutions, and cyber essentials, the only material project which we intend to fund in 2020/21 is a replacement website. This is critical to both student recruitment and engagement, and employer engagement.

RISK COMMENTARY

A cyber risk technical assessment is nearing completion, and we are in the final stage of our renewal of cyber essentials. A verbal update will be provided to the meeting and the findings of the reports will be provided to the Audit Committee.

The Data Protection Officer will be promoting Data Protection By Design and to the use of Data Protection Impact Assessments. She is also working with the Head of ISLT to develop data retention schedules.

HEALTH AND SAFETY

We have engaged a company to support us with Display Screen Assessments, both at home, in the office, and in transporting IT equipment between home and work.

SUSTAINABILITY

Implementing a paperlite culture will be a significant project within our Sustainability Plan going forward. This can be enabled through effective use of technology, applications such as Smart Assessor, and infrastructure such as reduced use of multi-function devices. This will be a key project within the Carbon Management Plan 3 which the Estates Manager is currently developing for approval by the Sustainability Committee. The Head of ISLT has led the replacement of our multifunction devices which has a near 50% drop in the number of devices.

EQUALITIES

We have recognised the requirement to include equalities assessments as part of scoping any new projects.

CONCLUSION

Borders College continues to implement an ambitious programme of improvements in the use of technology to support and enable digital delivery to students, to improve operational solutions and to provide more robust platforms and infrastructure.

The Digital Delivery and Development 3 year programme and supporting approach to programme management is proving to be an effective way to manage priorities and deploy money and resources.

Funding remains a potential constraint and consideration of collaborative approaches to IT infrastructure and platform are essential going forward.

The Digital Transformation Programme is vital to our longer term success.

Hazel Robertson
Vice Principal – Finance and Corporate Services

10 September 2020

APPENDIX 2 – DIGITAL DELIVERY AND DEVELOPMENT PROGRAMME

	Status	Budget			2019/20												2020/21												2021/22											
		2019/20	2020/21	2021/22	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Jul	
DIGITAL DELIVERY - OPERATIONS																																								
Review of attendance		0	0	0																																				
Management information relating to students progression – monitoring and tracking		0	0	0																																				
Review of mainstream admissions		0	0	0																																				
Online applications/payments from employers		0	0	0																																				
online enrollments		0	0	0																																				
Eportfolio (year 1 funded by BFET)		0	0	0																																				
Identify management system upgrade		65	0	0							65																													
Finance system upgrade		23	0	0							23																													
PLATFORMS																																								
Digital Hub & Spoke room installations		0	0	0																																				
Staff intranet / wesite refresh / people finder / Office 365 communications/ student portal		0	0	0																																				
Helpdesk across all College services		0	9	0																9																				
Create a data retention schedule		0	0	0																																				
INFRASTRUCTURE																																								
Personal device in every students hands		22	19.2	19.2		22										19											19													
Staff laptops roll out		64	64	35		16				16				16		16			16			16			16		8													
Windows 7 upgrades		42	50	52.5		42										50																								
Apple MAC Replacement		27.6	14.4	0						28						14																								
Infrastructure/Server/Storage replacement		0	0	0																						X														
		243.6	156.6	106.7	0	0	80	0	0	0	81	51	0	0	16	0	0	0	16	9	0	16	0	0	16	0	27	0	0	0	0	0	0	0	0	0	0	0		