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| “I found the parts about funding, ID and downloading the different software particularly useful.”  "Such a good tool. It can be hard to cover everything in the 1hr a week Guidance Sessions, and having this resource is very helpful for students to work through during study slots and ensures important information isn’t missed by the tutors. “  Evaluation and feedback will lead to improvements, year on year | Students can access the resource at any time, not limited to induction| Local centres can personalize information | Video clips enhance written content| Staff found it a better way to disseminate key information | Ensures consistency, and helps prevent important information being missed Brightspace Induction ModuleArgyll College UHI & West Highland College UHI W | **Goal:** To develop an innovative, personalised Brightspace Induction Module which would meet the need for a new approach to college student services inductions for 2020/21, due to Covid19 restrictions  **Submitted by:** Lesley Hawkins (WHC), Anne-Maree Dykes (WHC), Liz Richardson (AC)  **Project:** The creation of an online module which would replace face-to-face inductions and include information about student services as well as covering centre specific orientation, to be undertaken a week before teaching begins. **Benefit to:** All students and staff   |  |  | | --- | --- | | ****Key message: Provide students with a full online induction**** | | | Adapt existing materials and produce new materials to populate a specific Brightspace module | | | Replace traditional face to face inductions, to be used during events such as the Covid19 pandemic but also for distance learners | | | Utilise cross-partnership skills which will result in a more resilient and creative development team for the project | | | Inspire staff to contribute to the project, with a partnership-led approach | | | Ensure the resource is highly accessible with the potential for future enhancements, to be used by students on an ongoing basis | | | **Project delivery** |  | | A member of staff with strong Brightspace skills was identified, to lead the initiative | | | Consideration was given to the information required by students at induction, with material gathered from a widely dispersed spread of staff and centres | | | The resource took just over 6 weeks to develop, which included interactive quizzes and recap materials | | | Care was taken to ensure videos and documents had the same consistency and branding, as well as meeting student needs | | | The resource will be useful for partners with distributed rural centres, and has the advantage of being available 24/7 for students to refer back to | |   **Impact:**  A large majority of students accessed and engaged with the resource, with 94% of those agreeing it contains useful information. Students who accessed all of the areas also had less problems and/or queries. Teaching staff meanwhile found it a useful resource to signpost students to. |