

Quality Matters

For the teachers of the LTE group

The Manchester College, UCEN Manchester, Novus, Novus Cambris, Total People, MOL



In this Q Magazine remote learning special ...





6 - Thinking time helps students develop higher quality responses



Welcome to Q

John Evans

I would like to welcome all our teachers to this Q magazine remote learning special.

It's already a cliché, but these are unprecedented times. Most of you have been forced to move and adjust to 'emergency remote learning' overnight, even though teaching would not be high on anyone's list jobs or professions we felt could be done from our homes. It's certainly not why we came into this profession. Teachers tend to enjoy being in the company of students and thrive on experiencing the 'buzz' of learning occurring in classrooms and workshops.

Many of us (and the same applies to our students) are facing challenges outside of work due directly to the pandemic or the testing personal situations responses to the pandemic have created for us. Staff surveys clearly indicate that simply working from home alongside managing a host of other demands on our attention and time can be extremely challenging. Providing good

teaching, learning and assessment in these circumstances needs us to be superstars.

There are usually some positives in every crisis and the pandemic has triggered the revolution in digital learning that is, in all honesty, overdue in the College. It might feel at times as though we are flailing around in largely unknown and certainly uncomfortable territory; we are definitely in 'catch up' mode right now. Support is available in the Learning Technology Support section on Hub (under the Resources tab) and we are busy rolling out training in all aspects of using Microsoft Teams. We are gathering intelligence from teachers through the new Quality Voices meetings and directly from students to inform CPD priorities and how best to shape the training. You can also email us at Quality@ltegroup.co.uk to share your own thoughts both on this publication and what support you feel would be most helpful.

Teachers tell us they have been using a range of different models during lockdown, from trying to reproduce a full timetable via 'live' lessons through to wholly pre-recorded content and even 'print and post' where it is felt the most appropriate or only viable option because the students have insufficient access to IT.

This edition of Q is our attempt to capture some of the good practice emerging through trial and error and teachers listening to their students. We also highlight the valiant efforts our teachers are making in going 'above and beyond' in order to help students who are struggling to cope with lockdown. This is student-centred learning at its very best.

When we asked teachers to share what was working well for them, we had a great response. Colleagues have been generous with their time, talking at length to our team of Advanced Practitioners and showing a real enthusiasm for helping fellow teachers as part of a wider community of practice.

Many students feel very positively about

how well teachers have managed the move to lockdown learning and are keen for some elements of online learning to continue in the future. They have enjoyed the greater flexibility it allows them, such as the ability to mix synchronous activity ('live' learning with others) and asynchronous activity (usually self-paced learning without 'live' interaction with the teacher or peers). They have enjoyed the guest spots some teachers have created for industry experts, been encouraged to engage with creative challenges and showcased their work via social media platforms.

This edition of Q focuses on TMC and UCEN Manchester, but it's hopefully of interest to colleagues responsible for teaching and training across the Group. I hope you find it an interesting and helpful read.

John Evans,
Vice Principal Quality and Standards



Best practice in online learning

Michelle Fletcher



Michelle Fletcher, Assistant Principal Quality and Standards, shares her reflections on what 'best practice' in remote learning looks like

If there is one thing for certain in relation to 'best practice' in remote learning, it is that we have no definitive idea what it looks like! And this, for now, is the consensus out there in the field. It is too early and we are on too steep a learning curve to be in a position to write a set of defining standards or criteria by which to evaluate and support the development of remote learning. Any attempt to do so now would be premature, it would risk pigeon-holing pedagogy and would clip the wings of creativity. That said, and considering there is a likelihood of continued remote learning to some degree for some time yet, there is scope and merit in shaping a broad-based holistic and generic set of overarching key principles to guide discussion and reflection. This will allow us to take stock of where we are and where we may need to go next. To miss this opportunity for meaningful and sustained

professional development would be equally short-sighted.

It is too early and we are on too steep a learning curve to be in a position to write a set of defining standards or criteria by which to evaluate and support the development of remote learning.

Vance Adair's article 'Panic pedagogy' (see below) prefaces and informs the thinking around these key principles from his perspective as a Head of Department (Quality) at The Manchester College. By distinguishing 'emergency remote teaching' (ERT) from 'online learning' he reminds us of the importance of flexibility, language use, guidance and a framework that can bend and shape over time as we and our students become more proficient, confident and

with fellow professionals, trawled Twitter, sat in on Zoom discussions with educators nationwide and read numerous articles and blogs. I have even attended webinars showing what American universities, adept at providing remote learning experiences, have adopted as their key principles when evaluating the quality of such provision.

However, my most enlightening moments to date have come from my own home, specifically by being in the privileged position of sitting in on countless online lessons and witnessing first-hand the affective, behavioural and cognitive processes that my own teenage daughters have experienced (to a greater or lesser degree) during this huge change to their ways of working.

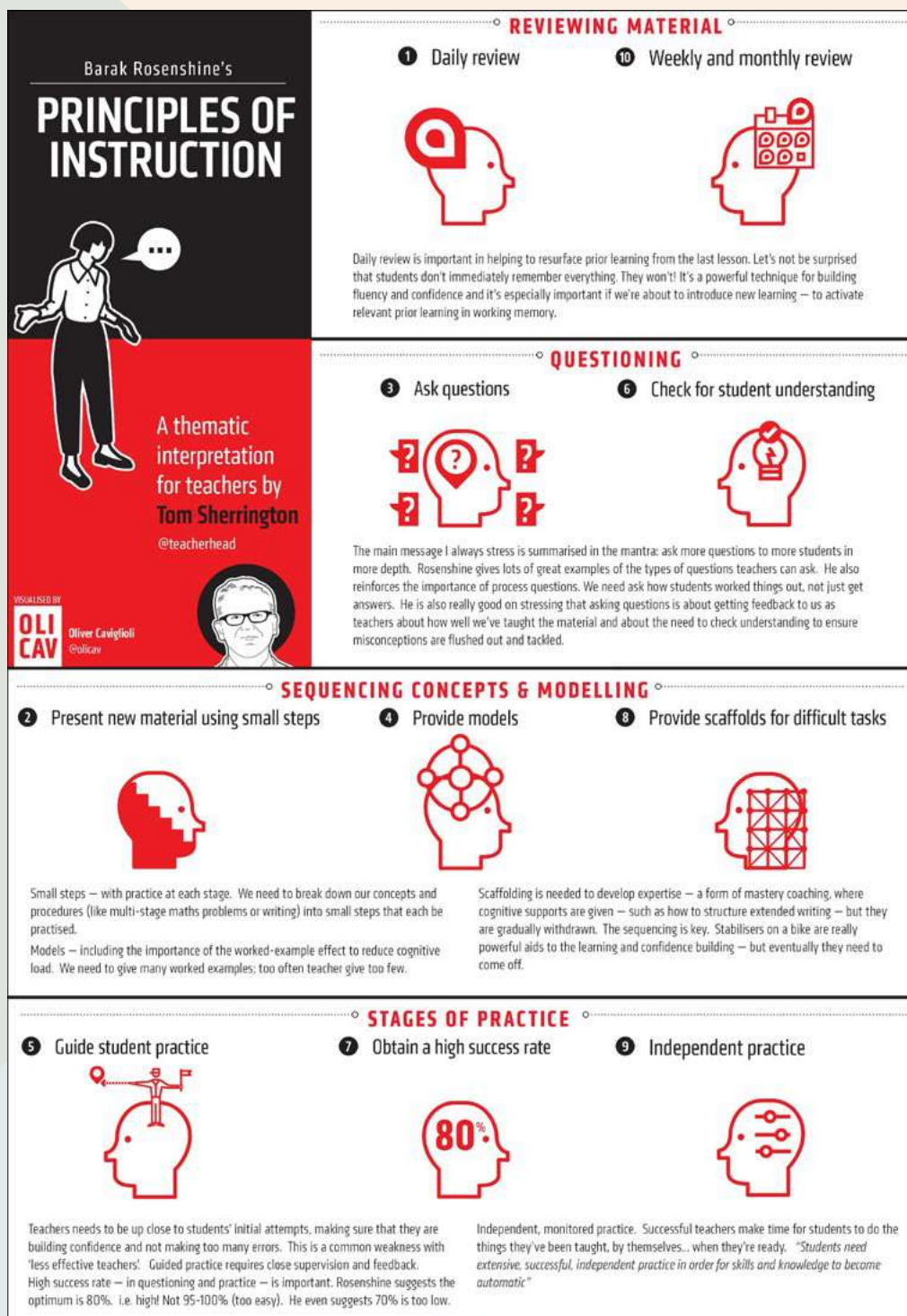
Since the start of lockdown, I have seen them transition from being the panicked recipients of emergency remote teaching in week one to a more settled and composed learning experience in week nine. Admittedly my observations have been restricted to Microsoft Teams lessons used alongside emails, web-based platforms (e.g. MathsWatch) and a Moodle-like VLE. Nevertheless, the insight this experience has afforded me chimes strongly with the research and emerging evidence as to what the key principles underlying 'best practice' in remote learning may be. The table below illustrates what observing remote learning from the student side is telling me compared with what the 'experts' are suggesting.

<h2 style="text-align: center;">Key Principles in remote learning</h2>	
What observing remote learning has told me...	What the 'experts' are telling us about remote learning...
It is hard for them not having the teacher in the room to ask when they are 'stuck'...	Allocate time for feedback and to create avenues of access to the teacher; be that online via chat boxes or learner/teacher forums or with planned phone calls/emails etc.
It is confusing for them when they are unsure of what they must do and by when...	Communication for learning has never been more important, especially without the ease of repetition afforded to us in the classroom. Verbal and/or non-verbal information, interactions and instructions must be detailed, clear and easily understood (e.g. avoiding jargon, accessibility of language used and subject specific terminology).
It is hard for them to keep up when they get given too much new information at one time...	New material should be presented in small steps with time built in for students to practise essential skills and develop independent learning habits. Practice and repetition can be encouraged through the initial scaffolding of tasks (e.g. sentence starters, check lists), moving towards more independent approaches as confidence builds i.e. metacognition (learning to learn).
It is frightening sometimes, for example when they are asked to share their screen, but nobody has told them how to do it...	Orientation and familiarisation are critical to building student confidence and maintaining engagement, be that with the technology or the 'rules' around the learning. Avoid assumptions (just because they are can use social media, it doesn't mean they can navigate learning platforms with equal ease). Taking time to check in and upskill students where necessary is vital in creating a safe space for learning to happen.

They miss breaks and talking with friends...	Plan for ways to encourage and build class community whether through online or other forums. Acknowledge that remote learning can be lonely and find other ways to encourage interaction (e.g. through breakout rooms) and to build students' confidence in new ways of working and learning.
They like it when information is written down as well as told to them...	Where possible, use a mix of different media to share the same information. Repeating key knowledge in different formats supports learning e.g. an email to follow up a voice call, a voice over PowerPoint, an online Teams lesson using a Word document alongside verbal instruction/information.
They like lessons better when the teacher's voice is more interesting...	Where verbal input is used, use an effective facilitative presence and be aware of the 'online voice ', taking note of pace, pitch, volume and tone to maximise engagement and progress (also applicable to recordings and phone calls).
They like it when teachers try to use the same games and activities as in class like bingo for vocabulary and Quizlet Live in a Teams lesson...	Provide a diverse range of materials/activities that can accommodate different learning preferences (appropriate for the level while still flexible enough to promote stretch and challenge) and optimise learning, i.e. the most suitable activities to meet the planned learning objectives/outcomes.
They want to know what they are going to be doing today and how that 'goes' with what they did last week...	Use learning objectives that can be communicated in clear student-focused and student-friendly language and set in the context of the topic/module and overarching aims and outcome verbally, visually and as part of clearly constructed learning materials and resources. Share student-friendly programme plans and overarching schemes of learning so students know where they have been and where they are going next.
They do not like being ignored when they put their hand up...	Provide CPD and training opportunities to give teachers the confidence to adopt different approaches and develop the skills needed to manage the multiple demands of online platforms.
They want to see other students' work to help them...	Scaffolding and modelling are central to student progress, including the use of many examples of students' own work/ exemplar work .
They want to know how well they are doing...	Provide students with access to regular feedback and improvement points, build in plenty of questioning opportunities and use responses to promote wider learning. Use other forms of assessment and feedback as applicable to the platform, learning objectives and course content/design.
They can tell when teachers have planned their lessons and practised the activities beforehand...	Planning inclusive learning and practising with new modes of delivery has never been more important and could include some of the following examples: sending resources and tasks to students in advance of the learning episode; ensuring students have access to the platform being used and the skills to use it; designing resources that are of high quality (adapted if necessary) and directly relevant to the learning episodes that are well-planned and clearly structured.
They want teachers to control the chat box: <i>"Don't allow my classmates to be silly or to answer instead of me if you have asked me a question..."</i>	Students need to know what is expected of them when undertaking learning activity (e.g. they know the protocol around mute facilities and chat boxes, or around how and when to contact the teacher by phone) and are thereby provided with a constructive space for learning.
They like remote learning but prefer the classroom by miles!	The benefits and impact of face-to-face learning are still evidenced as being far greater than remote learning.

Even though it may be a small sample size, the table shows that the reality of my daughters' learning experiences aligns closely with the much wider, scholarly, evidence-based suggestions (and no, I did not tell them what to say!). They particularly align with the much appraised Rosenshine's 'Principles of instruction' (B. Rosenshine; IAE, 2010) and the more recently publicised 'Rosenhine's Principles in Action' (T. Sherrington; 2019)

which I would highly recommend as a very teacher-friendly text distinguished by its common sense guidance and evidence-based practices (equally transferrable to any type of remote learning). His grounded, simple, and accessible principles have been a godsend for me over recent years, not just when working with trainee and newly qualified teachers, but for all of us irrespective of how long we may have been teaching.

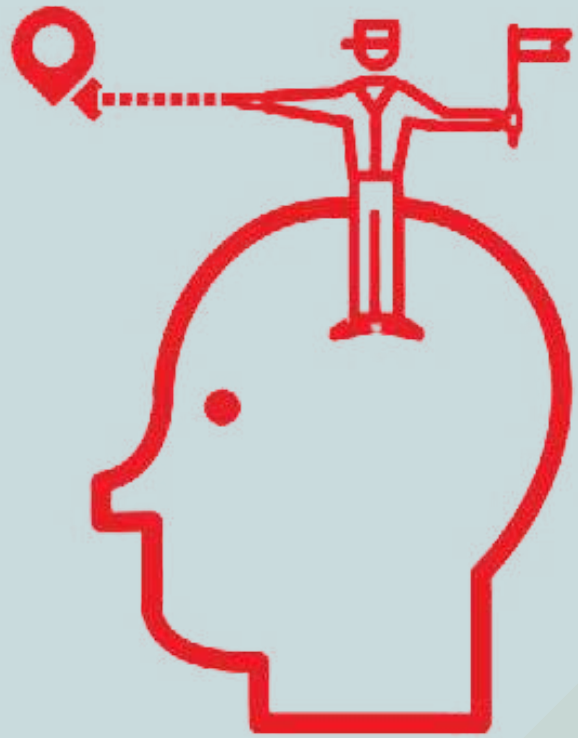


And finally, I'd like to share some recent findings from the Education Endowment Foundation's rapid evidence assessment looking at the existing research to support remote learning.

Five key considerations for education and training providers emerged:

- Teaching quality is more important than how lessons are delivered
- Ensuring access to technology is key, especially for disadvantaged students
- Peer interactions can provide motivation and improve learning outcomes
- Supporting pupils to work independently can improve learning outcomes
- Different approaches to remote learning suit different types of content and students

([Rapid evidence assessment paper](#); EEF April 21st, 2020)



Next Steps

So where to now?

What next in the quest to identify a set of overarching key principles to guide us towards best practice?

We need to consult with each other, and with our students. We need to trial our ideas and learn from them. If there's one key message that has come out of this exercise so far for me, it is that we absolutely have to listen to the students in our classes (remote or otherwise) and hear what they are telling us about their learning. We must also provide opportunities for teachers to talk about their remote learning practice (challenges and epiphanies) and to develop further. That is the only way we will design and deliver truly inspirational remote learning experiences in this new hybrid world.

Watch out for the Quality Voices forums that are happening over coming weeks; get involved, give us your views, let us know what your challenges, opportunities and needs are.

Tell us about your reality.

Just as our teaching, learning and assessment methods are having to change, the way we evaluate and develop teaching, learning and assessment must also change. Agreeing on a set of key principles for remote learning at The Manchester College and UCEN Manchester is as good a start as any. I am really excited about the potential and possibilities that this brings, but only if we do it collectively. So talk to the Quality Team, speak to your colleagues and managers, join in a Quality Voice forum and let's be amazing together.

Panic pedagogy: remote teaching and the perils of 'online learning'

Vance Adair



The COVID-19 health emergency has meant most education providers have transitioned to a model of remote teaching delivery in an effort to sustain engagement in learning. Staff have had to demonstrate remarkable agility in a change that has been almost instantaneous. Conversations with teachers reveal that emergency up-skilling has been so intense that attendant 'learning curves' are now at an altitude so vertiginous that 'steep' is no longer an adequate description. Similarly, terms which only a few weeks ago had their currency confined to specialised discourses have now become the lingua franca of high-octane discussions about how to further develop the skills and expertise of teachers as they prepare for a new session of remote teaching.

Inevitably, attention is beginning to focus much more around ways that organisations can begin to formulate an evaluation framework to help measure the success of remote teaching that, to quote another neologism, is likely to become the 'new normal' for the majority of our teachers.

There is, though, another pandemic in the making. In the often jargon-fuelled environment where I work as a Head of Quality, references to differentiation and objective setting are slowly being supplanted by the giddy delights of unpicking the distinctions between 'synchronous' and 'asynchronous' learning. While in some respects this is encouraging, there is an accompanying fuzziness about how we talk about what our teachers are trying to do and how we can be positioned to support them to do it better. Like many others I have found myself unwittingly using a potpourri of terms when I am highlighting teacher successes or skills gaps that have emerged during lockdown.

'Digital learning', 'distance learning', e-learning' and – most frequently and most contentiously – 'online learning' have been used variously and imprecisely.

The move to remote teaching has provoked a number of ambitious claims about the transformative impact it is likely to have, both on perceptions about the value of online education and on the pedagogy of teachers. Perhaps the boldest claim in this respect is made by Goldie Blumenstyk in The Chronicle of Higher Education where she suggests that coronavirus could be a 'black swan' moment for educators since it could be "more of a catalyst for online education and other ed-tech tools than decades of punditry and self-serving corporate exhortations." For Blumenstyk "this will be not only enormously disruptive but also paradigm changing." With the visionary zeal of a prophet Blumenstyk warns us that this is truly epoch-defining stuff: "The 'black swan', that unforeseen event that changes everything, is upon us." While not quite matching this pitch of excitement, I have heard at a more local level some mildly evangelical statements about how 'online learning' is going remarkably well: anecdotes abound about the expertise that has been generated in a mere few weeks and how the change to remote teaching is having a positive and sometimes epiphanous impact on the skills development of teachers.

Now is the time to exercise much greater care over the language that we use – and not only because the blogosphere is bristling with the indignation of professionals who have devoted their careers to the development of online education. Online learning is too often used as a portmanteau term. It yokes together a diffuse set of tech-based innovations, many of which have been paraded before the bleary eyes of teachers since the start of this health emergency. Being clear at the outset about what our delivery model is will prove to be crucial in formulating a sensible framework for its evaluation and in managing expectations about what skills and competencies teachers can reasonably be expected to demonstrate in the coming months. It is for this reason that emergency remote teaching (ERT) is

a much more accurate definition that can be used to inform decision making in the development of quality measures and in any assessment of the training needs and

deployment of staff. A summary of current research on the distinctions between online learning and ERT is provided below.

Online Learning	Emergency Remote Teaching
Designed purposely	Improvised
Primary mode of education	Exceptional and supplementary mode of education
Extended development time (6 months – 1 year)	Truncated development time (days to weeks)
Expert staff	Novice staff
Structured training	Just-in-time training
Selected by students	Not selected by students
Ongoing	Temporary
Planned	Opportunistic
Integrated academic and pastoral support	Non-integrated
Refined teaching, learning and assessment rubrics	Rubrics adapted from face-to-face delivery

3 - [Open table in word](#)

Online learning contrasted with ERT

Even a cursory glance at this table suggests it is unlikely that the current ERT delivery model is likely to transform into authentic online learning anytime soon. This is not to underestimate the opportunities ERT provides for testing the potential of growing a more diverse learning delivery approach in the future – especially one that is supported by appropriate planning, training and a dedicated infrastructure.

In fact, there is evidence in discussions with teachers that what Roblyer (2009) calls a ‘reverse impact phenomenon’ is already taking place: teachers can discern how ERT has in some cases developed skills that will be transferred back to ‘face-to-face’ teaching

when it resumes. However, the need to be precise in our use of terminology goes beyond semantic quibbling. Online learning is a distinct mode of education with its own theories and practices of pedagogy, specific skills and competencies and that is part of an ecosystem very different from face-to-face learning providers.

Perhaps the most eloquent plea for the need to maintain a distinction between online learning and ERT is made by the authors of a recent article on [Educause.edu](https://www.educause.edu). “In contrast to experiences that are planned from the beginning and designed to be online, ERT is a temporary shift of instructional delivery to an alternate delivery mode due to crisis

circumstances. It involves the use of fully remote teaching solutions for instruction or education that would otherwise be delivered face to face or as blended or hybrid courses and that will return to that format once the crisis or emergency has abated. The primary objective in these circumstances is not to recreate a robust educational ecosystem but rather to provide temporary access to instruction and instructional supports in a manner that is quick to set up and is reliably available during an emergency or crisis. When we understand ERT in this manner, we can start to divorce it from 'online learning'."

'Black swan' or 'damp squib'? There will, inevitably, be a disparity in both student outcomes and experiences when authentic online learning is compared with ERT. The authors at Educause are concerned that the scepticism in some quarters about the value of online education will only be reinforced if an organisation's review of its experience of ERT is misconceived at the outset as being a sustained, if unplanned, experiment in online learning.

And yet there are other more immediate dangers for teachers and students in persisting with this comparison. Digital access has long been identified as having a disproportionately adverse impact on disadvantaged students. The issue of tech equity (or the 'digital divide') has been highlighted in depressingly stark terms in the last few months and it has proved to be an insurmountable barrier for too many students in my own organisation. It will only be made more difficult to address this issue as long as we use language that is freighted with the implication that getting students 'online' is a minimum expectation of what we mean by engagement.

Similarly, many teachers whose ingenuity has been tested to the limit in these circumstances require focused support in developing strategies and practices that

extend beyond the surfeit of tutorials on Teams and related digital tools that can be accessed both within and outside of their institution. For those students who will never be 'online' in any significant sense, how can we develop the planning, design and delivery of 'print and post' content so that the experience of ERT for these students isn't like being enrolled on a substandard correspondence course? Teachers are invited daily to click on a torrent of links to resources or webinars that showcase the latest ed-tech essential.

How are we providing teachers with elementary support in course design so that they become better informed about what tools are relevant to their subject, their lesson objectives and their students (both at a knowledge content and a digital skills level)?

There are also more basic and urgent questions around pedagogy that require attention. Planning for the next academic year is imminent whilst teachers' time continues to be dominated by improvising new forms of engagement and generating evidence for managers to show that engagement has taken place. How do we help teachers translate their expertise in face to face teaching into a digital setting?

Many of the basics that teachers should be supported in reviewing concern the phenomenology of teaching practice rather than memorising the mechanics of how to set up a 'breakout room' on Teams. How is our understanding of pace modified in a digital setting? Without the usual visible non-verbal clues, what diagnostic strategies can we develop to assess student understanding and levels of engagement? What practices can we use to socialise the learning experience in a remote context? Abandoning the role of 'sage on the stage', how does the voice of the teacher play an important part in fostering the wellbeing and self-efficacy of students as well as promoting understanding? Evicted

from their traditional classroom habitus, how can teachers be helped to find a way that both they and their students can be more authentically themselves?

As Deb Adair ruefully remarks in her assessment of whether the move to remote teaching will help or hurt online learning, "It's tough to be playful when your house is on fire."

Rather than unwittingly setting up expectations that a cluster of links, webinars and learning technologist drop-ins will be enough to transform the majority of teachers into expert online practitioners, Adair argues for guidance to help teachers "translate their teaching expertise into a different learning modality." Even this more modest aspiration has to be realistically aligned with the preparedness of each institution in terms of its current levels of investment in course design training, the availability of quality assured rubrics and templates that teachers can use and an honest assessment of whether the virtual learning environment or learning management system is optimised for remote teaching.

ERT is a more accurate and supple term that can allow for a more diverse range of teaching solutions to be identified, supported and developed in any emerging evaluative framework. Reaching a consensus that we are and will continue to be operating at the level of ERT can help mitigate rather than exacerbate the disadvantage of those students who are currently unable to benefit from even the most rudimentary forms of digitally enhanced learning. Growing pockets of enthusiasm for 'online learning' should also be tempered by the most recent meta-analysis of its outcomes. Even for those students who did not have basic accessibility issues "the gaps in student success across socioeconomic groups are larger in online than in classroom courses" and there is "considerable danger that moving vulnerable students online will widen attainment

gaps rather than solving the seemingly intractable problem of unequal educational opportunity." Aligning any measures of remote teaching success to an avowedly ERT focus will, crucially, also allow us to be inclusive in a way that is made more difficult if the vague use of 'online learning' continues to permeate discussions about what a pandemic-prompted pedagogy should look like in the months and years ahead.

Further reading

Online education and student outcomes:

Blumenstyk, G. Why Coronavirus Looks Like a 'Black Swan' Moment for Higher Ed:

<https://www.chronicle.com/article/Why-Coronavirus-Looks-Like-a/248219>

Roblyer, M. D., Porter, M., Bielefeldt, T., and Donaldson, M. B. (2009). "Teaching online made me a better teacher": studying the impact of virtual course experiences on teachers' face-to-face practice. J. Comput. Teach. Educ. 25, 121–126

The Differences Between Online Learning vs. Emergency Remote Teaching:

<https://edtechmagazine.com/higher/article/2020/05/emergency-remote-teaching-rigorous-online-learning-perfcon>

<https://www.uopeople.edu/blog/emergency-remote-teaching-vs-online-learning/>

<https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning>

Most teaching is going remote. Will that help or hurt online learning?:

<https://www.insidehighered.com/digital-learning/article/2020/03/18/most-teaching-going-remote-will-help-or-hurt-online-learning>

Looking on the bright side - the unexpected positives of teaching in lockdown

Deborah Brian



Advanced Practitioner Deborah Brian explores the virtues of teaching in lockdown experienced by colleagues from The Manchester College and UCEN Manchester

It turns out that there's nothing like a lockdown and the removal of actual classrooms and students to prompt a complete reinvention of our relationship with teaching. We might have initially panicked at the prospect of suddenly having to make the transition over to 'virtual' teaching and learning. After all, we've had to get to grips with new (and perhaps scary) technology, learn (quickly) how to create innovative, engaging and 'Stream-able' lessons and transmit ourselves over the airwaves into students' living rooms – a whole different ball-game!

Like many teachers, Valerie Smith (Business) was initially apprehensive about this new way of working: "It was daunting to say the least – the lack of control, having to think on my feet. Adapting to this new way of teaching was difficult as I lacked confidence and experience of this new technology. In the first week I tried to deliver ignoring the technology and worked entirely via emails and phone calls, but I soon realised that I needed to up my game."

We are all online teachers now and whilst we cannot wait to get back in classrooms and see faces for real, there are certainly a number of silver linings emerging from these unprecedented times.

Improved attendance and engagement

Beth Tunstall, a teacher in the Access department, can certainly see some positives. "Our attendance has shot up. We have had way more interaction from students whose attendance was patchy. We had a student who was not well... she was adjusting to the weather here and kept falling ill. She is engaging more now from overseas and interacting more than ever before."

Head of department and Media Makeup teacher Glynn Mason feels that benefits of a more flexible approach to timetabling "cannot be understated". Delivering practical

sessions via Teams in the evening has led to improved attendance as this works well for those with children. Glynn's team are now talking about continuing online delivery next year for academic catch-up sessions and tutorials.

Improved communication

Many teachers have found students more willing to communicate online than face to face.

Beth Dalton, a Performing Arts teacher, explains "I feel that my relationships with students has improved ten-fold. I'm having one to one conversations with students each week and they are opening up more".

One of Glynn Mason's students revealed that she "feels more comfortable asking questions over Teams than in a classroom. There is also the chat option, so less confident students can type in a question they don't want to talk."

Alexia Grantham from the College's Visual Arts department has had a similar experience. "What's the best thing to come out of this? OneNote and Teams. They have enabled me to really connect with my students because I am talking to them so frequently – and I'm finding that my students want to connect in this way. I have a student who has really opened up through using the chat box in Teams – I want this way of working to continue with her because she's come on so much!"

Teachers have found that many of their students with mental health issues are engaging more online and appear to be growing in confidence. Debi Lowe, a teacher in the College's Access to Higher Education department, has seen a really positive change in a student with severe mental health issues. "Online, he is very much engaged - he contributes in every single lesson. The fact

that he has completely turned around is because it has been easier for him to engage. We saw his potential from the offset and if you speak to him now, you can hear how confident he has become. This student is going to university. It's the icing on the cake!"

Mark Bates from Supported Learning highlights how vulnerable students are making breakthroughs via the use of technology: "Some students have really thrived in this environment. A student who will give limited answers in person can expand on these in an online lesson as it feels less pressured. Others are doing much more work than they usually would in class too. Technology is enabling our students to improve and develop their English through typing as opposed to writing by hand."

Media teacher Katy Rushton has noticed that her use of emojis such as the 'smiley' in the chat box and emails has helped bridge the physical gap with students, something backed up by research in this area that has found that teachers who use 'smileys' are seen as warmer. In an article in TES Magazine, Dr Marder gives this advice: "Simply, as teachers are encouraged to smile when speaking to their students, they should also smile at them through emails." By embracing the world of social media inhabited by our students, teachers are well placed to build stronger online relationships with them.

Access to industry experts

An unexpected benefit of everyone having to 'stay home' during lockdown is the increased availability of industry experts suddenly freed up from professional commitments. Beth Dalton's Performing Arts students have participated in a whole range of bonus masterclasses. "Last week we had Bryan Mottram, a dancer in the cast of Matilda in the West End who taught them actual repertoire from the West End show, for free! The students loved it!" Beth is also conscious

that students might have concerns about their futures. "The first year students who are worried about going into their second year need some reassurance so I've got a Head of Dance from a leading stage school to do an online class and Q&A with them and the casting director from Britain's Got Talent is giving a talk. They're enjoying all this because they're getting more variety than when they were in college!"

Teachers in other areas have found opportunities for their students to widen their understanding of real-world contexts whilst at home, somewhat ironically. Students on Dav Morrow's Health and Social Care course benefitted from having a guest speaker from Barnardo's who gave insights into what it would be like to work in that environment. And a little animal magic was created by Martine Greaves when she took her A level students from her Chemistry/ BTEC Applied Science course on a virtual visit to Chester Zoo via Microsoft Teams!

Students' wider skills

Angeline Crawford, a Computing and IT teacher, has observed that through virtual learning students are developing better independent learning skills: "Getting students used to online teaching and learning was a challenge, but the majority have adapted quite quickly and are doing well. Most students who attend the online sessions have demonstrated very good time management. Higher level students have developed better independent study skills and are making decisions for themselves. In the future I would like to steer higher level students to more self-study and independent learning in their own time".

Valerie Smith thinks this is something to celebrate: "One of my students who wasn't at all familiar with IT is now up and running with Teams and is enjoying her new found IT prowess! Quite a few students have said that they find the interaction that Teams allows

has lessened their feelings of isolation and have recognised that being au-fait with this new technology has enhanced their employability skills."

"I have actually enjoyed this!"

Despite the challenges and the steep learning curve of implementing online lessons, teachers such as Cath Moore from the Adult Health and Social Care team are enjoying remote teaching and learning and want to carry on using it once class-based 'normality' is resumed. Cath explains, "I have thoroughly enjoyed the experience of remote learning, despite the way it has been thrust upon us. I feel that with more time to plan ahead, we will be able to diversify in the way we deliver some courses in the long term."

Helen Riley took on the challenge of virtual learning to support the teaching of Visual Arts and ended up making better connections with her students. "I'm in contact with them all week – we have one to one tutorials, feedback sessions, we're constantly sharing documents, we're on Instagram. I'm commenting and 'liking' what they're doing, I'm giving them ideas so I feel like that connection has brought us all closer together. It's enabled the students who were a bit quieter to become confident enough to share their work on a virtual platform."

Glynn Mason makes a case for positivity in the face of a new teaching landscape. "This way of working has been enjoyable, most of the time. We've all had frustrations, but you get over it. It's just about embracing it, not fighting against it. It would have been easy for me and my staff to say 'this is ridiculous, we're a practical course, there's no way we can do this!' But nobody has said that, both staff and students have really engaged with it. We've done the best we can possibly do and there's definitely been a benefit to doing that."

Brenda Campbell from Teacher Education

reminds us: "The important thing is remembering we're all in this together. There are other people out there going through the same thing and we're all having to learn new things and new skills."

Students have seen the positives too

Quotes from Health and Social Care students:

"Overall, I prefer being able to chat and sometimes call tutors on a one-to-one basis through Teams... I think everyone is much more responsive, including me."

"At first, doing lessons on Microsoft Teams was weird as none of us had ever experienced anything like it before. Now we are used to it, I enjoy doing the remote learning as it's just the same as being in the classroom, with Dav showing us the PowerPoint and talking us through it."

"I think it's easier to submit work on Teams and it notifies me when it's due, which is helpful. It's really helped me to keep up with work during the lockdown."

"I'm finding remote learning really useful and easy to access. Whenever I'm doing my assignments and I get stuck I know can always go on Teams and have a look at the PowerPoint lessons online".

Cath Moore's students are just as positive. "Students are saying that they like the Teams meetings and that they have specific times when they can contact me, but still feel they can contact me out of their normal lesson time if they need to."

Beth Tunstall has been recording online sessions so that students can have access to them afterwards. "One student said that recording the lesson really helps them to learn - they can watch again, stopping and starting the recordings whilst they take detailed notes."

Where next?

As teachers now start planning for the return to some form of face to face teaching, it is worth taking stock and looking at how far we have come in such a short time. The migration to virtual classrooms has by no means been easy. Not only have we had to master new IT skills, but we've also had to figure out how to connect with and motivate students who might have already been disengaged. Cath Moore reflects, "I think this has been a big learning curve for all of us, both staff and students, and has made me realise that there are different ways of doing things that can be just as effective and sometimes more effective."

Gary Wyatt from the College's Plastering department agrees. "This has provided a great opportunity to ask questions and reflect on how we deliver things, to have that

conversation with colleagues which has got to be a good thing."

Ultimately, the pandemic has pushed to the fore our need to connect with students and vice versa. It's been an eventful and challenging few months when many of us have taken time to reflect on what is important to us personally and professionally for all manner of reasons. Perhaps the shiniest silver lining to emerge during this strange and most challenging time is that we have successfully reached out to build an online learning community with our students and are in a good place now to face the future, whatever it might bring.

Further reading

<https://www.tes.com/news/teachers-urged-use-emoji-their-students>

Test, track and innovate - assessment and feedback during Covid 19

Peter Inman



Peter Inman from the Advanced Practitioner team has been asking how teachers in The Manchester College have been tackling assessment and feedback remotely

Thrust into these strange and perplexing times, there has been a considerable amount of challenge around how we assess and provide effective feedback for our students in the online landscape. This uncertainty, coupled with 'everything else' that we are having to deal with, has forced many of us to rapidly implement online methods, when in 'normal' times we would have had time to take a more considered approach.

I won't be looking at end-point summative assessments as, by the time you read this, that will all be done and dusted. Instead, I want to focus on the extent to which teachers and students have both embraced and grappled with the new ways of working with online summative and formative assessment during lockdown.

Team(s)work makes the dream work

Finding the perfect online platform to use with your students is an ongoing process of trial and error. What might be popular with one teacher can be an absolute no-no for someone else. What has really come out in my chats with teachers is that there is one clear front runner emerging from the digital fog. Microsoft Teams appears to be the platform of choice for many teachers and students.

When I worked in the Music department at The Manchester College, Teams was adopted on a pilot basis and with the tech savvy skills of a colleague we were able to set it up as a tool for internal verification. It was utilised for assignment briefs, standardisation sampling, and as an evidence portal open to external verifiers. What was clear from the start was that students found Teams really user-friendly and it supported a wide range of approaches to assessment and feedback, something other teachers would agree with now it has been rolled out more widely.

Visual Arts teacher Alexia Grantham has found peer assessment to be working well. "Students can share their screen and show each other their artwork. They then add their feedback to the chat box. They are all engaged and involved – everyone has to participate." Mark Cooper, a Hospitality and Catering teacher, is also a fan. "I'm teaching on Teams through live lessons – I give feedback straight away on their presentations and online portfolios on OneDrive which they have been using since last year. I've created baking videos at home and then given them tasks to complete such as answering questions on the culinary methods I've used. I can see at a glance who has done the work and give them immediate feedback. Students have responded really well to this remote learning."

Hair and Beauty teacher Angela Slipper sets tasks via Teams and follows this up by

giving feedback through Class Notebook to highlight areas students need to develop.

"I get the students to complete tracking sheets through Teams to show me where they are up to, what they have completed and what is due. It's making sure they take responsibility for their work as I am not there to badger them face to face as I would in class."

Get quizzy with it

Hair and Beauty teacher Dee Gerrard has found Microsoft Forms offers a quick and easy way to check learning. "I have started using Forms to create quizzes that I share through Teams. The multiple choice ones work really well. These can be graded automatically giving the students instant feedback and as a teacher you can review the results and provide additional feedback as needed."

Dav Morrow, teacher of Health and Social Care, also recommends Forms. "I love it! I have used it for starters, mini plenaries and activities where students have been asked to watch a video then fill out feedback using multiple choice questions. The form self-marks and gives me the data I need to check progress. It gives the students instant feedback. They can do tasks and learning by themselves whilst I am doing the register."

Back to the Future

Of course, Teams is not the only platform available to teachers. Even Moodle has had a resurgence of interest, despite its reputation for being a little clunky. Perhaps we are harking back to simpler times and feeling a little nostalgic for something a bit retro - like a 1980s analogue video game!

Automotive tutor Chris Lindsay has found the Quizizz website a great resource. "Students can play subject specific quizzes that are set by me, and this way I can record their results and see where they need extra help. I can

then address any misunderstandings in my next lesson.”

Performing Arts teacher Beth Dalton has been delivering online dance classes. “Students perform exercises two or three at a time and I give them individual feedback. They’re also sharing their theory work with me in real time so that I can give them immediate feedback on their written work.”

Facebook has worked well for Visual Arts students, as Lara Norris explains.

“We have a dedicated private Facebook group where students post examples of their practical work and ask the teacher and each other questions. It’s really come into its own under lockdown. Students were already familiar with the platform and like the social side. They are quite happy to give each other feedback through the comments which really helps them in terms of their ability to recognise what works well and what can be improved. They can then apply this to their own work as well as responding to the viewpoints of others.”

Right Said Ted(Ed)

There are lots of other websites and platforms like TED-Ed that provide “off the shelf” lessons on just about any topic that you can imagine, along with built in summative assessments. They include video content, multiple choice questions and opportunities to interweave your own assignment tasks into these pre-existing lessons.

So, what have we learnt works well for assessment and feedback? I’ll finish up with three suggestions:

1. Using Microsoft Forms for quick quizzes works well and is easy to set up – no marking!
2. The Teams Chat function is great for a quick check on knowledge or understanding
3. Teams now has a ‘hands up’ function which is ideal for questioning: ‘Put your hand up as soon as you have worked out the answer’

Innovation in lockdown

Anna Kettlewell



Advanced Practitioner Anna Kettlewell investigates how teachers have been adapting and innovating to meet the challenges thrown up by lockdown learning

Whilst everyone throughout LTE Group has had to adjust and change their ways of working of late, some teachers have seen this as an opportunity to try something completely new. They have grasped the chance to experiment with tools and platforms with a focus on improving the learning experience for students during this uncertain time rather than doing something new just for the sake of it.

Getting creative

Instagram has been proving a hit with teachers and students who really like its emphasis on the visual. Fashion teacher Helen Riley explains, "Instagram is the

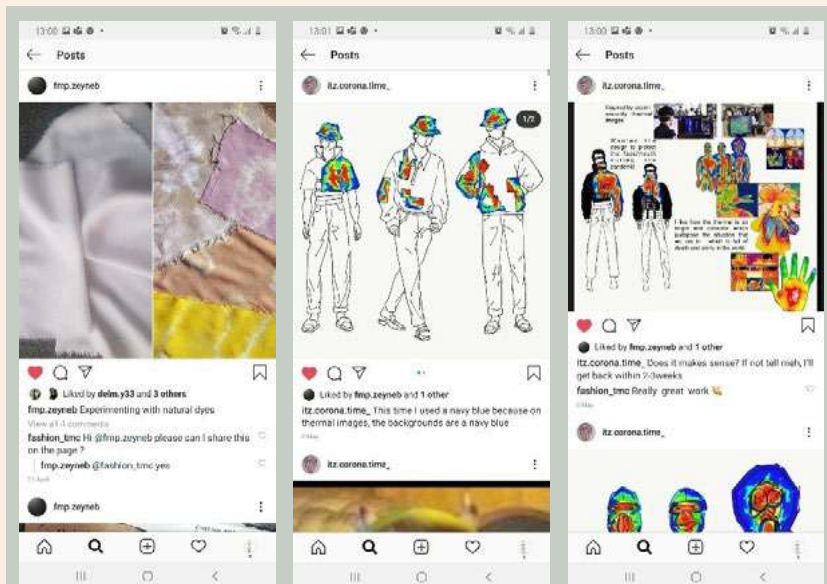
students' virtual sketchbook where they can experiment and play around with ideas for designs and textiles. Learning to use Instagram in a professional way is setting them up for their future careers whilst showcasing their work to potential future employers. It's safe, because students can set their page to be private until they are ready to publish, and realistically it's a must for fashion students to be on Instagram. I also have created a Fashion at TMC Instagram page where I share daily inspirations and quotes." Helen has had great success promoting industry opportunities like the [#McQueenCreators](#) project where fashion brand Alexander McQueen invited people to

meet creative challenges during lockdown. Students' work caught the eye of the brand's team who showcased their creations via their high profile Instagram account.

Media Makeup is another area making effective use of [Instagram](#). Glynn Mason has found that changing teachers' working patterns to fit around home schooling commitments has worked really well for students with the benefit of mirroring industry practice. Professional makeup artists are most active on Instagram in the evenings, making this the best time for students to be on there, sharing their own work and commenting on the work of others. Teachers have taken advantage of this by sharing links and stories at the same time as students are actively creating their own content and building their own profiles on the platform.

Instagram has proved popular in other areas too. ESOL teachers Jessica Lau, Sarah Blenkhorn and Haroon Ghani identified potential issues regarding their students' English language and literacy skills that might be difficult to address with many teachers juggling childcare with teaching commitments.

"What we needed was a mobile means of communication and delivery that the students were already familiar with and could navigate comfortably: enter Instagram! We were very conscious of the need to use the platform in a safe and secure way. We created private accounts for each of our classes and shared the log in details with colleagues and managers. We then invited the students to follow us and welcomed them to InstaCollege: our virtual classroom".



4 - Lockdown looks: Instagram sketchbooks



5 - See more images at <https://www.instagram.com/mediateamtmc/>

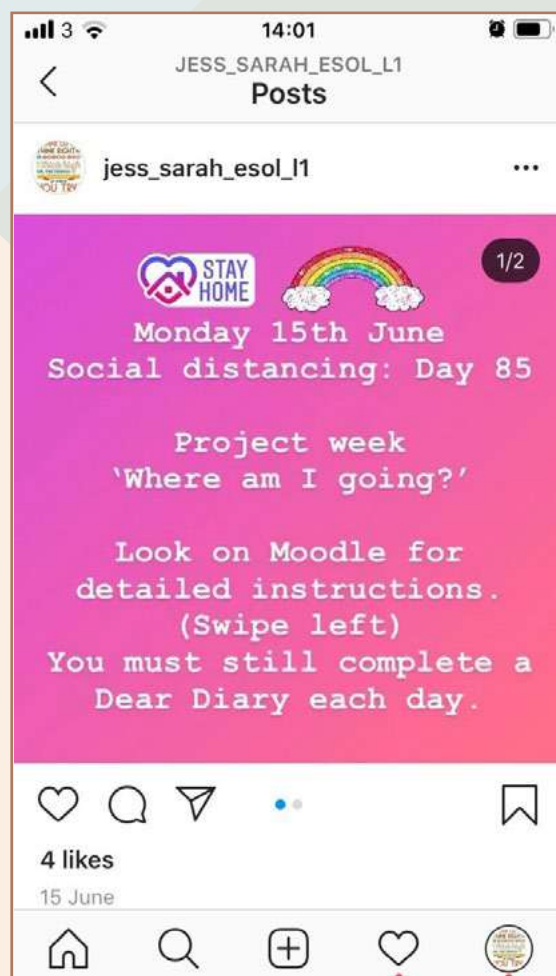
Classes are live streamed through Instagram; teachers and students can interact, asking and answering questions in real time. Teachers upload images and videos directly

or post links to resources for the day which may be on a different platform. The students complete the work and teachers send feedback via email or Instagram. Students see the stories, 'like' content and make comments, allowing teachers to measure engagement. Students can also directly communicate with the whole group through the comments, supporting the development of their written communication skills. A daily 'dear diary' post has proved really popular; students write a comment about what they have been doing or what they have learnt. Teachers can gauge from this if learning objectives have been met and how students felt about a session – a perfect plenary!

Students' feedback on the approach has been really positive. ESOL student Beatriz says, "With InstaCollege I can easily access information, talk with teachers and other students, be more aware of what my lesson of the day will look like and work in a comfortable way". Students like having

access to their learning, teachers and peers all in one place. Teachers have also been impressed, feeling Instagram is "a great tool across all levels... we have instant communication with the students on a platform where they feel at home. It's almost like being in a classroom with them...almost!"

Click on the arrow to the right of the window below to see how the ESOL team have been using Instagram to keep in touch with their students.





Many teachers have been using video for the first time during lockdown and it is proving particularly useful for students who cannot get online during a 'live' lesson due to childcare commitments or technical issues. ESOL teacher Joseph Walsh has been recording his phone screen whilst buying train tickets to use as part of a lesson on public transport. Visualising learning through physical examples like this is particularly helpful for students with limited English skills. Using video can be a simple yet effective way to support students by making abstract concepts more concrete and applicable to real life.

Helen Riley is using Stream - part of [Office 365](#) - to create video tutorials and share them through Teams. "Students watch the demos and then copy them to practise the skills. Our technician Jackie has made a whole sequence of step by step videos in her own studio: how to copy a pattern, how to sew a top and so on. She's come up with some really creative workarounds when it has been hard to get hold of materials, encouraging students to create patterns with wrapping paper or newspaper."

Performing Arts teacher Beth Dalton has got her students to make videos of themselves performing and save these into their online logbooks in [SeeSaw](#) (a digital portfolio platform). "I tell them to record yourself, make a video, make an audio file or draw a picture and upload it – whatever you need to do to generate evidence. They are really developing their digital skills which will be useful for them when it comes to seeking work and even feeling comfortable with online auditions. We're having a live YouTube streaming of the second year show tomorrow night – they're going to learn valuable editing skills for creating their own professional showreels!"

Mark Cooper has got his Hospitality and Catering students to develop their online research skills, setting them tasks like finding

and following video tutorials on topics such as laying the table and exploring social media for recipe ideas and inspiration. Mark has felt a great sense of pride in seeing how students have coped in lockdown, remaining highly motivated and contributing to community-led initiatives by producing a whole range of delicious baked goods for NHS workers on the frontline. Mark says, "I've been blown away with my students. They've been recording all this activity through images or videos in their online portfolios and it is great evidence of the skills they've been developing and their ability to adapt."

One Team

Some teachers have been exploring how to use Teams in more advanced ways, taking advantage of its capacity to support group work and collaboration. Beth Tunstall has made use of [Class Notebook](#) (where Microsoft app OneNote is embedded within Teams) and highly recommends it.

"Everything in one place for the student. They have their private space which is like their portfolio area to share with just the teacher. Then there is a shared collaborative area where teachers and students can add content and work together. Finally, there is a content library where the teacher can share resources, assignments and so on with students. If students install the Teams app on their phones or tablets, they can do all their learning from there. They can draw on the screens, they can dictate on the screen. It's seamless and helps those who don't have a laptop to continue learning."

Stacey Foy, Departmental Team Leader and teacher of English and maths, got students to sign up for a free [Audible](#) (audio book) subscription to help develop their critical and evaluative skills. "I asked my students to choose a book to listen to and review. They shared their reviews in Teams through Class Notebook, providing constructive feedback/forward for each other".

Class Notebook is proving useful for Dav Morrow's students too. "They are using it to take notes which is helping them in terms of study skills. I use it to support personalised learning by sharing different case studies with different students. They read the case study and share the key points with the rest of the group via Class Notebook."

He has found the [Immersive Reader](#) function invaluable for students with dyslexia, allowing them to change the font size and colour of the screen to suit their need. The computer can read questions to them and even explain words if required. "I had encouraged students to use this prior to lockdown, but some students just hadn't

engaged. They're now finding it really helpful which is a positive to come out of this. It really does help them make progress with their learning."

Some teachers flourish in a digital world, and for others this has been a steep learning curve adapting to changes that happened overnight. The thing to remember about innovation within education at the moment is that it really need not be overly complex. Start by working with what students know and can access easily.

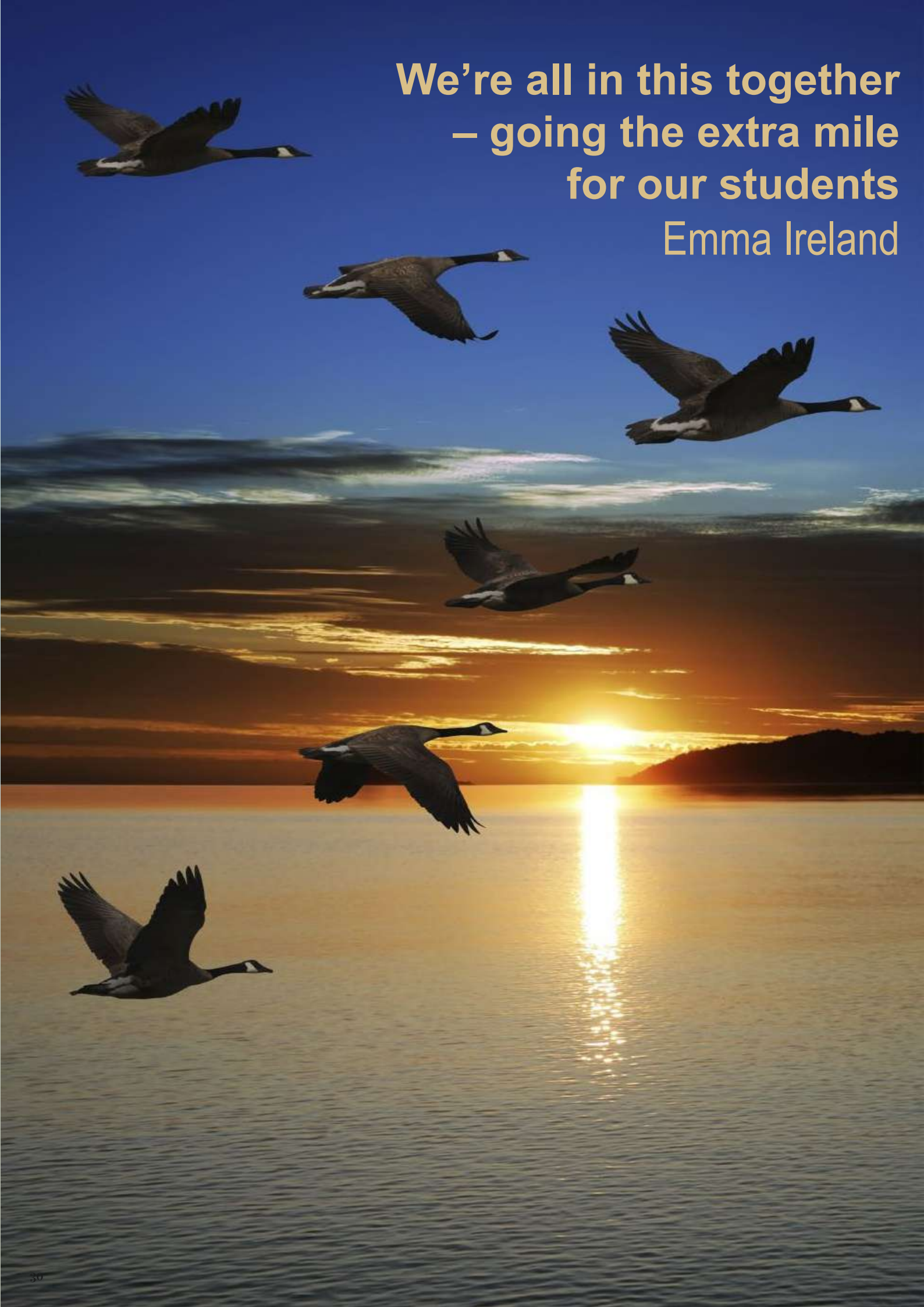
The message from teachers is to give things a try to see what works for you and your students.

"Just have a go! We have been talking about using social media to engage students for ages – it's nice to finally do it."

Sarah Blenkhorn

**We're all in this together
– going the extra mile
for our students**

Emma Ireland



From ukulele concerts to impressionist cupcakes, Advanced Practitioner Emma Ireland speaks to teachers who have pulled out all the stops to help students adjust to the 'new normal'

Whilst news headlines have been dominated by some of us being more in it together than others, our teachers have cracked on with the task in hand and gone above and beyond to keep students engaged and maintain a sense of community and camaraderie during the pandemic.

When lockdown descended and college closed, teachers were faced with not only ensuring that learning continued but also helping their students cope with suddenly becoming isolated from their classmates and friends.

"Students just had lots of questions and needed reassurance in the early days of lockdown," Jo Hems (Health and Social Care) recalls. "On Teams I got them to all say 'hi' in the chat and then use an emoticon to show how they were feeling about online lessons. I remember looking at the screen and all these

emoticons coming back at me - the main emoticons were 😞😞 But later by the end of the lesson: 😁

I found what works really well is when the lesson is more fun and you're a real person. They like it when my dog Fizz comes and says hello! I was asking my dog which food group she prefers, and when she didn't answer, the students were answering 'Protein!'"



7 - Mmm protein...

Another teacher was well ahead of the game when she introduced 'Cake Friday' before lockdown, predicting the home baking phenomenon that stripped the shelves bare of everything from eggs to flour. Students had been decorating cakes in the style of their favourite artist and bringing this into college. After the college closed, students continued to get creative at home and shared the results via Teams.

Eve Robinson (Art and Design) says, "The students really enjoyed it. They had the chance to share their sketch books and cakes and review their peers' work, using their critical and analytical skills in a social, fun way. The lesson overran by 90 minutes as they were enjoying it so much."



6 - Thinking time helps students develop higher quality responses

Give yourself a point for each of the artists you can spot in the cakes below...



8- Virtual cakes - unlikely to contribute to your #CoronaStone

In another initiative reflecting the slower pace of lockdown life (for some) Eve's students started sending each other art postcards to record their experiences of isolation and lockdown. "I can't believe how much joy it gave them to receive a personal card through the post and it was nice for them to do something 'analogue' in contrast to everything being very digital and online. They have also created their own art exhibitions on top of pianos, in cupboards, wherever they can find a space."

Getting creative has emerged as a bit of a theme, with ESOL students being set isolation challenges by teachers Jessica Lau and Sarah Blenkhorn. In a musical collaboration to rival the Take That/Robbie Williams online reunion (what - no Jason Orange!?) one student sang to entertain the rest of the class accompanied by another student on their ukulele whilst another wowed the audience with his re-enactment of a classic scene from The Godfather.

Health and Social Care teacher Will Edwards has tried a range of things to bridge the gap between himself and his students during lockdown. "I've been trying to incorporate humour to keep students engaged which has worked really well. In one lesson, I got my guitar out and told them that I would sing them the lesson. I didn't in the end (perhaps luckily for them!) but I think it's important to be normal and human - be the Will they know! I've also been praising them through Teams using the thumbs up and smiley faces or the 'praise' icon with a comment which they really like."

Although the move to Teams and 'live' lessons happened quickly with little chance for preparation or training, teachers and students soon warmed to the new medium. Glynn Mason says, "Video chat has kept the personalised element going and it means students can see your face, rather than misconstruing an email. I have been using gifs (short animations) in the chat box to keep things fun. Because our students are very practical in terms of what they do, if it was a very heavy hour, head phones on listening to a taught session, it wouldn't have worked, so it was good to use of gifs to get students responding and thinking we are all in this together. I have just said it's new for you, it's new for us but we will work through this and get through this together."

Dav Morrow has changed his delivery model as he and his students have settled into the new way of learning. "I tend to load the front end of the week with lessons at the usual times and then at the end of the week give them activities to complete and submit. I have reassured students that they don't have to use their webcams if they don't want too. They don't have to worry about how they look but they do have to log in. There is some flexibility but I want to help them keep a routine and encourage healthy lifestyle choices such as good sleeping habits."

Let's end with Beth Dalton's thoughts: "We're all learning – don't be scared of doing things wrong. Let them see that you're a human being. There's a quote by Bill Clinton – it goes something like: 'The price of doing the same old thing is far higher than the price of adapting to change.' Make sure your students are enjoying it, because then you will too! It's a two-way street. Some students might be struggling... I want to be their champion – I want them to know I'm not going to give up on them. We always need to have their best interests at heart."



9- Glynn Mason has been using gifs (but probably not this one)

Top tips for lockdown learning



**We asked for your top tips and you didn't disappoint.
Click through the cards below for our pick of the best.**

Put yourself in your students' shoes. Ask yourself if what you are doing is user-friendly for students and get feedback from them too. Keep things simple wherever possible.

Keep playing around with the technology – it can probably do a lot more than what you're using it for. Go to the college's Learning Technology drop-in sessions, request a 1:1 with a [Learning Technologist](#) (or your own digital support team if you are outside of TMC/UCEN Manchester). They're great and enjoy helping. There are also help videos on the [Microsoft Teams](#) website and YouTube.

Get students to download the Teams app to their phones so they always get notification of any activity and chat.

Use a name spinner during your Teams lessons to keep students on their toes

and engaged – they could even be asked questions twice in a row!

Ask students to 'like' tasks or comments you put in the Teams chat to make sure they have read them.

Get your students to teach part of the lesson. Tell them the topic in advance and then hand over control of the Teams session to them. It really forces them to consolidate their understanding and pull out the key points they need to communicate.

Set up different channels in your Teams area for different assignments. Students can then go to the relevant channel and work alongside peers whilst you can drop in on groups to see how they are doing and offer support.

Record things – lessons, demonstrations, everything! It's a great solution for the busy parent or the student viewing the lesson on their phone and a lot of this stuff can be reused next year.

Send a daily email to students providing clear and simple instructions for how to complete the day's home learning tasks and reminding them of the times of their Teams lessons.

Have some basic step by step instructions of how to log on as a student. Copy and paste them into your emails for students.

tiddlywiki.com is a great way to visualise learning, unpick and explain concepts, and make activities more engaging. It is like a personal notebook that you can use to create resources one card at a time. See how Engineering tutor Stephen Wilson has used it [here](#).

With thanks to our tipsters: Mark Cooper, Jo Hems, Dav Morrow, Rebecca Rand, Shelley Deasey, Beth Tunstall, Mohammed Ditta, Charlotte Crowton, Stephen Wilson

Practically impossible – how to teach practical skills from your sofa

Vicki Stratton



How have you dealt with the thorny issue of teaching practical skills from your sofa or spare room without access to a workshop or salon? Advanced Practitioner Vicki Stratton has asked colleagues for ideas to help bridge the gap.

Using video resources

Fashion teacher Helen Riley panicked when the lock down was announced. "I just thought how on earth are we going to adapt to online teaching when we use sewing machines in college? We overcame this by giving links to YouTube videos showing hand sewing

techniques as a way to overcome those barriers with equipment. I've also done live drawing lessons with students. We all created our designs together (I did it too) and the students fed back and peer assessed each other's work."

Use students' real-life work experiences

Cath Moore who teaches Health and Social Care has taken advantage of the fact that many students are still going to work. "I am encouraging all students who work in care settings to take their assignment briefs into work and get a senior member of staff to do a witness testimony for the practical tasks. They then email this to me so that I can use it as evidence."

Use 'real world' scenarios

"Students really like hearing real life stories as examples of things," says Jo Hems, who also teaches Health and Social Care. "My background is mental health nursing, so I am good at giving them scenarios and asking what they would do. Then I tell them what I did in that situation. It's important that they picture themselves working in those situations one day so that they understand how they will be applying the theory in a practical way."

Explore alternatives with awarding organisations or HE partners

Head of department and Media Makeup teacher Glynn Mason faced the problem of students having to demonstrate their makeup and special effects skills with social distancing in place. "We worried about how students could emulate industry practices in a home environment. We came up with some contingencies in terms of what we could do. The module specification said you need to do it on a model or external person. So we asked the universities if the students could do it on themselves. Luckily they agreed."

What happens next?

Although there are still uncertainties about what teaching practical skills will look like in September, it is clear that teachers will be working hard to make sure students can develop the skills they need to succeed on their course and when they enter the workplace. So on behalf of all our students, a big thank you for all your hard work and enjoy your summer break - you deserve it!



And finally, welcome to the back to Back of the Q!

Postcards from lockdown





Please get in touch with any feedback on this issue or ideas for future articles to
Quality@ltegroup.co.uk

