

## 6. How effective is our guidance and support for students' use of digital technologies?

- » Students receive a full induction into the use of all institutional systems e.g. VLE, assessment system, registration and library catalogue
- » Ongoing digital literacy development is provided throughout their time at college
- » Students receive training in information skills e.g. searching, evaluating and managing online content, note-taking, referencing, sharing, avoiding plagiarism
- » Basic IT skills training is available on a drop-in basis, e.g. searching, browsing, use of email, keyboard/mouse/touchscreen operations, use of productivity software
- » Sources of guidance and support are clearly signposted to learners and equally available across departments and campuses
- » A video database or subscription to a how-to video service (e.g. Lynda.com) is available so students can access support in a medium they find easy to learn from
- » There is a dedicated adviser on assistive technology and a ring fenced budget
- » Students have advice (e.g. from careers/employability) on building a digital identity/profile/footprint and positive strategies for online networking/job hunting
- » Students have advice (e.g. from learning support/academic development) on apps for writing, presenting, note-taking, collating and organising, time and task management, etc.
- » Students can pick up digital skills from each another via e.g. course of study (group work), digital champions/mentors, social media support groups, open plan spaces
- » Guidance and support are integrated into courses of study so students are continually exposed to new digital practices and learn to be confident with them

