

## Board of Management Audit Committee

<b>Date of Meeting</b>	<b>Wednesday 15 May 2019</b>
<b>Paper No.</b>	<b>AC5-F</b>
<b>Agenda Item</b>	<b>8.2</b>
<b>Subject of Paper</b>	<b>Internal Audit Report – Libraries &amp; Learning Technologies</b>
<b>FOISA Status</b>	<b>Disclosable</b>
<b>Primary Contact</b>	<b>David Archibald/Stuart Inglis, Henderson Loggie</b>
<b>Date of production</b>	<b>May 2019</b>
<b>Action</b>	<b>For Discussion</b>

### 1. Recommendations

The Committee is asked to consider and approve the attached Internal Audit Plan 2018-19.

## **2. Purpose of report**

The purpose of this document is to present for consideration by management and the Audit Committee the annual operating plan for the year ended 31 July 2019.

## **3. Context**

3.1 The plan is based on the proposed allocation of audit days for 2018/19 set out in the Audit Needs Assessment and Strategic Plan 2016 to 2020, which was presented to the Audit Committee and approved at its meeting on 8 March 2017.

3.2 The plan sets out the outline scope and objectives for each audit assignment to be undertaken during 2018/19, together with the audit approach. These have been arrived at following discussion with members of the College Senior Management Team (SMT) during the Audit Needs Assessment process in February 2017.

3.3 The outline scopes will be finalised after discussion with responsible managers in each audit area as follows:

- Health and Safety
- Quality Assurance & Improvement
- Libraries and Learning Technologies
- Student Recruitment Targets
- Staff/Organisation Development
- Student Fees
- Innovation and Research
- Business Continuity
- Data Protection
- Systems Development/Implementation
- Credits Audit
- Follow-Up Reviews

## **4. Impact and implications**

4.1 In producing the Internal Audit Plan for 2018-19 the Internal Auditors have sought to provide assurance to City of Glasgow College that proper controls, policies and processes are in place to deliver the overall business strategy and objectives of City of Glasgow College. The Audit reports will include agreed recommendations for improvement as required, referencing the key challenges and strategic risks facing City of Glasgow College.

4.2 This process will enhance performance and compliance, and mitigate against strategic failures as outlined in the College Strategic Plan.

**City of Glasgow College**

**Libraries and Learning Technologies**

**Internal Audit Report No: 2019/03**

**Draft Issued: 17 April 2019**

**Final Issued: 8 May 2019**

**LEVEL OF ASSURANCE**

**Satisfactory**

## Content

		Page No.
<b>Section 1</b>	<b>Overall Level of Assurance</b>	<b>1</b>
<b>Section 2</b>	<b>Risk Assessment</b>	<b>1</b>
<b>Section 3</b>	<b>Background</b>	<b>1</b>
<b>Section 4</b>	<b>Scope, Objectives and Overall Findings</b>	<b>2</b>
<b>Section 5</b>	<b>Audit Approach</b>	<b>2</b>
<b>Section 6</b>	<b>Summary of Main Findings</b>	<b>3</b>
<b>Section 7</b>	<b>Acknowledgements</b>	<b>3</b>
<b>Section 8</b>	<b>Main Findings and Action Plan</b>	<b>4 - 15</b>

### Level of Assurance

In addition to the grading of individual recommendations in the action plan, audit findings are assessed and graded on an overall basis to denote the level of assurance that can be taken from the report. Risk and materiality levels are considered in the assessment and grading process as well as the general quality of the procedures in place.

Gradings are defined as follows:

<b>Good</b>	System meets control objectives.
<b>Satisfactory</b>	System meets control objectives with some weaknesses present.
<b>Requires Improvement</b>	System has weaknesses that could prevent it achieving control objectives.
<b>Unacceptable</b>	System cannot meet control objectives.

### Action Grades

<b>Priority 1</b>	Issue subjecting the College to material risk and which requires to be brought to the attention of the Audit Committee.
<b>Priority 2</b>	Issue subjecting the College to significant risk and which should be addressed by management.
<b>Priority 3</b>	Matters subjecting the College to minor risk or which, if addressed, will enhance efficiency and effectiveness.

## 1. Overall Level of Assurance

**Satisfactory**

System meets control objectives with some weaknesses present.

## 2. Risk Assessment

This review focused on the controls in place to mitigate the following risks on the City of Glasgow College ('the College') Risk Register:

- Failure to support student success (net risk score: 10); and
- Failure to attract, engage, and retain suitable staff (net risk score: 4).

## 3. Background

As part of the Internal Audit programme at the College for 2018/19 we carried out a review of the use of learning technologies, including the learning technology component within the College's libraries. The Audit Needs Assessment, completed in March 2017, identified this as an area where risk can arise and where Internal Audit can assist in providing assurances to the Board of Management and the Principal that the related control environment is operating effectively, ensuring risk is maintained at an acceptable level.

The College has a Learning Technologies Team which supports faculty staff with a range of software and hardware that can be used for teaching. The College also has a number of courses that College lecturers can take that include teaching on how to use learning technologies.

The College's City Learning 4.0 model has been developed by staff and students to create an open and adaptive approach to 21st century learning. There is a target within City Learning 4.0 to have 25% of online curriculum. The main software platform for online learning is the College's virtual learning environment (VLE), Moodle.

## 4. Scope, Objectives and Overall Findings

This audit reviewed the learning technologies utilised in all College libraries and classrooms and the use of digital learning tools to enhance the learner experience.

The table below notes each separate objective for this review and records the results:

Objective		Findings			Actions already planned
The objective of this audit was to obtain reasonable assurance that:	Assurance	1	2	3	
			No. of Agreed Actions		
1. The College has exploited the potential of new technology in order to widen access to the curriculum and enhance the learner experience	Satisfactory	0	0	4	✓
2. Investment in new learning technologies aligns with curriculum planning	Good	0	0	0	
3. Resources are aligned with the needs of both staff and learners as captured through feedback mechanisms	Good	0	0	0	
4. Sufficient service desk support is available to maintain access to online learning platforms out of normal College hours	Satisfactory*	0	0	0	
5. Adequate licensing arrangements are in place	Satisfactory	0	0	2	✓
<b>Overall Level of Assurance</b>	<b>Satisfactory</b>	<b>0</b>	<b>0</b>	<b>6</b>	
System meets control objectives with some weaknesses present.					

\* Findings noted that out of hours provision was not provided however there was no evidence that staff and students needed this. Therefore, we have marked this objective as 'Satisfactory'.

## 5. Audit Approach

We assessed whether the above objectives had been met through discussions with key staff, including the Learning Technologies Manager, the Head of Libraries and IT staff and through review of relevant documentation.

## 6. Summary of Main Findings

### **Strengths**

- The College has a specialist Learning Technologies Team that provides academic staff with support on how to use learning technologies. This team can be accessed by phone, email or through the helpdesk;
- There are a wide range of guides on how to use learning technologies;
- A range of learning technologies training, including through College courses, is available for academic staff to access; and
- The libraries have a wide range of e-resources for students and staff, and the use of these is reviewed periodically to inform removing any not used significantly.

### **Weaknesses**

- Although there is the City Learning 4.0 model setting out a target for having 25% of curriculum online, we noted that there is not a learning technologies strategy to support this or a robust supporting operational plan setting out specific actions that should be undertaken in order meet the strategy;
- There is a wide range of software that can be used as learning technologies however there is not a synopsis of the different types of software available and what they are best used for to enable staff to quickly evaluate different learning technologies;
- Although the VLE is used by staff, its uptake is variable with some staff not using it much and with others using it extensively. We noted that there is not a framework in place to review the current usage of the VLE and put in place a plan to increase its use; and
- There is a lack of clarity on the rights of College staff to use software that may be free to use individually, but at a corporate level (taking all the staff using the software together) may require to be paid for, and information and guidance regarding this should be provided.

## 7. Acknowledgements

We would like to thank the College staff for the co-operation and assistance we received during the course of our review.

## 8. Main Findings and Action Plan

**Objective 1: The College has exploited the potential of new technology in order to widen access to the curriculum and enhance the learner experience**

**Objective 2: Investment in new learning technologies aligns with curriculum planning**

### Learning Technologies Definition

In this review we have defined learning technologies as ‘the broad range of communication, information and related technologies that can be used to support learning, teaching and assessment’ (source: Association for Learning Technology).

### Key Learning Technologies

The College provides and supports, through the Learning Technologies Team, a wide range of learning technologies including:

- Moodle, the College’s Virtual Learning Environment (VLE) which is branded as MyCity. This incorporates Mahara e-portfolios;
- Onefile, an e-assessment used for modern apprentices;
- Turnitin, a plagiarism tool;
- Click view, a video repository tool for which links can be embedded in MyCity;
- Virtual reality devices, such as Google Cardboard;
- Allowing the use of bring your own devices (BYOD);
- Swivel, hardware on which you can place an iPad which captures video of a lecturer (including moving to capture when the lecturer moves), and allows videos to be uploaded;
- Lab in a box, a box with a range of hardware that can be used in teaching; and
- Different software which each has specific functionality, such as Creatively, Flipgrid, Near pod, and Soundsnap.

There is also a range of standard technologies that are used such as MS Office and Adobe. This software is supported through the ICT department.

The libraries provide a range of learning technologies, including:

- Laptops, headphones and light boxes (for photography students) that can be borrowed for use in the libraries;
- Learning pods in the libraries that can be booked out and which have a screen which devices can be attached to for group work; and
- A range of e-journals, digital collections and online resources for use within the libraries.



**Objective 1: The College has exploited the potential of new technology in order to widen access to the curriculum and enhance the learner experience**

**Objective 2: Investment in new learning technologies aligns with curriculum planning (Continued)**

### **Structure to Apply Learning Technologies**

From discussion with a number of academic staff the extent to which learning technologies were used depended on the staff's knowledge of learning technologies and their confidence in using these. In addition, the in-year Course Action Improvement Meetings (CAIMs) may identify opportunities for implementing new learning technologies, but the extent that lecturers develop learning technologies for those courses depends largely on whether staff have time to learn the new learning technologies and their ability in learning the new technologies. We were advised that if academic staff had colleagues who were using learning technologies this was a key factor in the use of learning technologies, as academics interviewed advised that if colleagues were confident in using new learning technologies then they felt they could get help more easily and therefore were more willing to try out new technologies.

### **Support**

The College has central support provided through the provision of a Learning Technologies Team, comprised of a Learning Technologies Manager and 10 Learning Technologists. Each of the four faculties is assigned two Learning Technologists. We noted from discussion with a number of academic staff that not all staff were aware of the Learning Technologies Team or what they did. We were advised that this was partly due to the recent restructure and noted that the Learning Technologies Team is trying to raise its profile by visiting faculty meetings and talking about the services it offers. The Learning Technologies Team also has an online helpdesk for staff to log queries and a phone contact number, and the Learning Technologies Team aims to respond to queries on a prompt basis. As well as support from the Learning Technologies Team there is also a range of other support through:

- City Learning staff training days which include a number of sessions run by the Learning Technologies Team that cover learning technologies topics;
- A range of guides online (via MyCity, Connected and using the LibApps tool where Library guides are kept) that highlight a wide range of software and hardware available and information on how to use this;
- A range of qualifications that staff can undertake, such as the PDA Technology Enhanced Learning and Teaching, PDA Teaching Practice in Scotland's Colleges and Developing Digital Assessment;
- New digital teaching standards were introduced in 2018 and these will be incorporated within the Teaching Qualification Further Education (TQFE) qualification that all lecturing staff are required to have or be working towards; and
- Self- study or requests for training from staff.

We noted however that although there is a good level of support available, the key issue in the take up of learning technologies is that there is not always time for staff to upskill on new learning technologies and develop resources on the learning technologies, and staff do not always have confidence to try these out.

**Objective 1: The College has exploited the potential of new technology in order to widen access to the curriculum and enhance the learner experience**

**Objective 2: Investment in new learning technologies aligns with curriculum planning (Continued)**

### **Strategy**

There is not a learning technologies strategy in place, however the City Learning 4.0 model includes objectives to ‘embrace technology as an enabler in the delivery of Learning and Teaching’ and have ‘25% of curriculum online’, however from discussion with a number of academic staff we noted that what this percentage means in practice is not clear. As set out above, whether learning technologies are used is based on whether lecturers and course teams decide to use learning technologies, their skills and confidence in using this, and time available to upskill and develop resources on these learning technologies. We raised the lack of strategy with the Deputy Principal who advised that work in this area had not been pushed forward due to the post of Head of the Centre of Professional and Technical Education (COPTe) (which covers learning technologies and the libraries) not being filled, however at the time of audit fieldwork recruitment for this post was underway. In addition, the College has recently appointed a new post, Director of IT, who is currently reviewing the College’s IT services, and what software is being used, with a view to rationalisation and greater integration.

### **Operational Plan**

The Learning Technologies Team has an operational plan in the College’s standard format which is linked into the College’s Strategic Plan. This includes actions under each of the four balanced scorecard areas, as well as a longer three-year plan, list of achievements, and a look forward to the next steps. We noted that, as there was no overarching learning technologies strategy, there was a lack of focus in the operational plan. We also noted that the operational plan could have been more SMART (i.e. have objectives that were more Specific, Measurable, Achievable, Relevant and Time-bound).

### **Alignment of Investment in New Learning Technologies with Curriculum Planning**

Curriculum planning is undertaken each year to add new courses, amend existing courses and remove certain courses. Generally, the identification of new learning technologies is taken separately from this, with the Learning Technologies Team becoming aware of new learning technologies through its research, involvement in sector groups and from information that academics provide and then putting information on these on the intranet or VLE. Academics may also request that the Learning Technologies Team purchases new learning technologies for new or existing courses, which may be identified from CAIMs. Although there is not a formal alignment of learning technologies to curriculum planning, we consider the current process, where there is a range of learning technologies available and new learning technologies can be requested, to be adequate.

**Objective 1: The College has exploited the potential of new technology in order to widen access to the curriculum and enhance the learner experience**

**Objective 2: Investment in new learning technologies aligns with curriculum planning (Continued)**

**Current Process to Identify new Learning Technologies and Encourage and Support Staff in the Uptake of Learning Technologies**

The current process to identify new learning technologies and encourage and support staff in the uptake of learning technologies is relatively reactive, providing assistance when requested, providing guidance online or providing training if requested. An alternative to the current reactive model is to have a proactive framework where there is analysis of current learning technologies provision, consideration of possible areas and staff where training and support would be useful, upskilling and mentoring of staff; and finally evaluation to determine whether the uptake of learning technologies has worked, and use of this information to feedback into how this process is working. However, we note that applying a proactive model would require significant additional resources to be provided.

**Feedback Loop**

The College has recently participated in a JISC Digital Skills Survey, which aims to benchmark the digital skills of staff. As this survey has just been undertaken, and is the first of its kind, it has not been possible for the College to analyse this and identify areas for focus, although this will be done in due course. The Learning Technologies Team is also planning to send out a Moodle training questionnaire in the near future to staff. Student feedback can be received through the Student Voice online tool.

From discussion with a sample of academics interviewed it was noted that sometimes paper-based methods were more efficient than the use of learning technologies and sometimes there were issues with College firewalls or IT configuration stopping the use of certain learning technologies. One staff member interviewed advised that, rather than try and get changes made to the College's systems, they told their students to use the technology when at home. The fact that staff are using 'work arounds' points to the need for a stronger feedback mechanism.

**Recommendations**

Based on the above findings, we have raised a number of recommendations below.

**Objective 1: The College has exploited the potential of new technology in order to widen access to the curriculum and enhance the learner experience**

**Objective 2: Investment in new learning technologies aligns with curriculum planning (Continued)**

Observation	Risk	Recommendation	Management Response	
<p><b>Strategy</b> As noted above, the College does not have a targeted strategy for the use of learning technologies, and there is a lack of clarity about what the target of 25% curriculum online means.</p>	<p>Without a robust learning technologies strategy, the College may not be maximising the benefits from learning technologies in the College.</p>	<p><b>R1</b> In conjunction with the review of ICT, review the City Learning 4.0 model and make changes to this as considered necessary to ensure that it contains a robust strategy to support the identification and evaluation of new learning technologies, and for the support of existing learning technologies for staff and within courses.</p>	<p>The City Learning 4.0 model will be reviewed following the appointment of the new VP Student Experience.</p> <p>The LT Plan and Library Plans will be more clearly aligned with aims of Citylearning4.0 in its updated form, and we will develop a broader digital transformation plan, including targets for faculty and student use of technology in learning.</p> <p>The teams will contribute initially to design of overall plan and then will ensure that relevant elements are reflected in their own plans and service delivery.</p> <p><b>To be actioned by:</b> VP Student Experience; George Howie, Penny Robertson</p> <p><b>No later than:</b> December 2019</p>	
			<p><b>Grade</b></p>	<p><b>3</b></p>

**Objective 1: The College has exploited the potential of new technology in order to widen access to the curriculum and enhance the learner experience**

**Objective 2: Investment in new learning technologies aligns with curriculum planning (Continued)**

Observation	Risk	Recommendation	Management Response	
<p><b>Operational Plan</b></p> <p>We note that although there is a Learning Technologies Team operational plan this is not as focussed as it might be in the absence of a clear learning technologies strategy. In addition, we noted that the existing Learning Technologies Team operational plan could be more SMART and also have fewer action points but with more focus.</p>	<p>Without a robust Learning Technologies Team operational plan, the learning technologies actions within an updated City Learning 4.0 model may not implemented efficiently or effectively.</p>	<p><b>R2</b> Put in place a robust Learning Technologies Team operational plan that will action the learning technologies aspects of a refreshed City Learning 4.0 model (as identified in <b>R1</b>).</p>	<p>The LT Operational Plan will be more clearly aligned with aims of the refreshed Citylearning4.0 and the team anticipates aligning delivery to broader digital transformation plan, including targets for faculty and student use of technology in learning.</p> <p>The existing LT plan will be streamlined to have fewer action points and more SMART targets.</p> <p><b>To be actioned by:</b> George Howie</p> <p><b>No later than:</b> August 2019</p>	
			<p><b>Grade</b></p>	<p><b>3</b></p>

**Objective 1: The College has exploited the potential of new technology in order to widen access to the curriculum and enhance the learner experience**

**Objective 2: Investment in new learning technologies aligns with curriculum planning (Continued)**

Observation	Risk	Recommendation	Management Response	
<p><b>Learning Technologies Software</b>            We noted that there is a huge amount of software that can be used by academics for assisting with learning and teaching, and there is high-level information on some software available on guides on MyCity or Connected. However, given the huge range of software we noted from discussions with academics that they may not be aware of what software is best for them, and they do not have the time to try each software solution to identify what would work best for them.</p>	<p>Due to the wide range of software available staff may not choose the most appropriate software or may be put off trying software given the wide range of software available.</p>	<p><b>R3</b> Develop a list of preferred learning technologies software for use by staff in teaching. Accompanying this list should be general guidance on what each piece of software does and any particular subject areas it might be best suited for. This should also take into account consideration of compatibility between different learning technologies software.</p>	<p>The libguide platform will provide clearer guidance to staff on which software and platforms to use in a range of contexts.</p> <p><b>To be actioned by:</b> George Howie and LT Team</p> <p><b>No later than:</b> August 2019</p>	
			<p><b>Grade</b></p>	<p><b>3</b></p>

**Objective 1: The College has exploited the potential of new technology in order to widen access to the curriculum and enhance the learner experience**

**Objective 2: Investment in new learning technologies aligns with curriculum planning (Continued)**

Observation	Risk	Recommendation	Management Response	
<p><b>Virtual Learning Environment (VLE)</b>                      The College’s VLE, which uses the Moodle open source platform, is used variably by staff, with some using it and its functionality extensively, whereas others use it very little. The reasons for this is primarily due to individual lecturers’ knowledge and confidence in using Moodle; the time available to develop resources; and the desire to improve course learning and teaching. We consider that there is value in considering a more proactive approach to supporting staff in use of the VLE by providing targeted assistance to staff, with a focus on those staff where improving their use of the VLE would have greatest impact on the learning experience. This may involve a range of measures including group training, use of champions, individually tailored training and espousing of good practice examples.</p>	<p>Without a proactive approach to use of the VLE there is a risk the College may not be maximising the benefits available from using it.</p>	<p><b>R4</b> Put in place a proactive and targeted strategy to improve users’ knowledge of Moodle, confidence in using Moodle and quantity and quality of resources on Moodle.</p>	<p>We are now in the position to use data with faculties to drive up their usage of Moodle in an informed way.</p> <p>In addition to the support already in place for staff to develop their Moodle skills we will enhance the information available through libapps and deliver additional lunchtime drop in sessions for staff and offer webinar support on a range of topics.</p> <p><b>To be actioned by:</b> George Howie</p> <p><b>No later than:</b> July 2019</p>	
			<p><b>Grade</b></p>	<p><b>3</b></p>

### **Objective 3: Resources are aligned with the needs of both staff and learners as captured through feedback mechanisms**

#### **Libraries**

There are a range of feedback mechanisms in place. Online learning resources may be purchased through patron led acquisition (where a student or staff member requests a resource) and there is an online form for lecturers and students to request certain items or resources. All requests are considered by the Libraries team and when considered appropriate and, if there is a budget, these will be purchased.

There has been a review of all online resources to determine whether these are used and value for money and where there is low use these subscriptions are ended.

The libraries also have real time feedback and user experience surveys to identify any issues with library services, and feedback is reviewed with a view to making improvements.

#### **Learning Technologies Software Used by Lecturers**

The use of learning technologies software, as noted earlier in this report, is largely dependent on the skills, knowledge and uptake by lecturers. Lecturers will generally informally evaluate this software to consider whether it is effective and efficient, however there is some information on MyCity on how lecturers can evaluate the use of learning technologies software including obtaining feedback from students. In addition, the CAIMs process should consider the effectiveness of learning technologies software used and make decisions of whether to continue using this or make changes to it.

We consider the above processes to provide an appropriate framework for evaluating the use of learning technologies.



**Objective 4: Sufficient service desk support is available to maintain access to online learning platforms out of normal College hours**

The Learning Technologies Team has an online helpdesk for staff to log learning technologies queries ([mycity@cityofglasgowcollege.ac.uk](mailto:mycity@cityofglasgowcollege.ac.uk)) and a phone contact number (6111). Staff can respond by email, over the phone or often will drop in to see a member of the Learning Technologies Team in person. In addition, there are two Learning Technologists assigned to each Faculty who staff can directly contact. This service is available from 9am to 5pm weekdays, when the College is open. Library staff can also assist with MyCity enquiries and work to 7pm on weekdays.

There is also an IT helpdesk for hardware related issues which may be logged online on Enquirer for this, or phoned in. This service is open 8:45am to 5pm Monday to Friday, when the College is open. There is also IT cover in the evenings, normally to 9pm (when evening classes end), which provides support covering things such as printers, smart boards and video.

For students, the main issue regarding IT is password resets and they can do this online without any assistance.

Although there is no service provided for staff or students in the weekends or outside the weekday times stated above we noted from discussion with academics interviewed, and the Head of Digital Services and the Head of Learning Technologies, that there was no real demand for an expanded service into out of hours. As such we have not raised a recommendation regarding this.

**Objective 5: Adequate licensing arrangements are in place**

The College uses a range of licenced and open source software. Some of the learning technologies software available is open source, however once the College exceeds a certain number of users then a fee may be required to be paid.

We found that there are licences in place for the key learning technologies software used, including Microsoft, Adobe, Turnitin and Onefile. There are also licences in place for the Copyright Licencing Agency (which covers copying from books, magazines, journals and websites) and the Educational Recording Agency (covering legally making recordings or copies of TV and radio programmes and clips for educational use).

Observation	Risk	Recommendation	Management Response			
<p><b>Use of Learning Technologies Software</b></p> <p>As highlighted above, the College has identified a wide range of learning technologies software on MyCity that staff can use. MyCity also includes a range of guides for staff on how to use this software.</p> <p>However, as there is a decentralised approach to the use of this software, it is difficult to determine whether the licence agreements are complied with, particularly if there is a tiered charging structure for software where use is free below a certain number of users, but above a certain threshold of users a fee becomes payable.</p> <p>We also noted that there was no reference in the Acceptable Use Policy requiring staff to ensure that if they are using any open source software that they comply with the software terms and conditions.</p> <p>There would also be benefit in the College summarising the key terms and conditions of commonly used open source software to save staff time in reading the full terms and conditions, which can often be lengthy and difficult to understand.</p>	<p>College lecturing staff may not be complying with the terms and conditions of learning technologies software they are using.</p>	<p><b>R5</b> Amend the Acceptable Use Policy to state that staff must ensure that they only use software for which they are sure they are complying with the terms and conditions of use.</p>	<p>We will work with IT and Academic Staff to put in place a revised AUP ensuring that staff comply with terms and conditions.</p> <p>We will maintain a guide for staff on sourcing and identifying AUP to ensure they are confidently selecting tools and complying with AUP, including a summary of issues they should look out for. This support will appear on Libguides pages.</p> <p><b>To be actioned by:</b> George Howie</p> <p><b>No later than:</b> November 2019</p> <table border="1" data-bbox="1592 1187 2087 1297"> <tr> <td data-bbox="1592 1187 1850 1297"><b>Grade</b></td> <td data-bbox="1850 1187 2087 1297"><b>3</b></td> </tr> </table>		<b>Grade</b>	<b>3</b>
<b>Grade</b>	<b>3</b>					

**Objective 5: Adequate licensing arrangements are in place (Continued)**

Observation	Risk	Recommendation	Management Response	
See above	See above	<p><b>R6</b> Create a list of all learning technologies software that is used and set out clearly in a schedule what the terms and conditions are for use. This should be communicated to academic staff.</p>	<p>The libguide platform will provide clearer guidance to staff on which software and platforms to use in a range of contexts (See <b>R3</b>), this will include details of terms and conditions.</p> <p><b>To be actioned by:</b> George Howie</p> <p><b>No later than:</b> November 2019</p>	
			<b>Grade</b>	<b>3</b>