

LSIS Leadership in Technology (LIT) grant based intervention

Case study

Provider name &	Accountancy Plus (Training) Limited
contact details	Engaging remote Key Chille learners through Virtual
LIT Project title	Engaging remote Key Skills learners through Virtual Classrooms
Project summary :	tor to the state of the state o
- Include the particular area for improvement that has been tackled through the effective deployment of technology	Charcons engagement sessions sessions sessions supported
What were the aims	A Virtual Classroom was used to facilitate remotely delivered Key Skills workshops for those learners who are unable (or unwilling) to attend formal workshops. The key objective was to engage with learners to maintain 'timely success' rates and to do so with a reduction in the cost of delivery. It has proved difficult to engage mature learners in the Key
of the project?	Skills element of their Apprenticeship framework and this constantly threatens to bring down 'timely success' rates. The aim of the project was to address this 'head on' by using online methods to better improve learner perception and engagement
What did you do and how did you do this?	We trialled the Virtual Classroom 'Elluminate' to deliver both 'Application of number' and 'Communications' Key Skills elements to small groups, mostly made up of learners joining the sessions individually from their own homes. We trained both tutor(s) and learners and developed some operating criteria for setup and delivery of on-line activity
What role did your mentor play on your LIT project?	The mentor, bringing with him good knowledge of using Virtual Classroom software, managed the project on behalf of the APlus project team. He drafted all the reports and initially trained and supported staff, particularly the Virtual Classroom Champion with whom he worked closely throughout the course of the project.
What have been the key benefits from the input of your mentor?	Having the knowledge and experience available gave the project a flying start and thereafter by acting as project manager he was able to keep the project on its time plan and



	delivering the agreed outputs.
What was the benefit of the support that you received from your LSIS Associate?	The LSIS Associate was able to use her experience to offer advice on the project, its action-planning and contribute to the development of the elements of its delivery. She was the conduit through which LSIS directed activity was passed.
What has been the impact and benefit of the LIT capital grant to your project?	Following the successful development and delivery of Key Skills elements using the Virtual Classroom 'Elluminate' via a third party the capital grant enabled us to purchase a two year licence of our own. It also enabled us to develop some Key Skills supporting materials for a linked VLE portal and to obtain a small stock of webcams and headsets which learners and staff are able to borrow in order to participate.
What did the project cost, including LSIS funding?	£3000 mentor+ £3000 staff time+ £5000 capital spend
What has been the impact of your LIT project on your organisational improvement strategy?	It has supported and contributed towards the maintenance of significant improvements to 'timely success' which had been one of our key priorities following an OFSTED inspection in 2009. It has offered solutions to other learner engagement issues and has made possible participation in ESF Leonardo activity with European partners
What were the benefits of your LIT project?	It enabled us to allocate time and resources to develop one strategic and operational approach to improving learner engagement in Key Skills and to consider its affect on sustaining 'timely success' using 'Apprenticeship' frameworks.
What were the savings to your organisation?	The cost of falling 'timely success' rates and the paradoxical increase in the cost of delivery by using peripatetic Key Skills delivery working with individuals or micro groups. Staff and learner travel costs within a large rural area. Travel costs for staff and learners on the basis of one session a month shows a time and mileage saving of some £6000
How did you calculate them?	Reduced level of mileage expense claims. Reduction in cost of hosting small training sessions at each venue. The value of Apprenticeship completion payments not lost by non-achievement. The funding has been leveraged to generate an increases return on that funding (a multiplier effect!)



lessons learned? tutors need a modevelop skills in \ learner induction critical What tips do you have for other providers? tutors need a modevelop skills in \ learner induction critical Find a champion an implementer/fi our case was the Managing Director	ing for granted. That Virtual Classroom re focused skills-set. Time is needed to Virtual Classroom delivery. That tutor and to on-line methods and its technology is within your organisation to deliver and find inisher to drive the project forward which in mentor as the project lead was the or. presented a workshop at an LSIS event and o so as opportunities arise. We will
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disseminate will continue to do disseminate through others in the will continue to do disseminate through the sector networks in	ugh our own range of formal and informal ncluding our JISC Regional Support Centre. cner(s) to collaborate in further developments
your experience of the LSIS LIT available within the project.	coming up with ideas the problem is having discipline to implement them – the funding he LIT project and more importantly the abled us to achieve the project outcomes ale", Simon Deane (Managing Director)
	t4Learning, project mentor t4Learning.co.uk

Please email all case studies to <u>eleadership@lsis.org.uk</u> by 18th March 2011