

LSIS Leadership in Technology (LIT) grant based intervention Case study template

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<p>LIT Project title</p>	<p>Technology to Engage and Enrich</p>
<p>Project summary :</p> <p>- Include the particular area for improvement that has been tackled through the effective deployment of technology</p>	<p>We embarked on the “Technology to Engage and Enrich” project in order to address areas within our organisation which were identified, by using the Generator Tool, as potential areas for development. The three areas that we focussed our attention on using technology to support their development were:</p> <ol style="list-style-type: none"> 1. Engaging with potential apprentices and employers 2. Working collaboratively with employers to jointly market our services and programmes 3. Monitor and track the demographic, ethnicity and gender of applicants to our programmes. <p>To address these three areas we designed our project in order to enabled us to develop an improved web site that hosts:</p> <ul style="list-style-type: none"> • Information, advice and guidance in multimedia format aimed at engaging potential apprentices and employers • An improved on line application form that enhances our monitoring/tracking of apprentice demographics, ethnicity and gender. <p>Within our project we worked with two specialist mentors, Tighe Granger and Edward Corbett, and our LSIS Associate, Punam Khosla.</p>
<p>What were the aims of the project?</p>	<p>Our project had 3 aims, these where:</p> <p>Aim 1 :</p> <p>To develop an improved on line application form that would enhance our monitoring/tracking of apprentice demographics, ethnicity and gender.</p> <p>Aim 2:</p>

	<p>To develop information, advice and guidance in multimedia format aimed at engaging potential apprentices and employers</p> <p>Aim 3:</p> <p>To develop an enhanced, interactive web site.</p>
<p>What did you do and how did you do this?</p>	<p>Aim 1 - To develop an improved on line application form that would enhance our monitoring/tracking of apprentice demographics, ethnicity and gender.</p> <p>1. The questions on the existing on line application form were reviewed in line with census information and SFA reporting criteria . The questions were re-designed and authorisation gained for changing the format was gained from ProVQ directors.</p> <p>2. A meeting was held between the LIT project Co-ordinator, ProVQ Operations Director and Ed Corbett, our mentor, to discuss how the changes could be made to the on line form and how we would establish the impact the new format would make for our case study report at the end of the project.</p> <p>3. The LIT project co-ordinator spent a day working with our mentor in order to critically analyse the E&D stats held on PAM (ProVQ Apprenticeship Manager) to gain benchmarking data for the impact measures. This activity enabled the project manager to better understand how the coding of the software needed to be configured in order to get the data analysis we needed. This activity also identified some inconsistencies of the process that was being used for recording data, which was having an impact upon our data reporting.</p> <p>4. The LIT project co-ordinator briefed the Operations Director on the findings of the day with the mentor. They discussed the changes in process needed in order to standardise the reporting of E&D data through PAM and it was decided to change criteria fields in the software to facilitate for more accurate reporting. Authorisation was given to our mentor to make these changes to the software coding.</p> <p>5. The questions on the on line application form were changed to reflect the Ethnicity and Diversity Impact Measures (EDIMS), the specific questions were made compulsory but there remained an option for all applicants to choose “prefer not to say”.</p> <p>6. Changes were made to the coding of the software to reflect whether an applicant who attended a selection and recruitment assessment had been put forward for an interview with the garage manager or not.</p> <p>7. The amendments were made to the on line application form in February and the new form went live on the 1st March 2012.</p>

8. The LIT project co-ordinator met with the mentor on the 28th June 2012 to re-analyse the data collected from the 1st March to the 28th June to enable the organisation to measure the impact of the changes made.

Aim 2 - To develop information, advice and guidance in multimedia format aimed at engaging potential apprentices and employers

1) November 2011 – LIT Project Team Member met with Tighe Grainger, the Media mentor, and a ProVQ Director to discuss the requirements of the project, how it would be used with staff and learners, the scope of working for the ProVQ Clients, and to look at the equipment available. The first training session took place with staff – storyboard writing.

2) One of the outcomes of the meeting was that more staff would benefit from the activity if training material and 'how to' instruction sheets were uploaded to our staff Moodle system. Tighe agreed to write the training modules, to include specific information for the particular equipment we have available at ProVQ.

3) December 2011 – Tighe provided advice on sound equipment and recommended that we purchased some further equipment, including a long cable mic that enables the camera to be further away from the subject, but would still be able to take good quality sound.

4) 4th January 2012 – ProVQ Staff CPD week. The project was introduced to the wider team.

5) 11th January 2012 – The format of the training materials was agreed, and timescale for completion of training materials and How To sheets was agreed with our mentor.

6) 13th January 2012 – Mentor delivered the second training session to staff. This was looking at using the equipment, placement of subject, use of lighting and surroundings. The training modules were completed by our Mentor and uploaded to the ProVQ Moodle. Discussions took place with our Mentor regarding advice on filming the recruitment clip and apprentice video logs, to determine the amount of film sessions required.

10) February – March 2012 – Filming took place at our training centre in Atcham and Nottingham. Dates were booked in for filming on location with apprentices and their employers in garages.

11) March – April 2012 – Editing of video footage carried out by LIT team members. Edited footage was prepared and forwarded to Ed Corbett to be embedded into the newly designed web site.

Aim 3: To develop an enhanced, interactive web site

1.A meeting was held between the LIT project Co-ordinator, ProVQ

	<p>Operations Director and Ed Corbett, our mentor, to discuss what changes could be made to our web site in order to make it more interactive, and better support our recruitment activities.</p> <p>2. The ProVQ operations director gave authorisation for a re-design of the ProVQ web site and additional budget was allocated by Pro VQ to support this project .</p> <p>3.The LIT Project Co-ordinator met with Ed Corbett, our mentor, in order to discuss in detail the possibilities for the web site – reviewing a range of web sites in order to get a feel for what may be appropriate for our web site.</p> <p>4.The LIT action plan was developed and amended further to feedback received from the LSIS Associate.</p> <p>5.The LIT Project Co-ordinator, ProVQ Director and Mentor met on several occasions to scope out the new web site in terms of:</p> <ul style="list-style-type: none"> • Appearance • Use ability • Content • Embedding of multi media content. <p>Our LIT Project Co-ordinator had a series of meetings with our LSIS Associate, both online and face to face. Our LSIS associate alerted us to the opportunity of working with a Facebook company to develop a Facebook recruitment campaign. We took advantage of this opportunity and in addition to the creation of our interactive web site we also developed and piloted a Facebook recruitment campaign. This is an additional outcome for our project.</p>
<p>What role did your mentor play on your LIT project?</p>	<p>Within this project we engaged with two mentors, Ed Corbett and Tighe Granger. The reason we did this was because we needed two different types of technical expertise.</p> <p>Ed Corbett is a specialist software programmer who has worked with us on a previous LIT project and has an excellent understanding of our systems and the needs of our clients and apprentices. Throughout this project Ed supported us with technical expertise we required in order to amend our equality and diversity tracking and monitoring within our on line application process and to re-design our web site. Ed attended meetings with us and supported us with putting together a realistic and achievable plan for our improvements. He supported us in developing a protocol for the re-development of our web site, giving us ideas of the possibilities and helping us to think innovately about what we wanted to achieve from our web site for both now and in the future. Ed was able to explain to us the rational behind the programming that had been built in to our ethnic & diversity monitoring and tracking – from this activity it was clear to see that we had some administrative problems that were impacting upon the data that we were producing.</p>

	<p>Tighe Granger is a specialist in using multimedia technologies to improve teaching and learning. Tighe supported us in our development in using the digital imaging and editing equipment that we had to produce professional video clips that could be used for marketing purposes on our web site and with clients and employers. Again Tighe attended meetings and ran training sessions for staff, as well as producing some training resources for us that we could host on our own Moodle.</p>
<p>What have been the key benefits from the input of your mentor?</p>	<p>There have been many benefits to working with two mentors with different areas of expertise.</p> <ol style="list-style-type: none"> 1. Having two mentors has meant that we have been able to cover a wide range of aspects within the project. Each of our aims could have justifiably been a project on their own, but with the support of two very technical and knowledgeable mentors we have been able to tie together three projects into one. 2. Working with a mentors with specialist skills and knowledge has saved us time and resource of having to “find things out for ourselves”. The trial and error approach has been eliminated from our project as we had the benefit of working with people who had undertaken this type of project before and understood the approach that would work best for us. 3. Working with mentors has enabled a transfer of skills to take place within our organisation. We now have our own staff who can produce good quality video images, edit them and upload them onto our web site. We have staff who understand the programming behind our on line application form and can design reports for supporting data analysis. 4. Our mentors have engaged and motivated us to challenge ourselves to do something different and create a new image of ourselves with our employers and potential apprentices.
<p>What was the benefit of the support that you received from your LSIS Associate?</p>	<p>As we have found in previous LSIS projects, the support and guidance we received from our LSIS associate was of great benefit.</p> <p>Punam, our LSIS Associate, is extremely knowledgeable in the area of technology and leadership and management. Throughout the duration of the project she has kept in touch via face to face meetings, phone calls and on-line web meetings, this has helped us to keep on top of our action plan, and discuss with her progress, developments and ideas on an ongoing basis. Punam also put us in touch with Wisi – an organisation who have supported us to put together a Facebook recruitment campaign which links into our new web site and uses the multi media video clips that we have developed as part of this project – this is an added value element to our project.</p>
<p>What has been the impact and benefit of the LIT capital</p>	<p>The LIT Capital Grant of £6000 has made a contribution to the funding of this project. We have been able to pay our two mentors for the time they have devoted to our project and we have been able</p>

<p>grant to your project?</p>	<p>to release staff from their daily duties to undertake activities within the project.</p>
<p>What did the project cost, including LSIS funding?</p>	<p>ProVQ have made significant investment into this project. The total cost of the development of the multimedia materials and the re-design and development of the web site has cost the organisation in the region of £12,000.</p>
<p>What has been the impact of your LIT project on your organisational improvement strategy?</p>	<p>Project outcomes:</p> <p>Equality & Diversity</p> <p>Our initial analysis of our E&D data revealed that applicants were not disclosing any E&D information on either on line application form. We felt this was because the way that the questions where formatted lead applicants to miss out the questions. We redesigned the form to make the E&D questions a mandatory requirement of the form, but allowed “prefer not to say” as an option for each E&D question. Using this format we wanted to give applicants the option not to disclose information, but we wanted to be able to know that they had made a personal choice not to disclose information. We also wanted to “drill down” our data to analyse from all of the applicants we had, the EDIMS for the applicants invited to a selection & recruitment day, the EDIMS for candidates put forward for work trials and the EDIMS for actual candidates placed into employment and onto our apprentice programme. Due to the way that we had designed our reporting system we where able to do this and the results gave us some very interesting information. We found that even though we were encouraging applicants to disclose their ethnicities 65% of applicants still selected “prefer not to say” as their option. In relation to disclosure of disabilities only 2% of applicants disclosed a disability with 84% of applicants saying they had no learning difficulties or disabilities and 13% of candidates choosing the “prefer not to say” option. This analysis was carried out over a 3 month period of applications to our system and may be skewed due to a small time scale being used. We have scheduled ourselves to carry out this analysis again later in the year once our main recruitment period is over, so we can have some more meaningful results in order to base our decision around any changes that may need to be made to our marketing strategy.</p> <p>Multi Media Video clips</p> <p>We have filmed and edited a range of multi media clips that are being embedded into our new web site and our face book campaign. We are also working with one of our large employers to develop a marketing clip on their behalf. In order to do this we have had to learn some high level production and editing techniques, but the clips we have clearly demonstrate that our staff have certainly raised their skills levels within this area.</p> <p>Interactive web site</p> <p>We have completely re designed our web site. The development of</p>

	<p>this is slightly behind schedule but is due to be completed and go live by the end of July. The new web site has been designed to appeal directly to young people and has a direct link to our on line application form. Our multi media video clips are embedded throughout the web site enabling applicants to get a good feel for what it would be like to be a ProVQ apprentice.</p> <p>Facebook recruitment campaign</p> <p>Our Facebook campaign went live at the beginning of July. As part of this campaign we are encouraging existing apprentices to become ambassadors for ProVQ and share updates with their Facebook friends, so encouraging applications through our web site for the vacancies we have available throughout the UK. Apprentices have liked the idea of becoming ambassadors, especially as there is a rewards system attached to it, however it is still very early days for this element of the project and we have no meaningful impact to report as yet.</p>
<p>What were the benefits of your LIT project?</p>	<p>There have been many benefits to our organisation from engaging in this project.</p> <ol style="list-style-type: none"> 1. We have explored a range of ways to use multi media as an innovative way of supporting our recruitment campaigns. 2. We have up skilled our staff in the professional use of multimedia. 3. We have designed a method of analysing our E&D data that provides us with business intelligence 4. Through the re-design of our web site we have changed the image of our external face with potential applicants and employers.
<p>What were the savings to your organisation?</p>	<p>We estimate that by producing the multimedia clips for our web site ourselves, and producing the wording & content for the web site ourselves we have saved in the region of £4000.</p>
<p>How did you calculate them?</p>	<p>These estimated saving are based on process we have been charged in the past to have multimedia and web site work produced for us by external specialists.</p>
<p>What were the lessons learned?</p>	<p>Our action plan was executed as planned, with the exception of a slight delay on the finalising of the web site due to unforeseen circumstances which diverted team members away from the project for a couple of weeks. In future planning we would make sure that we have a slightly bigger time buffer which would allow for small delays along the way.</p>

	<p>Using mentors was a great asset to our project. Having experts on hand to offer guidance and support actually speeded up the processes that we were going through as we didn't need to waste time researching options & possibilities as our mentors supported us with this.</p>
<p>What tips do you have for other providers?</p>	<p>When designing your projects make sure that you:</p> <ul style="list-style-type: none"> • set realistic and achievable targets • identify your budget for successful implementation of the project • take advice from mentors, or people who are experts in the field that you are developing.
<p>How will you disseminate effective practice to others in the sector?</p>	<p>We will disseminate throughout the LSIS network, we regularly deliver workshops at LSIS conferences, provide case studies for the Excellence Gateway and support other work based learning providers.</p>
<p>Provide a quote on your experience of the LSIS LIT project.</p>	<p>We have had excellent support and guidance from our LSIS associate throughout this project which has enabled us to develop processes and skills that will have long term, significant benefits for our organisation.</p>
<p>Are you happy for us to use this and your contact details for marketing and publications?</p>	<p>Yes</p>
<p>Contact details for further information</p>	<p>Carla Tudbury-Jones Carla@provq.com</p>

Please email all case studies to leadership@lsis.org.uk by 31st July 2012

Appendix A

Appendix B

Appendix C