

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

Provider name & contact details	<p>Derbyshire Adult Community Education Service Maureen Frazer – E-learning/ITT/CPD Programme Manager Chatsworth Hall, Block C, Room 007, Chesterfield Road, Matlock DE4 3FW Tel: 01629 535694</p>
LIT Project title	<p>Using webinar technologies in T&L and CPD opportunities for DACES Tutors, Managers and Learners.</p>
The project	
What problem or issue you were trying to resolve or improve with this project	<p>Derbyshire Adult Community Education Service is the largest provider of part-time adult learning opportunities in Derbyshire employing approx 400+ tutors, the majority of which are part time, varying from 2-18 hours delivery per week. Courses are offered across 15 Sector Skills Areas. Learning programmes take place mainly in our own 23 main centres plus approximately 100 outreach venues.</p> <p>All tutors are committed to undertake CPD despite the challenges of location and number of hours teaching, so supporting individual tutors CPD is a huge challenge for DACES as an organisation.</p> <p>Whilst DACES constantly strive to ensure that a quality service is provided, and that staff are supported in terms of CPD to achieve this, there has to be a balance drawn to counteract working within the current climate of austerity and Derbyshire County Council current agenda – Changing the Way Derbyshire Works (CWDW). The Service have recently had a major restructure, which has impacted on Managers and Tutors alike. It is within this context that we wish to encourage tutors to review and constantly seek to improve their teaching practice and improve the quality of the provision that we offer.</p> <p>The introduction of webinar technology is one way to support the above issues enabling some CPD training to take place via webinar and as a management communication tool to save time, travel and printing costs in meetings. Evidence in terms of efficiency savings could then be shared internally within DCC, locally and nationally.</p> <p>In terms of CPD, webinars could be used to deliver sessions. Participation in using the technology could be a new experience for tutors so could be</p>

	<p>recorded in terms of CPD itself in addition to gaining knowledge on the content of the training session. It also gives tutors/managers the opportunity to consider where they may use the technology as well for learners/meetings.</p> <p>The use of this technology will impact on T&L, the sustainability agenda and increase effective CPD opportunities and sharing of good practice.</p>						
<p>Why did you go for a technology-based solution</p>	<p>As mentioned above, the geographical setting of our organisation and the part-time nature of the tutor work schedule makes face to face meetings very expensive in terms of time, travel. The move to external training delivery by Webinar has substantially increased in the last academic year locally and nationally and having experienced it on a fairly regular basis I could see the huge impact it could have within our Service.</p> <p>We had previously reviewed a number of software solutions (2010/11) prior to selecting the solution that we felt most appropriate for our Service in terms of cost, ease of use etc.</p> <p>We have Internet access and computers in all our learning centres so the main technology was already in place.</p>						
<p>What did the project cost: LSIS funding + your organisation's contribution</p>	<p>In total we received £6K from LSIS with a proportion still to be allocated to the mentor for the project.</p> <p>Costs for a year licence for three 'rooms' with the GoToWebinar software £2,451.60. This was met by our organisation. The allocation from LSIS was used to cover travel to conferences and initial meetings but predominantly to support staff and provide them with the time and opportunity to try something outside of their normal teaching and preparation commitment. In addition to some key staff (LTIG (Learning and Teaching Improvement) Team and co-ordinators) who were involved in the management and delivery of the project, the opportunity was offered to DACES teaching staff under our CPD scheme of Supported Experiments or Joint Development Practice. Some projects are still ongoing and so final costs have not been calculated at the time of this report.</p> <p>Original planned costings schedule shown below:</p> <table border="1" data-bbox="415 1682 1468 1885"> <thead> <tr> <th data-bbox="415 1682 1149 1818">Activity</th> <th data-bbox="1149 1682 1338 1818">Proposed</th> <th data-bbox="1338 1682 1468 1818"></th> </tr> </thead> <tbody> <tr> <td data-bbox="415 1818 1149 1885">PM attend launch meeting (8 hours X £25) + travel</td> <td data-bbox="1149 1818 1338 1885">350</td> <td data-bbox="1338 1818 1468 1885"></td> </tr> </tbody> </table>	Activity	Proposed		PM attend launch meeting (8 hours X £25) + travel	350	
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	PM attend e-leadership conference - Birmingham (8 hours X £25) + travel and conference fee – LSIS account £150)	400	
	Venue cost for initial meetings with mentor	300	
	Costs to attend external & initial meetings - subtotal	1050	
	Remaining balance to cover cost of internal meetings – training, webinars and travel costs for team (tutor rate x £15)	1950	
	Funds available for DACES staff	3000	
		Subtotal	3000
	Funds available for Mentor support at meetings and background research and advice.	3000	
		Subtotal	3000
		Total	6000
Describe what you did and what happened	<p>Throughout the duration of the project, regular meetings took place with DACES Learning & Teaching Improvement Team. This was to ensure that the project initially linked in with DACES strategic agenda and to cascade the learning opportunity out to DACES tutors and managers and to also ensure that the team were aware of the overall progress of the project.</p> <p>I attended an e-Leadership event in Birmingham – 24 Nov 11. The purpose of the meeting was to discuss some ideas in terms of e-leadership and provided us with the opportunity to discuss projects with other providers.</p> <p>LSIS Critical Friend - The LSIS critical friend provided support in terms of cascading information, prompting re deadlines, advice and guidance re the E-Leadership event and ensuring that DACES plan linked with LSIS overall ideas for the funding.</p> <p>Showcase event in March 12 – I and one of DACES' Change Agent team planned and delivered a workshop at the LSIS Technology for Success Conference in Birmingham presenting an outline of our project and the progress made to that date.</p>		

I had several meetings with the mentor for the project (some face to face but predominantly by webinar, phone or email). Our mentor was able to provide support and share experiences of similar type software options, offer some guidance on multi-user microphones and was able to lend us one to test. (Tests with this are still ongoing prior to purchase). Our mentor was also able to offer some guidance on the Business Case that we are in the process of submitting so that we can fully embed the use of this technology in our Service.

In terms of actual testing we planned and delivered the following schedule: The mentor was involved at various stages in this schedule.

- Ran test webinar with participants in all main centres to find out which centres had connectivity problems – **Nov 11**
- Documented any technical issues that arose and planned for the best way to address these. **Nov/Dec 11**
- Advertised training opportunities to Change Agents, teacher training team, managers, tutors and area curriculum teams – **Jan 12**
- Provided training to participants– **Jan 12**
- Organised and ran a series of webinars in range of learning situations (meetings, tutorials and advisory sessions – **Jan – Mar 12**
- Mid-term review to discuss progress, review feedback, look at costings, discuss any issues – **Feb 12**
- Mid-term report - **LSIS – 19th Feb 12**
- Reviewed any outstanding issues– **Mar 12**
- Organised and ran a further series of webinars in range of learning situations (meetings, tutorials and advisory sessions) – **Apr – Jun 12**
- Online meeting with team to review progress and collate evidence for final report – **Jul 12**
- Final report and case study submitted to LSIS **27 July 2012**

To date the tests that DACES had conducted had been funded by the project. To move things forward longer term, we planned to submit a Business proposal to Derbyshire County Council. This was originally planned for late February/March 12. Due to a substantial restructure and an Inspection visit, this was delayed and is in the process of being finalised July/August 12. The rationale for the Business case is to highlight the benefits of using this type of technology in terms of sustainability and the CWDW agenda (Changing the Way Derbyshire Works) and to ensure that technical support is available in terms of accessibility. (Some of our centres are unable to access the main website due to local restrictions). With senior management supporting the move strategically, we are extremely hopeful that the use of the software will go ahead and will be embedded with our Service.

The benefits and impact	
<p>What benefits/ impact has the project had on:::</p>	<p>a. the work/ effectiveness of your organisation</p> <p>Work using this technology is still ongoing but long term it has had and will continue to have, substantial implications on the following:</p> <ul style="list-style-type: none"> • Increasing the overall quality of active learning and teaching taking place for all learners of DACES and to improve the teaching practice of DACES’ tutors - CPD. • Widen provision by providing 24/7 flexible online learning to staff and tutors • Increase quality learning opportunities for tutors and learners • Increase the health & well-being of staff by reducing travel time • Green and sustainability agenda - Decreasing the considerable amount of travel (mileage, cost and time) associated with staff attending face to face meetings across the county – replacing with online meetings/webinars • Meeting the “Changing the way Derbyshire works” strategy <p>Apart from some initial ‘access problems’ the software has proved to be robust and feedback has been extremely good with tutors asking for further training, development and involvement in the project.</p> <ul style="list-style-type: none"> • All sessions on IfL Professional Formation Advisory Training all now take place via webinar. • A growing percentage of the external meetings of the East Midlands Peer Review Group take place via webinar. • A number of internal meetings have taken place using the technology. It proved particularly beneficial when Derbyshire was gridlocked by snow in the winter months, whereby meeting would have had to be cancelled. • Tutorials have taken place for some of the Teacher Training and Development courses.
	<p>b. the cost/ efficiency of activities</p> <p>Although the use of webinar technology will not completely replace meetings and support sessions, the cost savings are potentially huge. It is beyond the scope of this project to document the overall savings to date, however some sample saving costings are detailed overleaf.</p>

Cost comparison – 1

Meeting Costs - Melbourne (approx) - Quantum						
Delegates	Base	Mileage	Meeting time	Travel Time	Mileage cost	Time cost@20.
VT	ILK	36	3	1.1	£ 14.40	£ 22.00
EK	CLAY X	60	3	1.4	£ 24.00	£ 28.00
MF	CLAY X	60	3	1.4	£ 24.00	£ 28.00
JJM	DARLEY	64	3	1.5	£ 25.60	£ 30.00
CQ	Belper	34	3	1	£ 13.60	£ 20.00
					£ 101.60	£ 128.00
						£ 229.60

Cost comparison – 2

Meeting Costs - Ashbourne (approx) - OTL Model on							
Delegates	Base	Return Mileage	Travel Time	Mileage cost @.40	Time cost@£25	Total Exps	No of staff
SMTx 5	Matlock	28	1.1	£ 11.20	£ 27.50	£ 38.70	5
AM				£ -	£ -	£ -	£ -
GC C	Alfreton	52	1.25	£ 20.80	£ 31.25	£ 52.05	1
IM	Long Eaton	46	1.25	£ 18.40	£ 31.25	£ 49.65	1
JK	Buxton	44	1	£ 17.60	£ 25.00	£ 42.60	1
WL	Buxton	44	1	£ 17.60	£ 25.00	£ 42.60	1
RH	Gladys	84	1.75	£ 33.60	£ 43.75	£ 77.35	1
AW	Gladys	84	1.75	£ 33.60	£ 43.75	£ 77.35	1
CSLx 7	CLAY X	62	1.5	£ 24.80	£ 37.50	£ 62.30	6
Cooke	Winkworth	18	1	£ 7.20	£ 25.00	£ 32.20	1
SW	Matlock	28	1.1	£ 11.20	£ 27.50	£ 38.70	1
GT	Matlock	28	1.1	£ 11.20	£ 27.50	£ 38.70	1
							£ 825.00
							10x 2 page reports X 21 people @ 5p per sheet
							£ 21.00
							Refreshments 21 @ £5.00 per head
							£ 126.00
							£ 972.00

	<p>It should also be noted that there was a reduction in terms of length of meetings with meetings tending to be more focussed with few distractions. This in turn has an impact on productivity as well as travel time and costs.</p> <p>It is impossible to estimate just how many meetings are carried out within our Service as these take place at all levels on a weekly/termly/yearly basis as the need is identified. However for indication purposes only, there were 17 meetings scheduled in the Spring Term 11/12 for Senior and second level Managers. Attendance varied in accordance with the agenda and topic matter but numbers ranged between 4 to 20 delegates. As mentioned previously, some of these meetings would still need to be take place face-to-face but a 50% reduction would still have a huge impact and it should be kept in mind that this is just for one term for Management Meetings only and does not take into account the numerous local and wider area meetings that are carried out.</p>						
	<p>c. any other aspect of your work</p> <p>I have been able to cascade the use of this technology within DACES Change Agent Teams and have used the technology to support other funded projects for planning, advisory and guidance meetings.</p>						
<p>What contribution to the success / smooth running of the project was made by:</p>	<table border="0"> <tr> <td data-bbox="410 995 727 1045">LSIS funding</td> <td data-bbox="735 995 1466 1045">a little / some/ a lot / essential</td> </tr> <tr> <td data-bbox="410 1056 727 1106">Your mentor</td> <td data-bbox="735 1056 1466 1106">a little / some/ a lot / essential</td> </tr> <tr> <td data-bbox="410 1117 727 1167">LSIS Associate</td> <td data-bbox="735 1117 1466 1167">a little / some/ a lot / essential</td> </tr> </table>	LSIS funding	a little / some/ a lot / essential	Your mentor	a little / some / a lot / essential	LSIS Associate	a little / some / a lot / essential
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Your mentor	a little / some / a lot / essential						
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<p>Do you have any comments on the funding, mentor or LSIS Associate.</p>	<p>The LSIS funded projects are absolutely essential for our Service. With the current climate, changes to IfL, teaching qualifications, the focus on moving provision online etc, it is essential that we commit time and funding to support staff with their CPD and ultimately to improve the quality of provision for our learners.</p> <p>Both the Mentor and Critical Friend provided guidance and support throughout, however the funding split of 50% organisation/mentor we felt was high for this particular project and that as an organisation, we would have benefited more had a higher proportion been allocated direct. This may not have been the case with a different scenario.</p>						
<p>What lessons did you learn / what tips</p>	<p>It is absolutely essential to have Senior Management support to ensure that the project has successful outcomes.</p>						

would you give to other providers	Run as many test sessions as possible in as many varied situations as possible.
Telling others	
What have you done to share /disseminate this project with others in the sector	Disseminated via local networks, use of the software to run external meetings, local JISC RSC. Delivery of a workshop at the LSIS Technology for Success Conference 8 th March 12.
Provide a quote on your experience of the LSIS LIT project.	<p>A selection of quotes from DACES Tutors who participated in the Professional Formation are detailed below, along with my own comments.</p> <p>Q: What is your overall opinion of this learning experience? (Type your response in the panel below). A: The experience has been very worthwhile. It was very convenient as I did not need to travel across the county and was in familiar surroundings. I happened to be in the centre but could have been at home. It was helpful to have the process explained and to see examples of what is needed. The webinar felt very strange to start with but I soon got used to the way it worked.</p> <p>Q: What is your overall opinion of this learning experience? (Type your response in the panel below). A: Although I had some problems getting my microphone connected, I was very pleasantly surprised about how straightforward everything was. (I quickly fixed my microphone problem because there was easy access to a "help" section on the topic). I found it particularly helpful to be able to conduct a dialogue for Q&A with the trainer so there was no jargon and a personal interface. This webinar has encouraged me to proceed with the qualification, which I may not have done otherwise.</p> <p>Q: What is your overall opinion of this learning experience? (Type your response in the panel below). A: I found it very a very positive learning experience – The tutor made the most of the session & led us through the content step by step, so it was all very accessible. I was aware of who else was online & could interact with them as well. This was an excellent learning tool.</p> <p>Q: What is your overall opinion of this learning experience? (Type your response in the panel below). A: An excellent way to learn without having to drive and park somewhere. Slightly missing a bit because of the lack of face-to-face, but did not hamper the learning experience.</p>

	<p>Q: What is your overall opinion of this learning experience? (Type your response in the panel below).</p> <p>A: I thought this was an excellent way to communicate and would be pleased to take part on future occasions.</p> <p>It is so much more convenient than having to travel to another venue, time-wise and cost-wise.</p> <p>Having the opportunity to take part in LSIS funded projects is extremely beneficial for our Service and this project was no exception. It provides us with the opportunity to try something different and worthwhile that would not normally take place within the every-day remit of our Service.</p> <p>Although we were not able to fully embed the technology within our Service within the lifetime of this project, it gave us the opportunity to experiment and provide valuable evidence to support the Business Case that we are submitting to Derbyshire County Council. This has been valuable in terms of CPD both for me and the tutors involved and is seen as an ongoing project.</p>
<p>Are you happy for us to use this and your contact details for marketing and publications?</p>	<p>DACES are happy to share any information, case studies, experience related to this and other projects with LSIS and wider community.</p>
<p>Contact details for further information</p>	<p>Maureen Frazer E-Learning, ITT and CPD Programme Manager Derbyshire Adult Community Education Service Room 007, Block C, Chatsworth Hall, Chesterfield Road, Matlock, DE4 3FW Tel: 01629 535694 Email: maureen.frazer@derbyshire.gov.uk</p>

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