

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

Provider name & contact details	Newham College of FE													
LIT Project title	Development of standardised learning resources for on-line delivery of cross curriculum employability skills.													
The project														
What problem or issue you were trying to resolve or improve with this project	<p>As Head of multiple E-LRC's my role is to engage learners and to support their learning aims with on-line learning resources. Engaging learners in a non traditional classroom environment such as a PC based area can prove to be difficult unless learners are clearly directed and engaged with materials relevant to their course area.</p> <p>Students have at least one hour a week on their timetable in my area – known as supported independent study (SIS) – this project was to address attendance, engagement and achievement whilst in the SIS centres.</p>													
Why did you go for a technology-based solution	As a technology based learning environment, it was a natural choice for us and following a presentation by OU's Adrian Kirkwood and his research showing embedding of assessment into on-line materials elicits a higher rate of learner engagement, we formulated this project													
What did the project cost: LSIS funding + your organisation's contribution	<p>The project in total cost approx £12,000, including the £6,000 grant from LSIS</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;">Project Item</th> <th style="width: 30%;">Cost</th> </tr> </thead> <tbody> <tr> <td>2 Mentors</td> <td style="text-align: right;">£2000</td> </tr> <tr> <td>Travel</td> <td style="text-align: right;">£175</td> </tr> <tr> <td>Project Manager Time</td> <td style="text-align: right;">£2000</td> </tr> <tr> <td>Project Team Time 1 E-Learning Advisor 1 Study Coach</td> <td style="text-align: right; vertical-align: top;">£5000</td> </tr> <tr> <td>2 Engineering Lecturers</td> <td></td> </tr> </tbody> </table>		Project Item	Cost	2 Mentors	£2000	Travel	£175	Project Manager Time	£2000	Project Team Time 1 E-Learning Advisor 1 Study Coach	£5000	2 Engineering Lecturers	
Project Item	Cost													
2 Mentors	£2000													
Travel	£175													
Project Manager Time	£2000													
Project Team Time 1 E-Learning Advisor 1 Study Coach	£5000													
2 Engineering Lecturers														

	Specialties Skills (British Sign language)	£500	
	Software & Hardware Eg. Camera/Adobe Captivate	£2375	
Describe what you did and what happened	<p>Using specialist software combined with technology already available via Moodle, we wanted to demonstrate how standardisation of learning resources for on-line delivery of cross curriculum courses such as Employability & Progression Units. We worked with the engineering lecturers to develop on-line units to deliver NOCN accredited course covering employment and progression.</p> <p>The units had assessment built in and used multi media for delivery – we used pod casts of the lecturers delivering information and directing learners, with activities for further learning and also to test understanding – assessments were graded and fed into the VLE grade book so lecturers could track learners progression and evidence learning had taken place.</p> <p>Learners could access resources as revision tool outside the classroom. The resource promoted study with the colleges course schedule and provided access for students joining the course at a later stage promoting independent learning. The learner built on confidence in using e-learning materials and may continue to invest in further self-development.</p> <p>The project development team consisted of a combination of pedagogical and IT skills to ensure success, therefore team will be made up of a E-learning Advisor (IT), Study Coach (Both) and Lecturer(s)(Ped)</p> <p>The E-learning Advisor & Study Coach will be Project Co-ordinations and developers, with Lecturer(s) playing an advisory role.</p> <p>Attending the LSIS workshop provided an opportunity to assess our project, the development and build on the deployment of the project. Looking at our action plan and treatment and applying workshop tasks we identified areas expansion. This involved targeting colleagues, assessing skill base and actions required to package the project. An output highlight was to ensure all learners were able to access the materials equally, signing and text were added. Supplementary departments were later contacted to assist. This included ALN (Additional Learning Needs) staff to sign over video to support learners with a hearing</p>		

	<p>impairment. We also assessed our avenues to promote the projects legacy. The workshop also promoted the Involvement credited influential staff to assist in driving the project forward we looked a various individual to support the project.</p> <p>All video resources & learning materials were developed completed for testing and then ran a Unit Pilot, Identified two groups of learners – one from vocational area/ one from academic course areas to test pilot version the unit. Collected feedback and made adjustments accordingly.</p> <p>The unit were embedded into college VLE, students completed resources while Study Coaches and Lecturers worked in collaboration during timetabled delivery.</p> <p>During this time Lecturers reflected on there contribution. This was captured on video to use for the LSIS conference. The aim was to provide a lecturers view highlighting their experiences and passing on crucial information to support peers in similar scenarios.</p>
--	---

The benefits and impact

<p>What benefits/ impact has the project had on:::</p>	<p>a. the work/ effectiveness of your organisation</p> <p>The on-line delivery of cross curriculum materials such as this course covering employment and progression, with built in assessment has opened up a conversation on how we can support our learners further in this way. The assessment has been used by learners to track their own progression – as well as by lecturers to measure achievement. The project has also shown how the VLE can be utilised as much more than a repository, using this project as a basis we hope to move forward developing other resources more linked to curriculum and subject specific areas.</p>
	<p>b. the cost/ efficiency of activities.</p> <p>The cost of developing these units has proven to be worthwhile as it has freed up valuable lecturer time to spend with learners working on issues which they find more challenging – especially around their core subjects.</p> <p>The units themselves will be re-used by both the engineering section as well as other areas within the college, with a consensus from staff that they are a valuable resource.</p> <p>Feedback from lecturers involved in the project has indicated</p>

	<p>learners have a more positive attitude towards this additional qualification, we've also seen an increase in attendance of the project group in SIS compared to the same group in previous year.</p> <p>Attendance statistics show a dramatic improvement – comparison between Term 1 ('11/12) and ('12/13) shows approx 30% increase in attendance, comparison between Term 2 shows an increase of approx 84%.</p> <p>Achievement has stayed at similar levels, indicating learners achieve on-line at similar standards to classroom delivery if appropriate tools are used.</p> <p>Feedback from learners has been positive – they recognise the work completed has a qualification attached, being directed on-line by a familiar face of college lecturers, learning new skills towards gaining employment which is not taking time away from their core units.</p>						
	<p>c. any other aspect of your work</p> <p>We are in discussion with various subject areas within the college to take this experience and move forward, creating more units covering various skills essential for learners. By providing learners with directed materials and progression tracking, we hope to encourage more learning outside of the traditional classroom.</p>						
<p>What contribution to the success / smooth running of the project was made by:</p>	<table border="0"> <tr> <td data-bbox="492 1178 812 1228">LSIS funding</td> <td data-bbox="812 1178 1446 1228">a little / some/ a lot / essential</td> </tr> <tr> <td data-bbox="492 1228 812 1281">Your mentor</td> <td data-bbox="812 1228 1446 1281">a little / some/ a lot / essential</td> </tr> <tr> <td data-bbox="492 1281 812 1402">LSIS Associate</td> <td data-bbox="812 1281 1446 1402">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
LSIS funding	a little / some/ a lot / essential						
Your mentor	a little / some/ a lot / essential						
LSIS Associate	a little / some/ a lot / essential						
<p>Do you have any comments on the funding, mentor or LSIS Associate.</p>	<p>Pricilla Kendal was our Associate – she provided vital critical advice and pushed us to see the project on a larger scale, looking for real impact on learners and learning.</p>						
<p>What lessons did you learn / what tips would you give to other providers</p>	<p>It is essential in any technology project to have longevity, produce something which can be used more than once and is very relevant to the learners needs.</p> <p>Buy in from management is key, in my experience is best achieved if you can show how your project can link in to organisational aspirations – key question- can the project be used as a catalyst to move on to other projects which help raise learner achievement?</p>						

Telling others	
<p>What have you done to share /disseminate this project with others in the sector</p>	<p>The project was presented during our annual College ILCT Fair, an event which all teaching staff attend to look at new technologies and also to see what colleagues around the college have been doing in this field.</p> <p>A workshop was devised for lecturers to explore and experience the online units, led by the lecturers involved in the project. Both mentors of the project were also present to answer questions. Feedback was very positive and course areas not involved in the project could see the benefits – units are now being used as a central resource by various course areas in the college.</p> <p>We also demonstrated our project in front of a wider audience of various colleges at the LSIS conference in February, leading to various requests from those at the conference to visit Newham College for further discussion and viewing of the work we do.</p> <p>We have facilitated visits from delegates wishing to expand on the presentation delivered during the LSIS conference. This has provided vital networking opportunities to circulate practices with fellow practitioners wishing to develop in a similar fashion.</p>
<p>Provide a quote on your experience of the LSIS LIT project.</p>	<p>'We are delighted with the positive impact the project has had on learners, it has created a real buzz in our learning centres and added real cohesion between department and SIS delivery.'</p> <p>Nasreen Bhatti Head of Learning Centres, Newham College of Further Education.</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>Nasreen.Bhatti@newham.ac.uk 0208257 4432 Kevin.pike@newham.ac.uk 0208257 4162</p>

Please email all case studies to eleadership@lsis.org.uk by 15 March 2012