

Implementation plan

Provider name/consortia members	Jenny Sims Sutton College of Learning for Adults
Project title	Drive. Save £400K by using LEAN and SIX Sigma thinking at Sutton College of Learning for Adults
Project summary	<p>The purpose of the initiative has been achieved as corporate service managers have been trained in the basic techniques of LEAN and process mapping within the framework of self-assessment.</p> <p>The goal of refocusing the service is being achieved with forecast savings over 3 years of £400,000 cumulatively including HR implications</p>
What were the aims of the project?	<p>The project aimed to:</p> <p>Develop and implement successfully, DRIVE - a blended “Customer First” development programme to enable the college to use the key principles of Lean & Six Sigma Thinking to apply a systematic, robust and sustainable approach to achieving improvement and savings, based on management by fact with a strong focus on the key stakeholders. The project will deliver justifiable and defensible savings of £40,000 annually, including the first year.</p>
What did you do?	<p>The college had conducted a curriculum review which has been successfully implemented in February 2013</p> <p>A review of Corporate services was planned to take place at a similar time but in the light of the learning from the initiative it was decided to embark on the review in a different way and incorporate principles from LEAN and Six Sigma contextualised for the adult education context in which the college operates</p> <p>The college assembled the ingredients in the following way:</p> <ul style="list-style-type: none"> • The college involved all staff from the outset • The staff were trained in core principles by an external organisation who remained critical friends to the college throughout the process • Staff process mapped their own area • All staff at all grades reviewed their own areas and identified areas for development and strengths • Review teams drawn from staff reported on other areas using a set template devised with staff led by External Consultants • Staff were supported by the External Consultants and challenged to ensure all possible proposals for the shape of the services were made • SMT and the External consultants reviewed the proposals and synthesised them to a document that all managers then reviewed and contributed ideas • The document then went forward as a consultation document following approval from Governing Body • Further changes and ideas have been added by staff and proposals fine tuned • The final document went to Governors on March 25th for approval with all the documents appended – no changes were recommended

	<ul style="list-style-type: none"> The college has now developed a successful model for conducting restructures and keeping staff informed <p>Key was the involvement of staff from the beginning as they felt however difficult many of the outcomes are going to be that they have been the ones to drive the changes.</p> <p>The review is leading to a small number of potential redundancies – fewer than 4 and changes to pay grades as well as the introduction of flexible working and minimum levels of working hours.</p> <p>The need to involve external support was key.</p> <p>Weekly meetings with union representatives were key.</p>																
<p>What did the project cost, including LSIS funding?</p>	<p>The project cost approximately £30,000 with an LSIS contribution of £20,000. Additional funding was provided from College budgets to release key staff to undertake reviews, write up reports, engage with consultants and research models at other organisations. Staff also attended knowledge cafes and provided additional information as they worked with other external supporters including colleagues from Lloyds who acted as critical friends.</p> <p>At all points in the process all staff had access to all the information published in different ways and access to SMT for discussions 1:1.</p>																
<p>Impact</p> <p>What were the benefits of the project?</p> <p>What were the savings and benefits?</p> <p>How did you calculate them?</p>	<p>The college will have a revised structure for the Corporate Services that saves in year 1 over £70,000 rising year on year as HR issues are resolved until over 3 years the cumulative savings will be £400,000 The college will have more streamlined processes as it has fewer small services running and more staff working together in the teams covering key processes</p> <p>In addition the college has continued its path to cultural change where all staff recognise their joint roles and responsibilities and take more responsibility for operational actions.</p> <p>The college has benefited from staff having access to knowledge about how much areas cost.</p> <p>The financial benefits:</p> <table border="1" data-bbox="494 1568 1484 1769"> <thead> <tr> <th>Savings</th> <th>this area</th> <th>Annual saving % of Corporate services pay</th> <th>Annual saving</th> </tr> </thead> <tbody> <tr> <td>Staff costs year 1</td> <td>£81,000</td> <td>8% saving</td> <td></td> </tr> <tr> <td>Staff costs year 2</td> <td>£156,000</td> <td></td> <td></td> </tr> <tr> <td>Staff costs year 3</td> <td>£173,000</td> <td>Total in 3 years</td> <td>£ 410,000</td> </tr> </tbody> </table> <p>The savings are calculations from payroll and are factual sums as can be seen from the document submitted to Governors and shared with all staff. Savings from staffing involved some re-grading, some reduction in hours, and savings made from staff working in larger units. In addition new sections have income targets where practicable.</p> <p>Savings have been calculated taking into account pay protection and possible redundancies.</p>	Savings	this area	Annual saving % of Corporate services pay	Annual saving	Staff costs year 1	£81,000	8% saving		Staff costs year 2	£156,000			Staff costs year 3	£173,000	Total in 3 years	£ 410,000
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<p>What were the lessons learned?</p> <p>What tips do you have for other providers?</p>	<ul style="list-style-type: none"> • Staff can be dispassionate about change despite recognising the impact on themselves and their colleagues • Changes involve a great deal of time and excellent communication as information is constantly needed to be given and disinformation challenged positively • The publication of answers to questions raised by staff was a daily event and meant that SMT did respond quickly and positively to all ideas and questions raised • The checking of information and new job descriptions with current post holders was crucial to ensure key processes undertaken by staff were not forgotten • The college intends to incorporate the process into the self-assessment framework – SAR process in summer 2013 and share the techniques with curriculum managers to review their areas thus training all managers in the same techniques
<p>Further information and key resources</p>	<p>N/A</p> <p>At this stage papers are confidential until the restructure has been confirmed</p> <p>The college will disseminate key messages at the HOLEX meeting in June and in the Teaching and Learning Conference in July held by SCOLA</p>
<p>Contact details for further information</p>	<p>Jenny Sims Deputy Principal Jennysims@scola.ac.uk</p>