

## LSIS Leadership in Technology (LIT) grant based intervention

### Case study template

	West Sussex Adult and Community Learning Service
Context	<p>West Sussex Adult and Community Learning Service has undergone a further restructure with the new slim line management and administrative structures taking effect from January 2011. This has been driven by the need to make savings and the CPD budget has been severely reduced. Traditionally there has been a predominance of face to face training at considerable cost. The opportunity to develop on line resources is therefore very welcome and this project has enabled us to focus on the most requested areas of CPD namely Interactive Whiteboards and PowerPoint. Tutors encounter 2 main types of board – Smart and Promethean- and consequently we have produced separate instructions for these.</p> <p>In addition we hare producing A resource list for all tutors who, in a reducing workforce are teaching more and more across centres. The information once held in localities is now to be service wide and accessible to all staff, not just to those with access to the shared drive i.e. County logins.</p> <p>The impact of the restructure has taken out of our planning a member of staff identified for technical development (Bob Davis) and we have been unable to reengage his services. As a consequence there has been slippage and our completion date with materials complete and evaluation underway is realistically the end of April.</p> <p>The reduction in management staff will also impact on the way we organise our Quality Assurance Process and the number and nature of</p>

	<p>Observations of Teaching and Learning is being revisited.</p> <p>It is recognised within the service that technology must be fully utilised to find new ways of working. Already we have purchased and are using Headsets, webcams and flipcams.</p> <p>The reduction in face to face training has been further underlined by research from the BSC which suggests a training model comprising 10% face to face, 20% coaching and 70% on job (informal) training</p>
LIT Project title	CPD online materials
<p>Project summary :</p> <p>- Include the particular area for improvement that has been tackled through the effective deployment of technology</p>	<p>To create a sustainable method of delivering continuing professional development to tutors within an adult and community learning environment. Through the development of a CPD portal tutors will be able to access online courses.</p>

<p>What were the aims of the project?</p>	<p>The production of an online training module for IWB and for PowerPoint Including curriculum leaders involvement in the creation of the materials (e.g. video)</p>
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	<p>Creation of a bank of adaptive technologies and other materials to support inclusion</p> <p>Design of a questioning module for student centred approaches and to address issues raised in observation data</p>
<p>What did you do and how did you do this?</p>	<p>The action plan outlines the intended process. The project was managed/ is being managed largely by a team of 3 with the input of our mentor. The aim was to identify and incorporate existing examples of good practice whilst creating fit for purpose materials to replace/complement face to face training within the organisation</p>
<p>What role did your mentor play on your LIT project?</p>	<p>The mentor enabled us to reflect on project planning and provided realistic timescales and goals.</p>
<p>What have been the key benefits from the input of your mentor?</p>	<p>Supported with knowledge of existing software packages which led to a change in direction during the project. E.g. Xerte which was initially identified was discarded for particular purposes but could well reemerge for other purposes. Signposting to existing training modules. Skype communication to enable updates and help keep us on target</p>
<p>What was the benefit of the</p>	<p>Inputs aimed to shape initial proposals. Very valuable first meeting to create action plan</p>

support that you received from your LSIS Associate?

Subsequent follow ups to check on progress

Enabling a wider view of the work and sharing a new perspective and knowledge of other providers and their solutions in times of dwindling resource

What has been the impact and benefit of the LIT capital grant to your project?

Enabled us to purchase software to create packages and to develop sustainable communication methods- i.e skype , as a by-product. Provide time for remaining staff to focus on project work

<p>What did the project cost, including LSIS funding?</p>	<p>Not completed</p>
<p>What has been the impact of your LIT project on your organisational improvement strategy?</p> <p>What were the benefits of your LIT project?</p>	<p>Too early to say</p> <p>An interesting part of this project have been the unintended learning outcomes/spin-offs. The work with our mentor has been often conducted via skype and we have adopted this as a tool for ICT cross county meetings. The savings to the organisation and the increased efficiency gained by a possible 3 hour travel time is considerable. This also enables us to address the County Council Green Agenda.</p> <p>Other spin off benefits have come from a raising awareness of technology by some tutors. We have been able to train a language tutor to use audacity for speaking tests, the result of awareness on her part of our work and our increasing knowledge of software packages. We are using the software used in the project to produce a training module for other tutors to use Audacity.</p> <p>In researching this project we have come across and evaluated the following packages: Xerte, BB FlashBack- live screen capture. In planning for future delivery we are looking at using multiple platforms e.g. Moodle, MP3/4 players,</p>

<p>What were the savings to your organisation?</p> <p>How did you calculate them?</p>	<p>ipods and we have also sourced a video file converter- Prism. Where possible shareware has been sourced.</p> <p>There have been clear benefits of this work as recorded in "Case study 1" on line- Maureen Rackham "</p> <p>Medium term sustainable approach to CPD which can and must be developed in future</p> <p>Cost of courses in one academic year c. £4500 To reach 100 enrolments – 40 tutors approx</p> <p>Based on attendance at training provided over last 2 years. Figures are averaged N.B. this does not include travel claims which are in some cases historical and difficult to change.</p>
<p>What were the lessons learned?</p> <p>What tips do you have for other providers?</p>	<p>Timescales in relation to staffing change have affected project planning. We lost BD with accompanying expertise and were not allowed to reengage him.</p> <p>Project management and planning at the outset is critical. I would urge dates in diaries at the outset for the period of the project. Earlier rather than later contact is more effective in ensuring work is driven through. It is easy to allow other more mundane tasks to take over when demands are high due to fewer staff.</p> <p>Via VLE, email and, for the future, pod casts</p>

<p>How will you disseminate effective practice to others in the sector?</p>	
<p>Provide a quote on your experience of the LSIS LIT project.</p> <p>Are you happy for us to use this and your contact details for marketing and publications?</p>	<p>The limited aims of this project have given us insights into the art of the possible and will impact on future CPD policy within the organisation. It has helped develop the technical knowledge and skills of the staff involved and continues to do so.</p> <p>Yes</p>
<p>Contact details for further information</p>	<p>Dave Farmer Dave.farmer@westsussex.gov.uk</p>

**Please email all case studies to [leadership@lsis.org.uk](mailto:leadership@lsis.org.uk) by 18<sup>th</sup> March 2011**