Flexible and Adaptable Safeguarding e-Learning Resources for Work Place Learners
West Berkshire Training Consortium

Project synopsis

The health, on-line safety and economic and social well-being of young and vulnerable adults is a local and national strategic priority. This project took a collaborative approach to creating a bank of fully editable safeguarding e-learning modules, with a specific emphasis on supporting learners in the workplace.

Project aims

The aims of the project were to:

- Through collaboration with a wide range of experts, providers in the regions of the TVRN and ALPHI networks and learners develop materials to support workplace learners in developing their health, on-line safety and economic and social well being
- Develop a bank of work based scenario based e-learning modules, which meet the needs of Apprentices and foundation learners in the work place
- Provide the FE and Skills sector with e-learning resources which follow sound instructional design and pedagogical practises and are fully editable, so that learning can meet the requirements of individuals

The planned outcomes of the project were to:

- Support the FE and Skills sector in effectively delivering learning to cover a range of Safeguarding and Every Child Matters (ECM) objectives to learners in the work place
- Share Safeguarding and ECM good practice amongst providers in Berkshire, Buckinghamshire, Hampshire and Isle of Wight
- Provide the sector with resources that can contribute to off-the-job guided learning hour requirements, as set out in the Apprenticeship Standards for England and defined in Apprenticeship frameworks
- Support providers in meeting the requirements of the Common Inspection Framework Safeguarding limiting grade and Outcomes for Learners
- Provide learners and providers with the opportunity to use a range of technology for collaboration, learner support and delivery of learning
- Develop providers understanding of the creation and use of e-learning in work based learning

The planned outputs of the project were:

- A set of e-learning modules, which are fully editable and offer flexible models of delivery
- A project website, which will be available for a year after the project end.

The project hoped to achieve:

- An improved confidence in FE and Skills staff to support learners in the work place with Safeguarding and ECM topics, using resources that are appropriate for post 16 learners

- A new approach to integrating Safeguarding and ECM topics into work place programmes of learning
- A confidence in workplace learners to achieve their qualification, progress at work, contribute to their local community and to stay healthy and safe on-line
- Increased use of technology within the WBL sector

The project was innovative for several reasons:
- The WBL sector does not commonly use e-learning with learners in the workplace. Also WBL practitioners do not generally have the instructional design and e-learning authoring software skills to develop e-learning from scratch. This project has introduced the WBL sector to using e-learning in the workplace and using authoring software to develop e-learning that meets required learning outcomes
- The software that was used to develop the e-learning resource was web based and therefore accessible by everyone with internet access. Providers are able to import the resources, which can be copied to an external storage device such as a USB memory stick or to a laptop or virtual learning environment, back into the web based software for editing. The software is user friendly and with some direction can be learnt by anyone with basic IT skills. Providers can also use the module template, which follows sound pedagogical and instructional design practises, to create e-learning modules for other subjects. All this makes the resource extremely flexible and cost effective for providers
- Crucially the editable nature of the project's resource means that it can be adapted to meet the wide range of needs among learners, whether it be changing the content to better suit a learners working environment or editing the language and look and feel of the resource to suit accessibility needs. This helps increase opportunity for learners with dyslexia and other learning needs, low levels of English or those with colour and vision requirements etc.
- Providers will be able to make the resources available to learners through a virtual learning environment, on a USB memory stick, CD, training room or mobile devices such as a laptop, therefore providing access for all learners.
- It has also introduced providers to different aspects of technology that can be used with workplace learners
- A robust consultative model was adopted that consisted of two provider consultation groups; one from the Thames Valley Regional Network and one from the Association of Learning Providers Hampshire and Isle of Wight, plus two learner panels and a steering group made up of representatives from:

  - West Berkshire Safeguarding Children Board
  - Link-up project
  - The Edge - WBC drug and alcohol awareness
  - Basingstoke ITEC
  - 14 to 21 Time to Talk
  - West Berkshire Connexions
  - West Berkshire Youth Offending Team
  - TVRN & ALPHI network representatives

The consultation groups met four times throughout the year and informed on:

  - the preferred structure and format of the e-learning modules
  - module topics
  - personal experiences relating to topics being covered
  - the diverse needs of work based learners
  - sources of safeguarding information
  - feedback and actions required

Project delivery

Providers and steering group members were all keen to participate in the project, as they recognised that there was a real gap in safeguarding resources available for learners in the workplace, in particular apprentices. It was also recognised that across the board for all learners there was no one single resource that could offer learners the full breadth of safeguarding knowledge. This meant that the scheduled eight provider consultation meetings and four steering group meetings went ahead with participation from a wide range of people, from different organisations. Contributions from individuals included topics such as:

- safeguarding issues that they'd dealt with and their actions
- feedback on safeguarding following inspection, particularly in the area of supporting apprentices in the workplace
- feedback from providers offering apprenticeships in different occupational areas and their thoughts on how best to keep the safeguarding content as generic as possible
- the level of English, images and colours to be used so that the resources are as inclusive as possible
- safeguarding topics already covered by different organisations and what the gaps are
- procedures already in place for delivering safeguarding to learners in the workplace
- safeguarding topics delivered in the classroom based learners
- recommended sources of safeguarding information

At the initial provider and steering group meetings an outline plan was put together on the structure of the e-learning: module/category/topic. Then at each subsequent meeting topics were added to each category. At each meeting attendees were shown the progress against the project plan and the development of the e-learning, feedback was sought, changes agreed upon and the next stage of the e-learning authoring was discussed.

Two learner panels; one from each network region, were asked to use the e-learning and to feedback on their findings. Both apprentices and foundation learners contributed to the trialling and their feedback was invaluable as they often came back with very different feedback to that of the provider staff. For example providers liked the images and colours used, however learners felt that the images were childish and the colours weak. It was a shame that we were unable to obtain feedback from the learner panels at many opportunities. This was down to the availability of groups of off-the job learners to work through the e-learning.

During the project; July/August and November/December, there were two formal trialling phases for the wider provider community to become engaged in. The first phase had disappointing engagement, which was felt was down to staff holidays and the extra workload on those staff not on holiday. The second phase was much more successful with twenty five people providing feedback.

A project website was developed to disseminate the outcomes of the project, including all the trialling feedback. The administration area was used by the project consultant and project manager, however engagement by others was minimal. Some recommended sources of information from providers were added to the useful links page. The website can be found at: http://safeguardingwbl.weebly.com/

There has been extensive collaboration with the two provider networks with opportunities for dissemination being numerous throughout the project. Dissemination events have meant that the project progress, content and use of the resource have been demonstrated and discussed with around 80 providers at three stages of the project.

The only issue that was experienced during the project was the minimal opportunities to trial the resource with workplace learners. Providers found it difficult to allocate time with learners to

complete the trialling and this resulted in more feedback being received from provider staff than apprentices in the workplace. However, the feedback that was received from learners was extremely useful and positive.

The consultative model worked exceptionally well and we would certainly adopt a similar methodology on other projects. Working with the two provider networks has been invaluable as those leading the networks have themselves been fully involved in the project and, along with the project consultant, they have very effectively disseminated all aspects of the project to network members.

Project outcomes

All the project aims were met and the planned outcomes and outputs were achieved, as explained under the Project Aims section. However, the project also hoped to achieve the points below, which in the main were only achieved in a very small way through the project trialling. Broader and longer term use of the resource would need to then ascertain whether the outcomes had been fully achieved:

- An improved confidence in FE and Skills staff to support learners in the work place with Safeguarding and ECM topics, using resources that are appropriate for post 16 learners
- A new approach to integrating Safeguarding and ECM topics into work place programmes of learning
- A confidence in workplace learners to achieve their qualification, progress at work, contribute to their local community and to stay healthy and safe on-line
- Increased use of technology within the WBL sector

It was intended that more trialling would have been done with learners in the workplace, but as has been explained earlier, little was actually carried out, with only approximately 20 learners actually using the resource. Despite this we have received lots of feedback from providers on the value of the resource and there has been lots of discussion on how providers might use the resource, including:

- Embed in induction and then revisit throughout the learners time on programme
- Ask learners to work through the resource during their allotted off-the job training hours
- Assessors to pick one aspect of the resource to be discussed at the next review
- A copy of the resource to be made as an employer version
- Upload the resource to the provider's VLE and include in workshop planning
- Install on all peripatetic staff laptops and include discussion of a topic at each learner visit
- Run group quizzes on the resource content
- Use the resource to up-skill staff on Safeguarding learners in the workplace
- Include the resource in every staff induction
- Safeguarding Children's Board and charities that sat on the steering group are keen to make use of the resource

Some of the ideas for the use of the resource were unexpected, especially the suggestions that the resource could be used to up-skill staff in what safeguarding means to learners and to make an employer version. This is probably because most Safeguarding resources available to providers, and the training offered, focusses on policies and procedures rather than the actual practical aspects of safeguarding and what this means to learners and employers.

Below is a table showing the results of the final provider Safeguarding resource trialling (does not include learners):

1) Is the navigation through the course clear and user friendly?	**Yes**	X(20)	**No**	X(3)	**In part**	X(2)

2) Are the safeguarding topics appropriate?	The learner thought the labelling was clear and would be able to, after working with the assessor, work through it on her own. It was easy to work through. Add a course map					
	Yes	X(25)	**No**		**In part**	
	The learner going through the training was an administration apprentice so found it very useful that there were IT safeguarding topics. The topics are wide ranging, it's good to see how the resource has evolved to include so much					

3) Is there anything missing from the resource?	**Yes**	X(5)	**No**	X (20)		

4) Is the language appropriate?	Spiking drinks Sofa surfing Financial abuse (The above were added to the resource)					
	Yes	X(25)	**No**		**In part**	
	The learner stated that it was written in a way that it was not patronising, they could learn something new but the words were not overly complicated. Appears to be at the correct level					

5) Is the level of detail appropriate?	**Yes**	X(25)	**No**		**In part**	
	The learner liked the use of links so if further information was required they knew where to go There are links available if you want more information and you can look at this another time.					

6) Is the use of colour appropriate?	**Yes**	X(24)	**No**	X(1)	**In part**	
	Good use of colour, not boring black grey colours. Rather too many bright colours Colour blindness seems to have been taken into consideration					

General comments captured from the feedback were:
- A really useful resource which the learners will enjoy.
- Excellent resource
- Very impressed with the final draft
- Very good resource
- I feel that this resource will enhance our existing safeguarding training both for learners and staff. It will benefit assessors when doing 1:1 reviews and covering duty of care
- Brilliant resource – thank you
- I believe this will be useful for our younger apprentices in full and also parts of it for all learners

- Looking forward to putting the resource to use
- A really useful resource with a good range of topics.
- A very well received and informative resource. We intend to use it as part of induction process with learners in our South East region this spring/summer with a view to implementing it across all regions in 2013/14.

Over the life of the project there have been many discussions around the safeguarding of learners in the workplace. Several providers have commented on recent inspections and the fact that they have received feedback that they need to improve their safeguarding support of apprentices in the workplace, whereas their support of classroom based learners was excellent. Having seen the resource these providers are keen to embed it into their safeguarding procedures to improve workplace support.

As part of the project both network regions received Udutu training to enable providers to add to and edit the Safeguarding resource. Unfortunately, as only one training day was available in each region there were providers who would have liked to have attended the training who were unable to.

It is hoped that through the sharing of and dissemination about the resource it will be widely used across the sector.

Sharing of project findings

All those providers who are members of the TVRN and ALPHI provider networks are aware of the Safeguarding resource through the dissemination events that have been held as part of the project. A number of these members are providers that cover other regions and in some cases are national providers, so automatically the use of the resource will spread to other regions. The project consultant, Carolyn Lewis, who is also an LSIS Associate, is sending details of the project to other provider networks in England, all the JISC Regional Support Centres and of course the resource will be available through the Excellence Gateway. Carolyn Lewis is also offering to run WBL Safeguarding E-learning training days through networks or JISC RSCs at a discounted price, should it be required. This training includes:

- Using the Safeguarding resource in work based learning settings
- Designing e-learning following good instructional design principles
- An introduction to Udutu online authoring software
- Editing the Safeguarding resource to meet an organisation's requirements

We confirm that the grant was applied and only applied for the purpose for which it was provided.