

LSIS Leadership in Technology (LIT) grant based intervention

Case study template

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LIT Project title	e-innovate: leading technological change
Project summary: - Include the particular area for improvement that has been	The project was about transforming CWT's approach to curriculum design and delivery, creating a culture where e-learning is fundamental to the learning experience. This comprised of the creation of a web based platform(moodle) to provide an infrastructure to innovate teaching and improve outcomes, the introduction of smart board technology, as well as develop the skills of leaders within the organisation to effectively manage the change in approach.
tackled through the effective deployment of technology	 In essence, the particular area for improvement was the: Knowledge, skills and confidence of leaders to make better use of technology in learning design and delivery Creation of a virtual learning platform as an infrastructure Knowledge, skills and confidence of Trainers Redesign of curriculum schemes of work to make better use of technology in and out of the classroom
What were the aims of the project?	 Project Aims: Build change leadership skills in e-learning technologies Develop e-confident leaders Culturally transform curriculum planning and design with e-competent/confident trainers Create a web infrastructure using open-source web application Encourage integrated, coherent working across sectors with e-learning champions
What did you do and how did you do this?	CWT embedded the project into its ILT strategy and identified other strands of complimentary activity to work alongside project aims. This included use of the capital grant, a project with the Regional Support Centre/JISC using mobile learning devices and another partner project to develop the skills of the Trainers in creating e-learning content. This enabled CWT to accelerate activity at a faster pace and make a broader impact.
What role did your mentor play on your LIT project?	A series of face to face workshops with the management team and the Learning Technologist (external expert and mentor) led to the development of a Virtual Learning Environment framework. This focused on establishing the scope of the VLE (target users), its shape and structure. The team designed the VLE flow and agreed a plan for developing the skills of Trainers and ensuring that a strategy was in place



What have been the key benefits from the input of your mentor?

What was the benefit of the support that you received from your LSIS Associate?

to cover the broad range of CWT's provision.

The Learning Technologist created the technical infrastructure and liaised with the management team to design the platform in line with organisational needs.

Once this was in place, CWT's Trainers undertook a programme of development to equip them with the skills and knowledge to create elearning content. This included the development of a VLE course template to ensure a consistent approach was used by all Trainers across all vocational sectors. VLE standards were determined to define course inputs which ensured quality assurance at an early stage.

CWT's Moodle Platform



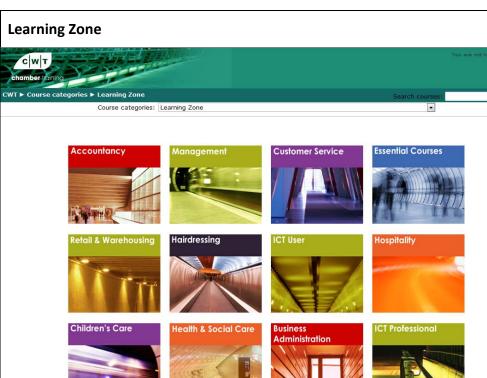
The role of the Mentor was a critical aspect to the success of the project. They provided:

- Coaching and facilitation of Managers to create the VLE concept
- Technical expertise in translating the VLE concept into reality
- Developing the skills of the Trainers in content creation

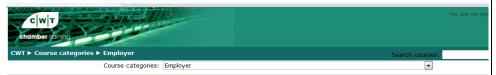
Key benefits of input from the Mentor centred upon their technical expertise and proven track record in VLE design and development, which enabled CWT to create a platform and develop the skills of Trainers to provide a legacy for long term sustainability.

CWT's LSIS Associate acted as a 'critical friend' and provided advice with regard to project development, offering an external perspective on activities.





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What has been the impact and benefit of the LIT capital grant to your project? The LIT capital grant has enabled CWT to extend the use of technology in the classroom using interactive white board technology. This is part of CWT's ILT strategy to make a step change in curriculum design and delivery through the development of technology enriched, interactive learning approaches, providing synergy between learning in CWT's centre and that taking place in work or at home.

Through the technology, learning is being delivered in a modern, dynamic way, developing learners' skills and confidence in the use of resources and providing an effective link to support use of the VLE and other on-line materials.

What did the project cost, including LSIS funding?

The LIT project has led to a strategically different approach to curriculum design, based upon the effective use of technology to stimulate and interactively engage learners inside and outside of the classroom.

The impact and benefits include:

- Behavioural change in Trainers as they become skilled and confident in using to technology interactively to explore and reflect on learning experiences
- Creation of a 360 degree technology enriched learning experience where Trainers provide effective links between use of technology within and external to the learning centre where Trainers showcase resources
- 4. A more strategic and systematic approach to technology application in curriculum design and delivery
- 5. A pedagogical shift for Trainers in integration of technology into curriculum delivery and developing expertise in application of technology in learning

Project Costs:

- £3,000 mentor
- £3, 890 management development time
- £3, 685 trainer development time

The capital project cost:

£5, 751.50

What has been the impact of your LIT project on your organisational improvement strategy? The project has enabled CWT to accelerate its ILT strategy and lever a range of complementary projects to achieve greater impact. The visual profile of technology as a key curriculum character has significantly increased and the project has delivered the following improvements:

- A virtual learning infrastructure (Moodle)
- Remodelled curriculum strategy to incorporate the use of technology driven learning
- A team of 7 Managers up-skilled in leading technological change
- A team of 9 Trainers up-skilled in designing and creating e-based learning for use on a VLE



What were the benefits of your LIT project?

What were the savings to your organisation?

How did you calculate them?

- VLE quality standards developed to support a consistent approach
- Interactive smart board technology introduced in the learning environment with wireless slates to enable learners to actively participate
- Moodle users forum accessed to support peer networking
- A plan to sustain the development of the VLE to address the breadth of CWT's multi-sector delivery has been developed

The impact of the project on CWT has been significant; it has created a VLE that is fit for purpose, ready for use and has supported the development of individuals in key areas of responsibility, from management to delivery, who operate across the whole of CWT's curriculum offer. It has also raised the profile of technology use in learning throughout the organisation – the capital project has resulted in the implementation of 4 interactive smart boards which has enthused Trainers. As one Trainer commented, "great, we use smart boards at college all the time" (trainer attending DTLL training at a local FE institution).

Actual or planned savings:

Some of the savings are in the development phase, as the project was about establishing the infrastructure and developing the capability of the team to be able to re-engineer curriculum design to embrace an e-based approach which will deliver blended learning solutions. This is an ongoing development as the Trainers continue to hone their skills and confidence. It is part of a longer term cultural change to ensure learning design considers the use of technology at all stages.

- All curriculum areas (schemes of work, lesson plans) are being redesigned to contain appropriate use of e-technology to deliver a blended learning solution
- A Virtual Learning Environment is in place enabling learners to access materials as and when required, saving the cost and time of printing
- All sectors are using e-technology within competence assessment which saves time on the part of the Assessor, learner and employer
- Efficiency savings in assessment and teaching timescales of 28% are expected when the VLE is fully populated compared to 2009/10
- Average cost savings of 11% on printing, photocopying and stationery (based on an estimate of the cost of learning packs issued to students)compared to 2009/10
- Timely achievement rate improvement of 5% expected when learning is virtually available as learners have accelerated access to learning materials compared to 2009/10

What were the lessons

CWT embedded the project into its wider ILT strategy. In so doing, this enabled the activities to feature in a bigger organisational drive to



learned?

What tips do you have for other providers?

increase the use of technology in learning and not result in project activities taking place in isolation. Wider activities took place in parallel which enabled CWT to achieve more than simply the project outcomes and advantage was taken of other sources of support that contributed to taking the overall strategy forward. Whilst this added to the complexity of managing the various projects aims, with effective planning and appropriate timing it gave for a better overall outcome. Timing of interconnecting activities was a critical aspect to ensure synchronicity. The management team led the initiatives and brought in operational trainers at the right stage in the project cycle.

How will you disseminate effective practice to others in the sector?

Advice for others would be to keep the bigger picture in mind when undertaking project work to ensure that it is not isolated activity and to look to other sources of complementary support that can add value and achieve a more far reaching result. It is also important to take the time to effectively plan, act and reflect.

A further important aspect of developing a VLE in this context was to avoid rushing to populate the site and create a digital 'dumping ground' where existing materials are merely uploaded without regard to their content. A two tier system has been created which serves to prevent this. The Curriculum and Learning Team Leader is the first line of approval for material upload. The second line is the Operations Director who has the final approval.

Finally, the use of external expertise in the Learning Technologist was also critical to the project's success. Like many small, work based learning providers, CWT does not have a team of e-learning specialists and the level of in-house expertise in this area was low. Therefore the combination of CWT's knowledge of what it wanted to achieve made possible by the technical expertise of the Learning Technologist brought the VLE to fruition for a relatively small cost.

Dissemination is taking place through work based learning provider forums in which CWT is an active member, with the lead officer taking responsibility for securing input at the respective forums. These are local, regional and national groups and include:

- Coventry & Warwickshire Association of Training Providers
- West Midlands Provider Network
- British Chambers of Commerce Skills Forum
- Midlands Chamber Training PDR Group

Provide a quote on your experience of the LSIS LIT project. Are you happy

"The LSIS LIT project has been a catalyst for enabling us to change the way in which we apply technology in learning; changing thinking and behaviours on a range of levels across Managers and Trainers.

The tangible, visible outcomes of the project has increased the profile of technological innovation and enabled us to see what is possible having



for us to use this and your contact details	developed a virtual learning environment from scratch".
for marketing and publications?	Yes
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Please email all case studies to <u>eleadership@lsis.org.uk</u> by 18th March 2011