



Host

Dipa Ganguli

Presenters:

Sue Pember, HOLEX

Caroline Miller, HOLEX Associate

Angela Padfield, Harrow

Carl Newbrook, Gateshead Council

Bhawna Patel, Blackburn

Terry Burgess, Kent



Digital ACE

Underpinning Technology

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Go to Webinar Housekeeping

Attendee Participation

Issue: You can hear audio, but not see the presentation.

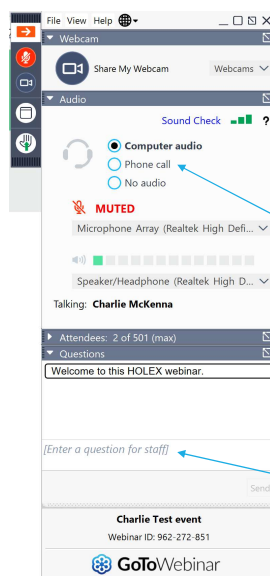
Possible resolution: if you have downloaded the Go to Webinar software, the application might be minimised.



If this is the case, you may see a 'daisy' symbol on your taskbar at the bottom of your screen. If you see the daisy and click on it, the presentation should open.

Issue: You can't see any menu options.

Possible resolution: you may see a small set of icons as below. If so, click on the orange arrow. This will expand the icons to reveal the Go to Webinar menu pane.



Issue: You can see the presentation, but not hear audio.

Possible resolution: although it is recommended to use 'Computer audio' as this is at no charge to you, you are able to switch to 'Phone call'. This will enable you to listen to audio via your telephone. Note that you may be charged for the call.

Issue: How to pose questions.

Resolution: You can enter a question for the webinar organisers via this question panel.

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Digital Ace Project

Digital ACE has been designed to support ACE providers on the next stage of their technological journey and help them develop their digital capability so that they can enhance their offer to learners, while still maintaining their learner centred and high quality approach to adult learning

Covid 19 Guidance 1/11/2020

<https://www.gov.uk/guidance/new-national-restrictions-from-5-november>

7. Universities and adult education settings should consider moving to increased levels of online learning where possible.

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Purpose of Webinar and Guidance

- ☐ To provide an overview of the underpinning technology and infrastructure strand
- ☐ To build confidence by hearing what others are doing
- ☐ To provide advice to the sector from the sector
- ☐ To explain there is not just one solution, and how to choose what is best for your learners and service

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Development of the Guidance

- ☐ Working group
- ☐ Research of existing advice and materials
- ☐ Case studies
- ☐ Shared materials
- ☐ Guidance document will be available this afternoon

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Scope and Limitations

How to use the guidance document

- ☐ It provides information and resources to get you started
- ☐ Very broad and doesn't include everything
- ☐ Not every idea or suggestion will be useful in every situation
- ☐ It is important that you consider what is right for your circumstances

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Technology to support:

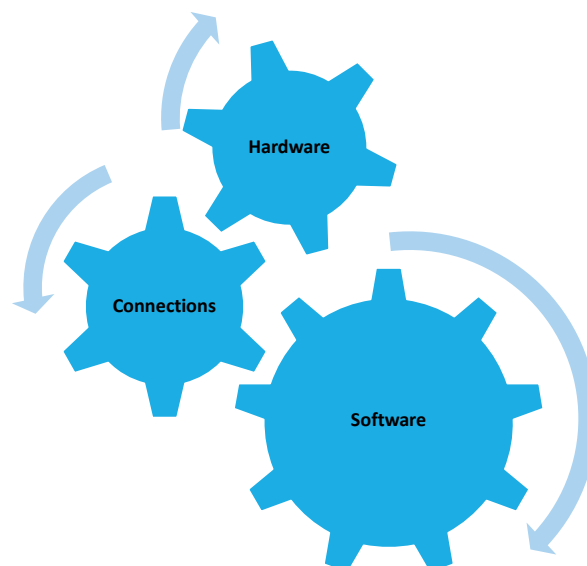
- ☐ Marketing
- ☐ Information Advice and Guidance
- ☐ Enrolment
- ☐ Diagnostic Assessment
- ☐ Learning:
 - Support for face to face classroom teaching
 - Blended (formal part of the delivery)
 - Virtual (online only)
- ☐ Assessment
- ☐ Communication
- ☐ Administration - data collection and reporting

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Technology

Whole system approach



Underpinned by trained and capable staff

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Poll 1

How well do you think your underpinning technology systems are meeting your service needs?

- Very well
- Quite well
- Unsure
- Not well

Tick just one

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Poll 2

What are the main issues?

- Funding to buy equipment
- Lack of technical support
- Staff resistance to moving online
- None of the above

Tick just one

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Guidance covers:

- ☐ Software choices
- ☐ Connectivity
- ☐ Technological solutions
- ☐ Communicating with learners
- ☐ Communicating with staff
- ☐ Support for staff and learners
- ☐ Procurement, outsourcing and service level agreements
- ☐ Key Tips

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Software

What to consider?

- ☐ Will there be one main standardised system for all staff and learners or a range to select from? For example, a platform that is useful for one group of learners may not work for another.
- ☐ An e-portfolio that is designed for apprenticeships may not work as well for other provision.
- ☐ How might systems be integrated together to form a whole learning system?
- ☐ How will the system be deployed to staff and learners?
- ☐ Is the proposed system in line with the corporate and service policies for online learning?
- ☐ Will the system(s) require any installation on the device(s) to be used or is it fully web-based access?
- ☐ Is the system appropriately secure, protecting the data of staff and learners?

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Connectivity

What to consider?

- ❑ Do learners have sufficient access to the internet?
- ❑ Can learners afford the data required to access online content?
- ❑ Have you met the requirements for connectivity for young people?
- ❑ Have you identified public access options for learners?
- ❑ Do learners understand how to use public wifi safely?
- ❑ Information about what will happen if the internet goes down during an online session.
- ❑ Do staff and/or learners have the option to create a wired connection to improve connectivity?

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Procurement, outsourcing and service level agreements

- ❑ Your organisation will have established procurement processes that you will be required to follow. Therefore, it is important to make sure that you understand them, as there are differing levels of autonomy in each organisation.
- ❑ You should also consider:
 - whether colleagues in your corporate procurement team and/or IT teams already have partnerships in place that result in good value deals being available to you,
 - equipment purchased should meet your policy expectations and be compatible with existing systems,
 - whether corporate teams working in the local authority and/or with schools have already negotiated good value deals with mobile data providers. Early in the pandemic, prices quoted were very high, but these returned to more reasonable levels by the summer.

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Gateshead Council

Carl Newbrook

<https://mylearningskills.co.uk>



Learning Skills Story

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Gateshead Council
LearningSkills

Our journey

- We had Google Classroom (G-Suite for Education) already available to all teaching staff, however, it was not being used by everyone, and in some cases it was used ineffectively.
- Anticipating an increase in working from home, we arranged Google Classroom workshops in the days before lockdown for teaching colleagues.
- We worked with what we had and liaised with partners for support – such as Google resellers, network groups of other providers etc.

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Gateshead Council LearningSkills

Implementation

- Teachers responded very quickly, and we were able to continue to engage our learners with minimal disruption to learning.
- We also provided support and guidance to learners to allow them to log on.
- We treated the pandemic with a 'business as usual' attitude using Google Classroom and Google Meet for video conferencing. We were able to move over 100 of our courses online within the first term.

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Gateshead Council LearningSkills

Moving our business online

- We also moved our annual awards ceremony online with a pre-recorded video featuring Steve Furnell from Metro Radio and Sonya Anderson, our Senior manager, visiting winners at their doorsteps to present them with awards.
- We continued to support colleagues through video conferencing, regular email support with some of our more experienced colleagues, and once we returned to work during the summer we continued Google Classroom workshops and troubleshooting sessions to share ideas.

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Gateshead Council LearningSkills

Adapting to change

- Our greatest challenge was change management, particularly as some staff see working with new ICT platforms as a barrier. However, as everyone was learning this almost from the beginning, we ensured we kept communication open and offered regular support through Microsoft Teams.
- Those tutors who had more experience, or who had learned to use the apps, quickly became champions who could offer support to colleagues.
- We focused on ways to keep pedagogies the same despite online learning – learner interaction, peer and self-assessed work, using digital online whiteboard software for group work such as mind maps etc.

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Gateshead Council LearningSkills

Developing into the new academic year

- This year, we now provide learners with a dedicated Google login so that they can access all aspects of the course (Google Classroom, Meet, Jamboard, email tutors).
- We now not only offer hybrid and blended learning but also fully online courses - the first year we have ever done this.
- We have been developing our QA processes to include fully-online courses in line with our existing assessment of Teaching, Learning and Assessment processes.
- We were praised by Gillian Keegan MP, Minister for Apprenticeships and Skills, over our 'Return to Learn' plan.

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Angie Padfield – Interim Head of York Learning

November 2020



<https://www.york.gov.uk/AdultEducationCourses>

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Working with your Council IT Department

- Clearly separate where you can who receives council devices and who should not
- Have a consistent point of contact to work with your Council IT
- Risk Assessments
- Externally hosted systems – Sometimes you just have to go for it!

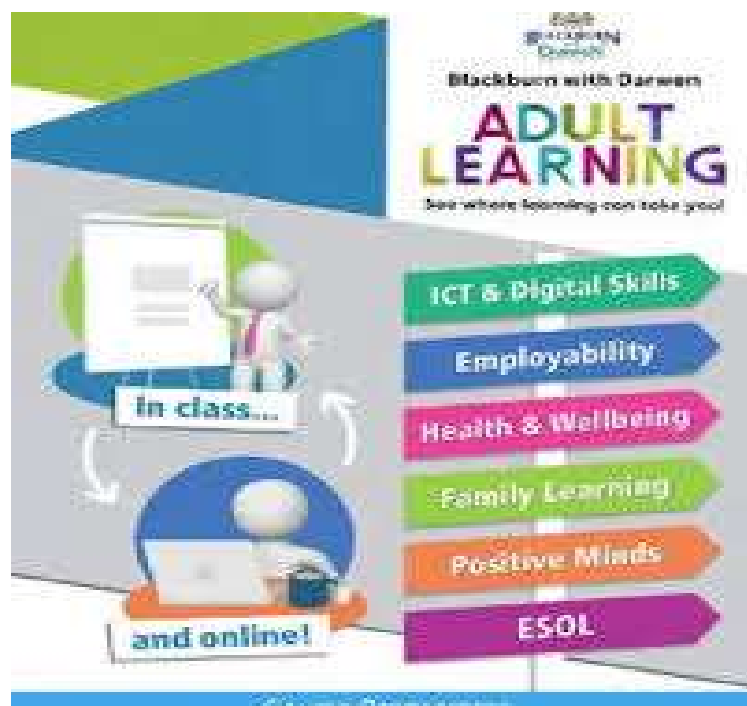


Working together to improve and make a difference

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Bhawna Patel

**Blackburn and
Darwen Adult
Learning**



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Using “Teams” for online learning

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Kent County Council

Terry Burgess

Community Learning and Skills (CLS)



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**Community
Learning and Skills
(CLS)**

Terry Burgess

CLS was already successfully running some online GCSE courses before the March lockdown was announced

Some tutors, for example in areas such as Languages, were able to adapt quickly to the situation and had classes running online the very next day

More and more courses followed suit, all using Zoom as their platform

<https://www.kentadulthoodeducation.co.uk/>

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Main Issues

In early April, the Council arbitrarily made the decision to end all contact via Zoom with any “customers”

This included all of our learners

CLS was able to track this decision back to the Council Head of ICT and Head of ICT Security

In an online meeting (via Teams!) we were able to successfully persuade them that CLS would be able to manage and mitigate the security risks for its users posed by the Zoom platform

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Speedy Successful Implementation

We were successful because:

- CLS has an account with Zoom separate from KCC's
- This meant we were able to control our account and “ringfence” it from KCC's
- We also have our own ICT “Systems” team
- This team were able to produce a Risk Assessment showing how we could mitigate risk. This RA was critical to gaining approval.

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Action Plan

Once we had agreement from KCC, we undertook the following actions:

- Taking control of Zoom system policy settings, including local administrative control by CLS
- This included sign on and password management
- Staff training and support
- Clear communications with learners on how security issues were being managed and mitigated
- Since then our Online Zoom programme has continued to flourish
- We have yet to receive a complaint related to security issues in Zoom

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Economies of Scale

It also has to be acknowledged, however, that as one of the larger ACL providers in England, CLS benefits from the economies of scale in the breadth of its:

- full-time workforce, including ICT experts
- sessional tutors and
- infrastructure

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Top 10 tips

For the sector from the sector

1. Build from what you have.
2. Take your staff with you.
3. Test and review systems with roll out and beyond (build in time delays initially).
4. Build on staff skills by using existing staff who are IT savvy to deliver training and development.
5. Set up a student buddy system so students support each other.
6. Develop a group of digital champions to support staff.
7. Systems should be easy to navigate and support users with weakest IT skills and most barriers.
8. Build in feedback systems.
9. Use web-based platforms as they can be accessed from tablets and phones.
10. Consider working with partner organisations such as the local university to open up your offer more widely.

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Questions?

1. How do we fund the infrastructure costs of going online?
2. Are there external organisations that will provide a full system?
3. How do we sustain our systems?
4. How do we keep up to date?
5. Do you think this is the way we will operate in the future?

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Useful Resources

JISC

<https://www.jisc.ac.uk/blog/how-the-samr-learning-model-can-help-build-a-post-covid-digital-strategy-12-aug-2020>

Department for Education - GOV.UK

<https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care>

<https://www.gov.uk/government/collections/further-and-higher-education-coronavirus-covid-19>

<https://www.gov.uk/government/publications/face-coverings-in-education>

Ufi VocTech Trust

<https://www.ufi.co.uk/blog/reducing-risks-when-moving-training-online>

<https://www.ufi.co.uk/blog/four-common-pitfalls-online-training>

Nesta | The Innovation Foundation

https://media.nesta.org.uk/documents/nesta_playbook_for_innovation_learning.pdf

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Next Steps

Topic	Link
Developing an Overarching College/Service Policy	https://holex.org.uk/digital-ace-policy-guidance/
Safeguarding and Prevent	https://holex.org.uk/digital-ace-safeguarding-prevent/
Developing Materials and Resources	https://holex.org.uk/digital-ace-developing-resources/
Quality Assurance	https://holex.org.uk/digital-ace-quality-assurance/
Supporting Low Skilled Learners	https://holex.org.uk/digital-ace-supporting-low-skilled-learners/
Underpinning Technology	

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Digital ACE Professional Development

Training the Trainers

- Between November and January we will be offering a programme of training sessions for HOLEX members and their staff.
- The training offer has been created to help providers develop their technological solutions, skills, capabilities and policy infrastructure.
- This training and development offer has been built on what providers have said they needed.
- The programme consists of 1.5 hour sessions on key areas and each session will be virtual and open to any staff working for HOLEX members and their partners.
- We will be sending out a prospectus and information on how to logon for each session later this month.

Digital Community

- We are setting up a digital community on Facebook to be managed by Barry Wren at SALBCP

bwren@salbcp.com

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Digital ACE Advisory Offer

- As well as the general programme of online training we are also able to offer advisory sessions for single services on developing their digital strategy, getting started, using resources, keeping staff and learners safe and ensuring a quality offer.
- This will start in November.
- The number of sessions available is limited based on resource, but we will let you know shortly how you can apply for an advisory session.
- You will be allocated a Digital ACE Advisor and they will have preparatory discussions with you on what you think you need and then they will deliver a development session on that topic for you and your senior team.

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Continued pressure on DfE/MCAs to provide support for:

- Funding for devices
- Connectivity solutions
- Development of materials
- Assessment processes
- Guidance on using the funding system
- Performance measures
- Other? – let sue.pember@holex.org know

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Thank you

Name	Organisation	Role
Liz Barrett	ATT Further Education	Principal
Diane Cooper-Ramsden	Barnsley Council	Skills and Qualifications Manager
Una Crotty-Joyce	Ealing Adult Learning	Curriculum and Quality Manager Community Education
Sonya Anderson	Gateshead Council	Senior Learning Skills Manager
Carl Newbrook	Gateshead Council	Quality and Business Improvement Lead
Karen Bhamra	Harrow	Service Manager
Mark Townsend	Newham Adult Learning	Area Manager
Paul Gibson	Northern College	Tutor Manager
Tuula Pienkuuka	Southend Adult Community College	Programme Manager
Angie Padfield	York Learning	Acting Head of Service
Bhawna Patel	Blackburn	Skills Development Officer for Digital/ICT Skills and Employability
Margaret Joojo	Hounslow Adult and Community Education	Service Manager

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Feedback

The Webinar survey will now appear on your screens after we close the webinar.
Your completion would be greatly appreciated.

Please note on the scores that **1 = Poor and 5 = Excellent**

1	2	3	4	5
				



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For any queries, please contact -

Charlie.mckenna@holex.org.uk

HOLEX Operations Officer

For project resources, please see -

www.holex.org.uk/digital-ace/

November 2020

Thank you for participating

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