

Report

Report to:	Clyde Valley Learning and Development Joint Committee
Date of Meeting:	10 June 2019
Report by:	Chair of Clyde Valley Learning and Development Project Steering Group

Subject:	Clyde Valley Learning and Development Project – Update on Progress with the e-Learning Workplan
----------	--

1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ update the Joint Committee on progress that has been made in delivering the e-Learning workplan for the coming year

2. Recommendation(s)

2.1. The Joint Committee is asked to approve the following recommendation(s):-

- (1) that it be noted that the e-Learning Sub Group has been re-established with participants representing both Full and Participating Member Councils;
- (2) that it be noted that significant progress has been achieved in delivering the objectives of the workplan; and
- (3) that it be noted that achieving the objectives of the workplan will significantly benefit learners from all Member Councils.

3. Background

3.1. E-learning is at the forefront of the Clyde Valley Learning and Development Group's activities. E-learning activities are co-ordinated and managed through the e-Learning Sub Group, which is led by representatives from the Full Member Councils, but also attended by Participating Member Councils.

3.2. The purpose of the Sub Group is to maximise the opportunities to share resources and develop best practice. Whilst it has always been a networking group, it has achieved much more through problem solving, driving e-learning innovation and creating a genuine desire to improve the learning experience for all employees across the Clyde Valley Councils.

4. Current Position

4.1. As the membership of the Sub Group has been reconfigured to reflect the changes to the overall Project structure, a new workplan has been developed as the focus of the Sub Group's work. This workplan will be delivered over the coming year in tandem with the routine activities associated with managing the Brightwave shared learning platform and further developing its functionality.

- 4.2. The new workplan was developed and approved by the Project Steering Group at the start of the year and work started on its delivery as soon as the membership of the Sub Group was established.
- 4.3. Attendance at the Sub Group since the restructuring has involved all six Full Member Councils and ten of the eleven Participating Members. It is evident that the opportunity to start afresh with the new structure has imbued the Sub Group with renewed enthusiasm and a willingness to take an active role in developing the agenda and delivering the workplan.
- 4.4. The revised workplan, having been approved by the Project Steering Group, was distilled down into five main headings. These are:-
- ◆ Implementation of Tessello Go
 - ◆ Improving course sharing (content wiki)
 - ◆ Skills development in authoring tools and techniques
 - ◆ E-learning for “hard to reach” employees
 - ◆ Single Sign On
 - ◆ Digital Transformation
- 4.5. Members of the Sub Group were asked to identify the critical priorities for their respective Councils from this list. From this, separate workgroups were identified to address each of the issues in parallel. The Groups were led by different Sub Group Members and was not restricted to Full Member Councils. For example, the Group addressing “hard to reach” learners, is being led by City of Edinburgh Council's representative.
- 4.6. One exception was identified however, in relation to the subject of Digital Transformation. An audit of the Sub Group's roles and responsibilities within their respective organisations identified that Digital Transformation was not being managed by Learning and Development staff, but was part of a strategic approach involving multiple disciplines and services. For this reason, it was agreed that the Project Steering Group would provide advice and guidance on this matter, and remit the e-Learning Sub Group with specific tasks where appropriate.

5. Progress to Date

5.1. Implementation of Tessello Go

- 5.1.1. As councils are all at different stages of the transition to the new interface, the opportunity exists for the pioneering councils to share their experiences with the remainder of the Sub Group. This approach has also helped to address initial teething issues and unexpected functional changes resulting from the implementation.
- 5.1.2. This has resulted in a shared document entitled “Transition to Tessello Go”, which itemises exactly where each council has progressed with the implementation, together with any identified issues. This has proved to be very beneficial for the wider Sub Group, as issues can be anticipated and eliminated based on previous experiences.
- 5.1.3. The process has also highlighted some losses in functionality compared with the previous product provided by Brightwave. This knowledge has been used to prioritise “sprint” developments from Brightwave, which are provided on a quarterly basis as part of the existing contract.

- 5.1.4. Further improvements may also be commissioned from this list by accessing the Project's development funds. This would be subject to approval by the Project Steering Group and Social Care Group.

5.2. Improving Course Sharing (content wiki)

- 5.2.1. Discussions have taken place over the viability of developing a separate database or "app" (application) to host the list of courses, descriptors and course codes, with the intention of improving the process of course sharing. Due to the limitations on capacity, technical skills, IT permissions and development costs, this option has been shelved at this stage.
- 5.2.2. Additional work has therefore been carried out to edit and refine the existing course wiki, currently maintained on a spreadsheet. By making the layout more user friendly and re-establishing the principle of all Member Councils updating the content, the Sub Group should be able to maximise the benefits of course sharing once again.
- 5.2.3. In a further development, the Sub Group has elected to open up access to each Member Council's incidence of the Brightwave platform. By using this technique, the Sub Group has facilitated a self-service approach to gaining insight into how each Council has structured and presented its library of courses, as well as testing access to specific content before sharing the course more widely.

5.3. Skills Development in Authoring Tools and Techniques

- 5.3.1. The Sub Group has addressed this subject by first looking at the capability and experience within the Sub Group. This has involved identifying a list of specific authoring tool and techniques which might be desirable. Thereafter, individual Sub Group members have been asked to record who had skills in each technique, and to what level.
- 5.3.2. This has now been collated along with contact details so that a dynamic problem solving network can be established when individuals are working in isolation on new techniques.
- 5.3.3. Dundee City Council has already offered to hold some training sessions on Articulate 360 Storyline (a proprietary authoring tool used by many of the Members). It is anticipated that this approach will be replicated by others in the Sub Group as each priority need is identified.
- 5.3.4. The Sub Group is also sharing examples of best practice using specific authoring tools. Techniques are currently being investigated to allow this sharing, including using a cloud based document sharing system (Objective), and also through the use of webinars.

5.4. E-learning for "hard to reach" Employees

- 5.4.1. This subject offers potentially the most challenging issue to overcome, as the difficulties associated with this task are universally accepted in the wider learning community and across all sectors.
- 5.4.2. The Sub Group has broken down the task into a series of stages, all of which will be contingent on gaining support from colleagues in each Council. The approach taken was to identify who the "hard to reach" groups were; identify the barriers to access (e.g. technological, cultural); identify solutions to remove or limit the barriers, and thereafter to test whether any of the proposals are viable and would work in practice.

- 5.4.3. In order to maintain momentum with this work, City of Edinburgh Council hosted an online meeting using Skype for Business. This meeting allowed participating Councils to share documents and presentations and contribute to the ongoing discussion in between the formal meetings of the Sub Group. It has been agreed to continue to take advantage of this approach and to establish which platform is best suited to allow the maximum number of Members to participate.

5.5. Single Sign On

- 5.5.1. Single sign on (SSO) is a technique used by organisations where multiple systems are required, each of which requires a separate login process before allowing access. SSO allows users to login once to the parent system, and automatically be signed in to the others. In the case of e-learning in the Clyde Valley Councils, this would mean that learners logging in to the Council's network would not be required to login separately to the Brightwave platform.
- 5.5.2. This task is closely aligned to the previous work stream, as achieving SSO would both remove a barrier to accessing learning, particularly for inexperienced users, but also reduce the administrative burden caused by requests to reset passwords in order to allow access. This is a common issue for the Clyde Valley Councils, and a significant drain on resources.
- 5.5.3. Discussions have taken place with Brightwave to evaluate the feasibility of implementing SSO. Whilst Brightwave can provide this development, the requirement to do so will be subject to demand and uptake from the Clyde Valley Members. In addition, the technical and security implications will require to be addressed by local IT teams, working in tandem with Brightwave, for this to progress.
- 5.3.4. On completion of the feasibility study on this work, the Sub Group will report back to the Project Steering Group before pursuing this any further.

6. Employee Implications

- 6.1. The continued participation and time allocated to the Project by Sub Group representatives remains crucial to achieving the Project's objectives. This is now being demonstrated more equitably through the inputs from both Full and Participating Member Councils.

7. Financial Implications

- 7.1. There are no immediate financial implications.

8. Other Implications

- 8.1 No specific risks have been identified beyond maintaining the commitment and application of members of the Sub Group.
- 8.2 There are no implications for sustainability in terms of the information contained in this report.

9. Equality Impact Assessment and Consultation Arrangements

- 9.1. This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy and therefore no impact assessment is required.
- 9.2. The workplan contained in this report has previously been consulted upon and approved by the Clyde Valley Steering Group.

Gill Bhatti

Chair, Clyde Valley Learning and Development Project Steering Group

15 May 2019

Previous References

- ◆ 11 June 2018 - Clyde Valley Learning and Development Project –Update on eLearning Group Developments

List of Background Papers

- ◆ Clyde Valley Learning and Development Joint Committee Minute of Agreement

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:-

Gill Bhatti, Chair, Clyde Valley Learning and Development Project Steering Group

Ext: 5604 (Tel: 01698 455604)

E-mail: gill.bhatti@southlanarkshire.gov.uk