



HOLEX Learning Technologies Survey Report Sept 2014

coralesce



Commissioned by



LEARNING TECHNOLOGY SURVEY

Introduction

In August 2014 HOLEX commissioned Coralesce Ltd, a curriculum development and project management agency to undertake a learning technology survey of HOLEX members. HOLEX is the national network of local adult learning providers and the sector membership body for local authority adult and community learning services, independent 'former external institutions' and 'specialist designated institutions'. The purpose of the survey was to provide a contextual framework for members in preparation for the Education and Training Foundation Learning Technology Support Programme (Learning Futures). This programme is seeking to invest in relevant sector projects to support workforce development in the use of learning technologies. This survey report therefore aims to provide some useful preliminary information to support appropriate bidding for Learning Futures project funding as well as providing useful insights into the whole issue of implementing technology-enabled learning within adult and community learning.

Methodology

Given the tight timescales for project bidding on the Learning Futures Programme (26th August – 26th September 2014) an email was sent out by the Chief Executive of HOLEX with a link to a questionnaire on Survey Monkey on 21 August 2014 with a closing date of 8th September 2014. This was sent to the 105 member organizations with the recommendation that the survey should be completed by someone in your organisation who has a strategic overview of the curriculum (all elements) as it relates to the use of learning technology. The questionnaire was designed to review type of provider, infrastructure, scale of operations, use of learning technologies and areas for further development.

Results

1. PROFILE OF RESPONDENTS

There were 35 responses from 33 Institutions (31.5% response rate) from a total of 105 member organizations. Given the time of year this represents a robust survey response to provide a contextual framework for the ACL sector. Further follow up directed at non-respondents would be a fruitful area for future development work.

2. NAMES OF RESPONDENT PROVIDERS

Adult and Family Learning, Barnsley MBC
ALS at HLT
Aspire Sussex
Birmingham Adult Education Service
Buckinghamshire Adult Learning
Cambridgeshire County Council
City Lit
Community Learning MK, Milton Keynes Council
Derby City Council Adult Learning Service
Ealing Council
Gateshead Council

Hillingdon Adult & Community Learning
Kent Adult Education
Liverpool Adult Learning Service
London Borough of Hammersmith & Fulham Adult Learning and Skills Service
London Borough of Sutton (SCOLA)
Luton Adult learning
Manchester Adult Education Service (MAES)
Manor Training & Resource Centre
Middlesbrough Community Learning
NELC Community Learning Service
Newcastle City Council
Northamptonshire County Council Adult Learning Service
Open Door Adult Learning Centre
PACA Adult Learning
Portsmouth City Council, Community Learning Service
Reading Borough Council - New Directions
Redbridge Institute Community Learning and Skills
Rotherham Adult Community Learning
Skills & Learning Bournemouth, Dorset & Poole
Staffordshire County Council ACL
Stockport MBC
The Learning Centre Bexley

There was a good range of responses from across the country with representation across the regions. Duplicate responses were received from different managers in Northamptonshire and Bexley and have only been counted as one response for each institution.

3. JOB TITLES OF RESPONDENTS

The respondents completing the survey were more likely to be in a senior management role although some had a specific learning technology brief with the following job titles:

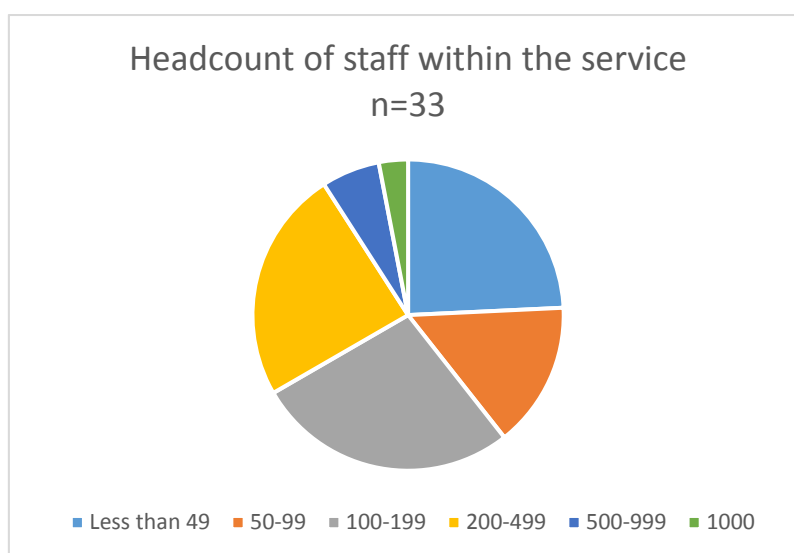
Adult Learning Manager
Assistant Head of Service
Business & Support Services Manager
Centre Co-ordinator
Chief Officer
Curriculum Coordinator Information Learning Technologies
Curriculum Services Manager
E-learning Co-ordinator
Head of Adult Learning and Skills
Head of Business and Learner services
Head of Service
ICT Tutor
Manager - Adult Learning Operations

Manager, Community Learning Service
Pathway to Employment Manager
Performance and Engagement Manager
Principal
Principal Learning Manager
Quality Manager
Resources Technician
Service Manager
Strategic Manager Curriculum and Quality
Unity Curriculum Manager
Web, VLE and System Manager

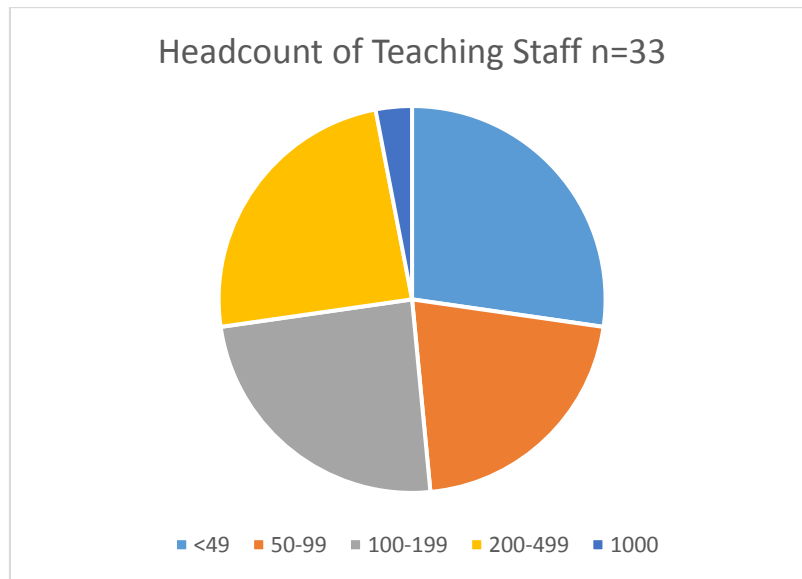
4. **HEADCOUNT OF STAFF WITHIN ORGANIZATIONS**

Two thirds of providers responding to the survey were more likely to have less than 200 staff employed in the service with a third having over 200 staff.

Headcount of All Staff	No of Providers	% of Providers
<49	8	24%
50-99	5	15%
100-199	9	27%
200-499	8	24%
500-999	2	6%
1000+	1	3%
	N=33	100%



Total Number of teaching staff where primary role is teaching and learning (Headcount) was also in line with a predominance of small to medium sized organizations.



Headcount of Teaching Staff	No of Providers	% of Providers
<49	9	27%
50-99	7	21%
100-199	8	24%
200-499	8	24%
500-999	0	0%
1000+	1	3%
	N=33	100%

In terms of headcount of staff that provide technical support to teaching staff on learning technologies only 2 organizations had from 6-10 staff in place with the vast majority (31 organizations) having less than 5.

5. NUMBER OF LEARNERS

Number of learners	No of Providers	% of Providers
<999	2	6%
1000-4999	14	42%
5000-9999	10	30%
10000+	7	22%
	N=33	100%

The respondent organizations were split 50/50 in terms of learner numbers with half having more than 5000 learners and 48% with less.

6. LOCATION

Respondents were asked what the type area that was served in terms of mixed, rural or urban. 33% reported serving mixed areas with the vast majority, two-thirds reported serving urban environments. Respondents were also asked where the learning that they manage takes place which highlighted a breadth of service outlets (Respondents could give multiple responses).

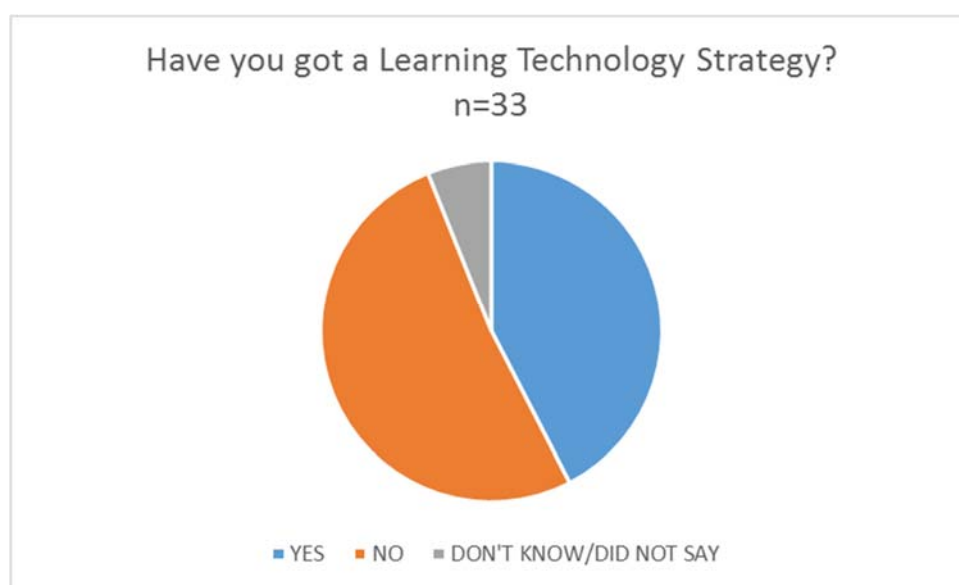
Locations		% Response Rate
Main Adult Learning Centres	27	82%
Dispersed provision in community premises	30	91%
In School Premises	24	73%
In Public Libraries	18	55%
In Children's Centre	27	82%
In other hired premises	19	58%
In employers premises	17	52%
Other (Will be starting in employer premises)	1	3%

The majority operate from main adult learning centres, community or school premises.

7. LEARNING TECHNOLOGY STRATEGIES AND INSTITUTIONAL PERFORMANCE

Respondents were asked if they had a learning technology strategy. The results highlighted that whilst 42% had a strategy the majority did not or were unaware of it.

Does your institution have a Learning Technology Strategy and Action Plan for 2014/15?	
YES	14 (42%)
NO	17 (51.5%)
DON'T KNOW/ NO RESPONSE	2 (6%)

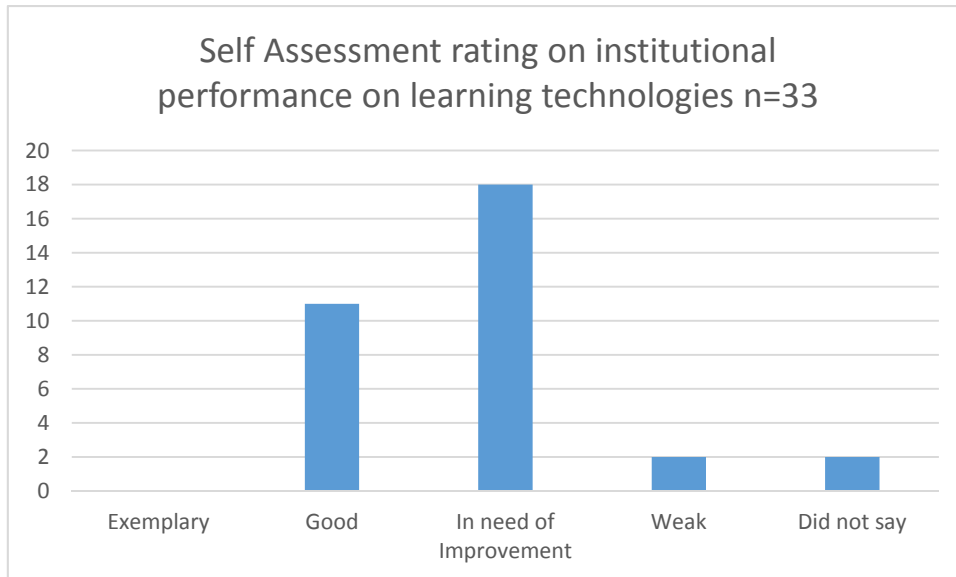


Respondents were asked to rate their overall institutional performance in relation to the use of learning technology where 1 was Exemplary and 4 was Weak

RATING	Number of providers	%
Grade 1 (Exemplary)	0	0%
Grade 2	11	33%

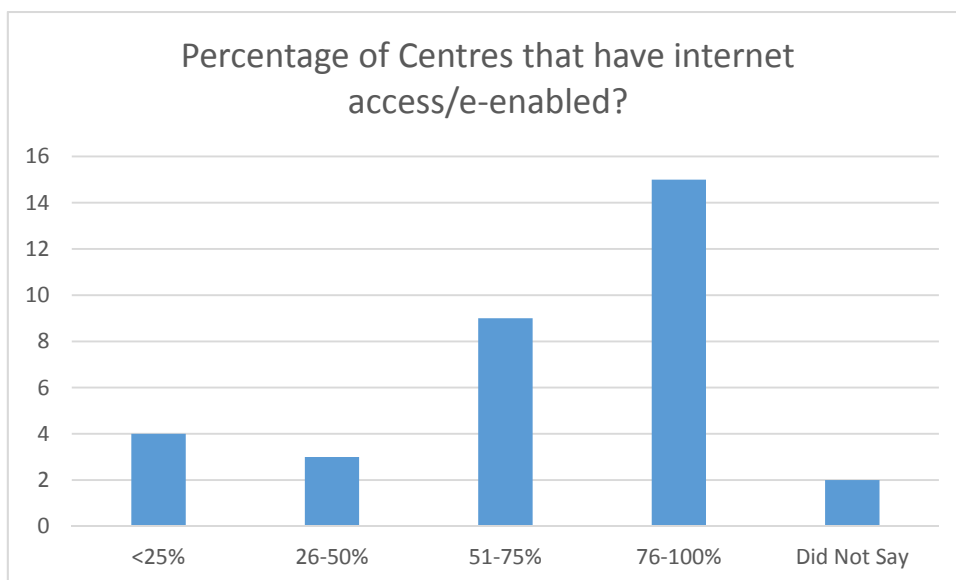
Grade 3	18	55%
Grade 4 (Weak)	2	6%
Did Not Respond	2	6%

The majority of providers felt that they were in need of improvement in relation to learning technologies.



8. INFRASTRUCTURE

Respondents were asked how many of their learning settings have internet access/are e-enabled for learners.



% of Centres e-enabled	Number Of Providers	% of providers
<25%	4	12%
26-50%	3	9%

51-75%	9	27%
76-100%	15	45%
Did Not Say	2	6%
	33	100%

Over two-thirds of providers have at least half of their centres e-enabled. Nearly half the providers have the majority of their centres with internet access.

Respondents were asked if they have a Virtual Learning Environment and 29 (88%) out of 33 stated that they had a VLE in place. In terms of VLE used the following profile emerged highlighting that a variety of versions of Moodle (79%) are being run in the ACL sector. As Moodle requires technical support and competency if self-hosted the lack of technical staffing in the ACL sector may impact on upgrading and using later versions. This may impact on the use of open educational resources for download which are developed in the sector as they often require later versions of MOODLE.

Type of Learning platform	Number	%
Moodle 1.9 or lower	4	12%
Moodle 2-2.2	8	24%
Moodle 2.3 or higher	14	43%
Other (Google, local learning Platform, FENC)	3	9%
NO VLE	4	12%

9. USE OF TECHNOLOGY TOOLS

Respondents were asked to rate their use of a range of technology tools. A four point scale was used.

1 = Used

2= Developing Use

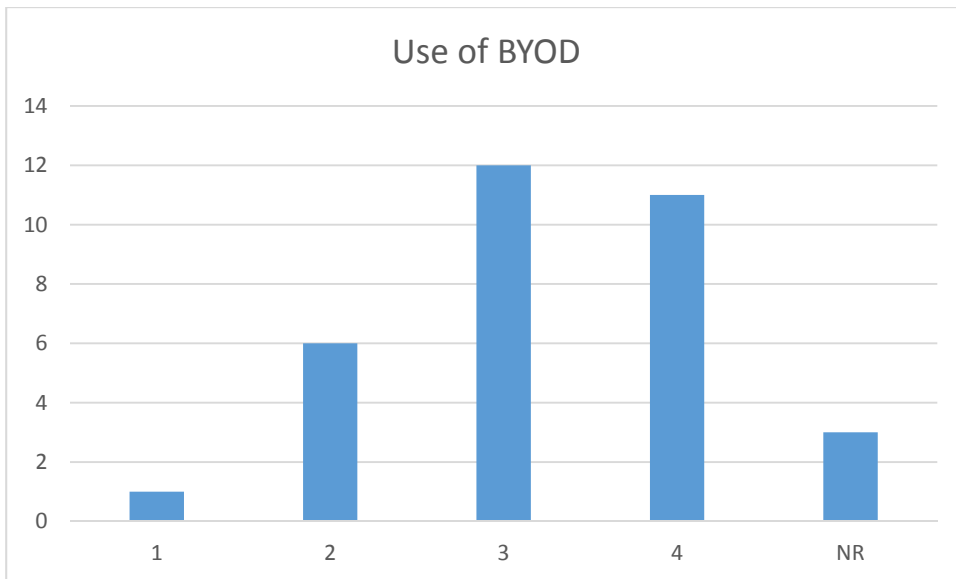
3= Occasional/Sporadic

4= Not Used

NR = No Response

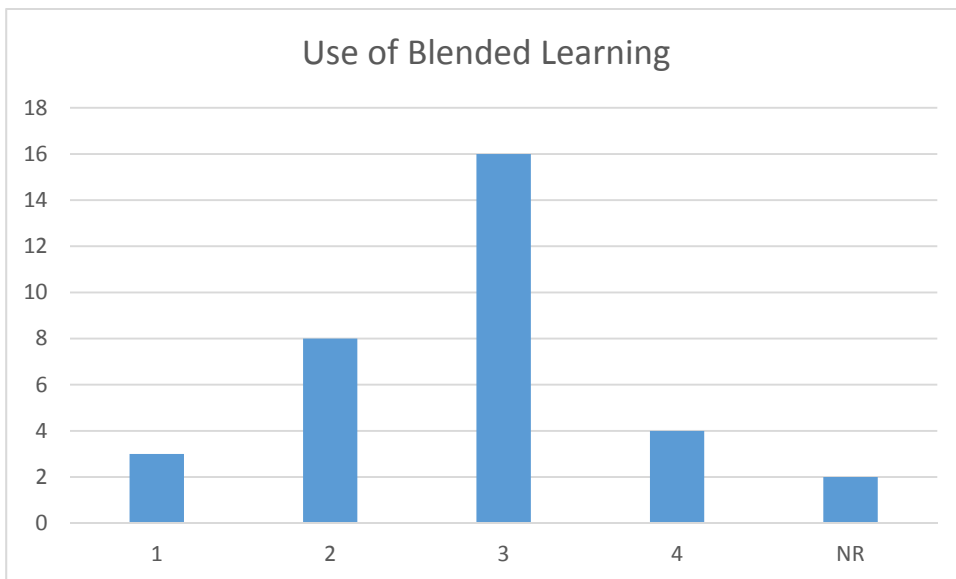
(a) Bring your own device (BYOD)-where students can use their own device during lessons as part of the curriculum delivery strategy

20% institutions (7) were developing and establishing their use of BYOD.



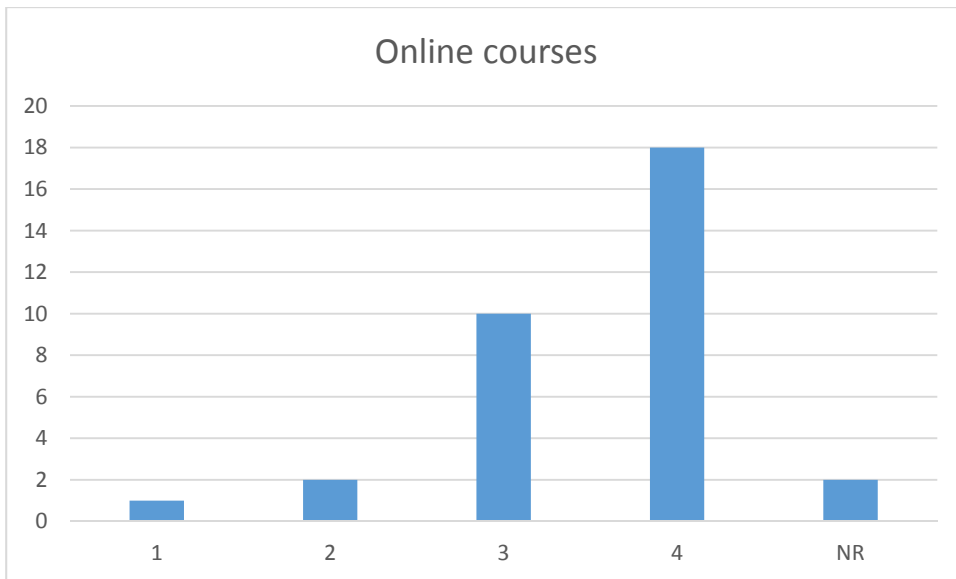
b) Blended Learning where students use a Virtual Learning Environment/learning platform to access resources/teaching materials

Only a third of institutions were actively using their VLE despite 80% have a Moodle environment within their institutions. This may relate to version and in-house technical capability.



c) Online courses where 100% is delivered online

Very few providers are running 100% online courses (less than 10%)



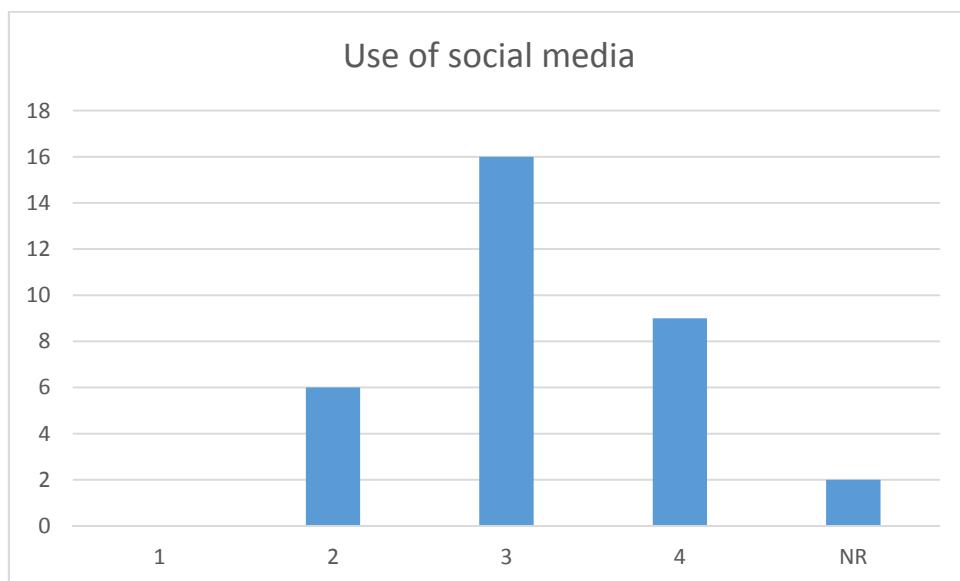
d) Incorporation of Gaming Technologies in learning eg Augmented and Virtual reality

Only 4 out of the 33 providers (12%) had had some occasional use of gaming technologies (Grade 3) with the rest never using these technologies (27 providers) and 2 not responding.

e) The use of Learner Analytics (the use of micro-data generated from online learning activity to inform the design of individualised programme)

A similar pattern was evident in relation to learner analytics with 5 providers stating that they had occasional use of learner analytics (Grade 3) and the rest stating that they never used. However one provider gave a rating of 2 indicating developing use.

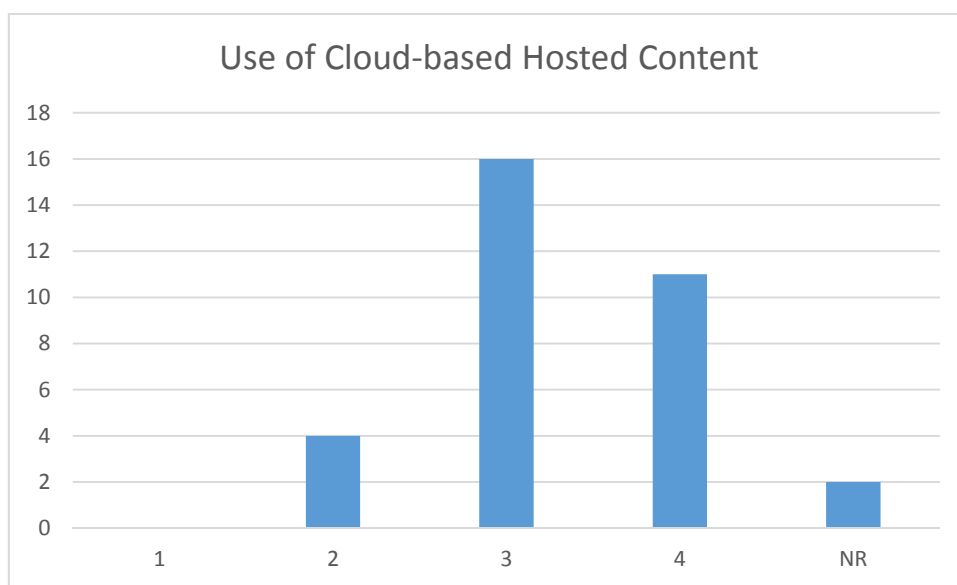
f) The use of social and collaborative tools in learning such as social media (Twitter, Facebook, Tumblr, Pinterest)



Emerging use of social media was in evidence with 6 out of 33 providers developing their use (18%).

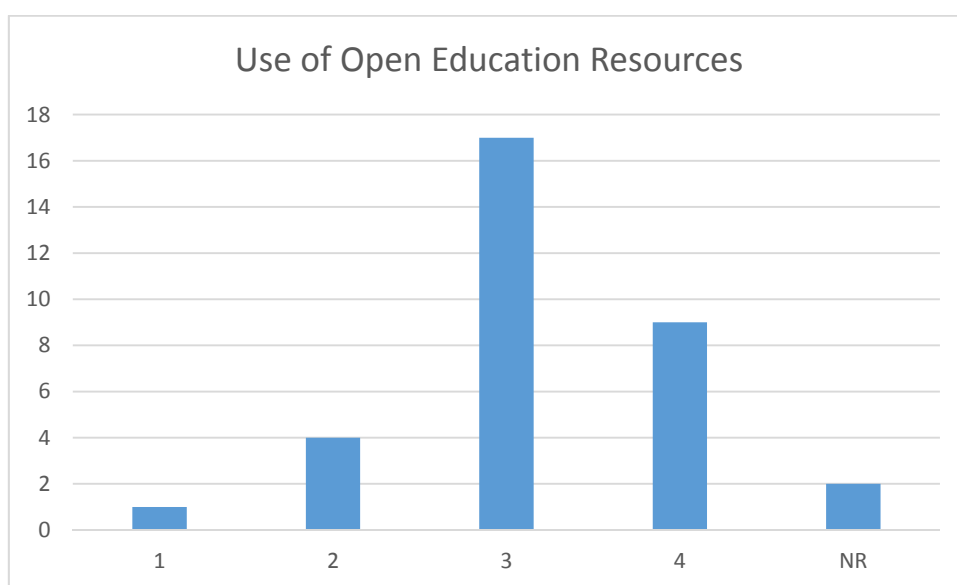
f) Use of cloud based technologies to support online learning (where content is hosted outside the institution to provide anytime/anywhere use via the web)

The use of cloud based technologies to host content to provide anytime/anywhere access was developing in 4 out of 33 providers



g) Use of Open Educational Resources to enrich learning (shared online curriculum accessed and embedded into curriculum delivery)

There is only sporadic use of open education resources to enrich curriculum content in the ACL sector.

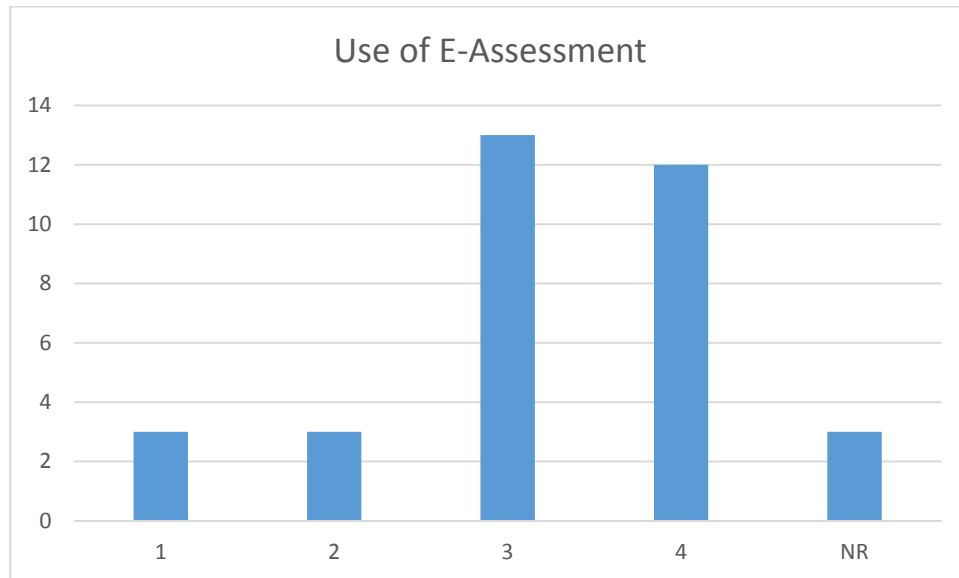


h) Use of MOOCs(Massive Open Online Courses) that are provided free of charge online to global markets

Only 4 out of 33 Colleges had dabbled with MOOCs with the rest not using.

i) Use of e-portfolios for learner assessment

This area is developing within the ACL sector but the majority of providers are only using this sporadically or not at all.



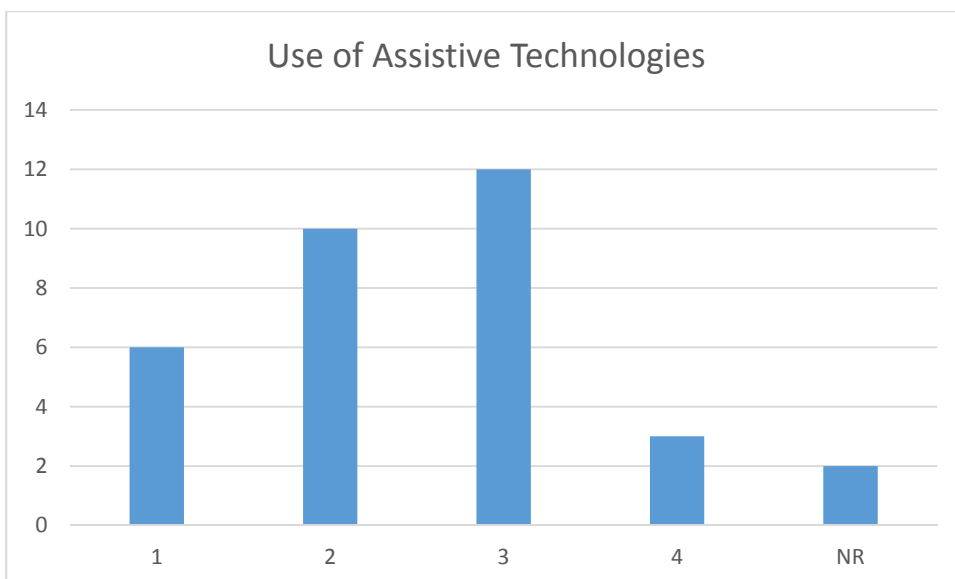
j) Use of online badges to accredit learning (alternative method of accrediting learning in an online space)

Two providers stated that they are occasionally using online badges (Grade 2), 2 stated that they have had occasional use (Grade 3) with the rest not using.

k) Use of assistive technologies to enable learners with learning difficulties and disabilities to access learning

Use of assistive technologies is developing well in the ACL sector.

Rating of Use	No of Providers	% Providers
1(Used)	6	18%
2	10	30%
3	12	36%
4(Not Used)	3	9%
NR	2	6%

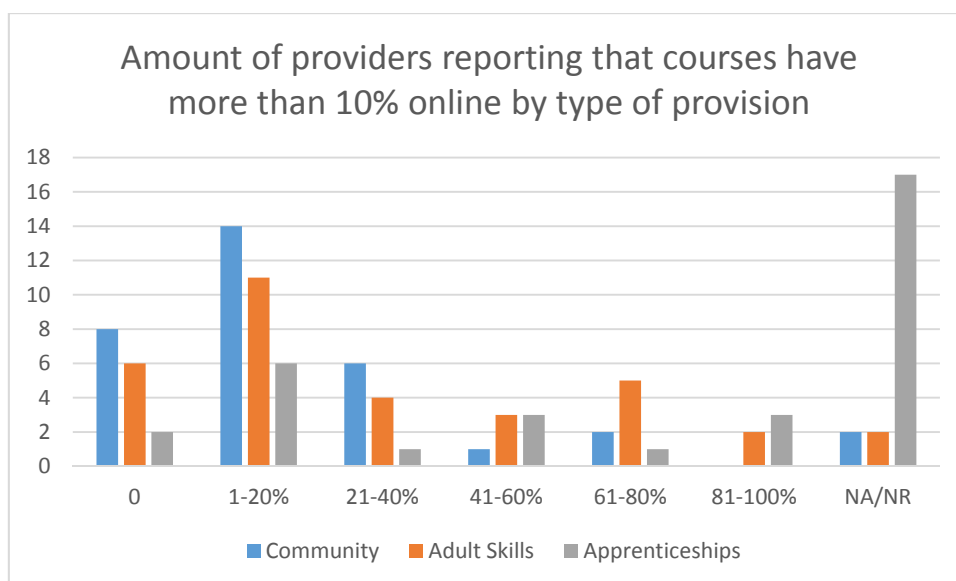


10 IMPACT ON LEARNING BY TYPE OF PROVISION

Respondents were asked 'What percentage of courses would you identify are technology enabled (have more than 10% online) in your Apprenticeship/Community Learning /Adult Skills provision'.

The incidence of having more than 10% online is generally low but slightly higher in adult skills provision than in community learning. Apprenticeships vary across the sector but only half of providers offer apprenticeships. The vast majority of providers report less than 50% of their courses have more than 10% online.

	<u>Community Learning</u>	<u>Adult Skills</u>	<u>Apprenticeships</u>
0	8	6	2
1-20%	14	11	6
21-40%	6	4	1
41-60%	1	3	3
61-80%	2	5	1
81-100%	0	2	3
NA/NR	2	2	17



11 ATTITUDES TO LEARNING TECHNOLOGY

Respondents were asked to rate positive statements regarding technology use in their service from agree to disagree. The average ratings ranged from 2.03 to 3.48 (the lower the score the more positive were respondents). In general providers were more positive about CPD programmes, time available for teachers to practice and institutional policies than the role of student champions, specific technology skills of staff, collaboration with other providers. Overall ratings chime with a profile of a sector needing to improve (Grade 3) as identified in the overall institutional performance score but with some notable bright spots such as WiFi connectivity, policy support and CPD responses.

<u>STATEMENT</u>	<u>1(Agree)</u>	<u>2</u>	<u>3</u>	<u>4 (Disagree)</u>	<u>NR</u>	<u>Average Rating</u>
Teachers have high confidence levels in their own use of technology	2	9	21	0	1	2.59
Time is available for teachers to practise outside of contact time	7	8	14	3	1	2.41
Teachers have specific skills in using a VLE (virtual learning environment)	1	10	17	4	0	2.75
The overall digital literacy level of staff is high	3	12	13	4	1	2.56
There is mentoring support in place	5	15	8	4	1	2.34
Good practice in use of technology is regularly captured and disseminated	4	7	18	3	1	2.63
There is effective collaboration with other providers in the use of learning technologies	2	7	13	10	1	2.97
Wifi connectivity is good	12	7	6	7	1	2.25
Institutional policies encourage and enable use of learning technologies	10	13	7	2	1	2.03
Corporate Local Authority policies and practices support the use of learning technologies	8	5	10	8	2	2.58
Initial Teacher Training programmes equip teachers to use learning technologies effectively	5	12	12	2	2	2.35

CPD programmes address shortcomings in staff skill in the use of technology in a targeted manner	7	17	5	3	1	2.13
Current IT equipment is at/close to “state of the art”	2	11	16	3	1	2.63
Technician support is readily available	9	6	9	8	1	2.50
Training is given in adapting teaching and learning pedagogy to incorporate technology	5	11	12	4	1	2.47
Student champions promote the use of ICT	0	5	6	20	2	3.48
Staff champions promote the use of ICT and support peers	5	7	13	6	2	2.65

12 SPECIFIC CHALLENGES THAT ACT AS BARRIERS

Respondents were asked what they thought were the barriers to incorporating technology into teaching and learning. Feedback was as follows and the major themes coming out were principally in relation to staff (attitudes, nature of part-time staff contracts, lack of technical support, staff competencies), funding and infrastructure (connectivity, policies, VLE) and student issues. The impact of employing principally a part-time workforce was the number one barrier to development of learning technologies in teaching and learning.

- **STAFF ATTITUDES** - Some members of staff are resistant/ Staff who've been with services a long time who are slow to embrace new technology. Tends to be Sfl staff not sure if this is a factor elsewhere but my guess would be it is given the likely demographic and what attracted individuals to be Sfl teachers in the last 15-20 years/ Mainly resistance from teaching staff
- **CONNECTIVITY** - Connectivity in rural areas/Lack of internet access in community venues. Some of our students do not have access to the internet/ Community building having no technology to work with/ Lack of connectivity in some areas of the county. Current WiFi at our centre does not allow automatic device connection and is a significant barrier to BYOD and therefore a de-motivator for staff to invest more time in preparing content/ A lack of venues - we have no college or classroom, and rely solely on community venues for our provision
- **PART-TIME STAFF** – Lack of time for tutors to develop the skills and resources and lack of available equipment throughout the Service/High amount of HP tutors some working very few hours & travelling from far/Time required is insensitive to hourly paid tutors/Nature of workforce as we have part time tutors working across a range of centres/Most of the tutors are part time and are only paid for teaching so are reluctant to learn new IT skills even if paid accordingly/ Lack of dedicated time for staff to spend on learning about online resources and learning technologies and in developing their own use of them in the classroom and beyond. We have to rely on securing additional project funding for developing learning technologies and whilst we have relatively good infrastructure and some very good practice in pockets, we need to identify further funding in order to be able to afford to give staff the time and support they need to develop their own skills and incorporate into lessons which include learner actively participating on line themselves. / Sub contracted staff and their training needs can only partially be met by the Council. Some curriculum doesn't lend itself to the obvious use of technology e.g. Yoga, upholstery etc/ Currently our tutors are offered a CPD programme to increase their knowledge and

skills around using technology however very few take this up as they are not currently paid to do any CPD/ Encouraging all teaching staff to use new technologies - particularly challenging with large part-time contingent of teaching staff

- **FUNDING** - A lack of funding/Lack of funding is a particular barrier. Funding for staff to attend training and to pay staff to disseminate good practice and for our team of e-guide to carry out training of staff/Lack of funding for capital investment and time for tutors/Budget pressures/ Funding to purchase equipment/The cost of updated software for delivery. The cost of new equipment/ Funding for hardware and some software/ Resource allocation is poor as across the organisations, cuts are biting and IT requires investment/ Financing the use of new technologies
- **TECHNICAL STAFFING** - A lack of staff (we cannot afford an IT learning specialist)/ We have too few dedicated staff to support development of staff/ Capacity and skills of staff, cost of technician support, cost of VLE/ Support capacity and the amount of initial learning curve for tutors/ Bridging gap between technician knowledge of what's available & curriculum area knowing what they want to use
- **POLICY** - Council policies /County Council firewalls, lack of technical skills & financial resources to upgrade resources/The battle between security and access to wifi / internet / social media within the public sector/ Local authority control of IT systems and support. Public access wifi a particular issue we battle with, also access to certain sites eg Google images/ Firewall prohibiting remote working.
- **STUDENT ISSUES** -Perception of students as resistant /Student skills needs/About 25% of all adult learners do not have access to IT equipment, including smart phones/Too many of our learners have none or limited access to computers. We are developing more around mobile communication.
- **VLE** has poor take up as the internet offers more and better resources. We are debating whether or not to abandon the VLE. We don't have strong in house Moodle expertise so need to buy that in as and when required, and we have limited resource for day to day VLE admin / enrolments. We do however make some progress in most of these areas, just nowhere near as much as we would like to be able to
- **STAFF COMPETENCIES** - Spiky profile of learners digital literacy (and tutors); lack of resources for training and support; very diverse standard of equipment in use - mostly very slow network access so use of our equipment to create and maintain resources is a challenge, and access to existing resources can be very frustrating for learners. We have planned a wi-fi option for BYOD for 2/3 years but unable to deliver it due to slow network. Lack of expertise in some Learning Technology areas /The notion of not adding value, merely doing it differently. Keeping up with pace of change

13 PRIORITIES FOR WORKFORCE DEVELOPMENT

Respondents were asked what are the key priorities for learning technology workforce development in your organisation over the coming year for the following categories of staff:

- Governance
- Senior Management
- Operational Management
- Teachers
- Technical Support

Governance

- Driving up standards and improving access to technology,
- Increasing the use of technology, improved efficiency
- Ensuring needs of learners are met
- Investing to overcome connectivity problems
- A strategy that promotes learning technology, within the budget we have been allocated
- Understanding better how technology can be used effectively for teaching, learning and assessment
- Ensure that access to online resources trumps security issues
- Digital inclusion
- Strategic and advisory board to be kept up to date with new technology initiatives
- Understand context and priority to support e-learning & approve and monitor strategic plan
- Supporting the use of e-technology which reflects the current standard expectations in ACL and FE
- Increased knowledge of Learning technologies & tracking implementation
- Reducing delivery costs
- Understanding the importance of learning technologies and the need to invest in it accordingly
- Support in strategy for learning technology
- Understanding the opportunities appropriate to our learners and supporting the development of relevant strategy encouraging appropriate resource investment
- To drive the ILT strategy forward
- Digital by default requirement of the Council
- Governors were surveyed and requested a dedicated intranet to improve communications and enable them to access resources and other documents
- To embrace more technology
- Setting a strategy of using technology to develop whole courses

Senior Management

- Ensuring resources are available to meet the technology priorities
- Finding revenue to support ongoing development
- Redo the strategic plan
- Securing further funding, promoting the benefits of learning technology, identifying affordable (i.e. free) learning technologies
- Understanding better how technology can be used effectively for teaching, learning and assessment
- Ensure that online resources are developed that meet learner need
- Ensuring all staff are using embedded technology in learning
- Increase the use of technologies in teaching and learning
- Investment in Ipads for use in the community
- To actively support and promote the embedding of learning technologies within course delivery

- Understand context and priority to support e-learning, develop & support strategic plan
- To ensure staff training and development opportunities are supported e.g. financially
- Smart board/ presentation technologies
- Supporting the use of e-technology which reflects the current standard expectations in ACL and FE
- Research good practice and create a Learning Technology Strategy and Action Plan for 2014/15
- Ability to formulate a strategy & ensure resources available
- Improved infrastructure, therefore improved reliability
- Creating a new strategy and put support in place for tutors
- To somehow resource / invest in the CL Service in order to provide additional time (to that delivering SFA programmes) to properly step back, upskill and then develop resources / embed learning technologies in their programmes
- Apply for funding to support hardware and software and to set a strategy for learning technology
- Developing a strategy to support moves towards effective blended learning; finding a solution to our network issues
- To sustain the current level of ICT infrastructure
- Digital by default requirement of the Council
- Digital literacy and use of social media
- To source new and innovative technologies
- Developing on line courses

Operational Management

- Increasing the use of technology and delivery of appropriate CPD to drive up standards
- Promoting use of ILT
- Find and share examples of best practice
- Support tutors to feel confident in the use of new technologies within learning and teaching.
- Training staff on affordable (i.e. free) learning technologies
- Ensure that IT and IT infrastructure benefit learner success
- Staff are confident and have support to embed the use of technology
- Review and upgrade current systems where possible
- To actively support and promote the embedding of learning technologies within course delivery with their teaching teams
- Support development of and delivery of strategic plan e.g. OTL framework & CPD offer
- Familiarity with MIS systems, Google drive
- E-safety for learners, families and their children (where appropriate)
- Delivery of technology to support high quality teaching and learning
- Receive sufficient training to support the delivery of the LTS & AP
- Mentoring, championing & technical support
- Sharing of practice
- Looking for improvement opportunities. Check for using technology in their 1:1 with tutors

- Resource and facilities management, mentoring / leading by example and encouraging staff to take up opportunities when they do come along.
- Use of VLE
- As for SMT, plus ensuring time is prioritised for pilot projects and staff training to work towards more blended learning
- To manage the development of cloud and app based solutions
- Digital by default requirement of the Council
- Digital literacy for observers to enable them to make accurate judgements, upskill all managers in the use of social media
- To source new and innovative technologies
- Use of the Google based Intranet

Teachers

- Improving TL&A through the use of technology
- Using ILT
- Develop their skills to embed learning technology
- Developing the use of iPad to support learning
- Being trained and using affordable (i.e. free) learning technologies)
- To develop confidence in using technology in the classroom and identify good opportunities
- Increase personal skills in developing content to blend online learning into programmes
- Staff feel supported and are able to develop a range of applications through embedded technologies
- CPD Training to increase skills and knowledge
- Training in the use of appropriate on-line resources and new learning technologies
- Embrace technologies so that the needs of a wide and diverse range of learners is met
- Use and support e-learning appropriately and effectively (as per strategic plan)
- Smart board, VLE, use of innovative resources
- Use of social networking and mobile apps for learning and communications e.g. phones and iPads
- Developing e-learning teaching skills to support the development of e-skills for students and staff.
- Receive sufficient training to deliver the LTS & AP
- Willingness to both embrace & practice new technologies
- Technology CPD
- Get training and enough time to spend on the VLE
- Understanding the drivers and the benefits it can bring to them and their learners. Time to learn and develop their own skills and to then embed it into practice.
- CPD - new media, incorporating into teaching and learning
- Reflecting on pedagogy and being supported to develop appropriate skills to use a range of technologies more effectively (especially video)
- To adapt to the world of apps and mobile devices
- Increased need for technology in the diverse Adult Learning Curriculum
- Upskill using VLE, smart board, social media and develop e-portfolios and ILPs, blended learning resources
- To better embed the use of new and emerging technologies

- Use of the Google based Intranet to support students

Technical Support

- Ensuring kit is fit for purpose, down time is minimised and new technologies are explored
- Up to date with all new tech and resources
- We aren't responsible for them and are not allowed to influence their development!
- Are aware of need to be responsive in meeting the services infrastructure needs
- To encourage/train more tutors to use and support e-learning appropriately and effectively (as per strategic plan)
- MIS systems
- Online registration, learner feedback and progression data
- Supporting and maintaining classroom/office resources to deliver high quality e-learning teaching and learning skills
- Increased knowledge of learning technologies and ability to provide support
- Creating an online course on the VLE to support teachers
- Time to learn and develop their own skills and to then embed it into their roles effectively rather than it being an extra.
- Endeavour to employ new media champion to raise standards for teachers.
- Time to support roll-out of strategy and keep up-to-date with changing technologies so they can 'lead' as well as support
- To support the mobile devices and apps
- Available good resources
- Skills update to be able to support IT systems/hardware/software and teaching staff
- To provide an improved support service
- Developing use of MOOCs

14 AMOUNT OF INVESTMENT IN STAFF DEVELOPMENT/INFRASTRUCTURE

Respondents were asked what amount (£) were they planning to invest in learning technology workforce development in 14/15 as a % of your staff development budget. The vast majority are spending less than 40% of their staff development budget on learning technology skills.

% of staff development budget	Number	%
1-20%	14	42%
21-40%	12	36%
41-60%	3	9%
61-80%	0	0%
81-100%	0	0%
NR	4	12%

Respondents were asked to identify what amount (£) they were planning to invest in learning technology infrastructure in 14/15 as a % of your capital budget. The vast majority plan to spend under 20% of their capital budget on learning technology.

% of capital budget	Number	%
0	4	12%

1-20%	19	58%
21-40%	2	6%
41-60%	3	9%
61-80%	1	3%
81-100%	0	0%
NR	4	12%

15 ROLE OF HOLEX

Respondents were asked “If there is one thing that HOLEX could do to support the development of learning technology in teaching and learning for your organisation, what would that be?” Feedback was as follows:

- Networking events for ILT leads
- Help develop a 'teachers guide to embedding learning technology ' for beginners to the more experienced
- Lowering the expectation that community providers like ourselves have the resources or capacity to develop learning technologies (we don't have the classrooms or the kit or any specialist technical support, our students don't have computers (and many don't have mobile devices) - and it is in this context that we will be supporting the development of learning technology)
- Bring together Local Authority IT managers and Local Authority Adult Learning Managers in a single venue and find solutions
- Clarify SFA policy re on-line learning!
- Resources and case studies on the web site
- A networking forum for learning technologies, this could facilitate consortium bids for funding. Support in bid writing - what ticks the correct boxes!
- We would like to make use of self-assessment tool to identify strengths and needs and inform strategic development. Develop HOLEX networks to link up and share best practice and resources
- Use of mobile devices to enhance learning - when we have wifi in place!
- Recommendations for apps
- Raise the profile of adult learning as being more than just FE or HE colleges and that adult learning is a continuous and valuable thing.
- Supporting, if not delivering, the disseminating of training for tutors. A menu of courses which providers can order on similar basis to the way Learning Unlimited works.
- HOLEX has been very supportive
- Facilitating sharing best practice
- Provision of best practice advice and ideas
- To showcase the best uses of technology (to influence the sceptics) for the sector through funded events at a sub-regional level so that practitioners and managers can also extend their technology-based networks, for future collaboration and opportunities to share costs where providers have similar aims/needs. Promote/develop a resources exchange scheme e.g. where a provider has developed an on-line course, perhaps they could share it with another in exchange for something of similar IP value thus allowing a quick expansion of on-line resources/offer.

- Our biggest challenge is to be able to afford staff time away from the classroom, teaching. As such the development of learning technology is one of those areas which gets de-prioritised regularly. There remains, at more senior levels in the council, a lack of understanding of the level of expectation and therefore workloads / staffing capacity needed outside of the classroom, in order to provide at least good quality learning. This includes staff meeting time, MIS / data expertise, admin and reception, engagement / outreach / promo, CPD, programme development etc. as well as PPA and the general admin time required as member of council staff
- Identify specific funding opportunities.
- HOLEX could seek out and provide examples of relevant whole organisation approaches, uses of learning platforms, staff skills development initiatives etc. which help to visualise what can be achieved, and work with JISC to ensure there is local support available for strategic development and sharing of knowledge and understanding (not just the latest bit of fancy software). Ensure leaders/senior managers gain a genuine understanding of how technology and online/blended learning can work for learners in their organisation - this may not be measurable in success rates etc., but in other outcomes (improved confidence/learner independence/ability to participate in common online activities, e.g. shopping, further learning, understanding e-safety etc.). It's not 'one-size fits all' - each organisation needs support to develop at its own level according to its own needs in order to make real progress rather than trying to 'keep up'.
- HOLEX could provide examples of relevant whole organisation approaches, uses of learning platforms, staff skills development initiatives etc. which help to visualise what can be achieved, and work with JISC to ensure there is local support available for strategic development and sharing of knowledge and understanding about realisable benefits in ACL (not just the latest bit of fancy software).
- Support for the development of online courses
- Providers need to share their developments with technology e.g. what e-portfolio is cost effective and works with apprenticeships. What mobile device can be effective with ESOL learners etc. The Becta exemplar network did this in a very effective way, could something similar be developed.
- Support for developing curriculum solutions on-line for the CL teachers would be welcome.
- To publicise good practice case studies and organise dissemination events
- Provide a regular, and regionally local, networking platform where providers could share their experiences of ILT and E-learning technologies
- Facilitating development of on learning suitable for ACL

16 OTHER ISSUES

Respondents were asked whether there were any other issues not covered by this survey that, in their view, impact (positively or negatively) on the use of learning technology within their organisation. The feedback was as follows;

Open-Ended Response

- We are mostly a subcontracted out authority and this survey did not give the opportunity to explain this - I've given the number of county council staff but most staff and teachers are not employed by the county

- Our borough is required to make cuts of £93 million over the next three years - I suspect that providers in other local authorities will be in a similar position - so our priority is to ensure our service survives these cuts - learning technologies can only contribute to this in a very very small way, if any.
- What capital budget? We have money we use for capital investment but it is not a capital budget. We made a very big investment about 18 months ago
- The development of content is a challenge for small and medium sized providers, there is an economy of scale that cannot be overcome without providers working together. There are common issues with the ability of software packages to 'join up' ie VLE, MIS System, CRM System, Classroom management Systems, Examining Bodies software. Small to medium providers do not have the resources / expertise to ensure that data can be input once and used many times
- Certainly within Public Services getting decisions that are timely is a major issue. Newly qualified teachers seem better equipped to meet the demands of technology in the classroom. Capital investment to keep pace with new technology is always a challenge and the expectations of learners.
- Tutors can be reluctant to change their ways and incorporate learning technology into their courses
- Funding to update learning technologies assets and to improve WiFi connectivity
- Reduced government spending at a time when we need to invest more to meet new Government targets
- Remoteness of LA IT provider and the fact that they put 17% mark up on all hardware
- We do not have a training centre of our own so all of our venues are community based. This means that everything we use needs to be transported by the tutor. This burden can then breed reluctance to use.
- Capital funding is limited - in the past we equipped providers with whiteboards PCs and laptops but have no access to funds for this now.
- Our local authority service is dependent on corporate ICT support, which limits innovations and real investment in our e-technology that meets current ACL and FE standards
- Lack of a staff development budget following significant restructures as a result of loss of Council funding, but with the expectation of maintaining centre opening hours as they were previously and also maintaining participation levels!! In addition to continue to respond to other strategic developments, develop Traineeship programmes, commence apprenticeship delivery etc...
- The biggest barrier is time, at every level. Also, need to distinguish between use of technology in the classroom/for teaching and learning, and technology used for managing learning - e.g. our use of learning platform is unlikely to integrate with MIS as the investment (time as well as money) would be huge. Research into online learning is rarely relevant to pre-level 2 learners, so examples of good practice that inspire and motivate in ACL are hard to find. Belief, attitude, confidence in the positive impact of technology for our learners (except as learners of digital skills per se) is weak, as the practical challenges of using 'things that work' (equipment/network/resources) are very significant. One incentive that helps is sustainability - staff are keen to use technology well to cut down on use of paper etc., and the Smartboards can be very effective in this.
- The cost of technology infrastructure has to be well planned into the future with clear investment each year. The ability to experiment with new technologies is crucial to

this and therefore the freedom to purchase what and when its needed in a planned and educated way is crucial. The sharing of good practice based on this research would then be effective.

- The dispersed nature of the work we do should mean that the technology would offer us solutions, but the real experience is that sometimes it creates more problems than it solves. We have on-line learning in some parts of our service and no broadband in other areas.

17 CONCLUSIONS

This survey has explored learning technology use in the Adult and Community Learning Sector in predominantly small and medium sized services. The majority of institutions operate across dispersed premises. Overall this is a sector that recognises the importance of learning technology but rates its performance as Grade 3 (Needing to improve). Only 40% of the institutions have a Learning Technology Strategy and only 2 organizations have over 80% of courses with 10% online ready to meet the new SFA targets. On a positive note there is greater connectivity across the sector with increasing use of Wi-Fi and the policy environment is becoming more supportive. The use of assistive technologies, blended learning, use of social media and e-assessment is growing and developing but the difficulty over the updating and use of self-hosted virtual learning environments is impacting on the take-up of online learning.

The major barrier to development is the predominantly part-time staffing profile of the workforce barrier coupled with the lack of technical support. In addition the squeezing of budgets/funding impacts on the ability to invest in capital and infrastructure. The sector recognises the need to raise the awareness of senior staff and those responsible for governance to ensure that learning technology is prioritised. They are keen to see HOLEX leading and advising on this area to assist the whole sector to develop.

Dear Colleague

Coralesce Ltd are carrying out a short survey on the use of learning technology for the Adult and Community Learning sector on behalf of your membership organization, HOLEX.

The rationale for this survey is to get a good overview of the ACL sector in preparation for the Education and Training Foundation's Learning Technologies Support Programme. This £1 million Programme has been designed to develop the capacity and capability of the education and training workforce to use learning technologies effectively to improve outcomes for learners and employers.

The programme aims to:

Support governing bodies and boards, leadership teams and managers to develop, resource and implement learning technologies strategies to achieve their teaching, learning and assessment plans and secure improved outcomes for learners;

Support the enhancement of teachers', trainers' and assessors' confidence and expertise in the effective use of learning technologies;

Support the effective use of learning technologies in teaching, learning and assessment plans by building collaborative arrangements between teaching and technical teams that lead to excellent technical support;

Support the development of education and employer collaborative partnerships to ensure access to industry-standard technology contributes to improving the line of sight to work on vocational programmes.

The Programme, entitled Learning Futures, will be open for project bids on 26th August 2014 and closes on 26th September 2014: see <https://lfutures.co.uk>. HOLEX would like to support members making bids and we think that information from this survey will provide a strategic overview of what are the main needs in the ACL sector, to provide a strategic context to support your project bids.

This survey is now live, and will run until 8 September – sorry for the short time-scale, but to be of help to you in any bid you might make to Learning Futures, it needs to have a quick turn-around. A full copy of the results will be available to survey respondents via the HOLEX National Office, who will post an e-group message when it is available.

We recommend that the individual completing this survey has a strategic overview of the curriculum within your service/institution as it relates to learning technology.

Please do what you can to complete the survey by 8 September.

Thank you for your participation.

Catherine Sellars

About your institution or service

*1. Name of institution or service

2. Name of respondent

*3. Email address

4. Role

5. Total Number of staff (Headcount = actual numbers rather than FTE)

- <49
- 50-99
- 100-199
- 200-499
- 500-999
- 1000+

6. Total Number of teaching staff where primary role is teaching and learning (Headcount)

- <49
- 50-99
- 100-199
- 200-499
- 500-999
- 1000+

7. How many staff (Headcount) do you have that provide technical support to teaching staff on learning technologies?

- <5
- 6-10
- 11-15
- 16-20
- 21+

8. Total Number of Learners in 2013/14 (Headcount)

- <999
- 1000-4999
- 5000-9999
- 10000+

9. What is the type of area that you serve?

- Rural
- Urban
- Mixed

Other (please specify)

10. Where does the learning that you manage take place? Please select all that apply.

- Main Adult Learning Centres
- Dispersed Provision in Community Settings
- In school premises
- In public libraries
- In Children's Centres
- In other hired premises
- In employer premises

Other (please specify)

Use of technology

11. Does your institution have a Learning Technology Strategy and Action Plan for 2014/15?

- Yes
- No

12. How would you rate your overall institutional performance in relation to the use of learning technology? 1 is exemplary / 4 is weak

	1 Exemplary	2	3	4 Weak
Rating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. How many of your learning settings have internet access/are e-enabled for learners?

- <25%
- 26-50%
- 51-75%
- 76-100%

14. Do you use a Virtual Learning Environment? If so, which one do you use?

- No VLE used
- MOODLE 1.9 or lower
- MOODLE 2-2.2
- MOODLE 2.3 or higher
- BLACKBOARD

Other (please specify)

**15. Please rate the use of technology tools in your institution or service.
1 in regular use / 4 not used**

	1 Regular use	2	3	4 Not used
Bring your own device (BYOD)- where students can use their own device during lessons as part of the curriculum delivery strategy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blended Learning where students use a Virtual Learning Environment/learning platform to access resources/teaching materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online courses where 100% is delivered online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporating of Gaming Technologies in learning eg Augmented and Virtual reality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The use of Learner Analytics (the use of micro-data generated from online learning activity to inform the design of individualised programme)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The use of social and collaborative tools in learning such as social media (twitter, facebook, tumblr,pinterest)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of cloud based technologies to support online learning(where content is hosted outside the institution to provide anytime/anywhere	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

use via the web)

Use of Open Educational Resources to enrich learning (shared online curriculum accessed and embedded into curriculum delivery)

Use of MOOCs (Massive Open Online Courses) that are provided free of charge online to global markets

Use of e-portfolios for learner assessment

Use of online badges to accredit learning (alternative method of accrediting learning in an online space)

Use of assistive technologies to enable learners with learning difficulties and disabilities to access learning

16. What percentage of courses would you identify are technology enabled (have more than 10% online) in your Community Learning provision?

- 0
- 1-20%
- 21-40%
- 41-60%
- 61-80%
- 81-100%

17. What percentage of courses would you identify are technology enabled (have more than 10% online) in your Adult Skills programmes?

- 0
- 1-20%
- 21-40%
- 41-60%
- 61-80%
- 81-100%
- N/A – we don't use ASB

18. What percentage of courses would you identify are technology enabled (have more than 10% online) in your Apprenticeship provision?

- 0
- 1-20%
- 21-40%
- 41-60%
- 61-80%
- 81-100%
- N/A – we don't offer Apprenticeships

19. The statements below reflect characteristics of effective implementation of technology-assisted learning. Please rate the extent to which you consider your service meets each statement.

1 Agree / 4 Disagree

	Agree			Disagree
Teachers have high confidence levels in their own use of technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time is available for teachers to practise outside of contact time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers have specific skills in using a VLE (virtual learning environment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The overall digital literacy level of staff is high	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is mentoring support in place	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good practice in use of technology is regularly captured and disseminated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is effective collaboration with other providers in the use of learning technologies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wifi connectivity is good	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Institutional policies encourage and enable use of learning technologies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Corporate Local Authority policies and practices support the use of learning technologies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Initial Teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Training programmes equip teachers to use learning technologies effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CPD programmes address shortcomings in staff skill in the use of technology in a targeted manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Current IT equipment is at/close to "state of the art"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technician support is readily available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training is given in adapting teaching and learning pedagogy to incorporate technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student champions promote the use of ICT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff champions promote the use of ICT and support peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. Are there any specific challenges that act as barriers towards incorporating learning technologies in teaching and learning?

21. What is the key priority for learning technology workforce development in your organisation over the coming year in the following categories?

For those responsible for governance	
Senior Management	
Operational Management	
Teachers	
Technicians/Support Staff	

22. What amount (£) are you planning to invest in learning technology workforce development in 14/15 as a % of your staff development budget?

- 0
- 1-20%
- 21-40%
- 41-60%
- 61-80%
- 81-100%

23. What amount (£) are you planning to invest in learning technology infrastructure in 14/15 as a % of your capital budget?

- 0
- 1-20%
- 21-40%
- 41-60%
- 61-80%
- 81-100%

24. Are there any other issues not covered by this survey that, in your view, impact (positively or negatively) on the use of learning technology within your organisation?

25. If there is one thing that HOLEX could do to support the development of learning technology in teaching and learning for your organisation, what would that be?



Thank you

Thank you for participating in this survey. The headline findings will be shared with respondents as soon as possible after the survey closing date: please watch out for a HOLEX e-group message.



coralesce

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