

Notes/Minutes from SITS Trainers meeting on 29/02/2012

Meeting organised by Aditya Vadali (University of Surrey), Dr. Richard Clark (University of London) and Victoria Brown (University of Oxford).

Presentations delivered by Aditya Vadali (University of Surrey), Dr. Richard Clark (University of London), Cate Watson (Northumbria) and Jo Pentecost (City University).

Tribal representative: Sharman Wiles.

Introduction and Welcome

Aditya Vadali (Surrey) welcomed the group and thanked Sharman Wiles for attending on behalf of Tribal. Thanks were also conveyed to Victoria Brown (Oxford) for arranging the venue for the event and to Richard Clark to co-arranging the group/meeting.

Presentations

Aditya Vadali (Surrey) “Using eLearning for SITS Knowledge Transfer at Surrey”

- PeopleSoft used to book delegates onto courses. System sends request to managers for approval and to trainer for allocation onto sessions.
- Knowledge transfer blog – 1 stop shop for training information. SITS Developers also contribute to the blog.
- STT (*Simulation Training Tool*) used for the delivery of eLearning – provided by Surrey.
- STT applies a ‘see it’, ‘try it’, ‘know it’ approach to enable learners to see a demonstration of a lesson, try the lesson out in an interactive manner and to test their knowledge of a process without instructions.
- STT enables the use of a mixture of slides (to present information) and simulations.
- Aditya Vadali proposed the idea of purchasing STT software as a collective group to reduce the cost of eLearning software. Note that the software would be hosted by Kaplan. Members of the group were invited to ‘join the club’ (contact A.Vadali@surrey.ac.uk for further information).

(Responses to questions)

- eLearning can be accessed off-campus (primary users at Surrey are however members of staff who are based on-campus).
- RE: creating a SIG – this topic was debated by the group with some members concerned that a SIG included development funding. Aditya clarified that the original business case put forward by Aditya and Richard clearly stated that no development funding would be required but funding to host events such as the SITS Trainers Meeting (i.e. for catering for example) would be requested. Aditya also stated that a SIG was originally recommended by Tribal in order to fit into their funding structure.

- Alternatively, a Tribal supported working group could be setup instead of a SIG (advice from Tribal to be requested in order to correctly fit into their SIG/Working Group structures). The working group would not need to be time-lined.

Cate Watson (Northumbria) “[The role of champions in knowledge transfer at Northumbria](#)”

- Launched (‘live’) during 2005/6. Note: 560 active users and 455 have edit access rights.
- Users have to attend training before access to the system is granted.
- Client Server access reviewed every 6 months (liaised via helpdesk with regards to calls etc).
- Good housekeepers – have highest level of access.
- Associated with Marks Entry and Progression/awards.
- ‘Admin’ roles grew to many people.
- Noted however that ‘Admin’ roles might not be experts on system, they have just attended relevant training sessions/courses. For example, a new ‘Admin’ user may be replacing a previous user who has left the organisation.
- Data Quality Enhancement Project.
 - o 1 super-user per school.
 - o Acts as local champion.
 - o Issues can be resolved earlier.
 - o Reduces burden on helpdesk.
 - o Paved the way forwards for ‘data champions’.
- Data Champions – created August 2010 – meet every 2 weeks.
- During June 2011, a Data Champions task was created as a portal on e:Vision.
- Access given mainly to school representatives on DMG:
 - o Restricted to one person per school.
 - o Temporary access given when nominated Data Champion on leave.
 - o Need to be strict with regards to access levels.
- Since Data Champions role was introduced, it has been easier and quicker to exchange knowledge.
- Data Champions are the first point of contact and the schools have liked having one person whom they can coordinate data management issues with. This has been a significant step in terms from moving away from ‘fire fighting’ issues.
- With regards to helpdesk calls that are received, users are reminded to contact the Data Champion in the first instance. It was also noted that helpdesk calls have been reduced due to the introduction of Data Champions.
- Northumbria University also release a SITS newsletter on a bi-monthly basis.
 - o Newsletter circulated to all SITS users (82% staff read it, 78% found it useful).
 - o Newsletters include forthcoming training schedules, staff profiles, monthly tasks, key information etc.

Facilitated Discussions

(1) Question from Marian Hilditch (York)

“How we deliver training to admin staff who are not technically minded. As we have a constant turnaround of staff, our once a term training sessions are not sufficient. We are not resourced for anything more frequent”.

- Sharman Wiles (Tribal): Definition of function – policies & ‘doers’
It is appropriate that they still ‘do things’?
Provide guides/training.
- Marian Hilditch (York): York do not have dedicated trainers, therefore eLearning would be a good solution.

Noted that some departments might be updating dates/reg-stages etc.
- Sharman Wiles (Tribal): Certain functions only undertaken in e:Vision (by grades 3/4/5).
eLearning can be used to create small clumps of training.
Keep eLearning/training very small (i.e. bite sized training).
- Roger Allison-French (Warwick): Isn’t SITS training too large to keep updated?
Avoid putting more time into a tiny eLearning packages rather than in-class sessions or one-to-one training.
- Aditya Vadali (Surrey): Offer manuals/eLearning to help people and eLearning can be updated easily. Need to retain resources to keep the eLearning materials going (in terms of further updates).
- Cate Watson (Northumbria): Combine eLearning with PowerPoint presentations and go through the eLearning whilst participants are in the training room (otherwise they are often too busy).

It was also noted that when new people arrive at the institute, they often struggle to pick up the basic life-cycle/SITS elements. An induction for these aspects is therefore also required.
- Claire Dunn (Wolverhampton): Wolverhampton does not always have the time to deliver face-to-face training session.

Some time is spent delivering one-to-one training with new members of staff.

Most training is offered as refresher training.

Student office managers have responsibility for refresher training ‘out of the office’ and via eLearning.
- Aditya Vadali (Surrey): Surrey has an eLearning lab which is used by staff to explore eLearning lessons. A class based session is then often scheduled afterwards.
- Claire Dunn (Wolverhampton): Apply the use of online testing.

- Claire Smith (Kingston): Used to deliver a cut down version of an Introduction to SITS via eLearning (and not face-to-face).
28K students and 500 SITS users.
Kingston have now done a u-turn in that face-to-face training is now increasingly delivered.
Queries answered by SITS team.
Blended approach to training is the preferred method in use.
- Claire Dunn (Wolverhampton): Noted that the application of blended training methods will vary depending on the Institution.
- Roger Allison-French (Warwick): One-to-one training is delivered for every new user and it also provides a mechanism to assess further training needs.
- Sarah Kenyon (Kingston): If a new starter has missed a scheduled course, a one-to-one session is delivered with specific needs for the user to bring them up to speed. Note that the training is tailored.
- Sharman Wiles (Tribal): Some processes in one Institute might be used in another Institute?
It is also recommended that safe space is provided for eLearning.
- Richard Clark (London): We offer a blended approach to training whereby eLearning is delivered to users with regards to preliminary training materials followed by class-based training sessions. eLearning is then also used for additional practise and follow-up/refresher training.

The University of London also offer 'drop in' style workshop sessions near to Go Live dates for any new components.

Although previous sessions have been well attended, not all users would 'drop in' (only those who were keen to get further hands-on practise).
- Sharman Wiles (Tribal): Use helpdesk statistics to target which workshops/sessions to schedule and for which group of users and advertise workshops based on helpdesk calls.

Get senior managers on board with regards to training schedules and use statistics to assist with planning training workshops.
- Sarah Kenyan (Kingston): After using ESD (Enterprise Service Desk), you can see how much FAQ's are being used and see difficulties for users.

It was noted that the Event Manager on ESD can also be used for workshops.
- John Davis (Wolverhampton): eLearning provides certain functions such as pre-learning (pre-reading) and refresher materials.

Some users may find that eLearning is enough or they can book follow-up classes/sessions for additional training.

Cate Watson (Northumbria):	STT uses a 'test element' to assess users. SITS access only granted after a user has passed a test.
Jackie Boyer (Oxford):	Adobe Connect – used to train users from a distance learning point of view.

(2) Question from John Davis (Wolverhampton)

Current challenges in the delivery of SITS training:

1. The alternatives to manually setting up and rewinding records in SITS for face-to-face sessions.
2. Issues arising from non-live versions of e:Vision not reflecting the live version.
3. Issues arising from a mixed economy of training (i.e. certain processes or areas covered by training team, other processes/areas covered by in-house, ad-hock training by colleagues).
4. Challenges arising from trying to promote training and changing attitudes towards training.
5. How to approach e:Vision training – are step-by-step guides and simulations of an intuitive system a duplication?
6. The role of the trainer in process updates.

[Discussions from point 1 of JD's question]

Aditya Vadali (Surrey):	Training data is setup/imported into system and data reverts back immediately after the session has been delivered.
John Davis (Wolverhampton):	Do not have a TRAIN database anymore – TEST used for training instead.
Aditya Vadali (Surrey):	Surrey system is independent of Live.
Richard Clark (London):	The University of London use a separate TRAIN environment (as a copy of Live, regularly refreshed with any new developments). Additional 'fictional' data is also setup for training sessions and this can be re-imported via XPC files if required (along with training user accounts).
Sharman Wiles (Tribal):	<p>The Misc->Projects menu can be used to manage data/projects.</p> <p>Define a project for courses and define entities.</p> <p>Add to project any required elements and it pulls in all related tables.</p> <p>After delivering a training session, import the project back in again.</p> <p>Enhancements to the data can also be added to the project.</p>
Cate Watson (Northumbria):	Uses 'real students' for training and resets records after the sessions.

[Discussions from point 2 of JD's question]

John Davis (Wolverhampton): Documentation created via DEV environment as some e:Vision components had not been copied to TEST.

Richard Clark (London): Noted that at the University of London, Developers and Business Analysts advise RC of changes to any of the products. Additionally, Tribal consultants often also advise RC of changes to any screens.

[Discussions from point 3 of JD's question]

John Davis (Wolverhampton): Other related processes should be documented (i.e. as features of SITS) so that a new staff member has a copy of such documents to refer to.

Roger Allison-French (Warwick): Training documents can be created for the use of SITS including Business Processes.

Documented procedures to follow (not just from the trainer).

Training has to be face-to-face to help identify training needs.

Richard Clark (London): SITS training manuals include as many business processes and rationale as possible to assist users with regards to new processes and screens. Team leaders (from different departments/areas of the student life cycle) also make further business process notes for their staff.

Marian Hilditch (York): York ask users/teams what elements of the system will be used for to find out which areas of SITS users are interested in.

Roger Allison-French (Warwick): You can turn auditing tool on for USR table to see permission changes.

Sharman Wiles (Tribal): MHD useful to see who has run tasks.

Emma Goodman (UCF): Internal user group talk about SITS/issues to help reach users and to get feedback.

Sharman Wiles (Tribal): Recommends getting users together to talk about use of the system.

[Discussions from point 4 of JD's question]

Aditya Vadali (Surrey): Suggested the use of supportive sessions..

Claire Dunn (Wolverhampton): People who own processes have to sign-off such processes and this gets them involved.

Sarah Wood (Warwick): Teams nominate process user. Manuals are kept up-to-date and are stored centrally.

- Cate Watson (Northumbria): No formal sign-off. CW notified of changes for updating manuals.
- Roger Allison-French (Warwick): Suggested that trainers can also review the release notes from Tribal.
- Cate Watson (Northumbria): SITS team review release notes (not CW) and from this information, CW can update training manuals based on advice from SITS team.
- Marian Hilditch (York): Schedule update sessions/meetings to note changes. Sitting with the user whilst they are using the system also helps to pick up on any changes.
- Sharman Wiles (Tribal): Asked JD how helpdesk was managed (i.e. to see if helpdesk statistics could be used to assist training preparations/updates).
- John Davis (Wolverhampton): Helpdesk couldn't assist with any statistics.

[Discussions from point 5 of JD's question]

- Sarah Kenyan (Kingston): No e:Vision training provided as it is considered intuitive (?).
- Aditya Vadali (Surrey): Training needs may vary according to type of job (i.e. Surrey found that although some aspects were considered intuitive by users who regularly used IT systems, Security staff required further bespoke training so that they were comfortable with the use of SITS).

[Discussions from point 6 of JD's question]

Item was considered 'covered already' via previous discussions.

(3) Question from John Dean (Huddersfield)

The current challenges in the delivery of SITS training:

Hearing the challenges other institutions face with internal training, e.g. attitude of staff, availability of academic staff, in-person vs. online training, multiplicity of system and how they overcome these.

- John Dean (Huddersfield): Could an online forum be used to contribute/share ideas between trainers.
- Aditya Vadali (Surrey): Confirmed that a **SITS:Vision Training** forum had been setup on **MySITS** by Tribal to be used to share ideas, post queries etc.
- To access the forum, log onto www.mysits.com, select **Forum** from the left of the screen and select **SITS:Vision Training**).

(4) Question from Jeannette (Winchester)

Current challenges in the delivery of SITS training:

- (in)Consistency of existing processes across Faculties.

John Dean (Huddersfield): Depends on institution. Central teams sometimes dictate to schools that 'this is the process'.
Change management required.

Aditya Vadali (Surrey): If several methods are used for a particular process (i.e. via e:Vision, spreadsheets etc), you can't change all methods so train users on all methods if possible (as you cannot just say 'pick one').

Roger Allison-French (Warwick): Suggested Business Processes Reviews.

(5) Question from Sarah Silverman (Exeter)

Item was considered 'covered already' via previous discussions.

Presentation

Jo Pentecost (City University) "[Screencasting with Camtasia](#)"

- Camtasia – Videos and voiceover.
- Used for online tests and users can book onto courses for face-to-face training.
- Ability to retest users after a face-to-face training session.
- After training, SITS access is granted.
- Video are 2-5 minutes long (i.e. they are intentionally kept short).
- Positives:
 - o Videos help trainers as you don't need to train all users (i.e. videos assist with the learning process).
- Negatives:
 - o Don't really know how many people are accessing a video.
 - o Difficult hearing your own voice.
 - o Re-recording of some voiceovers may be required.
 - o Users might not have headphones.
 - o Not fully accessible (no writing/captions).

Sharman Wiles (Tribal): Noted that PowerPoint can be used whereby you can intermix text and video on one screen.

Keep files short to reduce file size (think about deployment).

Cate Watson (Northumbria): May need to think about how access is given out to screens.

Jo Pentecost (City University): Videos can be used in conjunction with other training including face-to-face training (as users still have to attend face-to-face training sessions).

Close of meeting and offer to accept feedback of the first meeting which can be sent to Aditya Vadali (A.Vadali@surrey.ac.uk) or Dr. Richard Clark (richard.clark@london.ac.uk).
