

Social Innovation Programme- Cambridge Hub

Cambridge Council for Voluntary Service

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1. About This Report

We are a team of students from the University of Cambridge working to support our local community with Cambridge Hub. By taking part in the Social Innovation Project, we have been able to investigate the challenges faced by a local organisation, Cambridge Council for Voluntary Service (CCVS), to research and suggest improvements to their digital platforms. This report summarises our findings and recommendations.

We would like to take this opportunity to thank Annuscha Wassmann, the programme manager at Cambridge Hub, for the training and support she has given us throughout this project. We also thank Mark Freeman, our contact within CCVS, who has provided invaluable documents, contacts and insights into the workings of CCVS.

We hope that this report will act as a reference document for the effective expansion of CCVS digital platforms in the future.

1.1. The Team

Eunmi Ha

Team Leader

Natural Sciences Tripos, Homerton College

Working on an unplanned settlement development initiative in Tanzania opened my eyes to the impact that local charities and organisations can have on the community. I wanted to make a positive contribution towards my local community and volunteering for the Social Innovation Programme has given me the opportunity to use my degree for the benefit for the city I live in.



Aiden Greenall

MPhil Gender Studies, St. Edmunds College

I gained experience volunteering with foodbanks and local LGBT+ youth support organisations while studying for my undergraduate degree at Durham University. Volunteering through the Social Innovation Programme with CCVS has given me a rewarding opportunity to give back to my local community here in Cambridge.

Georgiana Gilgallon

Philosophy Tripos, Newnham College

I spent part of my gap year working for a public affairs and consultancy firm. It left me very keen to further explore consultancy, and the Social Innovation Programme has provided this opportunity and more. By volunteering for CCVS these past weeks, I've experienced consultancy for a non-profit organisation and had the chance to consider how this differs to the process of assisting for-profits. Most rewardingly, I've also been able to give back to my home county by facilitating CCVS's fantastic work.





Jamie Popplewell

Human, Social, and Political Sciences Tripos, Queens' College

Having had experience being a part of the Air Training Corp and other youth groups growing up, the importance of the charity and voluntary sector to local communities has always been clear to me. Enabling this the success of the sector through my work with C CVS is both fulfilling and satisfying and has been a brilliant opportunity.

Pippa Lockwood

Land Economy Tripos, Hughes Hall College

In recent years, I have been involved with the Shakespeare Hospice's fundraising events as well as assisting in various other capacities. It has been an extremely rewarding experience and has given me a clear understanding of the invaluable contribution such charities make to their local communities. Working on the C CVS project has not only provided me with an excellent opportunity to help improve the success of these worthwhile organisations but also to positively involve myself with the community here in Cambridge.



2. Introduction

The Cambridge Council for Volunteer Service provides support, representation and networking opportunities to community groups and charities across Cambridgeshire. The organisation specialises in all aspects of setting up and running organisations, giving skills and encouraging confidence through training. The bulk of their services are delivered through face-to-face training and 1-2-1 meetings. CCVS also provides information on funding and networking opportunities. With increasing demand for their limited resources, CCVS enlisted the help of Cambridge Hub's Social Innovation Programme. The brief was to investigate ways in which to better utilise and expand upon on CCVS's digital working practices to deliver greater support to a wider client base, all while reducing strain on CCVS employees.

The project challenge was to investigate options, such as video or webinars, to ascertain what digital platforms were best suited to the needs of CCVS, and if they could be used to generate additional income. CCVS were also interested to find out what the appetite may be for these new methods of delivery, and what other similar organisations offer digitally on a local and national scale.

2.1. Limitations

As this project was undertaken while we have been studying full time for our degrees, time proved the greatest limitation on the scope of the research and analysis that we could complete. In addition, as students not connected to a consulting organisation with their own research and studies, we were limited to researching published reports, which were not specific to the investigation of digital services. There was also difficulty in receiving responses when we reached out directly to organisations similar to CCVS. Within these confines, this report is a thorough exploration and analysis of the options available to CCVS, with extensive primary research to mitigate difficulties in gathering secondary data.

2.2. Ethics

As student volunteers working on behalf of an established and respected organisation whose aim is to provide training and advice to local charities, we endeavoured to be as forthcoming and transparent as possible in all our undertakings. Organisations we contacted were told who we were, who we were working with, and what the data they provided would be used for. All three survey questionnaires had a short introduction outlining these principles.

3. Existing Solutions

3.1. e-Learning

e-Learning was offered by most of the organisations we researched, indicative of increased digital content across the charity sector. This platform seems to draw popularity due to its self-paced learning nature and by the abundance of useful tools and learning resources that come with the online videos.

Community Group Training (CGT) offers in-house and e-Learning training courses to community and voluntary groups ranging from small to medium-sized. The training covers a wide range of topics, with nearly 40 individual classes grouped under themes. The regular CPD certified courses are priced at £15-20pp, and the price for formally accredited courses (through Open College Network West Midlands) is significantly higher at £40-45pp¹. CGT were unique in offering some ‘freebies’ to smaller charities in the surrounding areas, and ‘free-lesson-Fridays’ are advertised on the website to give potential clients training tasters.

The Suffolk Academy for Voluntary Organisations (SAVO) offers ‘Practical Toolkits’. These e-Learning resources are £10 each - though several are offered for free - for 26 weeks of unlimited access. These Toolkits contain practical advice, case studies, short exercises and downloadable templates for policies, procedures and forms. The other notable digital service is the Trustee e-Learning. This self-paced training course is endorsed by, and was developed with, the Charity Commission. The system can either be used by new trustees to train themselves up, or by existing trustees as a point of reference. The resource contains 12 ‘self-contained’ modules that include ‘Good Governance’, ‘Financial Management’, ‘Complying with the Law’ and ‘Building an Effective Board’ amongst others. These modules are accessible through an online learning portal and are priced at £10 per module².

The National Council for Voluntary Organisations (NCVO) Studyzone is a self-paced e-learning service for individuals and organisation. Studyzone incorporates video content throughout each course, with a trainer delivering spoken content whilst bullet points appear alongside. Certain courses include up to 5x 30-minute training videos, an online exercise and discussion forum moderated by the trainer and downloadable resources. The service is free to NVCO members or available for purchase.

Also, worth noting is FSI’s “The Essential Trustee Series” which showcases the clear and crisp website, and professional quality video presentations. The videos show a presenter on one side of the screen, with important information and slide presentations on screen, similar to NCVO. The effect is quite a dynamic educational video format. A number of these videos are suggested as ‘refresher courses’ for groups that have attended Webinars or in-house training sessions, which could be applicable to CCVS’s own trustee training courses.

¹ Competitor Analysis of e-Learning Websites: Community Group Training and FSI- Project drive

² SAVO & NVCO Summary- Project drive

3.2. Forums

Forums are platforms that allow members to communicate on the organisation website. Forums are used to answer questions, or for networking amongst members. Most organisations we investigated did not have a forum.

VAL have developed a volunteering network involving a forum which is open both to volunteer and paid volunteer managers/co-ordinators. Evidence suggests that this has helped to ensure that information is more readily available and new developments are shared between members³.

3.3. Funding Directory

Many organisations direct clients to external resources. Some organisations used an email contact basis, where interested parties email individually for more information, but others had sophisticated directories that allowed clients to find their own funding information.

NCVO offer both a wealth of their own online resources as well as instruction on where to find additional online resources. They direct clients towards the extremely user-friendly external 'Funding Central' for contracts, grants and loan finance opportunities.

Voluntary Action Leicestershire (VAL) has recently improved its digital platform by introducing a fundraising toolkit which includes a free online comprehensive database of funding opportunities. This is available to members of VAL and is helpful in identifying the best grant funders as well as offering advice on how to submit a successful funding application. A user guide is provided which ensures ease of use for the toolkit.

3.4. Self-service tool

A customer self-service tool allows the website visitors to find their own information.

Although prevalent in online charity service providers, such as mental health organisations, our research suggested that this tool is rare within the voluntary organisation sector.

The FSI website includes a 'diagnostic test', meaning a simple online survey to help clients self-select which learning opportunities are best suited to their needs. The 'diagnostic test' is simple to implement and can potentially reduce time spent dispensing information to potential clients and members.

3.5. Social media

Social Media was seen to play a smaller role in digital platforms within the sector.

Nonetheless, Twitter and Facebook are used by organisations to increase their reach.

Community Group Training offers a range of online presentations, podcasts, twitter responses and live Q&A sessions via Periscope. Most applicable to CCVS are the podcasts which have similar content to CCVS, which makes for a good comparison. Periscope is an app that lets you share live video streams direct from your smartphone or tablet and is compatible with Twitter; the Periscopes Q&As are an interesting and time-saving solution which would enable client participation from any location. Viewers can participate by sending comments, which the person sharing the video can respond to in real time.

3.6. Webinars

Webinars are widely available within the confines of our background research, with professional services provided by large, well-funded organisations with an online resource bank. Most were behind a paywall, member accessible with a login.

³ Information provided during a phone call with VAL

FSI offers a range of webinars, which are booked in advance by members for £5, with a £15 deposit using a system called Webinar90. The content of the webinars is advertised a week in advance¹.

Voluntary Action Leicestershire (VAL) has also recently developed a series of online webinars, these have been shown to improve training session attendance levels for the charity. These workshops are free for anyone working in a voluntary organisation within Leicestershire, whilst organisations outside the region are charged at a rate of £25 per individual⁴. The hour-long workshops are delivered by an expert in the relevant field and participants are given a recording of the presentation and copies of the slides. Popular webinars are re-run and are adapted when there are new developments such as legislation developments.

Community Council for Berkshire (CCB) have also produced a series of webinars focusing on a range of topics including funding opportunities, bid writing, project management and stakeholder engagement. The webinars were launched in 2009/10 and, over the last 4 years, the courses have attracted 460 enrolments from community workers across West Berkshire³. Each webinar is free to the learner and delivery is through the online software 'Webex.' The selection of this software was based on cost efficiency and ease of use for the learner. To improve the overall effectiveness of the courses, tutors used completed ILPs, online exercises and interactive messages to ensure that the course was relevant to learner needs and to ensure all participants were fully involved. The use of post-course evaluation provides effective feedback and relevant evidence for future course developments.

3.7. Website resources

Many of the smaller organisation webpages were difficult to navigate. In comparison, the NVCO and FSI pages were well organised and easy to use. NCVOs Knowledge Bank consists of in-depth, step-by-step explanations of, and guidance on, all aspects of the voluntary sector with extensive reference to current legislation. Their knowledge bank is extremely easy to navigate. Their Tools and Resources page redirects clients to straightforward, accessible, and often free tools. For instance, 'Measuring Up!' Is a step-by-step self-assessment tool that allows you to review and improve your organisation's impact practice. Templates are also available, along with guidance on how to make the most of these templates. Among others, there are templates available for PEST analysis and for writing a business plan. In addition, there are several checklists provided, such as a checklist on what to include in a joint working agreement. The How-to page builds on Tools and Resources and consists of 425 how-to's. These are articles presented in a series of clear, concise, prescriptive steps that instruct the client. The 'how to fundraise in tough times' recommends a 6-point process and details 'having a 'good fundraising strategy', 'where to look for funders' and 'raising your own funds'. Most of these are substantiated by a catalogue of evidence found on the Case Studies page.

FSI along with partners Local Giving, Small Charities Coalition and Charity Finance Group have developed several easily accessible blog posts on funding templates, best practice guidelines and fundraising tools.

⁴ Voluntary Action Leicestershire/CCB- Project drive

4. Methodology

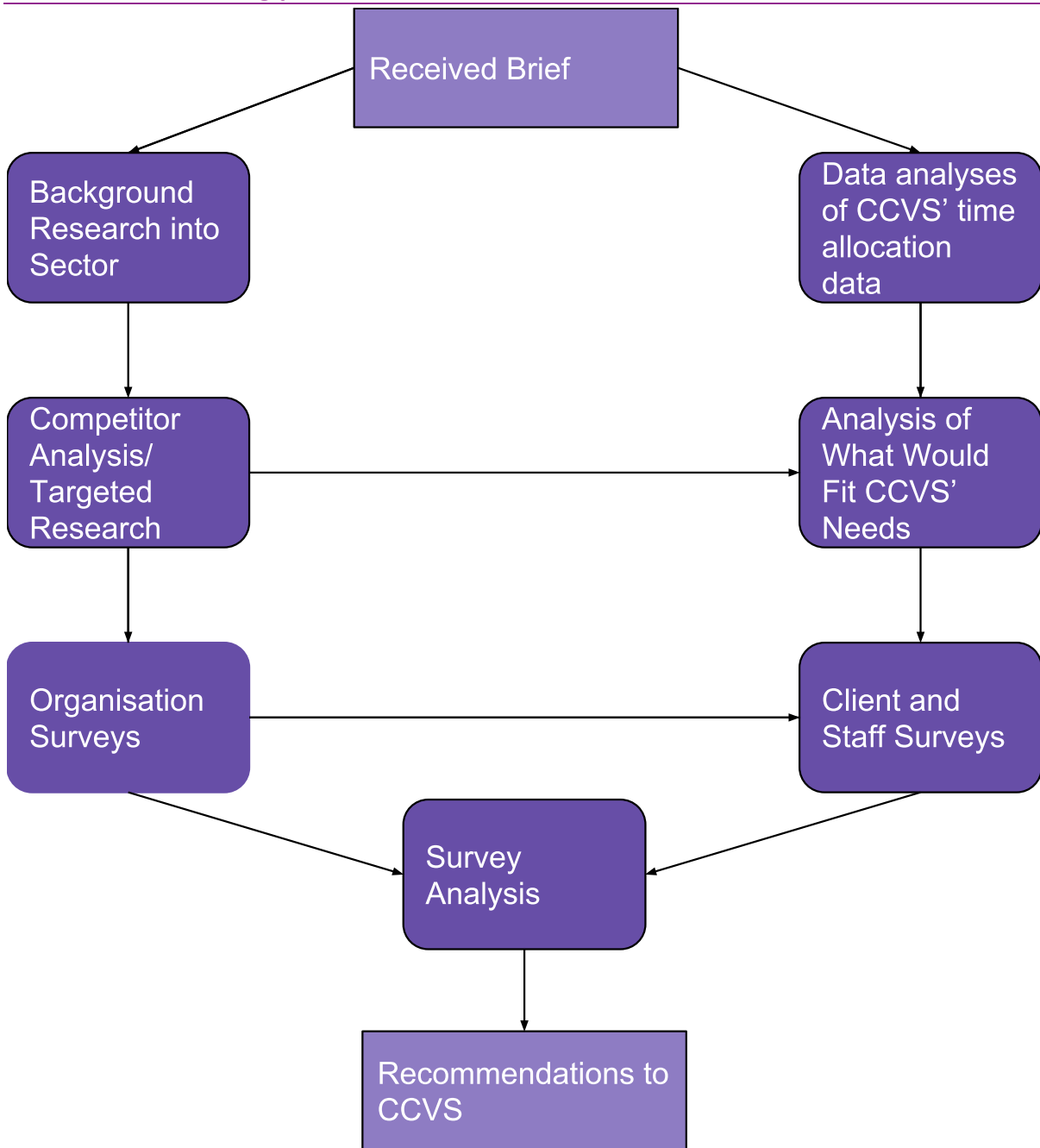


Figure 1: Flowchart outlining our methodology

4.1. Data Provided by CCVS

Provided with the past years' worth of CCVS's time allocation data, it was possible to analyse the time distribution for various services and frequency of different requests. This proved invaluable in helping us to identify the areas that would most benefit from digital delivery. Mark Freeman also provided us with 'Mapping Trends: Community and Voluntary Groups in Cambridgeshire 2017, a report on a survey undertaken between February and March 2017 that highlights the changing charity trends across the county of Cambridgeshire. This provided a good level of background knowledge about CCVS's target market but did not assess in detail if there was a demand for increased online services, nor potential responses to these services. This was an area to be investigated further in our own surveys.

The CCVS benchmarking report was a brief, clear and concise look into what services were on offer across the country in comparison to CCVS's own. This report focused more on training and services that CCVS did not provide in comparison to competitors, rather than our project focus of specific digital platforms. However, this document also introduced us to outside organisations FSI, the National Council for Voluntary Organisations (NCVO) and the Suffolk Academy for Voluntary Organisations (SAVO), later included in our background research and competitor analysis.

CCVS also brought to our attention a 'Charity Digital Skills' report by skillsplatform.org, whose conclusion was that '**Charities can no longer afford to be digitally defiant**'. The warning comes after Tech Trust's 2018 Survey revealed that over half of charities (58%) don't have a digital strategy, with just over a third saying that lack of money was the biggest barrier. Other barriers cited were the lack of time (32.71%), lack of understanding (15.94%) and no perceived benefit (9.40%)⁵.

A CCVS training session was also attended by one of our group members to become more familiar with the workings of CCVS, and to evaluate the feasibility for direct online uploading of seminars and trainings.

All documents and analysis of these resources are available on the project Google Drive.

⁵ Tech Trust's Digital Charity Survey 2018

4.2. Targeted Research and Competitor analysis

Online platforms were investigated, particularly those which offered a way to put the information typically provided by the CCVS through time intensive means online. This involved gaining an insight into how other similar firms have increased their online presence, as well as researching new innovative ways to get information online.

This targeted research also involved sending questions directly to firms like CCVS who had already made use of a range of E-Learning tools and online resources. We hoped that this would allow us to gain information relating to the demand for their online services, time savings it has offered, as well as costs involved. These questions were targeted specifically to the firms as the services offered varied, as did the relevance to our strategy for CCVS. The questions sent to seven different organisations are available in the appendix, of which one replied. Unfortunately, although predicted, the response rate was subpar and thus online research was maximised to mitigate this. The competitors investigated were: The Community Council for Berkshire, SAVO⁶, Greater Manchester Centre for Voluntary Organisation, Community Group Training, and FSI. The types of platform we investigated were: Webinar platforms, Online Learning, an Online Resource bank, a self-service information tool and Periscope Live Video Streaming.

4.3. Surveys

To understand how best to go forward with our research into the feasibility (and form) of a digital strategy for CCVS, we began by looking at:

- a) Where resources were focused within CCVS itself by analysing data given to us regarding the time spent on each enquiry type and on the service provided.
- b) What the state of the sector is regarding digital uptake

This information allowed us to understand where resources could be freed up within CCVS itself, as well as getting a better understanding of how digitally suave charity and voluntary organisations are. This allowed us to formulate an idea of which areas of service provision to look further into regarding CCVS's digital strategy, and the likelihood of these services being used by the organisations CCVS work with.

Three surveys were circulated through our contact Mark Freeman. The first was an investigation into digital services targeted at the CCVS clients⁷. This allowed us to gauge the responsiveness of key stakeholders to potential changes; taking the general research and seeing how viable it would be in CCVS's market. We made use of long and short answer questions to gain the quantitative and qualitative data necessary to make conclusions regarding the options available to us. These data were particularly useful as they came from the sources which would be most affected by the implementation of any recommendations we made, and the feasibility of any project would be dependent on the response of these groups. Unfortunately, the project timings were uncomfortably close with the main CCVS survey circulated in March, and therefore only a small selection of client organisation were contacted for the project survey to prevent confusion and survey fatigue.

A second survey was shared with CCVS workers⁸ to gain further insight into the daily workings of CCVS, and to map the potential for digital augmentation of the services provided. This survey was particularly useful as it provided insights from the workers

⁶ SAVO questionnaire and replies- Appendix 7.4

⁷ Digital Services questionnaire- Appendix 7.2

⁸ CCVS Internal survey- Appendix 7.1

themselves and allowed them to pinpoint areas that they themselves thought required or would benefit from an online platform.

In conjunction with these surveys, we also completed an external organisations survey⁹ which was distributed to CEOs of other organisations through Mark Freeman to gain more information to use in conjunction with more detailed questionnaires organised above. This allowed us to better understand the trends in the sector and where other firms have succeeded in getting information online (and whether this has been beneficial).

At the time this report was written at the closure of the project, the internal survey had received 5 responses, the client survey received 7 responses, and the organisation survey received 6 responses. The findings can be found later in the report and the structure of all our surveys are available in the appendix.

⁹ Organisation survey- Appendix 7.3

5. Findings

5.1. External Organisations Survey Analysis

The organisation survey was circulated amongst organisations with a similar mission statement and received 6 responses. It provided valuable insight into how online platforms are currently being used, for what purposes, and to what success.

5.1.1. Aims of the Organisations

It was interesting to note that $\frac{1}{3}$ of the responses had chosen to start offering services online for reasons similar to those CCVS is currently scrutinising. One organisation (A) intends to ‘reach a wider audience, offer a more efficient 24/7 service, and [maximise] staffing capacity.’ This organisation feels the most significant benefit they’ve secured by offering services online is ‘wider reach [and] more accessible service’, suggesting they’ve experienced a degree of success in achieving their aims.

From the information given, we can gather that reach has been improved by the provision of ‘information sheets’ online. Efficiency has been improved using an online ‘training booking system’, with the use of online platforms now saving each member of staff between one and two hours a day. Another organisation (B) echoed this aim in adopting the use of online platforms, stating a ‘limited capacity to deliver infrastructure support due to reduced funding and increased expectations from funders.’ This organisation hoped that ‘putting services online’ would not only help ‘capacity issues but could also [make these services] much more accessible to members who are time poor.’ Unfortunately, this organisation has only just begun the process of transferring certain services online, making it impossible to properly compare and contrast their progress with that of the first organisation detailed above. A third organisation (C) have bolstered their online presence to enable better access to membership, newsletters, job and volunteering opportunities and basic advice and guidance which, as we will soon demonstrate, has been successful.

5.1.2. Demand for Information Resources

Overall, 50% of the groups indicated an appetite for information-type services amongst clients. Whilst group A indicated that ‘information sheets’ are their most popular online service, another (D) highlighted ‘e-bulletins.’ Organisation C were more specific and classed their ‘online directories of local voluntary and community groups, and events, and volunteering opportunities’ as their most in-demand service. They later added that placing these directories, along with ‘digital sign-up for newsletters’ online, along with ‘easy access to information, advice and guidance for [...] members, the local voluntary and community sector and partners/other stakeholders’, has been very useful to the organisation’s operation and the most significant benefit gleaned from the digital. Unfortunately, we have no specific information on how this has been useful

The organisation did state that demand for their online services had ‘significantly increased’ while demand for face-to-face training has remained fairly constant. From this we can draw a tentative conclusion that the group’s client base has either enlarged or become more engaged and well-informed as a result of the information being available online. Nevertheless, these findings suggest a wider trend where online information services improve the accessibility of resources and an organisation’s reach.

5.1.3. Demand for e-Learning Resources

With regards to demand, the availability of e-Learning resources does not seem at first glance to have lessened the demand for face-to-face training. Of the three responses received to the question ‘has the availability of online training reduced the demand for face-to-face training over time in your organisation?’, two responded ‘no’ and one responded, ‘we find local groups still want to access face-to-face training.’ Demand for e-Learning resources generally pales in comparison to demand for face-to-face training, as shown by below:

If you have e-Learning resources, how does demand for face-to-face training compare to demand for e-learning resources?

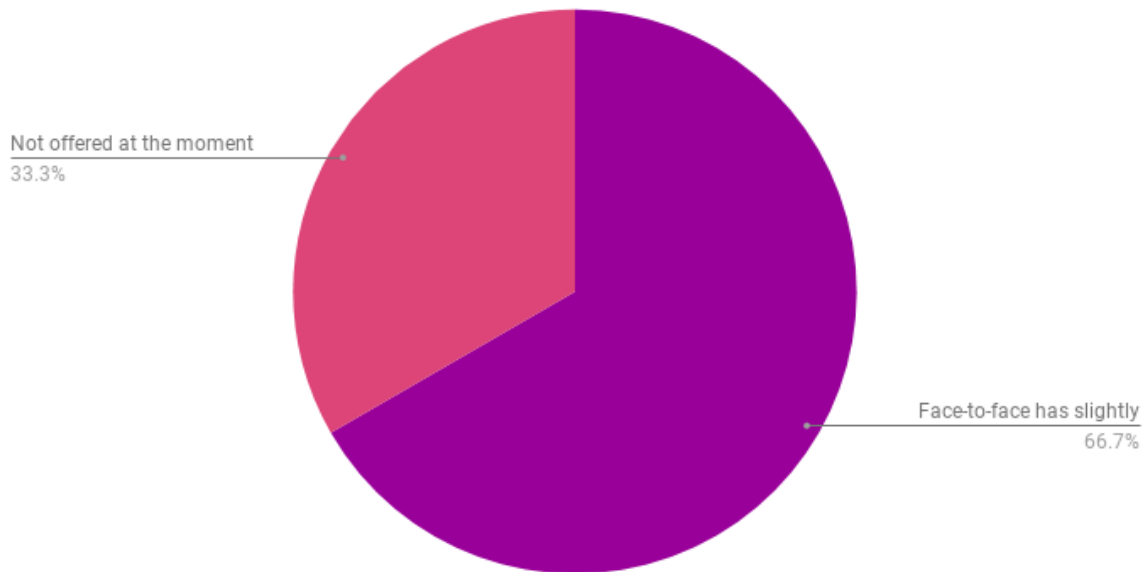


Figure 2

However, the two organisations (D and E) who responded ‘no’ to the question regarding reduced demand for face-to-face training are also those two that experience ‘much more demand’ for face-to-face training. We should bear in mind that neither of these organisations currently offers e-Learning resources but choose instead to focus on face-to-face delivery. It is possible that they misunderstood the question in answering as if they did. It naturally follows that demand for face-to-face training would be considerably higher than that for online training. The responses received to the two questions relating to the relationship between demand for online training and demand for in-person training do not accurately reflect the potential demand for e-Learning.

To study this, we compare these responses to those given to the question ‘how has demand for online services [in general] changed overtime?’ Three responses were received. One felt that demand had significantly increased, another felt that demand had slightly increased, and the last felt that demand had remained the same. These organisations did not feel there was initial reluctance on the part of the client to engage online either. The two which felt demand had increased are those two which currently offer information resources online (A and C), either in the form of ‘information sheets’ or ‘two online directories [...] volunteering opportunities [and] newsletters’. Neither organisations A or C offer e-Learning services though, and so did not answer the questions relating to demand for these particular services. Consequently, the overall inference is that organisations which actively engage with and make use of the digital seem to experience greater demand and reap greater benefits (see previous page). We can

infer, particularly given data provided by the Suffolk Academy of Voluntary Organisations detailed later in the report, that organisations would experience greater demand for e-Learning courses in relation to in-person training courses should they commit to making them available.

5.1.4. Cost

Out of five responses to the question ‘do you have specialised roles for the maintenance of your website and web content? If so, please name these roles and their workload’, four confirmed that they currently have a specialised member of staff in-house. Of those two organisations most committed to their online presence, currently providing information services, organisation A allocates less than 1% of their budget, with an ‘Information and Communication Worker’ dedicating roughly 5 hours per week towards maintaining their online information services. Group C allocates 3.5% of their annual budget to the maintenance and improvement of their digital platforms. It has an ‘Information and Communications Officer’ working roughly 33 hours per week, and a ‘Digital Admin Officer’ working a further 7.5 hours per week. There was very little consensus as to how often the online services required updating, with one organisation opting for daily, one for weekly, one for monthly, one for the website being updated weekly but the social media platforms daily. The last of these answers highlights a shortfall in the question posed: it seems unclear whether these organisations are updating the services themselves e.g. ‘information sheets’, their website or their social media presence. This is an area for further research and clarification.

Has the move to online platforms freed up staff time/availability? Could you estimate the time saved to any given member of staff on any given day?

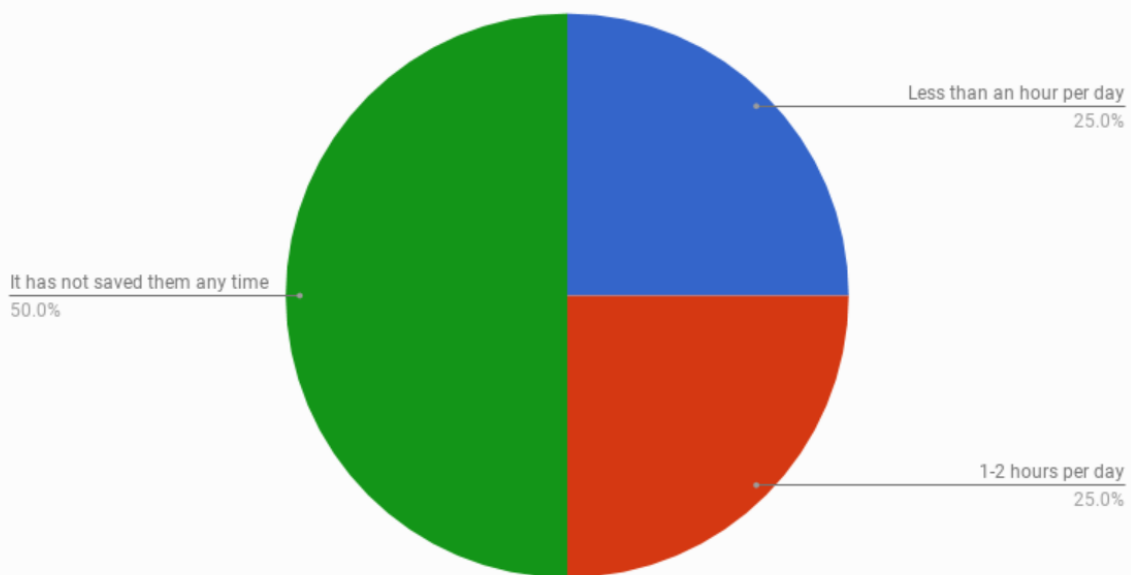


Figure 3

There was lack of clarity as to how much time has been saved for employees by moving certain services online. Organisation C is one of two to claim that no time has been saved for employees by offering information services online, yet this may be because the tasks have been delegated to the ‘Information and Communications Officer’ and ‘Digital Admin Officer’ who designate a fixed number of hours towards servicing C’s online presence. The second of these is F, which do not currently offer digital services and so cannot have time saved. D, which distributes e-bulletins, notes up to one hour per staff member per day saved,

whereas A, which provides ‘information sheets’, notes up to two hours per staff member per day saved. This once again indicates that online information services do, to some degree, improve efficiency and ‘maximise staffing capacity’.

5.1.5. Types of Enquiry

One additional point of interest is to note that answers from D, E and C indicate that, much like CCVS, clients primarily enquire after fundraising and governance (‘crowdfunding’, particularly). This reiterates the conclusions drawn from CCVS’s demand data, whereby efficiency could be substantially improved by addressing these areas online.

5.2. CCVS Internal Survey Analysis

Despite only getting 5 responses to our survey, the data that was collected was invaluable to understanding what the most effective digital strategy would be to pursue, and where the staff at CCVS saw potential efficiency gains being possible through such a strategy. This information was fundamentally qualitative in nature.

5.2.1. Moving Daily Tasks Online

When asked ‘Are there any daily tasks you perform which you feel could be automated through online platforms? If so, please name them.’, many of the answers related to daily administrative tasks (such as bulk emailing and better use of online/ software packages to reduce the amount of information which needs to be manually entered across multiple platforms) which has the potential to offer an avenue for future research studies. However, importantly for our study, many answers suggested that the form which information dissemination took on the website could be improved (and could also save them time). Examples of this include: “we could make better use of online tools... when helping groups a better place to send them for the basics would be good, also a way of digitally bringing a few together to share experiences or possibly to all benefit from advice if they all have similar issues.”, “There could be more links to sites that produce information and guidance such as the Resource Centre, NCVO Knowhow etc.” (as has been discussed before), and that “**The problem with us having our own sources is that it often quickly dates and requires a lot of hours to update**”, suggesting that using freely available sources from other websites would be a good method to use. This all links back to our findings from the demand data analysis (section 5.5) that sending links/ information takes almost a quarter of the time spent on queries, and that this has the potential to be reduced significantly.

This was further demonstrated when the respondents were asked to consider the question: ‘If you are involved in arranging or taking part in one-on-one sessions with clients, do you believe that any of the information given could be conveyed through online means?’. Part of the problem outlined by one respondent was that the webpage had lots of information, but the layout was not clear enough for this information to be of use without the staff having to point them to it: “**We already have a lot of information online, but I think it is hard to find on our current webpage**”. A further problem, as above, was that this information was difficult to keep up to date which is something that would need to be easy for the future: “How it is updated is an issue as some things go out of date”. An issue with this is that many clients like the face-to-face contact to ensure that they are interpreting the information correctly; this makes it clear that the face-to-face service is often about much more than just passing on information. Any service used to save time in information transfer should therefore always maintain the option of the more personalised learning available when meeting face-to-face. It would therefore be more difficult to save time by purely looking at face-to-face enquiries.

When looking at how these tasks could be moved online, the responses were split. One of the 3 applicable answers suggested that they could not be moved online in any capacity, whereas the others focused on the ideas mentioned above about updating resources regularly and ensuring that skills on current tools, and other potential tools, were better understood.

5.2.2. Confidence Online: Ability for Staff to Adjust

There was a split in the relative comfort levels when using digital platforms. They were asked ‘How confident are you using digital platforms?’ on a scale of 1-5. This wide spread shown in the graph reflects to a large degree what we found in our preliminary online research that the charity sector has a divide in the extent to which staff are comfortable with going digital.

How confident are you using digital platforms?

5 responses

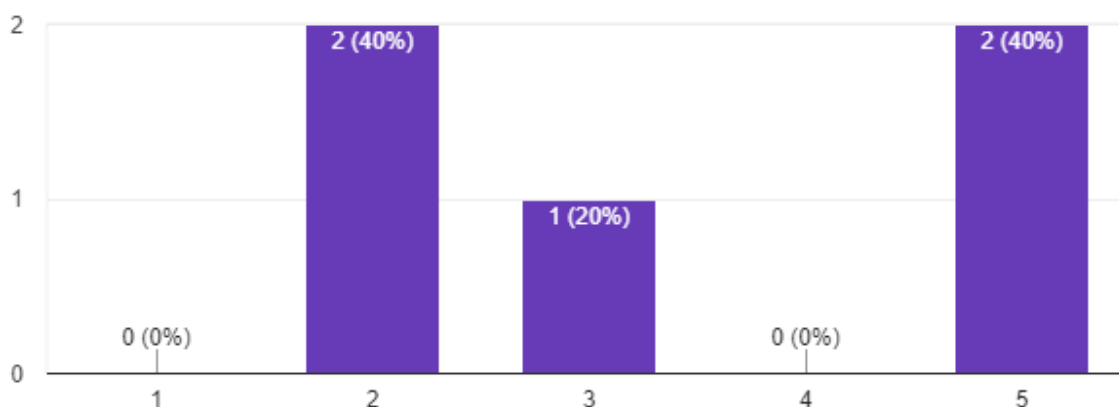


Figure 4: 1 ‘Not at all confident, I mostly find it difficult to navigate online’
5 ‘Very Confident, I find it easy to navigate online and rarely encounter things I don’t know how to use’

5.2.3. Which tasks could be moved online, and how

When it came to understand which enquiries were repeatedly made (under the question ‘If your role has client contact, are there any questions or inquiries that you are repeatedly asked, and what are these inquiries?’), the individual responses varied (as is expected given different roles). These included “funding, financial management and safeguards, charitable objects and how to get the Charity Commission to accept them, what sort of charitable structure to adopt, how to recruit more volunteers and trustees, how to sort out problems with people” to “Safeguarding, Charity start-up/ registration, Finding Funders Policies, and procedures” and “governance, policies and funding”. Again, the contingency of requests is highlighted (that very specific requests would still often require the help of a CCVS staff member directly). However, the respondent bringing this up also noted that “**Having more information easily available online for people to access directly would certainly help some groups**”, suggesting that time could still be saved through this.

Regarding responses to the question ‘What sort of online resources do you think would benefit CCVS clients and why?’, the responses undoubtedly improved our understanding of how our recommendations would fit within the organisation. The solutions offered within CCVS included “Better website easier to navigate”, “Videos/webinars” to improve the longevity of courses (and reaching a wider audience), some kind of forum offering “better ways of connecting with each other and getting advice from a wider group”, better organisation of “information boards on topics” with the potential for others to add to (e.g. via

Trello). Multiple respondents also suggested links to other organisations (which would make it easier to keep up to date), with one linking in a website¹⁰.

When given the opportunity to add other comments they may have, one respondent made the salient point that they “need solutions that are easy for us to set up and maintain and that are robust if members are going to access them”, and this was a central consideration when formulating our recommendations.

¹⁰ <https://www.resourcecentre.org.uk/>

5.3. CCVS Client Survey Analysis

The digital services questionnaire was given to several organisations who use the services provided by CCVS. Although there were only seven responses, this delivered an insight into the receptiveness of these clients to using online platforms to access services which are currently provided in person, via email or by telephone.

5.3.1. Current use of online resources by clients

Of the clients surveyed, roughly 40% of the respondents currently made use of the online resources whilst, significantly, **42.9% were unaware that online resources were available for use**. Clearly, raising awareness and accessibility of these resources will be important to increase their uptake in the future. The clients who used the online resources reported primarily using information available on the factsheets and policy templates, although they do so rarely. When contemplating this further, it was apparent that there was a mixed response as to how helpful the current online resources are, with criticism from certain clients that it was difficult to find the relevant information on the website.

Have you used CCVS resources currently available on their website?

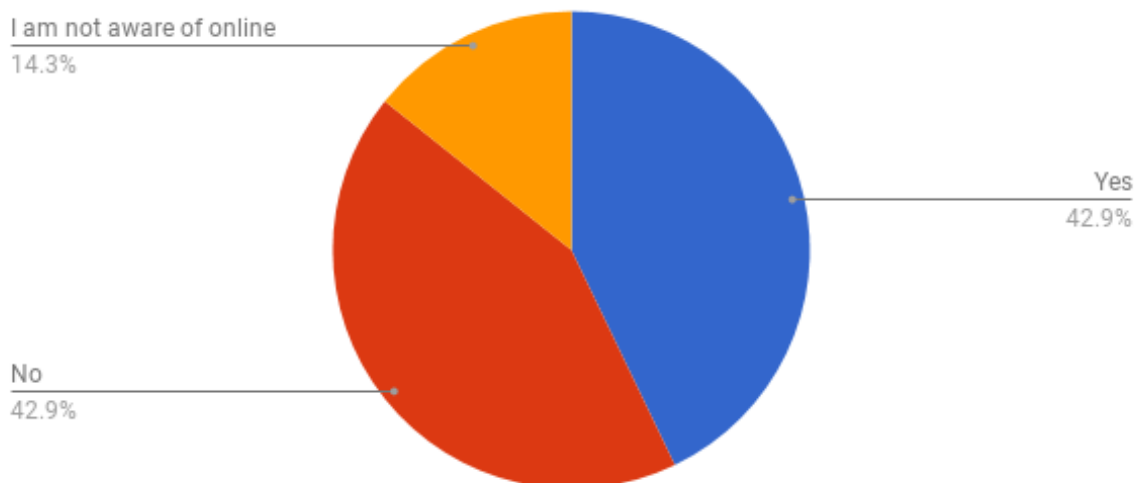


Figure 5

5.3.2. Client response to potential online resources

When examining the response to potential online training courses including videos, the feedback was shown to be very positive with six of the clients (85.7%) in favour of having access to this type of online resource. The convenience and flexibility of such courses was recognised by clients in their replies, with one respondent stating that they would be able to “share these with trustees who are unable to make it to CCVS workshops as they have busy lives and full-time work.” Furthermore, several clients highlighted the time advantages offered by these training courses, stating that it might potentially lead to an uptake in their usage of these resources. However, it was also evident from the client responses that the majority were against replacing face-to-face training with online resources altogether but instead would use them as an additional tool. This was expressed by one respondent who stated that they “personally always prefer face-to-face, but online training is a great supplement.”

The specific feedback on webinars was mixed with clients confirming that they “would watch webinars but would not want them to replace workshops completely.” The general view conveyed was that “a training session attended in person gives opportunities to ask questions, meet other people and ensure that you understand the training being delivered.” Some clients, however, indicated that they would use webinars for certain topics and recognised the benefit of fitting them more easily into the day. Interestingly, of those who were prepared to use the webinars, 71.4% responded by saying they would prefer the option of watching them live *as well as* at any time during the day. In addition, respondents showed a strong interest in the use of live Q&A sessions with C CVS providing professional feedback to questions posed by organisations online.

Another resource considered through the survey was the potential use of an online sorting tool to locate funding resources. From the responses, it was clear that several of the clients have recently contacted C CVS through emails for information about funding options. This suggests that the use of a self-service tool could potentially reduce staff time on queries, thereby improving efficiency for the organisation. When asked directly about their preference for an online tool for funding, 57.1% of clients were in favour of such a resource, with a further 28.6% reporting that it could possibly be beneficial if it was user-friendly. Nevertheless, one client did indicate that the self-service tools already available through other organisations websites such as Support Cambridgeshire were “useful enough.” Improving the access to these external links could therefore be a strategy for reducing staff time spent dealing with these requests.

5.4. Analysis of Data from Suffolk Academy for Voluntary Organisations

To gather primary data on the successes of offering certain services online, we contacted several sector competitors. Of the online services offered by the Suffolk Academy for Voluntary Organisations (SAVO), we were particularly interested in the e-Learning resources. These include ‘Practical Toolkits’ and ‘Trustee e-Learning’, detailed in full in ‘Secondary Findings.’ As such, we tailored our questions to yield specifically a more comprehensive picture of the costs and gains associated with the delivery of e-Learning resources.

5.4.1. Demand for e-Learning Resources

When asked ‘how does demand for face-to-face training compare to demand for e-Learning resources?’, SAVO indicated that this was ‘very much dependent on what funding is available [...] demand for face-to-face training against e-Learning has remained the same; whilst e-Learning is cheaper, people still like interaction with others.’ Demand for e-Learning has remained fairly constant overtime. Of the services offered online by SAVO, Trustee e-Learning has the greatest demand, serving as a ‘very cost-effective way to upskill a Trustee Board.’ This is particularly promising. If we relate this to the data provided by CCVS on the types of enquiry they receive, it becomes apparent that an e-Learning resource designed for governance could save CCVS employees considerable time. Enquiries regarding ‘governance’ constituted 8.8% of the total enquiries received by CCVS in 2017, and each of these cost staff an average of 51 minutes. Having received 37 enquiries of this type, CCVS staff devoted approximately 31.45 hours towards these enquiries. Currently SAVO does not receive any requests for clarification of the content of their online resources from clients. Were CCVS to themselves offer, or otherwise refer to, sufficiently comprehensive e-Learning resources regarding ‘governance’, whereby clients do not return for further consultation, they could substantially cut down on these hours, if not eliminate them altogether.

In addition, while SAVO did not provide much information regarding their Practical Toolkits, the resource seems particularly well-suited to the needs of CCVS’s clients. SAVO stated on two separate occasions that ‘learners like the practical examples’ incorporated throughout the organisation’s online resources, such as those included in the Practical Toolkits. Resources of this type - those that provide ‘practical advice, case studies, short exercises and downloadable templates for policies, procedures and forms’ - encourage the self-sufficiency of client organisations. This falls in line with CCVS’s aim to ‘support charitable organisations by providing them with the tools they need.’ It would also, again, alleviate strain on resources. For instance, CCVS received 34 enquiries related to ‘policies’ in 2017, each taking approximately 15 minutes. SAVO currently offers a ‘Policies and Procedure’ Toolkit, demonstrating that CCVS could feasibly offer this area of support could feasibly online. The same applies to ‘fundraising’ which, at an average of 38 minutes for each of the 221 enquiries, cost CCVS approximately 140 hours in 2017. A practical resource, such as SAVO’s ‘Writing a Good Funding Application’ Toolkit, might reduce expenditure to this end.

5.4.2. Cost

SAVO claim that moving their services online has ‘not really freed up staff time/availability.’ To better understand why this is the case requires an understanding of the demand for governance-related support prior to the development of Trustee e-Learning. Unfortunately, we did not receive data on this. It has freed up financial resources, however. When asked ‘what proportion of your annual budget is allocated towards the maintenance and improvement of your online platforms?’ SAVO responded ‘not a lot; Moodle and Xerte are both free [...] hosting is £150 [per] year [and], updates [and] maintenance probably [takes] about 2 days [a] month. SAVO then clarified that the online services generate ‘revenue [...] at a lower cost.’

5.5. Demand Data Findings

5.5.1. Services provided

As is shown by the charts and tables, the majority of C CVS staff's time is spent providing 1-2-1 sessions (taking up 50.61% of the total time). On average, this service takes 70 minutes (the highest amount per service when combining the two 'arranged to visit' categories), so it is clear that the firm can better free up resources if it is possible to cut down the amount of time spent providing these services. The provision of information (defined as 'information with no other help' - e.g. a weblink or fact sheet) also takes up a substantial proportion of staff time (23.3%, and 16 minutes on average). This is an area that has large potential for a reduction; as will be demonstrated later in this report. If it is possible to get clients to go online and gain this information from a website or virtual learning environment then this figure can be greatly reduced, and those resources can be allocated to more productive and useful services, as well as reducing workloads.

%Time Taken per Service Provided

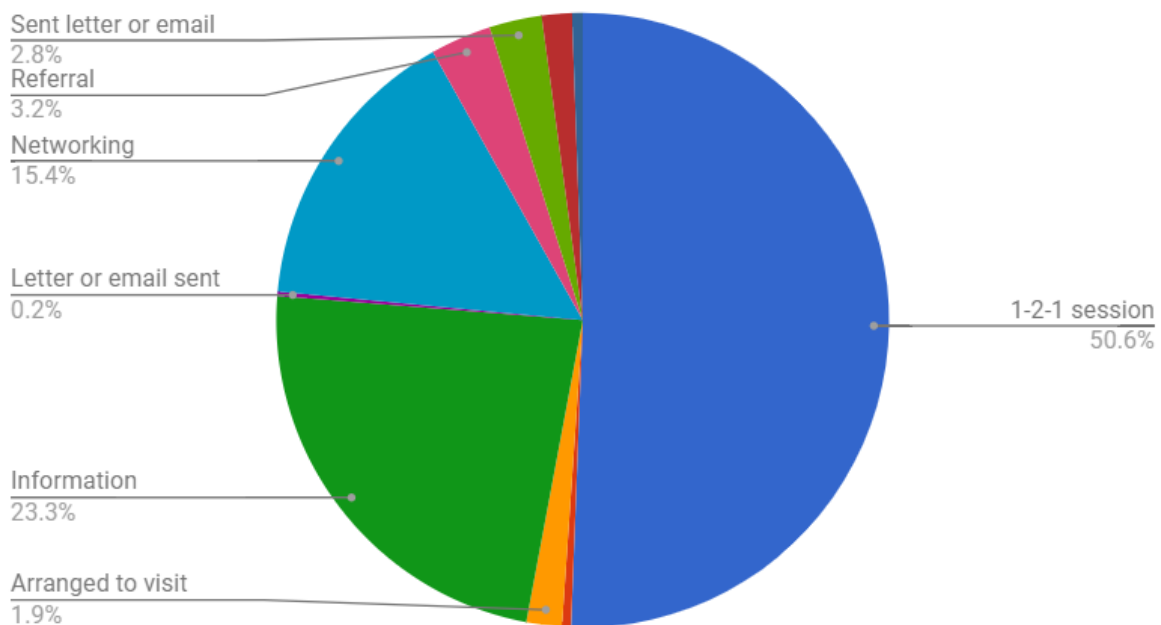


Figure 6: Chart showing proportion of time taken on each service provided.

% Frequency of Service Provided

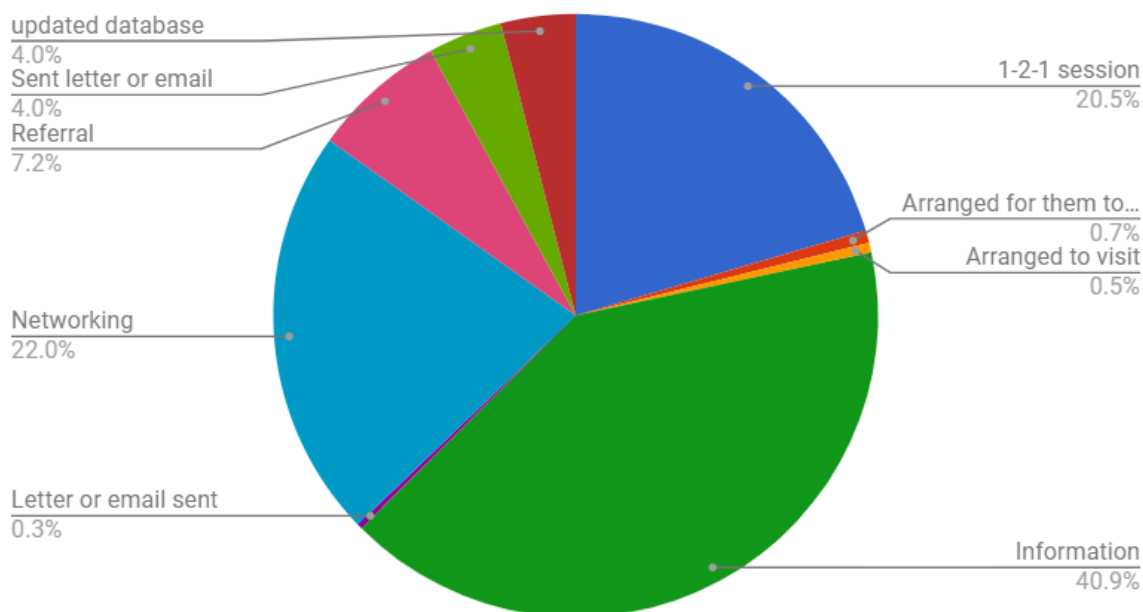


Figure 7: Chart showing frequency of each service provided as a percentage of total enquiries.

5.5.2. Type of enquiry

Just under 40% of workers' time is spent helping with fundraising enquiries, it is also the most common type of enquiry (closely followed by networking enquiries). When looking at the data for average time taken per enquiry type, it is apparent that providing services for Grant finding (81 minutes), business planning (58 minutes), and Governance (51 minutes) eats into available resources. If it is possible to cut down the amount of time spent on providing information on each of these services, it would go a long way to freeing up resources. These are therefore the areas which should be focused on.

Sum of Time Taken vs Type of Enquiry

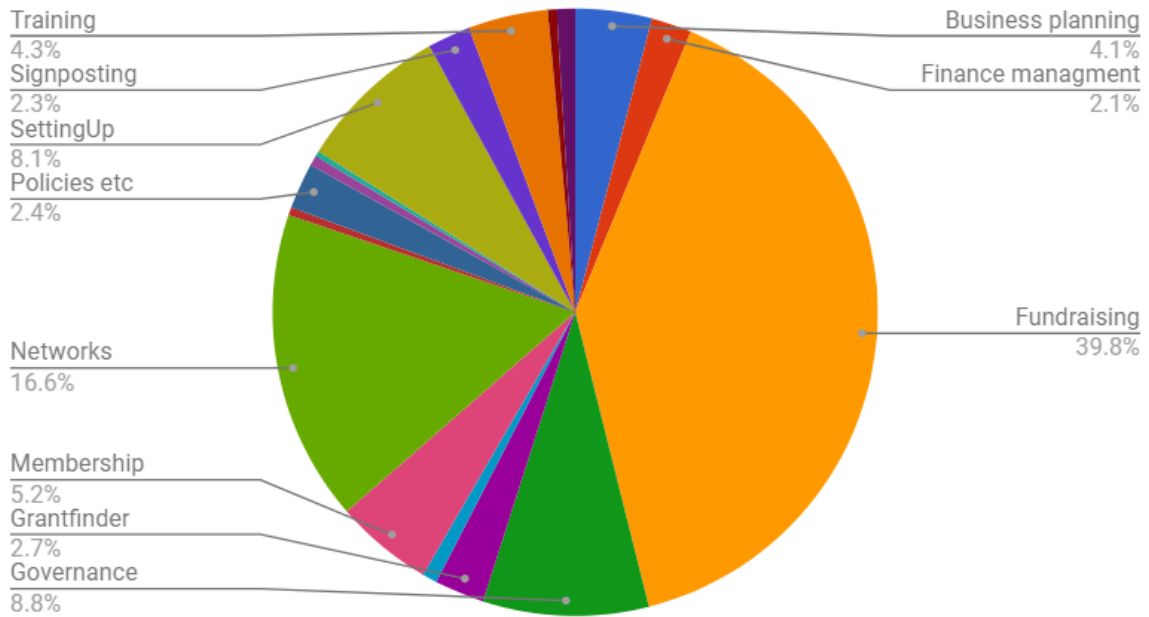


Figure 8: Chart showing the proportion of time taken per enquiry of each enquiry type.

Count of Type of Enquiry vs Type of Enquiry

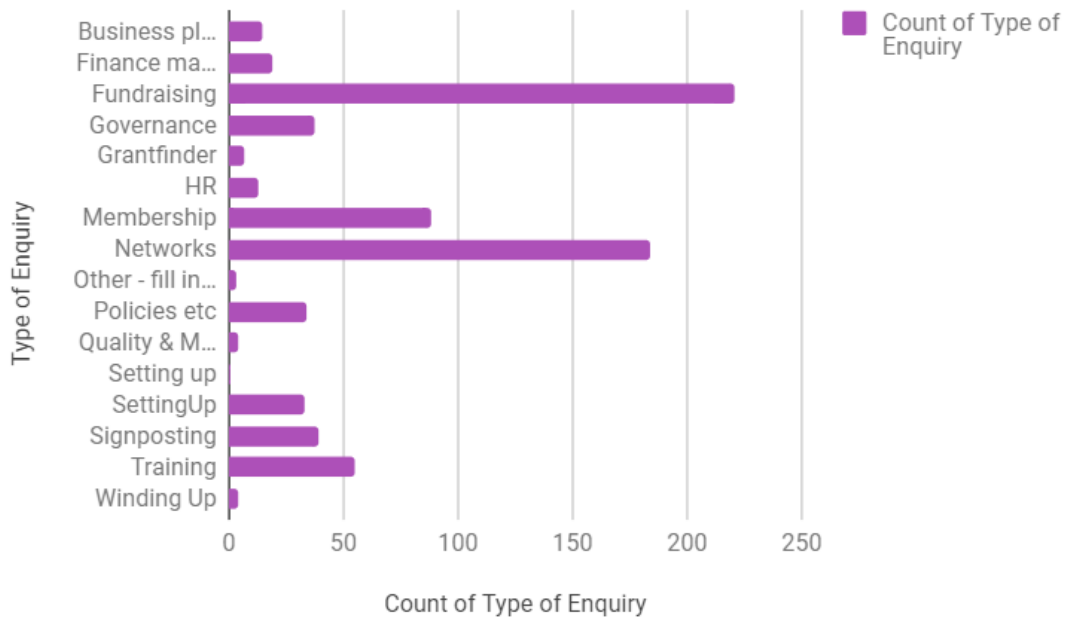


Figure 9: Chart showing frequency of each type of enquiry

6. Recommendations

6.1. Website Design

We propose a clear and information-oriented update of the current CCVS website, that provides easy access for clients to currently available material. Our internal CCVS survey strongly suggested that CCVS's online resources are not being accessed, and that this information delivery needs to be streamlined. The CCVS information documents currently are of a very high-quality, but our external survey shows that 42.9% of CCVS clients were unaware of these online resources. Further, a large proportion of CCVS staff time is currently spend on providing information, which is time that could be saved by the provision of easily accessible online information.

We recommend redesigning the website to improve navigation and accessibility of currently available resources

6.1.1. Quick fix: Service Friendly updating

We are aware that a complete website redesign is a high cost and effort solution, and there is the possibility of a merger which may undermine these investments. As such, we have provided some simple recommendations to adjust the current website.

Points of Action:

1. Add headings to the 'documents' page on the CCVS website to improve ease of navigation
2. Larger heading to draw the eye
3. Add links on the CCVS website to direct users to external resources such as NCVO knowhow and the Greater Manchester Social Enterprise Network.
4. Make it clear on the website what resources are available online

6.1.2. High Impact: Service Friendly website redesign

Long term, we recommend a user-friendly redesign of the website to make it easier for users to find the information and services they are looking for. This will require hiring a website designer, and planning with him the best ways to improve the current website.

Points of action:

1. Insert Breadcrumb navigation so that the user can keep track of their location on the site
2. Guide the visitor to specific pathways throughout the site, using Call-To-Action links instructing visitors what page they should visit next, or action that they should take next, e.g. 'Download Now'
3. Include more photos on the website, for example a stock photo of some pages of a document at the top of the downloadable resources page
4. Use Visual Hierarchy to draw the eye to the most important sections first

6.1.3. High impact: Self Service Tool

We propose a self-service information assistant that provides funding information, Grant finding, business planning and Governance, as the current 3 largest demands. We understand most of this service is forwarding information, thus a self-service tool would save time and resources in automation. Automatically tailoring information provided to new clients would have a significant impact in reducing time spent by employees and is supported by the

majority of CCVS clients¹¹. In terms of the internal impact for CCVS, where clients are provided tailored information, they are more likely to engage with the online resources and less likely to request the information directly from CCVS staff, saving staff time. Long term, the cost of creating a self-service tool would be minimal, but it will require time and effort to maintain. A trained member of staff or specialist would have to be hired or trained as a start-up cost. The information documents currently being sent out would have to be placed in an online bank to be sent out automatically when requested by the self-service tool, requiring time and effort to create. This will also require maintenance to ensure up-to-date and relevant resources are shared with the clients but has the potential benefits of saving CCVS workers 40% of their current time usage.

Points of Action:

1. Hire a website designer to develop a self-diagnostic tool which suggests training and resources based on potential client's input
2. Create an online resource and funding information bank linked to the self-service tool to allow automatic download of resources by clients.
3. Create a login portal on the CCVS website to allow only members to access this data

6.2. Webinars

Current face-to-face training courses provided by CCVS can be easily translated into a webinar format. Our internal CCVS survey supported the development of webinars and training videos, as a way of ensuring the longevity of existent training sessions. The internal impact of the webinars is significant; the development of webinars would require initial effort and time, but there would be a pay-out in audience reach over time if the client pool is large enough. Webinars would have an especially significant impact for the CCVS clients on the outskirts of Cambridgeshire, and for those with small teams unable to attend work-day time training sessions.

The costs involved with webinar production varies. Webinars require hardware such as a good quality webcam/ video-camera, and a high-quality microphone. Powerful and fast internet connection is also crucial, which may require upgrading internet provisions. Further, some webinar platforms require a subscription fee. This is in addition to time spent training staff to create and maintain the webinars.

We have compiled a list of suggested webinar platforms. The platforms differ in cost, ease of use, and degrees of live audience participation. Due to the size of CCVS and the prevalence of free and subscription-based webinar courses by national organisations, we encourage a cautioned approach to high cost platforms. In addition, there may be reluctance in the target market to pay for CCVS webinar services whilst it is being established, due to the abundance of webinars with a large production value.

6.2.1. Quick Fixes:

Periscope

It is a free, very easy to use live streaming platform that enables live Q&A sessions. Totally free, this is the lowest cost option as Periscopes is designed for live streaming from phones and tablets, and thus does not require investment in additional video hardware or improved internet connection provision by CCVS. It has the benefits of

¹¹ Data Analysis SIP basic analysis of service provision and enquiry type- Project drive

being compatible with Twitter and interaction between presenter and audience while streaming.

YouTube Live Streaming

It is free, easy to use, allows written audience comments, and can be saved as a static video once the live stream is over. The resultant video could be added to a resource bank available to all members of CCVS, widening the reach of the webinar beyond the allotted time. Members can be notified of scheduled live stream and invited via email and weblinks. There is no maximum number of viewers, allowing for larger audience outreach and is completely free.

Google Hangouts

Free, very easy to use, and can also enable audio Q&A sessions. However, these sessions cannot be saved as a static video, so they cannot contribute to a CCVS resource bank. On the other hand, they allow audio live Q&A which makes them best suited to replicate a face-to-face training session. Unlike other live video-calling platforms such as skype, Google Hangouts does not require a user account, and members can be invited to participate directly via email (including non-Gmail email accounts).

Points of action:

1. Create a CCVS account
2. Become familiar with the software
3. Source hardware for video live streaming such as a digital camera and mic
4. Adapt seminar material to be suitable for a digital platform
5. Encourage clients to attend CCVS webinars and send out weblinks to the webinar

6.2.2. High Impact: WebEx

It is a specialist professional webinar tool and includes a booking system for members. Subscription to the platform costs \$79/month (billed annually) with up to 100 attendees. However, the benefits include high-quality webinar service that includes branded registration and invites, registration tracking, integrated polls and charts, display of up to 5 panels at a time as well as presentation slides. There is an add-on training feature for professional webinar planning and production. This is by far the most expensive option suggested, but in our research, we found that CCB recommended WebEx based on its cost efficiency and quality. In addition, the resource bank will be accessible permanently, and accessible anywhere.

Points of Action:

1. Purchase a WebEx subscription
2. Become familiar with the software using the webinar planning and production training
3. Source hardware for video live streaming
4. Adapt current training material for use in webinars
5. Create an online CCVS webinar bank with password protected client access
6. Distribute accounts to members of CCVS
7. Encourage clients to attend CCVS webinars

6.3. Streamlining Face-To-Face meetings

Currently 51% of CCVS' workers' time is spent providing 1-2-1 sessions, of which provision of 'information with no other help' is a substantial 23%. We recommend a system that would reduce the numbers of these 'information only' meetings for more efficient allocation of employee time. Simple information forwarding can be automated by the self-service tool outlined above which should reduce demand. Additionally, we recommend a pre-meeting stage where clients seeking a face-to-face meeting are sent an information pack outlining all the different resources available online, and a simple form to fill in about what they hope to gain from the meeting. Those whose queries can be answered online should be filtered out by the information pack, and those who only need an email contain relevant documents or weblinks can be sent this without ever meeting employees, saving significant time.

This suggestion has no implementation costs, and only requires a change of procedures regarding Face-to-face meetings at CCVS. This new method should significantly reduce time spent providing simple information, as the average meeting takes 70 minutes, in comparison email communication will take much less.

Points of Action:

1. Create a pre-meeting document outlining all online services available
2. Create a short survey to outline reasons for requesting a meeting and outcomes wanted
3. Send Pre-meeting documents to client prior to setting up a meeting
4. If the client still requires a meeting, send the survey to discern if the needs of the client can be met by forwarding documents
5. Forward relevant data for information only seeking clients, arrange meetings with those who need an in-person consultation.

6.4. Online Training and E-Learning

Due to the saturation in the market of training videos by large, well-funded organisations, we do not currently advise investment in training videos. Many of the CCVS clients are users of the paid online services of larger, non-local service providers and therefore would be slow to respond to CCVS training videos. However, with the approaching merger and CCVS' enthusiasm for webinars, we understand that this may be an option for the future and have outlined a recommendation.

We recommend an online training platform to make current face-to-face trainings more available and increase the potential audience. We have proposed webinars are one method of training. However, for more interactive learning environments, we suggest the use of specialist e-learning tools. The primary internal impact of e-learning tools would be the need for training, but a pay-off in audience reach. For clients, e-learning tools can be accessed 24/7 from any location. This availability is especially useful for CCVS members who are only available for training outside of working hours. E-learning tools can be developed by building upon current CCVS presentations and resources, which should reduce the effort expended to produce them. Also, these e-learning tools can be produced in tandem with webinars, which further reduces the total effort expended, while increasing the overall impact.

We recommend using the e-learning platform Xerte: a free, open source content creation tool. Xerte Online Toolkits is an award-winning suite of browser-based tools that allow anyone with a web browser to create interactive learning materials quickly and easily once installed.

This platform is used by SAVO, who estimate it takes only 2 days of maintenance per month¹². Once installed, it is easy to use and very versatile. As a free service, there are no costs apart from the hiring of a skilled individual to oversee the installation. We predict that there would be significant time costs in adjusting to the toolkit and learning its functions. Once this period is over however, Xerte will offer a wide variety of tools for use on the CCVS website, additional functions that can be tailored to specifically for CCVS.

Points of Action:

1. Download and install Xerte Online Toolkits on a server- this installation requires technical skills.
2. Once downloaded, the software can be effectively used by anyone.
3. Develop upon existing PowerPoint presentations to create CCVS e-learning training course

¹² SAVO Questionnaire, available in the Appendix.

7. Appendix

7.1. CCVS internal survey

This survey takes a few minutes. We are a group of Cambridge university students researching the services provided by CCVS to see if these services can be placed on a digital platform, hopefully reducing the demand placed on CCVS workers. The responses to this survey will be used to identify possible areas that could have most impact online with the aim of making CCVS more efficient.

Please outline your role at CCVS.

Please outline the tasks you perform in your average work day. Please be specific!

Are there any daily tasks you perform which you feel could be automated through online platforms? If so, please name them.

If you are involved in arranging or taking part in one-on-one sessions with clients, do you believe that any of the information given could be conveyed through online means?

How do you imagine these tasks might best be completed online?

How much time do you dedicate a day to each of the tasks which you feel could be automated?

How confident are you using digital platforms on a scale of 1-5?

1: Not at all confident, I mostly find it difficult to navigate online

2: Very Confident, I find it easy to navigate online and rarely encounter things I don't know how to use

If your role has client contact, are there any questions or inquiries that you are repeatedly asked, and what are these inquiries?

If your role has client contact, how often do you provide funding information

Daily, Weekly, Monthly, Rarely

If your role has client contact, how often do you guide them to another organisation, charitable organisation or volunteering service?

1-2 Client organisations a month

3-10 Client organisations a month

11-20 Client organisations a month

21+ Client organisations a month

What sort of online resources do you think would benefit CCVS clients and why?

Any other comments

7.2. Digital Services Questionnaire

This survey takes about 5 minutes. We are researching the services provided by CCVS to see if these services can be placed on a digital platform. These responses will be used to gauge the receptiveness of CCVS clients to the use online platforms to access services currently provided in person, via email or telephone, with the aim of making CCVS more efficient.

*Required

What is the name of the organisation you work for? *

What CCVS services do you use most frequently? Please be as specific and detailed as possible.

Have you used the CCVS resources currently available on their website?

Yes; No; I am not aware of online resources

If so, which online resources have you used?

How often do you use these online resources?

Daily; Several times a week; Around once a week; Around once a month; Rarely;
N/A

How helpful did you find these online resources?

Not at all helpful 1 2 3 4 5 Indispensable

Please explain your answer to the last question.

How do you feel these online resources could be improved?

When looking for funding options, networking opportunities, specific organisation or other resources through CCVS, what is your first mode of contacting CCVS?

Email; Telephone; Website; Other:

Would you find an online tool to locate funding and resources useful?

Yes; No; Maybe

Would you prefer an online tool to locate funding and resources over your normal mode of communication with CCVS?

Yes; No; Maybe

Do you attend CCVS workshops?

Yes; No; Rarely

Would you prefer to watch webinars online instead of attending an in-person training session?

Yes; No

What was the reasoning behind the answer to your previous survey answer?

Would you prefer to watch a webinar live, or have it available to watch at any time?

Watch live only; Watch anytime; Would like to have both as an option

Do you feel that a live Q&A session with CCVs would be useful to your organisation, where you can ask questions and receive professional guidance over the internet?

Yes; No

Would you find online training courses useful to your organisation? These courses would likely include videos.

Yes; No

If your answer was yes, why would you find online training useful?

Would you prefer online training courses and modules over face-to-face courses?

Yes; No

Any other comments

7.3. Organisation Survey

This survey takes a couple of minutes to complete. This survey was created and distributed by a group of Cambridge University students who are working with CCVS and the Social Innovation Programme. Our aim is to research if certain CCVS services can be moved to an online platform, to improve reach and efficiency. The results of this survey will be used in a background analysis to understand the current services available online and their impact.

Thank you

*Required

What is the name of your organisation? *

Why did you choose to start offering your services online? Has your aim been achieved?

Of the digital services you offer, which are the most popular?

Of the digital services you offer, which has been the most useful to you, or saved the organisation employees the most time?

Of the digital services you offer, which are the most popular? Please list

Has providing online services benefited your organisation?

Not at all 1 2 3 4 5 Significantly

What is the most significant benefit you had received if you have received any?

How has the demand for online services changed overtime?

Significantly increased; Slightly increased; Remained the same; Slightly decreased; Significantly decreased; Other:

Was there an initial unwillingness by clients to use online resources, and how has that changed?

If you have e-Learning resources, how does demand for face-to-face training compare to demand for e-learning resources?

e-Learning has much more demand; e-Learning has slightly more demand; They have equal demand; Face-to-face has slightly more demand; Face-to-face has much more demand; Demand is variable; Other:

Has the availability of online training reduced the demand for face-to-face training over time in your organisation?

Yes; No; Other:

Do clients that attend your face-to-face training courses also make use of your online resources?

Most of them; Some of them; None of them

If you have online videos, do they consist of previously-recorded webinars or specially designed content?

Live seminars that have been recorded and made available online; Mostly pre-recorded videos; An equal amount of both; Mostly specially designed content; Specially designed web content; Other:

Do your online videos contain graphics?

Yes; No; Other:

How demanding are your digital services to maintain?

Updated daily; Updated weekly; Updated monthly; Updated every few months; Updated yearly; Other:

Do you have specialised roles for the maintenance of your website and web content? If so, please name these roles and their workload

Has the move to online platforms freed up staff time/availability? Could you estimate the time saved to any given member of staff on any given day?

Less than an hour per day; 1-2 hours per day; 3+ hours per day; It has not saved them any time; Online platforms require more time; Other:

What proportion of your annual budget is allocated towards the maintenance and improvement of your online platforms?

Have you made any changes to your digital services, following feedback from long-term members? If so, what was this feedback?

Do you find the online resources are sufficiently comprehensive or do clients often request clarification for services available online?

In which areas do clients require most additional support?

7.4. SAVO Questionnaire and Replies

How does demand for 'face-to-face' training compare to demand for e-learning resources?
Seems to be very much dependant on what funding is available. Less organisations seem to have a robust training budget and therefore only use training for specific funded projects. Demand for 'face-to-face' training against e-learning has remained the same; whilst e-learning is cheaper people still like interaction with others.

Is there high take-up for the introductory sessions you offer to clients when they purchase either a practical toolkit or a course outline?

Good take-up on FREE Practical Toolkits and Trustee eLearning modules but none for Course Outlines

Has the demand for online services changed overtime; was there an initial unwillingness to move to an online platform on the part of consumers and/or staff? If so, do you feel this reluctance has now been overcome?

Demand has not changed significantly. As above - whilst e-learning is cheaper people still like interaction with others.

Do you find the online resources are sufficiently comprehensive or do clients often request clarification?

No requests for clarification. Learners like the practical examples

Of the digital services you offer, which are the most popular?

Trustee eLearning – very cost-effective way to upskill a Trustee Board.

Have you had any feedback regarding your digital services from long-term clients? Was it positive or negative? Did they highlight any areas for possible improvement?

As above - Learners like the practical examples. We also provide stats for Trustee eLearning so that organisations can track who has done which modules.

Why did you choose to start offering your services online? Has your aim been achieved?

We were initially approached by the Charity Commission as they were facing a 50% budget cut and wanted to provide online training for Trustees and had seen our Trustee eLearning developed for NCVO. Whilst the Charity Commission did not provide any funding to us they have periodically reviewed our content to ensure it is up to date.

How demanding is it to maintain your website and learning portal? Do you have dedicated members of IT staff, or did you employ a one-off web designer?

Not very demanding as we are only a small organisation. My business partner periodically reviews the content and provides any relevant updates, while I upload the updates.

What proportion of your annual budget is allocated towards the maintenance and improvement of your online platforms?

Not a lot; Moodle and Xerte are both free and supported by JISC, business class SSD (high speed) hosting is £150 / year, updates / maintenance probably about 2 days / month

Has the move to online platforms freed up staff time/availability? Could you estimate the time saved to any given member of staff on any given day?

Not really freed up staff time/availability but has allowed us to have a single source of

content which we can use online and face-to-face, plus generating revenue from online for a lower cost.