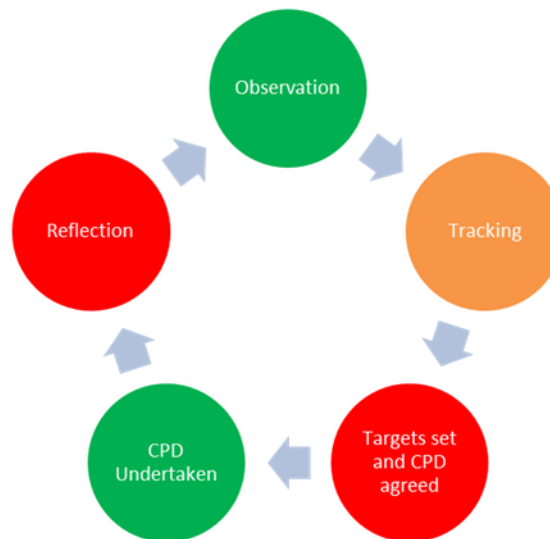# Regional Collaboration Fund (RCF) grant based intervention Impact study template

RCF Project title	KAMOOCH & My CPD Hub
Name of lead contact	Lauren Anning (Kent Association of Further Education Colleges)
Consortium members	Rosie Douglas – MidKent College Elaine Hunt - Canterbury College Kay Gingell – North West Kent College
Other contributing organisations (if any)	Hadlow College East Kent College K College

The project	
What problem or issue you were trying to resolve or improve with this project	Canterbury College and Mid-Kent College were both inspected by OfSTED in 2011/2012, and identified as having similar development needs regarding improving teaching and learning. Figure 1 illustrates in green the acknowledged areas as good or excellent. Amber, an area where the colleges have committed funding and resources for the installation and implementation of ProObserve. Red – the targeted areas that this funding would pinpoint in the KAFEC Colleges. The CIPD/Cornerstone OnDemand Learning and Talent Development Survey 2012, found that traditional methods of workplace learning were considered amongst the least effective ways to up-skill employees - but still dominated many L&D programmes. Half of respondents (52%) reported that "in-house development programmes" were amongst the most effective ways of delivering training, while almost as many (46%) cited "coaching by line managers". Two-fifths (39%) pointed towards "on-the-job training".

	The effectiveness of leadership teams in their ability to improve teaching and learning in their colleges is coming under close scrutiny from Ofsted. This project would support Managers to be able to do this by providing a tool for monitoring the continuous professional development linked to improving teaching and learning. It was also clear that there was a wealth of excellent resources and expertise available across the county, but nowhere for teaching staff to share materials or discuss problems [especially for those teaching specialist A-Level subjects in isolation]. Consequently, it was felt that creating a platform where sharing of resources could take place, would reduce duplication and make tutor time more cost effective. This would also encourage tutors supporting one another.
What was your solution	**'My CPD Hub'** was designed to draw together the effectiveness of e-learning, peer observation and formal observation (on the job training) and coaching by line managers. Building the evaluation process into the tracking of CPD would enable better reflection (a point of development) and create evidence that could be shared with others in using peer observation as their main CPD activity. We drew upon the learning experiences from the Redbridge 'Learning Observation Tracking System' (LOTS) project to include: • A CPD learning management system for staff – where staff logging on to the system could have a dashboard view showing their current appraisal and observation targets, forthcoming training, CPD activities that have been undertaken and communication between themselves and managers/advance practitioners. • An IfL 'Reflect' style portfolio in which their reflections about how they have actioned CPD in their practice and its impact can be logged as part of the evaluation process. • A topic library containing videos, resources, links, visual aids and exemplar lesson plans – items in this library can be 'grabbed' and dropped into their own user area to link with specific targets. This will be hosted through the Moodle communities hub under KAFEC and linked back to each individual College. The above is a Moodle block, similar to the plug-in ULCC developed for the student PLP. The plug-in originally would have had configuration settings that meant whichever observation and action plan tracking system a College used, [e.g. ProObserve, LOTS], other external providers, and the plug-in would have to have adaptive code settings. However, due to time constraints this is a future development point for April 2013. **KAMOOCH -** KAFEC already had a Moodle instance, which provided a platform for cross county work group documents. Moodle 2.0 presented a solution via the implementation of this community hub, which would allow the sharing of teaching resources and enable enhanced tutor communications.
Describe what	• The Canterbury College Training and Development Officer started the

you did and what happened	design process by discussing the key features and functionality of the My CPD Hub with KAFEC staff development group, advanced practitioners and the Faculty Head of Creative Arts at Canterbury College who would be the pilot group.
	• The web development staff were contracted and began to look at the existing codes for the student PLP and what extra code would need to be written for new features, not before available in Moodle.
	• System requirements and work flow packages were developed in collaboration with the focus group, senior management and other KAFEC staff development group members and the KAFEC Development Director. Requirements document attached as Appendix 1.
	• Canterbury College and North West Kent College shared ideas around the supported experiments tracker that NWKC had developed as part of this project. This was being trialled with a very specific development need for NWKC in mind. The trial was showing positive results and focussed on a reflection of new strategies in the classroom rather then CPD as a whole. Canterbury College developed the LMS that sits around this to give a member of staff the complete picture of their progress. NWKC has produced this short introductory video - http://youtu.be/ih6O8fHiy7s?hd=1
	• Alongside the system development, was the people development needed to ensure buy-in. As the developer, this primarily took place at Canterbury College, and included the Assistant Principal of Teaching and Learning reviewing the concept and quality assuring the process.
	• The manager of the Media department and the Faculty Head for Creative Arts worked with the Training and Development Officer to review the targets that were set for staff. The traditional sources of needs analysis would continue with regards to observation feedback, appraisal and Annual Course Review data. They decided that the consequent targets for performance management had traditionally always had the intention of being SMART but were very much data driven i.e. "achieve 95% retention for Level 3 Media Theory". The problem was that staff were told what to improve, but did not know **how** to improve (another point raised by OfSTED inspection) so we have now structured the target setting process to be a holistic response as follows:
1. Teaching and Learning focus – a target for the individual member of staff based on their personal style and observation feedback
2. Section target – based on ACR data and action plans that reiterates a team approach to improving standards across the section area
3. Student focused target – this is based on our student voice feedback and/or relevant to the achievement of targeted students.
	• The web development team took the following steps:
1) Designed system modules from requirements document
2) Identified technical work packages from design
3) Clarified design proposal and prioritised functionally

	4) Selected a PHP framework
	5) Selected a version control system
	6) Built hub page
	7) Build targets function
	8) Build learning plan function
	9) Themed the pages
	10) Build news function

- Regular project meetings with Funding and Performance review in order to comply with system requirements of ProObserve, plan joint training and implementation approach and pilot with the same area, so staff and managers could see the context in which systems worked together.
- Testing and configuration of preferences and adaption of a number of functions [to be continued until the end of the academic year with SMT backing].

KAMOOCH

The KAFEC group agreed that the areas they felt would benefit most from having a cross county Moodle platform, were A Levels and STEM HE Programmes. As particular enthusiasm was shown by the Creative Arts section from one college, they too were included in the pilot Moodle pages. Pilot groups using different methodologies of roll out and support were considered:

1) Tell A Levels about the area and see if they made use of it
2) Ask managers to support the project by introducing the Moodle pages
3) A more robust supported experiment approach within faculties

The Moodle courses were set up but there was little uptake in using them, although it enabled the group to show interested individuals within colleges the possibilities. As a result the group have ended up with a Functional Skills Moodle course (now re-named to Maths and English) and Biology topics page.

The Biology topics page was created as part of a STEM Enthuse Award project, and is for anyone who teaches on any qualification where biology topics might be relevant. So, whilst it was initially populated by an A-Level Biology tutor, she was keen that staff from Sports who teach Anatomy and Nutrition take part. Other areas might be Holistic Therapy or Hair Design.

The Biology topics page is now being trialled by one college across disciplines, before rolling out to other colleges to ensure that the resources are fit for purpose, and can be amended before spreading the project too wide.

It would be easy to see how subjects such as Psychology could also be created for a similar cross-discipline area.

Inside a topic:

The Maths and English portal has been created with bespoke logos and images to create an inviting area. This is to be introduced to relevant staff via a KAFEC good practice event, where staff can initially meet face-to-face as this is more likely to bring about long term use of the online portal.

Inside the resources block a database has been set up to allow staff to upload and also catalogue a range of resource types. This will allow for cross level resources that are easily searchable:
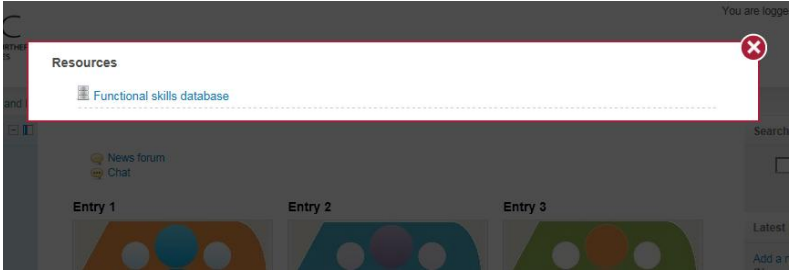
The collaboration

| How well did the collaboration work and what were the key factors that led to this | **My CPD Hub**
This element of the project was led by Canterbury College, using the expertise of the other KAFEC colleges staff development managers to inform design, function, key features and implementation. This has worked well and the input and sharing of practices around how we successfully track, reflect and build on CPD activities and show impact has been very valuable.

The work NWKC did to develop a concentrated function, combined with the overview Canterbury College, has led to the design of a LMS that addresses the Ofsted requirements needed to evidence improvement in teaching and learning practices.

The key contributory factor to this has been regular face-to-face discussions to compare and contrast different technological solutions to the same problem. Every college faces this challenge and without the collaboration of KAFEC a lot of time, money and effort would have been wasted going through all technology, external provider and implementation options. |

	KAMOOCH KAFEC had existing cross-county groups set up and so the possibility for successful collaboration was already in place. Previously the eLearning KAFEC group had worked together, both eLearning champions and developers, in the development of the student online Personal Learning Plans, which are now successfully in use within the colleges. The KAFEC staff development group already runs face-to-face training sessions available to all Kent colleges via KAFEC. This set up meant that the key personnel already knew each other and could quickly assign lead tasks to those according to their strengths and weaknesses. KAFEC meetings were already set up and in the college calendars, which meant, whilst there were extra project meetings for consortium members, it was easy to keep the project as an agenda item for wider feedback from the contributing organisations.

The benefits and impact of the project	
What benefits/ impact has the project had on:	a. the work/ effectiveness of the organisations in the consortium • Improved target setting for lecturers – looking at how to improve rather than just being told that it should improve. • Feedback from staff focus groups within Creative Arts has been positive as the users have been consulted. • Managers have greater control and a clearer vision of what CPD activities are being undertaken, and how they are contributing to the improvement of teaching, learning and assessment across their section and/or Faculty. • The KAFEC group collaboration has been invaluable in using the collective experiences and expertise of each college to address key Ofsted requirements. • MidKent College has provided updates on the use of external software, particularly the pitfalls. Without this the My CPD Hub would have repeated processes or missed out vital customisation qualities that could have been built in before rollout rather than afterwards, thus ensuring the validity and credibility of a new system/process for staff.
	b. the cost/ efficiency of activities The total project spend on both elements was £23,969 this equated to 85% of the grant award. The remaining 15% (£6,031) has been ring-fenced for dissemination events to the remaining 3 colleges (Hadlow, East Kent & K College) post April, once the testing and configuration of the 'My CPD Hub' is complete and is ready for roll-out.

	The cost of buying in a basic Learning Management System can be upwards of £35,000. Additional costs have been avoided, as we have now avoided expensive modification costs and on-going maintenance costs that outside providers would charge. Now the basic code is available on github, another Moodle based organisation in the FE sector could easily plug in and customise its own staff personal learning and development plans with minimal web development time and money being spent. The concept of KAMOOCH, is available using Moodle software, and the content that has been developed, is available to share with other Moodle users in the educational community.
	c. any other aspect(s) of your work It has built new working relationships across all 3 lead colleges and provided a valuable base for developing complimentary systems more collaboratively.
What contribution to the success / smooth running of the project was made by:	LSIS funding a little / some/ **a lot** / essential LSIS Associate a little / some/ **a lot** / essential Existing KAFEC Structures a little / some/ a lot / **essential**
What did the project cost: LSIS funding + your consortium's contribution	To date the project has cost £23,969 with 100% of the expected grant funded used appropriately by the end of the summer term. The consortiums contribution was one of time, each lead college has donated 15 days to the development of this project, including the time to come together as a project group and further develop the direction of travel.
What lessons did you learn / what tips would you give to other providers	As with most projects, what you write in your submission is not always where you end up as the project tends to shift and grow as people input different ideas about how to achieve or better the original aim. It was clear early on that each of the lead colleges had different areas of expertise and different expectations from the project. A natural outcome was that people erred towards what they were interested in and what they felt could enhance their existing college support offer. Thankfully this was slightly different for all and because of the existing KAFEC group structures, all were happy with the contribution of the others. It is imperative to have SMT buy-in to the project if it is going to be successful across **all** organisations before embarking on it. As much as you want to develop a system that is designed for ease of staff use, inevitably it needs to tick a strategic requirement (such as Ofsted or up-skilling staff) to be used cross-college. With this project we had SMT support in 2 of the 3 lead colleges.

	Whilst well-meaning people in staff development and eLearning roles can make decisions for projects, it is likely to fail if you first don't engage with the users. On reflection these are lessons that as professionals we were all aware of in our own institutions but found difficulty in how to organise this across a whole county. For any other organisations we would suggest that a dummy course is created and then offered out for presentation to a number of areas. It is from this unplanned approach that we have gained most interest from staff.
Telling others	

What have you done to share /disseminate this project with others in the sector	• Representatives from the group attended an LSIS workshop.
	
	• The project was introduced and shown to the JISC RSC South-East forum. Feedback will be on-going to the group and there is interest from the Adult Education Community in joining the groups.
	
	• City & Guilds are interested in the English & Maths forum as a way of disseminating changes to their curriculum offer across all six colleges.
	
	• An on-going focus group of users across KAFEC
	• E-learning & Staff Development meetings for continual development and sustained usage, particularly regarding:
	    • configuration with changing tracking systems
	    • observation guidelines
	    • CPD guidelines and
	    • innovative resources for the topic library

Provide a quote on your experience of the LSIS RCF project.	The RCF project has given an opportunity to undertake a focused piece of work across 6 colleges and allowed time for collaboration and cross- pollination of new ideas to work smarter in the fast-paced environment of technological change.
Are you happy for us to use this and your contact details for marketing and publications?	Quote **Yes** / No Contact information **Yes** / No
Contact details for further information	Lauren Anning, Director of Development, KAFEC. 01227 811229 or email l.anning@canterburycollege.ac.uk

Please email all case studies to eleadership@lsis.org.uk by 31st March 2013