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JISC Final Report

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1) Acknowledgements

This project was funded by BECTA as part of the JISC Transforming Curriculum Delivery through Technology programme.

2) Report Summary

2.1 Project Overview

The project enabled us to make a radical change to the delivery methodology of programmes for media students and develop a 'learner centred approach' where learners are in control and use technology as a tool and enabler.

Springboard TV is an online television channel which provides an innovative and creative environment in which to broaden and enhance the learning experience of students. It is a platform to broadcast learner's work, and acts as an online portfolio, freely available on the World Wide Web. It encourages community interaction and offers multiple feedback opportunities.

The channel was developed in tandem with a re-design of the curriculum to foster a realistic media work ethos, to develop the confidence levels of learners and enable them to take responsibility for and ownership of their own learning.

The transformation has enabled us to address falling recruitment, low learner satisfaction and achievement, poor retention, and weak progression to higher education.

Springboard TV has re-invigorated the department. Staff and students have embraced the changes it has offered. Senior management are engaged and are keen to develop the use of Springboard in other areas of the college.

2.2 Project Outputs

Project Reports

- Project plan, workpackages, August 2009 interim report, February 2010 interim report and final report

Websites

The project has created three websites over the term of the project

- www.springboardtv.com
- <http://blog.springboardtv.com/blog>
- www.thespringboardtvproject.co.uk

Social Media

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A variety of social media tools have been integrated into the project websites from the outset including

- [Flickr 'springboardtv'](#)
- [Twitter 'springboardtv'](#)
- [Facebook 'springboardtv'](#)

Presentations & Documentation

The following documents are available on the project website
<http://www.thespringboardtvproject.co.uk>

- Dissemination presentation
- Web technology rational
- Equipment lists
- Showreel
- Springboard TV Launch
- 'The development days' - agendas and presentations

Technical Documents & Document

Blogs post and video tutorials

- [Golden hours rational](#)
- [How to set up a timeline tutorial](#)
- [Three point lighting tutorial](#)
- [How to set up a camera](#)

Press

- [EDP](#)

Website outputs

There are also wide variety of content, dissemination and technical outputs available on [SpringboardTV.com](#)

Community

- [The Great Race](#) (Dealing with community issues - Equality and Diversity)
- [Alien Baby](#) (Health and Social Care Students)
- [Teenage pregnancy](#)
- [Example of Fashion Show](#)
- [Think Twice](#) (Example of a collaborative project with external agencies)
- [Internet Matters - Use of technology](#)
- [Free Running](#)

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- [Organ Renovation for Lynn News](#)
- [Sword Swallowing](#)
- [Local History \(The Fisher Fleet\)](#)
- [Vocal point Part 1](#)
- [Vocal Point Part 2](#)

Springboard being used as a college communication tool

- [Principal's Welcome](#)
- [Textiles Promo](#)
- [Arts Faculty Show-reel](#)
- [Feedback re project from Mark Stiles](#)

Student engagement in project

- [Station Ident](#)
- [EDEN Short exemplar showing use of equipment](#)
- [External Clients example Shake Hands Eric](#)
- [Photography students digital portfolios](#)

2.3 Impact and Benefits to the Community

The creation of Springboard TV has had a major impact on the motivation and passion of our students for their subject.

Springboard TV enabled us to reverse the decline in applications and enrolments, improve the engagement, retention, achievement and attainment of students in the media area.

The technologies identified and used within the project have clear applications within other curriculum areas in the college.

The channel has been adopted by the college as a communication tool and is now central to the college's marketing strategy.

The project has opened up opportunities for engagement with external agencies and organisations.

The resource and physical environment available to learners has been significantly improved. We have developed a branded identity, re-modelled studios, upgraded production equipment and instituted realistic industry-standard work flow by creating 'real life' production companies.

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The curriculum delivery model has been re-designed, integrating practical with theory in a more coherent mix of blended learning. The focus is on the 'learner journey' which provides opportunities for realistic work experience.

Members of the project team shared their experience in a wide variety of events with schools, fellow providers in FE and HE, including workshops, presentations, demonstrations and taster sessions. They have presented at regional and national events.

2.4 Main Lessons Learnt

A flexible, managed approach had to be maintained throughout the project to enable an innovative and creative journey which allowed for exploration and the development of solutions. Time for reflection needed to be built in, it was essential that reflections were shared and responded to by all involved.

When redefining the 'learner journey', we looked at the culture and values and we used this to develop the confidence of curriculum staff and to explore new approaches. Then we identified how technology can be used as an enabler and tool of the curriculum.

The engagement of curriculum staff in this change process was essential, it would not have been successful without their full involvement from the outset.

We used students as 'agents of change', by talking and listening to them and involve them in the process.

Curriculum managers led and drove the change by challenging existing practice, providing vision and direction, understanding the implications of the change and then providing support. They needed to be able to provide the necessary resource in staff time/remission/ and facilities.

It was necessary to launch the 'change' of both the curriculum and the technology in time for the start of an academic year, rather than mid-year and allow sufficient time to plan for this to ensure smooth integration.

The cost saving of an internally built CMS may not outweigh the reliability and flexibility of a well established, well supported, fully customizable, robust off the shelf robust CMS.

3) Main Body of Report

3.1 What did you do? (Methodology)

Where we were

The full time media courses at the college were faced with a number of challenges that threatened their continuation.

The course team were an established team consisting of one film maker with vocational experience, a journalist and a media studies (theory lecturer). The full time First Diploma and National Diploma courses were primarily theory based with one practical 'filmmaking day'.

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The production day caused many conflicts within the team as it was very restrictive – only able to create films one day a week, and on many occasions students missed theory classes in order to complete film making. It was also apparent that much of the theory was covered in production sessions, in an applied manner through practical application. Although this was not an ideal course plan, the staff team were very reluctant to change this model.

Student recruitment was low and had been in decline for three years. Student surveys undertaken as a routine part of the college's QA processes showed relatively low levels of student satisfaction. Learners maintained a limited involvement in the teaching and learning process, too many were content with a passive role where they seemed to say "teach me". Learners recognised that their motivation was often poor. This perception was evidenced by poor attendance, inadequate time management, inability to meet deadlines, incomplete projects and careless work.

Practical projects were on average twelve weeks and students quite often lost interest during them. Learners had unrealistic expectations of what they could achieve, their practical skills were limited and although high quality work was produced, over the course of a year only three practical projects were undertaken. There was a lack of interest in some of the projects undertaken. Paper based production logs were produced by students and opportunities to match theory with practical evidence were not maximised.

There was a poor resource base consisting of mismatched equipment in an inadequate TV studio which contained only two working cameras, both of which were 4:3 rather than the now broadcast standard ratio of 16:9. The media department had upgraded to digital on a piecemeal basis. As analogue camera equipment failed it had been replaced with tape based digital cameras, similarly editing had migrated from a single analogue editing suite to standalone PC's running Adobe products. The high cost of equipment meant that it had not been possible to achieve any real coherence with production and editing equipment, things were added as and when they could be afforded.

Retention and achievement on the programmes was poor when compared to national figures.

Insufficient time was allocated to practical work within the curriculum; this was compounded by the lack of meaningful integration of practical and theory.

The progression rates to Higher Education were poor.

We set out to address the challenges of recruitment, learner satisfaction, engagement, progression and employability by:

- Designing an innovative and exciting learner journey
- Creating an outlet for students work
- Simulating a TV production and broadcast environment.
- Developing students' essential vocational skills

What we did and how it developed

The journey began with redefining the 'learner journey', the culture, the values, to empower and develop confidence of the curriculum staff to explore new approaches. The engagement of curriculum staff from the outset, in this change process was considered essential.

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We aimed to explore and identify a way of providing an innovative and exciting learning experience, to enable learners to develop contemporary media skills in a real TV production and broadcast environment.

The internet TV channel was to provide a vehicle for the sharing of programmes produced by learners as they completed work for their course. This required a re-thinking of the media curriculum and its delivery to ensure that learners were able to develop the essential vocational skills to populate the site with sufficient work of good quality.

Three staff 'Tune it in' conferences were held over a period of three months. The membership of these development days consisted of the existing media delivery team and the newly established project team and they were essential in achieving the acceptance or 'buy in' of the teaching staff.

The conferences focussed on "How best to develop expert learners in film and TV media". This was achieved by identifying the most suitable aims, objectives and skills sets required for vocational film and TV media courses and mapping them against the requirements of the awarding body.

"All of the staff teaching the Media Studies programmes have participated in the re-design of this new curriculum delivery model which has been developed involving all of the staff delivering the programme and the changes led energetically by the Head of Faculty." Consultant and Critical Friend JISC Curriculum Delivery Programme

"I think far too often colleges are accused of not thinking creatively or innovatively about the curriculum, they just do what they've always done. This is a clear example of a college doing something very innovative, very creative and it needs to tell the rest of the sector about it." JISC Critical Friend

A flexible curriculum model was consequently devised; the majority of the course time is now spent within the realistic working environment provided by Springboard TV, generating the evidence required for the course.

An expandable curriculum model was devised consisting of a three day teaching model:

Day One	Production Day
Day Two	Production Day
Day Three	Theory, Technical workshop, Tutorial, Key skills
Day Four	Springboard Work experience (Applied skills for the channel)

The Principles

- Three levels of students to be taught together in a group for practical skills, but separated for theory, skills workshop and tutorial.
- Each practical teaching group to have the same proportion of the three levels of media course student – First Diploma (Level 2), First and Second year National Diploma (Level 3).
- Two Production Companies to be created.
- Teaching staff to take on the role of Production Directors.
- Assignments to last for three weeks with a particular Production Director. Production cycle to include - the initial brief, pre-production planning, production and post

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production followed by assessment, evaluation and public review once the work was uploaded

- Every three weeks students to rotate between Production Directors, the Directors to repeat the same assignment with next group. At the end of three weeks the process would commence again

The Aims:

- To create a 'realistic' production environment
- To ensure all groups experience teaching with all staff (Production Directors) to benefit from differentiated styles, knowledge and expertise
- To combine and mix levels of students to promote team working, skills exchange and support, to allow the more experienced second year level 3 learners to take on the more complex roles, say director, producer, writer, editor etc. and less experienced first year level 3 and level 2 learners would take on the less complicated roles, say sound operator, camera operator, cable basher etc.
- To improve pace, student focus, meeting deadlines and achievement
- To use other technologies for tracking and support- e.g. 'Blog 'instead of paper based Production' Diary

With each new project, individual students are given a varied learning experience as they are encouraged to take on a new production role. Tracking sheets and a weekly staff production meeting have ensured each student's achievement is monitored and recognised. Where students need extra help this is identified and appropriate action taken.

The large increase in enrolments made early refinements of the curriculum model essential. Instead of the planned two production companies, three were established. It became clear that many learners appreciated the opportunity of working with the three Production Directors for different projects. The mixed production companies provided them with the opportunity to respond to three dissimilar delivery styles, all operating within the same realistic production environment. The combination and mix of levels of learners allowed more experienced learners to take lead roles and greater responsibility it also promoted team working, skills exchange and support.

The TV Channel project was shared with staff throughout the faculty who then undertook a series of exercises designed to explore the opportunities that the project might offer their curriculum delivery. The results of these exercises formed the basis of the commissions that learners responded to in their work experience days.

The 'real world' environment called for the integration of more relevant and more sophisticated equipment and technology. The expertise of both project and teaching staff was utilised in the research and identification of appropriate studio and camera equipment, editing hardware and software and the technologies associated with the development of an internet TV channel website.

This model of involvement was continued with discussions about the physical environment. There was considerable debate between teaching staff with knowledge of current industry standards and the college ILT support department. The decision was made to invest in Apple Mac hardware networked separately from other college systems, running the industry standard editing software Final Cut Pro. Following approval of SMT and the Programme Implementation Group additional capital investment of approximately £61K was made to supplement the project grant. This was spent on the local environment, studio equipment,

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cameras and associated sound and lighting equipment, editing hard and software. As new studio equipment and cameras became available delivery staff and learners were trained in their use. There were two additional benefits of the 'gearing up' process, firstly, a heightened expectation from learners regarding their environment, and secondly, a developing excitement about their involvement in the project, in short, it created a buzz.

The Project was managed through a structured approach, which was key to communication with all those involved, including a bottom up and top down approach

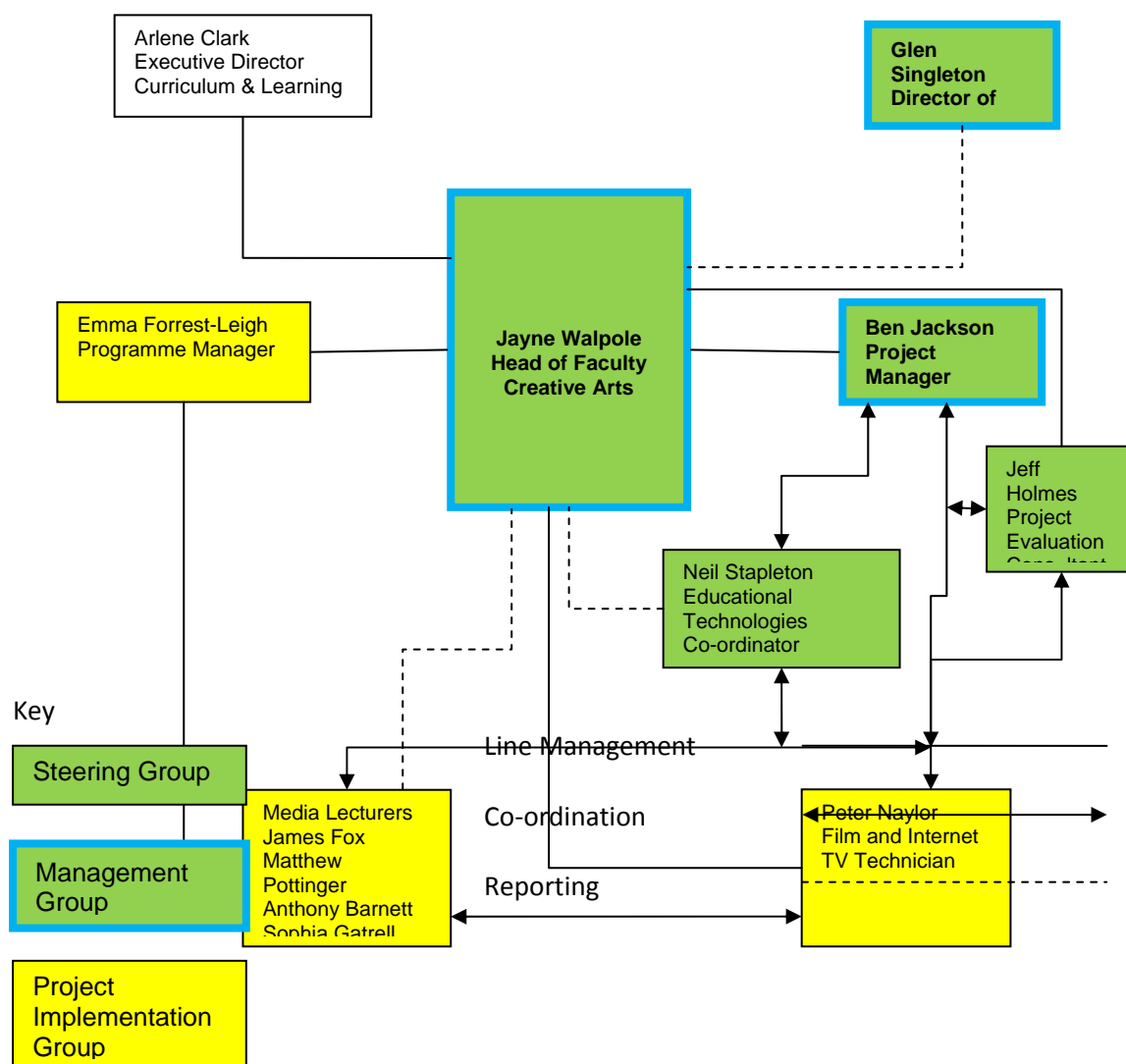
"It a great example of how you can engage staff who are fearful and lacking in confidence in making some substantial curriculum changes in a supportive process and moving them forward." JISC Critical Friend

A project steering group was established. It was chaired by the project director (a member of the senior management team), and included a college appointed critical friend, head of faculty, the project team, a representative from ILT and a community representative whose charity was committed to establishing a community based internet TV channel. This steering group met regularly to exercise oversight of the project, taking reports on the progress and offering support to the project team.

The project management group consisting of the TV Channel Manager, Faculty Manager and Director of Resources (SMT Member) worked together to oversee the project and manage interaction between learners, teaching staff and the curriculum; advise and support the project; and oversee communications between JISC/Becta, the college, its partners and key stakeholders.

Leadership and Management within Springboard

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The project implementation group consisting of the head of faculty, all members of the delivery team, the Project Manager and the college's ILT co-ordinator met regularly throughout the duration of the project to monitor, evaluate and refine.

The project implementation group recognised the necessity of engaging the learners in changing the prevailing negative culture. Involving the learners in the development of the name of the channel and its identity went a long way to do this. It was they who came up with the name 'Springboard TV'. A number of logos were designed by learners on a graphics course in the Faculty, learners on the media courses then selected the one they thought best represented Springboard TV. New signage using the selected imagery has been employed throughout the media area. Music students have produced station identity music. Learners had an input in the original website.

The media department has been rebranded 'Internet TV Channel Tower Studios' and the whole environment has been refurbished in a colour scheme to match the Channel logo and identity. The college has invested substantially to facilitate this change. Staff and students wear their TV.com T-Shirts with pride. Learners have to wear them when in the studios or when shooting on location so they are clearly identified as members of Springboard TV.

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Indeed these proved so popular that the learners went on to organise the purchase and printing of 'hoodies' themselves.

"I have been very impressed with the way the project has been both managed and executed and with the enthusiasm of the staff involved." University Professor and Deputy Chair JISC's National Learning and Teaching Committee

"The Springboard TV project has been transformative on the college provision particularly in their media based courses. They have demonstrated an innovative approach which has been shared with other providers such as via their lead role in the Technology Enhancement Network (TEN) and JISC RSCe events such as our e-Fairs held last week and last year. Sharing their technology advances has also been included in a recent digital media event convened by our RSC and also RSC London and RSC S.East. Their student centred approach is exemplary as it has shown signs of increased motivation of their students on the media courses as witnessed by myself whilst visiting College West Anglia." Manager JISC Regional Support Centre – Eastern

"The College of West Anglia has a strategic aim to maximise student success. The innovative development of Springboard TV within the media curriculum has had a very positive impact on student success. The facility has enabled development of a very learner centred, meaningful, realistic work environment which is challenging and engaging students leading to skills development and interactive assessment opportunities. The project has also enabled us to better support community partnership working. I am delighted that the success of the project has already been recognised by our peers and has been short listed for an AoC / LSIS Award for leadership and innovation in curriculum development. David Pomfret Principal/Chief Executive The College of West Anglia

"As a catalyst for change the project has been extremely powerful; Springboard TV has re-invigorated the media curriculum - it's an exemplar of how technology can transform curriculum delivery and provide highly relevant exposure to resources and techniques used in today's digital media industries. The project provided essential time to plan and implement both infrastructure and approaches with vocational curriculum experts and technologists; this enabled students to be effectively engaged from day one of their learning experiences." Glen singleton Director of Resources The College of West Anglia

Work Experience

In addition to the core curriculum, students have been assigned work experience days during which they are directed by the Springboard TV Project Manager (a digital media specialist).

The unexpectedly large cohorts made the inclusion of all learners in the work experience for "Springboard TV" impractical. The project team decided to include only those learners following level three programmes. These learners were more independent than those undertaking level 2 and were able to work with less supervision. The work experience consists of producing videos that are a direct response to briefs from external organisations or other areas in the college. Students are managed in a standard production team crew structure (Director, Producer, Camera Operator, etc). Interpretation of briefs is presented to the 'client' following which learners undertake the production and deliver the final product.

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Examples of external briefs are a music video for a band called "[Shake Hands Eric](#)", responding to a variety of briefs from a local paper [The Lynn News](#) and a promotional video for King's Lynn football team. Examples of projects commissioned from internal clients are Promotional video for the college rugby team

Technologies and the website

The initial SpringboardTV.com website was built internally over a relatively short period of time – the web presence was required to coincide with the beginning of the new academic year in September 2009. Whilst the logo and colour schemes were designed and chosen by the learners and achieved a look and feel that was quite organic the site was not fully in line with project expectations. The main elements of the site lacked control and usability, it was administered by way of a primitive CMS which was not user friendly and thus was not inclusive, and learners could not get involved in the upload of their work. Furthermore once content was put onto the site its arrangement was difficult to organise.

In order to achieve more flexibility, in particular the ability to add pages, pictures and banners, a redesign was required. The preferred set up for the site was an established off the shelf CMS. This had the advantage of keeping development costs down but more importantly the college was not tied to any agency for costly support. Following a period of research and consultation Wordpress was identified as the preferred CMS: it is well established, well supported, fully customizable, robust and there are excellent sites powered by the Wordpress CMS in the marketplace. An external company, NDJINNEERS, was appointed to undertake the redesign of the site. The redesigned site went live in late May having achieved greater functionality, better accessibility and a more stable platform. The site is now robust, easy to use, can be regularly updated and the latest web technologies can be integrated; these are essential for the project in terms of relevance and sustainability. Of particular interest are recent links made to sites such as Facebook, Twitter and Flickr.

The production cycle that has been established for the production companies should end with learners uploading completed material onto the website. The internal management of the first website proved to be too opaque for them to be able to upload their material. However the second generation website is much more user friendly and towards the end of the academic year learners were able to be involved in this process.

As well as professional cameras for teaching film making, ZOOM cameras have recently been purchased. These enable students to generate reasonable quality footage rapidly. It is envisaged that other curriculum areas will benefit as their students will be able to easily use this simple and accessible technology.

In addition to the invaluable curriculum development days a number of 'Golden Hour' sessions were set up to develop delivery staff expertise in the use of digital technologies and to set up an on line assessment mechanism which will allow learners to submit written work electronically, receive their feedback in a similar format and track their progress.

The results of ongoing meetings between the Project Manager and other stakeholders have informed the basis of the ideas for sustainability of the project and are more fully explored in a later section (Implications for the future).

Evaluation

As described earlier the results of the initial baseline evaluation demonstrated learners appreciation of their poor motivation and inadequate skills. They also demonstrated a basic understanding of the project and showed a real appetite for what they perceived as the

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benefits. They were clearly excited about this new way of learning. This was tempered by an element of caution shown by some individuals in the cohort regarding additional workload caused by Springboard TV projects.

Learners were surveyed twice during the project, the first was for the initial baseline evaluation session and consisted of a questionnaire answered by 38 learners (60% of the student body).

During the second reporting period a further formal questionnaire was conducted. The questions were designed to elicit views about:

- expectations of the programme
- aspirations
- a response to working to the tight deadlines dictated by the nature of the media industry
- relative skill levels in a variety of production roles
- media consumption and usage

In addition, one on one video interviews with learners have also been conducted. These interviews had two functions, firstly to introduce learners to the artificial process of being “on camera” and secondly to provide them with a compelling record of their thoughts, feelings and aspirations of their course which they can revisit at the end of their programme in order to gauge the distance they have travelled during their course.

The project team found that a valuable method of gathering views was through focus groups. Five focus meetings were held. Two with the staff involved in the project and three with a representative sample of learners. There were learners from each of the three production companies created through the project.

Embedding

As Springboard TV has developed it has begun to encompass work from other areas of the college. Some of these other interactions were:

- Students from the Health and Social Care curriculum area were involved in a role play project designed to highlight procedures in a variety of institutions including hospitals, a childcare centre and a doctor’s surgery. Students were set the task of creating a storyboard and ‘treatment’ of a scenario which was then filmed with the support of Springboard TV. The Health and Care students felt that this [filmed project](#) benefitted them more than simply undertaking the role playing exercises amongst themselves as had previously been the case.

‘Working in a group and working to strict deadlines has done the students a world of good, it's made them think about how to be professional’ - Health and Social Care Course Director

- Music students were commissioned to make ‘stock’ music for Springboard TV productions.
- Art students used the Tricaster (a new item of equipment bought for Springboard TV) to reflect on the work they had done on a self portrait project they worked on.

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- Sports students created video promos to advertise their respective sports, basketball, [rugby and football teams](#).
- Springboard TV now has more than 200 registered users and more register every week.
- Members of the project team have attended a variety of IAG (initial advice and guidance) events throughout the region. Potential learners have been encouraged to access specialist media equipment to give them a hands on experience of the things they would do on a media course.
- Two 'Oscar Nights' celebrating the work of learners following media programmes at the college have been held at the [King's Lynn Arts Centre](#).
- The filming and live mixing of an end of year [fashion show](#).
- Students from media planned, hosted and filmed a '[Question Time](#)' style debate on immigration. The panel consisted of the sitting MP and parliamentary candidates from other political parties and was conducted in front of a live audience.
- A local schools consortium has recently been successful in being approved for the development of the Creative & Media Diploma commencing in 2011. The submission and documentation highlighted the benefits that the Internet TV Channel would provide.

Students engaged fully with the curriculum, and college performance indicators reflect the success of the model. Students are very positive about their interaction with Springboard TV.

"It's broadened my horizons, I've met a lot of new people, normally I am shy but this has really boosted my confidence." A level Journalism student

"It's a better experience altogether, it was challenging but it gives a taste of the real world " Media Make Up student

Staff also place great value on the methodology used and experience gained which is, in many cases, contrary to beliefs held prior to the inception of the project.

"Rather than going into a filing cabinet student's portfolios go online for the world to see - It's been a real benefit to us" - Music Course Director

"Being able to review students work on film is a really good experience and very motivational. To take students out of their comfort zone was really beneficial" - Textiles Course Director

3.2 What did you learn?

Designing an innovative and exciting learner journey

It is essential to have staff 'buy-in', without it progress is less likely.

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The planning and delivery of the three 'Tune It In' conferences was key to the success of the project. The events were held off site, largely to foster the idea ethos that we were involved in something out of the ordinary which would impact on all aspects of what we were doing with our learners.

The conferences focused on going back to the basics and purpose of the Media course and included:

- Identifying the aims and objectives of a vocational Television and Film course
- Identifying the desired 'Learner Journey'
- Evaluating the strengths and weaknesses on the existing media courses
- Identifying the areas for development on the media courses
- Establishing the opportunities and contribution that the internet TV channel could bring to enhance the learning experience of students
- Identifying the skills set required for a National Diploma
- Identifying the skill set required for a First Diploma
- Identifying the units within each qualification that would allow the skills set identified to be achieved
- Exploring how the units could be integrated and mapped to achieve the skill set and the qualification
- Identifying assignments which will achieve the learning outcomes
- Reviewing the 'identity' and ground rules for staff and students
- Identifying the skill set of the course team

It was apparent that staff needed allocated time otherwise they would have no capacity to change. They needed to be given time to develop new skills and new working methods. To this end weekly development sessions called 'Golden Hours' were established and run by the Education Technologies Co-ordinator.

To ensure its success it was essential to have the active support of the managers involved in the project. The SMT member responsible for the project was an active chair of the Steering Group and he was responsible for the identifying and appointing a critical friend to the project. The Head of Faculty took a very hands on approach to the project, not simply monitoring progress but injecting energy and focus when it was needed.

Some learners did not like the mix of levels that made up the practical teaching groups. This was particularly true of those learners in the second year of the National Diploma course and some learners on the First Diploma. Some First Diploma learners found it difficult to accept direction from peers, failing to recognise that those learners undertaking directional roles (director, producer, floor manager etc.) were required by the role to give direction/instruction. There was times that this lead to friction. It became evident through discussion and tutorials that some of the smaller cohort of National Diploma learners in their second year felt themselves pressured by a much larger cohort of largely inexperienced enthusiastic learners some felt somewhat threatened by the competition represented by a small number of individuals who had previously completed AS and A levels and had come to the college to improve already existing practical skills. The outcomes of the first three projects demonstrated that more intensive skills development projects at the beginning of the course for both First and National Diploma learners would provide them with a stronger skills base. These lessons led to amendments to the curriculum model. First Diploma from National Diploma learners were separated allowing for more focused skills teaching at the different levels, however the reformed production companies still undertook the same projects.

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Ongoing and continuous evaluation of the curriculum model has been undertaken as the year progressed. For next year, a multi-level intensive skills development project will be delivered at the beginning of the course to provide learners with a stronger skills base. It is recognised that projects need to last for more than three weeks to allow all elements to be covered. There have been difficulties in tracking the achievement and attainment of learners from different levels. This is being addressed through the development of electronic tracking and evaluation techniques.

Learners and teaching staff found the three week duration of the projects limiting. During the focus group meetings staff and students reiterated that the three-week turn around for projects was insufficient to develop complex work. In the amended curriculum delivery model that is being delivered in this academic year (2010 – 2011) the duration of the projects has been extended to six weeks.

Creating an outlet for students work

88% of learners felt that being able to publish their work was a benefit, they saw it as a valuable motivational tool and said that it made them work harder and more effectively. (Student survey undertaken by 26 respondents 41% of student body)

*“I find the website a useful tool and a good way to promote skills and work, so I like to make sure my work looks good and is completed to high standard” ND
Media student*

Publishing work on the website has fostered a healthy level of competition between learners fostering innovation and creativity.

Learners recognise that the technologies available to them with the website offer them the opportunity to have their work easily accessible to a much wider audience that would otherwise be the case.

Simulating a TV production and broadcast environment

The complexities of production and post-production are such that the technical expertise of teaching and support staff was not adequate to creating and supporting an industrial standard workflow process. Before Springboard TV the workflow that encompassed the student 'production journey' from image capture through post production to final delivery was erratic and inconsistent from student to student. Learners had to use a variety of different cameras each with different capture settings. Edit stations were not networked which meant that learners work was digitally stored on the station they were using to edit. There was no flexibility – learners had to work on the same machine when-ever they wanted to edit. A further disadvantage in using the edit station as the storage facility was that work was not secure. There were many instances of learners losing work. The typical pre-Springboard learner had to create their own 'production journey' up to the completion of the final product. There was no standardised format. Image quality was variable and the final product was produced in multiple media formats.

The Springboard TV project allowed for the appointment of new staff with recent industry experience. This experience was used in developing the specification of the new networked editing suite. Learners no longer have to queue for a machine or risk someone else deleting or affecting their work. Learning resources and other assets i.e. graphics, sound files etc. can

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placed on the network by tutors enabling learners to access and use them in their film pieces. The new editing suite also provides students with a resource where they learn media technologies to a new intensity and depth.

There is now a consistency in the production and post-production process. All projects are filmed in HD at 720p or 1080p and edited in Final Cut Pro using the pro res 422 codec. Files are exported as quicktimes to a quality that allows them to be used as the main Springboard TV upload format as well as the archive. This higher quality also allows the exports to be re-edited and re-purposed in perpetuity, e.g. compilations and 'best ofs' can be created from said files. Learners can archive their material, use it in the production of show-reels or upload to Vimeo or Youtube. These opportunities are essential for portfolio building.

Developing students' essential vocational skills

97% of learners valued the opportunities provided by the work experience projects in which they were involved. *(Student survey undertaken by 31 respondents 49% of student body)*

- The shorter duration of the projects contributed significantly to learners meeting deadlines. There was a drop in the number of requests for extensions and the final assessments were able to be completed appreciatively earlier than in previous years.
- Engaging with external clients and developing briefs helped learners to concentrate on the need to deliver to the client's requirements.
- Learners are enthused by using industry standard equipment in the production of their work.
- Students are learning the techniques of self promotion via social media which is an important part of the new media landscape
- The course and tutors are now more aware of web based media which is now a major employment opportunity within the media industry
- The activities that are undertaken during work experience reflect industry practice. Springboard TV constantly requires new content to keep it fresh and up to date. The generation of much of this content does not require a full production team going through the whole pre-production, production and post-production cycle. It requires individuals to take on specific roles for a limited period i.e. a cameraman for 3 hours to film an interview with a visiting dignitary or a sound operator to record an acoustic session for sound over a previously filmed scene. Learners are informed of these opportunities through the Springboard notice board and those who wish to volunteer and undertake the role. In effect they are using their developing skills in a freelance capacity.
- *"Creating an identity and branding has been a very powerful agent in developing a 'learner centred approach', where learners now respond as professionals, working in a 'real life' production company " Jayne Walpole Head of Faculty Creative Arts*

Unanticipated outcomes

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Learners in other curriculum areas are taking the opportunity of using Springboard TV as a showcase for their work. Photography students have been using Flickr to showcase their work for some time. Now that Springboard TV is based on a Wordpress platform there is the ability to easily integrate the two. As a consequence Photography students can easily portfolio their work via Springboard. This is of benefit to those students because their work can be 'discovered' by a potentially new audience it also benefits Springboard because it has a new content stream and additional eyes coming to and discovering the site.

The Senior Management Team have recognised the value of Springboard TV as a communication tool within the college. The principal used the channel as one method of welcoming new students to the college at the beginning of the year. Plans are being finalised to use it as the means of informing many of the college's stakeholders about aspects of governance.

Springboard TV has been shortlisted and assessed for the 21010 for an LSIS Beacon Award for Leadership in Innovation in Curriculum Development.

The AoC Beacon Awards aim to highlight the breadth and quality of education in Colleges throughout the UK. LSIS is the sponsor for the AoC Beacon Award for Leadership of Innovation in Curriculum Development. The Award is open to all Further Education, Sixth Form and Tertiary Colleges in England. The Award aims to recognise the crucial role of leadership in curriculum development activities. The assessors look for evidence that the initiative is innovative, is responsive to learners and the community, has produced positive results and made a significant impact on learners.

http://www.aoc.co.uk/en/aoc_charitable_trust_and_awards/aoc-charitable-trust/aoc_beacon_awards/aoc-beacon-awards-prospectus-2010--2011.cfm

The success of the Springboard TV project is used as an example of the college's innovative and forward thinking approach to digital technologies, and has assisted in the success of project bids and securing links with external agencies.

" team at Springboard TV mounted an impressive 'hands-on' experience in which FDC's Employer Engagement Manager was interviewed in a virtual studio environment which looked like something out of BBC Newsnightvery impressive! The end result is now being edited and will delivered to FDC for internal showcasing as a prelude to potential funding of a Fenland channel on the station..... The Business Development Manager was clearly impressed and other members of his team saw a clear benefit in both business and community working with specific discussion of joint co-operative events at the Isle Campus in the near future." Chris Challenger Commercial Manager CWA

The Project Manager facilitated a 'show and tell' at the annual RSC Eastern e-fair event at Hertford Regional on July 1. The project was extremely well received and feedback was positive. Several institutions enquired as to the possibility of launching their own equivalent channel using the projects framework and expertise - further discussion is expected.

"The acquisition of critical digital literacy's that go along with the project doing it the way it's being done now with students creating really very genuine artefacts enables students to learn these literacy's in a real context. The work that's been done here has tremendous potential to transform the way curriculum is delivered in other parts of the curriculum. Clearly also it enables not just media students but

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the work of all areas of the college to be highlighted externally in a much more innovative and positive way that might not have been possible in the past. Given the economic times it must be a vehicle for winning new business and new partnerships” University Professor and Deputy Chair JISC’s national Learning and Teaching Committee

Participation in HE within the local area is low. This project has provided a new opportunity for the college to develop a degree level course in conjunction with a partner HEI. On a recent visit to the college, the Deputy Dean, Partnerships and Enterprise said:

“The College’s Internet Television Company is impressive with its virtual studio and industry trained staff. The studio is also being used imaginatively as a commissioner for work within the Arts Programmes and across the college. There are interesting Post Graduate/Undergraduate synergies for the university, and also the possibility of joint projects and work based learning opportunities.”

3.3 Impact

The new curriculum has produced the following benefits: Learners are working with media professionals in a 'realistic' production environment where each of the Production Directors utilises clearly differentiated styles, knowledge and expertise. The combination and mix of levels of learners allows more experienced learners to take lead roles and greater responsibility. Team working, skills exchange and support are promoted. The increase in the pace and pressure of work requires greater learner focus in order to meet challenging deadlines.

“The project stands out as one of the most successful in the JISC Curriculum Delivery Programme and it does this for a number of reasons: firstly, the way the project has achieved true learner engagement; secondly, the impact the project has had on the curriculum with a real transformation to a more learner centred approach being achieved; and thirdly, because of the project’s real potential to spread this transformation to the wider college curriculum – become a truly sustainable agent of change. I have been privileged to observe the project as it has progressed and observe these changes taking place and growing in impact and I feel strongly that the project deserves wide recognition for its innovative use of technology in transforming approaches to curriculum delivery.” University Professor and Deputy Chair JISC’s national Learning and Teaching Committee

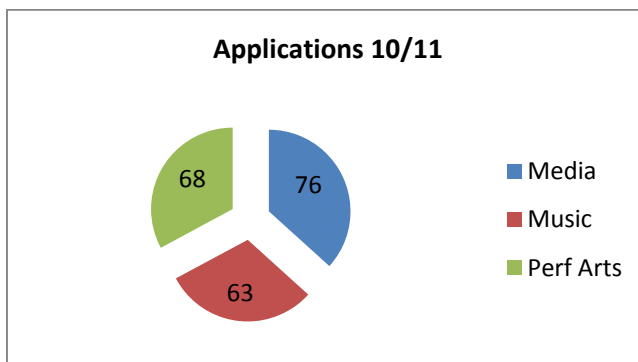
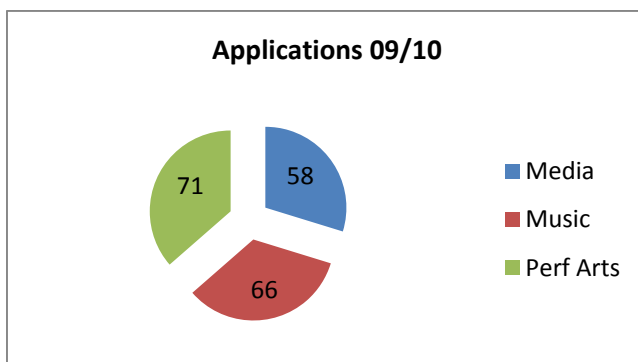
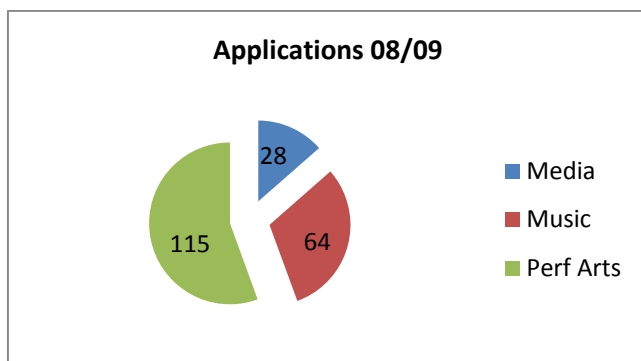
“Being able to review students work on film is a really good experience and very motivational. To take students out of their comfort zone was really beneficial” Andrew Comrie - JISC Critical Friend

Significant improvement in recruitment

There has been a major impact on the number of applicants to the full time BTEC media courses at the college. Applications to Media programmes are showing an upward trend over the three year period from 08/09 to 10/11. The following comparison with applications to similar First and National Diploma vocational courses contrasts the increase

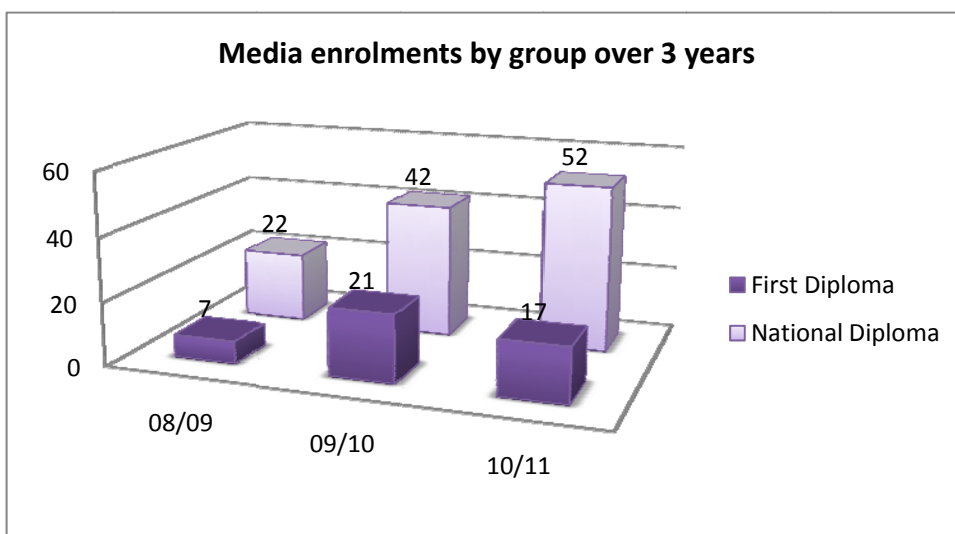
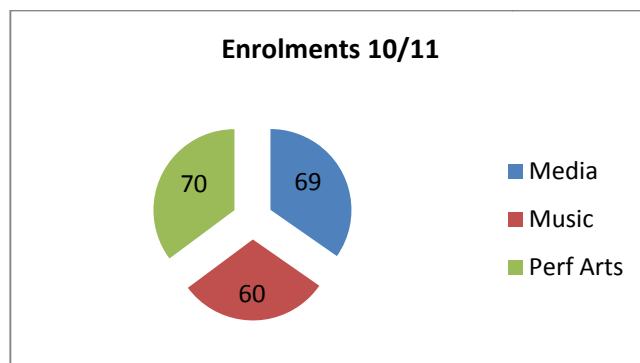
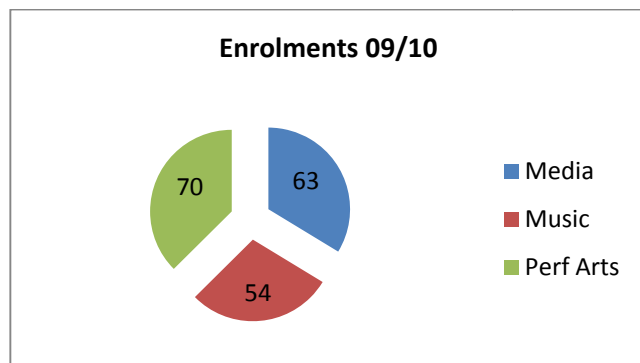
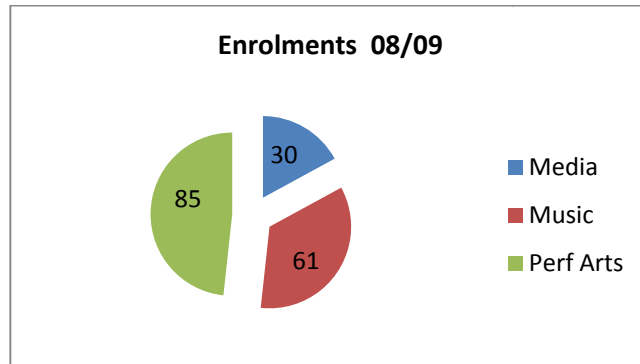
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in Media applications with decreases in Performing Arts and Music. (Data source EBS Agent Oct 10)



The increase in applications has led to increased enrolments. As with applications enrolments to Media programmes are showing an upward trend over the three year period from 08/09 to 10/11. The following comparison with enrolments to similar First and National Diploma vocational courses contrasts the increase in Media enrolments with decreases in Performing Arts and Music. (Data source: Pro-achieve Oct 10)

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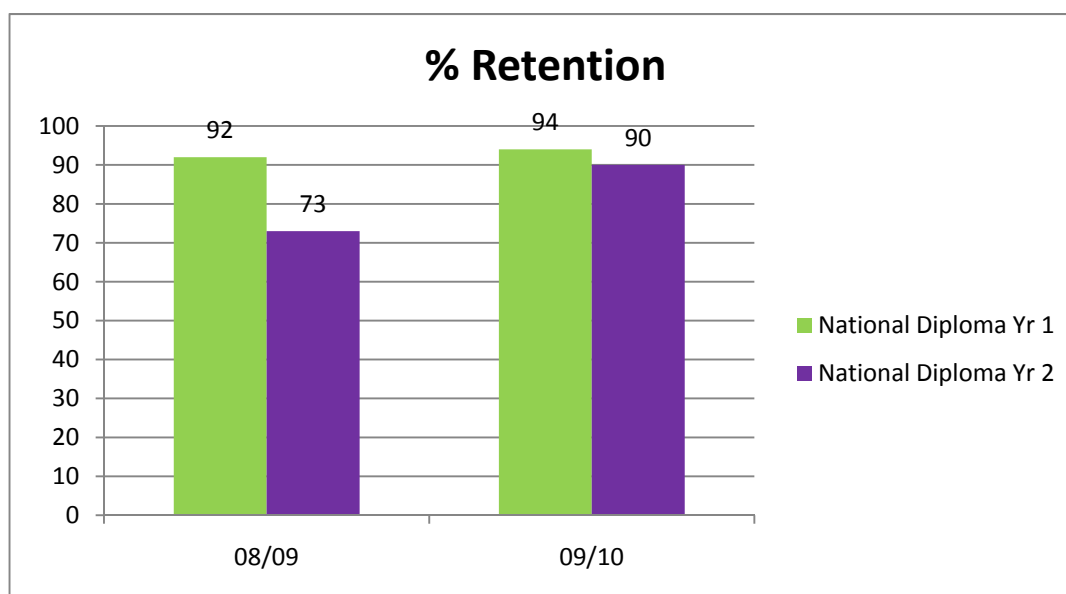
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Likely reasons for this increase in applications and enrolments are enrolments :

- Promotional flyers were sent to schools about the TV Channel, virtual studio and learning environment
- Taster Days offered to schools
- School Career events attended demonstrating the Virtual Studio with a 'weather activity' for young people to engage with
- Press coverage
- The website Springboardtv.com
- Open day visits to the media department – visitors were given demonstrations of the resources and their potential by current students.

Learner satisfaction and engagement has improved

- There is an improvement in the retention of learners completing their National Award and National Diploma qualifications.



(Data source: Pro-achieve Oct 10)

- 88% of learners have told us that being able to upload work to the project website has led to an improvement in their motivation. They work harder, show more pride in their work and show an active desire to compete with one another to improve their work. *Student survey undertaken by 26 respondents 41% of student body)*

"it is a chance to show off your skills. Knowing that anyone can watch what you made is exciting" ND Media student

- Learners value working with staff with current industrial expertise with ready access to upgraded facilities and new, industry standard equipment.
- The attendance patterns before the implementation of the project suggested that in the middle of longer production projects (10 to 12 wks) a significant number of learners exhibited poor attendance. The faster pace required by the shorter projects,

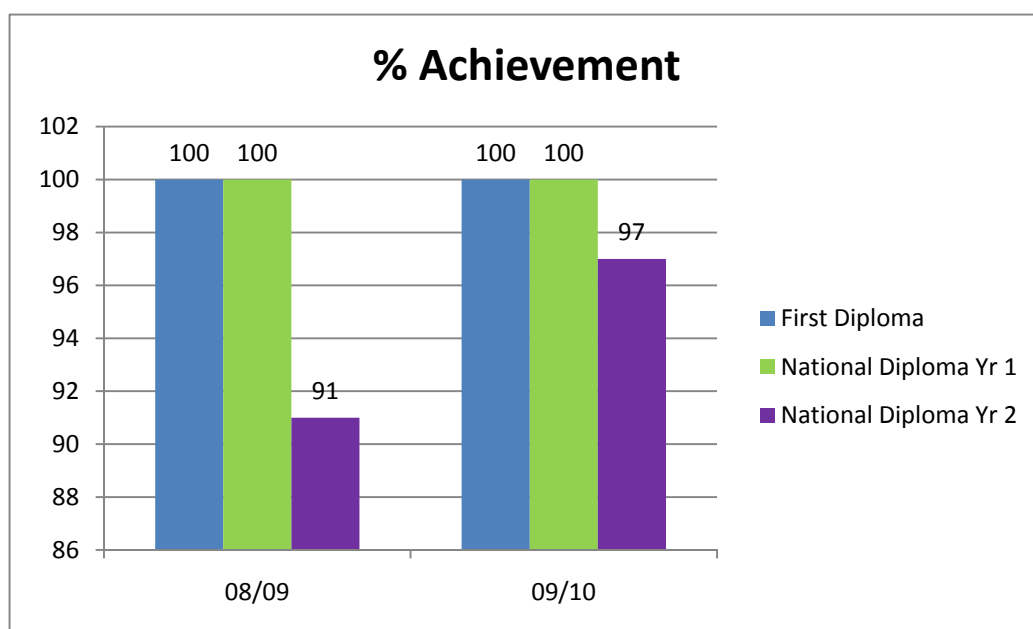
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the rotation of production directors and dedicating two days to production has had an impact.

- Teaching staff reported that more learners were meeting their deadlines in the completion of their projects. No formal extensions were issued.
- The technical and creative quality of much of the product is high
- There was a marked increase in attendance at the 2010 Oscars Night compared with the previous year (in 2010 it was 230 and in 2009 it was 90). This suggests that learners want to celebrate their achievements in a public arena.

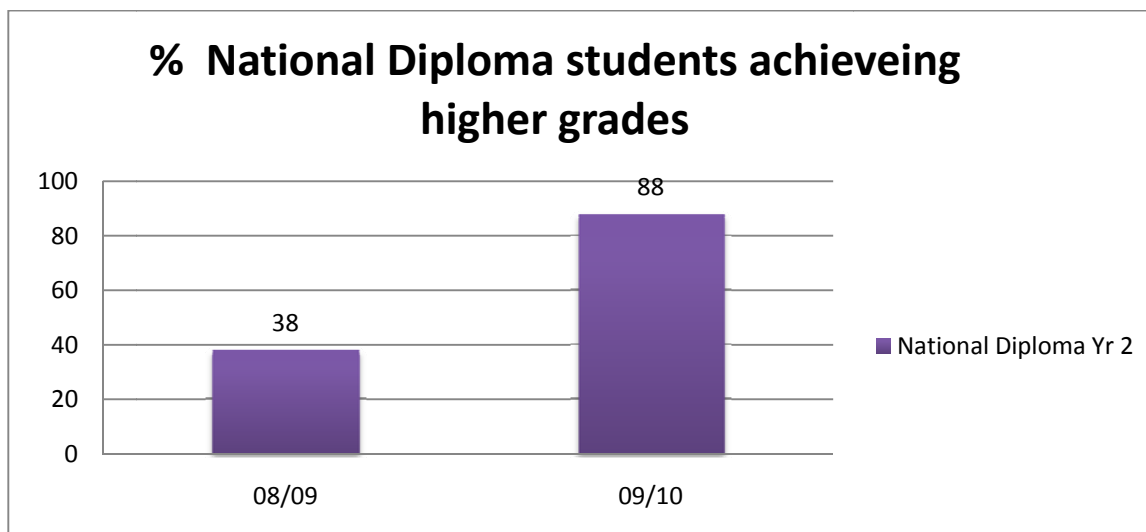
Progression and employability

Achievement on all qualifications is excellent.



(Data source: Pro-achieve Oct 10)

There is a significant increase in the attainment of Level 3 learners completing their programme. College reporting processes using data in pro-achieve define those learners who gain Merits and Distinctions as gaining higher grades.

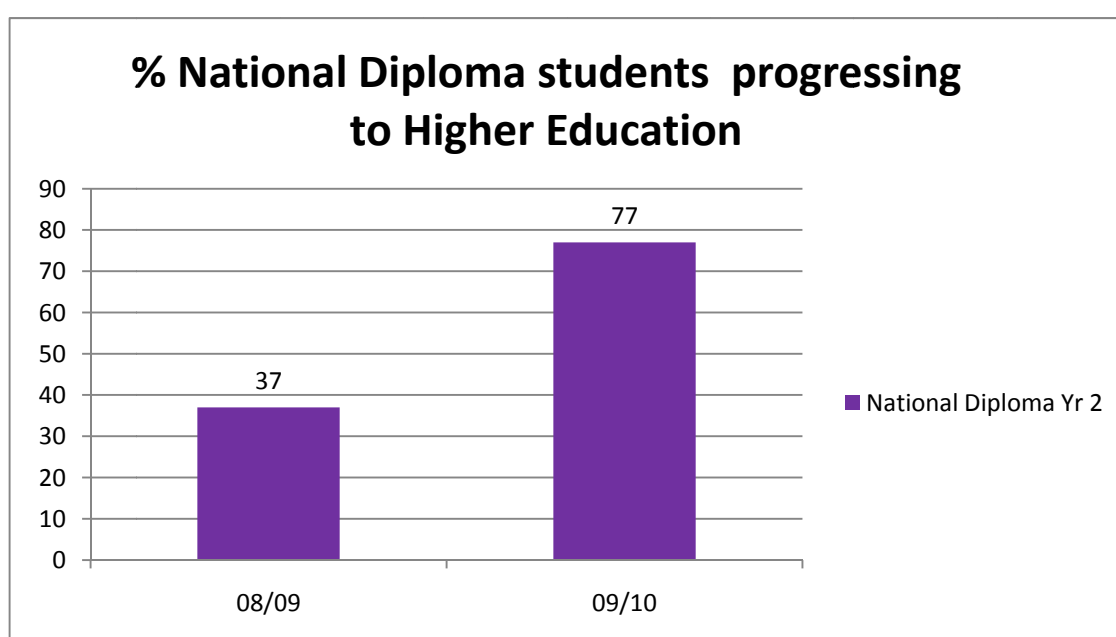


(Data source: Pro-achieve Oct 10)

The delivery team has identified a number of reasons for the increase in the levels of attainment of completing students. They are:

- Greater skills development in key production areas
- Learners are able to specialise in specific production areas (and so can work to their strengths)
- Working with better production equipment
- Learners are working with editing systems running industry standard software
- Working with a wider range of teaching staff who have a broader experience of media industries

The percentage of students progressing to university has increased from 37% in 2009 to 77% in 2010.



(Data source: Summary Exit Data June 10)

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Students recognise that the experience that they gained through the Springboard project will have a positive impact on their aspirations. A comparison of the results of two surveys undertaken with media students shows a considerable increase in the numbers indicating they wish to progress to Higher Education

First survey results from 32 respondents (51% student body)

- 47% wished to progress to HE
- 22% wished to pursue a career in Media
- 3% wished to pursue a different career
- 22% didn't know

Second survey results from 26 respondents (41% student body)

- 65% wished to progress to HE
- 19% wished to pursue a career in Media
- 4% wished to pursue a different career
- 11% didn't know

"The practical work I think will offer me one step up, as I will be familiar with equipment, techniques etc, something I would not have gained had I just continued academically." BTEC National student

The project has benefited the institution as a whole by:

- Raising the public profile of the college
- Undertaking projects with local organisations
- Interacting through social networking and community interest websites
- Reaching people who live in geographically isolated communities such as those the college serves.

Dissemination

Members of the project team have taken many opportunities to share the project with providers in schools, and the FE and HE sectors. They have presented at regional and national events. The users and visitors to the website represent a major aspect of dissemination. The following are some of the events that we have been involved in during the life of the project.

- Bircham Newton Careers Day – 30th January 2009
- Open day at Isle Campus – 28th February 2009
- Open day at King's Lynn Campus – 7th March 2009
- The Big Event Thomas Clarkson – 17th March 2009
- The Big Event Neale Wade – 24th March 2009
- Media Workshops with learners from Methwold High School – 3rd July 2009
- CWA hosted a CAMEL Cluster meeting – 7th & 8th May 2009
- 'Show and tell workshop' – RSC Eastern Region's ninth e-Fair – 3rd July 2009

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- Hosted the first 'Oscars Night' – June 2009 for learners undertaking media programmes at the college.
- Next Generation Learning Conference 2010: "Time to innovate: Maximising value in Further Education and Skills" at the ICC, Birmingham – 9th March 2010
- Learning and Teaching Practice Experts Group Meeting "Innovating Curriculum Design and Delivery" – 17th March 2010, Maple House, Birmingham
- Technology Exemplar Network (BECTA) Conferences Old Hunstanton – 23rd and 24th June 2010
- 'Show and tell workshop' – RSC Eastern Region's e-Fair 2010
- Hosted 'Oscars Night' 2010 for learners undertaking media programmes at the college.
- Twitter feed – for updating blog from location or from events
- Springboard TV Facebook page – engaging students and alerting them to work experience opportunities and activities.
- JISC Conference "Project Perspectives on Quality Assurance and Enhancement" 12th & 13th October 2010 – Jayne Walpole

4) Conclusions & Recommendations

Springboard TV has been the means of achieving substantial change in the media area in the college. The redesign of the curriculum delivery through a focus on the student experience has been largely dependant on the development of an outlet for student work using a variety of digital technologies. The knowledge and skills that students develop in order to produce work of a sufficiently high standard to be loaded onto the site will ensure their success on their qualifications.

Students and staff benefit from a greatly improved environment and are now working with industry standard production and editing equipment. In turn the college now benefits from having a public window on the excellent work done by students as they complete their courses.

SpringboardTV.com offers a refreshing and dynamic curriculum delivery model which has moved away from traditional delivery methods and embraces new technology in a way which engages students in new learning, enthuses them, provides a realistic insight into the world of work and encourages high pass rates. Students engage fully with the curriculum, and college performance indicators reflect the success of the model. Students are very positive about their interaction with SpringboardTV.com.

Recommendations

Based on what we have learned from the project we have identified three key areas for consideration in how colleges can achieve success in adopting and creatively using new technologies to take their teaching and learning 'beyond outstanding'.

Technologies

The technologies used should be a solution to an identified need

Identify technologies that will have an 'improvement impact'.

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Allow sufficient time for testing, evaluation and development before launching into the curriculum for maximum effectiveness.

Curriculum staff need to adopt an open minded approach to the ways technologies are incorporated and used within the curriculum. There is no single or right approach.

Technology staff need to find out about the subject area before recommending technologies and approaches. They will also need to recognise that the selected technologies and approaches will need to be tailored for them to function effectively.

Curriculum Change

Curriculum staff need to recognise that curriculum delivery models must change in order to allow for a greater integration of technology. This greater integration will have benefits for both learners and tutors.

The engagement of curriculum staff in this change process is essential. Furthermore, engagement will not be successful without their full involvement in the process from the outset.

Sufficient development and preparation time must be allocated and ring-fenced before the curriculum changes are instituted. (Consider off-site locations for major planning events to minimize distractions and maintain focus.)

A flexible approach must be maintained - be prepared to adapt / develop as you go along. This is an exploratory and creative journey for all involved and time for reflection needs to be built in. It is essential that these reflections are shared and responded to.

Foster a clear curriculum identity in staff and students (branding, signage, furniture, logos, uniform).

Use students as 'agents of change', talk and listen to them and involve them in the process.

Curriculum managers need to lead and drive the change. This will involve challenging existing practice, providing vision and direction, understanding the implications of the change and providing supporting. They must also be able to provide the necessary resource in staff time/remission and facilities.

Staff Development – identifying provision for ongoing training and development

Give time and space to curriculum staff to develop and explore new technologies and practice through remission from teaching hours and easy access to appropriate and reliable equipment. Possible methods of achieving this are:

- Golden hours (Identified and protected staff development time)
- Learning Practice (utilise existing teaching and learning support units)
- 1:1 coaching
- Group based development work
- Booked in / tailor made sessions
- External training events
- Attending relevant e-fairs and other events

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5) Implications for the future

The benefits realised through Springboard TV have been recognised by the organisation, and a commitment to sustain and develop in three key areas have been identified:

- Enhancing the learning experience
- Widening participation
- Resource and Technology

Enhancing the learning experience

Use media students on work experience with Springboard TV to facilitate and benefit the learning experience of students from other curriculum areas, by providing a film making production team.

Create new channels on the website for the vocational and academic curriculum areas within the college, for the upload and showcasing of learners work.

Springboard TV staff to facilitate programme making for academic and vocational learning throughout the college, to provide transformational opportunities.

Working in collaboration with the staff in the Creative Arts Faculty we will identify specific courses to engage with the channel resource (in particular those that have poor performance and have been identified in the Self Assessment Report for intervention).

Facilitate the filming of individual and group work to provide material for reflection, analysis, evaluation and improvement.

Support and guide the growth of tutors using film and video within their teaching.

Students to take a stronger lead in the management and direction of the website. Develop the ethos of "Your channel, your content, your creativity" to the whole student body at the College of West Anglia.

Use key stages of the production process to provide learners with fresh ways of experiencing their subject through the creation of a product to a deadline and capture on camera to creating a permanent record which can be uploaded onto the appropriate channel.

The creation of online learning materials and 'How to Guides'.

All curriculum delivery staff in the Creative Arts Faculty have an appraisal target: 'Plan and develop an opportunity for students work to be showcased on Springboardtv.com'.

The College now sees significant opportunities to extend the reach of Springboard TV to, amongst other things, improve communications, develop links with European colleges, support marketing initiatives and extend the reach into a wider range of curriculum areas." David Pomfret Principal/Chief Executive The College of West Anglia

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The project benefits are clearly tangible and they have provided routes for the media curriculum to move forward further, as well as open up cross-curricula and broader college opportunities." Glen Singleton Director of Resources The College of West Anglia

Widen participation and benefits

Develop opportunities for an 'Online Sharing Community' nationally and within Europe, so students have further opportunities to compare and contrast their work with others in the wider learning community.

Schedule a series of internal dissemination events to share our experiences and lessons learnt with the other four faculties within the college.

- Technology
- Active Leisure, Land Based, Public and Caring Services
- Foundation Learning
- Humanities, Computing and Science

Further develop links with external agencies to provide live briefs with social relevance e.g. to promote equality and diversity, safeguarding and wellbeing.

Apply for 'Benefits Realisation Funding' to support Springboard TV as a content platform for the sharing and exchange of student generated material with other colleges in the UK and Europe.

Resource and Technology

The college recognises that Springboard TV requires a dedicated staffing provision.

The continued development of the use of technology in the curriculum is crucial to aspects of organisational change. It is also key to the continued development of Springboard TV. Some of these future developments will be:

- Invest in 'zoom' cameras for easy capturing of sound and images
- Adoption of screen based assessment and feedback by more staff
- Develop of the use of social media (e.g. Twitter, Facebook, Flickr) as a means of comment and feedback
- Increase traffic through to website

6) References

7) Appendices (optional)

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