



## Project Document Cover Sheet

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Project Information			
<b>Project Acronym</b>	PC3		
<b>Project Title</b>	Personalised Curriculum Creation through Coaching		
<b>Start Date</b>	September 2008	<b>End Date</b>	May 2012
<b>Lead Institution</b>	Leeds Metropolitan University		
<b>Project Director</b>	Prof. Janet Finlay		
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<b>Partner Institutions</b>	None		
<b>Project Web URL</b>	<a href="http://www.pc3.org.uk/">http://www.pc3.org.uk/</a>		
<b>Programme Name (and number)</b>	<i>Curriculum Design</i>		
<b>Programme Manager</b>	Sarah Knight		

Document Name			
<b>Document Title</b>	<i>Interim Report</i>		
<b>Reporting Period</b>	<i>November 2009 – April 2010</i>		
<b>Author(s) &amp; project role</b>	John Gray – Project Manager Prof. Janet Finlay – Project Director		
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Document History		
Version	Date	Comments
1.0	26 <sup>th</sup> April 2010	This is the second interim report required by the JISC project team.
1.1	30 <sup>th</sup> April 2010	Revised following feedback and comments from the PC3 team

## Interim Reporting Template

**Project Name:** *Personalised Curriculum Creation through Coaching (PC3) – Leeds Metropolitan University*

**Report compiled by:** *Prof Janet Finlay / John Gray*

**With contributions from:** *Dawn Wood, Margaret Christian, Tam Mason*

**Reporting period:** *November 09 – April 10*

### Section One: Summary

*Provide an overview of the project to date, highlighting key developments, deliverables/outputs and achievements for the reporting period. This section may be used to inform the Programme and Support team, and may also provide the basis for an update to inform the sector about the project. We suggest you write this section last to highlight what, on reflection, are the key points from the other sections.*

Following the completion of the coaching training the project can report that four of the five team members have passed the demanding coaching assessment and the fifth team member is close to achieving the same status. One side issue here is that two team members have been invited to join the internal university coaching pool and a third has been invited to become an external coach supporting middle management. This complements the membership of team members on the University coaching steering group. One team member is also a member of the University Group on Leadership and Management further increasing the influence of the project across the university.

The main focus of activity for the PC3 project over the past six months has been on the design, creation and delivery of the Personalised Learning through Coaching (PLC) module for the first cohort of students. After some teething problems students have enrolled on the module, coaches have been allocated and the first learning activities have commenced. It is clear that there are a number of administrative issues that must be addressed early in the initiation phase of delivering a module to part time work based students e.g. student expectations, communications with students and ensuring internal processes facilitate the speedy enrolment of such students.

Learning materials to support the early units of the PLC module have been created and have been well received. An early demonstration of three short video clips demonstrating the difference between tutoring, mentoring and coaching were enthusiastically received at the CAMEL meeting in late November. More recently an external coaching company has made a request for permission to use these video clips to support their own activities. This gives a strong indication of the usefulness of these learning materials together with an example of the wider recognition of the PC3 project.

More prosaically the team have created a number of PebblePad profiles that implement both the competency maps for the Leaders in Learning BARS together with a 'Where am I now' profile that captures students current knowledge and use of IT, etc. This latter profile forms a key strand of the evaluation of the PC3 project; it acts as both a baseline highlighting students position at the start of the PLC module and it will also as an indicator of changes as they progress through the module. Students complete this profile twice, once at the start and again at the end of the PLC module.

The project team continue to work closely with the programme leader for the Leaders in Learning programme (the source of this first pilot student cohort) to ensure that PLC module complements the programme and to identify potential areas of study once they complete the module. Further work to include areas of study from across the university continues and is supported by the internal and external presentations about the project given the team.

The purchase of an institutional e-portfolio continues to move forward but may be delayed by financial constraints. At present though the need has been agreed and internal discussions with key technical and support staff have resulted in draft budget forecasts, the university has determined that the coming financial year will be controlled by ensuring that there will be no change from the current overall budget. Discussions continue.

## Section Two: Activities and Progress

*Report on activities in support of project objectives for the reporting period. Please refer to the original project objectives and outcomes in your project plans and discuss progress against these, noting any changes.*

**Workpackage 1 (Identify what is needed to create and support the PC3 framework) is complete** – the initial PC3 framework has been created.

**Workpackage 2 (implementation and deployment of the initial PC3 framework) is largely complete** - processes for inducting and supporting the students have been developed, X-Stream, PebblePad, Elluminate and Ning have been identified and are being populated and integrated to support the student experience, and learning materials for the PLC module are being developed. The Ning is likely to be replaced given the withdrawal of Ning's free hosting service.

**Workpackage 3 (to ensure that the PC3 approach works well with a range of staff and students) is underway;** students from the Carnegie Leaders in Learning programme (LLP) have been enrolled on the PLC module and are the first pilot group of students following the PC3 approach. The project team is working closely with the programme leader and key academic and admin staff supporting the LLP. Students have completed the induction process for the PLC module and started their studies on this module. Discussions are underway with staff involved with two further cohorts: nutrition students and work-based learners with a large company in the leisure industry.

**Workpackage 4 (to ensure that the changes to the curriculum design processes become part of the culture and activities of the university)**– activity 41 is ongoing – the materials developed to support the PLC module will support staff development. We are currently exploring the Regional University Network's open framework as model for introducing a fully personalisable award to be available across the university.

**Workpackage 5 (ensure the project meets its aims and objectives on budget and on time)** - all activities ongoing. Thus far the project plan, evaluation plan, project budget and risk plan have been revised and submitted to JISC. Similarly interim reports have been submitted on time. The project blog site continues to be active and the team has also contributed to the CIRCLE website, JISC events, Elluminate Wednesdays and a variety of other workshops, seminars and conferences.

*Provide a full review of progress in terms of your workpackages including technical approaches and developments, pilot activities and project meetings. Briefly explain any changes to the overall approach outlined in the project plan, and note any amendments, for example to the project team, deliverables or milestones. If appropriate, attach an amended copy of the relevant sections of your project plan (see checklist at end of document).*

## Section Three: Risks, Issues and Opportunities

*Review your original risk analysis and comment on any changes to the risk profile and how you are managing this. If any risks have become live issues affecting the project explain how you are dealing with them. Report on any other issues that did not stem from identified risks and explain how you are tackling them. For all identified issues or challenges detail what impact any issues may have on the achievement of project targets.*

There are a number of identified risks that need addressing at this point of the project:

- **Low student take up** – this is the first student cohort and though we have recruited fewer students than originally planned (11 as opposed to a maximum of 20):
  - this is sufficient to allow the project to complete the first pilot phase and gain valuable experience and feedback on the approach. It has also highlighted the need to ensure early engagement in the process of advertising and recruiting students onto the next pilot phase. Contact with the programme leaders two more cohorts (Nutrition students in the Faculty of Health and a work-based group in the leisure industry) has been made with a view to starting these from the 2010-2011 academic year.
  - We need to check that students are aware and have access to suitable technology to support interactive coaching and engagement in the module (low IT use by some teachers together with limited access to headphones and web cams is an issue here).

## Institutional Approaches to Curriculum Design Programme

The team will provide any accessories (headsets, microphones, web cams) that students are unable to get access to through their work.

- **Insufficient resources in the learning bank** - Learning bank resources are coming along well though we need to develop more for PLC and subsequent staff development training and support. All team members are contributing to this activity.
- **Uncertainty over institutional e-portfolio** – there is sufficient flexibility in the budget to extend the PebblePad licences until either the institution purchases an e-portfolio tool or the end of the project.
- **One or more elements of the technology support not available** – the team is currently looking at a replacement for the Ning social network following that organisation's switch to focus on its paid products. Options available include existing software within the university e.g. Campus Pack Fusion.
- **Insufficient coaches** – there are sufficient coaches for the first student cohort. The project team need to ensure that staff continue to be made aware of coaching approach. The university has a coaching strategy for developing its current pool of internal coaches and these will be drawn from across the university. It is anticipated that these staff will also engage in coaching with students on subsequent PLC module deliveries.
- **Students lack of IT use and competence** – we need to be aware of the need for a cultural shift in some professional areas. Our experience with some teachers and their low use of IT is an example here. Technology enhanced learning is a central aspect of the delivery of the PLC module and we need to ensure that all students enrolling on this module are aware of the degree to which IT is used and the impact this may have on them as an individual. To mitigate this we need to create appropriate student expectations and recognise the need for greater support where IT usage in a particular profession ( or sector of a profession) is poorly developed.
- **Efficient Course information exchange not developed** - PLC students need to have suitable options available to personalise their study and this means they need access to appropriate information of what is available. The team need to pursue links across the university to increase the range of areas of study for these students. We also need to identify the most suitable way for information about study opportunities to be made available to all students (one side effect here should be improved information for ALL students not just PLC students)

*Report on any unexpected opportunities, positive outcomes and successes arising from changes to the plan and new opportunities.*

The creation of the PLC module offers several improvements on the original approach. It makes the adoption of the PC3 approach by existing programmes easier and simpler as it is a credit bearing module and can be added to the pool of modules students study. The existence of this module, its learning content, activities and assessment means that it can be used as means of supporting staff and students who wish to investigate coaching and self directed change as a stand alone activity. Similarly the availability of a complete module will facilitate cross institutional transfer of the PC3 approach.

Developing an improved collection of information about modules that are available to students across the university will prove helpful to all university students not just those on the PLC module.

The coaching approach is being adopted by colleagues teaching PD related topics and the PLC module and its resources may therefore be used beyond the context of curriculum design.

### Section Four: Outputs and Deliverables

*What outputs are you expecting to arise from the project? Please provide an up-to-date list. This should include a short paragraph summarizing expected technical outputs/system integrations, or any unanticipated outputs.*

The original outputs from the project plan remain unchanged and are presented below:

Tangible project deliverables include:

- Models of existing institutional processes facilitating curriculum design and creation.
- Models of modified institutional processes facilitating personalised curriculum design and creation, incorporating the use of coaching.

## Institutional Approaches to Curriculum Design Programme

- Scenarios of current processes and practices
- Baseline report reviewing existing processes and practices
- A prototype technology platform integrated with existing university systems.
- Documentation and tutorials to allow use of the software tools by third parties
- A student learning experience (the PLC module) that supports student induction into the PC3 approach together with an introduction and application of coaching as a pedagogic approach.
- Staff development resources and workshop guides on coaching and the PC3 approach – based on the PLC module
- Increased number of reusable learning objects available, including those based on professional body requirements.
- Evaluation instrument for evaluation of impact on teaching practice
- Patterns for good practice in curriculum design
- At least 4 workshops for the community to engage coaching as an aid to support personalised curriculum creation.
- At least 4 case studies, or alternate representation e.g. descriptive scenarios, of how the PC3 approach can support personalised curriculum creation through coaching.
- Evidence supporting a business case for the adoption of the PC3 approach in appropriate circumstances
- Reports for JISC (2 per year + final report).
- Website with project information and deliverables.
- Regular newsletter for Leeds Met staff.
- Contributions to the JISC CIRCLE community and blog and to the Support and Synthesis project.
- Presentations and papers on the project internally and externally.

Less tangible outputs include:

- Better understanding of personalised curriculum creation.
- Experience of an integrated approach to personalised curriculum from both learner and staff perspectives.
- Increased knowledge of coaching in an educational setting.

*Please indicate clearly what outputs, if any, have been produced in this reporting period. Include any outputs, including interim and work in progress, that might be of interest to other projects or external audiences. Please describe and provide details of where these can be found, e.g. URLs or attached documents etc. Please note which of these if any have been uploaded to the design studio.*

- See attached document PC3\_Outputs\_Apr10.doc.

### **Section Five: Evaluation**

*Provide details of progress during this reporting period in terms of the development and implementation of the project evaluation plan. Include what activities you have undertaken (including details of the methods used), what you feel has worked, what has not, and any aspects you have changed. Please provide links to any relevant materials (e.g. evaluation reports, tools, blog posts, team reflections, etc)*

The baseline for each student will be captured as they complete the 'Where am I now' profile as part of their initial activities on the PLC module. This is currently implemented as a profile in the PebblePad e-portfolio and collects data on how students use technology, what they understand by coaching and what learning means for them. Students complete the same profile on completion of the module and the two profiles will be analysed to identify change.

The effectiveness of the PLC learning materials will be ongoing however a number of elements have been trialled prior to their use within the PLC module. Examples here include the three short videos demonstrating the difference between tutoring, mentoring and coaching; these have been very well received and are the subject of a request from a commercial coaching organisation.

## Institutional Approaches to Curriculum Design Programme

All PC3 team members have successfully completed Level 5 Coaching training.

Technology - We have chosen to work with X-Stream (the institutional VLE), PebblePad, Elluminate and Ning to support the PLC module. The Ning element is under review. VLE module created, contents under development, student profiles and competency maps created and implemented using PebblePad. We are evaluating early student response and engagement with this technology

Institutional e-portfolio steering group – see blog post for an update on this;  
<http://pc3project.wordpress.com/2010/03/09/leeds-met-e-portfolio-steering-group/>

*Please give details of the key evaluation activities you will undertake in the next 6 month period. Please tell us the rationale/purpose for activity, planned method, participants, and timing.*

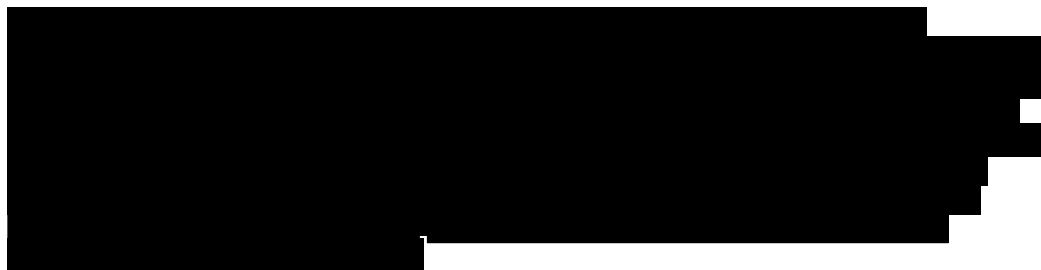
- Analysis of the initial student profiles and then a comparison with the revisited profiles updated as the students complete the PLC module. This is expected to be in August / September 2010.
- Review of the profile itself prior to the start of the second cohort. August / September 2010.
- Review of the technology provided to support students. Ongoing but with a more focused review in July / August 2010

*Please note that we expect these evaluation activities to produce lessons and outcomes for reporting under section 5 of future interim reports and for your final report or final evaluation report.*

### **Section Six: Outcomes and Lessons Learned**

*Outline any emerging outcomes or lessons that have been learned during this reporting period through your research, evaluation and pilot activities which could be of interest to others outside of your institution, and identify any emerging themes. Please be aware that these reports will be made available publicly, so please indicate clearly any lessons that you wish NOT to share more widely. Also outline any new ideas or opportunities that have emerged.*

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- Don't underestimate the issues around the use of technology. IT equipment available to students may produce formats and protocols that are incompatible with or unusable by the university systems e.g. quality of images, bandwidth
- Work processes in different professions may not include use of electronic communications and this can create problems communicating with students. Low IT usage means weekly email sessions so information requests are slowed down markedly
- Assumptions that things that are important to the team are of similar importance to others can result in frustration and disappointment. Our need to get students enrolled as soon as possible conflicts with other admin priorities. It is likely that this needs us to ensure Admin. staff understand the project and its needs and hence we probably need to ensure that there is a champion with sufficient influence within a programme / Faculty to ensure staff recognise our priorities.
- Internal admin processes are geared towards dealing with large numbers of full time, campus based students; part time distance learning students run the gauntlet of numerous hiccoughs e.g. getting a signature, providing photograph to get student card, who do they send information to – Faculty, programme leader, module leader etc.
- We need to ensure that students are not frightened off by the assessment. Part time work based students have many competing demands on their time and if they perceive the PLC assessment as being an immense and daunting task it is likely that they may consider

## Institutional Approaches to Curriculum Design Programme

dropping out of the module. To minimise this we are making the students aware that much of the module assessment is done through engaging in the activities and reflections as they study the component units. The assessment itself is to be submitted over the summer period and should be more a collation of work done rather than some new and separate task.

- Our experience so far is that part time, work based students are difficult to bring together as a single group. Having tried both a face to face week end session and a series of evening Elluminate sessions we made contact with most of the students but not all at the same time. To some extent this was compounded by our communication difficulties with some of these students.

*When thinking about outcomes and lessons you might: (a) revisit your original challenge and identify anything you have learned that is helping your institution to address this challenge; (b) revisit any mindmaps or other representations you have of the problem space in which you are working and identify any changes; (c) revisit your original research or evaluation questions and identify any areas in which your understanding has changed, or been enriched, qualified, or confirmed.*

- There is an implicit assumption in HE that Technology is widely used across the education sector to support learning. TEL is central to the delivery of the PLC module however there is a cultural shift needed to ensure some teachers are more comfortable with and make greater use of IT.
- Coaching is a very effective mechanism for helping you focus on you and your needs as a person and a professional.

### **Section Seven: Communication and Dissemination Activities**

*Provide details of any activities or events which have involved liaison or collaboration outside the project consortium, including key project stakeholders. Attach or provide URLs for any appropriate dissemination or presentation materials.*

- Leeds Met Hosted a Cluster meeting with the Universities of Stafford (Enable), Bolton (CoEducate) and Manchester Met (SRC) – report available from the blog posting on <http://pc3project.wordpress.com>
- Elluminate sessions with students on the PLC module Tuesday March 9<sup>th</sup> – 13<sup>th</sup> (recording available within PLC X-Stream module)
- JISC Elluminate Wednesday session, 10<sup>th</sup> March 2010 (recording available via JISC)
- Learning and Teaching Practice Experts Group Meeting 17<sup>th</sup> March presented as part of the Cluster.
- JISC Conference, April 12-13<sup>th</sup> 2010, presented part of the Managing Curriculum Change - Agile Approval Processes strand
- Researching and evaluating personal development planning and e-portfolios, Nottingham College for Leadership, April 26-28<sup>th</sup>, 2010, presenting a symposium in this event regarding our use of e-portfolio tools to support coaching

*Please also provide an update on your communication methods, including project blogs, twitter, YouTube etc. and discuss their effectiveness.*

The project has continued to use a combination of email, blogs and face to face meetings to promote communication within the group. Different team members make use of related technologies such as Facebook and Twitter to inform other team members of their availability and to provide quick responses to emails etc.

It is clear that some of our students make considerably less use of IT for their communication approaches and this has resulted in some delays in contacting and collecting information from them.

## Institutional Approaches to Curriculum Design Programme

*Discuss any strategies you have found useful for engaging stakeholders at this stage of the project.*

The video role plays have proved to be very useful in engaging all stakeholders with the concept of coaching. They have been used with colleagues around the university, elsewhere in the HE sector and with students, to seed discussions around the role of coaching.

*Outline any publicity the project received during the reporting period.*

An external Coaching Consultancy (Constant Hine, Horizons In Learning , 494 Sheridan Blvd., Ste. A200, Denver) made a request to use the video clips we created to demonstrate the difference between tutoring, mentoring and coaching.

The project and the coaching videos featured in the Assessment, Learning and Teaching reflection on the university's website for the week 8-14 March 2010.  
[http://www.leedsmet.ac.uk/the\\_news/alt\\_reflections/1F9D98B779D84BA3930017E4E833E33B\\_8-14Mar2010.htm](http://www.leedsmet.ac.uk/the_news/alt_reflections/1F9D98B779D84BA3930017E4E833E33B_8-14Mar2010.htm)

### **Section Eight: Collaboration and Support**

*Briefly summarise contact with the programme manager, critical friends and support team, formal or informal links with other projects, programme-related activities, and ways in which you have been able to influence the development of the programme.*

Leeds Met hosted the CAMEL meeting Nov30 / Dec 1<sup>st</sup> 2010, one outcome from this was an awareness of the need for workshops on extracting and searching curriculum content and also approaches for costing modules that have a non traditional delivery pattern. Tony Toole, critical friend to the Cluster, provided an overview of this event available at <http://www.pc3.org.uk> .

Contact with the Programme Manager has largely been confined to the feedback on the October 2009 Interim Report which took place in Dec 2009 and regular informal meetings at conferences workshops.

There was a telephone conversation with CETIS to review technology usage – March 10. This is reported on the blog posting at <http://www.pc3.org.uk>..

PC3 ran one of the programme Elluminate Wednesday sessions (March 10<sup>th</sup>)

*Do you have any specific needs, requests or suggestions for support?*

*How have you found the process of working with your critical friend and Cluster? Please highlight what has worked well and what hasn't worked as well, and any recommendations for how to improve the process.*

This continues to prove extremely useful. There are opportunities for learning about aspects of the use of e-portfolios from MMU . There is also an interesting common problem that relates to collecting, presenting and searching of existing programme and module information. In the case of PC3 we wish to extract information at a module (and possible sub module) level and this is difficult to achieve with the existing institutional and Faculty approaches; each Faculty seems to store information in different forms and media.

### **Section Nine: Financial Statement**

<b>Total Grant</b>	██████████	<b>Duration of project</b>	<b>Sept 2008 – May 2012</b>
<b>Reporting Period</b>	<b>Nov 2009 – April 2010</b>		



## Institutional Approaches to Curriculum Design Programme