

Interim Reporting Template

Project Name	<i>Personalised Curriculum Creation through Coaching (PC3) – Leeds Metropolitan University</i>
Report compiled by	<i>Janet Finlay / John Gray</i>
With contributions from	<i>Dawn Wood, Margaret Christian, Tam Mason</i>
Reporting period	Project start - October 2009
Section One: Summary	
<p>The project is making good progress though there have been several key changes from the original project plan. In particular the PC3 framework will now be delivered as a credit bearing module, Personalised Learning through Coaching (PLC). At present the PLC module specification, outline, activities, learning materials and assessments are under development. As part of this activity the PC3 team are all undergoing an accredited level 5 Institute of Leadership and Management award in developmental coaching. One further significant departure from the original plan relates to the supporting technology. Here following internal institutional reviews of the proposed costings provided by MyKnowledgeMap (MKM) which raised issues over value for money and the ongoing internal evaluation of e-portfolio tools with a view to adopting an institutional e-portfolio tool, the project has decided to purchase sufficient licences for the team, students and staff involved in the first student cohort from PebblePad. A final decision on an appropriate supporting technology will depend on the outcome of the university e-portfolio steering group (where the PC3 team have strong input).</p> <ul style="list-style-type: none"> • Stakeholder feedback over a cost model for PC3 framework addressed by making the framework a module and hence fitting it within existing cost models • Wider interest in PC3 approach than expressed in the original bid so project outputs must enable and support the project uptake with minimum extra work load on project team. • Project and evaluation plans updated to reflect changes. • Stakeholder engagement plan developed. 	
Section Two: Activities and Progress	
<p><i>Report on activities in support of project objectives for the reporting period.</i></p> <p><i>Briefly explain any changes to the overall approach outlined in the project plan. Note any changes to the project team, aims, objectives, technical approach, workpackages, deliverables, milestones or the Project Steering Group. If appropriate, attach an amended copy of the relevant sections of your project plan (see checklist at end of document).</i></p> <p>There have been no changes to the project aims and objectives though there have been significant changes to the overall PC3 approach and supporting technology.</p> <p>The PC3 framework will now be delivered as a credit bearing module, Personalised Learning through Coaching (PLC), that can be included in existing programmes of study. This enables the project to make use of existing curriculum design processes and procedures during its early phases. Adopting this approach means that for the first cohort of students the PLC module will be delivered in semester 2 as there is a need to design and develop the learning experiences that underpin it. The original plan shows activities in semester 1 where students would be introduced to coaching experiences. It is anticipated that the subsequent pilot cohorts would meet the PLC module during their first semester of study.</p> <p>One further significant departure from the original plan relates to the supporting technology. Here following internal institutional reviews of the proposed costings provided by MyKnowledgeMap (MKM) which raised issues over value for money and the ongoing internal evaluation of e-portfolio tools with a view to adopting an institutional e-portfolio tool, the project has decided to purchase sufficient licences for the team, students and staff involved in the first student cohort from PebblePad. A final decision on an appropriate supporting technology will depend on the outcome of the university e-portfolio steering group (where the PC3 team have strong input).</p>	
Section Three: Outputs and Deliverables	

Comment [J1]: I think the first cohort may well be in their first semester of study but starting in February.

Institutional Approaches to Curriculum Design Programme

What outputs are you expecting to arise from the project? Specify the audiences your expected outputs will be for. (Note: you should have received a mapping tool to help you specify these). This should include a short paragraph summarizing expected technical outputs/system integrations etc.

See attached document: PC3_Outputs_mapping_Oct[1]2009.doc

What outputs, if any, have you produced in this reporting period? Include any outputs, including interim and work in progress, that you have shared with other projects e.g. via the Circle site or workshops. Are there any other outputs you would like to share at this time? Please describe, provide URLs or attached documents etc

See attached document PC3_Outputs_Oct09.doc

Section Four: Outcomes and Lessons Learned

What key messages have arisen from your baselining process that might be of interest to the wider sector? Please tell us:

- *What you now consider to be the key problem(s) or challenge(s) in curriculum design at your institution?*

Given the fact that we have modified our approach to embed the PC3 approach within a credit bearing module and this has to a large extent mitigated some early problems over costing for the PC3 approach a critical challenge for us now is to facilitate the sharing of modules delivered in different Faculties with students from other faculties. There is some module sharing evident within the university however this is primarily achieved through individual agreement between programme leaders and such modules are often fitted into 'optional choices' within a programme e.g. studying a foreign language. For the PC3 project to be successful staff must accept students attending their modules from anywhere in the university and not solely from prescribed programmes of study.

- *How your project will enhance curriculum design and/or address the problem(s) at your institution in light of your baseline activities?*

Initially the approach is to work with selected programmes of study who see the coaching approach as beneficial to their students. In the first cohort the students are enrolled on the Leaders in Learning programme and the PLC module will form one module that they study. It is anticipated that following their engagement with this module students (and staff) will have much clearer and definite views of areas of study that they need to meet their individual requirements from across the range of modules that are open to them.

With subsequent cohorts the team will seek to widen the scope of choice for students once they have completed the PLC module as well as the range of courses where the PLC module is available. Ultimately the aim is to validate the PLC module as a standalone module which would be a gateway to a personally constructed programme of study from anywhere in the university.

What measures you will use to assess changes to curriculum design processes at your institution, and what sources of data will be used to evidence the changes? What evidence have you collected so far?

Feedback from seminars and presentations evidencing wider interest in the PC3 approach than included in the original project bid.

Coaching training sessions – impact on the team members, perceived impact on the clients they coach

Adoption of the PLC module within programmes of study not part of the initial pilot cohorts

Feedback from students

Feedback from staff

Feedback from CLUSTER members

Outline any emerging outcomes or lessons that have been learned during this reporting period that could be passed on to other projects. Please identify those that could be passed on to other projects, and those that are confidential and require further discussion as to how they could be used to help others. Also outline any new ideas or opportunities that have emerged.

Coaching has much wider potential than initially envisaged and is likely to prove valuable to support student learning beyond the PC3 process. We expect to gather more concrete evidence to support this over the next period. Resources to support coaching and personalisation will also be available as OER by February 2010.

Section Five: Communications and Dissemination Activities

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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.

JISC seminars – October May 14th 1009, October 13/14th 2009

[Evaluation Workshop- Jan 14th 2009](#) January 15, 2009

[Process review](#) December 1, 2008

[Support and Synthesis project meeting](#) October 16, 2008

Workshops -

[Workshop on curriculum design and assessment - York](#) April 2, 2009

[ArchiMate Workshop - Bolton University, May 19th 2009](#)

[HEA / JISC QA-QE Event April 28th 2009](#) April 29, 2009

Presentations to Faculties

[Video update - October 2009](#) October 2, 2009

[Beginning the search for learning Objects](#) September 18, 2009

[A moderator group?](#) March 18, 2009

[Talking PC3](#) February 25, 2009

[International Faculty staff](#) January 22, 2009

[Regional University Network annual conference](#) December 11, 2008

[Carnegie Graduate School](#) December 3, 2008

[Presenting the PC3 framework](#) November 15, 2008

[Mainstream](#) November 13, 2008

[Serendipity](#) November 7, 2008 HEA/JISC DEL-2 programme

[Real world problems](#) November 3, 2008

[TEL Network](#) October 24, 2008

[PC3 Project Launch](#) September 14, 2008

Outline any publicity the project received during the reporting period.

The project has been reported widely internally with regular updates to key groups such as ALT, Technology Enhanced Learning Network and University Teacher Fellows.

Section Six: Evaluation

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Provide brief details of progress to date in terms of the development and implementation of the project evaluation plan, including what you feel has worked, what has not, and any aspects you have changed.

The original evaluation plan has been modified to accommodate the changes in approach for the project. Adopting a module as the basis for introducing students (and staff) to the coaching experience offers clear opportunities to embed evaluative activities as elements of the module. Embedding reflection on the coaching experience as a facet of the assessment of the PLC module provides the project team with a rich source of feedback from students (and also staff undergoing coaching training through the module) on the impact of the coaching approach. The assessment of this module will incorporate practice in using the software tools, the application of the coaching approach, reflection on the experience of using this approach and the creation of a personalized curriculum.

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

The first cohort of students will meet the PLC module during the next 6 months and early feedback and indicators of the impacts of the approach will become evident.

Section Seven: Issues and Challenges

Report on issues or problems that are impacting on the development and implementation of the project. Detail what impact any issues may have on the achievement of project targets, and set out how you plan to tackle these issues. Report on any unexpected project achievements.

What strategies have you found useful for engaging stakeholders at this stage of the project?

A number of issues have been raised as we have consulted with stakeholders.

- Firstly, we need a manageable and sustainable way in which to cost the resources associated with adopting the PC3 approach and of allocating it to a resource centre.
- Secondly, regulatory constraints mean that the learner must commit to a unit of teaching in order to access university resources: the smallest allowable unit is a module.
- Finally it became clear that a structured approach to providing coaching support and induction was needed.

This led the team to decide that the most suitable approach for introducing the PC3 approach to both staff and students would be through the creation of a PC3 module (called Personalised Learning through Coaching – PLC) which functions as an induction into the PC3 approach, develops skills in the relevant software tool(s), introduces coaching as a pedagogic approach and assists the students to develop their personalised curriculum in conjunction with their allocated coach. The assessment of this module will incorporate practice in using the software tools, the application of the coaching approach, reflection on the experience of using this approach and the creation of a personalized curriculum. For the first cohort the module will be validated within the constraints of an existing scheme and will be seen as one module carrying 30 credits for the overall award. Once in existence the module can then be migrated across the other identified student cohorts and evaluated in their respective contexts.

This PLC module is a critical output from the project and it is important that the team have sufficient time to plan its delivery and create its content. It has been agreed with the Leaders in Learning team that the module will be delivered in semester 2 of the coming academic year (2009/10). This will provide sufficient time for the module and its inherent assessment and evaluation activities to be developed.

Section Eight: Collaboration and Support

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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.

The programme manager has proved extremely supportive of the project and has actively sought to enhance its development (see the link [Eureka moments...](#) February 19, 2009)

There has been one face to face session with the project Critical friend (Tony Toole) and two CAMEL sessions (Apr 30th /May 1st 2009 at MMU and September 23rd 2009 at Staffordshire University) with the other members of the project cluster. These have proved valuable in helping us understand common issues arising from the cluster projects and also highlighted differences in the approaches adopted by the individual projects.

Telephone discussions with members of the support team on standards and evaluation have also been very useful in developing our ideas.

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

Do you have any suggestions for how we could make use of the face-to-face time available at programme meetings? For example:

- *Would you be interested in using the time in small groups, working around specific themes?*
- *Would you be interested in using the time to hear from external experts on specific themes?*
- *Would you be interested in using the time for presentations from projects?*
- *Other...?*

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.

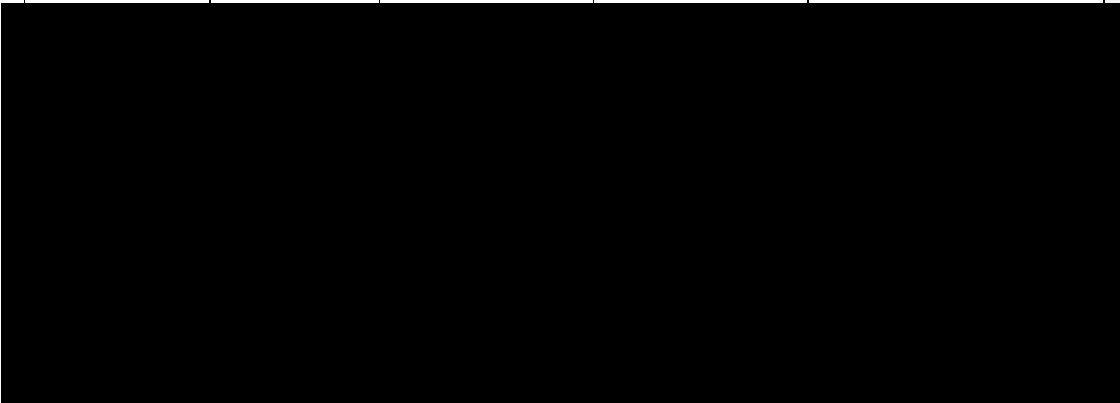
Working with the other projects in the cluster has proved very useful in highlighting some of the organisational and procedural problems facing staff who wish to develop curriculum in flexible and responsive ways. One example here is the recognition that within organisations there are differences and these provide a further source of barriers to developments that seek to span internal structures e.g. Faculties and Schools.

Section Nine: Financial Statement

In this section you should detail the expenditure of the project so far. Against the budget headings you should set out the expenditure for the reporting period, noting any significant over/under spend giving reasons for this. You should also state the total expenditure to date against each budget heading. The table below is designed to help this reporting process. Additional budget headings may be added to fit an individual project's budget. Projects may find it more appropriate to use a spreadsheet to report financial information.

Total Grant		Duration of project	
Reporting Period			

Budget Headings	Total budget allocated	Expenditure this reporting period	Total expenditure to date	Further information
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Checklist:

Before you return this report:

- Ensure that your project webpage on the JISC site is up to date and contains the correct information. Attach details of any required amendments to this report. Project webpages can be found from: www.jisc.ac.uk/curriculumdesign
- If there have been any changes to the original project plan and/or work packages, ensure that amended copies of the relevant sections of your project plan are attached to this report.
- Identify and name any areas within this report that you'd like removed before the report is made public (see below)

***Please note** the interim reports will be made available on the JISC website and on the Circle site with the budgetary information removed. We recognise that projects may occasionally address very sensitive issues. We would like you to present as full a picture in this report as you can as the lessons you learn are valuable to us. We assure you that any issues you identify as confidential are removed before the report is made public. Where such issues do represent valuable lessons for the community we will involve you in further discussion as to how they could be passed on without identifying institutions or individuals.