

# Professional Development Advisers (PDAs) eCPD 21<sup>st</sup> Century Skills



## Teaching and Learning

### Handout 14: Guidance on constructing your action plan to enhance learning by embedding a whole organisation approach to eCPD

#### Developing your action plan

*The starting point for action planning to promote a whole organisation approach to eCPD will come from the organisation's existing strategic and development plans. These plans may describe an organisational objective for using technology to address an area of business development or quality improvement. There may also be an ICT policy that describes the organisation's technology infrastructure and resources, and development goals, which may have been identified using Generator<sup>1</sup>, for the consistent, pedagogically focused use of e-learning to improve the quality of provision.*

The key questions to address are '**How does current practice and staff development with e-learning support these goals and make the best use of these resources? What further development is required?**' The action plan will describe the approaches that are intended to answer the key questions.

In order to ensure the approaches are appropriate to meet the whole organisation's needs it is essential to have the support of key personnel in developing the action plan.

Involvement of a **senior manager** is crucial to ensure a strategic view of how the actions planned will support the organisation's business development and to ensure appropriate resources are available to carry out the development.

Involvement of an **e-learning manager** will ensure the infrastructural development and technological direction of the organisation is taken into account.

Involvement of a **staff development manager** will ensure that the approaches developed are consistent with, and incorporated into, mainstream staff development plans for the organisation and that existing expertise in professional development in the organisation is harnessed.

The questions described in the GROW coaching model can be used with colleagues to stimulate discussion and help develop initial ideas:

- **Goals** – What do we want to achieve? When would we like to achieve this? What would achieving this lead to long term?
- **Reality** – What is the current position? What stops us from moving on?
- **Options** – What could we do? What else? What else?
- **Will** – What will we do? What will be the first step? And the next?



<sup>1</sup> GENERATOR The technology improvement leadership tool for FE and Skills at [www.generatorfeandskills.com](http://www.generatorfeandskills.com)

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Developing action plans to support organisational change through CPD is part of **Supporting colleagues, effecting change**, Module 3 of the eCPD framework.

## Components of your overarching action plan

### 1. Overall aim

Describe the focus of your work ensuring that this is linked strategically to your organisation's strategic or development plan, and to key aims that relate to the improvement of teaching and learning. You will also need to find out whether your organisation has engaged with Generator and, if so, align your plan to any technology strategy or development plan for the organisation.

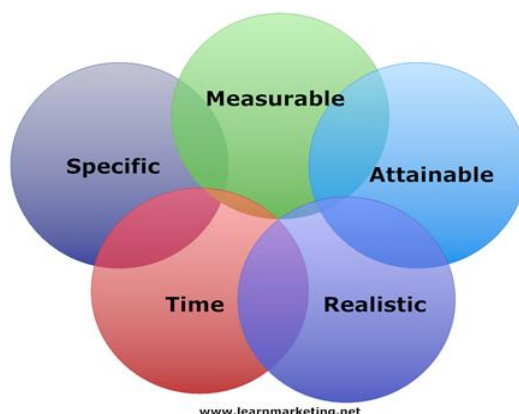
Example

Aim

To use the organisation's virtual learning environment (VLE) and mobile technologies to implement blended or flexible delivery models for workplace students. This approach will meet the needs of learners in diverse working and learning situations and will support increased participation as identified in the organisation's development plan for Train to Gain provision.

### 2. Objectives

What are the specific steps that need to be taken to achieve this aim? How many objectives are required? Up to three or four initially is likely to be achievable. Further objectives can be added, and extra rows inserted into the plan as needed. When describing your objectives ensure they are SMART.



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- **Specific** – Objectives should specify what they want to achieve.
- **Measurable** – You should be able to measure whether you are meeting the objectives or not.
- **Achievable** – Are the objectives you set, achievable and attainable?
- **Realistic** – Can you realistically achieve the objectives with the resources you have?
- **Time bound** – When do you want to achieve the set objectives?

Example

Objectives

**Objective 1:** Work with Train to Gain Programme Manager colleague and NVQ Care practitioner colleague to identify an appropriate teaching and learning strategy for NVQ Care learners, including opportunities for online teaching and learning using the VLE and remote activities using mobile devices.

**Objective 2:** Develop and implement an eCPD programme for NVQ Care Assessors to support the learning comprising skills audit, training and coaching and mentoring support.

**Objective 3:** Cascade teaching and learning strategy and eCPD programme with all Train to Gain practitioners by July 2009.

## Actions to support objectives

What actions need to be taken to achieve each step? What new activity or change to existing practice is required? Actions will need to be modified as the plan is implemented to accommodate new circumstances.

Becta research has suggested a number of factors that should be considered for e-learning professional development to be successful in an organisation. You may like to consider some of these in planning your development actions:

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- There is support by senior management (Ofsted, 2002).
- Development of formal targets for the use of technologies within or across departments to encourage greater consistency within organisations (LSN 2008).
- Tailored ICT and e-learning CPD should be developed to meet gaps identified by staff skills audits (LSN 2008).
- 'Learner-focused' staff training should be specifically informed by an understanding of the learner's perspective (LSN 2008).
- Teachers have adequate access to the technology (Selinger, 1998).
- There is sufficient time for teachers to learn new skills and explore their integration in the curriculum (Pianfetti, 2001).
- There is extensive technical support for teachers in the use of ICT (Kankaanranta, 2001 and Pianfetti, 2001).
- Frameworks for peer coaching and mentoring in relation to staff ICT development should be promoted (LSN 2008).
- Teachers can participate in a community of peers working with technology (Pianfetti, 2001).

### 3. Who?

Who will do what? Who has responsibility for ensuring outcomes and outputs are achieved? This column should identify the senior manager sponsoring the programme, the staff development manager and e-learning manager who will be involved, the PDA, and up to two colleagues with whom the PDA will work to cascade the programme. Deciding which colleagues to work with will depend on the desired outcome and impact of the project. For example, a practitioner colleague could be very influential in ensuring the development of 'learner focused' staff training for a particular group of teachers, or a manager colleague could be influential in ensuring the development of peer coaching and mentoring frameworks.

### 4. By When?

Identify the end dates for each development action and identify any dependencies or contingencies. Include milestones at which you will review progress with your manager and with your project facilitator.



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## 5. Resources required

Identify the resources required to achieve the objectives. These will include:

- (access to) ICT equipment, which you may already have or may need to purchase;
- specific expertise, for example, internal or external consultancy or training;
- time, in terms of hours per person; this will need to be specific and to be agreed with management. In general it is suggested that each PDA will require three hours per week for the duration of the project to cover their learning, teaching and development work;
- costs associated with each of the above.

## 6. Planned outcomes and outputs

What do you intend to happen as a result of your development actions and what resources and activities do you intend to produce? How will these support the organisation's wider strategic aims? Who do you intend to benefit from these development actions?

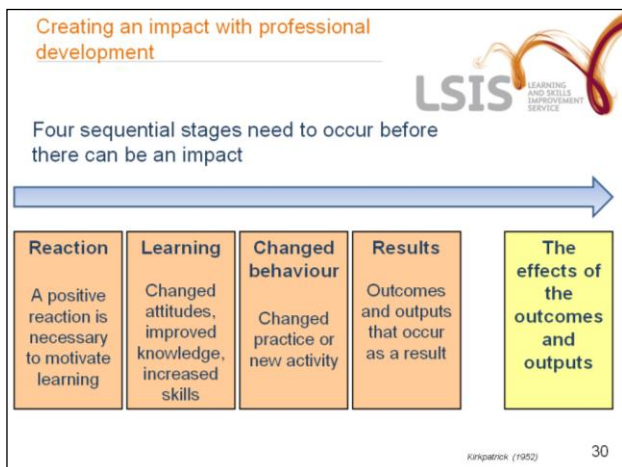
**Outcomes** are the consequences of the effect of an activity and should relate to the objectives.

**Outputs** are countable units that relate to the delivery of the activities, for example, learning resources that are created.

The action plan should clearly show how the planned outcomes and outputs will result from the implementation of the changed practice or new activity identified as the development actions.

Kirkpatrick's (1952) model for evaluating the impact of a programme or professional development project describes four sequential stages which need to occur before there can be an impact.

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## 7. Impact measures

How will you measure the impact on your organisation of participating in the eCPD Programme? That is, how will you identify the effects of your outcomes and outputs? How will you assess the benefits and identify who has benefited? How will you measure any negative impacts?

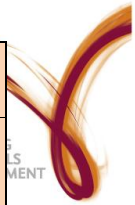
How will you involve learners, trainees, teachers and other staff in your assessment of the impact? How will you show sustainability after the end of this eCPD project? How will you capture windfall gains or unexpected outcomes and impacts and record how the organisation intends to capture and use lessons learned from the development activity?

Impact measures may be **quantitative**, recording numerically the amount or number of something that can be measured or is fixed, or **qualitative**, describing something or recording an opinion as to how good or bad something is perceived to be.

Ways of measuring the impact of your eCPD development activity may include some of the following:

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Impact on:	Learners and trainees	Teachers and staff	Organisation
<p><b>Quantitative measures</b></p>	<p>Percentage achievement of formal targets for use and take up of technologies.</p> <p>For example, number of hits on a VLE for a specific purpose, or number of enrolments on courses delivered using significant e-learning content such as anytime or remote learning through the VLE.</p> <p>Retention* Achievement and success rates*</p>	<p>Numbers participating in skills audits, CPD programmes, coaching programmes or mentoring schemes.</p> <p>CPD hours recorded; qualifications achieved.</p> <p>Percentage achievement of formal targets for use and take up of technologies.</p> <p>Describing trends in performance through observation of teaching and learning grades.</p>	<p>Implementation of skills audits, accredited or non-accredited CPD programmes, coaching programmes or mentoring schemes to widen and improve the quality and use of e-learning.</p> <p>Percentage of staff participation measured against formal targets.</p> <p>Recruitment or engagement of new cohorts of learners or existing cohorts with improved reach or responsiveness achieved through technology, for example, implementation of blended programmes for workplace learners.</p>
<p><b>Qualitative measures</b></p>	<p>Learner surveys. Feedback at review or appraisal. Teacher observation of learning. Case studies.</p>	<p>Feedback at review or appraisal.</p> <p>Evidence of improvement recorded in SAR, for example, programme or area reviews citing e-learning development as influential.</p> <p>Case studies.</p>	<p>eCPD Programme final report citing evidence of e-learning development or professional development contributing to organisational goals or regulatory requirements.</p> <p>Strategic review citing evidence of e-learning or professional development contributing to organisational objectives.</p> <p>Ofsted inspection report citing evidence of quality improvement attributable to e-learning development.</p>

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Changes in learner retention and achievement rates are rarely attributable to a single factor such as implementation of e-learning and therefore should be used with caution.

In situations where timescales are insufficient to allow the impact to be fully measured it is possible to show instead the evidence of changed practice and new activity and the outcomes and outputs that are likely to lead to impact. This can be discussed with your eCPD facilitator at your interim progress review.

## **Evidence of interim progress**

Schedule a progress review at an agreed date with your facilitator to measure distance travelled to date and to identify successes and discuss barriers to success in your action planning.

Revise your action plan to reflect your progress to date and add any new information using a different colour.

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## References and further reading:

Becta ICT Research (2005) *What the research says about ICT and Continuing Professional Development (CPD) for teachers.*

Becta *Research into Continuing Professional Development* archived 13<sup>th</sup> June 2007 at <http://partners.becta.org.uk/index.php?rid=13644&section=rh>

Becta ICT Research (2008) *Measuring e-maturity in the FE sector: Final report* prepared by The Learning and Skills Network.

Becta Generator (2009). The technology improvement leadership tool for Further Education and Skills [www.generatorfeandskills.com](http://www.generatorfeandskills.com) or [enquiries@generatorfeandskills.com](mailto:enquiries@generatorfeandskills.com)

Kirkpatrick, D. L. and Kirkpatrick, J. D. (1952) *Evaluating Training Programmes; The Four Levels* (Third Edition) San Francisco USA Berrett-Koehler Inc.

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## Action plan checklist

1. Have you read **Handout 14: Action plan guidance** before drafting your action plan?
2. Have you clearly indicated how your action plan supports your organisation's strategic or development plan or quality improvement plan?
3. Does your action plan relate to a development priority identified in a Generator review?
4. Do you have senior management support and commitment to your action plan?
5. Does your action plan clearly describe how you will enhance the professional development of at least two to three colleagues?
6. Does your action plan clearly describe the strategies you will use to enhance professional development of your colleagues and relate technology to pedagogy?
7. Have you involved other change agents in your organisation in your action plan?
8. Have you included support from other external change agents in your action plan? For example. JISC, TechDis, Teaching and Learning programme.
9. Have you clearly communicated your action plan within your organisation so that everyone involved clearly understands your objectives?
10. Have you clearly identified measurable quantitative and qualitative impact measures?