Blended Learning CPD for Vocational Teachers

Commissioning brief

December 2014
Blended Learning CPD for Vocational Teachers

1  Introduction
UFI Charitable Trust was set up to improve access to vocational learning by funding scalable, online learning solutions in the adult learning sector. We aim to encourage the utilisation of technology to create a step change in the way that adult education is delivered in the UK. The Trust has already funded its first innovative learning projects; see www.ufi.co.uk/projects. We now intend to commission a blended learning CPD programme which will assist FE staff and other adult learning trainers to incorporate digital methods into their practice.

1.1  What we want from this process
We are looking to commission a project to take the ideas outlined in this brief and use them to develop and deliver an innovative and robust digital CPD programme.

We believe that the breadth of the programme will mean that several organisations will need to form a consortium to bid for and deliver the different elements of the programme. However, if you are a single organisation who can deliver the whole programme, you may also apply.

Full details of the brief and how to apply are set out below.

2  The Brief
We have already commissioned a background paper on what a Blended Learning CPD programme could look like. This research has informed this commissioning brief, and the full document is available. We now want to commission an organisation or consortium of organisations who can take these ideas forward and make these ideas a reality, designing and delivering a Blended Learning CPD programme in the form of a MOOC (Massive Open Online Course). The online course will be aimed at vocational teachers and managers across the FE sector, including not only staff in FE Colleges but also staff in commercial adult vocational training providers e.g those offering apprentice training.

Development of the course will need to be supported by a robust implementation plan showing how you will recruit, engage and support learners, and embed the programme within the sector. We are particularly interested in how you will engage FE teachers and trainers in adult training programmes to ensure the programme has a wide reach. We have already identified a potential role for ‘digital champions’ within FE and other training providers and are interested to hear how you would use your expertise and contacts to take that idea forward. We'd like to hear how you could embed this CPD programme in the sector and ultimately create a programme which would grow to be financially self-sustaining. Rather than a one off development, we are looking for someone with whom we can work in a long term partnership to make this project a success.
We envisage the MOOC running in the next 18 months, and would like to hear your ideas for effective deployment.

Please study this brief and explain not only how you can deliver, but where you can add value and improve on our initial ideas.

2.1 Background
In October 2013 the FELTAG\(^1\) (Further Education Learning Technology Action Group) report outlined barriers to digital uptake in FE:

- Lack of time and ‘headroom’ to take on new and different technologies
- Lack of funds
- Lack of strategic leadership in the implementation of digital technologies

The FELTAG report also made recommendations to ministers to tackle the slow uptake of learning technologies in the FE sector, including that employers should:

‘encourage and support the use of collaborative MOOC approaches in the FE system, including the development of online courses … between groups of providers, awarding bodies, employers and e-learning companies’

In UFI’s Scaling Up Report we recognised the need for:

‘Focussed training interventions need to tackle the workforce capability issues in how vocational teachers create and implement digital learning\(^2\) within their provision. ’

This need for training in the effective use of digital learning applies across the FE sector and to many commercial adult vocational training providers offering apprentice training. Commissioning this project is the Trust’s response to that identified need.

2.2 Audience
Our target audience for this project is FE governors, principals, managers and teachers. Currently there are 40,000 vocational teachers in FE, 10,000 of whom are employed by agencies. Additionally we would like the course to attract trainers who work for commercial training providers, such as those involved in Apprenticeship training programmes. \(^3\)


\(^2\) [Chapter 2](http://www.ufi.co.uk/sites/ufi.co.uk/files/Scaling%20up_21_5_V3.pdf)

\(^3\) Vocational teachers are found in a variety of settings: FE colleges, schools, sixth form provision and UTCs. The programme should also be a useful tool for teacher training courses and for upskilling Ofsted Inspectors
3. Project overview: the MOOC
The MOOC will have two key elements; course materials and a community forum. Access to
the course materials should be free but we envisage that payment options could be made
available for learners who want to undertake assessed projects.

3.1 Project aims
The Blended Learning CPD MOOC aims to:

- upskill vocational teachers in blended learning delivery
- engage teachers and have a good uptake, which is sustained throughout the MOOC
- focus on quality (as defined by the Ofsted framework) and flexibility of delivery
- help vocational teachers prepare their learners for the world of work

In addition:
- The MOOC should provide access to digital technologies and approaches which are
  open source
- The MOOC should provide access to digital technologies and blended approaches
  which are easy to embed in the vocational learning sector

4. Key areas for response

4.1 Content

4.1.1 Curriculum
Our initial ideas for the curriculum of the course are outlined in the proposed curriculum in
Appendix 1. Please let us know how you would develop the curriculum further, in collaboration
with vocational learning providers, and make the content level specific. The curriculum needs
to have maximum impact on the vocational learning sector.

4.1.2 Course materials
We anticipate that the course materials will be mainly video driven, but we would like to hear
your ideas for other ways of presenting learning content. The course materials should be
creative and of high quality. Any presenters should be experts within their field who have a
proven track record of delivering blended learning. Video presentations may have supporting
materials, for example, case studies, real examples of digital assets and lesson plans
associated with each topic so that the learners have models to take away with them and
reuse.

4.1.3 Pedagogy
All pedagogical approaches need to be evidence based; suppliers should be able to show
how the implementation of their approaches could improve learner outcomes in the FE sector
and in training provided by commercial adult vocational training providers. In addition the
approaches should be easy to embed and mapped to the Ofsted Common Inspection framework.

4.1.4 Scale and scope
Please indicate how long it will take for the learner to complete the MOOC (including homework) and how many weeks the MOOC runs for. In your budget statement please state the ongoing maintenance costs for the MOOC and show how many times you intend running the MOOC.

4.2 Assessment and accreditation
Early research suggests that accreditation will be key to the MOOC’s success. Please let us know how you would design assessment and accreditation pathways.

For example, our initial ideas include:
- Peer assessment
- Verified assessment
  - Accredited online mentors
  - and / or Accredited Internal Assessors (within FE providers)

Please provide any costs for assessment a) to the learner b) to the provider within your budget statement.

4.3 Technology
Delivery of the MOOC will require a technical platform that:
- provides a stable and robust platform for the projected number of learners that could undertake the course
- enables learners to view course materials
- enables learners to share their own materials
- has strong online community features with moderated topic forums
- can manage the assessment options and their payment
- provides Ufi with appropriate tracking data

Please indicate which platform you would use and how it meets the criteria above.

4.4 Marketing
Please provide details for how you are going to reach and engage potential learners. Marketing methods could include, but are not restricted to:
- Viral marketing
- Face-to-face events
- Presence at BETT and other conferences
- ‘TeachMeets’
- Case studies detailing the impact of the blended learning approaches on quality and flexibility of delivery

How many learners would you aim to attract?
What would be the MOOC’s unique selling points for the target audience? (It would be useful to know how you see this course comparing to other qualifications or courses).
How are you going to retain participants that are enrolled on the course to keep them motivated to learn?
How will you ensure that your MOOC achieves a good completion rate?

4.5 Digital champions
Early research points to a potential key role for Digital Champions, based in FE providers and training organisations to help embed practice and to act as mentors/assessors. Potentially digital champions could:
- promote MOOC take up within the college or training organisation
- embed digital practice in FE providers and adult training organisations, thereby increasing the impact of the MOOC
- support novice users
- act as internal assessors on behalf of FE principals and managers to assess the quality of any project work associated with the MOOC
- provide a cost effective way for providers to be upskilled in digital technology

We would like to hear your ideas for how you would identify, recruit and train these digital champions pre-MOOC launch. Please let us know where you feel there are existing networks you could use and where you would need to create and encourage such a role.

4.6 Support for learners
Please let us know if there are any other ways that learners should be supported, particularly through the community forum.

5. Project management

5.1 Project plan
Please complete our [model project plan](#) showing your timescale/dates for project delivery. As a guide, we envisage the project will take up to 18 months to complete, including any pilot stage. Our preferred approach is iterative, with user involvement to test and feedback on materials and the platform.

5.2 Further project management information
In addition to the completed template, please explain:
- How you intend to monitor and measure the progress of the CPD project
- How you plan to evaluate the impact of your project
● How you plan to sustain and/or amplify your project’s success after the funding period has ended
● What the potential risks associated with your project are, and how these will be mitigated/overcome
● Key members of your team

6. **Budget**
Please complete our model budget plan. In addition please summarise:
● Total cost of the project
● How much funding are you seeking from the Ufi Charitable Trust
● Whether the grant requested is for the full costs of the project (If not which elements of the project the Trust will support)
● Whether you have approached any other organisations for funding (please give details)

Please also confirm that the funding you are requesting is specific to this project and not to cover your core organisational costs

We anticipate the grant awarded for this project will be £250,000 - £300,000

7. **Formalities**
Please ensure you include a response to the following questions:

7.1 **Eligibility**
What is the primary region or country that project will be delivered in?

*Note that UFI Trust funds UK-based projects; England, Wales and Northern Ireland (excluding Scotland).*

*If you have questions about whether you are eligible to apply please see the FAQ on our website [http://www.ufi.co.uk/faq#t26n104](http://www.ufi.co.uk/faq#t26n104)*

7.2 **Conflict of interest**
● Is any member of your organisation (or other organisation bidding with you) a director or a shareholder of a company which is in partnership with Ufi Charitable Trust?
● Is any member of your organisation (or other organisation bidding with you) a director or shareholder of a company in a joint venture with Ufi Charitable Trust?
● Do you have a working relationship with any member of the Ufi Charitable Trust, including as a supplier, customer, competitor or as a supplier or services?

If you have answered yes to any of the above, please provide further details
7.3 References
Please provide details of two referees

7.4 Declaration
Please end your submission with a signed declaration, as follows:
I confirm that I am authorised to submit this application on behalf of the organisation identified in the bid with a view to that organisation entering into a contract with the Trust (subject to terms & conditions) if the Trust agrees to fund the proposal

8. Commissioning process

8.1 Key dates

18/12/2014 Commissioning document published
12/01/2015 Meeting to discuss the project brief. To be held in London in the afternoon - venue and times to be announced. All interested parties should send a representative as this will also be an opportunity to meet UFI sponsors and to meet and network with potential partners. Email info@ufi.co.uk to request an invitation to this meeting.
27/1/2015 Deadline for expressing interest. Bidders who are going to apply should send an email to info@ufi.co.uk stating that they intend to submit an application by the deadline.

Bidders will also need to supply the following information:

- Organisation name, address, website (if consortium - lead organisation)
- Registered number
- Turnover
- Business type eg charity, plc
- No of employees
- Primary contact details
- Names of any consortium members, subcontractors or partners
- Identification of any conflicts of interest

19/02/2015 Deadline for submitting full applications by email (midnight)
4/03/2015 Potential presentation date - timings to be agreed
19/3/2015 Expected decision date for successful project

8.2 Queries
Queries about the process or requirements can be emailed to Sarah Axon at info@ufi.co.uk. Answers may be copied to all applicants. There will also be an opportunity to ask questions at the briefing meeting of 12th January 2015.
8.3 Format for your response
Please submit your response to info@ufi.co.uk, in the following format:

1. Summary
2. How you meet the brief (your response to s 4)
3. Project management (your response to s5 - including completed project plan template)
4. Budget (your response to s6 - including completed budget template)
5. Formalities (your response to s7)

I look forward to hearing from you.

Sarah Axon
UFI Projects Co-ordinator
December 2014
APPENDIX 1: Overview of the curriculum

Any proposed curriculum needs to be easy to implement and clear that it is helping the target audience solve real day-to-day challenges of training delivery. So, rather than a programme which focuses on how to improve the uptake of digital technology in the FE and commercial adult vocational training sectors, we focus on how to improve the overall effectiveness of adult learning provision using digital technology.

The eight modules below set out our initial ideas for the MOOCs curriculum. We expect that the curriculum to be reviewed, revised and refined with input from providers.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Teaching and learning</th>
<th>Digital skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to the programme</td>
<td>Why is blended learning so important?</td>
<td>Contributing to forums</td>
</tr>
<tr>
<td></td>
<td>Overview of the programme, topics covered and the different areas of Course, Community and Project Work</td>
<td></td>
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<tr>
<td></td>
<td>How to be a good online tutor (embedded throughout the course as all project work includes feedback on ‘peer examples’ on the forum)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>How to be a ‘good online learner’?</em></td>
<td></td>
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<tr>
<td>Meeting employers’ needs</td>
<td>Engagement and motivation of learners: the real life context</td>
<td>Creating and editing video</td>
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<tr>
<td></td>
<td>Working with employers to produce examples of good practice and help prepare learners for the work place</td>
<td>Digital cameras, camera phones, editing your video clips.</td>
</tr>
</tbody>
</table>
| Digital group work | Create and manage online discussions, problem solving activities and group work | Using:
VLE Forums
Wikis and blogs
Twitter and social media
YouTube
Google docs and hangouts |
|-------------------|---------------------------------------------------------------------------------|------------------------------------------------------------------|
| Personalised support | Personalised and inclusive support through the Flipped Classroom.  
*Richard Nelson comments: This would focus minds to think about the Flipped Classroom from an inclusion viewpoint and not through the technology of delivery.*

Setting appropriate work
Build on and extend learning
Differentiation
Embedding functional skills support | Using technology to assign and create personalised support |
| Assessment, progress and achievement | Monitoring progress and achievement  
Formative assessment – helping learners understand how they can improve
Peer assessment
Summative assessment
Using modular assessment feedback to build up a holistic picture of learner achievement | Example technologies:
(Moodle, Course builder, Mahara)
E-portfolios
Using wikis for ‘formative feed-forward’/ dialogue marking
(JISC case studies in HE)
VLEs – tracking and data
Formative e-assessments e.g. Adapt authoring tool |
| Engaging content | Best practice approaches for vocational learning: | Creating digital content
Planning content breakdown |
| Extended project | **Video tutorials / case studies**  
|                 | **Interactive tutorials / case studies**  
|                 | **Interactive**  
|                 | **Problem based learning activities**  
|                 | **Gamification**  
| Storyboarding | **Using cost effective technologies**  
|                | o E.g. Adapt – open source  
|                | o Screencasting apps  
| **Extended project** | Extended project work task and examples  
| | Will look at an example project and how it has impacted the learner’s organisation in terms of improving teaching, learning and assessment  
| | Any  
| **Managing blended delivery** | **Going digital**  
| **Audience:**  
| **Senior Leaders** | Practical considerations:  
| | Safeguarding online, privacy, security  
| | Ensuring accessibility  
| | Mobile phones and ‘low level disruption’  
| | The rise of BYOD – Bring Your Own Device  
| | Project managing 1-2-1 tablet roll out  
| | Prototyping approaches with learners.  
| | Learners as partners (JISC case studies in HE)  
| | Building digital skills and sharing good practice.  
| | Using online project management tools, Basecamp.  
| | Preparing for Ofsted – mapping  
| **Hardware considerations.** | Gather feedback from staff and learners: Survey monkey  
| | Using project management tools like Basecamp to manage review planning stages and any created digital materials. Keeping staff engaged and onboard.  

your achievements in digital learning to the Ofsted Common Inspection Framework.