

Skills for Life Quality Initiative

**Learning and Skills Council (LSC)
Skills for Life Quality Initiative
2005-06**

**Sharing and Transferring Good Practice in
Embedding Literacy, Language and Numeracy in
Vocational or Other Programmes
(2.9)**

Trainer Pack



Leading learning and skills

Introduction

The Learning and Skills Council (LSC) *Skills for Life* Quality Initiative is an essential aspect of the Government's commitment to improving the literacy, language and numeracy skills of adults.

The specific aims of the *Skills for Life* Quality Initiative are:

- professionalising the workforce; and
- building a whole organisation approach to *Skills for Life* development.

The *Skills for Life* Quality Initiative continues to be delivered through three key aspects: the development of a regional infrastructure, a range of professional development activities and a network of facilitators. Activities of the *Skills for Life* Quality Initiative offer the opportunity to support the aims and, with the regional approach, to develop infrastructures to ensure future quality and sustainability.

All activities of the *Skills for Life* Quality Initiative are in line with the eight priorities outlined by the LSC National Office:

1. supporting the development of whole organisation approaches
2. embedding *Skills for Life*
3. training in *Skills for Life* leadership and management
4. extending the facilitator network to include coaching and mentoring
5. promoting the e-learning agenda
6. supporting the interface between key skills and *Skills for Life*
7. developing a continuous professional development framework and information, advice and guidance
8. disseminating good practice.

The key agencies involved in the *Skills for Life* Quality Initiative are:

- CfBT
- London South Bank University
- National Institute of Adult Continuing Education
- Cambridge Training and Development Ltd
- Learning and Skills Development Agency
- University of Wolverhampton
- National Research and Development Centre for Adult Literacy and Numeracy.

Further information on the *Skills for Life* Quality Initiative can be found on the website www.sflqi.org.uk where you can also register to receive regular updates.

Sharing and Transferring Good Practice in Embedding Literacy, Language and Numeracy in Vocational or Other Programmes

Course information	One day (10.00 am– 16.00 pm)
Target group	<p>Job role A <i>Skills for Life</i> or vocational practitioner who has begun to develop embedded programmes and has examples of progress to share, and who is preferably accompanied by the organisation’s Quality Manager or another person with a remit for sharing good practice in the organisation</p> <p>Subject specialism Vocational literacy numeracy ESOL</p> <p>Sector Any</p>
What will the session be like?	<p>Organisations should nominate a <i>Skills for Life</i> or vocational practitioner, preferably accompanied by a Quality Manager or another person with a remit for quality or sharing good practice. Participants will have identified an example of good or developing practice in embedding literacy, language and/or numeracy within their organisation and will work together to plan how to disseminate and transfer the good practice to another vocational or other programme.</p> <p>The programme will offer participants an opportunity to:</p> <ul style="list-style-type: none"> • develop their understanding of the process of identifying and transferring good practice and of the factors affecting successful transfer • reflect on the skills and conditions needed for successful transfer • identify the critical success factors for bringing about transfer • consider some techniques for bringing about successful transfer • review their current position and identify actions they might take to transfer good practice.
Rationale	<p>The programme will:</p> <ul style="list-style-type: none"> • encourage providers to build on progress they have made in developing embedded programmes by sharing good practice within their organisation • further develop collaborative working practices and relationships between vocational or other programme practitioners and <i>Skills for Life</i> practitioners to maximise their particular expertise in the development of embedded programmes.
Aim	<p>The programme aims to:</p> <ul style="list-style-type: none"> • equip practitioners with a range of strategies and techniques for sharing and transferring good practice.

Outcomes

By the end of the session participants will have:

- reviewed what is meant by good practice
 - gained insights into the key issues surrounding sharing and transferring good practice, including the critical success factors
 - compiled a list of facilitators and barriers to the transfer of good practice in their organisation
 - tried out and reviewed some practical strategies and techniques for successfully transferring good practice
 - identified ways of measuring the impact of good practice transfer
 - devised an action plan for transferring good practice in an identified context in their organisation.
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This course maps to these professional standards: (as appropriate)

Entry criteria

The programme is open to staff with full teaching qualifications or part-qualified teaching staff.

How is the course assessed?

Accreditation

Progression

Course overview

Session	Content
Sharing good practice: the context and process	<ul style="list-style-type: none"> • Why share good practice? • What do we mean by good practice? • An overview of the process of transferring good practice and identification of the issues arising from each stage of the process • Reference to Learning and Skills Development Agency research into sharing good practice and resulting publications
Facilitators and barriers to sharing good practice	<ul style="list-style-type: none"> • Reflection on own organisation and sharing of experiences • Identification of key issues
From dissemination to transfer	<ul style="list-style-type: none"> • Identification of the skills and conditions needed to bring about the successful transfer of good practice, and strategies and techniques that can be used • A summary of the critical success factors for bringing about successful transfer of good practice • Audit activity to enable participants to consider their current position
Developing the skills for transferring good practice	<ul style="list-style-type: none"> • Developing the skills for transferring good practice
Bringing about organisational change	<ul style="list-style-type: none"> • Using an instrument for organisational change
Measuring the impact of good practice transfer	<ul style="list-style-type: none"> • Measures for evaluating the impact of good practice transfer
Action planning, review and evaluation	<ul style="list-style-type: none"> • Action planning for further developing approaches to transferring good practice in embedded programmes, drawing on inputs and activities from the session • Review of the aim and learning outcomes for the day and evaluation of the programme

Trainer experience or qualifications required	Trainers must have: <ul style="list-style-type: none">• at least three years' experience of teaching adult literacy, language and/or numeracy in Learning and Skills Council-funded provision• at least one year's experience of training• a Certificate in Education or equivalent, together with a specialist qualification in teaching adult literacy, language and/or numeracy, or in working with learners with difficulties and/or disabilities• undertaken the core curriculum training in literacy, numeracy, ESOL, the pre-entry curriculum and/or the Access for All guidance document, or other appropriate training• familiarity with the range of sectors providing <i>Skills for Life</i> delivery.
Pre-course reading for trainers	<ul style="list-style-type: none">• Cox, P. and Smith, V. (2004) <i>From Little Acorns: Towards a Strategy for Spreading Good Practice Within Colleges</i>, Learning and Skills Development Agency.• Cox, P. (2005) <i>Good Practice Transfer in Post-16 Learning: Strategies that Work</i>, Learning and Skills Development Agency.• Joyce, B. and Showers, B. (1996) The Evolution of Peer Coaching, <i>Educational Leadership</i>, 53(6), 12-16.
<hr/> Resources	
Resources to be available for participants to take away after the session	<ul style="list-style-type: none">• Cox, P. and Smith, V. (2004) <i>From Little Acorns: Towards a Strategy for Spreading Good Practice Within Colleges</i>, Learning and Skills Development Agency.• Cox, P. (2005) <i>Good Practice Transfer in Post-16 Learning: Strategies that Work</i>, Learning and Skills Development Agency. [Extracts: Executive summary; Critical success factors for good practice transfer]• Joyce, B. and Showers, B. (1996) The Evolution of Peer Coaching, <i>Educational Leadership</i>, 53(6), 12-16.
Equipment required	The following equipment is required: <ul style="list-style-type: none">• a display table• two flipcharts• a screen on which to project a PowerPoint presentation• a digital projector and laptop• 30 sheets of A4 card• packs of sticky notes: six yellow; six green• Blu-tack.

Pre-course activity for participants

Participants must bring along to the event:

- a unit or module from a course where language, literacy and/or numeracy have been successfully embedded, or where some progress has been made with embedding, and for which the embedding process could be considered as good practice
- any associated paperwork, for example a scheme of work and session plans
- any available evaluation of the initiative
- any examples of strategy or policy documents or statements on sharing good practice that their organisation has produced (not necessarily confined to *Skills for Life*).

Participants must also have considered to which area within their organisation they would like to transfer the good practice in embedding literacy, language and/or numeracy.

Useful websites

- Key Skills Support Programme www.keyskillssupport.net/CPD
- Mapping of literacy, language and numeracy against the national occupational standards for over 170 NVQs www.dfes.gov.uk/readwriteplus/nosmapping
- *Skills for Life* Quality Initiative Professional Development Module
Literacy 3.1: Measuring Progress in Key Skills and Basic Skills
Session 05: Developing Literacy Skills Within Another Subject
www.sflqi.org.uk
- *Skills for Life* Quality Initiative online elements of core curriculum training www.sflqi.org.uk
- *Skills for Life* Quality Initiative distance learning module for leaders and managers: Embedding Literacy, Numeracy and Language www.sflqi.org.uk
- Interactive generic and embedded teaching and learning materials www.bbc.co.uk/skillswise
- Portal providing access to the PDF and Word versions of the *Materials for Embedded Learning* www.dfes.gov.uk/readwriteplus/embeddedlearning
- Ofsted publications include guidance documents, inspection reports and discussion papers covering a wide range of educational issues www.ofsted.gov.uk
- Website from the Learning from Experience project provides information and support for voluntary and community organisations to develop learning consortia and to get involved in supporting or delivering embedded basic skills. Offers step-by-step guides, checklists and case studies
www.niace.org.uk/projects/LearningfromExperience

Session Plan and Resources for: Sharing and Transferring Good Practice in Embedding Literacy, Language and Numeracy in Vocational or Other Programmes

Aim

The programme aims to:

- equip practitioners with a range of strategies and techniques for sharing and transferring good practice.

Learning outcomes

By the end of the session participants will have:

- reviewed what is meant by good practice
- gained insights into the key issues surrounding sharing and transferring good practice, including the critical success factors
- compiled a list of facilitators and barriers to the transfer of good practice in their organisation
- tried out and reviewed some practical strategies and techniques for successfully transferring good practice
- identified ways of measuring the impact of good practice transfer
- devised an action plan for transferring good practice in an identified context in their organisation.

Time	Content	Resources		
		Number	Style	Title
	Arrival and registration Preparatory ice-breaker activity as participants arrive.	TN 1 PP 1	Trainer notes PowerPoint slide	Registration ice-breaker How do you share or disseminate good practice in your organisation?
15m (15)	Welcome Welcome, housekeeping, introductions, aim and learning outcomes for the day.	TN 2 PP 2-4	Trainer notes PowerPoint slides	Introduction Aim and learning outcomes

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<p>40m</p> <p>(55)</p>	<p>Sharing good practice: the context and process</p>	<p>TN 3 PP 5-7 TN 4 PP 8-10 HO 1 TN 5 PP 11-12</p>	<p>Trainer notes PowerPoint slides Trainer notes PowerPoint slides Handout Trainer notes PowerPoint slides</p>	<p>Why share good practice? Why share good practice? What is good practice? What is good practice? Checklist for planning and delivering effective embedded programmes The process of good practice transfer Good practice sharing and transfer: How do colleges match up? Methods of identifying good practice</p>
<p>30m</p> <p>(85)</p>	<p>Facilitators and barriers to transferring good practice</p>	<p>TN 6 AS 1</p>	<p>Trainer notes Activity sheet</p>	<p>Activity: Facilitators and barriers to transferring good practice Facilitators and barriers to transferring good practice</p>
<p>30m</p> <p>(115)</p>	<p>From dissemination to transfer</p>	<p>TN 7 PP 13-20 HO 2</p>	<p>Trainer notes PowerPoint slides Handout</p>	<p>From dissemination to transfer From dissemination to transfer Critical success factors: audit instrument</p>

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<p>55m</p> <p>(170)</p>	<p>Developing the skills of transferring good practice</p>	<p>TN 8 AS 2 TN 9</p> <p>AS 3</p> <p>PP 21</p> <p>HO 3</p>	<p>Trainer notes Activity sheet Trainer notes</p> <p>Activity sheet</p> <p>PowerPoint slide</p> <p>Handout</p>	<p>How does it feel? How does it feel? Transferring good practice: a coaching approach Transferring good practice: a coaching approach Skills for transfer: directive or non-directive? Skills for transfer: directive or non-directive?</p>
<p>65m</p> <p>(235)</p>	<p>Bringing about organisational change</p>	<p>TN 10</p> <p>PP 22-23 AS 4</p> <p>HO 4</p> <p>HO 5</p> <p>PP 24-29</p>	<p>Trainer notes</p> <p>PowerPoint slides Activity sheet</p> <p>Handout</p> <p>Handout</p> <p>PowerPoint slides</p>	<p>Transferring good practice: an instrument for organisational change The Elliott-Kemp matrix Transferring good practice: an instrument for organisational change Elliott-Kemp matrix for an activity on transferring good practice: an instrument for organisational change (Part 1) Elliott-Kemp matrix for an activity on transferring good practice: an instrument for organisational change (Part 2) Transferring good practice: an instrument for organisational change</p>

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15m (250)	Measuring the impact	TN 11 PP 30-33	Trainer notes PowerPoint slides	Measuring the impact of good practice transfer Measuring the impact of good practice transfer
15m (265)	Action planning and evaluation	TN 12 HO 6	Trainer notes Handout	Action planning and evaluation Action planning
5m (270) Day to include two 15-minute breaks and 45 minutes for lunch	Review and evaluation Review achievement of the aim and learning outcomes for the day Complete evaluation forms	TN 12	Trainer notes	Action planning and evaluation

TN 1 Trainer notes Registration ice-breaker

As people register ask them to take a few sticky notes and, while they are having coffee, to jot down up to three methods that are used within their organisation to share good practice – one method per sticky note. Keep it light-hearted. Explain that the exercise is a quick ice-breaker and that once they have jotted down a few suggestions they should find someone from another organisation and exchange ideas. Participants are then required to stick their notes on a flipchart headed 'Methods of sharing good practice'. The instructions for this ice-breaker are repeated on the first PowerPoint slide (PP 1), which should be projected on to the screen as people arrive.

During the first session, the co-trainer groups the methods of sharing good practice into 'Active' and 'Passive'. If any subdivisions emerge the co-trainer can group the methods again (for example, 'People-centred', 'Paper-based' and 'Electronic'. Write up the main points on a flipchart under group headings, if appropriate. You will need to refer to this flipchart during the session 'From dissemination to transfer'.

After registration and coffee introduce the day.

PP 1

**PowerPoint
slide**

**How do you share or disseminate
good practice in your
organisation?**

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How do you share or disseminate good practice in your organisation?

- As you arrive take some sticky notes and jot down up to three methods you use in your organisation for sharing good practice – one method per sticky note. Don't think about it for very long!
- While you have coffee find someone from another organisation and share your ideas.
- Before the programme begins stick your notes on the flip chart headed 'Methods of sharing good practice'.

1

TN 2 Trainer notes Introduction

Introduce yourself and any other co-trainer(s).

Welcome the participants. Thank them for completing the ice-breaker activity and explain that we will revisit the outcomes later in the day. Participants will have had a chance to talk with at least one other colleague during the ice-breaker and will have an opportunity to work in different groups throughout the day.

Deal with any housekeeping arrangements.

Introduce the day. Participants should be here in pairs, although this may not have been possible for all organisations. The participant pairs will have between them:

- experience of teaching either *Skills for Life* – literacy, numeracy or ESOL – or a vocational or other course that their organisation has selected to be developed into an ‘embedded’ programme
- a management role with a remit for quality or sharing good practice.

Ask for a quick show of hands to see how many participants have come with a colleague.

Today delegates have the opportunity to work together and with colleagues from other organisations to review their progress with embedding literacy, numeracy or ESOL into a vocational or other course and to consider how they might transfer that good practice to other areas of their organisation. They should have come with:

- a unit or module from a course where language, literacy and/or numeracy have been successfully embedded, or where some progress has been made with embedding, and for which the embedding process could be considered as good practice
- any associated paperwork, for example a scheme of work and session plans
- any available evaluation of the initiative
- an identified area within their organisation to which they would like to transfer the above good practice
- any examples of strategy or policy documents or statements on sharing good practice that their organisation has produced (probably not confined to *Skills for Life*).

Check that participants are sitting four or five to a table. Colleagues from the same organisation can sit together.

Go through PPs 2-4, which outline the aim and outcomes of the day. Explain that we shall, first, be looking at research into sharing good practice, undertaken by the Learning and Skills Development Agency (LSDA), and considering some of the key messages emerging. The messages are generic and apply to sharing good practice in any area, not just *Skills for Life*, but participants will be asked to apply them to their own area when they undertake the activities. We shall then explore, through a series of activities, some

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approaches to sharing good practice that participants may be able to use in their own organisation.

We will not be providing a 'blueprint' for the transfer of good practice but we hope that participants will go away with:

- a greater awareness of the issues
- some approaches they might use and awareness of the skills they might develop
- some action points.

Point out that there is additional information in the delegate packs. This includes an article by Joyce and Showers entitled 'The Evolution of Peer Coaching' and extracts from two LSDA publications:

1. *From Little Acorns: Towards a Strategy for Spreading Good Practice Within Colleges*, by Phil Cox and Vikki Smith; and
2. *Good Practice Transfer in Post-16 Learning: Strategies that Work*, by Phil Cox.

PP 2-4

PowerPoint slides

Aim and learning outcomes

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Sharing and transferring good practice in embedding literacy, language and numeracy in vocational or other programmes

Aim:

- **To equip you with a range of strategies and techniques for sharing and transferring good practice**

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Learning outcomes

By the end of the session, you will have:

- gained insights into the key issues about sharing and transferring good practice, including the critical success factors
- reviewed what is meant by good practice
- compiled a list of facilitators and barriers to the transfer of good practice in your organisation

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Learning outcomes

By the end of the session you will have:

- tried out and reviewed some practical strategies and techniques for transferring good practice
- identified successfully ways of measuring the impact of good practice transfer
- devised an action plan for transferring good practice in an identified context in your organisation.

4

TN 3 Trainer notes Why share good practice?

This brief input is to set the scene and to encourage participants to think about why we might want to share good practice. Explain that at this point we are looking at **any** sharing of good practice – internal or external – but that the course will then focus on sharing good **internal** practice.

PP 5 – External drivers

- Inspection reports have raised concerns about variations in provider performance across areas of learning. Recent inspection reports have frequently identified as a weakness insufficient sharing of good practice.
- The Learning and Skills Council (LSC) Provider Performance Review process raises concerns about 'middle band' and 'coasting' providers. The LSC guidance *Quality Improvement and Self-assessment* (2005) emphasises the value of learning from good practice elsewhere.
- The Standards Unit is engaged in identifying and disseminating good practice in teaching and learning.
- Providers with Beacon status are funded to share their good practice through dissemination activities and collaborative work with other providers. In their application for Centre of Vocational Excellence status, providers have to state proposed arrangements for sharing good practice, both internally and externally, in a development plan.

PP 6 – Internal drivers

- Many providers have areas where practice is good and areas where it is less effective, and want to use the good practice to improve provision in the less-effective areas.
- Sharing and developing good practice together can lead to more coherent, integrated provision. Learners and other customers can expect a consistent, high-quality experience across the organisation.
- There may be a culture of sharing and collaborating (explicit or implicit) and a belief that colleagues can learn from each other.
- Can we afford not to share practice? What opportunities might we be missing?

PP 7 – Sharing good practice within and between organisations

This quotation from David Reynolds, Professor of Education, University of Exeter, should be self-explanatory. In his work with schools he makes the case for internal sharing of good practice rather than looking at other organisations to show us the way. The final sentence injects a note of humour!

Key points to summarise

Summarise the session by explaining that the reasons for sharing good practice vary. They may:

- be imposed or a pre-condition
- be instrumental or of mutual advantage (we have something to gain)
- arise out of a value system or a culture of collaboration.

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We may be sharing good practice because:

- we are told to or we choose to
- it is good for us or we think it is a good thing.

The approach we take in our organisation to sharing good practice will vary depending on the climate in which we work and the likely attitude of those we are asking to adopt identified good practice. We will need to be aware of this if we want good practice to transfer effectively.

PP 5-7

PowerPoint slides

Why share good practice?

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Sharing good internal practice – internal drivers

- Inspection
- Learning and Skills Council Provider Performance Review
- Standards Unit
- Centres of Vocational Excellence
- Others?

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Sharing good internal practice – internal drivers

- Addressing differential performance across areas and sites of learning
- More integrated service provision or offer
- Learning from each other
- Costs of not sharing. *'If only we knew what we know'*

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Sharing good practice within and between organisations

"There is a much better chance of learning from someone in the next classroom than from someone 20 miles away. Learning from your colleagues also removes any alibis for poor practice, since it is always possible to find explanations for why other schools are doing better to avoid taking any notice of them."

David Reynolds, Professor of Education, University of Exeter
'So near yet so far', Times Educational Supplement, 20th June 2003.

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TN 4 Trainer notes What is good practice?

Show PP 8.

What do we mean by good practice? Who decides what is good practice? Is there any difference between good practice and best or exemplary practice?

The purpose of PP 8 is to get participants to think. There is no need to provide answers yet.

Ask participants to spend a few minutes individually thinking about what we mean by good practice in general, not specifically in relation to *Skills for Life*. Ask them to try to come up with and jot down on paper a definition or some key features of **any** good practice. They should then share their definition or key features with the person next to them. (Where two people come from the same organisation ask them to pair with someone from another organisation.)

Show PP 9. Read out the quotation from Hargreaves. He points out that there is often no clear view of what constitutes good practice; it is someone's hunch or opinion rather than being able to say, "This works and we have evidence to prove it".

Show PP 10. This slide is based on the findings in Cox, P. and Smith, V. (2004) *From Little Acorns: Towards a Strategy for Spreading Good Practice Within Colleges*, Learning and Skills Development Agency (page 7).

Ask if participants had definitions or key features of good practice that were similar to any of the points on PP 10.

Elaborate on the slide if appropriate. The first two points address Hargreaves's concerns in PP 9.

- Good practice should result in some outcomes that are measurable.
- There should be some notion of validation of good practice.

You may want to refer to HO 1, the *Skills for Life* 'Checklist for planning and delivering effective embedded programmes'. The checklist is an extremely useful diagnostic, guidance and planning tool. What is the key statement in this document to knowing where there really is good practice? It is the final statement about evaluation, although the third point about learners' perceptions is also relevant. Providers may be doing all the things on the checklist but not very effectively. The quality of what they are doing, its impact on learners, and learners' perceptions of the provision may be poor.

Ask if anyone brought with them information about, or evidence of, an evaluation of their embedded programme (see pre-course activity for participants). Ask for a very brief outline of how they did the evaluation. If there are a number of participants who have brought information with them ask if they are prepared to share it with others and offer to make copies for distribution at the end of the day.

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The last two points on PP 10 are about **efficiency**. Briefly elaborate on what is meant.

- High 'leverage' means that the practice should be both **effective** (for example, improves learning) and **efficient** (for example, helps the practitioner to work smarter).
- A practice that is difficult to transfer will be of little value to the wider organisation.

Participants may not agree. If not, it does not matter – do not get drawn into lengthy discussions. The important thing is to establish the principle that we cannot just claim something as good practice without justification (an extreme example is the last bullet point of PP 8 – '**My** good idea').

PP 8-10

PowerPoint slides

What is good practice?

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What is good practice?

- Exemplary
- Best
- Better than ...
- Good
- Effective
- Improving
- Different
- New
- A good idea
- **My** good idea

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What is good practice?

“In short, much of what is said about ‘good practice’ is based on mere opinion or unsubstantiated assertion rather than robust evidence about ‘what works, in particular circumstances’”

Hargreaves, 2003

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What is good practice?

- Practice that has demonstrably improved performance
- Practice that has achieved third-party validation
- Practice that has a high ‘leverage’
- Practice that is transferable to as many settings and practitioners as possible

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HO 1 Handout Checklist for planning and delivering effective embedded programmes

	Well-developed practice	Development needed Action points
At the learner's first point of contact it is made clear that embedded learning is provided in vocational and other courses, and its benefits are communicated.		
The value of literacy, language and numeracy (LLN) in relation to learners' aspirations is made explicit and the way in which aspects of LLN form integral parts of the professional working practices of different occupations is demonstrated.		
Learners perceive that the LLN skills they are developing are integral to their purpose and motivation in enrolling on the vocational or other course.		
Staff training is available to: <ul style="list-style-type: none"> develop the skills and confidence of vocational or other practitioners to embed LLN teaching in their programmes develop LLN practitioners' knowledge of vocational or other areas so that they learn how LLN skills are used both for the particular job and/or for the vocational or other course. 		
Time is committed so that staff can plan and work together.		
There is genuine teamworking of practitioners of vocational or other programmes and <i>Skills for Life</i> practitioners. There is mutual respect and a willingness to learn from each other.		
The model of embedded delivery adopted takes into account the 'host' subject, organisational structures, staff skills and experience.		
Infrastructure materials such as initial and diagnostic assessment activities, schemes of work, session plans and individual learning plans reflect and support an embedded approach.		
Resources and materials support embedded learning.		
There is clear mapping of LLN skills against the requirements of the vocational or other course.		
Initial and diagnostic assessment information is used to inform teaching and learning.		
There is explicit teaching of appropriate LLN skills.		
Learners have opportunities to gain LLN qualifications.		
Learners, practitioners and managers evaluate the effectiveness of embedded learning provision in raising learners' skill levels in LLN and in helping learners gain vocational and other skills and qualifications.		

TN 5 Trainer notes The process of good practice transfer

Talk through PP 11, which is based on findings from a Learning and Skills Development Agency project, 'Spreading good internal practice' (2002). Start at the bottom of the pyramid with **identification**. (If there are work-based learning providers present it may be worth explaining that the title of the slide refers to colleges because the project focused on colleges – including adult and community learning – rather than work-based learning, however, the messages are the same.)

The 'rungs' on the pyramid represent the stages that good practice sharing needs to go through to be truly effective. Each stage in the process is important. Ultimately the process should lead to improvement (represented by **impact** at the top of the pyramid).

Identification – How do we find out about good practice? Do we do this systematically? Do we record it?

Validation – Are we sure the practice really is good (refer to the earlier discussion about what constitutes good practice)? Providers have tended to give more weight to **external** validation (inspection outcomes, external observations and so on) than **internal** validation (internal observations, peer observations, team sharing and so on). Participants may want to reflect on whether they think this is right.

Sharing (the term dissemination is often used instead) – Do we tell others about good practice we have identified? If so, how? Are these methods effective? Is the intranet an effective tool for sharing good practice? Does everyone use it?

Transfer – Do colleagues working in other areas adopt the good practice? What is the point of having a bank of good practice if nobody does anything with it? It may be worth considering here the two different expressions – **transfer** and **adopt**. **Transfer** possibly implies 'doing something to someone'. **Adopt** perhaps implies the receiver having a more active role in seeking to look at good practice in order to improve his or her own practice. Participants may prefer the latter term – that is fine. Remember, also, that adopt does not mean slavishly replicating. Individuals and teams will adapt and develop good practice to make it suit their particular circumstances.

Monitoring – Do we monitor the sharing of good practice to see if it is making a difference?

Impact – Do we have any way of measuring the difference the good practice might be making?

It may be worth pointing out that the stages of good practice sharing are to some extent conceptual because, in some cases, two stages may be conflated. For example, where good practice is identified by inspection it is also validated because of the 'authority' of the inspectorate as judges of standards.

As well as representing the **process** of good practice transfer, the pyramid in PP 11 shows the extent to which providers are carrying out each stage. (The pyramid is only a representation of the research findings, not a precise measurement.)

We can see that:

- many providers have begun to develop ways of identifying good practice
- they generally appreciate that there needs to be some way of validating the good practice
- they are beginning to think about ways of sharing or disseminating good practice
- they are less effective at considering whether good practice is being transferred or adopted
- they are even less effective at monitoring and measuring the impact of good practice transfer.

Show PP 12, 'Methods of identifying good practice'.

Talk through the slide.

Personal contacts

This method is based on the informal exchange of good practice. While it is often not 'formally' validated, this method can be powerful because it is usually peer to peer and the exchange may arise out of spontaneous enthusiasm. Attempts to formalise such exchanges would probably not be practical or helpful. Opportunities to engage in these sorts of exchange are seen to be diminishing because less time is spent in staffrooms.

Peer review

Peer review includes supportive observations, joint developments and self-assessment. It may be seen as lacking rigour and objectivity but it can be effective and very motivating where those involved are self-critical.

Customer judgements

By scrutinising feedback forms and survey information, or by holding focus groups, the views of customers can be sought. But 'end users' are generally not seen by organisations as having the necessary insights or expertise to identify good practice. Information gleaned from customers is only generally used to corroborate other evidence of good practice.

Knowledge brokers

The term knowledge brokers describes those who have a remit for identifying and disseminating good practice, for example champions and advanced practitioners.

Research and development projects

Research and development projects are based on action research; that is supported experiments where staff are actively involved in developing good practice.

External experts

External experts might include inspectors, external consultants and assessors of quality awards.

Skills for Life Quality Initiative

At the end of the session, emphasise the following points.

- Organisations have a range of methods of identifying good practice, both formal and informal.
- Identifying good practice does not necessarily mean it will transfer. However, it is an important first step because if nobody else knows about the good practice they will not have the opportunity to benefit from it.

We have now had an overview of the whole process of good practice transfer and looked in some detail at the issues surrounding identification and validation (refer to the pyramid in PP 11). Explain that before focusing on the other stages we are going to do an activity.

PP 11-12 PowerPoint slides

Good practice sharing and transfer: How do colleges match up? Methods of identifying good practice

Skills for Life Quality Initiative

**Good practice sharing and transfer
How do colleges match up?**

Impact

Monitoring

Transfer

Sharing

Validation

Identification (and recording)

Spreading good internal practice, LSDA, 2002

11

Skills for Life Quality Initiative

Methods of identifying good practice

- Personal contacts
- Peer review
- Customer judgements
- Knowledge brokers
- Research and development projects
- External experts

12

TN 6 Trainer notes Activity: Facilitators and barriers to transferring good practice

Participants should sit at tables of four or five.

Tell participants that the purpose of this activity is to start them thinking broadly about why good practice might or might not transfer effectively from one part of their organisation to another. There will be an opportunity to focus on transferring good practice in embedded programmes as the day progresses. Participants may want to think about this context to get them started, but encourage them to think more broadly as well, both across their organisation as a whole and, if appropriate, to incorporate any of their past experiences.

Refer participants to AS 1 in their packs. Take them through the activity sheet. The boxed text below replicates what is on the activity sheet.

Objective

The objective is to:

- identify those factors in your organisation that help or hinder the transfer of good practice.

Time

You have 20 minutes to complete the activity.

Resources

You will need:

- yellow and green sticky notes
- flipchart paper – two sheets per table
- Blu-Tack.

Activities

You should be sitting in a group of four or five to a table.

Individually

- Identify key factors in your organisation that might help the transfer of good practice from one area to another. Note these on yellow sticky notes, using one sticky note for each factor. Try to think about the whole organisation as well as the teams you might be working with.
- Identify key factors in your organisation that might hinder the transfer of good practice from one area to another. Note these on green sticky notes, using one sticky note for each factor.
- Place your yellow sticky notes on the flipchart paper headed 'Helpers' and your green sticky notes on the flipchart paper headed 'Hindrances'.

In groups of four or five

- a Discuss the different factors that have been identified and re-group them to show which are:
 - attitudinal or cultural
 - skills-related
 - practical or organisational.

Gallery walk

- Put up your flipchart paper for viewing and spend five minutes looking at ideas from other tables' flipcharts.

The trainer should circulate during participants' gallery walk and draw together any key points that emerge. Comment briefly on these in a plenary session before moving on to the next part of the course.

Plenary

- a What similarities and differences were there between the groups?
- b Were the facilitating factors mostly:
 - attitudinal or cultural
 - skills-related
 - practical or organisational?
- c Were barriers mostly:
 - attitudinal or cultural
 - skills-related
 - practical or organisational?

AS 1 Activity sheet Facilitators and barriers to transferring good practice

Objective

The objective is to:

- identify those factors in your organisation that help or hinder the transfer of good practice.

Time

You have 20 minutes to complete the activity.

Resources

You will need:

- yellow and green sticky notes
- flipchart paper – two sheets per table
- Blu-Tack.

Activities

You should be sitting in a group of four or five to a table.

Individually

- Identify key factors in your organisation that might help the transfer of good practice from one area to another. Note these on yellow sticky notes, using one sticky note for each factor. Try to think about the whole organisation as well as the teams you might be working with.
- Identify key factors in your organisation that might hinder the transfer of good practice from one area to another. Note these on green sticky notes, using one sticky note for each factor.
- Place your yellow sticky notes on the flipchart paper headed 'Helpers' and your green sticky notes on the flipchart paper headed 'Hindrances'.

In groups of four or five

- a Discuss the different factors that have been identified and re-group them to show which are:
 - attitudinal or cultural
 - skills-related
 - practical or organisational.

Gallery walk

- Put up your flipchart paper for viewing and spend five minutes looking at ideas from other tables' flipcharts.

Plenary

- a What similarities and differences were there between the groups?
- b Were the facilitating factors mostly:
 - attitudinal or cultural
 - skills-related
 - practical or organisational?
- c Were barriers mostly:
 - attitudinal or cultural
 - skills-related
 - practical or organisational?

TN 7 Trainer notes From dissemination to transfer

Take stock of where we are so far. Relay the following points to the participants.

- We have looked at **why** we might want to share good practice.
- We have looked at **what we mean** by good practice and the part that validation plays in this.
- We have looked at the **overall process** of sharing good practice from identification to impact measurement.
- You have **identified some of the facilitators and barriers** to sharing good practice in your organisations and how these might be categorised. We will come back to these later in the day.

We are now going to look at what might need to happen to move **from dissemination of good practice to transfer** – the difference between telling someone about it and them adopting it or modifying it for their own use.

The next four slides (PP 13-16) look at some of the methods that are used for disseminating good practice, the extent to which they have been effective in bringing about transfer and what this tells us.

Before talking through the slides look back at the ice-breaker activity from the beginning of the day. What methods of sharing good practice were identified? Display the summary flipchart that was prepared. If it was possible to group the methods, refer to the groupings (for example, 'Active' and 'Passive', 'Paper-based' and 'Electronic').

Talk through PP 13. This slide analyses projects for sharing good practice that were supported through the Learning and Skills Council Standards Fund. It shows that:

- 68% of projects relied on 'passive' dissemination methods (publications, websites and conferences)
- 28% of projects sought to promote understanding through more active methods (workshops, consultancy and secondments)
- Only 4% used collaborative strategies such as networking.

Talk through PP 14. This slide represents the findings from a study by Joyce and Showers (2002). Participants may have seen it in resources produced by the Standards Unit. Talk through the slide.

The left-hand side of the slide sets out a typical 'traditional' continuing professional development experience. We go to a training session (like this one, for instance). We are told a bit about the latest theory or research. We may be shown some examples of good practice to consider. We are often given the opportunity to try something out through a structured activity. If the session goes well we are inspired and go back to our organisation full of new ideas! But Joyce and Showers's research shows this makes no difference to our practice in the classroom – it has **no measurable impact on classroom practice**. However, if we try something out in our organisation and get developmental feedback there is a measurable impact on our classroom practice. If we then add coaching to the mix there is an even greater impact. (Point out that coaching can be very informal, perhaps just the opportunity to discuss how something went.)

Skills for Life Quality Initiative

If we now think back to PP 13, we have to question whether the Standards Fund was well spent!

Present PP 15, which plots different methods of disseminating good practice according to whether they are:

- short or long term (vertical axis)
- low or high interaction (horizontal axis).

Give participants a few minutes to look at PP 15. They do not need to draw conclusions, just to look at the range of methods. How do these compare with methods they identified from the ice-breaker? Where does the Joyce and Showers model sit?

Present PP 16. This slide categorises and summarises the methods of sharing good practice and the impact they have. Key points to draw out are:

- the more active the methods of sharing or dissemination, the more likely they are to transfer
- we need to consider the skills involved in sharing good practice as well (refer back to the Joyce and Showers model if appropriate).

The next three slides (PP 17-19) provide a link with the activities that follow and which will help us to look at the issue of **transfer**.

Present PP 17. We have looked at the limitations of some of the approaches to sharing good practice. This slide summarises some of the approaches that make a difference. The first six bullet points list some of the people-centred approaches to sharing good practice that participants might want to consider.

The final bullet point reminds us that organisational issues or barriers may mean that we have to enlist support first.

Present PP 18 and 19. The quotations all come from the Learning and Skills Development Agency (LSDA) publication *Good Practice Transfer in Post-16 Learning: Strategies that Work* (Cox, 2005).

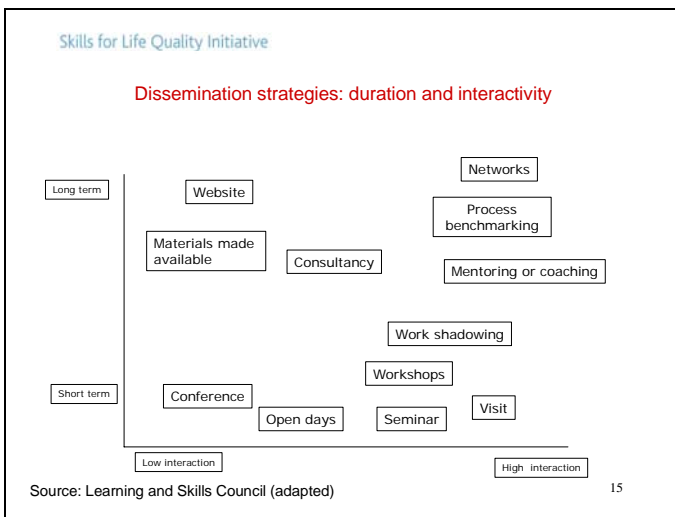
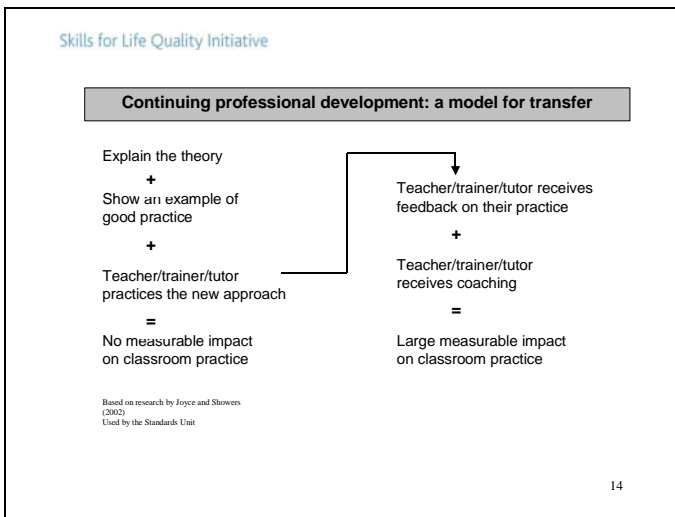
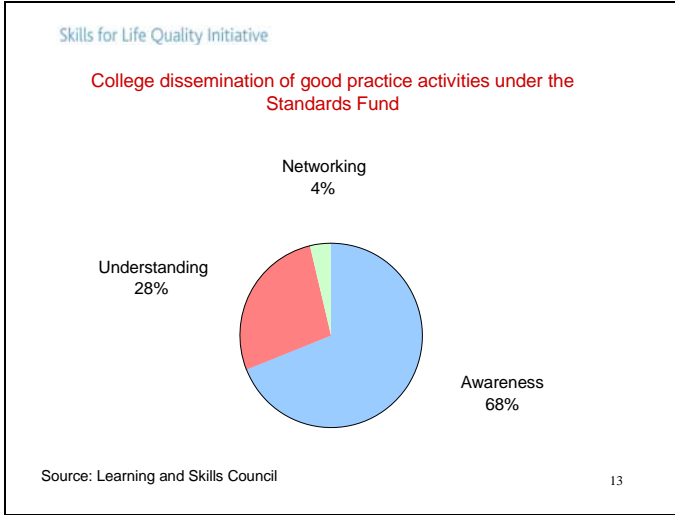
The two slides emphasise the importance of:

- organisational structures and culture
- the skills needed for successful transfer – people skills.

Present PP 20. This slide lists the critical success factors for good practice transfer identified through the LSDA projects. We have not yet looked at impact assessment (the final point on the slide) but will do so later.

Ask participants to find HO 2, the audit instrument that is in their pack, and to individually complete as much of it as they can. By completing the handout participants should gain insights into their organisation in the light of what they have heard so far and should be better equipped to engage with the activities that follow. This is a reflective activity. There is no feedback but participants may want to discuss their completed audit with a partner.

PP 13-20 PowerPoint slides From dissemination to transfer



From dissemination to transfer

- Raising awareness
Publications, websites, staff development days
- Developing understanding
Active sharing through mentoring, coaching and so on
- Facilitating change
Active engagement in knowledge or skills transfer and impact measurement

Awareness-raising makes change possible; it does not make it happen

16

Cultural and structural change

'... good practice is rarely, if ever, neutral of the structures and culture of the organisation in which it is developed.'

Good Practice Transfer in Post-16 Learning: Strategies that Work, LSDA 2005

17

People skills not just subject skills

'I needed to act as a critical friend'
'It's important to be non-judgmental in your approach'
'To achieve change we needed to use delicacy and diplomacy'
'Valuing people and listening to them are important skills in change management'

Good Practice Transfer in Post-16 Learning: Strategies that Work, LSDA 2005

18

Strategy and skills – a summary

- Experiential sharing
- Coaching and experimentation
- People skills not just subject skills
- Customising good practice
- Co-developing
- Taking advantage of new ideas and solutions
- Enlisting support

19

Good practice transfer – critical success factors

- Confidence in the source of the good practice
- Reciprocity and parity of status between the participants
- Sharing as an active learning process
- Ethos and culture
- Leadership and management of change
- Impact assessment

20

HO 2 Handout Critical success factors: audit instrument

Sharing and transferring effective practice

	1	2	3	4
Critical success factor	Very favourable conditions exist Significant barriers to overcome 			
1. Confidence in the source of the good practice				
Commentary (What evidence is there to support your judgements?):				
2. Reciprocity and parity of status between the participants				
Commentary (What is the 'state of readiness' of those offering and seeking, or receiving, good practice? What do different parties have to gain? Are there any key players whose allegiance you want to secure?):				
3. Sharing as an active learning process				
Commentary (Do conditions enable teams and individuals to collaborate? Do participants have the necessary skills? Are there key players who could support the process?):				
4. Leadership and management of change				
Commentary (What support do you have from managers? Who are, or who might be, your key allies?):				
5. Impact assessment (what works)				
Commentary (How do you, or how might you, measure the success of your transfer of good practice? How might you use evidence of impact to further your developments?):				

Organisation:

Area(s) of work:

Date:

TN 8 Trainer notes How does it feel?

Remind participants of the importance of understanding the organisational context and having the necessary skills if good practice is to be successfully shared and transferred. Recap the content of PP 18 and 19 if appropriate.

Explain that the next part of the programme is going to look at each of these aspects in turn. The next two activities ask participants to think about and put into practice some of the skills needed if good practice is to be successfully shared and transferred. The third activity asks them to look at their organisation.

Refer participants to AS 2 in their packs and take them through the task. The boxed text below replicates what is on the activity sheet.

Explain that the purpose of this activity is to encourage participants to think about how it feels to be told to do something without explanation or without regard for your own practice or skills. Give some examples if it helps. "You have to do this." "From now on we are going to do it like this..."

Emphasise that participants should focus on how they felt rather than on the circumstances in which the event took place or the person who was involved.

Take participants through the activity. On completion, draw out any key messages.

Time

You have 10 minutes to complete the activity.

Resources

You will need:

- A4 sheets of card
- marker pens.

Activities

Individually

- Think of an occasion when you have been **told** to implement something or to **change** the way you do something.
- How did it make you **feel**? Jot down a few adjectives that describe your feelings.

In pairs

- Compare and discuss your notes.
- What similarities and differences were there?
- Agree the two strongest feelings you had and write each of these in large letters on a sheet of card.
- When asked, hold up the cards for the rest of the group to see.

AS 2 Activity sheet How does it feel?

Time

You have 10 minutes to complete the activity.

Resources

You will need:

- A4 sheets of card
- marker pens.

Activities

Individually

- Think of an occasion when you have been **told** to implement something or to **change** the way you do something.
- How did it make you **feel**? Jot down a few adjectives that describe your feelings.

In pairs

- Compare and discuss your notes.
- What similarities and differences were there?
- Agree the two strongest feelings you had and write each of these in large letters on a sheet of card.
- When asked, hold up the cards for the rest of the group to see.

TN 9 Trainer notes Transferring good practice: a coaching approach

Organise participants so that they work with a different partner or pair.

Refer participants to AS 3 in their packs. The purpose of this activity is for participants to get a feel for the skills that are needed in sharing good practice and for how they might work collaboratively with someone to get them to adopt the good practice. Point out that it takes practice to acquire these skills and that this activity is really only a taster. It should raise participants' awareness of ways of working collaboratively and the skills that are needed. It is also an opportunity for them to hear about each other's good practice.

Take participants through the activity. The boxed text below replicates what is on the activity sheet.

Discuss briefly the approaches to use and those to avoid, outlined on the activity sheet. There may be participants who have experience of coaching who can contribute.

Take participants briefly through PP 21 and refer them to the associated handout in their packs, which shows a number of approaches that can be used, ranging from non-directive to directive.

Objectives

The objectives are to:

- practise skills in collaborative working
- share examples of good practice in embedded programmes.

Time

You have a total of 45 minutes to complete the activity, broken down as follows:

- 15 minutes to work in small groups
- 5-10 minutes' discussion in small groups
- 5-10 minutes' feedback to summarise the activity.

Resources

You will require examples of good practice in embedded programmes (brought by participants).

Activity

- Pair with a participant or participants from another organisation with whom you have not yet worked today. Depending on whether you have come with a colleague you will be in a group of between two and four people.

Trainer note: If participants have come without an example of good practice to share they can join a group and act as observer. At the end of each role play they can comment on what they saw.

One participant or pair

- a Present your example of good practice. The other person(s) should take on the role of vocational tutor(s) in an area where programmes are not yet embedded. Get them to explore your example with you. The objective is to get them to identify at least one thing they might try out and to discover how you will support them in this.
- b Your partner(s) can choose to be constructive and interested or may display any of the following reactions.
 - That would not work in my area.
 - It is just another gimmick and will go away like all the others.
 - It is too risky (I am scared. How will the learners respond? Will I be able to manage?)
 - I am all right as I am. My results and evaluations are OK. I have always done it this way.
 - It is too big. I cannot do it all at once.

<p>Approaches to use:</p> <ul style="list-style-type: none"> • Listening • Questioning • Reflecting back • Clarifying • Offering 	<p>Approaches to avoid:</p> <ul style="list-style-type: none"> • Telling • Sounding complacent • Talking too much • Expecting too much • Ignoring their ideas or suggestions
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Swap roles and repeat the exercise.

Discuss how the activity went. What skills were demonstrated? Did the person(s) to whom you were offering the good practice identify any actions they might take to transfer it to their area of work?

Note down and be prepared to feed back:

- one or two approaches that worked well, giving specific examples if possible
- on what aspect of the activity you found most challenging (as the person sharing their good practice).

Take feedback on how participants found the exercise. What worked well? What was challenging? What support do the participants think they need?

Refer participants to the section 'Cross-functional Working' on pages 23-25 of *From Little Acorns: Towards a Strategy for Spreading Good Practice Within Colleges* (Cox and Smith, 2004). If they want to look further at working across departmental boundaries they will find a number of case studies that show how colleges have tried to overcome some of the barriers this presents. Refer also to the article in their packs, 'The Evolution of Peer Coaching' (Joyce and Showers, 1996).

AS 3 Activity sheet Transferring good practice: a coaching approach

Objectives

The objectives are to:

- practise skills in collaborative working
- share examples of good practice in embedded programmes.

Time

You have a total of 45 minutes to complete the activity, broken down as follows:

- 15 minutes to work in small groups
- 5-10 minutes' discussion in small groups
- 5-10 minutes' feedback to summarise the activity.

Resources

You will require examples of good practice in embedded programmes (brought by participants).

Activity

- Pair with a participant or participants from another organisation with whom you have not yet worked today. Depending on whether you have come with a colleague you will be in a group of between two and four people.

One participant or pair

- a Present your example of good practice. The other person(s) should take on the role of vocational tutor(s) in an area where programmes are not yet embedded. Get them to explore your example with you. The objective is to get them to identify at least one thing they might try out and to discover how you will support them in this.
- b Your partner(s) can choose to be constructive and interested or may display any of the following reactions.
 - That would not work in my area.
 - It is just another gimmick and will go away like all the others.
 - It is too risky (I am scared. How will the learners respond? Will I be able to manage?)
 - I am all right as I am. My results and evaluations are OK. I have always done it this way.
 - It is too big. I cannot do it all at once.

Skills for Life Quality Initiative

<p>Approaches to use:</p> <ul style="list-style-type: none">• Listening• Questioning• Reflecting back• Clarifying• Offering	<p>Approaches to avoid:</p> <ul style="list-style-type: none">• Telling• Sounding complacent• Talking too much• Expecting too much• Ignoring their ideas or suggestions
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Swap roles and repeat the exercise.

Discuss how the activity went. What skills were demonstrated? Did the person(s) to whom you were offering the good practice identify any actions they might take to transfer it to their area of work?

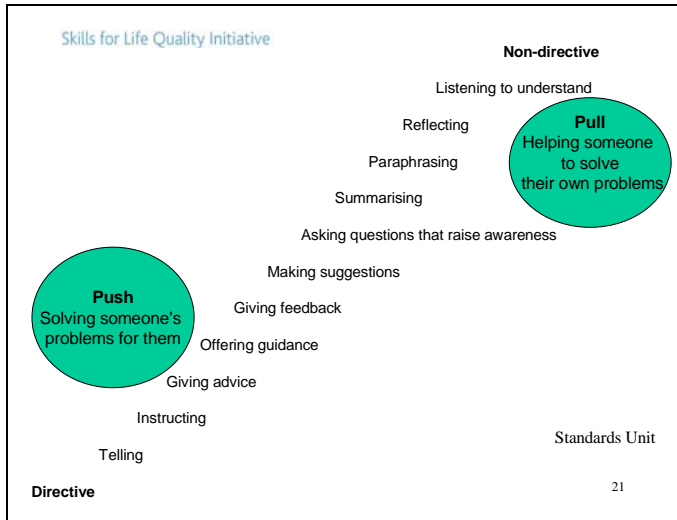
Note down and be prepared to feed back:

- one or two approaches that worked well, giving specific examples if possible
- on what aspect of the activity you found most challenging (as the person sharing their good practice).

PP 21

PowerPoint
slide

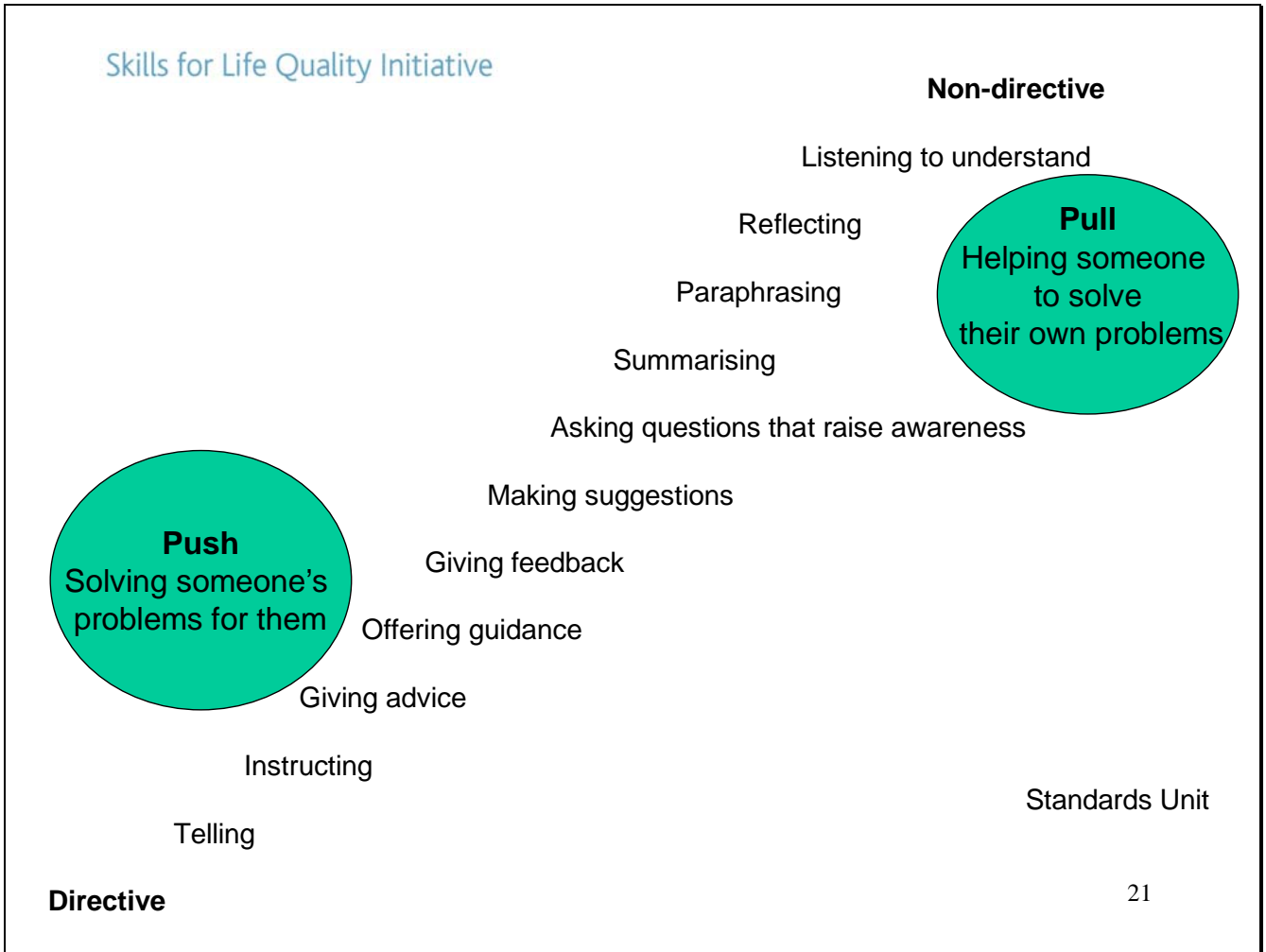
Skills for transfer: directive or non-
directive?



HO 3

Handout

Skills for transfer: directive or non-directive?



TN 10 Trainer notes Transferring good practice: an instrument for organisational change

Refer participants to AS 4 in their packs.

Remind participants that we are looking at two things which help to ensure that good practice is successfully shared and transferred: the skills needed and the importance of understanding the organisational context. We have spent some time looking at the necessary skills, now we are going to use one instrument to look at the organisation as a whole and how we might bring about change.

Tell participants that they are going to continue to focus on the area of good practice in embedded programmes that they have identified from their organisation and brought with them and the area to which they want to transfer it.

Explain that the model they will be using is called the Elliott-Kemp model. The purpose of the model is to help identify a critical mass of people who can support a change initiative. It encourages users to consider the question, “Who are the people in my organisation that can help bring about the transfer of good practice?”. Emphasise that **it is an approach – it will not in itself bring about the change desired**. It provides a way of analysing and approaching the situation but does not provide all the answers!

Now introduce the first part of the model using PP 22 and 23.

PP 22

Explain the two axes of the matrix.

- **The vertical axis represents power or influence** in an organisation. These are the people who are able to influence or change others' behaviour. Those with power are generally more senior. However, there may be people who are not in a position of structural power but who have considerable influence because of their acknowledged expertise or personal qualities.
- **The horizontal axis represents concern** for an initiative or innovation. These people are actively motivated to support an initiative or innovation. Their concern may spring from belief or self-interest, or both.

Move on to explain the quadrants.

- Quadrant A shows those who have considerable power or influence but who do not support the initiative.
- Quadrant B shows those who have power or influence and who support the initiative.
- Quadrant C shows those who lack power or influence and who do not support the initiative.
- Quadrant D shows those who support the innovation but who lack power or influence.

Skills for Life Quality Initiative

The matrix is a way of setting out the organisation field in a diagrammatic form. Those with high power and high concern are potentially the most useful in supporting an initiative. Those with low power and low concern are potentially the least useful.

PP 23

As the different players 'fly in' ask participants to identify who they might be. Can they think of an example from their own experience or make one up? An example follows.

X1 is a member of the senior management team who line manages you. He is very aware of your initiative as you have talked about it with him on many occasions. He is enthused by it and very supportive of it.

X2 is the person you job share with. She is in a middle-management position. You and she have jointly developed the initiative and now wish to spread it more widely.

X3 and X4 are also middle managers and are committed to the initiative. They are not directly affected by the initiative but work in cross-college roles with people who could be involved.

X5 is another member of the senior management team. She is not opposed to the initiative but is not entirely convinced that it is worthwhile, particularly as it will involve giving remission to some teaching staff. She line manages the curriculum heads.

X6 is the principal. She has other things to think about and your initiative is very low priority. She is aware of it but does not have any detailed insight into it.

Now refer participants to AS 4 and take them through Part 1. The boxed text below replicates what is on the activity sheet.

Objectives

The objectives are to:

- consider one instrument for organisational change
- apply this to sharing good practice in embedded programmes.

Time

You have 15 minutes to complete Part 1 and 25 minutes to complete Part 2.

Resources

Part 1

HO 4 in participants' packs – Elliott-Kemp matrix for an activity on transferring good practice: an instrument for organisational change (Part 1).

Part 2

HO 5 in participants' packs – Elliott-Kemp matrix for an activity on transferring good practice: an instrument for organisational change (Part 2).

Part 1

Time

You have 15 minutes to complete Part 1.

Individually or working in pairs with your colleague from the same organisation

You have already identified an area of good practice in embedded programmes and another area of your organisation that you would like to adopt the good practice.

- Identify up to six key players who might influence the sharing of good practice in embedded programmes within your organisation.
- Plot these on HO 4 in your pack. Identify the key players by role rather than name.

Small groups

- Join with one other individual or pair to form groups of between two and four people.
- Compare your completed matrices and discuss the implications. You may want to look back at the factors that you identified as helping or hindering the sharing of good practice and see whether any of these are backed up by your completed matrices.
- Working first on one matrix and then on the other, identify those key players who are going to be most effective in supporting the initiative.

The situation may vary significantly from organisation to organisation. Circulate to try to get a feel for what is emerging. Are there organisations where there is concern and effective support from lots of key players? Are there organisations where there is little concern or support? Draw the group back from the activity and indicate there is a second stage, which you will shortly introduce. Before doing this ask if there are any comments. You may want to ask for a show of hands to indicate, for example:

- lots of people in Quadrant A
- lots of people in Quadrant B
- lots of people in Quadrant C
- lots of people in Quadrant D.

Skills for Life Quality Initiative

Use slides PP 24-29 to introduce the next stage of the model.

PP 24

Another dimension has now been added to the matrix by drawing a circle. Anyone inside the circle has a good understanding of the initiative; anyone outside it has little or limited understanding.

Keep people within the same quadrant as on the original matrix but move them inside or outside the circle.

PP 25

This slide has re-plotted the people from our earlier example. Four of the six players (X1, X2, X3 and X4) have a very good understanding of the initiative, one (X5 – who line manages the curriculum heads) has some understanding, and one (X6 – the principal) very little understanding.

PP 26

We can now decide whether it might be productive to select people from outside the circle and try to give them a better understanding of the initiative. One reason for doing this is that we might think that informed criticism is preferable to rejection (or even acceptance!) out of ignorance. Who might be the most useful to target? Why? How might we go about informing them?

There are a number of other actions we can take.

PP 27

Here we are trying to move a person with high power and enlist his or her support for the initiative. X1 in Quadrant B from our original scenario may be the best person to try and do this with as he is in a more equal position as far as power goes. However, X6 is more likely to listen to X5, so X1 decides to first enlist the support of X5.

PP 28

In this case we decide that it would be good to have a lot more grassroots support, so those who are highly committed to the initiative but who have relatively low power work on their colleagues. An alternative would be to use someone from Quadrant B to do this but the danger is that those in Quadrant C may feel pressurised or coerced by someone who is more powerful than them.

PP 29

If sufficient people support the initiative and move into Quadrant D the synergy this produces can create extra energy and power. Instead of operating as individuals, people become a fully functioning group with a sense of identity and purpose.

Now introduce Part 2 of the activity. The boxed text below replicates what is on the activity sheet. Emphasise again that organisations will be very different. Some may feel very well supported, others less so. We are looking at ways of maximising the influence of committed or interested colleagues and, where possible, converting those who are not yet 'on board', particularly if they have high influence. Our main concern is to transfer the good practice.

Part 2

Time

You have 25 minutes to complete Part 2.

In the same small groups

Think about how you might build on the situation you have each identified. A number of ways forward have been outlined in the presentation and these are set out below. Have a look at them, then, taking each of your situations in turn, choose one option that might help you and consider it. If there is time you may want to consider a second option.

If you have additional ideas for how you might proceed note them down.

Ways forward

You want to ensure, before proceeding any further, that those people you have identified have sufficient understanding of the initiative. You would prefer to address criticisms or ignorance now rather than having to confront problems later.

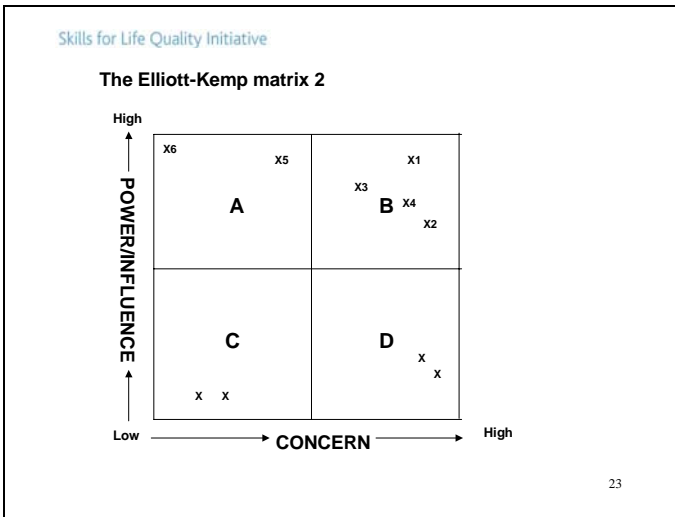
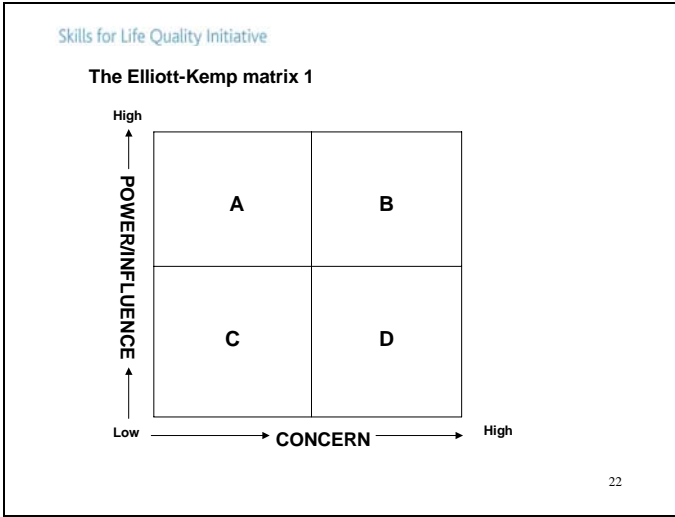
- Re-plot your matrix, moving those who have a good understanding of the initiative inside the circle for their quadrant and those who have insufficient understanding outside the circle for their quadrant.
 - Who are the key people you then want to target to raise their awareness and understanding?
- a You know that you will not be able to develop the initiative any further without the support of one or more of the people who have considerable power or influence but who are not concerned about or interested in the initiative.
- How might you use those in Quadrant B to convince those in Quadrant A?
- b You have quite good support from those with power or influence but there are still a lot of colleagues who are resistant to the initiative. You want to use those with relatively low power or influence but who are highly motivated towards the initiative to work on their colleagues to help them understand it and develop their practice.
- How might you use those in Quadrant D to work with those in Quadrant C?
- c You work in an organisation where decisions tend to be taken high up and there is a 'top down' approach to change. You feel your only way to embed the initiative is to create a critical mass of committed people in positions of lower power, bring them together and maximise their potential for making the changes happen.
- How will you work with people in Quadrant D and encourage them to join you, to take responsibility for developing the initiative and to work to produce outcomes that are effective and cannot be ignored?

Take brief feedback from groups on:

- one thing participants found most useful about the instrument and activity
- any clarification they feel they need.

Note: The Learning and Skills Council has tried without success to contact the copyright owner of the Elliott-Kemp matrix. It would be pleased to hear from the owner so that the necessary permissions are granted.

PP 22-23 PowerPoint slides The Elliott-Kemp matrix



AS 4 Activity sheet Transferring good practice: an instrument for organisational change

Objectives

The objectives are to:

- consider one instrument for organisational change
- apply this to sharing good practice in embedded programmes.

Time

You have 15 minutes to complete Part 1 and 25 minutes to complete Part 2.

Resources

Part 1

HO 4 in participants' packs – Elliott-Kemp matrix for an activity on transferring good practice: an instrument for organisational change (Part 1).

Part 2

HO 5 in participants' packs – Elliott-Kemp matrix for an activity on transferring good practice: an instrument for organisational change (Part 2).

Part 1

Time

You have 15 minutes to complete Part 1.

Individually or working in pairs with your colleague from the same organisation

You have already identified an area of good practice in embedded programmes and another area of your organisation that you would like to adopt the good practice.

- Identify up to six key players who might influence the sharing of good practice in embedded programmes within your organisation.
- Plot these on HO 4 in your pack. Identify the key players by role rather than name.

Small groups

- Join with one other individual or pair to form groups of between two and four people.
- Compare your completed matrices and discuss the implications. You may want to look back at the factors that you identified as helping or hindering the sharing of good practice and see whether any of these are backed up by your completed matrices.
- Working first on one matrix and then on the other, identify those key players who are going to be most effective in supporting the initiative.

Part 2

Time

You have 25 minutes to complete Part 2.

In the same small groups

Think about how you might build on the situation you have each identified. A number of ways forward have been outlined in the presentation and these are set out below. Have a look at them, then, taking each of your situations in turn, choose one option that might help you and consider it. If there is time you may want to consider a second option.

If you have additional ideas for how you might proceed note them down.

Ways forward

You want to ensure, before proceeding any further, that those people you have identified have sufficient understanding of the initiative. You would prefer to address criticisms or ignorance now rather than having to confront problems later.

- Re-plot your matrix, moving those who have a good understanding of the initiative inside the circle for their quadrant and those who have insufficient understanding outside the circle for their quadrant.
 - Who are the key people you then want to target to raise their awareness and understanding?
- a You know that you will not be able to develop the initiative any further without the support of one or more of the people who have considerable power or influence but who are not concerned about or interested in the initiative.
- How might you use those in Quadrant B to convince those in Quadrant A?
- b You have quite good support from those with power or influence but there are still a lot of colleagues who are resistant to the initiative. You want to use those with relatively low power or influence but who are highly motivated towards the initiative to work on their colleagues to help them understand it and develop their practice.
- How might you use those in Quadrant D to work with those in Quadrant C?
- c You work in an organisation where decisions tend to be taken high up and there is a 'top down' approach to change. You feel your only way to embed the initiative is to create a critical mass of committed people in positions of lower power, bring them together and maximise their potential for making the changes happen.
- How will you work with people in Quadrant D and encourage them to join you, to take responsibility for developing the initiative and to work to produce outcomes that are effective and cannot be ignored?

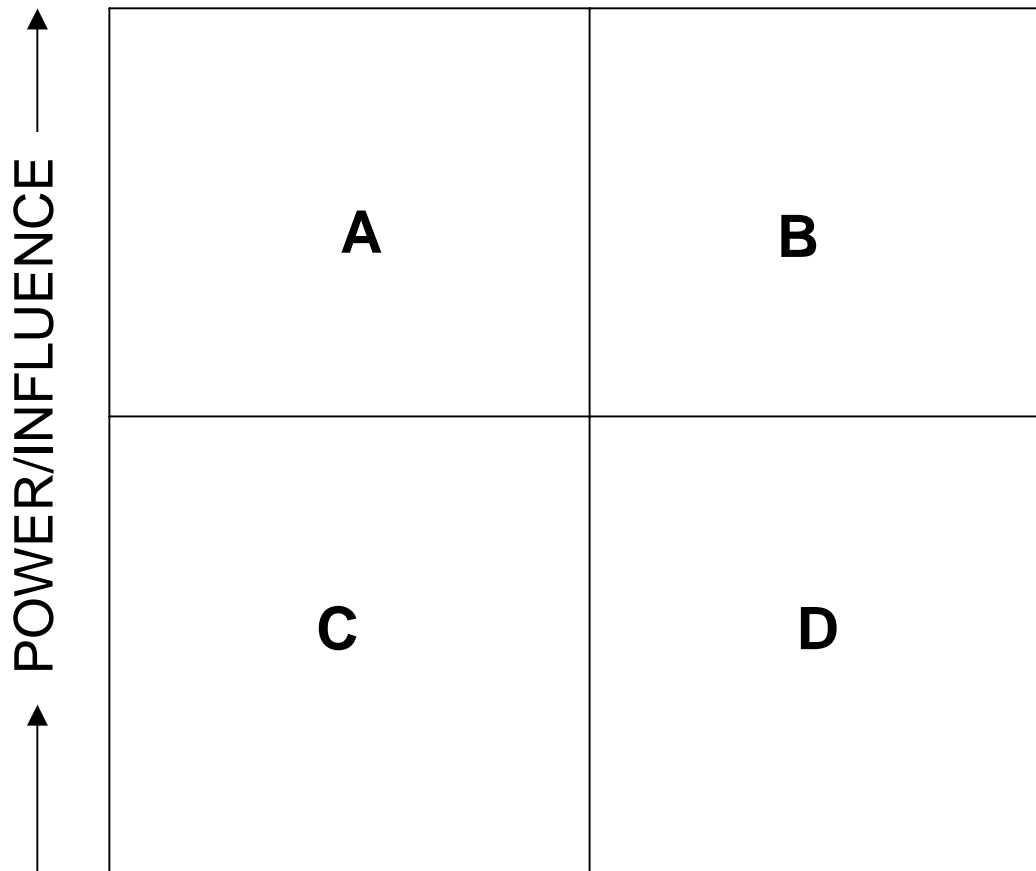
HO 4

Handout

Elliott-Kemp matrix for an activity on transferring good practice: an instrument for organisational change (Part 1)

The Elliott-Kemp matrix

High



Low

CONCERN

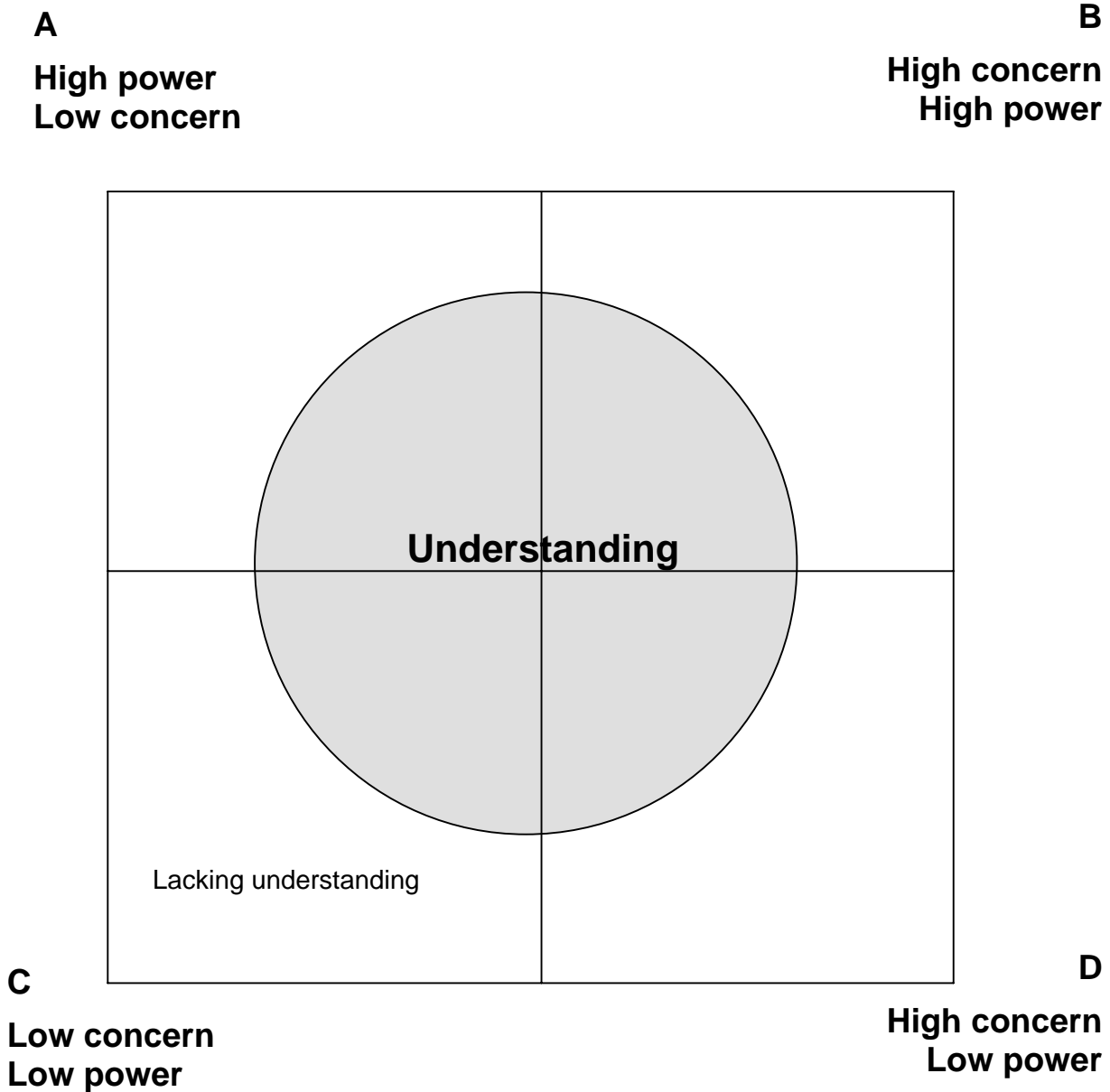
High

HO 5

Handout

Elliott-Kemp matrix for an activity on transferring good practice: an instrument for organisational change (Part 2)

The Elliott-Kemp matrix

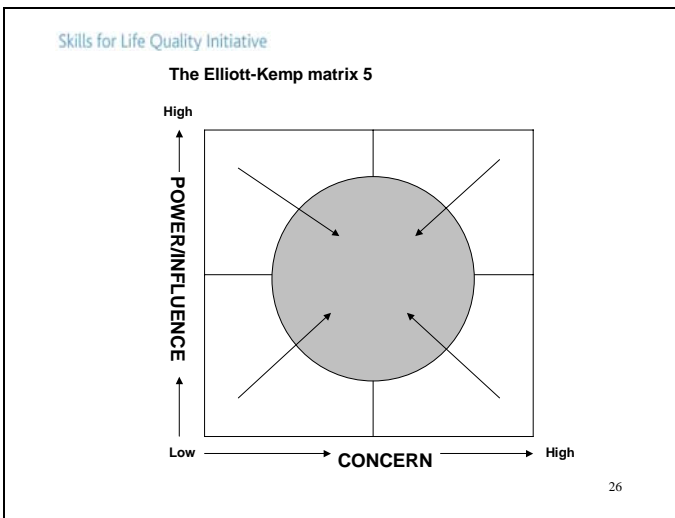
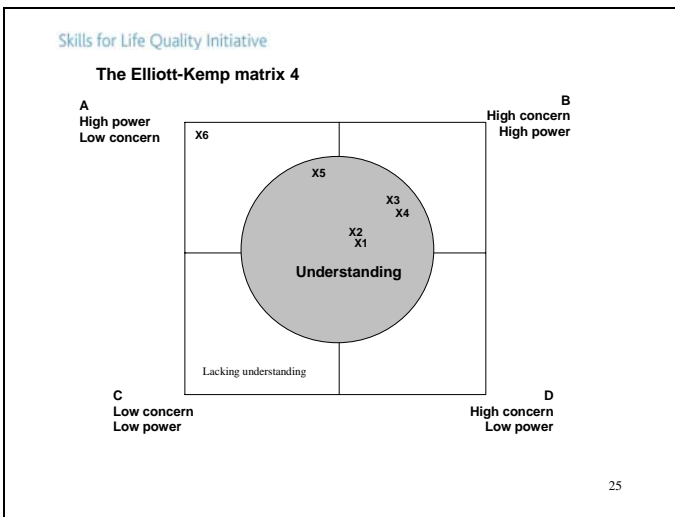
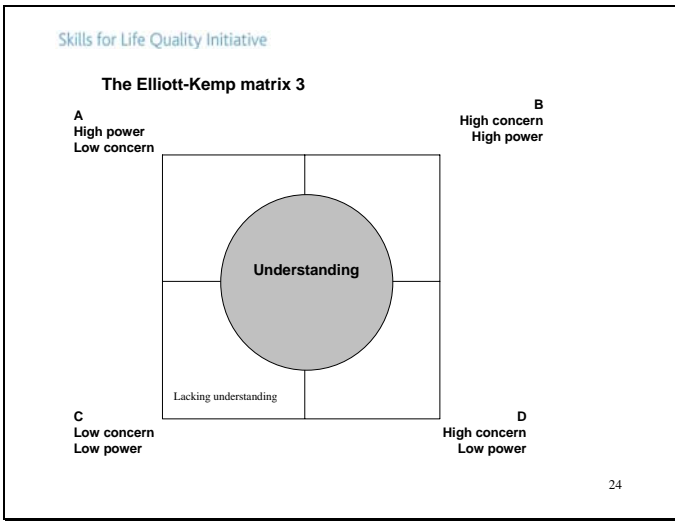


Skills for Life Quality Initiative

PP 24-29

PowerPoint slides

Transferring good practice: an instrument for organisational change



Skills for Life Quality Initiative

Skills for Life Quality Initiative

The Elliott-Kemp matrix 6

A	→	B
C		D

27

Skills for Life Quality Initiative

The Elliott-Kemp matrix 7

A		B
C	→	D

28

Skills for Life Quality Initiative

The Elliott-Kemp matrix 8

A		B	
C		↑	D

29

TN 11 Trainer notes Measuring the impact of good practice transfer

Remind participants of the pyramid (PP 11). We have looked at all the stages of the pyramid except the one at the very top – **impact**.

Point out that very few providers have looked at how they might measure the impact of sharing good practice. How did participants respond to point 5 (impact assessment) on the audit instrument they used earlier? They may want to revisit this part of the audit instrument later.

PP 30

This slide raises some of the issues associated with measuring impact. The issues will probably be familiar to participants.

- Trying out new things involves risk. What balance do we want to strike between risk-taking and safety? When we try out new things there is often a dip in performance. If we measure the impact at that point it may be negative.
- Conversely there may be a few short-term gains that are measurable, but longer-term benefits may require significantly more work. Are we committed to long-term sustainable change?
- Of course, there is always the problem of cause and effect! How do we know that a particular positive outcome was the direct result of sharing good practice?
- We should plan to measure impact. Should we also look out for and try to capture unexpected outcomes and wider benefits?

PP 31

This slide presents some possible performance measures. Ask participants which they might use to measure the impact of transferring good practice in embedded programmes from one area to another. They may want to revisit their audit of critical success factors and add to their commentary on impact assessment.

PP 32

PP 32 lists some wider benefits for consideration.

To draw the session to a close, remind participants that we have now looked at all the 'rungs' of the pyramid. Point out that some organisations are developing a whole organisational **strategy** for sharing good practice. If they are interested in exploring this further, pages 31 to 33 of *From Little Acorns: Towards a Strategy for Spreading Good Practice Within Colleges* are relevant. Page 33 sets out 10 elements of a successful strategy.

PP 33

If appropriate show PP 33, which illustrates how key factors in the successful transfer of good practice can be set in the context of a whole organisation strategy.

PP 30-33

**PowerPoint
slides**

**Measuring the impact of good practice
transfer**

Skills for Life Quality Initiative

Measuring the impact – some issues

- Safety versus risk
- Immediate or short-term gains versus sustained or longer-term gains
- Cause and effect
- Unexpected outcomes and wider benefits

30

Skills for Life Quality Initiative

Performance measures

- Learner outcomes
- Learner satisfaction
- Responsiveness to employer need
- Process effectiveness and efficiency
- New course or service developments
- Staff training and qualifications
- Staff confidence and motivation
- Annual assessment visit or inspection grades and commentary
- Self-assessment grades
- Lesson observation grades
- External verifier reports
- External accreditation

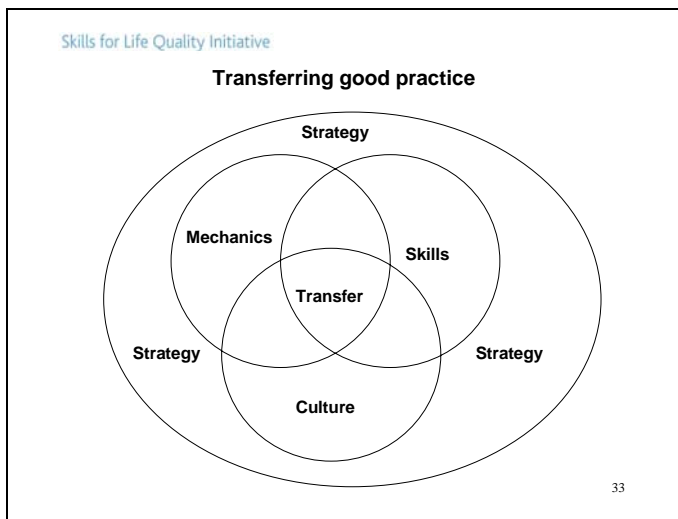
31

Skills for Life Quality Initiative

Wider benefits

- Development of a common culture
- Collaborative sharing and learning
- Avoid 're-inventing the wheel' (or making the same mistake)
- Fresh perspectives on a recurring problem
- Support network
- Professional development of staff
- Ownership of and positive attitude to change

32



TN 12 Trainer notes Action planning and evaluation

End the session by asking participants, individually or in pairs with the colleague from their organisation, to note down some action points using the pro forma in their packs. They can draw on the facilitators and barriers activity and their completed audit. If appropriate they can share their action points with someone from another organisation. Remind them of the Joyce and Showers model – impact depends on going away and doing something, and getting coaching support. Who will the participants use as their critical friend?

Participants complete the evaluation form in their packs.

Distribute any photocopies of materials that the participants brought with them for sharing.

HO 6

Handout

Action planning

Action planning

Describe the good practice you want to transfer.
Where will it, or might it, transfer to?
Note any specific issues you have to consider.
What actions will you take? (include actions that involve enlisting other colleagues' support or input) <ul style="list-style-type: none">▪▪▪
What methods will you use? <ul style="list-style-type: none">▪▪▪
How will you measure the impact? <ul style="list-style-type: none">▪▪▪

Name of organisation:

Key person: