

LOCAL DISSEMINATION REPORT

1 INTRODUCTION

As the UK partner in the CLLL project, Adam Smith College has contributed to the project's outcomes and outputs. In particular, ASC collaborated with partners to develop materials for the following two sub projects:

- Networking Skills: in collaboration with our Finnish, Polish and Belgian partners
- Resilience Skills: in collaboration with our Finnish and Netherlands partners

The products from these and the other four sub projects have been shared through a variety of dissemination activities.

2 DISSEMINATION ACTIVITY

2.1 *Events*

The outcomes of the project were shared at the Learning & Teaching Conference which took place at Adam Smith College on Friday 24th August 2012. An overview of the project and a summary of the sub projects were presented to 232 teaching staff in an introductory session, along with details of who to contact for further information, how to access the project website, and how to access some of the project materials via the College's Learning and Teaching Gateway. Participants were then able to choose from a number of workshops over the course of the day. A total of 32 teachers attended the CLLL workshop. These focused particularly on the two sub projects mentioned above and also provided an overview of the other four (see programme attached as Appendix 1).

Feedback

Oral feedback was very positive. Staff began to identify opportunities for using the materials (e.g. as part of students' PDP Personal Development Planning sessions) and for embedding within students' curricula (e.g. in NC and HN Computing).

Follow-up Activity

Ten teachers have expressed interest in forming action research groups to pilot the Networking and Resilience materials and a meeting was held on 11th October to take this forward.

Our next Staff Development Week will be week commencing 28th January 2013. At that stage, the products of the project will have been finalised and further workshops will be held. It is hoped that further action research activity can then be initiated incorporating most if not all of the sub project materials.

2.2 *Networks*

- 2.2.1 Adam Smith College is the lead college in the Further Education Regional Research Network (FERRN) which has been kept informed of the project throughout its lifetime. At the Steering Group meeting held on 14th September, representatives of the 12 member colleges were given a CD containing sub project materials and also information on how to access the website for further information. The role of these representatives is to communicate research-related information to staff in their own colleges and they are now doing this in relation to CLLL through a variety of means: intranet, newsletters, staff meetings, etc (see minute extract attached as Appendix 2).

Feedback

Initial e-mail feedback has been very positive and requests for further copies of the CD have been received.

Follow-up Activity

Further feedback will be given at the January Steering Group meeting once staff in member colleges have had a chance to explore the materials. It is anticipated that member colleges will request introductory sessions with a view to piloting the materials in the new year.

- 2.2.2 Under the auspices of Scotland's Colleges, the central agency for professional development of college staff, a number of Communities of Practice share best practice in their specialist areas. The CLLL project was presented to The Community of Practice for Guidance at its conference on 27th October (see programme and list of attendees attached as Appendix 3 and Appendix 4).

Feedback

The materials were again distributed in CD-Rom format. Initial oral feedback was very positive.

Follow-up Activity

Representatives from two colleges came forward at the end of the session to say they would like to be involved in piloting/further development of some of the materials. Information sessions are to be held in these two colleges in the new year.

2.3 *Meetings*

Progress reports have been made to groups/committees of Adam Smith College throughout the lifetime of the project, particularly the Learning and Teaching Committee (see minute extract attached as Appendix 5).

Feedback

Senior staff see much potential for these materials, in particular, how they might form part of a 'toolbox' of approaches to help address issues such as student persistence, attainment and positive post-course destination.

Follow-up Activity

Our college is in a state of flux at the moment, there having been significant changes at senior management level and in committee structure. Also, as part of the Scottish Government's regionalisation agenda, Adam Smith College will merge with two other colleges to form a new college on 1 August 2013. Joint meetings are currently being held to plan for the future, and members of the workstream concerned with curriculum/learning and teaching are aware of the Career Learning materials and are being kept up-to-date with progress. It is anticipated that the work completed in CLLL will inform the learning and teaching strategy of the new college.

2.4 *Staff Intranet*

Materials developed in the two sub projects in which ASC was most involved – Networking and Resilience – have been uploaded to the college's Intranet (screenshot attached as Appendix 6) and are therefore readily accessible to all members of ASC staff. Now that materials from the other four sub projects have been finalised, these will also be uploaded.

Feedback

Staff are unlikely to start using the materials until Semester 2 (January-June 2013), but initial feedback from staff who have explored the materials is positive.

Follow-up Activity

Prior to the commencement of Semester 2, staff will be reminded of these Intranet resources so that they can build them into their course planning.

2.5 *Conferences*

Our Resilience expert – Morag Kerr – gave a presentation at our Graz meeting and has been involved in further development of materials for that sub project. She has also taken opportunities to disseminate project activity, for example, when she presented a workshop at the Skills Conference in Nottingham on 6th November 2012 (programme attached as Appendix 7). As a result of that workshop, staff of Knowsley Community College in Liverpool have been in touch regarding training in using the Resilience materials (e-mails attached as Appendix 8).

3 EVALUATION/REFLECTIONS

Dissemination of the completed materials could only begin once they had been finalised so is still in its early stages. Initial feedback has been very encouraging, however. Staff appreciate having 'ready to use' materials that address important concerns.

In Scotland, we did not have any one major dissemination event but chose instead to target a few key groups where we felt we could have significant impact. This seems to have been a good decision, as there has been keen interest and follow-up dialogue among those we have spoken to thus far.

Our priority in 2013 should be to maintain and develop further awareness of the resources in our own and other organisations by means of Intranet, articles and conferences/events.

4 NEXT STEPS

With regard to the Resilience materials, we at ASC are in ongoing communication with Toni Noble, author of the *Bounce Back* materials, and have formed a working group with staff of Scotland's Colleges and educational psychologists from Perth & Kinross Council (who have supported schools in using the approach) to expand what was developed for the CLLL project and create a version of *Bounce Back* for 16-20 year olds. This is an exciting development which we hope to complete in 2013/14 and to share with our CLLL partners.

Dissemination of the finalised products will continue in 2013 via existing networks, and it is anticipated that forthcoming opportunities to brief staff in other organisations will lead to the development of new networks and further refinement and dissemination.

August 2012 DELTA sessions

Using Creativity in the Classroom

1. Using your own creativity in the classroom as a means of remaining emotionally resilient.
2. Using creative approaches in learning, teaching and assessment to engage learners.

Tuesday 21 August – 13.30-15.30 – Johnston Suite – St Brycedale

Introduction to iLearn V2

Over the summer iLearn has been updated to the latest version of Moodle V2.3.1 and given a fresh new look. This workshop will cover the new features of iLearn and will give attendees an opportunity to access the system and try some of the new features available.

Thursday 23 August – 09.00 – 10.00 – BF23 – St Brycedale

Thursday 23 August – 10.30 – 11.30 – BF23 – St Brycedale

Thursday 23 August – 13.00 – 14.00 – B1.2 – Stenton

Thursday 23 August – 14.30 – 15.30 – B1.2 – Stenton

Strategies for Tackling Dyslexia

This training session offers guidance on identifying dyslexia in adults and takes attendees through the types of support which should be part of learning provision.

Thursday 23 August – 10.00 – 11.00 – BF14 – St Brycedale

Thursday 23 August – 13.00 – 14.00 – S1.12 – Stenton

Understanding Students on the Autistic Spectrum

A session on removing barriers and how inclusive teaching can support those with Asperger's and others on the spectrum.

Thursday 23 August – 10.00 – 11.00 – BF16 – St Brycedale

Thursday 23 August – 13.00 – 14.00 – S1.14 – Stenton

Mental Health Awareness

A session on Mental Health Awareness helping you to support students who may be affected by a mental health problem.

Thursday 23 August – 14.00 – 15.00 – BF18 – St Brycedale

Thursday 23 August – 14.00 – 15.00 – S1.15 – Stenton

Equality and Protected Characteristics

This session will help you understand the changes in legislation and the focus on nine Protected Characteristics.

Thursday 23 August – 11.00 – 12.00 – S1.12 – Stenton

Thursday 23 August – 14.30 – 15.30 – BF14 – St Brycedale

ACTION RESEARCH/PROFESSIONAL ENQUIRY OPPORTUNITIES

Being involved in action research activities can be a very effective way of achieving the twin aims of improving outcomes for our learners while at the same time developing as a reflective practitioner. The Research Unit is currently leading a number of initiatives which offer opportunities for staff to try out some new approaches and materials so that we can evaluate and improve them.

- 1 **The Career Learning project is a Leonardo Development of Innovation project which has produced materials in six sub-project areas which we hope to pilot with learners in 2012/13. ASC led on producing materials for two of these sub-projects:**
 - **Getting a Grip on Networking: helping learners to understand the significance of the hidden job market and how to develop their own networks of contacts**
 - **Resilience: strategies for bouncing back when times get tough**
 - **The other sub-projects for which materials have been developed are:**
 - **Positive Pictures, Successful Goals: using the Mental Top technique of visualisation to stay focused and motivated**
 - **Coaching: Four Roles for Teachers: using the 4SFC (Four Solution Focused Competences) model to support learners**
 - **Work Exploration and Guided Reflection: helping students to make a work placement a truly productive learning experience**
 - **Facilitating Peer Groups for Career Learning: encouraging learners to set up their own discussion groups for reflection on career issues**

- 2 **Embracing the Challenge: Promoting a Growth Mindset to Learning**

This is a FERRN project focused on Mindset Theory. Moving from a fixed to a growth mindset has repeatedly been shown to have a positive impact on both achievement and attitude to learning. We are looking for staff to pilot materials that have been produced to help learners make that move.

We really need your input, so if you'd like to become involved, or if you just want to find out more about any of these initiatives, please come along to the Johnston Suite on either the morning or afternoon of Friday 24 August.

0900-1030	Career Learning: six sub-projects OR Embracing the Challenge
1045-1215	Career Learning: six sub-projects OR Embracing the Challenge
1315-1445	Career Learning: six sub-projects OR Embracing the Challenge
1500-1630	Career Learning: six sub-projects OR Embracing the Challenge

Please contact Leah Christie on 01592 22 3845 to book sessions.

APPENDIX 2

Extract



Minutes of Steering Group Meeting held on Friday 14th September 2012 at the University of Stirling

Present: John Archibald, Ian Beach, Ron Dillin, Grace Freel, Anne Gillen, Karen Lawson, Colleen MacLean, Carole Paterson

Apologies: Jim Bradley, Jim Burns, Margaret Cairns, Barbara-Ann Greig, Susan Inglis, Vanessa Martin, Joan Rowe, Moira Shemilt

4 Update on Current Research

- 4.1 Members confirmed that they had received the CDs Anne sent containing materials developed in the Career Learning project and that staff are keen to use them. Anne confirmed that she will be happy to accept any invitations to come and speak to staff.



October 2012

In this Issue

Guidance Community of Practice Event: Guidance for Success

tel: 01786 892000

web:

www.scotlandscolleges.ac.uk

**Guidance Community of Practice Event:
Guidance for Success**

**Thursday 25 October 2012 (10:00 - 15:45)
Scotland's Colleges, Stirling**

[View Programme and Book Online](#)

This event will give practitioners up-to-date information a range of guidance issues.

The Guidance Triathlon will provide a dynamic opportunity to discuss issues around pre-entry guidance, retention, qualification and issues pertaining to international students.

The day will:

- Give an update of college regionalisation and how this impacts on guidance within colleges
- Discuss the current trends in transition between college and university
- Disseminate information from a recent European innovation project on careers guidance
- Provide information on what extra support Young Scot can offer learners
- Update on the Certificate for Work Readiness from SDS
- Provide an opportunity for practitioners to share issues and ideas.

This is an event not to be missed!

APPENDIX 4



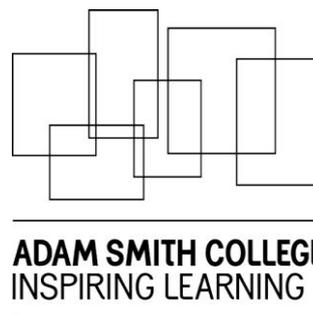
COMMUNITY OF PRACTICE – GUIDANCE

Attendees Thursday 25th October 2012

Mrs	Alison	Boyle	Guidance & Inclusion Manager	SRUC (Elmwood Campus, Cupar)
Ms	Joan	Bramley	Guidance Tutor	Aberdeen College
Ms	Evelyn	Campbell	Access and Progression Manager	Inverness College UHI
Mr	Richard	Costella	Student Support Worker	Angus College
Mr	Charlie	Coyle	Learner Services Service leader	Kilmarnock College
Ms	Lorna	Evans	Learning & Development Advisor	Ayr College
Mr	Grant	Findlay	Senior Lecturer Teaching and Development	Langside College
Miss	Lisa	Fox	Learner Engagement and Support Team Leader	Anniesland College
Mrs	Margaret	Hooper	Careers Advisor	Clydebank College
Miss	Wendy	Kellock	Learner Development Worker	Forth Valley College
Ms	Danielle	Logan	Transitions Development Officer	Young Scot
Miss	Lita	McHale	Articulation Support Adviser	Borders College
Mrs	Monica	McKerlie	Careers Adviser Education and Qualifications Adviser	John Wheatley College
Mrs	Fiona	Morrow	Adviser	Skills Development Scotland
Mr	David	Stark	Board Member	City of Glasgow College
Miss	Maureen	Thompson	Additional Support Worker	Forth Valley College
Mrs	Susan	Wheeler	Guidance Co-Ordinator	Reid Kerr College
Mrs	Linda	Williamson	Student Adviser	Motherwell College
Dr	Mike	Bartle	Guidance Manager	Dundee College
Mr	Andrew	Comrie	Director	ELRAH
Mrs	Anne	Gillen	Research Manager Education and Qualification Manager	Adam Smith College
Ms	Karen	Murray	Manager	Skills Development Scotland
Mr	Kerr	McCreath	Learner Adviser	Forth Valley College
Mr	Richard	Hughes	Assistant Librarian	Perth College
Mr	Garry	Cameron	Manager	Scotland's Colleges
Mrs	Hazel	Mulberry	International Manager Rewards and Entitlements	Reid Kerr College
Mr	David	McNeill	Director	YoungScot
Mrs	Shona	Struthers	Consultant	Scotland's Colleges

APPENDIX 5

Extract



Minute of the Learning & Teaching Committee held on Tuesday 28 February 2012 at 3pm in the Johnston Suite, St. Brycedale Campus

Present: C Sinclair (Chair); S Kirk; A Lamden; J Mitchell; S McGuire; J Bisset; A White; M Gerrie; A Gannon; A Gillen; H Kuzyszyn

Apologies: G Scrimgeour; L McDonald; G Ritchie; K Clark;
J Whitelock; A Smith; D Leslie; E Vettrano; F Durie; J
Howell; Lorraine Cusick; L Watson; B Brown; T West

In Attendance: S Murray

1.7	Career Learning Project update A Gillen talked to her paper which gave information on the Career Learning Project. AG explained that the project is rooted in recent research that traditional models of career guidance are out dated. Students should be helped to take responsibility for developing their careers. AG noted that from research findings, six themes have resulted and these are now the topics of six sub projects which will develop new products and approaches. AG informed members that ASC is most involved in two of the sub projects – networking and resilience. AG informed members that staff and student panels informed the development of the project and that AG will work with staff on products.	
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Appendix 6

The screenshot shows a web browser window with the following details:

- Browser Title:** Staff Development - Home - Windows Internet Explorer provided by Adam Smith College Gateway
- Address Bar:** <https://college.adamsmith.ac.uk/support/cpd/SitePages/Home.aspx>
- Page Header:** Anne Gillen | Browse | Page | Documents | Library | Learning and Teaching Gateway | College Website
- Navigation Bar:** Includes icons for New Document, Upload Document, New Folder, Edit Document, Check Out, Check In, Discard Check Out, View Properties, Edit Properties, E-mail a Link, Alert Me, Download a Copy, Workflows, Publish, I Like It, and Tags & Notes.
- Document List:**
 - Category : Mindsets (6)**
 - Category : Networking Skills (5)**

Document Name	ASCC ID	Category
Introduction to Networking Materials	ASCC-181-89	Networking Skills
Getting a Grip on Networking1	ASCC-181-90	Networking Skills
Getting a Grip on Networking 2	ASCC-181-91	Networking Skills
Getting a Grip on Networking 4	ASCC-181-93	Networking Skills
Getting a Grip on Networking3	ASCC-181-94	Networking Skills
 - Category : PDA (5)**
 - Category : Reflective Practice (13)**
 - Category : Resilience (3)**

Document Name	ASCC ID	Category
Introduction to Resilience Materials	ASCC-181-86	Resilience
Resilience (Bounce Back) Workshop	ASCC-181-87	Resilience
Resilience Activities Pack	ASCC-181-88	Resilience
 - Category : Reward and Recognition Scheme (3)**
- Taskbar:** Shows the Start button and several open applications: Student Engagement..., Anne Gillen - Outlook..., Staff Development..., How to take a screen..., and Dissemination Report... The system clock shows 11:25.



ABOUT THE SKILLS CONFERENCE

The Skills Conference is a not-to-be-missed national event which brings together tutors, coordinators and managers with a common goal: raising the skills of the nation. Focusing on English, maths and ICT, The Skills Conference 2012 will be vital in networking and sharing best practice in the delivery of functional skills, a key focus for all areas of education from September.

Featuring speeches, presentations and workshops from some of the country's leading authorities in learning and skills, this high-profile conference provides a wonderful opportunity to explore the current and future skills landscape and how this will impact on your organisation's and learners' success. The Skills Conference is now in its 5th year and continues to grow in size and prestige year-on-year.

THE AIMS OF THE CONFERENCE ARE TO PROVIDE:

- A national perspective on the future of skills provision, including functional skills replacing key skills
- An insight into the impact and importance of skills on the UK's future prosperity
- Examples of outstanding practice
- Innovative ideas for embedding functional skills into existing curriculum areas
- Effective delivery strategies for functional skills
- Up-to-date information on funding, focused on maximising income for skills
- Information on how to improve inspection results by improving skills development and achievement
- Effective strategies for raising skill levels of NEET learners
- Opportunities for networking and knowledge sharing
- The chance to browse exhibition stands from leading education suppliers

Programme

09.00 – 10.00

Arrival, refreshments, exhibition

10.00 – 10.05

Welcome and Introduction

- Beej Kaczmarczyk, Conference Chair

10.05 – 10.15

Opening Address

- Asha Khemka, Principal and Chief Executive, Vision West Notts

10.15 – 10.35

What does a qualified teaching and training workforce look like?

- Paul Hambley, Senior Policy Advisor: UK Qualifications and Skills Team, LSIS

10.35 – 10.55

Functional and Work-focused Skills: the role of Employers

- Richard Beamish, Chief Officer (Interim), Alliance of Sector Skills Councils

10.55 – 11.10

Questions and discussion

11.10 – 11.40

Refreshments and exhibition

11.40 – 12.00

Funding the skills gap: latest developments in the funding of functional and essential skills

- Beej Kaczmarczyk, Director and Funding Expert, Sector Training

12.00 – 12.20

Transforming 14-19 education and training into a high skill eco-system: the key elements of curricular and organisational reform

- Professor Ken Spours, Co-Director, Centre for Post-14 Research and Innovation, Institute of Education

12.20 – 12.35

Questions and discussion

12.35 – 13.35

Lunch and exhibition

13.35 – 14.35

Workshop session 1

14.35 – 14.55

Refreshments and exhibition

14.55 – 15.55

Workshop session 2

15.55 – Close

Drinks reception and networking with workshop facilitators

- A chance to have a chat with workshop facilitators

Seminars and workshops

1

Functional skills approaches, team teaching and blended learning

Claire Collins, Learning Researcher and Consultant and LSIS Associate, Claire Collins Consultancy

To be successful in Functional Skills qualifications, learners need to secure their maths, English and ICT abilities by undertaking real-world tasks in real contexts. Learners need opportunities to transfer both ‘technical’ and ‘process skills’ (e.g. multiplying with 2-digit numbers for the former and working out the costs of buying perimeter fencing for a garden for the latter). As such, where learners are taking courses with vocational components (such as Apprenticeships) it is necessary to develop whole team approaches to Functional Skills delivery. This workshop will focus on such ‘embedded’ delivery models.

2

Making English and maths relevant, what functional skills mean for adult learners

Ian Bond, Project Officer for Apprenticeships and Functional Skills, NIACE

The end of the Skills for Life strategy and the transition to Functional Skills is a significant policy shift and marks a major change in the way England delivers literacy and numeracy. During the course of this workshop we will cover:

- A working definition of what Functional Skills are and how they differ from Key Skills and Skills for Life
- How to modify tasks so that they are appropriate for Functional Skills
- Comparisons of a Skills for Life literacy task and a Functional Skills English task
- Comparisons of a Skills for Life numeracy task and a Functional Skills maths task
- An overview of the current policy context in which Functional Skills are operating
- An overview of the key strengths of Functional Skills
- Tips on how to develop a successful approach
- The challenges of Functional Skills assessments
- How to use Quick Reads as a great way to develop Functional Skills
- A final exercise involving listening to Functional Skills learners provide feedback on their experiences of the qualifications.

3

Problem solving in functional skills

Denise Montague, Education and Training Consultant

Further details to follow shortly.

4

Improving the cost effectiveness of your curriculum delivery: improving quality whilst

reducing costs

Beej Kaczmarczyk, Director, Sector Training

Further details to follow shortly.

5

Everyday courage – the functional skill for surviving in tough times

Morag Kerr, Founder and Director, Interchange

This workshop will explore the concept of resilience – the everyday courage we need to get through tough times. Functional skills provide the literacy competencies that give a platform for employability but if young adults are not prepared for rejection, failure and overcoming the hurdles that face them in finding and keeping a job they are likely to languish longer in unemployment. The focus in this session is on practical activities which can help to build resilience and the courage to face difficult situations that can undermine confidence and self-belief.

6

Tracking and reporting on the functional skills journey with bksb

Alison Mills, Education Consultant, FE Sector and bksb Advisor

The bksbLIVE initial and diagnostic process provides the first stage in a learning journey. They are then guided by their bksb ILP on the skills gap they need to focus on to be ready for functional skills. For the tutor tracking the journey is essential for teaching and learning, for guidance on functional skills exam entry and for contributing to attendance, retention and achievement. Tracking documents will save time and provide essential information for planning. The documentation will provide key evidence for lesson observation and inspection. It will provide departmental reports and feed into management information systems. Data can be used ALS planning by advising on learners who may have additional support requirements. Using the tracking documentation tutors can contribute to department action plans and quality assurance.

In this workshop we will track the learner journey and focus on the how the bksb process can assist the tutor in planning, delivery and recording of learner achievement.

7

The new common inspection framework and its impact on delivering functional skills

Helen Groves, Managing Director, HG Consulting Ltd

The latest report from Ofsted's Chief Inspector highlights his concern about the standards of numeracy & literacy and as such this has impacted on the new format of the inspection framework.

When grading teaching, learning & assessment Ofsted will focus on '*how teaching and learning develop English, mathematics and functional skills, and support the achievement of learning goals and career aims*'

This workshop will look at the practical implications of the new Ofsted inspection framework (operating from September 2012) on the delivery of functional skills and an opportunity to reflect on how providers can prepare for inspection with only 48 hours notice.

8

City & Guilds – Providing Learners with the Skills for Work Paul Sceny, Hilary Gwilliam and Marian French, City & Guilds

Whether catering for learners who have never been employed or those looking to take their role to the next level, we have qualifications designed to help everyone achieve the skills, knowledge and confidence they need to get into work and to grow their career.

In this workshop, delivered by members of our product development team Paul, Hilary and Marian, we will cover some of the developments we have been working on to help you provide the most effective programmes for your learners, including:

- The current skills landscape – a review of key research and changes in the national skills agenda and what this means for you and your learners
- Getting learners 'Work Ready' – a walk through our total offer for the unemployed, which covers all levels from Entry level 1 to Level 3, the Professional Recognition Awards and all sizes from single units to diplomas
- Getting to grips with Functional Skills – how we can help you to get up and running and make the move successfully
- Introducing our new Maths and English qualifications – we'll bring you up to speed on our latest Maths and English offer and how this might fit with your current provision
- Progression to Apprenticeships – Piecing together the learner journey and how Maths and English and Work Ready can support your learners to progress onto an Apprenticeship
- Materials to help you to deliver your learning programmes – a look at some of the key resources we have to support teaching staff and engage and motivate learners.

Appendix 8

RE: Mail from Interchange website - Windows Internet Explorer provided by Adam Smith College Gateway

Reply Reply All Forward [Icons]

RE: Mail from Interchange website

Morag Kerr [moragkerr@hotmail.com]

To: tlong@knowsleycollege.ac.uk

Attachments: Leonardo Anne's resilient-1.docx (986 KB) [Open as Web Page]

08 November 2012 11:11

You replied on 09/11/2012 10:11.

Hi Trish
Thank you for getting in touch - I guess either you or your line manager, Steve, were at the workshop I did on Tuesday.

In terms of supporting your work with your students, who sound as if they have many challenges to overcome, I have attached the booklet of resources for teaching staff which was produced by the Leonardo project on which I worked and talked about during the workshop. As you will see it has lesson notes for teachers explaining how to introduce the activities and gives ideas on how to introduce them along with suggested timings for the activities. Anne Gillen at Adam Smith College in Fife was the project co-ordinator for the UK and she is happy for you to use the materials with your students provided you acknowledge the source is the Bounce Back Programme and do not use them commercially. She is also happy to give advice and suggest other resources and her contact details are:
annegillen@adamsmith.ac.uk tel 01592 22370

Either Anne or I would be willing to come and do staff training if you thought that would help with implementation of the materials.

Naturally we would be very interested if you do use the materials with your students to get some feedback on how effective they were and what impact staff and students felt they were having as Anne is hoping to extend this project in the near future.

Trust this will help you work out the support that will help your students develop Everyday Courage.
Kind regards
Morag

<http://www.interchangeuk.co.uk>

> Date: Wed, 7 Nov 2012 22:41:45 +0000
> To: moragkerr@hotmail.com
> Subject: Mail from Interchange website
> From: tlong@knowsleycollege.ac.uk

Done Local intranet 100% 12:25

start 6 Internet Explorer Dissemination Report ...

From: **Trisha Long** (tlong@knowsleycollege.ac.uk)
Sent: 08 November 2012 14:37:43
To: 'Morag Kerr' (moragkerr@hotmail.com)
Cc: Steve Gardner (sgardner@knowsleycollege.ac.uk)

Hi Morag

Thank you so much for getting back to me so quickly.

The resources you've sent are fantastic - really age appropriate and deal with issues that would definitely engage our students.

I manage a team of 11 Progress Coaches who cover the majority of our full time students in College. They will certainly be very interested in the resources and keen to take them forward.

I'm sure the team would also really value any training you could give beforehand but could you let me know how much this would cost please so I could check this out with my line manager, Steve Gardner, (who was at the event you mention and has asked me to take this forward.)

We would of course be very happy to share any feedback with you and would be very keen to be part of the project you mention though I'd need to find out more about it first and get Steve's approval.

Look forward very much to hearing from you soon.

Best wishes

Trisha

From: **Gina Carey** (Gina.Carey@reading-college.ac.uk)
Sent: 08 November 2012 13:16:12
To: 'Morag Kerr' (moragkerr@hotmail.com)
Hello Morag,

Thank you so much for your quick response. Unfortunately I managed to book myself onto the wrong workshop on Tuesday and missed your workshop but am really interested in exploring the theme of developing learner resilience.

I manage a very large curriculum area for adult students and am really interested in how we can get our teachers to use a variety of strategies to help their learners develop their resilience and 'bounce back' ability. In particular I would like you to deliver a workshop for my Access to HE teachers because we have a real problem with retaining some of our adult learners as often their personal issues and family commitments prevent them from staying on course and I believe that if we can teach them some positive psychology and develop their resilience this would improve greatly.

I would be looking for some really practical tips and strategies for these teachers to implement in order to support their learners and would then like to roll out this training for other teachers within my curriculum area.