"Living the Dream", a holistic approach to Social Enterprise Leadership

Helen Carter (Brathay), Charles Dobson (UoC) and Caroline Wiscombe (UoC)

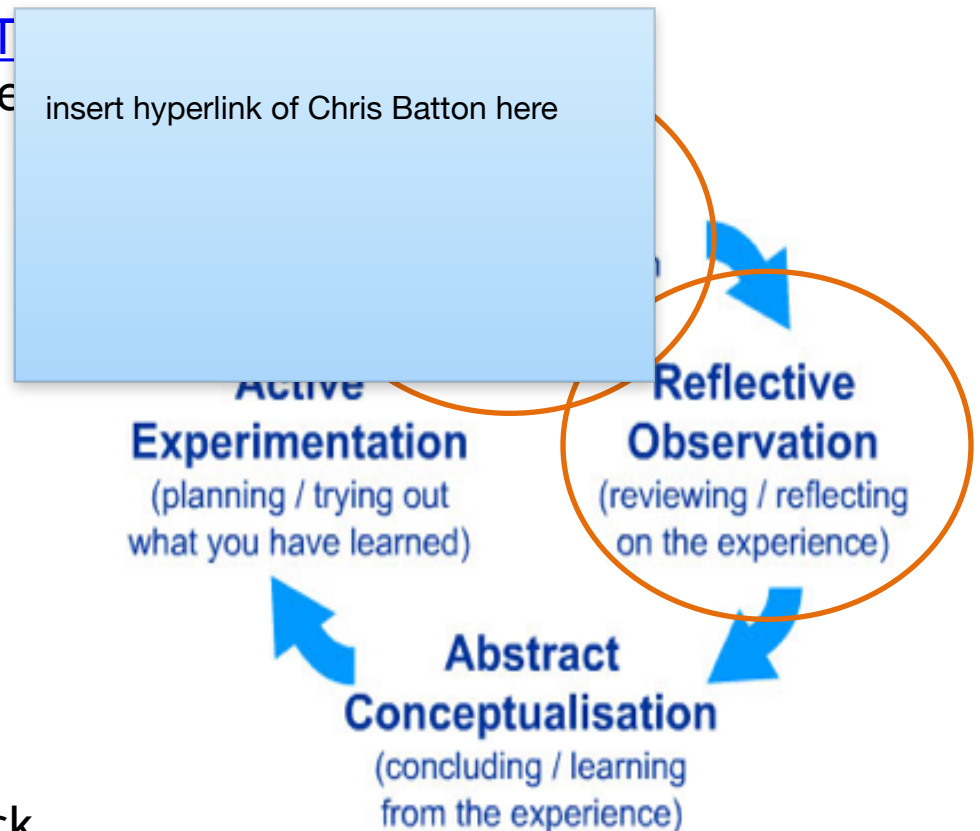BRATHAY TRUST **Inspiring Young People to Succeed**

University of Cumbria

Business School

AN ENGAGEMENT WITH KOLB -'THE TUBE DASH

The Learning Cycle

(Kolb & Kolb, 2012)
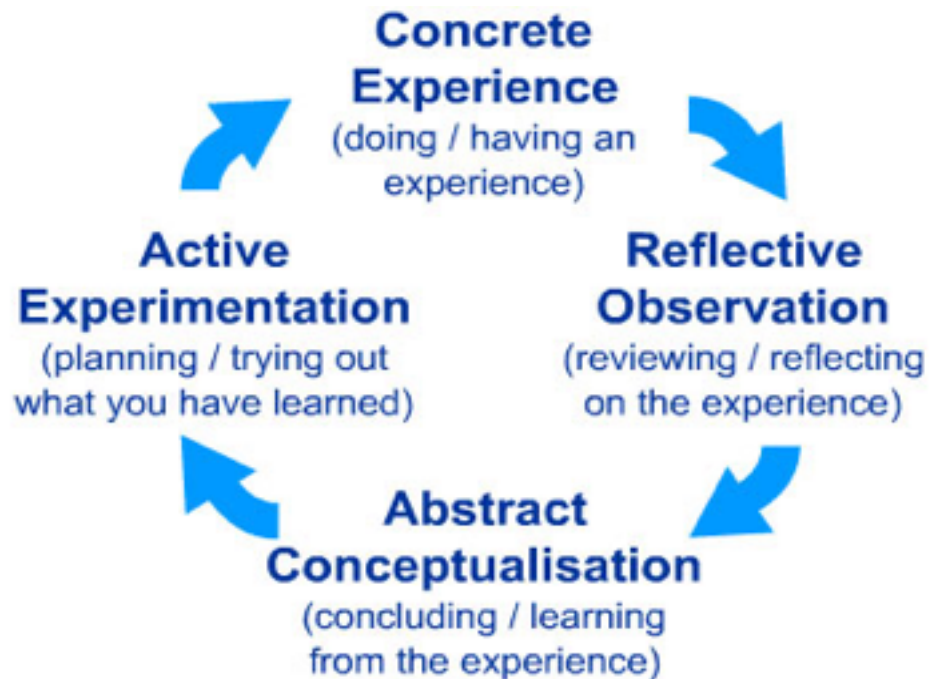
The Aspiring Leaders Programme I

- Vision and Aim ([Chris Batton, FCSCT](#))
- Partnership between FCSCT and The Brathay Trust to develop the programme
- UoC tendered for opportunity to delivery HE element on university premises
- FdA Professional Practice using modules from the 'Shell Framework"
- 3 year part time programme
- New team at UoC came to the programme in Sept. 2012 and became involved in 'the concrete experience' of ALP
- Summer 2013 review……reflection and observation of student feedback

insert hyperlink of Chris Batton here

Active Experimentation
(planning / trying out what you have learned)

Reflective Observation
(reviewing / reflecting on the experience)

Abstract Conceptualisation
(concluding / learning from the experience)

In May of the second year of the programme we were invited to tender for ALP II in a very tight timescale.

Submitted a similar FD programme to sit alongside the Brathay and Common Purpose provision.

Summer 2013 – Preparing for final year – abstract and active experimentation phase

The problem: Modules not quite fit for purpose, poor student evaluation of level 5, student retention issues – we needed to find a better way to integrate learning.......
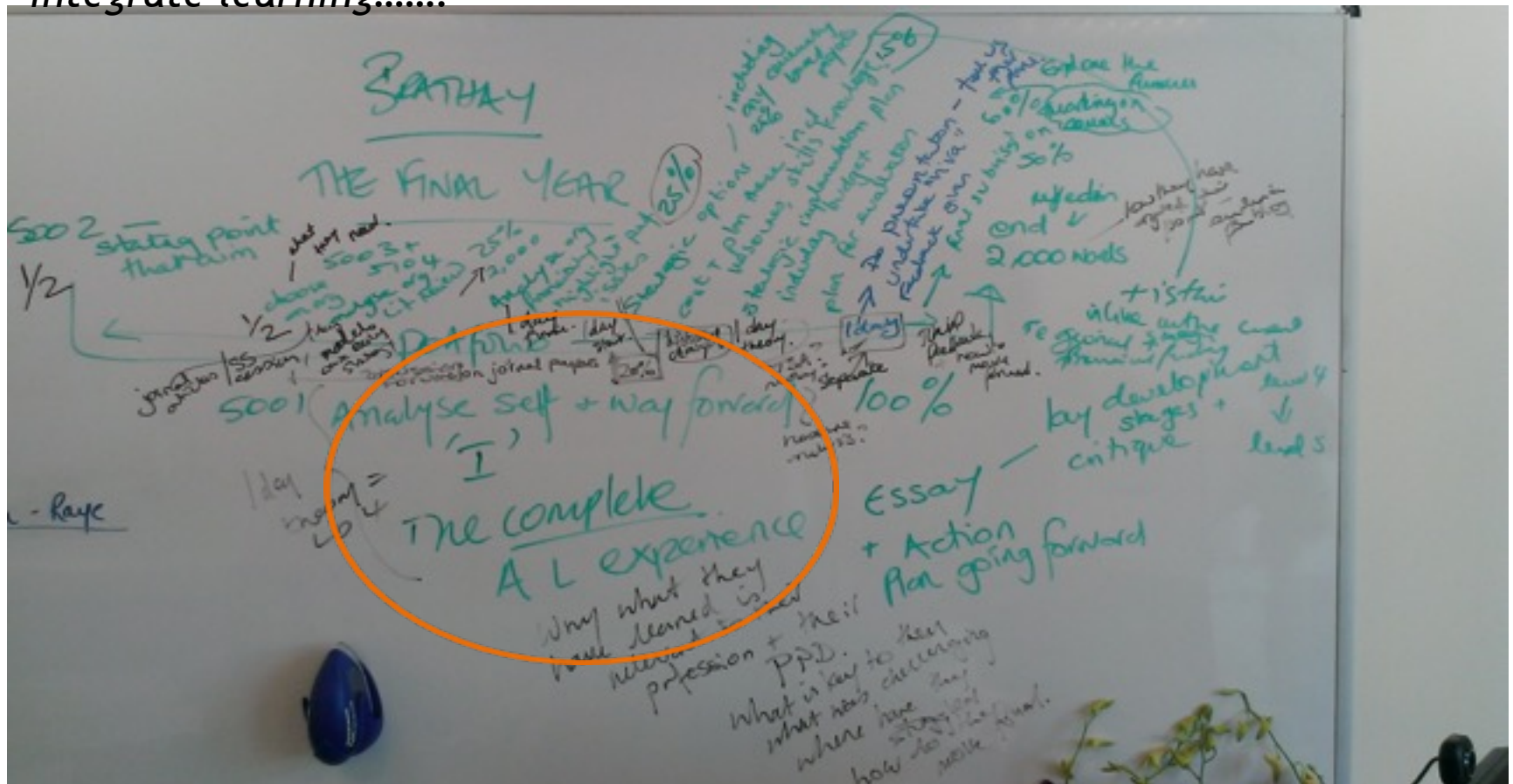
ALP I Final Year/ALP II re-tender process

- Hermeneutic approach to Kolb's learning cycle throughout the final year delivery of modules… constant revisit, clarifying goals and purpose, modifying actions after each session, or even part of a session in some cases…

- Attended the autumn 2013 residential

- Then we were asked to re-tender for ALP II despite having already tendered……

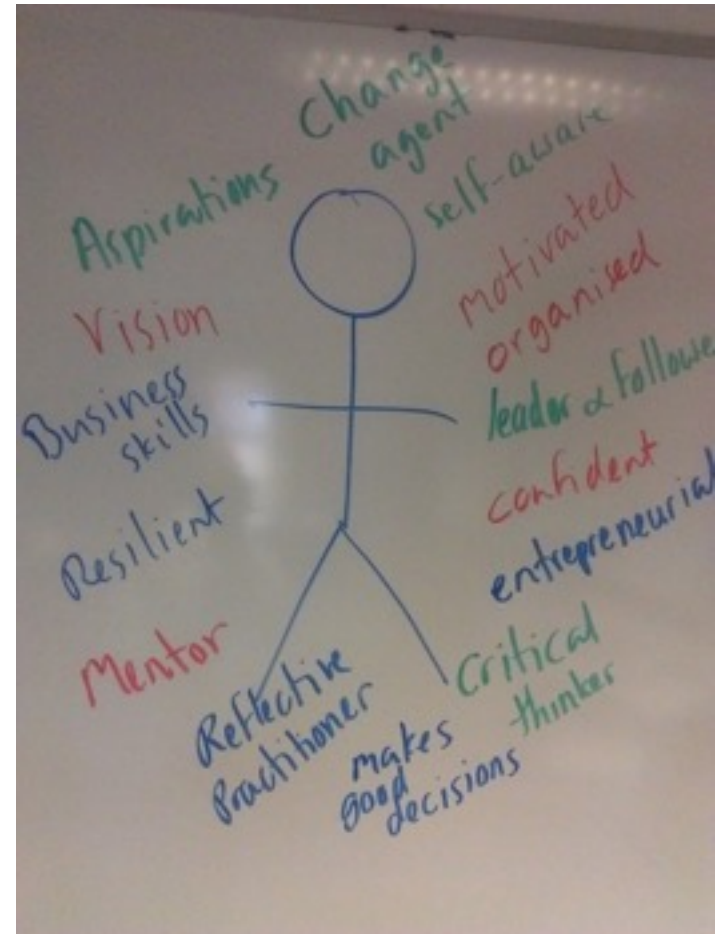- So when we sat down to re-tender/redesign we had lots of experience and reflection on which to base our thoughts…
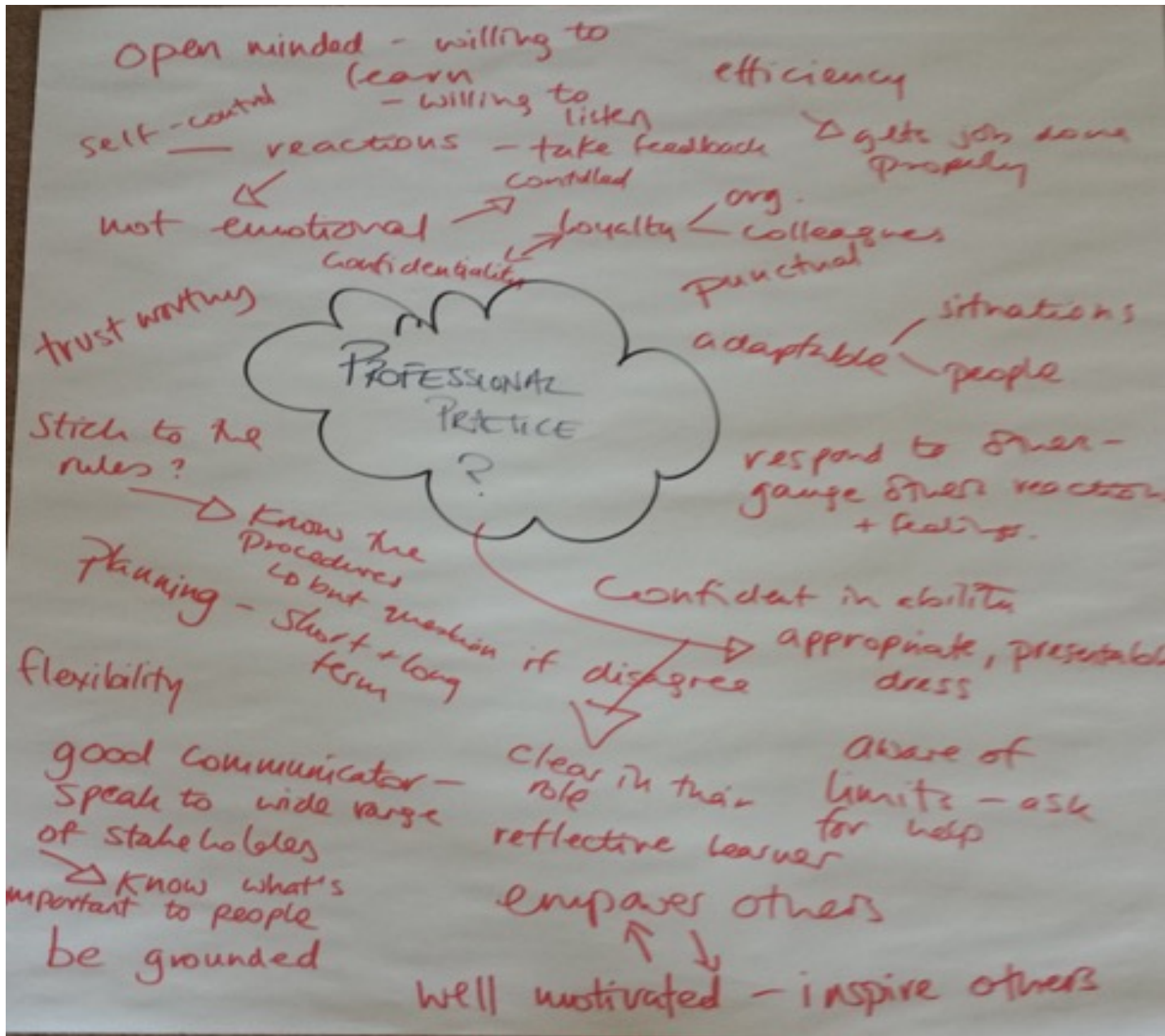

(Smythe et al, 2008; Slattery, 2012)

Curriculum Development – a full team approach
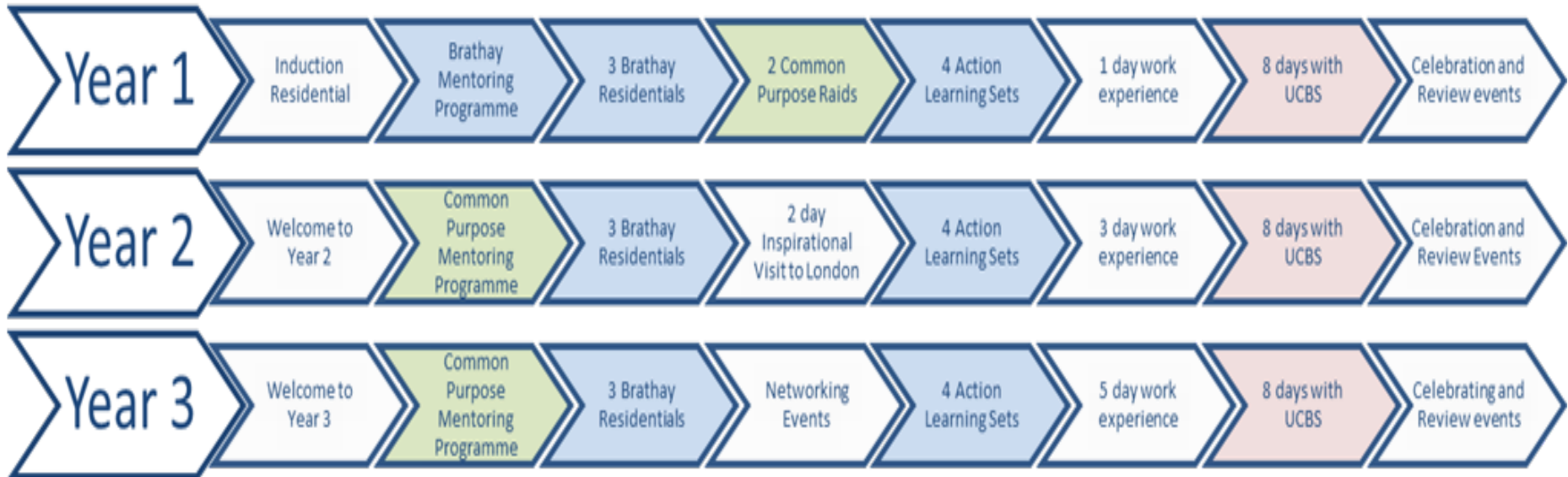
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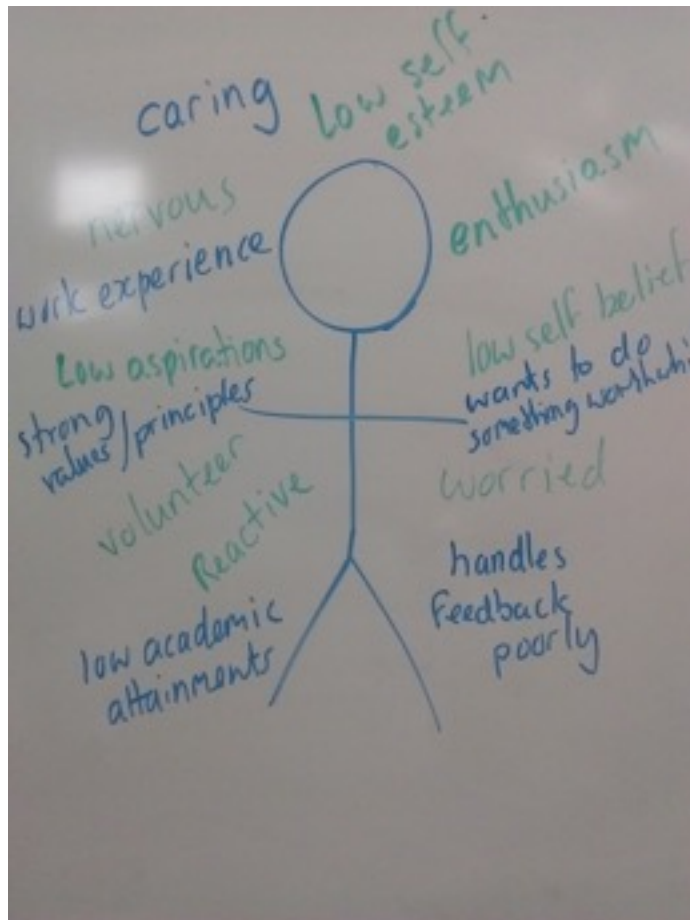
To This

Student contributions…..

Innovative Curriculum Design:
(1) experiential learning & teaching through a range of activity, classroom and non classroom based

Year 1	Induction Residential	Brathay Mentoring Programme	3 Brathay Residentials	2 Common Purpose Raids	4 Action Learning Sets	1 day work experience	8 days with UCBS	Celebration and Review events
Year 2	Welcome to Year 2	Common Purpose Mentoring Programme	3 Brathay Residentials	2 day Inspirational Visit to London	4 Action Learning Sets	3 day work experience	8 days with UCBS	Celebration and Review Events
Year 3	Welcome to Year 3	Common Purpose Mentoring Programme	3 Brathay Residentials	Networking Events	4 Action Learning Sets	5 day work experience	8 days with UCBS	Celebrating and Review events

(2) A Creative Assessment Strategy

- These are **Full Time Students** undertaking one assessment at a time…..focused, in-depth, concentrated, linked to the workplace; it is handed in, marked and second marked within a week, in-depth feedback provided
- **Type and style were Guided by (ALPI) Student Feedback**: they advocated for opportunities to be reflective, creative, and relevant to the workplaces they will inhabit, whilst understanding there is formal mechanism for communications amongst organisations, and for academic progression, that needs to be developed.
  - **Portfolios** are used to assist reflective learning which is crucial for this award.
  - **Digital literacy skills development:** e-portfolios, utilise digital skills in set exercises and written outputs and provides clear opportunities for engagement with creative and digital approaches
  - **Combination of group and individual assessment** which reflects the need for the student to work in teams, as followers and leaders
  - **Business communication methods** building year on year, repeated to take account of feedback
  - Fundamentally provides an assessment strategy which **logs the student journey** within a personal development plan framework which you can utilise in and beyond the degree
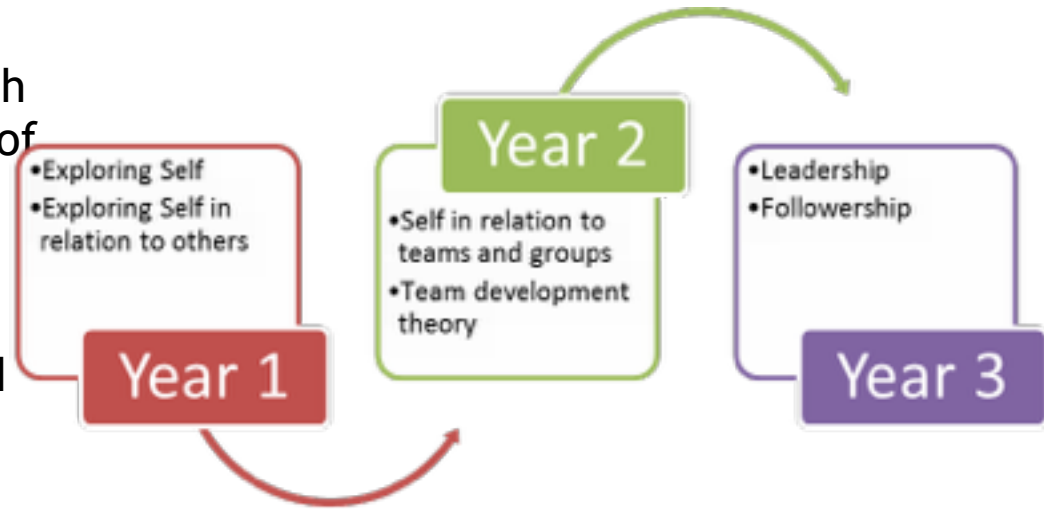
And the result:-

- **Three key themes** which link, through learning outcomes for each stage of the award, for each year of study:

    Year 1: Understanding of Self and context

    Year 2: Management of Teams and Groups

    Year 3: Leadership in the Workplace

Year 1
- Exploring Self
- Exploring Self in relation to others

Year 2
- Self in relation to teams and groups
- Team development theory

Year 3
- Leadership
- Followership

- **Five core attributes**, identified as essential in developing leadership in, and for, social enterprise organizations, which build year on year.
    1. Leadership
    2. Business Skills
    3. Personal Development, Resilience and Aspiration
    4. Core Transferable Skills for employment
    5. Application of Learning within, and for, the sector

SO IS IT WORKING?

Analysis of Performance against ALP I (at end of Year 1 of programme)

Retention:

ALPI had a retention rate of 82%, ALPII is at 93%

Achievement:

Work passed at first attempt, ALPI 72%, ALPII is at 91

Average grades, ALPI was around 52%, ALPII is around

WHAT DO THE STUDENTS HAVE TO SAY?

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AND NOW, THE INTERACTIVE BIT

1. We want you to have a go at thinking about the students you engage with in the way that we have

•Who are they, what point are they at in their education and / or life

•What experience and skills do they have

•What limitations do they have

2. Then we want you to think about who they will be after your 'interventions' or 'input' (your learning outcomes)

3. Finally you can then plan what activities might be required to enable this transformation to take place (your teaching and assessment)

Bibliography

Kolb, A., & Kolb, D. A. (2012). Kolb's learning styles. In *Encyclopedia of the Sciences of Learning* (pp. 1698-1703). Springer US.

Smythe, E. A., Ironside, P. M., Sims, S. L., Swenson, M. M., & Spence, D. G. (2008). Doing Heideggerian hermeneutic research: A discussion paper. *International journal of nursing studies*, *45*(9), 1389-1397.

Slattery, P. (2012). *Curriculum development in the postmodern era: Teaching and learning in an age of accountability*. Routledge.