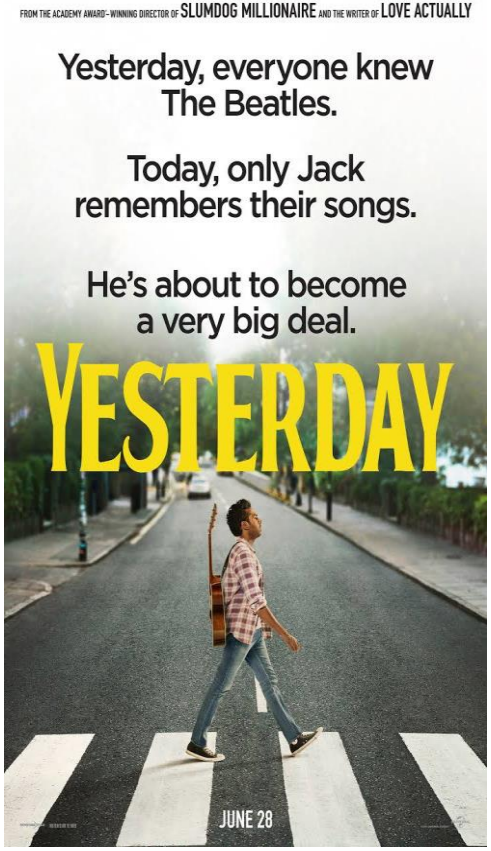
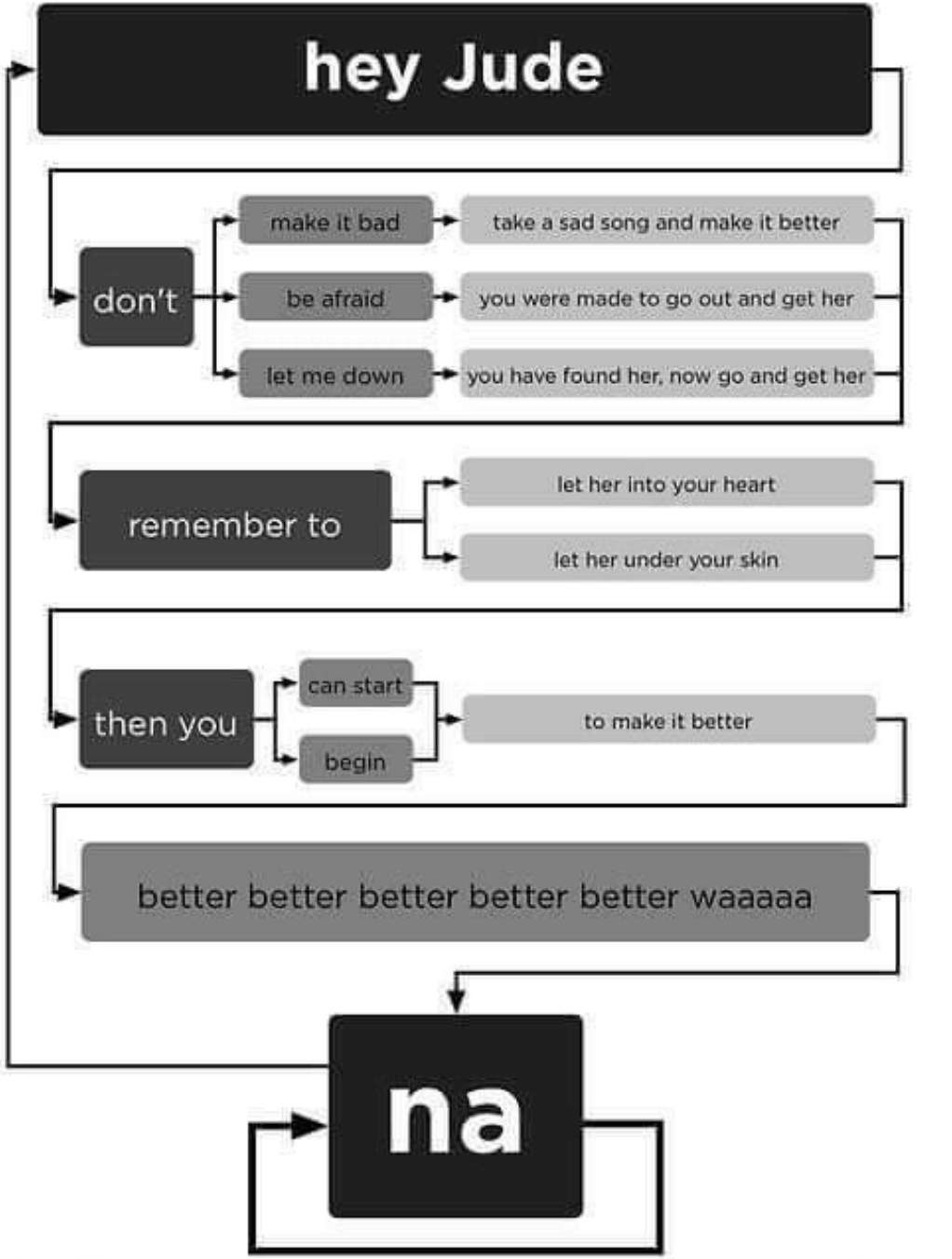
Outcome based strategic planning of TCA-s
TCA lifecycle ADVANCED

Peer Learning Activity

SALTO E&T RC
29 October 2019, Budapest
TCA E&T Officers' training

Forever BEATLES



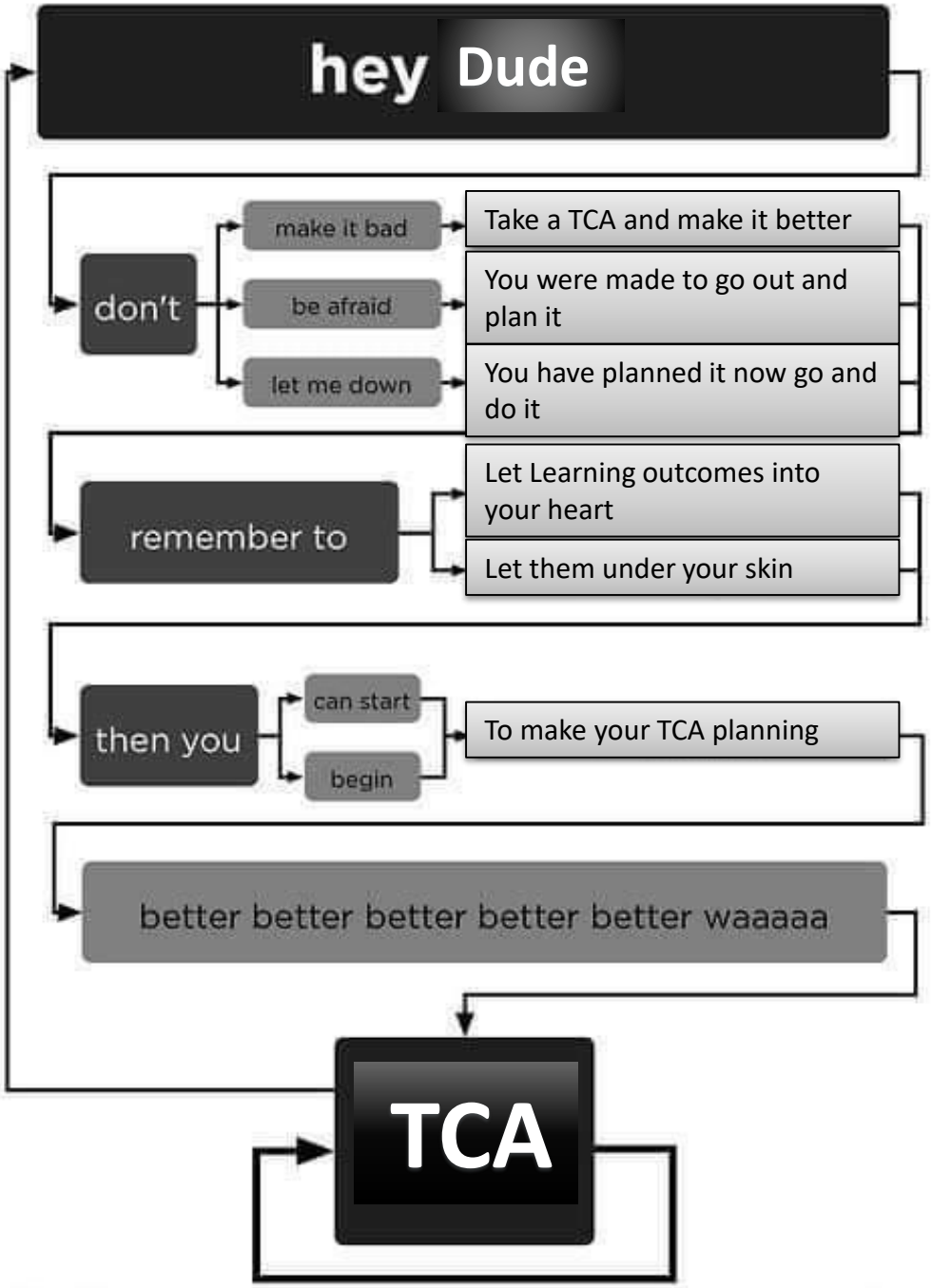


Strategy

1. TCA strategic approach

2. My TCA's learning outcomes

3. Action plan – TCA lifecycle



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Agenda

topic 1

Strategic planning of TCAs

topic 2

Designing learning outcomes for a TCA

topic 3

Planning the learning outcome based TCA

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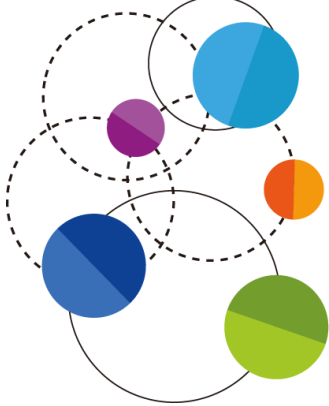

“So that's my wish for you, and all of us, and my wish for myself.

Make New Mistakes. Make glorious, amazing mistakes.

Make mistakes nobody's ever made before.

Don't freeze, don't stop, don't worry that it isn't good enough, or it isn't perfect, whatever it is: art, or love, or work or family or life.”

— **Neil Gaiman**

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LOs of today training

Participants will

- Broaden the knowledge of strategic planning of TCAs
- Be able to develop your own activities in strategic approach
- Understand the benefits of designing TCAs in expected learning outcomes

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topic 1

Strategic planning of TCAs

Mission of NAs and how TCAs fit for purpose

Sources for planning a TCA:

- NA's mission
- Work Programme
- Needs analysis

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Strategic planning

Strategic goals

Development goals

Expected results (learning outcomes)

Indicators

P L A N N I N G

(activities, costs, etc.)

Goal setting

Do we have any goals?

- Conscious?
- Well-defined?
- Achievable?
- Structured?
- Consistent with our environment?
- Based on our strategic goals?

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Setting development objectives

- It must be linked to at least one strategic goal
- It should be built on the results of needs analysis
- Practice oriented objectives

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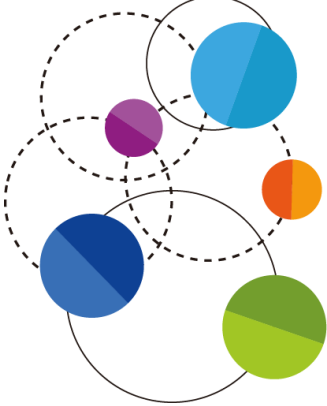
Aspects of determining development objectives



- Consistency with other institutional objectives
- Factuality, based on analytical results (data)
- Relationship with result (measurability, quantifiability)
- Could be planned
- Task breakdown
- Feasible
- Responsibilities and powers

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Requirements for goals (and indicators)

Specific – in respect of quantity and quality

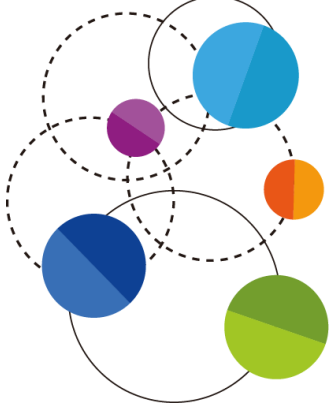
Measurable – in an objective way

Achievable

Relevant – selective, independent

Time-based

Groupwork 1.



1. Flick through your own **strategic goals**!
   (*Use your own TCA/NA strategy documents!)*
2. **Model a needs' analysis**!
   Sources: applications, final (interim) reports, former seminars, trainings, etc.)
3. **Identify 3 development objectives** that can be the basis for prospective TCA projects based on your own strategic goals and needs' analysis in the following areas:
   - Table 1: IMPACT
   - Table 2: Internationalization of HE and VET institutions
   - Table 3: Professionalization of teachers and staff
   - Table 4: Inclusion

   (Use your own TCA/NA strategy documents!)

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Groupwork 1.

4. **Choose one objective** out of the previously defined development ones!
5. **Identify your available internal resources and define the external resources** necessary core skills, competencies/expertise, knowledge and collect the already existing TCA outcomes (on SALTO platform)!

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Groupwork 1.

Guide for resource planning

1. Identify your NA colleagues to involve in the TCA with specified roles *(administration, finance, promotion, etc.)*
2. Elaborate criteria for possible organizing partners
3. Browse organizing partners
4. Finalize preferred organizing partnership
5. Collect possible trainers, facilitators

Share your own practices

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Groupwork 1.

Presentation of the groups
(5 minutes/group)

Obstacles and good practices to the idenfitication of the development and TCA project goals

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BASIC PRINCIPLE: LEARNING OUTCOMES

‘Learning outcomes’

means statements of what a learner knows, understands and is able to do on completion of a learning process and which are defined in terms of knowledge, skills, attitudes and autonomy/responsibility.

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Why to define learning outcomes?

Twofold aim:

- high quality implementation of TCAs
- TCAs LOs have an impact on E+

Clearly defined goals → learning outcomes

LOs allow a more structured and consistent

- specification of the **goals** and **requirements** of the TCA
- specification of the mutual **expectations** of the partners
- a more objective assessment of the **achievements** and the **impact** of the TCA

ADVANTAGES FOR THE LEARNERS

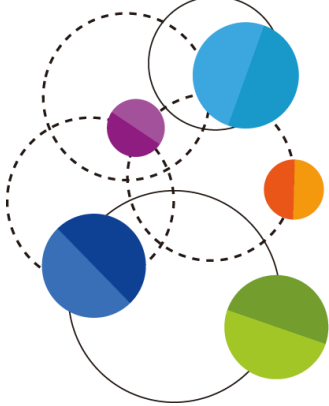
- The learners see the requirements they have to fulfil more clearly; the final outcome is known at the beginning of the TCA.

- The training goals are clear, thus the motivation of the learners grow, the learners are active participants of their own training process, self-assessment is enhanced.

- The learners are aware of what they will study during the training course; they are also aware of the requirements and of what activities they will be capable of performing upon completing the TCA.

Why am I taking this course?

» THE CRITERIA OF SPECIFYING LEARNING OUTCOMES



Specific, unambiguous, clear, put in a context, activity-based, specified from the learners' point of view

Uses an appropriate linguistic formula (active verb + object + other specifying context) and category (knowledge, skills, attitude, autonomy-responsibility)

Specifies the content what the learning outcomes refer to

Specifies the context, correlations and complexity of the learning outcomes

Specifies the level to be achieved (depth, scope, level of independence and responsibility)

Measurable, assessable

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Groupwork 2-4.

2. **Define the expected results in LOs** that can prove the achievement of the goal selected in the previous task!

3. **Examine the LOs elaborated by anothers group** according to the following criteria:
   - Do the designed learning outcomes meet the criteria of learning outcomes?
   - Is the set development objective can be achieved with the stated learning outcomes?

4. **Finalize your own LOs** using the remarks of the other group! (You can decide which suggestions are acceptable to you and which are not.)

Groupwork 2-4.

Presentation of the groups
(5 minutes/group)

Obstacles and good practices
to designing LOs of a TCA project

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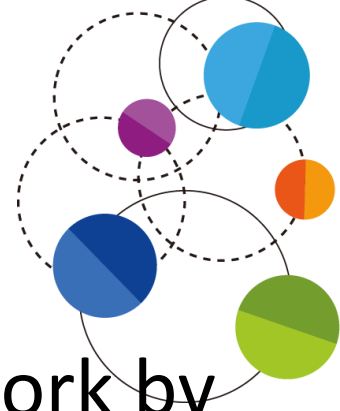
All you need is…. (Beatles)
TCA management



- **Overall aim**: promoting quality of TCA work by providing quality guidelines
- **Short term aim**: supporting newcomer TCA officers
- **Outputs**: develop an outcome based strategic planning guide
- **Outcomes**: ability to understand how the learning outcome based startegic approach of TCA lifecycle works

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Creating a project schedule

Milestone

- A very important event of the implementation of the project
- No time!
- Follow up the implementation
- ≠ indicator!
- ≠ deadline!

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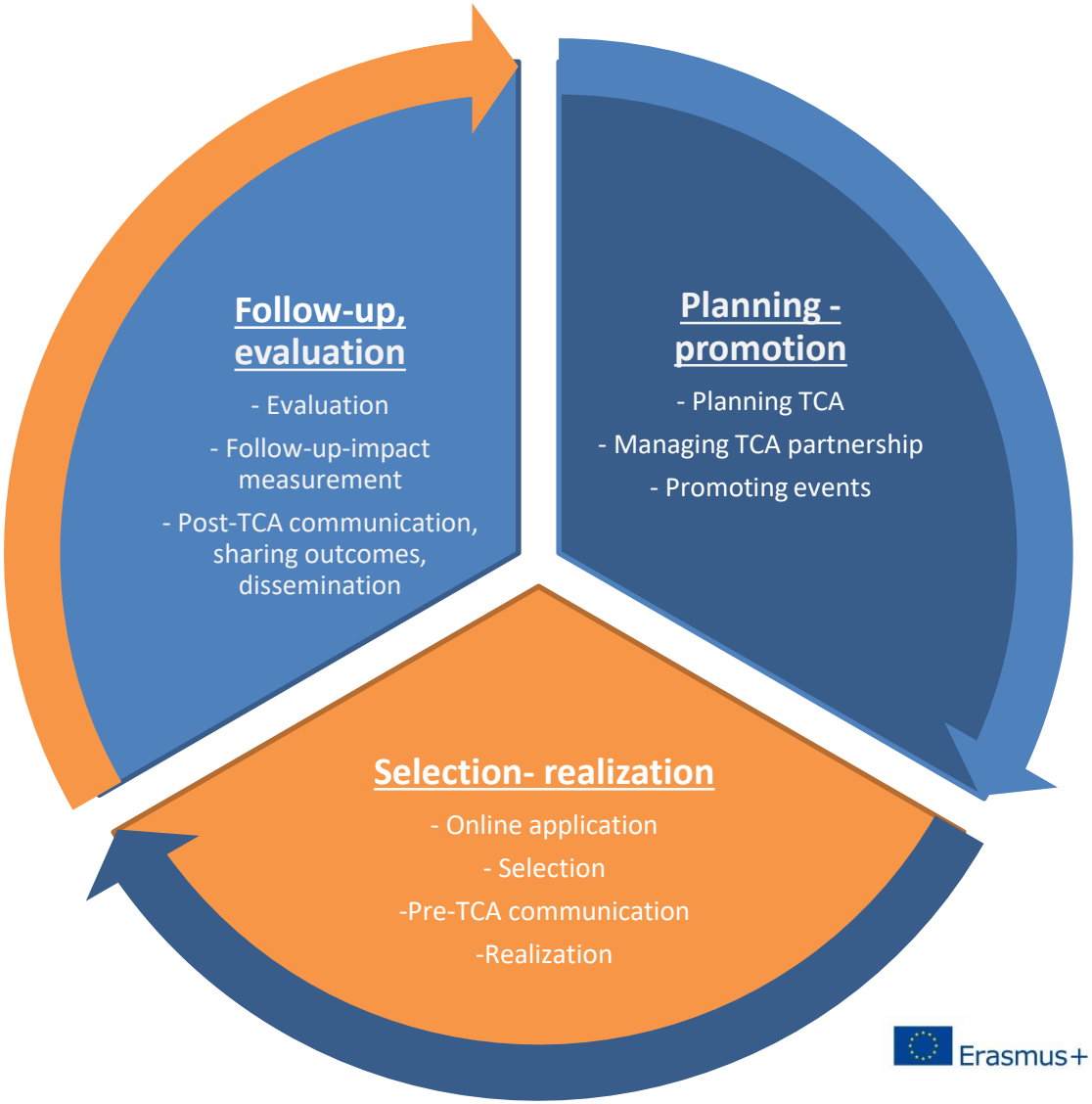
TCA lifecycle



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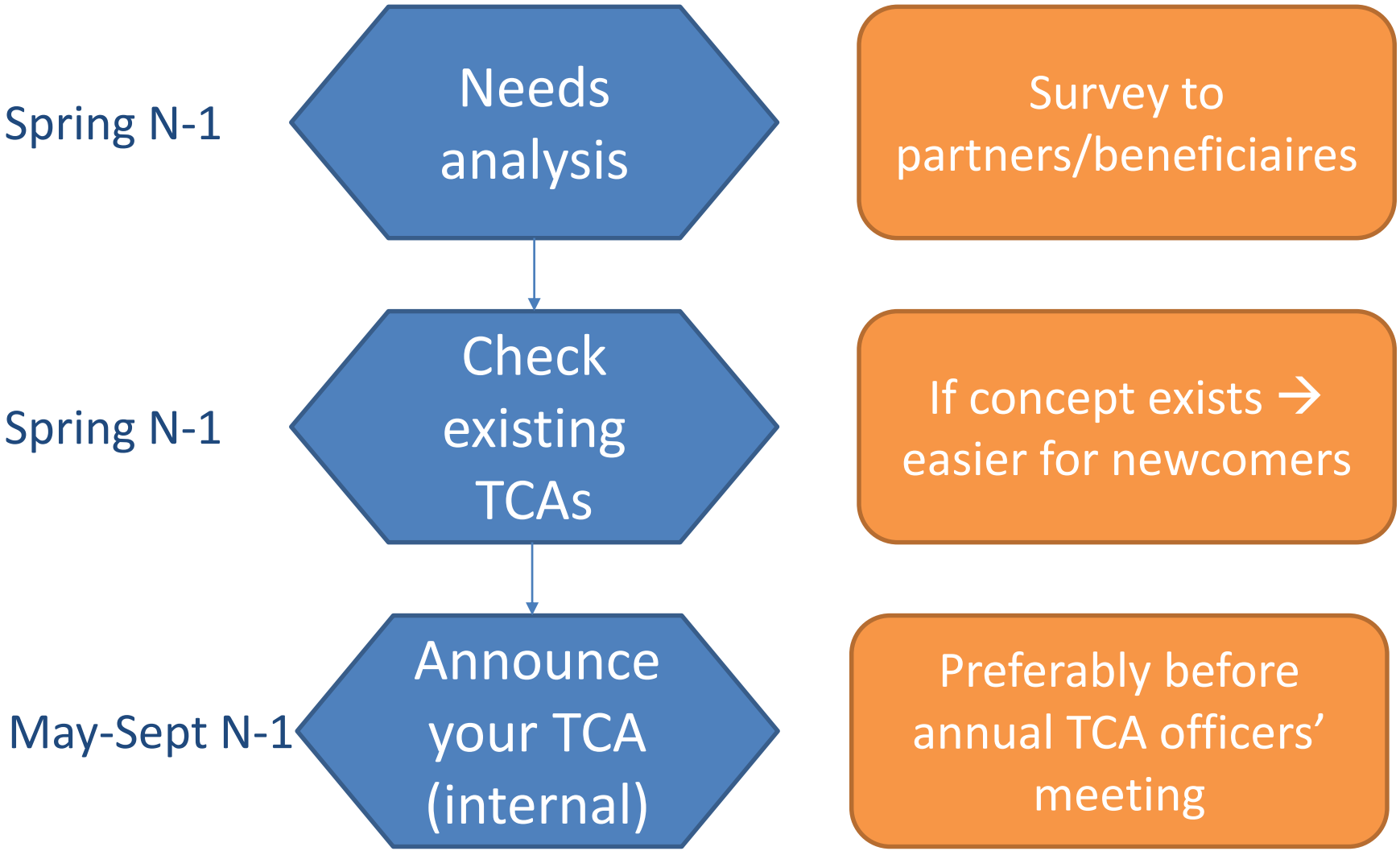
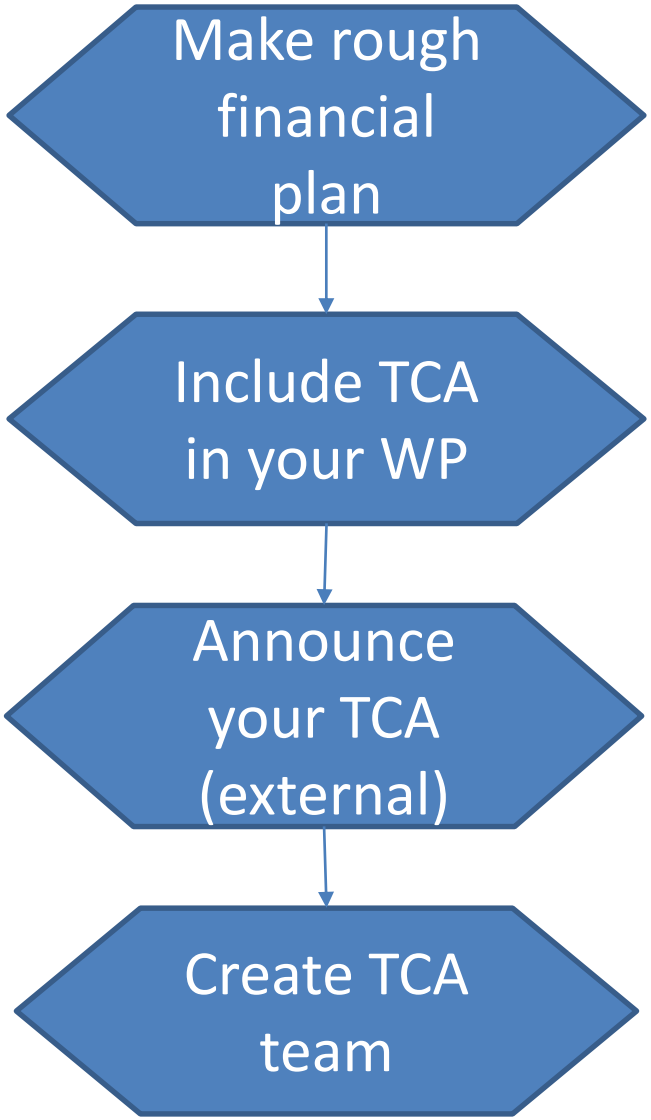
Planning (1/2)


Spring N-1
Needs analysis
Survey to partners/beneficiaires
Spring N-1
Check existing TCAs
If concept exists → easier for newcomers
May-Sept N-1
Announce your TCA (internal)
Preferably before annual TCA officers' meeting

Planning (2/2)



Create/use financial grid

Can modify host activity by amendment to EC

Need promotion for having enough pps

Trainer/facilitators, etc (ask for reference)

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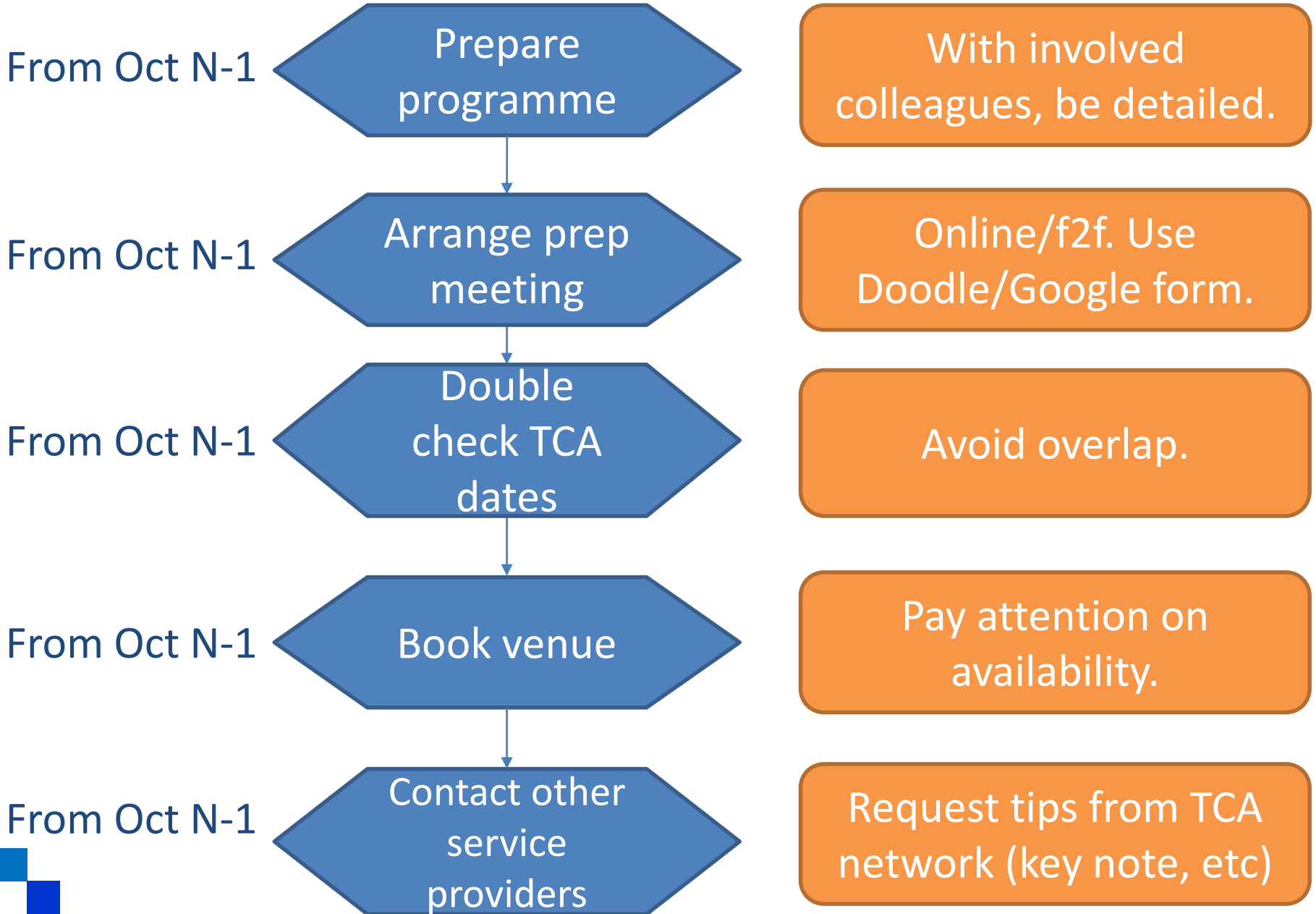
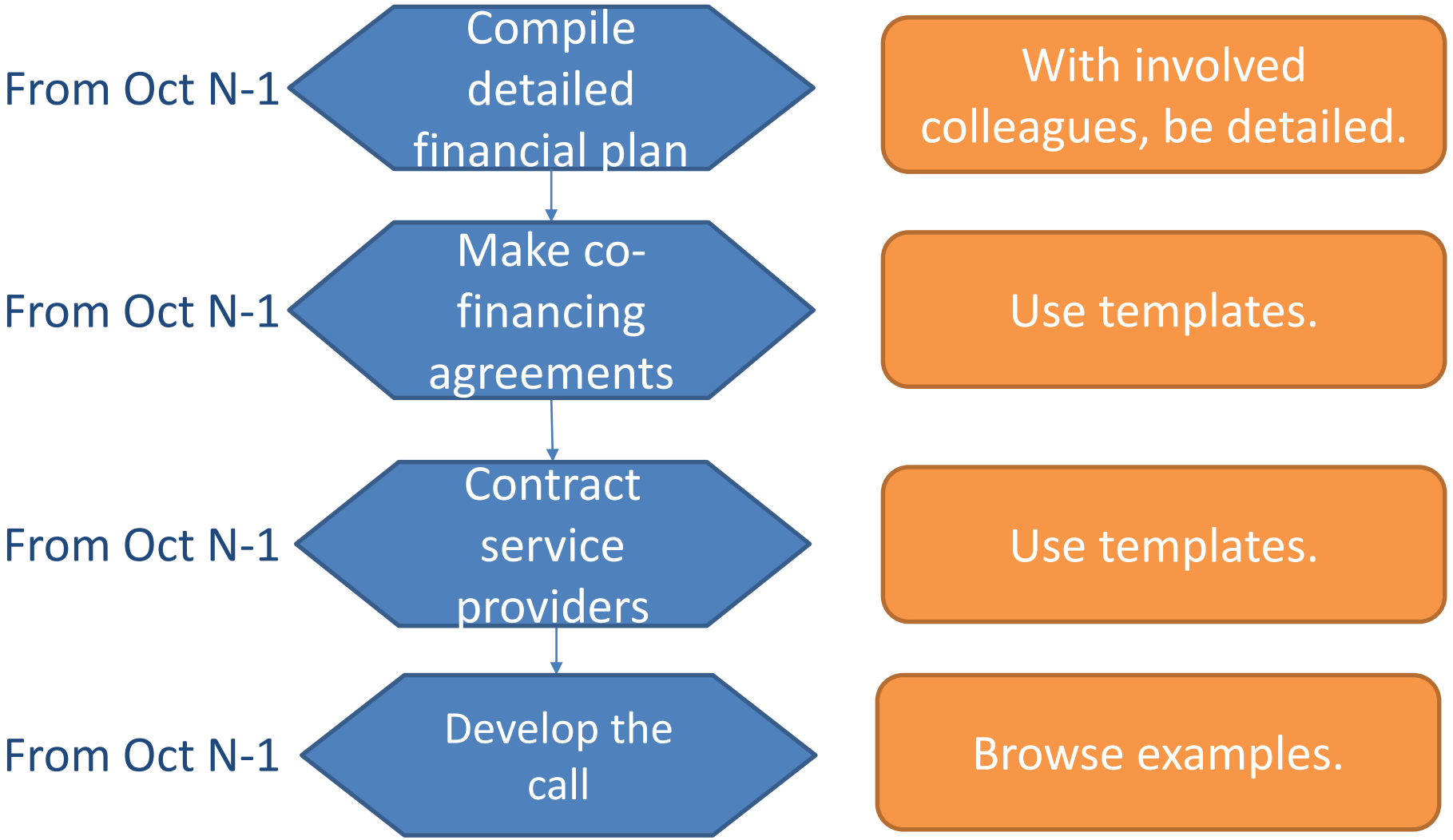
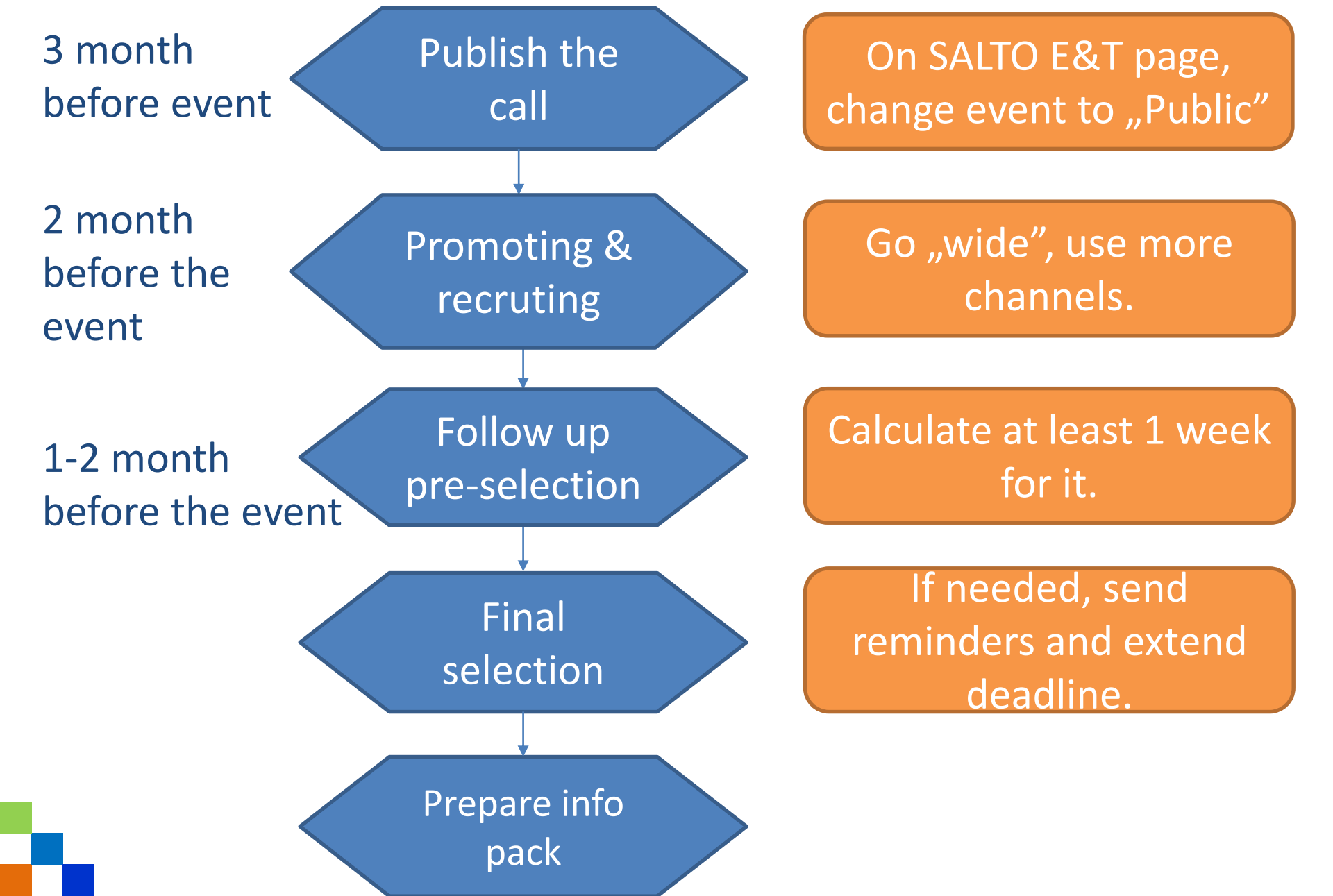
Preparation (1/2)



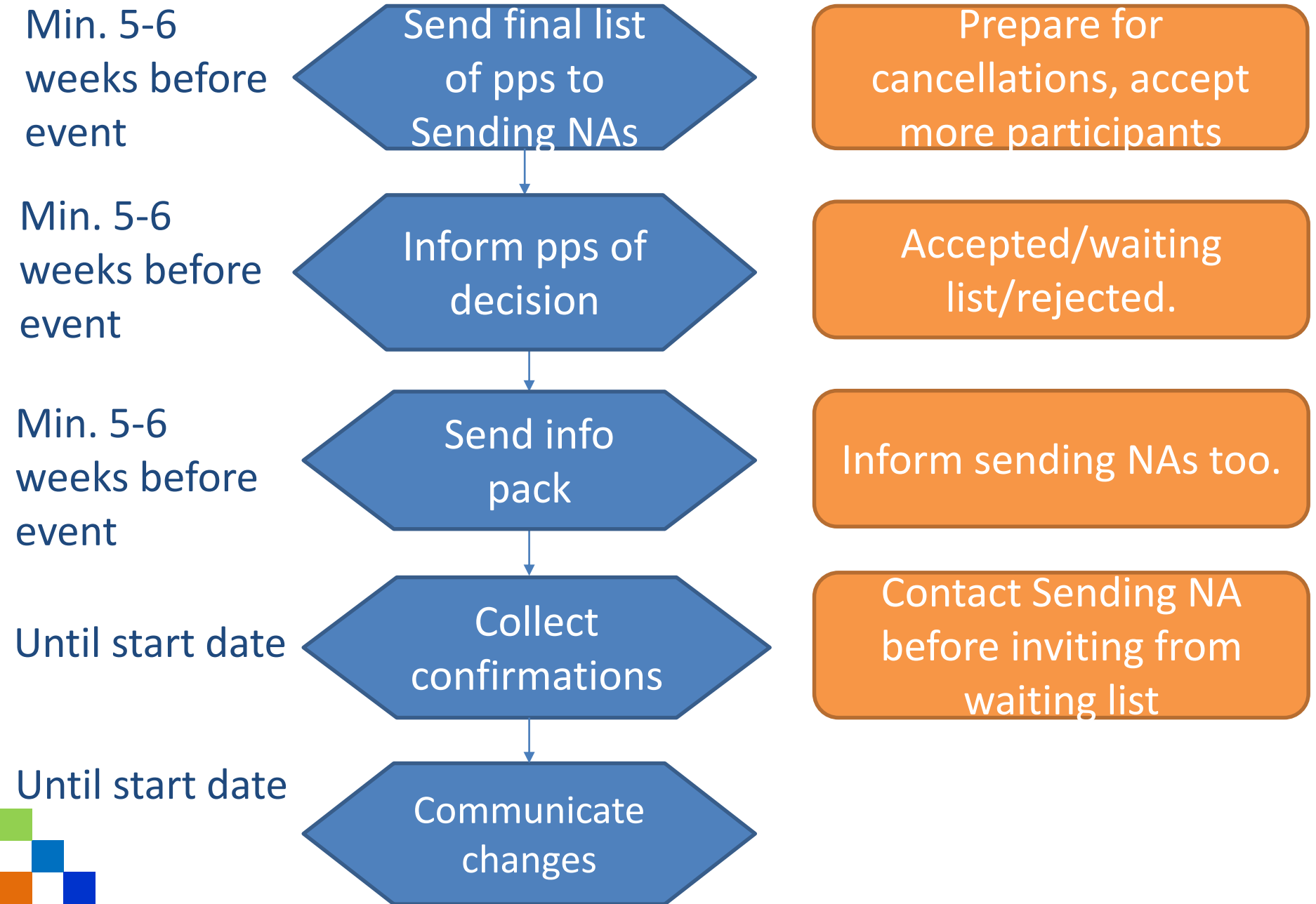
Preparation (2/2)



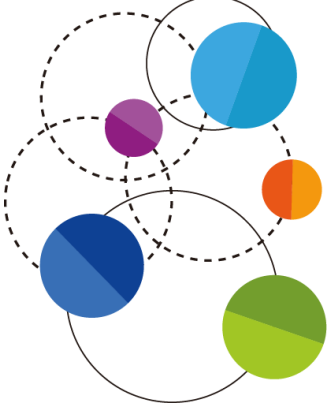
Call and selection of participants (1/2)



Call and selection of participants (2/2)



Groupwork 5.
Create selection criteria for TCA participants



1. Identify selection criteria

2. Elaborate method for evaluating participants' applications

Share your own practices

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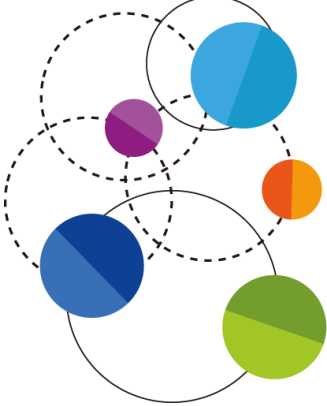
Groupwork 5.



Presentation of the groups
(5 minutes/group)

Obstacles and good practices
for selecting participants

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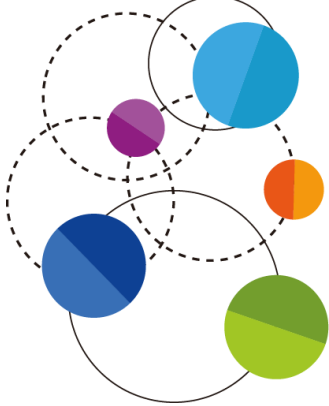
Planning the implementation of a TCA project



Description of the TCA project:

1. Unique process system with specified start and end dates
2. Appropriate goal
3. Defined product (service)
4. Time, cost and resource constraints
5. Co-ordinated, planned and controlled activities
6. Team created for (only!) the project period

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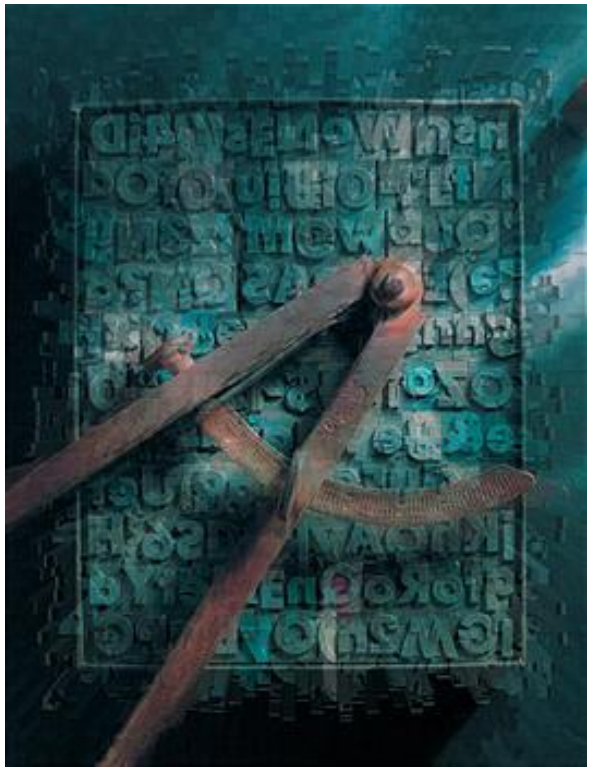
Planning

'Thus do many calculations lead to victory, and few calculations to defeat: how much more no calculation at all!'

(Sun Tzu)

The project plan is a must!

- Project schedule
- List of resources
- Budget
- Analyses
- Scenarios



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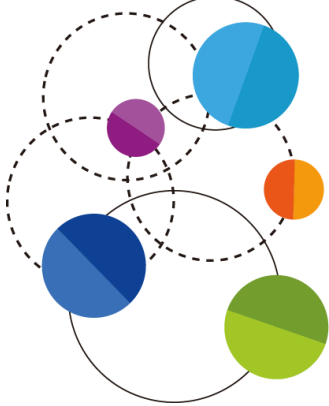
Creating a project schedule



Lead time

- Time between the beginning and completion of an activity deadline
- Expected time of completion
- According to an agreement or contract
- ≠ milestone!

Time constraints

- Determinants defining the implementation of an activity
- Types (ASAP, ALAP, NSET, NFLT, MSO, MFO)

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Time constrains

ASAP	As Soon As Possible
ALAP	As Late As Possible
NSET	Not Start Earlier Than
NFLT	Not Finish Later Than
MSO	Must Start On
MFO	Must Finish On

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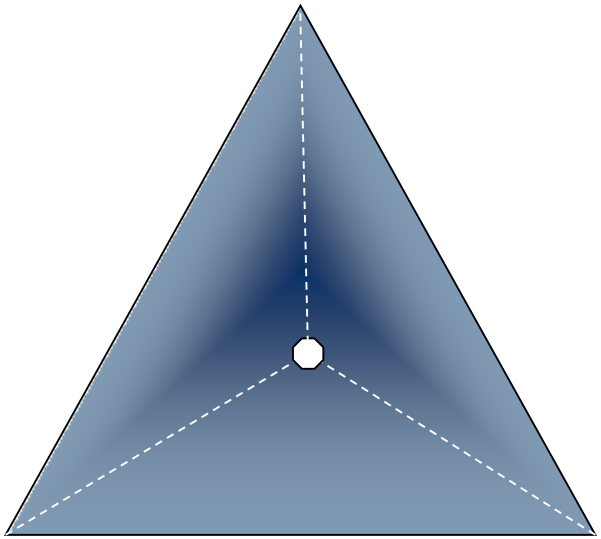
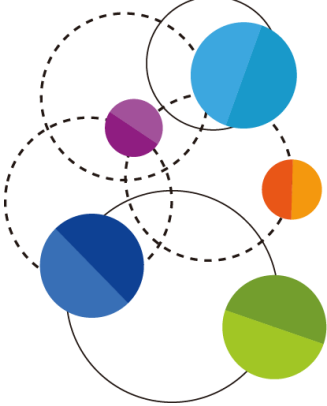
The (ugly) truth is…

'The good news: We work cheaply, well and quickly.'
'The bad news: You can only have two out of these three.'

Quality



Time **Cost**



Q & A

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Evaluation of the day

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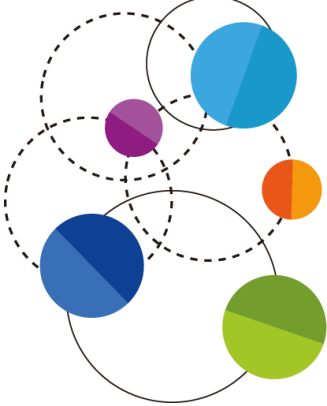

Thank you!

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