



LEADING AN INNOVATIVE COLLEGE-WIDE PROJECT

AN EVALUATION OF WEST LOTHIAN COLLEGE'S 'CHANGE, SUSTAIN, ATTAIN' DEVELOPMENT PROCESS

A REPORT FROM THE CDN RESEARCH AND ENHANCEMENT CENTRE

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1. INTRODUCTION

The purpose of this action research was to uncover the key learning points from the implementation of an innovative college-wide development designed to benefit students, staff and the community as well as addressing sectoral drivers. The research had two objectives:

- To understand what are the key learning points for designing and implementing an innovative college-wide development;
- To utilise West Lothian College's Change, Sustain, Attain development as an example of a whole college innovation in action.

The agreed output was a high-level overview of the learning from the process from project design and development to the first stage of its implementation. The research was completed over a three-month period ending March 2023 and involved desk research to establish the background and context of the college development and progress to date, followed by a series of interviews with key stakeholders to gauge their experience of implementing a college-wide innovation.

West Lothian College's Change, Sustain, Attain project was identified by the College Development Network (CDN) as an example of good practice in terms of an innovative college-wide development. The context for the development was to embed the Inner Development Goals¹ within delivery for student and staff skills development. The learning captured from the project implementation could be applied to any college-wide development. It should be noted that at this early phase of the research, the Change Sustain Attain project is still under development. This report, therefore provides a snapshot in time of the key learnings from the project implementation to date.

¹ Inner Development Goals are both a framework and a blueprint of the capabilities, qualities and skills we need in order to achieve the 17 Sustainable Development Goals (SDGs). The ambition is to use personal development to provide a framework for and build the inner abilities and transformative skills needed for a sustainable society. The IDGs initiative has co-creation at its centre with ongoing development and input from experts, scientists, practitioners and organisations around the world.



2. CONTEXT

West Lothian College's Change, Sustain, Attain development

The catalyst for the project was a review of the college's approach to core skills delivery in 2020-21. Having spent time listening to colleagues' experiences to understand the skills delivery landscape across the college, the college leadership became aware that core skills delivery was 'patchy' in that some college provision included discreet skills that were embedded while others were more 'serviced'.

The college leadership was also keen to promote integrated assessment to avoid duplication, address students feeling overburdened by assessment and associated mental health issues

and to improve attainment. This driver aligns with college's trauma-informed approach to learning². The 'whole college' approach to trauma-informed practice was a strategic response to the challenges faced by learners and, importantly, by staff as well. An understanding of adverse childhood experiences and their impact, mental health training, and the use of resources such as NHS Scotland trauma training have been developed into a college-wide trauma-informed approach which has been encapsulated in the institution's goal of 'leading with vision and empathy'. Along with key staff many learners have also had the opportunity to undertake mental health training.

The outcome of these initial discussions at college board level was the formation of a core skills group to examine the current delivery model that was linked to the college's vision for a highly skilled, enterprising and resilient workforce.

2 <https://bit.ly/trauma-informeddefinition>

Key to the development of a revised core skills provision was the Vice Principal Learning and Attainment's focus on the college's goal to 'lead with vision and empathy' and linking that goal to the Inner Development Goals (IDGs) to align with international developments and the sustainability agenda in terms of the Sustainable Development Goals (SDGs). The Vice Principal, already versed in the nature and structure of the IDGs Framework, explains her vision:

“ **My idea was that we could grow leadership capacity skills in our young people by embedding the Inner Development Goals across our core skills provision at all levels.** ”

Research participants were keen to point out that the IDGs are also central to the NextGen: HN qualifications agenda³.

3 <https://www.sqa.org.uk/sqa/100585.11499.html>



3. METHODOLOGY

An Appreciative Inquiry (AI) approach to the action research was adopted. Appreciative Inquiry is a co-operative, co-evolutionary search for best practice and ideas to take an organisation forward, underpinned by a belief that the questions we ask contribute to the world we create (Preskill and Catsambas 2006). The Appreciative Inquiry interview is thus crucial to the process. Appreciative Inquiry questions (Appendix 1) are designed to focus on what stakeholders value, want to grow and are willing to take responsibility for making happen. The purpose of framing questions in this way is to focus on creative solutions that direct the focus towards a shared vision for the future. The aim of Appreciative Inquiry is therefore to build on the root cause of success, not of failure, to build on strengths, not weaknesses (Cooperrider and Srivastva, 1987).

The Appreciative Inquiry approach was applied to West Lothian College's Change, Sustain, Attain development. The approach involved interviews with key stakeholders to reflect each of the five stages of the AI process, known as the 5D cycle: Define; Discover; Dream; Design and Deliver to identify key learnings from implementing the project:





Interview themes by AI stages

Interview participants represented all those individuals involved in planning and implementing the Change Sustain Attain innovation including:

- CDN's Leadership Lead acting as critical friend to the development;
- College Vice Principal (Learning and Attainment);
- College staff responsible for learning and skills, quality, workplace assessment, learning technology, equalities and widening access;
- College lecturers;
- Student Association representative;
- Students.

4. FINDINGS

Interviews were transcribed and a six-phase thematic analysis of the data was undertaken to identify key themes across the dataset which related to the research questions (Braun & Clarke, 2006). This involved: familiarisation with the data set; generating initial codes to identify a feature of the data and collating the data by code; searching for themes; reviewing and refining themes; defining and naming themes, counting the number of respondents who mentioned and provided evidence for each theme and writing up the analysis by theme with reference to the research questions. Specifically, an inductive or ‘bottom up’ analytic approach to thematic analysis was used whereby analysis was guided by the themes that emerged from the data, rather than by prior theoretical accounts.

Findings were mapped to the five stages of the Appreciative Inquiry model and are summarised as follows:



Stage 1. Define the topic under development

The College Development Network’s Leadership Lead who was involved in the development from the outset of the project described her role as a critical friend and ‘disrupter’. Her interest in the IDGs stems from the fact that they speak to many of the sectoral drivers in terms of meta skills, employability and skills development, as she explains:

“**Employers are more and more looking for ‘character’. As one employer told me, “If we can train for skills we’re recruiting for attitude”.**

For this participant, the value of the IDGs lies in their human centred stance which promotes individual development and allows young people the autonomy to take control of their lives, especially amidst the post-pandemic challenges and ‘doom and gloom’. In an ideal scenario,

the development would be rolled out across the college sector so that all students engage with the IDGs at all levels throughout their learning on a continuous basis. Additionally, the college sector as a whole would benefit from staff engaging with the IDGs, potentially linked to individual annual performance reviews. West Lothian College’s prototyping of the model was seen to pave the way for other colleges to come on board to start having similar conversations about embedding the IDGs across their provision with the opportunity to share resources and materials. The outcome for the students was highlighted in terms of personal development and employment opportunities:

“**Ideally, I’d like to see young people going for job interviews and talking about themselves and their experiences in a different way, rather than just talk about the skills they have learned on their course, about how they have developed as people, how they have put these skills into action and some having the confidence to set up their own business. We don’t achieve the IDGs, we grow in these areas.**

In terms of the values the development encompassed, participants highlighted putting students at the centre of the development which is one of the college's core values. Involving students in the co-creation of the unit's content allowed students not only to learn about but also to manifest the IDGs through their involvement in the development. A further value of the development highlighted by participants is valuing staff. The vision for the project included college staff engaging in the IDGs as part of their staff development. The plan to potentially roll out the Change Attain Sustain unit to college staff is seen as the college investing in staff. The unit is viewed as a professional development resource that involves lecturers developing their own content as it relates to their own discipline areas.

The innovation is also seen by research participants as having the potential to positively impact student and staff wellbeing through self-analysis and self-reflection. Developing communities is another college value seen by participants as having been encompassed within the Change, Sustain, Attain development. Research participants pointed to the potential for the development to contribute to the local community and tackle multiple deprivation. Through self-reflection and working on the Inner Development Goals students accessing the college have the

opportunity to work towards their personal goals. This aspect of Change Sustain Attain aligns closely with the college's integrated system of support and intervention designed to help students to remain at college and achieve successful outcomes thus improving retention. As one participant noted:

“ **The aim is to ensure we are not losing our students before they get the chance to be their best selves and progress into employment or further study.**

“ **The IDGs develop people's soft skills, skills that are not being taught in the school or college classroom. The IDGs allow people to notice their environment and the people around them. They develop a person's inner world to help them contribute to their external environment.**

The vision for the project also included the opportunity for young people to use the IDGs to have a sense of contributing to the sustainability of the planet, thus promoting ownership of the Sustainable Development Goals. Creating the conditions for the initial conversations with the college about the potential development was the main contribution the CDN Leadership Lead saw herself making as she explains:

“ **We had to create an environment where we could come together and feel safe to challenge ourselves, our assumptions and each other about what the IDGs could mean in the college context. It was important to have a space to question, challenge, learn and explore and support each other in terms of what the innovation might look like and could achieve. We did this with a workshop where we established first and subsequent steps to be taken.**

The CDN Leadership Lead had worked with the Vice Principal before and admired her passion and leadership qualities along with the curiosity, commitment and enthusiasm required to take this area forward, as she explains:

“ **I knew that there was a passion there and great leadership.**

These leadership qualities were seen coming to the fore as the innovation was developed and the team was mobilized to develop the innovation:

“ The idea came from the top but it was soon flipped to include many individuals at the college including the students and the student association.

“ [The Vice Principal] is very driven and focused but at the same time also immensely approachable so we know where we are and what the expectations are at any given point.

“ I’m blown away by the ‘can do and will do’ attitude. It comes from [the Vice Principal]. She’s a fantastic leader. She gives people the autonomy to bring their best selves to the role. She found the right people and acted. Everybody loves and admires her and feels good about their work and themselves.

Key learning points:

- Reflect on college values, strategic vision and sectoral drivers for change;
- Leadership should be driven and focused but approachable;
- Involve a critical friend or disruptor to challenge assumptions.



Stage 2. Discover what is already happening

The college leadership stressed the importance of adopting an inclusive approach to implementing the innovation. The Vice Principal felt that it was important to involve colleagues with different skills from a diverse range of areas across the college. Getting the ‘right’ people involved from the outset was viewed as crucial:

“ You need have the right people involved, you need them to know what they are working towards and you have to create the right ‘space’ to do this.

Those individuals who showed a willingness and the capacity to engage with new ideas and the possibility for change were included. As one college lead explained:

“ Engaging the early adopters was key. This creates a ripple effect in terms of enthusiasm which filters to other staff and to the students so that they can action their goals.

Taking the time to fully brief the project team about the purpose of the development in the early stages was seen as equally important. Time was allocated to explaining the IDGs to generate discussions around what these meant for each of the project team members individually before moving on to considering how to translate these in a way that would be meaningful for the students, as the Vice Principal explained:

“ It’s a new way of looking at things, at yourself. It’s about changing people’s mindsets to appreciate the value of the IDGs. It was important to allocate time to discuss these key ideas.

Exploring the key concept behind the innovation to all college stakeholders was factored into project planning, as the project’s critical friend explains:

“ How to develop yourself as a person is really important. The Inner Development Goals help that process. Everyone has these skills inside them but people need to understand what the IDGs mean to them personally before they can develop them further. This is what lies at the heart of the project. We needed time to discuss and explore this idea.

Few project stakeholders were aware of the Inner Development Goals at the outset of the planned innovation. One challenge for the project leadership, and indeed all stakeholders, was to familiarise themselves with the IDG framework and criteria for each of the IDGs, as one of the lecturers describes:

“ **Challenging our own assumptions as a team was necessary. For example, ‘problem solving’ could mean two different things to two different team members so we had to have the discussion about each of the criteria involved.**

Taking the time to explore and develop the project team’s understanding of the key concepts behind the innovation proved invaluable in terms of promoting ownership, as this quote illustrates:

“ **What sold it to me was that it is available to all staff and students at all levels and through all college programmes.**

The project leadership were keen that the Change, Sustain, Attain unit content would be accessible, relatable and inclusive. What helped here was that the leadership brought in a team that was diverse,

who all had different skills and could collaborate because they were able to see the value of the proposed development. Including the staff member responsible for equalities and widening access ensured that there was an inclusive approach to the unit content as well:

“ **Our descriptors, terms and examples had to be neutral in terms of age, gender, race, ability, all the protected characteristics.**

Key learning points:

- Project recruitment should be inclusive, diverse and should involve those with different skills from a variety of roles across the college;
- Engage the early adopters to encourage a ripple effect of enthusiasm to help motivate other colleagues;
- Allow time to brief the team and discuss key concepts to encourage ownership;
- Involve students and student representatives throughout;
- Get buy-in by agreeing a shared vision of the future to encourage engagement, perseverance and resilience.



Stage 3. Dream: the overall vision

Factors participants viewed as aiding the implementation of the overall vision for the project included collaboration and team working. Comments relating to these factors included:

“ **Collaboration and communication are essential. We have a big project team which means that there are many voices and ideas to be heard.**

“ **We’ve worked well as a team. We’ve had good direction from [college leaders] and from externals like [the CDN Leadership Lead]. Working with people from across the college has been a new but very rewarding experience for me.**

Involving colleagues from across the college in the development necessitated collaboration which was seen by those leading the implementation as having benefited project outcomes as a project lead explained:

“ **The best learning for me from the project is that there is so much richness in terms of outcomes when you bring people together from a variety of roles within the college.**

As many staff involved in the development already have full-time teaching roles, the logistics of getting the full quota of the working group together at one time proved challenging. Added to this, some members of college staff were invited to become part of the project team as the content was being designed and missed the initial meetings and had to catch up with the nature of the development at speed. At times, therefore, collaboration proved challenging. Research participants reflected on the importance of factoring in the time to plan and develop the innovation and associated resources as the following quotes illustrate:

“ **The time it takes to develop something as major as this with no materials or resources that are college specific to work from is frustrating, also the time to get from development to implementation, but it’s a necessary frustration.**

“ **The biggest challenge was the time it has taken to really consider the concepts then translating these into the material we need for staff and student at all levels. We’ve been working on this as a team for at least eight months.**

“ **Of course, we could have looked elsewhere for ‘ready made’ material to copy and paste into our unit but that wouldn’t have worked for our students so we had to do it properly from scratch which took time.**

Key learning points:

- Create the conditions for the initial conversations, allow time and provide a space where it feels safe for people to put ideas forward, to challenge, to question, to disagree, to be assertive, to learn and explore together and to support and trust each other;
- Promote team working to foster communication and creativity;
- Encourage collaboration between all key stakeholders from across the college;
- Plan in time for planning and developing the innovation and resources.



Stage 4. Design: the plan to realise the vision

Realising the vision for the project involved designing the implementation to involve creative individuals, putting trust in team members to come up with creative solutions, involving students to co-create the unit’s content, encouraging risk taking, trial and error and adaptation and being realistic about the time required to develop the content and deadlines for content production and delivery.

Content development necessitated leadership skills, as one participant reflected:

“ **We needed a lead – someone who says, “Ask yourself what the IDG mean to you. Can you think of an example that relates to you?” Someone who asks, “Are we agreed on this definition and these examples for our students?” ‘**

Trusting colleagues to find creative ways to develop the materials around the IDGs was a critical part of the innovation, as this took time:

“ We had to take each dimension of all five IDGs and consider how we might redefine these in our college context with examples. This took a lot of time and trust in colleagues to find a way to do it. However, the resource is now there and could be picked up by other colleges.

Getting creative people involved at key points in the design of the delivery content mean that the innovation moved forward:

“ Ally saw how it would look, he had the development vision.

On one occasion, a team member felt the need to be appropriately assertive about the need to progress the design for the content which involved persuading colleagues that he could and should be trusted to develop the work:

“ To meet the deadline, I had to persuade the project team to stop the discussions and let me get on and develop the content, to trust me that it can be done and that if it doesn't work we can change or adapt it.

Developing and adapting the content to the audience so that its users found it engaging meant getting students involved in the development from

the outset. All content was designed to reflect the student voice. This was achieved in part through encouraging Creative and Digital Media Foundation Apprentice students to develop promotional video designed around the employer needs from their work placements. Thus, the learning was practical, work-based and accredited to the students in the public domain. The online content is also viewed as a valuable staff resource. Students produced content for the unit by way of reflective videos on how they developed the IDGs on their work placements. While another student made a video of the making of the student productions. Students will also be involved in testing the resource. The Students' Association act as gatekeeper to collect feedback from students during the testing phase. One member of staff explains the benefit of involving students in the content production:

“ This unit is all about the learner journey and learners reflecting on their personal journey. We think that their voice will be more engaging for other learners. The unit will continue to evolve in this way with more student generated resources added so it's self-sustaining.

There were some technical challenges associated with lack of access to online tools for all the students at all times proved challenging. Therefore,

student time online had to be rotated. A further benefit of involving students in the development of the innovation is that there was an opportunity for the users to test the content.

Students who had participated in the development of the online content by way of producing animated videos for their workplaces fed back that they had got involved in the project for their own personal gain and because it sounded interesting. Having real life examples of developing promotional material for an enterprise was viewed as being valuable to include in their respective CVs. One student reflected that his involvement in the project was good preparation for university the following year:

“ A lot of the IDG work is about how to treat other people. University is a more independent environment than school or college so I feel it has prepared me for interacting with others in that environment where there will be more relating to people and collaborating with others.

Developing a mechanism, in this case a repository, where ideas can be deposited and discussed was another factor seen by research participants as facilitating the implementation of the project. The online project management tool Trello was utilised for this purpose.

Thus, an enhanced approach to meta skills evolved from the initial discussions that were the focus of the core skills group, one that embraced more human skills. Being involved in such a radical development and with no material that was college specific to work from was a learning curve for many of those involved in the development as the Project Lead explains:

“ I’ve been on a personal journey with the IDGs exploring what these mean to me. Considering what each of the five IDGs mean and what is meant by the 23 skills and criteria has made me think about my own skills.

Key learning points:

- Involve creative individuals;
- Put trust in team members to come up with creative solutions;
- Co-create the content;
- Involve students in testing the content as it is developed;
- Encourage risk taking, trial and error and adaptation;
- Be realistic about the time required to develop the content and
- Set realistic deadlines for content production and delivery.



Stage 5. Deliver on what will make the innovation sustainable

In terms of what lessons have been learned from the implementation of the innovation that will make it sustainable, research participants stressed leadership skills, selecting the ‘right’ team from a range of areas across the college, individual capabilities, involving creative individuals, engaging the early adopters to create a ripple effect of enthusiasm for the work, and promoting team work. The following quote highlights the outcome of these key factors:

“ The positive energy that’s generated and the excitement of what might emerge from such a development, the unknown. The IDGs are a lovely leveller. They’re not something done to you, you develop them yourself. That’s what fosters ownership.

Reflecting on her involvement with the team responsible for implementing the Change Sustain Attain innovation, the CDN Leadership Lead commented on her experience and why she believes that the innovation will be sustainable:

“ I have witnessed wonderful camaraderie, real engagement, pushing the boundaries on how we can do things differently in colleges. The thing that has captured me most is the curiosity, enthusiasm, passion and innovation of the people involved, both the staff and the students.

Key learning points:

- Encourage ownership of project outcomes and outputs for all stakeholders to encourage engagement with the innovation and the perseverance to see the development into fruition.

5. CAPABILITIES

Research participants were asked what personal capabilities and strengths they considered were required to see the project into fruition. Leadership and mobilization skills were deemed important throughout the project but especially at the initial stages where the college leadership was strategic in mobilising an inclusive team representative of all areas of the organisation to plan and take forward the development. A sense of shared purpose in the concept behind the innovation was engendered from the initial discussions with staff and the CDN Leadership Lead which helped to foster ownership among the team. The leadership was seen to take an optimistic view that the innovation could be developed and implemented and the college leads acted to drive the project forward. The college lead is seen as having driven the project forward with enthusiasm, passion, commitment, energy and curiosity and to have engendered this positive approach in team members through optimism that the innovation could be achieved and delivered.

Initial conversations both between the college leadership and CDN's Leadership Lead and later between the college leadership and staff, fostered a curiosity among those involved to learn about

the potential of the IDGs and a willingness to get involved with the project. Curiosity, the ability to question, to disagree, and to generate new ideas were also cited as key capabilities that helped move the project from an idea into a reality.

Effective communication allowed stakeholders to develop a shared understanding of the nature of the development and the IDGs as these relate to core leadership skills was fostered through open and honest communication from the outset of the project. Working collaboratively and team working were frequently cited by participants as key capabilities to help to see the project into fruition. These two capabilities were seen to foster communication and creativity around how to design the delivery content.

Creativity was another capability seen by research participants as being crucial to the ability to implement the innovation. IDG definitions and criteria were translated for the educational context for students and staff at all levels. These examples were further developed in terms of how to bring them to life as scenarios in the online resource. This required creative thinking. Use of new

technology was explored and embraced to produce the online resource.

Trust, risk-taking, courage and assertiveness were seen as capabilities required to design and deliver Change Sustain Attain. College staff were trusted to develop materials from scratch. Those developing online resources were encouraged to take risks by first trying out and then tweaking and amending the delivery model as it emerged and was tested. College leadership had the courage to work CDN's leadership expert who acted as a 'disrupter' to challenge thinking around how the IDGs could be embraced for students' core leadership skills. The project team had the courage to develop their own understanding of the IDGs by challenging assumptions and each other to come to a consensus before interpreting these in the preparation of resources and materials for students. One team member cited the freedom to be appropriately assertive as helping his ability to move the development forward at a key stage of the design phase.

Persistence, perseverance, tenacity and resilience were also cited by research participants as key

capabilities that enabled the innovation to be implemented. The Change Sustain Attain innovation was developed and maintained with persistence through uncertain times during the Covid-19 pandemic. Putting ideas into action from the initial conversations took commitment and perseverance from the entire project team in terms of designing the entire content from scratch. Having the 'right' team and creating the conditions and space to put ideas into action over time through strategic planning facilitated this perseverance. It has taken two years for the project to reach the pilot phase.



A final capability cited by research participants as having helped to bring the innovation into fruition is reflection. College lecturers reflected on their own personal goals and how the IDGs related to them individually in order to translate these to the educational context to develop examples for the Change Sustain Attain unit. Students researched the IDGs and their associated criteria to develop real world resources for their employers and materials of relevance to young people for the online resource. Self-reflection was deemed crucial to developing such an understanding of the IDGs as part of this research and development work to help develop the materials and bring the innovation into fruition.






6. KEY LEARNING POINTS

The table summarises the key learning points and the capabilities identified by research participants as being necessary for implementing the innovation are mapped to the 5 stages of the Appreciative Inquiry model.

Summary of key learnings for implementing a college-wide innovation

Appreciative inquiry stage	Key learning points	Capabilities	Inner Development Goal
 Define	<ul style="list-style-type: none"> • Reflect on college values, strategic vision and sectoral drivers for change; • Leadership should be driven and focused but approachable; • Involve a critical friend or disruptor to challenge assumptions. 	<ul style="list-style-type: none"> • Leadership • Mobilization skills • Optimism • Acting 	<ul style="list-style-type: none"> • Being: Openness and Learning Mindset • Thinking: Long-term Orientation and Visioning • Acting: Courage and Optimism
 Discover	<ul style="list-style-type: none"> • Project recruitment should be inclusive, diverse and should involve those with different; skills from a variety of roles across the college; • Involve students and student representatives throughout; • Get buy-in by agreeing a shared vision of the future to encourage persistence and resilience. 	<ul style="list-style-type: none"> • Curiosity • Ability to question, to disagree • Generating ideas 	<ul style="list-style-type: none"> • Being: Inner Compass • Thinking: Sense-making

Appreciative inquiry stage	Key learning points	Capabilities	Inner Development Goal
 <p>Dream</p>	<ul style="list-style-type: none"> • Create the conditions for the initial conversations, the time and space where it feels safe to put ideas forward, to challenge, to question, to disagree, to be assertive, to learn and explore together and to support and trust each other; • Engage the early adopters to encourage a ripple effect of enthusiasm to help motivate other colleagues; • Promote team working to foster communication and creativity; • Encourage collaboration between all keyholders from across the college. 	<ul style="list-style-type: none"> • Team working • Collaboration • Communication 	<ul style="list-style-type: none"> • Relating: Connectedness • Collaborating: Inclusive Mindset and Intercultural Competence, • Mobilization skills
 <p>Design</p>	<ul style="list-style-type: none"> • Involve creative individuals; • Put trust in team members to promote ownership; • Co-create the content; • Encourage risk taking, trial and error and adaptation; • Get users to test the content; • Put a mechanism in place, a repository, to store and discuss ideas; • Be realistic about the time required to develop the content and set realistic deadlines for content production and delivery. 	<ul style="list-style-type: none"> • Creativity • Trust • Risk-taking • Courage • Assertiveness 	<ul style="list-style-type: none"> • Thinking: Critical Thinking, Complexity Awareness, Perspective Skills • Collaborating: Co-creation skills, Communication skills, Trust.
 <p>Deliver</p>	<ul style="list-style-type: none"> • Encourage ownership of project outcomes and outputs for all stakeholders to encourage engagement and ; • Build in self-reflection to encourage engagement with the innovation and the perseverance to see the development into fruition. 	<ul style="list-style-type: none"> • Persistence • Perseverance • Tenacity • Resilience • Reflection 	<ul style="list-style-type: none"> • Acting: Perseverance



7. MOVING FORWARD

Moving forward, the project team plans to continue to further develop the online content for Change, Sustain, Attain and to monitor and evaluate the outcomes for students and staff post roll-out of the unit. The CDN Leadership Lead plans to continue to act as a critical friend to the development and the college. Reflecting on the success of the implementation to date, a member of the team described how the work involved in developing the innovation might benefit other colleges:

“ We’re handing them the baton rather than have them start from the starting blocks.”

The College Development Network plans to build on the innovative work being implemented at West Lothian College by taking the project to other colleges and fostering collaboration within and between colleges to implement such innovations by, for example, getting the students working across colleges. There are also plans to build and share resources from the innovation across colleges as well as sharing the project outcomes internationally. The capabilities and key learnings identified as contributing to the success of the innovation to date could be built into college governance and leadership training.

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Inner Development Goals, Transformational Skills for Sustainable Development
<https://www.innerdevelopmentgoals.org/>



APPENDIX 1

Questions framed around the Appreciative5D model which comprises 5 phases, these are *Discovery, Dream, Design, Destiny and Deliver*.

Appreciative Inquiry Phase	Questions for participants
 <p>Define</p>	<ol style="list-style-type: none"> 1. Where did the idea for the project come from? 2. What did you want from developing this project? 3. What values do you feel the project encompasses? 4. How were those involved in its development recruited? 5. What motivated you to get onboard with the project? 6. Why does this work really matter?
 <p>Discover</p>	<ol style="list-style-type: none"> 1. Imagine the project is two years down the line, what does the outcome look like? 2. What is the ideal scenario? 3. What is working well? 4. How do you know?

Appreciative Inquiry Phase	Questions for participants
 <p>Dream</p>	<ol style="list-style-type: none"> 1. How did the project move from an idea to action? 2. What contributed to your sense of ownership of the project? 3. What sticks in your mind as the key learning points in the development and implementation of the unit? 4. Has your involvement in the project been positive? 5. What is the number one positive thing about the process of developing and implementing his project? 6. What factors do you feel made this a positive experience for you personally? 7. What do you value most about the experience?
 <p>Design</p>	<ol style="list-style-type: none"> 1. How can you build on what has already been implemented? 2. What personal capabilities and strengths were required to see this project into fruition? 3. How might you use these capabilities and strengths for future positive outcomes for the project? 4. What have you learned personally from being involved in the project?
 <p>Deliver</p>	<ol style="list-style-type: none"> 1. What was unexpected about the project experience? 2. What are the key lessons that will be used when implementing similar projects in the future?







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