

# PROCAT

PROSPECTS COLLEGE OF  
ADVANCED TECHNOLOGY

## CASE STUDY

# Embedding learning technologies within Motor Vehicle

Sector area:  
Motor Vehicle



Commissioned and funded by

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## 1: CONTACT DETAILS

**Name:** Mark Davison

**Role:** Course Leader Motor Vehicle

**Industry/sector area:** Motor Vehicle

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## 2: WHAT DID YOU SET OUT TO DEVELOP AND WHY?

Motor Vehicle is a new provision to the college; the department was introduced for the academic year 2014-2015. Since the inception of the department one of the main focuses was to promote a Virtual Learning Environment (VLE) which set out to:

- increase access to learning materials to seven days a week;
- enable learners to work from any location;
- support independent learning;
- provide synchronous and asynchronous learning;
- increase access to assessors with minimal cost;
- speed up the cycle of learning and focus the use of resources where most needed;
- provide opportunities to stretch learners, deepening and widening learning.

## 3: THE PROCESS – WHAT DID YOU ACTUALLY DO?

By researching and staying current with the fast evolving expectations of Further and Higher Education, the requirement for PROCAT to excel in digital learning was evident as highlighted in the Digital Strategy.

Contact with the Institute of Motor Industry (IMI) and our external quality assessor (EQA) confirmed the availability of an industry specific ePortfolio system. We also wanted to

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incorporate a Moodle-based VLE that would house supporting resources for assessors and learners to use.

Research and discussions between management and assessors took place to map out exactly what we required and what resources would reinforce and enhance delivery of learning. There are many products on the market to choose from for Motor Vehicle delivery. Trials and talks commenced with operators of these systems to identify which would meet our needs. We chose the IMI system as we judged this best met the needs of students and staff. We now run the system live with all Motor Vehicle learners.

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## 4: WHAT DIFFERENCE HAS THIS MADE?

### ePortfolio

The ePortfolio system is an excellent tool for assessors, internal quality assessors (IQAs) and college monitoring personnel. The department is able to monitor in great detail the progress that is being made by each learner. This highlights any candidates that are slightly falling behind so support can be put in place.

In addition:

- Learners are able to take control of their own learning journey, they are able to complete work and access support from assessors from any location. Work cannot be lost and portfolios do not go missing!
- Assessors are able to monitor candidates that are in the workplace without having to wait for a visit to the employer.
- Employers are able to view a candidate's ePortfolio, which has encouraged employers to offer more support for candidates in the workplace and to assist with the collection of evidence.
- As a centre co-ordinator for IMI I can monitor all learner progress, monitor assessor and IQA feedback and the workload of staff. This can be accessed at all times promoting excellent centre management.

In essence we have been trialling in advance many of the features that other vocational areas are now engaging with via the introduction of OneFile.



## VLE

Learners are taking more responsibility for their own learning; they access the site when at home for homework, revision and upskilling. Activity can be monitored by assessors, who can both support and challenge learners if they require assistance to stay focused on programme.

The VLE offers great support from checking knowledge to 3D modelling and stripping of components to support theory. (See the resource section below for examples of how this works.)

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## 5: LESSONS LEARNT

### What went well?

The process of introducing both systems to staff members and students went very well. The system was trialled with a small group to start with in the centre. This gave staff the time to familiarise themselves with the system ahead of using it more widely with learners. The ePortfolio and VLE systems were then integrated into the college systems and any concerns dealt with promptly.

Using both systems in the classroom creates an effective digital learning environment.

Steven Ferguson who delivers Motor Vehicle states: 'The ePortfolio system strengthens and supports the learners through their course. It enables tutors to have a real time overview of the learner's progression. It supports the PROCAT ethos of paperless programmes.'

Paul Pavitt who is currently studying on a level 1 Light Vehicle programme states: 'With the ePortfolio, I no longer have to carry around a paper portfolio this reduces the chance of losing work. I am able to access my work at any time, any place with an internet connection. The VLE provides me with good knowledge and helpful information to support my tasks at hand.'



## What with hindsight would you have avoided or do differently next time?

Any department thinking of moving to an ePortfolio system and VLE system should plan the best time to introduce the systems. The timing of introducing them is crucial, for example if the team for delivery are in mid delivery in the academic year, this could have impact on how much time learners and staff have to familiarise themselves with the new systems. I would advise for the introduction to such systems to take place with all new intakes of learners.

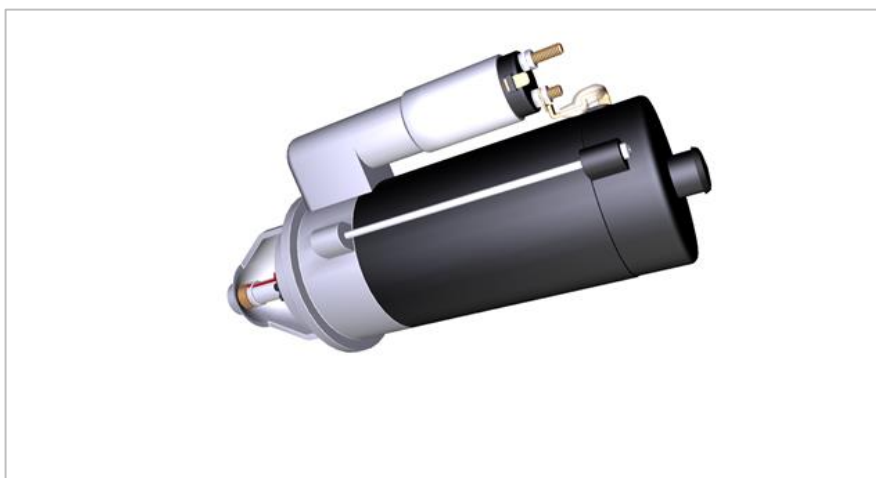
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## 6: RESOURCES

### Overview of the VLE:

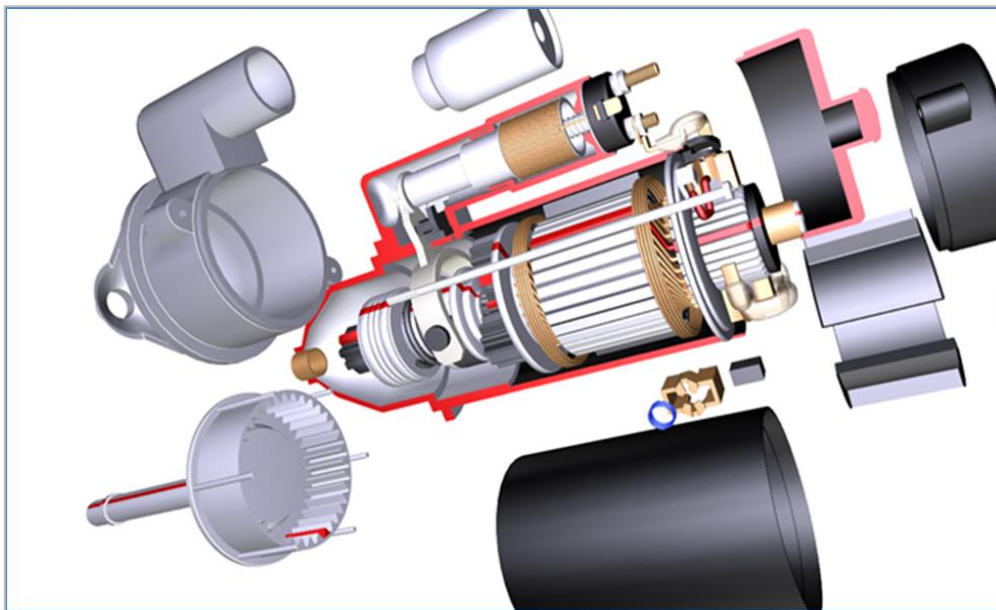
Screen shot images below are taken from the classroom delivery of the tutors' package, component 3D imagery.

The majority of modern motor vehicle components can be used in the 3D imagery section to enhance learning. Below is a picture of a starter motor, the screen shot after is a view of the same component but pulled apart. The process offers learners the opportunity to take the components apart in the sessions then put the component back together ahead of working practically on an engine. Peer assessment and challenges can be created from the resource to check and extend learning.



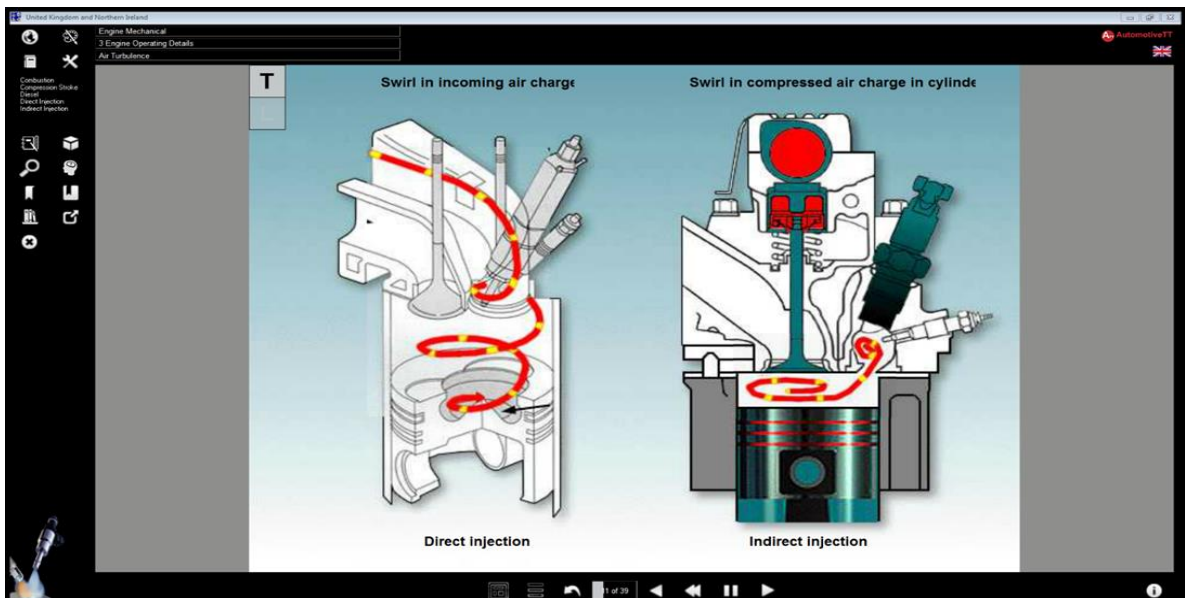
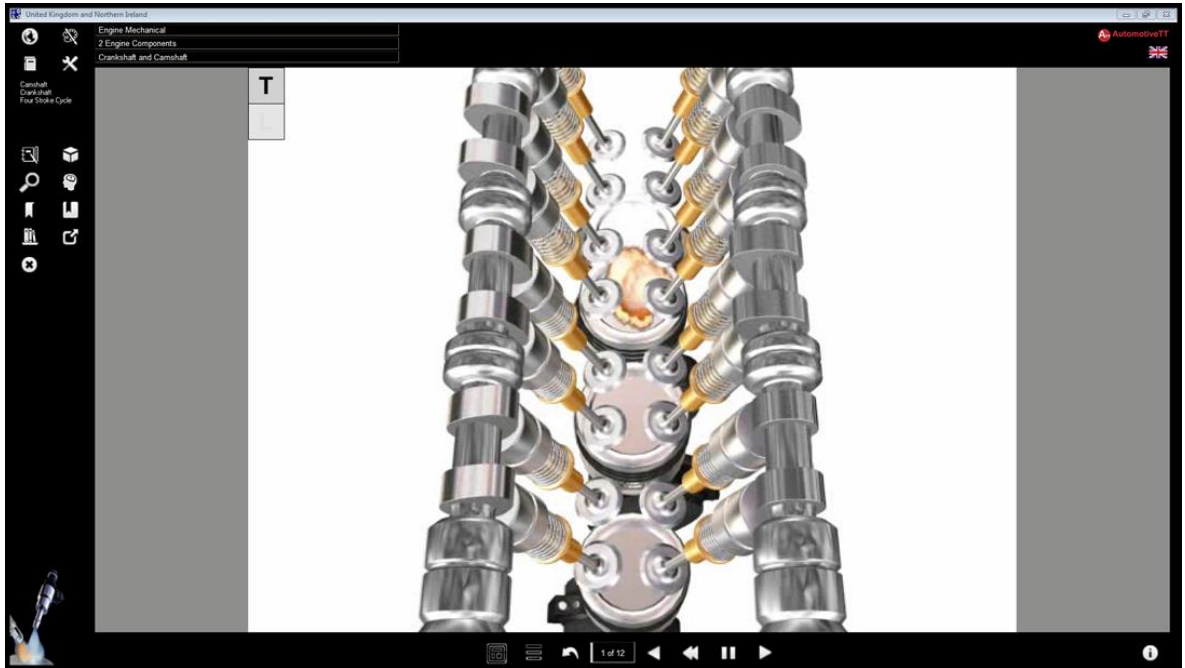


The screen shot image below shows the exploded view of the starter motor. Learners are able to take apart the component on the smart board. Learners can be challenged for component names and asked to rebuild procedures.



### **Tutor/assessor VLE teaching package:**

This package for the tutor can be used in the classroom to assist learning assessment .The learner VLE package contains a similar range of resources which supports learning both within and outside of the classroom.



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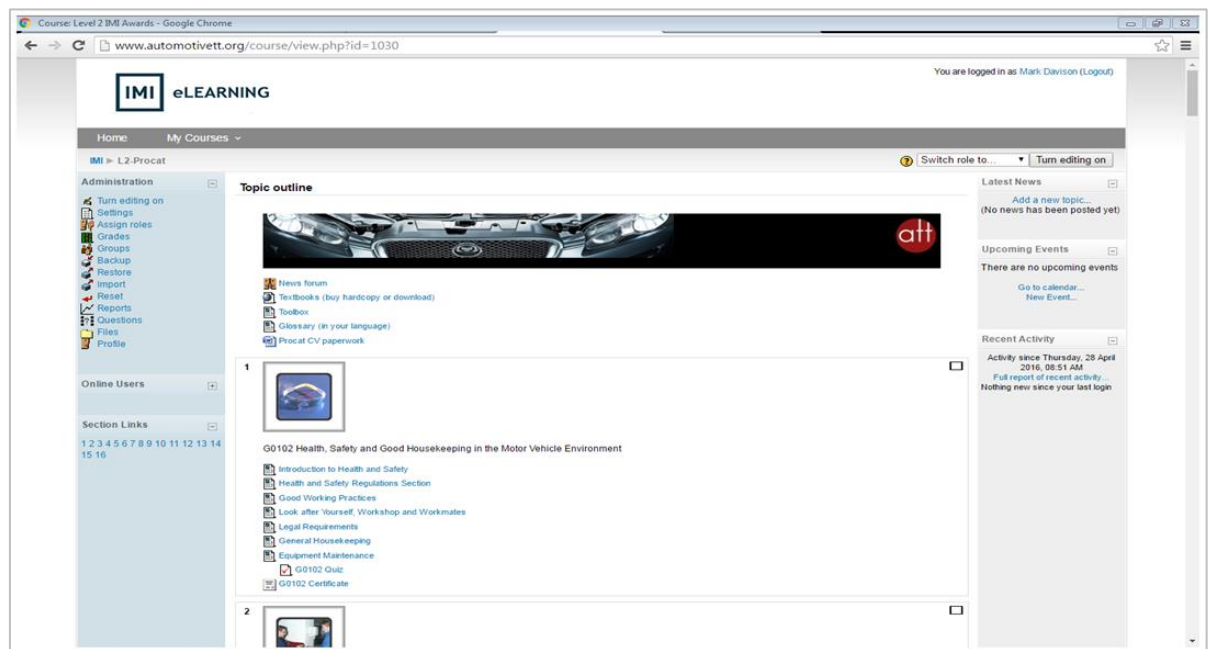
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Knowledge questions can be generated in the classroom to create quiz type activities with groups and individuals. If answers are incorrect the system supports learning by navigating learners to the section for knowledge reinforcement.

## Learner VLE homepage:

This VLE homepage contains all the topics/units that are studied within each course. Tutors are able to upload PROCAT resources which have been sourced from teaching or planning. Videos, quizzes, assessments and guides are provided to the learners who can use this to reinforce their learning during a session as well as remotely.



## Learner ePortfolio:

Below is a screen shot of the learner ePortfolio dashboard when they login to the system. From the dashboard the learners are able to access all areas of their portfolio e.g. Assessment progress, messages, e-learning resources and the evidence they have uploaded.





79%

My ePortfolio Progress

79%

My Training/College Progress (VRQ)

0%

My Work-based Progress (VCQ/SVQ/NVQ)

0%

My Life Skills Progress

Logged in as Steven Ferguson

Logout

IMI  
INSTITUTE  
- MOTOR  
INDUSTRY

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