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PEER CONSULTATION WEBINAR

ONLINE

VET design

1. AT A GLANCE

Activity title	*Peer Consultation Webinar — Consultancy Protocol*
Format	*Online*
Duration	*90 Minutes*
Group size	*6–8 participants*
Challenge	*From Enrolment to Completion (Engaging and retaining adult learners through to certification)*
Setting	*Live interactive video conferencing platform (e.g., Zoom or MS Teams) paired with a real-time digital whiteboard application (e.g., Miro or Mural)*
Method / framework	*National School Reform Faculty (NSRF) Consultancy Protocol mapped to Adult Andragogy and Human-Centered Design Thinking*

WHAT PARTICIPANTS WILL HAVE AFTERWARDS

- A peer-diagnosed retention dilemma, sorted by the five dropout causes
- A board of human-centred intervention ideas from colleagues
- One early-warning action to test in their own programme next week

DESIGN THINKING STAGE

Empathise | **Define** | **Ideate** | Prototype | Test

2. DESCRIPTION

This live, collaborative online activity provides a structured, rapid-response forum for VET professionals to dissect and counter real-world student retention and dropout challenges in adult education. Built directly on the core assumptions of adult peer learning, the webinar brings together educators, program designers, and trainers to collectively troubleshoot active student engagement dilemmas.

During the session, three separate educators step forward to present an ongoing "retention emergency" from their current or recent adult cohorts—such as high attrition rates at week three, a wave of sudden student ghosting, or systematic disengagement right before module completion. The session utilizes a modified, strictly timeboxed peer consultation script adapted from the National School Reform Faculty (NSRF) protocol.

The protocol enforces an intentional cognitive boundary between problem-sharing and problem-solving. While the peer circle actively analyzes the case and drafts design-thinking interventions on a shared digital board, the presenter turns off their camera, mutes their microphone, and acts purely as an objective observer. This process neutralizes defensive routines, leverages collective institutional intelligence, and leaves every participant with a concrete suite of human-centered retention strategies to deploy in their respective programs

2.1 LEARNING OUTCOMES

By the conclusion of this synchronous online workspace, participating VET professionals will be able to:

- Apply a structured, time-bound NSRF Consultancy Protocol to diagnose real-world adult VET learner retention and engagement barriers.
- Classify student drop-off vulnerabilities using a five-part diagnostic framework: life circumstances, motivation, content fit, structural belonging, and practical constraints.
- Design targeted, human-centered engagement loops and milestone-based assessment structures that make progress highly visible to the adult learner.
- Facilitate highly focused, equitable online peer-coaching networks using cloud-based collaborative whiteboards and communication platforms.



- The success of this protocol rests entirely on its fast, rhythmic execution. Use highly visible, on-screen digital countdown timers during the brainstorming blocks to maintain professional momentum and prevent the group from sinking into off-topic anecdotes.
- When the consulting peers are actively debating the presenter's case, the presenter must not speak, defend, or interject. Encourage them to entirely disable their webcam and microphone so they can focus 100% of their energy on capturing unvarnished peer insights.
- Guard against the adult learning trap of jumping straight to administrative or punitive policy solutions. Keep the peer group focused on human-centered design principles: How might we alter our onboarding loops, peer-support networks, or feedback cadences to make the learner feel competent and safe?

THE FIVE DROPOUT LENSES USED IN THIS WEBINAR

🏠 Life | 🔥 Motivation | 📚 Content fit | 🤝 Belonging | ⏰ Practical

3. PREPARATION

Digital Workspace Architecture: The facilitator configures a live Miro or Mural canvas split into three distinct virtual "Consultation Stations". Each station features dedicated sticky-note arrays color-coded by the five dropout causes (life circumstances, motivation, content fit, belonging, practical).

Participant Onboarding: At least 48 hours before the webinar, the facilitator selects 2 to 3 educators from the registered group of 6–8 participants to act as the primary Case Presenters.

Dilemma Intake Formulation: Selected Case Presenters are given a simple, one-page digital intake template to outline their specific adult student retention problem, detailing the warning behaviors observed, the timing of the dropouts (e.g., week 2 vs. mid-course), and what interventions have already failed

3.1 MATERIALS NEEDED

- ☐ Personal computer or laptop equipped with a functional high-definition webcam and headset
- ☐ Stable, high-speed internet connection capable of managing concurrent video streams and digital boards
- ☐ Commercial video conferencing software license featuring breakout rooms and host privilege controls (e.g., Zoom or MS Teams)
- ☐ Active access link to the pre-designed digital whiteboard workspace (Miro/Mural) set to open editing privileges
- ☐ Integrated on-screen stopwatch utility or a broadcastable countdown timer extension
- ☐ Digital reference copies of the NSRF Protocol instructions and the completed student retention dilemma intake sheets

3.2 COUNTDOWN TO THE WEBINAR

📨 48 HOURS BEFORE

- Pick 2–3 Case Presenters
- Send them the one-page dilemma intake template
- Share the Miro/Mural link

🛠️ 30 MINUTES BEFORE

- Open the board with 3 Consultation Stations
- Prepare the colour-coded sticky notes
- Test timer and screen share

🎥 AT THE START

- Explain the NSRF rhythm and timeboxes
- Agree the cameras-off rule for presenters
- Show the five dropout lenses

🔇 **Presenter rule: listen, don't defend – camera and mic off while peers consult.**

4. STEP-BY-STEP INSTRUCTIONS

Step	Time	What the facilitator does
1	*10 min.*	***Webinar Launch & Protocol Framing:*** *The facilitator welcomes the 6–8 VET professionals, conducts a quick technological sanity check, and posts the Miro board link into the chat. They frame Challenge 5 (Enrollment to Completion), walk through the behavioral parameters of the NSRF protocol, and clarify what collaborative success looks like.*
2	*5 min.*	***Dilemma Presentation (Round 1):*** *The first designated Case Presenter screen-shares or presents their real-world adult student retention issue. They speak for 5 minutes explaining the context, patterns of student attrition, and current roadblocks, while the peer consultants listen silently and log observations*
3	*5 min.*	***Clarifying Questions Matrix:*** *The peer circle asks quick, fact-based clarifying questions (e.g., "Is this program online or hybrid?" or "What early-warning checks were conducted in week 2?"). The presenter provides immediate, objective answers without launching into lengthy defenses.*
4	*10 min.*	***Peer Consulting & Solution Hacking (Presenter Listens)****: The Case Presenter goes completely offline (camera off, microphone muted) to act as an objective listener. The remaining peer consultants treat the dilemma as a human-centered design challenge on the Miro board, mapping root causes and populating the board with creative engagement loops and peer-support solutions*
5	*5 min.*	***Presenter Reflection & Synthesis:*** *The presenter turns their camera and microphone back on. They spend 5 minutes evaluating the peer input, outlining what surprised them, which crowd-sourced retention ideas are immediately implementable, and how it shifted their perspective.*
6	*25 min.*	***Dilemma Presentation & Solution Hacking (Round 2):*** *The facilitator shifts the entire group to Consultation Station 2 on the Miro board. Steps 2 through 5 are repeated with absolute precision for the second educator's student retention dilemma, utilizing the visual timer to prevent drift*
7	*25 min.*	***Dilemma Presentation & Solution Hacking (Round 3):*** *The facilitator transitions the group to Consultation Station 3 on the whiteboard space. Steps 2 through 5 are executed for the final educator's retention case study, cementing the collaborative peer-learning rhythm across the circle.*
8	*5 mon.*	***Webinar Synthesis & Local Action Commitments:*** *The facilitator rounds up all participants onto the central canvas area. VET professionals work individually for 5 minutes to draft one concrete early-warning check or engagement intervention they will test in their own local VET programs next week.*

5. DEBRIEF QUESTIONS



- What did it feel like professionally to step back into complete silence while your peers dissected your student retention problem, and how did that silence alter your clinical objectivity?
- What common themes or cross-cutting patterns did we notice across all three case studies regarding why adult VET learners disengage around week three?
- How did reframing an attrition problem as a design-thinking empathy challenge change your perspective compared to traditional, administrative enforcement of program requirements?
- What is the single most actionable tool or behavioral indicator from today's webinar that you will adopt inside your classroom next week to identify at-risk learners early?

5.1 KOLB EXPERIENTIAL LEARNING CYCLE

Concrete experience	*Participants engage in a live, interactive consultation loop by working directly on active, messy, unpolished student retention and dropout dilemmas brought forward by their VET peers.*
Reflective observation	*Case presenters step back into absolute electronic silence, watching and documenting how a diverse group of peer professionals interprets their local educational roadblocks from the outside.*
Abstract conceptualisation	*The group clusters individual case insights into universal design concepts, deriving systemic principles for adult motivation, curriculum content fit, and early-warning indicators*
Active experimentation	*VET professionals commit their extracted lessons to a physical action plan, directly testing customized student engagement loops and milestone-tracking indicators during their next live instructional wave.*

6. WORKSHEET

Name: ..... Programme / course: ..... Date: .....

6.1 MY RETENTION DILEMMA

Case Presenters fill this in before the webinar – peers can use it for their own cohort afterwards.

When do learners drop out? □ Week 1–2 □ Week 3 □ Mid-course □ Before certification

Warning signs I notice: .....

What I have already tried: .....

My focus question for the peers: How might we .....

6.2 FIVE-LENS DIAGNOSIS

Peers note what they hear under each lens while the presenter listens silently.

🏠 LIFE	🔥 MOTIVATION	📚 CONTENT FIT	🤝 BELONGING	⏰ PRACTICAL
.....	.....	.....	.....	.....
.....	.....	.....	.....	.....
.....	.....	.....	.....	.....
.....	.....	.....	.....	.....
.....	.....	.....	.....	.....
.....	.....	.....	.....	.....
.....	.....	.....	.....	.....

6.3 MY EARLY-WARNING SIGNAL

🟢 ON TRACK

What it looks like:

.....

.....

🟡 WATCH

First warning sign:

.....

.....

🔴 ACT NOW

What I will do, by when:

.....

.....

🔁 **Track your signal for 4 weeks and bring the result to the next peer consultation.**

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AI

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