

WM CETT Newsletter

April 2011

www.warwick.ac.uk/go/wmcett/

Dear Colleagues

We are very pleased to be able to tell you that our Regional Response Fund project bid to LSIS has been successful. Project funding will be used to set up knowledge transfer networks, called Change Exchanges, for training providers to share plans, practices and priorities to generate income and maintain diversity of provision. This has only just been announced so there will be more about it in our next newsletter.

Other good news includes our work on mentoring for work-based learners with the Herefordshire, Worcestershire, Shropshire Training Providers Association (HWSTPA) being picked as an example of good practice by Lifelong Learning UK and used in their guidance for

providers. Our second series of Professional Dialogue seminars is continuing to be successful, and our work with the Third Sector is helping more people gain contextualised teaching qualifications.

WMCETT was originally funded for three years, but we have just completed our fourth year. We are delighted to announce that our Advisory Board has agreed that we will operate until at least summer 2012, which will provide us with the opportunities to continue working with colleagues, and developing new and exciting projects.

Fergus McKay
Director

LLUK film Philip for WMCETT mentoring video case study

WMCETT's work in providing mentors for work-based learning is being featured on the LLUK website and on YouTube.

The Association of Centres for Excellence in Teacher Training (ACETT) was commissioned to carry out some work for LLUK on developing and supporting effective teacher practice in the lifelong learning sector. The aim was to provide guidance for providers, particularly on mentoring. WMCETT provided a case study of the work that was done to set up a bank of mentors managed by the Herefordshire, Worcestershire and Shropshire Training Providers Association (HWSTPA). The mentors are available to support staff who are taking professional development courses, including the Contextualised Blended and Extended DTLLS programme, which was created specially for the sector by WMCETT.

The case study was chosen as one of three to be featured as video success stories, and Philip Broomhead, Director of Learning at Riverside Training Limited in Hereford was filmed, and can be seen on the LLUK website and YouTube talking about how small providers collaborated on developing the DTLLS relevant to the sector.

Other resources were also produced as a result of the project, and can be viewed along with the videos at www.lluk.org in the Popular Content section.



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Evaluation day explores value of Third Sector PTLLS training

In 2010, a project was set up to train trainers in the Third Sector and ACL to deliver PTLLS programmes within the sector. The idea was that this would help to further improve the quality of delivery. The project involved Warwickshire Community and Voluntary Action (WCAVA), Warwickshire Association of Youth Clubs (WAYC), Warwickshire Adult and Community Learning (WACL) and WMCETT. More than 60 VCS tutors were trained.

WCAVA and WAYC held an evaluation day in February to provide a forum for tutors delivering PTLLS in the sector. The feedback was very positive. The PTLLS programme had been contextualized by WMCETT in partnership with the sector and this was found to have been a considerable advantage.

William Clemmey, chief executive of WAYC, ITT course co-ordinator Sue Spiers and tutor John Gately at the evaluation day

The tutors all felt that the programme had benefited those undertaking it. Lessons had been learnt that would help delivery of the programme and resources had been developed which could now be pooled. The University of Warwick has validated the programme. A number of opportunities for further delivery were identified and it was felt that PTLLS would be an essential part of the sector's CPD programme for the future.

An awards evening was held at Ryton Spots Connexion and all those who successfully completed the PTLLS programme, and those from within the sector who had trained as PTLLS tutors, were presented with their certificates by WMCETT Director Dr Fergus McKay. Pictured are the tutors.

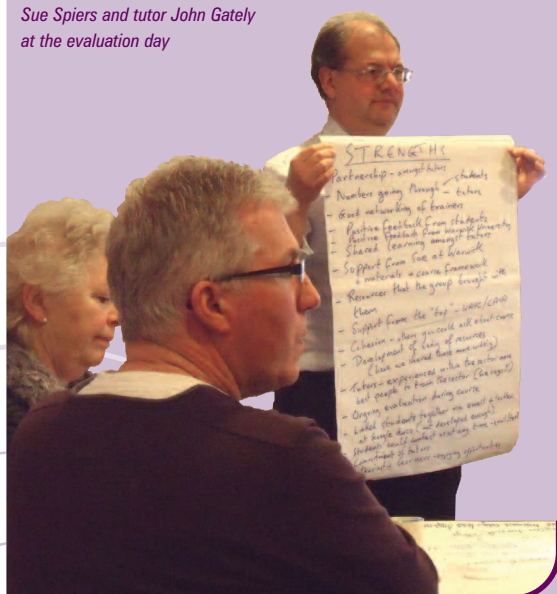
Voluntary and community sector trainers' survey

WMCETT has carried out a survey of the qualifications and training needs of VCS trainers in Herefordshire, Worcestershire, Shropshire and Warwickshire. The responses have provided some interesting information.

The vast majority of sector trainers who responded had teaching qualifications including Post Graduate Certificate in Education, Certificate in Education, City and Guilds certificates or other training certificates. They delivered a variety of programmes, many accredited, between one and 20 times a year.

The majority of the trainers would like to undertake higher level teaching qualifications and many would also like to attend further programmes for the subject areas they deliver. Most respondents, however, felt that the cost of doing so would prevent them from accessing further professional development. Most also felt that they would not be able to take the time to do further training. A number of respondents would like to be part of a practitioner network or networks and some would find a database of providers/practitioners helpful.

Margaret Hunter
AVC/ACL Priority Area
Co-ordinator



ITT practitioners share ideas on teaching theories and CPD

The second in the 2010-11 series of Professional Dialogue seminars took place at the University of Warwick at the start of March, attended by members of ITT departments in FE colleges across the region, plus representatives of HEIs and JISC.

In the morning the subject under discussion was teaching theories and the principles of learning and communication, and feedback included "some interesting ideas to use practically to demonstrate the link between theory and practice", and "I found the discussion of theory extremely helpful".

ITT Priority Area Co-ordinator Vron Leslie said: "The afternoon session explored the impact of CPD on practice and the difficulties of working in a culture which doesn't always encourage research, experimentation or academic approaches. The most useful CPD had been sharing practice within their own team, in partnership meetings and through observations."

Participants shared ideas, and several wanted to take on the idea of an annual college exhibition to demonstrate good practice. Others liked the idea of technology-focused learning to look at models for engaging learners with material on the Virtual Learning Environment.

Reports and resources from the seminar will be on the WMCETT website soon. The third seminar in the series, on the review of qualifications for learning professionals, and the restructuring of the PTLLS/CTLLS/DTLLS qualifications, will be held on May 24.



WMCETT works with subject specialist teacher educators

WMCETT and the Essential Skills Resource Centre which is based in the University of Warwick's Centre for Lifelong Learning have been working on a project to improve or develop teacher training for subject specialist teacher educators.

The Support for Literacy, Language and Numeracy Programme is an LSIS project being managed by the CfBT Education Trust. The work has been carried out mainly with Staffordshire, Worcester and Wolverhampton universities.

Elaine Goodall, WMCETT Priority Area Co-ordinator for Skills, said: "The project has involved peer exchange group meetings and consultancy support, both with day-to-day work and developing

programmes. It has also involved providing expert input on blended learning approaches to teacher trainers in the North West and South West of England."

Worcester University also wants to develop sessions for teacher trainers around autism and literacy, so Sara Hattersley from the Essential Skills Resource Centre will be delivering a session to trainee teachers on the course and also working with the trainers to look at further ways in which strategies for teaching literacy skills to autistic learners can be embedded into the course.

A report is also being finalised on teacher training for LLN subject specialists in the West Midlands.

Evaluation report finds pioneering CBED programme of great value

An evaluation report has now been carried out into the Contextualised, Blended and Extended Diploma in Teaching in the Lifelong Learning Sector (the CBED DTLLS project) which was initiated by WMCETT in 2009.

Project Co-ordinator and Director of WMCETT Dr Fergus McKay said the evaluation, by Dr Jill Hardman, was "very positive and demonstrates a need for a diversity of approaches to ITE training and development across the lifelong learning sector". The CBED DTLLS was the first to be developed for the work-based learning sector and came from a partnership created by the University of Warwick, WMCETT and work-based learning consortia.

Jill Hardman's evaluation report, which can be read in full following the link on the front page of the WMCETT website, found: "All 14 trainees completing this pilot are considered by their employers, tutors and indeed, themselves, to have made excellent progress, and all are expected to continue into the programme's second year."

LSIS Learning Fairs help improve practice

WMCETT has helped at two LSIS Learning Fairs for the West Midlands which were held at the University of Warwick's Scarman Training and Conference Centre.

The fairs were organised by SUNCETT in collaboration with WMCETT, and were part of the LSIS Teaching and Learning Programme, to offer opportunities and support for practitioners. The first looked at how practitioners can change and improve practice. The second focused on equality, diversity and safeguarding, and tackling prejudice head on.



New HE level apprenticeships create challenge

The government has announced changes to the Specification of Apprenticeship Standards for England (SASE) which set out new standards for delivering high-quality apprenticeship programmes. Significantly they have introduced a new apprenticeship framework at HE level.

The qualifications specified in the Higher Apprenticeship framework must be qualifications which are accredited by Ofqual to at least Level 4 of the QCF. Additionally, a Higher Apprenticeship framework may include as theory/knowledge qualifications, or units, any qualifications which are known to give access to higher education programmes relevant to the sector. Further details are available on the WMCETT website at www.warwick.ac.uk/go/wmcett/about/news

This is a welcome addition to the apprenticeship market. However, the capacity to deliver the taught element at levels 4/5 within the work-based sector, responsible for more than 60% of apprenticeship learning outcomes, requires significant investment from FE institutions, including private sector training organisations, in tutor/trainer development over the next two years in order to meet the expected demand.

Mike Smith

Work-Based Learning Priority Area Co-ordinator