



## **CWIC PTTLS Programme 2010 - 2011**

### **Background and aim of the project**

The PTTLS programme formed part of the wider CWIC Quality and Governance Project. The overall aim was to raise the quality of training provided by the voluntary and community sector in Coventry and Warwickshire, by providing affordable access to relevant training, mentoring and support. The original plan was to train two or three people at WAYC, who would then cascade the training across the sector. This early plan quickly evolved into a more integrated way of working, involving a number of partner organisations, including WCAVA, WCVYS and VAC. Three trainers who had already completed their PTTLS training, Vic Jones, William Clemmey and Tracy Hayes, together with Alison Orr (who fast-tracked her training) were approved by WMCETT, the West Midlands Centre for Excellence in Teacher Training, at the University of Warwick, to deliver training to the first cohort of students, starting in early summer 2010. A second group of trainers commenced a PTTLS course at Fircroft College, to be followed by training and induction by WMCETT; they then began delivering the course in autumn 2010.

### **The courses**

Overall we have run six courses at a variety of venues including a church, fire station, youth and community centres:

- Nuneaton – Camp Hill Education Sports and Social - Tutors Alison Orr (WCAVA) and Tracy Hayes (WAYC)
- Leamington Spa – WAYC – Tutors William Clemmey (WAYC) and Vic Jones (WCVYS)
- Atherstone – NWCAVA - Tutors Alison Orr and Tracy Hayes
- Leamington Spa – Bath Place – Tutors Helen Smith (WCVYS), Melanie Scobie (WAYC) and Karen Handcock (WCAVA)
- Coventry area – Foleshill Fire Station - Rookhsana Mohamed (VAC/WCAVA) and Tracy Hayes, supported by Karen Varga
- Rugby area – BEN Town Thorns Care Centre - Tutors: John Gately (WAYC) and Jean Woolliscroft (BEN), supported by Lee Atkins

A total of 55 students have participated and completed the course. These students when added to the ten students who completed the course at Fircroft, means that a total of 65 people have gained their award through the CWIC funded programme. This exceeds the agreed target of 60 students.

Each course comprises a number of individual sessions, with teaching based on group discussion and creative activities, making use of materials such as play dough, drawing, quizzes and games.



PTLLS students and teachers in discussion

### **Evaluation day 1<sup>st</sup> February 2011**

We held a PTLLS evaluation day on 1<sup>st</sup> February 2011, attended by staff from WMCETT, PTLLS teachers (morning and afternoon) and students (afternoon only). A summary of the sessions is included in the Appendix.

Below is a summary report of the event by Julie Chamberlain, Project Manager, WMCETT.



Tracy Hayes, Rookhsana Mohamed and Alison Orr with Coventry students

*People working in the voluntary and community sector have been trained to deliver PTLLS courses to others in the sector - and an evaluation day has now been held to look at how the process had worked. The feedback gathered from those involved in the project 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.*

*The tutors taking part in the evaluation day all felt that the programme had benefited those undertaking it. Lessons had been learnt that will help future 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.*

*The project involved Warwickshire Community and Voluntary Action (WCAVA), Warwickshire Association of Youth Clubs (WAYC), Warwickshire Adult and Community Learning (WACL) and WMCETT.*

*Sue Spiers, course co-ordinator of the Initial Teacher Training Programme at the University of Warwick, said: "We'd already got a number of people trained to teach PTLLS (Preparation to Teach in the Lifelong Learning Sector) in work-based learning so this was a similar thing but through the community."*

*There was an induction day in January 2010 for 12 people, and when their CVs and qualifications had been approved as appropriate, there was a training day. They then went away with PTLLS course materials and started planning their own course. A number of VCS and ACL staff were fast tracked by WMCETT and Fircroft College, Birmingham, to deliver PTLLS programmes to VCS and ACL trainers and tutors; more than 60 VCS tutors were trained. Those trained to deliver include Alison Orr, Training and Quality Development Manager with Warwickshire Community and Voluntary Action, and Tracy Hayes, Training Manager with WAYC. Both had already taken a PTLLS course.*

*Tracy said: "From WAYC's view it's been a huge success - it's been brilliant to bring everybody together and develop those organisations, and partnership working in the sector is great. It's a core part of our role and we would like to continue it. There's obviously a great need for it. People from the voluntary sector who go into colleges to do PTLLS struggle to see how they can apply it to their workplaces when they get back there. This was certainly the case when I took my PTLLS course. All my training was in a college and a lot of the situations my tutor was talking about didn't apply to my situation, it's that relevance that we have got in our course."*

*Alison said: "The support we have had from WMCETT has been great and it's been a really good experience for us and we can now take it forward."*

*Alison has now taught the PTLLS course twice with Tracy, and said: "There are mandatory things we had to get across but how we did that was left to us, and we could make it interesting to teach it to the voluntary and community sector bodies. The fact that Sue gave us the freedom to do that was brilliant."*

<http://www2.warwick.ac.uk/study/cll/othercourses/wmcett/about/wmcettactivities/evaluationday>

Throughout the programme we have had ongoing evaluation of each individual course. This has indicated that students have really valued the course, and enjoyed the creative way in which it has been delivered.

**In the words of some of the learners:**

"The tutors were friendly, knowledgeable and helpful; the group was supportive and creative."

"It's helped me think up different styles of teaching, rather than lecturing to people."

"The tutors' commitment and enthusiasm were fantastic. It was a pleasure to spend time with them."

"A real experience that has helped me to grow as an individual."

"A friendly, relaxed approach that makes learning fun."

"I have a new appreciation for the different needs learners have."

"It was all absolutely relevant, a great mix of the theoretical and practical."

"My tutors were wonderful, calm and supportive; they modelled how to bring someone out of that place where anxiety is the biggest barrier to learning."

"It seemed to be packed full of goodies."

"I feel that I have had my mind opened up."

### **Celebration event**

On 1<sup>st</sup> March 2011 all PTLLS teachers and students were invited to attend the Quality and Governance celebration event. They were joined by representatives from WMCETT who congratulated everyone on their participation in the project. Students were presented with a certificate recognising their participation. Students' portfolios are marked by our tutors then externally modified by Sue Spiers. They are then presented to the next University examination board following which PTLLS certificates are sent out.



### **Some of the challenges encountered by the teaching team**

Overall I think we would all agree that it has been a positive and enjoyable experience. We have extended and further developed our relationships with partner organisations, and the individuals within them; the teaching team have worked well together, supporting and encouraging each other.

There have been some challenges that have been encountered, dealt with and, hopefully, learned from. These include:

- A lack of understanding initially of the commitment required, time and resources, to deliver the project
- The initial selection of tutors to teach PTLLS was perhaps not rigorous enough. Over the course of the project this became apparent, particularly for those who did not have the resources and/or support of their employing organisation, or who lacked confidence or experience in their role as a teacher
- A heavy reliance on the goodwill and support from partner organisations
- A very tight budget that restricted the choice of venues, and limited resources
- The challenge of teaching people we know – including colleagues – who were used to encountering us in one role, having to adapt to our new roles

These were dealt with professionally and with good humour and creativity: they provided opportunities for learning and development, and contributed to

the overall success of the project. As a team we are grateful to all those who supported the programme.

### **Recommendations and further action**

Together with WMCETT we are reviewing the learner's handbook, scheme of work and session plans to ensure we meet all the University's criteria, whilst responding to feedback from participants.

We have developed a trainers' network with the aim of providing ongoing mentoring and support from teachers and trainers across the sector. More information on this is available from Alison Orr, WCAVA

We have been successful in securing funding to deliver two more PTLLS programmes to people who work in Integrated Youth Support Services (IYSS). This means working with children and young people in voluntary, community or statutory settings.

We are in discussions with WMCETT regarding the possibility of developing and possibly delivering the next level of teacher training: the Certificate in Teaching in the Lifelong Learning Sector (CTLTS) in the community.

Tracy Hayes  
PTLLS Programme Manager  
Training Manager  
WAYC

### **For further Information:**

WMCETT was established in 2007 and is committed to supporting the professional development of the teaching and training sector. They work with networks and a wide range of partners to meet specific training, research and development needs.

(Ref: <http://www2.warwick.ac.uk/study/cll/othercourses/wmcett/> )

## Appendix I

# PTLLS Evaluation Day

Following delivery of PTLLS, as part of the CWIC Quality and Governance Project, across Coventry and Warwickshire, you are invited to attend this event at

Dunchurch Village Hall  
Tuesday 1 February 2011

Part 1 - 9.30 a.m. – 12.30 p.m. – *for PTLLS Teachers only\**  
Part 2 – 12.30 p.m. for lunch – 4.00 p.m. - PTLLS teachers *and* PTLLS students (trainee teachers)

The event will consist of informal discussions and workshops looking at the experiences of both trainers and participants to help us to evaluate the learning and impact of the PTLLS courses. We aim to come up with recommendations for future delivery/ models of the course.

Please contact Becky at WAYC to confirm your attendance  
Email: [becky.salter@wayc2.org](mailto:becky.salter@wayc2.org) Telephone 01926 450156

An agenda and venue directions will be forwarded to you on receipt of your confirmation

\*Tracy Hayes, Alison Orr, Helen Smith, Karen Handcock, Melanie Scobie, William Clemmey, Vic Jones, Jean Woolliscroft, John Gately, Rookhsana Mohammed

## Appendix II: PTTLS Evaluation Day - Tues 1 February 2011 – Morning session with Tutors

We carried out a SWOT analysis about the course and the following ideas came up from the participants:

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• Professional growth</li> <li>• Partnership working</li> <li>• Relationships made</li> <li>• Shared ownership</li> <li>• Quality of teachers</li> <li>• Occupational concept/context</li> <li>• Personal growth</li> <li>• Supporting each other</li> <li>• Pastoral care</li> <li>• Enhanced knowledge of other orgs</li> <li>• Positive experience of learning to tutors as well as the learners.</li> <li>• Co-tutoring – learning from each other/support</li> <li>• More professional approach to training in the sector.</li> <li>• Tutors putting in their own resources at their own cost.</li> <li>• Partnership- amongst tutors</li> <li>• Numbers going through students / tutors</li> <li>• Good networking of trainers</li> <li>• Positive feedback from students</li> <li>• Positive feedback from Warwickshire University</li> <li>• Shared learning amongst tutors</li> <li>• Support from Sue at Warwick + materials + course framework</li> <li>• Resources that the group brought with them</li> <li>• Support from the “top” – WAYC/CAVA/WCVYS/CWIC Partnership</li> <li>• Cohesion- others you could ask about course</li> <li>• Development of body of resources (have we shared those more widely?)</li> <li>• Tutors- experienced within the sector and best people to train</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of time <ul style="list-style-type: none"> <li>-admin</li> <li>-assessment</li> <li>-management</li> </ul> </li> <li>• Formal agreements</li> <li>• Lack of funding- budget too tight</li> <li>• Pastoral care</li> <li>• Selection criteria</li> <li>• Time requirement- understanding before the start <ul style="list-style-type: none"> <li>-time during for planning/prep and assessment</li> </ul> </li> <li>• Booklet- clarity needed/more user friendly/easier to understand/follow</li> <li>• Programming- problem of new tutors being added in to course at last minute (Rugby course)</li> <li>• Drop outs/no shows- did we follow them up</li> <li>• Was there a clear understanding of what would be involved?</li> <li>• Students- problems of time aspect involved - So <ul style="list-style-type: none"> <li>-change delivery method</li> <li>-greater clarity on what is needed by when</li> <li>-State time requirements</li> <li>-induction/pre meeting about the course? Interview needed at start</li> </ul> </li> <li>• No student info. prior to course starting e.g. health issues/previous learning/qualifications</li> <li>• Inadequate support from individuals organisations (for PTTLS tutors course delivery)</li> <li>• Funding/resources to deliver courses.</li> <li>• Cost of accreditation</li> <li>• Prior assessment of tutors before Fircroft college</li> <li>• For experienced trainers only-less drop out</li> </ul>

<p>the sector (Sue says!!)</p> <ul style="list-style-type: none"> <li>• Ongoing evaluation during course</li> <li>• Linked students together via email + looked at Google docs (not developed enough)</li> <li>• Students could contact us at any time –email/text</li> <li>• Commitment of tutors</li> <li>• Enthusiastic learners-enjoying opportunities</li> </ul>	
<p>Opportunities</p>	<p>Threats</p>
<p>Sustainability  On going quality checks  Mentoring  Observations (peer)  Developing expertise  Development of a package  Dev of trainers Network  Selling the context  CPD  Internal moderation and ownership  Potential income generator  Created new working partnerships between organisations-can expand out further  We have a ‘team’ of PTLLS deliverers to cascade and support  Created opportunities for PTLLS learners to develop within their work environment potential  Future training delivery enhanced by number of professionals with PTLLS award.  Qualified staff- raises organisations profile e.g. for tenders/funding bids  Links to university  Exploit numbers game with university?  Set up web pages/website – online versions of DTTLs for training orgs half contact time (from university)  Share resources created  How do we deliver CTTLs!!+DTTLs!!  Use of Google docs to share resources</p>	<p>Sustainability  Costs others delivering PTLLS cheaper ‘What quality’?  Funding/redundancies  Not getting training offer right  Not being able to support tutors  Lack of funding to deliver more PTLLS courses.  Commitment of time to do/deliver PTLLS  Quality + consistency of delivery  Resources  Tutors should be ‘CTTLs’d’ – funding to do this?  Current state of the sector – redundancy of tutors  Insufficient job opportunities for PTLLS trained people to deliver training.  Creates false expectations.</p>

## PTLLS Evaluation Day - Tues 1 February 2011 – Afternoon session with Students

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• Confidence</li> <li>• Local</li> <li>• Good Group (Dynamics mix)</li> <li>• Good support</li> <li>• Good Tutors</li> <li>• Varieties of styles</li> <li>• Level of interaction</li> <li>• Pitched at all levels</li> <li>• Participation</li> <li>• Equality</li> <li>• Experiences</li> <li>• Working within teams</li> <li>• Transferable Skills</li> <li>• Relevant</li> <li>• Informality</li> <li>• Covered lot of ground</li> <li>• Variety of learning styles flexibility</li> <li>• Mix of background</li> <li>• Energetic/Enthusiastic trainers</li> <li>• Made good use of peer learning</li> <li>• Self-centralisation</li> <li>• Honest + constructive feedback</li> <li>• Confidence/capability</li> <li>• Accessible + relevant</li> <li>• Suitable for all students</li> <li>• Subsidised</li> <li>• Thinking outside of box</li> <li>• Networking</li> <li>• Tutors –style</li> </ul>	<ul style="list-style-type: none"> <li>• Half day sessions (9 sessions)</li> <li>• Disjointed</li> <li>• 2 days- A lot of work</li> <li>• Balance of life/work</li> <li>• Level of work (HRS P/WK)</li> <li>• (Level-choosing 3 or 4)</li> <li>• Preparation required</li> <li>• Time consuming</li> <li>• Disjointed work sessions i.e. order of tasks</li> <li>• More info on expectations of course</li> <li>• Handbook –Confusing</li> <li>• No logical order</li> <li>• Room not big enough to allow private tutorials</li> <li>• Information on life skills website did not give me results I needed</li> <li>• Pre-course administration</li> <li>• Only aimed at vol. Sector</li> <li>• Commitment of students/org's</li> <li>• Consistency (tutors) – different tutors stress</li> <li>• Different experiences</li> <li>• Time involved! Intensity</li> <li>• Information- when? Time scales</li> <li>• Long process</li> <li>• Little advance notice of activities- Next day!!</li> </ul>

Opportunities	Threats
<p>To learn and progress            To achieve a qualification            To network - Working with others as a team from different agencies            To bench mark where you are            To build confidence/self esteem            To reflect            To learn from others            To have continued mentoring support            To be creative            Blended learning            Mixture-Distance + Attendance            Income Generation: Cascading            Skills to train others            Pool of trainers            For the community            Investment in individuals            Income generation            Developing other orgs            Stepping stone- CTTLS/DTTLS            Training on other experiments            Diversity of group            Increased reputation (of delivery)            Networking</p>	<p>Pressure to maintain level 4 standard            Work commitments (time/energy)            Not being able to apply skills shortly after training            Losing confidence            Failure being able to achieve            Funding and time commitment            Time scales: To all on for personal life (Leave and Pick up)            Funding: Climate economic            Size/stability of group.            Instability of resources            "Speed of change"            Competition            Market saturation            Time commitment            Employers            Outdated qualifications            No opportunity to use skills.</p>
Recommendations	
<p>Timings - 1 day a week (Full); Near the end of the week/weekend            Pre-course info - Breakdown of hours i.e.: &lt;100 HRS. – Homework/ study            Qualification levels 3 or 4 + CTTLS/DTLLS            Relevance of course; Expectation from line manager/organisations            Their level - 3/4            Time commitment - Study Hrs            Awareness ESOL of Students            Make it accessible to those who work benefit from IT.  <u>*Course Materials</u>            Priorities for each module            1) Revisit Handbook; LCD Format            2) Blended learning – E.Learning (Theory)                -Class confidence                      -Distance                Web/phone                                -Classroom            3) Better pre course information - I.e. Level ¾ explained, Work expected/ time needed            4) Rolling groups: Allowing people to rejoin?            5) Venue – Break out for private tutorials            6) Up to date information on web sites required for course.            7) Follow up: - 'What next?'</p> <p>What you recommend – CETTLS/DTTLS, –CPD- Institute for lifelong learning</p>	