

Qualifications Newsletter



Summer 2009

Issue 1

Overview of CTLLS Case Study

- Background to the Case Study
- Method
- Key Benefits:
 - Organisational change
 - Personal Development change

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Impact on WBL Staff Qualifications

To date, the NTRL Qualifications Team have worked with over 220 trainers from a wide variety of training organisations covering: ICT, construction, hospitality, horse stabling, administration and children's charities to achieve PTLLS and CTLLS qualifications.

5 tutors cover England, Wales and Scotland.

The benefits arising from these recent trainer development programmes are particularly interesting in how they impact on team building and organisational development. This could be described as trainer-centric quality

improvement by moving responsibility back to the professional trainer.

Arguably, accepted professionals should always carry some responsibility for systems improvement but this is different because when a better awareness of the processes in the learner journey is overlaid onto a more professional involvement of the trainer then improvement is readily achieved in a more inclusive setting.

The **essence** of all NTRL Qualifications' and Learning Leaders' programmes is to provide a highly developmental approach which improves significantly the capability and knowledge of the

participants in their working environment thereby improving the performance of themselves, their organisation, learners and clients.

The Qualifications Division builds on National Training Resources' 15 plus years experience as a proven provider of staff training, quality improvement, management and organisational development into a wide range of organisations including Local, Regional and National Learning Providers and their Networks, FE Colleges, Government, Learning and Skills Sector and Employers.

Awarding Bodies: CIPD & OCNW

The PTLLS and CTLLS training courses offered by NTRL are accredited by the Chartered Institute of Personnel and Development and OCNW.

The PTLLS Supported

Distance Learning course is accredited by OCNW.

The DTLLS courses are accredited by OCNW.

OCNW will be changing their company name to

ASCENTIS from 1st August 2009, NTRL will be changing their training programme courseware to reflect the name change to ASCENTIS.

PTLLS - Supported Distance Learning

NTRL are now offering the PTLLS Award as a 'Supported Distance Learning' course. The course comprises 2 face to face sessions with the participants plus several personal contact sessions using a variety of media.

The first session covers the Introduction to the PTLLS Award, offering participants an opportunity to discuss their understanding of the course before they commence the coursework.

To attain the PTLLS Award, course members will be expected to complete a portfolio of work containing several mini-assignments.

The second session at a later date will be the Micro-teach assessment session, where participants will present

prepared short training sessions.

Additional contact from the PTLLS tutor will take place in the form of planned online sessions, web-based support and feedback, email and telephone discussion.

The online sessions take place using a formal e-learning environment. Participants are sent questions by the trainer before an online discussion so that the sessions stay constructive and focussed on the PTLLS award. Participants can log on to the online discussions at agreed times outside of working hours.

Tutor-led learning contact time is recorded and achieves a minimum of 30 hours.

The Award requires

some hours of self-study and assignment work in the intervening gap between the course programme sessions.

NTRL have found a significant demand for these courses, as organisations try to offer their training teams an opportunity to undertake the qualifications in a way that addresses the need to attend formal office based sessions.

Nowadays, training staff, particularly in the work-based learning area, are often expected to cover a large geographical area with its impact on the working day. PTLLS 'supported' Distance Learning course offers a different approach for busy organisations and their staff.

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Background to the CTLLS Case Study

During recent PTLLS and CTLLS courses it has become apparent that the combination of programme style, group dynamics and employer support has led to outcomes substantially beyond those targeted and predicted. This stimulated the suggestion for a formal case study.

The outcomes are in areas of team building, organisational development, personal and team

confidence. The project and case study are still ongoing and this article merely highlights some of the developments and benefits observed so far.

Methods used:

The methods involved in developing this case study involved individual and group discussion relating to specific areas of development both personal and organisational. Some responses have been as a

result of planned course activities.

Examples of unexpected personal development gained through natural, informal feedback are being recorded and some comments were probed further for more specific comments. Specific research questions have not been asked at this stage of the study so as not to distract from the individual learning.

CTLLS Case Study - Work-based Learning Provider

Organisation:

Based in England and contracted by the LSC, the company is a regional WBL provider delivering a range of funded programmes and working with some of the region's leading employers.

They offer a wide array of programmes including Apprenticeships, Advanced Apprenticeships, NVQ's, Train to Gain, Entry to Employment covering 17 sectors from accountancy to sport and recreation.

Organisational Change:

One of the main benefits to course participants came through the delivery of "on-site" or regionally accessible, single employer demand led type of course. This form of an employer based "action development group" with wide reflective activities has stimulated benefits such as:

The potential for strengthened links between departmental/regional representatives – participants within the organisation often knew each other only by name and were subsequently able to develop strong working relationships through team-based activities and research projects; with the organisational codes of practice featuring strongly in discussions and influencing decisions.

- **The results of improved communication between departments meant that**

resources, commonly used within one department, were discussed, compared and exchanged. It was suggested that future resources would be collated and 'peer assessed', whereby feedback will be given by tutors using the resources relating to the benefits of use and the type of activities it might be

"Participants attending the CTLLS course represent virtually every department within the organisation and this has led to every department undergoing organisational change"

**G.M.
CTLLS Tutor**

used in. This would widen the available resources and improve cross-organisation communication

- **Suggestions were also made that participants might seek further authority to develop, update and contextualise existing resources, documents and systems in order to widen their use across the organisation.**

The improvement in communication impacts upon response times, at 'grass roots' level, to strategic plans.

Discussions, comparisons and a wider spectrum of experience help to embed

newly implemented processes, and key plans.

- **One key factor that arose was the development of more confidence in teaching & training amongst the CTLLS participants. They had 'inherited' activities and scheme plans from previous staff and needed to realise their own potential to improve their delivery.**

Improving trainer confidence whilst providing the opportunity to discuss previous policies along with the chance to share ideas has impacted upon planning for future delivery. Increased confidence and a greater involvement in planning will help trainers to justify procedures during inspection.

As an organisation, the opportunity to share and compare use and development of organisational paperwork has helped to reduce duplication and instituted an overall improvement in the promotion of best practice.

Individual Learning Plans

and the mapping of Adult Core Curriculum have been at the forefront of many discussions and sharing of good practice.

- **Participants from different departments could now improve the co-ordination of current paperwork and, as such, the session plans, schemes of work and individual learning plans were moving towards a more coherent image. The CTLLS group worked on identifying strengths in the paperwork as well as suggesting changes.**

Personal Development:

- **Increased awareness in functional skills and learning preferences has given an understanding to trainers whereby they have tackled the approach of administrative staff when faced with learners who lacked basic skills. Discussions have also identified cross-organisational opportunities for supporting learners with skills gaps**
- **Following an activity included in the equality and diversity unit, the group agreed to approach the equality and diversity leaders and suggest ways of improving processes. These included requesting follow-up information.**

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Ongoing research & case study work

Recent regulation in Government funded adult learning in the UK, specifically England, has introduced the requirement for professional qualifications for teaching and training staff, for the first time. This case study describes some of the direct benefits to organisational development and quality improvement arising from particular development of trainers working towards this new professionalism.

It is planned to extend the ongoing research to NTRL programme participants working in a wider range of organisations providing programmes including apprenticeships, adult training in employers, re-engagement of the unemployed, etc. Prior qualifications and experience of these trainers is mixed; many of them not having received formal development in theory and good practice of teaching/training before.

Although the target qualifications are the same, the delivery of this particular trainer training is different from many college or university courses in that it is employer driven and organised to complement the working arrangements of the trainers. The developmental sessions are group based and delivered at the employer's premises where teaching/training practice and its observation are carried out with their normal groups of learners. The term employer in this sense refers to the employer of the trainers not necessarily the employer of the learners.

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General Professional Recognition Learning and Skills (GPRLS), SVUK

The Professional Recognition scheme is designed for experienced and competent teachers and trainers in the FE/learning and skills sector who do not hold an accepted teaching qualification but can demonstrate that they meet the new overarching professional standards for teachers in the sector.

The GPRLS scheme is an alternative route for those who are required to comply with the new regulations. It is run by SVUK who are a

subsidiary of Lifelong Learning UK. Applicants who successfully complete the scheme can begin the process of Professional Formation with the Institute for Learning (IfL) in the same way as if they have just completed their CTLLS or DTLLS qualifications.

In this way they can go on to apply for the status of either Qualified Teacher Learning and Skills (QTLS) or Associate Teacher Learning and Skills (ATLS). These are the new licences to

practise and are conferred by IfL.

NTRL will shortly be offering awareness and support programmes for organisations wishing to investigate the scheme and to staff who wish to use this route to professional status.

To indicate your interest in this scheme, please contact Clare Powell, Qualifications Manager, NTRL on 0845 130 6152 or email: clare.powell@national-training.co.uk