



Hampshire & Isle of Wight
Lifelong Learning Network

Project Dissemination Pack

Project Title

SME Trainers

Project Aims

To train Vocational Trainers in a formal programme of learning (PTLLS). The project has been designed for private training providers who earn their living through providing and delivering management and other training programmes for business and are recognised as occupationally competent within the National Occupational Standards and at QCF Level 3 or above.

Project Objectives

- To design paperwork that makes the process of RPLO simple for a participant
- To assess individual's learning outside of a formal learning process carried out through a robust and accessible approach by developing the Route 2 approach to the achievement of PTLLs qualifications at Level 3 and 4.
- To make potential claimants aware of the possibilities of credit gained from evidence from work or personal activities through professional advice and guidance.
- To develop participant's appreciation of the potential of recent, authentic and verifiable relevance of non-formal and informal learning



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Partners

Konrad Associates International and Hampshire and IOW Lifelong Learning Network (HI-LLN). This project has become a case study for a Leonardo da Vinci RPLO project piloting National and European Guidelines designed to encourage the take up of recognition of prior learning outcomes.

Stages

(Give an outline of the stages taken to successful carry out this project)

1. Called a meeting of SME Trainers in July 2008 to discuss need for private training providers to gain professional teaching accreditation because the LSC were setting PTLLs as minimum requirement for trainers they employed directly or indirectly.
2. This first meeting had a guest speaker who encouraged them to think about how they could further convey the need for management training to their client group. This was supported by an introduction to the Leitch report and subsequent Government information and statistics. Encouragement for aligning training to National Occupational Standards and how these could be used for CPD was discussed. The trainers also received a taster of a PTLLs session.
3. Two meetings with PTLLs course leaders were held at Andover College to discuss possibility of recognising the prior learning gained by the trainers towards the qualification supported by intensive workshops.
4. Further meetings with trainers with guest speaker from Train to Gain. The speaker emphasised opportunities for training on behalf of Train to Gain but confirmed the need for a PTLLs qualification by 2010. Information from the LSC supported this.
5. Jan Wise (JW) introduced to Professor John Konrad (by Dorothy Haslehurst from University of Portsmouth) in March 2009 and it was agreed that the PTLLs project would be an excellent case study for the Leonardo Project.
6. John Konrad (JK) met with HI-LLN Curriculum Group leads to discuss the potential around using Route 2 as a means of



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- claiming credit against qualifications on the QCF.
7. JW aligned possible tangible evidence from a trainer to PTLTs outcomes. A further meeting with experienced trainers supported and increased the suggested evidence.
 8. JW and JK met with Andover College to discuss the suggested paperwork and to seek a way forward with the project.
 9. JW and JK met with SME trainers to introduce them to the paperwork and to give advice and guidance on the evidence they would need to provide from their professional and personal activities. Participants were made aware of the need to accompany any evidence of experience with reliable and valid evidence of the learning that they have achieved. JW additionally met with individual trainers who were unable to make this meeting. Provisional date decided at Trainers request to give opportunities for peer observation and practice micro teaching.
 10. Negotiations with Andover have given the go ahead for two intensive days of course input in June which will be followed up with submission of course folders by the Trainer candidates.
 11. A meeting with an exam board in April confirmed that they would like to adopt the mapping paper work as part of their teachers information pack.

Problems

(Outline all the problems/challenges you faced)

- **Convincing the trainers of the need to take a teaching qualification:** Private training providers are an un-regulated body and have not been required to gain a teaching qualification. Increasingly more funding sources are requiring them to have the PTLTs as a minimum qualification. Because of the economic downturn, many trainers are finding that training has been cut back and realise that work sourced via Train to Gain, other LSC funding and sources such as the CITB will become increasingly important to them. The trainers are very keen to achieve the PTLTs via the RPL system set up by the project.



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- **Acceptance of RPL** - RPL is an alternative route to recognition and not a short cut. RPL must therefore be an integrated part of a quality assured system. As such there were concerns expressed by the college about the quality assured assessment process on an RPL programme.
- **Negotiating an additional workload with the college staff** - The project recognises that the college is taking on additional work in order to support the trainers and understands that our deadlines haven't always been easy to accommodate. Although it was hard to win the trainers around to gaining a recognised qualification (the first meeting had been July 2008) the trainers have now been convinced and are eager to complete the work. The project has needed to keep up the impetus because we needed to keep our list of trainers interested so that we can provide a viable cohort to the college especially because private providers are now offering the PTLLs qualification over five intensive days, albeit without any RPL.

Solutions

(How did you solve the problems outlined above)

1. The trainers were convinced of the need to take the PTLLs by patient negotiation and very effective workshop speakers.
2. The project has been helped enormously by becoming a case study for an Lifelong Learning UK project. The RPL paper work was agreed by the college because of thorough supporting documentation which mapped outcomes and college assessments against supporting evidence. The dates for the two input days in June were agreed with careful negotiation.

Supporting Documentation

(Enter links to supporting websites and/or outline the types of documents you are submitting with this pack)

- RPL paper work for PTLLs project
- 'Claiming Credit' Guidance on the recognition of prior learning within the Qualifications and Credit Framework



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Results/Outcomes

Trainers started collecting evidence against the agreed PTLLs proformas in early May. Some of the trainers supported their evidence with short assignments which had been developed as distance learning material. Other evidence was identified through professional discussions with JW (LLN project lead).

In June 2009 Sparsholt College held two very successful training days (eight days apart) to enable thirteen trainers to evidence missing knowledge. Government legislation, health and safety and different forms of assessment were evidenced on the first day through brainstorms, mind maps and quizzes. On the second day all the trainers presented a micro teach session which was assessed by Sparsholt College and JW.

Evidence files were collected on the first day and given back on the second day with feedback and copies of all the evidence that had been collected as group work from the first session. Most of the trainers had very little additional evidence to collect and most of it has been provided through recording of conversations with the LLN project lead.

100% pass is expected.

Conclusion

(Include and advice or recommendations for other organisations wishing to undertake this project)

If the paper work is adopted by awarding bodies then this project will be a success as it helps lead the way to recognise work achievement in a very positive way and is an encouragement to others.

Robust paperwork and guidance will ensure that all procedures are valid. The next step will be to write a student handbook about identifying the supporting evidence.