

Martec Training

Alternative approaches to CPD: the perspective of a Work Based Learning Provider



Martec Training

[Martec](#) is a private training provider in Staffordshire. We have between two to three hundred learners at any one time, accessing a variety of programmes which include Apprenticeships, Foundation Learning and other curriculum areas. We work with learners aged 14 to 60. Although we offer other qualifications, our main area of delivery, or our “hook” for young people, is Motor Vehicle. We find that this is the main area of interest for many of our learners, whether they be Apprentices or Foundation Learners. Martec has recently acquired Independent School status and also has a new Principal in post. The principal has reviewed all learner assessment data and highlighted that over 40% of learners hold a statement and need additional support.

ELS resources/materials used

Martec used the [Personal Development Profile](#) (PDP), an online self-evaluation tool mapped against the National Occupational Standards (NOS) for Learning Support Practitioners (LSPs). The new Principal was keen to check all of her staffs’ training needs, especially in relation to safeguarding and providing learning support. It was hoped that the tool would provide a baseline against which to plan training and development. All members of staff undertook the PDP in January 2012, 25 in total. Staff worked through each section, drawing on the supplementary guidance and typing in comments as appropriate. The Principal sat in on some of the online assessments to gain a flavour of staff reactions to the questions as well carrying out the assessment herself.

Outcome

Once all staff had completed the PDP, the report was requested. From the results of the assessments it was immediately apparent that the majority of staff would benefit from more training in safeguarding. This ranged from individuals who needed some “top up” training to others who identified they were very lacking in confidence in this area. It also identified some gaps in relation to the specific needs of our learners, particularly with regard to dyslexia. From all the data gathered as a result of undertaking the PDP, it was apparent that some staff would require further training in areas such as safeguarding and indeed it helped identify what sort of training would be necessary for staff new to the company in the future. Staff reported that they found the individual reports helpful in targeting their own training needs.

Action Taken in response to results

A significant amount of development activity has taken place since the report was received. As a result of information gained through using the PDP, Martec has introduced a suite of online study sessions and assessments related to safeguarding. We now have a safeguarding trainer who comes into centre to deliver safeguarding and risk assessment training to all staff. We have also sourced a person from the dyslexia association to support learners with mild and severe forms of dyslexia. In addition, we have appointed two new learning support staff, one of whom has English Speaking Other Language (ESOL) as his speciality. This has already proven to be a great success with learners who are struggling. Indeed, without this specialist 1:1 support embedded, Martec would have lost one learner who was finding it hard to cope with the impact of his dyslexia on learning. It has therefore also been instrumental in increasing learner retention.

Impact

These changes have now been in place for a number of weeks and we are already beginning to see a positive impact. The support given to learners is more structured due to having specialised tutors for maths, English and ICT. All tutors are now more aware of the challenges facing learners from the variety of training and awareness sessions provided via the British Dyslexic Association.

The skills, knowledge and understanding resulting from the training has impacted positively on learning. Resources have been updated and learners provided with equipment needed to achieve their qualifications. This includes practice resources such as overlays and software such as a computer programme which converts text to speech. This is already having a positive effect on achievement. As noted previously, a significant number of our learners have a statement of special education needs (40%). Despite this, a high percentage of learners have achieved an English functional skill since December 2011, **representing a 90.2% success rate in comparison to 46%** from August through to November 2011.

Next steps and future plans

Using the PDP has highlighted for us a need to review the way in which performance reviews are managed. We plan to use both the PDP and the NOS to support us in doing this. The way in which supervisions and appraisals are currently structured will be reviewed in order to increase both frequency and effectiveness. Managers will be given specific responsibility to monitor staff performance and areas for development will be supported, where appropriate by the [LSIS Alternative approaches to CPD guidance](#) for buddying, mentoring and shadowing.

In addition, Martec Training plans to use the [Organisational Audit Tool](#), also developed as part of the LSIS Enhancement of Learning Support (ELS) programme. The audit tool is designed to enable providers to evaluate provision against key indicators mapped to both the NOS and the Common Inspection Framework. It is hoped that this will further enhance the holistic support offered to young people on programme by Martec Training staff.

Martec has reviewed the other [ELS resources](#) available and as a result of this also plans to:

- Increase its use of technology to promote learner independence; as such, it has invested in new software related to skills for life assessment, to support learners through the Initial assessment process, with increasing independence
- Increase the involvement of learners in managing their own support. It has now implemented a more structured and regular system to encourage learners to map and review own performance against targets set.

Summary

A key reason for our involvement in the project was to ascertain the suitability and relevance of the ELS resources and in particular the PDP, for staff working in a work based learning context. The PDP has proved invaluable in supporting us to evaluate staff skills and identify training and development needs. Although it was important for staff to understand the need to contextualise the questions for their role and responsibilities, the tool itself proved both useful and relevant. It has inspired us to explore the other ELS resources and as identified above we are very much looking forward to drawing on them to further develop our practice.

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