

LSIS funded Pilot Support Projects Apprenticeship project

PROVIDER END OF PROJECT REPORT

**Project Title: Personal, Learning and Thinking Skills (PLTS)
in Apprenticeships**

Section 1: Introduction

Project aim

Learning South West/South West Centre for Excellence in Teacher Training (SWCETT) will run an Apprenticeship support pilot by offering one day train the trainer events to providers who offer Apprenticeships. The training will focus on building personal learning and thinking skills (PLTS) among apprentice learners.

Project objectives

- A minimum of 18 providers to attend three train the trainer events. A project variation in January 2013 allowed for one extra workshop so we delivered four workshops by the end of March 2013.
- Evolution to include development of resources and learners' feedback.

Project summary (approximately 50 words)

The pilot project is intended to encourage an approach to personal thinking and learning skills which will:

- empower the apprentice learner with improved motivation and greater ownership of their learning;
- give employers a practical way to become involved in the Apprenticeship curriculum;
- improve the supervisor's confidence as a trainer and their grasp of successful training methods; and
- demonstrate to employers the benefits of investment in Apprenticeships, work-based learning and training their trainers.

Section 2: Activities

Who has been involved in delivering the project?

Learning South West's Chief Executive Officer (CEO), CPD Manager and CPD specialist have been involved in the project. The original training resources were developed with SWCETT members.

The directors and administrators for various Centre for Excellence in Teacher Training (CETTS) - LONCETT/Institute for Education, EMCETT/South Leicestershire College and HUDCETT/University of Huddersfield PCET Consortium - have all been involved in the project as well.

What pilot activity has taken place so far?

Four train the trainer events have taken place. Three were originally planned as part of the project, and a second event at LONCETT/Institute of Education took place to meet demand from the sector.

How many providers have been supported?

Fifty one providers have been supported across the four events. This figure is made up of the following provider types.

- Eighteen further education Colleges;
- Five local authorities;
- One Chamber of Commerce;
- One charity; and
- Twenty-six work based learning specialist providers.

How many individuals have been supported?

Seventy two individuals have been supported as part of this project.

What feedback have you received from participants?

Overall, excellent feedback was received. The collated participant evaluation report is attached as a separate document. The total number of returns is 68 from the four events. Forty seven participants stated that as a result of the training they 'feel more confident in their grasp of the PLTS agenda'. The highest level of comments concerned the usefulness of the resources and the facilitation approach.

- *'Today's session has really been really useful in "breaking down" the PLTS criteria. Seems more manageable now.'*
- *'Very upbeat and positive - a real change, thank you.'*
- *'Have loads to take back to my organisation.'*

There was a mixed responses to the length of the session, some wanted longer and some shorter. It is assumed that as the overwhelming response was positive from the participants the length of the session worked for the majority.

What have been the main challenges (up to three) and how have you overcome these challenges?

- The pilot timing - with overall final contract selection and resulting negotiations delaying the project start, and the Christmas and Easter holidays not being suitable periods to deliver marketing or training. The good CETT network was able to respond quickly to the pilot opportunity and worked the promotion of the events quickly and efficiently through their networks. Each partner CETT administered promotion and registration

- The concern that the 'train the trainer' model is not fully understood by the sector from our past regional project experience. We ensured the promotional material was targeted and clearly explained who the workshop was designed for.
- Some colleagues worryingly turned up to the event not really knowing what PLTS were even though they were involved in Apprenticeship delivery. They informed us that they were told by their managers that 'mapping' sufficed. This was mitigated by the pilot workshop approach demonstrating that 'mapping' does not teach, and does not help learners learn explicit sustainable skills.

What has been critical to the project's success (up to three things)?

- The workshop and materials, designed and developed by practitioners working in the field, helped positive attitudes develop quickly in each workshop. This was enabled through an earlier LSIS regional response fund project that was delivered through the SWCETT cross sector partnership.
- Working with the wider network of centres of excellence in teacher training (CETTS), in the North, Midlands and London, who could respond to the project and support its success.
- Sharing resources on the day with participants to take away with them, including the session plan.

Section 3: Impact

Please summarise any evidence of impact that the pilot activity has generated so far (eg increased staff knowledge and skills, behavioural change, changes in practice, organisational change) for:

- learners
- provider staff
- employers
- your organisation

If impact is not measurable so far, how could this be followed up?

The evaluation summary indicates how many of the participants were inspired on the day to use the activities and materials in their various roles. Anecdotally some participants said they would use the activities at standardisation meetings, team meetings and with their Apprenticeship learners. This could be followed up with some further work to evidence the impact post the event.

We are delighted that LSIS are able to support us to deliver a further two workshops at EMFEC (East Midlands) and SUCCESS North CETT/Newcastle College before the end of May 2013. Also see section six below.

Section 4: Resources produced by the project

What resources have been created to share?

	File name	Descriptor of resource <i>i.e. lesson plan, trainer notes, training needs analysis, toolkit, online survey etc</i>	Who is the resource for? <i>i.e. teacher trainer, support staff, practitioners, employers etc</i>	How can the resource be used?
1.	Learning South West project report	Final project report	Practitioners and facilitators	To provide project background, impact to date and a summary of resources.
1a.	Feedback from PLTS workshop	Report	Practitioners and facilitators	To plan for delivery of the workshop.
2.	Facilitator notes for PLTS workshop	Session plan and notes to explain activity processes	Practitioners and facilitators	As part of the pack, as it is a train the trainer event.
3.	PLTS cards	Training resource: six activity cards	Facilitators, practitioners assessors, internal quality assurers (IQA) learners and employers.	As a way to access the various component parts of PLTS and to refer to, and use throughout the workshop.
4.	PLTS framework	Framework handout	Facilitators, practitioners assessors, internal quality assurers (IQA) learners and employers.	To provide context and background.
5.	Excerpt from SASA	Specification of Apprenticeship for England (SASE) handout	Facilitators, practitioners assessors, internal quality assurers (IQA) learners and employers.	To provide context and background.
6.	Features of good PLTS provision	Handout	Facilitators, practitioners, assessors and IQAs.	To provide a quick way into a planning activity.
7.	Postcards	Training resource: photographs	Facilitators, practitioners assessors, internal quality assurers (IQA) learners and employers.	An activity to facilitate learner centered communication and support PLTS.
8.	Discussion diamond handout	Training resource: activity description handout	Facilitators, practitioners assessors, internal quality assurers (IQA) learners and employers.	An activity to demonstrate direct links to PLTS- e.g. efficient planning and team work in a PLTS.

9.	Graphic organizer cards	Training resource: activity description handout	Facilitators, practitioners assessors, internal quality assurers (IQA) learners and employers.	An activity to demonstrate direct links to PLTS.
10.	Business challenges handout	Work based activity description	Facilitators, practitioners assessors, internal quality assurers (IQA) learners and employers.	An idea that is worked practically by participants to their own contexts. It demonstrates clear holistic assessment practices .It is efficient practical and supports business/employer needs.

Section 5: Recommendations for the project

How can the pilot activity and resources be useful to other providers?

The pilot session and resources could be used as a whole three hour session, or aspects of it could be used or adapted by colleagues in a broad range of cross sector Apprenticeship provision.

The pilot session and resources work for the whole range of people involved in delivery, support and attainment of an Apprenticeship. They demonstrate efficiently the benefits of teaching PLTS rather than 'mapping' PLTS to support sustainable learning.

The session and resources can support the improvement of the quality of Apprenticeship delivery and apprentices' and employers' experience of work based learning, and its benefits to business and personal sustainable skills.

Section 6: Future planning

What plans does your organisation have for building on the work/outcomes of this project?

We plan to offer the training as part of the Learning South West and SWCETT CPD programme. We have developed the work further to offer a further LSIS train the trainer project named 'the Dream Team', a work based focus on including a wider range of people at work to support apprentice learning and employer buy in and support.

Section 7: Contact details

Name of organisation: Learning South West and South West CETT

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