

VCS Trainer Development & Support Mapping Project

A report by
Voluntary Sector Initiative for Professional Development

Toby Cullingham
June 2006



Acknowledgements

We are grateful to the following organisations from the Norfolk Voluntary and Community Sector Infrastructure Consortium for responding to our requests for information and providing us with details pertaining to their working environment, and for the time spent to do so:

Age Concern Norfolk
Community Connections
Creative Arts East
Great Yarmouth Voluntary Sector Partnership
Keystone Development Trust
Menter
Norfolk Coalition of Disabled People
Norfolk Council for Voluntary Youth Services
Norfolk Rural Community Council
Norwich and Norfolk Racial Equality Council
Norwich and Norfolk Voluntary Services
The Benjamin Foundation
Voluntary Sector Initiative for Professional Development
West Norfolk Voluntary & Community Action

Also, we would like to thank the following people/organisations for their help in providing information on other related issues:

Broadland Training Services, City College Norwich, Coachcom, College of West Anglia, Great Yarmouth College, Lifelong Learning UK, Learning and Skills Council, Success For All, The Lifelong Learning Company, The Quality Improvement Agency, Train to Gain, UK Workforce Hub, University of East Anglia.

Thanks to Helen Morgan who assisted with the early research.

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1. Executive Summary

1.1 Background

The Voluntary and Community Sector Trainer Development & Support Mapping Project was funded as part of the Learning and Skills objective within the Norfolk Voluntary and Community Sector Infrastructure Plan. It is designed to scope current levels of tutor training and training delivery within infrastructure organisations and the potential for increasing this. The Voluntary Sector Initiative for Professional Development (VSIPD) successfully applied for funding from ChangeUp to carry out this research.

The *VCS Trainer Development & Support Mapping Project's* key aims are:

- To identify the types of training provision within infrastructure organisations
- To identify tutor training needs within infrastructure organisations
- To identify potential avenues to address this need
- To raise discussion of training provision within the Infrastructure Consortium and its potential future path/ provision
- To ascertain the importance of, and need for, qualified tutors within the VCS

1.2 Research Methodology

A questionnaire/survey was devised to collect information and to initiate discussion regarding training the trainer issues within infrastructure organisations in Norfolk.

1.3 Key findings

- 36% of organisations had 1-5 members of staff, 28% 11-25 and 36% above 25
- 79% of organisations reported at least 1/3 of staff as part-time
- 50% of organisations had no qualified trainers
- 50% of organisations had at least 21% of their staff delivering training as unqualified trainers
- 21% of organisations do not deliver training at all
- 50% of organisations report no capacity for the potential to develop staff into trainers, 28% of organisations believe potential is present, 21% reported high potential to develop current staff into trainers
- 36% of organisations said trainers were recruited into their organisations specifically for that role, 43% said there was potential to develop training roles once they are employed and 21% said N/A, as they do not deliver training
- Lower level training was generally delivered in-house, higher level training was mainly sourced externally
- There was a direct correlation between increasing feelings of value given to official qualification of trainers and increased numbers of responses given
- 43% of organisations' training was 0-25% external (provided to service users or other organisations), 21% of organisations delivered 75-100% of their training externally
- 100% of organisations said tutor qualifications were not a prerequisite for delivering training within their organisation
- An average of £388/head a year is spent on staff training within those organisations surveyed

- Training in 25 different subject areas was bought in by at least 2 organisations of those surveyed – the most common training bought is First Aid (bought in by 57% of organisations) and Health & Safety (42%)
- Regarding self-sufficiency of training, 93% of organisations spent at least 75% of their training budget on one-off training, while only 7% spent at least 75% of their training budget in training staff to be able to train other members of staff
- 45% of organisations currently delivering training said they were already part of a training support group (outside of their internal organisational support). Of those not currently involved in such a group, 77% felt a training support network sounded like a good idea
- 57% of all organisations felt quarterly meetings would be the best frequency for face-to-face meetings of trainers
- 79% of organisations felt time/capacity was a constraint to further training of trainers
- 64% of organisations felt no local courses was a constraint to further training of trainers
- 64% of organisations felt money was a constraint to further training of trainers
- Re: sharing trainers:
 - Benefits; sharing the consortium resource, being stronger as a sector, reducing training costs.
 - Drawbacks; specialist knowledge could be a barrier, as well as extra time needed to deliver this additional training to other organisations
- Re: co-ordination within the consortium to provide trainers to cover gaps in training:
 - Benefits; Fill gaps for consortium as a whole;
 - Drawbacks; who 'owns' the trainer? Money would be needed to train that person, who benefits from any income generated from the training etc.? Co-ordination would have to be rigorous
- Asked if they had a wish list for training if it were available locally, organisations said they would request Advocacy support; Funding/fundraising; Health & safety; Time management; and Training the Trainer/ training delivery (21% of organisations), followed by Management; PR/ marketing; Trustee training; Minute taking; and Employment Law (14% of organisations)

1.4 Current Training the Trainer and tutor training provision in Norfolk

- FE provision is limited, in the main, to tutor training/delivering adult learning
- There is the possibility of locally accredited "Training the Trainer" courses – these have previously been delivered through Community Connections – funding would be required to repeat this
- Local "Training the Trainer" courses are available, but are unaccredited
- National "Training the Trainer" courses are numerous, are private sector based and the costs prohibitive to some VCS organisations
- Government funding streams are limited at present. Restructuring of government agencies have resulted in gaps in provision which were previously catered for

1.5 Discussion of findings

- There appears to be a need for a central point where consortium member organisations can get up to date information to address their tutor training needs – actual availability of courses etc.
- There is the possibility of co-ordinating the training of trainers to fulfil the training needs of the consortium member organisations, addressing repeatedly accessed

external training – e.g. First Aid. The benefits of this could be reduced training costs and increased training pool, whereas the drawbacks centred on issues of ‘ownership’ of the trainers

- There is the possibility of Consortium Members “sharing” trainers or having reciprocal training arrangements to help address training needs in member organisations. The benefits of this could be a pool of experience/ skills for organisations to access and reduced training costs. The drawbacks of this could be trainers finding the time to train other organisations outside of their own workload and whether knowledge could be easily transferable to organisations in differing fields of expertise
- Infrastructure organisations should look at providing training needs analysis for their staff, so that training needs of individuals could be more readily identified. This would allow each organisation to be self-sufficient in evaluating how these training needs could best serve the organisation
- The co-ordination of training the trainer courses and a rolling programme of tutor development activities would be best delivered by one organisation providing an information and signposting service

2. Context of project

2.1 ‘Meeting the Challenge’ project, 2001

The Voluntary and Community Alliance Across Norfolk (VOLCAAN) developed the Voluntary Sector Continuing Professional Development Research Project in 1999/2000. From this emerged ‘Meeting The Challenge’ (2001), authored by Suzanne Crouch and published by The Research Centre, City College. This presented findings from research within 164 different VCS organisations. One of the five recommendations of this report was:

“For the consortium (VOLCAAN) to work with providers to prioritise and develop a raft of courses identified within the framework, ensuring local provision and tutor and peer support.” (Crouch, p29, 2001)

2.2 ‘Recruitment, Training and Support of Trainers from the Voluntary Sector’ discussion paper, February 2004

Training the Trainer issues were repeatedly raised at the Norfolk Training Network meetings and a 2004 paper, from Richard Draper of the Norfolk Voluntary and Community Sector Infrastructure Consortium, suggested work to be carried out to progress this issue:

“Recruitment, Training and Support of Trainers from the Voluntary Sector – R. Draper”

It’s not my intention to produce a long and detailed paper, more to give a personal reflection of where I think we are at present and why I feel this initiative is important.

As a result of my involvement with the Training Network and with VSIPD I have become increasingly aware of the opportunities that exist for the voluntary sector to increase its ability to deliver several important strands of the government’s agenda and at the same time meet local need in probably the most effective way possible. However, as a sector we often find taking advantage of such opportunities difficult and as individual agencies or individual staff members the task just appears to be too large to take on.

It feels to me that the Norfolk Training Network plays the key role in providing the forum in which the discussion on this matter sits and, therefore, has the potential and, dare I say it?, the responsibility to drive this matter forward.

Nobody knows our clients and our staff better than the voluntary sector agencies themselves. We know our staff are generally more highly qualified than any other sector. However, it is all too often when we look to partners to provide training we are looking at traditional learning providers. And when we do look to the voluntary sector then the capacity seems rather thin.

My suggestions for the way forward, for what they're worth as a starter for ten, are –

- To carry out a mapping of agencies within the sector who are already Delivering training, the nature of that training and their capacity to do more
- To research agencies to see if they have staff who have existing qualifications that potentially could deliver training
- To see if there are existing staff who would be willing to undergo further training to provide learning opportunities for their staff and clients
- To identify what support mechanism will need to be put in place to enable those staff identified to function effectively
- To create a network of support for the voluntary sector trainers, possibly including a website with online assistance and peer support
- To identify and seek appropriate funding streams to enable individuals to undertake trainer/tutor training and to establish and maintain any infrastructure required

I know there is a lot more that has not been touched upon, but at present I am keen to initiate the discussion and see if there is a strong feeling one way or the other within the sector before getting to the nitty-gritty.”

2.3 'VCS Trainer Development & Support Mapping Project' application from VSIPD

Responding to this request for further work on this issue, a successful application to ChangeUp was made by the Voluntary Initiative for Professional Development (VSIPD) to carry out research/mapping into this. However, given the limited funding available it was not possible to carry out this research across the whole of the sector in Norfolk. Instead it was decided to use the Norfolk Voluntary Sector Infrastructure Consortium member organisations as a “sample” of the sector. The key aspects of this project, as defined in the application for funding to ChangeUp, were as follows:

To progress some of the recommendations and ideas developed through the Training the Trainer working party (a sub group of the Norfolk Training Network) and provide a basis for further recommendations/work to develop a strategy and mechanisms for supporting Trainer development in the VCS in Norfolk.

- To build on any relevant mapping activity relating to infrastructure organisations who are already delivering training, the nature of that training and the issues surrounding the capacity to do more
- To ascertain what tutor/trainer qualifications are currently held by staff delivering training within infrastructure organisations and identify what their professional development needs might be

- To ascertain the number of VCS staff within infrastructure organisations currently involved in training that have the potential to become qualified trainers and identify what their training and development needs are
- To explore what mechanisms could be provided to encourage and support the development of VCS trainers within infrastructure organisations and to help them to function effectively
- To begin to develop a network (possibly virtual) of VCS trainers within infrastructure organisations to support development and provide, for example, on-line assistance/peer support and identify ways in which this network could inform future trainer development needs
- To review recent Train the Trainer course delivery by the VCS in Gt. Yarmouth and explore its potential for future inclusion in any next steps work
- To initiate discussions with mainstream learning providers into the provision of accredited trainer/tutor training and other tutor professional development opportunities

2.4 'VCS Trainer Development & Support Mapping Project' summary of aims and objectives

Viewing the project as a whole, its key, simplified areas of research can be seen to be:

- To identify training provision within consortium members
- To identify training needs within the consortium members
- To identify potential avenues to address these needs
- To raise discussion of training provision within the consortium and its potential future path/provision

The Discussion of findings (Section 7) is designed to be a way of promoting discussion and should not to be seen as firm conclusions or recommendations.

3. Research Methodology

3.1 Research Methodology overview

From the projects key areas and objectives, a questionnaire was devised in which these points could be explored in greater detail. From this, face-to-face or telephone interviews were conducted, depending on the location of the respondent. On occasions this was not possible or feasible, so some questionnaires were collated by e-mail. Representative from all 14 consortium member organisations were able to contribute responses.

3.2 Phase One

The Phase One questionnaire was devised to address the objectives of the research. This questionnaire (see appendix) was sent by mail to all consortium members, with responses being taken by telephone interview. As well as the questionnaire for all consortium members, there was also a questionnaire sent out asking for trainer qualifications etc. It was anticipated that this would be completed by the person within the organisation who was responsible for staff training and development.

3.3 Phase Two

Having assessed Phase One, any issues arising from the responses then promoted further research. This was accommodated within a further questionnaire (see appendix). Face-to-face interviews were also sought, aiming to provide a more in-depth response from organisations. In all, 4 responses were taken face-to-face, 6 were by telephone and 4 were e-mail responses. Findings in Section 4 are based on results given by respondents.

3.4 Current Training the Trainer and tutor trainer provision in Norfolk

3.4.1 Further education provision for Training the Trainer and tutor training in Norfolk

As set out in the project's objectives, there was a need to ascertain current provision of tutor/trainer training availability so the full range of further education providers, in Norfolk, were contacted.

3.4.2 Non-further education provision for Training the Trainer and tutor training in Norfolk

Interviews conducted revealed several possible training the trainer courses which were being delivered in Norfolk. The aim was to research these leads to produce a list of provision available.

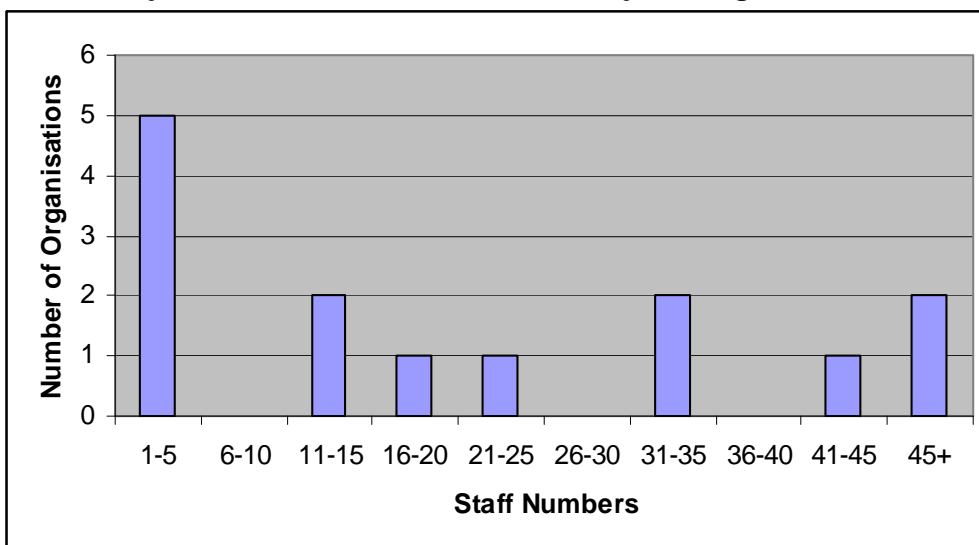
3.4.3 Wider, national context of Training the Trainer

The aim of this research was to attempt to identify potential funding streams for training or to highlight government agency programmes promoting training that could be used in the VCS to facilitate and enable access to train the trainer courses. Other Training the Trainer courses available outside of Norfolk were also researched.

4. Findings

4.1 Numbers of staff

'How many members of staff are there in your organisation?'



From the graph, it can be seen that 5 out of the 14 organisations (36%) have 1-5 staff members. Apparent is a cluster of organisations with 11 to 25 members of staff, which accounts for 4 (28%) of all organisations surveyed

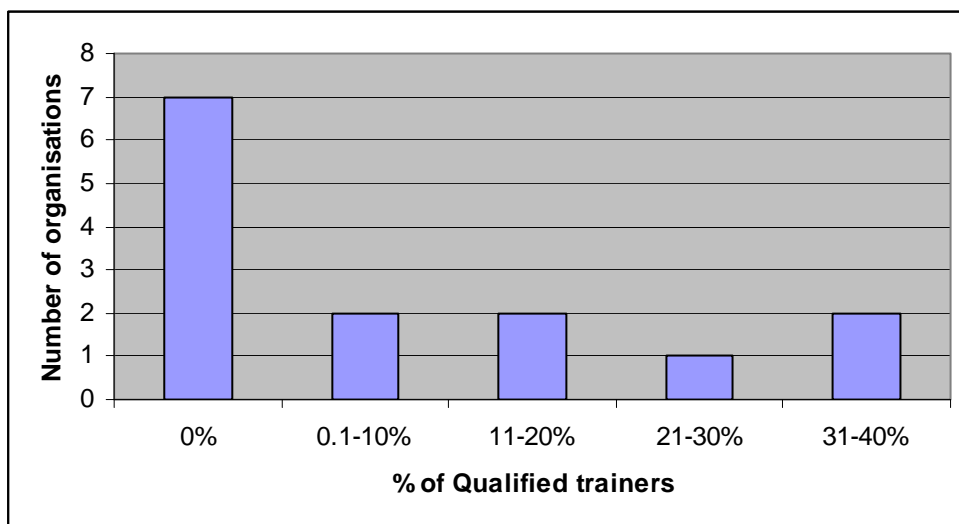
The 5 remaining organisations (36%) are scattered from the 31 to 35 category up to the 45+ mark. Of these two organisations reporting staff numbers of over 45, one reported 70, whilst the other reported 150.

79% of organisations reported that at least 1/3 of their staff were part-time workers.

4.2 Qualified Trainers

'How many qualified trainers do you have in your organisation? What are they qualified to deliver?'

(Due to the greatly differing numbers of staff within each organisation, it was deemed that numbers of qualified trainers in their isolation was an irrelevant figure. Instead, the proportion of qualified trainers per number of staff was sought – e.g. for 3 qualified trainers within a staff base of 12, there would be 25% of staff as qualified trainers. Results are presented in percentages on that basis.)



As can be seen, 50% of organisations (7 organisations in total) did not possess any qualified trainers, with the remainder of responses being spread out up to the 31-40% qualified trainer mark.

The training that qualified trainers were reported to be delivering was as follows: Community Development; Advice giving; Welfare rights; Adult Protection; Diversity; Equality; Discrimination; Asylum, Refugee and Migrant worker issues; Lone Working; Adult Abuse Awareness; Leading Empowered organisations; Facilitator qualification; Training practice/ personal development; team building.

4.3 Unqualified trainers

'How many unqualified trainers do you have and what training do they deliver?'

(The same % of trainers per staff numbers was used as with qualified trainers)



The training these unqualified trainers were reported to be delivering were: Managing volunteers; Community groups; Rural housing; Group facilitation; Marketing; Promotion; Information sharing; IT; Funding; Mentoring; Disability issues.

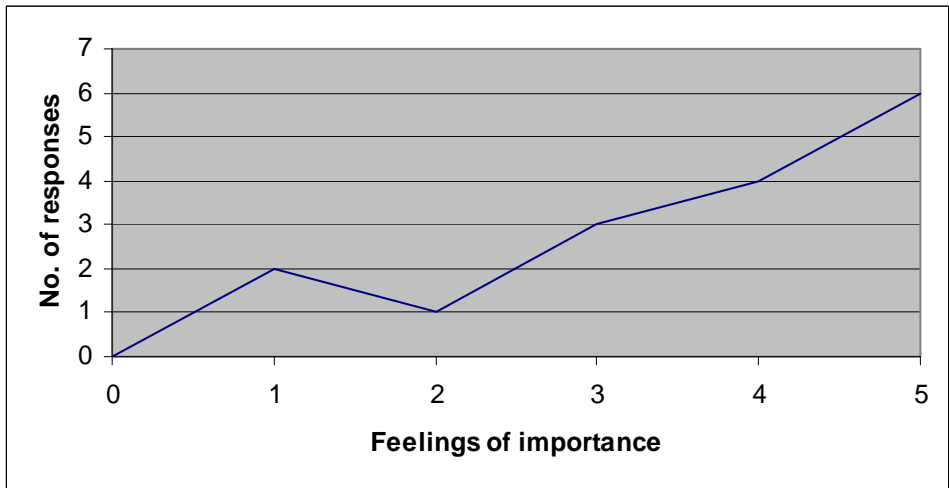
50% of organisations (7 in total) have at least 21% of their staff delivering training as unqualified trainers.

4.4 Importance of qualified trainers

'How important do you feel it is for trainers to be qualified?'
 (not very) 0 1 2 3 4 5 (very)

Why?'

Responses can be broken down to:



Within two of these organisations, a response was given by two different people, due to responsibilities for training in different departments within the organisation. In this instance, one person gave a score of 1 for importance of trainer qualification and the other gave 5.

The explanation as to why a score of 1 was given for qualified trainer importance from one respondent was:

“As long as people are competent and able to do their jobs, I contend that they are ‘qualified.’ Formal qualifications may ‘rubber stamp’ competence but they do not necessarily make them good trainers.” - Independent Living Norfolk Manager, respondent organisation

This is balanced out by the feelings of another member of staff within the same organisation, who gave 5 as the score for the same question:

“The work we do is complex and requires a thorough understanding of the law and a trained ability to disseminate this to other members of staff.” -

*Disability Rights Norfolk Manager,
respondent organisation*

The average mark given to importance (with 0 being ‘not very’ and 5 being ‘very’) was **3.8**.

However, there is a direct correlation between increasing feelings of value given to the qualification of trainers and increased numbers of responses given. This is demonstrated in the clear progression in the previous graph, and is reflected in the illustration below:

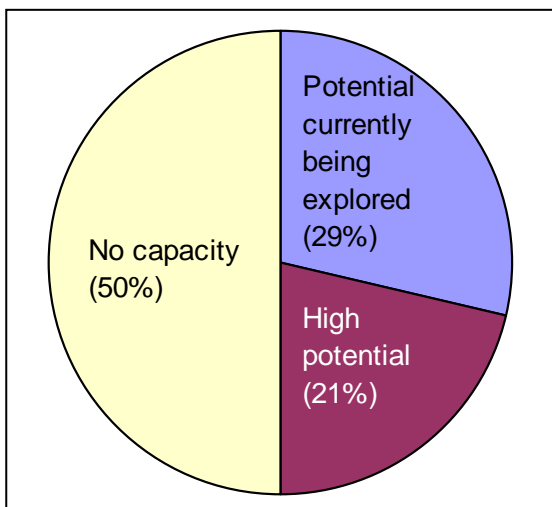
(On the subject of having qualified trainers)

“How else are you going to secure the integrity of passing on information? What are the dangers of not doing it properly e.g. Health & Safety/ Child Protection? What gives trainers the right to be delivering such knowledge without having had the sufficient training to do so, considering the position of responsibility and trust they are putting themselves in? You wouldn’t get away with training in the commercial sector unless you were qualified – you just simply wouldn’t be allowed to do it! Commercial organisations would either get their staff qualified to be able to deliver such training or would get someone in qualified to do so. Why should the VCS be any different?” –

*Training Administrator,
respondent organisation*

4.5 Potential to develop staff

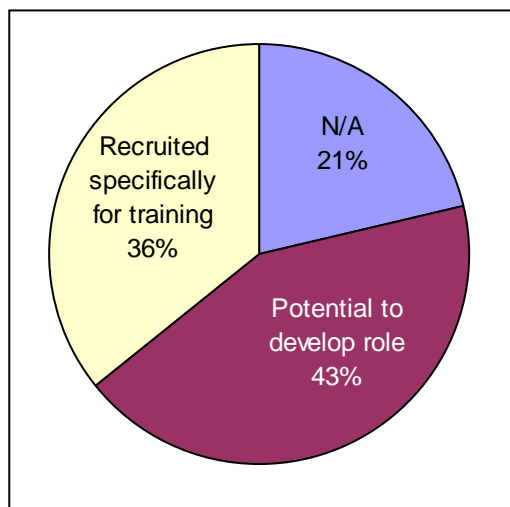
‘What is the potential within the organisation to develop existing staff, giving them a responsibility for training?’



Of the responses given, it can be seen that 50% of the organisations replied informing that they had no capacity. The rest of this was split between potential being currently explored (29%) and high potential for staff being developed into trainers (21%). One of those organisations currently exploring this potential said: ***“There seems to be skills that aren’t being shared effectively.”- Chief Executive, respondent organisation***

4.6 Trainer identification

'How are potential trainers identified from your staff?'



Those who replied N/A (21%) did so because they did not have any trainers within their organisation, and do not deliver any training. 36% of organisations reported that trainers were recruited specifically for that purpose, with 43% replying that there was potential to develop a staff member's role depending on the job requirements and skills of the staff member. This potential was often identified through supervision and/or appraisal (see 4.6 below), with an individual's suitability as trainer being judged by line managers.

4.7 How staff training and development needs are met

'How are staff training and development needs met? (e.g. appraisals/supervision; internal or external training opportunities)

All organisations (100%) said that training and development needs were raised during supervision and appraisals. 14% explicitly informed that training sourced to meet these needs was mainly from external training providers, with the other organisations explaining that they use a combination of both internal and external training, as and when need arose.

"Administrative type learning is generally done in-house – e.g. IT and equal opportunities... (more advanced roles) tend to take up higher level external opportunities."

*– Development Co-ordinator,
Respondent Organisation*

This was a typical response of those who commented on where training was sourced from.

4.8 Quality assurance of trainers

'How does the organisation uphold quality standards in terms of calibre of trainers, both employed and contracted? (experience, qualifications – minimum requirements)'

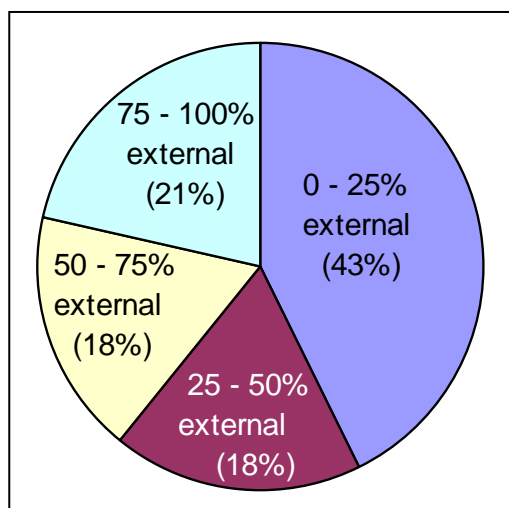
All organisations (100%) say that qualifications are not a pre-requisite for delivering training in their organisation. When buying in trainers, it was assumed that they would have the qualifications. If organisations felt sessions delivered were useful, interesting and a worthwhile learning experience, they said they would continue to use the trainer. This was also applicable if the session did not meet their expectations. Various checks on a trainer's suitability included: CV check (including a reference check); research of feedback from previous recipients of a trainer's sessions and ensuring that knowledge of the subject to be delivered is sufficient.

One organisation (7%) mentioned being part of a wider quality control of trainers, having signed up to the NNVS trainer quality project. Here, trainers are registered on an 'approved list' from which people can choose. Trainers can also be withdrawn from this list if their training does not meet the set standards.

4.9 Proportion of internal/ external training

'What proportion of training is delivered internally (for your own staff/ volunteers) or delivered externally (for service users/ other groups?)

0-25% External 25-50% External 50-75% External 75-100% External'



43% of organisations said the training that their organisation delivered was mostly internal, for their own staff/volunteers, and no more than 25% of training was for external bodies. In all, 61% of organisations responded saying less than half of their training was delivered externally, with the remaining 39% replying that the training delivered by their organisation was mostly for service users, other groups etc.

4.10 Training budget

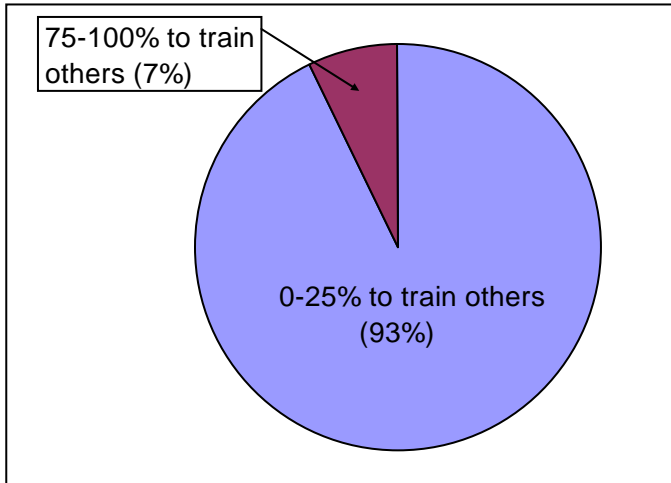
'What was your training budget for staff members last year?'

Due to difficulties in some organisations being able to obtain a figure for training, as different budgets were allocated for training in different sections of the same organisation, only the results of 10 organisations were used. Due to the differing sizes of organisations, the training budget figure given for each responding organisation was divided by their total numbers of staff in order to give an average funding for training per head. This resulted in an average of **£388 per head** across the 10 organisations being budgeted for staff training.

4.11 Self-sufficiency of training – Do organisations train staff to be able to train other staff members?

'What proportion of the training budget is used to train members of staff to be able to train others, and what proportion was for one-off knowledge – i.e. self-sufficiency?'

0-25% to train others 25-50% to train others 50-75% to train others 75-100% to train others'

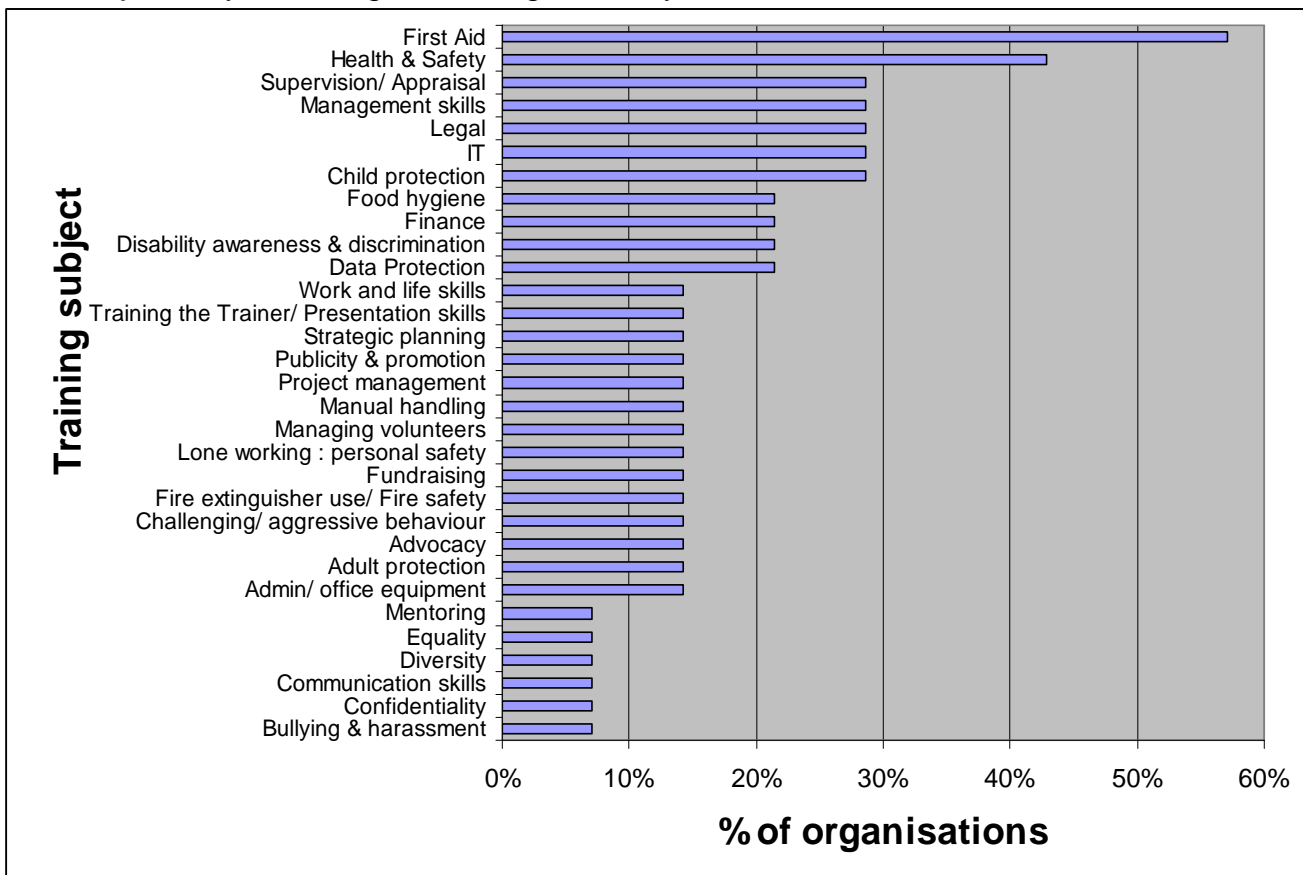


The vast majority of organisations (93%) responded to the above question saying at least 75% of their training budget was spent on staff training for one-off knowledge. Only one organisation (7%) said the training spent on staff was in the 75-100% for staff members to then be able to train others category - this training was on a 'Training the Trainer' programme.

4.12 Training bought in

'What training do you buy in/ have you recently bought in?'

There were many responses to training bought in, some of which were so specific to an organisation that the list would be too long to achieve its purpose, which is to check on overlap of training paid for and to identify training that may also be relevant for other organisations. Alongside each training area is a percentage, which signifies the percentage of the 14 organisations who named the respective training as having been a subject they had bought in during the last year:



First Aid training was the most frequently bought in training (57%), followed by Health & Safety (43%). Supervision/ Appraisal; Management skills; Legal; IT; and Child Protection were bought in by 29% of organisations.

4.13 Trainer peer support group provision

'Would trainers benefit from a peer support group? Are they already part of one? What do you think a trainer peer support group should include?'

45% of organisations currently delivering training said they were already part of a training support group (outside of their internal support) – 55% said they were not. The 45% who belonged to a training peer support group consisted of 27% who accessed a regional network organised by the larger, national organisation of which they were a part.

The remaining organisations currently accessing a training network were part of the 'College in the Community' training network in Great Yarmouth. This is ***“a collaboration of organisations providing training in the community and voluntary sector in the Borough. It is an opportunity for trainers/tutors to share ideas, info etc.”*** (Development Co-ordinator, respondent organisation).

78% of organisations are not currently accessing a trainer support network (consisting of those organisations delivering training but not accessing a trainer support group and those organisations not currently delivering training). This 78% felt a trainer support network sounded like a good idea, 11% said they were not sure of the benefits and 11% said they would not be able to find the time to be involved. This last respondent added:

“Many people in the VCS do not work full-time, so to co-ordinate times where people could come together could prove problematic.” - Training administrator, respondent organisation

Respondents suggested a training support network should include face-to-face contact: ***“With face-to-face communication, you can tease this out using verbal and other communication. You can tell if someone doesn't understand etc. With remote, (e.g. e-mail, phone) contact is fixed, replying to a certain question, and you can't really explore elements.”*** – Development Worker, respondent organisation

One organisation not currently part of a training support group commented:

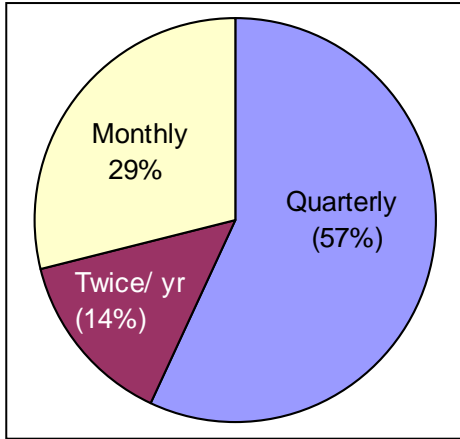
“It would be good to be part of a wider group to bounce ideas off, any new things that have happened.” – Head of HR and Training, respondent organisation

Relevance is key to the training networks/support groups, if staff are going to give up their time to attend. If the experience is not deemed relevant, attendance may be sporadic as participants struggle to see why their time should be spent in this way and not in their own place of work. Adding to this, one suggestion was that it was not more meetings that were needed, as such, but Action Learning Groups, where participants can really get their teeth into the learning issues. The respondent did not believe this was available at present.

Regarding content of the forums, another respondent said ***“to have clear information available on what would help them (participants) in this capacity would be useful.”*** – Voluntary Sector Co-ordinator, Respondent organisation.

Workshops and sessions with open agendas were suggested by another respondent and were seen as an effective way of transferring trainer knowledge.

As to how often these training forums should meet, based on the frequency of those forums currently being accessed and by opinions of those who currently do not access such a resource, the following results were obtained:



Respondents also suggested e-mail and telephone contact, as necessary, which could be achieved by all members having access to other members' contact details. Also, the issue of an internet forum was raised:

“This virtual support (internet forum) is very useful, as people can access it as and when, and contribute accordingly.”

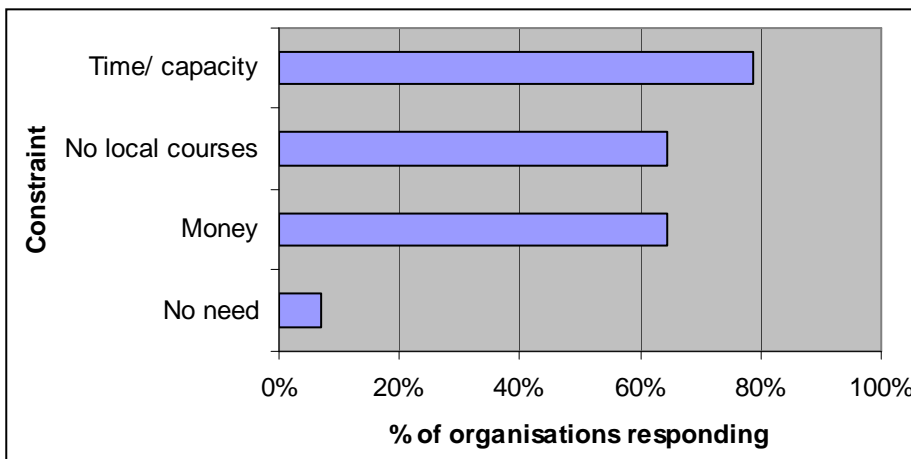
– Training Administrator,
respondent organisation

‘Rise above’ is a private organisation run by one of the respondents whereby training needs are addressed. A virtual training forum will be part of the information that can be accessed on www.riseabove.co.uk, and the VCS have been welcomed to use this.

4.14 Training constraints

‘What do you feel are constraints to further training of tutors?’

Money; No need; No relevant courses; No local courses; No time (e.g. cannot afford to lose a worker for duration of training); Concern over ‘over-qualification of staff; Other (Pick as many as you feel apply)’



The majority of organisations (79%) said time/capacity was an issue. These elements can be seen as the same constraint, as, due to lack of capacity, organisations do not have the time spare to lose a staff member for training courses etc.

64% said that no local courses and 64% said money to pay for training were constraints, 7% said there was no need to train trainers within their organisation.

Time/capacity was most commonly mentioned as a barrier to training:

“Time; actually having the time to do it is a big thing” -

HR Administration Manager,
respondent organisation

“Capacity is a big thing. There are only 5 staff and there is no real need to train a member of staff to a high standard. Time is also an issue, because if training means a day or two, or more, off work, there is still the issue of that person’s daily work that needs to get done.” –

*Project Administrator,
respondent organisation*

“We are a small organisation, so we have capacity issues.”

*– Senior Administration Officer,
respondent organisation*

Interestingly enough, this last comment came from an organisation with 41-45 members of staff, so it must not immediately be assumed that because an organisation has a larger staff team that they automatically have the capacity to take on additional training.

Regarding the lack of local courses, there were many reported incidences of organisations having to go further a field to access courses – e.g. Birmingham, Manchester, London.

“People don’t/ won’t travel, and this is a constraint. The potential to keep training local must always be borne in mind.” –

*Voluntary Sector Co-ordinator,
respondent organisation.*

Another respondent takes this further:

“Personally, I have done Display Screen Equipment training, but this is only available in Birmingham, London, and Manchester. I did it in Birmingham last year. There is the cost of travel here, and for a one and a half day course, that could be three days out (one to get there, day one training, plus getting home late after the training on day 2). For a two day course, it could actually be 3 nights accommodation. So, when it says two day course, there are actually other costs of time, travel and accommodation that need to be factored in for someone coming from Norfolk.

Having this type of training locally never seems to exist, especially in higher level training, e.g. higher level health & safety. Such specialised courses would not need to be held frequently, maybe only once a year in Norfolk, but maybe by getting people over here would be more cost effective than people from Norfolk travelling to where training currently is held. It would also probably increase the uptake of courses from Norfolk-based organisations, as these courses would now be more readily accessible.” –

*Senior Administration
Officer, respondent organisation*

Referring to money being a constraint, one respondent highlights the dilemma that many organisations in the face:

”Some staff are funded till June, myself until November, everyone accessing different pots of money for different specific roles to meet the criteria that those roles were originally offered money for. We want to do training for staff, but why ‘should’ we? Roles have to be met, and these are often on contracts. Training is an investment in staff, but if they are on a 12 or 6 month contract, what is the ‘point,’ as it were? Unless it is for a permanent member of staff, it is very difficult to plan for long-term development. Staff contracts may not be renewed, each one funded by different things. They are

employed to do a specific, short-term job (as required by funding they have received for that). Is it feasible to expect organisations to do more than this?"

–
Training Administrator,
respondent organisation

These findings of time/ capacity, money and no local courses match with those uncovered by the 'Meeting the Challenge' study, (see Section 2.1), which reported the three leading perceived barriers to training and development as being: 1) Finance, 2) Work pressures on staff, 3) Availability of relevant courses (p16, Crouch, 2001).

Reviewing this situation of constraints, one respondent of this study says:

"However, I think that the need comes first and if there is a need then the constraints can be overcome – the benefits outweigh these tenfold! For us as an organisation it's about building capacity and providing staff with worthwhile training that they can apply in practice and which has direct relevance to their work. " –

Deputy Director and Training Development Coordinator,
respondent organisation

4.15 Benefits/ drawbacks of sharing trainers within the Consortium, or to co-ordinate initial training of them

'What benefits/ drawbacks do you see in 'sharing trainers' or co-ordinating the training of them'?

Key points offered were:

Benefits:

- The sharing of trainers would enable training to be more cost-effective – cheaper training would be available
- The range of skills available to each of the VCS organisations would be greatly increased
- It would increase the capacity of the VCS as a whole
- It would avoid duplication of courses

"If we looked at it together, it would help provide a focus, a provider of services which was cheaper, for a whole range of training. There are also many varied prices out there for courses, whereas if we had charge of it, it would be more controlled – there would be no hunting around for a decent course and a decent price, we would hopefully be able to guarantee both. We could provide a little pick-and-mix of courses, laying everything out for VCS organisations to choose from." –

HR Administration Manager,
respondent organisation

Others add:

"If you have a resource, it's a shame to leave it on the shelf. On drawbacks – if a trainer is used to something different in one organisation, then they may well have to tailor it to deliver to new groups, but this is a learning experience." –

Development worker,
respondent organisation

“We could share resources and be able to do double the training. With a network, it would open up a vast range of options.” – Senior Administration Officer, respondent organisation

Drawbacks:

- When would trainers find time to deliver training to other VCS organisations?
- The co-ordination and administration would have to be very good
- If an organisation commits to a training course, they would need to be fully committed to that
- Specialist organisations may not have transferable knowledge
- Location of training – at present a lot of it is done at each organisation – would staff be prepared to travel? Norfolk is a big county!

“Will that (trainer’s extra training to other organisations) work be seen as part of their current work or as something different, and where will this time come from? This crossover, whilst not impassable, would be difficult.” – Training Administrator, respondent organisation

“There could be the lack of specific organisational knowledge – i.e. although we are all VCS, we each have different expertise and ways of doing things. For example, as far as Equal Opportunities goes, we have our own policies that we would make our staff aware of. How would this relate to other organisations if there was ‘Equality’ training?” - HR Manager, respondent organisation

Regarding the co-ordination of training to fill gaps in provision, the purpose of this was to float the idea of the consortium as a whole identifying training regularly bought in, organising the training of individuals to be able to deliver that training, thus filling the gap for the consortium and potentially increasing the capacity of the consortium as a whole. This suggestion raised the following comments:

Benefits:

“The benefits are that you have a trainer where you didn’t have one before.”
– Development worker, respondent organisation

“As far as co-ordinating trainers to help fill in potential gaps, this can only be beneficial.”
– HR Manager, respondent organisation

“As far as co-ordinating training of these trainers goes, it allows teamwork to be built throughout.”
– Project administrator, respondent organisation

Drawbacks:

“As far as the co-ordination of training, it would be a good idea. However, where do these new trainers fit in? Who pays for them? Are they self-employed? Individual organisation employed? Consortium employed? There is this issue of ‘ownership’ and also of treading on other people’s toes. How much do organisations collaborate? Who decides who does what?”
– Training administrator, respondent organisation

There is also the issue of equity. For example, as one respondent pointed out:
“Even if there is an agreement, it could provoke problems further down the line. For example, if our organisation had a Health & Safety person trained up to train and another had a Child Protection, for example, what cost would we pay for this service and vice versa? Where would other organisations come into this arrangement? What if our take up (organisations wanting to go on our Health & Safety course) was for 10 sessions a year, but for the other organisation’s Child Protection course was only 2? Where would organisations stand on this spread of demand and how easy/practical would it be to even it out? Who works this out?” – CEO,
 respondent organisation

Co-ordination:

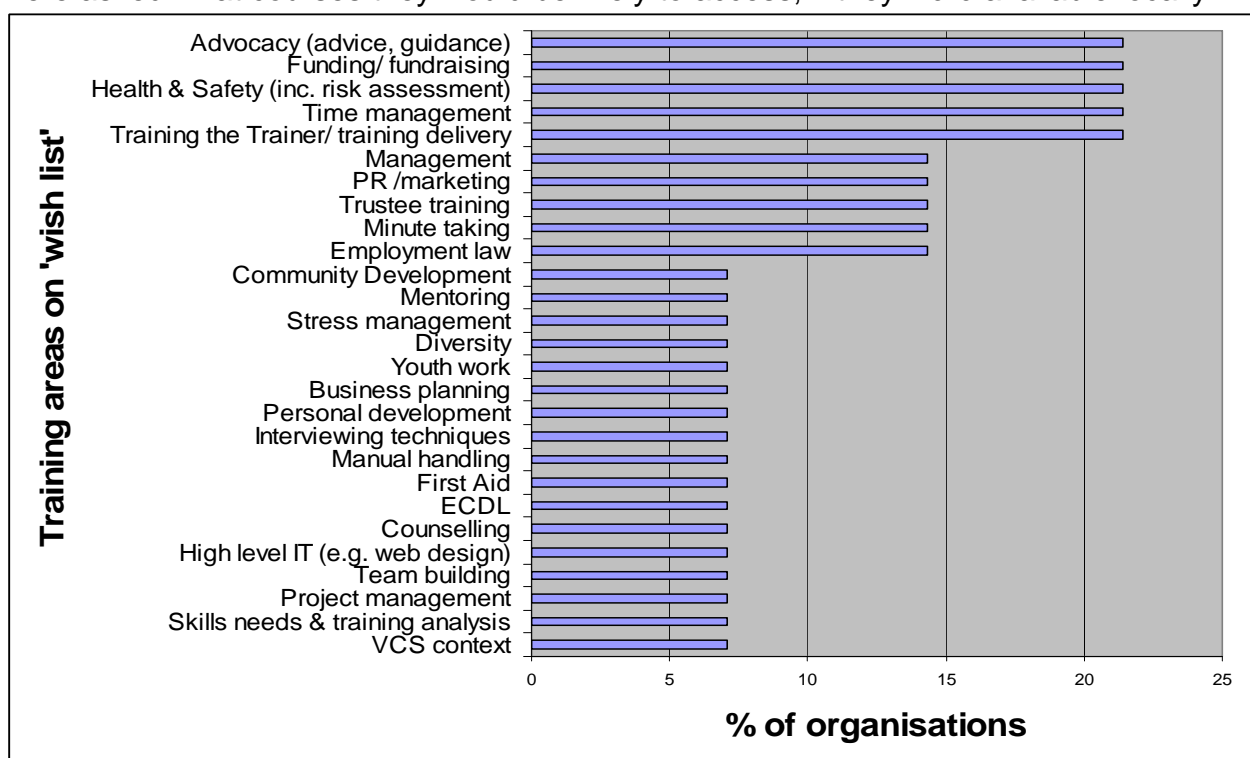
Many organisations raised the issues of co-ordination, with one respondent offering the following suggestion:

“As far as the co-ordination of training, there would need to be someone dedicated to do that for the network, be there to receive requests etc.”
 – Senior Administration Officer,
 respondent organisation

4.16 ‘Wish list’ of training courses if they were available locally

‘What would be on your ‘wish list’ of training courses, if they were available locally?’

As one of the barriers to further training was reported as no local courses, organisations were asked what courses they would be likely to access, if they were available locally.



The most sought after training, respondents wanted to be made available locally were Advocacy support; Funding/ fundraising; Health & Safety; Time management; and Training the Trainer/ training delivery (21% of organisations requesting these), followed by

Management; PR/marketing; Trustee training; Minute taking; and Employment Law (all at 14%).

4.17 Further thoughts/opinions

“I think that it would make sense for one organisation/ body to take the lead to develop tutors/ trainers. A strategic approach is needed. It could be one organisation or a steering group, e.g. new Learning & Skills Strategy Group. Otherwise it is bitty. What we want is a cohesive way forward to the professional approach of the VCS. I do think that it’s really important for the future of the sector that we build capacity of training in the sector and that infrastructure organisations develop ‘best practice’ – then frontline organisations can look to us as an example.”

– Chief Executive Officer, Respondent organisation

“We don’t really give it (training needs analysis) much thought. There is no one specific person to go round organisations and look at needs analysis and how to deliver that. How do you know if you are giving quality and value for money? Time effectiveness? Training courses are often plucked out of thin air when an interesting course appears on a list of training available. Training is a very poorly used profession. Good trainers are invaluable. There are plenty of bad ones, and there is lots of money to be made in the commercial sector by people putting on training. However, training is a valuable commodity, but it is an area that, because of everything else, does not get much input in the VCS.”

– Training Administrator, respondent organisation

“More access to ‘Training the Trainer’ would be useful. There are lots of courses, but for VCS organisations, they miss the mark. Brilliant ideas, yet no real way we can use them.”

– HR Manager, respondent organisation

“If we invest well, (our service users) have the best service available. With quality trainers, staff are better equipped, service users are happy, safe and can contribute more positively – this can’t be a bad thing! Trainers are integral to that.”

– Development Worker, respondent organisation

“(We are) focused on rural needs. Urban based organisations do not always look at rural issues/objectives. If we were to be involved in such a consortium (which shared training) we would bring that element to it, but our needs (and the needs/ interests of the people we are working for) must also be borne in mind when it came to provision by other organisations.”

– HR Administration Officer, respondent organisation

“I suppose the biggest thing is that it would be nice if there was a central point where you could tap into for advice on funding or courses, someone who could signpost it for you. We spend a lot of time researching – whether there is a list of good trainers out there, we don’t know. There must be a lot of need, one person from each organisation would equal one full course – we can’t fill that need as individual organisations.”

– Head of HR and Training, respondent organisation

“Training is very important for us – we do look for opportunities. Everyone has a speciality which we can pass onto other people.”

– Chief Executive Officer,
respondent organisation

“Useful to have information of what training VCS organisations are buying in and can offer. What training do VCS organisations want to buy in, what training can they offer? It needs a clearer picture. Also, is training just Training the Trainer, or is it best to have training for specific courses?” – Voluntary Sector Co-ordinator, respondent organisation

“Training is very important for us, we do look for opportunities, some of which is generic training, others quite specialist. If there are specialist courses, we look to nationally delivered training.” – Executive Director, respondent organisation

5. Current Training the Trainer and tutor training provision in Norfolk

5.1 Overall context

Identifying current Trainer the Trainer and tutor training provision in Norfolk was achieved by looking at the provision of courses in Norfolk FE colleges, by looking at non-FE provision of courses in Norfolk, then looking at the wider, national scale.

5.2 FE Training the Trainer and tutor training provision in Norfolk

Of all the FE colleges in Norfolk, the following provisions for training and tutoring were found:

5.2.1 City College.

Certificate in Delivering Learning: An introduction, C&G (City & Guilds) 7302 (introduction to teaching in post-compulsory education); Certificate in Further Education, C&G 7407 (first stage of initial teacher training for FE); Certificate in Teaching Adult Learners, Stage 2, C&G 7307 (progression for those possessing the Introduction Certificate); Certificate in Education/ Post Graduate Certificate in Education (post Compulsory Education), (for those wishing to obtain a professional qualification to teach post compulsory education); Foundation Degree in Offender Education and Training (working in the area of offender education and training); BA (Hons.) Post Compulsory Education, (progression for those possessing certificate in post compulsory education); MA in Learning and Teaching (continued professional development for those working in further or higher education); QCA Key Skills Levels 1-5 (for those who wish to gain OCR accreditation in key skills areas e.g. improving own learning and performance); Level 2 Certificate in Adult Learning Support, C&G 9295 (to support those with numeracy, literacy or ESOL needs); Level 3 Certificate in Adult Literacy Subject Support, C&G 9483; Level 3 Certificate in Adult Numeracy Subject Support, C&G 9484; Certificate in Adult Literacy Subject Specialists, C&G 9485 (level 4 study); Certificate in Adult Numeracy Subject Specialists, C&G 9486 (level 4 study); Learning and Development NVQ level 3; Learning and Development NVQ Level 4; Guidance/ Service Support Staff NVQ Levels 2,3 and 4. (*City College, 2005*)

5.2.2 College of West Anglia (CAWA)

Certificate in Delivering Learning: An introduction, C&G 7302 (introduction to teaching in post-compulsory education); Certificate in Further Education, City & Guilds, C&G 7407 (first stage of initial teacher training for FE); Certificate in Education, PGCE (Full teacher qualification); Education BA – Post compulsory (top up for those already possessing a PGCE); Certificate in Adult Learner Support, levels 2 and 3 (to support staff working in adult Numeric and Literacy) (*CAWA, 2005*)

5.2.3 Great Yarmouth College

Certificate in Further Education, C&G 7407 (first stage of initial teacher training for FE); Certificate in Education, APU (Full teacher qualification); Certificate in Delivering Learning: An introduction, C&G 7302 (introduction to teaching in post-compulsory education); Certificate in Adult Literacy Support, Level 3, C&G 9483; Certificate in Adult Numeracy Support, Level 3, C&G 9484; Certificate in Adult Literacy Subject Specialists, C&G 9485 (level 4); Certificate in Adult Numeracy Subject Specialists, C&G 9486 (level 4); Assessor Award Unit 1 and 2 (for assessors using range of methods) (*Great Yarmouth College, 2006*)

5.2.4 University of East Anglia

Postgraduate Certificate In Education (PGCE); MA in Education; MA in Advanced Educational Practice; Training and Presentation Skills (short, 2 month one evening/week course) (*UEA, 2006*)

5.3 Non-FE Training the Trainer and tutor training provision in Norfolk

5.3.1 Introduction

The following are a selection of Training the Trainer programmes available, or recently accessed, locally. They include both accredited and non-accredited courses. Information highlighted should not be seen to endorse its content above any courses not present here, but is merely a reflection of information gathered during the course of this project, having followed up leads offered by questionnaire respondents.

5.3.2 Community Connections

The Community Connections Training Development Co-ordinator developed a Working with Volunteers Programme which was officially accredited by the OCN. One of the three units comprising this course was Training the Trainer.

The unit itself is Level 3 and 9 credits, which amounts to approximately 90 hours of study. Within this unit there were 3 full days of training, and two half days, amounting to 30 hours of directed study. The rest of this time is taken by directed self-study and participants' training delivery, to help evidence their learning. Regarding the tuition, qualified trainers were bought in to provide this. By ensuring the provision of qualified trainers for participants it ensured that they were able to maximise their learning, in much the same way that these participants would be expected to have their expertise ensured to their future learners once they, too, are qualified.

If participants are not delivering training, or at least not about to start delivering immediately on the courses commencement, then this presents real difficulties when it comes to evidencing practical use of their learning.

Each course participant must also have someone able to assess and evaluate their delivery. This would typically be a line manager, someone in possession of sufficient knowledge and expertise to be able to observe and evaluate the delivery. They would also have to be able to offer advice as to the production of a portfolio of learning to help evidence this work. This line manager, or mentor equivalent, must be prepared to put this time in.

Community Connections is a Great Yarmouth-based organisation, and within their community development brief they also deliver training. Due to the nature of the funding, provision for training places must be assigned, in the main, to Great Yarmouth organisations. There is the potential for Community Connections to run a Norwich-based course, although this will have to be negotiated given the issue relating to beneficiaries having to live in Great Yarmouth. How developing and delivering this work outside of Great Yarmouth fits into the Training Development Co-ordinator's job description, and how that additional work can be accommodated within the current workload, are both significant issues which will need to be addressed.

Community Connections feel the Training the Trainer course really helped the smaller organisations in Great Yarmouth improve their service. As the course is tailored for the VCS, the relevance and suitability of the course is that much greater, delivery was better able to match content to the different types of organisations and learners.

Of the two Training the Trainer courses run by Community Connections, one was funded by GO East, and this was for Great Yarmouth organisations only. The second was facilitated by NNVS, who report that this funding came through the Learning & Skills Council (LSC). This money was made available through the ESF (European Social Fund), but the prospect of any future funding from this source is unlikely.

The estimated total cost of the Training the Trainer course is approximately £500 per participant.

5.3.3 The Lifelong Learning Company

The Lifelong Learning Company is a private organisation that has worked with VCS organisations in the past. Organisations they have worked with include: Lincoln Community Development Programme; Lincoln Association for People with Disabilities; Rainer (an organisation working with young people 16-25); Suffolk Education.

The Training the Trainer course delivered by The Lifelong Learning Company is not accredited, but participants receive a certificate produced by the company, listing all the outcomes of the course.

For the VCS, The Lifelong Learning Company offer a discount, where for up to 30 participants, their fee is £1,395 per day, +VAT. This works out as £1,639, and for 30 participants this is £54 per day. The hosting organisation would have to arrange a venue and provide catering. This Training the Trainer course is for 4 days, to run consecutively. See website: <http://www.lifelonglearningcompany.com/> for more details.

5.3.4 Coachcom

In terms of training the trainer, Coachcom offers a number of workshops:

Training101: Content covered includes the most basic yet essential topics in being an effective trainer; Training102: For those who would like to refresh their skills if they've been doing it for a number of years; Training103: This is an advance course for trainers, where the participant does a training demonstration and gets videotaped, receiving immediate feedback from the facilitator (and the group). Also available are presentation courses.

Apart from the courses, Coachcom also offer mentoring services for trainers and presenters. On a sessional basis (lasts for an hour) the trainer/presenter is worked with on a 1-to-1 or 2-to-1 basis to help improve their skills.

See website www.coachcom.org for more details.

5.3.5 Broadland Training Services

Course access through Broadland Training Services (a branch of Broadland District Council) is open to any organisation and not limited to those within the Broadland constituency. Discounted rates for VCS organisations apply. One day non-accredited Training the Trainer courses are available, at £45 per day, for which participants receive a certificate of attendance.

If participants are interested, they can be signposted towards the Learning & Development NVQ, Levels 3 and 4, also run by Broadband Training Services. This is a nationally accredited qualification which would allow learners to assess on NVQ courses and would assist them in assessing other adult education courses. It would not qualify the learner to be able to tutor courses in the formalised settings of FE colleges etc. This is £950 for level 3, £1150 for level 4. If there are 8 or more in a group, the cost is £850 for level 3. This course takes around 8 – 15 months.

5.4 Wider, national Training the Trainer provision

5.4.1 National commercial Training the Trainer courses

Of other Training the Trainer provision available nationally, there were found to be a plethora of Training the Trainer courses. However, a typical course was in excess of £1000 per participant and targeted, in the main, at the private sector.

5.4.2 OCN Training the Trainer courses

There is no current schedule for OCN-run Training the Trainer courses. OCN are able to inform as to where courses are being run by delivery organisations, but they do not organise Training the Trainer courses themselves.

5.4.3 Lifelong Learning UK

Government agency Lifelong Learning UK report that anyone tutoring/delivering training in FE has to have a Level 4 qualification, and that this is being extended in near future to anyone tutoring adult education if it accesses funds from public sources – e.g. LSC funding. However, this is for Basic Skills (e.g. numeracy and literacy) and does not extend to a requirement for trainers and tutors in the non-compulsory education sector to be qualified.

Lifelong Learning UK also report that:

“Success for All stated the government’s intention to extend these (qualified teacher) requirements to trainers in private training organisations and in work-based learning provision”

(p4, Lifelong Learning UK. ‘Information Sheet 001: Teaching qualifications for the Lifelong Learning Sector.’ Jan, 2006)

5.4.4 Success for All

“Success for All” informed us that they are being restructured, with much of their work being transferred to the newly created QIA.

5.4.5 The Quality Improvement Agency (The QIA)

The Quality Improvement Agency (QIA) are a government funded body, with a brief to lead the challenge for those involved in teaching, learning and training to lift their performance and implement the government's reforms for learning and skills (QIA, 2006).

On speaking to the QIA, however, it transpired that the Workforce Development department of Success for All, which dealt with such topics as training for the workforce, is not currently being catered for by the QIA. It is something that, in the future, the QIA wish to cover, but at present there appears to be a gap between previous provision through Success for All and what the QIA are currently delivering.

5.5 The UK Workforce Hub

The UK Workforce Hub helps voluntary and community organisations make the best of their paid staff, volunteers and trustees through workforce development. As part of their work, they have devised the National Occupational Standards (NOS), standards that are VCS centred, looking at trustees, volunteers, trainers and fundraisers. The aim is to increase the professionalism of the VCS through concentrated development strategies (Workforce Hub, 2006).

At present, NOS is concentrating primarily on trustees, focusing on trainers who train trustees and the trustees themselves – anyone directly involved in trustees or advice of them. In the future, NOS will be looking at business management of the VCS, and will be able to provide training for free (or at a minimal cost) for certain things dealing with this.

5.6 Summary of Current Training the Trainer and tutor training provision in Norfolk

- FE provision limited in the main to tutor training/ delivering adult learning.
- Possibility of local accredited Training the Trainer, as previously delivered through Community Connections, but would need to access funding.
- Local training the trainer courses are available, albeit unaccredited.
- National training the trainer courses are numerous, however, they are private sector based with costs prohibitive to some VCS organisations.
- Government funding streams are limited at present. Restructuring of government agencies resulting in gaps of provision which were previously catered for.

6. Key findings

- 36% of organisations had 1-5 members of staff, 28% 11-25 and 36% above 25
- 79% of organisations reported at least 1/3 of staff part-time
- 50% of organisations had no qualified trainers
- 50% of organisations had at least 21% of their staff delivering training as unqualified trainers
- 21% of organisations deliver no training at all
- 50% of organisations report no capacity for the potential to develop staff into trainers, 28% of organisations believe potential is present, 21% reported high potential to develop current staff into trainers

- 36% of organisations said trainers were recruited in their organisations specifically for that role, 43% said there was potential to develop training roles once they are employed and 21% said N/A, as they do not deliver training
- Lower level training was generally done in-house, higher level training was mainly sourced externally
- There was a direct correlation between increasing feelings of value given to official qualification of trainers and increased numbers of responses given
- 43% of organisations' training was 0-25% external (provided to service users or other organisations), 21% of organisations delivered 75-100% of their training externally
- 100% of organisations said tutor qualifications were not a prerequisite for delivering training within their organisation
- An average of £388/ head a year is spent on staff training within organisations surveyed
- Training for 25 subject areas was bought in by at least 2 organisations of those organisations surveyed – the most common being First Aid (bought in by 57% of organisations) and Health & Safety (42%)
- Regarding self-sufficiency of training, 93% of organisations spent at least 75% of their training budget on one-off training, with 7% spending at least 75% of their training budget in training staff to be able to train other members of staff
- 45% of organisations currently delivering training said they were already part of a training support group (outside of their internal support). Of those not currently involved in such a group involved, 77% felt a training support network sounded like a good idea
- 57% of all organisations felt quarterly meetings would be the best frequency for face-to-face meetings of trainers
- 79% of organisations felt time/ capacity was a constraint to further training of trainers
- 64% of organisations felt no local courses was a constraint to further training of trainers
- 64% of organisations felt money was a constraint to further training to trainers
- Re: sharing trainers:
 - Benefits; sharing the consortium resource, being stronger as a sector, reducing training costs
 - Drawbacks; specialist knowledge could be a barrier, as well as extra time needed to deliver this additional training to other organisations
- Re: co-ordination within the consortium to provide trainers to cover gaps in training:
 - Benefits; Fill gaps for the consortium as a whole
 - Drawbacks; who 'owns' the trainer?, money needed to train that person, income from the training etc. Co-ordination would have to be rigorous.
- On their training wishlist, of where organisations said they would sign up to training if it were available locally, organisations would request Advocacy support; Funding/ fundraising; Health & safety; Time management; and Training the Trainer/ training delivery (21% of organisations), followed by Management; PR/ marketing; Trustee training; Minute taking; and Employment Law (14% of organisations)

7. Discussion of findings

From the findings, it appears there is a willingness to develop qualified trainers within Infrastructure organisations, but constraints exist. Organisations are held back by the need to focus on sustaining their own work.

Although Section 4.5 identified some potential to extend current staff roles to include delivering training, overall numerous barriers to training development were identified.

Cascading (whereby learning is passed down through the chain) is an underused commodity, as far as this project has highlighted. As a possible means of promoting this, sharing trainers was discussed in Section 4.14. Regarding constraints to this, one of the main points raised was that organisations possessed specialist knowledge which would be non-transferable either in the receipt or delivery of training.

It can be seen that there were 25 subject areas for which training was bought in by more than one organisation. It would appear that there is a substantial common pool accessed. If the consortium were to co-ordinate their efforts – possibly by the training up of trainers for the consortium as a whole – potential savings could be made. For example, if the consortium were to each contribute towards the training of a member of staff to be the ‘First Aid Trainer,’ it would offer the consortium a great potential for saving in training costs in the long-run. There are certain logistical issues regarding who ‘owns the trainer, and equity, which were raised in Section 4.15, but as a concept it is one that may merit further exploration.

As far as the logistics of sharing trainers, there would be issues of ‘what if the staff member leaves?’ Where would this leave the consortium? To address such eventualities, the consortium could possibly train two members of staff for each training area required. This would allow a transfer time whereby another member is trained to replace one who has left their position of providing this training role. If someone’s funding is stopped, there would still be another trainer able to do the work until a replacement is trained up.

In the private sector, if training is provided for a member of staff, they would have to sign up to say they would commit to their position for an ‘x’ amount of time, so that the organisations investment in them would not be wasted. There is no reason why the consortium should not be looking to a more professional approach to help safeguard their investments. In the eventuality of someone leaving of their own violation, perhaps an initial condition of investing in training on this member of staff would be that they would still be available to provide training for the consortium for a set amount of time – maybe 1 year – until a replacement is trained. This would cover the consortiums investment in them and provide time for them to get someone else trained to replace their role.

Training is an investment, and as is the nature of the VCS, where contracts and positions are guaranteed maybe only 12 months at a time, it is perhaps sometimes difficult to see beyond this sometimes hand-to-mouth existence. By seeing ourselves as a wider VCS body, of something bigger, it is perhaps easier to plan, easier to invest and easier to promote the development of quality training provision and thus the service that the consortium can provide.

Once these trainers are trained, there is also the potential to deliver this training to many more groups, both private and VCS, outside of the consortium and both in and out of Norfolk. Having no local, VCS specific courses is a common complaint, but is one undoubtedly not just confined to Norfolk. The consortium could market their courses, sending their trainers to other areas to deliver these courses and bringing back with them valuable income, which would again add to the self-sufficiency and professionalism of the sector as a whole. It would merely be a case of marketing their expertise.

As regards accessing facilities which are already present, only 14% replied that they were part of a local network dealing with specific training issues (the Great Yarmouth respondents, through the 'College in the Community' network). Currently there is the trainer forum run by the NNVS, but at present organisations replying did not seem to be accessing this. Another example of this is the register of trainers held by NNVS, but perhaps everyone needs to be made more fully aware of facilities and resources available to the consortium so that their utilisation and participation can be maximised.

Regarding training support groups, two of the organisations replied specifically favouring more informal workshops, where participants were able to fully raise and explore their views. The aims of any trainer support groups should be 'how can I be a better trainer?' and work done in the session should be treated as such. On a general note, a few respondents voiced the opinion that sometimes with meetings in the VCS (as with anywhere) they have come out not really feeling the benefit of that time which they have sent there – time which could have been spent doing other work. Training groups need to have the same energy and interaction as any training which organisations would hope to deliver, so that participants have gone away feeling they have contributed and learnt in equal measure. Workshops and Action Learning Groups, with more open agendas, were suggested.

As far as other personal training needs of members of staff, this could be countered by a more rigorous approach to training needs analysis:

“We don't do needs analysis/ development. In a way, although there are the many different people in the organisation, we all work independently, we are not all full-time and are not always in the office together. It is very difficult to assess the need for training for the individual, and to see how this fits into the organisation as a whole.”
– Training Administrator, respondent organisation

Another respondent continues:

“If every organisation had training in this (within the CVS sector) it would help us to identify gaps within our organisations and work on a training and staff development plan.”
– Deputy Director and Training Development Co-ordinator, respondent organisation

The Skills Development Support Service currently being developed by VSIPD to assist organisations in carrying out training needs analysis and aligning training and development to business plan objectives was seen as a potential good practice model. Once trained in carrying out TNAs organisations become more self-sufficient in managing staff development, allowing them to identify their training goals and to chart possible future progression. Potentially, Infrastructure organisations could access this service and use it to identify the need for tutor training and development within their organisation.

All consortium member organisations would need to have an input into identifying the most appropriate types of training courses required in Norfolk and be involved in deciding which infrastructure organisation would be best placed to develop a qualified tutor/trainer to deliver this. Any tutor development programme created to build the resources available within the consortium would need to take into account the diverse training needs of the sector.

As illustrated in Section 4.14, findings from this mapping supported previous studies that had identified the three main perceived barriers to training (including tutor training and development) are finance, time pressures and availability of relevant courses (Crouch,

2001). These barriers will continue to be an issue unless they are addressed. One way to tackle all of these three recurring issues is to increase collaboration and co-ordination for tutor training and development as a whole.

Evidence from this mapping project has shown that respondent organisations feel that there is a need for this as well as for signposting to relevant train the trainer courses once they have identified the need to train a member of staff in a training role. A central resource where organisations can go to access clear and definite information on available training opportunities is desirable.

There is a very real possibility that training the trainer courses could be brought to Norfolk, providing courses currently not available.

Many concerns raised by respondents focussed on “how?” we might achieve a qualified VCS trainer workforce. However, continuing to focus on the drawbacks will not change the status quo, and little progress will be made in moving this agenda forward.

What is required is a willingness to adopt a “can do” approach, identify the organisation/s most able to take on the co-ordination role and work together to establish and develop a VCS tutor training and development programme that will support increased capacity within the Infrastructure Consortium to develop qualified tutors.

This report could be used as the basis of any future work.

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Appendix

Phase One questionnaire

1. Which of your organisation's projects involves an element of training? Either informal or formal.
 2. How many members of staff are currently involved in delivering formal or informal training within the organisation?
 - a. How many of these are dedicated Trainers?
 3. Are your trainers core employees or are they contractors?
 4. How flexible are your trainers? Are they able to lead various topics or are they dedicated to one particular theme?
 5. How does the organisation uphold quality standards in terms of calibre of trainers, both employed and contracted out trainers? (experience, qualifications – minimum requirements)
-
6. What types of training is your organisation delivering?
 7. Are any of the courses accredited?
 8. Who is the training aimed at?
 9. What learning methods are used? (formal classroom, or informal, on-the-job, etc.)
-
10. What is the potential within the organisation to develop existing staff giving them a responsibility for training?
 11. Do you offer staff the opportunity to develop their skills to train others? This applies to all staff including trainers.
 - a. If not, why not? What are the barriers to this?
 - b. If yes, is this evident in your business plan?
 12. How do determine which staff members would be suitable for a training role? What 'qualifies' them?
 13. What forms of support and development do you offer all of your staff as an organisation?
 14. How are staff training and development needs met? (i.e. internal or external training opportunities)
 15. Is there a specific budget for this?
 - a. Is this allocated as an average amount per head or to a group?

16. How is your staff training budget funded?

Trainer profile as sent out in Phase One

Trainer Profile

As an alternative to completing sections 1 & 2, you may wish to attach an up-to-date copy of your Curriculum Vitae. However, if you decide to do this, please ensure that you have completed Section 3 of this form.

Personal Details

Name:

Organisation/Employer:

Role/job title:

Job Description attached? Yes/No

Time spent in this post:

Section 1

Education History (Most recent at top)

Name and level of qualification/s received	Finish Date

Other, non-accredited training.	Finish Date

Please add more pages if needed

Section 2

Work and volunteering history (most recent at top)

Job Title	Name of Organisation	Time spent in this role	Any additional comments

Please add more pages if needed

Section 3

Forward Learning Plan

Achievements to Date	Short Term Goals	Medium Term Goals	Long Term Goals 3 – 5 years

Please briefly describe your preferred learning style:

Phase Two Questionnaire (composite questions of questions needed from phase one questionnaire plus additional questions)

- 1) How many members of staff are there in your organisation?
- 2) How many qualified trainers are there in your organisation? What are their training qualifications? What courses/ subject areas are they qualified to train? How many of these are dedicated Trainers? Do they deliver any training that they are not qualified to deliver?
- 3) How many unqualified trainers are there, and what training do they deliver?
- 4) How important do you feel it is for trainers to be qualified?
(not very) 0 1 2 3 4 5 (very)

Why?

- 5) What is the potential within the organisation to develop existing staff giving them a responsibility for training?
- 6) How do determine which staff members would be suitable for a training role? What 'qualifies' them?
- 7) How are staff training and development needs met? (e.g. appraisals/ supervision; internal or external training opportunities)
- 8) What proportion of training is internal (for your own staff/ volunteers) or external (for service users/ other groups)?
0-25% External 25-50% External 50-75% External 75-100% External
- 9) How does the organisation uphold quality standards in terms of calibre of trainers, both employed and contracted out trainers? (experience, qualifications – minimum requirements)
- 10) What was your training budget for training staff members last year?
- 11) What proportion was to train a member of staff to be able to train others, and what proportion was for one-off knowledge – i.e. self-sufficiency?
0-25% External 25-50% External 50-75% External 75-100% External
- 12) What training do you buy in?
- 13) Would trainers benefit from a peer support group? Are they already part of one? What do you think a trainer peer support group should include?
- 14) What do you feel are constraints to further training?
Money; No need; No relevant courses; No local courses; No time (e.g. cannot afford to lose a worker for duration of training); Concern over 'over-qualification of staff; Other (Pick as many as you feel apply)

15) What benefits/ drawbacks do you see in 'sharing trainers' or to co-ordinate the training of them?

16) What would be on your 'wish list' of training courses, if they were available locally?

17) Any other thoughts/ opinions?