



PAAVS – Building the foundations of training and learning

PAAVS Progress – A summary of success

Report of PAAVS learner achievement and
PAAVS developmental progress, from pilot
delivery phase (Jan 2006 – July 2006)
to end June 2007

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June 2007

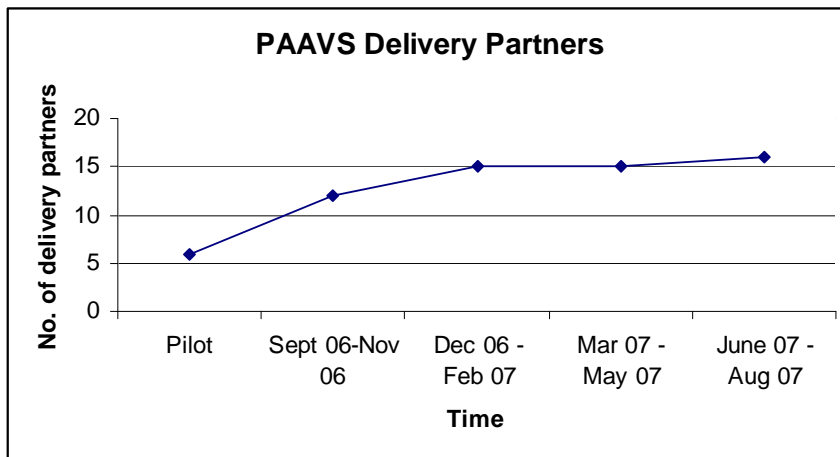


PAAVS
Partnership for Access to Accreditation for the
Voluntary and community Sector
(2007)

Introduction

This report is intended to lay out the results of PAAVS across various areas, to illustrate development undertaken and to identify any areas for future improvement. By looking at each of the individual areas of delivery and by analysing results in each section, a composite pattern shall be established of PAAVS progress over the first year of delivery as a service proper. The areas that results have been compiled for, and which shall be studied, are: delivery partners, learner registrations and completions, % learner completions, quality, learners registered with additional learning needs, cohorts, internal moderators, tutor/assessors, units approved to be delivered and learner registrations/completions per level.

Delivery partners

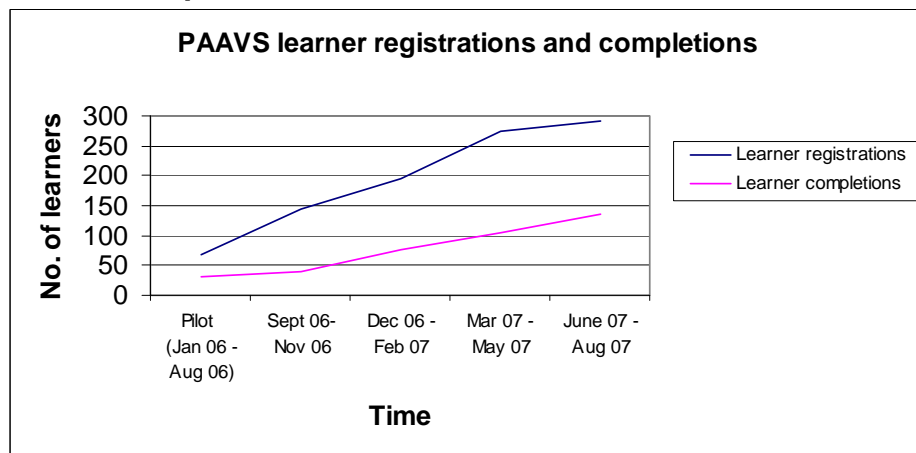


Of the 10 organisations approached during the pilot phase, 6 exited the pilot phase as signed up delivery partners. These numbers doubled in the first quarter of delivery. Due to development priorities, new delivery partners have flattened out, and 3 delivery partners have left, 1 of which was from

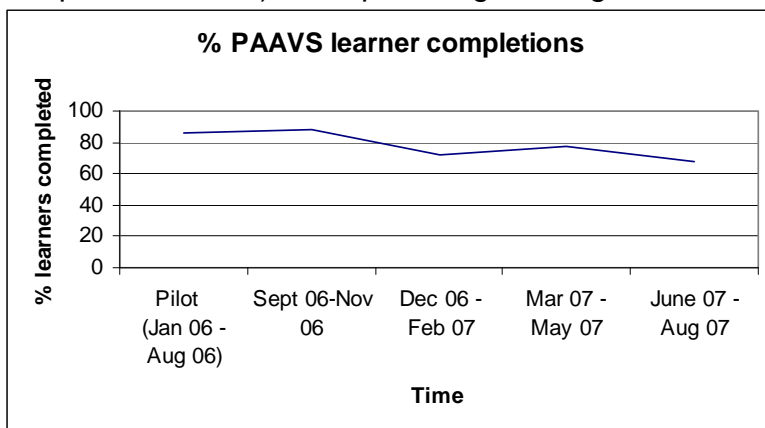
the pilot phase who went on to become their own approved centre. Therefore, whilst the current number is 16, there have been 19 organisations in all who have benefited from delivering NOCN accreditation through PAAVS. At no time has an active recruitment campaign been undertaken due to developmental priorities (the production of the PAAVS Packs etc., which accounted for approximately 80% of the PAAVS Co-ordinator's time). As development issues have settled, it appears there shall be more time to recruit delivery partners and it is hoped that these numbers shall increase by a target of 4 per quarter, which was the approximate rate in earlier, less developmental-heavy stages.

Learner registrations and completions

To date (end June 07), PAAVS has registered 292 learners, of which 135 have completed. There is a time lag in completion, but on current

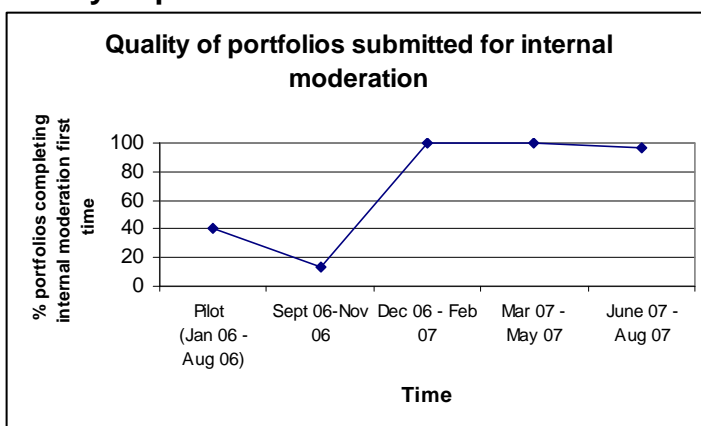


completion rates (see below), we would expect of those 292 learners registered, 225 to achieve completion. This is based on an average completion rate of 77% across the entire PAAVS delivery (132 completed out of 171 learners registered for those completed cohorts), from pilot stage through to end June 2007. The LSC sets a



target rate of 76% completion (<http://www.lsc.gov.uk/news/latestnews/news-17042007.htm>), so it can be seen that current provision is meeting this. More work needs to be done to ensure rates consistently are at the 76% and above mark. All delivery partners shall be made aware of this and work shall be undertaken to support them in this.

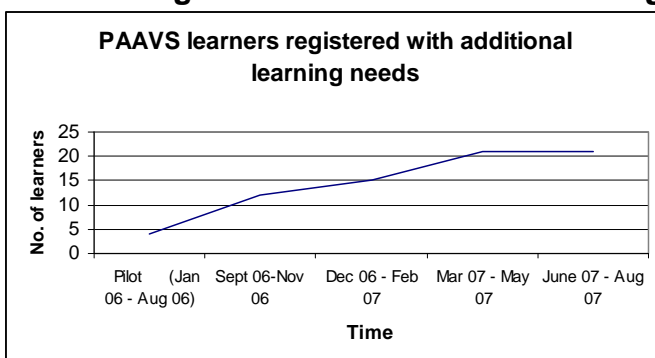
Quality of portfolios submitted for internal moderation



The results of this in the pilot and early stages have been one of – if not *the* – main driver for the development of PAAVS into the all-encompassing tutor support system that it is today. Tutors are now more aware of different levels and their assessment of work than earlier in PAAVS and the quality of portfolios submitted for internal moderation can now almost be assured.

Tutors are asking for additional work from their learners when required to ensure they have satisfactory met all assessment criteria to the suitable standard. This ensures that only those learners deserving of certification achieve this certification. These judgments have been backed up by OCN External Moderator and Quality Reviewer visits, who have commented on the quality of the provision delivered through PAAVS. “The learners’ portfolio work was of a consistently high standard...An excellent programme well executed” – OCN Eastern Region External Moderator, 2006. “The overall emphasis on quality, improving and standardisation is impressive.” – OCN Eastern Region Quality Reviewer, 2006.

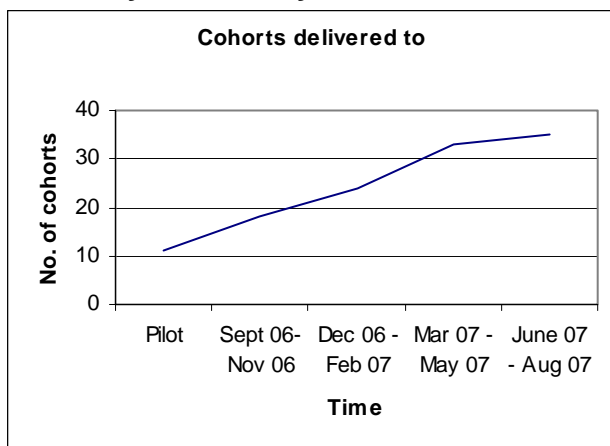
Learners registered with additional learning needs



PAAVS has to date enabled (at least) 21 learners with additional learning needs to register for NOCN accredited courses (although not all individuals or organisations were willing to submit their additional personal details so not all data is available here). This demonstrates PAAVS enabling access to accreditation

to learners of all personal circumstance, therefore can be seen to be an able vehicle for ensuring open access to accredited learning for all.

Flexibility of delivery

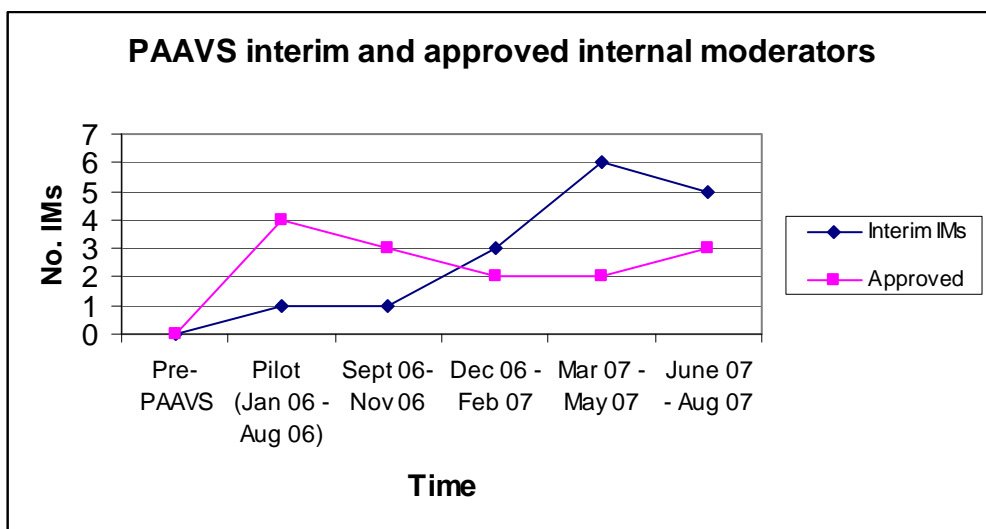


As can be seen left, the number of cohorts has increased steadily throughout, matching the pattern of learner registration increases. Taking the total number of learners registered (292) and dividing it by the total number of cohorts (35), this gives an average of just 8.3 per cohort. It may have been that such small numbers (the smallest being 3 learners per cohort) would not be viable in larger colleges, but PAAVS ensures that

where there are those willing to learn, there is the facility for them to be able to do so, through the flexibility of delivery offered by the delivery organisations.

Internal moderators

In order to be permitted to deliver NOCN accredited courses, organisations must be able to supply an internal moderator to ensure there is a quality control on those portfolios and to ensure there is an accountable individual who can take responsibility for the quality of the portfolios and sign them off for certification. As a partnership, PAAVS enables those organisations with no internal moderator to use internal moderators from elsewhere within the partnership (for a small fee). PAAVS also advocates the training of internal moderators, initially offering full bursaries for places on the NOCN Internal Moderator Award (in the pilot phase) and then offering smaller bursaries during the service proper. PAAVS is now in the process of preparing to deliver its own NOCN Internal Moderator Award for its internal moderators. By working towards a long-term goal of each organisation having its own internal moderator, it empowers delivery organisations by enabling them to be wholly responsible for their training and learning needs and ultimately reducing the costs in this.

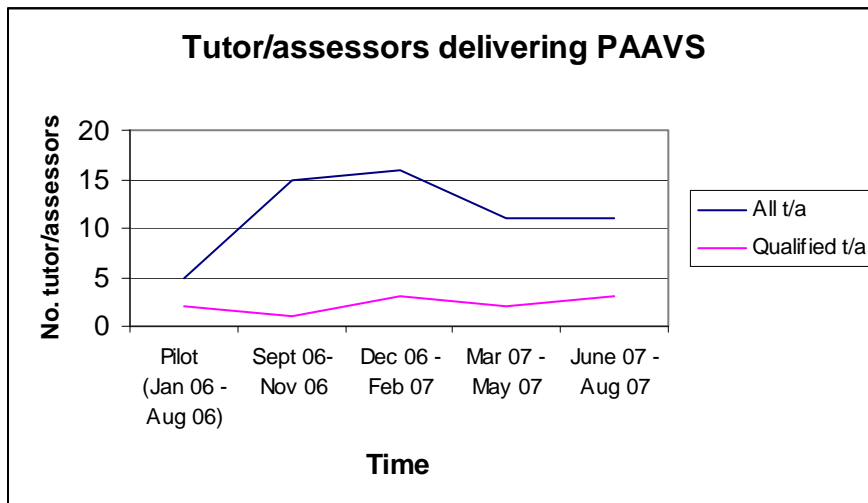


Two approved internal moderators have been lost from PAAVS due to staff changes, but the interim Internal Moderators indicated

here are currently undergoing training so that they too shall be qualified. Shortly, there shall therefore be 8 qualified internal moderators within PAAVS, which accounts for half the delivery partners. Plans are already underway to allocate IM roles in other organisations.

Tutor/assessors

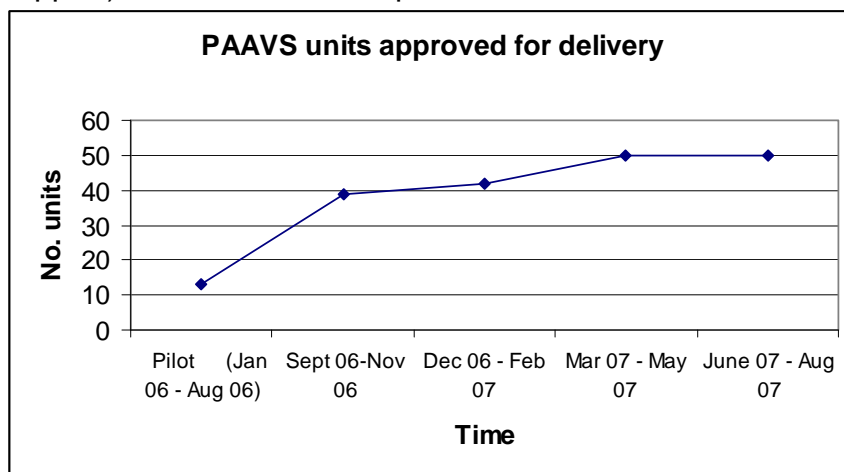
The issue of tutor/assessors is an interesting one, because at present there are no requirements to be qualified in order to deliver NOCN accreditation. However, CPD is central to PAAVS and all tutor/assessors have



been offered bursaries to study. PAAVS is undertaking development work to deliver its own NOCN Tutor/assessor Award, as many potential participants had been unable or unwilling to travel to the NOCN training in Colchester, as it was too far from their Norfolk bases. By delivering a local, VCS specific tutor/assessor course, it is hoped that the numbers of qualified tutor/assessors shall climb. The drop off in all tutor/assessors is perhaps misleading, which shows where one organisation switched from 5 people delivering a course to 1, which actually is a positive thing as that organisation now has a single, designated tutor rather than this role being shared amongst staff.

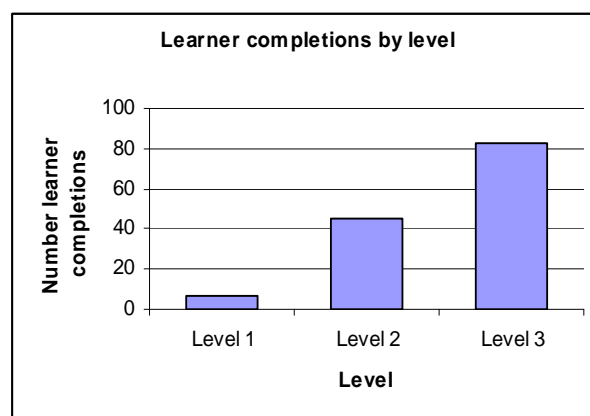
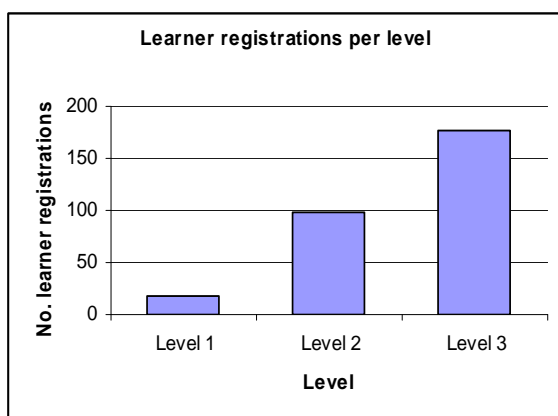
Units approved for delivery

This demonstrates the growth in units approved to be delivered through PAAVS, as the portfolio of courses available through PAAVS increases in size. PAAVS is also now compiling a 'Lesson Bank,' whereby if someone wants to deliver a course that has already been prepared by another delivery partner (with the PAAVS centre's support), then these lesson plans and materials can be made available, for a small



fee, to other delivery partners wanting to deliver that same unit. This increases the chances that a delivery partner will add new courses to the training they currently offer their staff/volunteers/service users and enable that new training to be up and running more swiftly.

Levels



Learner registrations and completions at different levels can be seen above. An Entry level course is currently being prepared with a new delivery partner.

Overall

Particular achievements have been:

- The quality of portfolios now submitted for internal moderation is much improved, reflecting how the tutor support of PAAVS has developed.
- The numbers of learners registering to this time (292) and completing (135) are impressive. This model has been co-ordinated and managed by one full-time member of staff, of which a large proportion of time has been dedicated to development. Future PAAVS Centres shall need only a fraction of this time to facilitate their own learning partnership.
- Open access to accreditation, as reflected by those registering with additional learning needs and the relatively small numbers of learners per cohort, ensuring that when a learner wants to learn, there is the facility to do so.
- Staff development, in internal moderators becoming qualified and in those VCS staff now able to deliver NOCN accreditation as tutor/assessors.
- Number of units delivered, widening the portfolio available to all within PAAVS.
- 77% total learner achievement rate.

Areas for future work are:

- Tutor/assessor qualifications – in order to ensure PAAVS is seen as a secure place to send funding to, PAAVS delivery partners must encourage tutors to study for qualification. It may also transpire that tutors will be *expected* to possess suitable tutoring qualifications before they are permitted to deliver for such funding. By delivering NOCN Tutor/assessor Awards, PAAVS will be able to increase accessibility. PAAVS will also be able to support tutors in any other, future tutor requirements, addressing any need actively seeking to ensure that those who wish to deliver are able to do so.

Summary

There have been many successes and most of the systems are in place to support the required improvements. Continual quality improvement and continual professional development of staff involved is at the heart of PAAVS and with this ethos remaining as the focus and drive of future development, any improvements required shall be addressed – and met – within this.

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