



Supporting Learners - Lessons Learnt

by Jacki Cartlidge, CCCU

- Introduction to the “Can I Teach?” project
- What we did
- What we learned
 - Successes
 - Challenges
 - Opportunities
- Evaluation
- Case Studies for “Can I Teach?” and other IAG support



Why was the project necessary?

- Speed of implementation of new teaching awards
- Need for awareness raising campaign for managers, staff and students
- CCCU PCET renowned for successful delivery of programmes to older students and non-traditional learners who have not always followed a straight path into HE
- Students find programmes problematic & in tutorials staff and students discovered that additional support is hugely beneficial
- Skills & knowledge gaps
- Providing support reduces attrition rates

What did the programme involve?

- A partnership of FECs and HEIs within the LLN
- To encourage non traditional learners to take up an accredited teaching programme
- All involved were committed to retention and achievement of participating students
- The project provided funding for resourcing and additional support for identified students
- Support included on-line tutorials, face to face, having a named contact and readily accessible support

What we did

- Awareness raising campaign about new teaching awards
- Posters and leaflets produced
- Small scale events were held
- Information provided and disseminated across FECs and HEIs which are part of the Kent and Medway LLN
- Support was put in place. Students were identified by module tutors

What we learned

Successes

- We know that there are students completing modules who would not have done so without the additional support provided by the project
- Increased student empowerment and confidence to pursue a teaching career (personal, social and educational)
- Value of working within a partnership and sharing outcomes and challenges via the LLN across the Lifelong Learning sector

What we learned

Challenges

- The essential nature of face to face contact
- Language and ESOL difficulties
- Contact with others – support from family, “critical” friends and mentors
- Peer & tutor support
- Logistics – the time allowed for support with the curriculum is insufficient
- The importance of threshold information, advice and guidance



What we learned

Opportunities

- Project has shown that there is the potential for more transfer of learner engagement strategies pre and post recruitment
- Potential areas for extension work include blended learning, e-learning, issues around front loading support for vulnerable students, customised materials
- Possible means of sustainability can be achieved through mentoring

Evaluation

- Evaluation undertaken in stages throughout the delivery of support for training
- Feedback sought during the project
- Evaluation report will be shared with all LLN partners and stakeholders
- All project work was evaluated in line with University procedures
- The network engagement and LLN staff played a crucial role in enabling the project



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For further information.....

Wendy Ellis

Kent and Medway Lifelong Learning Network Co-ordinator for CCCU

Tel: 01227 782978

wendy.ellis@canterbury.ac.uk

Gina Donovan

PTLLS Programme Director

Tel: 01227 826507/826505

gina.donovan@canterbury.ac.uk

Or check out the website: www.canterbury.ac.uk/kmlIn