



Loyne Training and Professional Development

Background

This report provides an overview of participant feedback on a selection of the training and professional development courses delivered during the academic year 2012-13. The results reflect the feedback from participants completing questionnaires. In addition to this evidence there are qualitative comments which are reviewed following each training session, recommendations for future delivery either in respect of aspects to retain or modify through change or expansion, together with ideas for future courses are noted separately by staff responsible for training. There has not been any additional qualitative data collection from participants with respect to ways they have used the training, or evaluation of the impact on their practice or the learning of their pupils. However, this is something that may be explored in future years, either in respect of new courses, or a particular intervention that is being evaluated in more detail.

Participation in training courses

The following tables and graphs are based on feedback from 184 of the 269 participants attending eight training courses. The courses included are:

Title of Training	Participants	Replies	% Response rate
Special School Placement	14	13	92.9%
Handwriting	71	60	84.5%
Ipad Training (1)	15	11	73.3%
Working with SEN - introduction	17	12	70.6%
Makaton (1)	18	16	88.9%
Ipad Training (2)	11	10	90.9%
Makaton (2)	11	10	90.9%
Handwriting (ITT)	112	52	46.4%

The response rate for ITT students is something we are looking into and may discuss if this is something that can be integrated into their overall course evaluations.

Overall rating of the training

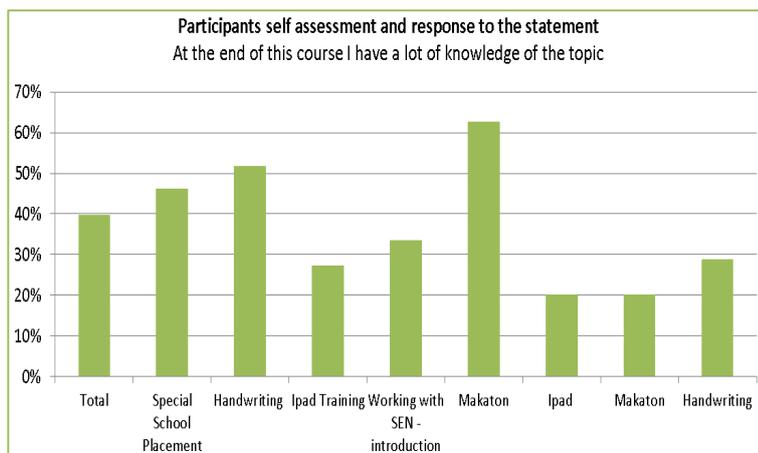
The combined evaluation for participants from all courses was very pleasing, with 97.28% rating the training positively. There was only one course which did not have a 100% of participants who thought the course was excellent or very good.

Excellent	Very Good	OK / Alright	Not very good	Poor
59.24%	38.04%	2.72%	0.00%	0.00%

At the end of each session participants were invited to self-assess their knowledge of the topic before the session and at the end. Again the combined result for the 184 participants shows that there was a shift in knowledge of the topic. By the end of the courses 39.7% considered they knew a lot and 59.8% quite a lot. With the exception of the I-Pad Training course, all participants attending other courses rated themselves as either having a lot or quite a lot of knowledge at the end.

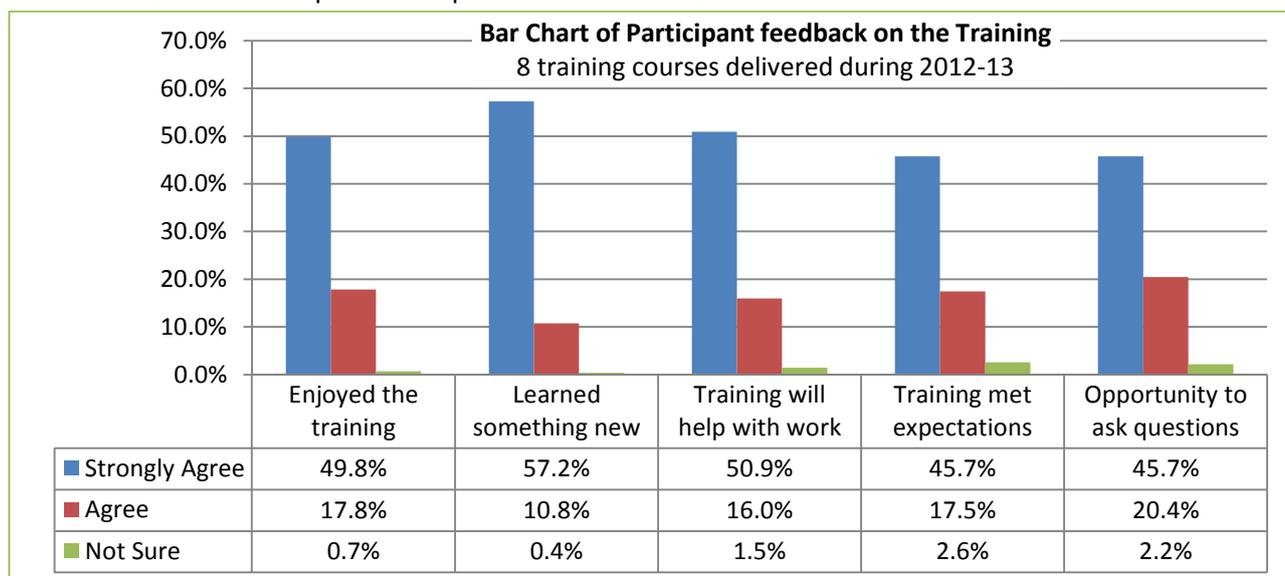
	A lot	quite a lot	a little	Nothing
Before	1.1%	10.9%	62.0%	26.1%
After	39.7%	59.8%	0.5%	0.0%

The number of participants who rated their knowledge at the end of the course as 'a lot' did vary from course to course. I-pad training was lower for both groups, interestingly the Makaton participants sense of increased knowledge varied from 63% for one course and 20% for another.



Total	40%
Special School Placement	46%
Handwriting	52%
Ipad Training	27%
Working with SEN - introduction	33%
Makaton	63%
Ipad	20%
Makaton	20%
Handwriting	29%

When asked to rate different aspects of the course, no participants ticked the responses disagree or strongly disagree. The graph shows that over 50% strongly agreed that they had learned something new. The combined results for positive response to the statements is 97.4% or above.



Inevitably there was variation at the level of individual courses. There are some interesting patterns in the response of the ITT participants, this includes only 38.5 strongly agreeing that the course met their expectations, this was lower than participants attending other courses and is something we can review when discussing with course organisers. However, it is possible that the very positive rating by existing staff working in schools is a result of positive selection of the training course and a greater consideration of why they were attending.

Future Plans

Based on a review of our course evaluation sheets we aim to explore use of different statements relating to the content of the course. To help standardise reporting of Loyne Learning Alliance training we will also review how other schools are monitoring, evaluating and reporting on their training.



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 Loyne Website: <http://www.loyneschool.org.uk/Loyne>



Reference this briefing:

Houghton, A. (2013) *Loyne Training and Professional Development*, Lancaster available at: <http://www.loynelearningalliance.co.uk/Projects.html>