

**Early Learning Partnership
Project (ELPP)
Strand 3 workforce development:**



**Evaluation of training delivered by
sub-contracted voluntary and community
sector organisations**

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Published by the National Children's Bureau. Registered Charity Number 258825.
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1. Introduction

This report presents the findings from an evaluation of training programmes delivered by 15 sub-contracted organisations, within the Early Learning Partnership Project (ELPP) Strand 3: workforce development.

1.1 Background

Strand 3 of the ELPP was delivered by a consortium of organisations: the National Children's Bureau (NCB), the National Childminding Association (NCMA), the National Day Nurseries Association (NDNA) and the Pre-School Learning Alliance (PLA). This programme of work was designed to provide specialist training, on a large scale, to equip the early years workforce with the skills to engage effectively with parents and to support them in their involvement in their children's early learning.

The Strand 3 programme itself consisted of three elements:

- A programme of training delivered by 15 sub-contracted voluntary and community sector (VCS) organisations.
- Roll out of PEAL training¹.
- Accreditation of PEAL and training packages delivered by sub-contracted organisations.

The focus of this report is on the programme of training delivered by the 15 sub-contracted organisations. These programmes varied considerably in terms of level, focus, duration and target group within the workforce.

Brief descriptions of all the training delivered by the sub-contracted organisations within Strand 3 can be found in Appendix 1.

1.2 About the evaluation

The National Children's Bureau (NCB) Research, Evidence and Evaluation Department was commissioned to evaluate the programme of training delivered by the 15 VCS organisations as part of a wider evaluation of strand 3 of the ELPP.

Specific evaluation questions were as follows:

- How was the training received by participants?
- What was the actual and potential impact of the training on the workforce, early years settings, parents and children?

1.3 About this report

This report is based on the analysis of evaluation reports produced by the sub-contracted VCS organisations delivering training within strand 3. Section two briefly outlines the methodology employed and section 3 presents the main findings of the synthesis of the VCS organisations' evaluations. The conclusion in section four considers the findings with reference to the specific evaluation questions outlined in section 1.2.

¹ A separate evaluation report on PEAL training can be found at www.peal.org.uk.

2. Methodology

All VCS organisations participating in Strand 3 of the ELPP were required to evaluate their training programmes. In recognition that several of these organisations already had established evaluation frameworks in place, it was not felt appropriate to impose a specific model or particular evaluation tools, although a suggested reporting structure was provided by NCB. Evaluation reports were received from all 15 VCS organisations.

In order to assess the overall impact of the sub-contracted element of Strand 3 it was necessary to summarise and synthesise the evaluation findings. This was done by transferring summarised information onto Excel spreadsheets and analysing into broad themes.

3. Main findings

3.1 The VCS programmes

Many of the VCS training programmes focused either on engaging with a specific category of parent (for example young parents, or fathers), or on engagement with a particular focus or for a particular purpose (for example family learning, parenting support, or speech and language issues).

Other programmes offered training in facilitation skills for early years workers, to enable them to engage with parents in groups. While the majority of the programmes focused directly on engaging with parents, a small number were primarily concerned with more general workforce issues of staff support, development and progression. Two VCS organisations specifically targeted parents or volunteers, with the aim of developing their skills and providing opportunities for accreditation or progression within the organisation. A third programme focused on improving the quality of supervision within early years settings.

The length and intensity of programmes also varied. The majority consisted of one, two or three days (roughly equal numbers in each case), either consecutively or spread over a longer period. The longest course, at 20 days, also carried the expectation of an additional 20 days private study. The numbers reached inevitably varied also. At the lower end of the scale, one organisation ran its ten-day programme twice, training 24 individuals. By contrast, another organisation running two 1-day programmes delivered 61 sessions to a total of almost 1,000 trainees across the country.

The accreditation of training was still an ongoing issue for many organisations at the end of ELPP. However a number of programmes were either already accredited or had achieved this during the course of the ELP programme. These varied from level 1 (for a programme involving volunteers) to masters level, although most were seeking, or had acquired, accreditation at levels 2 or 3.

3.2 The evaluation reports produced by VCS organisations

All 15 sub-contracted organisations returned an evaluation report relating to their programmes within Strand 3. These reports ranged from three to nearly 50 sides in length, reflecting the varying capacity, skills and interests within the organisations concerned. All of

these evaluations had been carried out by VCS organisation staff involved in managing or delivering the programmes. The most common form of evaluation approach was feedback forms for participants at the end of the training programme (or, in some instances, after each day's training). Some organisations also presented feedback from trainers who had delivered their programmes. A small number of evaluations included additional data in the form of 'case studies' or follow-up interviews, and examples of portfolio work produced for accreditation purposes.

Most, but not all, reports followed the format suggested by NCB. However, even when common headings had been used, the sheer variety encompassed within the VCS programme of training, together with the use of different evaluation methods meant that direct comparisons between programmes or aggregation of data was not appropriate. The remainder of this section therefore presents broad messages about the sub-contracted training programme, distilled from the evaluation reports. Many evaluation reports included quotations from trainees, and some of these have been used as illustrations in the summary below.

It should be noted that the evaluations of these VCS training programmes were not independent evaluations, and therefore it is possible that a degree of bias has been introduced into the process or the reporting. However, judging by the open and reflective tone of many of the reports, if bias does exist, it is most likely to be unintentional.

3.3 Aims and objectives of VCS organisations' programmes

While all training was expected to contribute to the overall aims of Strand 3, each individual programme nevertheless had its own specific aims and objectives. Although the evaluation reporting template provided by NCB requested a statement of aims and objectives, these were not always explicitly stated within the report. Based on the stated aims of programmes, where these have been provided, and by making inferences in other cases, the aims of the VCS organisations' programme overall can be summarised as follows:

- To provide participants with knowledge and understanding (including theoretical perspectives) in relation to engaging parents in their children's early learning.
- To encourage reflection, challenge and discussion around attitudes to parental involvement.
- To provide strategies for engaging parents.
- To develop specific skills to support practitioners in engaging parents (including general communication skills and specific facilitation skills).
- To support participants and settings in planning for improvement.

3.4 VCS organisations' programme: feedback on process

The overall feedback from participants was very positive, and it seems that all the training was almost universally well-received. Very little in the way of negative feedback appears to have been received, and where this was reported it was often accompanied by a narrative explaining how the training had been adapted in response.

Although it is difficult to generalise, given the range of different experiences being commented on, it is clear that the courses were well structured, skilfully delivered and tailored to the needs of the audience.

'Very informative, good range of activities and mix of styles.'

'The course has been very good. Well run, everyone was included and enabled to join in. Well presented and above all, practical and useful.'

'This is a new area of work for me and now I feel fully confident and clear. Very excited about the work and motivated as a result of such good training. All my queries and concerns were addressed. A very enjoyable and informative course. A real treat for me that will eventually benefit future generations!'

One of the main areas of satisfaction for participants related to the perceived relevance and applicability of the content of the training.

'A relevant, useful and interesting course.'

'The whole 2 days have been a very enjoyable experience ... I have picked up activities which are transferable to use with both parents and professionals.'

Other aspects of the training widely appreciated by participants were the opportunities for discussion in groups, and for personal reflection:

'Good opportunities to interact with others, consider personal application of new ideas, and a relaxing environment conducive to learning.'

'Every aspect of the course was useful. This course helped me to reflect on my own current practice.'

'What did you enjoy most? "Everything! Group work. Pair work. Listening to other peoples' views and opinions.'

Where the 'user voice' was included in the programme, either via video/DVD, or through direct delivery, this appears to have been particularly valued.

3.5 VCS organisations' programme: reported impact

Because of the short timescale of the Strand 3 programme, and capacity issues within the VCS organisations themselves, most were unable to gather follow-up information from those who had attended their programmes. Thus much of the evidence of impact presented below relates to the immediate impact reported by participants at the end of the training. However, some organisations managed to collect evidence of impact at setting and family level. For some this was a consequence of longer-term programmes spread over several weeks, practitioners having sufficient time during the training programme itself to implement changes in their settings. Other organisations returned to a sample of trainees to gather follow-up information.

Impact on individuals

Improved knowledge and understanding

Several of the VCS training courses involved providing participants with theory to underpin their practice, and this was an approach that many participants found stimulating and valuable. For some trainees, this acted to refresh and reinforce existing understanding and practices.

'[Training] has reinforced the importance of ensuring that parents/carers are made aware of the crucial role they play in their child's learning and giving them the confidence to play with their children.'

However, what comes across most strongly from the evaluation reports is the way in which the various programmes raised the awareness of participants – both about the needs of parents, and about their own attitudes and practices:

'I have learned so much ... [that] how parents feel rather than how we feel as practitioners is the best way forward.'

'Heightened awareness of the needs of others will impact on my presentation of information and engagement with parents.'

The two programmes focusing on work with fathers seem to have been particularly successful at raising awareness of the barriers to engaging with men, and encouraging participants to view their settings and practices from a different perspective.

'I learned lots and lots! One thing in particular I have become aware of is that I am more engaging with mothers than fathers. This will change!'

'It has made me aware of the needs of fathers and of the stresses and barriers that fathers face.'

The wherewithal to engage with parents

The evaluation reports suggest that participants came away from the training well-equipped with strategies and skills to enable them to implement the learning in their workplaces. While a small number of programmes provided workbooks or other resources to use with parents (generally these were associated with family learning programmes), most courses focused on approaches and strategies for communicating and engaging with parents more generally.

Reflection was encouraged, and trainees felt that they had been helped to challenge some of their existing practices and develop new ways of working with parents.

'I think the training has helped in that it has made me think about ideas, strategies and feelings - different ways to cope and manage feelings.'

'I have been giving 'behaviour management' advice for years ... this training has, however, given me a different insight ... I always ask about all the family now, and observe general family life before dishing out solutions that may not work.'

'To respect children's and parent's feelings - how to problem-solve as a team together.'

'Fresh approaches to putting ideas over to parents and engaging them with change.'

Some trainees went away from courses with some simple ideas for making significant changes to the environment or systems in their settings. Although these had not yet been implemented, there appears to be a clear intention to make changes:

'It does not take much and only a few minutes to make some changes in a room so as to make parents feel welcomed and nurtured.'

'I will inform our IT team about the need to adapt our referral system to include more information-gathering about dads.'

'I have discovered how to advertise services better. How scary a centre can be for a dad. More outreach work is needed.'

Confidence and motivation

Simply providing practitioners with the requisite knowledge, understanding and a range of strategies is not enough on its own to bring about change in the workplace, and hence benefits to children and families. Practitioners need to feel confident and motivated to implement what they have learned. It seems that the programmes provided by the VCS organisations were successful in this respect also.

'I've learned a great deal, but the most important thing is my confidence. I now feel I can facilitate a group.'

'The course has made me think about myself as well as the families. It's made me think why I do what I do, and made me enjoy my job more, as it has boosted my confidence in my own ability.'

'I feel very motivated to begin putting knowledge into our setting.'

'The training provided us with the inspiration and tools to move forward in our desire to build stronger parental/carer relationships.'

Personal/career development

For those who were not already working (volunteers, or potential volunteers), participants described how the programmes were instrumental in developing confidence at a more personal level:

'Buckets of confidence.' [Potential volunteer]

'New-found confidence.' [Potential volunteer]

'Coming on the course has helped me to be a bit more confident in myself. It is opening up other doors for me as well.' [Volunteer]

Some participants (including practitioners) were sufficiently inspired and motivated by the training they had received that they were actively seeking out further opportunities for personal or career development.

'It has given me more confidence in accessing new courses, and made me realise that in the future I would want a job helping families or people in some way.'
[Volunteer]

'[I'm planning] to pursue becoming a community mother and start the core training and to get more involved in the project, within time constraints. I've also enrolled onto an introduction to counselling course which is a ten week course. I thought that would be useful to do alongside ...' [Potential Volunteer]

'The training has inspired two staff, and they are working towards accreditation. The other aspect of the programme is the opportunity for parents to achieve accreditation ... for some parents this is the first certificate they can remember receiving. This would seem especially important when looking at outcomes within ECM.'

'I would really love to take part in the four day training as this two day course has been so good.'

'The main outcome for me was when I saw an advert for a family support worker for Sure Start ... I went for an interview and a lot of questions were around running parenting and other groups. I used all the ideas and information from this course, and obviously it did the trick as I got the job.'

The following quote encapsulates almost the entire range of impacts described by trainees: knowledge, understanding, strategies, confidence and professional development.

'[Training] has had a huge impact on my practice, from learning that a simple tablecloth can change the whole look and feel of a room, to the importance of attachment and bonding, to understanding how I put theories into my everyday practice. By gaining this knowledge my job has expanded as my confidence has grown, so I really feel I have a lot more to offer parents/carers and children.'

Impact on settings

A range of ways in which training had impacted on settings were described in the evaluations. These fell into two broad categories: effects on staff teams, and improved communications and relationships with parents.

Staff teams

A number of participants who had completed training programmes reported effects on the whole staff team and ethos of the workplace, either because team members had trained together, or because learning had been shared or cascaded.

'Work together as a 'whole centre team', to include staff, parents, children, governors and the wider community.'

'Full staff co-operation, more consistency with information and advice given to parents.'

The following trainee had attended a course on supervision within the workplace, and had a clear idea how this would impact throughout the setting, and beyond:

'The families we work with should benefit from being supported by workers who themselves feel better supported and more confident in their own abilities. Workers will hopefully also adopt the practise of saying less and allowing families to think through their own problems, as solutions you come to yourself are more likely to be acted on. Families will feel empowered, that they have more control, as they are

'working with' not 'being done to', and their confidence in their own ability to manage their lives and make decisions should grow.'

One organisation working with volunteers noted that, as a result of pursuing accreditation within the Strand 3 programme, their pool of volunteers was expanding.

'Offering accreditation is attracting more volunteers to the scheme.'

Engaging with parents

Several of the evaluations included evidence of settings changing the ways in which they communicated with parents as a result of the training, including written publicity and displays:

'In our publicity we now are clear in terms of 'Mums and Dads' and not 'parents/carers'. We are planning to run workshops specifically for dads in each calendar quarter. We are starting with the importance of play and the importance of father-child relationship.'

'We have put displays up and have books for parents to borrow. We have just devised questionnaires and plan to distribute these soon. After that we hope to start a group aimed at fathers.'

'We started with displays and handouts to take home, and this is encouraging more parents to be involved in the setting when they can. It has improved the way we communicate together about children.'

Others noted that they were reaching more – or different groups of - parents than previously, through using strategies learned on training courses.

'We have run a couple of events since the training and have had attendance of 14 plus dads and kids turn up. We already had good practice of engaging with dads, but we are aiming at more, and young dads.'

'I cannot stress how important [programme] has been to our children's centre in reaching families who would not otherwise have had contact with us.'

Some practitioners reported that the new activities and groups they were offering in their settings were improving the quality of communications and relationships with parents.

'We are using video with parents. Parents are very impressed and said that it opened their eyes and that they hadn't thought of children's play in that way before. Parents are sharing much more information and discussion.'

'When running groups with parents I am much more aware of finding out what they would like from sessions, what are their needs, rather than just my perception of what (as a professional) I think they need.'

Impact on parents, families and children

Finally, we present some evidence that the programme delivered by the subcontracted VCS organisations has already had some impact on families and children. The following

examples come from organisations that had evaluated groups run for parents, or who had followed-up trainees some time after the initial training. The main type of outcome reported is that of parents spending more time on activities with their children:

'More confidence to try different things with the children.' [Parent]

'[I was] shocked at how much more I could be doing with my children.' [Parent]

'It's been lovely to have parents telling me the things that they have tried with their children at home have been successful.'

Another example of how a programme was said to have impacted on children was on easing the transition from a pre-school setting into school. Because parents had become more engaged with the pre-school, they were reportedly more inclined to engage proactively with the primary school, thus helping their child to settle in.

'[Programme] helps transition into school. Parents are reported as being more confident in school, children are more relaxed and happy about starting school.'

4. Conclusions

The evaluation of training delivered by the subcontracted VCS organisations examined the following questions:

- How was the training received by participants?
- What was the actual and potential impact of the training on the workforce, early years settings, parents and children?

4.1 How was the training received by participants?

The training that was delivered by the VCS organisations was well-received by the vast majority of attendees. These training experiences were generally felt to be enjoyable, stimulating, and well-delivered. The content was felt to be relevant to the work of participants, and readily applicable in their settings. Those programmes that included the 'user voice' within the training, together with those focusing on engaging fathers, appear to have been particularly well-received.

For many participants the training provided a timely refresher and reminder of the importance of communication with parents and of parental involvement in children's learning. The training provided an opportunity for reflection and re-focus, and often served to challenge preconceptions and assumptions.

4.2 What was the actual and potential impact of the training on the workforce, early years settings, parents and children?

There are early indications that the training delivered by the sub-contracted VCS organisations has already had some positive impact on practitioners and volunteers, the settings they work in, and on parents and children.

A range of benefits to training participants were reported. For many, the programmes reinforced existing knowledge and understanding, in several cases underpinning this with theory. Participants reported increased confidence and motivation to engage with parents, using practical ideas and strategies presented during the training. Several practitioners, volunteers and parents who had participated in various training within the programme reported being inspired to undertake further professional or personal development.

Where follow-up evidence was collected, it was found that many participants had used the learning in a variety of ways to make changes within their settings. For example, some had made efforts to communicate more, or in different ways, with parents. Others reported that there was now a more consistent approach to engaging with parents, and an improved ethos within their setting. Some early evidence suggests that some parents were already spending more time on activities with their children, and discussing this with practitioners.

Appendix 1: ELPP Strand 3 providers and programmes²

Provider	Course Title	Target Audience	Description	Accreditation Link and Credit
National Children's Bureau, Early Childhood Unit	PEAL (Parents, Early Years and Learning)	Practitioners including early years teachers, nursery practitioners, family workers and childminders. Also for LA managers and advisers.	PEAL training consists of the equivalent of 1 day's setting based activities and a day's facilitated training. PEAL training and resource materials are based on the key elements of the PEAL model: authentic relationships, communication and partnership. The training also highlights examples of good practice and signposts to further training.	PEAL is linked to Unit 16 of the City and Guilds Award – <i>Working with parents to engage them in their children's early learning</i> . Practitioners can choose to extend their learning through further reading and applying learning to practice, evidenced by a short portfolio, which is then assessed. The unit is worth three credits at level 3 and can form part of the Award 3598 Work with Parents.
Barnardo's: BabyFather Initiative	African Caribbean Fatherhood Training Programme	Practitioners	Considers social policy, legislation and theory of fatherhood in the African Caribbean community and helps develop practical skills in working with fathers and families	<p>Linking to City and Guilds Work with Parents Award at Level 3</p> <p>Asdan Level 1 submitted for accreditation at Levels 2 and 3</p> <p>Part of NAPP Toolkit of accredited training programmes for use by commissioners and others</p> <p>Supported by CWDC an accredited 'training the trainers' course is being developed to enable the national implementation of the BabyFather Initiative's Fatherhood Programmes for practitioners and fathers</p>
Barnardo's HighScope	Engaging Parents with their children's learning	Practitioners	A 10 day course which focuses on theoretical perspectives which promote young children's readiness to learn, explores the HighScope strategies in building effective relationships with children under 3, adult learning theory and strategies for engaging parents/carers.	<p>A level 3 learning programme with assessed course work. Registered with and licensed by NCFE under their Investing in Quality Programme</p> <p>Working on link to City and Guilds Work with Parents at Level 3</p>

² Information supplied by SCORGS team at NCB.

Community Mothers Network	Reflections	Parents	A 6 x ½ day course about building initial confidence, raising parents' awareness of their own talents, skills and personal potential, exploring opportunities for getting involved in the community, encouraging a practical commitment to supporting other parents in their local community (however big or small) and helping them to construct a plan for how they are going to go about this	Options are being explored through ELPP. It is likely a qualification would be a level 1
Community Mothers Network	Community Mothers	Parents - recruited as community mothers	A programme of learning, rather than a set training course. A generic range of units is provided for all Community Mothers which underpins the core principles, philosophy and delivery of the initiative. Areas of learning relate to Community outreach Delivering a structured learning programme that enables parents to support their own children's health, wellbeing learning and development Building parents' self-confidence and coping skills Enabling parents to access local services Increasing parents' participation in the community Providing literacy and numeracy support	Open College Network (OCN) Levels 1,2,3 Credit 39 (max)
ContinYou	Preparing for Partnership with Parents	Practitioners	A 3-day course of facilitation training for workers who deliver learning packages to parents. The programme develops the skills of facilitation, engagement, understanding and identifying different needs, group work, and evaluation when working with adults.	Open College Network (OCN) Levels 2 and 3 There are 3 Units accredited at each level a) Developing Training Sessions (Credit: 3) b) Monitoring and Evaluation (Credit: 1) c) Working with Parent/Carer Groups (Credit: 3)
ContinYou	Share Plus	Parents and Carers	A hands-on approach which aims to involve parents and carers in their children's learning and development needs. The 'Share Plus' programme has been developed to provide those who need additional help to support their children in the family context.	Open College Network (OCN) Accreditation at Levels 2 and 3

Coram Family	Practitioners Working with Young Parents	Practitioners	A 3 day course which aims to develop competence and confidence in working with young parents	Open College Network (OCN) Level 3 Linking to City and Guilds Work With Parents at Level 3
Fatherhood Institute (formerly Fathers Direct)	Working with fathers in Early Years	Practitioners	A 3 day course which aims to help participants: Develop the confidence knowledge and skills to work effectively with fathers Explore and develop strategies to work with fathers Think about how to create a whole team approach to building father friendly organizations Plan needs-led approaches to working with fathers Consider how to use networks to support fathers	Open College Network (OCN) 3 Credits
Family Links	Parent Support Skills Training	Practitioners	A 2-day course which promotes emotional literacy and emotional health. Learners explore effective strategies to encourage co-operative and responsible behaviour and ones which help manage challenging behaviour in children.	Working on link to City and Guilds Work with Parents at Level 3
Home Start Norfolk	Preparation for Home Start	Parent volunteers	Skills and knowledge required to support a family through home visiting	Open College Network OCN Levels 2 and 3
ICAN	Early Talk Supportive Training	Practitioners	The programme focuses on the development of language in the home and preschool environments and how to identify potential difficulties. Positive communication behaviours are considered and identified.	Working with CACHE to gain endorsement at level 2 and accreditation at level 3 Edge Hill College endorsement at Level 6 (Credit 1)
National Day Nurseries Association	Working in Partnership with Parents	Practitioners	An interactive programme which provides opportunities to discuss and share ideas about best practice.	None

Parenting UK	Training to Work with Parents (TWP) Working with Parents (WWP)	Childcare Workers working with parents	TWP and WWP are Vocationally Related Qualifications (VRQs). These qualifications are based on National Occupational Standards (NOS). The overall aims of the learning programme are to: <ul style="list-style-type: none"> • Provide essential skills and knowledge for those who work with parents / families in a paid or voluntary capacity. • Raise awareness about the developmental needs of both parents and children. • Develop understanding about the relationships between parents and children. 	Open College Network (OCN) National Award at Level 2 and 3 (Credit 21)
Parenting UK	Work with Parents (WWP)	Practitioners	A 20-25 day programme of learning underpins the City and Guild Work with Parents qualification. Preparation for assessment is undertaken outside the course programme.	Work with Parents (WWP) – is a VRQ (Vocationally Related Qualification) part of the City and Guilds Test and Trial for the Qualification and Credit Framework (QCF) Credit 25-30 (depending on choice of units submitted for assessment)
Parents as First Teachers	Introduction to Supervision	Practitioners	A 1 day course with a focus on relationship based reflective supervision for those working with parents, including those supporting families through outreach.	Level 4 Exploring working with the University of Worcester as part of a Continuing Professional Development (CPD) programme
Parents as First Teachers	Advanced Supervision	Practitioners	A 1 day course which is tailored to meet individual need and which builds on the introduction adding approaches.	Level 4
Peers Early Education Partnership (PEEP)	PEEP for Practitioners	Practitioners	A 2 day course which explores the PEEP Learning Together programme that support parents with their children's early learning. The course outlines the curriculum, materials and the development of skills practitioners need for facilitation. PEEP registered practitioners submit a portfolio evidencing their practice over a period of 12 months.	Mapping to City and Guilds Work with Parents Award and aiming to offer assessment for 3 Units at Level 3

PEEP	PEEP: Supporting Parents and carers as children's first educators	Practitioners	Registered PEEP practitioners who wish to become accredited practitioners attend an additional day of training.	Westminster Institute at Oxford Brookes. Undergraduate module at level 6 (Credit 15 CATs points)
PEEP	Critical Perspectives on PEEP	Practitioners	Registered PEEP practitioners who wish to become accredited practitioners attend an additional day of training.	Westminster Institute at Oxford Brookes University Masters module L7 Credit 20 CATS points
Pen-Green Research Centre	Parents Involved in their Children's Learning (PICL)	Practitioners	A professional development programme involving reflections on current practice and beliefs about working with parents. Participants undertake a child study with one family using video reflection and shared child development theories to discuss ways of supporting and extending children's learning. Programme is carried out over 3 months and 2 people per setting attend. 2 initial days training is followed by work in the setting and a further 3 rd day training in which participants develop personal action plans and an action plan for their centre. It is a knowledge sharing approach.	University of Leicester – MA (Credit 20 CATS points) University of Northampton L4 sits in the CHESL programme but can also be APEL'd for EYSEFD (Credit 10) OCN – units at levels 2 and 3 (Credit 1) CACHE – work ongoing to accredit programme at L 4
Pre-School Learning Alliance	Learning Together Facilitator Programme	Practitioners	A 2 day programme for those who want to deliver family learning programmes. The course introduces participants to strategies for delivering workshops to parents. There is also an opportunity to become familiar with activities from the 'Looking at Learning Together' family learning course.	None