

Research in The LLN: What Difference Have We Made?

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Some Statistics

- **The LLN has led on about twenty research projects**
- **The LLN has funded almost 170 projects and of these around 100 have had some form of research included**



Examples of Funded Projects

- **Foundation Degree Long Term Conditions & Learning Disability led by Rosemary Shepherd (Staffordshire University)**
- **Music Technology Foundation Degree led by Peter Hoornaert (Staffordshire University) & Peter Hollyman (Burton College)**



More Examples

- **AMD HEFCE Level 0 project led by Chris Priestman & Tricia Cooper (Wolverhampton University)**
- **Overcoming barriers in the public sector led by Tina Richardson (Staffordshire University)**
- **CPD in Change Management led by a (Consortium of Keele University, Wolverhampton University and Staffordshire University)**



Example of our Research Projects

- Skills for Higher Education
- Maths and English GCSE equivalencies
- Women in Engineering



Lifelong Learning Network

Staffordshire, Stoke-on-Trent, Shropshire, Telford & Wrekin

Retention of Vocational Learners Background

- Ethical approval and access arrangement were put in place.
- 55 participants were involved in focus groups and interviews.
- We also received 17 questionnaires from withdrawn learners.
- The quantitative data were analysed using descriptive statistics.
- Qualitative data were thematically analysed in order to identify the common themes.



Results

- The thematic analysis of the interview data resulted in seven main themes each of which also had a number of sub themes:
 - Differences and Similarities between Groups
 - Motivation to Enrol
 - IAG Accessed Before the Course
 - IAG Accessed During the Course
 - Study Skills
 - Withdrawal
 - Solutions



Recommendations

- The project has resulted in a number of solutions which may help reduce improve HE retention:
 - Relevant IAG before starting the course
 - Relevant IAG during the course
 - Study Skills
 - Flexible Delivery
 - Respond to the Cultural Change from FE to HE
 - Self-Confidence
 - Manage Expectations
 - Be Responsive



Conclusions

- Work closely with colleges and universities to raise awareness of the successful performance of vocational and work-based entrants.
- Link with student service and teaching and learning support networks and offer funding to improve the improve the visibility of IAG.
- Fund staff development to respond to manage learner expectations and the cultural change from FE to HE.



Aim

What are the challenges, barriers, opportunities and successes both internally and externally which influence learning and development in Shropshire nursing and residential homes?



Method

- **Literature review**
- **Questionnaires**
- **Semi-structured interviews**

- **All relevant data protection and ethical approvals were out in place prior to the beginning of data collection**



Analysis

- **The quantitative data from questionnaires (n=15) were analysed using descriptive statistics**
- **Qualitative data from the questionnaires and interviews (n=26) were thematically analysed**
- **A ten percent sample of interviews were analysed independently to establish inter-rater reliability**



Results

- **The thematic analysis of the resulted in seven main themes (each of which had a number of subthemes):**
 - **Drivers**
 - **Types of Training**
 - **Barriers**
 - **Solutions**
 - **Future Developments**
 - **The Personalisation Agenda**
 - **Success Stories**



Recommendations

- **Policy makers**
- **Gaps in Current Skills**
- **Beyond Statutory and Mandatory Training**
- **Information, Advice and Guidance (IAG)**
- **Planning**
- **Delivery**
- **Evaluation and Follow Up**
- **Future Research**



Conclusion

- **There is a lot of opportunity regarding statutory and mandatory training**
- **Participants were able to provide many examples of where learning and development had made a difference**
- **There is potential for more employer engagement which could potentially improve work based employer led learning into and through Higher Education**



Conclusion

- **The LLN has already begun to target these issues:**
- **Dementia qualification at Wolverhampton University**
- **CPD for allied health practitioners around enhancing their skills to manage acute illness.**
- **Study Skills for Higher Education**
- **IAG booklet**



Project Monitoring and LLN Evaluation

- This main aim of this project is twofold:
 - To collect final monitoring information from projects funded by the Lifelong Learning Network (LLN)
 - To evaluate the LLN
- The results of this project will have a number of uses, for example, dissemination, information for our conference and HEFCE reporting.



Group Discussion

- What LLN activities should we evaluate?
- How can we evaluate these activities?

