

# NIACE Research and Development



## Key Findings



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### "Can-Do" Derbyshire ADAPT project

#### Abstract

- ❖ Analysing the training and development needs of participating SMEs.
- ❖ Addressing the learning and training needs of SMEs and individual employees through credit based unitised provision.
- ❖ Motivating employees to take up learning opportunities through credit based provision.
- ❖ Providing and developing effective and appropriate ICT supported learning.
- ❖ Promoting credit based and ICT learning opportunities with its European partners.

**Partners:** UK-University of Derby, Burton College, Derby Tertiary College, Mackworth College, SE Derbyshire College, High Peak College, Southern Derbyshire Chamber EU – IDEC (Gr), ASALMA (Sp), GOIEKI (Sp), COGNOS (D)

#### Research methodology:

- ❖ Visits and discussions with participating companies and with learners
- ❖ Observations of learners
- ❖ Discussion with project staff at each college
- ❖ Review of learning materials
- ❖ Questionnaires to employers
- ❖ Questionnaires to learners

#### Key Findings

The main conclusions of the project are:

- ❖ Training needs analysis effective. Employers found the process and results useful.
- ❖ Employers mainly interested in training to meet their own needs.
- ❖ Employers clearly motivated to take part in on-line learning.

- ❖ Support for learners vital to ensure they complete their learning programmes successfully.
- ❖ Need for flexible approach in deciding which methods of support are best for a particular employee.
- ❖ Material should be designed to fit a study programme of small chunks of learning.
- ❖ Combination of workbook and support clearly effective with a motivated learner.
- ❖ E-mail very effective method of tutorial support, but still need face-to-face meeting.
- ❖ Integration of different aspects of project essential to ensure smooth flow and maintain interest. Delays and gaps in a programme lead to learners and employers losing interest.
- ❖ Many employers do not fully understand benefits and functions of qualifications and credits.
- ❖ Exposure to online and flexible approaches to learning changes learners' preferences to methods and location.
- ❖ Learners significantly motivated by working towards qualification.
- ❖ Materials development is time consuming and difficult for individual college to carry out quickly in context of other priorities.

## Recommendations

- ❖ Delivery models – each partner had different approach. Recommended that a joint workshop should be held to share experience.
- ❖ Learning materials – development of materials requires considerable resources and expertise. Partners should consider joint development.

## Output

- ❖ External evaluation report (2001) *“Can-Do” Derbyshire ADAPT project.*

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**Project Manager: Alan Clarke**

**Email: [alan.clarke@niace.org.uk](mailto:alan.clarke@niace.org.uk)**

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promoting adult learning

21 De Montfort Street  
Leicester LE1 7GE

Tel: +44 (0)116 204 4200/1  
Fax: +44 (0)116 2854514  
Website: [www.niace.org.uk](http://www.niace.org.uk)

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