

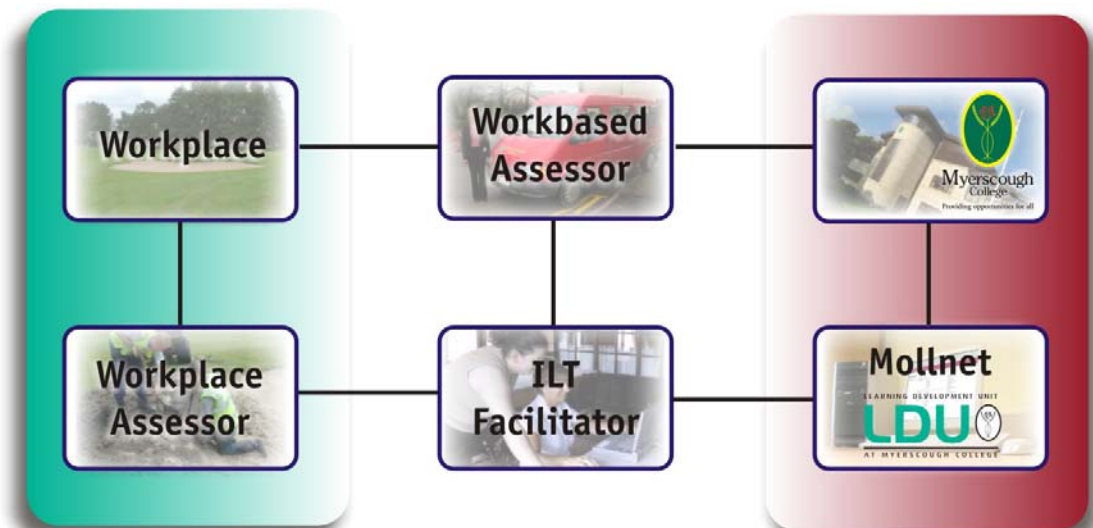
# EVALUATION REPORT

## PROJECT TITLE:

**PAL ( Package Assisted Learning ) for Rural Renewal - Training  
of Trainers**

**PROJECT REF NO  
ESF/0203/223**

**LEAD ORGANISATION  
Myerscough College**



**Evaluation Report**  
**PAL ( Package Assisted Learning ) for Rural renewal**  
**Training of Trainers**

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# **Evaluation Report**

## **PAL ( Package Assisted Learning ) for Rural renewal**

### **Training of Trainers**

#### **Overview of the Project**

An analysis of national, regional and local policy showed that rural enterprises, and the rural economy, are faced with major challenges, requiring new and often higher level skills. At the same time they face particular barriers to supporting workforce development.

The 1990 Lantra (NTO) study showed higher level skills were needed in all land-based industries and the English Rural Development Plan also recognised the need for skills to support diversification.

In the April 2002, the NWDA Rural Renaissance Strategy described the challenges particularly impacting on rural areas and the specific barriers rural enterprises face, ‘ small rural businesses are subject to the pressures that limit small firms everywhere from undertaking research and development, training, business planning and other development actions.’

The specific issues facing rural businesses include the seasonality of their work and their remoteness from traditional and specialist training provision. Workplace learning is an effective method of increasing the skills of employees whose skills have become outdated as a result of changes/challenges impacting on rural enterprises. Accessible, appropriate work based training provides an opportunity to overcome the barriers to training and allow employees of small rural enterprises to partake in training.

Myerscough College has a very active workbased programme offering a range of NVQ's to rural industries. This method of delivery involves workbased assessors visiting the workplace to deliver training and assessments.

The enhancement of workplace learning through e-learning was a natural progression for the College. The PIU ' In demand, Adult skills' report draws attention to the potential of ICT to provide the flexibility SME's need. The College has appreciated that the delivery of workbased training could be greatly enhanced by the effective development and use of e-learning as this would provide access to more interactive learning materials and self assessment tools as well as providing a support network between tutor and students and between students. This is important as the students are often based in remote rural locations, do not attend College at any time and , therefore, lack the interactivity and support from fellow students.

Myerscough College with ESF and NWDA support, already support rural learning networks by the use of the Internet. This project aimed to use this infrastructure, a Virtual Learning Environment ( VLE ) to support the use of ILT in the workplace by providing a platform for the delivery of learning materials. This system uses the VLE, Blackboard and is called MOLLNET ( Myerscough On-line Learning Network ).

In order to effectively enhance the delivery of workbased training a series of learning materials were required for use in the VLE. The materials needed vary from simple word documents to more interactive web based packages. The development of learning packages to support NVQ achievement in rural enterprises, referenced to NVQ's, will hopefully support the accreditation of workplace learning.

The MAFF report ( 2000 ) showed, however, that lack of skills was limiting the potential use of ICT in land-based industries. The 2002 DfES Post 16 E-Learning Strategy Task Force Report ( 2002 ) stated “ the availability of suitable e-learning content is very limited” and pointed to a critical lack of skills in supporting e-

learning and that SME's should be supported... to engage in relevant, appropriate occupational online learning.'

The use of ILT by the College for workbased delivery has identified many barriers to the effective use of e-learning in the workplace including:

- Lack of access to IT facilities by students and employers
- Lack of tutor confidence in delivering using ILT technology
- Lack of employer awareness and confidence in the use of ILT

In order to address these issues, this project proposed to offer training and mentoring to both workbased assessors working for the College and workplace assessors in the workplace ( usually supervisors or the employer themselves). By raising employer awareness of the systems and materials available it was hoped that the quality of provision to the student would be improved making more effective use of all available resources.

The project aimed to benefit SME's in rural areas in that high quality ILT learning content and systems can provide a means of overcoming barriers to learning brought about by seasonality and remoteness from specialist training services.

The development of workbased / place assessors skills to enable them to effectively support workplace learners using ILT packages and systems is essential to increase the ability to support learning in SME's in rural areas.

## **Project Activity**

An implementation plan for the project was produced.

See Implementation Plan Appendix 1

There were two main strands of activity within the project.

- A Training and Mentoring of workbased / place assessors
- B Development of on-line materials to facilitate delivery in the workplace

### **A. Training and Mentoring**

The primary aim of the project was to train workbased / place assessors to effectively use ILT in the delivery of workplace training. This was to overcome the barriers to the use of ILT due to a lack of confidence and skills required for using new technologies.

**Workbased assessors** are those staff employed by the College that deliver workbased training at a variety of locations.

**Workplace assessors** are based at one location and are not employed by the College but assist with the assessment and support of students at their place of employment.

In order to implement this training and mentoring the following stages were needed.

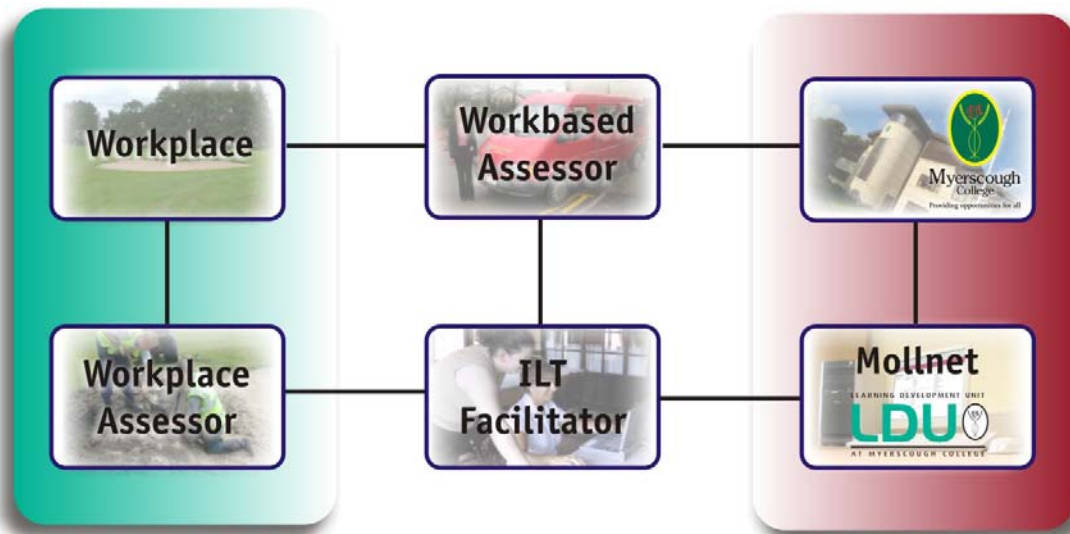
#### **1. Appointment and Training of ILT Facilitator**

To enable the training of workbased and workplace assessors, an ILT facilitator was recruited. An initial objective of the project was to determine the role of this member of staff as this was a new concept for the College.

The new role addressed the following:

- Provision of support to workbased / place assessors in the use of ILT to deliver learning in the workplace
- Co-ordination of the training of the workbased / place staff in the qualifications needed to increase their skills needed in the use of ILT

**Figure 1 Role of ILT Facilitator in workbased learning**



An ILT Facilitator was appointed and training was given in the following areas:

- ***Workbased training methodology***

This was essential as the ILT Facilitator worked very closely with the workbased / place assessors to ensure that the efficiency of NVQ training was enhanced.

- ***Use of Mollnet system***

The ILT Facilitator had to be able to support workbased / place assessors in the use of Mollnet and, therefore, they had to be familiar with all the facilities the VLE had to offer. This included a knowledge of the learning materials available, the support systems used, such as e-mails and discussion boards as well as the administration procedures such as enrolments and tracking of student access.

- ***The courses to be offered***

The ILT Facilitator was responsible for organising and administering many of the course offered to the workbased / place assessors. A thorough knowledge of each qualification was needed in order to effectively promote and co-ordinate the training.

- ***The development of a tracking system***

The development of a tracking system to monitor the progress of the training was essential for effective co-ordination.

## ***2. Identification of training for workbased / place assessors***

In order to equip workbased / place assessors with the skills to train, assess and support students in the workplace using new technologies a variety of skills or qualifications were needed.

- To ensure effective assessment of NVQ competence the Assessor and Verifier Awards ( A1 / V1 ) were identified
- To improve the delivery of Key skills as part of the NVQ programme, key skill awards were identified.
- To enable the assessors to support students accessing learning materials using technology, IT qualifications were identified.
- To achieve effective learning and support for students using technology specific online tutor qualifications were identified.

The qualifications / training considered are shown in Table 1.

## ***3. Delivery of Training for workbased / place assessors***

### ***Recruitment***

The primary targets for the training were:

- College based Workbased assessors
- Workplace assessors

Recruitment for this project was mainly achieved by the ILT Facilitator liaising with key members of staff within the College.

The Workbased Training Co-ordinators based at our centres at Myerscough and Croxteth promoted the training to the workbased assessors through the Workbased meetings which occur at regular intervals. The ILT Facilitator also attended meetings at both centres to increase their knowledge of workbased methodology, meet the workbased assessors and also promote the training.

The workbased assessors were then able to promote the courses available to workplace assessors on their routine visits to the workplace. To help the workbased assessors with promotion fliers were produced for the E.C.D.L. training ( Appendix 2 )

**Table 1 Qualifications considered**

Qualification / Training	Details	Comments
Assessor and verifier Awards A1 / A2 / V1	To enable workplace assessors with assessment of NVQ's in the workplace to ensure more effective and efficient training.	A new qualification and difficulties experienced at obtaining approval to deliver these qualifications
In house Assessor training	Updating of assessors on assessing and verifying procedures	In house training required
Key Skills for Trainers	No Key skills Practitioner awards available. Key skills decided upon.	Many materials already available.
E.C.D.L.	Nationally recognised IT qualification	Methodology for workplace delivery to be devised.
Advanced IT training for tutors	Training to upskill the IT Tutors providing support for the workbased assessors.	Inhouse training
Ferl Practioner Programme (FPP)	ILT Qualification for trainers using e-learning	New qualification requiring developmental work
In house ILT Training	Use of Mollnet Specific training required on the use of the VLE	Requirement for all College staff. Informal workshops used.

## **Delivery**

Table 2 shows a list of the courses that were offered either to the workbased / place assessors or the students in the workplace accessing e-learning as part of their course.

The method of delivery varied with the courses on offer.

**Table 2 Methods of delivery**

<b>Training</b>	<b>Method</b>	<b>Mollnet Use</b>	<b>Packages</b>
A1 / V1 awards	External training organisation	A site created for future delivery	A1 workbook required
In house Assessor training	Workshops	Not used for this area	
Key Skills	Workshops and self study	Key skill packages for student use	NLN Packages
E.C.D.L.	Distance learning by books and Mollnet	Mollnet site created	Materials developed
IT Training	In house workshops		
In house ILT training	In house workshops and informal sessions	Staff training site	Mollnet guides
Ferl Practitioner Programme	Not delivered	Mollnet site created	Packages required
NVQ's	Workbased delivery	Mollnet site	Variety of packages required
Basic Food Hygiene	On-line delivery	Mollnet site	Packages from external trainer used

## **B. Development of on-line materials**

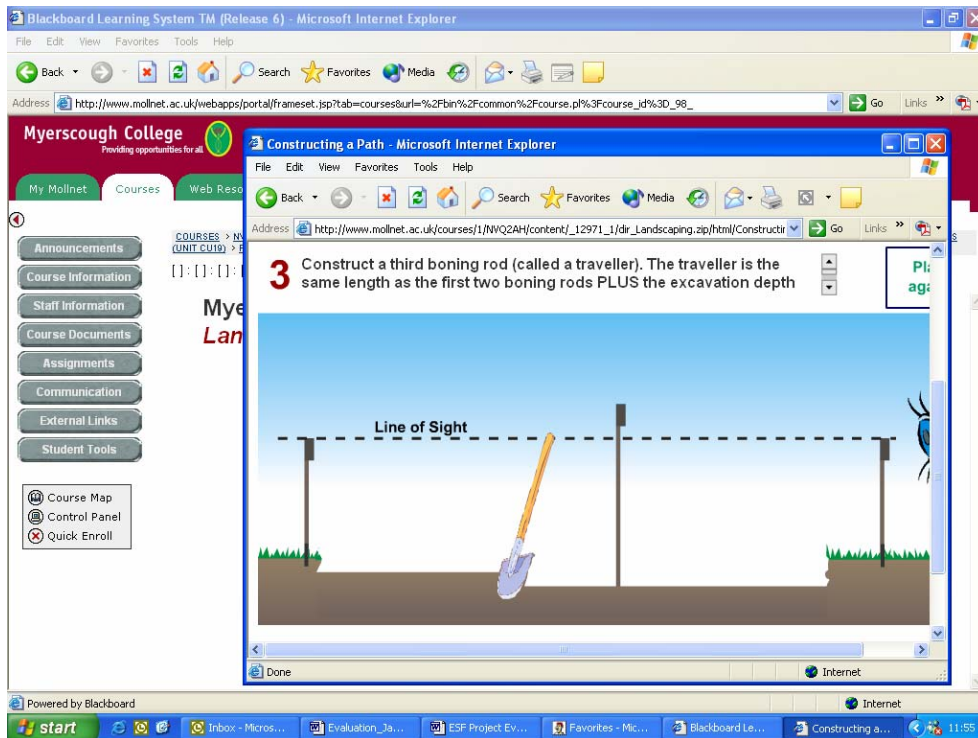
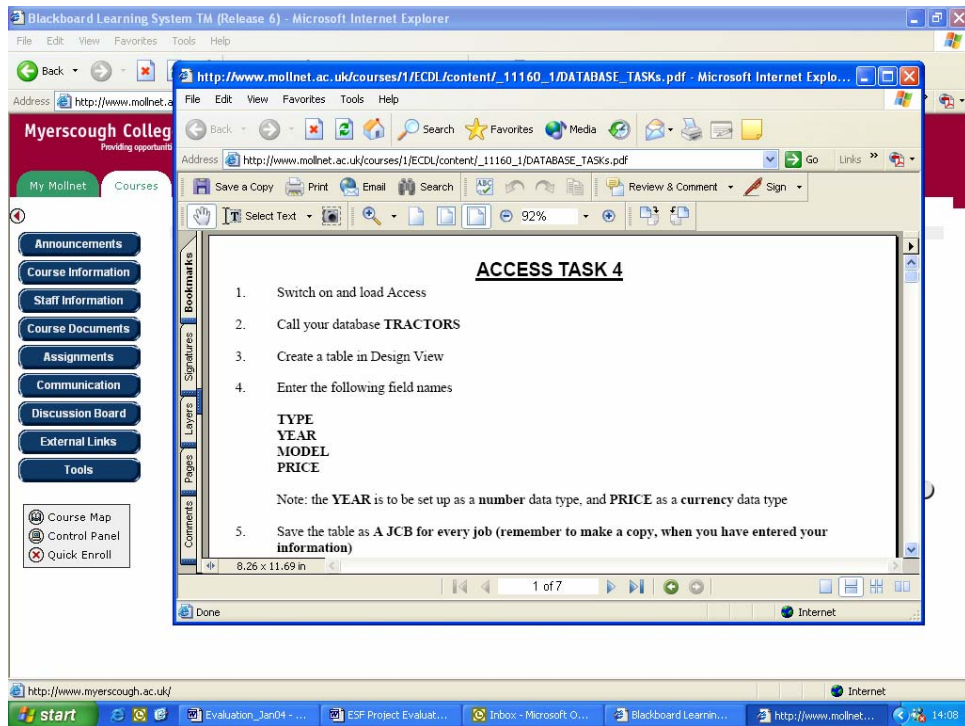
The development of appropriate materials to facilitate workbased training is vital to ensure students use the Mollnet site and participate in e-learning. There were two different strands to the development of on-line materials.

- Firstly there was a need for on-line packages that enhanced the delivery of NVQ's and Key skills in the workplace.
- Secondly the training for assessors was partially delivered using ILT and for each of the courses, learning materials had to be developed. This method of delivery was used to ensure that the assessors had to access to the Mollnet system for their materials and, therefore become familiar with the system.

The number of packages required for the diverse range of training offered to workbased / place assessors and to support the delivery of NVQ's in the workplace was extensive. Within the scope of the project it was not possible to create all the necessary packages to support assessor training and NVQ delivery. To ensure the most effective use of the materials developed within the project, the packages were designed in a variety of formats to perform differing functions in the learning process. It was hoped that the development of these formats would, in the future, be used as templates for further packages.

Seventeen packages were developed that used various formats and templates from simple word based documents to workbooks to online packages. As yet only a small proportion of the required packages have been developed. Where possible existing materials were used such as the NLN Learning Materials and Basic Food Hygiene packages which were uploaded onto the VLE.

**Figure 2 Learning Materials on Mollnet**



**Table 3 Learning Packages Created**

<b>Course</b>	<b>On-line packages</b>	<b>Format</b>	<b>Comments</b>
Assessor Awards	A1 NVQ Workbook	Word document, paper based and online availability	Future work will result in further interactive packages
Key Skills	Interactive packages	NLN packages (nationally developed )	Materials for key skills already written
ECDL	Information sheets Help sheets Sample tests Worksheets	Word documents uploaded to Mollnet	Paper based version often needed more than on-line version
IT Training for tutors	None	N /A	Traditional materials used for in house training
<b>NVQ Learning Materials</b>			
Level 2 Horticulture	3 NVQ Workbooks	Word document and uploaded onto Mollnet	Paths, Repair of structures and surfaces, Rock gardens
	Mowing microsite	Interactive web based package	NVQ Background Knowledge
	Turf maintenance	Interactive web based package	NVQ Background Knowledge
	Paths microsite	Interactive web based package	NVQ Background Knowledge
	Horticultural tools	Interactive web based package	NVQ Background Knowledge
	Grass Plant Drag and Drop	Self assessment tool	NVQ Background Knowledge
Level 3 Horticulture	Soil water management microsite	Interactive web based package	NVQ Background Knowledge
	Learning Styles Questionnaire	Interactive web based package	Quiz based activity
	Pre-appraisal form	Interactive web based package	Allows data entry
	1 NVQ Workbook	Word document and uploaded onto Mollnet	Plan drawing
Basic Food Hygiene	Basic Food Hygiene	Word documents with some online quizzes	Outside source used for materials

## Achievements of the Project

This project was re-profiled in September 2003 due to the difficulties encountered with the delivery of the A and V Awards and the late start of the project.

### Training

The table below outlines the training that occurred per course and the numbers completing the course or achieving a qualification.

**Table 4 Training Outcomes**

Course	No. Enrolled	No. Completed	No. Achieved	Comment
A & V	8	0	0	External trainer used
Key Skills	14	0	0	Exams in 2004
E.C.D.L.	63	2	2	Exams continuing in 2004
CLAIT plus	10	10	0	No Qualification
NVQ's	11	0	0	Training ongoing
In House Assessor Training	51	51	0	No Qualification
In house IT training	10	10	No qualification	
FPP	0	0	0	Scheme difficult to develop
Basic Food Hygiene	14	6	6	
<b>All Courses</b>	<b>181</b>	<b>77</b>	<b>8</b>	
<b>Reported Figures</b>	<b>163</b>	<b>65</b>	<b>8</b>	

The figures presented for all the courses are higher than the reported figures this is because these figure include duplicate beneficiaries on the training courses.

These duplicates were not included in the financial returns.

Despite the late start of the project and the extensive development that was required, the project reached the outcome of 155 participants in training. The number of participants was actually 5% higher than this at 163. The number of female participants also exceeded stated targets in that 106 females took part in the training against a designated target of 35.

The number of beneficiaries working towards a qualification, however, was lower than targeted, 107 were working towards as to opposed to the 128 targeted. This was mainly due to the fact that often the training required for the use of ILT in the workplace is bespoke training which is not accredited.

The number of beneficiaries completing a course or achieving a qualification was very small. This was due to the late recruitment to the courses. The innovative nature of all the training necessitated various degrees of developmental work before training could begin. Although this developmental work occurred and training commenced the recruitment was often too late to allow the majority of the trainers sufficient time to complete their training within the life of the project. The inability of the College to deliver A and V Awards also contributed to the delay in recruitment.

Some of the beneficiaries did complete their examinations before the end of the project but the results had not been confirmed.

The training of these beneficiaries will continue after the project and this will hopefully bring some further achievement.

The project outcomes included the training of 46 trainers. This was the re-profiled figure due to the lack of the College's ability to deliver A and V units and the ineligibility for the project of training of less than 9 hours.

Subsequent to an LSC training session held in December 2003 it became apparent that courses of less than 9 hours were eligible for LSC co-financed

funding. The workplace assessor training, therefore, became eligible for the project and, therefore, a total of 126 trainers were trained.

### **Learning Packages**

The target for the project for the development of learning packages was 10. 17 Learning packages were produced and these are shown in Table 3. The number of packages required for the diverse range of training offered and to support the delivery of NVQ's in the workplace was found to be much larger than expected and as yet only a small proportion of the required packages have been developed.

### **Online guides**

The majority of staff and students were found to need some structure or guidance on the facilities available through Mollnet and how to most effectively use the interactive materials. To address these issues Staff and Student guides to Mollnet were produced.

### **Areas of Innovation**

The following aspects of the project involved some degree of innovation:

- The development of a methodology for the delivery of E.C.D.L. in the workplace
- The production of interactive materials referenced to NVQ's
- The development of off site delivery of A and V units.
- Mentoring of workbased assessors for ILT through the use of an ILT Facilitator to assist workbased / workplace staff to overcome the barriers to the use of ILT in the delivery of workbased training.

### **Identification of Areas of Good Practice**

Throughout the project efforts were made to liaise closely with different areas within the College which had specific expertise, in order that the most effective

use could be made of their established methods. For example the project staff worked closely with members of the workbased team to ensure that materials developed were suitable for the training required.

The training of the trainers in the use of ILT resulted in staff gaining additional skills which contributed to their continued professional development.

In the production of learning materials, the development of templates rather than individual packages, was the method adopted to facilitate the production of further learning materials. The templates produced have already been used in the production of learning materials for Foundation Degrees on-line which form a natural progression route for many of our workbased learners.

### **Lessons Learnt and Areas for Improvement**

The project involved many areas which were new either in the way the courses were delivered or in the qualifications being offered. There was an underestimation of the time required for the development of these courses especially for on-line delivery. The Ferl Practitioner Programme in particular was found to require considerable development work to make the scheme user friendly.

A suitable candidate for the ILT Facilitator was difficult to find. This was due to the variety of skills required for the role. The role required good IT skills, excellent communication skills and a knowledge or empathy with workbased delivery. Even with these skills the ILT Facilitator still required training in the use of Mollnet and a thorough knowledge of the workbased teams who are located throughout the North-West. These factors resulted in a delay in the start of the training phase of the project.

The delivery of the IT courses for the workbased/place assessors was initially intended to be through the Mollnet system. It was soon noted that the assessors'

IT skills were often at a level that meant they were not able to access the materials through e-learning. Alternative forms of delivery such as paper based materials and workshops had to be used to deliver the initial training. Following this some of the assessors were then able to use the Mollnet system.

### **Dissemination of Good Practice**

The outcomes of the project will be disseminated internally through the following channels. The progress of the workbased IT training and A and V Training will be presented at Workbased meetings and the Curriculum Management and Quality Group. The format and use of the learning materials will be discussed at the Learning and Teaching Committee.

The methodology for IT training in the workplace will be passed to the Rural Business School at Myerscough College and the work continued.

### **Information Communication Technologies**

The project has at its core developing skills to use ICT to support workbased learners and provide access to learning. The benefit offered in this project is that ICT enhances the quality of remote ( workplace ) delivery through allowing a much greater level of interactivity than is possible with paper-based materials. The use of ICT also enhanced learner support.

### **Equal Opportunities**

Myerscough College is fully committed to supporting Equal Opportunities. Both the development of materials and the subsequent delivery took into account equal opportunities issues taking special account of the needs of the rural area. The central objective of this project was to widen access to learning, recognizing that the rural location can bring particular disadvantages and compound other disadvantages faced by priority groups. The project aimed to provide training in a flexible way to help match the needs of the various groups such as women,

disabled people and older workers. For all these groups the system of blended learning will open up learning opportunities.

### **Sustainability, Exit Strategy, Mainstreaming**

The methodology developed for the delivery of E.C.D.L. and A and V Units in the workplace has been adopted by various areas of the College. The Rural Business School will continue the workplace delivery of E.C.D.L. and the Learning Development Unit will deliver A and V Units to rural SME's using similar methodology, supported by mainstream funding, employer and employee investment.

For both these areas of work an ILT facilitator will be required and this position is being retained by the College.

### **Tools to evaluate the impact of the project**

The impact of the project will be shown by the increase in the uptake of the Mollnet system by workbased / workplace assessors and their corresponding NVQ students. This information will be available through the Mollnet tracking system.

**SIGNATURE:**

**DATE**

# APPENDIX 1

## Implementation Plan

**PAL Implementation Plan**

**Delivery Plan ESF Co-Finance Objective 3 2002 – 2003**

*Project aims to develop ICT material to support workplace learning in rural enterprises and train 190 tutors/workplace mentors in using ICT to support learners. We will create a further 10 ICT learning support packages referenced to NVQ's, develop a programme with support materials for workplace mentors, and deliver training to learning support teams made up of mainly workplace mentors with some college tutors who also support workbased learning. The project will benefit SME's in rural areas: achieving the benefit that high quality ICT learning content and systems can provide in overcoming barriers to learning brought about by seasonality and being remote from specialist training services.*

**Name of Project:** Packaged Assisted Learning for Rural Renewal Training for Trainers- PAL

**Dossier Number:** \_\_\_\_\_

**Project Manager :** Julie Youngs

**LSC Project Reference:** ESF/0203/223

**Project Start Date:** 1<sup>st</sup> January 2003

**Project End Date:** 31<sup>st</sup> December 2003

<b>Date</b>	<b>Activities to be undertaken</b>	<b>Milestone (A clearly measurable output of what you will have achieved)</b>	<b>Date</b>
By 31st March 2003	<i>Project start date 1 January 2003                      Research ILT / Trainer qualifications to be offered.                      Prepare and carry out course advertising &amp; promotion                      Recruit ILT trainer                      Training of ILT trainer for mentoring workbased staff                      Identify other key staff                      Develop Tracking systems for staff and students trained                      Develop learning materials templates                      Enrol workbased trainer/tutors / students                      Trainer pack developed                      Monthly claims submitted LSC Lancashire</i>	<i>ILT / Assessor qualifications researched and confirmed</i>	31/03/03
Quarter 1		<i>Project promotional material prepared                      ILT Trainer recruited by 28th February                      Tracking system developed by 31<sup>st</sup> March                      1 Implementation Plan</i>	31/03/03 28/02/03 31/03/03 28/02/03
		<b>Cumulative Outputs</b> Beneficiaries	<b>No.</b> 0

By 30th June 2003  Quarter 2	<i>Prepare learning materials Enrol workbased trainer/tutors / students Mentoring of workbased trainers/tutors Deliver ILT workshops to College tutors and trainers Deliver ILT workshops to workbased staff Trainer / Tutors online forum developed Prepare mid project evaluation in June 03 Monthly claims submitted LSC Lancashire</i>	<i>10 learning packages developed</i>	30/06/03
		<i>80 beneficiaries enrolled</i>	30/06/03
		<i>40 trainers trained</i>	30/06/03
		<i>60 working towards qualification</i>	30/06/03
		<i>One mid-project evaluation</i>	30/06/03
		<i>25 Learners gaining a qualification</i>	30/06/03
		<i>35 Beneficiaries completing the course</i>	30/06/03
		<i>30 Leavers in work or further study</i>	30/06/03
		<i>65 increase in lifelong learning</i>	30/06/03
		<b>Cumulative Outputs</b>	<b>Nos.</b>
		Beneficiaries	80
		Learners gaining qualifications	25
		Learners completing	35
		Beneficiaries in work or further study on leaving	30
		Net increase in participation in lifelong learning	65
By 30th <sup>t</sup> Sept 2003  Quarter 3	<i>Deliver ILT training to College tutors On-going preparation of learning materials Mentoring of workbased trainers/tutors Monthly claims submitted LSC Lancashire</i>	<i>95 beneficiaries enrolled</i>	30/09/03
		<i>85 beneficiaries complete</i>	30/09/03
		<i>65 beneficiaries working towards a qualification</i>	30/09/03
		<i>30 trainers trained</i>	30/09/03
		<i>80 leavers gaining a qualification</i>	30/09/03
		<i>105 leavers in work or further study</i>	30/09/03
		<i>80 increase in lifelong learning</i>	30/09/03
		<b>Cumulative Outputs</b>	<b>Nos.</b>
		Beneficiaries	175
		Learners gaining qualifications	105
		Learners completing	120
		Beneficiaries in work or further study on leaving	135
		Net increase in participation in lifelong learning	145

By 31 <sup>st</sup> December 2003  Quarter 4	<i>Continuation of training  Development of mechanisms for continuation of mentoring  Complete paperwork and final evaluation 31<sup>st</sup> December  Monthly claims submitted LSC Lancashire  Project end date 31<sup>st</sup> December 2003</i>	<i>15 beneficiaries enrolled</i>	30/12/03
		<i>15 beneficiaries working towards a qualification</i>	30/12/03
		<i>30 Leavers gaining a qualification</i>	30/12/03
		<i>50 beneficiaries completing their courses</i>	30/12/03
		<i>50 beneficiaries in work or further study on leaving</i>	30/12/03
		<i>5 net increase in lifelong learning</i>	30/12/03
		<i>Final evaluation report</i>	
		<b>Cumulative Outputs</b>	<b>Nos.</b>
		Beneficiaries	190
		Learners gaining qualifications	135
		Learners completing	170
		Trainers trained	70
		Working towards qualifications	140
		Beneficiaries in work or further study on leaving	185
		Net Increase in participation in lifelong learning	150

## APPENDIX 2

### Publicity Material for E.C.D.L.

# ECDL



ECDL is an Industry recognised qualification suitable for beginners.

Units include:

- **Basic concepts of IT**
- **Using the computer and managing files**
- **Word processing**
- **Spreadsheets**
- **Database**
- **Presentation**
- **Information and Communication**

**FREE**

- Assessments are taken after each unit
- Candidates will be supplied with a logbook to record achievement & allow for continued study.
- Certificates will be awarded to students who successfully complete any units

**Free online delivery of one or more units is available to all employers working with Myerscough College students.**

For further information or to book a place on this course, contact Sandy Hunter on  
**01995 642255**

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