

TRAVORS Workshop

**Evidence for best practice in skill development,
and evaluation of application of the approach
in international trials.**

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DWP Psychologists + Skills Development

- Long-standing involvement in improving interview skills of employment advisers in UK Jobcentres.
- Design of new courses and redesign of legacy programmes
- Main focus on skill development for trainers of advisers
- Self-efficacy a key construct
- Positive impact on:
 - the effectiveness of adviser behaviour
 - advisers' job satisfaction

Self-Efficacy (SE) and Skill Development

- People guide their lives by their beliefs of personal efficacy
 - ***“Perceived self-efficacy refers to beliefs in one’s capabilities to organize and execute the courses of action required to produce given attainments”***
- SE beliefs constructed from 4 main information sources
 - enactive mastery
 - vicarious experiences
 - verbal persuasion
 - affective states
- SE is an influential and well researched theory
- Application of SE to training is less well known

TRAVORS

– An opportunity to apply the approach

Project Aim: The dissemination of innovation in vocational rehabilitation training for advisers and their trainers

DWP Aim: The transfer of learning from its work with trainers and the application of it in courses developed by partner organisations across Europe. Scope extended to include adviser training.

TRAVORS training designs guided by:

- Rehabilitation Programme (RNL)
- Training Design Specification (DWP)

DWP Contribution

- Training Design Specification:
 - Training Design Principles
 - Evidence-based references
 - Guidance for self-assessment of Model Fidelity

Then:

- Training design support to partners
- A technical evaluation of the training

DWP Training Design Principles

1. Psychological Concepts	2. Training Techniques
1.1 Self-efficacy 1.2 Learning Modes	2.1 Learning Needs Analysis 2.2 Skills First 2.3 Skills Acquisition
3. Technology	2.4 Blended Learning 2.5 Pre-requisite Learning
3.1 Accessibility 3.2 Usability 3.3 E-Learning	2.6 Number of Delegates 2.7 Consolidation 2.8 Cohort as a Resource 2.9 Evaluation

DWP - Hypothesis

1. Training that attends to SE will result in higher SE for trainers and advisers
2. Training that attends to appropriate skill development will be recognised by trainers and advisers as useful in their work, with plans for workplace usage
3. Course alignment with design principles will impact on recognition and performance

TRAVORS -Technical Evaluation 1

Original aims:

- Test the products against the DWP training design criteria; and
- Provide evidence of the effectiveness of the training courses in assisting disabled people into work

Methodological Issues:

- Time constraints
- Scale construction

TRAVORS -Technical Evaluation 2

Revised aims:

- Assess self-reported changes in trainer self-efficacy and self-reported perceptions of adviser abilities as a consequence of attending the TRAVORS trial events; and
- Review the training products against the DWP design criteria.

Approach:

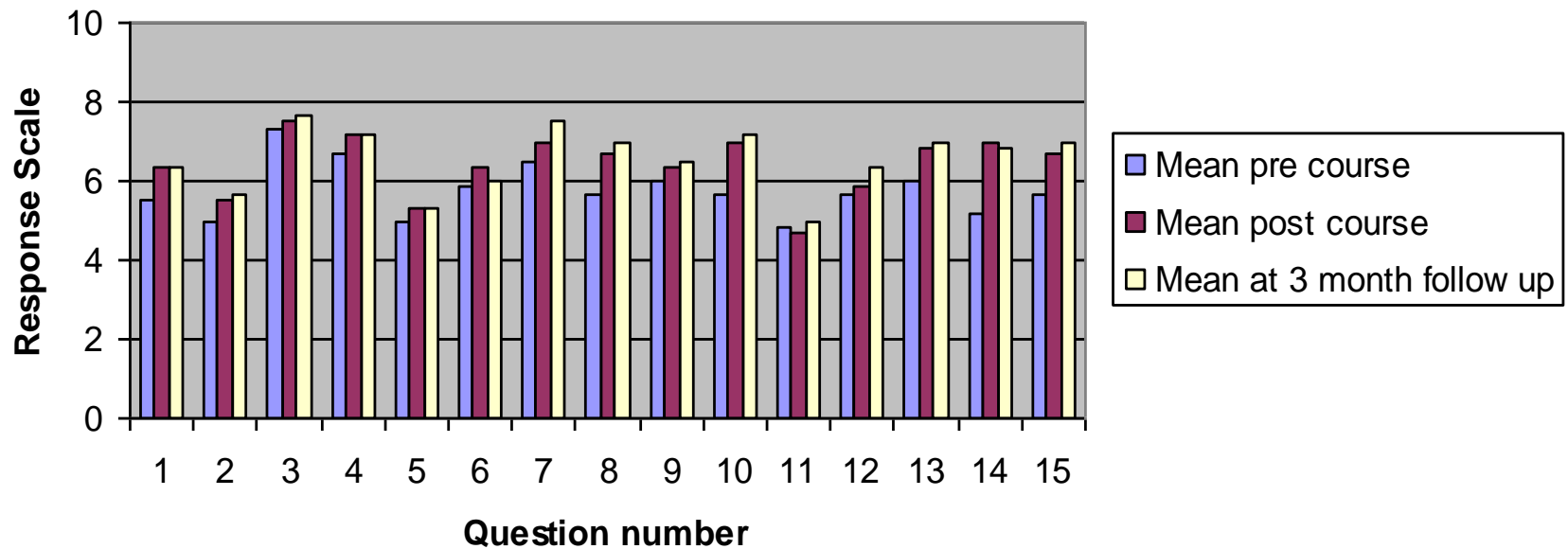
- Mixed methods
- Analysis: June/July 2010

Data Analysis Overview

- Illustrative examples of quantitative and qualitative analysis:
 - Self-report questionnaires (advisers and trainers)
 - End-of-session learner reviews
 - Model Fidelity review
- Data not reported:
 - Manager/supervisor questionnaires
 - Quality Assurance Framework (skills)

Self-Efficacy Changes (Estonia)

Trainers' pre and post course and 3 month follow up self efficacy ratings - Estonia

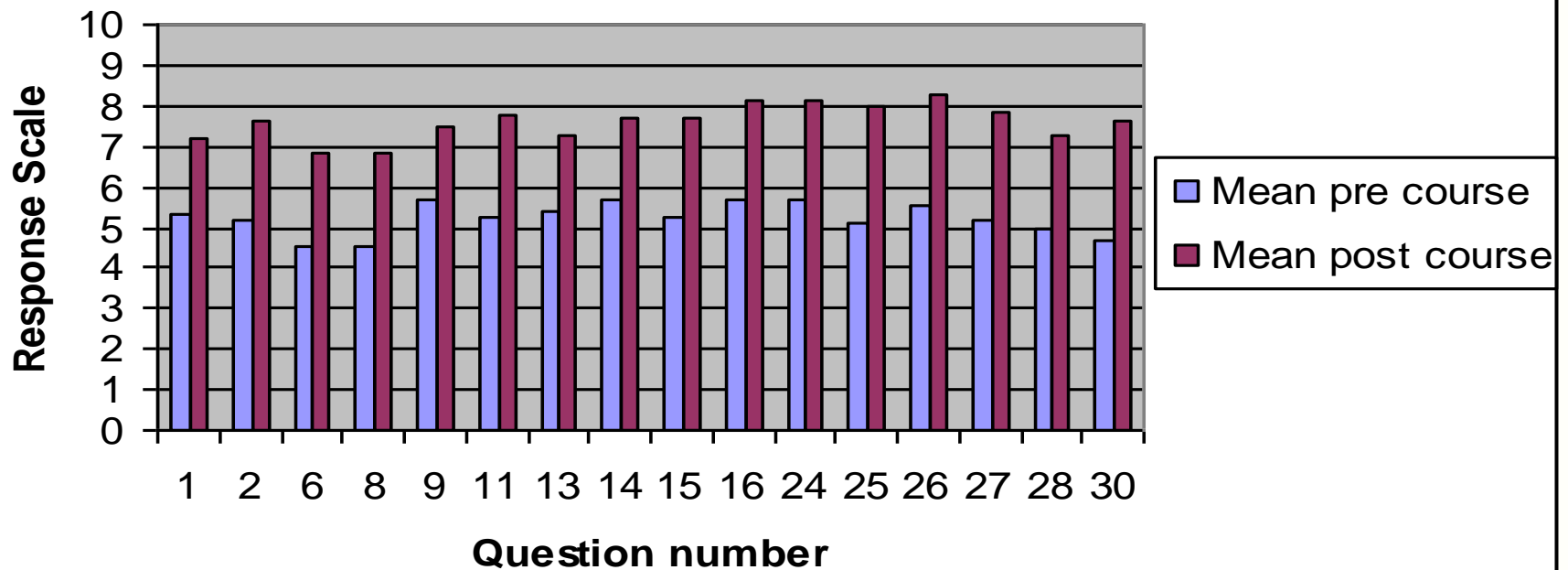


Self-Efficacy Measures

- **Self-Ratings:** confidence / belief in own ability
- **Items:** How much/well can you...?
 - adapt materials to participants' needs appropriately
 - provide feed-forward input to help the participant learn the skills during a micro-skills session
- **Scale:** 0 1 2 3 4 5 6 7 8 9 10
Nothing A Great Deal

Changes in Advisers' Personal Judgements (Austria)

Advisers' pre and post course ratings - Austria



Learning Reviews: Trainers (Greece)

Q1: Was anything different to other training you have received in this area?

- Majority response - “yes”.
- Course delivered in an “experiential way”

Q2: What training will you take back to your workplace? How will you apply it?

- the protocol of collaboration to be observed “more strictly” and applied “as indicated”

Q3: Did the session suggest a development need for your Continuous Professional Development (CPD) log?

- protocol of collaboration
- “co-operation” with other specialists and staff.

Learning Reviews – Advisers (Spain)

Q1: Was anything different to other training you have received in this area?

- better content and presentation of material
- more user friendly language
- different points of view from other countries
- less practical and interactive

Q2: What learning will you take back to your work place? How will you apply it?

- practical work sheets
- working with employers (incl. influencing skills and job analysis/job adaptation).

Q3: Did the session suggest a development need for your Continuous Professional Development (CPD) log?

- working to change some users' belief
- more information about users and see how external factors can also affect them during their vocational rehabilitation
- awareness / response to employers' resistance

Model Fidelity 1: Learning Delivery Designs

Partner \ Programme	Trainer-Training	Adviser Training
Austria	Face-to-face	Blended learning
Estonia	Face-to-face	Blended learning
Greece	Face-to-face	Face-to-Face
Spain	E-learning	E-learning

Model Fidelity 2: Self-Efficacy

- All partners attended to the concept of SE with regards to both tutor-training and adviser-training
 - steps were taken to consider the tasks that would be important for tutor training and advisory work in the workplace
 - less detail about translation from tasks to skill elements
- Partner recruitment practice – range
- Low self-efficacy

Model Fidelity 3: Skills First and Skills Acquisition

- Partners showed thinking about primacy of skills in LNAs
- Less clear how translated into skills exercises: easier in face-to-face elements within blended learning approach
- Some learner profiles favoured discussion as basis for modification of workplace behaviours
- Trainer events could have usefully modelled a skills first approach

Model Fidelity 4: Technology

- Basic requirements for inclusive design met for trial events. For example:
 - Accessibility of e-learning platform (A-Tutor)
 - Access for geographically dispersed learner communities
 - Usability of guidance relating to technology platforms and task instructions
- More detailed, systematic and standards-based approach required with generic and technologically sophisticated training products
- Course evaluation feedback will improve training products

DWP Conclusions - 1

Some Positives:

- Training Design Principles can be applied in different ways and contexts
- Improvements in trainer self-efficacy and adviser confidence achieved with all delivery designs
- Learning about practical implications of international collaboration in this area

Limitations:

- Methodological constraints (numbers; delegates; language; time, etc)
- Empirical evidence remains a bit weak
- Performance outcomes not testable

DWP Conclusions - 2

Key learning to be applied in TRAVORS 2

- embedding concepts early
- live coaching during trials
- reducing translation burdens
- more robust evaluation

Thank-You !

- Any questions?
- More information at: **www.travors.eu**
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Model Fidelity 3: Pre-Requisite Learning

- Being clear about pre-requisite learning is an essential starting point for learners
- No evidence that the training detailed pre-requisite learning
- Selection of learners
- Urgency for recruitment
- No preparatory learning activities