

Association of Ringing Teachers - [www.ringingteachers.org](http://www.ringingteachers.org) - February 2016

Patrons: The Whiting Society, Paul Flavell and Helen McGregor & Peter Bevis

## Introducing the new ART Training Scheme Module 2

After research and testing, ART is pleased to announce the new **Module 2F** (Foundations) – Teaching Rounds to Plain Hunt and **Module 2C** (Changes) – Teaching Elementary Change Ringing.

Available from May 2016, these provide greater choice, flexibility and opportunity for new and existing Teachers.

Find out more inside!




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### Inside ART WORKS 15

- 2 Chairman's Chatter
- 3 800<sup>th</sup> Bell Handler Awarded
- 4 Module 2F - Teaching from Rounds to Plain Hunt
- 5 Bardwell & Docklands become ART Teaching Centres
- 6 Teaching Call Changes – putting it into action
- 8 Marsworth make most of Learning the Ropes
- 9 An All-Band Approach to Simulator Teaching
- 10 ART LtR 50/50 CLUB Christmas draw
- 11 Learning the Ropes for Nov, Dec 2015 & Jan 2016
- 12 Notice of changes to the ART Training Scheme Regulations

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### Editorial

Rob Parker  
[robparker@ringingteachers.co.uk](mailto:robparker@ringingteachers.co.uk)

I'm proud to be delivering this 15th edition of ART WORKS before handing over to Laura Amor. It seems a long time ago that Pip Penney suggested to me that we should have a magazine for ART Members and Teachers and also the wider ringing community. ART WORKS has, I hope, provided a consistent, interesting and informative update about the work of ART and the many exciting initiatives of our Members, Teachers and Ringers.

2016 will see many changes, the organisation is really growing into its second phase and that is fantastic to see. Please do continue to support ART and LtR in all your ringing as we build a stronger future for change ringing.

# Chairman's Chatter

## First graduate from the Birmingham School of Bell Ringing

The Birmingham School of Bell Ringing [BSoBR] established in January 2013 now has its first graduate! The BSoBR uses the Learning the Ropes progressive scheme with its Ringers and Christine Barnell, taught by Simon Linford completed her Learning the Ropes Level 5 via the Minor route, thus graduating from the school on January 11<sup>th</sup> 2016. A big congratulations too!

## ART is broadening its teaching base

As ART gradually develops a network of teachers, more training events can be organised at local level. In Devon, Les Boyce (ART Tutor) has organised an amazing program for the year with 65 training events timetabled. This will bring great results over the next few months and years!

During 2016, ART will be introducing a range of interesting Workshops – the intention for which is that they can be delivered across the country at exactly the kind of training events organised by Les. More details on the first of these new Workshops are included in this edition.

## New editor for ART WORKS

Rob Parker is now standing down as editor of ART WORKS. Now in its 15<sup>th</sup> edition, Rob has dedicated much time and hard work into development of the magazine over the years. We would all like to say a very big thank you for all the imagination and attention Rob has invested in the publication over this time.

We would also like to welcome the new editor, Laura Amor. Laura gained experience in publishing at Leicester University whilst working as a Research Scientist. Now a Mum, Laura rings at Melksham in Wiltshire.

## New Chairman for ART

The ART constitution requires Management Committee Members to serve no longer than a maximum term. Under this requirement, I will be retiring from the Management Committee having been Chair since the inception of ART in March 2012. I have, of course, been involved for much longer, having developed the ITTS Modules over a year or more and piloted them for the first time in 2009. The new Chair will be appointed shortly and will take-up office at the end of the ART AGM and Conference.

I will continue to work very closely with the ART Management team but will no longer be a Committee member. Not being Chairman will release much of my time for further development of educational resources; there are lots of ideas and lots of things to be done. So watch this space!

## ART Conference and ART Awards 2016

A great big thank you to all those who submitted applications for the inaugural ART Awards 2016. The judging is currently in progress, with the first ART Awards Presentation Ceremony in the evening of the ART Conference. If you can, please come along to the evening event – it is free but please pre-book via [www.ringingteachers.co.uk/conference](http://www.ringingteachers.co.uk/conference)

The Whiting Society will be manning a stall at the ART Conference. If you're interested in buying any of their merchandise, no cards can be accepted and any bulk orders need to be placed in advance by emailing [whitingociety@googlemail.com](mailto:whitingociety@googlemail.com)

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By Pip Penney

ART Chairman

[pippenney@ringingteachers.co.uk](mailto:pippenney@ringingteachers.co.uk)



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Christine Barnell receives an earlier Learning the Ropes certificate

 Association of  
Ringing  
Teachers  
**Conference 2016**

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HOSTED BY  
TAYLOR'S BELL FOUNDRY

# 800th 'Bell Handler' Awarded

Peter Vincent from Bampton, Devon has become the 800<sup>th</sup> person to be awarded their Learning the Ropes Level 1 (Bell Handling) certificate. He is pictured, right, with Jeannie Byham, who was presented with her Learning the Ropes Level 1 at the same time and Mandy Burnett, having been awarded her Level 3.

The trio were presented their certificates at their practice night in Bampton. Mandy also gained the Guild of Devonshire Ringers certificate for trebling to 120 changes.

Peter and Jeannie both began ringing in March 2015. Using the practice bell, linked to a simulator in Bampton tower with weekly sessions and more when possible. They both gained ability & confidence to join the band for general practices by the end of April, sharing a rope with a teacher to ring rounds on open bells. With a heavy work commitment, practices were intermittent during the summer but once into Autumn, Peter and Jeannie regularly managed teaching sessions on the practice bell, followed by open ringing with the rest of the band and some visits to Tiverton, St Peter's learners & open practices.

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By Sheila Scofield  
Bampton, Devon  
ART Member



Peter receiving his certificate alongside Jeannie and Mandy

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# Calling changes on ART Website

We've all lived with the website as it has grown with ART. However even those of us who use it regularly have found it difficult to find things sometimes. Hence the ART Management Committee have created a brand new website for the organisation; easy to navigate, more focussed pages and visually less cluttered.

In addition to the new look we have included features that illustrate the key principles of ART and how ringers have used the ART techniques to make a difference.

The website will replace the current [ringingteachers.co.uk](http://ringingteachers.co.uk) website, but this change does not affect the online learning website SmART Ringer.

What's new...

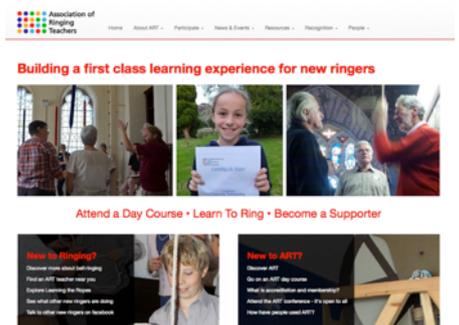
- **Navigation** – easy to use menus with an emphasis on speaking to teachers and ringers who are new to ART.
- **Case Studies** – success stories from our teachers and new ringers. These will be updated regularly.
- **Recognition** – updated on a daily basis with LtR achievers and accredited teachers.
- **People** – an emphasis on the many volunteers who make ART happen.

Over the next months the Directory will also be completely redesigned to make it much easier to find out what is happening in your local area.

You don't have to do anything to find the new website; you'll be automatically redirected later on in February. When that happens why not change your favourites bookmark to [www.ringingteachers.org](http://www.ringingteachers.org)?

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By Lesley Belcher  
ART Management Committee



A glimpse of the new ART homepage to be launched later this month

# Module 2F - new from ART

“Teaching from Rounds to Plain Hunt” could be just what you need to improve skills and build a keen band!

Since 2014, ART has been reviewing the content and structure of the ART Training Scheme (formerly ITTS). We are now pleased to announce that a refreshed version of the existing Module 2 will remain, under the title Module 2C – Changes, but that in addition there will be a new module to run alongside it for those where the focus is on Foundation Skills, team building etc. This will be called Module 2F – Foundations.

Module 2F - Teaching from Rounds to Plain Hunt is designed to assist teachers to build really good foundation ringing skills in their ringers.

## Module 2F is designed for teacher that would like ideas around:

- Improving **Bell Control**, **Listening Skills** and sense of **Rhythm** in ringers
- Teaching **Call Changes** and **Plain Hunt**
- Using **Kaleidoscope** ringing?
- Helping learners to know their place in the row and to **Count their Places**?
- Help ringers develop **Ropesight**?
- Learn activities to increase the **Range of Ringing** for early learners

## Or answering teacher's questions such as:

- How do I prevent my early ringers becoming bored?
- What is the “confidence cycle” and how could knowledge of it help me when I am teaching ringing?
- How do I get my band of ringers to bond into a strong team? How does my attitude and activities affect my band?
- What attributes do learners look for in their teacher? Have I got them?
- Do my ringers really understand what I am asking them to do? How do I know?

Module 2F provides the ringing teacher with the skills and techniques necessary to build really good foundation ringing skills in ringers which will enable them to become more consistent at a higher level later.

Module 2F and 2C will officially begin from 1st May 2016, but ART is now taking bookings for new 2F and 2C Day Courses across the country. These are open to new teachers or anyone who is already participating in the ART Training Scheme. The formal announcement of Modules 2F and 2C, with the corresponding changes to the ART Training Scheme Regulations is included on the last page of this edition of ART WORKS.

To arrange a Module 2F or 2C Day Course in your area, or to find currently scheduled Day Courses, please contact Rose Nightingale via [admin@ringingteachers.co.uk](mailto:admin@ringingteachers.co.uk).

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By Pip Penney  
ART Chairman



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## Theory Sessions in Module 2F

- Importance of approaching teaching in easy, understandable stages
- Using effective feedback
- Theory of coaching
- Forming a strong band

## Practical Sessions in Module 2F

- How to teach call changes
- An exploration of kaleidoscope ringing
- Different ways to introduce ringers to covering and Plain Hunt.

# Bardwell & Docklands take 'Centre' stage

ART is pleased to announce that SS Peter & Paul, Bardwell, Suffolk, and Docklands Ringing Centre have recently acquired ART Teaching Centre status and join the list of centres including The Birmingham School of Bell Ringing, Edgehill Ringing Centre, Warks., and All Saints, Marsworth, Bucks.

There are mutual benefits to becoming an ART Teaching Centre and we would like to encourage more towers and clusters of towers to do so. These benefits include:

- Publicly acknowledge the efforts of the Members.
- Insurance and Safeguarding/DBS benefits together with the teaching/learning resources provided by ART mean that the TC Members can operate and develop independently to become models for good practice.
- ART based teaching within the TC environment produces effective and rapid results, leading to motivated learners achieving a high standard.
- The TC is listed within the ART web site and should be seen as a hallmark by both the general and ringing public.

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By Alan Bentley  
ART Management Committee –  
responsibility for ART Centres



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## My greatest success ... Mentoring

Over the years I have taught many people to ring; some have stayed, some haven't, but this year I have had what I consider to be my greatest success, which is that I have successfully mentored my first new teacher.

I found that it was a big responsibility and the most challenging part was making sure I imparted encouragement and confidence to my teacher, who I know felt quite anxious. What is even better for me is that my new teacher, Jan Tomlinson, is also a member of my local band so I really feel this adds greatly to the strength of the band, not as change ringers, but as a group of people who wish to learn, and where learning is a really positive experience.

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By Ruth Suggest  
ART Member  
Bardwell, Suffolk

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## Amersham acknowledges ART approach

Following an ART Training Scheme Teaching Module 1 Day Course in November 2015, training of new ringers has now begun at Amersham. Starting to teaching was great – positive buzz with 5 learners all inspired and up for learning over the next 4 weeks.

The techniques for moving through the first stages worked magically with my son (11 years) and he was ringing with both strokes together at the end with just a couple of fingers missing on the sally every so often but knows we will be retracing some/all of the steps again and again. He loved ticking off the stages – so much so, he asked to go back on the rope to add another one after we had stopped! I asked one of the other new teachers to do that with him which also worked really well. Moving the teachers around and helping each out was brilliant. I totally loved it too.

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By Elva Ainsworth  
Amersham, Buckinghamshire

# Teaching Call Changes

## Putting it all into action

### Placing Your Band

Ensure you have a treble ringer who is leading well and a tenor ringer with a good sense of rhythm. Place competent ringers on either side of the inexperienced ringer.

For the very first call change it is easier for your ringer to work with the bells he is already looking towards and following in rounds, that is to say to get the ringer to move down a place out of rounds and up a place to get back into rounds. If you choose this option it means that the ringer cannot ring the 2, as, at this point in his ringing development he or she is unlikely to have learnt how to lead.

### The first call – what does your ringer need to know?

- that the call is made on the handstroke pull
- that he or she will ring that handstroke followed by the backstroke
- that the change of speed to get into the new place is made on the following handstroke
- that the change of speed is for one blow only and then normal rounds speed is resumed.

Explain to your ringer that this whole pull warning gives him or her the opportunity to adjust the intervening backstroke to enable the bell to be moved into the new place more easily, putting less energy in when preparing to move down a place. When ringing the handstroke more quickly, putting in more energy is necessary to make the bell swing higher in preparation for holding up the following handstroke when moving up a place.

The ringer needs to understand what happens at a call which bells are affected and in what way. So, if the call is 3 to 4:

- the 3 has to hold up, ringing more slowly to follow the 4 in 4ths place
- the 4 has to check in, ringing more quickly to follow the 2 in 3rds place
- the 5 stays in 5ths place but now follows the 3 not the 4

The use of questions to check understanding ensures the ringer has processed the information. For example: “when your bell is called to move down [or up] does it have to ring more quickly or more slowly?” This may seem obvious to the teacher but when asked this question may confuse new ringers.

### Following the call the teacher should

- Observe how accurately the call was executed
- Feedback to the ringer. *Feedback is used to reinforce what is wanted* – so tell them if their striking the change was accurate and if the following back stroke was accurate. *Feedback is used to change and improve things* - so tell them where they were struggling and it was not sounding right
- Give the ringer the information to improve performance at the next attempt – for example – “next time put a little less weight on your backstroke so that it is easier to get the following handstroke down into the new place”.



## Teaching Tips #15

By Pip Penney  
ART Tutor



The ringer needs to understand what happens at a call which bells are affected and in what way. The use of questions to check understanding ensures the ringer has processed the information.

- Give the ringer opportunity to repeat the action
- Give feedback again – improved? Still having problems?
- Repeat these two simple changes until the accuracy of the striking improves.

This whole process can then be repeated again by calling the ringer to move up a place, i.e. looking to his or her left to move up and to the right to move down again into rounds.

### Moving on beyond the basic moves

When a ringer can accurately move up and down a place and return to steady rounds, he or she is ready to move on to more complicated sequences. The ringer can be introduced to common sequences such as:

Queens:           1 3 5 2 4 6  
 Tittums:          1 4 2 5 3 6  
 Whittingtons:   1 5 3 2 4 6

Whilst ringing more complicated sequences the teacher should use questions such as “what place in the row is your bell sounding?” This process continues until the teacher is certain that the ringer is always aware of their place in the row. Another ringer could be used to stand behind and ask these questions.

### Reinforcing the sense of place

To help reinforce the sense of place in the row a ringer can be asked to call simple call changes, for example to call him or herself up and then back down a place or two places.

A ringer who finds this exercise easy can move on to calling more complex sequences such as the bells into Queens or Tittums and back into rounds. The use of exercises such as these can give the teacher an indication of the ringers who already have a good idea of where each bell is at each call.

The ringers can be asked to say the number of the place they are ringing in. Starting with the bell leading the ringer says “lead or first”, the bell in seconds place then says “second”, this progresses around the circle until all the ringers have said the number of the place they are ringing in!

### Using variations to reinforce and to improve skills

Once the ringer is confidently ringing call changes and is:

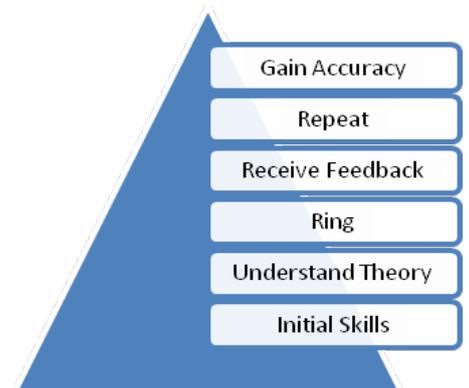
- Striking accurately
- Aware of his or her place in the row
- Understands the calls and is not making mistakes

Variations can be added this will develop skills and provide interest:

- Call by place in the row
- Call and change at backstroke
- Call by ringers names
- Ring dodgy call changes- a call proceeded by a dodge! This variation demands an increased level of bell control to strike accurately and is a good exercise to use to work on accurate striking.
- Call from rounds directly into a known sequence such as Queens. This requires an increased level of bell control but once the striking is good can be used for ringing at weddings and other occasions.

## Using questions to check understanding

- What place is your bell sounding in?
- Which bell are you following?
- Which bell is that following?
- Who is following you?
- Which bell is leading?
- Which bell is behind?
- What is the order of the bells?



# Get Membership benefits in 2016

With the ART Conference approaching, now is the time to renew your ART Membership – or complete your ART Training Scheme Module to become a Member!

Current Members will shortly be receiving a letter with details on how to renew your membership or to confirm your standing order payment. For just £5 per year (starting on 1st April), you get a host of benefits ...

- Full access to SmART Ringer resources
- On-going access to full Learning the Ropes scheme
- Preferential pricing for Bell Handling DVD – £2 off
- Reduced pricing on other ART DVD's and products
- Free access to the Youth Toolbox – saving £5
- Recruitment support
- Free access to the Teaching Toolboxes – saving £10
- Reduced ticket price for ART Conference
- Priority workshop booking for ART Conference
- Teaching liability insurance
- Safeguarding best practice and DBS
- Appear on our website as an accredited Teacher

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By Les Boyce  
ART Secretary  
[lesboyce@ringingteachers.co.uk](mailto:lesboyce@ringingteachers.co.uk)

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## Masterful Marsworth with LtR

It seems like a lifetime ago that back in July 2013, we began using the Learning the Ropes scheme to train an intake of new ringers at Marsworth. As teachers working towards accreditation, we were of course delighted that our recruitment drive had gone well and we had plenty of people keen to learn. I can remember hardly believing my luck when, after a lot of work in the tower, my first ringer came along and rang for with us for a service.

With intensive practices dedicated to ringers at an early stage, by the autumn, our new team were regularly ringing rounds and call changes for services and we were delighted that they were able to ring on Christmas morning 2013.

Practices continued.....help came from other towers to support us as we ran special workshops for plain hunt, bob doubles, treble bobbing and bob minor. Everyone worked hard for a further year, certificates for ringers reaching Levels 3, 4 and 5 began to be awarded - not to mention the LtR badges. When Christmas morning 2014 arrived, the 'new' ringers were ringing touches of doubles and it was clear we had come a long way as a team.

Another year on..... and on Christmas morning 2015 the same ringers were able to independently ring a very nicely struck touch of bob minor which one of them called.

Our 'learners' practices have evolved to the point where we are less and less reliant on help from outside ringers if we want to run a workshop or try something more advanced. With the ringers who started in 2013 still coming along to help others progress, we can usually provide a steady band for people learning doubles or plain minor methods. The three ART Accredited teachers have now become four, as one of our original ringers from 2013 has passed his Module 1 and begun teaching handling at the tower.

We are all looking forward to seeing what our team will be ringing on Christmas morning 2016.

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By Rose Nightingale  
ART Member  
Marsworth, Buckinghamshire



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Christmas ringing at Marsworth – complete with Christmas jumper

# Simulator future is bright in Orange

At an ART Training Scheme Day Course (Adelaide, October 2014), I gave a short talk about my simulator software, Virtual Belfry. The program is able to record what was rung and to present statistics about the ringing. These results can be used to monitor an individual's improvement but does simulator teaching make a better ringer and can it help an entire band to improve their normal ringing?

Jim Woolford, an experienced ringer in Sydney (originally from the UK) and now living in Orange (New South Wales) saw my demonstration in Adelaide and thought he could use the program to help develop the skills of the band in Orange. A project was born: Orange would become the subject of a study to measure the effectiveness of simulator teaching as a tool for improving a band's collective ringing abilities.

The project began in January 2015 with simulator sessions overseen by Jim Woolford and local ringer Norma Cother. Simulator sessions then continued at intervals during the year. Fourteen participants had an average of nine recorded sessions each during the year.

The statistics obtained from Virtual Belfry focus purely on the accuracy of the striking. Discussion was had with the participants a few months into the study, to record their feelings about the simulator teaching process. In brief, a 36% improvement in striking accuracy was achieved while ringing rounds, measured from the start of the study to the end.

## Analysis of Results

I focus mainly on one statistic: average error. This was recorded for each "touch" that was rung and is the average amount, in milliseconds, by which the blows strayed from perfection. There were usually one or two initial blows after first pulling off that skew this figure. There was unfamiliarity with ringing in the simulator environment. Looking at a screen (or attempting to ring purely by ear) and attempting to fit into an absolutely precise rhythm takes some getting used to!

The bar chart to the right shows the results from 8 ringers who had rounds recorded from sessions – each at the beginning and end. The much lower red/orange bars show a great improvement by a reduction in average error times.

The other diagram displays a picture of improved striking accuracy!

## Beyond Rounds

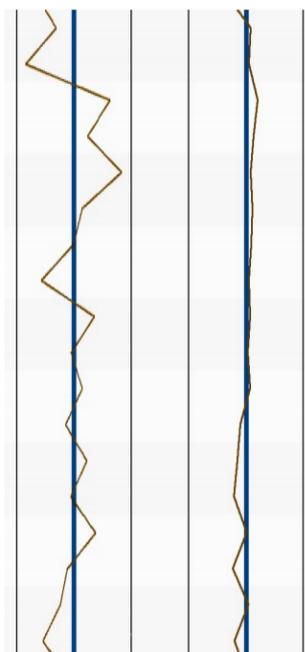
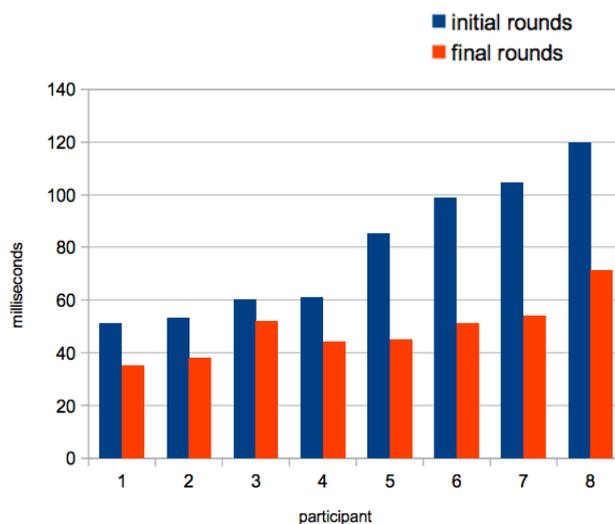
This is exemplified by the results achieved by Norma Cother, which document a progression from rounds and hunting on six bells through to a quarter peal of Little Bob Major on an inside bell. The results showed similar striking accuracy for the quarter peal despite the increase in difficulty.

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By Douglas Nichols  
ART Member  
Hobart, Australia

Thank you to Jim Woolford, Norma Cother and the entire band of Holy Trinity, Orange for their enthusiasm and persistence with the simulator sessions.

A proposal is being prepared to offer demonstrations of simulator sessions in towers around Australia!



## Feedback from the Band

For:

1. One ringer had a mistaken impression of the timing of her own blow, and the sessions with the simulator fixed that.
2. Another ringer gained the ability to tell who was making mistakes
3. The opportunity to focus on handling and style (as well as listening) was very useful; the ability to repeat things as often as required was appreciated.
4. It was considered easier to ring by listening than by watching.
5. The sessions were teaching the ability to listen to the ringing.

Against:

1. Difficulty becoming accustomed to the 2D view of ropes on the screen.
2. Ringing the (simulated) treble was difficult.
3. Trouble relating the simulator ringing to real ringing.

This style of simulator training was a natural progression from the teaching techniques advocated for beginners at the ART Training Scheme Day Course in Adelaide. Those techniques were good for beginners, but some modification was needed for established ringers wishing to improve their skills, and simulator sessions were considered an ideal approach for this. Overall, simulator training has made a tangible difference to our ringing at Orange.

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## Find out more about Simulators...

- ART book 'Teaching with Simulators' is available to buy from the ART Shop at [www.ringingteachers.org](http://www.ringingteachers.org) or on SmART Ringer
- At the **ART Conference 2016** there will be demonstrations from Abel, Virtual Belfry, Belfree, Harrison Hardware and Beltower. The session 'Using simulators when teaching ringing' is already fully booked.

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# Chris wins bumper Christmas prize

The final draw of 2015 for ART LtR 50/50 CLUB took place during the branch practice of the Western branch of the Carlisle Guild, at St James Whitehaven. Numbers were drawn by several of the ringers present, none of whom were potential beneficiaries!

The December draw always has a bumper prize pot, and this first annual Christmas 25% prize was £138. It was won by member No 13, Chris Hartley - Congratulations, Chris!

Other prizes were:

- 10% - £55 - 84 Ginette Pardoe
- 5% - £22- 96 Peter Hunt
- 5% - £22 - 53 Chris de Cordova
- Bonus - £20 - 41 Chris Lane

There has been a total prize pot of £553 this year and the same amount will be paid to ART to support our running costs.

We now have an impressive 110 subscriptions, but please join if you are not already a 50/50 CLUB member and persuade more people to join next year, these prize values could be doubled! People must be registered on SmART Ringer to be able to join, but can be learner, teacher, mentor or tutor!

If you paid by cheque and have now been in four draws, you will need to pay again before March 4th to remain in the 50/50 Club. Cheques can be sent to myself at 35, Thornton Road, Whitehaven, Cumbria. CA28 6UW, but please think about paying by standing order – it helps reduce administration time greatly. More information and a standing order form are available from [www.learningtheropes.org/5050club](http://www.learningtheropes.org/5050club)



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By Chris De Cordova  
50/50 CLUB Administrator  
[5050club@learningtheropes.org](mailto:5050club@learningtheropes.org)



Thank you for all your support in 2015. Let's make 2016 even bigger – sign-up your ringers to join the CLUB!



## Level 1 – Bell Handling

*'Safe and competent bell handling including raising and lowering a bell.'*

Joseph Kirkham - Abingdon (St Helen)  
Mikolaj Baj - St Mary's, Bridgwater  
Fiona Mead - Whitney on Wye  
Isobel Monks - All Saints' Marsworth  
Isla Ingram - Milford on Sea  
John Wildey - Belper  
David O'Sullivan - The Bell Tower, Perth  
Joseph Tucker - Stretham REC  
Anne Williamson - Altarnun  
Sadie Lester - St Nicholas Bromham  
Viv Massie - St. James', Nunburnholme  
David Webb - London (Limehouse)  
Stephen Bryan - London (Bermondsey)  
Stary Ng - London (Bermondsey)  
Claire Saddleton - London (Bermondsey)  
Howard Elliott - Kingston upon Thames  
Jessica Hay - Kingston upon Thames  
Jonas Munoz - Birmingham School of Bell Ringing  
Martin Tallett – Birmingham School of Bell Ringing  
Caroline Maude - St Anne, Alderney  
Aaron Hallett - St. Anne  
Caroline Ralph - Carhampton  
Thomas Gay - Glasgow  
Chloe Smith - Arnold, Nottinghamshire  
Chris Hewett - St Barnabas, Linslade  
Kitty Gingell - St Mary, Wargrave  
Freddie Gingell - St Mary, Wargrave  
Sarah Wharmby – Bramcote  
Susan C Rostrom - Mottram in Longdendale  
Lynne C Fox - Mottram in Longdendale  
Adan J Proctor - Mottram in Longdendale  
Vicki Hipwell - Goldhanger  
Sarah Scannell - Goldhanger  
Morgan Williams - Thurcaston  
Sam McDaid - Michaelston y Fedw  
Dean Roberts - Michaelston y Fedw  
Megan Roberts - Michaelston y Fedw  
Kathryn Pegington - Michaelston y Fedw  
Dave Rowe - Merstham  
Suzanne Otto - Godstone  
Jen Mundy - St Mellons  
Ryan Kirby - Edgehill Ringing Centre  
Judith Childs - St John the Baptist, Pinner  
Jonathan Tribbick - St Woolos, Newport  
Melanie Underwood - Godstone  
Zoe Lee - St Andrew's, Sonning  
Amanda Gardiner - Carhampton  
Philip Healey - Addington  
Anya Richards - Addington  
Claire Shapiro - Addington  
Gail Foster - St Mary the Virgin, Oxted

Jacob Solstice - St George Colegate, Norwich  
Clare Gould - All Saints, Leek Wootton  
Nathan Gould - All Saints, Leek Wootton  
Heather Mathews - Merstham  
Christopher House - St John the Baptist, Yeovil  
Wendy A Nash - Sherfield English  
Honey Budd - Swaffham Bulbeck  
Atalanta Collison - Swaffham Bulbeck  
Stuart Burgess - Hensingham  
Samuel Ford Powell - Hensingham  
Elsie Bingham - Willingham by Stow  
Hannah Piggott - Willingham by Stow  
Daniel Turner - Orton on the Hill  
Berna Parnell - St Mary Wargrave  
Steph Gilbert - Chigwell  
Rita Kelly - Chigwell  
Chris Parry - Chigwell  
Maxine Parry - Chigwell  
Ian Jervis - Offenham

## Level 2 – Foundation Skills

*'Ringing with others: able to dodge, make places and ring simple call changes'*

Cathy Waldon - The Bell Tower, Perth.  
Western Australia  
Cate Stokes - Edgehill Ringing Centre  
Jamie Dunsmore - Rowde, Devizes  
Lynsey Ollington - Rowde, Devizes  
Sue Walker - St. Peter's Petersfield  
Susan Ellis - St John the Baptist, Pinner  
Martin Teh - St Peter and St Paul Cranfield  
Heather Holman - St Peter and St Paul Cranfield  
George Bull - St Mary Chartham  
Bronwen Wenham - Church Gresley  
Alex Mountford - Edington, Wiltshire  
Jocooa Weatherhead - Edington, Wiltshire  
Matthew Simpson - North Bradley and The Edington Ringing Centre  
Anne Toussaint - Ledbury  
Cara Tatterton - Hathern  
Finlay Matthews - Dunblane Cathedral  
Astrid Davies - Bishop's Stortford  
Bethany Davies - St Editha, Tamworth  
Kathleen Power - All Saints', Rockwell Green  
Bronwyn Smith - Bramcote  
Rebecca Foreman - Horningsea  
Ann Beirne - Merstham  
Jen Mundy - St Mellons  
David Goodlad - Rattlesden  
Olivia Hunt - Burnham on Sea  
Tom Lord - St Mary Wargrave  
Jack Cooke - Long Wittenham

Sue Portsmouth - St Andrew, Sonning  
Adam Baker - Church Gresley  
Patrick Falla - Elizabeth College  
Tilly Cooper - Barford St Martin  
Sally Nicols - All Saints Cocker mouth  
Morgan Williams - Thurcaston

## Level 3 – Introduction to Change Ringing

*'Competent at plain hunt and covering. Demonstrated by ringing two quarter peals at least one of which is on the treble. quarter peal inside. Raising and lowering a bell in peal'*

David Duthie - Ducklington  
Chad Pickering - St Lukes , Cannock  
Giuseppina Radelli - London Docklands  
Liam Ledger - All Saints' Roos  
Hannah Simpson - North Bradley and The Edington Ringing Centre  
Anne Toussaint - Mathon  
Melanie Powell - London Docklands (Isle of Dogs)  
Anne Brolly - Bishop's Stortford  
Murray Smith - Bramcote  
Jenny Sunter - Birmingham School of Bell Ringing  
Robert Walton - North Leigh  
Malcolm Creese - Swaffham Bulbeck  
Mike Keeble - Birmingham School of Bell Ringing  
Sophie Keeble - Harborne  
Zoe Martin - Workington  
Bronwen Wenham - Church Gresley  
Mark Tearle - The Bell Tower, Perth, Western Australia  
Sally Starkey - Carlisle Cathedral  
Helen Disley - Church Gresley  
Olivia G A Smith - Walkley

## Level 4 – Novice Change Ringer

*'Ringing and calling touches of a doubles or minor method. Demonstrated by ringing a quarter peal inside. Raising and lowering a bell in peal.'*

Aine Widdicombe- Bredwardine  
Neil Waterman - All Saints' Marsworth  
Anne Toussaint - Mathon  
Ella May - Bishop's Stortford  
Neil Toussaint - St Michael and All Angels, Ledbury  
Zoe Martin - Workington  
Helen Neal - Barrow upon Humber  
Olivia Palmer - Vale Church, Guernsey

## Level 5 – Change Ringer

*‘Ringing and calling a second method and ringing touches of plain bob. Demonstrated by ringing three quarter peals including inside to plain bob minor.’*

Mark Heritage - Tiverton St Peter  
Anne Toussaint - Ledbury  
Noah Wilson Bell - Tadcaster  
Cathy Parry - Berkswell  
Catherine Pinnock - Harborne  
Neil Toussaint - St Michael and All Angels, Ledbury  
Andrew Booth - Docklands Ringing Centre (Bermondsey)  
Sam Kellaway – Shirenewton  
David Sik - Wellington Cathedral  
Edwin Herman - Wellington Cathedral  
Christine Barnell - Birmingham School of Bell Ringing

## Learning the Ropes +

*‘For ringers who have progressed beyond Level 5. Acknowledges achievements in ringing, conducting and organisation.’*

### FIRST PEAL

Ralph Holtom - Kineton  
Anne Toussaint - Ledbury  
Mark Heritage - St Peter's, Tiverton  
Neil Toussaint - Ledbury  
Zoe Martin - Workington

### DOUBLES

Rose Horton - Harborne  
Anne Toussaint - Ledbury  
Neil Toussaint - Ledbury

### MINOR

Neil Toussaint - Ledbury

### TRIPLES

Anne Toussaint - Ledbury  
Neil Toussaint - Ledbury

## ORGANISED AN OUTING

Rose Horton - Harborne

## MAJOR

Robert Pinnock - Harborne

*Everyone using LtR+ and requesting for certificates should have a green **LtR+ Personal Achievement Logbook** - which you can order from the SmART Ringer Shop.*

*All Achievements submitted for LtR+ should have been completed in the last 3 months (regardless of when it was started working towards).*

*An Achievement should be submitted as passed when a reasonable number of the suggested methods or activities stated in the LtR+ Ringers Personal Achievement Logbook have been completed*

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# Notice of Change to ART Training Scheme (formerly ITTS) Regulations

If you are a member of the Association, a delegate currently on a Module 1 or Module 2, or someone interested in joining an ART Training Scheme programme, please take note that the ART Management Committee have approved changes to the Training Scheme Regulations. These are published as Regulations for the Accreditation of Teachers, Mentors and Tutors & Criteria for Membership of the Association – Edition 2. January 2016. The changes in Regulations will take effect from 1st May 2016.

The main changes introduced in Edition 2 are:

- The name of the scheme is now “The A.R.T. Training Scheme”
- Module 2 is now divided into two separate modules: 2F “Foundation Skills: Teaching from Rounds to Plain Hunt” and 2C “Teaching Elementary Change Ringing”. The content of both new modules has been updated.
- The time limit for completing Module 2 programmes is now two years.
- The minimum age for membership of the Association has been reduced to 16.
- The final assessment of candidates for accreditation is now carried out by an “ART Assessor”.
- Mentors who seek accreditation as a teacher, their mentored teacher having failed to complete, are now subject to final assessment by an ART Assessor.
- Full membership of the Association is offered to candidates completing Module 1 and either 2C or 2F. Associate membership is offered to those completing any one module.

Please note: Candidates completing programmes after 30th April 2016 will be required to meet the scheme specifications in Edition 2. The Module 2: “Teaching Elementary Change Ringing” prescribed in Edition 1 will be withdrawn from 1st May 2016. Candidates for Module 2 (Edition 1) already on programme by this date may complete under the regulations in Edition 1 until 30th April 2018, but all Module 2 candidates will be required to undergo final assessment by an ART Assessor and are subject to the limit of 2 years to complete from the date they commence the programme.

The full text of the Regulations can be seen on the ART website at [www.ringingteachers.org](http://www.ringingteachers.org) or a PDF copy may be requested by sending an email to the Secretary.

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By Les Boyce  
ART Secretary  
[lesboyce@ringingteachers.co.uk](mailto:lesboyce@ringingteachers.co.uk)

