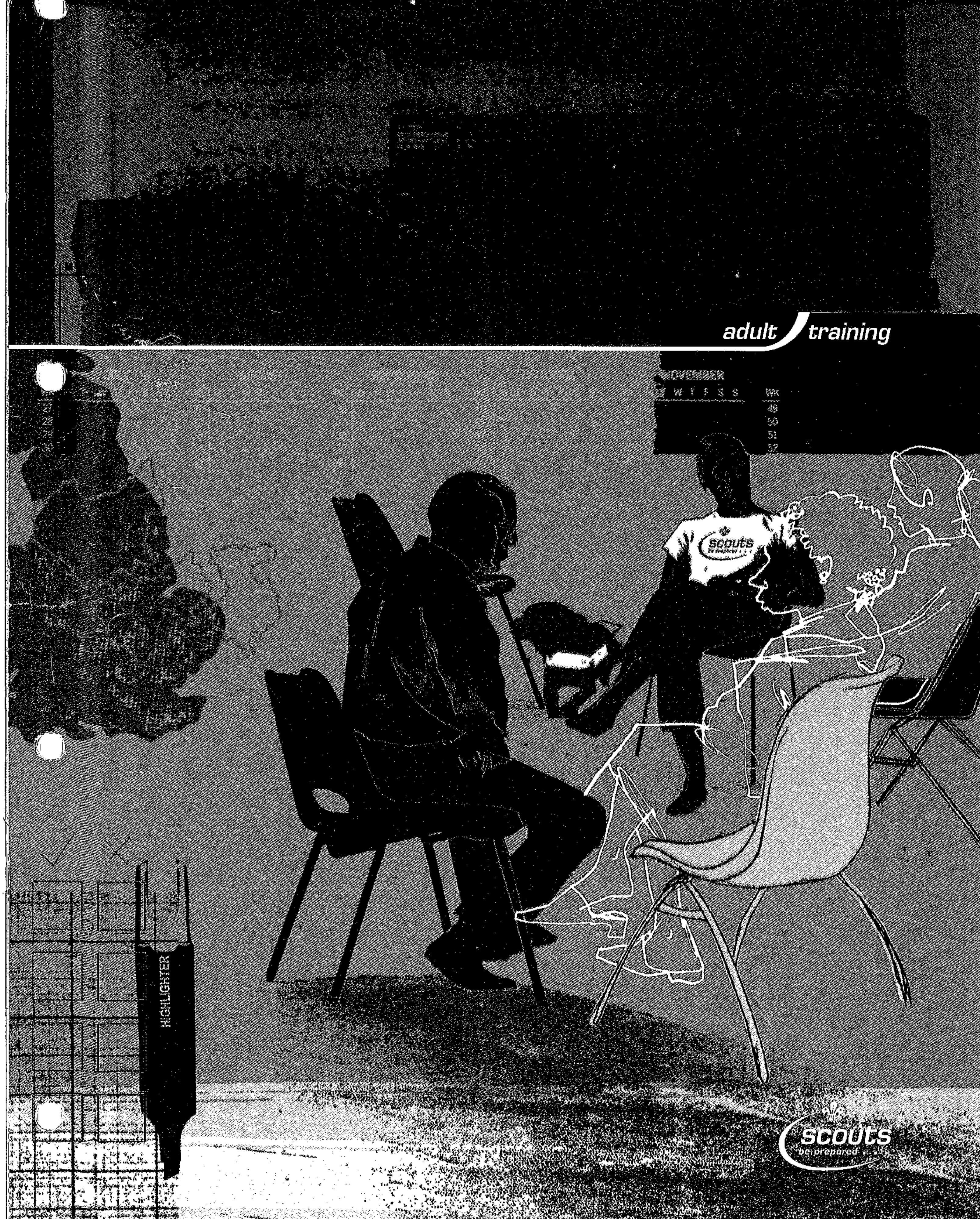
planning a learning provision | 33

constructing a plan to meet local learning needs



adult training

scouts
be prepared

33

Who is *Planning a Learning Provision* for?

This module (number 33) is designed primarily for County Training Managers (CTM) and Local Training Managers (LTM). It provides them with the necessary skills to construct a plan to meet the training and learning needs for an area.

What does this module contain?

The module contains approximately 18 hours of learning (plus some optional sessions) which may be managed in a variety of ways.

How is this module validated?

The validation of this module is a competence-based assessment of the participant's ability to produce a learning provision plan.

This means that you will be required to put together a portfolio of evidence to meet the requirements of the module. The requirements can be found in the *Guide to Planning and Managing a Learning Provision.*

It is possible to use some of the exercises in this training as evidence for module validation. The worksheets that apply to each objective are also outlined in the *Guide to Planning and Managing a Learning Provision.*

It would, however, be a good idea to encourage participants to keep all the work they do as it may be useful as evidence.

What information is provided?

Each module in this series is set out in the same manner. The objectives for the module are given followed by methods of training. The content is given in outline with key points expanded in more detail. Trainer's notes are also given to provide guidance on methods or other key points.

The information is not however a script for the session. Prior knowledge and/or research of the subject matter by the Trainer will be required before delivery of the training.

scouts
be prepared . . .

Series Editor
Chris James

Editors
Robert Halkyard
Peter Rogers

Contributor
Peter Rogers

New Edition
First printed 2002
Printed by Belmont Press

Editor's note

Although in some parts of the British Isles Scout Counties are known as Areas, Regions or Islands and in one case Bailiwick, for ease of reading this material simply refers to County or Counties.

Session details

The following sessions take participants through:

- considering the background to the plan
- constructing a draft plan by building up component elements
- undertaking a 'reality check' before writing the final plan.

	Session	Page	Timing (hrs)
1	Introduction to the module	4	0:40
2	Gathering relevant information	8	1:15
3	Systematic planning	13	0:30
4	Starting to plan	15	1:20+0:30
5	Consultation and prioritisation of needs	19	1:00 (max)
6	Aims, objectives and methods	22	1:15
7	Writing objectives and selecting methods	28	variable
8	'Reality check' – Identifying the resources needed	30	2:00
9	Checking and amending the draft plan	40	0:35/0:50
10	Quality control measures	42	2:25
11	Produce a final learning plan	52	1:10
12	Producing the plan (optional session)	55	1:15 (max)
13	Summary and validation requirements	56	0:15/1:00

Depending on the number and nature of the participants and staff, these sessions may need to be preceded by introduction and/or integration sessions.

Planning considerations

Session four requires participants to use information collected specifically from their County or District. In the absence of information, the case study may be used, although 'real' data is preferable. This data should cover the following points:

- Current local training needs
- Potential future training needs
- Information on current and future learning needs
- Training policy
- Training plans – future and current.

It is possible that some or all of this information could be extracted from County/District operations policy, County/District development plans, or issues raised by the DC or CC.

Session five requires that where participants use their own information to complete the tasks, a DC or CC with training experience be asked to participate in a role play discussion. It may be worth considering the practicalities of this before you embark on the training course.

Trainer

Learner

Group

Report back

Visual aids

Trainer's notes

Handout notes

Timing

Planning a learning provision

Aim

To provide the skills, knowledge and attitudes to enable Training Managers plan to meet the learning needs of an area.

Objectives

There are six overall objectives for this module.

1. Identify the needs of an area so that The Scout Association's Adult Training Scheme can be implemented.
2. Research and include current developments in training in the draft plan.
3. Draft a learning provision plan ('the plan') to meet the identified needs.
4. Identify the resources needed to implement the draft plan.
5. Include training quality control measures in the draft plan.
6. Produce a final learning provision plan.

As the validation for this module is by assessment of competence these objectives are supplemented by second level objectives. These relate directly to the knowledge and understanding needed for the performance indicators. These objectives are given at the beginning of each session.

Methods

A series of sessions

This module may be delivered as a series of training sessions over a weekend or as a series of shorter sessions with additional work in between. Without extensive preparation it will not be possible to produce a real plan if the sessions are delivered together. A case study is therefore available to provide background to the module. The advantage of running a series of shorter sessions is that a real plan can be constructed as a result of these sessions. It can then be used for the validation of this module.

Methods continued

One to one training

Alternatively, this module may be delivered on a one to one basis by a Trainer or someone with sufficient experience to coach a candidate through the production of a plan. A workbook is provided to support this method and the case study may also be used.

Trainer's notes
A guide to achieving competence for planning a learning provision and managing a learning provision is also available. This document details the performance levels required and the validation method.

Resources

To carry out the module training in its entirety, you will need the following resources:

- Overhead projector (OHP) and overhead transparencies (OHTs)
- Overhead projector pens
- Flipchart
- Flipchart paper and pens
- Copies of *The Scout Association's Adult Training Scheme*
- Copies of *Policy, Organisation and Rules* (POR)
- Copies of the module
- Copies of *Current Trends in Training* (optional)
- Copies of *Guide to Planning and Managing a Learning Provision* (optional)
- Copies of the *Active Verbs* factsheet (optional)
- Copies of the workbook (optional)
- Copies of relevant worksheets
- Copies of relevant handouts
- Copies of the case study, where participants do not have their own information
- Information on current developments in training.

Resources by session are summarised at the start of each set of Trainer's notes for each session.

Introductory handout

The aim of this module is to enable Training Managers to construct a learning provision. It is therefore useful to have a summary of what a learning provision is, either for distribution before or during the training. A handout for this purpose is provided at the back of this pack.

Planning a learning provision: [illegible]

Introduction to the module

Key objectives

PLP/1

1 Describe The Scout Association's method of training adults.
3 State the policies of The Scout Association relevant to the plan.

For this session, you will need the following resources:

- OHP and OHTs
- Flipchart for recording answers
- Copies of the module
- Copies of the workbook (optional)
- Copies of *Guide to Planning and Managing a Learning Provision* (optional)
- Copy of *The Scout Association's Adult Training Scheme*
- Copies of *Policy, Organisation and Rules* (POR)
- Copies of the introductory handout.

Trainer input

Explain that the module is one of a pair on the subject of learning provisions. The first (this module) is about **planning a learning provision** and the second is about **managing a provision.**

Explain that the module is competence assessed and the validation of the module is by producing a learning plan for a geographical area.

Issue copies of the performance criteria for the module, the *Guide to Planning and Managing a Learning Provision* and the workbook if it is to be used. If you wish to run through the module objectives they are given on OHT 12 (session 13).

The following can be simply delivered as a talk or discussed using the given questions.

Ask the question: 'What is a Learning Provision and how is it different from a Training Plan?' (OHT 1a) and suggest answering it in two parts.

adult training

Part 1

Ask 'What is the difference between training and learning?'
(OHT 1b)

To understand what we are trying to do we need to be clear about the difference between 'training' and 'learning'.

Training

Typically training is used to describe contact between participants (or a participant) and a Trainer. The Trainer in this situation has the knowledge and 'gives' it to the participant. (Contact need not be face to face; it could be over the phone or e-mail, but the principle is the same).

Learning

Learning is what a participant does. Learning is achieved in many ways besides training. People learn by reading, watching things being done, trying things, taking part and so on. So being 'trained' is only one method of learning.

To help our Leaders most, we need to offer a variety of different methods of learning and not just training.

Part 2

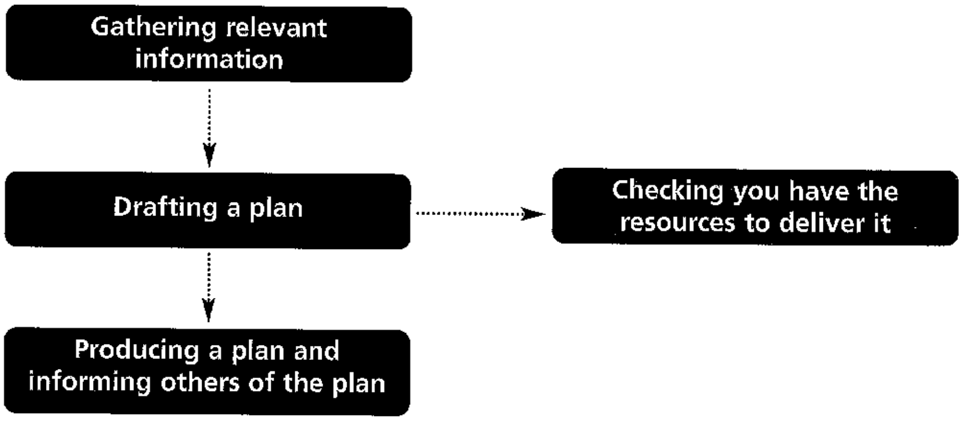
Ask 'What is the difference between a 'provision' and a 'plan?' (OHT 1c)

Discuss or deliver the following:

A plan, such as a training plan, suggests that certain events will happen at fixed times which may deny participants the chance to learn when they wish. A 'provision' is a package of opportunities that people can access when they wish.

There is also a language difficulty here. If we use the word 'plan' rather than 'provision', one element of this module would involve 'the draft planning of the plan of the plan' which is not helpful to anyone either now or explaining it later! Therefore the word provision has been used.

In outline then, this module is about (OHT 1d)



The process of producing a local learning provision plan

The following sessions will look at these different aspects in more detail. They will enable participants to follow through the process and produce a learning provision plan for their area.

For the purposes of this module we will assume that it takes a three month planning period to produce a three year plan.

Before we can start to plan we need to understand The Scout Association's Adult Training Scheme and the principles on which it is based.

Trainer's notes

The following can either be presented or brainstormed under the headings 'Structure' and 'Principles' depending on the experience of the participants.

Structure	Principles
National Scheme	Based on core objectives
One scheme for all adults	Flexibility/accessibility for participants
A four stage model – Mutual Agreement, Getting Started, Wood Badge and Ongoing training	Recognises the current skill and knowledge
Modular	Interaction
OCN award available.	Only doing the learning appropriate to them
	Delivered by a variety of methods
	Transferable within The Scout Association of the United Kingdom
	Achievable and enjoyable.

Training policy

The structure and the principles added together form The Scout Association's Training Policy (detailed in *Policy, Organisation and Rules.*) The Learning Provision Plan must obviously conform to the Training Policy of The Scout Association. The plan must also however take account of the other policies of The Scout Association and so these need to be kept in mind during the construction of the plan.

Task

In buzz groups, list which other policies might affect a plan and discuss what their effect might be.

Trainer's notes
It is helpful to have a number of copies of POR available for this task, as participants may know the title of different policies but not their content.

Report back

Take examples from the participants. These are likely to include the Equal Opportunities Policy and the Religious Policy but might also include others. Highlight how these policies might affect the methods and timings of elements of the plan.

Conclude by saying that these form the background to the plan and will be considered later in the planning process.

Explain that the full detail of the training scheme is in *The Scout Association's Adult Training Scheme* if required.

Planning a learning provision: session 2

Gathering relevant information

Key objective

PLP/1

Identify the needs of an area so that The Scout Association's Adult Training Scheme can be implemented.

Other objectives

PLP/1

2 Explain the steps necessary for an effective consultation process when identifying the needs of an area so that The Scout Association's Adult Training Scheme can be implemented.

PLP/2

1 List possible sources of information on developments in adult training from both within and outside Scouting.

2 Describe current trends and developments in adult training from both within and outside Scouting.

3 Describe a method of reviewing adult training development information.

4 Explain the importance of new developments in training complementing The Scout Association's method of training.

PLP/3

3 Describe ways in which individuals can be encouraged to contribute to the plan.

For this session, you will need the following resources.

- Flipchart for brainstorming/listing
- Flipchart paper for group work
- Copies of *Current Trends in Training* factsheet (optional)
- Copies of Worksheets 1 and 2.

Introduction and sources of information

Trainer input

Explain that this session is about gathering information and consultation to help put the draft plan together. Point out that information for the plan will come from a variety of sources. Deciding which of it is relevant will be the difficult part.

Sources of information

Task one

Either: brainstorm a list of sources of information ensuring that the following key sources are identified.

Or: put these up as a heading.

(OHT **2**)

Key sources

- Scouting in our area today
  E.g. County/District development plans
- The Scout Association
  E.g. Newsletters, Scouting Magazine, ScoutBase UK
- Users of the scheme (Commissioners, Leaders)
  E.g. via comments, meetings, reviews of courses
- Outside The Scout Association
  E.g. recent developments in training, web, newspapers, magazines
- Young people.

Then identify what types of information might come from each source.

Types of information might include:

- Scouting in our area today – number of Groups/Leaders/Districts, distribution of Groups across the area, ethnic mix
- The Scout Association – how the Association trains adults, rules regarding training requirements for Wood Badges, First Aid training, Trainer training, compulsory modules
- Commissioners, Leaders – views of what is needed such as skills training, cultural awareness training, adventurous activity training

- Outside The Scout Association – comparison of Group distribution to available population, ethnic population data, developments in training/learning methods.

Keeping up to date

In the discussion of the ideas created, highlight the importance of monitoring new developments in training and learning. Emphasise that our training is as current and effective as it can be. The Scout Association produces an annually updated factsheet *Current Trends in Training* on this subject.

Part of the process of assessing what is relevant will be to review any training development information. This can be done by:

- checking information for its relevance to different modules and/or the way the scheme is delivered in your area
- checking facts with independent sources.

Consultation

Trainer input

Much of the relevant information will be people's views. Whether or not you agree with their views, it is important to understand how they feel and respond accordingly. It is also important to consult people on any proposed changes not only for any comments they may have but also to seek their feedback as an ongoing process. Telling them the end result is not consultation!

Consultation is often a time consuming and expensive process. It is important to establish in the draft plan how and when people will be consulted. Some people may need to be consulted often, such as the Commissioner ultimately responsible for the plan. Others may only be consulted once or twice. It is helpful to keep people involved if you can offer them the opportunity to comment at various stages in addition to consulting them. For example, you may only consult all the Leaders once but you might offer them the chance to comment by leaving a copy of any papers at the District HQ.

Task two

On the worksheet list those, internally and externally, that you would consult at the beginning of your planning. (This list will be added to again later.)

Worksheet 1

List those, internally and externally, that you would consult at the beginning of your planning. You will need to add to this list at a later stage.

Consult who?	**About what?**	**When?**
Examples		
Responsible Commissioner	Scope of the plan	Start of project
All Leaders	Views of Leader training	Start of project

Report back

Ask participants for a couple of examples. Highlight the conflict between what it would be 'nice to do' and what is realistic in terms of time-scales, costs, efficiency and so on.

Gathering information

Trainer input

The next step is to identify the information that is needed for the plan using the sources of information and consultation plan as background.

Highlight that whatever information is gathered will be a mix of fact (current population data, rules of The Scout Association etc.) and opinion (population projection data, views of Leaders etc.) Some will be essential to include (meeting The Scout Association's rules) others will be optional to include. Suggest it may be helpful to identify information in these categories as it is requested or received.

Task three

Using the worksheet, identify the information you require and where and from whom it might be obtained. Use the consultation worksheet as information.

Worksheet 2

Using this table, identify the information you require and where and from whom it might be obtained. You can use the consultation worksheet as information.

Information required	From where	From who	Date requested	Date received	Category
Examples					
Scout census	District records	District Secretary			Fact and essential
Training needs of Leaders	District newsletter GSL meeting	All Leaders in the District			Opinion and essential
New trends in training	Gilwell Training magazines	Adult Support Newsagents			Fact and opinion

Report back

Ask participants to share their ideas and discuss items which differ between lists. Encourage participants to add to/amend their worksheet during the discussion.

Planning a learning provision: session 3

Systematic planning

Key objective

PLP/3

1 Describe a systematic approach to planning.

For this session, you will need the following resources:

- OHP and OHT
- Flipchart and pens
- Examples and tasks prepared by you.

Trainer input

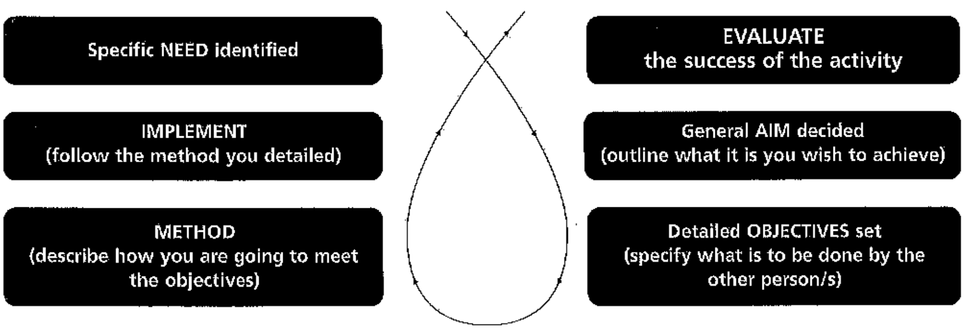
Explain that there are many models for systematic planning of which The Scout Association uses two. Both of these modules have mnemonics – DOOR for Section Leaders and Commissioners (Decide, Organise, Operate, Review) and NAOMIE (Needs, Aims, Objectives, Methods, Implementation, Evaluation) for Trainers. The latter will be used for this process.

This session is to provide an overview of NAOMIE as a systematic planning tool. Each step will be considered in more detail in later sessions.

Using the OHT or a drawn visual aid, describe the systematic planning loop explaining what the letters stand for and why it is a loop, not a circle.

(OHT **3**)

Highlight the following at each stage:



The systematic planning loop

Needs

The difference between needs and wants, the source of different needs e.g. individuals, The Scout Association and so on.

Aims

The general nature of an aim as a statement of what you wish to achieve.

Objectives

The specific nature of an objective is that it can be written in terms of measurable outcomes within a time-scale. 'Objectives' refers to skills, knowledge and attitudes with each objective having one simple measure.

Methods

The method is the way in which something is done to achieve the objective. There are usually many alternatives.

Implementation

Putting the plan into effect.

Evaluation

Measuring the result of the plan against the objectives set.

Task one

Work through a simple example with the participants.

Task two

Work through an example either individually or in pairs. Be prepared to share your work in 10 minutes.

Report back

Ask participants to feed back their work highlighting good examples. Explain that later sessions will work through each stage in more detail.

Planning a learning provision:

Starting to plan

Key objective

PLP/3
Draft a learning provision plan to meet the identified needs.

+30 mins reading time

Other objective

PLP/3
1 Describe and use a systematic approach to planning.

For this session, you will need the following resources:
- background material or case study
- copies of Worksheet 3

Trainer's notes
Ideally this exercise should be done 'for real' using actual data from local and national souces. This may have been collected by the participants before the session, but will probably need to be supplemented by the Trainer with, for example, information on current developments in training.

If this method is not feasible, a case study of a Training 'Division' comprising two Districts is provided. This will still need to be supplemented with current information about developments in training, updates to POR and so on, which have been introduced since the publication of this material.

The case study may also be used in a number of ways and the Trainer's notes at the front of the case study should be read in preparation for this session.

+30 mins reading time

Evaluating information

Trainer input

Explain that the first task is for the participants to familiarise themselves with the information. Outline what material is available and set task one.

Trainer's notes

Reading time: Depending on the volume of material and the capabilities of the participants a minimum of 30 minutes needs to be given for participants to familiarise themselves with the material. This could be linked to a coffee break to allow for different reading abilities.

Task one

minimum

Familiarise yourself with the material available. Categorise information as you read it into relevant, possibly relevant and irrelevant to the plan. Be prepared to discuss one or two items you feel are particularly relevant.

Report back

Ask each participant to give an example of a piece of information they found particularly relevant and explain its relevance. It is important to explain that there are no 'right' or 'wrong' answers in this process. Some people may interpret or value the same piece of information differently. The value is in listening to people's ideas and interpretations. Encourage participants to make notes of other people's suggestions.

If time permits, discuss some items that are 'possibly relevant' and 'irrelevant'. Reiterate the difficulty in both selecting and interpreting information.

Identifying needs

Trainer input

Explain that the next task is to extract the learning needs from the material. Either individually, or in small groups (if working from the same material), participants need to begin to construct the draft plan by extracting the learning needs from their research material and adding items from their own knowledge.

Participants should be encouraged to be as specific as possible in identifying the needs. This will help later in writing aims and objectives.

For example 'provide Scout Association required training for all adult Leaders' is a need. However 'providing training for four new GSLs and four existing GSLs who have not completed training' is a far more helpful statement if that information is known.

Some information will also need interpreting and checking for accuracy at a later date. For example, if the District Development Plan says 'build a better team' this might include recruitment, induction, team building and restructuring. You can only use your best guess at this point.

It is also important for participants not to worry about what might seem like an objective or a method rather than a need. It is more important to capture the information than to 'classify it'.

They also need to record all the needs as they see them without selecting at this point whether they can address them or not.

Introduce the task, issue and explain the worksheet.

Task two

Using the worksheet, begin to construct the draft plan by extracting the learning needs from the research material and adding items from your own knowledge. Complete the 'need' and 'source' column putting other thoughts in other boxes if you wish or have the necessary information.

Draw attention to adding items of their own. It might be, for example, that they see the need to re-train existing Leaders for a new role, but no one else has reported this as a need. It should still be included in their plan.

Worksheet 3

Using the worksheet, begin to construct the draft plan by extracting the learning needs from the research material and adding items from your own knowledge. Complete the 'need' and 'source' column putting other thoughts in other boxes if you wish or have the necessary information.

Need	Source	Aim	Priority	Timescale
Examples All Leaders must have First Response qualification	POR	Provide training with Girlguiding UK and St John	High	By 2005
Five Leaders in the 'District partnership team' need training in Muslim faith	District Development plan			By Eid-ul-fitr
Scout Section Leaders want pioneering training	ADC meeting	Get them to train each other		Medium

Report back

Following this exercise a short time may be given to sharing people's work. If they are all working from the same material the point should be re-emphasised that there are different interpretations and plans; not right or wrong plans.

Trainer's notes

The exercise just completed and the one to follow shortly are quite taxing mentally, particularly for individuals working on their own. A long break, probably a meal break, is therefore recommended at this point.

Planning a learning provision: session 5

Consultation and prioritisation of needs

Key objective

PLP/2

2 Explain the steps necessary for an effective consultation process when identifying the needs of an area so that The Scout Association's Adult Training Scheme can be implemented.

For this session, you will need the following resources:

- Flipchart if working through examples
- Copies of Worksheet 4 if appropriate

Consultation

Trainer's notes

In reality, there is little value in proceeding beyond this point in the plan without consulting those who have been involved in identifying the needs. It is also important to consult the person who will authorise the plan about the overall direction and the priorities.

If using 'real' material, the most appropriate method at this point is to invite the responsible Commissioner(s) to the training event. Ask the participants to present the material directly to them (if the long break suggested above is used, the Commissioner(s) can read some of the material during this period). As part of the discussion the Commissioner should indicate the priorities as they see them.

If using the case study, members of the training staff should role play the County Training Manager and/or the DCs and discuss the plan with the group or groups. Their role as DCs should simply be to clarify needs if necessary and agree priorities – their role as a Trainer should be to ensure that the needs are correctly sourced from the information.

If using multiple groups, the next task might be begun while the DCs visit each group. If role playing use a number of Trainers to role play the DCs to minimise the delay in starting the prioritisation work.

Prioritisation

Two methods are offered for establishing priorities.

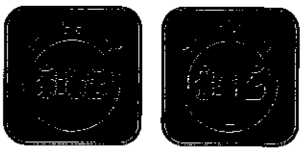
Priorities may just be classified as **high, medium** or **low**. You may however wish to suggest they classify each need in terms of its **importance** and its **urgency**. If following the second method, the participants, having classified each need, transfer it to the grid below to help determine its priority in relation to the time-scale of the plan.

Worksheet 4

Classify each of your identified needs in the table to help determine the priority of each need in relation to the time-scale of the plan.

Urgent and important	**Important but not urgent**
Urgent and unimportant	**Unimportant and not urgent**

Clearly the urgent and important will need achieving first, followed by the important and not urgent. The urgent and unimportant may well not be practical in the time-scale or ruled out by resources implications, whilst the last will probably be deleted.



depending on method

Trainer input

Explain the need to both consult and prioritise at this point in the planning process.

Issue both tasks and outline the methods you will use for consultation (real DC or role play) and your chosen method of prioritisation (high, medium, low or importance and urgency). If using the latter deliver a short input on the method giving some examples and issue the worksheet.

Be clear on your timings and whether the two tasks will run in parallel or sequentially.

Task one

Present to your DC the needs you have identified and seek their view on the priorities.

Task two

Prioritise the needs you have identified and enter your results in the 'priority' column on your previous worksheet. Enter any time constraints in the last column if known.

Trainer's notes

You may wish to have a brief report back to check that the principles of prioritisation and consultation are understood. There will be little value in sharing the actual work of the draft plans, as they will have diversified greatly by this time.

Planning a learning provision: section 6

Aims, objectives and methods

Key objectives

PLP/3

1 Describe and use a systematic approach to planning.
2 Justify the use of objectives in the plan.
4 Describe a diverse range of learning methods that might be implemented in an area and justify the need for a range of methods to be made available.
5 Explain how the nature of a local area can influence the choice of learning methods.

For this session, you will need the following resources:

- Flipchart and pens
- Copies of Worksheet 5 (if required)
- Copies of the *Active Verbs* factsheet

Introduction to aims and objectives

Trainer input

The next task is to complete the aims and write objectives that meet the identified needs.

It is worth recapping briefly on aims and objectives at this point and highlighting aims as being general statements of what will be done and objectives being specific targets to be achieved. It might be worth using the acronym SMART at this point in relation to objectives.

(OHT 6)

S = Simple

M = Measurable

A = Achievable

R = Realistic

T = Timed

S = Simple
Each objective should contain just one idea so it is easy to understand. This also makes it easy to measure whether it has been achieved or not. Therefore an objective that reads:

'Find out how many people need First Response courses and agree a course programme with Girlguiding UK and St John to train everyone', would be better considered as an aim and split into objectives of:

1. 'Identify the number of Leaders requiring First Response training'.
2. 'Discuss a joint programme with the Girlguiding UK and St John'.
3. 'Agree (if possible) a joint programme to accommodate the numbers identified'.

If the Guides therefore don't want a joint programme or St John cannot provide the training only one objective needs re-planning.

M = Measurable
To know whether you have achieved what you have set out to do, objectives must include a fixed target. In number one above the target is a number. In two the target is a discussion in three it is a joint programme. There is a tangible outcome to each objective. This is usually achieved by having an active verb in the sentence. Be careful not to confuse measurable with timed.

A = Achievable
The target set must be achievable by the team or person you are setting it for. It is not possible (achievable) for all our Leaders to become brain surgeons as part of their First Aid training. It is actually beyond the capabilities of most people to learn enough to be able to do it and combine that with the physical skills needed.

R = Realistic
Following on from the above, nor is it realistic to expect volunteers in their spare time, regardless of their capabilities, to do 12 years medical study to be a brain surgeon.

Check that the participants understand the difference between achievable and realistic. Much of what they might like to put in their plan will later probably prove to be achievable but unrealistic.

T = Timed
To know whether an objective has been achieved it needs to be set in a time frame otherwise the target might remain possible but never achieved.

For the purposes of this module we will assume that it takes a three month planning period to produce a three year plan. To ensure the participants understand the use of systematic planning work through some examples of objectives of the three month planning period. These might include gathering information, who to consult and when.

Set the following individual exercise.

Task

Write the objectives relating to producing the plan in the next three months.

i.e. by the end of three months we will have:

- consulted all adults in the District
- researched three current developments in training.

Trainer's notes
It is essential to check that the participants have grasped the concept of writing objectives. Otherwise considerable time will be wasted re-writing the objectives of the actual plan at a later date. Therefore, both during and following the task check the work of individuals.

Report back

If the groups are working on common material, use the additional 10 mins to share their work and pick the 'best' objectives, identifying why they are the 'best' in reference to 'SMART'. If using groups working on independent material it is still worth sharing their work, as the objectives will be similar in many cases.

Choosing learning methods

Learning methods

Two methods are offered for this task:

Either: brainstorm or buzz groups with all the participants

Or: use a worksheet for individual use.

Trainer input

Before attempting the plan itself, it is worth considering the range of learning methods available. Think about those that might be practical for your area and your local environment in general.

Task

List as many learning methods as possible.

Worksheet 5

FRONT

Write in as many learning methods as you can think of. Be as specific as possible.

Some examples are given to help you:

- Listening to a talk
- Having a go
- Reading a book
- Watching a video

When you have finished check this list with the one over the page.

BACK

The three principle learning methods are hearing, seeing and doing. The following are common variations of these.

- Listening to a talk – live/on tape
- Having a go
- Reading a book
- Watching a video
- Discussions – 1-2-1 or group
- Diagrams/pictures
- Following a step by step process
- Demonstrations
- Copying
- Interactive learning

    CD ROM

    Web based

    Workbooks

Trainer's notes

Either at the end of the exercise (or at the beginning if your prefer) it is worth clarifying that 'Attending a training course' is not a learning method! A training course is made up of a lot of different learning methods - or should be!

Report back

Compile a master list from the work of the individuals or groups.

Draw attention to the key learning elements of hearing, seeing and doing and other methods being variations on these.

Choosing appropriate methods

This section uses four quick tasks in plenary.

Trainer input

A large range of factors will affect your choice of methods. The number of participants, personal preferences, people's circumstances and environmental factors are just a few of these.

Task one

Ask participants to identify those methods on the list that you can do on your own, with one other person, or with a group of people.

Task two

Identify either in discussion or on a flip chart the 'advantages of learning on your own' and the 'advantages of learning with others'.

Trainer's notes

Either of these could be buzz group exercises.

Task three

Choose your favourite learning style from the list and explain why to another participant.

Task four

List items from your information gathering or comments about learning methods that you remember that relate to people's circumstances or that relate to the environment. This list might include comments such as:

- 'I can't attend training courses as I work weekends'.
- 'I can't do evening sessions at the Training Centre because the last bus leaves at 8pm'.
- 'It's too far to expect people to travel from here to the campsite to do training'.

Some of these may be simply excuses from those reluctant to do training but others may be genuine factors that need to be taken into account. For example, 42% of the population now have some commitment to work some of the weekend, some of the time. This 'population' includes our Leaders so we can certainly no longer offer just weekend training.

There may be other factors specific to each participant's home area, for example:

- a large proportion of people working in industries on 24 hr shift work
- a large community of a particular faith which affects the times they are available for training
- a large proportion of single parents
- environmental factors such as lack of travel, unsafe areas to visit at night, remote areas.

All of these factors will affect the methods they choose for their plan. It is important though that the emphasis is on providing the best range possible, not on trying to choose the 'right' method for everyone.

In summary, highlight that there are many different learning experiences and we need to offer a range to fit both people's personal circumstances and their personal learning styles. We also need to take account of environmental factors.

Planning a learning provision: session 7

Writing objectives and selecting methods Variable timing

Key objective

PLP/3

Draft a learning provision plan to meet the identified needs.

Other objectives

PLP/3

2 Justify the use of objectives in the plan.

4 Describe a diverse range of learning methods that might be implemented in an area and justify the need for a range of methods to be made available.

Trainer's notes

This session presents a number of challenges depending on the nature of the participants and whether they are using real material or the case study.

Challenge 1 – the volume of needs and supporting information

Challenge 2 – in depth knowledge of the training scheme

Challenge 3 – timing of the session

Challenge 4 – creating a sense of reality

Participants working on real material

For participants working on real material this is the substance of their plan. They are likely to want to work through it in detail so they can use the material in the future. A single aim such as 'provide the statutory training required by The Scout Association' might include the detailed planning of the delivery of all 36 modules. This will require extensive knowledge of the content, an assessment of the number of potential learners and the consideration of a possible range of methods.

If you are running all the sessions over a weekend, you are unlikely to be able to provide sufficient time for the participants to complete this task. They may also realise as the result of previous sessions that they do not have all the information they require. Similarly, in reality, it is unlikely an individual will attempt to produce a plan on their own and ultimately the team who will be involved in implementing it in the future will benefit from the 'ownership' that will come from helping develop it.

It is therefore recommended that no more that 120 mins is given to allow individuals to 'have a go' at writing the objectives and methods for several parts of the plan. The emphasis should be to start on those needs identified as high priority or 'important and urgent'. Participants should be supported through this process and common issues discussed with participants at the end of this session.

A second session of 30 mins can then be introduced to allow participants to complete the objectives and methods that relate to the three month period of constructing the plan so they can implement this following the module.

Participants working on the case study

Background knowledge

Writing all the aims and objectives to meet the needs will be a long and complex task. Whilst the case study does not require the delivery of the whole pattern of training, a single aim such as 'provide Getting Started' might include the detailed planning of the delivery of four modules and work with Appointment sub-Committees. This will require detailed knowledge of the modules, an assessment of the number of learners and the consideration of a possible range of methods, as well as consideration of the needs of Appointments sub-Committees.

Watch your timing

Also, although participants might enjoy tackling the whole plan, once the concept of writing objectives and selecting appropriate methods which meet all the needs has been understood, the value of working on an unreal case study diminishes rapidly. Any time 'saved' may be better spent on other subjects, so the judgement on timing is crucial. Therefore, in planning the module's delivery, first apportion the time for the rest of the module, giving the remainder to this session.

An absolute minimum of three hours for a group of five/six participants will be needed if the whole plan is to be attempted. Alternatively only the high priority needs might be addressed or different groups could work on different aspects of the plan.

Verification of information

In terms of reality, without turning the exercise into a management game it is important that the participants can check details of information received and check progress with the County Training Manager and/or the DCs. The training staff might therefore have to role play a number of roles during this task.

With all the methods suggested, the task needs a period at the end for the staff to examine and comment on the material produced.

Planning a learning provision: session 3

'Reality check' – Identifying the resources needed

Key objective

PLP/4

Identify the resources needed to implement the draft plan.

Other objectives

PLP/4

1. Explain how to identify and define the competence of individuals.
2. State the resources available and explain how those resources may be used to help implement the plan.
3. List additional resources that are required and suggest potential sources of these resources.
4. State the local arrangements for securing budgets.
5. Identify appropriate funding opportunities both internal and external.

For this session, you will need the following resources:

- OHP and OHT
- Copies of Worksheets 6, 7 and 8.

Trainer's notes

The timing of this session only allows for the principles to be established. It does not allow for the completion of the task for an entire plan. It is also recommended to only work on costing for a year as it is difficult to realistically project rising costs over a three year period.

Trainer input

Having identified the methods to be used, the draft plan needs to go through a 'reality check'. This effectively means a second round of consultation with the person who will authorise the scheme and, if possible, consulting those who will deliver and use the scheme.

Prior to this stage the methods proposed need to be assessed for the resources that they require. Once the resources needed are identified, the plan has to be costed. This process effectively achieves an internal 'reality check' of the plan prior to the second consultation.

Ask the participants to identify the different types of resources. Having established a range, explain that the task is to look at the first year of the plan. Either work through an example on a flipchart or use the OHT.

Example

You may need to deliver modules X and Y to 20 people and deliver a training team event. You may therefore require:

OHT **8a**

Element	Frequency per year	People	Equipment	Written resources	Other resources	Venue
Module X	2	Presenter 3 tutors caterer	OHP 4 flip charts Practice equipment	2 handouts per person Copy of workbook	Demo model	Training Centre
Module Y	4	Administrator to track videos	Video	Copy of worksheet per person	Copy of video per person	None
Training Team Event	1	All team members (6 Trainers 12 tutors) 2 caterers	2 OHP 4 flip charts Data projector	6 copies of PRE module and 18 sets of handouts	Party kit 4 flipcharts Note pads	Training Centre plus accommodation for 20 for 2 nights
Total/ Summary	7 events	8 Trainers 12 tutors Administrator 3 caterers				Training Centre x 2

By totalling each column **(not forgetting to multiply the resource needed by the frequency)** participants can identify the total resource required.

Task

Under the headings **People, Equipment, Written resources, Other resources** and **Venues**, list the resources you will require to deliver three different elements of your plan in the first year. Where appropriate put a total or summary list in the bottom row.

Worksheet 6

Under the headings **People, Equipment, Written resources, Other resources** and **Venues**, list the resources you will require to deliver three different elements of your plan in the first year. Where appropriate put a total or summary list in the bottom row.

Element	Frequency per year	People	Equipment	Written resources	Other resources	Venue

Trainer input

When people have completed the task run through the following points:

What does this information tell you?

People

The first indication this column will give you is the range of roles required. This might include Trainers, tutors, caterers, quartermasters, specialists, administrators etc. The number of each required can be estimated by dividing the total by the number of occasions on which you expect each individual to be available. This may vary from role to role but an average of four, five or six is probably realistic. It is a common fault to expect people to do too much and to forget to include their own training in the time commitment calculation.

These totals might also suggest other roles which you wish to include. For example, if you find you have 48 events that need catering and therefore need eight caterers, you might anticipate the need for a Catering Manager as well who may not be one of the eight.

The issue of people is examined further in the next session.

Equipment

This column will indicate the usage and range of equipment that you need. It will also provide valuable budget information for the next step, so it is worth adding up the amount of usage for each item.

Written resources

These will need subdividing into consumables and samples. Consumables will be given to every participant and it is sensible to include one copy per staff member per event. Samples to show participants should be budgeted for at least once a year so they are up to date and complete.

Other resources

Estimates will vary for each item but a minimum wastage of 20% per year should be included for damage, incomplete or not returned loan item. These should also be divided into consumable items (e.g. flipchart paper) and non-consumables (e.g. OHP).

Venues

It is easy to make assumptions about venues. Whilst they will usually provide tables and chairs etc., it is always worth checking each venue individually for what they will provide. Extra items required should be put on the equipment list. As venues are usually the highest cost item, identifying accurately the number of occasions you will need a venue is essential.

Remind participants that the calculation they have just done is for three elements of their plan. To have a very rough estimate of the resources required, they need to divide the number of elements by three and multiply that answer by the totals they have just calculated.

Explain the need for some contingency allowance in their plan. As a voluntary organisation our 'people resource' can be very unreliable and we cannot simply 'buy in' replacements.

Trainer's notes
Some participants may be overwhelmed by the scale of the resources needed if they have not considered it realistically before. Emphasise that this process is part of a 'reality check' and if the plan is right they should endeavour to provide the resources for the plan rather than fit the plan to the available resources. Amendment can be made later in the process.

Issue Worksheet 8 and set the next task.

Task

Apply the interpretations just discussed to the three elements you have worked on. On the resources worksheet list those resources that are new or that your team does not currently have, for example, more Trainers.

Worksheet 7

List resources that are new or currently unavailable to your team. Locate a source where they may come from if you currently do not have them available.

New resources needed	**Possible source**

Task

In buzz groups and, using the resources sheet as a guide, identify potential sources of resources from inside and outside the Movement both financial and other.

Report back

During the collection of ideas encourage participants to add relevant ideas to their worksheet.

Mention the Scout Foundation, the King George VI Memorial Training Fund and other known national or local trust funds that may provide assistance.

Identifying and defining the competence of people

Other objective

PLP/4

1 Identify and define the competence of individuals.

Trainer input

People Management

In a large voluntary movement such as ours, the management of volunteers by other volunteers is a very difficult issue. Because people give their time freely and we have an ethic of 'doing your best', managers often find it hard to deal with people who are not performing adequately. Sometimes this involves managers ignoring the rules and therefore failing to perform their own job properly.

Clearly these are people management issues and not the subject of this plan. But by clearly defining what the competence of the individuals involved in its delivery must be, we can assist those who later have to manage the plan.

Job descriptions

In the last session a number of job titles were used in the 'people' resource column and it needs to be made clear what those roles actually involve. This means that the tasks they are expected to do, and to what standard, needs to be listed. This will give a standard to measure them against.

Fortunately, The Scout Association already defines many of these competencies. Presenters and Facilitators, for example, must have or be working towards modules to undertake those roles. A simple statement in the plan that only people who meet these criteria will be used will suffice.

Others will need their role defining, particularly if these are new roles. The easiest way to address this issue is to answer the question 'What is it I actually want this person to do?' and phrase it in term of: 'They can.....'

Work through an example with the participants. For example:

OHT **8b**

A Catering Team Manager can:
- recruit, manage and organise a team of adults
- devise and work to a budget
- produce a range of nutritionally balanced menus
- advise on meals for a range of dietary and religious requirements.

Draw attention to the fact that not one of these competencies involves actually cooking and instinctively one might appoint the best cook on the team as Catering Manager.

Trainer's notes
In setting the following task, participants could either all work on the same example or on a role chosen by yourself for its particular relevance to the participants.

Task

Identify and define the competence required for a role identified in your draft plan.

Report back

Ask people to share their ideas.

Stress the advantage of defining roles in the plan so that the person managing the plan both understands your intention and can recruit accordingly.

The question might arise as to the difference between competencies and objectives as they appear similar. In simple terms competences define what you can already do and objectives define what you will be able to do as a result of learning.

Budgeting

Other objective

PLP/4

4 State the local arrangements for securing budgets.

Trainer's notes

Once again this session addresses the principle based on the previous example. It does not include time to cost the whole plan. More time may be given to this session if you as the Trainer are in a position to detail the precise method that is to be used.

Trainer input

Budgets can take many forms and use a huge variety of methods. Before producing the plan budget, participants should discuss the required format with their District or County Treasurer to ensure they do not have to convert the format at a later date.

Formats may include zero based or historical budgets, gross or net expenditure budgets, VAT inclusive or exclusive. The method used is not actually important. Clearly understanding what they want and how they want it presented, is!

The most common mistake in producing budgets is not including all the necessary items at the outset.

Use brainstorming to quickly achieve the following. Encourage the participants to think as widely as possible and encourage silly examples rather than miss anything.
You will need the resources example worksheet on OHT if not previously used.

Task

Using the resources example from the previous session as a reference, list all the possible items needed that are **not** listed that might have a cost.

Examples to give to start or draw out might include:

- Videos for staff
- Thank you flowers for the caterers
- Loo rolls
- Travel expenses for staff
- Tables and chairs for the tutor rooms
- Staff drinks
- Photocopies of tutor notes
- Photocopier.

Report back

Encourage a discussion as to what should and should not be paid for by the plan budget. Underline the point that all of these items cost and, if they are to be used, who pays for them has to be considered and agreed. This is still the case even if they are not included in the final budget.

Set the following task, explaining it is very easy and straightforward and designed just to introduce the principles.

Task

Using the example given below produce a simple budget for the element. Calculate the total expenditure and income for the year and the overall profit or loss total for the module.

Worksheet 8

Use this worksheet to help you produce a simple budget for the element. Calculate the total expenditure and income for the year and the overall profit or loss total for the module.

FRONT

Element	Frequency per year	People	Equipment	Written resources	Other resources	Venue
Module X (20 participants)	2	Trainer 3 tutors caterer	OHP 4 flip charts Practice Equipment	2 handouts per person Sample of Workbook	Demo model	Training Centre

Item	Cost
Module X handouts	10p per participant
Workbook	£2.85
Equipment/other resources	No cost
Catering	£2.50 per head
Training Centre	£45 per day
Photocopying for module X	£2

County policies and budgeting information:

- No expenses are paid to course staff
- Participants are charged a flat rate of £5 per module
- Sample books are budgeted for once a year
- Attendance rates are calculated at 75%
- Depreciation on practice materials is not included.

BACK

Income	Expenditure
Total	Total
Final profit/loss	

Report back

Ask each participant for their answer which will almost always be different.

Highlight the following common mistakes.

OHT 9

Common mistakes

- Forgetting there are two sessions in the year
- Calculating income at 100% not 75%
- Purchasing handouts at 75% not 100%
- Buying the sample twice
- Forgetting to budget food for the staff (including the caterer).

The real answer is as follows.

Expenditure:

Handouts 2 handouts per participant at 10p each for 2 courses
= 2 x 20 x 0.10 x 2 = £8.00

Workbooks 1 sample copy for each course (1 of which is provided from the County budget) = 1 x 2.85 = £2.85

Catering 20 participants and 5 staff at £2.50 each for 2 courses
= 25 x 2.50 x 2 = £125.00

Venue £45 per day for 2 courses = 45 x 2 = £90.00

Photocopying £2 for whole module for 2 courses = 2 x 2 = £4.00

Total = £229.85

Income:

Participant fees 15 participants paying £5.00 each for 2 courses
= 15 x 5 x 2 = £150.00

Balance = (£79.85)

Hopefully the exercise has illustrated that budgeting is not as easy and straightforward as it seems. Emphasise the need to understand the principles of how the budget is to be calculated as well as getting the figures right.

Stress the need to discover what practices are employed locally before budgeting their plan.

Planning a learning provision: session 9

Checking and amending the draft plan

Key objective

PLP/3

Draft a learning provision plan to meet the identified needs.

For this session, you will need the following resources:

- Flipchart and pens

Trainer's notes

Modifying the plan

There needs to be a realistic opportunity to amend the plan in the light of the work on identifying available resources. Many plans will either be too big, too ambitious or too costly for the resources available even with the effective addition of new resources.

As this task is more relevant to those working on real material, two different timings have been indicated. This session could be included before the work on budgets if felt to be appropriate.

Trainer input

Explain the importance of having a plan that is realistic and achievable. Reassure the participants that they are still in the drafting stage and that this is the right time to do a 'reality check'.

If the resources (including budget) are available to implement the plan then no adjustment is necessary. The question to ask at this point is 'Is the plan too large or too small, trying to do too much or spreading resources too thinly?' If the answer is 'no' then it is worth spending some time to simply check through to ensure:

- the needs fit the information
- the aims and objectives meet the needs
- the methods will achieve the objectives and
- the resources are in place or obtainable.

If the resources and budget are not sufficient to implement the plan, including any plan to obtain further resources, then amendments will need to be made. There are a number of options for doing this:

- Delete items of least priority, urgency or importance.
- Insert a 'break point' or 'points' in your plan to indicate what will be implemented with your current resource and with an increased level(s) of resource.
- Amend your methods of delivery to use fewer resources.

All are valid. The advantage of the second option is that you can show others you have considered all items even if the cannot be included. They may be able to provide resources to get them achieved. The danger of the last option is that the overall volume of work may not be reduced.

Task

Consider any further items or amendments that need to be made to your plan as a result of this reality check. Examples may be the recruitment of people to various roles or seeking new venues with suitable IT facilities.

Report back

Ask participants to give examples of which amendment method they used and what changes they have made.

Planning a learning provision: session 10

Quality control measures

Key objective

PLP/5

Include training quality control measures in the draft plan.

Other objectives

PLP/5

1 Explain the importance of quality control both locally and to The Scout Association.

2 Describe The Scout Association's minimum standards for adult training roles.

3 List a number of quality control measures and describe how these measures are used to control and monitor quality in training.

For this session, you will needed the following resources:

- Overhead projector (OHP) and overhead transparencies (OHTs)
- Flipchart and pens for brainstorming
- Copies of Worksheets 9 and 10
- Copies of handouts (Policy and Procedure and Scenarios)

Quality control policies and procedures

Trainer input

Explain that the drafting of the plan is almost complete. At this point quality control measures need to be inserted to ensure that the plan is delivered to a satisfactory standard.

Quality control measures are important for a number of reasons:

- Our youth membership has the right to be led safely and effectively.
- Participants have the right to be trained competently and not have their time wasted.
- The Scout Association needs to know that participants are trained to a satisfactory standard. This might also be to ensure access to external qualifications or, in extreme circumstances, to protect adults from prosecution if something goes terribly wrong.
- You, and those delivering the plan, will want to know that you have done the best that you can for the adults and young people in your area.
- Large and complex plans involving lots of people need monitoring and maintaining. Quality control measures are a positive means of keeping a plan on track and are not simply safeguards against failure.

OHT 10a

Quality control is important for:

- the safety of youth Members
- competent and effective training of adults
- measurable standards across The Scout Association
- the credibility of Trainers
- successful implementation of plans.

Quality control measures will relate to both the plan itself and the people who are going to deliver it. These measures will usually be expressed as 'Policies' and 'Procedures'. Policies are non-negotiable facts or instructions. Policies ensure that the plan meets the needs of The Scout Association, the local area and includes any 'rules' that you may wish to impose. Procedures are the methods by which these measures are implemented, checked and reviewed.

Policies

The Scout Association will impose some policies on your plan to maintain quality standards. They are included in *Policy, Organisation and Rules.*

These include for example:

- minimum qualifications for Trainers
- time-scales for Leaders to achieve Wood Badges
- compulsory ongoing learning requirements.

You may wish to include local policies in your plan. For example:

- New Trainers will always be supported by an experienced Trainer for their first three training experiences.
- Only certain Training Advisers who are competent in their subject will validate certain modules.
- Each training team member will have their performance reviewed every six months.
- Only certain Training Centres will be used because they're free!

OHT 10b

National policies

- Minimum qualifications for Trainers
- Time-scales for Leaders to achieve Wood Badges
- Compulsory ongoing learning requirements.

Examples of local policies

- Support for new Trainers
- Choosing Training Advisers to validate certain modules
- Six monthly performance reviews
- Use of facilities.

You might find that many of these policies are already covered by your plan because they were part of the information that you gathered initially, or are implicit in your plan. If however they are policies (non-negotiable facts or instructions) then they need to be clearly stated for those that will deliver the plan.

Brainstorm the following task with the participants.

Task

What national and local policies might affect my plan?

Task

Using the worksheet, take three examples not previously considered and work through:

- what the policy is
- why it is important
- its impact on your plan.

Worksheet 9

Using this worksheet, take three examples that you may not have considered previously and work through what the policy is, why it is important (because you will have to justify it later to those delivering the plan) and assess any impact it will have on your plan.

FRONT

Policy	**Why**	**Impact on plan**
All Trainers delivering sessions must be competent or working towards competence.	National policy – not negotiable.	Include early objective about portfolio building for Trainers.
New Trainers will be supported by an experienced Trainer for their first three experiences.	Both someone to help review and develop new Trainers and help if things go wrong. Note - many Trainers will deliver modules on their own.	Staff numbers will need increasing by one Trainer for 10% of modules.
Training Advisers will provide peer support during first year.	We are all learning a new scheme and need to share experiences and learn together.	None (Include in *Assessing Learning* sessions already planned).

BACK

Policy	**Procedure**

Report back

Ask participants to share some of their ideas. Highlight the fact that the more policies you create, the more impact it has on the plan and often the more resources are needed. Policies also affect how people can act or decide things for themselves.

Therefore, whilst the policies (remembering that these are things that **must** be done) are important and should be put in place, try not to create policies if a guideline ('This should be done') or advice ('This could be done') will suffice. Having quality control measures is a policy of The Scout Association, not a guideline.

Procedures

Trainer input

The second part of this exercise is to devise the procedures needed to implement the policy.

Explain that the procedures are the methods by which the policy will be put in place. As there are many ways of implementing a policy, policies can be likened to objectives and procedures to methods.

Work through the examples from the worksheet asking the participants what they think the procedures might be. These might include:

Policy	**Procedure**
Examples. All Trainers delivering sessions must be competent or working towards competence.	All Trainers must be registered with with the County Training Secretary and appointed a Training Advisers before delivering sessions. CTM to review progress of all new Trainers every three months.
New Trainers will be supported by an experienced Trainer for their first three experiences.	New Trainers will be appointed a 'mentor' by the CTM.
Training Advisers will provide peer support during first year.	Each Training Adviser will choose a buddy who will sit in on at least one session with a candidate this year.

Some confusion may arise between policy and procedure at this point as it might appear, for example that:

New Trainers will be appointed a 'mentor' by the CTM could be a policy rather than a procedure, so it is worth confirming the difference. This procedure does not state the intent of the policy (there might be many reasons for appointing a mentor) and there are many other ways the policy could be achieved. The chosen procedure is only one possible method.

Task

Using the bottom of the previous worksheet, consider some appropriate procedures for the policies identified that suit your plan and local organisation.

Report back

Share some ideas. Ensure participants are clear on the difference between policies and procedures.

Monitoring and controlling quality

Trainer input

Having identified quality control measures, your plan needs to address:

- how these will be maintained for the duration of the plan
- how the plan will be monitored
- what will happen if the measures are not achieved.

Some of the monitoring measures are easy to put in place and are quite mechanistic. For example, it is easy to write in review dates every six months to:

- look at which objectives have been met
- check if the number of adults in your area has gone up or down
- check that you are providing the right amount of training experiences
- check that you have enough staff, are on budget and so on.

If you accept that six months is a reasonable time-scale for review then it is helpful to construct a checklist that identifies those factors that should be reviewed. In addition include those items that should be considered less frequently during the 'life' of the plan.

Task

Using the worksheet create a list of factors that should be reviewed every six months. Indicate how this will be done and by whom if known.

Worksheet 11

Using the tables below, create a list of factors that should be reviewed every six months. Indicate how this will be done and by whom if known.

Factors to be monitored every six months	How	By whom
Is attendance at training events achieving 75%?	Report by Training Team Administrator	CTM
Have all elements being delivered according to plan?	Monitoring by LTM's	LTM's

Factors to be monitored	When	How	By whom
Personal development of Trainers	Annually	Annual review with LTM	LTM/CTM
Learning for next plan	One year before end	General review	Everyone

At the end of the task indicate that this sheet will be returned to later.

Trainer input

Far more difficult than the 'mechanical' elements is addressing the issues that relate directly to the performance of people. This is particularly relevant when they do not perform to an acceptable level, or will not work in the way the plan requires.

Task

Consider the following case studies and answer these two questions:

- What action needs to be taken to resolve this issue now?
- What could have been done before this point to ensure this situation did not occur?

Trainer's notes

Alternative methods

These situations could be role played if staff and facilities allow. Once the situation has been established, solutions could be sought from the participants and the role play continued incorporating the solution. Do not spend too long on this as this session is about the ***anticipation*** *of these types of issues for the plan and not the management of them.*

Handout B

Scenario one

Sid, who is one of the longest serving and most experienced members of the training team, is refusing to complete the Presenting module as he has his four wood beads gained 20 years ago and doesn't see the need to start again.

Scenario two

Many of the Trainers have begun to use the local school as an alternative venue to the Training Centre as it is warmer, more convenient and has a data projector they can use. Eric, the training team quartermaster is generally unhelpful about taking other kit across to the school and is unavailable to put equipment back in the stores after sessions.

Scenario three

Traditionally tutors on training experiences are left to their 'own devices' with the tutors groups and no one else is expected to enter the tutor group area. Some of the Course Directors are complaining that Milly and Simon (as well as some of the others) run their own courses in the tutor rooms.

What the case studies should indicate is the need to have policies and procedures to avoid getting to potentially confrontational situations. Remember policies and procedures govern how people operate, review what they are doing and ensure quality control. Remember policies should only address general issues.

The case studies might suggest policies in the areas of:

- Job descriptions
- Mutual agreements with staff about their role(s)
- Performance reviews both 'on the job' and 'one-to-one'
- Use of resources.

Report back

Stress that as producers of the plan their task is not to manage specific situations.

Based on their answers, ask the participants to identify what policies might have been put in place to help prevent these issues occurring.

Introducing a new plan gives a rare opportunity to discuss and agree quality control policies and procedures that will help reduce the incidence of the 'maintenance' type issues.

Controlling quality

Trainer input

Ultimately there has to be methods that the manager of the plan can use to address quality issues if standards are not satisfactory. These might include:

- stopping an element or module being delivered
- revising the plan and inserting new objectives or methods
- stopping people's involvement in the plan or changing the way they are involved.

The compliance statement

These types of method need to be written in as policies in the plan and are usefully reinforced by a plan element known as a 'compliance statement'. The policy statement might say, for example, 'Anyone failing to comply with the policies and procedures stated in this plan will be excluded from its operation and delivery'. The compliance statement, which would be signed either individually or collectively by those involved, might say:

'I/we accept that failing to comply with the policies and procedures stated in this plan will exclude me/us from its operation and delivery'.

This method is often not seen as being 'in keeping' with the Scouting ethos, but ultimately there has to be a 'bottom line'. Below this minimum standard anyone's performance in any role in The Scout Association becomes a liability rather than a positive contribution. At this point they may have to stop doing that job. This can often be done using The Scout Association's rules but some type of compliance statement is also helpful.

If we refer back to the case studies and accept that the policies that were suggested as an outcome were implemented, it follows that currently:

- Sid cannot continue in his role as he will not comply with The Scout Association's policy for Trainers
- the Trainers will need to comply with the plan elements regarding resources
- Eric will need to comply with his job description and accept his performance will be reviewed
- Simon and Milly will have their performance reviewed 'on the job' and one to one.

Ironically perhaps, some 'difficult characters' are likely during the consultation phase to agree to policies that say 'comply with The Scout Association's rules' and 'develop team members individually'. On this basis they would sign a compliance statement if asked. If issues arise at a later date their previous agreement to 'comply' is a helpful basis for discussion.

Ultimately if individuals do not wish to comply with the plan, and Sid for example may choose not to sign, it is better to know whilst still planning rather than during implementation.

Whilst it might appear to be heavy handed to include a compliance statement policy in your plan, the principle of including real management tools to ensure the quality of the plan and the people involved is important.

Task

Consider what ongoing quality control measures you wish to include in your plan and how you will get individual's commitment (compliance) to the plan before it is implemented.

Report back

Discuss participants' thoughts and ideas.

Planning a learning provision: Session 11

Produce a final learning plan

Key objective

PLP/6

Produce a final learning plan.

Other objectives

PLP/6

1. Justify the content of the learning provision plan.
2. State the people affected by the implementation of the final plan and justify methods for communicating the plan to those people.
3. Identify areas of responsibility and authority in the final plan.

For this session, you will need the following resources:

- Copies of Worksheet 12
- OHP and OHT.

Trainer input

By now you should have all the information you need to produce your plan. The final two issues to consider before production are:

- how you will disseminate your plan and
- how you will construct it.

Dissemination

You now need to decide who needs to know about the plan, how much do they need to know and what will they have to do (if anything) with the information.

Task

Using the worksheet compile a list of those who are affected by the plan, identify how much they need to know and what, if anything, they need to do as a result.

Worksheet 12

Using the worksheet compile a list of those who are affected by the plan, identify how much they need to know and what, if anything, they need to do as a result.

Who?	What?	Do?
Examples Responsible Commissioner	Probably everything!	Approve the plan and promote it widely.
Training team	Learning opportunities Methods of operation New roles Policies and procedures Quality control issues	Agree to take on the responsibilities as stated*
Leaders	Why there is a new plan What's new What they have to do and how they can do it	Complete a personal learning plan in the next three months.

* There are many ways of getting people to agree to take on roles, of which the most effective method is face to face. You may wish to consult individuals on roles via the draft plan or before the draft plan is circulated. Clearly you would only publish names in the actual plan that individuals had already agreed to.

Constructing your plan

It is likely that as a result of your work you will have to produce two documents. The first is a report of what you have done, which will include the background gathered, consultation methods, objectives, methods considered and so on. The second should be the plan. This is the detail of what will be done by who and when. Brief explanations of some items might be necessary.

How the information is presented is purely a personal matter but the plan will probably include:

- a brief introduction explaining what the plan is
- a brief background explaining how it was produced and referencing the report (or research) as the source of wider information
- an overview of the plan, particularly if there are major changes in operation, giving principle reasons
- the plan detail (either chronologically or by subject area)
- time-scales
- information on resources (either alongside each plan item or separately)
- quality control measures and monitoring methods
- roles and responsibilities
- other actions or associated work not directly included in the plan.

OHT 11

Your plan may contain:

- a brief introduction
- a brief background
- an overview of the plan
- the plan detail
- time-scales
- information on resources
- quality control measures and monitoring methods
- roles and responsibilities
- other actions or associated work.

Two important factors to consider when considering the layout of your plan are your targeted audiences (identified above) and how you want the plan to be used.

Target audiences

Your largest audience (possibly all the adults in your District or County) will probably need the least information. They will want to know what is actually happening and how it will affect them. It may therefore be helpful to have a section of the plan which simply details what will happen publicly, such as introductory meetings, training events and so on. This can then be extracted from the overall plan and published. Your primary concern when designing the layout should be **what people need to know and do**, not what you would like to say.

If the plan is to be a working document (something that those involved write in rather than just read and refer to) then you may wish to include tables with space for comments and review notes and/or sections aimed at monitoring the plan through its implementation.

Task

Devise two or three possible layouts for the plan detail and discuss the advantages and disadvantage of each with others.

Report back

Ask participants to share their work. Stress once again that there are no right or wrong answers.

Planning a learning provision: session 12

Producing the plan (optional session)

Key objective

PLP/6

Produce a final learning provision plan.

Trainer's notes

Constructing a final plan will be a long and complex task involving a number of rounds of consultation. However by this stage in the training package the participants will be equipped with all the information they need to put a plan together. If they have been working from the case study there is little point in spending further time constructing an abstract plan.

If the participants have been working on real material over a weekend there may be some value in them starting on their plan, but they will be tired and there will only be so much they can do without consulting or involving others.

It is recommended therefore that for those working on real material, no more than 60 minutes is given to revisit the material they have produced and consolidate it for future use. 25-30 minute should then be given to answer any questions that arise.

This session might be more usefully delivered after session 13.

Task

Revisit the work that you have produced including your worksheets and other notes. Make sure you understand each stage and have all the information you need for producing your final plan.

Either discuss any outstanding questions with the training staff as they arise or note them down for the report back session.

Report back

Address any questions raised.

Planning a learning provision: session 13

Summary and validation requirements

For this session, you will need the following resources:

OHP and OHT 12

Trainer's notes
Two methods are offered for this session: either a straight input by the Trainers or summaries involving the participants. The second is probably more appropriate for those whose who have been using the case study.

Trainer input

Remind the participants of the six key objectives:

OHT 12

1 Identify the needs of an area so that The Scout Association's Adult Training Scheme can be implemented.
2 Research and include current developments in training in the draft plan.
3 Draft a learning provision plan ('the plan') to meet the identified needs.
4 Identify the resources needed to implement the draft plan.
5 Include training quality control measures in the draft plan.
6 Produce a final learning provision plan.

Expand on the detail that has been looked at in each one.

For example:

1 Gathering information, consultation, systematic planning
2 Identifying trends, evaluating information
3 Writing aims and objectives, selecting methods, learning methods
4 Reality checks, all types of resources
5 Quality control measures, compliance strategies, budgets
6 Target audiences, plan design.

Optional task

Ask different participants, or groups of participants, to take an area each and, after 10 minutes deliver a two-minute report back on the key points to remember from that area.

Final Trainer input

Acknowledge the complexity of the task and the wide range of skills involved. Re-emphasise the value of producing plans with other people both to utilise their skills and in engaging their future commitment to the plans.

Validation

Remind the participants that the validation method is a portfolio-based assessment of the production of a real plan. Highlight the amount of valid material that they have already produced that can be included.

HO A What is a learning provision?

A learning provision is the pattern of opportunities that are put in place to enable adults in The Scout Association to meet the minimum training requirements for their role and for them to meet their own personal development needs.

What is the learning provision plan?

The learning provision plan is simply the plan to provide – and continue to provide – a range of learning opportunities in a given area.

Ultimately the learning provision plan must ensure that:

- every adult in the area has access to the most appropriate learning method for their role, home situation, special needs etc.
- the quality of Scouting in the area is improved through well trained adults.

The learning provision plan will contain:

- an overview of what types of learning and training opportunities are available in the area
- a programme of training opportunities
- details of who is responsible for what in the plan
- the resources needed for the plan
- quality control measures and monitoring methods.

Putting together a learning provision plan

Generally, there are five stages to creating a learning provision plan:

1. Gathering relevant information
2. Drafting a plan
3. Checking the resources
4. Producing a plan
5. Informing others.

Below you can find out a bit more about each of the stages.

Gathering relevant information

This stage is about doing the research that will lead to the production of your final plan. It will involve looking at The Scout Association's requirements for training and the relevant policies of The Scout Association. A consultation phase with others in the area and finally doing some internal and external research on training developments will also be necessary.

Drafting a plan

This stage will ensure that:

- all of the planning that takes place is done systematically
- a diverse range of learning methods is used and
- quality control measures are put in place.

Checking the resources

This stage is the 'reality check' to ensure that what you want to do is achievable in terms of equipment, people, budget and all the other aspects of 'real life' that may impact on your plan.

Producing a plan

This stage covers the production of the final plan, ensuring that it contains everything necessary for a successful plan.

Informing others

Obviously, you will not be producing the plan on your own but this stage is to ensure that everyone in the area has been informed properly.

What is a 'Learning Provision' and how is it different from a 'Training Plan'?

'What is the difference between training and learning?'

'What is the difference between a 'provision' and a 'plan'?

The process of producing a local learning provision plan

Gathering relevant information

Drafting a plan

Checking you have the resources to deliver it

Producing a plan and informing others about it

Key sources

- Scouting in our area today
  E.g. County/District development plans
- The Scout Association
  E.g. Newsletters, Scouting Magazine, ScoutBase UK
- Users of the scheme (Commissioners, Leaders)
  E.g. via comments, meetings, reviews of courses
- Outside The Scout Association
  E.g. recent developments in training, web, newspapers, magazines
- Young people.

WS 1

Consultation: Session 2

List those, internally and externally, that you would consult at the beginning of your planning. You will need to add to this list at a later stage.

Consult who?	About what?	When?
Examples		
Responsible Commissioner	Scope of the plan	Start of project
All Leaders	Views of Leader training	Start of project

WS 2

Information required: Session 2

Using this table, identify the information you require and where and from whom it might be obtained. You can use the consultation worksheet as information.

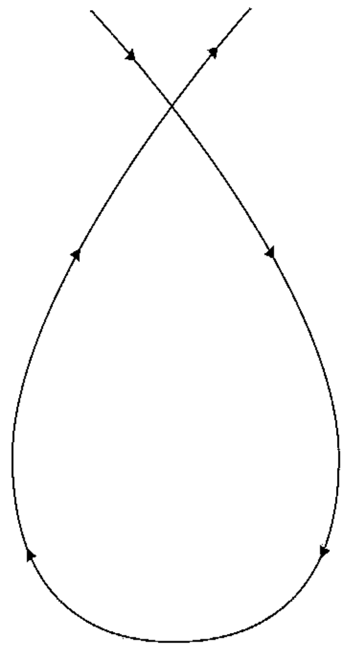
Information required	**From where**	**From who**	**Date requested**	**Date received**	**Category**
Examples Scout census	District records	District Secretary			Fact and essential
Training needs of Leaders	District newsletter GSL meeting	All Leaders in the District			Opinion and essential
New trends in training	Gilwell Training magazines	Adult support Newsagents			Fact and opinion

The systematic planning loop: Session 3

Specific NEED identified

IMPLEMENT
(follow the method you detailed)

METHOD
(describe how you are going to meet the objectives)



EVALUATE
the success of the activity

General AIM decided
(outline what it is you wish to achieve)

Detailed OBJECTIVES set
(specify what is to be done by the other person/s)

WS 3

Identifying needs: Session 4

Using the worksheet, begin to construct the draft plan by extracting the learning needs from the research material and adding items from your own knowledge. Complete the 'need' and 'source' column first. Put other thoughts in other boxes if you wish or have the necessary information.

Need	Source	Aim	Priority	Timescale
Examples All Leaders must have First Response qualification	POR	Provide training with Girlguiding UK and St John	High	By 2005
Five Leaders in the 'District partnership team' need training in Muslim faith	District Development plan			By Eid-ul-fitr
Scout Section Leaders want pioneering training	ADC meeting	Get them to train each other	V. low!	

Prioritising needs: Session 5

Classify each of your identified needs in the table to help determine the priority of each need in relation to the time-scale of the plan.

Urgent and important	Important but not urgent

Urgent and unimportant	Unimportant and not urgent

S = Simple

M = Measurable

A = Achievable

R = Realistic

T = Timed

Active verbs

Item Code FS 500002 Edition No1 Aug 02

0845 300 1818

Throughout the adult training material, various tasks and exercises ask you to refer to a 'List of Active Verbs'. This is a list of 'doing words' divided into three sub-headings: knowledge, skills and attitudes. The classified list is shown below, and has been produced as a factsheet because it is referred to across numerous modules.

Knowledge

Analyse
Apply
Calculate
Categorise
Choose
Compare
Count
Define
Demonstrate
Describe
Design
Designate
Document
Evaluate
Explain
Express
Group
Identify
Illustrate
List
Locate
Name
Order
Organise
Prove
Rank
Recall
Recite
Record
Repeat
Restate
Select
Solve
State
Write

Attitudes

Accept
Agree
Allow
Build on
Choose
Co-operate
Criticise
Defend
Decide to
Encourage
Endorse
Enthuse
Help
Lead
Prescribe
Recommend
State
Value
Volunteer

Skills

Adjust
Advise
Assemble
Build
Close
Collect
Combine
Conduct
Construct
Control
Copy
Counsel
Demonstrate
Design
Discuss
Draw
Execute
Find
Illustrate
Install
Locate
Make
Manipulate
Measure
Operate
Perform
Persuade
Repair
Replace
Reproduce
Select
Separate
Show
Signal
Sort
Touch
Trace

The Scout Information Centre
Gilwell Park Chingford London E4 7QW Tel +44 (0)20 8433 7100
Fax +44 (0)20 8433 7103 **email** info.centre@scout.org.uk www.scoutbase.org.uk

Learning methods: Session 6

Write in as many learning methods as you can think of.
Be as specific as possible.

Some examples are given to help you:

- Listening to a talk
- Having a go
- Reading a book
- Watching a video

When you have finished, check this list with the back of this sheet.

The three principle learning methods are hearing, seeing and doing. The following are common variations of these.

- Listening to a talk – live/on tape
- Having a go
- Reading a book
- Watching a video
- Discussions – 1-2-1 or group
- Diagrams/pictures
- Following a step by step process
- Demonstrations
- Copying
- Interactive learning
    - CD ROM
    - Web based
    - Workbooks

Element	Frequency per year	People	Equipment	Written resources	Other resources	Venue
Module X	2	Trainer 3 tutors caterer	OHP 4 flip charts Practice equipment	2 handouts per person Copy of Workbook	Demo model	Training Centre
Module Y	4	Administrator to track videos	Video	Copy of Worksheet per person	Copy of video per person	None
Training Team Event	1	All team members (6 Trainers 12 tutors) 2 caterers	2 OHP 4 flipcharts Data projector	6 copies of PRE module and 18 sets of handout	Party kit 4 x flipcharts Note pads	Training Centre plus accommoda-tion for 20 for 2 nights
Total/ Summary	7 events	8 Trainers 12 tutors Administrator 3 caterers				Training Centre x 2

WS 6

Resources: Session 3

Under the headings - **People, Equipment, Written resources, Other resources and Venues**, list the resources you will require to deliver three different elements of your plan in the first year. Where appropriate put a total or summary list in the bottom row.

Element	Frequency per year	People	Equipment	Written resources	Other resources	Venue

Securing resources: Session 8

List resources that are new or currently unavailable to your team. Locate a source where they may come from if you currently do not have them available.

New resources needed	Possible source

A Catering Team Manager can:

- recruit, manage and organise a team of adults
- devise and work to a budget
- produce a range of nutritionally balanced menus
- advise on meals for a range of different dietary and religious requirements.

WS 8 Budget exercise section 5

Use this worksheet to help you produce a simple budget for the element calculating:

- the total expenditure and income for the year
- the overall profit or loss total for the module.

Element	Frequency per year	People	Equipment	Written resources	Other resources	Venue
Module X (20 participants)	2	Trainer 3 tutors caterer	OHP 4 flip charts Practice equipment	2 handouts per person Sample of Workbook	Demo model	Training Centre

Item	Cost
Module X handouts	10p per participant set
Workbook	£2.85
Equipment/other resources	No cost
Catering	£2.50 per head
Training Centre	£45 per day
Photocopying for module X	£2

County policies and budgeting information:

- No expenses are paid to course staff
- Participants are charged a flat rate of £5 per module
- Sample books are budgeted for once a year
- Attendance rates are calculated at 75%
- Depreciation on practice materials is not included.

Income	Expenditure
Total	Total
Final profit/loss	

Common mistakes

- Forgetting there are two sessions in the year
- Calculating income at 100% not 75%
- Purchasing handouts at 100% not 75%
- Buying the sample twice
- Forgetting to budget food for the staff (including the caterer).

Quality control is important for:

- the safety of youth Members
- competent and effective training of adults
- measurable standards across The Scout Association
- the credibility of Trainers
- successful implementation of plans.

National policies

- Minimum qualifications for Trainers
- Time-scales for Leaders to achieve Wood Badges
- Compulsory ongoing learning requirements.

Local policies

- Support for new Trainers
- Choosing Training Advisers to validate certain modules
- Six monthly performance reviews
- Use of facilities.

WS 9 Plan policies: Session 9

Using this worksheet, take three examples that you may not have considered previously and work through:

- what the policy is
- why it is important
- its impact on your plan.

Policy	Why	Impact on plan
Examples All Trainers delivering sessions must be competent or working towards competence.	National policy – not negotiable	Include early objective about portfolio building for Trainers.
New Trainers will be supported by an experienced Trainer for first three experiences.	Both someone to help review and develop new Trainers and help if things go wrong. Note - many Trainers will deliver modules on their own.	Staff numbers will need increasing by one Trainer for 10% of modules.
Training advisers will provide peer support during first year.	We are all learning a new scheme and need to share experiences and learn together.	None (Include in *Assessing Learning* sessions already planned).

Policy	Why	Impact on plan

WS 10

Plan procedures: Session 9

Policy	Procedure
Examples All Trainers delivering sessions must be competent or working towards competence.	
New Trainers will be supported by an experienced Trainer for their first three experiences.	
Training Advisers will provide peer support during first year.	

WS 11 Factors to be monitored: Session10

Using the tables below, create a list of factors that should be reviewed every six months. Indicate how this will be done and by whom if known.

Factors to be monitored	How	By whom
Is attendance at training events achieving 75%?	Report by Training Team Administrator	CTM
Have all elements being delivered according to the plan?	Monitoring by LTM's	LTM's

Factors to be monitored	When	How	By whom
Personal development of Trainers	Annually	Annual review with LTM	LTM/CTM
Learning for next plan	One year before end	General review	Everyone

HO B

Three scenarios

Scenario one

Sid, who is one of the longest serving and most experienced members of the training team, is refusing to do the presenting module as he has his four wood beads from 20 years ago and doesn't see the need to 'start again'.

Scenario two

Many of the Trainers have begun to use the local school as an alternative venue to the Training Centre as it is warmer, more convenient and has a data projector they can use. Eric, the training team quartermaster is generally unhelpful about taking other kit across to the school and is unavailable to put equipment back in the stores after sessions.

Scenario three

Traditionally tutors on training experiences are left to their 'own devices' with the tutors groups and no one else is expected to enter the tutor group area. Some of the Course Directors are complaining that Milly and Simon (as well as some of the others) run their own courses in the tutor rooms.

Informing others: Session 11

Using the worksheet, compile a list of those who are affected by the plan. Identify how much they need to know and what, if anything, they need to do as a result.

Who?	What?	Do?
Examples Responsible Commissioner	Probably everything!	Approve the plan and promote it widely.
Training team	Learning opportunities Methods of operation New roles Policies and procedures Quality control issues	Agree to take on the responsibilities as stated*
Leaders	Why there is a new plan? What's new? What they have to do and how they can do it	Complete a personal learning plan in the next three months.

* There are many ways of getting people to agree to take on roles, of which the most effective method is face to face. You may wish to consult individuals on roles via the draft plan or before the draft plan is circulated. Clearly you would only publish names in the actual plan that individuals had already agreed to.

Your plan may contain:

- a brief introduction
- a brief background
- an overview of the plan
- the plan detail
- timescales
- information on resources
- quality control measures and monitoring methods
- roles and responsibilities
- other actions or associated work.

1 Identify the needs of an area so that The Scout Association's Adult Training Scheme can be implemented.
2 Research and include current developments in training in the draft plan.
3 Draft a learning provision plan ('the plan') to meet the identified needs.
4 Identify the resources needed to implement the draft plan.
5 Include training quality control measures in the draft plan.
6 Produce a final learning provision plan.