managing a learning provision

managing a plan to meet local learning needs | **34**

adult / *training*

fellowsh

34
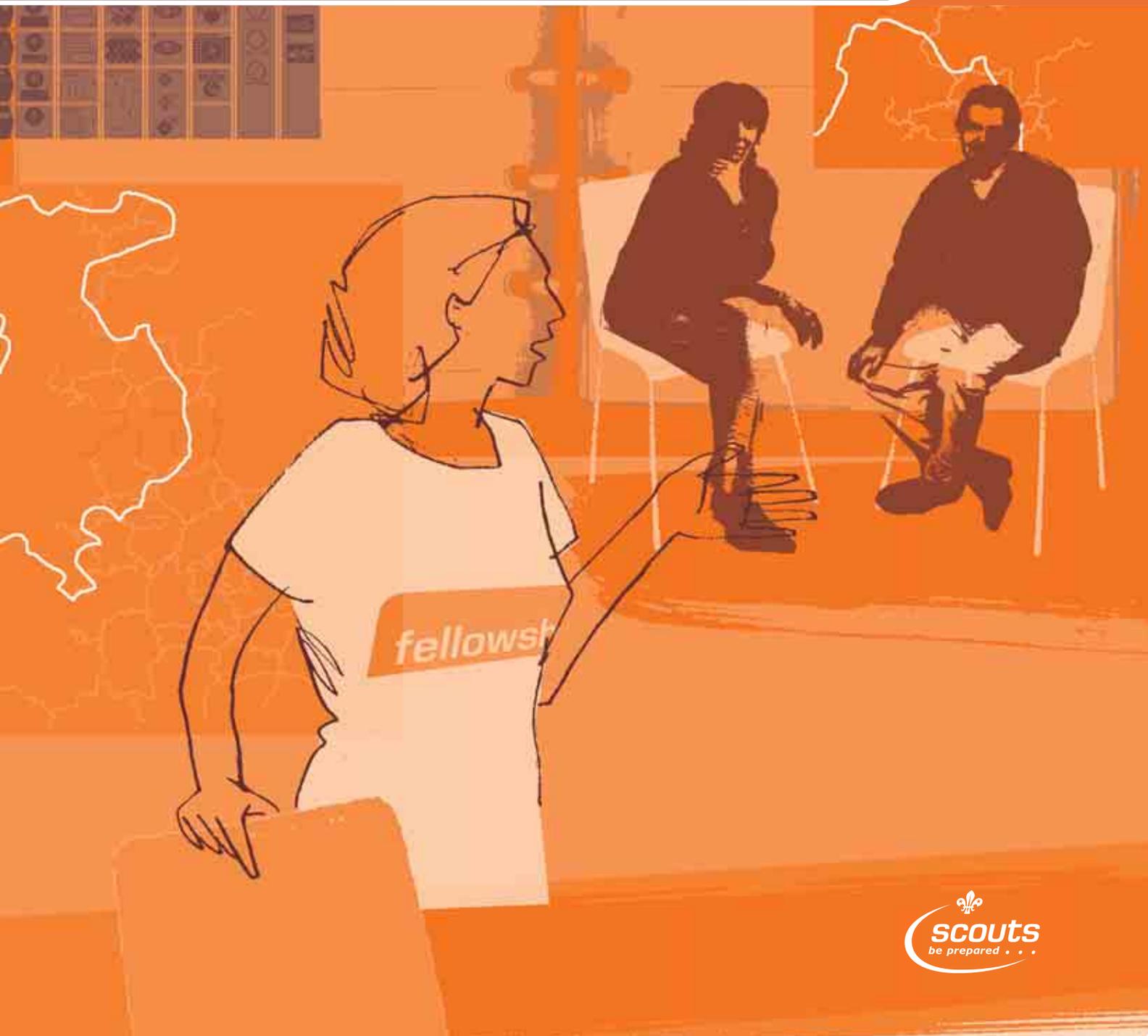
Who is *Managing a Learning Provision* for?

This module (number 34) is designed primarily for County Training Managers (CTM) and Local Training Managers (LTM). It provides them with the necessary skills to manage a plan to meet local training and learning needs.

Minimum starting point

This module is about the maintenance of an existing learning provision plan not the review or creation of a new one. If a plan is not available, then this module should be preceded by a review by the participant of the current learning provision in their area. The review should:

1 consider what training currently takes place

2 establish what the current learning provision is.

This is the minimum starting point for this module. If no plan is identifiable and no training is taking place then the creation of a plan must be undertaken. Module 33, *Planning a Learning Provision* can help with this.

What does this module contain?

The module includes 11 hours of learning (plus some optional sessions) which may be managed in a variety of ways.

How is this module validated?

The validation for this module is competency based. This means that participants will be required to put together a portfolio of evidence to meet the requirements of the module (found in the *Guide to Planning and Managing a Learning Provision*).

It is possible to use some of the exercises in this workbook as evidence for module validation. The worksheets that apply to each objective are outlined in the *Guide to Planning and Managing a Learning Provision*. It would, however, be a good idea for participants to keep all the notes and work as they may be useful as evidence.

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.

County boundaries on the cover ©MAPS IN MINUTES™ 2001.

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 the method of training. The content is given in outline with key points expanded in more detail. Trainer notes are also given to provide guidance on methods or other key points.

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

Session details

The following sessions take participants through:

- implementing, monitoring and amending the plan
- maintaining quality control
- maintaining a competent team and links with others.

Session		Page	Timing (hrs)
1	Introduction to the module	4	0:40
2	Information gathering (optional session)	7	0:30
3	The Scout Association's Adult Training Scheme	8	0:15
4	Securing and allocating resources	10	2:00
5	Communication skills	16	3:05-3:15
6	Wider communication	31	0:35
7	Quality control measures	33	2:35
8	Monitor the progress and effectiveness of the plan	44	0:55
9	Amending the plan	49	0:35
10	Maintain a competent team	53	2:00-2:30
11	Module summary and validation methods	59	0:15

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 eight suggests that if all the course participants are from the same area, then a briefing from the responsible treasurer could be arranged. This is something worth considering before the start of the course.

Session four should be completed using participant's own material. No case study is provided for this module as it was for *Planning a Learning Provision*. Participants should therefore bring with them a copy of their Learning Plans.

Managing a learning provision

Aim

To provide the skills, knowledge and attitudes necessary for Training Managers to manage the learning provision for their area.

Objectives

There are six overall objectives for this module:

1. Implement the learning provision plan ('the plan').
2. Monitor the progress of the plan.
3. Apply and maintain quality control.
4. Maintain a competent team.
5. Maintain links with other relevant people involved in training.
6. Amend the plan.

Trainer's notes

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

Trainer

Learner

Group

Report back

Visual aids

Trainer's notes

Handout notes

Timing

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.

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 participant through the management of a plan. A workbook is provided to support this method.

Trainer's notes

A guide to achieving competence for Planning a Learning Provision and Managing a Learning Provision is also available. The *Guide to Planning and Managing a Learning Provision* details the performance levels required and the validation method.

Resources

To carry out the training module in its entirety, you will need the following resources (resources are also summarised at the start of each session):

- Overhead projector (OHP) and overhead transparencies (OHTs)
- OHP pens
- Copies of relevant worksheets
- Copies of relevant handouts
- Copy of *The Scout Association's Adult Training Scheme*
- Flipchart
- Flipchart paper and pens
- Prompt cards
- Adults in Scouting model on OHT
- MLP1 Resource Audit Plan.

Managing a learning provision: session 1

Introduction to the module

Key objectives

1 Describe the purpose of this module.
2 List the necessary preparation work.
3 Identify the starting point of all participants.

Other objective

MLP/1

1 State their responsibility for implementing the plan.

For this session, you will need the following resources:
- OHP and OHT
- Copies of worksheet 1.

Trainer's notes

Participants will need to have:
- *a copy of the new or existing learning provision plan*
- *information on the resources available such as people, budget, training equipment, venues and so on*
- *reviews of the previous plan or the current one if it has been started*
- *information on the number of adults to be trained and their training needs*
- *details of training personnel, their previous and current commitments and any reviews of them that have been carried out.*

You may find participants are at different stages in the 'lifecycle' of the plan for their area. Some might be just about to implement a new plan but many will be taking on the management of a current plan. This difference in starting points will need to be addressed and accommodated during the training.

Trainer input

Explain the context of the module. Be clear that this module is about the management and maintenance of an existing plan not the creation of a new plan.

Clarify, if necessary, the difference between 'learning provision' and 'training plans'.

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Full details on this and training aids are included in session one of Module 33, Planning a Learning Provision, *if required.*

Outline the objectives for the module.
(OHT **1a**)

Objectives for Module 34, *Managing a Learning Provision*:

1 Implement the learning provision plan ('the plan').
2 Monitor the progress of the plan.
3 Amend the plan.
4 Apply and maintain quality control.
5 Maintain a competent team.
6 Maintain links with other relevant people involved in training.

Explain that this module will use real material provided by the participants based on the current provision in their area. The first task will therefore be to identify the information that is needed.

Expand on the following:
(OHT **1b**)

You will need to have:

- the new or existing learning provision plan
- information on the resources available
- budget information
- quality control information (if any exists)
- any reviews of the previous or current plan
- information on potential participant numbers
- details of training personnel.

Gathering information

Reassure participants that most are unlikely to find a complete learning provision plan. They are likely to find a programme of training but might have to add to this to construct the complete picture of the learning provision. For example, First Response training, activity authorisation training or skills training may currently be seen as separate.

Budgetary information and details of the training personnel available may also be in other documents and need to be obtained. Quality control measures (if any exist) may also be part of other policy or operation documents.

It is also important for this module to understand that each participant's starting point will be different. This will effect the relevance of different sessions to each individual.

Task

Using the worksheet below, identify the information that you currently have and what else you need to collect.

Be prepared in 10 minutes time to give a short introduction to the other participants on the role/task you have been asked to do locally. Also explain the current state of the plan or materials you have to work from.

Worksheet 1

Using the table, identify the information you currently have and what else you need to collect.

Information needed	Probable source

Report back

During the report back encourage candidates to be honest and to update their own sheet with ideas from others.

Reassure candidates once again that everyone's starting point and material to work from will be different.

It is possible that some participants cannot identify sufficient information to continue and that their real need is to construct a new plan. In this situation they should be encouraged to follow this course of action and complete Module 33, *Planning a Learning Provision*, if necessary.

Other participants may not be clear on the extent of their responsibilities. In this case, a 'follow up' task to agree a job description with the person responsible for the plan may be necessary.

If using separate sessions or a pre-weekend session set the following task.

Task

By an agreed date, collect and collate, if necessary, all the relevant information you can find into a current learning provision plan.

Managing a learning provision: session 2 (optional)

Information gathering

Key objectives

- Monitor progress
- Re-integration

Trainer's notes

If the participants have been away for some time, it will be useful to spend a short period re-integrating them. Ask them to share examples of the successes (and failures) they have had in gathering information.

This will also give you a perspective of their current progress.

Managing a learning provision: session 3

The Scout Association's Adult Training Scheme

Key objective

MLP/1

2 Describe The Scout Association's Adult Training Scheme.

For this session, you will need the following resources:
- A copy of *The Scout Association's Adult Training Scheme*

Trainer's notes

If using a pre-weekend evening session or a series of sessions, this session can be delivered with session one to set the context of the information gathering.

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

Trainer input

Explain that to be able to manage the plan and adapt it if necessary during its implementation, participants must understand the Adult Training Scheme. This is so they can ensure it achieves both what individuals need locally and what The Scout Association requires nationally.

The Training Policy of The Scout Association is made up of a structure that adults work through, which is based on some underlying principles.

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	One scheme for all adults
A four stage model – Mutual Agreement, Getting Started, Wood Badge and Ongoing learning	Recognises the current skill and knowledge
Modular	Only doing the learning appropriate to your role
Recognised by OCN as an award	
Delivered by a variety of methods	

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The structure and the principles together form The Scout Association's Training Policy as detailed in *Policy, Organisation and Rules*. The learning provision must obviously conform to and fulfil the Training Policy of The Scout Association. The provision must also however take account of the other policies of The Scout Association, such as the Equal Opportunities Policy, which need to be kept in mind.

The full details of the scheme can be found in *The Scout Association's Adult Training Scheme*.

Managing a learning provision: session 4

Securing and allocating resources

2:00 minimum

Key objective

MLP/1
Implement the learning provision plan.

Other objectives

MLP/1
3 State the resources necessary to implement the plan.
c Resources are secured and allocated to all elements of the plan.

For this session, you will need the following resources:
- Overhead projector (OHP) and overhead transparencies (OHT)
- Flipchart for brainstorming
- Copies of worksheets 2 and 3.

Context of the module

Trainer input

0:05

Before implementing the plan, participants need to take ownership of it. There are two key questions they need to ask themselves before proceeding. These are:

(OHT **4**)
- Is the plan complete?
- Is it realistic?

The next two sessions are about ensuring that the resources are identified and in place before implementing the plan.

Securing resources

Trainer input

Explain that within the plan there should be a list of the resources necessary to deliver each different element. This may be broken down into categories such as people, equipment, written resources and so on. There should also be costing for each element of the plan and an overall budget for its implementation.

In addition, if it was identified that insufficient resources were available to deliver the plan, there may also be plan elements that relate to securing further resources. These must be addressed first, as it would be unwise to implement the plan without some realistic expectation that it can be achieved.

The plan therefore needs a degree of cross checking before implementation and the following questions should be asked. (This list is not exhaustive.)

Trainer's notes
Before issuing the handout you might ask participants for some examples of questions they might ask.

Task

Using the worksheet, record the questions you wish to ask to cross check the plan. You may or may not be able to answer these now. Use the 'notes' column to record what you may already know or whom you might ask, for example.

Worksheet 2

Record the questions you wish to ask to cross check the plan. You may or may not be able to answer all of these now. Use the 'notes' column to record what you may already know or whom you may ask, for example.

Question	Notes
Is there a plan element for securing more resources? If so, what needs doing?	
Is the plan calculated on the right number of potential participants?	
Was the budget agreed for the full amount or are cuts required?	
Is the level of resources identified realistic?	

Report back

Ask the participants for some examples of questions they added. Encourage them to record relevant issues raised by other people.

Trainer input

Checking the plan

If the plan is good then the answers to all these questions should be found in the source material for the plan. If not then they may need checking with the author of the plan.

Resource audit

Once satisfied that the plan is realistic and robust, it is worth completing a resource audit to see what further resources are needed and an action plan to achieve it. It is highly unlikely that participants will have as many resources as they would like, particularly human resources. The plan will probably be based on a minimum requirement.

It is important when considering people as a resource not to 'double count' them. For example, the calculation of resources required will probably be based on each individual being available for four, five or six occasions a year. The fact that 'Bill' can present sessions, facilitate and instruct practical skills does not mean he can be entered in all three columns and do 18 sessions!

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Task

Using the worksheet complete a resource audit and plan to address any identified gaps.

Worksheet 3

By filling in the empty spaces on the table, complete a resource audit and plan to address any identified gaps.

Resource audit

FRONT

People

Role	No. required	In place	Deficit
Training Advisers			
Facilitators			
Presenters			

Equipment

Type	No. required	In place	Deficit
OHP			
Flip Charts			

Venues

Type/location	No. required	In place	Deficit
Campsite			
Training Centre			

Other

Type/location	No. required	In place	Deficit
60 handout sets			

BACK

Resource required	Plan	By whom	Achieved
Data projector	Loan agreement with Training Centre		
Flipchart	Buy – agreed in budget		
Eight Training Advisers	Recruit from GSLs/DCs		

Point out that unless participants intend to do it themselves, people are also required to acquire and manage the resources.

Securing people

Explain that the last element of cross checking before allocating resources is to 'secure' the people you have already identified as available as a resource (recruiting others will be looked at later).

It is far too easy to assume that individuals are content to continue doing what they are doing and do not want to develop, change role or even retire. Before allocating people to the plan, a discussion should be held with each individual to discuss what you want and what they would be happy to do. You should reach a mutual agreement on both their role(s) and their availability.

Adjustment may need to be made as a result to the resources required. The resources can then be allocated to the different elements of the plan.

Trainer's notes
More on mutual agreements can be found in the resource: Supporting Adults When They Are New: *Induction, available from the Scout Information Centre.*

Allocating resources

Allocating equipment and budgets to elements of the plan is easy. Allocating people however is a skill and there are many factors to consider.

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Task

Brainstorm a list of factors that need to be considered in allocating people to the plan.

The list might include:

- Skills and knowledge
- Scout Association competencies
- Likes and dislikes of subjects or other people
- Characteristics of individuals
- The need to establish teams
- The need to break up teams
- The training and/or mentoring of new team members
- Achieving a mix of age/experience/gender on each training experience
- Trying new roles
- Succession planning
- Needs of participants.

Report back

Compile a central list of factors and produce as a handout if possible.

Emphasise that there are rarely 'right' or 'wrong' answers. Explain that in reality they will often have to take who is available rather than choose.

Mention that the plan they have inherited should already contain some indication of responsibilities for elements of the plan and may also include some detail of who will do what. Both these factors will need to be taken into account.

An overriding principle in the construction of teams is achieving balance across as many factors as possible. Inevitably in a voluntary movement, many of the 'wants' of individuals will need to be accommodated, providing that in doing so you do not compromise the quality of what you are delivering.

Trainer's notes

The participants will need some time to attempt the allocation of resources to their plan and this task is likely to take two forms.

For those starting a new plan they can attempt to allocate the resources they have. Those in the middle of a plan will need to review the placement of their resources currently and note any recommendations for reallocations.

The timing is given as variable as plans will be variable in size and complexity but a minimum of 60 minutes is probably required.

Managing a learning provision: session 5

Communication skills

Key objectives

MLP/1

Justify the methods identified for communicating the plan to relevant people.

Other objectives

MLP/3

b Quality control procedures are communicated to all relevant people.

MLP/5

1 Describe effective methods for establishing and maintaining communication with other people involved in adult training.

2 Describe the benefits of sharing information and views with others involved in adult training.

MLP/6

Justify communication methods selected to notify changes to the plan.

For this session, you will need the following resources:
- Overhead projector (OHP) and overhead transparencies (OHT)
- Flipchart for brainstorming
- Copies of handouts
- Copies of worksheets 4, 5, 6 and 7.

Trainer's notes

Objectives MLP 5.1 and 5.2 are on the subject of communication, although in a wider context than simply communicating the plan. It is possible therefore to incorporate them into this session. Some prompts to achieve this are included in the notes.

Alternatively a separate session (6) is provided to cover these topics.

Communicating the plan

Communication skills are among every manager's most important qualities. The implementation of a plan relies on the successful communication of what that plan is to all those involved in a way that each person will understand. It also relies on each person understanding his or her role, actions, and responsibilities.

The management of a plan nearly always involves the management of the people operating it and involved in it. However, people, particularly volunteers, can be challenging to manage. They have good days, bad days, their own ideas on how things should be done, different likes, dislikes, skills, beliefs, values and opinions. With volunteers, unlike employees, they will often only do as they are told if they agree with the instruction. While volunteers can be 'sacked', clearly many people find this hard.

Dealing with these factors is part of the challenge of being a manager. However this role is not for everyone. That is why *Planning a Learning Provision* and *Managing a Learning Provision* have been separated into two modules as it is acknowledged that the skills are very different. Many excellent planners are poor managers and vice versa.

The content of this module is divided into two sections:

1 Planned and structured communications.
2 Communicating effectively.

Planned and structured communication

Trainer input

Explain that no matter how large or small their plan, participants will need to communicate it effectively to a lot of different people. The recipient will then need to do different things with the information. Communication about the plan will also need to be continuous throughout its life so people are aware of any changes, amendments and updates as it progresses.

Fortunately, although it is a large task, structured communication can be planned in advance of implementing the plan. It should be included as part of the plan with resources allocated to it.

The following task should then be brainstormed with the participants.

Task one

What information needs communicating regarding the plan and to whom?

Trainer's notes

It is particularly helpful for this task for the brainstorm to be recorded as a mind map (spider-gram). You may need to explain this method to the participants.

The first level of the map should be 'who' needs to be communicated with and the second level 'what' needs to be communicated. It will help participants to give and draw some examples. (Blank OHT provided).

For example:

(OHT **5a**)

Progress reports   Training requirements   Opportunities

Complete plan

CC

Communication   **Participants**
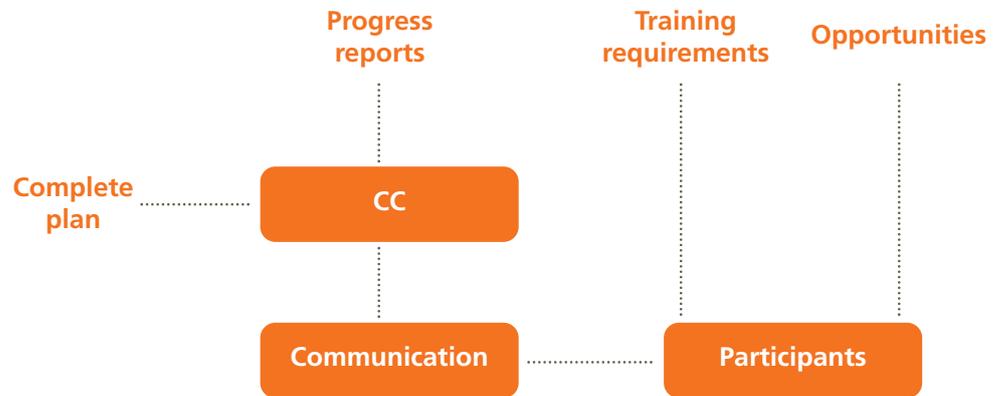
Unless ideas occur that they want to jot down, encourage participants to complete all the 'whos' before completing the 'whats'.

To save returning to this subject later you may wish to ask them to highlight those they need to communicate with as part of their role and not just in relation to the plan. Use 'others involved in training' as an example to cover the MLP 5.2 objective. As part of using this example, ask participants about the value of sharing the plan with others both inside and outside Scouting such as other Training Managers, other youth organisations and so on. Alternatively, given the size of the task, you may wish to return to this aspect in the next session.

Report back

Ask the participants to share their ideas and update their own map with relevant additions.

Trainer input

Having established the 'who' and the 'what', the next step is to identify the 'how.' This can be usefully addressed under the headings 'first communication' and 'ongoing communication'.

Briefly, in discussion, or brainstorming if you wish, ask the participants to suggest ideas for each category. They will probably include:

First communication	Ongoing communication
Send out copies of the plan	Regular meetings
Start a newsletter	Newsletters
Hold a brief meetings	County/District magazines
Discuss one to one	Letters
Put on the agenda of a meeting	Review meetings
Issue programme	

Effectiveness and importance

Trainer input

At some point in this session the subject of the 'effectiveness' of each method versus the 'effort' for each method needs to be addressed. For example, while one to one discussions are usually the most effective method, they are clearly impractical for training a District of hundreds, or a County of thousands of people. Similarly, if you hold a briefing meeting what percentage of those invited will turn up? How will those that do not come receive the information?

These issues cannot be resolved by this session, but an awareness of effectiveness can sometimes alter the choice of method. The 'importance' of each communication may also affect the choice of method with the first communication often being the most important.

This input can either take place now or after the participants have completed the next task.

Task

Translate your spider-gram into a communications plan using the worksheet provided.

Worksheet 4

Translate your spider-gram into a communications plan using the table.

Communications plan

WHO Role of person (or name)	WHAT Content of communication	HOW First communication	HOW Ongoing communication
Training Advisers	New structure Role Support First meeting date	Letter to establish regular meetings	Four meetings a year

If covering the MLP 5 objective, remind participants to include others external to The Scout Association.

Optional task

As a second task, or as they complete the first task, the participants might benefit from using the second handout to produce a communications diary.

This acts as a 'reality check' for the methods they are proposing and may lead to:

- the selection of different methods
- the consolidation of some together or
- the allocation of certain responsibilities for communication to other people.

Task

Plot the communications necessary on the diary handout to help you assess the workload. For example, if you have planned four meetings annually with Training Advisers, plot these in at three monthly intervals. If you plan to have a one to one with all 20 team members, plot these in as well.

Having plotted in all your communication commitments review your plan to see whether the methods are realistic for the time you have available. Bear in mind this is just one aspect of your voluntary role.

Worksheet 5

Plot the communication commitments on the diary below so that you are able to assess your workload.

Diary

Month	First communication	Regular communication
January		
February		
March		
April		
May		
June		
July		
August		
September		
October		
November		
December		

Summary

Highlight that planning structured communication in isolation may not be the best use of the opportunities available to you. For example, Districts and Groups may be happy to print information for you at regular or irregular intervals in newsletters.

It is important therefore to share your plan with others, particularly the diary aspect, and review it after a period for its effectiveness.

Communicating effectively

Trainer's notes

Vast amounts of time could be spent on the subject of communication. If participants have particular needs they may need to directed to other modules such as Presenting and Facilitating to provide other learning.

The principles of effective communication are covered briefly here and an exercise is provided to address the MLP 3 subject of applying quality control measures to individuals.

Trainer input

With reference to the previous piece of work, highlight that as a manager you will be called on regularly to communicate both in writing and face to face in a variety of ways and situations.

Examples of written communication, to both produce and respond to, might include for example:

- letters
- course reviews
- e-mails
- thank you notes
- text messages
- budget reports
- individuals' reviews.

The huge advantage of written communication is that you always have the opportunity to plan a response.

Although presentations and reports can be prepared, face to face communication, often involves, for example:

- formulating responses instantly to thoughts
- questions
- suggestions
- criticisms.

Clearly this requires a significant amount of 'thinking on your feet'.

Both means of communication also often require an 'emotion' to be conveyed. These might be as diverse as humour, sympathy, empathy, authority, trust and so on.

Pose the questions to the participants 'What makes written communication effective?' and 'What makes spoken communication effective?' Record the responses.

If participants find this hard you might get a better response to the question 'What barriers are there to effective communication?' Then examine how these might be overcome.

Finally ask participants to identify the skills needed to be able to communicate effectively.

Following this exercise, set the following task.

Task

Bearing in mind the factors that make communication effective, write a list of points to consider in planning a written or oral communication.

Report back

In reviewing these lists with participants the two-way nature of communication may have to be drawn out. Emphasise the importance of anticipating the needs, abilities and feelings of the other party in preparing communications.

Suggest that participants use this list as an 'aide memoire' for future use in producing communications.

Applying quality control measures to individuals

Trainer input

Explain how this next exercise relates to MLP3 and applies quality control measures to individuals. Explain that it has been included here as the ability to implement quality control measures effectively for individuals will depend as much on their ability to communicate effectively as it will on the measures themselves.

Within their plans they will find a number of quality control measures. Some of these will relate directly or indirectly to the performance of individual Trainers.

Direct indicators might include for example:

- reviews by participants on training experiences
- appraisals by other Trainers
- structured performance reviews
- line manager appraisals
- log books.

Indirect indicators might include for example:

- participant satisfaction questionnaires from training experiences
- tracking of participants through training
- general standard of training assessments
- collective reviews of teams.

Highlight that whatever the measures, and whatever the source information, at some point they will need to be able to 'take appropriate action when standards fall below those agreed' (MLP/3.4). This will involve reviewing an individual whose standards are unacceptable and putting an agreed plan in place for them to improve.

Suggest that the success of such a review is often in the preparation. Recommend that the preparation should include the following actions:

(OHT **5c**)

- Select an appropriate environment (time, place, relaxed, private)
- Check the facts (what happened when, what evidence is there, is it reliable and consistently below standard)
- Consider the individuals likely point of view and reactions
- Consider your negotiable and non negotiable outcomes
- Inform the reviewee of the meeting's content beforehand
- Write preparatory notes.

Trainer's notes
The 'diamond' problem-solving model can be used in preparing for such a review in anticipating the reviewee's likely responses and the consequences of such responses.

Further information can be found in The Scout Association's factsheet An Approach To Problem Solving *available from the Scout Information Centre.*

Plenary role play

If possible the following example should be role played by the training staff.

Explain that the method for participants to practice this skill will be role-plays based on specific scenarios with each participant in turn being the 'reviewer' and the 'reviewee'.

Introduce the handout and run through the example. Highlight the principles of:

(OHT **5d**)

- only raising issues that relate to the behaviour of the person not criticising the person themselves
- having more good to say than bad
- checking the facts and recording them
- accepting that if you have non negotiable outcomes this may lead to their resignation or removal from this role
- finishing on a positive.

Scenario

Several complaints have been received about the standard of Alan's training. Previously, his training had been of a very high standard and the staff and participant reviews of him had been good. He completed his Presenting module last year.

Lately he is often unprepared, leading to sessions either being too long or too short. He is also repeating himself regularly. He is not briefing the tutors appropriately and has made disparaging remarks about Janice (another Trainer and his ex wife) on at least two courses.

Handout A

Reviewee: Alan Cutler	**Date:**
Good points	Evidence
• Good participant reviews	• L2 courses last year
• Good staff reviews	• L1 course last year
• Competent	• Presenting certificate
• Supportive	• My view
Items of concern	Evidence
• Session timing	• Systematic planning over ran 35 mins
• Repeating himself	• Evaluation over ran 20 mins
• Comments about Janice	• L2 Participant review sheets (four comments).
	• Complaint from DC on GCA module
	• Complaint from Anne.
Non negotiable outcomes	Negotiable outcomes
• Will stop personal comments about Janice	• Share written session plans with CD and staff before sessions?
(contrary to Scouting values, 'unprofessional' for Training Team)	• Use written notes for delivery?
	• Improved participant reports?
	• Improved staff reports?
Agreed plan	Positive final summary point
• No further complaints re Janice	Has been very good in the past and I'm keen to keep him on the team

Following the role-play issue this handout as an example of planning the review.

Participants' role plays

In pairs, role-play the two scenarios for 10 minutes each with each person in turn taking the role of reviewer and reviewee.

Trainer's notes

There is always a danger that one or more of the scenarios will reflect the real situation of one or more of the participants. In preparation for this exercise consider what you know of the participants and pre select which role and scenario you give to each person. Ultimately, if a scenario is too 'close to home' you may need to rewrite it.

After the role-plays the participants will probably want some time to discuss the actual scenarios. This should be allowed but the time spent on this needs to be carefully managed. Having 'de-roled' get the participants to focus on the review process.

The analysis of the two suggested role play scenarios is given here as background information for the Trainer:

Worksheet 6

Use this worksheet as part of the role-play, when playing the part of the reviewer, by filling in appropriate details.

Reviewee:	Date:
Good points	Evidence
•	•
•	•
•	•
•	•
Items of concern	Evidence
•	•
•	•
•	•
Non negotiable outcomes	Negotiable outcomes
Agreed plan	Positive final summary point

Reviewee: A presenter   **Date:**

Good points
- Entertaining sessions with lots of energy.
- Large range of methods used.
- Wide range of knowledge.
- Competent.

Evidence
- Participants' reviews from a number of courses.
- Notes from Course Directors.
- Can discuss issues of activity authorisation, programme for most Sections and line management responsibility as a GSL.
- Presenting module.

Items of concern
- Does not stick to the objectives of the session.
- Tends to lose the message of the session in the fun of the method.

Evidence
- Comments from several Course Directors that the objectives were not covered.
- Complaint from tutors that the session on safe activities spent all its time on a treasure hunt for activity ideas and didn't cover reasons for accidents.

Non-negotiable outcomes
- Will cover objectives of the session.

Negotiable outcomes
- Discuss objectives and method with Course Director beforehand?
- Ask for feedback from Course Director and tutors?

Agreed plan
-

Positive final summary point
Great energy in presentations that we'd like to harness to even better effect – should remain on the team.

Reviewee: A tutor   **Date:**

Good points
- Able to facilitate a group well.
- Good listener and empathetic.
- Wide knowledge of Scouting.
- Actively working towards completing the Facilitating module.

Evidence
- Results of tutor group work tend to be in the right area.
- Comments from individuals on courses.

Items of concern
- Very unsure of own ability.

Evidence
- Course participants have complained to the Director that the tutor keeps talking about being very new to the job.
- Course Directors have noted the constant references to being unsure about the role during briefings.

Non-negotiable outcomes
- Keep insecurity away from tutor group members.

Negotiable outcomes
- Discuss concerns with Course Director one to one?

Agreed plan
-

Positive final summary point
A good tutor that should remain on the team and grow in confidence.

Handout B

Role-play scenario one

Reviewer

You are managing the training provision in a County and are about to meet a presenter for a review. The presenter is an Explorer Scout Leader who presents sessions on a variety of modules. The sessions are always very entertaining – participants tend to love the style and reviews from the courses over the last year have said:

"…excellent presenter, never laughed so much on a Training Course".

"…the treasure hunt was a great way to get out of the training centre".

The presenter tends to use a wide range of methods and participants rarely sit still for long in his sessions. The Presenting module was completed a few years ago. The presenter has a wide knowledge – mostly drawn from a variety of appointments held in Scouting and a great interest in outdoor activities.

You have received comments from three Course Directors and some tutors that although the sessions were great fun, some of the objectives were not covered. For example, at a recent session about running safer activities, the tutors complained that the session only covered different activity ideas and didn't cover the reasons for accidents. The participants had a great time on an outdoor activity treasure hunt so they didn't complain!

You value the presenter's great variety of methods and his knowledge of Scouting and many subject areas, however you are very concerned that the session objectives must be covered reliably.

Reviewee

You present sessions on a wide range of modules in the County and you also hold an Explorer Scout Leader's Warrant.

You enjoy making the sessions as lively and unusual as possible so that the participants are involved and active. You worry that some of the Course Directors are a bit stiff and tend to run courses that are boring. You are trying to compensate for this by livening up your sessions even more.

Your background in Scouting has been very broad – you have been a Scout Leader, Assistant District Commissioner for Scouts, Group Scout Leader and, recently, became an Explorer Scout Leader. You have a great interest in outdoor activities and the Explorer Scout age range seems ideally suited to this.

You enjoy running sessions on a variety of topics and know that sometimes you need to cover a few items other than those in the objectives, so that the participants get a true picture of what Scouting is all about.

Role-play scenario two

Reviewer

You are managing the training provision in a County and are about to meet a tutor for a review. The tutor is a Beaver Scout Leader of some ten years but is fairly new to the training team and is actively working towards a certificate of competence.

Course Directors report that the tutor certainly works well with the tutor group as the results of group work generally seem to be in the right area. However, during staff briefing sessions the tutor continually mentions being unsure of the role and being new to training. This tends to stifle the flow of the briefing and no amount of discussion with the tutor seems to stop this. The other tutors are beginning to get fed up with it and some have said so to a few Course Directors. Some tutor group members from the last few courses have made similar comments.

You value the tutor's ability to facilitate a group and would like to use the tutor more if you can get past the apparent insecurity in the role.

Reviewee

You are a Beaver Scout Leader and thoroughly enjoy the role. You are a person who naturally enjoys helping people and being in groups.

Last year you started tutoring on modules in the County and feel very unsure of the role. Whilst it seems to you that the tutor groups tend to get on well with the task in hand, you are worried that people will expect you to know all the answers – everyone else involved in training seems very experienced. You have made sure that people don't expect too much of you by mentioning that you are fairly new to the tutoring role.

Despite the worry about being an expert, you enjoy working on courses and always pick up lots of good ideas and go home re-energised.

Report back

Having briefly discussed the content of the scenarios, ask the participants how they felt about the process. Use a structured approach to the review.

Stress that the structured review can be used at anytime and not just in a crisis or difficult situations. Indeed, if it is the normal practice to review in this manner then dealing with difficult situations will be far easier if it is part of the normal process.

Summary

Remind participants that this exercise has looked at one small aspect of communication to meet a particular objective. Stress that communicating and managing the plan with require a vast range of communication skills. These will include briefings, chairing meetings, presentations to small and large groups, one to ones of many different types and so on.

Suggest that they might like to review their communication skills to identify any further support or training they might need beyond this module on the worksheet provided.

Their communication plan (from earlier in this session) will be a good source to identify the skills they need.

Trainer's notes
Time to complete this worksheet is not included in the session timing. It is recommended as a personal activity.

Worksheet 7

Review your communication skills to identify any further support or training you might need beyond this module. It may be helpful to refer to the communication plan you made earlier.

Communication skills review

Tasks I will have to do	Skills I will need	*Skill I have ˣSkill I need	Possible source of skills
Meetings	Chairing Writing agendas	* *	
Big presentations	Talking to large audiences	ˣ	Presenting module one to one with Phil

Managing a learning provision: session 6

Wider communication

Key objective

MLP/5
Maintain links with other relevant people involved in training.

Other objectives

MLP/5
1 Describe effective methods for establishing and maintaining communication with other people involved in adult training.
2 Describe the benefits of sharing information and views with others involved in adult training.
3 Describe the organisation of adult training both locally and nationally.

For this session, you will need the following resources:

• Copies of Worksheet 8

Trainer's notes
This session will only need to be delivered if objective 5.1 and 5.2 were not addressed in session 5.

No training is provided for objective 5.3. Whilst it is important in the context of explaining our training to others, it is highly unlikely participants do not already have this knowledge. At some point in this session this needs to be checked with the participants and some revision provided if necessary for those individuals concerned.

Trainer input

1 Explain that this session is about examining the benefits of communicating with others in training outside of our immediate sphere, both internally and externally to The Scout Association.
2 Split the participants into two groups. Ask one to list the advantages of sharing information and ideas about training with others inside Scouting (e.g. other County Training Managers, Headquarters and so on.) Ask the other to list the advantages of sharing information and ideas about training with others outside Scouting (for example, other youth organisations, other training providers.)

Task

Either:
List the advantages of sharing information and ideas about training with others inside Scouting (e.g. other County Training Managers, Headquarters and so on.)

or:
List the advantages of sharing information and ideas about training with others outside Scouting (for example, other youth organisations, other training providers.)

Report back

Ask the groups to share their ideas and underline the importance of establishing and maintaining contacts to reap these benefits.

The contacts the participants wish to make and maintain will need to be added to the communications plan handout produced in the previous session. This could either be done directly or using the following handout as an interim process.

Task

Worksheet 8

Identify with whom and how you wish to make and maintain contact both inside and outside The Scout Association. To maximise the benefit of this process, clearly identify the subjects you wish to share information on and the benefits you hope this will bring.

Who	How	Subject	Benefit sought
St John Ambulance	Meeting with County training representative	Approach to adult training First Aid qualifications for adults	Approaches we could copy offering alternatives to *First Response*

Summary

Stress the importance of knowing what information and benefits you are looking for in such relationships. Explain the dangers of being swamped with non essential information.

Managing a learning provision: session 7

Quality control measures

Key objective

MLP/3
Apply and maintain quality control.

Other objectives

MLP/3
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.
4 Describe actions that may be taken when standards of the adult training provision fall below those agreed.

MLP/4
1 Describe The Scout Association's minimum standards for adult training roles.

For this session, you will need the following resources:
- Overhead projector (OHP) and overhead transparencies (OHT)
- Flipchart for brainstorming
- Copies of handouts
- Copies of worksheets 9 and 10.

Trainer's notes
With the exception of the fourth objective, the objectives of this module are the same as for PLP/5, which addresses including quality control measures in the plan. Participants are likely to fall into three categories:

1 Those who have achieved these objectives as part of Module 33, Planning a Learning Provision.
2 Those who have quality control measures written into their existing plan
3 Those who will have to start from scratch.

Careful consideration will have to be given to the needs of all these groups by delivering parts or all of the session in full or as revision.

Quality control policies and procedures

Trainer input

Explain the relationship with Module 33, *Planning a Learning Provision* and the fact that existing plans may already contain quality control measures. Emphasise the importance of understanding the needs for such measures and being able to create new measures if necessary.

Justify the need for quality control measures 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 also 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 not simply safeguards against failure.

(OHT 7a)

Quality control is important for:

- the safety of all Members
- the 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 the plan itself and the people who are going to deliver it. The 'people issue' was touched on briefly in the communication session. These measures will usually be expressed as 'Policies' and 'Procedures'. Policies are non-negotiable facts or instructions. They will ensure that the plan meets the needs of The Scout Association, the local area and will include any rules that you may wish to impose. Procedures are the methods by which these measures are implemented, checked and reviewed.

Policies

The policies that The Scout Association will 'impose' on your plan to maintain quality standards 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 find local policies already in your plan and you may wish to create further ones. 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
- training team members will have their performance reviewed every six months
- only certain Training Centres will be used because they're free!

(OHT **7b**)

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.

You might find that other 'policies' already exist as County policy or are implicit in your plan because of the methods that have been chosen. For example, if it is County policy for all adults to be appointed a mentor on appointment, this will need to be re-iterated in your plan. All relevant 'policies' (non-negotiable facts or instructions), should be clearly stated for those implementing the plan.

Brainstorm the following task with the participants.

Task

What national and local policies affect my plan?

Two task options are given for participants.

Task

Either:
Check your plan to ensure that the policies you have identified are covered.

or:
Using the worksheet, take three examples that are not currently in your plan and work through:

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

Worksheet 9

Take three examples that are not currently in your plan 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	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. More resources are often also 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 check or 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 handout. Ask the participants what they think the procedures might be. These might include the following:

Handout D

Policy	Procedure
Examples All Trainers delivering sessions must be competent or working towards competence.	All Trainers must be registered with the County Training Secretary and appointed a Training Adviser before delivering sessions. County Training Manager to review progress of all new Trainers every three months.
New Trainers will be supported by an experienced Trainer for the first three experiences.	New Trainers will be appointed a 'mentor' by the County Training Manager.
Training Advisers will provide peer support during the 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 County Training Manager.

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.

Once again two variants of the task are provided.

Task

Either:
Check through your plan to ensure the necessary procedures are in place.

or:
Using the back 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.

Writing quality control measures

Trainer input

Quality control measures are necessary for the duration of the plan. They should detail how the plan will be monitored and what will happen if the quality measures are not achieved.

Monitoring your plan
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, which can:

• look at what objectives have been met
• re-examine the data to ensure the number of adults in your area has not gone up or down
• check you are providing the right amount of training experiences
• check you have enough staff
• check you are on budget.

If you accept that six monthly periods is a reasonably time-scale for review then it is helpful to construct a checklist that identifies first those factors that should be reviewed every six months and those that should be considered less frequently during the 'life' of the plan.

Producing a checklist of these factors is simple.

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. Use the back of the worksheet to create a list of irregular factors. Some examples have already been given.

Worksheet 10

Create a list of factors that should be reviewed every six months. Indicate how this will be done and by whom, if known. Use the back of the worksheet to create a list of irregular factors.

FRONT

Factors to be reviewed every six months

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

BACK

Factors to be reviewed at intervals other than six months

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.

This sub task may be useful to all the participants.

Trainer input

Far more difficult than the 'mechanical' elements, is addressing the issues that relate directly to the performance of people as highlighted in the communication session. 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 will need to be taken to resolve this issue now?
• What policies and procedures from my plan apply?

Handout E

Scenario 1

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 gained 20 years ago and doesn't see the need to 'start again'.

Scenario 2

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 3

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.

Trainer's notes

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. 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

As a result of their answers, ask the participants to identify what policies they have that address such issues. What might they put in place to help prevent these issues occurring?

Stress the danger of having too many policies. Explain that quality control measures should be balanced against sensible measures to help reduce the incidence of these 'maintenance' issues.

Participants may want some time to make amendments to their plan.

Controlling quality

Trainer input

Explain the need for participants to be able to act if standards are not being met. It is useful if their 'right' to act is stated as a policy of the plan. This may be a simple statement that 'the plan manager has the authority to amend the plan or its implementation as they see fit.' It might also usefully give examples such as the rights to:

- stop an element or module being delivered
- revise the plan and insert new objectives or methods
- stop an individual's involvement in the plan or changing they way they are involved.

The compliance statement

To reinforce the need for everyone to work in accordance with the plan, it is useful to have 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 while 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 any further quality control measures you wish to include in your plan. How you will get individuals' commitment (compliance) to the plan before it is implemented?

Report back

Discuss participants' thoughts and ideas.

Summary

By turning quality control measures into policies and procedures and factors to be reviewed, quality control becomes part of the fabric of the plan rather than an additional task. Much of the application of the measures is therefore addressed in the overall monitoring of the plan, which is the subject of the next session.

Managing a learning provision: session 8

Monitor the progress and effectiveness of the plan

Key objective

MLP/2

Monitor the progress and effectiveness of the plan.

Other objectives

MLP/2

1 Justify the methods selected to monitor the effectiveness of the plan.
2 State the local arrangements for budgetary control.
3 Describe a method for monitoring budgets.

For this session, you will need the following resources:

- Copies of handouts
- Copies of worksheets 11 and 12
- Flipchart for brainstorming
- Overhead projector (OHP) and overhead transparencies (OHT).

Trainer input

Explain that the previous session (or the existing plan) has identified the factors to be monitored. Much of the monitoring will now be a mechanical process of gathering statistics and data. This will help ensure for example, that:

- the number of adults in the participants' area has not gone up or down
- the right amount of training experiences are provided
- enough staff are available
- training provision is to budget.

Any targets in the plan, such as participant attendance targets will also give you some idea of the effectiveness of the plan.

The overall effectiveness of the plan however cannot be measured in this way alone and at least two other factors need to be taken into account: the views of the users and external factors.

Views of users

Trainer input

The views of the users are essential. As the plan exists to facilitate participants' learning, if it is not meeting the needs of the participants, is not accessible or even disliked, it is failing in its primary objective.

The views of the users therefore are the most likely source of identifying what currently is and isn't covered by the plan.

The views of the users need to be monitored. Ask the question: 'Who are the users of the plan?'

While the 'learners' is the obvious answer, the managers of the learners, (for example, Group Scout Leaders and District Commissioners) should also be identified. So too should the person responsible for the plan and perhaps even The Scout Association, as it uses the plan as a means of delivering policy.

Highlight the importance of knowing what you will do with the data once collected.

Task

Using the handout, consider each user in turn and create a list of the systems and processes that you will use to monitor the plan. Enter in a time-scale for each action.

Worksheet 11

Consider each user in turn and create a list of the systems and processes that you will use to monitor the plan. Enter in a time-scale for each action.

Monitoring systems and processes

Who?	What system?	When?
Learners	1 Review sheet 2 'Have you used the learning?' postcard 3	1 At end of each module 2 One month after module
GSLs	1 Agenda item for DC meeting every 6 months 2	

Trainer's notes

At some point, either before or after this exercise, the issues of interpreting the data and 'weighting' need to be introduced. As far as data usage is concerned, the participants should consider the advantages and disadvantages of using scoring systems and written comments in helping analyse responses. As far as weighting is concerned it may be possible to set a percentage rate at which an item is regarded as significant. For example, how significant is one complaint on a subject, 2 or 20 or 20%?

Report back

Ask participants for some of their ideas and encourage them to note down relevant comments made by others.

Note that it is easy to create methods. Ask: 'Is their monitoring plan realistic?' If not they need to edit down their ideas or select the best.

External factors

Trainer's notes

It is impossible to predict all the external factors that may influence a plan. No one could realistically predict changes in the law from the Lyme Bay incident or an accident such as a Training Centre catching fire. It is therefore suggested that only a few minutes be given to creating an awareness among the participants of the need to monitor external factors to the plan. Whilst some are more predicable than others, the unforeseen will happen.

A worksheet is provided for those wishing to take the subject further.

'External' in this context means external to the plan and not to The Scout Association.

Explain that it is not possible to predict all the external factors that might affect their plans.

Ask participants to brainstorm external factors that may significantly impact on the plan. These might include:

• changes in Scout Association rules
• changes in the law
• significant changes in resources available/unavailable
• significant changes in budget/costs
• accidents/ incidents.

Highlight the need to both monitor and react to external factors.

Trainer's notes
This worksheet is optional and time to complete it is not included in the session timing.

Worksheet 12

External factors

Write down the external factors that may affect your plan and how you might monitor them.

Possible factor	Monitoring source
In The Scout Association	Scouting Magazine
Changes in rules	Talking points
Changes in County policy	Exec. Minutes
Outside The Scout Association	National press
Health and safety legislation	H&S coordinator
Access to commercial training facilities	Business contacts

Local budgetary monitoring and control
Reference needs to be made to the need to understand how budgets are monitored and controlled locally. With a mixed range of participants there is little more to say on this subject. Note however that while the mechanisms used for monitoring and controlling your budget may be different from area to area, the general principles will be the same.

Controlling your budget

This ensures that expenditure is within budget and is only used for relevant and authorised purposes. Example budgetary controls include:

- the use of expense forms that require authorisation of the person responsible for the plan
- payment only from a single person (the Treasurer)
- request for proof of expense (e.g. a receipt).

Monitoring your budget

This tells you if there is likely to be a problem with the budget and prompts action before the problem occurs. Budgetary monitoring ensures for example:

- all expenditure is identified against particular items in the plan
- all items in the plan have a budget assigned
- monthly reports provided by the treasurer show expenditure against plan items.

(OHT 8a)

Control

- Expense forms that require the authorisation of the person responsible for the plan.
- Payment provided only from a single person (the treasurer).
- Proof of expense required (e.g. a receipt).

Monitor

- All expenditure is identified against particular items in the plan.
- All items in the plan have a budget assigned.
- Monthly reports provided by the treasurer showing expenditure against plan items.

Trainer's notes

If all the participants are from the same area or will operate in the same way, a short briefing by the responsible treasurer could be arranged.

adult training

Managing a learning provision: session 9

Amending the plan

Key objective

MLP/6
Amend the plan.

Other objectives

MLP/6
1 State the limits of local discretion in amending the plan.
2 State the appropriate steps to take if the amendments to the plan are outside of local discretion.
3 Identify the steps that should be taken when amending the plan.
4 Justify communication methods selected to notify changes to the plan.

For this session, you will need the following resources:

- Overhead projector (OHP) and overhead transparencies (OHT)
- Copies of handouts
- Copies of worksheet 13

Trainer's input

Display the objectives and note the fact that the majority of the objectives relate to the setting and agreement of policy and procedures both with their line manager, concerning levels of authority, and with the users regarding consultation and communication.

(OHT **9**)

1 State the limits of local discretion in amending the plan.
2 State the appropriate steps to take if the amendments to the plan are outside of local discretion.
3 Identify the steps that should be taken when amending the plan.
4 Justify communication methods selected to notify changes to the plan.

Much of this information will be in their job description or their mutual agreement. Some may be in the original plan and some may have been created earlier in this module.

The following exercises are therefore designed to highlight issues for those discussions and could usefully be used in agreeing policies and procedures if they are not already in place.

When is a change a change?

The first exercise is a 'card sort.' Each card gives a scenario and the participants are asked to decide whether the scenario requires a change to the plan by answering 'yes' or 'no.'

Task

As a group, consider the cards in turn. Agree on each occasion before going on to the next one whether the event described constitutes a change to the plan.

Handout F

The privately owned training venue you have been using is no longer available and you are transferring the training to the County Training Centre 40 miles away.	The County Commissioner has imposed compulsory training for appointment sub committee members to be completed in the next six months.
The County is no longer going to provide First Aid training. Leaders are requested to do a St John's course or *First Aid at Work*.	The money in the training budget for a data projector is going to be spent replacing two tents instead.
Sarah is moving away and Amit is going to take over her sessions.	Tonight's Essential Information Session has been cancelled because Wendy's cat has died. (see handout 6)
The price of each module is going up by 50p to meet rising costs.	All Wood Badges will be presented in future by the participant's Training Adviser.
Meetings of Training Advisers are to be reduced from three to two next year.	In future, all participants end of course reviews of the Trainers will go confidentially to the County Training Manager.
There have been so many complaints about the *Nights Away* module that it will now be run with each section on a separate weekend.	To spread the skills base it is recommended that no Trainer should deliver the same modules next year as they delivered this year

This exercise should not be let to run too long as the participants will rarely agree and be frustrated by the lack of information. What it is designed to highlight is that whilst the principle of being allowed to amend the plan may be simple to agree the context and the scope is often not.

Report back

Ask participants for their answers but do not let the debate re-open. Acknowledge the difficulty in agreeing what constitutes a change and suggest this needs clarifying with their line manager. Clearly in each situation various users need to be notified of a change in arrangements but this does not automatically represent a change to the plan.

They might find it helpful to divide issues into the categories of 'strategic' and 'operational' to reach some definition of what constitute changes to the plan.

Making changes

Trainer input

Once again, who gets notified or consulted on changes and how it is done is a matter of procedure. Far more difficult is deciding that a change needs to be made and from what to what.

The evidence for change should come from the monitoring of the plan. Having identified the need it is always best to consult on the need for the change before proposing an alternative. This validates the need for a change and prevents a change being agreed simply on someone's preference for a new method.

Having established the need for a change the next step it to consider the change and assess the impact of that change. The following worksheet will help with this.

Worksheet 13

Fill in the table, considering changes that need to be made and the impact those changes will have.

What change is required?	What options are there for achieving it?	What is my preferred option and why?	Do I have the authority Yes/No?	Who do I need to consult/ inform?	Who/what will be affected by the change?

Trainer's notes

It is not intended to use the worksheet at this point – it is only the process that needs to be understood. It may help to take an example from a participant and work it through in plenary.

Having agreed the change the notification procedures must be followed through. Remind participants that the monitoring process may need to be changed to accommodate the new method(s). The change itself may also need to be monitored more closely in the short term.

adult training

Managing a learning provision: session 10

Maintain a competent team

Key objective

MLP/4
Maintain a competent team.

Other objectives

MLP/4

1 Describe The Scout Association's minimum standards for adult training roles.
2 Describe the role of competence assessed modules in ensuring the quality of adult training.
3 List possible sources of adults to assist with adult training and apply an appropriate recruitment process.
4 Justify the number of people that are required for the roles within the candidate's remit.

For this session, you will need the following resources:

- Overhead projector (OHP) and overhead transparencies (OHT)
- Flipchart for brainstorming
- MLP1 Resource Audit Plan
- Copies of handouts
- Copies of worksheet 14
- Prompt cards (optional)

Trainer's notes

Much of the content of the module has been addressed in MLP/1 in that the type of roles required and the number of people needed to do those roles has been identified. It is worth asking participants to have the resource audit handout from MLP1 to hand for this session.

This session therefore concentrates on the competence requirement for trainers and a recruitment process.

Competence

Trainer input

Explain the emphasis of the session and the link with MLP/1.

Ask the participants to define competence. Having taken a few suggestions ask them to write two short Scout Association definitions to cover 'what is competence?' and 'how is competence assessed?'

Task

For the benefit of a new Trainer write two short definitions to cover 'what is competence in The Scout Association?' and 'how is competence assessed in The Scout Association?'

Clearly the definitions will differ slightly but should cover assessment of ability, over time, to a set standard, the use of portfolios, evidence, the use of Training Advisers to support and assess.

Report back

Ask participants to read out their definitions and agree which is the best and why.

Brainstorm the advantages and disadvantages of having competence based assessment for Trainers. These are likely to include:

Advantages	Disadvantages
• Quality control	• Time consuming
• Standards	• Extra work
• Reliability	• Inspectorial
• Measurable externally	• Not 'Scouty'
• Consistent	
• Valid for external qualifications	

Spend a few minutes with the participants looking at how the disadvantages can be minimised and the advantages promoted.

Additional task

If time allows it is worth asking participants to prepare (15 mins) and deliver a five-minute speech on the advantages of the competence based scheme to their team. The presentation should highlight the advantages and suggest how they, as a team, could minimise the disadvantages.

approx

External recognition/awards

Make it clear to the participants that The Scout Association must use competence based assessment of some type for all its training to be able to receive external accreditation. The external award for Trainers requires a higher level of competence assessment than the awards for Leaders and managers. The effective use of competence assessment and the maintenance of a suitably certified team is therefore essential for Counties wishing to gain external awards.

Identifying the recruitment and development needs

Trainer input

Refer back to the MLP/1 resource audit plan and ask participants, using that as a reference, to complete the following handout inserting the names of people rather than numbers. Warn the participants not to 'double count' people in multiple roles. Stress the importance of being honest – this is not an exercise to impress the Trainer, it is a real assessment required for their role. Remind participants the exercise is about those roles requiring competencies not an assessment of the entire team.

Task

Complete the worksheet inserting the names of people where known.

Worksheet 14

Insert the names of the relevant people, where known.

Minimum requirement	Names of people with competence	Names of people actively working towards competence	Potential candidates	Recruitment need (no. of potential candidates + remainder)
Eight presenters	Bill Claire Amit	Brian Alan	Shamitra	three

Report back

Remind participants that the plan they have developed or have inherited may already contain plans and/or budget for securing extra resources and they should consider any such elements before starting to recruit.

Recruitment

Trainer's notes

It is quite likely that the participants will have already encountered The Scout Association's six step recruitment process. Whilst the principle is restated briefly here, those requiring further information should be directed to the resource: Wanted: volunteers *available from the Scout Information Centre.*

If you wish to provide additional training on the recruitment process additional training material is available in The Recruitment Training Pack *(The Scout Association, 2000) or from the Adult Support office.*

Trainer input

Remind participants that The Scout Association has a tried and tested approach to recruitment. Ask the participants for any examples they have of either themselves or others successfully using the approach.

Run through the six steps using the OHT or prompt cards.

(OHT **10a**)

1 Define the job that needs to be done.
2 Identify the skills and qualities needed.
3 Generate a list of who can do the job.
4 Target the best choice.
5 Ask someone to help you.
6 Offer support and welcome them.

Highlight that much of the initial stages have been done in the preparing of the plan and during this module and that potential candidates identified in the last exercise contribute to step three.

Draw attention to the place of recruitment in the Adults in Scouting model.

(OHT **10b**)

The Adults in Scouting model
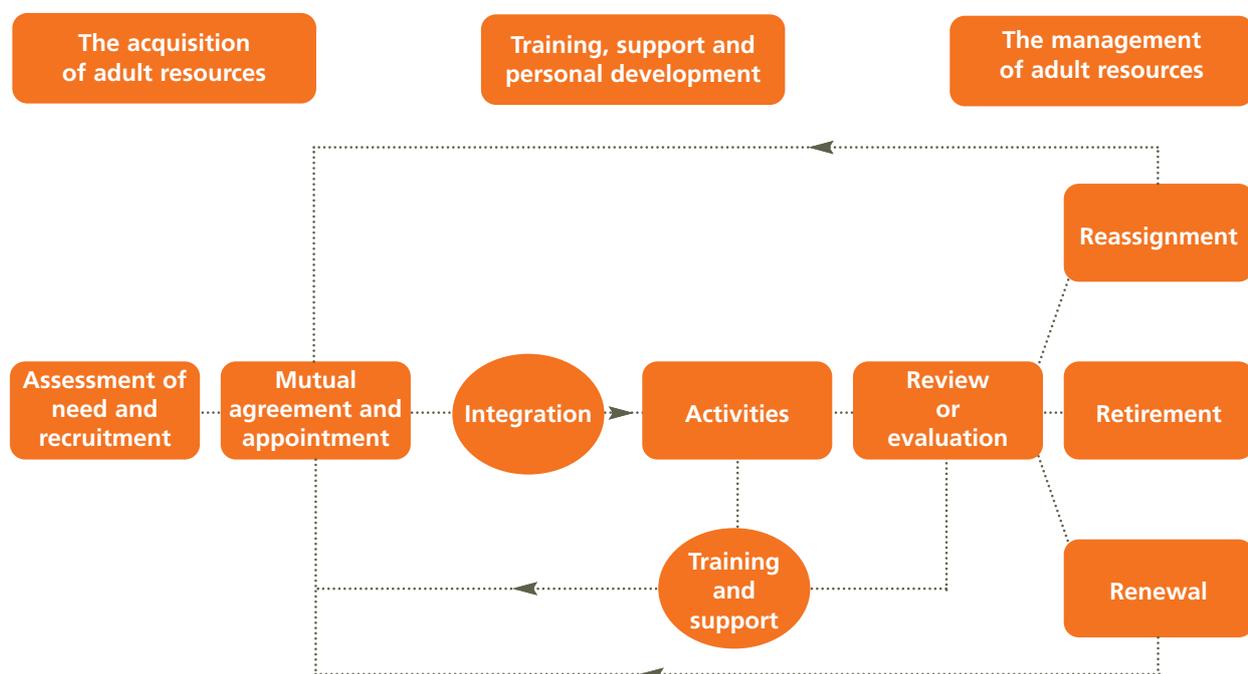
Stress that the mutual agreement with the new recruits should include agreement to become competent and be assessed.

Summary

Highlight the need to reassess and renew units of competence for existing team members. Emphasise the need for plan elements that provide for the training and assessment of those undertaking training roles.

Managing a learning provision: session 11

Summary and module validation

For this session, you will need the following resources:

- Overhead projector (OHP) and overhead transparencies (OHT).

Trainer input

Remind the participants of the six objectives:

(OHT **1a**)

1 Implement the learning provision plan ('the plan').
2 Monitor the progress of the plan.
3 Apply and maintain quality control.
4 Maintain a competent team.
5 Maintain links with other relevant people involved in training.
6 Amend the plan.

Return to the idea that the management of the learning provision plan can be seen as a cycle of three stages, and that any stage may be entered into at any time:
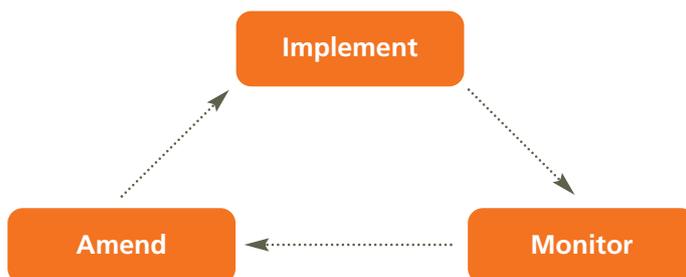
The management cycle of the learning provision

Remind participants that following this cycle ensures that training is kept up to date and relevant, both in terms of meeting the needs of your area and ensuring that the methods used are up to date and appropriate.

Validation

Trainer input

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

Objectives for Module 34, *Managing a Learning Provision*

1 Implement the learning provision plan ('the plan').

2 Monitor the progress of the plan.

3 Amend the plan.

4 Apply and maintain quality control.

5 Maintain a competent team.

6 Maintain links with other relevant people involved in training.

You will need to have:

- the new or existing learning provision plan

- information on the resources available

- budget information

- quality control information (if any exists)

- any reviews of the previous or current plan

- information on potential participant numbers

- details of training personnel.

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Planning information: Session 1

Using the table, identify the information you currently have and what else you need to collect.

Information needed	Probable source

04

- Is the plan complete?

- Is it realistic?

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Record the questions you wish to ask to cross check the plan. You may or may not be able to answer all of these now. Use the 'notes' column to record what you may already know or whom you may ask, for example.

Question	Notes
• Is there a plan element for securing more resources? If so, what needs doing?	
• Is the plan calculated on the correct number of potential participants?	
• Was the budget agreed for the full amount or do cuts need making?	
• Is the level of resources identified realistic?	

Checking the plan: Session 4

Record the questions you wish to ask to cross check the plan. You may or may not be able to answer all of these now. Use the 'notes' column to record what you may already know or whom you may ask, for example.

People

Role	No. required	In place	Deficit
Training Advisers			
Facilitators			
Presenters			

Equipment

Type	No. required	In place	Deficit
OHP			
Flip Charts			

Venues

Type/location	No. required	In place	Deficit
Campsite			
Training Centre			

Other

Type	No. required	In place	Deficit

People

Resource required	Plan	By whom	Achieved
Data projector	Loan agreement with Training Centre		
Flipchart	Buy – agreed in budget		
Eight Training Advisers	Recruit from GSLs/DCs		

Complete
plan

Communication

CC

Progress
reports

Participants

Training
requirements

Opportunities

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Translate your spider-gram into a communications plan using the table.

WHO Role of person (or name)	WHAT Content of communication	HOW First communication	HOW Ongoing communication
Training Advisers	New structure Role Support First meeting date	Letter to establish regular meetings	Four meetings a year

Communications diary: Session 5

Plot the communication commitments on the diary below so that you are able to assess your workload.

Diary

Month	First communication	Regular communication
January		
February		
March		
April		
May		
June		
July		
August		
September		
October		
November		
December		

Review preparation

- Select an appropriate environment.

- Check the facts.

- Consider the individuals likely view and reactions.

- Consider your negotiable and non negotiable outcomes.

- Inform the reviewee of the meeting's content beforehand.

- Write preparatory notes.

- Only raising issues that relate to the behaviour of the person, not criticising the person themselves

- Having more good to say than bad

- Having checked the facts and recording them

- Accepting that if you have non negotiable outcomes this may lead to their resignation or removal from this role

- Finishing on a positive.

Sample review

Reviewee: Alan Cutler   **Date:**

Good points
- Good participant reviews
- Good staff reviews
- Competent
- Supportive

Evidence
- L2 courses last year
- L1 course last year
- Presenting certificate
- My view

Items of concern
- Session timing
- Repeating himself
- Comments About Janice

Evidence
- Systematic planning over ran 35 mins
- Evaluation over ran 20 mins
- L2 Participant review sheets (4 comments)
- Complaint from DC on GCA module.
- Complaint from Anne.

Non negotiable outcomes
- Will stop personal comments about Janice

(contrary to Scouting values, 'unprofessional' for Training Team)

Negotiable outcomes
- Share written session plans with Course Director and staff before sessions?
- Use written notes for delivery?
- Improved participant reports?
- Improved staff reports?

Agreed plan
- No further complaints re Janice

Positive final summary point
- Has been very good in the past and I'm keen to keep him on the team.

A supported review

Use this worksheet as part of the role-play. When playing the part of the reviewer, fill in the appropriate details.

Reviewee: _____ **Date:** _____

Good points	Evidence
•	•
•	•
•	•
•	•
•	•
•	•

Items of concern	Evidence
•	•
•	•
•	•
•	•
•	•

Non negotiable outcomes	Negotiable outcomes

Agreed plan	Positive final summary point

Reviewer

You are managing the training provision in a County and are about to meet a presenter for a review. The presenter is an Explorer Scout Leader who presents sessions on a variety of modules. The sessions are always very entertaining – participants tend to love the style and reviews from the courses over the last year have said:

"…excellent presenter, never laughed so much on a training course".

"…the treasure hunt was a great way to get out of the Training Centre".

The presenter tends to use a wide range of methods and participants rarely sit still for long in his sessions. The certificate of competence for presenting was gained a few years ago. The presenter has a wide knowledge – mostly drawn from a variety of appointments held in Scouting and a great interest in outdoor activities.

You have received comments from three Course Directors and some tutors that although the sessions were great fun, some of the objectives were not covered. For example, at a recent session about running safer activities, the tutors complained that the session only covered different activity ideas and didn't cover the reasons for accidents. The participants had a great time on an outdoor activity treasure hunt so they didn't complain!

You value the presenter's great variety of methods and his knowledge of Scouting and many subject areas, however you are very concerned that the session objectives must be covered reliably.

Reviewee

You present sessions on a wide range of modules in the County and you also hold an Explorer Scout Leader's Warrant.

You enjoy making the sessions as lively and unusual as possible so that the participants are involved and active. You worry that some of the Course Directors are a bit stiff and tend to run courses that are boring. You are trying to compensate for this by livening up your sessions even more.

Your background in Scouting has been very broad – you have been a Scout Leader, Assistant District Commissioner for Scouts, Group Scout Leader and, recently, became an Explorer Scout Leader. You have a great interest in outdoor activities and the Explorer Scout age range seems ideally suited to this.

You enjoy running sessions on a variety of topics and know that sometimes you need to cover a few items other than those in the objectives, so that the participants get a true picture of what Scouting is all about.

Role play scenario: 2

Reviewer

You are managing the training provision in a County and are about to meet a tutor for a review. The tutor is a Beaver Scout Leader of some ten years but is fairly new to the training team and is actively working towards a certificate of competence.

Course Directors report that the tutor certainly works well with the tutor group as the results of group work generally seem to be in the right area. However, during staff briefing sessions the tutor continually mentions being unsure of the role and being new to training. This tends to stifle the flow of the briefing and no amount of discussion with the tutor seems to stop this. The other tutors are beginning to get fed up with it and some have said so to a few Course Directors. Similar comments have been made by some tutor group members from the last few courses.

You value the tutor's ability to facilitate a group and would like to use the tutor more if you can get past the apparent insecurity in the role.

Reviewee

You are a Beaver Scout Leader and thoroughly enjoy the role. You are a person who naturally enjoys helping people and being in groups.

Last year you started tutoring on modules in the County and feel very unsure of the role. Whilst it seems to you that the tutor groups tend to get on well with the task in hand, you are worried that people will expect you to know all the answers – everyone else involved in training seems very experienced. You have made sure that people don't expect too much of you by mentioning that you are fairly new to the tutoring role.

Despite the worry about being an expert, you enjoy working on courses and always pick up lots of good ideas and go home re-energised.

Communications skills review: Session 5

Try and review your communication skills to identify any further support or training you might need beyond this module. It may be helpful to refer to your communication plan you made earlier.

Tasks I will have to do	Skills I will need	*Skill I have ×Skill I need	Possible source of skills
Meetings	Chairing Writing agendas	* *	
Big presentations	Talking to large audiences	×	Presenting module one to one with Phil

Contacts: Session 6

Identify with whom and how you wish to make and maintain contact both inside and outside The Scout Association. To maximise the benefit of this process clearly identify the subjects you wish to share information on and the benefits you hope this will bring.

Who	How	Subjects	Benefit sought
St John Ambulance	Meeting with County training representative	Approach to adult training First Aid qualifications for adults	Approaches we could copy Offering alternatives to *First Response*

Quality control is important for:

- the safety of all Members

- the competent and effective training of adults

- measurable standards across The Scout Association

- the credibility of Trainers

- the successful implementation of plans.

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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

- Performance reviews every six months

- Use of facilities.

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Policies and procedures: Session 7

Take three examples that are not currently in your plan 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

Procedure

Policies and procedures

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

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Policy

Procedure

Factors for review: Session 7

Create a list of factors that should be reviewed every six months. Indicate how this will be done and by whom, if known. Use the back of the worksheet to create a list of irregular factors.

Factors to be reviewed every six months

Factors to be monitored	How	By whom	Result
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 reviewed at intervals other than six months

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

Three scenarios: Session 7

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 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.

Systems and processes

Consider each user in turn and create a list of the systems and processes that you will use to monitor the plan. Enter in a time-scale for each action.

Monitoring systems and processes

Who?	What system?	When?
Learners	1 Review sheet 2 'Have you used the learning?' postcard 3	1 At end of each module. 2 One month after module.
Group Scout Leaders	1 Agenda item for DC meeting every six months 2	

Write down the external factors that may affect your plan and how you might monitor them.

Possible factor	Monitoring source
In The Scout Association	Scouting Magazine
Changes in rules	Talking points
Changes in County policy	Exec. Minutes

Outside The Scout Association	National press
Health and safety legislation	Health and Safety Co-ordinator
Access to commercial training facilities	Business contacts

Control

- Expense forms that require the authorisation of the person responsible for the plan.

- Payment provided only from a single person (the treasurer).

- Proof of expense required (e.g. a receipt).

Monitor

- All expenditure is identified against particular items in the plan.

- All items in the plan have a budget assigned.

- Monthly reports provided by the treasurer showing expenditure against plan items.

1 State the limits of local discretion in amending the plan.

2 State the appropriate steps to take if the amendments to the plan are outside of local discretion.

3 Identify the steps that should be taken when amending the plan.

4 Justify communication methods selected to notify changes to the plan.

Card sort: Session 9

The privately owned training venue you have been using is no longer available. You are transferring the training to the County Training Centre 40 miles away.

The County Commissioner has imposed compulsory training for appointment sub committee members to be completed in the next six months.

The County is no longer going to provide First Aid training. Leaders are requested to do a St John's course or First Aid at Work.

The money in the training budget for a data projector is going to be spent replacing two tents instead.

Sarah is moving away and Amit is going to take over her sessions.

Tonight's *Essential Information* session has been cancelled because Wendy's cat has died.

The price of each module is going up by 50p to meet rising costs.

All Wood Badges will be presented in future by the participant's Training Adviser.

Meetings of Training Advisers are to be reduced from three to two next year.

In future, all participants end of course reviews of the Trainers will go confidentially to the County Training Manager.

There have been so many complaints about the *Nights Away* module that it will now be run with each Section on a separate weekend.

To spread the skills base it is recommended that no Trainer should deliver the same modules next year as they delivered this year.

Amendments to the plan: Session 9

Fill in the table, considering changes that need to be made and the impact those changes will have.

| What change is required?	What options are there for achieving it?	What is my preferred option and why?	Do I have the authority Yes/No?	Who do I need to consult/ inform?	Who/what will be affected by the change?

Human resources

Insert the names of the relevant people, where known.

Minimum requirement	Names of people with competence	Names of people actively working towards competence	Potential candidates	Recruitment need (no. of potential candidates + remainder)
Eight Presenters	Bill Claire Amit	Brian Alan	Shamitra	three

10a

1 Define the job that needs to be done.

2 Identify the skills and qualities needed.

3 Generate a list of who can do the job.

4 Target the best choice.

5 Ask someone to help you.

6 Offer support and welcome them.

adult training

Objectives for Module 34, *Managing a Learning Provision*

1 Implement the learning provision plan ('the plan').

2 Monitor the progress of the plan.

3 Amend the plan.

4 Apply and maintain quality control.

5 Maintain a competent team.

6 Maintain links with other relevant people involved in training.