



## Who is this workbook for?

This workbook is aimed at those responsible for planning a learning provision in a specified area. You will probably hold the appointment of Local Training Manager (LTM) or County Training Manager (CTM) or will be looking to hold one of these appointments in the future.

## Using the workbook

The workbook is a method of completing the learning necessary for Module 33, *Planning a Learning Provision*. Although the same topics will be covered as in the training course, these may be covered differently in some areas.

For some of the exercises in the workbook, you may need to do some local research about your area and this may mean working with others. For those who are unable to use 'real' material to complete the workbook, a case study is available so that you can work through the same exercises.

While using the workbook you will see a number of symbols and terms:

**Exercise** – this is an exercise for you to complete.

**Example** – this is an example for you to study and relate back to either the text or an exercise.

**Portfolio link** – this is where the workbook will point out pieces of work that you can use to contribute to your portfolio of evidence.

## What does the workbook cover?

The workbook covers the necessary skills to enable you to design and produce a learning provision plan for an area. The workbook does not cover the implementation and 'day to day' running of the plan. This is covered in Module 34, *Managing a Learning Provision*.

The reason why the two modules have been separated is because in some areas one person will be responsible for planning the learning provision and another for managing the learning provision. The skills for each task are quite different.

This workbook covers the production of a learning provision plan. It takes you through a number of exercises that will give you the opportunity to practice the required skills to do it. Wherever possible, the exercises will be 'live' and contribute to the learning provision plan that you will be creating while you are learning.



Exercise



Example



Portfolio link



Factsheet



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### 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 workbook simply refers to County/Countries.

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

## Where should I begin?

How you progress through the workbook is your choice. Whatever your chosen method it is suggested that when working through the workbook, you ensure that you will not be disturbed.

To help you check your knowledge and understanding, answers to the questions are given at the end of the workbook. Please attempt the questions first before referring to the answers!

## Resources

Before you sit down to begin this module you will need the following resources:

- *The Scout Association's Adult Training Scheme*
- *A copy of Policy, Organisation and Rules (POR)*
- *Current Trends in Training factsheet*

In addition, you will require information specific to your County/District. You will find details such as the County/District Census, the County Directory and any other relevant information either to the operation of the County or training in the County useful for this purpose.

If this information is not available then a copy of the case study can be used to complete the workbook instead.

## How is this module validated?

The validation for this module is competency based and will require you to put together a portfolio of evidence. Further advice on this can be gained from your Training Adviser and the publication *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 can be found in the *Guide to Planning and Managing a Learning Provision*. However, only exercises completed using 'real' data are appropriate to use as evidence. If you are using the case study then exercises cannot be used for validation. This is not to say that exercises cannot be re-done using 'real' data at a later stage if the case study is used originally.

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

# Planning a learning provision

## Aim

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

## Objectives

There are six overall objectives for this module:

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

## What is a learning provision?

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

## What is the learning provision plan?

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

Ultimately the learning provision plan must ensure that:

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

The learning provision plan will contain:

- an overview of what types of learning and training opportunities are 

available in the area

- a programme of training opportunities
- details of who is responsible for what in the plan
- the resources needed for the plan
- quality control measures and monitoring methods.

## Putting together a learning provision plan

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

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

This workbook will take you through each of these steps in turn. Below you can find out a bit more about each of the stages.

### Gathering relevant information

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

### Drafting a plan

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

### Checking the resources

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

### Producing a plan

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

### Informing others

Obviously, you will not be producing the plan in isolation of other people but this stage is to ensure that everyone in the area has been informed properly.

# Planning a learning provision: section 1

## Gathering relevant information

Clearly, any plan that you produce will need to be well researched to ensure that it meets your area's projected needs.

### Rules, policies and approach to training of The Scout Association

The first stage of research is to look at the rules and policies of The Scout Association.

Underpinning the development of any learning provision plan is The Scout Association's method of training adults. This is contained in a single document called *The Scout Association's Adult Training Scheme*. It is essential that you have a good knowledge of this document and understand how you fit into the delivery of the scheme. You can obtain a copy from your County Training Manager or The Scout Information Centre at Gilwell Park.

There is no quick way of obtaining this knowledge, you need to take time to study the document and understand the content in detail. In the role that you have undertaken you will be called upon to know the document and act upon it.



### Exercise 1

Read *The Scout Association's Adult Training Scheme* now before continuing.



### Exercise 2

Now answer these questions:

**Why is adult training so important to The Scout Association?**

**How are the modules matched to specific roles?**

**What must take place before the Wood Badge may be awarded?**

**What training must be completed before the Warrant is issued?**

**How are previous learning and existing skills taken into account when agreeing a personal learning plan?**

There are also broader Scout Association policies that are essential in formulating the learning provision plan. Whilst you must always consider the training policies of The Scout Association, you should also consider others such as the Equal Opportunities Policy and the Religious Policy to ensure that the learning provision is appropriate to the area and is open to all.

### Exercise 3

Read the Equal Opportunities, Religious, Child Protection and Safety Policies. These can all be found in *Policy, Organisation and Rules*.





### Exercise 4

In the chart below, describe what you would do to ensure that each of the policies was met in your learning provision.

Policy	Action
Equal Opportunities Policy	
Religious Policy	
Child Protection Policy	
Safety Policy	

Both the approach to training and the policies of The Scout Association are non-negotiable; you must ensure that The Scout Association's requirements are met when the final plan is produced.

### Consultation

Once you have established what The Scout Association requires of the plan, you can start to produce a plan that is appropriate for your area. At this point you can start to use a lot more flexibility and discretion about what the final product is going to look like. The first step is to find out the views of others through consultation. Information will come from a variety of sources. Deciding which of it is relevant will be the difficult part.



### Exercise 5

Think about potential sources of information and the type of information that might come from each source. Write in your thoughts.

Scouting in your area today

- Number of Scout Groups
- 
- 
- 
-

### The Scout Association

- Scout Association rules regarding training
- 
- 
- 
- 

### Users of the scheme

- Views of what is needed from Leaders and Commissioners
- 
- 
- 
- 

### Outside The Scout Association

- Employment patterns in the local area
- 
- 
- 
- 

### Potential other sources are:

- County/District development plans
- Young people
- Recent developments in training (this will be covered in depth later in this workbook)
- 
- 
- 
- 

Much of the relevant information will be other people's views. Whether you consider their views to be right or wrong, it is important to understand how they feel and to respond accordingly. It is also important to consult people on any proposed changes, not only for any comments they may have but also to keep them involved in the process. Telling them the end result is not consultation!

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



## Exercise 6

On the chart below, list those both internally and externally that you would consult at the beginning of your planning. The first line has been filled in for you.

<u>Consult whom?</u>	<u>About what?</u>
Responsible Commissioner	The scope of the plan
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

### Identifying information for the plan

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

## Exercise 7



This sheet will help you to identify the information you require and from where it might be obtained. Use the consultation worksheet that you completed earlier in this section for information.

Info required	From where?	From who?	Date received	Date requested	Category
Scout Census	District Records	District Secretary			Fact and essential
Training needs of learners	District newsletter/ GSLs meeting	All the Leaders in the District			Opinion
New trends in training	Gilwell/ Training Magazines	Adult Support Office/ Newsagents!			Fact and opinion

## Developments in training

You have already done some background research for the plan. The difference in this section is that you are researching specific training information. The first thing to consider is why it is important for new developments in training to complement The Scout Association's training.



### Exercise 8

Read The Scout Association factsheet *Current Trends in Training*.

The next thing to consider is where the relevant training information can be obtained. In the examples above training magazines are suggested as one source. Other sources could be other Districts or Counties or other voluntary youth organisations. Once you start thinking about it, the list becomes virtually endless!



## Summary

Before proceeding, you will need to examine all the information you have gathered and assess its value and relevance to your plan.

In this section you have looked at gathering the most relevant information you can about the plan and considered the three main areas of:

- the views and policies of The Scout Association
- the views and needs of people locally
- new developments in training.

Using this information you can now begin a draft plan.

## Planning a learning provision: section 2

### Drafting the plan

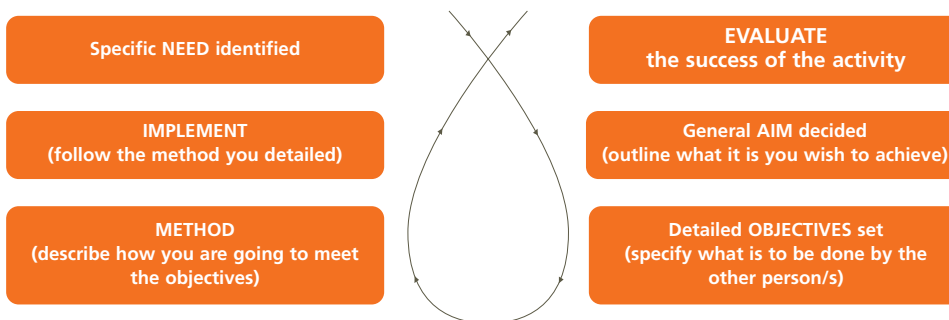
Like the way all things in Scouting are planned, you should start by ensuring you use a systematic process.

#### Systematic planning

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

Here an overview of NAOMIE as a systematic planning tool is presented.

NAOMIE can be seen as a loop, as opposed to a circle. A circle suggests a continuous process, whereas a loop suggests that the process, while maybe repeating itself, is moving forward as well.



#### Needs

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

#### Aims

An aim is a statement of what you wish to achieve.

#### Objectives

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

## Methods

A method is the way in which something is done to achieve the objective of which there are usually many alternatives.

## Implementation

Putting the plan into effect.

## Evaluation

Measuring the result of the plan against the objectives set.



### Exercise 10

Fill in the gaps in the following table.

Scenario	Needs	Aims	Objectives
GSL visited Cub Scout Pack and learnt that Leader was accepting Cub Scouts from age six, as there's no Beaver Scout Colony.	Leader needs to know the rules about Pack entry, and why they have been made.	To meet with the Leader to ensure they know and appreciate the need for rules relating to age ranges.	By the end of the meeting, the Leader will be able to: <ul style="list-style-type: none"><li>• accept The Scout Association's rules regarding age ranges</li><li>• understand the reasons behind the rules</li><li>• discuss a plan to address the current problem of under 8s in the Pack</li></ul>
A group of Beaver Scout Leaders want to know how to put up a Patrol Tent as a First Aid post for a planned Colony Fun Day.	These might include how to unpack and repack a Patrol Tent, where to site the tent and how to put it up and take it down safely.	To provide the Beaver Scout Leaders with the knowledge and skills to enable them to correctly and safely erect a Patrol Tent with confidence.	
Recently used camping equipment has been returned damp and dirty with some damage by Patrol Leaders.	Make Patrol Leaders aware of their responsibility to look after equipment and return it in a good state of repair. Further instruction on repairing and replacing guy lines so that repairs can be made.		

Scenario	Needs	Aims	Objectives
In this box write a need that you have in your area and work through the columns			

Before moving on, it is worth having a closer look at Aims and Objectives. Remember that aims are general statements of what will be done and objectives are specific targets to be achieved.

### Example objective

'Find out how many people need First Response courses and agree a course programme with Girlguiding UK and St John's Ambulance to train everyone.'



This statement would be improved by considering this as an aim and being split into objectives of:

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

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

### SMART

A useful acronym when looking at objectives is 'SMART'. This stands for:

#### S = Simple

Each objective should contain one idea so it is easy to understand and tell whether it has been achieved or not.

#### M = Measurable

To know whether you have achieved what you have set out to do, objectives must include a fixed target. In number one above the target is a number, in two the target is a discussion in three it is a joint programme. There is a tangible outcome to each objective. This is usually achieved by having an 'active verb' in the sentence. An *Active Verbs* factsheet is reproduced at the end of this workbook.



#### A = Achievable

The target set must be achievable by the team or person you are setting it for. It is not possible (achievable) for all our Leaders to become brain surgeons as part of their First Aid training. It is actually beyond the

capabilities of most people to learn enough to be able to do it and combine that with the physical skills needed.

**R = Realistic**

Following on from the above, it is not realistic to expect volunteers in their spare time, regardless of their capabilities, to do 12 years medical study to become a brain surgeon.

You should note the difference between 'achievable' and 'realistic'. Much of what you might like to put in your plan will later probably prove to be achievable but unrealistic.

**T = Timed**

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



**Exercise 11**

In this box, write some objectives relating to producing the plan (not relating to the plan itself). You will need to ensure that all of your objectives are SMART. For each objective therefore, you will need to justify it as being SMART. An example is given for you. Once you have written the objective, check against with each column and, if necessary, amend the objective to ensure that it really is SMART. You may also wish to use this grid to check your objectives in the last exercise.

Objective	Specific?	Measurable?	Achievable?	Realistic?	Timed?
The plan will be produced within 3 months		Check plan is ready.		Have enough time.	3 months.
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____





comments as:

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

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

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

- a large proportion of people working in industry on 24hr shift work
- a large community of a particular faith with particular obligations
- a large proportion of single parents.

There may be environmental factors such as:

- lack of travel
- unsafe areas to visit at night
- extremely remote areas.

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



## Exercise 15

Fill in the factors that might cause a problem to the provision of learning, define what the problem is, and give a possible solution. Two lines have been filled in for you.

Factor	Problem	Possible solution
Individuals work weekends	Unable to attend weekend training	1 Distance learning option available 2 Evening training courses available
An adult with learning difficulties	Unable to learn via course based or distance learning methods	One to one tuition training

### Quality control

To ensure that the plan is being effectively delivered and is meeting the needs of an area, you will need to consider what quality control measures to put in place. The purpose of these quality control measures is to ensure that those managing the implementation of the plan can maintain standards, manage quality and identify difficulties and opportunities.

Quality control measures are important for a number of reasons:

- The Scout Association needs to know that participants are trained to a satisfactory standard. Besides the obvious reason this might also be to ensure access to external qualifications or even in extreme cases, to protect adults from prosecution.
- You, and the people delivering the plan, will want to know that you have done the best that you can for the adults and young people in your area.
- Large and complex plans involving lots of people do not run themselves, nor always run smoothly. Quality control measures are a positive means of keeping the plan on track and do not simply safeguard against failure.

## Minimum training standards

In the same way that The Scout Association has policies that impact on the plan, it also has standards that people in each role have to meet in order to carry out that role. This is especially true for those delivering training. If the people delivering training do not meet the standards for their role, it is unlikely that the people they are training will meet theirs. These standards are called 'Minimum Training Standards'. You can find a full list of who needs to do what in *The Scout Association's Adult Training Scheme*.

### Exercise 16



In this box you will find a profile of different people involved in training in an area. Write what you think the minimum training standards are for their role under their profile:

1 Someone who tutors on courses  
Minimum training standards:

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2 Someone who directs courses but does not plan them  
Minimum training standards:

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3 Someone who trains and tutors on courses  
Minimum training standards:

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4 A Training Adviser  
Minimum training standards:

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5 Someone who is drawing up the area learning provision plan  
Minimum training standards:

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## Exercise 17

Make a list of the people that you are responsible for, who deliver the training provision in your area. Add to the list the modules that those people will need to complete to do their roles.

You will need to ensure that the people in your plan are aware of these minimum standards and are willing to work towards meeting these requirements.

### Minimum standards

These minimum training standards form the basis of the quality control of the people delivering the plan. You can now look at quality control measures to include in the plan itself. The Scout Association will impose a number of policies on your plan to maintain quality standards. These are contained in *Policy, Organisation and Rules* and might include:

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

### Local policies

You may also wish to create local policies that will affect your plan. For example:

- an experienced Trainer will always support new Trainers for their first three training experiences
- only certain Training Advisers who are competent in their subject will validate certain modules
- only specified Training Centres will be used for these modules because they're free.

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



## Exercise 18

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

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

Some examples have been filled in for you.

<b>Policy</b>	<b>Why</b>	<b>Impact on plan</b>
All Trainers delivering sessions must be competent or working towards competence.	National policy – non negotiable.	Include early objective about portfolio building for Trainers.
New Trainers will be supported by an experienced Trainer for their first three experiences.	Both someone to help review and develop new Trainers and help if things go wrong. Note – many Trainers will deliver modules independently.	Staff numbers will need increasing by one Trainer for 10% of modules.
Training Advisers will provide peer support during first year.	Training Advisers are learning a new role and need to share experiences and learn together.	None (Include in <i>Assessing Learning</i> sessions already planned).

### Policies or guidelines?

Don't forget that the more policies you have, the more impact it has on the plan and the more resources are needed. Therefore whilst the policies are important and should be put in place do not create a policy if a guideline will suffice. Having quality control measures in place is a policy of The Scout Association, not a guideline.

The second part of this section looks at devising the procedures needed to implement the policy.

## Procedures

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. Don't forget that any procedure you put in place may have an impact on the plan as well as any policies. The potential impact of the procedure may help you decide whether it is appropriate for the policy.



### Exercise 19

Using this sheet, work through the policies in the last exercise and devise a procedure to put in place to make them happen. Again, the first three have been done for you.

<b>Policy</b>	<b>Procedure</b>
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.
New Trainers will be supported by an experienced Trainer for their first three experiences.	CTM to review progress of all Trainers every three months. New Trainers will be appointed a 'mentor' by the CTM.
Training Advisers will provide peer support during first year	Each Training Adviser will choose a 'buddy' who will 'sit in' on at least one session with a candidate this year.





## Exercise 20

Once you have completed the two exercises above on policies and procedures, remove them from this workbook and place them in your portfolio – it will provide useful evidence.

Finally, before transferring your quality control measures to your plan and amending it if necessary to absorb their impact, your plan needs to address the quality control measures needed for the duration of the plan. These should detail how the plan will be monitored and what will happen if the quality standards are not achieved.

### Reviewing your plan

Some of the monitoring measures are easy to put in place and are quite mechanistic. It is easy to write review dates every six months into the plan that can for example:

- look at what objectives have been met
- re examine the data to ensure that 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.

Producing a checklist of these factors is equally simple. Both of these should be produced.

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



## Exercise 21

Consider the following scenarios and answer the following questions:

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

### Scenario one

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

## Scenario two

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

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## Scenario three

Traditionally tutors on training experiences are left to 'their own devices' with the tutor 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.

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What consideration of the scenarios 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 scenarios 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
- resources.

Introducing a new plan gives an almost unique opportunity to discuss and agree quality control policies and procedures. These will help reduce the incidence of the 'maintenance' issues, described above.

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

- stopping an element or module being delivered
- revising the plan and inserting new objectives or methods
- revising the method of, or stopping people's involvement, in the plan.

## The compliance statement

These types of method are sometimes put together as an element of a plan known as a 'compliance statement'. The statement itself is usually quite simple and would say, for example, 'anyone failing to comply with the policies and procedures stated in this plan will be excluded from its operation and delivery'. Often compliance statements are made personal and either signed individually or collectively by those involved.

This method is often not seen as in keeping with the Scouting ethos. However, ultimately there is a 'bottom line' below which anyone's performance in any role in The Scout Association becomes a liability rather than a positive contribution.

If you refer back to the scenarios 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 that his performance will be reviewed
- Simon and Milly will have their performance agreed 'on the job' and one to one
- Course Directors will need to provide feedback to course staff on performance.

Ironically during the consultation phase they are likely to agree to policies that say 'comply with The Scout Association's rules' and 'develop team members individually' and on that basis would sign a compliance statement if asked. If issues arise at the 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 not choose to sign, it is better to know whilst still planning rather than during implementation.

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

## Exercise 22



In the space below, write some examples of quality control measures that you think would be suitable for your plan.

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## Exercise 23



In the space below, write how you would get people's commitment to the plan before it is implemented.

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## Summary

In this section you have looked at making sure that all the planning:

- is done systematically
- uses a range of learning methods
- includes quality control measures.

You should now have a good idea of what the plan looks like; therefore it is time for the 'reality check' – checking the resources.

# Planning a learning provision: section 3

## Checking the resources

There are a number of different resources to consider. Resource material, training equipment and people are just some of the examples of resources. Obviously you need to make sure that the plan is realistic (remember SMART!) and part of this is to make sure that the all of the resources are in place or available for the plan. If they are not, then the plan will fail to a greater or lesser degree.

In this section you will look at making sure that you have got the resources in place for your plan.

### Available resources



## Exercise 24

Under the headings of **People, Equipment, Written resources, Other resources** and **Venues**, list the resources you will require to deliver three different elements of your plan. Clearly mark how many times each year they occur. An example of a presenting skills course has been given.

Element of plan	Frequency	People	Equipment	Written resources	Other resources	Venue
Presenting Skills Course	1 per year	4 (1 Course Director, 2 Trainers and 1 Quartermaster)	Flipcharts White board OHP Data projector	Factsheets Worksheets	None	County Training Centre

Element of plan	Frequency	People	Equipment	Written resources	Other resources	Venue
Presenting Skills Course	1 per year	4 (1 Course Director, 2 Trainers and 1 Quartermaster)	Flipcharts White board OHP Data projector	Factsheets Worksheets	None	County Training Centre

Now you can assess each column individually and estimate the total resource you need (don't forget to multiply the resource needed by the frequency).

### What does this information tell you?

#### People

The first indication this column will give you is the range of roles required which might include Trainers, tutors, caterers, quartermasters, specialists, administrators etc. The number of each required can be estimated by dividing the total by the number of occasions you expect people to be available. This may vary from role to role but an average of four, five or six is probably realistic.

These totals might suggest other roles that you wish to include. For example if you find you need eight caterers you might anticipate the need for a Catering Manager who may not be one of the eight.

### Equipment

This column will indicate the range that you need but will also provide valuable budget information (see later) so it is worth adding up the amount of usage for each item.

### Written resources

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

### Other resources

Estimates will vary for each item but a minimum 'wastage' of 20% per year should be included for loan items to be damaged, incomplete or not returned.

### Venues

Venues are often among the highest cost items, the number of occasions you will need a venue is essential information.

### Obtaining resources

Once you have worked out what equipment and resources you need to implement the plan, you will need to work out where you are going to get them. Some of this may be very easy, for example you may need to order factsheets from The Scout Information Centre or have a Training Quartermaster who issues all of the equipment from his trailer!



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

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

### Example

In this example you can see the role of a Catering Team Manager

A Catering Team Manager can:

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

It is interesting to note that not one of these competencies involves actually cooking. Instinctively one might appoint the best cook on the team as Catering Team Manager.

Now complete the following exercise.



### Exercise 26

Complete the competencies for the role of Training Quartermaster.

A Training Quartermaster can:

- 
- 
- 
- 
- 
- 
- 
-

## Competencies and objectives

The question sometimes arises about the difference between these two terms, as they appear similar. In simple terms competencies define what you can already do and objectives define what you will be able to do as a result of learning.

## Budgets

Budgets can take many forms and use a huge variety of methods. Before producing the budget for your plan you will need to discuss the required format with your District or County Treasurer to ensure you do not have to 'convert' your method to theirs.

They may use zero based or historical budgets, gross or net expenditure budgets etc. The method they use is not important. Clearly understanding what they want you to do and how they want it presented is.

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

### Exercise 27



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

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

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

County policies and budgeting information:

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

<b>Income</b>	<b>Expenditure</b>
Total	Total
Final profit/loss	

Common mistakes in calculating budgets are:

- forgetting there are two sessions in the year
- calculating income at 100% not 75%
- purchasing handouts at 75% not 100%
- buying the sample twice
- forgetting to budget food for the staff (including the caterer).

The real answer is: (£79.85)

Hopefully this exercise has illustrated that calculating budgets is not as easy and straightforward as it seems. It is important to understand the principles of how the budget is calculated as well as getting the figures right.



### Exercise 28

Using the budget exercise above, produce a simple budget for the three given modules showing total expenditure and total income. (Information needs to include for example costs of items, suggested participant fees, give a percentage attendance figure or break even attendance figure).

At the end of the task, consider the budget produced and address any issues of principle.

## Exercise 29



Using the budget exercise above, identify other items of expenditure that are not included explicitly in the list. Examples might include:

- videos for staff
- thank you flowers for the caterers
- loo rolls
- travel expenses for staff
- flip charts and pens for the tutor rooms
- staff drinks
- photocopies of tutor notes.

All these items will need to be budgeted for somewhere or deleted.

### Seeking funding

Funding opportunities will depend on your local circumstances, how your District or County structures its finances and other factors. Therefore, this workbook will not go into detail about specific opportunities but there is an exercise enabling you to do some local research.

## Exercise 30



In this box below, write where you can get certain types of funding, what it is for and any other relevant information. The first one has been filled in for you.

<b>Funding</b>	<b>What for</b>	<b>Other information</b>
King George VI Leadership Fund	Any training in Scouting	You can apply once a year through the Secretary of the King George VI Fund at Gilwell Park. The committee meets every February to allocate funds for the next twelve months.
_____	_____	_____
_____	_____	_____
_____	_____	_____

Once you have completed your draft plan, it is worth taking a second look at it. Consider if you can really deliver the plan with the resources you have or will be able to obtain. If not, you will need to reduce the resources you need – perhaps by changing some of the methods.

### Local training structures

Once the draft plan is finalised and before sharing it with the relevant people it is important to ensure that responsibility and authority are appropriately defined. Broadly speaking, there are two groups of people for whom these responsibilities need to be defined – the ‘training management’ line and the ‘line management’ line. Both of these are considered in the next few pages.

The first group is the ‘training management’ line. This is the line of management including County Training Managers, Local Training Managers (if applicable) and Training Advisers.



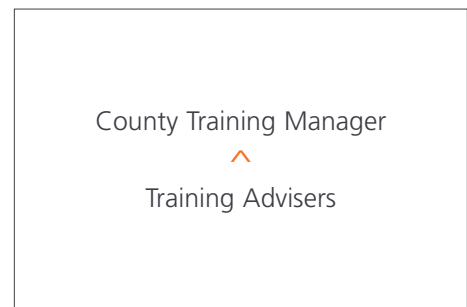
#### Example

Below are some examples of how this training management line may work in practice in your County.

Example A



Example B



Example C



Example D



### Who does what?

Within this ‘training management’ line you may wish to further define responsibilities. For example, you may have a team of Training Advisers who are responsible for working with the County Team, or a team of Training Advisers responsible for working with District Commissioners and Group Scout Leaders. A Local Training Manager may lead each of these teams.

Remember that the role of Local Training Manager does not necessarily have to be responsible for a geographical area but could be responsible for a particular area of training.

## Example



Below are some examples of how you could use the role of Local Training Manager for responsibilities other than geographical regions.

Example A



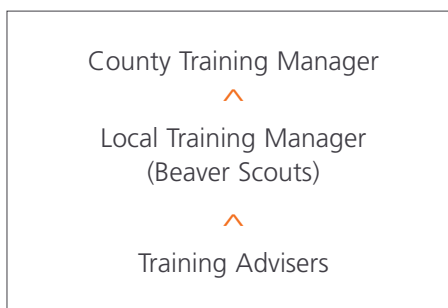
Example B



Example C



Example D



How you decide to structure the responsibility of training in your area will depend on a number of factors, for example:

- **What are your own limits of responsibility?**

If you are a County Training Manager then you will probably be able to put in place a structure for the whole County. If you are a Local Training Manager you will probably only be able to look at your specific area.

- **How many people in your area are you responsible for?**

This is relevant for two reasons; first if you have a large number of adults to get through the scheme, then you need to consider the most effective way of doing this. This may be by having Local Training Managers for each Section or any number of other methods (see the example above for some ideas). Second, the size of the area you are responsible for will impact on the number of people you have to perform the roles of Training Adviser and Local Training Manager. Having a large number of Local Training Manager posts but no one to do the job will not be helpful – the plan needs to remain realistic.

- **What size area are you responsible for?**

This will have a big impact on how you plan things. If you live in a rural area that covers a large amount of land but not many people, you need to ensure that people can still get through the scheme. You will need to think of creative ways of solving this problem. For example, try speaking to the County Commissioner about combining the role of Training Adviser and Group Scout Leader. In this way Group Scout Leaders who are local to the Leaders can support people through their training. If you live in an urban area, you may need less Local Training Managers, it is much more conceivable that one Local Training Manager can look after two or three Districts (this also means that you only need to recruit one person rather than two or three!)

- **How many people can a Training Adviser or Local Training Manager realistically support?**

It is important to put a structure in place that will work.



### Exercise 31

In the space below, write what you think the most appropriate organisational structure would be in your area.

---

### Job descriptions

The best tool for actually defining roles and responsibilities is the job description. This will clearly show people what their role is and will be something to compare their performance against when conducting a review. Any learning provision plan should have draft job descriptions for the people that need to be involved in the plan.

## Example



This is the job description for a Local Training Manager who is managing the learning provision in two Districts.

Title: *Local Training Manager*

Responsible for: *Training Advisers*  
*Local Training Administrator*

Responsible to: *County Training Manager*

Main contacts: *District Commissioners*  
*Group Scout Leaders*  
*Trainers*  
*Other Local Training Managers*

Job summary:

- 1 Ensure that all adults go through the training scheme and have the most appropriate learning methods open to them.*
- 2 Ensure that there are enough Training Advisers in Districts X and Y.*
- 3 Ensure that the County Training opportunities are advertised in the District.*
- 4 Pass relevant information to the County Training Manager (see below).*
- 5 Inform County Training Manager when individuals have completed their Wood Badge.*

Main activities:

- 1 Hold regular meetings for Training Advisers to share good practice and compare standards.*
- 2 Recruit new Training Advisers and induct them into the Training Adviser training programme as per the County Training Plan.*
- 3 Meet regularly with District Commissioners and Group Scout Leaders*
- 4 Attend regular meetings with the County Training Manager and other Local Training Managers.*
- 5 Inform the County Training Manager of trends information that may cause the County Training Manager to amend the County Training Plan (for example the use of a new method, the provision of extra courses or the cancellation of courses).*



### Exercise 32

In the space below, complete the job description for a Local Training Manager responsible for managing all the Training Advisers in a County.

Title:

---

Responsible for:

---

Responsible to:

---

Main contacts:

---

Job summary:

---

Main activities:

---

### The line management chain

The second group of people for whom areas of responsibility need to be defined are those in the line management chain. This includes for example, County Commissioners, District Commissioners and Group Scout Leaders. The people carrying out these roles have no responsibility for training (except the County Commissioner who is ultimately responsible for everything!). It is however a good idea to make sure that the people carrying out these roles are involved as they are the people who 'line manage' the learners taking part in the scheme.

You can do this in a number of ways, for example:

- attending meetings with them
- sending them regular information
- speaking to your County Commissioner about putting something in their job descriptions about supporting the scheme if you wished to formalise their involvement.

Ultimately this is about communication and ensuring that The Scout Association's managers support the training scheme.

### Exercise 33



In this box write your thoughts on how you can maintain communication about training with line managers in your local situation.

---

## Planning a learning provision: section 4

### Producing a plan

There is no set format for producing a learning provision plan, however any learning provision plan should include:

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

If the plan is to be a working document then you may wish to include sections aimed at monitoring the plan through its implementation.

There is an example of a format for a learning provision plan given in Appendix 2 to this workbook.

# Planning a learning provision: section 5

## Informing others

Once the plan has been produced, the detail needs to be communicated effectively to everyone who is affected by it.

### Exercise 34

Using this worksheet compile a list of those who are affected by the plan. Identify how much they need to know and what, if anything they need to do. Some examples have been filled in for you.



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

## Congratulations!

You have now reached the end of this workbook. Depending on whether you have been working with 'real' material you may have already have produced (or almost produced) the learning provision plan for your area. If you have been working with the case study, you will have developed the skills and knowledge with which you can start to plan the learning provision for your area.

It is now important to discuss what you have done with your Training Adviser. This will allow you to talk about how the exercises in the book work in practice and to discuss any further learning needs that you may have.

Should you run into any difficulties during your planning, do not hesitate to come back to this workbook. Although you have developed key skills and strategies while working through this workbook, the best learning method will be to actually work up a plan the plan in practice. This will help you gain experience and confidence in these areas.

## Exercise answers

This section is a guide to the answers for each of the exercises in the workbook. For some exercises, the answer will be a personal view or a local arrangement. Where this is the case, it has been indicated with some supporting information.

### Exercise 1

The *Scout Association's Adult Training Scheme* is available from The Scout Information Centre, who can be contacted by calling 0845 300 1818 or e-mail [info.centre@scout.org.uk](mailto:info.centre@scout.org.uk). Make sure you give the document your full attention as it will give you the background to much of what you do in this workbook.



### Exercise 2

Below are some sample answers to the questions.

**Q** Why is adult training so important to The Scout Association?

**A** *Many volunteers already have relevant and valuable skills that they can apply to their voluntary role, but many also have gaps in their knowledge, skills and abilities that, if addressed, would enable them to perform their chosen role better.*

*Through providing training, The Scout Association aims to support its leadership and provide the opportunity for learning for all adults to enable them to perform better.*

*Specifically it is intended to:*

- *help people understand Scouting and their role within it*
- *give them the skills necessary to carry out that role*
- *improve the quality and quantity of Scouting delivered*
- *support adults in meeting their own personal development needs.*

**Q** How are the modules matched to specific roles?

**A** *Modules are identified using the Module Matrix and matching the learning appropriate to the role in question. When identifying this learning, it is important to take into account the individual's prior skills, experience and learning (both inside and outside Scouting). The Personal Learning Plan also indicate in areas in which the participant requires support and/or training and for which their prior learning/knowledge can be accredited.*



**Q** What must take place before the Wood Badge can be awarded?

**A** *The recommendation for the award of the Wood Badge may only be made once satisfactory validation of all modules identified as appropriate for an individual's role has been undertaken.*

**Q** What training must be completed before the warrant is issued?

**A** *The modules that make up Getting Started must be completed before the Warrant is issued. They are Essential Information, Personal Learning Plan and Tools for the Job (for Section Leaders or Managers as appropriate).*

**Q** How are previous learning and existing skills taken into account when agreeing a Personal Learning Plan?

**A** *If the participant already has the necessary skills for the module or that he/she needs to complete the necessary training, the adult does not necessarily have to complete the training for that module. The Training Adviser will need to arrange and agree the validation of that module and sign it off.*



### Exercise 3

This exercise requires you to read certain policies of The Scout Association that can be found in *Policy, Organisation and Rules* which is available from The Scout Information Centre, who can be contacted by calling 0845 300 1818 or e-mail [info.centre@scout.org.uk](mailto:info.centre@scout.org.uk). A copy can also be found at [www.scoutbase.org.uk](http://www.scoutbase.org.uk).

## Exercise 4



Below are some examples of how The Scout Association's policies can be applied to training provision:

Policy	Action
Equal Opportunities Policy	Ensure that there is opportunity for everyone to take part in the training provision. Practically, this might mean ensuring any proposed methods take account of people's differing ethnic origins and beliefs or that anyone with special needs has equal access to training.
Religious Policy	Time may need to be put aside to allow individuals to 'put into practice what they profess.'
Child Protection Policy	It is rare for young people to be involved in adult training but any project or practical work that may involve young people should be in accordance with the Child Protection Policy.
Safety Policy	Practically, this would mean that risk assessments are carried out on all training experiences.

## Exercise 5



Below are some sample suggestions for potential sources of information:

### Scouting in your area today

- Number of Scout Groups
- County or District Development Plans
- How many Leaders have gained their Wood Badge
- 'Turnover' of adults.

### The Scout Association

- Scout Association rules regarding training
- Policies of The Scout Association
- Current priorities.

### Users of the scheme

- Views of Leaders and Commissioners
- Views of Parents/ carers
- Views of other adults (e.g. Assistants, Helpers, Administrators)
- Views of both those who have completed their Wood Badge and those who have not yet started (and those in between!)
- Views of Trainers.

## Outside The Scout Association

- Employment patterns in the local area
- Developments in Training
- Work of other youth activity providers.



### Exercise 6

Below are some suggestions about who you could consult with:

<b>Consult whom?</b>	<b>About what?</b>
Responsible Commissioner	Scope of the plan
The training team	Views on methods, approach, staffing etc.
Field Development Officer (if appropriate) or Adult Support Office	Impact on development and general advice
Other Training Managers in the County/Region	General advice
Leaders and Commissioners	Views

The above table only gives some examples. What is entered into the workbook will depend on local circumstances. Don't forget that some people will be consulted more than once. For example the training team and the responsible Commissioner will probably be consulted at every stage of drawing up the plan.



### Exercise 7

This exercise is about the completion of a table. Use the information you entered in the last exercise as a guide. Make sure that you can justify everything in the 'Info required' column as relevant to training in the area. Also ensure that all the 'where's' and 'who's' are appropriate to the 'Info required'.

## Exercise 8



The Scout Association's factsheet *Current Trends in Training* is available from The Scout Information Centre who can be contacted by calling 0845 300 1818 or e-mail [info.centre@scout.org.uk](mailto:info.centre@scout.org.uk). Alternatively the factsheet can be downloaded from [www.scoutbase.org.uk](http://www.scoutbase.org.uk)

## Exercise 9



Below are some possible sources of information regarding developments in adult training.

Possible source	How to obtain the information from this source
Adult Support Office	Telephone or e-mail
Training journals or magazines	Newsagents or by taking out a subscription
County Training Managers	Regular meetings/mailings
National policy	Mailings to County Training Managers

Depending on your local situation, there may be more specific examples that you wish to include.



## Exercise 10

Below is the grid that makes up Exercise 10. Suggested answers have been entered in *Italics*.

Scenario	Needs	Aims	Objectives
GSL visited Cub Scout Pack and learnt that Leader was accepting Cubs from age six, as there's no Beaver Scout Colony	Leader needs to know the rules about Pack entry, and why they have been made.	To meet with the Leader to ensure they know and appreciate the need for rules relating to age ranges.	By the end of the meeting, the Leader will be able to: <ul style="list-style-type: none"> <li>accept The Scout Association's rules regarding age ranges</li> <li>understand the reasons behind the rules</li> <li>discuss a plan to address the current problem of under 8s in the Pack.</li> </ul>
A group of Beaver Scout Leaders want to know how to put up a Patrol Tent as a First Aid post for a planned Colony Fun Day.	These might include how to unpack and repack a Patrol Tent, where to site the tent and how to put it up and take it down safely.	To provide the Beaver Scout Leaders with the knowledge and skills to enable them to correctly and safely erect a Patrol Tent with confidence.	By the end of the session, the Beaver Scouts Leaders will be able to: <ul style="list-style-type: none"> <li>explain the factors in choosing where to site a Patrol Tent</li> <li>discuss the safety factors to consider when pitching, striking and packing a Patrol Tent.</li> <li>demonstrate successfully pitching, striking and packing a Patrol Tent.</li> </ul>
Recently used camping equipment has been returned damp and dirty with some damage by Patrol Leaders.	Make Patrol Leaders aware of their responsibility to look after equipment and return it in a good state of repair.	In future camping equipment will be well maintained and looked after.  Further instruction on repairing and replacing guy lines so that repairs can be made	By the end of the next PLs' meeting, the PLs will be able to: <ul style="list-style-type: none"> <li>explain why camping equipment should be well maintained</li> <li>identify the implications of poor maintenance</li> <li>accept the need to look after equipment</li> <li>explain their responsibility as PLs</li> <li>accept their responsibility as PLs.</li> </ul>
<i>This should be your local example</i>	<i>Insert</i>	<i>Insert</i>	<i>Insert</i>

## Exercise 11

This exercise is a simple check to ensure that objectives are written to be 'SMART'. The list of active verbs, provided as a factsheet, is reproduced at the end of this workbook.



## Exercise 12

The list of learning methods is practically endless! Below are some more examples:

- Brainstorming
- Mind-mapping
- Taking part in a role play
- Playing a game
- Taking part in a simulation
- Taking part in a group exercise.



## Exercise 13

Below are some advantages of learning on your own and as part of a group.

### Advantages of learning on your own

You can go at your own pace.

You can learn at a time that suits you.

If you already know something you can skip on to the next section.

You can apply the learning directly to your own situation.

### Advantages of learning in a group

You can 'bounce' ideas off other people.

You can help others in the group to understand things that you have grasped but they may not have done and others can help you in the same way.

You can share experiences and learn from others in the group.

It can create a network of people you can discuss issues with after the training experience.





### Exercise 14

In the space provided, you should make sure that you give a reason for what your favourite learning method is. It is important to value and use the whole range of learning methods. If you are not careful you will instinctively choose the methods you like rather than provide a range.



### Exercise 15

Below is the grid that makes up Exercise 15. Suggestions have been entered in *italics*.

<b>Factor</b>	<b>Problem</b>	<b>Possible solution</b>
Individuals work weekends	Unable to attend weekend training	<ol style="list-style-type: none"> <li>1 Distance learning option available</li> <li>2 Evening training courses available</li> </ol>
An adult with learning difficulties	Unable to learn via course based or distance learning methods	One to one tuition training
<i>You cover a rural area</i>	<i>Adults find it hard to travel to one place to do training</i>	<ol style="list-style-type: none"> <li>1 <i>One to one tuition training</i></li> <li>2 <i>Distance learning option available</i></li> <li>3 <i>Training team visits each Group and delivers training to all adults at once</i></li> </ol>
<i>Finance</i>	<i>Leaders find it hard to finance their own training</i>	<ol style="list-style-type: none"> <li>1 <i>Seek grants</i></li> <li>2 <i>Add the cost of training into the annual District or County membership fee, thus making training 'free'</i></li> </ol>
<i>Variety of 'first' language</i>	<i>Some people in the area do not use English as their first language</i>	<ol style="list-style-type: none"> <li>1 <i>Minimise written material</i></li> <li>2 <i>Look to see if anyone can deliver the training in their own language possibly through one to one training</i></li> <li>3 <i>Simplify the use of English wherever possible</i></li> </ol>

## Exercise 16



Below are the answers to the questions:

### 1 Someone who tutors on courses

Minimum training standards: *Assessing Learning and Facilitating Modules*

### 2 Someone who directs courses but does not plan them

Minimum training standards: *Assessing Learning and Delivering a Learning Experience Modules*

### 3 Someone who trains and tutors on courses

Minimum training standards: *Assessing Learning, Presenting and Facilitating Modules*

### 4 A Training Adviser

Minimum training standards: *Assessing Learning Module*

### 5 Someone who is drawing up the area learning provision plan

Minimum training standards: *Assessing Learning and Planning Learning Provision Modules*

## Exercise 17



The list that you produce should cover everyone involved in training in your area, what modules they have completed and what they need to complete.



## Exercise 18

Below is the grid that makes up Exercise 18. Suggestions have been entered in *italics*.

Policy	Why	Impact on plan
All Trainers delivering sessions must be competent or working towards competence.	National policy – not negotiable.	Include early objective about portfolio building for Trainers.
New Trainers will be supported by an experienced Trainer for their first three experiences.	Both someone to help review and develop new Trainers and help if things go wrong. Note – many Trainers will deliver modules independently.	Staff numbers will need increasing by one Trainer for 10% of modules.
Training Advisers will provide peer support during first year.	Training Advisers are learning a new role and need to share experiences and learn together.	None (Include in <i>Assessing Learning</i> sessions already planned).
<i>All Trainers will have a review at least annually with a Training Manager.</i>	<i>To ensure that they are happy in the role, to check whether they need more support, to review performance and plan for the future.</i>	<i>Time implication for both Trainers and Training Managers</i>
<i>Actively encourage adults in area to consider taking on the role of Trainer.</i>	<i>To ensure that there is never a shortage of Trainers and to encourage adults to do 'something different' in Scouting.</i>	<i>Number of presenting and facilitating modules provided needs to be appropriate. Some form of 'advertisement'</i>
<i>That Training Managers regularly meet with Commissioners.</i>	<i>To ensure a 'co-ordinated approach' between the management of people and the management of training and to discuss any issues.</i>	<i>Time implication for Training Managers, possible budget implication for room use etc.</i>

## Exercise 19



Below is the grid that makes up Exercise 19. Suggestions have been entered in *italics*.

<b>Policy</b>	<b>Procedure</b>
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. CTM to review progress of all Trainers every three months.
New Trainers will be supported by an experienced Trainer for their first three experiences.	New Trainers will be appointed a 'mentor' by the CTM.
Training Advisers will provide peer support during first year.	Each Training Adviser will choose a 'buddy' who will 'sit in' on at least one session with a candidate this year.
<i>All trainers will have a review at least annually with a Training Manager.</i>	<i>Include this responsibility in Training Manager's job description.</i>
<i>Actively encourage adults in area to consider taking on the role of Trainer.</i>	<i>Every Commissioner and Group Scout Leader has information regarding the roles and courses. There may be a newsletter that could be used to promote the role.</i>
<i>That Training Managers regularly meet with Commissioners.</i>	<i>Ensure that this meeting is added into the calendar of meetings, possibly every three months.</i>

## Exercise 20



Both exercise 18 and 19 will be useful evidence in your portfolio.

## Exercise 21



The exercise should cover your thoughts on possible courses of action. The text that follows the exercise will give you some help should you require it.



### Exercise 22

Any quality control measures that you come up with should be 'SMART' (Specific, Measurable, Achievable, Realistic and Timed) in the same way that objectives are. Apply this test to your answers. For example if a quality control measure is to have an annual review with every Trainer, this is clearly specific (there is only one issue), measurable (it either happens or not), achievable (it should be within the skill set of Training Managers) and timed (it will happen once a year). Only you will be able to tell if it is realistic. This will depend on the size of your training team and therefore the size of the task.



### Exercise 23

This exercise is about getting people's commitment to the plan. Depending on your local situation, this may be through a variety of means, for example with people who you directly manage (such as Trainers and Local Training Managers) through agreeing a job description or with people that you do not directly manage (County and District Commissioners for example) through a mutual agreement with both themselves and their 'line manager'. For adults in the area this may be along the lines of a 'PR campaign' explaining to them the benefits of your plan.



### Exercise 24

This exercise will vary depending on the plan that you are working with. Make sure that you have filled in all the relevant aspects for each part of the training provision.



### Exercise 25

Again, this exercise will depend on the nature of your local situation.

## Exercise 26



Below are some examples of what might be included as competencies for a Training Quartermaster:

A Training Quartermaster should be able to:

- devise and work to a budget
- effectively organise the storage of equipment
- instruct people in the use of equipment
- ensure that equipment is stored safely
- advise on the most appropriate equipment for a specific task
- ensure that equipment is available when required.

These are just some examples and you may have come up with others that are not on this list or disagree with some that are (for example budgets). The role of Training Quartermaster will vary according to your local circumstances.

## Exercise 27



### Expenditure:

**Handouts** 2 handouts per participant at 10p each for 2 courses  
=  $2 \times 20 \times 0.10 \times 2$  = **£8.00**

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

**Catering** 20 participants and 5 staff at £2.50 each for 2 courses  
=  $25 \times 2.50 \times 2$  = **£125.00**

**Venue** £45 per day for 2 courses  
=  $45 \times 2$  = **£90.00**

**Photocopying** £2 for whole module for 2 courses  
=  $2 \times 2$  = **£4.00**

**TOTAL** = **£229.85**

### Income:

**Participant fees** 15 participants paying £5.00 each for 2 courses  
=  $15 \times 5 \times 2$  = **£150.00**

**BALANCE** = **(£79.85)**



### Exercise 28

Check your answer against the issues you explored in the last exercise.



### Exercise 29

There are lots of possibilities with this exercise so take time to think as widely as possible about what you pay for in your area.



### Exercise 30

Again this exercise is about local funds and grants.



### Exercise 31

Your answer may be automatic, as you may not be in a position to determine the structure. Alternatively you may have to spend time thinking and talking to others about this issue.

## Exercise 32



An example job description is given below:

Title: Local Training Manager

Responsible for: All Training Advisers in the County  
Local Training Administrator

Responsible to: County Training Manager

Main contacts: District Commissioners  
Group Scout Leaders  
Other Local Training Managers

Job summary: To ensure that all adults in the County have a Training Adviser allocated to them

To co-ordinate the work of the Training Advisers in the County

Recruit and organise training for new Training Advisers

Main activities: To hold regular meetings for Training Advisers to share good practice and compare standards

To identify potential new Training Advisers

Inform the County Training Manager of trends information that may cause the County Training Manager to amend the County Training Plan.

You may have some other ideas to those above. The purpose of the exercise is to understand the process of putting job descriptions together.

## Exercise 33



Again, your answer should be appropriate to your local situation but it might include for example regular meetings, e-mail groups and good practice newsletters.



## Exercise 34

Below is the grid that makes up Exercise 34. Suggestions have been entered in *Italics*.

<b>Who?</b>	<b>What they need to know</b>	<b>What they need to do</b>
Responsible Commissioner	Probably everything!	Approve the plan and promote it widely
Training team	Learning opportunities Methods of operation New roles Policies and procedures Quality control issues	Agree to take on the responsibilities as stated
Leaders	Why there is a new plan What's new What they have to do and how they can do it	Complete a personal learning plan in the next three months with their Training Adviser
<i>Group Scout Leaders</i>	<i>Learning opportunities Methods of operation New roles Policies and procedures Quality control issues</i>	<i>Support the scheme and the Leaders they work with through it</i>
<i>Appointments sub-Committees</i>	<i>Learning opportunities Methods of operation New roles Policies and procedures Information to give to new Leaders</i>	<i>Brief all new Leaders about the new training scheme during the Appointments sub-Committee period</i>
<i>Training Advisers</i>	<i>Learning opportunities Methods of operation New roles Policies and procedures Quality control issues</i>	<i>Agree to take on the responsibilities as stated</i>

# Active verbs



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

## Knowledge

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

## Attitudes

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

## Skills

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

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## Appendix 1

### Draft format of a learning provision plan

In this section you will find a draft format for a learning provision plan. You do not have to follow this format but it should contain all the same information.

### A learning provision plan

#### Introduction

This section should cover a brief explanation of what the plan is.

#### Background

This section should cover a brief background of how the plan was produced. It should also cover any relevant research, the detail of which should be included as an appendix.

#### Overview

This section should cover an overview of the plan.

#### Organisation

You should include the training management organisational chart and sample job descriptions for everyone's role.

#### Detail

This section should contain the detail of the plan itself. A sample table can be found below outlining how this detail could be presented. You can adapt this to meet your own needs.

Activity	Resources			
	Who?	Equipment?	Where?	Cost?

#### Quality control measures

This section should include the Quality Control Measures that you have included in the plan.

#### Record of agreed responsibilities

This section should include who has agreed to do what, especially within the management of the plan.

#### Other information

This should include any other information that is relevant to the plan.









