

adult training



Who is this workbook for?

This workbook is aimed at all those responsible for managing the 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

This workbook is a method of completing the learning necessary for Module 34, *Managing a Learning Provision*. Although the topics covered will be the same as in the training course, they may be covered differently in some areas.

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



Exercise



Example



Portfolio link

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 this workbook cover?

The workbook covers the necessary skills to enable you to go through the steps of managing the learning provision plan for your area. The workbook does not cover the design and production of a learning provision plan. This is covered in Module 33, *Planning a Learning Provision*.

The reason that 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.

Therefore, this workbook assumes that you already have access to a learning provision plan for your area.



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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/Counties.

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

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

Where should I begin?

How you progress through the workbook is your choice. A suggested method would be to go through each section at a time. 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 your Learning Provision Plan

For some of the exercises in the workbook, you may need to do some research about your area.

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 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 also outlined in the *Guide to Planning and Managing Learning Provision*. It is a good idea to keep all the work that you do as it may be useful as evidence.

Managing a learning provision

Aim

To provide the skills, knowledge and attitudes to enable 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.
- 2 Monitor the progress and effectiveness 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.

What is a learning provision?

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

What is a 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:

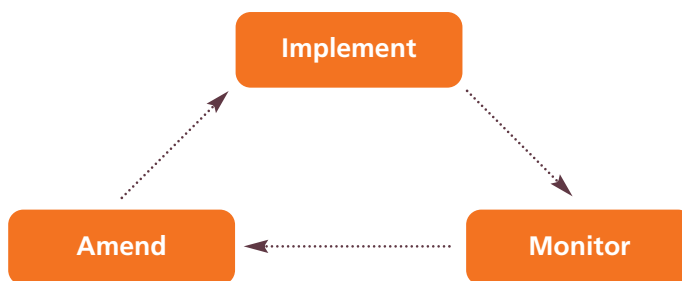
- every adult in the area has access to the most appropriate learning method for their role, home situation, special needs etc.
- the quality of Scouting in the area is improved through well trained adults.

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.

Managing the learning provision

The management of the learning provision plan can be seen as a cycle of three stages:



Depending on your local situation, you may enter this cycle at any of these three stages. For example, the learning provision plan may have just been implemented and require monitoring before any amendments can be made. Alternatively, the plan may have been in place for some time and you may be in a position to suggest amendments to the plan following a period of monitoring. You may even have some suggested amendments and be ready to implement the amendments prior to monitoring the plan further.

It is important to remember that managing the learning provision is a cycle. Following this cycle ensures that training is kept up to date and relevant. This is vital, both in terms of meeting the needs of your area and ensuring that the methods used are up to date and appropriate.

There are a number of specific areas that this module covers relating to monitoring the learning provision plan. These are to do with monitoring the team, the quality control measures and links in training. This workbook addresses each of these areas.

As stated above, the process of managing a learning provision is a cycle, so where you enter that cycle will vary. However, for ease of use, this workbook begins with the implementation of the plan.

Managing a learning provision: **session 1**

An introduction to the learning provision plan

The Scout Association's Adult Training Scheme

Underpinning the management 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 easy way of obtaining this knowledge. Take time to study the scheme and understand its 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 a Warrant is issued?

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

Your brief

You have now looked at the policy of The Scout Association, which tells you what the Association expects of a learning provision. The next step is to look at your own roles and responsibilities within the learning provision plan. This will vary depending on the structure of your County. You may be a County Training Manager with ultimate responsibility for the provision of training in your County. You may be a Local Training Manager with responsibility for a part of the plan. Whatever your specific role, it is important to know where the limits of your authority lie.



Exercise 3

In the space below, insert the brief that you have agreed with your line manager. This could be your job description or mutual agreement, as you should have negotiated both of these on your appointment.

Review date

Managing a learning provision: **session 2**

Implementing the learning provision plan

Securing resources

Of course, a key part of implementing the plan is ensuring that all the resources necessary for the plan are in place. This part of the workbook looks at securing the resources for the plan.

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

In addition, if insufficient resources are 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. The list is not exhaustive.



Exercise 4

In the spaces below record the questions you wish to ask to cross check the plan. If you do not know the answer straight away you will need to do some further research.

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 do cuts need making? Is the level of resources identified realistic?	

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 you may need to check with the author of the plan.

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 secure them.

Human resources

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

Exercise 5



Using the chart below complete a resource audit and plan to address any identified gaps. This exercise can be used towards your portfolio of evidence.

People

Role	No. required	In place	Deficit
Training Advisers			
Facilitators			
Presenters			

Equipment

Role	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
Handouts			

Don't forget that unless you plan to do it yourself, you will need someone to acquire and manage the resources. This person also needs to be included in the 'people required' column.



Exercise 6

This exercise will help you identify how to address the deficit that you identified in the previous exercise. In each box, write your plan for obtaining the resources. An example has been given for you. This exercise can be used towards your portfolio of evidence.

Resource required	Plan	By whom	Achieved
Data projector	Loan agreement with Training Centre	County Training Manager	

Securing people

The last element of cross checking before allocating resources is to secure the people that you have already identified as available. 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 both what you want and they would be happy to do. Reach a mutual agreement on both their role(s) and availability.

As a result, adjustments may need to be made to the required resources. The resources can then be allocated to different parts of the plan.

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.

Here is a list of factors that may need to be considered when allocating people to the plan:

- 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 experience
- trying new roles
- succession planning
- needs of participants.

Clearly there are no right or wrong answers and in reality, you will often have to take who is available rather than choose.

The plan that you 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.



Exercise 7

Below are some profiles of potential Course Directors for the year's programme of training. In the boxes below, decide who your Course Directors will be for each Course:

John, 53 years old,
County Commissioner

John has expressed interest in training in the past and has tutored on a few courses. Professionally he is a Management Consultant. He has 20 years experience in Scouting mainly as a GSL, DC and now CC.

Mohammed, 28 years old,
Explorer Scout Leader

Mohammed has never worked on a course but has recently completed the Presenting module. Professionally he is a Sociology lecturer at the local college and got involved in Scouting 18 months ago.

Muriel, 67, Group Secretary

Muriel has been on the training team for 20 years, she retired as ACC (Cub Scouts) two years ago and has always been involved in the Cub Scout Section. She is now Group Secretary of her old Group. She is willing to work with anyone except Sandy.

Janet, 45, Local Training Manager

Janet is LTM for two Districts; previously she was a GSL for five years. She was recruited on to the Training Team as she is a Training Manager for a local company.

Darren, 30, ACC (Scouts)

Darren has a strong Scout Section background and has been directing courses in the County for around five years.

Sandy, 60, Trainer

Sandy's only role in Scouting is as a Trainer following his resignation as ADC (Activities) a year ago. Sandy is an excellent Trainer who can turn his hand to anything although many people find him abrasive and hard to work with.

Brian, 40, ACC (Development)

Brian is passionately into the development of the County. He can be a rather ordinary Trainer reliant on traditional methods.

Jane, 35, Beaver Scout Leader

Jane has been on the training team for three years and last year jointly directed a course for Beaver Scout Leaders, which she enjoyed immensely, but reports of the course were not good.

Tony, 23, Member of the Scout Network

Tony has done a lot of work with Brian training members of the Scout Network in Equal Opportunities and Cultural Awareness. Brian has reported that he is very talented and definitely 'one for the future'. He is Deputy Manager of a local Sports Centre.

Bev, 50, District Commissioner

Bev has worked on lots of Sectional courses in the past and would like to work more with GSLs and DCs. She has recently had a disagreement with John and Brian over development in her District.

Below are a list of courses. Write in whom you would ask to direct each course and whom you would ask to work with them.

Course	Content	Course Director	Working with
<i>Management</i>	Management skills for Managers and Supporters		
Beaver Scout and Cub Scout Modules	The modules that are specific to the two Sections with Leaders in Sectional tutor groups		
Scout Section Modules	The modules that are specific to the Scout Section		
<i>Values of Scouting</i>	The module as it is published		
<i>Essential Information</i>	The module as it is published		
<i>Presenting Training</i>	The module as it is published		
<i>Growing the Movement for Managers</i>	The module as it is published		

Communicating the plan to others

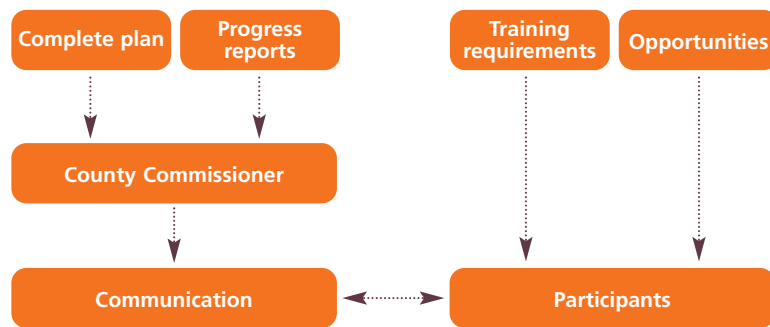
No matter how large or small the plan, it will need to be communicated effectively to a lot of different people. The recipient will need to do different things with the information. Communication about the plan will also need to be continuous throughout its life so that people are aware of any changes, 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.



Exercise 8

Complete a mind map. The first level should be 'who' needs to be communicated to and the second level should be 'what' needs to be communicated. Try to complete the 'who's' before the 'what's.' Some examples have been given to get you started:



Having established whom you are going to communicate with and what you are going to communicate to them, you must next look at how you are going to communicate to them. This communication falls into two categories:

- the initial communication
- the ongoing communication that will follow the initial implementation of the plan.

Exercise 9



In the spaces below, write the methods that you could use to carry out the initial communication and the ongoing communication. There are some suggestions to get you started.

Initial communication

Send out copies of the plan
Hold a briefing meeting

Ongoing communication

Regular meetings
Newsletter

At this point you need to note that there is a conflict between the effectiveness of each method and the effort that needs to be put into the method. 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 people will turn up and how will those who do not come receive the information. There is no 'right or wrong' answer to this conflict. What is right in one area may not be right in another.

Exercise 10



Referring to the answers to the previous exercise, mark the method that you believe is the most effective and the method that you believe takes the most amount of effort.



Exercise 11

In the chart below, translate the mind-map that you did earlier into a communications plan. An example has been given for you. This exercise can be used towards your portfolio of evidence.

Who (Role or name of person)	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

A useful tool as a 'reality check' is a communications diary. This is a good checking device to ensure that any proposed methods are realistic and could lead you to:

- selecting an alternative method
- consolidating some communication together
- allocating certain communication responsibilities to others

Exercise 12



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

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

Section summary

In this section you have looked at ensuring there are enough resources, both human and physical to implement the plan and that everyone relevant has been communicated to. The plan can now be implemented and you can move on to the next step – monitoring the plan.

Managing a learning provision: session 3

Monitoring the plan

In this section you will look at the monitoring of the plan while it is in operation. This will include ongoing review and monitoring process in a number of key areas:

- monitoring the budget
- monitoring the quality of training
- monitoring the training team
- monitoring external factors that may have an impact on training.

This section begins by looking at general methods of monitoring.

The existing plan will have identified the factors to be monitored. Much of the monitoring however, will be a mechanical process of gathering statistics and data. This will help ensure, for example that:

- the number of adults in the area has not gone up or down
- you are providing the right amount of training experiences
- you have enough staff
- you are on 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. At least two other factors need to be taken into account: the views of the users and external factors.

Users

The views of the users are essential. The plan only exists to facilitate their learning and whilst the plan itself may be excellent, if it is not meeting the needs of the participants or is not accessible or even disliked, it is failing in its primary objective. Listening to users is also the most likely way of identifying what is not currently covered by the plan and perhaps should be.

The views of the users therefore need to be monitored. You need to ask the question 'who are the users of the plan?'

Whilst 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 even The Scout Association, as it uses your plan as a means of delivering policy.

External factors

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 not necessary to go into huge detail but rather to have an awareness of the need to monitor external factors to the plan. Whilst some are more predictable than others are, the unforeseen will happen.

'External' in this context means external to the plan and not to The Scout Association. These factors might include:

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

There is a need to both monitor and react to external factors.



Exercise 14

In the box below, write possible external factors and the method you would use to monitor them. Some examples have been given.

Possible factor	Monitoring source
Changes in rules	Scouting Magazine Talking Points
Health and Safety legislation	National press Safety in Scouting Co-ordinator

Local budget monitoring and control

The mechanisms used for budgetary control and monitoring may be different from area to area, but the general principles are similar.

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.

How you approach the subject of budget control in your area will depend on the local arrangements for budgeting and finance.

Exercise 15

Do some research into local process and procedure and work out which methods of budget control and monitoring are the most appropriate for you and your area.



Monitoring the quality of training

Your learning provision plan may already contain quality control measures. However, understanding the needs for such measures, and being able to create new measures if necessary, is important.

Quality control measures are important for a number of reasons:

- The 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 cases, 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 are not simply safeguards against failure.

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

Policies

National policies

The Scout Association will impose a number of policies on your plan to maintain quality standards. These can be found in *Policy, Organisation and Rules* and include:

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

Local policies

You may find local policies already in your plan and you may wish to create further ones. 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
- each training team member will have their performance reviewed every six months.
- only certain Training Centres will be used because they're free!

You might find that other 'policies' already exist as County or District 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.

Exercise 16



Using the table below, 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.

Some examples have been given:

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 first three experiences.	Both someone to help review and develop new Trainers and help if things go wrong. Note – many Trainers will deliver modules individually.	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)

Procedures

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

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



Exercise 17

For the policies you have already identified, insert what you think may be a procedure. Some examples have been given.

Policy	Procedure
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 their first three experiences	The County Training Manager will appoint new Trainers a 'mentor'.
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.

It is easy to confuse procedures with policies. For example the procedure *'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.

Quality control measures

Quality control measures are necessary for the duration of the plan. They should explain 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:

- 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 are 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 then those that should be considered less frequently during the 'life' of the plan.

Producing a checklist of these factors is simple.

Exercise 18



In the table below, make a list of factors that should be reviewed every six months. Indicate how this will be done and by whom if known. Some examples have been given for you.

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

Factors to be monitored	How	By whom	Result

Obviously, not all factors can be monitored every six months for a variety of reasons.



Exercise 19

Create a list of irregular factors that need to be considered. Again, some examples have been given.

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

Factors to be monitored	When	How	By whom

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

Exercise 20



Consider the following scenarios and answer these two questions:

- what action will need to be taken to resolve this issue?
- what policies and procedures from my plan apply?

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.

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 following areas:

- job descriptions
- mutual agreements with staff about their role(s)
- performance reviews both 'on the job' and one-to-one
- use of resources.

As the manager of the plan, it is important for you to be able to act if standards are not being met. It is useful if your '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' or it might 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 change the 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.



Exercise 21

Consider any further quality control measures you wish to include in your plan. How will you get individual's commitment (compliance) to the plan before it is implemented? Write your thoughts in the space below.

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.

Monitoring the training team

In the same way that The Scout Association has policies that impact on the plan, it also has set standards that people in each role have to meet. This is particularly important for those delivering training, because 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 22

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:

2 Someone who directs courses but does not plan them

Minimum training standards:

3 Someone who trains and tutors on courses

Minimum training standards:

4 A Training Adviser

Minimum training standards:

5 Someone who is drawing up the area learning provision

Minimum training standards:

Portfolio link (Exercise 23)

Make a list of the people that you are responsible for in the training provision in your area. Add to the list the modules that those people will need to complete in order to carry out 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 them.

It is also important to work together with Trainers to review and develop their performance. Because Trainers are adults involved in Scouting, they are subject to the Adults in Scouting model. They should be inducted, supported and reviewed, as any other adult would be.

Monitoring communication with others

Outside Scouting, people may include trainers from other youth organisations. These might include Girlguiding UK, Local Authority Youth Service or any Further Education local college involved in the training of adults.

By utilising these links there may be opportunities for joint training and access to resources including funding. As importantly it will keep you informed of emerging changes in adult training.

Consider the benefit of establishing contact and the sharing of information with others involved in adult training? You should not just consider the material benefits that you may derive, but also the reputation and standing of The Scout Association locally and nationally.



Portfolio link (Exercise 26)

You can use the table you have produced in the last exercise for the basis of evidence in your portfolio. Take two of the people you identified and actually carry out your plan to establish communication with them. Insert any copies of letters, e-mails etc. into your portfolio.



Managing a learning provision: session 4

Amending the plan

This section is about making amendments to the Learning Provision Plan. It is important to consider at this stage 'what constitutes a change?' There may be some that have a minimal impact on the plan and therefore it may not be appropriate to formally amend the plan. However, in some cases changes might be made that significantly change the plan, for example a change in how certain modules are delivered. This will clearly have a big impact on the learning provision that you are managing.

A good general rule is to consider what impact any proposed change would have. If the change effects any of the following areas then the plan will probably need to be formally amended:

- 1 Budget
- 2 Personnel
- 3 The range of methods that are open to learners.

Formal changes may not always be necessary; they will depend on what detail your plan goes into.



Exercise 27

Read the following scenarios and decide whether each one would require a formal change to the learning provision plan.

- a) 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.
- b) The County is no longer going to provide First Aid Training. Leaders are requested to do a St John course or *First Aid at Work*.
- c) Sarah is moving away and Amit is going to take over her sessions.
- d) The price of each module is going up by 50p to meet rising costs.
- e) Meetings of Training Advisers are to be reduced from three to two next year.
- f) There have been so many complaints about the *Nights Away* module that it will now be run with each Section on a separate weekend.

- g)** The CC has imposed compulsory training for appointment sub committee members to be completed in the next six months.
- h)** The money in the training budget for a data projector is going to be spent replacing two tents instead.
- i)** The next three weeks' *Essential Information* sessions are being moved to a Scout HQ, whilst the centre's floor is re-laid.
- j)** The participants Training Adviser will present all Wood Badges in future.
- k)** In future, all participants end of course reviews of the Trainers will go confidentially to the CTM.
- l)** To spread the skills base it is recommended that no Trainer should deliver the same modules next year as they delivered this year.

This can be a difficult exercise and it is often hard to identify what constitutes a change. This may need clarifying with your line manager. In each of the situations various users need to be notified of a change in arrangements but this does not automatically represent a change in the plan. It may be helpful to think of changes as strategic and operational to reach some definition on what constitutes a change to the plan.

Once again, who gets notified or consulted on changes and how, 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 however, 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 a comparison with the new method.

Having established the need for a change the next step is to consider the change and assess the impact of that change.

Exercise 29



How could you communicate effectively the changes with these people?

If there are a lot of people to communicate with, you could produce a newsletter or bulletin about the changes or invite them to a presentation.

If there are only a few people to communicate with, you could arrange a meeting or set of meetings.

Write what you intend to do here:

Congratulations!

You have now reached the end of the workbook – but you are only part of the way through managing a learning provision. You have been through the loop once, by implementing, monitoring and amending the plan. It is now time to implement the amendments you have made by using the skills and methods in Section two. You must then following the loop again by continuing to monitor the plan and making amendments as necessary to constantly improve the plan.

Now you have completed the workbook, it is 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 management of the plan, 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 manage the plan in practice to gain experience and confidence in these areas.

Exercise answers



Exercise 1

The Scout Association's Adult Training Scheme is available from The Scout Information Centre, which can be contacted by calling 0845 300 1818 or e-mail 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 Profiling Tool will indicate 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 award of the Wood Badge may be made once satisfactory validation of all modules identified as appropriate for an individual's role 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. These 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 a module they do not have to complete the training for that module. They do however have to complete the validation.*

Exercise 3

You will need to insert your own job description or mutual agreement for this exercise.



Exercise 4

This exercise refers to your local situation. Use the remaining spaces to think of other questions that will be relevant to your local situation.



Exercise 5

Your answers for this exercise will depend on your local situation.



Exercise 6

As this exercise follows on from the previous one, your answers will depend on your local situation.





Exercise 7

Although there is no right or wrong answer to this exercise, below are some discussion points for each course.

Course	Issues
<i>Management</i>	Did you go for John's expertise both professionally and within The Scout Association? Did you respond to Bev's wish to work on the course despite her disagreement with John?
Beaver Scout and Cub Scout modules	Did you rely on Muriel's experience or did you go with Jane's enthusiasm?
Scout Section modules	Did you use Darren's expertise? If so, whom did you pair him with?
<i>Values of Scouting</i>	Did you go for the Tony and Brian combination or did you try and split them up so that Tony could work with someone else? Or did you use Mohammed for the course due to his professional background?
<i>Essential Information</i>	This is a fairly general course but needs to be well delivered. How did you address this issue?
<i>Presenting Training</i>	Did you go with Janet and Sandy's expertise? Did you consider Brian to 'liven up' his training skills?
<i>Growing the Movement for Managers</i>	Again, did you go for John and Bev? Or did you consider Brian for his development work?



Exercise 8

Your answers will depend on whom it is relevant to communicate with in your area.

Exercise 9



Below is the grid that makes up exercise 9. Further suggestions have been given in *Italics*.

Initial communication	Ongoing communication
Send out copies of the plan	Regular meetings
Hold a briefing meeting	Newsletter
<i>Send a letter with an outline of the plan</i>	<i>Regular letter/e-mail</i>
<i>Telephone contact</i>	<i>Telephone contact</i>
<i>Attend a regular meeting and ask for an item on the agenda</i>	<i>County/District newsletters</i>

Exercise 10



Your answer will depend on personal preference and your local situation.

Exercise 11



This exercise will build upon the work you did in exercise eight and therefore your answers will depend on your local situation.

Exercise 12



As this exercise follows on from the previous one, your answers will depend on your local situation.



Exercise 13

Below is the grid that makes up Exercise 13. Further suggestions have been entered in *italics*.

User	System/Process	Time-scale
Learners	Review sheet	At the end of each module
	'Have you used the learning?' postcard	One month after module
GSLs	Agenda item for DC every six months	
<i>Responsible Commissioner</i>	<i>Regular briefing</i>	<i>Every two months</i>
<i>Training Team</i>	<i>Course reviews</i>	<i>After every course</i>
	<i>Meetings</i>	<i>Every three months</i>
<i>Training Advisers</i>	Regular newsletter	<i>Every three months</i>
<i>Local Training Managers</i>	<i>Regular meetings</i>	<i>Every two to three months</i>



Exercise 14

Below is the grid that makes up Exercise 14. Further suggestions have been entered in *italics*.

Possible Factor	Monitoring Source
Changes in rules	Scouting Magazine Talking Points
Health and Safety legislation	National press Safety in Scouting Co-ordinator County
<i>Access to commercial training facilities</i>	<i>Liaison with owners/operators of training facilities</i>
<i>Changes in County personnel</i>	<i>Newsletter/Directory</i>
<i>Changes in County policy</i>	<i>Exec. Minutes</i>



Exercise 15

Your answer for this exercise will depend on your local situation.

Exercise 16



Below is the grid that makes up Exercise 16. 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.
An experienced Trainer for first three experiences will support new Trainers.	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 the 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 17

Below is the grid that makes up Exercise 17. Suggestions have been entered in *italics*.

Policy

All Trainers delivering sessions must be competent or working towards competence.

An experienced Trainer for their first three experiences will support new Trainers.

Training Advisers will provide peer support during first year.

All Trainers will have a review at least annually with a Training Manager.

Actively encourage adults in area to consider taking on the role of Trainer.

That Training Managers regularly meet with Commissioners.

Procedure

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 Trainers every three months.

New Trainers will be appointed a 'mentor' by the CTM.

Each Training Adviser will choose a 'buddy' who will 'sit in' on at least one session with a candidate this year.

Include this responsibility in Training Manager's job description.

Every Commissioner and Group Scout Leader has information regarding the roles and courses etc. There may be a newsletter that could be used to promote the role.

Ensure that this meeting is added into the calendar of meetings, possibly every three months.

Exercise 18



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

Factors to be monitored	How	By whom	Result
Is attendance at training events achieving 75%?	Report by training team administrator	CTM	
Are all elements being delivered according to the plan?	Monitoring by LTM	LTM	
<i>Learning is being put into practice.</i>	<i>Follow up with learners and their 'line managers'</i>	<i>LTM</i>	
<i>The plan is being delivered within budget.</i>	<i>Check figures</i>	<i>Whoever is responsible for budget and ultimately CTM</i>	
<i>That courses are being appropriately staffed</i>	<i>Talk to Course Directors</i>	<i>CTM</i>	



Exercise 19

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

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
<i>That new Trainers are coming into the team</i>	<i>Annually</i>	<i>General review</i>	<i>CTM</i>
<i>That venues used for training remain appropriate</i>	<i>Annually</i>	<i>Talking to Course Directors</i>	<i>CTM with Course Directors</i>
<i>That a training equipment audit is carried out and any identified needs are budgeted for</i>	<i>Annually</i>	<i>Talking to Course Directors and Training Quartermaster (if appropriate)</i>	<i>CTM</i>



Exercise 20

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



Exercise 21

This exercise is about getting people to commit 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) the best approach may be to agree a job description. With people that you do not directly manage (County and District Commissioners for example) a mutual agreement with both themselves and their 'line manager' may be appropriate. For adults in the area this may be along the lines of a 'PR campaign' explaining to them the benefits of your plan.

Exercise 22



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

Minimum training standards:

Assessing Learning and Planning Learning Provision modules

Exercise 23



This exercise will be useful evidence in your portfolio.

Exercise 24



Clearly, the benefits of sharing information with others involved in adult training are numerous. The key ones would be:

- to get a 'second opinion'
- so that others 'buy into the scheme'
- to learn from the experience.



Exercise 25

Below is the grid that makes up Exercise 25. Further suggestions have been entered in *italics*.

Name and role of person/ organisation	How to establish communication	How to maintain communication
Local Authority Youth Service.	Send a letter introducing yourself and offer to meet up.	Forward regular copies of the training programme and offer places.
Other voluntary youth organisations.	Send a letter to introduce yourself.	Send a copy of your training newsletter if you have one.
Local funding and grant boards.	Send in an application!	Send a copy of your District or County newsletter.



Exercise 26

This exercise will be useful evidence in your portfolio.

Exercise 27



Below is a view on what the response would be to each of the changes.

a) *This will be very disruptive to training and therefore will require an amendment to the plan.*

g) *This will have an impact on the plan in terms of planning training, staffing, resources and budget and therefore will require an amendment to the plan.*

b) *This will alter the range of opportunities available to adults and therefore will require an amendment to the plan.*

h) *This would only impact on training delivery methods and would therefore not require a change in the plan.*

c) *This will have no impact on the plan, but Amit needs to start working towards the appropriate training modules if he hasn't completed them.*

i) *This is a very short term change and therefore would not require a change in the plan.*

d) *This will have a big impact on the budget and the cost of training and therefore will require an amendment to the plan.*

j) *This is not significant to the plan but is against Scout Association policy – see The Scout Association's Adult Training Scheme for details.*

e) *This is a relatively minor operational change but may involve amending Training Adviser's job descriptions which may be picked up in their regular review anyway.*

k) *This is a change in paperwork procedure so whether a change is necessary will depend on how detailed your plan is.*

f) *This will alter the range of opportunities available to adults and therefore will require an amendment to the plan.*

l) *This may have an impact on staffing and Trainer training so could involve a change to the plan.*

Exercise 28



Your answer for this exercise will depend on your local situation.

Exercise 29



Your answer for this exercise will depend on your local situation and your own plan of action.



