

GETTING STARTED WITH COMMUNITY LEARNING

A MANUAL OF SUPPORT PRODUCED BY:

JOHN WILLIS

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GETTING STARTED WITH COMMUNITY LEARNING

Introduction

Who and what's this for?

This is for YOU if....

- You want to see some learning in your community
- You want to help your community improve and develop
- You are planning to run a workshop or series of events
- You want to help your friends and neighbours increase their confidence, their job skills, or just what they can get out of life

Who wrote it?

Over the last five years, community organisations in Devon have run projects to start new learning in rural communities. This guide is based on what worked for us. We hope you can use it and adapt it so that it works for you.

Where do you start?

We have organised the guide in two parts, to help you to ...

PART A - DECIDE IF IT IS FOR YOU

- Find out what people want
- Decide what sort of learning you could run in your community

PART B - START PLANNING

- Work out how to go about it
- Advertise your new opportunities
- Fund and pay for them
- Assess your achievement

PART C - CASE STUDIES

PART A - DECIDE IF IT IS FOR YOU

1. Finding out what people want

Many people think of "learning" as what happened to them when they were at school, and nothing to do with their lives now. If they feel they failed at school, they will be even more reluctant to think about learning again. The courses that colleges and adult education centres advertise sometimes seem too far away, at awkward times, too expensive or difficult to get to, or not quite what they wanted anyway.

But actually, we "learn" all the time. In our work, and in our personal lives, we are always picking up new information and solving new problems, often by "feeling" rather than by "thinking". And sometimes, we benefit from doing this with other people, especially with people we know or like. If we can organise something like this in our communities, it can make people feel great, positive, able to do things they could not do before, even change their situation or improve things in the community. This is a bit different from what the colleges offer.

But how do you know what people might want to learn? If you just put up a poster or publish a general invitation, asking people what they want to learn, it will be probably be too vague and you won't get any response - or if you do, it will be 10 people asking for 10 different things!

Instead you could try talking to people you know. People are much more likely to join an activity if they do it with their friends, especially if they are lacking in confidence and need a stepping-stone to other things. So word of mouth is critical in getting people interested in a particular subject. For example:

- If you are in a group of parents running a pre-school, raise it in a committee or general chat session - what would everyone like to do better with their children? E.g. playing, reading, dealing with illnesses, first aid...?
- If you are on a local council group - how could you do things better, what do you need to learn more about in order to make good decisions? E.g. running meetings, planning rules, using email...?
- If you help to run a village hall or community centre - what groups do you want to attract to the centre (such as younger people, members of ethnic minorities) and what might they want to learn? E.g. making video, music, language classes...?
- If you are in a social club or support group - what would people like to do for fun (though it might help them with jobs as well)? E.g. making jewellery, computing, digital photography...?
- If you are self-employed or in a business association - what skills or qualifications would help you and your fellow businesses be more successful? What would help

people to start up new businesses? E.g. Food Hygiene for tourism businesses, marketing for farmers, computerised accounts...?

- If you are a charity or voluntary organisation - do your users want recreational courses, or something to help them get into work such as basic computing, or do your volunteer helpers need training to help them to work better or even progress their own careers...?
- Or is there an issue in your community that needs fixing? Perhaps there is a shortage of facilities for young people, and some people would like to help them set up a Skate Park? In this case, a special course might be run on designing, fund-raising and building such a Park, which young people themselves might join.
- Are there people locally who just want to better themselves - improve their English and Maths, get more confident, learn more about themselves, learn about going to college or university? These are often women who are looking to return to work after bringing up children, or anyone who feels they are in a dead end and wants to improve their career.
- Do you have a growing number of immigrants in your area, e.g. migrant workers on a local farm, and some who can act as interpreter? This could help to ascertain their learning needs and ideas for helping them integrate better with the local community.

If you are a member of an organised group - that is, one that has a constitution, maybe provides a service or employs some one, or is reasonably stable, you can go into this exercise in more depth. You can look at where your organisation is going, what its strengths and weaknesses and opportunities are, and we have devised a Training and Development Needs Toolkit which you will find attached as **Tools 1 and 2**.

Learning is fun for its own sake; but it is also the key to changing lives and communities - once we have learned how to do things, we can get out there and do them!

2. Deciding what to run in your community

So - you now have some ideas! But will there be enough people in the community who will commit themselves to help you put them into practice? What to do next?

(1) Enough people?

- Are there any **plans in your community** which could benefit from your learning programme? For example, a survey or appraisal for your local Parish Plan, or a business survey, could have identified a need for more Child Care (through childminders and others): if one of your ideas is for training in First Aid or Creative Play, then you could get support from others who were involved with the Plan (if it is the Parish Plan you should contact your Council in the first instance to find out who

is responsible). Or if your community is trying to promote renewable energy, your own ideas of training in sustainable living may find a wider audience.

- Are there other organisations who are already asking for learning? They may already have done something like a Training and Development Needs analysis, and even used our Toolkit from **Tools 1 and 2**.
- You could carry out **your own survey**, which asks everyone in your community to choose their interests, or any skills they would like to improve, from a list of what you think might be possible. To get a good response, you could include it on a flier in a local magazine, in libraries and post offices, and send to organisations you know. For an example, see **Tool 3**.

(2) What to do next?

- **Other community organisations** may already be offering training similar to what you were thinking of - for example, the University of the Third Age may already have some computer training or arts and crafts, or a school may already be running Family Learning or Food Hygiene classes. So you may be able to combine with them, or use their experience to run another class of your own. Councils for Voluntary Service (CVS) may also have a programme for voluntary groups on committee work or fund-raising, for example, and you may be able to arrange special sessions with them.
- Are there **local people who have got the skills** you are looking for? There may be a computer or marketing consultant who would like to do some training, a gardener or a craftsperson who would be happy to impart their knowledge. If you don't know anyone like this, you could advertise in shop windows or magazines.
- **Colleges, adult education centres, or training providers** may have your preferred subject in their prospectus - though it might be a longer course with a qualification, or run at inflexible times or locations. Are you sure that this doesn't suit your community? A simple solution might be to ask if they would be willing to send a teacher out to you to run an introductory course, or a special one tailored for you. There are many specialist training providers, from the county Family History Society to St John's Ambulance to private companies - you can discuss your ideas with them. For suggestions and useful contacts, see **Tool 4**.
- **Networking:** Some of these learning organisations will be part of a Community Learning Network and may be able to put you in touch with others in your situation, and hopefully some one who has done it before! A good resource worker from a community organisation or college is worth their weight in gold. Talking to people like this, having them there to talk you through problems, is worth ten of these guides!

PART B - START PLANNING

3. How to go about it?

Now you have decided what activities you think you will offer, there are some questions to consider.

WHO TO RUN IT Have you decided on your tutor / leader? Is a college or training provider going to run it for you, or are you employing some one yourself? And if so, have you checked what you need to do as an employer? (See **Tool 5**.) Is this person planning things with you?

WHO TO ATTEND Have you targeted particular types of people for your course or activity? You need to know this before you decide where to advertise (section 7), where and when to hold the course, charges you can expect to make, etc. However you shouldn't plan to exclude anyone either - this should be spelt out in your policy of Equal Opportunities.

WHERE Do you know where you want the activities to happen? Is your proposed venue accessible to everyone - can people with disabilities enter and use the facilities? There are Local Authority lists and even national websites if you have an open mind on this - try venues.org.uk or places-to-be.com. Is the location easy to reach for your target group, and near a bus stop if you are recruiting from a wider area? Convenience is a key factor in attracting learners. Is it warm, comfortable, large enough for what you are planning, will all sorts of people be happy to go there? If you book for a whole day, are there kitchen facilities? Is it available - you may need to book months in advance - and affordable?

WHEN Have you consulted your friends and neighbours on the timing? Plan well ahead, and if possible avoid school holidays (unless you are actually targeting school-age young people). If it is to be in the late afternoon or evening, will it be possible for learners to get child care and should you include something for this in your budget?

HOW LONG Courses are often in two-hour sessions, with say 5 or 10 sessions in all, but this will depend on the subject - practical or outdoor activities, for example, may take up one or more full days. It would be better to call these "workshops" rather than courses.

SUBJECT CONTENT	Has the tutor / leader got a plan - what subjects are being covered on what days, what the learning objectives are, how they are going to do it, what resources they need? Will some learners have difficulty with the literacy or numeracy demands of the course, and how will you support them? (See Tool 6)
QUALIFICATIONS	Do you want to offer qualifications? If so, the course must be run by an accredited trainer who is used to organising this. Or will you give your own certificates for completing the course ? If you are working with a college, it may be possible to accredit some short courses specially, through the Open College Network. This would provide a unit of credit which the learner could build on in the future - but you may find this is a step too far, and that the paperwork makes it not worth while. (see Tool 6)
PROGRESSION	Do you have an idea of what previous knowledge your participants Should have (this will need to be included in your advertising)? And what they could go on to do afterwards - this could be another course that you run, or something that a college runs elsewhere. If this is an issue for you, your learners would surely benefit from having Information, Advice and Guidance from an expert. (See Tool 7)
RESOURCES	Have you got the facilities you need to run the activity, or are you expecting an outside organisation to bring them in? With computer courses, this is especially important to plan for, e.g. Where are the power points? Is there an internet connection? Is the furniture and lighting suitable? If an organisation is bringing laptop computers, they will need time to set them up and take them down, which may annoy learners and take away from teaching time. If your local school or library etc has these facilities, and your tutor is familiar with them, this may be a more cost-effective option. You may also want projectors, clip-charts, books, hand-outs for everyone etc so make a list and budget for it. (Tool 8)
HEALTH AND SAFETY	Have you or your tutor done a thorough risk assessment (see checklist 1)? You must be sure that all your learners are in a safe environment: this is especially important if you are using computers or other equipment. Does the tutor know the safety rules for your equipment and is s/he committed to explaining these to learners? Does s/he know the emergency procedures (fire especially), the location of first aid for the building, where to get help locally etc? (see Tool 9)

CONTINGENCIES Think in advance of what could go wrong, as something usually does! The venue might have to do essential building work and make you "homeless" at the last minute. Your tutor may fall ill. Have you got a fall-back? Will you be able to cancel without losing money?

HOW MUCH Have you got a budget? Do you know how much you will charge your participants? Don't panic - see next section.

4. Your Budget

If your learning is more like a club, and the tutor is paying the bills and collecting money from the learners direct, you may be able to leave the exact amounts to him or her. But in this case, it will be his or her course, not yours, and you will need to check they are aware of their responsibilities.

Alternatively, tutors and other costs could be paid by an outside organisation. For example, the University of the Third Age runs courses on Current Affairs with guest speakers, and they just pay expenses. Or a Nurse or Health Visitor may set up a course at a Surgery on Parenting, or Child Nutrition, and the whole thing is paid for by the Health Service. For you, this is easy, but you don't have any control over the content of the course.

The rest of this section assumes this is not the case - that it is your responsibility. And besides, having to plan, you will have to have a bank account and a commitment to monitoring how much money you are spending and receiving.

Before you can work out how much money you need to raise, you must have a budget for the course or activity you are planning. These are the most common items, though you may be able to add some special items of your own. For an example, see **Tool 8**.

TUTOR If an outside provider is running the course for you, they will have their own hourly rates and give you a total bill. If you are employing the tutor yourself, you could use the same rates, or whatever you can negotiate, but make sure you add a figure for the employer's National Insurance contribution.

ORGANISER Are you organising it in your spare time and not charging, or are you or some one else being paid to do it? You will probably have to budget something for this, otherwise there may be no one to advertise the course, fund-raise, answer telephone enquiries, unlock the building, do any paperwork, solve problems on the day, etc !

PUBLICITY Advertising in magazines, printing leaflets, postage... all cost money. Get estimates in advance - you may find a small local printer will save you time, effort and money.

- VENUE** Find out the cost when you book - there may be a choice of possible venues and rooms depending on the size of group, but don't necessarily go for the cheapest! Also some venues ask for a deposit. Look at any loss you may make if you have to pay cancellation fees, and work out what you would do in this case.
- RESOURCES** Do you need to hire anything? Book well in advance as items such as projectors can be in great demand. Also make an allowance for photocopying and any office materials you may use.
You can ask learners to bring some items of kit, materials, stationery etc with them, which will of course make the activity cheaper overall.
- INSURANCE** Whoever has responsibility for the course, and the venue, is liable if there is an accident: make sure you sort these things out and pay any extra premiums that are needed.

You can now divide the total of your planned expenses by the number of learners you expect to pay you a fee, and this will give you what you need to charge. This number of learners must be the absolute minimum you need to run with - any fewer, and you will lose money!

It is sometimes argued that, because it is difficult to get viable groups in rural areas, you should cut the number of face-to-face sessions and provide more tutor support in between sessions by phone, email or video-conferencing to enable people to do independent learning as well - for example, with a computer skills course. You could consider if this is possible for you - or desirable!

If you are getting a grant to run the course, that's great - you may not have to charge anything at all - though some community groups argue that you must charge at least a small amount, to make sure people turn up regularly.

If you are working with a college or adult education centre, you may be able to get state funding as long as you can show you follow procedures and every learner completes a full enrolment form. This would reduce the level of fees you have to charge, and make it possible to offer the course free to disadvantaged learners, e.g. those on means-tested benefits. (After all, if a high fee excludes somebody you are not really providing "equal opportunities", are you?) Just make sure you budget for the time to organise this.

5. Funding

If your own funds enable you to subsidise the course, or people are all willing to pay, that's great, but most organisations find they need to apply for outside funding to help. Besides mainstream state funding, there are all sorts of projects in the voluntary and public sectors that fund learning or rural regeneration, as well as charitable foundations.

A table of some of the main sources of funding at the time of writing is given below. You can find detail on funders on Funderfinder.org.uk - note many charities require you to be a charity yourself - see charity-commission.gov.uk. Specific grants for learners are listed on egas-online.org.uk.

<i>Fund</i>	<i>Type of Learning Supported</i>	<i>Focus your application on...</i>	<i>Advantages</i>	<i>Disadvantages</i>
Adult and Community Learning e.g. County Council, WEA	Many different types as long as follow procedures	Aim to measure achievement, include Skills for Life	May not require accreditation, tradition of community need	Non-accredited ACL is suffering funding cuts at present
Further Education College	Many different types as long as follow procedures	Aim to measure achievement, include Skills for Life	Funding stream as long as related to Government targets (work skills)	Will probably require accreditation related to Government targets
Charitable Foundation	Aimed at social goals, disadvantage	Target groups, perhaps fund equipment	Simple application & monitoring	Short-term and limited funds. You may need to be a charity
Learndirect - computer-based & distance learning	Restricted Learndirect menu	Show you have your own facilities, technical support, & viable groups	Good for motivated, independent learners	Funding very tight
Voluntary sector regeneration projects	Rural or informal learning for disadvantage	Identified need, links, targets	Local support and networking, flexibility	Sometimes paperwork-heavy as with ACL / FE projects
Lottery	Aimed at disadvantage	Target groups, show capacity-building	Good level of funding, monitoring not onerous	Highly competitive, long application process

6. Advertising the New Opportunities

Once you have a plan for a course, don't be shy - advertise!

The best means is word of mouth: make sure everyone in your group knows about it - they contributed to the planning so they are your prime target group for signing up.

But also remember that people need to see things three times before they act! Plan ahead - it's good if you can link your activity to some local or national campaign such as Adult Learners' Week (every year in May). You can run a stall at a local event or outside shops on a Saturday morning, giving at least two or three weeks notice of the course starting. Get people to sign up on a list, with their full contact details.

Phone the editors of local newspapers and magazines, and write a press release for them, which is basically an article about your activity starting something like: "For the first time, people in Smallville have got a way to do basic computer learning....." You can invite journalists to come and see what you are planning to do, maybe try out the craft that you will be teaching, take some photographs.....just use your imagination! A "taster" session would be good for this, and might attract other people who are not sure whether they want to take the plunge. (Local newspapers often have a "community" section where your piece could appear, and a photo gives it more impact; magazine editors may also include your flier in their magazine, for a small charge.)

It is easy these days to design posters and leaflets on a computer, produce on a local photocopier which can produce the quality you need, and put them up in windows and on notice-boards. Circulate these to community groups, women's institutes, lunch clubs etc Your ads should be simple, direct, if possible with some humour and a picture, and at least contain:

- What the activity is, and an idea of what it will contain
- Who it is aimed at
- When and where, for how many sessions etc
- How much it costs, if anything, any concessions
- Who to contact to book a place or find out more
- Telephone number and if possible e-mail

Have you got access to a website to advertise on? If not, ask some in your group who has computer skills to set up a simple one that would carry all the courses you are currently planning, and including your contact details. This may cost you very little indeed.

To ensure you reach everyone in your community, you should:

- Arrange for a large-print version of leaflets for those who are partially sighted - this can be done on a computer very easily
- Ensure you have a contact (e.g. in the local authority) who can help if material needs to be translated into Braille or another language
- Know what you will say if some one says they cannot access the building (consider using a different one?), cannot reach it by public transport, or needs some child care support during the class (depends if you have any funding for this, otherwise you may just have to suggest some local contacts)

Once you have a list of people interested, it is probably worth writing to them asking them for the fee in advance, telling them know what they need to bring with them, and asking if they have any particular interests - the sooner the better. You can send a booking form with this, which might save time in the first session -when you want people to be getting to know each other and getting enthusiastic about the course - or you can keep part of the first session for ensuring you have everyone's details accurately and in a form that funding agencies, colleges etc want.

A sample leaflet and booking form is included at **Tool 10**.

8. Managing it All

When you are planning your activity, there will be certain critical points where you need to have done things, or checked things, and made decisions. You could just make a list of what you have to do by when, and how many people you think you need to run the activity (most courses would require a very minimum of 8 learners, for example). Or you could use some sort of time line or critical path analysis - for an example, see **Tool 11**.

With ACL and FE funding, the organisation who funds you will ask you to get all learners to complete a detailed form, and you have to accept this as part of the deal. They will have a policy on fee concessions - you can give the course free to anyone who can prove that they are on a means-tested benefit. They may also require the tutor to have certain qualifications, and your organisation will need to have all sorts of policies and procedures in place, on staffing, learner support, data protection, equal opportunities, health and safety etc. It may be that they actually **run the course for you**, so that they deal with a lot of these issues - your responsibility would be to recruit the learners and perhaps manage the building that hosts the course.

With Lottery, charity or other independent funding, you may have more flexibility - in theory. But you will still need to make sure you are covered for all sorts of eventualities, and you must allow some time to administer the activities.

Keep your records of enquiries, and actual participants, in an organised way - you will be able to use it for contacting people in emergencies, for producing reports for further funding, and for your own marketing. Use a database, tell people that you are doing that, and keep the records safe.

If you are collecting money, you need a bank account. Keep accurate records of any money that you have taken, and have a refund policy in the event of having to cancel.

9. Seeing if it Works

OK, so the course or workshop has started - is it working?

Have you talked to the tutor? Can you make any changes that h/she wants?

Have you listened to the views of the learners? Are they more confident?

Are they learning what they wanted? Do they want more?

Does everyone have an equal opportunity to participate, have their views heard?

Are there likely to be any complaints and will you have a way of dealing with them?

Are you giving them a form to feed back to you on their experience at the end - this should be designed to help you plan other courses. (See **Tool 12**)

It may take a while after the end of the course before you know if you have made a difference, and participants may ask for another one in the meantime. You may need to keep up the pressure in your community: you raised interest by advertising the course, can you write something in a magazine to describe what you think it has achieved, and what else could be done?

Remember why you were running it in the first place - to meet a need in your community, and maybe to make something happen! Good luck!

PART C - CASE STUDIES

Case Study A: Stokenham Parish Council

The parish is in the south of the South Hams, 5 miles beyond Kingsbridge and close to the coast. It is a beautiful location but isolated, and comprises several small scattered villages -it is the second largest parish in the country, at 27 square miles with a population of 2113. The Council (through their Clerk Gill Claydon) jumped at the opportunity to offer local training as the journey to larger towns such as Totnes is seen as too long and difficult, especially on winter evenings or for those without cars. The village hall is comfortable and was a popular venue.

The Council began, with project support via the Community Council fo Devon, by carrying out a survey of interest across the parish as there had not been any learning provided there before. Through the project basic ICT was offered. The project also helped pay for a computer which is still available on an open access basis at the Village Hall, supported by the Clerk.

A further project funded training in First Aid and IT, and the outreach worker negotiated for it to be met by South Dartmoor Community College and Cosmic respectively. The First Aid was run twice, in two consecutive sessions of three hours (afternoon and evening, to cut the trainer's travel time) for two weeks, and recruited about 12 learners to each group. The IT also ran twice in two consecutive sessions of two hours, to 11 people in each, for six weeks. There were a total of 27 learners who were eligible for project funding.

The project helped them to provide something new, and has given them the confidence to provide more. The First Aid was invaluable for people who work in the tourist industry, run old people's clubs and other community services. It was also regarded as important given the time taken for paramedical services to reach the village. The IT course has also improved local business skills which will contribute to community regeneration - for example through the local Food Awards festival. The funding enabled them to offer a cheap course (though not free - they decided to charge £10 for the IT to make sure the learners continued to turn up) - and to fund a further IT course for which they had a waiting list.

All the IT learners, and most of the First Aid learners, were over 50. They regarded this as an extra reason to keep provision local, and argued that IT training was particularly important for older people. The learners interviewed were so enthusiastic - they regarded the courses as tasters which would lead on to other things. They were particularly pleased with the First Aid because of the quality of the teaching and the way it had given them confidence. Those on the IT course were slightly critical of the way the course was organised, in that it took a lot of time to set up and pack up the equipment which took away from the teaching time; also certificates took four months to arrive. However, they were pleased with the teaching (good pace, no jargon, good feedback) and reported that one learner, who had not seen a PC before, had now bought

one himself and was using it for business. For both business and social contact the email and internet elements were valued.

The IT trainer (at Cosmic, based in Ottery St Mary) brought and set up laptops in the hall. She was asked about the organisational issue, and agreed that they had found it difficult to run the course at such a long distance from their base, and that there were communication problems between trainers which exacerbated this. They felt that this sort of work was beyond what their normal projects would expect. This tallies with the report from the Outreach Worker that it was very hard to find trainers to run this sort of course in this sort of location.

In the final project (ROLI), the Parish Council chose learning that was specific to the needs of Parish Councillors, both in Stokenham and the neighbouring parishes. The training covered roles and responsibilities, structuring of and procedures in meetings. This supported their work as a "quality council". The course ran over 2 days and was attended by 9 people. The ROLI money was used for delivery which they arranged themselves through their own contacts. As well as being directly of benefit to councillors the training helped those who were involved in other organisations, whether formally constituted or not, in terms of managing their business diligently and their meetings effectively. Examples they gave are the Circle of Friends which helps provide transport for those needing medical treatment, the Chillington Community Association and the WRVS Lunchtime Club.

Next, they would like to develop their role a lead on training for a cluster of parishes in their area. One possible type of activity would relate to fitness. Others include food hygiene and more first aid.

One issue which emerged in discussion related to outreach activity in the Parish Hall by Devon ACL. This was regarded as beneficial but there had been no communication between DACL and the Parish about local needs or interest and some competition was developing for use of the Hall.

They have found it increasingly difficult to find trainers willing to work in their area. If anything the capacity of providers seems to be reducing, with the possible exception of DACL.

Access to laptop computers also is an issue since they understand that DACL can no longer offer these.

Like many other rural parishes they have not found it easy to involve large numbers of younger people.

They saw the value, though to slightly different local audiences, of both certificated and uncertificated learning. The different criteria of the projects for both beneficiaries and outcomes did allow them to do both, but not in the most effective or comprehensive way.

They were convinced that whilst confident learners will always find a way of getting to learning if they want and need it enough, for those lacking confidence local learning amongst friends made all the difference in getting them started.

Case Study B: Blackdown Hills Natural Fibre Group

The Group had learned about the COBRA project through local networking and saw the opportunity to provide training for members. The programme delivered was for livestock businesses to help them undertake worm-testing. They would hope to see further training in future for other members involved in textile businesses. The Group is two years old and the association with COBRA has helped it raise its profile and offer a better service to members, despite concerns about the bureaucracy and limited time to get things going.

The worm testing course was held in a local farm barn, suitably furnished for learning. The morning was mainly theory with the afternoon concentrating on practical work including microscopic analysis of faeces samples brought by participants. The course was enjoyed and practically useful. Subsequently the Group has bought a testing kit which can be loaned to members. There may also be a self-employment opportunity to offer a testing service, which is costly if done by vets. Using this more selective and scientific approach to the use of worm-treatments could save £350 per year for a business. Overall, the course was specific, positive and would not have happened without COBRA support.

Case Study C: South Hams Positive Lifestyles

This organisation supports people with disabilities to lead independent lives. We have two part-time workers and three volunteers and offer weekly drop-in facilities, social events, outings welfare rights information, training, counselling and advocacy. We also lobby for better access for people with disabilities.

People with a range of physical disabilities of varying ages. Often they are bringing up families or supporting their wider family although disabled themselves. Many have acquired disability including brain injuries. We also support carers and offer respite to families.

People would not have been able to afford to access training without this help.

The courses funded were: Explore IT through Meridian College, ACITP through Cosmic. Resources from the ROLI project were used to help 15 people with disabilities to access learning in Totnes, Langsbridge, Ivybridge and Exeter. Transport and course fees. Courses included Health and fitness, art, wheelchair basketball, jewellery making.

Benefits to families and individuals has been great and also social benefits - getting people out of their homes to mix with others. Physical benefits by improving overall health and fitness. Emotional benefits - feeling good about themselves having learned new skills, and benefits from using their brains. Integrating people into mainstream courses sometimes with volunteer support, has improved community perception of the needs of people with disabilities. Family pressure has been eased, as people have taken time out to participate in leisure pursuits and improve family relationships.

Case Study D: Winsford Trust

Winsford Trust is an enthusiastic community-led charity based in a Grade 2 listed building which formerly served as the community hospital. It now provides health and social care to the rural community and is also a UK online centre. It is supported by a team of dedicated, skilled and experienced volunteers. On Tuesdays and Thursdays it offers day care facilities for the over 50s. It hosts a weekly GP satellite surgery session and a monthly baby clinic. It hosts various alternative therapy practitioners and disabled groups such as Headway Devon (a brain injury association).

Halwill Junction is a rural community in Torridge which lies roughly midway between Okehampton 10 miles to the south-east and Holsworthy 8 miles to the north-west. It is a small but growing community, which draws people from outlying villages and hamlets. It has a good history of community involvement and co-operation. The area is part of Forest Ward which is high in the list of deprived communities in rural Devon. The catchment area for learning extends over neighbouring parishes which together has a population of around 6500. These include Shebbear, Black Torrington, Sheepwash and Highampton.

The Trust was already working with the Community Council of Devon when the CORA project started and when they received information about the project they immediately signed up. The motivation to become involved was to provide learning opportunities for the local community, for fun or to increase the local skills base. Another aim was to improve practice in their own organisation.

The learning offered through the CORA project was Basic Information and Communications Technology, Belly Dancing - Fitness, Flexibility and Fun and SAGE accounts, using a mix of ACL and local tutors. There were 24 eligible learners 35 learners in total and they received a total of £1857 in funding.

The CORA project enabled the Winsford Trust to forge ahead with a set of learning for which a need had already been identified; intergenerational learning opportunities, Initial ICT training (to fulfil a demand and maximise their ICT facilities) and recreational fun activities to engage with new learners. CORA helped the Winsford Trust to provide these activities sooner than thought possible.

- Raised awareness of what is happening at a local level.
- Attracted new learners and engaged people in their community.
- Established new mini-networks within the community.
- Lovely to have an opportunity to have intergenerational learning, to see mothers and daughters learning and relaxing together (children were welcome to come with mothers to the bellydancing classes)
- The verdict was: "CORA takes time but it is worth it".

Further project funding has enabled further learning opportunities to increase the skills of the local community with in first aid and food hygiene.

Benefits/Impact

- The skills of the local community have increased with a range of benefits: further learning, employment, voluntary work and personal benefits such as a lady who is now able to communicate through her computer with her grandson in Hong Kong.
- For the host organisation the projects have strengthened its status as a community resource but also done something to counter its rather "crumbly" image by attracting younger learners and children into the centre. In turn this has increased awareness of the social activity and other services supported by the Trust.
- Increased social awareness of activities in the village.
- A greater awareness of volunteering opportunities.
- Networking between the different community organisations and generations.
 - Learning together is one of the best ways of meeting new people.
 - Learning is very therapeutic, you find out about yourself and consider new horizons.
 - Some learners found they wanted to progress their skills, notably in ICT to a higher level.
 - Some learners are finding out more about different cultures, costumes and customs as a result of the Belly Dancing, it really has helped to broaden attitudes

Next, they want to run two programmes targeting women - one on personal safety, over six weeks and a one-day course to help women prepare for entry or return to work.

Issues

This host said that they preferred the projects that enabled them to progress without tight rules on beneficiaries and with the freedom to do the learning that the community actually wants. They have been able to show people coming back into learning, that it can be fun - with the added benefits of giving them some useful skills eg. spreadsheets and mailmerge to address Christmas cards, and house-hunting on the internet.

Their earlier concerns were:

- Much too much emphasis on 'economic outputs' and 'employability skills', soft skills like communication and confidence are employability skills.
- Paperwork was a problem, 20 minutes of enrolment in a two-hour session!
- "Be Flexible and imaginative in your approach, and be prepared for the extra time that is needed to get things off the ground."

They have occasionally encountered difficulties finding tutors or finding tutors with the genuine skills and experience to do the job well.

They would like to see the structure maintained:

"Keep the excellent support mechanisms provided by Project Workers /Learning Hosts."

Update: The belly dancers have now formed their own dance troupe, the "Bellylaughs".

Case Study E

Moretonhampstead Development Trust

Moretonhampstead is a small town on Dartmoor, half an hour's travel from the nearest conurbation and struggling to sustain itself as an economic as well as living centre. 12 years ago, the Parish Council set up a Development Trust which has from time to time run computer courses in the local library.

For the last two years, no courses had been run because no college thought it was worth while. However, the ROLI project was able to sponsor a workshop run by Devon Family History Society on Genealogy, and this was seen as extremely successful. It was run in the library and attended by 12 people - more could have been taken if there had been room - all of whom found the course very stimulating.

As a result, other ideas have been generated, leading recently to a whole programme of courses which are supported through Devon Adult and Community Learning. There is a partnership agreement under which the Development Trust has adopted DACL's procedures, enrolment forms, concessionary fees policy etc, and the Trust is paid for the learners it enrolls. Mostly computer courses are still run, with tutors employed by the Trust, but the organiser feels there is a broad social base to the group of learners, and there is a constant demand for more courses, especially as a progression from the earlier ones.

Success seems to be down to building up a head of steam - one successful programme breeds another - with excellent marketing. Advertising was put out in the surrounding villages, stalls were run in the street on Saturday mornings, fliers were posted through doors, and so on. The Trust has an Administrator who does most of this work.

Obviously a concern is whether the DACL support is permanent - but there is every indication that there is provision over the next year at least.

THE
TRAINING AND DEVELOPMENT NEEDS TOOLKIT

Workshop Participants Handbook



Developed by:
Malcolm Florey

On behalf of:
Community Council of Devon
April 2006



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INTRODUCTION

Welcome to this **Training and Development Needs Toolkit**. Whatever stage your group is at, a collective review of your Training and Development needs could help you to further develop the work you do and the services you provide.

'Do the majority of people, from all backgrounds, really recognise the benefits of training and development for themselves, groups they may be involved with, organisations they work for or even if they have their own business?'

Using this **Training and Development Needs Toolkit** your group will be able to identify, in an objective way, its training and development needs.

The toolkit comes in two parts: The Workshop Participants Handbook (this part) and a separate Training and Development Plan.

In the Workshop Participants Handbook you will find five stages to work through. Please take your time in carrying out the process and try to be as objective, realistic and honest as possible!

The first step, having read the document, might be to agree who will carry out the role of facilitator. Think about this carefully. The most effective facilitators are often those who are impartial, have good communication skills and a level of experience in the group's field of activity.

You will probably also want to appoint a member of the group to collate all the outcomes and complete the separate Training and Development Plan which will contain the agreed, collective decisions on the group's training and development needs.

The Training and Development Plan also asks you, on the front cover, to set a date to review progress against the plan. On the first page there is provision made for the group to document its progress against the plan at the Review Date.

Given that you will go through this toolkit at a particular time, and agreeing that you will take action on the outcomes identified, it is suggested that you might wish to repeat the exercise regularly. To help with the process you will want to ensure that you have an effective way of recording and monitoring the implementation of your Training and Development Plan. The frequency at which you repeat the exercise will depend on the needs of your group and the rate of change being experienced. Somewhere between one and two years would be the norm.

When you have completed the task, which will take about three hours, you will have produced a Training and Development Plan for your group. You may then need to seek advice and guidance on how to access appropriate training courses and other activities to meet your needs.

THE TRAINING AND DEVELOPMENT NEEDS TOOLKIT

Having read the introduction to this *Training and Development Needs Toolkit*, your group now needs to work through the five stages. The process ends with the completion of a Training and Development Plan for the group.

The five stages are as follows:

STAGE 1 * Who are you? What are you? Your Background and Objectives.

STAGE 2 * Strengths : Weaknesses : Opportunities : Threats

STAGE 3 * A World of Change and Challenges.

STAGE 4 * Key Tasks for the Group.

STAGE 5 * Producing the Training and Development Plan.

The separate Training and Development Plan document provided within this Toolkit allows you to produce a summary of the outcomes and actions from each Stage. You should do this either during the session or as soon afterwards as possible. The completed document should then be shared with and agreed by all members of the group.

Before you start Stage 1 there are some guidelines on how you might work as a group and the methods you can use to facilitate your discussions.

HOW TO WORK IN YOUR GROUP

There are a number of methods and activities you can use to work through the five sections.

Depending upon the size of your group you can work as a whole group, you can split into two or more groups, you can work in pairs or individually.

Variety helps to make the exercise you are going through more enjoyable. Consider using different techniques at different Stages or within Stages. Plan how you are going to tackle each Stage at the outset.

Whatever method of working you choose it is very important to:

- Keep your eyes and thoughts firmly focused on the task or question being answered.
- Make sure before you start you have all the materials and equipment you need.
- Always set a time limit.
- Be clear who will facilitate the task and who will record the outcomes.

Techniques and methods you might find useful:

- Ice Breakers to relax your group
- Brainstorming
- Use of Flip Charts
- “Post it’s”
- Small Group Discussions
- Building Design
- Rainbow
- Evaluation Tree
- Stakeholders Map
- Weather Map
- Ideas Wall
- Yellow Brick Roadand more!

The Community Council of Devon are in a position to help you. They have guidelines on how to facilitate group activity and also on the different methods that can be used.

Contact telephone number: 01392 383443

Email address: info@devonrcc.org.uk

Web site: www.devonrcc.org.uk

Another useful resource is the Neighbourhood Initiatives Foundation web site:

www.nif.co.uk

STAGE 1: ***Who are you? What are you? Your background and objectives.***

- **Name of the Group** - Identify and record the name of your group.

Collectively agree the name.

- **Background** - Produce a simple summary of the group's history or background. Groups will be at different stages in terms of the skills they possess, their experience and successes or failures. Why and how the group was established and the background is important as it provides the foundation for the future.

Answer the following questions agreeing collectively where appropriate:

What function or service does your group provide?

What form of registration or certification does the group hold?

What personal, professional and practical skills do individual group members hold?

What is the experience of the group to date?

How successful do you consider you have been so far?

- **Objectives** - The objectives of your group over the next two years. Considering your objectives carefully will enable you to think about the groups training and development needs. You have to think clearly about what you are trying to achieve. Prior to doing this you may or may not have gone through this sort of exercise, do not worry if this is your first attempt! By doing this now as a group you are taking the first key step in carrying out an objective forward planning exercise which will lead you to identify where and how a Training and Development Plan can help you.

Produce a summary of your group's objectives for the next two years.

Optional Additional Activity

- **Personal Thoughts** - In identifying your objectives you have done this from the perspective of the role you undertake or the service you provide as a group. In this last section you might want to spend a little time considering if you have any individual personal objectives as a member of the group. Think about your personal objectives, these might be quite simple. They may be focused on your family, your long term financial plans, your own leisure pursuits or other "non work" activity. It is about achieving a good work / life balance.

This is not essential to this first stage. If you do go through this, each individual can summarise their own personal objectives and you can identify any common / shared issues.

We Are

(name of the group)

Background



Objectives



Personal thoughts



STAGE 2: **Strengths : Weaknesses : Opportunities : Threats.**

Many of you may have used the SWOT (Strengths Weaknesses Opportunities and Threats) analysis method before. It is still “fit for purpose” particularly when followed up with DRAM (identifying actions to **D**evelop strengths, **R**esolve weaknesses, **A**chieve opportunities and **M**inimise threats) and is used as a key part of this whole exercise.

You will know that there are things or activities that the group is good at and things that could be done better. Throughout the life of the group opportunities will arise and threats will emerge. Your success will very much depend on how you react to these situations.

Objectively evaluating your strengths and weaknesses, the opportunities and threats is very important particularly when you are identifying your training and development needs.

The task for the group now is to consider carefully the four SWOT elements. Remember HONESTY is important so be objective!

Here are a few prompts to help you:

- | | |
|---------------|--|
| STRENGTHS | <ul style="list-style-type: none">* What are you good at?* If appropriate, what is your financial position / asset base?* If appropriate, what are your systems and procedures like?* If appropriate are the people in the group a strength?* Do you have good networks? |
| WEAKNESSES | <ul style="list-style-type: none">* Is it a lack of skills, knowledge and experience?* Is it your location?* What if anything is preventing you making progress?* What could you improve?* Is anything holding you back? |
| OPPORTUNITIES | <ul style="list-style-type: none">* Can you identify new areas, activities or opportunities for your group?* Are there ways of developing your skills, knowledge and ability?* Has your group reached its full potential? |
| THREATS | <ul style="list-style-type: none">* What is holding you back?* What will happen if a group member leaves?* Can you identify any serious problems or disadvantages for you?* Do you have direct competition? |

Having completed this exercise don't be surprised if you have a dozen or more points in each of the four aspects. You now need to reduce the number in each element to a maximum of four. These are the key ones which if not addressed will hold you back.

As a whole group identify the four key points under each of the four elements.

Then start to consider the DRAM actions which will further help you to identify the areas for consideration in your group's Training and Development Plan.

Remember even your strengths can be further developed!

Key **S**trengths

- ◆
- ◆
- ◆
- ◆

Action to **D**evelop

- ◆
- ◆
- ◆
- ◆

Key **W**eaknesses

- ◆
- ◆
- ◆
- ◆

Action to **R**esolve

- ◆
- ◆
- ◆
- ◆

Key **O**pportunities

- ◆
- ◆
- ◆
- ◆

Action to **A**chieve

- ◆
- ◆
- ◆
- ◆

Key **T**hreats

- ◆
- ◆
- ◆
- ◆

Action to **M**inimise/remove

- ◆
- ◆
- ◆
- ◆

STAGE 3 : A World of Change and Challenges.

We go through life having to regularly manage change; be it in our working or personal, family lives. Change is always occurring, for example the price of utility bills, the weather and global warming, your diet, or mortgage interest rates, even the laws that society operates under change.

From your group's training and development perspective change is perhaps one of the most important things to accept and react to. It will constantly impact on the group's skills, knowledge and understanding.

The group must therefore be capable of "managing change" and in so doing realise that there are changes that you have no control over. This may be government legislation, taxation, legal or statutory qualifications you need and don't forget the weather! Equally there are changes which you do have control over. The group can initiate the change. It may be buying new equipment, changing a system you operate, a group member undertaking a course to develop new skills, employing or working with new people or even relocating to new premises.

Ask yourselves as a group, do you see change as a real opportunity or as a threat? Are you collectively positive thinkers or negative? **You need to grasp opportunities and remain positive in your outlook!**

As a short group exercise at this third stage, consider the next twelve to twenty four months.

Ask the question....

Have you got in place networks and professional links to be able to identify those changes on the horizon which will affect your group and which you have no control over?

Brainstorm these questions

- * ***What are these changes?***
- * ***What effect will they have on our group?***
- * ***What are the potential opportunities or challenges?***
- * ***Will we need to do things differently?***
- * ***Will we need to undertake further training and development?***

Example:

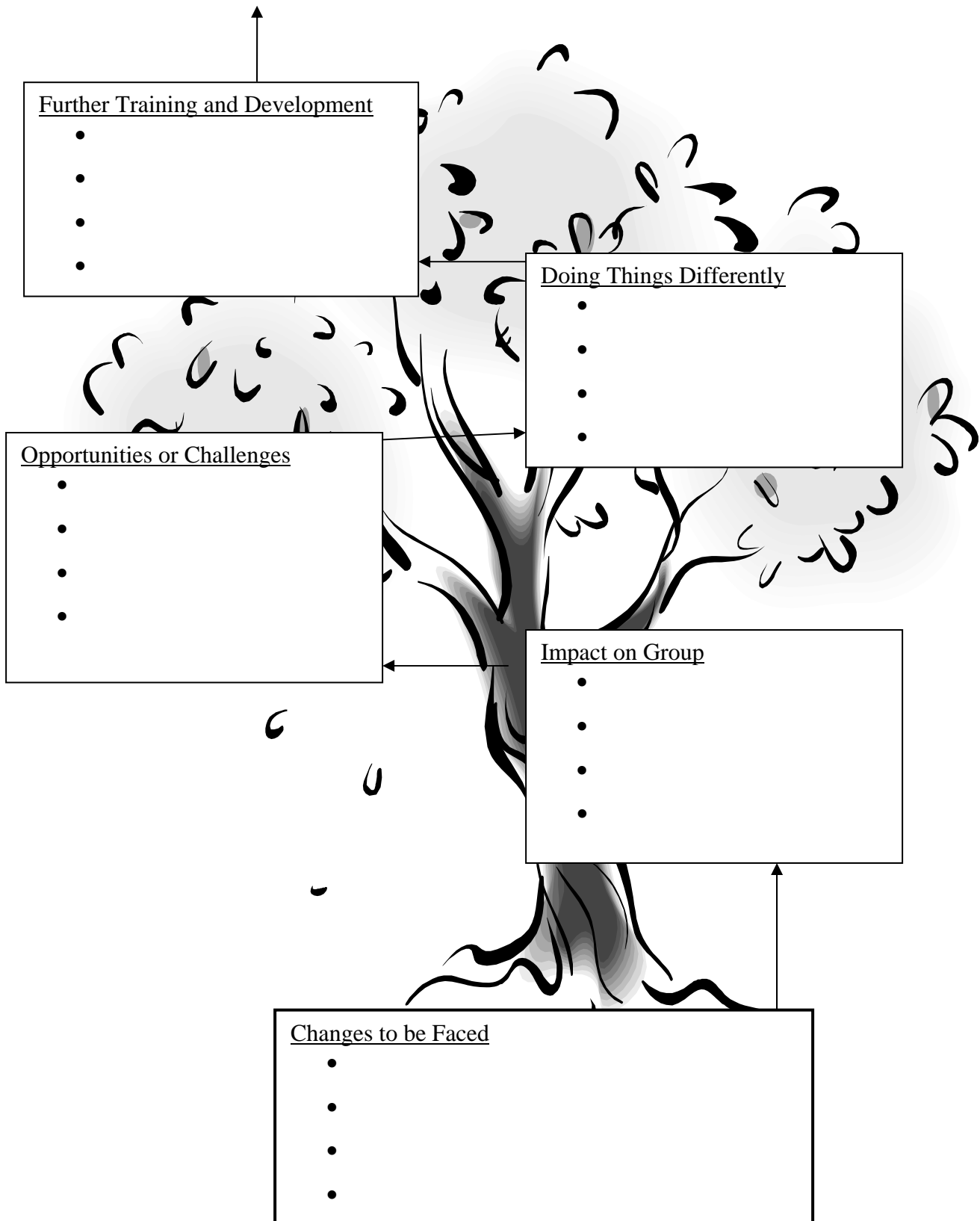
You are a pre- school group.

A change in legislation will mean a new pattern of funding for the work you do.

You will move away from grant funding.

Use the above questions to determine the action your group needs to take.

Successful Group Progress and Development



STAGE 4: *Key Tasks for the Group.*

As a group you started by considering who you were and where you had come from. You also produced your initial thoughts for the group on its objectives over the next two years. You then went through a detailed SWOT analysis and. You now also recognise that change is always occurring and that there are changes you have no control over and some that you do.

You now, in this stage, need to analyse the basic activities or tasks you have to carry out, or will have to carry out as a group whilst working or fulfilling your role and responsibilities.

At this stage list them all. You are likely to end up with twenty to thirty activities or tasks you think the group has to perform.

List them in what you consider to be their order of importance. Then concentrate on the first five or six. Bring these back to the whole group, share and collectively agree the five or six most important tasks. These are the group's key tasks.

The facilitator should then ask the group, for each of the identified key task, to answer the following questions.

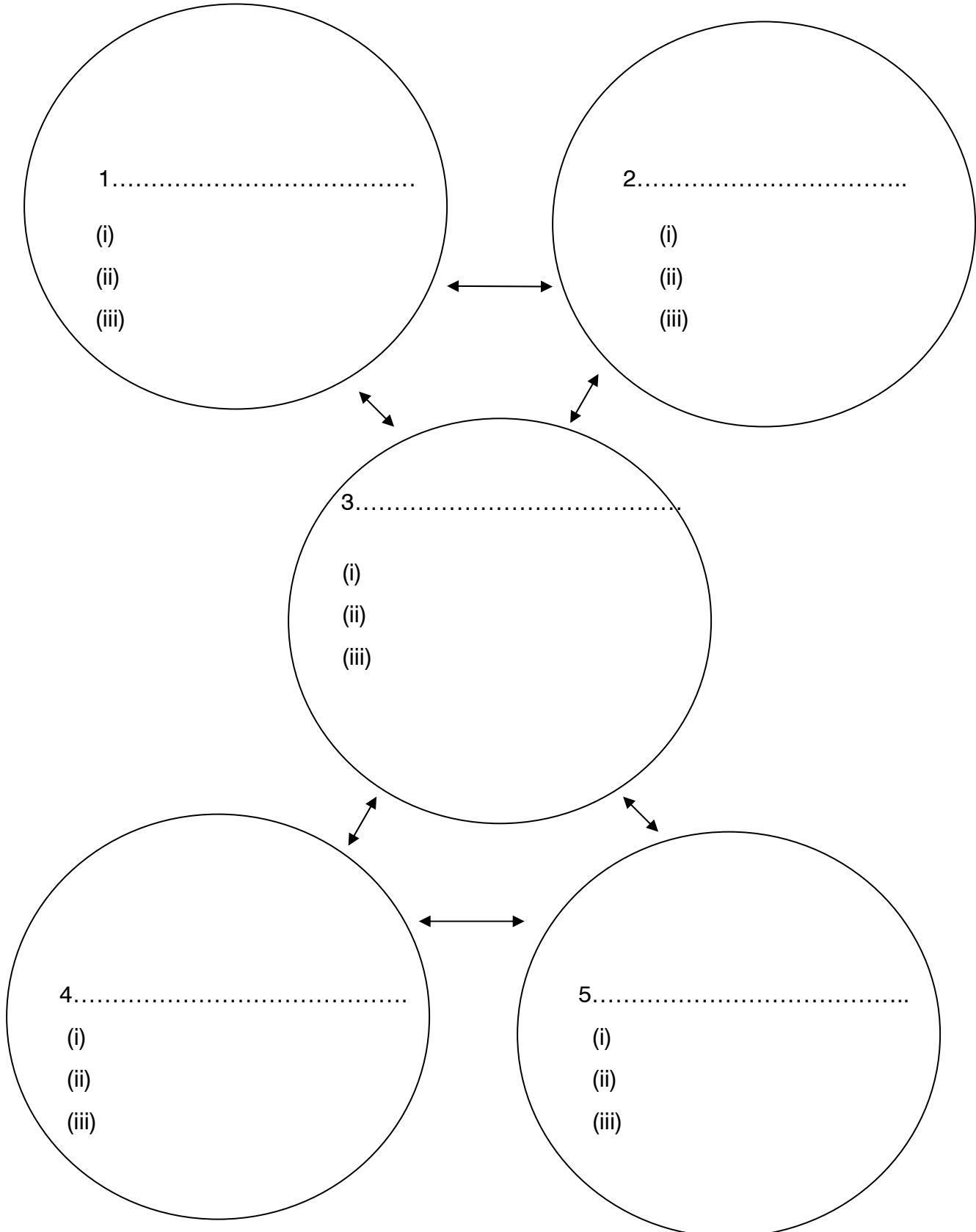
Questions: *i How well is the task done? Be honest!*

ii How well should the task be done? Could it be improved?

iii What action is needed to improve performance? Be realistic.

In doing this the group should be able to identify if it has the skills and competencies necessary to carry out the identified key tasks. If not you can ensure they are identified in Stage 5 where the group produces its Training and Development Plan.

Key Tasks for the Group



STAGE 5: *Producing the Training and Development Plan.*

You have now completed the process to think objectively about your group training and development needs. You have identified areas where training and development should help you achieve success. This is the last stage and the objective now is to produce your group Training and Development Plan.

There follows a listing of skill areas to give you some assistance in finalising your plan. It is not by any means a complete list. The intention is to begin to focus your thoughts and raise your awareness on the potential generic skills you wish to concentrate on.

Once you have produced your group Training and Development Plan you may need to seek advice and guidance on how to access appropriate training courses and other activities to satisfy your needs.

BUSINESS SKILLS

- Producing a business plan
- Setting business objectives
- Assessing and improving business performance
- Cash flow management
- Options for diversification
- Financial recording and VAT
- Understanding and using your accounts
- Computerised accounts
- Marketing your business
- Researching a new business idea
- Working with financiers
- Project management
- Quality Assurance

HEALTH AND SAFETY

- First Aid
- Appointed Persons
- First Aid at Work
- Health and Safety in the workplace
- Risk Assessment
- Manual Handling
- Fire Marshall
- Food Hygiene, Foundation
- Food Hygiene, Advanced

ICT SKILLS

- Beginners computing
- Internet
- Databases and spreadsheets
- Microsoft Excel and Word
- Websites and digital cameras
- Photoshop
- PowerPoint

PERSONAL SKILLS

- Assessing staffing needs for your business
- Identifying staff development needs
- Monitoring staff performance
- Self appraisal and appraisal techniques
- Leadership skills
- People management
- Motivating staff
- Personal effectiveness
- Developing assertiveness
- Telephone techniques
- Customer services
- Sales and negotiation skills
- Decision making
- Time management
- Instructional techniques

THE
TRAINING AND DEVELOPMENT NEEDS TOOLKIT

(group)

Training and Development Plan

date produced -----

review date -----



Developed by:
Malcolm Florey

On behalf of:
Community Council of Devon
April 2006



GROUP TRAINING AND DEVELOPMENT PLAN		
Group Name		
Address		
TRAINING AND DEVELOPMENT ACTIVITIES	TARGET DATES	
	Start	Complete

<p>PROGRESS REPORT</p> <p>Signed: _____</p>	<p>review date: _____</p> <p>date: _____</p>
---	---

<p>OTHER ISSUES IDENTIFIED DURING THE EXERCISE</p> 	<p>COMMENTS</p>
---	--

STAGE 1: **Who are you? What are you? Background and Objectives**

Name of the Group
Background 1) 2) 3) 4) 5)
Objectives 1) 2) 3) 4) 5)
Personal Thoughts 1) 2) 3) 4)

STAGE 2: **Strengths : Weaknesses : Opportunities : Threats**

Key Strengths 1) 2) 3) 4)	Action to Develop 1) 2) 3) 4)
Key Weaknesses 1) 2) 3) 4)	Action to Resolve 1) 2) 3) 4)
Key Opportunities 1) 2) 3) 4)	Action to Achieve 1) 2) 3) 4)
Key Threats 1) 2) 3) 4)	Action to Minimise / remove 1) 2) 3) 4)

STAGE 3: ***A World of Change and Challenges***

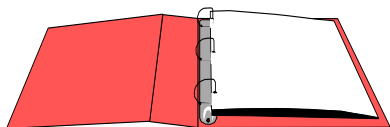
Changes to be Faced 1) 2) 3) 4)
Impact on the Group 1) 2) 3) 4)
Opportunities or Challenges 1) 2) 3) 4)
Doing Things Differently 1) 2) 3) 4)
Further Training and Development 1) 2) 3) 4)

STAGE 4: *Key Tasks for the Group*

Task:	How well is it done?	How well should it be done?	Action needed to improve performance:
1)			
2)			
3)			
4)			
5)			
6)			

Tool 3

NEW ADULT LEARNING IN OUR VILLAGE



We are hoping to run some training courses in our new room in the village hall. We have already gathered some ideas of what people might want to learn. We are now trying to decide which would

be the most popular so that we can make it happen. If you are interested can you look at the list below and tick any courses that you would like to attend.

**Return your form
by July 15th & you
could win a free
Cream Tea!**

Name(s):

Address:

Telephone:

Email:

Sex: Male / Female

Age: 16-19 20-64 65+

I would you be interested in attending courses in:

Computers for complete beginners

Basic word-processing/spreadsheets

Advanced word-processing/spreadsheets

Introduction to the Internet

Website design

P.T.O.



Tool 3

Belly Dancing

Basket Making

Watercolour Painting

Basic literacy

Basic arithmetic

Book-keeping

English for beginners



Which times of the week would you be able to attend a course?

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Morning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Afternoon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Would you be interested in helping as a **volunteer** in the Centre?

YES / NO

**Thank you for your time. Please return to:
(Name and Address for responses)**

Tool 4

USEFUL CONTACTS - LEARNING PROVIDERS - DEVON

For contacts with colleges and training providers:

- Adult & Community Learning and Family Learning pages on the Devon County Council website
- Voluntary sector networks, via the Community Council of Devon and the Councils for Voluntary Service (CVS)
- Workers Educational Association may be interested in adopting your course as part of their rural provision - wea.org.uk.
- Specialist training organisations on CVS and other websites
- College websites - normally the name followed by ".ac.uk"
- Training Provider Network - trainingprovider.com; or nationally the Association of Learning Providers - learningproviders.org.uk
- Learndirect can tell you what courses are already running in some colleges and training providers - there is a helpline (0800 100 900) and a website (hotcourses.com and associated links)
- Learndirect also have local centres who may be interested in working with you - they are listed on Learndirect.co.uk
- Nextstep - the national service for information, advice and guidance for adults on learning and work - they have websites, local centres and sometimes network co-ordinators e.g. direct.gov.uk/Nextstep. See also IAG in Tool 5.
- Learning Partnerships - this covers all sorts of setups in different areas, you could try an internet search
- The government funding agency for adult learning is currently the Learning and Skills Council, who have local offices and may be able to help with any of the above.

Besides this, you will find some people with small businesses may volunteer to lead your learning activity, and they may be just what you want - familiar with your community, friendly, supportive, and also know their stuff. But for the sake of your learners, you had better check!

Other sources of advice about setting up learning opportunities could include:

- National Institute for Adult and Continuing Education (NIACE) for projects and advice on learning for adults - niace.org.uk 0116 204 4200
- Adult and Community Learning, Open and Distance Learning, Learning Styles and other wide-ranging information on support4learning.org.uk/education
- Citizens Advice Bureau e.g. for courses on financial literacy, managing debt citizensadvice.org.uk
- Princes Trust, who already run courses for unemployed people - princes-trust.org.uk 0800 842 842
- Skill, the national bureau for learners with disabilities - skill.org.uk 020 7450 0620
- Libraries, who have copies of directories and prospectuses
- Dfes.gov.uk/readwriteplus for Skills for Life (Language, Literacy and Numeracy)
- Qca.org.uk for qualifications information and signposting to individual awarding bodies such as City and Guilds.

USING A PRIVATE TUTOR

Ask yourself:

Do they have the necessary knowledge to cover the subject?

Do they have the skills to teach other people?

Do you feel they are reliable?

You do not want to arrange a course and find that the tutor does not turn up, or cannot answer questions about the subject. Ideally you would want someone who will bring enthusiasm and life to their class.

If you do not know a good tutor yourselves you may want to use someone who comes recommended by another local organisation. Someone who is prepared to talk to you about what your group wants and plan the training accordingly.

You may ask to see a CV, or for references.

It is important to ensure that no learner is put at risk by employing a tutor who might be unsuitable to work with groups such as children or vulnerable adults. If appropriate you should ask whether the tutor has been checked through the Criminal Records Bureau and expect to see the CRB report.

Whilst they are delivering a course on your behalf you will want to be clear they can work within any policies of your group. For example, an Equal Opportunities policy, a Child Protection policy, or even something as simple as a no smoking policy.

It is good practice to create a written agreement with the tutor setting out what you expect of them and what you will provide to enable them to lead your course effectively. This would also detail any financial arrangements between you.

PLANNING A COURSE

This will normally be handled by the experienced tutor or trainer that you ask to deliver your course. The following guidelines are intended to help you feel happier about discussing a Course Plan with the tutor.

Having a good Course Plan at the outset will help you decide if the course is what you want for your group. It will also help you understand what you are recruiting learners for and to decide how to go about advertising.

The principles of the Course Plan should be:

- Everyone has equal access
- Everyone should be able to participate fully
- The learning should be relevant for them
- It should provide personal development for the learners
- It should offer progression to something else
- It should recognise what learners have achieved
- It should involve people reflecting on what they have learned.

Any course lasting more than one session will need some sort of **SCHEME OF WORK**.

A Scheme of Work is a written plan of exactly what will be taught in each session and how it all hangs together. It may include points about:

- The overall aims and objectives of the programme
- The overall shape or content
- Who will run the various sessions
- What extra support* may be provided for learners at any point
- Facilities that will be needed at various points
- Information, Advice and Guidance opportunities to be built in
- Deadlines for any work done by learners to be completed
- Any requirements to accredit the course
- How you will evaluate the course

**This could be special provision for people with disabilities, or language support, or support to help anyone struggling with the literacy and numeracy levels of the course, any transport needed to get people to the course, or child-care to enable some one to attend.*

Tool 6

For each individual session there should be a SESSION PLAN. This sets out:

- What are the aims of the session?
- What will learners be expected to know or be able to do at the end? (Outcome or Learning Objective)
- What activities will be offered?
- How long will be allowed for each activity?
- How will the activities be done - in groups, altogether, working individually?
- What resources will be needed - facilities, tools, materials, books etc?
- What will be done to check that learning has happened as planned, and get feedback on the success of the session?

RECORDING ACHIEVEMENT

If you are using a College or Education Provider to deliver a formal course you may find that they are able to award an accreditation or formally recognised certificate or qualification.

If you want to recognise achievement informally, particularly for a short course or workshop, you may think that the most appropriate way is to award your own Certificate of Attendance or Completion. You can have fun designing something using an IT package which will look very attractive and official and which your learners will be proud to receive.

Tool 7

INFORMATION, ADVICE AND GUIDANCE ON LEARNING (IAG)

IAG is important if you are running any sort of course that is more than one session and promises to help people move on in some way. This is because...

- People should be able to question someone to check they have understood properly what the course is about
- People have different starting points, and you may need to be assured that these different points can all be accommodated in the group - or if not, what else can be done, e.g. a more advanced group to be run at a later date
- People may be interested in a range of opportunities, of which your course is just one
- People may want to use it as a stepping stone to something else, perhaps a new career or a new hobby.

IAG may be something you can do yourself, if you have been part of the community for some time and know where to find out about other agencies, colleges etc.

Be prepared for people to raise issues other than education and think about who they can be referred to for more support.

If you are using Colleges or other Adult Education Providers to provide learning opportunities for you, they may be able to help with IAG too.

Or you could ask an IAG agency to send someone to join your enrolment session or first meeting. They will want to know something about your participants first. It may affect whether you get their service free or not for example for people with a low level of previous qualifications or for those who are out of work. You will also have to accept they are independent, so if your course is not what someone really needs they will say so.

If you are offering IAG ideally you should have access to a confidential area for private one to one meetings with learners.

The IAG you provide should...

- **Inform** about this and other learning opportunities
- **Advise** people on making choices
- **Listen** to their views so that any issues they have are addressed
- **Help** assess the level they are at, and where they want to be
- **Enable** them to pursue further enquiries with other agencies
- **Advocate** for them if necessary
- **Feed back** any needs for further learning

IAG agencies can be contacted via the Learndirect helpline 0800 100 900 or website learndirect-advice.co.uk, or your local Nextstep service, that you can find via direct.gov.uk/nextstep. Learndirect have a section called Advice-Resources that contains a wealth of labour market information, ability tests, funding information etc.

Budgeting

Guidance Notes for putting together a budget for a Community Based Learning Activity.

All the finance will be much easier to manage if your organisation has its own bank account, although this may not be essential.

You will need to keep proper records of the money you receive and how it has been spent. Make sure that you keep copies of invoices, receipts, bills or other documentation to show all the money received and paid out.

Please turn over to look at an example of a budget and some guidance notes.

This is only an example. The figures used are just to illustrate the principle of budgeting for your course. They are not necessarily realistic and you may have other items of expenditure or sources of income to take into account. Just add them in as more lines on your budget.

Please ask for extra help and advice putting together your budget if you are no sure what to do.

Tool 8

SAMPLE BUDGET

Introduction to Digital Photography course at Smallville Centre

Dates: Mondays March 1 to May 15 2008, 2 pm to 4 pm.

Expenditure Item		Amount
Tutor	10 hrs x £15 per hr	£150
Administration	5 hrs x £14 per hr	£70
Publicity	300 leaflets, copying	£50
Venue Hire	5 sessions x £10	£50
Hire of Equipment (projector)		£30
Refreshments (tea, coffee, biscuits)	5 sessions x £7	£35
Resources	Workbooks etc	£10
Insurance		£0
Contingency		£25
<u>Total</u>		<u>£420</u>

Assuming 15 people attend the course the cost is estimated as £28 per person

Income Item		Amount
Fees	10 people paying £20	£200
Grant from Council (to fund 5 people who are unemployed to attend)	5 x £28	£140
Subsidy from own funds		£80
<u>Total</u>		<u>£420</u>

Tool 8

Notes:

When you first put together your budget the Income and Expenditure must balance.

Expenditure:

1. Tutor Costs - Agree in advance how much the tutor will be paid and whether this covers travel costs and any resources they are providing. If there are then some unforeseen costs that you feel you should pay it will help if you have build in some contingency.
2. Administration – This could include postage, photocopying, paying someone to answer telephone enquiries, keeping records, doing paperwork; all sorts of other small expenses. Try and stick to your budget. If these costs go up you may have to contribute more of your own funds to cover the extra.
3. Publicity - Advertising in magazines, printing leaflets, posters all costs money. Get some estimates in advance. Using someone local would be good.
4. Venue - Look at possible different venues.
 - a. Find out the cost before you book. The cheapest may not be the best for what you need.
 - b. There may be a choice of possible rooms depending on the size of group.
 - c. Make sure you know what is covered in the cost – heating/lighting, use of equipment, access to kitchen, parking ...
 - d. Some venues ask for a deposit.
 - e. Look at any loss you may make if you have to pay cancellation fees, and work out what you would do in this case.
5. Hire of Equipment - Do you need to hire anything? Extra tables and chairs, projectors, screens. (Book in advance as some items could be in great demand.)
6. Refreshments - Very much appreciated by tutors and students. Think about hot and cold drinks and a mix of healthy (eg fruit) and other (eg chocolate biscuits) snacks.
7. Resources - Make an allowance for any materials you may use (Flip Chart pads. Post-it notes, pens ...). For some types of course you might be able to ask learners to bring some materials with them, which will make the activity cheaper.
8. Insurance - Your activity might be covered under the normal insurance of the venue. You will need to check. If any additional insurance cost needs to be paid add it into the budget.
9. Contingency - A small amount added to cover any unexpected costs or to help balance the budget if not enough people attend the course.

Now that you have your costs identified you can work out the cost per learner. Divide the total cost by the number of learners you expect to attend.

Tool 8

The cost per head will help you identify how much you want to charge your learners.

- If you are being subsidised by a grant or other funding you may not need to charge anything or you may decide to charge at a reduced fee.
- Consider whether you want to provide free places to some people (subsidised either by a grant, or from your own funds, or by increased fees from other learners).
- Some community groups believe it is a good idea to charge people at least a small amount. It helps to show that the course is valuable and it encourages people to attend if they have already paid.
- You will know your community best and whether charging people to attend will discourage those people who may be in the most need.

Income:

1. Course Fees - The number of learners you expect to charge x the amount you have decided to charge each person
2. Grant Income - Money you have been promised by other organisations to help run the course. This may be sufficient to cover all or a part of your costs or it may cover the 'fees' for certain individuals to enable them to attend. If you have Grant Income make sure you comply with any terms and conditions so that the grant is not withheld or reduced by the Grant Provider.
3. Subsidy from Own Funds - Your own organisation may be prepared to contribute something towards the cost. Perhaps you already have fundraising activities just so that you can provide learning.

Remember this is a Budget and things can and do change.

- If you spend more than you budget or your income is less than planned you will quickly use up any contingency and then start to increase the cost to your own organisation.
- If your costs are reduced or you have more people paying the course fees you could finish up with a small amount of 'profit'. As a Community Group you will want to be clear about what will happen to any excess income.
- If you are counting on charging people a course fee what would be the effect if less people turn up for the course? It will reduce your planned income. Some of this shortfall might be covered by contingency. If you run the course at a loss this may have to come from your own organisations funds. Consider at what point you might be better to cancel the course if not enough people enrol.

CHOOSING A SUITABLE VENUE

Convenience is a key factor in attracting learners.

- Is your proposed venue accessible to everyone - is it suitable for people with disabilities?
- Is the location easy to reach for your target group and near a bus stop if you are recruiting from a wider area?

Think about the comfort of learners and tutors.

- Is it warm, light and does it have suitable chairs / tables?
- Is it large enough for what you are planning?
- Is there a kitchen where refreshments can be prepared?
- Will all sorts of people be happy to go there? (Some people don't like going to events in bars or in religious buildings.

Does it have the facilities you need?

- Power points for electrical equipment
- Projector screen
- Internet connection

How much will it cost?

- What is included in the price?
- Is it good value for money?

Is it available - you may need to book months in advance?

Are you happy to be associated with the organisation that owns / provides the building? Are you happy to be seen as supporting them? You may want to be clear what their underlying Aims and Objectives are and whether their policies (eg on equal opportunities) are compatible with your own organisation.

HEALTH AND SAFETY: Sample Guidelines

You may want to consider giving out some basic written guidelines to people attending your course (both learners and tutors). These may need to be specific to the venue as well as general points that would apply anywhere. Here is an example

HEALTH AND SAFETY

Learners and tutors have a duty to prevent injury to themselves or others so please report any accident or danger immediately to a tutor or to the office or to the course organiser. We ask everyone to take particular care that such objects as bags, buggies, mobility vehicles are safely out of the way of other people moving around the environment.

There are a number of general health and safety issues that apply and these will be covered by your tutor in the first session of the course:

- The emergency evacuation process, route and assembly point. For your own safety make sure you know what you will need to do in an emergency.
- The nearest telephone for use in an emergency. This is
- Location of nearest first aid box. This is
- We request that all learners make themselves aware of the layout of the parts of the Centre they will be using, particularly the marked exits.
- Please note we operate a NO Smoking policy on these premises. If you are a smoker, please ask your tutor where the nearest designated smoking area is located.
- Alcohol and drugs are strictly prohibited on the site.
- We strongly recommend that you keep all your personal belongings and valuables with you at all times and do not leave them unattended; we do not accept responsibility for your personal belongings.
- The use of car parks is at your own risk and we urge that valuables are locked away out of sight.

If you have any queries or comments, please ask your tutor or the course organiser.

RISK ASSESSMENT

What is risk assessment?

A risk assessment is simply a careful examination of what could cause harm to people, so that you can weigh up whether you have taken enough precautions or should do more to prevent harm. Think! Accidents can ruin lives.

So when you are running a course you will want to make sure the venue you are using and the activities you have planned have been Risk Assessed.

How to assess risks

Follow these five steps:

- Step 1 Identify the hazards
- Step 2 Decide who might be harmed and how
- Step 3 Evaluate the risks and decide on precautions
- Step 4 Record your findings and implement them
- Step 5 Review your assessment and update if necessary

Don't overcomplicate the process. In many situations the risks are well known and the necessary measures are easy to apply. You probably already know whether, for example, people will need to move heavy loads and so could harm their backs, or where people are most likely to slip or trip. If so, check that you have taken reasonable precautions to avoid injury.

If you are a small organisation and you are confident you understand what's involved, you can do the assessment yourself. You don't have to be a health and safety expert.

If you are not confident, get help from someone who is competent

Step 1 Identify the hazards

A hazard is anything that may cause harm, such as chemicals, electricity, working on ladders, an open door etc;

First you need to work out how people could be harmed. Here are some tips to help you identify the ones that matter:

- Walk around the building / venue and look at what could reasonably be expected to cause harm.
- Ask people who use the building / venue what they think. They may have noticed things that are not immediately obvious to you.
- Walk through any planned activities in your mind and imagine what might happen.
- Check manufacturers' instructions or data sheets for chemicals and equipment as they can be very helpful in spelling out the hazards and putting them in their true perspective.
- Have a look back at any accident records - these often help to identify the less obvious hazards.

Tool 9

Step 2 Decide who might be harmed and how

For each hazard you need to be clear about who might be harmed; it will help you identify the best way of managing the risk. That doesn't mean listing everyone by name, but rather identifying groups of people (eg 'people using the kitchen' or 'people setting out tables')

In each case, identify how they might be harmed, ie what type of injury might occur. For example, 'People using the kitchen' might scald themselves using a water heater.

Step 3 Evaluate the risks and decide on precautions

Having spotted the hazards, you then have to decide what to do about them. You should do everything 'reasonably practicable' to protect people from harm. One way is to compare what you are doing with good practice identified from various other sources.

So first, look at what you're already doing, think about what controls you have in place and how the work is organised. Then compare this with the good practice and see if there's more you should be doing to bring yourself up to standard.

In asking yourself this, consider:

- Can I get rid of the hazard altogether?
- If not, how can I control the risks so that harm is unlikely?

When controlling risks, apply the principles below, if possible in the following order:

- try a less risky option (eg switch to using a less hazardous chemical);
- prevent access to the hazard (eg by putting in safety guards);
- provide trolleys for moving heavy equipment (tables and chairs);
- have protective clothing (eg rubber gloves, oven gloves) available
- provide welfare facilities (eg first aid and washing facilities).

Step 4 Record your findings and implement them

Putting the results of your risk assessment into practice will make a difference. Writing down the results of your risk assessment, and sharing them with others encourages you to do this.

When writing down your results, keep it simple, for example:

- 'Tripping over rubbish: bins provided, staff instructed, weekly housekeeping checks',
- 'Fumes from Boiler': ventilation checked weekly, boiler serviced every year.

Step 5 Review your risk assessment and update if necessary

Review what you are doing on an ongoing basis. Every year or so formally review where you are.

Look at your risk assessment again.

- Have there been any changes?
- Are there improvements you still need to make?
- Have other users spotted a problem?
- Have you learnt anything from accidents or near misses?

Make sure your risk assessment stays up to date.

Tool 10

Beginners Computing Course

Moretonhampstead Learning Centre

Beginners Computing

A course for complete beginners to learn how to familiarise yourself with your computer starting with the keyboard and moving on to using email and the internet and simple word processing techniques. No experience required.

Mons 9.30-11.30am, 8 wks starting April 21st

Fee: £25.00

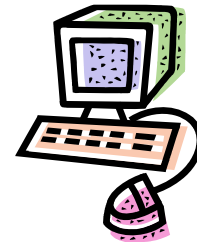
The Course will be held at:

Moretonhampstead Learning Centre

Bowring Library Moretonhampstead.

There is parking in Court St and Station Rd car parks.

You can find out more about the centre at: **www.moretonhampstead.com**



P.T.O

Tool 10

Booking Form



Full Name.....

Address.....

.....

Postcode.....

Tel No.....

Email.....

Amount enclosed.....

How did you hear about this course?.....

Signature.....

Date.....

(Please make cheques payable to **Moretonhampstead Development Trust** and post to the address below)

Moretonhampstead Development Trust, Bowring Library, 2 Fore St
Moretonhampstead, TQ13 8LL Tel: 01647 440855



Tool 11

Learning Centre Time Line

Date	Dec	Early Jan	Jan	Feb	March 10th	March 17th	March 27th	April 14th	April 17th	April 21st
What	Meeting of sub-committee plus tutors	Publicity	Grant applications	Marketing	Tutor paper work	Booking	Prepare Course packs	Check supplies	Pre-course checks	Courses commence
What needed:	Decide on new courses for the Spring term & future plans & let ACL know	Create leaflets, booking forms and posters on publisher or word.	Research and get packs for grant applications	Put up posters in local shops, info centre send to post offices & libraries, 700 to NIM before 21 st . 120 to school	Make sure you have schemes of work, pre and post assessments and course outcome	Take bookings & record in Course lists & on Learners database	Prepare course packs i.e. registers, enrolment forms, diversity forms, inductions, receipts written	Order any supplies i.e. printer ink, paper, other PC equipment	Risk assessments, health and safety, computers, printer and scanner, mice all working.	All course packs prepared, registers, enrolment forms, diversity forms, inductions, receipts.
	Take minutes of meeting and circulate	Order coloured paper & book a leaflet inclusion in NIM	Complete and send out applications	Email a piece about the courses to all local publs	Send out mail merge to learners on data base	Send out letters of confirmation	Create a file for each course	Check sufficient no's to run course & decide whether to cancel or not.	Write letters of cancellation if course is not running.	Give packs to tutors
	Create a budget for coming year	Print leaflets and posters on coloured paper	Record and file applications	Update website with course info. Poster on notice board.				Check in with tutors to make sure everything is ready		Prepare feedback forms for learners after course

Course Feedback Form

We would be very grateful if you could complete this feedback form. You do not have to answer any questions that you do not wish to answer. However what you tell us will help us to improve our courses and our services in the future. All the information provided will be treated confidentially. Many thanks.

Title of Course Attended:
Date of Course:
Course Tutor:

About You:

Name:	
Address:	
Telephone:	Email:
Sex: M / F	Age: 16-19 <input type="checkbox"/> 20-64 <input type="checkbox"/> 65+ <input type="checkbox"/>
Please tick any of the following which apply to you:	
Unemployed	<input type="checkbox"/> Receiving other benefits <input type="checkbox"/>
Senior Citizen	<input type="checkbox"/> Retired <input type="checkbox"/>
Employed (full time)	<input type="checkbox"/> Employed (part time) <input type="checkbox"/>
Self-employed	<input type="checkbox"/>
Student	<input type="checkbox"/> School leaver <input type="checkbox"/>

What was it that encouraged you to attend this course? Please tick all the answers that apply to you.

- At local venue
- Familiar and friendly environment
- Dates and times of learning activity
- Financial assistance towards course fees
- Financial assistance towards travel costs
- Financial assistance towards care costs
- Childcare provision
- Other.....

Please tick your answer to the following:

- | | YES | NO |
|---|--------------------------|--------------------------|
| • The course was very useful and relevant | <input type="checkbox"/> | <input type="checkbox"/> |
| • I enjoyed the course | <input type="checkbox"/> | <input type="checkbox"/> |
| • I would like to attend another course | <input type="checkbox"/> | <input type="checkbox"/> |
- If yes, what sort of course?.....

Tool 12

Please tick your answer to the following:

Poor/ Good/ Very good/ Excellent

- | | | | | |
|-----------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| • The level of teaching | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • The pace of teaching | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • The content of the course | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • The venue | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • The facilities: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • The equipment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • The building | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • The administration | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • The publicity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please make any comments here:

.....

Would you be interested in courses in the following:

- | | | | |
|------------------------|--------------------------|-------------------------|--------------------------|
| Basic literacy | <input type="checkbox"/> | Basic numeracy | <input type="checkbox"/> |
| Tourism/leisure/sports | <input type="checkbox"/> | Art & Design/Crafts | <input type="checkbox"/> |
| Return to learn | <input type="checkbox"/> | Science/maths | <input type="checkbox"/> |
| Social sciences | <input type="checkbox"/> | History | <input type="checkbox"/> |
| Local history | <input type="checkbox"/> | Genealogy | <input type="checkbox"/> |
| Business/office skills | <input type="checkbox"/> | Professional/management | <input type="checkbox"/> |
| Finance/book-keeping | <input type="checkbox"/> | Retail/customer service | <input type="checkbox"/> |

Languages which?.....

Basic Intermediate Advanced Getting a qualification?

Anything Else?.....

Thank you for your time. Please return to