

INTRODUCTION

This Training Skills Pack was commissioned by Partnership in Care Training Hampshire (PaCT) from Pure Training and Consultancy (Training provider to the catering, education and health and social care sector).

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About the author

Catherine-Ann has extensive experience in the field of education. She has been both a secondary school teacher and independent trainer for many years. She has won national awards for her development of education training and is an enthusiastic deliverer of exciting training.

PaCT is a training partnership between Hampshire County Council and the independent and voluntary sector social care providers it contracts with, and to provides training care services to people in Hampshire.

OVERVIEW

The aim of this training skills pack is to enable any trainer across the health and social care sector to be confident with their training skills. Within the pack you will see a number of sections that have been created to enable anyone responsible for delivering knowledge to others as either a trainer or facilitator, to use as little or as much as they want of the pack. This pack, furthermore, has been designed to work in collaboration with all other PaCT training packs.

Are you a trainer or a facilitator? In essence, a trainer is someone who plans, prepares, delivers and evaluates training. There is no difference apart from the emphasis that is placed across the four stages. A facilitator is someone whom is skilled in delivering training to a member of staff's individual learning style. They still have the skills associated with being a good trainer, but they take into account how they can get a person to retain and recall the subject much better in a work situation because they had the training delivered in a way which helps them directly.

No matter which area of training a trainer /facilitator is trying to engage their learners with, the most undesirable outcome would be that their training would be seen as being boring and not remembered! With this in mind the pack goes through in detail how to ensure that each trainer can deliver memorable, retained information for each individual learner so as the knowledge can be drawn upon readily and not forgotten when somebody has left the training situation.

It is imperative as trainers that we take the responsibility of our delivery of training very, very seriously. It is not OK to not be prepared! It is not ok to deliver what we have always done without having time to reflect and evaluate whether it is appropriate in the next training situation! The best trainers are those trainers who take time to evaluate how training sessions have gone, whether their aims and objectives have been achieved and, far more importantly than this, whether the individual learners on the programme, when placed in a stressful situation, can recall and implement the training which has been delivered.

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INTRODUCTION

Why do we train? Because we have to. Can you imagine your staff managing their jobs and clients, residents or service users, in a safe way without any training. A well-trained member of staff is also an asset to where you work. A poorly trained member of staff is dangerous and should not be allowed to work. So it is down to you!

Many people have asked this and for many individuals good training has provided an opportunity for them too: -

- Possibly receive a nationally recognised qualification.
- Participate in the smooth running of a business or a centre.
- Be involved in the culture of safe work and
- Improve standards at work and indeed at home.

What benefits are there for the trainer?

- The trainer will identify skills in the people who walk through the doors: -
- Increased staff motivation.
- Involvement in setting new standards and
- Improved staff retention
- Better trained work colleagues enabling members of staff to receive nationally recognised certificates
- The opportunity to fulfil some of the criteria which need to be met for the Care Quality Commission (CQC), the Investors in People or the National Vocational qualifications (NVQ), other awards and any core skills as part of any other programme.

There is a rule when preparing to train. This rule is:

Four hours planning and preparation and one hour of delivery.

Very simply, this ratio explains how much time, effort and knowledge is needed so as to be able to deliver the best training. For example:

Four Hours	One Hour
<p>Time is needed to do the following.</p> <ol style="list-style-type: none">1. Look at previous notes on other courses2. Speak to any other members of staff or departments concerning the training you are looking to deliver.3. Conduct risk assessments.4. Look at the training needs analysis of each individual learner.5. Write out a session plan.6. Get your resources together.7. Time taken to get to the venue or set up the venue.8. Time to welcome learners; discuss any individual concerns they may have. Complete individual learning plans.9. Conduct an evaluation at the end of the course.	<ol style="list-style-type: none">1. Welcome and take register of learners include housekeeping and health and safety.2. Delivery of training. Breaking the training down into deliverer or facilitator tasks and then learner tasks.3. Evaluation of whether the aims and objectives have been achieved on the course.4. Any work which needs to be undertaken by the facilitator or the learner on their return to training situation.5. Completion of any records to be filed away with individual learners.

So now we know, how much goes into one hour's worth of delivering, we can now work out how long it will take us to plan and prepare for it!

PLANNING

Planning

Good planning is the answer to not just being a good trainer, but being an excellent trainer! It also ensures that any learners, no matter what their learning style, will appreciate how much effort goes into delivering training and thereby appreciate how much investment is being put into their training and learning. Remember a trainer can over prepare themselves so that the training becomes too rigid, formal and inflexible. The best trainers are those who have reflected on what needs to be done, whom have contingencies and strategies, and have confidence in being able to pick up and put down any prepared work so they can react to the individual, the group or the situation which they are facing.

The best form of preparation is of course to know your subject. Now this seems crazy! You should know your subject as you deal with it every day. That is not what I mean. You shouldn't just know your subject; you should be able to know where it has come from, what the issues have been in the past, what the issues are now and what the issues may be in the future. You should also be able to explain what people will be looking for when they may be assessed whether that be for CQC, NVQ etc or what Directors, Matrons or Local Authorities may be looking for on an inspection.

Being prepared gives you confidence and your learner confidence. Training and being trained forms a relationship. It is that relationship which enables the trainer to get to know the learner through the planning and preparation of good training. If a learner respects you it gives them confidence when they are worried about a situation to come to you and say "*ok I trust this person, I can ask them a question which has been worrying me.*" This is the most important thing in training, trust. The learner places their skills and their future in your hands as the trainer. This is why training should always be first class and never ever second class.

So we know how much time it takes to prepare excellent training, and we know our subject inside out and back to front! What next?

Planning stages

How do we plan for training? The following should or may be in place where you work: -

Company / Business statement

- Training Policy, or others which allude to training
- Training Manager
- Training Budget
- Training Needs Analysis
- Training Plan

Company / Business statement

This may be a simple Mission statement, for example 'To be the best'. It could be more specific, for example 'To have the best trained staff'. Whatever the Company / Business statement says or wherever it is found in documents, you should know what it says. That is the reason you have a job.

Training Policy or others which allude to training

A training policy should be in place. Use the following points to review an existing one or to develop a new one: -

Opening statement – which business this policy is concerned with, who it applies to, when is it written, when will it be reviewed, how this policy fits in with others.

How training is organised – who is responsible, the systems and procedures used to manage training, the structure of training when it will occur and who will deliver it.

How training is evaluated – what systems and procedures are in place to ensure that it is effective after training and whilst on the job, up to date and relevant.

What will happen if there is a concern – this would detail the systems and procedures used, mentioning other systems and procedures from other policies to ensure that concerns are managed and not ignored.

Training Manager

This is a responsible position. The person in this role should have the skills / knowledge to be able to train effectively and manage any other staff.

- Some of those skills / knowledge should be: -
- Experience – on the job and training
- Managing others – patient, organised, enthusiastic, motivated, a good listener
- Attended training courses
- IT skills
- Needs of other managers – staff re-organisation, staff availability
- Manage budgets

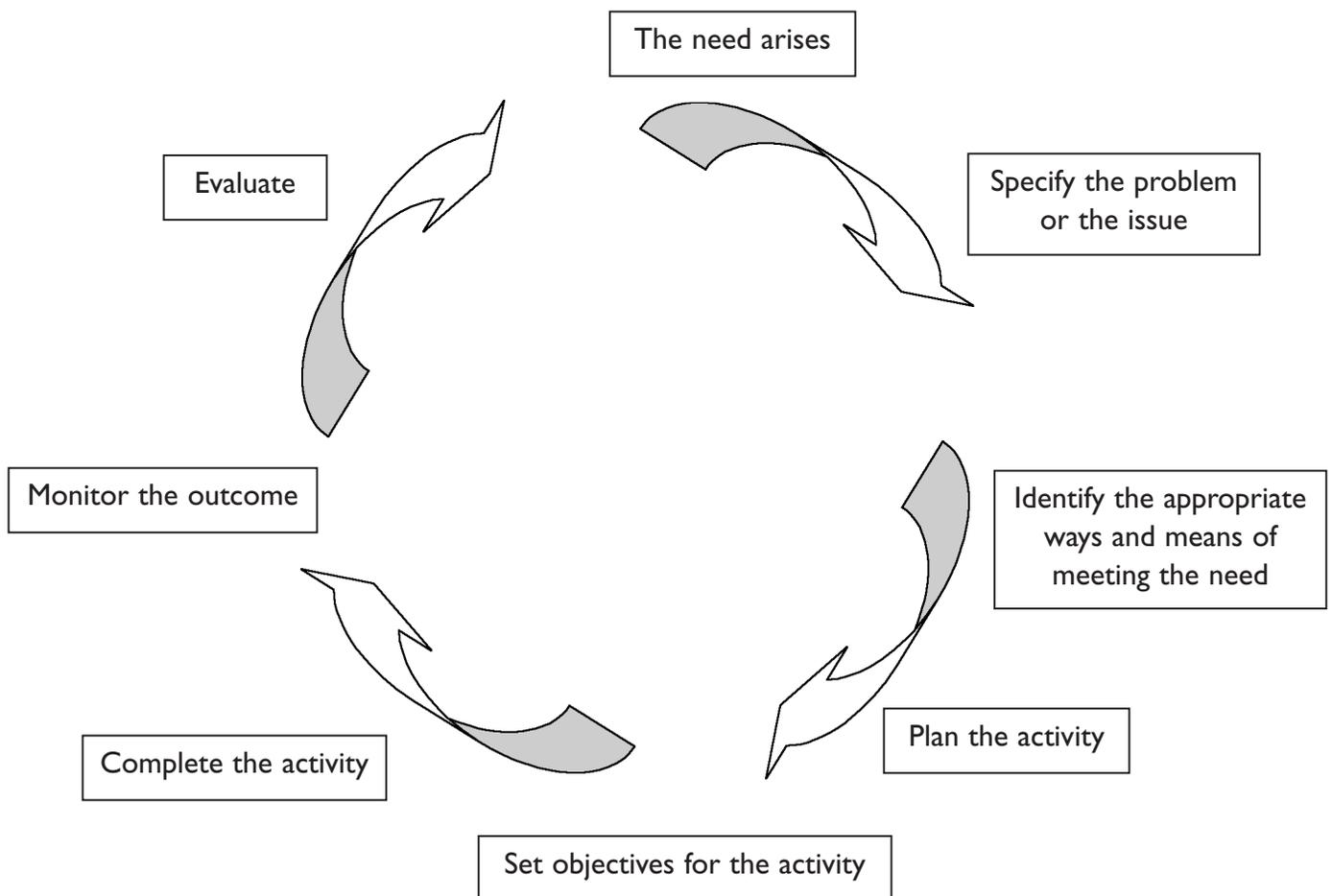
Training Budget

Training budgets vary. Some Companies / Businesses allocate annually, others do it on an ad-hoc basis. However it is organised, there are costs associated with training and they should always be managed as training is planned. For example: -

- Cost of person attending course – Wages, travel, time in lieu, cover staff
- Registration and or exam fees
- Trainers time – Cost per hour x number of hours, include travel costs
- Administration time
- Photocopying – plus any other materials e.g. stamps, envelopes
- Room hire
- Equipment / Resource purchase
- Refreshments

Training Needs Analysis

What a trainer can do is they can actually use a diagram to plan where they are for a course or show delegates where they are on their learning journey. It is called the Cycle Approach. See diagram below.



With this cyclic approach it enables training managers to see at a glance where they are up to, their team are or where the learners are. It also recognises that training is continuous and is never linear. It is a useful tool to prepare for training too!

Training Plan

Some people may have a dedicated rolling twelve month programme when a new starter joins, others may have something a little bit more independent where they are and able to just say “*oh I know for example that Sandra joined me three months ago I need to have a chat with her, I have done all the basics with her, what she now needs is medication training*”!. It doesn’t matter how you, your company, the business or indeed your role as a trainer within this works. The most important thing is that a learner is tracked; the learner has the opportunities to learn and has the appropriate training for them to achieve their role which is what they were recruited for. So a trainer should be cognisant, of just what it is they need. In other words, your aims of what you need to deliver to them should actually match their aims and what they need to know. A training plan is an overview of what training needs to be completed by when and on what subject. An example is below.

New Starter	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
Sandra												
Induction Training	*											
Health & Safety		*										
Fire			*									
Manual Handling				*								
Hygiene					*							
Infection Control						*						
Safeguarding Adults							*					
Other								*				
Other									*			
Working as a team										*		
Management											*	
Other												*
Other	*											

So we can see using the training plan that training is planned in every month. This training does not have to be delivered by the same person, indeed it can be delivered by others and include buddying or mentoring systems that you may have in place. The most useful thing is that it is an immediate reference as to where your learner is within your organisational company and you can identify very quickly what they have done, where they are now and where they need to go in the future.

Training needs to be systematic. It needs to be able to show progress not only for the learner but also for the trainer so you can see where you are within the whole training policy of your business. More importantly it should provide evidence of training for anyone who should need it, so you can say *“yes my learners are here, this is what they have done, and this is when I am going to review it with them”*.

Good planning then is about being organised and making sure that whichever system or approach you use, works for the situation you are in. It should be transparent, up to date and workable!

Next let's look at preparing.

PREPARATION

Preparation

Don't be scared! You in the role as facilitator and trainer are the person in control. As I previously mentioned, it is valuable to know your subject so you can adapt it to the situation, to the learners, to the environment in which you are delivering training. No course will ever be delivered in the same way!

It is crucial that you have the capacity in your "box of tricks" to be able to use a variety of training materials so it adds interest, makes it memorable and you can demonstrate good practice as a trainer by not just being a "one trick pony"! With handouts you may have handouts that enable you to customise your programme. Trainers may like to have a variety of "welcome ice breakers". However, the most valuable part of training comes at the end of a session or a number of a series of programme hours or days. And that is when you evaluate. And you can't evaluate unless you have prepared for it!

Remember learning is about effective retention and then recall by the learner without prompts by their supervisors. If you can create this, this is when magic can occur in a training room and more importantly when the learner is back on the job. Because it demonstrates to the learner that they have understood and can use it and it wasn't just sitting there and being told what to do, when to do it, but they actually have had a chance to explore it and practice it. This is why so much now is made of learners and how they learn and the style in which they prefer to learn. If we have training delivered to us in a style in which we prefer to learn it means that we will retain it.

Training is not about standing at the front of a room or indeed sitting with a group of people and you doing all the talking! This is old style training. It can be valuable for a short amount of time in certain situations, especially in a formal situation, or when delivering a 'nugget' of new information. The most important way to deliver good learning to your delegates is to prepare for as many different eventualities as possible and for as many different learners with different levels of experience as possible! The most important thing about being a facilitator when delivering brilliant training is that you have taken time. The time to plan and the time to prepare.

Thought!

It has often been the case when new inspections are announced by CQC or other awarding bodies that the trainer will be tasked to go and see "*Is everybody up to date, have they got what they should have got, are they doing what they should be doing?*" And in the days following that, often just days not weeks, people run round like headless chickens trying to make sure that everyone has had the correct training and that they are doing it. Delivering any training during this period is not only stressful but also often a waste of time and resources.

Because when we learn under stress, or duress, learning is often incomplete. When we are stressed we release certain brain chemicals which can, for the most part, enable us to do the job because we are physically working on adrenaline, however for long term retention it is not the best strategy.

The best strategy would be that you have undertaken a training a review, you have identified that new training needs to take place and that you can show that you have put it in the diary and it will be happening. Do not be scared of saying “*this is work in progress*”. Don’t try and make sure that everyone is all singing all dancing; as you will run the risk of you having delivered training that lacks quality and quantity.

Preparation is best if we use the Cycle Approach. Let’s look at the stages again and then take each one in turn:-

- The need arises
- Specify the problem or issue
- Identify the appropriate ways and means of meeting the need
- Plan the activity
- Set objectives for the activity
- Complete the activity
- Monitor the outcome
- Evaluate

The need arises

It could be simple, new induction training for new starters. Moreover it could be someone has had a supervision session, a need has been identified and they need refresher training.

In other words, you may get simple needs or more complex needs. How you approach the two may be different. Induction training you can do with other new starters. The refresher training may need a course identified run by an external company.

Specify the problem or issue

Problems and issues are part of training and we are often tasked in solving them!
Personality clashes between staff, inexperienced versus long serving member of staff. Just some of the issues and their problems!

As a trainer we need to really understand what is going on! Is it really a training issue? Ask other managers for assistance. Don’t be scared! Is there a bullying / harassment situation going on? For example, Claire may be late getting people up in the morning and doing their personal care. Team leader is stressed as she takes so long and has to cover. Problem – team leader stressed and getting grumpy and ‘short’ with Claire. Issue – Claire can do the

personal care but she can't write very well and is taking ages keeping the notes correct!

Sometimes trainers have to be detectives too! Identifying behaviour in a training room, where Claire hates writing things down, may be a clue or an introduction to a question about reading and writing, how to take notes correctly. Suddenly the trainer can provide Claire's team leader with an answer. Now the issue is how to solve Claire's writing of notes for the residents.

Often the issue is – Staffs need bringing up to date on 'x' or staffs need to know 'y'. A letter as part of a meeting may be sufficient; sometimes a 1 hour meeting may be good.

Identify the appropriate ways and means of meeting the need

What may be right for one may not be right for another! What we have to do is work on the basis that if I run a course, then it will be highlighted in another way. For example; a poster, part of a review, a supervision, a memo, a letter in a wage packet. In other words, there are different ways of meeting the need.

FORMAL	INFORMAL	COACHING	OTHER
Presentations	Staff Meetings	1-to-1 sessions	Posters
Staff meetings	Conversations with colleagues	Mentoring	Competitions
Meetings	CD-ROMs	Buddying	Notice boards
Training courses	E-learning	Case studies	Newspaper articles
Appraisals			
Supervisions			
Memos			

This is not meant to be an exhaustive list. It is intended to show that needs can be solved in different ways. It could be that you answer a need by using all four approaches. Have a training course, mention it at the next staff meeting, buddy up two people and put a poster on the staff notice board.

It is for YOU to pick and choose the appropriate way for your individuals. Please note that some training courses can be very informal and some staff meetings very formal, so choosing the appropriate method is important.

Buddying and mentoring

Buddying and mentoring is fundamental to many work places where new starters or people who are changing job roles work with someone with more knowledge. This is why when the buddy or mentor is seen as having more expertise independent of a formal trainer that they should be verified as having the correct knowledge and indeed the correct skills to actually mentor and buddy in a supportive way. Buddying is when somebody is often on the same level as them and they can literally buddy up and work together and it is very much a conjoined activity. Mentoring tends to be when somebody who has more knowledge than you and you are assigned a mentor and you can go to them and speak to them about any particular situation.

Setting up the training

Do they know why they are on the course / session?

Do they know where they are going?

Do they know what is expected of them?

Do they know what the outcome should be?

Do YOU know the answers?

The most important thing is that the delegate understands about the aims and objectives of the session and this is crucial for them to understand what is expected of them. When we are preparing training then it is important to emphasise the following;

Process not content

What does this mean, process not content? What this means it's the process of learning rather than what is being said that is most important. For example if you are wanting the delegate to remember the five stages of the Mental Capacity Act it is the process of how they are going to learn those five stages that is the most important not the exact nature of how you delivered it that is important. This is a fundamental change in training from a number of years ago to today. This doesn't negate the fact that the trainer needs to know their stuff and be totally confident delivering it, but it is actually the experiential nature of the learning process and interacting with the five stages that's the most important thing. It is about them having their learning styles, their preferred learning styles, switched on so their brain is alive and can process what it is you are actually wanting them to understand.

Plan the activity

Timings

Timings are crucial. Not only for when you are delivering the training, but more importantly when that training is being carried out. If you have had a group of people who are used to doing night shift then delivering training in the day time may be something to consider whether this is actually a good policy or not. It could be that training is organised at the end of a stint of nights in the day time but at the end whilst they are on a break. Moreover, it could be that training is delivered in hourly blocks or two hourly blocks to allow for child care. Sometimes it can be done over a series of days over a series of weeks to build up into a six week programme, for example on safeguarding adults.

Being very clear as to how the timings work, fit in and why you chose them gives the learner an idea of the consideration that you have given them and their learning which they are about to undertake. I find honesty very important when it comes to this. Furthermore in the winter delivering training is different from delivering training in the summer. Seasonal changes such as extreme weather, public transport concerns and indeed timings of child care play a very important part in people's minds. And whilst they are worrying about that they are not listening and working with you. So do take time to go through this and answer any individual concerns that they may have individually or together in a group, ideally beforehand!

Set objectives for the activity

Objectives

The most important thing is actually getting the individual learner to say *“Ok what's an objective for me, why have I come on this programme and what do I want to get out of it?”* Ideally this would have been discussed with their manager or supervisor before going on a session. And we need to get them to write down their own personal objectives. Now this means that it gives them a feedback mechanism to see how far they have come, they progressed through the process not content thought and it also enables you to evaluate how smart your objectives were when you were designing the course. If at the end there is a mismatch going on and there isn't a joined up objective being reached, then you know that you have actually got to redesign it.

You could ask them to answer some questions. Now you could have this set up on a sheet already for them or you could have something like:

LEARNING OBJECTIVES / OUTCOMES

1. If you were able to ask for something from the programme what would it be?
2. What would make the possible use of your time today and what would you like to do?
3. What learning would you like to take back to your workplace to make this the best programme you have attended?

Of course, you as the trainer can also create your own learning outcomes page or learning objectives page for the individual learners and it could be that you can set it up for a new starter, a more experienced person or indeed tailored to the individual person because that is what has been identified in their own personal development assessment recently or something like that. It depends on how sophisticated your training preparation is. There is no right or wrong way to do this. However it is important that the concept of personal meaning to the person learning has been got across and that they totally understand why they are there and where they are going to be at the end of it.

Objectives can be a learning objective, but you could also do a group objective which is quite good for fun things.

Group Objective

Scenario, for the next twenty minutes you are going to work as a group.

The aim of this is for you to understand how to give medication in the correct sequence and the checks that are needed to do that.

What is your group objective going to be?

What do you think your personal objective should be?

And what you can do is that you can actually get them to write them up on a flip chart and then put it in the room whilst they are actually doing it.

Objectives of course, should be kept so that they can reflect on their achievements at the end as that forms part of an evaluation. Many people use SMART objectives not only to prepare their designing of a training session / course but also for the delegates. What are they?

SMART Objectives

SMART objectives stand for:

Specific
Measurable
Achievable
Realistic
Time bound

SMART objectives are the ones that, for example, follow those rules. So saying something like *I want to be a better care assistant* is not a SMART objective. Saying the following is a SMART objective, *at the end of the training course I will have practised a range of care techniques which will enable me to adapt to my care situation.* That is SMART. You can ask the students if their own individual objectives fit into that model and you can keep looping back until they actually do get it. However, there is a range of SMARTER objectives and they are:

Specific
Measurable
Achievable
Realistic
Time bound
Effective
Recorded

These last two Effective and Recorded would be most valuable for evidence based collation for people such as CQC.

Complete the activity

Monitor the outcome

Evaluate

These last three parts of the Cycle Approach will be covered in the next sections.

DELIVERY

Overview

By now you will have gleaned a lot of information. You know about your delegate, how you want to approach the training and all you've got to do is get the training pulled together and deliver it! Simple!

For many, you will have a folder or two you can go to get training notes and previous sessions. You may even have training packs from PaCT. Whatever works for you! Please however to make sure that you are organised.

1. An overview sheet of the whole course. A broad, quick reference tool for delegates and you! For example,

Food hygiene – suitable for all staff that handles food

SESSION 1	SESSION 2	SESSION 3	SESSION 4
Welcome Intro Policy Do's & Don'ts What would happen if..? Next session	Microbiology Case studies Cross Contamination	Personal hygiene Personal care	Cooking Kitchen inspection Cleaning Health & Safety

2. A detailed training plan for each session

Food hygiene Session I	Date xx	Location xxxxx
<p>Aims /Objectives</p> <p>To understand about Food Hygiene in a care setting</p> <p>To know what to do and not to do</p> <p>To understand what would happen if the food hygiene standards dropped</p>	Delegate	Trainer
<p>Outcomes</p> <p>To recognise poor standards of food hygiene</p> <p>To know what their involvement in food hygiene is</p>	Listening/ Speaking	Welcome, intro, objs
<p>Resources</p>	Reading /Game	Food Policy
<p>DVD</p> <p>Books</p> <p>Posters</p> <p>Newspaper articles</p> <p>Balloons/ string</p> <p>Paper</p>	Observing	DVD
<p>Next time</p> <p>Microbiology – get delegates to bring along stories of people who have had food poisoning</p>	Discussing	Task What would happen if...?
	Writing	Outcomes

3. A detailed Session plan

Food hygiene Session I	Date xx	Location xxxxx
Delegate	Trainer	
Listening/speaking	Welcome, intro, objs 5 MINS -housekeeping, domestic arrangements Scene setting 5 MINS EHP/ EHO inspections Objectives 5 MINS - Flipchart exercise	
Reading/Game	Food policy 10 MINS + 7 MINS - Description, where it can be found - Staff <ul style="list-style-type: none"> o Whose involved o When o Team work – BALLOON GAME 	
Observing	DVD – 3MINS	
Discussing	Task 20MINS What would happen if...?	
Writing	Outcomes 5MINS	

The rest of this section will imagine that you are creating a training course/ session. It will take you through from the very beginning to the end. It is written from the point of view of you arriving at a venue. Imagining the process and content which a delegate will experience, should enable a trainer to complete a well organised and stimulating course.

Venue and Location

To suppose that every Care situation has a dedicated training room is naive. For some you will be using an office. For others you may be using the dining room, a spare bedroom, or bringing two homes together in the conservatory. Whatever the location, you need to treat it like a training room for the duration of the course.

What's the first thing you should do when you setting up a training room?

The first thing that I always do is I have a check list in my head, and the check list in my head goes like this:

1. The first thing I check is the lighting. Where the light coming from is, is it natural, is it artificial? Where is the room situated, will the room be dark later in the day, will it be light all day?
2. I check on the housekeeping arrangements. Will we be disturbed? Will the residents sit in with us?
3. I may move the chairs, rooms, plants around to suit the session.
4. I check on water for me as the trainer so that I keep my vocal chords moist and I also check on refreshments and other opportunities to eat and drink for my delegates.
5. I then check on fire exits, housekeeping and timings.
6. I check on power points, sockets, setting up my equipment.
7. Put up any resources on the tables.
8. I make sure that I feel confident that I have got everything organised in front of me so I am not rummaging through boxes or bags.

Sometimes I have delegates arrive whilst I am actually going through all of this but that's fine! What it means is that I may not have left enough time or indeed one of my learners has actually left plenty of time to get there and I have used them to actually help me put stuff out and about and it creates a nice environment to start training in before we have even started. With staff at your home, having them make tea, introduce new starters etc is also good.

A big cheery hello also helps and often you may know them very well personally if you have done training with them before. Question like "How are you getting on?" is good. And if they raise any particular questions, why don't you get them to write it down and ask them when everyone is there as a team. Ask them how they got here, did they have a safe journey, tell them about where they are going to go. You ask them if they would like to sit anywhere. But a big cheery hello, a smile will really make them focus, and if there isn't an exam at the end then tell them! So many times people on courses and say "Oh I don't want to do tests!" Put them at ease, the way that you choose to do this will come with experience and who it is that you are learning with. When everybody is in they have got a drink, you then explain the domestic arrangements.

Domestic arrangements

The domestic arrangements quite simply are how the programme is going to go for that day, that session. The timings, location of refreshments, when breaks will occur and the rules for that, arrangement for any smokers and other housekeeping such as fire escape and rules for that. If food is being offered then dietary needs should be checked including any allergies or potential allergies if this has not been done in advance and what to do if anyone needs any special assistance.

It could be that you are using aids to facilitate the learning such as hoists, winches, loads to lift, needles etc., and again rules should be covered concerned that as well. Another rule, is that if you are going to move people around (a good strategy to split up little 'clicks' of people), then tell them. Do not underestimate the importance of domestic arrangements! Many people will be concentrating on where their children are or what time their children need picking up, whether their washing is out on the line, not with you in the room!

Trainer roles

Trainer roles are really important and during a training session you will adopt many different roles and styles of delivery. These are some of the common roles which you may adopt.

Manager – that's when you are co-ordinating the activities in of course structured learning.

Advisor – suggesting ways to tackle a task and ensuring the task is sufficiently challenging.

Negotiator – working with learners to negotiate an appropriate task, deadlines and other use of resources.

Challenger – providing additional perspective which might be missing.

Resource provider – organising, providing the resources.

Progress chaser – if you are delivering training and there needs to be some work which has to be brought back you may ensure the deadlines are being met.

Instructor – providing specific knowledge and skills. This may be only 3 or 4 minutes at the beginning of a 20 minute session on something, but you can do this and be quite academic whilst still being able to adopt other roles later on in the 20 minutes session.

Listener – acting as a sounding base for ideas and as a listener then also a reflector. A reflector being someone who would bounce back ideas and mirror the ideas which are being put forward.

Facilitator – helping groups, individuals reach decisions, e.g. choosing a suitable material for a project or a discussion.

Evaluator – deciding on the merits of a learner's approach and advising them accordingly.

Monitor – ensuring that all the learners are working to their full potential and making progress. This is of course crucial when we have any learners going through any of the NVQ work.

Assessor – assessing and evaluating any learner progress.

This list is not exhaustive, there are other ways; we can be a supporter, a mentor, a coach, a problem solver. However, these are deemed to be the predominant roles which would come out during a learning session.

Trainer approach

We all approach training differently! The training approach needs to be considered so that it is remembered and recalled whenever needed by the delegate. It is better to be very clear and up front about this and one way of sorting out the approach to the training whether it is very formal session or a very active based session is to tell or ask your learners what their ideal session would be. This is sometimes called a course contract and what it simply means is you ask them to consider themselves, or individually or in groups, what the worst form of training would be. You would hope that they would come up with words such as *boring, dull, I'm clock watching all the time* and then what you do is you then write on a piece of flip chart paper, on a white board or a smart board if you have one words such as the opposite, so you write the words *fun, participative, engaging, interesting* and stuff like that. This then forms part of your session and it enables them to recognise that you know that you don't want it to be boring and that you don't want it to be dull.

Training is often done by one individual person. That places a certain amount of pressure upon them to get it right every time. This is why it is so important that they are organised and that they have confidence in their subject. When you are team training with one or other trainers it is important to explain to the delegates how this is actually going to work and to explain each person's individual area of expertise or which areas they are going to focus on. Again it comes down to honesty and that is really, really important.

Ice breaker exercises

Why are ice breakers important? Ice breakers are important because enables the delegates to create a bond with each other and help create a rapport so they get to know each other. If they know each other already, an ice breaker can allow you to split up some friendship groups and see if other groupings may work just as well. This goes back to the fundamental tenant of excellent training and that is trust. When you know somebody you are more likely to trust them. This is why in the army so much time is spent on team work and knowing each other because it is a full collaborative approach to succeeding in their missions; as it is when we are working the health and social care sector. What one of your learners/delegates may do could have a huge impact on the team together.

So it is important to understand where they are coming from and you can keep a bank of ice breakers so that you can have an alternative one to hand if one of your students may have a special need or doesn't like the style of the ice breaker. Ice breakers can be long or short and the important thing is that you can use them at any point. It is ok to use an ice breaker for example after lunch not just at the beginning of the day if you want them to explore something very specifically. So having a variety of techniques available is important. You can do short ones that are simple and that are safe, for example:

1. Who are you and what do you do?
2. Why you are here what your personal objectives are?
3. What can you contribute to the group?

4. You can introduce someone else.
5. How far have you travelled and how was your journey.

Longer more involved ones may be:

1. Introducing themselves in the style of their favourite fruit or vegetable. For example a person identifies their favourite fruit or vegetable as a mango and then through questioning you can then say well why do you compare yourself to being a mango? And someone might say well I am very soft on the outside but inside I am quite hard and quite tough and resilient. This can lead to some very fun and interesting answers!
2. Other ice breakers involve introducing each other in the style of a newsflash or introducing another person.
3. You can also do a family crest or shield getting people to draw their shield if they were to go into battle and how they would be recognised.
4. Another thing that you can do is that you can get people up, you can get them stood in a room and you can stand in the middle and you can throw a ball to them. When the ball goes there they have to introduce themselves in either a simple way or a far more complex way.

And I am sure you have a number of ice breakers which work very, very well for you.

Thought!

What I sometimes do is I have an A4 piece of paper which says “find someone else”, and this “find someone else sheet” enables you whilst you are setting up the room to actually get them to talk to each other. So before you even do an ice breaker they already know who has a birthday in June, whether someone is allergic to strawberries, what a durian fruit is and for example stuff like that. In other words don't be scared to mix and match ice breakers to the times of the day, the group, the course you are running. For example if you are doing health and safety training why don't you get the delegates to introduce themselves in the style of a sign, for example a fire sign or a cleaning wet floor in progress sign, or for example if you are doing medication training their drug of choice!

Setting aims.

An aim states the intention of what the training is setting out to achieve, for example:

To meet the needs of the individual,
To meet the needs of the company,
To comply with specific legal requirement, and
To increase knowledge in specific area of health and social care.

This gives the purpose to the training and links to other parts of the business and of course it gives personal meaning to the learners.

Many people get confused between what an aim is and what an objective is and I would like to explain this. Aims are fundamentally the keystone of what it is you must get them to know. The language used in aims is very specific and very short. For example here are a few examples:

- The aim of the training session is to enable learners to use with confidence the five stages of the Mental Capacity Act.
- The session's aim is to provide opportunities for the learners to identify infection control issues.

Setting objectives

An objective sets out the required learning outcomes so that means that it eliminates the risk of under or over training by describing exactly what has to be learned. Objectives will inform:

The employer of what the employees will learn,
The employee of what has to be learned,
The trainer of what they have to teach, and
The examiner or assessor what they have to test or assess.

An objective is how you are going to get the learner enable or identify the aim. So the language used with objectives is what you are going to do. For example

- By the end of the session candidates or learners would be able to understand the five stages of the Mental Capacity Act, they would be able to identify who what and when to start the five stages. They would have knowledge to know who to speak to about it and such like.

I use the chart below to help me write them on my session plans and then discuss with them: -

What I intend to do is	Teach you Show you Explain to you	SUBJECT	So at the end of this session you will be able to	State List
My object is to	Prove to you Illustrate Etc..			Identify Solve Calculate Recognise Etc...
I am going to				

The language used is much more about how they are going to achieve the aim and that's the fundamental difference. You set the aim, how you get everybody there is the objective. The learning outcome is where you want the learner to be at the end of the session. This is covered by Evaluation.

Creating the session!

How are we going to deliver the subject? We know where we want to get the delegates but how can I create stimulating sessions?

Answer – by delivering training to their preferred learning style.

Learning Styles and Preferences

Learning implies that some changes in behaviour will be brought about after an extension of experience. Psychologists, both clinical and experimental, have established the way our five senses contribute to learning. They are as follows:

- Seeing 80%
- Hearing 14%
- Touching 2%
- Tasting 2%
- Smell 2%

What this really indicates is that our environment in which we train is crucial. The tone, the intonation and pace of the trainer is really important as well as are the chairs comfortable? Does the room smell? And various other different things like that. It has been indicated that retention increases by 50% when multisensory channels of communication are used. And in the following paragraphs you will see how we can actually increase that retention rate by delivering training to a preferred learning style.

Before we get into the essence of how people prefer to learn and individual learning styles, what I would like to do in this section is outline really the fundamental principles of learning.

1. People learn best when it involves the whole mind and body.
Learning is not merely head learning, e.g., using our brain, using our conscious brain, it is when it involves the whole body, the whole mind and all the emotions, senses and visual stimulus which come with that. It's when the left and the right brain physically are able to talk to each other.
2. Learning is creative. Knowledge is when a learner absorbs information but it is retained when the learner creates a stimulus surrounding that learning and that absorption. This means that when you as the trainer integrate a new learning experience or skill into their own ego, into their own self, learning literally creates new meanings and new networks which the brain and the whole body can stimulate each other with their own neural networks.
3. Learning together, collaborative learning is a fundamental part of interacting and when we compete, whether consciously or subconsciously, with our peers and co-operate it means that we can judge our learning and judge our retention against each other. This is well seen as not being a judgemental way of learning but collaborative learning is a fabulous way of retaining information.
4. Learning takes places on many different levels. Simultaneous learning is not sitting down and learning verbatim information, it is about really understanding that your body language, how you hold yourself, your posture, the tone of your voice really can affect who and what you are dealing with when in a work situation. So the brain doesn't learn things in a sort of sequence it learns things as a process but it is a parallel process and when it is challenged to do one or two or three or four things at one time, e.g. multi tasking, you find that that's when learning makes sense because all the things add up into one.
5. Learning comes from doing the work itself. As you can see many of us would engage with on the job the training and this is when buddying, mentoring, learning in the classroom and then taking it back to the work environment would be the most stimulating itself. The issue with this style of learning is ensuring that the person who is supervising mentoring or indeed training themselves are supportive and are not seen as being dismissive of any learning in front of a client or a service user but are being very encouraging, taking the learner away after the session and saying *ok what did we learn, what could we do next time?* So whilst it is a fabulous way of engaging real true learning, it should always be used wisely and very carefully.

6. When we learn it should feel good! I don't know about you, but many times when delivering training you can see people enjoying themselves and getting really good, solid knowledge, understanding and an application to themselves back in the workplace. This means that when you feel good delivering training then it should be the case that they are receiving fabulous training, and when learning is not stressful, not painful and certainly not dreary it is a wonderful way of opening up those neurotransmitters in the brain and having the most fabulous relaxed and engaging creative way of retaining new skills.
7. Absorbing information. The brain absorbs information through images which means that as a nervous system it is much easier to have a visual stimulus to learning, to new knowledge, than to have concrete verbal discussions. This means that by using your learner's brain as a television as a film and then using a variety of visual stimulus the brain can absorb the information and get the hook on the learning very quickly and then it means you can then add all the little bits of knowledge that are essential to ensure the quality of retention later on. Visual stimulus is key to fundamental learning.

The seven ways of learning are issues surrounding learning which have been looked at broadly there are part of an accelerated learning style of approach and it is based on flexible learning, a multi pathway of approaching learning. It's a very nurturing way of learning and ultimately it is very much results based. Results based because it proves that the learning has been retained and then can be recalled and it's about recalling learning and ultimately the trainer planning and preparing for that for the individual to be able to do that when back in the workplace that is much better than traditional learning.

Traditional learning was always very serious, very rigid, very time based. For example by the end of this session you will know the five stages of the Mental Capacity Act. It is slightly SMART but it really it doesn't say an accelerated learning approach which would be when you are back in your workplace you will be able to identify the correct point of the Mental Capacity Act at which point you can engage with others to solve any issue which may arise. In other words the characteristics of learning are much more fun. Which means they are much more exciting ways to deliver it!

This isn't an accelerated learning approach trainer skills pack. But what it does is that we are recognising that if we can accelerate learning in people and getting them to recognise learning to be open ended and fun, then it means it will enable us as trainers to open the whole mind up to the benefits of training.

This has huge implications for organisations, businesses and of course personal payoffs as well. It has been proved again and again that learning has been quicker, learning and retention has been able to be recalled over a much longer period of time, and it has stimulated much debate in the learning and training community. The important thing is that it can apply to the whole of somebody's life not just whilst in work, so if you engage the whole brain it really is a most amazing way of recognising, it is the natural way.

Furthermore I think learning and training has suffered from the historical point of *you're here to listen to what I say and you will do this and this when back in the workplace*. In other words a very black and white didactic approach to training and learning. What you see uniquely, I believe, in the health and social care sector, is many more areas and shades of grey. This doesn't mean that knowing processes and procedures are not fundamental to providing safety and security for any of our clients or service users, but it means that the person who has received the training has the capability to assess which bit of information, which skill they need to recall and then use and this is why being a fantastic trainer is also about being superbly aware of how individuals learn and their styles and that's what we will look at next.

Let's look at how our learners feel when they are learning something for the first time. There are four key phrases that are identified by Abraham Maslow, a well known figure in training and learning, who explains this in terms of being conscious and competent. I will explain this in terms of learning to use a video game machine for the first time.

- Unconsciously incompetent - people know that they don't know how to do it and if they try to load a game and use it for the first time they won't get very far.
- Consciously incompetent – they are now aware that they can't do it but what they will have to do is they will have to ask somebody for help or read the manual!
- Consciously competent – the learners can do the video game and if they concentrate on what they are doing then they can actually improve scores. However if their mind strays or the phone goes, or their mobile goes off, then again they might come unstuck in the game they are playing.
- Unconsciously competent – in other words playing the game has become so automatic that they can show others and explain it really without thinking.

What this means is that at any point with a delivery of knowledge there will be individual learners going through *“Oh right now I haven't got a clue, I know I am unconsciously incompetent!”* And some people can get quite scared, quite frustrated, and quite angry and present themselves as *“Why do I need to know this?”* You then might have others who are consciously competent and they can do it and they are like *“Oh why am I here again, I have done this three years ago, I know what I am doing, you can't teach me anything!”* Again they can come from various points on their conscious and competent scale and again it can present situations for the trainer to actually manage quite carefully. But if the trainer is aware of who is coming on the course, where they are in their training plan, what training they have received then you can work this out and prepare to handle any difficult situations before the training actually starts.

Another clue as to how people learn is by the way that they ask questions.

Questions

David Kolb in his experiential learning book published by Prentiss Hall in 1984 identified that there were four questions and the questions which the people asked were the following:

Type 1 – why people.

Type 2 – what people

Type 3 – how people

Type 4 – what if people

Why people

They are primarily interested in what it means to them. They want to know the reasons for learning and how it connects with their daily experience and also inform them how useful it is. They learn more when in co-operative learning and they like to talk.

Training approach – they'd say would you like to be able to do this by the end of the session? Or would this be useful to you?

What people

These learners like to get the facts and concepts in place. These people are very much the academics, they really do like to have the depth of knowledge, they love learning from lectures and they love knowing what the experts say. What people like to have are handouts as well.

Training approach – they would need to give them the facts. What more do you need to know. These people like to know where to get references from, they like to have stuff in a logical sequential order and they like to be able to tell people what they know. These people like to feel important.

How people

These learners want to practice and do something. They want to get in and get on with it. They want to try it out. These people haven't got time for fluffy ideas. These people want to know give me the information, tell me how I am going to use it and let me just get on with it. These people are very impatient. These people are often people in management who have done a lot of learning themselves and they can be quite stressed out if it becomes too woolly basically.

Training approach – they want to know how things work, they want to go through them in a sequential way, they do like stuff to be challenging and they like to feel validated and rewarded at the end of it, but they must have the conclusion at the end. These people don't like stuff like left floating. They can be quite difficult to work with!

What if people

What if people want to try out? They are very interested in learning by themselves, what if I tried that or what if I do that? They rely on their intuition a lot and they certainly like telling others what they know. (These are trainers in a nutshell. They are serious what if people).

Training approach – they love to ask questions. What questions do you have? What do you know now that you didn't know? And stuff like that. These people like to know the implications of the outcomes. If I do this, this and this or what if so and so asks me this question, or what if CQC ask me a question on this? They need a lot of explanation on how to keep things simple and not make it too difficult!

So what have we looked at? What we've looked at over the last few paragraphs is we have looked at basically how we train and we can sum it up in a much simpler way. What we do:

1. We give somebody a reason to learn and we make it appropriate to them judging by the types of question that they ask and how competent they are consciously or unconsciously.
2. We then give them concepts about the subject and we stimulate the images in their brains.
3. We then set about saying about the results and getting them to try them out.
4. We give them reasons to want to do and to learn more.
5. We need to give them the ability to retain and recall that information in any situation.

Learning styles

As we can see, learning two styles of learning is really important in our learners and what we need to do is we need to be able to prepare, present, practice that information and then also be able to perform it in front of our learners and what we have to do is we have got to create a way of getting them to learn best to improve their learning, recall and retention. So some people talk about visual learners, auditory learners, academic learners and kinaesthetic learners. Other people talk about designing training sessions to be SAVI.

- Sematic** – involves physical activity
- Auditory** – which as it suggests is about talking out loud and what are they learning
- Visual** – involves seeing, creating and integrating images in their minds. What you see is what you get.
- Intellectual** – involves using the mind itself. In other words the mind teaches itself through problem solving out of stuff which the person has learnt.

So whether you use any of these acronyms or not, ultimately we all learn in different ways. Some people have different learning styles which they will dot around, so if they need to learn something in a serious way for their work they become quite academic, other people are always very kinaesthetic, very doing, moving about and stuff like that. It is up to the trainer to try and recognise this sooner rather than later and there is a number of different ways which we can group people into how they learn.

There are fundamentally, from research conducted by a gentleman called Howard Gardner, nine intelligences and these are useful characteristics to explain specific abilities within people and when we are planning work, we can actually use this really cleverly to engage all the learning styles and all the different thinking skills into a much higher order because then it means that the brain is fundamentally engaged on many different levels and, of course, as we have seen, this is all part of accelerated learning. The nine intelligences are:

1. Musical
2. Interpersonal
3. Intrapersonal
4. Naturalist
5. Spiritual
6. Linguistic
7. Logical/Mathematical
8. Visual/Spatial
9. Bodily and kinaesthetic

Musical – Musical is quite interesting because in people who are able to sing, or think they can sing, play and compose music they are very, very clever. They will make up a little rap, they make up little ditties, and they will remember lines from poems and lines from songs. You will say something whilst training and they will go *I saw a film that had that in*. They are very clever at picking up songs, raps, rhythms, chants and everything like that. For example in food hygiene training you might use little mantras. *If you have got time to lean you have got time to clean*. And you can actually ask them to come up with a little rap associated with that and they are very, very able to do so. Musical intelligences often are linked with people who are logical and mathematical as well.

Interpersonal – Interpersonal means how they inter relate with others. In others they can work well with in teams, they help each other. They can be a little bit manipulative, so you do have to be careful. Often popular they can often be very controlling and can often have the big mouth of the group.

Intrapersonal – Intrapersonal are people who think a lot. They are very aware of their self and these are the people who think well what's in it for me. They are fabulous as being able to identify situations very clearly. These are often quiet people, they will sit, they will listen and then all of a sudden they will come up with a complete summary of about twenty minutes and just precise it down into one or two sentences. They are often very honest and they can be also very different which can lead them to be bullied, picked on or seen as awkward when in fact they're not; they are just very much into themselves.

Naturalist – Interested in how the environment and living world works and also what's in it for them. These are people who would be very inclined to take people outside on to trips, these are the people who want to organise stuff. They hate being cooped up. They like having the opportunities to escape. They like lots of holidays!

Spiritual – You will often find at recruitment and selection stages people will say *why have you applied for the job* and their answer will be *I just need to help people I feel it is my calling or it is my vocation*. Immediately you can identify that these are very spiritual people. They ask about the purpose, they are very sensitive to individuals, which is fabulous, and to justice. These people can also, however, be very rigid so again they should be rewarded for looking at the bigger picture but also have it explained very carefully about how things work.

Linguistic – Very able to speak and/or write well, not necessarily together. You often find that they can learn from reading, very independent again. They like listening a lot and they love researching. You find a lot of trainers are quite high on linguistic intelligences.

Logical and mathematical – These people are able to reason, calculate, very logical, very precise. They love solving problems. They can handle computer programmes very easily. They are often well respected but often quite feared in an organisation because they come across as knowing an awful lot, but do they know the hands on stuff as well as the management stuff and different things like that?

Visual/Spatial – These people are as it suggests able to work with images and often very fluffy, fuzzy images. They can draw, copy, paint not necessarily but they are very good at estimating things and they are very sensitive to colour. These are carers who would say *why don't you try that colour cardigan today that would look nice or shall we get dressed up and go out and look nice*. They are very much like that.

Bodily/Kinaesthetic – They like to be able to get in there and get on it. Often people who are bodily/kinaesthetic have got a very good sense of humour and can often mimic. They like using their bodies well. They are very good at solving things. If you need a situation working out *why doesn't this bed go up and down or why is this wheel chest stuck or why is service user A always sitting over there by the door in the corner, what is going on? I need someone to get in there and work it out*. These are the people that you want to be able to do that.

If you are aware of the nine intelligences you increase your opportunity for hitting their buttons so that they learn in the way which they can retain and recall. This is why it is so brilliant. So one way of doing this and using this as a trainer is to put the intelligences around the edge of a piece of paper and in the middle right down the training topic which you are going to cover, for example infection control and then what you can do is you can physically design, very broadly without much depth, ways of delivering training which would touch on each of the nine intelligences.

So what have we learned? We have learned about learning and the different styles and the way that we can approach our learners but it coming down to the trainer themselves, the facilitator, to be able to identify those people pretty quickly. This is why choosing good ice breakers which are different, and having a back up of them, means that through those you can identify through listening, observation and body language what they are saying and you can see how they interact over coffee and stuff and you can get a really good handle very quickly, without asking people to do an exercise into how do I learn, just what it is that they like to do and how they like to learn. What you can do though is you can issue them with a learning questionnaire and there is one in the reference section in handouts for you to actually be able to do that.

Thought!

You may not want to say out loud that you have worked out to a learner that they are linguistic, dominant, what if person or learner. You may find yourself upsetting people unwittingly! If you are doing work with management, however, on how to analyse people or how teams have been put together, or if a manager or a colleague says to you *why does so and so and so and so have difficulty working with each other* well you might elucidate and say well actually you have got a clash of personality there because somebody is a very dominant kinaesthetic and somebody else is a very dominant, academic, logical, mathematical and that's what is going on. However do always use these with caution and they are a guide not set in concrete.

Training Skills

We have seen from the previous sections of Delivery, that how we approach training can be creative, but we also need to be organised and systematic. The following part builds on Delivery and gives muscles to the training skeleton. What else should we be aware of?

The time of day

The time of day may be daytime, morning, afternoon. Afternoon sessions are notorious for people feeling a bit sleepier and stuff due to body clocks and digesting lunch. Who have you got learning? Have you got a group of new starters or have you actually got just one individual who needs some work doing with them? So depending on when you are training, who you are training and then more importantly why you are training, you can then work out how you are going to do it.

Resources and Materials

Whatever resource you use you must ensure they are a valuable contribution to any training activity. The golden rules are:

1. They must be relevant to the trainees and training activity.
2. The materials must be understood and accessible to everybody
3. They must be up to date and compatible. For example what is the point about handing out a newspaper article when the legislation that it mentions is out of date?
4. No resource should discriminate on the grounds of religion, sex, culture, ability, race, and creed.
5. Any advertising promotion of a branded name should be low key so trainees are not distracted by the advertisement that they have seen which may fail to get the training message across. So branded names should not be prominent.

Furthermore it is important when selecting the training material that they are presented in a format which is attractive to the trainee. And also for the trainer that the material has longevity so laminating handouts etc., is sometimes a very good idea. But prior to selection it is important to:

1. Assess the material with regard to its relevance to the trainees' needs.
2. Consider the purpose for which it will be used
3. Assess its appropriateness in terms of age, gender and culture
4. Assess its clarity and quality in terms of presentation
5. Assess the complexity of the language used. If is anybody with any language barriers, special needs, hearing impairments, visual impairments, any allergic reactions in case of any foods being used as a resource, or indeed latex in gloves being used, then again this must all be thought about and sorted out before the training takes place.

We can use laptops with software such as Microsoft PowerPoint, we could use overhead transparencies, we could use smart boards, we can use flip charts, graphs, charts, diagrams, quizzes, dvds, we can use audio, music, posters, leaflets, handouts, manuals, demonstrations, models, other props, experiments, anecdotes, stories, shared experiences, photos, books, pictures, group work, paired work, individual work, we can use mind mapping techniques, games, competitions, acting, role plays, case studies, site visits, humour, jokes and reading lists and/or reference opportunities.

Discussion on resources and materials

You do not have to design training to incorporate every single one of those because you would be very tired at the end! However, it's about choosing the correct way to train, with whom and how you are actually doing it. In a coaching situation you may certainly have a shared experience, very anecdotal discussion with formal recording of the discussion at the end. But if you are having a very informal session certainly with new starters you might to use more posters, leaflets and pictures. Or paired work might involved working someone with more experience and put someone with less experience together.

One part of this list which I would like to just discuss in a bit more details are **role plays**. Some people love them and others absolutely hate them. I would always decide very carefully when and where and how to set them up and to use them. Even for those who hate them, the benefit of seeing of something experienced and the uncomfortable nature of them is really a very true valuable exercise. It brings up the whole area of being taken out of your comfort zone and in learning we are often presented with opportunities to feel uncomfortable but then realise it is OK to feel uncomfortable because we are all learning something new. As long as the consensus at the end means that we haven't discriminated against or made someone feel much disrespected by not wanting to do role plays. A good role play to do is to use hoists for manual handling. Moving somebody out of a bed or taking somebody out of a chair or indeed putting someone in and out of a bath or in a personal care situation is good for delegates, because they can relate to it. How would they feel?

A series of dos and don'ts could be presented based on the analysis that the groups has experienced after doing the role plays and if there is someone who doesn't like doing role plays they would be a great person to actually have the **power of the pen** to actually write down what it is they are seeing even though they are not experiencing it directly themselves. So they are still part of the actual group.

Case studies are another way of doing a less threatening role play. Again it is more of a case of reading or looking at something and then discussing it. It is more of an academic role play. You don't physically have to move around as such, which some people would prefer. Always have a recap at the end of it.

So once you have worked out other opportunities to involve the group, used different resources and materials, looked at or planned for their different training and communication styles, what you can then do is you can then physically work out the timings of the session and each section and allow time for recall and also time for a temperature check, *"Is everybody alright, does anybody need the light switching on or turning off or can I pull the curtain for you or pull the blind?"*

Managing group activities

Group activities, how you split people up into groups is a very over used phrase, now get into your groups. You need to have a number of different ways of doing it, so instead of going a,b,c,d which can sometimes be quite competitive because everybody wants to be an a, or indeed all the 1s work together or all the 2s work together if you have gone 1,2 3,4, what you could do is you could have pack of cards and ask all the diamonds to work together or all the hearts work together or put a number of straws into a bowl and ask them who has got the long straws work together, the short straws work together.

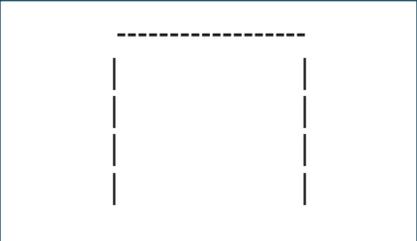
One way I have done it is to have a hat and in the hat have different flower names, all the roses work together, all the peonies work together, all the tulips work together. Another way of doing it all the Jaguars work together or the Audis work together or the BMWs work together. There are various different ones and of course some are more female friendly, some are more male friendly, but you do need to be careful and obviously be aware! Colours are good but don't use black and white.

With group work you need to make sure that your instructions are very clear and you may need to say them several times or indeed have them written down, either on a board, flip chart or indeed individual cue cards actually for each group. Make sure they have got all the resources they need. And finally be aware about the amount of time that they need. Have a strategy in your head if it under runs or over runs for time and also tell people if they have to report back. There is nothing worse than being putting someone on the spot who hates talking. Do engage with the groups and walk around or interact with them so they continue to run smoothly. Also keep an eye out for people who are possibly getting a little over heated or whatever. Always interact with your groups and seem to be part of it. This is your role as helping the facilitator role and helping stuff move along swimmingly. Don't stand on the edge and then ask people to feed back to you.

Creating a good training environment

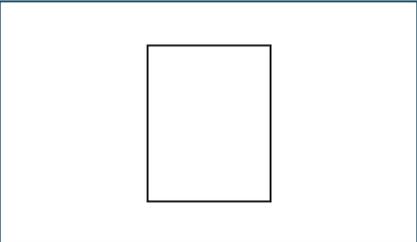
Seating, how do you want them to sit? Where do you stand or sit? How do you interact, how are you going to arrange the room? What activities are you going to undertake as to how you want the tables set out if you do that? Or if you are in a lounge that you have borrowed from the clients or the service users, how are you going to have that set out? Or is it just going to be a squashed office with 2 or 3 chairs? You do need to make sure that people do have opportunities to write though. And also if you were lucky to have a break out area or syndicate room, how are you going to manage those? Is there a door going between the two?

Meeting Room Layout Guide



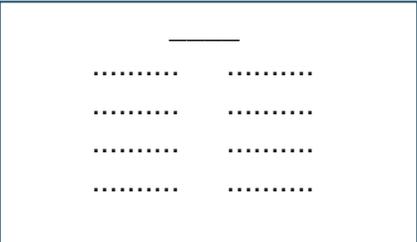
U-SHAPE

Seating around three sides of the room – good for presentations from front
Square layout conducive to discussion
Presentation space in the middle of the room



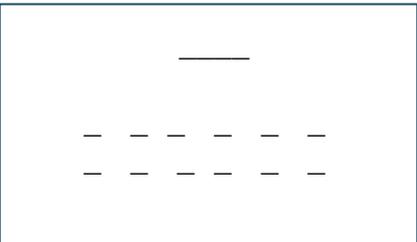
BOARDROOM STYLE

Centrally located table
Classic layout ideal for debate and discussion
Popular for smaller meetings



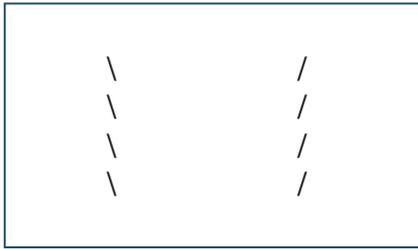
THEATRE STYLE

Used for product launches, presentations, displays
Used to present to large numbers of delegates
Allows for optimal room occupancy



CLASSROOM STYLE

Used to present to small to medium groups
Delegates (in ones or twos) have own workspace
Ideal for testing and individual training

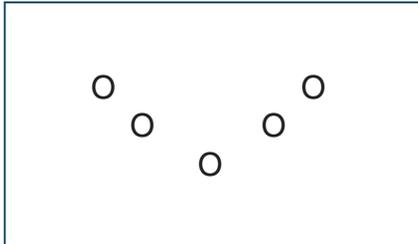


HERRINGBONE CLASSROOM STYLE

As Classroom Style

Tables angled towards centre

Allows more discussion than ordinary classroom layout



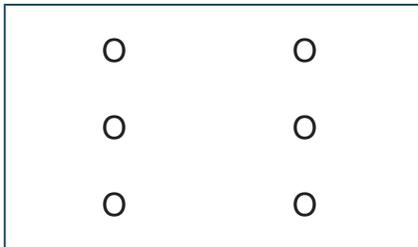
CABARET STYLE

(also known as **Bistro** or **Café Style**)

All delegates facing front-centre on round tables

Large space in the middle of the room

Ideal for small-group work



DINNER/DANCE LAYOUT

Tables around the outside of the room

Dance floor in central area

Each layout has its own advantages and disadvantages, so they must be considered on a room by room, session by session basis.

Music, some people do play music on arrival. Something like light classical music would be appropriate, not the 1812 overture. Some people use music to indicate group work, so it keeps the room very calm or whilst they are doing something individually, so again the music highlights the day.

You can now get very clever resources such as different coloured wall charts. You can of course use pens and stuff like that, but colours are good. Black and white is quite boring, so having a purple pen or different sized post it notes with different shapes on again also stimulates, a very standard flip chart can become quite colourful and far more appealing. We know with the use of colour green is very calming, we know lilac is very stimulating, we know brown is very good for learning.

Breaks -It is better to have more breaks than less breaks. The time that we can concentrate is actually our age. So if you were 35 you can actually concentrate for 35 minutes and after that you physically need a break. Some people even work on the 20 minute rule and that is 20 minutes of listening and then another 20 minutes of doing an activity.

Special Needs and the Training Room

Of course you should be aware of any learning needs any of your individual learners may have and that would be often highlighted whilst they are being selected and recruited. However, it is always a good idea to identify a training room on a lower floor just in case, and also make sure if someone does have a mobility issue they have got extra time to get to facilities to freshen up or indeed to get refreshments.

If someone has a sight impairment, how you accommodate them, you might have to consider whether the training is appropriate for them or not. But Braille is now readily available and large print material is also readily available and don't forget if a person with a sight impairment does bring a dog along with them, they may need extra breaks.

Hearing impairments, you might have a T loop system in place, you might be aware of them with hearing aids. Digital ones nowadays are very, very good. But also you might need to make sure that they sit near you so that they can physically see your lips moving as often lip reading is a huge part of how they cope with any hearing loss.

Perception of the risk of physical danger. Some people have trouble knife handling or using cleaning chemicals because they fail to perceive the real risk of physical danger to themselves and can act a bit of a clown in situations like this. People who fail to have the true perception of risk should be handled very, very carefully.

Assessed learning difficulties: -

Dyslexia and other learning difficulties may present little or no problem at all despite people being given the label as such. It is wise to contact the person prior to any training courses where you have knowledge of this and identify specific strategies which might be of use to them. For example:

1. Handouts on pale blue or pale yellow paper
2. All handouts being written in a larger font and in either font Tahoma, Comic Sans or Lucida.

Handouts may also be given to the person prior to the training or indeed a book may be given to them as well. Where reading is an issue then as much as is possible visual stimulus in terms of pictures and them able to write in their own way words in and around would be very, very useful. But it is very much down to the individual and with you to decide on how best to get the information across to them.

Thought!

If you have no knowledge of somebody with a learning difficulty, you may be able to identify small clues as to any potential issue. It has been my experience that people who come with no pen, no paper and a really big concern as to reading, exams and stuff like this will actually on private one to one discussion explain to you that they have never been very good at reading and they really are worried about showing themselves up in front of others. It's at this point that all that planning which you have done enables you to have contingencies in place which will help them not feel at all alienated and ostracised.

Dietary requirements isn't a special need so to speak, however if there was an allergen issue. For example, if a learner has a severe nut allergy, you might want to ask people on their joining instructions not to bring along peanut butter sandwiches or stuff like that or not nuts. Other times you might need to consider if you have diabetic learners for example and identify that they need to take breaks at certain times because of the need for insulin or indeed just in case of the need for food if they are type II diabetic.

If English is not their first language, then again using lots of diagrams, pictures and stuff would be good and also making sure that any English used in any handouts is completely jargon free and it is fully explainable.

There are four fluency areas which would need to be considered prior to a person attending training within English as a second language and they are:

Writing
Reading
Speaking
Listening.

The stages of ability can be summarised as:

Stage 1 – no English language skills
Stage 2 – Basic
Stage 3 – Intermediate
Stage 4 – Fully fluent in English
Stage 5 – Speaks, reads or writes English as a first language.

Lastly, it isn't a special need but it does need mentioning and that is behaviour of other students and with that in mind you should always be sensitive to anybody who does have a special need and everybody should be made aware of the best way of giving feedback and no inappropriate behaviour should go unchallenged ever.

Training skills discussion

This section has a lot of information on how to create good sessions. It is important that the trainer looks after themselves though, whilst delivering training.

Water. Essential for the trainer but also essential for the learner as well. If you are thirsty you are dehydrated and it is well documented that even a small amount of dehydration can lead to loss of knowledge retention or miss opportunities to learn.

Other tips for trainers would be to try not to drink too much tea, coffee or indeed take any alcohol, and also sucking sweeties or taking sweet drinks as caffeine, alcohol and sticky syrups have a very drying effect on the vocal cords and this can mean that you can end up being very croaky by the end. With plenty of water sip it, don't gulp it, but a sip every five minutes is good. Throat pastilles and lozenges and antiseptic gargles should also be only used occasionally and if you have to take many throat pastilles then there is a severe concern for your vocal hygiene, in fact you can very much damage the vocal cord and indeed the larynx and you should never, ever shout as this does cause much damage. Rest your voice wherever possible, and this is what I mean by giving somebody the pen, get them to write down the answers and ask people for their feedback.

Lastly pronunciation is important. Try not to over emphasise vowels as it strains the cords but we all have our way of doing it. But if you are doing an hour's training session that is completely different to doing a 2, or 3 or 4 day course all in a row. In terms of conserving your voice as a skill which trainers should do, breathe correctly from the tummy and not the throat and make sure that everyone can see you when you are training. Get the learners to read aloud instead of you and get the learners to answer questions that are posed to you. For example, if someone says *what would you do in this situation?* First thing you would say is *well does anybody have any ideas themselves?* Be quiet and then try and draw out from the group. This is a good way so it is not always you. Use very many visual aids as possible and visual stimulus and I think what I have found in my training is to make sure everyone can see you. Don't talk to them with your back, so always turn and face the group because you can actually end up talking twice. Writing on the board someone says "*Oh I didn't hear you or didn't see your lips moving!*" and then you turn round and you have to say it again. This leads on to people with hearing impairments and stuff like that, but how you actually look after your voice is very important, but don't overdo the coffee!

Managing Difficult people can be tricky. Here are a few tips!

Don't let people dominate! Thank them for their interest, but tell them that you need to hear from everyone as part of the course evaluation.

If you have a 'click' of people, move them around. Organise games so that they have to move!

Get opinions from others. Useful if someone is agitating others.

Shy learners. Get to know them through breaks, put them into pairs.

Always do the following, you are the professional: -

1. Stay calm
2. Never raise your voice
3. Be in control
4. Speak with people privately
5. Be aware of others reactions
6. Be polite
7. Never swear

EVALUATION

All training should include at the end of the session review opportunities to consolidate the learning that has taken place. Questions throughout training can clarify understanding and link forward to further training sessions. Remember delegates can reflect against their personal action plans and that can be formally or informally done. There should also be opportunities to involve the whole group and also to be able to use different training communication styles, and there are many different ways which you can do that.

Learning outcomes

The sorts of language used by delegates to show they have understood and learnt would be some of those used here: -

I now know how to.....

I am more aware of....

I can get information from

Next time 'x' happens, I know to do 'y'...

Personal Action Plans

Personal action plans are completed when you have identified the need and when you have gone through a cyclic approach to training. At the end of evaluating the training you will be able to say "*well what do I need to do now, where do I need to go?*", and for that you can complete it individually or with the trainer or facilitator or indeed with their manager when they get back into the environment.

Training assessment

Training can be assessed in a number of different ways and the number of different ways of doing it really depends on the results that are needed and are needed to be recorded. This can be done in terms of a very simple evaluation form or indeed it may be a formal feedback form for someone like CQC. It could also form part of an observations part of an NVQ or indeed be a very simple quiz with results, or it could be an exam.

The whole point of assessing training whether informal, formal or other, e.g. on the job training and being signed off, is that it should ensure that there is a continual process of improvement and that reward is given and cognisance is given if someone had failed and then they have actually achieved.

It is always a worry when someone undertakes an examination, for example a Level 2 Award in Food Safety in Catering and they go on a 1 day course and they come back and a few weeks later they get their results and they have passed. Then you are assessing their good practice in the kitchen, and you see cross contaminating with incorrect chopping boards and knives. How you approach this, given that they have a certificate to prove at that point on that particular date they were deemed to be competent is something to manage very, very carefully. You might have a procedure that you follow or you might just have a mention of it with their supervisor.

The most important thing to recognise is that if somebody is doing something wrong then that could be potentially fatal. This means that there should be a process in place that if someone has done something wrong then they know what needs to be done about it, and in this situation the corrective action for the incorrect use of chopping boards would be a re-training session. With that in mind, it would be about finding out why they hadn't understood it in the first place and then again working out how they learn, what their preferred style is and going through it again.

Quizzes, exams, telling someone how they are going to do it, talking it through, I am going to do this, then I am going do this, then I am go this, proves competence. However, a word of caution. Nowadays training is the first part, it is the recall and the retention of information which is the most important and that means providing opportunities for people to continue to learn. So posters in staff rooms, memory joggers in their wage packets, fun exercises at staff meetings when you meet up once a month and have a look at this or what do you think or notices in staff meetings raising points are all ways of just bringing it back to somebody's conscious competent brain that they do know what they are doing and they are still doing it right. Indeed training assessments should be carried out continuously and have opportunities for people to be rewarded.

Lastly, you must evaluate at the end of the course. Evaluation forms given to the delegates will enable you to reflect on your training and use it to inform the planning and delivery of the course again in the future.

References:

Training Sources

Social Care Online www.scie-socialcareonline.org.uk

It has one of the UKs most extensive free databases of social care information. Research briefings, reports, government documents, journal articles and websites to enable you to find lots of information very easily. Areas covered by this website include:

- Benefits and personal finance
- Criminal justice, law and rights
- Education, training and employment
- Government and social care
- Health and health care
- Housing and environment
- Living and life events
- Management and organisational development
- Mental health and mental health care
- People, groups and communities
- Physical and learning disabilities
- Research and evaluation
- Social care services
- Social work and social workers

www.elderabuse.org.uk

www.anncrafttrust.org

www.bvs.co.uk

www.ageconcern.org.uk

www.highfield.co.uk

Special Needs and Learning Difficulties

The British Dyslexia Association	www.bda-dyslexia.org.uk
The Basic Skills Agency	www.basic-skills.co.uk
The Basic Skills Resource Centre	www.ioe.ac.uk/library/bsa
The Disability Rights Commission	www.drc-gb.org.uk
The Dyslexia Institute	www.dyslexia-inst.org.uk
The Employers Forum on Disability	www.employers-forum.co.uk
MIND	www.mind.org.uk
The Plain English Campaign	www.plainenglish.co.uk
The Royal National Institute for the Blind	www.rnib.org.uk
The Royal National Institute for the Deaf	www.rnid.org.uk
Special Needs Services	www.theteachernetwork.com/special

Personal Action Plan

Name Date Department Company Name Location

Personal action required	By when	Whom am I going to involve?

Comments

Signed by	Signed by Manager/Trainer

VENUE SURVEY

BASIC DETAILS OF VENUE								
Venue Name								
Address								
Town		County		Postcode				
Telephone		Fax		Email				
Rooms Used				Room capacity				
Resources Available	Proj	DVD	Telephone	Computer	Photocopier	Tape Recorder	Tables/Chairs	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Electric Sockets (how many)	Secure equipment store	Tea/Coffee Making	Blackout Curtains	Other			
VENUE CONTACT DETAILS (person responsible for venue)								
Title	Forename		Surname					
Address								
Town	County		Postcode					
Telephone	Fax		Email					
VENUE CHECKLIST (please tick if present, otherwise leave blank)								
External lighting	<input type="checkbox"/>	Fire escape procedures	<input type="checkbox"/>	Fire safety precautions	<input type="checkbox"/>	Security	<input type="checkbox"/>	
Internal lighting	<input type="checkbox"/>	No obstructions	<input type="checkbox"/>	Adequate access to classroom	<input type="checkbox"/>	First aid	<input type="checkbox"/>	
Adequate access	<input type="checkbox"/>	WCs and wash facilities	<input type="checkbox"/>	Safety of electrical	<input type="checkbox"/>	Drinking water	<input type="checkbox"/>	
Fire exits marked	<input type="checkbox"/>	Rest area	<input type="checkbox"/>	Crèche	<input type="checkbox"/>			
The building	Convenient location	<input type="checkbox"/>	Adequate parking	<input type="checkbox"/>	Adequate signage	<input type="checkbox"/>		
	Comfortable classroom	<input type="checkbox"/>						
The Classroom	Adequate lighting	<input type="checkbox"/>	Reasonable acoustics	<input type="checkbox"/>	Clean	<input type="checkbox"/>		
	Adequate heating	<input type="checkbox"/>	Adequate seating	<input type="checkbox"/>				
DISABLED FACILITIES								
Single level access	<input type="checkbox"/>	Colour contrast at edge of steps						<input type="checkbox"/>
Even ground	<input type="checkbox"/>	Handrails where required						<input type="checkbox"/>
Ramps where required	<input type="checkbox"/>	Easy access around building for wheelchair users						<input type="checkbox"/>
Outside and inside of building well lit	<input type="checkbox"/>	Clear signs and notices						<input type="checkbox"/>
Parking for wheelchair users	<input type="checkbox"/>	Acoustics adequate for hearing impaired users						<input type="checkbox"/>
Toilet for wheelchair users	<input type="checkbox"/>	Hearing induction loop						<input type="checkbox"/>
Access to classroom well lit	<input type="checkbox"/>	Lighting adequate for lip reading						<input type="checkbox"/>
Name/Signed				Date				

VAK LEARNING QUESTIONNAIRE

Look at the Things to Learn in the table and decide if you would prefer choice A, choice B or choice C as a way to learn it. You must make one choice. Fill in your choice in the space below and then check your answers for their learning style indication and colour in the VAK Wheel for your individual learning style.

Question 1 CHOICE	Question 2 CHOICE
Question 3 CHOICE	Question 4 CHOICE
Question 5 CHOICE	Question 6 CHOICE
Question 7 CHOICE	Question 8 CHOICE
Question 9 CHOICE	Question 10 CHOICE
Question 11 CHOICE	Question 12 CHOICE

	THINGS TO LEARN	CHOICE A	CHOICE B	CHOICE C
1	Times table	Cover over and picture it	Saying it out loud	Adding on fingers
2	Spelling a word	Write it down	Imagine what it looks like	Say each letter out
3	Learning a foreign word	Repeating it out loud to yourself	Writing it out over and over again	Looking at a picture next to the word
4	Learning a history fact	Watch a video	Listen to a person on a radio explaining what happened	Role play – act out what happened
5	Learning how something works	Take the object apart and try to put it back together	Look at a diagram or a picture on the board	Listen to a speaker tell you about it
6	Learning a story	Tell someone else the story	Draw pictures/ cartoons to tell the story	Imagine the story
7	Learning a new sport	Watch a demonstration	Repeat back instructions to the coach	Do it
8	Learning a new move on a trampoline	Let the coach support you through the movements so you feel how to do it	Look at diagrams of the move on cards (flash cards)	Talk through the movements with a friend
9	Learning how to use a new tool in the workshop	Listen to your friend explain how to use it	Teach someone else how to use it	Watch someone else use it
10	Learning how to make a cake	Look at the instructions on the packet	Listen to a tape about what to do	Try to make it
11	Learning how to count in a foreign language	Sing the words	Look at cards/posters	Play French bingo
12	Learning how the eye works	Listen to a doctor telling you	Make a model	Look at a diagram of the eye

VAK QUESTIONNAIRE ANALYSIS

Check your preferred learning style for each of the twelve things to learn by referring to the chart below:

1.	A = VISUAL	B = AUDITORY	C = KINESTHETIC
2.	A = KINESTHETIC	B = VISUAL	C = AUDITORY
3.	A = AUDITORY	B = KINESTHETIC	C = AUDITORY
4.	A = VISUAL	B = AUDITORY	C = KINESTHETIC
5.	A = KINESTHETIC	B = VISUAL	C = AUDITORY
6.	A = AUDITORY	B = KINESTHETIC	C = VISUAL
7.	A = VISUAL	B = AUDITORY	C = KINESTHETIC
8.	A = KINESTHETIC	B = VISUAL	C = AUDITORY
9.	A = AUDITORY	B = KINESTHETIC	C = VISUAL
10.	A = VISUAL	B = AUDITORY	C = KINESTHETIC
11.	A = AUDITORY	B = VISUAL	C = KINESTHETIC
12.	A = AUDITORY	B = KINESTHETIC	C = VISUAL

Please colour in the VAK wheel on this page by recording **YOUR** score for Visual as an equal number of **RED** triangles, **YOUR** score for Auditory as an equal number of **YELLOW** triangles and **YOUR** score for Kinaesthetic as an equal number of **GREEN** triangles.

