

Support & Supervision Competences

Module 3 Learning, development and training

3A Organise systems and practical arrangements for delivering learning programmes

To do this you need to be able to:

1. Organise in-bureau aspects of learning programmes including
 - observation and participative activities
 - completion of learning packs and e-learning and other individual study materials
 - course bookings
 - supported and assessed activities
 - learning and assessment reviews
2. Order, store and update training and assessment materials
3. Make and store records for all trainees
4. Organise rooms, equipment, materials etc
5. Inform others about the activity and likely impact on other bureau work
6. Make practical arrangement for comfort and access needs of the group members.
7. Communicate relevant information to all parties involved.

Before doing this you need to:

- a) Be familiar with the learning programmes and materials
- b) Know how to access on-line learning activities and pre-course work
- c) Know the Citizens Advice procedures for making course bookings and ordering and updating materials
- d) Know policies and procedures relating to course attendance
- e) Know bureau practice and procedures for room and equipment bookings, refreshments etc
- f) Be able to make clear and accurate records
- g) Be able to work co-operatively with other support and supervision staff involved in supporting learning in the bureau.
- h) Understand the importance of finding out individual access requirements and the procedure for doing this
- i) Know what facilities are available to meet access needs e.g. loop system, materials in different formats
- j) Know arrangements for communicating with all parties involved.

3B Inform trainees and other staff about learning programmes

<p>To do this you need to be able to:</p> <ol style="list-style-type: none"> 1. Explain the competence structure, programme objectives, learning process, methods and materials 2. Explain policies and procedures relating to the programme, including assessment 3. Provide information on external learning activities where learning needs identified cannot be covered by Citizens Advice programmes 	<p>Before doing this you need to:</p> <ol style="list-style-type: none"> a) Understand how competences relate to learning programme structure and objectives b) Understand the learning and assessment process, methods and materials c) Understand the relation between courses and in-bureau learning d) Know the policies and procedures relating to learning programmes e) Be aware of a range of external learning and training providers relevant to bureau work.
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3C Facilitate training sessions using a range of inclusive teaching and learning methods to meet the needs of different learning styles and ensure learner participation

<p>To do this you need to be able to:</p> <ol style="list-style-type: none"> 1. Use prepared session plans and tutor notes 2. Make appropriate use of a range of visual aids, learning resources and inclusive teaching methods 3. Explain the learning objectives and the and relevance of the learning activities 4. Regularly check understanding and learning and adjust the session accordingly 5. Use techniques that encourage group participation 	<p>Before doing this you need to:</p> <ol style="list-style-type: none"> a) Be familiar with the programme you are presenting and the work context of the learners b) Understand the course objectives and content sufficiently to be confident in dealing with questions from participants. c) Know what is expected of you as a tutor e.g. in terms of confidentiality, health and safety, session evaluation etc. d) Understand what motivates adult
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<p>6. Monitor group activity and progress and intervene when necessary to ensure the effectiveness of the learning</p> <p>7. Manage group dynamics</p> <p>8. Use communication techniques that meet the needs of individuals and the group</p> <p>9. Promote a welcoming, safe and inclusive learning environment that is compliant with Citizens Advice aims, principles and policies.</p>	<p>learners and barriers to learning</p> <p>e) Know how to establish ground rules within the group</p> <p>f) know about different learning styles and why it is important to vary teaching methods within the session</p> <p>g) Be confident using a range of visual aids, learning resources and teaching methods</p> <p>h) Know a range of ways of organising group work and be confident using them</p> <p>i) Understand group dynamics and how they can impact on learning</p> <p>j) know how to check learning against learning objectives</p> <p>k) Be able to adapt material, techniques and timings and your communication style when necessary to meet the needs of learners.</p> <p>l) Give individual learners the attention they need to learn effectively</p> <p>m) Give positive and developmental feedback</p> <p>n) Know the process for identifying access needs and the facilities available to meet them</p> <p>o) Know how to facilitate equal participation by all group members</p> <p>p) Know how to facilitate discussion and move the group on</p> <p>q) Know how to deal with challenging participants</p> <p>r) Know the domestic and health and safety arrangements for the venue.</p> <p>s) Know where and how to access support and advice.</p>
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3D Develop inclusive training and learning programmes

To do this you need to be able to:

1. Develop relevant and SMART learning objectives
2. Prepare schemes of work and session plans that:
 - deliver the learning objectives
 - include a variety of inclusive and participative teaching methods and resources
 - include initial assessment of learners
 - include on-going and final evaluation of learning
 - comply with Citizens Advice aims, principles and policies
3. Ensure the continual improvement of the programme

Before doing this you need to:

- a) **Understand the learning cycle and how this should inform the programme.**
- b) **Know the learning needs of the participants and how to assess them.**
- c) **Know how to write**
 - **SMART learning objectives**
 - **schemes of work**
 - **session plans**
 - **tutor notes**
- d) **Understand different learning styles and how different teaching methods impact on these.**
- e) **Know a range of participative teaching methods and how to apply these effectively**
- f) **Know what learning resources are available and how to use these effectively**
- g) **Know how to build flexibility and contingency planning into the programme.**
- h) **Know a range of evaluation techniques for evaluating learning throughout the programme and at the end.**
- i) **Understand how on-going evaluation can contribute to the continual improvement of the learning programme.**

3E Manage learning and development

To do this you need to be able to:

1. Carry out relevant learning needs analysis
2. Develop, agree and manage the implementation of the learning plan within allocated resources
3. Develop and manage the implementation of effective evaluation processes
4. Develop and manage the implementation of effective processes for assessment of individual learning needs.
5. Make effective use of accreditation of prior experience and learning (APEL)
6. Develop and manage the implementation of effective individual learning/training plans
7. Develop and manage the implementation of effective processes for assessment of learner achievement against agreed learning objectives/role competences
8. Develop and manage the implementation of effective administrative and recording systems to support learning
9. Define roles relevant to learning and trainee support.
10. Develop processes in conjunction with other staff for identifying and recruiting internal staff (paid and volunteer) to support learning and trainees.
11. Supervise learning support workers

Before doing this you need to:

- a) Understand the principles that underpin learning needs analysis
- b) Know the current and future context for the needs analysis
- c) Know the resources available e.g. financial, human, physical
- d) Know methods and tools available for collecting, analysing and reporting learning and development data
- e) Know who the learning and development stakeholders are and how and when to consult and share learning and development information
- f) Understand the importance and boundaries of confidentiality in the context of individual learner needs
- g) Know the Citizens Advice APEL process
- h) Know a range of methods for evaluating learning programmes
- i) Understand the principles of assessment
- j) Know a range of methods for assessing individual learner achievement, and be familiar with Citizens Advice assessment processes
- k) Know different methods of supporting learners to identify their preferred ways of learning and how to use this information to support their learning.
- l) Different ways of providing feedback to learners on the outcomes of learning needs analysis.

<p>12. Develop and manage the implementation of effective induction programmes for new staff/ staff in new roles</p>	<ul style="list-style-type: none">m) Know how to ensure equality and diversity related issues are embedded in the processesn) Know record keeping and administrative requirements of internal and external stakeholderso) Understand the role of learning support workers in your bureau.p) Be familiar with Citizens Advice and bureau induction materials, learning programmes, processes and requirements.q) Know how to delegate effectively to learning support workers.r) Know how to negotiate and co-ordinate with other supervisory staff to share paid and volunteer staff resources and allocate work.s) Know how to be pro-active in dealing with problems raised by learning support workers, including trainee performance problems. <p>.</p>
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