



Wac Arts

empowering young people to change their world



Lifelong
Learning
Programme

EURO ARCO PROJECT

Training Materials for the Masterclass-Workshop

London, 23rd & 24th September 2013
WAC ARTS, Hampstead Town Hall, London

Session Plan: **Communication Skills**

Session Type: Activity Discussion

Session Length: 11:00am – 13:00pm

WHY IS THE SESSION NEEDED?

- **REASON (1):** To facilitate the transference of the Transferable Skills Toolkit for Trainers into partner organisations and local contexts.
- **REASON (2):** To ensure all trainers who will use the Toolkit are able to demonstrate an understanding of the purpose of the Toolkit and how it might be used in their own practice.
- **REASON (3):** To facilitate a process by which the trainers are able to easily embed communication into their session plans/teaching practice.

WHAT IS THE PRIOR LEARNING OF THE GROUP?

All trainers were required to complete and submit a Trainer Profile before training workshops were developed/delivered. The trainers involved are all practicing trainers, working across the Creative and Cultural Industries, and are delivering wide-ranging activities within a non-formal learning environment for young people who are not in employment, education or training (NEET).

WHAT IS THE SESSION'S OVERALL AIM?

Being the first workshop within the Training for Trainer programme, the aim of the workshop is first to communicate the purpose of the Trainer Toolkit, so that they can use the Toolkit to enhance their current practice.

Targeted to the needs of trainers and training managers within community-based training establishments, the aim of this workshop is to enhance skills and equip participants with the tools needed to embed communication skills in learning interventions designed for the NEET cohort.

WHAT OUTCOMES DOES THE SESSION HOPE TO ACHIEVE?

By the end of the workshop, participants will be able to:

- Define what communication skills and tools are;

- Identify their own communication skills and those of others and how to improve and use such skills to enhance learning and participation;
- Work with others to identify what communication skills are and how to develop these;
- Identify how to use the Trainer Toolkit to enhance and embed practice.

WHAT TRANSFERABLE SKILLS WILL BE EMBEDDED INTO THIS SESSION?

- Communication Skills
- Creative Thinking

WHAT WILL BE ACHIEVED BY EMBEDDING THESE TRANSFERABLE SKILLS?

- Trainers will experience a range of communication skills activities that can be embedded seamlessly into a training session/workshop, and work with others to share ideas on how this might be achieved in their own practice.
- Trainers will see how their existing skills and know-how in teaching practice can be used to think differently, and experiment with new/different techniques and approaches.
- Trainers from partner organisations will be able to share and exchange ideas and practice, get to know one-another, and develop relationships that will support the delivery of the project's pilots.

HOW WILL YOU EVIDENCE THAT TRANSFERABLE SKILLS COMPETENCES HAVE BEEN ACHIEVED?

- Production of written presentations created through group work
- Oral presentations given by each group
- Feedback from the group and workshop facilitators

SESSION OUTLINE – THE 'METHOD'

Introduction Communication Skills

11:00am **Welcome, Introductions and Warm-up Activity**

- Getting to know-you

The group seated in a circle is divided into pairs: the activity is to discuss with one-another, the history of your name.

After time given, the pairs move around the circle, clockwise: the activity is to introduce your previous partner, to the new partner.

After time given, the pairs are formed **into 3 small groups, who then all**

The group is encouraged to discuss the purpose of the exercise, what was learned and what communication skills were used; and, how this helped bond the group so that they are better able to work together over the next two days.

11:30am – 12:30pm Communication Skills

Communication Skills: what are they and how are the different forms used within a variety of contexts.

- What are the different forms of communication? **Group Discussion**

With reference to the Transferable Skills Toolkit for Trainers, the group is asked to engage in a dialogue with each other and with trainers - discussing, exchanging and exploring what is understood by communication, and the various forms of communication, including written, oral and non-verbal communication.

- Key things to explore include the role of trainer as communicator and what types of communication skills the trainer requires in order to deliver an effective learning experience.
- How young people communicate between one-another and the different forms of communications that they use, and what barriers they might experience.

- What happens in your learning environment now?: **Shared Learning**

Divided into groups, the individual groups are asked discuss how communication skills are embedded into their current learning environment/practice, and to develop this further by exploring what works well and not so well, what needs to change, and how all three areas of communication (written, oral and non-verbal communication) can be embedded into learning in an authentic way.

- Key things to explore include the learner groups (cultural, language differences, etc), and the needs of the individual.
- How young people communicate between one-another and the different forms of communications that they use, and what barriers they might experience.
- How can communication be embedded in an authentic way, with examples of current practice to be exchanged.

Trainer Note: Groups produce and present highlights of their discussions
Trainer summarises key points, gaps and opportunities

12:30pm – 13:00pm Needs Diagnostic and Evaluation of Distance Travelled

- Needs Diagnostic and Evaluation of Distance Travelled **Shared Learning**

In the same groups, all work together to exchange examples of existing practice of how Transferable skills are first identified (a training needs analysis) and how 'distance travelled' is captured.

Trainer Note: Groups produce and present highlights of their discussions
Trainers summarises key points, gaps and opportunities

Plenary Activity

- Trainer-led summary of presentations made, drawing together all key points, issues, gaps and opportunities in a clear and concise way, as this will inform the 'way forward'.
- Where possible, drawn conclusions and summary visually using a mind-map approach to show the interconnectivity between key themes, etc

Assessment Opportunities

Not applicable

Session Evaluation

- Questionnaire

WHAT WILL BE NEEDED TO IMPLEMENT THE SESSION?

Resources Required

Resource Name	Type of Resource	Where is it?	Number Required
<i>Copies of Session Plan Schedule</i>	<i>Handout</i>	<i>Photocopies</i>	<i>15</i>
Transferable Skills Toolkit for Trainers		Toolkit	Trainers will bring their own but 5 spare copies to be made available
Flipchart Paper			1
Pack of flipchart Pens			2

Session Plan: **Communication Skills**

Session Type: Activity Discussion Presentations

Session Length: 14:00am – 16:00pm

WHY IS THE SESSION NEEDED?

- **REASON (1):** To facilitate the transference of the Transferable Skills Toolkit for Trainers into partner organisations and local contexts.
- **REASON (2):** To ensure trainers across the partnership exchange effective practice, sharing lessons learned and how these can be applied to the pilot projects that will be run as part of the project.
- **REASON (3):** To facilitate a process by which the trainers are able to share a common understanding of what is meant by learner-led learning and training practice.
- **REASON (4):** To exchange effective practice to enable learning to take place in a mixed ability group and how individual learning needs will be met.

WHAT IS THE PRIOR LEARNING OF THE GROUP?

All trainers were required to complete and submit a Trainer Profile before training workshops were developed/delivered. The trainers involved are all practicing trainers, working across the Creative and Cultural Industries, and are delivering wide-ranging activities within a non-formal learning environment for young people who are not in employment, education or training (NEET).

WHAT IS THE SESSION'S OVERALL AIM?

Being the second workshop within the Training for Trainer programme, the aim of the workshop is consolidate the purpose of the Trainer Toolkit, so that they can use the Toolkit to enhance their current practice.

Targeted to the needs of trainers and training managers within community-based training establishments, the aim of this workshop is to enhance skills and equip participants with the tools needed to embed communication skills in learning interventions designed for the NEET cohort.

WHAT OUTCOMES DOES THE SESSION HOPE TO ACHIEVE?

By the end of the workshop, participants will be able to:

- Further define what communication skills are.
- Describe ways in which communication skills gaps can be addressed within the learning environment.
- Apply learning to a range of different situations and come up with solutions.
- Identify how the tools set out within the Transferable Skills Toolkit for Trainers can be used to shape and develop their own training practice, and influence organisational change and/or improvement.

WHAT TRANSFERABLE SKILLS WILL BE EMBEDDED INTO THIS SESSION?

- Communication Skills
- Creative Thinking

WHAT WILL BE ACHIEVED BY EMBEDDING THESE TRANSFERABLE SKILLS?

- Trainers will experience a range of communication skills activities that can be embedded seamlessly into a training session/workshop, and work with others to share ideas on how this might be achieved in their own practice.
- Trainers will see how their existing skills and know-how in teaching practice can be used to think differently, and experiment with new/different techniques and approaches.
- Trainers from partner organisations will be able to share and exchange ideas and practice, get to know one-another, and develop relationships that will support the delivery of the project's pilots.

HOW WILL YOU EVIDENCE THAT TRANSFERABLE SKILLS COMPETENCES HAVE BEEN ACHIEVED?

- Production of written presentations created through group work
- Oral presentations given by each group
- Feedback from the group and workshop facilitators

SESSION OUTLINE – THE 'METHOD'

Introduction Communication Skills

14:00 – 15:00pm **Communication Challenges**

Working in groups, the task given is to consider the communication challenges that are brought into the learning environment, and how can those seen as 'negative' or 'inappropriate' communication behaviours be used to explore and improve communication skills with young people?

- Partners to explore 'typical' situations from their learning environment and what effective solutions have been developed.
- Groups are to prepare a presentation and present this to the rest of the group.

15:15pm – 15:40pm Group Presentations

Trainer Note: Groups produce and present highlights of their discussions
Trainer summarises key points, gaps and opportunities

15:40pm – 16:00pm Reflections

Plenary Activity

- Trainer-led summary of presentations made, drawing together all key points, issues, gaps and opportunities in a clear and concise way, as this will inform the 'way forward'.
- Where possible, drawn conclusions and summary visually using a mind-map approach to show the interconnectivity between key themes, etc

Assessment Opportunities

Not applicable

Session Evaluation

- Reflections Exercise
- Questionnaire

WHAT WILL BE NEEDED TO IMPLEMENT THE SESSION?

Resources Required

Resource Name	Type of Resource	Where is it?	Number Required
<i>Copies of Session Plan Schedule</i>	<i>Handout</i>	<i>Photocopies</i>	<i>15</i>
Transferable Skills Toolkit for Trainers		Toolkit	Trainers will bring their own but 5 spare copies to be made available
Flipchart Paper			1
Pack of flipchart Pens			2

Session Plan:	Communication Skills		
Session Type:	Activity	Discussion	Presentations
Session Length:	17:00am – 18:30pm		

WHY IS THE SESSION NEEDED?

- **REASON (1):** To facilitate the transference of the Transferable Skills Toolkit for Trainers into partner organisations and local contexts.
- **REASON (2):** To ensure trainers across the partnership exchange effective practice and sharing lessons learned in terms of embedding non-invasive diagnostic tools (training needs analysis) and “distance travelled” measurement tools into the learning environment.
- **REASON (3):** To facilitate a process by which the trainers are able to share a common understanding of what is meant by learner-led learning and training practice, within the context of establishing individual needs and tailored training, and enabling trainers to better understand the benefits of the young person, as a learner, taking ownership of their “distance travelled” tool – as a positive measure of achievement and progression.

WHAT IS THE PRIOR LEARNING OF THE GROUP?

All trainers were required to complete and submit a Trainer Profile before training workshops were developed/delivered. The trainers involved are all practicing trainers, working across the Creative and Cultural Industries, and are delivering wide-ranging activities within a non-formal learning environment for young people who are not in employment, education or training (NEET).

WHAT IS THE SESSION'S OVERALL AIM?

Being the third workshop within the Training for Trainer programme, the aim of the workshop is consolidate the purpose of the Transferable Skills Trainer Toolkit, so that they can use the Toolkit to enhance their current practice.

Targeted to the needs of trainers and training managers within community-based training establishments, the aim of this workshop is to enhance skills and equip participants with the tools needed to embed communication skills in learning interventions designed for the NEET cohort.

WHAT OUTCOMES DOES THE SESSION HOPE TO ACHIEVE?

By the end of the workshop, participants will be able to:

- Describe the purpose of using Diagnostic Tools with individual learners in order to review and focus learning materials, session plans, and training practice.
- Describe and identify a wide range of approaches for embedding communication skills in training practice, and which can be used for a variety of different situations, based on the needs of the individual learner, as well as the group, overall.
- Identify how the approaches and tools given within the Transferable Skills Toolkit for Trainers can be applied to their own learning environment.

WHAT TRANSFERABLE SKILLS WILL BE EMBEDDED INTO THIS SESSION?

- Communication Skills
- Creative Thinking

WHAT WILL BE ACHIEVED BY EMBEDDING THESE TRANSFERABLE SKILLS?

- Trainers will experience a range of communication skills activities that can be embedded seamlessly into a training session/workshop, and work with others to share ideas on how this might be achieved in their own practice.
- Trainers will see how their existing skills and know-how in teaching practice can be used to think differently, and experiment with new/different techniques and approaches.
- Trainers from partner organisations will be able to share and exchange ideas and practice, get to know one-another, and develop relationships that will support the delivery of the project's pilots.

HOW WILL YOU EVIDENCE THAT TRANSFERABLE SKILLS COMPETENCES HAVE BEEN ACHIEVED?

- Production of written presentations created through group work
- Oral presentations given by each group
- Feedback from the group and workshop facilitators

SESSION OUTLINE – THE 'METHOD'

Introduction Communication Skills

17:00 – 18:00pm **Identifying Needs and Capturing Distance Travelled**

Trainer Presentation

What are Diagnostic Tools and why are they important within the learning environment? What role does the Diagnostic Tool play in the journey of change a young person will experience during their learning, and how this change is captured through "Distance Travelled" tools?

Working in groups, the task given is to consider what challenges might occur when engaging young people in a process of identifying their learning needs, and engaging them effectively in capturing their “distance travelled”?

- Partners to explore ‘typical’ situations from their learning environment and what effective solutions have been developed.
- Groups are to prepare a presentation and present this to the rest of the group.

18:00pm – 18:20pm Group Presentations

Trainer Note: Groups produce and present highlights of their discussions
Trainer summarises key points, gaps and opportunities

18:20pm – 18:30pm Reflections

Plenary Activity

- Trainer-led summary of presentations made, drawing together all key points, issues, gaps and opportunities in a clear and concise way, as this will inform the ‘way forward’.
- Where possible, drawn conclusions and summary visually using a mind-map approach to show the interconnectivity between key themes, etc

Assessment Opportunities

Not applicable

Session Evaluation

- Reflections Exercise
- Questionnaire

WHAT WILL BE NEEDED TO IMPLEMENT THE SESSION?

Resources Required

Resource Name	Type of Resource	Where is it?	Number Required
<i>Copies of Session Plan Schedule</i>	<i>Handout</i>	<i>Photocopies</i>	15
Transferable Skills Toolkit for Trainers		Toolkit	Trainers will bring their own but 5 spare copies to be made available
Flipchart Paper			1
Pack of flipchart Pens			2

Session Plan: Creative Thinking Skills

Session Type: Presentation Activity Discussion

Session Length: 13:00pm – 16:00pm

WHY IS THE SESSION NEEDED?

- **REASON (1):** To facilitate the transference of the Trainer Toolkit into partner organisations.
- **REASON (2):** To ensure all trainers who will use the Toolkit are able to demonstrate an understanding of the purpose of the Toolkit and how it might be used in their own practice.
- **REASON (3):** To facilitate a process by which the trainers are able to easily embed communication into their session plans/teaching practice.

WHAT IS THE PRIOR LEARNING OF THE GROUP?

All trainers were required to complete and submit a Trainer Profile before training workshops were developed/delivered. The trainers involved are all practicing trainers, working across the Creative and Cultural Industries, and are delivering wide-ranging activities within a non-formal learning environment for young people who are not in employment, education or training (NEET).

WHAT IS THE SESSION'S OVERALL AIM?

This is the third workshop within the Training for Trainer programme, and now the trainers have experience of working together as a group.

To enable trainers working with the NEET cohort enhance their training practice through applying creative thinking, and learn techniques to improve the creative thinking of the learners that they work with.

WHAT OUTCOMES DOES THE SESSION HOPE TO ACHIEVE?

By the end of the workshop, participants will be able to:

- Describe what is meant by creative thinking and how this might be applied to their own practice;
- Identify how creative thinking can be developed among the NEET cohort to improve learning and life chances;

- Apply creative thinking tools to a range of scenarios given within the session, which can be transferred into their own practice.

WHAT TRANSFERABLE SKILLS WILL BE EMBEDDED INTO THIS SESSION?

- Communication Skills
- Creative Thinking Skills

WHAT WILL BE ACHIEVED BY EMBEDDING THESE TRANSFERABLE SKILLS?

- Trainers will experience how applied creative thinking can enhance delivery of wide-ranging subjects, including those technical.
- Trainers will have a better understanding of how embedded creative thinking can enhance the learning environment by encouraging learning as a multi-dimensional process.
- Trainers will see how their existing skills and know-how in teaching practice can be used to think differently, and experiment with new/different techniques and approaches.
- Trainers from partner organisations will be able to share and exchange ideas and practice, get to know one-another, and develop relationships that will support the delivery of the project's pilots.

HOW WILL YOU EVIDENCE THAT TRANSFERABLE SKILLS COMPETENCES HAVE BEEN ACHIEVED?

- Production of written presentations created through group work
- Oral presentations given by each group
- Feedback from the group and workshop facilitators

SESSION OUTLINE – THE 'METHOD'

Introduction Creative Thinking Skills

Warm-up Activity

- Creative Thinking Skills: Power Point Presentation

First/Main Activity

In groups, use a mind-mapping approach to exploring what creative thinking skills are currently or can be applied to:

- Music Creation and Music Technology
- Video & Digital Design
- Drama

Once this task is completed, the group will move straight on to the second activity.

Second Activity

In the same group, use the mind-map produced to:

- Design a Sample Course/Session Plan that embeds creative thinking skills, using the template given.

Once this task is completed, the group will move straight on to the third activity.

Third Activity

In the same group, consider how creative thinking skills might be demonstrated and/or evidenced for the individual, as well as the whole group.

Plenary Activity

- All three groups are to present their creative mind map, how this then helped inform the development of the Course/Session Plan, and what evaluation and/or distance travelled tools that could be used to measure impact.
- Discussion about the approach adopted by workshop leaders, which was designed to draw out existing skills, knowledge and expertise, and apply these creatively to new situations, using decision making, problem solving, and shared ideas, to come up with a ‘product’ that everyone had contributed to, and felt that they ‘owned’ .
- Discuss how such a collaborative approach helps draw out ideas and solutions, but also reinforces what can be achieved if an open-mind is applied to the task.

Assessment Opportunities

What skills and or competences are to be assessed? What tools, exercises or checks will be used to make the assessment?

- Observation: application of ‘tools’ to produce presentations that are individually contributed to yet owned by the whole group.
- Peer Assessment: encouraging constructive feedback

Session Evaluation

- Feedback/discussion
- Questionnaire

WHAT WILL BE NEEDED TO IMPLEMENT THE SESSION?

Resources Required

Resource Name	Type of Resource	Where is it?	Number Required
Trainer Presentation	Power Point Presentation	Euro-Arco Drop Box	1
Session Plan Template	Power Point Presentation	Euro-Arco Drop Box	1

Flipchart Paper and pens			1 flipchart 1 set of pens

EURO-ARCO

Trainer personal profile

Trainer¹

EURO-ARCO

(enter date) 2013

When completed, the information contained within this document will help to inform the content of the Train the Trainer workshops delivered as part of the EURO-ARCO project.

The document draws reference to the Transferable Skills in the Creative and Cultural Industries Toolkit for Trainers (WAC, Rinova, LSIS), which is being transferred as part of the Leonardo da Vinci Transfer of Innovation EURO-ARCO project.

Trainer Name:	
Date:	
Are you a Trainer?	YES NO If yes, please answer all questions on pages 2-5
Are you a Training Manager?	YES NO If yes, please answer questions on page 6

¹ Trainer: refers to those working in a non-formal learning environment and who might also be referred to as Tutors.

Checklist Questions: 10 Questions for Trainers

Before getting into producing your Trainer: Personal Profile in any detail, we suggest that in the first place, Trainers answer a few short questions about their own experiences of Transferrable Skills. Below is a list of questions asking about what Transferable Skills you think you have acquired through your own work/training practice, how and where you acquired them, and how you could evidence them if asked?

The Transferable Skills Trainer Toolkit is for both experienced/established Trainers and those who are now to teaching in non-formal situations. Filling in this checklist and working with the Toolkit will count as valuable Continuing Professional Development no matter what your level of experience.

Defining Transferable Skills

Transferable Skills have been subject to a variety of definitions and interchangeable terms. Transferable Skills generally focus on a number of common areas such as: communication skills; numeracy; the use of information technology; learning how to learn; teamwork; leadership; problem solving; and, interpersonal skills, etc.

More about Transferable Skills is given on Page (10) of the Transferable Skills Trainer Toolkit.

10 Questions for Trainers

Checklist Questions	YES	NO
Key transferable skills		
Do you fully understand what is meant by Transferable Skills in the context of this toolkit?		
Are you aware of the key Transferable Skills that many employers are looking for?		
Can you identify at least three Transferable Skills you have acquired through learning in the cultural field?		
Incorporating key skills into your teaching and training		
Have you ever incorporated key Transferable Skills into any of your courses or teaching sessions?		
Would you know how you could start to embed Transferable Skills work into your teaching?		
Have you ever produced course plans or lessons plans for the teaching you do?		
Providing Evidence		
Are you aware of the types of evidence that learners can produce to show they have developed their Transferable Skills		
Have you ever had to produce an evidence portfolio yourself or for your learners?		
Measuring Progress		
Do you know what methods you and your learners could use to track their progress with acquiring Transferable Skills?		
Your creative practice		
Can you list 5 Transferable Skills that can come out of the teaching you do in your specialist area?		

Source: Transferable Skills in the Creative & Cultural Industries, Toolkit for Trainers (WAC, Rinoa, LSIS)

If you have answered YES to any of the questions above, please use the space provided to list down the evidence.

Transferable Skills Evidence - refer to next page

Transferable Skills Evidence

Key Transferable Skills

Your evidence:

Incorporating key skills into your teaching and training

Your evidence:

Providing evidence

Your evidence

Measuring progress

Your evidence:

Your Practice

Your evidence:

About your practice

About you

Q1: At what level do you consider to be qualified as a Trainer? Entry level

Intermediate level
level
Advanced

Q2: Please list your highest level training qualification below and if possible the relevant level on the European Qualification Framework².

-
-
-
-

Q3 Please list your profession and/or technical qualifications (e.g. Film & Media Diploma)

-
-
-
-

Q4 Please list the courses or further learning undertaking as part of your continuing professional development, which are relevant to you developing your own transferable skills, or the transferable skills of others.

-
-
-
-

Please provide any further information you would like to be considered:

(Please use an extra sheet if needed)

² UK Ofqual: Office of Qualifications and Examinations Regulation – Comparing Qualifications:<http://ofqual.gov.uk/help-and-advice/comparing-qualifications/> and http://ec.europa.eu/eqf/compare_en.htm

About your learning environment

Q1 Would you consider your learning environment to be: 1. non-formal education
education 2. formal
training 3. vocational

Q2 What are the ages of the young people that you work with? 1. 16-18 years
2. 18-25 years
3. 16-30 years

Q3 How would you describe the sector of your organization? 1. statutory education
statutory education 2. non-
3. other

Q4 Please use the space below to describe a typical session you might run with your learners

Q5 Please use the space below to describe the young people who you work with.

Q6 Please describe how you would currently embed Communication Skills and Creative Thinking Skills into your practice.

Managing your learning environment

Q1 Please describe your current mission and or vision for the organization, and particularly its work with improving the life chances of young people.

Q3 Please describe how your learning environment is structured/organized.

Q4 Do you currently require all trainers to embed transferable skills into their training plans?

Yes

No

If you have answered Yes or No please give reasons why in the space below:

Q4 What impact measurement or 'distance travelled' tools do you use and why?