

EVALUATION REPORT

Community
Learning and
Development
Services

**CAPACITY
BUILDING
TRAINING
CALENDAR
2012 - 2013**

**FREE
TRAINING FOR
LOCAL GROUPS,
ACTIVISTS,
COMMUNITY,
VOLUNTARY &
THIRD SECTOR
STAFF &
VOLUNTEERS**

The 2012-13 Capacity Building Training Calendar Evaluation Report

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An Overview

The 2012-13 Capacity Building Training Calendar, put together by Community Learning and Development Services Capacity Building Practice Group, was informed by an extensive skills audit and training needs assessment undertaken with staff, partners, local management committees and other community groups.

It offered a range of free training opportunities (both accredited and non accredited) to people working in a paid or voluntary capacity with a community or third sector group or in a public sector role focussed community development or engagement across East Lothian.

What was offered :

- 35 training sessions
- 24 different free courses
- 20 daytime and 15 evening sessions scheduled over 11 venues
- 423 training opportunities to people working with and within communities

What was delivered:

- 25 training sessions went ahead as planned between September 2012 and March 2013
- Of the 10 sessions that did not go ahead
 - 4 courses were cancelled due to low enrolments
 - 4 sessions were cancelled due to staffing issues
 - 2 sessions were postponed due to adverse weather conditions and had not yet been rescheduled at the time of writing this report.
- 18 different courses were delivered, offering 292 training opportunities
 - Social Media Explained (x3)
 - Introduction to the Keystone Awards
 - Keystone Mentoring (train-the-trainer)
 - Introduction to the Community Activist Course (train-the-trainer)
 - Good Governance and the responsibilities of Management Committees
 - Getting the most out of SurveyMonkey (x2)
 - Digital Agility workshops (x5) – covering Facebook, Twitter, YouTube and Blogging
 - Recruiting and Motivating Members
 - Becoming a SCIO
 - Preparing Financial Reports
 - Using Interactive Boards and Voting Pads
 - Finding Funding
 - Signposting for Employability (x3)
 - Using Comic Life
 - Graphics for Groups
 - The Craft of Facilitation

Development, Distribution and Administration

Planning and Development

The content of the calendar was developed in response to a number of surveys and audits initiated by the Capacity Building Practice Group in 2012:

1. A training and skills audit of staff within CLDS
2. A training needs survey distributed to ELLP partners
3. A survey of the support and information needs of local management committees conducted as part of the Managing Together programme

Using the needs identified here, combined with the service priorities included in the CLDS business plan, the 24 courses to be included in the programme were selected and developed.

- 9 of the proposed courses were to be directly delivered by CLDS staff
- 4 courses were designed to draw upon the skills and knowledge of ELC staff in other departments
- 11 of the courses relied on bringing in external specialist tutors

The calendar was developed primarily as an online resource, hosted on the ELLP website, however it could also be printed and distributed in a paper format. Information included in the calendar about each course was prepared by the tutors involved in delivering the course in a standard format.

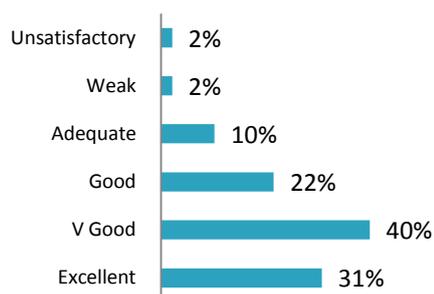
- All of the tutor's responding reported that the expectations placed on them at this stage were clear and appropriate (with 50% reporting they were 'very clear').

The information presented for each course included:

- a course outline;
- an indication of target participants;
- a list of intended Learning Outcomes; and
- information on progression routes or further related training.

- 71% of participants rated the information they received in advance about their course as being 'very good' or 'excellent'
- Only 8 participants suggested they had not received adequate information to make an appropriate choice about attending the course

Information received in advance



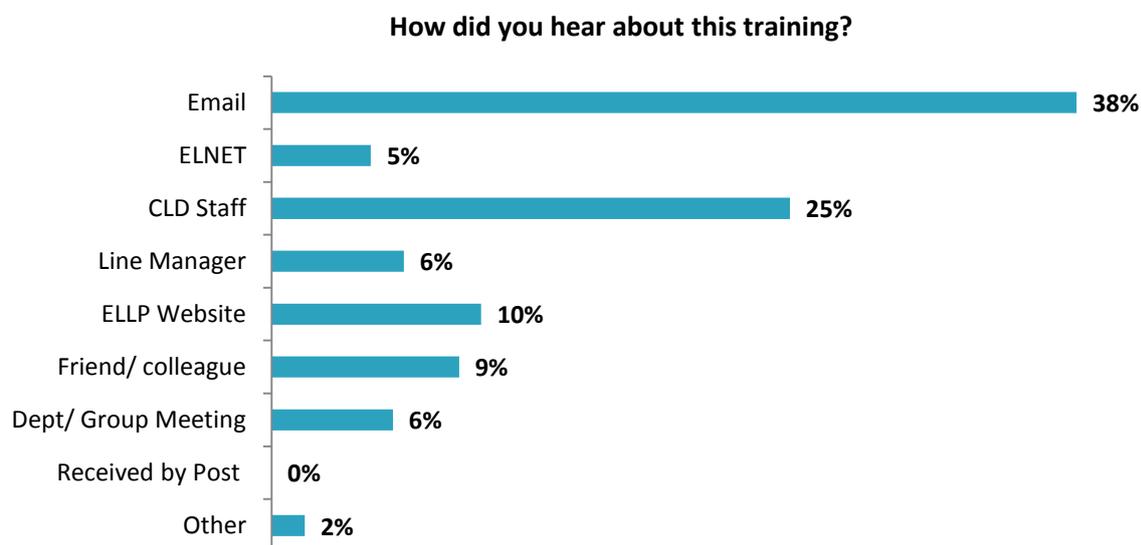
'I thought the Calendar looked very professional, was easy to read and easy to locate courses. Liked that each course was laid out the same and provided learning outcomes.' Course tutor

'Quality Calendar, great graphics, great administration. 😊' Course tutor

Promotion and Distribution

Most of the initial promotion of the calendar was done via emails to staff and partner networks, complemented by a notice on ELC's el-net.

As part of the evaluation process participants at each course were asked how they had heard about the opportunity. The graph below shows that direct email was the principle method, followed by contact from CLD staff, and demonstrates the importance of local networks and personal contact for getting information out to prospective participants.



Tutor's comments reveal that they felt there needed to be more ongoing promotion of the courses as they were approaching, particularly if numbers were low.

'Calendar seemed to disappear off ELLP website into Archive - should have been re-circulated at least twice throughout the period of delivery.'

'Need to distribute throughout the duration of training to remind people what is available.'

'there needed to be a more collective, whole team approach to distributing calendar and highlighting upcoming courses'

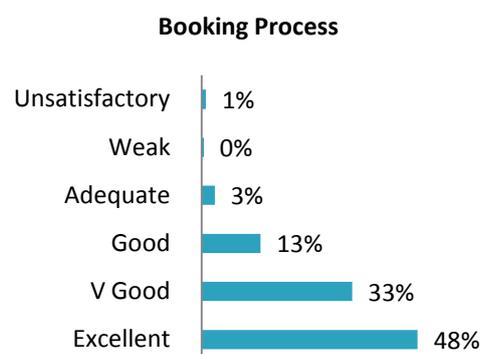
Registration and administration

The calendar made use of the Eventbrite on-line registration system which allowed participants to register themselves directly onto courses. This software was also used to manage waiting lists, automatically confirm bookings and send reminders.

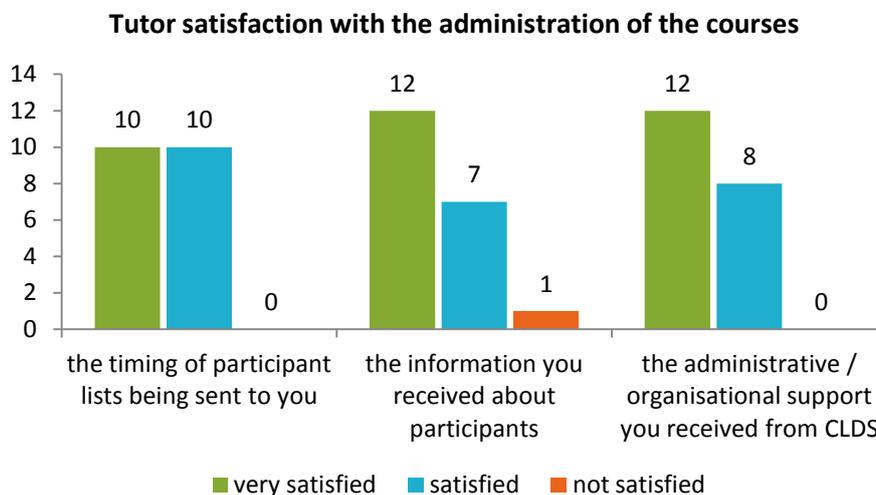
- Approximately 95% of all bookings for courses were completed by participants on-line, significantly reducing the administration time required to manage this process.

Feedback from participants, in the graph to the right, shows a very high degree of satisfaction with the booking process overall.

'Very easy to use booking service and well administered'
Course Tutor



The administration of the courses, including the monitoring of bookings and waiting lists, was undertaken by administrative staff based at the CLD Musselburgh office. Using the information collated on Eventbrite tutors were sent participant lists approximately 1 week prior to their course date – including contact details and group affiliations. Feedback shows that tutors were generally very satisfied with this aspect of the calendar’s organisation, something further demonstrated by their comments below.



‘This side of the calendar seemed to work very well and was efficiently maintained throughout.’

‘Eleanor’s support from the administrative side was vital and there is no way it would have run so smoothly without her.’

‘Couldn’t have asked for better service.’

Evaluation

A standard evaluation form was developed for all courses delivered as part of the Training calendar. It included a number of closed questions about pre-course processes and information, the venue, their experience of the training itself and their ability to implement their learning. It also included open questions designed to explore how they would use their learning, any specific improvements they would suggest and identify further training needs. A copy is attached as appendix A.

- **203 evaluations** were completed by participants (a completion rate of 94%).

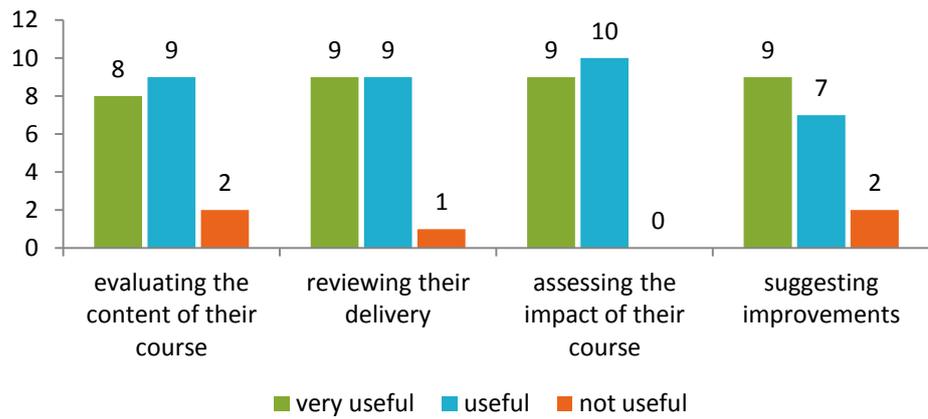
This has successfully enabled the evaluation of the calendar as a whole and the data generated has been used to inform the conclusions drawn in this report.

As the calendar was ending an evaluation form was sent to all tutors who had delivered courses between September 2012 and March 2013.

- 20 of the 21 tutors responded to the questionnaire providing feedback on 16 of the 18 different courses

As part of their evaluation the tutors were asked to comment on the usefulness of the standard evaluation form for evaluating their own courses.

Number of tutors reporting the standard evaluation form was useful to...



As a facilitator I found it useful to make my own notes about how I felt the course went in addition to the participants feedback.

Evaluation form good for collecting general evidence, but helps to explore further and support with participant comments/additional evaluation.

I fine tuned my delivery after every evaluation

Too many questions and not all relevant to the course - not enough opportunities for specific comments on delivery aspects

Participation

Overall there were **217 attendances** at courses offered as part of the 2012-13 Capacity Building Training Calendar.

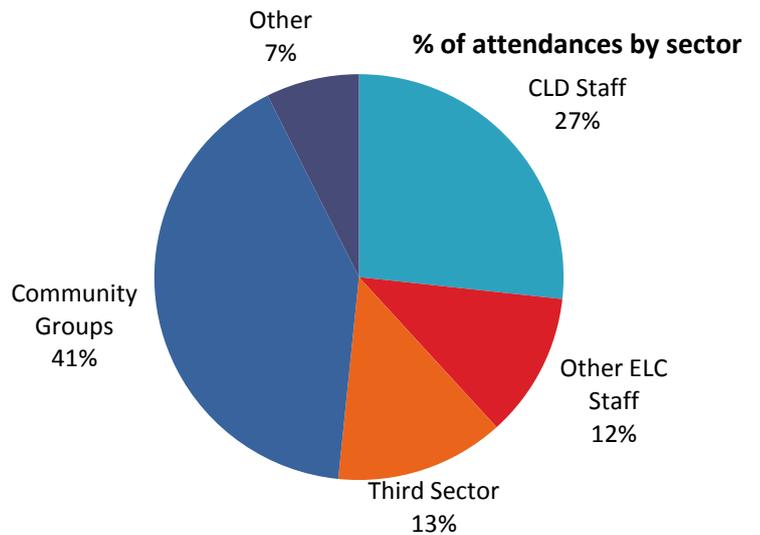
- This represents an overall uptake rate of 74% capacity for the course that went ahead
- **141 different people** took part in training
 - 28% of these were East Lothian Council staff
 - 47% were volunteers and community activists from groups across the county
- People from **56 different public, community, voluntary and third sector groups and organisations** took part in the training

39% of attendances were from East Lothian Council Staff

- from CLDS, Policy and Performance, Libraries, Community Housing, Sports Development, Children's Services and Elected Members

41% were from community based volunteers.

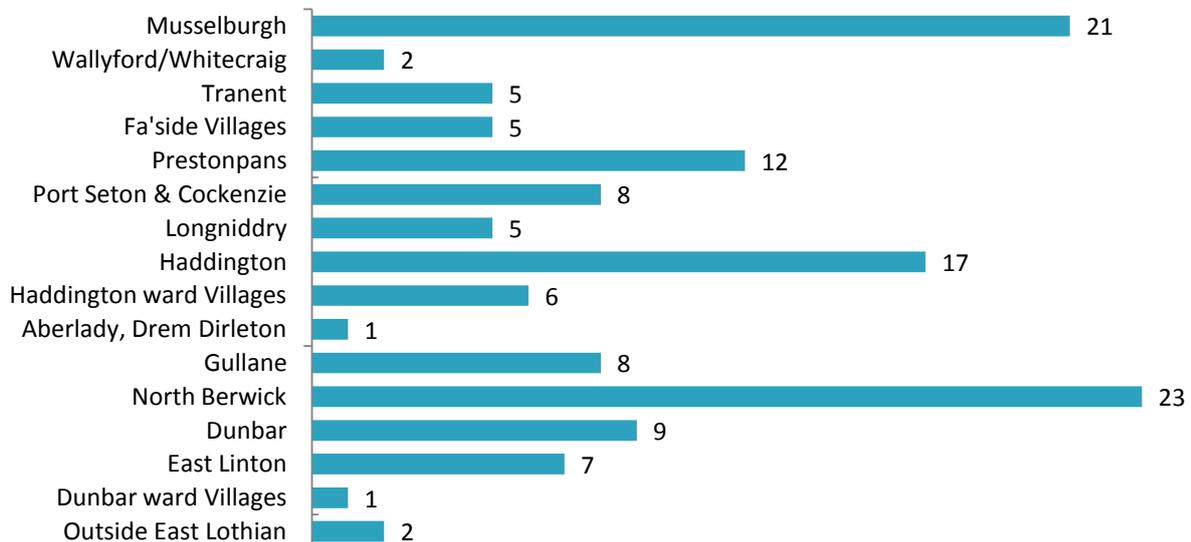
The 15 attendances recorded as 'other' were either un-affiliated individuals or people who declined to answer this question at registration.



37% of attendances at courses were by those who described their work or community involvement as covering East Lothian as a whole. The remaining attendances were quite well spread across the county.

- the highest rate of attendance by population size was from the North Berwick Coastal ward
- the lowest was from Fa'side

attendances by area of work / community involvement



Participants in all of the courses were self-selecting, based on the information included in the Training Calendar.

- From the participant evaluations it seems that most people were happy with their choice, with 93% rating the content of the course they attended as 'relevant to their needs'

Very enjoyable and constructive!

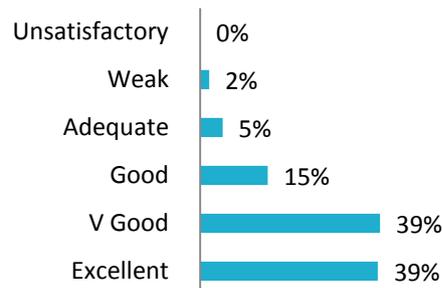
A very quick 2½ hours - thoroughly enjoyed the session. It's good to re-visit theories and have the chance to explore other ideas.

A very useful training - time well spent, clearly explained. Thank you.

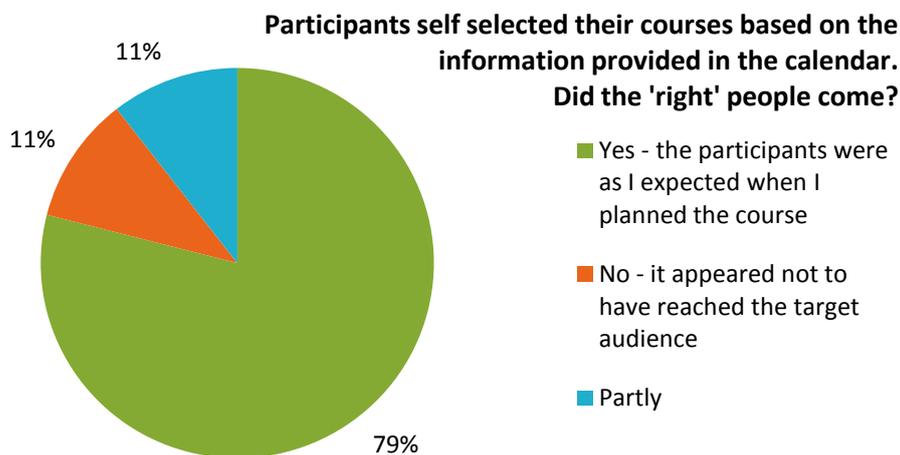
Very well put together-first time I've had the opportunity to come to this level of useful information

Very good workshop - relaxed and learning informative and motivating. Thank you!

Was the content relevant to your needs?



With this in mind the tutors were also asked as part of their evaluation whether 'the right people' registered and participated in the training.



Yes & No really. We had quite a few participants (mostly CLDS) who had little or no understanding of the relevant social media - yet chose to come to the workshops rather than the introductory sessions - perhaps we could have been clearer of what was expected at the workshops. - Tutor, Becoming Digitally Agile

In the main most of the people who signed up had the necessary level of computing skills to undertake the course. There was the odd participant who struggled with this as they were used to using a different software package. - Tutor, Becoming Digitally Agile

It was hoped that there would be colleagues from other services within the Council as well as Youth Workers, Adult Literacy and Support Service Staff. It would help if [management across the Council] had a clearer understanding of what the course entails so that they understand the benefits to people being worked with throughout East Lothian. . - Tutor, Skills for practice

At a train-the-trainer course I was a bit surprised and unprepared for non-practitioners enrolling- Tutor, Train-theTrainer

Only one participant had already covered the materials with another provider, but not the fault of the promo materials. She made the wrong choice. . - Tutor, Skills for practice

The group were very mixed in terms of the types of organisations they represented and they had different levels of knowledge / understanding. It wasn't clear why some participants attended the session e.g. they were not part of a management committee or constituted group or they had very good knowledge and not at introductory level. - Tutor, Strengthening Local Groups

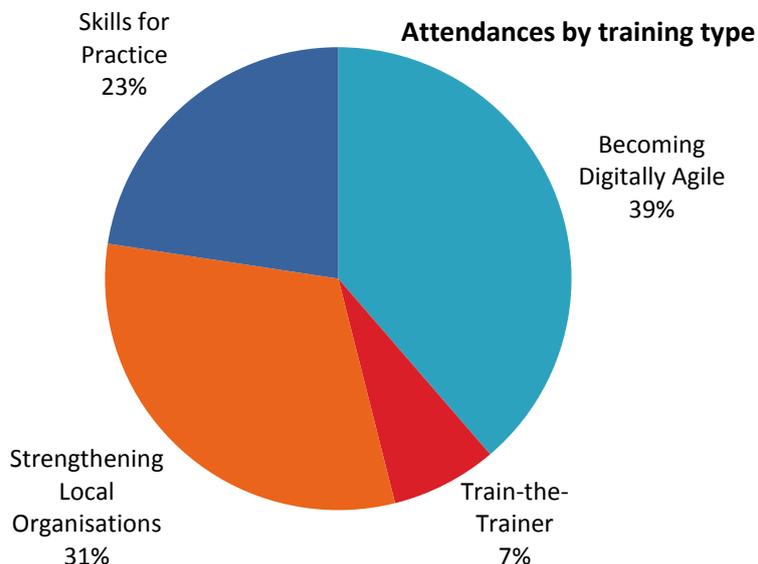
Evaluation of the Training Delivered

25 training sessions were delivered between September 2012 and March 2013.

- 72% of the training opportunities included in the calendar were therefore delivered as planned

For the purposes of analysis these have been grouped into 4 training types to reflect the purpose of the training offered.

- 1) Becoming Digitally Agile (12) – improving the capacity of staff and community groups to use social media and other digital resources
 - Social Media Explained (x3)
 - Getting the most out of SurveyMonkey (x2)
 - Digital Agility workshops (x5) – covering Facebook, Twitter, YouTube and Blogging
 - Using Comic Life
 - Using Interactive Boards and Voting Pads
- 2) Train-the-Trainer (2) – enhancing the capacity of our staff to rollout training and development opportunities for communities
 - Keystone Mentoring (train-the-trainer)
 - Introduction to the Community Activist Course (train-the-trainer)
- 3) Skill for Practice (6) – training intended to introduce or develop practical skills that can be used to enhance work being undertaken in and with communities
 - Preparing Financial Reports
 - Signposting for Employability (x3)
 - Graphics for Groups
 - The Craft of Facilitation
- 4) Strengthening Organisations (5) – courses focussed on sharing knowledge that can support the development and effectiveness of local groups and organisations
 - Introduction to the Keystone Awards
 - Good Governance and the responsibilities of Management Committees
 - Recruiting and Motivating Members
 - Becoming a SCIO
 - Finding Funding



Evaluation of course content

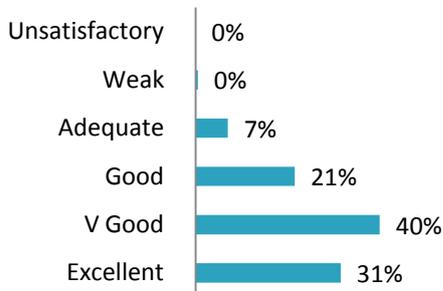
94% of participants completed an evaluation form at the end of their course

- 72 % of participants rated their satisfaction with how the learning outcomes were met as 'very good' or 'excellent'
- 54% rated the knowledge or skills gained through the course as 'very good' or 'excellent'
- When asked whether the topics were covered in sufficient detail 92% reported this had been more than adequately achieved

Were the Learning Outcomes met?



Were topics covered in sufficient detail?



Knowledge & Skills Gained



Very good session with clear links made to how we can use social media to our advantage. - Participant, Becoming Digitally Agile

Stimulated thoughts on current status of MC, potential weaknesses, areas for improvement. Helped me identify future areas of work/developments.- Participant, Strengthening Local Groups

Very helpful. Am reassured I can be more efficient in my job now - Participant, Skills for Practice

Really good session. My initial knowledge was extremely limited I am now much more knowledgeable but still lack confidence and will need time to try and test learning - Participant, Becoming Digitally Agile

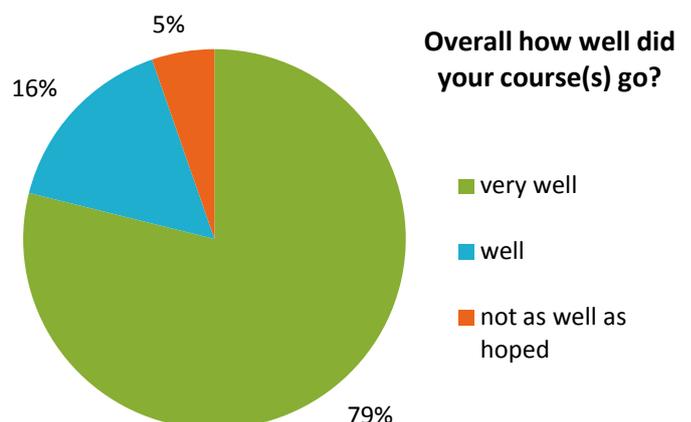
When the tutors were asked similar questions the results were much the same.

- 79% of tutors reported that the sessions they delivered had gone 'very well'
- 47% felt that the content of their course had met participant's expectations 'very well'

Feedback and comments on the day were all very positive and participants have been in touch since to say how they have used their newly developed skills with clients and service users.- Tutor, Skills for Practice

Good discussion/ interaction amongst participants. - Tutor, Strengthening Local Groups

I learned a lot and participants seem to have found it productive (judging by evaluations)- Tutor, Skills for Practice



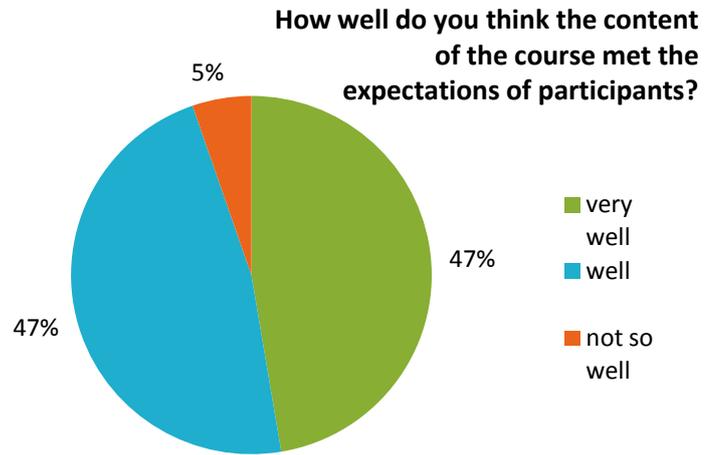
Participants all engaged with the material and seemed to go away confident that they could use the package if appropriate - Tutor, Becoming Digitally Agile

Very positive comments on the day from participants - most gave practical examples of how they would integrate into their work. - Tutor, Skills for practice

I had prepared quite a bit of material on team dynamics, when what the delegates wanted was information regarding how to pull in new committee members - Tutor, Strengthening local groups

In reality we covered half of what we intended therefore not meeting the learning outcomes as outlined in the training calendar. I feel the learning outcomes were over-ambitious in the allocated time. In addition due to the very mixed nature of the participants some expectations were met but others were not. - Tutor, Strengthening local groups

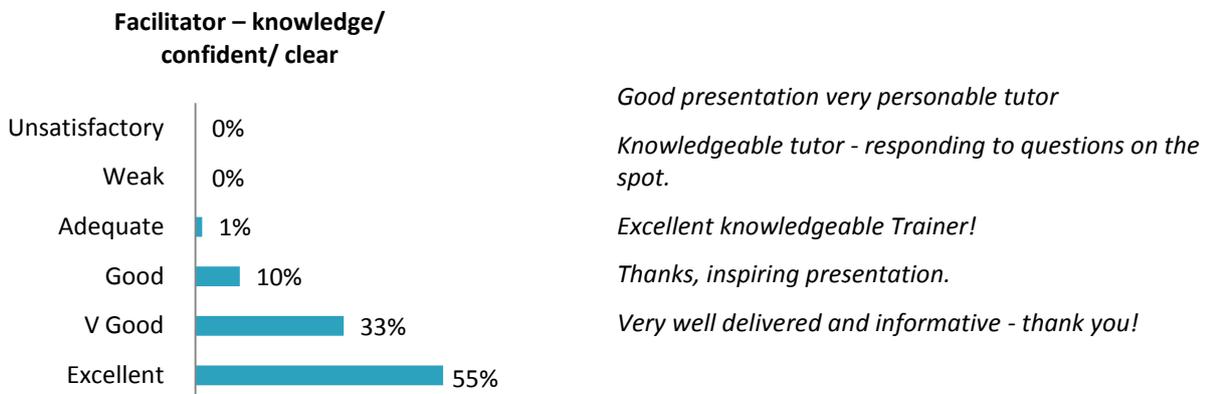
As well as could be expected within a short 2 hour slot. - Tutor, Skills for practice



Participants' experience of the courses

Course facilitators were evaluated very highly throughout the programme

- 55% of participants rated the knowledge, clarity and confidence of their facilitators as 'excellent'



Comments from participants also highlighted how much people had 'enjoyed' the courses – with particular mention being made of the 'relaxed', 'informal' and 'fun' atmosphere created at many of the courses.

I thoroughly enjoyed the session which was very informative, thought provoking and funny! - Participant, Skills for Practice

Friendly, welcoming, encouraged discussion from everyone- Participant, Strengthening Local Groups

Informal attitude aided learning- Participant, Skills for Practice

An informative seminar [delivered] in a friendly way. - Participant, Becoming Digitally Agile

Very interactive training course - really enjoyed session.- Participant, Train-the Trainer

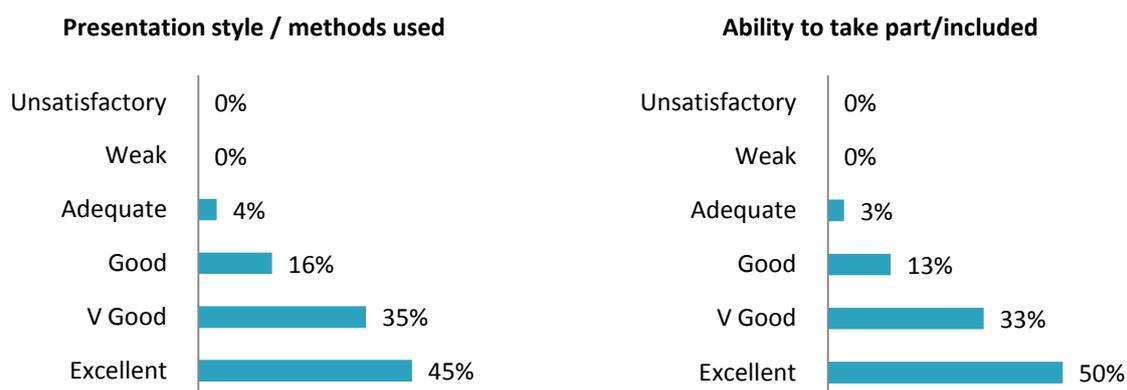
Participants in general were also very complimentary about the presentation style and methods used across the courses – particularly the courses focussed on Becoming Digitally Agile.

Good session - trainer covered a lot, but kept things concise and allowed for questions- Participant, Becoming Digitally Agile

I thought this introductory session was very well put together, well balance and use of interesting short videos. - Participant, Becoming Digitally Agile

well presented, great pace, good variety of input and discussion. - Participant, Becoming Digitally Agile

I really liked the way you brought in the examples; ie the pre course survey and your current example (ice cream). - Participant, Becoming Digitally Agile



While many participants made suggestions about specific improvements to particular courses (which were fed back to individual tutors) there were also a couple of reoccurring themes that should be highlighted.

- 1) The need for hand-outs (particularly in the courses focussed on Becoming Digitally Agile) so that participants had reliable information to refer back to without the need for copious note taking.
- 2) Requests for skills based courses to be ‘more practical’ and ‘hands -on’ – with the parallel recognition that this would usually require longer training sessions.
- 3) There were also over 20 different comments about the length of courses – with most suggesting they could have been longer.

A complex subject for people starting from scratch so more time would have been useful. - Participant, Becoming Digitally Agile

A pity we ran out of time to cover all proposed content - Participant, Strengthening Local Groups

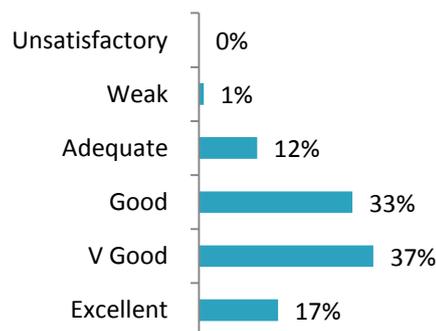
Would have liked a bit more time to complete exercises - Participant, Train-the Trainer

Bit more time - maybe a full day would have allowed more discussion - Participant, Skills for Practice

Application of Learning

- Upon completion of the course 54% rated their ability to implement their learning as 'very good' or 'excellent'
- 72% stated that they expected to begin using their learning within 3 months
- 89% of those completing evaluations were able to nominate how they would begin to implement what they had learned

Ability to implement learning



41% of the comments reflected a general intent to apply the knowledge to their practice or share it with colleagues / group members to inform future decisions:

Will discuss ideas with colleagues and think about time available to implement some of these social media sites - Participant, Becoming Digitally Agile

Take info to Playscheme Committee to decide whether to become a SCIO- Participant, Strengthening Local Groups

I wanted to find out how useful Facebook would be to my organisation - I found out that it wouldn't suit our needs which, in itself, was useful - Participant, Becoming Digitally Agile

Inform recruitment process-better understanding of what makes people volunteer - Participant, Strengthening Local Groups

Another tool in the box to mix with other ideas- Participant, Skills for Practice

59% however gave a specific example of how they planned to use their learning

The intention is to become a KeyStone Award mentor with one of the management committees I am currently working with.

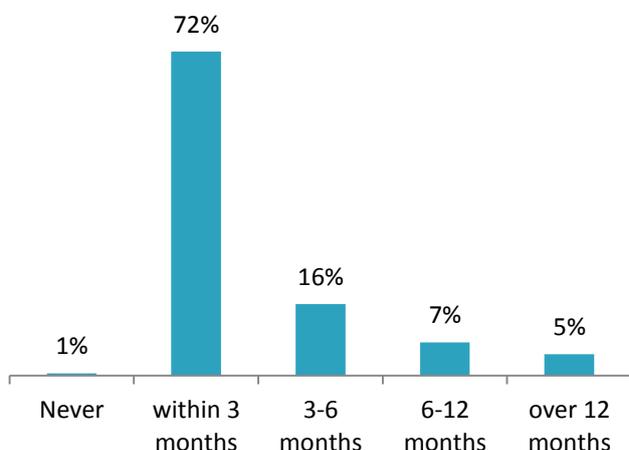
Will try and organise a recruitment event - Participant, Strengthening Local Groups

Now have a pathway[to secure funding] for 1st time - Participant, Strengthening Local Groups

I am planning to put forward a business case to set up a Facebook page for work purposes - Participant, Becoming Digitally Agile

More "hands on" with existing facebook a/c at work- Participant, Becoming Digitally Agile

When do you think you will begin using what you have learned?



Advising people when in library how to look for jobs - Participant, Skills for Practice

Computerise records which are currently done by hand- Participant, Skills for Practice

Going to make my own wee guidebook for use in library! - Participant, Skills for Practice

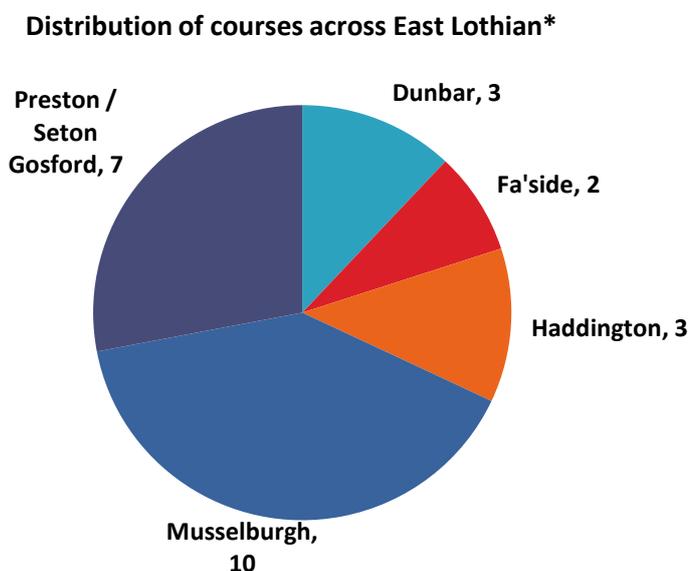
Being more creative using interactive whiteboards in schools- Participant, Skills for Practice

To help change our ASC constitution to become a SCIO - Participant, Strengthening Local Groups

To put to use in GCA Hall users surveys for future and as feedback from events - Participant, Becoming Digitally Agile

Venues

In planning the calendar effort was made to offer courses in a variety of venues and communities across the county to encourage greater local participation.

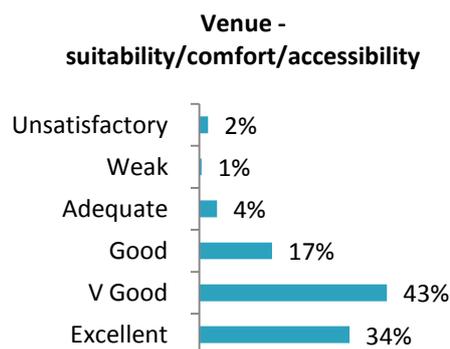


*the cancellation of a course meant that no courses were run within the North Berwick Coastal ward

- 9 different venues were used throughout the calendar
- When courses were offered more than once they were offered in different localities across the county (and also variously as daytime or evening courses)
- In some cases however the choice of appropriate venue was limited by the availability of the requisite technology

Participant satisfaction with the various venues was overall very high – 93% rated the venue they attended as ‘good’ to ‘excellent’

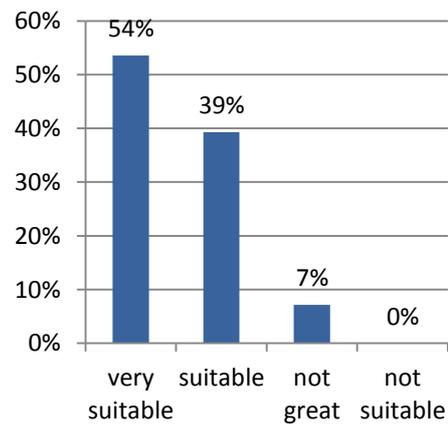
- Venues that were consistently scored highly included Bleachingfield Library and Pennypit (particularly for IT related training)
- Venues that appear to have been less suitable included Inter.esk and Musselburgh Library



Tutors were also asked to evaluate the venues they used in terms of their suitability for the particular courses delivered there.

The 2 venues that were assessed as 'not great' for the courses delivered there were:

- Inter.esk – as already identified by participants the venue was *'Cold, drafty and with very old PCs'*
- The John Gray Centre – this was mainly due to lack of support for the tutor at the particular course - *'The room was fine but IT equipment wasn't set up and no one knew how to get it working/ passwords etc. Time wasted at beginning of session' - and difficulties with access outside of Library opening hours which meant 'Leaving by the fire door, by a specific time.'*



76% of the tutors responding would happily use their venues again and 3 venues were singled out for particular praise:

- Pennypit – for great training spaces and helpful, friendly staff
- Tranent Library – for their new computer space and light, bright atmosphere
- Dunbar library at Bleachingfield – particularly for the support and assistance provided by library staff

There were however a number of concerns and reservations expressed about some of the venues, particularly in relation to IT based courses, which will need to be acknowledged (and ideally addressed) if they are to be used for similar courses again.

- Penston House – there are difficulties with access (to both the building and the computers) for participants who are not ELC staff. Also the internet provision there is regularly unstable and can be very, very slow.
- Pennypit – While a good training facility (with good, reliable wi-fi) the PCs at the venue are becoming out-dated and, although it has been possible on occasions to use the college's laptops, CLDS do not have a up to date set of laptops that can be used for group training sessions.
Several tutors also reported that participants had difficulty finding the venue and recommended that better directions be incorporated into publicity material if the venue is to be used again.
- Libraries (in general) – there are potential issues with using these computer suites for IT training if participants are not all East Lothian library members. In some cases people were able to be registered on the spot but this relies on the availability of Library staff.

Future Training Needs and Opportunities

As part of the evaluation process tutors and participants were both asked for their ideas about future training needs.

- 52 % of responses from participants indicated a desire for further training and/or follow-up sessions to the course they had just participated in

A follow-up once my page was set up would be good just so you could learn more and develop further - Participant, Becoming Digitally Agile

Bring together people who are using SurveyMonkey - look at how others have used, variety of questions etc. - Participant, Becoming Digitally Agile

More about "Deciding" bit of the process of dialogue, deliberation, deciding- Participant, Skills for Practice

Follow up how we used this - what did we do differently, what effect did it have - perhaps help each other - Participant, Strengthening Local Groups

A top up or refresher after a period or if changes are made - Participant, Skills for Practice

- 61% of tutors also responded that delivering the courses highlighted a need for further or related training including:

Almost all participants indicated that they would benefit from further training. A significant number asked about whole day courses- Tutor, Becoming Digitally Agile

It would be most beneficial if participants could have more time to explore the Adult Guidance software to see all the benefits. All staff are restricted by time pressures and so may not have the time to spend looking at all these applications have to offer. - Tutor, Skills for Practice

Participants stated they would like follow up training once they had the chance to put what they had learned into practice. - Tutor, Skills for Practice

Look at offering management committee appointment or drop in sessions where organisations can come and discuss issues or pursue ELVON taking this on!! - Tutor, Strengthening Local Groups

Have a session especially for management committees who are employers- Tutor, Strengthening Local Groups

More courses targeted specifically to the skills management committees need - particularly with implications of Asset transfer. - Tutor, Strengthening Local Groups

Some participants however did come up with new suggestions or particular avenues for future learning. These are listed below.

- Course on using Mail Chimp programme for e-newsletters etc
- A more basic starting point or have a "social media for idiots" type workshop.
- Making the most of websites-search engine optimisation-using media data/tags
- Responsibility of Boards
- Roles of OSCR/ELC/other statutory bodies. Best practice example
- A session on writing Constitutions in line with SCIO
- Democracy
- Employment Legislation relevant to KeyStone

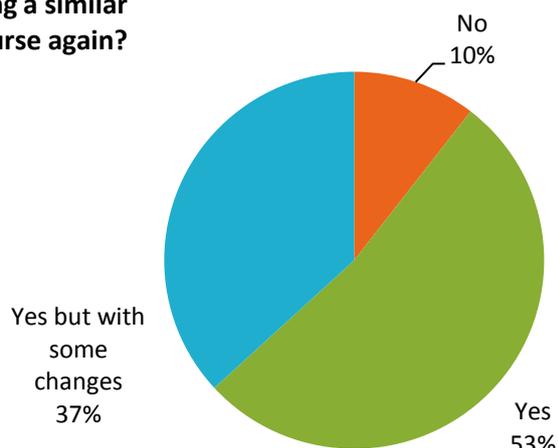
Tutors also came up with a list of topics they would suggest and/or be able to offer:

- KeyStone
- A session especially for management committees who are employers
- More on using IT for those that struggled
- Curriculum for excellence for non council youth work agencies
- Working with vulnerable groups on the internet/creative internet for youth work..
- Community engagement - theory and practice
- More IT and social media
- Deliberation and collective decision making
- Writing surveys - identifying aims and methods. Survey monkey will not help write a good survey
- Data profiling - finding and interpreting information
- Meditation to de-stress!
- Team coaching introductory session
- Food hygiene certificate
- Completing funding applications
- Super Scrimpers - working with less and delivering SMART
- Scottish Development Trust - supporting local groups gain trust/charitable status
- Sustainability
- Mindfulness
- Fundraising for groups
- Curriculum for Excellence
- Developing a business plan
- Self Evaluation for the Terrified
- Strategic Guidance Implementation

Looking to 2013/14

- 84% of the tutors responding agreed we should develop another Capacity Building Training Calendar in 2013/14
- Of those who did not agree 16% were 'not sure' – no one said 'No'
- 90% said that they would consider running a similar course again, although maybe with some changes

Would you consider delivering a similar course again?



Yes - clear, concise calendar of training. Pulls everything into one place

Really worthwhile piece of work - hopefully now that the framework is there the planning shouldn't need to be so labour intensive next time around.

The training calendar has been really successful. It is difficult to know how all the courses will go and some of it is down to the participants who sign up for the courses.

I think like all things - the first year people talk about it but now they may see more potential in the calendar and make better use of the training offered

Some considerations when planning for 2013/14

Ownership of the calendar

Tutors had a number of comments and ideas relating to how any future calendar should ideally be located within the service and the wider partnership.

- If the calendar is to run again, and have an even wider impact and uptake, then it needs to be 'owned' by the whole service – even if it is co-ordinated and managed by the Capacity Building Practice Group. In practice this would mean that all staff should:-
 - take a responsibility for publicising and promoting it to the groups and communities they are working with
 - actively encourage the staff they manage to participate where appropriate
 - consider contributing to the content and facilitation of courses (and take into account the content and programming of the calendar when deciding to offer other, local capacity building programmes)

This would however also raise a number of questions that would need to be resolved in the planning phase, for example:

- should courses specifically designed to increase the capacity of youthworkers be included in the calendar? And if so should they be open to non-council youthworkers / youth service providers?
- Should some of the courses run under the CBAL programme be incorporated here?

- There were also a range of comments made that emphasise the need for partners to play a greater role in delivering on key areas of content – particularly the need for ELVON involvement around issues of governance, committee accountability and legal structures.
- Further comments highlighted the question of whether, particularly relating to courses aiming to address CPD needs across the sector, we should be looking at ways to further utilise the skills and training opportunities available within other areas of the Council eg. Education or Children’s Services

Layout or organisation of the calendar

While the structure of the calendar seems to have worked well overall a number of suggestions were made to improve its usability if it was to be repeated:

- That we should look at grouping courses together that had similar purposes or were targeting specific audiences
- That a more chronological arrangement of courses would possibly have assisted with promotion, particularly in the later stages of the calendar’s life
- Highlighting to participants that there was a waiting list system operating – currently this information only became available to people if they attempted to book on a full course
- To include an information page on Guideline to encourage use of the adult guidance service. The same for the adult learning mainstream programme.

Targeting of participants

All of the courses in the Training Calendar were open to whoever wanted to enrol in them – intentionally mixing CPD for staff with capacity building opportunities for community groups. As would be expected some courses attracted more of one type of participant than another:

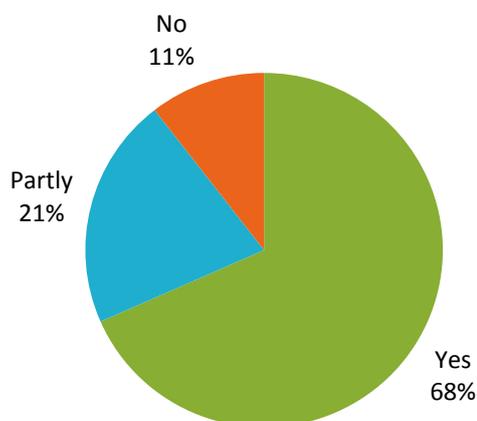
- Those courses focussed on Strengthening Local Groups mainly attracted members of the voluntary and community sector
- Likewise Train-the-trainer courses tended to attracted professional practitioners (but not exclusively)
- Courses designed to improve Digital Agility and develop Skills for Practice were generally much more mixed.

For most of the courses this mix appears to have worked well.

It was useful to have debate and discussion from different viewpoints as diverse as disabled riding to a police officer - Tutor, Becoming Digitally Agile

If the audience is more targeted can tweak the course to suit. However was useful for the participants to network by having e.g. Library staff and ALN staff on the course together - Tutor, Skills for Practice

Did the mixed audience of CLD staff, other partners and community participants work for your course?



In looking to a future calendar in 2013 /14 however there were a number of comments suggesting that some courses needed to be more specifically targeted:

We might need to do some streaming of participants - maybe some courses are just for staff / professionals - Tutor, Train-the Trainer

For a course like I ran there needs to be tighter control over who is allocated a place e.g. groups/committees who are in a similar position would most benefit from the discussions/input. - Tutor, Strengthening Local Groups

There is some information it might have been useful just to share with professionals- Tutor, Strengthening Local Groups