Learner Guidance

Introduction

This guidance is to help the learner develop their own individualised journey towards gaining a vocational qualification which takes into account the knowledge skills and experience they already have.

Through using the tools and guidance outlines here, it is anticipated that the learner will have a flexible, constantly revived profile that helped them identify the next steps that are right for them.

This activity is for the use of cultural managers across Europe and it is intended that through using this tool, the learner (who already may have some knowledge and experience in the industry) can identify the gaps in the knowledge and competence they have. Then through gaining skills, practise and evidence, they can track their progress and go on to achieve a relevant vocational qualification.

Event management is one of the fastest growing industries in all over the world, and according to recent research conducted by Certified Special Events Professional (CSEP), annual spending for special events worldwide is estimated at $500 billion. And it is worth £42.3 billion to the UK economy in terms of direct spend by event delegates, attendees and organisers.

It also popular for casual and entry-level work offers, meaning that most of the professionals working in this industry not necessarily hold accredited degree in event management. As a part of needs analysis held by Gecko prior to initiating this proposal, we examined the profile of the successful cultural events managers, and we saw that most of professionals working in this field did not acquire their skills and competences through formal training. It is now the case, that through employer and sector-led organisations, these successful event managers stay successful by adding to their skills and updating through short formal training courses

It is without doubt confusing when looking at the offers out there for the event manager (which will be referred to as the learner in this case) , this tool and the processes that surrounds it should help the learner to identify not just the path they need to take, but all the skills they have now

The Learner Journey

1) **Introduction**
2) **Skill scan**
3) **IDP**
4) **Actions and review**
5) **Achieve a vocational qualification**

1 Introduction
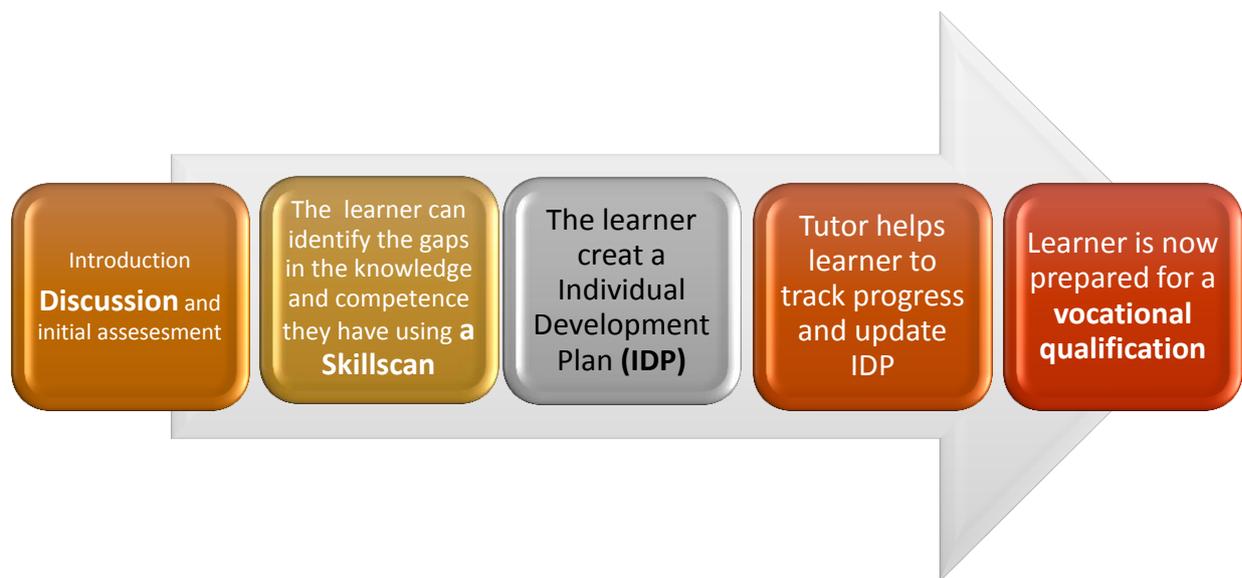
The trainer will introduce you, either in a one to one or in groups to the process.

Its important you start to describe the skills knowledge and experience you believe you have and the goals you hope to achieve. In this way you may also gain some insight from peers and the tutor to help you identify just where you are now and where you could be.

2. Skills scan

At this stage you will open the Skills Scan and begin to fill in <u>the level of competency</u> you have for each Performance criteria / knowledge and understanding

The process is as follows

- The learner reads each Performance criteria / knowledge and understanding
- The learner can identify the gaps in the knowledge and competence they have.
- The learner selects from a drop-down menu,
- There is a list of the different skills needed for each aspect of a event manager skillset
- The learner then needs to identify that this is a task that needs to be as follows:

Levels of Competency

a) learnt, in this case the learner knows nothing about this area and will need training

in the drop-down box the choice is *"I need knowledge"*

b) to be practiced, in this case the learner knows the area but has not had an opportunity to practise choice is *"I know but I need practise"*

c) that can be evidenced, in this case the learner has practised but needs to gather evidence

choice is *"I have practised but have no evidence"*

d) ready for assessment against a national qualification.

Choice is *"I have practised and have evidence"*

There are 13 modules and its recommended to allow 45 mins to complete, it is anticipated as the learner progressed and uses the skill scan more, they will build in confidence and competence using it

3) The Individual Development Plan (IDP)

The plan will automatically populate with the results from the Skills Scan. Then the learner needs to move to the IDP and with help from tutor and peers, fill in the following

- Personal details
- Employer details and current role
- Previous experience
- Qualifications gained
- Development Objectives
- Barriers
- Arrangements to consider

Then the results from the skills scan will populate the following

- Assessment Plan- *Ready for assessment (evidence is complete)*

- Collection Plan - Evidence to collect (have performed, but need evidence)
- Practise Plan – Knowledge but need to perform
- Learning- Things to gain knowledge of.

Then the tutor will assist in

- Completion of reviews and revising the Skill Scan
- Completion of attainments
- Recording of objectives achieved

This reviews should be as long as is needed but suggestions are for longer sessions with groups, the individual meetings should be shorted and more focused on that individual.

4) Actions and review

There are 13 modules and its recommended to allow 45 mins to complete, it is anticipated as the learner progressed and uses the skill scan more, they will build in confidence and competence using it.

Each of the thirteen modules have resources for the tutor with learning materials complete with session plans that identify learning outcomes.

Where possible for the learner , the introduction and guidance can be done in group sessions, benefits of this are:

- ➢ Share good practise

- ➢ Learner feels less isolated

- ➢ Peer support and feedback

- ➢ More innovation in gathering evidence and available routes to progress

5) Achieve a vocational qualification

Where complete modules of learning cannot be matched to units in a national events management qualification, they may be matched to units within other qualifications – allowing the institution, for example, to certificate evidence of attainment in Business Planning, using a unit that may be drawn from a suite of Business and Administration qualifications.

Summary

It is hoped that the learner will always feel at the centre of the process and that the journey they undertake is unique to their needs. The hope is also they develop confidence in using the tool to become more independent learners.

This would suggest they would know which the most effective routes to development and recognition of their achievements could be. And most importantly the right time to do them.