



Tutor Guidance

1 Invent Overview

The partnership seeks to support those who are engaged in managing cultural events, yet have not received formal and complete training, to identify their own learning pathways and to access learning resources.

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.

2 Rationale

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.

In other words, they were active in the industry but had not got their skills accredited. Now they can check the level of their knowledge and experience/evidence and add to their skills through short formal courses.

3 Process for Tutors

1. The project first aim **to develop the learner centred skills and competences for educators and professionals** who develop new-entrants and recent appointed event managers

3.1 The steps



3.2 Initial introduction

- The tutor will meet with the learner and introduce them to the tools, resources and rationale of the framework.
- The tutor will then go into detail on the background of the learner and how the skill scan and IDP is to be used
- The tutor will then introduce the learner to the skills scan and how it works
- The tutor will then show how the results appear on the IDP
- The tutor will then show how the skill scan and the IDP can be adjusted as a result of the progress the learner makes in carrying out the actions of the previous time they completed the skills scan and IDP
- The tutor will then guide the learner as to the vocational qualification that can be achieved as a result of the progress made

3.3 The process Skills Scan and IDP

The controlling document here for the Tutor is the IDP.

core of the IDP shows:

- a. A training plan: What training is needed as a result of the learner carrying out the skill scan
- b. A practice plan
- c. A plan for the collection of evidence
- d. The ultimate plan is for assessment

Also the tutor will be key in helping the learner in the following areas 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 or Hospitality Management, using a unit that may be drawn from a suite of Business and Administration qualifications.

Again, unless there is a complete match in learning outcomes and assessment criteria, the institution can provide supplementary ECCVET certification.

In the IDP after the Skill Scan is complete

The tutor will help with

- Recording the personal and employer details
- The job role
- 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

Then will be repeated and the IDP adjusted, but its anticipated as things are achieved and the tools is used repeatedly the process will speed up and be more useful

3.4 Use of Group Facilitation

Where possible, 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

4 Use of other resources and general guidance

The role of the tutor is not just to guide the leaner in using the tools.

There are other resources available and the tutor will guide the learner in helping them access the resources on the Portal and helping them understand them and using them in the correct context.

Also, the tutor will play a big part in helping the learner in identifying the best way to learn a skills, practise a skills, find evidence and compile it for a possible qualification

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

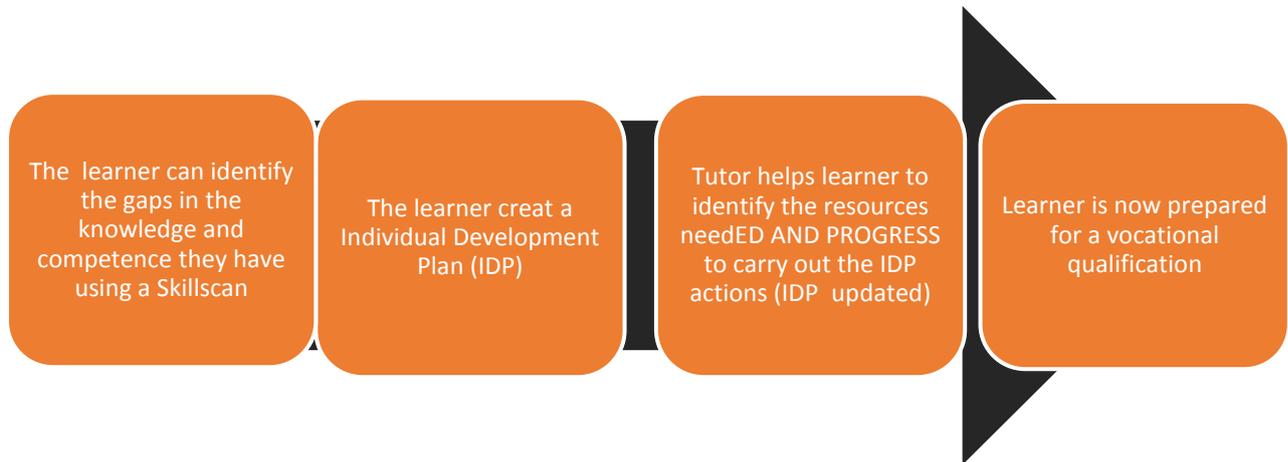
This provides an opportunity for tutors to assess the attainment of the learning outcome against the knowledge presented in the materials.

Vocational educational institutions can incorporate these criteria into units of qualifications being offered, offering a supplementary ECVET certification.

As a last resort, where the institution or training provider cannot offer any externally validated form of qualification, the learner can be provided with an ECVET certificate of the attainment of learning outcomes. In an evidential sense, this certificate is a summary of the evidence of knowledge and competence that abbreviates a portfolio of events completed.

5 The learner journey

So from the learners point of view this is the process



Skills scan

There are 13 modules and it is recommended to allow 45 mins to complete, it is anticipated as the learner progresses and uses the skill scan more, they will build in confidence and competence using it. The process should go like this:

- 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 an event manager skillset

The learner then needs to identify that this is a task that needs to be:

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"*

Summary

Each learner's journey will be a unique one, the core of learner-centred learning is that the learner is the focus and the tools must be flexible enough to be useful to their needs. Therefore the tutor will

play a big part on coaching and perhaps mentoring the learner to build their capacity for independent learning. While group facilitation cannot replace one to one support, the benefits of it are evident in helping learners feel more involved and motivated.