

Unit	1063
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Feedback is welcome and may be sent to training@bcforestsafe.org.

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Unit Introduction

By the end of this unit you will be able to demonstrate knowledge of:

- Logistics necessary to prepare for training
- Logistics in the training environment

Section 1063-01: Preparing for Training

What you will learn in this section

By the end of this section you will be able to demonstrate knowledge of the following key points:

- 1.1 Importance of policies, procedures, and documentation related to arranging training logistics
- 1.2 Importance of communicating with various stakeholders

Key Point 1.1: Policies, Procedures, and Documentation

Training logistics

Organizing the logistics in advance of the scheduled training is essential and will help the course get off to a smooth start and add to the credibility of the Trainer. Whether you are dealing with an Administrator, a specific company, or a school, planning will always involve collaborating, communicating and following specific policies associated with the course you are going to teach.

Depending on the specifics of the course, the logistical requirements may vary. As the Trainer, you need to confirm in advance of the course, who will be responsible to do what, based on the stakeholder you will be delivering training for. Whoever you will be delivering training for will generally dictate the specific policies regarding logistics, policies, and procedures.

To deliver a successful training course, you need a combination of skills and expertise. Remember that good planning is one of the most crucial aspects of training delivery.



The first step in planning for training is to develop a timetable. Set out what needs to happen by what date and assign the responsibilities for each task.

There will always be occasions when you have little or no control over some or all the logistics. If this is the case, be flexible and work with the stakeholders in advance to make the best of the situation and to ensure all the required procedures and documentation are in place before the course begins.

Create a checklist for course pre-planning. Make sure you identify the stakeholder responsible to help you at each step, or where you need to receive specific authorization.

Your preparation checklist may look like this:

- Set date for training
- Specify equipment needed
- Identify and prepare classroom venue
- Identify and prepare field training site
- Invite guest Trainers
- Confirm guest Trainers
- Draft course agenda
- Book accommodations
- Register participants
- Contact participants
- Order catering
- Copy of handouts and other training material
- Develop evaluation form
- Produce certificates

Administrator policies and procedures

Another important aspect of the logistical planning process is to address the requirements of specific Administrators that you are providing training for.

Examples of policies and procedures for Administrators are:

- Land use agreements
- Prerequisite process for candidates
- Industry Training Agreements
- Specific field training site course requirements
- Notice of Project to WorkSafeBC
- Field Site Hazard Assessment
- Pre-work of training site including required maps
- First Aid Site Assessment
- Emergency Response Plan
- Daily worksite meetings for learners and other workers
- Communication channels at the field training site if required

Documentation

As a Trainer, you need to be familiar with specific documentation requirements of each Administrator and the policies and procedures

described above if applicable. In today's training world, there is an emphasis on written documentation related to training activities.

Remember, if you can't document it, it never happened. As a Trainer, you need to be clear with the documentation processes and expectations for each stakeholder you will be training for.

Key Point 1.2 Communicate with Various Stakeholders

Communication

It is important that you understand what your stakeholders need from you. Your stakeholder's expectations can vary and you have to carefully manage these on an ongoing basis.

Always remember that communication is a two-way process. Good Trainers are proactive at communicating with their stakeholders. In other words, as a Trainer, you need to maintain an ongoing dialogue with the various stakeholders and commit to being easily reached as required.

Some stakeholders may need different information at different times or at different times of the year. Others may require information at the beginning or at the end of a training program. Some stakeholders may need weekly or monthly updates. You need to clarify your stakeholder's specific requirements.

Types of stakeholders

In the forest industry, a Trainer may have to communicate with different stakeholders, including:

- Program managers
- Company managers
- Licensees
- Government officials
- Other Trainers
- Assessors
- Learners
- Supervisors

Why is ongoing communication important?

In a competency-based system, workplace or training standards are dynamic. As a Trainer, you need to be aware of possible changes as they occur so you can maintain best practice for logistics and dynamic training. These may include changes to:

- Policies, processes, and procedures including administrative and logistical issues
- Safety initiatives
- Industry initiatives including training course pilots and opportunities
- Professional development opportunities for Trainers
- Quality assurance of training activities



Learning Point

Ben is a Trainer and is about to set up a training program in the field. He has been having trouble contacting the stakeholder of the land and his course is coming up.

Should Ben continue with his course and use the land if he has heard nothing from the stakeholder? What other options does Ben have if he cannot get a hold of the stakeholder?

Section 1063-02: Logistics in the Training Environment

What you will learn in this section

By the end of this section you will be able to demonstrate knowledge of the following key points:

2.1 Organize the classroom or training site for training

2.2 Organize and prepare a First Aid and Emergency Response Plan for classroom or site requirements

Key Point 2.1: Organize Classroom or Training Site

Organize classroom

One of the most important factors in successful training is the classroom in which the training is conducted. The classroom environment will have a great impact on the learner's ability to stay focused. It is important not to underestimate the effects that the physical environment can have.

Some factors that may interfere with learning include:

- External distractions such as noise or weather
- Room temperature
- Housekeeping items
- Placement of training aids
- Lack of breaks
- Classroom layout
- Learner interactions
- Lack of washrooms
- Weather

Distractions

Limit the things in or around the classroom that could distract your learners. Examples of distractions include:

- Loud noises from outside
- Lighting that is either too bright or too dark
- Other participants in the class having side conversations
- Room is messy or cluttered
- Participants arriving late
- Air quality – poor air circulation will leave the learners feeling stuffy
- Comfort of chairs and types of tables

Room temperature

A room that is too cold will be distracting for learners, just as a room that is too warm will have them feeling sleepy.

Housekeeping items

There are things the learners need to be aware of at the start of the course. This includes the following:

- Location of washrooms
- Emergency exits and muster points
- Wi-Fi codes (if applicable)
- Breaks

Placement of training aids

Make sure learners can easily see flip charts, whiteboard and other training aids.

Breaks

Everyone needs breaks. Be aware of your students and take breaks as appropriate.

Classroom layout

When setting up your classroom consider where you place any equipment that you will be using. Once you have decided on a set-up, test the locations by positioning yourself in the different positions of the room where learners will be sitting.

Learner interactions

How you lay out the classroom will have an effect on how learners interact with each other. Here are three options to consider:

1. In the traditional lecture style (rows of tables and chairs), it will be difficult for learners to interact with each other, but it will be easier for them to pay attention to the Trainer.
2. In a semi-circle or horseshoe shape, the learners can interact a little bit more as they will be able to see each other. They can still focus on you and can make contact with the other learners.
3. Round tables are a good set up for encouraging interaction among the learners but it can make it challenging for the Trainer as some learners have to turn around to see the Trainer.

Remember that the more focused your learners are during the training the better their learning experience is going to be.

Experiment with the lay out of your classroom by following the options listed above and you will have a positive impact on the learning experience in the classroom.

Organize training site

The skills, knowledge, and attributes introduced in the classroom must be practiced and demonstrated in the field by learners. You as the Trainer will reinforce theory introduced in class, repeat and enforce safe work procedures, observe individual performance, and assess competency for each skill.

A good Trainer will take time to identify “teaching moments” at the training site.

Training site considerations

When planning for field practice, consider the following:

- Organization - use space available to maximize Trainer observation
- Transitions - keep time spent moving between training activities at a minimum

- Timing - plan the time to be spent on each skill into the lesson and stick to it
- Standards - always measure against the Units of Competency for a specific occupation
- Ensure all hazards are identified and always consider safety first

Another important consideration when organizing the training site is the proximity of other activities that can interfere with the flow of training and the attention of your learners. Ensure the training site is free from distractions that can impede progress of your learners.

New skill development

Whether in the classroom or at the field training site, Trainers need to pay attention when introducing a new skill.

When teaching a new skill, Trainers need to focus on the “I tell you, I show you, you show me” model of training. The site must be selected to ensure learners can observe the Trainer and have the opportunity to demonstrate back to the Trainer without delay.

The more repetitions of a new skill the learners can do early on, with proper supervision and correction from the Trainer, the better and faster they are likely to learn the new skill.

Organizing training material for training

When planning training you need to make sure that you have the necessary equipment and materials to support your lesson. Prepare the training material well ahead of time and bring spares in case you have issues with accessing your computer or internet.

The goal is for you the Trainer to be able to deliver your lesson plan without being impacted by faulty equipment, and to minimize pausing because of having to organize training material in the middle of the lesson.

Having your training material prepared before the lesson begins is necessary to provide effective training to your learners.



Learning Point

Greg shows up to his classroom to set up for the course he is going to instruct. He notices as he sets up that the classroom might be too small for his activities and learners.

What are Greg's options?

Key Point 2.2: Organize and Prepare a First Aid and Emergency Response Plan

First Aid and Emergency Response Plan

Well before a course or field training session takes place, a Trainer must develop First Aid and Emergency Response Plans (ERP) for the classroom or the field.

WorkSafeBC has clear provisions outlining the regulatory requirements that must be in place based on the activity risk level and the distance to a medical facility.

The requirements that must be in place and approved by an Administrator or the workplace, for both classroom and field training site before the first day of the course include:

- ERP is established according to WorkSafeBC schedule 3-A (minimum levels of First Aid) and reviewed with learners at the start of each day
- Determining a marshalling point for classroom and field training site and reviewing with learners
- Determining the level of First Aid required, designating the appropriate person with that training and discussing with learners
- Identifying emergency transportation vehicle (ETV) and discussing with learners

Self-Quiz

1. Why is it a good idea to develop a timetable or checklist when planning the logistics for a training course?
 - It helps to identify timelines and tasks to complete before the start of the training course
 - It eliminates the need for safety meetings
 - To fulfill WorkSafeBC regulations
 - It shows the Trainer is responsible
2. Why is training logistics important to a successful course?
 - Will help the Instructor follow a time line better
 - Will help improve the learning environment
 - Will help the course get off to a smooth start
 - Will help build a relationship with the learners
3. Why is the classroom environment important?
 - Assists in assessment process
 - Affects how the learners learn
 - Impacts the ability to control the learners
 - Has an impact on the learner's ability to stay focused
4. When working in Forestry, which is NOT a requirement that must be in place and approved by an Administrator or the workplace?
 - Identifying where the level 3 kit is in the classroom
 - Emergency Response Plan (ERP) is established according to WorkSafeBC schedule 3-A (minimum levels of First Aid)
 - Reviewing ERP with learners at the start of each day
 - Determining emergency marshalling point for classroom and field training site and reviewing with learners



Now check your answers on the next page.

Self-Quiz Answers

1. Why is it a good idea to develop a timetable or checklist when planning the logistics for a training course?

Answer: **It helps to identify timelines and tasks to complete before the start of the training course**

2. Why is training logistics so important to a successful course?

Answer: **Will help the course get off to a smooth start and add to the credibility of the instructor.**

3. Why is the classroom environment so important?

Answer: **The classroom environment will have a great impact on the learner's ability to stay focused.**

4. Which one is not a requirement that must be in place and approved by an administrator or the workplace?

Answer: **Identifying where the level 3 kit is in the classroom**