

## **Setting up and setting down events**

This is in relation to the case study in June.

- **How the event was set up to achieve the objectives**

The army arranges timings and number of people and just confirms with us to see if we have the availability. We can sit up to 40 learners in the simulation suite. The day before/week we check for updates and to make sure everything is running smoothly. Creating training if custom training is requested. The day we start up all the computers, and again run the software to check everything is working fine. The projectors and front hall pcs are turned on and connected to the right channels. A brief audio/speaker check is done. If its hot the small windows are twisted open. Regardless of if its hot or not the fire escape doors are opened - this is because with 40 pcs running the room can get very hot. The front doors are held open around the time the people are supposed to come in (we are usually an hour to 30 minutes before them for the set up). As Steve was working from home in this scenario, doing anything he hadn't done yesterday if anything + making sure he can join remotely.

This all ensures learners are comfortable, the pcs are working for the training, Steve is there to assist with any hiccups(which there ended up being)

- **How stakeholders and learners were managed**

The trainer takes on delivering, so updates on how the system is running and when things are ready to begin are passed on to him, he then informs the learners based on this. He also would let me know when they want to stop or take a break etc so that can be sorted also. This communication was particularly important when we had an issue with the software as he can choose to swap things around eg take a break now or do the lesson first as to not waste time and to give us the opportunity to fix the problem.

- **How inclusion was into account**

The room is fully wheel chair accessible, while the booths are wheel chair friendly we have computers that aren't in booths. Presentations,talking, physical doing(simulation),videos, on floor physical diagrams are all used. Ensuring there's something for everyone in terms of learning style. If anyone had any questions that they didn't want to say in front of others they were

welcome to come to the office and ask it there, we also stepped in when we noticed struggling gently offering advice on how to do it. As to not make anyone feel bad about how they're doing or if they're not getting it. Also letting them know it happens often. Again, usually to join the army or be in the army you must pass fitness tests, so vision, hearing, mobility of the learners are all good and so there was no need to take this into account in this scenario.

- **What follow-up was done, including evaluation**

Task 8 shows the feedback form we hand out to learners. This helps us improve future training and gives us ideas from the perspective of someone in the role currently and what they would like to practice most. Then the trainer is also asked for verbal feedback, if they're okay with how training went and what they would do differently otherwise.

- **How you have monitored the learner's progress**

In our line of work, progress is not necessarily monitored. After simulation training they go on to do the field test, where their skills are put to the test. Quality assurance may also monitor this a bit, making sure that more people are passing than not, and if there are any common pout falls where they are taught/where they are not learning enough or correctly.

### **Setting down**

Training can technically continue for more days if needed. Eg if the trainer feels the objectives weren't achieved. Therefore at the end of the day, a conversation takes place between us, the training provider and the trainer. Often the trainer will ask around and watch how the learners are doing to decide whether they understand or whether they need more training. Because they are usually in for 1 to 3 days, the objectives have been met. This is where the learners are given the feedback form, they pack up and collect all of their stuff. We can now grab the AAR (after action reports) if any technical issues occurred. If not, we close the programme, shut down computers, turn off and pull up projectors etc. to make sure no one has left anything behind. Windows are rolled shut, escape doors are locked. The hall is also locked. We debrief, what could have caused any issues we had? Did anyone have any good ideas they mentioned? Etc.

