

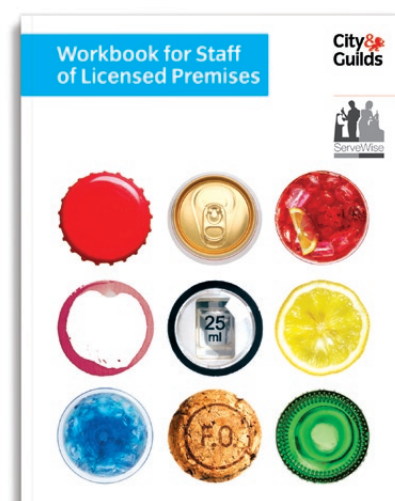
# A Personal Licence Holder's guide to delivering successful staff training

## The Licensing Law is changing...

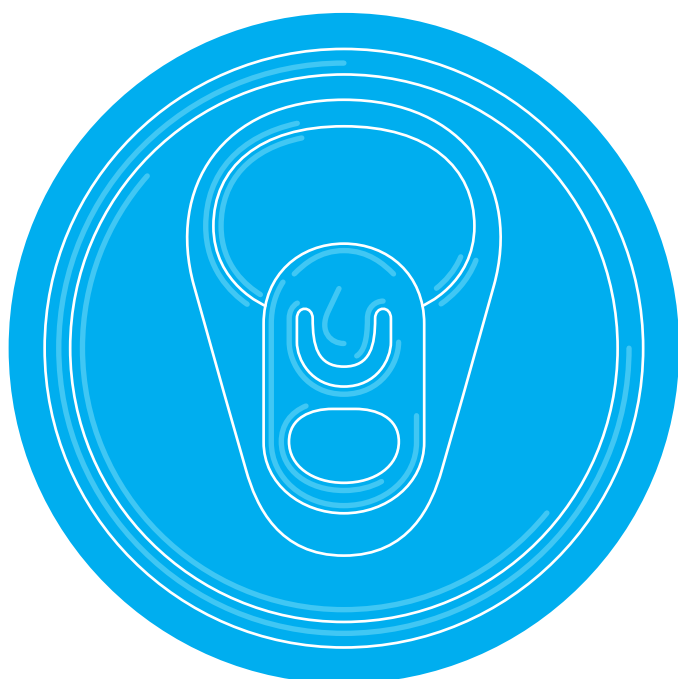
Have your staff yet to complete their training to ensure compliance with the new Licensing (Scotland) Act 2005? We can help!



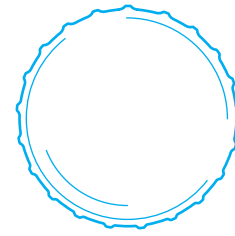
Not only have we produced an engaging, easy-to-read **Workbook for Staff of Licensed Premises** that covers all the topics set out in the Scottish Government's schedule of staff training, we've now made it even easier for personal licence holders to train staff themselves to comply with the new mandatory legislation from 1 September 2009 with this concise training guide.



To obtain copies of this book order online at: [www.amazon.co.uk](http://www.amazon.co.uk) or [www.ServeWise.co.uk](http://www.ServeWise.co.uk)  
T +44 (0)141 572 6703.



New legislation  
must be adhered to  
from 1 September 2009  
– so start training your  
staff now!



This training guide has been specifically written to assist personal licence holders who wish to train their own staff, providing you with a brief guide to planning and delivering a short course which will allow you to meet the requirements of the Licensing (Scotland) Act 2005.

It will not make you an expert: if delivering training is going to be a regular part of your job you may wish to complete a 'Train the Trainer' course.

## How will this guide help me?

This PLH Training Guide is designed to be used with the City & Guilds and ServeWise 'Workbook for Staff of Licensed Premises' and will:

- **Provide you with the flexibility to deliver staff training yourself at a time that suits you and your staff.**
- **New legislation must be adhered to from 1 September 2009 – our guide will help you achieve this with ease and confidence.**
- **Provide you with advice and tips on delivering engaging and thought provoking training.**
- **Help you understand what the training must cover along with lots of suggested exercises to help you ensure that your training is interactive and informative.**

The law insists that all staff receive a minimum of 2 hours training which will provide them with knowledge of their legal responsibilities and assist them to carry out their duties. Remember, any problems with the running of the premises could lead to a review of the premises licence, or your personal licence.

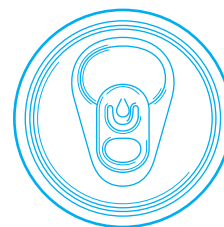
However, it's not just as simple as sitting your staff down and reading the Workbook to them. Simply telling people the information is not the most effective way of getting people to learn and remember information. Imagine a worst case scenario where there is an incident on your premises. The Licensing Standards Officer (LSO) or police come in to investigate; the LSO asks all of the staff a few questions to check if they know the law, and none of your staff can give him the right answer! The LSO will think that the training wasn't really carried out.

For people to learn they need to be paying attention – so it helps to make it interesting and to get them thinking. One of the best ways to ensure that people remember information is by relating it to them, so use lots of examples from the workplace. You also need to make sure that people understand the information given to them. The easiest way to do this is to ask them questions and to let them ask questions about anything they're not sure of. In other words, we're trying to make learning interactive. This means that both the learners and the training deliverer are doing some of the work.

## Planning your training session

There are 16 points that the Licensing (Scotland) Act 2005 requires staff to know about. These are listed on the inside cover of the City & Guilds/ServeWise Workbook for Staff of Licensed Premises. In the Workbook, these are grouped into 4 chapters with a progress test at the end of each one. You may wish to use the same structure for your training session, or to combine sections. A basic structure is given for a training session, followed by some hints and tips for good trainer skills. At the end are some suggestions for exercises – you can select whichever ones suit you and your staff.

# Guide for Personal Licence Holders training their own staff



## What the training must cover

**1 Licensing law** (covered in chapter 1 of our Workbook for staff). Covers the following points in the new legislation:

- The legal basis of the requirement for the training of staff under paragraph 6 of schedule 3 to the Act.
- The licensing objectives.
- What constitutes an unlicensed sale.
- Special provision for clubs under section 125 of the Act.
- The functions of Licensing Standards Officers, including their powers of entry.
- The nature of an operating plan and its place in the licensing system.
- The different types of premises licence conditions under section 27 of the Act.
- Licensed hours under Part 5 of the Act.
- Offences under the Act, particularly those involving persons under the age of 18.
- Proof of age under sections 102 and 108 of the Act and the Sale of Alcohol to Children and Young Persons (Scotland) Regulations 2007(3).
- Test purchasing of alcohol under section 105(2) of the Act.
- This section includes three progress tests.

**2 Understanding alcohol** (covered in chapter 2 of our Workbook for staff). Covers the following points in the new legislation:

- The definition of ‘alcohol’ in the Act.
- Units of alcohol and the relationship between units and strength of different alcoholic drinks.
- The sensible drinking limits for males and females recommended by the British Medical Associations.
- This section includes a progress test.

**3 Working in licensed premises** (covered in chapter 3 of our Workbook for staff). Covers the following points in the new legislation:

- Best practice as regards standards of service.
- Good practice in managing conflict situations.
- This section includes a progress test.

**4 Other key legislation** (covered in chapter 4 of our Workbook for staff).

- This section includes a progress test.

## Basic structure for a training session

**A training session is a bit like a game of football:**

### The game plan

- Know what you’re trying to achieve – you need to cover the 16 points specified in the law. Do you want to include other information specific to your premises?
- Know how you’re going to put the information across – are you going to give a presentation, use exercises or a flipchart, etc?
- Know how long each bit will take you – ideally you should try to practise this beforehand.
- Tell staff what to expect – what you’re going to cover, how long it will take, that you would appreciate their contributions.

### The warm-up

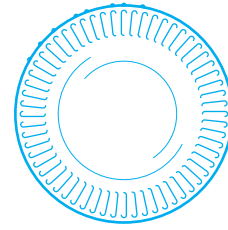
- Just like in sport, if you want learners to play an active part in the training session, you need to have some sort of warm-up, or ‘ice-breaker’.
- The aim of this is to get people settled down and willing to contribute, but in a structured way.

### 1st half Half-time

- Take a break from new information and review the information covered so far.
- Check that everyone is OK with what’s been done so far.
- Remind staff of what you have still to cover, how long it will take.

### 2nd half Full time

- Review the information covered
- Give them the ‘winning score’ (eg, more knowledge of the law, more confidence in doing their jobs).



## Eye contact

As a general rule, eye contact is the key to communication. The more eye contact a learner has with the Trainer or the rest of the group, then the more that learner will contribute.

## Movement

Physical activity helps to keep the brain active and stops learners feeling sleepy. Giving regular opportunities to get up and move around will be beneficial to learning. For example:

- Regular breaks.
- Tea/coffee in a different area so that learners have to stand up and move to get a drink.
- Exercises that include moving around the room to find out information.

## Alcohol

Even small amounts of alcohol can affect the brain's ability to function properly. It is not advisable to allow learners to drink alcohol before or during a training session.

## Re-cap and review

Review is important. It helps people to remember things better in both the short and long term. When a message is given once the brain remembers 10% one year later; when it is given six times, recall rises to 90%. Training must include recap, repeat and review.

## Feedback

### Do

- Give positive feedback to learners, such as 'well done', 'that's right', 'yes'.
- If the whole answer is not correct, confirm the points that learners have got correct, eg, 'You are right about xxx, but perhaps you could reconsider yyy'.
- Accept feedback from learners, but keep it in context – eg, 'The course was boring – I know everything already' is a criticism of the course content and is not a criticism of you or your training skills.

### Do not

- Be negative.
- Be critical of learners if they get something wrong, eg 'You're wrong', 'That was a stupid answer'.
- Laugh at them when they're trying hard.

## Handouts

- Provide additional summary information in a variety of formats such as lists, pictures, flowcharts, examples.

## Remember

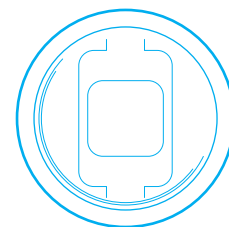
Your staff will already know some of the information, and you're making sure they know all of the 16 points required by law.

## Suggested exercises

Here are some suggestions to help you ensure that your training is interactive and informative.

Exercise	How to	
<b>Talking Wall</b> or <b>Discussion cards</b>	<ul style="list-style-type: none"><li>– List the key points on a flipchart.</li><li>– Ask the staff to list what they think they know about each point (on the flipchart; or on pieces of paper; or on post-it notes stuck to the flipchart which they all take time to read).</li></ul> <p>Or</p> <ul style="list-style-type: none"><li>– Write key facts on individual pieces of card.</li><li>– Staff take it in turns to each choose a card and read out that fact – they can add anything else they know about it.</li></ul> <p>Then</p> <ul style="list-style-type: none"><li>– Tell them if they are right or wrong.</li><li>– Add in any information they have not covered.</li></ul>	<ul style="list-style-type: none"><li>✓ Recognises that staff already know some of the information.</li><li>✓ Good for Chapters 1, 2 and 4 within the Workbook for Staff.</li></ul>
<b>Beach ball</b>	<ul style="list-style-type: none"><li>– Write phrases on a beach ball which are either True or False.</li><li>– Throw the ball to one person in the group; they should read out one phrase and answer whether it is 'True' or 'False'.</li><li>– You can add any extra information.</li><li>– The person then throws the ball to someone else and so on until all of the questions have been answered.</li></ul>	<ul style="list-style-type: none"><li>✓ The True/False format means staff can guess if they're not sure of an answer.</li><li>✓ Good for Chapters 1, 2 and 4 within the Workbook for Staff.</li></ul>
<b>Pub Quiz</b>	<ul style="list-style-type: none"><li>– Staff working in teams.</li><li>– Rounds with four or five questions on particular topics.</li><li>– Answers are marked after each round.</li></ul>	<ul style="list-style-type: none"><li>✓ Asking the question and then going over the answer shortly after can be a good way to review the information.</li><li>✓ Works best with staff who already know quite a bit.</li><li>✓ Good for Chapters 1, 2 and 4 within the Workbook for Staff.</li></ul>
<b>Situations</b> or <b>Role Play</b>	<ul style="list-style-type: none"><li>– Describe a situation or ask staff to role play it (eg one of your customers has had too much to drink, or a suspected underage person is trying to buy alcohol).</li><li>– Ask staff to discuss what caused the situation, how it could be handled and which bits of the law are relevant.</li></ul>	<ul style="list-style-type: none"><li>✓ Situations relevant to the workplace are easier for staff to relate to and understand.</li><li>✓ Makes it easier for staff to implement the law in future.</li><li>✓ Good way to get 'soft skills', such as customer service, across to staff.</li><li>✓ Good for Chapter 3 within the Workbook for Staff.</li></ul>

To obtain copies of the Workbook for Staff of Licensed Premises order online at: [www.amazon.co.uk](http://www.amazon.co.uk) or [www.ServeWise.co.uk](http://www.ServeWise.co.uk)  
T +44 (0)141 572 6703.



Exercise	How to	
<b>Multiple-choice quiz, or 'lifelines'</b>	<ul style="list-style-type: none"> <li>– Do a multiple choice quiz.</li> <li>– Option: include 'lifelines' – eg, look up the Workbook; 50:50; ask someone else in the room.</li> </ul>	<ul style="list-style-type: none"> <li>✓ The 'lifelines' are similar in format to 'Who Wants To Be A Millionaire' © which most people are familiar with.</li> <li>✓ The multiple-choice format (and the lifelines) means staff can guess if they're not sure of an answer.</li> <li>✓ Asking the question and then going over the answer shortly after can be a good way to review the information.</li> <li>✓ Good for Chapters 1, 2 and 4 within the Workbook for Staff.</li> </ul>
<b>Bingo</b>	<ul style="list-style-type: none"> <li>– Create a 'bingo card' for each member of staff with a selection of key phrases (same number of phrases per card).</li> <li>– As you tell staff the information, they mark the key phrases off their card when they hear them.</li> <li>– The first person to mark off all their phrases wins.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Encourages staff to listen more closely to a lecture.</li> <li>✓ Works well with a group who don't read English very well as the points on their card emphasise the key things they need to know.</li> <li>✓ Good for Chapters 1 and 4 within the Workbook for Staff.</li> </ul>
<b>'Scavenge hunt'</b>	<ul style="list-style-type: none"> <li>– Give staff a list of things to find out about your premises, eg, information in the premises licence (your licensed hours, your rules for children, etc), what size do you sell wine in, where is the first aid book, what is the procedure for recording refusals.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Very good for relating the information to the premises.</li> <li>✓ Good for Chapter 4 and parts of Chapter 1 within the Workbook for Staff.</li> </ul>
<b>Homework</b>	<ul style="list-style-type: none"> <li>– Ask staff to complete the self-check questionnaires as homework.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Opportunity to review information.</li> </ul>