

THE THIRD AGE TRUST



THE UNIVERSITY OF THE THIRD AGE

HANDBOOK FOR GROUP LEADERS

January 2008

Introduction

This is a master copy of 'The Handbook for U3A Group Leaders', which you can copy as many times as you need, and bind as you see fit. It can also be downloaded from the website (www.u3a.org.uk).

Those who are responsible for interest groups in U3As are called by many different names. 'Group leader' is used in this handbook because it is the most commonly used name and is readily understood.

The Learning Support Committee of the Third Age Trust 2007, who worked on this project, started with the belief that group leaders are the lifeblood of a U3A without whom there would be no U3As, and the aim was to support their work by providing something of practical use. The notion of the handbook was taken to a number of meetings throughout the UK and the response was encouraging. The working group wanted something that all could use, but were aware that some group leaders are experts in their subject, some have experience in working with adults in learning situations, while some are new to both the subject and the task. They also recognised that subjects vary in content, objectives and method. It would be too cumbersome and costly to produce handbooks for each subject and level of experience, so this handbook has been designed to be of use to all, a template which can be adapted to all subjects and types of group.

How to use the handbook.

The handbook is not intended as a book to be read once and then filed away, but is designed to be an everyday working tool. So that the group leader may understand the full benefit of using the book, it is suggested that it is launched within each U3A, at a meeting of group leaders. Before the launch, enough copies will have to be made so that each group leader has their own handbook, and local information should be inserted. Please do not keep back the handbook if local information is not ready to hand, but issue the handbooks and circulate new material as available. When choosing the binding, please bear in mind that it will need to be loose leafed, and robust enough to be used frequently for a number of years. The cost of this to a U3A is very small compared to the value of the work that group leaders do for their U3A.

It is expected that the group leader begins by customising the handbook, recording contacts and assembling material relevant to their particular subject. Once the group leader has made the handbook their own, they should have all the information they need, readily accessible and in one place. As the group develops so will the handbook, being added to and amended regularly, and will grow into both a reference tool and also a record of the group's activity. It will be a working document. This will be an invaluable resource when the group is reviewing itself and also when a new group leader takes over.

Feedback

The Third Age Trust wish to know how useful this handbook is, so please let us have your comments at any time, either your first reactions or after a trial period, so that your suggestions might be incorporated in future editions.

**The prime purpose of this handbook is to be of practical use to
U3A Group Leaders.**

The handbook is in three parts.

Part 1 Shared Learning

This is about groups working in an environment where the focus is on shared learning. It includes information about the support services available from the Third Age Trust, and contact details.

Part 2 Local Matters

This is where Group Leaders will insert their own U3As Information Pack/Handbook. There is guidance for those who have not yet produced such a guide. Some associations of U3As offer support to group leaders, and information about this should be inserted here.

Part 3 The Logbook

This is where the group leader can record the group's activities and keep the many bits of information that accumulate and often are lost, such as contacts, programmes, plans, ideas gleaned from other group leaders or other U3As, articles from 'Sources' etc. This will grow into a useful resource, both for planning ahead and for the handover to a new group leader.

Section 1

Shared Learning

‘And gladly wolde he lerne, and gladly teche’

Geoffrey Chaucer of the Clerk of Oxenforde in The Prologue to the Canterbury Tales

Starting a new group	2
Sustaining a group	5
Problems	6
Support Services from the Third Age Trust	
Resource centre	7
‘Sources’ Educational Journal	
Subject Networks	
Learning Support	
Online Courses	8
Research Collection	
Shared Learning Projects	
Summer Schools	
Aims and Guiding Principles	9
Contacts	11
‘Sources’ registration form	13
Resource Centre registration form	14

ALWAYS REMEMBER THAT SHARING LEARNING MEANS THAT, AS A U3A GROUP LEADER, YOU ARE NOT ALONE.

There are many sources of support available to you including the members of your group; your Groups Coordinator, or person on the committee with responsibility for groups; the extensive services of the Third Age Trust; workshops and networks provided by local associations, to link you with group leaders from other U3As and now this handbook.

This section of the handbook is addressed to those who nurture groups. It is intended as a checklist for all, whether starting a new group, hoping to enliven a group that has become stale, or working with a group that continues to thrive.

U3As are based on the belief that sharing learning is both effective and suitable for those in the third stage of life, whose days are no longer given to full time employment, and who wish to continue learning. A U3A provides the opportunity to continue learning, by the sharing of knowledge and experience.

There is no common curriculum and no syllabus to follow, each U3A making its own provision according to need and desire. Life in a U3A is therefore varied. It may include formal occasions with lectures or speakers or activities, and there will be social occasions which have grown out of the fellowship of people meeting to pursue a common goal, but the heart of the universities beats in the groups who meet to pursue specific interests. It is the responsibility of those who lead these groups to provide the best possible environment for learning to take place.

The Aims and Guiding Principles are printed at the end of this section. It is useful to read these from time to time to remind ourselves what we are about.

WHAT'S IN A NAME?

Are you a tutor? Are you a facilitator? Are you a coordinator? Are you a convenor? Are you a leader? These are the most often used titles in U3A and the choice is only important in so far as they tend to indicate a function. A 'tutor' is usually expected to teach, a 'facilitator' to provide, a 'convenor' may simply call the group together, a 'coordinator' has expectations that the group members will take an active role, and the group members expect a 'leader' to take the initiative. Whatever you decide to call yourself, the important thing is that you and the group arrive at a clear and shared understanding of how you intend to be and what you intend to do, because the chances are that you will be all of these some of the time.

STARTING A NEW GROUP

The practicalities of starting a new group, such as how it is advertised, how venues are booked, how it is funded etc are matters for individual U3As though guidance will be found in Section 2 of this handbook. This section is in response to other questions that are often asked, and contains recommendations born out of experience.

Groups start in a number of ways. Sometimes the group leader emerges first, and the group forms around the enthusiasm and/or the expertise of an individual. Sometimes the group starts with little more than a desire to learn about something and there is no obvious leader at the beginning. Sometimes the Groups' Coordinator, or the person on the committee responsible for groups, has been asked to form a group and convenes a meeting with no intention themselves, of even being a group member, let alone becoming the leader. It does not matter which way a group starts, but what does matter, is that it is made clear what the group is going to do and what members of the group can realistically expect of each other.

1. Prepare for the first meeting.

- It is useful to have a handout for the first meeting in the form of a check-list. This focuses the group and encourages shared responsibility.
- As the potential group leader you should decide how much time/expertise you will realistically be able to offer and what you will expect of the group members. Do not over-commit yourself because you will get tired and the group will suffer.
- Find out what help is available nationally and locally. Talk to your Groups' Coordinator. There may be study days planned and there may be opportunities to meet with others to share experience.
 1. Contact the National Subject Coordinator and register as an emergent group with the subject network. It can be helpful to have a selection of newsletters at the meeting.
 2. Contact your local association of U3As. There may be a policy and plan to support new group leaders which would be of benefit.
 3. Contact the Resource Centre and register as a borrower.
 4. Register with 'Sources'

2. At the first meeting :-

You will need to decide your purpose, find out the skills and resources at your disposal, and then decide on a method. Agreement needs to be reached in the area of content (what the group is going to do), the level at which the group will work (beginners, improvers, advanced), the process (practical, theoretical), and the delivery (discussion, instruction, presentation etc).

- **Find out and make clear what the members expect of the group**
A successful group will be clear about and share expectations. If there is a wide variety of expectation, then consider forming more than one group. If this is not feasible, then plan a programme in such a way that as many approaches as possible are included. It is a useful exercise at the first meeting to get agreement to a short description of what the group hopes to do and how they hope to do it. This will subsequently form a statement of intent which will help to keep the group on track and will inform potential new members. This is particularly important when there is more than one group offered in the same subject area.

- **Discover the expertise in the group**
In order to share learning it is important to find out what knowledge and experience exists in the group. Once this is known, it must then be decided how the group is going to use such expertise as there is. It must also decide how it is going to gain expertise if little or none is present. You may be fortunate enough to have many group members able and willing to share their expertise, or you may start with just one enthusiast. You may also start with little or no obvious expertise. Shared learning does not mean that a group cannot seek to extend its learning base by inviting others to join them either permanently or for specific purposes. Shared learning does not mean pooling ignorance. The ethos of U3A is that its members share their knowledge and experience freely, but there may be times when a paid external speaker or even a paid external tutor is desired by the group. This has both financial and legal implications. Please refer to Section 2, Local Matters for the arrangements made within your U3A to ensure compliance with both national and local policy.

- **Decide the method & approach**
Many methods are used in U3A including –
 - 1 Lectures which are dependent on someone with lecturing skills.
 - 2 Taught sessions with participation, which are dependent on someone with teaching skills
 - 3 Shared presentations, which are dependent on the commitment of the members

- 4 Discussions, which are dependent on facilitators
- 5 Skills teaching, which is dependent on demonstrators
- 6 Fieldwork or trips, which are dependent on guides and any combination of these.

All methods are legitimate, as part of the shared learning experience, providing they are suitable for the topic, use the skills available, and are accepted by the group. It is not necessary to choose one method for all time, as different formats will be suitable for different purposes.

- **Decide practicalities**

Try to approach this with a fresh eye bearing in mind what would be best for your subject and your members, even if this is different from the norm in your U3A.

Checklist:

Time

Length of meeting, time of day, frequency of meetings. Be flexible at this stage and look at different models – regular meetings over the whole year; regular meetings in term time; meetings arranged as and when; short courses; residential.

Type of venue

You will need to take into account the size of the group and what the group needs e.g. type of chairs, tables, screens, equipment. Think also about the subject matter and whether it needs a neutral rather than a domestic setting, a formal or an informal ambience.

Size of group

The manageable size of the group will be dependent on subject, treatment and accommodation. The ethos of U3A is that it seeks to meet the needs of the membership and long waiting lists should be avoided. It may be necessary to have more than one group.

Refer to Section 2 - Local Matters, to find out the procedure for advertising and convening interest group meetings, booking times and venues, insurance and financial matters.

SUSTAINING A GROUP

U3A interest groups are self motivating, on-going groups which are the most difficult type of group to maintain, as there is no external impetus, no external regulator, and no external mandate. They come into being, continue, and cease as directed by members. The flexibility and fluidity that is their greatest advantage, is also potentially their greatest disadvantage, the greater the freedom, the greater the need for vigilance.

Although U3A interest groups can be robust and have been known to withstand rough treatment, groups that are not well nourished will eventually fail. This is not the place for a course in group dynamics, so the following is offered in the belief that some behaviour is likely to be helpful and some is likely to be unhelpful.

The static group.

- Because there is comfort in routine the group that meets at the same time, in the same place and does the same thing may last a long time, but it will eventually become stale. It is useful to build variety into the programme, to vary the form, the delivery, and the venue. If you usually have discussion, occasionally invite a speaker, if you are usually tutored occasionally have a discussion, if you usually sit indoors, plan a related trip away.
- Some groups bond too successfully and rebuff new members, often unwittingly, and this is not healthy in the long run. Have the occasional open meeting where non group members come for 'an afternoon with the (SUBJECT) group'.
- Consider a 'Shared Learning Project'. This can re-focus a group and give new purpose.

The failing group

- If a group is losing members the first thing is to find out why. This may be as easy as asking those who have left and also those who remain. There may be a specific problem with which the group can deal.
- If you identify the problem as unhelpful behaviour of a member of the group, then action must be taken. There are strategies for handling inappropriate behaviour, but there is not a single one that will cure all ills. You might benefit from sharing your thoughts with other group leaders, or attend a study session on 'facilitating a group', or 'understanding group behaviour'. Contact someone responsible for supporting groups e.g. your U3A Group Coordinator, your Regional Contact, the National Education & Development Officer.
- If a group is simply lacklustre, then it may respond to a treat, a special speaker, a special outing, a short course. If this project is then opened to the U3A as a whole, the group might also gain new members.
- It may be that the group, in that form, has run its course and the best action may be to close it, wait a while, and then re-launch it.

PROBLEMS

Group leaders sometimes have very high expectations and it should be remembered that learning and sharing takes place each time the interest group meets. You might have before you the ideal of every member teaching and learning in equal measure, but this is not going to happen within every group every time. The most that can realistically be expected is that it happens over the broader map of the movement and over a longer time scale. Rather, keep before you the ideal of providing a learning situation where each individual is encouraged to contribute as much or as little as they are able at a given time. If everyone feels comfortable enough to contribute, or indeed not to contribute, then it is a good learning environment. They also learn who listen quietly.

If you do have a problem with your group do not despair and remember that you are not alone. There is, unfortunately, no one solution that fits all, and in most cases it is a matter of trying different things until one succeeds.

The first place to look for help is to the group itself. The leader does not have the problem, the group has the problem. Often the solution is there, and a healthy organic group will self heal, but this can only happen if the members of the group are made aware of any concerns, and are encouraged to address them together.

The next place to look for help is to your group co-ordinator, or the member on your committee who has responsibility for groups.

After this, there is your association, who may have a person nominated for learning support, or have plans in place for the support of group leaders that will help you. This may involve sharing your experience with a group leader in another U3A.

If your problem does not respond to the advice gained in this way **then contact the National Education & Development Officer** who may be able to help you by telephone or email, may be able to visit you, or may know someone who can! He will record problems brought to him and refer them to the Education and Development Committee so that they can respond centrally. It is likely that if you have a problem, so do others.

Look out for Development Issues 3 which will be 'Guidelines for Working with Interest Groups.'

SUPPORT SERVICES FROM THE THIRD AGE TRUST

These learning support services are available centrally, they are free, or charged at cost, and are only a telephone call or email away.

Resource Centre

The Resource Centre, in the National Office at Bromley, has a collection of material (other than books) available for all U3A groups to borrow free of charge except for the cost of return postage. There are slides, videos, audio cassettes, CDs and DVDs available in many subject areas. Lists are free and available on request. There is a registration form at the end of this section or you may register online. You will be issued with a user number that will allow you to search the catalogue online. Loans are for a period of three weeks and may be renewed on request if not needed elsewhere. Items will be sent, in strong but light packaging, by post with a return date. If you are able to obtain a certificate of posting when returning items then please do so but it is not essential. There is no need to use registered post.

If they do not have what you need, it may be possible to obtain it.

'Sources'

'Sources' is the educational journal of U3As. Although each issue has a subject focus, items on any matter relevant to education in the third age are welcomed. For advice on suitability contact the chair of the editorial panel and for details about length, format etc contact the editor. It is published three times a year and is included with U3A News if your U3A subscribes to the Direct Mail scheme. If not it can still be obtained by any U3A member, by completing a registration form, a copy of which is included at the end of Section 1 or you can register online on the website.

Subject Co-ordinators and Networks

This is a subject advisory service. A subject coordinator is a subject specialist who is willing to share their knowledge and experience. They may offer all or some of the following - 'Start Up' leaflets, telephone or email consultation, networks, newsletters, study days. Contact the Subject Coordinator for details. If there is no Subject Coordinator for your subject, and you think that you could contribute in this way, please contact the National Subject Networks Coordinator.

Learning Support

The Third Age Trust is always seeking ways to support learning in U3As. The most recent initiatives have included this handbook and the directory. The Third Age Trust also encourages local networks to plan for the support of group leaders and offer support to help them fulfill these plans. If you have any suggestions for the development of existing services, or the provision of new services, please contact us (The Education and Development Panel of the Standing Committee for Education at the Third Age Trust).

Online Courses

A list of courses is available on the website. Some have been written by U3A members in the UK, some are from Australia. Although these courses may be followed individually, the material may also be used by groups. Tutored courses cost £15 and run for eight weeks with the work done via email or online. Untutored courses cost £8 and can be downloaded and printed for group study. Courses offered by the Open University on 'Open Learn' are being tried and moderated, as necessary, for U3A use. Comment on their usefulness is welcomed and volunteers to write or trial courses are always needed. U3A on-line courses are of a high standard. They were awarded the Fred Moore Trophy for contribution to the 'Older and Bolder' project in 2007 by the National Institute for Adult Continuing Education.

Research Collection

The research collection is a reference point for :-

- a) research about older learners
- b) research by older learners, including U3A members, on any subject

This is currently being built up and information would be welcomed. Some U3A members have undertaken research as part of higher degrees or as part of their professional work and access to their papers would be particularly welcome. In the first instance please send details (i.e. title, author, any public source and date) to the Resource Centre Manager, marked clearly 'Research Collection'.

Shared Learning Projects

A Shared Learning Project is bounded by neither individual U3As nor by any single institution. A typical Shared Learning Project is based on an institution, a gallery, museum etc. Members from many U3As meet with a representative of the institution, often the Education Officer, and agree a project of mutual benefit. Timing, method and outcome are agreed. The result of this team research is presented as appropriate, which might mean orally or in written form, and to the institution or to the public. Reports on some of the projects to date can be read in 'Sources' and on the website. These cooperative opportunities offer an exciting future for sharing expertise and learning. In the first instance contact your local Third Age Trust trustee to see what is happening in your area and then the trustee (or if in London the contact) for Shared Learning Projects. If you start a Shared Learning Project please remember to register it at National Office.

Summer Schools

The Third Age Trust offers members a chance to spend four days studying in a residential setting. National Summer Schools have been run for nine years and they have proved popular. The courses are usually subject based, and many group leaders attend on behalf of their group and return to them with material and a fresh outlook. They are, typically, on a college campus and the tutors are themselves U3A members. A list of courses available at Summer Schools is published each year in the preceding autumn, both as a direct mailing, in U3A News and on the website. The cost is dependent largely on accommodation.

The Aims and Guiding Principles

Preamble

The Universities of the Third Age (U3As) in the United Kingdom are autonomous, self help organisations run by the voluntary efforts of their members. All U3As are members of the Third Age Trust (a Registered Charity) which is their national support and advisory body. The word 'university' is used in its original sense of people coming together to share and pursue learning in all its forms. U3As have the following aims and guiding principles:

Aims

1. To encourage and enable older people no longer in full time paid employment to help each other to share their knowledge, skills, interests and experience.
2. To demonstrate the benefits and enjoyment to be gained and the new horizons to be discovered in learning throughout life.
3. To celebrate the capabilities and potential of older people and their value to society.
4. To make U3As accessible to all older people.
5. To encourage the establishment of U3As in every part of the country where conditions are suitable and to support and collaborate with them.

Guiding Principles

1. Programmes

- a) U3As offer activities which reflect members' wishes and which aim to satisfy the widest possible range of interests: educational, cultural, recreational, physical and social.
- b) U3As seek resources appropriate to their learning; from their own memberships; from the Trust's National Support systems; and from outside organisations, both local and national.
- c) U3As make use of new technologies as they become available.

2. Purpose, styles and methods of learning

- a) The pleasure of learning is a driving force in the work of U3As.
- b) U3As neither require nor award any qualifications.
- c) By sharing their learning U3A members help one another to develop their knowledge skills and experience.

d) U3As arrange and support their own programmes as appropriate to their chosen learning activities.

e) U3A members regard themselves as both learners and teachers.

3. Funding

a) U3As are funded in the main by the subscriptions of their members. Funding from outside sources may be sought on occasions and is accepted only if there are no conditions attached which might conflict with the Trust's aims and guiding principles

b) Members undertake themselves, without payment, the many and varied tasks necessary to run their U3A. Usually, paid tutors are engaged only when special expertise is necessary to ensure the health and safety of members taking part in certain activities, and when U3As do not have an appropriately qualified member available.

4. Reaching out

a) U3As take every opportunity to promote the benefits of learning later in life and the attractions and advantages of the U3A way of learning. They make membership available to the whole spectrum of older people in their community.

b) U3As keep in touch with members and former members who, for a variety of reasons, can no longer take part fully in U3A activities; in order to maintain their interest in learning and to offer friendly support which is a fundamental part of U3A life.

c) As appropriate, U3As offer voluntary assistance in learning activities to educational and cultural bodies in their communities.

d) U3As collaborate with institutions such as museums, galleries, libraries, in learning partnerships in which both U3As and the institutions themselves may benefit through research, advancement of knowledge and mutual respect for capabilities.

e) U3As engage with local and national government departments and other agencies that formulate lifelong learning policies and practices in order to influence those that relate particularly to learning in later life.

f) U3As are ready to collaborate with institutions undertaking research into ageing and the position of older people in society.

5. Association

a) U3As collaborate with each other to share expertise and facilities and offer systems of support. They may form themselves into regions or neighbourhood associations

b) U3As work, individually or together, to establish and support new U3As. 10

Contact details

These are correct at January 2008. Please consult the Directory of Services available from Third Age Trust for updates.

LEARNING SUPPORT

Chair of the Education & Development Panel of SCE

Margret Shaw
Tel: 01200 426103
Email: margretshaw@fsmail.net

National Education & Development Officer

Mike Long
Tel: 01827 269049
Email: m.long69@btinternet.com

ONLINE COURSES

Alan Morris
Tel: 0115 937 3954
Email: alandbev.morris@tiscali.co.uk

RESOURCE CENTRE

Open Tuesday to Thursdays

9.30 am to 4.00 pm

Resource Centre Manager

Elizabeth Gibson
Tel: 020 8315 0199
Email: resource.centre@u3a.org.uk
Website: www.u3a.org.uk

Research Collection

Glenys Tuersley
Tel: 020 8950 3030
Email: glent@tesco.net

SHARED LEARNING PROJECTS

Jenny Clark
Tel: 020 8346 3751
Email: jenmal@talktalk.net

(In London) Jennifer Anning
Tel: 020 8330 6931
Jennifer.anning@btopenworld.com

'SOURCES' EDUCATIONAL JOURNAL

Editor

Tony Thornton
Tel: 01228 670403
Email: tony.thornton@virgin.net

Chair of 'Sources' Editorial Panel

Glenys Tuersley
Tel: 020 8950 3030
Email: glent@tesco.net

SUBJECT NETWORKS

Subject Coordinator (copy from U3A News/website)

Name:
Tel:
Email:

National Subject Networks Coordinator

Name: Fran Elkin
Tel: 01749 670735
Email: fran.elkin@btinternet.com

Administration & Students

Philippa Bassett

Tel: 020 8466 6139

Email: philippa@u3a.org.uk

k.richards924@btinternet.com

SUMMER SCHOOLS

Educational Content & Tutors

Keith Richards

Tel: 020 8446 1946

Email:



SOURCES

An Educational Bulletin

SUBSCRIPTION FORM

PLEASE USE BLOCK LETTERS

I am a new subscriber

Title (Mr, Mrs, etc.) Initials

LAST NAME

ADDRESS (up to 6 lines)

POSTCODE (Essential) !!

Name of U3A

Completed forms should be returned to:
Third Age Trust, The Old Municipal Buildings, 19 East Street,
Bromley, BR1 1QE



SOURCES

An Educational Bulletin

SUBSCRIPTION FORM

PLEASE USE BLOCK LETTERS

I am a new subscriber

Title (Mr, Mrs, etc.) Initials

LAST NAME

ADDRESS (up to 6 lines)

POSTCODE (Essential) !!

Name of U3A

Completed forms should be returned to:
Third Age Trust, The Old Municipal Buildings, 19 East Street,
Bromley, BR1 1QE

RESOURCE CENTRE REGISTRATION FORM

As a U3A member you can register to use the Resource Centre. By completing this form you will be registered as a user on the Resource Centre system, which allows you to search the catalogue of resources online through the U3A website and to borrow material. We will allocate you a user number which will be sent with a small information pack.

.....

Please register me with the Resource Centre

(USE CAPITAL LETTERS)

NAME:

U3A GROUP:

HOME ADDRESS:

TELEPHONE NUMBER:

DATE:

Section 2

Local Matters

Your U3A Guidelines

Your local association (region etc)

Your U3A may be a member of a grouping of local U3As which meet to provide mutual support and encouragement, to share ideas and information, and to organise events.

There are many names used by these associations e.g. link, network, accord, forum, cluster, region etc. They offer support to interest group leaders in a variety of ways, e.g. they may offer opportunities to share ideas and experience with other group leaders, they may run workshops or study days, they may have a person designated to help with learning support.

Name of association

Contact details

Name(s)

Address

Telephone:

Email:

Regional Contact (or other person responsible for learning support)

Name

Address

Telephone:

Email:

Insert: Policy and plan of the association on supporting group leaders

Study days/workshops etc

You need to know about arrangements within your own U3A.

Group coordinator (or person responsible for groups)

Name

Address

Telephone:

Email:

Insert: U3A handbook or guidance notes.

Checklist for Group Leader Operational Guidance

Role of the Groups Coordinator (or person on the committee responsible for groups)

Procedure for starting a new group

Support offered for group leaders including attendance at study days

Operating a group

- finding and booking a venue
- keeping registers, a note of visitors & operating waiting lists
- booking and care of equipment (include a list)
- advertising (including use of the website)
- how to deal with emergencies (include an accident report form)

Visits

Financial Matters

- Please refer to the leaflet from the Third Age Trust 'Handling Money' (October 2006)
- Insurance (include a copy of the U3A liability insurance note)
- Procedures for the financing of groups including expenses, speaker fees, banking and accounting arrangements

Section 3
Log Book

The Logbook is your own section. The more that you put into it the more useful it will be to you and your successors.

There follows a list of suggestions for what you might include :-.

- Statement of the group's intent
- Contacts e.g. subject group leaders in other U3As, useful speakers with evaluation and recommendation
- Registers
- Programme of study days, summer schools etc
- Accounts
- Programmes and material used in the group
- For reference and stimulation –
 - Booklists
 - Articles from 'Sources'
 - Subject Network Newsletters
 - Online courses
 - Shared Learning Project reports
 - Research papers
 - Material from study days/group leaders meetings etc