

REVISION OF THE LISTS OF ELECTORS Election or Referendum



TRAINING GUIDE FOR Revision Supervisors

TRAINING GUIDE FOR REVISION SUPERVISORS

HOW TO USE THIS TRAINING GUIDE

This guide is essentially a checklist of the content you will cover when you train revision supervisors. When you check off each item as you cover it, the completed checklist will confirm that you have completed the training. You should:

- cover items as appropriate to the learner, and check off each item when you finish it;
- for items that are not appropriate or do not need to be covered, write n/a (not applicable) in the *Done* column; and
- as appropriate, write additional tasks and information that reflect local issues in the *Notes* column.

The checklist is very thorough, and assumes that the learner is someone who has never been a revision supervisor. You may modify the depth to which you cover the topics according to the learner's experience.

We refer to several manuals that you will use throughout the program as topics arise, not sequentially. This is to encourage the learner to become familiar with finding information quickly and easily.

This training guide incorporates some of the activities and content from the *Training Manual*. This will assist the revision supervisor as he prepares to train revising agents.

GOAL OF THE PROGRAM

To increase the competence of revision supervisors by building the skills and knowledge that they need to complete their responsibilities during the revision period.

TARGET AUDIENCE

Revision supervisors

LOGISTICS

The training is designed to be delivered to one person at a time, although you could accommodate up to three people. Please establish a space for training in the returning office that is free from interruptions and accessible to the materials and resources you will need to train the revision supervisors.

PREREQUISITES FOR TRAINING

Before participating in training, revision supervisors must:

- participate in REVISE software training; and
- receive a copy of *A Manual Revision Supervisors* (EC 40231).

LEARNING OBJECTIVES

At the end of this training, revision supervisors will be able to:

- follow procedures to complete revision tasks;
- resolve problems with electors and revising agents, using the reference manuals;
- follow procedures to manage revision forms in the returning office;
- train and schedule revising agents to meet the needs of the electoral district; and
- carry out quality-assurance measures to ensure the integrity of the electoral process.

TOTAL TRAINING TIME

The time you take may vary, depending on the learner.

Note:

The masculine gender is used throughout this manual without bias, in the interest of simplicity and ease of reading.

TIPS FOR THE RETURNING OFFICER CONDUCTING THE TRAINING

- prepare all your training materials in advance;
- introduce yourself and your position as a returning officer with Elections Canada;
- walk the learner through the information or tasks as directed in the guide;
- be patient;
- avoid giving answers or completing a task for the learner – allow the person time to reflect and discover, because these are important steps in the learning process;
- when covering a task:
 - introduce the task;
 - show how it is done;
 - explain how it is done;
 - show it again, if required;
 - have the learner complete the task, or part of the task if it is large or complex;
 - correct errors and give feedback;
 - have the trainee complete the task again, if required; and
 - provide guidance on request.
- when you are demonstrating a task, explain why you completed the task or acted in the way you did – don't assume that the trainee naturally understands;
- treat every question seriously, no matter how obvious the answer or how trivial it may seem to you. While the tasks may be familiar to you, someone new in the position may easily be overwhelmed by them – take the view that no question is a dumb question.

TRAINING MATERIALS

<ul style="list-style-type: none"> <input type="checkbox"/> <i>A Manual for Revision Supervisors</i> (EC 40231) <input type="checkbox"/> <i>Revision Supervisor's Election Calendar</i> (EC 40229) <input type="checkbox"/> Targeted Revision Management Tool (TRMT) <input type="checkbox"/> DVD (EC 40237) <input type="checkbox"/> map of your electoral district <input type="checkbox"/> revision supervisor's job description <input type="checkbox"/> ALPHA list <input type="checkbox"/> GEO list <input type="checkbox"/> Poll Key 	<ul style="list-style-type: none"> <input type="checkbox"/> forms and documents listed on the next page <input type="checkbox"/> TV and DVD player <input type="checkbox"/> access to the REVISE training database <input type="checkbox"/> <i>A Manual for Revising Agents Using the REVISE System</i> (EC 40230) <input type="checkbox"/> <i>A Manual for Revising Agents Using Forms</i> (EC 40233) <input type="checkbox"/> <i>A Manual for Revising Agents Doing Targeted Revision</i> (EC 40232) <input type="checkbox"/> <i>A Classroom Workbook for Revising Agents</i> (EC 40290)
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FORM AND DOCUMENT SUMMARY

If you need more than one sample of a completed form, each sample must be filled in with different data.

Form	Form number	Number of blank forms required	Completed samples required (yes/no) and quantity
<i>Transaction Log</i>	EC 40091	1	Yes: 1
<i>Application for Registration on the List of Electors</i>	EC 40110 or EC 40115	2	Yes: 1
<i>Application for Registration – Targeted Revision at Electors Residence</i>	EC 40113 or EC 40118	2	Yes: 1
<i>Application for Revision</i>	EC 40111 or EC 40116	2	Yes: 1
<i>Journal Report (one sample with typical errors)</i>	n/a	2	n/a
<i>GEO list (the same list used for revising agent training)</i>	n/a	1	n/a
<i>Targeted Revision – Total Visits</i>	EC 40013	1	Yes
<i>Revision Batch Form</i>	EC 40100	1	Yes
<i>Mail-in Revision Ledger</i>	<i>In the Manual for Revision Supervisors</i>	1	Yes
<i>Journal Report Control Log</i>	EC 40014	1	Yes
<i>Revision Batch Control Ledger</i>	EC 40101	1	Yes
<i>Report on the Hours Worked by Revision Personnel</i>	EC 40102	1	Yes

TRAINING GUIDE

1. INTRODUCTION TO REVISION

WHAT THEY'LL LEARN	CONTENT TO COVER	REFERENCE	NOTES	✓ DONE
An overview of the training	<ul style="list-style-type: none"> Describe how you will conduct the training. 			
	<ul style="list-style-type: none"> Discuss the objectives of the program. At the conclusion of this program, revision supervisors will be able to: <ul style="list-style-type: none"> follow procedures to complete revision tasks; resolve problems with electors and revising agents using the reference manuals; follow procedures to manage revision forms in the returning office; train and schedule revising agents to meet the needs of the electoral district; and carry out quality-assurance measures to ensure the integrity of the electoral process. 			
An overview of revision	<ul style="list-style-type: none"> Explain that revision is a period of about four weeks during which electors can have their names added to, corrected on or removed from the preliminary list of electors. 			
	<ul style="list-style-type: none"> Explain that a revision supervisor makes sure that revising agents carry out their responsibilities to update the list and give people the opportunity to register. 			
	<ul style="list-style-type: none"> Explain that you are going to show a DVD that will provide an overview of revision. 			
	<ul style="list-style-type: none"> Show the DVD. 	Elections Canada DVD		
	<ul style="list-style-type: none"> Ask for the learner's impressions of the scenarios presented in the video. 			

WHAT THEY'LL LEARN	CONTENT TO COVER	REFERENCE	NOTES	✓ DONE
	<ul style="list-style-type: none"> Explain that the revision supervisor's task is to manage the revision process demonstrated as shown on the DVD. Remind the participant that the DVD section about targeted revision is not up to date. The elector does not have to show identification to register himself or other electors living at the same address when revising agents visit him at his residence. 			
Revision supervisor's responsibilities	<ul style="list-style-type: none"> Review the roles and responsibilities listed in the <i>Manual for Revision Supervisors</i>. 	<i>Manual for Revision Supervisors</i> , (see section 2.1)		
How to use the <i>Manual for Revision Supervisors</i>	<ul style="list-style-type: none"> Refer to the "Important Information about Revision" page (just before the Table of Contents). Explain the manual's section numbering. 	<i>Manual for Revision Supervisors</i> : <ul style="list-style-type: none"> "Important Information..." Table of Contents Chapter 10 – Appendix 		
Chapter 1	<ul style="list-style-type: none"> Ask the revision supervisor to complete the table with the relevant information. 	<i>Manual for Revision Supervisors</i> , (see "Important Information...")		
	<ul style="list-style-type: none"> Orient participants to the manual and explain how to locate information quickly: <ul style="list-style-type: none"> use the Table of Contents; and place a note or tab in sections you will refer to often or tasks that you find challenging. 	<i>Manual for Revision Supervisors</i> , (see Table of Contents)		
	<ul style="list-style-type: none"> Review chapter 1 of the manual and explain that: <ul style="list-style-type: none"> sections contain information about specific topics or groups of tasks related to revision activities; samples of forms, tables and procedures are provided for reference. 			

WHAT THEY'LL LEARN	CONTENT TO COVER	REFERENCE	NOTES	✓ DONE
	<ul style="list-style-type: none"> Ask the learner to find the following topics on his own (the <i>Manual reference</i> column here gives the locations): <ul style="list-style-type: none"> non-partisanship; sequence numbers; forms completed by hand; acting in the best interests of the elector. 	<i>Manual for Revision Supervisors:</i> <ul style="list-style-type: none"> Section 2.2 Section 10.6 Section 6.3 Section 3.4 		
	<ul style="list-style-type: none"> Review the revision calendar. Review the <i>Revision Supervisor's Election Calendar</i>. 	<i>Manual for Revision Supervisor,</i> (see section 4.1) <i>Revision Supervisor's Election Calendar</i> (EC 40229)		
Acting in the best interests of the elector	<ul style="list-style-type: none"> Ask the learner to read the passage on "acting in the best interests of the elector". 	<i>Manual for Revision Supervisors,</i> (see section 3.4)		
Providing good customer service	<ul style="list-style-type: none"> Explain that the difference between those who provide excellent service and those who do not is the belief that excellent service is part of the job: <ul style="list-style-type: none"> customers aren't always right – but there's no point in proving them wrong; customers don't always know exactly what they want, and that's okay; and fixing the problem is more important than assigning the blame. 	<i>Manual for Revision Supervisors,</i> (see section 2.7)		
	<ul style="list-style-type: none"> Ask the learner for examples from the DVD that demonstrate good customer service. 			
	<ul style="list-style-type: none"> Discuss ways that the revision supervisor can demonstrate good customer service to revising agents. 			
The revision team	<ul style="list-style-type: none"> Ask the learner to use the manual and find out the positions that make up the revision team. 	<i>Manual for Revision Supervisors,</i> (see section 2.3)		
	<ul style="list-style-type: none"> Introduce members of the team if possible. 			

WHAT THEY'LL LEARN	CONTENT TO COVER	REFERENCE	NOTES	✓ DONE
	<ul style="list-style-type: none"> Discuss the importance of teamwork within the returning office to carry out a successful electoral event. 			
	<ul style="list-style-type: none"> Reinforce the expectation that everyone in the returning office supports each other. 			
Elector rights and qualifications	<ul style="list-style-type: none"> Explain that revision supervisors must: <ul style="list-style-type: none"> uphold the rights of electors; and know the qualifications that electors must meet to vote. 	<i>Manual for Revision Supervisors, (see Chapter 3)</i>		
	<ul style="list-style-type: none"> Review the elector rights listed in the manual. 			
	<ul style="list-style-type: none"> Ask the following questions: <ul style="list-style-type: none"> Q: <i>What can you do when no one in the office can speak the language used by the elector?</i> A: Contact the returning officer or phone the Help desk to arrange for a translator. 	<i>Manual for Revision Supervisors, (see section 3.1, Bilingual Service)</i>		
	<ul style="list-style-type: none"> Q: <i>What is the most important thing to do when you are providing service to someone who is disabled?</i> A: Provide respectful service: speak directly to the elector, offer to help, and be patient. 	<i>Manual for Revision Supervisors, (see section 3.1, Electors Who Require Special Assistance)</i>		
	<ul style="list-style-type: none"> Q: <i>Why is it so important to keep revision documents secure?</i> A: To maintain the confidentiality of elector information, and to protect the integrity of the electoral process. Review the confidentiality clause that appears on the revision forms. 	<i>Manual for Revision Supervisors, (see section 3.1, Confidentiality of Information)</i>		

WHAT THEY'LL LEARN	CONTENT TO COVER	REFERENCE	NOTES	✓ DONE
Elector qualifications	<ul style="list-style-type: none"> Review the elector qualifications: <ul style="list-style-type: none"> Age; Citizenship; Place of residence. 	<i>Manual for Revision Supervisors,</i> (see section 3.2)		
	<ul style="list-style-type: none"> Present the following scenarios one at a time and ask the learner to determine whether or not the elector is qualified to vote: <p><i>Elector A:</i></p> <ul style="list-style-type: none"> 18 years old; currently living in university residence; goes home to visit his parents for holidays and to work during the summer; a Canadian citizen; and wants to vote at the university, which is in your electoral district. <p>Confirm the correct answer, which is Yes.</p>	<i>Manual for Revision Supervisors,</i> (see section 3.2)	A student's residence can be considered a place of ordinary residence if the student does not intend to return to his previous home.	
	<p><i>Elector B:</i></p> <ul style="list-style-type: none"> 65 years old; a Canadian citizen; lives in Marco Island, Florida as a U.S. resident; lives during the summer months in a condominium he owns in Sherbrooke, Quebec; and wants to vote in the electoral district in Sherbrooke. <p>Confirm the correct answer, which is Yes.</p>		The elector is a Canadian citizen and wants to vote in the electoral district of his ordinary residence.	

WHAT THEY'LL LEARN	CONTENT TO COVER	REFERENCE	NOTES	✓ DONE
	<p><i>Elector C:</i></p> <ul style="list-style-type: none"> • 37 years old; • living at the family cottage for the summer; • lives and works in another electoral district the remaining 10 months of the year; and • wants to vote in the electoral district where the cottage is located. <p>Confirm the correct answer, which is <i>No</i>.</p>		<p>The elector's cottage is his secondary residence – because the elector's ordinary residence is in another electoral district, he will need to vote in that district.</p>	
	<ul style="list-style-type: none"> • Review the three options for proving name and address. • Ask the learner to name three different document combinations that would meet the requirements. 	<p><i>Manual for Revision Supervisors, (see section 3.3)</i></p>		
<p>The three steps of revision</p>	<ul style="list-style-type: none"> • Explain that revision activities are driven by the status of the elector on the list of electors, and that this applies to every type of revision activity. • Review the three types of revision activities: <ul style="list-style-type: none"> • revision using REVISE; • revision using paper forms; and • targeted revision. • Review the three steps of revision using the manual: <ul style="list-style-type: none"> • conduct the search; • complete the transaction; and • validate the transaction. • Explain that revision supervisors must be thoroughly familiar with the different types of revision activities and the steps to complete revision. 	<p><i>Manual for Revision Supervisors, (see section 4.3, Overview of Revision)</i></p>		

WHAT THEY'LL LEARN	CONTENT TO COVER	REFERENCE	NOTES	✓ DONE
Checkpoint questions	<ul style="list-style-type: none"> • Ask the learner to complete the checkpoint questions in the manual. 	<ul style="list-style-type: none"> • Chapter 1 • Chapter 2 • Chapter 3 • Chapter 4 		

2. REVISING AGENT’S TASKS

WHAT THEY’LL LEARN	CONTENT TO COVER	REFERENCE	NOTES	✓ DONE
Revising agent’s responsibilities	<ul style="list-style-type: none"> Review the revising agent’s job description. 	<i>RO Manual, (see Chapter 5)</i>		
Orientation to the revising agent’s manuals	<ul style="list-style-type: none"> Show the three different revising agent’s manuals and describe how they are different. Identify the sections that are the same in all three manuals. 	<i>Manual for Revising Agents Using REVISE</i> <i>Manual for Revising Agents Using Forms</i> <i>Manual for Revising Agents Doing Targeted Revision</i>		
Introduction to revision using REVISE	<ul style="list-style-type: none"> Review the flow chart. 	<i>Manual for Revising Agents Using REVISE, (see section 5.1); flow chart (Figure 1, Revisions Using the Computer)</i>		
REVISE	<ul style="list-style-type: none"> Ask the following questions: Q: <i>What drives each revision transaction?</i> A: The status of the elector on the <i>Preliminary List of Electors</i>. Q: <i>What are the three steps of revision?</i> A: Conduct the search, complete the transaction, and validate the transaction. Q: <i>What is the difference between a local search and a national search?</i> A: A local search covers the electoral district, while a national search covers every district in the country. 	<i>Manual for Revising Agents Using REVISE, (see section 5.3)</i>		

WHAT THEY'LL LEARN	CONTENT TO COVER	REFERENCE	NOTES	✓ DONE
	<ul style="list-style-type: none"> • Confirm that the learner has taken REVISE training. • Provide access to a computer terminal. • Ask the learner to log on to the REVISE training database. • Present the following scenarios for action by the revision supervisor using REVISE. Role-play to incorporate good customer-service practices. 	REVISE system, Training database <i>Manual for Revising Agents Using REVISE</i> , (see section 5.1); flow chart (Figure 1, <i>Revisions Using the Computer</i>)		
	<p><i>Scenario 1:</i> A woman comes to the returning office to make sure she is registered to vote:</p> <ul style="list-style-type: none"> • Rosemary Dion • 1118 Ramsgate, Kimberly, Ontario K9E 2J6 • born February 7, 1925 <p>Confirm the result: create a record.</p>	<i>Manual for Revising Agents Using REVISE</i> , (see section 5.3, <i>Create a record</i>); flow chart (Figure 1, <i>Revisions Using the Computer</i>)		
	<p><i>Scenario 2:</i> A woman comes to the returning office to make sure she is registered to vote after recently moving:</p> <ul style="list-style-type: none"> • Kathleen Bunyan • born December 14, 1959 • current address: 1208 Banff Avenue, Nelson, Ontario D1V 5B3 • previous address: 202–1527 4th Avenue, Nelson, Ontario K1V 5B3 <p>Confirm the result: update a record.</p>	<i>Manual for Revising Agents Using REVISE</i> , (see section 5.3, <i>Update an elector's record</i>); flow chart (Figure 1, <i>Revisions Using the Computer</i>)		
	<p><i>Scenario 3:</i> A woman comes to the returning office with a voter information card for her deceased husband and asks the revising agent to make sure he is taken off the list. The name and address of her late husband is:</p> <ul style="list-style-type: none"> • Ken Bradley • 1063 2nd Avenue NW, Nelson, Ontario D1V 5C5 <p>Confirm the result: removal of a record.</p>	<i>Manual for Revising Agents Using REVISE</i> , (see section 5.3, <i>Remove an elector's record</i>); flow chart (Figure 1, <i>Revisions Using the Computer</i>)		

WHAT THEY'LL LEARN	CONTENT TO COVER	REFERENCE	NOTES	✓ DONE
<i>Journal Report</i>	<ul style="list-style-type: none"> Explain when the <i>Journal Report</i> is printed and what revising agents should look for. Ask the learner to print his <i>Journal Report</i>, and review it with the learner. Show a sample <i>Journal Report</i>. Ask the learner to check the report for errors. 	<i>Sample Journal Report Manual for Revising Agents Using REVISE</i> , (see section 5.5) <i>Revising Agent's Classroom Workbook</i> , (see Module 2: <i>Follow-up Activities</i>)		
	<ul style="list-style-type: none"> Show a completed <i>Transaction Log</i>. Review the procedure to complete the log. Demonstrate how to complete the log. 	<i>Transaction Log (EC 40091) (completed) Manual for Revising Agents Using REVISE</i> , (see section 6.2)		
Introduction to revision using forms	<ul style="list-style-type: none"> Refer to the manual for revision using forms. Review the flow chart. 	<i>Manual for Revising Agents Using Forms</i> , (see section 5.1); flow chart (Figure 1, <i>Making Revisions with Paper Forms</i>)		
Revision using forms	<ul style="list-style-type: none"> Review the tools used for manual revision and when they are used. Review the three steps and remind the learner that the same logic applies to paper-based revision using forms: the status of the elector determines the type of transaction. 	<ul style="list-style-type: none"> GEO list ALPHA list <i>Transaction Log (EC 40091)</i> <i>Application for Registration on the List of Electors (EC 40110 or EC 40115)</i> <i>Application for Revision (EC 40111 or EC 40116)</i> <i>Poll Key</i> <i>Manual for Revising Agents Using Forms</i> , (see section 5.2)		
	<ul style="list-style-type: none"> Explain the use of the Elector Search Utility in revision activities. Demonstrate searching for an elector, if possible. Review the "If/Then" table. 	<i>Manual for Revising Agents Using Forms</i> , (see section 5.3, <i>Step 1: Conduct the Search</i>)		
	<ul style="list-style-type: none"> Show the two forms for revision. Show the pages in the manual that tell the revising agent how to complete the form. Explain step 3, and validate the transaction for forms. 	<i>Manual for Revising Agents Using Forms</i> : <ul style="list-style-type: none"> <i>Application for Registration on the List of Electors (EC 40110 or EC 40115)</i>, (see Figure 3) <i>Application for Revision (EC 40111 or EC 40116)</i>, (see Figure 4) 		

WHAT THEY'LL LEARN	CONTENT TO COVER	REFERENCE	NOTES	✓ DONE
	<ul style="list-style-type: none"> Present the following scenarios for action by the revision supervisor, including filling in the correct form. Role-play to incorporate good customer-service practices. 			
	<p><i>Scenario 1:</i> the elector Louis Pepin lives alone and has received a voter information card for someone who is not at his address:</p> <ul style="list-style-type: none"> born October 19, 1954 current address: 1052 Ramsgate, Kimberly, Ontario D9E 2J7 former address : 983 Ramsgate, Kimberly, Ontario D9E 2J7 <p>Confirm the result: Louis is listed on the GEO list and his address information required updating using the <i>Application for Revision</i> form.</p> <p>Confirm the accuracy of the information recorded on the form.</p>	<ul style="list-style-type: none"> GEO list <i>Application for Registration on the List of Electors</i> (EC 40110 or EC 40115) <i>Application for Revision</i> (EC 40111 or EC 40116) 		
	<p><i>Scenario 2:</i> the elector Gordon Wong wants to register to vote for the first time since becoming a Canadian citizen:</p> <ul style="list-style-type: none"> born May 5, 1978 current address: 1050 Ramsgate, Kimberly, Ontario K9E 2J7 <p>Confirm the result: Gordon is not listed on the GEO list and the <i>Application for Registration on the List of Electors</i> form was completed.</p> <p>Confirm the accuracy of the information recorded on the form.</p>	<ul style="list-style-type: none"> GEO list <i>Application for Registration on the List of Electors</i> (EC 40110 or EC 40115) <i>Application for Revision</i> (EC 40111 or EC 40116) 		

WHAT THEY'LL LEARN	CONTENT TO COVER	REFERENCE	NOTES	✓ DONE
Targeted revision overview	<ul style="list-style-type: none"> • Explain the purpose of targeted revision. • Explain where targeted revision takes place: <ul style="list-style-type: none"> • new residential developments; • areas of high mobility; • Aboriginal communities; • institutions, nursing homes and chronic care facilities. 	<i>Manual for Revising Agents Doing Targeted Revision, (see section 5.1)</i>		
Targeted revision: new residential and high mobility areas	<ul style="list-style-type: none"> • Review the supplies contained in a targeted revision kit. • Review preparation steps for door to door. • Review how the <i>Targeted Revision – Record of Visits</i> (EC 40106) is completed and used by revising agents. • Review how to conduct door-to-door visits. • Ask the learner to role-play a visit as the revising agent and to complete an <i>Application for Registration – Targeted Revision at Elector’s Residence</i> (EC 40113 or EC 40118). • Confirm that the learner correctly completed all the steps, and provide feedback. 	<i>Manual for Revising Agents Doing Targeted Revision, (see section 5.3)</i>		
Targeted revision: nursing homes and chronic care facilities	<ul style="list-style-type: none"> • Review the tools and forms. • Review options 1, 2 and 3. • Discuss “mental capacity” not being a qualification to vote. • Discuss “physical and emotional well-being” of residents as an obstacle to entering an institution. 	<i>Manual for Revising Agents Doing Targeted Revision, (see section 5.4)</i>		
Checkpoint questions	<ul style="list-style-type: none"> • Ask the learner to complete the checkpoint questions in the corresponding manual before proceeding. 	<ul style="list-style-type: none"> • Chapter 5 • Chapter 6 		

3. REVISION SUPERVISOR ACTIVITIES

WHAT THEY'LL LEARN	CONTENT TO COVER	REFERENCE	NOTES	✓ DONE
Managing revision activities	<ul style="list-style-type: none"> Review the eight main tasks of the revision supervisor. 	<i>Manual for Revision Supervisors</i> , (see section 4.2)		
Relationship management	<ul style="list-style-type: none"> Discuss the importance of resolving conflicts between electors and revising agents. Review the role of the automation coordinator. Discuss ways to work productively with the automation coordinator. 	<i>Manual for Revision Supervisors</i> , (see section 2.4 to 2.6)		
Managing targeted revision	<ul style="list-style-type: none"> Review the time estimate charts in the manual. 	<i>Manual for Revision Supervisors</i> , (see section 10.2)		
Time estimates for targeted revision	<ul style="list-style-type: none"> Practice using the time estimate charts to determine the amount of time to complete targeted revision for the addresses in the list of addresses provided by your returning officer or in the <i>New Residential Developments</i> and <i>High Mobility</i> lists in the TMRT. Confirm the calculations. 	<p><i>Manual for Revision Supervisors</i>, (see section 10.2, Tables 3 and 4)</p> <p><i>Manual for Revision Supervisors</i>, (see section 5.2, <i>Targeted Revision Management Tool [TRMT]</i>)</p>		
Targeted revision: completing forms	<ul style="list-style-type: none"> Review the <i>Targeted Revision – Record of Visits</i> (EC 40106) form. Review the procedures for processing forms. Practise completing the form using three completed <i>Targeted Revision – Record of Visits</i> (EC 40106) forms and using the information from the list of addresses provided by your returning officer or in the <i>New Residential Developments</i> and <i>High Mobility</i> lists in the TMRT. Confirm that the learner completed the form correctly. Review monitoring procedures. 	<p><i>Targeted Revision – Record of Visits</i> (EC 40106) (blank)</p> <p><i>Targeted Revision – Record of Visits</i> (EC 40106) (3 completed forms)</p> <p><i>Manual for Revision Supervisors</i>, (see section 5.5, <i>Completing the Targeted Revision – Record of Visits (EC 40106) form</i>)</p>		
	<ul style="list-style-type: none"> Review the procedures for monitoring targeted revision in institutions, nursing homes and chronic care hospitals. 	<i>Manual for Revision Supervisors</i> , (see section 5.5)		

WHAT THEY'LL LEARN	CONTENT TO COVER	REFERENCE	NOTES	✓ DONE
Managing forms	<ul style="list-style-type: none"> • Explain that all forms will eventually be returned to the returning office for processing. • Review the “Revision Forms and Locations Where They Are Used” table. 	<i>Manual for Revision Supervisors</i> , (see section 6.1, Table 3)		
	<ul style="list-style-type: none"> • Provide an overview of how forms are managed at the returning office. • Review the procedures for processing forms entered in REVISE. • Review the procedures for processing forms completed by hand. 	<i>Manual for Revision Supervisors</i> , (see sections 6.2 and 6.3)		
	<ul style="list-style-type: none"> • Review the <i>Revision Batch Form</i> (EC 40100), how it is completed, by whom and when. • Practise completing the form. • Confirm that the learner completed the form correctly. 	<i>Revision Batch Form</i> (EC 40100) <i>Manual for Revision Supervisors</i> , (see section 6.4)		
	<ul style="list-style-type: none"> • Review procedures to use the “follow-up basket” and the <i>Transaction Log</i> (EC 40091). • Review procedures for managing the forms close to the deadline. 	<i>Manual for Revision Supervisors</i> , (see sections 6.5 to 6.9)		
Quality-assurance tasks	<ul style="list-style-type: none"> • Explain quality assurance and the importance of quality assurance for the integrity of the electoral process. • Review the tasks associated with quality assurance. • Practice a spot-check call with the learner. • Review the procedure for processing returned voter information cards. 	<i>Manual for Revision Supervisors</i> , (see section 8.1, <i>What is Quality Assurance?</i>)		
Checkpoint questions	<ul style="list-style-type: none"> • Ask the learner to complete the checkpoint questions in the manual before proceeding. 	Chapters 5, 6 and 8		

4. TRAINING AND SUPERVISING REVISING AGENTS

WHAT THEY'LL LEARN	CONTENT TO COVER	REFERENCE	NOTES	✓ DONE
Before training begins	<ul style="list-style-type: none"> • Review the preparation tasks for training. • Emphasize the need to: <ul style="list-style-type: none"> • practise and feel comfortable with the revising agent's lesson plan; and • organize materials and resources well ahead of time. 	<i>Manual for Revision Supervisors</i> , (see section 7.1)		
Training schedule	<ul style="list-style-type: none"> • Review the revision calendar, the dates available for training revising agents and the need to organize training efficiently. • Review the <i>Revising Agent Training Schedule</i>. 	<i>Manual for Revision Supervisors</i> , (see Chapter 7, Table 4)		
Supervising revising agents	<ul style="list-style-type: none"> • Review the key tasks in the manual. • Review how to pair revising agents. 	<i>Manual for Revision Supervisors</i> , (see section 7.2)		
Tracking time	<ul style="list-style-type: none"> • Show the <i>Report on the Hours Worked by Revision Personnel</i> (EC 40102) form. • Review how to complete the form. 	<i>Report on the Hours Worked by Revision Personnel</i> (EC 40102) (completed)		
Checkpoint questions	<ul style="list-style-type: none"> • Ask the learner to complete the checkpoint questions in chapter 7 in the corresponding manual. 	Chapter 7		