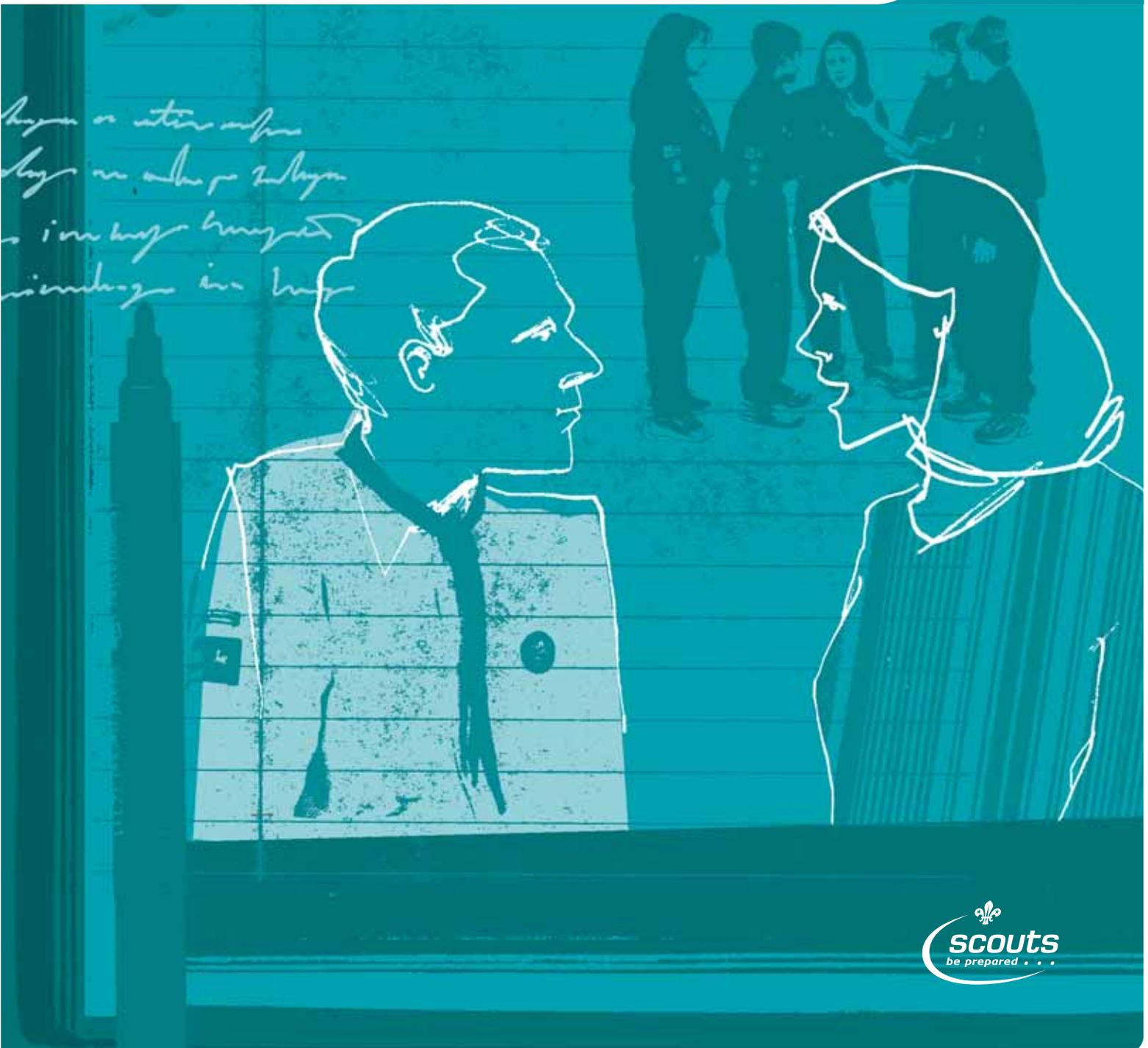


# assessing learning – workbook | 25

supporting adult learning

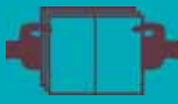
adult training



## 25



Exercise



Example



Handout notes

## Who is this workbook for?

This workbook is aimed at line managers and potential Training Advisers wishing to support adults through The Scout Association's Adult Training Scheme.

## Using the workbook

The workbook is a method of completing the learning necessary for Module 25, *Assessing Learning*. Although the same topics will be covered in the training course, these may be covered differently in some areas.

While using the workbook you will see a number of symbols and terms:

**Exercise** – this is an exercise for you to complete.

**Example** – this is an example for you to study and relate back to either the text or an exercise.

## What does the module cover?

This module comprises the following elements:

- 1 Some reading of various documents
- 2 A review of your own Personal Learning Plan and reflections on your experience of having a Training Adviser support you
- 3 Questions to complete so that you can submit the answers to your Training Adviser
- 4 Consideration of some scenarios
- 5 Some practical work to undertake with a learner
- 6 A review of the practical work
- 7 Discussions with your Training Adviser
- 8 The validation for this module.

The module helps ensure that adults in Scouting are suitably trained and are able to deliver Scouting to the standard expected. For that reason, we would like to start by thanking you for showing an interest in assessing and supporting the learning of others.

The following information should help clarify a few key points. ➔



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### Editor's note

Although in some parts of the British Isles Scout Counties are known as Areas, Regions or Islands and in one case Bailiwick, for ease of reading, this workbook simply refers to County/Counties.

County boundaries on the cover ©MAPS IN MINUTES™ 2001.

- The Scout Association's Adult Training Scheme comprises a wide range of modules. Each adult undertakes those modules appropriate to their role.
- A range of training options is available for each module. At the end of the training the adult is then required to complete a validation. The purpose of this is to assess whether they have understood the learning and are able to put it into practice.
- If an adult has all the learning that they require, then they only need complete the validation.
- An adult's training is complete (apart from annual ongoing learning) when they have successfully completed the validation for all the modules required for their role.
- Each adult works with a Training Adviser who will help them plan, support them while they are training and conduct the validation.

## Where should I begin?

To ensure you do not repeat a lot of material, it is recommended that this module is completed after you have already finished, or are at least working on, modules 2, 5 and 9. These cover the fundamentals of Scouting, your own Personal Learning Plan and working with other adults.

How you progress through the workbook is your choice. The work is divided into three main sections. All Training Advisers and managers need to complete section one. Training Advisers should also complete section two. All Training Advisers and managers should complete section three, during which you will complete validation exercises appropriate to your roles.

## Resources

Before you sit down to begin this module you will need the following resources:

- *The Scout Association's Adult Training Scheme*
- *The Seven Steps to Being a Training Adviser* factsheet
- *The Training Adviser's Guide*.

You may also find the factsheet, *Validation Processes and Guidelines* helpful.

## How is this module validated?

The validation for line managers focuses on understanding and supporting those they manage through the process. If you decide to become a Training Adviser, you will be required to complete the second level of validation. This is essentially practical in nature and requires you to support two adults through the training process.

# 25

## Assessing learning - Workbook

### Aim

To provide the knowledge, skills and attitudes necessary to effectively support adults through The Scout Association's Adult Training Scheme.

### Key objectives

There are eight overall objectives for this module:

- 1 Plan to meet your own training and development needs.
- 2 Demonstrate acceptance of the Purpose, Principle and Method of The Scout Association.
- 3 Demonstrate commitment to the concepts, content and policies of training within The Scout Association.
- 4 Describe the pattern of Adult Training and your responsibilities within it.
- 5 Monitor, support and encourage adults undergoing formal training.
- 6 Identify the learning and development needs of people that you support.
- 7 Undertake appropriate validations and assessments of learning.
- 8 Provide positive and constructive feedback.

Please discuss the objectives with your Training Adviser if you have any questions.

## Section one: Understanding

Section one is designed to brief you on the details of The Scout Association's Adult Training Scheme and the role of the Training Adviser. It comprises some reading, some questions and exercises and should be completed by all Training Advisers and line managers.

### Exercise 1

Read the Personal Learning Plan section of *The Training Adviser's Guide*.



### Exercise 2

Answer these questions by writing your answers in the space provided.

**Describe the process of developing a Personal Learning Plan.**



**Describe the role and responsibilities of a Training Adviser.**

### Exercise 3

Read the document *The Scout Association's Adult Training Scheme*. Use the resource to answer the following questions:

**Why is adult training so important to The Scout Association?**



**How are modules matched to specific roles?**

**What must take place before the Wood Badge may be awarded?**

**What training must be completed before the Warrant is issued?**

**How are previous learning and existing skills taken into account when agreeing a Personal Learning Plan?**

Now have another look at your own Personal Learning Plan. Reflect on how that was drawn up. Is there anything missing from your plan? What did your Training Adviser do at your first meeting?

You should now have a good idea of what is expected of a Training Adviser.

Here is a brief exercise to help you think about the role in practice.



**Exercise 4**

Please list in the table below the knowledge, skills and qualities you think a Training Adviser needs to carry out their role.

Knowledge	Skills	Qualities
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Please compare your lists with those in Appendix one of this workbook.



### Exercise 5

Read the factsheet *The Seven Steps to Being a Training Adviser*.



### Exercise 6

List below how you might practically approach each step when working as a Training Adviser.



**Identify learning and development needs**

**Agree and record a Personal Learning Plan**

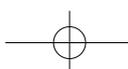
**Monitor progress at regular intervals**

**Provide constructive feedback**

**Support and encourage**

**Validate the learning**

**Identify new needs and repeat the process**





## Section two: Practice



Section two is designed to help you practice the process and skills of being a Training Adviser. It comprises some practical exercises, consideration of some scenarios and answering some questions. It also involves contact with and support from your own Training Adviser.

To complete this section you will need to work with another person. This other person could be one of the following:

- 1 Another adult learning to become a Training Adviser.
- 2 An adult new to Scouting going through their own training.
- 3 Your Training Adviser, acting as an adult new to Scouting.

If you select the second option, your Training Adviser will be able to supervise the process and verify the suitability of the Personal Learning Plan as well as your validations of the adult's learning.

Section two is built around three main activities:

- Task one is to agree a Personal Learning Plan with your chosen learner
- Task two is to consider how you would deal with a range of scenarios
- Task three is to complete some validations.

To help you achieve objectives two and three for this module (see page 2) your work with your learner must include module 5, *Fundamental Values of Scouting*. Refer to exercise one to help you prepare for supporting them in completing the module.

## Exercise 8



To help you prepare for your role, consider the following questions:

- 1 How can a Training Adviser demonstrate the values of Scouting to an adult new to Scouting?
- 2 How would you, as a Training Adviser, explain the Purpose, Principles and Method of Scouting, in simple terms, to an adult new to Scouting?
- 3 What approaches could you use with an adult new to Scouting who suggested they did not agree with the values of Scouting, but were willing to pay lip service to them?

## Task 1



## Exercise 9

Start by describing some basic information about your learner and their background. You could get this information over the phone when you arrange to meet with them for the first exercise.

### About my learner

It is important to find out about the people you are supporting and what they could bring to their new role.

Now hold your first meeting with your learner to identify and agree some of their learning and development needs. Record these on their Personal Learning Plan. You should also discuss the support the learner will require over the next six months and agree how you will deliver that support.

Keep a record of the meeting, including copies of the Personal Learning Plan, and how and when you intend to validate the learning.



## Exercise 10



Describe what you did in that meeting, what you learned and what you will do differently next time.

**What I did**

**What I learned**

**What I will do differently next time**

You may wish to review this meeting with your Training Adviser.

## Task 2

## Exercise 11



This exercise presents you with a range of scenarios. How would you deal with the following situations?

Please write your thoughts below.

**A Group Scout Leader isn't returning phone calls or emails.**

**An Assistant Beaver Scout Leader's circumstances have changed. He now can't complete his Personal Learning Plan on time.**

**A Scout Leader is phoning each week to ask for advice.**



**A Commissioner isn't turning up at the training modules she is booked onto.**

**An Assistant Scout Leader is producing detailed notes of his work, although everyone says he is are ineffective.**

**An Assistant Group Scout Leader has told others that you are not a very good Training Adviser.**



### Exercise 12

Meet again with your own Training Adviser to review the tasks up to this point. Your Training Adviser will be able to give you feedback on your approach and help you prepare for task three, the validation meeting.

Please note your Training Adviser's feedback below and what you have learned from your review.

**Feedback to me**

**What I have learned**

**What I will do differently next time**

### Task 3

### Exercise 13

Make a note of the support you have given to your learner between the first meeting and the point when they feel ready to undertake the validation of their learning.

**What support have I given?**



### Exercise 14

To help you prepare for the validation meeting, read the factsheet *Validation Processes and Guidelines* which can be found in Appendix two of this workbook. Now read the following:

- 1 The responsibility is on the learner to complete the validation tasks and to produce evidence.
- 2 The Training Adviser should compare the evidence presented against what is required by the validation brief.
- 3 The validation brief will include guidance to help you as a Training Adviser to make the assessment.
- 4 You should only sign the validation form if you are convinced that the evidence presented is the learner's own work and demonstrates an understanding of the learning covered by the module objectives. You must also verify that the work is current and sufficient to cover the requirements of the validation brief for the module.
- 5 If any of the above criteria are not met, you should indicate what the learner still has to do to complete the validation requirements for that module. As the Training Adviser, it is your responsibility to protect the standard of the module.
- 6 You should use open questions to seek any further evidence required of the learner's understanding and its application.
- 7 If you are in any doubt, contact another Training Adviser or your Training Manager before confirming the validation.



- 8 You must keep a written record of what evidence has been produced, the questions asked and the answers supplied.
- 9 At all stages the learner should be kept aware of what is required of them to complete the validation. They should also know how and when the validation will take place. This can best be done by keeping their plan up to date.

If you have any questions at this stage, contact your Training Adviser.

Hold a validation meeting with your learner. Keep a record of the meeting, including copies of the Personal Learning Plan and the feedback you gave to them.



### Exercise 15

Describe what you did in that meeting, what you learned and what you will do differently next time.

**What I did**

**What I learned**

**What I will do differently next time**

You have now completed section two. You should now review this activity with your Training Adviser who will discuss the exercises and your learning. Your Training Adviser will also help you prepare for your own validation.

Please note your Training Adviser's feedback below and what you have learned from your review.

**Feedback to me**

**What I have learned**

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### Section three: Validation

The final stage is to complete the validation exercises. For this module these take place at two levels.

The first level is for line managers who will support learners throughout their training but will not act as Training Advisers. The validation for line managers focuses on understanding and supporting those you manage through the process.

If you decide to become a Training Adviser, you will be required to complete the second level of validation. This is essentially practical in nature and requires you to support two learners over a period of time.

The validation options handout can be found at the back of this workbook.

Your Training Adviser will brief you on the validation exercises.

Thank you for completing this module. Whatever your role in Scouting, we are convinced this module will help you provide better support to all those adults who are learning. And that really means all of us!

## Appendix one

### Knowledge, skills and qualities of a Training Adviser

A Training Adviser:

- believes in Scouting's values
- understands the Adult Training Scheme structure and requirements
- is supportive of adults working in a volunteer context
- cares about quality of Scouting provision
- is well organised
- uses questioning techniques to elicit relevant information
- uses active listening skills
- encourages others
- has good observation skills
- is able to weigh up evidence against requirements
- gives constructive feedback to develop others
- records plans and agreements accurately and clearly
- is able to give time to others
- is reliable and consistent.

HO 1

## Validation requirements for Assessing Learning



### Validation requirements for line managers

#### Task one

You are asked to prepare a briefing to an adult new to Scouting on the Adult Training Scheme and how it works. Pay particular attention to:

- the reason for training
- the modular structure
- links to the appointment process
- how training needs are identified
- the role of the Training Adviser
- the validation process
- the award of the Wood Badge.

Deliver the briefing to a new adult and report back to your Training Adviser.

#### Task two

As part of a review meeting with someone you manage, review their progress with their training, record any support they require and make sure that you follow it through.

Review this part of the meeting with your Training Adviser.

### Validation requirements for Training Advisers

- You are asked to work as a Training Adviser for at least two new adults over a period of at least three months.
- You must use the profiling tool to determine their learning needs, produce a Personal Learning Plan and support them through at least three modules.
- Keep a record of your meetings with them, of your discussions and of how you reached the agreements you did. Focus your attention on the actions you took at each of the seven stages of the Training Adviser's process.
- Include references to particular successes and difficulties you encountered, and details of how you dealt with these.
- Also include copies of the validation plans you agreed and copies of the new adults' Personal Learning Plan record.
- Your record must include at least two validation recommendations.
- Present your record to your Training Adviser and discuss with them what you have learned. Your Training Adviser will also want to discuss your understanding of validation principles and practice. This will be to ensure that The Scout Association's validation processes meet the requirements of the Open College Network.

# Validation processes and guidelines



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## The purpose of validation

The Scout Association aims to ensure that adults are able to meet a high standard in their role. However the training it provides is only one piece of the jigsaw. All the training does is help adults learn the knowledge, skills and attitudes they need to carry out their role. The adults themselves have to put that learning into practice, perhaps with support and feedback from a line manager or Training Adviser. The next piece of the jigsaw is to assess whether or not the adult is actually using the learning to the standard required. In Scouting we call this process validation.

The process of validation involves comparing what the adult does against a set requirement and deciding whether their performance matches the requirement. Based upon the validation decision, further plans can then be made to develop or manage the adult.

## The validation process

Validation processes commonly involve the following stages:

### 1 Identify and interpret the standard

Both the Training Adviser and the learner must understand what the standard requires. In some validation processes the learner and Training Adviser meet before the validation to ensure the learner has the same understanding as the Training Adviser. In others, a Trainer briefs the learner and the Training Adviser remains at an objective distance. The choice of method will depend on the nature of the module and of the method of validation.

### 2 Determine what evidence is required to demonstrate that the standard can be, or has been, met

It should be very clear what evidence is acceptable and what evidence is unacceptable for validation purposes. If the standard requires the learner to demonstrate that they know or understand something, the evidence may be gathered by a test, exam or structured interview. If the standard requires the learner to demonstrate an ability or to delivery to a measurable performance level, the evidence may be gathered by observation of a task or by examining the actual output of a task.

### 3 Collect the evidence required and present it to the Training Adviser

In 'claim based' validation processes, the onus is on the learner to collect the evidence, to format the evidence and to approach the Training Adviser to arrange a validation. In 'check based' validation processes, the Training Adviser collects random evidence, possibly without the learner knowing, and then arranges a validation meeting.

### 4 The Training Adviser compares evidence against the standard and makes the validation decision

Here the Training Adviser has to base the decision on a comparison between the standard and the available evidence. The comparison process involves the Training Adviser looking at each piece of the standard, then searching the evidence to find some that satisfies that piece. The Training Adviser then moves on to the next piece of the standard. Normally these pieces of the standard are grouped together in sections so that validation decisions can be made for specific sections, according to the validation rules.



page 2 of 3

## 5 The Training Adviser informs the learner of the validation decision and gives feedback to help them address any shortfall

A key principle of validation is early feedback. In most validation processes the Training Adviser should indicate where the evidence is insufficient to meet the standard and what the learner should do to collect appropriate evidence in the future. The feedback process encourages transparent validation, the accountability of Training Advisers and fair and objective validation.

The following examples illustrate this process:

Stages in validation	Driving test	Competence based qualification	The Scout Association's Training Scheme
1 Identify the standard	Rules of road use (e.g., Highway Code)	National standard	Training scheme syllabus
	Examiner's observation checklist	Awarding bodies Requirements	Validation requirements
2 Determine the evidence required	Evidence of retained knowledge	Knowledge	Knowledge
	Evidence of driving ability/performance	Observed work performance	Defined validation tasks and activities
3 Collect and present the evidence	Learner sits exam or answers oral questions	Learner presents portfolio of evidence	Learner completes validation
	Learner demonstrates driving ability on a test drive	Learner meets with Training Adviser and answers questions	Learner meets with Training Adviser
4 Compare evidence to the standard	Examiner checks the accuracy of the answers against a marking sheet	Training Adviser studies the portfolio and compares evidence against the standard	Training Adviser studies the evidence and prepares to meet with the learner
	Examiner observes the test drive and completes an observation checklist	Training Adviser prepares questions for learner	
5 Inform the learner of the decision	Examiner tells the learner of the test result and indicates areas to work on	Training Adviser tells the learner of the validation decision and indicates areas to work on	Training Adviser tells the learner of the validation decision and indicates areas to work on



**page 3 of 3**

### Validation guidelines

The following points are recognised as validation best practice:

- 1 Treat all learners equally, impartially and fairly.
- 2 Wherever possible, the same person should not train and assess a specific learner on the same standard.
- 3 Check that the evidence is the learner's own work and not based on hearsay or on subjective or emotional responses.
- 4 Check that the evidence is valid (i.e., that it demonstrates the knowledge, ability or performance required by the standard).
- 5 Check that the evidence is reliable (i.e., that it is repeatable and based on the learner's ability and performance rather than on guess work or chance).
- 6 Check that there is sufficient evidence to meet the standard.
- 7 Base the validation decision on the evidence presented, observable and available.
- 8 Base the decision on current evidence, not on old evidence.
- 9 Make a written, signed and dated record of the validation process and the reasons for the decision.
- 10 Accept that the onus is on the learner to present the evidence, not on the Training Adviser to find it.
- 11 Base feedback on a comparison of evidence against the standard, not on other evidence that was not presented or available at the time of validation.
- 12 When giving feedback, comment on the evidence rather than the learner's personality or ability.
- 13 Give the learner a written, signed and dated copy of the validation decision and the reasons for that decision.
- 14 Inform the learner how they can appeal against the validation decision if they so wish.



