



Somerset
Adult Training

Module 25 (Training Advisers)

Assessing Learning

This presentation pack supplements the learning undertaken for members to work towards an appointment as a **Training Adviser.**

June 2022

Topics covered

Introduction

Principles of the Scheme

How people learn

Assessment and Giving Feedback

Administration

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What next ?



Introduction

Introduction

Training Advisers have an essential job in providing support to those undertaking training for their appointment in Scouting.

Training Advisers main responsibilities are:

- Brief new participants about the Adult Training Scheme.
- Create a Personal Learning Plan with each learner.
- Validate modules for learners as appropriate
- Meet regularly with each learner to support and encourage the individual
- Review progress of the Personal Learning Plan
- Inform the County Training Manager or Local Training Manager so that the Wood Badge may be recommended to Headquarters.
- Maintain records and inform the County Training Manager or Local Training Manager, as agreed locally of the learners progress.

Principles of the Scheme



Principles of the Adult Training Scheme (Wood Badge)

- Considers the needs of the learner
- Modular, not all needs to be done in one hit
- Flexible, can be completed in any order (after Getting Started)
- Accessible, learning available by a variety of methods
- Recognises prior learning and / or knowledge
- Validation required to show that learning can be applied in current Scout role
- Learning uses Scout methods, learning by doing
- National scheme, portable, transferrable and accessible throughout UK (virtual learning)

Principles of the Adult Training Scheme (Wood Badge)

All adults taking on an appointment in Scouting are required to show that they have the skills needed for the role. The details of what the individual training requirements are is dependent on the appointment. Details are set out in the Tables at the end of POR Chapter 16 – Adult Roles.

All Getting Started Modules, should be completed within 5 months of a new appointment. The components of that package of learning will be dependent on appointment.

If a Wood Badge is required for a role, it should be completed within 3 years of that new appointment.

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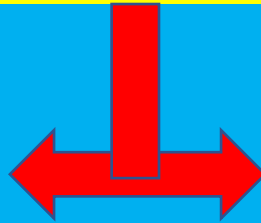
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Creating a Personal Learning Plan

Identify appropriate modules for the role. Check Adult Personal File and Module Matrix.



For each Module, discuss with learner if training is required ?



If Yes, select preferred or available learning method



Complete the learning activity



Proceed to Validation

If No, proceed to Validation

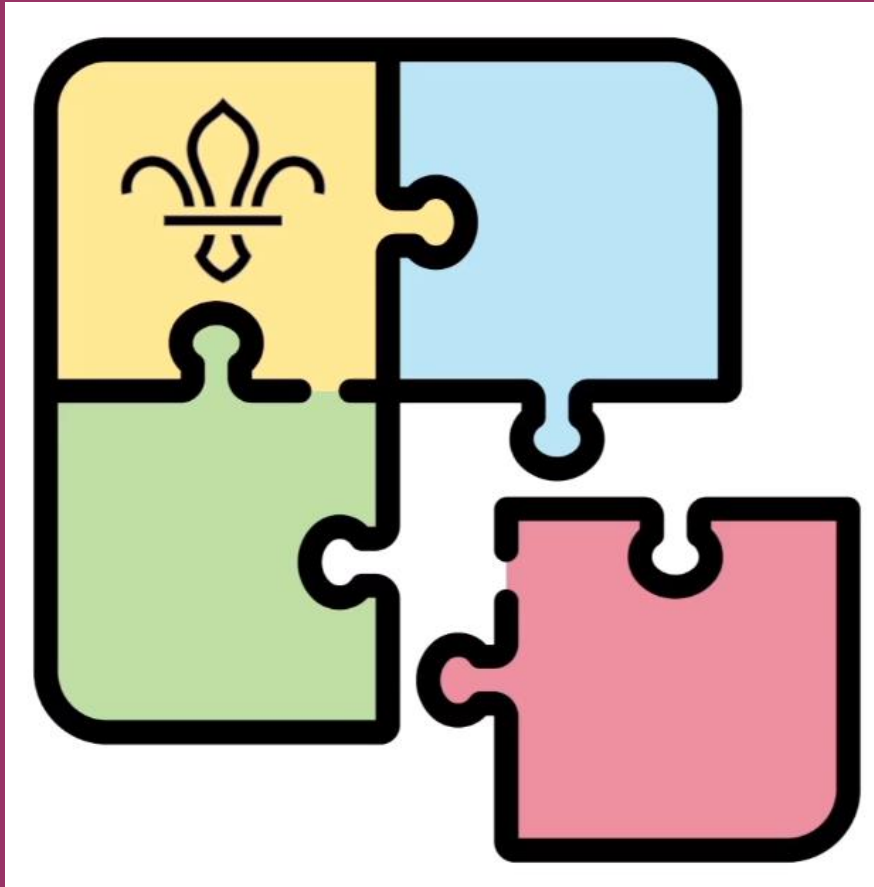
Ensure PLP and Compass are updated

Understanding Validation

For Wood Badge Modules (excluding Mandatory Training), if the principles of learning as set out in the Module objectives are known and understood by the volunteer, it is not necessary to consider the completion of the learning element.

What is essential however, is that the learning can be demonstrated in the individuals Scouting appointment, relevant to role. This is called validation.

Remember: Learning Optional, Validation Essential



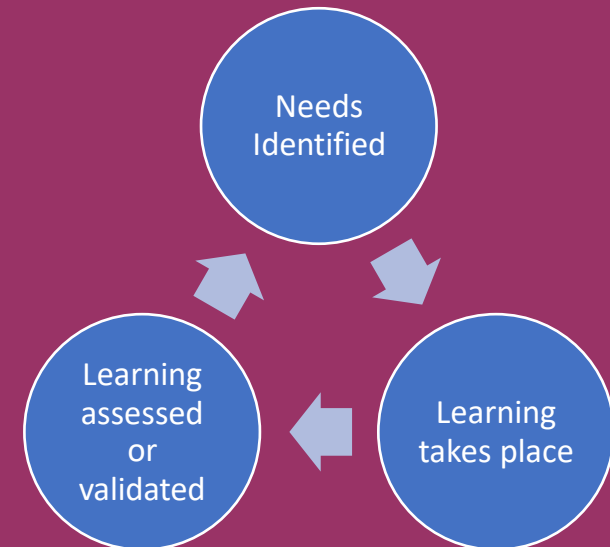
**How people
learn**

How people learn

Learners come from different backgrounds and will have a wide range of prior learning, skills and experience which must be taken into account when assessing their learning needs.

One of the key roles of a Training Adviser is to support adults in learning, not just to validate completed learning, so identifying the learning needs has to come first, and then supporting them to do any learning required, before validation.

In some cases this occurs as a cycle:



Questions to consider

- Are they aware of the requirements for an individual module ?
- Ask some questions about the objectives for a specific module. Does the learner have previous experience through higher education, employment, other volunteering or previous Scouting appointments ?
- What is their preferred learning style, can this be accommodated by the current delivery options ?
- Is the learner aware of the supporting materials for each Module that are on the County Website.

Actions to consider

- Work through the Module Matrix
- Refer to the Adult Personal File to see what the objectives are for each module and how they are validated
- Consider what modules might be worth addressing sooner rather than later; consider Programme, Supporting Young People, Promoting Positive Behaviour and Running Safe Activities.
- Think about validation opportunities (see below section)

Validation & Giving Feedback



Validation

Validation is an essential part of the Training Scheme. This can be achieved through a variety of methods, but the overarching principal is “ it is not necessary to create (or do) anything over and above undertaking the learner's role in Scouting”. There is no requirement for extensive portfolios, files etc.

Ideally, validation should take place, in whatever format is agreed between the TA and the learner, as soon as possible / practical after the learning is completed. This ensures that the learning is fresh and also respects the recently completed time set aside by the learner.

Validation - methods

Validation can be achieved by utilising one or more of the following methods:

- Demonstration – where the assessor watches as the candidate carries out a task;
- Discussion – the candidate and the assessor talk about how something is done or what has happened;
- Workbook – once completed, these can show understanding of a topic;
- Questionnaire – completion of a series of questions can show understanding;
- External qualification – holding a qualification such as a national governing body or First Aid certificate can show abilities;

Validation – methods (cont'd)

- Working documents – such as records or plan, which were produced as part of a candidate's role;
- Projects – such as a residential experience or activity designed to put learning into practice;
- Witness testimony – a statement by another person that they have seen the candidate carry out a task;
- Video – a video of the candidate undertaking a task;
- On Line Validation – a virtual option which covers all the required questions and criteria and the opportunity to upload documents of evidence, if required.

Validation

Validation for the Training Adviser and the learner should be:

- part of a fair process
- enjoyable
- part of an agreed plan
- based on appropriate evidence
- based on everyday Scouting activities
- supportive
- valued
- based on the fundamental values of Scouting

Validation

- Do** – encourage the learner to take responsibility for their own learning and assessment / validation and produce their own appropriate evidence.
- Do** – compare the evidence against the relevant assessment checklist or validation criteria.
- Do** – sign off the validation or assessment if the evidence demonstrates an understanding of the learning covered by the module
- Do** – show that you value their effort and work
- Do** – suggest positive things they can do to move forward
- Do** – ask another Training Adviser or Local Training Manager for advice if you are unsure

Assessment

Don't - agree to validate something if you do not feel the evidence is enough / current / relevant

Don't delay processing the outcome by adding to Compass as soon as possible

Don't change your assessment process if placed under time pressure by the learner, you need to maintain standards.

Don't - be afraid to ask the learner for further evidence or further learning if necessary

Feedback

Providing constructive feedback on positive areas and areas to develop is an important part of assessment.

It is one way in which people learn but it must be done in a supportive, honest and fair way.

Try, where possible to be overall positive – consider two or three positive statements for every negative and if you can, start and finish with a positive

Feedback

In addition:

- follow up in writing so that instructions, directions or suggestions are clear
- concentrate on the behaviour, not the person;
- allow time for questions and discussion;
- use open questions and active listening;
- think about the venue;
- ensure both parties have time for the feedback
- be aware of your tone of voice, facial expression and gesture

Where to find help and information



Help & Information

The Somerset County Website, within the Adult Support area (Adult Training) has a set of pages and links under Training Advisers Hub. This is accessed at <https://www.somersetscouts.org.uk/ta-hub>

From the main page there are links and documents covering

- Training Guides
- Validation Guidelines
- On Line Validation Information
- Witness Statements
- Personal Learning Plans
- Latest TA Updates

Help & Information

The Scout Website (Scouts.org.uk) also has information together with role descriptions, blank Personal Learning Plans and details on the Adult Training Scheme. This can be accessed at <https://www.scouts.org.uk/volunteers/learning-development-and-awards/training/trainers/training-advisers/>

Training Advisers

Key Documents for Training Advisers

- Training adviser's guide
- Advising on Adult Appointments - questions for training advisers
- Training adviser's guide - Managers and supporters
- Module Matrix
- The seven steps to being a training adviser
- Wood Badge
- Adult Training Scheme

Personal Learning Plans

Every learner will formulate a Personal Learning Plan (PLP) during one-to-one sessions with their training adviser. Occasionally, there may not be enough training advisers to provide one-to-one support for all the adults who need it and, therefore, under exceptional circumstances it may be appropriate to carry out the formulation of the training plans in a group.

- Personal learning plan template
- Planning learning in groups

Young Leaders - Prior Learning

Although the completion of the young leaders' scheme cannot be used as automatic validation for any module, it should be acknowledged and taken into consideration when agreeing the personal learning plan.

Discover the Prior Learning Gained in the Young Leaders' Scheme

Validation process and guidelines

The Scouts 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. Whether or not the adult is using the skills learned to the required standard in practice is measured through a process called validation. Decisions can then be made as to how the adult might be managed or developed.

Discover the process and guidelines



Training Advisers have an essential job in providing support to those undertaking training for their appointment in Scouting. Training Advisers with managerial experience, either with a Scouting role or externally, are able to become Training Advisers for Managers and Supporters to support and assess learners in their training for these key appointments.

More information on the Training Adviser and Training Adviser for Managers and Supporters roles can be found in the [Role Descriptions](#).



Support resources for Trainers

Discover more support >



What Next

What Next

To validate Module 25 (TA) you will need to

- Demonstrate an understanding of The Scout Association's Adult Training Scheme and support one learner through the Personal Learning Plan process over a period of five months or for the completion of Getting Started, if appropriate. This must include the validation of at least one module.
- Discuss with their Local Training Manager how they have supported the learner through the validation of this module by answering a series of questions (outlined in the Training Adviser's Guide).



Somerset Adult Training

If you have any questions on this material which supports your learning after completion of your Workbook or Course attendance (Module 25 Training Adviser), contact your Training Adviser, your Local Training Manager or Alan Henderson, Deputy County Training Manager at ltm-orange@somersetscouts.org.uk