

# Module 25 Assessing Learning For Training Advisers



## A Review of the Module

Module 25 provides the knowledge, skills and attitudes necessary to effectively support, validate and assess adults in The Scout Association's Adult Training Scheme.

### Key Objectives

**There are eight objectives for this module:**

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|---|--|
| <ol style="list-style-type: none"> <li>1. Demonstrate commitment to the concepts, content and policies of training within The Scout Association.</li> <li>2. Demonstrate acceptance of the Policies, Purpose, Principles and Method of The Scout Association.</li> <li>3. Undertake appropriate assessments and validations.</li> </ol> | <ol style="list-style-type: none"> <li>4. Provide positive and constructive feedback.</li> <li>5. Identify any learning and development needs of the people they support and/or assess.</li> <li>6. Plan to meet their own subject knowledge needs.</li> <li>7. Describe the pattern of Adult Training and your role within it.</li> <li>8. Monitor, support and encourage adults undergoing formal training.</li> </ol> |
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### Factsheets and Resources

The Scout Association's Adult Training Scheme  
 Training Adviser's Guide  
 Purpose, Principles and policies of The Scout Association  
 Module Matrix  
 An Outline of the Adult Training Scheme (Deeside District)  
 FS 330070 Role Description for a Training Adviser  
 FS 500001 The Seven Steps to Being a Training Adviser  
 FS 500000 Validation Processes and Guidelines  
 Personal Learning Plan (blank form)  
 Notification of Module Completion/Validation (Deeside District)

#### How to use this review sheet:

- This sheet is NOT an alternative to Module 25 training.
- It can be used by Training Advisers to help decide if training is required.
- It can be used as a review for those who have attended or completed Module 25 training.

January 2017

### Validation Criteria

**To validate this module the training Adviser will need to:**

1. demonstrate an understanding of The Scout Association's Adult Training Scheme and
2. 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.

### Training Adviser Role

- Explains the Adult training scheme
- Agrees Personal Learning Plan
- Supports and encourages
- Validates learning
- Informs ADC(AT) of progress
- Recommends Wood Badge
- **Note: the Training Adviser does not deliver training**

### The Seven Steps

1. Identify learning and development needs
2. Agree and record a Personal Learning Plan
3. Monitor progress at regular intervals
4. Provide constructive feedback
5. Support and encourage
6. Validate the learning
7. Identify new needs and repeat the process

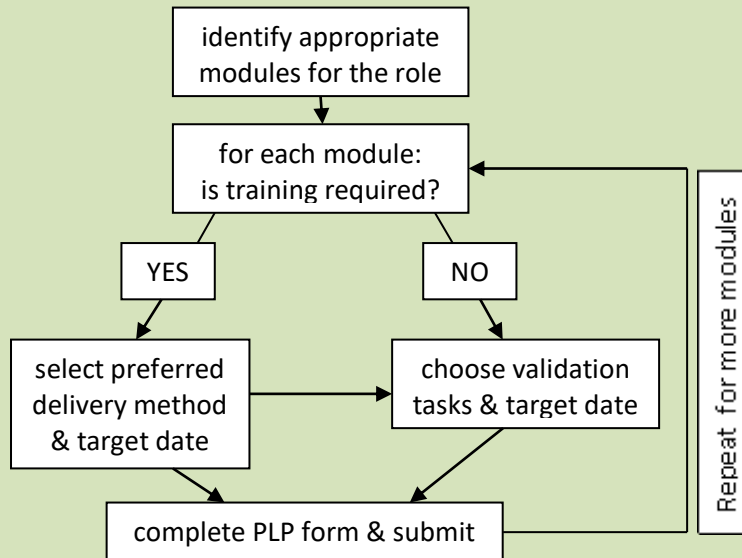
### Fundamentals of Scouting: Be Aware (see Module 5 Review)

Purpose	Religious Policy	Safety Policy
Principles	Equal Opportunities Policy	Child Protection Policy
Method	Anti-bullying Policy	Development Policy

- Considers needs of learner
- Modular: only complete modules relevant to role
- Flexibility: variety of methods
- Accessible to all
- Recognises prior learning

- LOVE: Learning Optional, Validation Essential
- Uses Scout methods: learning by doing and small groups
- Uses new methods: e-learning and workbooks
- National scheme: one scheme for all adults
- External recognition of the Wood Badge

**The Personal Learning Plan**



**Identify Relevant Modules**

- Section Leader/ Assistant Section Leader  
Modules 1-3, 5-19
- Section Assistant  
Modules 1 & 3

**Change of Role**

On changing role a new PLP is required. Some modules are “section specific” and need to be repeated following a change of Section. e.g. modules 3, 12b, 13, 14, 15, 18

**Monitor and Support**

- Monitor progress regularly
- Provide constructive feedback
- Support and encourage the learner
- Be flexible to changing conditions

**Active Listening**

- Avoid distractions
- Don't pre-conceive
- Pay attention to the speaker
- Concentrate on what is being said
- Don't interrupt
- Listen for the whole message
- Hear message before evaluating
- Repeat back in your own words to convey understanding
- Ask “open questions” to check understanding

**Making Feedback Positive**

- Ensure a friendly atmosphere
- Starting with a criticism immediately puts the other person on the defensive
- Separate behaviour from the individual
- Be factual and impersonal
- Turn negative observations into an opportunity for constructive ideas for improvement
- Give the other person opportunities for making their own suggestions/thoughts for improvement and ask questions
- Use active Listening techniques
- Finish on a positive note

**Open Ended Questions**

**What?, how?, who?, where?, why?, when?**  
Listen for vagueness or significant remarks  
Ask probing questions  
Summarise to check understanding

**Grievances**

	Refer to	Final Decision
1) Disagree on required modules	- Learner's line manager	DC
2) Disagree with validation decision	- ADC(AT) or (ARC(AT)	RC

Keep notes: can be valuable in cases of dispute

**Validation**

Validation is about confirming that someone is able to do what they are supposed to be able to do;

*“That they are fit for purpose”*

It is about confirming that the required learning has taken place by checking what the learner has done with it in practice.

**Validation Methods**

- Demonstration
- Discussion
- Workbook
- Questionnaire
- External qualification
- Working documents
- Project
- Written material
- Witness statement
- Video

**Validation Tasks: Adding Value**

- Wherever possible, choose something that the learner might be doing anyway.
- Try to choose a task that will be of value to them and others in their team.
- They could create something that may be of use to others in the future.

**Validation “Do’s”**

- Encourage learner to take responsibility
- Compare evidence against the validation guidelines
- Sign off validation if evidence demonstrates understanding of learning
- Value the learners effort and work
- Suggest positive ways forward