

Assessing Learning (25)

Training Notes – December 2018

Contents

Introduction	5
Session 1A: How the training scheme works	11
Session 1B: How the Nights Away Permit Scheme works	14
Session 1C: How the Adventurous Activity Permit scheme works	17
Session 2: Where learners come from and assessing learners' needs. Learning methods	20
Session 3: Assessment and Validation methods	24
Session 4: What is your role?	28
Session 5: Module summary and validation – moving forwards	33
Appendices	35

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Introduction

Who is Assessing Learning for?

This module is for the following people:

Training Advisers who are supporting adults through The Scout Association's Adult Training Scheme by working closely with them.

Nights Away Advisers who are responsible for assessing the competence of adults to take responsibility for residential activities involving young people.

Activity Advisers who are responsible for assessing the competence of adults to take responsibility for specified adventurous activities involving young people.

Creative Activity Advisers and Assessors who are responsible for assessing staged and musical performances for public performance.

It aims to provide them with knowledge about the schemes in which they will be assessing learners, and the skills they need to assess learning needs, support learners in meeting these, assess skills and knowledge and provide effective feedback to learners.

People holding these roles may not necessarily be members of The Scout Association, so it also provides some information on the Aim and Method of The Scout Association and covers how these apply to these roles.




What does this module contain?



This module contains approximately 4 hours and 15 minutes of learning, which can be managed and delivered in a number of ways.

The first session is specific to the role of the participants (1 hour)

The remaining five sections are for all those undertaking this module.

While using this module you will see the following symbols:

	Trainer input – guidance on what to deliver to the participants, to help you structure the training sessions.
	Trainer note – background notes for your reference on task design and aims of tasks and ideas for running activity session
	Task – activities or discussions for participants to undertake.

	<p>Whole group discussion – a discussion or collective brainstorm with all of the participants.</p>
	<p>Report back – participants providing feedback to the whole group on the activity or discussion they have been undertaking. This is usually facilitator-led.</p>

How is this module validated?

The validation of this module will depend on the role of the participant:

Training Advisers will be required 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. They must discuss with their Training Adviser 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).

Nights Away Advisers will be required to demonstrate an understanding of the Nights Away Permit Scheme, particularly the assessment process, and have made one recommendation for the award of the Nights Away Permit. They must discuss with their Training Adviser how they have supported the applicant through the process by answering a series of questions (outlined in the Training Adviser's Guide). Ideally they will have been supported / mentored through their first Nights Away Assessment by a practising Nights Away Adviser.

Activity Assessors will be required to understand the Adventurous Activity Permit Scheme and make one assessment according to current Scout Association factsheet recommendations. They must discuss with their Training Adviser how they have supported the applicant through the process by answering a series of questions (outlined in the Training Adviser's Guide). Ideally they will have been supported / mentored through their first Activity Permit Assessment by a practising Activity Assessor.

Creative Activity Advisers and Assessors will be required to assess one staged or musical performance according to the requirements of being public performance ready. They must discuss with their Training Adviser how they have supported the applicants through the process by answering a series of questions (outlined in the Training Adviser's Guide). Ideally they will have been supported / mentored through their first performance Assessment by a practising Creative Activity Adviser or Assessor.

What information is provided?

This module contains objectives that relate to the assessment of an individual within either

the Adult Training Scheme, Nights Away, Activity Permit Scheme or Scout Show National Recognition. The objectives are as follows:

By the end of the module participants should be able to:

- 1) Describe the Adult Training scheme / Nights Away Permit Scheme / Adventurous Activity Scheme / Scout Show National Recognition and how they operate.
- 2) Explain their own and others' roles within the scheme.
- 3) Identify the learning or development needs of the people they support and/or assess.
- 4) Undertake appropriate assessments and validations.
- 5) Provide constructive feedback on positive areas and areas to develop.
- 6) Explain how they can demonstrate the values and methods of The Scout Association in their role.
- 7) Plan to meet their own subject knowledge needs.

This module and its material can be managed in a variety of ways. The objectives for this module are provided, followed by the key messages and training methods. The content is given in outline with the key points expanded in more detail. Trainer's notes are also given to provide guidance on methods and other key points.

This information is not a script for the session. **It is essential that the trainer has a thorough knowledge of the module and therefore some research of the subject matter may be required before the delivery of the training.** It is important to adapt the module to the needs of the participants. These needs will differ according to a wide variety of factors including their experience, their role and previous roles they may have held.

Note:

Although in some parts of the British Isles Scout Counties are known as Areas or Islands – and in one case Bailiwick – for ease of reading this publication simply refers to County/Countries. In Scotland there is no direct equivalent to County or Area, and Scouting is organised into Districts and Regions, each with distinct responsibilities. Some County functions are the responsibility of Scottish Regions, while others lie with Scottish Districts. The focus of responsibility is outlined in Scottish Variations from POR. The equivalent role to County Training Manager in Scotland is the Assistant Regional Commissioner (Adult Training). For ease of reading this document refers to County Training Manager, except where there is a practical difference between the two roles, in which case this is indicated. The term 'Training Manager' is used to refer to those in The Scout Association who are responsible for managing training provision, including: County Training Manager, Local Training Manager, Assistant Regional Commissioner (Adult Training) Scotland and Assistant District Commissioner (Adult Training) Scotland. Again, for ease of reading, all adults taking part in the Training Scheme are referred to as learners.

Session details:

Session 1 – Split to three groups, depending on the role the participants are undertaking:

- 1a – How the Adult Training Scheme works (60 mins)
- 1b – How the Nights Away Permit Scheme works (60 mins)

1c – How the Activity Authorisation Scheme works (60 mins)

It is likely that due to the low numbers of participants likely to be seeking training for the role of Creative Activity Adviser/Assessor any participants for this role should undertake the relevant parts of the Module 25 Workbook, perhaps working through it 1:1 with a current Scout Show Assessor, rather than having a separate training group for this session.

Session 2 – Where learners come from and assessing learners' needs. Learning methods.

Session 3 – assessment and validation methods

Session 4 – what is your role?

Session 5 – module summary and validation – moving forwards

The length of these sessions may vary depending on the number and experience of the participants, trainers and facilitators and they may need to be preceded by introduction and/or integration sessions. Ideas can be found at scouts.org.uk/trainersresources.

Planning considerations

Module 25 is for people wishing to become Training Advisers, Nights Away Advisers, Activity Advisers or Scout Show Assessors. Those undertaking this module or these roles may not necessarily be a member of The Scout Association or have completed any Scout Association training prior to this, so consideration may need to be given to this.

The first session will require to be split into the different roles this training module is for, and some of the other activities may also require discussion of aspects of these roles.

Consideration of the spread of roles within the training group will take this into account in planning the sessions, ensuring that the individual training needs of the participants are met. It may be appropriate to have the first session delivered by somebody with experience of the role, for example a County Nights Away Adviser, or ACC Activities. Where only one participant is working towards a role, it may be appropriate for them to work on the relevant areas of the Workbook for this session.

Aim

To provide skills and knowledge required to support, validate and assess adults in The Scout Association's Adult Training Scheme, Nights Away Permit Scheme and Adventurous Activity Permit Scheme.

Objectives

There are seven objectives for this Module. By the end of the module participants should be able to:

- 1) Describe the Adult Training scheme / Nights Away Permit Scheme / Adventurous Activity Scheme / Scout Show National Recognition and how they operate.
- 2) Explain their own and others' roles within the scheme.
- 3) Identify the learning or development needs of the people they support and/or assess.
- 4) Undertake appropriate assessments and validations.
- 5) Provide constructive feedback on positive areas and areas to develop.

- 6) Explain how they can demonstrate the values and methods of The Scout Association in their role.
- 7) Plan to meet their own subject knowledge needs.

Methods

A series of sessions

This module may be delivered as a series of training sessions in a variety of time settings. It could be run during an evening, as part of a day's provision or as a series of individual sessions.

Small group

A facilitator or trainer with sufficient experience to lead a group through the subject areas may deliver this module on a small group basis as a series of small group discussions and individual work.

We recommend that where very small numbers of participants are involved for a certain role that participants are supported to use the relevant workbook for this Module.

Resources:

- Data projector
- Screen
- Core PowerPoint presentation
- POR
- Copies of module matrix
- Copy of Training Adviser's Guide and Training Adviser's Guide for Managers and Supporters.
- Copy of Adult's Personal File
- Access to Compass or screen shots from Compass showing Training Record / PLP.
- Post-its
- Poster/flip chart paper
- Pens
- Copies of Appendices
- POR, or relevant sections from PORFS120800 – Nights Away Permit Scheme
- FS120801 – Nights Away Permit Scheme – Applicant's guide
- FS120802 – Nights Away Permit Scheme – Assessment guide
- FS120804 – Nights Away Advisers' guide
- AC120990 – Assessment Checklist for a Nights Away Permit
- Nights Away resource
- Adventurous Activity A-Z list.
- FS120100 – Adventurous Activity Permit Scheme
- FS120101 – Adventurous Activity Permit Scheme – Applicant's Guide
- FS120102 – Adventurous Activity Permit Scheme – Assessment Guide
- [Scouts.org.uk/safety](https://scouts.org.uk/safety)
- Outline of Young Leader Scheme
- Document to map across from Young Leader to adult training

If you don't feel that some of these hand-outs are required as printed copies for the participants you can signpost them to Member Resources at scouts.org.uk for most of the resources listed above. You could also create a list of relevant resources that participants may find useful in connection to the material covered in this module and provide them with this instead. This will allow them to find relevant resources as and when they may need them in their role.

The resources required for each session are outlined in more detail at the start of the relevant session.

Session 1A: How the training scheme works (60 minutes)

Overall objective

Describe the Adult Training Scheme and how it operates

Key messages

Linked to the overall objective for this module above, there are also a number of key messages that learners should understand and take away with them at the end of this session. These include:

- 1) The training scheme is modular and flexible
- 2) The modules required are different depending on the role being undertaken.
- 3) Learning is optional, depending on the prior knowledge, skills and experience of the learner, but every required module must be validated.

Resources

For this session you will need the following resources:

- Copies of module matrix
- Copy of Training Adviser's Guide and Training Adviser's Guide for Managers and Supporters.
- Copy of Adult's Personal File
- Access to Compass or screen shots from Compass showing Training Record / PLP.
- Post-its
- Poster/flip chart paper
- Pens
- Copies of Appendix 1



Trainer input (5 mins)

Cover domestic requirements such as fire exits, toilets, phones, tea and coffee and so on. Introduce the course staff; it may be helpful at this stage to state what skills and experiences they have that might be relevant to the course.



Task (10 mins)

Ask the participants to describe the key features of the Adult Training Scheme. Depending on the number of participants you might do this using small groups making notes and feeding back, by putting sheets up around the room and getting people to write on post-its etc.

Ensure that the following points are raised:

- Training is built around the needs of the learner
- Modular – adults only complete the modules relevant to their role

- Flexibility – variety of methods – e-learning, courses, workbooks, small groups, video, one-to-one
- Accessible to all regardless of geography, education, personal circumstances or special needs
- Recognition of prior learning, experience and existing knowledge. No need to do the learning if an adult can already meet the objectives of a particular module
- LOVE – learning optional, validation essential
- Scout methods – learning by doing and small groups – as well as e-learning and workbooks, webinars, videos
- National scheme helps ensure consistency across the UK, and that training is transferable when people move.
- External recognition for the Wood Badge.



Trainer Input (20 mins)

There are different training requirements for different roles in Scouting, so the first part of training is to establish which modules are required for any new learner.

Show the Module Matrix and the pages in the Adult's Personal File and Training Adviser's Guide which you would use to find out which modules are required for different roles, this is also specified in the back of POR. Explain that usually the correct PLP would be generated by Compass when a role is added. Where an adult is changing role and has already completed some or all of the training required for a previous role, refer to the "change of role matrix" which indicates which modules will need to be revalidated for a new role.

Explain that there will be a training requirement for **all** roles in The Scout Association, including Group and District Executive members.

There is specific training for Managers and Supporters and supporting Managers and Supporters through their training requires managerial experience either within Scouting or externally. There may be people on this course who are taking on the role of TA (M&S).

We'll be talking more in Session 2 about assessing learning needs, but in the context of the Adult Training Scheme, the tool which we use to record progress through the training, and decisions about learning needs is the Personal Learning Plan, which is stored on Compass. Show the pages on Compass and how the PLP works on here. It's also helpful to make notes from your meetings of the discussions you've had and what evidence has been provided to validate modules, this will be helpful in case there are any queries.



Task (15 mins)

The most crucial time for a new learner is the first few months, and it is essential that they are supported at this important time, when the training will be most useful to them.

Working in small groups, give the participants the role cards in Appendix 1.

Ask them to start at the moment the learner first volunteers, and to note down what each of these roles should do, and in what order, to create a good experience for the learner.



Report back (5 mins)

Groups come together. It's important here that the participants recognise the importance of:

- Getting in there quickly to support the new learner.
- The need for good communication between the Line Manager, the Appointments Advisory Committee, the Local Training Manager and the Training Adviser.
- All of these people giving a positive message about training (not "you've got to do some training but don't worry too much about it.")

Session 1B: How the Nights Away Permit Scheme works (60 minutes)

Overall objective

Describe the Nights Away Permit Scheme and how it operates

Key messages

Linked to the overall objective for this module above, there are also a number of key messages that learners should understand and take away with them at the end of this session. These include:

- 1) The Nights Away Permit Scheme supports us in ensuring that all adults taking young people on a residential experience have the skills to do so safely and provide a positive experience.
- 2) The Assessment is based on 8 core skill areas, but part of the role is in supporting leaders in developing these skills as well as assessing them.
- 3) The Nights Away Adviser also has a role in promoting nights away activity.

Resources

For this session you will need the following resources:

Nights away factsheets:

- FS120800 – Nights Away Permit Scheme
- FS120801 – Nights Away Permit Scheme – Applicant's guide
- FS120802 – Nights Away Permit Scheme – Assessment guide
- FS120804 – Nights Away Advisers' guide
- AC120990 – Assessment Checklist for a Nights Away Permit
- Nights Away resource
- Flipchart and paper
- Copies of Appendix 2
- POR, or relevant rules from POR



Trainer input (5 minutes)

Cover domestic requirements such as fire exits, toilets, phones, tea and coffee and so on. Introduce the course staff; it may be helpful at this stage to state what skills and experiences they have that might be relevant to the course.



Task (5 mins)

Participants write on post-it notes the benefits of nights away in Scouting.



Trainer Input (15 mins)

Ask the participants to describe the key features of the Nights Away Permit Scheme. These could be called out and noted on a flipchart. Ensure that the following points are raised:

- A national scheme designed to promote quality nights away experiences for Members of The Scout Association under 18 years old.
- Any adult wishing to take Members of The Scout Association under 18 years old away overnight must hold an appropriate Nights Away Permit.
- There are different categories of permit available depending on the type of venue used. Outline the different categories.
- All Districts and Counties/Area need to appoint one or more Nights Away Advisers. They have three key roles.
 - Assess applicants for Nights Away Permits and pass recommendations for granting Permits to District or County/Area Commissioner.
 - Provide support and advice to less experienced applicants looking to gain a Nights Away Permit.
 - Advise on camping and residential issues and generally promote nights away within the District or County/Area.

Nights Away Advisers must:

- Hold the appropriate Nights Away Permit i.e. have the technical skills required to run the Nights Away Permit level they are assessing.
- Have validated Module 25, Assessing Learning (this module), i.e. have the soft skills required to make effective assessments
- Remain up to date with current information about the Nights Away Scheme.



Task (15 mins)

The Nights Away Adviser will be approached by an applicant and will need to assess them against eight core skills.

Give each group a poster split up as in Appendix 2. Ask them to fill in what they think they might be assessing in each core area (the first column, we'll come back to this resource and the type of evidence we might look for in Session 3).

Hand out Assessment Checklist for Nights Away and compare this with the areas they have noted.



Trainer Input (10 mins)

The Nights Away Adviser would communicate with the applicant in the run-up to the event, during the event and after the event. They may suggest that the applicant requires more practice or learning and a further event could be planned and assessed again. Once the

Nights Away Adviser is happy that the Applicant can deliver nights away safely and to the required standard, they make a recommendation to the responsible Commissioner, who makes the final decision. Permits are available in different categories (Indoor, Campsite, Greenfield and Lightweight Expedition).

It is possible to recommend a further restriction to a Permit, but only if there is a clear reason to do so, and they must be able to justify to the applicant the reasons for doing so and state what further training or experience they would require to remove or change this restriction. Nights Away Permits are not Section specific and Districts and Counties must not operate a policy of issuing only Section specific permits.



Task (10 mins)

Part of the role of the Nights Away Adviser is to promote nights away activities within their area of responsibility. How might this be achieved?

Participants come up with a plan of six-eight things that they could do to promote nights away activities and then share this list. Ideas might include:

- Delivering special events
- Suggesting venues or campsites
- Arranging partnerships between Groups to share experience;
- Joint and shared camps

Session 1C: How the Adventurous Activity Permit scheme works (60 minutes)

Overall objective

Describe the Adventurous Activity Permit Scheme and how it operates

Key messages

Linked to the overall objective for this module above, there are also a number of key messages that learners should understand and take away with them at the end of this session. These include:

- 1) The Adventurous Activity Permit Scheme supports us in ensuring that all adults taking young people on adventurous activities have the skills, experience and suitability to do so.
- 2) The Adventurous Activity Permit Scheme emphasises a culture of safety

Resources

For this session you will need the following resources:

- Adventurous Activity A-Z list.
- FS120100 – Adventurous Activity Permit Scheme
- FS120101 – Adventurous Activity Permit Scheme – Applicant's Guide
- FS120102 - Adventurous Activity Permit Scheme – Assessment Guide
- Copies of Appendix 3
- POR
- [Scouts.org.uk/safety](https://scouts.org.uk/safety)



Trainer input (30 minutes)

Cover domestic requirements such as fire exits, toilets, phones, tea and coffee and so on. Introduce the course staff; it may be helpful at this stage to state what skills and experiences they have that might be relevant to the course.

Describe the key features of the Adventurous Activity Permit Scheme:

- The Adventurous Activity Permit Scheme is designed to ensure that those leading adventurous activities for young people have the skills, experience and suitability to do so. It is designed to be as flexible as possible whilst providing a robust checking process, enabling a person to show their competence.
- Everyone who leads an adventurous activity is required to hold a permit for that activity, to ensure that it is safely run. Details of which activities are classified as adventurous can be found in Policy, Organisation and Rules (show where to find this information). It is a national scheme but run locally. There are numerous factsheets to support all types of adventurous

activities which are available from the www.scouts.org.uk these are signposted from the A-Z of activities.

- The person who grants a permit is the responsible Commissioner. This will either be a District, or County Commissioner. The responsible Commissioner can only grant permits on the recommendation of an Approved Assessor.

Types of Assessor

- County Assessors – Appointed by Counties to be Assessors for specific activities.
- External Assessors – qualified individuals outside of The Scout Association who are used to carry out assessments where no County Assessors are available.

County Assessors are appointed in the same way as any other adult appointment. They must have the appropriate technical knowledge and assessment skills and also keep up to date in their technical knowledge.

Technical knowledge – to ensure that they have the technical knowledge required, all County Assessors are required to hold a National Governing Body Qualification. The level of these qualifications is laid out in the Factsheet FS 120104 Adventurous Activity Permit Scheme – Approved Assessors. Funding is available to assist County Assessors in gaining the qualifications they require.

Assessment skills – as well as having the required technical knowledge, County Assessors also need the skills to assess. These skills are assured by the training and validation provided by this module.

Remain up to date – It is important the County Assessors remain up to date and active within their activity. To ensure that they are, all County Assessors are required to have been on at least two days (14 hours) of technical update workshops within the last five years. This figure should be seen as the minimum rather than a target. These updates can include such events as:

- Scout Association Assessor forums
- National Governing Body Assessor workshops
- National Governing Body revalidation workshops
- National Governing Body training

The person conducting any review of an Activity Assessor should check that they are up to date before any reappointment is made.

External Assessors can be used where no County Assessor is available. This is not a Scouting appointment and is generally only used for a one-off assessment. External Assessors are not required to attend any internal training or validation but they are required to hold National Governing Body Qualifications which include assessment training.

Assessors may not be members of the Scout Association – ensure that they are fully aware of our Safeguarding Policies, as they may assess somebody for a permit who is under the age of 18.



Task (15 mins)

Using the cards in Appendix 3, map out the responsibilities of each person during the process of applying for an Adventurous Activity Permit. There are some suggested activities/ responsibilities, but participants can also add their own.



Trainer Input (15 mins)

We'll be looking in more detail in later sessions at how you might assess competence and feeding back to the learner. Here are some last details about the Activity Permit Scheme:

- A permit can last **up to** five years
- There is no prerequisite training necessary to hold a permit; competence is the important thing.
- Assessments should be seen as a chance to see what level an applicant is at, not to try to catch them out.
- Technical competence is assessed by the Assessor against the relevant Assessment Checklist. The three other areas are assessed by the Commissioner or their nominee.
- A mixture of tools should be used in assessing, including: looking at other qualifications or awards held, previous logged experience, use of examples and scenarios, and practical assessment.
- Permit recommendations can be restricted as seen fit, but Assessors need to be able to justify any restrictions based on the applicant's technical competence, not personal qualities.
- The Assessor makes a recommendation. It is the Commissioner who actually issues a permit.
- Where possible it is better to recommend a restricted permit, rather than completely fail an applicant.
- Feedback is crucial and should be aimed at supporting applicants in gaining further skills and experience.
- There are no minimum or maximum ages for gaining a permit. When assessing under 18s Assessors must ensure that they follow Scout Association Safeguarding policies.
- The Activity Permit Scheme is moderated nationally.

Session 2: Where learners come from and assessing learners' needs. Learning methods (60 minutes)

Overall objective

Identify the learning or development needs of the people they support and/or assess.

Key messages

Linked to the overall objective for this module above, there are also a number of key messages that learners should understand and take away with them at the end of this session. These include:

- 1) Learners come from a variety of places and they have varied experience and skills before they come to you. This must be taken into account when deciding on what learning or development they might need.
- 2) There are other roles that you need to work with in assessing and supporting learners.
- 3) The first meeting is very important in making an initial assessment and working with the learner to decide on their learning needs.

Resources

For this session you will need the following resources:

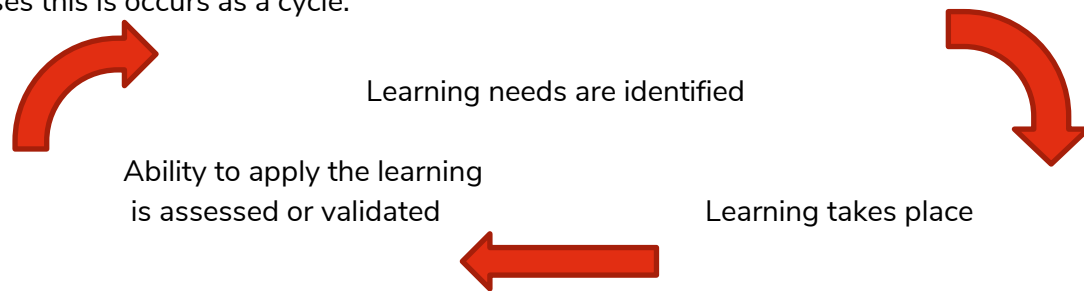
- Outline of Young Leader Scheme
- Document to map across from Young Leader to adult training
- Appendix 4
- Paper and pens



Trainer input (10 minutes)

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. For example, a new learner in an Assistant Cub Scout Leader role may have been a District Commissioner previously, may have a job as an outdoor activity instructor, may have just moved up from the Explorer Scout Section having been involved in Scouting since the age of six or may not have done well at school, and been unemployed for several years. Somebody applying for a Bell Boating Leadership Activity Permit may have several other water activity permits and NGB qualifications, or may have been on a bell boat only a couple of times, with the intention of attending a permit training course. One of the key roles of the Training Adviser, Nights Away Adviser and Activity Assessor is to support adults in

learning, not just to make a summative assessment, so identifying the learning needs has to come first, and then supporting them to do any learning required, before assessing. In some cases this occurs as a cycle:



While prior learning from the Young Leaders' Scheme is not directly mapped across as learning for the adult training scheme, it should certainly be taken into account. Encourage the learner to talk about what they learned in Young Leaders' modules and how they put this into practice as a Young Leader. This may well be enough to demonstrate enough prior learning and experience that learning is not required for a module.

For the different roles attending this course, learners/applicants are identified in different ways. An applicant will usually apply to or contact a Nights Away Adviser or Activity Adviser directly, while a learner will usually be allocated to a Training Adviser by the Local Training Manager.



Task (30 mins)

Participants work in small groups (if possible in groups doing the same role, but they can all be together if only a small number). Look at the Case Studies (Appendix 4) and decide as a group:

- What prior learning this learner/applicant may have?
- What questions you might want to ask to ascertain prior knowledge and skills.
- What needs might need to be taken into account when considering learning.



Trainer input (5 mins)

The first meeting or contact is an important part of the process. You need to make sure that the learner/applicant understands the process they will be taking part in, assess their learning needs based on their prior knowledge and experience, and make a plan for where they are going next.



Task (15 mins)

Participants work in groups to create a poster with bullet points suggesting what they would need to do at the first meeting/contact.



Trainer notes

The following points should be included:

All roles:

- Choose a neutral place or a place where the learner/applicant will feel comfortable,
- Ensure that they are not rushed or distracted.
- Reassure them about the process.
- Be friendly and approachable – a conversation, not a grilling!

Activity Assessors

- Find out what experience they already have.
- Do they have any other activity permits? Have they held this activity permit previously?
- Are they aware of Scout Association safeguarding policies and how they apply to these activities?
- Find out why they are applying for a permit, what they hope to get out of it.
- Find out if they have a log book / suggest that they create a log book.
- Based on the experience they have mentioned, either:
 - Let them know about any skills courses coming up that might be suitable
 - Arrange a date for assessment.

Nights Away Advisers

- Find out about what experience they already have – in Scouting and out.
- Ask some questions about Nights Away experiences that they have been involved with and their role on them. Have they held a permit previously?
- Are they aware of Scout Association safeguarding policies and how they apply to these activities?
- Find out why they would like a Permit and what they hope to get out of it.
- Find out if they have Validated Introduction to Residential Experiences (16)
- Find out if they are planning any nights away experiences in the next few months.
- Based on the answers to the above, either:
 - Recommend that they attend a Skills for Residential Experiences (38) training course;
 - Recommend that they attend some Nights Away with more experienced Leaders and put them in contact with some;
 - Discuss an event which they are planning on which you will be able to assess them and arrange a pre-event meeting or contact to begin assessment.

Training Advisers

- Find out more about their experience in Scouting – were they a Young Leader? Have they transferred from another role?
- Ask about their job/hobbies/interests/experience outside Scouting.
- Go through the Module matrix/change of role matrix and establish which Modules require validation for this role.

- Which modules need to be / would it be a good idea to complete first? Discuss these and establish prior learning/knowledge/experience and learning needs for these and which learning method would work best.
- Arrange a date for next meeting and a plan of action to complete before this time.

Session 3: Assessment and Validation methods (55 minutes)

Overall objectives

Undertake appropriate assessments and validations

- 1) Provide constructive feedback on positive areas and areas to develop.

Key messages

Linked to the overall objective for this module above, there are also a number of key messages that learners should understand and take away with them at the end of this session. These include:

- 1) There are a wide range of different forms of evidence which may be appropriate in assessing competence, knowledge and skills.
- 2) Feeding back to the learner requires skill and must be a positive and constructive experience.

Resources

For this session you will need the following resources:

2 “actors” for your goldfish bowl scenarios.

Training adviser’s guide

Appendix 5, 6, 7 and 8



Trainer input (5 minutes)

When the learner/applicant is confident that they have the knowledge or skills required for the Nights Away Permit, Activity Permit or to validate a module, they can be assessed.

Nights Away Advisers and Activity Assessors will use the relevant Assessment Checklist as an assessment tool; while Training Advisers will use the validation criteria as set out in the Training Advisers’ Guide.

Assessment against these criteria though, can come in different forms, with different types of evidence being used.



Task (5 mins)

In buzz groups, discuss some common forms of evidence you might observe in a Scouting context. Think about the different things that we assess.



Report back (5 mins)

Ask each group to state two types of evidence or generate a list together. Cover anything that has been missed from the list below. Highlight that often the most balanced assessments are made when a selection of these sources of evidence are used together. For each of these, discuss whether they are likely to be used in a Nights Away / Activity Assessor / Training Adviser context, and which module they might be used to evidence.

- 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;
- 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;

Or other, candidates may for example want to keep a portfolio of their evidence.



Trainer input (10 mins)

Assessment for the assessor 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

A successful validation of training or assessment for a permit is about confirming that somebody is able to do what they are supposed to be able to and that they can carry out their role or the activity safely and effectively and within the policies and rules of The Scout Association. It is about confirming that the learner has the required knowledge and abilities

by checking that they are able to put these into practice in their role.

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, or the assessment criteria for the permit.

Do – show that you value their effort and work

Do – suggest positive things they can do to move forward

Do – ask another Training Adviser / Local Training Manager / Commissioner for advice if you are unsure;

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

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



Task (15 mins)

- A – **Nights Away Advisers** – go back to the sheet they worked on in Session 1b (appendix 2) and the Assessment Checklist for NAA. Look at the three columns before, during and after the event. Which criteria could be assessed at each stage, and what type of evidence might they see / be appropriate for each?
- B – **Activity Assessors** – review the example application overviews. Which assessment methods would you use for each applicant? (Appendix 5)
- C – **Training Advisers** – Provide three modules and some evidence (Appendix 6), which might be appropriate to validate each of them. Work together to decide whether this evidence would be suitable to validate these modules, or what further questions you might ask, what further evidence would you ask for?
- D – **Creative Activity Adviser / Assessors** – Given an Application for staged or musical performance assessment and some outline information about the show (Appendix 7). Work together using the Staged Performance Assessment Checklist to decide what evidence to look for on visiting the performance in order to assess against these criteria.



Trainer Input (15 mins)

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.

Role play two scenarios – You will need one person to act as the Training Adviser/Activity Adviser, and another to be the learner. Read out each scenario to begin with (see Appendix 8) and then act out the feedback you would give (as per the italic instructions under the scenario). Ask the participants to vote on which feedback they would prefer to have.

Brainstorm features of good feedback, which should include:

- overall positive – three positive statements for every negative, start and finish with a positive;
- next steps for development

- follow up in writing
- concentrate on the behaviour, not the person;
- allow time for questions and discussion;
- open questions and active listening;
- think about venue;
- tone of voice and body language are important;

Session 4: What is your role? (70 minutes)

Overall objective

Explain their role within the scheme and the roles of others in the scheme

Explain how they can demonstrate the values and methods of The Scout Association in their role.

Key messages

Linked to the overall objective for this module above, there are also a number of key messages that learners should understand and take away with them at the end of this session. These include:

- 1) While assessors may not necessarily be members of The Scout Association, they should adhere to the fundamental principles of The Movement in the assessment process.
- 2) Monitoring progress and supporting learners is part of the role of an assessor and should be done sensitively and supportively, with reference to preferred learning methods, time commitment and other local issues.
- 3) After assessment when a recommendation has been made, the learning process does not stop. We have ongoing learning, mandatory modules and supplementary modules

Resources

For this session you will need the following resources:

Role description for [Training Adviser - FS330070](#) and [Training Adviser \(Manager and Supporter\)](#), [Nights Away Adviser – FS330053](#) and [Activity Assessor – FS120459](#)

- Fundamentals of The Scout Association (on posters) Appendix 9
- Appendix 10
- POR
- Coloured pens



Trainer input (15 minutes)

Handout the different role descriptions relevant for each person's role. Briefly describe the roles as follows:

Manager - The line manager agrees and reviews an adult's role description. Ensures that appropriate training is completed and that any permits that are held are up to date. Line managers must understand the various processes and be able to support those they manage through them. It is very important that they explain the commitment to training to

adults new to Scouting from the outset. They are also responsible for monitoring the ongoing learning of those they manage. They will support members they are responsible for in applying for Nights Away and Activity Permits and should ensure that there are enough people in their Group or District with the relevant permits to enable activities to take place.

Training Adviser – agrees an adult's Personal Learning Plan, provides them with support throughout the training process and validates their learning. They then recommend the award of the Wood Badge, subject to the approval of the County Training Manager. The Training Adviser directs the learner towards training but does not deliver training. If a Training Adviser is a Trainer, ideally, they should not validate against learning that they have delivered.

Nights Away Adviser – Supports adults through the process of getting a Nights Away Permit, including the assessment of applicants and providing further support for those requiring additional learning. They also advise on camping and residential experiences and promote them in their area.

Activity Assessors – assess adults' technical competence in activities and make recommendations for permits to be granted to run specific Adventurous Activities. They may also be asked to support those working towards these permits.

Scout Show Assessor – assesses Scout Shows against the criteria for National Recognition and recommends recognition to the relevant County or District Commissioner.



Task (5 mins)

What skills and qualities are needed to be an assessor in The Scout Association? Sketch a very quick self-portrait and write words around it to illustrate what skills and qualities they feel are needed to assess other adults in Scouting.



Trainer Input (5 mins)

Not all assessors need to be members of the Movement, so it's important that all participants understand the fundamental values of Scouting and remember that these are important to the members of the Movement that they are supporting. They should also have a good understanding of the Safeguarding policies and procedures of The Scout Association. Depending on the experience of the participants, you could go through these fundamentals, or could just display them around the room (Appendix 9). As assessors, participants should remember that their role is always to enable adults to provide safe, good quality Scouting which develops young people. Part of their role is to encourage the people being assessed to provide evidence that they themselves have learned and developed. This

should be evident from the adult's normal activities in their Scouting role during the period whilst they are being assessed.



Task (5 mins)

Participants to circulate the room, looking at the poster paper of the fundamentals of The Scout Association. Discuss and make notes to show how these fundamentals can be demonstrated through the way that we assess and support our adults through the Schemes represented here.

It may be helpful to put up one example per sheet to help them.



Trainer Input (10 mins)

Monitoring progress is part of the learning experience for all the roles attending this training, and the whole process of assessing needs, supporting learning, assessing knowledge and skills, supporting learning, and assessing is a spiral or cyclical process, with validations or permit recommendation being returned to several time in the cycle, as detailed below.

For a Nights Away Adviser this might be:

- a new applicant with little nights away experience;
- NAA recommends further practice and partners the applicant with a more experienced Leader;
- The applicant decides they are ready for an assessment, but for an Indoor permit to begin with so they can take the Cubs away to an indoor venue while they continue to build their skills;
- Assessment is successful, and the NAA guides them in the further skills that they would need to develop to move on to Campsite Permit;
- Applicant attends a Module 38 training course and continues to build skills and shared camp regularly with more experienced Leaders;
- The following year, they apply for a Campsite Nights Away Permit and assessment is successful;

For an Activity Assessor the picture could be similar with an initial Permit awarded with restrictions to known water/hills while the applicant develops and practises skills or attends further training;

For a Training Adviser, the cycle is much clearer:

- A new learner is allocated and the TA meets them. They assess needs and create the PLP. They agree on the learning required for Modules 1 and 3;
- At next meeting the learner has completed learning for Modules 1 and 3 and these are validated. They agree the learning for three further modules and are able to validate two based on prior learning and experience and evidence collected as a Young Leader and over the last few months in role.

- The learner is busy at University and hasn't got the learning done by the next meeting, so further support and encouragement is offered and a different learning method suggested.
- At the next meeting the three further modules are able to be validated and further learning needs assessed.
- This cycle continues until all the required Modules are validated and the Training Adviser agrees a plan for ongoing learning for the first year, they then recommend the Wood Badge.



Task (15 mins)

Monitoring doesn't always go smoothly. In this task a number of scenarios (Appendix 10) are offered which could be faced by assessors/advisers as they go through the learning needs / support learning / assess cyclical monitoring process.

For each scenario the group should decide how they would deal with the situation. Be prepared to feed back.



Feedback (5 mins)

Each group should feedback their ideas to the whole group, considering:

- The learning needs of the individual,
- Communication methods;
- Time commitments;
- Flexible approaches unique to individual circumstances;

There are no right or wrong answers to these scenarios. Actions would depend on the individuals concerned. Stress the need to monitor progress while providing constructive feedback and being supportive and encouraging.



Trainer Input (10 mins)

Occasionally there will be a disagreement when a learner/applicant disagrees with the outcome of a validation or assessment. It is important to deal with this in a sensitive way, and not allow it to become a personal disagreement. The matter is referred to the County Training Manager, if they cannot resolve the issue, then it is passed to the County Commissioner whose decision is final. This is set out clearly in the Training Adviser's Guide and the Adult's Personal File.

After the award – what next? Learning in Scouting does not cease at the moment that a Permit is awarded or a Wood Badge recommended.

A Nights Away Adviser is not there to simply assess for Nights Away Permits, but to promote nights away experiences. When you recommend the award of a Nights Away Permit, get in touch with the applicant and find out what their plans are for Nights Away

over the coming year. Encourage them to try new campsites or to plan a night away every term.

The Activity Assessor, as an experienced and skilled practitioner, can give guidance on planned activities and suggest further learning or practice to support the applicant as they continue to build their skills.

The Creative Activity Adviser/ Assessor, as an experienced practitioner, can give advice and guidance through the planning of future performances and support the group as it builds and grows.

The Training Adviser should remind the learner about their commitment to an average of five hours ongoing learning each year, explain about mandatory ongoing learning and supplementary modules and make a plan for the ongoing learning for the first year, which should be copied to the line-manager so that they can continue to support the learner. The Training Adviser can explain to learners that they can log on to their own record on Compass to record their ongoing learning.

Session 5: Module summary and validation – moving forwards (10 minutes)

Overall objective

Plan to meet their own subject knowledge needs.

Key messages

Linked to the overall objective for this module above, there are also a number of key messages that learners should understand and take away with them at the end of this session. These include:

- 1) As Learners themselves, the participants will have their own learning needs to continuously update as they move forwards
- 2) How to validate this module.

Resources

For this session you will need the following resources:
Adult's Personal File or Training Adviser's Guide.
Module Matrix



Trainer input and

Recap the objectives from the module. Hand out an evaluation sheet and ask the participants to evaluate how confident they feel against each of the objectives.



Task (10 minutes)

Ask each participant to consider what their own learning needs are following this module. Is there anything which they feel they need to go away and learn more about, or work with somebody more experienced? Make notes of what they would like to do.

Explain that the validation for this module will depend on their role and is as follows (see TA guide or Adult's Personal File):

Training Adviser – 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.

Nights Away Adviser – demonstrate an understanding of the Nights Away Permit Scheme, particularly the validation process, and have made one recommendation for the award of

Nights Away Permit.

Activity Assessor – understand the Adventurous Activity Permit Scheme and make an assessment according to current Scout Association factsheet recommendations.

Creative Activity Adviser / Assessor – understand the criteria for a staged or musical performance being deemed public performance ready and assess one show. Gather feedback on the course and thank the participants.

Appendices

Appendix 1

Session 1a

Learner

Training Adviser

Line Manager

Appointments Advisory
Committee

Local Training Manager

County Training Manager

Appendix 2

Session 1b

8 core areas for assessment	What skills would we be looking for	Before event	How could this be assessed? During event	After event
Planning a nights away event				
Ensuring the effective administration and financing of an event				
Preparing and co-ordinating a programme of activities				
Choosing, preparing and possibly delegating to an event team				
Choosing, organising and maintaining the right equipment				
Ensuring the health, happiness and safety of self and others				
Organising good catering				
Making best use of the venue				

Appendix 3

Session 1c - The roles:

Applicant Activity Assessor Commissioner

What they might do (add your own too):

Assesses technical competence and experience

Check knowledge of Scout Association rules relating to the activity

Check safeguarding (have they undertaken required Personal Enquiry checks and completed Module 1)

Check personal suitability (do they have the appropriate attitude to run this activity for young people)

Grant the permit

Recommend any restrictions on the permit

Record the permit on Compass

Apply for the activity permit

Complete recommendation for the level of permit indicated by skills and experience.

Note relevant experience in a log book

Attend an activity course or assessment course if appropriate

Appendix 4

Case studies for Session 2

Assessing the learning needs of the learner (what experience/skills/background might these learners have? What questions would we ask to check? What needs might need to be taken into account when learning?)

- 1) Assistant Beaver Scout Leader
 - a. Polish with pretty good English as second language
 - b. Works as an EAL Teaching Assistant in local primary school.
- 2) Group Scout Leader
 - a. Has been a Scout Leader in the Group for 15 years.
 - b. Works as a Specialist Nurse with some management responsibility.
- 3) Scout Leader applying for NA permit
 - a. Has many years of camping experience in a team with other Leaders.
 - b. You are told that paperwork is not one of their strong points.
 - c. Wants to get a permit so that they are not always reliant on the one person in the Group who has one.
- 4) Cub Leader applying for climbing permit
 - a. Works at Tesco but currently undergoing training courses at local climbing centre to get a job there.
 - b. Was an YL with Cubs prior to becoming an Assistant Cub Leaders three years ago?
- 5) Network member applying for archery permit
 - a. Little experience of archery outside of Scouting. Enjoyed archery and wants to do more, would like the permit so that they can help deliver archery to others throughout the District, and at the same time practise their own skills.
- 6) Explorer Scout Leader
 - a. Was Explorer Scout
 - b. Has been a YL
 - c. Training in outdoor education
- 7) Assistant Cub Leader
 - a. Tells you early on that they are very worried about adult training because they are dyslexic but have been told they have to do it because there's nobody else to do the role.
 - b. Work as a cleaner.
- 8) Beaver Leader applying for Nights Away Permit
 - a. Has no experience of running or taking part in Nights Away with young people. Has never camped.
 - b. Became Colony Leader one year ago when all previous Leader team departed and Colony was threatened with closure. Has been very effective and grown the Colony with an excellent programme. Wants a Nights Away Permit so that they can offer these experiences to the young people and offer the full Beaver Scout experience.

Appendix 5

Validating modules for Activity Assessors – session 3

What assessment method would you suggest for the candidates outlined below, use an assessment checklist to ensure that you have covered all of the relevant elements for the activity they wish to be assessed for.

Leadership permit 1

The applicant has completed the permit application and attached evidence of them holding the equivalent qualification listed in the assessment checklist for their chosen activity.

Leadership permit 2

The applicant is known to you, has plenty of experience of assisting with the activity they wish to be assessed for but have no formal training or qualifications. They operate in your local area and there are regular activities taking place which they are involved in.

Personal permit 1

A local group of Explorer Scouts want to gain permits in order to do more independent activity, they have loads of experience and regularly participate with their leader. They are all working their way through NGB participation awards.

Personal permit 2

A Scout has requested a permit assessment, you don't know them or their leaders and are unsure about their experience.

Supervisory permit 1

You have an applicant who has recently completed an NGB qualification listed as an equivalent but you are unsure of their other experience. They wish to have a supervisory permit rather than leadership.

Supervisory permit 2

You have someone who has previously had a permit but you're not sure on how much this has been used, they wish to be assessed again for a supervisory permit, you did not undertake the original permit assessment.

Appendix 6

Evidence for validating modules for Training Advisers – session 3

Would this evidence be sufficient to validate the learner for this module? What other questions would you ask? What further evidence might you ask for?

Scouting for All (Module 7)

Evidence provided:

- Print outs of Scout Association's Religious Policy and Equal Opportunities Policy.
- Photo of Cub Pack showing a range of ethnic backgrounds and both males and females.

Delivering a Quality Programme (Module 12)

Evidence provided:

- Copy of Beaver programme for the term annotated to show how it covers different badges and elements of Challenge Badge.
- Completed copy of *Quality of Programme Checker – Beaver Scouts*
- Video showing a Young Leader delivering a Colony forum with a small group of Beavers.

Running Safe Activities (Module 17)

Evidence provided:

- Photos from a Scout Hike in Terrain Zero.
- Copy of written Risk Assessment from the Hike.
- Copy of letter to parents including kit required for hike and InTouch system.
- Written note from a parent who helped at a cycling activity, in it they mention that the learner gave them clear instructions, that they knew exactly who they were responsible for, they were reminded of Safeguarding Policy, they were given a written risk assessment, they saw the learner doing regular head-counts and communicating expectations clearly to the Scouts.

Appendix 7

Evidence for validating modules for Scout Show Assessors – session 3

Would this evidence be sufficient to validate the learner for this module? What other questions would you ask? What further evidence might you ask for?

Read the factsheet Assessment Criteria for [Scout Show Recognition](#). Use the resource, as well as knowledge gained, to answer the following questions:

- How do the minimum standards and further indicators described in the above document relate to whether a Scout Show gains national recognition?
- What are the areas of a Scout Show which are assessed for national recognition
- Describe what action you would take, having identified area for further improvement as described in the assessment guide.
- What general characteristics go to making up a successful Scout Show?

Complete an Application for Scout Show Assessment

Appendix 8

Role plays for feedback (Session 3)

Role play 1

You're giving feedback to a Cub Leader about a Pack meeting you've just observed. The meeting had a chaotic beginning, with many Cubs running around. Once the Leader called the Cubs to Pack Circle they responded quickly and were generally responsive throughout the meeting. The Programme was engaging and the children clearly enjoyed it.

The Cubs weren't always sure what they were doing and transitions were a bit chaotic. There were plenty of adults there, but the Cub Leader was the only one who seemed to know what was going on and the other adults were unsure what they were supposed to be doing.

In your feedback focus on the negative. Don't give time for the Cub Leader to respond and cut them off if they try to. Be quite confrontational in body language and tone of voice. Make some general / personal comments e.g. "you always..." or "I've heard that you're a bit of a control freak"

Role play 2

You're giving feedback to an Assistant Scout Leader after a T1 Hillwalking Permit Assessment.

During the hill walk the group started off very quickly but after an hour of walking, one member of the group got blisters and also got very tired and slowed down considerably. The members of the group at the front did not slow down and the Leader kept calling back for the slower Scout to keep up. She was teaching the Scouts some navigation (correctly) but was lacking confidence and kept referring back to the Hillwalking Handbook for guidance and reassurance.

In your feedback, begin and end with positive comments. Be positive and friendly throughout. Refer to the behaviour/skills that need work rather than being personal. Give next steps for further development and allow the learner to explain or respond to your feedback. Look at them and show you are listening as they respond.

Appendix 9

Fundamentals of the Scout Association (Session 4)

Fundamentals of Scouting

The Purpose of Scouting

Scouting exists to actively engage and support young people in their personal development, empowering them to make a positive contribution to society.

The Values of Scouting

As Scouts we are guided by these values:

- Integrity - We act with integrity; we are honest, trustworthy and loyal.
- Respect - We have self-respect and respect for others.
- Care - We support others and take care of the world in which we live.
- Belief - We explore our faiths, beliefs and attitudes.
- Cooperation - We make a positive difference; we cooperate with others and make friends.

The Scout Method

- Scouting takes place when young people, in partnership with adults, work together based on the values of Scouting and:
 - Enjoy what they are doing and have fun.
 - Take part in activities indoors and outdoors.
 - Learn by doing.
 - Share in spiritual reflection.
 - Take responsibility and make choices.
 - Undertake new and challenging activities.
 - Make and live by their Promise.

Appendix 10

Scenarios for Session 4 (monitoring progress)

- A- You usually have regular contact with a learner who has always seemed enthusiastic about training. She hasn't been in contact for three months and is not returning phone calls or e-mails.
- B- A Leader has been in touch with you about an idea for a camp which he would like you to assess him on. As the time approaches and you get in touch to arrange a pre-event assessment meeting, he tells you that the camp isn't going ahead after all at this time, but he hopes to put it on later in the year.
- C- A Group Scout Leader has returned from the first set of modules to tell you that they were so inspired they are going to change everything about how the Group works.
- D- A Cub Leader who has applied for a Terrain 1 Hillwalking Permit needed to get some more experience of personal walking and brush up on their navigation skills. They turn up to the assessment hike with only one walk (low level) in their log book.
- E- A learner has been completing e-learning and although this doesn't seem to be the best method for this learner, as they don't seem to be taking in the learning points, and are missing out on the experience sharing of a course, they are only interested in further e-learning.
- F- An Assistant Group Scout Leader has told other people that you aren't a very good Training Adviser.
- G- A Scout Leader produces copious paper evidence for all his module validations and has all the answers when you ask questions about the modules. However, when you have visited the Section you can see that they are a pretty ineffective Leader and aren't really putting their knowledge into practice.
- H- You have noticed that a Nights Away Permit applicant is becoming disheartened by a situation between Leaders in the Group. It transpires that they are seeking a Nights Away Permit so that they can keep out of a long-running dispute between the Scout Leader (who holds the only Nights Away Permit in the Group), and the Assistant Cub Leader. They are finding the tension in the Group intolerable and are thinking of leaving.