

MODULE 25

Assessing Learning: Activity Assessor's Workbook



scouts.org.uk/training

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/Counties. In Scotland there is no direct equivalent to County or Area. In Scotland Scouting is organized into Districts and Regions, each with distinct responsibilities. Some 'County' functions are the responsibility of Scottish Regions, whilst others lie with Scottish Districts. The focus of responsibility is outlined in Scottish Variations from POR.

Criminal Records check: All adults in Scouting must go through a series of safeguarding checks to ensure they are safe to work with children and young people. The safeguarding checks are known in different countries by different names, as follows:

England and Wales: Criminal Records Bureau (CRB)

Scotland: Disclosure Scotland (DS)

Northern Ireland: Access Northern Ireland (Access NI)

For ease of reading, this resource refers only to 'Criminal Records check', to cover all of the above.

More information on issues relating to safeguarding and Criminal Records checks can be found at scouts.org.uk/safeguarding.



Who is this workbook for?

This workbook is aimed at Adventurous Activity Assessors. This module is aimed at those who assess the knowledge and skills of others within Scouting and ensure that all adults in Scouting 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.

What does this workbook include?

This 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:



Information – These sections give you the background knowledge required for the exercises.



Exercise – These sections are for you to complete and show to the person validating your learning.



Example – These are examples for you to study and relate back to an exercise.

Discussion point – These do not require you to undertake additional work. They simply highlight areas you may wish to consider once you have completed the exercise or to discuss in more detail with other volunteer colleagues, your line manager or the person validating your learning.



Throughout this workbook you will be undertaking practical exercises, making notes and considering questions relevant to the role you have taken on. We hope that the workbook and the notes you make should provide you with a useful reference guide for future assessment activities you undertake as part of your role. The workbook will also provide a structure for the validations discussion you have later with your Training Adviser. Therefore we would encourage you to make notes throughout this workbook and record your thoughts and ideas fully.

How to complete this workbook

1. Read through the workbook carefully, right to the end before starting to complete sections.
2. Start again at the front and complete as many sections as you can.
3. If you are unsure of a section then leave it and arrange to discuss the content with either your Line Manager, Manager of the Activity Permit Scheme or Training Advisor or another Activity Assessor.
4. Then go back and complete the workbook.

What does this module cover?

The work is divided into a core section covering learning relevant to everyone who completes this module, followed by the role specific section. You should complete the core section and the role specific section. If you wish to validate Module 25 for more than one role, then you will need to do all the relevant role specific sections.

What resources do I need to accompany this workbook?

Many resources are included within this workbook, but you will need to ensure that you have the latest versions of the following resources before sitting down to complete the workbook:

Core section

- FS500000 – *Validation Processes and Guidelines*
- Your role description

Adventurous Activity Assessors

- FS120100 *Adventurous Activity Permit Scheme*
- FS120104 *Adventurous Activity Permit Scheme – Approved Assessors*
- FS120102 *Adventurous Activity Permit Scheme – Assessment Guide*

You will also need the details of a permit application you are currently assessing in order to complete one of the exercises in this section.

All of these resources can be downloaded from The Scout Association's website (www.scouts.org.uk) or ordered from the Scout Information Centre on 0845 300 1818.

This list is not exhaustive. Therefore if you are not familiar with other Association resources you may find it useful to familiarise yourself with the other resources available to volunteers on the website or in the Information Centre catalogue.

This workbook is a self-contained learning method and can be completed either on your own or as part of a small group. However, we would encourage you to discuss your learning with others and share good practice and ideas with other volunteers where this will help support your learning and your understanding of your role.

What happens once I have completed this workbook?

To complete the process, you will need to validate your own learning once you have completed this workbook. Validation is the process of demonstrating that you can put the learning into practice within your role.

The validation of this module will depend on your role:

- a. Activity Assessors will be required to understand the Adventurous Activity Permit Scheme and carry out one assessment.

For further information about validation and the next steps, contact your Training Manager or Training Adviser.

Assessing Learning – Workbook

AIM

To provide the knowledge skills and attitudes necessary to effectively support, validate and assess adults in the Adventurous Activity Permit Scheme.

OBJECTIVES

By the end of this workbook learners should be able to:

CORE OBJECTIVES

1. Demonstrate commitment to the concepts, content and policies of training within The Scout Association.
2. Demonstrate acceptance of the policies, purpose, principles and method of The Scout Association.
3. Undertake appropriate assessments and validations.
4. Provide positive and constructive feedback.
5. Identify any learning and development needs of the people they support and/or assess.
6. Plan to meet their own subject knowledge needs.

THE FOLLOWING ROLE-SPECIFIC OBJECTIVES ALSO NEED TO BE COVERED ACCORDING TO ROLE

For Activity Assessors

7. Describe the Adventurous Activity Permit Scheme and their role within it.
8. Understand and be familiar with the criteria that Adventures Activity Permits need to assessed against.
9. Be able to make a judgement as to what type of assessment is required depending upon a candidates application.

Core section 1 (or all roles)

Part 1: Understanding your role

This module is designed to give you the skills and knowledge you need to be an Assessor in Scouting. Within The Scout Association there are a number of different Assessor roles. The core section of this module provides information and skills relevant to all those roles.

Assessors within The Scout Association support individuals and processes. Take a look through the information below which outlines the variety of different roles:

Training Advisers (TA)

Training Advisers play a central role in supporting adults in Scouting through The Scout Association's Adult Training Scheme. The Training Adviser agrees an adult's Personal Learning Plan (PLP), provides them with support throughout the training process, identifies learning needs and validates learning. They then sign off modules and where required, recommend the award of the Wood Badge, (subject to the approval of the Local or County Training Manager). The Training Adviser directs the learner towards training but does not deliver the training itself. If a Training Adviser is a trainer then ideally they should not validate the learning they have delivered.

Line managers

A line manager is responsible for the management and support of all adults who report directly to them within Scouting. The line manager agrees and reviews an adult's role description, ensures that appropriate compulsory training for their role is completed (including monitoring and supporting Ongoing Learning) and that any permits held are up to date. Line managers need to understand the various processes and be able to support those they manage through them. In particular, they play an important role in explaining the Adult Training Scheme to adults taking on new roles, as well as the training commitment required for the adult appointment they have chosen to undertake.

Nights Away Advisers

Nights Away Advisers support adults through the process of gaining a Nights Away Permit so that they can take young people on residential experiences. The process includes the assessment of applicants against the requirements of the Nights Away Permit Scheme and, where appropriate, the provision of additional support for those requiring further learning. They also provide advice on camping and residential experiences in general to other adults in Scouting.

Activity Assessors

In order to run certain specialist adventurous activities, adults are required to gain a permit. Activity Assessors assess an adult's technical competence in particular activities and make recommendations for permits to be granted to run those specific Adventurous Activities for young people and adults in Scouting. They may also be asked to support those working towards these permits.

Scout Show Assessors

Scout Show Assessors assess Scout Shows against a set of criteria and make recommendations for National Recognition of the show to the responsible Commissioner.

It is useful for you to understand the other assessment schemes and roles within Scouting as the key principles are similar, but in particular you should be aware of the tasks and responsibilities within your role and the requirements of the particular scheme you are supporting.

When you agreed to take on your role you should have seen the relevant role description and agreed this with your line manager. If you haven't, then it is worth speaking to your line manager to ensure that you are both happy with what you have agreed to take on. Your role description will also help you when you are completing some of the exercises within this workbook.

Copies of the outline role descriptions for your role and the other Assessor roles can be found on www.scouts.org.uk



Exercise 1

Think specifically about your role and some of the ways you might demonstrate the knowledge, skills and qualities you have identified above. If you are already undertaking the role, give examples. If you have not yet started the role it may help to think about other adults you know who are undertaking the same role.



Discussion point 1

When you have completed this exercise, take a look at the list in Appendix 1 and compare it with your ideas. There are no right or wrong answers, but if there were any areas you hadn't thought of, take some time to think how they relate to your role. You will be returning to your notes above as part of a later exercise.

This may be an area you can explore in more detail when you met with your Training Adviser to validate your learning. They will be able to share their experience of being an assessor. Use the space below to note down any thoughts or questions.

Part 2: The policies, purpose, principles and method of The Scout Association

The Scout Association has a clear purpose, set of principles and range of methods which underpin all Scouting activities for young people and adults. These fundamental values are what volunteers agree to uphold when they become a Member. To reflect these, the Association also has a central set of policies which provide a framework for all of us in Scouting.

Whilst we encourage all adults to become Members of The Scout Association, not all Assessor roles themselves require full membership. However, even if you are not a Member yourself, many of the adults you come into contact with will be, therefore an understanding of the fundamental values of Scouting and their importance to the Members of the Movement is an important aspect of your role. Regardless of whether adults become Members of the Association, they are all responsible for ensuring that the key policies of the Association are followed.

Whatever role you are undertaking, it is important to show a commitment to these values as expressed through the policies, purpose, principles and methods of The Scout Association and to be able to discuss these with the volunteers you will be working with.



Exercise 2

Take some time to read the information below which gives you some background to the policies, purpose, principle and methods of The Scout Association and think about how these relate to your role. Make a note of your thoughts in the boxes provided. Some additional questions have been provided to help you.

Policies

Like any organisation, The Scout Association has a set of rules and procedures. These can be found in *Policy, Organisation and Rules* (POR) which can be found on www.scouts.org.uk/por.

All activities within Scouting, including assessments, must be carried out in line with the structure, rules and procedure of The Scout Association. You will receive further information about the specific policies and rules relating to the scheme you are assessing later in this workbook in the role specific section.

- **How is your role affected by the policies of The Scout Association?**

- **Based on these policies, what factors might you need to consider when making an assessment?**

Purpose

The Scout Association has a central purpose which guides all the work we do with young people and adults.

“The purpose of Scouting is to contribute to the development of young people in achieving their full physical, intellectual, social and spiritual potentials, as individuals, as responsible citizens and as members of their local, national and international communities.”

As Assessors, your role is to ensure adults are able to provide safe, good quality Scouting and to contribute to the Purpose of The Scout Association.

The Scout Association is committed to the personal development of all its adult and youth members. An important part of your role is also to encourage those being assessed to provide evidence that they have learned and developed and are providing support to others.

- **How does your role contribute to the purpose of The Scout Association**
- **How can you encourage the development of young people and/or adults through your role?**
- **If you have already started your role, gives some examples of how you have contributed to the development of other adults and/or how you have developed within your role.**

Principles

Members of The Scout Association have a duty to their God, other people and themselves. Members who make the Promise undertake to do their best and undertake these duties in all that they do. These principles should be evident in the way both adult and youth Members conduct themselves.

As an Assessor, with this in mind, it is important to ensure that all assessments are carried out fairly, in a consistent and open way and that the needs of adults and young people are taken into account.

- **How might you demonstrate the principles of The Scout Association in your role?**

- **Using the list of qualities you identified in exercise 1, think about how these relate to the principles of The Scout Association.**

- **If you already have already started your role, give examples of how you have demonstrated the principles of Scouting.**

Method

The Scout Association's method outlines the range of ways Scouting uses to achieve its purpose. The Scout Association believes that in all activities, everyone involved should be given opportunities to learn by:

- enjoying what they are doing
- learning by doing
- participating in varied and progressive activities
- making choices for themselves
- taking responsibility for their own actions
- working in groups
- taking increasing responsibility for others
- taking part in activities outdoors
- sharing in prayer and worship
- making and living out their Promise.

These methods are exactly the same for adults and young people in Scouting. As an Assessor it is important that your assessments reflect these methods so that both you and the individuals you assess get the most from the process.

- How can the way in which you carry out assessments reflect the method of The Scout Association?
- If you have already started your role, give examples of the different assessment methods you have used and how they relate to the method of The Scout Association.



Discussion point 2

While you are reflecting on your role and the policies, purpose, principles and method of The Scout Association, it might be useful to observe how other volunteers, and particularly assessors, in Scouting, demonstrate these. Think about your line manager or the person who is validating your learning. Perhaps ask them how they put these areas into practice. Use the space below to note down any thoughts or questions.

Part 3: Assessment methods and evidence

The policies, purpose, principles and method provide you with the framework for your assessments, but you also need to explore the different assessment methods you can use in your role.

All assessments you make in your role will be based on the evidence given. In all our schemes that require assessment, we ensure that as far as possible, those being assessed should not have to produce evidence beyond what they would normally be doing as part of their role in Scouting. This could be anything from a written document, such as a programme plan, to you as an assessor visiting them to see them undertaking a particular aspect of their role.

It is important that those undertaking assessment understand the criteria by which they are being assessed and are given choices in providing the sort of evidence with which they feel most comfortable. An individual's personal style and needs, as well as the time they have available, should always be taken into account when choosing an assessment method. It is important that the method should be mutually agreed between you and the person you are assessing.

It is also important to make sure that those you are assessing see the relevance of the assessment to the role they are undertaking. The best way to do this is to spend time discussing this in detail with those you are assessing.

The evidence you accept can be anything that shows that a person can do what they need to be able to do to undertake their role and which fulfils the criteria of the assessment. Some common forms of evidence in a Scouting context are:

- **Demonstration** 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 to show understanding.
- **External qualification** Holding a qualification, such as a National Governing Body award or first aid certificate can prove particular abilities.
- **Working documents** Such as records or plans, which were produced as a natural part of a candidate's role.
- **Project** 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 a candidate undertaking a task.

Often the most balanced assessment decisions are made when a variety of these sources of evidence are selected. The above list is only a guide and it is important to remember that anything that shows a learner's ability can be used as evidence.



Exercise 3

Work through the list of assessment criteria in the left hand column of the table below and suggest a range of appropriate evidence that a learner might provide in order to meet them.

| Assessment criteria | Possible evidence |
|---|-------------------|
| Demonstrate an ability to systematically plan and deliver a training session. | |
| Demonstrate a commitment to the fundamental values of The Scout Association. | |
| Demonstrate different methods for involving young people in decision making within the Colony/Pack/Troop/Unit/Network. | |

Remember that in your assessments, any evidence requested should be agreed in advance between you and the adult you are assessing. The choice of evidence will depend on the

role they are undertaking and their own personal needs or preferences as well as the criteria against which they are being assessed.



Discussion point 3

One of the best ways of thinking creatively about possible evidence and assessment methods, as well as ensuring consistency, is to share ideas with others undertaking the same role as you.

Next time you meet with others in the same role take the opportunity to ask about different evidence they have used. The more ideas and experience you share the greater support you can offer those you are assessing. Perhaps ask your Training Adviser for additional ideas. Use the space below to note down any thoughts or questions.

Part 4: Giving feedback



Preparing and delivering constructive feedback on assessments is a vital part of the role of being an Assessor in The Scout Association. Getting this aspect of the process right ensures that adults feel supported, focus on development and work towards agreed targets.



Exercise 4: Issues to consider when giving feedback

In the space below note down what you think are the most important factors to consider when preparing for giving feedback to those you are assessing. Different aspects of delivering feedback have been identified as a guide.

| Aspects of feedback | Factors to consider |
|-------------------------------|---------------------|
| Form/method | |
| Venue | |
| Body language | |
| Language/tone of voice | |

| | |
|--|--|
| <p>Suggestions/actions for the future</p> | |
|--|--|

The ideal outcome from any feedback that you provide, should be that you and the individual being assessed come to a shared conclusion and agree future actions.

Here we look at some additional hints and ideas for providing constructive feedback and helping the adult being assessed to accept your feedback and reach an agreed outcome.

Think about some of the methods you might use to help the adult being assessed to accept your feedback and reach an agreed conclusion. Write your ideas in the space below.

For some additional hints and ideas take a look at the list provided in Appendix 2. If there are any ideas on the list that you hadn't considered then you may wish to add them in the space above for use in the future.

Methods for giving constructive feedback

Giving constructive feedback is a really important aspect of your role and a vital element of an assessment activity.

The way you approach your assessments will depend on your preferred personal style and the preferred style and needs of the individual you are assessing. However, there is a set format that we tend to use when giving feedback which you may find useful.

This approach provides a balance of both positive and negative feedback and follows the following pattern:

Step 1: Outline the positive aspects of the evidence provided and the individual's performance.

Step 2: Identify areas that require improvement and suggest specific actions or targets that could be taken.

Step 3: Conclude with additional positives and a restatement of targets.

By delivering balanced feedback, combining both positive and negative comments, those receiving the feedback will feel that their efforts have been acknowledged and are more likely to act on areas that require improvement.

This approach can be used regardless of the communication method employed and works both for written and verbal feedback. For those Assessors who are required to complete forms as part of their particular assessment scheme this process can also be used.



Discussion point 4

From your own experience, think about feedback you have been given in the past, either within Scouting or outside. What format did that feedback take? What helped you to use the feedback constructively and identify areas for development? Write down any additional thoughts in the space below. You may wish to ask your Training Adviser about their experience of providing feedback to others.



Exercise 5

Part of your role is to help others identify their own personal learning needs and focus on their personal development. However, you will also need to identify your own development and learning needs. This is an ongoing process that will continue as long as you undertake your role. As a starting point, take a few minutes to identify some key areas for the development of your own subject knowledge in the space below. You may wish to add to the list as you progress through the workbook.

Summary

So far you have looked at areas of assessing learning that are common to all assessment roles within The Scout Association. These are:

- Understanding of your role as an Assessor
- Assessment within The Scout Association
- Giving constructive feedback
- How effective assessments contribute towards and support the policies, purpose, principles and methods of Scouting.

In summary, all assessments you undertake within Scouting should be:

- Part of a fair process
- Enjoyable
- Part of an agreed plan
- Based on appropriate evidence
- Based around everyday Scouting activities
- Supported and valued
- Based on the fundamental values of Scouting.

Now that you have looked at the elements that are common to all Assessor roles, it is time to explore your particular role and the assessment scheme in more detail. Read on to find the relevant role specific training for you.

Role specific section for Activity Assessors

This section is designed to give you details of The Scout Association's Adventurous Activity Permit Scheme and your role and responsibility as an Activity Assessor.

In addition to the information provided in this workbook you will need current versions of the following factsheets:

FS120100 *Adventurous Activity Permit Scheme*

FS120104 *Adventurous Activity Permit Scheme – Approved Assessors*

FS120102 *Adventurous Activity Permit Scheme – Assessment Guide*

As well as providing additional information about the scheme and your role, some of the tasks will refer directly to the information provided in these resources. If you do not have a copy of these resources they can be downloaded from www.scouts.org.uk or purchased from the Scout Information Centre.

You will also need the details of a current permit application you are assessing for one of the exercises in this section.

The Scout Association's Adventurous Activity Permit Scheme

The Scout Association's Adventurous Activities Permit Scheme was launched nationally in 2005. The scheme is built upon a set of central principles:

National Scheme

The scheme is designed to show 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. It is a national scheme but managed locally.

Permit holders

Everyone who leads an adventurous activity is required to hold a permit for that activity. Activity Assessors make recommendations for Adventurous Activity Permits based on their assessment, however the permit is granted by the responsible Commissioner.

Categories of adventurous activities

Details of which activities are classified as adventurous can be found in *Policy, Organisation and Rules* (POR).



Exercise 1

The role of the Activity Assessor is to assess applicants applying for Adventurous Activity Permits in specialist activities. As an Activity Assessor you work alongside and support a number of other volunteers in Scouting.

Speak to your line manager or manager of the Activity Permit Scheme (or other Activity Assessors) and/or access online information to find out about the volunteer structure and your main contacts in your area. You may already have some of this information in the induction materials and information you received when you agreed to take on your role.

Sketch your local structure below and include details of your key contacts and the areas they are responsible for. Use arrows to identify the lines of communication between you and others within the structure. As you progress through the workbook you may wish to add to the diagram.

The role of the Activity Assessor

There are two types of approved Activity Assessor:

- County/Area/Region (Scotland) Activity Assessors – Appointed by Counties/Areas/Regions (Scotland) for specific activities.

All County/Area/Region (Scotland) Activity Assessors are required to hold a National Governing Body Qualification. They must also have assessment skills, therefore be working towards validating this module. It is also important for Activity Assessors to remain up to date and active within their area of expertise, they must complete two days professional development during each five year term of appointment

- External Assessors – Qualified individuals outside the Association who are used to carry out assessments where no County/Area/Region (Scotland) Assessors are available.

External Assessors do not hold a Scouting appointment and are generally used for one-off assessments. 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.



Exercise 1

Read through the information provided in the factsheets FS120100 *Adventurous Activity Permit Scheme* and FS120104 *Adventurous Activity Permit Scheme – Approved Assessors*.

Describe in the table below the technical knowledge and assessment skills a County/Area/Region (Scotland) Activity Assessor needs and what they have to do to remain up to date

| Technical knowledge | Assessment skills | Remaining up to date |
|---------------------|-------------------|----------------------|
| | | |
| | | |

| | | |
|--|--|--|
| | | |
|--|--|--|



Exercise 2

The assessment of applicants for an Adventurous Activity Scheme Permit is not about trying to catch out the applicant. Rather it is an assessment of their skills based on the relevant Assessment Checklist. The assessment should contain no surprises for the Applicant.

Read the factsheet FS120102 *Adventurous Activity Permit Scheme – Assessment Guide*. Use this resource, as well as knowledge gained from the other support resources, to answer the following questions:

- **Outline the three key phases of the assessment for an Adventurous Activity Permit and what each one contains?**

| | | |
|----|----|----|
| 1. | 2. | 3. |
|----|----|----|

- **What four areas are being assessed as part of the Adventurous Activity Process?**

| |
|----|
| 1. |
| 2. |
| 3. |
| 4. |

- **What are the key methods at your disposal to assess the applicant's competence level?**

- **Describe what an applicant has to do to gain a Supervisory Permit.**

- **What is the process for making a recommendation regarding an applicant's suitability to be granted a permit?**

Applying the principles and process

This section is intended to help you practice the process and demonstrate the skills of being an Activity Assessor.

To complete this section you will need to assess one application for an Adventurous Activity Permit. This assessment should be carried out in the normal way as described in the support resources and outlined in the section above. This should include making the recommendation to the responsible Commissioner.

Carrying out the assessment constitutes your validation for Module 25. Your Training Adviser will discuss the details with you.

Exercise 3



Start by describing in the space below, some of the main features of the application for an Adventurous Activity Permit you are assessing. What were the best aspects of the person's application?

- **What aspects can be most improved upon in future by the applicant?**

- **How were the needs of the young people involved taken into consideration?**



Exercise 4

Now consider the process you followed prior to the assessment and what you did during the assessment. Make a note below of what you have learned and identify any actions you might take next time as a result. You may now wish to review this assessment with your Training Adviser.



Exercise 5

This exercise presents you with a range of scenarios. How would you deal with the following situations? Please write your thoughts below.

You have been asked to assess an applicant who you feel does not meet the minimum standards required by the Adventurous Activity Permit Scheme as described in the appropriate Assessment Checklist. They have most of the core skills required, but there are a small number of areas where they do not have the necessary abilities. What do you do first?

A well known and well liked adult volunteer in the local area has suggested that you ought to recommend the awarding of a permit to a particular applicant despite the fact that they have failed to meet the criteria set out in the relevant Assessment Checklist. How could you resolve this situation?



Exercise 6

After having made your assessment of an application, you have to make your recommendation as to whether a permit ought to be awarded. You will need to come up with a recommendation for the level of permit that you believe their technical skills will allow them to safely use. In some cases they will not have the skill level to be given any level of permit. Your recommendation should be recorded on the last page of the Assessment Checklist.

- **Outline the process by which this takes place.**
- **What written evidence is needed?**
- **How do you provide positive and constructive feedback to the Applicant whatever the outcome?**



Exercise 7

Finally take some time to read through the support resources and answer 'true or false' to the following questions. This will help refresh your knowledge and cover some questions that you may be asked by applicants or others involved in the process. These answers can be discussed with your own Training Adviser so make a note of any additional questions or queries you have as you work through them.

| | True or false? |
|---|----------------|
| A permit can last up to five years. | |
| If an applicant doesn't pass all aspects of the assessment then you must fail them | |
| There is no prerequisite training for a permit; competence is the important factor. | |
| 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. | |
| Technical competence and the three other areas of assessment are assessed by the Activities Assessor against the assessment checklist. | |
| A permit is recommended and issues by the relevant Commissioner. | |
| There is no maximum or minimum age for gaining a permit. | |

Further information and the correct answers to the questions above can be found in Appendix 4.

Thank you for completing this workbook. Your role as an Activity Assessor will allow Adventurous Activities to take place, safe guarding the well being of all those taking part.

Appendix 1: Knowledge, skills and qualities

Here are some of the ways the key areas of knowledge, skills and qualities, common to all assessor roles, are demonstrated. Compare these to your list to see if there is anything you hadn't considered.

- Belief in Scouting's values
- Understanding of the scheme of which they are a part
- Support to other adult volunteers
- Passion for the quality of Scouting
- Good personal organisation and reliability
- Excellent communication skills
- Supportive and constructive questioning techniques to elicit relevant information and support learning
- Active listening skills
- Ability to explain concepts and processes clearly
- Encourages others and shows understanding of an individual's needs
- Good observation skills
- Ability to weigh up evidence against requirements
- Ability to provide constructive feedback
- Makes fair and consistent decisions
- Produces and shares appropriate, clear and accurate records
- Able to give time to others.

Appendix 2: Providing constructive feedback

Here are some additional hints and ideas for providing constructive feedback and helping the adult being assessed to accept your feedback and reach an agreed outcome:

- Using words like: 'it is clear that you have worked hard' and 'I can see the effort you have put in' ensures that an individual's efforts are acknowledged.
- Identify good practice and key strengths.
- Be positive and avoid statements such as 'Why didn't you...' or 'You shouldn't have...'. Instead try phrases such as 'Have you considered...' or 'Why not try...'
- Avoid making the comments personal or making general statements regarding personal weaknesses.
- Separate the behaviour seen from the individual, eg. 'Perhaps you could try to speak more slowly' rather than 'no-one can understand your accent.'
- Back all comments up with facts rather than assumptions.
- Include the observations and comments of others, where appropriate, as well as your own.
- Allow enough time to explain your comments fully.
- Allow enough time for the adult being assessed to consider your points and comment.
- Be open to the individual challenging your views and provide an environment where this is possible.
- Try not to force conclusions or actions.
- Allow individuals to explore the options and suggest actions and targets.
- If asked for suggestions then provide relevant and practical examples.
- Collect good practice ideas and suggestions that you can share.

Appendix 3

Below are the correct answers to Exercise 7 in the Activity Assessor role specific section.

| | True or false? |
|--|--|
| A permit can last up to five years. | True A permit can be granted for any period up to a maximum of five year. |
| If an applicant doesn't pass all aspects of the assessment then you must fail them | False Where possible it is better to recommend a restricted permit, rather than completely fail an applicant. |
| There is no prerequisite training for a permit. | True Competence is the important factor. |
| A mixture of tools should be used to assess an applicant. | True These include looking at other qualifications or awards held, previous logged experience, use of examples and scenarios and practical assessment. |
| Technical competence and the three other areas of assessment are assessed by the Activities Assessor against the assessment checklist. | False Technical competence is assessed by the Activity Assessor using the assessment checklist. The three other areas are assessed by the relevant Commissioner of their nominee. |
| A permit is recommended and issued by the relevant Commissioner. | False A permit is recommended |

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| | by the Activity Assessor but issued by the relevant commissioner. |
| There is no maximum or minimum age for gaining a permit. | <p>True</p> <p>Anyone can gain a permit if they meet the assessment criteria. When assessing under 18s Assessors must ensure that they follow the same codes of practice as they would normally when working with under 18s.</p> |