

1 Climbing and Abseiling



Introduction
This leaflet provides the information required for anyone wanting to seek Authorisation to lead, to instruct or to supervise climbing and abseiling activities with Members of The Scout Association.

Further editions will be published in the light of future developments. The publication of future editions will be advertised in SCOUTING Magazine, 'Talking Points' and the Activities Newsletter.

Why an Authorisation Scheme?
The rules of The Scout Association relating to Climbing and Abseiling are set out in the Policy, Organisation and Rules.

For example, a person seeking the Lake District authorisation to go to and from a climbing location must ensure that the following rules apply.

Winter Climbing
The Scout Association's Winter Climbing Safety Code for this state of the snow cover is no snow on high walls and no ice on ledges.



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Who is this guide for?

This guide is for those who wish to complete the validation for Module 27, *Instructing Practical Skills*. Normally these will be people who are instructing other adults in a particular practical skill in Scouting.

What does this guide cover?

This guide includes:

- an explanation of the module elements
- an outline of the assessment process
- advice on building a portfolio of evidence
- the detailed requirements of Module 27, *Instructing Practical Skills*.
- ideas on where to get further help and support.

Setting the scene

Each module starts with a summary sheet. This gives a brief introduction to the module and describes its context. Clearly, those who are instructing practical skills around the United Kingdom are doing so in a number of different circumstances. The context of the module defines, in broad terms, the role that the individual should be carrying out.



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Editor's 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 material simply refers to County or Counties.

Explanation of module elements

How are the modules divided?

Each of the adult training modules is split into a number of elements. Each element describes one part of the role that the module covers. For example, someone responsible for instructing practical skills in an area would need to carry out the following elements:

- Plan to instruct practical skills.
- Implement the skills instruction.
- Collect and consider feedback for future planning.

Each of these elements gives the broad heading of the key tasks involved in the role of instructing practical skills. This does not contain enough detail to clearly explain to someone what is involved in the role, so the next step is to identify the more detailed tasks involved. These detailed tasks are referred to as **performance indicators** and describe what has to be done to carry out the role.

As an example, the performance indicators for the key task of planning to instruct practical skills are as follows:

- The purpose of the skills instruction in the overall development of the learner is understood.
- An awareness of the skills level of the learners is shown.
- Safety rules appropriate to the skill are used.
- Planning of the skills instruction, to an agreed brief, is demonstrated.
- Appropriate methods of instruction are considered and selected.
- Relevant resources, both human and material are identified and obtained.
- Appropriate Risk Assessments are prepared.

A certain amount of knowledge and understanding will be needed for an individual to carry out the performance indicators correctly. In the case of the key task of planning to instruct practical skills, the knowledge and understanding required are to be able to:

- plan in a systematic way
- state The Scout Association's Safety Policy
- identify ways to establish the skills level of learners and explain how to select an appropriate method of instruction
- explain the relevance of the skills to Scouting
- explain relevant safety rules and guidance
- list the resources and facilities required to carry out the skills instruction - human, material and physical.

Guidance is provided for you and your Training Adviser about the type of evidence to gather to demonstrate that you can meet the performance indicators. Some items are required and listed under *Evidence should*

include, whilst other items are optional and listed under *Evidence could also include*. More information on gathering evidence to build a portfolio is given later in this guide.

This process has been followed for each element in Module 27, *Instructing Practical Skills* and put into a common layout, shown in area one, below.

Each element also details possible sources of evidence as contained in the delivery methods, such as workbook, training course and e-learning. This list is not exhaustive but is a useful cross-reference for anyone using these methods. The layout is shown in area two:

IPS/1 Plan to instruct practical skills	
1	<p>Performance indicator</p> <p>Evidence must be provided that:</p> <ul style="list-style-type: none"> a the purpose of the skills instruction in the overall development of the learner is understood b an awareness of the skills level of the learners is shown c safety rules appropriate to the skill are used d planning of the skills instruction, to an agreed brief, is demonstrated e appropriate methods of instruction are considered and selected f relevant resources, both human and material are identified and obtained g appropriate Risk Assessments are prepared. <p>Evidence should include:</p> <ul style="list-style-type: none"> • the agreed brief for at least two skills instructions • written plans for sessions • discussion with your Training Adviser of at least two planned skills instructions. <p>Possible sources of evidence of performance</p> <ul style="list-style-type: none"> • N/A
2	<p>Underpinning knowledge and understanding</p> <p>Learners who demonstrate competence should be able to meet the following requirements:</p> <ol style="list-style-type: none"> 1 Plan in a systematic way. 2 State The Scout Association's Safety Policy. 3 Identify ways to establish the skills level of learners and explain how to select an appropriate method of instruction. 4 Explain the relevance of the skills to Scouting. 5 Explain relevant safety rules and guidance. 6 List the resources and facilities required to carry out the skills instruction - human, material and physical. <p>Evidence could also include:</p> <ul style="list-style-type: none"> • documentary evidence from the person organising the event • documentary evidence from learners • written notes to confirm knowledge and understanding. <p>Possible sources of evidence of knowledge and understanding</p> <ul style="list-style-type: none"> • N/A

8 Guide to instructing practical skills

The assessment process

Each County will have a team of Training Advisers who are able to assess adult training modules and one will work with you to help you complete the module. The process normally starts with an initial meeting to make sure that you understand the module and to answer any questions that you have. Your Training Adviser will discuss evidence gathering and what support can be given to you. You will agree the first module element to be assessed so that you can start working towards it.

At the next meeting you will review progress. Your Training Adviser will help you to put together the first pieces of evidence for the first element and identify training, support or opportunities needed to gain further experience. From then on, you will have progress meetings to look at any elements you

have completed, help you with any questions and plan the next area on which you will be working.

The final stage of the process is to present your portfolio to your Training Adviser for assessment. The Training Adviser's job is to help and encourage you, to answer questions, to provide support, and ultimately to assess whether you have met the required standard.

Building your portfolio

Your portfolio is where you keep all of your evidence that shows you are able to meet the standard required in the module. Once you have started to gather evidence, you will need somewhere to store it. There is no fixed way of doing this, but most people find that an A4 size lever-arch file or ring binder is the easiest way of keeping everything together.

To keep an accurate record of evidence, an Element Evidence Summary sheet is available at the end of this guide. An example of this is shown below:

Element reference:

Element title:

Date	Evidence no.	Brief description of evidence	Performance indicator								Knowledge and understanding							
			a	b	c	d	e	f	g	h	1	2	3	4	5	6	7	8
12/1/02	1	Observation of performance	✓	✓		✓	✓							✓			✓	
12/1/02	2	Discussion with Training Adviser									✓	✓		✓	✓		✓	
13/1/02	6	Details of task performed	✓	✓									✓			✓		
2/2/02	7	Statement by Mrs Wade					✓						✓					
1/2/02	11	Copies of 'work' produced	✓	✓		✓						✓			✓	✓		
15/3/02	Q	Discussion with Training Adviser									✓	✓		✓			✓	
I confirm that the above evidence has been assessed and meets the element requirements and is current, valid and complete.																		
		Name								Signed								Date
Learner																		
Training Adviser																		

This summary sheet gives the reference and title of the element and then has boxes to complete. You start by looking at the performance indicators for that element, and considering what evidence you might have to show you are competent in that area. Evidence could be anything – working notes for plans you are developing, completed plans, briefing notes you were given, records of meetings you attended or ran and so on.

Admissible evidence

In the detail on each element, you will find a list of the types of evidence that your portfolio *should* contain and the types of evidence that your portfolio *could* contain. These lists are only a guide to help you, and you do not need to include all of the suggested evidence. The lists will vary depending on the nature of the element. Evidence is simply something that you can use to demonstrate your ability to meet the performance indicators. There is no reason why you cannot use things that you have done outside Scouting, (at work for example), so long as it demonstrates your ability to meet a performance indicator.

Once you have started to gather evidence and put it in your portfolio, you need to index your evidence so that it is clear which items relate to which indicators. The easiest indexing system is to start from number one for the first piece of evidence, two for the second and so on. The evidence is then kept in number order in the file. On the summary sheet you need to complete the date the evidence is from, the number you have given it, and a brief description of the evidence (e.g. notes of meeting to plan course). Then, tick the boxes to indicate which performance indicator and knowledge and understanding you feel the evidence relates to (it may be helpful to complete the summary sheet with your Training Adviser). This method means that you can see any gaps in your evidence at a glance. As a general rule you should provide a minimum of two pieces of evidence for each performance indicator.

Indexing your evidence

At first, it will take some time to put together your evidence, but as you work your way through the elements it gets quicker as many pieces of evidence you have already put in will be appropriate for more than one element. A good tip when putting your portfolio together is to use a Post-it Note on the front of each piece of evidence. You can then write a couple of words on it to explain why you feel it meets the elements you have listed. This is especially helpful when you are using one piece of evidence to cover a few elements. For example, documentary evidence from the organiser of the event could provide evidence for IPS/1 (Plan to implement the skills instruction) and IPS/3 (Implement the skills instruction). When you meet with your Training Adviser to review your portfolio, your notes will help you remember and explain your evidence.

Written statements

Sometimes you will not have anything that demonstrates your ability to meet a certain performance indicator. This is when the use of written statements from others can be helpful – for example, if you collected feedback on a session, a member of the staff team could write a note to confirm that you did so (IPS/3b Feedback is collected from other staff and/or colleagues). When you use this sort of evidence, make sure it is signed and dated by the person writing it, and ask the person to be as specific as possible about which indicator(s) you have met. This will help to clearly demonstrate your competence to your Training Adviser. You can also write a statement yourself about how or why you did something and use this to demonstrate your ability and/or understanding.

Your Training Adviser can also use questioning to confirm your ability by discussing an area with you in your assessment meeting. He or she will write a statement confirming the discussion and this can be added to your file as evidence.

What happens after the assessment?

Once your Training Adviser has successfully assessed your portfolio, notification is sent to the Records Office at Gilwell Park and a certificate will be sent to your County for presentation. As part of the national quality control measures, the Adult Support Office at Gilwell Park may request to review your portfolio before the certificate is dispatched. This review will never change the assessment decision and your certificate will be sent as soon as your portfolio is received.

Where can I get help?

There are a variety of places and people from whom you can get help:

- Your Training Adviser
- The County Training Manager
- The Adult Support Office
- Others who have completed the module.

Your Training Adviser will be able to answer any questions you have about the scheme and is usually the best person to speak to first. On the next page is a space for you to fill in the contact details of the people who you will use to help you.

Training Adviser

Name _____

Address _____

Tel (day) _____

Tel (evening) _____

Tel (mobile) _____

Fax _____

E-mail _____

County Training Manager

Name _____

Address _____

Tel (day) _____

Tel (evening) _____

Tel (mobile) _____

Fax _____

E-mail _____

Adult Support Office

Address Gilwell Park, Chingford, London E4 7QW
Tel (day) 020 8433 7100 **Fax** 020 8433 7114
E-mail adult.support@scout.org.uk

Scout Information Centre

Address Gilwell Park, Chingford, London E4 7QW
Tel (day) 0845 300 1818 **Fax** 020 8433 7103
E-mail info.centre@scout.org.uk

Module 27 Instructing practical skills

Module explanation

Is this module for you?

This module is for those who are instructing other adults in a particular practical skill in Scouting. Practical skills are not theory based - they involve people learning by doing. Module 27, *Instructing Practical Skills* recognises this principle and focuses on that aspect of learning. A practical skill is anything that can be applied by an adult to their Scouting role.

Process

The process of assessment contains three parts:

- 1 Plan to instruct practical skills.
- 2 Implement the skills instruction.
- 3 Collect and consider feedback for future planning.

Context

Practical skills instructors should be able to operate within a variety of circumstances depending on the need at that time, but candidates must be able to show they are competent in the following areas:

- 1 Working on a one to one basis and with a small group with adults on more than one occasion
- 2 Instructing practical skills to adults within a Scout based learning environment and in their wider Scouting context such as the District or Scout Group.

Assessment requirements

Performance indicator Contains the details of what must actually be done (performed) to complete the task competently.

Underpinning knowledge and understanding Contains the details of the knowledge expected of someone demonstrating competence in this area.

Evidence should include details of the evidence that would probably be submitted by someone demonstrating competence.

Evidence could include examples of other sources of evidence that could also support the demonstration of competence.

IPS/1 Plan to instruct practical skills

Performance indicator

Evidence must be provided that:

- a** the purpose of the skills instruction in the overall development of the learner is understood
- b** an awareness of the skills level of the learners is shown
- c** safety rules appropriate to the skill are used
- d** planning of the skills instruction, to an agreed brief, is demonstrated
- e** appropriate methods of instruction are considered and selected
- f** relevant resources, both human and material are identified and obtained
- g** appropriate Risk Assessments are prepared.

Evidence should include:

- the agreed brief for at least two skills instructions
- written plans for sessions
- discussion with your Training Adviser of at least two planned skills instructions.

Possible sources of evidence of performance

- N/A

Underpinning knowledge and understanding

Learners who demonstrate competence should be able to meet the following requirements:

- 1** Plan in a systematic way.
- 2** State The Scout Association's Safety Policy.
- 3** Identify ways to establish the skills level of learners and explain how to select an appropriate method of instruction.
- 4** Explain the relevance of the skills to Scouting.
- 5** Explain relevant safety rules and guidance.
- 6** List the resources and facilities required to carry out the skills instruction - human, material and physical.

Evidence could also include:

- documentary evidence from the person organising the event
- documentary evidence from learners
- written notes to confirm knowledge and understanding.

Possible sources of evidence of knowledge and understanding

- N/A

IPS/2 Implement the skills instruction

Performance indicator

Evidence must be provided that:

- a the facilities are adequate and appropriate to the needs of the learners
- b visual aids appropriate to the learners' needs are obtained and used effectively
- c where necessary, support material is obtained, created or adapted to meet the requirements of the learners
- d demonstration of the skill appropriate to the level of the learners
- e implementation is in accordance with the plan
- f during the skills instruction, the progress of learners is monitored and the instruction adapted accordingly
- g learners are encouraged to join in at appropriate stages by asking questions, seeking clarification, making comments and assisting each other.

Evidence should include:

- discussion with your Training Adviser of at least two skills instructions
- observation of the learner on two or more occasions
- documentary evidence from learners.

Possible sources of evidence of performance

- N/A

Underpinning knowledge and understanding

Learners who demonstrate competence should be able to meet the following requirements:

- 1 Identify ways of adapting resources as required.
- 2 Understand how to interpret verbal and non-verbal communication.
- 3 Understand that people learn in different ways.

Evidence could also include:

- visual aids used
- documentary evidence from the person organising the event
- relevant evaluations from learners
- photographs or video record of the skills instruction.

Possible sources of evidence of knowledge and understanding

- N/A

IPS/3 Collect and consider feedback for future planning

Performance indicator

Evidence must be provided that:

- a** feedback is collected from learners
- b** feedback is collected from other staff and/or colleagues
- c** feedback is recorded, considered and discussed with the person organising the event
- d** a record of the feedback and the plan together with any amendments made during the implementation is retained.

Evidence should include:

- two different styles of feedback obtained
- discussion with your Training Adviser of at least two skills instructions.

Possible sources of evidence of performance

- N/A

Underpinning knowledge and understanding

Learners who demonstrate competence should be able to meet the following requirements:

- 1** Identify ways of collecting feedback from learners and staff.
- 2** Explain the importance of collecting feedback and responding appropriately, during and after the skills instruction.
- 3** Explain the reasons for keeping records of skills instruction.
- 4** Identify with whom it is appropriate to share information.

Evidence could also include:

- documentary evidence from learners
- documentary evidence from staff and/or colleagues
- documentary evidence from the person organising the event
- a copy of an amended plan.

Possible sources of evidence of knowledge and understanding

- N/A

Element reference:

Element title:

Date	Evidence no.	Brief description of evidence	Performance indicator								Knowledge and understanding							
			a	b	c	d	e	f	g	h	1	2	3	4	5	6	7	8
I confirm that the above evidence has been assessed and meets the element requirements and is current, valid and complete.																		
Learner		Name	Signed								Date							
Training Adviser																		

Notes



