



# 31

# 32

## Who is this guide for?

This guide is for those who wish to complete the validation for Modules 31 and 32, *Planning a Learning Experience* and *Delivering a Learning Experience*. Normally these will be people with the responsibility for planning and delivering a learning experience in a local area or on a specific theme.

## What does this module 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 Modules 31 and 32, *Planning a Learning Experience* and *Delivering a Learning Experience*
- 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 responsible for planning and delivering a learning provision 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 delivering the learning experience in an area would need to carry out the following elements:

- Understand the role of delivering a learning experience.
- Select and brief appropriate people.
- Select and manage facilities and resources.
- Manage the learning process.
- Manage the staff team.
- Collect and use appropriate feedback.

Each of these elements gives the broad heading of the key tasks involved in the role of delivering a learning experience. 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 selecting and briefing appropriate people are as follows:

- The purpose of the learning experience in the overall development of the learners is understood.
- The specific brief for delivering the learning experience is agreed.
- The responsibility for the welfare of the participants and staff is accepted.
- Support can be obtained from others where appropriate.

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 selecting and briefing appropriate people, the knowledge and understanding required are to be able to:

- list sources of support
- explain the purpose of the learning experience and the role of each staff member in achieving this
- the advantages of recruiting a balanced team, to include age, experience, role, and personal style is understood.

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 Modules 31 and 32, *Planning a Learning Experience* and *Delivering a Learning Experience* 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:

PLE/2 Use systematic planning to plan a learning experience	
1	<p><b>Performance indicator</b></p> <p>Evidence must be provided that:</p> <ul style="list-style-type: none"> <li>a a systematic approach to planning is applied</li> <li>b the needs of the learners, the local area and The Scout Association are identified</li> <li>c the aim of the learning experience is identified</li> <li>d training objectives are produced.</li> </ul> <p><b>Evidence should include:</b></p> <ul style="list-style-type: none"> <li>• a record of the identified needs, aim and objectives for at least two learning experiences</li> <li>• discussion with your Training Adviser of at least two learning experiences.</li> </ul> <p><b>Possible sources of evidence of performance</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>
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## 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(s). 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 identifying 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(s) you are working towards. 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.																		
		<b>Name</b>	<b>Signed</b>								<b>Date</b>							
<b>Learner</b>																		
<b>Training Adviser</b>																		

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 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.

### Indexing your evidence

Once you have started to gather evidence and put it in your portfolio, you need to index your evidence. It must be 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.

### Identifying 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, records of meetings could provide evidence for DLE/2 (Select and brief appropriate people) and DLE/4 (Manage the learning process) depending on the content of the meeting. When you meet with your Training Adviser to review your portfolio, your notes will help you remember and explain your evidence.

### Written statement

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 managed a staff team meeting to clarify roles involved, a member of that staff team could write a note to confirm that you did this (DLE/2c People who are asked to provide support have a clear understanding of their role). 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 people and places from which you can get help:

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

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](mailto: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](mailto:info.centre@scout.org.uk)



# PLE/1 Understand the purpose of the learning experience

## Performance indicator

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Evidence must be provided that:

- a the purpose of the learning experience in the overall development of the learners is understood
- b the specific brief for the learning experience is agreed
- c the proposed learner group is defined.

## Evidence should include:

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- a documentary summary of at least two different briefs
- documentary evidence from the person responsible for managing the overall learning provision
- details of the proposed participant group
- discussion with your Training Adviser of at least two learning experiences.

## Possible sources of evidence of performance

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- N/A

## Underpinning knowledge and understanding

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

- 1 Understand the importance of where the learning experience fits in to the overall development of the learners.
- 2 State the importance of defining the participant group or groups.

## Evidence could also include:

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- publicity/marketing material
- written notes to confirm knowledge and understanding.

## Possible sources of evidence of knowledge and understanding

---

- N/A

## PLE/2 Use systematic planning to plan a learning experience

### Performance indicator

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Evidence must be provided that:

- a** a systematic approach to planning is applied
- b** the needs of the learners, the local area and The Scout Association are identified
- c** the aim of the learning experience is identified
- d** training objectives are produced.

### Evidence should include:

---

- a record of the identified needs, aim and objectives for at least two learning experiences
- discussion with your Training Adviser of at least two learning experiences.

### 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** Describe a planning tool used to design learning experiences.
- 2** List a variety of methods of identifying the needs of participants.
- 3** Understand the principles of writing objectives.

### Evidence could also include:

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- background information collected to identify needs
- records of meetings or discussions with staff, the manager of the overall learning provision, or learners.

### Possible sources of evidence of knowledge and understanding

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- N/A

# PLE/3 Plan a balanced learning experience to meet the objectives

## Performance indicator

---

Evidence must be provided that:

- a the different ways in which people learn are considered when planning the learning experience
- b the overall learning experience has a balance of methods used
- c the planned methods are appropriate to meet the objectives of the learning experience.

## Evidence should include:

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- copies of at least two balanced programmes of learning experiences
- discussion with your Training Adviser of at least two learning experiences.

## Possible sources of evidence of performance

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- N/A

## Underpinning knowledge and understanding

---

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

- 1 Identify the different styles of learning and your own preferred style.
- 2 Explain which sorts of methods are more appropriate to certain styles of learning.
- 3 Explain why a method chosen is appropriate to meet the objective(s) of the training experience.
- 4 Identify how to create a balanced learning experience.

## Evidence could also include:

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- documentary evidence from learners
- documentary evidence from staff and/or colleagues
- learning styles questionnaire
- evaluations.

## Possible sources of knowledge and understanding

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- N/A

# PLE/4 Produce material to support the learning experience

## Performance indicator

---

Evidence must be provided that:

- a material relevant to the learners, in both content and style, is produced
- b the material produced is effective in supporting the learner to meet the objectives of the learning experience
- c the material is appropriate to the chosen method.

## Evidence should include:

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- a selection of appropriate support material
- discussion with your Training Adviser of at least two learning experiences.

## Possible sources of evidence of performance

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- N/A

## Underpinning knowledge and understanding

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

- 1 List the range of materials that can be used to support learning.
- 2 Discuss the key issues to consider when producing a variety of learning materials.

## Evidence could also include:

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- documentary evidence from learners
- documentary evidence from staff and/or colleagues
- photographs or video record of the learning experiences
- evaluations.

## Possible sources of knowledge and understanding

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- N/A

# PLE/5 Produce a plan to evaluate the learning experience

## Performance indicator

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Evidence must be provided that:

- a an overall plan for the collection and use of feedback is produced
- b where necessary, evaluation material is obtained, created or adapted
- c the content and timing of the evaluations is agreed with all involved
- d evaluation is based on the original aims and objectives of the learning experience
- e arrangements are made for all evaluations to be recorded, considered and discussed.

## Evidence should include:

---

- copies of at least two evaluation plans within learning experiences
- a variety of feedback methods
- discussion with your Training Adviser of at least two learning experiences.

## 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 Explain the importance of collecting feedback and responding appropriately.
- 2 Identify ways of collecting feedback from those involved in the learning experience.

## Evidence could also include:

---

- documentary evidence from learners
- documentary evidence from staff and/or colleagues
- evaluations.

## Possible sources of knowledge and understanding

---

- N/A

## Module 32 Delivering a learning experience

### Module explanation

*Is this module for you?*

This module is for people who have the responsibility for delivering a learning experience in a local area or on a specific theme. It is not about planning a learning experience - it is about the hands on practicalities of making it work in practice. The learning experience could be just for one person or it could be for groups of people to learn together.

### Process

The process for assessment contains six parts:

- 1 Understand the role of delivering a learning experience.
- 2 Select and brief appropriate people.
- 3 Select and manage facilities and resources.
- 4 Manage the learning process.
- 5 Manage the staff team.
- 6 Collect and use appropriate feedback.

### Context

Those who are delivering learning experiences should be able to deliver a variety of learning experiences depending on the need locally. Candidates must be able to show that they are competent in the following areas:

- 1 Delivering a learning experience to individuals, small groups with much interaction, larger groups with some interaction and a large audience with limited interaction
- 2 Co-ordinating presenters, facilitators, technical support and catering staff
- 3 Organising different venues, equipment needs, and materials for individuals and both small and large groups
- 4 Utilising diverse feedback techniques.

### 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.

# DLE/1 Understand the role of delivering a learning experience

## Performance indicator

---

Evidence must be provided that:

- a the purpose of the learning experience in the overall development of the learners is understood
- b the specific brief for delivering the learning experience is agreed
- c the responsibility for the welfare of the participants and staff is accepted
- d support can be obtained from others where appropriate.

## Evidence should include:

---

- a documentary summary of at least two different briefs
- documentary evidence from the person responsible for managing the overall learning provision
- discussion with your Training Adviser of at least two learning experiences.

## 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 Understand the importance of where the learning experience fits into the overall development of the learners.
- 2 Explain your role in making sure the aims and objectives are met.
- 3 Identify the importance of creating and maintaining a balance in the learning experience.

## Evidence could also include:

---

- publicity/marketing material
- written notes to confirm knowledge and understanding
- records of meetings or discussions with staff, the manager of the overall learning provision, or learners.

## Possible sources of evidence of knowledge and understanding

---

- N/A

## DLE/2 Select and brief appropriate people

### Performance indicator

---

Evidence must be provided that:

- a** the roles and numbers of staff needed are identified
- b** staff with the required attributes and skills are selected to meet the needs identified
- c** people who are asked to provide support have a clear understanding of their role.

### Evidence should include:

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- documentary evidence from at least two staff recruited
- proposed course staff list
- discussion with your Training Adviser of at least two learning experiences.

### 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** List sources of support.
- 2** Explain the purpose of the learning experience and the role of each staff member in achieving this.
- 3** The advantages of recruiting a balanced team, to include age, experience, role, and personal style is understood.

### Evidence could also include:

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- records of meetings or discussions with staff
- briefing notes for the roles of the staff members
- examples of job descriptions for staff.

### Possible sources of evidence of knowledge and understanding

---

- N/A



## DLE/3 Select and manage facilities and resources

### Performance indicator

---

Evidence must be provided that:

- a the most appropriate facilities and resources needed to deliver the learning experience are identified
- b facilities and resources are booked in advance as necessary
- c administrative procedures are completed
- d facilities and resources are used according to agreements and safety rules
- e appropriate Risk Assessments are prepared
- f facilities and materials are used within an agreed budget.

### Evidence should include:

---

- an assessment of facilities and resources needed for at least two learning experiences
- documentary evidence of completed administration procedures for obtaining facilities and resources
- a written Risk Assessment
- budget account
- discussion with your Training Adviser of at least two learning experiences.

### Possible sources of evidence of performance

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- N/A

### Underpinning knowledge and understanding

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

- 1 Identify the facilities and resources needed to deliver an effective learning experience.
- 2 List possible sources of facilities and resources.
- 3 State The Scout Association's Safety Policy.
- 4 Explain relevant safety rules and guidance.
- 5 Explain how to manage a budget.

### Evidence could also include:

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- documentary evidence from the person responsible for managing the overall learning provision
- documentary evidence from staff and/or colleagues
- evaluations.

### Possible sources of evidence of knowledge and understanding

---

- N/A

# DLE/4 Manage the learning process

## Performance indicator

---

Evidence must be provided that:

- a** the conditions for effective learning are created and maintained
- b** responsibility to maintain a balance between the physical, intellectual, spiritual and social development of adults in Scouting is demonstrated
- c** the progress of both individuals and the groups are monitored and appropriate changes to the learning experience are made as necessary
- d** individuals are supported and counselled if it is needed.

## Evidence should include:

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- records to show that reviews of participants progress took place
- documentary evidence from staff and/or colleagues
- balanced programmes from two separate learning experiences
- discussion with your Training Adviser of at least two learning experiences.

## Possible sources of evidence of performance

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- N/A

## Underpinning knowledge and understanding

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

- 1** Describe how adults learn and how to create effective learning conditions.
- 2** Identify the importance of creating and maintaining a balance in the learning experience.
- 3** Explain why changes to the planned programme may be necessary.
- 4** Describe the principles of basic counselling.

## Evidence could also include:

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- thank you notes/relevant evaluations from learners
- records from staff meeting notes or reviews
- programmes which show appropriate amendments
- evaluations.

## Possible sources of evidence of knowledge and understanding

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- N/A

# DLE/5 Manage the staff team

## Performance indicator

---

Evidence must be provided that:

- a a sense of teamwork is created amongst the team
- b ideas and feedback are actively encouraged from team members
- c decisions are arrived at collectively where possible and clearly communicated
- d individuals are supported and counselled if it is needed
- e opportunities are created for staff development wherever possible
- f feedback is given to individual staff members at the end of the experience.

## Evidence should include:

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- documentary evidence from at least two staff members and/or colleagues
- discussion with your Training Adviser of at least two learning experiences.

## 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 to build, maintain and disband a staff team.
- 2 Communicate effectively.
- 3 Identify any particular support or counselling needs of the staff team.
- 4 Describe the principles of basic counselling.
- 5 Identify ways to provide objective feedback.
- 6 Discuss ways helping adults to identify their individual learning needs.

## Evidence could also include:

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- records of meetings or discussions with staff
- plans to develop staff made before the start of the learning experience.

## Possible sources of evidence of knowledge and understanding

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- Worksheet 1

# DLE/6 Evaluate the learning experience

## Performance indicator

---

Evidence must be provided that:

- a** feedback from participants and staff and/or colleagues is collected and used for future planning
- b** evaluation is based on the original aims and objectives of the learning experience
- c** the evaluation is recorded, considered and discussed with the person responsible for planning the learning experience and the person responsible for managing the learning provision
- d** a record of the evaluation together with any amendments made during the implementation is retained.

## Evidence should include:

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- copy of evaluations from at least two different learning experiences
- the record of the evaluation together with amendments from at least two different learning experiences
- documentary evidence from the person responsible for planning the learning experience and the person responsible for managing the learning provision
- discussion with your Training Adviser of at least two learning experiences.

## Possible sources of evidence of performance

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- N/A

## Underpinning knowledge and understanding

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

- 1** Explain the importance of collecting feedback.
- 2** Explain how to use the results/outcomes of feedback to apply to future learning experiences.
- 3** Lead evaluation discussions, creating an appropriate climate for feedback.

## Evidence could also include:

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- records of meetings or discussion with staff.

## Possible sources of evidence of knowledge and understanding

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- N/A







