

Module 34 Managing a learning provision

The Adults in Scouting model



29

Who is this guide for?

This guide is for those who wish to complete the validation for Module 29, *Presenting*. These will be people who deliver presentations to other adults 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 29, *Presenting*
- 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 planning and delivering presentations 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 the 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, those people who deliver presentations within an adult learning environment would need to:

- understand the purpose of the presentation
- plan the presentation to meet the objectives
- use learning methods
- use resources and facilities
- deliver the presentation and monitor progress
- collect and use appropriate feedback.

Each of these elements gives the broad heading of the key tasks involved in Module 29, *Presenting*. 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 presentations are as follows:

- Systematic approach to planning is applied.
- Appropriate learning methods are chosen to meet the objectives.
- The methods chosen are varied, taking into account the ways in which people learn.
- Learning methods take account of methods used elsewhere in the programme.
- Relevant resources, both human and material are identified and obtained.
- The presentation plan with timings and possible adaptations is finalised.

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 presentations, the knowledge and understanding required are to be able to:

- identify the extent and level of their own experience
- explain a systematic planning process
- understand the value of previous evaluations to systematic planning
- identify various methods by which people learn
- state conditions for effective learning
- describe the reasons for selecting different methods
- write a clear plan for the presentation from given objectives.

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 29, *Presenting* 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:

PRE/1 Understand the purpose of the presentation

1	<p>Performance indicator</p> <p>Evidence must be provided that:</p> <ul style="list-style-type: none"> a the purpose of the presentation in the overall development of the learner is understood b the objective(s) of the presentation is identified and understood c an awareness of the number of learners, their Scouting roles and knowledge level is demonstrated d the need for roles to be agreed between presenter and event leader is understood. 	<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 Explain the purpose and value of having objectives for a presentation. 2 Explain why it is important to know relevant background information about the learners. 3 Identify ways to find out relevant background information about learners.
2	<p>Evidence should include:</p> <ul style="list-style-type: none"> • documentary evidence from the person organising the event • information gathered about the participants • discussion with your Training Adviser of at least two presentations. 	<p>Evidence could also include:</p> <ul style="list-style-type: none"> • documentary evidence from learners • evaluations. • written notes to confirm knowledge and understanding.
	<p>Possible sources of evidence of performance</p> <ul style="list-style-type: none"> • Worksheet 1 	<p>Possible sources of evidence of knowledge and understanding</p> <ul style="list-style-type: none"> • N/A

8 Guide to presenting

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 your 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 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, photographs or video record of the presentation could provide evidence for PRE/5 (deliver the presentation and monitor the progress) and PRE/3 (apply learning methods). 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 delivered a training session to learners, the person responsible for the organising the event could write a note to confirm that you did so (PRE/3a A variety of learning methods are used). 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.

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 29 Presenting

Module Explanation

Is this module for you?

This module is for those people who deliver presentations to other adults in Scouting. Its primary purpose will be within an adult learning environment but it does have considerable application to other areas of the Movement. Presenting is not just about standing up in front of people and telling them things. It is about applying learning methods within a structured framework.

Process

The process of assessment contains six parts:

- 1 Understand the purpose of the presentation.
- 2 Plan the presentation to meet the objectives.
- 3 Use learning methods.
- 4 Use resources and facilities.
- 5 Deliver the presentation and monitor progress.
- 6 Collect and use appropriate feedback.

Context

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

- 1 Presenting to a small group with much interaction, a larger group with some interaction and a large audience with limited interaction
- 2 Creating presentations using training objectives, a brief from a person organising an event and from a training handbook
- 3 Selecting and using a wide range of visual aids to include Handouts, OHP slides, flipcharts, audio and visual recording, slides and data projection
- 4 Presenting in diverse facilities some of which will be previously unknown to the candidate
- 5 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.

PRE/1

Understand the purpose of the presentation

Performance indicator

Evidence must be provided that:

- a the purpose of the presentation in the overall development of the learner is understood
- b the objective(s) of the presentation is identified and understood
- c an awareness of the number of learners, their Scouting roles and knowledge level is demonstrated
- d the need for roles to be agreed between presenter and event leader is understood.

Evidence should include:

- documentary evidence from the person organising the event
- information gathered about the participants
- discussion with your Training Adviser of at least two presentations.

Possible sources of evidence of performance

- Worksheet 1

Underpinning knowledge and understanding

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

- 1 Explain the purpose and value of having objectives for a presentation.
- 2 Explain why it is important to know relevant background information about the learners.
- 3 Identify ways to find out relevant background information about learners.

Evidence could also include:

- documentary evidence from learners
- evaluations
- written notes to confirm knowledge and understanding.

Possible sources of evidence of knowledge and understanding

- N/A

PRE/2 Plan the presentation to meet the objectives

Performance indicator

Evidence must be provided that:

- a** a systematic approach to planning is applied
- b** appropriate learning methods are chosen to meet the objectives
- c** the methods chosen are varied, taking into account the ways in which people learn
- d** learning methods take account of methods used elsewhere in the programme
- e** relevant resources, both human and material are identified and obtained
- f** the presentation plan with timings and possible adaptations is finalised.

Evidence should include:

- written plans for at least two separate presentations
- discussion with your Training Adviser of at least two presentations.

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 the extent and level of their own experience.
- 2** Explain a systematic planning process.
- 3** Understand the value of previous evaluations to systematic planning.
- 4** Identify various methods by which people learn.
- 5** State conditions for effective learning.
- 6** Describe the reasons for selecting different methods.
- 7** Write a clear plan for the presentation from given objectives.

Evidence could also include:

- documentary evidence of letters or memos sent to other staff and/or colleagues
- previous evaluations that have influenced the plan
- earlier discarded plans.

Possible sources of evidence of knowledge and understanding

- N/A

PRE/3 Apply learning methods

Performance indicator

Evidence must be provided that:

- a a variety of learning methods are used
- b learning methods appropriate to the learners' needs are applied
- c where necessary, support material is obtained, created or adapted to meet the requirements of the learners.

Evidence should include:

- documentary evidence of at least four different learning methods applied
- observation of at least two presentations
- discussion with your Training Adviser of at least two presentations.

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 value of brainstorming.
- 2 Explain the value of writing and use a case study.
- 3 Explain the use of buzz groups.
- 4 Explain how to lead a goldfish bowl exercise.
- 5 Explain how to write a brief for a role play.
- 6 Discuss the use of games and simulation exercises in training.
- 7 Identify the value of projects in training.

Evidence could also include:

- documentary evidence from learners
- documentary evidence from the person organising the event
- documentary evidence from staff and/or colleagues
- photographs or video record of the presentation
- evaluations.

Possible sources of evidence of knowledge and understanding

- Handout C

PRE/4 Use resources and facilities

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 other members of the team involved in the presentation are appropriately briefed.

Evidence should include:

- observation of at least two presentations
- discussion with your Training Adviser of at least two presentations.

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 the range of resources available.
- 2 State the factors affecting the choice of resources.
- 3 Describe the effective use of audio visual equipment.
- 4 Describe the conditions which create an effective learning environment.
- 5 List things to consider when briefing staff and/or colleagues.

Evidence could also include:

- documentary evidence from learners
- documentary evidence from the person organising the event
- documentary evidence from staff and/or colleagues
- photographs or video record of the presentation
- evaluations
- room plans appropriate to the training experience
- copies of booking forms for equipment and facilities
- a selection of materials used, created or adapted.

Possible sources of evidence of knowledge and understanding

- N/A

PRE/5

Deliver the presentation and monitor progress

Performance indicator

Evidence must be provided that:

- a** information is clear and presented in a tone, manner, pace and style that is appropriate to the needs and abilities of the participants
- b** during the presentation, the progress of learners is monitored and the presentation adapted accordingly
- c** learners are encouraged to join in at appropriate stages by asking questions, seeking clarification, making comments and assisting each other.

Evidence should include:

- documentary evidence from learners
- observation of at least two presentations
- discussion with your Training Adviser of at least two presentations.

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** Recognise their preferred style of presentation and the purpose of effective monitoring.
- 2** Understand how to interpret verbal and non-verbal communication.
- 3** Explain how to adapt a presentation during the delivery.

Evidence could also include:

- documentary evidence from the person organising the event
- documentary evidence from staff and/or colleagues
- photographs or video record of the presentation
- evaluations.

Possible sources of evidence of knowledge and understanding

- N/A

PRE/6 Collect and use appropriate feedback

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 presentation
- c the evaluation is recorded, considered and discussed with the person organising the event
- d a record of the evaluation and the plan together with any amendments made during the implementation is retained.

Evidence should include:

- two different styles of feedback
- copy of evaluations from at least two different presentations
- documentary evidence from the person organising the event
- discussion with your Training Adviser of at least two presentations.

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.
- 2 Identify ways of collecting feedback from participants and staff.
- 3 Explain how to use the results/outcomes of feedback to apply to future presentations.

Evidence could also include:

- the plan for next time.

Possible sources of evidence of knowledge and understanding

- N/A



