

Who is this guide for?

This guide is for those who wish to complete the validation for Module 28, *Facilitating*. Normally, these will be people working with other adults primarily in a learning environment. Facilitating is about helping someone to learn by encouraging and assisting them to provide their own answers and interpretation.

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 28, *Facilitating*
- 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 facilitators 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.



Series Editor
Chris James

Editor
Robert Halkyard

Contributors
Robert Halkyard
Fiona Joyce
Claire McAuliffe
Dean Smith

Verity Steddon
David Stemp
Richard Wade

**Design and
Production**
The Workroom

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 facilitating within the learning provision in an area would need to carry out the following elements:

- Relate with others in a learning situation.
- Communicate effectively with others in a learning situation.
- Work with a small group.
- Work with individuals.
- Helping individuals to solve their own problems.

Each of these elements gives the broad heading of the key tasks involved in the role of facilitating. 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 communicating effectively with others in a learning situation are as follows:

- The conditions for effective communication are created.
- Effective communication skills are demonstrated.
- Observation skills are demonstrated and then acted upon, according to the groups needs.

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 communicating effectively with others in a learning situation, the knowledge and understanding required are to be able to:

- describe a model for effective communication
- list possible barriers to communication and ways to overcome them
- understand how to interpret verbal and non-verbal communication.

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 28, Facilitating 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:

FAC/1 Relate with others in a learning situation	
1	<p>Performance indicator</p> <p>Evidence must be provided that:</p> <ol style="list-style-type: none"> the method and potential outcomes of the overall learning experience is understood by the facilitator and the learners the importance of developing good personal relationships with others is valued and practised the concept of building on strengths is put into practice. <p>Evidence should include:</p> <ul style="list-style-type: none"> observation on at least two occasions discussion with your Training Adviser of at least two occasions.
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"> Explain and accept the method and potential outcomes of the learning experience. State the purpose of facilitating and the benefits of small group work. Identify appropriate styles of working with individuals and groups. Recognise the value of the participant's strengths and experience. <p>Evidence could also include:</p> <ul style="list-style-type: none"> documentary evidence from learners documentary evidence from the person organising the event documentary evidence from staff and/or colleagues photographs or video record evaluations.
	<p>Possible sources of evidence of performance</p> <ul style="list-style-type: none"> N/A <p>Possible sources of knowledge and understanding</p> <ul style="list-style-type: none"> N/A

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, where your Training Adviser will 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.

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 per 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 and video record could provide evidence for FAC/2 (Communicate effectively with others in a Learning Provision) and FAC/3 (Work with a small group). 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 carried out a one

to one with a individual to ascertain their specific training needs, and created a plan of action, this person could write a note to confirm that you did so (FAC/4b Individuals are encouraged to meet their identified learning needs). 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(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

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 28 Facilitating

Module explanation

Is this module for you?

This module is for those people working with other adults primarily in a learning environment. Facilitating is about helping someone to learn by encouraging and assisting them to provide their own answers and interpretation rather than simply telling them facts. It is most effective when done on a one to one or small group basis. Although most commonly practised within a learning environment, it can be applied to other circumstances.

Process

The process of assessment contains five parts:

- 1 Relate with others in a learning situation.
- 2 Communicate effectively with others in a learning situation.
- 3 Work with a small group.
- 4 Work with individuals.
- 5 Helping individuals to solve their own problems.

Context

Facilitators 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
- 2 Applying facilitating skills within a Scout based learning environment and in their wider Scouting context such as the District or Scout Group
- 3 Applying facilitating skills in a number of different personal circumstances such as a friend, a manager, and as part of a learning provision.

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.

FAC/1 Relate with others in a learning situation

Performance indicator

Evidence must be provided that:

- a** the method and potential outcomes of the overall learning experience is understood by the facilitator and the learners
- b** the importance of developing good personal relationships with others is valued and practised
- c** the concept of building on strengths is put into practice.

Evidence should include:

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

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 and accept the method and potential outcomes of the learning experience.
- 2** State the purpose of facilitating and the benefits of small group work.
- 3** Identify appropriate styles of working with individuals and groups.
- 4** Recognise the value of the participant's strengths and experience.

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
- evaluations.

Possible sources of knowledge and understanding

- N/A

FAC/2 Communicate effectively with others in a learning situation

Performance indicator

Evidence must be provided that:

- a the conditions for effective communication are created
- b effective communication skills are demonstrated
- c observation skills are demonstrated and then acted upon, according to the groups needs.

Evidence should include:

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

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 model for effective communication.
- 2 List possible barriers to communication and ways to overcome them.
- 3 Understand how to interpret verbal and non-verbal communication.

Evidence could also include:

- documentary evidence from the person organising the event
- documentary evidence from staff and/or colleagues
- photographs or video record
- evaluations
- room layout plans.

Possible sources of knowledge and understanding

- N/A

FAC/3 Work with a small group

Performance indicator

Evidence must be provided that:

- a** the needs, expectations and wants of the group are identified
- b** the group is encouraged to identify and agree plans that meet their shared and individual needs
- c** the conditions for effective learning are created and a range of styles to facilitate the group are demonstrated
- d** objective feedback is provided to the group.

Evidence should include:

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

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 the stages of group development.
- 2** Describe the roles played within groups.
- 3** Understand how facilitation styles need to be adapted for different groups.
- 4** Identify methods by which people learn.
- 5** List conditions for effective learning in small groups.
- 6** Identify ways to provide objective feedback to a small group.

Evidence could also include:

- documentary evidence from the person organising the event
- documentary evidence from staff and/or colleagues
- photographs or video record
- evaluations
- room layout plans.

Possible sources of knowledge and understanding

- N/A

FAC/4 Work with individuals

Performance indicator

Evidence must be provided that:

- a strengths and needs of individuals are identified
- b individuals are encouraged to meet their identified learning needs
- c individuals are encouraged to pursue development opportunities
- d individuals are supported in turning learning into practice
- e objective feedback is provided to individuals.

Evidence should include:

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

Possible sources of evidence of performance

- N/A

Underpinning knowledge and understanding

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

- 1 Examine ways of helping individuals to identify their strengths and needs.
- 2 Discuss ways helping of adults to identify their individual learning needs.
- 3 Discuss factors that motivate or de-motivate individual learners.
- 4 Describe the importance of knowing the learners situation including support and resources.
- 5 Help individuals to identify opportunities for learning.

Evidence could also include:

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

Possible sources of knowledge and understanding

- N/A



