

# ADULT'S PERSONAL FILE

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[scouts.org.uk/trainersresources](http://scouts.org.uk/trainersresources)



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

The equivalent role to County Training Manager in Scotland is the Assistant Regional Commissioner (Adult Training). For ease of reading this document refers to County Training Manager, except where there is a practical difference between the two roles, in which case this is indicated.

The term Training Manager is used to refer to those in The Scout Association who are responsible for managing training provision, including: County Training Manager, Local Training Manager, Assistant Regional Commissioner (Adult Training) Scotland and Assistant District Commissioner (Adult Training) Scotland.

Again, for ease of reading, all adults taking part in the Training Scheme are referred to as learners.

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## LETTER FROM THE CHIEF SCOUT

Thank you for volunteering your time to Scouting. You have joined the most successful youth movement the world has ever seen, with a rich history and a bright future.

Since Lord Baden-Powell founded the Scout Movement in 1907 it's gone from strength to strength, growing and developing into the global Movement we know today. Scouting remains as relevant to the young people of the 21st century as we have been to those of the past. As adults in Scouting, whatever our role, we all have the responsibility of supporting young people in their personal development, encouraging them to actively engage with their community and empowering them to make a positive contribution to society. This unique role we have in young people's lives is both a challenging and rewarding task.

To support you as an adult in Scouting, The Scout Association provides training that builds upon your existing skills, knowledge and experience. The training you will receive is intended to give you additional skills and knowledge to ensure that you can carry out your role to the best of your ability. The Scout Association also seeks to offer development opportunities for adults and training is just one means by which personal development needs can be met.

I wish you well with your training and hope that you enjoy being part of the Scout Movement.

Bear Grylls

**Chief Scout**

### **The Scout Association**

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RN Registered Charity numbers 306101 (England and Wales) and SC038437 (Scotland)

# **PART 1**

## **KEY CONTACTS FOR TRAINING**

### **Training Adviser**

Use this space to record the contact details for your Training Adviser, the individual responsible for supporting you through the completion of your training.

Name \_\_\_\_\_

Address \_\_\_\_\_

Tel no \_\_\_\_\_

Email \_\_\_\_\_

### **Line Manager**

Your line manager should also be able to support you in your training. You may find it helpful to record their details below.

Name \_\_\_\_\_

Address \_\_\_\_\_

Tel no \_\_\_\_\_

Email \_\_\_\_\_

### **County Training Manager**

If you have any difficulties you can also contact your County Training Manager directly at:

Name \_\_\_\_\_

Address \_\_\_\_\_

Tel no \_\_\_\_\_

Email \_\_\_\_\_

### **Scout Information Centre**

The Scout Information Centre is also available to help answer any questions you might have about Scouting. You can contact the Scout Information Centre by telephone on 0845 300 1818 or by email, [info.centre@scouts.org.uk](mailto:info.centre@scouts.org.uk).

# **PART 2**

# **INDUCTION TO ADULT TRAINING**

## **Welcome to the Adult's Personal File**

We hope you will get as much out of Scouting as you put in. Scouting is not only about young people, but also about the development of adults within the Movement.

## **What is the aim of this File?**

The aim of the Adult's Personal File is to introduce you to The Scout Association's Adult Training Scheme and to provide you with some tools and information to help you with your training. It covers all appointments in Scouting and so some sections may be more relevant to your role than others. The file will provide you with an explanation of basic Scouting terminology such as the names of appointments, structures and the training planning process. It will also be your record of the progress that you make.

## **What is adult training?**

To ensure that young people experience good quality Scouting, The Scout Association requires each adult in Scouting to demonstrate a range of knowledge, skills and attitudes that are relevant to your Scouting role.

## **How does the scheme work?**

The range of skills The Scout Association expects of people in different roles are described in a number of modules, which together make up the Adult Training Scheme. There are 38 modules in total and different roles require a different selection of modules to be completed.

The modules that you have to do will be defined by your role description that you agreed with your line manager. Part 4 (page 13) has more information on the module requirements for different roles.

## **The stages of adult training**

Adult training comprises three stages:

Getting Started

The Wood Badge

On-going learning

## **Getting Started**

Getting Started is made up of three modules, which need to be completed before you can be fully appointed. Getting Started needs to be completed within five months of receiving your provisional appointment and is part of the appointment process for your role. You will complete up to three modules as part of Getting Started, according to your role.

Module 1: Essential Information

Module 2: Personal Learning Plan

Module 3 or 4: Tools for the Role

Although there are suggestions about which modules may be best to complete first, these modules can be completed in any order, and are aimed at introducing you to your new role and giving you the basic information and skills needed to get started.

### **Module 1: Essential Information**

This is the basic information that all adults in Scouting need to know. It briefly covers the Fundamentals of Scouting, the key policies of The Scout Association and the support available to adults in Scouting. It is important that you receive this training as early as possible. A variety of delivery methods, including distance learning methods, are available.

Information on some of these topics can be found on the website at [scouts.org.uk/about-us/key-policies](https://scouts.org.uk/about-us/key-policies).

### **Module 2: Personal Learning Plan**

This module consists of creating a plan to meet the training requirements of your role, taking your existing knowledge and skills into account.

Although the parts of Getting Started can be completed in any order, it is recommended that you complete the Personal Learning Plan as the first step, particularly if you are changing roles. This will mean that you will have a clear idea of the process from the outset, and you will be able to get advice and guidance from a Training Adviser at an early stage on how to go about completing your training.

At the back of this guide there is a workbook to assist you in the creation of your Personal Learning Plan.

### **Module 3: Tools for the Role (Section Leaders)**

This contains some basic information about the role and practical help for working within a section. The module covers the key features of the section and how to run suitable games and activities and how to promote positive behaviour.

### **Module 4: Tools for the Role (Managers and Supporters)**

This contains some basic information about the role, roles and responsibilities of those managed and/or supported by the learners. It also covers areas of leadership and management, managing time and personal skills.

Once you have completed Getting Started you may wear the Gilwell woggle. Non-uniformed adults may wear the Getting Started pin. Both of these can be purchased from Scout Shops.

If for some reason you are unable to complete Getting Started within the five month timescale, your line manager will review the situation with you. Your District or County Commissioner, together with the Appointments Advisory Committee, will then decide whether or not to extend your provisional appointment for another five months. A provisional appointment can only be extended once.

## **The Wood Badge**

The Wood Badge is the internationally recognised Scouting training insignia awarded to adults by Headquarters on completion of the training required for your role. The Wood Badge consists of two wooden beads threaded onto a leather thong which is worn with Scout uniform.

In UK Scouting training is tailored to an adult's appointment, and therefore not all adults are required to work towards a Wood Badge. There are a number of different routes to achieving the Wood Badge, based on an adult's appointment, and these are outlined in more detail later in this file. You are required to complete your Wood Badge within three years from your full appointment. At the end of this process, for most roles, you will be awarded a Wood Badge to mark your achievement. (More information on which roles require a Wood Badge can be found on pages 18-20)

## On-going learning

Every adult with a Wood Badge has to do a minimum of five hours on-going learning each year. This is to ensure they continue to acquire new skills and keep up to date with new trends and policies.

### On-going learning hours

You will be required to agree what on-going learning you are going to do in the first year after achieving your Wood Badge with your Training Adviser before you can be awarded your Wood Badge. It then becomes your line manager's responsibility to monitor and agree your on-going learning.

On-going learning can be any number of things. In essence any training, learning or development that you complete and can then use in your Scouting role is appropriate to count as on-going learning. For example:

- the maintenance of a current adult first aid qualification/first response certificate
- a Beaver Scout Leader spending time with another leader learning how to use Programmes Online, then using it to plan their programme
- a District Commissioner attending a County recruitment workshop
- any of the supplementary modules, for example Module 36: Special Needs or Module 29: Presenting

Your Training Adviser will be able to give you more support and advice on courses, qualifications and other Scouting activities that may count as on-going learning.

More information is included in the factsheet [On-going Learning \(FS500006\)](#).

### Mandatory on-going learning

Although the on-going learning hours you are required to complete each year can be any number of things, there are also some specific on-going learning requirements which some Members must complete. These are split into two categories:

Any member who holds an appointment for which an appointment review is required must complete two specific pieces of mandatory on-going learning:

#### On-going Safeguarding Training

Members are required to complete the approved Scouting specific safeguarding training at least every five years, to be monitored by their line manager at the point of appointment review.

There is The Scout Association Safeguarding Awareness Training module which learners may complete to meet this requirement. This can be completed by either attending a locally run course which meets the specified objectives and is delivered by approved trainers; or by completing the approved e-learning available for this module. The e-learning, along with further information, can be found [here](#).

#### On-going Safety Training

Members are required to complete Scouting specific safety training at least every five years, to be monitored at the point of appointment review by their line manager.

There is an On-going Safety Training module which learners may complete to meet this requirement. This can be completed by either attending a locally run course which meets the specified objectives; or by completing the approved e-learning available for this module. The e-learning, along with further information, can be found [here](#).

All adults in Scouting holding a leader, manager or supporter appointment are also required to hold a current First Aid certificate.

While everyone is encouraged to maintain their qualification at all times, the First Aid certificate must be valid at the issue of the Wood Badge and for appointment renewal. This should be monitored by their line manager at the point of appointment review, at least every five years.

The minimum standard for First Aid Training within The Scout Association is First Response. There is also a First Response Refresher course available which is designed for those who have already completed the full course and wish to update their training. This will fulfil the requirements for appointment renewal, and participants can receive a further signature on their original certificate, but it is recommended that adults only take the two hour refresher course twice before retaking the full course again. The refresher course, like the full First Response course, is valid for three years.

More information on First Response, the Refresher, requirements and equivalents can be found on the First Aid pages on [scouts.org.uk](https://scouts.org.uk).

## External recognition

It is possible for the training that you do through The Scout Association to be recognised by an external organisation.

### Gateway Qualifications

There are options available for those completing training for section leader roles to work towards a Gateway Qualification Certificate at the same time as completing your Wood Badge. The Gateway Qualification Certificate allows you to demonstrate to someone outside Scouting (such as an employer) the skills and knowledge that you have gained.

If you think this is something you might like to do, you should discuss it with a Training Adviser who will be able to provide you with more information. Each Certificate is made up of a number of units which correspond to one or more of the Adult Training Scheme's modules.

More information about the Certificate including what it covers, the work required to achieve it, how it is assessed and costs involved can be found in the Members Area of [scouts.org.uk](https://scouts.org.uk) or email [adult.support@scouts.org.uk](mailto:adult.support@scouts.org.uk).

### The Institute of Leadership and Management (ILM)

The Institute of Leadership and Management is a professional body for managers. They partner with individuals and employers across the world to improve leadership and management performance through learning and development. When you have gained your Wood Badge as a Section Leader, manager or supporter you are eligible to join the ILM at the grade of Associate Member, or Member if you have other management qualifications or experience (eg three years further experience in your Scouting role). As an Associate Member you may use the letters AMInstLM after your name.

Benefits include professional recognition, lifestyle discounts, Harvard Business School resources, access to ILM's regional evening events, a free legal helpline, and Edge – the magazine that you will receive nine times a year.

### The Institute of Training and Occupational Learning (ITOL)

ITOL is the professional body which recognises those specialising in training, development and occupational learning. The Scout Association's trainers may join and receive benefits such as post nominal letters, training and learning magazine, the International Journal of Training and Occupational Learning, an extensive resource library, UK glossary of training terms, substantial discounts on books and a members exclusive web space.

More information on all of these options is available from the Adult Support Team on [adult.support@scouts.org.uk](mailto:adult.support@scouts.org.uk) or by calling 0845 300 1818.

## **Your CV**

There are many other ways in which you can show that Scouting is relevant to other areas of your life, and in particular employment. Skills which you have learnt through Scouting, such as teamwork, leadership or communication skills, are highly valued by employers.

The resource, *Get Ahead: Scouting and your career*, provides help and advice on how to include what you do through Scouting on your CV in a way that is relevant to potential employers. The guide is designed to help you to translate your Scouting roles and experiences into skills and personal qualities that will impress employers and improve your chances of getting a job.

# PART 3

## STARTING YOUR TRAINING

### Learning and validation

There are two key stages to the Adult Training Scheme:

#### ■ Learning

This is when you have the opportunity to gain or improve the knowledge and skills which you need for your role.

#### ■ Validation

This is when your Training Adviser will check that you can apply what you have learnt to your role. Validation is essential for every module.

### Learning

#### Learning Methods

The Adult Training Scheme offers a number of learning methods for each module, specified on the module page. You may be able to go on a training course, use e-learning, workbooks, DVDs, read a book or get another adult in Scouting to help you or teach you a skill. You should choose the method that is most suitable for you through a discussion with your Training Adviser.

#### Recognising Prior Learning

The Scout Association's Adult Training Scheme recognises prior learning. You may already have skills and knowledge that you have gained through your education, employment, life experiences or other voluntary roles which you can apply to Scouting. If you already have the skills and abilities needed for a module there is no need to do extra learning for that module. If you have some of the skills, or are unsure about some aspects, you may be able to complete learning for just those bits that you need.

You do, however, still need to demonstrate that you can use these skills in your Scouting role. This is shown through the process of validation. As part of the planning process for your training you will agree with a Training Adviser how you will validate each module.

#### The Young Leaders' Scheme

As part of its youth programme, The Scout Association operates a Young Leaders' Scheme. The scheme gives young people in the Explorer Scout Section (aged 14-18) the opportunity to act in a leadership role in one of the first three sections. As part of this scheme, Explorer Scouts are required to do some training to support them in their role.

If you have previously been a Young Leader you may have done training which covered subjects such as the Balanced Programme, child protection, first aid, practical skills, challenging behaviour and leadership skills, giving you the skills and knowledge that you needed to act as part of the leadership team as a Young Leader.

Young Leader training does not directly translate to the Adult Training Scheme, and so cannot be used to validate the modules of the scheme. However Young Leader Training provides a good deal of prior learning for the modules of the Adult Training Scheme.

More information and guidance on this can be found in the factsheet **FS330094**: Prior Learning Gained in the Young Leaders Scheme. Your Training Adviser should discuss and recognise this prior learning when creating your Personal Learning Plan.

## Validation

Validation is the process where you show that you can put the learning that you have done for a module into practice in your role in Scouting. You will need to validate all of the modules required for your role, regardless of whether you have gained skills through learning or through previous experience.

There are a number of different validation methods which you and your Training Adviser will be able to choose from. The validation of your training should always be something that you are doing as part of your normal Scouting role, and will usually be about you doing something, then discussing it with your Training Adviser. The different aspects of your role, for example running meetings, planning programmes, leading and managing others, will show your abilities and knowledge.

Validation is essential for every module. Guidance on what you can do to validate each module is given on the module pages at the back of this file.

## Validation methods

There are a number of methods of validation, for example:

- a visit from your Training Adviser to observe you carrying out an activity
- a written or verbal statement to your Training Adviser from an observer
- paperwork created for the role such as programme plans, letters to parents, instructions for activities and risk assessments
- notes from activities or meetings
- obtaining a qualification, such as a first aid certificate or nights away permit
- completing a questionnaire
- discussion with your Training Adviser
- photos of a validation activity
- videos of a validation activity
- presentations to adults or young people in Scouting

These are just some examples of validation methods. There are other methods, or variations of these ten, that you might want to use. These can be agreed between you and your Training Adviser.

## Validation Evidence

In order to validate each module you will need to produce evidence that shows that you have completed the agreed validation criteria. Included in the Adult's Personal File (APF) for each module are examples of evidence you might wish to use in completing your validation. This list is not exhaustive, and should be used to generate ideas and agree how validation will be carried out with your Training Adviser.

Once validation criteria and evidence have been agreed, you will need to complete the validation criteria and gather the appropriate evidence. When you next meet with your Training Adviser you will need to reflect on this evidence with your Training Adviser so that the module can be validated and completed.

# **PART 4**

## **WHICH MODULES DO I COMPLETE?**

This chapter comprises of three elements:

### **The Module Matrix**

The Module Matrix provides a summary of the 38 modules that make up the Adult Training Scheme. The matrix has two sections: the first summarises modules 1 to 4, which make up Getting Started. The second summarises modules 5 to 38, which you may complete a selection of depending on your role in Scouting. Delivery methods and a guide to each module's content are also provided.

The Module Matrix is colour coded to give you an indication of the types of roles likely to benefit from the training. The matrix is only a summary though and you should refer to the Minimum Module Requirements section that follows for more information on the training requirements for specific roles.

A copy of the Module Matrix can be found on pages 14 to 17 of this file.

### **The minimum module requirements for specific roles**

The minimum module requirements on pages 18 to 21 covers the modules that are required for different roles within Scouting, This section also covers if a Wood Badge is required for a role.

### **The change of role matrix**

The Change of Role chart on pages 22 and 23 sets out which modules that would need to be completed if you change your role in Scouting.

# MODULE MATRIX

This is a summary of The Scout Association's Adult Training Scheme. For further information on the training requirements for specific roles please refer to The Scout Association's Adult Training Scheme.



|                  |  |  |               |
|------------------|--|--|---------------|
| All Appointments | Section Leaders and Section Supporters | Managers, Section Supporters, Other Supporters | Supplementary |
|------------------|--|--|---------------|

| Module   | Aim  | Topics   | Methods   |
|--|--|--|---|
| 01<br>Essential Information                        | To provide all adults in Scouting with the essential information needed to get started in their role.  | <ul style="list-style-type: none"> <li>■ The Fundamentals of Scouting</li> <li>■ Structure and support</li> <li>■ Safety in Scouting</li> <li>■ Safeguarding: child protection</li> <li>■ Safeguarding: anti-bullying</li> </ul>   | <ul style="list-style-type: none"> <li>■ Course</li> <li>■ One to one</li> <li>■ Small group</li> <li>■ e-learning</li> </ul> |
| 02<br>Personal Learning Plan                       | To create a plan for an individual's learning based on the requirements of the job and taking into account the individual's needs.                     | <ul style="list-style-type: none"> <li>■ Personal Learning Plan</li> </ul>   | <ul style="list-style-type: none"> <li>■ One to one</li> <li>■ Workbook</li> </ul>  |
| 03<br>Tools for the Role (Section Leaders)         | To provide the basic information on the individual's role or area of responsibility and some practical help to get the individual started in the role. | <ul style="list-style-type: none"> <li>■ Features of the section</li> <li>■ Roles within the section</li> <li>■ Using activities and games</li> <li>■ Youth shaped Scouting</li> <li>■ Promoting positive behaviour</li> </ul>   | <ul style="list-style-type: none"> <li>■ Course</li> <li>■ One to one</li> <li>■ Small group</li> <li>■ e-learning</li> </ul> |
| 04<br>Tools for the Role (Managers and Supporters) | To provide key information about the individual's role, areas of responsibility and where they can find further information and support.               | <ul style="list-style-type: none"> <li>■ Role responsibilities and responsibilities of those they line manage or work closely with</li> <li>■ Six areas of leadership and management</li> <li>■ Managing time and personal skills</li> <li>■ Ensuring quality programme</li> </ul> | <ul style="list-style-type: none"> <li>■ Course</li> <li>■ One to one</li> <li>■ Small group</li> <li>■ e-learning</li> </ul> |

## Modules 1, 2 and either 3 or 4 are compulsory modules (Getting Started)

|                                    |   |   |   |
|------------------------------------|---|---|---|
| 05<br>The Fundamentals of Scouting | To explore the Fundamentals of Scouting and the Religious Policy; and consider their relationship with the quality programme delivered to young people. | <ul style="list-style-type: none"> <li>■ The Fundamentals- the Purpose, Values and Method</li> <li>■ The Religious Policy</li> <li>■ Spiritual development</li> </ul>                       | <ul style="list-style-type: none"> <li>■ Course</li> <li>■ One to one</li> <li>■ Small group</li> <li>■ e-learning</li> </ul> |
| 06<br>Changes in Scouting          | To provide an overview of the Movement's history focusing on its development to meet the changing needs of society.                                     | <ul style="list-style-type: none"> <li>■ Brief outline history of Scouting</li> </ul>   | <ul style="list-style-type: none"> <li>■ DVD</li> <li>■ Factsheet</li> </ul>  |
| 07<br>Scouting for All             | To provide an introduction to equal opportunities and practical advice about how to make Scouting inclusive for all.                                    | <ul style="list-style-type: none"> <li>■ Equal opportunities</li> <li>■ Beliefs and values</li> <li>■ Inclusive Scouting</li> <li>■ Reasonable adjustments</li> </ul>                       | <ul style="list-style-type: none"> <li>■ Course</li> <li>■ One to one</li> <li>■ Small group</li> <li>■ Workbook</li> </ul>   |
| 08<br>Skills of Leadership         | To cover the knowledge, skills and attitudes required to be an effective leader.  | <ul style="list-style-type: none"> <li>■ Systematic planning</li> <li>■ Action centred leadership</li> <li>■ Leadership styles</li> <li>■ Developing leadership skills in others</li> </ul> | <ul style="list-style-type: none"> <li>■ Course</li> <li>■ One to one</li> <li>■ Small group</li> </ul>                       |

| Module  | Aim   | Topics   | Methods   |
|---|---|--|---|
| 09<br>Working with Adults                     | To cover the underpinning functions required to work effectively as a member of an adult team.  | <ul style="list-style-type: none"> <li>■ Communication</li> <li>■ Listening skills</li> <li>■ Decision-making structures</li> <li>■ Representing others</li> </ul>   | <ul style="list-style-type: none"> <li>■ Course</li> <li>■ Small group</li> </ul>   |
| 10<br>First Aid                               | To cover the skills and knowledge necessary to enable adults to manage an incident and provide basic First Aid.   | <ul style="list-style-type: none"> <li>■ First Aid</li> </ul>  | <ul style="list-style-type: none"> <li>■ External course (First Response as a minimum)</li> </ul>                             |
| 11<br>Administration                          | To provide information and best practice on how to manage administrative tasks in Scouting.   | <ul style="list-style-type: none"> <li>■ Record keeping</li> <li>■ Financial responsibilities</li> <li>■ Data Protection Act</li> <li>■ Insurance</li> </ul>   | <ul style="list-style-type: none"> <li>■ Course</li> <li>■ One to one</li> <li>■ Small group</li> <li>■ Workbook</li> </ul>   |
| 12(A)<br>Delivering a Quality Programme       | To provide leaders, managers and supporters with information about how we deliver quality Scouting to young people, and how we ensure it meets their needs.                 | <ul style="list-style-type: none"> <li>■ Key elements of the programme for each section</li> <li>■ Badges and awards</li> <li>■ Reviewing the programme</li> <li>■ The Young Leaders' Scheme</li> <li>■ Youth-shaped Scouting</li> </ul> | <ul style="list-style-type: none"> <li>■ Course</li> <li>■ One to One</li> <li>■ Small group</li> <li>■ e-learning</li> </ul> |
| 12(B)<br>Programme Planning                   | To provide section leaders with an opportunity to plan and review a sectional programme including the use of a variety of methods to generate programme ideas.              | <ul style="list-style-type: none"> <li>■ How to create an exciting and relevant programme</li> <li>■ How to generate programme ideas</li> <li>■ How to review a programme to enhance it</li> </ul>                                       | <ul style="list-style-type: none"> <li>■ Course</li> <li>■ One to one</li> <li>■ Small group</li> </ul>                       |
| 13<br>Growing the Section                     | To cover ways in which an adult volunteering with a section can work with their line manager and others to plan and contribute to the growth of their section and/or Group. | <ul style="list-style-type: none"> <li>■ Importance of growth</li> <li>■ Recruitment and retention of adults and young people</li> <li>■ Tools and support to help sections grow</li> <li>■ Development plans</li> </ul>                 | <ul style="list-style-type: none"> <li>■ Course</li> <li>■ One to one</li> <li>■ Small group</li> <li>■ Workbook</li> </ul>   |
| 14<br>Young People Today                      | To enable adults working with sections to identify and meet the needs of young people.  | <ul style="list-style-type: none"> <li>■ Characteristics, influences and needs of young people</li> </ul>  | <ul style="list-style-type: none"> <li>■ Course</li> <li>■ One to one</li> <li>■ Small group</li> <li>■ Workbook</li> </ul>   |
| 15<br>Challenging Behaviour                   | To enable adults to prevent and manage challenging behaviour in the sections.   | <ul style="list-style-type: none"> <li>■ Causes, prevention and management of challenging behaviour</li> </ul>   | <ul style="list-style-type: none"> <li>■ Course</li> <li>■ One to one</li> <li>■ Small group</li> <li>■ Workbook</li> </ul>   |
| 16<br>Introduction to Residential Experiences | To enable section leaders and supporters who may support residential experiences for young people, to understand the purpose that residential experiences play in Scouting. | <ul style="list-style-type: none"> <li>■ Residential experiences and their importance in Scouting</li> <li>■ Organisation and administration</li> <li>■ Nights Away Permit Scheme</li> </ul>   | <ul style="list-style-type: none"> <li>■ Course</li> <li>■ One to one</li> <li>■ Small group</li> </ul>                       |
| 17<br>Running Safe Activities                 | To enable adults to plan and run exciting, safe and developmental activities for the young people in their section.   | <ul style="list-style-type: none"> <li>■ Importance of activities in a balanced Programme</li> <li>■ Planning and carrying out activities safely</li> <li>■ Permits</li> <li>■ Risk assessment</li> <li>■ Leader in charge</li> </ul>    | <ul style="list-style-type: none"> <li>■ Course</li> <li>■ One to one</li> <li>■ Small group</li> <li>■ Workbook</li> </ul>   |
| 18<br>Practical Skills                        | To enable adults to gain and develop practical skills for the benefit of young people in their section.   | <ul style="list-style-type: none"> <li>■ Range of practical skills</li> <li>■ Training others</li> </ul>   | <ul style="list-style-type: none"> <li>■ Course</li> <li>■ Small group</li> </ul>   |

| Module                                   | Aim   | Topics   | Methods   |
|--|---|--|---|
| 19<br>International                      | To provide an international focus appropriate to their section and appreciate the global nature of Scouting.  | <ul style="list-style-type: none"> <li>■ World-wide family of Scouting</li> <li>■ International aspects of the programme</li> <li>■ International events and activities</li> <li>■ Programme ideas</li> </ul>  | <ul style="list-style-type: none"> <li>■ Course</li> <li>■ One to one</li> <li>■ Small group</li> </ul>                     |
| 20                                       | This Module was previously Administration for Managers and Supporters. Managers and Supporters should now complete Module 11: Administration.   |  |   |
| 21<br>Growing the Movement               | To cover the ways in which a manager or supporter in Scouting can help develop the Movement and facilitate the growth of Scouting in their area.  | <ul style="list-style-type: none"> <li>■ Importance of growth</li> <li>■ Recruitment and retention of adults and young people</li> <li>■ Tools and support to help growth</li> <li>■ Development plans</li> <li>■ Role of the manager or supporter in growing the Movement</li> </ul>                                  | <ul style="list-style-type: none"> <li>■ Course</li> <li>■ One to one</li> <li>■ Small group</li> <li>■ Workbook</li> </ul> |
| 22                                       | This Module was previously Section Support. Managers and Supporters should now complete Module 12(A): Delivering a Quality Programme.   |  |   |
| 23<br>Safety for Managers and Supporters | To provide managers and supporters with an understanding of the processes and systems in place to ensure safe Scouting and an understanding of their role in achieving this.  | <ul style="list-style-type: none"> <li>■ Responsibilities</li> <li>■ Risk assessments</li> <li>■ Activity Permits</li> <li>■ Insurance</li> <li>■ Accident reporting</li> <li>■ Leader in charge</li> <li>■ Culture of safety</li> </ul>   | <ul style="list-style-type: none"> <li>■ Course</li> <li>■ One to one</li> <li>■ Small group</li> <li>■ Workbook</li> </ul> |
| 24<br>Managing Adults                    | To cover the skills and knowledge required to enable participants to provide effective management of adults.  | <ul style="list-style-type: none"> <li>■ Personal development areas of adults</li> <li>■ Adult training</li> <li>■ Group dynamics</li> <li>■ Motivation</li> <li>■ Delegation</li> <li>■ Conflict resolution</li> <li>■ Team building</li> <li>■ Adults in Scouting model</li> </ul>                                   | <ul style="list-style-type: none"> <li>■ Course</li> <li>■ One to one</li> <li>■ Small group</li> <li>■ Workbook</li> </ul> |
| 25<br>Assessing Learning                 | To provide the knowledge, skills and attitudes necessary to effectively support, validate and assess adults in The Scout Association's Adult Training Scheme, the Adventurous Activity Permit Scheme, Nights Away Permit Scheme and the Scout Show National Recognition Scheme. | <ul style="list-style-type: none"> <li>■ Learning and development needs of adults</li> <li>■ Undertaking appropriate assessments and validations</li> <li>■ Providing positive and constructive feedback</li> <li>■ Role-specific elements for managers, Training Advisers, activity assessors, Nights Away</li> </ul> | <ul style="list-style-type: none"> <li>■ Course</li> <li>■ One to one</li> <li>■ Small group</li> <li>■ Workbook</li> </ul> |
| 26<br>Supporting Adults                  | To cover the skills and knowledge required to enable supporters to provide effective support to adults in sections.   | <ul style="list-style-type: none"> <li>■ Adults in Scouting model</li> <li>■ Personal development areas of adult training</li> <li>■ Group dynamics</li> <li>■ Motivation</li> <li>■ Consultation</li> <li>■ Running meetings</li> </ul>   | <ul style="list-style-type: none"> <li>■ Course</li> <li>■ Small group</li> <li>■ Workbook</li> </ul>                       |

| Module                                   | Aim   | Topics  | Methods   |
|--|---|---|---|
| 27<br>Instructing Practical Skills       | To provide the skills, knowledge and attitudes necessary to instruct practical skills.  | <ul style="list-style-type: none"> <li>■ Skills instruction</li> <li>■ Safety</li> <li>■ Feedback</li> <li>■ Records of skills instruction</li> </ul>   | <ul style="list-style-type: none"> <li>■ Course</li> <li>■ One to one</li> <li>■ Small group</li> </ul>                     |
| 28<br>Facilitating                       | To provide the skills, knowledge and attitudes to facilitate individuals and small groups.  | <ul style="list-style-type: none"> <li>■ Training methods</li> <li>■ Communication in a learning environment</li> </ul>   | <ul style="list-style-type: none"> <li>■ Course</li> <li>■ One to one</li> <li>■ Small group</li> </ul>                     |
| 29<br>Presenting                         | To provide the skills, knowledge and attitudes to make effective presentations.   | <ul style="list-style-type: none"> <li>■ Planning and delivering presentations</li> <li>■ Learning methods</li> <li>■ Resources and facilities</li> <li>■ Feedback</li> </ul>                         | <ul style="list-style-type: none"> <li>■ Course</li> <li>■ One to one</li> <li>■ Small group</li> </ul>                     |
| 30<br>Supporting Local Learning          | To provide the skills, knowledge and attitudes for Local Training Managers to co-ordinate the learning plans of individuals to produce a programme of learning. | <ul style="list-style-type: none"> <li>■ Communication</li> <li>■ Allocating Training Advisers</li> <li>■ Procedures</li> <li>■ Monitoring progress</li> </ul>  | <ul style="list-style-type: none"> <li>■ Course</li> <li>■ One to one</li> <li>■ Small group</li> </ul>                     |
| 31<br>Planning a Learning Experience     | To provide the skills, knowledge and attitudes necessary to research and design training experiences.   | <ul style="list-style-type: none"> <li>■ Systematic planning and balanced learning</li> <li>■ Supporting material</li> <li>■ Evaluation of learning experience</li> </ul>                             | <ul style="list-style-type: none"> <li>■ Course</li> <li>■ One to one</li> <li>■ Small group</li> </ul>                     |
| 32<br>Delivering a Learning Experience   | To provide the skills, knowledge and attitudes necessary to plan prepare and run a training experience.   | <ul style="list-style-type: none"> <li>■ Planning and managing learning</li> <li>■ Staff teams</li> <li>■ Evaluation</li> </ul>   | <ul style="list-style-type: none"> <li>■ Course</li> <li>■ One to one</li> <li>■ Small group</li> </ul>                     |
| 33<br>Planning a Learning Provision      | To provide the skills, knowledge and attitudes to enable training managers to plan to meet the learning needs of an area.                                       | <ul style="list-style-type: none"> <li>■ Needs of Adult Training Scheme</li> <li>■ Current training trends</li> <li>■ Drafting and producing learning plans</li> </ul>                                | <ul style="list-style-type: none"> <li>■ Course</li> <li>■ One to one</li> <li>■ Small group</li> <li>■ Workbook</li> </ul> |
| 34<br>Managing a Learning Provision      | To provide the skills, knowledge and attitudes to enable County Training Managers to manage the learning provision for their area.                              | <ul style="list-style-type: none"> <li>■ Plan implementation</li> <li>■ Monitoring progress</li> <li>■ Quality control</li> <li>■ Plan maintenance</li> <li>■ Amendments</li> </ul>                   | <ul style="list-style-type: none"> <li>■ Course</li> <li>■ One to one</li> <li>■ Small group</li> <li>■ Workbook</li> </ul> |
| 35<br>Internal Moderation                | To provide the skills, knowledge and attitudes to monitor the quality of The Scout Association's Adult Training Scheme.   | <ul style="list-style-type: none"> <li>■ Sampling of portfolios</li> <li>■ Quality control</li> </ul>   | <ul style="list-style-type: none"> <li>■ External course</li> </ul>   |
| 36<br>Special Needs                      | To provide information, support and resources for those working with young people with special needs.   | <ul style="list-style-type: none"> <li>■ Equal Opportunities Policy with regard to special needs</li> <li>■ Good practice</li> <li>■ Available resources</li> </ul>                                   | <ul style="list-style-type: none"> <li>■ Course</li> <li>■ One to one</li> <li>■ Small group</li> </ul>                     |
| 37<br>Advising on Adult Appointments     | To enable an adult to participate fully as a member of the Appointments Advisory Committee.   | <ul style="list-style-type: none"> <li>■ The structure and responsibilities of the Appointments Advisory Committee</li> <li>■ The appointment process</li> <li>■ Running approval meetings</li> </ul> | <ul style="list-style-type: none"> <li>■ Course</li> <li>■ One to one</li> <li>■ Small group</li> <li>■ DVD</li> </ul>      |
| 38<br>Skills for Residential Experiences | To enable adults to acquire the appropriate skills to plan and run successful residential experiences for the young people in their section.                    | <ul style="list-style-type: none"> <li>■ Practical skills for planning and running a residential experience</li> </ul>  | <ul style="list-style-type: none"> <li>■ Course</li> <li>■ One to one</li> <li>■ Small group</li> </ul>                     |

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## Minimum module requirements

The minimum module requirements for the different roles in The Scout Association are shown below.

You are encouraged to look at other modules that may be relevant to your role but do not make up the minimum requirements for your appointment. These modules may be completed in addition to the minimum requirements, or as on-going learning. For ease of reference, the modules are referred to in colour groups relating to the Module Matrix.

For appointments in Groups 1 and 2 a defined Wood Badge route is not available. However you may, if you choose to, create a Wood Badge route in agreement with your County Training Manager. If you do this it is important to make sure that all of the modules can be validated within your current role in Scouting.

### Group 1

A Wood Badge route is not available for these appointments but Module 1: Essential Information, must be completed.

Administrator

Adviser

Chairman

Communications Manager

District Explorer Scout Administrator

Executive Committee Member (District or County)

Manager of the Activity Permit Scheme

President

Queen's Scout Award Co-ordinator

Safeguarding Awareness Co-ordinator

Safety Co-ordinator

Scout Network Administrator

Secretary

Skills Instructor

Treasurer

Vice Chairman

Vice President

Supporter of the Nights Away Permit Scheme

## Group 2

A Wood Badge route is not available for these appointments but Module 1: Essential Information, must be completed together with the additional module(s) stated:

|   |   |
|---|---|
| Training Administrator                  | 30  |
| Local Training Administrator            | 30  |
| Training Adviser                        | 25T (Assessing Learning – Training Adviser) |
| Nights Away Adviser                     | 25N (Assessing Learning – Nights Away)      |
| Activity Assessor<br>Activities)        | 25A (Assessing Learning – Adventurous       |
| Scout Show Assessor                     | 25S (Assessing Learning – Scout Shows)      |
| Scout Active Support Member             | *See note on page 21                        |
| Scout Active Support Coordinator        | *See note on page 21                        |
| Trainer<br>description)                 | 27, 28 and/or 29 (depending on role         |
| Appointment Advisory Committee Members  | 37  |
| Appointment Advisory Committee Chairman | 37  |
| Appointments Secretary                  | 37  |

## Group 3

A Wood Badge is available for these appointments but is not obligatory. However, Module 1: Essential information and Module 3: Tools for the Role (Section Leaders) must be completed.

Section Assistant

## Group 4

A Wood Badge is obligatory for these appointments and requires all green and purple modules on the Module Matrix to be completed:

Beaver Scout Leader  
Assistant Beaver Scout Leader  
Cub Scout Leader  
Assistant Cub Scout Leader  
Scout Leader  
Assistant Scout Leader  
Explorer Scout Leader  
Assistant Explorer Scout Leader  
Explorer Scout Leader (Young Leader)  
Scout Network Leader  
County Leader  
District Leader

## Group 5

A Wood Badge is obligatory for these appointments and all green and blue modules should be completed, excluding Module 26: Supporting Adults. For some appointments, there are supplementary modules which must also be completed as stated below.

|   |                       |
|---|-----------------------|
| Group Scout Leader  |                       |
| Assistant Group Scout Leader                              |                       |
| District Commissioner                                     |                       |
| Deputy District Commissioner                              |                       |
| County Commissioner                                       |                       |
| Deputy County Commissioner                                |                       |
| Chief Commissioner  |                       |
| Scout Active Support Manager                              | * see note on page 21 |
| County Training Manager                                   | 33 and 34             |
| Local Training Manager                                    | 30, 33 and/or 34      |
| (depending on role description)                           |                       |
| Assistant Regional Commissioner (Adult Training) Scotland | 33 and 34             |
| Assistant Regional District (Adult Training) Scotland     | 30, 31 and 32         |
| District Explorer Scout Commissioner                      | 17 and 19             |
| Scout Network Commissioner                                | 17 and 19             |

## Group 6

A Wood Badge is obligatory for these appointments. All green and blue modules along with Module 17: Running Safe Activities and Module 19: International, excluding Module 24: Managing Adults and Module 25: Assessing Learning.

|  |
|--|
| Assistant District Commissioner (Section)                  |
| Assistant County Commissioner (Section)                    |
| Assistant Regional Commissioner (Explorer Scouts) Scotland |
| Assistant Regional Commissioner (Scout Network) Scotland   |

## Group 7

A Wood Badge is obligatory for these appointments. All green and blue modules should be completed excluding Module 24: Managing Adults and Module 25: Assessing Learning. Other modules should be added for their specialist area, for example, Module 19: International for ADC (International) or Module 36: Special Needs for ADC (Special Needs).

|  |
|--|
| Assistant District Commissioner (non-Sectional)          |
| Assistant County Commissioner (non-Sectional)            |
| Assistant Regional Commissioner (Development) Scotland   |
| Assistant Regional Commissioner (Communication) Scotland |

### **\*Scout Active Support Roles**

Those holding roles within a Scout Active Support Unit, including Scout Active Support Member, Scout Active Support Co-ordinator and Scout Active Support Manager should complete, as well as the training indicated above, those modules of the training scheme which are relevant to the nature of their role in the Unit which they belong to. This could include Module 3: Tools for the Role, Module 12a: Delivering a Quality Programme, Module 17: Running Safe Activities, or any other relevant module(s). The service agreement for a Scout Active Support Unit will outline the support provided by the Unit, and will help to determine which training will be relevant for its members.

### **Change of role**

It is not unusual for an adult to change roles in Scouting. To ensure you have the correct skills and knowledge you may need to revalidate certain training modules. If you have completed your training under the current Adult Training Scheme, it may not be necessary for you to re-validate certain modules because you have completed them previously.

Each module on the following pages has a changes of role box. A tick✓ means that you will need to validate the module again and a cross ✗ means that you do not.

In some cases, the need to re-validate will depend on which role you are moving from and to. Roles are split into three categories:

**Section Leader** (anyone working in a section)

**Manager** (Group Scout Leader, District Commissioner, County Commissioner, County Training Manager, District Explorer Scout Commissioner etc)

**Supporter** (Assistant District/County Commissioner)

The information is also summarised in the table below.

More information about change of roles, including what to do for those adults who have completed their training under one of the previous adult training schemes, can be found in [FS330092 Adult Training: Change of Roles](#).

## Change of Role Matrix

| Module No. | Module Name                                  | Change of Role |  |
|------------|--|----------------|--|
| 1          | Essential Information                        | ✘              | Any change in role   |
| 2          | Personal Learning Plan                       | ✓              | Any change in role   |
| 3          | Tools for the Role (Section Leaders)         | ✓              | Any change in Section  |
| 4          | Tools for the Role (Managers and Supporters) | ✓              | Any change in role   |
| 5          | The Fundamentals of Scouting                 | ✘              | Any change in role   |
| 6          | Changes in Scouting                          | ✘              | Any change in role   |
| 7          | Scouting for All                             | ✓              | Any role to Manager – The additional Validation Criteria for Managers only                             |
|            |  | ✘              | Any other change in role   |
| 8          | Skills of Leadership                         | ✘              | Any change in role   |
| 9          | Working with Adults                          | ✘              | Any change in role   |
| 10         | First Aid                                    | ✘              | Any change in role   |
| 11         | Administration                               | ✘              | Any change in role   |
| 12(A)      | Delivering a Quality Programme               | ✓              | Any role to manager or supporter – The additional Validation Criteria for managers and supporters only |
|            |  | ✘              | Any other change in role   |
| 12(B)      | Programme Planning                           | ✓              | Changing Sections  |
| 13         | Growing the Section                          | ✓              | Changing Sections  |
|            |  | ✘              | Leader to Supporter  |
|            |  | ✓              | Supporter to Leader  |
| 14         | Young People Today                           | ✓              | Changing Sections  |
|            |  | ✘              | Leader to Supporter  |

|       |  |   |                          |
|-------|--|---|--------------------------|
|       |  | ✓ | Supporter to Leader      |
| 15    | Challenging Behaviour                              | ✓ | Changing Sections        |
|       |  | ✗ | Leader to Supporter      |
|       |  | ✓ | Supporter to Leader      |
| 16    | Introduction to Residential Experiences            | ✗ | Changing Sections        |
|       |  | ✗ | Leader to Supporter      |
|       |  | ✓ | Supporter to Leader      |
| 17    | Running Safe Activities                            | ✗ | Changing Sections        |
|       |  | ✗ | Leader to Supporter      |
|       |  | ✓ | Supporter to Leader      |
| 18    | Practical Skills                                   | ✓ | Changing Sections        |
|       |  | ✗ | Leader to Supporter      |
|       |  | ✓ | Supporter to Leader      |
| 19    | International                                      | ✗ | Any change in role       |
| 21    | Growing the Movement                               | ✓ | Any change in role       |
| 23    | Safety for Managers and Supporters                 | ✓ | Any change in role       |
| 24    | Managing Adults                                    | ✗ | Any change in role       |
| 25    | Assessing Learning                                 | ✓ | Manager to Manager       |
|       |  | ✓ | Any other change in role |
| 26    | Supporting Adults                                  | ✗ | Any change in role       |
| 27-35 | Instructing Practical Skills – Internal Moderation | ✗ | Any change in role       |
| 36    | Special Needs                                      | ✓ | Relevant to new role     |
|       |  | ✗ | Not relevant to new role |
| 37    | Advising on Adult Appointments                     | ✓ | Relevant to new role     |
|       |  | ✗ | Not relevant to new role |
| 38    | Skills for Residential Experiences                 | ✓ | Relevant to new role     |
|       |  | ✗ | Not relevant to new role |

# **PART 5**

## **MODULE PAGES**

The module pages set out for each module the aim, topics covered, change of role information, the delivery methods for the learning and the validation criteria.

Within the pages for modules 1 to 19, 36 and 38 there is a section called Check your Knowledge. This chart will help you to look at what you already know, and with the help of your Training Adviser, decide what learning you need to complete for each module. The chart has been designed to reflect the learning objectives of each module. Your Training Adviser will use this, along with the discussions you have at your initial meeting, to create your Personal Learning Plan (PLP) and agree it with you.

# 1. ESSENTIAL INFORMATION

This module forms part of Getting Started.

## Aim

The basic information that all adults in Scouting need to know.

## Topics covered

Purpose, Values and Method of The Scout Association (the Fundamentals of Scouting)

Policy, Organisation and Rules (POR)

The Scout Association's Child Protection Policy and your role in protecting young people from harm

Equal Opportunities Policy

The Safety Policy and your role in keeping Scouting safe

Support available to help you in your Scouting role

## Change of role

Revalidation of this module is not required for any change of role.

## Check your knowledge

These questions are designed to help you establish what you already know, and the learning you still have to complete for this module. You should work with your Training Adviser (TA) to identify any learning you have left to complete and how you can complete this. These questions will explore your knowledge on the topics covered; you will need to demonstrate practical experience to meet the requirements of the validation criteria below.

| Topic                        | What do you already know?<br>Questions to ask yourself   | Personal confidence rating<br><br>After thinking about your existing knowledge, how would you rate your confidence in this area?<br><br>(1= not confident, 5= very confident) |
|------------------------------|--|---|
| The Fundamentals of Scouting | Do I know the Purpose, Values and Method of Scouting including: <ul style="list-style-type: none"> <li>■ What they are?</li> <li>■ Why they are used?</li> <li>■ How they are used?</li> </ul> |   |
|                              | Do I know how the Promise and Law relate to the Purpose, Values and Method of Scouting?  |   |

|  |  |  |
|--|--|--|
| <b>Policy, Organisation and Rules</b>                          | Do I know what Policy, Organisation and Rules is and where I can find it?  |  |
| <b>The Child Protection Policy</b>                             | Have I read The Scout Association's Safeguarding Policy and do I have a copy of the Yellow Card Code, a Safeguarding Code of Practice? |  |
|  | Do I know what to do if I think a child has been abused or if someone tells me that this might be happening?                           |  |
|  | Can I list the four categories of abuse? Are there any factors that make young people more vulnerable to abuse?                        |  |
|  | What could I do to prevent bullying in my section?   |  |
|  | How would I identify bullying if it was happening in my section?   |  |
|  | What could I do to address bullying in my section?   |  |
| <b>The Equal Opportunities Policy</b>                          | Am I aware of the Scout Association's Equal Opportunities Policy and what it covers?   |  |
|  | How would I ensure that local Scouting is open to all adults and young people?   |  |
| <b>Safety in Scouting and risk assessment</b>                  | Do I know that The Scout Association has a Safety policy and what it means?  |  |
|  | Can I describe The Scout Association's approach to risk assessment and where to find relevant rules and guidance about activities?     |  |
|  | Do I know who to inform if someone is hurt during a Scout activity?  |  |
| <b>Structures of Scouting and support for adult volunteers</b> | Do I know who to go to for help or support in my role?   |  |
|  | Can I describe the structure of Scouting and where my role sits within the structure?  |  |

|  |   |  |
|--|---|--|
|  | Do I know what the Scout Information Centre does and how to contact it? |  |
|--|---|--|

## Delivery methods

- Course
- One to one
- Small Group
- e-learning

## Validation criteria

**To validate this module, you will need to:**

- discuss your responses to the questions in the Check your Knowledge chart and reflect on the Fundamentals and key policies of the The Scout Association with a Training Adviser to demonstrate your understanding and confidence to act in accordance with each core area

**And, if working towards achieving a wood badge, complete two of the following:**

- carry out a risk assessment of a meeting place

Evidence you could use may include one or more of the following: a written copy of the risk assessment for your meeting place, a verbal risk assessment at the meeting place accompanied by your Training Adviser, a presentation communicating the risk assessment to other adults.

- create and deliver an activity to explain the Promise and the Law and how they relate to the Fundamentals of The Scout Association to young people or adults new to Scouting

Evidence you could use may include one or more of the following: a video or photographs of an activity, evidence from young people, a presentation, a visit from your Training Adviser, notes from a discussion with a young person prior to investiture, evaluation forms from adults new to Scouting, an article in a local Scouting publication, a written or verbal statement to your Training Adviser from an observer summarising your role in this activity.

- work with young people to create and implement an anti-bullying code, and explain how it may help to prevent bullying within the section

Evidence you could use may include one or more of the following: a video or photographs of an activity, evidence from young people, a visit from your Training Adviser, a written or verbal statement to your Training Adviser from an observer summarising your role in this activity, an article in a local Scouting publication.

- any other ideas subject to agreement with your Training Adviser

Additional validation criteria can be created in consultation with a Training Adviser if necessary. Any additional validation criteria created will need to check what you have learnt and that you can apply the skills that you have acquired to your role.

The list of evidence provided for each validation criteria is not exhaustive and there may be other forms of evidence that you may wish to use to validate this module. These can be agreed with your Training Adviser. In addition to looking at the evidence you have provided, your Training Adviser will ask you to review and explain some elements in order to ensure that you have applied your knowledge and understanding in your role.

## 2. PERSONAL LEARNING PLAN

This module forms part of Getting Started.

### Aim

To develop a Personal Learning Plan to allow you to complete the training requirements for your role, taking into account existing knowledge and skills.

### Topics covered

- Creation of a Personal Learning Plan including:
  - Identifies the modules relevant to your role
  - Assesses if you have to complete learning for this module
  - Specifies how this learning will be accessed
  - Provides validation ideas
  - Provides a time frame for completing your training

### Change of role

Revalidation of this module is required for any change of role

### Check your knowledge

These questions are designed to help you establish what you already know, and the learning you still have to complete for this module. You should work with your Training Adviser (TA) to identify any learning you have left to complete and how you can complete this. These questions will explore your knowledge on the topics covered; you will need to demonstrate practical experience to meet the requirements of the validation criteria below.

| Topic                                       | What do you already know?<br>Questions to ask yourself  | Personal confidence rating<br><br>After thinking about your existing knowledge, how would you rate your confidence in this area?<br><br>(1= not confident, 5= very confident) |
|---|---|---|
| <b>Creation of a Personal Learning Plan</b> | Do I know which modules are required for my role?   |   |
|   | Have I used the 'Check your Knowledge' chart to identify prior learning and assess my learning needs? |   |
|   | Have I identified my preferred learning method for each module?                                       |   |

|  |  |  |
|--|--|--|
|  | Have I identified the most appropriate validation criteria for each module based on my role?             |  |
|  | Have I identified the evidence I would like to use to demonstrate my achievement of validation criteria? |  |

## Delivery methods

One to One

Workbook

## Validation criteria

**To validate this module, you will need to:**

- create and agree a Personal Learning Plan with your Training Adviser to allow you to complete the training requirements for your role, taking into account existing knowledge and skills

Evidence you could use may include one or more of the following: completed Personal Learning Plan Document, discussion with your training adviser, focussing on how you will complete the training requirements of your role.

The list of evidence provided for each validation criteria is not exhaustive and there may be other forms of evidence that you may wish to use to validate this module. These can be agreed with your Training Adviser. In addition to looking at the evidence, you have provided, your Training Adviser will ask you to review and explain some elements in order to ensure that you have applied your knowledge and understanding in your role.

# 3. TOOLS FOR THE ROLE (SECTION LEADERS)

This module forms part of Getting Started.

## Aim

To provide Section Leaders and Section Supporters with basic information on the section they support, their role and area of responsibility, along with some practical help to get individuals started in their role.

## Topics covered

- Main features of the section they support and how it fits into Scouting
- The roles and responsibilities of different people within their section
- The use of a variety of programme ideas through different types of activities
- Youth shaped Scouting
- Promoting positive behaviour in their section

## Change of role

Revalidation of this module is required when changing sections.

## Check your knowledge

These questions are designed to help you establish what you already know, and the learning you still have left to complete for this module. You should work with your Training Adviser (TA) to identify any learning you have left to complete and how you can complete this. These questions will explore your knowledge on the topics covered; you will need to demonstrate practical experience to meet the requirements of the validation criteria below.

| Topic  | What do you already know?<br>Questions to ask yourself                  | Personal confidence rating<br><br>After thinking about your existing knowledge, how would you rate your confidence in this area?<br><br>(1= not confident, 5= very confident) |
|--|---|---|
| <b>Main features of my section and how it fits into Scouting</b> | Can I identify the main features of the section I support?              |   |
|  | Can I identify the main features of the other sections within Scouting? |   |

|   |  |  |
|---|--|--|
| <b>The roles and responsibilities of different people within my section</b> | Can I describe my role and responsibilities in the section I support?                                      |  |
|   | Can I describe the role and responsibilities of other adults and young people in the section I support?    |  |
|   | Can I describe who Young Leaders are and how they form a part of the section leadership team?              |  |
|   | Can I describe how volunteering can be flexible in Scouting?   |  |
| <b>Using activities in my section</b>                                       | Can I explain why games and activities are an important part of the programme?                             |  |
|   | Am I able to explain how the Scout Method guides the way Scouting is delivered?                            |  |
|   | Can I outline the considerations for games and activities in the section I support?                        |  |
|   | Do I know where to find programme ideas?   |  |
|   | Can I describe a game or activity I have been involved with or planned in my role?                         |  |
| <b>Youth shaped Scouting</b>  | Can I explain Youth shaped Scouting and where to find more information about ways to involve young people? |  |
|   | Can I describe some examples of involving youth members in my section?                                     |  |
| <b>Promoting positive behaviour in my section</b>                           | Can I describe the most common causes for challenging behaviour?   |  |
|   | Do I know how to deal with common types of challenging behaviour?  |  |
|   | Can I describe the key principles of how to promote positive behaviour?                                    |  |
|   | Do I know where to find additional support?  |  |

## Delivery methods

Course

One to One

Small group

e-learning

## Validation criteria

To validate this module you will need to complete one of the following:

- plan and run, or assist in running, a section meeting; and reflect on this in a discussion with your Training Adviser

### You should include:

One activity or game appropriate to the section

One ceremony appropriate to the section

### Remember to consider:

How the section leadership team will work together to deliver the meeting

The key ceremonies for the section

The key features of the section

Why different games and activities are an important part of the programme

Important considerations for activities and games in Scouting

Sources of relevant programme ideas

How to include the young people's thoughts and ideas

Ways to promote good behaviour throughout the meeting

Evidence you could use to validate this module may include one or more of the following: a visit from your Training Adviser, a written or verbal statement to your Training Adviser from an observer summarising your role in a section meeting, Programme plans you have developed or assisted in the development of including information on activities, games, ceremonies or section meetings that you have run, instructions for running a game, activity or ceremony for your section including instructions for various members of the leadership team, photos/videos of you running activities, games or ceremonies or section meetings, discussion of evidence of activities, games, ceremonies or section meetings that you have run, this should focus on how you incorporated the elements listed into the section meeting and be accompanied by another form of evidence.

- any other ideas subject to agreement with your Training Adviser

Additional validation criteria can be created in consultation with a Training Adviser if necessary.

Any additional validation criteria created will need to check what you have learnt and that you can apply the skills that you have acquired to your role.

The list of evidence provided for each validation criteria is not exhaustive and there may be other forms of evidence that the learner may wish to use to validate this module. These can be agreed

between you and the Learner. In addition to looking at the evidence the learner provides, you will need to review and prompt them to explain some elements of the evidence in order to ensure that they have applied their knowledge and understanding in their role.

# 4. TOOLS FOR THE ROLE (MANAGERS AND SUPPORTERS)

This module forms part of Getting Started.

## Aim

To provide key information about your role, areas of responsibility and where you can find further information and support.

## Topics covered

- The responsibilities of the role
- The responsibilities of those you manage, support and work with
- The six areas of leadership and management in Scouting
- Further help and support
- Time management and task prioritisation
- Development
- Ensuring a quality programme
- Building and maintaining effective teams

## Change of role

Revalidation of this module is required for any change of role

## Check your knowledge

These questions are designed to help you establish what you already know, and the learning you still have to complete for this module. You should work with your Training Adviser (TA) to identify any learning you have left to complete and how you can complete this. These questions will explore your knowledge on the topics covered; you will need to demonstrate practical experience to meet the requirements of the validation criteria below.

| <b>Topic</b>                        | <b>What do you already know?</b><br>Questions to ask yourself | <b>Personal confidence rating</b><br><br>After thinking about your existing knowledge, how would you rate your confidence in this area?<br><br>(1= not confident, 5= very confident) |
|-------------------------------------|---|--|
| <b>Responsibilities of the role</b> | Can you name some of the key responsibilities of your role?   |  |

|  |  |  |
|--|--|--|
| <b>Responsibilities of those you manage, support and work with</b> | Can you name some of the key responsibilities of those you directly line manage, or support and work with?   |  |
| <b>The six areas of leadership and management in Scouting</b>      | Can you identify the six areas of leadership and management?<br><br>Can you explain what a couple of the leadership and management areas mean in practice? |  |
| <b>Further help and support</b>                                    | Can you outline sources of information and support for your role?  |  |
| <b>Time management and task prioritisation</b>                     | Can you suggest some basic tools to help with time and task management?  |  |
| <b>Ensuring a quality programme</b>                                | Can you describe the responsibilities of your role in ensuring the provision of a quality programme?   |  |

## Delivery methods

- Course
- One to one
- Small group
- e-learning

## Validation criteria

**To validate this module you will need to:**

- discuss your understanding of your role, including specific role responsibilities, who you are responsible for, and who you are responsible to, with a Training Adviser (Note: If you are a supporter who is not directly responsible for anyone, then you should discuss who you work closely with instead.)

**And complete any two of the following (one from this section and one from your role specific section):**

- outline the six areas of leadership and management, and explain how you are incorporating at least two of the areas into your role

Evidence you could use may include one or more of the following: providing direction – talking through a project plan for a renovation project, talking through the vision you have created for local Scouting over the next 4 years, working with people – talking through a review form for a ‘difficult’ review, where the outcome ended up being positive, achieving results – talking through a project plan for a building project, explaining how you ensured that things were achieved and work was chased up, enabling change – talking through a new communication strategy, or other initiative, that you have introduced to local Scouting, using resources – talking through successful grant applications or recently put together budgets, managing your time and personal skills – talking

through examples of training or personal development that you have undertaken recently, or examples of feedback that you have received from colleagues and how you have acted on it.

- explain how you manage your time effectively, giving examples of how you do this and methods that you use to keep on top of tasks and projects

Evidence you could use may include one or more of the following: a time management tool, such as the urgent/important matrix or a series of task lists that you use to manage your time.

- demonstrate where you can find further information and support for your role

Evidence you could use may include one or more of the following: a list of Scouting colleagues that you know you can go to with queries, demonstrating where you can find useful and relevant information in the Member Resources area of [www.scouts.org.uk](http://www.scouts.org.uk)

- explain your role in creating the development plan for your Group, District or County and highlight why development planning is important

Evidence you could use may include one or more of the following: talking through the development plan for your Group, District and County, explaining which bits you were involved in and why certain decisions were made.

#### **For Managers:**

- outline the Group, District or County structure that you have put in place, giving examples of the role responsibilities that you have delegated to other team members, and discuss how this has helped you to manage the role

Evidence you could use may include one or more of the following: talking through the Group, District or County structure that you have put in place, explaining why you have delegated tasks out to certain team members, a skills audit of the members of your team, explaining the skills of each member and why you have given them certain responsibilities.

- describe the responsibilities of your role in ensuring a quality programme and give examples of how you could resolve issues with the programme if you were to spot them

Evidence you could use may include one or more of the following: copies of sectional programmes that you have looked over, explaining your suggested additions, copies of completed self-review tools, such as a quality of programme checker, explaining how you have used it to improve the quality of the programme in local Scouting.

#### **For Supporters:**

- outline how you support and manage teams in your Group, District or County, giving examples of how you do this

Evidence you could use may include one or more of the following: Notes from meetings that you have held, or have attended, with members of your team, explaining your contribution and how you support and manage those you work with, a Group, District or County structure chart, explaining your role and how you work with those you support and manage.

- describe the responsibilities of your role in ensuring a quality programme and give examples of how you fulfil these responsibilities

Evidence you could use may include one or more of the following: copies of sectional programmes that you have looked over, explaining your suggested additions, copies of completed self-review tools, such as a quality of programme checker, explaining how you have used it to improve the quality of the programme in local Scouting.

- any others ideas, subject to agreement with a Training Adviser

The list of evidence provided for each validation criteria is not exhaustive and there may be other forms of evidence that you may wish to use to validate this module. These can be agreed with your Training Adviser. In addition to looking at the evidence, you have provided, your Training Adviser will ask you to review and explain some elements in order to ensure that you have applied your knowledge and understanding in your role.

# 5. FUNDAMENTAL VALUES OF SCOUTING

## Aim

To explore the Fundamentals of Scouting and the Religious Policy and consider their relationship with the balanced programme delivered to young people.

## Topics covered

- The Values of Scouting in the balanced programme
- Using the Scout Method with young people
- Embedding spiritual development within the balanced programme
- The Scout Association's Religious Policy

## Change of role

Revalidation of this module is not required for any change of role.

## Check your knowledge

These questions are designed to help you establish what you already know, and the learning you still have left to complete for this module. You should work with your Training Adviser (TA) to identify any learning you have left to complete and how you can complete this. These questions will explore your knowledge on the topics covered; you will need to demonstrate practical experience to meet the requirements of the validation criteria below.

| Topic   | What do you already know?<br>Questions to ask yourself   | Personal confidence rating<br><br>After thinking about your existing knowledge, how would you rate your confidence in this area?<br><br>(1= not confident, 5= very confident) |
|---|--|---|
| <b>The values of Scouting in the balanced programme</b> | Do I know what the Values of Scouting are?   |   |
|   | Can I describe how the Values of Scouting can be incorporated into the balanced programme my work with other adults in Scouting? |   |
| <b>Using the Scout Method with young people</b>         | Do I know what the Method of Scouting is?  |   |
|   | Can I describe how the Method of Scouting informs and influences my role and responsibilities within Scouting?                   |   |

|  |   |  |
|--|---|--|
| <b>Spiritual development in the balanced programme</b> | Do I know how I can support the spiritual development of young people within my role in Scouting? |  |
| <b>The Scout Association's Religious Policy</b>        | Do I know about The Scout Association's Religious Policy?   |  |
|  | Can I describe my responsibilities within the Religious Policy?                                   |  |

## Delivery methods

Course

One to one

Small group

e-learning

## Validation criteria

To validate this module, you will need to complete **two** of the following:

- show how the Purpose, Values and Methods of Scouting have been incorporated into the programme to meet the needs of youth members of all sections

Evidence you could use may include one or more of the following: photographs and/or video of activities at meetings, a sectional visit from your TA, a written or verbal statement to your Training Adviser from an observer summarising your role in this activity, evidence of young people exploring the values within an activity e.g. flip-charts, programme ideas for the section either side of your own

- deliver an activity to demonstrate the integration of spiritual development of young people within the programme. Provide practical examples of how faiths, beliefs and attitudes were explored

Evidence you could use may include one or more of the following: photographs and/or video of an activity, a sectional visit from your TA, a written or verbal statement to your Training Adviser from an observer summarising your role in this activity, evidence from young people e.g. surveys, creative work, video clips, quotes, magazine article

- create a presentation or activity to explain the Religious Policy to either adults new to Scouting or young people

Evidence you could use may include one or more of the following: a PowerPoint presentation and script, a video of delivery, paper evaluations from learners, a visit from your TA, a written or verbal statement to your Training Adviser from an observer summarising your role in this activity.

- deliver a Scouting event (e.g. camp, Scout's Own) accessible to people representing different faiths and beliefs

Evidence you could use may include one or more of the following: a list to demonstrate all the areas which reflect inclusivity, a video to demonstrate how young people have benefitted from attending a multi-faith event, a plan or photographs of a Scout's Own, a visit from your TA, a written or verbal statement to your Training Adviser from an observer summarising your role in this activity.

- produce an action plan detailing how you would support or have supported another adult in implementing the values of Scouting in their role

Evidence you could use may include one or more of the following: a written action or development plan, a video or observation of a meeting with another adult as part of supporting them in implementing the values of Scouting in their role.

- any other ideas subject to agreement with your Training Adviser

Additional validation criteria can be created in consultation with a Training Adviser if necessary. Any additional validation criteria created will need to check what you have learnt and that you can apply the skills that you have acquired to your role.

The list of evidence provided for each validation criteria is not exhaustive and there may be other forms of evidence that you may wish to use to validate this module. These can be agreed with your Training Adviser. In addition to looking at the evidence, you have provided, your Training Adviser will ask you to review and explain some elements in order to ensure that you have applied your knowledge and understanding in your role.

# 6. CHANGES IN SCOUTING

## Aim

To provide an overview of Scouting's history focussing on its development to meet the changing needs of society.

## Topics covered

How Scouting began

Significant milestones in Scouting

National and international growth

How Scouting has adapted to meet society's changing needs

## Change of role

Revalidation of this module is not required for any change of role.

## Check your Knowledge

These questions are designed to help you establish what you already know, and the learning you still have left to complete for this module. You should work with your Training Adviser (TA) to identify any learning you have left to complete and how you can complete this. These questions will explore your knowledge on the topics covered; you will need to demonstrate practical experience to meet the requirements of the validation criteria below.

| Topic                                     | What do you already know?<br>Questions to ask yourself   | Personal confidence rating<br><br>After thinking about your existing knowledge, how would you rate your confidence in this area?<br><br>(1= not confident, 5= very confident) |
|---|--|---|
| <b>How Scouting began</b>                 | Do I know how the Scout Movement was founded including: <ul style="list-style-type: none"> <li>■ the name of the founder</li> <li>■ where he got the idea from</li> <li>■ which book was published to launch Scouting</li> <li>■ when and where was the experimental camp founded</li> </ul> |   |
| <b>Significant Milestones in Scouting</b> | Can I identify some of the major milestones in Scouting?   |   |

|  |  |  |
|--|--|--|
| <b>National and international growth</b>                         | Can I describe the historic growth of Scouting in the UK and internationally?                            |  |
|  | Can I describe the current growth of Scouting in the UK and internationally?                             |  |
| <b>How Scouting has adapted to meet society's changing needs</b> | Can I identify some of the major developments in Scouting which reflected the changing needs of society? |  |

## Delivery methods

DVD

Factsheet

## Validation criteria

To validate this module, you will need to complete **two** of the following:

- complete the Changes in Scouting questionnaire (overleaf) and discuss the answers with a Training Adviser

Evidence you could use may include one or more of the following: completed questionnaire, discussion with your Training Adviser about the history of Scouting.

- create and deliver a presentation on the History of Scouting to adults or young people new to Scouting

Evidence you could use may include one or more of the following: a copy of a PowerPoint presentation, presentation notes, evaluations from presentation attendees, photos or videos of you delivering a presentation, a visit from your Training Adviser, a verbal or written statement to your Training Adviser from an observer describing your role in delivering a presentation, discussion with your Training Adviser, this should focus on your role in creating and delivering the presentation and be accompanied by another form of evidence.

- create and deliver a game or activity on the History of Scouting to adults or young people new to Scouting

Evidence you could use may include one or more of the following: notes for running a game or activity with adults or young people, photos or videos of you running a game or activity, a visit from your Training Adviser, a verbal or written statement to your Training Adviser from an observer describing your role in running a game or activity, discussion with your training adviser, this should focus on your role in running a game or activity and be accompanied by another form of evidence.

- any other ideas subject to agreement with your Training Adviser

Additional validation criteria can be created in consultation with a Training Adviser if necessary. Any additional validation criteria created will need to check what you have learnt and that you can apply the skills that you have acquired to your role.

The list of evidence provided for each validation criteria is not exhaustive and there may be other forms of evidence that you may wish to use to validate this module. These can be agreed with your Training Adviser. In addition to looking at the evidence, you have provided, your Training Adviser will ask you to review and explain some elements in order to ensure that you have applied your knowledge and understanding in your role.

## Changes in Scouting Questionnaire

### 1. Who started the Scout Movement?

- a) Robert Baden-Powell      b) Lord Somers      c) Robert Louis Stephenson

### 2. Where was the experimental camp held that led to Scouting being developed?

- a) Mersey Island      b) Brownsea Island      c) Isle of Wight

### 3. What year was the experimental camp?

- a) 1905      b) 1907      c) 1909

### 4. What book did Baden-Powell write to launch Scouting?

- a) Boer War Scouts      b) Scouting Today      c) Scouting for Boys

### 5. What section was started in 1916 for younger boys?

- a) Beaver Scouts      b) Cub Scouts      c) Rover Scouts

### 6. What section was started in 1919 for older boys?

- a) Beaver Scouts      b) Cub Scouts      c) Rover Scouts

### 7. What Movement did Baden-Powell establish for girls?

- a) Girls Brigade      b) Girl Guides      c) Girl Scouts

### 8. When were females allowed to become leaders?

- a) From the start      b) 1932      c) 1966

### 9. How many Scouts are there in the world today (summer 2009)?

- a) 2 million      b) 12 million      c) 28 million

### 10. How many countries and territories in the world have Scouts today (summer 2009)?

- a) 147      b) 187      c) 217

### 11. Name at least three things that have changed since Scouting began to keep the Movement up to date.

### 12. Name at least three things that have stayed the same since Scouting began.

# 7. SCOUTING FOR ALL

## Aim

To promote the policies of The Scout Association that encourage inclusion and to consider how the individual, in their role, can help make Scouting accessible to all.

## Topics covered

Diversity and inclusion – The Scout Association’s policies

Diversity and inclusion – your own thoughts

How you in your role can make Scouting accessible to all

Social, cultural and religious diversity

## Change of role

Partial Revalidation of this module is required when moving to a manager appointment, in which case learners must complete the manager specific validation criteria in light of their new role.

## Check your knowledge

These questions are designed to help you establish what you already know, and the learning you still have left to complete for this module. You should work with your Training Adviser (TA) to identify any learning you have left to complete and how you can complete this. These questions will explore your knowledge on the topics covered; you will need to demonstrate practical experience to meet the requirements of the validation criteria below.

| Topic   | What do you already know?<br>Questions to ask yourself  | Personal confidence rating<br><br>After thinking about your existing knowledge, how would you rate your confidence in this area?<br><br>(1= not confident, 5= very confident) |
|---|---|---|
| <b>Diversity and inclusion – The Scout Association’s policies</b> | Do I know The Scout Association’s Equal Opportunities Policy?                                   |   |
|   | Do I know The Scout Association’s Religious Policy?   |   |
| <b>Diversity and inclusion – your own thoughts</b>                | Can I name some of the things that could influence assumptions about other people?              |   |
|   | Can I explain the definitions of diversity and inclusion, as relevant to The Scout Association? |   |

|   |   |  |
|---|---|--|
| <b>Making Scouting accessible to all</b>        | Can I outline some potential barriers to making Scouting open and accessible to all?  |  |
|   | Can I make suggestions or give examples of how Scouting can be made accessible to everyone and practical adjustments that can be made?            |  |
|   | Can I outline where I can go to get help and support to ensure local Scouting is inclusive, increasingly diverse and reflective of my local area? |  |
| <b>Social, cultural and religious diversity</b> | Can I explain the benefits of having a diverse organisation?  |  |

## Delivery methods

- Course
- One to one
- Small group
- Workbook

## Validation criteria

To validate this module you will need complete **one** of the following:

- outline the Equal Opportunities Policy and explain how you are making Scouting a diverse and inclusive organisation by completing one of the following tasks:
  - show evidence of how you are making Scouting accessible to one or more of the following:
    - those with additional needs
    - girls and young women
    - those of minority ethnic communities
    - those of a variety of religious backgrounds
    - those of a variety of socio-economic backgrounds

Evidence you could use may include one or more of the following: a sectional visit from your Training Adviser observing you running an activity or game to increase awareness of additional needs or equal opportunities, a visit from your Training Adviser observing you running a recruitment event that highlights that Scouting is open to all, a written or verbal statement to your Training Adviser from an observer summarising your role in an activity to make Scouting more accessible, videos or photos of you running an activity or game, an article in a magazine/on the internet showing that Scouting is open to all.

- any other ideas subject to agreement with your Training Adviser

Additional validation criteria can be created in consultation with a Training Adviser if necessary. Any additional validation criteria created will need to check what you have learnt and that you can apply the skills that you have acquired to your role.

**Managers will also need to complete the following:**

- produce a plan to make your Group/ District better reflect the community in which you live and give examples of how you are putting it into action. This could relate to any of the strands of diversity and inclusion
  
- Evidence you could use may include one or more of the following: A visit from your Training Adviser to a meeting where you discuss your plan with members of the Scout Group/District including the actions that will be taken, a copy of the plan along with a discussion with your Training Adviser about how you are putting it into action, a visit from your Training Adviser to an event or activity which has been organised as part of the plan.

The list of evidence provided for each validation criteria is not exhaustive and there may be other forms of evidence that you may wish to use to validate this module. These can be agreed with your Training Adviser. In addition to looking at the evidence, you have provided, your Training Adviser will ask you to review and explain some elements in order to ensure that you have applied your knowledge and understanding in your role.

# 8. SKILLS OF LEADERSHIP

## Aim

To introduce models, tools and techniques that will enable adults to be effective leaders of other adults and of young people.

## Topics covered

Systematic planning

Theory of leadership

Leadership styles

## Change of role

Revalidation of this module is not required for any change of role.

## Check your knowledge

These questions are designed to help you establish what you already know, and the learning you still have left to complete for this module. You should work with your Training Adviser (TA) to identify any learning you have left to complete and how you can complete this. These questions will explore your knowledge on the topics covered; you will need to demonstrate practical experience to meet the requirements of the validation criteria below.

| Topic                       | What do you already know?<br>Questions to ask yourself   | Personal confidence rating<br><br>After thinking about your existing knowledge, how would you rate your confidence in this area?<br><br>(1= not confident, 5= very confident) |
|-----------------------------|--|---|
| <b>Systematic planning</b>  | Do I know what a systematic planning tool is?  |   |
|                             | Can I explain how I would use a systematic planning tool to complete a task?                             |   |
| <b>Theory of leadership</b> | Am I aware of the Action Centred Leadership model and do I know how to apply it?                         |   |
| <b>Leadership styles</b>    | Can I describe a variety of leadership styles?   |   |
|                             | Can I describe ways in which I could develop leadership skills in others (both adults and young people)? |   |

## Delivery methods

Course

One to one

Small group

## Validation criteria

**To validate this module you will need to complete two of the following:**

- use a systematic planning tool to complete a task, provide evidence of your use of the tool and discuss the experience with your Training Adviser

Evidence you could use may include one or more of the following: notes on the planning, execution and review of a task using a systematic planning tool, a written or verbal report to your Training Adviser by an observer describing your completion of a task using a systematic planning tool.

- apply the Action Centred Leadership model to an activity which you have run recently and explain how it helped you to complete the activity

Evidence you could use may include one or more of the following: a discussion with your Training Adviser about an activity you have run recently and how you applied the Action Centred Leadership model to it, a written or verbal report to your Training Adviser by an observer describing the learner applying the action centred leadership model, a written plan for a recent activity showing how the Action Centred Leadership model was applied.

- using a questionnaire, or similar tool, identify your preferred leadership style, and how it impacts on your role in Scouting. Reflect on the four different leadership styles and consider how they inform your working in your Section or Group Leadership Team

Evidence you could use may include one or more of the following: a discussion with your Training Adviser about the four different leadership styles and their role in your section or Group, a discussion with your Training Adviser exploring how your preferred leadership style impacts on your role in Scouting, a questionnaire highlighting your preferred learning style to be discussed with your Training Adviser alongside other evidence.

- produce evidence showing how you have led an event or activity during which your leadership style changed a number of times

Evidence you could use may include one or more of the following: a discussion with your Training Adviser, a written or verbal report to your Training Adviser by an observer about an event or activity where your leadership style changed a number of times, videos showing an event or activity where your leadership style changed a number of times.

- run a game or activity to develop leadership skills in young people or adults

Evidence you could use may include one or more of the following: videos or photos of you running a game or activity to develop leadership skills, a visit from your Training Adviser to observe a game or activity to develop leadership skills, a written or verbal report to your Training Adviser by an observer about a game or activity you have led to develop leadership skills.

- any other ideas subject to agreement with your Training Adviser

Additional validation criteria can be created in consultation with a Training Adviser if necessary. Any additional validation criteria created will need to check what you have learnt and that you can apply the skills that you have acquired to your role.

The list of evidence provided for each validation criteria is not exhaustive and there may be other forms of evidence that you may wish to use to validate this module. These can be agreed with your Training Adviser. In addition to looking at the evidence, you have provided, your Training Adviser will ask you to review and explain some elements in order to ensure that you have applied your knowledge and understanding in your role.

# 9. WORKING WITH ADULTS

## Aim

To understand the underlying functions required to work effectively as a member of an adult team.

## Topics covered

Effective communication

Listening skills

Decision making structures

Representing others

## Change of role

Revalidation of this module is not required for any change of role.

## Check your knowledge

These questions are designed to help you establish what you already know, and the learning you still have left to complete for this module. You should work with your Training Adviser (TA) to identify any learning you have left to complete and how you can complete this. These questions will explore your knowledge on the topics covered; you will need to demonstrate practical experience to meet the requirements of the validation criteria below.

| <b>Topic</b>                   | <b>What do you already know?</b><br>Questions to ask yourself  | <b>Personal confidence rating</b><br><br>After thinking about your existing knowledge, how would you rate your confidence in this area?<br><br>(1= not confident, 5= very confident) |
|--------------------------------|--|--|
| <b>Effective communication</b> | Can I describe how I communicate effectively with others?  |  |
|                                | Can I describe some non-verbal forms of communication?   |  |
| <b>Listening skills</b>        | Can I explain the value of good listening skills when working with others, and when using these is particularly important? |  |
|                                | Can I explain how I can tell if someone is listening and understands what is being communicated?                           |  |

|                                   |  |  |
|-----------------------------------|--|--|
| <b>Decision making structures</b> | Can I explain how decisions in Scouting are made locally?                                |  |
| <b>Representing others</b>        | Can I outline things that I should do when representing the views of others at meetings? |  |

## Delivery methods

Course

Small group

## Validation criteria

To validate this module you will need to complete **two** of the following:

- represent others at a Scout meeting and report back on the decisions made and the reasons for them

Evidence you could use may include one or more of the following: a discussion with your Training Adviser about how you represented others at a Scout meeting, a visit to a Scout meeting by your Training Adviser, a written or verbal report to your Training Adviser from an observer describing you representing others at a Scout meeting.

- demonstrate how you have helped someone make decisions (without breaking confidentiality), including describing the techniques of effective listening and how these were applied

Evidence you could use may include one or more of the following: a discussion with your Training Adviser about how you helped someone make decisions (including describing techniques of effective listening and how these were applied), notes from a meeting with a colleague where you have helped them make decisions (without breaking confidentiality).

- demonstrate your ability to understand different aspects of verbal and non-verbal communication and implement appropriate responses

Evidence you could use may include one or more of the following: a discussion with your Training Adviser about different aspects of verbal and non-verbal communication, a presentation of your own research on different aspects of verbal and non-verbal communication to your Training Adviser or another adult in Scouting.

- any other ideas subject to agreement with your Training Adviser

Additional validation criteria can be created in consultation with a Training Adviser if necessary. Any additional validation criteria created will need to check what you have learnt and that you can apply the skills that you have acquired to your role.

The list of evidence provided for each validation criteria is not exhaustive and there may be other forms of evidence that you may wish to use to validate this module. These can be agreed with your Training Adviser. In addition to looking at the evidence, you have provided, your Training Adviser will

ask you to review and explain some elements in order to ensure that you have applied your knowledge and understanding in your role.

# 10. FIRST AID

## Aim

To cover the skills and knowledge necessary to enable adults to manage an incident and provide basic First Aid.

## Topics covered

First Aid

## Change of role

Revalidation of this module is not required for any change of role.

## Check your knowledge

These questions are designed to help you establish what you already know, and the learning you still have left to complete for this module. You should work with your Training Adviser (TA) to identify any learning you have left to complete and how you can complete this. These questions will explore your knowledge on the topics covered; you will need to demonstrate practical experience to meet the requirements of the validation criteria below.

| Topic                 | What do you already know?<br>Questions to ask yourself  | Personal confidence rating<br><br>After thinking about your existing knowledge, how would you rate your confidence in this area?<br><br>(1 = not confident, 5 = very confident) |
|-----------------------|---|---|
| <b>Course content</b> | Do you hold a First Aid certificate for a course covering the following criteria? <ol style="list-style-type: none"> <li>1 The principles of first aid and initial response (arriving at and managing an incident)</li> <li>2 Emergency life support (DRABC, and the recovery position)</li> <li>3 CPR, including technique for children</li> <li>4 Shock</li> <li>5 Bleeding (major and minor)</li> <li>6 Causes and treatment of unconsciousness</li> <li>7 Choking</li> <li>8 Heat exhaustion, heat-stroke, dehydration and hypothermia</li> <li>9 Burns and scalds</li> <li>10 Fractures and soft tissue injuries</li> <li>11 Minor injuries (for example, cuts, grazes and nosebleeds)</li> <li>12 Meningitis</li> </ol> |   |

## Delivery methods

**The learning for this module should be completed using one of the following delivery methods:**

First Response –The First Response certificate is designed specifically for adults in Scouting, based on the situations and issues that occur within those roles. It is not therefore externally recognised. It can be delivered externally, or by an individual within Scouting who has a full first aid certificate. Further guidance can be found on the members are of our website.

External first aid course that covers the criteria listed in the first aid guidance in the members are on [scouts.org.uk](https://www.scouts.org.uk).

## Validation criteria

**To validate this module you will need to:**

- hold a current First Aid certificate that meets or exceeds the minimum standard of First Response (outlined in the Check Your Knowledge quiz above)
  
- if a first aid certificate that does not cover all of the minimum criteria of First Response is held, you must demonstrate to your Training Adviser that you have developed the knowledge and practical knowledge to address the additional criteria in a first aid incident

# 11. ADMINISTRATION

## Aim

To provide information and best practice on how to manage administrative tasks in Scouting.

## Topics covered

Administrative tasks and record keeping

Member record management and the Data Protection Act

Financial responsibilities and best practice

Insurance arrangements

## Change of role

Revalidation of this module is not required for any change of role.

## Check your knowledge

These questions are designed to help you establish what you already know, and the learning you still have left to complete for this module. You should work with your Training Adviser (TA) to identify any learning you have left to complete and how you can complete this. These questions will explore your knowledge on the topics covered; you will need to demonstrate practical experience to meet the requirements of the validation criteria below.

| Topic   | What do you already know?<br>Questions to ask yourself  | Personal confidence rating<br><br>After thinking about your existing knowledge, how would you rate your confidence in this area?<br><br>(1= not confident, 5= very confident) |
|---|---|---|
| <b>Administrative tasks and record keeping</b>              | Can I outline some of the administrative tasks that need to be completed in the section I support, Group, District or County? |   |
|   | Can I explain why record keeping is so important?   |   |
| <b>Member record management and the Data Protection Act</b> | Can I outline how information on adults and young people can be recorded and stored?  |   |
|   | Am I aware of the Data Protection Act and how records kept are affected by it?  |   |

|   |   |  |
|---|---|--|
| <b>Financial responsibilities and best practice</b> | Can I outline the financial records that need to be kept in my Group, District or County? |  |
|   | Can I give some examples of financial record keeping best practice?                       |  |
| <b>Insurance arrangements</b>                       | Can I explain who is covered by The Scout Association's liability insurance policy?       |  |

## Delivery methods

Course

One to one

Small group

Workbook

## Validation criteria

To validate this module you will need to complete **one** of the following:

- demonstrate accurate and appropriate maintenance of administrative and financial records relevant to your role, in accordance with Policy, Organisation and Rules and the Data Protection Act

Evidence you could use may include one or more of the following: written material such as record books, member records, spreadsheets or databases that demonstrate accurate and appropriate maintenance of administrative and financial records (the exact format of the evidence will depend on the methods used to record necessary data), a written or verbal statement to your Training Adviser by an observer to testify that you maintain accurate administrative and financial records relevant to your role, in accordance with Policy, Organisation and Rules and the Data Protection Act.

- any other ideas subject to agreement with your Training Adviser

Additional validation criteria can be created in consultation with a Training Adviser if necessary. Any additional validation criteria created will need to check what you have learnt and that you can apply the skills that you have acquired to your role.

The list of evidence provided for each validation criteria is not exhaustive and there may be other forms of evidence that you may wish to use to validate this module. These can be agreed with your Training Adviser. In addition to looking at the evidence, you have provided, your Training Adviser will ask you to review and explain some elements in order to ensure that you have applied your knowledge and understanding in your role.

# 12(A). DELIVERING A QUALITY PROGRAMME

## Aim

To provide Leaders, Managers and Supporters with information about how we deliver Scouting to young people, and how we ensure it meets their needs.

## Topics covered

Key elements of the programme for each section

Badges and Awards

Reviewing the programme

The Young Leaders' Scheme

Youth Shaped Scouting

## Change of role

Partial Revalidation of this module is required when moving to a Manager or Supporter appointment; in which case learners must complete one of the manager specific validation criteria in light of their new role.

## Check your knowledge

These questions are designed to help you establish what you already know, and the learning you still have left to complete for this module. You should work with your Training Adviser (TA) to identify any learning you have left to complete and how you can complete this. These questions will explore your knowledge on the topics covered; you will need to demonstrate practical experience to meet the requirements of the validation criteria below.

| Topic  | What do you already know?<br>Questions to ask yourself                          | Personal confidence rating<br><br>After thinking about your existing knowledge, how would you rate your confidence in this area?<br><br>(1= not confident, 5= very confident) |
|--|---|---|
| Key elements of the programme for each section | Can I identify the key elements that make up the programme?                     |   |
|  | Do I know the six areas which are key to the development needs of young people? |   |
|  | Can I identify the three themes of the programme?                               |   |

|                                  |  |  |
|----------------------------------|--|--|
|                                  | Do I know the underlying themes of the programme?  |  |
|                                  | Do I know what a quality programme looks like?   |  |
| <b>Badges and Awards</b>         | Do I know about the badges and awards for the section I support?   |  |
|                                  | Do I know where to find more information about badges and awards for the section I support?              |  |
| <b>Reviewing the programme</b>   | Do I know what to look for when reviewing a programme?   |  |
|                                  | Do I know what a quality checker is and what its purpose is?   |  |
|                                  | Do I know how to adapt a programme to ensure its quality?  |  |
| <b>The Young Leaders' Scheme</b> | Do I know the aims of the Young Leaders' Scheme?   |  |
|                                  | Do I know who can be a Young Leader?   |  |
|                                  | Can I identify some ways to involve Young Leaders as a part of the leadership team?                      |  |
|                                  | Do I know what the modules and missions are and how I am able to support the completion of the missions? |  |
|                                  | Do I know where to find out more information about the Young Leaders' Scheme?                            |  |
| <b>Youth Shaped Scouting</b>     | Do I understand what Youth Shaped Scouting looks like and what value it brings?                          |  |
|                                  | Do I know what the methods of Youth Shaped Scouting are?   |  |
|                                  | Can I identify the seven levels of Youth Involvement; and where I would place the section?               |  |
|                                  | Do I know where to find further support?   |  |

## Delivery methods

- Course
- One to one
- Small Group
- e-learning

## Validation criteria

**To validate this module you will need to complete the following:**

- discuss your responses to the questions in the Check your Knowledge chart with your Training Adviser

**Managers and Supporters will also need to complete one of the following:**

- complete a programme review with a section leadership team and outline the adaptations made to ensure a quality programme

Evidence you could use may include one or more of the following: a copy of the completed programme review; a visit from your training advisor to the programme review; a verbal or written statement to your Training Adviser from an observer describing your contribution to the review; a discussion with your Training Adviser covering the aspects of the programme review and the adaptations made.

- take part in a planning session with a section leadership team, ensuring you cover the key elements of the programme

Evidence you could use may include one or more of the following: a copy of the completed programme plan; a visit from your Training Adviser to the programme planning session; a verbal or written statement to your Training Adviser from an observer describing your contribution to the session; a discussion with your Training Adviser covering the aspects of the programme created including the key elements included.

- show evidence of how you are providing and/or promoting Youth Shaped Scouting as part of your role

Evidence you could use may include one or more of the following: written or verbal feedback you have gained from young people and a discussion with your Training Adviser about how you have made use of the feedback; a visit from your Training Adviser to a youth forum or council that you have enabled in some way; a verbal or written statement to your Training Adviser from an observer explaining how you have involved young people in deciding their programme.

- show evidence of how you are supporting the delivery of a quality programme as part of your role

Evidence you could use may include one or more of the following: inviting your Training Adviser to observe a visit to a section and discussing the support available with the leadership team; planning material from the delivery of a District or County event for a section; showing how you have supported a training team to deliver training to new adults in Scouting; minutes from a District team meeting where you have discussed how to support a group or section; showing how you have mentored an adult new to Scouting in the delivery of a quality programme.

- any other ideas subject to agreement with your Training Adviser

Additional validation criteria can be created in consultation with a Training Adviser if necessary. Any additional validation criteria created will need to check what you have learnt and that you can apply the skills that you have acquired to your role.

**Section Leaders are also required to complete Module 12(B): Programme Planning.**

The list of evidence provided for each validation criteria is not exhaustive and there may be other forms of evidence that you may wish to use to validate this module. These can be agreed with your Training Adviser. In addition to looking at the evidence, you have provided, your Training Adviser will ask you to review and explain some elements in order to ensure that you have applied your knowledge and understanding in your role.

# 12(B). PROGRAMME PLANNING

## Aim

To provide Section Leaders with an opportunity to plan and review a sectional programme including the use of a variety of methods to generate programme ideas.

## Topics covered

How to create an exciting and relevant programme

How to generate programme ideas

How to review a programme to enhance it

## Change of role

Revalidation of this module is required for change of Section.

## Check your knowledge

These questions are designed to help you establish what you already know, and the learning you still have left to complete for this module. You should work with your Training Adviser (TA) to identify any learning you have left to complete and how you can complete this. These questions will explore your knowledge on the topics covered; you will need to demonstrate practical experience to meet the requirements of the validation criteria below.

| Topic   | What do you already know?<br>Questions to ask yourself    | Personal confidence rating<br><br>After thinking about your existing knowledge, how would you rate your confidence in this area?<br><br>(1= not confident, 5= very confident) |
|---|---|---|
| <b>How to create an exciting and relevant programme</b> | Do I know how to create an exciting programme?            |   |
| <b>How to generate programme ideas</b>                  | Do I know how to generate programme ideas?                |   |
| <b>How to review a programme to enhance it</b>          | Do I know how to review a programme?                      |   |
|   | Do I know how to use a quality programme checker?         |   |
|   | Do I know how to adapt a programme to ensure its quality? |   |

## Delivery methods

Course

One to One

Small Group

## Validation criteria

**To validate this module you will need to:**

- discuss the Check your Knowledge questions with the Training Adviser

**And complete two of the following:**

- produce a Programme Plan (minimum one month). You should take into consideration:
  - the key themes of the programme
  - the underlying themes of the programme
  - incorporating a range of programme methods
  - how young people are involved in the programme planning process
  - whether activities relate to badges and awards

Evidence you could use may include one or more of the following: a visit from your Training Adviser to a programme planning meeting; a verbal or written statement to your Training Adviser from an observer describing a programme planning meeting you have attended; programme plans and programme review documents; discussion with your Training Adviser about taking part in a programme planning meeting, focusing on how you incorporated the elements listed into the programme plan and accompanied by another form of evidence.

- review your programme and produce evidence for how your review has improved the quality of future programmes and the programme planning process

Evidence you could use may include one or more of the following: a visit from your Training Adviser observing you completing a programme review; a verbal or written statement to your Training Adviser from an observer describing a programme review you have conducted; programme plans and programme review documents; discussion with your Training Adviser about completing a programme review, focusing on how you improved future programmes using the results of the programme review and accompanied by another form of evidence.

- any other ideas subject to agreement with your Training Adviser

Additional validation criteria can be created in consultation with a Training Adviser if necessary. Any additional validation criteria created will need to check what you have learnt and that you can apply the skills that you have acquired to your role.

The list of evidence provided for each validation criteria is not exhaustive and there may be other forms of evidence that the learner may wish to use to validate this module. These can be agreed between you and the Learner. In addition to looking at the evidence the learner provides, you will need to review and prompt them to explain some elements of the evidence in order to ensure that they have applied their knowledge and understanding in their role.

# 13. GROWING THE SECTION

## Aim

To cover ways in which an adult volunteering in a section can assist their line manager and others to plan for and contribute to the growth of their section and/or group.

## Topics covered

- The importance of growth in Scouting
- Recruitment and retention of young people
- Recruitment and retention of adults
- Tools and support to help develop the sections

## Change of role

Revalidation is required when changing sections or changing from a supporter role to a leader role.

## Check your knowledge

These questions are designed to help you establish what you already know, and the learning you still have left to complete for this module. You should work with your Training Adviser (TA) to identify any learning you have left to complete and how you can complete this. These questions will explore your knowledge on the topics covered; you will need to demonstrate practical experience to meet the requirements of the validation criteria below.

| Topic  | What do you already know?<br>Questions to ask yourself   | Personal confidence rating<br><br>After thinking about your existing knowledge, how would you rate your confidence in this area?<br><br>(1= not confident, 5= very confident) |
|--|--|---|
| <b>The importance of growth in Scouting</b>      | Can I explain why growth is important?   |   |
|  | Can I suggest ways in which I can help the section I support and my group to grow?               |   |
| <b>Recruitment and retention of young people</b> | Can I suggest ways in which young people can be recruited to the section I support and my group? |   |

|   |  |  |
|---|--|--|
|   | Can I suggest ways in which young people in the section I support and my group can be retained?                              |  |
| <b>Recruitment and retention of adults</b>            | Can I suggest ways in which adults can be recruited to the section I support and my group?                                   |  |
|   | Can I suggest ways in which adults in the section I support and my group can be retained?                                    |  |
|   | Can I suggest ways in which adults in the section I support and my group can be supported in their roles?                    |  |
| <b>Tools and support to help develop the sections</b> | Can I outline tools that could be used to help ensure that Scouting continues to grow in the section I support and my group? |  |
|   | Can I outline some sources of support that are available to help with growth?  |  |
|   | Do I know what a development plan is and what should be included in it?  |  |
|   | Do I know how a section development plan can contribute to a wider group one?  |  |

## Delivery methods

Course

One to one

Small group

Workbook

## Validation criteria

### To validate this module you will need to:

- explain the role that you play in the recruitment and retention of young people and adults and explain why growing Scouting is important; giving examples of new members (adults or young people) who have joined Scouting as a direct result of action you have undertaken, and the steps that you took to enable this to happen

### And complete two of the following:

- work with others to produce and implement a development plan for your section or group

Evidence you could use may include one or more of the following: a section or group development plan, a verbal or written statement to your Training Adviser from an observer describing your role in producing a development plan and giving examples of how you are implementing it, discussion with your Training Adviser of producing and implementing a development plan, this should focus on how you implemented the development plan to grow your Section or Group and be accompanied by another form of evidence.

- run or take part in a recruitment event to help grow your section and group

Evidence you could use may include one or more of the following: a visit from your Training Adviser to observe a recruitment event to help grow your section or Group, a verbal or written statement to your Training Adviser from an observer describing your role in a recruitment evening, discussion with your Training Adviser of a recruitment evening you have taken part in, this should focus on how your role in the evening and be accompanied by another form of evidence.

- give examples of how you are being flexible and meeting the needs, wants and time commitments of adults when recruiting them

Evidence you could use may include one or more of the following: a visit from your Training Adviser to a meeting with potential new recruits, a verbal or written statement to your Training Adviser from an observer describing your role in meeting with potential new recruits and outlining how you can be flexible to meet their needs, wants and times; discussion with your Training Adviser, this should focus on examples of how you are being flexible and meeting the needs, wants and time commitments of adults when recruiting them and be accompanied by another form of evidence.

- demonstrate how you have effectively used the transfer methods between sections, your role in Moving On, Membership Awards and age-range flexibility, giving examples of young people who you have recently helped to move between sections, reviewing anything you think could be done better in future

Evidence you could use may include one or more of the following: a moving on plan for the young people in the section you support, a verbal or written statement to your Training Adviser from an observer describing your role in successfully helping young people to move between sections and giving examples of how this was done, discussion with your Training Adviser this should focus on your moving on process and highlighting anything you think could be done better in future and be accompanied by another form of evidence.

- any other ideas subject to agreement with your Training Adviser

Additional validation criteria can be created in consultation with a Training Adviser if necessary. Any additional validation criteria created will need to check what you have learnt and that you can apply the skills that you have acquired to your role.

The list of evidence provided for each validation criteria is not exhaustive and there may be other forms of evidence that you may wish to use to validate this module. These can be agreed with your Training Adviser. In addition to looking at the evidence, you have provided, your Training Adviser will ask you to review and explain some elements in order to ensure that you have applied your knowledge and understanding in your role.

# 14. YOUNG PEOPLE TODAY

## Aim

To enable adults working with sections to identify the needs of young people.

## Topics covered

Characteristics and needs of young people of varying ages

Influences on young people

The role of leaders in responding to the needs of young people

## Change of role

Revalidation of this module is required when changing sections or changing from a supporter role to a leader role.

## Check your knowledge

These questions are designed to help you establish what you already know, and the learning you still have left to complete for this module. You should work with your Training Adviser (TA) to identify any learning you have left to complete and how you can complete this. These questions will explore your knowledge on the topics covered; you will need to demonstrate practical experience to meet the requirements of the validation criteria below.

| Topic  | What do you already know?<br>Questions to ask yourself  | Personal confidence rating<br><br>After thinking about your existing knowledge, how would you rate your confidence in this area?<br><br>(1= not confident, 5= very confident) |
|--|---|---|
| <b>Characteristics and needs of young people of varying ages,</b><br><br><b>Influences on young people &amp; the role of leaders</b> | Can I identify the needs and characteristics of young people in the section I support and the sections above and below the section I support?                         |   |
|  | Can I outline how Scouting responds to the needs and characteristics of young people in the section I support and the sections above and below the section I support? |   |

|  |  |  |
|--|--|--|
|  | Can I identify several potential influences on young people in the section I support and the sections above and below the section I support? |  |
|  | Can I identify ways that I, as a Leader, can respond to the needs of young people in the section I support?                                  |  |

## Delivery methods

Course

One to one

Small group

Workbook

## Validation criteria

To validate this module you will need to complete one of the following:

- discuss your responses to the questions in the Check your Knowledge chart with your Training Adviser and reflect on how a) Scouting, and b) your role as a leader, responds to the needs, characteristics and influences on young people in your section. You will need to provide practical evidence of one of the following:
  - a game or activity that responds to identified needs, characteristics or influences on the young people in the section you support

Evidence you could use may include one or more of the following: a sectional visit from your Training Adviser, notes for running a game or activity for the section, a verbal or written statement to your Training Adviser from an observer describing a game you have run with your section

- working with young people in the section you support to identify their needs, characteristics and influences

Evidence you could use may include one or more of the following: a sectional visit from your Training Adviser, notes for running a session with the young people in the section about their needs, characteristics and influences, a verbal or written statement to your Training Adviser from an observer describing how you have worked with the young people in the section to identify their needs, characteristics and influences.

- a section programme which responds to the needs, characteristics or influences on the young people in the section you support

Evidence you could use may include one or more of the following: programme plans or programme review documents, a verbal or written statement to your Training Adviser from an observer describing how you have designed a programme to respond to the needs characteristics and influences of the young people in the section you support, discussion with your Training Adviser, this should focus on your role in designing a programme to respond to the needs characteristics

and influences of the young people in the section you support and be accompanied by another form of evidence.

- any other ideas subject to agreement with your Training Adviser

Additional validation criteria can be created in consultation with a Training Adviser if necessary. Any additional validation criteria created will need to check what you have learnt and that you can apply the skills that you have acquired to your role.

The list of evidence provided for each validation criteria is not exhaustive and there may be other forms of evidence that you may wish to use to validate this module. These can be agreed with your Training Adviser. In addition to looking at the evidence, you have provided, your Training Adviser will ask you to review and explain some elements in order to ensure that you have applied your knowledge and understanding in your role.

# 15. CHALLENGING BEHAVIOUR

## Aim

To enable adults to understand, prevent and manage challenging behaviour in their sections

## Topics covered

Identifying types, causes and solutions for challenging/disruptive behaviour

Acceptable standards for young people and adults and section codes of conduct

Additional help and support for challenging behaviour

Dismissal procedures in POR for young people

## Change of role

Revalidation of this module is required when changing sections or changing from a supporter role to a leader role.

## Check your knowledge

These questions are designed to help you establish what you already know, and the learning you still have left to complete for this module. You should work with your Training Adviser (TA) to identify any learning you have left to complete and how you can complete this. These questions will explore your knowledge on the topics covered; you will need to demonstrate practical experience to meet the requirements of the validation criteria below.

| Topic   | What do you already know?<br>Questions to ask yourself   | Personal confidence rating<br><br>After thinking about your existing knowledge, how would you rate your confidence in this area?<br><br>(1= not confident, 5= very confident) |
|---|--|---|
| <b>Identifying types, causes and solutions for challenging/disruptive behaviour</b> | Can I identify some of the challenging behaviours young people in the section I support might present? |   |
|   | Can I identify causes or triggers and solutions for dealing with challenging behaviour?                |   |
| <b>Acceptable standards for young people and adults and section code of conduct</b> | Can I describe who in the section is responsible for setting and enforcing acceptable behaviour?       |   |

|   |  |  |
|---|--|--|
|   | Can I outline what I would include in an effective section code of conduct and the process for creating one?                           |  |
| Additional help and support for challenging behaviour | Do I know who can provide further support with managing challenging behaviour in the section I support?                                |  |
| Dismissal procedures in POR for young people          | Do I know where to find the policy on the dismissal of a young person from a section due to prolonged unacceptable behavioural issues? |  |

## Delivery methods

Course

One to one

Small group

Workbook

## Validation criteria

To validate this module you will need to complete **two** of the following:

- develop or review an action plan or section code of conduct for managing challenging behaviour in your section, taking into account:
  - the types, causes and triggers of challenging behaviour
  - actions aimed at reducing triggers and causes of challenging behaviour that are within your control
  - appropriate actions for different circumstances
  - sources of additional support for managing challenging behaviour
  - how this would be agreed with young people and adults in the section

Evidence you could use may include one or more of the following: a section code of conduct, notes from a meeting with the young people in the section to create of a section code of conduct, an action plan for managing challenging behaviour in the section, a sectional visit from your Training Adviser, a verbal or written statement to your Training Adviser from an observer describing your role in developing an action plan or section code of conduct, notes from a meeting with parents to develop an action plan for managing challenging behaviour, discussion with your Training Adviser, this should focus on your role in developing an action plan or section code of conduct and be accompanied by another form of evidence.

- describe an incident where you have dealt with challenging behaviour successfully and appropriately

Evidence you could use may include one or more of the following: notes from a meeting with a young person to manage challenging behaviour, an action plan for managing an incident of challenging behaviour in the section, a sectional visit from your Training Adviser, a verbal or written

statement to your Training Adviser from an observer describing your role in dealing with an incident of challenging behaviour, notes from a meeting with parents to develop an action plan for managing an individual's challenging behaviour, discussion with your Training Adviser, this should focus on your role in developing an action plan or section code of conduct and be accompanied by another form of evidence.

- plan and run a game or activity that explores acceptable and unacceptable behaviour with the young people of your section

Evidence you could use may include one or more of the following: a sectional visit from your Training Adviser, notes from a game or activity run with the young people from your section, a verbal or written statement to your Training Adviser from an observer describing a game or activity you have run with the young people in the section, discussion with your Training Adviser, this should focus on a game or activity you have run with the young people in the section and be accompanied by another form of evidence.

- any other ideas subject to agreement with your Training Adviser

Additional validation criteria can be created in consultation with a Training Adviser if necessary. Any additional validation criteria created will need to check what you have learnt and that you can apply the skills that you have acquired to your role.

The list of evidence provided for each validation criteria is not exhaustive and there may be other forms of evidence that you may wish to use to validate this module. These can be agreed with your Training Adviser. In addition to looking at the evidence, you have provided, your Training Adviser will ask you to review and explain some elements in order to ensure that you have applied your knowledge and understanding in your role.

# 16. INTRODUCTION TO RESIDENTIAL EXPERIENCES

## Aim

An overview of the role of residential experiences for young people in Scouting, and their organisation and planning.

## Topics covered

The role of residential experiences in the development of young people

Organisation and administration of residential experiences

Skills required within a team running a residential experience

The Nights Away Permit Scheme

Support and further information for planning a residential experience

**Please note that the nights away permit scheme is operated separately from the Adult Training Scheme. You will be required to complete additional training and assessment separately from the completion and validation of this module if you wish to achieve a Nights Away Permit.**

## Change of role

Revalidation of this module is only required if the new role contains a substantial increase in responsibility for residential experiences. The revalidation for this module should be discussed with your line manager and Training Adviser to determine whether it is necessary in your new role.

## Check your knowledge

These questions are designed to help you establish what you already know, and the learning you still have left to complete for this module. You should work with your Training Adviser (TA) to identify any learning you have left to complete and how you can complete this. These questions will explore your knowledge on the topics covered; you will need to demonstrate practical experience to meet the requirements of the validation criteria below.

| Topic   | What do you already know?<br>Questions to ask yourself  | Personal confidence rating<br><br>After thinking about your existing knowledge, how would you rate your confidence in this area?<br><br>(1= not confident, 5= very confident) |
|---|---|---|
| <b>The role of residential experiences in the development of young people</b> | Can I outline the role of residential experiences in the development of young people in Scouting? |   |

|  |  |  |
|--|--|--|
| <b>Organisation and administration of residential experiences</b>            | Do I know the key tasks that need to be completed in planning and organising a residential experience? |  |
| <b>The skills required within a team running a residential experience</b>    | Can I identify how to build a team for a residential experience, ensuring a mixture of skills?         |  |
| <b>The Nights Away Permit scheme</b>   | Can I explain the purpose of the Nights Away Permit scheme?  |  |
|  | Can I identify where rules and policies for Nights Away Permits can be found?                          |  |
|  | Can I explain the purpose of the Nights Away Event Passport scheme?                                    |  |
| <b>Support and further information for planning a residential experience</b> | Can I identify where rules and policies around residential experiences can be found?                   |  |
|  | Do I know where to find information about running international residential experiences?               |  |

## Delivery methods

Course

One to one

Small group

## Validation criteria

**If the learner holds the Nights Away Permit, this will count as validation for this module.**

**To validate this module you will need to:**

- complete the Residential Experiences Quiz with your Training Adviser

Evidence: The completed Residential Experiences Quiz included with this module, you will need to reflect on your answers with your Training Adviser.

**And complete one of the following:**

- assist with planning and supporting a residential experience and describe or show evidence of how the role that you played in planning and supporting this event addressed two of the following areas:
  - the main aspects of organisation and administration
  - selecting a team and the roles undertaken by the team
  - appropriate adult to young person ratios
  - identifying and dealing with potential issues (logistics, behaviour, budget)
  - where additional support and information can be gathered

Evidence you could use may include one or more of the following: team rotas, letters to parents or contingency planning documents from a residential experience, a visit to a camp briefing by your Training Adviser, a written or verbal statement to your Training Adviser from an observer describing your role in planning or supporting a residential experience, discussion with your Training Adviser, this should focus on the role that you played in planning or supporting the residential experience and be accompanied by another form of evidence.

- show evidence of how you are promoting and providing opportunities for young people in the section to take part in residential experiences, and describe how these opportunities are benefiting the young people in the section

Evidence you could use may include one or more of the following: discussion with your Training Adviser, this should focus on your role in promoting and providing opportunities for residential experiences to the young people in your section and be accompanied by another form of evidence, paperwork produced to promote and provide opportunities for young people in the section. A sectional visit from your Training Adviser, a written or verbal statement to your Training Adviser from an observer describing your role in providing opportunities for residential experiences to young people through assisting with information evenings, or games and activities to support residential experiences.

- any other ideas subject to agreement with your Training Adviser

Additional validation criteria can be created in consultation with a Training Adviser if necessary. Any additional validation criteria created will need to check what you have learnt and that you can apply the skills that you have acquired to your role.

The list of evidence provided for each validation criteria is not exhaustive and there may be other forms of evidence that you may wish to use to validate this module. These can be agreed with your Training Adviser. In addition to looking at the evidence, you have provided, your Training Adviser will ask you to review and explain some elements in order to ensure that you have applied your knowledge and understanding in your role.

## Residential Experiences Quiz

1. Why do we have a Nights Away Permit scheme?
2. What are the four types of Nights Away Permit available to adults in Scouting?
  - 
  - 
  - 
  -
3. True or False?
  - a) The type of permit available is based on the section an adult volunteers with
  - b) A Section Leader can lead an event for another section if they hold the correct permit
4. What is the maximum possible term for each type of permit?
5. Is a Nights Away Permit needed for each County/Area/Region in which you camp?
6. Family camps are a good way to enthuse parents. Which sections can attend a family camp?
7. What are the specific rules for Beaver Scouts attending a family camp? Where can you find this information?
8. True or false?
  - a) Parents don't need to have any criminal records checks to attend a family camp
  - b) Parents or supporters will need to have extra insurance to cover them on a family camp
9. How may international residential experiences be organised?
10. Where can you find more information about international residential experiences?
11. What are Nights Away Event Passports and who are they for?
12. True or false?
  - a) Any Permit holder can grant a Nights Away Event Passport
  - b) The Permit Holder who grants the Nights Away Event Passport must attend the event
  - c) The Nights Away Event Passport can only be used by under 18s but they can be used for multiple events

# 17. RUNNING SAFE ACTIVITIES

## Aim

To enable adults to plan and run exciting, safe and developmental activities for the young people in their section.

## Topics covered

The importance of activities as a regular part of a balanced programme

The processes that need to be followed to carry out any indoor or outdoor activities in Scouting

Managing groups during the activity, including the Leader in Charge principle

Planning suitable activities, with appropriate risk assessment and communication

InTouch system, activity rules, parental permission, and procedures in event of an accident or incident

## Change of role

Revalidation of this module is required when changing from a supporter role to a leader role.

## Check your knowledge

These questions are designed to help you establish what you already know, and the learning you still have left to complete for this module. You should work with your Training Adviser (TA) to identify any learning you have left to complete and how you can complete this. These questions will explore your knowledge on the topics covered; you will need to demonstrate practical experience to meet the requirements of the validation criteria below.

| Topic   | What do you already know?<br>Questions to ask yourself   | Personal confidence rating<br><br>After thinking about your existing knowledge, how would you rate your confidence in this area?<br><br>(1= not confident, 5= very confident) |
|---|--|---|
| <b>The importance of activities as a regular part of a balanced programme</b>     | Can I identify why activities are an important part of the programme, particularly outdoor activities?               |   |
|   | Can I identify which activities members are not allowed to take part in according to Policy, Organisation and Rules? |   |
| <b>The processes that need to be followed to carry out any balanced programme</b> | Can I identify the process/steps for undertaking any Scout- led activity?  |   |
|   | Can I identify the process/steps for undertaking any externally- led activity?                                       |   |

|   |   |  |
|---|---|--|
|   | Do I know which activities require adventurous activity permits and where I can find more information about how to apply for one?   |  |
| <b>Managing parties during the activity, including the leader in charge principle</b>                           | Can I outline the role and responsibilities of the Leader in Charge?  |  |
|   | Can I outline why it is important to ensure that every Scouting event or activity has a designated Leader in Charge?                |  |
| <b>Planning suitable activities, with appropriate risk assessment and communication</b>                         | What is a risk assessment and why is it important?<br><br>How would I carry out a risk assessment for an activity or event?         |  |
|   | Do I understand how I can promote the creation of a culture of safety and how communications can be promoted locally?               |  |
| <b>InTouch system, activity rules, parental permission, and procedures in event of an accident or incident.</b> | Can I identify what the InTouch system is, and why it is important to have an effective InTouch system in place for all activities? |  |
|   | Can I list the processes that are in place in case of an accident, incident or near miss and who I should report them to?           |  |
|   | Do I know where support and guidance for running activities can be found?   |  |

## Delivery methods

Course

One to one

Small group

Workbook

## Validation criteria

To validate this module you will need to complete two of the following:

- plan, or assist in planning, an activity taking into account:
  - the age, experience, fitness and additional needs of the group
  - the rules related to the activity (including adult to young person ratios; any activity rules; gaining approval from the relevant commissioner; etc.)
  - any clothing, footwear, personal and group equipment needed for the activity and anticipated weather conditions
  - the need for a risk assessment to be carried out and communicated effectively
  - the need for an InTouch system to be in place

Evidence you could use may include one or more of the following: a visit from your Training Adviser to a programme planning meeting, a written or verbal statement to your Training Adviser from an observer describing your role in planning an activity for the section, programme plans, risk assessments, InTouch procedure documents, registers, and letters to parents or budgets, discussion with your Training Adviser, this should focus on how you incorporated the criteria above when planning an activity for the section and should be accompanied by another form of evidence.

- act as the leader in charge for an activity, taking into account the need to:
  - oversee the activity (ensuring that registers, headcounts etc. are in place)
  - co-ordinate the adults involved in the activity, allocating roles to specific adults and ensuring that they are clear on what they need to do
  - communicate relevant instructions, guidance and rules to young people involved in the activity
  - carry out dynamic risk assessment

Evidence you could use may include one or more of the following: a sectional visit from your Training Adviser to observe you acting as the leader in charge for an activity for the section, a written or verbal statement to your Training Adviser from an observer describing your role in acting as the Leader in Charge for an activity for the section, Programme plans, risk assessments, InTouch procedure documents, registers, letters to parents or budgets, showing the perspective of the Leader in Charge, discussion with your Training Adviser, this should focus on how you incorporated the criteria above acting as the Leader in Charge for an activity and should be accompanied by another form of evidence.

- any other ideas subject to agreement with your Training Adviser

Additional validation criteria can be created in consultation with a Training Adviser if necessary. Any additional validation criteria created will need to check what you have learnt and that you can apply the skills that you have acquired to your role.

The list of evidence provided for each validation criteria is not exhaustive and there may be other forms of evidence that you may wish to use to validate this module. These can be agreed with your Training Adviser. In addition to looking at the evidence, you have provided, your Training Adviser will ask you to review and explain some elements in order to ensure that you have applied your knowledge and understanding in your role.

# 18. PRACTICAL SKILLS

## Aim

To encourage adults to gain and develop practical skills for the benefit of the young people in their section.

## Topics covered

Learning practical skills

Sharing practical skills with young people

## Change of role

Revalidation of this module is required when changing sections or changing from a Supporter role to a Leader role.

## Check your knowledge

These questions are designed to help you establish what you already know, and the learning you still have left to complete for this module. You should work with your Training Adviser to identify any learning you have left to complete and how you can complete this. These questions will explore your knowledge on the topics covered; you will need to demonstrate practical experience to meet the requirements of the validation criteria below.

| Topic   | What do you already know?<br>Questions to ask yourself  | Personal confidence rating<br><br>After thinking about your existing knowledge, how would you rate your confidence in this area?<br><br>(1= not confident, 5= very confident) |
|---|---|---|
| Learning practical skills required and sharing practical skills with young people | Do I know at least two practical skills that can be used in a Scouting programme?                         |   |
|   | Can I explain how to ensure that these practical skills are appropriate to the section I work with?       |   |
|   | Can I identify the safety and risk assessment procedures involved in training others in practical skills? |   |
|   | Do I know how to effectively teach practical skills to young people?                                      |   |

## Delivery methods

Course

Small group

## Validation criteria

To validate this module the learner will need to complete **two** of the following:

- learn or develop a practical skill which can be used in Scouting

Evidence you could use may include one or more of the following: a visit from your Training Adviser, a written or verbal statement to your Training Adviser from an observer describing you demonstrating a practical skill you have learnt or developed; paperwork such as a qualification in a practical skill, photos or videos of you learning or developing a skill, discussion with your Training Adviser this will focus on your experience learning or developing a practical skill and should be accompanied by another form of evidence.

- instruct a young person in carrying out two practical skills, ensuring that:
  - the skill is appropriate for the section the young person belongs to
  - the young person is aware of, and follows, safety and risk assessment procedures

Evidence you could use may include one or more of the following: a visit from your Training Adviser, a written or verbal statement to your Training Adviser from an observer describing you instructing young people in a practical skill, Programme plans, instructions for carrying out a practical skill, risk assessments for an activity carrying out a practical skill, photos or videos of you instructing a young person in a practical skill, discussion with your Training Adviser, this will focus on your role instructing a young person in a practical skill and should be accompanied by another form of evidence.

- demonstrate two practical skills, at least one of these skills is one that you have learnt or developed in your role in Scouting, ensuring that:
  - the skill is appropriate for the section the young person belongs to
  - safety and risk assessment procedures are followed appropriately

Evidence you could use may include one or more of the following: a visit from your Training Adviser, a written or verbal statement to your Training Adviser from an observer describing you demonstrating a practical skill you have learnt or developed, photos or videos of you demonstrating two practical skills, a qualification in a practical skill, programme plans, instructions for carrying out a practical skill, risk assessments for carrying out a practical skill discussion with your Training Adviser, this will focus on you demonstrating a practical skill and should be accompanied by another form of evidence.

- any other ideas subject to agreement with your Training Adviser

Additional validation criteria can be created in consultation with a Training Adviser if necessary. Any additional validation criteria created will need to check what you have learnt and that you can apply the skills that you have acquired to your role.

The list of evidence provided for each validation criteria is not exhaustive and there may be other forms of evidence that you may wish to use to validate this module. These can be agreed with your

Training Adviser. In addition to looking at the evidence, you have provided, your Training Adviser will ask you to review and explain some elements in order to ensure that you have applied your knowledge and understanding in your role.

# 19. INTERNATIONAL

## Aim

To provide an international focus appropriate to their section and appreciate the global nature of Scouting

## Topics covered

- The nature of world Scouting
- International events
- International aspects of the balanced programme
- Benefits of international activities to young people

## Change of role

Revalidation of this module is not required for any change of role.

## Check your knowledge

These questions are designed to help you establish what you already know, and the learning you still have left to complete for this module. You should work with your Training Adviser to identify any learning you have left to complete and how you can complete this. These questions will explore your knowledge on the topics covered; you will need to demonstrate practical experience to meet the requirements of the validation criteria below.

| Topic  | What do you already know?<br>Questions to ask yourself  | Personal confidence rating<br><br>After thinking about your existing knowledge, how would you rate your confidence in this area?<br><br>(1= not confident, 5= very confident) |
|--|---|---|
| <b>The nature of world Scouting</b>                    | Can I identify some of the things worldwide Scouting shares?  |   |
|  | Can I identify the world membership badge and describe what it symbolises?  |   |
| <b>International events</b>                            | Can I identify opportunities for young people in the section I support to take part in international activities and events? |   |
| <b>International aspects of the balanced programme</b> | Can I explain why international activities are part of the balanced programme?  |   |

|   |   |  |
|---|---|--|
|   | Can I explain the key areas of the global programme zone?   |  |
|   | Can I identify methods for including international activities in the section programme?                               |  |
|   | Can I name sources of support for incorporating international activities into the programme of the section I support? |  |
| Benefits of international activities to young people. | Can I outline the benefits of international activities to young people in the section I support?                      |  |

## Delivery methods

Course

One to one

Small group

## Validation criteria

**To validate this module you will need to:**

- review the programme for the section you support and make adjustments to ensure it incorporates international activities

Evidence you could use may include one or more of the following: a visit from your Training Adviser to observe you completing a programme review, a written or verbal statement to your Training Adviser from an observer describing you completing a programme review, programme plans and programme review documents. Photos or videos of you conducting a programme review, discussion with your Training Adviser, this should focus on how you completed the programme review and adjustments made and should be accompanied by another form of evidence.

**And complete two of the following:**

- plan and run an international themed event or activity for young people exploring either:
  - the global nature of Scouting
  - the role of the world membership badge
  - international events in Scouting

Evidence you could use may include one or more of the following: a visit from your Training Adviser to observe you planning and running an activity; a written or verbal statement to your Training Adviser from an observer describing your role in planning and running an activity with the young people in your section, programme plans, instructions for an event or activity with young people, photos or videos of a game or activity you have run, discussion with your Training Adviser, this should focus on your role in running a game or activity for young people and should be accompanied by another form of evidence.

- be involved in the planning and running of an international trip, for example a camp abroad, including producing an event plan

Evidence you could use may include one or more of the following: a visit from your Training Adviser to a planning meeting or international trip, a written or verbal statement to your Training Adviser from an observer describing your role in the planning and running of an international trip, letters to parents for the international trip, an event plan, discussion with your Training Adviser, this should focus on your role planning and running an international trip and should be accompanied by another form of evidence.

- support young people taking part in an international experience

Evidence you could use may include one or more of the following: a visit from your Training Adviser to a planning meeting you are supporting, a sectional visit from your Training Adviser that showcases the support you are providing to young people taking part in an international experience, a written or verbal statement to your Training Adviser from an observer describing your role in providing support to young people attending an international experience, letters and other resources created to support young people on an international experience, discussion with your Training Adviser, this should focus on your role providing support to young people attending an international experience and should be accompanied by another form of evidence.

- establish or actively maintain a link, and exchange information, with a Scout Group outside of the UK

Evidence you could use may include one or more of the following: a visit from your Training Adviser to a JOTI/JOTI event you are taking part in with a Group outside the UK, a sectional visit from your Training Adviser, letters between the Groups, trips to visit the group, photos of the group, photos, videos or screenshots of JOTI/JOTA contact with your link Group, a written or verbal statement to your Training Adviser from an observer describing your role in running a game, activity or section meeting which supports your link to a Scout Group outside of the UK, discussion with your Training Adviser, this should focus on your role in establishing and maintaining a link with a Group outside of the UK and should be accompanied by another form of evidence.

- any other ideas subject to agreement with your Training Adviser

Additional validation criteria can be created in consultation with a Training Adviser if necessary. Any additional validation criteria created will need to check what you have learnt and that you can apply the skills that you have acquired to your role.

The list of evidence provided for each validation criteria is not exhaustive and there may be other forms of evidence that you may wish to use to validate this module. These can be agreed with your Training Adviser. In addition to looking at the evidence, you have provided, your Training Adviser will ask you to review and explain some elements in order to ensure that you have applied your knowledge and understanding in your role.

# MODULE 20

Intentionally left blank

# 21. GROWING THE MOVEMENT

## Aim

Ways in which a manager or supporter in Scouting can help develop the Movement and facilitate the growth of Scouting in their area.

## Topics Covered

- Valuing the importance of growth in Scouting
- Knowing effective ways to recruit and retain young people
- Knowing effective ways to recruit and retain adults
- Identifying tools to support growth
- Understanding the role you play in the development of Scouting

## Change of role

Any change of role ✓

## Questions

Why is growth important?

Can you explain the different ways in which you can grow the Movement?

How can you support adult recruitment?

Do you understand the importance of adult retention?

What role do Moving-On Awards have in progression through the Movement?

What role does the programme play in retaining young people?

What should a development plan include?

## Delivery methods

- Course
- One to one
- Small group
- Workbook

## Validation criteria

**To validate this module you will need to:**

- explain to a Training Adviser the role that you play in the recruitment and retention of young people and adults, and the importance of development planning within Scouting

**And complete two of the following:**

- produce and implement a Group/District/County development plan
- demonstrate the use of public relations or marketing to support the growth of Scouting

- review and implement methods to improve the successful transfer of young people from one section to another
- describe how you are being flexible and meeting the needs, wants and time commitments of adults in your Group/District/County. Explain the benefits that this has given your section or Group in recruiting and retaining adults
- describe the steps you have taken to recruit and/or retain young people
- describe the six-step approach and outline how you have used it to recruit, support and retain adults
- describe a change management strategy and outline how you have used it in Scouting to grow the Movement
- any other ideas, subject to agreement with a Training Adviser

# MODULE 22

Intentionally left blank

# 23. SAFETY FOR MANAGERS AND SUPPORTERS

## Description

Responsibilities and systems for ensuring that Scouting is safe.

## Topics Covered

Knowing who has what responsibilities within the Scout Association for activity permits, Nights Away Permits, insurance, accident reporting and risk assessment.

Understanding the necessary safety and authorisation procedures for outdoor and adventurous activities.

Promoting a culture of safety within Scouting and understanding its importance.

## Change of role

Any change of role. ✓

## Questions

Do you know how people obtain activity permits for Scouting activities?

Do you know who is responsible for safety during Scouting activities?

Do you know who to contact to get insurance advice?

Do you know how to undertake and review risk assessments to ensure Scouting is safe?

Do you know who to inform if someone is hurt during a Scouting activity?

## Delivery methods

Course

One to one

Small group

Workbook

## Validation criteria

**To validate this module you will need to:**

- promote a culture of safety in your local area by completing two or more of the following:
  - working with others to review safety related matters for a Scouting event or activity that has occurred
  - discussing with others near misses and potential accidents that have been reported, identifying any actions that may be required to prevent them happening again
  - explaining the Safety Policy and responsibilities within it with a new volunteer
  - discussing safety at an appointment review
  - discussing safety related matters for a Scouting premises

**And complete two of the following:**

- carry out a risk assessment of an activity, event or Scouting premises and communicate the relevant information to adults and young people
  
- review another adult's risk assessment, providing constructive feedback on the hazards identified and control measures
  
- approve/support the approval of an activity, taking into account:
  - the rules and procedures related to the activity
  - safety and welfare requirements such as InTouch, medical details, age restrictions and adult to young person ratios, etc
  - the relevant resources and support that are available
  - any permits required (e.g. Nights Away or Adventurous Activity)
  - Explain the emergency and reporting procedures to be implemented in the event of an accident, incident or near miss

# 24. MANAGING ADULTS

## Aim

To cover the skills and knowledge required to enable participants to provide effective management of adults.

## Topics covered

- Knowing and using the adults in Scouting model
- Understanding small group dynamics
- Being able to motivate other adults and to manage and delegate effectively
- Being able to resolve conflicts between adults
- Knowing how to build an effective team

## Change of role

Any change of role ✕

## Questions

- Do you know how small group dynamics work and how to use them?
- Can you motivate other adults and delegate effectively?
- Do you know how to resolve conflicts between adults?
- Can you build an effective team?
- Can you describe how to use the adults in Scouting model?

## Delivery methods

- Course
- One to one
- Small group
- Workbook

## Validation criteria

**To validate this module you will need to:**

- discuss your role with a Training Adviser and describe how you manage others effectively

**And complete two of the following:**

- create and implement a plan to fulfil your specific responsibilities in accordance with the adults in Scouting model
- describe methods of effective formal and informal reviews in accordance with the adults in Scouting model
- identify factors that motivate adults in Scouting and use these methods to maximise the performance of those you manage or support

- prepare, chair and evaluate a meeting appropriate to your role
- list tasks delegated to those you manage and outline the principles and benefits of delegation
- any other ideas, subject to agreement with a Training Adviser

# 25. ASSESSING LEARNING

## Aim

Providing the knowledge, skills and attitudes to effectively support, validate and assess adults in The Scout Association's Adult Training Scheme, the Adventurous Activity Permit Scheme, Nights Away Permit Scheme and the Scout Show National Recognition Scheme.

## Topics covered

Understanding the scheme in which you are supporting adults

Identifying learning and development needs

Undertaking appropriate assessments and validations

Providing positive and constructive feedback

Providing support for learners

## CHANGE OF ROLE

Manager to Manager ✕

Any other change in role ✓

## Questions

Do you know and can you use tools to identify learning needs?

Can you effectively validate or assess the learning of another adult?

Can you provide effective feedback to another adult?

Can you provide effective support to another adult in a learning situation?

## Deliver methods

Course

One to one

Small group

Workbook

## Validation criteria

**To validate this module you will need to complete the following based on your role:**

### If you are a Training Adviser

- demonstrate an understanding of The Scout Association's Adult Training Scheme and support one learner through the Personal Learning Plan process over a period of five months or for the completion of Getting Started, if appropriate. This must include the validation of at least one module

### If you are a Manager

- demonstrate an understanding of The Scout Association's Adult Training Scheme, brief others and support those you manage through the scheme

**If you are a Nights Away Adviser**

- demonstrate an understanding of The Nights Away Permit Scheme, particularly the validation process, and have made one recommendation for the award of a Nights Away Permit

**If you are an Activity Assessor**

- understand the Adventurous Activity Permit Scheme and make an assessment according to current Scout Association factsheet recommendations

**If you are a Scout Show Assessor**

- understand the Scout Show National Recognition Scheme and carry out one assessment

# 26. SUPPORTING ADULTS

## Aim

To cover the skills and knowledge required to enable supporters to provide effective support to adults in sections.

## Topics covered

Understanding the difference between support and management roles

Knowing and using the adults in scouting model

Identifying the support needs of those you are working with

Knowing small group dynamics

Being able to motivate other adults and to run effective meetings

## Change of role

Any change in role ✕

## Questions

Do you know how to provide practical support to an adult working in a section to help them undertake their role?

Can you run an effective meeting?

Do you know how small group dynamics work and how to use them?

Can you motivate other adults?

Do you know how to consult with other adults?

## Delivery methods

Course

Small group

Workbook

## Validation criteria

**To validate this module you will need to:**

- describe the support function of your role and give examples of how you will achieve them

**And complete two of the following:**

- identify the support needs of those with whom you work
- produce a plan of the support you will offer
- identify factors that motivate adults and plan actions to maximise these factors
- provide evidence of running and chairing a meeting effectively
- review your performance as a supporter and amend your plan accordingly
- describe how you have motivated adults by supporting them in your Scouting role
- offer effective guidance and support to an adult new to Scouting or an adult in a new role
- any other ideas, subject to agreement with a Training Adviser

# 27. INSTRUCTING PRACTICAL SKILLS

## Aim

To provide the skills, knowledge and attitudes necessary to instruct practical skills.

## Topics covered

Planning and running practical skills instruction

Instructing and demonstrating practical skills to both adults and young people

Taking and using feedback for future planning

## Change of role

Any change in role ✕

## Questions

Do you know a practical skill and can you pass it on to another adult?

Do you know a range of training methods appropriate for young people and adults?

Can you use a review technique to obtain feedback and to use this feedback to improve your instruction for future occasions?

## Delivery methods

Course

One to one

Small group

## Validation criteria

**To validate this module you will need to:**

- discuss the module content and objectives with a Training Adviser and construct a portfolio of evidence of instructing practical skills

## Notes

This module is one of a number targeted at those who wish to be Trainers in The Scout Association. Therefore there is no choice of validation method. All the criteria need to be met and a portfolio of evidence produced.

For further information and the detail of this module see the Guide to Instructing Practical Skills.

# 28. FACILITATING

## Aim

To provide the skills, knowledge and attitudes to facilitate individuals and small groups.

## Topics covered

- Relating to others in a learning situation
- Communicating effectively in a learning situation
- Working with a small group
- Working with individuals
- Helping individuals to solve their own problems

## Change of role

Any change in role ✕

## Questions

Can you work effectively on a one to one basis and with small groups?

Do you know how to apply facilitating skills within a learning environment and in a wider Scouting context?

Do you know how to apply facilitating skills in non-learning situations such as with individuals, in meetings, informally and so on?

## Delivery methods

- Course
- One to one
- Small group

## Validation criteria

**To validate this module you will need to:**

- discuss the module content and objectives with a Training Adviser and construct a portfolio of evidence of facilitating

## Notes

This module is one of a number targeted at those who wish to be Trainers in The Scout Association. Therefore there is no choice of validation method. All the criteria need to be met and a portfolio of evidence produced.

For further information and the detail of this module see the Guide to Facilitating.

# 29. PRESENTING

## Aim

To provide the skills, knowledge and attitudes to make effective presentations.

## Topics covered

Understanding the purpose of a presentation

Planning a presentation to meet objectives

Using learning methods

Using resources and facilities

Delivering a presentation

Collecting and using feedback

## Change of role

Any change in role ✕

## Questions

Can you effectively plan and deliver a presentation?

Can you use a range of presentation methods?

Can you use a range of resources and facilities?

Can you collect and use feedback to enhance future performance?

## Delivery methods

Course

One to one

Small group

## Validation criteria

**To validate this module you will need to:**

- discuss the module content and objectives with a Training Adviser and construct a portfolio of evidence of presenting

## Notes

This module is one of a number targeted at those who wish to be Trainers in The Scout Association. Therefore there is no choice of validation method. All the criteria need to be met and a portfolio of evidence produced.

For further information and the detail of this module see the Guide to Presenting.

# 30. SUPPORTING LOCAL LEARNING

## Aim

To provide the skills, knowledge and attitudes for Local Training Managers to coordinate the learning plans of individuals to produce a programme of learning.

## Topics covered

- Communicating effectively with relevant parties
- Allocating appropriate Training Advisers to individuals
- Collating learning plans
- Demonstrating how to complete all necessary administration procedures
- Monitoring the progress of individual learning

## Change of role

Any change in role ✕

## Questions

Can you communicate with all parties relevant to the learning plan of an individual?

Are you able to successfully allocate a Training Adviser to an individual?

Can you collate training plans and plan to meet needs locally if required?

Are you able to demonstrate the range of procedures required for administration purposes?

Can you monitor the progress of an individual to the benefit of that individual?

## Delivery methods

- Course
- One to one
- Small group

## Validation criteria

**To validate this module you will need to:**

- discuss your role with a Training Adviser and how you provide practical support to learning locally

**And complete two of the following:**

- list the individuals who come within your remit and their current training needs
- keep accurate records of the progress of individuals through their Personal Learning Plans
- provide accurate briefings on a regular basis to your County Training Manager of the needs of your area
- collate individual plans into a learning needs summary
- list and explain the factors to consider when allocating Training Advisers to individual learners
- brief a new Training Adviser on their role

- explain the administrative procedures required to support local learning
- ensure individual learning is monitored
- any other ideas, subject to agreement with a Training Adviser

# 31. PLANNING A LEARNING EXPERIENCE

## Aim

To provide the skills, knowledge and attitudes necessary to research and design training experiences.

## Topics covered

- Understanding the purpose of a learning experience
- Using systematic planning to plan a learning experience
- Planning a balanced learning experience to meet objectives
- Producing material to support the learning experience
- Producing a plan to evaluate the learning experience

## Change of role

Any change in role ✕

## Questions

Can you design an effective learning experience?

Do you know about the various learning styles?

Can you produce material to assist learners for face to face learning and those involved in distance learning?

Do you know a range of evaluation techniques and how to plan for their use in a learning experience?

## Delivery methods

- Course
- One to one
- Small group

## Validation criteria

**To validate this module you will need to:**

- discuss the module content and objectives with a Training Adviser and construct a portfolio of evidence of planning a learning experience

## Notes

This module is one of a number targeted at those who wish to become Trainers in The Scout Association. Therefore there is no choice of validation method. All the criteria need to be met and a portfolio of evidence produced.

For further information and the detail of this module see the Guide to Planning and Delivering a Learning Experience.

# 32. DELIVERING A LEARNING EXPERIENCE

## Aim

To provide the skills, knowledge and attitudes necessary to plan, prepare and run training experiences.

## Topics covered

- Understanding the learning experience brief
- Delivering a learning experience
- Selecting, briefing, and managing a staff team
- Managing the learning experience
- Evaluating the learning experience

## Change of role

Any change in role ✕

## Questions

Can you understand, to the point that you can implement, a learning experience brief?

Can you plan and then deliver a learning experience?

Are you able to effectively manage a staff team from selection through to the completion of a learning experience?

Can you evaluate a learning experience, and then communicate and implement the outcomes of the evaluation?

## Delivery methods

- Course
- One to one
- Small group

## Validation criteria

**To validate this module you will need to:**

- discuss the module content and objectives with a Training Adviser and construct a portfolio of evidence of delivering a learning experience

## Notes

This module is one of a number targeted at those who wish to become Trainers in The Scout Association. Therefore there is no choice of validation method. All the criteria need to be met and a portfolio of evidence produced.

For further information and the detail of this module see the Guide to Planning and Delivering a Learning Experience.

# 33. PLANNING A LEARNING PROVISION

## Aim

To provide the skills, knowledge and attitudes to enable Training Managers to plan to meet the learning needs in their area of responsibility.

## Topics covered

Identifying the needs of the Adult Training Scheme so they can be implemented

Researching and including current training trends in the plan

Drafting a learning provision plan

Identifying resources needed to implement the plan

Producing a final plan, which includes quality control measures

## Change of role

Any change in role ✕

## Questions

Can you identify the needs of The Scout Association's Adult Training Scheme?

Are you able to research, and then include, current trends in training into the plan?

Can you identify the resources that will be needed to implement the plan, including staff, finance, venues and equipment?

Are you able to identify and include appropriate and necessary quality control measures into your plan?

Can you produce a final Learning Provision Plan in consultation with others?

## Delivery methods

Course

One to one

Small group

Workbook

## Validation criteria

**To validate this module you will need to:**

- discuss the module content and objectives with a Training Adviser and construct a portfolio of evidence of planning a learning provision

## Notes

This module is one of a number targeted at those who wish to become Trainers in The Scout Association. Therefore there is no choice of validation method. All the criteria need to be met and a portfolio of evidence produced.

For further information and the detail of this module see the Guide to Planning and Managing a Learning Provision.

# 34. MANAGING A LEARNING PROVISION

## Aim

To provide the skills, knowledge and attitudes to ensure County Training Managers are able to manage the learning provision in their area of responsibility.

## Topics covered

- Implementing the Learning Provision Plan
- Monitoring the progress of the plan
- Applying and maintaining quality control
- Maintaining a competent team
- Maintaining links with others involved in training
- Amending the plan where necessary

## Change of role

Any change in role ✕

## Questions

Are you able to implement a Learning Provision Plan, with all that that entails?

Are you able to monitor the progress of the plan and intervene and make alterations if what is planned is not being achieved?

Are you able to maintain a competent team for the effective implementation of the plan?

Can you maintain links with others who are involved with training in relevant areas?

Are you able to evaluate and amend the plan so that it continually meets the needs of the Adult Training Scheme and those of local learners?

## Delivery methods

- Course
- One to one
- Small group
- Workbook

## Validation criteria

**To validate this module you will need to:**

- discuss the module content and objectives with a Training Adviser and construct a portfolio of evidence of managing a learning provision

## Notes

This module is one of a number targeted at those who wish to become Trainers in The Scout Association. Therefore there is no choice of validation method. All the criteria need to be met and a portfolio of evidence produced.

For further information and the detail of this module see the Guide to Planning and Managing a Learning Provision.

# 35. INTERNAL MODERATION

## Aim

To provide the skills, knowledge and attitudes necessary to monitor the quality of The Scout Association's Adult Training Scheme.

## Topics covered

- Acting as a moderator for the scheme
- Knowing how to sample portfolios
- Being able to assess standards
- Being able to implement quality control

## Change of role

Any change in role ✕

## Questions

Do you understand the process of moderation?

Can you review portfolios and learning to assess standards?

Can you describe The Scout Association's quality control methods?

## Delivery method

External course

## Validation criteria

**To validate this module you will need to:**

- complete an external course, NVQ assessment or similar which covers the required criteria. Further details are available from the Adult Support team at Gilwell Park

# 36. SPECIAL NEEDS

## Aim

To provide an understanding and knowledge of The Scout Association’s policy for those with special needs.

## Topics covered

The Scout Association’s Equal Opportunities Policy with regard to special needs

Good practice relating to those with special needs

Resources available to support Scouting with special needs

## Change of role

Revalidation of this module is only required if this module is considered to be relevant to the new role.

## Check your knowledge

These questions are designed to help you establish what you already know, and the learning you still have left to complete for this module. You should work with your Training Adviser to identify any learning you have left to complete and how you can complete this. These questions will explore your knowledge on the topics covered; you will need to demonstrate practical experience to meet the requirements of the validation criteria below.

| Topic  | What do you already know?<br>Questions to ask yourself   | Personal confidence rating<br><br>After thinking about your existing knowledge, how would you rate your confidence in this area?<br><br>(1= not confident, 5= very confident) |
|--|--|---|
| The Scout Association’s Equal Opportunities Policy with regards to special needs | Do I know The Scout Association’s Equal Opportunities Policy and how it relates to my role?                            |   |
| Good practice relating to those with special needs                               | Can I give examples of how I have made reasonable adjustments to make Scouting accessible to those with special needs? |   |
|  | Am I up-to-date with relevant terms relating to special needs and inclusion?   |   |
| Resources available to support Scouting with special needs                       | Can I outline some of the resources and support that are available to help with special needs?                         |   |

## Delivery methods

Course

One to one

Small group

## Validation criteria

To validate this module you will need to complete **two** of the following:

- show evidence of how you are making Scouting accessible to those with special needs

Evidence you could use may include one or more of the following: a visit from your Training Adviser to an increasingly accessible meeting place, a sectional visit from your Training Adviser, notes showing how you have adapted badge requirements for a young person with special needs, a programme plan showing adaptation to an activity to make it inclusive, a written or verbal statement to your Training Adviser by an observer showing how you have made adjustments to your meeting, programme or other Scouting elements to increase accessibility for those with special needs, notes from a meeting with a parent or carer to make Scouting accessible to a young person with special needs.

- increase awareness of special needs by running an activity or event for either young people or adults

Evidence you could use may include one or more of the following: a sectional visit from your Training Adviser, a written or verbal statement to your Training Adviser by an observer describing an activity or game you have run to increase awareness of additional needs, instructions for a game or activity you have run with the young people of the section.

- any other ideas subject to agreement with your Training Adviser

Additional validation criteria can be created in consultation with a Training Adviser if necessary. Any additional validation criteria created will need to check what you have learnt and that you can apply the skills that you have acquired to your role.

The list of evidence provided for each validation criteria is not exhaustive and there may be other forms of evidence that you may wish to use to validate this module. These can be agreed with your Training Adviser. In addition to looking at the evidence, you have provided, your Training Adviser will ask you to review and explain some elements in order to ensure that you have applied your knowledge and understanding in your role.

# 37. ADVISING ON ADULT APPOINTMENTS

## Aim

To enable an adult to participate fully as a member of the Appointments Advisory Committee.

## Topics covered

- Understanding the structure of the Appointments Advisory Committee
- Understanding the responsibilities of the Appointments Advisory Committee
- Understanding the Appointment Process
- Knowing how to run effective approval meetings

## Change of role

Relevant to new role ✓

Not relevant to new role ✗

## Questions

- How can the appointment process be made welcoming and nonthreatening?
- Who is the Appointments Advisory Committee made up of?
- What are the main responsibilities of the Appointments Advisory Committee?
- When arranging or running an approval meeting what factors might you need to consider?
- What is the purpose of the approval meeting?
- How many people should be present at an approval meeting?
- What types of questions should be used at an approval meeting and why?

## Delivery methods

- Course
- One to one
- Small group
- DVD

## Validation criteria

**To validate this module you will need to:**

- discuss with a Training Adviser the purpose of the appointment process in Scouting and steps that must be taken to ensure that it is welcoming, non-threatening and effective in appointing as far as possible only fit and proper persons

**And complete two of the following:**

- describe the appointment process

- explain how the approval meeting should be prepared and conducted to ensure that it is non-threatening to the adult
- demonstrate effective questioning technique as part of the appointment process
- arrange and take part in an effective approval meeting
- describe the key items that should be checked to ensure that an individual is fit and proper to hold an appointment in Scouting
- describe the responsibilities of the Appointments Advisory Committee
- any other ideas, subject to agreement with a Training Adviser

**And (if taking part in approval meetings):**

- take part in approval meetings for two people. Discuss with your Training Adviser how the approval meetings were arranged and how the committee members reached their conclusions

# 38. SKILLS FOR RESIDENTIAL EXPERIENCES

## Aim

To provide adults with the appropriate skills to plan and run successful residential experiences for the young people in their section.

## Topics covered

- The planning process
- Elements of effective administration
- Choosing and preparing a team
- Choosing, using and maintaining the right equipment
- Practical skills
- Health, happiness and safety issues
- Catering requirements
- Evaluating venues

This module should help to prepare adults in the skills and knowledge needed for the Nights Away Permit Scheme.

**Please note that the Nights Away Permit scheme is operated separately from the Adult Training Scheme. You will be required to complete additional training and assessment separately from the completion and validation of this module if you wish to achieve a Nights Away Permit.**

## Change of role

Revalidation of this module is only required if the new role contains a substantial increase in responsibility for residential experiences. The revalidation for this module should be discussed with your line manager and Training Adviser to determine whether it is necessary in your new role.

## Check your knowledge

These questions are designed to help you establish what you already know, and the learning you still have left to complete for this module. You should work with your Training Adviser to identify any learning you have left to complete and how you can complete this. These questions will explore your knowledge on the topics covered; you will need to demonstrate practical experience to meet the requirements of the validation criteria below.

| <b>Topic</b>   | <b>What do you already know?</b><br>Questions to ask yourself   | <b>Personal confidence rating</b><br><br>After thinking about your existing knowledge, how would you rate your confidence in this area?<br><br>(1= not confident, 5= very confident) |
|--|---|--|
| <b>The planning process</b>                                | Can I identify the factors to take into account when planning a programme for a residential experience appropriate for the section I support? |  |
| <b>Elements of effective administration</b>                | Can I outline what needs to be included in a budget for a residential experience?   |  |
|  | Do I know how and what I would communicate with parents/carers about a residential experience for the section I support?                      |  |
| <b>Choosing and preparing a team</b>                       | Can I identify skills and roles that would be useful on a team for a residential experience?  |  |
|  | Can I identify how to manage a team for a residential experience?   |  |
| <b>Choosing, using and maintaining the right equipment</b> | Can I identify the equipment required for a residential experience and how to maintain it on the residential experience?                      |  |
| <b>Practical skills</b>                                    | Can I demonstrate two practical skills that would be used on a residential experience?  |  |
| <b>Health, happiness and safety issues</b>                 | Can I outline the policies, procedures and guidance that must be considered on a residential experience?                                      |  |
|  | What is a risk assessment and why is it important?<br><br>How would I carry out a risk assessment for an activity or event                    |  |
| <b>Catering requirements</b>                               | Can I explain what should be considered when planning and providing a menu for a residential experience?                                      |  |
| <b>Evaluating venues</b>                                   | Can I outline factors to consider when evaluating a venue for a residential experience?   |  |

|  |   |  |
|--|---|--|
|  | Do I know where I can find support for choosing a venue?  |  |
|  | Can I identify factors that should be taken into account when deciding on a site layout for a residential experience? |  |

## Delivery methods

Course

One to one

Small group

## Validation criteria

**If the learner holds the Nights Away Permit, this will count as validation for this module.**

**To validate this module you will need to complete and provide evidence of one of the following activities from each group:**

### Group 1: planning and event administration

- carry out a pre-camp visit; record and demonstrate your findings to select appropriate sites for different types of residential experience
- show evidence of how the InTouch procedure, and nights away information form have been used for a camp or residential experience
- carry out a risk assessment on a venue for a residential experience. Provide evidence and explain how and why risk assessments should be undertaken both before and during residential experiences
- identify, select and justify appropriate group and personal equipment for at least two different styles of residential experience, for example a kit list, a group equipment list
- plan a suitable balanced menu for a camp or residential experience. Take into account any specific dietary needs and identify the items and quantities required within an agreed budget

### Group 2: using practical skills

- demonstrate at least two different cooking methods for use on camps and residential experiences (for example open fires, gas and pressure stoves, hay box, camp oven, etc)
- show how to pitch and strike at least two types of tent (for example patrol, dome, tunnel, hike, marquee, frame tent) and explain how to care for and maintain them
- demonstrate the safe use of saws and axes. State the safety rules for their use, storage and transportation
- set up an indoor venue in preparation of young people arriving for a residential experience, and explain your choice of room use, sleeping arrangements and safety considerations for any outdoor areas
- demonstrate or explain tactics for dealing with homesickness in younger children

### Group 3: planning a programme

- plan a programme for a residential experience for the section you support, taking into consideration:
  - a balanced programme

- contingency plans
- appropriateness of the programme for the section
- the role of residential experiences in the section programme and the development of young people
- identify, plan and run opportunities for spiritual reflection at a camp or residential experience
- any other ideas subject to agreement with your Training Adviser

Additional validation criteria can be created in consultation with a Training Adviser if necessary. Any additional validation criteria created will need to check what you have learnt and that you can apply the skills that you have acquired to your role.

The list of evidence provided for each validation criteria is not exhaustive and there may be other forms of evidence that you may wish to use to validate this module. These can be agreed with your Training Adviser. In addition to looking at the evidence, you have provided, your Training Adviser will ask you to review and explain some elements in order to ensure that you have applied your knowledge and understanding in your role.

# CREATING YOUR PERSONAL LEARNING PLAN

Once you have agreed your role description with your line manager you need to create a plan for your own training called a Personal Learning Plan.

The plan will detail not only those modules that you need to do, and some others you might like to do, but also how you will do the learning required for them. For most roles there are a number of modules to complete. The Adult's Personal File contains all the details of the modules that you need.

You can either create your plan on your own using this workbook, or create it with a Training Adviser. You may wish to discuss the process of developing your plan, or meet with a Training Adviser before starting step one of the workbook, but this is not essential.

Whichever route you choose, you will have to agree your plan with a Training Adviser before you start carrying it out. A Training Adviser will help you split your plan into manageable parts. They will also meet with you regularly to review your progress.

## Workbook overview

### Who is this workbook for?

This workbook is aimed at adults new to Scouting, as well as those who have changed roles. It is designed to get you thinking about the training you may need to complete for your role.

### Using the workbook

This workbook is a method of putting together your Personal Learning Plan, which is Module 2 of the Training Scheme, one of the requirements of Getting Started. It takes you through a simple four-stage process:

1. Identifying the modules relevant to your role.
2. Deciding if you can do what is required.
3. Meeting and agreeing your plan with your Training Adviser.
4. Complete and review.

You may wish to complete all four steps with a Training Adviser or attempt steps one and/or two yourself before discussing them with a Training Adviser.

### What does the workbook cover?

This workbook provides you with some tools to help you start thinking about what training you require for your role in Scouting. Don't be put off by the size of The Adult's Personal File – it covers the modules for every role, not just your own, so there will be some you won't have to do. If you are a Section Leader or Assistant Section Leader you may wish to use The Adult's Personal File for Section Leaders.

You will find it useful to have read the information in the file on the training scheme before starting. If you are completely new to The Scout Association, you may find it helpful to discuss the scheme with a Training Adviser, or to ask another leader in your Group to explain it to you.

## Resources

Before you begin this module you will need:

1. A copy of your role description

If you haven't agreed a role description yet, speak with your line manager to agree one. Example role descriptions can be found at [www.scouts.org.uk](http://www.scouts.org.uk), and are available to order from Scout Shops.

Scotland-specific role descriptions can be found at [www.scouts-scotland.org.uk](http://www.scouts-scotland.org.uk) in the library section.

2. Personal Learning Plan chart

3. Module Matrix

4. Module requirements

## Creating your plan

### Step 1. Identifying the modules relevant to your role

What you need for step one:

1. Your role description (as agreed with your line manager)
2. Personal Learning Plan chart (found at the end of this workbook)
3. Module Matrix (found on pages 14 -17 of The Adult's Personal File)
4. Module requirement pages (found on pages 24 - 116 of The Adult's Personal File)

- using the Module requirement pages and colour coded Module Matrix, identify which modules you are required to complete for your role.
- use your role description to identify any extra modules that you feel are relevant to your role, or any that you would find interesting to do
- enter the number of the modules that you have identified in the first column on your draft Personal Learning Plan

### Step 2. Deciding if you can do what is required

What you need for step two:

1. Draft Personal Learning Plan from step one
2. Module requirement pages (found on pages 24 - 116 of The Adult's Personal File)

For this step you need to decide if you will be able to validate the module or whether you need any further learning and support to be able to validate the module.

For each module that you have added to your Personal Learning Plan you need to:

- look at the module requirement page in The Adult's Personal File and decide whether or not you need to do any further learning for that module

To help you decide, the module detail gives an explanation of what the module is about and what validation is required. Most modules have a check your knowledge section or some prompt questions for you to ask yourself. These should help you judge whether or not you have the right level of skill or knowledge to be able to validated the module.

- on your draft Personal Learning Plan in the Learning Required column write Yes if you have decided you need to complete further learning for that module or No if you have decided that you are able to validate the module with no additional learning

- for the module's you have decided you need to complete further learning for in the Proposed Learning Method column write the way you wish to complete the learning

To help you decide, the learning methods are set out on each module requirement page and are on the Module Matrix.

If you're unsure just put a question mark in either column so you can discuss it later with your Training Adviser.

Remember to complete all the above steps for each module that you have put on your draft Personal Learning Plan.

### **Step 3. Meeting and agreeing your plan with a Training Adviser**

What you need for step three:

1. Draft Personal Learning Plan from step one
2. Module requirement pages (found on pages 24 - 116 of The Adult's Personal File)

For this stage you will need to meet with your Training Adviser to finalise and agree your plan. This is also your opportunity to discuss any questions you have from steps one and two.

Using your draft Personal Learning Plan, agree with your Training Adviser the modules that are relevant to your role.

For each of these modules, discuss how you could either:

- acquire the skills for those things you cannot do, or
- demonstrate in practice those things you can already do

At the first meeting you may not be able to agree the learning method, validation, and timescale for every module. It is suggested that you plan between six and twelve months ahead, taking into account any opportunities for validation or learning that may arise in that period.

For modules for which you need to complete some learning, agree with your Training Adviser when and how this learning will take place. Remember that there are a variety of methods that you may be able to use to complete your learning.

For modules which require validation, agree with a Training Adviser how, when and by whom they will be validated. Bear in mind that it is not necessary for all of your modules to be validated by the same Training Adviser.

Enter the agreed planned completion dates for the next 6 to 12 months on your Personal Learning Plan for the learning and validation sections where appropriate.

The Personal Learning Plan is your formal record of completing the modules and so it will need to be kept safely. Any Training Advisers that are supporting you will also need a copy for their records. Your Personal Learning Plan is uploaded to the membership database called Compass, where it is stored and updated as you work through your training.

The Personal Learning Plan can be completed by your Training Adviser directly on to Compass when you meet to agree your plan.

Producing and agreeing your Personal Learning Plan with your training advisor validates Module 2: Personal Learning Plan.

## **Step 4. Complete and Review**

What you need for step four:

1. Completed Personal Learning Plan from step three
  - while you are working on your modules, make sure that each one you complete is signed off on your Personal Learning Plan by the person who validates it
  - at least once every six months review your progress with your Training Adviser and agree a plan for the next six months (you can use the process in step three to do this)
  - once you have completed your Personal Learning Plan you will need to agree your plan for On-going Learning with your line manager (On-going Learning is explained on pages 8 – 9 of The Adult's Personal File)
  - if you have gained your Wood Badge by completing your Personal Learning Plan, this will be presented to you

# APPENDIX 1 – PERSONAL LEARNING PLAN TEMPLATE

Name: \_\_\_\_\_ Appointment: \_\_\_\_\_ Membership number: \_\_\_\_\_

Group: \_\_\_\_\_ District: \_\_\_\_\_ County/Region/Area: \_\_\_\_\_ Training Adviser: \_\_\_\_\_

Initial Plan agreed (date): \_\_\_\_\_ Plan reviewed (date): \_\_\_\_\_ Date provisional appointment ends: \_\_\_\_\_ Sheet: \_\_\_\_\_ of \_\_\_\_\_

Are you able to take part in training held at the weekends? Yes  No

Are you able to take part in training held in the evenings? Yes  No  If so, please indicate your availability: Mon  Tues  Wed  Thurs  Fri

| Module Number | Learning Required Y/N | Proposed Learning Method | Planned completion date | Actual completion date | Validation methods | Planned validation completion date | Validation completion date | Training Adviser signature |
|---------------|-----------------------|--------------------------|-------------------------|------------------------|--------------------|------------------------------------|----------------------------|----------------------------|
|               |                       |                          |                         |                        |                    |                                    |                            |                            |
|               |                       |                          |                         |                        |                    |                                    |                            |                            |
|               |                       |                          |                         |                        |                    |                                    |                            |                            |
|               |                       |                          |                         |                        |                    |                                    |                            |                            |
|               |                       |                          |                         |                        |                    |                                    |                            |                            |
|               |                       |                          |                         |                        |                    |                                    |                            |                            |
|               |                       |                          |                         |                        |                    |                                    |                            |                            |

Personal Learning Plan agreed by – Learner: \_\_\_\_\_ Training Adviser: \_\_\_\_\_

A copy of the learning plan should be sent to the appropriate Training Manager after each review of the plan and any updates.



# APPENDIX 2

## OTHER USEFUL RESOURCES

### The Information Centre

The Information Centre is your first point of contact for The Scout Association. You can ask questions, receive advice and order resources. The Information Centre is open from 8am – 7pm weekdays, and 9am-12pm Saturdays and can be contacted by -

Phone: 0845 300 1818 (local rate)

Email: [info.centre@scouts.org.uk](mailto:info.centre@scouts.org.uk)

Post: Scout Information Centre, Gilwell Park, Bury Road, Chingford, E4 7QW

### Adult Training Scheme

Outlines The Scout Association's approach to adult training, the details of the training scheme and the local management of training provision. Also includes information on the minimum module requirements for the different roles in the Scout Association. This can be found in the Members area of [scouts.org.uk](http://scouts.org.uk) or ordered from Scout Shops.

### Adult's Personal File for Section Leaders

A version of the Adult's Personal File tailored for those holding Section Leader and Assistant Section Leader roles, containing only the modules relevant to these roles. This can be found in the Members area of [scouts.org.uk](http://scouts.org.uk) or ordered from Scout Shops.

### Module Matrix

Quick-glance guide to the modules in the Adult Training Scheme. This can be found in the Members area of [scouts.org.uk](http://scouts.org.uk) or ordered from Scout Shops.

### Online resources

There are a huge number of resources available online in the Members area of [scouts.org.uk](http://scouts.org.uk) to support you in completing your training and in your role itself. For resources to help you with your training, a good place to start is the learners' area which provides information on relevant resources and guidance for each module. This can be found at [scouts.org.uk/learnersresources](http://scouts.org.uk/learnersresources).

