

# ADULT TRAINING SCHEME



## 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.

## A note on the order of modules within this document

Please note the deliberate order of the modules which are listed within this document.

The modules have been put into groups to assist learners and Training Advisers to identify and prioritise learning whilst still allowing flexibility based on individual learning needs. We note the importance of Delivering a Quality Programme (12A) and have therefore prioritised this module above others in the Training for All Appointments group.

The module numbers are indicated in brackets at the end of the title to help track the modules on Compass and match them to existing documents.

# CONTENTS

Contents	3
PART 1: INTRODUCTION	4
PART 2: THE FUNDAMENTALS OF THE SCHEME	5
PART 3: THE ADULT TRAINING SCHEME	7
PART 4: APPLYING THE SCHEME	25
PART 5: THE MANAGEMENT OF THE TRAINING PROVISION	29
APPENDIX 1: OTHER USEFUL RESOURCES	35

# PART 1: INTRODUCTION

## Welcome to The Scout Association's Adult Training Scheme

The Scout Association is a voluntary movement dedicated to the development of young people between the ages of 6 and 25. Each week over 100,000 adult volunteers, in a variety of roles throughout the UK, help Scouting to achieve its aim. While The Scout Association's primary purpose is the development of young people, it also seeks to offer personal development opportunities to adults, both within their Scouting role and as individuals. The Adult Training Scheme is one means by which adults in Scouting can be supported in their chosen role. It can also help to meet personal development needs.

This publication explains The Scout Association's approach to training; gives the details of the training scheme and outlines the management of training provision within Counties.

## Who is this publication for?

The Scout Association's Adult Training Scheme is of particular relevance to County Training Managers, County Commissioners and District Commissioners. It should also be useful to anyone who has a responsibility for the support and training of adults in Scouting.

## How to use The Scout Association's Adult Training Scheme

This publication provides an introduction to all of the modules, terms and appointments in the training scheme. Keep it together in a file with your other training material for ease of reference.

## Further information

There may be a number of words and abbreviations in this publication that are new to you. A glossary has been included at the end of the book to help clarify any areas of confusion.

# PART 2: THE FUNDAMENTALS OF THE SCHEME

## Key principles of the Adult Training Scheme

The Scout Association's Adult Training Scheme is based on a number of key principles:

Training is built around a number of objectives which have been generated by taking into account the views of Counties, the requirements of the World Scout Bureau and the needs of The Scout Association.

- the scheme includes modules, learning units and skills courses
- adults complete only the training which are appropriate to their role
- adult training should be accessible to all, regardless of geography, education, personal circumstances or additional needs
- there are at least two methods of meeting the objectives for the majority of modules so that adults can choose the most appropriate method for them
- the scheme recognises the prior learning, experience and existing knowledge of adults
- it is not necessary for adults to attend training if they can clearly show that they are able to meet learning objectives by demonstrating their skills in their Scouting role through validation
- training provides opportunities for adults to interact with other adults; this can often be an effective way of learning and building contacts
- training uses familiar Scout methods, for example learning by doing and small group work, but these are complemented by methods such as workbooks, DVDs and e-learning
- the scheme is UK-wide so that the training and modules that have been completed in one County will be recognised in another
- there is the opportunity for adults to work towards an externally recognised award through the training they do in Scouting

## Matching skills to role requirements

Adult taking on a role in Scouting should have a role description which outlines the key tasks and responsibilities of that role. It should be agreed between the adult and their line manager (normally their Group Scout Leader or Commissioner) on appointment.

The benefits of an adult having a specific role description for their role include:

- adults in Scouting can set boundaries to their commitment
- detail of expectations can be agreed to prevent misunderstandings
- the basis for future review is provided

The skills that an adult will need to successfully carry out their role can also be defined from the role description. Many adults will already have valuable skills that they can apply to their role in Scouting. They may have gained skills through their life experiences, their employment, or their Scouting experiences. However, many people will have gaps between the knowledge, skills and abilities that they already have and those that they need to perform their role well. The Adult Training Scheme helps adults to:

- identify their existing skills and match them with the skills required by their role
- identify skills which they still need to gain, and plan how they will gain them
- implement their plans, completing any further learning which is required
- show that they have the skills identified for the role

## Learning and validation

The Adult Training Scheme is based around two key elements:

- **Learning** - This is when the adult has the opportunity to gain or improve the knowledge and skills which they need to perform their role. As the scheme recognises prior learning, knowledge and experience; individuals may not need to complete learning for every aspect of the scheme.
- **Validation** - This is when a Training Adviser will check what the adult has learned, and that they can apply the skills that they have acquired to their role. Validation is essential for every module except for the mandatory ongoing learning modules.

### Learning methods

The Scout Association recognises that each individual has different needs. They will have different prior knowledge and experience, learning styles, personal circumstances, motivations and support mechanisms (both inside and outside of Scouting). Therefore a range of learning opportunities are provided.

An individual's learning needs might be met in a range of ways, one of which could be a training course. They might also be met by reading a book, watching a video, talking to a friend, through practical work, by watching a demonstration, or perhaps by simply reading a set of instructions. Individuals are encouraged to use the method or methods most appropriate to their needs in order to gain the relevant learning.

The Scout Association tries to demonstrate in its methods of adult learning the same methods that it employs with young people. Any range of learning experiences is therefore likely to include:

- ownership of the learning process by the individual
- learning by doing
- interaction with others during learning
- a high proportion of learning on the job
- personal support from a named individual
- contributions by line managers, peers and others to the learning
- demonstration of the learning in practice

Location, additional needs or personal circumstances should not be a limiting factor for adult training. Therefore, the opportunity for individuals to do their learning at home has been built into most learning methods (through the use of distance learning methods, primarily workbooks, video and e-learning). As one of the key principles of the scheme is flexibility it is essential that adults have access to these different options.

## Summary

The Scout Association's Adult Training Scheme enables adults to gain the skills necessary for them to deliver and/or support the Programme. Specifically it is intended to:

- help people understand Scouting and their role within it
- give them the skills necessary to carry out that role
- improve the quality and quantity of Scouting delivered
- support adults in meeting their own personal development needs

# PART 3: THE ADULT TRAINING SCHEME

## Overview

All adults taking on an appointment in Scouting are required to show that they have the skills needed for the role. The details of the training requirements for different appointments in The Scout Association are defined further on in this chapter.

To help individuals through the process of completing this training they will be linked with one or more Training Advisers. Training Advisers are responsible for helping adults match their existing skills with those of their new role, for identifying skills gaps, for agreeing plans for gaining the required skills and for confirming that those skills have been successfully gained.

## The appointment process

Once an adult has been recruited, they will go through the appointment process to ensure that they are suitable for the role. Once the relevant checks have been made the adult will be issued with a provisional appointment. Once this has been issued, the adult will have five months in which to complete their **Getting Started** training.

For more information on the appointment process see **The Appointment Process: Guide to Appointing Adults**.

## Getting Started

Getting Started is made up of three modules which must be completed before the adult can be fully appointed. Getting Started needs to be completed within five months of an adult receiving a provisional appointment for their role. These modules are:

- Personal Learning Plan (02)
- Essential Information / Essential Information for Executive Committee Members (01/01E)
- Tools for the Role (Section Leaders) (03) Tools for the Role (Managers and Supporters) (04)

These modules may be completed in any order. In order to ensure that adults are able to complete Getting Started within the required timescale (five months) the modules should be available as a course at least three times a year.

Once a learner has completed Getting Started they may wear the **Gilwell woggle**. Non-uniformed adults may wear the **Getting Started pin**. Both of these are available to purchase from Scout Shops.

If an adult's provisional appointment expires and they have not completed Getting Started, then the adult's line manager will be informed (through a locally defined route). The line manager will then review the situation with the learner to find out why they have not completed this stage. They will also decide whether or not to extend the provisional appointment. A provisional appointment can only be extended once.

## Personal Learning Plan (02)

This module consists of creating a plan to meet the training requirements of the role, taking into account existing knowledge and skills. This must be completed within five months of gaining the provisional appointment, and reviewed at least every six months up until completion of the Wood Badge.

The adult should discuss and agree their Personal Learning Plan with their Training Adviser. The discussion should involve:

- agreeing which modules the learner needs to complete

- identifying whether the learner needs to do any learning to be able to complete each module; if they do, agree which method they will use
- identifying whether the learner has any prior learning that they can apply to their Scouting role
- determining whether the learner wishes to work towards the external award option
- identifying the validation methods for the first modules
- agreeing a timescale for all of the above

In a single meeting they should not aim to agree a learning method, validation and timescale for every module. They should try to prioritise the modules and create a plan for those that the learner is going to work on in the next six to twelve months. It may be that at the first meeting they just agree the learning and validation methods for the Getting Started modules, which need to be completed within the first five months.

County Training Managers should ensure that all Personal Learning Plans in the County are collated in order to help them plan a learning provision for their County. Knowing how many people require training for a particular module, and what their preferred learning method for that module is, will enable the County Training Manager to provide appropriate opportunities for learners.

The Training Adviser's Guide contains help and advice on creating Personal Learning Plans, whilst the Adult's Personal File contains a workbook which the learner can use either by themselves or alongside their Training Adviser to assist with the process of putting together their Personal Learning Plan.

## Essential Information/ Essential Information for Executive Committee Members (01/01E)

There are two versions of the Essential Information module- Essential Information and Essential Information for Executive Committee Members.

### Essential Information (01)

This version is for anyone who is not an Executive Committee Member. This module provides 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.

### Essential Information for Executive Committee Members (01E)

This version is only for Executive Committee Members. As well as looking at the Fundamentals of Scouting and key policies, it also includes information specific to Executive Committee Members to help them gain a greater understanding of their role and responsibilities.

It is important that the learner receives this training as early as possible. A variety of delivery methods, including distance learning methods, are available to ensure that learners can access the module as easily as possible.

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).

## Tools for the Role (Section Leaders)(03) or Tools for the Role (Managers and Supporters)(04)

There are two Tools for the Role modules. The learner completes either the version for Section Leaders or for Managers and Supporters, depending on their role.

### Tools for the Role (Section Leaders) (03)

This contains some basic information about the role, key features of the section, how to deliver suitable activities and how to promote positive behaviour.

### Tools for the Role (Managers and Supporters) (04)

The module covers the 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.

## The Wood Badge

Once a learner has completed Getting Started they will move on to completing all of the training relevant to their role. For some roles a Wood Badge will need to be completed.

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

In the UK, Scouting training is tailored to an adult's appointment, and therefore not all appointments 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 resource. An adult is required to complete their Wood Badge within three years of their full appointment.

Once the learner has validated all of the modules necessary for their role, and has agreed the on-going learning that they will complete in the next year, the recommendation for award of the Wood Badge can be made. The stages in the Wood Badge process and who is responsible for them are shown in the **table below**.

If a learner has not completed their Wood Badge within three years of the issue of their full appointment, the appointment may be cancelled by the relevant Commissioner, acting together with the Appointments Advisory Committee. Where it is agreed that there are genuine extenuating circumstances the time period may be extended by up to two years. It may only be extended once.

Action	Responsibility
Agree role description	Group Scout Leader or appropriate Commissioner
Agree modules	Training Adviser and learner
Validate modules	Training Adviser and others (modules on the Compass database must be validated by a Training Manager or Training Administrator)
Inform County Training Manager that all modules have been validated and the Wood Badge should be recommended	Training Adviser
Recommend award of Wood Badge to Headquarters via Compass and inform individual's line manager	County Training Manager (Wood Badges must be recommended by a County Training Manager on the Compass database, a Local Training Manager may inform an individual's line manager if authority is delegated)
Wood Badge issued to appropriate Commissioner	Headquarters
Wood Badge presented	Appropriate Commissioner

In most cases the County Training Manager is responsible for recommending the award of the Wood Badge. The table below outlines who is responsible for recommending Wood Badges for different appointments. Headquarters is responsible for awarding Wood Badges and will forward the Wood Badge and certificate to the appropriate Commissioner for presentation. Since the introduction of the Membership database, Compass, Wood Badges must be recommended to Headquarters by a County Training Manager on the Compass database.

Appointment to receive Wood Badge	Responsibility for recommending the award of a Wood Badge	Wood Badge issues to
All appointments within the County, excluding County Commissioner and Country Training Manager	County Training Manager	District Commissioner, County Commissioner, or Regional Commissioner (Scotland) as appropriate
County Training Manager	County Commissioner	
County Commissioner	England – Regional Commissioner. Scotland, Wales and Northern Ireland – Chief Commissioner	Headquarters or Country Appointments Secretary

## The Module Matrix

The Module Matrix provides a summary of all of the learning that makes up the Adult Training Scheme. The Matrix has five sections:

- **Getting Started** training
- Training for All Appointments
- Section Leaders and Section Supporters training including sections of learning on 'The Programme' and 'The People'
- Manager and Supporter training
- Supplementary modules

The Module Matrix is colour coded to give you an indication of the roles which are likely to benefit from the training. The Matrix also provides delivery methods and a guide to each modules content. The Matrix is only a summary of the scheme and you should refer to the **Minimum Module Requirements** section within this resource for more information on the training requirements for specific roles.

# MODULE MATRIX

This is a summary of The Scout Association's Adult Training Scheme and ongoing learning. 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   
 ■ Supplementary  
■ Managers, Section Supporters, Other Supporters   
 ■ Mandatory Ongoing Learning

Getting Started		
To be completed within 5 months of appointment		
Module	Aim	Methods
Personal Learning Plan (02)	To create a plan for an individual's learning based on the requirements of the job and taking into account the individual's needs.	<span style="color: green;">■</span> One to one <span style="color: green;">■</span> Workbook
Essential Information (01) Or Essential Information for Executive Committee Members (01E)	To provide all adults in Scouting with the essential information needed to get started in their role.	<span style="color: green;">■</span> Course <span style="color: green;">■</span> One to one <span style="color: green;">■</span> Small group <span style="color: green;">■</span> e-learning
Tools for the Role (Section Leaders) (03)	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.	<span style="color: purple;">■</span> Course <span style="color: purple;">■</span> One to one <span style="color: purple;">■</span> Small group <span style="color: purple;">■</span> e-learning
Tools for the Role (Managers and Supporters) (04)	To provide key information about the individual's role, areas of responsibility and where they can find further information and support.	<span style="color: blue;">■</span> Course <span style="color: blue;">■</span> One to one <span style="color: blue;">■</span> Small group <span style="color: blue;">■</span> e-learning

Training For All Appointments		
Module	Aim	Methods
Delivering a Quality Programme (12A)	To provide Leaders, Managers and Supporters with information about how to deliver quality Scouting to young people, and how we ensure it meets their needs. This module is recommended as a priority.	<span style="color: green;">■</span> Course <span style="color: green;">■</span> One to one <span style="color: green;">■</span> Small group <span style="color: green;">■</span> e-learning
Fundamentals of Scouting (05)	To explore the Fundamentals of Scouting and the Religious Policy; and consider their relationship with the quality Programme delivered to young people.	<span style="color: green;">■</span> Course <span style="color: green;">■</span> One to one <span style="color: green;">■</span> Small group <span style="color: green;">■</span> e-learning
Scouting For All (07)	To provide an introduction to equal opportunities and practical advice about how to make Scouting inclusive for all.	<span style="color: green;">■</span> Course <span style="color: green;">■</span> One to one <span style="color: green;">■</span> Small group <span style="color: green;">■</span> Workbook
Administration (11)	To provide information and best practice on how to manage administrative tasks in Scouting, including responsibilities relating to the Data Protection Act/GDPR, record keeping, finances and insurance requirements.	<span style="color: green;">■</span> Course <span style="color: green;">■</span> One to one <span style="color: green;">■</span> Small group <span style="color: green;">■</span> Workbook
First Aid (10)	To cover the skills and knowledge necessary to enable adults to manage an incident and provide basic first aid.	<span style="color: green;">■</span> External course
Changes in Scouting (06)	To provide an overview of the Movement's history focusing on its development to meet the changing needs of society.	<span style="color: green;">■</span> DVD <span style="color: green;">■</span> Factsheet

## Section Leaders and Section Supporters

### The Programme

Module	Aim	Methods
<b>Programme Planning (12B)</b>	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>■ Course</li> <li>■ One to one</li> <li>■ Small group</li> </ul>
<b>Running Safe Activities (17)</b>	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>■ Course</li> <li>■ One to one</li> <li>■ Small group</li> <li>■ Workbook</li> </ul>
<b>Practical Skills (18)</b>	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>■ Course</li> <li>■ Small group</li> </ul>
<b>Introduction to Residential Experiences (16)</b>	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>■ Course</li> <li>■ One to one</li> <li>■ Small group</li> <li>■ Workbook</li> </ul>
<b>International (19)</b>	To provide an international focus appropriate to their section and appreciate the global nature of Scouting.	<ul style="list-style-type: none"> <li>■ Course</li> <li>■ One to one</li> <li>■ Small group</li> </ul>

### The People

Module	Aim	Methods
<b>Supporting Young People (14)</b>	To enable adults to understand and meet the needs of young people and create a supportive environment.	<ul style="list-style-type: none"> <li>■ Course</li> <li>■ One to one</li> <li>■ Small group</li> <li>■ Workbook</li> </ul>
<b>Promoting Positive Behaviour (15)</b>	To enable adults to promote positive behaviour and appropriately manage challenging behaviour in their section.	<ul style="list-style-type: none"> <li>■ Course</li> <li>■ One to one</li> <li>■ Small group</li> <li>■ Workbook</li> </ul>
<b>Growing the Section (13)</b>	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>■ Course</li> <li>■ One to one</li> <li>■ Small group</li> <li>■ Workbook</li> </ul>
<b>Working With Adults (09)</b>	To cover some key skills required to work effectively as a team, including communication, listening skills, decision-making structures and effectively representing others.	<ul style="list-style-type: none"> <li>■ Course</li> <li>■ Small group</li> </ul>
<b>Skills of Leadership (08)</b>	To cover the knowledge, skills and attitudes required to be an effective leader, including leadership styles, action-centred leadership and developing leadership skills in others.	<ul style="list-style-type: none"> <li>■ Course</li> <li>■ One to one</li> <li>■ Small group</li> </ul>

Additional ongoing learning opportunities for all members can be found at [scouts.org.uk/ongoinglearning](https://scouts.org.uk/ongoinglearning)

## Managers and Supporters

Core Skill Areas	Independent Learning Methods: e-learning, videos and learning guides, workbooks, information sheets.	Skills Courses		
		Skills of Management	Achieving Growth	Meeting the Challenges
Managing Your Time and Personal Skills	Managing Time and Personal Skills	•		
Achieving Results	Building Effective Teams	•		
	Project Management	•	•	
	Getting the Word Out	•	•	•
Providing Direction	Planning for Growth		•	
	Leading Local Scouting	•	•	
Working with People	Finding, Appointing and Welcoming Volunteers	•	•	
	Keeping, Developing and Managing Volunteers	•	•	
	Safeguarding			•
	Dealing with Difficult Situations			•
	Supporting the Adult Training Scheme	•		
Enabling Change	Enabling Change		•	•
Using Resources	Financial and Physical Resources	•	•	
	Executive Committees and Being a Trustee	•		
	Decision Making	•	•	•
Safety	Safety for Managers and Supporters			

Mandatory Ongoing Learning		
Module	Aim	Methods
Safety	To revisit the rules, guidance and responsibilities related to safety in Scouting.	<ul style="list-style-type: none"> <li>Course</li> <li>e-learning</li> </ul>
Safeguarding	To revisit the rules, guidance and responsibilities related to safeguarding in Scouting.	<ul style="list-style-type: none"> <li>Course</li> <li>e-learning</li> </ul>

Supplementary Modules		
Module	Aim	Methods
Assessing Learning (25)	To provide the knowledge, skills and attitudes necessary to effectively support, validate and assess the adults in the 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>Course</li> <li>One to one</li> <li>Small group</li> <li>Workbook</li> </ul>
Instructing Practical Skills (27)	To provide the skills, knowledge and attitudes necessary to instruct practical skills.	<ul style="list-style-type: none"> <li>Course</li> <li>One to one</li> <li>Small group</li> </ul>
Facilitating (28)	To provide the skills, knowledge and attitudes to facilitate individuals and small groups.	<ul style="list-style-type: none"> <li>Course</li> <li>One to one</li> <li>Small group</li> </ul>
Presenting (29)	To provide the skills, knowledge and attitudes to make effective presentations.	<ul style="list-style-type: none"> <li>Course</li> <li>One to one</li> <li>Small group</li> </ul>
Supporting Local Learning (30)	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>Course</li> <li>One to one</li> <li>Small group</li> </ul>
Planning a Learning Experience (31)	To provide the skills, knowledge and attitudes necessary to research and design training experiences.	<ul style="list-style-type: none"> <li>Course</li> <li>One to one</li> <li>Small group</li> </ul>
Delivering a Learning Experience (32)	To provide the skills, knowledge and attitudes necessary to plan, prepare and run a training experience.	<ul style="list-style-type: none"> <li>Course</li> <li>One to one</li> <li>Small group</li> </ul>
Planning a Learning Provision (33)	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>Course</li> <li>One to one</li> <li>Small group</li> <li>Workbook</li> </ul>
Managing a Learning Provision (34)	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>Course</li> <li>One to one</li> <li>Small group</li> <li>Workbook</li> </ul>
Additional Needs (36)	To provide information, support and resources for those working with young people with additional needs. Training resources for this module are currently under review. For advice on delivering this module please contact <a href="mailto:diversity.inclusion@scouts.org.uk">diversity.inclusion@scouts.org.uk</a> .	<ul style="list-style-type: none"> <li>Course</li> <li>One to one</li> <li>Small group</li> </ul>
Advising on Adult Appointments (37)	To enable an adult to participate fully as a member of the Appointments Advisory Committee.	<ul style="list-style-type: none"> <li>Course</li> <li>One to one</li> <li>Small group</li> <li>DVD</li> </ul>
Skills for Residential Experiences (38)	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>Course</li> <li>One to one</li> <li>Small group</li> </ul>
Mentoring and Coaching (39)	To enable adults to effectively mentor and coach both adults and young people for successful talent management/ succession planning.	<ul style="list-style-type: none"> <li>Course</li> <li>One to One</li> <li>Small Group</li> </ul>

## Minimum learning requirements

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

You are encouraged to look at other modules within the scheme 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: Non-Wood Badge Roles

A Wood Badge route is not available for these appointments but Essential Information (01) or Essential Information for Executive Committee Members (01E), must be completed.

Administrator  
Adviser  
Chair  
Communications Manager  
District Explorer Scout Administrator  
Executive Committee Member (Group, 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  
Deputy Chair  
Vice President  
Supporter of the Nights Away Permit Scheme

## Group 2: Non-Wood Badge Roles

A Wood Badge route is not available for these appointments but Essential Information (01), 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	25A (Assessing Learning – Adventurous Activities)
Scout Show Assessor	25S (Assessing Learning – Scout Shows)
Scout Active Support Member	*See note on page 18
Scout Active Support Coordinator	*See note on page 18
Trainer	27, 28 and/or 29 (depending on role description)
Appointment Advisory Committee Members	37
Appointment Advisory Committee Chair	37
Appointments Secretary	37
Assistant Appointments Secretary	37

## Group 3: Non-Wood Badge Roles

A Wood Badge is available for these appointments but is not obligatory. However, Essential information (01) and Tools for the Role (Section Leaders) (03) must be completed.

Section Assistant

## Group 4: Section Leader Roles

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)  
County Leader  
District Leader  
County Leader (Section)  
District Leader (Section)

## Group 5: Manager and Supporter Roles

A Wood Badge is obligatory for these appointments and all green and blue sections on the **Module Matrix**. For some appointments, there are supplementary modules which must also be completed as stated below.

Role	Additional modules to be completed
Group Scout Leader	
Assistant Group Scout Leader	
Group Scouter	
District Commissioner	
Deputy District Commissioner	
District Youth Commissioner	
Assistant District Commissioner (Adult Training) Scotland	Presenting (29), Supporting Local Learning (30), and Planning a Learning Experience (31)
District Explorer Scout Commissioner	Running Safe Activities (17) and International (19)
District Scout Network Commissioner	Running Safe Activities (17) and International (19)
Assistant District Commissioner (section)	Running Safe Activities (17) and International (19)
Assistant District Commissioner (non-sectional)	Other modules as relevant to the role. For example: International (19) for Assistant District Commissioner (International).
County Commissioner	
Deputy County Commissioner	
County Youth Commissioner	
District Scouter	
County Scouter	
County Training Manager	Planning a Learning Provision (33) and Managing a Learning Provision (34)
Local Training Manager (depending on role description)	Supporting Local Learning (30), Planning a Learning Provision (33) and/or Managing a Learning Provision (34)
Assistant County Commissioner (section)	Running Safe Activities (17) and International (19)
Assistant County Commissioner (Scout Network)	Running Safe Activities (17) and International (19)
Assistant County Commissioner (non-sectional)	Other modules as relevant to the role. For example: International (19) for Assistant County Commissioner (International).
Regional Commissioner	
Regional Training Manager	Facilitating (28), Presenting (29), Planning a Learning Provision (33) and Managing a Learning Provision (34)
Assistant Regional Commissioner (Adult Training) Scotland	Planning a Learning Provision (33) and Managing a Learning Provision (34)
Assistant Regional Commissioner (Section Support) Scotland	Running Safe Activities (17) and International (19)
Assistant Regional Commissioner (Development) Scotland	Other modules as relevant to the role
Assistant Regional Commissioner (Communication) Scotland	Other modules as relevant to the role

Chief Commissioner	
Scout Active Support Manager	* see note below

**\*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 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 they have the correct skills and knowledge they may need to revalidate certain training elements of the scheme. If an adult has completed their training under the current Adult Training Scheme and are changing roles, it may not be necessary for them to re-validate certain training elements if they have completed them previously.

Each on the following pages has a changes of role box. A tick ✓ means that you will need to validate the training 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 Adult Training: Change of Role (FS330092).

## Change of Role Matrix

Training	Requires Revalidation	Change of Role
Getting Started Training		
Personal Learning Plan (02)	✓	Any change in role
Essential Information (01)	✕	Any change in role
Essential Information for Executive Committee Members (01E)	✕	Any change in role  (Essential Information (01) will need to be completed when changing role from an Executive Committee Member to any other role)
Tools for the Role (Section Leaders) (03)	✓	Any change in section
Tools for the Role (Managers and Supporters) (04)	✓	Any change in role
Training For All Appointments		
Delivering a Quality Programme (12A)	✓	Any role to Manager or Supporter – The additional validation criteria for Managers and Supporters only
	✕	Any other change in role
The Fundamentals of Scouting (05)	✕	Any change in role

Training	Requires Revalidation	Change of Role
Scouting for All (07)	✓	Any role to Manager – The additional validation criteria for Managers only
	✗	Any other change in role
Administration (11)	✗	Any change in role
First Aid (10)	✗	Any change in role
Changes in Scouting (06)	✗	Any change in role
Section Leaders and Section Supporters		
Programme Planning (12B)	✓	Changing sections
Running Safe Activities (17)	✗	Changing sections
	✗	Leader to Supporter
	✓	Supporter to Leader
Practical Skills (18)	✓	Changing sections
	✗	Leader to Supporter
	✓	Supporter to Leader
Introduction to Residential Experiences (16)	✗	Changing sections
	✗	Leader to Supporter
	✓	Supporter to Leader
International (19)	✗	Any change in role
Supporting Young People (14)	✓	Changing sections
	✗	Leader to Supporter
	✓	Supporter to Leader
Promoting Positive Behaviour (15)	✓	Changing sections
	✗	Leader to Supporter
	✓	Supporter to Leader
Growing the Section (13)	✓	Changing sections
	✗	Leader to Supporter

Training	Requires Revalidation	Change of Role
	✓	Supporter to Leader
Working with Adults (09)	✗	Any change in role
		If you have previously held a Manager or Supporter Appointment and have validated 'Working with People' you have covered the content for 'Working with Adults' and will not need to validate this module.
Skills of Leadership (08)	✗	Any change in role
		If you have previously held a Manager or Supporter Appointment and have validated 'Working with People' you have covered the content for 'Working with Adults' and will not need to validate this module.
Leadership and Management Training		
Working with People	✓	Change in Manager or Supporter role - only specific validation criteria require revalidation
Achieving Results	✓	Change in Manager or Supporter role - only specific validation criteria require revalidation
Managing Your Time and Personal Skills	✓	Change in Manager or Supporter role - only specific validation criteria require revalidation
Enabling Change	✗	Any change in role
Providing Direction	✓	Change in Manager or Supporter role - only specific validation criteria require revalidation
Using Resources	✓	Change in Manager or Supporter role - only specific validation criteria require revalidation
Safety for Managers and Supporters	✓	Change in Manager or Supporter role - only specific validation criteria require revalidation
Supplementary Modules		
Assessing Learning (25)	✓	Any other change in role
Facilitating (28)	✗	Any change in role

Training	Requires Revalidation	Change of Role
Presenting (29)	✗	Any change in role
Supporting Local Learning (30)	✗	Any change in role
Planning a Learning Experience (31)	✗	Any change in role
Delivering a Learning Experience (32)	✗	Any change in role
Planning a Learning Provision (33)	✗	Any change in role
Managing a Learning Provision (34)	✗	Any change in role
Additional Needs (36)	✓	Relevant to new role
	✗	Not relevant to new role
Advising on Adult Appointments (37)	✓	Relevant to new role
	✗	Not relevant to new role
Skills for Residential Experiences (38)	✓	Relevant to new role
	✗	Not relevant to new role
Mentoring and Coaching	✗	Any change in role

## On-going Learning

All adults holding appointments for which a Wood Badge is required must participate in an average of at least 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 must be at least five hours per year, calculated over the length of the appointment. Therefore if an adult went on a week-long residential course, for example, this could be counted as the on-going learning for the whole period of the appointment.

### On-going Learning Hours

The learner must agree their plan for the first year of on-going learning with their Training Adviser before the recommendation for the Wood Badge can be made. After this it is the responsibility of the learner's line manager to monitor on-going learning. As part of the normal review process the Appointments Advisory Committee and the learner's line manager have responsibility for ensuring that the adult has completed the required on-going learning at the time when the appointment is reviewed.

On-going learning can be any number of things. In essence any training, learning or development completed by the adult that they can then use in their Scouting role is appropriate to count as on-going learning. Occasionally, Headquarters may specify particular on-going learning topics for some or all appointments. This is only likely to occur in the case of major policy or legal changes. In these cases, Headquarters will make training material and support documentation available.

Examples of on-going learning could include:

- the maintenance of a current adult first aid qualification/first response certificate
- a Scout Leader taking a web design course and then creating and maintaining a Group website

- an Assistant Beaver Scout Leader gaining a basic food hygiene certificate before catering for a Beaver Scout sleepover
- a District Commissioner attending a County recruitment workshop
- an adult attending some form of cultural or additional needs awareness training
- an Assistant Cub Scout Leader planning their first camp alongside a more experienced leader
- any of the supplementary modules, for example Facilitating (28) or Presenting (29)

## Mandatory On-going Learning

Although the on-going learning hours a learner is 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. Any member who holds an appointment for which an appointment review is required must complete specific pieces of mandatory on-going learning. These are split into the below categories:

### 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 in the member's area of **scouts.org.uk**.

### 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 in the member's area of **scouts.org.uk**.

### First Aid

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**

## External Recognition

There are a number of ways in which training done through The Scout Association can be recognised by external organisations.

### 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 them to demonstrate to someone outside Scouting (such as an employer) the skills and knowledge that they have gained.

If you think this is something they might like to do, they should discuss it with a Training Adviser who will be able to provide them 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) Development Programme**

The Leadership and Management Training undertaken by Managers and Supporters in Scouting has been externally recognised by the Institute of Leadership and Management (ILM) as a Development Programme. The ILM is one of the UK's leading providers of leadership and management qualifications and the accreditation demonstrates the quality of the training scheme to external organisations.

By signing up for the ILM Development Programme, learners will be able to access to the ILM Learning Access Zone from the time they register. The learning zone offers a wide range of online development tools, resources, journals and magazines specifically tailored around leadership and management, created by professors from some of the world's leading universities including Cambridge, Harvard, London Business School and INSEAD.

### **Membership of the Institute of Leadership and Management (ILM)**

The Institute of Leadership and Management (ILM) 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. Adults who have gained their Wood Badge as a Section Leader, manager or supporter are eligible to join the ILM at the grade of Associate Member, or Member if they have other management qualifications or experience (e.g. three years further experience in Scouting). 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. More information is available in the members area of [scouts.org.uk](https://scouts.org.uk) or from the Volunteering team by emailing [adult.support@scouts.org.uk](mailto:adult.support@scouts.org.uk)

### **Membership of 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 magazines, 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 in the members area of [scouts.org.uk](https://scouts.org.uk) or from the Volunteering team by emailing [adult.support@scouts.org.uk](mailto:adult.support@scouts.org.uk)

# PART 4: APPLYING THE SCHEME

## Recognition of Prior Learning

The Scout Association recognises that adults coming into Scouting already have a variety of skills, knowledge and experience which can be applied to their role. They may have gained these skills through their education, employment, life experiences or other voluntary roles within or outside Scouting. They may have been gained through formal or informal learning.

An important aspect of the Adult Training Scheme is the recognition of this prior learning. What is important is that learners are able to do what they need to carry out their roles, not how they gained these abilities or knowledge. If an adult can demonstrate that they can meet the objectives of a module then it will not be necessary for them to complete further learning for that module. This requires them to show that they can apply the skills that they have gained elsewhere effectively to their role in Scouting. This is checked through the validation process.

An adult may have the skills required for a module but need some help applying them to Scouting, or they may be able to meet most of the module objectives but not all. This may mean them needing to complete some extra learning. This could be achieved in a number of ways including one to one discussions, learning on the job (for example attending meetings), or observation/ shadowing. Some of these adults may still choose to complete full training for the module, but it is important to remember that not everyone will want to do this.

For example, someone who manages a team in their work life may have all the skills needed for the Independent Learning unit; Keeping, Developing and Managing Volunteers, but be unaware of the Adults in Scouting model. In this case the adult may be able to complete the extra learning required through a discussion with their line manager about the Adults in Scouting model and how it applies to their role.

## 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.

The Young Leaders' Scheme gives Young Leaders the skills and knowledge to act as part of the section leadership team, and covers subjects such as the quality programme, safeguarding, first aid, practical skills, managing behaviour and leadership skills.

The scheme is built around ten instruction modules, which can be delivered separately or in various combinations. There are also four missions (projects) which a Young Leader can complete. Other than Module A the scheme is voluntary, so different Young Leaders may have gained different skills from the scheme.

The learning and experience that an individual has gained from the Young Leaders' Scheme is recognised under the Adult Training Scheme in the same way as any other prior learning. If an adult has previously been a Young Leader, or indeed a youth member of the Association, it is likely that they already have a good level of knowledge of Scouting and how it works.

Although the completion of the Young Leaders' Scheme cannot be used as automatic validation for any module, it should be acknowledged and taken into consideration when agreeing the Personal Learning Plan. When putting together a Personal Learning Plan with a learner who has been a Young Leader it is important to ask them questions which allow them to explain the skills and knowledge they have gained. They will need to validate their modules in the same way as all other learners.

More information on the links between learning gained in the Young Leader's Scheme and how this can be translated to the Adult Training Scheme can be found in **Prior Learning Gained in the Young Leaders' Scheme (FS330094)**.

### **Module Delivery**

Training is any learning activity that helps an individual to gain skills, knowledge or values. The most beneficial training, as far as The Scout Association is concerned, is that which helps the adult to fulfil their Scouting role more easily and with increasing success.

It is important that individuals have access to as wide a choice of learning methods as possible. County Training Managers must ensure that at least two delivery methods for each module are available in their County (with the exception of First Aid, Changes in Scouting and Nights Away). It may be necessary to provide more than two methods to suit the full range of learning styles in the County. Suggested methods for delivering each module are shown on the Module Matrix, and include video/DVD, e-learning, course, small group, one to one, workbook, management game and factsheet. It may sometimes be appropriate to select a number of modules to be run together in a course format.

It is accepted that not every County will be able to offer every method but it is important that more than one method is offered. It may be that a County agrees to work with a neighbouring County to offer a variety of methods. Training Advisers should be kept up to date about the methods and opportunities available so that they can advise learners.

Learners should work with their Training Adviser when creating the Personal Learning Plan to identify the most appropriate methods for them to use to complete the required modules. The choice will take into account the adult's personal circumstances, their preferred learning style, additional needs and the opportunities available locally.

### **Validation**

Validation is the process of finding out if the learner is able to put the learning covered by a module into practice in their role in Scouting. All modules required for a particular appointment must be validated regardless of whether the skills have been gained by previous experience or by planned learning.

Each module has a fixed requirement. There are also usually a number of validation methods for learners to select from. Validation methods should be simple and effective and should always be something that the learner does as part of their normal role. The focus should be on the learner doing something and this will often be backed up by discussion. Validation should not be seen as an exam – it must be a positive experience in which the learner receives supportive feedback.

There are a number of methods of validating modules, which are detailed in the Training Adviser's Guide. Some examples are:

- a visit to learner to observe them carrying out an activity
- a written or verbal statement from an observer describing an activity the learner has completed
- 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 the learner
- photos of a validation activity
- videos of a validation activity
- presentations to adults or young people in Scouting

The learner's Training Adviser is responsible for ensuring the validation of each module that has been identified in their Personal Learning Plan. The Training Adviser and the learner should agree on the most appropriate validation methods together.

## Grievance Procedure

There are two possible areas for grievance:

- where the learner and the Training Adviser are unable to agree on which modules are required
- where the learner disagrees with the Training Adviser's refusal to validate a module

The former is a line management issue and the latter is a training issue.

### Disagreement with Training Adviser over required modules

If a learner in the County disagrees with their Training Adviser about the modules necessary for their particular role, the matter is referred to the learner's line manager. The line manager should seek the advice of the County Training Manager if necessary. If the line manager is unable to resolve the disagreement, it is referred to the District or County Commissioner (as appropriate) whose decision is final.

### Disagreement over validation

If an individual in the County disagrees about whether a module has been successfully validated, the matter must be referred to the County Training Manager. If the County Training Manager cannot resolve the problem (or if the County Training Manager is personally involved), the disagreement is referred to the County Commissioner whose decision is final.

Further guidance on disagreements between adults can be found in Policy, Organisation and Rules, Chapter 15 and in factsheet **FS140100 Resolving Complaints** - The Scout Association's Complaints Procedure.

## Administration and records

### What records to keep

Each County will have their own administrative and record keeping systems but there are some elements which will be common to all.

### Recording needs

In order to ensure that the training provision in a County meets the needs of learners in that County it is important to record the need for different learning methods, different modules and for Training Advisers. The Personal Learning Plan is the most important tool for recording this information. County Training Managers should ensure that all Personal Learning Plans in the County are collated, and kept updated, as they can then be used to find out how many people require training for a particular module and what the preferred learning methods are.

Training teams should also work closely with Appointments Advisory Committees to ensure that they know when new adults are starting the appointment process, and then when they become appointed. This will help the training team plan the provision of Getting Started and the allocation of Training Advisers to new adults as soon as possible.

### Recording progress

The progress of learners in the County should also be recorded to ensure that learners are rewarded for their achievements in a timely manner. In particular learners should receive module completion certificates for completed modules, and their Wood Badge when they have achieved it.

Recording learners' progress will also allow County Training Managers to see, for example, how quickly learners are able to progress through the scheme, and if there are any common blockage points.

If a learner's progress has been effectively recorded then it will be helpful in the future if they change role, or move to another County, in identifying which modules they need to complete.

Once a Personal Learning Plan has been agreed between the learner and Training Adviser it can be entered onto the online membership system Compass. As it is entered the system automatically lets you know which modules are required for the role, then gives the option to add modules for those needing a tailored training package. The system will also alert you of any previous training that the adult has completed which may be relevant to their new Personal Learning Plan. Training Managers are then able to use all of this information to plan the training provision in their County, as outlined above.

There are considerable advantages to having member records all held in one place as managers, learners and those involved in training can all have access to the same information at the same time. This enables the learner to easily see what has been achieved, and so feel more in control of their own learning, and their line manager to see what they have achieved and so support and encourage them. It also enables Training Managers to see information on an adult's role and progress through the appointment process.

# PART 5: THE MANAGEMENT OF THE TRAINING PROVISION

## Overview

The Scout Association's Adult Training Scheme is nationally based, but the organisation and delivery of the scheme is local and the responsibility of each County. The organisation and delivery of skills courses for Manager and Supporter training is delivered at Regional level in England and Wales.

The County Training Manager or Assistant Regional Commissioner (Adult Training) Scotland is responsible for the overall provision of training in their County or Scottish Region. The organisation and delivery of skills courses for Manager and Supporter training is delivered at Country level in Scotland and in Northern Ireland.

There are a variety of appointments involved in the management of training provision at a local level. These are described more fully below. The term Training Manager is often used to refer to all appointments involved in the management of Adult Training.

Each adult participating in The Scout Association's Adult Training Scheme has access to a Training Adviser. The role of the Training Adviser is to:

- help the individual identify their existing skills and learning needs
- help them construct a Personal Learning Plan
- support them through that plan to completion

Depending on the size and structure of the County there may also be a range of Training Administrators based at local or County level.

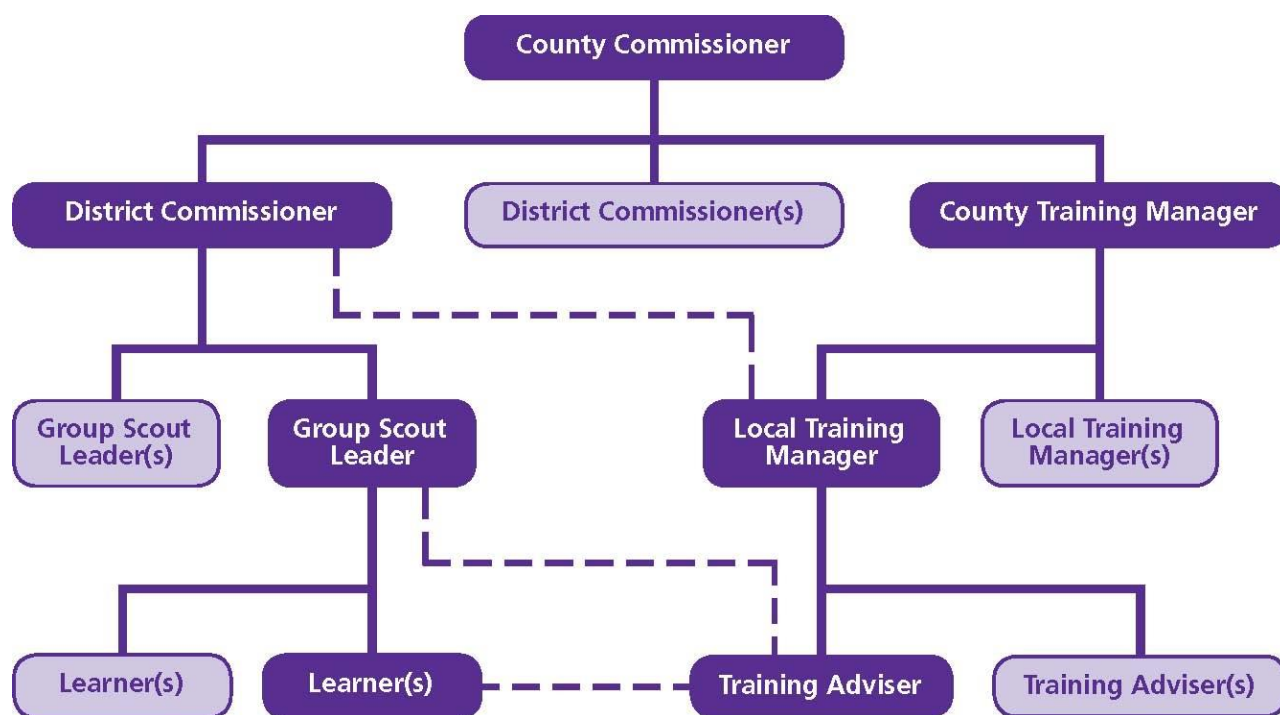
Regional Training Managers work across England, providing support to Training Managers in a specific Region. They do not line manage Training Managers but can provide them with individual support on issues within their County as well as being involved in the induction of new Training Managers.

## Training management in England, Wales and Northern Ireland

Training provision within a County is the responsibility of the County Training Manager. The structure of that provision will depend on a number of factors, including:

- number of adults in the County
- geographical size of the County
- number of Districts
- number of individuals to support the operation of the scheme, for example Training Advisers, and
- the management structure of the County

The County Training Manager may support the Training Advisers and Trainers directly, but it is more likely that they will have the support of one or more Local Training Managers. A Local Training Manager may provide support to one or more Districts, and may support a number of Training Advisers or Trainers. A Training Adviser may support one or more learners, who may come from different Districts.



**Line management is shown by the solid lines**

**Training support and advice is shown by the dotted lines**

This is one example of how training provision within a County may be structured. This basic structure may be adapted to suit the individual nature of different Counties, and the challenges they may face at a certain point in time. Some ideas on the practical flexibility of different roles are included below. More information to help County Training Managers, including ideas on how to adapt the training structure for their own needs, is also available in the publication *Keys to Success for County Training Managers*.

### **The County Training Manager**

The County Training Manager is responsible to the County Commissioner. They are responsible for the overall provision of training in their County, and for ensuring that quality training is delivered. There are a number of elements to this.

#### **Training needs**

The County Training Manager ensures that training needs in the County are identified, and that an appropriate plan for meeting these needs is developed and implemented. Identification of needs will need to take into account the number of people holding appointments, the length of time people hold appointments for, geography and Group/District development plans. Information from Personal Learning Plans, for example preferred learning methods for modules, is vital in identifying these needs.

#### **Training structures**

The County Training Manager agrees the structure of training provision with the County Commissioner and District Commissioners. There are a number of ways that training provision can be structured within the County, and the most important thing is that the structure can work effectively to provide a relevant and quality provision.

#### **An appropriate team**

In order to implement the plan for meeting training needs the County Training Manager must make sure that appropriate people are recruited, managed and supported. The number of people required in different roles will depend on the needs that have been identified, and the structure chosen. Delivering a wide range of methods will require people skilled in different or diverse areas, whilst working to individual needs may put more emphasis on one to one or small group work than courses.

## Learner's needs

An essential part of providing a quality training provision is meeting the needs of individual learners. This includes ensuring that they are allocated a Training Adviser, complete a Personal Learning Plan, can access the training scheme as soon after appointment as possible and can access training by a variety of methods.

If adults are to be given a positive first impression of training it is essential that the allocation of Training Advisers is handled efficiently, and that Getting Started is readily accessible. More information and advice on Training Advisers is given below.

An example role description for a County Training Manager can be seen online at **scouts.org.uk** or ordered from Scout Shops at **scouts.org.uk/shop**

## Local Training Managers

The role of the Local Training Manager (LTM) is defined locally and can be applied in a number of ways. The main role of an LTM is to provide support and assistance to the County Training Manager. Specific elements of their role could include:

- local analysis of training needs
- liaison with Appointments Advisory Committees
- management of small groups of Training Advisers
- the delivery and/or provision of some local training opportunities

The LTM role is very flexible. An LTM could cover a geographic area including a number of Groups, a District or a number of Districts. Alternatively they could look after particular aspects of training, for example a set of modules, training for particular roles, Getting Started or on-going learning. They may be an active part of a training team, or they may manage a training team, a group of Training Advisers, or both. They may have no direct training input but instead concentrate on identifying learning needs and passing information on to training providers.

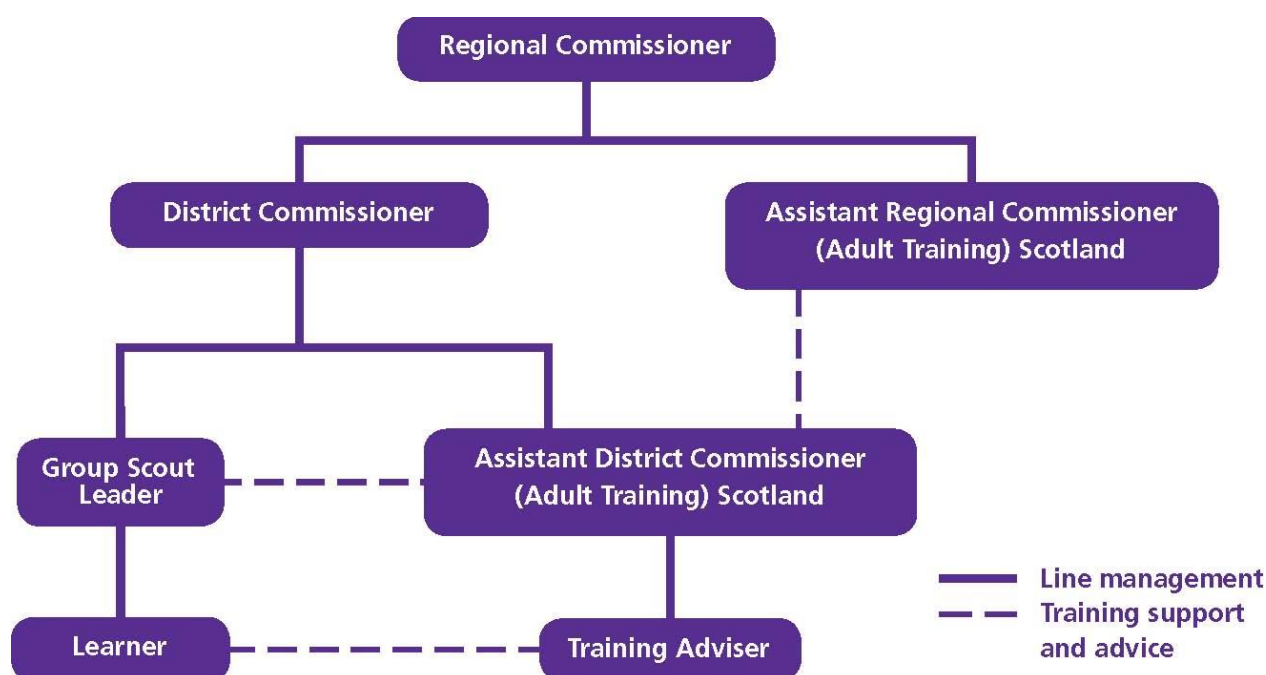
When thinking about structure and how to use LTMs it is important to consider what is best for that County. Where LTMs are allocated by geographic area their workload and extent of travelling needs to be considered. Where training provision works best is when the Training Managers and Commissioners work in partnership. If an LTM is allocated to support training in one or more Districts they should be encouraged to develop a good working relationship with the District Commissioner and District team.

An example role description for a Local Training Manager can be seen online at **scouts.org.uk** or ordered from Scout Shops at **scouts.org.uk/shop**

## Training Management in Scotland

Training provision within a Scottish Region is the responsibility of the Assistant Regional Commissioner (Adult Training) Scotland. Each District has an Assistant District Commissioner (Adult Training) Scotland who is responsible for training within the District, in particular the provision of Getting Started training and the recruitment and allocation of Training Advisers.

This diagram shows the structure of training provision within a Scottish Region.



### The Assistant Regional Commissioner (Adult Training) Scotland

The Assistant Regional Commissioner (Adult Training) (ARC(AT)) is responsible to the Regional Commissioner. They are responsible for the overall provision of training in their Region, and for ensuring that quality training is delivered. They have some specific functions:

#### Lead and manage the training team

To ensure that adults get good quality and appropriate training it is important that the ARC(AT) puts together a training team which is inclusive and balances those with experience and those new to providing training. The team may include people taking on a variety of roles, including those leading on particular modules or groups of modules, safeguarding, distance learning, catering or record keeping.

#### Delivery of training

Responsibility for delivering training lies with the Region. Manager and Supporter skills courses are run by the Country. In order to ensure that the needs of learners within the Region are met the ARC(AT) ensures that a range of methods of learning are available, including distance learning methods, and that adults have access to appropriate methods which meet their needs. A plan for identifying and meeting learning needs will be developed and implemented.

#### Provide support to districts

Support is provided to Districts through the Assistant District Commissioner (Adult Training) Scotland (ADC(AT)). The ARC(AT) holds regular meetings with their team of ADC(AT)s, as well as one to one discussions, and should also attend meetings in Districts if invited. In this way they should identify and respond to the needs of the District, as well as ensuring that ADC(AT)s are playing a part in the Regional Training Team.

#### Communications

The ARC(AT) is part of the Regional team, and should ensure that training is responding to the needs of the Region. They are also responsible for creating a forum for sharing good and effective practice both within their own Region, and across Regions. Finally, they represent their Region on the Scottish Training Team – a forum for sharing training ideas and practices across Scotland.

An example role description of an Assistant Regional Commissioner (Adult Training) Scotland can be found online at [scouts-scotland.org.uk](https://scouts-scotland.org.uk)

### **The Assistant District Commissioner (Adult Training) Scotland**

The Assistant District Commissioner (Adult Training) Scotland is responsible to the District Commissioner. They are responsible for ensuring that all adults in their District receive the training which they need. The role includes:

- ensuring delivery of Getting Started modules (01-04)
- recruitment, support and allocation of Training Advisers
- ensuring that Adult Training records are kept up to date
- responsibility for on-going learning opportunities
- active participation in the Regional Training Team

An example role description of an Assistant District Commissioner (Adult Training) can be found online at [scouts-scotland.org.uk](https://scouts-scotland.org.uk)

## **Training Advisers**

Each learner participating in the Adult Training Scheme should be allocated a Training Adviser to support them through the scheme. The Training Adviser helps the learner to identify their learning needs, construct a Personal Learning Plan, and complete the learning and validation of that plan.

Adults in Manager or Supporter roles, will be allocated a Training Adviser for Managers and Supporters, who will be expected to have managerial experience either within Scouting or externally, in order to best support adults in these key roles.

If adults are to be given a positive first impression of training it is essential that the allocation of Training Advisers is handled efficiently. The appointment process and Getting Started must also be readily accessible.

At a first meeting the Training Adviser should explain the scheme and how it operates, ensure that the role description has been completed by the adult and their line manager and discuss the modules in relation to the role. If the adult needs to complete learning for the module then the Training Adviser needs to ensure that the learner has access to appropriate learning. If the adult already has the skills required then the Training Adviser will need to arrange the validation of that module. More information on learning and validation is in section four of this resource.

Once all the modules are complete, the County Training Manager is informed. They recommend the award of the Wood Badge to Headquarters, and inform the learner's line manager. More information is in section three.

Training Advisers are appointed locally by the County Training Manager or Assistant District Commissioner (Adult Training) Scotland. The role of Training Adviser is a function that most line managers, Assistant District/ County Commissioners and Supporters could undertake. It is also perfectly acceptable for the role of Training Adviser to be an individual's only role in Scouting.

A Training Adviser normally supports three or four learners, but this depends on their other commitments. There are a number of ways of being flexible with using Training Advisers, particularly if there is a shortage in one area. Some examples include:

- drop-in validation evenings where a couple of Training Advisers are present to do a validation for anyone who turns up
- getting Group Scout Leaders and District Explorer Scout Commissioners to do the initial Personal Learning Plan with new Section Leaders. Group Scout Leaders and District Explorer Scout Commissioners should have completed Assessing Learning (25), as on-going learning or part of their own Wood Badge
- Local Training Managers meeting new adults and doing the Personal Learning Plan before allocating an appropriate Training Adviser

- assigning Training Advisers just for the Getting Started modules and then providing a pool of Training Advisers for further validations
- providing a validation hotline for learners to ask for someone to validate them

More information on the role of the Training Adviser is available in the Training Adviser's Guide. An example role description for a Training Adviser can be seen online at **scouts.org.uk** or ordered from Scout Shops at **scouts.org.uk/shop**

## Training Administrators

The roles of Training Administrators are local appointments and can be used in a number of ways to support training within the County. For example:

- providing administration for courses
- organising distribution of distance learning materials
- communicating training opportunities
- maintaining financial records
- administering the collation of Personal Learning Plans
- entering information about module completions onto the training pages on the online membership admin area
- processing Wood Badge requests
- provide valuable organisational support at a local level

# APPENDIX 1: 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: 0345 300 1818 (local rate) or 0208 433 7100

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

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

## Scout Shops

The ordering of resources is done through Scout Shops, who can be found at [scouts.org.uk/shop](https://scouts.org.uk/shop) or contacted on 01903 766 921 Monday - Friday.

## Keys to success for County Training Managers

Support and advice for those in the role of County Training Manager.

## Module Matrix

Quick-glance guide to the modules in the Adult Training Scheme.

## Training Adviser's Guide

Practical resource for Training Advisers, giving help, support and advice for them in their role and information on all of the modules within the Adult Training Scheme.

## Training Adviser's Guide for Managers and Supporters

Practical resource for Training Advisers for Managers and Supporters, giving help, support and advice for them in their role and information on the learning required for Managers and Supporters in Scouting.

## 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 those roles.

## Adult's personal File for Managers and Supporters

A version of the Adult's Personal File tailored for those holding Manager and Supporter roles, containing only the training relevant to these roles.

## Adult's Personal File for Non-Wood Badge Roles

The Adult's Personal File for Non-Wood Badge roles is a shorter version of the Adult's Personal File with only relevant modules included for these roles. This has been developed to ensure that the support resource is as relevant as possible for members who are not required to undertake a Wood Badge as part of their role. This can be found at [scouts.org.uk/training](https://scouts.org.uk/training) or ordered from Scout Shops.

## Supplementary Modules

The Supplementary Module Pages will be useful for members who choose to undertake any of the supplementary modules. These can be printed and inserted into any of the Adult's Personal Files or referred to online. The Supplementary Module pages for the Adult's Personal File can be accessed in one document with all the Supplementary Modules or the individual module pages are also available.

## Trainer's Notes

Available for each module in the scheme, to aid Trainers in running a course or other session.

## Online Resources

**scouts.org.uk/learnersresources** - for Learners

**scouts.org.uk/trainersresources** - for Trainers

**scouts.org.uk/trainingadvisers** - for Training Advisers

## Appointment Process Publications

Information and support for those involved in the appointments process, available from

**scouts.org.uk/appointment**

## Role Descriptions

Sample role descriptions are available for most roles in Scouting from **scouts.org.uk**. Role descriptions for Scotland-specific roles can be found in the library section of **scouts-scotland.org.uk**

## Compass

Compass is a membership database where all member records are held.

## Policy, Organisation and Rules (POR)

Defines the structure of Scouting in the UK, available from **scouts.org.uk/por** or from the Information Centre.

## Scottish variations from POR

Can be found in the library section of **scouts-scotland.org.uk**

# APPENDIX 2: GLOSSARY OF TERMS

**Appointments Advisory Committee** A sub-committee of the District or County Executive Committees, that assists with the process of appointing adults in Scouting.

**ADC(AT) Scotland** Assistant District Commissioner (Adult Training) Scotland – the person responsible for the management of the Adult Training Scheme in a Scottish District.

**ARC(AT) Scotland** Assistant Regional Commissioner (Adult Training) Scotland – the person responsible for training provision in a Scottish Region.

**Commissioner** A Manager responsible for the development of Scouting in a particular geographical area. **See also: Manager.**

**Disclosure Check** Safeguarding check which ensures that an adult is safe to work with children and young people. The safeguarding checks are known in different countries by different names:

England and Wales: Disclosure Barring Service (DBS)

Scotland: Disclosure Scotland (DS)

Northern Ireland: Access Northern Ireland (Access NI)

**CTM** County Training Manager – the person responsible for the management of the Adult Training Scheme in a County.

**Distance learning** A method of learning that can be completed on your own. This may be through workbooks, DVD or e-learning.

**e-learning** A method of distance learning that involves completing interactive training on a computer package either on CD ROM or on the internet.

**Form AI** The adult application form that is completed by all adults who wish to have a role within Scouting.

**Form RF** The form used to request a reference about the suitability of an adult to give service to The Scout Association.

**Getting Started** The collective term for Modules 1-4. This training must be completed and validated before a full appointment is issued.

**GSL** Group Scout Leader – The person appointed by the Scout District responsible for the leadership and management of a Scout Group.

**Learner** An adult taking part in the scheme.

**LTM** Local Training Manager – an appointment that may be used in a County to undertake some of the responsibilities of the County Training Manager.

**Manager/Line Manager** Used to refer to all adults in The Scout Association that are appointed to manage other adults and do not normally directly deliver programmes to young people (including: Group Scout Leader, District Commissioner, County Commissioner, District Explorer Scout Commissioner and County Training Manager).

**Member Resources** Member Resources is the area of [scouts.org.uk](https://scouts.org.uk) where both members and non-members can find all of the information which will be relevant to their involvement in Scouting.

**Module Matrix** A document showing the training modules available to participants along with their aim, topics and methods. Participants choose the relevant modules from the matrix to build their PLP.

**PLP** The Personal Learning Plan for an individual that specifies the learning and validation required by that person for their training requirements, including the award of the Wood Badge for those rules to which it applies.

**Role description** The agreement between an adult and their line manager (normally their Group Scout Leader or Commissioner) giving the details of what their role is, how long they are doing it for, who they are working with and what support is in place for them.

**Section Leader** The person appointed to run a section.

**Supporter** An adult appointed to provide support to other adults, for example Assistant County or District Commissioners.

**Training Adviser** A person assigned to support an adult undertaking the Adult Training Scheme.

**Training Adviser for Managers and Supporters** A person assigned to support Managers and Supporters undertaking the Adult Training Scheme.

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

**Wood Badge** This is awarded to an adult on completion of their core adult training. They are wooden beads worn on a leather thong around the neck.

**Workbook** A method of distance learning that involves completing exercises in a book.

**World Scout Bureau** The Bureau is the secretariat to the World Organisation of the Scout Movement to which national associations belong.

**Young Leader** This is an Explorer Scout who works as part of the leadership team in one of the first three sections. Young Leaders belong to an Explorer Scout Unit and have a recognised training structure to help them in their leadership role.