ADULT'S PERSONAL FILE

Supplementary Module

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.

Contents:

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

About this Resource

The aim of the Supplementary Module Resource is to provide a place for learners to find all of the content about the Supplementary Modules in one place. Supplementary Modules may be completed by choice of the learner, to develop existing learning or due to a suggestion by your Training Adviser.

This resource will only refer to the supplementary training however a full list of all of the modules within the Adult Training Scheme can be found in the Module Matrix, available at **scouts.org.uk/training**.

How does the Adult Training Scheme work?

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.

The range of skills The Scout Association expects of people in different roles is described in a number of modules, learning units and skills courses which together make up the Adult Training Scheme. Information about the principles of The Scout Association's Adult Training Scheme can be found in the Adult Training Scheme at **scouts.org.uk/training**.

Information about the specific learning that you would need to complete dependant on the role you hold in Scouting can be found the Adult's Personal File which is relevant to your role.

The Adults Personal File for Managers and Supporters, the Adults Personal File for Section Leaders or the Adult's Personal File for Non Wood Badge Appointments can all be found at **scouts.org.uk/training**.

Module Pages

Within this resource the module pages will set out the module aim, topics covered, change of role information, the delivery methods for the learning and the validation criteria.

Within each module pages, 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.

Each supplementary module offers a number of learning methods, specified on the module page. You may be able to go on a training course, use e-learning, workbooks, videos, 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.

Assessing Learning (25)

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

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
- 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 Training Adviser for Managers and Supporters

- demonstrate an understanding of The Scout Association's Adult Training Scheme, particularly the Leadership and Management Training, and support one learner in a Manager or Supporter role 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 and brief others
- 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
- make one recommendation for the award of a Nights Away Permit

If you are an Activity Assessor

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

If you are a Scout Show Assessor

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

Instructing Practical Skills (27)

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.

Facilitating (28)

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

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

Presenting (29)

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

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

Supporting Local Learning (30)

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

Revalidation of this module is not required for any change of 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

Planning a Learning Experience (31)

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

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

Delivering a Learning Experience (32)

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

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

Planning a Learning Provision (33)

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

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

Managing a Learning Provision (34)

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

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

Additional Needs (36)

Module 36: Additional Needs is currently under review.

Up-to-date information and guidance around additional needs can be found within the Scouting for All section of Member Resources at **scouts.org.uk/diversity**

Our national team of **Specialist Advisers for Inclusion and Diversity** can provide support and deliver bespoke awareness courses.

In the Adult Training Scheme, content related to additional needs can also be found in **Module 7: Scouting For All,** which provides an introduction to inclusion and diversity, and practical advice about how to make Scouting inclusive. **Module 15: Promoting Positive Behaviour** is used to support adult volunteers to proactively promote positive behaviour and appropriately manage challenging behaviour in their sections.

Advising on Adult Appointments (37)

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

Revalidation of this module is only required if this module is considered to be relevant to the 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 <u>two</u> 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

Skills for Residential Experiences (38)

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.

Topic	What do you already know? Questions to ask yourself	Personal confidence rating After thinking about your existing knowledge, how would you rate your confidence in this area? (1= not confident, 5= very confident)
The planning process	Can I identify the factors to take into account when planning a programme for a residential experience appropriate for the section I support?	

Elements of effective administration	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?	
Choosing and preparing a team	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?	
Choosing, using and maintaining the right equipment	Can I identify the equipment required for a residential experience and how to maintain it on the residential experience?	
Practical skills	Can I demonstrate two practical skills that would be used on a residential experience?	
Health, happiness and safety issues	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? How would I carry out a risk assessment for an activity or event	
Catering requirements	Can I explain what should be considered when planning and providing a menu for a residential experience?	
Evaluating venues	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 <u>one</u> 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 high quality 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.

Mentoring and Coaching (39)

Aim

To provide the skills, knowledge and attitudes necessary to effectively mentor and coach both adults and young people in Scouting Roles.

Topics covered

- Learning Styles
- Motivation
- Emotional Intelligence and Resilience
- Communication
- The GROW Model
- Giving Feedback

Change of role

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

Delivery methods

- Course
- One to one
- Small group

Validation criteria

A 'formal evidence portfolio' is not required to validate as a Mentor or Coach. However documentary evidence will be required to show that the validation criterion has been achieved.

Example of this evidence may include:
- discuss the training content and objectives of the Pre-Course Learning with a Training Adviser
- complete a Mentoring and Coaching 'How are we going to work together?' with an adult you are supporting
- meet with an adult you are supporting for a minimum of two sessions
- effectively apply the TSA Mentoring and Coaching Approach with an adult you are supporting
- effectively apply the Grow module with an adult you are supporting
- complete a personal reflection log for a period of 3 months
- any other ideas, subject to agreement with a Training Adviser

Notes

This module is one of a number targeted at younger adults and young people in a position of responsibility who have been identified as having the potential to move into a manager position as part of the Future Leaders talent management project. As coaching and mentoring sessions should be confidential, observation of these is not appropriate for validation purposes.