

# TRAINING ADVISER'S GUIDE



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# PART 1: INTRODUCTION

## Welcome to the Training Adviser's Guide

This guide introduces the role and responsibilities of a Training Adviser and acts as a reference for key aspects of the role. It is a tool for Training Advisers to help you support learners through the Adult Training Scheme.

If you are a Training Adviser for Managers or Supporters, it would be best to refer to the Training Advisers guide for Managers and Supporters. This guide will focus on learners who are not looking to take on a Manager or Supporter level role.

## What does the guide contain?

The Training Adviser's Guide contains guidance on the Training Adviser's role. The guide also provides copies of the forms that you will require to record the plans made with the learner. The validation requirements for the modules in the scheme are included towards the end of this resource. There are also some questions to help you check the learner's knowledge and understanding. This guide will not include guidance for Training Advisers for Managers and Supporters. For guidance on Manager or Supporter level appointments please see the Training Advisers Guide - Managers and Supporters.

## How to use this guide

It is important to read the guide thoroughly. It provides information on the responsibilities of the role and gives you useful advice for carrying out your responsibilities. It is a tool to help you work through the scheme with learners to agree learning requirements and validation methods.

## Preliminary reading

The guide does not explain The Scout Association's Adult Training Scheme in any detail and assumes some knowledge of the way in which the scheme is organised and delivered. Further information can be found in the resource Adult Training Scheme which can be found at **[scouts.org.uk/training](https://scouts.org.uk/training)**

It would also be beneficial for you to be familiar with the Adult's Personal File for Section Leaders and the Adult's Personal File for Non-Wood Badge Appointments. The learners that you work with should have a copy of the relevant guide; each guide contains useful guidance and information on the Adult Training Scheme and the training that they need to complete as part of their role. It also outlines the validation requirements for the modules in the Adult Training Scheme and includes charts for you and for learners to work through to assess their existing knowledge.

# PART 2: WHAT IS A TRAINING ADVISER?

## Where do Training Advisers fit in?

The key role of a Training Adviser is to support a learner through The Scout Association's Adult Training Scheme. You will work with a learner up to the award of the Wood Badge to ensure they have the skills, knowledge and attitudes they need to be effective in their Scouting role.

A Training Adviser is responsible to either a Local or County/Area Training Manager depending on the management structure of their County/Area. In Scotland most Training Advisers are responsible to the Assistant District Commissioner (Adult Training). Like most Scouting roles, the appointment has training requirements of its own (see below).

## What does a Training Adviser do?

A Training Adviser performs a number of tasks including:

- meeting learners and explaining the Adult Training Scheme to them
- helping each learner put together a Personal Learning Plan and agreeing it with them
- providing support to the learner as required and reviewing their progress with them on a regular basis
- validating the training with the learner to ensure that they are able to put their learning in practice in their role
- maintaining records and informing the Training Manager of the learner's progress
- recommending the award of the Wood Badge to the Training Manager

You are also likely to meet with other Training Advisers and Training Managers to discuss progress and good practice, consider items of concern, keep up to date with local training opportunities and make plans for developing the support offered to learners.

It may also be useful for you to review the generic **Training Adviser role description**. Your role description may differ slightly depending on what you have agreed with your line manager. If you do not have a role description, speak to your line manager.

## What skills and knowledge do I need to be a Training Adviser?

In order to explain things to an adult new to Scouting, you will need a basic understanding of Scouting and how the Adult Training Scheme works. You can find information about the basics of Scouting in the training module **Essential Information (01)**, or by speaking to your line manager. You will also need to know, or be prepared to learn:

- what modules make up the training scheme
- how training operates in your area
- local administration procedures
- how to use Compass to record learning.

## What training do I need?

You will have to validate the training for Essential Information (01) and Assessing Learning (25). For more information, contact your Training Manager.

# PART 3: HOW DOES THE TRAINING SCHEME OPERATE?

## A Summary of the Scheme

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

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

- Adults will only complete the learning components 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 key 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 module objectives by demonstrating their skills in their Scouting role; this is done 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 other methods such as workbooks, videos and e-learning.
- The scheme is UK-wide so that the training which has been completed in one County will be recognised in another.
- There is the opportunity for adults to have the training they do in Scouting externally recognised.

As a Training Adviser it is your responsibility to translate these key principles into practice. This means ensuring that the learners you are working with:

- have their prior learning properly recognised
- have access to training which takes into consideration their personal circumstances and preferred learning methods
- are well supported and properly advised on their training and personal development.

## Learning and Validation

There are two elements to the Adult Training Scheme:

- **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.

## The Appointment Process

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

For more information on the appointment process see **The 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.

- Personal Learning Plan (02)
- Essential Information/ Essential Information for Executive Committees (01)/(01E)
- Tools for the Role (Section Leaders) (03)

Although there are suggestions about which modules may be best to complete first, these modules may be completed in any order. Once a learner has completed Getting Started they may wear the **Gilwell woggle**. Non-uniformed adults may wear the **Getting Started pin**.

If an adult's provisional appointment expires and they have not completed Getting Started, the adult's line manager will be informed (through a locally defined route). The District or County Commissioner, together with the Appointments Advisory Committee, will then decide whether or not to extend the provisional appointment for another five months. 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 every six months up until completion of the Wood Badge.

Working with the volunteer to agree a Personal Learning Plan is key to being an effective Training Adviser. A well thought out Personal Learning Plan will enable the learner to receive the most effective and efficient learning for them. It will also mean they get the most out of the scheme, so they will be more comfortable and effective in their role.

Although the parts of Getting Started can be completed in any order, it may be helpful for the learner to complete the Personal Learning Plan as the first step, particularly when changing roles. This means that they will have a clear idea of the process from the outset, and you will be able to advise them on the best plan for them at an early stage.

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

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

#### Essential Information (01)

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. 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)**.

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

As well as looking at the Fundamentals of Scouting and key policies, information in this module is specific to Executive Committee Members to help them gain a greater understanding of their role and responsibilities.

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)

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

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

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

### The Wood Badge

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

In UK Scouting, training is tailored to an adult's appointment and therefore not all 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; these are outlined in more detail later in this publication. Volunteers are 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 agreed their plan for the ongoing learning that they will complete in the next year, you can recommend to your Training Manager that they are awarded their Wood Badge.

In most cases, the County Training Manager is responsible for recommending the award of the Wood Badge to Headquarters. Headquarters is responsible for awarding Wood Badges and will forward the Wood Badge and certificate to the appropriate Commissioner for presentation.

### Ongoing learning

All adults holding appointments for which a Wood Badge is required, must participate in an average of at least five hours ongoing learning each year. This is to ensure they continue to acquire new skills and keep up to date with new trends and policies. Ongoing learning must be at least five hours per year, calculated over the length of the appointment. For example, if an adult went on a week-long residential course, this could be counted as the ongoing learning for the whole period of their appointment.

As a Training Adviser, you will need to agree with your learner what ongoing learning they will do in the first year after achieving the Wood Badge. It then becomes their line manager's responsibility to monitor and agree their ongoing learning.

Ongoing learning can be any number of things. In essence any training, learning or development that is complete and can be used in their Scouting role is appropriate to count as ongoing learning. For example:

- the maintenance of a current adult first aid qualification/first response certificate
- a Beaver Scout Leader spending time with another leader learning how to use Programmes Online, then using it to plan their programme
- any of the supplementary modules, for example Facilitating (28) or Presenting (29).

### Mandatory ongoing learning

Although the ongoing learning hours a learner is required to complete each year can be any number of things, there are also some specific ongoing learning requirements which some members must complete. Any member who holds an appointment for which an appointment review is required, must complete the mandatory ongoing learning, detailed below.

### Ongoing 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.



The Scout Association Safeguarding Awareness Training module can be used by learners 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 **Safeguarding e-learning** for this module. The e-learning, along with further information, can be found at **scouts.org.uk/ongoinglearning**.

## Ongoing 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 Ongoing 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 **Safety e-learning** available for this module. The e-learning, along with further information, can be at found **members.scouts.org.uk/ongoingsafety**.

## First Aid Training

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.

More information on First Aid requirements can be found 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.

More information on all of these options is available from the Adult Support Office on **adult.support@scouts.org.uk** or by calling 0345 300 1818.

## 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 Gateway Qualification 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 Gateway Qualification 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** or email **adult.support@scouts.org.uk**.

## 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 – a magazine that is printed nine times a year as well as being accessible online. More information is available in the members area of **scouts.org.uk** or from the Volunteering team by emailing **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** or from the Volunteering team by emailing **adult.support@scouts.org.uk**

# PART 4: PRACTICAL SUPPORT FOR YOUR ROLE

## Putting together a Personal Learning Plan

The Personal Learning Plan is the key to the Adult Training Scheme, so it is important that the plan produced is appropriate. The learner and the Training Adviser should work together to produce a plan that meets the learner's needs and details how the required training will be completed.

The learner may already have received a copy of an Adult's Personal File appropriate to their role when their provisional appointment was issued. If they have not yet received a copy, you should ensure that they are given one. It is available to order from Scout Shops, or to download at [scouts.org.uk/learnersresources](https://scouts.org.uk/learnersresources). The file is designed to give the learner all the information they need as they progress through the scheme and can be used as a workbook to create their Personal Learning Plan.

The Adult's Personal File will help the learner to identify which modules are relevant to their role and what learning and validation they need to complete. The Adult's Personal File outlines the five steps to creating a personal learning plan:

1. Identify the training relevant to the learner's role
2. Assess what learning they will need to complete
3. Decide the validation methods that will be used to demonstrate their ability to put learning into practice and the timeframe in which they expect to complete each criteria
4. Meet and agree a plan with their Training Adviser
5. Complete and review

Learners may complete steps one, two and three themselves and bring the initial work to their first meeting with you to complete step four. Others may prefer to complete these steps alongside their Training Adviser or another volunteer. In either case, you should ensure that the initial meeting (step four) is arranged as quickly as possible so that the learner is not held up in progressing through the scheme.

## Agreeing the Personal Learning Plan

Depending on whether the learner has worked through the steps one, two and three to think about their Personal Learning Plan before agreeing it with you or not the guidance that you give will be slightly different. In both cases though it is important that the process of agreeing the plan is about discussing the needs of the learner and mutually agreeing the plan, which is then recorded.

## Step 1: Identifying and agreeing the modules

At this stage you should ensure that the learner has identified all of the modules appropriate to their role. The following resources will be useful:

- The Minimum Training Requirements and the Module Matrix in Part 4 of this document can be used to identify which modules they are required to complete for their role.
- The learner's role description will be useful to identify any extra modules that may be relevant to their role, or that they would find interesting to complete.
- If they are changing roles from another role in Scouting, the Change of Role section can be used to identify the modules that may require revalidating. If they have completed their training under the current Adult Training Scheme, it may not be necessary to revalidate certain modules or certain validation criteria if they have completed them previously

It is worth discussing with the learner their role and the training they require for it and advising them on any gaps you believe there are in their proposed plan. There may be some modules which you believe would be helpful to them that they haven't thought of. They may also wish to complete modules which are not required for their role but which they are interested in. If they are taking on an appointment which requires a Wood Badge, ensure that all of the required modules for that Wood Badge have been included on their plan.

Remember that the basis for this discussion must always be the role description the learner has agreed with their line manager. Without an agreed role description, and therefore a detailed understanding of their role, you can't be sure that the advice you are offering them is accurate. It is worth confirming with the learner before the meeting that they have a role description and that they are going to bring it with them. This will ensure that the time together is used effectively.

## Step 2 – Assessing their learning needs

Once the training requirements have been identified, you will need to discuss each one in turn to ensure both you and the learner understand what each requires.

It is likely that the learner will already have skills and knowledge that they have acquired in another role, within Scouting or externally, that can be used to validate some of their training. This means that for some modules they may not need to do any extra learning or may only have learning to do for certain parts of the module.

You will both need to agree whether the learner can already do what is required or whether they need further learning or support to achieve it. It is important to spend time discussing what the module requires and helping them to identify which skills they have and which they may need to gain. Both you and the learner need to have a clear understanding of what is required at this stage in order to prevent issues occurring at a later stage.

## Check Your Knowledge Charts

The Check Your Knowledge chart included in the validation guide below will help to identify what the learner already knows and decide what learning they still need to complete for each module. The chart has been designed to reflect the learning objectives of each module. This can be used to help them create their Personal Learning Plan (PLP) and agree it with you.

## Recognising prior learning

Adults coming into Scouting will already have a variety of skills, knowledge and experience that 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 evidence required for the validation criteria, it will not be necessary for them to complete any further learning for that module. They will be required to show that they can effectively apply the skills that they have 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.

## 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 delivering a high quality, balanced programme, safeguarding, first aid, practical skills, managing behaviour and leadership skills.

The scheme is built around ten modules, which can be delivered separately or in various combinations. There are also four missions (projects) which a Young Leader can complete. These allow Young Leaders to put their learning into practice. Other than Module A, the scheme is voluntary, so different Young Leaders may gain 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 that 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. For further information on the Young Leader's Scheme, please see the Factsheet (**FS330094**): **Prior Learning Gained in the Young Leader's Scheme**.

## Choosing the Learning methods

The Adult Training Scheme offers a number of learning methods for each module, specified on the **Module Matrix**. You will need to discuss with the learner what learning methods are available and help them to decide which of these methods will be most appropriate for them. The choice of methods will need to take into account the learners personal circumstances, their preferred learning style, additional needs and the opportunities available locally. It is important that individuals have access to as wide a choice of learning methods as possible.

Modules have a choice of two or more methods that can be used to access the learning. Learners 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 them or teach them a skill.

## Step 3: Agreeing the validation methods

Validation is the process where learners show that they can put into practice in their Scouting role the knowledge and skills gained in a module.

Learners need to validate all of the criteria required for their role regardless of whether they have gained their skills through learning or through prior experience. Validation should not be seen as an exam – it must be a positive experience in which the learner receives supportive feedback. You should be unobtrusive and allow the learner to carry out the task naturally.

## Choosing Validation Methods

It is your responsibility to agree suitable methods for validation with the learner and to sign off each module once you are comfortable that it has been appropriately validated. You won't necessarily validate every

module for your learners. They can be validated by any Training Adviser or by someone designated by the appropriate Training Manager for this purpose.

**NB** 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. Agreeing the validation method is important. It should be very clear what is acceptable and unacceptable for validation purposes.

There are a number of validation methods that learners can use. Some examples of the most frequently used validation methods are shown below:

- 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

There are however other methods that you might want to use and these can be agreed between you and the learner.

## Step 4: Meeting and agreeing a plan

During the initial meeting you need to discuss the learners' training requirements, learning methods and validation methods to create a Personal Learning Plan with them. Some learners may be already at steps one, two and three above before the initial meeting, whereas others may choose to work through the first three steps with you.

At the initial meeting, you should ensure that the learner has a full understanding of:

- the principles of the Adult Training Scheme
- the scheme itself and the processes involved
- the purpose of validation
- the learning and validation method options that are available to them
- the timescales to which they are working
- any other local information that may be relevant

In a single meeting you should not aim to agree learning method, validation and timescale for every module. Try to prioritise the modules that the learner is going to work on in the next 6 to 12 months and create a plan for those. At the first meeting with an adult new to Scouting, you may just want to agree the learning and validation methods for the Getting Started modules. These must be completed within five months.

By the end of the initial meeting, the following key things should have been achieved:

- agree the modules the learner must complete
- identify whether the learner has any prior learning or what additional learning they need to do in order to validate their training.
- if learning is required, agree the method they will use such as a course of piece of e-learning to gain the relevant skills for their role

- determine whether the learner wishes to work towards the external award option e.g. Gateway Qualification
- identify the validation methods for the modules
- agree a timescale for all of the above

The Personal Learning Plan is recorded on the membership database called Compass, where it is stored and updated as the learner works through their training. As a Training Adviser, you are required to update the Personal Learning Plan directly onto Compass when you agree their plan.

## Step 5: Complete and Review

As the Training Adviser, you will want to know that the learner is working to the plan and that the learning is enjoyable and useful. At the same time, the learner will want to know that they have your support. As frequently as you choose to agree, and certainly no less than every six months, you should meet with each learner to review their progress. You should then agree the next criteria they might tackle and the validation methods they will use. Although you will meet each learner in between to carry out validations, it is useful to clearly identify these review-and-planning meetings at regular points.

As the maximum timescale for the completion of Getting Started is five months, it may be useful to have a four month review with the learner so that you can take action before the provisional appointment expires. 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.

## Validating training

As you work through each module and discuss validation methods, check that the learner is still happy that they don't need to do any further training. Make sure they feel confident that they can achieve the validation method based on their knowledge and experience. As a Training Adviser, you need to make sure that the learner succeeds without compromising the standards of the scheme. It is in no-one's interests for the learner to fail.

It is important that the level of validation is right for each module and relevant to the role of the learner. There is a fine balance between the learner demonstrating their knowledge and the validation method being too difficult or time consuming. You need to be satisfied that the learner knows about each subject and can do what he or she needs to be able to do. In some areas, such as safety, this is vital for the welfare of themselves and those in their care. However, the validation must be achievable and naturally occurring in their Scouting activities.

If you are satisfied that the learner has successfully validated the module, you must physically sign the module off on the Personal Learning Plan and complete any local administration.

If you are not satisfied that the learner has successfully met the validation criteria for a module, you need to approach the issue sensitively. The learner will no doubt feel that they have put a lot of effort into the task and to be told they have failed could be de-motivating and upsetting for them. You will need to highlight the positive aspects of what they did and encourage them to improve the areas causing concern, by giving them helpful suggestions. Keep the discussion from being too personal and relate it to the objectives of the module, explaining what you feel they need to address further. More information on giving feedback can be found in the next section.



## Giving feedback

Effective feedback gives the learner some accurate, factual information about what they have done. The learner should reflect on what they have learned and what they can do with that information.

Feedback should be structured so that the first information a learner hears is positive. You can then go on to provide feedback on areas where they can develop or improve. Think carefully about the language you use. Words like weaknesses or negatives can create resistance and provoke a defensive response. It is better to use terms such as areas for development. Useful information to use in feedback can include:

- your own observations of the learner
- what the learner tells you
- information you have picked up from others or elsewhere

Feedback is successful when the learner takes away from it a sense of recognition and satisfaction for what they have achieved and a sense of opportunity for what they can do next.

## Completing the Personal Learning Plan

Once you have validated all the areas of the learner's Personal Learning Plan, they will need to agree their plan for **Ongoing Learning** with their line manager. Every adult who holds an appointment for which a Wood Badge is required must participate in a minimum of five hours ongoing learning each year. This is to ensure they continue to acquire new skills and keep up to date with new trends and policies. Ongoing learning must be at least five hours per year, calculated over the length of the appointment.

Once they have completed their Personal Learning Plan and agreed their plan for Ongoing Learning, they will be eligible to be recommended to be awarded the Wood Badge. The recommendation is passed to the County Training Manager (or equivalent) to sign off the recommendation.

## Resolving Challenges

### What if I disagree with the learner?

In your role as Training Adviser, it is important to de-personalise any disagreement as you have a relationship to maintain with the learners you are working with.

### Grievance procedure

On occasions, you may not be able to reach an agreement with a learner. You might disagree over which modules are necessary for their role, or about whether a module has been successfully validated. For this reason there is a grievance procedure that allows for these disagreements to be settled fairly. Details of where to find this are given below.

### Disagreement over required modules

If there is a disagreement about the modules necessary for the learner to complete 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 there is a disagreement between yourself and the learner about whether a module has been successfully validated, you must refer the matter 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 **Chapter 15 of Policy, Organisation and Rules** and in the factsheet **Resolving Complaints - The Scout Association's Complaints Procedure**.

## Support and resources

Your County Training Manager is responsible for the management of all aspects of the training process. Depending on the local situation, they may delegate some responsibilities to Local Training Managers. Therefore, your line manager will either be the County Training Manager or a Local Training Manager. In Scotland the Assistant District Commissioner (Adult Training) Scotland is line manager for Training Advisers in a District. The Assistant Regional Commissioner (Adult Training) Scotland is line manager for Training Advisers required for Regional volunteer roles.

You should receive support from a network of other Training Advisers, and they will need your support in return. You will also work with the learner's line managers to ensure that the learners receive the appropriate training and support for their role.

## Administration and records

Administration and recording practices will differ between areas, but the following will be common to all.

A learner's Personal Learning Plan should be updated regularly and is something that they should keep and feel responsible for. You also need to keep copies for your own records and your Local and/or County Training Administrator will need to be kept up to date on progress. Your County Training Manager may also ask for a copy of the Personal Learning Plan to help them plan which learning methods they need to be offering in the County and ensure the quality of validation decisions.

Local arrangements will determine how the administration is and by whom. You should check with your Training Manager to make sure you know what you need to do. You can record the learning methods, validation criteria and validation methods for each of the training modules via the national online membership database, Compass. Once a learner has completed all the required elements of the Wood Badge the County/Area Training Manager/Regional Commissioner (Adult Training) will need to be informed to complete the recommendation on the membership database.

# PART 5: Training Requirements

The Training Requirements section is used to help identify the training requirements relevant for each Manager or Supporter role in Scouting. There are three resources that can be used:

## Module Matrix

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

## Minimum training requirements

The minimum training requirements for each Manager and Supporter role is outlined in this section including the additional modules that some Manager and Supporter roles are required to complete.

## Change of role information

This section outlines which training modules require revalidation when a volunteer changes role within Scouting. If a volunteer has already completed some training under the current Adult Training Scheme and are changing roles, there are certain modules that they will need to revalidate in their new role, whereas other do not require revalidation if they have been completed before.

# 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
<b>Managing Your Time and Personal Skills</b>	Managing Time and Personal Skills	•		
<b>Achieving Results</b>	Building Effective Teams	•		
	Project Management	•	•	
	Getting the Word Out	•	•	•
<b>Providing Direction</b>	Planning for Growth		•	
	Leading Local Scouting	•	•	
<b>Working with People</b>	Finding, Appointing and Welcoming Volunteers	•	•	
	Keeping, Developing and Managing Volunteers	•	•	
	Safeguarding			•
	Dealing with Difficult Situations			•
	Supporting the Adult Training Scheme	•		
<b>Enabling Change</b>	Enabling Change		•	•
<b>Using Resources</b>	Financial and Physical Resources	•	•	
	Executive Committees and Being a Trustee	•		
	Decision Making	•	•	•
<b>Safety</b>	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 Training Requirements

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

You are encouraged to look at other modules that may be relevant to your role but do not make up the minimum requirements for your appointment. These modules may be completed in addition to the minimum requirements, or as ongoing 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 Appointments

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 Appointments

A Wood Badge route is not available for these appointments but Essential Information (01) must be completed together with the additional module(s) stated:

Role	Additional modules to be completed
Training Administrator	Supporting Local Learning (30)
Local Training Administrator	Supporting Local Learning (30)
Training Adviser	Assessing Learning – Training Adviser (25T)
Nights Away Adviser	Assessing Learning – Nights Away (25N)
Activity Assessor	Assessing Learning – Adventurous Activities (25A)
Scout Show Assessor	Assessing Learning – Scout Shows (25S)
Scout Active Support Member	*See note below
Scout Active Support Coordinator	*See note below
Trainer	Instructing Practical (27), Facilitating (28) and/or Presenting (29) (depending on role description)
Trainer for Leadership and Management Training	Facilitating (28), Presenting (29) and attend the Leadership and Management Train the Trainer
Appointment Advisory Committee Members	Advising on Adult Appointments (37)
Appointment Advisory Committee Chair	Advising on Adult Appointments (37)
Appointments Secretary	Advising on Adult Appointments (37)
Assistant Appointments Secretary	Advising on Adult Appointments (37)

### \*Scout Active Support Roles

Those holding roles within a Scout Active Support Unit 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 Tools for the Role (Section Leaders) (03), Delivering a High Quality Balanced Programme (12A), Running Safe Activities (17), 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.

## Group 3

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

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)

## Manager and Supporter Roles

The roles indicated below should complete the Leadership and Management Training and will need to be supported by a Training Adviser for Managers and Supporters. For more information about the Leadership and Management Training see the Training Advisers Guide – Managers and Supporters.

- Group Scout Leader
- Assistant Group Scout Leader
- District Commissioner
- Deputy District Commissioner
- District Youth Commissioner
- District Scouter
- District Explorer Scout Commissioner
- District Scout Network Commissioner
- Assistant District Commissioner (section)
- Assistant District Commissioner (non-sectional)
- County Commissioner
- Deputy County Commissioner
- County Youth Commissioner
- County Scouter
- County Training Manager
- Local Training Manager (depending on role description)
- Assistant County Commissioner (section)
- Assistant County Commissioner (Scout Network)
- Assistant County Commissioner (non-sectional)
- Regional Training Manager
- Assistant Regional Commissioner (Adult Training) Scotland
- Assistant District Commissioner (Adult Training) Scotland
- Assistant Regional Commissioner (Explorer Scouts) Scotland
- Assistant Regional Commissioner (Scout Network) Scotland
- Assistant Regional Commissioner (Development) Scotland
- Assistant Regional Commissioner (Communication) Scotland
- Chief Commissioner
- Scout Active Support Manager

## 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 modules. 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 modules because they have completed them previously.

Each module on the following pages has a 'change of role' box. A tick ✓ means that the learner needs to validate the module again in their new role and a cross ✕ means that they do not. In some cases, the need to re-validate will depend on which role the learner is 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 table below shows which training will require revalidation when a volunteer changes roles within Scouting.

## 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
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
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

Training	Requires Revalidation	Change of 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
	✓	Supporter to Leader
Working with Adults (09)	✖	Any change in role

Training	Requires Revalidation	Change of 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.
Supplementary Modules		
Assessing Learning (25)	✓	Manager to Manager
	✓	Any other change in 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

# PART 6: Validation guides

The validation guides on the following pages are designed to help you work with a learner to construct their Personal Learning Plan. Each page covers a different module and tells you:

- the aim of the module
- the topics covered by the module
- the learning delivery methods (although the list may be supplemented by extra opportunities locally)
- the specified and suggested validation methods
- suggested questions you could ask to check knowledge and understanding

## Assessing Learning Needs

For each module, there are questions designed to help you establish what the learner already knows and the learning they still have to complete for each module. You should work with the learner to identify any learning they have left to complete and how they can complete this. The same questions are also outlined in the Adult's Personal File for Managers and Supporters, in a Check Your Knowledge chart for each module.

## Validation Criteria

The validation criteria for each module are shown in the following pages. For some modules all the criteria must be completed by all roles; alternatively, a choice of criteria to pick from will be stated. However, in some cases, there are certain validation criteria for all roles and some additional criteria that are only relevant to certain other roles. For each validation criteria, it has been indicated for which roles these criteria will be relevant. For some roles, it will depend on the learner's agreed role description as to whether or not certain criteria are relevant to them.

## Change of Role

The module pages below will state when revalidation of a module is required when a learner changes role within Scouting.

# GETTING STARTED

## Personal Learning Plan (o2)

### Aim

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

### Topics covered

Creation of a Personal Learning Plan including:

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

### Change of role

Revalidation of this module is required for any change of role

### Assessing learning needs

These questions follow the topics covered in the trainers notes and are directly linked to the learning objectives for this module. The questions are designed to support you when establishing what the learner already knows and any gaps in the learner's knowledge. Once these gaps have been identified, you should work with the learner to identify ways in which they can be filled.

Topic	Open Questions, Conversation Starters and Key Messages Checklist	Ways to fill specific gaps in learning
Creation of a Personal Learning Plan	<b>Do you know which modules are required for your role?</b>  The learner should be able to identify, with support, the modules that are required to complete training for their role	<b>NB</b> This list is not exhaustive and you may have your own suggestions as to how a learner can fill gaps in their knowledge.  Module Requirements list  <b>Role Description</b>  Conversations with Line Manager
	<b>Have you used the Check my Knowledge chart to identify prior learning and assess your learning needs?</b>  Learners may already have some skills and knowledge that they have gained through their employment, education, other voluntary roles and	Discussion with Training Adviser  Completion of Check your Learning chart

	<p>other experiences they have had, which can be applied to Scouting.</p> <p>If learners already have the knowledge and skills required for a module, they may not need to do any extra learning, or may only have to do learning for certain topics.</p> <p>Using the Assessing Learning Chart and the Check Your Knowledge Chart in the Adult's Personal File, you and the learner should work together to decide if they need to do learning for each module.</p> <p>You may find it useful to ask the learner to work through the Check Your Knowledge Charts for each of the modules before your initial meeting with them. You can then use this and the conversations you have with the learner at your initial meeting to create their Personal Learning Plan.</p> <p>Information on each topic area has been included to help Training Advisers facilitate discussions on these areas.</p>	
	<p><b>Have you identified your preferred learning method for each module?</b></p> <p>The learner should have an idea of how they would like to complete any learning.</p> <p>Offer examples of learning methods to help those who are undecided.</p> <p>Make sure the learning method is appropriate for the individual learners needs and availability</p>	<p>Discussion with Training Adviser</p> <p>Completion of Assessing Learning Chart</p> <p>Examples of learning methods for learner to see</p>
	<p><b>Have you identified the most appropriate validation criteria for each module based on your role?</b></p> <p>The learner should choose validation criteria which are relevant to their role.</p> <p>Validation should demonstrate that a learner can apply the knowledge and skills for that module to their role in scouting.</p> <p>Validation should be part of the learner's role as far as is practical.</p> <p>Additional validation criteria can be created in consultation with the learner if necessary.</p>	<p>Discussion with Training Adviser</p> <p>Completion of Assessing Learning Chart</p>

	<p><b>Have you identified the evidence you would like to use to demonstrate your achievement of validation criteria?</b></p> <p>The learner should chose validation evidence for each of the criteria.</p> <p>The list of evidence included in each module page is not exhaustive and there may be other forms of evidence that the learner may wish to use to validate this module. These can be agreed between you and the learner.</p> <p>In addition to looking at the evidence the learner provides, you will need to review and explain some elements of the evidence in order to ensure that they have applied their knowledge and understanding in the role.</p>	<p>Discussion with Training Adviser</p> <p>Completion of Assessing Learning Chart</p>
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## Delivery methods

One to One

## Validation criteria

**To validate this module, the learner will need to:**

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

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

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



# Essential Information (o1)

## Aim

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

## Topics covered

- Purpose, Values and Method of The Scout Association (the Fundamentals of Scouting)
- Policy, Organisation and Rules (POR)
- The Scout Association's Child Protection Policy and the learner's role in protecting young people from harm
- The Safety Policy and the learner's role in keeping Scouting safe
- Support available to help the learner's in their Scouting role

## Change of role

Revalidation of this version of Essential Information is not recommended for any change in role.

## Assessing learning needs

These questions follow the topics covered in the trainers notes and are directly linked to the learning objectives for this module. The questions are designed to support you when establishing what the learner already knows, and any gaps in the learner's knowledge. Once these gaps have been identified, you should work with the learner to identify ways in which they can be filled.

Topic	Open Questions, Conversation Starters and Key Messages Checklist	Ways to fill specific gaps in learning
		<b>NB</b> This list is not exhaustive and you may have your own suggestions as to how a learner can fill gaps in their knowledge.
The Fundamentals of Scouting and POR	<b>Do you know the Purpose, Values and Method of Scouting?</b>  <b>What are they?</b>  <b>Why do we have them?</b>  <b>How do you use them?</b>	<b>FS140099:</b> Fundamentals Explained  <b>FS140004:</b> Fundamentals of Scouting  Fundamentals – Promise and Law <b>video</b>
	<b>Do you know how the Promise and Law relate to the Purpose, Values and Method of Scouting?</b>  The Promise and Law are a simple way for young people and adults to remember and think about the Fundamentals of Scouting. The law expresses Scouting values.	<b>FS140099:</b> Fundamentals Explained  Accessible Scouting for young people: <b>Understanding the Scout Law and Promise</b>

	<p><b>Do you know what Policy, Organisation and Rules is and where you can find it?</b></p> <p>Policy, Organisation and Rules (POR) is the governing document of Scouting in the United Kingdom, the Channel Islands and the Isle of Man. POR contains detailed information on all the principles, policies, governance and rules of the Scout Association.</p> <p>POR can be accessed online at <a href="https://scouts.org.uk/por">scouts.org.uk/por</a></p>	<b>Policy, Organisation and Rules (POR)</b>
<b>The Child Protection Policy</b>	<p><b>Have you read the Scout Association's Child Protection Policy?</b></p> <p>The Scout Association has a Child Protection policy in place to protect the young people in its care; this can be accessed in POR, Chapter 2.</p> <p><b>Do you have a copy of the Yellow Card and have you read it?</b></p> <p>The Yellow Card is a code of practice to protect the welfare of all members.</p> <p><b>Do you have any questions about any of the content of the policy or card?</b></p> <p>The card contains a list of dos and don'ts to keep adults and young people safe in Scouting.</p> <p><b>Does the learner understand the card's purpose?</b></p> <p><b>Can the learner remember any of the dos and don'ts on the Yellow Card?</b></p>	<b>The Yellow Card</b>
	<p><b>Do you know what to do if you think a child is being abused or someone tells you this is happening?</b></p> <p>Report suspicions of child abuse immediately to your Group Scout Leader or District Commissioner. If a young person is at immediate risk of significant harm, contact the police or social services. Tell your Group Scout Leader or District Commissioner when you have done this.</p>	

	<p><b>Can you list the four categories of abuse?</b></p> <p>Physical abuse, emotional abuse, sexual abuse and neglect.</p> <p><b>Are there any factors that make young people more vulnerable to abuse?</b></p> <p>Young people with disabilities, low self-esteem, and or any other traits which may attract prejudice.</p>	
	<p><b>What sort of things can you do to prevent bullying in your section?</b></p> <ol style="list-style-type: none"> <li>1. The Scout Association has an Anti-Bullying Policy that states: 'It is the responsibility of all adults in Scouting to help develop a caring and supportive atmosphere, where bullying in any form is unacceptable'.</li> <li>2. Create an anti-bullying statement or charter for dealing with bullying and for those who have been bullied within the group.</li> <li>3. Involve young people in anti-bullying work.</li> <li>4. Create a respectful and friendly environment within the group where bullying isn't welcome.</li> <li>5. Encourage young people to tell and take firm and fair action when required.</li> <li>6. Help young people feel good about themselves.</li> <li>7. Watch out for early signs of distress.</li> </ol>	<p><b>Let's stamp out bullying together: The Scouting guide to taking action</b></p>

	<p><b>How would you identify bullying if it was happening in your section?</b></p> <p>Bullying is deliberately hurtful behaviour that may be repeated over a period of time. Some types of bullying include: being called names, being teased, being ignored or left out, having money or possessions taken, being hit, pushed, pulled, pinched or kicked, receiving abusive or threatening text messages or e-mails; being attacked or abused because of their religion, gender, sexuality, disability or appearance.</p> <p>Early signs of bullying may include, members who:</p> <ul style="list-style-type: none"> <li>■ hesitate to come to meetings</li> <li>■ asks to change groups or patrols</li> <li>■ is the last one to get picked for no apparent reason</li> <li>■ is often the target of jokes</li> <li>■ is quiet or nervous, and reluctant to go to certain places or work with certain individuals</li> </ul>	
	<p><b>What could you do to address bullying in your section?</b></p> <ul style="list-style-type: none"> <li>■ be aware of the potential problems bullying may cause, look for early warning signs and encourage young people to tell</li> <li>■ calm the situation quickly and take firm but fair action</li> <li>■ talk to young person affected, and get their agreement before taking action</li> <li>■ young people must feel confident that they can approach leaders and that complaints will be dealt with</li> <li>■ don't encourage aggressive responses to bullying. Take appropriate action</li> <li>■ take preventative action, for example. an anti-bullying code</li> </ul>	

<p><b>The Equal Opportunities Policy</b></p>	<p><b>Are you aware of The Scout Association's Equal Opportunities Policy and what it covers?</b></p> <p>The Equal Opportunities Policy applies to all members. It states that:</p> <p>"No person should receive less favourable treatment on the basis of, nor suffer disadvantage by reason of:</p> <ul style="list-style-type: none"> <li>■ age</li> <li>■ class</li> <li>■ ethnic origin, nationality (or statelessness) or race</li> <li>■ gender (including gender reassignment)</li> <li>■ marital or civil partnership status</li> <li>■ disability (mental or physical ability)</li> <li>■ political belief</li> <li>■ pregnancy</li> <li>■ political or religious belief (including the absence of belief)"</li> </ul> <p><b>How would you ensure that local Scouting is open to all adults and young people?</b></p> <p>Encourage the learner to use practical examples of making Scouting accessible and inclusive</p> <p>Answers can include adapting programme to include young people with additional needs; flexible approach to badge requirements.</p>	<p><b>Equal Opportunities Policy</b></p> <p><b>Inclusion Matters video</b></p> <p><b>Special Needs directory</b></p>
<p><b>Safety in Scouting and risk assessment</b></p>	<p><b>Do you know that The Scout Association has a Safety policy and what it means?</b></p> <p>It is the responsibility of all those involved in Scouting to seek, so far as is reasonably practicable, to ensure that:</p> <ul style="list-style-type: none"> <li>■ all activities are conducted in a safe manner without risk to the health of participants.</li> <li>■ the provision and maintenance of equipment and buildings for members and others is safe and without risk to health and adequate for their welfare.</li> <li>■ information, instruction, training and supervision is provided with the object of ensuring the health and safety of all those involved in Scouting activities or who may be affected by them.</li> <li>■ appropriate arrangements are made to ensure safety and the absence of risks to health in connection with the use, transport, storage and handling of equipment, and substances that are inherently or potentially dangerous.</li> </ul>	<p><b>Scouts.org.uk/safety</b></p> <p><b>Accident Reporting and Risk Assessment videos</b></p> <p><b>Safety Checklists</b></p>

	<p><b>Can you describe The Scout Association's approach to risk assessment and where to find relevant rules and guidance about activities?</b></p> <p>A risk assessment is an assessment of potential hazards so that they can be minimised and/or avoided.</p> <p><b>How would you carry out a risk assessment for an activity or event?</b></p> <p>Use the five step process:</p> <ul style="list-style-type: none"> <li>■ look for hazards</li> <li>■ decide who might be harmed and how</li> <li>■ evaluate risk</li> <li>■ record findings</li> <li>■ review assessment</li> </ul> <p><b>Can you explain why it is important to carry out risk assessment during an activity?</b></p> <p>Risk assessment during activities (dynamic risk assessment) is important is essential to ensure that any changes to circumstances or conditions are effectively responded to.</p> <p>Where can support and guidance for running activities can be found?</p> <ul style="list-style-type: none"> <li>■ line manager</li> <li>■ other adults in Scouting</li> <li>■ the Purple Card: Safe Scouting and what to do in an emergency</li> <li>■ safety Checklists</li> <li>■ POR</li> <li>■ Scout Information Centre</li> <li>■ <a href="https://scouts.org.uk/safety">scouts.org.uk/safety</a></li> </ul>	
	<p><b>Do you know who to inform if someone is hurt during a Scout activity?</b></p> <ul style="list-style-type: none"> <li>■ deal with incident directly (first aid, emergency services, medical attention)</li> <li>■ inform District/County and parents/guardians using InTouch system</li> <li>■ contact the Scout Information Centre to report if necessary</li> <li>■ record locally</li> <li>■ follow procedures outlined on the Purple Card: Safe Scouting and what to do in an emergency</li> </ul>	

<b>Structures of Scouting and Support for Adult Volunteers</b>	<b>Do you know who to go to for help or support in your role?</b>  Line manager – GSL, DC etc.; ADCs/ACCs; Group/District/County Scout Council and Executive Committees.  Ongoing training modules	<b>Support within Scouting Directory</b>  How it all fits together <b>video</b>
	<b>Can I describe the structure of Scouting and where my role sits within the structure?</b>  <b>Scout Groups</b> At local level Scouting is organised into Scout Groups, which include any combination of the three youngest age sections: Beavers, Cubs and Scouts. A Scout Group is run by a Group Scout Leader.  <b>Scout Districts</b> A number of Scout Groups, plus Explorer Scout Units (and the Scout Network in Scotland) in a certain area will make up a Scout District. Districts are managed by a District Commissioner.  <b>Scout Counties/ Areas/ Regions</b> In England, a collection of Districts is called a Scout County, run by a County Commissioner. In Wales, these are called Areas, and in Scotland they are called Regions. The Scout Network is usually managed by the County/Area.  Name of line manager and role – for example. GSL/DC/CC etc.	
	What does the Scout Information Centre do and how can you contact it?  The Scout Information Centre will answer any questions you might have about Scouting. The telephone number is 0345 300 1818 and email address is <b>info.centre@scouts.org.uk</b>	

## Delivery methods

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

## Validation criteria

### To validate the Module the learner will need to:

- discuss their responses to the questions in the Check your Knowledge and Assessing Learning Needs charts with a Training Adviser and reflect on the fundamentals and key policies of Scouting to demonstrate their understanding and confidence to act in accordance with each core area.

### And, if the learner is working towards achieving a wood badge for their role, they will need to complete two of the following:

- Carry out a risk assessment of a meeting place

Evidence you could use may include one or more of the following: a written copy of the risk assessment for the learner's meeting place, accompanying the learner to complete a verbal risk assessment at the meeting place, a presentation communicating the risk assessment to other adults, a written or verbal statement from an observer summarising the learner's role in this activity.

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

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

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

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

- Any other ideas subject to agreement with your Training Adviser.

Additional validation criteria can be created in consultation with the learner if necessary. Any additional validation criteria created will need to check the learner's knowledge and that they can apply the skills acquired to their role in Scouting.

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



# Essential Information for Executive Committee Members (o1E)

## Aim

The basic information that all Executive Committee Members need to know.

## Topics covered

- Purpose, Values and Method of The Scout Association (the Fundamentals of Scouting)
- Policy, Organisation and Rules (POR)
- Executive Committees and trusteeship in Scouting
- The Scout Association's Child Protection Policy and your role in protecting young people from harm
- Equal Opportunities Policy
- The Safety Policy and your role in keeping Scouting safe
- Support available to help you in your Scouting role

## Change of role

Revalidation of Essential Information for Executive Committee Members is not required for any change in role. However, please note on taking on any other role, it is required to complete the other version of Essential Information.

## Assessing learning needs

These questions follow the topics covered in the trainers notes and are directly linked to the learning objectives for this module. The questions are designed to support you when establishing what the learner already knows, and any gaps in the learner's knowledge. Once these gaps have been identified, you should work with the learner to identify ways to fill them.

Topic	Open Questions, Conversation Starters and Key Messages Checklist	Ways to fill specific gaps in learning
The Fundamentals of Scouting		<b>NB</b> This list is not exhaustive and you may have your own suggestions as to how a learner can fill gaps in their knowledge.
	<b>Do you know the Purpose, Values and Method of Scouting including:</b>  What they are? Why do we have them? How do you use them?	<b>FS140099:</b> Fundamentals Explained  <b>FS140004:</b> Fundamentals of Scouting  Fundamentals – Promise and Law <b>video</b>
	<b>Do you know how the Promise and Law relate to the Purpose, Values and Method of Scouting?</b>	<b>FS14099:</b> Fundamentals Explained

	The Promise and Law are a simple way for young people and adults to remember and think about the Fundamentals of Scouting. The Law expresses Scouting values.	Accessible Scouting for young people: <b>Understanding the Scout Law and Promise</b>
<b>Policy, Organisation and Rules</b>	<p><b>Do you know what Policy, Organisation and Rules is, how it relates to your role as an Executive Committee Member in Scouting and where you can find it?</b></p> <p>Policy, Organisation and Rules (POR) is the governing document of Scouting in the United Kingdom, the Channel islands and the Isle of Man. POR contains detailed information on all the principles, policies, governance and rules of The Scout Association.</p> <p>POR sets out the responsibilities of Executive Committee Members and the composition of an Executive Committee.</p> <p>POR can be accessed online at <a href="https://scouts.org.uk/por">scouts.org.uk/por</a></p>	<p><b>Policy, Organisation and Rules (POR)</b></p> <p>Specific information on Executive Committees can be found in POR rules 3.23, 4.25, 5.16.</p>
<b>Executive Committees and trusteeship in Scouting</b>	<p><b>Can you explain who are charity trustees (or who act as charity trustees) in Scouting?</b></p> <p>The Executive Committee Members are the trustees of the relevant Scout Group, District or County.</p> <p>In Scotland, not all Executive Committee Members are charity trustees, but are required to act as charity trustees for the purposes of POR.</p>	<b>Executive Committee pages</b>
	<p><b>Can you explain what the responsibilities of the Executive Committee are?</b></p> <p>The Executive Committee exists to support the Group Scout Leader, District Commissioner or County Commissioner in meeting the responsibilities of their appointment.</p> <p>The specific responsibilities of Executive Committees in Scouting are:</p> <ol style="list-style-type: none"> <li>1. Acting as Charity Trustees</li> <li>2. Complying with POR</li> <li>3. Protecting and maintaining property and equipment</li> <li>4. Managing the finances</li> <li>5. Insurance</li> <li>6. Providing sufficient resources for local Scouting to operate</li> <li>7. Developing local Scouting</li> </ol>	<b>Executive Committee pages</b>

	<p>8. Safety</p> <p>9. Ensure that a positive image of Scouting exists locally</p> <p>10. Appointing and managing sub-committees</p> <p>11. Involving young people</p> <p>12. Appointing Administrators, Advisers and Co-opted members of the Executive Committee</p> <p>13. Approving the Annual Report and accounts</p> <p>14. Presenting the Annual Report and accounts</p> <p>15. Maintaining appropriate confidentiality</p> <p>16. Opening/closing of sections (Group and District), opening/closing Districts and Scout Active Support Units (County)</p> <p>17. Acting as a responsible employer</p> <p>18. Agreeing line management for staff</p> <p>District Executive Committees are also responsible for <b>supervising group administration</b> - particularly relating to finance and property.</p>	
	<p><b>Can you explain who the ex-officio, elected, nominated and co-opted Executive Committee Members are at the relevant level?</b></p> <p><b>Ex-Officio</b></p> <p>Members of the Executive Committee by the virtue of their appointment.</p> <p><b>Group:</b> Chair, Treasurer, Secretary, Group Scout Leader, Assistant Group Scout Leader, Explorer Scout Leader, Sponsoring Authority representative, Section Leaders (if they opt in at the AGM for that year).</p> <p><b>District:</b> Chair, Treasurer, Secretary, District Commissioner, District Explorer Scout Commissioner, District Scout Network Commissioner, District Youth Commissioner (in England, Wales and Northern Ireland).</p> <p><b>County:</b> Chair, Treasurer, Secretary, County Commissioner, County Youth Commissioner (in England, Wales and Northern Ireland).</p> <p><b>Elected Members</b></p> <p>Elected members are chosen to represent the interests of the Group, District or County Scout Council. The elected members are the base of the Executive Committee and there should be more of them than of nominated and co-opted members.</p> <p><b>Nominated</b></p>	<p><b>Executive Committee pages</b></p>

	<p>Nominated members are nominated by the Group Scout Leader, District Commissioner or County Commissioner at the relevant level.</p> <p>Nominated members might come from local community groups, local religious leaders, members of local government; as they can help to develop Scouting by bringing in a community centred view external to Scouting.</p> <p><b>Co-opted</b></p> <p>These are members selected by the Executive Committee either for the whole year, or for a period of time relating to a specific project. This might be a solicitor for legal help or an architect to help with the building of a new Group headquarters for example.</p>	
	<p><b>Can you outline the duties of the Executive Committee at the Annual General Meeting (AGM)?</b></p> <p><b>Group</b></p> <p>Receive and consider the annual report and accounts, approve the nomination of the Chair and other nominated members, elect a Secretary and Treasurer, elect members of the Scout Council to the Executive Committee, appoint an appropriate person to carry out checks for the financial year.</p> <p><b>District</b></p> <p>Receive and consider the annual report and accounts, approve the nomination of the Chair and other nominated members, elect a Secretary and Treasurer, elect members of the Scout Council to the Executive Committee, appoint an appropriate person to carry out checks for the financial year, elect Group Scouters to represent the District on the County Scout Council.</p> <p><b>County</b></p> <p>Receive and consider the annual report and accounts, approve the nomination of the Chair and other nominated members, elect a Secretary and Treasurer, elect members of the Scout Council to the Executive Committee, appoint an appropriate person to carry out checks for the financial year, elect members of the County Scout Council to serve as nominated members on the Council of The Scout Association, elect members of the County Scout Council to serve as a nominated youth member on the Council of The Scout Association.</p>	Executive Committee pages
The Child Protection Policy	Have you read the Scout Association's Child Protection Policy?	The Yellow Card

	<p>The Scout Association has a Child Protection Policy in place to protect the young people in its care; this can be accessed in POR, Chapter 2.</p> <p>Do you have a copy of the Yellow Card and have you read it?</p> <p>The Yellow Card is a code of practice to protect the welfare of all members.</p> <p>Do you have any questions about any of the content of the policy or card?</p> <p>The card contains a list of dos and don'ts to keep adults and young people safe in Scouting.</p> <p>Does the learner understand the card's purpose?</p> <p>Can the learner remember any of the dos and don'ts on the Yellow Card?</p>	
	<p><b>Do you know what to do if you think a child has been abused or if someone tells you that this might be happening?</b></p> <p>Report suspicions of child abuse immediately to your Group Scout Leader or District Commissioner. If a young person is at immediate risk of significant harm, contact the police or social services. Tell your Group Scout Leader or District Commissioner when you have done this.</p>	
	<p><b>Can you list the four categories of abuse?</b></p> <p>Physical abuse, emotional abuse, sexual abuse and neglect.</p>	

<b>The Equal Opportunities Policy</b>	<p><b>Are you aware of the Scout Association's Equal Opportunities Policy and what it covers?</b></p> <p>The Equal Opportunities Policy applies to all members. It states that:</p> <p>'No person should receive less favourable treatment on the basis of, nor suffer disadvantage by reason of:</p> <ul style="list-style-type: none"> <li>■ age</li> <li>■ class</li> <li>■ ethnic origin, nationality (or statelessness) or race</li> <li>■ gender (including gender reassignment)</li> <li>■ marital or civil partnership status</li> <li>■ disability (mental or physical ability)</li> <li>■ political belief</li> <li>■ pregnancy</li> <li>■ political or religious belief (including the absence of belief)</li> </ul>	<p><b>The Yellow Card</b></p> <p><b>Inclusion Matters video</b></p> <p><b>Special Needs directory</b></p>
	<p><b>How would you ensure that local Scouting is open to all adults and young people?</b></p> <p><b>Encourage the learner to use practical examples of making Scouting accessible and inclusive.</b></p> <p>Answers can include adapting Programme to include young people with additional needs; flexible approach to badge requirements.</p>	
<b>Safety in Scouting and risk assessment</b>	<p><b>Do you know that The Scout Association has a Safety policy and what it means?</b></p> <p>It is the responsibility of all those involved in Scouting to seek, so far as is reasonably practicable, to ensure that:</p> <p>All activities are conducted in a safe manner without risk to the health of participants.</p> <p>The provision and maintenance of equipment and buildings for members and others is safe and without risk to health and adequate for their welfare.</p> <p>Information, instruction, training and supervision is provided with the object of ensuring the health and safety of all those involved in Scouting activities or who may be affected by them.</p> <p>Appropriate arrangements are made to ensure safety and the absence of risks to health in connection with the use, transport, storage and handling of equipment, and substances that are inherently or potentially dangerous.</p>	<p><b>Scouts.org.uk/safety</b></p> <p><b>Accident Reporting and Risk Assessment videos</b></p> <p><b>Safety Checklists</b></p>

	<p><b>Can you describe The Scout Association's approach to risk assessment and where to find relevant rules and guidance about activities?</b></p> <p>A risk assessment is an assessment of potential hazards so that they can be minimised and/or avoided.</p> <p><b>How would you carry out a risk assessment for an activity or event?</b></p> <p>Use the five step process:</p> <ul style="list-style-type: none"> <li>■ look for hazards</li> <li>■ decide who might be harmed and how</li> <li>■ evaluate risk</li> <li>■ record findings</li> <li>■ review assessment</li> </ul> <p><b>Can you explain why it is important to carry out a risk assessment during an activity?</b></p> <p>A risk assessment during activities (dynamic risk assessment) is essential to ensure that any changes to circumstances or conditions are effectively responded to.</p> <p>Where can support and guidance for running activities can be found?</p> <ul style="list-style-type: none"> <li>■ Line Manager and other Executive Committee Members</li> <li>■ Other adults in Scouting</li> <li>■ The Purple Card: Safe Scouting and what to do in an emergency</li> <li>■ Safety Checklists</li> <li>■ POR</li> <li>■ Scout Information Centre</li> <li>■ <b>Scouts.org.uk/safety</b></li> </ul>	
Structures of Scouting and support for adult volunteers	<p><b>Do you know who to go to for help or support in your role?</b></p> <p>Your Scouting line manager, other Executive Committee Members, the Scout Information Centre, the relevant Charity regulator – The Charity Commission in England and Wales, The Charity Commission for Northern Ireland, The Office of the Scottish Charity Regulator.</p> <p>Ongoing training modules.</p>	<p><b>Support within Scouting Directory</b></p> <p>How it all fits together <b>video</b></p> <p><b>Scout Information Centre</b></p> <p><b>The Charity Commission</b></p> <p><b>The Charity Commission for Northern Ireland</b></p> <p><b>The Office of the Scottish Charity Regulator</b></p>

	<p><b>Can you describe the structure of Scouting and where my role sits within the structure?</b></p> <p><b>Scout Groups</b> At local level Scouting is organised into Scout Groups, which include any combination of the three youngest age sections: Beavers, Cubs and Scouts. A Scout Group is led by a Group Scout Leader and managed by a Group Executive Committee.</p> <p><b>Scout Districts</b> A number of Scout Groups, plus Explorer Scout Units and the Scout Network will make up a Scout District. Districts are led by a District Commissioner and managed by a District Executive Committee.</p> <p><b>Scout Counties/Areas/Regions</b> In England, a collection of Districts is called a Scout County, run by a County Commissioner. In Wales, these are called Areas, and in Scotland they are called Regions. A County/Region/Area is led by a County/Region/Area Commissioner and is managed by an Executive Committee.</p>	
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## Delivery methods

- course
- one to one
- small Group
- e-learning

## Validation criteria

**To validate this module, the learner will need to:**

- discuss their responses to the questions in the Check your Knowledge and Assessing Learning Needs chart with a Training Adviser and reflect on the Fundamentals and key Policies of Scouting to demonstrate their understanding and confidence to act in accordance with each core area.

**And complete one of the following:**

- attend a meeting of your Executive Committee and outline how they contributed to the meeting

Evidence they could use may include one or more of the following: a written or verbal statement to their Training Adviser from another member of the Executive Committee who attended the meeting summarising their role at the meeting or meeting minutes summarising the learner's role at the meeting.

- carrying out a risk assessment of a property managed or owned by their Executive Committee

Evidence they could use may include one or more of the following: a written copy of the risk assessment for the property, a verbal risk assessment at the property accompanied by a Training Adviser, communicating the risk assessment to the rest of the Executive Committee at a meeting.



- any other ideas subject to agreement with a 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 they have learnt and that they can apply the skills they have acquired to their role.

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

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

## Aim

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

## Topics covered

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

## Change of role

Revalidation of this module is required when changing sections.

## Assessing learning needs

These questions follow the topics covered in the trainers notes and are directly linked to the learning objectives for this module. The questions are designed to support you when establishing what the learner already knows, and any gaps in the learner's knowledge. Once these gaps have been identified, you should work with the learner to identify ways in which they can be filled.

Topic	Open Questions, Conversation Starters and Key Messages Checklist	Ways to fill specific gaps in learning  <b>NB</b> This list is not exhaustive and you may have your own suggestions as to how a learner can fill gaps in their knowledge.
Main features of your section and how it fits into Scouting	<b>What are the main features of the section you support?</b>  Age range  Theme  Groupings  Key parts of the programme  Ceremonies: <ul style="list-style-type: none"><li>■ opening</li><li>■ closing</li><li>■ investiture</li><li>■ awarding Badges</li><li>■ moving on</li></ul>	Prepared section pages on <a href="https://scouts.org.uk">scouts.org.uk</a>  Discussion with other leaders
	<b>Can you identify the main features of the other sections within Scouting?</b>  Age range	

	<p>Theme</p> <p>Groupings</p> <p>Key parts of the programme</p> <p>Ceremonies:</p> <ul style="list-style-type: none"> <li>■ opening</li> <li>■ closing</li> <li>■ investiture</li> <li>■ awarding Badges</li> <li>■ moving on</li> </ul>	
<p><b>The roles and responsibilities of different people within your section</b></p>	<p><b>Can you describe your role and responsibilities in the section you support?</b></p> <p>Key adult roles in the section:</p> <ul style="list-style-type: none"> <li>■ Section Leader</li> <li>■ Assistant Section Leader</li> <li>■ Sectional Assistant</li> <li>■ Occasional Helper</li> </ul> <p>Responsibilities of their role from the role description</p>	<p><b>Section Leader role description</b></p> <p><a href="#">Assistant Section Leader role description</a></p> <p><a href="#">Section Assistant role description</a></p> <p><b>Information on Occasional Helpers</b></p>
	<p><b>Can you describe your role and responsibilities of other adults and young people in the section they support?</b></p> <p>Key adult roles in the section:</p> <ul style="list-style-type: none"> <li>■ Section Leader</li> <li>■ Assistant Section Leader</li> <li>■ Sectional Assistant</li> <li>■ Occasional Helper</li> </ul> <p>Responsibilities of each role from the role descriptions</p> <p>It should be noted that each section will work differently and split the responsibilities and tasks differently to meet the needs of the section and the volunteers involved.</p>	
	<p><b>Can you describe who Young Leaders are and how they form a part of the section leadership team?</b></p> <p>Young people aged 14-18.</p> <p>Take an active role in creating and supporting the programme.</p> <p>Young Leaders are not adults in Scouting, so cannot take on the place of an adult leader.</p>	<p><b>Young Leaders' Scheme pages in the members area of <a href="https://scouts.org.uk">scouts.org.uk</a></b></p> <p>Factsheet - <b>Young Leaders: information for Beaver Cub and Scout Leaders</b></p> <p>Talk to local Explorer Scout Leader</p> <p><b>Young Leader video</b></p>
	<p><b>Can you describe how volunteering can be flexible in Scouting?</b></p> <p>Flexible volunteering comes in many forms:</p>	<p><b>Flexible volunteering videos</b></p>

	<ul style="list-style-type: none"> <li>■ importance of being open minded and utilising the time that people are able to offer, not the time you want them to</li> <li>■ right person right role. Finding the right role for their time commitment available and their interests for example, Skills instructor, Sectional Assistant, Training Adviser or Scout Active Support</li> <li>■ role sharing</li> <li>■ sharing responsibilities and tasks with others</li> <li>■ tailoring volunteering opportunities to meet individual needs</li> <li>■ allow people's commitment to change as their circumstances change</li> </ul>	<b>Right Role: An online tool for choosing the right role,</b>
<b>Using activities and games in your section</b>	<p><b>Can you explain why games and activities are an important part of the programme?</b></p> <p>Creates an attractive and exciting programme</p> <p>Learning while having fun</p> <p>Personal development:</p> <ul style="list-style-type: none"> <li>■ taking turns</li> <li>■ working together</li> <li>■ sharing</li> <li>■ co-operation</li> <li>■ being active</li> <li>■ reaction skills</li> <li>■ sensory skills</li> <li>■ hand-eye coordination</li> </ul>	<p>Prepared</p> <p>section pages on Scouts.org.uk</p> <p><b>Programmes Online</b></p>
	<p><b>Are you able to explain how the Scout Method guides the way Scouting is delivered?</b></p> <p>Shapes the way that we Scout and how we achieve out aims.</p> <p>Provides a framework of examples on how Scouting can be delivered.</p> <p>Scouting takes place when young people, in partnership with adults, work together based on the Values of Scouting and:</p> <ul style="list-style-type: none"> <li>■ enjoy what they are doing and have fun</li> <li>■ take part in activities indoors and outdoors</li> <li>■ learn by doing</li> <li>■ share in spiritual reflection</li> <li>■ take responsibility and make choices</li> <li>■ undertake new and challenging activities</li> <li>■ make and live by their Promise</li> </ul>	<p><b>FS140099 – Fundamentals explained</b></p> <p><b>Youth Programme video</b></p>
	<p><b>Are you able outline the considerations for games and activities in the section you support?</b></p>	<p>Prepared</p> <p>Section pages on Scouts.org.uk</p>

	<ul style="list-style-type: none"> <li>■ What is the purpose of the activity?</li> <li>■ Is the activity enjoyable/fun?</li> <li>■ Is the activity safe?</li> <li>■ Is the activity age appropriate and suitable of the individual's needs?</li> <li>■ How the activity could be varied and tailored to the section?</li> <li>■ Will the activity work with the group of young people considering the make-up of the group and any additional needs?</li> </ul>	<p>Other Section Leaders</p> <p><b>Activities – Risk Assessment</b> factsheet</p>
	<p><b>Do you know where to find programme ideas?</b></p> <ul style="list-style-type: none"> <li>■ Young People</li> <li>■ Programmes online</li> <li>■ Scouting magazine</li> <li>■ External/Charity websites</li> <li>■ Sponsored Activity Packs</li> <li>■ Games books</li> <li>■ Other leaders</li> </ul>	<p><b>Programmes Online</b></p> <p><b>Scouting Magazine</b></p> <p><b>Sponsored Activity Packs</b></p>
	<p><b>Can you describe a game or activity you have been involved with or planned in you role?</b></p> <p>When explaining the game or activity they should show understanding of:</p> <ul style="list-style-type: none"> <li>■ the purpose of the activity/game</li> <li>■ they considered if it was safe</li> <li>■ was is age appropriate?</li> <li>■ did they consider individual needs and the needs of the whole group?</li> </ul>	<p>Prepared</p> <p>Section pages on Scouts.org.uk</p> <p>Other Section Leaders</p> <p><b>Activities – Risk Assessment</b> factsheet</p>
<b>Youth Shaped Scouting</b>	<p><b>Can you explain Youth shaped Scouting and where to find more information about ways to involve young people?</b></p> <p>Youth Shaped Scouting is the inclusion of all young people in the development and delivery of their own Scouting at a level suited to their age range.</p>	<b>Climbing wall of youth involvement</b>
	<p><b>Can you describe some examples of involving youth members in your section?</b></p> <p><b>Youth involvement includes young people doing the following:</b></p> <ul style="list-style-type: none"> <li>■ sharing their ideas</li> <li>■ learning from and teaching each other and adults</li> <li>■ taking part in decision making</li> <li>■ assisting with planning the programme, including activities and camps</li> <li>■ becoming more involved in all aspects of Scouting</li> </ul>	

<b>Promoting good behaviour in your section</b>	<b>Can you describe some causes for challenging behaviour?</b>  Boredom or inactivity  Medical conditions  Bullying, family or social situations outside of Scouting	<b>Scouts.org.uk - Life Issues pages</b>
	<b>Can you describe the key principles of how to promote positive behaviour?</b>  Know the young people in the section and their parents/carers  Offer praise and recognition  Establish good routines  Set boundaries	<b>Scouts.org.uk – Life Issues pages</b>
	<b>Do you know where to find additional support?</b>  Their line manager  Others in similar roles  Subject specialists for example ACC Special Needs or Inclusion  Scouts.org.uk  The Scout Information Centre	<b>Scouts.org.uk - Scouting for all pages</b>

## Delivery methods

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

## Validation criteria

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

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

**You should include:**

- One activity or game appropriate to the section
- One ceremony appropriate to the section

**Remember to consider:**

- How the section leadership team will work together to deliver the meeting
- The key ceremonies for the section

- The key features of the section
- Why different games and activities are an important part of the programme
- Important considerations for activities and games in Scouting
- Sources of relevant programme ideas
- How to include the young people's thoughts and ideas
- Ways to promote good behaviour throughout the meeting

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

- any other ideas subject to agreement with your Training Adviser

**NB Please note some examples of validation criteria will not be relevant for Young Leaders. Please discuss with your learners what alternative activities could be used for validation.**

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

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

# TRAINING FOR ALL APPOINTMENTS

## Delivering a Quality Programme (12A)

### Aim

To provide leaders, managers and supporters with information about how we deliver Scouting to young people and young adults, and how we ensure it meets their needs.

### Topics covered

- Key elements of the programme for each section
- Badges and Awards
- Reviewing the programme
- The Young Leaders' Scheme
- Youth Shaped Scouting

### Change of role

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

### Assessing Learning Needs

These questions follow the topics covered in the trainers notes and are directly linked to the learning objectives for this module. The questions are designed to support you when establishing what the learner already knows, and any gaps in the learner's knowledge. Once these gaps have been identified, you should work with the learner to identify ways in which they can be filled.

Topic	Open Questions, Conversation Starters and Key Messages Checklist	Ways to fill specific gaps in learning  <b>NB</b> This list is not exhaustive and you may have your own suggestions as to how a learner can fill gaps in their knowledge.
Key elements of the programme for each section	<b>What are the key elements that make up the programme?</b>  The programme is made up of a range of activities, challenges and experiences that young people and young adults take part in.	Prepared  <b>scouts.org.uk</b> – section pages  <b>Youth Programme video</b>  <b>Scout Network animation</b>



	<p><b>Do you know the six areas which are key to the development of young people and young adults?</b></p> <ol style="list-style-type: none"> <li>1. Fun</li> <li>2. Make friends and respect for others</li> <li>3. Development</li> <li>4. Confidence and self-value</li> <li>5. Responsibility to make informed choices</li> <li>6. Able to express and act on their opinions and values</li> </ol>	
	<p><b>Can you identify the three themes of the 6-18 programme and the programme areas for Network?</b></p> <p>6-18 Programme:</p> <ul style="list-style-type: none"> <li>■ Outdoors and adventure</li> <li>■ World</li> <li>■ Skills</li> </ul> <p>18-25 Programme:</p> <ul style="list-style-type: none"> <li>■ Community</li> <li>■ International</li> <li>■ Adventure</li> </ul>	<p><b>Prepared Differences in sections chart</b></p> <p><b>Youth Programme video</b></p> <p><b>Scout Network video</b></p>
	<p><b>Do you know the underlying themes of the 6-18 and Network programmes?</b></p> <p>6-18 Programme:</p> <ul style="list-style-type: none"> <li>■ Teamwork</li> <li>■ Leadership</li> <li>■ Personal Development</li> </ul> <p>18-25 Programme:</p> <ul style="list-style-type: none"> <li>■ Teamwork</li> <li>■ Leadership</li> <li>■ Life Skills</li> </ul>	
	<p><b>Do you know what a high quality balanced programme looks like?</b></p> <ul style="list-style-type: none"> <li>■ Safe</li> <li>■ Fun, engaging</li> <li>■ Age appropriate</li> <li>■ Accessible to all</li> <li>■ Balanced, with a variety of programme methods</li> <li>■ Appropriate for the size of the group</li> </ul>	<p>Prepared</p> <p><b>scouts.org.uk</b></p> <p>Discussion with other leaders</p>
<b>Badges and Awards</b>	<p><b>Do you know about the badges and awards for the section you support?</b></p> <ul style="list-style-type: none"> <li>■ Membership</li> <li>■ Joining in</li> <li>■ Activity badges</li> <li>■ Staged badges</li> </ul>	<p><b>scouts.org.uk</b></p> <p>Differences in section chart</p>

	<ul style="list-style-type: none"> <li>■ Challenge Awards</li> <li>■ Explorer Belt</li> <li>■ Young Leader Scheme</li> <li>■ Scouts of the World Award</li> <li>■ D of E Awards</li> <li>■ Top Awards</li> <li>■ Queen's Scout Award</li> <li>■ Virtual badges for participation in Scout Network projects and events</li> </ul>	
	<p><b>Do you know where to find more information about badges and awards for the section you support?</b></p> <ul style="list-style-type: none"> <li>■ Prepared</li> <li>■ <b>scouts.org.uk</b></li> <li>■ The Information Centre</li> </ul>	Discussion with other leaders
<b>Reviewing the programme</b>	<p><b>Do you know what to look for when reviewing a programme?</b></p> <p>Is the activity:</p> <ul style="list-style-type: none"> <li>■ appropriate for the size of group?</li> <li>■ age appropriate for the section?</li> <li>■ safe for the section?</li> <li>■ balanced and has variety?</li> <li>■ accessible and inclusive to all?</li> <li>■ appropriate to the time of year?</li> <li>■ fun, exciting and engaging?</li> </ul> <p>When looking at the programme over all is there:</p> <ul style="list-style-type: none"> <li>■ opportunity to take part in activities away from the normal meeting place?</li> <li>■ is there a variety of programme methods?</li> <li>■ any gaps in the plan or lack of detail?</li> </ul>	<p>Prepared</p> <p><b>scouts.org.uk</b></p> <p>Discussion with other leaders</p>
	<p><b>Do you know what a quality checker is and what its purpose is?</b></p> <p>The learner should be able to explain the programme checker is a tool used to check if their programme is of high quality, it can be found in Prepared and on scouts.org.uk.</p>	<b>Quality programme checker</b>
	<p><b>Do you know how to adapt a programme to ensure its quality?</b></p> <p>The learner should be able to explain how they have been able to adapt a programme based on their review.</p>	Discussion with other leaders

<b>The Young Leaders Scheme</b>	<b>Do you know the aims of the Young Leader's Scheme?</b>  To enable young people aged 14-18 to: <ul style="list-style-type: none"> <li>■ develop as individuals</li> <li>■ to develop their leadership skills</li> <li>■ make a positive contribution to their community</li> </ul>	<b>Young Leaders' Scheme pages in the Members area of <a href="https://scouts.org.uk">scouts.org.uk</a></b>  <b>Factsheet - Young Leaders: information for Beaver Cub and Scout Leaders</b>  Talk to local Explorer Scout Leader (Young Leaders)  <b>Young Leader video</b>
	<b>Do you know who can be a Young Leader?</b>  Explorer Scouts  Those who are completing their service section of DofE  Those who are completing their service for an award in Girlguiding	
	<b>Do you know what the modules and missions are and how you are able to support the completion of the missions?</b>  10 Modules – covers skills needed to be an effective Young Leader  4 Missions – completed by involving the Young Leaders as a full part of your leadership team.	
	<b>Can you identify some ways to involve Young Leaders as a part of the leadership team?</b>  Give Young Leaders the responsibility for one aspect of each section meeting.  Actively involve Young Leaders in the programme planning process for the section.  Give Young Leaders the responsibility for organising and running the Section Forum.  Ask Young Leaders to run an activity to gather programme ideas from the young people in the section.	
	<b>Do you know where to find out more information about the Young Leader's Scheme?</b>  Young Leaders  District Explorer Scout Commissioner  <b><a href="https://scouts.org.uk/youngleaders">scouts.org.uk/youngleaders</a></b>  <b>The Information Centre</b>	
<b>Youth Shaped Scouting</b>	<b>Do you understand what Youth Shaped Scouting looks like and what value it brings?</b>  Youth Shaped Scouting is the inclusion of young people and young adults of all ages in the	<b>Climbing wall of youth involvement</b>

	<p>development and delivery of their own Scouting experience at a level suited to their age range.</p> <p>Scouting being shaped by young people and young adults is vital in ensuring that Scouting meets their needs and remains relevant to their interests, allowing the Movement to continue to grow.</p>	
	<p><b>Do you know what the methods of Youth Shaped Scouting are?</b></p> <p>Examples of methods:</p> <ul style="list-style-type: none"> <li>■ feedback from young people and young adults</li> <li>■ involving Young Leaders in the planning of programmes</li> <li>■ suggestion boxes</li> <li>■ peer mentoring</li> <li>■ programmes planned and run by young people</li> <li>■ projects planned and run by young adults</li> <li>■ choosing games and activities</li> <li>■ acting on committees</li> <li>■ youth forums</li> <li>■ youth councils</li> <li>■ deciding on events and camps</li> </ul>	
	<p><b>Can you identify the seven levels of Youth Involvement? Where would you place your section?</b></p> <p>Manipulation</p> <p>Decoration</p> <p>Tokenism</p> <p>Assigned and informed</p> <p>Consulted and Informed</p> <p>Adult initiated, shared decisions</p> <p>Shaped by young people in partnership with adults</p>	
	<p><b>Do you know where to find further support?</b></p> <p>Scouts.org.uk/youthinvolvement</p>	

## Delivery methods

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

## Validation criteria

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

- discuss their responses to the questions in the 'Check your Knowledge' chart with a Training Adviser; and reflect on the fundamental principles and key policies of Scouting with a Training Adviser to demonstrate their understanding and confidence to act in accordance with each core area

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

- complete a programme review with a section leadership team and outline the adaptations made to ensure a high quality balanced programme
- or complete a review for an event or project proposal initiated by a Scout Network member or Programme Coordinator

Evidence you could use may include one or more of the following: a copy of the completed programme or project review; a visit to the learner to observe the programme review; a verbal or written statement from an observer describing the learner's contribution to the review; a discussion with the learner covering the aspects of the programme review and the adaptations made.

- take part in a planning session with a section leadership team or a Scout Network project planning team, ensuring they cover the key elements of the programme

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

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

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

- show evidence of how they are supporting the delivery of a high quality balanced programme

Evidence you could use may include one or more of the following: observing the learner completing a visit to a section and discussing the support available with the leadership team; planning material from the delivery of a District or County event for a section; evidence of how the learner has supported a training team to deliver training to new adults in Scouting; minutes from a District team meeting where the learner has discussed how to support a group or section; evidence from the learner of how they have mentored an adult new to Scouting in the delivery of a high quality balanced programme

- any other ideas subject to agreement with your Training Adviser

Additional validation criteria can be created in consultation with the learner if necessary, ensuring to check the learner's knowledge and that they can apply the skills acquired to their role in Scouting.

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

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

# The Fundamentals of Scouting (05)

## Aim

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

## Topics covered

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

## Change of role

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

## Assessing learning needs

These questions follow the topics covered in the trainers notes and are directly linked to the learning objectives for this module. The questions are designed to support you when establishing what the learner already knows, and any gaps in the learner's knowledge. Once these gaps have been identified, you should work with the learner to identify ways in which they can be filled.

Topic	Open Questions and Conversation Starters Key Messages Checklist	Ways to fill specific gaps in learning
The Values of Scouting in the high quality balanced programme	<b>Do you know what the Values of Scouting are?</b>  Integrity, respect, care, belief and co-operation	<b>NB</b> This list is not exhaustive and you may have your own suggestions as to how a learner can fill gaps in their knowledge.  <b>FS1400099:</b> Fundamentals Explained  <b>FS140004:</b> Fundamentals of Scouting
	<b>Can you describe how the Values of Scouting can be incorporated into:</b>  <b>The high quality balanced programme?</b>  <b>Your work with other adults in Scouting?</b>  Answer might include a description of how the leader runs meetings with young people to ensure that they display and develop the Values of Scouting.  Learners should also explain how the adults set an example and how their	

	behaviour can demonstrate the Values of Scouting.	
<b>Using the Scout Method with young people</b>	<p><b>What is the Method of Scouting?</b></p> <p>Can you describe how the Method of Scouting informs and influences your role and responsibilities within Scouting?</p> <p>The Scout Method is how we do Scouting;</p> <p>Young people, in partnership with adults, working together based on the Values of Scouting. Young people should:</p> <ul style="list-style-type: none"> <li>■ enjoy what they are doing and have fun</li> <li>■ take part in activities indoors and outdoors</li> <li>■ learn by doing</li> <li>■ share in spiritual reflection</li> <li>■ take responsibility and make choices</li> <li>■ undertake new and challenging activities</li> <li>■ make and live by their Promise</li> </ul> <p>The Scout Method should inform the way that work with Young People and plan the youth programme</p>	
<b>Spiritual development within the high quality balanced programme</b>	<p><b>Do you know how you can support the spiritual development of young people within your role in Scouting?</b></p> <p>Answers might include practical implementation of the Five Principles of Spiritual Development:</p> <ul style="list-style-type: none"> <li>■ develop an inner discipline and training</li> <li>■ be involved in corporate (group) activities with others</li> <li>■ understand the world around them</li> <li>■ help to create a more tolerant and caring society</li> <li>■ discover the need for spiritual reflection</li> </ul> <p><b>Can you give practical examples of how to enable young people to take part in spiritual reflection?</b></p> <p>Answers can include organising faith events, visiting a faith building,</p>	<p><b>Rise to the Challenge:</b> A resource for leaders containing activity ideas on spiritual development for all sections.</p> <p><b>What is Spiritual Development</b></p>

	incorporating reflection and giving thanks into various activities.	
<b>The Scout Association's Religious Policy</b>	<p><b>Do you know about the Scout Association's religious policy?</b></p> <p>The Scout Movement includes members of many different faiths and religions as well as those with no formal religion.</p> <p>Members of the Movement are encouraged to:</p> <ul style="list-style-type: none"> <li>■ make every effort to progress in the understanding and observance of the Promise to do their best to do their duty to God or uphold Scouting values as appropriate</li> <li>■ consider belonging to some faith or religious body</li> <li>■ carry into daily practice what they profess</li> </ul>	<p><b>Spiritual Development:</b> Exploring Prayer, Worship and Spiritual Reflection</p>
	<p><b>Can you describe your responsibilities within the religious policy?</b></p> <p>Scouting does not deliver religious education. Leaders have a duty to support the spiritual development of young people in Scouting.</p>	

## Delivery methods

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

## Validation criteria

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

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

Evidence you could use may include one or more of the following: photographs and/or video of activities, a sectional visit to the learner, a written or verbal statement from an observer summarising the learner's role in this activity, evidence of young people exploring the Values within an activity e.g. flip-charts, programme ideas for the section either side of the section the learner supports.

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

Evidence you could use may include one or more of the following: photographs and/or video of an activity, a sectional visit to the learner, a written or verbal statement from an observer summarising the learner's role



in this activity, evidence of young people exploring the values within an activity e.g. surveys, creative work, video clips, quotes, magazine article.

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

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

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

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

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

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

- any other ideas subject to agreement with your Training Adviser

Additional validation criteria can be created in consultation with the learner if necessary. Any additional validation criteria created will need to check the learner's knowledge and that they can apply the skills acquired to their role in Scouting.

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

# Scouting for all (07)

## Aim

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

## Topics covered

- Diversity and inclusion – The Scout Association’s policies
- Diversity and inclusion – your own thoughts
- How you in your role can make Scouting accessible to all
- Social, cultural and religious diversity

## Change of role

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

## Assessing learning needs

These questions follow the topics covered in the trainers notes and are directly linked to the learning objectives for this module. The questions are designed to support you when establishing what the learner already knows, and any gaps in the learner’s knowledge. Once these gaps have been identified, you should work with the learner to identify ways in which they can be filled.

Topic	Open questions, conversation starters and key messages checklists	Ways to fill specific gaps in learning
		<b>NB</b> This list is not exhaustive and you may have your own suggestions as to how a learner can fill gaps in their knowledge.
Diversity and inclusion – The Scout Association’s policies	Can you outline The Scout Association’s Equal Opportunities policy?	The Scout Association’s Equal Opportunities policy
	Can you outline The Scout Association’s Religious policy?	The Scout Association’s Religious policy  Essential Information (01) resources  Fundamentals of Scouting (05) resources
Diversity and inclusion – the learner’s own thoughts	Can you name some of the things that could influence your assumptions about other people?  Things that could influence our assumptions include family and friends, the media, our own experiences	Self-reflection  Conversations with other Section Leaders

	and perceptions, stories or gossip that we have heard, education/work	Conversations with their Line Manager
	<p><b>Can you explain the definitions of diversity and inclusion as relevant to The Scout Association?</b></p> <p>Definitions can be found in <a href="#">The Scout Association's Diversity Dictionary</a>.</p>	<p>Researching stories and issues in the media</p> <p><b>The Scout Association's diversity dictionary</b></p>
<b>Making Scouting accessible to all</b>	<p><b>Can you outline some potential barriers to making Scouting accessible to all and give some suggestions or examples of how Scouting can be made accessible to everyone and adjustments that can be made?</b></p> <p>Suggestions could include ensuring that there is provision for both girls and boys to take part in Scouting locally, hardship funds to allow those from less privileged backgrounds to take part in Scouting, ensuring that meeting places are accessible for all young people.</p>	<p>Self-reflection</p> <p>Conversations with other Section Leaders</p> <p>Conversations with their Line Manager</p> <p>Conversations with other colleagues locally with have experience in dealing with diversity and inclusion</p>
	<p><b>Can you outline where you can go to get help and support to achieve increasing diversity and inclusion in Scouting, reflective of the local area?</b></p> <p>Suggestions could include local ADCs (special needs), ACCs (special needs), the Specialist Advisers for Inclusion and Diversity, the Diversity and Inclusion Team at Gilwell Park, information available on the <a href="#">Member Resources</a> area of scouts.org.uk.</p>	<p>The Diversity and Inclusion Team at Gilwell Park</p> <p>The <b>Member Resources</b> area of scouts.org.uk</p>
<b>Social, cultural and religious diversity</b>	<p><b>Can you explain the benefits of having a diverse organisation?</b></p> <p>Suggestions could include it reflects society today, it enhances creativity and innovation, it ensures continued growth, it ensures Scouting is enjoyed by all; it results in a stronger and more caring society.</p>	<p>Self-reflection</p> <p>Conversations with other Section Leaders</p> <p>Conversations with their line manager</p>

## Delivery methods

- Course
- One to one
- Small group
- Workbook

## Validation criteria

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

Outline the Equal Opportunities Policy and explain how you are making Scouting a diverse and inclusive organisation by completing one of the following tasks:

- show evidence of how you are making Scouting accessible to one or more of the following:
  - a. those with additional needs
  - b. girls and young women
  - c. those of minority ethnic communities
  - d. those of a variety of religious backgrounds
  - e. those of a variety of socio-economic backgrounds

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

- any other ideas subject to agreement with your Training Adviser

Additional validation criteria can be created in consultation with the learner if necessary. Any additional validation criteria created will need to check the learner's knowledge and ensure that they can apply the skills acquired to their role in Scouting.

### Managers should also:

- produce a plan to help their Group/District better reflect the community in which they live and give examples of how you are putting it into action. This could relate to any of the strands of diversity and inclusion

Evidence you could use may include one or more of the following: a copy of a development plan, photos or videos demonstrating the learner putting the diversity plan into action, a visit to the learner observing them creating a plan, a visit to the learner observing them putting the plan into action through an activity or event, a written or verbal statement from an observer summarising the learner's role in creating a plan, a written or verbal statement from an observer summarising the learner's role in an activity or event to realise the plan, a discussion with the learner, the discussion should focus on their plan and activities or events they will use to put it into action and be accompanied by another form of evidence.

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

# Administration (11)

## Aim

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

## Topics covered

- Administrative tasks and record keeping
- Member record management and the Data Protection Act/ General Data Protection Regulation (GDPR)
- Financial responsibilities and best practice
- Insurance arrangements

## Change of role

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

## Assessing learning needs

These questions follow the topics covered in the trainers notes and are directly linked to the learning objectives for this module. The questions are designed to support you when establishing what the learner already knows, and any gaps in the learner's knowledge. Once these gaps have been identified, you should work with the learner to identify ways in which they can be filled.

Topic	Open questions, conversation starters and key messages checklists	Ways to fill specific gaps in learning
Administrative tasks and record keeping	<p><b>Can you outline some of the administrative tasks that need to be completed in your Section, Group, District or County?</b></p> <p>Answers to this question will vary depending on the role of the individual. The majority of administrative tasks however will fall into one of the following categories:</p> <ul style="list-style-type: none"><li>■ member record management</li><li>■ finance</li><li>■ insurance</li></ul> <p>A list of the key administrative tasks that should be highlighted for each of these categories can be found in the</p>	<p><b>NB</b> This list is not exhaustive and you may have your own suggestions as to how a learner can fill gaps in their knowledge.</p> <p>Own research</p> <p>Conversations with other Section Leaders</p> <p>Information available from the <b>Learners Resources</b> area of <b>scouts.org.uk</b></p> <p>Programme Essentials books – available to order from <b>Scout Shops</b></p>

	<p><b>Can you explain why record keeping is so important?</b></p> <p>Suggestions could include:</p> <ul style="list-style-type: none"> <li>■ it facilitates the safe and effective day to day running of Scouting</li> <li>■ it helps to save time and to be more efficient</li> <li>■ it better meets the needs and expectations of individuals and the Association</li> </ul>	
<p><b>Member record management and the Data Protection Act</b></p>	<p><b>Can you outline how information on adults and young people can be recorded and stored?</b></p> <p>There are a number of ways in which this information can be recorded and stored, from using the online membership database, to paper and electronic based records. It does not really matter which method they use, as long as it is efficient, accurate and fit for purpose.</p>	<p>Own research</p> <p>Conversations with other Section Leaders</p> <p>Information available from <b>scouts.org.uk/learnersresources</b></p> <p>The Data Protection Act factsheet (<b>FS270001</b>) along with information available at <a href="https://scouts.org.uk/about-us/compass-data-policy">scouts.org.uk/about-us/compass-data-policy</a></p> <p>Prepared</p>
	<p><b>Are you aware of the Data Protection Act/ General Data Protection Regulation (GDPR) and how records kept are affected by it?</b></p> <p>Anyone handling personal data, regardless of their role, should be aware of and abide by the Data Protection Act/ General Data Protection Regulation (GDPR). Further information on the Data Protection Act/ GDPR and how it affects record keeping can be found in the Member Resources area of <a href="https://scouts.org.uk">scouts.org.uk</a>.</p>	
<p><b>Financial responsibilities and best practice</b></p>	<p><b>Can you outline the financial records that need to be kept in your Group, District or County?</b></p> <p>Clear and complete records of income and expenditure, supported by bank statements, receipts, invoices, and details of financial decisions made should be kept to ensure a clear audit trail. These will be used to compile the annual accounts for the Group, District or County each year.</p>	<p>Own research</p> <p>Conversations with other Section Leaders</p> <p>Information available from the <b>Learners Resources</b> area of <b>scouts.org.uk</b></p> <p>Prepared</p>

	<p>Financial processes and accounting regulations will be recommended by the relevant Executive Committee.</p> <p><b>Can you give some examples of financial record keeping best practice?</b></p> <p>Suggestions could include:</p> <ul style="list-style-type: none"> <li>■ all money received by or on behalf of a Group, District or County must be paid into a bank, building society or savings account held in the name of the relevant Group, District or County. Under no circumstances should this be paid into a private bank account</li> <li>■ a minimum of two signatures is required for any withdrawals. Internet banking must include the equivalent of this</li> <li>■ any monies received should be banked at the earliest opportunity</li> <li>■ it is easier to complete accounts and record monies as soon as they are received</li> <li>■ budgets help to control expenditure and give advance notice of cash that needs to be available and income that needs to be raised. The relevant Executive Committee sets budgets, but this should be done in consultation with others. They will need to know what events are planned, what equipment is needed etc. Even if learners are not directly involved in budget setting, they may need to input into the process</li> <li>■ separate records can be kept for separate events and activities rather than recording all expenses on the same balance sheet/ledger. This enables you to better understand the true cost of events and activities.</li> </ul>	
<p><b>Insurance arrangements</b></p>	<p><b>Can you explain who is covered by The Scout Association's liability insurance policy?</b></p> <p>The public liability insurance provides cover for Managers, Leaders and others authorised to be in charge of, or assist with, Scout activities against them for loss, injury or damage incurred whilst in charge of or assisting with any authorised Scout activities.</p>	<p>Own research</p> <p>Conversations with other Section Leaders</p> <p>Information available from the <b>Learners Resources</b> area of <b><a href="http://www.scouts.org.uk">www.scouts.org.uk</a></b></p> <p>Prepared</p>

		Information from <b>Unity: Scout Insurance Services</b>
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## Delivery methods

- Course
- One to one
- Small group
- Workbook

## Validation criteria

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

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

- any other ideas subject to agreement with your Training Adviser

Additional validation criteria can be created in consultation with the learner if necessary. Any additional validation criteria created will need to check the learner's knowledge and that they can apply the skills acquired to their role in Scouting.

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



# First Aid (10)

## Aim

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

## Topics covered

- First Aid

## Change of role

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

## Assessing Learning needs

These questions follow the topics covered in the trainers notes and are directly linked to the learning objectives for this module. The questions are designed to support you when establishing what the learner already knows, and any gaps in the learner's knowledge. Once these gaps have been identified, you should work with the learner to identify ways in which they can be filled.

Topic	Open questions, conversation starters and key messages checklists	Ways to fill specific gaps in learning
Course content	<p><b>Do you hold a First Aid certificate for a course covering the following criteria?</b></p> <ol style="list-style-type: none"><li>1. The principles of first aid and initial response (arriving at and managing an incident)</li><li>2. Initial response to a first aid situation</li><li>3. Management of an unconscious casualty (child or adult)</li><li>4. CPR, including technique for children and an explanation of what AED is and how to use it</li><li>5. Shock</li><li>6. Causes and treatment of unconsciousness</li><li>7. Bleeding</li><li>8. Heat exhaustion, heatstroke, dehydration and hypothermia</li><li>9. Burns and scalds</li><li>10. Fractures (ambulance imminent and non-imminent) and soft tissue injuries</li></ol>	<p><b>NB</b> This list is not exhaustive and you may have your own suggestions as to how a learner can fill gaps in their knowledge.</p> <p>Further guidance can be found on the First Aid pages on <b>scouts.org.uk</b></p> <p>Conversation with TA to fill in gaps in knowledge</p>

	11. Minor injuries (for example cuts, grazes and nose bleeds) 12. Meningitis 13. Anaphylaxis (use of Epi pen) 14. Spinal injury	
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## Delivery methods

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

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

## Validation criteria

**To validate this module the learner will need to:**

- hold a current First Aid certificate that meets or exceeds the minimum standard of First Response
- if a First Aid certificate that does not cover all of the minimum criteria of First Response is held, the learner must demonstrate to the Training Adviser that they have developed the knowledge and practical knowledge to address the additional criteria in a First Aid incident

# Changes in Scouting (o6)

## Aim

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

## Topics covered

- How Scouting began
- Significant milestones in Scouting
- National and international growth
- How Scouting has adapted to meet society's changing needs

## Change of role

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

## Assessing learning needs

These questions follow the topics covered in the trainers notes and are directly linked to the learning objectives for this module. The questions are designed to support you when establishing what the learners already knows, and any gaps in the learner's knowledge. Once these gaps have been identified, you should work with the learner to identify ways in which they can be filled

Topic	Open questions, conversation starters and key messages checklists	Ways to fill specific gaps in learning  <b>NB</b> This list is not exhaustive and you may have your own suggestions as to how a learner can fill gaps in their knowledge.
How Scouting began	<b>Do you know how the Scout Movement was founded including:</b>  1. Scouting was founded by Robert Baden-Powell a soldier, artist, actor and freethinker. Best known for his spirited defence of the small South African township of Mafeking during the Boer War, he was propelled to further fame as the Founder of Scouting.  2. Inspired during the siege by the initiative shown by boys under pressure, BP realised that young people had huge potential that was often left untapped.  3. Already thinking of developing a training programme for young people in Britain, he was encouraged by friends to rewrite his	Other leaders  <b>DVD</b> – available from Scout Shops  Young People in Scouting  <b>scouts.org.uk</b>  1st Gilwell Park website  Scouting Archives website

	<p>handbook for soldiers (Aids to Scouting) for this younger audience.</p> <ol style="list-style-type: none"> <li>4. In 1907 Baden-Powell held a camp on Brownsea Island in Poole, Dorset, to try out his ideas and brought together 20 boys from a variety of backgrounds. The success of the camp spurred him on to finish what would become a classic book of the 20th century.</li> <li>5. Scouting for Boys was published in 1908 in six fortnightly parts at 4d a copy. What had been intended as a training aid for existing organisations became the handbook of a new Movement, which secured the royal seal of approval the following year when King Edward VII agreed to the introduction of the King's Scout Award.</li> </ol>	
<b>Significant Milestones in Scouting</b>	<p><b>Can you identify some of the major milestones in Scouting?</b></p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>■ 1907 – experimental camp on Brownsea Island</li> <li>■ 1908- Part 1 of Scouting for Boys published</li> <li>■ 1914 – Introduction of 'Wolf Cubs' for younger boys</li> <li>■ 1917 Senior Scout Section introduced</li> <li>■ 1919 – Gilwell Park, Scout Activity Centre was opened</li> <li>■ 1920 1<sup>st</sup> World Scout Jamboree</li> <li>■ 1949 - Bob a Job week</li> <li>■ party report in the 60s, changed the programme of Scouting</li> <li>■ introduction of Beaver Scouts</li> <li>■ 2002 introduction of the new youth programme</li> <li>■ 1990 – introduction of girls to all sections of Scouting (women could be leaders from the start)</li> <li>■ 2009 – Bear Grylls became Chief Scout</li> </ul> <p>Please see factsheet Milestones in Scouting for more information.</p>	
<b>National and international growth</b>	<p><b>Can you describe the historic growth of Scouting in the UK and internationally?</b></p> <ol style="list-style-type: none"> <li>1. Scouting developed quickly into a huge movement in the United Kingdom. In its first census in 1910, Scouting had almost</li> </ol>	

	<p>108,000 participants of which over 100,000 were young people.</p> <ol style="list-style-type: none"> <li>2. It also became a global phenomenon. As numbers grew, it soon became clear that young people of all ages and in every country wanted to get involved in Scouting. Wolf Cubs came along for younger Scouts in 1916, followed four years later by Rover Scouts for an older age range.</li> <li>3. The first World Scout Jamboree was in 1920. At London's Olympia, Scouts from across the world gathered to celebrate international unity and the growth of their great Movement.</li> <li>4. Scouting is currently active in 216 countries and territories with a global membership of over 31 million.</li> </ol>	
	<p><b>Can you describe the current growth of Scouting in the UK and internationally?</b></p> <p>Scouting has been growing at a steady rate in the UK recently, about 3% year on year.</p> <p>UK scouting is now 25% girls and women and this is growing.</p> <p>Scouting continues to grow abroad worldwide there are over 31 million scouts worldwide.</p>	
<p><b>How Scouting has adapted to meet society's changing needs</b></p>	<p><b>Can you identify some of the major developments in Scouting which reflected the changing needs of society?</b></p> <ol style="list-style-type: none"> <li>1. Introduction of new sections (Beavers, Cubs and Rovers/Senior Scouts) to cater for younger/older young people wishing to join Scouts.</li> <li>2. Inclusion of girls and young women in the Movement.</li> <li>3. Alternative versions of The Promise.</li> <li>4. Changes to the youth programme to keep it relevant.</li> </ol>	

	<p>5. Changes to the adult training scheme to prepare adults for running Scouting worldwide.</p> <p>6. New and updated badges and awards.</p>	
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## Delivery methods

- Video
- Factsheet
- Quiz

## Validation criteria

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

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

Evidence you could use may include one or more of the following: completed questionnaire (the answers can be found overleaf), discussion with the learner about the history of Scouting.

- create and deliver a presentation on the history of Scouting to adults or young people new to Scouting  
Evidence you could use may include one or more of the following: a copy of a PowerPoint presentation, presentation notes, evaluations from presentation attendees, photos or videos of the learner delivering a presentation, a visit to observe the learner delivering a presentation, a verbal or written statement from an observer describing the role of the learner in delivering a presentation, discussion with the learner, this should focus on their role in creating and delivering the presentation and be accompanied by another form of evidence.

- create and deliver a game or activity on the history of Scouting to adults or young people new to Scouting  
Evidence you could use may include one or more of the following: notes for running a game or activity with adults or young people, photos or videos of the learner running a game or activity, a visit to observe the learner running a game or activity, a verbal or written statement from an observer describing the role of the learner in running a game or activity, discussion with the learner, this should focus on their role in running a game or activity and be accompanied by another form of evidence.

- any other ideas subject to agreement with your Training Adviser

Additional validation criteria can be created in consultation with the learner if necessary. Any additional validation criteria created will need to check the learner's knowledge and that they can apply the skills acquired to their role in Scouting.

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

## Changes in Scouting Questionnaire and Answers

### 1. Who started the Scout Movement?

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

*Answer = a) Robert Baden-Powell*

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

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

*Answer =b) Brownsea Island*

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

- a) 1905      b) 1907      c) 1909

*Answer =b) 1907*

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

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

*Answer =c) Scouting for Boys*

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

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

*Answer =b) Cub Scouts*

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

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

*Answer =c) Rover Scouts*

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

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

*Answer =b) Girl Guides*

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

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

*Answer =a) From the start*

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

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

*Answer =c) 28 million*

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

- a) 147                                      b) 187                                      c) 217

Answer =c) 217

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

- Different age ranges
- New programmes, new badges
- Girls in all Sections
- Scouting for those with additional needs
- A World Scout Organisation
- Logo
- Uniform

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

- Basic principles
- Having fun
- Empowering young people
- Doing your best
- Working in small groups
- Developing leadership
- Being a uniformed organisation
- Having a Promise and Law
- Open to all
- Having badges and awards
- Being a World Movement



## Changes in Scouting Questionnaire and Answers

### 1. Who started the Scout Movement?

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

*Answer = a) Robert Baden-Powell*

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

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

*Answer =b) Brownsea Island*

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

- a) 1905      b) 1907      c) 1909

*Answer =b) 1907*

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

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

*Answer =c) Scouting for Boys*

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

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

*Answer =b) Cub Scouts*

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

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

*Answer =c) Rover Scouts*

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

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

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- Being a World Movement

# THE PROGRAMME

## Programme Planning (12B)

### Aim

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

### Topics covered

- How to create an exciting and relevant programme
- How to generate programme ideas
- How to review a programme to enhance it

### Change of role

Revalidation of this module is required for change of section.

### Assessing learning needs

These questions follow the topics covered in the trainers notes and are directly linked to the learning objectives for this module. The questions are designed to support you when establishing what the learner already knows, and any gaps in the learner's knowledge. Once these gaps have been identified, you should work with the learner to identify ways in which they can be filled.

Topic	Open Questions, Conversation Starters and Key Messages Checklist	Ways to fill specific gaps in learning
		<b>NB</b> This list is not exhaustive and you may have your own suggestions as to how a learner can fill gaps in their knowledge.
How to create an exciting and relevant programme	<b>Do you know how to create an exciting programme?</b>  Understanding of: <ul style="list-style-type: none"><li>■ how a termly/monthly programme could be structured</li><li>■ how a weekly programme could be structured</li><li>■ the key principals that should be included in all programmes;</li><li>■</li><li>■ to provide challenge and adventure for young people and to be fun and enjoyable</li><li>■ be safe, rewarding and varied</li><li>■ be shaped by young people in partnership with adults</li><li>■ to learn, develop and share ideas</li></ul>	Prepared  Discussion with other leaders

	<ul style="list-style-type: none"> <li>■ to give young people the opportunity to develop a better understanding of their community and the world around them</li> <li>■ to give young people the opportunity to gain life skills and confidence, to develop self-esteem and to understand relationships</li> </ul>	
<b>How to generate programme ideas</b>	<p><b>Do you know how to generate programme ideas?</b></p> <p>Understanding of the methods that could be used:</p> <ul style="list-style-type: none"> <li>■ brainstorming based on a theme</li> <li>■ using a list of notable dates/festivals/awareness weeks coming up in the next term that the programme can then be based around</li> <li>■ working towards a particular badge or award (challenge badges would be ideal for this)</li> <li>■ playing word association to generate ideas</li> <li>■ using a random collection of objects as prompts</li> <li>■ preparing for a camp, visit, competition that the programme can then be based around</li> <li>■ speak to other section leaders at District meetings and similar</li> <li>■ look at Programmes Online for ideas, particularly the programme of the month</li> <li>■ look at the ideas generated from the section forum for what the young people want to do</li> <li>■ consider an outing to a local place of interest, especially if there is an event taking place</li> </ul>	<p>Prepared</p> <p>Discussion with other leaders</p> <p><b>Programmes online</b></p>
<b>How to review and enhance a programme</b>	<p><b>Do you know what to look for when reviewing a programme?</b></p> <p>Is the activity:</p> <ul style="list-style-type: none"> <li>■ appropriate for the size of group?</li> <li>■ age appropriate for the section?</li> <li>■ safe for the section?</li> <li>■ balanced and has variety?</li> <li>■ accessible and inclusive to all?</li> <li>■ appropriate to the time of year?</li> <li>■ fun, exciting and engaging?</li> </ul> <p>When looking at the programme over all is there:</p> <ul style="list-style-type: none"> <li>■ opportunity to take part in activities away from the normal meeting place?</li> <li>■ a variety of programme methods?</li> <li>■ any gap in the plan or lack of detail?</li> </ul>	Prepared
	<b>Do you know how to use a quality programme checker?</b>	Prepared

	Able to explain how to use a quality programme checker	<b>Quality programme checker</b>
	<b>Do you know how to adapt a programme to ensure its quality?</b>  Able to explain how they have been able to adapt a programme based on their review.	Discussion with other leaders

## Delivery methods

- Course
- One to One
- Small Group

## Validation criteria

**To validate this module the learner will need to:**

- discuss the Check your Knowledge questions with the Training Adviser

**And complete two of the following:**

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

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

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

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

- any other ideas subject to agreement with your Training Adviser

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

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

need to review and prompt them to explain some elements of the evidence in order to ensure that they have applied their knowledge and understanding in their role.

**NB Please note some examples of validation criteria will not be relevant for Young Leaders. Please discuss with your learners what alternative activities could be used for validation.**

# Running Safe Activities (17)

## Aim

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

## Topics covered

- The importance of activities as a regular part of a high quality balanced programme
- The processes that need to be followed to carry out any indoor or outdoor activities in Scouting
- Managing groups during the activity, including the leader in charge principle
- Planning suitable activities, with appropriate risk assessment and communication
- InTouch system, activity rules, parental permission, and procedures in event of an accident or incident

## Change of role

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

## Assessing learning needs

These questions follow the topics covered in the trainers notes and are directly linked to the learning objectives for this module. The questions are designed to support you when establishing what the learner already knows, and to identify any gaps in the learner’s knowledge. Once these gaps have been identified, you should work with the learner to identify ways in which these gaps can be filled.

Topic	Open Questions, Conversation Starters and Key Messages Checklist	Ways to fill specific gaps in learning
The importance of activities as a regular part of a high quality balanced programme	<b>Can you identify why activities are important, particularly outdoor activities?</b>  Answers may include: <ul style="list-style-type: none"><li>■ essential part of the Scout Method</li><li>■ form part of a high quality balanced programme</li><li>■ help young people to develop physically and take responsibility for themselves and others</li><li>■ activities outdoors are fun and adventurous and attractive for young people</li><li>■ outdoor activities help young people discover the outdoors and some awards and badges require outdoor activities</li></ul>	<b>NB</b> This list is not exhaustive and you may have your own suggestions as to how a learner can fill gaps in their knowledge.
	<b>Can you identify which activities members are not allowed to take part in according to Policy, Organisation and Rules?</b>	<b>Policy Organisation and Rules</b>

	<p>The following activities are not allowed:</p> <ul style="list-style-type: none"> <li>■ shooting at targets representing human beings or animals is not permitted as a part of any Scout activity. Please see POR Rule 9.37 for more information on this point.</li> <li>■ the activity of being towed on an inflatable behind powered watercraft</li> <li>■ bungee jumping</li> <li>■ hitch-hiking</li> <li>■ knife throwing</li> </ul>	Other Leaders
The processes that need to be followed to carry out any indoor or outdoor activities in Scouting	<p><b>Can you identify the process/steps for undertaking any Scout-led activity?</b></p> <p>Learner has an awareness of the process for undertaking an activity in Scouting.</p>	A-Z Directory of Activities
	<p><b>Can you identify the process/steps for undertaking any externally-led activity?</b></p> <p>Learner has an awareness of the process for undertaking an activity led externally to Scouting.</p>	A-Z Directory of Activities
	<p><b>Do you know which activities require activity permits and where you can find more information about how to apply for one?</b></p> <p>The vast majority of activities don't require activity permits, the exceptions are:</p> <ul style="list-style-type: none"> <li>■ water activities (except Class C Waters and not inclusive of swimming)</li> <li>■ hill walking (except Terrain Zero)</li> <li>■ off road cycling (except Terrain Zero)</li> <li>■ snow sports (except Terrain Zero, artificial or nursery slopes)</li> <li>■ caving and mine exploration Climbing and abseiling (except bouldering)</li> <li>■ hover crafting</li> <li>■ motorised water activities and SCUBA in Class C waters</li> </ul> <p>They need to apply directly to the relevant activity assessor for a permit. The application form and further information on how to find an assessor can be found at <a href="https://scouts.org.uk/activitypermits">scouts.org.uk/activitypermits</a> or in Adventurous Activity Permit Scheme – applicant's guide.</p>	<p>A-Z Directory of Activities</p> <p><b>Adventurous Activity Permit Scheme – applicant's guide</b></p>
Managing parties during the activity, including the leader in charge principle	<p><b>Can you outline the role and responsibilities of the leader in charge?</b></p> <p>Responsible for overseeing the safety of the activity and coordinating all adults and young people.</p>	



	<p>Ensure that all adults are clear on what they need to do and that young people have been given clear instructions, guidance and rules.</p> <p>Responsible for ensuring that registers and headcounts are carried out.</p> <p>Responsible for the allocation of roles to specific adults and checking that those adults are aware of their specific responsibilities.</p>	
	<p><b>Can you outline why it is important to ensure that every Scouting event or activity has a designated leader in charge?</b></p> <p>All meetings, events or activities must have a designated leader in charge to ensure that there is an adult with a clear overview of safety in a given situation.</p> <p>Having a designated leader in charge helps to minimise risk and avoid confusion, as accidents can happen when there isn't a leader clearly looking after safety issues.</p> <p>The identity of the leader in charge should be communicated to all adults and young people involved.</p>	
<b>Planning suitable activities, with appropriate risk assessment and communication</b>	<p><b>What is a risk assessment and why is it important?</b></p> <p>A risk assessment is an assessment of potential hazards so that they can be minimised and/or avoided.</p> <p>How would you carry out a risk assessment for an activity or event?</p> <p>Use the five step process:</p> <ul style="list-style-type: none"> <li>■ look for hazards</li> <li>■ decide who might be harmed and how</li> <li>■ evaluate risk</li> <li>■ record findings</li> <li>■ review assessment</li> <li>■ can you explain why it is important to carry out risk assessment during an activity?</li> <li>■ risk assessment during activities (dynamic risk assessment) is important is essential to ensure that any changes to circumstances or conditions are effectively responded to.</li> </ul>	<p>Activities – Risk Assessment <b>FS120000</b></p>
	<p><b>How can you promote a culture of safety, and support communications locally?</b></p> <ul style="list-style-type: none"> <li>■ review safety procedures regularly</li> </ul>	<p>Safety – Practical Tips <b>FS320012</b></p>

	<ul style="list-style-type: none"> <li>■ review any accidents or incidents that occur</li> <li>■ safety on the agenda at all meetings</li> <li>■ leading by example and learning from experience</li> <li>■ following processes and rules carefully.</li> <li>■ promoting risk assessment</li> <li>■ communicating about safety</li> </ul>	<b>Safety checklists</b>
<b>InTouch system, activity rules, parental permission, and procedures in event of an accident or incident.</b>	<p><b>Can you identify what the InTouch system is, and why is it important to have an effective InTouch system in place for all activities?</b></p> <p>Whenever any activity or event is run within Scouting it is a requirement that an InTouch system is in place. This is to ensure that:</p> <ul style="list-style-type: none"> <li>■ everyone involved is aware of how communication will take place between leaders, participants and those not on the event</li> <li>■ there are details of who is present should anything go wrong</li> <li>■ there is a system in place in the event of an emergency</li> </ul>	<p>InTouch Factsheet <b>FS120075</b></p> <p><b>POR 9.3</b></p>
	<p><b>Can you list the processes that are in place in case of an accident, incident or near miss when running an activity and who it should be reported to?</b></p> <p>Deal with the incident directly (first aid, emergency services, medical attention).</p> <p>Inform District/County and parents/guardians using the InTouch system.</p> <p>Contact the Scout Information Centre to report if necessary and criteria for reporting.</p> <p>Record Locally.</p> <p>Follow procedures outlined on the purple card Safe Scouting and What to do in an emergency.</p>	<p><b>Safe Scouting and what to do in an emergency (purple card)</b></p> <p><b>Safety Checklist for Leaders</b></p>
	<p><b>Do you know where support and guidance for running activities can be found?</b></p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>■ line manager</li> <li>■ other adults in Scouting</li> <li>■ Purple Card Safe Scouting and What to do in an emergency</li> <li>■ safety checklists</li> <li>■ POR</li> <li>■ Information Centre</li> <li>■ Scouts.org.uk/safety</li> </ul>	<p>Line Manager</p> <p><b>Safe Scouting and what to do in an emergency (purple card)</b></p> <p><b>Safety checklists</b></p> <p><b>Policy, Organisation and Rules</b></p> <p><b>Information Centre</b></p>

**Delivery methods**

- Course
- One to one
- Small group
- Workbook

**Validation criteria**

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

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

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

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

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

- any other ideas subject to agreement with your Training Adviser

Additional validation criteria can be created in consultation with the learner if necessary. Any additional validation criteria created will need to check the learner’s knowledge and that they can apply the skills acquired to their role in Scouting.

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

**NB Please note some examples of validation criteria will not be relevant for Young Leaders. Please discuss with your learners what alternative activities could be used for validation.**

# Practical Skills (18)

## Aim

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

## Topics covered

- Learning practical skills
- Sharing practical skills with young people

## Change of role information

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

## Assessing learning needs

These questions follow the topics covered in the trainers notes and are directly linked to the learning objectives for this module. The questions are designed to support you when establishing what the learner already knows, and any gaps in the learner's knowledge. Once these gaps have been identified, you should work with the learner to identify ways in which they can be filled.

Topic	Open Questions, Conversation Starters and Key Messages Checklist	Ways to fill specific gaps in learning
Learning and Sharing practical skills	<b>Do you know at least two practical skills that can be used in a Scouting programme?</b>  The learner should be able to identify at least two practical skills that can be used in Scouting	<b>Practical Skills videos</b>
	<b>Can you explain how to ensure that chosen practical skills are appropriate to the section you work with?</b>  The learner should be able to identify whether chosen practical skills are appropriate for the section they work with taking into account: <ul style="list-style-type: none"><li>■ level of difficulty</li><li>■ equipment required</li><li>■ complexity of task</li><li>■ length of task</li><li>■ environment</li><li>■ time of year</li></ul>	

	<p><b>Can you identify the safety and risk assessment procedures involved in training others in practical skills?</b></p> <p>Learner is able to point out potential safety issues that may occur during application of a chosen practical skill</p> <p>Learner understands the purpose and process of a risk assessment. An assessment of potential hazards so that they can be minimised and/or avoided</p> <p>Use the five step process:</p> <ul style="list-style-type: none"> <li>■ look for hazards</li> <li>■ decide who might be harmed and how</li> <li>■ evaluate risk</li> <li>■ record findings</li> <li>■ review assessment</li> </ul>	Activities: Risk Assessments <b>FS120000</b>
	<p><b>Do you know how to effectively teach practical skills to young people?</b></p> <p>Provide a clear explanation</p> <p>Give a demonstration</p> <p>Allow the learner to have a go – learning by doing</p>	<b>Practical Skills videos</b>

## Delivery methods

- Course
- Small group

## Validation criteria

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

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

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

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

Evidence you could use may include one or more of the following: a visit to the learner for observation, a written or verbal statement from an observer describing the learner instructing young people in a practical skill, Programme plans, instructions for carrying out a practical skill, risk assessments for an activity carrying out a practical skill, photos or videos of the learner instructing

a young person in a practical skill, discussion with the learner, this will focus on their role instructing a young person in a practical skill and should be accompanied by another form of evidence.

- demonstrate two practical skills, at least one of these skills is one that you have learnt or developed in your role in Scouting, ensuring that:
  1. the skill is appropriate for the section they work with
  2. safety and risk assessment procedures are followed appropriate

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

- any other ideas subject to agreement with your Training Adviser

Additional validation criteria can be created in consultation with the learner if necessary. Any additional validation criteria created will need to check the learner's knowledge and that they can apply the skills acquired to their role in Scouting.

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

**NB Please note some examples of validation criteria will not be relevant for Young Leaders. Please discuss with your learners what alternative activities could be used for validation.**

# Introduction to Residential Experiences (16)

## Aim

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

## Topics covered

- The role of residential experiences in the development of young people
- Organisation and administration of residential experiences
- Skills required within a team running a residential experience
- The nights away permit scheme
- Support and further information for planning a residential experience

**Please note that the nights away permit scheme is operated separately from the Adult Training Scheme. The learner will be required to complete additional training and assessment separately from the completion and validation of this module if they wish to achieve a night’s 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 the learner and their line manager to determine whether it is necessary in their new role.

## Assessing learning needs

These questions follow the topics covered in the trainers notes and are directly linked to the learning objectives for this module. The questions are designed to support you when establishing what the learner already knows, and any gaps in the learner’s knowledge. Once these gaps have been identified, you should work with the learner to identify ways in which they can be filled.

Topic	Open Questions, Conversation Starters and Key Messages Checklist	Ways to fill specific gaps in learning
		<b>NB</b> This list is not exhaustive and you may have your own suggestions as to how a learner can fill gaps in their knowledge.
The role of residential experiences in the development of young people	<b>Can you outline the role of residential experiences in the development of young people in Scouting?</b>  Answers might include: <ul style="list-style-type: none"><li>■ enjoy being outdoors and to have fun</li><li>■ meet requirements for awards which can’t be achieved within the usual weekly programme</li></ul>	Other Leaders  Self-Reflection  Young People



	<ul style="list-style-type: none"> <li>■ provide an opportunity for young people to take responsibility for themselves</li> <li>■ give young people a chance to exercise a leadership role with the support of adult leadership (especially in the Cub, Scout and Explorer Scout sections)</li> <li>■ build teams - perhaps to strengthen the links within the group, or to integrate a new member into the section</li> <li>■ provide young people with the chance to be self-sufficient away from their normal home environment</li> <li>■ acquire some new skills</li> <li>■ act as a base from which to do other activities</li> <li>■ allow leaders to get better acquainted with the young people in their care</li> <li>■ provide a high point to the year's activities</li> <li>■ increase confidence for young people</li> <li>■ allow young people to develop independence without parents/guardians/carers</li> <li>■ key part of a high quality balanced programme</li> </ul>	
<b>Organisation and administration of residential experiences</b>	<p><b>Do you know the key tasks that need to be completed in planning and organising a residential experience?</b></p> <p>What do these skills help the organiser of a residential experience to identify?</p> <p>Planning a residential experience – what do we need to know before we start?</p> <p>Ensuring effective administration – what do we need to do?</p> <p>Preparing and coordinating a programme of activities:</p> <ul style="list-style-type: none"> <li>■ what do we need to know and do?</li> <li>■ selecting and preparing a team – what do we need to know and do?</li> </ul> <p><b>Choosing, organising and maintaining the right equipment – what might we need to know or be able to do?</b></p> <p>Ensuring the health, happiness and safety of self and others:</p> <ul style="list-style-type: none"> <li>■ what do we need to do to ensure the experience goes well? Do any young people or adults have additional needs?</li> </ul> <p>Arranging good catering :</p> <ul style="list-style-type: none"> <li>■ what must we plan and do during the experience?</li> </ul>	

	<p>Making the best of the venue:</p> <ul style="list-style-type: none"> <li>■ what can you do?</li> </ul>	
<p><b>Skills required within a team running a residential experience</b></p>	<p><b>Can you identify how to build a team for a residential experience, ensuring a mixture of skills?</b></p> <p>By identifying the jobs that need doing and the skills associated, it's easier to look at who could do the roles</p> <p>The importance of the responsibilities of the young people - what they do, what daily duties form part of their experience?</p> <p>Need for training and support before, during and after the experience for the staff team.</p>	<p>Other Leaders</p> <p>Self-Reflection</p> <p>Young People</p>
<p><b>The Nights Away Permit Scheme</b></p>	<p><b>Can you explain the purpose of the nights away permit scheme?</b></p> <p>The aim of the scheme is to promote safe, quality residential and camping experiences within Scouting. All those leading residential experiences for young people need to have the skills, experience and suitability to take young people away safely.</p> <p>Everyone who leads a residential event for young people within Scouting is required to hold a Nights Away Permit for the event they are running. This is a national scheme, but is administered locally, so once gained, a permit will allow you to run a night's away event in any District or County.</p> <p><b>Can you identify where rules and policies for Nights Away Permits can be found?</b></p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>■ POR</li> <li>■ Factsheets</li> <li>■ Scouts.org.uk</li> </ul> <p><b>Can you explain the purpose of the Nights Away Event Passport scheme?</b></p> <p>Nights Away Event Passports are for young people who wish to go on a Nights Away event that involves young people only, for example, an Explorer expedition.</p> <p>Any Nights Away Permit Holder can grant a Nights Away Passport equivalent to the Permit they hold (so if the Permit Holder holds a Lightweight Permit,</p>	<p>Nights Away Permit Scheme Factsheets:</p> <p>Nights Away Permit Scheme <b>(FS120800)</b></p> <p>Nights Away Permit Scheme – Applicants Guide <b>(FS120801)</b></p>

	<p>they can issue Passports for Lightweight Expeditions).</p> <p>The principle of the Passport is that it is a young person only (under 18s) event. The Permit Holder remains responsible for the event, but they do not attend.</p> <p>The Nights Away Passport can only be used by under 18s, but they can only be used for a single event.</p> <p>Each event will require a new Passport.</p>	
<b>Support and further information for planning a residential experience</b>	<p><b>Can you identify where rules and policies around residential experiences can be found?</b></p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>■ POR</li> <li>■ Factsheets</li> <li>■ Programme Publications</li> <li>■ Scouts.org.uk</li> </ul>	<p>Line Manager</p> <p>Other adults in Scouting</p> <p><b>Prohibited and restricted campsite directory on <a href="https://scouts.org.uk">scouts.org.uk</a></b></p> <p><b>POR</b></p> <p><b>National Centres website</b></p>
	<p><b>Do you know where to find information about running international residential experiences?</b></p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>■ POR</li> <li>■ Factsheets</li> <li>■ <a href="https://scouts.org.uk/international">Scouts.org.uk/international</a></li> <li>■ ACC International</li> </ul>	<p><b>POR</b></p> <p><b>Factsheets</b></p> <p><b><a href="https://scouts.org.uk/international">scouts.org.uk/international</a></b></p> <p>Assistant County Commissioner for International</p>

## 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 the learner will need to:

- complete the Residential Experiences Quiz with their Training Adviser

Evidence: The completed Residential Experiences Quiz included with this module, the learner will need to reflect on their answers in discussion with you.

And complete one of the following:

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

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

- show evidence of how they are promoting and providing opportunities for young people in the section to take part in residential experiences. Describe how these opportunities are benefiting the young people in the section

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

- any other ideas subject to agreement with your Training Adviser

Additional validation criteria can be created in consultation with the learner if necessary. Any additional validation criteria created will need to check the learner's knowledge and that they can apply the skills acquired to their role in Scouting.

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

## Residential Experiences Quiz and Answers

### 1. Why do we have a Nights Away Permit scheme?

The aim of the Nights Away Permit scheme is to promote safe, quality residential and camping experiences within Scouting.

All those leading residential experiences for young people within Scouting need to have the skills, experience and suitability to take young people away safely.

Everyone who leads a residential event for young people within Scouting is required to hold a Nights Away Permit for the event they are running.

The Nights Away Permit Scheme is a national scheme, but it is administered locally, so once gained a permit will allow you to run a Night's Away Event in any District or County.

### 2. What are the four types of Nights Away Permit available to adults in Scouting?

- Indoor
- Campsite
- Green field
- Lightweight Expedition

### 3. True or False?

- a) The type of permit available is based on the section an adult volunteers with

**False** – leaders in all sections may hold any type of Nights Away Permit

- b) A section leader can lead an event for another section if they hold the correct permit

**True** - all leaders may hold any permit and can lead events in other sections.

### 4. What is the maximum possible term for each type of permit?

Permits are valid for up to five years

### 5. Is a Nights Away Permit needed for each County/Area/ Region in which you camp?

No. Permits are nationally recognised. Explain where further guidance on the Nights Away Permit Scheme and guidance on the different areas can be found.

### 6. Family camps are a good way to enthuse parents. Which sections can attend a family camp?

All sections can attend. Family camps are events arranged by a group or district for youth members accompanied by parents/carers and siblings. They aim to introduce parents to the methods of Scouting and strengthen the links between the constituent sections of the group.

### 7. What are the specific rules for Beaver Scouts attending a family camp? Where can you find this information?

Beaver Scouts may attend family camp under the supervision and control of parents/carers/responsible adult, who must be present the whole time the child there. The responsible adult has to be nominated by the parent/carer, and the appropriate form completed, if the parent is unable to attend.

Information about Beaver Scouts attending family camps can be found in POR Chapter 9: Activities.

### 8. True or false?

- a) Parents don't need to have any criminal records checks to attend a family camp.

**False** - All adults must be checked via appropriate vetting organisation as per POR.

- b) Parents or supporters will need to have extra insurance to cover them on a family camp

**True** - Members of the Movement are covered by The Scout Association's general insurance policies. Non-members, such as supporters, parents and carers, need to be covered by additional insurance, which the County may already have purchased (the trainer should check this information beforehand).

### **9. How may international residential experiences be organised?**

International events (for example World Scout Jamborees) organised by HQ.

Organised by a travel company.

Organised by someone holding a relevant Nights Away Permit.

### **10. Where can you find more information about international residential experiences?**

There are two principle ways to learn about international and global Scouting. The first is to visit **[www.scouts.org.uk/international](http://www.scouts.org.uk/international)**. The second is to contact their local international representative. In England, Wales and Northern Ireland this is the ACC or AAC International. In Scotland contact the Regional Adviser for International. For specific information about making a trip overseas please see: **[scouts.org.uk/international](http://scouts.org.uk/international)**

### **11. What are Nights Away Event Passports and who are they for?**

Nights Away Event Passports are for young people who wish to go on a Nights Away event that involves young people only, for example an Explorer expedition.

### **12. True or false?**

- a) Any Permit holder can grant a Nights Away Event Passport

**True** - Any Nights Away Permit holder can grant a Nights Away Event Passport equivalent to the permit they hold. For example, if the permit holder has a lightweight expedition passport, they can issue passports for lightweight expeditions, and so on.

- b) The permit holder who grants the Nights Away Event Passport must attend the event

**False** - The principle of the passport is that it is used for a young person only event (under 18s). The permit holder remains responsible for the event, but they do not need to attend.

- c) The Nights Away Event Passport can only be used by under 18s but they can be used for multiple events

**False** - The Nights Away Passport can only be used by under 18s, a Nights Away Event Passport can only be used for a single occasion. Each event will require a new Passport.

# International (19)

## Aim

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

## Topics covered

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

## Change of role

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

## Assessing learning needs

These questions follow the topics covered in the trainers notes and are directly linked to the learning objectives for this module. The questions are designed to support you when establishing what the learner already knows, and any gaps in the learner’s knowledge. Once these gaps have been identified, you should work with the learner to identify ways in which they can be filled.

Topic	Open Questions, Conversation Starters and Key Messages Checklist	Ways to fill specific gaps in learning
The nature of world Scouting	<b>Can you identify some of the things worldwide Scouting shares?</b> <ul style="list-style-type: none"><li>■ Promise</li><li>■ Law</li><li>■ World Membership Badge</li><li>■ Salute</li><li>■ Principles</li></ul>	<b>World Scouting pages</b> on member resources of <b>scouts.org.uk</b>  World Scouting factsheet <b>FS260010</b>
	<b>Can you identify the World Membership Badge and describe what it symbolises?</b>  The World Membership Badge is a round purple badge with a white emblem (fleur de lys surrounded by a rope tied with a reef knot) worn on the left hand side of your uniform, usually on the pocket.  The badge symbolises that a member of Scouting belongs to the worldwide family of Scouts.	World Membership Badge <b>FS260016</b>

	It is a shared emblem of the Movement worldwide.	
<b>International events</b>	<p><b>Can you identify opportunities for young people in your section to take part in international activities and events?</b></p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>■ Using our international programme materials related to international interests and global issues</li> <li>■ JOTI/JOTA</li> <li>■ Day trips</li> <li>■ Hosting Scouts from other countries on their trips to the UK</li> <li>■ Exchanges/linking up with Scouts abroad</li> <li>■ International camps in the UK and abroad including Jamborees</li> <li>■ Community projects with international friends</li> <li>■ Service projects overseas</li> <li>■ Working on a voluntary programme such as the International Camp Staff Programme</li> <li>■ Packages run by external companies</li> </ul>	<p><b>scouts.org.uk/intops</b></p> <p>International Team</p> <p>Assistant County Commissioner for International</p>
<b>International aspects of the high quality balanced programme</b>	<p><b>Can I explain why international activities are part of the high quality balanced programme?</b></p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>■ Scouting is a global organisation</li> <li>■ increasingly globalised world</li> <li>■ empowering young people to make a practical difference</li> <li>■ communicating with people locally, nationally and internationally</li> <li>■ engaging young people with global issues</li> <li>■ learning new skills and developing positive values regarding other cultures</li> <li>■ reaching individuals potential by expanding their experience base through international travel</li> </ul> <p><b>Can you identify key issues that affect everyone in the world today?</b></p> <p><b>Answers may include:</b></p> <ul style="list-style-type: none"> <li>■ fundraising</li> <li>■ poverty</li> <li>■ the environment</li> <li>■ peace &amp; conflict</li> <li>■ disasters</li> <li>■ health</li> <li>■ equality and Human Rights</li> <li>■ globalisation</li> <li>■ water and sanitation</li> </ul>	<p><b>International programme pages</b></p> <p><b>scouts.org.uk/international</b></p> <p>Other Leaders</p>



	<p><b>Can you explain how Scouting can combat these issues to help people in local communities, nationally and in other countries?</b></p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>■ fundraising</li> <li>■ community projects at home or overseas</li> <li>■ taking part in a campaign on global issues</li> <li>■ building friendships</li> <li>■ supporting other charities</li> <li>■ A Million Hands</li> </ul>	
	<p><b>Can you identify methods for including international activities in the section programme?</b></p> <p>Learners should be aware which methods are appropriate to their section.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>■ Games</li> <li>■ Awards and Badges</li> <li>■ Global Challenge Awards</li> <li>■ Scouts of the World Award</li> <li>■ Chief Scouts Award</li> <li>■ Events and Jamborees</li> <li>■ International expeditions/ camps in the UK and abroad</li> <li>■ Community projects</li> <li>■ Exchanges/linking up with Scouts abroad</li> <li>■ Working on a voluntary programme such as the International Camp Staff Programme</li> <li>■ Packages run by external companies</li> <li>■ Day trips</li> <li>■ Hosting Scouts from other countries on their trips to the UK</li> <li>■ JOTI/JOTA</li> </ul>	
	<p><b>Who can provide support with incorporating international activities into the section programme?</b></p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>■ ACC (International)/Regional Adviser (International) Scotland</li> <li>■ Programmes Online</li> <li>■ The Scout Association website</li> <li>■ Programme Publications factsheets</li> <li>■ The International Scout Active Support Unit</li> <li>■ The Scout Information Centre</li> <li>■ Outside resources e.g. international organisations (youth-based or otherwise)</li> </ul>	

	<ul style="list-style-type: none"> <li>■ Members of the local community with knowledge and experience of international issues.</li> </ul>	
<b>Benefits of international activities to young people</b>	<p><b>Can you outline the benefits of international activities to young people in my section?</b></p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>■ an increased awareness of global issues, such as technology, the global economy and the environment</li> <li>■ a greater interaction with those from different countries or cultures</li> <li>■ develop a better understanding of global communities</li> <li>■ Allowing them to feel a part of a worldwide organisation, and allowing them to work as part of a group to complete worthwhile projects.</li> <li>■ An opportunity to enable and empower young people to make a positive difference in the world.</li> <li>■ Look outside themselves,</li> <li>■ Become more aware</li> <li>■ Consider how to develop their responsibility to the world and its citizens.</li> </ul>	<p><b>International programme pages</b>  <a href="https://scouts.org.uk/international">scouts.org.uk/international</a></p> <p>Other Leaders</p>

### Delivery methods

- Course
- One to one
- Small group

### Validation criteria

#### To validate this module the learner will need to:

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

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

#### And complete **two** of the following:

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

Evidence you could use may include one or more of the following: a visit from to observe the learner planning and running an activity; a written or verbal statement from an observer describing the learner's role in planning and running an activity with the young people in the section,

programme plans, instructions for an event or activity with young people, photos or videos of a game or activity the learner has run, discussion with the learner, this should focus on their role in running a game or activity for young people and should be accompanied by another form of evidence.

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

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

- support young people taking part in an international experience

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

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

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

- any other ideas subject to agreement with your Training Adviser

Additional validation criteria can be created in consultation with the learner if necessary. Any additional validation criteria created will need to check the learner's knowledge and that they can apply the skills acquired to their role in Scouting.

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

# THE PEOPLE

## Supporting Young People (14)

### Aim

To enable adult volunteers working with young people, to understand and meet their needs.

### Topics covered

- Characteristics and development of young people
- External influences on young people
- Creating a supportive environment for young people
- Responding to issues affecting young people

### Change of role

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

### Assessing learning needs

These questions follow the topics covered in the trainers notes and are directly linked to the learning objectives for this module. The questions are designed to support you when establishing what the learner already knows, and any gaps in the learner's knowledge. Once these gaps have been identified, you should work with the learner to identify ways in which they can be filled.

Topic	Open Questions, Conversation Starters and Key Messages Checklist	Ways to fill specific gaps in learning
Characteristics and development of young people	<b>Can you describe some typical characteristics of young people in your section?</b>  Learner should demonstrate: <ul style="list-style-type: none"><li>■ A general awareness of typical characteristics the relevant age range, bearing in mind the age differences within the section itself.</li><li>■ An awareness that each young person is different, and will develop at different speeds.</li></ul>	<b>NB</b> This list is not exhaustive and you may have your own suggestions as to how a learner can fill gaps in their knowledge..  Conversations with teachers working with the age group of the section  <b>scouts.org.uk/shis</b>  Guidance on sexual orientation and gender identity at <b>scouts.org.uk/diversity</b>
	<b>Can you identify some of the ways young people develop as they move through Scouting?</b>  Answers may include: <ul style="list-style-type: none"><li>■ physically</li><li>■ mentally (e.g. decision making, understanding of emotions)</li></ul>	Discussion with other leaders

	<ul style="list-style-type: none"> <li>■ socially (interactions and relationships with others)</li> <li>■ identity and independence</li> <li>■ morality (sense of right and wrong)</li> <li>■ sexuality</li> </ul>	
	<p><b>How does Scouting responds to the changing characteristics and development of young people?</b></p> <ul style="list-style-type: none"> <li>■ progression between sections - meeting needs of different age groups</li> <li>■ youth involvement - responding to increasing desire for independence</li> <li>■ focus on the individual and personal development - each young person will be different</li> </ul>	<p>Section information on <a href="https://scouts.org.uk">scouts.org.uk</a></p> <p><b>Prepared</b></p> <p>Conversations with teachers working with the age group of the section</p> <p>Discussion with other leaders</p>
	<p><b>Why is it important that leaders in all sections develop an understanding of the full age range of young people in Scouting?</b></p> <ul style="list-style-type: none"> <li>■ different speeds of development and variation in the age puberty starts</li> <li>■ leader's role in supporting young people's transition between sections</li> <li>■ responsibility for Young Leaders supporting the section</li> <li>■ interactions with young people from other sections at Scouting events</li> </ul>	
<b>External influences on young people</b>	<p><b>Can you identify factors outside of Scouting that may influence a young person?</b></p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>■ friends or peers</li> <li>■ older young people</li> <li>■ parents or carers</li> <li>■ adults, including leaders and other volunteers in Scouting</li> <li>■ celebrities</li> <li>■ family circumstances</li> <li>■ media and technology</li> <li>■ school</li> </ul> <p>Young people experience many external pressures and anxieties.</p>	
	<p><b>How might your behaviour influence a young person in your section, and what standards you need to follow?</b></p> <ul style="list-style-type: none"> <li>■ adult volunteers are influential role models for young people</li> <li>■ adults should lead by example and demonstrate the Values of Scouting in their</li> </ul>	<b>Yellow Card</b>

	<p>relationships with other adults and young people</p> <ul style="list-style-type: none"> <li>■ the Yellow Card provides a code of behaviour for working with young people across all sections.</li> </ul>	
	<p><b>Can you describe what role technology and social media play in young people's lives?</b></p> <p>Technology and social media have a large part in young people's lives. Technology is a valuable tool, but it is important to empower young people to deal with the risks.</p>	Discussion with young people in Scouting
<b>Creating a supportive environment for young people</b>	<p><b>Can you describe how Scouting can support young people's mental health and emotional wellbeing?</b></p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>■ a sense of belonging</li> <li>■ positive and appropriate relationships</li> <li>■ developing self esteem</li> </ul>	<p><a href="https://scouts.org.uk/lifeissues">scouts.org.uk/lifeissues</a></p> <p><a href="https://scouts.org.uk/bullying">scouts.org.uk/bullying</a></p> <p>Module 7: Scouting for All</p>
	<p><b>Can you outline ways in which you can create a supportive environment for young people in your section?</b></p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>■ lead by example in following the Values of Scouting</li> <li>■ take action to prevent, identify and respond to bullying</li> <li>■ create an accessible and inclusive environment</li> <li>■ monitor language used in section</li> <li>■ listen and be observant</li> <li>■ easy access to sources of information/support</li> </ul>	
	<p><b>Can you describe good practise in communication with young people in your Section?</b></p> <ul style="list-style-type: none"> <li>■ adapt to individual</li> <li>■ listen, empathise and respect</li> <li>■ avoid making assumptions or making judgements</li> <li>■ be aware of your voice and your body language</li> <li>■ follow Yellow Card</li> </ul>	<p><a href="https://scouts.org.uk/diversity">scouts.org.uk/diversity</a></p> <p>Discussion with other leaders</p> <p><b>Yellow Card</b></p>
<b>Responding to issues affecting young people</b>	<p><b>What sort of issues could be experienced by young people you support?</b></p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>■ bullying</li> <li>■ divorce and separation</li> <li>■ bereavement</li> </ul>	<p><a href="https://scouts.org.uk/lifeissues">scouts.org.uk/lifeissues</a></p> <p>Discussion with other leaders</p>

	<ul style="list-style-type: none"> <li>■ smoking</li> <li>■ alcohol or substance misuse</li> <li>■ mental health difficulties</li> <li>■ eating disorders</li> <li>■ self-harm</li> <li>■ sexual health</li> <li>■ caring role (being a young carer)</li> <li>■ difficulties in romantic relationships or friendships</li> </ul>	
	<p><b>Can you list some sources of support, when responding to issues affecting young people in your section?</b></p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>■ Group Scout Leader</li> <li>■ previous Section Leader</li> <li>■ Assistant District Commissioner (section)</li> <li>■ The Scout Association Headquarters (Inclusion team, Programme team, Safeguarding team)</li> <li>■ online information and resources at <a href="https://members.scouts.org.uk">https://members.scouts.org.uk</a></li> <li>■ parents/carers</li> <li>■ external specialist organisations</li> </ul>	

## Delivery methods

- Course
- One to one
- Small group
- Workbook

## Validation criteria

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

- outline how your section provides a supportive environment for young people

Evidence you could use may include one or more of the following: discussion with the learner about specific examples of strategies to create a supportive environment; a written report about specific examples of strategies to create a supportive environment

- create an action plan to develop the supportive environment in your section

Evidence you could use may include one or more of the following: discussion with the learner about their action plan including specific examples of steps taken to ensure a supportive environment; a copy of an action plan including specific examples of steps taken to ensure a supportive environment

- show evidence of communicating appropriately with young people as part of their role

Evidence you could use may include one or more of the following: observing the learner at a section meeting; verbal or written statement from an observer describing how the learner communicates with young people in the section

**And complete one of the following:**

- show evidence of responding effectively to issues affecting young people in the section

Evidence you could use may include one or more of the following: verbal or written statement from line manager or another adult volunteer in the section about a situation the learner has responded to; discussion with the learner about a situation the learner has responded to.

- plan and deliver an activity raising awareness of some of the issues experienced by young people

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

- other ideas subject to agreement with the Training Adviser

Additional validation criteria can be created in consultation with the learner if necessary. Any additional validation criteria created will need to check the learner's knowledge and that they can apply the skills acquired to their role in Scouting.

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



# Promoting Positive Behaviour (15)

## Aim

To enable adult volunteers to proactively promote positive behaviour and appropriately manage challenging behaviour in their section.

## Topics covered

- Defining challenging behaviour
- Planning for positive behaviour; principles and strategies
- Responding to challenging behaviour
- Additional help and support for challenging behaviour

## Change of role

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

## Assessing learning needs

These questions follow the topics covered in the trainers notes and are directly linked to the learning objectives for this module. The questions are designed to support you when establishing what the learner already knows, and any gaps in the learner's knowledge. Once these gaps have been identified, you should work with the learner to identify ways in which they can be filled.

Topic	Open Questions, Conversation Starters and Key Messages Checklist	Ways to fill specific gaps in learning
		<b>NB</b> This list is not exhaustive and you may have your own suggestions as to how a learner can fill gaps in their knowledge.
Defining challenging behaviour	<p><b>Can you identify some of the challenging behaviours young people in your section might present?</b></p> <p>Answers should reflect that this can be wide ranging. Answers could include:</p> <ul style="list-style-type: none"><li>■ constant talking</li><li>■ not following instructions</li><li>■ verbal/physical aggression</li><li>■ withdrawal</li></ul> <p>Challenging behaviour means different things to different people, so it is important that acceptable standards are agreed.</p>	<p><b>scouts.org.uk/behaviour</b></p> <p>Discussion with other Leaders</p>
Planning for positive behaviour; principles and strategies	<p><b>What sort of approach is important in managing behaviour in the section and why?</b></p> <ul style="list-style-type: none"><li>■ proactive approach - plan for positive behaviour as it doesn't happen by itself; the</li></ul>	<p><b>Prepared</b></p> <p><b>scouts.org.uk/behaviour</b></p>

	<p>way that activities/meetings are run can affect behaviour</p> <ul style="list-style-type: none"> <li>■ positive approach - praising and rewarding appropriate/positive behaviour is more effective in the long term, than focusing on inappropriate behaviour</li> </ul> <p><b>Can you identify some of the principles of promoting positive behaviour in the section?</b></p> <p>Answers could include:</p> <ul style="list-style-type: none"> <li>■ know the young people and parents/carers in your section</li> <li>■ good programme planning</li> <li>■ establish good routines and systems</li> <li>■ set the standards with the young people</li> <li>■ agree on plan for if standards are not met</li> <li>■ use positive language and communication</li> <li>■ offer praise and recognition</li> <li>■ lead by example</li> </ul> <p><b>Who in your section is responsible for setting and implementing acceptable behaviour (e.g. a Code of Conduct)?</b></p> <p>Everyone is responsible. The leadership team should work in partnership with young people to define and agree acceptable standards of behaviour.</p> <p><b>Who should follow the section Code of Conduct?</b></p> <p>All young people and adults supporting the section. As role models, adults in the section should lead by example in their language and behaviour.</p> <p>Differentiation may be needed for young people with additional needs/disabilities.</p> <p><b>What should a good Code of Conduct look like?</b></p> <ul style="list-style-type: none"> <li>■ not too many rules</li> <li>■ language appropriate to level of understanding of young people</li> <li>■ worded positively (do's rather than do not's)</li> </ul>	<p><b><a href="https://scouts.org.uk/bullying">scouts.org.uk/bullying</a></b></p> <p>Discussion with other Leaders</p> <p>Yellow Card</p>
	<p><b>Where should a Code of Conduct be kept and how should it be used?</b></p> <ul style="list-style-type: none"> <li>■ communicated to everyone</li> <li>■ displayed prominently within the meeting place</li> <li>■ referred back to in highlighting positive behaviour and inappropriate behaviour</li> <li>■ reviewed regularly</li> </ul>	

<b>Responding to challenging behaviour</b>	<p><b>What causes challenging behaviour?</b></p> <p>There is always a reason. It will depend on the individual and the situation.</p> <p>It can be beneficial to consider what a young person may be communicating through their behaviour.</p> <p>Suggestions of causes/triggers may include:</p> <ul style="list-style-type: none"> <li>■ frustration/anxiety; from experiences in or outside of Scouting, could result from difficulties associated with additional need/disability</li> <li>■ emotions related to changes in adolescence and puberty</li> <li>■ learnt way to get needs met</li> <li>■ learnt way to get interaction from adults or peers</li> </ul> <p>If 'attention seeking' is suggested as a cause, encourage learner to explore why a young person might be seeking attention.</p>	<p><a href="https://scouts.org.uk/behaviour">scouts.org.uk/behaviour</a></p> <p><a href="https://scouts.org.uk/bullying">scouts.org.uk/bullying</a></p> <p>Yellow Card</p> <p>Discussion with other leaders</p>
	<p><b>What should you focus on in managing a situation involving challenging behaviour?</b></p> <ul style="list-style-type: none"> <li>■ de-escalating the situation (appear calm; avoid invading personal space; distraction may be appropriate; etc.)</li> <li>■ safety</li> <li>■ support young person to manage their own behaviour and make the right choices</li> </ul> <p>Follow the Yellow Card at all times and report where appropriate.</p>	
	<p><b>What should you consider in the language you use around challenging behaviour?</b></p> <ul style="list-style-type: none"> <li>■ ask what someone is doing, rather than 'why' and ask them to explain what they should be doing</li> <li>■ acknowledge feelings</li> <li>■ give instructions on what to do; not what not to do</li> <li>■ avoid negative labelling - focus on the behaviour not the young person</li> </ul>	
	<p><b>What should you do after an incident of challenging behaviour?</b></p> <ul style="list-style-type: none"> <li>■ reflect and review with leadership team; what was the cause/trigger</li> </ul>	

	<ul style="list-style-type: none"> <li>■ reflect and review with young person; support for young person to better manage their own behaviour</li> <li>■ seek further advice or support from line manager</li> <li>■ may need to speak to parent/carer; a positive, open and honest relationship is important</li> </ul>	
<b>Additional help and support for challenging behaviour</b>	<p><b>Do you know who can provide further support with managing behaviour your section?</b></p> <p>Each case will be different but examples of sources of support are:</p> <ul style="list-style-type: none"> <li>■ Group Scout Leader or line manager</li> <li>■ previous Section Leader - if a young person has moved up from the section below</li> <li>■ Assistant District Commissioner (section)</li> <li>■ Assistant District Commissioner or District Adviser (Special Needs/Inclusion)</li> <li>■ Assistant County Commissioner or County Adviser (Special Needs/Inclusion)</li> <li>■ The Scout Association Headquarters</li> <li>■ Online information and resources at <b>members.scouts.org.uk</b></li> <li>■ Parents or carers</li> </ul> <p>Seeking a different perspective and sharing experiences can be really valuable.</p>	<p><b>scouts.org.uk/behaviour</b></p> <p><b>Policy, Organisation and Rules</b></p> <p>Suspension of young people documents</p> <p>Discussion with line manager</p>
	<p><b>As a last resort, a young person may need to be suspended or dismissed from Scouting. Do you know where to find the relevant procedures?</b></p> <p>Procedures related to suspensions and dismissals can be found in Chapter 15 of POR.</p>	

## Delivery methods

- Course
- One to one
- Small group
- Workbook

## Validation criteria

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

- work in partnership with young people to develop or review a Code of Conduct for the section

Evidence you could use may include one or more of the following: copy of the section Code of Conduct; notes from a meeting with the young people in the section to develop/review a section

code of conduct; a sectional visit to the learner; a verbal or written statement from an observer describing the learner's role in developing/reviewing a Code of Conduct

- outline strategies used to promote positive behaviour in your section

Evidence you could use may include one or more of the following: discussion with the learner including specific examples of appropriate strategies; a written report about promoting positive behaviour in the section including specific examples of appropriate strategies

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

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

**And also complete one of the following:**

- show evidence of de-escalating an incident of challenging behaviour appropriately

Evidence you could use may include one or more of the following: a verbal or written statement from an observer describing the learner's role in dealing with an incident of challenging behaviour; discussion with the learner focusing on responding to an incident of challenging behaviour.

- show evidence of responding effectively following an incident of challenging behaviour; reflecting and reviewing with the adult leadership team, the young person and, where appropriate, the parent

Evidence you could use may include one or more of the following: an action plan for managing challenging behaviour in the section; notes from a meeting with a parent/carer to discuss a young person's behaviour and plan support strategies; discussion with the learner focusing on the learner's role in developing an action plan.

- any other ideas subject to agreement with the Training Adviser

Additional validation criteria can be created in consultation with the learner if necessary. Any additional validation criteria created will need to check the learner's knowledge and that they can apply the skills acquired to their role in Scouting.

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

**NB Please note some examples of validation criteria will not be relevant for Young Leaders. Please discuss with your learners what alternative activities could be used for validation.**

# Growing the Section (13)

## Aim

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

## Topics covered

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

## Change of role

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

## Assessing learning needs

These questions follow the topics covered in the trainers notes and are directly linked to the learning objectives for this module. The questions are designed to support you when establishing what the learner already knows, and any gaps in the learner's knowledge. Once these gaps have been identified, you should work with the learner to identify ways in which they can be filled.

Topic	Open questions, conversation starters and key messages checklists	Ways to fill specific gaps in learning
The importance of growth in Scouting	<b>Can you explain why growth is important?</b>  Suggestions could include: <ul style="list-style-type: none"><li>■ It is a visible sign of success</li><li>■ It means that we are doing more and achieving the vision to 2018</li><li>■ It generates a feel-good factor</li></ul>	Self-reflection  Own research  Conversations with other Section Leaders  Conversations with their line manager  Information available from the <b>Learners Resources</b> area of <a href="http://www.scouts.org.uk">www.scouts.org.uk</a>
	<b>Can you suggest ways in which you can help your section and group to grow?</b>  Suggestions could include: <ul style="list-style-type: none"><li>■ actively recruiting more young people and adults.</li><li>■ implementing and sustaining a good high quality balanced programme that gives young people opportunities for adventure and residential experiences.</li></ul>	

	<ul style="list-style-type: none"> <li>■ improving the retention of young people moving between sections.</li> <li>■ appreciating adults, saying thank you.</li> <li>■ understanding parents and forging active partnerships with them.</li> <li>■ making Scouting flexible and open to all.</li> <li>■ having a positive impact on the local community and being representative of the local community, ensuring that they are open and inclusive to all.</li> </ul>	
<b>Recruitment and retention of young people</b>	<p><b>Can you suggest ways in which young people can be recruited to the section and group?</b></p> <p>Suggestions could include:</p> <ul style="list-style-type: none"> <li>■ word of mouth</li> <li>■ other parents</li> <li>■ recruitment days</li> <li>■ forging links with local schools or running assemblies</li> <li>■ community involvement</li> <li>■ bring a friend nights</li> </ul>	<p>Self-reflection</p> <p>Own research</p> <p>Conversations with other Section Leaders</p> <p>Conversations with their line manager</p> <p>Information available from the <b>Learners Resources</b> area of <a href="http://www.scouts.org.uk">www.scouts.org.uk</a></p>
	<p><b>Can you suggest ways in which young people in your section and group can be retained?</b></p> <p>Suggestions could include:</p> <ul style="list-style-type: none"> <li>■ implementing and sustaining a good high quality balanced programme that gives young people opportunities for adventure and residential experiences</li> <li>■ the welcome and integration given to new members</li> <li>■ having sufficient adult help to run a good high quality balanced programme.</li> <li>■ the activities available to members</li> <li>■ providing opportunities to engage and challenge older members of the section</li> </ul>	
<b>Recruitment and retention of adults</b>	<p><b>Can you suggest ways in which adults can be recruited to your section and group?</b></p> <p>Parents and former members are where the majority of new volunteers come from, but there are other ways of recruiting adults without direct connections to Scouting. Students, members of the public or members of other voluntary organisations could all be a potential recruits.</p> <p>Further information on recruiting adults can be found in the Member Resources area of <a href="http://www.scouts.org.uk">www.scouts.org.uk</a>.</p>	<p>Self-reflection</p> <p>Own research</p> <p>Conversations with other Section Leaders</p> <p>Conversations with their line manager</p> <p>Information available from the <b>Learners Resources area of <a href="http://scouts.org.uk">scouts.org.uk</a></b></p> <p><b>Scout Information Centre</b></p>
	<p><b>Can you suggest ways in which adults in your section and group can be retained?</b></p> <p>Suggestions could include:</p>	

	<ul style="list-style-type: none"> <li>■ giving them a good induction and support</li> <li>■ having regular formal and informal reviews</li> <li>■ rewarding recognition and saying thank you</li> <li>■ ensuring that you have the right people in the right roles and that they are allowed to carry out those roles</li> <li>■ ensuring that your members reflect the diversity of the local community</li> </ul>	
	<p><b>Can you suggest ways in which adults in Scouting can be supported in their roles?</b></p> <p>Suggestions could include:</p> <ul style="list-style-type: none"> <li>■ assigning someone to look after adults new to Scouting who they can go to for support and guidance.</li> <li>■ arranging for them to attend training sessions to gain knowledge and skills and meet other adults new to Scouting.</li> <li>■ provide them with relevant support resources including the Welcome and Key Policies Card.</li> </ul>	
<b>Tools and support to help develop the sections</b>	<p><b>Can you outline tools that could be used to help to ensure that Scouting continues to grow in your section and group?</b></p> <ul style="list-style-type: none"> <li>■ Assessment tools</li> <li>■ Action plans</li> <li>■ Development plans</li> <li>■ Support and resources</li> </ul>	<p>Self-reflection</p> <p>Own research</p> <p>Conversations with other Section Leaders</p> <p>Conversations with their line manager</p> <p>Information available from the <b>Learners Resources</b> area of <b>scouts.org.uk</b></p> <p>Programmes Online</p> <p>Scout Information Centre</p> <p>District Team</p> <p>Links with other local groups</p> <p>Other Leaders</p>
	<p><b>Can you outline some of the sources of support that are available to help with growth?</b></p> <p>Suggestions could include:</p> <ul style="list-style-type: none"> <li>■ Leaders and other adults in the Section, Group and District are a source of support as they can share ideas and solutions.</li> <li>■ The Regional Development Service in England, Country Headquarters and <b><u>www.scouts.org.uk</u></b> can provide support to help develop sections and groups.</li> </ul>	
	<p><b>Can you explain what a development plan is and what should be included?</b></p> <p>A development plan is a tool that helps sections and groups to grow in a constructive way and highlights issues and areas that need attention in order to reach where they want to be. It should include realistic timescales and simple targets.</p> <p>It should be the result of group decisions, with a focus on development, identifying a few important needs of the group, and include realistic timescales and simple targets.</p>	



	<p>Development ideas for a section or group might include:</p> <ul style="list-style-type: none"> <li>■ Moving towards more members</li> <li>■ Opening a new section</li> <li>■ Providing new activities</li> <li>■ Making the section or group more reflective of the community</li> <li>■ More events</li> </ul>	
	<p><b>Do you know how a section development plan can contribute to a wider Group one?</b></p> <p>Everyone in the section and group should devise a development plan so that ownership can be shared. The issues and areas that need attention in the section can be added to the group development plan, so that they can be addressed together.</p>	

## Delivery methods

- Course
- One to one
- Small group
- Workbook

## Validation criteria

### To validate this module the learner will need to:

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

### And complete two of the following:

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

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

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

Evidence you could use may include one or more of the following: a visit to observe the learner taking part in a recruitment event to help grow the section or group, a verbal or written statement from an observer describing the learners role in a recruitment evening, discussion about a recruitment evening the learner has taken part in, this should focus on the learner's role in the evening and be accompanied by another form of evidence.

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

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

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

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

- any other ideas subject to agreement with your Training Adviser

Additional validation criteria can be created in consultation with the learner if necessary. Any additional validation criteria created will need to check the learner's knowledge and that they can apply the skills acquired to their role in Scouting.

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

# Working with Adults (09)

## Aim

To provide Section Leaders with an understanding and practical skills of how to work with other adults effectively by communicating well, understanding the roles people play in teams and how to deal with difficult situations.

## Topics covered

- Effective communication
- Active listening
- Working with teams
- Managing conflict

## Change of role

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

## Assessing learning needs

These questions follow the topics covered in the trainers notes and are directly linked to the learning objectives for this module. The questions are designed to support you when establishing what the learners already knows, and any gaps in the learner’s knowledge. Once these gaps have been identified, you should work with the learner to identify ways in which they can be filled.

Topic	Open questions, conversation starters and key messages checklists	Ways to fill specific gaps in learning
Effective communication	<b>Can you describe how you communicate effectively with others?</b>  Suggestions could include using appropriate body language to ensure that the message being communicated is understood, ensuring that the message received is the same as the message sent, ensuring that jargon is kept to a minimum and is explained, monitoring feedback (both verbal and non-verbal) and adjusting communication accordingly.	Self-reflection  Own research  Conversations with other Section Leaders  Conversations with their line manager
	<b>Can you describe some non-verbal forms of communication?</b>  Suggestions could include using hand gestures, changing facial expressions, changing posture or stance, eye contact.	

<b>Active Listening</b>	<p><b>Can you explain the value of good listening skills when working with others, and when using these is particularly important?</b></p> <p>Suggestions could include that it can enhance your understanding and help you learn new things, it can give you an insight into people's feelings, it can help to build a rapport with others, and it can help to keep you safe.</p>	<p>Self-reflection</p> <p>Own research</p> <p>Conversations with other Section Leaders</p> <p>Conversations with their line manager</p>
	<p><b>Can you explain how you can tell if someone is listening and understands what is being communicated?</b></p> <p>Suggestions could include body language, facial expressions, asking questions, nodding, saying yes and looking interested.</p>	
<b>Working with Teams</b>	<p><b>Can you list what different roles can individuals take within a team based on individual characteristics?</b></p> <p>Belbin Team Roles theory provides an overview of how to assign individuals to the most suitable roles within a team, based on their skills and also on their personality (Carmichael's Personality Types.)</p>	<p>Own research</p> <p>Conversations with their line managers</p> <p>Conversations with their District/County Commissioner</p>
<b>Managing Conflict</b>	<p><b>Can you outline things that could lead to conflict within a team?</b></p> <p>Suggestions could include clashing personalities, miscommunication, change, expectations. Learners will be asked to think of ways to prevent conflict arising.</p> <p><b>Do you know what you could do to effectively handle a conflict situation?</b></p> <p>The Diamond Model provides a framework to deal with conflict and its consequences.</p>	<p>Own research</p> <p>Conversations with other Section Leaders</p> <p>Conversations with their line manager</p>

## Delivery methods

- Course
- Small group

## Validation criteria

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

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

Evidence you could use may include one or more of the following: a discussion with the learner about their role in representing others at a Scout meeting, a visit to a Scout meeting to observe the learner representing others' views, a written or verbal report from an observer describing you representing others at a Scout meeting.

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

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

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

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

- provide evidence of successfully developing a team

Evidence you could use may include one or more of the following: a discussion with the learner about different roles in their team, completed personality questionnaires, a discussion with the learners of how the team moved through the four stages Tuckman's model.

- Demonstrate your ability to successfully prevent and/or resolve conflict

Evidence you could use may include one or more of the following: a discussion with the learner about any conflict they have handled with their team, a written report by an observer about a successfully resolved conflict situation..

- any other ideas subject to agreement with your Training Adviser

Additional validation criteria can be created in consultation with the learner if necessary. Any additional validation criteria created will need to check the learner's knowledge and that they can apply the skills acquired to their role in Scouting.

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

# Skills of Leadership (o8)

## Aim

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

## Topics covered

- Systematic planning
- Theory of leadership Systematic Planning
- Theory of Leadership – Action Centred Leadership
- Styles of Leadership
- Delegation
- Motivation

## Change of role

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

## Assessing learning needs

These questions follow the topics covered in the trainers notes and are directly linked to the learning objectives for this module. The questions are designed to support you when establishing what the learners already knows, and any gaps in the learner’s knowledge. Once these gaps have been identified, you should work with the learner to identify ways in which they can be filled.

Topic	Open questions, conversation starters and key messages checklists	Ways to fill specific gaps in learning
Systematic planning	<b>Do you know what a systematic planning tool is?</b>  A systematic planning tool is a logical and easy to follow approach. You know exactly what is happening and when, it gives a clearly defined breakdown of the task, it allows the task to be reviewed at the end and facilitates the creation of recommendations for future action or change. Examples of systematic planning tools include DOOR	Own research  Conversations with other Section Leaders  Conversations with their line manager
	<b>Can you explain how you would use a systematic planning tool to complete a task?</b>  Breakdown of the process followed for the DOOR model.	

<b>Theory of leadership</b>	<p><b>Are you aware of the Action Centred Leadership model and do you know how to apply it?</b></p> <p>The Action Centred Leadership model provides an outline for the leadership of any team or group. The model is made up of three areas – task, group and individual. Good leaders should have full command of the three areas and should be able to use each of the elements according to the situation. For more information on Action Centred Leadership see session 1 of the Skills of Leadership trainers notes.</p>	<p>Information available from the <b>Learners Resources</b> area of <b>scouts.org.uk</b></p> <p>Own research</p>
<b>Leadership styles</b>	<p><b>Can you describe a variety of different leadership styles?</b></p> <p>A leader can use four different styles of leadership – telling, selling, sharing and delegating. For more information on leadership styles see session 1 of the Skills of Leadership <u>trainers notes</u>.</p>	<p>Own research</p> <p>Conversations with other Section Leaders</p> <p>Conversations with their line manager</p>
	<p><b>Can you describe ways in which you could develop leadership skills in others (both adults and young people)?</b></p> <p>Encourage learners to draw on any experience they may have of developing leadership skills in others, whether inside or outside of Scouting.</p>	
<b>Delegation</b>	<p><b>Do you know what the benefits of effective delegation are?</b></p> <p>Leaders are actively encouraged to use delegation within their teams. Learners will explore why you delegate – personal benefits and development of individuals – as well as potential reasons why some people might be concerned about delegation and how to overcome these.</p> <p><b>Can you explain how to develop an individual before you delegate a task to them?</b></p> <p>Encourage leaders to develop staff order to confidently delegate a task to them.</p>	<p>Own research</p> <p>Conversations with other Section Leaders</p> <p>Conversations with their line manager</p>
<b>Motivation</b>	<p><b>Can you list common motivators you can use to effectively motivate your team?</b></p> <p>Learners will discuss common motivators and the importance of getting to know a person to find out what makes them tick.</p> <p><b>Do you know what can lead an individual to be dissatisfied in their role?</b></p> <p>Learners will explore how motivation and demotivation</p>	<p>Own research</p> <p>Conversations with other Section Leaders</p> <p>Conversations with their line manager</p>

	work and how to effectively reduce reasons for dissatisfaction through the Herzberg theory.	
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## Delivery methods

- Course
- One to one
- Small group

## Validation criteria

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

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

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

- explain the Action Centred Leadership model and apply it to an activity which they have run recently

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

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

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

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

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

- produce evidence of how you effectively developed an individual and delegated a task to them

Evidence you could use may include one or more of the following: a discussion with the learner, a written or verbal report by an observer about an activity which was successfully delegated.

- provide an example of a time you have motivated team members



Evidence you could use may include one or more of the following: a discussion with the learner, a written or verbal report by an observer about an activity where the team appeared highly motivated to complete.

- any other ideas subject to agreement with your Training Adviser

Additional validation criteria can be created in consultation with the learner if necessary. Any additional validation criteria created will need to check the learner's knowledge and that they can apply the skills acquired to their role in Scouting.

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

# SUPPLEMENTARY MODULES

## 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 ✓

### Deliver methods

- Course
- One to one
- Small group
- Workbook

### Validation Criteria

**To validate this module the learner will need to meet the validation criteria as laid out below for the particular role they are taking on:**

#### **If they 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 they 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 they 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 they are an activity assessor**

- understand the Adventurous Activity Permit Scheme

- make an assessment according to current Scout Association factsheet recommendations

**If they 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

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

## Delivery methods

- Course
- One to one
- Small group

## Validation criteria

**To validate this module the learner 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.

## Delivery methods

- Course
- One to one
- Small group

## Validation criteria

**To validate this module the learner 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.

## Delivery methods

- Course
- One to one
- Small group

## Validation criteria

**To validate this module the learner 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.

## Delivery methods

- Course
- One to one
- Small group

## Validation criteria

**To validate this module the learner will need to:**

- discuss their role with a Training Adviser and how they provide practical support to learning locally

**And complete two of the following:**

- list the individuals who come within their 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 their County/ Area/ Region Training Manager of the needs of their 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.

## Delivery methods

- Course
- One to one
- Small group

## Validation criteria

**To validate this module the learner 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.

## Delivery methods

- Course
- One to one
- Small group

## Validation criteria

**To validate this module the learner 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.

## Delivery methods

- Course
- One to one
- Small group
- Workbook

## Validation criteria

**To validate this module the learner 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.

## Delivery methods

- Course
- One to one
- Small group
- Workbook

## Validation criteria

**To validate this module the learner 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.

# 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.

## Assessing Learning Needs

**What are the four stages of the appointment process and in what order do they happen?**

The four stages of the appointment process are Application, Approval, Appointment and Induction. The first three stages follow on from one another. Induction starts at the Application stage and continues throughout and (if necessary) after the other stages of the appointment process.



## **How can the appointment process be made welcoming and nonthreatening?**

The appointment process can be made welcoming and non-threatening by:

- ensuring that the line manager has discussed the role and the appointment process with the adult so they know what they are volunteering for and what to expect
- explaining the purpose of the approval meeting and other elements of the appointment process so that the adult is put at ease
- where possible, accompanying the adult at the approval meeting and introducing them to the committee members
- ensuring that an effective induction takes place
- ensuring that only three members of the Appointments Advisory Committee attend approval meetings
- only asking questions which are relevant to the purpose of the approval meeting

## **Who is the Appointments Advisory Committee made up of?**

The Appointments Advisory Committee is made up of an Appointments Chair, an Appointments Secretary and a pool of committee members to undertake approval meetings.

## **What are the main responsibilities of the Appointments Advisory Committee?**

The main responsibilities of the Appointments Advisory Committee are:

- approval meetings: meeting with new adults to assess whether they are aware of and willing to uphold the values and policies of The Scout Association and whether they understand the requirements of the role and are able to carry them out
- reviews: supporting the review process, considering (with the line manager) the outcome of a review
- change of appointment: considering applications for change of appointment and assessing if the applicant is able and prepared to carry out the role
- cancellations: cancelling appointments when agreed with the line manager or relevant Commissioner and recording the reason for the cancellation
- suspensions: following the suspension of an adult, recommending continuation of suspension, re-instatement, modification or cancellation of an appointment
- disagreements: supporting the commissioner in the resolution of disagreements between adults

## **When arranging or running an approval meeting what factors might you need to consider?**

There are some practical things that should be considered before an approval meeting. These include:

- ensuring you have received relevant information from the adult's AA Form and the agreed role description
- ensuring you have all the information about the date, time and location of the meeting
- making sure that the venue is welcoming (i.e. signage, size of room, temperature)
- ensuring that you have a clear agenda for the meeting; and
- ensuring that you have agreed the questions you will ask and who will be covering which areas.

## **What is the purpose of the approval meeting?**

The purpose of the approval meeting is to consider:

- whether the applicant is aware of (and by personal example prepared to uphold and promote) the values and policies of The Scout Association – including making the Scout Promise, if appropriate; and
- whether the applicant understands the requirements of the role and is able to carry them out

### **How many people should be present at an approval meeting?**

Three members of the Appointments Advisory Committee should be present at the approval meeting. In some circumstances, the Appointments Chair may allow one additional person to be present at the approval meeting, for example, if Module 37 (the training module for members of Appointments Advisory Committees) is being validated or if the applicant needs an interpreter/signer to attend the meeting.

### **What types of questions should be used at an approval meeting and why?**

Open questions should be used as they allow more information to be gained from the adult. Open questions start with words such as why, how, who, what and if. They are questions to which a simple yes or no reply is not appropriate. They tend to help find out someone's views, opinions and motivation in offering to help.

## **Delivery methods**

- Course
- One to one
- Small group
- Video

## **Validation criteria**

### **To validate this module the learner will need to:**

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

### **And complete two of the following:**

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

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

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

# 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. The learner will be required to complete additional training and assessment separately from the completion and validation of this module if they 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.

## Assessing learning needs

These questions follow the topics covered in the trainers notes and are directly linked to the learning objectives for this module. The questions are designed to support you when establishing what the learner already knows, and any gaps in the learner’s knowledge. Once these gaps have been identified, you should work with the learner to identify ways in which they can be filled.

Topic	Open questions, conversation starters and key messages checklists	Ways to fill specific gaps in learning
		<b>NB</b> This list is not exhaustive and you may have your own suggestions as to how a learner can fill gaps in their knowledge.
The planning process	<b>Which factors should you take into account when planning a programme for a residential experience appropriate for your section?</b>  Answers may include: <ul style="list-style-type: none"><li>■ a Scouting award or badge such as the Challenges or Activity Badges</li></ul>	

	<ul style="list-style-type: none"> <li>■ themes</li> <li>■ the activities available on, or near to, the site</li> <li>■ the skills of the leaders</li> <li>■ games</li> <li>■ entertainment, for example, camp fires</li> <li>■ beliefs and attitudes</li> <li>■ appropriate ceremonies and inspections</li> <li>■ flexibility and variety</li> <li>■ involvement of young people</li> <li>■ achievability</li> <li>■ budget</li> <li>■ contingency plans</li> <li>■ safety</li> <li>■ appropriate for the section</li> <li>■ adult to Young Person ratio</li> <li>■ leader in charge</li> </ul>	
<b>Elements of effective administration</b>	<p><b>Can you outline what needs to be included in a budget for a residential experience?</b></p> <p>Budget as a financial plan for the event</p> <p>Allows expenditure and income to be tracked</p> <p>Factors to be considered include:</p> <ul style="list-style-type: none"> <li>■ food</li> <li>■ activities</li> <li>■ site</li> <li>■ transport</li> <li>■ hardship funds</li> <li>■ contingencies</li> <li>■ appropriate financial process and controls</li> <li>■ appropriate record keeping</li> <li>■ receipts, expenditure and expenses procedures</li> </ul>	
	<p><b>Can you explain how and what you may communicate about the residential experience with parents?</b></p> <p>Methods:</p> <ul style="list-style-type: none"> <li>■ Email</li> <li>■ Telephone calls</li> <li>■ Meetings</li> <li>■ In touch procedures</li> <li>■ Information letters</li> <li>■ Consent forms</li> <li>■ Kit lists</li> </ul>	
<b>Choosing and preparing the team</b>	<p><b>Can you identify skills and roles that would be useful for a team for a residential experience?</b></p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>■ supervising activities</li> <li>■ running activities</li> <li>■ first aid</li> </ul>	



	<ul style="list-style-type: none"> <li>■ cooking</li> <li>■ cleaning</li> <li>■ driving</li> <li>■ administration</li> <li>■ games</li> <li>■ washing up</li> <li>■ erecting tents</li> <li>■ carrying out inspections</li> </ul>	
	<p><b>Can you identify how to manage a team for a residential experience?</b></p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>■ involve all helpers in the programme planning</li> <li>■ have regular and clear communication</li> <li>■ hold meetings close to the time of the event</li> <li>■ give appropriate training, both general and specific, to all helpers</li> <li>■ regular updates throughout the event</li> <li>■ create daily duties/rotas</li> <li>■ provide opportunities for down time during the event</li> <li>■ take time to evaluate the event</li> <li>■ thank your supporters and volunteers.</li> <li>■ adult to young person ratios</li> <li>■ leader in charge</li> </ul>	
<b>Choosing, using and maintaining the right equipment</b>	<p><b>Can you identify the equipment required for a residential experience and how to maintain it on the residential experience?</b></p> <p>Learner is able to identify:</p> <ul style="list-style-type: none"> <li>■ appropriate equipment for a residential experience</li> <li>■ factors to consider in choosing equipment</li> <li>■ maintenance of some items of equipment</li> </ul>	<b>Outdoor Skills Resources</b>
<b>Practical skills</b>	<p><b>Can you demonstrate two practical skills that would be used on a residential experience?</b></p> <p>Evidence of practical skills</p> <ul style="list-style-type: none"> <li>■ knots</li> <li>■ tent pitching</li> <li>■ packing a rucksack</li> <li>■ stoves</li> <li>■ lamps</li> <li>■ knife and axe use</li> <li>■ cooking</li> </ul>	
<b>Health, happiness and safety issues</b>	<p><b>Can you outline the policies, procedures and guidance that must be considered on a residential experience?</b></p> <ul style="list-style-type: none"> <li>■ First Aid</li> <li>■ Emergency and Accident Procedures</li> <li>■ Young People First and Safeguarding</li> <li>■ Alcohol Smoking and substance abuse</li> </ul>	

	<ul style="list-style-type: none"> <li>■ Health, welfare and hygiene</li> <li>■ Risk Assessments</li> <li>■ Challenging Behaviour</li> <li>■ Insurance</li> <li>■ Nights Away Permit Scheme/ Nights Away Event Passport</li> <li>■ Medication rules</li> <li>■ Adult to young person ratio</li> </ul>	
	<p><b>What is a risk assessment and why is it important?</b></p> <p>A risk assessment is an assessment of potential hazards so that they can be minimised and/or avoided.</p> <p>How would you carry out a risk assessment for an activity or event?</p> <p>Use the five step process:</p> <ul style="list-style-type: none"> <li>■ look for hazards</li> <li>■ decide who might be harmed and how</li> <li>■ evaluate risk</li> <li>■ record findings</li> <li>■ review assessment</li> </ul> <p>Can you explain why it is important to carry out risk assessments during an activity?</p> <ul style="list-style-type: none"> <li>■ risk assessment during activities (dynamic risk assessment) is important and essential to ensure that any changes to circumstances or conditions are effectively responded to</li> </ul>	<p>Activities – Risk Assessment <b>FS120000</b></p>
<b>Catering requirements</b>	<p><b>Can you explain what should be considered when planning and providing a menu for a residential experience?</b></p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>■ the numbers of young people and adults</li> <li>■ any special dietary requirements or allergies, as stated by parents and adult (considering cultural or religious needs)</li> <li>■ the programme for the camp, activities, timetable etc.</li> <li>■ the style of catering</li> <li>■ the cooking equipment/facilities available (considering cultural or religious needs)</li> <li>■ accessibility to shops in the area</li> <li>■ storage capabilities</li> <li>■ budget available</li> <li>■ water supply available</li> </ul>	<b>Scout Adventure Pages</b>
<b>Evaluating venues</b>	<p>Can you identify factors that should be taken into account when evaluating a venue for a residential experience?</p>	<b>Scout Adventure Pages</b>

	<p>Answers may include:</p> <ul style="list-style-type: none"> <li>■ type of residential experience</li> <li>■ cost</li> <li>■ time of year</li> <li>■ purpose of experience</li> <li>■ age of participants</li> <li>■ leaders' capabilities and skills</li> <li>■ facilities needed</li> <li>■ facilities at venue</li> <li>■ amenities nearby</li> <li>■ access at the venue</li> <li>■ rules and regulations of the venue</li> <li>■ emergency facilities</li> <li>■ activities at the venue</li> <li>■ transport to venue – how do we get there?</li> <li>■ transport for equipment</li> <li>■ disabled access</li> <li>■ child protection policy</li> </ul>	
	<p><b>Where can you find support for choosing a venue?</b></p> <ul style="list-style-type: none"> <li>■ Other adults in Scouting</li> <li>■ Internet</li> <li>■ National scout Activity Centres and local scout centres</li> <li>■ Scout Venues</li> <li>■ Prohibited/restricted venue list</li> <li>■ POR</li> <li>■ Scout Information Centre</li> </ul>	<p><b>Prohibited and restricted campsite directory</b></p> <p><b>Policy, Organisation and Rules</b></p> <p><b>National Centres Pages</b></p>
	<p><b>Can you identify factors that should be taken into account when deciding on a site layout for a residential experience?</b></p>	<p><b>National Centre Pages</b></p>

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 the learner will need to complete and provide evidence of one of the following activities from each group:

Group 1: Planning and event administration

- carry out a pre-camp visit; record and demonstrate their 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:
  1. a high quality balanced programme
  2. contingency plans
  3. appropriateness of the programme for the section
  4. 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 the learner if necessary. Any additional validation criteria created will need to check the learner's knowledge and that they can apply the skills acquired to their role in Scouting.

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

# Mentoring and Coaching (39)

## Aim

To enable adults to effectively mentor and coach both adults and young people for successful talent management / succession planning.

## 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 criteria has been achieved.

### **Evidence may include one or more of the following:**

- 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

As coaching and mentoring sessions should be confidential, observation of these is not appropriate for validation purposes.

# APPENDIX 1: PERSONAL LEARNING PLAN TEMPLATE

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

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

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

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

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

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

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

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

Name: \_\_\_\_\_ Appointment: \_\_\_\_\_ Membership number: \_\_\_\_\_ Sheet: \_\_\_\_\_ of \_\_\_\_\_

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

Personal Learning Plan agreed by – Learner: \_\_\_\_\_ Training Adviser: \_\_\_\_\_  
 Additional sheets should be copied and attached to the front sheet.

# APPENDIX 2: USEFUL RESOURCES

## The Information Centre

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

- Phone: 0345 300 1818
- Email: [info.centre@scouts.org.uk](mailto:info.centre@scouts.org.uk)
- Post: Scout Information Centre, Gilwell Park, Bury Road, Chingford, E4 7QW

## Adult Training Scheme

This document outlines The Scout Association's approach to adult training, the details of the training scheme and the local management of training provision. It also includes information on the minimum training requirements for the different roles in the Scout Association. This can be found at **[scouts.org.uk/training](https://scouts.org.uk/training)**

## Adult's Personal File for Section Leaders

This is a resource that volunteers work through as through the Adult Training Scheme. It includes details of all training for Section Leaders and Assistant Section Leaders within the scheme. This can be found at **[scouts.org.uk/training](https://scouts.org.uk/training)** or ordered from **Scout Shops**.

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

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 Module Pages for the Adult Personal File

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.

## Module Matrix

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

## Online resources

There are a huge number of resources available online in the Members area of [scouts.org.uk](https://scouts.org.uk) to support learners in completing their training and to aid you in support and guiding them through this.

For resources and information to help you to support learners in your role as a Training Adviser please see **[scouts.org.uk/trainingadvisers](https://scouts.org.uk/trainingadvisers)** - for Training Advisers. For resources to help learners with their training, a good place to start is the learners' area which provides information on relevant resources and guidance for each module. This can be found at **[scouts.org.uk/learnersresources](https://scouts.org.uk/learnersresources)**.