

TRAINING ADVISER'S GUIDE

For Managers and Supporters

Editor's note

Although in some parts of the British Isles Scout Counties are known as Areas or Islands – and in one case Bailiwick – for ease of reading this publication simply refers to County/ Counties. In Scotland there is no direct equivalent to County or Area, and Scouting is organised into Districts and Regions, each with distinct responsibilities. Some County functions are the responsibility of Scottish Regions, while others lie with Scottish Districts. The focus of responsibility is outlined in Scottish Variations from POR.

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

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

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

A note on the order of modules within this document

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

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

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

CONTENTS

| | |
|---|----|
| Part 1: Introduction | 5 |
| Part 2: What is a Training Adviser for Managers and Supporters? | 6 |
| Part 3: How Does the Training Scheme Operate? | 7 |
| A summary of the scheme | 7 |
| The Stages of Training for Managers and Supporters | 8 |
| Ongoing learning | 10 |
| External Recognition | 11 |
| Part 4: Practical Support for Your Role | 13 |
| Putting together a Personal Learning Plan | 13 |
| Step 1: Identifying and agreeing the modules | 13 |
| Step 2: Assessing their learning needs | 14 |
| Step 3: Agreeing the validation methods | 16 |
| Step 4: Meeting and agreeing a plan | 17 |
| Step 5: Complete and Review | 18 |
| Resolving Challenges | 19 |
| Support and resources | 20 |
| Administration and records | 20 |
| Part 5: Training Requirements | 21 |
| The Module Matrix | 22 |
| Minimum Training Requirements | 26 |
| Change of Role | 28 |
| Part 6: Validation Guide | 30 |
| Getting Started | 31 |
| Personal Learning Plan (02) | 31 |
| Essential Information (01) | 33 |
| Tools for the Role (Managers and Supporters) (04) | 39 |
| Training for All Appointments | 44 |
| Delivering a Quality Programme (12A) | 44 |
| The Fundamentals of Scouting (05) | 50 |
| Scouting For All (07) | 54 |
| Administration (11) | 57 |
| First Aid (10) | 60 |
| Changes in Scouting (06) | 62 |
| Leadership and Management Training Validation Areas | 67 |
| Managing Time and Personal Skills | 67 |
| Achieving Results | 69 |
| Providing Direction | 71 |
| Working with People | 73 |
| Enabling Change | 78 |
| Using Resources | 79 |

| | |
|---|-----------|
| Safety for Managers and Supporters | 82 |
| Supplementary Modules for Specific Manager and Supporter Roles | 85 |
| Running Safe Activities (17) | 85 |
| International (19) | 89 |
| Facilitating (28) | 94 |
| Presenting (29) | 95 |
| Supporting Local Learning (30) | 96 |
| Planning a Learning Experience (31) | 97 |
| Planning a Learning Provision (33) | 98 |
| Managing a Learning Provision (34) | 99 |
| Mentoring and Coaching (39) | 99 |

Part 7: Leadership and Management Training Learning Opportunities.....101

| | |
|--|------------|
| Independent Learning | 101 |
| Managing Time and Personal Skills | 101 |
| Finding, Appointing and Welcoming Volunteers | 101 |
| Keeping, Developing and Managing Volunteers | 102 |
| Dealing with Difficult Situations | 102 |
| Planning for Growth..... | 102 |
| Enabling Change..... | 103 |
| Safeguarding for Managers and Supporters | 103 |
| Getting the Word Out | 103 |
| Financial and Physical Resources | 104 |
| Building Effective Teams..... | 104 |
| Leading Local Scouting | 104 |
| Executive Committees and Being a Trustee | 105 |
| Project Management | 105 |
| Decision Making | 105 |
| Supporting the Adult Training Scheme | 106 |
| Safety for Managers and Supporters | 106 |
| Skills Courses | 107 |
| Skills of Management | 107 |
| Meeting the Challenges | 107 |
| Achieving Growth | 107 |

Appendix 1: Useful Resources.....108

Appendix 2: Personal Learning Plan Template.....109

Appendix 3: Manager and Supporter Validation Record.....111

Appendix 4: Recommended Learning for Leadership and Management Training.....112

Part 1: Introduction

Welcome to the Training Advisers Guide for Managers and Supporters

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

What does the guide contain?

The Training Adviser's Guide contains guidance on the Training Adviser for Managers and Supporters role. The guide also provides copies of the forms that you will require to record the plans made with the learner. The validation requirements are included towards the end of this resource as well as some questions to help you check the learner's knowledge and understanding of key topics for each module.

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 also 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 the Adult Training Scheme which can be found at **scouts.org.uk/training**.

It would also be beneficial for you to be familiar with the Adult's Personal File for Managers and Supporters. The learners who 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 for Managers and Supporters?

Where do Training Advisers fit in?

The key role of a Training Adviser for Managers and Supporters 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.

Training Advisers for Managers and Supporters are responsible to either a Local or County/Area Training Manager depending on the management structure of their County/Area. In Scotland most Training Advisers for Managers and Supporters 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:

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

- 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 into 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 informed of 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 for Managers and Supporters 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 for Managers and Supporters?

Training Advisers for Managers and Supporters will be expected to have managerial experience either within Scouting or externally. You will need to have 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, courses and learning resources 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 only complete the training that is 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 the 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 and modules that have 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 key elements to the Adult Training Scheme:

- Learning - This is when the volunteer has the opportunity to gain or improve the knowledge and skills which they need for 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 that the volunteer 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](#).

The Stages of Training for Managers and Supporters

The training for Manager and Supporter roles comprises three stages:

1. Getting Started
2. The Wood Badge – this is broken down into:
 - Training for All Appointments – six training modules delivered through a variety of learning methods
 - Leadership and Management Training – delivered through independent learning units and skills courses
3. Ongoing Learning



Getting Started

Getting Started is made up of three modules which must be completed before the volunteer can be fully appointed.

- Personal Learning Plan (02)
- Essential Information (01)
- Tools for the Role (Managers and Supporters) (04)

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 a volunteer's provisional appointment expires and they have not completed Getting Started, the volunteer'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 a 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)

This module provides the basic information that all volunteers in Scouting need to know. It briefly covers the Fundamentals of Scouting, the key policies of The Scout Association and the support available to volunteers in Scouting. Information on some of these topics can be found on the website at scouts.org.uk/about-us/key-policies.

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. 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 Managers and Supporters 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 District Commissioner attending a County recruitment workshop
- any of the supplementary modules, for example Facilitating (28) or Presenting (29) if they are not part of the minimum training requirements for the role

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 all Managers and Supporters must complete; these are 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 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 the First Aid requirements can be found on the **First Aid pages** on scouts.org.uk.

External Recognition

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

More information on all of these options, including the process for registration and costs, is available from the Adult Support Team at adult.support@scouts.org.uk or by calling 0345 300 1818.

The Institute of Leadership and Management (ILM) Development Programme

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

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

Membership of the Institute of Leadership and Management (ILM)

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

Benefits include professional recognition, lifestyle discounts, Harvard Business School resources, access to ILM's regional evening events, a free legal helpline and Edge – 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, the International Journal of Training and Occupational Learning, an extensive resource library, UK glossary of training terms, substantial discounts on books and a members' exclusive web space.

Part 4: Practical Support for Your Role

Putting together a Personal Learning Plan

The Personal Learning Plan is a key part of 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 the Adult's Personal File for Managers and Supporters 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**. 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 for Managers and Supporters 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 that is 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 in their role and the timeframe in which they expect to complete each criteria
4. Meet and agree the 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.
- The Change of Role section can be used to identify the modules that may require revalidating if they are changing roles from another role in Scouting. If they have completed your 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 of 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 have not thought of. They may also wish to complete modules which are not required for their role but which they are interested in. Ensure that all of the required modules, courses and Independent Learning for the relevant 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 topics.

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 the criteria. It is important to spend time discussing what the criteria 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 to create their Personal Learning Plan (PLP) and agree it with you.

For the Leadership and Management Training there are some additional **Learning Recommendations (Appendix 4)** that can be used as guidance as to what learning might be recommended for each role.

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. These 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 are required to show that they can apply the skills that they have gained elsewhere effectively to their role in Scouting. This is then checked through the validation process.

An adult may have the skills required for a specific criteria but might need some help applying these skills to Scouting, or they may be able to meet most of the objectives but not all. This may mean they will need 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 a 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 three sections for younger members. As part of this scheme, Explorer Scouts are required to do some training to support them in their role.

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

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

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

Although the completion of the Young Leaders' scheme cannot be used as automatic validation for any module, it should be acknowledged and taken into consideration when agreeing the Personal Learning Plan. When putting together a Personal Learning Plan with a learner who has been a Young Leader it is important to ask them questions that allow them to explain the skills and knowledge they have gained. They will need to validate 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 learning methods will need to take into account the learner's 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.

The Getting Started modules and Training for All Appointments 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. Each method will cover the same learning objectives, therefore they should choose the method that is most suitable for them through a discussion with their Training Adviser.

The Leadership and Management training is delivered via two methods:

- **Independent Learning** - this will cover the knowledge required by learners to understand the key topics of leadership and management and related Scouting processes. The learning will be accessed via a variety of methods, including videos, e-learning and workbooks.
- **Skills courses** – this will consist of three courses (Skills of Management, Meeting the Challenges and Achieving Growth) where learners have an opportunity discuss and demonstrate different skills relating to leadership and management.

The **Module Matrix** shows how the independent learning and skills courses are aligned with the validation areas for the Leadership and Management Training. More information on the independent learning units and skills courses can be found below in the **Learning Opportunities for Leadership and Management Training** section of this guide.

NB It is highly recommended that learners complete the Independent Learning Units prior to attending the relevant skills course. The information in the Independent Learning Units is built upon in the skills courses and if the Independent learning has not been complete learners may not get the most out of the skills courses. It is also recommended that where possible learners complete the Skills of Management weekend first, again, many of the skills and concepts are built upon in later courses.

For the Leadership and Management training, the principles of accrediting prior learning are still to be adhered to but there is only one route to access the learning provided through Scouting. With your Training Adviser, discuss the learning objectives for the Independent Learning Units and skills courses to decide what learning you require.

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 of 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 criteria for your learners. They can be validated by any Training Adviser for Managers and Supporters.

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 what is unacceptable for validation purpose.

There are a number of validation methods that learners can use. Some examples of the most frequently used validation methods are shown here. There are however other methods that you might want to use and these can be agreed between you and the learner:

- a visit to observe the learner carrying out an activity

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

Step 4: Meeting and agreeing a plan

During the initial meeting you need to discuss the learner's training requirements, learning needs and validation methods to create a Personal Learning Plan with them. Some learners may have already looked 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 a learning method, validation and a timescale for every module. Try to prioritise the modules based on the learners needs and create a plan for those that the learner is going to work on in the next 6 to 12 months. 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 training the learner should complete for their role
- identify if 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 courses or independent learning, to gain the relevant knowledge and skills for their role
- determine whether the learner wishes to register for the Institute for Leadership and Management (ILM) Development Programme which will enable their training to be externally recognised and give them access to additional learning materials and resources from the ILM.
- identify the validation methods they will use in order to demonstrate their ability to put their learning into practice in their roles
- agree timescales 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 able to update the Personal Learning Plan directly onto Compass when you meet to 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).

Validating training

As you work through each key area and discuss validation methods, check that the learner is still happy that they don't need to do any further learning. 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 key area 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 or key area they will naturally be pleased that you are able to sign it off. You must 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, 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 key areas of leadership and management, 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 discuss 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. Try to think of creative solutions to problems.

Grievance procedure

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

Disagreement over required modules

If there is a disagreement about the courses, Independent Learning and 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 or key area 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**.

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.

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 handled 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. | ■ One to one ■ 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. | ■ Course ■ One to one ■ Small group ■ 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. | ■ Course ■ One to one ■ Small group ■ 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. | ■ Course ■ One to one ■ Small group ■ 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. | ■ Course ■ One to one ■ Small group ■ 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. | ■ Course ■ One to one ■ Small group ■ e-learning |
| Scouting For All (07) | To provide an introduction to equal opportunities and practical advice about how to make Scouting inclusive for all. | ■ Course ■ One to one ■ Small group ■ 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. | ■ Course ■ One to one ■ Small group ■ Workbook |
| First Aid (10) | To cover the skills and knowledge necessary to enable adults to manage an incident and provide basic first aid. | ■ 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. | ■ DVD ■ Factsheet |

Section Leaders and Section Supporters

The Programme

| Module | Aim | Methods |
|---|---|---|
| Programme Planning (12B) | 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"> ■ Course ■ One to one ■ Small group |
| Running Safe Activities (17) | 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"> ■ Course ■ One to one ■ Small group ■ Workbook |
| Practical Skills (18) | To enable adults to gain and develop practical skills for the benefit of young people in their section. | <ul style="list-style-type: none"> ■ Course ■ Small group |
| Introduction to Residential Experiences (16) | 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"> ■ Course ■ One to one ■ Small group ■ Workbook |
| International (19) | To provide an international focus appropriate to their section and appreciate the global nature of Scouting. | <ul style="list-style-type: none"> ■ Course ■ One to one ■ Small group |

The People

| Module | Aim | Methods |
|--|---|---|
| Supporting Young People (14) | To enable adults to understand and meet the needs of young people and create a supportive environment. | <ul style="list-style-type: none"> ■ Course ■ One to one ■ Small group ■ Workbook |
| Promoting Positive Behaviour (15) | To enable adults to promote positive behaviour and appropriately manage challenging behaviour in their section. | <ul style="list-style-type: none"> ■ Course ■ One to one ■ Small group ■ Workbook |
| Growing the Section (13) | 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"> ■ Course ■ One to one ■ Small group ■ Workbook |
| Working With Adults (09) | 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"> ■ Course ■ Small group |
| Skills of Leadership (08) | 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"> ■ Course ■ One to one ■ Small group |

Additional ongoing learning opportunities for all members can be found at scouts.org.uk/ongoinglearning

Managers and Supporters

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

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

| 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"> Course One to one Small group Workbook |
| Instructing Practical Skills (27) | To provide the skills, knowledge and attitudes necessary to instruct practical skills. | <ul style="list-style-type: none"> Course One to one Small group |
| Facilitating (28) | To provide the skills, knowledge and attitudes to facilitate individuals and small groups. | <ul style="list-style-type: none"> Course One to one Small group |
| Presenting (29) | To provide the skills, knowledge and attitudes to make effective presentations. | <ul style="list-style-type: none"> Course One to one Small group |
| 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"> Course One to one Small group |
| 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"> Course One to one Small group |
| 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"> Course One to one Small group |
| 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"> Course One to one Small group Workbook |
| 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"> Course One to one Small group Workbook |
| 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 diversity.inclusion@scouts.org.uk . | <ul style="list-style-type: none"> Course One to one Small group |
| 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"> Course One to one Small group DVD |
| 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"> Course One to one Small group |
| 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"> Course One to One Small Group |

Minimum Training Requirements

All Managers and Supporters must complete the following training to achieve their Wood Badge:

■ Getting Started Training

- Personal Learning Plan (02)
- Essential Information (01)
- Tools for the Role (Managers and Supporters) (04)

■ Training for All Appointments

- Delivering a Quality Programme (12A)
- Fundamentals of Scouting (05)
- Scouting For All (07)
- First Aid (10)
- Administration (11)
- Changes in Scouting (06)

■ Training for Managers and Supporters

- Working with People
- Achieving Results
- Managing Your Time and Personal Skills
- Enabling Change
- Providing Direction
- Using Resources
- Safety for Managers and Supporters

For some appointments, there are additional modules which must also be completed as stated in the table below.

| Role | Additional modules to be completed |
|---|---|
| Group Scout Leader | |
| Assistant Group Scout Leader | |
| Group Scouter | |
| District Commissioner | |
| Deputy District Commissioner | |
| District Youth Commissioner | |
| Assistant District Commissioner (Adult Training) Scotland | Presenting (29), Supporting Local Learning (30), and Planning a Learning Experience (31) |
| District Explorer Scout Commissioner | Running Safe Activities (17) and International (19) |
| District Scout Network Commissioner | Running Safe Activities (17) and International (19) |
| Assistant District Commissioner (section) | Running Safe Activities (17) and International (19) |
| Assistant District Commissioner (non-sectional) | Other modules as relevant to the role. For example: International (19) for Assistant District Commissioner (International). |
| County Commissioner | |
| Deputy County Commissioner | |
| County Youth Commissioner | |

| | |
|--|---|
| District Scouter | |
| County Scouter | |
| County Training Manager | Planning a Learning Provision (33) and Managing a Learning Provision (34) |
| Local Training Manager (depending on role description) | Supporting Local Learning (30), Planning a Learning Provision (33) and/or Managing a Learning Provision (34) |
| Assistant County Commissioner (section) | Running Safe Activities (17) and International (19) |
| Assistant County Commissioner (Scout Network) | Running Safe Activities (17) and International (19) |
| Assistant County Commissioner (non-sectional) | Other modules as relevant to the role. For example: International (19) for Assistant County Commissioner (International). |
| Regional Commissioner | |
| Regional Training Manager | Facilitating (28), Presenting (29), Planning a Learning Provision (33) and Managing a Learning Provision (34) |
| Assistant Regional Commissioner (Adult Training) Scotland | Planning a Learning Provision (33) and Managing a Learning Provision (34) |
| Assistant Regional Commissioner (Section Support) Scotland | Running Safe Activities (17) and International (19) |
| Assistant Regional Commissioner (Development) Scotland | Other modules as relevant to the role |
| Assistant Regional Commissioner (Communication) Scotland | Other modules as relevant to the role |
| Chief Commissioner | |
| Scout Active Support Manager | * see note below |

*Scout Active Support Roles

Those holding roles within a Scout Active Support Unit 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.

Additional Modules

Members are encouraged to look at other modules that may be relevant to their role but do not make up the minimum requirements for their appointment. These modules may be completed in addition to the minimum requirements, or as ongoing learning. The content of the additional modules can be found in the Supplementary Module Pages at scouts.org.uk/training.

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. If they have 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 'requires revalidation' box. A tick ✓ means that they need 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 they are moving from and to. Roles are split into three categories:

- **Section Leader** (anyone working in a section)
- **Manager** (e.g. Group Scout Leader, District Commissioner, County Commissioner, County Training Manager, District Explorer Scout Commissioner etc.)
- **Supporter** (e.g. Assistant District/County Commissioners)

The table below shows which training will require revalidation when a volunteer changes roles in Scouting. This information can also be found in the Change of Role factsheet at scouts.org.uk/training.

| 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 (Managers and Supporters) (04) | ✓ | Any change in role |
| Training For All Appointments | | |
| Delivering a Quality Programme (12A) | ✓ | Any role to Manager or Supporter – The additional validation criteria for Managers and Supporters only |
| | ✗ | Any other change in role |
| The Fundamentals of Scouting (05) | ✗ | Any change in role |
| Scouting for All (07) | ✓ | Any role to Manager– The additional validation criteria for Managers only |

| Training | Requires Revalidation | Change of Role |
|---|-----------------------|--|
| | ✗ | Any other change in role |
| Administration (11) | ✗ | Any change in role |
| First Aid (10) | ✗ | Any change in role |
| Changes in Scouting (06) | ✗ | Any change in role |
| Leadership and Management Training | | |
| Working with People | ✓ | Change in Manager or Supporter role - only specific validation criteria require revalidation |
| Achieving Results | ✓ | Change in Manager or Supporter role - only specific validation criteria require revalidation |
| Managing Your Time and Personal Skills | ✓ | Change in Manager or Supporter role - only specific validation criteria require revalidation |
| Enabling Change | ✗ | Any change in role |
| Providing Direction | ✓ | Change in Manager or Supporter role - only specific validation criteria require revalidation |
| Using Resources | ✓ | Change in Manager or Supporter role - only specific validation criteria require revalidation |
| Safety for Managers and Supporters | ✓ | Change in Manager or Supporter role - only specific validation criteria require revalidation |
| Additional Modules relevant to some Manager and Supporter roles | | |
| Running Safe Activities (17) | ✗ | Changing Sections |
| | ✗ | Leader to Supporter. |
| | ✓ | Supporter to Leader |
| International (19) | ✗ | Any change in role |
| Facilitating (28) | ✗ | Any change in role |
| Presenting (29) | ✗ | Any change in role |
| Supporting Local Learning (30) | ✗ | Any change in role |

| Training | Requires Revalidation | Change of Role |
|-------------------------------------|-----------------------|--------------------|
| Planning a Learning Experience (31) | ✖ | Any change in role |
| Planning a Learning Provision (33) | ✖ | Any change in role |
| Managing a Learning Provision (34) | ✖ | Any change in role |

Part 6: Validation Guide

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 (except for the Leadership and Management Training where the learning opportunities are outlined in **Part 7** of this guide)
- 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

Where "Requires Revalidation" is ticked (✓), this criteria must be revalidated if the learner changes role even if this criteria has been completed previously for a different role. The role specific criteria will need to be validated if it is relevant to the new role. If "Requires Revalidation" is marked with a cross (✖) this criteria does not need to be revalidated for a new Manager or Supporter role if it has already been completed.

Getting Started

| Personal Learning Plan (o2) | |
|--|--|
| <p>Aim: To develop a Personal Learning Plan to allow learners to complete the training requirements for their role, taking into account existing knowledge and skills.</p> <p>Learning Methods:</p> <ul style="list-style-type: none"> ■ One to one | <p>Topics covered: Creation of a Personal Learning Plan including:</p> <ul style="list-style-type: none"> ■ Identifying the modules relevant to their role ■ Assessing if they have to complete learning for this module ■ Specifying how this learning will be accessed ■ Providing validation ideas ■ Providing a time frame for completing their training |
| Assessing Learning Needs | |
| Open Questions, Conversation Starters and Key Messages Checklist | Suggestions to fill specific gaps in learning |
| <p>Do you know which modules are required for your role?</p> <p>The learner should be able to identify, with support, the modules that are required to complete training for their role.</p> | <ul style="list-style-type: none"> ■ Module Requirements list ■ Role Description ■ Conversations with Line Manager |
| <p>Have you used the Check my Knowledge chart to identify prior learning and assess your learning needs?</p> <p>Learners may already have some skills and knowledge that they have gained through their employment, education, other voluntary roles and 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> | <ul style="list-style-type: none"> ■ Discussion with Training Adviser ■ Completion of Check Your Knowledge charts |
| <p>Have you identified your preferred learning method for each module?</p> | <ul style="list-style-type: none"> ■ Discussion with Training Adviser |

| | | | |
|---|--|---|---|
| <p>The learner should have an idea of how they would like to complete any learning. Offer examples of learning methods to help those who are undecided. Make sure the learning method is appropriate for the individual learner's needs and availability.</p> | | <ul style="list-style-type: none">■ Completion of Check Your Knowledge charts■ Examples of learning methods for learner to see | |
| <p>Have you identified the most appropriate validation criteria for each module based on your role?</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> | | <ul style="list-style-type: none">■ Discussion with Training Adviser■ Completion of Assessing Learning Chart | |
| <p>Have you identified the evidence you would like to use to demonstrate your achievement of validation criteria?</p> <p>The learner should choose 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> | | <ul style="list-style-type: none">■ Discussion with Training Adviser■ Completion of Assessing Learning Chart | |
| Validation Criteria | | | |
| To validate this module the learner will need to complete the following: | Evidence may include one or more of the following: | Requires Revalidation | Relevant Role |
| 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 | <ul style="list-style-type: none">■ Completed Personal Learning Plan■ Discussion with the learner, focussing on how they will complete the training requirements of their role. | ✓ | <ul style="list-style-type: none">■ All |
| <p>Notes:</p> <ul style="list-style-type: none">■ A Personal Learning Plan Template (Appendix 2) and Manager and Supporter Validation Record (Appendix 3) are provided at the end of this document to help create the Personal Learning Plan. | | | |

| Essential Information (01) | |
|---|---|
| <p>Aim: The basic information that all adults in Scouting need to know.</p> <p>Learning Methods:</p> <ul style="list-style-type: none"> ■ Course ■ E-learning ■ Small Group ■ One to one | <p>Topics covered:</p> <ul style="list-style-type: none"> ■ Purpose, Values and Method of The Scout Association (the Fundamentals of Scouting) ■ Policy, Organisation and Rules (POR) ■ The Scout Association's Child Protection Policy and your role in protecting young people from harm ■ Equal Opportunities Policy ■ The Safety Policy and your role in keeping Scouting safe ■ Support available to help you in your Scouting role |
| Assessing Learning Needs | |
| Open Questions, Conversation Starters and Key Messages Checklist | Suggestions to fill specific gaps in learning |
| <p>Do you know the Purpose, Values and Method of Scouting?</p> <p>What are they?</p> <p>Why do we have them?</p> <p>How do you use them?</p> | <ul style="list-style-type: none"> ■ FS140099: Fundamentals Explained ■ FS140004: Fundamentals of Scouting ■ Fundamentals – Promise and Law video |
| <p>Do you know how the Promise and Law relate to the Purpose, Values and Method of Scouting?</p> <p>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.</p> | <ul style="list-style-type: none"> ■ FS14099: Fundamentals Explained ■ Accessible Scouting for young people: Understanding the Scout Law and Promise |
| <p>Do you know what Policy, Organisation and Rules is and where you can find it?</p> <p>Policy, Organisation and Rules (POR) is the governing document of Scouting in the United Kingdom, the Channel Isles and the Isle of Man. POR contains detailed information on all the principles, policies, governance and rules of the Scout Association. POR can be accessed online at scouts.org.uk/por</p> | <ul style="list-style-type: none"> ■ Policy, Organisation and Rules (POR) |
| <p>Have you read the Scout Association's Child Protection Policy?</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>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> | <ul style="list-style-type: none"> ■ The Yellow Card |

| | |
|---|--|
| <p>Do you have any questions about any of the content of the policy or card? 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? Can the learner remember any of the dos and don'ts on the Yellow Card?</p> | |
| <p>Do you know what to do if you think a child is being abused or someone tells you this is happening? 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>Can you list the four categories of abuse? Physical abuse, emotional abuse, sexual abuse and neglect.</p> <p>Are there any factors that make young people more vulnerable to abuse? Young people with disabilities, low self-esteem, and or any other traits which may attract prejudice</p> | |
| <p>What sort of things can you do to prevent bullying in your section?</p> <ol style="list-style-type: none"> 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'. 2. Create an anti-bullying statement or charter for dealing with bullying and for those who have been bullied within the group. 3. Involve young people in anti-bullying work. 4. Create a respectful and friendly environment within the group where bullying isn't welcome. 5. Encourage young people to tell and take firm and fair action when required. 6. Help young people feel good about themselves. 7. Watch out for early signs of distress. | <p>Let's stamp out bullying together: The Scouting guide to taking action</p> |
| <p>How would you identify bullying if it was happening in your section ? 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"> ■ hesitate to come to meetings ■ asks to change groups or patrols ■ is the last one to get picked for no apparent reason ■ is often the target of jokes ■ is quiet or nervous, and reluctant to go to certain places or work with certain individuals | |
| <p>What could you do to address bullying in your section?</p> | |

| | |
|--|---|
| <ul style="list-style-type: none"> ■ be aware of the potential problems bullying may cause, look for early warning signs and encourage young people to tell ■ calm the situation quickly and take firm but fair action ■ talk to young person affected, and get their agreement before taking action ■ young people must feel confident that they can approach leaders and that complaints will be dealt with ■ don't encourage aggressive responses to bullying. Take appropriate action ■ take preventative action, for example. an anti-bullying code | |
| <p>Are you aware of The Scout Association's Equal Opportunities Policy and what it covers?</p> <p>The Equal Opportunities Policy applies to all Members. It states that: "No person should receive less favourable treatment on the basis of, nor suffer disadvantage by reason of:</p> <ul style="list-style-type: none"> ■ age ■ class ■ ethnic origin, nationality (or statelessness) or race ■ gender (including gender reassignment) ■ marital or civil partnership status ■ disability (mental or physical ability) ■ political belief ■ pregnancy ■ political or religious belief (including the absence of belief)" | <ul style="list-style-type: none"> ■ Equal Opportunities Policy ■ Inclusion Matters video ■ Special Needs directory |
| <p>How would you ensure that local Scouting is open to all adults and young people?</p> <p>Encourage the learner to use practical examples of making Scouting accessible and inclusive. Answers can include adapting programme to include young people with additional needs; flexible approach to badge requirements.</p> | |
| <p>Do you know that The Scout Association has a Safety policy and what it means?</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"> ■ All activities are conducted in a safe manner without risk to the health of participants. ■ The provision and maintenance of equipment and buildings for Members and others is safe and without risk to health and adequate for their welfare. ■ 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. ■ 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. | <ul style="list-style-type: none"> ■ scouts.org.uk/safety ■ Accident Reporting and Risk Assessment videos ■ Safety Checklists |
| <p>Can you describe The Scout Association's approach to risk assessment and where to find relevant rules and guidance about activities?</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"> ■ look for hazards ■ decide who might be harmed and how ■ evaluate risk ■ record findings ■ review assessment <p>Can you explain why it is important to carry out risk assessment during an activity?</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"> ■ line Manager ■ other adults in Scouting ■ the Purple Card: Safe Scouting and what to do in an emergency ■ safety Checklists ■ POR ■ Scout Information Centre ■ scouts.org.uk/safety | |
| <p>Do you know who to inform if someone is hurt during a Scout activity?</p> <ul style="list-style-type: none"> ■ deal with incident directly (first aid, emergency services, medical attention) ■ inform District/County and parents/guardians using InTouch system ■ contact the Scout Information Centre to report if necessary ■ record locally ■ follow procedures outlined on the Purple Card: Safe Scouting and what to do in an emergency | <ul style="list-style-type: none"> ■ scouts.org.uk/safety ■ Accident Reporting and Risk Assessment videos ■ Safety Checklists |
| <p>Do you know who to go to for help or support in your role?</p> <ul style="list-style-type: none"> ■ Line manager – GSL, DC etc.; ADCs/ACCs; Group/District/County Scout Council and Executive Committees. ■ Ongoing training modules | <ul style="list-style-type: none"> ■ Support within Scouting Directory ■ How it all fits together video |
| <p>Can I describe the structure of Scouting and where my role sits within the structure?</p> <p>Scout Groups - 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.</p> <p>Scout Districts - 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.</p> | |

| | | | |
|---|--|-----------------------|---------------|
| Scout Counties/ Areas/ Regions - 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 info.centre@scouts.org.uk . | | | |
| Validation Criteria | | | |
| To validate this module learners will need to: | Evidence may include one or more of the following: | Requires Revalidation | Relevant Role |
| Discuss their responses to the questions in the “Check Your Knowledge” chart and reflect on the Fundamentals and key policies of The Scout Association to demonstrate their understanding and confidence to act in accordance with each core area. | ■ Responses to the “Check Your Knowledge” charts | * | ■ All |
| In addition, the learner will need to complete two of the following: | | | |
| Carry out a risk assessment of a meeting place. | ■ Written copy of the risk assessment for the learner’s meeting place ■ Verbal risk assessment ■ Presentation communicating the risk assessment to other adults. ■ Written or verbal statement from an observer summarising the learner’s role in this activity. | * | ■ All |
| 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. | ■ Video or photographs of an activity ■ Evidence from young people ■ A presentation ■ Visit to the learner’s meeting place ■ 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 ■ Written or verbal statement from an observer summarising the learner’s role in this activity. | * | ■ All |
| Work with young people to create and implement an anti-bullying code, and explain how it may help | ■ Video or photographs of an activity ■ Evidence from young people ■ Visit to the learner’s meeting place | * | ■ All |

| | | | |
|--|--|---|---|
| to prevent bullying within the section. | <ul style="list-style-type: none"> ■ Written or verbal statement from an observer summarising the learner's role in this activity | | |
| Any other ideas subject to agreement with your Training Adviser. | <ul style="list-style-type: none"> ■ Additional validation criteria can be created in consultation with the learner if necessary. Any additional validation criteria created will need to check what they have learnt and that they can apply the skills that they have acquired to their role. | * | <ul style="list-style-type: none"> ■ All |

Tools for the Role (Managers and Supporters) (o4)

Aim:

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

Learning Methods:

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

Topics covered:

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

Assessing Learning Needs

Open Questions, Conversation Starters and Key Messages Checklist

Suggestions to fill specific gaps in learning

Can you name some of the key responsibilities of your role?

This will be dependent on the role, as expressed in the role description, or as agreed with their line manager when taking on their role.

■ Role Descriptions

Can you name some of the key responsibilities of those you directly line manage, or support and work with?

This will be dependent on the role. For example, a DC manages GSLs, DDCs, ADCs, DESCs and supports other DCs, the District Executive Committee, etc.

Can you identify the six areas of leadership and management?

The six areas of leadership and management are:

- providing direction
- working with people
- achieving results
- enabling change
- using resources
- managing time and personal skills

■ scouts.org.uk/managers

■ Appendix 2c of the Module 4 trainers notes

Can you explain what a couple of the leadership and management areas mean in practice?

Suggestions could include:

- providing direction - creating a vision, such as opening another section, or renovating a Scout HQ and seeing it through to fruition
- working with people - handling a difficult review with someone who is in the wrong role and ensuring a positive outcome by making sure the individual moves into the right role

| | | | |
|---|--|-----------------------|---------------|
| Can you outline sources of information and support for your role? These include the Scout Information Centre, online resources at www.scouts.org.uk , the monthly Focus + e-newsletter, as well as others in the same or similar roles. | ■ Online resources at scouts.org.uk | | |
| Can you suggest some basic tools to help with time and task management? These include the urgent/important matrix, creating task lists, completing a time management quiz or categorising tasks into action, critical or enduring. | ■ scouts.org.uk/managers ■ More information on the urgent/important matrix, creating task lists or the time management quiz can be found in the trainers notes for this module. | | |
| Can you describe the responsibilities of your role in ensuring the provision of a quality programme? This will be dependent on the role. For example, Managers will need to ensure that they provide leadership; motivation and support to those they line manage to enable them to provide a quality programme. Supporters (depending on their role) may be responsible for ensuring that Scouting in their area is of a good quality, and a good quality programme is part of this. | | | |
| Validation Criteria | | | |
| To validate this module learners will need to: | Evidence may include one or more of the following: | Requires Revalidation | Relevant Role |
| Discuss their understanding of their role, including specific role responsibilities, who they are responsible for, and who they are responsible to. (Note: If they are a supporter who is not directly responsible for anyone, then you should discuss who you work closely with instead.) | ■ Discussion with a Training Adviser | ✓ | ■ All |
| In addition, learners will need to complete two of the following (one that is relevant to all roles and one that is specific to their role): | | | |
| Outline the six areas of leadership and management, and explain how they are incorporating at least two of the areas into their role. | ■ Providing direction – talking through a project plan for a renovation project, talking through the vision they have created for local Scouting over the next 4 years | ✓ | ■ All |

| | | | |
|---|--|---|--|
| | <ul style="list-style-type: none"> ■ Working with people – talking through a review form for a ‘difficult’ review, where the outcome ended up being positive ■ Achieving results – talking through a project plan for a building project, explaining how they ensured that things were achieved and work was chased up ■ Enabling change – talking through a new communication strategy, or other initiative, that they have introduced to local Scouting ■ Using resources – talking through successful grant applications or recently put together budgets ■ Managing your time and personal skills – talking through examples of training or personal development that they have undertaken recently, or examples of feedback that they have received from colleagues and how they have acted on it. | | |
| Explain how they manage their time effectively, giving examples of how they do this and methods that they use to keep on top of tasks and projects. | <ul style="list-style-type: none"> ■ A time management tool, such as the urgent/important matrix or a series of task lists that they use to manage their time. | ✓ | <ul style="list-style-type: none"> ■ All |
| Demonstrate where they can find further information and support for their role. | <ul style="list-style-type: none"> ■ List of Scouting colleagues that they know they can go to with queries, demonstrating where they can find useful and relevant information in the Member Resources area of scouts.org.uk | ✓ | <ul style="list-style-type: none"> ■ All |
| Explain their role in creating the development plan for their Group, District or County and highlight why development planning is important. | <ul style="list-style-type: none"> ■ Talking through the development plan for their Group, District and County, explaining which bits they were involved in and why certain decisions were made. | ✓ | <ul style="list-style-type: none"> ■ All |
| Outline the Group, District or County structure that they have | <ul style="list-style-type: none"> ■ Talking through the Group, District or County structure that | ✓ | <ul style="list-style-type: none"> ■ Managers |

| | | | |
|--|---|---|--------------|
| put in place, giving examples of the role responsibilities that they have delegated to other team members, and discuss how this has helped them to manage the role. | they have put in place, explaining why they have delegated tasks out to certain team members, a skills audit of the members of their team, explaining the skills of each member and why they have given them certain responsibilities. | | |
| Describe the responsibilities of their role in ensuring a quality programme and give examples of how they could resolve issues with the programme if they were to spot them. | <ul style="list-style-type: none"> ■ Copies of sectional programmes that they have looked over, explaining their suggested additions ■ Copies of completed self-review tools, such as a quality of programme checker, explaining how they have used it to improve the quality of the programme in local Scouting. | ✓ | ■ Managers |
| Outline how they support and manage teams in their Group, District or County, giving examples of how they do this. | <ul style="list-style-type: none"> ■ Notes from meetings that they have held, or have attended, with members of their team, explaining their contribution and how they support and manage those they work with ■ Group, District or County structure chart, explaining their role and how they work with those they support and manage. | ✓ | ■ Supporters |
| Describe the responsibilities of their role in ensuring a quality programme and give examples of how they fulfil these responsibilities. | <ul style="list-style-type: none"> ■ Copies of sectional programmes that they have looked over, explaining their suggested additions ■ Copies of completed self-review tools, such as a quality of programme checker, explaining how they have used it to improve the quality of the programme in local Scouting. | ✓ | ■ Supporters |
| Any other ideas subject to agreement with a Training Adviser. | <ul style="list-style-type: none"> ■ Additional validation criteria can be created in consultation with the learner if necessary. Any additional validation criteria created will need to check what they have learnt and that they can apply the skills that they have acquired to their role. | ✓ | ■ All |

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. Learning Methods: <ul style="list-style-type: none">■ Course■ E-learning■ Small Group■ One to one | Topics covered: <ul style="list-style-type: none">■ Key elements of the programme for each section■ Badges and Awards■ Reviewing the programme■ The Young Leaders' Scheme■ Youth Shaped Scouting |
| Assessing Learning Needs | |
| Open Questions, Conversation Starters and Key Messages Checklist | Suggestions to fill specific gaps in learning |
| What are the key elements that make up the programme? The programme is made up of a range of activities, challenges and experiences that young people and young adults take part in. | <ul style="list-style-type: none">■ Prepared (hard copy book)■ scouts.org.uk – section pages■ Youth Programme video■ Scout Network animation |
| Do you know the six areas which are key to the development of young people and young adults? <ul style="list-style-type: none">■ Fun■ Make friends and respect for others■ Development■ Confidence and self-value■ Responsibility to make informed choices■ Able to express and act on their opinions and values | |
| Can you identify the three themes of the 6-18 programme and the programme areas for Network? <div><div>6-18 Programme:<ul style="list-style-type: none">■ Outdoors and adventure■ World■ Skills</div><div>18-25 Programme:<ul style="list-style-type: none">■ Community■ International■ Adventure</div></div> | <ul style="list-style-type: none">■ Prepared Differences in sections chart■ Youth Programme video■ Scout Network video |
| Do you know the underlying themes of the 6-18 and Network programmes? <div><div>6-18 Programme:<ul style="list-style-type: none">■ Teamwork■ Leadership■ Personal Development</div><div>18-25 Programme:<ul style="list-style-type: none">■ Teamwork■ Leadership■ Life Skills</div></div> | |
| Do you know what a quality programme looks like? <ul style="list-style-type: none">■ Safe | <ul style="list-style-type: none">■ Prepared■ scouts.org.uk |

| | |
|--|---|
| <ul style="list-style-type: none"> ■ Fun, engaging ■ Age appropriate ■ Accessible to all ■ Balanced, with a variety of programme methods ■ Appropriate for the size of the group | <ul style="list-style-type: none"> ■ Discussion with other leaders |
| <p>Do you know about the badges and awards for the section you support?</p> <ul style="list-style-type: none"> ■ Membership ■ Joining in ■ Activity badges ■ Staged badges ■ Challenge Awards ■ Explorer Belt ■ Young Leader Scheme ■ Scouts of the World Award ■ D of E Awards ■ Top Awards ■ Queen's Scout Award ■ Virtual badges for participation in Scout Network projects and events | <ul style="list-style-type: none"> ■ scouts.org.uk ■ Differences in section chart |
| <p>Do you know where to find more information about badges and awards for the section you support?</p> <ul style="list-style-type: none"> ■ Prepared ■ scouts.org.uk ■ The Information Centre | <ul style="list-style-type: none"> ■ Discussion with other leaders |
| <p>Do you know what to look for when reviewing a programme?</p> <p>Is the activity:</p> <ul style="list-style-type: none"> ■ appropriate for the size of group? ■ age appropriate for the section? ■ safe for the section? ■ balanced and has variety? ■ accessible and inclusive to all? ■ appropriate to the time of year? ■ fun, exciting and engaging? <p>When looking at the programme over all is there:</p> <ul style="list-style-type: none"> ■ opportunity to take part in activities away from the normal meeting place? ■ is there a variety of programme methods? ■ any gaps in the plan or lack of detail? | <ul style="list-style-type: none"> ■ Prepared scouts.org.uk ■ Discussion with other leaders |
| <p>Do you know what a quality checker is and what its purpose is?</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> | <ul style="list-style-type: none"> ■ <u>Quality programme checker</u> |

| | |
|---|--|
| <p>Do you know how to adapt a programme to ensure its quality?</p> <p>The learner should be able to explain how they have been able to adapt a programme based on their review.</p> | <ul style="list-style-type: none"> ■ Discussion with other leaders |
| <p>Do you know the aims of the Young Leader's Scheme?</p> <p>To enable young people aged 14-18 to:</p> <ul style="list-style-type: none"> ■ develop as individuals ■ to develop their leadership skills ■ make a positive contribution to their community | <ul style="list-style-type: none"> ■ Young Leaders' Scheme pages in the Members area of scouts.org.uk ■ Factsheet - Young Leaders: information for Beaver Cub and Scout Leaders |
| <p>Do you know who can be a Young Leader?</p> <ul style="list-style-type: none"> ■ Explorer Scouts ■ Those who are completing their service section of DofE ■ Those who are completing their service for an award in Girlguiding | <ul style="list-style-type: none"> ■ Talk to local Explorer Scout Leader (Young Leaders) ■ Young Leader video |
| <p>Do you know what the modules and missions are and how you are able to support the completion of the missions?</p> <ul style="list-style-type: none"> ■ 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. | |
| <p>Can you identify some ways to involve Young Leaders as a part of the leadership team?</p> <ul style="list-style-type: none"> ■ 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. | |
| <p>Do you know where to find out more information about the Young Leader's Scheme?</p> <ul style="list-style-type: none"> ■ Young Leader Leader ■ District Explorer Scout Commissioner ■ scouts.org.uk/youngleaders ■ The Information Centre | |
| <p>Do you understand what Youth Shaped Scouting looks like and what value it brings?</p> <p>Youth Shaped Scouting is the inclusion of young people and young adults of all ages in the 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><u>Climbing wall of youth involvement</u></p> |

| | | | |
|---|--|-----------------------|---|
| Do you know what the methods of Youth Shaped Scouting are? Examples of methods: <ul style="list-style-type: none">■ feedback from young people and young adults■ involving Young Leaders in the planning of programmes■ suggestion boxes■ peer mentoring■ programmes planned and run by young people■ projects planned and run by young adults■ choosing games and activities■ acting on committees■ youth forums■ youth councils■ deciding on events and camps | | | |
| Can you identify the seven levels of Youth Involvement? Where would you place your section? <ul style="list-style-type: none">■ Manipulation■ Decoration■ Tokenism■ Assigned and informed■ Consulted and Informed■ Adult initiated, shared decisions■ Shaped by young people in partnership with adults | | | |
| Do you know where to find further support? scouts.org.uk/youthinvolvement | | | |
| Validation Criteria | | | |
| To validate this module the learner will need to complete following: | Evidence may include one or more of the following: | Requires Revalidation | Relevant Role |
| 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. | <ul style="list-style-type: none">■ Discussion with the learner■ Written responses to the "Check Your Knowledge" questions | * | <ul style="list-style-type: none">■ All |
| In addition, Managers and Supporters will need to complete one of the following: | | | |
| Complete a programme review with a section leadership team and outline the adaptations made to ensure a quality programme. or | <ul style="list-style-type: none">■ A copy of the completed programme review or project review■ A visit to the learner's programme review meeting | * | <ul style="list-style-type: none">■ Managers■ Supporters |

| | | | |
|---|--|---|--|
| Complete a review for an event or project proposal initiated by a Scout Network member or Programme Coordinator. | <ul style="list-style-type: none"> ■ A verbal or written statement to 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. | <ul style="list-style-type: none"> ■ a copy of the completed programme plan or a project proposal ■ a visit to the learner's programme planning session ■ a verbal or written statement from an observer describing their contribution to the session ■ a discussion with the learner covering the aspects of the programme created including the key elements included. | * | <ul style="list-style-type: none"> ■ Managers ■ Supporters |
| Show evidence of how they are providing and/or promoting Youth Shaped Scouting as part of their role. | <ul style="list-style-type: none"> ■ written or verbal feedback they have gained from young people and a discussion with the learner about how they have made use of the feedback ■ a visit to a youth forum or council that the learner has enabled in some way ■ a verbal or written statement from an observer explaining how they have involved young people in deciding their programme | * | <ul style="list-style-type: none"> ■ Managers ■ Supporters |
| Show evidence of how they are supporting the delivery of a quality programme as part of their role. | <ul style="list-style-type: none"> ■ observe a visit to one of the learner's sections and discussing the support available with the leadership team ■ planning material from the delivery of a District or County event for a section ■ showing how they have supported a training team to deliver training to new adults in Scouting ■ minutes from a District team meeting where they have discussed how to support a group or section ■ showing how they have mentored an adult new to Scouting in the delivery of a quality programme | * | <ul style="list-style-type: none"> ■ Managers ■ Supporters |

| | | | |
|--|--|--|--|
| Any other ideas subject to agreement with the learner. | <ul style="list-style-type: none"> ■ Additional validation criteria can be created in consultation with the learner if necessary. Any additional validation criteria created will need to check what they have learnt and that they can apply the skills that they have acquired to their role. | | <ul style="list-style-type: none"> ■ Managers ■ Supporters |
|--|--|--|--|

The Fundamentals of Scouting (05)

Aim:

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

Learning Methods:

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

Topics covered:

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

Assessing Learning Needs

Open Questions, Conversation Starters and Key Messages Checklist

Suggestions to fill specific gaps in learning

Do you know what the Values of Scouting are?

Integrity, respect, care, belief and co-operation

Can you describe how the Values of Scouting can be incorporated into:

- the high quality balanced programme?
- your work with other adults in Scouting?

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.

What is the Method of Scouting?

Can you describe how the Method of Scouting informs and influences your role and responsibilities within Scouting?

The Scout Method is how we do Scouting.

Young people, in partnership with adults, working together based on the Values of Scouting. Young people should:

- enjoy what they are doing and have fun
- take part in activities indoors and outdoors
- learn by doing
- share in spiritual reflection
- take responsibility and make choices
- undertake new and challenging activities
- make and live by their Promise

■ **FS1400099:**

Fundamentals Explained

■ **FS140004:**

Fundamentals of Scouting

| | | | |
|---|--|--|---------------|
| The Scout Method should inform the way that work with Young People and plan the youth programme | | | |
| <p>Do you know how you can support the spiritual development of young people within your role in Scouting?</p> <p>Answers might include practical implementation of the Five Principles of Spiritual Development:</p> <ul style="list-style-type: none">■ develop an inner discipline and training■ be involved in corporate (group) activities with others■ understand the world around them■ help to create a more tolerant and caring society■ discover the need for spiritual reflection <p>Can you give practical examples of how to enable young people to take part in spiritual reflection?</p> <p>Answers can include organising faith events, visiting a faith building, incorporating reflection and giving thanks into various activities.</p> | | <ul style="list-style-type: none">■ Rise to the Challenge: A resource for leaders containing activity ideas on spiritual development for all sections.■ What is Spiritual Development | |
| <p>Do you know about the Scout Association’s religious policy?</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">■ 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■ consider belonging to some faith or religious body■ carry into daily practice what they profess <p>Can you describe your responsibilities within the religious policy?</p> <p>Scouting does not deliver religious education. Leaders have a duty to support the spiritual development of young people in Scouting.</p> | | <ul style="list-style-type: none">■ Spiritual Development: Exploring Prayer, Worship and Spiritual Reflection | |
| Validation Criteria | | | |
| To validate this module learners will need to complete two of the following: | Evidence may include one or more of the following: | Requires Revalidation | Relevant Role |
| Show how the Purpose, Values and Methods of Scouting have been incorporated into the programme to meet the needs of youth members of all sections. | <ul style="list-style-type: none">■ Photographs and/or video of activities at meetings■ A sectional visit to the learner■ A written or verbal statement from an observer summarising their role in this activity | * | ■ All |

| | | | |
|--|--|---|-------|
| | <ul style="list-style-type: none"> ■ 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. | <ul style="list-style-type: none"> ■ Photographs and/or video of an activity ■ A sectional visit to the learner ■ A written or verbal statement from an observer summarising their role in this activity ■ Evidence from young people e.g. surveys, creative work, video clips, quotes, magazine article | x | ■ All |
| Create a presentation or activity to explain the Religious Policy to either adults new to Scouting or young people. | <ul style="list-style-type: none"> ■ A PowerPoint presentation and script ■ A video of delivery, paper evaluations from learners ■ A visit to the learner ■ A written or verbal statement from an observer summarising their role in this activity. | x | ■ All |
| Deliver a Scouting event (e.g. camp, Scout's Own) accessible to people representing different faiths and beliefs. | <ul style="list-style-type: none"> ■ A list to demonstrate all the areas which reflect inclusivity ■ A video to demonstrate how young people have benefitted from attending a multi-faith event ■ A plan or photographs of a Scout's Own ■ A visit to the learner ■ A written or verbal statement from an observer summarising their role in this activity. | x | ■ All |
| Produce an action plan detailing how they would support or have supported another adult in implementing the values of Scouting in their role. | <ul style="list-style-type: none"> ■ 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. | x | ■ All |
| Any other ideas subject to agreement with the learner. | <ul style="list-style-type: none"> • Additional validation criteria can be created in consultation with the learner if necessary. Any additional | x | ■ All |

| | | | |
|--|--|--|--|
| | validation criteria created will need to check what they have learnt and that they can apply the skills that they have acquired to their role. | | |
|--|--|--|--|

Scouting For All (o7)

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

Learning Methods:

- Course
- Workbook
- Small Group
- One to one

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

Assessing Learning Needs

| Open Questions, Conversation Starters and Key Messages Checklist | Suggestions to fill specific gaps in learning |
|--|--|
| Can you outline The Scout Association’s Equal Opportunities policy? | <ul style="list-style-type: none"> ■ Equal Opportunities policy ■ Religious policy ■ Essential Information (01) resources ■ Fundamentals of Scouting (05) resources |
| Can you outline The Scout Association’s Religious policy? | |
| <p>Can you name some of the things that could influence your assumptions about other people?</p> <p>Things that could influence our assumptions include family and friends, the media, our own experiences and perceptions, stories or gossip that we have heard, education/work</p> | <ul style="list-style-type: none"> ■ Self-reflection ■ Conversations with other Section Leaders ■ Conversations with their Line Manager ■ Researching stories and issues in the media ■ The Scout Association’s diversity dictionary |
| <p>Can you explain the definitions of diversity and inclusion as relevant to The Scout Association?</p> <p>Definitions can be found in The Scout Association’s Diversity Dictionary.</p> | |
| <p>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?</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> | <ul style="list-style-type: none"> ■ Self-reflection ■ Conversations with other Section Leaders ■ Conversations with their Line Manager ■ Conversations with other colleagues locally with have experience in dealing with diversity and inclusion |
| 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? | |

| | | | |
|---|---|-----------------------|---------------|
| 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 Member Resources area of scouts.org.uk. | <ul style="list-style-type: none">■ The Diversity and Inclusion Team at Gilwell Park■ The Member Resources area of scouts.org.uk | | |
| Can you explain the benefits of having a diverse organisation? 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. | <ul style="list-style-type: none">■ Self-reflection■ Conversations with other Section Leaders■ Conversations with their line manager | | |
| Validation Criteria | | | |
| To validate this module learners will need to complete one of the following: | Evidence may include one or more of the following: | Requires Revalidation | Relevant Role |
| Outline the Equal Opportunities Policy and explain how they are making Scouting a diverse and inclusive organisation and show evidence of how they are making Scouting accessible to one or more of the following: <ul style="list-style-type: none">■ those with additional needs■ girls and young women■ those of minority ethnic communities■ those of a variety of religious backgrounds■ those of a variety of socio-economic backgrounds. | <ul style="list-style-type: none">■ 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 them running an activity or game■ An article showing that Scouting is open to all. | * | ■ All |
| Any other ideas subject to agreement with the learner. | <ul style="list-style-type: none">■ Additional validation criteria can be created in consultation with the learner if necessary. Any additional validation criteria created will need to check what they have learnt and that they can apply the skills that they have acquired to their role. | * | ■ All |
| In addition, managers will also need to complete the following: | | | |
| Produce a plan to make their Group/District better reflect the community in which they live and give examples of how they are putting it into action. This could relate to any of the strands of diversity and inclusion. | <ul style="list-style-type: none">■ A visit to a meeting where they discuss their plan with members of the Scout Group/District including the actions that will be taken | * | ■ Managers |

| | | | |
|--|---|--|--|
| | <ul style="list-style-type: none"> ■ A copy of the plan along with a discussion with the learner about how they are putting it into action ■ A visit to an event or activity which has been organised as part of the plan | | |
|--|---|--|--|

Administration (11)

Aim:

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

Learning Methods:

- Course
- Workbook
- One to one
- Small Group

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

Assessing Learning Needs

Open Questions, Conversation Starters and Key Messages Checklist

Suggestions to fill specific gaps in learning

Can you outline some of the administrative tasks that need to be completed in your Section, Group, District or County?

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:

- member record management
- finance
- insurance

A list of the key administrative tasks that should be highlighted for each of these categories can be found in the Member Resources area of **scouts.org.uk**

- Own research
- Conversations with other Section Leaders
- Information available from **scouts.org.uk/learnersresources**
- Programme Essentials books – available to order from **Scout Shops**

Can you explain why record keeping is so important?

Suggestions could include:

- it facilitates the safe and effective day to day running of Scouting
- it helps to save time and to be more efficient
- it better meets the needs and expectations of individuals and the Association

Can you outline how information on adults and young people can be recorded and stored?

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.

- Own research
- Conversations with other Section Leaders
- Information available from **scouts.org.uk/learnersresources**

| | |
|---|---|
| <p>Are you aware of the Data Protection Act/ General Data Protection Regulation (GDPR) and how records kept are affected by it?</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 and how it affects record keeping can be found in the Member Resources area of scouts.org.uk.</p> | <ul style="list-style-type: none"> ■ Information about the Data Protection Act and Data Protection and Compass ■ Prepared ■ Information about the General Data Protection Regulation (GDPR) |
| <p>Can you outline the financial records that need to be kept in your Group, District or County?</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>Financial processes and accounting regulations will be recommended by the relevant Executive Committee.</p> | <ul style="list-style-type: none"> ■ Own research ■ Conversations with other Section Leaders ■ Information available from scouts.org.uk/learnersresources ■ Prepared |
| <p>Can you give some examples of financial record keeping best practice?</p> <p>Suggestions could include:</p> <ul style="list-style-type: none"> ■ 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 ■ a minimum of two signatures is required for any withdrawals. Internet banking must include the equivalent of this ■ any monies received should be banked at the earliest opportunity ■ it is easier to complete accounts and record monies as soon as they are received ■ 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 ■ 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. | |

| | |
|---|---|
| <p>Can you explain who is covered by The Scout Association's liability insurance policy?</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> | <ul style="list-style-type: none"> ■ Own research ■ Conversations with other Section Leaders ■ Information available from the Learners Resources area of scouts.org.uk ■ Prepared ■ Information from Unity: Scout Insurance Services |
|---|---|

Validation Criteria

| To validate this module learners will need to complete one of the following: | Evidence may include one or more of the following: | Requires Revalidation | Relevant Role |
|---|---|-----------------------|---------------|
| 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. | <ul style="list-style-type: none"> ■ Written material such as record books, member records, spreadsheets or databases that demonstrate accurate and appropriate maintenance of administrative and financial records ■ A written or verbal statement by an observer to testify that the learner maintains accurate administrative and financial records relevant to their role, in accordance with Policy, Organisation and Rules and the Data Protection Act. | * | ■ All |
| Any other ideas subject to agreement with the learner. | <ul style="list-style-type: none"> ■ Additional validation criteria can be created in consultation with the learner if necessary. Any additional validation criteria created will need to check what they have learnt and that they can apply the skills that they have acquired to their role. | * | ■ All |

First Aid (10)

Aim:

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

Learning Methods:

- First Response Course
- External first aid course that covers the criteria listed in the first aid guidance in the member's area on scouts.org.uk/training.

Topics covered:

- First Aid

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 member's area on scouts.org.uk/training.

Assessing Learning Needs

Open Questions, Conversation Starters and Key Messages Checklist

Suggestions to fill specific gaps in learning

Do you hold a First Aid certificate for a course covering the following criteria?

1. The principles of first aid and initial response (arriving at and managing an incident)
2. Initial response to a first aid situation
3. Management of an unconscious casualty (child or adult)
4. CPR, including technique for children and an explanation of what AED is and how to use it
5. Shock
6. Causes and treatment of unconsciousness
7. Bleeding
8. Heat exhaustion, heatstroke, dehydration and hypothermia
9. Burns and scalds
10. Fractures (ambulance imminent and non-imminent) and soft tissue injuries
11. Minor injuries (for example cuts, grazes and nose bleeds)
12. Meningitis
13. Anaphylaxis (use of Epi pen)
14. Spinal injury

- Further guidance can be found on the First Aid pages on scouts.org.uk
- Conversation with the learner to fill in gaps in knowledge

Validation Criteria

| To validate this module you will need to complete following: | Evidence you could use may include one or more of the following: | Requires Revalidation | Relevant Role |
|---|--|-----------------------|---------------|
| Hold a current First Aid certificate that meets or exceeds the minimum standard of First Response. | ■ First Aid certificate | x | ■ All |
| If a first aid certificate that does not cover all of the minimum criteria of First Response is held, you must demonstrate to your Training | ■ Discussion with your Training Adviser | x | ■ All |

| | | | |
|---|--|--|--|
| Adviser that you 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 focussing on its development to meet the changing needs of society:

Learning Methods:

- DVD
- Factsheet
- Quiz

Topics covered:

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

Assessing Learning Needs

Open Questions, Conversation Starters and Key Messages Checklist

Suggestions to fill specific gaps in learning

Do you know how the Scout Movement was founded including:

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 handbook for soldiers (Aids to Scouting) for this younger audience.
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.
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.

- Other leaders
- **DVD** – available from Scout Shops
- Young People in Scouting
- **scouts.org.uk**
- 1st Gilwell Park website
- **Scouting Archives** website
- Please see factsheet Milestones in Scouting for more information.

Can you identify some of the major milestones in Scouting?

Answers may include:

- 1907 – experimental camp on Brownsea Island
- 1908- Part 1 of Scouting for Boys published
- 1914 – Introduction of 'Wolf Cubs' for younger boys
- 1917 Senior Scout Section introduced
- 1919 – Gilwell Park, Scout Activity Centre was opened
- 1920 1st World Scout Jamboree
- 1949 - Bob a Job week

| | | | |
|---|--|-----------------------|---------------|
| <ul style="list-style-type: none"> ■ party report in the 60s, changed the programme of Scouting ■ introduction of Beaver Scouts ■ 2002 introduction of the new youth programme ■ 1990 – introduction of girls to all sections of Scouting (women could be leaders from the start) ■ 2009 – Bear Grylls became Chief Scout | | | |
| <p>Can you describe the historic growth of Scouting in the UK and internationally?</p> <ol style="list-style-type: none"> 1. Scouting developed quickly into a huge movement in the United Kingdom. In its first census in 1910, Scouting had almost 108,000 participants of which over 100,000 were young people. 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. 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. 4. Scouting is currently active in 216 countries and territories with a global membership of over 31 million. | | | |
| <p>Can you describe the current growth of Scouting in the UK and internationally?</p> <ul style="list-style-type: none"> ■ Scouting has been growing at a steady rate in the UK recently, about 3% year on year. ■ UK scouting is now 25% girls and women and this is growing. ■ Scouting continues to grow abroad worldwide there are over 31 million scouts worldwide. | | | |
| <p>Can you identify some of the major developments in Scouting which reflected the changing needs of society?</p> <ol style="list-style-type: none"> 1. Introduction of new sections (Beavers, Cubs and Rovers/Senior Scouts) to cater for younger/older young people wishing to join Scouts. 2. Inclusion of girls and young women in the Movement. 3. Alternative versions of The Promise. 4. Changes to the youth programme to keep it relevant. 5. Changes to the adult training scheme to prepare adults for running Scouting worldwide. 6. New and updated badges and awards. | | | |
| Validation Criteria | | | |
| To validate this module learners will need to complete two of the following: | Evidence may include one or more of the following: | Requires Revalidation | Relevant Role |

| | | | |
|---|--|----------------|----------------------------|
| Complete the Changes in Scouting quiz (next page) and discuss the answers with a Training Adviser. | <ul style="list-style-type: none"> ■ Completed quiz ■ Discussion with the learner about the history of Scouting. | x | ■ All |
| Create and deliver a presentation on the History of Scouting to adults or young people new to Scouting. | <ul style="list-style-type: none"> ■ A copy of a PowerPoint presentation, presentation notes ■ Evaluations from presentation attendees ■ Photos or videos of them delivering a presentation ■ A visit to the learner delivering the presentation ■ A verbal or written statement from an observer describing the learner's role in delivering a presentation ■ Discussion with the learner, this should focus on your role in creating and delivering the presentation and be accompanied by another form of evidence. | x | ■ All |
| Create and deliver a game or activity on the History of Scouting to adults or young people new to Scouting. | <ul style="list-style-type: none"> ■ Notes for running a game or activity with adults or young people ■ Photos or videos of them running a game or activity ■ A verbal/written statement from an observer describing their role in running a game/activity ■ Discussion with the learner, this should focus on your role in running a game or activity and be accompanied by another form of evidence. | x | ■ All |
| Any other ideas subject to agreement with the learner. | <ul style="list-style-type: none"> ■ Additional validation criteria can be created in consultation with the learner if necessary. Any additional validation criteria created will need to check what they have learnt and that they can apply the skills that they have acquired to their role. | x | ■ All |
| Changes in Scouting Quiz | | | |
| Questions | Answers | | |
| Who started the Scout Movement? | a) Robert Baden-Powell | b) Lord Somers | c) Robert Louis Stephenson |

| | | | |
|--|--|--------------------|----------------------|
| | Answer: a) Robert Baden-Powell | | |
| 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 | | |
| What year was the experimental camp? | a) 1905 | b) 1907 | c) 1909 |
| | Answer: b) 1907 | | |
| 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 | | |
| What section was started in 1916 for younger boys? | a) Beaver Scouts | b) Cub Scouts | c) Rover Scouts |
| | Answer: b) Cub Scouts | | |
| What section was started in 1919 for older boys? | a) Beaver Scouts | b) Cub Scouts | c) Rover Scouts |
| | Answer: c) Rover Scouts | | |
| What Movement did Baden-Powell establish for girls? | a) Girls Brigade | b) Girl Guides | c) Girl Scouts |
| | Answer: b) Girl Guides | | |
| When were women allowed to become leaders? | a) From the start | b) 1932 | c) 1966 |
| | Answer: a) From the start | | |
| How many Scouts are there in the world today (2009)? | a) 2 million | b) 12 million | c) 28 million |
| | Answer: c) 28 million | | |
| How many countries and territories in the world have Scouts today (2009)? | a) 147 | b) 187 | c) 217 |
| | Answer: c) 217 | | |
| Name at least three things that have changed since Scouting began to keep the Movement up to date. | <ul style="list-style-type: none"> ■ Different age ranges ■ New programmes, new badges ■ Girls in all Sections ■ Scouting for those with additional needs ■ A World Scout Organisation ■ Logo ■ Uniform | | |
| Name at least three things that have stayed the same since Scouting began. | <ul style="list-style-type: none"> ■ Basic principles ■ Having fun ■ Empowering young people ■ Doing your best ■ Working in small groups | | |

| | |
|--|--|
| | <ul style="list-style-type: none"> ■ Developing leadership ■ Being a uniformed organisation ■ Having a Promise and Law ■ Open to all ■ Having badges and awards ■ Being a World Movement |
|--|--|

Leadership and Management Training Validation Areas

Please note: validation of the Leadership and Management modules is carried out against the six Leadership and Management Core Skills as opposed to against the Individual Independent Learning Units or Skill Courses criteria. These, just like Workbooks, e-learning and Videos for other modules, are simply the learning methods which adults can use to gain knowledge in the six skill areas.

The six core skills which must be validated are:

- Managing Time and Personal Skills
- Achieving Results
- Providing Direction
- Working with People
- Enabling Change
- Using Resources

| Managing Time and Personal Skills | |
|---|---|
| Topics covered: <ul style="list-style-type: none"> ■ Being aware of your own skills and knowledge, identifying areas for development and having a plan to improve or develop in these areas. ■ Tips and techniques for managing your time and the using the time you spend volunteering effectively. | |
| Assessing Learning Needs | |
| Do they know...? (Open Questions, Conversation Starters and Key Messages Checklist) | Learning opportunities to fill gaps in knowledge: |
| What their role entails and what their goals and targets are? | <ul style="list-style-type: none"> ■ Managing Time and Personal Skills Independent Learning ■ Skills of Management Course <p>More information on the learning methods can be found in the Learning Opportunities for Leadership and Management Training below.</p> |
| What The Scout Association's strategic vision is? | |
| What skills and knowledge they need to develop are? | |
| What the future requirements of their role are? | |
| How to manage time effectively to keep a balance across work, life and Scouting? | |
| How to use feedback from others to help them improve the way they carry out their role? | |
| Where to go for up to date information of developments in Scouting? | |

| How to manage time effectively to keep a balance across work, life and Scouting? | | | | |
|--|--|---|-----------------------|---------------|
| Validation Criteria | | | | |
| To validate this module learners will need to complete the following: | Evidence may include one or more of the following: | Additional guidance notes for Training Advisers | Requires Revalidation | Relevant Role |
| Provide their personalised role description in which they have agreed realistic goals and targets with their line manager for the development of local Scouting that work towards The Scout Association's strategic objectives. Describe the process and how they came to agreement. | <ul style="list-style-type: none"> ■ A copy of their personalised role description ■ A copy of their task plan showing plans, goals and targets ■ A discussion with the learner | <ul style="list-style-type: none"> ■ The role description provided should be specific to the learner and their role. ■ Use probing questions about the process and how the learner and their manager came to a shared agreement | ✓ | ■ All |
| Demonstrate and explain how they have considered the future requirements of their role, identified the skills and knowledge that they need to develop or improve and the steps they will follow to do so. | <ul style="list-style-type: none"> ■ Discussion with the learner ■ Copy of their personal learning and development plan | | ✓ | ■ All |
| Outline a number of tips and techniques useful for managing time effectively. | <ul style="list-style-type: none"> ■ Discussion with the learner ■ Examples of tips and techniques used | | ✗ | ■ All |
| Demonstrate and explain how they have reviewed how they use their time and identified possible improvements so that they can focus on the goals and priorities that they have agreed with their line manager. | <ul style="list-style-type: none"> ■ A copy of their role description ■ A copy of their task plan showing plans, goals & targets ■ Discussion with the learner | | ✗ | ■ All |
| Give examples of how they have used feedback from others to improve the way they carry out their role. | <ul style="list-style-type: none"> ■ Documentation showing the details of the feedback received and the actions they have taken ■ Discussion with the learner | | ✗ | ■ All |
| Outline the ways in which they keep up to date with developments in Scouting generally. | <ul style="list-style-type: none"> ■ Examples of resources and information uses ■ Discussion with the learner | ■ This should include both local and national developments in Scouting | ✗ | ■ All |

Achieving Results

Topics covered:

- Growth within Scouting and your role in achieving it.
- Development planning to achieve growth and the process of creating one.
- Regularly reviewing your development plan.
- Quality management and benchmarking play when planning for quality growth.
- The importance of satisfactorily resolving problems and issues raised by adult members, youth members and parents or carers of youth members with regard to past or ongoing projects.
- Effectively managing projects and the implementation of plans in Scouting.

Assessing Learning Needs

| Do they know...? (Open Questions, Conversation Starters and Key Messages Checklist) | Learning opportunities to fill gaps in knowledge: |
|---|--|
| How to improve the performance of all elements of local Scouting? | <ul style="list-style-type: none"> ■ Building Effective Teams Independent Learning ■ Project Management Independent Learning ■ Getting the Word Out Independent Learning ■ Skills of Management Course ■ Achieving Growth Course ■ Meeting the Challenges Course <p>More information on the learning methods can be found in the Learning Opportunities for Leadership and Management Training below.</p> |
| How to write, manage the implementation of, and judge the effectiveness of project and/or development plans? | |
| The key communication channels to use to effectively promote local Scouting? | |
| Their role in ensuring all the initiatives in local Scouting are managed appropriately? (if relevant to the role) | |
| How to build a profile of the young people in the local area? (if relevant to their role) | |
| How to use a young people profile to effectively promote Scouting? (if relevant to their role) | |
| How to monitor and review the progress people are making against their targets and development plans? (if relevant to their role) | |

Validation Criteria

| To validate this module learners will need to complete the following: | Evidence may include one or more of the following: | Additional guidance notes for Training Advisers | Requires Revalidation | Relevant Role |
|---|---|--|-----------------------|---|
| Describe the importance of continually improving the performance of all elements of local Scouting relevant to their role. Provide examples of goals they have set for them and their team. | <ul style="list-style-type: none"> ■ Discussion with the learner ■ Copy of their personal goals ■ Copy of goals set for their team | <ul style="list-style-type: none"> ■ An understanding that there is always room for improvement is essential. | * | <ul style="list-style-type: none"> ■ All |

| | | | | |
|--|---|--|---|--|
| <p>Give an example of a project or development plan, for which they are responsible, covering:</p> <ul style="list-style-type: none"> • How it was, or is, being regularly reviewed • How the plan was, or is, being adapted to overcome any barriers • The outcome of the plan, or if not fully complete, a review of the current progress | <ul style="list-style-type: none"> ■ Discussion with the learner ■ Copy of project or development plan ■ Written review of effectiveness of the plan or progress made to date | <ul style="list-style-type: none"> ■ The project or development plan does not have to have been completed ■ All roles should have a plan or project that they are working on as part of their role. ■ | x | <ul style="list-style-type: none"> ■ All |
| <p>Outline the key communication channels available to them and explain how they can be used effectively to promote local Scouting (relevant to their role and/or project.) Detail how they have used at least one of these channels and describe the outcome.</p> | <ul style="list-style-type: none"> ■ Discussion with the learner ■ Documents showing communications to others ■ Written review of the effectiveness of the communication methods used | <ul style="list-style-type: none"> ■ Ensure that there is an understanding of the safeguarding implications of using some communication channels | x | <ul style="list-style-type: none"> ■ All |
| In addition, where relevant to their role, they will also need to complete the following: | | | | |
| <p>Describe their role in ensuring all the initiatives in local Scouting are managed appropriately and explain how they would deal any inappropriate actions and/or management.</p> | <ul style="list-style-type: none"> ■ Discussion with the learner ■ Written review of a time they have dealt with inappropriate actions and/or management | <ul style="list-style-type: none"> ■ | ✓ | <ul style="list-style-type: none"> ■ Managers |
| <p>Build up a profile of the young people in their local area and use it to create a plan that ensures that Scouting is promoted effectively to them, covering:</p> <ul style="list-style-type: none"> • How this focusses on their needs and expectations of young people? • Who they would involve in delivering the plan? | <ul style="list-style-type: none"> ■ Discussion with the learner ■ Copy of the profile of young people in their local area ■ Copy of the plan to ensure Scouting is promoted effectively to them | <ul style="list-style-type: none"> ■ Examples of those who should be included in delivering the plan are Executive Committees, Young Leaders, Youth Commissioners etc. | ✓ | <ul style="list-style-type: none"> ■ Group Scout Leader and assistants ■ District Commissioner and deputies ■ If relevant to the role |
| <p>Demonstrate how they monitor and review the progress that people who report to them are making against their targets and/or development plans.</p> | <ul style="list-style-type: none"> • Discussion with the learner • Copy of targets and development plans showing progress | | ✓ | <ul style="list-style-type: none"> ■ All roles managing a team involved in projects |

Providing Direction

Topics covered:

- Your role as a leader in Scouting and the qualities of an effective leader.
- Practically applying the current strategic Vision for UK Scouting to the development of local Scouting.
- Having a vision for local Scouting, which takes into account relevant development plans, including the current strategic Vision for UK Scouting.
- Communicating your vision, and outlining a range of ways of to this.

Assessing Learning Needs

| Do they know...? (Open Questions, Conversation Starters and Key Messages Checklist) | Learning opportunities to fill gaps in knowledge: |
|--|---|
| How to create a vision? | <ul style="list-style-type: none"> ■ Leading Local Scouting Independent Learning ■ Planning for Growth Independent Learning ■ Skills of Management Course ■ Achieving Growth Course <p>More information on the learning methods can be found in the Learning Opportunities for Leadership and Management Training below.</p> |
| How to create a plan to deliver a vision? | |
| What SMART objectives are and how to set them? | |
| Who needs consulting before setting a plan? | |
| How to evaluate a plan? | |
| How to communicate a plan effectively? | |
| How to motivate and inspire adult volunteers? | |
| Where to locate the policies and rules of The Scout Association? | |
| How to ensure everyone follows the policies and rules of The Scout Association? | |
| How to grow the number of young people and/or adults participating in Scouting? | |

Validation Criteria

| To validate this module learners will need to complete the following: | Evidence may include one or more of the following: | Additional guidance notes for Training Advisers | Requires Revalidation | Relevant Role |
|---|--|--|-----------------------|---------------|
| Create a vision appropriate to the role which is: <ul style="list-style-type: none"> ■ Relevant ■ Achievable ■ Inspirational | <ul style="list-style-type: none"> ■ A written copy of their vision ■ A discussion with the learner ■ Witness statement from their Line Manager | <ul style="list-style-type: none"> ■ The learner will need to demonstrate how it links to and takes into consideration local and national development plans ■ The learner will need to ensure their plan is: | ✓ | ■ All |

| | | | | |
|--|--|--|---|-------|
| | | <ul style="list-style-type: none"> ■ Relevant – to the role, and role description ■ Achievable – it is challenging whilst remaining realistic ■ Inspirational – encourages participation and cooperation | | |
| <p>Develop a plan to realise their vision which includes:</p> <ul style="list-style-type: none"> ■ Specific, achievable, relevant, realistic and time bound actions and measurable outcomes (for example SMART) ■ Who was consulted? ■ How it will be communicated? ■ How it will be regularly reviewed and evaluated and why this is important? ■ How it complements other relevant Scouting visions and plans | <ul style="list-style-type: none"> ■ A copy of their vision ■ Witness statement from their Line Manager | <ul style="list-style-type: none"> ■ The plan needs to link to and take into consideration the plans of other local Groups/Districts/Counties. ■ There needs to be clearly measurable outcomes to evaluate the impact | ✓ | ■ All |
| <p>Provide two different examples, relevant to your role, of situations when you have led, inspired and motivated adult volunteers, detailing the outcomes.</p> | <ul style="list-style-type: none"> ■ Discussion with your Training Adviser ■ Witness statement from Line Manager | <ul style="list-style-type: none"> ■ Ask about any challenges they faced: ■ Could they have been avoided? ■ What would they do differently? ■ | ✓ | ■ All |
| <p>Provide an example, relevant to your role, of how you ensure that everyone follows the policies and rules of The Scout Association.</p> | <ul style="list-style-type: none"> ■ Discussion with your Training Adviser ■ Witness statement from Line Manager | <ul style="list-style-type: none"> ■ Ask about how they would manage a situation where an individual is not following one or more policies and rules of The Scout Association | ✓ | ■ All |
| <p>Outline the ways in which your role is responsible for or contributes to the growth in Scouting</p> | <ul style="list-style-type: none"> ■ A copy of your growth plan ■ Discussion with your Training Adviser | <ul style="list-style-type: none"> ■ Every person should understand that they have an impact on growth in some way. For example, an Assistant District Commissioner (Activities) supports the provision of activities, which helps to deliver a quality | ✓ | ■ All |

| | | | | |
|--|--|---|--|--|
| | | Programme. This leads to the recruitment and retention of young people. | | |
| Working with People | | | | |
| Topics covered: <ul style="list-style-type: none">■ Your preferred leadership style and how this impacts on how you work with others.■ Adapting your leadership style as appropriate to different situations in Scouting.■ Effective and appropriate communication techniques to meet the needs of the intended audience.■ Building and maintaining collaborative relationships with other relevant organisations that can support local Scouting.■ Effectively delegating tasks to someone for a successful outcome.■ Succession planning.■ Adult recruitment strategies and practice.■ Dealing with conflict.■ Safeguarding practices and procedures for your role. | | | | |
| Assessing Learning Needs | | | | |
| Do they know...? (Open Questions, Conversation Starters and Key Messages Checklist) | | Learning opportunities to fill gaps in knowledge: | | |
| Why it is important to build relationship with external organisations? | | <ul style="list-style-type: none">■ Finding, Appointing and Welcoming Volunteers Independent Learning■ Keeping, Developing and Managing Volunteers Independent Learning■ Safeguarding for Managers and Supporters Independent Learning■ Dealing with Difficult Situations Independent Learning■ Skills of Management Course■ Achieving Growth Course■ Meeting the Challenges Course <p>More information on the learning methods can be found in the Learning Opportunities for Leadership and Management Training below.</p> | | |
| How to build a co-operative culture of working? | | | | |
| Their preferred style of leadership and how this impacts on others they work with? | | | | |
| How to minimise the likelihood of conflict, disputes and complaints and how to handle them should they occur? | | | | |
| The principles of active listening? | | | | |
| The benefits of an effective induction? (if relevant to their role) | | | | |
| How to recruit adults into new Scouting roles? (if relevant to their role) | | | | |
| How to effectively delegate tasks? (if relevant to their role) | | | | |
| How to develop adult’s skills and knowledge? (if relevant to their role) | | | | |
| Their role in supporting others through the Adult Training Scheme? (if relevant to their role) | | | | |

| Their role in relation to The Scout Associations safeguarding policy? (if relevant to their role) | | | | |
|---|--|--|-----------------------|---|
| How to conduct an effective review of an adult they line manage? (if relevant to their role) | | | | |
| Validation Criteria | | | | |
| To validate this module learners will need to complete the following: | Evidence may include one or more of the following: | Additional guidance notes for Training Advisers | Requires Revalidation | Relevant Role |
| Identify which useful individuals and organisations, external to Scouting, they should build and maintain relationships with and explain why this is important. | <ul style="list-style-type: none">■ Discussion with the learner■ List of individuals and organisations and how they will benefit Scouting | <ul style="list-style-type: none">■ Ensure that the individuals and organisation are relevant to the specific role. | ✓ | <ul style="list-style-type: none">■ All |
| Outline the factors that contribute to building an effective team. If they lead a team, they should give examples of when they have: <ul style="list-style-type: none">■ Led by example to promote a co-operative culture of working■ Supported the development of the team as a whole■ Recognised different personality types and encouraged positive working relationships | <ul style="list-style-type: none">■ Discussion with the learner■ Witness statement from their Line Manager■ Written details of how they have developed their team■ Witten details of the personality types within their team and how they have developed positive working relationships | <ul style="list-style-type: none">■ The learner does not need to reference a particular model or theory of personality types | ✗ | <ul style="list-style-type: none">■ All |
| Outline their preferred style of leadership. Describe other styles of leadership and how they might use them in different situations in Scouting. | <ul style="list-style-type: none">■ Discussion with the learner■ Copy of a leadership styles questionnaire results | <ul style="list-style-type: none">■ The learner does not need to reference a particular model or theory of leadership styles as long as it makes sense and is relevant to their role in Scouting | ✗ | <ul style="list-style-type: none">■ All |
| Outline the principles of active listening and give an example of where they have used active listening to improve a situation. | <ul style="list-style-type: none">■ Discussion with the learner■ Written details of where they have used active listening to improve a situation | | ✗ | <ul style="list-style-type: none">■ All |

| | | | | |
|--|--|---|---|--|
| Describe how they would reduce the likelihood of conflict happening and give an example, without breaking confidence, of a time where they have managed conflict, detailing what went well and what, if anything, they would do differently. | <ul style="list-style-type: none"> ■ Discussion with the learner ■ Written details of a time where they managed conflict ■ Witness statement from others involved in a conflict situation that they managed | ■ | * | ■ All |
| Give an example where they have acknowledged good work carried out in local Scouting and list the opportunities available to reward adults in Scouting. | <ul style="list-style-type: none"> ■ Discussion with the learner ■ Photographs, video or written details from a time they acknowledged good service ■ Written details of the opportunities available to reward adults in Scouting | ■ This should include the national level awards as well as any local recognition | * | ■ All |
| In addition, where relevant to their role, they will also need to complete the following: | | | | |
| Describe how they would, or provide an example of how they have, recruited adults into new Scouting roles. | <ul style="list-style-type: none"> ■ Discussion with the learner ■ Written details of the recruitment process they followed along with the outcome | | ✓ | <ul style="list-style-type: none"> ■ Managers ■ Supporters if relevant |
| Explain the Adult Training Scheme and their role in supporting those they manage through the scheme. | <ul style="list-style-type: none"> ■ Discussion with the learner | | ✓ | ■ Managers |
| Provide an example of how they have delegated a task to someone; include what happened and what was the outcome. | <ul style="list-style-type: none"> ■ Discussion with the learner ■ Written details of the task, what happened and what was the outcome | ■ Ensure you discuss how they have monitored the progress, adapted to any changes or difficulties and supported the person | ✓ | <ul style="list-style-type: none"> ■ Managers ■ Supporters if relevant |
| State the importance of succession planning and produce a succession plan for all roles they manage, including recruitment to any vacancies. | <ul style="list-style-type: none"> ■ Discussion with the learner ■ Copy of their succession plan ■ Copy of their recruitment plan | ■ For learners who are new in their role the succession plan may only consist of timelines about what they will need to do and when | ✓ | ■ Managers |

| | | | | |
|---|---|---|---|--|
| Describe how they have helped an adult in Scouting develop. Include details on how they: <ul style="list-style-type: none"> Identified a development need or interest Provided coaching, mentoring and support to encourage development Identified and/or facilitated suitable opportunities to develop. | <ul style="list-style-type: none"> Discussion with the learner Written details of how they helped an adult in Scouting to develop Witness statement from a volunteer in Scouting they have helped to develop | <ul style="list-style-type: none"> Ensure that the following are covered: Completing formal training requirements Learning on the job Trying out new skills Addressing problems that are affecting performance What are the benefits of helping adults develop? | ✓ | <ul style="list-style-type: none"> Managers Supporters if relevant |
| Explain how to run effective team meetings. | <ul style="list-style-type: none"> Discussion with the learner Copy of agenda and minutes Witness statement from someone at the meeting | <ul style="list-style-type: none"> Ensure that the following are discussed: The different roles within the team Agenda, time keeping and logistics Effective chairing and/or facilitation Barriers to having effective team meetings | ✓ | <ul style="list-style-type: none"> Managers Supporters if relevant |
| Explain their role as a trustee and provide an example of how they participate fully in the local Executive Committee. | <ul style="list-style-type: none"> Discussion with the learner Copy of minutes of meeting showing participation | | ✓ | <ul style="list-style-type: none"> Trustees |
| Describe The Scout Association's dispute, suspension and complaints procedures in particular as it relates to their role. | <ul style="list-style-type: none"> Discussion with the learner Written details of their role and responsibility in relation to disputes, suspensions and complaints | <ul style="list-style-type: none"> All line managers and some supporters need to know the processes as they or their teams could be affected | ✓ | <ul style="list-style-type: none"> Managers Supporters if relevant |
| Explain The Scout Association's safeguarding procedures as related to their role. Include details of: <ul style="list-style-type: none"> Their role Confidentiality Escalation procedures | <ul style="list-style-type: none"> Discussion with the learner Written details of their role and responsibility in relation to safeguarding | <ul style="list-style-type: none"> Ensure that there is relevant understanding particularly for those involved in the management of disputes, suspensions or complaints. | ✓ | <ul style="list-style-type: none"> Managers Supporters if relevant |

| | | | | |
|---|--|---|---|--|
| <ul style="list-style-type: none"> ■ Support to adults and young people involved and/or affected. | | | | |
| <p>Provide an example of an effective review they have carried out and detail the reasons for the outcome decision. Describe situations where it would be appropriate to re-assign or retire people from roles.</p> | <ul style="list-style-type: none"> ■ Discussion with the learner ■ Copy of the review documentation ■ Witness statement from the adult being reviewed | | ✓ | <ul style="list-style-type: none"> ■ Managers |
| <p>Explain the benefits of the effective induction of adults, for both the individual and their team, and:</p> <ul style="list-style-type: none"> ■ Outline how they have taken an adult through the process of induction or explain the process they would follow if necessary ■ Provide an example of a personalised role description that they have created. | <ul style="list-style-type: none"> ■ Discussion with the learner ■ Copy of the induction pack they have developed ■ Witness statement from an adult who they have inducted ■ Copy of a personalised role description they have developed | <ul style="list-style-type: none"> ■ Mandatory evidence should be a personalised role description of a person they manage. ■ Ideally, the process of induction should be based on a real example of an adult that has joined the team. If this has not happened and will not happen in the near future then a description of the process is adequate. | ✓ | <ul style="list-style-type: none"> ■ Managers |

Enabling Change

Topics covered:

- Being open to and supportive of change and new ideas aimed at improving local Scouting.
- Managing change effectively and situations and circumstances in which change management is required in local Scouting.

Assessing Learning Needs

Do they know...? (Open Questions, Conversation Starters and Key Messages Checklist)

Learning opportunities to fill gaps in knowledge:

How to support and encourage adults to think of new and creative ways to improve local Scouting?

- Enabling Change Independent Learning
- Meeting the Challenges Course

How to effectively manage change?

Why people are resistant to change and how to lead them successfully through change?

More information on the learning methods can be found in the **Learning Opportunities for Leadership and Management Training** below.

Validation Criteria

| To validate this module learners will need to complete the following: | Evidence may include one or more of the following: | Additional guidance notes for Training Advisers | Requires Revalidation | Relevant Role |
|---|---|---|-----------------------|---------------|
| Explain how they support and encourage adults to think of new and creative ways to improve local Scouting. They should cover how they: <ul style="list-style-type: none"> ■ Give constructive feedback on those ideas ■ Encourage and support further work on them. | <ul style="list-style-type: none"> ■ Discussion with the learner ■ Copy of plans created by others you have supported showing new and creative ways to improve local Scouting | | x | ■ All |
| Describe how to effectively manage change and give examples of situations and circumstances in which change management is required in local Scouting. | <ul style="list-style-type: none"> ■ Discussion with the learner ■ Written review of changes made in local Scouting ■ Witness statement from those involved/affected by the change | | x | ■ All |
| Describe the reasons behind people's resistance to change and how they would lead them successfully through the change, where possible using a real example. | <ul style="list-style-type: none"> ■ Discussion with the learner ■ Written reasons why people are resistant to change and how they would lead them through it | | x | ■ All |

Using Resources

Topics covered:

- Methods of decision making and prioritisation.
- Decision making structures within local and national Scouting and how you fit into them (both in making decisions and seeking decisions to be made).
- Ensuring sufficient physical resources and adequate income for local Scouting as part of the Executive Committee.
- Sources of income for local Scouting.
- Working with the local Executive Committee and others to ensure that local Scouting has to support its work with youth members.
- Fundraising and the appropriate management of funds collected (policies, statement of purpose, etc.)

Assessing Learning Needs

| Do they know...? (Open Questions, Conversation Starters and Key Messages Checklist) | Learning opportunities to fill gaps in knowledge: |
|--|--|
| Which decisions they can make and which decisions they need to consult others before taking action? | <ul style="list-style-type: none"> ■ Financial and Physical Resources Independent Learning ■ Executive Committees and Being a Trustee Independent Learning ■ Decision Making Independent Learning ■ Skills of Management Course ■ Meeting the Challenges Course <p>More information on the learning methods can be found in the Learning Opportunities for Leadership and Management Training below.</p> |
| How best to ensure that key knowledge is captured, stored and used to improve local Scouting? | |
| How to ensure that all adults in local Scouting have the right information? | |
| Which resources they are responsible for? | |
| Their contribution to the local Executive Committee in relation to financial measures? (if relevant to their role) | |
| Their contribution to the local Executive Committee in relation to ensuring an adequate income? (if relevant to their role) | |
| Their contribution to the local Executive Committee in relation to physical resources? (if relevant to their role) | |
| Their contribution to the local Executive Committee and other teams in relation to minimising the impact on the environment? (if relevant to their role) | |

| Validation Criteria | | | | |
|--|--|---|-----------------------|---|
| To validate this module learners will need to complete the following: | Evidence may include one or more of the following: | Additional guidance notes for Training Advisers | Requires Revalidation | Relevant Role |
| <p>Give two examples of decisions they can make and two examples of decisions they would need to refer.</p> <p>Describe the process, including:</p> <ul style="list-style-type: none"> ■ The information needed to inform their decision ■ Who else should be involved in the decision making? | <ul style="list-style-type: none"> ■ Discussion with the learner ■ Written details of decision which can be made and those which need to be referred | <ul style="list-style-type: none"> ■ Information should be the best they have available to inform their decision making. | ✓ | <ul style="list-style-type: none"> ■ All |
| <p>Explain how they ensure that key knowledge, relevant to their role, is captured, stored and used to improve the operation of local Scouting, both during and following your appointment.</p> | <ul style="list-style-type: none"> ■ Discussion with the learner ■ Written details of the key knowledge, relevant to their role, is captured, stored and stored ■ Written details of how they ensure the knowledge they hold is accessible by those who follow them in the role | <ul style="list-style-type: none"> ■ The learner should ensure that if they were to leave Scouting, the people taking over would have access to all the relevant knowledge they would need to continue the role. | ✓ | <ul style="list-style-type: none"> ■ All |
| <p>Demonstrate how they ensure that all adults in local Scouting have the right information provided in a timely manner and in the most effective way.</p> | <ul style="list-style-type: none"> ■ Discussion with the learner ■ Written details of how they ensure adults in local Scouting have the right information provided to them | | ✓ | <ul style="list-style-type: none"> ■ All |
| <p>Explain which resources they are responsible for providing to enable adults in local Scouting to work effectively.</p> | <ul style="list-style-type: none"> ■ Discussion with the learner ■ List of the resources for which they are responsible | <ul style="list-style-type: none"> ■ Check whether the learner understands they may need approval or support from others e.g. an Executive Committee, to get the necessary resources they need. | ✓ | <ul style="list-style-type: none"> ■ All |
| In addition, where relevant to their role, they will also need to complete the following: | | | | |
| <p>Demonstrate and describe their contribution, as part of the local Executive Committee, in ensuring that appropriate financial measures are in place.</p> | <ul style="list-style-type: none"> ■ Discussion with the learner ■ Written details of their role in the local Executive Committee | | ✓ | <ul style="list-style-type: none"> ■ Executive Committee Members |

| | | | | |
|---|--|--|---|---|
| | <ul style="list-style-type: none"> ■ Minutes of meetings showing their contribution related to financial measures | | | |
| Demonstrate and describe their contribution, as part of the local Executive Committee, in ensuring that there is an adequate income for local Scouting including the identification of other income sources such as grants. | <ul style="list-style-type: none"> ■ Discussion with the learner ■ Written details of their role in the local Executive Committee ■ Minutes of meetings showing their contribution related to ensuring adequate income and alternative income streams | | ✓ | <ul style="list-style-type: none"> ■ Executive Committee Members |
| Demonstrate and describe their contribution, as part of the local Executive Committee, in ensuring that local Scouting has sufficient physical resources to support its work with youth members. | <ul style="list-style-type: none"> ■ Discussion with the learner ■ Written details of their role in the local Executive Committee ■ Minutes of meetings showing their contribution related to ensuring sufficiency of physical resources | | ✓ | <ul style="list-style-type: none"> ■ Executive Committee Members |
| Demonstrate and describe their contribution, as part of the local Executive Committee and/or other teams, to minimise the negative impact and maximise the positive impact that local Scouting has on the environment. | <ul style="list-style-type: none"> ■ Discussion with the learner ■ Written details of their role in the local Executive Committee ■ Minutes of meetings showing their contribution related to environmental impact | | ✓ | <ul style="list-style-type: none"> ■ Executive Committee Members |

Safety for Managers and Supporters

Topics covered:

- Duties and responsibilities related to the safe operation of Scouting.
- Emergency and reporting procedures.
- Activity permits and where to find detailed information.
- Risk assessments why they are important, and how to complete them.
- Developing a culture of safety.

- Essential information on activities such as InTouch, medical details, age restrictions and other safety and welfare requirements.
- Insurance information and the requirements for additional insurance.
- Night's away permits and operations.
- Role and responsibilities of the "leader in charge".

Assessing Learning Needs

Do they know...? (Open Questions, Conversation Starters and Key Messages Checklist)

Their duties and responsibilities for the safe operation of local Scouting?

The emergency and reporting procedures to follow in the event of an accident or incident?

The activities that require a specific activity permit and where to find information on the requirements?

How to conduct a risk assessment for a Scouting activity or event?

How to develop a culture of safety within their role?

Their role in approving and/or supporting activities that do not require formal activity permits? (if relevant to the role)

The InTouch system, medical detail requirements, age restrictions and welfare requirements of Scouting activities? (if relevant to their role)

Where to access POR and other factsheets to provide guidance for Scouting activities? (if relevant to their role)

The insurance requirements of the Scout Association? (if relevant to their role)

The times when additional insurance is required to support specific events and activities? (if relevant to their role)

The requirements and procedures necessary for a Nights Away Permit and the role they play? (if relevant to their role)

The role and responsibilities of the "leader in charge"? (if relevant to their role)

Learning opportunities to fill gaps in knowledge:

- Safety for Managers and Supporters Independent Learning

More information on the learning methods can be found in the **Learning Opportunities for Leadership and Management Training** below.

| Validation Criteria | | | | |
|---|---|---|-----------------------|---|
| To validate this module learners will need to complete the following: | Evidence may include one or more of the following: | Additional guidance notes for Training Advisers | Requires Revalidation | Relevant Role |
| Detail their duties and responsibilities for the safe operation of local Scouting. | <ul style="list-style-type: none"> ■ Discussion with the learner ■ Written details of their duties and responsibilities for the safe operation of local Scouting | | ✓ | ■ All |
| Describe the emergency and reporting procedures to be followed in the event of an accident or incident, including the reporting of near misses. Explain their role in relation to these procedures. | <ul style="list-style-type: none"> ■ Discussion with the learner ■ Written details of the emergency and reporting procedures | | ✓ | ■ All |
| Outline those activities that require specific activity permits, and where to find more detailed information. | <ul style="list-style-type: none"> ■ Discussion with the learner ■ List of activities which require specific permits along with details of where more detailed information | | ✗ | ■ All |
| Provide an example of, and explain, a risk assessment which they have created for a Scouting activity or event. | <ul style="list-style-type: none"> ■ Discussion with the learner ■ Copy of a risk assessment they created for a Scouting activity or event | | ✗ | ■ All |
| Explain the importance of creating a culture of safety within their area, and describe the measures they have taken to promote this. | <ul style="list-style-type: none"> ■ Discussion with the learner ■ Written details of the importance of creating a culture of safety ■ Details of actions taken to promote a culture of safety | | ✓ | ■ All |
| In addition, where relevant to their role, they will also need to complete the following: | | | | |
| Describe their role in approving and/or supporting activities that do not require formal activity permits. | <ul style="list-style-type: none"> ■ Discussion with the learner ■ Written details of their role in approving and/or supporting activities which do not require permits | | ✓ | <ul style="list-style-type: none"> ■ Group Scout Leaders ■ District Commissioners |

| | | | | |
|--|---|--|---|--|
| | | | | <ul style="list-style-type: none"> ■ If relevant to the role |
| Explain the InTouch system, medical details, age restrictions and other safety and welfare requirements for the range of activities available in Scouting. | <ul style="list-style-type: none"> ■ Discussion with the learner ■ Written details of the InTouch system identifying their role ■ Written details of the requirements for medical details, age restrictions and other safety and welfare arrangements for activities | | ✓ | <ul style="list-style-type: none"> ■ Group Scout Leaders ■ District Commissioners ■ Section supporters ■ If relevant to the role |
| Explain how they have used Policy, Organisation and Rules and activity factsheets to provide guidance for a range of Scouting activities. | <ul style="list-style-type: none"> ■ Discussion with the learner ■ Written details of how they have used POR and activity factsheets to provide guidance ■ Witness statement from adults to whom they have provided guidance. | | ✓ | <ul style="list-style-type: none"> ■ Group Scout Leaders ■ District Commissioners ■ Section supporters ■ If relevant to the role |
| Describe the insurance requirements of The Scout Association and state those events and activities for which additional steps must be taken. | <ul style="list-style-type: none"> ■ Discussion with the learner ■ Written details of the insurance requirements ■ Written details activities and events which require additional insurance | | ✓ | <ul style="list-style-type: none"> ■ Managers ■ Supporters if relevant |
| Explain the requirements and procedures necessary to gain an activity permit and describe their role in the process. | <ul style="list-style-type: none"> ■ Discussion with the learner ■ Written details of the requirements and process for gaining activity permits including their role in the process | <ul style="list-style-type: none"> ■ This must be in line with The Scout Association's Policy Organisation and Rules (POR) rather than any "local rules". | ✓ | <ul style="list-style-type: none"> ■ Managers ■ Supporters if relevant |
| Explain the requirements and procedures necessary to gain a night's away permit and describe their role in the process. | <ul style="list-style-type: none"> ■ Discussion with the learner ■ Written details of the requirements and process for gaining nights away permits including their role in the process | <ul style="list-style-type: none"> ■ This must be in line with The Scout Association's Policy Organisation and Rules (POR) rather than any "local rules". | ✓ | <ul style="list-style-type: none"> ■ Managers ■ Supporters if relevant |
| Explain the role and responsibilities of the leader in charge. | <ul style="list-style-type: none"> ■ Discussion with the learner ■ Written details of the role and responsibilities of the "leader in charge" | | ✓ | <ul style="list-style-type: none"> ■ Managers ■ Supporters if relevant |

Supplementary Modules for Specific Manager and Supporter Roles

| Running Safe Activities (17) | |
|--|---|
| <p>Aim: To enable adults to plan and run exciting, safe and developmental activities for the young people in their section.</p> <p>Learning Methods:</p> <ul style="list-style-type: none"> ■ Course ■ Workbook ■ Small Group ■ One to one | <p>Topics covered:</p> <ul style="list-style-type: none"> ■ 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 |
| Assessing Learning Needs | |
| Open Questions, Conversation Starters and Key Messages Checklist | Suggestions to fill specific gaps in learning |
| <p>Can you identify why activities are important, particularly outdoor activities?</p> <p>Answers may include:</p> <ul style="list-style-type: none"> ■ essential part of the Scout Method ■ form part of a quality programme ■ help young people to develop physically and take responsibility for themselves and others ■ activities outdoors are fun and adventurous and attractive for young people ■ outdoor activities help young people discover the outdoors and some awards and badges require outdoor activities | |
| <p>Can you identify which activities members are not allowed to take part in according to Policy, Organisation and Rules?</p> <p>The following activities are not allowed:</p> <ul style="list-style-type: none"> ■ 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. ■ the activity of being towed on an inflatable behind powered watercraft ■ bungee jumping ■ hitch-hiking ■ knife throwing | <ul style="list-style-type: none"> ■ Policy Organisation and Rules ■ Other Leaders |
| <p>Can you identify the process/steps for undertaking any Scout-led activity?</p> <p>Learner has an awareness of the process for undertaking an activity in Scouting.</p> | <ul style="list-style-type: none"> ■ A-Z Directory of Activities |
| <p>Can you identify the process/steps for undertaking any externally-led activity?</p> | |

| | |
|--|---|
| <p>Learner has an awareness of the process for undertaking an activity led externally to Scouting.</p> | |
| <p>Do you know which activities require activity permits and where you can find more information about how to apply for one?</p> <p>The vast majority of activities don't require activity permits, the exceptions are:</p> <ul style="list-style-type: none"> ■ water activities (except Class C Waters and not inclusive of swimming) ■ hill walking (except Terrain Zero) ■ off road cycling (except Terrain Zero) ■ snow sports (except Terrain Zero, artificial or nursery slopes) ■ caving and mine exploration Climbing and abseiling (except bouldering) ■ hover crafting ■ motorised water activities and SCUBA in Class C waters <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 scouts.org.uk/activitypermits or in Adventurous Activity Permit Scheme – applicant's guide.</p> | <ul style="list-style-type: none"> ■ A-Z Directory of Activities ■ Adventurous Activity Permit Scheme – applicant's guide |
| <p>Can you outline the role and responsibilities of the leader in charge?</p> <ul style="list-style-type: none"> ■ Responsible for overseeing the safety of the activity and coordinating all adults and young people. ■ Ensure that all adults are clear on what they need to do and that young people have been given clear instructions, guidance and rules. ■ Responsible for ensuring that registers and headcounts are carried out. ■ Responsible for the allocation of roles to specific adults and checking that those adults are aware of their specific responsibilities. | |
| <p>Can you outline why it is important to ensure that every Scouting event or activity has a designated leader in charge?</p> <ul style="list-style-type: none"> ■ 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. ■ 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. ■ The identity of the leader in charge should be communicated to all adults and young people involved. | |
| <p>What is a risk assessment and why is it important?</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"> ■ look for hazards ■ decide who might be harmed and how ■ evaluate risk ■ record findings ■ review assessment | <ul style="list-style-type: none"> ■ Activities – Risk Assessment FS120000 |

| | |
|--|--|
| <ul style="list-style-type: none"> ■ can you explain why it is important to carry our risk assessment during an activity? ■ 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>How can you promote a culture of safety, and support communications locally?</p> <ul style="list-style-type: none"> ■ Review safety procedures regularly. ■ Review any accidents or incidents that occur. ■ Safety on the agenda at all meetings. ■ Leading by example and learning from experience. ■ Following processes and rules carefully. ■ Promoting risk assessment. ■ Communicating about safety. | <ul style="list-style-type: none"> ■ Safety – Practical Tips FS320012 ■ Safety checklists |
| <p>Can you identify what the InTouch system is, and why is it important to have an effective InTouch system in place for all activities?</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"> ■ everyone involved is aware of how communication will take place between leaders, participants and those not on the event ■ there are details of who is present should anything go wrong ■ there is a system in place in the event of an emergency | <ul style="list-style-type: none"> ■ InTouch Factsheet FS120075 ■ POR 9.3 |
| <p>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?</p> <ul style="list-style-type: none"> ■ Deal with the incident directly (first aid, emergency services, medical attention). ■ Inform District/County and parents/guardians using the InTouch system. ■ Contact the Scout Information Centre to report if necessary and criteria for reporting. ■ Record Locally. ■ Follow procedures outlined on the purple card Safe Scouting and What to do in an emergency. | <ul style="list-style-type: none"> ■ Safe Scouting and what to do in an emergency (purple card) ■ Safety checklists |
| <p>Do you know where support and guidance for running activities can be found?</p> <p>Answers may include:</p> <ul style="list-style-type: none"> ■ line manager ■ other adults in Scouting ■ Purple Card Safe Scouting and What to do in an emergency ■ safety checklists ■ POR ■ Information Centre ■ scouts.org.uk/safety | <ul style="list-style-type: none"> ■ Line Manager ■ Other adults in Scouting ■ Safe Scouting and what to do in an emergency (purple card) ■ Safety checklists ■ Policy, Organisation and Rules |
| Validation Criteria | |

| To validate this module learners will need to complete two of the following: | Evidence may include one or more of the following: | Requires Revalidation | Relevant Role |
|--|--|-----------------------|---------------|
| <p>Plan, or assist in planning, an activity taking into account:</p> <ul style="list-style-type: none"> ■ the age, experience, fitness and additional needs of the group ■ the rules related to the activity (including adult to young person ratios; any activity rules; gaining approval from the relevant commissioner; etc.) ■ any clothing, footwear, personal and group equipment needed for the activity and anticipated weather conditions ■ the need for a risk assessment to be carried out and communicated effectively ■ the need for an InTouch system to be in place. | <ul style="list-style-type: none"> ■ a visit to the learner's programme planning meeting ■ a written or verbal statement from an observer describing their role in planning an activity for the section ■ programme plans, risk assessments, InTouch procedure documents, registers, and letters to parents or budgets, ■ discussion with the learner, this should focus on how they incorporated the criteria above when planning an activity for the section and should be accompanied by another form of evidence. | x | ■ All |
| <p>Act as the leader in charge for an activity, taking into account the need to:</p> <ul style="list-style-type: none"> ■ oversee the activity (ensuring that registers, headcounts etc. are in place) ■ co-ordinate the adults involved in the activity, allocating roles to specific adults and ensuring that they are clear on what they need to do ■ communicate relevant instructions, guidance and rules to young people involved in the activity ■ carry out dynamic risk assessment. | <ul style="list-style-type: none"> ■ A sectional visit to observe them 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 ■ Discussion with the learner focussing on how they incorporated the criteria above acting as the Leader in Charge for an activity and should be accompanied by another form of evidence. | x | ■ All |
| <p>Any other ideas subject to agreement with the learner.</p> <p>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.</p> | <p>Additional validation criteria can be created in consultation with the learner if necessary. Any additional validation criteria created will need to check what they have learnt and that they can apply the skills that they have acquired to their role.</p> | x | ■ All |

| International (19) | |
|---|--|
| <p>Aim: To provide an international focus appropriate to their section and appreciate the global nature of Scouting</p> <p>Learning Methods:</p> <ul style="list-style-type: none"> ■ Course ■ Small Group ■ One to one | <p>Topics covered:</p> <ul style="list-style-type: none"> ■ The nature of world Scouting ■ International events ■ International aspects of the high quality balanced programme ■ Benefits of international activities to young people |
| Assessing Learning Needs | |
| Open Questions, Conversation Starters and Key Messages Checklist | Suggestions to fill specific gaps in learning |
| <p>Can you identify some of the things worldwide Scouting shares?</p> <ul style="list-style-type: none"> ■ Promise ■ Law ■ World Membership Badge ■ Salute ■ Principles | <ul style="list-style-type: none"> ■ World Scouting pages on member resources of scouts.org.uk ■ World Scouting factsheet FS260010 |
| <p>Can you identify the World Membership Badge and describe what it symbolises?</p> <p>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.</p> <p>The badge symbolises that a member of Scouting belongs to the worldwide family of Scouts.</p> <p>It is a shared emblem of the Movement worldwide.</p> | <ul style="list-style-type: none"> ■ World Membership Badge FS260016 |
| <p>Can you identify opportunities for young people in your section to take part in international activities and events?</p> <p>Answers may include:</p> <ul style="list-style-type: none"> ■ Using our international programme materials related to international interests and global issues ■ JOTI/JOTA ■ Day trips ■ Hosting Scouts from other countries on their trips to the UK ■ Exchanges/linking up with Scouts abroad ■ International camps in the UK and abroad including Jamborees ■ Community projects with international friends ■ Service projects overseas ■ Working on a voluntary programme such as the International Camp Staff Programme ■ Packages run by external companies | <ul style="list-style-type: none"> ■ scouts.org.uk/intops ■ International Team ■ Assistant County Commissioner for International |

| | |
|---|--|
| <p>Can I explain why international activities are part of the quality balanced programme?</p> <p>Answers may include:</p> <ul style="list-style-type: none"> ■ Scouting is a global organisation ■ increasingly globalised world ■ empowering young people to make a practical difference ■ communicating with people locally, nationally and internationally ■ engaging young people with global issues ■ learning new skills and developing positive values regarding other cultures ■ reaching individuals potential by expanding their experience base through international travel | <ul style="list-style-type: none"> ■ scouts.org.uk/international ■ Other Leaders |
| <p>Can you identify key issues that affect everyone in the world today?</p> <p>Answers may include:</p> <ul style="list-style-type: none"> ■ poverty ■ the environment ■ peace & conflict ■ disasters ■ health ■ equality and Human Rights ■ globalisation ■ water and sanitation <p>Can you explain how Scouting can combat these issues to help people in local communities, nationally and in other countries?</p> <p>Answers may include:</p> <ul style="list-style-type: none"> ■ fundraising ■ community projects at home or overseas ■ taking part in a campaign on global issues ■ building friendships ■ supporting other charities | |
| <p>Can you identify methods for including international activities in the section programme?</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"> ■ Games ■ Awards and Badges ■ Global Challenge Awards ■ Scouts of the World Award ■ Chief Scouts Award ■ Events and Jamborees ■ International expeditions/ camps in the UK and abroad ■ Community projects ■ Exchanges/linking up with Scouts abroad | |

| | | | |
|---|---|-----------------------|---------------|
| <ul style="list-style-type: none">■ Working on a voluntary programme such as the International Camp Staff Programme■ Packages run by external companies■ Day trips■ Hosting Scouts from other countries on their trips to the UK■ JOTI/JOTA | | | |
| <p>Who can provide support with incorporating international activities into the section programme?</p> <p>Answers may include:</p> <ul style="list-style-type: none">■ ACC (International)/Regional Adviser (International) Scotland■ Programmes Online■ The Scout Association website■ Programme Publications factsheets■ The International Scout Active Support Unit■ The Scout Information Centre■ Outside resources e.g. international organisations (youth-based or otherwise)■ Members of the local community with knowledge and experience of international issues. | | | |
| <p>Can you outline the benefits of international activities to young people in my section?</p> <p>Answers may include:</p> <ul style="list-style-type: none">■ an increased awareness of global issues, such as technology, the global economy and the environment■ a greater interaction with those from different countries or cultures■ develop a better understanding of global communities■ Allowing them to feel a part of a worldwide organisation, and allowing them to work as part of a group to complete worthwhile projects.■ An opportunity to enable and empower young people to make a positive difference in the world.■ Look outside themselves,■ Become more aware■ Consider how to develop their responsibility to the world and its citizens. | <ul style="list-style-type: none">■ scouts.org.uk/international■ Other Leaders | | |
| Validation Criteria | | | |
| To validate this module learners will need to complete the following: | Evidence may include one or more of the following: | Requires Revalidation | Relevant Role |
| Review the programme for the section they support and make adjustments to ensure it incorporates international activities. | <ul style="list-style-type: none">■ A visit 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 them conducting a programme review | * | ■ All |

| | | | |
|--|---|---|-------|
| | <ul style="list-style-type: none"> ■ Discussion with the learner - this should focus on how you completed the programme review and adjustments made and should be accompanied by another form of evidence. | | |
| In addition, learners will also need to complete two of the following: | | | |
| Plan and run an international themed event or activity for young people exploring either: <ul style="list-style-type: none"> • the global nature of Scouting • the role of the world membership badge • international events in Scouting. | <ul style="list-style-type: none"> ■ A visit 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 their section. ■ Programme plans ■ Instructions for an event or activity with young people ■ Photos or videos of a game or activity they have 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. | x | ■ All |
| Be involved in the planning and running of an international trip, for example a camp abroad, including producing an event plan. | <ul style="list-style-type: none"> ■ A visit 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. | x | ■ All |
| Support young people taking part in an international experience. | <ul style="list-style-type: none"> ■ A visit from to a planning meeting you are supporting, ■ A sectional visit that showcases the support they are providing to young people taking part in an international experience ■ A written or verbal statement from an observer describing their role in providing support to young people | x | ■ All |

| | | | |
|--|--|---|-------|
| | <p>attending an international experience</p> <ul style="list-style-type: none"> ■ Letters and other resources created to support young people on an international experience ■ Discussion with the learner - this should focus on your role providing support to young people attending an international experience and should be accompanied by another form of evidence. | | |
| Establish or actively maintain a link, and exchange information, with a Scout Group outside of the UK. | <ul style="list-style-type: none"> ■ A visit to a JOTI/JOTI event they are taking part in with a Group outside the UK ■ A sectional visit to the learner ■ Letters between the Groups ■ Trips to visit the group ■ Photos of the group ■ Photos, videos or screenshots of JOTI/JOTA contact with their link Group ■ A written or verbal statement from an observer describing their 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. | x | ■ All |
| Any other ideas subject to agreement with the learner. | <ul style="list-style-type: none"> ■ 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 that they have acquired to their role. | x | ■ All |

| Facilitating (28) | | | |
|--|--|---|---|
| Aim: To provide the skills, knowledge and attitudes to facilitate individuals and small groups. | | Topics covered: <ul style="list-style-type: none">■ 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 | |
| Learning Methods: <ul style="list-style-type: none">■ Course■ Small Group■ One to one | | | |
| Validation Criteria | | | |
| To validate this module learners will need to complete the following: | Evidence may include one or more of the following: | Requires Revalidation | Relevant Role |
| Discuss the module content and objectives with a Training Adviser and construct a portfolio of evidence of facilitating. | <ul style="list-style-type: none">■ Discussion with the learner■ Portfolio of evidence of facilitating■ Observation of a facilitated event■ Expert witness testimony following a facilitated training event | x | <ul style="list-style-type: none">■ All |

| Presenting (29) | | | |
|--|---|---|---|
| Aim: To provide the skills, knowledge and attitudes to make effective presentations. | | Topics covered: <ul style="list-style-type: none">■ 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 | |
| Learning Methods: <ul style="list-style-type: none">■ Course■ Small Group■ One to one | | | |
| Validation Criteria | | | |
| To validate this module learners will need to complete the following: | Evidence may include one or more of the following: | Requires Revalidation | Relevant Role |
| Discuss the module content and objectives with a Training Adviser and construct a portfolio of evidence of presenting. | <ul style="list-style-type: none">■ Discussion with the learner■ Portfolio of evidence of presenting■ Observation of a training event■ Expert witness testimony following a training event | x | <ul style="list-style-type: none">■ All |

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.

Learning Methods:

- Course
- Small Group
- One to one

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

Validation Criteria

| To validate this module learners will need to complete the following: | Evidence may include one or more of the following: | Requires Revalidation | Relevant Role |
|---|--|-----------------------|---------------|
| Discuss their role with a Training Adviser and how they provide practical support to learning locally. | ■ Discussion with the learner | x | ■ All |
| In addition, learners will also need to complete two of the following: | | | |
| List the individuals who come within their remit and their current training needs. | ■ Written list of individual within their remit and their training needs | x | ■ All |
| Keep accurate records of the progress of individuals through their Personal Learning Plans. | ■ Evidence of record keeping | x | ■ All |
| Provide accurate briefings on a regular basis to your County Training Manager of the needs of their area. | <ul style="list-style-type: none"> ■ Written or verbal statement from the County Training Manager ■ Training Adviser witness to a briefing meeting or call | x | ■ All |
| Collate individual plans into a learning needs summary. | ■ Written evidence of a learning needs summary | x | ■ All |
| List and explain the factors to consider when allocating Training Advisers to individual learners. | ■ Discussion with the learner | x | ■ All |
| Brief a new Training Adviser on their role. | ■ Training Adviser visit to an induction briefing for a new Training Adviser | x | ■ All |
| Explain the administrative procedures required to support local learning. | ■ Discussion with the learner | x | ■ All |
| Ensure individual learning is monitored. | ■ Records of monitoring learning | x | ■ All |
| Any other ideas, subject to agreement with the learner. | ■ Additional validation criteria can be created in consultation with the learner if necessary. Any additional validation criteria created will need to check what they have learnt and that they can apply the skills that they have acquired to their role. | x | ■ All |

Planning a Learning Experience (31)

Aim:

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

Learning Methods:

- Course
- Small Group
- One to one

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

Validation Criteria

| To validate this module learners will need to complete the following: | Evidence may include one or more of the following: | Requires Revalidation | Relevant Role |
|--|--|-----------------------|---|
| Discuss the module content and objectives with a Training Adviser and construct a portfolio of evidence of planning a learning experience. | <ul style="list-style-type: none"> ■ Discussion with the learner ■ Portfolio of evidence of planning a learning experience | x | <ul style="list-style-type: none"> ■ All |

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.

Learning Methods:

- Course
- Workbook
- Small Group
- One to one

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

Validation Criteria

| To validate this module learners will need to complete the following: | Evidence may include one or more of the following: | Requires Revalidation | Relevant Role |
|---|---|-----------------------|---|
| Discuss the module content and objectives with a Training Adviser and construct a portfolio of evidence of planning a learning provision. | <ul style="list-style-type: none"> ■ Discussion with the learner ■ Portfolio of evidence of planning a learning provision | * | <ul style="list-style-type: none"> ■ All |

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.

Learning Methods:

- Course
- Workbook
- Small Group
- One to one

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

Validation Criteria

| To validate this module learners will need to complete the following: | Evidence may include one or more of the following: | Requires Revalidation | Relevant Role |
|---|---|-----------------------|---|
| Discuss the module content and objectives with a Training Adviser and construct a portfolio of evidence of managing a learning provision. | <ul style="list-style-type: none"> ■ Discussion with the learner ■ Portfolio of evidence of managing a learning provision ■ Evidence of quality control and feedback provided to trainers and facilitators | * | <ul style="list-style-type: none"> ■ All |

Mentoring and Coaching (39)

Aim:

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

Learning Methods:

- Course
- Small Group
- One to one

Topics covered:

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

Validation Criteria

| To validate this module learners will need to complete the following: | Evidence may include one or more of the following: | Requires Revalidation | Relevant Role |
|---|--|-----------------------|---|
| 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. | <ul style="list-style-type: none"> ■ 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 | * | <ul style="list-style-type: none"> ■ All |

Part 7: Leadership and Management Training Learning Opportunities

Independent Learning

| Managing Time and Personal Skills | |
|---|---|
| <p>Who is this Independent Learning Unit for?</p> <p>This Independent Learning Unit is aimed at members who hold Manager and Supporter roles in Scouting. Recommendations for which roles this piece of learning would be most suitable for can be found in Appendix 4: Recommended Learning.</p> | |
| <p>Aim: To give Managers and Supporters the opportunity to learn about and reflect on their current skills, areas for development and how to manage their time effectively.</p> <p>Delivery Method: : e- Learning</p> <p>Links to:</p> <ul style="list-style-type: none"> ■ Skills of Management course | <p>Topics covered:</p> <ul style="list-style-type: none"> ■ Self-assessment of knowledge and skills and identifying areas for development. ■ The Importance of asking for and acting upon feedback from others. ■ The Line manager’s role in agreeing with an individual what their goals and priorities are. ■ How to help others to assess their knowledge and skills ■ Time management - how to use time effectively and importance of regularly reassessing ■ Stress management - how to manage workload and prevent potential stress. ■ Volunteering/life balance. ■ The Importance of, and how best to, keep up to date with communications relevant to your role. |
| <p>Validation: The topics covered will assist the Manager or Supporter to validate against the six key areas of Leadership and Management. There are no direct validation criteria for this piece of learning.</p> | |
| Finding, Appointing and Welcoming Volunteers | |
| <p>Who is this Independent Learning Unit for?</p> <p>This Independent Learning Unit is aimed at members who hold Manager and Supporter roles in Scouting. Recommendations for which roles this piece of learning would be most suitable for can be found in Appendix 4: Recommended Learning.</p> | |
| <p>Aim: To give Managers and Supporters the knowledge and skills to recruit volunteers and to manage the appointment process.</p> <p>Delivery Method: e-learning</p> <p>Links to:</p> <ul style="list-style-type: none"> ■ Skills of Management ■ Achieving Growth | <p>Topics covered:</p> <ul style="list-style-type: none"> ■ Recruitment process and tools: ■ Appointment Process (some extra info need for DCs) ■ Induction Process ■ Succession planning – particularly for key local roles |
| <p>Validation: The topics covered will assist the Manager or Supporter to validate against the six key areas of Leadership and Management. There are no direct validation criteria for this piece of learning.</p> | |

Keeping, Developing and Managing Volunteers

Who is this Independent Learning Unit for?

This Independent Learning Unit is aimed at members who hold Manager and Supporter roles in Scouting. Recommendations for which roles this piece of learning would be most suitable for can be found in

Appendix 4: Recommended Learning.

Aim: To give Managers and Supporters the knowledge and skills to retain, develop and manage volunteers.

Delivery Method: video and learning guide

Links to:

- Skills of Management course
- Achieving Growth course

Topics covered:

- Establishing and maintaining positive working relationships with volunteers
- The journey of an adult through Scouting.
- Formal and informal reviews:

Validation: The topics covered will assist the Manager or Supporter to validate against the six key areas of Leadership and Management. There are no direct validation criteria for this piece of learning.

Dealing with Difficult Situations

Who is this Independent Learning Unit for?

This Independent Learning Unit is aimed at members who hold Manager and Supporter roles in Scouting. Recommendations for which roles this piece of learning would be most suitable for can be found in

Appendix 4: Recommended Learning.

Aim: To give Managers and Supporters the knowledge and skills to prevent or deal with disagreements in Scouting.

Delivery Method: video and learning guide

Links to:

- Meeting the Challenges course

Topics covered:

- Managing conflict
- The Complaints process
- The Suspension process
- The Dismissal process
- Resources and support

Validation: The topics covered will assist the Manager or Supporter to validate against the six key areas of Leadership and Management. There are no direct validation criteria for this piece of learning.

Planning for Growth

Who is this Independent Learning Unit for?

This Independent Learning Unit is aimed at members who hold Manager and Supporter roles in Scouting. Recommendations for which roles this piece of learning would be most suitable for can be found in

Appendix 4: Recommended Learning.

Aim: To give Managers and Supporters the skills and knowledge to improve growth within Scouting.

Delivery Method: video and learning guide

Links to:

- Achieving Growth course

Topics covered:

- The Importance of growth in Scouting
- Your role in achieving growth
- The Role of development plans in achieving growth
- The Role of quality management and bench marking when planning for quality growth
- The Need to engage others and cooperate to achieve growth

Validation: The topics covered will assist the Manager or Supporter to validate against the six key areas of Leadership and Management. There are no direct validation criteria for this piece of learning.

| Enabling Change | |
|--|---|
| <p>Who is this Independent Learning Unit for?</p> <p>This Independent Learning Unit is aimed at members who hold Manager and Supporter roles in Scouting. Recommendations for which roles this piece of learning would be most suitable for can be found in Appendix 4: Recommended Learning.</p> | |
| <p>Aim: To give Managers and Supporters the skills and knowledge to enable and manage change in Scouting.</p> <p>Delivery Method: video and learning guide</p> <p>Links to:</p> <ul style="list-style-type: none"> ■ Achieving Growth course ■ Meeting the Challenges course | <p>Topics covered:</p> <ul style="list-style-type: none"> ■ Change management and how to identify situations where change management is required. ■ The importance of listening to and being open to new ideas, and either acting upon them or providing constructive feedback. |
| <p>Validation: The topics covered will assist the Manager or Supporter to validate against the six key areas of Leadership and Management. There are no direct validation criteria for this piece of learning.</p> | |
| Safeguarding for Managers and Supporters | |
| <p>Who is this Independent Learning Unit for?</p> <p>This Independent Learning Unit is aimed at members who hold Manager and Supporter roles in Scouting. Recommendations for which roles this piece of learning would be most suitable for can be found in Appendix 4: Recommended Learning.</p> | |
| <p>Aim: To give Managers and Supporters the knowledge and understanding of how to manage safeguarding incidents in Scouting.</p> <p>Delivery Method: e-learning</p> <p>Links to:</p> <ul style="list-style-type: none"> ■ Meeting the Challenges | <p>Topics covered:</p> <ul style="list-style-type: none"> ■ Reporting procedures ■ Incidents which are referred to other agencies ■ Providing leadership and support to deal with local impact of incidents. |
| <p>Validation: The topics covered will assist the Manager or Supporter to validate against the six key areas of Leadership and Management. There are no direct validation criteria for this piece of learning.</p> | |
| Getting the Word Out | |
| <p>Who is this Independent Learning Unit for?</p> <p>This Independent Learning Unit is aimed at members who hold Manager and Supporter roles in Scouting. Recommendations for which roles this piece of learning would be most suitable for can be found in Appendix 4: Recommended Learning.</p> | |
| <p>Aim: To give Managers and Supporters the skills and knowledge to be effective communicators.</p> <p>Delivery Method: e-learning</p> <p>Links to:</p> <ul style="list-style-type: none"> ■ Skills of Management ■ Achieving Growth ■ Meeting the Challenges course | <p>Topics covered:</p> <ul style="list-style-type: none"> ■ How to identify and use different communication channels effectively to communicate with existing members ■ How to use different communication channels to promote local Scouting in the wider community ■ Building and maintaining relationships with other organisations that can benefit local Scouting. |
| <p>Validation: The topics covered will assist the Manager or Supporter to validate against the six key areas of Leadership and Management. There are no direct validation criteria for this piece of learning.</p> | |

Financial and Physical Resources

Who is this Independent Learning Unit for?

This Independent Learning Unit is aimed at members who hold Manager and Supporter roles in Scouting. Recommendations for which roles this piece of learning would be most suitable for can be found in

Appendix 4: Recommended Learning.

Aim: To give Managers and Supporters the skills and knowledge to manage their finances and other resources effectively.

Delivery Method: video and workbook

Links to:

- Skills of Management course
- Achieving Growth course

Topics covered:

- How to work with your Exec to assess if you have adequate income and resources.
- Potential sources of income for local Scouting – and how to identify them.
- How to work with your Exec to assess and ensure that there are sufficient physical resources (people) to support work with youth members. Includes a responsibility for recruitment.
- Taking part in and supporting others in fundraising
- Appropriate management of funds

Validation: The topics covered will assist the Manager or Supporter to validate against the six key areas of Leadership and Management. There are no direct validation criteria for this piece of learning.

Building Effective Teams

Who is this Independent Learning Unit for?

This Independent Learning Unit is aimed at members who hold Manager and Supporter roles in Scouting. Recommendations for which roles this piece of learning would be most suitable for can be found in

Appendix 4: Recommended Learning.

Aim: To give Managers and Supporters the skills and knowledge to build and manage teams.

Delivery Method: video and learning guide

Links to:

- Skills of Management course

Topics covered:

- Methods and tips for building team spirit
- How to build an effective team – including theories
- Different models of team building
- Examples of alternative team structures
- How to run effective team meetings:

Validation: The topics covered will assist the Manager or Supporter to validate against the six key areas of Leadership and Management. There are no direct validation criteria for this piece of learning.

Leading Local Scouting

Who is this Independent Learning Unit for?

This Independent Learning Unit is aimed at members who hold Manager and Supporter roles in Scouting. Recommendations for which roles this piece of learning would be most suitable for can be found in

Appendix 4: Recommended Learning.

Aim: To give Managers and Supporters the skills and knowledge to effectively lead local Scouting.

Delivery Method: e-learning

Links to:

- Skills of Management course
- Achieving Growth course

Topics covered:

- The qualities of an effective leader
- The strategic vision for UK Scouting
- The importance of creating a vision for local Scouting
- How to communicate your vision

Validation: The topics covered will assist the Manager or Supporter to validate against the six key areas of Leadership and Management. There are no direct validation criteria for this piece of learning.

Executive Committees and Being a Trustee

Who is this Independent Learning Unit for?

This Independent Learning Unit is aimed at members who hold Manager and Supporter roles in Scouting. Recommendations for which roles this piece of learning would be most suitable for can be found in

Appendix 4: Recommended Learning.

Aim: To give Managers and Supporters the skills and knowledge to be effective members of their Executive Committee.

Delivery Method: e-learning

Links to:

- Skills of Management course

Topics covered:

- Composition, functions and responsibilities of an Executive Committees
- Your responsibilities as a member of the Executive Committee and as a charity trustee
- Responsibilities of other members of the Executive Committee
- Explain how an effective Executive Committee can support you in your role as a manager
- How you can get more support for your Executive Committee

Validation: The topics covered will assist the Manager or Supporter to validate against the six key areas of Leadership and Management. There are no direct validation criteria for this piece of learning.

Project Management

Who is this Independent Learning Unit for?

This Independent Learning Unit is aimed at members who hold Manager and Supporter roles in Scouting. Recommendations for which roles this piece of learning would be most suitable for can be found in

Appendix 4: Recommended Learning.

Aim: To give Managers and Supporters the skills and knowledge to be manage projects effectively.

Delivery Method: e-learning

Links to:

- Skills of Management course
- Achieving Growth course

Topics covered:

- Skills of and tools for effective project management and implementation, including monitoring and reviewing progress, managing those who are implementing projects, and systematic planning
- How to resolve problems/act upon comments that may be raised by members or parents about ongoing projects (acting on feedback).

Validation: The topics covered will assist the Manager or Supporter to validate against the six key areas of Leadership and Management. There are no direct validation criteria for this piece of learning.

Decision Making

Who is this Independent Learning Unit for?

Decision making is aimed at members who hold Manager and Supporter roles in Scouting. Recommendations for which roles this piece of learning would be most suitable for can be found in

Appendix 4: Recommended Learning.

Aim: To give Managers and Supporters the skills and knowledge to make effective decisions.

Delivery Method: workbook

Topics covered:

- Methods of decision making and prioritisation
- Decision making structures within local Scouting – and where you fit

| | |
|--|---|
| <p>Links to:</p> <ul style="list-style-type: none"> ■ Skills of Management course ■ Achieving Growth course ■ Meeting the Challenges course | <ul style="list-style-type: none"> ■ Decision making structures within national Scouting - and how to use them effectively |
| <p>Validation: The topics covered will assist the Manager or Supporter to validate against the six key areas of Leadership and Management. There are no direct validation criteria for this piece of learning.</p> | |
| <h3>Supporting the Adult Training Scheme</h3> | |
| <p>Who is this Independent Learning Unit for? This Independent Learning Unit is aimed at members who hold Manager and Supporter roles in Scouting. Recommendations for which roles this piece of learning would be most suitable for can be found in Appendix 4: Recommended Learning.</p> | |
| <p>Aim: To ensure Managers have the required knowledge of the Adult Training Scheme and understand their role in supporting those they manage through their training.</p> <p>Delivery Method: workbook</p> <p>Links to:</p> <ul style="list-style-type: none"> ■ Skills of Management Course | <p>Topics covered:</p> <ul style="list-style-type: none"> ■ Principles of The Scout Association's Adult Training Scheme ■ The Managers role in supporting those they line manage ■ The support structure of training within Scouting |
| <p>Validation: The topics covered will assist the Manager or Supporter to validate against the six key areas of Leadership and Management. There are no direct validation criteria for this piece of learning.</p> | |
| <h3>Safety for Managers and Supporters</h3> | |
| <p>Who is this Independent Learning Unit for? This Independent Learning Unit is aimed at members who hold Manager and Supporter roles in Scouting. Recommendations for which roles this piece of learning would be most suitable for can be found in Appendix 4: Recommended Learning.</p> | |
| <p>Aim: To ensure learners understand their responsibilities relating to safety in Scouting</p> <p>Delivery Method: workbook</p> | <p>Topics covered:</p> <ul style="list-style-type: none"> ■ Duties and responsibilities related to the safe operation of Scouting. ■ Emergency and reporting procedures. ■ Activity permits and where to find detailed information. ■ Risk assessments why they are important, and how to complete them. ■ Developing a culture of safety. ■ Essential information on activities such as InTouch, medical details, age restrictions and other safety and welfare requirements. ■ Insurance information and the requirements for additional insurance. ■ Night's away permits and operations. ■ Role and responsibilities of the "leader in charge". |

Validation: The topics covered will enable the Manager or Supporter to validate the Safety for Managers and Supporters validation area. Details of the validation criteria can be found in the Leadership and Management Training Validation Areas section below.

Skills Courses

| Skills of Management | |
|---|--|
| <p>Who is Skills of Management for?</p> <p>This course is aimed at members who hold Manager and Supporter roles in Scouting. Recommendations for which roles this course would be most suitable for can be found in Appendix 4: Recommended Learning.</p> | |
| <p>Aim: To provide managers with the skills and tools to manage and support volunteers in Scouting.</p> <p>Delivery Method: Two day course (either a weekend or two single days)</p> | <p>Topics covered:</p> <ul style="list-style-type: none"> ■ leadership styles ■ active listening and communication ■ motivating their team ■ mentoring ■ coaching and supporting ■ building relationships |
| <p>Validation: The topics covered will assist the Manager or Supporter to validate against the six key areas of Leadership and Management. There are no direct validation criteria for this course.</p> | |
| Meeting the Challenges | |
| <p>Who is Meeting the Challenges for?</p> <p>This course is aimed at members who hold Manager and Supporter roles in Scouting. Recommendations for which roles this course would be most suitable for can be found in Appendix 4: Recommended Learning.</p> | |
| <p>Aim: To provide managers with an opportunity to discuss and develop their approach to dealing with difficult situations.</p> <p>Delivery Method: One day course</p> | <p>Topics covered:</p> <ul style="list-style-type: none"> ■ Dealing with Difficult Situations ■ Disputes and Complaints Process ■ Challenging Reviews ■ Safeguarding ■ Managing Your Time |
| <p>Validation: The topics covered will assist the Manager or Supporter to validate against the six key areas of Leadership and Management. There are no direct validation criteria for this course.</p> | |
| Achieving Growth | |
| <p>Who is Achieving Growth for?</p> <p>This course is aimed at members who hold Manager and Supporter roles in Scouting. Recommendations for which roles this course would be most suitable for can be found in Appendix 4: Recommended Learning.</p> | |
| <p>Aim: This course is covers the knowledge necessary to enable Managers and Supporter to plan and manage growth in their area of Scouting.</p> <p>Delivery Method: One day course</p> | <p>Topics covered:</p> <ul style="list-style-type: none"> ■ Planning for growth ■ Managing change ■ Growth: recruiting adult volunteers ■ Growth: young people and young adults. |
| <p>Validation: The topics covered will assist the Manager or Supporter to validate against the six key areas of Leadership and Management. There are no direct validation criteria for this course.</p> | |

Appendix 1: 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
- **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.

Adult's Personal File for Managers and Supporters

This is a resource that volunteers work through as they progress through the Adult Training Scheme. It includes details of all training for Managers and Supporters within the scheme. This can be found at scouts.org.uk/training and hard copies can be purchased from Scout Shops.

Supplementary Module Pages for the Adult's 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 the Adult's Personal File 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 at scouts.org.uk/training.

Online resources

There are a number of resources available online in the member's area of scouts.org.uk to support you in your role. For resources to help you with your training, a good place to start is the Training Advisers area which provides information on relevant resources and guidance for each module. This can be found at scouts.org.uk/training.

Appendix 2: Personal Learning Plan Template

| Learning Opportunities | Learning Method | Learning Required? (Y/N) | Planned Learning Completion Date | Actual Learning Completion Date |
|---|--------------------------|--------------------------|----------------------------------|---------------------------------|
| Getting Started | | | | |
| Personal Learning Plan (02) | | | | |
| Essential Information (01) | | | | |
| Tools for the Role (Managers and Supporters) (04) | | | | |
| Training For All Appointments | | | | |
| Delivering a Quality Programme (12A) | | | | |
| The Fundamentals of Scouting (05) | | | | |
| Scouting for All (07) | | | | |
| Administration (11) | | | | |
| First Aid (10) | | | | |
| Changes in Scouting (06) | | | | |
| Leadership and Management Training | | | | |
| Managing Time and Personal Skills | e-learning | | | |
| Leading Local Scouting | e-learning | | | |
| Finding, Appointing and Welcoming Volunteers | e-learning | | | |
| Keeping, Developing and Managing Volunteers | Video and learning guide | | | |
| Planning for Growth | Video and learning guide | | | |
| Enabling Change | Video and learning guide | | | |
| Building Effective Teams | Video and learning guide | | | |
| Safeguarding for Managers and Supporters | e-learning | | | |
| Project Management | e-learning | | | |

| Learning Opportunities | Learning Method | Learning Required? (Y/N) | Planned Learning Completion Date | Actual Learning Completion Date |
|--|--------------------|--------------------------|----------------------------------|---------------------------------|
| Decision Making | Workbook | | | |
| Executive Committees and Being a Trustee | e-learning | | | |
| Getting the Word Out | e-learning | | | |
| Financial and Physical Resources | Video and workbook | | | |
| Supporting the Adult Training Scheme | Workbook | | | |
| Safety for Managers and Supporters | Workbook | | | |
| Skills of Management | Skills Course | | | |
| Achieving Growth | Skills Course | | | |
| Meeting the Challenges | Skills Course | | | |
| Additional modules (if relevant to your role) | | | | |
| Running Safe Activities (17) | | | | |
| International (19) | | | | |
| Facilitating (28) | | | | |
| Presenting (29) | | | | |
| Supporting Local Learning (30) | | | | |
| Planning a Learning Experience (31) | | | | |
| Planning a Learning Provision (33) | | | | |
| Managing a Learning Provision (34) | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Appendix 3: Manager and Supporter Validation Record

| Getting Started | | Training For All Appointments | | Leadership and Management Training | | Supplementary Modules (if relevant to the role) | | |
|---|------------|---|------------|--|------------|---|------------------------------------|------------|
| To be completed within 5 months | | To be completed within 3 years of full appointment. | | | | | | |
| Training | Validation | Training | Validation | Training | Validation | Training | Validation | |
| Personal Learning Plan (02) | Date: | Delivering a Quality Programme (12A) | Date: | Working with People | Date: | Running Safe Activities (17) | Date: | |
| | Name: | | Name: | | Name: | | Name: | |
| | Member No: | | Member No: | | Member No: | | Member No: | |
| Essential Information (01) | Date: | The Fundamentals of Scouting (05) | Date: | Managing Your Time and Personal Skills | Date: | International (19) | Date: | |
| | Name: | | Name: | | Name: | | Name: | |
| | Member No: | | Member No: | | Member No: | | Member No: | |
| Tools for the Role (Managers and Supporters) (04) | Date: | Scouting for All (07) | Date: | Achieving Results | Date: | Facilitating (28) | Date: | |
| | Name: | | Name: | | Name: | | Name: | |
| | Member No: | | Member No: | | Member No: | | Member No: | |
| Training Adviser comments: | | Administration (11) | Date: | Providing Direction | Date: | Presenting (29) | Date: | |
| | | | Name: | | Name: | | Name: | Name: |
| | | | Member No: | | Member No: | | Member No: | Member No: |
| | | First Aid (10) | Date: | Enabling Change | Date: | Supporting Local Learning (30) | Date: | |
| | | | Name: | | Name: | | Name: | Name: |
| | | | Member No: | | Member No: | | Member No: | Member No: |
| | | Changes in Scouting (06) | Date: | Using Resources | Date: | Planning a Learning Experience (31) | Date: | |
| | | | Name: | | Name: | | Name: | Name: |
| | | | Member No: | | Member No: | | Member No: | Member No: |
| | | Wood Badge recommendation by the Training Adviser: | | Safety for Managers and Supporters | Date: | Planning a Learning Provision (33) | Date: | |
| | | | | | Name: | | Name: | Name: |
| | | | | | Member No: | | Member No: | Member No: |
| | | Recommendation Date: | | | | | Managing a Learning Provision (34) | Date: |
| | | Training Adviser's Name: | | | | | | Name: |
| | | Training Adviser's Member No: | | | | | | Member No: |

Appendix 4: Recommended Learning for Leadership and Management Training

The table below shows the learning opportunities from the Leadership and Management Training that are most relevant for each role. This can be used as a guide to help learners when they are beginning their training to develop their Personal Learning Plan.

It is important to remember that these recommendations should only be used as guidance. The learning an individual undertakes should be based on the needs of the learner depending on their agreed role description and taking into account any prior learning.

| Role | Recommended Learning |
|--|---|
| Group Scout Leader | All independent learning units and skills courses |
| Assistant Group Scout Leader | All independent learning units and skills courses |
| District Explorer Scout Commissioner | All independent learning units and skills courses |
| District Commissioner | All independent learning units and skills courses |
| Deputy District Commissioner | All independent learning units and skills courses |
| District Youth Commissioner | All independent learning units and skills courses |
| County Commissioner | All independent learning units and skills courses |
| Deputy County Commissioner | All independent learning units and skills courses |
| County Youth Commissioner | All independent learning units and skills courses |
| Regional Commissioner | All independent learning units and skills courses |
| Chief Commissioner | All independent learning units and skills courses |
| Scout Active Support Manager | All independent learning units and skills courses, except: <ul style="list-style-type: none"> ■ Meeting the Challenges Skills Course ■ Achieving Growth Skills Course |
| Scout Active Support Manager (Scotland) | All independent learning units and skills courses, except: <ul style="list-style-type: none"> ■ Executive Committees and Being a Trustee Independent Learning ■ Financial and Physical Resources Independent Learning ■ Meeting the Challenges Skills Course ■ Achieving Growth Skills Course |
| County Training Manager | All independent learning units and skills courses, except: <ul style="list-style-type: none"> ■ Executive Committees and Being a Trustee Independent Learning ■ Financial and Physical Resources Independent Learning |
| Local Training Manager (depending on role description) | All independent learning units and skills courses, except: <ul style="list-style-type: none"> ■ Executive Committees and Being a Trustee Independent Learning ■ Financial and Physical Resources Independent Learning ■ Meeting the Challenges Skills Course ■ Achieving Growth Skills Course |

| | |
|--|--|
| Regional Training Manager | All independent learning units and skills courses, except: <ul style="list-style-type: none"> ■ Safeguarding for Managers and Supporters Independent Learning ■ Executive Committees and Being a Trustee Independent Learning ■ Financial and Physical Resources Independent Learning |
| Assistant Regional Commissioner (Adult Training) Scotland | All independent learning units and skills courses, except: <ul style="list-style-type: none"> ■ Safeguarding for Managers and Supporters Independent Learning ■ Executive Committees and Being a Trustee Independent Learning ■ Financial and Physical Resources Independent Learning ■ Meeting the Challenges Skills Course ■ Achieving Growth Skills Course |
| Assistant District Commissioner (Adult Training) Scotland | All independent learning units and skills courses, except: <ul style="list-style-type: none"> ■ Safeguarding for Managers and Supporters Independent Learning ■ Executive Committees and Being a Trustee Independent Learning ■ Financial and Physical Resources Independent Learning ■ Meeting the Challenges Skills Course ■ Achieving Growth Skills Course |
| District Scout Network Commissioner | All independent learning units and skills courses, except: <ul style="list-style-type: none"> ■ Executive Committees and Being a Trustee Independent Learning ■ Financial and Physical Resources Independent Learning ■ Supporting the Adult Training Scheme Independent Learning |
| District Scout Network Commissioner (Scotland) | All independent learning units and skills courses, except: <ul style="list-style-type: none"> ■ Supporting the Adult Training Scheme Independent Learning |
| Assistant District Commissioner (section) | All independent learning units and skills courses, except: <ul style="list-style-type: none"> ■ Executive Committees and Being a Trustee Independent Learning ■ Financial and Physical Resources Independent Learning ■ Supporting the Adult Training Scheme Independent Learning ■ Meeting the Challenges Skills Course ■ Achieving Growth Skills Course |
| Assistant County/Area Commissioner (section) (depending on role description) | All independent learning units and skills courses, except: <ul style="list-style-type: none"> ■ Executive Committees and Being a Trustee Independent Learning ■ Financial and Physical Resources Independent Learning ■ Supporting the Adult Training Scheme Independent Learning ■ Meeting the Challenges Skills Course ■ Achieving Growth Skills Course |
| District Scouter | All independent learning units and skills courses, except: <ul style="list-style-type: none"> ■ Executive Committees and Being a Trustee Independent Learning ■ Financial and Physical Resources Independent Learning ■ Supporting the Adult Training Scheme Independent Learning |

| | |
|---|---|
| | <ul style="list-style-type: none"> ■ Meeting the Challenges Skills Course ■ Achieving Growth Skills Course |
| County Scouter | <p>All independent learning units and skills courses, except:</p> <ul style="list-style-type: none"> ■ Executive Committees and Being a Trustee Independent Learning ■ Financial and Physical Resources Independent Learning ■ Supporting the Adult Training Scheme Independent Learning ■ Meeting the Challenges Skills Course ■ Achieving Growth Skills Course |
| Assistant District Commissioner (non-sectional) | <p>All independent learning units and skills courses, except:</p> <ul style="list-style-type: none"> ■ Executive Committees and Being a Trustee Independent Learning ■ Financial and Physical Resources Independent Learning ■ Supporting the Adult Training Scheme Independent Learning ■ Meeting the Challenges Skills Course ■ Achieving Growth Skills Course |
| Assistant County Commissioner (non-sectional) | <p>All independent learning units and skills courses, except:</p> <ul style="list-style-type: none"> ■ Executive Committees and Being a Trustee Independent Learning ■ Financial and Physical Resources Independent Learning ■ Supporting the Adult Training Scheme Independent Learning ■ Meeting the Challenges Skills Course ■ Achieving Growth Skills Course |
| District Leader (Section) | <p>All independent learning units and skills courses, except:</p> <ul style="list-style-type: none"> ■ Executive Committees and Being a Trustee Independent Learning ■ Financial and Physical Resources Independent Learning ■ Supporting the Adult Training Scheme Independent Learning ■ Meeting the Challenges Skills Course ■ Achieving Growth Skills Course |
| County Leader (Section) | <p>All independent learning units and skills courses, except:</p> <ul style="list-style-type: none"> ■ Executive Committees and Being a Trustee Independent Learning ■ Financial and Physical Resources Independent Learning ■ Supporting the Adult Training Scheme Independent Learning ■ Meeting the Challenges Skills Course ■ Achieving Growth Skills Course |