

MODULE 30

Supporting local
learning



scouts.org.uk/training

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. In Scotland Scouting is organised into Districts and Regions, each with distinct responsibilities. Some 'County' functions are the responsibility of Scottish Regions, whilst others lie with Scottish Districts. The focus of responsibility is outlined in Scottish Variations from POR.

Criminal Records check: All adults in Scouting must go through a series of safeguarding checks to ensure they are safe to work with children and young people. The safeguarding checks are known in different countries by different names, as follows:

England and Wales: Criminal Records Bureau (CRB)

Scotland: Disclosure Scotland (DS)

Northern Ireland: Access Northern Ireland (Access NI)

For ease of reading, this resource refers only to 'Criminal Records check', to cover all of the above.

More information on issues relating to safeguarding and Criminal Records checks can be found at scouts.org.uk/safeguarding.



Who is *Supporting Local Learning* for?

This module (number 30) is designed for those who support learning locally, such as Local Training Managers and Training Administrators.

What does this module contain?

The module contains approximately 4 hours of learning, which may be managed in a variety of ways.

How is this module validated?

The validation of this module is based on the individual's ability to meet the criteria, as set out in the *Training Adviser's Guide* and the *Adult's Personal File*. This means the adult will be required to demonstrate their communication and administration skills, as well as how to provide practical support to learning locally.

What information is provided?

Each module is set out in the same manner. The objectives for the module are given, followed by methods of training. The content is given in outline with key points expanded in more detail. Trainer's notes are also given to provide guidance on methods or other key points. The information is not, however a script for the session. Prior knowledge and/or research of the subject matter by the trainer will be required before delivery of the training.

Session details

1. Communication (1 hour 10 minutes)
 2. Training Advisers and monitoring progress (1 hour 25 minutes)
 3. Tools for support (50 minutes)
 4. Constructing a local training plan (1 hour)
- Total: 4 hours 25 minutes

Depending on the number and nature of the participants, these sessions may need to be preceded by introduction and/or integration sessions. Ideas can be found at www.scouts.org.uk/trainersresources

Planning considerations

Session four takes the form of developing a specific local training plan for each of the participants. This will mean that during the planning stages for the module a request will need to be made of the participants to bring certain pieces of information with them to the learning. Each delegate needs to bring with them the following information:

- County and/or local Training Course Plan
- Any other training dates to be delivered or known about in their area
- Brief anonymous details of the Training Advisers and learners within their District/Training zone/area
- Number of Districts, Training Advisers and learners they are working with.

It may also be appropriate to ask for some people, who volunteer in the local area and know enough about the Scouting environment, to attend as facilitators to the learning. This will help improve the quality of the newly produced local training plan.

Supporting Local Learning

This module is designed for those who support local learning directly, ie Local Training Managers and Training Administrators. However, some Counties may find it useful to consider running this module for Training Advisers and District Commissioners as well, in order to give them a better understanding of how the Adult Training Scheme works and how they fit into that scheme. If this is the case, some consideration may be needed to ensure that the needs of these participants are met, as they may be different from those of Training Managers and administrators.

Aim

To provide the skills, knowledge, attitude and direction for those who manage supporters of local learning such as Training Advisers and Local Training Administrators. This includes overseeing the creation and implementation of Personal Learning Plans for individuals within the Adult Training Scheme and ensuring that adequate and appropriate training opportunities are made available so that the personal learning plan can be completed.

Objectives

There are seven objectives for this module, by the end of which participants should be able to:

1. Demonstrate the important elements needed to be effective within their role of supporting local learning.
2. Describe how to effectively communicate with all parties relevant to an individual's learning (Appointments Advisory Committees, District/County teams, Training Advisers, County Training Managers etc).
3. Explain the options available for offering appropriate and relevant support for those undertaking training for their current role within Scouting.
4. Demonstrate how to complete the necessary administration, including national procedures and the member admin area at www.scouts.org.uk
5. Explain how to monitor the progress of individual learning.
6. Explain what local and national support is in place for those who are supporting local learning.
7. Construct a training plan for their area of responsibility which can be used as a guide to support local learning for the next twelve months.

Methods

A series of sessions

This module should be delivered as a series of four sessions. It may be possible to divide the sessions over a number of evenings; for example, running sessions one and two on one evening, and session three and four the following week. If the sessions are run individually, it is important to give some consideration as to the flow of the training.

Resources

To deliver this training module, you will need the following resources:

- Flipchart
- Flipchart paper and pens
- Copies of The Scout Association's *Adult Training Scheme*
- Copies of the *Training Adviser's Guide* (most recent edition)
- Copies of the *Adult's Personal File* (most recent edition)
- Copies of the four *Appointment Process Guides* (optional).
- Copies of Worksheets 1 to 7 (these can be found at the end of these trainer's notes).
- Computer projector
- Computer with internet connection.

Each participant needs to bring with them the following information:

- County and/or Local Training Course Plan
- Any other training dates to be delivered or known about in their area
- Brief anonymous details of the Training Advisers and learners within their District/Training zone/Area
- Number of Districts, Training Advisers and learners they are working with
- Copies of Personal Learning Plans from the participant's District.

Resources are summarised at the start of each session.

Introduction

session 1

KEY OBJECTIVES

1. Demonstrate the important elements needed to be effective within their role of supporting local learning.
2. Describe how to effectively communicate with all parties relevant to an individual's learning (Appointments Advisory Committees, District/County teams, Training Advisers, County Training Managers etc).

RESOURCES

For this session you require the following resources:

- Flipchart
- Flipchart paper and pens
- Copies of Worksheet 1 and 2



TRAINER INPUT

Explain that this session looks at communication and the channels of communication that need to open in order for local learning to be properly supported.

Explain that communication is an important part of Scouting. If individuals are to be successful in their roles, an effective exchange of information is vital. Highlight that communication is crucial in ensuring that individual learning needs are co-ordinated so that everyone can receive the learning they require. Communication needs to happen at all levels.



Trainer's notes

The following three tasks are best run as brainstorming exercises on the topic of communication. You may wish to run them together as they are not followed by any report back.

As an alternative method here the trainer could use a collection of pre-prepared cards, each with a Scouting appointment written on it, such as Group Scout Leader. The trainer, having introduced the session, can guide the participants towards those appointments who should be involved in the communication process by placing the cards onto flipchart and allowing for discussion.



TASK

Ask the participants to think about the people between whom communication must take place to ensure that local learning needs are met.

Record the answers on a flipchart.



Trainer's notes

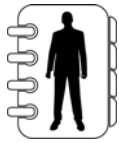
Answers may include Training Advisers, other Local Training Managers/Administrators, County Training Managers, District Commissioners, County Commissioners, Group Scout Leaders, Appointments Advisory Committees and learners.



TASK

Following on from these answers, ask the participants to think of some ideas and record them on a flipchart in answer to the following question:

What do the people you have identified need to communicate about?



Trainer's notes

Answers may include training needs, learning plans, learning opportunities, learning methods, administration and the allocation of Training Advisers.



TRAINER INPUT

Explain that the frequency of communication is dependent on many things, such as the individuals involved, the subjects, the number of learners being supported, and the size of the District and/or County.



Communication can then take place daily, weekly, monthly or every three months. The frequency with which you communicate with someone may not be consistent. For example, a Local Training Manager may talk to a Training Adviser every week while one of their learners is undertaking Getting Started, but after that may only need a monthly update. It is important that communication has a clear purpose.

Explain that depending on their role, different people need to communicate with others about different things, at different times and in different ways. It is important to pick the right method of communication for the appropriate person and topic. For example, it would not be very efficient, or effective, for a Local Training Manager to call a meeting for all Training Advisers if all they really wanted to know was how a particular individual was progressing. They might however telephone them one evening for a brief update.

Also mention that there are numerous models for supporting local learning which may impact on the communication necessary. For example, if an area is using a pool of Training Advisers to support a number of learners, or if a Training Adviser telephone 'hotline' is in place, it would be important to establish who from the local support group communication should be with. There would also need to be good links between the members of a pool or 'hotline' to ensure consistency and quality of information and support.



TASK

In pairs, ask the participants to discuss the most appropriate ways to use communication in their role. They will need to decide who they need to communicate with, what subjects the communication will need to focus on and the appropriate method of communication to use.

Use the ideas generated from the previous brainstorm and complete Worksheet 1.



Trainer's notes

The answer to this task will vary according to the local organisation of Local Training Managers and Training Administrators. It is likely however, that Local Training Managers will need to communicate with their Training Advisers and Local Training Administrator, the County Training Manager and County Training Administrator, as well as District Commissioners and Appointments Secretaries. The list is potentially the same for Local Training Administrators, although the emphasis may alter.



TRAINER INPUT

Explain that communication is not always easy. It can be as simple as sending someone an email to check how they are and to find out whether or not they have any problems that need resolving. However, if the subject matter is more sensitive it can be very difficult.



Lead a discussion on the kinds of problems and possible solutions that the participants may have communicating with Training Advisers and Local Training Managers. There are two options for this.

Option 1

Draw on the knowledge and experience of participants asking them for examples of problems they have had with communication, and the solutions they have used. Remind them not to mention any names or details that would breach confidentiality, and encourage them to exchange ideas on how to deal with difficult situations.

Option 2

Depending on the group of participants, it may be easier to discuss some hypothetical situations. These are provided on Worksheet 2. Point out that there are no right or wrong answers to the problems, and that the aim of the discussion is to come up with suggestions as to the possible approach that could be taken.



Trainer's notes

You may wish to run the above task in small groups, depending on the number of participants. It may be useful to have a tutor or facilitator working with each group to help keep the discussion on the right track.

Training Advisers and the monitoring process

session 2

KEY OBJECTIVES

1. Explain the options available for offering appropriate and relevant support for those undertaking training for their current role within Scouting.
2. Explain how to monitor the progress of individual learning.

RESOURCES

For this session, you will need the following resources:

- Copies of the four *Appointment Process Guides* (optional)
- Copies of Worksheet 3
- Copies of Worksheet 4
- Copies of Worksheet 5

00:05

TRAINER INPUT

Explain that this session looks at two different aspects of supporting local learning. The first aspect is highlighting different types of support for learners. This ensures that an adult in a new role feels comfortable with their training needs, and feels properly supported during the training and learning process.



The second is monitoring the progress of an individual's learning. This is about the process that needs to be worked through in order to ensure that monitoring is effective.

Explain that ensuring that learners are allocated to a Training Adviser appropriate to their needs is an important part of the scheme. Learners need to feel supported while working towards their Wood Badge. Allocating a suitable Training Adviser to them is the first step to achieving this.

Explain that in making the decision to allocate a Training Adviser to a learner, it is important to remember:

- who is available
- practicalities, such as distance, time available and who the new learner already works with
- existing knowledge and experience
- personality
- specific needs of the learner (for example special needs).

The relative importance of each of these factors will vary depending on the individual learner and their circumstances.



TASK

For the next session, the participants will be acting as Training Advisers with a Member Trainer or Facilitator acting as the new learner.

Hand out Worksheet 3 and explain that they need to choose which of the Training Advisers each participant is going to be.

Using Worksheet 4 the Trainer will act out being a learner and gives some details about themselves.

They will then ask the participants, who might be an appropriate Training Adviser for them? Allow everyone to discuss who might be the best option. When agreement has been reached the Trainer enacts the next character on the worksheet and repeats the discussion. This process is repeated until an Adviser has been allocated to each learner.



REPORT BACK

Run through the results of the task, using Worksheet 5 which provides an example answer. However, the answer is not set in stone and a number of answers are reasonable. Participants should be encouraged to justify any unusual decisions.



Explain that so far they have looked at each individual having their own Training Adviser but there are other methods for supporting local learning. Ask the participants whether they have any experience of other methods of structuring support for learning. In addition, discuss where any examples have worked well and, as importantly, not so well. Things that can be covered in this section include the following, and anything else that is relevant to the local area.

- Drop in validation sessions, where Training Advisers are present at a time and place to do it for anyone who drops by.
- Getting Group Scout Leaders or other managers to do initial Personal Learning Plans with new section Leaders.
- Local Training Managers meeting new adults and doing the appropriate Personal Learning Plans before allocating Training Advisers.
- Assigning Training Advisers for *Getting Started* and then providing a pool of them for further validations.
- Providing a 'validation hotline' for learners to request someone to validate modules when needed.



TRAINER INPUT

Explain that it is the responsibility of the Training Adviser to monitor the progress of an individual learner. In order to support local learning effectively however, it is important for other people to have an overview of what is happening.



Introduce the idea that monitoring progress is a cycle, going through three stages.

Stage 1 – Obtain information

The first stage is about collating all the information necessary so that a true picture of the situation can be compiled. This could include a Training Adviser's report, Personal Learning Plan, record of course attendance, or records of the award of a Wood Badge.

Stage 2 – Decide action

As a result of the information presented, a decision now needs to be made. If the information paints an unsatisfactory picture, then you will need to decide what action to take to rectify the situation. If all the information indicates that no action is necessary then the decision is simply to carry on monitoring to ensure that this remains the case.

Stage 3 – Implement

If action needs to be taken then this is the time to act. The actions available range from a conversation with an individual to allocating a new Training Adviser. Once the action has been taken, the situation still needs to be monitored to ensure that progress is made. This links directly back to the first stage of obtaining information.

Throughout this cycle it is essential to offer support ensuring that everyone understands and can deliver in order to progress.



TASK

Considering the information you have just given ask the participants to think back to the discussions they had about problems that may occur when communicating.

Are the solutions still valid?

For example, knowing how progress could be monitored, do any of the possible solutions become particularly valid or unhelpful?



Trainer's notes

The above task is designed to pick up any points raised by the discussion in session one that could be usefully re-examined in light of the inputs on allocating Training Advisers and monitoring progress.

If the scenarios were used as a basis for the discussion then Scenarios 2 and 5 may need some re-examination. It is likely that if the progress of those people (in this instance the Training Adviser and Local Training Administrator) had been properly monitored by the LTM these problems would have been picked up sooner. Explanations for their occurrence would have been known and appropriate action could then have been taken.

Tools for support

session 3

KEY OBJECTIVES

1. Demonstrate how to complete the necessary administration, including national procedures and the use of the member admin area at www.scouts.org.uk.
2. Explain what local and national support is in place for those who are supporting local learning.

RESOURCES

For this session, you will need the following resources:

- Multimedia projector
- Flipchart paper and pens
- Copies of Personal Learning Plan pro forma, Module Completion forms, Wood Badge Recommendation forms
- Copies of Personal Learning plans brought by participants
- Computer with internet connection



Trainer's notes

This session looks at both processes in place nationally for supporting local learning and using the online member admin area. It is important that, as a trainer, you are aware of the most up to date information regarding the processes, as these change as new developments are made. If you are unsure the Appointments and Membership team will be able to help.



TRAINER INPUT

Explain to the participants that there are key administrative duties that take place within the learner's journey that they may also be engaged in. Each County or District may have their own practices or procedures that they will need to investigate and understand, and decide whether they suit their purposes. As a Local Training Manager you should be aware of each of the following – who completes them, how they are collated and what happens next.



1. Personal Learning Plan
2. Module Completion form
3. Module Completion certificates
4. Wood Badge Recommendation form
5. Wood Badge and Certificate presentation

For example:

- Who collects the Module Completion certificates? Who enters them on the online member area?
- Who receives the Wood Badge Recommendation forms and when?
- Who is the local recipient for certificates and badges?



Trainer's notes

This part of the session could be delivered by the trainer using a laptop, connected to the internet and projected onto a wall for all to see.

If resources allow, it would be ideal for participants to practise by following the session seated at their own computer and copying the Trainer. Alternatively participants could work in groups sharing computers. If no computers can be made available, information should be provided on a handout which participants can follow at home, with the offer of one-to-one support, if needed.

The preparation for the session will need to include ensuring that each participant has their own username and password in order to access the national database or that some other arrangement is made to ensure that they have access when they leave.

Also, ensure that a contingency plan is available in case of technical difficulties. This could be by having a pre-prepared presentation showing what the screen would look like, which can be used if the Internet connection fails. This is available from www.scouts.org.uk/trainersresources

The timings of this session may vary depending on the number of participants and resources you have available.

TASK



Explain that the next session will involve looking at the administration used by those supporting local learning including the use of the online member admin area as a means of recording and amending training information.

It is important to establish that each participant is familiar with accessing the internet. No assumptions should be made. Facilitators could be used to provide extra support. Check that everyone has their username and password with them.

Task 1 – Locating and logging into the National Database

Enter the Scout Association website at www.scouts.org.uk and show participants where the log-in boxes are.

If the participants are copying the Trainer's action the Trainer should check that each has successfully connected to The Scout Association's website.

Task 2 – Checking, entering and editing personal information

Each participant is to enter their username and password and check that everyone has accessed the Member area of the site successfully.

Ask each participant to navigate to the area holding their own personal details and check that everything reads accurately. Explain that they can change their personal details from this page. They can also see, but not change, their appointments, training records and awards. If there is any need for a participant to enter or change information allow this as it will help to build confidence with the system.

Check that everyone is OK and happy with their own personal information before moving on.

Task 3 - Searching for members on the national database.

Navigate to the member search facility on the national database and ask each of the participants to enter the name of someone for whom they have brought a Personal Learning Plan (for example a Learner in their District). Be prepared to assist any participant who may struggle to complete this task.

Task 4 – Editing Training Records

This task shows them the information that can be added to an individual's training record. Using the Personal Learning Plan from the above search, explain that for their chosen individual they can enter the necessary information. Explain the importance of accurate, prompt transfer of information from the learning plan onto the database.

The data to be entered should include:

- When a new Personal Learning Plan is created, learning required and methods chosen need to be entered.
- Later, when learning is completed, this would be entered.
- At an even later stage the validation method, validated by, and validation date would be entered once completed.

By the end of this task the trainer should ensure that each participant can enter the necessary information. Ensure that enough time is left for questions that arise.



TRAINER INPUT

Where to gain support for local learning

Explain that there is support available for local learning from numerous people and places.



This includes (expand on comments where necessary):

- The Scout Association website
- Members of Headquarters staff
- Other local members of the training team
- Local and National Management teams
- Regional Training Advisers
- Regional Development Service.

Constructing a local training plan

session 4

KEY OBJECTIVE

Construct a training plan for their area of responsibility which can be used as a guide to support local learning over the next twelve months.

RESOURCES

- Copies of Worksheet 6
- Each delegate needs to bring with them the following information:
 - County and/or local Training Course Plan
 - Any other training dates or known about in their area
 - Brief anonymous details of the Training Advisers and learners within their District /Training zone/area
 - Number of Districts, Training Advisers and learners they are working with.



Trainer's notes

By the end of the session, participants will have constructed a training plan for their area of responsibility which they can use as a guide to support local learning for the next twelve months. Depending on the participants you have this could be done individually, in pairs or in groups.

A copy of development plans are included on Worksheets 6 and 7, however a more relevant or locally used plan may be substituted.

This kind of task will take some learners an hour (and they will get a lot out of it), but others may not understand how it can be developed and will only take about 15 minutes unless it has more structure.

Also, some will love working on their own for the hour, and some will hate it. Build in some interaction, which may be that it is more appropriate for people with similar roles might want to chat about their plans. The session needs to allow for both kinds of learners if possible.

An alternative, in the form of a management game, can be used instead and is available from the information centre or online at www.scouts.org.uk/learnersresources

TASK

Explain to the participants that using the information they have gathered from the previous session, and the information they have brought with them from their own areas of responsibility, they are now going to work on their own development plans.

Include the following questions:

- What is the scope of my role? What can I change or plan for, what would I need someone else's approval to do, and what is someone else's responsibility and therefore not in my development plan?
- What contacts need to be made, with whom, when and initially by what method?
- What administration needs compiling and completing to ensure I have the necessary information and am as effective as I can be?
- What information is already in place that I should collate and make use of and what further information do I need?
- What challenges can I foresee with the role (such as locations, personnel and personalities, timings, other appointments held by participants)?
- What timeframes and order needs to be placed on each part of the plan?
- What support may I need from others to implement this plan (for example Local Training Managers, Training Advisers, District Commissioners and County Training Manager)?
- How and when do I report back to others? Training Advisers, County Training Managers District Commissioners Group Scout Leaders?

Session 1: Worksheet 1

Communication: Who, what, and how?

Complete the table below. Think about who you need to communicate with as part of your role. Then decide what you need to communicate and possible methods. You may need to think about different groups of people, and not just individuals. For example, the topic and method of communication for an individual Training Adviser may be very different from the communication that needs to happen with all of the Training Advisers in a County.

As an example, the first one is done for you but you may need to add to it or change the details depending on your role in Scouting.

Who?	What?	How?
Line Managers	Allocating Training Advisers to new adults, and letting them know when people have completed Getting Started	By posting report of learners who have completed Getting Started every two weeks.

Session 1: Worksheet 2

Discussion Scenarios

1. The training course list for the next year is out but you haven't yet received a copy. You're not sure why but you have recently moved house and suspect the record of your new address hasn't been passed onto the County Training Administrator. You thought you had emailed it to everyone.
2. Although he completes all the right paperwork, a Local Training Administrator is extremely difficult to get hold of.
3. A Group Scout Leader has recruited a new adult but has yet to tell you or the County Training Manager about them.
4. A new adult in Scouting has recently been allocated a Training Adviser. The Training Adviser has told you that they have tried to make contact but all they ever get is the answer phone and the new learner never returns the calls. The District Commissioner has told you that the new adult is really keen so this doesn't seem to make much sense.
5. One of the Training Advisers in your District hasn't attended the District Training Meeting for about a year. Other Training Advisers have complained that this is unfair, as they are required to turn up. You have sent out the invitations to these meetings yourself and so you don't think it is because the Training Adviser does not know about them.

Session 2: Worksheet 3

Allocating Training Advisers (participants)

The details of six new adult learners are held by the Trainer. They all need to be allocated Training Advisers.

There are four Training Advisers in the District that are able to support new adults.

Your task is to allocate appropriate Training Advisers to the new adult learners by a locally agreed method. Wherever possible the Training Advisers will have the appropriate experience (often sectional) and will be geographically convenient to the learner.

Available Training Advisers

A) Member of the Scout Fellowship

- Previous roles in Scouting include Cub Scout Leader and Group Scout Leader
- Lives to the north of the District and is reliant on public transport
- Attends an evening class on Tuesday nights
- Has recently taken on the role of Training Adviser

B) Currently an Assistant Beaver Scout Leader

- Lives outside of the District but is happy to drive
- Unavailable on Thursday evenings due to the Church choir
- Has one learner already and can only take one more

C) Currently Group Scout Leader, but was previously Assistant District Commissioner (Cub Scouts)

- Coaches the local under 11 football team, so Sunday mornings and Tuesday evenings are difficult
- Is willing to drive to any part of the District
- Has two learners already

D) Currently a Scout Leader

- Was previously Assistant Cub Scout Leader
- Runs a local youth club for those aged 14 to 18
- Has one learner already but is unwilling to support more than three

Session 2: Worksheet 4

Allocating Training Advisers (trainers team)

Adult Learners

1. Group Scout Leader

- Group headquarters is in the north of the District
- Works shifts and so is often free during the day

2. Assistant District Commissioner (International)

- Was previously a Explorer Scout Leader
- Unavailable on Tuesdays due to family commitments

3. Beaver Scout Leader

- Colony meets on Wednesday evenings
- Relies on public transport

4. Assistant Scout Leader

- Training Adviser C is the Group Scout Leader
- Troop meets on Thursday evenings

5. Explorer Scout Leader

- New adult to Scouting
- Unit meets on a Tuesday evening

6. Assistant Cub Scout Leader

- Has no access to public transport and can't drive
- Pack meets on Monday evenings

Session 2: Worksheet 5

Example answers for allocating Training Advisers

Given below is an example answer for the task of allocating Training Advisers to individual learners. There is no one right answer, only points that need to be taken into consideration.

Learner 1 allocated to Training Adviser A

Training Adviser A has experience as a Group Scout Leader and so will have an understanding of the role. Both the learner and Training Adviser live in the north of the District and so it will be possible for the Training Adviser to make visits to the Group if necessary. As Training Adviser A is new to the role they have only been allocated one learner at this stage by way of a gentle introduction to the role.

Learner 2 allocated to Training Adviser C

Neither the Training Adviser or learner is available to do any Scouting on Tuesday nights, therefore their timetables are similar. Although the Training Adviser has no experience in International, he was previously an ADC and so has an understanding of the role of a supporter.

Learner 3 allocated to Training Adviser B

The Training Adviser has experience of the Beaver Scout Section as well as having private transport. This is important as the learner is reliant on public transport and so has limited mobility.

Learner 4 allocated to Training Adviser D

Both the learner and Training Adviser work in the same Section, but not in the same Group. This is important to take into consideration. It is often better to avoid putting Training Advisers and learners from the same Group together if possible, as it gives the learner an opportunity to gain a perspective of Scouting outside of the Group. However this may not always be possible.

Learner 5 allocated to Training Adviser D

Training Adviser D, although currently working in the Scout Section, has experience of the Explorer Scout age group outside of Scouting and so will have an understanding of the role of an Explorer Scout Leader.

Learner 6 allocated to Training Adviser C

Although no longer involved in that Section, Training Adviser C has some knowledge of Cub Scouts and how they operate. The Training Adviser is also willing to travel around the District, making them suitable for someone who has limited mobility.

Session 4: Worksheet 6

Constructing a Local Training Plan

What is the scope of my role (ie what can I change or plan for, what would I need someone else's approval to do, and what is someone else's responsibility and therefore not in my development plan)?

What contacts need to be made, with whom, when and initially by what method?

What administration needs compiling and completing to ensure I have the necessary information and are as effective as you can be?

What information is already in place that I should collate and make use of and what further information do I need?

What challenges can I foresee with the role (such as locations, personnel and personalities, timings, other appointments held by participants)?

What timeframes and order needs to be placed on each part of the plan?

What support may I need from others to implement this plan (for example Local Training Managers, Training Advisers, District Commissioners and County Training Managers)?

How and when do I report back to others? Training Advisers, County Training Managers, District Commissioners Group Scout Leaders?

What are my short-term targets (1-3months)?

What needs to be done?	Who will do/take charge?	When will it be complete?	Tick when done
a.			
b.			
c.			
d.			

Medium-term targets (3-6 months)

What needs to be done?	Who will do/take charge?	When will it be complete?	Tick when done
a.			
b.			
c.			
d.			