

# Adult's Personal File

**For Non Wood-Badge  
Appointments**

# Contents

Contents	2
<b>Letter from the Chief Scout</b>	<b>4</b>
PART 1: Key contacts for training	5
PART 2: Introduction to Adult Training	6
PART 3: Creating your Personal Learning Plan	10
PART 4: Module Pages	17
Personal Learning Plan (02)	18
Essential Information (01)	20
Safety	21
Safeguarding	22
Trustee Introduction	23
General Data Protection Regulations (GDPR)	24
Tools for the Role (Section Leaders) (03)	26
Assessing Learning (25)	29
Instructing Practical Skills (27)	32
Facilitating (28)	33
Presenting (29)	34
Supporting Local Learning (30)	35
Advising on Adult Appointments (37)	36
Mentoring and Coaching (39)	38
APPENDIX 1: Useful Resources	39
APPENDIX 2: Personal Learning Plan Template	40

### **Editor's note**

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

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

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

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

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

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

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

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

# Letter from the Chief Scout

Thank you for volunteering your time to Scouting. You have joined the most successful youth movement the world has ever seen, with a rich history and a bright future.

Since Lord Baden-Powell founded the Scout Movement in 1907 it's gone from strength to strength, growing and developing into the global Movement we know today. Scouting remains as relevant to the young people of the 21st century as we have been to those of the past. As adults in Scouting, whatever our role, we all have the responsibility of supporting young people in their personal development, encouraging them to actively engage with their community and empowering them to make a positive contribution to society. This unique role we have in young people's lives is both a challenging and rewarding task.

To support you as an adult in Scouting, The Scouts provides training that builds upon your existing skills, knowledge and experience. The training you will receive is intended to give you additional skills and knowledge to ensure that you can carry out your role to the best of your ability. The Scouts also seeks to offer development opportunities for adults and training is just one means by which personal development needs can be met.

I wish you well with your training and hope that you enjoy being part of the Scout Movement.

A handwritten signature in black ink that reads "Bear Grylls". The signature is stylized and written in a cursive-like font.

Bear Grylls

**Chief Scout**

# PART 1: Key contacts for training

## Training Adviser

Use this space to record the contact details for your Training Adviser, the individual responsible for supporting you through the completion of your training.

Name \_\_\_\_\_

Address \_\_\_\_\_

Tel no \_\_\_\_\_

Email \_\_\_\_\_

## Line Manager

Your line manager, likely to be your Group Scout Leader or District Explorer Scout Commissioner, should also be able to support you in your training. You may find it helpful to record their details below.

Name \_\_\_\_\_

Address \_\_\_\_\_

Tel no \_\_\_\_\_

Email \_\_\_\_\_

## Training Manager

If you have any difficulties you can also contact your County Training Manager directly at:

Name \_\_\_\_\_

Address \_\_\_\_\_

Tel no \_\_\_\_\_

Email \_\_\_\_\_

The information you gather above from each member should be kept safe and only used by you to contact them for support.

## Scout Information Centre

The Scout Information Centre is also available to help answer any questions you might have about Scouting. You can contact the Scout Information Centre by telephone on 0345 300 1818 or by email, [info.centre@scouts.org.uk](mailto:info.centre@scouts.org.uk) or live chat on the website.

# PART 2: Introduction to Adult Training

## About this Guide

The aim of the Adult's Personal File is to introduce you to The Scouts's Adult Training Scheme and to provide you with some tools and information to help you with your training.

This guide only refers to the compulsory training that is relevant to those taking on appointments that are classed as non Wood Badge roles. A full list of all of the modules within the Adult Training Scheme can be found in the Module Matrix, available at [scouts.org.uk/training](https://scouts.org.uk/training).

## How does the scheme work?

To ensure that young people experience good quality Scouting, The Scouts requires each adult in Scouting to demonstrate a range of knowledge, skills and attitudes that are relevant to their Scouting role.

Different skills and knowledge are required for different roles, so the Adult Training Scheme is broken up into a range of modules. Each adult is required to do the modules which will be useful for their role. More information about the principles of The Scouts's Adult Training Scheme can be found in the Adult Training Scheme at [scouts.org.uk/training](https://scouts.org.uk/training).

## Learning and validation

There are two key elements to the Adult Training Scheme.

- **Learning** - This is when you have the opportunity to gain or improve the knowledge and skills that you need for your role.
- **Validation** - This is when your Training Adviser will check that you can apply what you have learnt to your role. Validation is essential for every module.

## Training Advisers and ongoing support

Different Districts and Counties operate in different ways, but either before you begin your Getting Started training or soon after you begin, you will meet with a Training Adviser who will explain the scheme fully.

A Training Adviser's role is to support you through your training. They will help you identify which of the modules you need to complete, and then decide with you whether you need to complete any training for them. From then on you will receive ongoing support from one or more Training Advisers, who will review your progress and ensure that you can put the learning from each module into practice.

## Identifying the training that is relevant to your role

You should refer to the minimum training requirements section below to identify which modules you are required to complete for your role. It could also be helpful to use your role description to identify any extra modules that you feel are relevant to your role, or that you would find interesting to complete. The full list of modules which make up the Adult Training Scheme can be found in the Module Matrix, which is included below.

### **Personal Learning Plan (02)**

Some Non-Wood Badge Appointments are required to complete the Personal Learning Plan. The Personal Learning Plan (02) consists of creating a plan to meet the training requirements of your role, taking your existing knowledge and skills into account.

It is recommended that you complete the Personal Learning Plan as the first step, particularly if you are changing roles. This will mean that you will have a clear idea of the process from the outset, and you will be able to get advice and guidance from a Training adviser at an early stage on how to go about completing your training.

### **Essential Information (01)**

This module provides the basic information that all adults in Scouting need to know. It covers the movement's history, the Fundamentals of Scouting, key policies, the structure of The Scouts and support available to adults in Scouting.

It is important that the learner receives this training as early as possible. The module has been redesigned as online independent learning which includes built-in assessment and the generation of a certificate that can be used for validation.

Online learning can be found here <https://www.scouts.org.uk/volunteers/learning-development-and-awards/>

### **Safety**

This module provides the information that all adults in Scouting need to know to keep young people and adults safe. It covers the Safety Policy, how to assess and manage risk, role of leader in charge, emergency, incident and near miss procedures and how to access safety resources and guidance for the safe management of activities.

It is important that the learner receives this training as early as possible. The module has been redesigned as online independent learning which includes built-in assessment and the generation of a certificate that can be used for validation to ensure that learners can access the module as easily as possible.

This training needs to be renewed every three years.

Online learning can be found here <https://www.scouts.org.uk/volunteers/learning-development-and-awards/>

### **Safeguarding**

This module provides the information that all adults in Scouting need to know to keep young people and adults safe. It covers the Safeguarding Policy, the Young People First Safeguarding Card Code of Practice (Yellow Card), how to recognise abuse, concerns and how to make Scouts safe.

It is important that the learner receives this training as early as possible. The module has been redesigned as online independent learning which includes built-in assessment and the generation of a certificate that can be used for validation.

### **General Data Protection Regulations (GDPR)**

This covers the basic information that individual's need to know in relation to the General Data Protection Regulations, what this means for their role and for Scouting and how to effectively align with it. Topics covered:

- Personal Data
- Individuals' rights

- Consent
- Accountability & Governance

### Ongoing learning

Some Non-Wood Badge Appointments like an Assessor role, may require on-going learning to be completed. This is to ensure you continue to acquire new skills and keep up to date with new trends and policies. Please check with your Training Adviser to confirm if ongoing training is necessary for your Appointment.

Ongoing learning can be any number of things. In essence any training, learning or development that you complete and can then use in your Scouting role is appropriate to count as ongoing learning. For example, any of the supplementary modules, for example Facilitating (28) or Presenting (29) if they are not part of the minimum training requirements for your role

Your Training Adviser will be able to give you more support and advice on courses, qualifications and other Scouting activities that may count as ongoing learning. It becomes your line manager's responsibility to monitor and agree your ongoing learning.

### Mandatory ongoing learning

Although the ongoing learning hours you are required to complete each year can be any number of things, there are also some specific ongoing learning requirements which some appointments must complete as part of the requirements for their role.

Any member who holds an appointment for which Safety and Safeguarding training is completed as part of Getting Started is required to keep it up to date. This training must be renewed every three years.

#### Safeguarding Training

Members are required to complete the approved Scouting specific safeguarding training at least every three years. This module provides the information that all adults in Scouting need to know to keep young people and adults safe. It covers the Safeguarding Policy, the Young People First Safeguarding Card Code of Practice (Yellow Card), how to recognise abuse, concerns and how to make Scouts safe.

Online learning can be found here <https://www.scouts.org.uk/volunteers/learning-development-and-awards/>

#### Safety Training

Members are required to complete Scouting specific safety training at least every three years. This module provides the information that all adults in Scouting need to know to keep young people and adults safe. It covers the Safety Policy, how to assess and manage risk, role of leader in charge, emergency, incident and near miss procedures and how to access safety resources and guidance for the safe management of activities.

Online learning can be found here <https://www.scouts.org.uk/volunteers/learning-development-and-awards/>

#### First Aid Training

Some adults in Scouting are also required to hold a current First Aid certificate. This qualification should

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

be maintained at all times to the minimum level of First Response. The First Aid certificate must be valid for appointment renewal. This should be monitored by their line manager at the point of appointment review, at least every three years.

More information on the First Aid requirements can be found on the [First Aid pages](#) on [scouts.org.uk](http://scouts.org.uk)

# PART 3: Creating your Personal Learning Plan

This guide is designed to help you understand the training that you are required to complete for your role. You will use this guide to help create your Personal Learning Plan.

## Agreeing a Personal Learning Plan

Once you have agreed your role description with your line manager, you need to create a plan for your own training, called a Personal Learning Plan (PLP). This should be created and agreed in partnership with your Training Adviser. If you haven't agreed a role description yet, speak with your line manager to agree one. Example role descriptions can be found [scouts.org.uk](https://www.scouts.org.uk) and are available to order from Scout Shops. Scotland-specific role descriptions can be found at [scouts-scotland.org.uk](https://www.scouts-scotland.org.uk).

There are five steps to creating a Personal Learning Plan:

- 1 Identify the training that is relevant to your role
- 2 Assess what learning you will need to complete
- 3 Decide the validation methods that will be used to demonstrate your ability to put learning into practice in your role and the timeframe in which you expect to complete each criteria
- 4 Meet and agree your plan with your Training Adviser
- 5 Complete and review

## Step 1: Identifying the training that is relevant to your role

- Use the minimum training requirements section below and the Module Matrix to identify which modules you are required to complete for your role.
- Use your role description to identify any extra modules that you feel are relevant to your role, or that you would find interesting to complete
- If you are changing roles from another role in Scouting, you can use the **Change of Role** section to identify the modules that may require revalidating. If you have completed your training under the current Adult Training Scheme, it may not be necessary to revalidate certain modules if you have completed them previously.

### The 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 you 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.

# Module Matrix

This is a summary of the Scouts' Adult Training Scheme and ongoing learning. For further information on the training requirements for specific roles, please refer to the Scouts' Adult Training Scheme pages on [scouts.org.uk/volunteers/learning-development-and-awards/](https://scouts.org.uk/volunteers/learning-development-and-awards/).



■ All Appointments 
 ■ Section Leaders and Section Supporters 
 ■ Trustee Introduction 
 ■ Supplementary 
 ■ Managers, Section Supporters, Other Supporters 
 ■ Mandatory Ongoing Learning

Getting Started To be completed within 5 months of appointment		
Module	Aim	Methods
Personal Learning Plan (02)	To create a plan for an individual's learning based on the requirements of the job and taking into account the individual's needs.	<span style="color: green;">■</span> One to one <span style="color: green;">■</span> Workbook
Essential Information (01)	To provide all adults in Scouting with the essential information needed to get started in their role.	<span style="color: green;">■</span> e-learning
General Data Protection Regulations (GDPR)	To provide all adults in Scouting with an understanding of what the General Data Protection Regulations (GDPR) means for them, their Scout Group, District and County and how to effectively align with it.	<span style="color: green;">■</span> e-learning
Safety	To provide all adults in Scouting with an understanding of safety practice and responsibilities as a member of Scouts, to keep everyone safe.	<span style="color: green;">■</span> e-learning
Safeguarding	To provide all adults in Scouting with an understanding of safeguarding practice and responsibilities as a member of Scouts, to keep everyone safe.	<span style="color: green;">■</span> e-learning
Trustee Introduction	To provide the Charity or managing Trustees with information on their legal responsibilities and current regulations.	<span style="color: blue;">■</span> e-learning
Tools for the Role (Section Leaders) (03)	To provide the basic information on the individual's role or area of responsibility and some practical help to get the individual started in the role.	<span style="color: grey;">■</span> Course <span style="color: grey;">■</span> One to one <span style="color: grey;">■</span> Small group <span style="color: grey;">■</span> e-learning
Tools for the Role (Managers and Supporters) (04)	To provide key information about the individual's role, areas of responsibility and where they can find further information and support.	<span style="color: blue;">■</span> Course <span style="color: blue;">■</span> One to one <span style="color: blue;">■</span> Small group <span style="color: blue;">■</span> e-learning
Training For All Appointments		
Module	Aim	Methods
Delivering a Quality Programme (12A)	To provide Leaders, Managers and Supporters with information about how to deliver quality Scouting to young people, and how we ensure it meets their needs. This module is recommended as a priority.	<span style="color: green;">■</span> Course <span style="color: green;">■</span> One to one <span style="color: green;">■</span> Small group <span style="color: green;">■</span> e-learning
Fundamentals of Scouting (05)	To explore the Fundamentals of Scouting and the Religious Policy, and their relationship with delivering a quality Programme for young people.	<span style="color: green;">■</span> Course <span style="color: green;">■</span> One to one <span style="color: green;">■</span> Small group <span style="color: green;">■</span> e-learning
Scouting For All (07)	To provide an introduction to equal opportunities and practical advice about how to make Scouting inclusive for all.	<span style="color: green;">■</span> Course <span style="color: green;">■</span> One to one <span style="color: green;">■</span> Small group <span style="color: green;">■</span> Workbook
Administration (11)	To provide information and best practice on how to manage administrative tasks in Scouting, including responsibilities relating to the Data Protection Act/GDPR, record keeping, finances and insurance requirements.	<span style="color: green;">■</span> Course <span style="color: green;">■</span> One to one <span style="color: green;">■</span> Small group <span style="color: green;">■</span> Workbook
First Aid (10)	To cover the skills and knowledge necessary to enable adults to manage an incident and provide basic first aid.	<span style="color: green;">■</span> Course

## 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, using a variety of methods to generate programme ideas.	<ul style="list-style-type: none"> <li>■ Course</li> <li>■ One to one</li> <li>■ Small group</li> </ul>
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"> <li>■ Course</li> <li>■ One to one</li> <li>■ Small group</li> <li>■ Workbook</li> </ul>
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"> <li>■ Course</li> <li>■ Small group</li> </ul>
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"> <li>■ Course</li> <li>■ One to one</li> <li>■ Small group</li> </ul>
International (19)	To provide adults with an international focus appropriate to their section and understand the global nature of Scouting.	<ul style="list-style-type: none"> <li>■ Course</li> <li>■ One to one</li> <li>■ Small group</li> </ul>

The People		
Module	Aim	Methods
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"> <li>■ Course</li> <li>■ One to one</li> <li>■ Small group</li> <li>■ Workbook</li> </ul>
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"> <li>■ Course</li> <li>■ One to one</li> <li>■ Small group</li> <li>■ Workbook</li> </ul>
Growing the Section (13)	To cover ways in which an adult volunteer can work with their line manager and others to plan and contribute to the growth of their Section and/or Group.	<ul style="list-style-type: none"> <li>■ Course</li> <li>■ One to one</li> <li>■ Small group</li> <li>■ Workbook</li> </ul>
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"> <li>■ Course</li> <li>■ Small group</li> </ul>
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"> <li>■ Course</li> <li>■ One to one</li> <li>■ Small group</li> </ul>

Additional ongoing learning opportunities for all members can be found at [scouts.org.uk/volunteers/learning-development-and-awards/ongoing-training-for-all/](https://scouts.org.uk/volunteers/learning-development-and-awards/ongoing-training-for-all/)

**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	●	●	
	Dealing with Difficult Situations			●
	Supporting the Adult Training Scheme	●		
Enabling Change	Enabling Change		●	●
Using Resources	Financial and Physical Resources	●	●	
	Decision Making	●	●	●
Safety	Safety for Managers and Supporters			

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

Mandatory ongoing learning to be completed every 3 years		
Module	Aim	Methods
<b>Safety</b>	To revisit the responsibilities and practice related to safety in Scouting, to keep everyone safe. related to safety in Scouting.	■ e-learning
<b>Safeguarding</b>	To revisit the responsibilities and practice related to safeguarding in Scouting, to keep everyone safe. related to safeguarding in Scouting.	■ e-learning
<b>First aid</b>	To cover the skills and knowledge necessary to enable adults to manage an incident and provide basic first aid.	■ Course
Supplementary Modules		
Module	Aim	Methods
<b>Assessing Learning (25)</b>	To provide the knowledge, skills and attitudes necessary to effectively support, validate and assess adults in the Adult Training Scheme, the Adventurous Activity Permit Scheme, Nights Away Permit Scheme and the Scout Show National Recognition Scheme.	■ Course ■ One to one ■ Small group ■ Workbook
<b>Instructing Practical Skills (27)</b>	To provide the skills, knowledge and attitudes necessary to instruct practical skills.	■ Course ■ One to one ■ Small group
<b>Facilitating (28)</b>	To provide the skills, knowledge and attitudes to facilitate individuals and small groups.	■ Course ■ One to one ■ Small group
<b>Presenting (29)</b>	To provide the skills, knowledge and attitudes to make effective presentations.	■ Course ■ One to one ■ Small group
<b>Supporting Local Learning (30)</b>	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.	■ Course ■ One to one ■ Small group
<b>Planning a Learning Experience (31)</b>	To provide the skills, knowledge and attitudes necessary to research and design training experiences.	■ Course ■ One to one ■ Small group
<b>Delivering a Learning Experience (32)</b>	To provide the skills, knowledge and attitudes necessary to plan, prepare and run a training experience.	■ Course ■ One to one ■ Small group
<b>Planning a Learning Provision (33)</b>	To provide the skills, knowledge and attitudes to enable training managers to plan to meet the learning needs of an area.	■ Course ■ One to one ■ Small group ■ Workbook
<b>Managing a Learning Provision (34)</b>	To provide the skills, knowledge and attitudes to enable County Training Managers to manage the learning provision for their area.	■ Course ■ One to one ■ Small group ■ Workbook
<b>Additional Needs (36)</b>	To provide information, support and resources for those working with young people with additional needs. Training resources for this module are currently under review. For advice on delivering this module, please contact <a href="mailto:inclusion@scouts.org.uk">inclusion@scouts.org.uk</a> .	■ Course ■ One to one ■ Small group
<b>Advising on Adult Appointments (37)</b>	To enable an adult to participate fully as a member of the Appointments Advisory Committee.	■ Course ■ One to one ■ Small group ■ Online video
<b>Skills for Residential Experiences (38)</b>	To enable adults to acquire the appropriate skills to plan and run successful residential experiences for the young people in their section.	■ Course ■ One to one ■ Small group
<b>Mentoring and Coaching (39)</b>	To enable adults to effectively mentor and coach both adults and young people for successful talent management/succession planning.	■ Course ■ One to One ■ Small Group

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## Minimum Module Requirements

For appointments in the groups below a defined Wood Badge route is not available. However, it is possible to create a Wood Badge route in agreement with your County Training manager. If you do this it is important to make sure that all of the modules can be validated within your current role in Scouting.

Training Administrator	Supporting Local Learning (30)
Local Training Administrator	Supporting Local Learning (30)
Training Adviser	Assessing Learning – Training Adviser (25)
Nights Away Adviser	Assessing Learning – Nights Away (25)
Activity Assessor	Assessing Learning – Adventurous Activities (25)
Scout Show Assessor	Assessing Learning – Scout Shows (25)
Scout Active Support Member	*see note below
Scout Active Support Coordinator	*see note below
Trainer	Instructing Practical Skills (27), Facilitating (28) and/or Presenting (29)
Trainer for Leadership and Management Training	Facilitating (28), Presenting (29) and attend the Leadership and Management Train the Trainer
Appointment Advisory Committee Members	Advising on Adult Appointments (37)
Appointment Advisory Committee Chairman	Advising on Adult Appointments (37)
Appointments Secretary	Advising on Adult Appointments (37)
Assistant Appointments Secretary	Advising on Adult Appointments (37)

### Group 1: Non-Wood Badge Appointments

A Wood Badge route is not available for these appointments but Essential Information (01), Safety, Safeguarding and GDPR must be completed plus Trustee Introduction for Executive Committee members / trustees.

- Administrator
- Adviser
- Chair
- Communications Manager
- District Explorer Scout Administrator
- Executive Committee Member (Group, District or County)
- Manager of the Activity Permit Scheme
- Queen's Scout Award Co-ordinator
- Scout Network Administrator
- Secretary
- Skills Instructor
- Treasurer

- Vice Chair
- Supporter of the Nights Away Permit Scheme

**Group 2: Non-Wood Badge Appointments**

A Wood Badge route is not available for these appointments but Essential Information (01), Safety, Safeguarding and GDPR must be completed together with the additional module(s).

**Group 3: Non-Wood Badge Roles**

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

Section Assistant

# PART 4: Module Pages

The module pages are set out for each module as below:

- The aim and topics for each module
- Explain the content of the module
- Some questions to help you to check your knowledge and review it with your Training Adviser
- State the learning methods for each module
- Provide validation criteria for each module and suggest potential evidence for validation.

## Check Your Knowledge

These questions are designed to help you establish what you already know and the learning you still have to complete for this module. You should work with your Training Adviser to identify any learning you have left to complete and how you can complete this. These questions will explore your knowledge on the topics covered; you will need to demonstrate practical experience to meet the requirements of the validation criteria below.

## Validation Criteria

The validation criteria for each module are shown in the following pages. For some modules, the specified criteria must be completed by all roles; in some other cases however, there are validation criteria that apply to all roles and other that are only relevant to certain roles. If you are not sure about what criteria apply to your role, please discuss this with your Training Adviser. In some instances, it will also depend on the learner's agreed role description whether or not certain criteria apply.

## Change of Role

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

# Personal Learning Plan (02)

## Aim

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

## Topics covered

Creation of a Personal Learning Plan which:

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

## Change of role

Revalidation of this module is required for any change of role.

## Check your knowledge

These questions are designed to help you establish what you already know and the learning you still have to complete for this module. You should work with your Training Adviser (TA) to identify any learning you have left to complete and how you can complete this. These questions will explore your knowledge on the topics covered; you will need to demonstrate practical experience to meet the requirements of the validation criteria below.

Topic	What do you already know? Questions to ask yourself	Confidence rating How would you rate your confidence in this area? (1= not confident, 5= very confident)
Creation of a Personal Learning Plan	Do I know which modules are required for my role?	
	Have I used the 'Check your Knowledge' chart to identify prior learning and assess my learning needs?	
	Have I identified my preferred learning method for each module?	
	Have I identified the most appropriate validation criteria for each module based on my role?	
	Have I identified the evidence I would like to use to demonstrate my achievement of validation criteria?	

## Delivery methods

One to One

## Validation criteria

**To validate this module, you will need to:**

Create and agree a Personal Learning Plan with your Training Adviser to allow you to complete the training requirements for your role, taking into account existing knowledge and skills.

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

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

# Essential Information (01)

## Aim

To provide all adults in Scouting with the essential information needed to get started in their role.

## Topics Covered

By doing this training you will:

- Understand the basics of Scouts' volunteer training scheme.
- Learn about our movement's history
- Explore the fundamentals of Scouts and how to bring them to life.
- Understand the importance of the Safety and Safeguarding policies in keeping people safe while in the Scouts.
- Learn about our structure, and find out where you fit within Scouts and the support that's available
- Understand the Equal Opportunities policy, and how to make sure every member feels included and able to fully participate in Scouts.

## Change of role

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

## Delivery methods

eLearning

## Validation criteria

To validate the Module, you will need to:

Complete the assessment at the end of the eLearning module, this will generate a certificate, the certificate is the validation needed for this training module.

# Safety

## Aim

To provide all adults in Scouting with an understanding of safety practice and responsibilities as a member of Scouts, to keep everyone safe.

## Topics Covered

By doing the e-learning you will:

- Understand the Safety Policy and your responsibilities for keeping young people and adults in our movement safe
- Be able to demonstrate how to assess and manage risk
- Understand the role of the leader in charge
- Know what to do in an emergency, and how to report incidents and near misses
- Know where to access safety resources, activity rules and guidance for the safe management of activities

## Change of role

Revalidation of this module is not required for any change in role. It is though required to be renewed every three years.

## Delivery methods

eLearning

## Validation criteria

To validate the Module, you will need to:

Complete the assessment at the end of the eLearning module, this will generate a certificate, the certificate is the validation needed for this training module.

# Safeguarding

## Aim

To provide all adults in Scouting with an understanding of safeguarding practice and responsibilities as a member of Scouts, to keep everyone safe.

## Topics Covered

By doing this workbook you will:

- Understand the Safeguarding Policy and your responsibilities for keeping our young people, and adults at risk, safe
- Understand the Young People First Safeguarding Card Code of Practice (Yellow Card)
- Know how to recognise abuse
- Know how to report concerns
- Know what to do to make Scouts safe

## Change of role

Revalidation of this module is not required for any change in role. It is though required to be renewed every three years.

## Delivery methods

eLearning

## Validation criteria

To validate the Module, you will need to:

Complete the assessment at the end of the eLearning module, this will generate a certificate, the certificate is the validation needed for this training module.

# Trustee Introduction

## Aim

To provide the Charity or managing Trustees with information on their legal responsibilities and current regulations.

## Topics Covered

By doing this training you will:

- Understand the Executive Committee and trusteeship in Scouts
- Understand Scouts' key policies
- Understand the roles and responsibilities of Executive Committee members and trustees in Scouts

## Change of role

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

## Delivery methods

eLearning

## Validation criteria

To validate the Module, you will need to:

Complete the assessment at the end of the eLearning module, this will generate a certificate, the certificate is the validation needed for this training module.

# General Data Protection Regulations (GDPR)

## Aim

To provide all adults in Scouting with an understanding of what the General Data Protection Regulations (GDPR) means for them, their Scout Group, District and County and how to effectively align with it.

## Topics covered

- Personal Data
- Individuals' rights
- Consent
- Accountability & Governance

## Change of role

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

## Check your Knowledge

These questions follow the topics covered in the e-learning for this module. You should work with your Training Adviser (TA) to identify any learning you have left to complete and how you can complete this. These questions will explore your knowledge on the topics covered when you validate the module with your TA.

Topic	What do you already know? Questions to ask yourself	Confidence rating How would you rate your confidence in this area? (1= not confident, 5= very confident)
Personal Data	What does 'personal data' mean?	
	What is a data subject?	
	What's the difference between data controllers and data processors?	
	What's the role of the Information Commissioner's Office?	
	What are the six Privacy Principles?	
Individual Rights	How can people have more control over how their data is processed?	
	What are the main rights of individuals in GDPR?	

	What steps can you take to align with these rights?	
<b>Consent</b>	What is consent?	
	How can you ensure you provide genuine consent options?	
<b>Accountability and Governance</b>	What is the accountability principle?	
	When should a Privacy Impact assessment be done?	
	What should you do in case of a data Breach?	

## Delivery methods

e-learning

## Validation criteria

**To validate the Module you will need to:**

Complete the check your knowledge section at the end of the eLearning module, this will generate a certificate, the certificate is the validation needed for this training module.

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

## Aim

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

## Topics covered

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

## Change of role

Revalidation of this module is required when changing sections.

## Check your knowledge

These questions are designed to help you establish what you already know and the learning you still have left to complete for this module. You should work with your Training Adviser (TA) to identify any learning you have left to complete and how you can complete this. These questions will explore your knowledge on the topics covered; you will need to demonstrate practical experience to meet the requirements of the validation criteria below.

Topic	What do you already know? Questions to ask yourself	Confidence rating How would you rate your confidence in this area? (1= not confident, 5= very confident)
Main features of my section and how it fits into Scouting	Can I identify the main features of the section I support?	
	Can I identify the main features of the other sections within Scouting?	
The roles and responsibilities of different people within my section	Can I describe my role and responsibilities in the section I support?	
	Can I describe the role and responsibilities of other adults and young people in the section I support?	
	Can I describe who Young Leaders are and how they form a part of the section leadership team?	
	Can I describe how volunteering can be	

	flexible in Scouting?	
<b>Using activities in my section</b>	Can I explain why games and activities are an important part of the programme?	
	Am I able to explain how the Scout Method guides the way Scouting is delivered?	
	Can I outline the considerations for games and activities in the section I support?	
	Do I know where to find programme ideas?	
	Can I describe a game or activity I have been involved with or planned in my role?	
<b>Youth shaped Scouting</b>	Can I explain Youth shaped Scouting and where to find more information about ways to involve young people?	
	Can I describe some examples of involving youth members in my section?	
<b>Promoting positive behaviour in my section</b>	Can I describe the most common causes for challenging behaviour?	
	Do I know how to deal with common types of challenging behaviour?	
	Can I describe the key principles of how to promote positive behaviour?	
	Do I know where to find additional support?	

## Delivery methods

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

## Validation criteria

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

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

**You should include:**

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

**Remember to consider:**

- How the section leadership team will work together to deliver the meeting
- The key ceremonies for the section
- The key features of the section
- Why different games and activities are an important part of the programme

- Important considerations for activities and games in Scouting
- Sources of relevant programme ideas
- How to include the young people's thoughts and ideas
- Ways to promote good behaviour throughout the meeting

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

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

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

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

# Assessing Learning (25)

## Aim

Providing the knowledge, skills and attitudes to effectively support, validate and assess adults in The Scout Association's Adult Training Scheme, the Adventurous Activity Permit Scheme, Nights Away Permit Scheme and the Scout Show National Recognition Scheme.

## Topics covered

- Understanding the scheme in which you are supporting adults
- Identifying learning and development needs
- Undertaking appropriate assessments and validations
- Providing positive and constructive feedback
- Providing support for learners

## Change of role

Any other change in role

## Questions

- Do you know and can you use tools to identify learning needs?
- Can you effectively validate or assess the learning of another adult?
- Can you provide effective feedback to another adult?
- Can you provide effective support to another adult in a learning situation?

## Delivery methods

- Course
- One to one
- Small group
- Workbook

## Validation criteria

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

### If you are a Training Adviser

- How do you ensure that you can support a learner with special needs.
- Explain how you encouraged additional learning when a learner was not able to complete validation.
- Describe how you would use any evidence that has been presented to you in the discussion with the learner.
- How would you encourage a learner to explore their knowledge and experience to establish their understanding of the validation criteria.
- Create a PLP and detail how you along with the learner you came to an agreement on timescales and learning methods.
- Demonstrate an understanding of The Scout Association's Adult Training Scheme, support

one learner through the Personal Learning Plan process over a period of five months or for the completion of Getting Started, if appropriate. This must include the validation of at least one module.

#### **If you are a Training Adviser for Managers and Supporters**

- How do you ensure that you can support a learner with special needs.
- Explain how you encouraged additional learning when a learner was not able to complete validation.
- Describe how you would use any evidence that has been presented to you in the discussion with the learner.
- How would you encourage a learner to explore their knowledge and experience to establish their understanding of the validation criteria.
- Create a PLP and detail how you along with the learner you came to an agreement on timescales and learning methods.
- Demonstrate an understanding of The Scout Association's Adult Training Scheme, particularly the Leadership and Management Training, and support one learner in a Manager or Supporter role through the Personal Learning Plan process over a period of five months or for the completion of Getting Started, if appropriate. This must include the validation of at least one module.

#### **If you are a nights away adviser**

- How do you ensure that you can support a learner with special needs.
- Explain how you encouraged additional learning when a learner was not able to complete validation.
- Describe how you would use any evidence that has been presented to you in the discussion with the learner.
- How would you encourage a learner to explore their knowledge and experience to establish their understanding of the validation criteria.
- How did you communicate with your learner about their input into the preparation for the nights away experience.
- Demonstrate an understanding of The Nights Away Permit Scheme, particularly the assessment process and make at least one recommendation for a Nights Away Permit and discuss the assessment with the Training Adviser

#### **If you are an activity assessor**

- How do you ensure that you can support a learner with special needs.
- Explain how you encouraged additional learning when a learner was not able to complete validation.
- Describe how you would use any evidence that has been presented to you in the discussion with the learner.
- How would you encourage a learner to explore their knowledge and experience to establish their understanding of the validation criteria.
- How have you ensured that your learner has the right skills for the permit or module being assessed.
- How do you ensure that your learner understands relevant safety guidelines for the activity they are assessing.
- Demonstrate an understanding of the Adventurous Activity Permit Scheme, particularly the assessment process and make at least one recommendation for a permit and discuss the assessment with the Training Adviser.

**If you are a Scout show assessor**

- Understand the Scout How National Recognition Scheme
- Carry out one assessment

# Instructing Practical Skills (27)

## Aim

To provide the skills, knowledge and attitudes necessary to instruct practical skills.

## Topics covered

- Planning and running practical skills instruction
- Instructing and demonstrating practical skills to both adults and young people
- Taking and using feedback for future planning

## Change of role

Any change in role ✖

## Questions

- Do you know a practical skill and can you pass it on to another adult?
- Do you know a range of training methods appropriate for young people and adults?
- Can you use a review technique to obtain feedback and to use this feedback to improve your instruction for future occasions?

## Delivery methods

- Course
- One to one
- Small group

## Validation criteria

**To validate this module you will need to:**

discuss the module content and objectives with a Training Adviser and construct a portfolio of evidence of instructing practical skills

### Notes:

This module is one of a number targeted at those who wish to be Trainers in The Scout Association. Therefore there is no choice of validation method. All the criteria need to be met and a portfolio of evidence produced.

For further information and the detail of this module see the Guide to Instructing Practical Skills.

# Facilitating (28)

## Aim

To provide the skills, knowledge and attitudes to facilitate individuals and small groups.

## Topics covered

- Relating to others in a learning situation
- Communicating effectively in a learning situation
- Working with a small group
- Working with individuals
- Helping individuals to solve their own problems

## Change of role

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

## Questions

- Can you work effectively on a one to one basis and with small groups?
- Do you know how to apply facilitating skills within a learning environment and in a wider Scouting context?
- Do you know how to apply facilitating skills in non-learning situations such as with individuals, in meetings, informally and so on?

## Delivery methods

- Course
- One to one
- Small group

## Validation criteria

**To validate this module you will need to:**

discuss the module content and objectives with a Training Adviser and construct a portfolio of evidence of facilitating

### Notes

This module is one of a number targeted at those who wish to be Trainers in The Scout Association. Therefore there is no choice of validation method. All the criteria need to be met and a portfolio of evidence produced.

For further information and the detail of this module see the Guide to Facilitating.

# Presenting (29)

## Aim

To provide the skills, knowledge and attitudes to make effective presentations.

## Topics covered

- Understanding the purpose of a presentation
- Planning a presentation to meet objectives
- Using learning methods
- Using resources and facilities
- Delivering a presentation
- Collecting and using feedback

## Change of role

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

## Questions

- Can you effectively plan and deliver a presentation?
- Can you use a range of presentation methods?
- Can you use a range of resources and facilities?
- Can you collect and use feedback to enhance future performance?

## Delivery methods

- Course
- One to one
- Small group

## Validation criteria

**To validate this module you will need to:**

discuss the module content and objectives with a Training Adviser and construct a portfolio of evidence of presenting

### Notes

This module is one of a number targeted at those who wish to be Trainers in The Scout Association. Therefore there is no choice of validation method. All the criteria need to be met and a portfolio of evidence produced.

For further information and the detail of this module see the Guide to Presenting.

# Supporting Local Learning (30)

## Aim

To provide the skills, knowledge and attitudes for Local Training Managers to coordinate the learning plans of individuals to produce a programme of learning.

## Topics covered

- Communicating effectively with relevant parties
- Allocating appropriate Training Advisers to individuals
- Collating learning plans
- Demonstrating how to complete all necessary administration procedures
- Monitoring the progress of individual learning

## Change of role

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

## Questions

- Can you communicate with all parties relevant to the learning plan of an individual?
- Are you able to successfully allocate a Training Adviser to an individual?
- Can you collate training plans and plan to meet needs locally if required?
- Are you able to demonstrate the range of procedures required for administration purposes?
- Can you monitor the progress of an individual to the benefit of that individual?

## Delivery methods

- Course
- One to one
- Small group

## Validation criteria

**To validate this module you will need to:**

Discuss your role with a Training Adviser and how you provide practical support to learning locally

**And complete two of the following:**

- List the individuals who come within your remit and their current training needs
- Keep accurate records of the progress of individuals through their Personal Learning Plans
- Provide accurate briefings on a regular basis to your County Training Manager of the needs of your area
- Collate individual plans into a learning needs summary
- List and explain the factors to consider when allocating Training Advisers to individual learners
- Brief a new Training Adviser on their role
- Explain the administrative procedures required to support local learning
- Ensure individual learning is monitored
- Any other ideas, subject to agreement with a Training Adviser

# Advising on Adult Appointments (37)

## Aim

To enable an adult to participate fully as a member of the Appointments Advisory Committee.

## Topics covered

- Understanding the structure of the Appointments Advisory Committee
- Understanding the responsibilities of the Appointments Advisory Committee
- Understanding the Appointment Process
- Knowing how to run effective approval meetings

## Change of role

Revalidation of this module is only required if this module is considered to be relevant to the new role.

## Questions

- How can the appointment process be made welcoming and nonthreatening?
- Who is the Appointments Advisory Committee made up of?
- What are the main responsibilities of the Appointments Advisory Committee?
- When arranging or running an approval meeting what factors might you need to consider?
- What is the purpose of the approval meeting?
- How many people should be present at an approval meeting?
- What types of questions should be used at an approval meeting and why?

## Delivery methods

- Course
- One to one
- Small group
- DVD

## Validation criteria

**To validate this module you will need to:**

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

**And complete two of the following:**

- Describe the appointment process
- Explain how the approval meeting should be prepared and conducted to ensure that it is

- non-threatening to the adult
- Demonstrate effective questioning technique as part of the appointment process
- Arrange and take part in an effective approval meeting
- describe the key items that should be checked to ensure that an individual is fit and proper to hold an appointment in Scouting
- Describe the responsibilities of the Appointments Advisory Committee
- Any other ideas, subject to agreement with a Training Adviser

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

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

# Mentoring and Coaching (39)

## Aim

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

## Topics covered

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

## Change of role

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

## Delivery methods

- Course
- One to one
- Small group

## Validation criteria

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

### Example of this evidence may include:

- Discuss the training content and objectives of the Pre-Course Learning with a Training Adviser
- Complete a Mentoring and Coaching 'How are we going to work together?' with an adult you are supporting
- Meet with an adult you are supporting for a minimum of two sessions
- Effectively apply the TSA Mentoring and Coaching Approach with an adult you are Supporting
- Effectively apply the Grow module with an adult you are supporting
- Complete a personal reflection log for a period of 3 months
- Any other ideas, subject to agreement with a Training Adviser

### Notes

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

# APPENDIX 1: Useful Resources

## The Information Centre

The Information Centre is your first point of contact for The Scouts. You can ask questions, receive advice and order resources. The Information Centre is open from 9am – 5pm weekdays and can be contacted by:

Live chat: [www.scouts.org.uk](http://www.scouts.org.uk)

Phone: 0345 300 1818 (local rate) or 0208 433 7100

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

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

## Adult Training Scheme

Outlines The Scouts's approach to adult training, the details of the training scheme and the local management of training provision. Also includes information on the minimum module requirements for the different roles in The Scouts. This can be found in the Members area of [scouts.org.uk](http://scouts.org.uk) or ordered 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](http://scouts.org.uk/training).

## Online resources

There are a huge number of resources available online in the Members area of [scouts.org.uk](http://scouts.org.uk) to support you in completing your training and in your role itself. For resources to help you with your training, a good place to start is the learners' area which provides information on relevant resources and guidance for each module. This can be found at [scouts.org.uk/learnersresources](http://scouts.org.uk/learnersresources).

# APPENDIX 2: Personal Learning Plan Template

**Data Privacy Statement:** This form is used to collect information about you for the purpose of recording training progression, this is to be used by us at the Scouts. We do not share your personal data provided in this forms with any third parties. We take your personal data privacy seriously. The data you provide to us is securely stored in a membership database. For further detail please visit our Data Protection Policy [here](#). We will keep the data we capture from this form for only as long as necessary before it is transferred onto the membership database. For further detail on our retention periods please visit our Data Protection Policy [here](#).

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

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

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

Are you able to take part in training held at the weekends? Yes  No  M T W T F

Are you able to take part in training held in the evenings? Yes  No  If so, please state your availability:

Module number	Learning required Y/N	Proposed learning method	Planned completion date	Actual completion date	Validation methods	Planned validation completion date	Validation completion date	Training Adviser signature

Personal learning plan agreed by – Learner: \_\_\_\_\_ Training Adviser: \_\_\_\_\_

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

