

# Training Adviser's Guide

**For Training Advisers for  
Managers and Supporters**

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**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 organized 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.

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.

# PART 1: Introduction

## Welcome to the Training Adviser's Guide for Managers and Supporters

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

### What does the guide contain?

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

### How to use this guide

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

### Preliminary reading

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

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

# PART 2: What is a Training Adviser for Managers and Supporters?

## Where do Training Advisers fit in?

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

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

## What does a Training Adviser do?

A Training Adviser performs a number of tasks including:

- Meeting learners joining the Adult Training Scheme as Managers or Supporters, and explaining the scheme to them
- Helping each learner put together a Personal Learning Plan and agreeing it with them
- Providing support to the learner as required and reviewing their progress with them on a regular basis
- Validating the training with the learner to ensure that they are able to put their learning into practice in their role
- Maintaining records and informing the Training Manager of the learner's progress
- Recommending the award of the Wood Badge to the Training Manager.

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

It may also be useful for you to review the generic [Training Adviser for Managers and Supporters role description](#). Your role description may differ slightly depending on what you have agreed with your line manager. If you do not have a role description, speak to your line manager.

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

Training Advisers for Managers and Supporters will be expected to have managerial experience either within Scouting or externally. You will need a basic understanding of Scouting and how the Adult Training Scheme works. You can find information about the basics of Scouting in the training module Essential Information (01), or by speaking to your line manager. You will also need to know, or be prepared to learn:

- What modules make up the training scheme
- How training operates in your area
- Local administration procedures

- How to use Compass to record learning

## **What training do I need?**

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

# PART 3: How does the Training Scheme Operate?

## A Summary of the Scheme

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

The Scouts' Adult Training Scheme is based on a number of key principles:

- Adults will only complete the learning components which are appropriate to their role.
- Adult training should be accessible to all, regardless of geography, education, personal circumstances or additional needs.
- There are at least two methods of meeting the key objectives for the majority of modules so that adults can choose the most appropriate method for them.
- The scheme recognises the prior learning, experience and existing knowledge of adults. It is not necessary for adults to attend training if they can clearly show that they are able to meet module objectives by demonstrating their skills in their Scouting role; this is done through validation.
- Training provides opportunities for adults to interact with other adults. This can often be an effective way of learning and building contacts.
- Training uses familiar Scout methods, for example learning by doing and small group work, but these are complemented by other methods such as workbooks, videos and e-learning.
- The scheme is UK-wide so that the training which has been completed in one County will be recognised in another.
- There is the opportunity for adults to have the training they do in Scouting externally recognised.

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

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

## Learning and Validation

There are two elements to the Adult Training Scheme:

- **Learning** - This is when the adult has the opportunity to gain or improve the knowledge and skills which they need to perform their role. As the scheme recognises prior learning, knowledge and experience individuals may not need to complete learning for every aspect of the scheme.
- **Validation** - This is when a Training Adviser will check what the adult has learned, and that they can apply the skills that they have acquired to their role. Validation is essential for every module.

## The Appointment Process

Once a volunteer has been recruited, they will go through an appointment process to ensure that they are suitable for the role. After the relevant checks have been made the adult will be issued with a

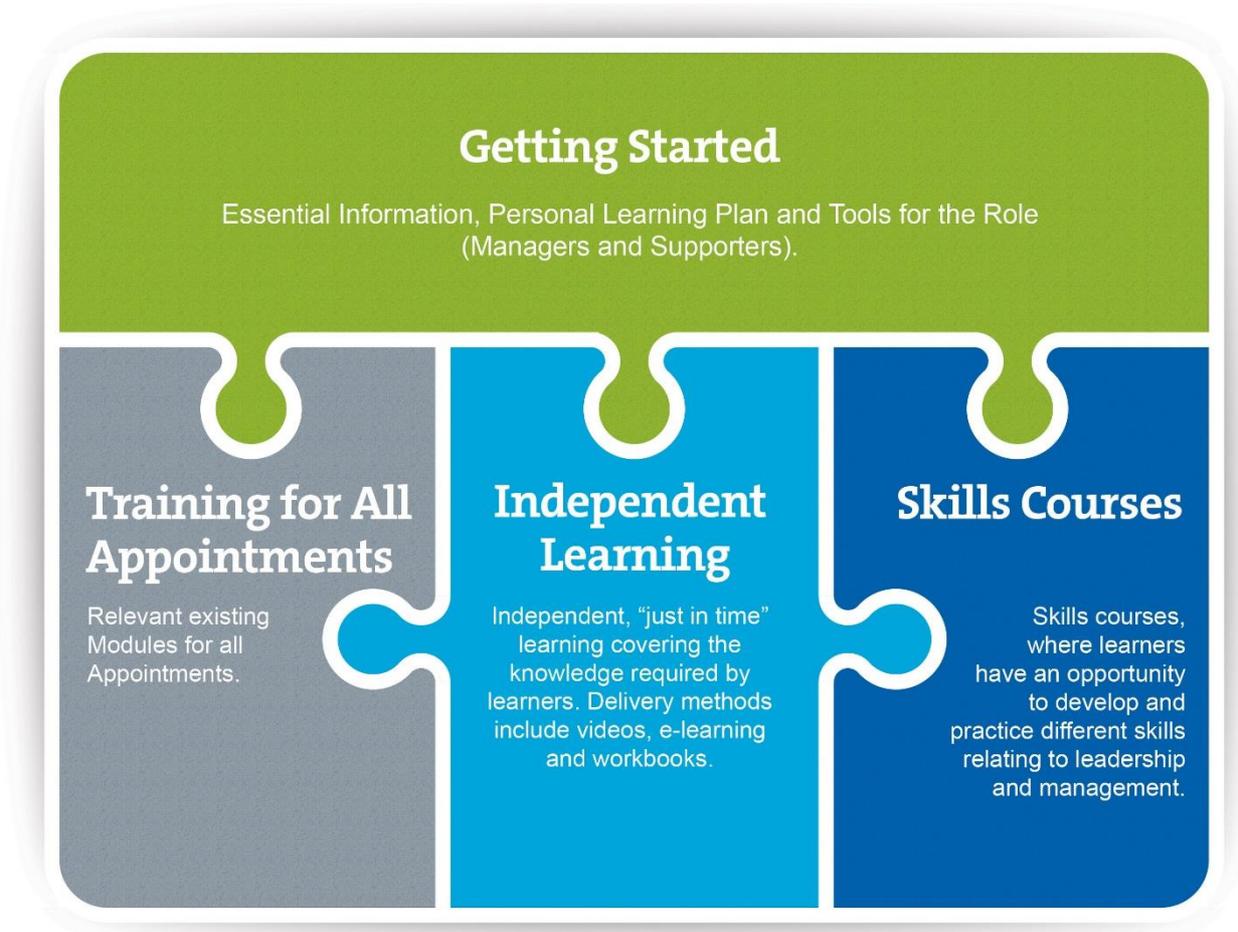
provisional appointment. Once this has been issued, the adult will have five months in which to complete their Getting Started training.

For more information on the appointment process see [The Guide to Appointing Adults](#).

## The Stages of Training for Managers and Supporters

The training for Manager and Supporter roles comprises three stages:

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



### Getting Started

Getting Started is made up of six modules which must be completed before the adult can be fully appointed. There is a seventh module for Executive Committee members / trustees.

Getting Started needs to be completed within five months of the role start date, as recorded on Compass. These modules are:

- Personal Learning Plan (02)
- Essential Information (01)

- Safety
- Safeguarding
- Tools for the Role (Section Leaders) (03) Tools for the Role (Managers and Supporters) (04)
- General Data Protection Regulations (GDPR)
- Trustee Introduction (for Executive Committee members)

These modules may be completed in any order. In order to ensure that adults can complete Getting Started within the required timescale (five months) the modules are available as online learning.

Once a learner has completed Getting Started they may wear the Gilwell woggle. Non-uniformed adults may wear the Getting Started pin. Both are available to purchase from Scout Stores.

If an adult's provisional appointment expires and they have not completed Getting Started, then the adult's line manager will be informed (through a locally defined route). The line manager will then review the situation with the learner to find out why they have not completed this stage. Mutually agreed restrictions must be put in place by Commissioners to support learners to complete their training. You can find out more about mutually agreed restrictions online here

<https://www.scouts.org.uk/volunteers/running-things-locally/recruiting-and-managing-volunteers/tools-for-managing-volunteers/mutually-agreed-restrictions/>

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

This module consists of creating a plan to meet the training requirements of the role, taking into account existing knowledge and skills. This must be completed within five months of gaining the provisional appointment and reviewed every six months up until completion of the Wood Badge.

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

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

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

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.

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/>

### **Trustee Introduction**

This module provides Trustees with information on their legal responsibilities and current regulations. It covers the Executive Committee and trusteeship in Scouts, key policies and the roles and responsibilities of being a trustee in Scouts.

This module is only required of those who are Executive Committee members. This includes those who are ex-officio members – Group Scout Leaders, District and County Commissioners for example.

It is also required by Section Leaders who opt into a Trustee role.

It is important that the learner receives this training as early as possible. The module has been designed 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/>

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

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

### **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

## The Wood Badge

The Wood Badge is the internationally recognised Scouting training insignia awarded to adults by Headquarters on completion of the training required for their role. The Wood Badge consists of two wooden beads threaded onto a leather thong which is worn with Scout uniform. Volunteers are required to complete their Wood Badge within three years of their role start date recorded on Compass.

Once the learner has validated all of the modules necessary for their role and agreed their plan for the ongoing learning that they will complete in the next year you can recommend to your Training Manager that they are awarded their Wood Badge.

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

## Ongoing learning

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

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

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

- The maintenance of a current adult first aid qualification/first response certificate
- A District Commissioner attending a County recruitment workshop.
- Any of the supplementary modules, for example For Facilitating (28) or Presenting (29) if they are not part of the minimum training requirements for the role.

## Mandatory ongoing learning

Although the ongoing learning hours a learner is required to complete each year can be any number of things, there are also some specific ongoing learning requirements which some members must complete.

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**

All adults in Scouting holding a Leader, Manager or Supporter appointment are also required to hold a current First Aid certificate. While everyone is encouraged to maintain their qualification at all times, the First Aid certificate must be valid at the issue of the Wood Badge and for appointment renewal. This should be monitored by their line manager at the point of appointment review, at least every three years.

More information on First Aid requirements can be found on [scouts.org.uk](https://www.scouts.org.uk).

## **External Recognition**

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

More information on all of these options visit [scouts.org.uk/training](https://www.scouts.org.uk/training)

# PART 4: Practical Support for your Role

## Putting together a Personal Learning Plan

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

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

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

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

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

## Agreeing the Personal Learning Plan

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

## Step 1: Identifying and agreeing the modules

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

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

certain modules or certain validation criteria if they have completed them previously.

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

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

## Step 2 – Assessing their learning needs

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

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

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

### Check Your Knowledge Charts

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

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

### Recognising prior learning

Adults coming into Scouting will already have a variety of skills, knowledge and experience that can be applied to their role. They may have gained these skills through their education, employment, life experiences or other voluntary roles within or outside Scouting. They may have been gained through formal or informal learning.

An important aspect of the Adult Training Scheme is the recognition of this prior learning. What is important is that learners are able to do what they need to carry out their roles, not how they gained these abilities or knowledge. If an adult can demonstrate that they can meet the evidence required for the validation criteria, then it will not be necessary for them to complete further learning for that module. They are required to show that they can apply the skills that they have gained elsewhere effectively to their role in Scouting. This is then checked through the validation process.

An adult may have the skills required for a module but need some help applying them to Scouting, or they may be able to meet most of the module objectives but not all. This may mean them needing to

complete some extra learning. This could be achieved in a number of ways including one to one discussion, learning on the job (for example attending meetings), or observation/shadowing. Some of these adults may still choose to complete full training for the module, but it is important to remember that not everyone will want to do this.

### **The Young Leaders' Scheme**

As part of its youth programme, The Scouts operates a Young Leaders' Scheme. The scheme gives young people in the Explorer Scout section (aged 14-18) the opportunity to act in a leadership role in one of the first three sections. As part of this scheme, Explorer Scouts are required to do some training to support them in their role.

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

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

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

Although the completion of the Young Leaders' scheme cannot be used as automatic validation for any module, it should be acknowledged and taken into consideration when agreeing the Personal Learning Plan. When putting together a Personal Learning Plan with a learner who has been a Young Leader it is important to ask them questions that allow them to explain the skills and knowledge they have gained. They will need to validate their modules in the same way as all other learners. For further information on the Young Leader's Scheme, please see the **Factsheet (FS330094): Prior Learning Gained in the Young Leader's Scheme.**

### **Choosing the Learning methods**

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

The Getting Started modules and Training for All Appointments modules have a choice of two or more methods that can be used to access the learning. Learners may be able to go on a training course, use e-learning, workbooks, videos, read a book or get another adult in Scouting to help them or teach them a skill. Each method will cover the same learning objectives; therefore, they should choose the method that is most suitable for them through a discussion with their Training Adviser.

The Leadership and Management training is delivered via two methods:

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

demonstrate different skills relating to leadership and management.

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

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

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

### **Step 3: Agreeing the validation methods**

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

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

#### **Choosing Validation Methods**

It is your responsibility to agree suitable methods for validation with the learner and to sign off each module once you are comfortable that it has been appropriately validated. You won't necessarily validate every module for your learners. They can be validated by any Training Adviser for Managers and Supporters.

Validation methods should be simple and effective and should always be something that the learner does as part of their normal role. The focus should be on the learner doing something and this will often be backed up by discussion. Agreeing the validation method is important. It should be very clear what is acceptable and unacceptable for validation purposes.

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

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

## Step 4: Meeting and agreeing a plan

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

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

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

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

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

- Agree the modules the learner must complete
- Identify whether the learner has any prior learning or what additional learning they need to do in order to validate their training.
- If learning is required, agree the method they will use such as a course of piece of e-learning to gain the relevant skills for their role
- Determine whether the learner wishes to register for the Institute for Leadership and Management (ILM) Development Programme which will enable their training to be externally recognised and give them access to additional learning materials and resources from the ILM.
- Identify the validation methods they will use in order to demonstrate their ability to put their learning into practice in their roles.
- Agree a timescale for all of the above

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

## Step 5: Complete and Review

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

As the maximum timescale for the completion of Getting Started is five months, it may be useful to have a four-month review with the learner so that you can act before the provisional appointment expires. If an adult's provisional appointment expires and they have not completed Getting Started, then the adult's line manager will be informed (through a locally defined route).

### Validating training

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

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

If you are satisfied that the learner has successfully validated the module, they will naturally be pleased that you are able to sign it off. You must physically sign the module off on the Personal Learning Plan and complete any local administration.

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

### Giving feedback

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

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

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

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

### Completing the Personal Learning Plan

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

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

## Resolving Challenges

### What if I disagree with the learner?

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

### Grievance procedure

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

### Disagreement over required modules

If there is a disagreement about the modules necessary for the learner to complete for their particular role, the matter is referred to the learner's line manager. The line manager should seek the advice of the County Training Manager if necessary.

If the line manager is unable to resolve the disagreement, it is referred to the District or County Commissioner (as appropriate) whose decision is final.

### Disagreement over validation

If there is a disagreement between yourself and the learner about whether a module has been successfully validated, you must refer the matter to the County Training Manager. If the County Training Manager cannot resolve the problem (or if the County Training Manager is personally involved) the disagreement is referred to the County Commissioner whose decision is final.

Further guidance on disagreements between adults can be found in **Chapter 15 of Policy, Organisation and Rules** and in the factsheet **Resolving Complaints - The Scouts' Complaints Procedure**.

The line manager will then review the situation with the learner to find out why they have not completed this stage. They will also decide whether or not to extend the provisional appointment. A provisional appointment can only be extended once.

## Support and resources

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

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

## Administration and records

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

A learner's Personal Learning Plan should be updated regularly and is something that they should keep and feel responsible for. You also need to keep copies for your own records and your Local and/or

County Training Administrator will need to be kept up to date on progress. Your County Training Manager may also ask for a copy of the Personal Learning Plan to help them plan which learning methods they need to be offering in the County and ensure the quality of validation decisions.

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

# PART 5: Training Requirements

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

## Module Matrix

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

## Minimum training requirements

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

## Change of role information

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

# Module Matrix



This is a summary of the 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			

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 Training Requirements

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

### Getting Started Training

- Personal Learning Plan (02)
- Essential Information (01)
- Safety
- Safeguarding
- Tools for the Role (Section Leaders) (03) Tools for the Role (Managers and Supporters) (04)
- General Data Protection Regulations (GDPR)
- Trustee Introduction (for Executive Committee members / trustees)

### Training for All Appointments

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

### Training for Managers and Supporters - need to validate against the following key skill areas:

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

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

Role	Additional modules to be completed
Group Scout Leader	
Deputy Group Scout Leader	
District Commissioner	
Deputy District Commissioner	
District Youth Commissioner	
County Commissioner	
Deputy County Commissioner	
County Youth Commissioner	
Regional Commissioner	
Chief Commissioner	
District Leader	
County Leader	
Scout Active Support Manager	* see note below
County Training Manager	Planning a Learning Provision (33) and Managing a Learning Provision (34)
Local Training Manager (depending on role description)	Supporting Local Learning (30), Planning a Learning Provision (33) and/or Managing a Learning Provision (34)

Assistant Regional Commissioner (Training)	Facilitating (28), Presenting (29), Planning a Learning Provision (33) and Managing a Learning Provision (34)
Assistant Regional Commissioner (Adult Training) Scotland	Planning a Learning Provision (33) and Managing a Learning Provision (34)
Assistant District Commissioner (Adult Training) Scotland	Presenting (29), Supporting Local Learning (30), and Planning a Learning Experience (31)
District Explorer Scout Commissioner	Running Safe Activities (17) and International (19)
District Scout Network Commissioner	Running Safe Activities (17) and International (19)
Assistant District Commissioner (section)	Running Safe Activities (17) and International (19)
Assistant County Commissioner (section)	Running Safe Activities (17) and International (19)
Assistant County Commissioner (Scout Network)	Running Safe Activities (17) and International (19)
Assistant Regional Commissioner (Section Support) Scotland	Running Safe Activities (17) and International (19)
For the roles below, other modules should be added for their specialist area, for example, International (19) for Assistant District Commissioner (International) or Additional Needs (36) for Assistant District Commissioner (Special Needs).	
Assistant District Commissioner (non-sectional)	Other modules as relevant to the role
Assistant County Commissioner (non-sectional)	Other modules as relevant to the role
Assistant Regional Commissioner (Development) Scotland	Other modules as relevant to the role
Assistant Regional Commissioner (Communication) Scotland	

\*Scout Active Support Roles

Those holding roles within a Scout Active Support Unit, including Scout Active Support Member, Scout Active Support Co-ordinator and Scout Active Support Manager should complete, as well as the training indicated above, those modules of the training scheme which are relevant to the nature of their role in the Unit which they belong to. This could include Tools for the Role (Section Leaders) (03), Running Safe Activities (17), or any other relevant module(s). The service agreement for a Scout Active Support Unit will outline the support provided by the Unit and will help to determine which training will be relevant for its members.

### Additional Modules

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

## Change of role

It is not unusual for an adult to change roles in Scouting to ensure they have the correct skills and knowledge they may need to revalidate certain training modules. If an adult has completed their training under the current Adult Training Scheme and are changing roles, it may not be necessary for them to re-validate certain modules because they have completed them previously.

Each module on the following pages has a 'change of role' box. A tick ✓ means that the learner needs to validate the module again in their new role and a cross ✗ means that they do not. In some cases, the need to re-validate will depend on which role the learner is moving from and to. Roles are split into three categories:

- **Section Leader** (anyone working in a section)

- **Manager** (Group Scout Leader, District Commissioner, County Commissioner, County Training Manager, District Explorer Scout Commissioner etc.)
- **Supporter** (Assistant District/County Commissioner)

The table below shows which training will require revalidation when a volunteer changes roles within Scouting.

## Change of Role Matrix

Training	Requires Revalidation	Change of Role
<b>Getting Started Training</b>		
Personal Learning Plan (02)	✓	Any change in role
Essential Information (01)	x	Any change in role
Safety	x	Any change in role Must be renewed every three years
Safeguarding	x	Any change in role Must be renewed every three years
GDPR General Data Protection Regulations	x	Any change in role
Tools for the Role (Section Leaders) (03)	✓	Any change in section
Tools for the Role (Managers and Supporters) (04)	✓	Any change in role
Trustee Introduction	x	Any change in role
<b>Training for All Appointments</b>		
Delivering a Quality Programme (12A)	✓	Any role to Manager or Supporter – The additional validation criteria for Managers and Supporters only
	x	Any other change in role
The Fundamentals of Scouting (05)	x	Any change in role
Scouting for All (07)	✓	Any role to Manager – The additional validation criteria for Managers only
	x	Any other change in role
Administration (11)	x	Any change in role
First Aid (10)	x	Any change in role
<b>Leadership and Management Training</b>		
Working with People	✓	Change in Manager or Supporter role - only specific validation criteria require

Training	Requires Revalidation	Change of Role
		revalidation
Achieving Results	✓	Change in Manager or Supporter role - only specific validation criteria require revalidation
Managing Your Time and Personal Skills	✓	Change in Manager or Supporter role - only specific validation criteria require revalidation
Enabling Change	✗	Any change in role
Providing Direction	✓	Change in Manager or Supporter role - only specific validation criteria require revalidation
Using Resources	✓	Change in Manager or Supporter role - only specific validation criteria require revalidation
Safety for Managers and Supporters	✓	Change in Manager or Supporter role - only specific validation criteria require revalidation
<b>Supplementary Modules</b>		
Assessing Learning (25)	✓	Any other change in role
Facilitating (28)	✗	Any change in role
Presenting (29)	✗	Any change in role
Supporting Local Learning (30)	✗	Any change in role
Planning a Learning Experience (31)	✗	Any change in role
Delivering a Learning Experience (32)	✗	Any change in role
Planning a Learning Provision (33)	✗	Any change in role
Managing a Learning Provision (34)	✗	Any change in role
Additional Needs (36)	✓	Relevant to new role
	✗	Not relevant to new role
Advising on Adult Appointments (37)	✓	Relevant to new role
	✗	Not relevant to new role
Skills for Residential Experiences (38)	✓	Relevant to new role
	✗	Not relevant to new role
Mentoring and Coaching (39)	✗	Any change in role

# PART 6: Validation guides

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

- the aim of the module
- the topics covered by the module
- the learning delivery methods (except for the Leadership and Management Training where the learning opportunities are outlined in Part 7 of this guide)
- the specified and suggested validation methods
- suggested questions you could ask to check knowledge and understanding

## Assessing Learning Needs

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

## Validation Criteria

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

## Change of Role

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

# Personal Learning Plan (02)

<p><b>Aim:</b> To develop a Personal Learning Plan to allow learners to complete the training requirements for their role, taking into account existing knowledge and skills.</p> <p><b>Learning Methods:</b> – One to one</p>	<p><b>Topics covered:</b> Creation of a Personal Learning Plan including:</p> <ul style="list-style-type: none"> <li>• Identifying the modules relevant to their role</li> <li>• Assessing if they have to complete learning for this module</li> <li>• Specifies how this learning will be accessed</li> <li>• Provides validation ideas</li> <li>• Provides a time frame for completing their training</li> </ul>
<p><b>Assessing Learning Needs</b></p>	
<p><b>Open Questions, Conversation Starters and Key Messages Checklist</b></p>	<p><b>Suggestions to fill specific gaps in learning</b></p>
<p><b>Do you know which modules are required for your role?</b></p> <p>The learner should be able to identify, with support, the modules that are required to complete training for their role</p>	<ul style="list-style-type: none"> <li>• Module Requirements list</li> <li>• <b>Role Description</b></li> <li>• Conversations with Line Manager</li> </ul>
<p><b>Have you used the Check my Knowledge chart to identify prior learning and assess your learning needs?</b></p> <p>Learners may already have some skills and knowledge that they have gained through their employment, education, other voluntary roles and other experiences they have had, which can be applied to Scouting.</p> <p>If learners already have the knowledge and skills required for a module, they may not need to do any extra learning, or may only have to do learning for certain topics.</p> <p>Using the Assessing Learning Chart and the Check Your Knowledge Chart in the Adult's Personal File Managers and Supporters, you and the learner should work together to decide if they need to do learning for each module.</p> <p>You may find it useful to ask the learner to work through the Check Your Knowledge Charts for each of the modules before your initial meeting with them. You can then use this and the conversations you have with the learner at your initial meeting to create their Personal Learning Plan.</p> <p>Information on each topic area has been included to help Training Advisers facilitate discussions on these areas.</p>	<ul style="list-style-type: none"> <li>• Discussion with Training Adviser</li> <li>• Completion of Check Your Knowledge charts</li> </ul>
<p><b>Have you identified your preferred learning method for each module?</b></p>	<ul style="list-style-type: none"> <li>• Discussion with Training Adviser</li> </ul>

<p>The learner should have an idea of how they would like to complete any learning. Offer examples of learning methods to help those who are undecided. Make sure the learning method is appropriate for the individual learner's needs and availability.</p>	<ul style="list-style-type: none"> <li>• Completion of Check Your Knowledge charts</li> <li>• Examples of learning methods for learner to see</li> </ul>		
<p><b>Have you identified the most appropriate validation criteria for each module based on your role?</b></p> <p>The learner should choose validation criteria which are relevant to their role.</p> <p>Validation should demonstrate that a learner can apply the knowledge and skills for that module to their role in scouting.</p> <p>Validation should be part of the learner's role as far as is practical.</p> <p>Additional validation criteria can be created in consultation with the learner if necessary.</p>	<ul style="list-style-type: none"> <li>• Discussion with Training Adviser</li> <li>• Completion of Assessing Learning Chart</li> </ul>		
<p><b>Have you identified the evidence you would like to use to demonstrate your achievement of validation criteria?</b></p> <p>The learner should choose validation evidence for each of the criteria.</p> <p>The list of evidence included in each module page is not exhaustive and there may be other forms of evidence that the learner may wish to use to validate this module. These can be agreed between you and the learner.</p> <p>In addition to looking at the evidence the learner provides, you will need to review and explain some elements of the evidence in order to ensure that they have applied their knowledge and understanding in the role.</p>	<ul style="list-style-type: none"> <li>• Discussion with Training Adviser</li> <li>• Completion of Assessing Learning Chart</li> </ul>		
<p><b>Validation Criteria</b></p>			
<p><b>To validate this module the learner will need to complete the following:</b></p>	<p><b>Evidence may include one or more of the following:</b></p>	<p><b>Requires Revalidation</b></p>	<p><b>Relevant Role</b></p>
<p>Create and agree a Personal Learning Plan with their Training Adviser to allow them to complete the training requirements for their role, taking into account existing knowledge and skills</p>	<p>Completed Personal Learning Plan</p> <p>Discussion with the learner, focussing on how they will complete the training requirements of their role.</p>	<p>✓</p>	<p>All</p>
<p><b>Notes:</b>  A <b>Personal Learning Plan Template (Appendix 2)</b> and <b>Manager and Supporter Validation Record (Appendix 3)</b> are provided at the end of this document to help create the Personal Learning Plan.</p>			

# 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.

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

<p><b>Aim:</b> To provide key information about your role, areas of responsibility and where you can find further information and support.</p> <p><b>Learning Methods:</b></p> <ul style="list-style-type: none"> <li>• Course</li> <li>• E-learning</li> <li>• Small Group</li> <li>• One to one</li> </ul>	<p><b>Topics covered:</b></p> <ul style="list-style-type: none"> <li>• The responsibilities of the role</li> <li>• The responsibilities of those you manage, support and work with</li> <li>• The six areas of leadership and management in Scouting</li> <li>• Further help and support</li> <li>• Time management and task prioritisation</li> <li>• Development</li> <li>• Ensuring a quality programme</li> <li>• Building and maintaining effective teams</li> </ul>
<p><b>Assessing Learning Needs</b></p>	
<p>Open Questions, Conversation Starters and Key Messages Checklist</p>	<p>Suggestions to fill specific gaps in learning</p>
<p><b>Can you name some of the key responsibilities of your role?</b></p> <p>This will be dependent on the role, as expressed in the role description, or as agreed with their line manager when taking on their role.</p>	<p><b><u>Role Descriptions</u></b></p>
<p><b>Can you name some of the key responsibilities of those you directly line manage, or support and work with?</b></p> <p>This will be dependent on the role. For example, a DC manages GSLs, DDCs, ADCs, DESCs and supports other DCs, the District Executive Committee, etc.</p>	
<p><b>Can you identify the six areas of leadership and management?</b></p> <p>The six areas of leadership and management are:</p> <ul style="list-style-type: none"> <li>• Providing direction</li> <li>• Working with people</li> <li>• Achieving results</li> <li>• Enabling change</li> <li>• Using resources</li> <li>• Managing time and personal skills</li> </ul>	<p><b><u><a href="https://scouts.org.uk/managers">scouts.org.uk/managers</a></u></b></p> <p>Appendix 2c of the <b><u>Module 4 trainers notes</u></b></p>
<p><b>Can you explain what a couple of the leadership and management areas mean in practice?</b></p> <p>Suggestions could include:</p> <ul style="list-style-type: none"> <li>• providing direction - creating a vision, such as opening another section, or renovating a Scout HQ and seeing it through to fruition</li> <li>• working with people - handling a difficult review with someone who is in the wrong role and ensuring a positive outcome by making sure the individual moves into the right role</li> </ul>	

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

	<p>'difficult' review, where the outcome ended up being positive</p> <p>Achieving results – talking through a project plan for a building project, explaining how they ensured that things were achieved, and work was chased up</p> <p>Enabling change – talking through a new communication strategy, or other initiative, that they have introduced to local Scouting</p> <p>Using resources – talking through successful grant applications or recently put together budgets</p> <p>Managing your time and personal skills – talking through examples of training or personal development that they have undertaken recently, or examples of feedback that they have received from colleagues and how they have acted on it.</p>		
Explain how they manage their time effectively, giving examples of how they do this and methods that they use to keep on top of tasks and projects.	A time management tool, such as the urgent/important matrix or a series of task lists that they use to manage their time.	✓	All
Demonstrate where they can find further information and support for their role.	List of Scouting colleagues that they know they can go to with queries, demonstrating where they can find useful and relevant information in the Member Resources area of scouts.org.uk	✓	All
Explain their role in creating the development plan for their Group, District or County and highlight why development planning is important.	Talking through the development plan for their Group, District and County, explaining which bits they were involved in and why certain decisions were made.	✓	All
Outline the Group, District or County structure that they have put in place, giving examples of the role responsibilities that they have delegated to other team members, and discuss how this	Talking through the Group, District or County structure that they have put in place, explaining why they have delegated tasks out to certain team members, a skills audit of the members of their team, explaining the skills of	✓	Managers

## Training Adviser's Guide for Managers and Supporters

has helped them to manage the role.	each member and why they have given them certain responsibilities.		
Describe the responsibilities of their role in ensuring a quality programme and give examples of how they could resolve issues with the programme if they were to spot them.	<p>Copies of sectional programmes that they have looked over, explaining their suggested additions</p> <p>Copies of completed self-review tools, such as a quality of programme checker, explaining how they have used it to improve the quality of the programme in local Scouting.</p>	✓	Managers
Outline how they support and manage teams in their Group, District or County, giving examples of how they do this.	<p>Notes from meetings that they have held, or have attended, with members of their team, explaining their contribution and how they support and manage those they work with</p> <p>Group, District or County structure chart, explaining their role and how they work with those they support and manage.</p>	✓	Supporters
Describe the responsibilities of their role in ensuring a quality programme and give examples of how they fulfil these responsibilities.	<p>Copies of sectional programmes that they have looked over, explaining their suggested additions</p> <p>Copies of completed self-review tools, such as a quality of programme checker, explaining how they have used it to improve the quality of the programme in local Scouting.</p>	✓	Supporters
Any other ideas subject to agreement with a Training Adviser.	Additional validation criteria can be created in consultation with the learner if necessary. Any additional validation criteria created will need to check what they have learnt and that they can apply the skills that they have acquired to their role.	✓	All

# 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.

## Assessing learning needs

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

Topic	Open Questions, Conversation Starters and Key Messages Checklist	Ways to fill specific gaps in learning  <b>NB</b> This list is not exhaustive, and you may have your own suggestions as to how a learner can fill gaps in their knowledge.
Personal Data	<p><b>What does 'personal data' mean?</b> GDPR takes a very wide view of what personal information means, defining it as "any information relating to an identified or identifiable natural person."</p> <p><b>What is a data subject?</b> A data subject is the individual whom particular personal data is about. In Scouting this would include young people, parents and volunteers.</p>	<p><b><u>GDPR e-learning</u></b></p> <p><b><u><a href="https://scouts.org.uk/privacy-policy">scouts.org.uk/privacy-policy</a></u></b></p> <p><b><u>Data Protection and Scouting</u></b></p> <p><b><u>GDPR toolkit</u></b></p>

	<p>Deceased individuals or those who cannot be identified or distinguished from other individuals do not count as data subjects.</p> <p><b>What's the difference between data controllers and data processors?</b></p> <p>A data controller decides how personal information will be used, and often processes this information. A data processor, on the other hand, processes personal information on behalf of a controller under specific written instructions.</p> <p>A Scout Group, District or County is a data controller, with the responsibility resting with relevant the Executive Committee to ensure alignment with GDPR is maintained. Another organisation or individual instructed to process (rather than just collect) data by a Scout Group, District or County is a data processor.</p> <p><b>What's the role of the Information Commissioner's Office?</b></p> <p>The Information Commissioner's Office (ICO) guides, advises and educates organisations on how to align with GDPR. It also has the power to issue penalties and fines for non-alignment. The Scouts is registered with the ICO.</p> <p><b>What are the six Privacy Principles?</b></p> <ul style="list-style-type: none"> <li>● Lawfulness, fairness and transparency</li> <li>● Purpose limitation</li> <li>● Data Minimisation</li> <li>● Accuracy</li> <li>● Storage Limitations</li> <li>● Integrity and Confidentiality</li> </ul>	<p><u><b>Information Commissioner Office</b></u></p> <p><u><b>Charity Commission for England and Wales</b></u></p> <p><u><b>Scottish Charity Regulator</b></u></p> <p><u><b>Charity Commission Northern Ireland</b></u></p> <p><u><b>Small Charities Coalition</b></u></p> <p><u><b>GDPR Guidance</b></u></p>
<p><b>Individual Rights</b></p>	<p><b>How can people have more control over how their data is processed?</b></p> <p>GDPR aims to give people more control over the ways in which organisations process their personal data.</p> <p><b>What are the main rights of individuals in GDPR?</b></p> <ul style="list-style-type: none"> <li>● The right to be informed</li> </ul>	

	<ul style="list-style-type: none"> <li>● The right of access</li> <li>● The right of rectification</li> <li>● The right to erasure</li> <li>● The right to restrict processing</li> <li>● The right to data portability</li> <li>● The right to object</li> <li>● Automated decision-making</li> </ul> <p><b>What steps can you take to align with these rights?</b></p> <ul style="list-style-type: none"> <li>● Review all the forms you use to collect information to ensure they provide the necessary information or signpost individuals to where it can be found.</li> <li>● Make sure individuals can easily contact you and get incorrect information amended or whether you need to set up an email, telephone or other contact point to make it simpler.</li> <li>● Make sure it is easy to remove an individual's details from the information you hold.</li> <li>● Make sure you have a process in place to record, consider and reach a decision for occasions when someone objects to their data being processed.</li> <li>● Make sure that you can provide personal data in a structured, commonly-used and machine-readable format</li> <li>● If you send marketing emails, you must stop using personal information for direct marketing purposes as soon as you receive an objection.</li> </ul>	
<p><b>Consent</b></p>	<p><b>What is consent?</b> Under GDPR, consent is all about offering individuals genuine choice and control over the processing of their personal data.</p> <p><b>How can you ensure you provide genuine consent options?</b></p> <ul style="list-style-type: none"> <li>● You must provide clear statements about what people are consenting to and need to be clear why you need the data and what you're planning to do with it. Consent forms should be separate from other terms and conditions</li> <li>● You must keep evidence of the consent you've obtained</li> <li>● Individuals must have provided you with a very clear and specific confirmation of their consent</li> <li>● Local Scout Groups, Districts and Counties must obtain consent from a parent or</li> </ul>	

	<p>guardian to process the data of a young person.</p> <ul style="list-style-type: none"> <li>You must not contact people for marketing purposes unless they have specifically consented to it.</li> </ul>	
<p><b>Accountability and Governance</b></p>	<p><b>What is the accountability principle?</b></p> <p>At an Executive Committee level, it means having clear documentation and recording procedures which prove that required standards are being met. It also involves implementing measures to prepare and maintain records of your Group's, District's or County's processing activities.</p> <p><b>When should a Privacy Impact assessment be done?</b></p> <ul style="list-style-type: none"> <li>changing from paper records to an online processing system</li> <li>building new or developing existing IT systems for storing or accessing personal data</li> <li>developing policies, processes or strategies that have privacy implications</li> <li>before passing information to other members within or outside of your Scout Group, District or County</li> <li>using personal data for new purposes to those that the data was originally collected for.</li> </ul> <p><b>What should you do in case of a data breach?</b></p> <ul style="list-style-type: none"> <li>Under GDPR, personal data breaches should be reported to the Information Commissioner's Office, unless the breach is unlikely to result in a risk for the rights and freedoms of individuals.</li> </ul>	

## Delivery methods

e-learning

## Validation criteria

To validate the Module the learner 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.

# Delivering a Quality Programme (12A)

<p><b>Aim:</b> To provide Leaders, Managers and Supporters with information about how we deliver Scouting to young people and young adults, and how we ensure it meets their needs.</p> <p><b>Learning Methods:</b></p> <ul style="list-style-type: none"> <li>• Course</li> <li>• E-learning</li> <li>• Small Group</li> <li>• One to one</li> </ul>	<p><b>Topics covered:</b></p> <ul style="list-style-type: none"> <li>• Key elements of the programme for each section</li> <li>• Badges and Awards</li> <li>• Reviewing the programme</li> <li>• The Young Leaders' Scheme</li> <li>• Youth Shaped Scouting</li> </ul>		
<p><b>Assessing Learning Needs</b></p>			
<p>Open Questions, Conversation Starters and Key Messages Checklist</p>	<p>Suggestions to fill specific gaps in learning</p>		
<p><b>What are the key elements that make up the programme?</b></p> <p>The programme is made up of a range of activities, challenges and experiences that young people and young adults take part in.</p>	<p>Prepared (hard copy book)</p> <p><a href="http://scouts.org.uk">scouts.org.uk</a> – section pages</p>		
<p><b>Do you know the six areas which are key to the development of young people and young adults?</b></p> <ul style="list-style-type: none"> <li>• Fun</li> <li>• Make friends and respect for others</li> <li>• Development</li> <li>• Confidence and self-value</li> <li>• Responsibility to make informed choices</li> <li>• Able to express and act on their opinions and values</li> </ul>	<p><a href="#">Youth Programme video</a></p> <p><a href="#">Scout Network animation</a></p>		
<p><b>Can you identify the three themes of the 6-18 programme and the programme areas for Network?</b></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>6-18 Programme:</b></p> <ul style="list-style-type: none"> <li>• Outdoors and adventure</li> <li>• World</li> <li>• Skills</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b>18-25 Programme:</b></p> <ul style="list-style-type: none"> <li>• Community</li> <li>• International</li> <li>• Adventure</li> </ul> </td> </tr> </table>	<p><b>6-18 Programme:</b></p> <ul style="list-style-type: none"> <li>• Outdoors and adventure</li> <li>• World</li> <li>• Skills</li> </ul>	<p><b>18-25 Programme:</b></p> <ul style="list-style-type: none"> <li>• Community</li> <li>• International</li> <li>• Adventure</li> </ul>	<p><a href="#">Prepared Differences in sections chart</a></p> <p><a href="#">Youth Programme video</a></p> <p><a href="#">Scout Network video</a></p>
<p><b>6-18 Programme:</b></p> <ul style="list-style-type: none"> <li>• Outdoors and adventure</li> <li>• World</li> <li>• Skills</li> </ul>	<p><b>18-25 Programme:</b></p> <ul style="list-style-type: none"> <li>• Community</li> <li>• International</li> <li>• Adventure</li> </ul>		
<p><b>Do you know the underlying themes of the 6-18 and Network programmes?</b></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>6-18 Programme:</b></p> <ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Leadership</li> <li>• Personal Development</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b>18-25 Programme:</b></p> <ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Leadership</li> <li>• Life Skills</li> </ul> </td> </tr> </table>	<p><b>6-18 Programme:</b></p> <ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Leadership</li> <li>• Personal Development</li> </ul>	<p><b>18-25 Programme:</b></p> <ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Leadership</li> <li>• Life Skills</li> </ul>	
<p><b>6-18 Programme:</b></p> <ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Leadership</li> <li>• Personal Development</li> </ul>	<p><b>18-25 Programme:</b></p> <ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Leadership</li> <li>• Life Skills</li> </ul>		
<p><b>Do you know what a quality programme looks like?</b></p>	<p>Prepared</p>		

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

<p><b>Do you know the aims of the Young Leader's Scheme?</b></p> <p>To enable young people aged 14-18 to:</p> <ul style="list-style-type: none"> <li>• develop as individuals</li> <li>• to develop their leadership skills</li> <li>• make a positive contribution to their community</li> </ul>	<p>Young Leaders' Scheme pages in the Members area of <a href="http://scouts.org.uk">scouts.org.uk</a></p> <p>Factsheet - <b><u>Young Leaders: information for Beaver Cub and Scout Leaders</u></b></p>
<p><b>Do you know who can be a Young Leader?</b></p> <ul style="list-style-type: none"> <li>• Explorer Scouts</li> <li>• Those who are completing their service section of DofE</li> <li>• Those who are completing their service for an award in Girlguiding</li> </ul>	<p>Talk to local Explorer Scout Leader (Young Leaders)</p>
<p><b>Do you know what the modules and missions are and how you are able to support the completion of the missions?</b></p> <p>11 Modules – covers skills needed to be an effective Young Leader</p> <p>4 Missions – completed by involving the Young Leaders as a full part of your leadership team.</p>	
<p><b>Can you identify some ways to involve Young Leaders as a part of the leadership team?</b></p> <p>Give Young Leaders the responsibility for one aspect of each section meeting.</p> <p>Actively involve Young Leaders in the programme planning process for the section.</p> <p>Give Young Leaders the responsibility for organising and running the Section Forum.</p> <p>Ask Young Leaders to run an activity to gather programme ideas from the young people in the section.</p>	
<p><b>Do you know where to find out more information about the Young Leader's Scheme?</b></p> <ul style="list-style-type: none"> <li>• Young Leader Leader</li> <li>• District Explorer Scout Commissioner</li> <li>• <a href="http://scouts.org.uk/youngleaders">scouts.org.uk/youngleaders</a></li> <li>• <b><u>The Information Centre</u></b></li> </ul>	
<p><b>Do you understand what Youth Shaped Scouting looks like and what value it brings?</b></p> <p>Youth Shaped Scouting is the inclusion of young people and young adults of all ages in the development and delivery of their own Scouting experience at a level suited to their age range.</p> <p>Scouting being shaped by young people and young adults is vital in ensuring that Scouting meets their needs and remains relevant to their interests, allowing the Movement to continue to grow.</p>	<p><b><u>Climbing wall of youth involvement</u></b></p>
<p><b>Do you know what the methods of Youth Shaped Scouting are?</b></p>	

<p>Examples of methods:</p> <ul style="list-style-type: none"> <li>● feedback from young people and young adults</li> <li>● involving Young Leaders in the planning of programmes</li> <li>● suggestion boxes</li> <li>● peer mentoring</li> <li>● programmes planned and run by young people</li> <li>● projects planned and run by young adults</li> <li>● choosing games and activities</li> <li>● acting on committees</li> <li>● youth forums</li> <li>● youth councils</li> <li>● deciding on events and camps</li> </ul>			
<p><b>Can you identify the seven levels of Youth Involvement? Where would you place your section?</b></p> <ul style="list-style-type: none"> <li>● Manipulation</li> <li>● Decoration</li> <li>● Tokenism</li> <li>● Assigned and informed</li> <li>● Consulted and Informed</li> <li>● Adult initiated, shared decisions</li> <li>● Shaped by young people in partnership with adults</li> </ul>			
<p><b>Do you know where to find further support?</b></p> <p><a href="https://scouts.org.uk/youthinvolvement">scouts.org.uk/youthinvolvement</a></p>			
<b>Validation Criteria</b>			
<b>To validate this module the learner will need to complete following:</b>	<b>Evidence may include one or more of the following:</b>	<b>Requires Revalidation</b>	<b>Relevant Role</b>
<p>Discuss their responses to the questions in the 'Check your Knowledge' chart with a Training Adviser; and reflect on the fundamental principles and key policies of Scouting with a Training Adviser to demonstrate their understanding and confidence to act in accordance with each core area.</p>	<p>Discussion with the learner</p> <p>Written responses to the "Check Your Knowledge" questions</p>	*	All
<b>In addition, Managers and Supporters will need to complete <u>one</u> of the following:</b>			
<p>Complete a programme review with a section leadership team and outline the adaptations made to ensure a quality programme.</p> <p><u>or</u></p> <p>Complete a review for an event or project proposal initiated by a Scout</p>	<p>A copy of the completed programme review or project review</p> <p>A visit to the learner's programme review meeting</p> <p>A verbal or written statement to from an observer describing the learner's contribution to the review</p>	*	Managers Supporters

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Network member or Programme Coordinator.	A discussion with the learner covering the aspects of the programme review and the adaptations made		
Take part in a planning session with a section leadership team or a Scout Network project planning team, ensuring they cover the key elements of the programme.	<ul style="list-style-type: none"> <li>● A copy of the completed programme plan or a project proposal</li> <li>● A visit to the learner's programme planning session</li> <li>● A verbal or written statement from an observer describing their contribution to the session</li> <li>● A discussion with the learner covering the aspects of the programme created including the key elements included.</li> </ul>	*	Managers Supporters
Show evidence of how they are providing and/or promoting Youth Shaped Scouting as part of their role.	<ul style="list-style-type: none"> <li>● Written or verbal feedback they have gained from young people and a discussion with the learner about how they have made use of the feedback</li> <li>● A visit to a youth forum or council that the learner has enabled in some way</li> <li>● A verbal or written statement from an observer explaining how they have involved young people in deciding their programme</li> </ul>	*	Managers Supporters
Show evidence of how they are supporting the delivery of a quality programme as part of their role.	<ul style="list-style-type: none"> <li>● Observe a visit to one of the learner's sections and discussing the support available with the leadership team</li> <li>● Planning material from the delivery of a District or County event for a section</li> <li>● Showing how they have supported a training team to deliver training to new adults in Scouting</li> <li>● Minutes from a District team meeting where they have discussed how to support a group or section</li> <li>● Showing how they have mentored an adult new to Scouting in the delivery of a quality programme</li> </ul>	*	Managers Supporters
Any other ideas subject to agreement with the learner.	Additional validation criteria can be created in consultation with the learner if necessary. Any additional validation criteria created will need to check what they have learnt and that		Managers Supporters

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	they can apply the skills that they have acquired to their role.		
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# The Fundamentals of Scouting (05)

<p><b>Aim:</b> To explore the Fundamentals of Scouting and the Religious Policy and consider their relationship with the high-quality balanced programme delivered to young people</p> <p><b>Learning Methods:</b></p> <ul style="list-style-type: none"> <li>• Course</li> <li>• E-learning</li> <li>• Small Group</li> <li>• One to one</li> </ul>	<p><b>Topics covered:</b></p> <ul style="list-style-type: none"> <li>• The values of Scouting in the balanced programme</li> <li>• Using the Scout Method with young people</li> <li>• Embedding spiritual development within the balanced programme</li> <li>• The Scouts' Religious Policy</li> </ul>
<p><b>Assessing Learning Needs</b></p>	
<p>Open Questions, Conversation Starters and Key Messages Checklist</p>	<p>Suggestions to fill specific gaps in learning</p>
<p><b>Do you know what the Values of Scouting are?</b></p> <p>Integrity, respect, care, belief and co-operation</p>	<ul style="list-style-type: none"> <li>• <a href="#"><u>FS1400099</u></a></li> <li>• <a href="#"><u>Fundamentals Explained</u></a></li> </ul>
<p><b>Can you describe how the Values of Scouting can be incorporated into:</b></p> <p><b>the high-quality balanced programme?</b></p> <p><b>your work with other adults in Scouting?</b></p> <p>Answer might include a description of how the leader runs meetings with young people to ensure that they display and develop the Values of Scouting.</p> <p>Learners should also explain how the adults set an example and how their behaviour can demonstrate the Values of Scouting.</p>	
<p><b>What is the Method of Scouting?</b></p> <p><b>Can you describe how the Method of Scouting informs and influences your role and responsibilities within Scouting?</b></p> <p>The Scout Method is how we do Scouting.</p> <p>Young people, in partnership with adults, working together based on the Values of Scouting. Young people should:</p> <ul style="list-style-type: none"> <li>• Enjoy what they are doing and have fun</li> <li>• Take part in activities indoors and outdoors</li> <li>• Learn by doing</li> <li>• Share in spiritual reflection</li> <li>• Take responsibility and make choices</li> <li>• Undertake new and challenging activities</li> </ul>	

<ul style="list-style-type: none"> <li>• Make and live by their Promise</li> </ul> <p>The Scout Method should inform the way that work with Young People and plan the youth programme</p>			
<p><b>Do you know how you can support the spiritual development of young people within your role in Scouting?</b></p> <p>Answers might include practical implementation of the Five Principles of Spiritual Development:</p> <ul style="list-style-type: none"> <li>• Develop an inner discipline and training</li> <li>• Be involved in corporate (group) activities with others</li> <li>• Understand the world around them</li> <li>• Help to create a more tolerant and caring society</li> <li>• Discover the need for spiritual reflection</li> </ul> <p><b>Can you give practical examples of how to enable young people to take part in spiritual reflection?</b></p> <p>Answers can include organising faith events, visiting a faith building, incorporating reflection and giving thanks into various activities.</p>	<ul style="list-style-type: none"> <li>• <b><u>Rise to the Challenge:</u></b> A resource for leaders containing activity ideas on spiritual development for all sections.</li> <li>• <b><u>What is Spiritual Development</u></b></li> </ul>		
<p><b>Do you know about The Scouts' religious policy?</b></p> <p>The Scout Movement includes members of many different faiths and religions as well as those with no formal religion.</p> <p>Members of the Movement are encouraged to:</p> <ul style="list-style-type: none"> <li>• make every effort to progress in the understanding and observance of the Promise to do their best to do their duty to God or uphold Scouting values as appropriate</li> <li>• consider belonging to some faith or religious body</li> <li>• carry into daily practice what they profess</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Spiritual Development:</u></b> Exploring Prayer, Worship and Spiritual Reflection</li> </ul>		
<p><b>Can you describe your responsibilities within the religious policy?</b></p> <p>Scouting does not deliver religious education. Leaders have a duty to support the spiritual development of young people in Scouting.</p>			
<p><b>Validation Criteria</b></p>			
<p>To validate this module learners will need to complete <u>two</u> of the following:</p>	<p>Evidence may include one or more of the following:</p>	<p>Requires Revalidation</p>	<p>Relevant Role</p>
<p>Show how the Purpose, Values and Methods of Scouting have been incorporated into the programme to meet the needs of youth members of all sections.</p>	<p>Photographs and/or video of activities at meetings A sectional visit to the learner</p> <p>A written or verbal statement from an observer summarising their role in this activity</p> <p>Evidence of young people exploring the values within an activity e.g. flip-charts, programme ideas for the section</p>	<p style="text-align: center;">*</p>	<p>All</p>

	either side of the section the learner supports		
Deliver an activity to demonstrate the integration of spiritual development of young people within the programme. Provide practical examples of how faiths, beliefs and attitudes were explored.	<p>Photographs and/or video of an activity</p> <p>A sectional visit to the learner</p> <p>A written or verbal statement from an observer summarising their role in this activity</p> <p>Evidence from young people e.g. surveys, creative work, video clips, quotes, magazine article</p>	x	All
Create a presentation or activity to explain the Religious Policy to either adults new to Scouting or young people.	<p>A PowerPoint presentation and script</p> <p>A video of delivery, paper evaluations from learners</p> <p>A visit to the learner</p> <p>A written or verbal statement from an observer summarising their role in this activity.</p>	x	All
Deliver a Scouting event (e.g. camp, Scout's Own) accessible to people representing different faiths and beliefs.	<p>A list to demonstrate all the areas which reflect inclusivity</p> <p>A video to demonstrate how young people have benefitted from attending a multi-faith event</p> <p>A plan or photographs of a Scout's Own</p> <p>A visit to the learner</p> <p>A written or verbal statement from an observer summarising their role in this activity.</p>	x	All
Produce an action plan detailing how they would support or have supported another adult in implementing the values of Scouting in their role.	<p>A written action or development plan</p> <p>A video or observation of a meeting with another adult as part of supporting them in implementing the values of Scouting in their role.</p>	x	All
Any other ideas subject to agreement with the learner.	Additional validation criteria can be created in consultation with the learner if necessary. Any	x	All

	additional validation criteria created will need to check what they have learnt and that they can apply the skills that they have acquired to their role.		
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# Scouting for All (07)

<p><b>Aim:</b> To promote the policies of The Scouts that encourage inclusion and to consider how the individual, in their role, can help make Scouting accessible to all.</p> <p><b>Learning Methods:</b></p> <ul style="list-style-type: none"> <li>• Course</li> <li>• Workbook</li> <li>• Small Group</li> <li>• One to one</li> </ul>	<p><b>Topics covered:</b></p> <ul style="list-style-type: none"> <li>• Diversity and inclusion – The Scouts' policies</li> <li>• Diversity and inclusion – your own thoughts</li> <li>• How you in your role can make Scouting accessible to all</li> <li>• Social, cultural and religious diversity</li> </ul>
<p><b>Assessing Learning Needs</b></p>	
<p>Open Questions, Conversation Starters and Key Messages Checklist</p>	<p>Suggestions to fill specific gaps in learning</p>
<p><b>Can you outline The Scouts' Equal Opportunities policy?</b></p>	<p><b><u>Equal Opportunities policy</u></b></p>
<p><b>Can you outline The Scouts' Religious policy?</b></p>	<p><b><u>Religious policy</u></b></p> <p><b><u>Essential Information (01) resources</u></b></p> <p><b><u>Fundamentals of Scouting (05) resources</u></b></p>
<p><b>Can you name some of the things that could influence your assumptions about other people?</b></p> <p>Things that could influence our assumptions include family and friends, the media, our own experiences and perceptions, stories or gossip that we have heard, education/work</p>	<p>Self-reflection</p> <p>Conversations with other Section Leaders</p> <p>Conversations with their Line Manager</p>
<p><b>Can you explain the definitions of diversity and inclusion as relevant to The Scouts?</b></p> <p>Definitions can be found in <a href="#">The Scouts' Diversity Dictionary</a>.</p>	<p>Researching stories and issues in the media</p> <p><b><u>The Scouts' diversity dictionary</u></b></p>
<p><b>Can you outline some potential barriers to making Scouting accessible to all and give some suggestions or examples of how Scouting can be made accessible to everyone and adjustments that can be made?</b></p> <p>Suggestions could include ensuring that there is provision for both girls and boys to take part in Scouting locally, hardship funds to allow those from less privileged backgrounds to take part in Scouting, ensuring that meeting places are accessible for all young people.</p>	<p>Self-reflection</p> <p>Conversations with other Section Leaders</p> <p>Conversations with their Line Manager</p>
<p><b>Can you outline where you can go to get help and support to achieve increasing diversity and inclusion in Scouting, reflective of the local area?</b></p>	<p>Conversations with other colleagues locally with have experience in dealing with diversity and inclusion</p>

<p>Suggestions could include local ADCs (special needs), ACCs (special needs), the Specialist Advisers for Inclusion and Diversity, the Diversity and Inclusion Team at Gilwell Park, information available on the <b>Member Resources</b> area of scouts.org.uk.</p>		<p>The Diversity and Inclusion Team at Gilwell Park</p> <p>The <b>Member Resources</b> area of scouts.org.uk</p>					
<p><b>Can you explain the benefits of having a diverse organisation?</b></p> <p>Suggestions could include it reflects society today, it enhances creativity and innovation, it ensures continued growth, it ensures Scouting is enjoyed by all; it results in a stronger and more caring society.</p>		<p>Self-reflection</p> <p>Conversations with other Section Leaders</p> <p>Conversations with their line manager</p>					
<p><b>Validation Criteria</b></p>							
<p><b>To validate this module learners will need to complete <u>one</u> of the following:</b></p>		<p><b>Evidence may include one or more of the following:</b></p>					
<p><b>Requires Revalidation</b></p>		<p><b>Relevant Role</b></p>					
<p>Outline the Equal Opportunities Policy and explain how they are making Scouting a diverse and inclusive organisation and show evidence of how they are making Scouting accessible to one or more of the following:</p> <ul style="list-style-type: none"> <li>• those with additional needs</li> <li>• girls and young women</li> <li>• those of minority ethnic communities</li> <li>• those of a variety of religious backgrounds</li> <li>• those of a variety of socio-economic backgrounds.</li> </ul>		<p>A sectional visit to the learner observing them running an activity or game to increase awareness of additional needs or equal opportunities</p> <p>A visit to the learner observing them running a recruitment event that highlights that Scouting is open to all</p> <p>A written or verbal statement from an observer summarising the learner's role in an activity to make Scouting more accessible</p> <p>Videos or photos of them running an activity or game</p> <p>An article showing that Scouting is open to all.</p>		<p style="text-align: center;">*</p>		<p>All</p>	
<p>Any other ideas subject to agreement with the learner.</p>		<p>Additional validation criteria can be created in consultation with the learner if necessary. Any additional validation criteria created will need to check what they have learnt and that they can apply the skills that they have acquired to their role.</p>		<p style="text-align: center;">*</p>		<p>All</p>	
<p><b>In addition, managers will also need to complete the following:</b></p>							
<p>Produce a plan to make their Group/District better reflect the community in which they live and give examples of how they are putting it</p>		<p>A visit to a meeting where they discuss their plan with members of the Scout Group/District including the actions that will be taken</p>		<p style="text-align: center;">*</p>		<p>Managers</p>	

<p>into action. This could relate to any of the strands of diversity and inclusion.</p>	<p>A copy of the plan along with a discussion with the learner about how they are putting it into action</p> <p>A visit to an event or activity which has been organised as part of the plan</p>		
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# Administration (11)

<p><b>Aim:</b> To provide information and best practice on how to manage administrative tasks in Scouting.</p> <p><b>Learning Methods:</b></p> <ul style="list-style-type: none"> <li>• Course</li> <li>• Workbook</li> <li>• One to one</li> <li>• Small Group</li> </ul>	<p><b>Topics covered:</b></p> <ul style="list-style-type: none"> <li>• Administrative tasks and record keeping</li> <li>• Member record management and the General Data Protection Regulations (GDPR)/ Data Protection Act</li> <li>• Financial responsibilities and best practice</li> <li>• Insurance arrangements</li> </ul>
<p><b>Assessing Learning Needs</b></p>	
<p>Open Questions, Conversation Starters and Key Messages Checklist</p>	<p>Suggestions to fill specific gaps in learning</p>
<p><b>Can you outline some of the administrative tasks that need to be completed in your, Group, District or County?</b></p> <p>Answers to this question will vary depending on the role of the individual. The majority of administrative tasks however will fall into one of the following categories:</p> <ul style="list-style-type: none"> <li>• Member record management</li> <li>• Finance</li> <li>• Insurance</li> </ul> <p>A list of the key administrative tasks that should be highlighted for each of these categories can be found in the Member Resources area of <a href="https://scouts.org.uk">scouts.org.uk</a></p>	<p>Own research</p> <p>Conversations with other Managers and Supporters</p> <p>Information available from <a href="https://scouts.org.uk/learnersresources">scouts.org.uk/learnersresources</a></p> <p>Prepared</p>
<p><b>Can you explain why record keeping is so important?</b></p> <p>Suggestions could include:</p> <ul style="list-style-type: none"> <li>• It facilitates the safe and effective day to day running of Scouting</li> <li>• It helps to save time and to be more efficient</li> <li>• It better meets the needs and expectations of individuals and the Association</li> </ul>	
<p><b>Can you outline how information on adults and young people can be recorded and stored?</b></p> <p>There are a number of ways in which this information can be recorded and stored, from using the online membership database, to paper and electronic based records. It does not really matter which method they use, as long as it is efficient, accurate and fit for purpose.</p>	<p>Own research</p> <p>Conversations with other Section Leaders</p> <p>Information available from <a href="https://scouts.org.uk/learnersresources">scouts.org.uk/learnersresources</a></p> <p><b><u>General Data Protection Regulations Policy</u></b></p>
<p><b>Are you aware of the Data Protection Act /GDPR and how records kept are affected by it?</b></p>	<p><b><u>General Data Protection Regulations Policy</u></b></p>

<p>Anyone handling personal data, regardless of their role, should be aware of and abide by the Data Protection Act and GDPR (General Data Protection Regulations). Further information on the Data Protection Act and GDPR and how they affect record keeping can be found in the Member Resources area of <a href="http://scouts.org.uk">scouts.org.uk</a>.</p>	<p>Prepared e-learning module on GDPR</p>
<p><b>Can you outline the financial records that need to be kept in your Group, District or County?</b></p> <p>Clear and complete records of income and expenditure, supported by bank statements, receipts, invoices, and details of financial decisions made should be kept ensuring a clear audit trail. These will be used to compile the annual accounts for the Group, District or County each year.</p> <p>Financial processes and accounting regulations will be recommended by the relevant Executive Committee.</p>	<p>Own research Conversations with other Section Leaders Information available from <a href="http://scouts.org.uk/learnersresources">scouts.org.uk/learnersresources</a> Prepared</p>
<p><b>Can you give some examples of financial record keeping best practice?</b></p> <p>Suggestions could include:</p> <ul style="list-style-type: none"> <li>• All money received by or on behalf of a Group, District or County must be paid into a bank, building society or savings account held in the name of the relevant Group, District or County. Under no circumstances should this be paid into a private bank account</li> <li>• A minimum of two signatures is required for any withdrawals. Internet banking must include the equivalent of this</li> <li>• Any monies received should be banked at the earliest opportunity</li> <li>• It is easier to complete accounts and record monies as soon as they are received</li> <li>• Budgets help to control expenditure and give advance notice of cash that needs to be available and income that needs to be raised. The relevant Executive Committee sets budgets, but this should be done in consultation with others. They will need to know what events are planned, what equipment is needed etc. Even if learners are not directly involved in budget setting, they may need to input into the process</li> <li>• Separate records can be kept for separate events and activities rather than recording all expenses on the same balance sheet/ledger. This enables you to better understand the true cost of events and activities.</li> </ul>	

<p><b>Can you explain who is covered by The Scouts' public liability insurance policy?</b></p> <p>The public liability insurance provides cover for Managers, Leaders and others authorised to be in charge of, or assist with, Scout activities against them for loss, injury or damage incurred whilst in charge of or assisting with any authorised Scout activities.</p>	<p>Own research</p> <p>Conversations with other Section Leaders</p> <p>Information available from the <b>Learners Resources</b> area of <a href="http://scouts.org.uk">scouts.org.uk</a></p> <p>Prepared</p> <p>Information from <b>Unity: Scout Insurance Services</b></p>
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Validation Criteria			
To validate this module learners will need to complete <u>one</u> of the following:	Evidence may include one or more of the following:	Requires Revalidation	Relevant Role
<p>Demonstrate accurate and appropriate maintenance of administrative and financial records relevant to their role, in accordance with Policy, Organisation and Rules and the Data Protection Act.</p>	<p>Written material such as record books, member records, spreadsheets or databases that demonstrate accurate and appropriate maintenance of administrative and financial records</p> <p>A written or verbal statement by an observer to testify that the learner maintains accurate administrative and financial records relevant to their role, in accordance with Policy, Organisation and Rules and the Data Protection Act.</p>	<p>×</p>	<p>All</p>
<p>Any other ideas subject to agreement with the learner.</p>	<p>Additional validation criteria can be created in consultation with the learner if necessary. Any additional validation criteria created will need to check what they have learnt and that they can apply the skills that they have acquired to their role.</p>	<p>×</p>	<p>All</p>

# First Aid (10)

<p><b>Aim:</b> To cover the skills and knowledge necessary to enable adults to manage an incident and provide basic first aid</p> <p><b>Learning Methods:</b> First Response Course</p> <p>External first aid course that covers the criteria listed in the first aid guidance in the member's area on <a href="https://scouts.org.uk/training">scouts.org.uk/training</a>.</p>	<p><b>Topics covered:</b> First Aid</p> <p>The First Response certificate is designed specifically for adults in Scouting, based on the situations and issues that occur within those roles. It is not therefore externally recognised. It can be delivered externally, or by an individual within Scouting who has a full first aid certificate. Further guidance can be found on the member's area on <a href="https://scouts.org.uk/training">scouts.org.uk/training</a>.</p>
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## Assessing Learning Needs

Open Questions, Conversation Starters and Key Messages Checklist	Suggestions to fill specific gaps in learning
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<p>Do you hold a First Aid certificate for a course covering the following criteria?</p> <ul style="list-style-type: none"> <li>• The principles of first aid and initial response (arriving at and managing an incident)</li> <li>• Initial response to a first aid situation</li> <li>• Management of an unconscious casualty (child or adult)</li> <li>• CPR, including technique for children and an explanation of what AED is and how to use it</li> <li>• Shock</li> <li>• Causes and treatment of unconsciousness</li> <li>• Bleeding</li> <li>• Heat exhaustion, heatstroke, dehydration and hypothermia</li> <li>• Burns and scalds</li> <li>• Fractures (ambulance imminent and non-imminent) and soft tissue injuries</li> <li>• Minor injuries (for example cuts, grazes and nose bleeds)</li> <li>• Meningitis</li> <li>• Anaphylaxis (use of Epi pen)</li> <li>• Spinal injury</li> </ul>	<p>Further guidance can be found on the First Aid pages on <a href="https://scouts.org.uk">scouts.org.uk</a></p> <p>Conversation with the learner to fill in gaps in knowledge</p>
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## Validation Criteria

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

you must demonstrate to your Training Adviser that you have developed the knowledge and practical knowledge to address the additional criteria in a first aid incident.			
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# Managing Time and Personal Skills

<b>Topics covered:</b>					
<ul style="list-style-type: none"> <li>• Being aware of your own skills and knowledge, identifying areas for development and having a plan to improve or develop in these areas.</li> <li>• Tips and techniques for managing your time and the using the time you spend volunteering effectively.</li> </ul>					
<b>Assessing Learning Needs</b>					
<b>Do they know...?</b>		<b>Learning opportunities to fill gaps in knowledge:</b>			
(Open Questions, Conversation Starters and Key Messages Checklist)					
What their role entails and what their goals and targets are?		<ul style="list-style-type: none"> <li>• Managing Time and Personal Skills Independent Learning</li> <li>• Skills of Management Course</li> </ul> <p>More information on the learning methods can be found in the <b><u>Learning Opportunities for Leadership and Management Training</u></b> below.</p>			
What The Scouts' strategic vision is?					
What skills and knowledge they need to develop?					
What the future requirements of their role are?					
How to manage time effectively to keep a balance across work, life and Scouting?					
How to use feedback from others to help them improve the way they carry out their role?					
Where to go for up to date information of developments in Scouting?					
How to manage time effectively to keep a balance across work, life and Scouting?					
<b>Validation Criteria</b>					
To validate this module learners will need to complete the following:		Evidence may include one or more of the following:	Additional guidance notes for Training Advisers	Requires Revalidation	Relevant Role

<p>Provide their personalised role description in which they have agreed realistic goals and targets with their line manager for the development of local Scouting that work towards The Scouts' strategic objectives. Describe the process and how they came to agreement.</p>	<p>A copy of their personalised role description</p> <p>A copy of their task plan showing plans, goals and targets</p> <p>A discussion with the learner</p>	<p>The role description provided should be specific to the learner and their role.</p> <p>Use probing questions about the process and how the learner and their manager came to a shared agreement</p>	<p>✓</p>	<p>All</p>
<p>Demonstrate and explain how they have considered the future requirements of their role, identified the skills and knowledge that they need to develop or improve and the steps they will follow to do so.</p>	<p>Discussion with the learner</p> <p>Copy of their personal learning and development plan</p>		<p>✓</p>	<p>All</p>
<p>Outline a number of tips and techniques useful for managing time effectively.</p>	<p>Discussion with the learner</p> <p>Examples of tips and techniques used</p>		<p>✗</p>	<p>All</p>
<p>Demonstrate and explain how they have reviewed how they use their time and identified possible improvements so that they can focus on the goals and priorities that they have agreed with their line manager.</p>	<p>A copy of their role description</p> <p>A copy of their task plan showing plans, goals &amp; targets</p> <p>Discussion with the learner</p>		<p>✗</p>	<p>All</p>
<p>Give examples of how they have used feedback from others to improve the way they carry out their role.</p>	<p>Documentation showing the details of the feedback received and the actions they have taken</p> <p>Discussion with the learner</p>		<p>✗</p>	<p>All</p>

Outline the ways in which they keep up to date with developments in Scouting generally.	Examples of resources and information uses  Discussion with the learner	This should include both local and national developments in Scouting	✖	All
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# Achieving Results

## Topics covered:

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

## Assessing Learning Needs

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

**Learning opportunities to fill gaps in knowledge:**

How to improve the performance of all elements of local Scouting?

How to write, manage the implementation of, and judge the effectiveness of project and/or development plans?

The key communication channels to use to effectively promote local Scouting?

Their role in ensuring all the initiatives in local Scouting are managed appropriately? (if relevant to the role)

How to build a profile of the young people in the local area? (if relevant to their role)

How to use a young people profile to effectively promote Scouting? (if relevant to their role)

How to monitor and review the progress people are making against their targets and development plans? (if relevant to their role)

- Building Effective Teams Independent Learning
  - Project Management Independent Learning
  - Getting the Word Out Independent Learning
  - Skills of Management Course
  - Achieving Growth Course
  - Meeting the Challenges Course
- More information on the learning methods can be found in the **Learning Opportunities for Leadership and Management Training** below.

Validation Criteria				
To validate this module learners will need to complete the following:	Evidence may include one or more of the following:	Additional guidance notes for Training Advisers	Requires Revalidation	Relevant Role
Describe the importance of continually improving the performance of all elements of local Scouting relevant to their role. Provide examples of goals they have set for them and their team.	<p>Discussion with the learner</p> <p>Copy of their personal goals</p> <p>Copy of goals set for their team</p>	An understanding that there is always room for improvement is essential.	✘	All
<p>Give an example of a project or development plan, for which they are responsible, covering:</p> <ul style="list-style-type: none"> <li>• How it was, or is, being regularly reviewed</li> <li>• How the plan was, or is, being adapted to overcome any barriers</li> <li>• The outcome of the plan, or if not fully complete, a review of the current progress</li> </ul>	<p>Discussion with the learner</p> <p>Copy of project or development plan</p> <p>Written review of effectiveness of the plan or progress made to date</p>	<p>The project or development plan does not have to have been completed</p> <p>All roles should have a plan or project that they are working on as part of their role.</p>	✘	All
Outline the key communication channels available to them and explain how they can be used effectively to promote local Scouting (relevant to their role and/or project.) Detail how they have used at least one of these channels and describe the outcome.	<p>Discussion with the learner</p> <p>Documents showing communications to others</p> <p>Written review of the effectiveness of the communication methods used</p>	Ensure that there is an understanding of the safeguarding implications of using some communication channels	✘	All
In addition, where relevant to their role, they will also need to complete the following:				
Describe their role in ensuring all the initiatives in local Scouting are managed appropriately and explain how	Discussion with the learner		✓	Managers

they would deal any inappropriate actions and/or management.	Written review of a time they have dealt with inappropriate actions and/or management			
<p>Build up a profile of the young people in their local area and use it to create a plan that ensures that Scouting is promoted effectively to them, covering:</p> <ul style="list-style-type: none"> <li>• How this focusses on their needs and expectations of young people?</li> <li>• Who they would involve in delivering the plan?</li> </ul>	<p>Discussion with the learner</p> <p>Copy of the profile of young people in their local area</p> <p>Copy of the plan to ensure Scouting is promoted effectively to them</p>	<p>Examples of those who should be included in delivering the plan e.g. Executive Committees, Young Leaders, Youth Commissioners etc.</p>	✓	<p>Group Scout Leader and assistants</p> <p>District Commissioner and deputies</p> <p>If relevant to the role</p>
Demonstrate how they monitor and review the progress that people who report to them are making against their targets and/or development plans.	<p>Discussion with the learner</p> <p>Copy of targets and development plans showing progress</p>		✓	All roles managing a team involved in projects

# Providing Direction

**Topics covered:**

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

**Assessing Learning Needs**

**Do they know...?**

(Open Questions, Conversation Starters and Key Messages Checklist)

**Learning opportunities to fill gaps in knowledge:**

How to create a vision?

How to create a plan to deliver a vision?

What SMART objectives are and how to set them?

Who needs consulting before setting a plan?

How to evaluate a plan?

How to communicate a plan effectively?

How to motivate and inspire adult volunteers?

Where to locate the policies and rules of The Scouts?

How to ensure everyone follows the policies and rules of The Scouts?

How to grow the number of young people and/or adults participating in Scouting?

- Leading Local Scouting Independent Learning
- Planning for Growth Independent Learning
- Skills of Management Course
- Achieving Growth Course

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

Validation Criteria				
To validate this module learners will need to complete the following:	Evidence may include one or more of the following:	Additional guidance notes for Training Advisers	Requires Revalidation	Relevant Role
<p>Create a vision appropriate to the role which is:</p> <ul style="list-style-type: none"> <li>• Relevant</li> <li>• Achievable</li> <li>• Inspirational</li> </ul>	<p>A written copy of their vision</p> <p>A discussion with the learner</p> <p>Witness statement from their Line Manager</p>	<p>The learner will need to demonstrate how it links to and takes into consideration local and national development plans</p> <p>The learner will need to ensure their plan is:</p> <ul style="list-style-type: none"> <li>• Relevant – to the role, and role description</li> <li>• Achievable – it is challenging whilst remaining realistic</li> <li>• Inspirational – encourages participation and cooperation</li> </ul>	✓	All
<p>Develop a plan to realise their vision which includes:</p> <ul style="list-style-type: none"> <li>• Specific, achievable, relevant, realistic and time bound actions and measurable outcomes (for example SMART)</li> <li>• Who was consulted?</li> <li>• How it will be communicated?</li> <li>• How it will be regularly reviewed and evaluated and why this is important?</li> <li>• How it complements other relevant Scouting visions and plans</li> </ul>	<p>A copy of their vision</p> <p>Witness statement from their Line Manager</p>	<p>The plan needs to link to and take into consideration the plans of other local Groups/Districts/Counties.</p> <p>There needs to be clearly measurable outcomes to evaluate the impact</p>	✓	All
<p>Provide two different examples, relevant to your role, of situations when you have led, inspired and motivated adult volunteers, detailing the outcomes.</p>	<p>Discussion with your Training Adviser</p> <p>Witness statement from Line Manager</p>	<p>Ask about any challenges they faced:</p> <ul style="list-style-type: none"> <li>• Could they have been avoided?</li> <li>• What would they do differently?</li> </ul>	✓	All

<p>Provide an example, relevant to your role, of how you ensure that everyone follows the policies and rules of The Scouts.</p>	<p>Discussion with your Training Adviser Witness statement from Line Manager</p>	<p>Ask about how they would manage a situation where an individual is not following one or more policies and rules of The Scouts</p>	<p>✓</p>	<p>All</p>
<p>Outline the ways in which your role is responsible for or contributes to the growth in Scouting</p>	<p>A copy of your growth plan Discussion with your Training Adviser</p>	<p>Every person should understand that they have an impact on growth in some way. For example, an Assistant District Commissioner (Activities) supports the provision of activities, which helps to deliver a quality Programme. This leads to the recruitment and retention of young people.</p>	<p>✓</p>	<p>All</p>

# Working with People

**Topics covered:**

- Your preferred leadership style and how this impacts on how you work with others.
- Adapting your leadership style as appropriate to different situations in Scouting.
- Effective and appropriate communication techniques to meet the needs of the intended audience.
- Building and maintaining collaborative relationships with other relevant organisations that can support local Scouting.
- Effectively delegating tasks to someone for a successful outcome.
- Succession planning.
- Adult recruitment strategies and practice.
- Dealing with conflict.
- Safeguarding practices and procedures for your role.

**Assessing Learning Needs**

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

**Learning opportunities to fill gaps in knowledge:**

Why it is important to build relationships with external organisations?

How to build a co-operative culture of working?

Their preferred style of leadership and how this impacts on others they work with?

How to minimise the likelihood of conflict, disputes and complaints and how to handle them should they occur?

The principles of active listening?

The benefits of an effective induction? (if relevant to their role)

How to recruit adults into new Scouting roles? (if relevant to their role)

- Finding, Appointing and Welcoming Volunteers Independent Learning
- Keeping, Developing and Managing Volunteers Independent Learning
- Safeguarding for Managers and Supporters Independent Learning
- Dealing with Difficult Situations Independent Learning
- Skills of Management Course
- Achieving Growth Course
- Meeting the Challenges Course

How to effectively delegate tasks? (if relevant to their role)	More information on the learning methods can be found in the <b><u>Learning Opportunities for Leadership and Management Training</u></b> below.			
How to develop adult's skills and knowledge? (if relevant to their role)				
Their role in supporting others through the Adult Training Scheme? (if relevant to their role)				
Their role in relation to The Scouts' safeguarding policy? (if relevant to their role)				
How to conduct an effective review of an adult they line manage? (if relevant to their role)				
<b>Validation Criteria</b>				
To validate this module learners will need to complete the following:	Evidence may include one or more of the following:	Additional guidance notes for Training Advisers	Requires Revalidation	Relevant Role
Identify which useful individuals and organisations, external to Scouting, they should build and maintain relationships with and explain why this is important.	Discussion with the learner  List of individuals and organisations and how they will benefit Scouting	Ensure that the individuals and organisation are relevant to the specific role.	✓	All
Outline the factors that contribute to building an effective team.  If they lead a team, they should give examples of when they have: <ul style="list-style-type: none"> <li>Led by example to promote a co-operative culture of working</li> <li>Supported the development of the team as a whole</li> </ul>	Discussion with the learner  Witness statement from their Line Manager  Written details of how they have developed their team  Written details of the personality types within their team and how they have developed positive working relationships	The learner does not need to reference a particular model or theory of personality types	✗	All

<ul style="list-style-type: none"> <li>Recognised different personality types and encouraged positive working relationships</li> </ul>				
<p>Outline their preferred style of leadership. Describe other styles of leadership and how they might use them in different situations in Scouting.</p>	<p>Discussion with the learner</p> <p>Copy of a leadership styles questionnaire results</p>	<p>The learner does not need to reference a particular model or theory of leadership styles as long as it makes sense and is relevant to their role in Scouting</p>	<p>✘</p>	<p>All</p>
<p>Outline the principles of active listening and give an example of where they have used active listening to improve a situation.</p>	<p>Discussion with the learner</p> <p>Written details of where they have used active listening to improve a situation</p>		<p>✘</p>	<p>All</p>
<p>Describe how they would reduce the likelihood of conflict happening and give an example, without breaking confidence, of a time where they have managed conflict, detailing what went well and what, if anything, they would do differently.</p>	<p>Discussion with the learner</p> <p>Written details of a time where they managed conflict</p> <p>Witness statement from others involved in a conflict situation that they managed</p>		<p>✘</p>	<p>All</p>
<p>Give an example where they have acknowledged good work carried out in local Scouting and list the opportunities available to reward adults in Scouting.</p>	<p>Discussion with the learner</p> <p>Photographs, video or written details from a time they acknowledged good service</p> <p>Written details of the opportunities available to reward adults in Scouting</p>	<p>This should include the national level awards as well as any local recognition</p>	<p>✘</p>	<p>All</p>

In addition, where relevant to their role, they will also need to complete the following:				
Describe how they would, or provide an example of how they have, recruited adults into new Scouting roles.	Discussion with the learner  Written details of the recruitment process they followed along with the outcome		✓	Managers  Supporters if relevant
Explain the Adult Training Scheme and their role in supporting those they manage through the scheme.	Discussion with the learner		✓	Managers
Provide an example of how they have delegated a task to someone; include what happened and what was the outcome.	Discussion with the learner  Written details of the task, what happened and what was the outcome	Ensure you discuss how they have monitored the progress, adapted to any changes or difficulties and supported the person	✓	Managers  Supporters if relevant
State the importance of succession planning and produce a succession plan for all roles they manage, including recruitment to any vacancies.	Discussion with the learner  Copy of their succession plan  Copy of their recruitment plan	For learners who are new in their role the succession plan may only consist of timelines about what they will need to do and when	✓	Managers
Describe how they have helped an adult in Scouting develop. Include details on how they: <ul style="list-style-type: none"> <li>Identified a development need or interest</li> <li>Provided coaching, mentoring and support to encourage development</li> </ul>	Discussion with the learner  Written details of how they helped an adult in Scouting to develop  Witness statement from a volunteer in Scouting they have helped to develop	Ensure that the following are covered: <ul style="list-style-type: none"> <li>Completing formal training requirements</li> <li>Learning on the job</li> <li>Trying out new skills</li> <li>Addressing problems that are affecting performance</li> </ul>	✓	Managers  Supporters if relevant

<ul style="list-style-type: none"> <li>Identified and/or facilitated suitable opportunities to develop.</li> </ul>		What are the benefits of helping adults develop?		
Explain how to run effective team meetings.	<p>Discussion with the learner</p> <p>Copy of agenda and minutes</p> <p>Witness statement from someone at the meeting</p>	<p>Ensure that the following are discussed:</p> <ul style="list-style-type: none"> <li>The different roles within the team</li> <li>Agenda, time keeping and logistics</li> <li>Effective chairing and/or facilitation</li> <li>Barriers to having effective team meetings</li> </ul>	✓	<p>Managers</p> <p>Supporters if relevant</p>
Explain their role as a trustee and provide an example of how they participate fully in the local Executive Committee.	<p>Discussion with the learner</p> <p>Copy of minutes of meeting showing participation</p>		✓	Trustees
Describe The Scouts' dispute, suspension and complaints procedures in particular as it relates to their role.	<p>Discussion with the learner</p> <p>Written details of their role and responsibility in relation to disputes, suspensions and complaints</p>	All line managers and some supporters need to know the processes as they or their teams could be affected	✓	<p>Managers</p> <p>Supporters if relevant</p>
<p>Explain The Scouts' safeguarding procedures as related to their role.</p> <p>Include details of:</p> <ul style="list-style-type: none"> <li>Their role</li> <li>Confidentiality</li> <li>Escalation procedures</li> <li>Support to adults and young people involved and/or affected.</li> </ul>	<p>Discussion with the learner</p> <p>Written details of their role and responsibility in relation to safeguarding</p>	Ensure that there is relevant understanding particularly for those involved in the management of disputes, suspensions or complaints.	✓	<p>Managers</p> <p>Supporters if relevant</p>

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

# Enabling Change

<p><b>Topics covered:</b></p> <ul style="list-style-type: none"> <li>• Being open to and supportive of change and new ideas aimed at improving local Scouting.</li> <li>• Managing change effectively and situations and circumstances in which change management is required in local Scouting.</li> </ul>				
<p><b>Assessing Learning Needs</b></p>				
<p><b>Do they know...?</b> (Open Questions, Conversation Starters and Key Messages Checklist)</p>		<p><b>Learning opportunities to fill gaps in knowledge:</b></p>		
<p>How to support and encourage adults to think of new and creative ways to improve local Scouting?</p>		<p>Enabling Change Independent Learning</p>		
<p>How to effectively manage change?</p>		<p>Meeting the Challenges Course</p>		
<p>Why people are resistant to change and how to lead them successfully through change?</p>		<p>More information on the learning methods can be found in the <b><u>Learning Opportunities for Leadership and Management Training</u></b> below.</p>		
<p><b>Validation Criteria</b></p>				
<p>To validate this module learners will need to complete the following:</p>	<p>Evidence may include one or more of the following:</p>	<p>Additional guidance notes for Training Advisers</p>	<p>Requires Revalidation</p>	<p>Relevant Role</p>
<p>Explain how they support and encourage adults to think of new and creative ways to improve local Scouting. They should cover how they:</p> <ul style="list-style-type: none"> <li>• Give constructive feedback on those ideas</li> <li>• Encourage and support further work on them.</li> </ul>	<p>Discussion with the learner</p> <p>Copy of plans created by others you have supported showing new and creative ways to improve local Scouting</p>		<p>✘</p>	<p>All</p>

<p>Describe how to effectively manage change and give examples of situations and circumstances in which change management is required in local Scouting.</p>	<p>Discussion with the learner</p> <p>Written review of changes made in local Scouting</p> <p>Witness statement from those involved/affected by the change</p>		<p>✘</p>	<p>All</p>
<p>Describe the reasons behind people's resistance to change and how they would lead them successfully through the change, where possible using a real example.</p>	<p>Discussion with the learner</p> <p>Written reasons why people are resistant to change and how they would lead them through it</p>		<p>✘</p>	<p>All</p>

# Using Resources

**Topics covered:**

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

**Assessing Learning Needs**

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

**Learning opportunities to fill gaps in knowledge:**

Which decisions they can make and which decisions they need to consult others on, before acting?	Financial and Physical Resources Independent Learning
How best to ensure that key knowledge is captured, stored and used to improve local Scouting?	Executive Committees and Being a Trustee Independent Learning
How to ensure that all adults in local Scouting have the right information?	
Which resources they are responsible for?	Decision Making Independent Learning
Their contribution to the local Executive Committee in relation to financial measures? (if relevant to their role)	Skills of Management Course
Their contribution to the local Executive Committee in relation to ensuring an adequate income? (if relevant to their role)	Meeting the Challenges Course
Their contribution to the local Executive Committee in relation to physical resources? (if relevant to their role)	

<p>Their contribution to the local Executive Committee and other teams in relation to minimising the impact on the environment? (if relevant to their role)</p>		<p>More information on the learning methods can be found in the <b><u>Learning Opportunities for Leadership and Management Training</u></b> below.</p>		
Validation Criteria				
To validate this module learners will need to complete the following:	Evidence may include one or more of the following:	Additional guidance notes for Training Advisers	Requires Revalidation	Relevant Role
<p>Give two examples of decisions they can make and two examples of decisions they would need to refer.</p> <p>Describe the process, including:</p> <ul style="list-style-type: none"> <li>The information needed to inform their decision</li> <li>Who else should be involved in the decision making?</li> </ul>	<p>Discussion with the learner</p> <p>Written details of decision which can be made and those which need to be referred</p>	<p>Information should be the best they have available to inform their decision making.</p>	<p>✓</p>	<p>All</p>
<p>Explain how they ensure that key knowledge, relevant to their role, is captured, stored and used to improve the operation of local Scouting, both during and following your appointment.</p>	<p>Discussion with the learner</p> <p>Written details of the key knowledge, relevant to their role, is captured, stored and stored</p> <p>Written details of how they ensure the knowledge they hold is accessible by those who follow them in the role</p>	<p>The learner should ensure that if they were to leave Scouting, the people taking over would have access to all the relevant knowledge they would need to continue the role.</p>	<p>✓</p>	<p>All</p>
<p>Demonstrate how they ensure that all adults in local Scouting have the right information</p>	<p>Discussion with the learner</p>		<p>✓</p>	<p>All</p>

provided in a timely manner and in the most effective way.	Written details of how they ensure adults in local Scouting have the right information provided to them			
Explain which resources they are responsible for providing to enable adults in local Scouting to work effectively.	Discussion with the learner List of the resources for which they are responsible	Check whether the learner understands they may need approval or support from others e.g. an Executive Committee, to get the necessary resources they need.	✓	All
In addition, where relevant to their role, they will also need to complete the following:				
Demonstrate and describe their contribution, as part of the local Executive Committee, in ensuring that appropriate financial measures are in place.	Discussion with the learner Written details of their role in the local Executive Committee Minutes of meetings showing their contribution related to financial measures		✓	Executive Committee Members
Demonstrate and describe their contribution, as part of the local Executive Committee, in ensuring that there is an adequate income for local Scouting including the identification of other income sources such as grants.	Discussion with the learner Written details of their role in the local Executive Committee Minutes of meetings showing their contribution related to ensuring adequate income and alternative income streams		✓	Executive Committee Members
Demonstrate and describe their contribution, as part of the local Executive Committee, in ensuring that local Scouting has sufficient	Discussion with the learner		✓	Executive Committee Members

<p>physical resources to support its work with youth members.</p>	<p>Written details of their role in the local Executive Committee</p> <p>Minutes of meetings showing their contribution related to ensuring sufficiency of physical resources</p>			
<p>Demonstrate and describe their contribution, as part of the local Executive Committee and/or other teams, to minimise the negative impact and maximise the positive impact that local Scouting has on the environment.</p>	<p>Discussion with the learner</p> <p>Written details of their role in the local Executive Committee</p> <p>Minutes of meetings showing their contribution related to environmental impact</p>		<p>✓</p>	<p>Executive Committee Members</p>

# Safety for Managers and Supporters

<p><b>Topics covered:</b></p> <ul style="list-style-type: none"> <li>• Duties and responsibilities related to the safe operation of Scouting.</li> <li>• Emergency and reporting procedures.</li> <li>• Activity permits and where to find detailed information.</li> <li>• Risk assessments why they are important, and how to complete them.</li> <li>• Developing a culture of safety.</li> </ul>	<ul style="list-style-type: none"> <li>• Essential information on activities such as InTouch, medical details, age restrictions and other safety and welfare requirements.</li> <li>• Insurance information and the requirements for additional insurance.</li> <li>• Night's away permits and operations.</li> <li>• Role and responsibilities of the "leader in charge".</li> </ul>
<p><b>Assessing Learning Needs</b></p>	
<p><b>Do they know...?</b> (Open Questions, Conversation Starters and Key Messages Checklist)</p>	<p><b>Learning opportunities to fill gaps in knowledge:</b></p>
<p>Their duties and responsibilities for the safe operation of local Scouting?</p>	<p>Safety for Managers and Supporters Independent Learning</p> <p>More information on the learning methods can be found in the <b><u>Learning Opportunities for Leadership and Management Training</u></b> below.</p>
<p>The emergency and reporting procedures to follow in the event of an accident or incident?</p>	
<p>The activities that require a specific activity permit and where to find information on the requirements?</p>	
<p>How to conduct a risk assessment for a Scouting activity or event?</p>	
<p>How to develop a culture of safety within their role?</p>	
<p>Their role in approving and/or supporting activities that do not require formal activity permits? (if relevant to the role)</p>	
<p>The InTouch system, medical detail requirements, age restrictions and welfare requirements of Scouting activities? (if relevant to their role)</p>	
<p>Where to access POR and other factsheets to provide guidance for Scouting activities? (if relevant to their role)</p>	
<p>The insurance requirements of The Scouts? (if relevant to their role)</p>	

The times when additional insurance is required to support specific events and activities? (if relevant to their role)				
The requirements and procedures necessary for a Nights Away Permit and the role they play? (if relevant to their role)				
The role and responsibilities of the "leader in charge"? (if relevant to their role)				
<b>Validation Criteria</b>				
To validate this module learners will need to complete the following:	Evidence may include one or more of the following:	Additional guidance notes for Training Advisers	Requires Revalidation	Relevant Role
Detail their duties and responsibilities for the safe operation of local Scouting.	Discussion with the learner Written details of their duties and responsibilities for the safe operation of local Scouting		✓	All
Describe the emergency and reporting procedures to be followed in the event of an accident or incident, including the reporting of near misses. Explain their role in relation to these procedures.	Discussion with the learner Written details of the emergency and reporting procedures		✓	All
Outline those activities that require specific activity permits, and where to find more detailed information.	Discussion with the learner List of activities which require specific permits along with details of where more detailed information		✗	All

Provide an example of, and explain, a risk assessment which they have created for a Scouting activity or event.	Discussion with the learner Copy of a risk assessment they created for a Scouting activity or event		x	All
Explain the importance of creating a culture of safety within their area and describe the measures they have taken to promote this.	Discussion with the learner Written details of the importance of creating a culture of safety Details of actions taken to promote a culture of safety		✓	All
In addition, where relevant to their role, they will also need to complete the following:				
Describe their role in approving and/or supporting activities that do not require formal activity permits.	Discussion with the learner Written details of their role in approving and/or supporting activities which do not require permits		✓	Group Scout Leaders District Commissioners If relevant to the role
Explain the InTouch system, medical details, age restrictions and other safety and welfare requirements for the range of activities available in Scouting.	Discussion with the learner Written details of the InTouch system identifying their role Written details of the requirements for medical details, age restrictions and other safety and welfare arrangements for activities		✓	Group Scout Leaders District Commissioners Section supporters

				If relevant to the role
Explain how they have used Policy, Organisation and Rules and activity factsheets to provide guidance for a range of Scouting activities.	<p>Discussion with the learner</p> <p>Written details of how they have used POR and activity factsheets to provide guidance</p> <p>Witness statement from adults to whom they have provided guidance.</p>		✓	<p>Group Scout Leaders</p> <p>District Commissioners</p> <p>Section supporters</p> <p>If relevant to the role</p>
Describe the insurance requirements of The Scouts and state those events and activities for which additional steps must be taken.	<p>Discussion with the learner</p> <p>Written details of the insurance requirements</p> <p>Written details activities and events which require additional insurance</p>		✓	<p>Managers</p> <p>Supporters if relevant</p>
Explain the requirements and procedures necessary to gain an activity permit and describe their role in the process.	<p>Discussion with the learner</p> <p>Written details of the requirements and process for gaining activity permits including their role in the process</p>	This must be in line with The Scouts' Policy Organisation and Rules (POR) rather than any "local rules".	✓	<p>Managers</p> <p>Supporters if relevant</p>
Explain the requirements and procedures necessary to gain a nights away permit and describe their role in the process.	<p>Discussion with the learner</p> <p>Written details of the requirements and process for gaining nights away permits including their role in the process</p>	This must be in line with The Scouts' Policy Organisation and Rules (POR) rather than any "local rules".	✓	<p>Managers</p> <p>Supporters if relevant</p>
Explain the role and responsibilities of the leader in charge.	Discussion with the learner		✓	<p>Managers</p> <p>Supporters if relevant</p>

	Written details of the role and responsibilities of the "leader in charge"			
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# Running Safe Activities (17)

<p><b>Aim:</b> To enable adults to plan and run exciting, safe and developmental activities for the young people in their section.</p> <p><b>Learning Methods:</b></p> <ul style="list-style-type: none"> <li>• Course</li> <li>• Workbook</li> <li>• Small Group</li> <li>• One to one</li> </ul>	<p><b>Topics covered:</b></p> <ul style="list-style-type: none"> <li>• The importance of activities as a regular part of a high-quality balanced programme</li> <li>• The processes that need to be followed to carry out any indoor or outdoor activities in Scouting</li> <li>• Managing groups during the activity, including the Leader in Charge principle</li> <li>• Planning suitable activities, with appropriate risk assessment and communication</li> <li>• InTouch system, activity rules, parental permission, and procedures in event of an accident or incident</li> </ul>
<p><b>Assessing Learning Needs</b></p>	
<p><b>Open Questions, Conversation Starters and Key Messages Checklist</b></p>	<p><b>Suggestions to fill specific gaps in learning</b></p>
<p><b>Can you identify why activities are important, particularly outdoor activities?</b></p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• essential part of the Scout Method</li> <li>• form part of a quality programme</li> <li>• help young people to develop physically and take responsibility for themselves and others</li> <li>• activities outdoors are fun and adventurous and attractive for young people</li> <li>• outdoor activities help young people discover the outdoors and some awards and badges require outdoor activities</li> </ul>	
<p><b>Can you identify which activities members are not allowed to take part in according to Policy, Organisation and Rules?</b></p> <p>The following activities are not allowed:</p> <ul style="list-style-type: none"> <li>• Shooting at targets representing human beings or animals is not permitted as a part of any Scout activity. Please see POR Rule 9.37 for more information on this point.</li> <li>• The activity of being towed on an inflatable behind powered watercraft</li> <li>• Bungee jumping</li> <li>• Hitch-hiking</li> <li>• Knife throwing</li> <li>• Archery Tag and other combat style archery activities</li> </ul>	<p><b><u>Policy Organisation and Rules</u></b></p> <p>Other Leaders</p>
<p><b>Can you identify the process/steps for undertaking any Scout-led activity?</b></p>	<p><b><u>A-Z Directory of Activities</u></b></p>

<p>Learner has an awareness of the process for undertaking an activity in Scouting.</p>	
<p><b>Can you identify the process/steps for undertaking any externally-led activity?</b></p> <p>Learner has an awareness of the process for undertaking an activity led externally to Scouting.</p>	
<p><b>Do you know which activities require activity permits and where you can find more information about how to apply for one?</b></p> <p>The vast majority of activities don't require activity permits, the exceptions are:</p> <p>The vast majority of activities don't require activity permits, the exceptions are:</p> <ul style="list-style-type: none"> <li>• Archery</li> <li>• Caving</li> <li>• Climbing and abseiling, except             <ul style="list-style-type: none"> <li>○ Bouldering</li> <li>○ Climbs using auto belay systems (systems that lower a climber to the ground without any</li> </ul> </li> <li>• Human intervention);</li> <li>• Hill walking and off road cycling (in Terrain One and Two);</li> <li>• Hovercrafting;</li> <li>• Snowsports (except artificial slopes and nursery slopes);</li> <li>• All water activities, except swimming, on class B1, B2, B3 or A waters;</li> <li>• All motorised water activities and SCUBA activities on class C waters.</li> </ul> <p>They need to apply directly to the relevant activity assessor for a permit. The application form and further information on how to find an assessor can be found at <a href="https://scouts.org.uk/activitypermits">scouts.org.uk/activitypermits</a> or in Adventurous Activity Permit Scheme – applicant's guide.</p>	<p><a href="#"><u>A-Z Directory of Activities</u></a></p> <p><a href="#"><u>Adventurous Activity Permit Scheme – applicant's guide</u></a></p>
<p><b>Can you outline the role and responsibilities of the leader in charge?</b></p> <p>Responsible for overseeing the safety of the activity and coordinating all adults and young people.</p> <p>Ensure that all adults are clear on what they need to do, and that young people have been given clear instructions, guidance and rules.</p> <p>Responsible for ensuring that registers and headcounts are carried out.</p> <p>Responsible for the allocation of roles to specific adults and checking that those adults are aware of their specific responsibilities.</p>	
<p><b>Can you outline why it is important to ensure that every Scouting event or activity has a designated leader in charge?</b></p>	

<p>All meetings, events or activities must have a designated leader in charge to ensure that there is an adult with a clear overview of safety in a given situation.</p> <p>Having a designated leader in charge helps to minimise risk and avoid confusion, as accidents can happen when there isn't a leader clearly looking after safety issues.</p> <p>The identity of the leader in charge should be communicated to all adults and young people involved.</p>	
<p><b>What is a risk assessment and why is it important?</b></p> <p>A risk assessment is an assessment of potential hazards so that they can be minimised and/or avoided.</p> <p><b>How would you carry out a risk assessment for an activity or event?</b></p> <p>Use the five-step process:</p> <ul style="list-style-type: none"> <li>• Look for hazards</li> <li>• Decide who might be harmed and how</li> <li>• Evaluate risk</li> <li>• Record findings</li> <li>• Review assessment</li> </ul> <p><b>Can you explain why it is important to carry out risk assessment during an activity?</b></p> <p>risk assessment during activities (dynamic risk assessment) is important is essential to ensure that any changes to circumstances or conditions are effectively responded to.</p>	<p>Activities – Risk Assessment <b><u>FS120000</u></b></p>
<p><b>How can you promote a culture of safety, and support communications locally?</b></p> <ul style="list-style-type: none"> <li>• Review safety procedures regularly.</li> <li>• Review any accidents or incidents that occur.</li> <li>• Safety on the agenda at all meetings.</li> <li>• Leading by example and learning from experience.</li> <li>• Following processes and rules carefully.</li> <li>• Promoting risk assessment.</li> <li>• Communicating about safety.</li> </ul>	<p>Safety – Practical Tips <b><u>FS320012</u></b></p> <p><b><u>Safety checklists</u></b></p>
<p><b>Can you identify what the InTouch system is, and why is it important to have an effective InTouch system in place for all activities?</b></p> <p>Whenever any activity or event is run within Scouting it is a requirement that an InTouch system is in place. This is to ensure that:</p> <ul style="list-style-type: none"> <li>• Everyone involved is aware of how communication will take place between leaders, participants and those not on the event</li> <li>• There are details of who is present should anything go wrong</li> <li>• There is a system in place in the event of an emergency</li> </ul>	<p>InTouch Factsheet <b><u>FS120075</u></b></p> <p><u>POR 9.3</u></p>

<p><b>Can you list the processes that are in place in case of an accident, incident or near miss when running an activity and who it should be reported to?</b></p> <p>Deal with the incident directly (first aid, emergency services, medical attention).</p> <p>Inform District/County and parents/guardians using the InTouch system.</p> <p>Contact the Scout Information Centre to report if necessary and criteria for reporting.</p> <p>Record Locally.</p> <p>Follow procedures outlined on the purple card Safe Scouting and What to do in an emergency.</p>	<p><b><u>Safe Scouting and what to do in an emergency (purple card)</u></b></p> <p><b><u>Safety checklists</u></b></p>		
<p><b>Do you know where support and guidance for running activities can be found?</b></p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• Line manager</li> <li>• Other adults in Scouting</li> <li>• Purple Card Safe Scouting and What to do in an emergency</li> <li>• Safety checklists</li> <li>• POR</li> <li>• <b><u>Information Centre</u></b></li> <li>• <b><u>scouts.org.uk/safety</u></b></li> </ul>	<p>Line Manager</p> <p>Other adults in Scouting</p> <p><b><u>Safe Scouting and what to do in an emergency (purple card)</u></b></p> <p><b><u>Safety checklists</u></b></p> <p><b><u>Policy, Organisation and Rules</u></b></p>		
<p><b>Validation Criteria</b></p>			
<p>To validate this module learners will need to complete <b>two</b> of the following:</p>	<p>Evidence may include one or more of the following:</p>	<p>Requires Revalidation</p>	<p>Relevant Role</p>
<p>Plan, or assist in planning, an activity taking into account:</p> <ul style="list-style-type: none"> <li>• The age, experience, fitness and additional needs of the group</li> <li>• The rules related to the activity (including adult to young person ratios; any activity rules; gaining approval from the relevant commissioner; etc.)</li> <li>• Any clothing, footwear, personal and group equipment needed for the activity and anticipated weather conditions</li> <li>• The need for a risk assessment to be carried out and communicated effectively</li> </ul>	<p>a visit to the learner's programme planning meeting</p> <p>a written or verbal statement from an observer describing their role in planning an activity for the section</p> <p>programme plans, risk assessments, InTouch procedure documents, registers, and letters to parents or budgets,</p> <p>discussion with the learner, this should focus on how they incorporated the criteria above when planning an activity and</p>	<p style="text-align: center;"><b>x</b></p>	<p>All</p>

<ul style="list-style-type: none"> <li>• The need for an InTouch system to be in place.</li> </ul>	<p>should be accompanied by another form of evidence.</p>		
<p>Act as the leader in charge for an activity, taking into account the need to:</p> <ul style="list-style-type: none"> <li>• Oversee the activity (ensuring that registers, headcounts etc. are in place)</li> <li>• Co-ordinate the adults involved in the activity, allocating roles to specific adults and ensuring that they are clear on what they need to do</li> <li>• Communicate relevant instructions, guidance and rules to young people involved in the activity</li> <li>• Carry out dynamic risk assessment.</li> </ul>	<p>A visit to observe them acting as the leader in charge for an activity</p> <p>A written or verbal statement from an observer describing the learner's role in acting as the Leader in Charge for an activity for the section,</p> <p>Programme plans, risk assessments, InTouch procedure documents, registers, letters to parents</p> <p>Discussion with the learner focussing on how they incorporated the criteria above acting as the Leader in Charge for an activity and should be accompanied by another form of evidence.</p>	<p>✘</p>	<p>All</p>
<p>Any other ideas subject to agreement with the learner.</p>	<p>Additional validation criteria can be created in consultation with the learner if necessary. Any additional validation criteria created will need to check what they have learnt and that they can apply the skills that they have acquired to their role.</p>	<p>✘</p>	<p>All</p>

# International (19)

<p><b>Aim:</b> To provide an international focus appropriate to their section and appreciate the global nature of Scouting</p> <p><b>Learning Methods:</b></p> <ul style="list-style-type: none"> <li>• Course</li> <li>• Small Group</li> <li>• One to one</li> </ul>	<p><b>Topics covered:</b></p> <ul style="list-style-type: none"> <li>• The nature of world Scouting</li> <li>• International events</li> <li>• International aspects of the high-quality balanced programme</li> <li>• Benefits of international activities to young people</li> </ul>
<p><b>Assessing Learning Needs</b></p>	
<p>Open Questions, Conversation Starters and Key Messages Checklist</p>	<p>Suggestions to fill specific gaps in learning</p>
<p><b>Can you identify some of the things worldwide Scouting shares?</b></p> <ul style="list-style-type: none"> <li>• Promise</li> <li>• Law</li> <li>• World Membership Badge</li> <li>• Salute</li> <li>• Principles</li> </ul>	<p><b><u>World Scouting pages</u></b> on member resources of <a href="http://scouts.org.uk">scouts.org.uk</a></p> <p>World Scouting factsheet <b><u>FS260010</u></b></p>
<p><b>Can you identify the World Membership Badge and describe what it symbolises?</b></p> <p>The World Membership Badge is a round purple badge with a white emblem (fleur de lys surrounded by a rope tied with a reef knot) worn on the left-hand side of your uniform, usually on the pocket.</p> <p>The badge symbolises that a member of Scouting belongs to the worldwide family of Scouts.</p> <p>It is a shared emblem of the Movement worldwide.</p>	<p>World Membership Badge <b><u>FS260016</u></b></p>
<p><b>Can you identify opportunities for young people in your section to take part in international activities and events?</b></p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• Using our international programme materials related to international interests and global issues</li> <li>• JOTI/JOTA</li> <li>• Day trips</li> <li>• Hosting Scouts from other countries on their trips to the UK</li> <li>• Linking up with Scouts abroad</li> <li>• International camps in the UK and abroad including Jamborees</li> <li>• Community projects with international friends</li> </ul>	<p><b><u>scouts.org.uk/intops</u></b></p> <p>International Team</p> <p>Assistant County Commissioner for International</p>

<ul style="list-style-type: none"> <li>• Service projects overseas</li> <li>• Working on a voluntary programme such as the International Camp Staff Programme</li> <li>• Packages run by external companies</li> </ul>	
<p><b>Can I explain why international activities are part of the quality balanced programme?</b></p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• Scouting is a global organisation</li> <li>• Increasingly globalised world</li> <li>• Empowering young people to make a practical difference</li> <li>• Communicating with people locally, nationally and internationally</li> <li>• Engaging young people with global issues</li> <li>• Learning new skills and developing positive values regarding other cultures</li> <li>• Reaching individuals potential by expanding their experience base through international travel</li> </ul>	<p><a href="https://scouts.org.uk/international">scouts.org.uk/international</a></p> <p>Other Leaders</p>
<p><b>Can you identify key issues that affect everyone in the world today?</b></p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• Poverty</li> <li>• The environment</li> <li>• Peace &amp; conflict</li> <li>• Disasters</li> <li>• Health</li> <li>• Equality and Human Rights</li> <li>• Globalisation</li> <li>• Water and sanitation</li> </ul> <p><b>Can you explain how Scouting can combat these issues to help people in local communities, nationally and in other countries?</b></p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• Fundraising</li> <li>• Community projects at home or overseas</li> <li>• Taking part in a campaign on global issues</li> <li>• Building friendships</li> <li>• Supporting other charities</li> </ul>	
<p><b>Can you identify methods for including international activities in the section programme?</b></p> <p>Learners should be aware which methods are appropriate to their section.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• Games</li> <li>• Awards and Badges</li> <li>• Global Challenge Awards</li> </ul>	

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

<p>Review the programme for the section they support, with the section leadership team and adjust ensure it incorporates international activities.</p>	<p>A visit to observe the learner completing a programme review</p> <p>A written or verbal statement from an observer describing the learner completing a programme review</p> <p>Programme plans and programme review documents.</p> <p>Photos or videos of them conducting a programme review</p> <p>Discussion with the learner - this should focus on how you completed the programme review and adjustments made and should be accompanied by another form of evidence.</p>	<p>×</p>	<p>All</p>
<p>In addition, learners will also need to complete <b>two</b> of the following:</p>			
<p>Plan and run an international themed event or activity for young people exploring either:</p> <ul style="list-style-type: none"> <li>• The global nature of Scouting</li> <li>• The role of the world membership badge</li> <li>• International events in Scouting.</li> </ul>	<p>A visit to observe the learner planning and running an activity.</p> <p>A written or verbal statement from an observer describing the learner's role in planning and running an activity with the young people in their section.</p> <p>Programme plans</p> <p>Instructions for an event or activity with young people</p> <p>Photos or videos of a game or activity they have run</p> <p>Discussion with the learner - this should focus on their role in running a game or activity for young people and should be accompanied by another form of evidence.</p>	<p>×</p>	<p>All</p>
<p>Be involved in the planning and running of an international trip, for example a camp abroad, including producing an event plan.</p>	<p>A visit to a planning meeting or international trip</p> <p>A written or verbal statement from an observer describing the learner's role in the planning and running of an international trip</p>	<p>×</p>	<p>All</p>

	<p>Letters to parents for the international trip</p> <p>An event plan</p> <p>Discussion with the learner - this should focus on their role planning and running an international trip and should be accompanied by another form of evidence.</p>		
Support young people taking part in an international experience.	<p>A visit from to a planning meeting you are supporting,</p> <p>A sectional visit that showcases the support they are providing to young people taking part in an international experience</p> <p>A written or verbal statement from an observer describing their role in providing support to young people attending an international experience</p> <p>Letters and other resources created to support young people on an international experience</p> <p>Discussion with the learner - this should focus on your role providing support to young people attending an international experience and should be accompanied by another form of evidence.</p>	x	All
Establish or actively maintain a link, and exchange information, with a Scout Group outside of the UK.	<p>A visit to a JOTI/JOTI event they are taking part in with a Group outside the UK</p> <p>A sectional visit to the learner</p> <p>Letters between the Groups</p> <p>Trips to visit the group</p> <p>Photos of the group</p> <p>Photos, videos or screenshots of JOTI/JOTA contact with their link Group</p>	x	All

	<p>A written or verbal statement from an observer describing their role in running a game, activity or section meeting which supports your link to a Scout Group outside of the UK</p> <p>Discussion with the learner - this should focus on their role in establishing and maintaining a link with a Group outside of the UK and should be accompanied by another form of evidence.</p>		
<p>Any other ideas subject to agreement with the learner.</p>	<p>Additional validation criteria can be created in consultation with a Training Adviser if necessary. Any additional validation criteria created will need to check what they have learnt and that they can apply the skills that they have acquired to their role.</p>	<p>x</p>	<p>All</p>

## Facilitating (28)

<p><b>Aim:</b> To provide the skills, knowledge and attitudes to facilitate individuals and small groups.</p> <p><b>Learning Methods:</b></p> <ul style="list-style-type: none"> <li>• Course</li> <li>• Small Group</li> <li>• One to one</li> </ul>		<p><b>Topics covered:</b></p> <ul style="list-style-type: none"> <li>• Relating to others in a learning situation</li> <li>• Communicating effectively in a learning situation</li> <li>• Working with a small group</li> <li>• Working with individuals</li> <li>• Helping individuals to solve their own problems</li> </ul>	
<b>Validation Criteria</b>			
To validate this module learners will need to complete the following:	Evidence may include one or more of the following:	Requires Revalidation	Relevant Role
Discuss the module content and objectives with a Training Adviser and construct a portfolio of evidence of facilitating.	Discussion with the learner Portfolio of evidence of facilitating	x	All

## Presenting (29)

<p><b>Aim:</b> To provide the skills, knowledge and attitudes to make effective presentations.</p> <p><b>Learning Methods:</b></p> <ul style="list-style-type: none"> <li>• Course</li> <li>• Small Group</li> <li>• One to one</li> </ul>		<p><b>Topics covered:</b></p> <ul style="list-style-type: none"> <li>• Understanding the purpose of a presentation</li> <li>• Planning a presentation to meet objectives</li> <li>• Using learning methods</li> <li>• Using resources and facilities</li> <li>• Delivering a presentation</li> <li>• Collecting and using feedback</li> </ul>	
<b>Validation Criteria</b>			
To validate this module learners will need to complete the following:	Evidence may include one or more of the following:	Requires Revalidation	Relevant Role
Discuss the module content and objectives with a Training Adviser and construct a portfolio of evidence of presenting.	Discussion with the learner Portfolio of evidence of presenting	x	All

## Supporting Local Learning (30)

<p><b>Aim:</b> To provide the skills, knowledge and attitudes for Local Training Managers to coordinate the learning plans of individuals to produce a programme of learning.</p> <p><b>Learning Methods:</b></p> <ul style="list-style-type: none"> <li>• Course</li> <li>• Small Group</li> <li>• One to one</li> </ul>		<p><b>Topics covered:</b></p> <ul style="list-style-type: none"> <li>• Communicating effectively with relevant parties</li> <li>• Allocating appropriate Training Advisers to individuals</li> <li>• Collating learning plans</li> <li>• Demonstrating how to complete all necessary administration procedures</li> <li>• Monitoring the progress of individual learning</li> </ul>	
<b>Validation Criteria</b>			
To validate this module learners will need to complete the following:	Evidence may include one or more of the following:	Requires Revalidation	Relevant Role
Discuss their role with a Training Adviser and how they provide practical support to learning locally.	Discussion with the learner	✘	All
In addition, learners will also need to complete <b>two</b> of the following:			
List the individuals who come within their remit and their current training needs.	Written list of individuals within their remit and their training needs	✘	All
Keep accurate records of the progress of individuals through their Personal Learning Plans.	Evidence of record keeping	✘	All
Provide accurate briefings on a regular basis to your County Training Manager of the needs of their area.	Written or verbal statement from the County Training Manager Training Adviser witness to a briefing meeting or call	✘	All
Collate individual plans into a learning needs summary.	Written evidence of a learning needs summary	✘	All
List and explain the factors to consider when allocating Training Advisers to individual learners.	Discussion with the learner	✘	All

Brief a new Training Adviser on their role.	Training Adviser visit to an induction briefing for a new Training Adviser	x	All
Explain the administrative procedures required to support local learning.	Discussion with the learner	x	All
Ensure individual learning is monitored.	Records of monitoring learning	x	All
Any other ideas, subject to agreement with the learner.	Additional validation criteria can be created in consultation with the learner if necessary. Any additional validation criteria created will need to check what they have learnt and that they can apply the skills that they have acquired to their role.	x	All

# Planning a Learning Experience (31)

<p><b>Aim:</b> To provide the skills, knowledge and attitudes necessary to research and design training experiences.</p> <p><b>Learning Methods:</b></p> <ul style="list-style-type: none"> <li>• Course</li> <li>• Small Group</li> <li>• One to one</li> </ul>		<p><b>Topics covered:</b></p> <ul style="list-style-type: none"> <li>• Understanding the purpose of a learning experience</li> <li>• Using systematic planning to plan a learning experience</li> <li>• Planning a balanced learning experience to meet objectives</li> <li>• Producing material to support the learning experience</li> <li>• Producing a plan to evaluate the learning experience</li> </ul>	
<b>Validation Criteria</b>			
To validate this module learners will need to complete the following:	Evidence may include one or more of the following:	Requires Revalidation	Relevant Role
Discuss the module content and objectives with a Training Adviser and construct a portfolio of evidence of planning a learning experience.	Discussion with the learner Portfolio of evidence of planning a learning experience	*	All

# Delivering a Learning Experience (32)

<p><b>Aim:</b> To provide the skills, knowledge and attitudes to enable Training Managers to plan to meet the learning needs in their area of responsibility.</p> <p><b>Learning Methods:</b></p> <ul style="list-style-type: none"> <li>• Course</li> <li>• Workbook</li> <li>• Small Group</li> <li>• One to one</li> </ul>		<p><b>Topics covered:</b></p> <ul style="list-style-type: none"> <li>• Identifying the needs of the Adult Training Scheme so they can be implemented</li> <li>• Researching and including current training trends in the plan</li> <li>• Drafting a learning provision plan</li> <li>• Identifying resources needed to implement the plan</li> <li>• Producing a final plan, which includes quality control measures</li> </ul>	
Validation Criteria			
To validate this module learners will need to complete the following:	Evidence may include one or more of the following:	Requires Revalidation	Relevant Role
Discuss the module content and objectives with a Training Adviser and construct a portfolio of evidence of planning a learning provision.	Discussion with the learner  Portfolio of evidence of planning a learning provision	x	All

# Managing a Learning Provision (34)

<p><b>Aim:</b> To provide the skills, knowledge and attitudes to ensure County Training Managers are able to manage the learning provision in their area of responsibility.</p> <p><b>Learning Methods:</b></p> <ul style="list-style-type: none"> <li>• Course</li> <li>• Workbook</li> <li>• Small Group</li> <li>• One to one</li> </ul>		<p><b>Topics covered:</b></p> <ul style="list-style-type: none"> <li>• Implementing the Learning Provision Plan</li> <li>• Monitoring the progress of the plan</li> <li>• Applying and maintaining quality control</li> <li>• Maintaining a competent team</li> <li>• Maintaining links with others involved in training</li> <li>• Amending the plan where necessary</li> </ul>	
Validation Criteria			
To validate this module learners will need to complete the following:	Evidence may include one or more of the following:	Requires Revalidation	Relevant Role
Discuss the module content and objectives with a Training Adviser and construct a portfolio of evidence of managing a learning provision.	Discussion with the learner Portfolio of evidence of managing a learning provision	*	All

# Mentoring and Coaching (39)

## Aim

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

## Topics covered

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

## Change of role

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

## Delivery methods

- Course
- One to one
- Small group

## Validation criteria

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

### 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

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

# PART 7: Leadership and management training learning opportunities independent learning

## Managing Time and Personal Skills

<p><b>Who is this Independent Learning Unit for?</b></p> <p>This Independent Learning Unit is aimed at members who hold Manager and Supporter roles in Scouting. Recommendations for which roles this piece of learning would be most suitable for can be found in <b>Appendix 4: Recommended Learning</b>.</p>	
<p><b>Aim:</b> To give Managers and Supporters the opportunity to learn about and reflect on their current skills, areas for development and how to manage their time effectively.</p> <p><b>Delivery Method:</b> e- Learning</p> <p><b>Links to:</b> Skills of Management course</p>	<p><b>Topics covered:</b></p> <ul style="list-style-type: none"> <li>• Self-assessment of knowledge and skills and identifying areas for development.</li> <li>• The Importance of asking for and acting upon feedback from others.</li> <li>• The Line manager's role in agreeing with an individual what their goals and priorities are.</li> <li>• How to help others to assess their knowledge and skills</li> <li>• Time management - how to use time effectively and importance of regularly reassessing</li> <li>• Stress management - how to manage workload and prevent potential stress.</li> <li>• Volunteering/life balance.</li> <li>• The Importance of, and how best to, keep up to date with communications relevant to your role.</li> </ul>
<p><b>Validation:</b> The topics covered will assist the Manager or Supporter to validate against the six key areas of Leadership and Management. There are no direct validation criteria for this piece of learning.</p>	

## Finding, Appointing and Welcoming Volunteers

<p><b>Who is this Independent Learning Unit for?</b></p> <p>This Independent Learning Unit is aimed at members who hold Manager and Supporter roles in Scouting. Recommendations for which roles this piece of learning would be most suitable for can be found in <a href="#">Appendix 4: Recommended Learning</a>.</p>	
<p><b>Aim:</b> To give Managers and Supporters the knowledge and skills to recruit volunteers and to manage the appointment process.</p> <p><b>Delivery Method:</b> e-learning</p> <p><b>Links to:</b></p> <ul style="list-style-type: none"> <li>• Skills of Management</li> <li>• Achieving Growth</li> </ul>	<p><b>Topics covered:</b></p> <ul style="list-style-type: none"> <li>• Recruitment process and tools:</li> <li>• Appointment Process (some extra info needed for DCs)</li> <li>• Induction Process</li> <li>• Succession planning – particularly for key local roles</li> </ul>
<p><b>Validation:</b> The topics covered will assist the Manager or Supporter to validate against the six key areas of Leadership and Management. There are no direct validation criteria for this piece of learning.</p>	

## Keeping, Developing and Managing Volunteers

<p><b>Who is this Independent Learning Unit for?</b></p> <p>This Independent Learning Unit is aimed at members who hold Manager and Supporter roles in Scouting. Recommendations for which roles this piece of learning would be most suitable for can be found in <a href="#">Appendix 4: Recommended Learning</a>.</p>	
<p><b>Aim:</b> To give Managers and Supporters the knowledge and skills to retain, develop and manage volunteers.</p> <p><b>Delivery Method:</b> video and learning guide</p> <p><b>Links to:</b></p> <ul style="list-style-type: none"> <li>• Skills of Management course</li> <li>• Achieving Growth course</li> </ul>	<p><b>Topics covered:</b></p> <ul style="list-style-type: none"> <li>• Establishing and maintaining positive working relationships with volunteers</li> <li>• The journey of an adult through Scouting.</li> <li>• Formal and informal reviews</li> </ul>
<p><b>Validation:</b> The topics covered will assist the Manager or Supporter to validate against the six key areas of Leadership and Management. There are no direct validation criteria for this piece of learning.</p>	

## Dealing with Difficult Situations

<p><b>Who is this Independent Learning Unit for?</b></p> <p>This Independent Learning Unit is aimed at members who hold Manager and Supporter roles in Scouting. Recommendations for which roles this piece of learning would be most suitable for can be found in <b>Appendix 4: Recommended Learning</b>.</p>	
<p><b>Aim:</b> To give Managers and Supporters the knowledge and skills to prevent or deal with disagreements in Scouting.</p> <p><b>Delivery Method:</b> video and learning guide</p> <p><b>Links to:</b> Meeting the Challenges course</p>	<p><b>Topics covered:</b></p> <ul style="list-style-type: none"> <li>• Managing conflict</li> <li>• The Complaints process</li> <li>• The Suspension process</li> <li>• The Dismissal process</li> <li>• Resources and support</li> </ul>
<p><b>Validation:</b> The topics covered will assist the Manager or Supporter to validate against the six key areas of Leadership and Management. There are no direct validation criteria for this piece of learning.</p>	

## Planning for Growth

<p><b>Who is this Independent Learning Unit for?</b></p> <p>This Independent Learning Unit is aimed at members who hold Manager and Supporter roles in Scouting. Recommendations for which roles this piece of learning would be most suitable for can be found in <b>Appendix 4: Recommended Learning</b>.</p>	
<p><b>Aim:</b> To give Managers and Supporters the skills and knowledge to improve growth within Scouting.</p> <p><b>Delivery Method:</b> video and learning guide</p> <p><b>Links to:</b> Achieving Growth course</p>	<p><b>Topics covered:</b></p> <ul style="list-style-type: none"> <li>• The Importance of growth in Scouting</li> <li>• Your role in achieving growth</li> <li>• The role of development plans in achieving growth</li> <li>• The role of quality management and bench marking when planning for quality growth</li> <li>• The need to engage others and cooperate to achieve growth</li> </ul>
<p><b>Validation:</b> The topics covered will assist the Manager or Supporter to validate against the six key areas of Leadership and Management. There are no direct validation criteria for this piece of learning.</p>	

## Enabling Change

<p><b>Who is this Independent Learning Unit for?</b></p> <p>This Independent Learning Unit is aimed at members who hold Manager and Supporter roles in Scouting. Recommendations for which roles this piece of learning would be most suitable for can be found in <a href="#">Appendix 4: Recommended Learning</a>.</p>	
<p><b>Aim:</b> To give Managers and Supporters the skills and knowledge to enable and manage change in Scouting.</p> <p><b>Delivery Method:</b> video and learning guide</p> <p><b>Links to:</b></p> <ul style="list-style-type: none"> <li>• Achieving Growth course</li> <li>• Meeting the Challenges course</li> </ul>	<p><b>Topics covered:</b></p> <ul style="list-style-type: none"> <li>• Change management and how to identify situations where change management is required.</li> <li>• The importance of listening to and being open to new ideas, and either acting upon them or providing constructive feedback.</li> </ul>
<p><b>Validation:</b> The topics covered will assist the Manager or Supporter to validate against the six key areas of Leadership and Management. There are no direct validation criteria for this piece of learning.</p>	

## Getting the Word Out

<p><b>Who is this Independent Learning Unit for?</b></p> <p>This Independent Learning Unit is aimed at members who hold Manager and Supporter roles in Scouting. Recommendations for which roles this piece of learning would be most suitable for can be found in <a href="#">Appendix 4: Recommended Learning</a>.</p>	
<p><b>Aim:</b> To give Managers and Supporters the skills and knowledge to be effective communicators.</p> <p><b>Delivery Method:</b> e-learning</p> <p><b>Links to:</b></p> <ul style="list-style-type: none"> <li>• Skills of Management</li> <li>• Achieving Growth</li> <li>• Meeting the Challenges course</li> </ul>	<p><b>Topics covered:</b></p> <ul style="list-style-type: none"> <li>• How to identify and use different communication channels effectively to communicate with existing members</li> <li>• How to use different communication channels to promote local Scouting in the wider community</li> <li>• Building and maintaining relationships with other organisations that can benefit local Scouting.</li> </ul>
<p><b>Validation:</b> The topics covered will assist the Manager or Supporter to validate against the six key areas of Leadership and Management. There are no direct validation criteria for this piece of learning.</p>	

## Financial and Physical Resources

<p><b>Who is this Independent Learning Unit for?</b></p> <p>This Independent Learning Unit is aimed at members who hold Manager and Supporter roles in Scouting. Recommendations for which roles this piece of learning would be most suitable for can be found in <b><u>Appendix 4: Recommended Learning</u></b>.</p>	
<p><b>Aim:</b> To give Managers and Supporters the skills and knowledge to manage their finances and other resources effectively.</p> <p><b>Delivery Method:</b> video and workbook</p> <p><b>Links to:</b></p> <ul style="list-style-type: none"> <li>• Skills of Management course</li> <li>• Achieving Growth course</li> </ul>	<p><b>Topics covered:</b></p> <ul style="list-style-type: none"> <li>• How to work with your Exec to assess if you have adequate income and resources.</li> <li>• Potential sources of income for local Scouting – and how to identify them.</li> <li>• How to work with your Exec to assess and ensure that there are sufficient physical resources (people) to support work with youth members. Includes a responsibility for recruitment.</li> <li>• Taking part in and supporting others in fundraising</li> <li>• Appropriate management of funds</li> </ul>
<p><b>Validation:</b> The topics covered will assist the Manager or Supporter to validate against the six key areas of Leadership and Management. There are no direct validation criteria for this piece of learning.</p>	

## Building Effective Teams

<p><b>Who is this Independent Learning Unit for?</b></p> <p>This Independent Learning Unit is aimed at members who hold Manager and Supporter roles in Scouting. Recommendations for which roles this piece of learning would be most suitable for can be found in <b><u>Appendix 4: Recommended Learning</u></b>.</p>	
<p><b>Aim:</b> To give Managers and Supporters the skills and knowledge to build and manage teams.</p> <p><b>Delivery Method:</b> video and learning guide</p> <p><b>Links to:</b> Skills of Management course</p>	<p><b>Topics covered:</b></p> <ul style="list-style-type: none"> <li>• Methods and tips for building team spirit</li> <li>• How to build an effective team – including theories</li> <li>• Different models of team building</li> <li>• Examples of alternative team structures</li> <li>• How to run effective team meetings:</li> </ul>
<p><b>Validation:</b> The topics covered will assist the Manager or Supporter to validate against the six key areas of Leadership and Management. There are no direct validation criteria for this piece of learning.</p>	

## Leading Local Scouting

<p><b>Who is this Independent Learning Unit for?</b></p> <p>This Independent Learning Unit is aimed at members who hold Manager and Supporter roles in Scouting. Recommendations for which roles this piece of learning would be most suitable for can be found in <a href="#">Appendix 4: Recommended Learning</a>.</p>	
<p><b>Aim:</b> To give Managers and Supporters the skills and knowledge to effectively lead local Scouting.</p> <p><b>Delivery Method:</b> e-learning</p> <p><b>Links to:</b></p> <ul style="list-style-type: none"> <li>• Skills of Management course</li> <li>• Achieving Growth course</li> </ul>	<p><b>Topics covered:</b></p> <ul style="list-style-type: none"> <li>• The qualities of an effective leader</li> <li>• The strategic vision for UK Scouting</li> <li>• The importance of creating a vision for local Scouting</li> <li>• How to communicate your vision</li> </ul>
<p><b>Validation:</b> The topics covered will assist the Manager or Supporter to validate against the six key areas of Leadership and Management. There are no direct validation criteria for this piece of learning.</p>	

## Project Management

<p><b>Who is this Independent Learning Unit for?</b></p> <p>This Independent Learning Unit is aimed at members who hold Manager and Supporter roles in Scouting. Recommendations for which roles this piece of learning would be most suitable for can be found in <a href="#">Appendix 4: Recommended Learning</a>.</p>	
<p><b>Aim:</b> To give Managers and Supporters the skills and knowledge to be manage projects effectively.</p> <p><b>Delivery Method:</b> e-learning</p> <p><b>Links to:</b></p> <ul style="list-style-type: none"> <li>• Skills of Management course</li> <li>• Achieving Growth course</li> </ul>	<p><b>Topics covered:</b></p> <ul style="list-style-type: none"> <li>• Skills of and tools for effective project management and implementation, including monitoring and reviewing progress, managing those who are implementing projects, and systematic planning</li> <li>• How to resolve problems/act upon comments that may be raised by members or parents about ongoing projects (acting on feedback).</li> </ul>
<p><b>Validation:</b> The topics covered will assist the Manager or Supporter to validate against the six key areas of Leadership and Management. There are no direct validation criteria for this piece of learning.</p>	

## Decision Making

<p><b>Who is Skills of Management for?</b> Decision making is aimed at members who hold Manager and Supporter roles in Scouting.</p>	
<p><b>Aim:</b> To give Managers and Supporters the skills and knowledge to make effective decisions.</p> <p><b>Delivery Method:</b> animation and learning guide</p> <p><b>Links to:</b></p> <ul style="list-style-type: none"> <li>• Skills of Management course</li> <li>• Achieving Growth course</li> <li>• Meeting the Challenges course</li> </ul>	<p><b>Topics covered:</b></p> <ul style="list-style-type: none"> <li>• Methods of decision making and prioritisation</li> <li>• Decision making structures within local Scouting – and where you fit</li> <li>• Decision making structures within national Scouting - and how to use them effectively</li> </ul>
<p><b>Validation:</b> The topics covered will assist the Manager or Supporter to validate against the six key areas of Leadership and Management. There are no direct validation criteria for this piece of learning.</p>	

## Supporting the Adult Training Scheme

<p><b>Who is this Independent Learning Unit for?</b> This Independent Learning Unit is aimed at members who hold Manager and Supporter roles in Scouting. Recommendations for which roles this piece of learning would be most suitable for can be found in <b>Appendix 4: Recommended Learning</b>.</p>	
<p><b>Aim:</b> To ensure Managers have the required knowledge of the Adult Training Scheme and understand their role in supporting those they manage through their training.</p> <p><b>Delivery Method:</b> workbook</p> <p><b>Links to:</b> Skills of Management Course</p>	<p><b>Topics covered:</b></p> <ul style="list-style-type: none"> <li>• Principles of The Scouts' Adult Training Scheme</li> <li>• The manager's role in supporting those they line manage</li> <li>• The support structure of training within Scouting</li> </ul>
<p><b>Validation:</b> The topics covered will assist the Manager or Supporter to validate against the six key areas of Leadership and Management. There are no direct validation criteria for this piece of learning.</p>	

## Safety for Managers and Supporters

<p><b>Who is this Independent Learning Unit for?</b></p> <p>This Independent Learning Unit is aimed at members who hold Manager and Supporter roles in Scouting. Recommendations for which roles this piece of learning would be most suitable for can be found in <b>Appendix 4: Recommended Learning</b>.</p>	
<p><b>Aim:</b> To ensure learners understand their responsibilities relating to safety in Scouting</p> <p><b>Delivery Method:</b> workbook</p>	<p><b>Topics covered:</b></p> <ul style="list-style-type: none"> <li>• Duties and responsibilities related to the safe operation of Scouting.</li> <li>• Emergency and reporting procedures.</li> <li>• Activity permits and where to find detailed information.</li> <li>• Risk assessments why they are important, and how to complete them.</li> <li>• Developing a culture of safety.</li> <li>• Essential information on activities such as InTouch, medical details, age restrictions and other safety and welfare requirements.</li> <li>• Insurance information and the requirements for additional insurance.</li> <li>• Night's away permits and operations.</li> <li>• Role and responsibilities of the "leader in charge".</li> </ul>
<p><b>Validation:</b> The topics covered will enable the Manager or Supporter to validate the Safety for Managers and Supporters validation area. Details of the validation criteria can be found in the Leadership and Management Training Validation Areas section below.</p>	

# Skills Courses

## Skills of Management

<p><b>Who is Skills of Management for?</b>                  This course is aimed at members who hold Manager and Supporter roles in Scouting.                  Recommendations for which roles this course would be most suitable for can be found in <a href="#">Appendix 4: Recommended Learning</a>.</p>	
<p><b>Aim:</b> To provide managers with the skills and tools to manage and support volunteers in Scouting.</p> <p><b>Delivery Method:</b> Two-day course (either a weekend or two single days)</p>	<p><b>Topics covered:</b></p> <ul style="list-style-type: none"> <li>• leadership styles</li> <li>• active listening and communication</li> <li>• motivating their team</li> <li>• mentoring</li> <li>• coaching and supporting</li> <li>• building relationships</li> </ul>
<p><b>Validation:</b> The topics covered will assist the Manager or Supporter to validate against the six key areas of Leadership and Management. There are no direct validation criteria for this course.</p>	

## Meeting the Challenges

<p><b>Who is Meeting the Challenges for?</b>                  This course is aimed at members who hold Manager and Supporter roles in Scouting.                  Recommendations for which roles this course would be most suitable for can be found in <a href="#">Appendix 4: Recommended Learning</a>.</p>	
<p><b>Aim:</b> To provide managers with an opportunity to discuss and develop their approach to dealing with difficult situations.</p> <p><b>Delivery Method:</b> One day course</p>	<p><b>Topics covered:</b></p> <ul style="list-style-type: none"> <li>• Dealing with Difficult Situations</li> <li>• Disputes and Complaints Process</li> <li>• Challenging Reviews</li> <li>• Safeguarding</li> <li>• Managing Your Time</li> </ul>
<p><b>Validation:</b> The topics covered will assist the Manager or Supporter to validate against the six key areas of Leadership and Management. There are no direct validation criteria for this course.</p>	

## Achieving Growth

<p><b>Who is Achieving Growth for?</b></p> <p>This course is aimed at members who hold Manager and Supporter roles in Scouting. Recommendations for which roles this course would be most suitable for can be found in <b><u>Appendix 4: Recommended Learning</u></b>.</p>	
<p><b>Aim:</b> This course covers the knowledge necessary to enable Managers and Supporter to plan and manage growth in their area of Scouting.</p> <p><b>Delivery Method:</b> One day course</p>	<p><b>Topics covered:</b></p> <ul style="list-style-type: none"> <li>• Planning for growth</li> <li>• Managing change</li> <li>• Growth: recruiting adult volunteers</li> <li>• Growth: young people and young adults.</li> </ul>
<p><b>Validation:</b> The topics covered will assist the Manager or Supporter to validate against the six key areas of Leadership and Management. There are no direct validation criteria for this course.</p>	

# APPENDIX 1: Useful Resources

## The Information Centre

The Information Centre is your first point of contact for The 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

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

## Adult's Personal File for Managers and Supporters

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

## Supplementary Module Pages for the Adult's Personal File

The Supplementary Module Pages will be useful for members who choose to undertake any of the supplementary modules. These can be printed and inserted into the Adult's Personal File or referred to online. The Supplementary Module pages for the Adult's Personal File can be accessed in one document with all the Supplementary Modules or the individual module pages are also available at [scouts.org.uk/training](http://scouts.org.uk/training).

## Online resources

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

## APPENDIX 2: Personal Learning Plan Template

Learning Opportunities	Learning Method	Learning Required? (Y/N)	Planned Learning Completion Date	Actual Learning Completion Date
<b>Getting Started</b>				
Personal Learning Plan (02)				
Essential Information (01)				
Safety				
Safeguarding				
Tools for the Role (Managers and Supporters) (04)				
General Data Protection Regulations (GDPR)				
Trustee Introduction (for Executive Committee members)				
<b>Training for All Appointments</b>				
Delivering a Quality Programme (12A)				
The Fundamentals of Scouting (05)				
Scouting for All (07)				

Learning Opportunities	Learning Method	Learning Required? (Y/N)	Planned Learning Completion Date	Actual Learning Completion Date
Administration (11)				
First Aid (10)				
<b>Leadership and Management Training</b>				
Managing Time and Personal Skills	e-learning			
Leading Local Scouting	e-learning			
Finding, Appointing and Welcoming Volunteers	e-learning			
Keeping, Developing and Managing Volunteers	Video and learning guide			
Planning for Growth	Video and learning guide			
Enabling Change	Video and learning guide			
Building Effective Teams	Video and learning guide			
Dealing with Difficult Situations	Video and learning guide			
Safeguarding for Managers and Supporters	e-learning			
Project Management	e-learning			
Decision Making	Animation and learning guide			
Executive Committees and Being a Trustee	e-learning			

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

Learning Opportunities	Learning Method	Learning Required? (Y/N)	Planned Learning Completion Date	Actual Learning Completion Date
Managing a Learning Provision (34)				
Mentoring and Coaching (39)				

# APPENDIX 3: Manager and Supporter Validation Record

Getting Started		Training for All Appointments		Leadership and Management Training		Supplementary Modules (if relevant to the role)	
To be completed within 5 months		To be completed within 3 years of full appointment.					
Training	Validation	Training	Validation	Training	Validation	Training	Validation
Personal Learning Plan (02)	Date:	Delivering a Quality Programme (12A)	Date:	Working with People	Date:	Running Safe Activities (17)	Date:
	Name:		Name:		Name:		Name:
	Member No:		Member No:		Member No:		Member No:
Essential Information (01)	Date:	The Fundamentals of Scouting (05)	Date:	Managing Your Time and Personal Skills	Date:	International (19)	Date:
	Name:		Name:		Name:		Name:
	Member No:		Member No:		Member No:		Member No:
Safety	Date:	Scouting for All (07)	Date:	Achieving Results	Date:	Facilitating (28)	Date:
	Name:		Name:		Name:		Name:
	Member No:		Member No:		Member No:		Member No:
Safeguarding	Date:	Administration (11)	Date:	Providing Direction	Date:	Presenting (29)	Date:
	Name:		Name:		Name:		Name:

Training Adviser's Guide for Managers and Supporters

	Member No:		Member No:		Member No:		Member No:
Trustee Introduction	Date:	First Aid (10)	Date:	Enabling Change	Date:	Supporting Local Learning (30)	Date:
	Name:		Name:		Name:		Name:
	Member No:		Member No:		Member No:		Member No:
Tools for the Role (Managers and Supporters) (04)	Date:	Changes in Scouting (06)	Date:	Using Resources	Date:	Planning a Learning Experience (31)	Date:
	Name:		Name:		Name:		Name:
	Member No:		Member No:		Member No:		Member No:
General Data Protection Regulations (GDPR)	Date:			Safety for Managers and Supporters	Date:	Planning a Learning Provision (33)	Date:
	Name:				Name:		Name:
	Member No:				Member No:		Member No:
Training Adviser Comments	Wood Badge recommendation by the Training Adviser:		Recommendation Date:			Managing a Learning Provision (34)	Date:
							Name:
							Member No:
						Mentoring and Coaching (39)	Date:
							Name:
							Member No:

# APPENDIX 4: Recommended Learning for Leadership and Management Training

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

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

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

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

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