Adult's Personal File

For Section Leaders

Scouts

Contents

Editor's note

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

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

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

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

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

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

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

Letter from the Chief Scout

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

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

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

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

Bear Grylls

Chief Scout

PART 1: Key contacts for training

Training Adviser

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

Name_____

Address_____

Tel no _____

Email_____

Line Manager

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

Name_____

Address_____

Tel no_____

Email_____

Training Manager

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

Name_____

Address_____

Tel no_____

Email_____

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

Scout Information Centre

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

PART 2: Introduction to Section Leader Training

About this Guide

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

This guide only refers to the compulsory training that is relevant to those taking on appointments as Section Leaders or Assistant Section Leaders. A full list of all of the modules within the Adult Training Scheme can be found in the Module Matrix, available at **scouts.org.uk/training**.

How does the scheme work?

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

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

Learning and validation

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

Training Advisers and ongoing support

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

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

The stages of Adult Training

Adult training comprises three stages:
1   Getting Started
2   The Wood Badge – this is broken down into:

- Training for All Appointments – six training modules delivered through a variety of learning methods
- Section Leader Training – eight training modules delivered through a variety of learning methods

3   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 your role, taking your existing knowledge and skills into account.

Although the parts of Getting Started can be completed in any order, it is recommended that you complete the Personal Learning Plan as the first step, particularly if you are changing roles. This will mean that you will have a clear idea of the process from the outset, and you will be able to get advice and guidance from a Training Adviser at an early stage on how to go about completing your training.

Essential Information (01)

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

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

redesigned as online independent learning which includes built-in assessment and the generation of a certificate that can be used for validation.

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

Safety

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

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

This training needs to be renewed every three years.

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

Safeguarding

This module provides the information that all adults in Scouting need to know to keep young people and adults safe. It covers the Safeguarding Policy, the Young People First Safeguarding Card Code of Conduct (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-offico 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 (Section Leaders) (03)

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

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

Once you have completed Getting Started you will move on to completing all the training relevant to your role. As a Section Leader or Assistant Section Leader you will need to complete a Wood Badge.

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

You are required to complete your Wood Badge within three years from your role start date as recorded on Compass. At the end of this process, for most roles, you will be awarded a Wood Badge to mark your achievement.

Ongoing learning

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, calculated over the length of the appointment. For example, if you go on a week-long residential course, this could be counted as your ongoing learning for the whole period of the appointment. This is to ensure you continue to acquire new skills and keep up to date with new trends and policies.

You will be required to agree what ongoing learning you are going to do in the first year after achieving your Wood Badge with your Training Adviser before you can be awarded your Wood Badge. It then becomes your line manager's responsibility to monitor and agree your ongoing learning.

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

- The maintenance of a current adult first aid qualification/first response certificate
- A Beaver Scout Leader spending time with another leader learning how to use Programmes Online, then using it to plan their programme
- Any of the supplementary modules, for example Facilitating (28) or Presenting (29) if they are not part of the minimum training requirements for your role

Your Training Adviser will be able to give you more support and advice on courses, qualifications and other Scouting activities that may count as ongoing learning.

Mandatory ongoing learning

Although the ongoing learning hours you are required to complete each year can be any number of things, there are also some specific ongoing learning requirements which all Section Leaders and Assistant Section Leaders must complete.

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 Conduct (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 Section Leader or Assistant Section Leader appointment are also required to hold a current First Aid certificate. All Leaders should maintain a current First Aid qualification to the minimum level of First Response. 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 the First Aid requirements can be found on the **First Aid pages** on scouts.org.uk

External recognition

It is possible for the training that you do through The Scouts to be recognised by an external organisation.

More information on all these options, including the process for registration and costs visit scouts.org.uk/training or by calling 0345 300 1818.

Membership of the Institute of Leadership and Management (ILM)

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

Benefits include professional recognition, lifestyle discounts, Harvard Business School resources, access to ILM's regional evening events, a free legal helpline, and Edge – the magazine that you will receive nine times a year.

PART 3: Creating your Personal Learning Plan

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

Agreeing a Personal Learning Plan

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

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

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

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

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

Module Matrix

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

■ 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.	■ One to one ■ Workbook
Essential Information (01)	To provide all adults in Scouting with the essential information needed to get started in their role.	■ 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.	■ 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.	■ 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.	■ e-learning
Trustee Introduction	To provide the Charity or managing Trustees with information on their legal responsibilities and current regulations.	■ e-learning
Tools for the Role (Section Leaders) (03)	To provide the basic information on the individual's role or area of responsibility and some practical help to get the individual started in the role.	■ Course ■ One to one ■ Small group ■ e-learning
Tools for the Role (Managers and Supporters) (04)	To provide key information about the individual's role, areas of responsibility and where they can find further information and support.	■ Course ■ One to one ■ Small group ■ e-learning

Training For All Appointments

Module	Aim	Methods
Delivering a Quality Programme (12A)	To provide Leaders, Managers and Supporters with information about how to deliver quality Scouting to young people, and how we ensure it meets their needs. This module is recommended as a priority.	■ Course ■ One to one ■ Small group ■ e-learning
Fundamentals of Scouting (05)	To explore the Fundamentals of Scouting and the Religious Policy, and their relationship with delivering a quality Programme for young people.	■ Course ■ One to one ■ Small group ■ e-learning
Scouting For All (07)	To provide an introduction to equal opportunities and practical advice about how to make Scouting inclusive for all.	■ Course ■ One to one ■ Small group ■ Workbook
Administration (11)	To provide information and best practice on how to manage administrative tasks in Scouting, including responsibilities relating to the Data Protection Act/GDPR, record keeping, finances and insurance requirements.	■ Course ■ One to one ■ Small group ■ Workbook
First Aid (10)	To cover the skills and knowledge necessary to enable adults to manage an incident and provide basic first aid.	■ 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.	■ Course ■ One to one ■ Small group
Running Safe Activities (17)	To enable adults to plan and run exciting, safe and developmental activities for the young people in their section.	■ Course ■ One to one ■ Small group ■ Workbook
Practical Skills (18)	To enable adults to gain and develop practical skills for the benefit of young people in their section.	■ Course ■ Small group
Introduction to Residential Experiences (16)	To enable Section Leaders and supporters who may support residential experiences for young people, to understand the purpose that residential experiences play in Scouting.	■ Course ■ One to one ■ Small group
International (19)	To provide adults with an international focus appropriate to their section and understand the global nature of Scouting.	■ Course ■ One to one ■ Small group

The People

Module	Aim	Methods
Supporting Young People (14)	To enable adults to understand and meet the needs of young people and create a supportive environment.	■ Course ■ One to one ■ Small group ■ Workbook
Promoting Positive Behaviour (15)	To enable adults to promote positive behaviour and appropriately manage challenging behaviour in their section.	■ Course ■ One to one ■ Small group ■ Workbook
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.	■ Course ■ One to one ■ Small group ■ Workbook
Working With Adults (09)	To cover some key skills required to work effectively as a team, including communication, listening skills, decision-making structures and effectively representing others.	■ Course ■ Small group
Skills of Leadership (08)	To cover the knowledge, skills and attitudes required to be an effective leader, including leadership styles, action-centred leadership and developing leadership skills in others.	■ Course ■ One to one ■ Small group

Additional ongoing learning opportunities for all members can be found at
scouts.org.uk/volunteers/learning-development-and-awards/ongoing-training-for-all/

Managers and Supporters

Core Skill Areas	Independent Learning	Skills Courses		
	Methods: e-learning, videos and learning guides, workbooks, information sheets.	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
Safety	To revisit the responsibilities and practice related to safety in Scouting, to keep everyone safe. related to safety in Scouting.	■ e-learning
Safeguarding	To revisit the responsibilities and practice related to safeguarding in Scouting, to keep everyone safe. related to safeguarding in Scouting.	■ e-learning
First aid	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
Assessing Learning (25)	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
Instructing Practical Skills (27)	To provide the skills, knowledge and attitudes necessary to instruct practical skills.	■ Course ■ One to one ■ Small group
Facilitating (28)	To provide the skills, knowledge and attitudes to facilitate individuals and small groups.	■ Course ■ One to one ■ Small group
Presenting (29)	To provide the skills, knowledge and attitudes to make effective presentations.	■ Course ■ One to one ■ Small group
Supporting Local Learning (30)	To provide the skills, knowledge and attitudes for Local Training Managers to co-ordinate the learning plans of individuals to produce a programme of learning.	■ Course ■ One to one ■ Small group
Planning a Learning Experience (31)	To provide the skills, knowledge and attitudes necessary to research and design training experiences.	■ Course ■ One to one ■ Small group
Delivering a Learning Experience (32)	To provide the skills, knowledge and attitudes necessary to plan, prepare and run a training experience.	■ Course ■ One to one ■ Small group
Planning a Learning Provision (33)	To provide the skills, knowledge and attitudes to enable training managers to plan to meet the learning needs of an area.	■ Course ■ One to one ■ Small group ■ Workbook
Managing a Learning Provision (34)	To provide the skills, knowledge and attitudes to enable County Training Managers to manage the learning provision for their area.	■ Course ■ One to one ■ Small group ■ Workbook
Additional Needs (36)	To provide information, support and resources for those working with young people with additional needs. Training resources for this module are currently under review. For advice on delivering this module, please contact **inclusion@scouts.org.uk.**	■ Course ■ One to one ■ Small group
Advising on Adult Appointments (37)	To enable an adult to participate fully as a member of the Appointments Advisory Committee.	■ Course ■ One to one ■ Small group ■ Online video
Skills for Residential Experiences (38)	To enable adults to acquire the appropriate skills to plan and run successful residential experiences for the young people in their section.	■ Course ■ One to one ■ Small group
Mentoring and Coaching (39)	To enable adults to effectively mentor and coach both adults and young people for successful talent management/succession planning.	■ Course ■ One to One ■ Small Group

Minimum Module Requirements

All individuals completing a Section Leader Wood badge will be required to complete the following compulsory modules:

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)
The Fundamentals of Scouting (05)
Scouting for All (07)
Administration (11)
First Aid (10)

The Programme
Programme Planning (12B)
Running Safe Activities (17)
Practical Skills (18)
Introduction to Residential Experiences (16)
International (19)

The People
Supporting Young People (14)
Promoting Positive Behaviour (15)
Growing the Section (13)
Skills of Leadership (08)
Working with Adults (09)

Additional Modules

You are encouraged to look at other modules that may be relevant to your role but do not make up the minimum requirements for your appointment. These modules may be completed in addition to the minimum requirements, or as ongoing learning. For example, Skills for Residential Experiences (38) may be relevant to Section Leaders.

The content of these modules can be found online in the Supplementary Module Pages or at **scouts.org.uk/training**

Change of Role

It is not unusual for an adult to change roles in Scouting. To ensure you have the correct skills and knowledge, you may need to revalidate certain training modules. If you have completed your training under the current Adult Training Scheme, it may not be necessary for you to revalidate certain modules because you have completed them previously.

Each module on the following pages has a change of role box. A tick✓ means that you will need to

validate the module again and a cross ✖ means that you do not.

In some cases, the need to revalidate will depend on which role you are 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 role within Scouting.

Change of Role Matrix

Training	Requires Revalidation	Change of Role
Getting Started Training		
Personal Learning Plan (02)	✓	Any change in role
Essential Information (01)	✖	Any change in role
Safety	✖	Any change in role Must be renewed every three years
Safeguarding	✖	Any change in role Must be renewed every three years
GDPR General Data Protection Regulations	✖	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	✖	Any change in role
Training for All Appointments		
Delivering a Quality Programme (12A)	✓	Any role to Manager or Supporter – The additional validation criteria for Managers and Supporters only
	✖	Any other change in role
The Fundamentals of Scouting (05)	✖	Any change in role
Scouting for All (07)	✓	Any role to Manager – The additional validation criteria for Managers only
	✖	Any other change in role
Administration (11)	✖	Any change in role
First Aid (10)	✖	Any change in role
Section Leaders and Section Supporters		

Training	Requires Revalidation	Change of Role
Programme Planning (12B)	✓	Changing sections
Running Safe Activities (17)	✗	Changing sections
	✗	Leader to Supporter
	✓	Supporter to Leader
Practical Skills (18)	✓	Changing sections
	✗	Leader to Supporter
	✓	Supporter to Leader
Introduction to Residential Experiences (16)	✗	Changing sections
	✗	Leader to Supporter
	✓	Supporter to Leader
International (19)	✗	Any change in role
Supporting Young People (14)	✓	Changing sections
	✗	Leader to Supporter
	✓	Supporter to Leader
Promoting Positive Behaviour (15)	✓	Changing sections
	✗	Leader to Supporter
	✓	Supporter to Leader
Growing the Section (13)	✓	Changing sections
	✗	Leader to Supporter
	✓	Supporter to Leader
Working with Adults (09)	✗	Any change in role
		If you have previously held a Manager or Supporter Appointment and have validated 'Working with People' you have covered the content for 'Working with Adults' and will not need to validate this module.
Skills of Leadership (08)	✗	Any change in role
		If you have previously held a Manager or Supporter Appointment and have

Training	Requires Revalidation	Change of Role
		validated 'Working with People' you have covered the content for 'Working with Adults' and will not need to validate this module.
Supplementary Modules		
Assessing Learning (25)	✓	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

Step 2: Assessing your learning

Check your knowledge

It is likely that you already have skills and knowledge gained outside of Scouting that can be used to validate some of your Scout training. This means that for some modules, you may not need to do any extra learning, or may only have learning to do for certain topics.

The Check Your Knowledge chart included in the module pages below will help you to look at what you already know and, with the help of your Training Adviser, decide what learning you need to complete for each module. The chart has been designed to reflect the learning objectives of each module. Your Training Adviser will use this, along with the discussions you have at your initial meeting, to create your Personal Learning Plan (PLP) and agree it with you.

Recognising prior learning

The Scouts' Adult Training Scheme recognises prior learning. You may already have skills and knowledge gained through your education, employment, life experiences or other voluntary roles, which you can apply to your new role in Scouting. If you already have the knowledge, skills and abilities covered by a module you will not be required to complete the learning for the module. If you have some of the skills, or are unsure about some aspects, you may be able to complete learning for just those bits that you need.

You do, however, still need to demonstrate that you can use these skills in your Scouting role. This is

shown through the process of validation. As part of the planning process for your training you will agree with a Training Adviser how you will validate each module.

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 three sections for younger members. As part of this scheme, Explorer Scouts are required to do some training to support them in their role.

If you have previously been a Young Leader, you may have done training which covered subjects such as the Quality Balanced Programme, Child Protection, First Aid, Practical Skills, Challenging Behaviour and Leadership Skills, giving you the skills and knowledge that you needed to act as part of the leadership team.

Young Leader training does not directly translate to the Adult Training Scheme, and so cannot be used to validate the modules of the scheme. However Young Leader Training provides a good deal of prior learning for the modules of the Adult Training Scheme. More information and guidance on this can be found in the factsheet **FS330094: Prior Learning Gained in the Young Leaders Scheme.** Your Training Adviser should discuss and recognise this prior learning when creating your Personal Learning Plan.

Choosing your learning methods

The Adult Training Scheme offers several learning methods for each module, specified on the module page below. You 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 you or teach you a skill. You should choose the method that is most suitable for you through a discussion with your Training Adviser.

Step 3: Agreeing the validation methods

Validation is the process where you show that you can put your knowledge and skills about the topics covered in a module into practice in your role in Scouting. You will need to validate all the modules required for your role, regardless of whether you have gained skills through learning or through previous experience.

There are several different validation methods for each module; you will work with your Training Adviser to decide which is most appropriate for you. Validation should reflect the activities of your normal Scouting role and should be backed up by evidence. The different aspects of your role, for example running meetings, planning programmes, leading and managing others, will show your abilities and knowledge. Validation is essential for every module in the Adult Training Scheme.

Validation methods

There are a number of methods of validation, for example:
- A visit from your Training Adviser to observe you carrying out an activity
- A written or verbal statement to your Training Adviser from an observer
- Paperwork created for the role such as programme plans, letters to parents, instructions for activities and risk assessments
- Notes from activities or meetings
- Obtaining a qualification, such as a first aid certificate or nights away permit
- Completing a questionnaire
- Discussion with your Training Adviser
- Photos of a validation activity
- Videos of a validation activity
- Presentations to adults or young people in Scouting.

These are just some examples of validation methods. There are other methods, or variations of these

that you might want to use. These can be agreed between you and your Training Adviser.

Validation evidence

In order to validate each module, you will need to produce evidence that shows that you have completed the agreed validation criteria. Included in the Adult's Personal File (APF) for each module are examples of evidence you might wish to use in completing your validation. This list is not exhaustive and should be used to generate ideas and agree how validation will be carried out with your Training Adviser.

Once validation criteria and evidence have been agreed, you will need to complete the validation criteria and gather the appropriate evidence. When you next meet with your Training Adviser you will need to reflect on this evidence with them so that the module can be validated and completed.

Step 4: Meeting and agreeing your plan with a Training Adviser

For this stage you will need to meet with your Training Adviser to finalise and agree your plan. This is also your opportunity to discuss any questions you have from steps one and two. Using your draft Personal Learning Plan, agree with your Training Adviser the modules, courses and independent learning that are relevant to your role.

At the first meeting you may not be able to agree the learning method, validation, and timescale for every aspect of your training. It is suggested that you plan between six and twelve months ahead, considering any opportunities for validation or learning that may arise in that period.

The Personal Learning Plan is your formal record of completing your training and so it will need to be kept safely. Any Training Advisers that are supporting you will also need a copy for their records. Your Personal Learning Plan is recorded in the membership database called Compass, where it is stored and updated as you work through your training. The Personal Learning Plan can be completed by your Training Adviser directly on to Compass when you meet to agree your plan.

Step 5: Complete and Review

As you work through your training, make sure that each area you validate is signed off on your Personal Learning Plan by the person who validates it. At least once every six months, it is recommended that you review your progress with your Training Adviser and agree a plan for the next six months.

Once you have validated all the areas of your Personal Learning Plan for your Wood Badge you will need to agree your plan for **Ongoing Learning** (including mandatory ongoing learning) with your line manager. Every adult who holds an appointment for which a Wood Badge is required must participate in a minimum average 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.

Once you have completed your Personal Learning Plan and agreed your plan for Ongoing Learning you will be eligible to be recommended to be awarded the Wood Badge.

PART 4: Module Pages

The module pages set out for each module:

The aim and topics for each module explain the content of the module some questions to help you to check your knowledge and review it with your Training Adviser state the learning methods for each module provide validation criteria for each module and suggest potential evidence for validation.

Check Your Knowledge

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

Validation Criteria

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

Change of Role

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

Personal Learning Plan (02)

Aim

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

Topics covered

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

Change of role

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

Check your knowledge

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

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

Delivery methods

One to One

Validation criteria

To validate this module, you will need to:
Create and agree a Personal Learning Plan with your Training Adviser to allow you to complete the training requirements for your role, taking into account existing knowledge and skills.
<u>Evidence you could use may include one or more of the following</u>: completed Personal Learning Plan Document, discussion with your Training Adviser focussing on how you will complete the training requirements of your role.

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

Essential Information (01)

Aim

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

Topics Covered

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

Change of role

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

Delivery methods

eLearning

Validation criteria

To validate the Module, you will need to:
Complete the assessment at the end of the eLearning module, this will generate a certificate, the certificate is the validation needed for this training module.

Safety

Aim

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

Topics Covered

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

Change of role

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

Delivery methods

eLearning

Validation criteria

To validate the Module, you will need to:
Complete the assessment at the end of the eLearning module, this will generate a certificate, the certificate is the validation needed for this training module.

Safeguarding

Aim

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

Topics Covered

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

Change of role

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

Delivery methods

eLearning

Validation criteria

To validate the Module, you will need to:
Complete the assessment at the end of the eLearning module, this will generate a certificate, the certificate is the validation needed for this training module.

Trustee Introduction

Aim

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

Topics Covered

By doing this training you will:
- Understand the Executive Committee and trusteeship in Scouts
- Understand Scouts' key policies
- Understand the roles and responsibilities of Executive Committee members and trustees in Scouts

Change of role

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

Delivery methods

eLearning

Validation criteria

To validate the Module, you will need to:
Complete the assessment at the end of the eLearning module, this will generate a certificate, the certificate is the validation needed for this training module.

General Data Protection Regulations (GDPR)

Aim

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

Topics covered

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

Change of role

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

Check your Knowledge

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

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

Consent	What is consent?	
	How can you ensure you provide genuine consent options?	
Accountability and Governance	What is the accountability principle?	
	When should a Privacy Impact assessment be done?	
	What should you do in case of a data Breach?	

Delivery methods

e-learning

Validation criteria

To validate the Module, you will need to:

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

Tools for the Role (Section Leaders) (03)

Aim

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

Topics covered

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

Change of role

Revalidation of this module is required when changing sections.

Check your knowledge

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

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

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

Delivery methods

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

Validation criteria

To validate this module, you will need to complete <u>one</u> of the following:
Plan and run, or assist in running, a section meeting; and reflect on this in a discussion with your Training Adviser

You should include:
- One activity or game appropriate to the section
- One ceremony appropriate to the section

Remember to consider:
- How the section leadership team will work together to deliver the meeting
- The key ceremonies for the section
- The key features of the section
- Why different games and activities are an important part of the programme
- Important considerations for activities and games in Scouting
- Sources of relevant programme ideas
- How to include the young people's thoughts and ideas
- Ways to promote good behaviour throughout the meeting

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

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

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

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

Delivering a Quality Programme (12A)

Aim

To provide Leaders, Managers and Supporters with information about how we deliver Scouting to young people and young adults, and how we ensure it meets their needs.

Topics covered

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

Change of role

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

Check your knowledge

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

Topic	What do you already know? Questions to ask yourself	Confidence rating How would you rate your confidence in this area? (1= not confident, 5= very confident)
Key elements of the programme for each section	Can I identify the key elements that make up the programme?	
	Do I know the six areas which are key to the development needs of young people and young adults?	
	Can I identify the three themes of the 6-18 programme and the programme areas for Network?	
	Do you know the underlying themes of the 6-18 and Network programmes?	
	Do I know what a high-quality balanced programme looks like?	

Badges and Awards	Do I know about the badges and awards for the section I support?	
	Do I know where to find more information about badges and awards for the section I support?	
Reviewing the programme	Do I know what to look for when reviewing a programme?	
	Do I know what a quality checker is and what its purpose is?	
	Do I know how to adapt a programme to ensure its quality?	
The Young Leaders' Scheme	Do I know the aims of the Young Leaders' Scheme?	
	Do I know who can be a Young Leader?	
	Can I identify some ways to involve Young Leaders as a part of the leadership team?	
	Do I know what the modules and missions are and how I am able to support the completion of the missions?	
	Do I know where to find out more information about the Young Leaders' Scheme?	
Youth Shaped Scouting	Do I understand what Youth Shaped Scouting looks like and what value it brings?	
	Do I know what the methods of Youth Shaped Scouting are?	
	Can I identify the seven levels of Youth Involvement; and where I would place the section?	
	Do I know where to find further support?	

Delivery methods

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

Validation criteria

To validate this module, you will need to complete the following:
- Discuss your responses to the questions in the Check your Knowledge chart with your Training Adviser
- Any other ideas subject to agreement with your Training Adviser.

Additional validation criteria can be created in consultation with a Training Adviser if necessary. Any

additional validation criteria created will need to check what you have learnt and that you can apply the skills that you have acquired to your role.

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

Section Leaders

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

The Fundamentals of Scouting (05)

Aim

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

Topics covered

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

Change of role

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

Check your knowledge

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

Topic	What do you already know? Questions to ask yourself	Confidence rating How would you rate your confidence in this area? (1= not confident, 5= very confident)
The values of Scouting in the high-quality balanced programme	Do I know what the Values of Scouting are?	
	Can I describe how the Values of Scouting can be incorporated into the high-quality balanced programme my work with other adults in Scouting?	
Using the Scout Method with young people	Do I know what the Method of Scouting is?	
	Can I describe how the Method of Scouting informs and influences my role and responsibilities within Scouting?	
Spiritual development in the high-quality balanced programme	Do I know how I can support the spiritual development of young people within my role in Scouting?	

The Scouts' Religious Policy	Do I know about The Scouts' Religious Policy?	
	Can I describe my responsibilities within the Religious Policy?	

Delivery methods

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

Validation criteria

To validate this module, you will need to complete <u>two</u> of the following:

- 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
  <u>Evidence you could use may include one or more of the following:</u> photographs and/or video of activities at meetings, a sectional visit from your TA, a written or verbal statement to your Training Adviser from an observer summarising your role in this activity, evidence of young people exploring the values within an activity e.g. flip-charts, programme ideas for the section either side of your own

- 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
  <u>Evidence you could use may include one or more of the following:</u> photographs and/or video of an activity, a sectional visit from your TA, a written or verbal statement to your Training Adviser from an observer summarising your role in this activity, evidence from young people e.g. surveys, creative work, video clips, quotes, magazine article

- Create a presentation or activity to explain the Religious Policy to either adults new to Scouting or young people
  <u>Evidence you could use may include one or more of the following:</u> a PowerPoint presentation and script, a video of delivery, paper evaluations from learners, a visit from your TA, a written or verbal statement to your Training Adviser from an observer summarising your role in this activity.

- Deliver a Scouting event (e.g. camp, Scout's Own) accessible to people representing different faiths and beliefs
  <u>Evidence you could use may include one or more of the following:</u> a list to demonstrate all the areas which reflect inclusivity, a video to demonstrate how young people have benefitted from attending a multi-faith event, a plan or photographs of a Scout's Own, a visit from your TA, a written or verbal statement to your Training Adviser from an observer summarising your role in this activity

- Produce an action plan detailing how you would support or have supported another adult in implementing the values of Scouting in their role
  <u>Evidence you could use may include one or more of the following:</u> a written action or development plan, a video or observation of a meeting with another adult as part of supporting them in implementing the values of Scouting in their role.

any other ideas subject to agreement with your Training Adviser.

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

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

Scouting for All (07)

Aim

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.

Topics covered

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

Change of role

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

Check your knowledge

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

Topic	What do you already know? Questions to ask yourself	Confidence rating How would you rate your confidence in this area? (1= not confident, 5= very confident)
Diversity and inclusion – The Scouts' policies	Do I know The Scouts' Equal Opportunities policy?	
	Do I know The Scouts' Religious Policy?	
Diversity and inclusion – your own thoughts	Can I name some of the things that could influence assumptions about other people?	
	Can I explain the definitions of diversity and inclusion, as relevant to The Scouts?	
Making Scouting accessible to all	Can I outline some potential barriers to making Scouting open and accessible to all?	
	Can I make suggestions or give examples of how Scouting can be made accessible to everyone and practical adjustments that can be made?	

	Can I outline where I can go to get help and support to ensure local Scouting is inclusive, increasingly diverse and reflective of my local area?	
Social, cultural and religious diversity	Can I explain the benefits of having a diverse organisation?	

Delivery methods

- Course
- One to one
- Small Group
- <u>Workbook</u>

Validation criteria

To validate this module, you will need complete <u>one</u> of the following:
- outline the Equal Opportunities Policy and explain how you are making Scouting a diverse and inclusive organisation by showing evidence of how you are making Scouting accessible to one or more of the following:
  - o those with additional needs
  - o girls and young women
  - o those of minority ethnic communities
  - o those of a variety of religious backgrounds
  - o those of a variety of socio-economic backgrounds

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

- any other ideas subject to agreement with your Training Adviser

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

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

Administration (11)

Aim

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

Topics covered

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

Change of role

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

Check your knowledge

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

Topic	What do you already know? Questions to ask yourself	Confidence rating How would you rate your confidence in this area? (1= not confident, 5= very confident)
Administrative tasks and record keeping	Can I outline some of the administrative tasks that need to be completed in the section I support, Group, District or County?	
	Can I explain why record keeping is so important?	
Member record management and the Data Protection Act/ GDPR	Can I outline how information on adults and young people can be recorded and stored?	
	Am I aware of the Data Protection Act/GDPR and how records kept are affected by it?	
Financial responsibilities and best practice	Can I outline the financial records that need to be kept in my Group, District or County?	
	Can I give some examples of financial record keeping best practice?	

Insurance arrangements	Can I explain who is covered by The Scouts' public liability insurance policy?	

Delivery methods

- Course
- One to one
- Small Group
- Workbook

Validation criteria

To validate this module, you will need to complete <u>one</u> of the following:

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

- Any other ideas subject to agreement with your Training Adviser

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

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

First Aid (10)

Aim

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

Topics covered

First Aid

Change of role

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

Check your knowledge

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

Topic	What do you already know? Questions to ask yourself	Confidence rating How would you rate your confidence in this area? (1= not confident, 5= very confident)
Course content	• Do you hold a First Aid certificate for a course covering the following criteria? • The Principles of first aid and initial response (arriving and managing an incident) • Initial response to a first aid situation • Management of an unconscious casualty (child or adult) • CPR, including technique for children and an explanation of what AED is and how to use it • Shock • Causes and treatment of unconsciousness • Bleeding • Heat exhaustion, heatstroke, dehydration and hypothermia • Burns and scalds • Fractures (ambulance imminent and non-imminent) and soft tissue injuries • Minor injuries (for example cuts, grazes and nose bleeds)	

	• Meningitis • Anaphylaxis (use of Epi pen) • Spinal injury	
Childhood conditions	Name the childhood condition that is listed in First Response and what to do if you suspect a child has it?	
Shock	Why is it important to know about shock?	
The differences in CPR between adults and children.	What are the differences in CPR between adults and children?	

Delivery methods

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

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

Validation criteria

To validate this module, you will need to:

- hold a current First Aid certificate that meets or exceeds the minimum standard of First Response (outlined in the Check Your Knowledge quiz above)
- if a First Aid certificate that does not cover all the minimum criteria of First Response is held, 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

Programme Planning (12B)

Aim

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

Topics covered

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

Change of role

Revalidation of this module is required for change of section.

Check your knowledge

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

Topic	What do you already know? Questions to ask yourself	Confidence rating How would you rate your confidence in this area? (1= not confident, 5= very confident)
How to create an exciting and relevant programme	Do I know how to create an exciting programme?	
How to generate programme ideas	Do I know how to generate programme ideas?	
How to review a programme to enhance it	Do I know how to review a programme?	
	Do I know how to use a quality programme checker?	
	Do I know how to adapt a programme to ensure its quality?	

Delivery methods

- Course
- One to one
- Small Group

Validation criteria

To validate this module, you will need to discuss the Check your Knowledge questions with the Training Adviser, and complete two of the following:

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

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

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

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

- Any other ideas subject to agreement with your Training Adviser

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

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

Running Safe Activities (17)

Aim

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

Topics covered

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

Change of role

Revalidation of this module is required when changing from a supporter role to a leader role.

Check your knowledge

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

Topic	What do you already know? Questions to ask yourself	Confidence rating How would you rate your confidence in this area? (1= not confident, 5= very confident)
The importance of activities as a regular part of a high-quality balanced programme	Can I identify why activities are an important part of the programme, particularly outdoor activities?	
	Can I identify which activities members are not allowed to take part in according to Policy, Organisation and Rules?	
The processes that need to be followed to carry out any high-quality balanced programme	Can I identify the process/steps for undertaking any Scout-led activity?	
	Can I identify the process/steps for undertaking any externally-led activity?	
	Do I know which activities require Adventurous Activity Permits and where I can find more information about how to apply for one?	
Managing parties during the	Can I outline the role and responsibilities	

activity, including the leader in charge principle	of the Leader in Charge?	
	Can I outline why it is important to ensure that every Scouting event or activity has a designated Leader in Charge?	
Planning suitable activities, with appropriate risk assessment and communication	What is a risk assessment and why is it important? How would I carry out a risk assessment for an activity or event?	
	Do I understand how I can promote the creation of a culture of safety and how communications can be promoted locally?	
InTouch system, activity rules, parental permission, and procedures in event of an accident or incident.	Can I identify what the InTouch system is, and why it is important to have an effective InTouch system in place for all activities?	
	Can I list the processes that are in place in case of an accident, incident or near miss and who I should report them to?	
	Do I know where support and guidance for running activities can be found?	

Delivery methods

- Course
- One to one
- Small Group
- Workbook

Validation criteria

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

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

- Act as the leader in charge for an activity, taking into account the need to:
    1 oversee the activity (ensuring that registers, headcounts etc. are in place)

2 co-ordinate the adults involved in the activity, allocating roles to specific adults and ensuring that they are clear on what they need to do

3 communicate relevant instructions, guidance and rules to young people involved in the activity

4 carry out a dynamic risk assessment

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

- Any other ideas subject to agreement with your Training Adviser

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

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

Practical Skills (18)

Aim

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

Topics covered

- Learning practical skills
- Sharing practical skills with young people

Change of role

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

Check your knowledge

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

Topic	What do you already know? Questions to ask yourself	Confidence rating How would you rate your confidence in this area? (1= not confident, 5= very confident)
Learning practical skills required and sharing practical skills with young people	Do I know at least two practical skills that can be used in a Scouting programme?	
	Can I explain how to ensure that these practical skills are appropriate to the section I work with?	
	Can I identify the safety and risk assessment procedures involved in training others in practical skills?	
	Do I know how to effectively teach practical skills to young people?	

Delivery methods

- Course
- Small Group

Validation criteria

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

- learn or develop a practical skill which can be used in Scouting
Evidence you could use may include one or more of the following: a visit from your Training Adviser, a written or verbal statement to your Training Adviser from an observer describing you demonstrating a practical skill you have learnt or developed; paperwork such as a qualification in a practical skill, photos or videos of you learning or developing a skill, discussion with your Training Adviser (this will focus on your experience learning or developing a practical skill and should be accompanied by another form of evidence)

- Instruct a young person in carrying out two practical skills, ensuring that:
  o The skill is appropriate for the section the young person belongs to
  o The young person is aware of, and follows, safety and risk assessment procedures
Evidence you could use may include one or more of the following: a visit from your Training Adviser, a written or verbal statement to your Training Adviser from an observer describing you instructing young people in a practical skill, Programme plans, instructions for carrying out a practical skill, risk assessments for an activity carrying out a practical skill, photos or videos of you instructing a young person in a practical skill, discussion with your Training Adviser (this will focus on your role instructing a young person in a practical skill and should be accompanied by another form of evidence)

- Demonstrate two practical skills, at least one of these skills is one that you have learnt or developed in your role in Scouting, ensuring that:
  o The skill is appropriate for the section the young person belongs to
  o Safety and risk assessment procedures are followed appropriately
Evidence you could use may include one or more of the following: a visit from your Training Adviser, a written or verbal statement to your Training Adviser from an observer describing you demonstrating a practical skill you have learnt or developed, photos or videos of you demonstrating two practical skills, a qualification in a practical skill, programme plans, instructions for carrying out a practical skill, risk assessments for carrying out a practical skill discussion with your Training Adviser (this will focus on you demonstrating a practical skill and should be accompanied by another form of evidence)

- Any other ideas subject to agreement with your Training Adviser

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

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

Introduction to Residential Experiences (16)

Aim

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

Topics covered

The role of residential experiences in the development of young people
Organisation and administration of residential experiences
Skills required within a team running a residential experience
The Nights Away Permit Scheme
Support and further information for planning a residential experience

Please note that the nights away permit scheme is operated separately from the Adult Training Scheme. You will be required to complete additional training and assessment separately from the completion and validation of this module if you wish to achieve a Nights Away Permit.

Change of role

Revalidation of this module is only required if the new role contains a substantial increase in responsibility for residential experiences. The revalidation for this module should be discussed with your line manager and Training Adviser to determine whether it is necessary in your new role.

Check your knowledge

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

Topic	What do you already know? Questions to ask yourself	Confidence rating How would you rate your confidence in this area? (1= not confident, 5= very confident)
The role of residential experiences in the development of young people	Can I outline the role of residential experiences in the development of young people in Scouting?	
Organisation and administration of residential experiences	Do I know the key tasks that need to be completed in planning and organising a residential experience?	
The skills required within a team running a residential	Can I identify how to build a team for a residential experience, ensuring a	

experience	suitable range and mixture of skills?	
The Nights Away Permit scheme	Can I explain the purpose of the Nights Away Permit scheme?	
	Can I identify where rules and policies for Nights Away Permits can be found?	
	Can I explain the purpose of the Nights Away Event Passport scheme?	
Support and further information for planning a residential experience	Can I identify where rules and policies around residential experiences can be found?	
	Do I know where to find information about running international residential experiences?	

Delivery methods

- Course
- One to one
- Small Group

Validation criteria

If the learner holds the Nights Away Permit, this will count as validation for this module.

Please note that the Nights Away Permit scheme is operated separately from the Adult Training Scheme. You will be required to complete additional training and assessment separately from the completion and validation of this module if you wish to achieve a Nights Away Permit.

To validate this module, you will need to:
Complete the Residential Experiences Quiz with your Training Adviser
Evidence: The completed Residential Experiences Quiz included with this module. You will then need to reflect on your answers with your Training Adviser.

And complete <u>one</u> of the following:
- Assist with planning and supporting a residential experience and describe or show evidence of how the role that you played in planning and supporting this event addressed two of the following areas:
  - o The main aspects of organisation and administration
  - o Selecting a team and the roles undertaken by the team
  - o Appropriate adult to young person ratios
  - o Identifying and dealing with potential issues (logistics, behaviour, budget)

- Where additional support and information can be gathered.
  <u>Evidence you could use may include one or more of the following</u>: team rotas, letters to parents or contingency planning documents from a residential experience, a visit to a camp briefing by your Training Adviser, a written or verbal statement to your Training Adviser from an observer describing your role in planning or supporting a residential experience, discussion with your Training Adviser (this should focus on the role that you played in planning or supporting the residential experience and be accompanied by another form of evidence)

- Show evidence of how you are promoting and providing opportunities for young people in the

section to take part in residential experiences, and describe how these opportunities are benefiting the young people in the section

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

- Any other ideas subject to agreement with your Training Adviser

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

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

Residential Experiences Quiz

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

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

    a)

    b)

    c)

    d)

3. **True or False?**

•   The type of permit available is based on the section an adult volunteers with

•   A Section Leader can lead an event for another section if they hold the correct permit

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

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

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

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

8. **True or false?**

•   Parents don't need to have any criminal records checks to attend a family camp

•   Parents or supporters will need to have extra insurance to cover them on a family camp

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

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

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

12. **True or false?**

- Any Permit holder can grant a Nights Away Event Passport
- The Permit Holder who grants the Nights Away Event Passport must attend the event
- The Nights Away Event Passport can only be used by under 18s, but they can be used for multiple events

International (19)

Aim

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

Topics covered

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

Change of role

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

Check your knowledge

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

Topic	What do you already know? Questions to ask yourself	Confidence rating How would you rate your confidence in this area? (1= not confident, 5= very confident)
The nature of world Scouting	Can I identify some of the things worldwide Scouting shares?	
	Can I identify the World Membership Badge and describe what it symbolises?	
International events	Can I identify opportunities for young people in the section I support to take part in international activities and events?	
International aspects of the high-quality balanced programme	Can I explain why international activities are part of the high-quality balanced programme?	
	Can I identify key issues that affect everyone in the world today? Can I explain how Scouting can combat these issues to help people in local communities, nationally and in other countries?	
	Can I identify methods for including international activities in the section	

	programme?	
	Can I name sources of support for incorporating international activities into the programme of the section I support?	
Benefits of international activities to young people.	Can I outline the benefits of international activities to young people in the section I support?	

Delivery methods

- Course
- One to one
- Small Group

Validation criteria

To validate this module, you will need to:
Review the programme for the section you support and adjust ensure it incorporates international activities
Evidence you could use may include one or more of the following: a visit from your Training Adviser to observe you completing a programme review, a written or verbal statement to your Training Adviser from an observer describing you completing a programme review, programme plans and programme review documents, photos or videos of you conducting a programme review, discussion with your Training Adviser (this should focus on how you completed the programme review and adjustments made and should be accompanied by another form of evidence).

And complete two of the following:
- plan and run an international themed event or activity for young people exploring either:
  - the global nature of Scouting
  - the role of the World Membership Badge
  - international events in Scouting
  Evidence you could use may include one or more of the following: a visit from your Training Adviser to observe you planning and running an activity; a written or verbal statement to your Training Adviser from an observer describing your role in planning and running an activity with the young people in your section, programme plans, instructions for an event or activity with young people, photos of videos of a game or activity you have run, discussion with your Training Adviser (this should focus on your role in running a game or activity for young people and should be accompanied by another form of evidence).

- Be involved in the planning and running of an international trip, for example a camp abroad, including producing an event plan
  Evidence you could use may include one or more of the following: a visit from your Training Adviser to a planning meeting or international trip, a written or verbal statement to your Training Adviser from an observer describing your role in the planning and running of an international trip, letters to parents for the international trip, an event plan, discussion with your Training Adviser, this should focus on your role planning and running an international trip and should be accompanied by another form of evidence.

- Support young people taking part in an international experience
  Evidence you could use may include one or more of the following: a visit from your Training Adviser to a planning meeting you are supporting, a sectional visit from your Training Adviser that showcases the support you are providing to young people taking part in an international

experience, a written or verbal statement to your Training Adviser from an observer describing your role in providing support to young people attending an international experience, letters and other resources created to support young people on an international experience, discussion with your Training Adviser (this should focus on your role providing support to young people attending an international experience and should be accompanied by another form of evidence).

- Establish or actively maintain a link, and exchange information, with a Scout Group outside of   the UK
  Evidence you could use may include one or more of the following: a visit from your Training Adviser to a JOTI/JOTA event you are taking part in with a Group outside the UK, a sectional visit from your Training Adviser, Letters between the Groups, Trips to visit the group, Photos of the group, photos, videos or screenshots of JOTI/JOTA contact with your link Group, a written or verbal statement to your Training Adviser from an observer describing your role in running a game, activity or section meeting which supports your link to a Scout Group outside of the UK, discussion with your Training Adviser (this should focus on your role in establishing and maintaining a link with a Group outside of the UK and should be accompanied by another form of evidence).

- Any other ideas subject to agreement with your Training Adviser

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

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

Supporting Young People (14)

Aim

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

Topics covered

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

Change of role

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

Check your knowledge

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

Topic	What do you already know? Questions to ask yourself	Confidence rating How would you rate your confidence in this area? (1= not confident, 5= very confident)
Characteristics and development of young people	Can I describe some typical characteristics of young people in my section?	
	Can I identify some of the ways young people develop as they move through Scouting?	
	Do I know how Scouting responds to the changing characteristics and development of young people?	
	Do I know why it's important that leaders in all sections develop an understanding of the full age range of young people in Scouting?	
External influences on young people	Can I identify factors outside of Scouting that may influence a young person?	
	Do I know how my behaviour influences a young person in your section, and what standards I need to follow?	

	Can I describe what role technology and social media play in young people's lives?	
Creating a supportive environment for young people	Can I know how Scouting can support young people's mental health and emotional wellbeing?	
	Can I outline ways in which you can create a supportive environment for young people in your section?	
	Do I know how to create a supportive environment for young people in my section?	
Responding to issues affecting young people	Do I know what sort of issues could be experienced by young people I support?	
	Do I know where to get support, when responding to issues affecting young people in my section?	

Delivery methods

- Course
- One to one
- Small Group
- Workbook

Validation criteria

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

- Outline how your section provides a supportive environment for young people
  Evidence you could use may include one or more of the following: discussion with the learner about specific examples of strategies to create a supportive environment; a written report about specific examples of strategies to create a supportive environment

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

- Show evidence of communicating appropriately with young people as part of their role
  Evidence you could use may include one or more of the following: observing the learner at a section meeting; verbal or written statement from an observer describing how the learner communicates with young people in the section

And complete one of the following:
- Show evidence of responding effectively to issues affecting young people in the section
  Evidence you could use may include one or more of the following: verbal or written statement from line manager or another adult volunteer in the section about a situation the learner has responded to; discussion with the learner about a situation the learner has responded to

- Plan and deliver an activity raising awareness of some of the issues experienced by young people
  Evidence you could use may include one or more of the following: a sectional visit; notes from a activity run with the young people from the learner's section, a verbal or written statement from an observer describing an activity the learner has run with the young people in the section, discussion

with the learner, this should focus on a game or activity they have run with the young people in the section and be accompanied by another form of evidence.

- Any other ideas subject to agreement with your Training Adviser

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

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

Promoting Positive Behaviour (15)

Aim

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

Topics covered

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

Change of role

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

Check your knowledge

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

Topic	What do you already know? Questions to ask yourself	Confidence rating How would you rate your confidence in this area? (1= not confident, 5= very confident)
Defining challenging behaviour	Can I identify some of the challenging behaviours young people in my section might present?	
Planning for positive behaviour; principles and strategies	Do I know what sort of approach is important in managing behaviour in the section and why?	
	Can I identify some of the principles of promoting positive behaviour in the section?	
	Do I know who in my section is responsible for setting and implementing acceptable behaviour (e.g. a Code of Conduct)?	
	Can I identify who should follow the section Code of Conduct?	
	Do I know what a good Code of Conduct should	

	look like?	
	Do I know where a Code of Conduct be kept and how should it be used?	
Responding to challenging behaviour	Do I know what causes challenging behaviour?	
	Can I identify what to focus on in managing a situation involving challenging behaviour?	
	Do I know what to consider in the language I use around challenging behaviour?	
	Do I know what to do after an incident of challenging behaviour?	
Additional help and support for challenging behaviour	Can I identify who can provide further support with managing behaviour in my section?	
	Do I know where to find procedures related to suspensions and dismissals?	

Delivery methods

- Course
- One to one
- Small Group
- <u>Workbook</u>

Validation criteria

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

- Work in partnership with young people to develop or review a Code of Conduct for the section
  <u>Evidence you could use may include one or more of the following</u>: copy of the section Code of Conduct; notes from a meeting with the young people in the section to develop/review a section code of conduct; a sectional visit to the learner; a verbal or written statement from an observer describing the learner's role in developing/reviewing a Code of Conduct

- Outline strategies used to promote positive behaviour in your section
  <u>Evidence you could use may include one or more of the following</u>: discussion with the learner including specific examples of appropriate strategies; a written report about promoting positive behaviour in the section including specific examples of appropriate strategies

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

And also complete <u>one</u> of the following:
- Show evidence of de-escalating an incident of challenging behaviour appropriately
  <u>Evidence you could use may include one or more of the following</u>: a verbal or written statement from an observer describing the learner's role in dealing with an incident of challenging behaviour; discussion with the learner focusing on responding to an incident of challenging behaviour

- Show evidence of responding effectively following an incident of challenging behaviour; reflecting and reviewing with the adult leadership team, the young person and, where appropriate, the parent **<u>Evidence you could use may include one or more of the following:</u>** an action plan for managing challenging behaviour in the section; notes from a meeting with a parent/carer to discuss a young people's behaviour and plan support strategies; discussion with the learner focusing on the learner's role in developing an action plan

- Any other ideas subject to agreement with your Training Adviser

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

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

Growing the Section (13)

Aim

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

Topics covered

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

Change of role

Revalidation is required when changing sections or changing from a supporter role to a leader role.

Check your knowledge

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

Topic	What do you already know? Questions to ask yourself	Confidence rating How would you rate your confidence in this area? (1= not confident, 5= very confident)
The importance of growth in Scouting	Can I explain why growth is important?	
	Can I suggest ways in which I can help the section I support and my group to grow?	
Recruitment and retention of young people	Can I suggest ways in which young people can be recruited to the section I support and my group?	
	Can I suggest ways in which young people in the section I support and my group can be retained?	
Recruitment and retention of adults	Can I suggest ways in which adults can be recruited to the section I support and my group?	
	Can I suggest ways in which	

	adults in the section I support and my group can be retained?	
	Can I suggest ways in which adults in the section I support and my group can be supported in their roles?	
Tools and support to help develop the sections	Can I outline tools that could be used to help ensure that Scouting continues to grow in the section I support and my group?	
	Can I outline some sources of support that are available to help with growth?	
	Do I know what a development plan is and what should be included in it?	
	Do I know how a section development plan can contribute to a wider group one?	

Delivery methods

- Course
- One to one
- Small Group
- Workbook

Validation criteria

To validate this module, you will need to:

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

And complete two of the following:

- Work with others to produce and implement a development plan for your section or group
  Evidence you could use may include one or more of the following: a section or group development plan, a verbal or written statement to your Training Adviser from an observer describing your role in producing a development plan and giving examples of how you are implementing it, discussion with your Training Adviser of producing and implementing a development plan, this should focus on how you implemented the development plan to grow your Section or Group and be accompanied by another form of evidence.

- Run or take part in a recruitment event to help grow your section and group
  Evidence you could use may include one or more of the following: a visit from your Training Adviser to observe a recruitment event to help grow your section or Group, a verbal or written statement to your Training Adviser from an observer describing your role in a recruitment evening, discussion with your Training Adviser of a recruitment evening you have taken part in (this should focus on how your role in the evening and be accompanied by another form of evidence).

- Give examples of how you are being flexible and meeting the needs, wants and time commitments of adults when recruiting them
  Evidence you could use may include one or more of the following: a visit from your Training Adviser to a meeting with potential new recruits, a verbal or written statement to your Training Adviser from an observer describing your role in meeting with potential new recruits and outlining how you can be flexible to meet their needs, wants and times; discussion with your Training Adviser (this should focus on examples of how you are being flexible and meeting the needs, wants and time commitments of adults when recruiting them and be accompanied by another form of evidence).

- Demonstrate how you have effectively used the transfer methods between sections, your role in Moving On, Membership Awards and age-range flexibility, giving examples of young people who you have recently helped to move between sections, reviewing anything you think could be done better in future
  Evidence you could use may include one or more of the following: a moving on plan for the young people in the section you support, a verbal or written statement to your Training Adviser from an observer describing your role in successfully helping young people to move between sections and giving examples of how this was done, discussion with your Training Adviser (this should focus on your moving on process and highlighting anything you think could be done better in future and be accompanied by another form of evidence).

- Any other ideas subject to agreement with your Training Adviser

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

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

Skills of Leadership (08)

Aim

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

Topics covered

- Systematic planning
- Theory of leadership
- Leadership styles

Change of role

Revalidation of this module is not required for any change of role. If you have previously held a Manager or Supporter Appointment and have validated 'Working with People' you have covered the content for 'Skills of Leadership' and will not need to validate this module.

Check your knowledge

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

Topic	What do you already know? Questions to ask yourself	Confidence rating How would you rate your confidence in this area? (1= not confident, 5= very confident)
Systematic planning	Do I know what a systematic planning tool is?	
	Can I explain how I would use a systematic planning tool to complete a task?	
Theory of leadership	Am I aware of the Action Centred Leadership model and do I know how to apply it?	
Leadership styles	Can I describe a variety of leadership styles?	
	Can I describe ways in which I could develop leadership skills in others (both adults and young people)?	

Delivery methods

- Course
- One to one
- Small Group

Validation criteria

To validate this module, you will need to complete <u>two</u> of the following:

- Use a systematic planning tool to complete a task, provide evidence of your use of the tool and discuss the experience with your Training Adviser
  <u>**Evidence you could use may include one or more of the following**</u>: notes on the planning, execution and review of a task using a systematic planning tool, a written or verbal report to your Training Adviser by an observer describing your completion of a task using a systematic planning tool.

- Apply the Action Centred Leadership model to an activity which you have run recently and explain how it helped you to complete the activity
  <u>**Evidence you could use may include one or more of the following:**</u> a discussion with your Training Adviser about an activity you have run recently and how you applied the Action Centred Leadership model to it, a written or verbal report to your Training Adviser by an observer describing the learner applying the action centred leadership model, a written plan for a recent activity showing how the Action Centred Leadership model was applied.

- Using a questionnaire, or similar tool, identify your preferred leadership style, and how it impacts on your role in Scouting. Reflect on the four different leadership styles and consider how they inform your working in your section or Group Leadership Team.
  <u>**Evidence you could use may include one or more of the following**</u>: a discussion with your Training Adviser about the four different leadership styles and their role in your section or Group, a discussion with your Training Adviser exploring how your preferred leadership style impacts on your role in Scouting, a questionnaire highlighting your preferred learning style to be discussed with your Training Adviser alongside other evidence.

- Produce evidence showing how you have led an event or activity during which your leadership style changed several times
  <u>**Evidence you could use may include one or more of the following:**</u> a discussion with your Training Adviser, a written or verbal report to your Training Adviser by an observer about an event or activity where your leadership style changed a number of times, videos showing an event or activity where your leadership style changed a number of times.

- Run a game or activity to develop leadership skills in young people or adults
  <u>**Evidence you could use may include one or more of the following:**</u> videos or photos of you running a game or activity to develop leadership skills, a visit from your Training Adviser to observe a game or activity to develop leadership skills, a written or verbal report to your Training Adviser by an observer about a game or activity you have led to develop leadership skills.

- Any other ideas subject to agreement with your Training Adviser

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

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

Working with Adults (09)

Aim

To understand the underlying functions required to work effectively as a member of an adult team.

Topics covered

- Effective communication
- Listening skills
- Decision making structures
- Representing others

Change of role

Revalidation of this module is not required for any change of role. If you have previously held a Manager or Supporter Appointment and have validated 'Working with People' you have covered the content for 'Working with Adults' and will not need to validate this module

Check your knowledge

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

Topic	What do you already know? Questions to ask yourself	Confidence rating How would you rate your confidence in this area? (1= not confident, 5= very confident)
Effective communication	Can I describe how I communicate effectively with others?	
	Can I describe some non-verbal forms of communication?	
Listening skills	Can I explain the value of good listening skills when working with others, and when using these is particularly important?	
	Can I explain how I can tell if someone is listening and understands what is being communicated?	
Decision making structures	Can I explain how decisions in Scouting are made locally?	
Representing others	Can I outline things that I should do when representing the views of others	

	at meetings?	

Delivery methods

- Course
- Small Group

Validation criteria

To validate this module, you will need to complete <u>two</u> of the following:

- Represent others at a Scout meeting and report back on the decisions made and the reasons   for them
  <u>Evidence you could use may include one or more of the following</u>: a discussion with your Training Adviser about how you represented others at a Scout meeting, a visit to a Scout meeting by your Training Adviser, a written or verbal report to your Training Adviser from an observer describing you representing others at a Scout meeting.

- Demonstrate how you have helped someone make decisions (without breaking confidentiality), including describing the techniques of effective listening and how these were applied
  <u>Evidence you could use may include one or more of the following</u>: a discussion with your Training Adviser about how you helped someone make decisions (including describing techniques of effective listening and how these were applied), notes from a meeting with a colleague where you have helped them make decisions (without breaking confidentiality)

- Demonstrate your ability to understand different aspects of verbal and non-verbal communication and implement appropriate responses
  <u>Evidence you could use may include one or more of the following</u>: a discussion with your Training Adviser about different aspects of verbal and non-verbal communication, a presentation of your own research on different aspects of verbal and non-verbal communication to your Training Adviser or another adult in Scouting

- Any other ideas subject to agreement with your Training Adviser

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

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

Skills for Residential Experiences (38)

Aim

To provide adults with the appropriate skills to plan and run successful residential experiences for the young people in their section.

Topics covered

- The planning process
- Elements of effective administration
- Choosing and preparing a team
- Choosing, using and maintaining the right equipment
- Practical skills
- Health, happiness and safety issues
- Catering requirements
- Evaluating venues

This module should help to prepare adults in the skills and knowledge needed for the Nights Away Permit Scheme.

Please note that the Nights Away Permit scheme is operated separately from the Adult Training Scheme. You will be required to complete additional training and assessment separately from the completion and validation of this module if you wish to achieve a Nights Away Permit.

Change of role

Revalidation of this module is only required if the new role contains a substantial increase in responsibility for residential experiences. The revalidation for this module should be discussed with your line manager and Training Adviser to determine whether it is necessary in your new role.

Check your knowledge

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

Topic	What do you already know? Questions to ask yourself	Confidence rating How would you rate your confidence in this area? (1= not confident, 5= very confident)
The planning process	Can I identify the factors to take into account when planning a programme for a residential experience appropriate for	

	the section I support?	
Elements of effective administration	Can I outline what needs to be included in a budget for a residential experience?	
	Do I know how and what I would communicate with parents/carers about a residential experience for the section I support?	
Choosing and preparing a team	Can I identify skills and roles that would be useful on a team for a residential experience?	
	Can I identify how to manage a team for a residential experience?	
Choosing, using and maintaining the right equipment	Can I identify the equipment required for a residential experience and how to maintain it on the residential experience?	
Practical skills	Can I demonstrate two practical skills that would be used on a residential experience?	
Health, happiness and safety issues	Can I outline the policies, procedures and guidance that must be considered on a residential experience?	
	What is a risk assessment and why is it important? How would I carry out a risk assessment for an activity or event	
Catering requirements	Can I explain what should be considered when planning and providing a menu for a residential experience?	
Evaluating venues	Can I outline factors to consider when evaluating a venue for a residential experience?	
	Do I know where I can find support for choosing a venue?	
	Can I identify factors that should be taken into account when deciding on a site layout for a residential experience?	

Delivery methods

- Course
- One to one
- Small Group

Validation criteria

If the learner holds the Nights Away Permit, this will count as validation for this module.

To validate this module, you will need to complete and provide evidence of one of the following activities from each group:

Group 1: planning and event administration

- Carry out a pre-camp visit; record and demonstrate your findings to select appropriate sites for different types of residential experience
- Show evidence of how the InTouch procedure and nights away information form have been used for a camp or residential experience
- Carry out a risk assessment on a venue for a residential experience, provide evidence and explain how and why risk assessments should be undertaken both before and during residential experiences
- Identify, select and justify appropriate group and personal equipment for at least two different styles of residential experience, for example a kit list, a group equipment list
- Plan a suitable balanced menu for a camp or residential experience, take into account any specific dietary needs and identify the items and quantities required within an agreed budget.

Group 2: using practical skills
- Demonstrate at least two different cooking methods for use on camps and residential experiences (for example open fires, gas and pressure stoves, hay box, camp oven, etc)
- Show how to pitch and strike at least two types of tent (for example patrol, dome, tunnel, hike, marquee, frame tent) and explain how to care for and maintain them
- Demonstrate the safe use of saws and axes. State the safety rules for their use, storage and transportation
- Set up an indoor venue in preparation of young people arriving for a residential experience, and explain your choice of room use, sleeping arrangements and safety considerations for any outdoor areas
- Demonstrate or explain tactics for dealing with homesickness in younger children.

Group 3: planning a programme
- Plan a programme for a residential experience for the section you support, taking into consideration:
    - a high-quality balanced programme
    - contingency plans
    - appropriateness of the programme for the section
    - the role of residential experiences in the section programme and the development of young people

- Identify, plan and run opportunities for spiritual reflection at a camp or residential experience
- Any other ideas subject to agreement with your Training Adviser.

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

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

Mentoring and Coaching (39)

Aim

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

Topics covered

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

Change of role

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

Delivery methods

- Course
- One to one
- Small group

Validation criteria

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

Example of this evidence may include:
- discuss the training content and objectives of the Pre-Course Learning with a Training Adviser
- complete a Mentoring and Coaching 'How are we going to work together?' with an adult you are supporting
- meet with an adult you are supporting for a minimum of two sessions
- effectively apply the TSA Mentoring and Coaching Approach with an adult you are supporting
- effectively apply the Grow module with an adult you are supporting
- complete a personal reflection log for a period of 3 months
- any other ideas, subject to agreement with a Training Adviser

Notes

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

APPENDIX 1: Useful Resources

The Information Centre

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

Live chat: www.scouts.org.uk

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

Email: info.centre@scouts.org.uk

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

Adult Training Scheme

Outlines The Scouts' approach to adult training, the details of the training scheme and the local management of training provision. Also includes information on the minimum module requirements for the different roles in The Scouts. This can be found in the Members area of scouts.org.uk or ordered from Scout Shops.

Supplementary Module Pages for the Adult's Personal File

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

Online resources

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

APPENDIX 1: Personal Learning Plan Template

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

Name: _____ Appointment: _____ Membership number: _____

Group: _____ District: _____ County/Region/Area: _____ Training adviser: _____

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

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

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

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

Personal learning plan agreed by – Learner: _____ Training Adviser: _____

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

Name: Appointment: Membership number: Sheet: of

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

Personal learning plan agreed by – Learner: _____ Training Adviser: _____

Additional sheets should be copied and attached to the front sheet.