

# ADULT'S PERSONAL FILE

For Section Leaders



## **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 Scout Association 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.

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## 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 Scout Association 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 Scout Association 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**

### **The Scout Association**

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RN Registered Charity numbers 306101 (England and Wales) and SC038437 (Scotland)

# 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 \_\_\_\_\_

## County Training Manager

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

Name \_\_\_\_\_

Address \_\_\_\_\_

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

Email \_\_\_\_\_

## 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 0845 300 1818 or by email, [info.centre@scouts.org.uk](mailto:info.centre@scouts.org.uk).

# PART 2: INTRODUCTION TO SECTION LEADER TRAINING

## How does the scheme work?

To ensure that young people experience good quality Scouting, The Scout Association requires each adult in Scouting to demonstrate a range of knowledge, skills and attitudes that are relevant to your Scouting role. Adult training is provided for adults to gain these.

The range of skills The Scout Association expects of people in different roles is described in a number of modules, which together make up the Adult Training Scheme. There are 38 modules in total and different roles require a different selection of modules to be completed. This guide only refers to the compulsory and optional modules 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 in the Member area of [scouts.org.uk](https://scouts.org.uk).

## Learning and validation

The Adult Training Scheme is based around two key elements:

### 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 on-going support

Different Districts and Counties operate in different ways, but either before you begin *Getting Started* 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 on-going 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. This process is called validation.

## The stages of Adult Training

Adult training comprises three stages:

Getting Started

The Wood Badge

Ongoing learning

## Getting Started

Getting Started is made up of three modules, which need to be completed before you can be fully appointed. Getting Started needs to be completed within five months of receiving your provisional appointment and is part of the appointments process for your role.

Module 1: Essential Information

Module 2: Personal Learning Plan

Module 3: Tools for the Role (Section Leaders)

Although there are suggestions about which modules may be best to complete first, these modules can be completed in any order, and are aimed at introducing you to your new role and giving you the basic information and skills needed to get started.

### **Module 1: Essential Information**

This is the basic information that all adults in Scouting need to know. It briefly covers the Fundamentals of Scouting, the key policies of The Scout Association and the support available to adults in Scouting. It is important that you receive this training as early as possible. A variety of delivery methods, including distance learning methods, are available.

Information on some of these topics can be found on the website at [scouts.org.uk/about-us/key-policies](https://scouts.org.uk/about-us/key-policies).

### **Module 2: Personal Learning Plan**

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.

### **Module 3: Tools for the Role (Section Leaders)**

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.

Once you have completed Getting Started you may wear the Gilwell woggle. Non-uniformed adults may wear the Getting Started pin. Both of these can be purchased from Scout Shops.

If for some reason you are unable to complete Getting Started within the five month timescale, your line manager will review the situation with you. Your District or County Commissioner, together with the Appointments Advisory Committee, will then decide whether or not to extend your provisional appointment for another five months. A provisional appointment can only be extended once.

## The Wood Badge

Once you have completed Getting Started you will move on to completing all of 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 training required for your role. 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 full appointment.

## On-going learning

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

### On-going Learning Hours

You will be required to agree what on-going 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 on-going learning.

On-going 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 on-going 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
- a District Commissioner attending a County recruitment workshop
- any of the supplementary modules, for example Module 36: Special Needs or Module 29: Presenting

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

More information is included in the factsheet On-going Learning (FS500006).

### Mandatory on-going learning

Although the on-going learning hours you are required to complete each year can be any number of things, there are also some specific on-going learning requirements which some Members must complete. These are split into two categories:

Any member who holds an appointment for which an appointment review is required must complete two specific pieces of mandatory on-going learning:

#### On-going Safeguarding Training

Members are required to complete the approved Scouting specific safeguarding training at least every five years, to be monitored by their line manager at the point of appointment review.

There is The Scout Association Safeguarding Awareness Training module which learners may complete to meet this requirement. This can be completed by either attending a locally run course which meets the specified objectives and is delivered by approved trainers; or by completing the approved e-learning available for this module. The e-learning, along with further information, can be found in the member's area of [scouts.org.uk](https://scouts.org.uk).

#### On-going Safety Training

Members are required to complete Scouting specific safety training at least every five years, to be monitored at the point of appointment review by their line manager.

There is an On-going Safety Training module which learners may complete to meet this requirement. This can be completed by either attending a locally run course which meets the specified objectives; or by completing the approved e-learning available for this module. The e-learning, along with further information, can be found in the member's area of [scouts.org.uk](https://scouts.org.uk).

All adults in Scouting holding a leader, manager or supporter appointment are also required to hold a current First Aid certificate.

While everyone is encouraged to maintain their qualification at all times, the First Aid certificate must be valid at the issue of the Wood Badge and for appointment renewal. This should be monitored by their line manager at the point of appointment review, at least every five years.

# PART 3: USING THIS GUIDE

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, which is module 2.

## 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.

To put together your PLP you first need to establish the modules that you are required to complete for your role. Once this has been done you must then agree with your Training Adviser whether you need to complete any additional learning for each module, and if so what method of learning will be used. Finally, you need to choose how you will demonstrate your knowledge in your role for each module, also known as validation. Timescales for completing both the validation and learning, where required, for each module should also be discussed and decided.

Once each of these steps has been completed, you then agree the PLP with your Training Adviser.

This guide is designed to help you in creating and agreeing your PLP. The module specific pages that follow this chapter will:

- explain the content of the module
- 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

Using the tools provided on these pages you and your Training Adviser can build up a Personal Learning Plan which:

- identifies the modules relevant to your role
- assesses if you have to complete learning for each module
- specifies how this learning will be accessed
- provides validation ideas
- provides a time frame for completing your training

An example of a Personal Learning Plan Template can be found in Appendix 2 at the end of this document.

## Minimum Module Requirements

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

- 1 Essential Information
- 2 Personal Learning Plan
- 3 Tools for the Role (Section Leaders)
- 5 The Fundamentals of Scouting
- 6 Changes in Scouting
- 7 Scouting for all
- 8 Skills of Leadership
- 9 Working with Adults

- 10 First Aid
- 11 Administration
- 12A Delivering a Quality Programme
- 12B Programme Planning
- 13 Growing the Section
- 14 Supporting Young People
- 15 Promoting Positive Behaviour
- 16 Introduction to Residential Experiences
- 17 Running Safe Activities
- 18 Practical Skills
- 19 International

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. The following optional modules may be relevant to Section Leaders:

- 36 Special Needs
- 38 Skills for Residential Experiences

## Assessing your learning

### Check your knowledge

It is likely that you already have skills and knowledge that you have 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 Adult's Personal File (APF) for each module 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 Scout Association's 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 Scout Association operates a Young Leaders' Scheme. The scheme gives young people in the Explorer Scout Section (aged 14-18) the opportunity to act in a leadership role in one of the three sections for younger members. As part of this scheme, Explorer Scouts are required to do some training to support them in their role.

If you have previously been a Young Leader you may have done training which covered subjects such as the quality 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 as a Young Leader.

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 a number of learning methods for each module, specified on the module page. You may be able to go on a training course, use e-learning, workbooks, DVDs, 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.

## Validating your learning

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 of the modules required for your role, regardless of whether you have gained skills through learning or through previous experience.

There are a number of 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 ten, 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.

# PART 4: 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 re-validate 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 re-validate will depend on which role you are moving from and to. Roles are split into three categories:

- 1 Section Leader (anyone working in a section).
- 2 Manager (Group Scout Leader, District Commissioner, County Commissioner, County Training Manager, District Explorer Scout Commissioner etc).
- 3 Supporter (Assistant District/County Commissioner).

The information is also summarised in the table below. More information about change of roles, including what to do for those adults who have completed their training under one of the previous adult training schemes, can be found in Adult Training: Change of Role ([FS330092](#)).

## Change of Role Matrix

Module No.	Module Name	Change of Role	
1	Essential Information or Essential Information for Executive Committee Members	✓	Any role to an Executive Committee Member or any change from Executive Committee Member to any other role.
2	Personal Learning Plan	✓	Any change in role
3	Tools for the Role (Section Leaders)	✓	Any change in section
5	The Fundamentals of Scouting	✗	Any change in role
6	Changes in Scouting	✗	Any change in role
7	Scouting for all	✓	Any role to manager– The additional validation criteria for managers only
		✗	Any other change in role
8	Skills of Leadership	✗	Any change in role
9	Working with Adults	✗	Any change in role
10	First Aid	✗	Any change in role
11	Administration	✗	Any change of role

12(A)	Delivering a Quality Programme	✓	Any role to manager or supporter – The additional Validation Criteria for managers and supporters only
		✗	Any other change in role
12(B)	Programme planning	✓	Changing sections
13	Growing the Section	✓	Changing sections
		✗	Leader to supporter
		✓	Supporter to leader
14	Supporting Young People	✓	Changing sections
		✗	Leader to supporter
		✓	Supporter to leader
15	Promoting Positive Behaviour	✓	Changing sections
		✗	Leader to supporter
		✓	Supporter to leader
16	Introduction to Residential Experiences	✗	Changing sections
		✗	Leader to supporter
		✓	Supporter to leader
17	Running Safe Activities	✗	Changing sections
		✗	Leader to supporter
		✓	Supporter to leader
18	Practical Skills	✓	Changing sections
		✗	Leader to supporter
		✓	Supporter to leader
19	International	✗	Any change in role
36	Special Needs	✓	Relevant to new role
		✗	Not relevant to new role
38	Skills for Residential Experiences	✓	Relevant to new role
		✗	Not relevant to new role

# PART 5: MODULE PAGES

The module pages set out for each module the aim, topics covered, change of role information, the delivery methods for the learning and the validation criteria.

Within the module pages, there is a section called Check your Knowledge. This chart 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.

# 1. ESSENTIAL INFORMATION

This module forms part of Getting Started.

## Aim

The basic information that all adults in Scouting need to know.

## Topics covered

Purpose, Values and Method of The Scout Association (the Fundamentals of Scouting)

Policy, Organisation and Rules (POR)

The Scout Association's Child Protection Policy and your role in protecting young people from harm

Equal Opportunities Policy

The Safety Policy and your role in keeping Scouting safe

Support available to help you in your Scouting role

## Change of role

Revalidation of this version of Essential Information is not required for any change in role. However, please note when becoming an Executive Committee Member, it is required to complete Essential Information for Executive Committee Members.

## 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	Personal confidence rating  After thinking about your existing knowledge, how would you rate your confidence in this area?  (1= not confident, 5= very confident)
<b>The Fundamentals of Scouting</b>	Do I know the Purpose, Values and Method of Scouting including:  ■ what they are? ■ why they are used? ■ how they are used?	

	Do I know how the Promise and Law relate to the Purpose, Values and Method of Scouting?	
<b>Policy, Organisation and Rules</b>	Do I know what Policy, Organisation and Rules is and where I can find it?	
<b>The Child Protection Policy</b>	Have I read The Scout Association's Safeguarding Policy and do I have a copy of the Yellow Card Code, a Safeguarding Code of Practice?	
	Do I know what to do if I think a child has been abused or if someone tells me that this might be happening?	
	Can I list the four categories of abuse? Are there any factors that make young people more vulnerable to abuse?	
	What could I do to prevent bullying in my section?	
	How would I identify bullying if it was happening in my section?	
	What could I do to address bullying in my section?	
<b>The Equal Opportunities Policy</b>	Am I aware of the Scout Association's Equal Opportunities Policy and what it covers?	
	How would I ensure that local Scouting is open to all adults and young people?	
<b>Safety in Scouting and risk assessment</b>	Do I know that The Scout Association has a Safety policy and what it means?	
	Can I describe The Scout Association's approach to risk assessment and where to find relevant rules and guidance about activities?	
	Do I know who to inform if someone is hurt during a Scout activity?	
<b>Structures of Scouting and support for adult volunteers</b>	Do I know who to go to for help or support in my role?	
	Can I describe the structure of Scouting and where my role sits within the structure?	
	Do I know what the Scout Information Centre does and how to contact it?	

## Delivery methods

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

## Validation criteria

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

- discuss your responses to the questions in the Check your Knowledge chart and reflect on the Fundamentals and key policies of The Scout Association with a Training Adviser to demonstrate your understanding and confidence to act in accordance with each core area

**And, if working towards achieving a wood badge, complete two of the following:**

- carry out a risk assessment of a meeting place

Evidence you could use may include one or more of the following: a written copy of the risk assessment for your meeting place, a verbal risk assessment at the meeting place accompanied by your Training Adviser, a presentation communicating the risk assessment to other adults.

- create and deliver an activity to explain the Promise and the Law and how they relate to the Fundamentals of The Scout Association to young people or adults new to Scouting

Evidence you could use may include one or more of the following: a video or photographs of an activity, evidence from young people, a presentation, a visit from your Training Adviser, notes from a discussion with a young person prior to investiture, evaluation forms from adults new to Scouting, an article in a local Scouting publication, a written or verbal statement to your Training Adviser from an observer summarising your role in this activity.

- work with young people to create and implement an Anti-Bullying code, and explain how it may help to prevent bullying within the section

Evidence you could use may include one or more of the following: a video or photographs of an activity, evidence from young people, a visit from your Training Adviser, a written or verbal statement to your Training Adviser from an observer summarising your role in this activity, an article in a local Scouting publication.

- 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.

## 2. PERSONAL LEARNING PLAN

This module forms part of Getting Started.

### 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 including:
  - 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	Personal confidence rating  After thinking about your existing knowledge, how would you rate your confidence in this area?  (1= not confident, 5= very confident)
<b>Creation of a Personal Learning Plan</b>	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

Workbook

## Validation criteria

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

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

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

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

# 3. TOOLS FOR THE ROLE (SECTION LEADERS)

This module forms part of Getting Started.

## 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	Personal confidence rating  After thinking about your existing knowledge, how would you rate your confidence in this area?  (1= not confident, 5= very confident)
<b>Main features of my section and how it fits into Scouting</b>	Can I identify the main features of the section I support?	
	Can I identify the main features of the other sections within Scouting?	

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

## Delivery methods

Course

One to One

Small group

e-learning

## Validation criteria

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

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

### **You should include:**

One activity or game appropriate to the section

One ceremony appropriate to the section

### **Remember to consider:**

How the section leadership team will work together to deliver the meeting

The key ceremonies for the section

The key features of the section

Why different games and activities are an important part of the programme

Important considerations for activities and games in Scouting

Sources of relevant programme ideas

How to include the young people's thoughts and ideas

Ways to promote good behaviour throughout the meeting

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

- any other ideas subject to agreement with your Training Adviser

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

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

The list of evidence provided for each validation criteria is not exhaustive and there may be other forms of evidence that the learner may wish to use to validate this module. These can be agreed

between you and the Learner. In addition to looking at the evidence the learner provides, you will need to review and prompt them to explain some elements of the evidence in order to ensure that they have applied their knowledge and understanding in their role.

# 5. THE FUNDAMENTALS OF SCOUTING

## Aim

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

## Topics covered

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

## 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	Personal confidence rating  After thinking about your existing knowledge, how would you rate your confidence in this area?  (1= not confident, 5= very confident)
<b>The values of Scouting in the balanced programme</b>	Do I know what the Values of Scouting are?	
	Can I describe how the Values of Scouting can be incorporated into the balanced programme my work with other adults in Scouting?	
<b>Using the Scout Method with young people</b>	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?	

<b>Spiritual development in the balanced programme</b>	Do I know how I can support the spiritual development of young people within my role in Scouting?	
<b>The Scout Association's Religious Policy</b>	Do I know about The Scout Association's 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 **two** 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

Evidence you could use may include one or more of the following: 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

Evidence you could use may include one or more of the following: 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

Evidence you could use may include one or more of the following: 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

Evidence you could use may include one or more of the following: 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

Evidence you could use may include one or more of the following: 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 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.

# 6. CHANGES IN SCOUTING

## Aim

To provide an overview of Scouting's history focussing on its development to meet the changing needs of society.

## Topics covered

How Scouting began

Significant milestones in Scouting

National and international growth

How Scouting has adapted to meet society's changing needs

## 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	Personal confidence rating  After thinking about your existing knowledge, how would you rate your confidence in this area?  (1= not confident, 5= very confident)
<b>How Scouting began</b>	Do I know how the Scout Movement was founded including: <ul style="list-style-type: none"> <li>■ the name of the founder</li> <li>■ where he got the idea from</li> <li>■ which book was published to launch Scouting</li> <li>■ when and where was the experimental camp founded</li> </ul>	
<b>Significant Milestones in Scouting</b>	Can I identify some of the major milestones in Scouting?	
<b>National and international growth</b>	Can I describe the historic growth of Scouting in the UK and internationally?	
	Can I describe the current growth of Scouting in the UK and internationally?	

<b>How Scouting has adapted to meet society's changing needs</b>	Can I identify some of the major developments in Scouting which reflected the changing needs of society?	
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## Delivery methods

DVD

Factsheet

## Validation criteria

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

- complete the Changes in Scouting questionnaire (overleaf) and discuss the answers with a Training Adviser

Evidence you could use may include one or more of the following: completed questionnaire, discussion with your Training Adviser about the history of Scouting.

- create and deliver a presentation on the History of Scouting to adults or young people new to Scouting

Evidence you could use may include one or more of the following: a copy of a PowerPoint presentation, presentation notes, evaluations from presentation attendees, photos or videos of you delivering a presentation, a visit from your Training Adviser, a verbal or written statement to your Training Adviser from an observer describing your role in delivering a presentation, discussion with your Training Adviser, this should focus on your role in creating and delivering the presentation and be accompanied by another form of evidence.

- create and deliver a game or activity on the History of Scouting to adults or young people new to Scouting

Evidence you could use may include one or more of the following: notes for running a game or activity with adults or young people, photos or videos of you running a game or activity, a visit from your Training Adviser, a verbal or written statement to your Training Adviser from an observer describing your role in running a game or activity, discussion with your training adviser, this should focus on your role in running a game or activity 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.

## Changes in Scouting Questionnaire

**1. Who started the Scout Movement?**

- a) Robert Baden-Powell      b) Lord Somers      c) Robert Louis Stephenson

**2. Where was the experimental camp held that led to Scouting being developed?**

- a) Mersey Island      b) Brownsea Island      c) Isle of Wight

**3. What year was the experimental camp?**

- a) 1905      b) 1907      c) 1909

**4. What book did Baden-Powell write to launch Scouting?**

- a) Boer War Scouts      b) Scouting Today      c) Scouting for Boys

**5. What section was started in 1916 for younger boys?**

- a) Beaver Scouts      b) Cub Scouts      c) Rover Scouts

**6. What section was started in 1919 for older boys?**

- a) Beaver Scouts      b) Cub Scouts      c) Rover Scouts

**7. What Movement did Baden-Powell establish for girls?**

- a) Girls Brigade      b) Girl Guides      c) Girl Scouts

**8. When were females allowed to become leaders?**

- a) From the start      b) 1932      c) 1966

**9. How many Scouts are there in the world today (summer 2009)?**

- a) 2 million      b) 12 million      c) 28 million

**10. How many countries and territories in the world have Scouts today (summer 2009)?**

- a) 147      b) 187      c) 217

**11. Name at least three things that have changed since Scouting began to keep the Movement up to date.**

**12. Name at least three things that have stayed the same since Scouting began.**

# 7. SCOUTING FOR ALL

## Aim

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

## Topics covered

Diversity and inclusion – The Scout Association’s policies

Diversity and inclusion – your own thoughts

How you in your role can make Scouting accessible to all

Social, cultural and religious diversity

## 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	Personal confidence rating  After thinking about your existing knowledge, how would you rate your confidence in this area?  (1= not confident, 5= very confident)
<b>Diversity and inclusion – The Scout Association’s policies</b>	Do I know The Scout Association’s Equal Opportunities policy?	
	Do I know The Scout Association’s Religious Policy?	
<b>Diversity and inclusion – your own thoughts</b>	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 Scout Association?	

<b>Making Scouting accessible to all</b>	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?	
<b>Social, cultural and religious diversity</b>	Can I explain the benefits of having a diverse organisation?	

## Delivery methods

Course

One to one

Small group

Workbook

## Validation criteria

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

- outline the Equal Opportunities Policy and explain how you are making Scouting a diverse and inclusive organisation by completing one of the following tasks:
  - show evidence of how you are making Scouting accessible to one or more of the following:
    - those with additional needs
    - girls and young women
    - those of minority ethnic communities
    - those of a variety of religious backgrounds
    - those of a variety of socio-economic backgrounds

Evidence you could use may include one or more of the following: 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.

# 8. SKILLS OF LEADERSHIP

## 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.

## 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	Personal confidence rating  After thinking about your existing knowledge, how would you rate your confidence in this area?  (1= not confident, 5= very confident)
<b>Systematic planning</b>	Do I know what a systematic planning tool is?	
	Can I explain how I would use a systematic planning tool to complete a task?	
<b>Theory of leadership</b>	Am I aware of the Action Centred Leadership model and do I know how to apply it?	
<b>Leadership styles</b>	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 **two** 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

Evidence you could use may include one or more of the following: 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

Evidence you could use may include one or more of the following: 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

Evidence you could use may include one or more of the following: 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 a number of times

Evidence you could use may include one or more of the following: 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

Evidence you could use may include one or more of the following: 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.

# 9. WORKING WITH ADULTS

## 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.

## 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	Personal confidence rating  After thinking about your existing knowledge, how would you rate your confidence in this area?  (1= not confident, 5= very confident)
<b>Effective communication</b>	Can I describe how I communicate effectively with others?	
	Can I describe some non-verbal forms of communication?	
<b>Listening skills</b>	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?	
<b>Decision making structures</b>	Can I explain how decisions in Scouting are made locally?	

<b>Representing others</b>	Can I outline things that I should do when representing the views of others at meetings?	
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## Delivery methods

Course

Small group

## Validation criteria

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

- represent others at a Scout meeting and report back on the decisions made and the reasons for them

Evidence you could use may include one or more of the following: 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

Evidence you could use may include one or more of the following: 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

Evidence you could use may include one or more of the following: 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.

# 10. FIRST AID

## 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	Personal confidence rating  After thinking about your existing knowledge, how would you rate your confidence in this area?  (1= not confident, 5= very confident)
<b>Course content</b>	Do you hold a First Aid certificate for a course covering the following criteria?  1 The principles of first aid and initial response (arriving at and managing an incident) 2 Emergency life support (DRABC, and the recovery position) 3 CPR, including technique for children 4 Shock 5 Bleeding (major and minor) 6 Causes and treatment of unconsciousness 7 Choking 8 Heat exhaustion, heat-stroke, dehydration and hypothermia 9 Burns and scalds 10 Fractures and soft tissue injuries 11 Minor injuries (for example, cuts, grazes and nosebleeds) 12 Meningitis	

## 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 are of our website.

External first aid course that covers the criteria listed in the first aid guidance in the members are on [scouts.org.uk](https://www.scouts.org.uk).

## 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 of 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

# 11. ADMINISTRATION

## 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

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.

<b>Topic</b>	<b>What do you already know?</b> Questions to ask yourself	<b>Personal confidence rating</b>  After thinking about your existing knowledge, how would you rate your confidence in this area?  (1= not confident, 5= very confident)
<b>Administrative tasks and record keeping</b>	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?	
<b>Member record management and the Data Protection Act</b>	Can I outline how information on adults and young people can be recorded and stored?	
	Am I aware of the Data Protection Act and how records kept are affected by it?	
<b>Financial responsibilities and best practice</b>	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?	
<b>Insurance arrangements</b>	Can I explain who is covered by The Scout Association's liability insurance policy?	

## Delivery methods

Course

One to one

Small group

Workbook

## Validation criteria

To validate this module you will need to complete **one** 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

Evidence you could use may include one or more of the following: 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 Data Protection Act.

- 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.

# 12(A). DELIVERING A QUALITY PROGRAMME

## 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	Personal confidence rating  After thinking about your existing knowledge, how would you rate your confidence in this area?  (1= not confident, 5= very confident)
<b>Key elements of the programme for each section</b>	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 quality programme looks like?	
<b>Badges and Awards</b>	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?	
<b>Reviewing the programme</b>	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?	
<b>The Young Leaders' Scheme</b>	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?	
<b>Youth Shaped Scouting</b>	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 Module 12(B): Programme Planning.

# 12(B). PROGRAMME PLANNING

## 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	Personal confidence rating  After thinking about your existing knowledge, how would you rate your confidence in this area?  (1= not confident, 5= very confident)
<b>How to create an exciting and relevant programme</b>	Do I know how to create an exciting programme?	
<b>How to generate programme ideas</b>	Do I know how to generate programme ideas?	
<b>How to review a programme to enhance it</b>	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). You should take into consideration:
  - the key themes of the programme
  - the underlying themes of the programme
  - incorporating a range of programme methods
  - how young people are involved in the programme planning process
  - 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.

# 13. GROWING THE SECTION

## 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	Personal confidence rating  After thinking about your existing knowledge, how would you rate your confidence in this area?  (1= not confident, 5= very confident)
<b>The importance of growth in Scouting</b>	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?	
<b>Recruitment and retention of young people</b>	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?	

<b>Recruitment and retention of adults</b>	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?	
<b>Tools and support to help develop the sections</b>	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.

# 14. SUPPORTING YOUNG PEOPLE

## 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	Personal confidence rating  After thinking about your existing knowledge, how would you rate your confidence in this area?  (1= not confident, 5= very confident)
<b>Characteristics and development of young people</b>	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?	
<b>External influences on young people</b>	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?	
<b>Creating a supportive environment for young people</b>	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?	
<b>Responding to issues affecting young people</b>	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.

# 15. PROMOTING POSITIVE BEHAVIOUR

## 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?	Personal confidence rating
	Questions to ask yourself	After thinking about your existing knowledge, how would you rate your confidence in this area?  (1= not confident, 5= very confident)
<b>Defining challenging behaviour</b>	Can I identify some of the challenging behaviours young people in my section might present?	
<b>Planning for positive behaviour; principles and strategies</b>	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 should a good Code of Conduct look like?	
	Do I know where a Code of Conduct be kept and how should it be used?	
<b>Responding to challenging behaviour</b>	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?	
<b>Additional help and support for challenging behaviour</b>	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

Workbook

## 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

Evidence you could use may include one or more of the following: 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

Evidence you could use may include one or more of the following: 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

Evidence you could use may include one or more of the following: 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 one of the following:**

- show evidence of de-escalating an incident of challenging behaviour appropriately

Evidence you could use may include one or more of the following: 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

Evidence you could use may include one or more of the following: 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.

# 16. INTRODUCTION TO RESIDENTIAL EXPERIENCES

## 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	Personal confidence rating  After thinking about your existing knowledge, how would you rate your confidence in this area?  (1= not confident, 5= very confident)
<b>The role of residential experiences in the development of young people</b>	Can I outline the role of residential experiences in the development of young people in Scouting?	

<b>Organisation and administration of residential experiences</b>	Do I know the key tasks that need to be completed in planning and organising a residential experience?	
<b>The skills required within a team running a residential experience</b>	Can I identify how to build a team for a residential experience, ensuring a mixture of skills?	
<b>The Nights Away Permit scheme</b>	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?	
<b>Support and further information for planning a residential experience</b>	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 need to reflect on your answers with your Training Adviser.

**And complete one 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:
  - the main aspects of organisation and administration
  - selecting a team and the roles undertaken by the team
  - appropriate adult to young person ratios
  - identifying and dealing with potential issues (logistics, behaviour, budget)
  - where additional support and information can be gathered

Evidence you could use may include one or more of the following: 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

Evidence you could use may include one or more of the following: 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

- **Why do we have a Nights Away Permit scheme?**
- **What are the four types of Nights Away Permit available to adults in Scouting?**
  - a)
  - b)
  - c)
  - d)
- **True or False?**
  - a) The type of permit available is based on the section an adult volunteers with
  - b) A Section Leader can lead an event for another section if they hold the correct permit
- **What is the maximum possible term for each type of permit?**
- **Is a Nights Away Permit needed for each County/Area/Region in which you camp?**
- **Family camps are a good way to enthuse parents. Which sections can attend a family camp?**
- **What are the specific rules for Beaver Scouts attending a family camp? Where can you find this information?**
- **True or false?**
  - a) Parents don't need to have any criminal records checks to attend a family camp
  - b) Parents or supporters will need to have extra insurance to cover them on a family camp
- **How may international residential experiences be organised?**
- **Where can you find more information about international residential experiences?**
- **What are Nights Away Event Passports and who are they for?**
- **True or false?**
  - a) Any Permit holder can grant a Nights Away Event Passport
  - b) The Permit Holder who grants the Nights Away Event Passport must attend the event
  - c) The Nights Away Event Passport can only be used by under 18s but they can be used for multiple events

# 17. RUNNING SAFE ACTIVITIES

## 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 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	Personal confidence rating  After thinking about your existing knowledge, how would you rate your confidence in this area?  (1= not confident, 5= very confident)
<b>The importance of activities as a regular part of a balanced programme</b>	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?	
<b>The processes that need to be followed to carry out any balanced programme</b>	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?	
<b>Managing parties during the activity, including the leader in charge principle</b>	Can I outline the role and responsibilities 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?	
<b>Planning suitable activities, with appropriate risk assessment and communication</b>	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?	
<b>InTouch system, activity rules, parental permission, and procedures in event of an accident or incident.</b>	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 two of the following:**

- plan, or assist in planning, an activity taking into account:
  - the age, experience, fitness and additional needs of the group
  - the rules related to the activity (including adult to young person ratios; any activity rules; gaining approval from the relevant commissioner; etc.)
  - any clothing, footwear, personal and group equipment needed for the activity and anticipated weather conditions
  - the need for a risk assessment to be carried out and communicated effectively

- the need for an InTouch system to be in place

Evidence you could use may include one or more of the following: 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:
  - oversee the activity (ensuring that registers, headcounts etc. are in place)
  - co-ordinate the adults involved in the activity, allocating roles to specific adults and ensuring that they are clear on what they need to do
  - communicate relevant instructions, guidance and rules to young people involved in the activity
  - carry out dynamic risk assessment

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.

# 18. PRACTICAL SKILLS

## 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	Personal confidence rating  After thinking about your existing knowledge, 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:
  - the skill is appropriate for the section the young person belongs to
  - 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:
  - the skill is appropriate for the section the young person belongs to
  - 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.

# 19. INTERNATIONAL

## 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 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	Personal confidence rating  After thinking about your existing knowledge, how would you rate your confidence in this area?  (1= not confident, 5= very confident)
<b>The nature of world Scouting</b>	Can I identify some of the things worldwide Scouting shares?	
	Can I identify the world membership badge and describe what it symbolises?	
<b>International events</b>	Can I identify opportunities for young people in the section I support to take part in international activities and events?	
<b>International aspects of the balanced programme</b>	Can I explain why international activities are part of the 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 make adjustments to 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 or 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/JOTI 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.

# 36. SPECIAL NEEDS

Please note that this module is not mandatory for the role of Section Leader or Assistant Section Leader. This is an optional module which it is suggested may be relevant to your role. A full list of all modules within the Adult Training Scheme can be found in the Module Matrix, available on the Members area of [scouts.org.uk](http://scouts.org.uk).

## Aim

To provide an understanding and knowledge of The Scout Association’s policy for those with special needs.

## Topics covered

- The Scout Association’s Equal Opportunities Policy with regard to special needs
- Good practice relating to those with special needs
- Resources available to support Scouting with special needs

## Change of role

Revalidation of this module is only required if this module is considered to be relevant to the 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	Personal confidence rating  After thinking about your existing knowledge, how would you rate your confidence in this area?  (1= not confident, 5= very confident)
The Scout Association’s Equal Opportunities Policy with regards to special needs	Do I know The Scout Association’s Equal Opportunities Policy and how it relates to my role?	
Good practice relating to those with special needs	Can I give examples of how I have made reasonable adjustments to make Scouting accessible to those with special needs?	
	Am I up-to-date with relevant terms relating to special needs and inclusion?	

Resources available to support Scouting with special needs	Can I outline some of the resources and support that are available to help with special needs?	
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## Delivery methods

Course

One to one

Small group

## Validation criteria

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

- show evidence of how you are making Scouting accessible to those with special needs

Evidence you could use may include one or more of the following: a visit from your Training Adviser to an increasingly accessible meeting place, a sectional visit from your Training Adviser, notes showing how you have adapted badge requirements for a young person with special needs, a programme plan showing adaptation to an activity to make it inclusive, a written or verbal statement to your Training Adviser by an observer showing how you have made adjustments to your meeting, programme or other Scouting elements to increase accessibility for those with special needs, notes from a meeting with a parent or carer to make Scouting accessible to a young person with special needs.

- increase awareness of special needs by running an activity or event for either young people or adults

Evidence you could use may include one or more of the following: a sectional visit from your Training Adviser, a written or verbal statement to your Training Adviser by an observer describing an activity or game you have run to increase awareness of additional needs, instructions for a game or activity you have run with the young people of the section.

- 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.

# 38. SKILLS FOR RESIDENTIAL EXPERIENCES

Please note that this module is not mandatory for the role of Section Leader or Assistant Section Leader. This is an optional module which it is suggested may be relevant to your role. A full list of all modules within the Adult Training Scheme can be found in the Module Matrix, available on the Members area of [scouts.org.uk](https://scouts.org.uk).

## 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.

**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.**

## 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.

<b>Topic</b>	<b>What do you already know?</b> Questions to ask yourself	<b>Personal confidence rating</b>  After thinking about your existing knowledge, how would you rate your confidence in this area?  (1= not confident, 5= very confident)
<b>The planning process</b>	Can I identify the factors to take into account when planning a programme for a residential experience appropriate for the section I support?	
<b>Elements of effective administration</b>	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?	
<b>Choosing and preparing a team</b>	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?	
<b>Choosing, using and maintaining the right equipment</b>	Can I identify the equipment required for a residential experience and how to maintain it on the residential experience?	
<b>Practical skills</b>	Can I demonstrate two practical skills that would be used on a residential experience?	
<b>Health, happiness and safety issues</b>	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?	
<b>Catering requirements</b>	Can I explain what should be considered when planning and providing a menu for a residential experience?	
<b>Evaluating venues</b>	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.**

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 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 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.

# APPENDIX 1: OTHER USEFUL RESOURCES

## The Information Centre

The Information Centre is your first point of contact for The Scout Association. You can ask questions, receive advice and order resources. The Information Centre is open from 8am – 7pm weekdays, and 9am-12pm Saturdays and can be contacted by -

**Phone:** 0845 300 1818 (local rate)

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

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

## Adult Training Scheme

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

## Adult's Personal File

The resource that learners work through as they progress through the Adult Training Scheme. Includes details of all modules within the training scheme, along with information on the minimum module requirements for the different roles in the Scout Association. This can be found in the Members area of [scouts.org.uk](http://scouts.org.uk) or ordered from Scout Shops.

## Module Matrix

Quick-glance guide to the modules in the Adult Training Scheme. This can be found in the Members area of [scouts.org.uk](http://scouts.org.uk) or ordered from Scout Shops.

## Online resources

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

# APPENDIX 2: PERSONAL LEARNING PLAN TEMPLATE

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

Are you able to take part in training held in the evenings? Yes  No  If so, please indicate your availability: Mon  Tues  Wed  Thurs  Fri

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.



