

Prior learning gained in the Young Leaders' Scheme



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Introduction

The recognition of prior learning is one of the key principles of the Adult Training Scheme. This means that adults should not have to re-learn things that they already know or be re-taught things that they can already do.

Nationally, around 40-45% of new volunteers that join Scouting in a sectional role have “come through the Movement”, and typically these are Young Leaders moving into adult leadership. It is important to recognise that these Young Leaders will have a wealth of knowledge and experience that they will have picked up through the Young Leaders' Scheme.

They may also already have evidence that can be used towards the validation of a training module in their adult role, although they will need to show that this is relevant to their new role.

This factsheet aims to give some guidance on how this prior learning can be recognised under the Adult Training Scheme

Young Leaders' Scheme

The Young Leaders' Scheme is a programme of 10 training modules and four missions (projects) designed to help and support those aged between 14 to 18 who work with a section (Beaver Scouts, Cub Scouts and Scouts) as a Young Leader. It gives Young Leaders the skills and knowledge to act as part

of the section leadership team, and covers subjects such as a balanced, quality programme, Child Protection, First Aid and leadership skills.

Completion of the Young Leaders' Scheme modules are based on attendance. The Missions are where this learning can be put into practice (a similar concept to validation in the Adult Training Scheme).

The Young Leaders' Scheme is designed to help Young Leaders to develop the knowledge, skills and understanding needed in their current role, which can be built on if they decide to take out an adult appointment.

Note: Only Module A of the Young Leaders' Scheme is compulsory, so it is important to discuss which Modules and Missions have been completed in order to identify what additional learning may be needed.

The Adult Training Scheme

The Adult Training Scheme is designed to provide adults with the knowledge, skills and understanding that are relevant to their role. Individuals are supported by a Training Adviser and their line manager to create a Personal Learning Plan, identifying the modules that are relevant to their role and the proposed methods of completing them.

The Adult Training Scheme is based around two key elements, learning and validation.

Learning: This is when the adult has the opportunity to gain or improve the knowledge and skills which they need to perform their role. As the scheme recognises prior learning, knowledge and experience, individuals may not need to complete learning for every aspect of the scheme.

Validation: This is when a Training Adviser will confirm that an adult can apply the knowledge, skills and understanding to their role. Validation is essential for every module relevant to their role.

Links between the two schemes

The table below is designed to give an indication of the potential learning in the Young Leaders' Scheme that relates to objectives in the Adult Training Scheme.

It is important to bear in mind that completion of the Young Leaders' Scheme cannot be used as automatic validation for any module, but it should give an indication of the prior learning that may have been gained and should be taken into consideration when agreeing the Personal Learning Plan.

The participant must show how their knowledge is applicable to their new role and validate their modules in the same way as all other learners.

Further Information

- Further information on the Young Leader's Scheme can be found in **Prepared** and on scouts.org.uk
- Further information on the Adult Training Scheme can be found in **The Scout Association's Adult Training Scheme**, the **Adult's Personal File**, **Adult's Personal File (Section Leaders)** and the **Training Adviser's Guide**.

Adult Training Scheme objectives	Related prior learning from the Young Leaders' Scheme	Extra learning to consider/additional notes
Module 1 – Essential Information		
Outline the Purpose, Values and Method of Scouting and explain how they can be implemented within your role.	Module A and Module G - Purpose and method of Scouting	
Implement and understand the importance of The Scout Association's child protection code of behaviour, The Yellow Card.	Module A - Child Protection policy	Although many aspects of The Scout Association's Child Protection Policy are covered in the Young Leaders' Scheme, it is important that this learning is done again, as the responsibilities for an adult are different
Demonstrate an understanding of Policy, Organisation and Rules in relation to your role and the role of others in Scouting.	Module A - Importance of <i>Policy, Organisation and Rules</i> and show how to access the information	Depending on their role, the learner may need to have considered the difference between being part of the leadership team and being the leader in charge
Demonstrate an understanding of the Safety Policy; the importance of a leader in charge; and identify the structures and support in place to ensure safe Scouting. Explain of The Scout Association's approach to risk assessment and the support available to deliver safe Scout activities within relevant rules and guidance.	Module A - Risk assessment	Depending on their role, the learner may need to have considered the difference between being part of the leadership team and being the leader in charge
Module 3 – Tools for the Role (Section Leaders)		
Explain why different types of games and activities are important in Scouting and explore a variety of programme ideas.	Module E - Importance of games	Depending on which section the learner is now working with, there may be further learning required
	Module E - Be able to explain and run different types of games	
Explain the role of youth shaped Scouting in the planning and running of the programme and explore various ways of doing this.	Module I – understand how to involve young people in planning the programme	
	Module I - Demonstrate a number of youth involvement methods	

Describe some tools that can help with managing behaviour within the section they are supporting.	Module D - Methods that can be used to manage situations involving challenging behaviour	
Module 7 – Scouting For All		
Demonstrate an understanding that Scouting is available to all young people, regardless of their needs.	Module F - Explain how to change programmes to suit the needs of all young people within the section	It would be beneficial for the learner to explore and reflect on all of the strands within the Equal Opportunities Policy , in addition to disability and additional needs included in Module F. Learners should be aware of how to ensure that scouting is open to all. For example, this may include welcoming LGBT+ members, reaching out to those from a variety of socio-economic backgrounds and celebrating the diverse faiths, beliefs and attitudes in the movement.
Plan actions to develop inclusive Scouting in your section or community	Module H – assess awards and badges on the basis of ‘personal best’	
Module 8 – Skills of leadership		
Identify the range of leadership styles and situations in which the different styles might be appropriate. Identify their own predominant or preferred style of operation	Module B - Know their personal preferred type of leadership	The learner may chose to cover this again, as often experience and role influences the styles of leadership adopted
Module 9 – Working with Adults		
Communicate effectively with both adults and young people as individuals and in groups	Module I - Effective communication between the leaders and young people in their section	Remember to emphasise that this is based upon their new role and therefore communication is likely to be different
	Module I - Effective listening skills	Much of this Module 9 objective should have been covered. However, learners may want to recap on the theories behind communication
	Module I - How effective communications can be established	
Module 10 – First Aid		
First Response certificate	Module K - Attend a First Response course	

	Module K - Gain any other equivalent qualification e.g. Emergency Aid Staged Activity Badge	The Scout Lifesaver Activity Badge will not count for Module 10.
Module 12 (A) – Delivering a Quality Programme		
Explain how a quality programme meets The Scout Association's Purpose and the needs of young people across all section	Module G – understand the concept and importance of having a balanced programme	Depending on which section the learner is now working with, there may be further learning required
Outline the key elements of the programme for all sections, including the various awards, challenges and badges	Module G - Identify the key elements of the section programmes, including challenge awards, requirements for completing the top awards and staged badges.	
	Module G – Know what Chief Scout's Awards are	
Understand the role of reviewing the programme in supporting and enhancing it	Module I – describe the techniques available to review a programme at regular intervals	
Understand the importance of young people shaping their Scouting experience	Module I - Understand how Young Leaders can take part in programme planning forums	The learner has been a young person in Scouting, so they should have experience of being involved in programme planning forums. They may need some more learning in understanding what this means in an adult role
Module 12 (B) – Programme Planning		
Understand the importance of using a variety of methods to generate exciting and relevant programme ideas	Module G - Concept of a Quality Programme	Depending on which section the learner is now working with, there may be further learning required
	Module G - Demonstrate how to plan a meeting based on a particular Challenge Area	
	Module H - Plan an quality Programme for a three-month period	
	Module H - Range of programme planning techniques	
	Module G – Know what Chief Scout's Awards are.	

	Module G - How Participation Awards can be used to recognise participation in the programme	Although the Adult Training Scheme does not cover learning about the badges and awards specifically, the prior knowledge gained in the Young Leader module will be useful for programme planning techniques
	Module H - How Moving-on Awards improve links between sections	
	Module H – Assess awards and badges on the basis of ‘personal best’	
Understand the importance of planning and reviewing a programme to ensure that it is delivered at a high quality.	Module I - Techniques to review a programme.	For the Adult Training Scheme, the knowledge should also cover how they will adapt their programme to improve it in the future
	Module I – Understand how to involve young people in reviewing and planning the programme	
Module 13 – Growing the section		
Describe effective ways to recruit and retain young people and adults.	Module H - How Moving-on Awards improve links between sections	Part of Module 13 is about the retention of young people, and movement between the sections is an important part of this. For the Adult Training Scheme, the knowledge should also cover recruitment and retention of adults.
Module 15 – Promoting Positive Behaviour		
Explain what is meant by challenging behaviour in a Scouting context	Module D – understanding different types of behaviour	
Explain the principles and strategies of promoting positive behaviour in the section	Module D - Methods that can be used to manage situations involving challenging behaviour	
Work in partnership with young people to define and agree acceptable standards of behaviour, to be followed by young people and adults in the section	Module D – Explain how Young Leaders can assist with managing behaviour in the section	The learner may want to revisit this topic, as they are now in an adult role, and so will be responsible for using and managing methods of prevention of challenging behaviour
	Module I – Understand how important effective communication is between leaders and the young people in their section	
Recognise possible causes and triggers of challenging behaviour	Module D - Causes and triggers	

Identify methods of de-escalating and managing situations involving challenging behaviour	Module D - Methods that can be used to manage situations involving challenging behaviour	
List where to obtain additional help and support	Module D - Explain where further assistance can be obtained, and when to involve adults	The learner needs to make sure they understand how their role as an adult differs from that of a Young Leader in managing challenging behaviour.
	Module D - Explain where further assistance can be obtained, and when to involve adults	This objective will have a different focus when an adult leader. However, where to find further support should have been covered in the Young Leaders' Scheme
Module 17 – Running Safe Activities		
Understand the importance of regular activities as part of a balanced programme	Module H - Considerations needed to plan and run regular activities	The learning that may have been covered for Module 17 will depend on the method used in the Young Leaders' Scheme. Talk to the learner about what they did to achieve this module. There is some core safety information that it is important to know, including the role of leader in charge.
Understand the safety aspects of providing activities	Module A – Explain why it is important to provide activities safely and necessary to carry out risk assessments	
Explain how Policy, Organisation and Rules and activities factsheets detail the requirements and provide guidance on a wide range of Scouting activities.	Module A – Explain the importance of POR, how to access it and how it affects their actions as a young leader	
Module 18 – Practical skills		
Describe effective methods of learning for adults and young people	Module C - Pass on skills to younger people	
Be able to pass on skills to young people	Module C - Demonstrate skills	
Use one of your new or developed skills in your Scouting role		