ADULT’S PERSONAL FILE
For Non-Wood Badge Appointments
**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.

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

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

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

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

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

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

To support you as an adult in Scouting, The 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

Gilwell Park Chingford London E4 7OW T:+44 (0)20 8433 7100 F:+44 (0)20 8433 7103
E: scout.association@scouts.org.uk W: scouts.org.uk
Patron:HM The Queen President:HRH The Duke of Kent Founder: Robert Baden-Powell OM Chief Scout: Lt Cdr (Hon) Bear Grylls RN Registered Charity numbers 306101 (England and Wales) and SC038437 (Scotland)
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KEY CONTACTS FOR TRAINING

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

Name____________________________________________________________________________
Address__________________________________________________________________________
Tel no____________________________________________________________________________
Email____________________________________________________________________________

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

Name____________________________________________________________________________
Address__________________________________________________________________________
Tel no____________________________________________________________________________
Email____________________________________________________________________________

Training Manager
If you have any difficulties you can also contact your 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 0345 300 1818 or by email info.centre@scouts.org.uk.
INTRODUCTION TO TRAINING

About this Guide
The aim of the Adult’s Personal File is to introduce you to The Scout Association’s Adult Training Scheme and to provide you with some tools and information to help you with your training.

This guide only refers to the training that is relevant to those taking on appointments which do not require a Wood Badge. A full list of all of the modules within the Adult Training Scheme can be found below in the Module Matrix or available at scouts.org.uk/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.

The range of skills The Scout Association expects of people in different roles is described in a number of modules, learning units and skills courses which together make up the Adult Training Scheme. More information about the principles of The Scout Association’s Adult Training Scheme can be found in the Adult Training Scheme at scouts.org.uk/training.

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

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

Learning and Validation
There are two key elements to the Adult Training Scheme.

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

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

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

It is recommended that you complete the Personal Learning Plan as the first step, particularly if you are changing roles. This will mean that you will have a clear idea of the process from the outset, and you will be able to get advice and guidance from a Training Adviser at an early stage on how to go about completing your training.
Nearly all roles in Scouting are required to complete either Essential Information (01) or Essential Information for Executive Committee Members (01E). The minimum learning requirements section below will outline which of these modules you will be required to complete.

**Essential Information (01)**

This module provides 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.

**Essential Information for Executive Committee Members (01E)**

As well as looking at the Fundamentals of Scouting and key policies, information in this module is specific to Executive Committee Members to help them gain a greater understanding of their role and responsibilities.

Information on some of these topics can be found on the website at scouts.org.uk/about-us/key-policies.

**Ongoing learning**

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

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

- the maintenance of a current adult first aid qualification/first response certificate
- any of the supplementary modules, for example Facilitating (28) or Presenting (29) if they are not part of the minimum training requirements for your role

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

**Mandatory ongoing learning**

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

**Ongoing Safeguarding Training**

Some members are required to complete the approved Scouting specific safeguarding training at least every five years.

Learners may complete The Scout Association Safeguarding Awareness Training module 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 Safeguarding e-learning for this module. The e-learning, along with further information, can be found at scouts.org.uk/ongoinglearning.

**Ongoing Safety Training**

Some members, depending on their role, are required to complete Scouting specific safety training at least every five years.
There is an Ongoing 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 Safety e-learning for this module. The e-learning, along with further information, can be found at members.scouts.org.uk/ongoingsafety

**First Aid Training**
Adults in Scouting holding a Leader, Manager or Supporter role, 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.

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

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

**Group 1: Non-Wood Badge Appointments**
A Wood Badge route is not available for these appointments, but Essential Information (01) or Essential Information for Executive Committee Members (01E) must be completed.

- Administrator
- Adviser
- Chair
- Communications Manager
- District Explorer Scout Administrator
- Executive Committee Member (Group, District or County)
- Manager of the Activity Permit Scheme
- President
- Queen’s Scout Award Co-ordinator
- Safeguarding Awareness Co-ordinator
- Safety Co-ordinator
- Scout Network Administrator
- Secretary
- Skills Instructor
- Treasurer
- Deputy chair
- Vice President
- Supporter of the Nights Away Permit Scheme
Group 2: Non-Wood Badge Appointments

A Wood Badge route is not available for these appointments, but Essential Information (01) must be completed together with the additional module(s) stated:

<table>
<thead>
<tr>
<th>Role</th>
<th>Module(s) to be completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Administrator</td>
<td>Supporting Local Learning (30)</td>
</tr>
<tr>
<td>Local Training Administrator</td>
<td>Supporting Local Learning (30)</td>
</tr>
<tr>
<td>Training Adviser</td>
<td>Assessing Learning – Training Adviser (25T)</td>
</tr>
<tr>
<td>Nights Away Adviser</td>
<td>Assessing Learning – Nights Away (25N)</td>
</tr>
<tr>
<td>Activity Assessor</td>
<td>Assessing Learning – Adventurous Activities (25A)</td>
</tr>
<tr>
<td>Scout Show Assessor</td>
<td>Assessing Learning – Scout Shows (25S)</td>
</tr>
<tr>
<td>Scout Active Support Member</td>
<td>see note below</td>
</tr>
<tr>
<td>Scout Active Support Coordinator</td>
<td>see note below</td>
</tr>
<tr>
<td>Trainer</td>
<td>Instructing Practical Skills (27), Facilitating (28) and/or</td>
</tr>
<tr>
<td></td>
<td>Presenting (29)</td>
</tr>
<tr>
<td>Trainer for Leadership and Management Training</td>
<td>Facilitating (28), Presenting (29) and attend the</td>
</tr>
<tr>
<td></td>
<td>Leadership and Management Train the Trainer</td>
</tr>
<tr>
<td>Appointment Advisory Committee Members</td>
<td>Advising on Adult Appointments (37)</td>
</tr>
<tr>
<td>Appointment Advisory Committee Chair</td>
<td>Advising on Adult Appointments (37)</td>
</tr>
<tr>
<td>Appointments Secretary</td>
<td>Advising on Adult Appointments (37)</td>
</tr>
<tr>
<td>Assistant Appointments Secretary</td>
<td>Advising on Adult Appointments (37)</td>
</tr>
</tbody>
</table>

Group 3: Non-Wood Badge Roles

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

- Section Assistant
# Module Matrix

This is a summary of The Scout Association’s Adult Training Scheme and ongoing learning. For further information on the training requirements for specific roles please refer to The Scout Association’s Adult Training Scheme.

- All Appointments
- Section Leaders and Section Supporters
- Managers, Section Supporters, Other Supporters
- Supplementary
- Mandatory Ongoing Learning

## Getting Started
To be completed within 5 months of appointment

<table>
<thead>
<tr>
<th>Module</th>
<th>Aim</th>
<th>Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Learning Plan (02)</td>
<td>To create a plan for an individual’s learning based on the requirements of the job and taking into account the individual’s needs.</td>
<td>One to one, Workbook</td>
</tr>
<tr>
<td>Essential Information (01) Or Essential Information for Executive Committee Members (01E)</td>
<td>To provide all adults in Scouting with the essential information needed to get started in their role.</td>
<td>Course, One to one, Small group, e-learning</td>
</tr>
<tr>
<td>Tools for the Role (Section Leaders) (03)</td>
<td>To provide the basic information on the individual’s role or area of responsibility and some practical help to get the individual started in the role.</td>
<td>Course, One to one, Small group, e-learning</td>
</tr>
<tr>
<td>Tools for the Role (Managers and Supporters) (04)</td>
<td>To provide key information about the individual’s role, areas of responsibility and where they can find further information and support.</td>
<td>Course, One to one, Small group, e-learning</td>
</tr>
</tbody>
</table>

## Training For All Appointments

<table>
<thead>
<tr>
<th>Module</th>
<th>Aim</th>
<th>Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delivering a Quality Programme (12A)</td>
<td>To provide Leaders, Managers and Supporters with information about how to deliver quality Scouting to young people, and how we ensure it meets their needs. This module is recommended as a priority.</td>
<td>Course, One to one, Small group, e-learning</td>
</tr>
<tr>
<td>Fundamentals of Scouting (05)</td>
<td>To explore the Fundamentals of Scouting and the Religious Policy, and consider their relationship with the quality Programme delivered to young people.</td>
<td>Course, One to one, Small group, e-learning</td>
</tr>
<tr>
<td>Scouting For All (07)</td>
<td>To provide an introduction to equal opportunities and practical advice about how to make Scouting inclusive for all.</td>
<td>Course, One to one, Small group, Workbook</td>
</tr>
<tr>
<td>Administration (11)</td>
<td>To provide information and best practice on how to manage administrative tasks in Scouting, including responsibilities relating to the Data Protection Act/GDPR, record keeping, finances and insurance requirements.</td>
<td>Course, One to one, Small group, Workbook</td>
</tr>
<tr>
<td>First Aid (10)</td>
<td>To cover the skills and knowledge necessary to enable adults to manage an incident and provide basic first aid.</td>
<td>External course</td>
</tr>
<tr>
<td>Changes in Scouting (06)</td>
<td>To provide an overview of the Movement’s history focusing on its development to meet the changing needs of society.</td>
<td>DVD, Factsheet</td>
</tr>
</tbody>
</table>
### Section Leaders and Section Supporters

#### The Programme

<table>
<thead>
<tr>
<th>Module</th>
<th>Aim</th>
<th>Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programme Planning (12B)</td>
<td>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.</td>
<td>Course One to one Small group</td>
</tr>
<tr>
<td>Running Safe Activities (17)</td>
<td>To enable adults to plan and run exciting, safe and developmental activities for the young people in their section.</td>
<td>Course One to one Small group Workbook</td>
</tr>
<tr>
<td>Practical Skills (18)</td>
<td>To enable adults to gain and develop practical skills for the benefit of young people in their section.</td>
<td>Course Small group</td>
</tr>
<tr>
<td>Introduction to Residential Experiences (16)</td>
<td>To enable Section Leaders and supporters who may support residential experiences for young people, to understand the purpose that residential experiences play in Scouting.</td>
<td>Course One to one Small group Workbook</td>
</tr>
<tr>
<td>International (19)</td>
<td>To provide an international focus appropriate to their section and appreciate the global nature of Scouting.</td>
<td>Course One to one Small group</td>
</tr>
</tbody>
</table>

#### The People

<table>
<thead>
<tr>
<th>Module</th>
<th>Aim</th>
<th>Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting Young People (14)</td>
<td>To enable adults to understand and meet the needs of young people and create a supportive environment.</td>
<td>Course One to one Small group Workbook</td>
</tr>
<tr>
<td>Promoting Positive Behaviour (15)</td>
<td>To enable adults to promote positive behaviour and appropriately manage challenging behaviour in their section.</td>
<td>Course One to one Small group Workbook</td>
</tr>
<tr>
<td>Growing the Section (13)</td>
<td>To cover ways in which an adult volunteering with a section can work with their line manager and others to plan and contribute to the growth of their Section and/or Group.</td>
<td>Course One to one Small group Workbook</td>
</tr>
<tr>
<td>Working With Adults (09)</td>
<td>To cover some key skills required to work effectively as a team, including communication, listening skills, decision-making structures and effectively representing others.</td>
<td>Course Small group</td>
</tr>
<tr>
<td>Skills of Leadership (08)</td>
<td>To cover the knowledge, skills and attitudes required to be an effective leader, including leadership styles, action-centred leadership and developing leadership skills in others.</td>
<td>Course One to one Small group</td>
</tr>
</tbody>
</table>

Additional ongoing learning opportunities for all members can be found at scouts.org.uk/ongoinglearning
## Managers and Supporters

<table>
<thead>
<tr>
<th>Core Skill Areas</th>
<th>Independent Learning Methods: e-learning, videos and learning guides, workbooks, information sheets.</th>
<th>Skills Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managing Your Time and Personal Skills</td>
<td>Managing Time and Personal Skills</td>
<td><img src="image1" alt=" " /></td>
</tr>
<tr>
<td>Achieving Results</td>
<td>Building Effective Teams</td>
<td><img src="image2" alt=" " /></td>
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<td></td>
<td>Project Management</td>
<td><img src="image3" alt=" " /> <img src="image4" alt=" " /></td>
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<td></td>
<td>Getting the Word Out</td>
<td><img src="image5" alt=" " /> <img src="image6" alt=" " /> <img src="image7" alt=" " /></td>
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<tr>
<td>Providing Direction</td>
<td>Planning for Growth</td>
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<tr>
<td></td>
<td>Leading Local Scouting</td>
<td><img src="image9" alt=" " /> <img src="image10" alt=" " /></td>
</tr>
<tr>
<td>Working with People</td>
<td>Finding, Appointing and Welcoming Volunteers</td>
<td><img src="image11" alt=" " /> <img src="image12" alt=" " /></td>
</tr>
<tr>
<td></td>
<td>Keeping, Developing and Managing Volunteers</td>
<td><img src="image13" alt=" " /> <img src="image14" alt=" " /></td>
</tr>
<tr>
<td></td>
<td>Safeguarding</td>
<td><img src="image15" alt=" " /></td>
</tr>
<tr>
<td></td>
<td>Dealing with Difficult Situations</td>
<td><img src="image16" alt=" " /></td>
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<tr>
<td></td>
<td>Supporting the Adult Training Scheme</td>
<td><img src="image17" alt=" " /></td>
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<tr>
<td>Enabling Change</td>
<td>Enabling Change</td>
<td><img src="image18" alt=" " /> <img src="image19" alt=" " /> <img src="image20" alt=" " /></td>
</tr>
<tr>
<td>Using Resources</td>
<td>Financial and Physical Resources</td>
<td><img src="image21" alt=" " /> <img src="image22" alt=" " /></td>
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<tr>
<td></td>
<td>Executive Committees and Being a Trustee</td>
<td><img src="image23" alt=" " /></td>
</tr>
<tr>
<td></td>
<td>Decision Making</td>
<td><img src="image24" alt=" " /> <img src="image25" alt=" " /> <img src="image26" alt=" " /></td>
</tr>
<tr>
<td>Safety</td>
<td>Safety for Managers and Supporters</td>
<td><img src="image27" alt=" " /></td>
</tr>
<tr>
<td>Module</td>
<td>Aim</td>
<td>Methods</td>
</tr>
<tr>
<td>---------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Safety</td>
<td>To revisit the rules, guidance and responsibilities related to safety in Scouting.</td>
<td>Course, e-learning</td>
</tr>
<tr>
<td>Safeguarding</td>
<td>To revisit the rules, guidance and responsibilities related to safeguarding in Scouting.</td>
<td>Course, e-learning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module</th>
<th>Aim</th>
<th>Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessing Learning (25)</td>
<td>To provide the knowledge, skills and attitudes necessary to effectively support, validate and assess the adults in the Adult Training Scheme, the Adventurous Activity Permit Scheme, Nights Away Permit Scheme and the Scout Show National Recognition Scheme.</td>
<td>Course, One to one, Small group, Workbook</td>
</tr>
<tr>
<td>Instructing Practical Skills (27)</td>
<td>To provide the skills, knowledge and attitudes necessary to instruct practical skills.</td>
<td>Course, One to one, Small group</td>
</tr>
<tr>
<td>Facilitating (28)</td>
<td>To provide the skills, knowledge and attitudes to facilitate individuals and small groups.</td>
<td>Course, One to one, Small group</td>
</tr>
<tr>
<td>Presenting (29)</td>
<td>To provide the skills, knowledge and attitudes to make effective presentations.</td>
<td>Course, One to one, Small group</td>
</tr>
<tr>
<td>Supporting Local Learning (30)</td>
<td>To provide the skills, knowledge and attitudes for Local Training Managers to co-ordinate the learning plans of individuals to produce a programme of learning.</td>
<td>Course, One to one, Small group</td>
</tr>
<tr>
<td>Planning a Learning Experience (31)</td>
<td>To provide the skills, knowledge and attitudes necessary to research and design training experiences.</td>
<td>Course, One to one, Small group</td>
</tr>
<tr>
<td>Delivering a Learning Experience (32)</td>
<td>To provide the skills, knowledge and attitudes necessary to plan, prepare and run a training experience.</td>
<td>Course, One to one, Small group</td>
</tr>
<tr>
<td>Planning a Learning Provision (33)</td>
<td>To provide the skills, knowledge and attitudes to enable training managers to plan to meet the learning needs of an area.</td>
<td>Course, One to one, Small group, Workbook</td>
</tr>
<tr>
<td>Managing a Learning Provision (34)</td>
<td>To provide the skills, knowledge and attitudes to enable County Training Managers to manage the learning provision for their area.</td>
<td>Course, One to one, Small group, Workbook</td>
</tr>
<tr>
<td>Additional Needs (36)</td>
<td>To provide information, support and resources for those working with young people with additional needs. Training resources for this module are currently under review. For advice on delivering this module please contact <a href="mailto:diversity.inclusion@scouts.org.uk">diversity.inclusion@scouts.org.uk</a>.</td>
<td>Course, One to one, Small group</td>
</tr>
<tr>
<td>Advising on Adult Appointments (37)</td>
<td>To enable an adult to participate fully as a member of the Appointments Advisory Committee.</td>
<td>Course, One to one, Small group, DVD</td>
</tr>
<tr>
<td>Skills for Residential Experiences (38)</td>
<td>To enable adults to acquire the appropriate skills to plan and run successful residential experiences for the young people in their section.</td>
<td>Course, One to one, Small group</td>
</tr>
<tr>
<td>Mentoring and Coaching (39)</td>
<td>To enable adults to effectively mentor and coach both adults and young people for successful talent management/succession planning.</td>
<td>Course, One to One, Small Group</td>
</tr>
</tbody>
</table>
# MODULE PAGES

## Essential Information (01)

### 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.

### 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.

<table>
<thead>
<tr>
<th>Topic</th>
<th>What do you already know? Questions to ask yourself</th>
<th>Confidence rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Fundamentals of Scouting</strong></td>
<td>Do I know the Purpose, Values and Method of Scouting including:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>■ What they are?</td>
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<tr>
<td></td>
<td>■ Why they are used?</td>
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<tr>
<td></td>
<td>■ How they are used?</td>
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</tr>
<tr>
<td></td>
<td>Do I know how the Promise and Law relate to the Purpose, Values and Method of Scouting?</td>
<td></td>
</tr>
<tr>
<td><strong>Policy, Organisation and Rules</strong></td>
<td>Do I know what Policy, Organisation and Rules is and where I can find it?</td>
<td></td>
</tr>
<tr>
<td><strong>The Child Protection Policy</strong></td>
<td>Have I read The Scout Association’s Safeguarding Policy and do I have a copy of the Yellow Card, a Safeguarding Code of Practice?</td>
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<tr>
<td></td>
<td>Do I know what to do if I think a child has been abused or if someone tells me that this might be happening?</td>
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<tr>
<td></td>
<td>Can I list the four categories of abuse? Are there any factors that make young people more vulnerable to abuse?</td>
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<tr>
<td></td>
<td>What could I do to prevent bullying in my section?</td>
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<tr>
<td></td>
<td>How would I identify bullying if it was happening in my section?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What could I do to address bullying in my section?</td>
<td></td>
</tr>
<tr>
<td><strong>The Equal Opportunities Policy</strong></td>
<td>Am I aware of the Scout Association’s Equal Opportunities Policy and what it covers?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How would I ensure that local Scouting is open to all adults and young people?</td>
<td></td>
</tr>
<tr>
<td><strong>Safety in Scouting and risk assessment</strong></td>
<td>Do I know that The Scout Association has a Safety policy and what it means?</td>
<td></td>
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<tr>
<td></td>
<td>Can I describe The Scout Association’s approach to risk assessment and where to find relevant rules and guidance about activities?</td>
<td></td>
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<tr>
<td></td>
<td>Do I know who to inform if someone is hurt during a Scout activity?</td>
<td></td>
</tr>
<tr>
<td><strong>Structures of Scouting and support for adult volunteers</strong></td>
<td>Do I know who to go to for help or support in my role?</td>
<td></td>
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<tr>
<td></td>
<td>Can I describe the structure of Scouting and where my role sits within the structure?</td>
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<tr>
<td></td>
<td>Do I know what the Scout Information Centre does and how to contact it?</td>
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</tr>
</tbody>
</table>
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.
Essential Information for Executive Committee Members (01E)

Aim
The basic information that all Executive Committee Members need to know.

Topics covered
- Purpose, Values and Method of The Scout Association (the Fundamentals of Scouting)
- Policy, Organisation and Rules (POR)
- Executive Committees and trusteeship in Scouting
- 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 Essential Information for Executive Committee Members is not required for any change in role. However, please note on taking on any other role, it is required to complete the other version of Essential Information.

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.

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<td></td>
<td>Questions to ask yourself</td>
<td>How would you rate your confidence in this area? (1= not confident, 5= very confident)</td>
</tr>
<tr>
<td>Executive Committee Member in Scouting and where I can find it?</td>
<td>Can I explain who are charity trustees (or who act as charity trustees) in Scouting?</td>
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<tr>
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<tr>
<td>Can I explain what the responsibilities of the Executive Committee are?</td>
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<tr>
<td>Can I explain who the ex-officio, elected, nominated and co-opted Executive Committee Members are at the relevant level?</td>
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<tr>
<td>Can I outline the duties of the Executive Committee at the Annual General Meeting (AGM)?</td>
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<tr>
<td>Can I describe the structure of Scouting and where my role sits within the structure?</td>
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</tr>
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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 with a Training Adviser and reflect on the Fundamentals and key Policies of Scouting to demonstrate your understanding and confidence to act in accordance with each core area.

And complete one of the following:

- attend a meeting of their Executive Committee and outline how you contributed to the meeting.

  **Evidence you could use may include one or more of the following:** a written or verbal statement from another member of the Executive Committee who attended the meeting summarising your role at the meeting or meeting minutes summarising your role at the meeting.

- carry out a risk assessment of a property managed or owned by their Executive Committee.

  **Evidence you could use may include one or more of the following:** a written copy of the risk assessment for the property, a verbal risk assessment at the property, communicating the risk assessment to the rest of the Executive Committee at a meeting.

- any other ideas subject to agreement 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 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.
Tools for the Role (Section Leaders) (03)

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

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

Change of role
Revalidation of this module is required when changing sections.

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

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

Can I explain why games and activities are an important part of the programme?

Am I able to explain how the Scout Method guides the way Scouting is delivered?

Can I outline the considerations for games and activities in the section I support?

Do I know where to find programme ideas?

Can I describe a game or activity I have been involved with or planned in my role?

Youth shaped Scouting

Can I explain Youth shaped Scouting and where to find more information about ways to involve young people?

Can I describe some examples of involving youth members in my section?

Promoting positive behaviour in my section

Can I describe the most common causes for challenging behaviour?

Do I know how to deal with common types of challenging behaviour?

Can I describe the key principles of how to promote positive behaviour?

Do I know where to find additional support?

Delivery methods

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

Validation criteria

To validate this module you will need to complete 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.
Assessing Learning (25)

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

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

Change of role
Any other change in role ✓

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

Deliver methods
- Course
- One to one
- Small group
- Workbook

Validation criteria
To validate this module you will need to complete the following based on your role:

If you are a Training Adviser
- demonstrate an understanding of The Scout Association’s Adult Training Scheme
- support one learner through the Personal Learning Plan process over a period of five months or for the completion of Getting Started, if appropriate. This must include the validation of at least one module.

If you are a Manager
- demonstrate an understanding of The Scout Association’s Adult Training Scheme and brief others
- support those you manage through the scheme.

If you are a Nights Away Adviser
- demonstrate an understanding of The Nights Away Permit Scheme, particularly the validation process
- make one recommendation for the award of a Nights Away Permit.

If you are an Activity Assessor
- understand the Adventurous Activity Permit Scheme
- make an assessment according to current Scout Association factsheet recommendations.
If you are a Scout Show Assessor
■ understand the Scout Show National Recognition Scheme
■ carry out one assessment.
Instructing Practical Skills (27)

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

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

Change of role
Any change in role ×

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

Delivery methods
- Course
- One to one
- Small group

Validation criteria
To validate this module you will need to:
Discuss the module content and objectives with a Training Adviser and construct a portfolio of evidence of instructing practical skills.

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

For further information and the detail of this module see the Guide to Instructing Practical Skills available in Scout Shops.
Facilitating (28)

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

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

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

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

Delivery methods
- Course
- One to one
- Small group

Validation criteria
To validate this module you will need to:
Discuss the module content and objectives with a Training Adviser and construct a portfolio of evidence of facilitating.

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

For further information and the detail of this module see the Guide to Facilitating available in Scout Shops.
Presenting (29)

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

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

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

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

Delivery methods
- Course
- One to one
- Small group

Validation criteria
To validate this module you will need to:
  Discuss the module content and objectives with a Training Adviser and construct a portfolio of evidence of presenting.

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

For further information and the detail of this module see the Guide to Presenting available in Scout Shops.
Supporting Local Learning (30)

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

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

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

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

Delivery methods
- Course
- One to one
- Small group

Validation criteria
To validate this module you will need to:
   Discuss your role with a Training Adviser and how you provide practical support to learning locally.

And complete two of the following:
- List the individuals who come within your remit and their current training needs
- Keep accurate records of the progress of individuals through their Personal Learning Plans
- Provide accurate briefings on a regular basis to your County Training Manager of the needs of your area
- Collate individual plans into a learning needs summary
- List and explain the factors to consider when allocating Training Advisers to individual learners
- Brief a new Training Adviser on their role
- Explain the administrative procedures required to support local learning
- Ensure individual learning is monitored
- Any other ideas, subject to agreement with a Training Adviser.
Advising on Adult Appointments (37)

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

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

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

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

Delivery methods
■ Course
■ One to one
■ Small group
■ DVD

Validation criteria
To validate this module you will need to:
Discuss with a Training Adviser the purpose of the appointment process in Scouting and steps that must be taken to ensure that it is welcoming, non-threatening and effective in appointing as far as possible only fit and proper persons.

And complete two of the following:
■ describe the appointment process
■ explain how the approval meeting should be prepared and conducted to ensure that it is non-threatening to the adult
■ demonstrate effective questioning technique as part of the appointment process
■ arrange and take part in an effective approval meeting
■ describe the key items that should be checked to ensure that an individual is fit and proper to hold an appointment in Scouting
■ describe the responsibilities of the Appointments Advisory Committee
■ any other ideas, subject to agreement with a Training Adviser.
And (if taking part in approval meetings):

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