

Appendix A

Prior learning gained from the ESYL Scheme

Adult training scheme objectives	Prior learning gained from the Scheme	Additional notes and learning opportunities
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 - covers purpose and method of Scouting	
Implement and understand the importance of The Scout Association's child protection code of behaviour, Young People First (Yellow Card)	Module A - covers child protection policy	Although many aspects of The Scout Association's Child Protection Policy are covered in the Scheme, it is important that this learning is repeated 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 - covers the importance of Policy, Organisation and Rules	Depending on their role, the learner may need to consider the difference between being part of the leadership team and being the leader in charge
<p>Demonstrate an understanding of the Safety Policy and the importance of having a leader in charge</p> <p>Identify the structures and support in place to ensure safe Scouting</p> <p>Explain The Scout Association's approach to risk assessment and the support available to deliver safe</p>	Module A - covers risk assessment	Depending on their role, the learner may need to consider the difference between being part of the leadership team and being the leader in charge

Scouting activities within relevant rules and guidance		
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 - covers importance of games	Depending on which section the learner is now working with, there may be further learning required.
	Module E - covers how 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 - covers how to involve young people in planning the programme	
	Module I - covers a number of youth involvement methods	
Describe some tools that can help with managing behaviour within the section	Module D - covers methods that can be used to manage situations involving challenging behaviour	
Module 7 – Scouting For All		
Demonstrate an understanding that Scouting is inclusive and open to all young people, and can be adapted to suit their needs	Module F - covers how to adapt programmes to suit the needs of all young people within the section	It would be beneficial for the learner to explore and reflect more on all of the strands within the Equal Opportunities Policy . For example, this may include welcoming LGBT+ members, reaching out to those from a variety of socio-economic backgrounds, and celebrating the
	Module F - covers your role in contributing to a	

	positive and inclusive environment	diverse faiths, beliefs and attitudes in the movement
Plan actions to develop inclusive Scouting in your section or community	Module H - covers how to 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 your own predominant or preferred style of operation	Module B - covers how to discover one's own personal preference of leadership styles	The learner may choose to cover this again Often, levels of experience and types of roles influence the styles of leadership adopted
Module 9 – Working with Adults		
Communicate effectively with both adults and young people as Individuals and in groups	Module J - covers the importance of effective communication between leaders and young people in the section	Remember to emphasise that this is based upon their new role Therefore, communication is likely to be different
	Module J - covers the ways in which tone and body language can affect how you communicate with others	Much of this Module 9 objective should have been covered Learners may want to recap on the theories behind communication
	Module J – covers how to adapt communication	

	styles to suit the activity or situation	
Module 10 – First aid		
First Response certificate	Module K – requires that young people attend a First Response course	
	Module K – helps young people to gain any other equivalent qualification eg Emergency Aid Staged Activity Badge	The Scout Lifesaver Activity Badge will not count towards Module 10
Module 12(A) – Delivering a quality programme		
Explain how a quality programme meets The Scout Association's purpose, and meets the needs of young people across all sections	Module G – covers the concept and importance of having a balanced, high quality programme and of working towards the top awards	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 - covers the key elements of the section programmes, including Challenge Awards, and requirements for completing the top awards and staged badges	
	Module G – covers the importance of	

Understand the role of reviewing the programme in supporting and enhancing it	reviewing the programme, using the quality programme checkers	
	Module I – covers why it is important to get feedback and input from young people in the section	
Understand the importance of young people shaping their Scouting experience	Module I - covers why it is important to get feedback and input from young people in the section	
	Module I - covers how you can bring your section's ideas to life and make necessary adaptations where necessary	
Module 12(B) – Programme planning		
Understand the importance of using a variety of methods to generate exciting and relevant programme ideas	Module G - covers the concept of having a balanced, high quality Programme and the importance of working towards top awards	Depending on which section the learner is now working with, there may be further learning required
	Module H - provides an outline for planning a three-month programme	

	Module H - explains where to look for programme ideas	
	Module H - covers a range of programme planning techniques	
	Module H - explains how Moving On Awards improve links between sections	
	Module H - covers how to 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 – covers 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 – covers 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 – covers how Moving-on Awards improve links between sections	Part of Module 13 is about the retention of young people 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

<p>Explain what is meant by challenging behaviour in a Scouting context</p>	<p>Module D – covers different types of behaviour</p>	
<p>Explain the principles and strategies of promoting positive behaviour in the section</p>	<p>Module D – covers methods that can be used to manage situations involving challenging behaviour</p>	
<p>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</p>	<p>Module D - covers how ESYLs can assist with managing behaviour in the section</p>	<p>The learner may want to revisit this topic</p> <p>As they are now in an adult role they will be responsible for using and managing methods of prevention of challenging behaviour</p> <p>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</p>
	<p>Module J – covers how important effective communication is between leaders and young people in their section</p>	
<p>Recognise possible causes and triggers of challenging behaviour</p>	<p>Module D - covers possible causes and triggers underpinning behaviours</p>	

Identify methods of de-escalating and managing situations involving challenging behaviour	Module D - covers methods that can be used to manage situations involving challenging behaviour	
List where to obtain additional help and support	Module D - explains 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 17 – Running safe activities		
Understand the importance of regular activities as part of a balanced programme	Module H - covers the 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 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 - covers 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 - covers 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 - covers how to pass on skills to younger people	
Be able to pass on skills to young people	Module C - demonstrates skills	
Use one of your new or developed skills in your Scouting role		