

# RIGHT PEOPLE RIGHT ROLES.

The Appointment Process:  
Guide for Appointments  
Advisory Committee Members



[scouts.org.uk/appointment](https://scouts.org.uk/appointment)

## 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/Countries. In Scotland there is no direct equivalent to County or Area. In Scotland, Scouting is organised into Districts and Regions, each with distinct responsibilities. Some 'County' functions are the responsibility of Scottish Regions, whilst others lie with Scottish Districts. The focus of responsibility is outlined in Scottish variations from *Policy, Organisation and Rules (POR)*.

## Criminal Records check

All adults in Scouting must go through a series of safeguarding checks to ensure they are safe to work with children and young people. The safeguarding checks are known in different countries by different names, as follows:

**England and Wales:** Criminal Records Bureau (CRB)

**Scotland:** Disclosure Scotland (DS)

**Northern Ireland:** Access Northern Ireland (ANI)

For ease of reading, this resource refers only to 'Criminal Records check', to cover all of the above. More information on issues relating to safeguarding and Criminal Records checks can be found at [www.scouts.org.uk](http://www.scouts.org.uk)

## Further information

For further information on any of the contents in this booklet, please contact the Scout Information Centre on 0845 300 1818 or visit [www.scouts.org.uk](http://www.scouts.org.uk). Always refer to *POR: The Appointment Process* for definitive information on the detail of the appointment process.



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# 1. INTRODUCTION

**The Appointments Advisory Committee plays an important role in ensuring that adults are suitable for particular roles in Scouting.**

## **The Appointment Process: Guide for Appointments Advisory Committee Members**

This booklet is designed to explain and support the role of the Appointments Chairman and Appointments Advisory Committee members, both in the appointment process and other areas of the Adults in Scouting model. It should be read alongside the publication *Guide to Appointing Adults*, which contains more detail about the appointment process itself. It is recommended that you read the *Guide to Appointing Adults* before reading this role-specific material.

## **The role of the Appointments Advisory Committee**

The Appointments Advisory Committee's main function is to assist with the process of appointing adults in Scouting by advising on their suitability.

It is important to remember that the committee is not a 'rubber-stamping' body. It must carry out its responsibilities with integrity and with the welfare of the Movement and its Members in mind. On the one hand, it has an important role in ensuring those who are unsuitable to work with young people or look after funds do not have access to either. On the other, it should not be a barrier to those who are genuinely interested in and suitable for taking on a role.

Ultimately, the Appointments Advisory Committee exists to support the relevant commissioner, who has overall responsibility for Scouting in their locality.

The full role description for Appointments Advisory Committee Members can be found in the Appendix in the *Guide to Appointing Adults*.

## 2. THE APPOINTMENTS ADVISORY COMMITTEE

**The Appointments Advisory Committee should be made up of a diverse group of people, reflecting the make-up of the local community.**

### 2.1. THE RESPONSIBILITIES OF THE COMMITTEE

The Appointments Advisory Committee is a mandatory sub-committee of the Executive Committee and exists to determine the suitability of adults for appointments. This includes:

**Approval meetings:** meeting with new adults to assess whether they are aware of and willing to uphold the values and policies of The Scout Association and whether they understand the requirements of the role and are able to carry them out.

**Reviews:** supporting the review process, considering (with the line manager) the outcome of a review.

**Change of appointment:** considering applications for change of appointment and assessing if the applicant is able and prepared to carry out the role.

**Cancellations:** cancelling appointments when agreed with the line manager or relevant commissioner and recording the reason for the cancellation.

**Suspensions:** following the suspension of an adult, recommending continuation of suspension, re-instatement, modification or cancellation of an appointment.

**Disagreements:** supporting the commissioner in the resolution of disagreements between adults.

### 2.2. FREQUENTLY ASKED QUESTIONS ABOUT THE COMMITTEE

Who is on the Appointments Advisory Committee?

Each Appointments Advisory Committee must have:

- an Appointments Chairman;
- an Appointments Secretary; and
- a pool of committee members.

The relevant commissioner is an ex-officio member of the Appointments Advisory Committee.

#### **Are there any training requirements for members of the committee?**

Members of Appointments Advisory Committees (including the relevant commissioner if they wish to take part in approval meetings) must show that they are competent to carry out this important role of checking potential new adult volunteers in The Scout Association. Therefore, validation of the following modules is mandatory for all members of the committee:

- Module 1, *Essential Information*; and
- Module 37, *Advising on Adult Appointments*.

### **Who appoints the Appointments Advisory Committee?**

The Appointments Advisory Committee is appointed by, and is responsible to, the relevant Executive Committee. In appointing the members of the Appointments Advisory Committee, the Executive Committee will bear in mind the range of skills and attributes that will be required in the committee members. In particular, they will bear in mind the need for committee members to understand the values of Scouting, be able to assess situations objectively, and provide reasoned advice.

### **I am the Chairman of the Executive Committee. Can I also be the Appointments Chairman?**

No. The Appointments Chairman must not be the Chairman of the relevant Executive Committee because of their role in the complaints procedure. Please see factsheet FS140100 *Resolving Complaints – The Scout Association’s Complaints Procedure* for more information.

### **Can Appointments Advisory Committees be shared?**

Yes. Two or more Executive Committees may share the same Appointments Advisory Committee. Additionally, an individual may act as the Appointments Secretary for more than one committee, provided those committees and the individual agree. It needs to be clear who holds the role of Appointments Secretary to execute the appointment process on behalf of each Appointments Advisory Committee.

### **How many committee members do we need?**

To ensure that an adult’s application is dealt with as quickly and efficiently as possible, the Appointments Advisory Committee should be used as a pool of resources. There must be a sufficient number of people on the committee to enable three people to be found to take part in approval meetings in a timely manner. The number of committee members is therefore likely to depend on local circumstances (i.e. number of appointments, local geography, size of District/County, availability of current members etc.).

### **Who decides who attends approval meetings?**

The approval meeting should be carried out by three members who are available, but not necessarily by the same three people every time. Attendance at approval meetings is co-ordinated by the Appointments Secretary, who will try to ensure that a diverse panel is put together (i.e. age, sex, background, culture, Scouting role), with the adult to be approved in mind.

### **Can my commissioner attend approval meetings?**

Commissioners can attend approval meetings as one of the three members. However, this is not necessarily good practice because they need to be independently satisfied that the applicant is suitable for a particular appointment.

### **How often should the Appointments Advisory Committee meet as a whole?**

It is up to the Appointments Chairman to decide how often the whole committee will meet. The frequency of meetings is likely to depend on how many appointments are processed in your locality, however meetings at least every three months or so allow everyone the chance to review progress and keep each other informed.

# 3. THE APPROVAL MEETING

**The approval meeting is the means by which the Appointments Advisory Committee assesses suitability for a role.**

## 3.1. THE PURPOSE OF THE APPROVAL MEETING

At an approval meeting, three members of the Appointments Advisory Committee will be required to satisfy themselves that the adult is suitable for their chosen appointment by considering:

- whether the applicant is aware of (and by personal example prepared to uphold and promote) the values and policies of The Scout Association – including making the Scout Promise, if appropriate; and
- whether the applicant understands the requirements of the role and is able to carry them out.

For the applicant the meeting can also be a valuable opportunity to meet others involved in Scouting in their local area. Whilst acknowledging this, it is important not to lose sight of the main purpose of the meeting as described above.

## 3.2. ABOUT THE MEETING

The meeting should last around 30 minutes, and a suggested agenda is outlined below.

### Items to consider before an approval meeting

Checking the right things are in place:

- The Appointments Secretary should send you the relevant information from the AA Form and the agreed role description which you should read before the meeting.
- The Appointments Secretary should also send you final details of the date, time and location of the meeting. If you are attending a meeting at a venue you haven't been to before, make sure that you know where you are going and that you arrive early.

### At the venue

Make sure that the venue is welcoming. In particular, consider:

- Are there chairs that are comfortable?
- Is there good signage around the building? Consider taking your own signs if not.
- Is the room comfortable (i.e. size, temperature)?

It is important that the applicant is made to feel at ease throughout the whole process. This could mean organising a separate room where refreshments are available and where people may talk informally before and after the meeting, possibly with a member of the District or County Team.

### 3.3. EXAMPLE AGENDA

Below is an example of a possible agenda for the meeting:

<b>Welcome</b>	Make sure that the adult has been welcomed and offered a drink where possible
<b>Introduction</b>	Introduce the three committee members (names, roles etc.)
<b>Purpose</b>	Explain the purpose of the meeting
<b>Time</b>	Explain the expected length of meeting (normally around 30 minutes)
<b>Questions</b>	Discussion with the adult (questions to ensure that the adult is aware of and willing to uphold the values and policies of the Association and that they understand the requirements of the role and are able to carry them out)
<b>What's next?</b>	Explain how the process will continue (i.e. that the three committee members will consider the appointment)
<b>Any questions?</b>	Ask the adult if they have any questions. Once any questions have been answered, thank them for their time
<b>Post meeting time</b>	Once the adult has left, consider the appointment and inform the Appointments Secretary of the outcome so that they can inform the adult

### 3.4. WHAT TO COVER AT AN APPROVAL MEETING

To be effective, the following aspects need to be considered by the Appointments Advisory Committee.

- **Personal qualities:** A person's individual characteristics and personality such as a sense of humour.
- **Functional qualities:** A person's ability to do a particular job through the skills and qualities they have, such as leadership qualities.
- **Personal faith and values:** A person's commitment to the underlying values of The Scout Association.

#### Personal qualities

Everyone has individual characteristics and personalities that reflect their upbringing and life experiences. Many of these qualities will not be identified by direct questioning, but will become apparent during general discussion around other areas. Examples of these qualities include a positive forward looking attitude, keenness and enthusiasm, a sense of humour, reliability, tolerance, honesty and a realistic approach.

#### Functional qualities

This is likely to be more straightforward as it is looking at the adult's ability to carry out the responsibilities of the role. Some individuals may have been involved in Scouting as youth members and as a result will have many of the practical skills required, but little or no experience as a leader. On the other hand, an individual may have no knowledge of Scouting, but may have worked with young people elsewhere in their life.

Qualities such as practical and organisational skills, teamwork, communication, maturity, empathy with the appropriate age range and ability to learn new skills should be considered for any role in Scouting.

Remember that an adult's skills can be widened and enhanced through the provision of learning opportunities. The opportunities available are detailed in the publication *Adult Training Scheme*.

#### Personal values and faith

This includes the adult's acceptance of the values and policies of The Scout Association. It is important to treat this topic in a similar way to all the others and to give the applicant the opportunity to express their true feelings rather than to simply give a superficial or a yes/no answer. It is important for you to establish whether an individual understands the key policies and fully accepts their responsibilities within each.

More details on all of the policies and the Fundamentals of Scouting can be found in Chapters 1 and 2 of *Policy, Organisation and Rules (POR)*.



### 3.5. ASKING QUESTIONS IN APPROVAL MEETINGS

In order to consider the points above the committee will need to draw out in conversation a general viewpoint of the attitudes of the adult in each area.

**Open questions** are useful as they allow more information to be gained from the adult. Open questions start with words such as 'why', 'how', 'who', 'what' and 'if'. They are questions to which a simple 'yes' or 'no' reply is not appropriate. They tend to help find out someone's views, opinions and motivation in offering to help.

**Closed questions** can sometimes be useful to clarify someone's view. Closed questions require only a 'yes' or 'no' answer. For example: 'So what you're saying is that we should provide adventure in our programme for young people?'

It is important to avoid **leading questions** - questions that put the questioner's view forward: for example: 'I think that Scouts should never be allowed to camp without a leader, do you agree?' The idea is to find out the adult's views without pushing them one way or another.

It is important to plan who will cover each area so that the meeting flows well. Ensure that people do not cover the same ground and so that it is a natural conversation rather than an interrogation. You will probably find it useful to have a copy of the fundamental values and key policies of The Scout Association available at these meetings. Copies can act as a prompt for the adult and can help focus the discussion.

As mentioned above, this information can be found in Chapters 1 and 2 of *Policy, Organisation and Rules (POR)*. You can also find the information about the Purpose and Principles in Factsheet FS 140004 *Fundamentals of Scouting* and may also find it useful to read FS 140099 *Background to the Purpose and Principles*. Remember that the key policies will also be documented on the *Key Policies* card that the adult is given when they complete their application form.

More advice and support on questioning is provided in Module 37, *Advising on Adult Appointments*, and you can find example questions in the Appendix of this publication.

### 3.6. EQUAL OPPORTUNITIES

No person volunteering their services should receive less favourable treatment on the basis of, nor suffer disadvantage by reason of:

- age;
- class;
- ethnic origin, nationality (or statelessness) or race;
- gender;
- marital or sexual status;
- mental or physical ability; or
- political or religious belief.

#### **Faith and religion**

While it is not acceptable to deny a volunteer entry to the Movement if the individual is a member of a particular faith community, a person would not be suitable to hold some appointments in Scouting if they:

- had an avowed absence of religious belief;
- believed that religious belief and spiritual development did not matter, although were willing to make the Promise;
- were a humanist and did not believe in a spiritual aspect to human beings; or
- had religious beliefs which conflicted with other fundamental principals of Scouting, such as being part of the worldwide family of Scouting.

Although Associate Members and non-Members are not required to make the Promise, they are still required to accept the values and policies of the Association.

## Special needs

The physical and mental ability of a potential appointee to fulfil a particular role will always be a relevant factor to consider because the safety and security of young people must be ensured. Adults applying for a role should disclose whether they have a special need/disability on their application form.

At the approval meeting, you will need to consider whether the adult's special need/disability will affect the role for which they have applied. It may be appropriate to have a discussion with the adult in the approval meeting about their special need/disability. This needs to be done sensitively with the best outcome for the adult and the young people as the main consideration.

It is necessary for reasonable adjustments to be made to enable people with disabilities to volunteer. An example of this may be putting white tape on the edges of the steps to help a partially sighted person to get in and out of the buildings or fixing ramps to give access for people using wheelchairs. Through your discussions at the approval meeting, it may become evident that adjustments need to be made to enable the adult to volunteer. In this situation it may be appropriate to gain more information from their line manager to assess whether the adjustments can be reasonably achieved.

For further details on this, please contact the Scout Information Centre on 0845 300 1818.

## Adult training

To ensure that Scouting is of good quality for young people, The Scout Association requires each adult in Scouting to demonstrate a range of knowledge, skills and attitudes that are relevant to their individual Scouting role. The range of skills The Scout Association expects of different roles are described in a number of modules, which together make up the Adult Training Scheme. The modules that a person needs to complete will be defined by an adult's role description which they will agree with their line manager.

It is important to note that in the approval meeting, you have a responsibility to ensure that adults are aware of their training obligations.

More information on the Adult Training Scheme can be found in the publication *Adult Training Scheme*.

## 3.7. MAKING JUDGEMENTS

At the heart of the Appointments Advisory Committee's work is making a judgement as to the suitability of an individual to take up a particular appointment in Scouting.

It is important to recognise that in many cases, the three members of the committee should look for potential rather than experience because the individual may not have worked directly with young people or adults in this way before. At all times two questions must be on the minds of members of the Appointments Advisory Committee:

- Will the person be able to assist the Movement to provide better Scouting for more young people?
- Is this the right role for this person?

If there are any doubts about the person's suitability, you must err on the side of caution and not appoint. The welfare and safety of young people must be the overriding factor.

## Flexibility

Individuals are able to give different levels of commitment and time to Scouting. It should be remembered that while some adults do not have such a large amount of time to give, their contribution is just as important and should be equally valued.

## Your decision

Whatever you decide, remember to inform the Appointments Secretary as soon as possible so that the appropriate action can be taken.

# 4. SUSPENSION AND DISAGREEMENTS

**The committee has a role to play in supporting the commissioner following the suspension of an adult and when adults disagree.**

## 4.1. RESPONSIBILITIES AT THE END OF THE PERIOD OF SUSPENSION

The Appointments Advisory Committee has a formal role to play on behalf of The Scout Association in recommending action to re-instate, modify, or revoke the appointment of an adult under suspension.

The committee must agree a recommendation with the relevant commissioner and, where appropriate, the Group Scout Leader and the Sponsoring Authority and seek approval for that action from the authority approving the suspension e.g. the County/Regional Commissioner. The person suspended should be informed of the final decision as soon as possible.

When reviewing a suspension and making a recommendation, the committee must give consideration as to the continuing suitability of the individual to carry out a specific role (i.e. they must satisfy themselves that the person is still suitable for a particular role).

Care must be exercised when dealing with these situations. In these circumstances, new references may need to be sought and advice obtained from professional or statutory agencies. The Safeguarding Team is also available to help the relevant commissioner and Appointments Advisory Committee in meeting their responsibilities in this area and to provide advice at any stage of the process.

In making a recommendation at the end of the suspension there is a need to consider the implications for Scouting in the following ways:

1. Does the adult's behaviour, which led to the allegation, bring into question their suitability to work with young people?
2. Should the person continue to hold their current Scouting appointment or is some other appointment more suitable?
3. Is further training or learning needed for the person concerned?
4. Are additional arrangements needed to ensure the effective supervision of the person concerned?

Below are three principles, in **order of priority** that may be helpful to apply in reaching a decision:

- **Do the actions or the behaviour of the individual concerned affect the health and welfare of young people?**  
If the answer is 'yes', 'probably' or 'possibly', great caution should be exercised before re-instatement of the appointment is recommended.
- **Do the actions or the behaviour of the individual concerned affect the reputation of Scouting?**  
By having this person as an adult in the Movement, is it likely to damage the standing of the Movement in the eyes of parents, the general public, other organisations etc.?
- **Do the actions or behaviour of the individual concerned affect that person, other adults and working relationships?**  
Sometimes we may have to protect adults against themselves. Continuation of working with young people could cause problems for themselves in their private lives, employment, standing in the community etc.

In all instances of doubt, the commissioner and the Appointments Advisory Committee must err on the side of caution.

## **4.2. RESPONSIBILITIES WHEN RESOLVING DISAGREEMENTS**

As a member of the Appointments Advisory Committee, you may be asked by your commissioner to consider recommendations to cancel appointments as a result of disagreements between adults.

In these cases, you should again consider the points above, assessing whether the adult is still suitable for the appointment and for Scouting in general

Further support for resolving disagreements is available from the Scout Information Centre on 0845 300 1818 or at [info.centre@scout.org.uk](mailto:info.centre@scout.org.uk).

# 5. APPENDIX

## SAMPLE QUESTIONS FOR APPROVAL MEETINGS

The purpose of the approval meeting is to determine that:

- the applicant is aware of (and by personal example prepared to uphold and promote) the values and policies of The Scout Association – including making the Scout Promise if appropriate; and
- the applicant understands the requirements of the role and is able to carry them out.

The following section offers a range of questions that you may choose to use in the approval meeting. It is recommended that you give thought to the questions, adapting them to the individual. To help keep the meeting relaxed, friendly and informal you should respond to the answers given with follow up questions, helping to extract the information you need.

### THE FUNDAMENTALS OF SCOUTING

#### Example questions

**The Purpose of Scouting is to contribute to the development of young people in achieving their full physical, intellectual, social and spiritual potentials, as individuals, as responsible citizens and as members of their local, national and international communities. How will your role help fulfil this?**

The adult should be able to link their role in Scouting to the Purpose of The Scout Association.

**As a Member you will be making the Scout Promise. What does the Promise mean to you?**

The Promise should have a personal meaning to the adult. They should show an understanding of it and a willingness to make it if they are becoming a Member of the Movement. Making the Promise is a requirement of a Member but not an Associate Member.

**The Scout Law describes what a Scout should be. For example, a Scout is to be trusted, is loyal, friendly and considerate. How do you plan to set an example in these areas to the adults and young people you will be working with?**

The adult should be seeking to keep the Scout Law and to demonstrate it through their role, setting an example to both the young people and adults.

### THE RELIGIOUS POLICY

The questions used in the approval meeting should relate to the faith/religion box on the AA Form. It is important that you have read this form before the approval meeting and have sought further guidance if needed. There are factsheets on different faiths available from [www.scout.org.uk](http://www.scout.org.uk)

If, during the approval meeting, the beliefs expressed by an adult are of a complicated nature, it may be useful for you to seek guidance. You could ask the adult applying for a role to discuss their beliefs with a Religious Adviser appointed in the County, or with another specialist with a thorough understanding of both faith and Scouting's requirements. Guidance is also available from staff at Gilwell Park.

## Example questions

### **As a Member of The Scout Association you will be making the Promise ‘to do your best, to do your duty to God.’ What is your understanding of this?**

This question should help you gain an understanding of their beliefs and their acceptance of the policies and values of The Scout Association. They should know and describe what they mean by God.

### **Part of the Purpose of Scouting is to contribute to the development of young people in achieving their full spiritual potential. How will your beliefs help you achieve this?**

This question puts the Religious Policy into the context of the Purpose of Scouting. This should help you gain information on how they see their beliefs affecting their role in Scouting and how they will help young people develop in their faith.

### **On the application form you have put ‘-----’ as your religion/faith. What role does your religion/faith play in your life?**

This question should help provide you with more of a definition of their faith and beliefs. Note that some people may be able to explain it easier than others. This is fine - the main point is that they show that they have a belief and can relate it to their life.

### **On the application form you have put ‘agnostic’/‘left it blank’/‘none’. Can you explain what your thoughts are with regards to the existence of ‘a God or higher being?’**

For many people, they may have some kind of belief in a God or higher being, but not link this to a particular organised faith. They may describe it as being individual. They may have considered the question and not be sure (agnostic or seeker). The policy for a Member is to encourage individuals to belong to a religious body. It is not however a ‘must’. Equally, this is not a denial or avowed absence of religious belief.

### **On the application form you have put ‘atheist’. Can you describe what you mean by ‘atheist’?**

Given that the avowed absence of religious belief is a bar to becoming a Member of The Scout Association, if the adult is certain that there is no ‘higher being’, they will not be able to become a Member of The Scout Association.

### **As an Associate Member of The Scout Association you will be expected to support the Religious Policy. How do you feel about this?**

The Associate Member should show a willingness to support the Religious Policy.

## THE EQUAL OPPORTUNITIES POLICY

It is important to recognise that the same special need/disability could affect people differently. For example, two people may have the same condition but it may be more severe for one than the other. Therefore, taking an individual approach to each adult and avoiding making assumptions is key.

The questions used in the approval meeting should relate to the special needs/disabilities box on the adult’s application form. It is important that the Appointments Advisory Committee has read this form before the approval meeting and has sought further guidance if needed. There are factsheets on special needs available from [www.scouts.org.uk](http://www.scouts.org.uk)

Local special needs appointees (ADC/ACC (Special Needs)) are likely to be able to provide useful advice and guidance. Guidance is also available from staff at Gilwell Park.

## Example questions

### **On your application form you have put ‘-----’ in the special needs/disability box. How, if at all, do you feel your special need/disability will affect the role you are wishing to take on?**

This question should reveal if the special need/disability will have an effect on the role they are applying for. To gain more information it may be appropriate to list some of the responsibilities of the role or give scenarios. Some influencing factors may be: the age of the young people they will be volunteering with, the composition of the leadership team and the requirements and responsibilities of the role.

As stated earlier it is necessary for reasonable adjustments to be made to enable people with disabilities to volunteer.

**Scouting seeks to welcome all young people into Scouting, whatever their race, gender, religion, mental or physical ability and in the other areas outlined in our Equal Opportunities Policy. How would you promote this policy in your role?**

This question looks to explore their feelings towards and their understanding of the Equal Opportunities Policy and for them to consider their role in promoting it. The Scout Association expects the adult volunteer to show that they are open to welcoming all young people into the Movement.

**The Equal Opportunities Policy of the Movement means you will be working with and/or supporting adults from many different backgrounds – religions, race, class, age and the other areas outlined in the policy. How would you support and promote this policy in your role?**

This question looks to explore their feelings towards and their understanding of the Equal Opportunities Policy and for them to consider their role in promoting and supporting this policy particularly in relation to them working with and supporting other adult volunteers. Their comments should show an understanding and acceptance of the policy.

## **THE CHILD PROTECTION POLICY**

### **Example questions**

**Each adult in Scouting is required to follow the Code of Behaviour in the Young People First Code of Good Practice (the ‘yellow card’). How will you ensure that you follow this code of practice?**

The adult should have already received the ‘yellow card’ and be able to outline the good practice it contains. The adult should show an understanding and acceptance of the need to follow this practice.

**It is the policy of The Scout Association to safeguard the welfare of all Members by protecting them from physical, sexual and emotional harm. What does this mean to you and how will you look to achieve this in your role?**

The adult should have an understanding of the issues surrounding child protection and have an idea of what practices should be adopted. They should demonstrate that they consider the interests and wellbeing of young people as paramount. Those who have completed Module 1 should be able to identify their role in implementing The Scout Association’s Child Protection Policy.

## **THE SAFETY POLICY**

### **Example questions**

**How would you describe your responsibility in providing safe Scouting?**

The adult should demonstrate that they consider providing safe Scouting as part of their responsibility.

**The safety of you and those in your care is essential. With this in mind how will you ensure safe Scouting?**

The adult should show an understanding of their responsibility within the Safety Policy. They should be aware of *Policy, Organisation and Rules (POR)* and understand the need and requirement to follow it.

## THE ANTI-BULLYING POLICY

### Example questions

**The Scout Association seeks to ensure prevention of all forms of bullying among Members. How would you ensure bullying does not take place under your area of responsibility?**

The adult should show an understanding of how bullying can be prevented and give examples of some of the practices that can be put in place.

## UNDERSTANDING THE ROLE

It is important that questions used in the meeting focus on the responsibilities and commitment of the role. Discussion should draw out the individual's expectations to ensure the adult has a clear understanding of the role.

### Example questions

**Where training is required: to help you get the most from your role you will be provided with training. Are you aware of the training commitment required by the role?**

The adult should be aware of their training requirements and have a positive approach towards it.

**The role you are taking on is likely to be a [weekly or other] commitment of [x hours]. How will you manage your time to ensure you can meet this commitment?**

The adult should have already considered how they will manage their role along with the other commitments in their life. The committee are looking to be assured that the adult is aware of the commitment and can manage it effectively.

**In your role you will be responsible for \_\_\_\_\_. How do you plan to undertake this responsibility?**

This question gives the adult the opportunity to show an understanding of what the role involves and to detail how they hope to fulfil the responsibilities.

## PERSONAL QUALITIES

### Example questions

**What are you looking forward to most in your role?**

The adult should show an enthusiasm towards the role and be able to identify what it is they are looking forward to and this should be realistic to the role.

**What attracts you to this role?**

This question should reveal the adult's motivation for applying for the role and draw out their feelings towards it.

## FUNCTIONAL QUALITIES

### Example questions

**What experiences have you had in working with or supporting other people?**

The adult should demonstrate the ability to be able to work with others. They should be able to identify what makes a team work well and enjoy working with others.

**What do you consider to be the important factors that make a team work well?**

The adult should be able to draw from their own experience – answers may include good communication, good leadership, effective support and shared responsibility.



**Are there skills that you have used in your job/volunteering that can be transferred into the role you are offering to take on in Scouting?**

This question seeks to identify the existing skills the adult has that can be applied to their role in Scouting.

**Have you ever been a leader before, of young people or adults?  
What qualities do you feel a leader needs?**

The adult taking on a leader role should be able to identify what makes a good leader and give reference to their own experience.

**What experience have you had in working or volunteering with young people?**

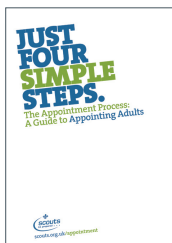
This gives the adult the opportunity to give examples of similar roles they have had in the past and how they may work with young people.

**Drawing from your own experience what do you feel are the key things to consider when organising an event/meeting?**

The adult should discuss the important aspects of organisation, the answer may include – identifying the resources needed, putting together the timescales, finding the skills required, ensuring effective communication, and considering health and safety issues. They should be able to give examples of how they have used organisational skills in the past.

## OTHER RESOURCES TO HELP YOU WITH THE APPOINTMENT PROCESS

### SUPPORT MATERIAL



#### **The Appointment Process: Guide to Appointing Adults**

The support material that should be read alongside this booklet, and includes detailed information about the appointment process for adults.

#### **Policy, Organisation and Rules (Chapters 1 and 2)**

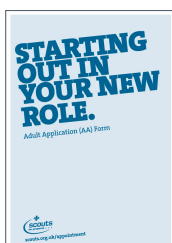
Here you will find information about the Fundamentals of Scouting (the Purpose, Principles and Method) and about the key policies and Members' responsibilities within them.

**Factsheet FS 140004 *Fundamentals of Scouting*** describes the Purpose and Principles of Scouting.

**Factsheet FS 140099 *Background to the Purpose and Principles*** provides an in-depth explanation of the values that underpin Scouting.

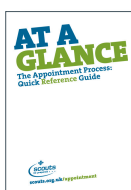
### APPLICATION MATERIAL

You may be interested in the resources below to get a clear idea of what information the adult was given when they agreed their role description and completed their AA Form.



#### **The Adult Application (AA) Form**

The form used for any adult beginning a new role in Scouting, changing roles or taking on an additional appointment.



#### **The Quick Reference Guide**

Explains simply the four steps of the appointment process.

#### **Young People First – the 'yellow card'**

Explains the code of good practice for adults in Scouting regarding child protection procedures.

#### **The Key Policies card**

Explains the key policies of the Scout Association.

These four items can be ordered together as one item (*New adult application resources* - item code AAR) from the Scout Information Centre. All items are free of charge.

## NOTES

