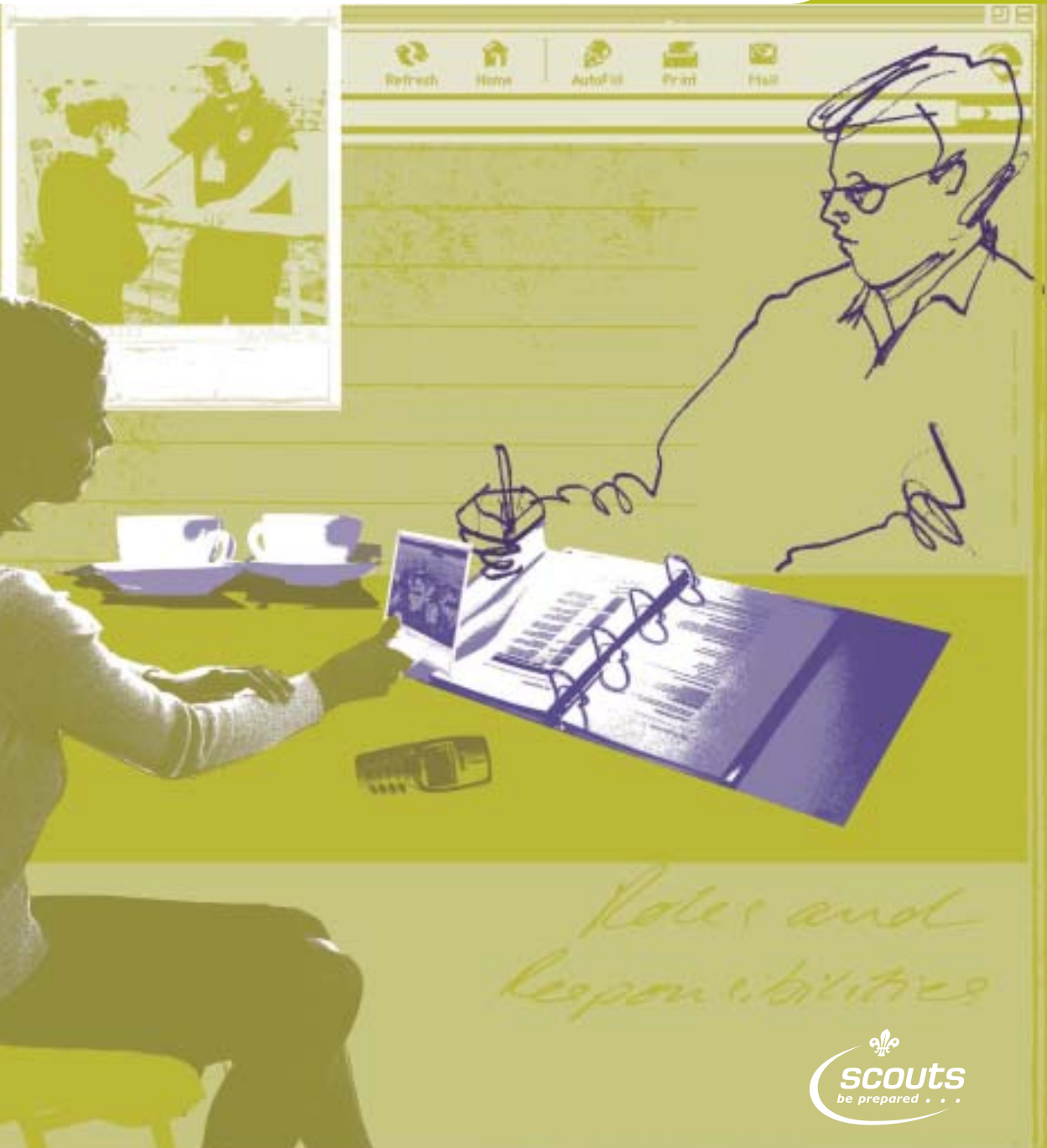


training adviser's guide

supporting adult learning

adult training



*Roles and
responsibilities*



Introduction	1	17 <i>Activities Outdoors</i>	52
1 What is a Training Adviser?	2	18 <i>Practical Skills</i>	54
2 How does the Training Scheme operate?	5	19 <i>International</i>	55
3 Validation	11	20 <i>Administration (Managers)</i>	57
4 Modules	17	21 <i>Growing the Movement (Managers)</i>	59
Module summary sheet	17	22 <i>Section Support</i>	61
01 <i>Essential Information</i>	21	23 <i>Safety for Managers and Supporters</i>	63
02 <i>Personal Learning Plan</i>	23	24 <i>Managing Adults</i>	65
03 <i>Tools for the Job (Section Leaders)</i>	24	25 <i>Assessing Learning</i>	67
04 <i>Tools for the Job (Managers)</i>	27	26 <i>Supporting Adults</i>	69
05 <i>Fundamental Values of Scouting</i>	29	27 <i>Instructing Practical Skills</i>	71
06 <i>Changes in Scouting</i>	31	28 <i>Facilitating</i>	72
07 <i>Valuing Diversity</i>	32	29 <i>Presenting</i>	73
08 <i>Skills of Leadership</i>	34	30 <i>Supporting Local Learning</i>	74
09 <i>Working with Adults</i>	36	31 <i>Planning a Learning Experience</i>	76
10 <i>First Aid</i>	38	32 <i>Delivering a Learning Experience</i>	77
11 <i>Administration (Section Leaders)</i>	39	33 <i>Planning a Learning Provision</i>	78
12 <i>Providing a Balanced Programme</i>	41	34 <i>Managing a Learning Provision</i>	79
13 <i>Growing the Movement (Section Leaders)</i>	43	35 <i>Internal Moderation</i>	80
14 <i>Young People Today</i>	45	36 <i>Special Needs</i>	81
15 <i>Challenging Behaviour</i>	48	Personal Learning Plan	83
16 <i>Nights Away</i>	50	Validation summary form	85
		Changes in Scouting questionnaire	86



Series Editor

Chris James

Editors

Robert Halkyard
Claire McAuliffe
Peter Rogers

Contributors

Helen Apsey
Iain Fairbairn
Sheila Gibbon
Trevor Gough
Robert Halkyard
Sandra Henson

Lyn Henry
Brigitte Hurlock
Lura Hughes
Tim Kidd
Claire McAuliffe
Margaret Medler

Peter Rogers
Greg Stewart
Richard Wade
Paul Williams
Sally Yeo

Design and

Production

The Workroom

Editor's note

Although in some parts of the British Isles Scout Counties are known as Areas, Islands, and, in one case, Bailiwick, for ease of reading this guide simply refers to County or Counties. Again, for ease of reading, all adults taking part in the Training Scheme, are referred to as learners.

Introduction

Welcome to the *Training Adviser's Guide*

This guide introduces the role and responsibilities of a Training Adviser and acts as a reference for key aspects of the role. It is a tool for Training Advisers to help them support learners through the Adult Training Scheme.

What does the guide contain?

The *Training Adviser's Guide* contains guidance on the Training Adviser's role. The guide also provides copies of the forms that you will require to record the plans made with the learner. The validation requirements for the 36 modules in the scheme are included towards the end of this resource. There are also some questions to help you check the learner's knowledge and understanding.

How to use this guide

It is important to read the guide thoroughly. The first part details the responsibilities of the role and gives you useful advice for carrying out your responsibilities. The second half of the guide is a tool to help you work through the scheme with learners to agree learning requirements and validation methods.

Preliminary reading

The guide does not explain The Scout Association's Adult Training Scheme in any detail and assumes some knowledge of the way in which the scheme is organised and delivered. Further information can be found in *The Scout Association's Adult Training Scheme*.

The guide also assumes you have read and are familiar with the *Adult's Personal File* which is an essential document for understanding this role.



1

What is a Training Adviser?

The key role of a Training Adviser is to support a learner, usually one new to Scouting, through The Scout Association's Adult Training Scheme. You will supervise a learner up to the award of the Wood Badge to ensure they have the skills, knowledge and attitudes they need to be effective in their Scouting role.

A Training Adviser therefore, will usually be someone with Scouting experience who is familiar with The Scout Association in general, its method of training and its Values, Purpose and Method.

Reporting structure

A Training Adviser is responsible to either a Local or County Training Manager depending on the management structure of their County. Like most Scouting roles, the Appointment has some training requirements of its own which will be discussed later.

What does a Training Adviser do?

A Training Adviser performs a number of tasks. You will:

- meet learners joining the Adult Training Scheme and explain it to them
- help each learner put together a Personal Learning Plan
- provide support to the learner as required
- review their progress with them on a regular basis
- decide what modules they have satisfactorily completed
- recommend the award of the Wood Badge to the Training Manager.

It is recommended that you support no more than four adults at any one time, especially if you have another role in Scouting. Otherwise you will probably find the time commitment too great.

Below is a sample job description for the role of Training Adviser. If you do not have a job description, speak to your Training Manager.

Job Description

Who is my line manager?

Your County Training Manager or Local Training Manager (depending on your County structure)

Who should I support?

Learners, other Training Advisers

Who can offer me specialist advice?

Other Training Advisers, Training Managers

Who else will I work with?

Line managers

What are the key tasks in my role?

- *Brief new learners about the Adult Training Scheme.*
- *Support learners through the learning process.*
- *Help learners produce a Personal Learning Plan.*
- *Ensure that the learner is directed towards a wide range of learning methods.*
- *Agree a range of validation methods with the learner (to validate learning and prior experience).*
- *Review Personal Learning Plans up to the award of the Wood Badge.*
- *Work with other Training Advisers to develop good practice and maintain consistency and standards locally.*
- *Contribute to the development of the Adult Training Scheme locally.*
- *Communicate administration and other details to relevant parties.*

What are my short-term targets?

Agree these with your line manager.

What are my long-term targets?

Agree these with your line manager.

When will my first review be?

Agree the date with your line manager.

What skills and knowledge do I need to be a Training Adviser?

You will need a good general understanding of Scouting and how the Adult Training Scheme works. You do not need to be an expert by any means, but in order to explain things to an adult new to Scouting, you will need to know for example:

- how a Scout Group is made up and how Explorer Scouts and the Scout Network function
- how The Scout Association is structured (Groups, Districts, Counties etc.)
- what the main roles are (Section Leaders, GSLs, Commissioners etc.)

You will also need to know, or be prepared to learn:

- what subjects make up the training pattern (the modules)
- how training operates in your area
- local administration procedures.

What training do I need?

You will have to complete Module 25, *Assessing Learning*. It is recommended that you also complete Module 9, *Working with Adults*. If you want to be a Training Adviser for Trainers you will also need to be able to assess the competence based modules as well. Training is available for this part of the job and more information is given later in this guide.

Gaining your Certificate of Appointment

In order to gain your Certificate of Appointment as a Training Adviser, you will need to help two learners to construct a Personal Learning Plan and complete some validations under the guidance of your own Training Adviser. Most importantly, you will need a supportive, helpful manner to help people through what they might find to be a difficult process.

Who do I work with?

By a locally agreed method, your County or Local Training Manager will allocate to you the people they wish you to support. Wherever possible, these will be people doing roles you are very familiar with and who live close by. If you are a GSL, for example, you might be Training Adviser to the Section Leaders in your own Group. If you are a Scout Leader, you may well be Training Adviser to other Scout Leaders and so on.

2

How does the Training Scheme operate?

The Scout Association's Adult Training Scheme is based on a number of key principles:

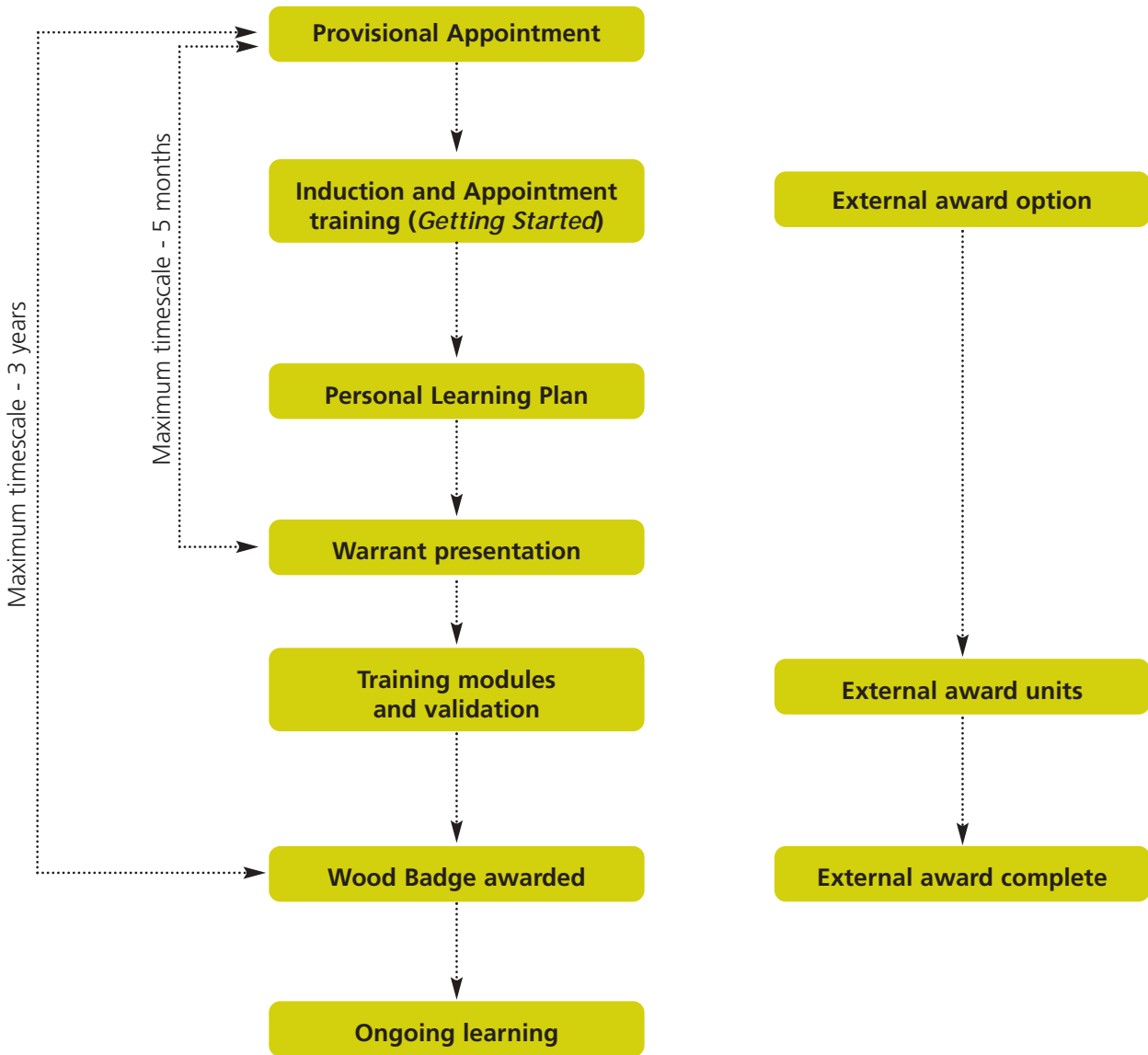
- Training is built around a number of key objectives, which have been generated by taking into account the views of Counties, the requirements of the World Scout Bureau and the needs of The Scout Association.
- The scheme is modular, with a total of 36 modules in all. Adults complete only those appropriate to their role.
- Adult training should be accessible to all, regardless of geography, education, personal circumstances or Special Needs. There are at least two methods of meeting the key objectives so that adults can choose the most appropriate method for them.
- The scheme recognises prior learning, experience and existing knowledge of adults. It is not necessary for adults to attend training if they can clearly show that they are able to meet module objectives by demonstrating their skills in their Scouting role.
- Training provides opportunities for adults to interact with other adults. This can often be an effective way of learning and building contacts.
- Training uses familiar Scout methods, for example learning by doing and small group work, but these are complemented by new methods such as workbooks, distance learning packages, videos and e-learning.
- The scheme is UK-wide so that the training and modules that have been completed in one County will be recognised in another.
- There is the opportunity for adults to work towards an externally recognised award through the training they do in Scouting.

As a Training Adviser it is your responsibility to translate these key principles into practice. This means ensuring that the learners you are working with:

- have their prior learning properly accredited and have access to training which takes into consideration their personal circumstances and preferred learning methods
- have decisions made in their best interests
- are well supported and properly advised on their training and personal development.

A summary of the scheme

The chart below summarises the Adult Training Scheme:



Provisional Appointment

Once an adult has been recruited, agreed their job description with their line manager and after the initial enquiry has been satisfactorily returned by Headquarters, a Provisional Appointment is issued. This allows the adult to begin their role in Scouting. There are however restrictions to protect both themselves and others until they have completed the initial package of training called *Getting Started* as outlined below.

Getting Started

Getting Started is made up of four requirements which must be completed before the adult can be fully appointed. These are:

- Module 1, *Essential Information*
- Module 3 or 4, *Tools for the Job*
- The Appointment process
- Module 2, *Personal Learning Plan*.

These requirements may be completed in any order.

Module 1, Essential Information

This is the basic information that all adults in Scouting need to know. It briefly covers the Fundamentals of Scouting, the key policies of The Scout Association and the support and training adults can expect to receive.

This module must be completed within three months of gaining the Provisional Appointment. It is your responsibility as a Training Adviser therefore, to ensure that the learners you are supporting have completed the module within this timescale.

Modules 3 and 4, Tools for the Job

There are two *Tools for the Job* modules. The learner completes either the version for Section Leaders or Managers depending on their role.

Module 3, Tools for the Job (Section Leaders)

This contains some basic information about the role and practical help for working within a Section. The module covers the key features of the Section and how to run suitable games and activities.

It must be completed within five months of gaining the Provisional Appointment. Again, it is your responsibility to ensure this timescale is adhered to.

Module 4, Tools for the Job (Managers)

This contains some basic information on the key responsibilities of the job and some practical help for making a start. The module covers the principle duties of the role, the needs of adults, and policy and guidance mechanisms.

It must be completed within five months of gaining the Provisional Appointment. Again, it is your responsibility as a Training Adviser to ensure this timescale is adhered to.

Appointment process

During the period of the Provisional Appointment, the learner will be invited to attend a meeting of the Appointments sub-Committee. This body approves the appointment of adults locally. Also during this time, the full Criminal Records Bureau check will take place and any references returned.

Module 2, Personal Learning Plan

This module consists of creating a plan to meet the future requirements of the role, taking into account existing knowledge and skills. This must be completed within five months of gaining the Provisional Appointment, and reviewed annually up until completion of the Wood Badge.

Working with an adult to agree a Personal Learning Plan is key to being an effective Training Adviser. A well thought out Personal Learning Plan will enable the learner to receive the most effective and efficient learning for them. It will also mean they get the most out of the scheme and therefore be more comfortable and effective in their role.

Although the parts of *Getting Started* can be completed in any order, it may be helpful for the learner to complete the Personal Learning Plan as the first step, particularly when changing roles. The advantages of this are that the learner will have a clear idea of the process from the outset and you will be able to advise them on the best plan for them at an early stage.

If an adult is changing roles or Appointments within Scouting, it may not be necessary for them to complete the *Essential Information* and *Tools for the Job* modules because they may have completed it previously or have existing skills, knowledge and attitudes that meet the requirements of the module.

Putting together a Personal Learning Plan

The Personal Learning Plan is the key to the Adult Training Scheme. It is therefore important that the plan produced is appropriate. The learner and the Training Adviser should work together to produce a plan that meets the learner's needs and details how the required modules are to be completed.

The learner should have received a copy of the *Adult's Personal File* when their Provisional Appointment was issued. The file is designed to give the learner all the information they need as they progress through the scheme. It includes:

- a job description pro forma
- information on the key policies of The Scout Association
- a CV aid and a workbook.

The workbook is designed as a self-assessment tool for learners. It will help them to identify for themselves which modules are relevant to their role and what learning and validation they feel they need. Some adults though, may prefer to complete the workbook with either their Training Adviser or another adult because they are unsure about the process or would find some extra support in completing the workbook helpful. If this is the case, you should ensure that this is arranged as quickly as possible. This is so the learner is not held up in progressing through the scheme. It is helpful if it is you that they work with, as this work can form the basis of the next meeting between you and the learner. This is the next stage in producing a Personal Learning Plan.

At this meeting, you should ensure that the learner has a full understanding of:

- the scheme and the processes involved
- the purpose of validation
- the learning and validation method options that are available to them
- the timescales to which they are working
- any other local information that may be relevant.

During the meeting you need to discuss the learner's proposed plan, which they will have recorded on the Draft Planning Sheet from the workbook. There are five key things to achieve:

- Agree the modules the learner must complete.
- Identify whether the learner needs to do any learning to be able to complete each module. If they do, agree which method they will use.
- Determine whether the learner wishes to work towards the external award option.
- Identify the validation methods for the first modules.
- Agree a timescale for all of the above.

In a single meeting you should not aim to agree a learning method, validation and a timescale for every module. Try to prioritise the modules and create a plan for those that the learner is going to work on in the next six to twelve months.

At the first meeting with an adult new to Scouting, you may just want to agree the learning and validation methods for the *Getting Started* modules. These must be completed within five months.

Agreeing the modules

At this stage you should ensure that the learner has identified all of the modules appropriate to their role. This can be checked against the Module Summary Sheet, which can be found on page 17 of this guide.

It is worth having a detailed discussion with the learner about their role and the training they require for it. Although the learner will have identified the modules they believe are required from the workbook, you will probably have a more detailed knowledge of the Adult Training Scheme. Therefore, you should be able to advise them on any gaps you believe are in their proposed plan. Perhaps there are some modules which you believe would be helpful to them that they may not have thought of. Try to think as widely as possible including the role-specific modules. If, for example, someone has to address audiences regularly as part of their role, they may find the *Presenting* module useful. Remember that the basis for this discussion must always be the job description the learner has agreed with their line manager. If the learner has not agreed a job description, you cannot be sure that the advice you are offering them is accurate as you do not have a detailed understanding of their role. It is worth confirming with the learner before the meeting that they have a job description and that they are going to bring it with them. This will save you both wasting your time.

Identifying learning needs

Once you have agreed the list of modules that are to be completed, discuss each one in turn. Both you and the learner must understand what the module requires. You will both need to agree whether the learner can already do what is required, or whether they need further learning or support to achieve it. Prompt questions to help the learner judge their ability are given in the *Adult's Personal File*. The learner will have recorded on the Draft Planning Sheet from the workbook:

- which modules they feel can be validated immediately
- which they need to undertake learning for
- any other comments or questions they may have.

It is worth briefly checking that the learner is still happy with the learning they have said they do and do not need. Particularly if they are new, they will be relying on you for guidance as to how they can achieve the necessary learning.

For the modules that they do require learning for, you will need to advise them as to what learning methods are available. Your Local and/or County Training Manager will be able to provide this information. These could include courses, videos, workbooks, e-learning or other methods. It is important that you keep an up to date list of the opportunities available for each module so that you are able to advise learners effectively. Don't forget that learners may also obtain learning from other adults they are working with or from outside Scouting, so a discussion with another adult is perfectly acceptable as a learning method. There is probably no better place to learn about Cub Scout games and activities than at a Pack meeting and, with the support of an experienced Cub Scout Leader, having a go.

With each learner you will also need to be aware of any personal circumstances that they may have. If they have literacy difficulties, cannot make certain training events or do not own a video player or computer for example, you will need to agree alternative methods.

Also during this stage the learner may indicate that they are interested in completing other modules that are not required for their role. These extra modules represent personal development opportunities.

Working towards the external award

During this meeting the learner will also need to make a decision as to whether they would like to complete the units to gain an Open College Network OCN Award. If they choose this option you will need to go through with them the OCN requirements and validate to OCN standards. The Scout Association publishes further information on this subject in the *Guide to the Open College Network*. The validation methods that tie in with OCN requirements are highlighted in this guide.

3

Validation

Validation is the process of finding out if the learner is able to put the learning covered by a module into practice in their everyday role in Scouting. It is your responsibility to agree a suitable method for validation and to 'sign off' each module once you are comfortable that it has been appropriately validated. Validation should not be seen as an exam – it must be a positive experience in which the learner receives supportive feedback.

Validation methods

Agreeing the validation method is important. It should be very clear what is acceptable and unacceptable for validation purposes. To help the learner consider each module in more depth, the module summaries describe the validation methods.

Validation methods should be simple and effective and should always be something that the learner does as part of their normal role. The focus should be on the learner 'doing something' and this will often be backed up by discussion. Validation guides for each module are given later in this guide. These give an explanation of what each module is about, the validation requirements, and a number of prompt questions to help you judge whether they have the right level of skill or knowledge.

There are ten standard methods by which validations can be made. There are however others or variations of these ten you might want to use.

- 1 Demonstration:** you observe the learner to see they are able to perform a particular task, for example, run a game at a Cub Scout meeting.
- 2 Discussion:** where you question the learner and discuss their knowledge and understanding. Often this method will supplement another method.
- 3 Workbook/worksheets:** you review workbooks, completed as part of distance learning, and worksheets, completed as part of a course, to check evidence of the learner's knowledge and understanding.
- 4 Questionnaire:** where the learner completes a questionnaire and by answering a certain proportion of questions correctly, demonstrates their understanding and knowledge.
- 5 Obtaining a qualification:** this particularly applies to Module 10, *First Aid*.
- 6 Product of work:** where work by the learner as part of their activities within The Scout Association shows their understanding, for example crafts made during activities.
- 7 Project work:** where you or a Trainer set a task that requires their new learning, for example, running a residential experience.

- 8 Written material:** where the learner gathers written material together in a portfolio which shows their ability against a series of criteria.
- 9 Witness testimony:** where someone other than you witnesses the learner's completion of a task and signs a statement to that effect.
- 10 Video:** where the learner undertakes a task (such as a presentation) and the video of the task is submitted as the validation.

As you work through each module and discuss validation methods, check that the learner is still happy that they do not need to do any required learning. Make sure they feel confident that they can achieve the validation method based on their existing knowledge and prior experience. As a Training Adviser, you need to make sure that the learner succeeds without compromising the standards of the scheme. It is in no-one's interests for the learner to fail.

Level of validation

It is important that the level of validation is right for each module, as there is a fine balance to be achieved between the learner demonstrating their knowledge and the validation method being too difficult or time consuming. You need to be satisfied that each learner knows about each subject, and can do what they say they can do. In some areas, such as safety, this is vital for the welfare of themselves and those in their care. However, the validation must be achievable and 'naturally occurring' in their Scouting activities. You should record the validation method on the Validation Summary Form that can be found at the back of this guide.

Carrying out validation methods

Before the validation takes place, you should ensure that the learner still wishes the validation to go ahead and feels comfortable with the process. Make sure that you answer any questions that the learner has.

An unobtrusive approach

You should be especially sensitive during the validation process. Although it is not an exam or test, some people may be nervous about the process. You should be unobtrusive and allow the learner to carry out the task. This can be achieved in a number of ways. For example, if a validation method is running a programme activity for young people, you could look after one of the groups of young people or help with equipment. Not only will it allow you to 'blend into the background' but will also mean that the learner has an extra pair of hands to help them!

Indirect validation

In some cases you may not be able to witness the module being completed at first hand. For example, if a Leader is using part or all of a camp they are running as a validation, you may not be able to make a visit. This does not make the validation method inappropriate, but you will have to agree another way of finding out what happened. This may be through witness testimony, photographs, video or simply a discussion. The key for you as a Training Adviser is to firstly confirm that the event took place and secondly that either prior knowledge or learning has been applied to the activity or event.

Importantly, you do not need to validate every module for your learners. They can be validated by any Training Adviser or by someone designated by the appropriate Training Manager for this purpose.

The validation decision

A successful validation outcome

If you are satisfied that the learner has successfully validated the module, they will naturally be pleased that you are able to sign it off. Try to point out any areas that were especially positive and still indicate areas to help them improve where you believe they can. The validation method can often be a learning experience itself and it is important that in reviewing the activity or event with you, the learner continues to learn. You must physically sign the module off on the learner's record card and complete any local administration.

An unsuccessful validation outcome

If you are not satisfied that the learner has successfully completed the module, you need to approach the issue sensitively. The learner will no doubt feel that they have put a lot of effort into the task and to be told they have 'failed' could be de-motivating and upsetting for them. Therefore you will need to highlight the positive aspects of what they did. Encourage them to improve the areas causing concern by giving them helpful suggestions. Keep the discussion objective and relate it to the objectives of the module. Explain to the learner which of the module objectives you feel they need to address further. Remember it is very important that you do not decide the validation has been unsuccessful just because they have done things in a different way to what you would have done. There is often no 'right' or 'wrong' answer and the validation should be about the practical application of the module objectives.

Providing ongoing support

As frequently as you choose to agree, and certainly no less than every six months, you will need to meet with each learner to review their progress. Agree the next modules they might tackle and the validation methods they will use. Although you will meet each learner in between to validate modules, it is useful to clearly identify these 'review and planning' meetings at regular points.

As the maximum timescale for the completion of *Getting Started* is five months, it may be useful to have a four month review with the learner. This is so that you can take action before the Provisional Appointment expires. If an adult's Provisional Appointment expires and they have not completed *Getting Started*, then the adult's line manager shall be informed (through a locally defined route). The line manager will then review the situation with the learner to discover why they have not completed this stage. They will also decide whether or not to let them re-apply for the Provisional Appointment. An adult can only re-apply for the same Provisional Appointment once.

The award of the Wood Badge

Once the learner has completed all of the modules necessary for their role, you are almost in a position to recommend that they be awarded their Wood Badge. Before you can make this recommendation you must agree with the learner the nature of their first year's ongoing learning. Ongoing learning is any form of learning that an adult can apply to their role in Scouting. Examples of this include a Scout Leader attending a basic car maintenance course and then incorporating this into their Sectional programme, or a Group Scout Leader producing a Group newsletter having attended a word processing course.

Ongoing learning

Ongoing learning must be a minimum of five hours learning per year, calculated over the length of the Warrant. Therefore if an adult went on a week-long residential course, for example, this could be counted as the ongoing learning for the whole period of the Warrant. The renewal of a First Aid qualification could also be counted as ongoing learning.

Who is responsible for ongoing learning?

After the first year has been agreed, it is not the Training Adviser's role to monitor ongoing learning. This is the responsibility of the learner's line manager.

Once the ongoing learning for the first year has been agreed, the award of the Wood Badge can be recommended to the County Training Manager.

Open College Network

It is possible for adults taking part in the Adult Training Scheme to work towards units that make up the Open College Network Awards in *Providing Voluntary Youth Services* (for Section Leaders) and *Managing Voluntary Youth Services* (for managers). Working towards these awards will require extra work in terms of validation as every module objective will need to be validated and a record kept of that validation. Where relevant, after each validation method in this and the *Adult's Personal File*, the OCN Assessment Criteria that could be met by that validation method is given. It is helpful for adults to decide to work for the awards during the construction of their Personal Learning Plan. Vital evidence of work will almost certainly be missing if it is attempted retrospectively. More detail can be found in The Scout Association publication *Guide to the Open College Network*.

Supporting Trainers

For those who wish to act as a Training Adviser for Trainers there is an additional part to the *Assessing Learning* module that must be completed. The reason for this is that modules that relate to Trainers are competence based. This involves the learner putting together a portfolio of evidence of what they have done. Speak to your County Training Manager if you wish to perform this role.

What if I disagree with the learner?

Grievance procedure

On occasions, you may not be able to reach an agreement with a learner. Perhaps you disagree over which modules are necessary for their role or about whether a module has been successfully validated. For this reason there is a grievance procedure that allows for these disagreements to be settled fairly.

If there is a disagreement about the modules required for the adult to carry out their role, the matter should be referred to the learner's line manager. The line manager should seek the advice of the County Training Manager if necessary. If the line manager is unable to resolve the matter, it should be referred to the District or County Commissioner (depending on whether the person has a Group, District or County Appointment) whose decision is final.

If there is disagreement between yourself and the learner as to whether the module has been successfully validated, you must refer the matter to the County Training Manager. If the County Training Manager cannot resolve it (or if the County Training Manager is personally involved) the matter should be referred to the County Commissioner whose decision is final.

The learner's evidence

In the normal course of validation, learners will produce material that is relevant such as programmes, meeting notes, letters and so on. It is suggested that they use the *Adult's Personal File* as a record and file. Alternatively, those involved in the Sections may wish to keep all their material together in their *Scouting Essentials* file. Ideally, a learner should not need to generate additional material to complete each module.

Validation Summary Form

To help you and the learner to plan validation methods and timescales, a Validation Summary Form is available. This form does not need to be completed in one sitting as validation methods do not all need to be set when constructing the Personal Learning Plan. A copy of this form is also included at the end of this guide.

4

Modules

The chart below contains a list of all 36 modules that make up The Scout Association's Adult Training Scheme. Use the key to identify which modules are appropriate to different appointments.

Modules summary sheet

Module	SL	SS	OS	M	O
01 Essential Information The basic information that all adults involved in Scouting need to know.	●	●	●	●	●
02 Personal Learning Plan Creating a plan of learning requirements for your role, taking into account existing knowledge and skills.	●	●	●	●	○
03 Tools for the Job (Section Leaders) Some basic information about the job, and practical help for working within a Section.	●	●			
04 Tools for the Job (Managers) Some basic information on the responsibilities of the job, and practical help for making a start.		●	●	●	
05 Fundamental Values of Scouting The relationship between the values of Scouting, the Balanced Programme, badges and awards.	●	●	●	●	
06 The Changes in Scouting An overview of the Movement's history, with a focus on how it has changed to meet the needs of society.	●	●	●	●	
07 Valuing Diversity Ensuring that Scouting is available to all and that diversity is valued.	●	●	●	●	
08 Skills of Leadership Having the knowledge, skills and attitudes required to be an effective Leader.	●	●	●	●	

Key

SL Section Leaders **SS** Section Supporters (e.g. ADC/ACC) **OS** Other Supporters (e.g. ACC (International))

M Managers (e.g. District Commissioners) **O** Others (e.g. Trainers)

● module appropriate ○ may be appropriate depending on role

Module	SL	SS	OS	M	O
09 Working with Adults Working effectively as a member of an adult team.	●	●	●	●	
10 First Aid The skills and knowledge necessary to be able to manage an incident and provide basic First Aid.	●	●	●	●	
11 Administration (Section Leaders) The records and procedures necessary to effectively administer a Section.	●	●			
12 Providing a Balanced Programme Ways in which a successful and balanced programme is planned and run in a Section.	●	●			
13 Growing the Movement (Section Leaders) Planning and achieving growth of Scouting in your Group and Section.	●	●			
14 Young People Today To enable adults working with Sections to identify and meet the needs of young people.	●	●			
15 Challenging Behaviour Preventing and managing challenging behaviour in a Section.	●	●			
16 Nights Away Planning and running residential experiences for young people in a Section.	●	●			
17 Activities Outdoors Running a wide range of activities outdoors for young people.	●	●			
18 Practical Skills Gaining and developing practical skills to assist with the programme for young people in a Section.	●	●			
19 International Providing an international focus to a Section.	●	●	○		
20 Administration (Managers) The records and procedures necessary to effectively administer a Group, District or County.			●	●	
21 Growing the Movement (Managers) Planning and achieving growth of Scouting in an area and facilitating and managing change.			●	●	
22 Section Support Supporting adults working with young people.			●	●	

Key

SL Section Leaders **SS** Section Supporters (e.g. ADC/ACC) **OS** Other Supporters (e.g. ACC (International))

M Managers (e.g. District Commissioners) **O** Others (e.g. Trainers)

● module appropriate ○ may be appropriate depending on role

Module	SL	SS	OS	M	O
23 Safety for Managers and Supporters Responsibilities and systems for ensuring that Scouting is safe.		●	●	●	
24 Managing Adults Providing effective management of adults in Sections.		○	○	●	
25 Assessing Learning Providing the knowledge, skills and attitudes to effectively support adults through The Scout Association's Wood Badge and other assessed schemes.		●	●	●	
26 Supporting Adults Providing effective support to adults in the Sections.		●	●	○	
27 Instructing Practical Skills Instructing adults in practical skills.					○
28 Facilitating Helping others to learn by encouraging and assisting them.					○
29 Presenting Delivering presentations to adults in Scouting.					○
30 Supporting Local Learning Enabling those supporting learning locally to co-ordinate individual learning plans into a programme of learning.					○
31 Planning a Learning Experience Researching, designing and planning the content of a learning experience.					○
32 Delivering a Learning Experience Managing the content and structure of a learning experience.					○
33 Planning a Learning Provision Enabling Training Managers to plan to meet the learning needs of an area.					○
34 Managing a Learning Provision Enabling Training Managers to manage the learning provision.					○
35 Internal Moderation Monitoring the quality of The Scout Association's Adult Training Scheme.					○
36 Special Needs Providing a detailed understanding and knowledge of The Scout Association's policy and practices towards the provision of Special Needs.					○

Key

SL Section Leaders **SS** Section Supporters (e.g. ADC/ACC) **OS** Other Supporters (e.g. ACC (International))

M Managers (e.g. District Commissioners) **O** Others (e.g. Trainers)

● module appropriate ○ may be appropriate depending on role

Validation guides

Notes on the validation guides

The validation guides on the following pages are designed to help you work with a learner to construct their Personal Learning Plan. Each page covers a different module and tells you:

- the aim of the module
- the topics covered by the module
- the learning delivery methods (although the list may be supplemented by extra opportunities locally)
- the validation methods
- details on OCN
- suggested questions you could ask to check knowledge and understanding.

The aim and topics of the module will help you and the learner decide whether the module is necessary for the learner's role. The learning delivery methods will be useful in determining which method of learning (if any) they wish to use. The validation methods will allow you and the learner to decide the most appropriate way to validate the module. The questions can be used both to check whether any learning is necessary for the module and to check knowledge and understanding following the validation exercise.

Also, each module has a 'change of role' box. This box is designed to assist you when working with an adult who has changed role within The Scout Association. This will differ depending on which role the learner is moving from and to. These are split into three categories:

- 1** Section Leader (anyone working in a Section)
- 2** Manager (Group Scout Leader, District Commissioner and County Commissioner)
- 3** Supporter (Assistant District/County Commissioner).

For District Explorer Scout Commissioners, County Scout Network Commissioners and County/Local Training Managers there are particular requirements which are outlined in *The Scout Association's Adult Training Scheme*.

Role change

In the change of role boxes, a tick (✓) means that the learner needs to complete the module again and a cross (✗) means that they do not.

1 Module

Essential Information

Relevant to:
All adults in Scouting



Aim

To provide the basic information required to ensure that adults involved in Scouting:

- do not put themselves and others at risk through lack of knowledge
- are aware of the Purpose, Principles and Method of Scouting
- are aware of the management and support structures of Scouting in outline and of immediately relevant parts of the structure in detail.

Topics that this module covers are:

- the Fundamentals of Scouting
- the Equal Opportunities Policy
- the Child Protection Policy
- Adult Support
- safety in Scouting and Risk Assessment
- structures of Scouting
- support for their role.

Delivery methods

- Video
- Course
- e-learning.

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

- 1 Carry out a Risk Assessment of a meeting place. (OCN Unit A 3.1)
- 2 Produce a District/County structures chart listing support mechanisms available to them, including the Scout Information Centre. (OCN Unit A 4.1 and 4.2)
- 3 Describe the actions to take following an accident/incident (or the report of an accident/incident) during a Scouting activity. (OCN Unit A 3.3)
- 4 Plan and carry out a briefing where they explain the Promise and the Law and how they relate to the Fundamentals of The Scout Association to an adult new to Scouting. (OCN Unit A 1.1)
- 5 Explain the key policies of The Scout Association (Equal Opportunities, Child Protection and Safety).
- 6 Any other ideas, subject to agreement with a Training Adviser.

And:

Discuss the fundamental principles and key policies of Scouting with a Training Adviser to demonstrate their understanding. The discussion should include the Child Protection and Equal Opportunities Policy, and should cover what an adult should do if abuse is suspected and/or reported. (OCN Unit A 1.2, 2.1 and 2.2)

Open College Network

This module forms the whole of the OCN unit *Essential Information for Adults in Scouting*.

Questions you could ask include:	Their answers should cover:
What four areas of development in young people does Scouting seek to encourage?	Spiritual, social, physical and intellectual development.
Are there any restrictions on adults or young people joining Scouting?	There are no restrictions on young people unless they put other young people in danger. Restrictions on adults include prior convictions for child abuse or paedophilia, or absence of belief in a higher being.
What should you do if you think a child is being abused?	Report suspicions of child abuse immediately to your GSL or District Commissioner.
In which two places do accidents occur most often?	Accidents in Scouting happen most often in meeting places and at camp.
What are the five steps of Risk Assessment?	<ol style="list-style-type: none"> 1 Look for hazards. 2 Decide who may be harmed and how. 3 Decide if extra precautions are necessary. 4 Record findings. 5 Review and revise.
Where can you find rules and guidance about Scouting activities?	<i>Policy, Organisation and Rules (POR).</i>
Who is available locally to support you?	Line manager – GSL, DC etc; ADCs/ACCs; Group/District/County Council and Executive Committee.
What does the Scout Information Centre do and how can you contact it?	The Scout Information Centre is a one stop shop to ask any questions or purchase any relevant publications. The telephone number is 0845 300 1818 and email address is info.centre@scout.org.uk
What training is available?	The Adult Training Scheme – 36 modules depending on role, and a variety of delivery methods.
Who is your line manager?	Name of line manager and role – e.g. GSL/DC/CC etc.
Change of role	
Any change in role	x

2 Module

Personal Learning Plan

Relevant to:
All Appointments



Aim

To create a plan for an individual's learning based on the requirements of the job and taking into account the individual's needs. The plan will show the training and support that the individual will receive to help them fulfil the learning programme and will include a progress review timetable.

Topics that this module covers are:

- Personal Learning Plan.

Delivery methods

- One to one
- Workbook.

To validate this module the learner will need to:

- Create a Personal Learning Plan agreed by a Training Adviser.

Open College Network

This module is not an OCN unit.

Change of role

Any change in role

3 Module

Tools for the Job (Section Leaders)

Relevant to:
Section Leaders
Assistant Leaders
Section Supporters (e.g.
ACC(Section))
Section Assistants



Aim

To provide the basic information on the individual's area of responsibility and some practical help to get the individual started in the role.

Topics that this module covers are:

- the main features and ceremonies of the Section
- roles and responsibilities of adults and young people in the Colony, Pack, Troop, Unit and Network
- sources of ready made programme ideas
- games and/or activities in the Section.

Delivery methods

- One to one
- Small group.

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

- 1 Plan and run an activity appropriate to the Section and explain why different types of games are an important part of the programme. (OCN Unit B 3.2)
- 2 Plan and run a ceremony appropriate to the Section. (OCN Unit B 2.3)
- 3 Plan and run a game appropriate to the Section, outline the important criteria for games in Scouting. (OCN Unit B 3.3 and 3.4)
- 4 List sources of 'ready made' programme ideas. (OCN Unit B 3.1)
- 5 Any other ideas, subject to agreement with a Training Adviser.

And:

Outline the main features of their Section. (OCN Unit B 2.1 and 2.2)

Open College Network

This module forms the whole of the OCN unit *Tools for the Job (Section Leaders)*.

If the learner has completed Module E and one or more of the Missions under the Young Leaders' Scheme within the last five years, then they will only need to outline the main features of their Section in order to complete the validation for this module. This validation method may not be used however, if they are an Explorer Scout or Scout Network Leader.

Questions you could ask include:	Their answers should cover:
What is the core age range of your Section?	Beavers Scouts are aged 6-8, Cub Scouts are 8-10 ¹ / ₂ , Scouts are 10 ¹ / ₂ -14, Explorer Scouts are 14-18 and Network members 18-25.
Beaver Scouts Where does the decision making lie? Who is responsible for planning the programme?	Beaver Scouts Decision making lies primarily with the Leaders, as does responsibility for planning the programme.
What are the key ceremonies in the Section?	Key ceremonies in the Colony include Investiture, Swimming-up; ceremonies to say hello, goodbye, well done, or thank you.
Cub Scouts Where does the decision making lie?	Cub Scouts Decision making lies with the Leaders, in consultation with the Pack Forum.
Who is responsible for planning the programme?	Programme planning is the responsibility of the Leaders, taking into account the need for a balanced programme and the needs of the individual Cub Scouts.
What are the key ceremonies in the Section?	Key ceremonies include Investiture, opening, Grand Howl, Flag Break, closing, Flag Down, and Moving-On.
Scouts Where does the decision making lie?	Scouts Decision making lies largely with the leadership team, but in conjunction with the Troop Forum.
Who is responsible for planning the programme?	Either the Leaders or the Troop Leadership Forum can take responsibility for programme planning.
What are the key ceremonies in the Section?	Key ceremonies including opening and closing, Flag Break, Flag Down, presentation, Investiture and Moving-On.
Explorer Scouts Where does the decision making lie?	Explorer Scouts Explorer Scouting is a District provision and decisions therefore are made by the DESC.
Who is responsible for planning the programme?	Individual Unit programmes are the responsibility of the Explorer Scout Leaders, with as much involvement from young people as possible.
What are the key ceremonies in the Section?	Key ceremonies may include opening and closing, Flag Break, Flag Down, presentations, Investiture and Moving-On.
The Scout Network Where does the decision making lie?	The Scout Network Decision making lies with the Network Committee and the County Scout Network Committee.
Who is responsible for planning the programme?	Members plan their own programme.
What are the key ceremonies in the Section?	Members decide what ceremonies to use.

Questions you could ask include:	Their answers should cover:
All Sections What is your role within the Section?	All Sections An outline of their key tasks.
Where can you find programmes ideas?	Sources of ideas such as <i>Colony/Pack/Troop/Unit programmes</i> , Scouting Magazine; locally produced material; and ScoutBase UK.
Why are games important in Scouting	Games develop social interaction, a sense of fun, fair play, achievement, co-ordination and physical fitness.

Change of role

Any change in Section ✓

4 Module

Tools for Job (Managers)

Relevant to:
Other Supporters
(e.g. ACC Activities)
Managers



Aim

To provide the basic information on the individual's job, areas of responsibility and some practical help to get the individual started in their role.

Topics that this module covers are:

- principle duties of the role
- roles and duties of the people they support
- needs of adults
- main features of the Sections
- policy and guidance mechanisms
- further help and support.

Delivery methods

- One to one
- Small group

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

- 1 Create a list of those they manage or support, describing their principle duties, functions and responsibilities and their role in providing personal support and training. (OCN Unit C 1.2)
- 2 Outline the main features of each Section including the age range, theme, groupings of young people and the decision making and programme planning processes. (OCN Unit C 2.1)
- 3 Add to their job description to describe the things they actually do. (OCN Unit C 1.1)
- 4 List their top five priorities and develop a plan to put them into action.
- 5 Explain the function of The Scout Association's policy and guidance mechanisms and how to access information contained in POR, factsheets and HQ to an adult new to Scouting whom they manage or support. (OCN Unit C 3.1 and 3.2)
- 6 Any other ideas, subject to agreement with a Training Adviser.

And:

Discuss their understanding of the job including principle duties, functions and responsibilities of their role with a Training Adviser.

Open College Network

This module forms the whole of the OCN unit *Tools for the Job (Managers)*.

Questions you could ask include:	Their answers should cover:
What are the main duties of your role?	Dependant on role, as expressed in the job description.
As a line manager, which adults do you 'manage' and which do you have a support role for?	Depending on role. For example, a DC manages GSLs, ADCs, DESCs and supports other DCs, District Exec. etc. An ADC (BS) supports Leaders in the Beaver Scout Section.
What are the roles and main duties of the adults you support?	An outline of the duties of the adults they support.
What types of support should you give?	Personal, role specific, and developmental.
What are the key features of the Sections that you support?	An outline of the Section they support. For more detailed questions see the validation guide for module 3.

Change of role	
Manager to manager	✓
Manager to Supporter	✓
Supporter to manager	✓
Supporter to Supporter	✓

5 Module

Fundamental Values of Scouting

Relevant to:
All Appointments



Aim

To understand the relationship between the values expressed in the Purpose, Principles and Method of Scouting and the Balanced Programme, badges and awards.

Topics that this module covers are:

- the Purpose, Principles and Method of Scouting
- Personal Development Areas in the Balanced Programme
- the prayer and worship in the Balanced Programme
- The Scout Association's Religious Policy.

Delivery methods

- Course
- One to one.

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

- 1 Using their programmes, show how young people are developing in different ways through a balanced programme.
- 2 Show the progress of one of their Section Members, including their badge progress sheet, and describe their personal development.
- 3 Demonstrate the explicit use of spiritual development in a meeting.
- 4 Give practical examples of how faith and beliefs can be incorporated into a balanced programme. (OCN Unit D 2.1)
- 5 Outline The Scout Association's religious policy and their role in implementing that policy. (OCN Unit D 2.2)
- 6 Make a presentation to explain Scouting values to either young people or adults. (OCN Unit D 1.1)
- 7 Explain how Scouting can meet the needs of diverse communities. (OCN Unit D 4.6)
- 8 Any other ideas, subject to agreement with a Training Adviser.

And:

Describe the values of Scouting to a Training Adviser, how they are demonstrated in the Programme and how they demonstrate the values of Scouting in their role. (OCN Unit D 1.1 and 1.2)

Open College Network

This module forms part of the OCN unit *The Values of Scouting*.

Questions you could ask include:	Their answers should cover:
What is the Purpose of Scouting?	Developing young people, socially, physically, spiritually and intellectually.
What are the Principles of Scouting?	Duty to self, others, God.
What is the Method of Scouting?	Learning by doing in partnership with adults – outdoors, in teams, taking part in new experiences and taking increasing responsibility.
What are the six Personal Development Areas?	Body, Mind, Faith and beliefs, Relationships, Community and Surroundings.
What is The Scout Association's Religious Policy?	Progress in understanding and observing the Scout Promise; belong to a religious body and carry what you profess into daily life.
How do you encourage young people and/or adults to take part in prayer and worship in their Scouting?	An explanation of a recent event where they have encouraged others to take part in prayer and worship through planning.

Change of role	
Any change in role	x

6 Module

Changes in Scouting

Relevant to:
All Appointments



Aim

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

Topics that this module covers are:

- how Scouting began
- significant milestones in Scouting
- national and international growth
- how Scouting has adapted to meet society's needs.

Delivery methods

- Factsheet
- Video.

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

- 1 Describe Scouting's development to another adult or adults. (OCN Unit D 3.1)
- 2 Explain to adults or young people how Scouting has adapted to changing social needs whilst maintaining its fundamental principles. (OCN Unit D 3.2)

And:

Complete the questionnaire included at the end of this file and confirm with a Training Adviser that 80% or more has been completed correctly.*

* those with Special Needs, especially literacy difficulties, who may wish to answer the questions orally.

Open College Network

This module forms part of the OCN unit *The Values of Scouting*.

Change of role	
Any change in role	x

7 Module

Valuing Diversity

Relevant to:
All Appointments



Aim

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

Topics that this module covers are:

- the Co-education Policy
- the Equal Opportunities Policy including minority groups and Special Needs
- social, cultural and religious diversity.

Delivery methods

- Course
- Small group
- One to one.

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

- 1 Show evidence of how they are making Scouting more accessible to one or more of the following:
 - a girls and young women
 - b those with Special Needs
 - c those from ethnic minorities
 - d those of differing religious backgrounds
 - e those of differing social backgrounds.
- 2 Incorporate aspects of the Equal Opportunities Policy into an educational activity in their Section programme.
- 3 As part of a recruitment exercise pass on the key aspects of the Equal Opportunities Policy to a new Member of The Scout Association.
- 4 Produce a plan to increase diversity in the area for which they are responsible.
- 5 Increase awareness of Special Needs by running an activity for either young people or adults.
- 6 Any other idea, subject to agreement with a Training Adviser.

And:

Outline the Equal Opportunities Policy and how it applies to their Section or role. (OCN Unit D 4.3)

Open College Network

This module forms part of the OCN unit *The Values of Scouting*.

Questions you could ask include:	Their answers should cover:
What is the policy of The Scout Association regarding diversity?	The Scout Association's commitment to extending Scouting to young people in all parts of society. No young person should receive less favourable treatment on the basis of class, race, gender, marital or sexual status, mental or physical ability, political or religious belief.
What factors contribute to the diverse nature of individuals?	Factors that contribute to diversity include education, culture, interests, values, sexuality, religion, ability, childhood/background, ethnicity.
In what ways could you encourage diversity in your area of responsibility?	Encouraging diversity by educating others, discussions with their team, learning about Special Needs or other cultures, development plans, active recruitment, reviewing programme for accessibility.
Where can you find advice and support for dealing with people with Special Needs?	Support available from ADC(SN)/ACC(SN) from the Scout Information Centre, and Special Needs charities.
How can Scouting contribute to developing a more inclusive society?	Inclusive Scouting – Scouting provides a place for young people to come together and take part in activities outside of their usual environment, common purpose etc.
Change of role	
Any change in role	x

8 Module

Skills of Leadership

Relevant to:
All Appointments



Aim

To introduce models, tools and techniques that will enable adults to be effective leaders of other adults and of young people.

Topics that this module covers are:

- systematic planning
- functions of leadership
- leadership roles in a group
- leadership styles.

Delivery methods

- Small group
- Course
- Workbook.

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

- 1 Explain the functions of leadership in terms of the task to be done and actions to achieve it, actions to make the group effective and actions required to meet the needs of individuals within the group. (OCN Unit E 2.1)
- 2 Explain the different leadership styles and outline situations in which they might be appropriate. (OCN Unit E 3.1)
- 3 Describe an event or activity during which their leadership style changed a number of times.
- 4 Identify their preferred leadership style using a questionnaire or similar tool. (OCN Unit D 3.2)
- 5 Give examples of deliberately experimenting with different leadership styles to increase their range.
- 6 List five examples of using different styles with different age ranges and abilities.
- 7 Run a game or activity to develop leadership skills in young people or adults.
- 8 Have completed Module B of the Young Leaders' Scheme (within the last five years).
- 9 Any other ideas, subject to agreement with a Training Adviser.

And:

Use a systematic planning tool to complete a task and discuss with a Training Adviser the leadership functions and styles used in their role. (OCN Unit E 1.1)

Open College Network

This module forms part of the OCN unit *Team Working and Leadership*.

Questions you could ask include:	Their answers should cover:
What are the benefits of using a systematic approach to planning?	Logical approach, easy to follow, you know exactly what is happening and when, nothing is missed, clearly defined breakdown of task, a review at the end, recommendations for future action or change.
What do you understand as the functions of leadership?	Define the tasks to be undertaken, provide guidance and possible approaches, delegate responsibility to appropriate people, ensure effective team working, ensure task completion, and that the outcome is reviewed.
Can you describe circumstances in which you have used different approaches to leading a team?	Working with an experienced team undertaking a familiar task, drawing on specific strengths or expertise within the team, working with a newly formed team on an unfamiliar task, when looking to develop an individuals skills within a larger team, working with a team at a distance (i.e. without regular face to face contact).
Change of role	
Any change in role	x

9 Module

Working with Adults

Relevant to:
All Appointments



Aim

To understand the underlying functions required to work effectively as a member of an adult team.

Topics that this module covers are:

- effective communication
- non-verbal communication
- listening skills
- decision making structures
- representing others.

Delivery methods

- Small group
- Course.

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

- 1 Review a meeting or activity during which they worked in a team of adults and describe their effective contribution.
- 2 Draw the decision making process of The Scout Association and explain it to another adult.
- 3 Represent others at a Group/District or County meeting and report back on the decisions made and the reasons for them.
- 4 Describe how they have helped someone make their own significant personal decisions (without breaking confidentiality).
- 5 Demonstrate different aspects of verbal and non-verbal communication and appropriate responses. (OCN Unit E 4.2)
- 6 Describe the techniques of effective listening. (OCN Unit E 5.2)
- 7 Any other ideas, subject to agreement with a Training Adviser.

And:

Discuss with a Training Adviser the skills needed to work with other adults.

Open College Network

This module forms part of the OCN unit *Team Working and Leadership*.

Questions you could ask include:	Their answers should cover:
How can you tell if someone is listening and understands what you are communicating?	Body language, facial expressions, asking questions, nodding, saying 'yes', looking interested.
How do you communicate effectively with other adults?	Use appropriate language to ensure the message is understood, ensure the message received is the same as the message sent, ensure jargon is explained or removed, monitor feedback (verbal and non-verbal) and adjust communication accordingly.
What should you ensure you do when representing others?	That personal bias and opinion do not override the group view, feedback is accurately relayed to the group, you express group views in a concise and well presented way, know your limits of authority (in both directions) particularly in decision making and in negotiations.
Change of role	
Any change in role	✘

10 Module

First Aid

Relevant to:
All Appointments

Aim

To cover the skills and knowledge necessary to enable adults to manage an incident and provide basic First Aid.

Topics that this module covers are:

- First Aid.

Delivery methods

- Information should be available from the County Training Manager about locally available learning opportunities.

To validate this module you will need to:

- Hold a current First Aid certificate that meets or exceeds the minimum standard of *First Response*. Further guidance can be found in the factsheet *First Response: Definition and Equivalents* (FS 310547).

N.B. The learner's First Aid certificate must also be current at the time that they are awarded their Wood Badge and at their Warrant review.

Open College Network

This module is not an OCN unit.

Change of role	
Any change in role	x

11 Module

Administration (Section Leaders)

Relevant to:
Section Leaders
Assistant Leaders
Section Supporters (e.g.
ACC(Section))
Section Assistants



Aim

To cover the records and procedures necessary for the effective administration of the Section (including personal and financial records, insurance issues and accident/emergency procedures).

Topics that this module covers are:

- record keeping
- financial procedures
- insurance for the Section
- accident reporting procedures.

Delivery methods

- Workbook
- Course
- Small group
- One to one.

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

- 1 Provide evidence that they follow procedures in keeping financial records.
- 2 Describe The Scout Association's insurance cover for adults and young people. (OCN Unit F 3.1)
- 3 Demonstrate accurate and appropriate maintenance of records for their Section. (OCN Unit F 1.2)
- 4 Outline the financial responsibilities and procedures of their Section and Group (or Unit for Explorer Scouts or Network for the Scout Network). (OCN Unit F 1.3)
- 5 Outline the provisions of the Data Protection Act as they affect record keeping in their Section. (OCN Unit F 1.4)
- 6 Explain the benefit of and methods for effective communication with parents and other Members of the Group Council (or District Scout Council for Explorer Scouts or County Scout Council for the Scout Network). (OCN Unit F 2.1)
- 7 Any other ideas, subject to agreement with a Training Adviser.

Open College Network

This module forms the whole of the OCN unit *Section Administration*.

Questions you could ask include:	Their answers should cover:
Who has the responsibility for record keeping in a Section?	Responsibility lies with the Section Leader, but they should not do all the work themselves. The tasks should be shared amongst the leadership team.
What records should be kept about money in a Section?	Simple records covering monies in and out, what money has been spent on and when. These records should be passed to the Group Treasurer who is responsible for the Group's accounts. The District Treasurer is responsible for Explorer Scout Unit financial records, and the County Treasurer is responsible when it comes to the Scout Network.
What is the best way to communicate with parents of the young people in your Section?	The best way to be in touch with parents is through regular face to face contact – that way you can build up a relationship, and maybe get them to share their skills with the Group, Unit or Network.
How can you make sure that links between Sections and with other Groups are formed and well maintained? What part does record keeping play in this?	Keeping records and passing them on between Sections or to another Group/ Unit/ Network helps the progression of young people through the Sections. You can also produce a newsletter to keep people informed.
How are records kept within the Section affected by the Data Protection Act?	Most Scouting groups are classified as not-for-profit organisations, and are therefore exempt from recognition under the 1998 Data Protection Act. However, you should be sure that individuals do not object to the personal data being held, and that they know that the information is for Scouting purposes only and will not be released to anyone outside of the Movement without their permission.
Are Scouts covered by insurance if they are not wearing uniform?	Any Member of the Movement is covered by insurance on Scouting activities as long as The Scout Association's rules are being followed. Uniform does not affect insurance. Under-declaration on the annual census can cause difficulties if an accident occurs.

Change of role	
Changing Sections	✗
Leader to manager/Supporter	✗
Manager/Supporter to Leader	✓

12 Module

Providing a Balanced Programme

Relevant to:
Section Leaders
Assistant Leaders
Section Supporters (e.g. ACC(Section))
Section Assistants



Aim

To show how a successful and balanced programme can be planned and implemented in the Section.

Topics that this module covers are:

- planning a balanced programme
- Participation and Challenge Awards
- Personal Challenges and Activity Badges
- involving young people in the planning process
- outline details of the various Sections.

Delivery methods

- Workbook
- e-learning
- Course
- Section specific training.

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

- 1 Run a meeting incorporating three of the Section's Underlying Ways of Working.
- 2 Describe how the other Sections operate and how the programme continually develops young people.
- 3 Be involved in the planning and running of a themed event, for example a fun day, or incorporating a variety of Programme Zones.
- 4 Review their programme and show how their review has improved future programme and the programme planning process. (OCN Unit H 1.6)
- 5 Outline the various sources, methods and themes that can be used to generate exciting and relevant programme ideas. (OCN Unit H 1.4)
- 6 Produce notes of a meeting with young people to show their involvement in the programme planning process.
- 7 Have completed at least two of the Missions under the Young Leaders' Scheme (within the last five years).
- 8 Any other ideas, subject to agreement with a Training Adviser.

And:

Explain to a Training Adviser how a balanced programme meets The Scout Association's educational objectives generally and for their Section. Produce a monthly/quarterly/yearly programme plan, demonstrating that all of the Programme Zones have been incorporated over that period of time. (OCN Unit H 1.1 and 1.3)

If the learner has completed Modules G, H and I under the Young Leaders' Scheme within the last five years, then they will only need to explain to a Training Adviser how a balanced programme meets The Scout Association's educational objectives generally and for their Section. Produce a monthly/quarterly/yearly programme plan, demonstrating that all of the Programme Zones have been incorporated over that period of time. (OCN Unit H 1.1 and 1.3). This method may not be used however if they are an Explorer Scout or Scout Network Leader.

Open College Network

This module forms part of the OCN unit *Providing a Balanced Programme*.

Questions you could ask include:	Their answers should cover:
What is the Balanced Programme?	The Programme is a single progressive scheme of development, based upon six areas (Body, Mind, Faith and beliefs, Relationships, Community, and Surroundings). Acquired knowledge and skills are built upon as individuals progress through the scheme visiting all the Programme Zones for each Section.
Why is planning a balanced programme important?	To ensure a variety of activity for young people which develops them physically, intellectually, socially and spiritually.
What things need to be considered before any programme is drawn up?	Volunteers' personal commitments, time set aside for activities outside set meeting times. Availability of specialists and other support.
What types of activities are relevant to your Section?	Activities should be mentioned and justified in terms of gaining badges, personal development, individual interests, and skills.
Can you outline the method and structure of a Section other than your own?	The method and structure of another Section.

Change of role	
Changing Sections	✓
Leader to Supporter	✗
Supporter to Leader	✓

13 Module

Growing the Movement (Section Leaders)

Relevant to:
Section Leaders
Assistant Leaders
Section Supporters (e.g. ACC (Section))
Section Assistants



Aim

To cover ways in which an adult working in a Section can work with their GSL or others to plan and implement growth in their Section.

Topics that this module covers are:

- the progressive nature of the programme
- problems to individuals moving on and possible solutions
- recruitment and retention of young people
- the Six Step Approach to adult recruitment
- growth/development plans.

Delivery methods

- Small group
- Course.

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

- 1 Work with others to produce and implement a development plan for your Group. (OCN Unit H 3.2)
- 2 Identify new Members who have joined Scouting as a direct result of action they have undertaken. Explain the actions they took to enable this to happen.
- 3 Explain the transfer methods between Sections, their role in Moving-On, Membership Awards and age range flexibility, and how they could improve the methods of transfer of young people from one Section to the next. (OCN Unit H 1.2)
- 4 Any other ideas, subject to agreement with a Training Adviser.

Open College Network

This module forms the whole of the OCN unit *Growing the Movement (Section Leaders)*.

Questions you could ask include:	Their answers should cover:
What does 'Growing the Movement' mean?	Giving the Scouting experience to more people, retaining current Members and recruiting new Members.
In what ways can adults be recruited?	Six Step Approach, parents rota, seeking out activity specialists.
What role do Moving-On Awards and Membership Awards have in progression through the Movement?	Membership Awards show that an individual belongs to a particular Section, and shows that a basic requirement has been achieved in terms of becoming integrated into the Section. Moving-On Awards give individuals the opportunity to learn about the Section above them, and allow them to become integrated into it. It is a first step into the new Section.
What methods of recruitment of young people have you undertaken, or would be appropriate for your Section?	Possibly recruitment through schools, friends of existing Members, at younger Sections meeting.
What should a Group growth/development plan be?	It should be the result of Group decisions, focus on growth, identify a few important needs of the Group, include realistic time-scales and simple targets.

Change of role	
Changing Sections	✓
Leader to Supporter	✗
Supporter to Leader	✓

14 Module

Young People Today

Relevant to:
Section Leaders
Assistant Leaders
Section Supporters (e.g. ACC (Section))
Section Assistants



Aim

To enable adults working with Sections to identify the needs of young people.

Topics that this module covers are:

- characteristics and needs of young people of varying ages
- influences on young people
- the role of Leaders.

Delivery methods

- Course
- Small group.

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

- 1 Outline the changing characteristics and needs of young people in the age range with which they are working and of those who are older and younger. (OCN Unit I 1.1)
- 2 Plan and run a game or activity to help their Section members identify their own needs.
- 3 Plan and lead an activity involving three characteristics, needs and/or influences they have listed and review the activity with young people in their Section.
- 4 Plan and run a game or activity to meet a specific need they have identified.
- 5 Collect and review information from outside The Scout Association on the needs of young people in their Section's age range.
- 6 Any other ideas, subject to agreement with a Training Adviser.

And:

Produce evidence of how they are responding to the needs of the young people they are involved with in their role. (OCN Unit I 1.3)

Open College Network

This module forms part of the OCN unit *Young People Today*.

Questions you could ask include:	Their answers should cover:
----------------------------------	-----------------------------

Beaver Scouts

What are the young people in your Section like? What are their characteristics?

Beaver Scouts

Wary of sudden change, always asking questions, developing their values and beliefs, sensitive, aware, critical, energetic, more interested in others, eager, sometimes moody.

Questions you could ask include:	Their answers should cover:
What are the responsibilities of a Section Leader?	To provide a balanced programme, work with the Scout Promise and Law as their basis, share the values of the worldwide family of Scouting, set a good example as role models in their attitudes and behaviours.
What influences act on young people in your Section?	Computer games, friends, idols (sports, cartoons), family, books, TV, video, latest craze.
What needs do young people of your Section's age range have?	Independence, instruction, help, security, freedom, affection, free time, challenge, to be kept busy.
Cub Scouts What are the young people in your Section like? What are their characteristics?	Cub Scouts Enjoy varied activities, a sense of belonging and pride, imagination, sense of fun, natural curiosity, respond to discipline and structure and are beginning to develop a keen sense of right and wrong.
What are the responsibilities of a Section Leader?	Meeting individual needs through the Balanced Programme using appropriate Methods and Underlying Ways of Working, helping Cub Scouts develop and mature in line with The Scout Association's Purpose, leading teams of adults, promoting The Scout Association, working with other Section and District Leaders.
What influences act on young people in your Section?	Homework, computers, friends, idols (sports, cartoons), family, books, TV, video.
What needs do young people of your Section age range have?	Independence, instruction, help, security, freedom, affection, free time, responsibility, challenge.
Scouts What are the young people in your Section? What are their characteristics?	Scouts Depends on age: 10-11: Keen to receive and respond to information, easily influenced, duty is important, enjoy being part of a group. 12-13: Starting to question things e.g. authority, developing inter-personal skills, thinking for themselves, understanding loyalty, establishing own identity. 14: Potential for abstract thought, learning to live together, learning to respect, and understanding each other and authority.
What are the responsibilities of a Section Leader?	Helping individuals development through the Balanced Programme, helping Scouts reach full potential, ensuring safety and welfare, working with other Leaders, setting a good example.
What influences act on young people in your Section?	Education, computers, Internet, friends, peers, idols (sports, pop music), family, books, magazines, TV, video.

Questions you could ask include:	Their answers should cover:
What needs do young people of your Section age range have?	Independence, support, respect, need to express their individuality, freedom, responsibility, understanding, acceptance, street cred, recognition.
Explorer Scouts What are the young people of your Section like? What are their characteristics?	Explorer Scouts Varying levels of personal development, more independent, recognise rights and needs of others and their responsibility towards them.
What are the responsibilities of a Section Leader?	Arrange relevant and exciting programmes in consultation with young people and involve young people in decision making.
What influences act on young people in your Section?	Education, computers, Internet, friends, peers, idols (sports, cartoons, pop stars), types of music, TV, video, family, part time and full time employment.
What needs do young people of your Section age range have?	Independence, freedom, security, responsibility, affection, acceptance by peers, acceptance by adults, material things, street cred.
The Scout Network What are the young people of your Section like? What are their characteristics?	The Scout Network Network members are young adults with ideas and responsibilities of their own.
What are the responsibilities of a Section Leader?	The Scout Network is member led.
What influences act on young people in your Section?	Employment, computers, Internet, friends, education, sports, music and society in general
What needs do young people of your Section age range have?	Support and guidance, if they ask for it.
All Sections How does Scouting respond to characteristics, needs and influences across the age ranges?	All Sections Through the use of different balanced programmes depending on the Section, and the differing adult Leader methods of operation varying across the Sections. Adapting leadership styles to suit the age and maturity of individuals is also vital.
Change of role	
Changing Sections	✓
Leader to Supporter	✗
Supporter to Leader	✓

15 Module

Challenging Behaviour

Relevant to:
Section Leaders
Assistant Leaders
Section Supporters (e.g. ACC (Section))
Section Assistants



Aim

To enable adults to prevent and manage challenging behaviour in their Sections.

Topics that this module covers are:

- identifying types and causes of challenging/disruptive behaviour
- developing an action plan to deal with unacceptable behaviour
- defining and agreeing acceptable standards for young people and adults
- identifying where additional help and support is available
- identifying dismissal procedures in POR for young people.

Delivery methods

- Course
- Small group.

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

- 1 Develop and implement a Section Code of Conduct with the young people that they work with.
- 2 Demonstrate how acceptable standards of behaviour may be agreed with both young people and the adult leadership team. (OCN Unit H 2.3)
- 3 Identify actions that could be taken to reduce those triggers/causes of challenging behaviour which are within their control. (OCN Unit H 2.2)
- 4 If applicable, explain how they have dealt with challenging behaviour successfully and appropriately in the past.
- 5 Identify sources of additional help and support in dealing with challenging behaviour. (OCN Unit H 2.4)
- 6 Plan and run a game or activity with their Section Members to explore acceptable and unacceptable behaviour.
- 7 Any other ideas, subject to agreement with a Training Adviser.

And:

Discuss with a Training Adviser the types, causes and triggers of challenging behaviour. Consider the appropriate action to take in different situations. (OCN Unit H 2.1)

Open College Network

This module forms part of the OCN unit *Young People Today*.

If the learner has completed Module D and one or more of the Missions under the Young Leaders' Scheme within the last five years, they should complete either validation methods 1, 2 or 3 as above, as well as discuss with a Training Adviser the types, causes and triggers of challenging behaviour. They also need to consider the appropriate action to take in different situations.

Questions you could ask include:	Their answers should cover:
----------------------------------	-----------------------------

What types of behaviour do you consider to be unacceptable?	Behaviour such as bullying, lack of respect, attention seeking, bad manners, bad language, lack of commitment, aggression, lying, stealing, cheating and vandalism.
-------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------

What causes/triggers this kind of behaviour?	Different home standards, medical conditions, problems at home, bullying, poor programme, inadequate supervision, inappropriate activities, peer pressure, bereavement.
----------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------

What are the features of an effective Code of Conduct?	Agreed standards of behaviour of young people and adults, covering the circumstances of individual Colonies, Packs, Troops, and Units communicated effectively to all concerned. Clear statement of rights and responsibilities of adults and young people which meet the needs of young people and adults and are consistent with the Promise and Law and Scouting's values.
--------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Change of role	
----------------	--

Changing Sections	✓
Leader to Supporter	✗
Supporter to Leader	✓

16 Module

Nights Away



Relevant to:
Section Leaders
Assistant Leaders
Section Supporters (e.g.
ACC (Section))
Section Assistants

Aim

To enable adults to plan and run residential experiences for the young people in their Section.

Topics that this module covers are:

- planning and running residential experiences
- practical skills for residential experiences.

Delivery methods

- Residential course.

To validate this module the learner will need to gain a Camping Permit or complete three of the following:

- 1 Carry out a pre-camp visit; explain the issues that should be taken into account when selecting appropriate sites for different types of camp. (OCN Unit J 2.3 and 8.1)
- 2 Describe the issues to consider when selecting a staff team and explain why it is important to have an appropriate adult to young person ratio. (OCN Unit J 2.4)
- 3 Explain the importance of having a Home Contact, requiring parental permission and health forms. Show evidence of using these for camps and residential experiences. (OCN Unit J 2.5)
- 4 Carry out a Risk Assessment on a camping space. Explain how and why Risk Assessments should be undertaken both before and during camps and residential experiences. (OCN Unit J 2.6)
- 5 Identify, select and justify appropriate group and personal equipment for at least two different styles of camp or residential experience. (OCN Unit J 2.7)
- 6 Describe the benefits and possible methods of reviewing a camp or residential experience with both young people and the leadership team and implement one method. (OCN Unit J 2.8)
- 7 Plan an appropriate programme for a camp or residential experience for their Section, explain the necessary elements of alternative programmes for use in the event of adverse weather conditions. (OCN Unit J 3.1 and 3.2)
- 8 Identify, plan and run, opportunities for prayer and worship at camp or residential experience. (OCN Unit J 3.5)
- 9 Plan a suitable balanced menu for a camp or residential experience. Take into account any specific dietary needs and identifying the items and quantities required. (OCN Unit J 4.1)
- 10 Demonstrate at least two different cooking methods for use on camps and residential experiences (for example open fires, gas and pressure stoves, hay box, camp oven, etc.). (OCN Unit J 4.3)

If the learner holds the Nights Away Permit, this will count as validation for this module.

- 11 Detail the consent, information, training, records and organisation necessary to administer prescribed medication to a young person. (OCN Unit J 5.3)
- 12 Show how to pitch and strike at least two types of tent (for example, Patrol, dome, tunnel, hike, marquee, frame tent etc.) and explain how to care for and maintain them. (OCN Unit J 6.1)
- 13 Demonstrate the safe use of either a saw or an axe or other camping equipment. State the safety rules for their use, storage and transportation. (OCN Unit J 6.4)
- 14 Any other ideas, subject to agreement with a Training Adviser.

And:

Assist with aspects of the planning and running of a residential experience, explain to a Training Adviser the role that camping and residential experiences have in Scouting and how they contribute to the development of young people. (OCN Unit J 1.1)

Open College Network

This module forms the whole of the OCN unit *Nights Away*.

Questions you could ask include:	Their answers should cover:
What roles do camping and residential experiences have in Scouting?	Residential experiences are an essential part of a balanced programme. They provide a balance of physical, intellectual, social and spiritual elements.
How do camping and residential experiences contribute to the development of young people?	They promote personal responsibility and team building; they give older Members a chance to exercise their leadership skills, put skills into practice and help integrate a person who is having difficulties.
Describe the eight core skills on which the Camping Permit Scheme is based.	<ol style="list-style-type: none"> 1 Planning a residential experience 2 Ensuring the effective administration of an event 3 Preparing and co-ordinating a programme of activities 4 Choosing and preparing staff 5 Choosing, organising and maintaining the right equipment 6 Ensuring the health, happiness and safety of self and others 7 Organising good catering 8 Making best use of the venue.

Change of role	
Changing Sections	✘
Leader to Supporter	✘
Supporter to Leader	✔

17 Module

Activities Outdoors

Relevant to:
Section Leaders
Assistant Leaders
Section Supporters (e.g. ACC(Section))
Section Assistants



Aim

To enable adults to plan and run exciting, safe and developmental activities outdoors for the young people in their Section.

Topics that this module covers are:

- the importance of outdoor activities as a regular part of the Balanced Programme
- the role and responsibilities of Leaders regarding outdoor activities
- planning suitable outdoor activities, with appropriate Risk Assessment
- managing groups during the activity
- parental permission, and procedures in event of an accident or incident.

Delivery methods

- Course
- Small group.

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

- 1 Describe their role and responsibilities, and those of their line managers with regard to activities that do not require formal activity authorisations (weekly meetings, visits and trips, activities in Terrain Zero, Class C Waters etc.). (OCN Unit K 2.1)
- 2 Explain how *Policy, Organisation and Rules* and Activities factsheets detail the requirements and provide guidance for a wide range of Scouting activities and how to access this information. (OCN Unit A 3.2 and K 2.2)
- 3 Carry out a Risk Assessment on an activity and explain how and why Risk Assessments should be undertaken both before and during activities outdoors. (OCN Unit K 2.3)
- 4 Explain the importance of the Home Contact, and parental permission systems and provide evidence of having used these for outdoor activities. (OCN Unit K 2.4) Explain the emergency and reporting procedures to be implemented in the event of an accident or incident. (OCN Unit J 5.14 and Unit K 3.1)
- 5 Discuss the identification and selection of adequate and appropriate clothing, footwear, personal and group equipment taking into account both the activity and the weather conditions. (OCN Unit K 2.5)
- 6 Plan and run an outdoor activity new to you taking into account the age, experience, fitness, adult to young person ratio, Special Needs of the group, the activity involved and the anticipated weather conditions.
- 7 Manage the process of planning an outdoor activity, outlining how groups were managed during the activities through the appropriate use of delegation, decision-making, group control and good communication. (OCN Unit K 3.3)
- 8 Any other ideas, subject to agreement with a Training Adviser.

And:

Plan, run and review an outdoor activity. Describe to a Training Adviser what steps they took to ensure it was safe.

Open College Network

This module forms part of the OCN unit *Activities Outdoors*.

Questions you could ask include:	Their answers should cover:
Why are outdoor activities important?	They are an essential part of the Scout Method.
What kinds of outdoor activities are suitable for the Section for which you are responsible?	May be anything but the level must be appropriate to the age and ability of those taking part.
Why is it important to have authorisations in The Scout Association?	They are a form of checking that people have the necessary skills and experience to take young people on activities outdoors.
What is a Risk Assessment?	It is an assessment of potential hazards so that they can be minimised and or avoided.
How would you carry out a Risk Assessment?	Use the five step process: 1 Look for hazards 2 Decide who might be harmed and how 3 Evaluate risk 4 Record findings 5 Review assessment.
Why is party management important in The Scout Association?	For safety principally, but also to monitor and control individuals needs and ability during the activity.
What processes are in place in case of an accident when you run an activity?	Home Contacts; emergency numbers etc.
What should you do before undertaking any adventurous activity?	Check <i>Policy, Organisation and Rules</i> ; check relevant factsheet; check authorisations; Risk Assessment; Home Contacts.

Change of role

Changing Sections	✘
Leader to Supporter	✘
Supporter to Leader	✔

18 Module

Practical Skills

Relevant to:
 Section Leaders
 Assistant Leaders
 Section Supporters (e.g. ACC(Section))
 Section Assistants



Aim

To encourage adults to gain and develop practical skills for the benefit of the young people in their Section.

Topics that this module covers are:

- the range of practical skills required
- training others.

Delivery methods

- Course
- Small group.

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

- 1 Demonstrate the use of at least two practical skills.
- 2 Demonstrate the use of at least one new or developed skill in your Scouting role. (OCN Unit L 2.1)
- 3 Instruct or demonstrate at least two practical skills to a young person. (OCN Unit L 3.3)
- 4 Any other ideas, subject to agreement with a Training Adviser.

And:

Discuss with a Training Adviser the importance of the development and use of practical skills in providing a balanced programme, and how they have gained or improved a skill in at least two subjects for the benefit of their Section. (OCN Unit L 1.1)

Open College Network

This module forms part of the OCN unit *Gaining, Using and Instructing Practical Skills*.

If the learner has completed Module C of the Young Leaders' Scheme within the last five years, then they only need to complete one skill only.

Questions you could ask include:	Their answers should cover:
How would you ensure the skills demonstrated are appropriate for the young people in your Section?	Level of difficulty, equipment required, complexity of task, length of task.
How would you ensure that the young people have learnt a skill properly?	Clear explanation, learning by doing.

Change of role	
Changing Sections	✓
Leader to Supporter	✗
Supporter to Leader	✓

19 Module

International



Relevant to:
Section Leaders
Assistant Leaders
Section Supporters (e.g. ACC(Section))
Other Supporters - dependant on role (e.g. ACC(International))
Section Assistants

Aim

To provide an international focus appropriate to their Section and appreciate the global nature of Scouting.

Topics that this module covers are:

- the nature of world Scouting
- major international events, and the ways young people can become involved
- international aspects of the Balanced Programme
- benefits of international activities to young people.

Delivery methods

- Course
- Small group
- One to one.

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

- 1 Explain the role of the World Badge to a young person or adult new to Scouting. (OCN Unit H 3.1)
- 2 Plan and run an international themed event.
- 3 Help plan and run an international trip, for example a camp abroad.
- 4 Explain the worldwide nature of Scouting to young people or an adult new to Scouting. (OCN Unit H 3.1)
- 5 Obtain a range of resources, ideas and material to support the international aspects of a Section's programme.
- 6 Organise and run an international activity for young people. (OCN Unit H 3.4)
- 7 Establish a link and exchange information with a Scout Group outside the UK.
- 8 Any other ideas, subject to agreement with a Training Adviser.

And:

Explain how they have enabled young people to take part in international activities or how they have incorporated them into a balanced programme.

Open College Network

This module forms part of the OCN unit *Providing a Balanced Programme*.

Questions you could ask include:	Their answers should cover:
Why are international activities an important part of the Balanced Programme?	Because Scouting is an international organisation, and in an increasingly globalised world young people need to be aware of global issues.
What benefits can young people get from international activities?	Increasing their awareness of the world and environmental issues, allowing them to feel a part of a worldwide organisation, and allowing them to work as part of a group to complete worthwhile projects.
How can you incorporate international aspects into a Section programme?	Use a games activity from or about another country, international themed evenings, term-based theme approach i.e. carry the theme through over a longer period of time, activities specific to the Global Challenges, through the International Friendship Award.
What opportunities exist for Members of Scouting to go abroad?	Jamborees, visits or camp abroad (no opportunities for Beaver Scouts).
What resources are available to help you with international activities/themed evenings?	ACC (International), ScoutBase UK, factsheets, the Scout Information Centre, outside resources e.g. international organisations (youth-based or otherwise), Members of the local community with knowledge and experience of international issues.

Change of role	
Changing Sections	✘
Leader to Supporter	✘
Supporter to Leader	✘

20 Module

Administration (Managers)

Relevant to:
Managers
Other Supporters - (e.g. ACCs (Activities), (International) etc)



Aim

To cover the records and procedures necessary for the effective administration of Groups, Districts and Counties (including personal and financial records, insurance issues and accident/emergency procedures).

Topics that this module covers are:

- records and procedures for effective administration.

Delivery methods

- One to one
- Course
- Small group
- Management game.

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

- 1 Show evidence that correct financial procedures have been followed in their Group/District/County. (OCN Unit G 2.1)
- 2 Effectively brief a new Chairman, Secretary or Treasurer on the administration needed for their role.
- 3 Outline the correct insurance arrangements necessary for activities, property and events. (OCN Unit G 4.1)
- 4 Show that they have procedures in place at the Group/District/County level in the event of an accident.
- 5 Explain how The Scout Association's *Policy, Organisation and Rules (POR)* sets the framework for the organisation and thereby dictates certain administration procedures. (OCN Unit G 5.1)
- 6 Use POR to identify the administration responsibilities and requirements for your own role and the roles of those you manage. (OCN Unit G 5.2)
- 7 Any other ideas, subject to agreement with a Training Adviser.

And:

Maintain accurate and appropriate Group/District/County records, list and describe the records that they are maintaining and their uses. (OCN Unit G 1.1 and 1.2)

Open College Network

This module forms the whole of the OCN unit *Administration for Managers*.

Questions you could ask include:	Their answers should cover:
Why is record keeping an important part of the administration process?	As a registered charities, Groups, Districts and Counties are obliged to keep accurate records and financial accounts. Aside from this, it ensures the smooth running of each Group, District and County.
What records should be kept at Colony/Pack/Troop/Unit level?	Records of each individual (name, address, Scout record i.e. progress), waiting lists, accounts (income and expenses), Section forums, First Aid incident book.
How are records kept within the Section affected by the Data Protection Act?	Most Scouting groups are classified as not-for-profit organisations, and are therefore exempt from recognition under the 1998 Data Protection Act. However, you should be sure that individuals do not object to the personal data being held, and that they know that the information is for Scouting purposes only and will not be released to anyone outside of the Movement without their permission.
Are Scouts covered by insurance if they are not wearing uniform?	Any Member of the Movement is covered by insurance on Scouting activities as long as The Scout Association's rules are being observed. Uniform does not affect insurance. Under-declaration on the annual census can cause difficulties if an accident occurs.

Change of role	
Manager to manager	✓
Manager to other Supporter	✓
Other Supporter to manager	✓
Other Supporter to other Supporter	✓

21 Module

Growing the Movement (Managers)

Relevant to:
Managers
Other Supporters - (e.g. ACCs (Activities), (International) etc)



Aim

To cover the ways in which a manager in Scouting can help grow the Movement and facilitate change in the delivery of Scouting in their area.

Topics that this module covers are:

- recruitment and retention
- the Six Step Approach to Adult Recruitment
- growth and development plans
- public relations and marketing.

Delivery methods

- Small group
- Course.

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

- 1 Produce and implement a Group/District/County growth development plan. (OCN Unit N 5.2 and 5.3)
- 2 Demonstrate the use of public relations or marketing to support the growth of Scouting (OCN Units G 3.1 and N 3.2).
- 3 Review and implement methods to improve the successful transfer of young people from one Section to another. (OCN Unit N 1.3)
- 4 Produce evidence of how they have effectively managed waiting lists. (OCN Unit N 1.4)
- 5 Describe the Six Step Approach and outline how they have used it to recruit, support and retain adult volunteers/youth Members. (OCN Unit N 1.5 and 2.2)
- 6 Describe a change management strategy and outline how they have used it in Scouting to grow the Movement. (OCN Unit N 4.1)
- 7 Any other ideas, subject to agreement with a Training Adviser.

And:

Discuss with a Training Adviser their role in growing the Movement.

Open College Network

This module forms the whole of the OCN unit *Growing the Movement (Managers)*.

Questions you could ask include:	Their answers should cover:
What sort of thing should a District Development Plan comprise?	A summary of the Group Plans, helping Districts focus their support more effectively, provision for new Groups where necessary, realistic targets, focus on growth.
Outline the Six Step Approach to Adult Recruitment.	<ol style="list-style-type: none"> 1 Define the job that needs to be done. 2 Identify the skills and qualities needed. 3 Generate a list of people who can do the job. 4 Target the best choice. 5 Ask someone to help you. 6 Offer support and welcome them into Scouting.
What methods of PR and marketing can be used to help with recruitment and the awareness of Scouting?	Media, displays, newsletters, talks.

Change of role	
Manager to manager	✓
Manager to Supporter	✓
Supporter to manager	✓
Supporter to Supporter	✓

22 Module

Section Support

Relevant to:
Managers
Other Supporters - (e.g. ACCs (Activities), (International) etc)



Aim

To enable adults not working directly with young people to understand the Sections' programmes, method and characteristics so that they may provide effective management and support.

Topics that this module covers are:

- the main features of the Sections
- the operation of the Balanced Programme
- the support to the delivery of the Balanced Programme
- international aspects of the Balanced Programme
- residential experiences (opportunity, importance, support, authorisation)
- Risk Assessment.

Delivery methods

- One to one
- Small group
- Course.

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

- 1 Produce a plan of the support they will offer to those in the Sections.
- 2 Show evidence of how they support the Sections in their role.
- 3 Describe to an adult new to Scouting how the Programme Zones, Underlying Ways of Working and a variety of Methods help ensure the operation of a balanced programme. (OCN Unit O 1.2)
- 4 Plan and deliver an activity (Section activity, training session, presentation) explaining how the various Awards, Badges and Challenges support the delivery of a balanced programme. (OCN Unit O 1.3)
- 5 Undergo the Self-Review process and explain how it supports and enhances the programme planning process. (OCN Unit O 1.4)
- 6 Participate in the programme planning process and outline how the plan addresses the various Programme Zones and Underlying Ways of Working of the Section they support.
- 7 Explain the Risk Assessment, Home Contact, medical details, insurance and other safety and welfare requirements for either a residential experience or an adventurous activity. (OCN Unit O 3.4)
- 8 Plan and help deliver an activity for young people on a subject a Section leadership team finds difficult.
- 9 Any other ideas, subject to agreement with a Training Adviser.

And:

Outline the main features of the Sections they support including the age ranges, themes, groupings, decision making and programme planning processes to a Training Adviser. (OCN Unit O 1.1)

Open College Network

This module forms the whole of the OCN unit *Providing Support to the Sections*.

Questions you could ask include:	Their answers should cover:
What are the main features of the Section that you support?	Age range, decision making and programme planning responsibilities, key ceremonies.
Why is planning a balanced programme of activity important?	To ensure Members develop physically, intellectually, spiritually and socially. To avoid a meeting feeling like a one off event, to ensure the programme covers everyone's interests, and to make sure activities actually happen.
What does a balanced programme contain?	The Programme is a single progressive scheme of development, based upon six areas (Body, Mind, Faith and beliefs, Relationships, Community, and Surroundings). Acquired knowledge and skills are built upon as individuals progress through the scheme.
What things need to be considered before any programme is drawn up?	Volunteer's personal commitments, time set aside for activities outside set meeting times.
Can you give examples of the type of activities that may be relevant to your Section?	Activities should be mentioned and justified in terms of gaining badges, individual interests, and skills.
Can you outline the method and structure of a Section other than your own?	Method and structure of another Section.

Change of role

Manager to manager	✗
Manager to Supporter	✗
Supporter to manager	✗
Supporter to Supporter	✗

23 Module

Safety for Managers and Supporters

Relevant to:
Managers
Other Supporters - dependant on role (e.g. ACC (Activities), (International) etc)
Section Supporters - dependant on role



Aim

To explain the specific roles, responsibilities and systems for ensuring safe Scouting.

Topics that this module covers are:

- the causes and types of accidents in Scouting
- the requirements and guidelines governing Scouting activities
- Risk Assessment method
- insurance requirements
- procedure following an accident or incident.

Delivery methods

- Course
- Small group.

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

- 1 Carry out a visit to a camp and perform a Risk Assessment.
- 2 Train another adult in how to perform a Risk Assessment. (OCN Unit P 1.3)
- 3 Produce an accident reporting flowchart, including support mechanisms and resources available.
- 4 Create a Crisis Management Plan for their Group/District/County.
- 5 Describe and show evidence of their role in approving and/or supporting activities that do not require formal Activity Authorisations. (OCN Unit P 2.1)
- 6 Describe the actions they have taken following an accident/incident (or the report of an accident/incident) during a Scouting activity and how those actions met the requirements and procedure laid out in POR. (OCN Unit P 2.5)
- 7 Explain the Home Contact, medical details, parental permission, age restrictions and other safety and welfare requirements for the range of activities available in Scouting and outline how they have used these procedures in accordance with POR. (OCN Unit P 2.2)
- 8 Explain the requirements and procedure necessary to gain an Activity Authorisation and describe their role in the process. (OCN Unit P 2.7)
- 9 Any other ideas, subject to agreement with a Training Adviser.

And:

Outline your duties and responsibilities for the safe operation of Scouting in your Group, District or County and the actions they would take following a reportable accident or incident. Complete a Risk Assessment of an activity, event or Scouting venue. (OCN Unit P 1.2)

Open College Network

This module forms the whole of the OCN unit *Safety for Managers*.

Questions you could ask include:	Their answers should cover:
What are the main types and locations of accidents that occur within Scouting?	Broken bones and cuts (over 60%) caused at or near meeting places and at camp.
Under what circumstances would rules and regulations concerning activities be changed?	In the light of an accident, the circumstances of which highlighted the need for additional/amended rules.
Given your role in Scouting, what are your responsibilities to ensure the safe operation of Scouting?	Depends on the role.
What are the steps involved in Risk Assessment?	Look for hazards, identify who might be harmed, evaluate the risk and take required actions to reduce risk, record findings, review and revise at regular intervals.
Describe the circumstances where Headquarters must be notified following an accident or incident?	Where any person suffers personal injury necessitating treatment from a doctor, dentist or at a hospital; requires rescuing by an emergency service; dies in the course of, or arising out of, any Scout activity. Where damage or injury occurs to third parties.
Who is covered under The Scout Associations' Personal Accident and Medical Insurance?	All Members on the annual census return and any new Members joining during the year in the British Isles, British Scouts Western Europe and British Groups Abroad.

Change of role	
Manager to manager	✓
Manager to Supporter	✓
Supporter to manager	✓
Supporter to Supporter	✓

24 Module

Managing Adults



Relevant to:
Managers
Other Supporters - dependant on role (e.g. ACCs (Activities), (International) etc)
Section Supporters - dependant on role (e.g. DESC or CSNC)

Aim

To cover the skills and knowledge required to enable participants to provide effective management of adults.

Topics that this module covers are:

- the Adults in Scouting model
- adult motivation and demotivation
- management of disagreement between adults.

Delivery methods

- Course
- Small group.

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

- 1 Create and implement a plan to fulfill your specific responsibilities in accordance with the Adults in Scouting model.
- 2 Describe methods of effective formal and informal reviews in accordance with the Adults in Scouting model. (OCN Unit N 2.5 and Unit Q 1.3)
- 3 Identify factors that motivate adults in Scouting and use these methods to maximise the performance of those they manage or support. (OCN Unit Q 3.2)
- 4 Prepare, chair and evaluate a meeting appropriate to their role.
- 5 List tasks delegated to those they manage and outline the principles and benefits of delegation. (OCN Unit O 1.3)
- 6 Any other ideas, subject to agreement with a Training Adviser. (OCN UNIT Q 4.2)

And:

Discuss their role with a Training Adviser and describe how they manage others effectively.

Open College Network

This module forms part of the OCN unit *Supporting and Managing Adults*.

Questions you could ask include:	Their answers should cover:
What is the principle behind the Adults in Scouting model?	That all adults deserve to properly inducted, supported, managed and reviewed.
What are the stages of the Adults in Scouting model?	Recruitment, initial agreement, induction training, integration and personal development, and the management of adult resources.
How do you ensure that the model is implemented within your area of responsibility?	Establishing initial agreements, supporting those doing training, providing support, conducting reviews.
What things can you do to motivate the adults you work with?	Encouragement, support and praise.
What are the five main areas of disagreement between adults?	Personality, performance, policy, misunderstanding, and mishandling or lack of review process.

Change of role	
Manager to manager	✘
Manager to Supporter	✘
Supporter to manager	✘
Supporter to Supporter	✘

25 Module

Assessing Learning

Relevant to:
Managers
Other Supporters - (e.g. ACCs (Activities), (International) etc)
Section Supporters



Aim

To provide the knowledge, skills and attitudes necessary to effectively support adults through The Scout Association's Wood Badge and other assessed schemes.

Topics that this module covers are:

- training and development needs
- monitoring, supporting, and encouraging adults undergoing training
- validation and assessment of learning.

Delivery methods

- Course
- Workbook.

To validate this module the learner will need to:

Look at the requirements for their role. The validation methods for this module vary according to their role as some learners will be completing this module as line managers and some may be completing it as Training Advisers.

If they are a manager/Supporter:

- 1 Prepare a briefing to an adult new to Scouting on the Adult Training Scheme and how it works.
- 2 As part of a review meeting with someone they manage or support, review their training progress. Record and action any support they require.

If they are a Nights Away Adviser:

Work as a Nights Away Adviser for at least two adults over a period of at least three months. They must offer advice and support to adults working towards a Nights Away Permit. Keep a record of their meetings with them, their discussions and how they reached the agreements they did.

If they are a Training Adviser:

Work as a Training Adviser for at least two new adults over a period of at least three months. They must determine their learning needs, help the new adults produce Personal Learning Plans and support them through at least three modules. Keep a record of their meetings with them, their discussions and how they reached the agreements they did.

Open College Network

This module has an OCN equivalent outside Scouting, which is not part of *Providing and Managing Voluntary Youth Services*. It is the NOCN Tutor Assessor Award.

Change of role

Manager to manager	x
Manager to Supporter	x
Supporter to manager	x
Supporter to Supporter	x

26 Module

Supporting Adults

Relevant to:
Other Supporters - (e.g. ACCs (Activities), (International) etc)
Section Supporters



Aim

To cover the skills and knowledge required to enable supporters to provide effective support to adults in Sections.

Topics that this module covers are:

- structure and purpose of the Adults in Scouting model
- adult motivation and demotivation
- consulting others.

Delivery methods

- Course
- Small group.

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

- 1 Identify the support needs of those with whom they work.
- 2 Produce a plan of the support they will offer.
- 3 Identify factors that motivate adults and plan actions to maximise these factors. (OCN Unit Q 3.2)
- 4 Provide evidence of running and chairing a meeting effectively.
- 5 Review their performance as a Supporter and amend their plan accordingly.
- 6 Describe how they have motivated adults by supporting them in their Scouting role.
- 7 Offer effective guidance and support to an adult new to Scouting or an adult in a new role.
- 8 Any other ideas, subject to agreement with a Training Adviser.

And:

Describe the support function of their role and give examples of how they will achieve them.

Open College Network

This module forms part of the OCN unit *Supporting and Managing Adults*.

Questions you could ask include:	Their answers should cover:
What are the stages of the Adults in Scouting model?	Recruitment, initial agreement, induction training, integration and personal development, and the management of adult resources.
Name some of the roles needed for an effective group?	Chair, ideas person, researcher, motivator, realist, team worker, completer.
What forms of consultation are there?	One to one, small groups, phone, letter, survey, meetings.
With whom does the responsibility of supporting adults rest?	Primary responsibility lies with managers (DCs and GSLs) but everyone shares in the responsibility of ensuring all adults are involved and adequately supported.

Change of role	
Manager to manager	x
Manager to Supporter	✓
Supporter to manager	x
Supporter to Supporter	x

27 Module

Instructing Practical Skills

Relevant to:
Trainers
Those wishing to undertake this role.



Aim

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

Topics that this module covers are:

- skills instruction
- safety
- feedback
- records of skills instruction.

Delivery method

- Course.

To validate this module the learner 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*.

Open College Network

This module forms the whole of the OCN unit *Instructing Practical Skills*.

Change of role	
Relevant to new role	x
Not relevant to new role	x

28 Module

Facilitating

Relevant to:
Trainers
Those wishing to undertake this role.



Aim

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

Topics that this module covers are:

- training methods
- communication in a learning environment.

Delivery method

- Course.

To validate this module the learner 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*.

Open College Network

This module forms the whole of the OCN unit *Facilitating*.

Change of role	
Relevant to new role	x
Not relevant to new role	x

29 Module

Presenting

Relevant to:
Trainers
Those wishing to undertake this role.



Aim

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

Topics that this module covers are:

- planning and delivering presentations
- learning methods
- resources and facilities
- feedback.

Delivery method

- Course.

To validate this module the learner 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*.

Open College Network

This module forms the whole of the OCN unit *Presenting*.

Change of role	
Relevant to new role	x
Not relevant to new role	x

30 Module

Supporting Local Learning

Relevant to:
Local Training Managers
Local Training Administrators
Those wishing to undertake this role.



Aim

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.

Topics that this module covers are:

- communication
- allocating Training Advisers
- administration procedures
- monitoring progress.

Delivery method

- Course.

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

- 1 List the individuals who come within their remit and their current training needs.
- 2 Keep accurate records of the progress of individuals through their Personal Learning Plans.
- 3 Provide accurate briefings on a regular basis to their County Training Manager of the needs of their area.
- 4 Collate individual plans into a learning needs summary.
- 5 List and explain the factors to consider when allocating Training Advisers to individual learners. (OCN Unit U 2.1)
- 6 Brief a new Training Adviser on their role.
- 7 Explain the administrative procedures required to support local learning. (OCN Unit U 3.1)
- 8 Ensure individual learning is monitored.
- 9 Any other ideas, subject to agreement with a Training Adviser.

And:

Discuss their role with a Training Adviser and how they provide practical support to learning locally.

Open College Network

This module forms the whole of the OCN unit *Supporting Local Learning*.

Change of role

Relevant to new role **x**

Not relevant to new role **x**

31 Module

Planning a Learning Experience

Relevant to:
Trainers
Those wishing to undertake this role.



Aim

To provide the skills, knowledge and attitudes necessary to research and design training experiences.

Topics that this module covers are:

- systematic planning, and balanced learning
- supporting material
- evaluation of learning experiences.

Delivery method

- Course.

To validate this module the learner will need to:

- Discuss the module content and objectives with a Training Adviser and construct a portfolio of evidence of planning a learning experience.

Notes

This module is one of a number targeted at those who wish to become 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 Planning and Delivering a Learning Experience*.

Open College Network

This module forms the whole of the OCN unit *Planning a Learning Experience*.

Change of role

Relevant to new role	x
Not relevant to new role	x

32 Module

Delivering a Learning Experience

Relevant to:
Trainers
Those wishing to undertake this role.



Aim

To provide the skills, knowledge and attitudes necessary to plan, prepare and run training experiences.

Topics that this module covers are:

- planning and managing learning
- staff teams
- evaluation.

Delivery method

- Course.

To validate this module the learner will need to:

- Discuss the module content and objectives with a Training Adviser and construct a portfolio of evidence of delivering a learning experience.

Notes

This module is one of a number targeted at those who wish to become 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 Planning and Delivering a Learning Experience*.

Open College Network

This module forms the whole of the OCN unit *Delivering a Learning Experience*.

Change of role	
Relevant to new role	x
Not relevant to new role	x

33 Module

Planning a Learning Provision

Relevant to:
Local/County Training Managers
Those wishing to undertake this role.



Aim

To provide the skills, knowledge and attitudes to enable Training Managers to plan to meet the learning needs in their area of responsibility.

Topics that this module covers are:

- the needs of the Adult Training Scheme
- current training trends
- drafting and producing learning plans.

Delivery method

- Course
- Workbook.

To validate this module the learner will need to:

- Discuss the module content and objectives with a Training Adviser and construct a portfolio of evidence of planning a learning provision.

Notes

This module is one of a number targeted at those who wish to become 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 Planning and Managing a Learning Provision*

Open College Network

This module forms the whole of the OCN unit *Planning a Learning Provision*.

Change of role	
Relevant to new role	x
Not relevant to new role	x

34 Module

Managing Learning Provision

Relevant to:
Local/County Training Managers
Those wishing to undertake this role.



Aim

To provide the skills, knowledge and attitudes to ensure County Training Managers are able to manage the learning provision in their area of responsibility.

Topics that this module covers are:

- planning implementation
- monitoring progress
- quality control
- planning maintenance
- amendments.

Delivery method

- Course
- Workbook.

To validate this module the learner will need to:

- Discuss the module content and objectives with a Training Adviser and construct a portfolio of evidence of managing a Learning Provision.

Notes

This module is one of a number targeted at those who wish to become 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 Planning and Managing a Learning Provision*.

Open College Network

This module forms the whole of the OCN unit *Managing a Learning Provision*.

Change of role	
Relevant to new role	x
Not relevant to new role	x

35 Module

Internal Moderation

Relevant to:
Those wishing to undertake this role.



Aim

To provide the skills, knowledge and attitudes necessary to monitor the quality of The Scout Association's Adult Training Scheme.

Topics that this module covers are:

- sampling of portfolios
- quality control.

Delivery method

- External course.

To validate this module the learner will need to complete:

- An NOCN course, NVQ assessment or similar. Further details are available from the Adult Support Office at Gilwell Park.

Open College Network

This module has an OCN equivalent outside Scouting, which is not part of Providing and Managing Voluntary Youth Services. It is the NOCN Internal Moderators' Award.

Change of role	
Relevant to new role	x
Not relevant to new role	x

36 Module

Special Needs

Relevant to:
ADC/ACC Special Needs
Special Group Leaders
Those with associated
roles or particular interest.



Aim

To provide an understanding and knowledge of The Scout Association's policy and practice for those with Special Needs.

Topics that this module covers are:

- The Scout Association's Equal Opportunities Policy with regard to Special Needs
- good practice relating to those with Special Needs
- resources available to support Scouting with Special Needs.

Delivery method

- Course
- Small group.

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

- 1 Provide evidence of commitment to those with Special Needs by an appropriate method, such as accepting and integrating a Scout with Special Needs into Scouting.
- 2 Run an ad hoc base on Special Needs at an event or training session.
- 3 Lead and participate in a discussion item on Special Needs at a Group or District Leaders' meeting.
- 4 Identify the needs of their area for Special Needs support and advice.
- 5 Any other ideas, subject to agreement with a Training Adviser.

And:

Explain The Scout Association's policy on Special Needs.

Open College Network

This module is not an OCN unit.

Questions you could ask include:	Their answers should cover:
What is The Scout Association's policy for those with Special Needs?	Wherever possible, young people with Special Needs should be integrated into mainstream Scouting. This means that every young person has the right to join and participate in the activities of a Scout Group.
When introducing a young person with Special Needs in a Section what might you need to consider?	Adequate safety and supervision, access, facilities, and that the person is entering a Group, not just one Section.
Where would you get information and support for Scouting with Special Needs?	ScoutBase UK, factsheets, Scout Information Centre, ACC (Special Needs), outside organisation dealing with the subject of Special Needs.
Who has responsibility in a District for the provision of access?	District Commissioner.

Change of role	
Relevant to new role	✓
Not relevant to new role	✗

Personal Learning Plan

Name _____ Appointment _____ Group _____ District _____

Training Adviser _____ Initial plan agreed (date) _____ Plan reviewed etc. _____ Sheet _____ of _____

Are you able to take part in training held at the weekends? Yes No

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

Module Number	Learning required (Yes or No)	Proposed method	Date completed by	Proposed methods of validation (numbers)	Date completed by	Validated successfully (Training Adviser to sign and date)	Completing OCN unit (Yes or No)	Signed and dated by TA

Signed: Learner _____ Training Adviser _____ Training Manager _____

A copy of the learning plan should be sent to the County or Local Training Manager after each review of the plan and subsequent updates.

Changes in Scouting questionnaire

Questions and answers

- 1 Who started the Scout Movement?
a Robert Baden-Powell b Lord Somers c Robert Louis Stephenson
- 2 Where was the experimental camp that let to Scouting being developed held?
a Mersey Island b Brownsea Island c Isle of Wight
- 3 What year was the experimental camp?
a 1905 b 1907 c 1909
- 4 What book did Baden Powell write to launch Scouting?
a *Boer War Scouts* b *Scouting Today* c *Scouting for Boys*
- 5 What Section was started in 1916 for younger boys?
a Beaver Scouts b Cub Scouts c Rovers Scouts
- 6 What Section was started in 1919 for older boys?
a Beaver Scouts b Cub Scouts c Rovers Scouts
- 7 What Movement did Baden Powell establish for girls?
a Girls Brigade b Girl Guides c Girl Scouts
- 8 When were females allowed to become Leaders?
a From the start b 1932 c 1966
- 9 How many Scouts are there in the world today (summer 2003)?
a 2 million b 12 million c 28 million
- 10 How many countries in the world have Scouts today (summer 2003)?
a 147 b 187 c 217

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

- Different age ranges
- New programmes, new badges
- Girls in all Sections
- Scouting for those with Special Needs
- A world Scout organisation
- Uniform
- Logo
- And much more...

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

- Basic principles
- Having fun
- Empowering young people
- Doing your best
- Working in small groups
- Developing leadership
- Being a uniformed organization
- Having a Promise and Law
- Open to all
- Having badges and Awards
- Being a World Movement

Answers for questions 1-10

- 1** a
- 2** b
- 3** b
- 4** c
- 5** a
- 6** c
- 7** a
- 8** b
- 9** c
- 10** c