Adult's Personal File

For Managers and Supporters

scouts.org.uk/join

#SkillsForLife

Scouts

Contents

Editor's note

Although in some parts of the British Isles Scout Counties are known as Areas or Islands – and in one case Bailiwick – for ease of reading this publication simply refers to County/ Counties. In Scotland there is no direct equivalent to County or Area, and Scouting is organised into Districts and Regions, each with distinct responsibilities. Some County functions are the responsibility of Scottish Regions, while others lie with Scottish Districts. The focus of responsibility is outlined in Scottish Variations from POR.

The equivalent role to County Training Manager in Scotland is the Assistant Regional Commissioner (Adult Training). For ease of reading this document refers to County Training Manager, except where there is a practical difference between the two roles, in which case this is indicated.

The term Training Manager is used to refer to those in The Scouts who are responsible for managing training provision, including: County/Area Training Manager, Local Training Manager, Assistant Regional Commissioner (Adult Training) Scotland and Assistant District Commissioner (Adult Training) Scotland.

Again, for ease of reading, all adults taking part in the Training Scheme are referred to as learners.

A note on the order of modules within this document

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

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

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

Letter from the Chief Scout

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

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

To support you as an adult in Scouting, The Scouts provides training that builds upon your existing skills, knowledge and experience. The training you will receive is intended to give you additional skills and knowledge to ensure that you can carry out your role to the best of your ability. The Scouts also seeks to offer development opportunities for adults and training is just one means by which personal development needs can be met.

I wish you well with your training and hope that you enjoy being part of the Scout Movement.

Bear Grylls

Chief Scout

PART 1: Key Contacts for Training

Training Adviser

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

Name   _____

Address_____

Tel no   _____

Email   _____

Line Manager

Your line manager should also be able to support you in your training. You may find it helpful to record their details below.

Name   _____

Address_____

Tel no   _____

Email   _____

Training Manager

If you have any difficulties, you can also contact your Training Manager directly at:

Name   _____

Address_____

Tel no   _____

Email   _____

The information you gather above from each member should be kept safe and only used by you to contact them for support.

Scout Information Centre

The Scout Information Centre is also available to help answer any questions you might have about Scouting. You can contact the Scout Information Centre by telephone on 0345 300 1818 or by email, info.centre@scouts.org.uk or live chat on the website.

PART 2: Introduction to Adult Training

About this Guide

The aim of the Adult's Personal File is to introduce you to The Scouts' Adult Training Scheme and to provide you with some tools and information to help you with your training.

This guide only refers to the compulsory training that is relevant to those taking on appointments as Managers or Supporters. A full list of all of the modules within the Adult Training Scheme can be found in the Module Matrix, available at **scouts.org.uk/training**.

How does the scheme work?

To ensure that young people experience good quality Scouting, The Scouts requires each adult in Scouting to demonstrate a range of knowledge, skills and attitudes that are relevant to your Scouting role.

The range of skills The Scouts expects of people in different roles is described in a number of modules, which together make up the Adult Training Scheme. More information about the principles of The Scouts' Adult Training Scheme can be found in the Adult Training Scheme document at **scouts.org.uk/training**.

Learning and validation

There are two key elements to the Adult Training Scheme:
- **Learning** - This is when you have the opportunity to gain or improve the knowledge and skills which you need for your role.
- **Validation** - This is when your Training Adviser will check that you can apply what you have learnt to your role. Validation is essential for every module.

Training Advisers and ongoing support

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

Training Advisers for Managers and Supporters, with their personal management experience, will be able to help support you through your training. They will help you identify what training you need to complete, and then decide with you whether you need to complete any learning. From then on, they will review your progress and ensure that you can put the learning from each module into practice.

The Stages of Training for Managers and Supporters

The training for Manager and Supporter roles comprises three stages:
1. Getting Started
2. The Wood Badge – this is broken down into:
   - Training for All Appointments – six training modules delivered through a variety of learning methods

- Leadership and Management Training – delivered through independent learning units and skills courses
3. Ongoing Learning
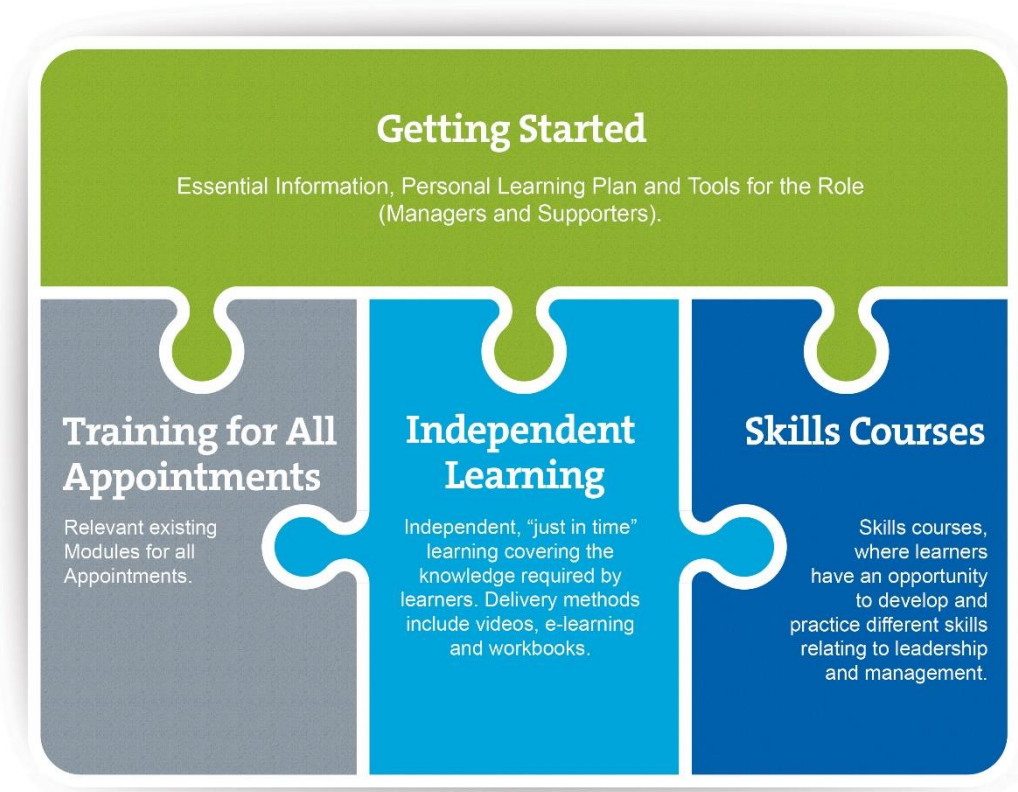
Getting Started

Getting Started is made up of six modules which must be completed before the adult can be fully appointed. There is a seventh module for Executive Committee members / trustees.

Getting Started needs to be completed within five months of the role start date, as recorded on Compass. These modules are:
- Personal Learning Plan (02)
- Essential Information (01)
- Safety
- Safeguarding
- Tools for the Role (Section Leaders) (03) Tools for the Role (Managers and Supporters) (04)
- General Data Protection Regulations (GDPR)
- Trustee Introduction (for Executive Committee members)

These modules may be completed in any order. In order to ensure that adults can complete Getting Started within the required timescale (five months) the modules are available as online learning.

Once a learner has completed Getting Started they may wear the Gilwell woggle. Non-uniformed adults may wear the Getting Started pin. Both are available to purchase from Scout Stores.

If an adult's provisional appointment expires and they have not completed Getting Started, then the

adult's line manager will be informed (through a locally defined route). The line manager will then review the situation with the learner to find out why they have not completed this stage. Mutually agreed restrictions must be put in place by Commissioners to support learners to complete their training. You can find out more about mutually agreed restrictions online here https://www.scouts.org.uk/volunteers/running-things-locally/recruiting-and-managing-volunteers/tools-for-managing-volunteers/mutually-agreed-restrictions/

Personal Learning Plan (02)

This module consists of creating a plan to meet the training requirements of your role, taking your existing knowledge and skills into account.

Although the parts of Getting Started can be completed in any order, it is recommended that you complete the Personal Learning Plan as the first step, particularly if you are changing roles. This will mean that you will have a clear idea of the process from the outset, and you will be able to get advice and guidance from a Training Adviser for Managers and Supporters at an early stage on how to go about completing your training.

Essential Information (01)

This module provides the basic information that all adults in Scouting need to know. It covers the movement's history, the Fundamentals of Scouting, key policies, the structure of The Scouts and support available to adults in Scouting.

It is important that the learner receives this training as early as possible. The module has been redesigned as online independent learning which includes built-in assessment and the generation of a certificate that can be used for validation.

Online learning can be found here https://www.scouts.org.uk/volunteers/learning-development-and-awards/

Safety

This module provides the information that all adults in Scouting need to know to keep young people and adults safe. It covers the Safety Policy, how to assess and manage risk, role of leader in charge, emergency, incident and near miss procedures and how to access safety resources and guidance for the safe management of activities.

It is important that the learner receives this training as early as possible. The module has been redesigned as online independent learning which includes built-in assessment and the generation of a certificate that can be used for validation to ensure that learners can access the module as easily as possible.

This training needs to be renewed every three years.

Online learning can be found here https://www.scouts.org.uk/volunteers/learning-development-and-awards/

Safeguarding

This module provides the information that all adults in Scouting need to know to keep young people and adults safe. It covers the Safeguarding Policy, the Young People First Safeguarding Card Code of Practice (Yellow Card), how to recognise abuse, concerns and how to make Scouts safe.

It is important that the learner receives this training as early as possible. The module has been redesigned as online independent learning which includes built-in assessment and the generation of a certificate that can be used for validation.

This training needs to be renewed every three years.

Online learning can be found here https://www.scouts.org.uk/volunteers/learning-development-and-awards/

Trustee Introduction

This module provides Trustees with information on their legal responsibilities and current regulations. It covers the Executive Committee and trusteeship in Scouts, key policies and the roles and responsibilities of being a trustee in Scouts.

This module is only required of those who are Executive Committee members. This includes those who are ex-offico members – Group Scout Leaders, District and County Commissioners for example.

It is also required by Section Leaders who opt into a Trustee role.

It is important that the learner receives this training as early as possible. The module has been designed as online independent learning which includes built-in assessment and the generation of a certificate that can be used for validation.

Online learning can be found here https://www.scouts.org.uk/volunteers/learning-development-and-awards/

Tools for the Role (Managers and Supporters) (04)
This contains some basic information about the role, roles and responsibilities of those managed and/or supported by the learners. It also covers areas of leadership and management, managing time and personal skills.

General Data Protection Regulations (GDPR)
This covers the basic information that individual's need to know in relation to the General Data Protection Regulations, what this means for their role and for Scouting and how to effectively align with it. Topics covered:
- Personal Data
- Individuals' rights
- Consent
- Accountability & Governance

The Wood Badge

The Wood Badge is the internationally recognised Scouting training insignia awarded to adults by Headquarters on completion of the training required for your role. The Wood Badge consists of two wooden beads threaded onto a leather thong which is worn with Scout uniform.

You are required to complete your Wood Badge within three years from your role start date as recorded on Compass. At the end of this process, for most roles, you will be awarded a Wood Badge to mark your achievement.

Ongoing learning

Every adult who holds an appointment for which a Wood Badge is required has to do a minimum of five hours ongoing learning each year, calculated over the length of the appointment. For example, if you go on a week-long residential course this could be counted as your ongoing learning for the whole period of the appointment. This is to ensure you continue to acquire new skills and keep up to date with new trends and policies.

You will be required to agree what ongoing learning you are going to do in the first year after achieving your Wood Badge with your Training Adviser before you can be awarded your Wood Badge. It then becomes your line manager's responsibility to monitor and agree your ongoing learning.

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

- The maintenance of a current adult first aid qualification/first response certificate
- A District Commissioner attending a County recruitment workshop
- Any of the supplementary modules, for example Facilitating (28) or Presenting (29) if they are not part of the minimum training requirements for your role

Your Training Adviser will be able to give you more support and advice on courses, qualifications and other Scouting activities that may count as ongoing learning.

Mandatory ongoing learning

Although the ongoing learning hours you are required to complete each year can be any number of things, there are also some specific ongoing learning requirements which all Managers and Supporters must complete.

Any member who holds an appointment for which Safety and Safeguarding training is completed as part of Getting Started is required to keep it up to date. This training must be renewed every three years.

Safeguarding Training
Members are required to complete the approved Scouting specific safeguarding training at least every three years. This module provides the information that all adults in Scouting need to know to keep young people and adults safe. It covers the Safeguarding Policy, the Young People First Safeguarding Card Code of Practice (Yellow Card), how to recognise abuse, concerns and how to make Scouts safe.

Online learning can be found here https://www.scouts.org.uk/volunteers/learning-development-and-awards/

Safety Training
Members are required to complete Scouting specific safety training at least every three years.
This module provides the information that all adults in Scouting need to know to keep young people and adults safe. It covers the Safety Policy, how to assess and manage risk, role of leader in charge, emergency, incident and near miss procedures and how to access safety resources and guidance for the safe management of activities.

Online learning can be found here https://www.scouts.org.uk/volunteers/learning-development-and-awards/

First Aid Training
All adults in Scouting holding a Manager or Supporter appointment are also required to hold a current First Aid certificate. A current First Aid qualification should be maintained at all times and the First Aid certificate must be valid at the issue of the Wood Badge and for appointment renewal. This should be monitored by their line manager at the point of appointment review, at least every three years.

More information on the First Aid requirements can be found on the **First Aid pages** on **scouts.org.uk**.

External recognition

It is possible for the training that you do through The Scouts to be recognised by an external organisation.

More information on all of these options, including the process for registration and costs, is available online in the External Recognition pages of **scouts.org.uk/training** from the Volunteering Team at **adult.support@scouts.org.uk** or by calling 0345 300 1818.

The Institute of Leadership and Management (ILM) Development Programme

The Leadership and Management Training undertaken by Managers and Supporters in Scouting has been externally recognised by the Institute of Leadership and Management (ILM) as a Development Programme. The ILM is one of the UK's leading providers of leadership and management qualifications and the accreditation demonstrates the quality of the training scheme to external organisations.

By signing up for the ILM Development Programme, learners will be able to access to the ILM Learning Access Zone from the time they register. The learning zone offers a wide range of online development tools, resources, journals and magazines specifically tailored around leadership and management, created by professors from some of the world's leading universities including Cambridge, Harvard, London Business School and INSEAD.

Membership of the Institute of Leadership and Management (ILM)

The Institute of Leadership and Management is a professional body for managers. They partner with individuals and employers across the world to improve leadership and management performance through learning and development. When you have gained your Wood Badge as a Section Leader, manager or supporter you are eligible to join the ILM at the grade of Associate Member, or Member if you have other management qualifications or experience (e.g. three years further experience in your Scouting role). As an Associate Member you may use the letters AMInstLM after your name.

Benefits include professional recognition, lifestyle discounts, Harvard Business School resources, access to ILM's regional evening events, a free legal helpline, and Edge – the magazine that you will receive nine times a year.

PART 3: Creating Your Personal Learning Plan

This guide is designed to help you understand the training that you are required to complete for your role. You can use this guide to help create your Personal Learning Plan.

Agreeing a Personal Learning Plan

Once you have agreed your role description with your line manager you need to create a plan for your own training called a Personal Learning Plan (PLP). This should be created and agreed in partnership with your Training Adviser. If you haven't agreed a role description yet, speak with your line manager to agree one. Example role descriptions can be found at **scouts.org.uk** and are available to order from Scout Shops. Scotland-specific role descriptions can be found at **scouts-scotland.org.uk**.

There are five steps to creating a Personal Learning Plan:
1. Identify the training that is relevant to your role
2. Assess what learning you will need to complete
3. Decide the validation methods that will be used to demonstrate your ability to put learning into practice in your role and the timeframe in which you expect to complete each criteria
4. Meet and agree your plan with your Training Adviser
5. Complete and review

Step 1: Identifying the training that is relevant to your role

- Use the **minimum training requirements** section below and the **Module Matrix** to identify which modules you are required to complete for your role.
- Use your role description to identify any extra modules that you feel are relevant to your role, or that you would find interesting to complete
- If you are changing roles from another role in Scouting, you can use the **Change of Role** section to identify the modules that may require revalidating. If you have completed your training under the current Adult Training Scheme, it may not be necessary to revalidate certain modules if you have completed them previously.

The Module Matrix

The Module Matrix provides a summary of the modules that make up the Adult Training Scheme. The Module Matrix is colour coded to give you an indication of the types of roles likely to benefit from the training. The matrix is only a summary though and you should refer to the Minimum Training Requirements section that follows for more information on the training requirements for specific roles.

A digital version is available online via https://cms.scouts.org.uk/media/10813/ms-module-matrix_sept2020_v3.pdf

Module Matrix

This is a summary of the Scouts' Adult Training Scheme and ongoing learning. For further information on the training requirements for specific roles, please refer to the Scouts' Adult Training Scheme pages on **scouts.org.uk/volunteers/learning-development-and-awards/**.

■ All Appointments ■ Section Leaders and Section Supporters ■ Trustee Introduction ■ Supplementary
■ Managers, Section Supporters, Other Supporters ■ Mandatory Ongoing Learning

Getting Started To be completed within 5 months of appointment

Module	Aim	Methods
Personal Learning Plan (02)	To create a plan for an individual's learning based on the requirements of the job and taking into account the individual's needs.	■ One to one ■ Workbook
Essential Information (01)	To provide all adults in Scouting with the essential information needed to get started in their role.	■ e-learning
General Data Protection Regulations (GDPR)	To provide all adults in Scouting with an understanding of what the General Data Protection Regulations (GDPR) means for them, their Scout Group, District and County and how to effectively align with it.	■ e-learning
Safety	To provide all adults in Scouting with an understanding of safety practice and responsibilities as a member of Scouts, to keep everyone safe.	■ e-learning
Safeguarding	To provide all adults in Scouting with an understanding of safeguarding practice and responsibilities as a member of Scouts, to keep everyone safe.	■ e-learning
Trustee Introduction	To provide the Charity or managing Trustees with information on their legal responsibilities and current regulations.	■ e-learning
Tools for the Role (Section Leaders) (03)	To provide the basic information on the individual's role or area of responsibility and some practical help to get the individual started in the role.	■ Course ■ One to one ■ Small group ■ e-learning
Tools for the Role (Managers and Supporters) (04)	To provide key information about the individual's role, areas of responsibility and where they can find further information and support.	■ Course ■ One to one ■ Small group ■ e-learning

Training For All Appointments

Module	Aim	Methods
Delivering a Quality Programme (12A)	To provide Leaders, Managers and Supporters with information about how to deliver quality Scouting to young people, and how we ensure it meets their needs. This module is recommended as a priority.	■ Course ■ One to one ■ Small group ■ e-learning
Fundamentals of Scouting (05)	To explore the Fundamentals of Scouting and the Religious Policy, and their relationship with delivering a quality Programme for young people.	■ Course ■ One to one ■ Small group ■ e-learning
Scouting For All (07)	To provide an introduction to equal opportunities and practical advice about how to make Scouting inclusive for all.	■ Course ■ One to one ■ Small group ■ Workbook
Administration (11)	To provide information and best practice on how to manage administrative tasks in Scouting, including responsibilities relating to the Data Protection Act/GDPR, record keeping, finances and insurance requirements.	■ Course ■ One to one ■ Small group ■ Workbook
First Aid (10)	To cover the skills and knowledge necessary to enable adults to manage an incident and provide basic first aid.	■ Course

Section Leaders and Section Supporters

The Programme

Module	Aim	Methods
Programme Planning (12B)	To provide Section Leaders with an opportunity to plan and review a sectional programme, using a variety of methods to generate programme ideas.	■ Course ■ One to one ■ Small group
Running Safe Activities (17)	To enable adults to plan and run exciting, safe and developmental activities for the young people in their section.	■ Course ■ One to one ■ Small group ■ Workbook
Practical Skills (18)	To enable adults to gain and develop practical skills for the benefit of young people in their section.	■ Course ■ Small group
Introduction to Residential Experiences (16)	To enable Section Leaders and supporters who may support residential experiences for young people, to understand the purpose that residential experiences play in Scouting.	■ Course ■ One to one ■ Small group
International (19)	To provide adults with an international focus appropriate to their section and understand the global nature of Scouting.	■ Course ■ One to one ■ Small group

The People

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

Additional ongoing learning opportunities for all members can be found at
scouts.org.uk/volunteers/learning-development-and-awards/ongoing-training-for-all/

Managers and Supporters

Core Skill Areas	Independent Learning Methods: e-learning, videos and learning guides, workbooks, information sheets.	Skills Courses		
		Skills of Management	Achieving Growth	Meeting the Challenges
Managing Your Time and Personal Skills	Managing Time and Personal Skills	●		
Achieving Results	Building Effective Teams	●		
	Project Management	●	●	
	Getting the Word Out	●	●	●
Providing Direction	Planning for Growth		●	
	Leading Local Scouting	●	●	
Working with People	Finding, Appointing and Welcoming Volunteers	●	●	
	Keeping, Developing and Managing Volunteers	●	●	
	Dealing with Difficult Situations			●
	Supporting the Adult Training Scheme	●		
Enabling Change	Enabling Change		●	●
Using Resources	Financial and Physical Resources	●	●	
	Decision Making	●	●	●
Safety	Safety for Managers and Supporters			

Mandatory ongoing learning to be completed every 3 years

Module	Aim	Methods
Safety	To revisit the responsibilities and practice related to safety in Scouting, to keep everyone safe. related to safety in Scouting.	■ e-learning
Safeguarding	To revisit the responsibilities and practice related to safeguarding in Scouting, to keep everyone safe. related to safeguarding in Scouting.	■ e-learning
First aid	To cover the skills and knowledge necessary to enable adults to manage an incident and provide basic first aid.	■ Course

Supplementary Modules

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

Minimum Training Requirements

The training requirements for the different roles in The Scouts that undertake the Leadership and Management Training are outlined below.

All Managers and Supporters must complete the following training to achieve their Wood Badge:

Getting Started Training
- Personal Learning Plan (02)
- Essential Information (01)
- Safety
- Safeguarding
- Tools for the Role (Section Leaders) (03) Tools for the Role (Managers and Supporters) (04)
- General Data Protection Regulations (GDPR)
- Trustee Introduction (for Executive Committee members / trustees)

Training for All Appointments
- Delivering a Quality Programme (12A)
- Fundamentals of Scouting (05)
- Scouting for All (07)
- Administration (11)
- First Aid (10)

Training for Managers and Supporters - Managers and Supporters need to validate against the following key skill areas:
- Managing Your Time and Personal Skills
- Achieving Results
- Providing Direction
- Working with People
- Enabling Change
- Using Resources
- Safety for Managers and Supporters

For some appointments, there are additional modules which must also be completed as stated in the table below.

Role	Additional modules to be completed
Group Scout Leader	
Deputy Group Scout Leader	
District Commissioner	
Deputy District Commissioner	
District Youth Commissioner	
County Commissioner	
Deputy County Commissioner	
County Youth Commissioner	
Regional Commissioner	

Chief Commissioner	
District Leader	
County Leader	
Scout Active Support Manager	* see note below
County Training Manager	Planning a Learning Provision (33) and Managing a Learning Provision (34)
Local Training Manager (depending on role description)	Supporting Local Learning (30), Planning a Learning Provision (33) and/or Managing a Learning Provision (34)
Assistant Regional Commissioner (Training)	Facilitating (28), Presenting (29), Planning a Learning Provision (33) and Managing a Learning Provision (34)
Assistant Regional Commissioner (Adult Training) Scotland	Planning a Learning Provision (33) and Managing a Learning Provision (34)
Assistant District Commissioner (Adult Training) Scotland	Presenting (29), Supporting Local Learning (30), and Planning a Learning Experience (31)
District Explorer Scout Commissioner	Running Safe Activities (17) and International (19)
District Scout Network Commissioner	Running Safe Activities (17) and International (19)
Assistant District Commissioner (section)	Running Safe Activities (17) and International (19)
Assistant County Commissioner (section)	Running Safe Activities (17) and International (19)
Assistant County Commissioner (Scout Network)	Running Safe Activities (17) and International (19)
Assistant Regional Commissioner (Section Support) Scotland	Running Safe Activities (17) and International (19)
For the roles below, other modules should be added for their specialist area, for example, International (19) for Assistant District Commissioner (International) or Additional Needs (36) for Assistant District Commissioner (Special Needs).	
Assistant District Commissioner (non-sectional)	Other modules as relevant to the role
Assistant County Commissioner (non-sectional)	Other modules as relevant to the role
Assistant Regional Commissioner (Development) Scotland	Other modules as relevant to the role
Assistant Regional Commissioner (Communication) Scotland	Other modules as relevant to the role

*Scout Active Support Roles

Those holding roles within a Scout Active Support Unit, including Scout Active Support Member, Scout Active Support Co-ordinator and Scout Active Support Manager should complete, as well as the training indicated above, those modules of the training scheme which are relevant to the nature of their role in the Unit which they belong to. This could include Tools for the Role (Section Leaders) (03), Running Safe Activities (17), or any other relevant module(s). The service agreement for a Scout Active Support Unit will outline the support provided by the Unit and will help to determine which training will be relevant for its members.

Additional Modules

You are encouraged to look at other modules that may be relevant to your role but do not make up the minimum requirements for your appointment. These modules may be completed in addition to the minimum requirements, or as ongoing learning.

The content of the additional modules can be found in the Supplementary Module Pages at **scouts.org.uk/training**.

Change of Role

It is not unusual for an adult to change roles in Scouting. To ensure you have the correct skills and knowledge you may need to revalidate certain training. If you have completed your training under the current Adult Training Scheme and are changing roles, it may not be necessary for you to re-validate certain modules because you have completed them previously.

Each module on the following pages has a "requires revalidation" box. A tick ✓ means that you need to validate the module again and a cross ✗ means that you do not.

In some cases, the need to re-validate will depend on which role you are moving from and to. Roles are split into three categories:
- **Section Leader** (anyone working in a section)
- **Manager** (e.g. Group Scout Leader, District Commissioner, County Commissioner, County Training Manager, District Explorer Scout Commissioner etc.)
- **Supporter** (e.g. Assistant District/County Commissioner)

The table below shows which training will require revalidation when a volunteer changes role in Scouting. This information can also be found in the Change of Role factsheet at **scouts.org.uk/training**.

Training	Requires Revalidation	Change of Role
Getting Started Training		
Personal Learning Plan (02)	✓	Any change in role
Essential Information (01)	✗	Any change in role
Safety	✗	Any change in role Must be renewed every three years
Safeguarding	✗	Any change in role Must be renewed every three years
GDPR General Data Protection Regulations	✗	Any change in role
Tools for the Role (Section Leaders) (03)	✓	Any change in section
Tools for the Role (Managers and Supporters) (04)	✓	Any change in role
Trustee Introduction	✗	Any change in role
Training for All Appointments		
Delivering a Quality Programme (12A)	✓	Any role to Manager or Supporter – The additional validation criteria for Managers and Supporters only

Training	Requires Revalidation	Change of Role
	✘	Any other change in role
The Fundamentals of Scouting (05)	✘	Any change in role
Scouting for All (07)	✔	Any role to Manager – The additional validation criteria for Managers only
	✘	Any other change in role
Administration (11)	✘	Any change in role
First Aid (10)	✘	Any change in role
Leadership and Management Training		
Working with People	✔	Change in Manager or Supporter role - only specific validation criteria require revalidation
Achieving Results	✔	Change in Manager or Supporter role - only specific validation criteria require revalidation
Managing Your Time and Personal Skills	✔	Change in Manager or Supporter role - only specific validation criteria require revalidation
Enabling Change	✘	Any change in role
Providing Direction	✔	Change in Manager or Supporter role - only specific validation criteria require revalidation
Using Resources	✔	Change in Manager or Supporter role - only specific validation criteria require revalidation
Safety for Managers and Supporters	✔	Change in Manager or Supporter role - only specific validation criteria require revalidation
Supplementary Modules		
Assessing Learning (25)	✔	Any other change in role
Facilitating (28)	✘	Any change in role
Presenting (29)	✘	Any change in role
Supporting Local Learning (30)	✘	Any change in role

Training	Requires Revalidation	Change of Role
Planning a Learning Experience (31)	✘	Any change in role
Delivering a Learning Experience (32)	✘	Any change in role
Planning a Learning Provision (33)	✘	Any change in role
Managing a Learning Provision (34)	✘	Any change in role
Additional Needs (36)	✔	Relevant to new role
	✘	Not relevant to new role
Advising on Adult Appointments (37)	✔	Relevant to new role
	✘	Not relevant to new role
Skills for Residential Experiences (38)	✔	Relevant to new role
	✘	Not relevant to new role
Mentoring and Coaching (39)	✘	Any change in role

Step 2: Assessing your learning

Check your knowledge

It is likely that you already have skills and knowledge that you have gained outside of Scouting that can be used to validate some of your Scout training. This means that for some modules you may not need to do any extra learning or may only have learning to do for certain topics.

The Check Your Knowledge chart included in the module pages below will help you to look at what you already know, and with the help of your Training Adviser, decide what learning you need to complete for each module. The chart has been designed to reflect the learning objectives of each module. Your Training Adviser will use this, along with the discussions you have at your initial meeting, to create your Personal Learning Plan (PLP) and agree it with you.

For the Leadership and Management Training there are some additional **Learning Recommendations (Appendix 4)** that can be used as guidance as to what learning might be recommended for each role.

Recognising prior learning

The Scouts' Adult Training Scheme recognises prior learning. You may already have skills and knowledge gained through your education, employment, life experiences or other voluntary roles, which you can apply to your new role in Scouting. If you already have the knowledge, skills and abilities covered by a module you will not be required to complete the learning for the module. If you have some of the skills, or are unsure about some aspects, you may be able to complete learning for just those bits that you need.

You do, however, still need to demonstrate that you can use these skills in your Scouting role. This is shown through the process of validation. As part of the planning process for your training you will agree with a Training Adviser how you will validate each module.

The Young Leaders' Scheme

As part of its Youth Programme, The Scouts operates a Young Leaders' Scheme. The scheme gives young people in the Explorer Scout Section (aged 14-18) the opportunity to act in a leadership role in one of the three sections for younger members. As part of this scheme, Explorer Scouts are required to do some training to support them in their role.

If you have previously been a Young Leader you may have done training which covered subjects such as the quality programme, child protection, first aid, practical skills, challenging behaviour and

leadership skills, giving you the skills and knowledge that you needed to act as part of the leadership team as a Young Leader.

Young Leader training does not directly translate to the Adult Training Scheme, and so cannot be used to validate the modules of the scheme. However Young Leader Training provides some prior learning for the modules of the Adult Training Scheme. More information and guidance on this can be found in the factsheet **FS330094 Prior Learning Gained in the Young Leaders Scheme.** Your Training Adviser should discuss and recognise this prior learning when creating your Personal Learning Plan.

Choosing your learning methods

The Adult Training Scheme offers a number of learning methods for each module, specified on the module pages below. The Getting Started modules and Training for All Appointments modules have a choice of two or more methods that can be used to access the learning. You may be able to go on a training course, use e-learning, workbooks, videos, read a book or get another adult in Scouting to help you or teach you a skill. For some roles the Regional Services Team in England induction, will provide an additional learning opportunity. Each method will cover the same learning objectives; therefore, you should choose the method that is most suitable for you through a discussion with your Training Adviser.

The Leadership and Management training is delivered via two methods:
- **Independent Learning** - this will cover the knowledge required by learners to understand the key topics of leadership and management and related Scouting processes. The learning will be accessed via a variety of methods, including videos, e-learning and workbooks.
- **Skills courses** – this will consist of three courses (Skills of Management, Meeting the Challenges and Achieving Growth) where learners have an opportunity discuss and demonstrate different skills relating to leadership and management.

The **Module Matrix** shows how the independent learning and skills courses are aligned with the validation areas for the Leadership and Management Training. More information on the independent learning units and skills courses can be found below in the **Learning Opportunities for Leadership and Management Training** section of this guide.

It is important that learners complete the Independent Learning Units prior to attending the relevant skills course. The information in the Independent Learning Units provides good background knowledge which is built upon in the skills courses. It is also recommended that where possible you complete the Skills of Management weekend first, again, many of the skills and concepts are built upon in later courses.

For the Leadership and Management training, the principles of acknowledging prior learning are still to be adhered to but there are no alternative learning methods to the Independent Learning and Skills Courses. With your Training Adviser, discuss the learning objectives for the Independent Learning Units and skills courses to decide what learning you require.

Step 3: Agreeing the validation methods

Validation is the process where you show that you can put your knowledge and skills about the topics covered in a module into practice in your role in Scouting. You will need to validate all of the modules required for your role, regardless of whether you have gained skills through learning or through previous experience.

There are a number of different validation methods for each module; you will work with your Training Adviser to decide which is most appropriate for you. Validation should reflect the activities of your normal Scouting role and should be backed up by evidence. The different aspects of your role, for example running meetings, planning programmes, leading and managing others, will show your

abilities and knowledge. Validation is essential for every module in the Adult Training Scheme.

Validation methods

There are a number of methods of validation, for example:

- A visit from your Training Adviser to observe you carrying out an activity
- A written or verbal statement to your Training Adviser from an observer
- Paperwork created for the role such as programme plans, letters to parents, instructions for activities and risk assessments
- Notes from activities or meetings
- Obtaining a qualification, such as a first aid certificate or nights away permit
- Completing a questionnaire
- Discussion with your Training Adviser
- Photos or videos of a validation activity
- Presentations to adults or young people in Scouting

These are just some examples of validation methods. There are other methods, or variations of these that you might want to use. These can be agreed between you and your Training Adviser.

Validation evidence

In order to validate each module, you will need to produce evidence that shows that you have completed the agreed validation criteria. Included in the Adult's Personal File (APF) for each module are examples of evidence you might wish to use in completing your validation. This list is not exhaustive and should be used to generate ideas and agree how validation will be carried out with your Training Adviser.

Once validation criteria and evidence have been agreed, you will need to complete the validation criteria and gather the appropriate evidence. When you next meet with your Training Adviser you will need to reflect on this evidence with them so that the module can be validated and completed.

Step 4: Meeting and agreeing your plan with a Training Adviser

For this stage you will need to meet with your Training Adviser to finalise and agree your plan. This is also your opportunity to discuss any questions you have from steps one and two. Using your draft Personal Learning Plan, agree with your Training Adviser the modules, courses and independent learning that are relevant to your role.

At the first meeting you may not be able to agree the learning method, validation, and timescale for every aspect of your training. It is suggested that you plan between six and twelve months ahead, taking into account any opportunities for validation or learning that may arise in that period.

The Personal Learning Plan is your formal record of completing your training and so it will need to be kept safely. Any Training Advisers that are supporting you will also need a copy for their records. Your Personal Learning Plan is recorded in the membership database called Compass, where it is stored and updated as you work through your training. The Personal Learning Plan can be completed by your Training Adviser directly on to Compass when you meet to agree your plan.

Step 5: Complete and Review

As you work through your training, make sure that each area you validate is signed off on your Personal Learning Plan by the person who validates it. At least once every six months, it recommended that you review your progress with your Training Adviser and agree a plan for the next six months.

Once you have validated all the areas of your Personal Learning Plan for your Wood Badge you will

need to agree your plan for **<u>Ongoing Learning</u>** (including mandatory ongoing learning) with your line manager. Every adult who holds an appointment for which a Wood Badge is required must participate in a minimum of five hours ongoing learning each year. This is to ensure they continue to acquire new skills and keep up to date with new trends and policies. Ongoing learning must be at least five hours per year, calculated over the length of the appointment.

Once you have completed your Personal Learning Plan and agreed your plan for Ongoing Learning you will be eligible to be recommended to be awarded the Wood Badge.

PART 4: Module Pages

The module pages below set out for each module:

- The aim and topics for each module
- Some questions to help you check your knowledge which can be reviewed with your Training Adviser
- The learning methods for each module
- The validation criteria for each module and suggestions for potential evidence for validation.

Check Your Knowledge

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

Validation Criteria

The validation criteria for each module are shown in the following pages. For some modules all the criteria must be completed by all roles or there is a choice of criteria to pick from. However, in some cases, there are certain validation criteria for all roles and some additional criteria that are only relevant to certain roles. It has been indicated for each validation criteria which roles will find the criteria relevant for them. For some roles, it will depend on the learner's agreed role description as to whether or not certain criteria are relevant to them.

Change of Role

Where "Requires Revalidation" is marked as a tick (✓) these criteria must be revalidated if the learner changes role even if this criteria has been completed previously for a different role. The role specific criteria will need to be validated if it is relevant to the new role. If "Requires Revalidation" is marked with a cross (✗) these criteria do not need to be revalidated for a new Manager or Supporter role if it has already been completed.

Personal Learning Plan (02)

Aim:	**Topics covered:**
To develop a Personal Learning Plan to allow you to complete the training requirements for your role, taking into account existing knowledge and skills. **Learning Methods**: • One to one	Creation of a Personal Learning Plan including: • Identifies the modules relevant to your role • Assesses if you have to complete learning for this module • Specifies how this learning will be accessed • Provides validation ideas • Provides a time frame for completing your training

Check Your Knowledge

How confident are you? (1=Low to 5=High)	Score	**How confident are you?** (1=Low to 5=High)	Score
Do I know what training is required for my role?		Have I identified the most appropriate validation criteria for each module based on my role?	
Have I used the 'Check your Knowledge' charts for each module to identify prior learning and assess my learning needs?		Have I identified the evidence I would like to use to demonstrate my achievement of validation criteria?	
Have I identified my preferred learning method for each module?			

Validation Criteria

To validate this module, you will need to complete the following:	Evidence you could use may include one or more of the following:	Requires Revalidation	Relevant Role
Create and agree a Personal Learning Plan with your Training Adviser to allow you to complete the training requirements for your role, taking into account existing knowledge and skills.	– Completed Personal Learning Plan – Discussion with your Training Adviser, focussing on how you will complete the training requirements of your role.	✓	▪ All

Notes:
A **Personal Learning Plan Template (Appendix 2)** and **Manager and Supporter Validation Record (Appendix 3)** are provided at the end of this document to help create the Personal Learning Plan.

Essential Information (01)

Aim

To provide all adults in Scouting with the essential information needed to get started in their role.

Topics Covered

By doing this training you will:

- Understand the basics of Scouts' volunteer training scheme.
- Learn about our movement's history
- Explore the fundamentals of Scouts and how to bring them to life.
- Understand the importance of the Safety and Safeguarding policies in keeping people safe while in the Scouts.
- Learn about our structure, and find out where you fit within Scouts and the support that's available
- Understand the Equal Opportunities policy, and how to make sure every member feels included and able to fully participate in Scouts.

Change of role

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

Delivery methods

eLearning

Validation criteria

To validate the Module, you will need to:
Complete the assessment at the end of the eLearning module, this will generate a certificate, the certificate is the validation needed for this training module.

Safety

Aim

To provide all adults in Scouting with an understanding of safety practice and responsibilities as a member of Scouts, to keep everyone safe.

Topics Covered

By doing the e-learning you will:
- Understand the Safety Policy and your responsibilities for keeping young people and adults in our movement safe
- Be able to demonstrate how to assess and manage risk
- Understand the role of the leader in charge
- Know what to do in an emergency, and how to report incidents and near misses
- Know where to access safety resources, activity rules and guidance for the safe management of activities

Change of role

Revalidation of this module is not required for any change in role. It is though required to be renewed every three years.

Delivery methods

eLearning

Validation criteria

To validate the Module, you will need to:
Complete the assessment at the end of the eLearning module, this will generate a certificate, the certificate is the validation needed for this training module.

Safeguarding

Aim

To provide all adults in Scouting with an understanding of safeguarding practice and responsibilities as a member of Scouts, to keep everyone safe.

Topics Covered

By doing this workbook you will:
- Understand the Safeguarding Policy and your responsibilities for keeping our young people, and adults at risk, safe
- Understand the Young People First Safeguarding Card Code of Practice (Yellow Card)
- Know how to recognise abuse
- Know how to report concerns
- Know what to do to make Scouts safe

Change of role

Revalidation of this module is not required for any change in role. It is though required to be renewed every three years.

Delivery methods

eLearning

Validation criteria

To validate the Module, you will need to:
Complete the assessment at the end of the eLearning module, this will generate a certificate, the certificate is the validation needed for this training module.

Trustee Introduction

Aim

To provide the Charity or managing Trustees with information on their legal responsibilities and current regulations.

Topics Covered

By doing this training you will:

- Understand the Executive Committee and trusteeship in Scouts
- Understand Scouts' key policies
- Understand the roles and responsibilities of Executive Committee members and trustees in Scouts

Change of role

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

Delivery methods

eLearning

Validation criteria

To validate the Module, you will need to:
Complete the assessment at the end of the eLearning module, this will generate a certificate, the certificate is the validation needed for this training module.

General Data Protection Regulations (GDPR)

Aim

To provide all adults in Scouting with an understanding of what the General Data Protection Regulations (GDPR) means for them, their Scout Group, District and County and how to effectively align with it.

Topics covered

- Personal Data
- Individuals' rights
- Consent
- Accountability & Governance

Change of role

Revalidation of this module is not required for a change of role.

Check your Knowledge

These questions follow the topics covered in the e-learning for this module. You should work with your Training Adviser (TA) to identify any learning you have left to complete and how you can complete this. These questions will explore your knowledge on the topics covered when you validate the module with your TA.

Topic	What do you already know? Questions to ask yourself	Confidence rating How would you rate your confidence in this area? (1= not confident, 5= very confident)
Personal Data	What does 'personal data' mean?	
	What is a data subject?	
	What's the difference between data controllers and data processors?	
	What's the role of the Information Commissioner's Office?	
	What are the six Privacy Principles?	
Individual Rights	How can people have more control over how their data is processed?	
	What are the main rights of individuals in GDPR?	

	What steps can you take to align with these rights?	
Consent	What is consent?	
	How can you ensure you provide genuine consent options?	
Accountability and Governance	What is the accountability principle?	
	When should a Privacy Impact assessment be done?	
	What should you do in case of a data Breach?	

Delivery methods

e-learning

Validation criteria

To validate the Module, you will need to:

Complete the check your knowledge section at the end of the eLearning module, this will generate certificate, the certificate is the validation needed for this training module.

Tools for the Role (Managers and Supporters) (04)

Aim: To provide key information about your role, areas of responsibility and where you can find further information and support. **Learning Methods**: • Course • E-learning • Small Group • One to one	**Topics covered:** • The responsibilities of the role • The responsibilities of those you manage, support and work with • The six areas of leadership and management in Scouting • Further help and support • Time management and task prioritisation • Development • Ensuring a quality programme • Building and maintaining effective teams

Check Your Knowledge			
How confident are you? (1=Low to 5=High)	**Score**	**How confident are you?** (1=Low to 5=High)	**Score**
Can you name some of the key responsibilities of your role?		Can you outline sources of information and support for your role?	
Can you name some of the key responsibilities of those you directly line manage, or support and work with?		Can you suggest some basic tools to help with time and task management?	
Can you identify the six areas of leadership and management?		Can you describe the responsibilities of your role in ensuring the provision of a quality programme?	
Can you explain what a couple of the leadership and management areas mean in practice?			

Validation Criteria			
To validate this module, you will need to:	Evidence you could use may include one or more of the following:	Requires Revalidation	Relevant Role
Discuss your understanding of your role, including specific role responsibilities, who you are responsible for, and who	Discussion with your Training Adviser (Note: If you are a supporter who is not directly responsible for anyone, then you should discuss who you work closely with instead.)	✓	– All

you are responsible to, with a Training Adviser.			
In addition, you will need to complete **two** of the following (one that is relevant to all roles and one that is specific to your role):			
Outline the six areas of leadership and management and explain how you are incorporating at least two of the areas into your role.	• Providing direction e.g. talking through a project plan for a renovation project, talking through the vision you have created for local Scouting over the next 4 years • Working with people e.g. talking through a review form for a 'difficult' review, where the outcome ended up being positive • Achieving results e.g. talking through a project plan for a building project, explaining how you ensured that things were achieved, and work was chased up • Enabling change e.g. talking through a new communication strategy, or other initiative, that you have introduced to local Scouting • Using resources e.g. talking through successful grant applications or recently put together budgets • Managing your time and personal skills e.g. talking through examples of training or personal development that you have undertaken recently, or examples of feedback that you have received and how you have acted on it.	✓	− All
Explain how you manage your time effectively, giving examples of how you do this and methods that you use to keep on top of tasks and projects.	A time management tool, such as the urgent/important matrix or a series of task lists that you use to manage your time.	✓	− All
Demonstrate where you can find further information and support for your role.	List of Scouting colleagues that you know you can go to with queries, demonstrating where you can find useful and relevant information in the Member Resources area of scouts.org.uk.	✓	− All

Explain your role in creating the development plan for your Group, District or County and highlight why development planning is important.	Talking through the development plan for your Group, District and County, explaining which bits you were involved in and why certain decisions were made.	✓	– All
Outline the Group, District or County structure that you have put in place, giving examples of the role responsibilities that you have delegated to other team members, and discuss how this has helped you to manage the role.	Talking through the Group, District or County structure that you have put in place, explaining why you have delegated tasks out to certain team members, a skills audit of the members of your team, explaining the skills of each member and why you have given them certain responsibilities.	✓	– Managers
Describe the responsibilities of your role in ensuring a quality programme and give examples of how you could resolve issues with the programme if you were to spot them.	• Copies of sectional programmes that you have looked over, explaining your suggested additions • Copies of completed self-review tools, such as a quality of programme checker, explaining how you have used it to improve the quality of the programme in local Scouting.	✓	– Managers
Outline how you support and manage teams in your Group, District or County, giving examples of how you do this.	• Notes from meetings that you have held, or have attended, with members of your team, explaining your contribution and how you support and manage those you work with • Group, District or County structure chart, explaining your role and how you work with those you support and manage.	✓	– Supporters
Describe the responsibilities of your role in ensuring a quality programme and give examples of how you fulfil these responsibilities.	• Copies of sectional programmes that you have looked over, explaining your suggested additions • Copies of completed self-review tools, such as a quality of programme checker, explaining how you have used it to improve the quality of the programme in local Scouting.	✓	– Supporters

Any other ideas subject to agreement with your Training Adviser.	Additional validation criteria can be created in consultation with a TA if necessary. Any additional validation criteria created will need to check what you have learnt and that you can apply the skills that you have acquired to your role.	✓	– All

Delivering a Quality Programme (12A)

Aim: To provide Leaders, Managers and Supporters with information about how we deliver Scouting to young people and young adults, and how we ensure it meets their needs. **Learning Methods:** • Course • E-learning • Small Group • One to one	Topics covered: • Key elements of the programme for each section • Badges and Awards • Reviewing the programme • The Young Leaders' Scheme • Youth Shaped Scouting

Check Your Knowledge

How confident are you? (1=Low to 5=High)	Score	How confident are you? (1=Low to 5=High)	Score
Can I identify the key elements that make up the programme?		Do I know the aims of the Young Leaders' Scheme?	
Do I know the six areas which are key to the development needs of young people and young adults?		Do I know who can be a Young Leader?	
Can I identify the three themes of the 6-18 programme and the programme areas for Network?		Can I identify some ways to involve Young Leaders as a part of the leadership team?	
Do you know the underlying themes of the 6-18 and Network programmes?		Do I know what the modules and missions are and how I am able to support the completion of the missions?	
Do I know what a quality programme looks like?		Do I know where to find out more information about the Young Leaders' Scheme?	
Do I know about the badges and awards for the section I support?		Do I understand what Youth Shaped Scouting looks like and what value it brings?	
Do I know where to find more information about badges and awards for the section I support?		Do I know what the methods of Youth Shaped Scouting are?	
Do I know what to look for when reviewing a programme?		Can I identify the seven levels of Youth Involvement; and where I would place the section?	
Do I know what a quality checker is and what its purpose is?		Do I know where to find further support?	

Do I know how to adapt a programme to ensure its quality?				

Validation Criteria				
To validate this module, you will need to complete following:	**Evidence you could use may include one or more of the following:**		**Requires Revalidation**	**Relevant Role**
Discuss your responses to the questions in "Check Your Knowledge" chart with your Training Adviser.	Discussion with your Training Adviser Written responses to the "Check Your Knowledge" questions		✘	All
In addition, Managers and Supporters will need to complete **one** of the following:				
Complete a programme review with a section leadership team and outline the adaptations made to ensure a quality programme. **or** **Complete a review for an event or project proposal initiated by a Scout Network member or Programme Coordinator.**	• A copy of the completed programme reviews or project review • A visit from your Training Adviser to the programme review • A verbal or written statement to your Training Adviser from an observer describing your contribution to the review • A discussion with you Training Adviser covering the aspects of the programme review and the adaptions made		✘	• Manager • Supporters
Take part in a planning session with a section leadership team or a Scout Network project planning team, ensuring you cover the key elements of the programme.	• a copy of the completed programme plan or a project proposal • a visit from your Training Adviser to the programme planning session • a verbal or written statement to your Training Adviser from an observer describing your contribution to the session • a discussion with your Training Adviser covering the aspects of the programme created including the key elements included.		✘	• Manager • Supporters
Show evidence of how you are providing and/or promoting Youth Shaped Scouting as part of your role.	• written or verbal feedback you have gained from young people and a discussion with your Training Adviser about how you have made use of the feedback		✘	• Manager • Supporters

	• a visit from your Training Adviser to a youth forum or council that you have enabled in some way • a verbal or written statement to your Training Adviser from an observer explaining how you have involved young people in deciding their programme		
Show evidence of how you are supporting the delivery of a quality programme as part of your role.	• inviting your Training Adviser to observe a visit to a section and discussing the support available with the leadership team • planning material from the delivery of a District or County event for a section • showing how you have supported a training team to deliver training to new adults in Scouting • minutes from a District team meeting where you have discussed how to support a group or section • showing how you have mentored an adult new to Scouting in the delivery of a quality programme	✘	• Manager • Support ers
Any other ideas subject to agreement with your Training Adviser.	• Additional validation criteria can be created in consultation with a TA if necessary. Any additional validation criteria created will need to check what you have learnt and that you can apply the skills that you have acquired to your role.		All

The Fundamentals of Scouting (05)

Aim: To explore the Fundamentals of Scouting and the Religious Policy and consider their relationship with the balanced programme delivered to young people Learning Methods: • Course • E-learning • Small Group • One to one	Topics covered: • The values of Scouting in the balanced programme • Using the Scout Method with young people • Embedding spiritual development within the balanced programme • The Scouts' Religious Policy

Check Your Knowledge

How confident are you? (1=Low to 5=High)	Score	How confident are you? (1=Low to 5=High)	Score
Do I know what the Values of Scouting are?		Can I describe how the Method of Scouting informs and influences my role and responsibilities within Scouting?	
Can I describe how the Values of Scouting can be incorporated into the balanced programme and my work with other adults in Scouting?		Do I know how I can support the spiritual development of young people within my role in Scouting?	
		Do I know about The Scouts' Religious Policy?	
Do I know what the Method of Scouting is?		Can I describe my responsibilities within the Religious Policy?	

Validation Criteria

To validate this module, you will need to complete **two** of the following:	Evidence you could use may include one or more of the following:	Requires Revalidation	Relevant Role
Show how the Purpose, Values and Methods of Scouting have been incorporated into the programme to meet the needs of youth members of all sections.	• Photographs and/or video of activities at meetings • A visit from your Training Adviser • A written or verbal statement to your TA from an observer summarising your role in this activity • Evidence of young people exploring the values within an activity e.g. flip-charts,	✘	All

	programme ideas for the section either side of your own		
Deliver an activity to demonstrate the integration of spiritual development of young people within the programme. Provide practical examples of how faiths, beliefs and attitudes were explored.	• Photographs and/or video of an activity • A visit from your Training Adviser • A written or verbal statement to your Training Adviser from an observer summarising your role in this activity • Evidence from young people e.g. surveys, creative work, video clips, quotes, magazine article	✘	All
Create a presentation or activity to explain the Religious Policy to either adults new to Scouting or young people.	• A PowerPoint presentation and script • A video of delivery, paper evaluations from learners • A visit from your Training Adviser • A written or verbal statement to your TA from an observer summarising your role in this activity.	✘	All
Deliver a Scouting event (e.g. camp, Scout's Own) accessible to people representing different faiths and beliefs.	• A list to demonstrate all the areas which reflect inclusivity • A video to demonstrate how young people have benefitted from attending a multi-faith event • A plan or photographs of a Scout's Own • A visit from your Training Adviser • A written or verbal statement to your TA from an observer summarising your role in this activity.	✘	All
Produce an action plan detailing how you would support or have supported another adult in implementing the values of Scouting in their role.	• A written action or development plan • A video or observation of a meeting with another adult as part of supporting them in implementing the values of Scouting in their role.	✘	All
Any other ideas subject to agreement with your Training Adviser.	• Additional validation criteria can be created in consultation with a Training Adviser if necessary. Any additional validation	✘	All

	criteria created will need to check what you have learnt and that you can apply the skills that you have acquired to your role.		

Scouting for All (07)

Aim: To promote the policies of The Scouts that encourage inclusion and to consider how the individual, in their role, can help make Scouting accessible to all. Learning Methods: • Course • Workbook • Small Group • One to one	Topics covered: • Diversity and inclusion – The Scouts' policies • Diversity and inclusion – your own thoughts • How you in your role can make Scouting accessible to all • Social, cultural and religious diversity

Check Your Knowledge			
How confident are you? (1=Low to 5=High)	**Score**	**How confident are you?** (1=Low to 5=High)	**Score**
Do I know The Scouts' Equal Opportunities Policy?		Can I outline some potential barriers to making Scouting open and accessible to all?	
Do I know The Scouts' Religious Policy?		Can I make suggestions or give examples of how Scouting can be made accessible to everyone and practical adjustments that can be made?	
Can I name some of the things that could influence assumptions about other people?		Can I outline where I can go to get help and support to ensure local Scouting is inclusive, increasingly diverse and reflective of my local area?	
Can I explain the definitions of diversity and inclusion, as relevant to The Scouts?		Can I explain the benefits of having a diverse organisation?	

Validation Criteria			
To validate this module, you will need to complete **one** of the following:	Evidence you could use may include one or more of the following:	Requires Revalidation	Relevant Role
Outline the Equal Opportunities Policy and explain how you are making Scouting a diverse and inclusive organisation and show evidence of how you are making Scouting accessible to one or more of the following: **those with additional needs** **girls and young women** **those of minority ethnic communities**	• A visit from your Training Adviser (TA) observing you running an activity or game to increase awareness of additional needs or equal opportunities • A visit from your TA observing you running a recruitment event that highlights that Scouting is open to all	✗	All

those of a variety of religious backgrounds **those of a variety of socio-economic backgrounds**	• A written or verbal statement to your TA from an observer summarising your role in an activity to make Scouting more accessible • Videos or photos of you running an activity or game • An article in a magazine/on the internet showing that Scouting is open to all.		
Any other ideas subject to agreement with your Training Adviser.	Additional validation criteria can be created in consultation with a TA if necessary. Any additional validation criteria created will need to check what you have learnt and that you can apply the skills that you have acquired to your role.	✘	All
In addition, managers will also need to complete the following:			
Produce a plan to make your Group/District better reflect the community in which you live and give examples of how you are putting it into action. This could relate to any of the strands of diversity and inclusion.	• A visit from your Training Adviser to a meeting where you discuss your plan with members of the Scout Group/District including the actions that will be taken • A copy of the plan along with a discussion with your Training Adviser about how you are putting it into action • A visit from you Training Adviser to an event or activity which has been organised as part of the plan	✘	Managers

Administration (11)

Aim: To provide information and best practice on how to manage administrative tasks in Scouting. **Learning Methods:** • Course • Workbook • One to one	Topics covered: • Administrative tasks and record keeping • Member record management and the General Data Protection Regulations (GDPR), Data Protection Act • Financial responsibilities and best practice • Insurance arrangements

Check Your Knowledge

How confident are you? (1=Low to 5=High)	Score	How confident are you? (1=Low to 5=High)	Score
Can I outline some of the administrative tasks that need to be completed in the section I support, Group, District or County?		Can I outline the financial records that need to be kept in my Group, District or County?	
Can I explain why record keeping is so important?		Can I give some examples of financial record keeping best practice?	
Can I outline how information on adults and young people can be recorded and stored?		Can I explain who is covered by The Scouts' public liability insurance policy?	
Am I aware of the Data Protection Act/GDPR and how records kept are affected by it?			

Validation Criteria

To validate this module, you will need to complete **one** of the following:	Evidence you could use may include one or more of the following:	Requires Revalidation	Relevant Role
Demonstrate accurate and appropriate maintenance of administrative and financial records relevant to your role, in accordance with Policy, Organisation and Rules and the Data Protection Act /GDPR.	• Written material such as record books, member records, spreadsheets or databases that demonstrate accurate and appropriate maintenance of administrative and financial records • A written or verbal statement to your Training Adviser (TA) by an observer to testify that you maintain accurate administrative and financial records relevant to your role, in accordance with Policy, Organisation and Rules and GDPR	✖	– All

Any other ideas subject to agreement with your Training Adviser.	Additional validation criteria can be created in consultation with a TA if necessary. Any additional validation criteria created will need to check what you have learnt and that you can apply the skills that you have acquired to your role.	✖	– All

First Aid (10)

Aim: To cover the skills and knowledge necessary to enable adults to manage an incident and provide basic first aid **Learning Methods:** • First Response Course • External first aid course that covers the criteria listed in the first aid guidance in the member's area on **scouts.org.uk/training**.	Topics covered: First Aid **The First Response certificate is designed specifically for adults in Scouting, based on the situations and issues that occur within those roles. It is not therefore externally recognised. It can be delivered externally, or by an individual within Scouting who has a full first aid certificate. Further guidance can be found on the member's area on scouts.org.uk/training.**

Check Your Knowledge	
How confident are you? (1=Low to 5=High)	**Score**
Do you hold a First Aid certificate for a course covering the following criteria? The principles of first aid and initial response (arriving at and managing an incident) • Initial response to a first aid situation • Management of an unconscious casualty (child or adult) • CPR, including technique for children and an explanation of what AED is and how to use it • Shock • Causes and treatment of unconsciousness • Bleeding • Heat exhaustion, heatstroke, dehydration and hypothermia • Burns and scalds • Fractures (ambulance imminent and non-imminent) and soft tissue injuries • Minor injuries (for example cuts, grazes and nose bleeds) • Meningitis • Anaphylaxis (use of Epi pen) • Spinal injury	

Validation Criteria			
To validate this module, you will need to complete following:	Evidence you could use may include one or more of the following:	Requires Revalidation	Relevant Role
Hold a current First Aid certificate that meets or exceeds the minimum standard of First Response (outlined in the Check Your Knowledge table above).	First Aid certificate	✘	All
If a first aid certificate that does not cover all of the minimum criteria of First Response is held, you must demonstrate to your Training Adviser that you have developed the knowledge and	Discussion with your Training Adviser	✘	All

practical knowledge to address the additional criteria in a first aid incident.			

INDEPENDENT LEARNING

Managing Time and Personal Skills

Who is this Independent Learning Unit for? This Independent Learning Unit is aimed at members who hold Manager and Supporter roles in Scouting. Recommendations for which roles this piece of learning would be most suitable for can be found in **Appendix 4: Recommended Learning**.	
Aim: To give Managers and Supporters the opportunity to learn about and reflect on their current skills, areas for development and how to manage their time effectively. **Delivery Method**: e-Learning **Links to:** Skills of Management course	**Topics covered:** • Self-assessment of knowledge and skills and identifying areas for development. • The importance of asking for and acting upon feedback from others. • The line manager's role in agreeing with an individual what their goals and priorities are. • How to help others to assess their knowledge and skills • Time management - how to use time effectively and importance of regularly reassessing • Stress management - how to manage workload and prevent potential stress. • Volunteering/life balance. • The Importance of, and how best to, keep up to date with communications relevant to your role.
Validation: The topics covered will assist the Manager or Supporter to validate against the six key areas of Leadership and Management. There are no direct validation criteria for this piece of learning.	

Finding, Appointing and Welcoming Volunteers

Who is this Independent Learning Unit for? This Independent Learning Unit is aimed at members who hold Manager and Supporter roles in Scouting. Recommendations for which roles this piece of learning would be most suitable for can be found in **Appendix 4: Recommended Learning**.	
Aim: To give Managers and Supporters the knowledge and skills to recruit volunteers and to manage the appointment process. **Delivery Method**: e-learning **Links to:** • Skills of Management	**Topics covered:** • Recruitment process and tools: • Appointment Process (some extra info needed for DCs) • Induction Process • Succession planning – particularly for key local roles

• Achieving Growth	
Validation: The topics covered will assist the Manager or Supporter to validate against the six key areas of Leadership and Management. There are no direct validation criteria for this piece of learning.	

Keeping, Developing and Managing Volunteers

Who is this Independent Learning Unit for?
This Independent Learning Unit is aimed at members who hold Manager and Supporter roles in Scouting. Recommendations for which roles this piece of learning would be most suitable for can be found in **Appendix 4: Recommended Learning**.

Aim: To give Managers and Supporters the knowledge and skills to retain, develop and manage volunteers. **Delivery Method**: video and learning guide **Links to:** • Skills of Management course • Achieving Growth course	**Topics covered:** • Establishing and maintaining positive working relationships with volunteers • The journey of an adult through Scouting. • Formal and informal reviews:

Validation: The topics covered will assist the Manager or Supporter to validate against the six key areas of Leadership and Management. There are no direct validation criteria for this piece of learning.

Dealing with Difficult Situations

Who is this Independent Learning Unit for?
This Independent Learning Unit is aimed at members who hold Manager and Supporter roles in Scouting. Recommendations for which roles this piece of learning would be most suitable for can be found in **Appendix 4: Recommended Learning**.

Aim: To give Managers and Supporters the knowledge and skills to prevent or deal with disagreements in Scouting. **Delivery Method**: video and learning guide **Links to:** Meeting the Challenges course	**Topics covered:** • Managing conflict • The Complaints process • The Suspension process • The Dismissal process • Resources and support

Validation: The topics covered will assist the Manager or Supporter to validate against the six key areas of Leadership and Management. There are no direct validation criteria for this piece of learning.

Planning for Growth

| **Who is this Independent Learning Unit for?** |
| This Independent Learning Unit is aimed at members who hold Manager and Supporter roles in Scouting. Recommendations for which roles this piece of learning would be most suitable for can be found in **Appendix 4: Recommended Learning**. |

| **Aim**: To give Managers and Supporters the skills and knowledge to improve growth within Scouting.

Delivery Method: video and learning guide

Links to: Achieving Growth course | **Topics covered:**
• The Importance of growth in Scouting
• Your role in achieving growth
• The Role of development plans in achieving growth
• The Role of quality management and bench marking when planning for quality growth
• The Need to engage others and cooperate to achieve growth |

Validation: The topics covered will assist the Manager or Supporter to validate against the six key areas of Leadership and Management. There are no direct validation criteria for this piece of learning.

Enabling Change

| **Who is this Independent Learning Unit for?** |
| This Independent Learning Unit is aimed at members who hold Manager and Supporter roles in Scouting. Recommendations for which roles this piece of learning would be most suitable for can be found in **Appendix 4: Recommended Learning**. |

| **Aim**: To give Managers and Supporters the skills and knowledge to enable and manage change in Scouting.

Delivery Method: video and learning guide

Links to:
• Achieving Growth course
• Meeting the Challenges course | **Topics covered:**
• Change management and how to identify situations where change management is required.
• The importance of listening to and being open to new ideas, and either acting upon them or providing constructive feedback. |

Validation: The topics covered will assist the Manager or Supporter to validate against the six key areas of Leadership and Management. There are no direct validation criteria for this piece of learning.

Getting the Word Out

Who is this Independent Learning Unit for?
This Independent Learning Unit is aimed at members who hold Manager and Supporter roles in Scouting. Recommendations for which roles this piece of learning would be most suitable for can be found in **Appendix 4: Recommended Learning**.

Aim: To give Managers and Supporters the skills and knowledge to be effective communicators. **Delivery Method**: e-learning **Links to:** • Skills of Management • Achieving Growth • Meeting the Challenges course	**Topics covered:** • How to identify and use different communication channels effectively to communicate with existing members • How to use different communication channels to promote local Scouting in the wider community • Building and maintaining relationships with other organisations that can benefit local Scouting.

Validation: The topics covered will assist the Manager or Supporter to validate against the six key areas of Leadership and Management. There are no direct validation criteria for this piece of learning.

Financial and Physical Resources

Who is this Independent Learning Unit for?
This Independent Learning Unit is aimed at members who hold Manager and Supporter roles in Scouting. Recommendations for which roles this piece of learning would be most suitable for can be found in **Appendix 4: Recommended Learning**.

Aim: To give Managers and Supporters the skills and knowledge to manage their finances and other resources effectively. **Delivery Method**: video and workbook **Links to:** • Skills of Management course • Achieving Growth course	**Topics covered:** • How to work with your Exec to assess if you have adequate income and resources. • Potential sources of income for local Scouting – and how to identify them. • How to work with your Exec to assess and ensure that there are sufficient physical resources (people) to support work with youth members. Includes a responsibility for recruitment. • Taking part in and supporting others in fundraising • Appropriate management of funds

Validation: The topics covered will assist the Manager or Supporter to validate against the six key areas of Leadership and Management. There are no direct validation criteria for this piece of learning.

Building Effective Teams

Who is this Independent Learning Unit for?
This Independent Learning Unit is aimed at members who hold Manager and Supporter roles in Scouting. Recommendations for which roles this piece of learning would be most suitable for can be found in **Appendix 4: Recommended Learning**.

Aim:	**Topics covered:**
To give Managers and Supporters the skills and knowledge to build and manage teams. **Delivery Method:** Video and learning guide **Links to:** Skills of Management course	• Methods and tips for building team spirit • How to build an effective team – including theories • Different models of team building • Examples of alternative team structures • How to run effective team meetings:

Validation: The topics covered will assist the Manager or Supporter to validate against the six key areas of Leadership and Management. There are no direct validation criteria for this piece of learning.

Leading Local Scouting

Who is this Independent Learning Unit for?
This Independent Learning Unit is aimed at members who hold Manager and Supporter roles in Scouting. Recommendations for which roles this piece of learning would be most suitable for can be found in **Appendix 4: Recommended Learning**.

Aim:	**Topics covered:**
To give Managers and Supporters the skills and knowledge to effectively lead local Scouting. **Delivery Method:** e-learning **Links to:** • Skills of Management course • Achieving Growth course	• The qualities of an effective leader • The strategic vision for UK Scouting • The importance of creating a vision for local Scouting • How to communicate your vision

Validation: The topics covered will assist the Manager or Supporter to validate against the six key areas of Leadership and Management. There are no direct validation criteria for this piece of learning.

Project Management

Who is this Independent Learning Unit for?
This Independent Learning Unit is aimed at members who hold Manager and Supporter roles in Scouting. Recommendations for which roles this piece of learning would be most suitable for can be found in **Appendix 4: Recommended Learning**.

Aim: To give Managers and Supporters the skills and knowledge to be manage projects effectively. **Delivery Method**: e-learning **Links to:** • Skills of Management course • Achieving Growth course	**Topics covered:** • Skills of and tools for effective project management and implementation, including monitoring and reviewing progress, managing those who are implementing projects, and systematic planning • How to resolve problems/act upon comments that may be raised by members or parents about ongoing projects (acting on feedback).
Validation: The topics covered will assist the Manager or Supporter to validate against the six key areas of Leadership and Management. There are no direct validation criteria for this piece of learning.	

Decision Making

Who is Skills of Management for?
Decision making is aimed at members who hold Manager and Supporter roles in Scouting.

Aim: To give Managers and Supporters the skills and knowledge to make effective decisions. **Delivery Method**: Animation and learning guide **Links to:** • Skills of Management course • Achieving Growth course • Meeting the Challenges course	**Topics covered:** • Methods of decision making and prioritisation • Decision making structures within local Scouting – and where you fit • Decision making structures within national Scouting - and how to use them effectively
Validation: The topics covered will assist the Manager or Supporter to validate against the six key areas of Leadership and Management. There are no direct validation criteria for this piece of learning.	

Supporting the Adult Training Scheme

Who is this Independent Learning Unit for?
This Independent Learning Unit is aimed at members who hold Manager and Supporter roles in Scouting. Recommendations for which roles this piece of learning would be most suitable for can be found in **Appendix 4: Recommended Learning**.

Aim: To ensure Managers have the required knowledge of the Adult Training Scheme and understand their role in supporting those they manage through their training. **Delivery Method**: workbook **Links to:** Skills of Management Course	**Topics covered:** • Principles of The Scouts' Adult Training Scheme • The Managers role in supporting those they line manage • The support structure of training within Scouting

Validation: The topics covered will assist the Manager or Supporter to validate against the six key areas of Leadership and Management. There are no direct validation criteria for this piece of learning.

Safety for Managers and Supporters

Who is this Independent Learning Unit for?
This Independent Learning Unit is aimed at members who hold Manager and Supporter roles in Scouting. Recommendations for which roles this piece of learning would be most suitable for can be found in **Appendix 4: Recommended Learning**.

Aim: To ensure learners understand their responsibilities relating to safety in Scouting **Delivery Method**: workbook	**Topics covered:** • Duties and responsibilities related to the safe operation of Scouting. • Emergency and reporting procedures. • Activity permits and where to find detailed information. • Risk assessments why they are important, and how to complete them. • Developing a culture of safety. • Essential information on activities such as InTouch, medical details, age restrictions and other safety and welfare requirements. • Insurance information and the requirements for additional insurance. • Night's away permits and operations. • Role and responsibilities of the "leader in charge".

Validation: The topics covered will enable the Manager or Supporter to validate the Safety for Managers and Supporters validation area. Details of the validation criteria can be found in the Leadership and Management Training Validation Areas section below.

SKILLS COURSES

Skills of Management

Who is Skills of Management for?
This course is aimed at members who hold Manager and Supporter roles in Scouting. Recommendations for which roles this course would be most suitable for can be found in **Appendix 4: Recommended Learning**.

Aim:	Topics covered:
To provide managers with the skills and tools to manage and support volunteers in Scouting. **Delivery Method**: Two-day course (either a weekend or two single days)	• leadership styles • active listening and communication • motivating their team • mentoring • coaching and supporting • building relationships

Validation: The topics covered will assist the Manager or Supporter to validate against the six key areas of Leadership and Management. There are no direct validation criteria for this course.

Meeting the Challenges

Who is Meeting the Challenges for?
This course is aimed at members who hold Manager and Supporter roles in Scouting. Recommendations for which roles this course would be most suitable for can be found in **Appendix 4: Recommended Learning**.

Aim:	Topics covered:
To provide managers with an opportunity to discuss and develop their approach to dealing with difficult situations. **Delivery Method**: One day course	• Dealing with Difficult Situations • Disputes and Complaints Process • Challenging Reviews • Safeguarding • Managing Your Time

Validation: The topics covered will assist the Manager or Supporter to validate against the six key areas of Leadership and Management. There are no direct validation criteria for this course.

Achieving Growth

Who is Achieving Growth for?
This course is aimed at members who hold Manager and Supporter roles in Scouting. Recommendations for which roles this course would be most suitable for can be found in **Appendix 4: Recommended Learning**.

Aim:	Topics covered:
This course covers the knowledge necessary to enable Managers and Supporter to plan and manage growth in their area of Scouting. **Delivery Method**: One day course	• Planning for growth • Managing change • Growth: recruiting adult volunteers • Growth: young people and young adults.

Validation: The topics covered will assist the Manager or Supporter to validate against the six key areas of Leadership and Management. There are no direct validation criteria for this course.

LEADERSHIP AND MANAGEMENT TRAINING VALIDATION AREAS

Managing Time and Personal Skills

Learning Methods:	Topics covered:
• Managing Time and Personal Skills Independent Learning • Skills of Management Course More information on the learning methods can be found in the **Learning Opportunities for Leadership and Management Training**.	• Being aware of your own skills and knowledge, identifying areas for development and having a plan to improve or develop in these areas. • Tips and techniques for managing your time and the using the time you spend volunteering effectively.

Check Your Knowledge			
Do I know…? (Confidence rating: 1=Low, 5=High)	Score	**Do I know…?** (Confidence rating: 1=Low, 5=High)	Score
What my role entails and what my goals and targets are?		How to manage time effectively to keep a balance across work, life and Scouting?	
What The Scouts' strategic vision is?		How to use feedback from others to help me improve the way I carry out my role?	
What skills and knowledge I need to develop?		Where to go for up to date information of developments in Scouting?	
What the future requirements of my role are?		How to manage time effectively to keep a balance across work, life and Scouting?	

Validation Criteria			
To validate this module, you will need to complete the following:	Evidence you could use may include one or more of the following:	Requires Revalidation	Relevant Role
Provide your personalised role description in which you have agreed realistic goals and targets with your line manager for the	• A copy of your personalised role description • A copy of your task plan showing plans, goals & targets	✓	All

development of local Scouting that work towards The Scouts' strategic objectives. Describing the process and how you came to agreement.	• A discussion with your Training Adviser		
Demonstrate and explain how you have considered the future requirements of your role, identified the skills and knowledge that you need to develop or improve and the steps you will follow to do so.	• Discussion with your Training Adviser • Copy of your personal learning and development plan	✓	All
Outline a number of tips and techniques useful for managing time effectively.	• Discussion with your Training Adviser • Examples of tips and techniques used	✗	All
Demonstrate and explain how you have reviewed how you use your time and identified possible improvements so that you can focus on the goals and priorities that you have agreed with your line manager.	• A copy of your role description • A copy of your task plan showing plans, goals & targets • Discussion with your Training Adviser	✗	All
Give examples of how you have used feedback from others to improve the way you carry out your role.	• Documentation showing the details of the feedback received and the actions you have taken • Discussion with your Training Adviser	✗	All
Outline the ways in which you keep up to date with developments in Scouting generally.	• Examples of resources and information uses • Discussion with your Training Adviser	✗	All

Achieving Results

Learning Methods:	**Topics covered:**
Building Effective Teams Independent Learning Project Management Independent Learning Getting the Word Out Independent Learning Skills of Management Course Achieving Growth Course Meeting the Challenges Course More information on the learning methods can be found in the **Learning Opportunities for Leadership and Management Training**.	• Growth within Scouting and your role in achieving it. • Development planning to achieve growth and the process of creating one. • Regularly reviewing your development plan. • The parts quality management and benchmarking play when planning for quality growth. • The importance of satisfactorily resolving problems and issues raised by adult members, youth members and parents or carers of youth members with regard to past or ongoing projects. • Effectively managing projects and the implementation of plans in Scouting.

Check Your Knowledge			
Do I know...? (Confidence rating: 1=Low to 5=High)	**Score**	**Do I know...?** (Confidence rating: 1=Low to 5=High)	**Score**
How to improve the performance of all elements of local Scouting?		How to build a profile of the young people in the local area? (if relevant to your role)	
How to write, manage the implementation of, and judge the effectiveness of project and/or development plans?		How to use a young people profile to effectively promote Scouting? (if relevant to your role)	
The key communication channels to use to effectively promote local Scouting?		How to monitor and review the progress people are making against their targets and development plans? (if relevant to your role)	
My role in ensuring all the initiatives in local Scouting are managed appropriately? (if relevant to your role)			

Validation Criteria			
To validate this module, you will need to complete the following:	Evidence you could use may include one or more of the following:	Requires Revalidation	Relevant Role

Describe the importance of continually improving the performance of all elements of local Scouting relevant to your role. Provide examples of goals you have set for yourself and your team.	• A discussion with your Training Adviser • Copy of goals set for yourself • Copy of goals set for your team	✖	All
Give an example of a project or development plan, for which you are responsible, covering: • How it was, or is, being regularly reviewed • How the plan was, or is, being adapted to overcome any barriers • The outcome of the plan, or if not fully complete, a review of the current progress	• Discussion with your Training Adviser • Copy of project or development plan • Written review of effectiveness of the plan or progress made to date	✖	All
Outline the key communication channels available to you and explain how they can be used effectively to promote local Scouting (relevant to your role and/or project.) Detail how you have used at least one of these channels and describe the outcome.	• Discussion with your Training Adviser • Documents showing communications to others • Written review of the effectiveness of the communication methods used	✖	All
In addition, where relevant to your role, you will also need to complete the following:			
Describe your role in ensuring all the initiatives in local Scouting are managed appropriately and explain how you would deal with any inappropriate actions and/or management.	• Discussion with your Training Adviser • Written review of a time you have dealt with inappropriate actions and/or management	✓	Managers
Build up a profile of the young people in your local area and use it to create a plan that ensures that Scouting is promoted effectively to them, covering: • How this focusses on their needs and expectations of young people? • Who you would involve in delivering the plan?	• Discussion with your Training Adviser • Copy of the profile of young people in your local area • Copy of the plan to ensure Scouting is promoted effectively to them	✓	• Group Scout Leader and assistants • District Commissioner and deputies • If relevant to the role
Demonstrate how you monitor and review the progress that people who	• Discussion with your Training Adviser	✓	All roles managing a team

report to you are making against their targets and/or development plans.	• Copy of targets and development plans showing progress		involved in projects and/or development plans

Providing Direction

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Learning Methods:
- Leading Local Scouting Independent Learning
- Planning for Growth Independent Learning
- Skills of Management Course
- Achieving Growth Course

More information on the learning methods can be found in the **Learning Opportunities for Leadership and Management Training**.
</td>
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Topics covered:
- Your role as a leader in Scouting and the qualities of an effective leader.
- Practically applying the current strategic Vision for UK Scouting to the development of local Scouting.
- Having a vision for local Scouting, which takes into account relevant development plans, including the current strategic Vision for UK Scouting.
- Communicating your vision and outlining a range of ways of to this.
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<tr>
<td colspan="4">Check Your Knowledge</td>
</tr>
<tr>
<td>Do I know…? (Confidence rating: 1=Low to 5=High)</td>
<td>Score</td>
<td>Do I know…? (Confidence rating: 1=Low to 5=High)</td>
<td>Score</td>
</tr>
<tr>
<td>How to create a vision?</td>
<td></td>
<td>How to evaluate a plan?</td>
<td></td>
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<tr>
<td>How to create a plan to deliver a vision?</td>
<td></td>
<td>How to motivate and inspire adult volunteers?</td>
<td></td>
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<tr>
<td>What SMART objectives are and how to set them?</td>
<td></td>
<td>Where to locate the policies and rules of The Scouts?</td>
<td></td>
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<tr>
<td>Who needs consulting before setting a plan?</td>
<td></td>
<td>How to ensure everyone follows the policies and rules of The Scouts?</td>
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<tr>
<td>How to communicate a plan effectively?</td>
<td></td>
<td>How to grow the number of young people and/or adults participating in Scouting?</td>
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<tr>
<td colspan="4">Validation Criteria</td>
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<tr>
<td>To validate this module, you will need to complete the following:</td>
<td>Evidence you could use may include one or more of the following:</td>
<td>Requires Revalidation</td>
<td>Relevant Role</td>
</tr>
<tr>
<td>Create a vision appropriate to your role which is:
Relevant
Achievable
Inspirational</td>
<td>
A copy of your vision
A discussion with your Training Adviser
Witness statement from Line Manager</td>
<td>✓</td>
<td>– All</td>
</tr>
<tr>
<td>Develop a plan to realise your vision which includes:</td>
<td>
A copy of your vision
Witness statement from your Line Manager</td>
<td>✓</td>
<td>All</td>
</tr>
</table>

• Specific, achievable, relevant, realistic and time bound actions and measurable outcomes (for example SMART) • Who was consulted? • How it will be communicated? • How it will be regularly reviewed and evaluated and why this is important? • How it complements other relevant Scouting visions and plans			
Provide two different examples, relevant to your role, of situations when you have led, inspired and motivated adult volunteers, detailing the outcomes.	• Discussion with your Training Adviser • Witness statement from Line Manager	✓	All
Provide an example, relevant to your role, of how you ensure that everyone follows the policies and rules of The Scouts.	• Discussion with your Training Adviser • Witness statement from Line Manager	✓	All
Outline the ways in which your role is responsible for or contributes to the growth in Scouting	• A copy of your growth plan • Discussion with your Training Adviser	✓	All

Working with People

Learning Methods:	Topics covered:
• Finding, Appointing and Welcoming Volunteers Independent Learning • Keeping, Developing and Managing Volunteers Independent Learning • Safeguarding for Managers and Supporters Independent Learning • Dealing with Difficult Situations Independent Learning • Skills of Management Course • Achieving Growth Course • Meeting the Challenges Course More information on the learning methods can be found in the **Learning Opportunities for Leadership and Management Training**.	• Your preferred leadership style and how this impacts on how you work with others. • Adapting your leadership style as appropriate to different situations in Scouting. • Effective and appropriate communication techniques to meet the needs of the intended audience. • Building and maintaining collaborative relationships with other relevant organisations that can support local Scouting. • Effectively delegating tasks to someone for a successful outcome. • Succession planning. • Adult recruitment strategies and practice. • Dealing with conflict. • Safeguarding practices and procedures for your role.

Check Your Knowledge			
Do I know…? (Confidence rating: 1=Low to 5=High)	**Score**	**Do I know…?** (Confidence rating: 1=Low to 5=High)	**Score**
Why it is important to build relationships with external organisations?		How to recruit adults into new Scouting roles? (if relevant to your role)	
How to build a co-operative culture of working?		How to effectively delegate tasks? (if relevant to your role)	
My preferred style of leadership and how this impacts on others I work with?		How to develop adults' skills and knowledge? (if relevant to your role)	
How to minimise the likelihood of conflict, disputes and complaints and how to handle them should they occur?		My role in supporting others through the Adult Training Scheme? (if relevant to your role)	
The principles of active listening?		My role in relation to The Scouts safeguarding policy? (if relevant to your role)	
The benefits of an effective induction? (if relevant to your role)		How to conduct an effective review of an adult you line manage? (if relevant to your role)	
Validation Criteria			

To validate this module, you will need to complete the following:	Evidence you could use may include one or more of the following:	Requires Revalidation	Relevant Role
Identify which useful individuals and organisations, external to Scouting, you should build and maintain relationships with and explain why this is important.	• A discussion with your Training Adviser • List of individuals and organisations and how they will benefit Scouting	✓	All
Outline the factors that contribute to building an effective team. If you lead a team give examples of when you have: • Led by example to promote a co-operative culture of working • Supported the development of the team as a whole • Recognised different personality types and encouraged positive working relationships	• Discussion with your Training Adviser • Witness statement from your Line Manager • Written details of how you have developed your team • Written details of the personality types within your team and how you have developed positive working relationships	✗	All
Outline your preferred style of leadership. Describe other styles of leadership and how you might use them in different situations in Scouting.	• Discussion with your Training Adviser • Copy of a leadership styles questionnaire results	✗	All
Outline the principles of active listening and give an example of where you have used active listening to improve a situation.	• Discussion with your Training Adviser • Written details of where you have used active listening to improve a situation	✗	All
Describe how you would reduce the likelihood of conflict happening and give an example, without breaking confidence, of a time where you have managed conflict, detailing what went well and what, if anything, you would do differently.	• Discussion with your Training Adviser • Written details of a time where you managed conflict • Witness statement from others involved in a conflict situation that you managed	✗	All
Give an example where you have acknowledged good work carried out in local Scouting and list the opportunities available to reward adults in Scouting.	• Discussion with your Training Adviser • Photographs, video or written details from a time you acknowledged good service	✗	All

	• Written details of the opportunities available to reward adults in Scouting		
In addition, where relevant to your role, you will also need to complete the following:			
Describe how you would, or provide an example of how you have, recruited adults into new Scouting roles.	• Discussion with your Training Adviser • Written details of the recruitment process you followed along with the outcome	✓	• Managers • Supporters if relevant
Explain the Adult Training Scheme and your role in supporting those you manage through the scheme.	Discussion with your Training Adviser	✓	Managers
Provide an example of how you have delegated a task to someone; include what happened and what was the outcome.	• Discussion with your Training Adviser • Written details of the task, what happened and what was the outcome	✓	• Managers • Supporters if relevant
State the importance of succession planning and produce a succession plan for all roles you manage, including recruitment to any vacancies.	• Discussion with your Training Adviser • Copy of your succession plan • Copy of your recruitment plan	✓	Managers
Describe how you have helped an adult in Scouting develop. Include details on how you: • Identified a development need or interest • Provided coaching, mentoring and support to encourage development • Identified and/or facilitated suitable opportunities to develop.	• Discussion with your Training Adviser • Written details of how you helped an adult in Scouting to develop • Witness statement from a volunteer in Scouting you have helped to develop	✓	• Managers • Supporters if relevant
Explain how to run effective team meetings.	• Discussion with your Training Adviser • Copy of agenda and minutes • Witness statement from someone at the meeting	✓	• Managers • Supporters if relevant
Explain your role as a trustee and provide an example of how you participate fully in the local Executive Committee.	• Discussion with your Training Adviser • Copy of minutes of meeting showing participation	✓	Trustees

Describe The Scouts' dispute, suspension and complaints procedures in particular as it relates to your role.	• Discussion with your Training Adviser • Written details of your role and responsibility in relation to disputes, suspensions and complaints	✓	• Managers • Supporters if relevant
Explain The Scouts' safeguarding procedures as related to your role. Include details of: • Your role • Confidentiality • Escalation procedures • Support to adults and young people involved and/or affected.	• Discussion with your Training Adviser • Written details of your role and responsibility in relation to safeguarding	✓	• Managers • Supporters if relevant
Provide an example of an effective review you have carried out and detail the reasons for the outcome decision. Describe situations where it would be appropriate to re-assign or retire people from roles.	• Discussion with your Training Adviser • Copy of the review documentation • Witness statement from the adult being reviewed	✓	Managers
Explain the benefits of the effective induction of adults, for both the individual and your team, and: • Outline how you have taken an adult through the process of induction or explain the process you would follow if necessary • Provide an example of a personalised role description that you have created.	• Discussion with your Training Adviser • Copy of the induction pack you have developed • Witness statement from an adult who you have inducted • Copy of a personalised role description you have developed	✓	Managers

Enabling Change

Learning Methods:	Topics covered:
• Enabling Change Independent Learning • Meeting the Challenges Course More information on the learning methods can be found in the **Learning Opportunities for Leadership and Management Training**.	• Being open to and supportive of change and new ideas aimed at improving local Scouting. • Managing change effectively and situations and circumstances in which change management is required in local Scouting.

Check Your Knowledge			
Do I know…? (Confidence rating: 1=Low to 5=High)	**Score**	**Do I know…?** (Confidence rating: 1=Low to 5=High)	**Score**
How to support and encourage adults to think of new and creative ways to improve local Scouting?		Why people are resistant to change and how to lead them successfully through change?	
How to effectively manage change?			

Validation Criteria			
To validate this module, you will need to complete the following:	Evidence you could use may include one or more of the following:	Requires Revalidation	Relevant Role
Explain how you support and encourage adults to think of new and creative ways to improve local Scouting. Cover how you: • Give constructive feedback on those ideas • Encourage and support further work on them.	• A discussion with your Training Adviser • Copy of plans created by others you have supported showing new and creative ways to improve local Scouting	✘	All
Describe how to effectively manage change and give examples of situations and circumstances in which change management is required in local Scouting.	• Discussion with your Training Adviser • Written review of changes made in local Scouting • Witness statement from those involved/affected by the change	✘	All
Describe the reasons behind people's resistance to change and how you would lead them successfully through the change,	• Discussion with your Training Adviser • Written reasons why people are resistant to change and how you would lead them through it	✘	All

where possible using a real example.			

Using Resources

Learning Methods:	Topics covered:
• Financial and Physical Resources Independent Learning • Executive Committees and Being a Trustee Independent Learning • Decision Making Independent Learning • Skills of Management Course • Meeting the Challenges Course More information on the learning methods can be found in the **Learning Opportunities for Leadership and Management Training**.	• Methods of decision making and prioritisation. • Decision making structures within local and national Scouting and how you fit into them (both in making decisions and seeking decisions to be made). • Ensuring sufficient physical resources and adequate income for local Scouting as part of the Executive Committee. • Sources of income for local Scouting. • Working with the local Executive Committee and others to ensure that local Scouting has to support its work with youth members. • Fundraising and the appropriate management of funds collected (policies, statement of purpose, etc.)

Check Your Knowledge			
Do I know…? (Confidence rating: 1=Low to 5=High)	Score	**Do I know…?** (Confidence rating: 1=Low to 5=High)	Score
Which decisions I can make myself and which decisions I need to consult others before acting?		My contribution to the local Executive Committee in relation to financial measures? (if relevant to your role)	
How best to ensure that key knowledge is captured, stored and used to improve local Scouting?		My contribution to the local Executive Committee in relation to ensuring an adequate income? (if relevant to your role)	
How to ensure that all adults in local Scouting have the right information?		My contribution to the local Executive Committee in relation to physical resources? (if relevant to your role)	
Which resources am I responsible for?		My contribution to the local Executive Committee and other teams in relation to minimising the impact on the environment? (if relevant to your role)	
Validation Criteria			

To validate this module, you will need to complete the following:	Evidence you could use may include one or more of the following:	Requires Revalidation	Relevant Role
Give two examples of decisions you can make yourself and two examples of decisions you would need to refer. Describe the process, including: • The information needed to inform your decision • Who else should be involved in the decision making?	• A discussion with your Training Adviser • Written details of decision which can be made and those which need to be referred	✓	All
Explain how you ensure that key knowledge, relevant to your role, is captured, stored and used to improve the operation of local Scouting, both during and following your appointment.	• Discussion with your Training Adviser • Written details of the key knowledge, relevant to your role, is captured, stored and stored • Written details of how you ensure the knowledge you hold is accessible by those who follow you in your role	✓	All
Demonstrate how you ensure that all adults in local Scouting have the right information provided in a timely manner and in the most effective way.	• Discussion with your Training Adviser • Written details of how you ensure adults in local Scouting have the right information provided to them	✓	All
Explain which resources you are responsible for providing to enable adults in local Scouting to work effectively.	• Discussion with your Training Adviser • List of the resources for which you are responsible	✓	All
In addition, where relevant to your role, you will also need to complete the following:			
Demonstrate and describe your contribution, as part of the local Executive Committee, in ensuring that appropriate financial measures are in place.	• Discussion with your Training Adviser • Written details of your role in the local Executive Committee • Minutes of meetings showing your contribution related to financial measures	✓	Executive Committee Members
Demonstrate and describe your contribution, as part of the local Executive Committee, in ensuring that there is an adequate income for local	• Discussion with your Training Adviser • Written details of your role in the local Executive Committee	✓	Executive Committee Members

Scouting including the identification of other income sources such as grants.	• Minutes of meetings showing your contribution related to ensuring adequate income and alternative income streams		
Demonstrate and describe your contribution, as part of the local Executive Committee, in ensuring that local Scouting has sufficient physical resources to support its work with youth members.	• Discussion with your Training Adviser • Written details of your role in the local Executive Committee • Minutes of meetings showing your contribution related to ensuring sufficiency of physical resources	✓	Executive Committee Members
Demonstrate and describe your contribution, as part of the local Executive Committee and/or other teams, to minimise the negative impact and maximise the positive impact that local Scouting has on the environment.	• Discussion with your Training Adviser • Written details of your role in the local Executive Committee • Minutes of meetings showing your contribution related to environmental impact	✓	Executive Committee Members

Safety for Managers and Supporters

Learning Methods: Safety for Managers and Supporters Independent Learning More information on the learning methods can be found in the **Learning Opportunities for Leadership and Management Training**.	**Topics covered:** • Duties and responsibilities related to the safe operation of Scouting. • Emergency and reporting procedures. • Activity permits and where to find detailed information. • Risk assessments why they are important, and how to complete them. • Developing a culture of safety. • Essential information on activities such as InTouch, medical details, age restrictions and other safety and welfare requirements. • Insurance information and the requirements for additional insurance. • Night's away permits and operations. • Role and responsibilities of the "leader in charge".

Check Your Knowledge			
Do I know...? (Confidence rating: 1=Low to 5=High)	**Score**	**Do I know...?** (Confidence rating: 1=Low to 5=High)	**Score**
My duties and responsibilities for the safe operation of local Scouting?		The InTouch system, medical detail requirements, age restrictions and welfare requirements of Scouting activities? (if relevant to your role)	
The emergency and reporting procedures to follow in the event of an accident or incident?		Where to access POR and other factsheets to provide guidance for Scouting activities? (if relevant to your role)	
The activities that require a specific activity permit and where to find information on the requirements?		The insurance requirements of The Scouts? (if relevant to your role)	
How to conduct a risk assessment for a Scouting activity or event?		The times when additional insurance is required to support specific events and activities? (if relevant to your role)	
How to develop a culture of safety within my role?		The requirements and procedures necessary for a Nights Away Permit and the role I play? (if relevant to your role)	

My role in approving and/or supporting activities that do not require formal activity permits? (if relevant to your role)		The role and responsibilities of the "leader in charge"? (if relevant to your role)	

Validation Criteria			
To validate this module, you will need to complete the following:	Evidence you could use may include one or more of the following:	Requires Revalidation	Relevant Role
Detail your duties and responsibilities for the safe operation of local Scouting.	• A discussion with your Training Adviser • Written details of your duties and responsibilities for the safe operation of local Scouting	✓	All
Describe the emergency and reporting procedures to be followed in the event of an accident or incident, including the reporting of near misses. Explain your role in relation to these procedures.	• Discussion with your Training Adviser • Written details of the emergency and reporting procedures	✓	All
Outline those activities that require specific activity permits, and where to find more detailed information.	• Discussion with your Training Adviser • List of activities which require specific permits along with details of where more detailed information	✗	All
Provide an example of, and explain, a risk assessment which you have created for a Scouting activity or event.	• Discussion with your Training Adviser • Copy of a risk assessment you created for a Scouting activity or event	✗	All
Explain the importance of creating a culture of safety within your area and describe the measures you have taken to promote this.	• Discussion with your Training Adviser • Written details of the importance of creating a culture of safety • Details of actions taken to promote a culture of safety	✓	All
In addition, where relevant to your role, you will also need to complete the following:			
Describe your role in approving and/or supporting activities that	• Discussion with your Training Adviser	✓	• Group Scout Leader

do not require formal activity permits.	• Written details of your role in approving and/or supporting activities which do not require permits		• District Commissioner • If relevant to the role
Explain the InTouch system, medical details, age restrictions and other safety and welfare requirements for the range of activities available in Scouting.	• Discussion with your Training Adviser • Written details of the InTouch system identifying your role • Written details of the requirements for medical details • Written details of age restrictions and other safety and welfare arrangements for activities	✓	• Group Scout Leader • District Commissioner • Section supporters • If relevant to the role
Explain how you have used Policy, Organisation and Rules and activity factsheets to provide guidance for a range of Scouting activities.	• Discussion with your Training Adviser • Written details of how you have used POR and activity factsheets to provide guidance • Witness statement from adults you have provided guidance to	✓	• Group Scout Leader • District Commissioner • Section supporters • If relevant to the role
Describe the insurance requirements of The Scouts and state those events and activities for which additional steps must be taken.	• Discussion with your Training Adviser • Written details of the insurance requirements • Written details activities and events which require additional insurance	✓	• Managers • Supporters if relevant
Explain the requirements and procedures necessary to gain an activity permit and describe their role in the process.	• Discussion with your Training Adviser • Written details of the requirements and process for gaining activity permits including your role	✓	• Managers • Supporters if relevant
Explain the requirements and procedures necessary to gain a nights away permit and describe their role in the process.	• Discussion with your Training Adviser • Written details of the requirements and process for gaining nights away permits including your role	✓	• Managers • Supporters if relevant
Explain the role and responsibilities of the leader in charge.	• Discussion with your Training Adviser	✓	• Managers • Supporters if relevant

	Written details of the role and responsibilities of the "leader in charge"		

Running Safe Activities (17)

Aim:	Topics covered:
To enable adults to plan and run exciting, safe and developmental activities for the young people in their section. **Learning Methods**: • Course • Workbook • Small Group • One to one	• The importance of activities as a regular part of a high-quality balanced programme • The processes that need to be followed to carry out any indoor or outdoor activities in Scouting • Managing groups during the activity, including the Leader in Charge principle • Planning suitable activities, with appropriate risk assessment and communication • InTouch system, activity rules, parental permission, and procedures in event of an accident or incident

Check Your Knowledge			
How confident are you? (1=Low to 5=High)	Score	**How confident are you?** (1=Low to 5=High)	Score
Can I identify why activities are an important part of the programme, particularly outdoor activities?		Can I outline why it is important to ensure that every Scouting event or activity has a designated Leader in Charge?	
Can I identify which activities members are not allowed to take part in according to Policy, Organisation and Rules?		What is a risk assessment and why is it important? How would I carry out a risk assessment for an activity or event?	
Can I identify the process/steps for undertaking any Scout- led activity?		Do I understand how I can promote the creation of a culture of safety and how communications can be promoted locally?	
Can I identify the process/steps for undertaking any externally- led activity?		Can I identify what the InTouch system is, and why it is important to have an effective InTouch system in place for all activities?	
Do I know which activities require adventurous activity permits and where I can find more information about how to apply for one?		Can I list the processes that are in place in case of an accident, incident or near miss and who I should report them to?	

Can I outline the role and responsibilities of the Leader in Charge?		Do I know where support and guidance for running activities can be found?	
Validation Criteria			
To validate this module, you will need to complete **two** of the following:	Evidence you could use may include one or more of the following:	Requires Revalidation	Relevant Role
Plan, or assist in planning, an activity taking into account: • The age, experience, fitness and additional needs of the group • The rules related to the activity (including adult to young person ratios; any activity rules; gaining approval from the relevant commissioner; etc.) • Any clothing, footwear, personal and group equipment needed for the activity and anticipated weather conditions • The need for a risk assessment to be carried out and communicated effectively • The need for an InTouch system to be in place.	• A visit from your Training Adviser to a programme planning meeting • A written or verbal statement to your Training Adviser from an observer describing your role in planning an activity for the section • Programme plans, risk assessments, InTouch procedure documents, registers, and letters to parents or budgets, • Discussion with your Training Adviser, this should focus on how you incorporated the criteria above when planning an activity for the section and should be accompanied by another form of evidence.	✘	All
Act as the leader in charge for an activity, taking into account the need to: • Oversee the activity (ensuring that registers, headcounts etc. are in place) • Co-ordinate the adults involved in the activity, allocating roles to specific adults and ensuring that they are clear on what they need to do • Communicate relevant instructions, guidance and rules to young people involved in the activity • Carry out dynamic risk assessment.	– A visit from your Training Adviser to observe you acting as the leader in charge for an activity. – A written or verbal statement to your Training Adviser from an observer describing your role in acting as the Leader in Charge for an activity. – Programme plans, risk assessments, InTouch procedure documents, registers, letters to parents or budgets, showing the perspective of the Leader in Charge, – Discussion with your Training Adviser - this should focus on how you incorporated the criteria above acting as the Leader in Charge for an activity and should be accompanied by another form of evidence.	✘	All

Any other ideas subject to agreement with your Training Adviser.	Additional validation criteria can be created in consultation with a Training Adviser if necessary. Any additional validation criteria created will need to check what you have learnt and that you can apply the skills that you have acquired to your role.	✖	All

International (19)

Aim:	Topics covered:
To provide an international focus appropriate to their role and appreciate the global nature of Scouting **Learning Methods**: • Course • Small Group • One to one	• The nature of world Scouting • International events • International aspects of the high-quality balanced programme • Benefits of international activities to young people

Check Your Knowledge			
How confident are you? (1=Low to 5=High)	Score	**How confident are you?** (1=Low to 5=High)	Score
Can I identify some of the things worldwide Scouting shares?		Can I explain how Scouting can combat these issues to help people in local communities, nationally and in other countries?	
Can I identify the world membership badge and describe what it symbolises?			
Can I identify opportunities for young people in the section I support to take part in international activities and events?		Can I identify methods for including international activities in the programme?	
Can I explain why international activities are part of the high-quality balanced programme?		Can I name sources of support for incorporating international activities into the programme of the section I support?	
Can I identify key issues that affect everyone in the world today?		Can I outline the benefits of international activities to young people in the section I support?	

Validation Criteria			
To validate this module, you will need to complete the following:	Evidence you could use may include one or more of the following:	Requires Revalidation	Relevant Role
Review the programme for the section you support and adjust ensure it incorporates international activities.	• A visit from your Training Adviser to observe you completing a programme review • A written or verbal statement to your Training Adviser from an observer describing you completing a programme review • Programme plans and programme review documents.	✖	All

	• Photos or videos of you conducting a programme review • Discussion with your Training Adviser - this should focus on how you completed the programme review and adjustments made and should be accompanied by another form of evidence.		
In addition, you will also need to complete **two** of the following:			
Plan and run an international themed event or activity for young people exploring either: • The global nature of Scouting • The role of the world membership badge • International events in Scouting.	• A visit from your Training Adviser to observe you planning and running an activity. • A written or verbal statement to your Training Adviser from an observer describing your role in planning and running an activity with the young people • Programme plans • Instructions for an event or activity with young people • Photos or videos of a game or activity you have run • Discussion with your Training Adviser - this should focus on your role in running a game or activity for young people and should be accompanied by another form of evidence.	✘	All
Be involved in the planning and running of an international trip, for example a camp abroad, including producing an event plan.	• A visit from your Training Adviser to a planning meeting or international trip • A written or verbal statement to your Training Adviser from an observer describing your role in the planning and running of an international trip • Letters to parents for the international trip • An event plan • Discussion with your Training Adviser - this should focus on your role planning and running an international trip and should be accompanied by another form of evidence.	✘	All
Support young people taking part in an international experience.	• A visit from your Training Adviser to a planning meeting you are supporting,	✘	All

	• A sectional visit from your Training Adviser that showcases the support you are providing to young people taking part in an international experience • A written or verbal statement to your Training Adviser from an observer describing your role in providing support to young people attending an international experience • Letters and other resources created to support young people on an international experience • Discussion with your Training Adviser - this should focus on your role providing support to young people attending an international experience and should be accompanied by another form of evidence.		
Establish or actively maintain a link, and exchange information, with a Scout Group outside of the UK.	• A visit from your Training Adviser to a JOTI/JOTI event you are taking part in with a Group outside the UK • A sectional visit from your Training Adviser • Letters between the Groups • Trips to visit the group • Photos of the group • Photos, videos or screenshots of JOTI/JOTA contact with your link Group • A written or verbal statement to your Training Adviser from an observer describing your role in running a game, activity or section meeting which supports your link to a Scout Group outside of the UK • Discussion with your Training Adviser - this should focus on your role in establishing and maintaining a link with a Group outside of the UK and should be accompanied by another form of evidence.	✘	All

Any other ideas subject to agreement with your Training Adviser.	• Additional validation criteria can be created in consultation with a Training Adviser if necessary. Any additional validation criteria created will need to check what you have learnt and that you can apply the skills that you have acquired to your role.	✖	All

Facilitating (28)

Aim:	Topics covered:
To provide the skills, knowledge and attitudes to facilitate individuals and small groups. **Learning Methods**: • Course • Small Group • One to one	• Relating to others in a learning situation • Communicating effectively in a learning situation • Working with a small group • Working with individuals • Helping individuals to solve their own problems

Check Your Knowledge			
How confident are you? (1=Low to 5=High)	**Score**	**How confident are you?** (1=Low to 5=High)	**Score**
Can you work effectively on a one to one basis and with small groups?		Do you know how to apply facilitating skills in non-learning situations such as with individuals, in meetings, informally and so on?	
Do you know how to apply facilitating skills within a learning environment and in a wider Scouting context?			

Validation Criteria			
To validate this module, you will need to complete the following:	Evidence you could use may include one or more of the following:	Requires Revalidation	Relevant Role
Discuss the module content and objectives with a Training Adviser and construct a portfolio of evidence of facilitating.	• Discussion with your Training Adviser • Portfolio of evidence of facilitating	✘	All

Presenting (29)

<table>
<tr>
<td colspan="2">Aim:
To provide the skills, knowledge and attitudes to make effective presentations.

Learning Methods:
• Course
• Small Group
• One to one</td>
<td colspan="3">Topics covered:
• Understanding the purpose of a presentation
• Planning a presentation to meet objectives
• Using learning methods
• Using resources and facilities
• Delivering a presentation
• Collecting and using feedback</td>
</tr>
<tr>
<td colspan="5">Check Your Knowledge</td>
</tr>
<tr>
<td>How confident are you? (1=Low to 5=High)</td>
<td>Score</td>
<td colspan="2">How confident are you? (1=Low to 5=High)</td>
<td>Score</td>
</tr>
<tr>
<td>Can you effectively plan and deliver a presentation?</td>
<td></td>
<td colspan="2">Can you use a range of resources and facilities?</td>
<td></td>
</tr>
<tr>
<td>Can you use a range of presentation methods?</td>
<td></td>
<td colspan="2">Can you collect and use feedback to enhance future performance?</td>
<td></td>
</tr>
<tr>
<td colspan="5">Validation Criteria</td>
</tr>
<tr>
<td colspan="2">To validate this module, you will need to complete the following:</td>
<td colspan="2">Evidence you could use may include one or more of the following:</td>
<td>Requires Revalidation</td>
<td>Relevant Role</td>
</tr>
<tr>
<td colspan="2">Discuss the module content and objectives with a Training Adviser and construct a portfolio of evidence of presenting.</td>
<td colspan="2">• Discussion with your Training Adviser
• Portfolio of evidence of presenting</td>
<td>✖</td>
<td>All</td>
</tr>
</table>

Supporting Local Learning (30)

Aim:	Topics covered:
To provide the skills, knowledge and attitudes for Local Training Managers to coordinate the learning plans of individuals to produce a programme of learning.	• Communicating effectively with relevant parties • Allocating appropriate Training Advisers to individuals • Collating learning plans • Demonstrating how to complete all necessary administration procedures • Monitoring the progress of individual learning
Learning Methods: • Course • Small Group • One to one	

Check Your Knowledge

How confident are you? (1=Low to 5=High)	Score	How confident are you? (1=Low to 5=High)	Score
Can you communicate with all parties relevant to the learning plan of an individual?		Are you able to demonstrate the range of procedures required for administration purposes?	
Are you able to successfully allocate a Training Adviser to an individual?		Can you monitor the progress of an individual to the benefit of that individual?	
Can you collate training plans and plan to meet needs locally if required?			

Validation Criteria

To validate this module, you will need to complete the following:	Evidence you could use may include one or more of the following:	Requires Revalidation	Relevant Role
Discuss your role with a Training Adviser and how you provide practical support to learning locally.	Discussion with your Training Adviser	✖	All
In addition, you will also need to complete **two** of the following:			
List the individuals who come within your remit and their current training needs.	• Written list of individuals within your remit and their training needs	✖	All
Keep accurate records of the progress of individuals through their Personal Learning Plans.	• Evidence of record keeping	✖	All

Provide accurate briefings on a regular basis to your County Training Manager of the needs of your area.	• Written or verbal statement from the County Training Manager • Training Adviser witness to a briefing meeting or call	✘	All
Collate individual plans into a learning needs summary.	Written evidence of a learning needs summary	✘	All
List and explain the factors to consider when allocating Training Advisers to individual learners.	Discussion with your Training Adviser	✘	All
Brief a new Training Adviser on their role.	Training Adviser visit to an induction briefing for a new Training Adviser	✘	All
Explain the administrative procedures required to support local learning.	Discussion with your Training Adviser	✘	All
Ensure individual learning is monitored.	Records of monitoring learning	✘	All
Any other ideas, subject to agreement with a Training Adviser.	Additional validation criteria can be created in consultation with a Training Adviser if necessary. Any additional validation criteria created will need to check what you have learnt and that you can apply the skills that you have acquired to your role.	✘	All

Planning a Learning Experience (31)

Aim:	Topics covered:
To provide the skills, knowledge and attitudes necessary to research and design training experiences. **Learning Methods:** • Course • Small Group • One to one	• Understanding the purpose of a learning experience • Using systematic planning to plan a learning experience • Planning a balanced learning experience to meet objectives • Producing material to support the learning experience • Producing a plan to evaluate the learning experience

Check Your Knowledge			
How confident are you? (1=Low to 5=High)	Score	**How confident are you?** (1=Low to 5=High)	Score
Can you design an effective learning experience?		Can you produce material to assist learners for face to face learning and those involved in distance learning?	
Do you know about the various learning styles?		Do you know a range of evaluation techniques and how to plan for their use in a learning experience?	

Validation Criteria			
To validate this module, you will need to complete the following:	Evidence you could use may include one or more of the following:	Requires Revalidation	Relevant Role
Discuss the module content and objectives with a Training Adviser and construct a portfolio of evidence of planning a learning experience.	– Discussion with your Training Adviser – Portfolio of evidence of planning a learning experience	✖	All

Planning a Learning Provision (33)

Aim:	Topics covered:
To provide the skills, knowledge and attitudes to enable Training Managers to plan to meet the learning needs in their area of responsibility. **Learning Methods:** • Course • Workbook • Small Group • One to one	• Identifying the needs of the Adult Training Scheme so they can be implemented • Researching and including current training trends in the plan • Drafting a learning provision plan • Identifying resources needed to implement the plan • Producing a final plan, which includes quality control measures

Check Your Knowledge			
How confident are you? (1=Low to 5=High)	**Score**	**How confident are you?** (1=Low to 5=High)	**Score**
Can you identify the needs of The Scouts' Adult Training Scheme?		Are you able to identify and include appropriate and necessary quality control measures into your plan?	
Are you able to research, and then include, current trends in training into the plan?		Can you produce a final Learning Provision Plan in consultation with others?	
Can you identify the resources that will be needed to implement the plan, including staff, finance, venues and equipment?			

Validation Criteria			
To validate this module, you will need to complete the following:	Evidence you could use may include one or more of the following:	Requires Revalidation	Relevant Role
Discuss the module content and objectives with a Training Adviser and construct a portfolio of evidence of planning a learning provision.	– Discussion with your Training Adviser – Portfolio of evidence of planning a learning provision	✘	All

Managing a Learning Provision (34)

Aim:	Topics covered:
To provide the skills, knowledge and attitudes to ensure County Training Managers are able to manage the learning provision in their area of responsibility.	• Implementing the Learning Provision Plan • Monitoring the progress of the plan • Applying and maintaining quality control • Maintaining a competent team • Maintaining links with others involved in training • Amending the plan where necessary
Learning Methods: • Course • Workbook • Small Group • One to one	

Check Your Knowledge

How confident are you? (1=Low to 5=High)	Score	How confident are you? (1=Low to 5=High)	Score
Are you able to implement a Learning Provision Plan, with all that that entails?		Can you maintain links with others who are involved with training in relevant areas?	
Are you able to monitor the progress of the plan and intervene and make alterations if what is planned is not being achieved?		Are you able to evaluate and amend the plan so that it continually meets the needs of the Adult Training Scheme and those of local learners?	
Are you able to maintain a competent team for the effective implementation of the plan?			

Validation Criteria

To validate this module, you will need to complete the following:	Evidence you could use may include one or more of the following:	Requires Revalidation	Relevant Role
Discuss the module content and objectives with a Training Adviser and construct a portfolio of evidence of managing a learning provision.	• Discussion with your Training Adviser • Portfolio of evidence of managing a learning provision	✘	All

Mentoring and Coaching (39)

Aim

To provide the skills, knowledge and attitudes necessary to effectively mentor and coach both adults and young people in Scouting Roles.

Topics covered

- Learning Styles
- Motivation
- Emotional Intelligence and Resilience
- Communication
- The GROW Model
- Giving Feedback

Change of role

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

Delivery methods

- Course
- One to one
- Small group

Validation criteria

A 'formal evidence portfolio' is not required to validate as a Mentor or Coach. However documentary evidence will be required to show that the validation criteria have been achieved.

Example of this evidence may include:
- Discuss the training content and objectives of the Pre-Course Learning with a Training Adviser
- Complete a Mentoring and Coaching 'How are we going to work together?' with an adult you are supporting
- Meet with an adult you are supporting for a minimum of two sessions
- Effectively apply the TSA Mentoring and Coaching Approach with an adult you are supporting
- Effectively apply the Grow module with an adult you are supporting
- Complete a personal reflection log for a period of 3 months
- Any other ideas, subject to agreement with a Training Adviser

Notes
As coaching and mentoring sessions should be confidential, observation of these is not appropriate for validation purposes.

APPENDIX 1: Useful Resources

The Information Centre

The Information Centre is your first point of contact for The Scouts. You can ask questions, receive advice and order resources. The Information Centre is open from 9am – 5pm weekdays and can be contacted by:

Live chat: www.scouts.org.uk

Phone: 0345 300 1818 (local rate) or 0208 433 7100

Email: info.centre@scouts.org.uk

Post: Scout Information Centre, Gilwell Park, Bury Road, Chingford, E4 7QW

Adult Training Scheme

This document outlines The Scouts' approach to adult training, the details of the training scheme and the local management of training provision. Also includes information on the minimum module requirements for the different roles in The Scouts. This can be found at **scouts.org.uk/training** or ordered from Scout Shops.

Supplementary Module Pages for the Adult's Personal File

The Supplementary Module Pages will be useful for members who choose to undertake any of the supplementary modules. These can be printed and inserted into the Adult's Personal File or referred to online. The Supplementary Module pages for the Adult's Personal File can be accessed in one document with all the Supplementary Modules or the individual module pages are also available at **scouts.org.uk/training**.

Online resources

There are a huge number of resources available online in the members' area of scouts.org.uk to support you in completing your training and in your role itself. For resources to help you with your training, a good place to start is the learners' area which provides information on relevant resources and guidance for each module. This can be found at **scouts.org.uk/learnersresources.**

APPENDIX 2: Personal Learning Plan Template

Learning Opportunities	Learning Method	Learning Required? (Y/N)	Planned Learning Completion Date	Actual Learning Completion Date
Getting Started				
Personal Learning Plan (02)				
Essential Information (01)				
Safety				
Safeguarding				
Tools for the Role (Managers and Supporters) (04)				
General Data Protection Regulations (GDPR)				
Trustee Introduction (for Executive Committee members)				
Training for All Appointments				
Delivering a Quality Programme (12A)				
The Fundamentals of Scouting (05)				
Scouting for All (07)				
Administration (11)				

Learning Opportunities	Learning Method	Learning Required? (Y/N)	Planned Learning Completion Date	Actual Learning Completion Date
First Aid (10)				
Leadership and Management Training				
Managing Time and Personal Skills	e-learning			
Leading Local Scouting	e-learning			
Finding, Appointing and Welcoming Volunteers	e-learning			
Keeping, Developing and Managing Volunteers	Video and learning guide			
Planning for Growth	Video and learning guide			
Enabling Change	Video and learning guide			
Building Effective Teams	Video and learning guide			
Dealing with Difficult Situations	Video and learning guide			
Project Management	e-learning			
Decision Making	Animation and learning guide			
Getting the Word Out	e-learning			
Financial and Physical Resources	Video and workbook			
Supporting the Adult Training Scheme	Workbook			

Learning Opportunities	Learning Method	Learning Required? (Y/N)	Planned Learning Completion Date	Actual Learning Completion Date
Safety for Managers and Supporters	Workbook			
Skills of Management	Skills Course			
Achieving Growth	Skills Course			
Meeting the Challenges	Skills Course			
Additional modules (if relevant to your role)				
Running Safe Activities (17)				
International (19)				
Facilitating (28)				
Presenting (29)				
Supporting Local Learning (30)				
Planning a Learning Experience (31)				
Planning a Learning Provision (33)				
Managing a Learning Provision (34)				
Mentoring and Coaching (39)				

APPENDIX 3: Manager and Supporter Validation Record

Getting Started		Training for All Appointments		Leadership and Management Training		Supplementary Modules (if relevant to the role)	
To be completed within 5 months		To be completed within 3 years of full appointment.					
Training	Validation	Training	Validation	Training	Validation	Training	Validation
Personal Learning Plan (02)	Date: Name: Member No:	Delivering a Quality Programme (12A)	Date: Name: Member No:	Working with People	Date: Name: Member No:	Running Safe Activities (17)	Date: Name: Member No:
Essential Information (01)	Date: Name: Member No:	The Fundamentals of Scouting (05	Date: Name: Member No:	Managing Your Time and Personal Skills	Date: Name: Member No:	International (19)	Date: Name: Member No:
Safety	Date: Name: Member No:	Scouting for All (07)	Date: Name: Member No:	Achieving Results	Date: Name: Member No:	Facilitating (28)	Date: Name: Member No:
Safeguarding	Date: Name:	Administration (11)	Date: Name:	Providing Direction	Date: Name:	Presenting (29)	Date: Name:

	Member No:		Member No:		Member No:		Member No:
Trustee Introduction	Date:	First Aid (10)	Date:	Enabling Change	Date:	Supporting Local Learning (30	Date:
	Name:		Name:		Name:		Name:
	Member No:		Member No:		Member No:		Member No:
Tools for the Role (Managers and Supporters) (04)	Date:	Changes in Scouting (06)	Date:	Using Resources	Date:	Planning a Learning Experience (31)	Date:
	Name:		Name:		Name:		Name:
	Member No:		Member No:		Member No:		Member No:
General Data Protection Regulations (GDPR)	Date:			Safety for Managers and Supporters	Date:	Planning a Learning Provision (33)	Date:
	Name:				Name:		Name:
	Member No:				Member No:		Member No:
Training Adviser Comments		Wood Badge recommendation by the Training Adviser: Recommendation Date: Training Adviser's Name: Training Adviser's Member No:				Managing a Learning Provision (34)	Date:
							Name:
							Member No:
						Mentoring and Coaching (39)	Date:
							Name:

		Member No:

APPENDIX 4: Recommended Learning for Leadership and Management Training

The table below shows the learning opportunities from the Leadership and Management Training that are most relevant for each role. This can be used as a guide to help learners when they are beginning their training to develop their Personal Learning Plan.

It is important to remember that these recommendations should only be used as guidance. The learning an individual undertakes should be based on the needs of the learner depending on their agreed role description and taking into account any prior learning.

Role	Recommended Learning
Group Scout Leader	All independent learning units and skills courses
Deputy Group Scout Leader	All independent learning units and skills courses
District Explorer Scout Commissioner	All independent learning units and skills courses
District Commissioner	All independent learning units and skills courses
Deputy District Commissioner	All independent learning units and skills courses
District Youth Commissioner	All independent learning units and skills courses
County Commissioner	All independent learning units and skills courses
Deputy County Commissioner	All independent learning units and skills courses
County Youth Commissioner	All independent learning units and skills courses
Regional Commissioner	All independent learning units and skills courses
Chief Commissioner	All independent learning units and skills courses
Scout Active Support Manager	All independent learning units and skills courses, except: • Meeting the Challenges Skills Course • Achieving Growth Skills Course
Scout Active Support Manager (Scotland)	All independent learning units and skills courses, except: • Executive Committees and Being a Trustee Independent Learning • Financial and Physical Resources Independent Learning • Meeting the Challenges Skills Course • Achieving Growth Skills Course
County Training Manager	All independent learning units and skills courses, except: • Executive Committees and Being a Trustee Independent Learning • Financial and Physical Resources Independent Learning
Local Training Manager (depending on role description)	All independent learning units and skills courses, except: • Executive Committees and Being a Trustee Independent Learning • Financial and Physical Resources Independent Learning • Meeting the Challenges Skills Course • Achieving Growth Skills Course

Assistant Regional Commissioner (Training)	All independent learning units and skills courses, except: • Safeguarding for Managers and Supporters Independent Learning • Executive Committees and Being a Trustee Independent Learning • Financial and Physical Resources Independent Learning
Assistant Regional Commissioner (Adult Training) Scotland	All independent learning units and skills courses, except: • Safeguarding for Managers and Supporters Independent Learning • Executive Committees and Being a Trustee Independent Learning • Financial and Physical Resources Independent Learning • Meeting the Challenges Skills Course • Achieving Growth Skills Course
Assistant District Commissioner (Adult Training) Scotland	All independent learning units and skills courses, except: • Safeguarding for Managers and Supporters Independent Learning • Executive Committees and Being a Trustee Independent Learning • Financial and Physical Resources Independent Learning • Meeting the Challenges Skills Course • Achieving Growth Skills Course
District Scout Network Commissioner	All independent learning units and skills courses, except: • Executive Committees and Being a Trustee Independent Learning • Financial and Physical Resources Independent Learning • Supporting the Adult Training Scheme Independent Learning
District Scout Network Commissioner (Scotland)	All independent learning units and skills courses, except: Supporting the Adult Training Scheme Independent Learning
Assistant District Commissioner (section)	All independent learning units and skills courses, except: • Executive Committees and Being a Trustee Independent Learning • Financial and Physical Resources Independent Learning • Supporting the Adult Training Scheme Independent Learning • Meeting the Challenges Skills Course • Achieving Growth Skills Course
Assistant County/Area Commissioner (section) (depending on role description)	All independent learning units and skills courses, except: • Executive Committees and Being a Trustee Independent Learning • Financial and Physical Resources Independent Learning • Supporting the Adult Training Scheme Independent Learning • Meeting the Challenges Skills Course • Achieving Growth Skills Course
District Leader	All independent learning units and skills courses, except: • Executive Committees and Being a Trustee Independent Learning • Financial and Physical Resources Independent Learning

	• Supporting the Adult Training Scheme Independent Learning • Meeting the Challenges Skills Course • Achieving Growth Skills Course
County Leader	All independent learning units and skills courses, except: • Executive Committees and Being a Trustee Independent Learning • Financial and Physical Resources Independent Learning • Supporting the Adult Training Scheme Independent Learning • Meeting the Challenges Skills Course • Achieving Growth Skills Course
Assistant District Commissioner (non-sectional)	All independent learning units and skills courses, except: • Executive Committees and Being a Trustee Independent Learning • Financial and Physical Resources Independent Learning • Supporting the Adult Training Scheme Independent Learning • Meeting the Challenges Skills Course • Achieving Growth Skills Course
Assistant County Commissioner (non-sectional)	All independent learning units and skills courses, except: • Executive Committees and Being a Trustee Independent Learning • Financial and Physical Resources Independent Learning • Supporting the Adult Training Scheme Independent Learning • Meeting the Challenges Skills Course • Achieving Growth Skills Course
District Leader (Section)	All independent learning units and skills courses, except: • Executive Committees and Being a Trustee Independent Learning • Financial and Physical Resources Independent Learning • Supporting the Adult Training Scheme Independent Learning • Meeting the Challenges Skills Course • Achieving Growth Skills Course
County Leader (Section)	All independent learning units and skills courses, except: • Executive Committees and Being a Trustee Independent Learning • Financial and Physical Resources Independent Learning • Supporting the Adult Training Scheme Independent Learning • Meeting the Challenges Skills Course • Achieving Growth Skills Course