

ADULT'S PERSONAL FILE.

Essential Information for Adults
New to Scouting
5th Edition – November 2010



scouts.org.uk/learnersresources

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. In Scotland, Scouting is organised into Districts and Regions, each with distinct responsibilities. Some 'County' functions are the responsibility of Scottish Regions, while others lie with Scottish Districts. The focus of responsibility is outlined in Scottish Variations from POR.

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

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

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

CONTRIBUTORS

Rosie Shepherd
Louise Fuller
Robert Halkyard
Claire McAuliffe
Peter Rogers

CONTENTS

LETTER FROM THE CHIEF SCOUT	3
1. LIST OF IMPORTANT CONTACTS.....	4
2. INTRODUCTION.....	5
3. THE STRUCTURE OF SCOUTING	6
a. Understanding Scouting's Structure	
b. Your line manager	
4. YOUR APPOINTMENT	8
a. What is adult training?	
b. <i>Getting Started</i>	
c. The Wood Badge	
d. Training Advisers and ongoing support	
e. Summary	
5. AN OVERVIEW OF ADULT TRAINING	10
a. How does the scheme work?	
b. The stages of adult training	
c. Learning and validation	
d. Learning methods	
e. Recognising prior learning	
f. The Young Leaders' Scheme	
g. Validation	
h. Validation methods	
i. External recognition	
j. Ongoing learning	

6. CREATING YOUR PERSONAL LEARNING PLAN 15

- a. Personal Learning Plan
- b. Workbook overview
- c. Creating your plan

7. MODULES 20

- a. Module Matrix
- b. Module requirements
- c. Module summaries
- d. Change of role

PERSONAL LEARNING PLAN 107

ONGOING LEARNING 109

APPENDIX 1: OTHER USEFUL RESOURCES 110



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.

Although Scouting was formed over 100 years ago we are 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 helping young people to grow and develop socially, spiritually, intellectually and physically. This unique role we have in young people's lives is both a challenging and rewarding task.

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

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

Bear Grylls
Chief Scout

The Scout Association

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

1. LIST OF IMPORTANT CONTACTS

Your Training Manager may have assigned you a Training Adviser to support you throughout the training process. If they have, you may find it convenient to note their contact details here:

Name _____

Address _____

Tel no _____

Email _____

If they have not contacted you in the next two weeks please get in touch with them. If you have any difficulties you can also contact..... (your County Training Manager) directly at:

Address _____

Tel no _____

Email _____

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 0845 300 1818 or by email, info.centre@scouts.org.uk

2. INTRODUCTION

WELCOME TO THE ADULT'S PERSONAL FILE

We hope you will get as much out of Scouting as you put in. Scouting is not only about young people, but also about the development of adults within the Movement. It's also great fun so we hope you enjoy it.

WHAT IS THE AIM OF THIS FILE?

The aim of the *Adult's Personal File* is to introduce you to The Scout Association's Adult Training Scheme and to provide you with some tools and information to help you with your training. It covers all appointments in Scouting and so some sections may be more relevant to your role than others. The file will provide you with an explanation of basic Scouting terminology such as the names of appointments, structures and the training planning process. It will also be your record of the progress that you make.

3. THE STRUCTURE OF SCOUTING

A. UNDERSTANDING SCOUTING'S STRUCTURE

Scouting is open to all young people aged between 6 and 25 and takes place in five sections:

- **Beaver Scouts, 6–8 years old**
- **Cub Scouts, 8–10 1/2 years old**
- **Scouts, 10 1/2–14 years old**
- **Explorer Scouts, 14–18 years old**
- **Scout Network, 18–25 years old**

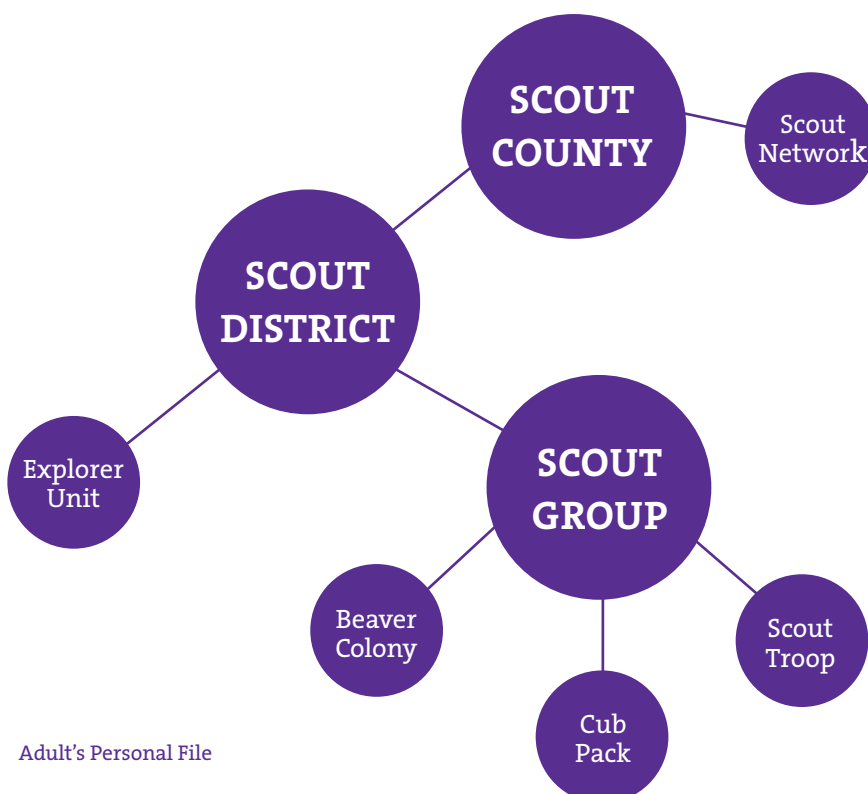
These sections are part of the wider structure of Scouting.

UK Scouting is divided into a number of Scout Counties, each managed by a County Commissioner. Within a County there are a number of Districts, each managed by a District Commissioner, and within each District there are a number of Groups, each managed by a Group Scout Leader.

A Group is made up of the youngest sections (Beavers, Cubs and Scouts). The Group will probably have a number and a name, for example 1st Winton.

The District supports Explorer Scouts. Each District has a District Explorer Scout Commissioner (DESC) who looks after Explorer Scouts in your District.

The County supports the Scout Network. Each County has a County Scout Network Commissioner (CSNC) who looks after the Scout Networks in your County.



In some parts of the British Isles Scout Counties are known as Areas or Islands (and in one case a Bailiwick). Their function is the same and for ease of reading most publications refer only to Counties.

In Scotland the structure is slightly different and there is no direct equivalent to a County. Scouting in Scotland is organised into Scottish Regions, Districts and Groups. Some County functions are undertaken by Scottish Regions, whilst others lie with Scottish Districts. The District supports both Explorer Scouts and the Scout Network. Strategic direction is delivered at Regional level. Unless it is otherwise stated most references to Counties in publications also refer to Scottish Regions.

B. YOUR LINE MANAGER

To get started in your Scouting role, you will need to agree a role description with your line manager. For most people working with the sections your line manager will be your Group Scout Leader (GSL), DESC or CSNC as appropriate. For others it will usually be a District Commissioner or County Commissioner. Your line manager is responsible for agreeing with you your role description, and then for providing you with the support that you may need to fulfil your role.

Write your line manager's details below:

My line manager is: _____

Their appointment is: _____

Their telephone number is: _____

Their email address is: _____

4. YOUR APPOINTMENT

When you take on a role in Scouting, you will go through an appointment process to ensure that you understand the requirements for, and are suited to, your chosen role.

There are two stages of appointment: provisional and full. When the relevant checks have been made you will be issued with a provisional appointment and have five months to complete your *Getting Started* training.

A. WHAT IS ADULT TRAINING?

To ensure that young people experience good quality Scouting, The Scout Association requires each adult in Scouting to demonstrate a range of knowledge, skills and attitudes that are relevant to your Scouting role. Adult training is provided for adults to gain these.

B. GETTING STARTED

Getting Started is made up of three modules, which need to be completed before you can be fully appointed. *Getting Started* needs to be completed within five months of receiving your provisional appointment.

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

These modules can be completed in any order, and are aimed at introducing you to your new role and giving you the basic information and skills needed to get started.

• **Module 1, *Essential Information***

This is the basic information that all adults in Scouting need to know. It briefly covers the fundamentals of Scouting, the key policies of The Scout Association and the support available to adults in Scouting. It is important that you receive this training as early as possible. A variety of delivery methods, including distance learning methods, are available.

Information on some of these issues is available in the factsheet *The Key Policies of The Scout Association* (FS500005), available from the Scout Information Centre or to download from www.scouts.org.uk/infocentre

• **Module 2, *Personal Learning Plan***

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, you may find it helpful to complete the Personal Learning Plan as the first step, particularly if you are changing roles. This means that you will have a clear idea of the process from the outset, and you will be able to get advice from a Training Adviser at an early stage on how to go about completing your training.

- **Modules 3 and 4, *Tools for the Job***

There are two *Tools for the Job* modules. You will need to complete either the version for Section Leaders or for Managers depending on your role.

Module 3, *Tools for the Job (Section Leaders)*

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

Module 4, *Tools for the Job (Managers)*

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

Once you have completed *Getting Started* you may wear the Gilwell woggle. Non-uniformed adults may wear the *Getting Started* pin.

If for some reason you are unable to complete *Getting Started* within the five month timescale, your line manager will review the situation with you. They will decide whether or not to extend your provisional appointment for another five months. A provisional appointment can only be extended once.

C. THE WOOD BADGE

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

In UK Scouting training is tailored to an adult's appointment, and therefore not all adults are required to work towards a Wood Badge. There are a number of different routes to achieving the Wood Badge, based on an adult's appointment, and these are outlined in more detail later in this file. You are required to complete your Wood Badge within three years of the issue of your provisional appointment.

D. TRAINING ADVISERS AND ONGOING SUPPORT

Different Districts and Counties operate in different ways, but either before you begin *Getting Started* or soon after you begin, you will meet with a Training Adviser who will explain the scheme fully. They may even be doing this with you now!

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

E. SUMMARY

Hopefully this short section has given you some idea of how you will start your training. The next section will help you look at the whole of the Adult Training Scheme in more detail.

5. AN OVERVIEW OF ADULT TRAINING

A. HOW DOES THE SCHEME WORK?

The range of skills The Scout Association expects of people in different roles are described in a number of modules, which together make up the Adult Training Scheme. There are 37 modules in total and different roles require a different selection of modules to be completed.

The modules that you have to do will be defined by your role description that you agreed with your line manager. Section 7 (page 20) has more information on the module requirements for different roles.

B. THE STAGES OF ADULT TRAINING

Adult training is made up of three stages:

1. *Getting Started*
2. The Wood Badge
3. Ongoing learning

1 *Getting Started*

This should be completed during the five months you hold your provisional appointment. You will complete up to three modules of *Getting Started*, according to your role. Every adult in Scouting who has unsupervised access to young people however, must complete Module 1, *Essential Information*.

2 The Wood Badge

Depending on your appointment you will need to complete a number of modules to ensure that you have all the relevant skills and knowledge for your role. As explained earlier, the modules you will complete are defined by your role description. The next chapter helps you work out what they are. At the end of this process, for most roles, you will be awarded a Wood Badge to mark your achievement. (More information on which roles require a Wood Badge can be found on pages 25-27)

3 Ongoing learning

Gaining your Wood Badge is not the end of the story. Every adult with a Wood Badge has to do 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.

C. LEARNING AND VALIDATION

The Adult Training Scheme is based around two key stages:

- **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.

D. LEARNING METHODS

There are many methods of learning and you can choose the one that suits you best for each module. You may be able to go on a training course, but there are also many other options available. You might, for example, choose to read a book or get a friend to help you or teach you a skill. Alternatively, you may wish to use one of the methods provided by The Scout Association, such as e-learning or DVD.

E. RECOGNISING PRIOR LEARNING

The Scout Association's Adult Training Scheme recognises prior learning. You may already have skills and knowledge that you have gained through your education, employment, life experiences or other voluntary roles which you can apply to Scouting. If you already have the skills and abilities needed for a module there is no need to do extra learning for that 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.

F. THE YOUNG LEADERS' SCHEME

As part of its youth programme, The Scout Association 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 first three sections. 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 Balanced 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.

When putting together your Personal Learning Plan and thinking about your prior learning try to remember the things that you have done as a Young Leader, and how they could relate to your new adult role. It is likely that you already have a good level of knowledge of Scouting and how it works.

The completion of the Young Leaders' Scheme cannot be used as automatic validation for any module, but should be taken into consideration when agreeing the learning required. You will need to validate your modules in the same way as all other learners.

G. VALIDATION

Validation is the process where you show that you can put the learning that you have done for 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 which you and your Training Adviser will be able to choose from. The validation of your training should always be something that you are doing as part of your normal Scouting role, and will usually be about you doing something, then discussing it with your Training Adviser. 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. Guidance on what you can do to validate each module is given on the module pages at the back of this file.

H. VALIDATION METHODS

There are a number of methods of validation. Examples of ten typical methods of validation are given here:

1. **Demonstration:** Where a Training Adviser will watch you to see if you can complete a particular task, for example running a game at a Cub Scout meeting.
2. **Discussion with a Training Adviser:** Where a Training Adviser will discuss a topic with you. Often this method will be used together with another method.
3. **Workbook/worksheets:** Where completing workbooks or worksheets demonstrates your understanding of the topic.
4. **Questionnaire:** Where you complete a questionnaire to show that you understand the topic.
5. **Obtaining a qualification:** This particularly applies to Module 10, *First Aid*.
6. **Product of work:** Where work you do as part of your day-to-day role in Scouting shows that you understand a topic, for example programmes or records that you have kept for your section over a period of time.
7. **Project work:** Where you undertake a project to put the things you learn into practice, for example running a camp or sleepover.
8. **Written material:** Where you collect written material that you have already produced, for example programmes planned for your section, together in a folder which shows your ability.
9. **Witness statement:** Where someone other than a Training Adviser watches you do something and signs a statement to say that they saw you.
10. **Video:** Where you complete a task, for example giving a presentation, and the video of the task is watched.

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

I. EXTERNAL RECOGNITION

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

• **Open College Network (OCN)**

You are able to work towards a Level 2 Award in either Providing Voluntary Youth Services (for Section Leaders) or Managing Voluntary Youth Services (for Managers and Supporters) at the same time as completing your Wood Badge. The Open College Network Award can be beneficial if you wish to demonstrate to someone outside Scouting (such as an employer) the skills and knowledge that you have gained.

Each award is made up of a number of units which correspond to one or more of the Adult Training Scheme's modules. The learning required for the award is exactly the same as the module material. The key differences are that to obtain the award you will have to show clearly that you can meet all the requirements of the module. The assessment and validation will be to a higher standard and you will have to collect and document your validation 'evidence' more fully.

If you think this is something you might like to do, you need to discuss it with a Training Adviser who will be able to provide you with more information. It is helpful to decide to work for the award during the construction of your Personal Learning Plan, although evidence of work can be backdated for up to two years.

• **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 (eg 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.

• **The Institute of Training and Occupational Learning (ITOL)**

ITOL is the professional body which recognises those specialising in training, development and occupational learning. The Scout Association's trainers may join and receive benefits such as post nominal letters, training and learning magazine, the *International Journal of Training and Occupational Learning*, an extensive resource library, UK glossary of training terms, substantial discounts on books and a members exclusive web space.

More information on all of these options is available from the Adult Support office on adult.support@scouts.org.uk or by calling 0845 300 1818.

• **Your CV**

There are many other ways in which you can show that Scouting is relevant to other areas of your life, and in particular employment. Skills which you have learnt through Scouting, such as teamwork, leadership or communication skills, are highly valued by employers.

The factsheet *CV Aid – the wider implications of Scouting* (FS500004) will give you help and advice on how to include what you do through Scouting on your CV in a way that is relevant to potential employers.

J. ONGOING LEARNING

All adults holding appointments which require a Wood Badge participate in ongoing learning once they have completed their Wood Badge. Ongoing learning must be at least five hours per year, calculated over the length of the appointment. Therefore if an adult went on a week-long residential course, for example, this could be counted as the ongoing learning for the whole period of the appointment.

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 Beaver Scout Leader spending time with another leader learning how to use Programmes Online, then using it to plan their programme
- A District Commissioner attending a County recruitment workshop
- Any of the supplementary modules, for example Module 36, *Special Needs* or Module 29, *Presenting*.

Your Training Adviser will be able to give you more support and advice on things which may count as ongoing learning.

More information is included in the factsheet *Ongoing Learning* (FS500006).

6. CREATING YOUR PERSONAL LEARNING PLAN

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, a pro forma for which can be found at the back of this file.

The plan will detail not only those modules that you need to do, and some others you might like to do, but also how you will do the learning required for them. For most roles there are a number of modules to complete. This book contains all the details of the modules that you need.

You can either create your plan on your own using this workbook, or create it with a Training Adviser. You may wish to discuss the process of developing your plan, or meet with a Training Adviser before starting step one of the workbook, but this is not essential.

Whichever route you choose, you will have to agree your plan with a Training Adviser before you start carrying it out. A Training Adviser will help you split your plan into manageable parts. They will also meet with you regularly to review your progress.

B. WORKBOOK OVERVIEW

• Who is this workbook for?

This workbook is aimed at adults new to Scouting, as well as those who have changed roles. It is designed to get you thinking about the training you may need to complete for your role.

• Using the workbook

This workbook is a method of putting together your *Personal Learning Plan*, which is Module 2 of the Training Scheme, one of the requirements of *Getting Started*. It takes you through a simple four-stage process:

1. Identifying the modules relevant to your role.
2. Deciding if you can do what is required.
3. Meeting and agreeing your plan with your Training Adviser.
4. Do and review.

You may wish to complete all four steps with a Training Adviser or attempt steps one and/or two yourself before discussing them with a Training Adviser.

• What does the workbook cover?

This workbook provides you with some tools to help you start thinking about what training you require for your role in Scouting. Don't be put off by the size of this file – It covers the modules for every role, not just your own. There will be many you don't have to do.

You will find it useful to have read the information in this file on the training scheme before starting. If you are completely new to The Scout Association, you may find it helpful to discuss the scheme with a Training Adviser, or to ask another leader in your Group to explain it to you.

RESOURCES

Before you begin this module you will need:

- A copy of your role description.

If you haven't agreed a role description yet, speak with your line manager to agree one. Example role descriptions can be found at www.scouts.org.uk, and are available to order from the Information Centre. Scotland-specific role descriptions can be found at www.scouts-scotland.org.uk in the library section.

- **How is this module validated?**

This module is validated by creating a Personal Learning Plan and agreeing it with a Training Adviser.

C. CREATING YOUR PLAN

Step 1. Identifying the modules relevant to your role

What you need for step one:

- Your role description (as agreed with your line manager)
- Draft Planning Sheet (found on page 19)
- *Module Matrix* (found in section 7)
- Module requirements (found in section 7)

The draft planning sheet is for you to record your thoughts during steps one and two. It is for your own use and doesn't need to be seen by anyone else, although it may be useful at your first meeting with a Training Adviser.

- a. Using the module requirements and colour coded *Module Matrix*, 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 any that you would find interesting to do.
- b. Enter the titles of the modules that you have identified in the first column on your draft planning sheet.

Step 2. Deciding if you can do what is required

What you need for step two:

- Draft planning sheet from step one
- Module details (found in section 7)

For this step you need to decide if you can already meet the module requirements or whether you need any further learning and support to achieve them.

For each module that you have put on your draft planning sheet you need to complete this process:

- a. Look at the module detail sheet in this file and decide whether or not you need to do any further learning for that module.

To help you decide, the module detail gives an explanation of what the module is about and what validation is required. Each module also has some prompt questions for you to ask yourself. These should help you judge whether or not you have the right level of skill or knowledge.

- b. Fill in the correct columns

- If you think you can do what the module asks tick the 'validation required' column next to the module on your draft planning sheet.
 - If you can't do what it asks then tick the 'learning required' column.
 - If you're unsure just put a question mark in either column so you can discuss it later with your Training Adviser.
- c. If you have any other relevant experience or any questions that you would like to discuss with your Training Adviser put them in the 'notes/comments' column.

Remember to complete steps a, b and c for each module that you have put on your draft planning sheet.

Step 3. Meeting and agreeing your plan with a Training Adviser

What you need for step three:

- Draft planning sheet used in steps one and two
- This workbook
- Personal Learning Plan (found at the back of this file).

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.

- a. Using your draft planning sheet, agree with your Training Adviser the modules that are relevant to your role. Enter these onto your Personal Learning Plan.
- b. For each of these modules, discuss how you could either:
 - acquire the skills for those things you cannot do, or
 - demonstrate in practice those things you can already do.

At the first meeting you may not be able to agree the learning method, validation, and timescale for every module. It is suggested that you plan between six and 12 months ahead, taking into account any opportunities for validation or learning that may arise in that period.

- c. For modules for which you need to complete some learning, agree with your Training Adviser when and how this learning will take place. Remember that there are a variety of methods that you may be able to use to complete your learning.
- d. For modules which require validation, agree with a Training Adviser how, when and by whom they will be validated. Bear in mind that it is not necessary for all of your modules to be validated by the same Training Adviser.

e. Enter the agreed actions for the next six to 12 months on your Personal Learning Plan.

The Personal Learning Plan is your formal record of completing the modules and so it will need to be kept safely. Any Training Advisers that are supporting you will also need a copy for their records.

Producing your Personal Learning Plan is a module requirement in itself so, when your plan is written up and agreed, get a Training Adviser to sign off Module 2, *Personal Learning Plan*.

Step 4. Do and Review

What you need for step four:

- Personal Learning Plan completed in step 3
 - Ongoing Learning form (found on page 109)
- a. While you are working on your modules, make sure that each one you complete is signed off on your Personal Learning Plan by the person who validates it.
 - b. At least once every six months review your progress with your Training Adviser and agree a plan for the next six months (you can use the process in step three to do this).
 - c. When all your agreed modules have been successfully validated you will need to agree your ongoing learning plan with your Training Adviser.
 - d. Once the ongoing learning for the first year has been agreed your record will be signed off by a Training Adviser and a Training Manager. If you have completed a Wood Badge, it will be awarded.

7. MODULES

This chapter is made up of three main elements:

- The *Module Matrix*
- The module requirements for specific roles
- Module summaries.

A. MODULE MATRIX

The *Module Matrix* provides a summary of the 37 Modules that make up the Adult Training Scheme. The Matrix has two sections: the first summarises modules 1 to 4, which make up *Getting Started*. The second summarises modules 5 to 37, which you may complete a selection of depending on your role in Scouting. Delivery methods and a guide to each module's content are also provided.

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 Module Requirements section that follows for more information on the training requirements for specific roles.

MODULE MATRIX



Module	Aim	Topics	Methods
01 Essential Information	To provide the basic information required to ensure that adults involved in Scouting: <ul style="list-style-type: none"> do not put themselves and others at risk through lack of knowledge are aware of the Purpose, Principles and Method of Scouting are aware of the management and support structures of Scouting in outline and of immediately relevant parts of the structure in detail. 	<ul style="list-style-type: none"> Fundamentals Child Protection Equal Opportunities Safety Structures and support POR 	<ul style="list-style-type: none"> DVD e-learning Course
02 Personal Learning Plan	To create a plan for an individual's learning based on the requirements of the job and taking into account the individual's needs. The plan will show the training and the support that the individual will receive to help them fulfil the learning programme and will include a progress review timetable.	<ul style="list-style-type: none"> Personal Learning Plan 	<ul style="list-style-type: none"> One to one Workbook
03 Tools for the job (Section Leaders)	To provide the basic information on the individual's job or area of responsibility and some practical help to get the individual started in the job.	<ul style="list-style-type: none"> Features of the Section Adult role Programme ideas Games 	<ul style="list-style-type: none"> One to one Small group e-learning
04 Tools for the job (Managers)	To provide the basic information on the individual's job or area of responsibility and some practical help to get the individual started in the job.	<ul style="list-style-type: none"> Duties and responsibilities Needs of adults Outline of the Sections POR 	<ul style="list-style-type: none"> One to one Small group e-learning

Modules 1, 2 and either 3 or 4 are compulsory modules (*Getting Started*)

05 Fundamental Values of Scouting	To use the Personal Development Areas to explore the links between the values expressed in the Purpose, Principles and Methods of Scouting and a balanced programme, the awards and badges.	<ul style="list-style-type: none"> Values Personal Development Areas Religious Policy 	<ul style="list-style-type: none"> Course One to one e-learning
06 Changes in Scouting	To provide an overview of the Movement's history focusing on its development to meet the changing needs of society.	<ul style="list-style-type: none"> Brief outline history of Scouting 	<ul style="list-style-type: none"> DVD Factsheet
07 Valuing Diversity	To cover the policies of The Scout Association that promote diversity and consider how the individual, in their role, can help to make Scouting available to all.	<ul style="list-style-type: none"> Mixed Scouting Equal opportunities Special Needs Cultural, social and religious diversity 	<ul style="list-style-type: none"> Course Small group One to one DVD

Module	Aim	Topics	Methods
08 Skills of Leadership	To cover the knowledge, skills and attitudes required to be an effective Leader.	<ul style="list-style-type: none"> ■ Systematic planning ■ Action centred leadership ■ Leadership styles ■ Developing leadership skills in others 	<ul style="list-style-type: none"> ■ One to one ■ Course ■ Small group
09 Working with Adults	To cover the underpinning functions required to work effectively as a member of an adult team.	<ul style="list-style-type: none"> ■ Communication ■ Listening skills ■ Decision making structures ■ Representing others. 	<ul style="list-style-type: none"> ■ Small group ■ Course
10 First Aid	To cover the skills and knowledge necessary to enable adults to manage an incident and provide basic First Aid.	<ul style="list-style-type: none"> ■ First Aid 	<ul style="list-style-type: none"> ■ External course (First Response as a minimum)
11 Administration (Section Leaders)	To cover the records and procedures necessary for the effective administration of the Section (including personal and financial records, insurance issues and accident/emergency procedures).	<ul style="list-style-type: none"> ■ Keeping records ■ Records required for Section ■ Financial responsibilities ■ Accident reporting ■ Data Protection Act ■ Insurance 	<ul style="list-style-type: none"> ■ Course ■ Small Group ■ One to one
12 Providing a Balanced Programme	To cover ways in which a successful and balanced programme can be planned and implemented in the Section.	<ul style="list-style-type: none"> ■ Balanced Programme ■ Programme ideas ■ Young people's involvement in decision making ■ Awards ■ Programme Review ■ Overview of other Sections 	<ul style="list-style-type: none"> ■ Course ■ e-learning ■ One to one
13 Growing the Movement (Section Leaders)	To cover ways in which an adult working with a Section can work with their GSL/others to plan and implement growth in his/her Group and Section.	<ul style="list-style-type: none"> ■ Transfer between Sections ■ Adults in Scouting model (recruitment, induction and retention) ■ Development planning ■ Co-operation with other agencies 	<ul style="list-style-type: none"> ■ Small group ■ Course ■ Workbook
14 Young People Today	To enable adults working with Sections to identify and meet the needs of young people.	<ul style="list-style-type: none"> ■ Characteristics, influences and needs of young people 	<ul style="list-style-type: none"> ■ Course ■ Small group ■ One to one ■ Workbook
15 Challenging Behaviour	To enable adults to prevent and manage challenging behaviour in the Sections.	<ul style="list-style-type: none"> ■ Causes, prevention and management of challenging behaviour 	<ul style="list-style-type: none"> ■ Course ■ Workbook ■ Small group ■ One to one
16 Introduction to Residential Experiences	To enable section leaders and supporters who may support residential experiences for young people, as part of their role in Scouting, to understand the role that residential experiences play in Scouting.	<ul style="list-style-type: none"> ■ Residential experiences and their importance in Scouting ■ Organisation and administration ■ Nights Away Permit Scheme 	<ul style="list-style-type: none"> ■ Course ■ Small group ■ One to one
17 Activities Outdoors	To enable adults to plan and run exciting, safe and developmental activities outdoors for the young people in their Section.	<ul style="list-style-type: none"> ■ Importance in Balanced Programme ■ Planning and carrying out activities ■ Permits ■ Risk Assessment ■ Party management 	<ul style="list-style-type: none"> ■ One to one ■ Course ■ Small group
18 Practical Skills	To enable adults to gain and develop practical skills for the benefit of young people in their Section.	<ul style="list-style-type: none"> ■ Range of practical skills ■ Training others 	<ul style="list-style-type: none"> ■ Course ■ Small group

Module	Aim	Topics	Methods
19 International	To provide an international focus appropriate to their Section and appreciate the global nature of Scouting.	<ul style="list-style-type: none"> ■ World-wide family of Scouting ■ International aspects of the programme ■ International events and activities ■ Programme ideas 	<ul style="list-style-type: none"> ■ Course ■ One to one ■ Small group
20 Administration (Managers)	To cover the records and procedures necessary for the effective administration of Groups, Districts and Counties as applicable (including personal and financial records, insurance issues and accident/emergency procedures).	<ul style="list-style-type: none"> ■ Record keeping ■ Records required for Section, Group and District ■ Roles and responsibilities ■ Financial responsibilities ■ Accident reporting ■ Data Protection Act ■ Insurance ■ POR 	<ul style="list-style-type: none"> ■ One to one ■ Course ■ Management game ■ Small group
21 Growing the Movement (Managers)	To cover the ways in which a manager in Scouting can plan to, execute the growth of and facilitate change in the delivery of Scouting in the appropriate area.	<ul style="list-style-type: none"> ■ Influences and needs of adults and young people ■ Transfer between Sections ■ Waiting lists ■ Adults in Scouting model (recruitment, induction and retention) ■ Promoting Scouting ■ Fundraising ■ Development planning ■ Change management 	<ul style="list-style-type: none"> ■ Small group ■ Course
22 Section Support	To enable adults not working directly with young people to understand the Sectional Programmes, Section method, and Section characteristics so that they may provide effective management and support.	<ul style="list-style-type: none"> ■ Features of each Section ■ Balanced programme ■ Programme Review ■ International aspects of programme ■ Value of residential experiences and activities outdoors 	<ul style="list-style-type: none"> ■ One to one ■ Small group ■ Course
23 Safety for Managers and Supporters	To cover specific roles, responsibilities and systems for ensuring safe Scouting.	<ul style="list-style-type: none"> ■ Responsibilities ■ Risk Assessments ■ Activity Permits ■ Insurance ■ Accident reporting 	<ul style="list-style-type: none"> ■ Course ■ One to one ■ Small group
24 Managing Adults	To cover the skills and knowledge required to enable participants to provide effective management of adults.	<ul style="list-style-type: none"> ■ Personal development ■ Areas of adults ■ Adult training ■ Group dynamics ■ Motivation ■ Delegation ■ Conflict resolution ■ Team building ■ Adults in Scouting model 	<ul style="list-style-type: none"> ■ Course ■ Small group ■ Workbook ■ One to one
25 Assessing Learning	To provide the knowledge, skills and attitudes necessary to effectively support, validate and assess adults in The Scout Association's Adult Training Scheme, the Adventurous Activity Permit Scheme, Nights Away Permit Scheme and the Scout Show National Recognition Scheme.	<ul style="list-style-type: none"> ■ Learning and development needs of adults ■ Undertaking appropriate assessments and validations ■ Providing positive and constructive feedback ■ Role-specific elements for Managers, Training Advisers, Activity Assessors, Nights Away Assessors & Scout Show Assessors 	<ul style="list-style-type: none"> ■ Course ■ Workbook ■ One to one

Module	Aim	Topics	Methods
26 Supporting Adults	To cover the skills and knowledge required to enable supporters to provide effective support to adults in Sections.	<ul style="list-style-type: none"> ■ Adults in Scouting model ■ Personal development areas of adult training ■ Group dynamics ■ Motivation ■ Consultation ■ Running Meetings 	<ul style="list-style-type: none"> ■ Course ■ Small group ■ Workbook
27 Instructing Practical Skills	To provide the skills, knowledge and attitudes necessary to instruct practical skills.	<ul style="list-style-type: none"> ■ Skills instruction ■ Safety ■ Feedback ■ Records of skills instruction 	<ul style="list-style-type: none"> ■ Course
28 Facilitating	To provide the skills, knowledge and attitudes to facilitate individuals and small groups.	<ul style="list-style-type: none"> ■ Training methods ■ Communication in a learning environment 	<ul style="list-style-type: none"> ■ Course
29 Presenting	To provide the skills, knowledge and attitudes to make effective presentations.	<ul style="list-style-type: none"> ■ Planning and delivering presentations ■ Learning methods ■ Resources and facilities ■ Feedback 	<ul style="list-style-type: none"> ■ Course
30 Supporting Local Learning	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.	<ul style="list-style-type: none"> ■ Communication ■ Allocating Training Advisers ■ Procedures ■ Monitoring progress 	<ul style="list-style-type: none"> ■ Course
31 Planning a Learning Experience	To provide the skills, knowledge and attitudes necessary to research and design training experiences.	<ul style="list-style-type: none"> ■ Systematic planning and balanced learning ■ Supporting material ■ Evaluation of learning experience 	<ul style="list-style-type: none"> ■ Course
32 Delivering a Learning Experience	To provide the skills, knowledge and attitudes necessary to plan prepare and run a training experience.	<ul style="list-style-type: none"> ■ Planning and managing learning ■ Staff teams ■ Evaluation 	<ul style="list-style-type: none"> ■ Course
33 Planning a Learning Provision	To provide the skills, knowledge and attitudes to enable Training Managers to plan to meet the learning needs of an area.	<ul style="list-style-type: none"> ■ Needs of Adult Training Scheme ■ Current training trends ■ Drafting and producing learning plans 	<ul style="list-style-type: none"> ■ Course ■ Workbook
34 Managing a Learning Provision	To provide the skills, knowledge and attitudes to ensure County Training Managers to manage the learning provision for their area.	<ul style="list-style-type: none"> ■ Plan implementation ■ Monitoring progress ■ Quality control ■ Plan maintenance ■ Amendments 	<ul style="list-style-type: none"> ■ Course ■ Workbook
35 Internal Moderation	To provide the skills, knowledge and attitudes to monitor the quality of The Scout Association's Adult Training Scheme.	<ul style="list-style-type: none"> ■ Sampling of portfolios ■ Quality control 	<ul style="list-style-type: none"> ■ External course
36 Special Needs	To provide information, support and resources for those working with young people with Special Needs.	<ul style="list-style-type: none"> ■ Equal Opportunities Policy with regard to Special Needs ■ Good practice ■ Available resources 	<ul style="list-style-type: none"> ■ Course ■ Small group
37 Advising on Adult Appointments	To enable an adult to participate fully as a member of the Appointments Advisory Committee.	<ul style="list-style-type: none"> ■ The structure and responsibilities of the Appointments Advisory Committee ■ The appointment process ■ Running approval meetings 	<ul style="list-style-type: none"> ■ Course ■ One to one ■ DVD
38 Skills for Residential Experiences	To enable adults to acquire the appropriate skills to plan and run successful residential experiences for the young people in their section.	<ul style="list-style-type: none"> ■ Practical skills for planning and running a residential experience 	<ul style="list-style-type: none"> ■ Course ■ Small group ■ One to one

B. MINIMUM MODULE REQUIREMENTS

The minimum module requirements for the different roles in The Scout Association are shown below.

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. For ease of reference, the modules are referred to in colour groups relating to the *Module Matrix*.

For appointments in Groups 1 and 2 a defined Wood Badge route is not available. However you may, if you choose to, create a Wood Badge route in agreement with your County Training Manager. If you do this it is important to make sure that all of the modules can be validated within your current role in Scouting.

GROUP 1

A Wood Badge route is not available for these appointments but Module 1, *Essential Information*, must be completed.

- Administrator (Group, District or County)
- Adventurous Activity Authorised Leader (District or County)
- Adviser (Group, District or County)
- Chairman (Group, District or County)
- County Child Protection Co-ordinator
- County Safety in Scouting Co-ordinator
- County Media Development Manager
- County Scout Network Administrator
- District Explorer Scout Administrator
- President (Group, District or County)
- Skills Instructor (Group, District or County)
- Secretary (Group, District or County)
- Treasurer (Group, District or County)
- Vice President (Group, District or County)

Plus any other appointments with unsupervised access to young people.

GROUP 2

A Wood Badge is not available for these appointments but Module 1, *Essential Information*, must be completed together with the additional module(s) stated:

- County Training Administrator Module 30
- Local Training Administrator Module 30
- Training Adviser Module 25
- Nights Away Assessor Module 25
- Activity Assessor Module 25
- Scout Show Assessor Module 25
- Scout Active Support Member *see note on page 27

- Scout Active Support Co-ordinator *see note on page 27
- Trainer Modules 27, 28 and/or 29 (depending on role description)
- Appointments Advisory Committees Module 37 (including the Chairman and the Appointments Secretary)

GROUP 3

A Wood Badge is available for these appointments but it is not obligatory. However, Module 1, *Essential Information* and Module 3, *Tools for the Job (Section Leaders)* must be completed.

- Sectional Assistants

GROUP 4 ■■

A Wood Badge is obligatory for these appointments and requires all green and purple modules on the Module Matrix to be completed:

- Beaver Scout Leader
- Assistant Beaver Scout Leader
- Cub Scout Leader
- Assistant Cub Scout Leader
- Scout Leader
- Assistant Scout Leader
- Explorer Scout Leader
- Assistant Explorer Scout Leader
- Explorer Scout Leader (Young Leaders)
- County Scout Network Leader
- District Scout Network Leader
- Local Scout Network Leader
- County Scouter
- District Scouter

GROUP 5 ■■

A Wood Badge is obligatory for these appointments and all green and aqua modules should be completed, excluding Module 26, *Supporting Adults*. For some appointments, there are supplementary modules which must also be completed as stated below.

- Group Scout Leader
- Assistant Group Scout Leader
- District Commissioner
- Deputy District Commissioner
- County Commissioner
- Deputy County Commissioner
- Chief Commissioner
- Chief Scout
- Scout Active Support Manager * see note on page 27

- County Training Manager Modules 33 and 34
- Local Training Manager Modules 30, 33 and/or 34 (depending on role description)
- Assistant Regional Commissioner (Adult Training) Scotland Modules 33 and 34
- Assistant District Commissioner (Adult Training) Scotland Modules 30, 31 and 32
- District Explorer Scout Commissioner Modules 12, 17 and 19
- County Scout Network Commissioner Modules 12, 17 and 19

GROUP 6 ■■

A Wood Badge is obligatory for these appointments. All green and aqua modules should be completed excluding Module 24, *Managing Adults* and Module 25, *Assessing Learning*. Module 12, *Providing a Balanced Programme*, Module 17, *Activities Outdoors* and Module 19, *International* must also be completed.

- Assistant District Commissioner (Section)
- Assistant County Commissioner (Section)
- Assistant Regional Commissioner (Explorer Scouts) Scotland
- Assistant Regional Commissioner (Scout Network) Scotland

GROUP 7 ■■

A Wood Badge is obligatory for these appointments. All green and aqua modules should be completed excluding Module 24, *Managing Adults* and Module 25, *Assessing Learning*. Other modules should be added for your specialist area eg. Module 19, *International* for ADC (International) or Module 36, *Special Needs* for ADC (Special Needs).

- Assistant District Commissioner (non-Sectional)
- Assistant County Commissioner (non-Sectional)
- Assistant Regional Commissioner (Development) Scotland
- Assistant Regional Commissioner (Communication) Scotland

*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 Module 3, *Tools for the Job*, Module 12, *Providing a Balanced Programme*, Module 17, *Activities Outdoors*, 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.

C. CHANGE OF ROLE

It is not unusual for an adult to change roles in Scouting. If you 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 'change of role' box. A tick (✓) means that you will 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:

1. Section Leader (anyone working in a section).
2. Manager (Group Scout Leader, District Commissioner, County Commissioner, County Training Manager, District Explorer Scout Commissioner etc).
3. Supporter (Assistant District/County Commissioner).

The information is also summarised in the table below.

More information about change of roles can be found in factsheet *Adult Training: Change of Role* (FS330092).

CHANGE OF ROLE MATRIX

Module No.	Module Name	Change of Role	
1	Essential Information	✗	Any change in role
2	Personal Learning Plan	✓	Any change in role
3	Tools for the Job (Section Leaders)	✓	Any change in Section
4	Tools for the Job (Managers)	✓	Any change in role
5	Fundamental Values of Scouting	✗	Any change in role
6	Changes in Scouting	✗	Any change in role
7	Valuing Diversity	✗	Any change in role
8	Skills of Leadership	✗	Any change in role
9	Working with Adults	✗	Any change in role
10	First Aid	✗	Any change in role
11	Administration (Section Leaders)	✗	Changing sections
		✗	Leader to supporter
		✓	Supporter to leader
12	Providing a Balanced Programme	✓	Changing sections
		✗	Leader to supporter
		✓	Supporter to leader
13	Growing the Movement	✓	Changing sections
		✗	Leader to supporter
		✓	Supporter to leader
14	Young People Today	✓	Changing sections
		✗	Leader to supporter
		✓	Supporter to leader
15	Challenging Behaviour	✓	Changing sections
		✗	Leader to supporter
		✓	Supporter to leader
16	Introduction to Residential Experiences	✗	Changing sections
		✗	Leader to supporter
		✓	Supporter to leader
17	Activities Outdoors	✗	Changing sections
		✗	Leader to supporter
		✓	Supporter to leader
18	Practical Skills	✓	Changing sections
		✗	Leader to supporter
		✓	Supporter to leader

19	International	✘	Any change in role
20	Administration (Managers)	✔	Any change in role
21	Growing the Movement (Managers)	✔	Any change in role
22	Section Support	✘	Any change in role
23	Safety for Managers and Supporters	✔	Any change in role
24	Managing Adults	✘	Any change in role
25	Assessing Learning	✘	Manager to manager
		✔	Any other change in role
26	Supporting Adults	✘	Any change in role
27-35	Instructing Practical Skills – Internal Moderation	✘	Any change in role
36	Special Needs	✔	Relevant to new role
		✘	Not relevant to new role
37	Advising on Adult Appointments	✔	Relevant to new role
		✘	Not relevant to new role
38	Skills for Residential Experiences	✔	Relevant to new role
		✘	Not relevant to new role

D. MODULE SUMMARIES

The module summaries on the following pages are designed to help you to put together your Personal Learning Plan. Each page covers a different module and gives you:

- a description of the module
- questions you can ask yourself to help you judge whether you have the right level of skill or knowledge
- the learning delivery methods (although the list may be supplemented by extra opportunities locally)
- the validation methods
- details on OCN



1. ESSENTIAL INFORMATION

DESCRIPTION

The basic information that all adults in Scouting need to know

THIS MEANS:

- understanding the purpose, principles and method of The Scout Association
- understanding the importance of The Scout Association's Child Protection Policy and your role in protecting young people from harm
- identifying the support available to help you in your Scouting role
- getting support from other people
- working within the policies and rules of the Movement

QUESTIONS

- Do you know what *Policy, Organisation and Rules* is and where you can see it?
- Have you read The Scout Association's Child Protection Policy (the 'yellow card')?
- Do you know what to do if you think a child has been abused or if someone tells you that this might be happening?
- Do you know the Equal Opportunities Policy and Safety Policy?
- Do you know who to inform if someone is hurt during a Scouting activity?
- Do you know where to find the rules and guidance about activities?
- Do you know who to go to for help?
- Do you know what the Scout Information Centre does and how to contact it?
- Can you explain the purpose, principles and method of Scouting?

DELIVERY METHODS

- DVD
- Course
- e-learning.

TO VALIDATE THIS MODULE YOU WILL NEED TO:

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

And complete two of the following:

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

OPEN COLLEGE NETWORK

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

CHANGE OF ROLE

Any change in role ✕

2. PERSONAL LEARNING PLAN

DESCRIPTION

Creating a plan to help you fulfil the requirements of your role, taking into account existing knowledge and skills.

THIS MEANS:

- identifying the skills needed to do the role
- planning the training, learning and support needed to fill any gaps
- showing that you can do the role.

QUESTIONS

- Have you worked your way through the workbook?
- Have you identified which modules are relevant to your role?
- Have you decided which modules you can already complete?
- Have you met and agreed a learning and validation plan with your Training Adviser?

DELIVERY METHODS

- One to one
- Workbook.

TO VALIDATE THIS MODULE YOU WILL NEED TO:

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

OPEN COLLEGE NETWORK

This module is not an OCN unit.

CHANGE OF ROLE

Any change in role ✓



3. TOOLS FOR THE JOB (SECTION LEADERS)

DESCRIPTION

Some basic information about the role, and practical help for working within a section.

THIS MEANS:

- recognising the main features of your section
- participating in the planning and running of section meetings
- using games as a key part of the programme
- knowing what should happen at a section meeting and why
- understanding your role in Scouting.

QUESTIONS

- Do you know where to find programme ideas?
- Can you run a game or activity within the section?
- Can you explain what adults do in the running of the section?
- Can you explain what young people do in the running of the section?
- Do you know what the main features of the section are? (for example: age, theme, decision-making, ceremonies etc.).

DELIVERY METHODS

- One to one
- Small group
- e-learning.

TO VALIDATE THIS MODULE YOU WILL NEED TO:

Outline the main features of your section. (OCN Unit B 2.1 and 2.2)

And complete two of the following:

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

5. Any other ideas, subject to agreement with a Training Adviser.

OPEN COLLEGE NETWORK

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

CHANGE OF ROLE

Any change in section ✓



4. TOOLS FOR THE JOB (MANAGERS)

DESCRIPTION

Some basic information on the responsibilities of the role, and practical help for making a start.

THIS MEANS:

- understanding your responsibilities in providing effective management and support of adults in Scouting
- recognising the main features of each section
- identifying and accessing The Scout Association's policies, guidance and rules
- carrying out the role within the procedures and policies of The Scout Association
- supporting the development of young people within Scouting.

QUESTIONS

- Do you know what the key duties of the role are?
- Do you know what your responsibilities for the adults you manage or support are?
- Do you know what the key duties of the adults you manage or support are?
- Can you explain the main features of each section? (for example: age, theme, groupings, decision making and planning processes etc)
- Do you know where to find information on procedures, policies and rules?

DELIVERY METHODS

- One to one
- Small group
- e-learning.

TO VALIDATE THIS MODULE YOU WILL NEED TO:

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

And complete two of the following:

1. Create a list of those you manage or support, describing your principle duties, functions and responsibilities and your role in providing personal support and training. (OCN Unit C 1.2)
2. Outline the main features of each section including the age range, theme, groupings of young people and the decision making and programme planning processes. (OCN Unit C 2.1)
3. Add to your role description to describe the things you actually do. (OCN Unit C 1.1)

4. List your top five priorities and develop a plan to put them into action.
5. Explain the function of The Scout Association's policy and guidance mechanisms and how to access information contained in POR, factsheets and HQ to an adult new to Scouting whom you manage or support (OCN Unit C 3.1 and 3.2)
6. Any other ideas, subject to agreement with a Training Adviser.

OPEN COLLEGE NETWORK

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

CHANGE OF ROLE

Any change in role ✓



5. FUNDAMENTAL VALUES OF SCOUTING

DESCRIPTION

The relationship between the values of Scouting, the Balanced Programme, badges and awards.

THIS MEANS:

- understanding the role of faith and beliefs in Scouting
- understanding the values of Scouting and how these are expressed in the purpose, principles and method of Scouting
- including the values of Scouting in a balanced programme
- demonstrating Scouting values in your behaviour.

QUESTIONS

- Do you know what the purpose, principles and method of Scouting are?
- Can you explain how the Balanced Programme is linked to the values of Scouting?
- Can you include, or advise others how to include, the values of Scouting into a balanced programme for a section?
- Do you know how to help young people take part in prayer and worship?
- Do you know The Scout Association's religious policy, and how it affects you and your role?

DELIVERY METHODS

- Course
- One to one
- e-learning.

TO VALIDATE THIS MODULE YOU WILL NEED TO:

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

And complete two of the following:

1. Using your programmes, show how young people are developing in different ways through a balanced programme.
2. Show the progress of one of your section members, including their badge progress sheet, and describe their personal development.
3. Demonstrate the explicit use of spiritual development in a meeting.

4. Give practical examples of how faith and beliefs can be incorporated into a balanced programme. (OCN Unit D 2.1)
5. Outline The Scout Association's religious policy and your role in implementing that policy. (OCN Unit D 2.2)
6. Make a presentation to explain Scouting values to either young people or adults. (OCN Unit D 1.1)
7. Explain how Scouting can meet the needs of diverse communities. (OCN Unit D 4.6)
8. Any other ideas, subject to agreement with a Training Adviser.

OPEN COLLEGE NETWORK

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

CHANGE OF ROLE

Any change in role ✕



6. CHANGES IN SCOUTING

DESCRIPTION

An overview of the Movement's history, with a focus on how it has changed to meet the needs of society.

THIS MEANS:

- explaining how Scouting started
- understanding how Scouting has adapted to suit the way young people have changed
- knowing about the growth of Scouting – nationally and internationally
- outlining the Movement's history, focusing on its development to meet the changing needs of society.

QUESTIONS

- Do you know how Scouting started?
- Do you know what the major milestones in Scouting are?
- Do you know if Scouting is growing or shrinking (nationally and internationally)?
- Can you explain how Scouting has changed to meet the needs of young people?

DELIVERY METHODS

- Factsheet
- DVD.

TO VALIDATE THIS MODULE YOU WILL NEED TO:

Complete the questionnaire below and confirm with a Training Adviser that 80% or more has been completed correctly.

And complete one of the following:

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

OPEN COLLEGE NETWORK

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

CHANGE OF ROLE

Any change in role X

CHANGES IN SCOUTING QUESTIONNAIRE

QUESTIONS

1 Who started the Scout Movement?

- a Robert Baden-Powell b Lord Somers c Robert Louis Stephenson

2 Where was the experimental camp held that led to Scouting being developed?

- a Mersey Island b Brownsea Island c Isle of Wight

3 What year was the experimental camp?

- a 1905 b 1907 c 1909

4 What book did Baden-Powell write to launch Scouting?

- a *Boer War Scouts* b *Scouting Today* c *Scouting for Boys*

5 What section was started in 1916 for younger boys?

- a Beaver Scouts b Cub Scouts c Rover Scouts

6 What section was started in 1919 for older boys?

- a Beaver Scouts b Cub Scouts c Rover Scouts

7 What Movement did Baden-Powell establish for girls?

- a Girls Brigade b Girl Guides c Girl Scouts

8 When were females allowed to become leaders?

- a From the start b 1932 c 1966

9 How many Scouts are there in the world today (summer 2009)?

- a 2 million b 12 million c 28 million

10 How many countries and territories in the world have Scouts today (summer 2009)?

- a 147 b 187 c 217

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

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



7. VALUING DIVERSITY

DESCRIPTION

Ensuring that Scouting is available to all and that diversity is valued.

THIS MEANS:

- identifying The Scout Association's policies that promote diversity
- considering how you in your role can help to make Scouting available to all
- promoting The Scout Association's policies on co-education, equal opportunities and special needs
- valuing cultural, social and religious diversity.

QUESTIONS

- Do you know The Scout Association's policies on co-education, equal opportunities and special needs?
- Do you know the cultural, social and religious diversity in your local community?
- How can you ensure that Scouting is available to all young people?

DELIVERY METHODS

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

TO VALIDATE THIS MODULE YOU WILL NEED TO:

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

And complete one of the following:

1. Show evidence of how you are making Scouting more accessible to one or more of the following:
 - a. girls and young women
 - b. those with special needs
 - c. those from ethnic minorities
 - d. those of differing religious backgrounds
 - e. those of differing social backgrounds.
2. Incorporate aspects of the Equal Opportunities Policy into an educational activity in your section programme.

3. As part of a recruitment exercise, pass on the key aspects of the equal opportunities policy to a new member of The Scout Association.
4. Produce a plan to increase diversity in the area for which you are responsible.
5. Increase awareness of special needs by running an activity for either young people or adults.
6. Any other idea, subject to agreement with a Training Adviser.

OPEN COLLEGE NETWORK

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

CHANGE OF ROLE

Any change in role ✕



8. SKILLS OF LEADERSHIP

DESCRIPTION

Having the knowledge, skills and attitudes required to be an effective leader.

THIS MEANS:

- planning systematically
- using the action centred leadership model
- using appropriate leadership styles
- developing leadership skills in others.

QUESTIONS

- Do you know how to plan systematically?
- Do you know and can you use the 'action centred leadership' model?
- Do you know and can you use various leadership styles as required by circumstances?
- Can you develop leadership skills in others (both adults and young people)?

DELIVERY METHODS

- Small group
- Course
- One to one.

TO VALIDATE THIS MODULE YOU WILL NEED TO:

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

And complete two of the following:

1. Explain the functions of leadership in terms of the task to be done and actions to achieve it, actions to make the group effective and actions required to meet the needs of individuals within the group. (OCN Unit E 2.1)
2. Explain the different leadership styles and outline situations in which they might be appropriate. (OCN Unit E 3.1)
3. Describe an event or activity during which your leadership style changed a number of times.
4. Identify your preferred leadership style using a questionnaire or similar tool. (OCN Unit D 3.2)
5. Give examples of deliberately experimenting with different leadership styles to increase your range.

6. List five examples of using different styles with different age ranges and abilities.
7. Run a game or activity to develop leadership skills in young people or adults.
8. Any other ideas, subject to agreement with a Training Adviser.

OPEN COLLEGE NETWORK

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

CHANGE OF ROLE

Any change in role ✕



9. WORKING WITH ADULTS

DESCRIPTION

Working effectively as a member of an adult team.

THIS MEANS:

- communicating effectively
- helping others to solve their own problems
- knowing the decision-making structures of the Movement
- representing others.

QUESTIONS

- Can you communicate effectively with other adults?
- Do you know how to help other adults solve their own problems?
- Do you know the decision-making structures of The Scout Association and how you take your part in these?
- Do you know how to collect people's views before a meeting, represent them effectively within the meeting, and report back to them afterwards?

DELIVERY METHODS

- Small group
- Course.

TO VALIDATE THIS MODULE YOU WILL NEED TO:

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

And complete two of the following:

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

6. Describe the techniques of effective listening. (OCN Unit E 5.2)
7. Any other ideas, subject to agreement with a Training Adviser.

OPEN COLLEGE NETWORK

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

CHANGE OF ROLE

Any change in role X

10. FIRST AID

DESCRIPTION

The skills and knowledge necessary to enable adults to manage an incident and provide basic first aid.

THIS MEANS:

- being prepared to provide first aid in any situation.

QUESTIONS

- Do you know how to deal with a first aid incident?
- Do you have a current first aid qualification (minimum first response)

DELIVERY METHODS

- External course (first response as a minimum).

TO VALIDATE THIS MODULE YOU WILL NEED TO:

- Hold a current first aid certificate that meets or exceeds the minimum standard of First Response.
Further guidance can be found in the factsheet *First Response: Definition and Equivalents* (FS310547).

N.B. Your first aid certificate must also be current at the time that you are awarded your Wood Badge and at your appointment review.

OPEN COLLEGE NETWORK

This module is not an OCN unit.

CHANGE OF ROLE

Any change in role ✗



11. ADMINISTRATION (SECTION LEADERS)

DESCRIPTION

The records and procedures necessary to effectively administer a section.

THIS MEANS:

- keeping accurate records about section members
- handling the finances according to the rules of The Scout Association and the law
- maintaining records in the manner required by the law
- understanding the insurance arrangements for section activities.

QUESTIONS

- Do you know what records must be kept about section members and why?
- Do you know how section finances must be handled, what the rules are for section finances and the reporting required to the Group Treasurer?
- Do you know what records must be kept about accidents?
- Do you know how the Data Protection Act affects record keeping in the section?

DELIVERY METHODS

- Course
- Small group
- One to one.

TO VALIDATE THIS MODULE YOU WILL NEED TO COMPLETE TWO OF THE FOLLOWING:

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

OPEN COLLEGE NETWORK

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

CHANGE OF ROLE

Changing sections ✗

Leader to supporter ✗

Supporter to leader ✓



12. PROVIDING A BALANCED PROGRAMME

DESCRIPTION

Ways in which a successful and balanced programme is planned and run in the section.

THIS MEANS:

- providing a balanced programme for your section
- running a balanced programme
- generating exciting and relevant programme ideas
- involving young people in the decision making for your section
- reviewing and enhancing the programme
- understanding, in outline, how other sections operate.

QUESTIONS

- Is your programme varied and challenging?
- Do you know how the Programme Zones and variety of methods are used to help provide a balanced programme?
- Do you have a wide variety of sources and themes to produce an exciting and relevant programme?
- Do you know how the awards, challenges and badges are incorporated into a balanced programme?
- Do you know how young people are involved in the planning and running of the programme?
- Do you know how the programme is reviewed and enhanced?
- Do you know how the other sections operate (in outline)?

DELIVERY METHODS

- e-learning
- Course
- One to one.

TO VALIDATE THIS MODULE YOU WILL NEED TO:

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

And complete two of the following:

1. Run a meeting incorporating three of the programme methods for your section.
2. Describe how the other sections operate and how the programme continually develops young people.
3. Be involved in the planning and running of a themed event, for example a fun day, or incorporating a variety of Programme Zones.
4. Review your programme and show how your review has improved future programmes and the programme planning process. (OCN Unit H 1.6)
5. Outline the various sources, methods and themes that can be used to generate exciting and relevant programme ideas. (OCN Unit H 1.4)
6. Produce notes of a meeting with young people to show your involvement in the programme planning process.
7. Any other ideas, subject to agreement with a Training Adviser.

OPEN COLLEGE NETWORK

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

CHANGE OF ROLE

Changing sections ✓

Leader to supporter ✗

Supporter to leader ✓



13. GROWING THE MOVEMENT (SECTION LEADERS)

DESCRIPTION

Planning and achieving growth of Scouting in your Group and section.

THIS MEANS:

- ensuring transfer between sections
- devising and implementing development plans for the Group and section
- co-operating with other agencies outside Scouting.

QUESTIONS

- Do as many young people as possible transfer from your section to the next?
- Do you know how to recruit, support and retain adults?
- Can you produce and use a development plan to ensure that Scouting grows in your section?

DELIVERY METHODS

- Small group
- Course
- Workbook.

TO VALIDATE THIS MODULE YOU WILL NEED TO COMPLETE TWO OF THE FOLLOWING:

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

OPEN COLLEGE NETWORK

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

CHANGE OF ROLE

Changing sections ✓

Leader to supporter ✗

Supporter to leader ✓



14. YOUNG PEOPLE TODAY

DESCRIPTION

Identifying and meeting the needs of young people in the section.

THIS MEANS:

- understanding your role in supporting young people as they develop through the sections
- understanding the changes in young people as they get older and move between the sections
- knowing the characteristics and needs of young people in the age range for your section
- being aware of the social influences on young people in your section.

QUESTIONS

- Do you know the characteristics and needs of young people of the age range for your section?
- How does the programme try to meet their needs?
- Do you know what influences society has on them?
- Can you describe the effects of peer group pressure?

DELIVERY METHODS

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

TO VALIDATE THIS MODULE YOU WILL NEED TO:

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

And complete one of the following:

1. Outline the changing characteristics and needs of young people in the age range with which you are working and of those who are older and younger. (OCN Unit I 1.1)
2. Plan and run a game or activity to help your section members identify their own needs.
3. Plan and lead an activity involving three characteristics, needs and/or influences you have listed and review the activity with young people in your section.
4. Plan and run a game or activity to meet a specific need you have identified.

5. Collect and review information from outside The Scout Association on the needs of young people in your section's age range.
6. Any other ideas, subject to agreement with a Training Adviser.

OPEN COLLEGE NETWORK

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

CHANGE OF ROLE

Changing sections ✓

Leader to supporter ✗

Supporter to leader ✓



15. CHALLENGING BEHAVIOUR

DESCRIPTION

Preventing and managing challenging behaviour in the section.

THIS MEANS:

- being able to identify challenging behaviour
- knowing the causes of challenging behaviour of young people
- using methods of prevention and management of challenging behaviour in the section.

QUESTIONS

- Do you know the causes of challenging behaviour among young people?
- Do you know how to prevent or avoid incidents of challenging behaviour?
- Do you know how to deal with challenging behaviour should it occur in your section?

DELIVERY METHODS

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

TO VALIDATE THIS MODULE YOU WILL NEED TO:

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

And complete two of the following:

1. Develop and implement a section code of conduct with the young people with which you work.
2. Demonstrate how acceptable standards of behaviour may be agreed with both young people and the adult leadership team. (OCN Unit H 2.3)
3. Identify actions that could be taken to reduce those triggers/causes of challenging behaviour which are within your control. (OCN Unit H 2.2)
4. If applicable, explain how you have dealt with challenging behaviour successfully and appropriately in the past.
5. Identify sources of additional help and support in dealing with challenging behaviour. (OCN Unit H 2.4)

6. Plan and run a game or activity with your section members to explore acceptable and unacceptable behaviour.
7. Any other ideas, subject to agreement with a Training Adviser.

OPEN COLLEGE NETWORK

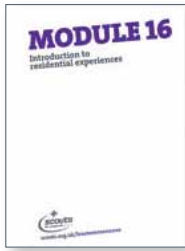
This module forms part of the OCN unit *Young People Today*.

CHANGE OF ROLE

Changing sections ✓

Leader to supporter ✗

Supporter to leader ✓



16. INTRODUCTION TO RESIDENTIAL EXPERIENCES

DESCRIPTION

An overview of the role of residential experiences for young people in Scouting, and their organisation and planning.

THIS MEANS:

- understanding the role that residential experiences have in the development of young people
- understanding the organisation and administration of residential experiences
- knowing how to identify the skills required within a team running a residential experience
- understanding the Nights Away Permit Scheme
- knowing where to go for support and further information when planning a residential experience.

QUESTIONS

- Do you know the role that residential experiences have in the development of young people in Scouting?
- Are you familiar with the organisation and administration requirements for a residence experience?
- Do you know The Scout Association's policies and rules for planning and running a residential experience?

DELIVERY METHODS

- Small group
- Course
- One to one.

TO VALIDATE THIS MODULE YOU WILL NEED TO:

Explain to a Training Adviser the role that camping and residential experiences have in Scouting and how they contribute to the development of young people.

And complete three of the following:

1. Outline the main aspects of organisation and administration that should be considered when planning a residential experience.
2. Describe the issues to consider when selecting a staff team and explain why it is important to have an appropriate adult to young person ratio.

3. Describe the Nights Away Permit Scheme and where to go if more information or support for a residential experience is needed.
4. Assist with planning and supporting a residential experience.

If you hold the Nights Away Permit, this will count as validation for this module.

OPEN COLLEGE NETWORK

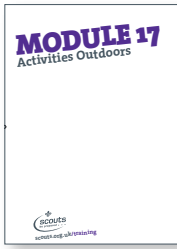
This module forms the whole of the OCN unit *Nights Away*.

CHANGE OF ROLE

Changing sections ✗

Leader to supporter ✗

Supporter to leader ✓



17. ACTIVITIES OUTDOORS

DESCRIPTION

Running a wide range of activities outdoors for young people.

THIS MEANS:

- understanding the importance of outdoor activities as part of a balanced programme
- understanding the safety aspects of providing activities outdoors
- understanding the importance of planning and managing outdoor activities appropriately
- planning and running activities outdoors
- knowing how to get the appropriate permits required for activities outdoors
- knowing how to assess the risks involved in activities outdoors and how to manage groups undertaking those activities.

QUESTIONS

- Do you know the importance of activities outdoors in the delivery of the Balanced Programme?
- Do you know the rules and guidance about activities outdoors and where to find them?
- Do you know how to plan an activity outdoors?
- Do you know how to assess the level of risk in an activity outdoors?
- Do you know how to manage groups of young people undertaking activities outdoors?

DELIVERY METHODS

- One to one
- Course
- Small group.

TO VALIDATE THIS MODULE YOU WILL NEED TO:

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

And complete two of the following:

1. Describe your role and responsibilities, and those of your line managers with regard to activities that do not require formal activity permits (weekly meetings, visits and trips, activities in terrain zero, class C waters etc). (OCN Unit K 2.1)

2. Explain how *Policy, Organisation and Rules* and activities factsheets detail the requirements and provide guidance for a wide range of Scouting activities and how to access this information. (OCN Unit A 3.2 and K 2.2)
3. Carry out a risk assessment on an activity and explain how and why risk assessments should be undertaken both before and during activities outdoors. (OCN Unit K 2.3)
4. Explain the importance of the Home Contact, and parental permission systems and provide evidence of having used these for outdoor activities. (OCN Unit K 2.4) Explain the emergency and reporting procedures to be implemented in the event of an accident or incident. (OCN Unit J 5.14 and Unit K 3.1)
5. Discuss the identification and selection of adequate and appropriate clothing, footwear, personal and group equipment taking into account both the activity and the weather conditions. (OCN Unit K 2.5)
6. Plan and run an outdoor activity new to you taking into account the age, experience, fitness, adult to young person ratio, special needs of the group, the activity involved and the anticipated weather conditions.
7. Manage the process of planning an outdoor activity, outlining how groups were managed during the activities through the appropriate use of delegation, decision-making, group control and good communication. (OCN Unit K 3.3)
8. Any other ideas, subject to agreement with a Training Adviser.

OPEN COLLEGE NETWORK

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

CHANGE OF ROLE

Changing sections ✘

Leader to supporter ✘

Supporter to leader ✔



18. PRACTICAL SKILLS

DESCRIPTION

Gaining and developing practical skills to assist with the programme for young people in the section.

THIS MEANS:

- learning or improving a wide range of practical skills that would be appropriate to include in a section programme
- developing your ability and understanding of two practical skills
- using one of your new or developed skills in your Scouting role
- being able to pass on those skills to young people.

QUESTIONS

- Do you know some practical skills that are suitable for the section in which you are working?
- Do you know some good ways to help young people learn practical skills?

DELIVERY METHODS

- Course
- Small group.

TO VALIDATE THIS MODULE YOU WILL NEED TO:

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

And complete one of the following:

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

OPEN COLLEGE NETWORK

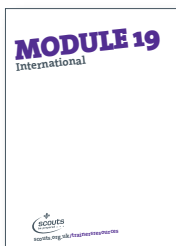
This module forms part of the OCN unit *Gaining, Using and Instructing Practical Skills*.

CHANGE OF ROLE

Changing sections ✓

Leader to supporter ✗

Supporter to leader ✓



19. INTERNATIONAL

DESCRIPTION

Providing an international dimension to a section.

THIS MEANS:

- knowing about the worldwide family of Scouting
- being able to incorporate international aspects into the Programme
- using international events and activities
- knowing international programme ideas.

QUESTIONS

- Do you know about the worldwide family of Scouting?
- Can you incorporate international aspects into a section programme?
- Can you include international events and activities into a section programme?
- Can you demonstrate a selection of programme ideas on an international theme?

DELIVERY METHODS

- Course
- Small group
- One to one.

TO VALIDATE THIS MODULE YOU WILL NEED TO:

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

And complete two of the following:

1. Explain the role of the World Badge to a young person or adult new to Scouting. (OCN Unit H 3.1)
2. Plan and run an international themed event.
3. Help plan and run an international trip, for example a camp abroad.
4. Explain the worldwide nature of Scouting to young people or an adult new to Scouting. (OCN Unit H 3.1)
5. Obtain a range of resources, ideas and material to support the international aspects of a Section's programme.
6. Organise and run an international activity for young people. (OCN Unit H 3.4)

7. Establish a link and exchange information with a Scout Group outside the UK.
8. Any other ideas, subject to agreement with a Training Adviser.

OPEN COLLEGE NETWORK

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

CHANGE OF ROLE

Any change in role ✕



20. ADMINISTRATION (MANAGERS)

DESCRIPTION

The records and procedures necessary to effectively administer a Group, District or County.

THIS MEANS:

- keeping relevant records
- maintaining records in the manner required by the law
- keeping accident records
- handling finances according to the rules of The Scout Association and the law
- understanding and supporting the role of Chairman, Secretaries, Treasurers and other administrators.

QUESTIONS

- Do you know what records must be kept and why?
- Do you know how finances must be handled and The Scout Association rules as well as the law regarding finances?
- Do you know what records must be kept about accidents?
- Do you know how the Data Protection Act affects record keeping?
- Do you know what the roles and responsibilities of Executive Chairmen, Secretaries and Treasurers are?

DELIVERY METHODS

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

TO VALIDATE THIS MODULE YOU WILL NEED TO:

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

And complete two of the following:

1. Show evidence that correct financial procedures have been followed in your Group/District/County. (OCN Unit G 2.1)
2. Effectively brief a new Chairman, Secretary or Treasurer on the administration needed for their role.
3. Outline the correct insurance arrangements necessary for activities, property and events. (OCN Unit G 4.1)

4. Show that you have procedures in place at the Group/District/County level in the event of an accident.
5. Explain how The Scout Association's *Policy, Organisation and Rules* (POR) sets the framework for the organisation and thereby dictates certain administration procedures. (OCN Unit G 5.1)
6. Use POR to identify the administration responsibilities and requirements for your own role and the roles of those you manage. (OCN Unit G 5.2)
7. Any other ideas, subject to agreement with a Training Adviser.

OPEN COLLEGE NETWORK

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

CHANGE OF ROLE

Any change in role ✓



21. GROWING THE MOVEMENT (MANAGERS)

DESCRIPTION

Planning and achieving growth of Scouting in an area and facilitating and managing change.

THIS MEANS:

- knowing the influences on and needs of adults and young people
- facilitating transfer between sections
- managing joining lists
- promoting Scouting
- fundraising
- devising and implementing development plans in an area
- managing change.

QUESTIONS

- Do you know what the needs of adults and young people are?
- Do you know how to make sure that as many young people as possible transfer from one section to the next?
- Do you know how to ensure that young people are on joining lists for the shortest possible time and are kept informed of their progress through the joining list?
- Do you know how to manage waiting lists across a number of Groups or sections?
- Do you know how to recruit, support and retain adults?
- Do you understand the six-step approach to recruitment?
- Do you know how to use review as a support for adults?
- Do you know ways of promoting Scouting to the local community?
- Can you raise funds as needed?
- Can you produce and use a development plan to ensure that Scouting grows in your local area?
- Do you know how to effectively manage changes in Scouting?

DELIVERY METHODS

- Small group
- Course.

TO VALIDATE THIS MODULE YOU WILL NEED TO:

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

And complete two of the following:

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

OPEN COLLEGE NETWORK

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

CHANGE OF ROLE

Any change in role ✓



22. SECTION SUPPORT

DESCRIPTION

Supporting adults working with young people.

THIS MEANS:

- knowing the features of the section
- understanding the Balanced Programme
- knowing how to use the self-review tools and how to help others to use the
- knowing how to incorporate international aspects into the programme
- encouraging residential experiences and activities outdoors as part of the Balanced Programme.

QUESTIONS

- Do you know what the needs of adults and young people are?
- Do you know how the sections work?
- Can you explain the differences between the sections both in terms of the programme but also in the different needs of the age ranges?
- Do you know the elements of a balanced programme?
- Do you know how to use the programme review tools?
- Can you help another adult use the programme review tools?
- Do you know why we use residential experiences and activities outdoors as a key part of the Balanced Programme?

DELIVERY METHODS

- One to one
- Small group
- Course.

TO VALIDATE THIS MODULE YOU WILL NEED TO:

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

And complete two of the following:

1. Produce a plan of the support you will offer to those in the sections.
2. Show evidence of how you support the sections in your role.

3. Describe to an adult new to Scouting how the Programme Zones, underlying ways of working and a variety of methods help ensure the operation of a balanced programme. (OCN Unit O 1.2)
4. Plan and deliver an activity (section activity, training session, presentation) explaining how the various awards, badges and challenges support the delivery of a balanced programme. (OCN Unit O 1.3)
5. Undergo the self-review process and explain how it supports and enhances the programme planning process. (OCN Unit O 1.4)
6. Participate in the programme planning process and outline how the plan addresses the various Programme Zones and underlying ways of working of the section you support.
7. Explain the risk assessment, Home Contact, medical details, insurance and other safety and welfare requirements for either a residential experience or an adventurous activity. (OCN Unit O 3.4)
8. Plan and help deliver an activity for young people on a subject a section leadership team finds difficult.
9. Any other ideas, subject to agreement with a Training Adviser.

OPEN COLLEGE NETWORK

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

CHANGE OF ROLE

Any change in role ✕



23. SAFETY FOR MANAGERS AND SUPPORTERS

DESCRIPTION

Responsibilities and systems for ensuring that Scouting is safe.

THIS MEANS:

- knowing who has what responsibilities within The Scout Association for activity permits, insurance, accident reporting and risk assessment
- understanding the necessary safety and authorisation procedures for outdoor and adventurous activities.

QUESTIONS

- Do you know how people obtain activity permits for Scouting activities?
- Do you know who is responsible for safety during Scouting activities?
- Do you know who to contact to get insurance advice?
- Do you know how to undertake risk assessments to ensure Scouting is safe?
- Do you know who to inform if someone is hurt during a Scouting activity?

DELIVERY METHODS

- One to one
- Course
- Small group.

TO VALIDATE THIS MODULE YOU WILL NEED TO:

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

And complete two of the following:

1. Carry out a visit to a camp and perform a risk assessment.
2. Train another adult in how to perform a risk assessment. (OCN Unit P 1.3)
3. Produce an accident reporting flowchart, including support mechanisms and resources available.
4. Create a crisis management plan for your Group/District/County.
5. Describe and show evidence of your role in approving and/or supporting activities that do not require formal activity permits. (OCN Unit P 2.1)

6. Describe the actions you have taken following an accident/incident (or the report of an accident/incident) during a Scouting activity and how those actions met the requirements and procedure laid out in POR. (OCN Unit P 2.5)
7. Explain the Home Contact, medical details, parental permission, age restrictions and other safety and welfare requirements for the range of activities available in Scouting and outline how you have used these procedures in accordance with POR. (OCN Unit P 2.2)
8. Explain the requirements and procedure necessary to gain an activity permit and describe your role in the process. (OCN Unit P 2.7)
9. Any other ideas, subject to agreement with a Training Adviser.

OPEN COLLEGE NETWORK

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

CHANGE OF ROLE

Any change in role ✓



24. MANAGING ADULTS

DESCRIPTION

Providing effective management of adults in sections.

THIS MEANS:

- knowing and using the adults in scouting model
- understanding small group dynamics
- being able to motivate other adults and to manage and delegate effectively
- being able to resolve conflicts between adults
- knowing how to build an effective team.

QUESTIONS

- Do you know how small group dynamics work and how to use them?
- Can you motivate other adults and delegate effectively?
- Do you know how to resolve conflicts between adults?
- Can you build an effective team?
- Can you describe how to use the adults in scouting model?

DELIVERY METHODS

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

TO VALIDATE THIS MODULE YOU WILL NEED TO:

Discuss your role with a Training Adviser and describe how you manage others effectively.

And complete two of the following:

1. Create and implement a plan to fulfil your specific responsibilities in accordance with the adults in scouting model.
2. Describe methods of effective formal and informal reviews in accordance with the adults in scouting model. (OCN Unit N 2.5 and Unit Q 1.3)
3. Identify factors that motivate adults in Scouting and use these methods to maximise the performance of those you manage or support. (OCN Unit Q 3.2)

4. Prepare, chair and evaluate a meeting appropriate to your role.
5. List tasks delegated to those you manage and outline the principles and benefits of delegation. (OCN Unit O 1.3)
6. Any other ideas, subject to agreement with a Training Adviser. (OCN Unit Q 4.2)

OPEN COLLEGE NETWORK

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

CHANGE OF ROLE

Any change in role X



25. ASSESSING LEARNING

DESCRIPTION

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

THIS MEANS:

- understanding the scheme in which you are supporting adults
- identifying learning and development needs
- undertaking appropriate assessments and validations
- providing positive and constructive feedback
- providing support for learners.

QUESTIONS

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

DELIVERY METHODS

- Course
- Workbook
- One to one.

TO VALIDATE THIS MODULE YOU WILL NEED TO:

Meet the validation criteria as laid out below for the particular role you are taking on:

• If you are a Training Adviser

Demonstrate an understanding of The Scout Association's Adult Training Scheme and support one learner through the Personal Learning Plan process over a period of five months or for the completion of *Getting Started*, if appropriate. This must include the validation of at least one module.

• If you are a manager

Demonstrate an understanding of The Scout Association's Adult Training Scheme, brief others and support those you manage through the scheme.

- **If you are a Nights Away Adviser**

Demonstrate an understanding of The Nights Away Permit Scheme, particularly the validation process, and have made one recommendation for the award of a Nights Away Permit.

- **If you are an Activity Assessor**

Understand the Adventurous Activity Permit Scheme and make an assessment according to current Scout Association factsheet recommendations.

- **If you are a Scout Show Assessor**

Understand the Scout Show National Recognition Scheme and carry out one assessment.

CHANGE OF ROLE

Manager to Manager ✘

Any other change in role ✔



26. SUPPORTING ADULTS

DESCRIPTION

Providing effective support to adults in the sections.

THIS MEANS:

- understanding the difference between support and management roles
- knowing and using the adults in scouting model
- identifying the support needs of those you are working with
- knowing small group dynamics
- being able to motivate other adults and to run effective meetings.

QUESTIONS

- Do you know how to provide practical support to an adult working in a section to help them undertake their role?
- Can you run an effective meeting?
- Do you know how small group dynamics work and how to use them?
- Can you motivate other adults?
- Do you know how to consult with other adults?

DELIVERY METHODS

- Course
- Small group
- Workbook.

TO VALIDATE THIS MODULE YOU WILL NEED TO:

Describe the support function of your role and give examples of how you will achieve them.

And complete two of the following:

1. Identify the support needs of those with whom you work.
2. Produce a plan of the support you will offer.
3. Identify factors that motivate adults and plan actions to maximise these factors. (OCN Unit Q 3.2)
4. Provide evidence of running and chairing a meeting effectively.
5. Review your performance as a supporter and amend your plan accordingly.

6. Describe how you have motivated adults by supporting them in your Scouting role.
7. Offer effective guidance and support to an adult new to Scouting or an adult in a new role.
8. Any other ideas, subject to agreement with a Training Adviser.

OPEN COLLEGE NETWORK

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

CHANGE OF ROLE

Any change in role ✕



27. INSTRUCTING PRACTICAL SKILLS

DESCRIPTION

Instructing adults in practical skills.

THIS MEANS:

- planning and running practical skills instruction
- instructing and demonstrating practical skills to both adults and young people
- taking and using feedback for future planning.

QUESTIONS

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

DELIVERY METHOD

- Course.

TO VALIDATE THIS MODULE YOU WILL NEED TO:

- Discuss the module content and objectives with a Training Adviser and construct a portfolio of evidence of instructing practical skills.

NOTES

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

For further information and the detail of this module see the *Guide to Instructing Practical Skills*.

OPEN COLLEGE NETWORK

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

CHANGE OF ROLE

Any change in role X



28. FACILITATING

DESCRIPTION

Helping others to learn by encouraging and assisting them.

THIS MEANS:

- 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.

QUESTIONS

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

DELIVERY METHOD

- Course.

TO VALIDATE THIS MODULE YOU WILL NEED TO:

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

NOTES

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

For further information and the detail of this module see the *Guide to Facilitating*.

OPEN COLLEGE NETWORK

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

CHANGE OF ROLE

Any change in role ✕



29. PRESENTING

DESCRIPTION

Delivering presentations to adults in Scouting.

THIS MEANS:

- 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.

QUESTIONS

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

DELIVERY METHOD

- Course.

TO VALIDATE THIS MODULE YOU WILL NEED TO:

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

NOTES

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

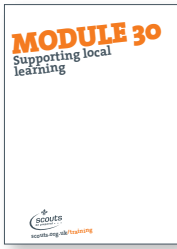
For further information and the detail of this module see the *Guide to Presenting*.

OPEN COLLEGE NETWORK

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

CHANGE OF ROLE

Any change in role ✕



30. SUPPORTING LOCAL LEARNING

DESCRIPTION

Enabling those supporting learning locally to co-ordinate individual learning plans into a programme of learning.

THIS MEANS:

- 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.

QUESTIONS

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

DELIVERY METHOD

- Course.

TO VALIDATE THIS MODULE YOU WILL NEED TO:

Discuss your role with a Training Adviser and how you provide practical support to learning locally.

And complete two of the following:

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

8. Ensure individual learning is monitored.
9. Any other ideas, subject to agreement with a Training Adviser.

OPEN COLLEGE NETWORK

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

CHANGE OF ROLE

Any change in role X



31. PLANNING A LEARNING EXPERIENCE

DESCRIPTION

Planning the content and structure of a learning experience.

THIS MEANS:

- 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.

QUESTIONS

- Can you design an effective learning experience?
- Do you know about the various learning styles?
- Can you produce material to assist learners for face to face learning and those involved in distance learning?
- Do you know a range of evaluation techniques and how to plan for their use in a learning experience?

DELIVERY METHOD

- Course.

TO VALIDATE THIS MODULE YOU WILL NEED TO:

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

NOTES

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

For further information and the detail of this module see the *Guide to Planning and Delivering a Learning Experience*.

OPEN COLLEGE NETWORK

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

CHANGE OF ROLE

Any change in role X



32. DELIVERING A LEARNING EXPERIENCE

DESCRIPTION

Managing the content and structure of a learning experience.

THIS MEANS:

- understanding the learning experience brief
- delivering a learning experience
- selecting, briefing, and managing a staff team
- managing the learning experience
- evaluating the learning experience.

QUESTIONS

- Can you understand, to the point that you can implement, a learning experience brief?
- Can you plan and then deliver a learning experience?
- Are you able to effectively manage a staff team from selection through to the completion of a learning experience?
- Can you evaluate a learning experience, and then communicate and implement the outcomes of the evaluation?

DELIVERY METHOD

- Course.

TO VALIDATE THIS MODULE YOU WILL NEED TO:

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

NOTES

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

For further information and the detail of this module see the *Guide to Planning and Delivering a Learning Experience*.

OPEN COLLEGE NETWORK

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

CHANGE OF ROLE

Any change in role X



33. PLANNING A LEARNING PROVISION

DESCRIPTION

Enabling Training Managers to plan to meet the learning needs of an area.

THIS MEANS:

- 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.

QUESTIONS

- Can you identify the needs of The Scout Association's Adult Training Scheme?
- Are you able to research, and then include, current trends in training into the plan?
- Can you identify the resources that will be needed to implement the plan, including staff, finance, venues and equipment?
- Are you able to identify and include appropriate and necessary quality control measures into your plan?
- Can you produce a final Learning Provision Plan in consultation with others?

DELIVERY METHOD

- Course
- Workbook.

TO VALIDATE THIS MODULE YOU WILL NEED TO:

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

NOTES

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

For further information and the detail of this module see the *Guide to Planning and Managing a Learning Provision*.

OPEN COLLEGE NETWORK

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

CHANGE OF ROLE

Any change in role X



34. MANAGING A LEARNING PROVISION

DESCRIPTION

Enabling Training Managers to manage the learning provision.

THIS MEANS:

- 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.

QUESTIONS

- Are you able to implement a Learning Provision Plan, with all that that entails?
- 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 maintain a competent team for the effective implementation of the plan?
- Can you maintain links with others who are involved with training in relevant areas?
- 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?

DELIVERY METHOD

- Course
- Workbook.

TO VALIDATE THIS MODULE YOU WILL NEED TO:

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

NOTES

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

For further information and the detail of this module see the *Guide to Planning and Managing a Learning Provision*.

OPEN COLLEGE NETWORK

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

CHANGE OF ROLE

Any change in role X

35. INTERNAL MODERATION

DESCRIPTION

Monitoring the quality of The Scout Association's Adult Training Scheme.

THIS MEANS:

- acting as a moderator for the scheme
- knowing how to sample portfolios
- being able to assess standards
- being able to implement quality control.

QUESTIONS

- Do you understand the process of moderation?
- Can you review portfolios and learning to assess standards?
- Can you describe The Scout Association's quality control methods?

DELIVERY METHOD

- External course.

TO VALIDATE THIS MODULE YOU WILL NEED TO COMPLETE:

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

*Please note that the Adult Support Office may ask for evidence to be sent in as part of the quality assurance process for the Open College Network Awards.

OPEN COLLEGE NETWORK

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

CHANGE OF ROLE

Any change in role ✗



36. SPECIAL NEEDS

DESCRIPTION

Learning about The Scout Association's provision and good practice for those with special needs.

THIS MEANS:

- defining The Scout Association's policy on special needs
- recognising procedures and good practice towards those with special needs
- appreciating how an individual with special needs may impact on a section and Group
- identifying the various resources available to support Scouting with special needs
- describing the provision for the range of special needs.

QUESTIONS

- How is The Scout Association's equal opportunities policy relevant to the provision of Scouting with regards to young people with special needs?
- Who has the responsibility for the provision of access within a District for young people with special needs?
- What resources are available to support you regarding the provision of Scouting for young people with special needs?
- What general principles should you be aware of in relation to special needs in Scouting?

DELIVERY METHOD

- Course
- Small group.

TO VALIDATE THIS MODULE YOU WILL NEED TO:

Explain to a Training Adviser The Scout Association's policy on special needs.

And complete two of the following:

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

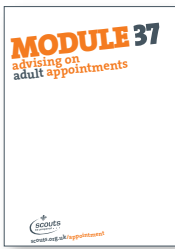
OPEN COLLEGE NETWORK

This module is not an OCN unit.

CHANGE OF ROLE

Relevant to new role ✓

Not relevant to new role ✗



37. ADVISING ON ADULT APPOINTMENTS

DESCRIPTION

Enabling adults to participate fully as members of Appointments Advisory Committees.

THIS MEANS:

- understanding the structure of the Appointments Advisory Committee
- understanding the responsibilities of the Appointments Advisory Committee
- understanding the appointment process
- knowing how to run effective approval meetings.

DELIVERY METHOD

- Course
- One to one
- DVD.

TO VALIDATE THIS MODULE YOU WILL NEED TO:

Discuss with a Training Adviser the purpose of the appointment process in Scouting and steps that must be taken to ensure that it is welcoming, non-threatening and effective in appointing as far as possible only fit and proper persons.

And complete two of the following:

1. Describe the appointment process.
2. Explain how the approval meeting should be prepared and conducted to ensure that it is non-threatening to the adult.
3. Demonstrate effective questioning technique as part of the appointment process.
4. Arrange and take part in an effective approval meeting.
5. Describe the key items that should be checked to ensure that an individual is fit and proper to hold an appointment in Scouting.
6. Describe the responsibilities of the Appointments Advisory Committee.
7. Any other ideas, subject to agreement with a Training Adviser.

And (if taking part in approval meetings):

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

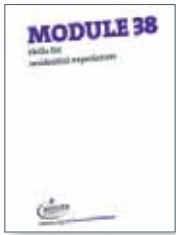
OPEN COLLEGE NETWORK

This module is not an OCN unit.

CHANGE OF ROLE

Relevant to new role ✓

Not relevant to new role ✗



38. SKILLS FOR RESIDENTIAL EXPERIENCES

DESCRIPTION

To provide adults with the appropriate skills to plan and run successful residential experiences for the young people in their section.

THIS MEANS:

- understanding the planning process
- identifying the main elements of effective administration
- choosing and preparing staff
- choosing, using and maintaining the right equipment
- demonstrating practical skills
- identifying health, happiness and safety issues
- catering requirements
- evaluating venues.

This module should help to prepare adults in the skills and knowledge needed for the Nights Away Permit Scheme.

QUESTIONS

- Have you been involved in the planning and organisation of any residential experiences?
- Are you familiar with the organisation and administration requirements for a residence experience?
- Do you know how to choose, use and maintain equipment, and choose the right staff on a residential event?
- Do you know how to plan and run a programme for a residential experience?
- Do you know how to plan and provide a balanced, nutritious and attractive menu for a residential experience?
- Are you familiar with the material in The Scout Association's publication Nights Away?

DELIVERY METHOD

- Small group
- Course
- One to one

TO VALIDATE THIS MODULE YOU WILL NEED TO COMPLETE ONE OF THE FOLLOWING FROM EACH GROUP:

Group 1: Planning and event administration

- Detail the consent, information, training, records and organisation necessary to administer prescribed medication to a young person.
- Carry out a pre-camp visit; explain the issues that should be taken into account when selecting appropriate sites for different types of residential experience.
- Explain the importance of Intouch, parental permission and health forms. Show evidence of how these have been used for a residential experience.
- Carry out a risk assessment on a venue for a residential experience. Explain how and why risk assessments should be undertaken both before and during residential experiences.
- Identify, select and justify appropriate group and personal equipment for at least two different styles of residential experience.

Group 2: Using practical skills

- Demonstrate at least two different cooking methods for use on camps and residential experiences (for example open fires, gas and pressure stoves, hay box, camp oven, etc).
- Show how to pitch and strike at least two types of tent (for example, patrol, dome, tunnel, hike, marquee, frame tent) and explain how to care for and maintain them.
- Demonstrate the safe use of a saw and axe. State the safety rules for their use, storage and transportation.
- Set up an indoor venue in preparation of young people arriving for a residential experience, and explain your choice of room use, sleeping arrangements and safety considerations for any outdoor areas.
- Demonstrate or explain tactics for dealing with homesickness in younger children.

Group 3: Planning a programme

- Plan an appropriate programme for a residential experience for their section, and explain plans for adapting the programme, or using an alternative, in the event of adverse weather conditions.
- Identify, plan and run, opportunities for prayer and worship at a camp or residential experience.
- Plan a suitable balanced menu for a camp or residential experience. Take into account any specific dietary needs and identify the items and quantities required.

If you hold the Nights Away Permit, this will count as validation for this module.

OPEN COLLEGE NETWORK

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

CHANGE OF ROLE

Relevant to new role ✓

Not relevant to new role ✗

PERSONAL LEARNING PLAN



Group: _____ District: _____ County/Region: _____ Training Adviser: _____

Initial Plan agreed (date): _____ Plan reviewed (date): _____ Date provisional appointment ends: _____ Sheet: _____ of _____

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

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

Module Number	Learning Required Y/N	Proposed Learning Method	Planned completion date	Completing OCN unit? (yes/no)	Validation methods	Validation completed date	Training Adviser signature

Personal Learning Plan agreed by Learner: _____ Training Adviser: _____

A copy of the learning plan should be sent to the appropriate Training Manager after each review of the plan and any updates.

ONGOING LEARNING

Name:

Appointment:

Next Appointment Review:

Training Agreed	When	Completed
Year 1		
Year 2		
Year 3		
Year 4		
Year 5		

SIGNED:

Learner:

Training Adviser:

Line Manager:

APPENDIX 1.

OTHER USEFUL RESOURCES

SCOUT INFORMATION CENTRE

The Information Centre is your first point of contact for The Scout Association. You can ask questions, receive advice and order resources. The Information Centre is open from 8am – 7pm weekdays, and 9am – 12pm Saturdays. They can be contacted in many ways:

- **Phone:** 0845 300 1818 (local rate)
- **Email:** info.centre@scouts.org.uk
- **Online catalogue:** www.sbuk.org.uk
- **Post:** Scout Information Centre, Gilwell Park, Bury Road, Chingford, E4 7QW

LEARNER'S RESOURCES

A variety of distance learning methods are available for different modules including:

- E-learning
- DVD
- Workbook
- Guides for supplementary modules
- Online resources at www.scouts.org.uk/learnersresources
Contains all of the available distance learning resources for you to download and use.

MODULE MATRIX

Quick-glance guide to the modules in the Adult Training Scheme.

RELEVANT FACTSHEETS

There are a wide range of factsheets containing detailed information, help and guidance on a number of Scouting topics. They can be ordered from the Scout Information Centre, or downloaded from your online catalogue.

- **FS500015:** *Guide to the Open College Network*
- **FS500004:** *CV Aid – The Wider Implications of Scouting*
- **FS500005:** *Key Policies of The Scout Association*
- **FS500006:** *Ongoing Learning*

ROLE DESCRIPTIONS

Sample role descriptions are available for most roles in Scouting from www.scouts.org.uk/roledescriptions. Role descriptions for Scotland-specific roles can be found in the library section of www.scouts-scotland.org.uk.