adult's personal file

essential information for adults new to Scouting

adult *training*

scouts
be prepared . . .

Editor's note
Although in some parts of the British Isles Scout Counties are known as Areas, Islands and in one case Bailiwick, for ease of reading this document, simply refers to County or Counties.

Dear Colleague,

Thank you for volunteering some of 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 about 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 carry out your role to the best of your ability.

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

Yours sincerely,

Chief Scout

List of important contacts

Your Training Manager, _____ has assigned you
a Training Adviser to support you throughout the training process. Enter their
contact details below:

Name _____

Address_____

_____

Tel no _____   e-mail _____

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 _____   e-mail _____

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 e-mail, info.centre@scout.org.uk

Introduction

Welcome to the *Adult's Personal File*

It is hoped that 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.

The Adult Training Scheme works around you and the needs of your role

Understanding the structure of Scouting

Group, Districts and Counties

If you are completely new to Scouting you may have been asked to work with a Scout Group, an Explorer Scout Unit or the Scout Network. A Group usually consists of a number of Sections for young people, such as a Beaver Scout Colony, Cub Scout Pack and Scout Troop. Your Group will probably have a number and a name, such as the 1st Winton. For management and support purposes, a number of Groups make up a Scout District and a number of Scout Districts make up a Scout County. Explorer Scouts are a District provision and the Scout Network is a County provision. As such they are not attached to Groups.

Who is responsible for what?

Group Scout Leaders are responsible for all the people in a Group; District Commissioners are responsible for all those in a District. Explorer Scouts are looked after by a District Explorer Scout Commissioner (DESC) and the Scout Network by a County Scout Network Commissioner (CSNC). County Commissioners are responsible for all those in a County.

To get started in your Scouting role you will need to agree a job description with the person you are working with. In a work environment this person would be called your 'line manager'. In Scouting, they will probably be called your 'responsible Leader' or 'Commissioner'.

Your line manager (responsible Leader or Commissioner)

Who your line manager is will depend on your role in Scouting. For most people working with the Sections it will be your Group Scout Leader (GSL), DESC/CSNC as appropriate. For others it will usually be a District Commissioner or County Commissioner. They are responsible for agreeing with you your job 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 e-mail address is _____

Provisional Appointment

When you start in an adult role in Scouting you are given a Provisional Appointment. This lasts for a maximum of five months during which time you will receive the first phase of training and support you need to be able to perform your chosen role.

You will be issued with a Provisional Appointment certificate. This will show others that you are part of Scouting but have just started out. When you have completed a couple of requirements, which are described below, and your Appointment is confirmed, you will receive recognition of your full Appointment.

Meeting the Appointments sub-Committee

Soon (if you haven't already) you will be asked to meet with the Appointments sub-Committee in your District or County. They are responsible for ensuring that you (and everyone else!) are suitable to undertake a role in Scouting and are in the right role for you.

Starting your training: *Getting Started*

When you get your Provisional Appointment you will also start your training. The first part of this is called *Getting Started*. This requires you to complete a number of modules aimed at introducing you to your new role and planning for the future.

Module 1, *Essential Information*
This module contains basic information that all adults involved in Scouting need to know. You need to complete it within three months of your Provisional Appointment being made.

Module 2, *Personal Learning Plan*
This enables you to create your own training plan to meet your needs and will take your existing knowledge and skills into account. This needs to be completed within five months of your Provisional Appointment being made. You will then need to complete either Module 3 or 4 depending on your role.

Module 3, *Tools for the Job (Section Leaders)*
This contains the basic information about the job, and practical help for working within a Section. This needs to be completed within five months of your Provisional Appointment being made.

Module 4, *Tools for the Job (Managers)*
This module contains the basic information on the responsibilities of the job, and practical help for making a start. This needs to be completed within five months of your Provisional Appointment being made.

You will have to complete *Getting Started* before your full Appointment can be made.

Meeting your Training Adviser

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

Your Training Adviser's job is to 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 they will meet you regularly to support you and check that you have put the learning from each module into practice. This second part of the process is called validation.

Restrictions of your Appointment

To protect you when you are new to your role there are certain restrictions to your Provisional Appointment. These restrictions help ensure the safety of young people. They also ensure that you are given proper support when you take on a new role, and are not faced with situations you may not yet feel comfortable in handling. These restrictions are as follows:

- You are not allowed 'unsupervised access' to young people (to work with young people on your own) until the Criminal Record Bureau (CRB) check is cleared and returned, and until references are received and are satisfactory. Your line manager or the Appointments sub-Committee will provide you with the forms you need to complete.
- Your Personal Learning Plan must be agreed. The workbook in this file will help you draw up this plan and then you need to agree it with your Training Adviser.
- Ultimate responsibility rests with your line manager while your Provisional Appointment is in place, including ensuring minimum standards of safety. This means that you will need to work under your line manager's supervision during the period of your Provisional Appointment. It is important that you take their advice, particularly on safety matters.
- You continue to agree with the key policies of The Scout Association, as outlined in the factsheet at the end of this file. Scouting has values and your membership will depend on your being able to accept and agree with them. These restrictions are repeated on the back of your Provisional Appointment certificate to help you remember them.

Award of your full Appointment

Your full Appointment will be made once you have completed *Getting Started*, have been cleared through the Criminal Record Bureau and met with the Appointments sub-Commitee. Further learning that has been identified on your Personal Learning Plan will also begin. Please note that for some roles in Scouting, you will need to complete further modules in order to meet the requirements of your Appointment.

If you have not completed *Getting Started* within the required time frame, your County Training Manager (CTM) will inform your line manager, who will then review the situation with you. They will decide if you should be allowed to re-apply for your Provisional Appointment. You may only re-apply for the same Appointment once.

External awards

It is possible to work towards an external award offered by the Open College Network at the same time as completing The Scout Association's Adult Training Scheme.

The Awards available are 'Providing Voluntary Youth Services' for Section Leaders and 'Managing Voluntary Youth Services' for managers and Supporters. Training Advisers can also work towards the Open College Network Tutor/Assessor Award.

There is much benefit in gaining an Open College Network Award, particularly if you wish to demonstrate to someone outside Scouting (such as an employer) the skills and knowledge that you have gained.

If you wish to gain one of these awards you will need to do a little extra work, mainly in recording what you have done.

If you think this is something you might like to do, you need to discuss it with your Training Adviser at your first meeting and they will be able to provide a pack of information.

Summary

Hopefully this short section has given you some idea of how you will start your training. The next section - the *Personal Learning Plan* workbook - with help you look at the whole of the training programme in more detail.

02

Personal learning plan - workbook

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 help introduce you to The Scout Association's Adult Training Scheme and to get you thinking about the training you may need to complete for your role.

Using the workbook

The workbook is a method of completing the learning necessary for Module 2, *Personal Learning Plan*.

This workbook 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 your Training Adviser or attempt steps one and/or two yourself before discussing them with your Training Adviser.

Don't be put off by the size of the document. It covers the modules for every role, not just your own. There will be many you do not have to do.

What does the workbook cover?

This workbook explains the detail of the modules that make up the scheme and provides you with some tools to help you start thinking about what training you require for your role in Scouting.

If you are completely new to The Scout Association, you may find it helpful to discuss the scheme with your Training Adviser. Alternatively, ask another Leader in your Group to explain it to you.

Where should I begin?

How you progress through the workbook is your choice, however a suggested method would be to go through it one section at a time. Whatever your chosen method it is suggested that when working through the workbook, you choose a time and place where you will not be disturbed.

Resources

Before you sit down to begin this module you will need the following resources:

- A copy of your job description.

How is this module validated?

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

An overview of adult training

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 their Scouting role. Adult training is the training provided for adults to gain these.

How is the scheme divided?

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 36 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 job description as agreed with your line manager. Normally this will be your Group Scout Leader (GSL), District Commissioner (DC), or County Commissioner (CC). In the case of Explorer Scouts and the Scout Network, this will be the DESC or CSNC.

The four stages of adult training

Adult training is made up of the following four stages:

1 Agreeing your role

2 *Getting Started*

3 The Wood Badge

4 Ongoing learning.

1 Agreeing your role

You will need to have agreed your job description before using the planning part of this workbook. If you have not already done this, a job description pro forma with some prompt questions included can be found on page 14.

2 *Getting Started*

This should be undertaken 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 must complete the *Essential*

Information element of *Getting Started*.

The Wood Badge

Depending on your Appointment you will need to complete a number of modules to become a fully qualified Leader. As was explained earlier, the modules you will complete are defined by your job description. This workbook 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.

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.

It is important to know, even at this early stage, that no training in The Scout Association's Adult Training Scheme is compulsory. If you already have the skills and knowledge needed for your role you do not have to repeat the training. However, you will need to demonstrate your existing knowledge and skills through a validation exercise. This will be explained later in this workbook.

Personal Learning Plan

Once you have agreed your job description with your line manager, you need to construct a plan for your own training programme called a Personal Learning Plan, a pro forma for which can be round on page 76. You can either do this on your own using this workbook or with your Training Adviser. Whichever route you choose, you will have to agree your plan with your Training Adviser before you start carrying it out.

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.

There are many methods of learning and you can choose the one that suits you best. 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 attending a training session.

For most roles there are quite a number of modules to complete. This workbook contains all the details of the modules that you need. Your Training Adviser will help you split your programme into manageable parts. They will also meet with you regularly to review your progress.

You may wish to discuss the process of developing your plan, or meet with your Training Adviser prior to completing steps one and two of this workbook, but this is not essential.

Validation

As explained before, if you already have the necessary skills and abilities, there is no need to do any training or learning to complete your modules. You do however, either as a result of some learning or your current skills, need to demonstrate that you can do what you claim. As part of the planning process you will need to agree with your Training Adviser how you will validate each module.

For both of these routes, if you are unable to demonstrate what is required you will need to do some further learning before being validated again. So, whilst the system is designed to ensure that you only do the learning that you need to do, making false claims about your abilities will actually only lengthen the process. Validating modules is a two step process. The first requires you to do something that shows you can complete the module. The second asks you to answer a few questions to check you understand the content of the module.

Validation methods

There are a number of methods of validation. Different modules use different methods. Ten typical methods of validation are as follows:

1 Demonstration

Where your Training Adviser will watch you to see if you can complete a particular task, for example, run a game at a Cub Scout meeting.

2 Discussion with your Training Adviser

Where your 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 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 you understand a topic, for example, programmes or records on 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 together in a folder which shows your ability.

9 Witness testimony

Where someone other than your Training Adviser watches you undertake a task and signs a statement to say they saw you.

10 Video

Where you undertake a task, for example a presentation, and the video of the task is watched.

As a general rule you should not need to do anything on top of what you normally do in Scouting to complete the validation. The different aspects of your role, running meetings, devising programmes, leading and managing others will show your abilities and knowledge.

Open College Network

As outlined above, The Scout Association's Adult Training Scheme is linked to accredited Open College Network units.

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' far more fully.

The module details included at the end of this file provide information how a module links to an Open College Network unit. Further information on OCN can be found in the *Guide to the Open College Network*.

Job description pro forma

Who is my line manager?

Whom do I support?

Who can offer me specialist advice?

With whom else will I work?

What are the key tasks in my role?

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What are my short term targets?

What are my long term targets?

When will my first review be?

Agreed and signed by:

New Appointee_____

Line manager _____

1 Identifying the modules relevant to your role

What you need for step one:

- Your job description (as agreed with your line manager)
- Draft Planning Sheet (found on page 21)
- Module Summary Sheet (found on pages 22-24)

The Draft Planning Sheet is for you to record your thoughts as you go through the first step of the process. This does not need to be seen by anyone else, and is purely for your use, although it may be useful to take to your first meeting with your Training Adviser.

a Using your job description and your understanding of the job you have been asked to do, read through the list of modules on the Module Summary Sheet and identify which ones are relevant to your role. On the Module Summary, a key has have been added to help you. A filled circle shows that the module is recommended for a particular role; an empty circle shows that it may be suitable depending on the role.

(If you do not have a job description you may wish to use the sheet on the previous page to jot down your ideas. Discuss them with your line manager before completing this step.)

b Enter the titles of the modules you think you need to do on your Draft Planning Sheet in the first column.

You may also wish to enter modules that you would find interesting to do that are not specifically related to your role. Don't worry at this point about the other columns.

2 Deciding if you can do what is required

What you need for step two:

- Draft Planning Sheet (partially completed during step one)
- Module details (found on pages 25-75)

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

a Look at the module detail for each of those you have identified on your Draft Planning Sheet as being appropriate for your role. Decide whether or not you need to do any further learning on that subject.

To help you decide, the module detail gives an explanation of what the module is about, and what validation is required (what you will be expected to do to show that you can complete this module). Some methods that could be used to validate the module are also given.

To help you further, each module has a number of 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 If you think you can do what it asks tick the 'validation required' column next to the module on your Draft Planning Sheet.

c If you cannot do what it asks then tick the 'learning required' column.

d If you are unsure, simply put a question mark in either column so you can discuss it later with your Training Adviser.

e Some space is also provided for any other relevant experience you have, or questions you might discuss with your Training Adviser.

3 Meeting and agreeing your plan with your Training Adviser

What you need for step three:

- Draft Planning Sheet (with your notes from steps one and two)
- This workbook
- Personal Learning Plan

For this stage you will need to meet your Training Adviser to finalise and agree your plan. This is also the opportunity to discuss and clarify any question marks 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:

- demonstrate in practice those things you can already do, or
- acquire the skills for those things you cannot do.

At the first meeting you may not be able to agree the validation, learning method or a timescale for every module.

It is suggested that you plan between six and twelve months ahead, taking into account any opportunities for validation or learning that may arise in that period.

Wherever possible, each validation should be an observation of something you are already doing or something you have already produced, instead of an extra piece of work.

c For modules which require validation, agree with your Training Adviser when and how these will be validated and by whom. It is not necessary for every module to be validated by your own Training Adviser. However, the module will need to be validated by a Training Adviser or by someone agreed by the County Training Manager.

d For modules for which you require learning, agree with your Training Adviser when and how this learning will take place.

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

The *Personal Learning Plan* will become your formal record of achieving the modules and so it will need to be kept safely.

Your Training Adviser will need a copy for their record and you will need to update them at regular intervals of your progress.

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

4 Do and review

What you need for step four:

- Personal Learning Plan (partially completed)
- Ongoing Learning form (found at the end of this file)

a Whilst 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 six month intervals, or sooner if required, review your progress with your Training Adviser and agree a plan for the next time period, using the process described in step three.

c When all your agreed modules have been successfully validated you will need to agree your ongoing learning plan.

All adults are required to complete roughly five hours of learning per year once they have finished the modular programme. You need to agree your plan for the next couple of years before you complete this stage.

Your record will then be signed off by your Training Adviser and a Training Manager. Finally if appropriate, your Wood Badge will be awarded.

Draft planning sheet

This table will help you plan what modules you will need, and want, to complete. It should be filled in over steps one and two. As part of step one, identify what modules your role in Scouting requires you to complete and enter the name of the module in the first column. Later, as part of step two, you will need to complete the other columns using the information from the module details section.

Module	Learning required	Validation required	Notes/comments
Insert the name of the module to be completed.	Tick if you need to do some learning about this subject.	Tick if you can have this module validated without further learning.	Add any additional information that you feel is important, or questions you want to ask your Training Adviser about the module requirements.

Tick this box if you would like to work towards an OCN Award. ☐

Module summary sheet

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

Key

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

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

● module appropriate   ○ may be appropriate depending on role

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Module	SL	SS	OS	M	O
12 *Providing a Balanced Programme* Ways in which a successful and balanced programme is planned and run in a Section.	●	●			
13 *Growing the Movement (Section Leaders)* Planning and achieving growth of Scouting in your Group and Section.	●	●			
14 *Young People Today* Enabling adults working with Sections to identify and meet the needs of young people.	●	●			
15 *Challenging Behaviour* Preventing and managing challenging behaviour in a Section.	●	●			
16 *Nights Away* Planning and running residential experiences for young people in a Section.	●	●			
17 *Activities Outdoors* Running a wide range of activities outdoors for young people.	●	●			
18 *Practical Skills* Gaining and developing practical skills to assist with the programme for young people in a Section.	●	●			
19 *International* Providing an international focus to a Section.	●	●	○		
20 *Administration (Managers)* The records and procedures necessary to effectively administer a Group, District or County.			●	●	
21 *Growing the Movement (Managers)* Planning and achieving growth of Scouting in an area and facilitating and managing change.			●	●	
22 *Section Support* Supporting adults working with young people.			●	●	
23 *Safety for Managers and Supporters* Responsibilities and systems for ensuring that Scouting is safe.		●	●	●	
24 *Managing Adults* Providing effective management of adults in Sections.		○	○	●	

Key

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

● **module appropriate** ○ **may be appropriate depending on role**

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

Key

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

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

● **module appropriate** ○ **may be appropriate depending on role**

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1 Module

Essential Information

Description

The basic information that all adults in Scouting need to know.

This means:

- understanding the Purpose, Principles and Methods 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 main methods of preventing and reporting accidents during Scouting activities
- 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 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 Methods of Scouting?

Delivery methods

- Video
- Course
- e-learning.

To validate this module you will need to complete <u>two</u> of the following:

1   Carry out a Risk Assessment of a meeting place. (OCN Unit A 3.1)

2   Produce a District/County structures chart listing support mechanisms available to them, including the Scout Information Centre. (OCN Unit A 4.1 and 4.2)

3   Describe the actions to take following an accident/incident (or the report of an accident/incident) during a Scouting activity. (OCN Unit A 3.3)

4   Plan and carry out a briefing where they explain the Promise and the Law and how they relate to the Fundamentals of The Scout Association to an adult new to Scouting. (OCN Unit A 1.1)

5   Explain the key policies of The Scout Association (Equal Opportunities, Child Protection and Safety)

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

And:

Discuss the fundamental principles and key policies of Scouting with your Training Adviser to demonstrate your understanding. (OCN unit A 1.2, 2.1 and 2.3)

Open College Network

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

2 Module

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

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 with your Training Adviser.

Open College Network

This module is not an OCN unit.

3

Tools for the Job (Section Leaders)

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

Description

Some basic information about the job, 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.

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

To validate this module you will need to complete <u>two</u> of the following:

1 Plan and run an activity appropriate to the Section and explain why different types of games are an important part of the programme. (OCN Unit B 3.2)

2 Plan and run a ceremony appropriate to the Section. (OCN Unit B 2.3)

3 Plan and run a game appropriate to the Section, outline the important criteria for games in Scouting. (OCN Unit B 3.3 and 3.4)

4 List sources of 'ready made' programme ideas. (OCN Unit B 3.1)

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

And:
Outline the main features of your Section. (OCN Unit B 2.1 and 2.2)

Open College Network

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

adult training

4 Module

Tools for the Job (Managers)

Description

Some basic information on the responsibilities of the job, 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 job 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 job 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.

To validate this module you will need to 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 job 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.

And:

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

Open College Network

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

adult training

5

Module

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.

To validate this module you will need to complete <u>two</u> of the following:

1 Using your programme, show how the 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 religious policy of The Scout Association 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.

And:

Describe the values of Scouting to a Training Adviser. Explain 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)

Open College Network

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

6 Module

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
- Video.

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

1 Describe Scouting's development to another adult or adults. (OCN Unit D 3.1)

2 Explain to adults or young people how Scouting has adapted to changing social needs whilst maintaining its fundamental principles. (OCN Unit D 3.2)

And:

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

* those with Special Needs or literacy difficulties may wish to answer the questions orally.

Open College Network

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

7 Module

Valuing Diversity

Relevant to:
All Appointments

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.

To validate this module you will need to complete <u>one</u> of the following:

1   Show evidence of how you are making Scouting more accessible to one or more of the following groups:

   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.

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

adult training

Open College Network

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

8 Module

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
- Workbook.

To validate this module you will need to complete <u>two</u> 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   Have completed Module B of the Young Leaders' Scheme (within the last five years).

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

adult training

And:

Use a systematic planning tool to complete a task and discuss with a Training Adviser the leadership functions and styles used in your role.

Open College Network

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

9 Module

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 complete <u>two</u> 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.

And:

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

Open College Network

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

adult training

10 Module 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

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

To validate this module you will need to:

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

N.B. Your First Aid certificate must also be current at the time that you are awarded your Wood Badge and at your Warrant review.

Open College Network

This module is not an OCN unit.

11 Module

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

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

To validate this module you will need to complete <u>two</u> 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.

adult training

Open College Network

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

12 Module

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
- Section specific training.

To validate this module you will need to complete <u>two</u> of the following:

1   Run a meeting incorporating three of the Section's Underlying Ways of Working.

2   Describe how the other Sections operate and how the programme continually develops young people.

3   Be involved in the planning and running of a themed event, for example a fun day, or incorporating a variety of Programme Zones.

4   Review their programme and show how their review has improved future programme and the programme planning process. (OCN Unit H 1.6)

5   Outline the various sources, methods and themes that can be used to generate exciting and relevant programme ideas. (OCN Unit H 1.4)

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

adult training

6 Produce notes of a meeting with young people to show their involvement in the programme planning process.

7 Have completed at least two of the Missions under the Young Leaders' Scheme (within the last five years).

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

And:

Explain to a Training Adviser how a balanced programme meets The Scout Association's educational objectives generally and for 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)

Open College Network

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

13 Module

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.

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 Section. (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 they took to enable this to happen.

3   Explain the transfer methods between Sections, their role in Moving On, Membership Awards and age range flexibility, and how they could improve the methods of transfer of young people from one Section to the next. (OCN Unit H 1.2)

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

Open College Network

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

adult training

14 Module

Young People Today

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

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

- Course
- Small group.

To validate this module you will need to complete <u>one</u> 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.

And:

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)

Open College Network

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

15 Module

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 amongst 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

- Course
- Small group.

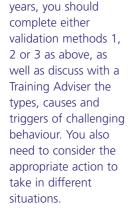## To validate this module you will need to complete <u>two</u> of the following:

1   Develop and implement a Section Code of Conduct with the young people with whom 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 they have dealt with challenging behaviour successfully and appropriately in the past.

5   Identify sources of additional help and support in dealing with challenging behaviour. (OCN Unit H 2.4)

6   Plan and run a game or activity with your Section members to explore acceptable and unacceptable behaviour.

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

And:

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

Open College Network

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

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

adult training

16 Module

Nights Away

Description

Planning and running residential experiences for young people in your Section.

This means:

- understanding the role that different types of residential experience can play in the development of young people
- understanding the responsibilities placed upon Leaders to ensure the health and hygiene of the young people in their care during camps and other residential experiences
- understanding the specific issues that need consideration when using indoor/outdoor accommodation
- knowing how to plan and run residential experiences and camps for young people
- having practical skills needed to run residential experiences
- knowing the policies and rules of The Scout Association that apply to residential experiences.

Questions

- 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?
- Do you know The Scout Association's policies and rules for planning and running a residential experience?
- Are you familiar with the material in The Scout Association's publication *Nights Away?*
- Do you know the requirements for sleeping arrangements for young people and adults at a residential experience?
- Do you know the procedure for authorisation for running a residential experience?

Delivery methods

- Residential course.

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

1   Carry out a pre-camp visit; explain the issues that should be taken into account when selecting appropriate sites for different types of camp. (OCN Unit J 2.3 and 8.1)

2   Describe the issues to consider when selecting a staff team and explain why it is important to have an appropriate adult to young person ratio. (OCN Unit J 2.4)

3   Explain the importance of having a Home Contact, requiring parental permission and health forms. Show evidence of using these for camps and residential experiences. (OCN Unit J 2.5)

4 Carry out a Risk Assessment on a camping space. Explain how and why Risk Assessments should be undertaken both before and during camps and residential experiences. (OCN Unit J 2.6)

5 Identify, select and justify appropriate group and personal equipment for at least two different styles of camp or residential experience. (OCN Unit J 2.7)

6 Describe the benefits and possible methods of reviewing a camp or residential experience with both young people and the leadership team and implement one method. (OCN Unit J 2.8)

7 Plan an appropriate programme for a camp or residential experience for your Section, explain the necessary elements of alternative programmes for use in the event of adverse weather conditions. (OCN Unit J 3.1 and 3.2)

8 Identify, plan and run, opportunities for prayer and worship at camp or residential experience. (OCN Unit J 3.5)

9 Plan a suitable balanced menu for a camp or residential experience. Take into account any specific dietary needs and identifying the items and quantities required. (OCN Unit J 4.1)

10 Demonstrate at least two different cooking methods for use on camps and residential experiences (for example open fires, gas and pressure stoves, hay box, camp oven, etc.). (OCN Unit J 4.3)

11 Detail the consent, information, training, records and organisation necessary to administer prescribed medication to a young person. (OCN Unit J 5.3)

12 Show how to pitch and strike at least two types of tent (for example, Patrol, dome, tunnel, hike, marquee, frame tent etc.) and explain how to care for and maintain them. (OCN Unit J 6.1)

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

13 Demonstrate the safe use of either a saw or an axe or other camping equipment. State the safety rules for their use, storage and transportation. (OCN Unit J 6.4)

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

And:

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

Open College Network

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

adult training

17 Module 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 authorisations 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

- Course
- Small group.

To validate this module you will need to 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 Authorisations (weekly meetings, visits and trips, activities in Terrain Zero, Class C Waters etc.). (OCN Unit K 2.1)

2 Explain how *Policy, Organisation and Rules* and activities factsheets detail the requirements and provide guidance for a wide range of Scouting activities and how to access this information. (OCN Unit A 3.2 and K 2.2)

3 Carry out a Risk Assessment on an activity and explain how and why Risk Assessments should be undertaken both before and during activities outdoors. (OCN Unit K 2.3)

4 Explain the importance of the Home Contact, and parental permission systems

and provide evidence of having used these for outdoor activities. (OCN Unit K 2.4) Explain the emergency and reporting procedures to be implemented in the event of an accident or incident. (OCN Unit J 5.14 and Unit K 3.1)

5 Discuss the identification and selection of adequate and appropriate clothing, footwear, personal and group equipment taking into account both the activity and the weather conditions. (OCN Unit K 2.5)

6 Plan and run an outdoor activity new to you, taking into account the age, experience, fitness, adult to young person ratio, Special Needs of the group, the activity involved and the anticipated weather conditions.

7 Manage the process of planning an outdoor activity, outlining how groups were managed during the activities through the appropriate use of delegation, decision-making, group control and good communication. (OCN Unit K 3.3)

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

And:

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

Open College Network

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

18 Module

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 their 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 complete <u>one</u> of the following:

1 Demonstrate the use of at least two practical skills.

2 Demonstrate the use of at least one new or developed skill in your Scouting role. (OCN Unit L 2.1)

3 Instruct or demonstrate at least two practical skills to a young person. (OCN Unit L 3.3)

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

And:

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

Open College Network

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

> If you have completed Module C of the Young Leaders' Scheme within the last five years, then you will only need to complete one skill only.

adult training

19 Module

International

Description

Providing an international dimension to a Section.

This means:

- knowing about the world-wide 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 world-wide 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 complete <u>two</u> 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 world-wide nature of Scouting to young people or an adult new to Scouting. (OCN Unit H 3.1)

5 Obtain a range of resources, ideas and material to support the international aspects of a Section's programme.

6 Organise and run an international activity for young people. (OCN Unit H 3.4)

7 Establish a link and exchange information with a Scout Group outside the UK.

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

And:

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

Open College Network

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

adult training

20 Module

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 Chairmen, 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 the learner will need to complete <u>two</u> 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 your role.

3 Outline the correct insurance arrangements necessary for activities, property and events. (OCN Unit G 4.1)

4 Show that they have procedures in place at the Group/District/County level in the event of an accident.

5 Explain how The Scout Association's *Policy, Organisation and Rules* (POR) sets the framework for the organisation and thereby dictates certain administration procedures. (OCN Unit G 5.1)

6 Use POR to identify the administration responsibilities and requirements for your own role and the roles of those you manage. (OCN Unit G 5.2)

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

And:

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

Open College Network

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

21 Module

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 waiting 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 waiting lists for the shortest possible time and are kept informed of their progress through the waiting 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 know 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 the learner will need to complete two of the following:

1 Produce and implement a Group/District/County growth development plan. (OCN Unit N 5.2 and 5.3)

2 Demonstrate the use of public relations (OCN Unit G 3.1) or marketing (OCN

Unit N 3.2) to support the growth of Scouting.

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 they have used it to recruit, support and retain adult volunteers/youth Members. (OCN Unit N 1.5 and 2.2)

6 Describe a change management strategy and outline how 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.

And:

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

Open College Network

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

22 Module

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 them
- 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 Self-Review tools?
- Can you help another adult use the Self-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 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.

And:

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)

Open College Network

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

adult training

23 Module

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 Authorisations, 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 authorisations 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

- Course
- Small group.

To validate this module you will need to complete <u>two</u> 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 Authorisations. (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 Authorisation and describe their role in the process. (OCN Unit P 2.7)

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

And:

Outline your duties and responsibilities for the safe operation of Scouting in your Group, District or County and the actions 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)

Open College Network

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

24

Managing Adults

Description

Providing effective management of adults in Sections.

This means:

- knowing and using the Adults in Scouting model
- knowing how to develop adults using the Adult Training Scheme
- 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

- Are you familiar with the Adult Training Scheme and can you explain it to another adult?
- 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

- Course
- Small group.

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

1   Create and implement a plan to fulfill your specific responsibilities in accordance with the Adults in Scouting model.

2   Describe methods of effective formal and informal reviews in accordance with the Adults in Scouting model. (OCN Unit N 2.5 and Unit Q 1.3)

3   Identify factors that motivate adults in Scouting and use these methods to maximise the performance of those 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)

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

Open College Network

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

adult training

25

Assessing Learning

Description

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

This means:

- understanding The Scout Association's Adult Training Scheme
- using learning needs analysis
- using effective validation techniques
- providing feedback
- providing support for learners.

Questions

- Do you know and can you use tools to identify learning needs?
- Can you effectively validate 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.

To validate this module you will need to:

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

If you are a manager/Supporter

1   Prepare a briefing to an adult new to Scouting on the Adult Training Scheme and how it works.

2   As part of a review meeting with someone you manage or support, review their training progress. Record and action any support they require.

If you are a Nights Away Adviser:

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

If you are a Training Adviser

Work as a Training Adviser for at least two new adults over a period of at least three months. You must determine their learning needs, help them produce Personal Learning Plans and support them through at least three modules. Keep a

record of your meetings with them, your discussions and how you reached the agreements you did.

Open College Network

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

26 Module

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?
- Do you know understand the Scheme and can you explain it to another adult?
- 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.

To validate this module the learner will need to 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 their Scouting role.

7   Offer effective guidance and support to an adult new to Scouting or an adult in a new role.

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

And:

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

Open College Network

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

adult training

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 the learner will need to:

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

Notes

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

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

Open College Network

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

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*.

adult training

29 Module

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*.

30

Supporting Local Learning

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

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 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 their area.

4 Collate individual plans into a learning needs summary.

5 List and explain the factors to consider when allocating Training Advisers to individual learners. (OCN Unit U 2.1)

6 Brief a new Training Adviser on their role.

7 Explain the administrative procedures required to support local learning. (OCN Unit U 3.1)

8 Ensure individual learning is monitored.

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

And:

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

Open College Network

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

31

Planning a Learning Experience

Relevant to:
Trainers
Those wishing to undertake this role.

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.*

32

Delivering a Learning Experience

Relevant to:
Trainers
Those wishing to
undertake this role.

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 the learner will need to:

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

Notes

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

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

Open College Network

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

33

Planning a Learning Provision

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

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*.

adult training

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*.

35

Internal Moderation

Relevant to:
Those wishing to
undertake this role.

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 ably 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 in the *Guide to the Open College Network*.

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.

adult training

36 Module

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 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 complete <u>two</u> of the following:

1 Provide evidence of commitment to those with Special Needs by an appropriate method, such as accepting and integrating a Scout with Special Needs into Scouting.

2 Run an ad hoc base on Special Needs at an event or training session.

3 Lead and participate in a discussion item on Special Needs at a Group or District Leaders' meeting.

4 Identify the needs of their area for Special Needs support and advice.

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

And:

Explain The Scout Association policy on those with Special Needs.

Open College Network

This module is not an OCN unit.

Personal Learning Plan

Name _____ Appointment _____ Group _____ District _____

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

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

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

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

Signed: Learner _____ Training Adviser _____ Training Manager _____

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

Personal Learning Plan

Name   Appointment   Sheet   of

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

Signed: Learner   Training Adviser   Training Manager

Additional sheets should be copied and attached to the front sheet.

Ongoing learning

Name _____

Appointment _____

Next Warrant review _____

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

Signed: Learner _____

        Training Adviser _____

Changes in Scouting questionnaire

Questions and answers

1 Who started the Scout Movement?
a Robert Baden-Powell **b** Lord Somers **c** Robert Louis Stephenson

2 Where was the experimental camp that let to Scouting being developed held?
a Mersey Island **b** Brownsea Island **c** Isle of Wight

3 What year was the experimental camp?
a 1905 **b** 1907 **c** 1909

4 What book did Baden Powell write to launch Scouting?
a *Boer War Scouts*   **b** *Scouting Today*   **c** *Scouting for Boys*

5 What Section was started in 1916 for younger boys?
a Beaver Scouts   **b** Cub Scouts **c** Rovers Scouts

6 What Section was started in 1919 for older boys?
a Beaver Scouts   **b** Cub Scouts **c** Rovers Scouts

7 What Movement did Baden Powell establish for girls?
a Girls Brigade **b** Girl Guides **c** Girl Scouts

8 When were females allowed to become Leaders?
a From the start **b** 1932   **c** 1966

9 How many Scouts are there in the world today (summer 2003)?
a 2 million   **b** 12 million   **c** 28 million

10 How many countries in the world have Scouts today (summer 2003)?
a 147 **b** 187 **c** 217

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

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

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

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

Answers for questions 1-10

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

CV Aid
The wider implications of Scouting

0845 300 1818

Introduction

The purpose of this factsheet is to explain how Scout training can be relevant outside Scouting. It explains how you could include your Scouting experiences on your CV when applying for a job.

Scouting is often perceived as only providing benefits to young people. This is not true. Some 100,000 adults are involved with Scouting in the UK and they, along with young people, have the opportunity to experience new things, learn new skills and develop personally.

The value of the training you receive

The training that you will receive within The Scout Association therefore has implications beyond your Scouting role. Some of the modules are accredited externally by the Open College Network (OCN). This demonstrates to a potential employer that the training The Scout Association provides is relevant to your non-Scouting activities. When applying for a new job it is important to remember to include formal training that you have had within The Scout Association, as well as what you have learnt informally through experience.

What are employers looking for?

Employers are often looking for skills that as an adult in Scouting you will already have. Do not be put off from including these skills in an application simply because your potential employer does not know about Scouting. Many of the skills you have can be described in non-Scouting terms, as can the roles you have carried out in The Scout Association. Referring to the OCN accredited modules titles should help overcome this as a barrier as well.

There is a diverse range of skills and experiences that you may have that can help supplement your CV and highlight you as an ideal candidate for a job. Some of these are suggested below, but there may be more specialised skills, such as your experience as an Instructor which may be appropriate to you.

Practical skills

a Ability to plan systematically
b Appreciation of the importance of safety and procedures you use to ensure the safety of yourself and others
c Knowledge of First Aid and any formal training in this field.

Working as a team

a Working in a variety of teams e.g. Sections, Groups, Districts, Counties
b Supporting others in their role, knowing the value of teamwork
c Valuing others for their skills and abilities and supporting those with Special Needs.

Management skills

a Leadership skills, knowing how to lead teams, supervise the group and individuals to get the job done
b Being able to monitor, evaluate, and review performance
c Being able to manage large projects and often large groups of people.

Communication

a Being effective in meetings, taking minutes, putting your view across and representing others views
b Writing plans, programmes, reports and newsletters.

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Finance

a Budgeting, keeping accounts
b Securing funding from outside bodies
and fundraising.

Training

a You will have received formal training in The Scout
Association, and it is worth mentioning this. The
OCN accredited units will make the training you
have received even more attractive to employers.
b Most adults in Scouting have experience of training
others, either formally or informally. For example,
if you have ever passed on a new skill to someone,
or been part of a buddy system. These too are
worth mentioning.

Some of the skills listed above you may already have,
but some of them you may have gained as part of
your role in Scouting.

Either way it is important to remember Scouting when
applying for any position. You never know when those
skills you have picked up and developed in Scouting
are going to make you stand out in a crowd.

The key policies of The Scout Association

0845 300 1818

Introduction

This factsheet states some of the key policies of The Scout Association so you have them together in one document for ease of reference.

The Fundamentals of Scouting

Purpose

The Purpose of Scouting is to promote the development of young people in achieving their full physical, intellectual, social and spiritual potentials, as individuals, as responsible citizens and as members of their local, national and international communities.

Method

The Scout Method provides an enjoyable and attractive scheme of progressive training, based on the Scout Promise and Law, guided by adult leadership. In practice the Method is best seen when young people, in partnership with adults, are:

- enjoying what they are doing
- learning by doing
- participating in varied and progressive activities
- making choices for themselves
- taking responsibility for their own actions
- working in groups
- taking increasing responsibility for others
- taking part in activities outdoors
- sharing in prayer and worship
- making and living out their Promise.

Religious Policy

The Scout Movement includes Members of many different forms of religion. The following policy has received the approval of the heads of the leading religious bodies in the United Kingdom.

All Members of the Movement are encouraged to:

- make every effort to progress in the understanding and observance of the Promise to do their best to do their duty to God
- belong to some religious body
- carry into daily practice what they profess.

Equal Opportunities Policy

Young people

a The Scout Association is committed to extending Scouting, its Purpose and Method to young people in all parts of society.

b No young person should receive less favourable treatment on the basis of, nor suffer disadvantage by reason of:

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

All Members of the Movement should seek to practise equality, especially in promoting access to Scouting for young people in all parts of society. The Scout Association opposes all forms of racism.

Note: With reference to gender, Membership of the youth Sections of the Association is open to girls and young women of the appropriate ages subject to a process of local self-determination in each Scout Group as to whether existing single-sex provision should become co-educational.

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Leaders and other volunteers

To carry out its work the Association seeks to appoint effective and appropriate Leaders, and to involve other volunteers in supporting roles, all of whom are required to accept fully the responsibilities of their commitment. Within the constraints imposed by the need to ensure:

• the safety and security of young people
• the continued development of young people and
• equal opportunities for all.

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

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

Note

Paedophilia is a bar to any involvement in the Scout Movement.

Note

With reference to religious belief, the avowed absence of religious belief is a bar to appointment to a Leadership position.

Safety Policy

It is the policy of The Scout Association to provide Scouting in a safe manner without risk to health, so far as is reasonably practicable.

It is the responsibility of all those involved in Scouting to seek to ensure, so far as is reasonably practicable, that:

• all activities are conducted in a safe manner without risk to the health of participants
• the provision and maintenance of equipment and buildings for Members and others is safe and without risk to health and adequate for their welfare
• information, instruction, training and supervision is provided with the object of ensuring the health and safety of all those involved in Scouting activities or who may be affected by them
• appropriate arrangements are made to ensure safety and the absence of risks to health in connection with the use, transport, storage and handling of equipment, and substances which are inherently or potentially dangerous.

Child Protection Policy (Young People First)

It is the policy of The Scout Association to safeguard the welfare of all Members by protecting them from physical, sexual and emotional harm.

Code of Behaviour:

• Do put the Young People First guidance into practice.
• Do treat everyone with respect.
• Do provide an example you wish others to follow.
• Do plan activities, which involve more than one other person being present, or at least are within sight or hearing of others.
• Do respect a young person's right to personal privacy.
• Do have separate sleeping accommodation for Leaders and young people.
• Do provide access for young people to talk about any concerns they may have.
• Do encourage young people and adults to feel comfortable and caring enough to point out attitudes and behaviours they do not like.
• Do avoid situations that compromise your relationship with young people and are unacceptable within a relationship of trust (e.g. sexual relationship between a Leader and a youth Member over the age of consent).
• Do remember that someone else might misinterpret your actions, no matter how well-intentioned.
• Do recognise that caution is required even in sensitive moments of counselling, such as when dealing with bullying, bereavement or abuse.
• Do not permit abusive peer activities (e.g. initiation ceremonies, ridiculing, bullying).
• Do not play physical contact games with young people.
• Do not have any inappropriate physical or verbal contact with others.
• Do not jump to conclusions about others without checking facts.
• Do not allow yourself to be drawn into inappropriate attention seeking behaviour such as tantrums or crushes.
• Do not show favouritism to any individual.
• Do not make suggestive remarks or gestures, even in fun.
• Do not let suspicion, disclosure or allegation of abuse, go unrecorded or unreported.
• Do not rely on just your good name to protect you.
• Do not believe 'it could never happen to you'.

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What happens If you suspect a child is being abused?

1 Immediately inform your Group Scout Leader or District Commissioner.
2 Record the facts as you know them and give a copy to your District Commissioner.
3 Ensure that the child has access to an independent adult.
4 Ensure that no Scouting situation arises which could cause any further concern.

…if a child tells you about abuse by someone else?

1 Allow the child to speak without interruption, accepting what is said.
2 Alleviate feelings of guilt and isolation, while passing no judgement.
3 Advise that you will try to offer support, but that you must pass the information on.
4 Same steps as 1-4 as in suspecting a child is being abused.

…if you receive an allegation about any adult or about yourself?

1 Immediately inform your Group Scout Leader or District Commissioner.
2 Record the facts as you know them and give a copy to your District Commissioner.
3 Try to ensure no one is placed in a position, which could cause further compromise.

You MUST refer; you must NOT investigate

Responsibilities and commitments of an Appointment

Each new Appointment will involve a number of responsibilities and commitments. These should be outlined, and explained, by your line manager when agreeing your job description.

Training obligations of the Appointment

It is likely that while you will already meet many of the requirements of your new Appointment, there will be other areas where you will need further learning. In addition to this there may also be subjects for which training is obligatory. Your line manager should discuss appropriate training and learning requirements and opportunities with you.

Ongoing learning

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Definition

Ongoing learning, or ongoing training, is essentially any training, learning or development completed by an adult that is subsequently used by them in their Scouting role. It can take place both inside or outside Scouting, but must ultimately benefit the young people, and adults, in Scouting.

Requirements

Once *Getting Started* is completed and an individual has been awarded their full Appointment, some roles require further training to be completed. For example, all Warranted Appointments are required to complete modules 5 to 10, in addition to *Getting Started*, in order to gain their Wood Badge.

Following the completion of the Wood Badge, all Warranted adults must undertake some ongoing learning in order to maintain their Warrant as current. Over the calculated period of the Warrant, an adult must complete an average of five hours ongoing learning each year.

Ongoing learning can come from a variety of sources and could be in the form of:

- additional modules from the Adult Training Scheme, for example a Helper completing *Nights Away* in order to be better prepared for their role on a residential experience;
- training within The Scout Association but outside of the Adult Training Scheme, for example, an Activity Assessor course;
- training completed outside of Scouting, for example evening classes that provide you with new talents that can be of use to you in your Scouting role, an IT class for example;
- an external qualification in a practical skill such as archery, for example.

On occasion, usually due to major policy or legal changes, Headquarters may specify particular compulsory ongoing learning topics for a fixed period. On such occasions Headquarters will make training material and support documentation available.

Assessment

The appropriate Group Scout Leader or Commissioner should consider the plans for, and completion of, ongoing learning as part of the normal review process. The appropriate Appointments sub-Committee and Commissioner will formally assess the completion of this requirement at Warrant renewal.

Completion of ongoing learning is a requirement for Warrant renewal. In cases where it has not been completed the Appointments sub-Committee and District or County Commissioner may renew an individual's Warrant for no longer than three months during which period the ongoing learning must be completed.

Examples of ongoing learning

Providing the learning can be shown to have been of benefit to The Scout Association it can be absolutely anything. The following few examples are given to help you think widely.

- A Helper learning new craft skills at a local fair and using them with the Colony
- A Cub Scout Leader taking a basic car maintenance evening class and subsequently incorporating the skills learnt into the Sectional programme
- A Beaver Scout Leader gaining a basic food hygiene certificate prior to catering for a Beaver Scout Sleepover
- An Explorer Scout Leader attending a National Governing Body Award course in order to obtain a Scout Association Adventurous Activity Authorisation

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- A Scout Leader learning to make rope at the local craft museum and teaching the Scouts
- A Group Scout Leader completing a word processing course and subsequently producing a Group newsletter
- A District Commissioner attending a County recruitment workshop
- A County Commissioner going on a management seminar at work
- The Chief Scout being taught by a Cub Scout how to plat a woggle and then teaching others.