

# ADULT TRAINING SCHEME.

An Introduction to Adult Training and Learning  
September 2013



[scouts.org.uk/training](http://scouts.org.uk/training)

## **EDITOR'S NOTE**

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

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

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

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

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# 1. INTRODUCTION

## **WELCOME TO THE SCOUT ASSOCIATION'S ADULT TRAINING SCHEME**

The Scout Association is a voluntary movement dedicated to the development of young people between the ages of six and 25. Each week over 100,000 adult volunteers, in a variety of roles throughout the UK, help Scouting to achieve its aim. While The Scout Association's primary purpose is the development of young people, it also seeks to offer personal development opportunities to adults, both within their Scouting role and as individuals. The Adult Training Scheme is one means by which adults in Scouting can be supported in their chosen role. It can also help to meet personal development needs.

This publication explains The Scout Association's approach to training; gives the details of the training scheme and outlines the management of training provision within Counties.

## **WHO IS THIS PUBLICATION FOR?**

*The Scout Association's Adult Training Scheme* is of particular relevance to County Training Managers, County Commissioners and District Commissioners. It should also be useful to anyone who has a responsibility for the support and training of adults in Scouting.

## **HOW TO USE THE SCOUT ASSOCIATION'S ADULT TRAINING SCHEME**

This publication provides an introduction to all of the modules, terms and appointments in the training scheme. Keep it together in a file with your other training material for ease of reference.

## **FURTHER HELP AND INFORMATION**

There may be a number of words and abbreviations in this publication that are new to you. A glossary has been included at the end of the book to help clarify any areas of confusion.

# 2. THE FUNDAMENTALS OF THE SCHEME

## A. KEY PRINCIPLES OF THE ADULT TRAINING SCHEME

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

- Training is built around a number of key objectives which have been generated by taking into account the views of Counties, the requirements of the World Scout Bureau and the needs of The Scout Association.
- The scheme is modular, with a total of 38 modules in all. Adults complete only those modules appropriate to their role.
- Adult training should be accessible to all, regardless of geography, education, personal circumstances or special needs. There are at least two methods of meeting the key objectives for the majority of modules so that adults can choose the most appropriate method for them.
- The scheme recognises the prior learning, experience and existing knowledge of adults. It is not necessary for adults to attend training if they can clearly show that they are able to meet module objectives by demonstrating their skills in their Scouting role; this is done through validation.
- Training provides opportunities for adults to interact with other adults. This can often be an effective way of learning and building contacts.
- Training uses familiar Scout methods, for example learning by doing and small group work, but these are complemented by methods such as workbooks, DVDs and e-learning.
- The scheme is UK-wide so that the training and modules that have been completed in one County will be recognised in another.
- There is the opportunity for adults to work towards an externally recognised award through the training they do in Scouting.

## B. MATCHING SKILLS TO ROLE REQUIREMENTS

Every adult taking on a role in Scouting should have a role description which outlines the key tasks and responsibilities of that role. It should be agreed between the adult and their line manager (normally their Group Scout Leader or Commissioner) on appointment.

The benefits of an adult having a specific role description for their role include:

- adults in Scouting can set boundaries to their commitment
- detail of expectations can be agreed to prevent misunderstandings
- the basis for future review is provided.

The skills that an adult will need to successfully carry out their role can also be defined from the role description.

Many adults will already have valuable skills that they can apply to their role in Scouting. They may have gained skills through their life experiences, their employment or their Scouting experiences. However, many people

will have gaps between the knowledge, skills and abilities that they already have and those that they need to perform their role well. The Adult Training Scheme helps adults to:

- identify their existing skills and match them with the skills required by their role
- identify skills which they still need to gain, and plan how they will gain them
- implement their plans, completing any further learning which is required
- show that they have the skills identified for the role.

## **C. LEARNING AND VALIDATION**

The Adult Training Scheme is based around two key stages:

- **Learning**

This is when the adult has the opportunity to gain or improve the knowledge and skills which they need to perform their role. As the scheme recognises prior learning, knowledge and experience individuals may not need to complete learning for every aspect of the scheme.

- **Validation**

This is when a Training Adviser will check what the adult has learned, and that they can apply the skills that they have acquired to their role. Validation is essential for every module.

## **D. LEARNING METHODS**

The Scout Association recognises that each individual has different needs. They will have different prior knowledge and experience, learning styles, personal circumstances, motivations and support mechanisms (both inside and outside of Scouting). Therefore a range of learning opportunities are provided.

An individual's learning needs might be met in a range of ways, one of which could be a training course. They might also be met by reading a book, watching a DVD, talking to a friend, through practical work, by watching a demonstration, or perhaps by simply reading a set of instructions. Individuals are encouraged to use the method or methods most appropriate to their needs in order to gain the relevant learning.

The Scout Association tries to demonstrate in its methods of adult learning the same methods that it employs with young people. Any range of learning experiences is therefore likely to include:

- ownership of the learning process by the individual
- learning by doing
- interaction with others during learning
- a high proportion of learning 'on the job'
- personal support from a named individual
- contributions by line managers, peers and others to the learning
- demonstration of the learning 'in practice'.

Geography or personal circumstances should not be a limiting factor for adult training. Therefore, the opportunity for individuals to do their learning at home (through the use of distance learning methods, primarily workbooks, video and e-learning) has been built into the scheme. As one of the key principles of the scheme is flexibility it is essential that adults have access to these different options.

## **E. SUMMARY**

In summary, The Scout Association's Adult Training Scheme enables adults to gain the skills necessary for them to deliver and/or support the Programme. Specifically it is intended to:

- help people understand Scouting and their role within it
- give them the skills necessary to carry out that role
- improve the quality and quantity of Scouting delivered
- support adults in meeting their own personal development needs.



# 3. THE ADULT TRAINING SCHEME

## A. OVERVIEW

All adults taking on an appointment in Scouting are required to show that they have the skills needed for the role. The details of the training requirements for different appointments in The Scout Association is defined below in part F of this section. .

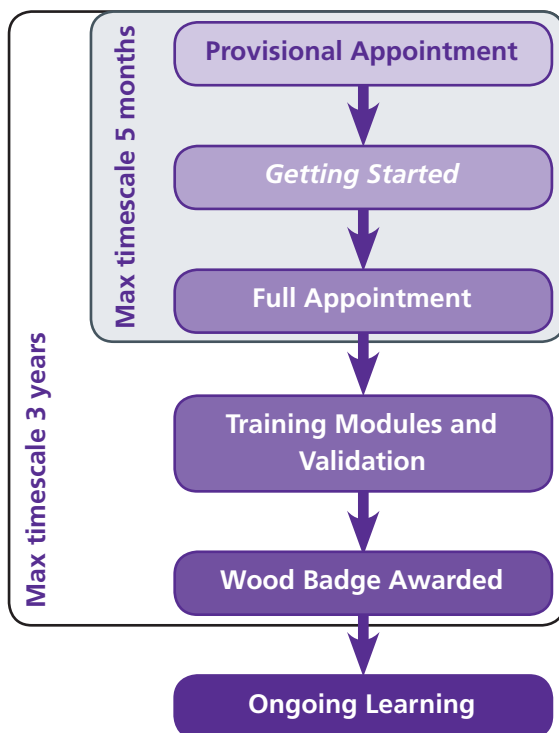
To help individuals through the process of completing this training they will be linked with one or more Training Advisers. Training Advisers are responsible for helping adults match their existing skills with those of their new role, for identifying skills gaps, for agreeing plans for gaining the required skills and for confirming that those skills have been successfully gained.

## B. THE APPOINTMENT PROCESS

Once an adult has been recruited, they will go through the appointment process to ensure that they are suitable for the role. Once the relevant checks have been made the adult will be issued with a provisional appointment. Once this has been issued, the adult will have five months in which to complete their Getting Started training.

For more information on the appointment process see *The Appointment Process: Guide to Appointing Adults*.

The chart below summarises the process for taking on an appointment and working towards the gaining of a Wood Badge:



## **C. GETTING STARTED**

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

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

These requirements may be completed in any order. In order to ensure that adults are able to complete *Getting Started* within the required timescale (five months) the modules should be available at least three times a year.

Once a learner has completed *Getting Started* they may wear the Gilwell woggle. Non-uniformed adults may wear the *Getting Started* pin.

If an adult's provisional appointment expires and they have not completed *Getting Started*, then the adult's line manager will be informed (through a locally defined route). The line manager will then review the situation with the learner to find out why they have not completed this stage. They will also decide whether or not to extend the provisional appointment. A provisional appointment can only be extended once.

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

This is the basic information that all adults in Scouting need to know. It briefly covers the fundamentals of Scouting, the key policies of The Scout Association and the support available to adults in Scouting.

It is important that the learner receives this training as early as possible. A variety of delivery methods, including distance learning methods, are available to ensure that learners can access the module as easily as possible.

### **• Module 2, *Personal Learning Plan (PLP)***

This module consists of creating a plan to meet the training requirements of the role, taking into account existing knowledge and skills. This must be completed within five months of gaining the provisional appointment, and reviewed at least every six months up until completion of the Wood Badge.

The adult should discuss and agree their Personal Learning Plan with their Training Adviser. The discussion should involve:

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

In a single meeting they should not aim to agree a learning method, validation and timescale for every module. They should try to prioritise the modules and create a plan for those that the learner is going to work on in the next six to 12 months. It may be that at the first meeting they just agree the learning and validation methods for the *Getting Started* modules, which need to be completed within the first five months.

County Training Managers should ensure that all Personal Learning Plans in the County are collated in order to help them plan a learning provision for their County. Knowing how many people require training for a particular module, and what their preferred learning method for that module is, will enable the County Training Manager to provide appropriate opportunities for learners.

*The Training Adviser's Guide* contains help and advice on creating Personal Learning Plans, whilst the *Adult's Personal File* contains a workbook which the learner can use either by themselves or alongside their Training Adviser to assist with the process of putting together their Personal Learning Plan.

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

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

- Module 3, *Tools for the Job* (Section Leaders)  
This contains some basic information about the role and practical help for working within a section. The module covers the key features of the section and how to run suitable games and activities.
- Module 4, *Tools for the Job* (Managers)  
The module covers the principal duties of the role, the needs of adults, policy and guidance mechanisms and practical help for making a start as a Manager in Scouting.

## D. THE WOOD BADGE

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

In the UK, Scouting training is tailored to an adult's appointment, and therefore not all appointments are required to work towards a Wood Badge. There are a number of different routes to achieving the Wood Badge, based on an adult's appointment, and these are outlined in more detail later in this publication. An adult is required to complete their Wood Badge within three years from their full appointment.

Once the learner has validated all of the modules necessary for their role, and has agreed the ongoing learning that they will complete in the next year, the recommendation for award of the Wood Badge can be made. The stages in the Wood Badge process and who is responsible for them are shown in the following table:

Action	Responsibility
Agree role description	Group Scout Leader or appropriate Commissioner
Agree modules	Training Adviser and learner
Validate modules	Training Adviser and others
Inform County Training Manager that all modules have been validated and the Wood Badge should be recommended	Training Adviser
Recommend award of Wood Badge to Headquarters and inform individual's line manager	County Training Manager (or Local Training Manager if authority delegated)
Wood Badge issued to appropriate Commissioner	Headquarters
Wood Badge presented	Appropriate Commissioner

In most cases the County Training Manager is responsible for recommending the award of the Wood Badge. The table below outlines who is responsible for recommending Wood Badges for different appointments. Headquarters is responsible for awarding Wood Badges and will forward the Wood Badge and certificate to the appropriate Commissioner for presentation.

Appointment to receive Wood Badge	Responsibility for recommending the award of a Wood Badge	Wood Badge issued to
All appointments within the County, excluding County Commissioner and County Training Manager	County Training Manager (or Local Training Managers as agreed in the County)	District Commissioner, County Commissioner, or Regional Commissioner (Scotland) as appropriate
County Training Manager	County Commissioner	
County Commissioner	England – Regional Commissioner. Scotland, Wales and Northern Ireland – Chief Commissioner	Headquarters or Country Appointments Secretary

If a learner has not completed their Wood Badge within three years of the issue of their full appointment, the appointment may be cancelled by the relevant Commissioner, acting together with the Appointments Advisory Committee. Where it is agreed that there are genuine extenuating circumstances the time period may be extended by up to two years. It may only be extended once.

## E. THE MODULE MATRIX

The *Module Matrix* provides a summary of the 38 modules that make up the Adult Training Scheme. The matrix has two sections: the first summarises modules 1 to 4, which make up Getting Started. The second summarises modules 5 to 38, which are completed by the adult depending on their role in Scouting. Delivery methods and a guide to each module's content are also provided.

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

## MODULE MATRIX

This is a summary of The Scout Association's Adult Training Scheme. For further information on the training requirements for specific roles please refer to The Scout Association's Adult Training Scheme.

All Appointments	Section Leaders and Section Supporters	Managers, Section Supporters, Other Supporters	Supplementary
Module	Aim	Topics	Methods
<b>01</b> Essential Information	To provide the basic information required to ensure that adults involved in Scouting: <ul style="list-style-type: none"> <li>■ do not put themselves and others at risk through lack of knowledge</li> <li>■ are aware of the Purpose, Values and Method of Scouting</li> <li>■ are aware of the management and support structures of Scouting in outline and of immediately relevant parts of the structure in detail.</li> </ul>	<ul style="list-style-type: none"> <li>■ Fundamentals</li> <li>■ Child protection</li> <li>■ Equal opportunities</li> <li>■ Safety and risk assessments</li> <li>■ Structures and support</li> <li>■ POR</li> </ul>	<ul style="list-style-type: none"> <li>■ DVD</li> <li>■ e-learning</li> <li>■ Course</li> </ul>
<b>02</b> Personal Learning Plan	To create a plan for an individual's learning based on the requirements of the job and taking into account the individual's needs. The plan will show the training and the support that the individual will receive to help them fulfil the learning programme and will include a progress review timetable.	<ul style="list-style-type: none"> <li>■ Personal Learning Plan</li> </ul>	<ul style="list-style-type: none"> <li>■ One-to-one</li> <li>■ Workbook</li> </ul>
<b>03</b> Tools for the job (Section Leaders)	To provide the basic information on the individual's role or area of responsibility and some practical help to get the individual started in the role.	<ul style="list-style-type: none"> <li>■ Features of the section</li> <li>■ Adult role</li> <li>■ Programme ideas</li> <li>■ Games</li> </ul>	<ul style="list-style-type: none"> <li>■ One-to-one</li> <li>■ Small group</li> <li>■ e-learning</li> </ul>
<b>04</b> Tools for the Job (Managers)	To provide basic information on the individual's role or area of responsibility and some practical help to get the individual started in the role.	<ul style="list-style-type: none"> <li>■ Duties and responsibilities</li> <li>■ Needs of adults</li> <li>■ Outline of the sections</li> <li>■ POR</li> </ul>	<ul style="list-style-type: none"> <li>■ One-to-one</li> <li>■ Small group</li> <li>■ e-learning</li> </ul>
<b>Modules 1, 2 and either 3 or 4 are compulsory modules (Getting Started)</b>			
<b>05</b> Fundamental Values of Scouting	To use the Personal Development Areas to explore the links between the Values of Scouting and the awards, badges and Balanced Programme.	<ul style="list-style-type: none"> <li>■ Values</li> <li>■ Personal Development Areas</li> <li>■ Religious Policy</li> </ul>	<ul style="list-style-type: none"> <li>■ Course</li> <li>■ One to one</li> <li>■ e-learning</li> </ul>
<b>06</b> Changes in Scouting	To provide an overview of the Movement's history focusing on its development to meet the changing needs of society.	<ul style="list-style-type: none"> <li>■ Brief outline history of Scouting</li> </ul>	<ul style="list-style-type: none"> <li>■ DVD</li> <li>■ Factsheet</li> </ul>
<b>07</b> Scouting for all	To provide an introduction to equal opportunities and practical advice about how to make Scouting inclusive for all.	<ul style="list-style-type: none"> <li>■ Equal opportunities</li> <li>■ Beliefs and values</li> <li>■ Inclusive Scouting</li> </ul>	<ul style="list-style-type: none"> <li>■ Course</li> <li>■ Small group</li> <li>■ Workbook</li> </ul>

Module	Aim	Topics	Methods
<b>08</b> Skills of Leadership	To cover the knowledge, skills and attitudes required to be an effective leader.	<ul style="list-style-type: none"> <li>■ Systematic planning</li> <li>■ Action centred leadership</li> <li>■ Leadership styles</li> <li>■ Developing leadership skills in others</li> </ul>	<ul style="list-style-type: none"> <li>■ One-to-one</li> <li>■ Course</li> <li>■ Small group</li> </ul>
<b>09</b> Working with Adults	To cover the underpinning functions required to work effectively as a member of an adult team.	<ul style="list-style-type: none"> <li>■ Communication</li> <li>■ Listening skills</li> <li>■ Decision-making structures</li> <li>■ Representing others.</li> </ul>	<ul style="list-style-type: none"> <li>■ Small group</li> <li>■ Course</li> </ul>
<b>10</b> First Aid	To cover the skills and knowledge necessary to enable adults to manage an incident and provide basic First aid.	<ul style="list-style-type: none"> <li>■ First aid</li> </ul>	<ul style="list-style-type: none"> <li>■ External course (First Response as a minimum)</li> </ul>
<b>11</b> Administration	To provide information and best practice on how to manage administrative tasks in Scouting.	<ul style="list-style-type: none"> <li>■ Record keeping</li> <li>■ Financial responsibilities</li> <li>■ Data Protection Act</li> <li>■ Insurance</li> </ul>	<ul style="list-style-type: none"> <li>■ Course</li> <li>■ Small group</li> <li>■ One-to-one</li> <li>■ Workbook</li> </ul>
<b>12</b> Providing a Balanced Programme	To cover ways in which a successful and Balanced Programme can be planned and implemented in the section.	<ul style="list-style-type: none"> <li>■ Balanced Programme</li> <li>■ Programme ideas</li> <li>■ Young people's involvement in decision-making</li> <li>■ Awards</li> <li>■ Programme Review</li> <li>■ Overview of other sections</li> </ul>	<ul style="list-style-type: none"> <li>■ Course</li> <li>■ e-learning</li> <li>■ One-to-one</li> </ul>
<b>13</b> Growing the Section	To cover ways in which an adult volunteering can work with their line manager and others to plan and contribute to the growth of their section and/or Group.	<ul style="list-style-type: none"> <li>■ Importance of growth</li> <li>■ Recruitment and retention of adults and young people</li> <li>■ Tools and support to help sections grow</li> <li>■ Development plans</li> </ul>	<ul style="list-style-type: none"> <li>■ Small group</li> <li>■ Course</li> <li>■ Workbook</li> </ul>
<b>14</b> Young People Today	To enable adults working with sections to identify and meet the needs of young people.	<ul style="list-style-type: none"> <li>■ Characteristics, influences and needs of young people</li> </ul>	<ul style="list-style-type: none"> <li>■ Course</li> <li>■ Small group</li> <li>■ One-to-one</li> <li>■ Workbook</li> </ul>
<b>15</b> Challenging Behaviour	To enable adults to prevent and manage challenging behaviour in the sections.	<ul style="list-style-type: none"> <li>■ Causes, prevention and management of challenging behaviour</li> </ul>	<ul style="list-style-type: none"> <li>■ Course</li> <li>■ Workbook</li> <li>■ Small group</li> <li>■ One-to-one</li> </ul>
<b>16</b> Introduction to Residential Experiences	To enable section leaders and supporters who may support residential experiences for young people to understand the purpose that residential experiences play in Scouting.	<ul style="list-style-type: none"> <li>■ Residential experiences and their importance in Scouting</li> <li>■ Organisation and administration</li> <li>■ Nights Away Permit Scheme</li> </ul>	<ul style="list-style-type: none"> <li>■ Small group</li> <li>■ Course</li> </ul>
<b>17</b> Running Safe Activities	To enable adults to plan and run exciting, safe and developmental activities for the young people in their section.	<ul style="list-style-type: none"> <li>■ Importance of activities in a Balanced Programme</li> <li>■ Planning and carrying out activities safely</li> <li>■ Permits</li> <li>■ Risk assessment</li> <li>■ Leader in charge</li> </ul>	<ul style="list-style-type: none"> <li>■ One-to-one</li> <li>■ Course</li> <li>■ Small group</li> <li>■ Workbook</li> </ul>
<b>18</b> Practical Skills	To enable adults to gain and develop practical skills for the benefit of young people in their section.	<ul style="list-style-type: none"> <li>■ Range of practical skills</li> <li>■ Training others</li> </ul>	<ul style="list-style-type: none"> <li>■ Course</li> <li>■ Small group</li> </ul>

Module	Aim	Topics	Methods
<b>19</b> International	To provide an international focus appropriate to their section and appreciate the global nature of Scouting.	<ul style="list-style-type: none"> <li>■ Worldwide family of Scouting</li> <li>■ International aspects of the programme</li> <li>■ International events and activities</li> <li>■ Programme ideas</li> </ul>	<ul style="list-style-type: none"> <li>■ Course</li> <li>■ One-to-one</li> <li>■ Small group</li> </ul>
<b>20</b>	This Module was previously Administration for Managers and Supporters. Managers and supporters should now complete Module 11: Administration.		
<b>21</b> Growing the Movement	To cover the ways in which a manager or supporter in Scouting can help develop the Movement and facilitate the growth of Scouting in their area.	<ul style="list-style-type: none"> <li>■ Importance of growth</li> <li>■ Recruitment and retention of adults and young people</li> <li>■ Tools and support to help growth</li> <li>■ Development plans</li> <li>■ Role of the manager or supporter in growing the Movement</li> </ul>	<ul style="list-style-type: none"> <li>■ Small group</li> <li>■ Course</li> <li>■ Workbook</li> </ul>
<b>22</b> Section Support	To enable adults not working directly with young people to understand the sectional programmes, section method, and section characteristics so that they may provide effective management and support.	<ul style="list-style-type: none"> <li>■ Features of each section</li> <li>■ Balanced Programme</li> <li>■ Programme Review</li> <li>■ International aspects of programme</li> <li>■ Value of residential experiences and activities outdoors</li> </ul>	<ul style="list-style-type: none"> <li>■ One-to-one</li> <li>■ Small group</li> <li>■ Course</li> </ul>
<b>23</b> Safety for Managers and Supporters	To provide managers and supporters with an understanding of the processes and systems in place to ensure safe Scouting, and an understanding of their role in achieving this.	<ul style="list-style-type: none"> <li>■ Responsibilities</li> <li>■ Risk assessments</li> <li>■ Activity Permits</li> <li>■ Insurance</li> <li>■ Accident reporting</li> <li>■ Leader in charge</li> <li>■ Culture of safety</li> </ul>	<ul style="list-style-type: none"> <li>■ Course</li> <li>■ One-to-one</li> <li>■ Small group</li> <li>■ Workbook</li> </ul>
<b>24</b> Managing Adults	To cover the skills and knowledge required to enable participants to provide effective management of adults.	<ul style="list-style-type: none"> <li>■ Personal development areas of adults</li> <li>■ Adult training</li> <li>■ Group dynamics</li> <li>■ Motivation</li> <li>■ Delegation</li> <li>■ Conflict resolution</li> <li>■ Team building</li> <li>■ Adults in Scouting model</li> </ul>	<ul style="list-style-type: none"> <li>■ Course</li> <li>■ Small group</li> <li>■ Workbook</li> <li>■ One-to-one</li> </ul>
<b>25</b> Assessing Learning	To provide the knowledge, skills and attitudes necessary to effectively support, validate and assess adults in The Scout Association's Adult Training Scheme; the Adventurous Activity Permit Scheme; the Nights Away Permit Scheme and the Scout Show National Recognition Scheme.	<ul style="list-style-type: none"> <li>■ Learning and development needs of adults</li> <li>■ Undertaking appropriate assessments and validations</li> <li>■ Providing positive and constructive feedback</li> <li>■ Role-specific elements for Managers, Training Advisers, Activity Assessors, Nights Away</li> </ul>	<ul style="list-style-type: none"> <li>■ Course</li> <li>■ Workbook</li> <li>■ One-to-one</li> </ul>

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

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## F. MINIMUM MODULE REQUIREMENTS

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

Individuals should be encouraged to look at other modules that may be relevant to their role but do not make up the minimum requirements for their appointment. These modules may be completed in addition to the minimum standards, or as ongoing learning. For ease of reference, modules are referred to in colour groups relating to the *Module Matrix*.

For appointments in groups one and two a defined Wood Badge route is not available. However, the learner may, if they choose to, create a Wood Badge route in agreement with their County Training Manager. If they do this, it is important to ensure that all modules can be validated within their current role in Scouting.

### GROUP 1

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

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

Plus any other appointments with unsupervised access to young people.

### GROUP 2

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

- |                                 |    |
|---------------------------------|----|
| • County Training Administrator | 30 |
| • Local Training Administrator  | 30 |
| • Training Adviser              | 25 |
| • Nights Away Assessor          | 25 |
| • Activity Assessor             | 25 |
| • Scout Show Assessor           | 25 |

- Scout Active Support Member \*see note on page 17
- Scout Active Support Co-ordinator \*see note on page 17
- Trainer 27, 28 and/or 29 (depending on role description)
- Appointments Advisory Committees 37 (including the Chairman and the Appointments Secretary).

### GROUP 3

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

- Section Assistant

### GROUP 4 ■■

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

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

### GROUP 5 ■■

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

- Group Scout Leader
- Assistant Group Scout Leader
- District Commissioner
- Deputy District Commissioner
- County Commissioner
- Deputy County Commissioner
- Chief Commissioner
- Chief Scout
- Scout Active Support Manager \* see note on page 17

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

## GROUP 6 ■■

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

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

## GROUP 7 ■■

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

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

### **\*SCOUT ACTIVE SUPPORT ROLES:**

Those holding roles within a Scout Active Support Unit, including Scout Active Support Member, Scout Active Support Co-ordinator and Scout Active Support Manager should complete, as well as the training indicated above, those modules of the training scheme which are relevant to the nature of their role in the Unit which they belong to. This could include Module 3, *Tools for the Job*, Module 12, *Providing a Balanced Programme*, Module 17, *Running Safe Activities*, or any other relevant module(s). The service agreement for a Scout Active Support Unit will outline the support provided by the Unit, and will help to determine which training will be relevant for its members.

## G. ADULTS CHANGING ROLES

It is not unusual for an adult to change roles in Scouting. If an adult is changing roles it may not be necessary for them to re-validate certain modules because they have completed them previously.

The table below is designed to assist you when working with an adult who has changed roles within The Scout Association. A tick (✓) means that the learner needs to validate the module again and a cross (✗) means that they do not.

In some cases, the need to re-validate will depend on which role the learner is moving from and to.

Roles are split into three categories:

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

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

### CHANGE OF ROLE MATRIX

Module No.	Module Name	Change of Role	
1	Essential Information	✗	Any change in role
2	Personal Learning Plan	✓	Any change in role
3	Tools for the Job (Section Leaders)	✓	Any change in section
4	Tools for the Job (Managers)	✓	Any change in role
5	Fundamental Values of Scouting	✗	Any change in role
6	Changes in Scouting	✗	Any change in role
7	Scouting for All	✓	Any other role to Manager – Validation Criteria 4 only
		✗	Any other change in role
8	Skills of Leadership	✗	Any change in role
9	Working with Adults	✗	Any change in role
10	First Aid	✗	Any change in role
11	Administration	✗	Any change in role
12	Providing a Balanced Programme	✓	Changing sections
		✗	Leader to supporter
		✓	Supporter to leader
13	Growing the Section	✓	Changing sections
		✗	Leader to supporter
		✓	Supporter to leader

14	Young People Today	✓	Changing sections
		✗	Leader to supporter
		✓	Supporter to leader
15	Challenging Behaviour	✓	Changing sections
		✗	Leader to supporter
		✓	Supporter to leader
16	Nights Away	✗	Changing sections
		✗	Leader to supporter
		✓	Supporter to leader
17	Running Safe Activities	✗	Changing sections
		✗	Leader to supporter
		✓	Supporter to leader
18	Practical Skills	✓	Changing sections
		✗	Leader to supporter
		✓	Supporter to leader
19	International	✗	Any change in role
21	Growing the Movement	✓	Any change in role
22	Section Support	✗	Any change in role
23	Safety for Managers and Supporters	✓	Any change in role
24	Managing Adults	✗	Any change in role
25	Assessing Learning	✗	Manager to manager
		✓	Any other change in role
26	Supporting Adults	✗	Any change in role
27-35	Instructing Practical Skills – Internal Moderation	✗	Any change in role
36	Special Needs	✓	Relevant to new role
		✗	Not relevant to new role
37	Advising on Adult Appointments	✓	Relevant to new role
		✗	Not relevant to new role
38	Skills for Residential Experiences	✓	Relevant to new role
		✗	Not relevant to new role

## H. ONGOING LEARNING

All adults holding appointments for which a Wood Badge is required must participate in an average of at least five hours ongoing learning each year, calculated over the length of the appointment. Therefore if an adult went on a week-long residential course, for example, this could be counted as the ongoing learning for the whole period of the appointment.

The learner must agree their plan for the first year of ongoing learning with their Training Adviser before the recommendation for the Wood Badge can be made. After this it is the responsibility of the learner's line manager to monitor ongoing learning. As part of the normal review process the Appointments Advisory Committee and the learner's line manager have responsibility for ensuring that the adult has completed the required ongoing learning at the time when the appointment is renewed.

Ongoing learning can be any number of things. In essence any training, learning or development completed by the adult that they can then use in their Scouting role is appropriate to count as ongoing learning.

Occasionally, Headquarters may specify particular ongoing learning topics for some or all appointments. This is only likely to occur in the case of major policy or legal changes. In these cases, Headquarters will make training material and support documentation available.

Examples of ongoing learning could include:

- the maintenance of a current adult first aid qualification/first response certificate
- a Scout Leader taking a basic car maintenance course then incorporating those skills into the sectional programme
- a Group Scout Leader completing a word processing course and then producing a Group newsletter
- an Assistant Beaver Scout Leader gaining a basic food hygiene certificate before 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 Permit
- a District Commissioner attending a County recruitment workshop
- an adult attending some form of cultural or special needs awareness training
- an Assistant Cub Scout Leader planning their first camp alongside a more experienced Leader
- a Beaver Scout Leader spending time with another leader learning how to use Programmes Online, then using it to plan their programme
- any of the supplementary modules, for example Module 36, *Special Needs* or Module 29, *Presenting*.

## **I. EXTERNAL RECOGNITION OF TRAINING DONE THROUGH THE ADULT TRAINING SCHEME**

There are a number of ways in which training done through The Scout Association can be recognised by external organisations.

### **• Open College Network (OCN)**

Adults in Scouting can opt to work towards Open College Network awards in Providing Voluntary Youth Services (for section leaders) or Managing Voluntary Youth Services (for managers and supporters).

They are both Level 2 Awards made up of a number of units. Each unit corresponds to one or more of the Adult Training Scheme's modules. Working towards these awards should not require extra work in terms of their role, but will require more effort to be put into validation as every OCN unit objective will need to be validated and a record kept of that validation.

More information is available in the factsheet FS500015 *Guide to the Open College Network*.

- **The Institute of Leadership and Management (ILM)**

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

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

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

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

More information on all of these options is available from the Adult Support office on [adult.support@scout.org.uk](mailto:adult.support@scout.org.uk) or by calling 0845 300 1818.

# 4. APPLYING THE SCHEME

## A. RECOGNITION OF PRIOR LEARNING

The Scout Association recognises that adults coming into Scouting already have a variety of skills, knowledge and experience which can be applied to their role. These existing skills may have been gained through their education, employment, life experiences or other voluntary roles within or outside Scouting. They may have been gained through formal or informal learning.

An important aspect of the Adult Training Scheme is the recognition of this prior learning. What is important is that learners are able to do what they need to carry out their roles, not how they gained these abilities or knowledge. If an adult can demonstrate that they can meet the objectives of a module then it will not be necessary for them to complete further learning for that module. This requires them to show that they can apply the skills that they have gained elsewhere effectively to their role in Scouting. This is checked through the validation process.

An adult may have the skills required for a module but need some help applying them to Scouting, or they may be able to meet most of the module objectives but not all. This may mean them needing to complete some extra learning. This could be achieved in a number of ways including one to one discussions, learning on the job (for example attending meetings), or observation/shadowing. Some of these adults may still choose to complete full training for the module, but it is important to remember that not everyone will want to do this.

For example, someone who manages a team in their work life may have all the skills needed for Module 24, *Managing Adults*, but be unaware of the Adults in Scouting model. In this case the adult may be able to complete the extra learning required through a discussion with their line manager about the Adults in Scouting model and how it applies to their role.

## B. THE YOUNG LEADERS' SCHEME

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

The Young Leaders' Scheme gives Young Leaders the skills and knowledge to act as part of the section leadership team, and covers subjects such as the Balanced Programme, child protection, first aid, practical skills, challenging behaviour and leadership skills.

The scheme is built around eleven instruction modules, which can be delivered separately or in various combinations. There are also four missions (projects) which allow Young Leaders to put their learning into practice which a Young Leader can complete. Other than Module A the scheme is voluntary so different Young Leaders may have gained different skills from the scheme.

The learning and experience that an individual has gained from the Young Leaders' Scheme is recognised under the Adult Training Scheme in the same way as any other prior learning. If an adult has previously been a



Young Leader, or indeed a youth member of the Association, it is likely that they already have a good level of knowledge of Scouting and how it works.

Although the completion of the Young Leaders' Scheme cannot be used as automatic validation for any module, it should be acknowledged and taken into consideration when agreeing the Personal Learning Plan. When putting together a Personal Learning Plan with a learner who has been a Young Leader it is important to ask them questions which allow them to explain the skills and knowledge they have gained. They will need to validate their modules in the same way as all other learners.

More information on the links between learning gained in the Young Leader's Scheme and how this can be translated to the Adult Training Scheme can be found in *Prior Learning Gained in the Young Leaders' Scheme (FS330094)*

## **C. MODULE DELIVERY**

Training is any learning activity that helps an individual to gain skills, knowledge or values. The most beneficial training, as far as The Scout Association is concerned, is that which helps the adult to fulfil their Scouting role more easily and with increasing success.

It is important that individuals have access to as wide a choice of learning methods as possible. County Training Managers must ensure that at least two delivery methods for each module are available in their County (with the exception of *First Aid, Changes in Scouting* and *Nights Away*). It may be necessary to provide more than two methods to suit the full range of learning styles in the County. Suggested methods for delivering each module are shown on the *Module Matrix*, and include video/DVD, e-learning, course, small group, one to one, workbook, management game and factsheet. It may sometimes be appropriate to select a number of modules to be run together in a course format.

It is accepted that not every County will be able to offer every method but it is important that more than one method is offered. It may be that a County agrees to work with a neighbouring County to offer a variety of methods. Training Advisers should be kept up to date about the methods and opportunities available so that they can advise learners.

Learners should work with their Training Adviser when creating the Personal Learning Plan to identify the most appropriate methods for them to use to complete the required modules. The choice will take into account the adult's personal circumstances, their preferred learning style and the opportunities available locally.

## **D. VALIDATION**

Validation is the process of finding out if the learner is able to put the learning covered by a module into practice in their role in Scouting. All modules required for a particular appointment must be validated regardless of whether the skills have been gained by previous experience or by planned learning.

Each module has a fixed requirement. There are also usually a number of validation methods for learners to select from. Validation methods should be simple and effective and should always be something that the learner does as part of their normal role. The focus should be on the learner 'doing something' and this will often be backed up by discussion. Validation should not be seen as an exam – it must be a positive experience in which the learner receives supportive feedback.

There are a number of methods of validating modules, which are detailed in the *Training Adviser's Guide*. Some examples are:

- **Demonstration:** a Training Adviser observes the learner to see they are able to perform a particular task, for example run a game at a Cub Scout meeting
- **Written material:** looking at paperwork that the learner has already produced such as the programmes they have planned for young people, preparations they have made for a residential experience, the records they have kept of a young person's progress or the notes from a meeting that the learner ran.

The learner's Training Adviser is responsible for ensuring the validation of each module that has been identified in their Personal Learning Plan. The Training Adviser and the learner should agree on the most appropriate validation methods together.

## E. GRIEVANCE PROCEDURE

There are two possible areas for grievance:

- Where the learner and the Training Adviser are unable to agree on which modules are required
- Where the learner disagrees with the Training Adviser's refusal to validate a module.

The former is a line management issue and the latter is a training issue.

- **Disagreement with Training Adviser over required modules**

If a learner in the County disagrees with their Training Adviser about the modules necessary for their particular role, the matter is referred to the learner's line manager. The line manager should seek the advice of the County Training Manager if necessary. If the line manager is unable to resolve the disagreement, it is referred to the District or County Commissioner (as appropriate) whose decision is final.

- **Disagreement over validation**

If an individual in the County disagrees with a refusal to validate a particular module from their Personal Learning Plan, the matter is referred to the County Training Manager. If the County Training Manager cannot resolve the problem (or if the County Training Manager is personally involved), the disagreement is referred to the County Commissioner whose decision is final.

Further guidance on disagreements between adults can be found in *Policy, Organisation and Rules*, Chapter 15 and in factsheet FS140100 *Resolving Complaints - The Scout Association's Complaints Procedure*.

## F. ADMINISTRATION AND RECORDS

- **What records to keep**

Each County will have their own administrative and record keeping systems but there are some elements which will be common to all.

- **Recording needs**

In order to ensure that the training provision in a County meets the needs of learners in that County it is important to record the need for different learning methods, different modules and for Training Advisers. The Personal Learning Plan is the most important tool for recording this information. County Training Managers should ensure that all Personal Learning Plans in the County are collated, and kept updated, as they can then be used to find out how many people require training for a particular module and what the preferred learning methods are.

Training teams should also work closely with Appointments Advisory Committees to ensure that they know when new adults are starting the appointment process, and then when they become appointed. This will help

the training team plan the provision of *Getting Started* and the allocation of Training Advisers to new adults as soon as possible.

- **Recording progress**

The progress of learners in the County should also be recorded to ensure that learners are rewarded for their achievements in a timely manner. In particular learners should receive module completion certificates for completed modules, and their Wood Badge when they have achieved it.

Recording learners' progress will also allow County Training Managers to see, for example, how quickly learners are able to progress through the scheme, and if there are any common 'blockage points'.

If a learner's progress has been effectively recorded then it will be helpful in the future if they change role, or move to another County, in identifying which modules they need to complete.

- **Using the Membership Admin Area to keep records**

The training pages on the online membership admin area at [www.scouts.org.uk](http://www.scouts.org.uk) are an effective way of recording this information. They contain a facility to record Personal Learning Plans online as well as generating Module Completion Certificates automatically. A number of reports have also been developed which help Training Managers and Administrators to administer adult training more effectively in their County.

Once a Personal Learning Plan has been agreed between the learner and Training Adviser it can be entered onto the online system. As it is entered the system automatically lets you know which modules are required for the role, then gives the option to add modules for those needing a tailored training package. The system will also alert you of any previous training that the adult has completed which may be relevant to their new Personal Learning Plan. Training Managers are then able to use all of this information to plan the training provision in their County, as outlined above.

There are considerable advantages to having member records all held in one place as managers, learners and those involved in training can all have access to the same information at the same time. This enables the learner to easily see what has been achieved, and so feel more in control of their own learning, and their line manager to see what they have achieved and so support and encourage them. It also enables Training Managers to see information on an adult's role and progress through the appointment process.

For those without internet access a paper process can still be used, and is processed by the Appointments and Membership Team at Gilwell Park.

# 5. THE MANAGEMENT OF THE TRAINING PROVISION

## A. OVERVIEW

The Scout Association's Adult Training Scheme is nationally based, but the organisation and delivery of the scheme is local and the responsibility of each County.

The County Training Manager or Assistant Regional Commissioner (Adult Training) Scotland is responsible for the overall provision of training in their County or Scottish Region.

There are a variety of appointments involved in the management of training provision at a local level. These are described more fully below. The term Training Manager is often used to refer to all appointments involved in the management of Adult Training.

Each adult participating in The Scout Association's Adult Training Scheme has access to a Training Adviser. The role of the Training Adviser is to:

- help the individual identify their existing skills and learning needs
- help them construct a Personal Learning Plan
- support them through that plan to completion.

Depending on the size and structure of the County there may also be a range of Training Administrators based at local or County level.

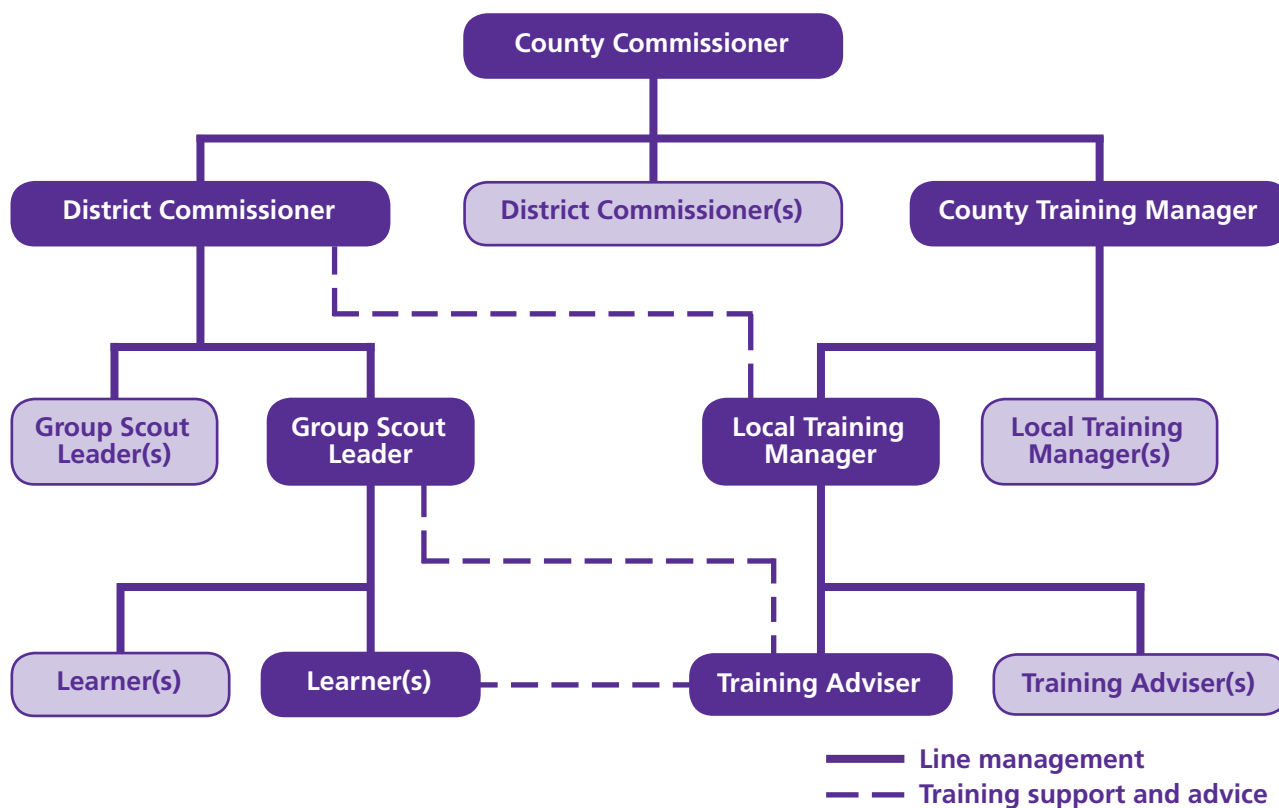
Specialist Advisers (Adult Training) work across the UK, providing support to Training Managers in a group of Counties or a Region. They do not line manage Training Managers but can provide them with individual support on issues within their County as well as being involved in the induction of new Training Managers.

## B. TRAINING MANAGEMENT IN ENGLAND, WALES AND NORTHERN IRELAND

Training provision within a County is the responsibility of the County Training Manager. The structure of that provision will depend on a number of factors, including:

- number of adults in the County
- geographical size of the County
- number of Districts
- number of individuals to support the operation of the scheme, for example Training Advisers, and
- the management structure of the County.

The County Training Manager may support the Training Advisers and Trainers directly, but it is more likely that they will have the support of one or more Local Training Managers. A Local Training Manager may provide support to one or more Districts, and may support a number of Training Advisers or Trainers. A Training Adviser may support one or more learners, who may come from different Districts.



This is one example of how training provision within a County may be structured. This basic structure may be adapted to suit the individual nature of different Counties, and the challenges they may face at a certain point in time. Some ideas on the practical flexibility of different roles are included below. More information to help County Training Managers, including ideas on how to adapt the training structure for their own needs, is also available in the publication *Keys to Success for County Training Managers*.

## I. THE COUNTY TRAINING MANAGER

The County Training Manager is responsible to the County Commissioner. They are responsible for the overall provision of training in their County, and for ensuring that quality training is delivered. There are a number of elements to this:

- **Training needs**

The County Training Manager ensures that training needs in the County are identified, and that an appropriate plan for meeting these needs is developed and implemented. Identification of needs will need to take into account the number of people holding appointments, the length of time people hold appointments for, geography and Group/District development plans. Information from Personal Learning Plans, for example preferred learning methods for modules, is vital in identifying these needs.

- **Training structures**

The County Training Manager agrees the structure of training provision with the County Commissioner and District Commissioners. There are a number of ways that training provision can be structured within the County, and the most important thing is that the structure can work effectively to provide a relevant and quality provision.

- **An appropriate team**

In order to implement the plan for meeting training needs the County Training Manager must make sure that appropriate people are recruited, managed and supported. The number of people required in different roles will

depend on the needs that have been identified, and the structure chosen. Delivering a wide range of methods will require people skilled in different or diverse areas, whilst working to individual needs may put more emphasis on one to one or small group work than courses.

- **Learner's needs**

An essential part of providing a quality training provision is meeting the needs of individual learners. This includes ensuring that they are allocated a Training Adviser, complete a Personal Learning Plan, can access the training scheme as soon after appointment as possible and can access training by a variety of methods.

If adults are to be given a positive first impression of training it is essential that the allocation of Training Advisers is handled efficiently, and that *Getting Started* is readily accessible. More information and advice on Training Advisers is given below.

An example role description for a County Training Manager can be seen online at [www.scouts.org.uk](http://www.scouts.org.uk) or ordered from Scout Shops at [www.scouts.org.uk/shop](http://www.scouts.org.uk/shop).

## **II. LOCAL TRAINING MANAGERS**

The role of the Local Training Manager (LTM) is defined locally and can be applied in a number of ways. The main role of a Local Training Manager is to provide support and assistance to the County Training Manager. Specific elements of their role could include:

- local analysis of training needs
- liaison with Appointments Advisory Committees
- management of small groups of Training Advisers
- the delivery and/or provision of some local training opportunities.

The LTM role is very flexible. An LTM could cover a geographic area including a number of Groups, a District or a number of Districts. Alternatively they could look after particular aspects of training, for example a set of modules, training for particular roles, *Getting Started* or ongoing learning. They may be an active part of a training team, or they may manage a training team, a group of Training Advisers, or both. They may have no direct training input but instead concentrate on identifying learning needs and passing information on to training providers.

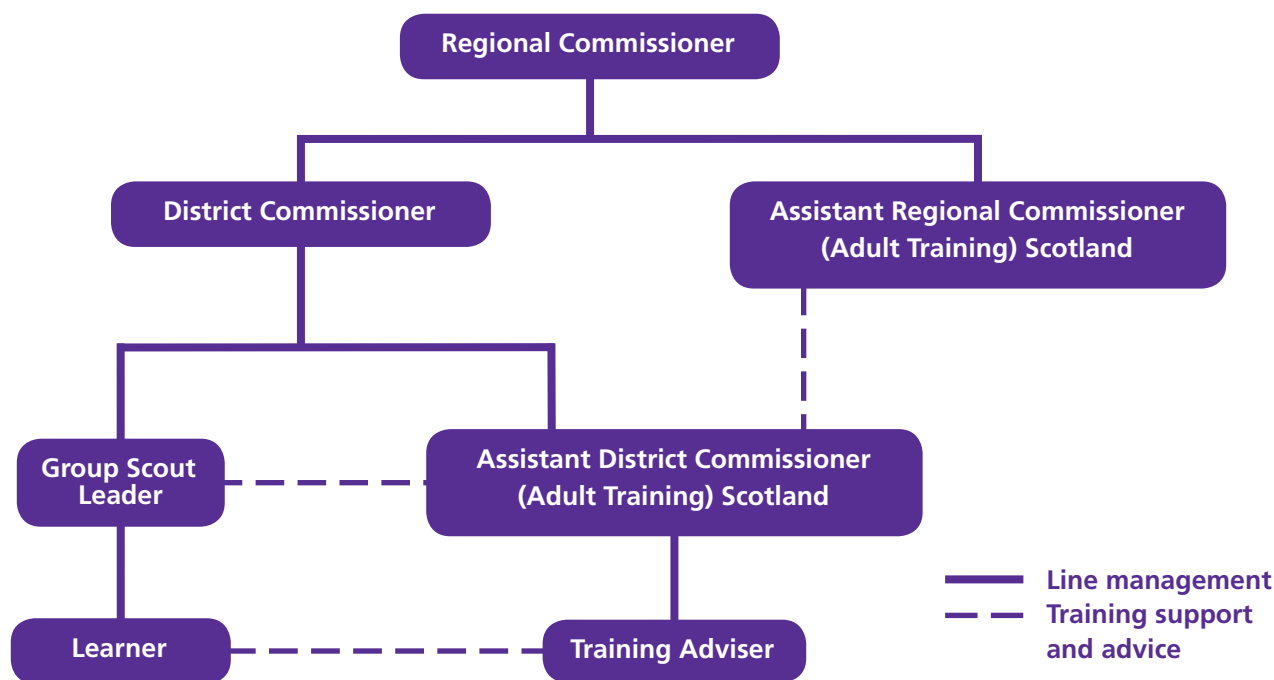
When thinking about structure and how to use Local Training Managers it is important to consider what is best for that County. Where LTMs are allocated by geographic area their workload and extent of travelling needs to be considered. Where training provision works best is when the Training Managers and Commissioners work in partnership. If an LTM is allocated to support training in one or more Districts they should be encouraged to develop a good working relationship with the District Commissioner and District team.

An example role description for a Local Training Manager can be seen online at [www.scouts.org.uk](http://www.scouts.org.uk) or ordered from Scout Shops at [www.scouts.org.uk/shop](http://www.scouts.org.uk/shop).

## **C. TRAINING MANAGEMENT IN SCOTLAND**

Training provision within a Scottish Region is the responsibility of the Assistant Regional Commissioner (Adult Training) Scotland. Each District has an Assistant District Commissioner (Adult Training) Scotland who is responsible for training within the District, in particular the provision of *Getting Started* training and the recruitment and allocation of Training Advisers.

This diagram shows the structure of training provision within a Scottish Region.



## I. THE ASSISTANT REGIONAL COMMISSIONER (ADULT TRAINING) SCOTLAND

The Assistant Regional Commissioner (Adult Training) (ARC(AT)) is responsible to the Regional Commissioner. They are responsible for the overall provision of training in their Region, and for ensuring that quality training is delivered. They have some specific functions:

- **Lead and manage the training team**

To ensure that adults get good quality and appropriate training it is important that the ARC(AT) puts together a training team which is inclusive and balances those with experience and those new to providing training. The team may include people taking on a variety of roles, including those leading on particular modules or groups of modules, safeguarding, distance learning, catering or record keeping.

- **Delivery of modules 5-26**

Responsibility for delivering modules 5-26 lies with the Region. In order to ensure that the needs of learners within the Region are met the ARC(AT) ensures that a range of methods of learning are available, including distance learning methods, and that adults have access to appropriate methods which meet their needs. A plan for identifying and meeting learning needs will be developed and implemented.

- **Provide support to Districts**

Support is provided to Districts through the Assistant District Commissioner (Adult Training) Scotland (ADC(AT)). The ARC(AT) holds regular meetings with their team of ADC(AT)s, as well as one to one discussions, and should also attend meetings in Districts if invited. In this way they should identify and respond to the needs of the District, as well as ensuring that ADC(AT)s are playing a part in the Regional Training Team.

- **Communications**

The ARC(AT) is part of the Regional team, and should ensure that training is responding to the needs of the Region. They are also responsible for creating a forum for sharing good and effective practice both within their own Region, and across Regions. Finally, they represent their Region on the Scottish Training Team – a forum for sharing training ideas and practices across Scotland.

An example role description of an Assistant Regional Commissioner (Adult Training) Scotland can be found online at [www.scouts-scotland.org.uk](http://www.scouts-scotland.org.uk).

## II. THE ASSISTANT DISTRICT COMMISSIONER (ADULT TRAINING) SCOTLAND

The Assistant District Commissioner (Adult Training) Scotland is responsible to the District Commissioner. They are responsible for ensuring that all adults in their District receive the training which they need. The role includes:

- Ensuring delivery of *Getting Started* modules (1-4)
- Recruitment, support and allocation of Training Advisers
- Ensuring that Adult Training records are kept up to date
- Responsibility for ongoing learning opportunities
- Active participation in the Regional Training Team.

An example role description of an Assistant District Commissioner (Adult Training) can be found online at [www.scouts-scotland.org.uk](http://www.scouts-scotland.org.uk)

## D. TRAINING ADVISERS

Each learner participating in the Adult Training Scheme should be allocated a Training Adviser to support them through the scheme. The Training Adviser helps the learner to identify their learning needs, construct a Personal Learning Plan, and complete the learning and validation of that plan.

If adults are to be given a positive first impression of training it is essential that the allocation of Training Advisers is handled efficiently. The appointment process and *Getting Started* must also be readily accessible.

At a first meeting the Training Adviser should explain the scheme and how it operates, ensure that the role description has been completed by the adult and their line manager and discuss the modules in relation to the role. If the adult needs to complete learning for the module then the Training Adviser needs to ensure that the learner has access to appropriate learning. If the adult already has the skills required then the Training Adviser will need to arrange the validation of that module. More information on learning and validation is in section 4 of this resource.

Once all the modules are complete, the County Training Manager is informed. They recommend the award of the Wood Badge to Headquarters, and inform the learner's line manager. More information is in section 3.

Training Advisers are appointed locally by the County Training Manager or Assistant District Commissioner (Adult Training) Scotland. The role of Training Adviser is a function that most line managers, Assistant District/County Commissioners and Supporters could undertake. It is also perfectly acceptable for the role of Training Adviser to be an individual's only role in Scouting.

A Training Adviser normally supports three or four learners, but this depends on their other commitments. There are a number of ways of being flexible with using Training Advisers, particularly if there is a shortage in one area. Some examples include:

- Drop-in validation evenings where a couple of Training Advisers are present to do a validation for anyone who turns up.



- Getting Group Scout Leaders and District Explorer Scout Commissioners to do the initial Personal Learning Plan with new Section Leaders. Group Scout Leaders and District Explorer Scout Commissioners should have completed Module 25, *Assessing Learning*, as ongoing learning or part of their own Wood Badge.
- Local Training Managers meeting new adults and doing the Personal Learning Plan before allocating an appropriate Training Adviser.
- Assigning Training Advisers just for the *Getting Started* modules and then providing a pool of Training Advisers for further validations.
- Providing a validation hotline for learners to ask for someone to validate them.

More information on the role of the Training Adviser is available in the Training Adviser's Guide. An example role description for a Training Adviser can be seen online at [www.scouts.org.uk](http://www.scouts.org.uk) or ordered from Scout Shops at [www.scouts.org.uk/shop](http://www.scouts.org.uk/shop).

## **E. TRAINING ADMINISTRATORS**

The roles of County and Local Training Administrators are local appointments and can be used in a number of ways to support training within the County. For example:

- providing administration for courses
- organising distribution of distance learning materials
- communicating training opportunities
- maintaining financial records
- administering the collation of Personal Learning Plans
- entering information about module completions onto the training pages on the online membership admin area
- processing Wood Badge requests.

They provide valuable organisational support at County and local level.

An example role description for a Local Training Administrator and a County Training Administrator can be found online at [www.scouts.org.uk](http://www.scouts.org.uk) or ordered from the Information Centre.

# APPENDIX 1: OTHER USEFUL RESOURCES

## SCOUT INFORMATION CENTRE

The Information Centre is your first point of contact for The Scout Association. You can ask questions and receive advice. Find out more about them at [www.scouts.org.uk/infocentre](http://www.scouts.org.uk/infocentre).

The Information Centre is open from 8am – 7pm weekdays, and 9am-12pm Saturdays. They can be contacted in many ways:

- **Phone:** 0845 300 1818 (local rate), or 020 8433 7100 (direct)
- **Email:** [info.centre@scout.org.uk](mailto:info.centre@scout.org.uk)
- **Post:** Scout Information Centre, Gilwell Park, Bury Road, Chingford, E4 7QW

## SCOUT SHOPS

The ordering of resources is done through Scout Shops, who can be found at [www.scouts.org.uk/shop](http://www.scouts.org.uk/shop).

## KEYS TO SUCCESS FOR COUNTY TRAINING MANAGERS

Support and advice for those in the role of County Training Manager.

## MODULE MATRIX

Quick-glance guide to the modules in the Adult Training Scheme. (see pages 11-14)

## TRAINING ADVISER'S GUIDE

Practical resource for Training Advisers, giving help, support and advice for them in their role.

## ADULT'S PERSONAL FILE

The resource for learners, including a workbook to help create a Personal Learning Plan.

## LEARNER'S RESOURCES

A variety of distance learning methods are available including:

- e-learning
- DVD/Video
- Workbook
- Guides for supplementary modules

## TRAINER'S NOTES

Available for each module in the scheme, to aid Trainers in running a course or other session.

## ONLINE RESOURCES

- [www.scouts.org.uk/learnersresources](http://www.scouts.org.uk/learnersresources) - for Learners
- [www.scouts.org.uk/trainersresources](http://www.scouts.org.uk/trainersresources) - for Trainers
- [www.scouts.org.uk/trainingadvisers](http://www.scouts.org.uk/trainingadvisers) - for Training Advisers

## APPOINTMENT PROCESS PUBLICATIONS

Information and support for those involved in the appointments process, available from [www.scouts.org.uk/appointment](http://www.scouts.org.uk/appointment)

## ROLE DESCRIPTIONS

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

## WOOD BADGE RECOMMENDATION FORM

Used by County Training managers to recommend the award of the Wood Badge to Headquarters, available at [members.scouts.org.uk/woodbadge](http://members.scouts.org.uk/woodbadge)

## POLICY, ORGANISATION AND RULES (POR)

Defines the structure of Scouting in the UK, available from [www.scouts.org.uk/por](http://www.scouts.org.uk/por) or from the Information Centre.

## SCOTTISH VARIATIONS FROM POR

Can be found in the library section of [www.scouts-scotland.org.uk](http://www.scouts-scotland.org.uk)



# APPENDIX 2: GLOSSARY OF TERMS

**Appointments Advisory Committee** A sub-committee of the District or County Executive Committees, that assists with the process of appointing adults in Scouting.

**ADC(AT) Scotland** Assistant District Commissioner (Adult Training) Scotland – the person responsible for the management of the Adult Training Scheme in a Scottish District.

**ARC(AT) Scotland** Assistant Regional Commissioner (Adult Training) Scotland – the person responsible for training provision in a Scottish Region.

**Commissioner** A Manager responsible for the development of Scouting in a particular geographical area.  
**See also: Manager.**

**Disclosure Check** Safeguarding check which ensures that an adult is safe to work with children and young people. The safeguarding checks are known in different countries by different names:

- England and Wales: Disclosure Barring Service (DBS)
- Scotland: Disclosure Scotland (DS)
- Northern Ireland: Access Northern Ireland (Access NI)

**CTM** County Training Manager – the person responsible for the management of the Adult Training Scheme in a County.

**Distance learning** A method of learning that can be completed on your own. This may be through workbooks, DVD or e-learning.

**e-learning** A method of distance learning that involves completing interactive training on a computer package either on CD ROM or on the internet.

**Form AA** The adult application form that is completed by all adults who wish to have an appointment within Scouting.

**Form RF** The form used to request a reference about the suitability of an adult to give service to The Scout Association.

**Getting Started** The collective term for Modules 1-4. This training must be completed and validated before a full appointment is issued.

**GSL** Group Scout Leader – The person appointed by the Scout District responsible for the leadership and management of a Scout Group.

**Learner** An adult taking part in the scheme.

**Manager/Line Manager** Used to refer to all adults in The Scout Association that are appointed to manage other adults and do not normally directly deliver programmes to young people (including: Group Scout Leader,

District Commissioner, County Commissioner, District Explorer Scout Commissioner and County Training Manager).

**LTM** Local Training Manager – an appointment that may be used in a County to undertake some of the responsibilities of the County Training Manager.

**Module Matrix** A document showing the training modules available to participants along with their aim, topics and methods. Participants choose the relevant modules from the matrix to build their PLP.

**PLP** The Personal Learning Plan for an individual that specifies the learning and validation required by that person for their training requirements, including the award of the Wood Badge for those roles to which it applies.

**Role description** The agreement between an adult and their line manager (normally their Group Scout Leader or Commissioner) giving the details of what their role is, how long they are doing it for, who they are working with and what support is in place for them.

**Section Leader** The person appointed to run a section.

**Supporter** An adult appointed to provide support to other adults, for example Assistant County or District Commissioners.

**Training Adviser** A person assigned to support an adult undertaking the Adult Training Scheme.

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

**Wood Badge** This is awarded to an adult on completion of their core adult training. They are wooden beads worn on a leather thong around the neck.

**Workbook** A method of distance learning that involves completing exercises in a book.

**World Scout Bureau** The Bureau is the secretariat to the World Organisation of the Scout Movement to which national associations belong.

**Young Leader** This is an Explorer Scout who works as part of the leadership team in one of the first three Sections. Young Leaders belong to an Explorer Scout Unit and have a recognised training structure to help them in their leadership role.