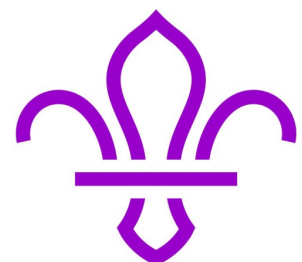# MANAGER & SUPPORTER TRAINING GUIDE

For GSLs, AGSLs, DCs, DDCs, CCs, DCCs, YCs, District Scouters, County Scouters, Scout Active Support Managers, DESCs, DSNCs, ADCs and ACCs

Version 1.1 (March 2021)

South London

Note

The inspiration for this guide was provided by Greater Manchester East Scout County and has been built upon by the South London Scouts Training Scout Active Support Unit using information from The Scout Association.

If information in this guide and The Adult's Personal File appears to differ, advice should be sought from our County Training Manager responsible for training delivery or our County Training Manager responsible for training management as appropriate.

The information here reflects the full standard manager and supporter wood badge. Other resources are available for other training requirements. Such as, section leaders and changing sections.

Introduction

All adults in scouting have the opportunity to develop their skills and knowledge through the scout association's national adult training scheme.

The scheme is designed to support you as a volunteer, so the training provided is relevant and tailored to what you do in scouting.

We recognise there may be learning and skills you have gained through your work and life experiences, and the scheme is designed to complement these with further opportunities to enhance your individual skills.

Our training also provides you with the opportunity to interact and share your experiences with other volunteers.

The learning and development opportunities available to you as a manager or supporter range from skills-based training such as first aid, safety, safeguarding and growing scouting through to experience in leadership, management, communication, organisation, decision making, and working as a team.

How it works

The scheme is made up of a series of modules, independent learning units and skills courses that cover each of the six areas of leadership and management in scouting (there's more about this on page 5).

It is a UK-wide scheme for scouting, so the training you complete in one place will be recognised in another.

There are two parts to each of the learning opportunities available to you: learning and validation.

Learning

Learning provides the opportunity to gain or improve the knowledge and skills which you need to develop for your role.

The methods available for learning come in a variety of styles and include our weekend courses, learning by doing, evening modules, online learning, short videos, workbooks and small group work. This offers flexibility as you can mix and match and choose the method most appropriate to you.

Prior learning, knowledge and experience are also recognised as forms of learning and are valued within the scheme.

This means that you may not need to complete learning for every aspect of your training. This is especially so if you can clearly show that you are able to meet the learning objectives for a topic by demonstrating your skills in your scouting role through the validation process.

Validation

Validation is the simple process of showing a training adviser (a training adviser is a person who supports you in your training), that you are putting your learning in practice in your scouting role.

This can be done through a variety of methods, and is much easier than it sounds and we provide lots more information on this later in this guide.

The important thing to remember is: Successful validation is required for each module relevant to your role.

Our collective commitment to training

Words cannot express how much we value your personal dedication and commitment to scouting and the lifelong benefits you provide your young people with, which, enable them to succeed in life.

The parents and guardians of our members put unmeasurable trust in us as volunteers. This is because of their resounding belief in the benefits scouting brings to young people to help them succeed in hand with your professionalism and commitment as a volunteer and as a member of a leadership team and the exciting programmes and opportunities you provide.

Without question, they assume that the adults they are entrusting with their children to have the appropriate skills and knowledge to enable them to encompass and support the needs of young people.

When we all accepted our roles in scouting we also accepted and made a commitment to our responsibilities to complete the training necessary for our role within the required time scale for the appointment.

With this in our minds, our county training team is ready to support you and are really looking forward to seeing you complete your training and gain your wood badge

About this guide

This record of your training achievements is designed to be used to guide you through the training you need to complete to gain your leader wood badge.

The following pages will give you an overview of the modules in the adult training scheme you need to complete, information about area of learning and how to go about becoming a trained manager or supporter.

Help for you

Early on in your training you will be introduced to members of our team of training advisers. The training adviser's role is to support you through your training.

They will discuss with you the modules you need to complete, and then decide with you whether you need to complete any training for them. From then on you will receive on-going support from one or more training advisers, who will review your progress and ensure that you can put the learning from each module into practice. This process is called validation, more details about this follows later in this guide.

Training for managers & supporters

Manager and supporter training is for:

- Group Scout Leaders
- Assistant Group Scout Leaders
- County and District Commissioners
- Deputy County and District Commissioners,
- County and District Youth Commissioners
- County and District Scouters
- Scout Active Support Managers
- County Training Managers

- Local Training Managers
- District Explorer Scout Commissioners
- County & District Scout Network Commissioners
- Assistant County and District Commissioners that do not support a section

The scheme enables you to gain the skills necessary for you to manage and support the delivery of the programme. specifically, it is intended to:

a. help you understand scouting and your role within it
b. give you the skills necessary to carry out your role
c. improve the quality and quantity of scouting delivered
d. support you in meeting your own personal development needs

A training scheme to support you

Our adult training scheme is based on a number of key principles

The training scheme is broken into modules, independent learning and skills courses.

The various learning available to ensure you have the skills, knowledge and understanding to be a successful manager or support in scouting.

The Scout Association's adult training scheme allows you to recognise your previous experience from within and outside of scouting when planning your learning.

A range of flexible local learning opportunities are available to you, so you can choose the options that best fit in with you day to day life.

Simple validation methods demonstrate to people in and outside of scouting (and the particularly parents and guardians of our members), that you are trained and recognises your commitment to young people.

Completing learning is a three step process:
planning your training , completing learning, validating modules.

4 parts
skills, knowledge, understanding
previous experience and knowledge recognised
flexible learning
validation
3 steps

Leadership and management in scouting

Scouting believes that volunteers who hold manager or supporter roles should adopt an approach to management that combines the traditional roles of leadership and management. To make this easier we use six main skills areas that relate directly to our scouting environment, these are:

Skill Area	As an effective manager or supporter in scouting you:
Providing direction	create a vision for scouting in your group and provide clear leadership to implement that vision
Working with people	create a team spirit and work effectively with people in your group based on trust and the fundamentals of scouting.
Achieving results	ensure that goals are achieved, plans are seen through to completion and that good relationships are maintained with parents of young people in your group and your local community.
Enabling change	encourage people to think of creative ways to improve scouting in your group and then implement the appropriate improvements.
Using resources	ensure that sufficient resources and information are available to help people in your group to provide excellent scouting.
Managing your time and personal skills	use your time effectively and continue to learn and improve the skills that you bring to your role.

Part of the managers and supporters training is structured around the six core skills of leadership and management in scouting. These focussed learning opportunities are is split into two elements:

Independent Learning
There are 15 independent learning units. It is important to complete the relevant units before you take part in any of the three manager and supporter skills courses.

Skills courses
There are three skills courses which give you the opportunity to discuss and learn different skills relating to leadership and management in scouting.

The skills modules rely on you having an understanding of this independent learning as a foundation for the learning. The independent learning units that support each of the skills courses is detailed further on in this guide. If you wish for further advice please speak to your training adviser.

Manager and supporter training framework

The training framework for managers and supporters is made up of four parts:

Getting Started Training

Modules for all appointments

Independent learning

Skills Courses

Getting started

- Module 1: Essential Information
- Module 2: Personal Learning Plan
- Safety
- Safeguarding
- The General Data Protection Regulation Awareness
- Module 4: Tools for the role (managers)

  if you are a member of an executive committee
- Introduction to being a trustee

Modules for all appointments
(core modules)

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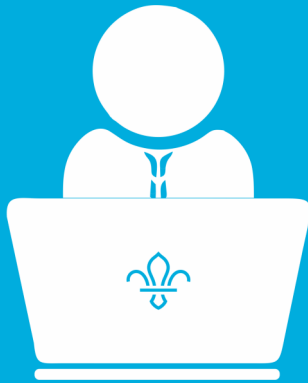
Independent learning

This covers the knowledge you need to understand the key topics of leadership and management and related scouting processes. The learning is accessed via a variety of methods, including videos, online elearning and workbooks.

The following independent learning units are available :

- Building effective teams
- Dealing with difficult situations
- Enabling change
- Keeping, developing and managing volunteers
- Planning for growth
- Leading local scouting
- Managing time and personal skills

- Finding, appointing and welcoming volunteers
- Project management
- Getting the word out
- Supporting the adult training scheme
- Financial and physical resources
- Decision making
- Safety for managers and supporters

Skills courses

There are three skills courses designed to give you the opportunity to discuss and demonstrate different skills relating to leadership and management in scouting.

Skills of management

Course sessions
- How you lead
- Communication and active listening
- How we work together
- Motivating your team
- Mentoring, coaching and supporting
- Building working relationships
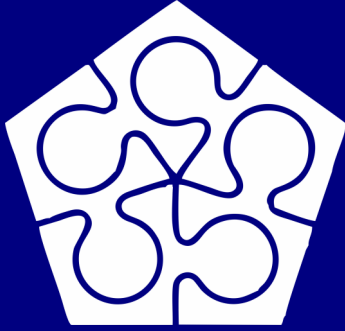
Meeting the challenges

Course sessions
- Dealing with difficult situations
- Disputes and complaints process
- Challenging reviews
- Safeguarding
- Managing your time

Achieving growth

Course sessions
- Planning for growth
- Growth: young people and young adults
- Growth: adult volunteers
- Managing change

Additional module requirements

For some supporter appointments, there are additional modules which must also be completed as part of their wood badge these are:

Role	Additional modules to be completed
Scout Active Support Managers, Coordinators, and members	Those holding roles within a scout active support Unit, should complete those modules of the training scheme which are relevant to the nature of their role in the unit which they belong to. This could include Tools for the role (section leaders), Running safe activities (17), or any other relevant module(s).
County Training Manager	• Planning a learning provision • Managing a learning provision
Local Training Manager (depending on role description)	• Supporting local learning • Planning a learning provision or • Managing a learning provision
District Explorer Scout Commissioner District Scout Network Commissioner Assistant District Commissioner (section) Assistant County Commissioner (section) Assistant County Commissioner (Scout Network) Assistant County Commissioner (International)	• Running safe activities (17) • International scouting (19) • Programme planning (12B)
Assistant District Commissioner (non-sectional)	Other modules as relevant to the role
Assistant County Commissioner (non-sectional)	Other modules as relevant to the role
As a *role requires*	• Assessing learning • Adjustments to scouts

Ways you can complete you learning

Residential weekends

Leadership 1

Leadership 2

Taking the lead

Covering
Skills of management, Achieving growth
& Meeting the challenges skills courses

Online

South London Scouts Online Training Academy

think differently question everything

Individual modules

Elearning

Workbooks

southlondonscouts.org.uk/learning-academy

Other methods

One to one

Blended learning

First response day courses

Small groups

The three steps to gaining your wood badge

1

Plan the learning you need to complete.

Use the checklists, in this guide, for each module create your personal learning plan.

A training adviser will help you complete this process and add your PLP to your membership record on our national adult membership database (called Compass).

2

Complete your learning using your chosen methods.

Remember to take into account how you learn best and your other commitments.

Most modules offer more than one learning method.

Learning not required

3

Validate all the modules required for your role using the skills and knowledge you have gained through your learning and experience.

Remember: getting started modules need to be validated within your first 5 months as a leader and the core modules within your first 3 years.

The three steps is more details

Step one: planning your learning

As a manager or supporter you need to complete a combination of modules, independent learning and skills courses. Before you embark on these you need to create your training plan we call this a personal learning plan (often referred to as a PLP). This should be created and agreed in partnership with your training adviser.

You may already have skills and knowledge that you have gained through your education, employment, life experiences or other voluntary roles which you can readily apply to scouting. If you have the skills and abilities needed for a module there is no need to do extra learning and you will only be required to validate the module.

The checklists in this guide will help you to decide if you need to undertake learning for each module. You will find it useful to complete this before you meet with a training adviser to create your personal learning plan.

Meeting your training advisers

A training adviser's job is to discuss with you 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 with you from time to time 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. We will look at validation in more detail later in this guide.

Step two: complete learning

In South London we have a number of different ways to access learning and each year we run a programme of training. These are detailed on our website at southlondonscouts.org.uk/adult-training

Our most popular method for completing leader training is on our residential training weekends as this is the best and easiest way to complete your adult training!

Not only do our weekends provide you with the opportunity to complete multiple modules in a short space of time but they also provide you with the opportunity to meet other people that carry out the same role as you from across our scout county and provides lots of time to share experiences and ideas along the way.

Using this method you can also complete all core training modules that you need to achieve you wood badge in two weekends and one day!

- Weekend: Leadership 1
  modules 5, 7, 8, 11, 12A
  (this weekend also includes a scouting heritage quiz and an exciting team challenge)
- Weekend: Manager & Supporter
- Day course: module 10: first aid

Although we strongly recommend attending our training weekends, you are free to complete the modules in a way or order which is most helpful to you.

Step three: validating modules

Validation is a really simple process, where you show that you have put into practice the (in your scouting), the knowledge and skills you have learnt during your training. You need to validate all of the modules required for your role, regardless of whether you have gained skills through learning or through previous experience.

Don't panic! The word validation sounds a lot worse then it is! Generally you will need to validate two activities for the list of criteria for each module, Ideally these should be part of your normal day-to-day role and should not create additional work or be seen as projects! But your validation should be backed up by evidence. Guidance on what you can do to validate each module is given on the module pages that follow.

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

- a visit from a training adviser to observe you carrying out an activity

- a written or verbal statement from an observer

- paperwork created for the role such as programme plans, letters to parents, instructions for activities & risk assessments

- notes from activities or meetings

- obtaining a qualification, such as a first aid certificate or nights away permit

- completing a questionnaire

- discussion with a training adviser

- photos of a validation activity

- videos of a validation activity

- presentations to adults or young people in scouting

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

You need to ensure that any validated modules are recorded on your personal learning plan by your training adviser and any evidence you produce is kept safe.

An electronic version of our managers and supporters personal learning plan can be downloaded from the adult training area of county website, southlondonscouts.org.uk/adult -training

LOVE YOUR TRAINING

Learning is optional but validation is essentail

SOUTH LONDON

# Validating manager and supporter training

Managers and supporter training is validated against the six core skill areas for leadership and management in scouting plus a safety module.

Each of the seven areas are linked to a number of different learning opportunities and details of these plus the validation criteria for each area can be found later in this guide. The seven areas are :
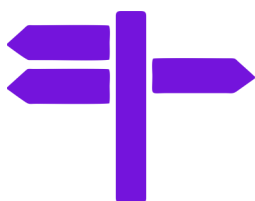
Working with people

As an effective manager in scouting you create a team spirit and work effectively with people in your area based on trust and the fundamentals of scouting.
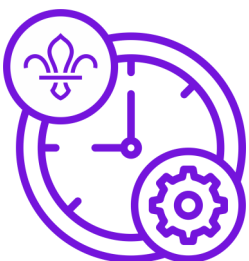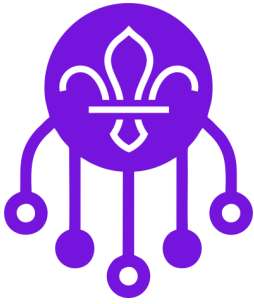
Managing time and personal skills

As an effective manager in scouting you use your time effectively and continue to learn and improve the skills that you bring to your role..
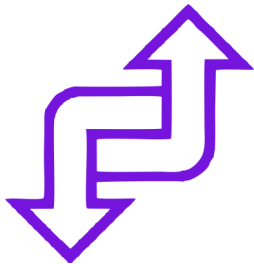
Providing direction

As an effective manager in scouting you create a vision for scouting in your area and provide clear leadership to implement that vision.

Using resources

As an effective manager in scouting you ensure that sufficient resources and information are available to help teams in your area provide excellent scouting.

Enabling change

As an effective manager in scouting you encourage people to think of creative ways to improve scouting in your area and then implement the appropriate improvements.

Achieving results

As an effective manager in scouting you ensure that goals are achieved, plans are seen through to completion and that good relationships are maintained with parents/guardians of young people in scouting and the local community.

Safety for managers and supporters

Safety for Managers and Supporters in Scouting is one of the modules of the Leadership and Management Training scheme.

Were you a young leader?

As part of our youth programme we operate a young leaders' scheme. The scheme gives young people aged 14 to 18 the opportunity to act in a leadership role in either the beaver, cub or scout sections.

As part of this scheme, young leaders are required to do some training to support them in their role. If you have previously been a young leader you may have done training which covered subjects such as the quality programme, safeguarding, first aid, practical skills, challenging behaviour and leadership skills, giving you the skills and knowledge that you needed to act as part of the leadership team as a young leader.

Young leader training does not directly translate to the adult training scheme, and so cannot be used to validate the modules of the scheme. However young leader training provides a good deal of prior learning for the modules of the adult training scheme. More information and guidance on this can be found in the appendix of this guide. Your training adviser should discuss and recognise this prior learning when creating your personal learning plan.

External recognition

There are a few ways that the training you do in scouting can be recognised by external organisations, and benefit you in other areas of your life. These are:

- The Institute of Leadership and Management (ILM)
- The Institute at Training and Occupational Learning (ITOL)

More information on all these options are available in the training section in the member's area at scouts.org.uk

Your CV

There are many other ways in which you can show that scouting is relevant to other areas of your life, and in particular employment skills which you have learnt through scouting. These include things like teamwork, leadership, planning and communication skills, which are highly valued by employers.

More information on how to include the things you do through scouting on your CV, in a way that is relevant to potential employers, is available on our website at southlondonscouts.org.uk/adult-training

The wood badge

The wood badge is the Inter-nationally recognised scouting training insignia awarded to adults by our national headquarters (UKHQ) based at Gilwell Park (in Chingford). Your wood badge will be awarded to you on the completion of the training required for your role.

The wood badge consists of two wooden beads threaded onto a leather thong which is worn with scout uniform.

Useful Contacts

County Training Manager responsible for training delivery

Matt Butterfield is our county training manager responsible for training delivery and coordinates the work of our county adult trainers and our annual programme of adult training across the county.

Email: ctm.td@southLondonscouts.org.uk

County Training Manager for training management

David Liddle is our county training manager responsible for training management and coordinates the work of our team of local training managers and training advisers and our annual programme of adult training validation across the county.

Email: ctm.tm@southLondonscouts.org.uk

Deputy County Commissioner responsible for people

Jason Hagan is our deputy county commissioner responsible for people and coordinates and manages the work of our wider county people team you can find out more about our people team in the members areas of our county website.

Email: dcc.people@southLondonscouts.org.uk

Your Local Training Manager

Each of our scout districts has a local training manager. Their role is to support you in your learning and validation. Details of our team of local training managers can be found on our county website

Name:_____

Email: _____

Tel: _____

Training advisers

Our team of training advisers are responsible for supporting and assessing your learning. Up to the award of your wood badge. You will meet a number of different training advisers as you work your way through validating your modules.

Name:_____

Email: _____

Tel: _____

Name:_____

Email: _____

Tel: _____

Your one stop shop

The adult training pages on our county website is the place to go for all your training requires!

Learning opportunities

Training information

Tools & resources

Everything you need to easily complete your training.

southlondonscouts.org.uk/adult-training

South London Scouts Adult Training

Our online training academy is your one stop shop for all your training requirements

South London Scouts Online Training Academy

think differently ⚜ question everything

southlondonscouts.org.uk/learning-academy

Getting Started Training

Once you have attended your district welcome meeting and you have received your provisional appointment you can start your training. The first part of this is called 'getting started'. This requires you to complete a series of short online modules aimed at introducing and supporting you to your new role and to start you planning for the future, these are:

- Module 1: Essential information
- Module 2: Your personal learning plan
- Module 4: Tools for the role (manager & supporters)
- Safety
- Safeguarding
- GDPR: general data protection regulation awareness

If you are a member of an executive committee you will also need to complete:

- introduction to being a trustee

These modules can be completed in any order, and are aimed at introducing you to your role as a volunteer manager or supporter (and if required a trustee), and give you the basic information and skills needed to get you started in scouting.

Remember that you need to complete your getting started training before your full appointment can be issued and it must be completed within five months of your provisional appointment being made.

Module 1: Essential information

This module is the first step into your training and provides you with the basic information that all adults in scouting need to know.

It's independent learning, so you don't have to attend a course to complete it. Simply visit the link below:

The training covers:
- the basics of our adult training scheme
- our movement's history
- the fundamentals of scouting and how to bring them to life.
- our safety and safeguarding policies and keeping people safe while in the scouts
- our structure, and find out where you fit within scouts
- the support that's available to you
- Our equal opportunities policy, and how to make sure every member feels included and able to fully participate in scouts

Checklist:

☐ Do you know what policy, organisation and rules of the scout association is and where you can find it?

☐ Have you read the scout association's child protection policy (the 'yellow card')?

☐ Do you know what to do if you think a child has been abused or if someone tells you that this might be happening?

☐ Do you know the equal opportunities policy?

☐ Doi you know the 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 support?

☐ Do you know what the scout Information centre does and how to contact it?

☐ Do you know about the south London scouts county development service, the services and support available and how to contact our development officer?

☐ Can you explain the purpose, principles and method of scouting?

To complete this online elearning module visit

southlondonscouts.org.uk/module-1-elearning

To validate this module you need to:
Complete the lessons in the module and the assessment at the end. You need to score 100% in the assessment to unlock the certificate of completion.

A copy of your certificate needs to be sent to your training adviser, local training manager or line manager who will update your training record on Compass.

How to create your PLP
Self assessment using this guide and our PLP workbook
Then meet with a training adviser

Getting started

Module 2: Personal learning plan

The aim of this module is to develop your Personal Learning Plan (PLP), to allow you to complete the training requirements for your role, taking into account your existing knowledge and skills.

This module includes:

- Creation of a personal learning plan including:
- Identifies the modules relevant to your role
- Assesses if you have to complete learning for this module
- Specifies how this learning will be accessed
- Provides validation ideas
- Provides a time frame for completing your training

Checklist:

- ☐ Do I know what training is required for my role?
- ☐ Have I identified the most appropriate validation criteria for each module based on my role?
- ☐ Have I used the checklist for each module to identify prior learning and assess my learning needs?
- ☐ Have I identified the evidence I would like to use to demonstrate my achievement of validation criteria?
- ☐ Have I identified my preferred learning method for each module?

To validate this module you need to:

Create and agree your personal learning plan with your training adviser to allow you to complete the training requirements for your role, taking into account existing knowledge and skills.

Download our personal learning plan template for managers and supporters at:

southlondonscouts.org.uk/adult-training

My training diary

Once you have developed your personal learning plan use the table below to plan when you will complete the learning you need to do. Our current adult training programme is published online at southlondonscouts.org.uk/adult-training

Month		Month	
1st *Insert your starting month and year*	*Hold your provisional appointment*	13th	
2nd		14th	
3rd		15th	
4th		16th	
5th	*You must have completed any learning and the validation for getting started*	17th	
6th		18th	*By now you should of completed and validated at least half of your training*
7th	*By now you should of completed Module 10, first aid, by obtaining a first aid certificate or by attending a first response course.*	19th	
8th		20th	
9th		21st	*Recommend you have completed all learning required*
10th		22nd	
11th		23rd	
12th	*Recommend you have completed at least our leadership 1 course have complete at least 8 independent learning topics.*	24th	*By now you should of completed and validated all necessary learning. Ensure your training adviser updates your personal learning plan and recommends the award of your managers & supporters wood badge.*

My training record

Getting started

Learning	Date Completed	Method	Date Validated
Online welcome and induction			
Module 1: Essential information			
Module 2: Personal learning plan			
Module 3: Tools for the role			
GDPR Awareness			
Safety			
Safeguarding			
Introduction to being a trustee *(if required)*			

Core modules

Learning	Date Completed	Method	Date Validated
Module 5: Fundamental values			
Module 7: Scouting for all			
Module 10: First aid			
Module 11: Administration			
Module 12(A): Delivering a qty. prog.			

Additional modules (as role requires)

Learning	Date Completed	Method	Date Validated
Module 12(B): Programme planning			
Module 17: Running safe activities			
Module 19: International			
Module 36: Adjustments to scouts			
Planning a learning provision			
Managing a learning provision			
Supporting local learning			
Assessing learning			
Adjustments to scouts			

My training record continued...

Independent learning

Learning	Date Completed	Method
Finding, appointing & welcoming vol.		
Project management		
Getting the word out		
Supporting the adult training sch.		
Financial and physical resources		
Exec. committees & being a trustee		
Decision making		
Safety for managers and supporters		
Building effective teams		
Dealing with difficult situations		
Enabling change		
Keeping, developing & man. vol.		
Planning for growth		
Leading local scouting		
Safeguarding for man. And supp.		
Managing time and personal skills		

My training record continued...

Skills courses

Skills of Management

Learning	Date Completed	Method	Date Validated
How to lead			
Communications & active listening			
How we work together			
Motivating your team			
Mentoring, coaching and supporting			
Building working relationships			

Meeting the challenge

Learning	Date Completed	Method	Date Validated
Dealing with difficult situation			
Disputes and complaints process			
Challenging reviews			
Safeguarding			
Managing your time			

Achieving growth

Learning	Date Completed	Method	Date Validated
Planning for growth			
Growth: young people & adults			
Growth: adult volunteers			
Managing change			

Module 4: Tools for the role (managers & supporters)

This module provides some basic information about your role, areas of responsibility and where you can find further information and support. The topics covered:

- The responsibilities of the role
- The responsibilities of those you manage, support and work with
- The six areas of leadership and management in scouting
- Where to go for help and support
- Time management and task prioritisation
- Development
- Ensuring a quality programme
- Building and maintaining effective teams

Learning checklist

- ☐ Can you name some of the key responsibilities of your role?
- ☐ Can you outline sources of information and support for your role?
- ☐ Can you name some of the key responsibilities of those you directly line manage, or support and work with?
- ☐ Can you suggest some basic tools to help with time and task management?
- ☐ Can you identify the six areas of leadership and management in scouting?
- ☐ Can you describe the responsibilities of your role in ensuring the provision of a quality programme?
- ☐ Can you explain what a couple of the leadership and management areas mean in practice?

To validate this module you need to:

To validate this module, you will need to:

- ☐ Discuss your understanding of your role, including specific role responsibilities, who you are responsible for, and who you are responsible to, with a Training Adviser.

And complete two of the following (one that is relevant to all roles and one that is specific to your role):

All roles

- ☐ Outline the six areas of leadership and management and explain how you are incorporating at least two of the areas into your role.
- ☐ Explain how you manage your time effectively, giving examples of how you do this and methods that you use to keep on top of tasks and projects.
- ☐ Demonstrate where you can find further information and support for your role.
- ☐ Explain your role in creating the development plan for your Group, District or County and highlight why development planning is important

Managers

- ☐ Outline the Group, District or County structure that you have put in place, giving examples of the role responsibilities that you have delegated to other team members, and discuss how this has helped you to manage the role.
- ☐ Describe the responsibilities of your role in ensuring a quality programme and give examples of how you could resolve issues with the programme if you were to spot them.

Supporters

- ☐ Outline how you support and manage teams in your Group, District or County, giving examples of how you do this.
- ☐ Describe the responsibilities of your role in ensuring a quality programme and give examples of how you fulfil these responsibilities.

All

- ☐ Any other ideas subject to agreement with your Training Adviser.

Helpful hints

Evidence for the validation of this module should be kept until after the award of your wood badge in case it is required for moderation.

It would be useful during the validation process if you make some brief notes to the question in the checklist overleaf – This will then count as part of the evidence for this module.

Evidence you could use to validate this module could include:

All

- Outline the six areas of leadership and management, suggestion of things you could talk through are:
  - Providing direction - a project plan for a renovation project, talking through the vision you have created for local Scouting over the next 4 years
  - Working with people - a review form for a 'difficult' review, where the outcome ended up being positive
  - Achieving results - a project plan for a building project, explaining how you ensured that things were achieved, and work was chased up
  - Enabling change - a new communication strategy, or other initiative, that you have introduced to local scouting
  - Using resources - successful grant applications or recently put together budgets
  - Managing your time and personal skills - examples of training or personal development that you have undertaken recently, or examples of feedback that you have received and how you have acted on it.
- A time management tool, such as the urgent/important matrix or a series of task lists that you use to manage your time.
- List of Scouting colleagues that you know you can go to with queries, demonstrating where you can find useful and relevant information in the Member Resources area of scouts.org.uk.
- Talking through the development plan for your Group, District and County, explaining which bits you were involved in and why certain decisions were made.

Managers

- Talking through the Group, District or County structure that you have put in place, explaining why you have delegated tasks out to certain team members, a skills audit of the members of your team, explaining the skills of each member and why you have given them certain responsibilities.
- Copies of sectional programmes that you have looked over, explaining your suggested additions · Copies of completed self-review tools, such as a quality of programme checker, explaining how you have used it to improve the quality of the programme in local Scouting.

Supporters

- Notes from meetings that you have held, or have attended, with members of your team, explaining your contribution and how you support and manage those you work with · Group, District or County structure chart, explaining your role and how you work with those you support and manage.
- Copies of sectional programmes that you have looked over, explaining your suggested additions · Copies of completed self-review tools, such as a quality of programme checker, explaining how you have used it to improve the quality of the programme in local Scouting.

All

- Additional validation criteria can be created in consultation with a TA if necessary. Any additional validation criteria created will need to check what you have learnt and that you can apply the skills that you have acquired to your role.

How did you validate this module?

General Data Protection Regulation (GDPR)

This module provide you with an understanding of what the General Data Protection Regulations (GDPR) means for you in your role and to your Scout Group/Explorer Scout Unit, District and County and how to effectively align with it.

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

To complete this elearning module visit
www.southlondonscouts.org.uk/gdpr-elearning

Learning checklist

Personal Data
- ☐ What does 'personal data' mean?
- ☐ What is a data subject?
- ☐ What's the difference between data controllers and data processors?
- ☐ What's the role of the Information Commissioner's Office?
- ☐ What are the six Privacy Principles?

Individual Rights
- ☐ How can people have more control over how their data is processed?
- ☐ What are the main rights of individuals in GDPR?
- ☐ What steps can you take to align with these rights?

Consent
- ☐ What is consent?
- ☐ How can you ensure you provide genuine consent options?

Accountability and Governance
- ☐ What is the accountability principle?
- ☐ When should a Privacy Impact assessment be done?
- ☐ What should you do in case of a data breach?

To validate this module you need to:

When you complete this training it will generate a certificate for you to download and keep.

Please pass a copy of your certificate to your training adviser, local training manager or line manager who will update your training record on Compass.

Getting started

Safety

A sense of adventure lies at the heart of our movement and doing things safely is fundamental to everything we do. Knowing about the association's safety policy is a crucial part of keeping scouts safe,

This module covers:

- the safety policy and your responsibilities for keeping young people and adults in our movement safe
- how to assess and manage risk
- the role of the leader in charge
- what to do in an emergency
- how to report incidents and near misses
- where to access safety resources, activity rules and guidance for the safe management of activities

Learning checklist

- ☐ I know the safety policy and my responsibilities for keeping young people and adults in our movement safe
- ☐ I know how to assess and manage risk
- ☐ I know the role of the leader in charge
- ☐ I know what to do in an emergency
- ☐ I know how to report incidents and near misses
- ☐ I know where to access safety resources
- ☐ I know where to find activity rules
- ☐ I know where to go for guidance for the safe management of activities

To complete this online elearning module visit southlondonscouts.org.uk/safety-elearning

To validate this module you need to:
Complete the lessons in the module and the assessment at the end. You need to score 100% in the assessment to unlock the certificate of completion.

A copy of your certificate needs to be sent to your training adviser, local training manager or line manager who will update your training record on Compass.

Getting started

Safeguarding

Half a million young people enjoy scouting every week. Our safeguarding policy keeps young people safe from harm. The scout code of practice says 'Young People First', and it is at the centre of all that we do. This training will help you to understand your part in keeping our young people safe.

This module covers:

- understand the safeguarding policy and how to keep young people and adults at risk safe
- understand the young people first safeguarding card code of practice (known as the yellow card)
- know how to recognise abuse
- know how to report concerns
- know what to do to keep scouts safe.

Learning checklist

Personal Data

- ☐ I know and understand the safeguarding policy and how to keep young people and adults at risk safe
- ☐ I understand the young people first safeguarding card code of practice (known as the yellow card)
- ☐ I know how to recognise abuse
- ☐ I know how to report concerns
- ☐ I know what to do to keep scouts safe.

To complete this online elearning module visit
southlondonscouts.org.uk/safeguarding-elearning

To validate this module you need to:

Complete the lessons in the module and the assessment at the end. You need to score 100% in the assessment to unlock the certificate of completion.

A copy of your certificate needs to be sent to your training adviser, local training manager or line manager who will update your training record on Compass.

Introduction to being a trustee in scouting

This module is for all adults involved in executive committees at all levels of scouting. It provides information on your role in managing a charity, your responsibilities as a trustee and current regulations.

It's independent learning, so you don't have to attend a course to complete it.

This module covers:
- understanding executive committee and trusteeship in scouts
- understanding scouts' key policies
- understand the roles and responsibilities of executive committee members and trustees in scouts

Who should complete this learning?
All volunteers who are part of an scout executive committee need to complete this training.

Learning checklist

- ☐ I understand my responsiblies as a trustee
- ☐ I know the structure of governance in scouting
- ☐ I understand my role as a trustee
- ☐ I know the key policies of the scout association
- ☐ I know about scoutings policy, organisation and rules document and where to access it
- ☐ I know about the importance of reporting incidents
- ☐ I understand how we involve young people in decision making
- ☐ I know why we hold an annual general meeting

To validate this module you need to:
Complete the three lessons in the module and the assessment at the end.

You need to score 100% in the assessment to unlock the certificate of completion.

A copy of your certificate needs to be sent to your training adviser, local training manager or line manager who will update your training record on Compass.

To complete this elearning module visit

www.southlondonscouts.org.uk/trustee-elearning

Core training

Once you have completed and validated your getting started training you can move on to the other learning you need to complete to gain your manager and support wood badge.

They are lots of ways that you can complete these. To help you to complete the majority of subjects the training covers in a time effective and simple way we run two weekends which we call leadership 1 training and managers and supporters training. This means you can complete most of your core training you need to cover to gain your wood badge over two weekends

Our residential training weekends are the best and easiest way to complete a lot of your training! Not only do the weekends provide you with the opportunity to complete multiple topics in a short space of time but it provides you with the opportunity to meet other people that carry out the same role as you from across our county and provides lots of time to share experiences and ideas along the way.

First response
Covering module 10

Leadership 1
Covering modules 5, 7, 8, 11, 12A, 13

Independent learning
The knowledge you need to understand the key topics of leadership and management is scouting and related processes.

Taking the lead
Covering
Skills of management, Achieving growth & Meeting the challenges skills courses

Additional module requirements
For some supporter appointments, there are additional modules which must also be completed as part of their wood badge these are:

All leaders, managers and supporters are required to hold a current first aid qualification at the time of gaining their wood badge and at the time of their appointment renewal. However, everyone is encouraged to keep their qualification up to date at all times.

First response training

The minimum standard for this qualification is the scout association's first response, but higher levels of qualification are needed if you are leading certain kinds of adventurous activities. This provision ensures that a minimum standard of first aid knowledge and training takes place across the movement.

All groups undertaking adventurous activities in Terrain Two must have immediate access to someone holding a relevant and current full first aid certificate.

Alternative courses

Any course that is set by a reputable body, and covers the criteria set out below, recognition and length requirements outlined below can be considered as a suitable alternative to a First Response Certificate.

Length of course

- First response - 6 hours
- Full first aid - 14 hours (two days)

Course topics

All courses must cover the topics below. The level of detail and time spent on each subject will vary, depending on whether it is a first response or full first aid course.

- Principles of first aid and initial response (arriving and managing an incident)
- Initial response to a first aid situation
- Management of an unconscious casualty (child or adult)
- CPR, including technique for children and an explanation of what AED is and how to use it
- Shock
- Causes and treatment of unconsciousness
- Bleeding
- Heat exhaustion, heatstroke, dehydration and hypothermia
- Burns and scalds
- Fractures (ambulance imminent and non-imminent) and soft tissue injuries
- Minor injuries (for example cuts, grazes and nose bleeds)
- Meningitis
- Anaphylaxis (use of Epi pen)
- Spinal injury

In some cases, alternative courses do not cover all of the listed topics, particularly environmental conditions such as hypothermia and CPR for children.

You should take the time to make yourself aware of the signs, symptoms and treatment of these conditions, or undertake additional training in order to cover them. it is often possible for participants to request additional topics to be covered during a first aid course that they are attending.

Professions with first aid experience
The scout association does recognise that some professions by the nature of the job will have a first aid element; for example nurses, midwives, police officers, medical practitioners, members of HM armed forces, ambulance care – assistants/paramedics/technicians, etc. to exempt these professions from undergoing more first aid training, they are required to provide evidence of an up-to-date qualification which should meet the criteria for what is considered our minimum standard (as listed above). With regards to 'evidence', this can be a certificate or an official letter confirming the necessary areas have been met.

Scouting for all
UK scouting has a robust equal opportunities policy, which outlines our commitment to ensuring that the movement is open and accessible to all. Within this policy, we also have a commitment to make reasonable adjustments for members with disabilities to equally access scouting.

This is applicable to the adult training scheme. For any adult who may be physically unable to administer first aid e.g. provide CPR, move someone into the recovery position, a suitable reasonable adjustment for an assessor would be that the learner demonstrates they are independently able to successfully instruct or direct another adult (without the skills or knowledge) to physically provide the care on their behalf.
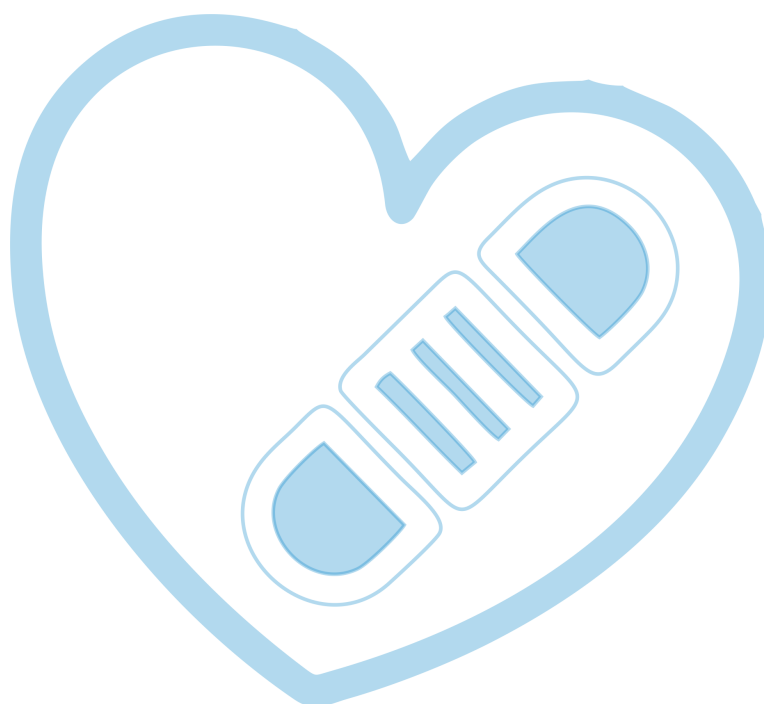
Module 10: First aid

The module is designed for you to gain the skills and knowledge necessary to enable you to manage an incident and provide basic first aid.in any situation.

Learning checklist

- ☐ Do you know how to deal with a first aid incident?
- ☐ Do you know the principles of first aid and initial response (arriving at and managing an incident)

Do you know how to deal with...
- ☐ Emergency life support (DRABC, and the recovery position)
- ☐ CPR, including technique for children
- ☐ Shock
- ☐ Bleeding (major and minor)
- ☐ Causes and treatment of unconsciousness
- ☐ Choking
- ☐ Heat exhaustion, heat-stroke, dehydration and hypothermia
- ☐ Burns and scald
- ☐ Fractures and soft tissue injuries
- ☐ Minor injuries (for example, cuts, grazes and nosebleeds)
- ☐ Do you have a current first aid qualification (minimum first response)

To validate this module you need to:

Hold a current first aid certificate that meets or exceeds the minimum standard of First Response.

If you hold a first aid qualification that is not First Response. Please pass a copy of your certificate to your Training adviser to validate this module.

Details of your first aid qualification...

Course details:

Course date:

Expiry date (usually 3 years after the course):

Awarding organisation's name:

Details of the first renewal of your first aid qualification...

Course details:

Course date:

Expiry date (usually 3 years after the course):

Awarding organisation's name:

Core modules - part 1

Leadership 1 residential training

Our leadership 1 course aims to enhance your skills and knowledge and give you the basic information and skills needed to get you started in scouting. The course includes:

Modules for all appointments

- Fundamentals of scouting (05)
- Scouting for all (07)
- Administration (11)
- Delivering a quality programme (12A)

The people

- Skills of leadership (8)
- Growing the section (13)

Module 5: Fundamental values of scouting

This module explores the Fundamentals of Scouting and the Religious Policy and consider their relationship with the balanced programme delivered to young people.

Topics covered:

- The values of scouting in the balanced programme
- Using the scout method with young people
- Embedding spiritual development within the balanced programme
- The scout association's religious policy

What learning do you require?

Learning checklist

- ☐ Do you know what the values of scouting are?
- ☐ Can you describe how the values of scouting can be incorporated into the balanced programme and your work with other adults in scouting?
- ☐ Do you know what the method of scouting is?
- ☐ Can you describe how the method of scouting informs and influences your role and responsibilities within scouting?
- ☐ Do you know how you can support the spiritual development of young people within your role in scouting?
- ☐ Do you know about the scout association's religious policy?
- ☐ Can you describe your responsibilities within the religious policy?

To validate this module you need to:

complete two of the following:

1. Show how the purpose, values and methods of scouting have been incorporated into the programme to meet the needs of youth members of all sections

2. Deliver an activity to demonstrate the integration of spiritual development of young people within the programme. Provide practical examples of how faiths, beliefs and attitudes were explored

3. Create a presentation or activity to explain the religious policy to either adults new to scouting or young people

4. Deliver a scouting event (e.g. camp, scout's own) accessible to people representing different faiths and beliefs

5. Produce an action plan detailing how you would support or have supported another adult in implementing the values of scouting in their role

6. Any other ideas subject to agreement with a training adviser. Additional validation criteria can be created in consultation with training adviser if necessary.
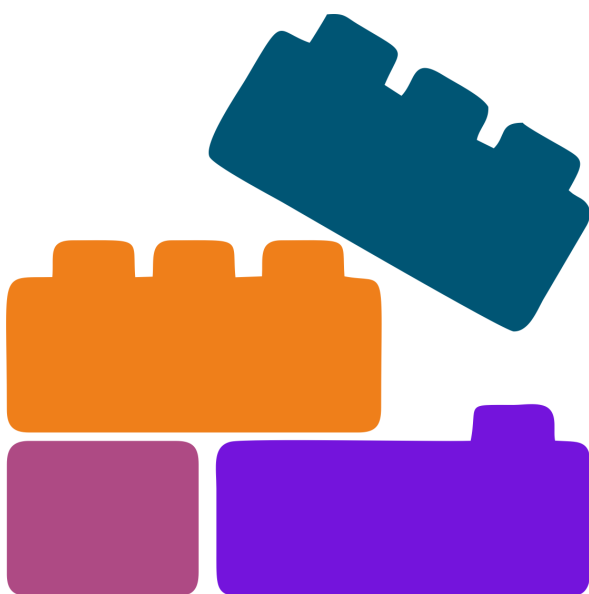
Helpful hints

Evidence for the validation of this module should be kept until after the award of your wood badge in case it is required for moderation.

It would be useful during the validation process if you make some brief notes to the question in the checklist overleaf – This will then count as part of the evidence for this module.

Evidence you could use to validate this module may include one or more of the following:

- Photographs and/or video of activities which reflect the needs of young people at meetings,
- An observation statement summarising your role in an activity which reflect the needs of young people.
- Evidence of young people exploring the values of Scouting within an activity e.g. flip-charts.
- Photographs and/or video of an activity with regards to exploring spiritual values.
- An observation statement summarising your role in an activity with young people which explores scouting spiritual values.
- Evidence from young people e.g. surveys, creative work, video clips, quotes, magazine article.
- A PowerPoint presentation and script, a video of delivery, paper evaluations from learners of an activity about the methods of scouting.
- A list to demonstrate all the areas which reflect inclusivity.
- A video to demonstrate how young people have benefitted from attending a multi-faith event.
- A plan or photographs of a Scout's Own in which you took the lead.
- A video or observation of a meeting with another adult as part of supporting them in implementing the values of Scouting in their role.

How did you validate this module?

Module 7: Scouting for all

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

- 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 need
- valuing cultural, social and religious diversity.
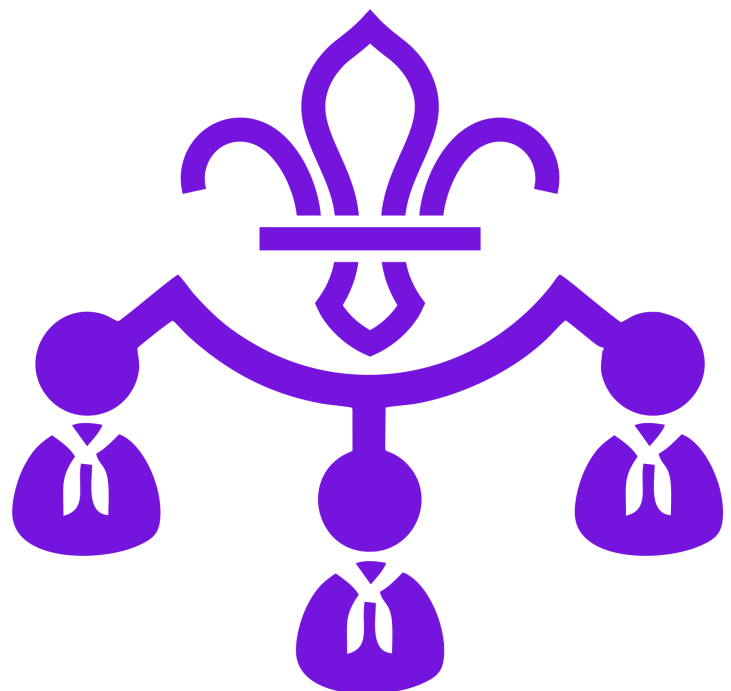
What learning do you require?

Learning checklist

☐ Do you know The Scout Association's Equal Opportunities policy?

☐ Do you know The Scout Association's Religious Policy?

☐ Can you name some of the things that could influence assumptions about other people?

☐ Can you explain the definitions of diversity and inclusion, as relevant to The Scout Association?

☐ Can you outline some potential barriers to making Scouting open and accessible to all?

☐ Can you make suggestions or give examples of how Scouting can be made accessible to everyone and practical adjustments that can be made?

☐ Can you outline where you can go to get help and support to ensure local Scouting is inclusive, increasingly diverse and reflective of your local area?

☐ Can you explain the benefits of having a diverse organisation?

To validate this module you need to:

Outline The Scout Association's Equal Opportunities Policy and explain how you are making scouting a diverse and inclusive organisation by completing one of the following tasks:

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

- those with additional needs
- girls and young women
- those of minority ethnic communities
- those of a variety of religious backgrounds
- those of a variety of socio-economic backgrounds
- any other ideas subject to agreement with your Training adviser. Additional validation criteria can be created in consultation with a Training adviser if necessary.

Helpful hints

Evidence for the validation of this module should be kept until after the award of your wood badge in case it is required for moderation.

It would be useful during the validation process if you make some brief notes to the question in the checklist overleaf – This will then count as part of the evidence for this module.

Evidence you could use to validate this module may include one or more of the following:

- A visit to your section meeting by a Training adviser observing you running an activity or game to increase awareness of additional needs or equal opportunities

- A visit from a Training adviser observing you running a recruitment event that highlights that Scouting is open to all.

- An observation statement summarising your role in an activity to make Scouting more accessible.

- Videos or photos of you running a relevant activity or game.

- Copies of recruitment materials you have design to promote scouting to your community

How did you validate this module?

Module 11: Administration

This module provides information and best practice on how to manage administrative tasks in Scouting.

Topics Covered

- Administrative tasks and record keeping
- Member record management and the Data
- Protection Act
- Financial responsibilities and best practice
- Insurance arrangements

Learning checklist

- ☐ Can you outline some of the administrative tasks that need to be completed in your section, Group, District or County?
- ☐ Can you explain why record keeping is so important?
- ☐ Can you outline how information on adults and young people can be recorded and stored?
- ☐ Are you aware of the Data Protection Act and how records kept are affected by it?
- ☐ Can you outline the financial records that need to be kept in your Group, District or County?
- ☐ Can you give some examples of financial record keeping best practice?
- ☐ Can you explain who is covered by The Scout Association's liability insurance policy?

What learning do you require?
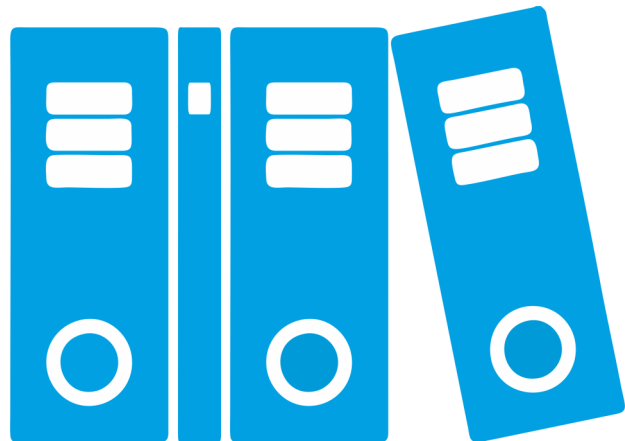
To validate this module you need to complete one of the following:

☐ demonstrate accurate and appropriate maintenance of administrative and financial records relevant to your role, in accordance with Policy, Organisation and Rules and the General Data Protection Regulation (GDPR. Evidence you could use may include one or more of the following:

☐ any other ideas subject to agreement with your Training adviser Additional validation criteria can be created in consultation with a Training adviser if necessary.

Any additional validation criteria created will need to check what you have learnt and that you can apply the skills that you have acquired to your role. The list of evidence provided for each validation criteria is not exhaustive and there may be other forms of evidence that you may wish to use to validate this module. These can be agreed with your Training adviser. In addition to looking at the evidence, you have provided, your Training adviser will ask you to review and explain some elements in order to ensure that you have applied your knowledge and understanding in your role.

How did you validate this module?

Module 12(A):
Delivering a quality programme

To provide Leaders, Managers and Supporters with information about how we deliver Scouting to young people, and how we ensure it meets their needs.

- Key elements of the programme for each section
- Badges and Awards
- Reviewing the programme
- The Young Leaders' Scheme
- Youth Shaped Scouting

What learning do you require?

Learning checklist

- ☐ Can you identify the key elements that make up the programme?
- ☐ Do you know the six areas which are key to the development needs of young people?
- ☐ Can you identify the three themes of the programme?
- ☐ Do you know the underlying themes of the programme?
- ☐ Do you know what a quality programme looks like?
- ☐ Do you know about the badges and awards for the section you support?
- ☐ Do you know where to find more information about badges and awards for the section you support?
- ☐ Do you know what to look for when reviewing a programme?
- ☐ Do you know what a quality programme checker is and what its purpose is?
- ☐ Do you know how to adapt a programme to ensure its quality?
- ☐ Do you know the aims of the Young Leaders' Scheme?
- ☐ Do you know who can be a Young Leader?
- ☐ Can you identify some ways to involve Young Leaders as a part of your leadership team?
- ☐ Do know what the Young Leaders' modules and missions are and how you are able to support Young Leaders' in completing the missions?
- ☐ Do you know where to find out more information about the Young Leaders' Scheme?
- ☐ Do you understand what Youth Shaped Scouting looks like and what value it brings?
- ☐ Do you know what the methods of Youth Shaped Scouting are?
- ☐ Can you identify the seven levels of Youth Involvement?
- ☐ Do I know where to find further support?

To validate this module you need to:

Discuss your responses to the questions on the next page with a Training adviser.

Discuss your responses to the following questions with a training adviser

1. What are the key elements that make up the programme?

2. What are the six areas which are key to the development needs of young people?

3. What is the three themes of the programme?

4. What are the underlying themes of the programme?

5. What does a quality programme looks like?

6. What are the key badges and awards for the section you support?

7. Where can you find more information about badges and awards for the section you support?

8. What should you look for when reviewing a programme?

9. What is a quality programme checker and what its purpose is?

10. What are the key elements of a quality programme?

11. What are the aims of the Young Leaders' Scheme?

12. Who can be a Young Leader?

13. Identify some ways to involve Young Leaders as a part of the leadership team?

14. What are Young Leaders modules and missions and how can you support Young Leaders in the completion of the missions?

15. Where can you find out more information about the Young Leaders' Scheme?

16. What does Youth Shaped Scouting look like and what value it brings?

17. What are the methods of Youth Shaped Scouting?

18. List the seven levels of Youth Involvement

19. Where would you place your section on the list?

20. Where can you go to find further support?

Independent learning units

There are 16 independent learning modules to support managers and supporters which covers the topics and related scouting processes which you need to understand to be an effective manager or supporter in scouting.

The learning is accessed via a variety of methods, including videos, online learning, learning guides and workbooks.

The topics covered are:

- Managing time and personal skills
- Finding, appointing and welcoming volunteers
- Keeping, developing and managing volunteers

The topics covered by the manager & supporter skills courses rely on you having an understanding of each of the topics covered by the independent learning. It is important that you complete the relevant independent learning required for each of the sessions in the skills courses before completing the courses. The independent learning that supports each of the individual skills courses is noted in the skills courses section of this guide, (see page 14 and 15 of this guide for more details).
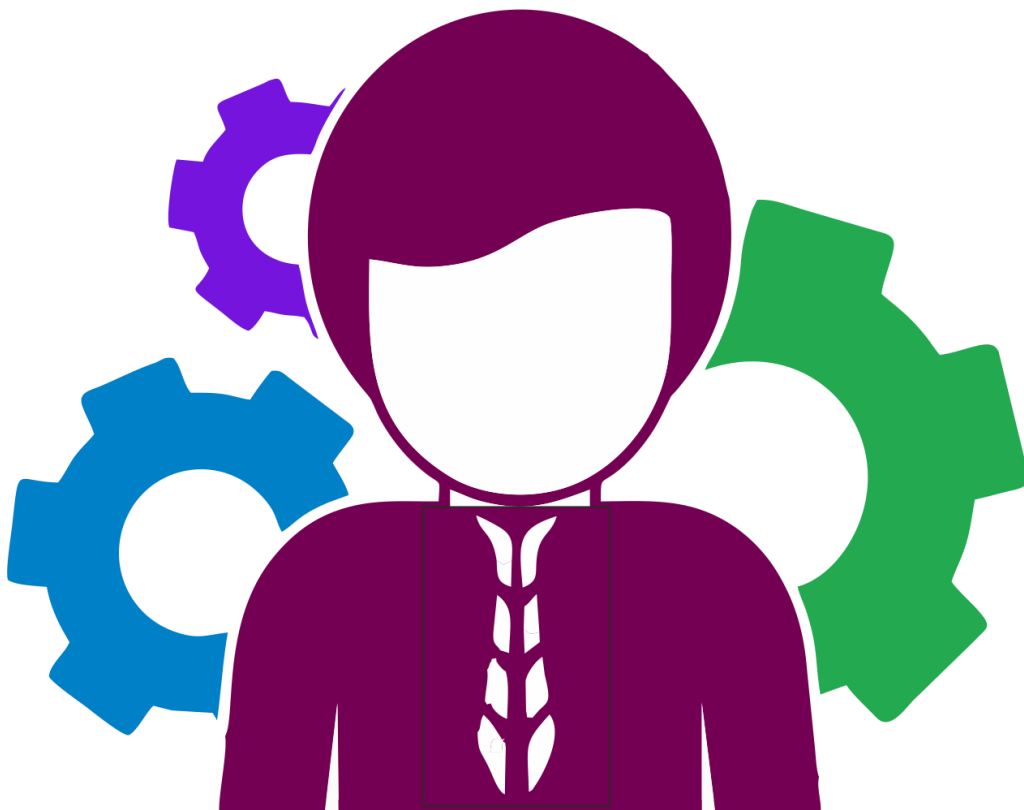
You can complete all the independent learning units at southlondonscouts.org.uk/adult-training

The manager & supporter training summary

Leadership & management core skill areas	Independent learning units	Skills of management	Achieving Growth	Meeting the challenges
Managing your time and personal skills	Managing time and personal skills	✓		
Achieving results	Building effective teams	✓		
	Project management	✓	✓	
	Getting the word out	✓	✓	✓
Providing direction	Planning for growth		✓	
	Leading local scouting	✓	✓	
Working with people	Finding, appointing, and welcoming volunteers	✓	✓	
	Keeping, developing, and managing volunteers	✓	✓	
	Dealing with difficult situations			✓
	Supporting the adult training scheme	✓		
Enabling change	Enabling change		✓	✓
Using resources	Financial and physical resources	✓	✓	
	Decision making	✓	✓	✓
Safety	Safety for managers and supporters			

Independent learning

Managing time and personal skills

This independent learning gives you the opportunity to learn about and reflect on your current skills, areas for development and how to manage your time effectively.

It covers:

- Self-assessment of knowledge and skills and identifying areas for development
- The importance of asking for and acting upon feedback from others
- The line manager's role in agreeing with an individual what their goals and priorities are
- How to help others to assess their knowledge and skills
- Time management - how to use time effectively and importance of regularly reassessing
- Stress management - how to manage workload and prevent potential stress
- Volunteering / life balance
- The Importance of, and how best to, keep up to date with communications relevant to your role
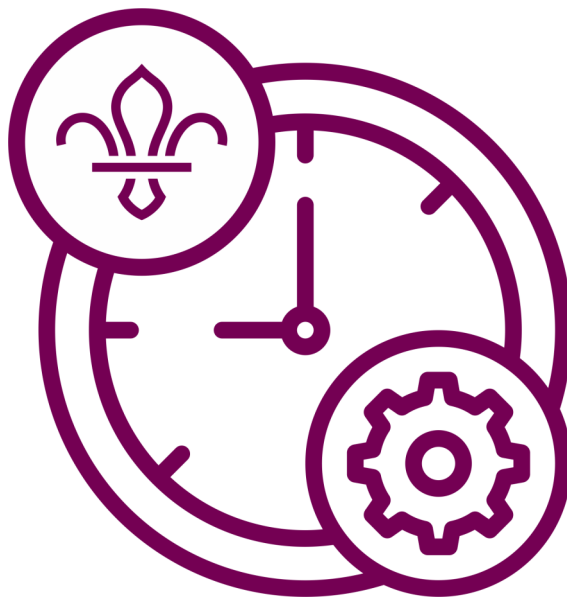
To complete this independent learning unit visit

southlondonscouts.org.uk/independent-learning

Validation
The topics covered in the independent learning will help you to validate against the six key areas of leadership and management in scouting. There are no direct validation criteria for this piece of learning.

This learning links to: Skills of Management skills course

You can complete this independent learning unit at southlondonscouts.org.uk/adult-training

Finding, appointing and welcoming volunteers

This independent learning gives you the knowledge and skills to recruit volunteers and to manage the appointment process.

It covers:

- Recruitment process and tools
- Appointment process (some extra info needed for DCs)
- Induction process
- Succession planning – particularly for key local roles

WELCOME

To complete this independent learning unit visit

southlondonscouts.org.uk/independent-learning

Validation
The topics covered in the independent learning will help you to validate against the six key areas of leadership and management in scouting. There are no direct validation criteria for this piece of learning.

This learning links to: Skills of Management & Achieving Growth skills courses

You can complete this independent learning unit at southlondonscouts.org.uk/adult-training

Keeping, developing and managing volunteers

This independent learning gives you the knowledge and skills to retain, develop and manage volunteers.

It covers:
- Establishing and maintaining positive working relationships with volunteers
- The journey of an adult through scouting.
- Formal and informal reviews

To complete this independent learning unit visit

southlondonscouts.org.uk/independent-learning

Validation
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This learning links to: Skills of Management & Achieving Growth skills courses

You can complete this independent learning unit at southlondonscouts.org.uk/adult-training

Dealing with difficult situations

This independent learning gives you the knowledge and skills to prevent or deal with disagreements in scouting.

It covers:
- Managing conflict
- The complaints process
- The suspension process
- The dismissal process
- Resources and support
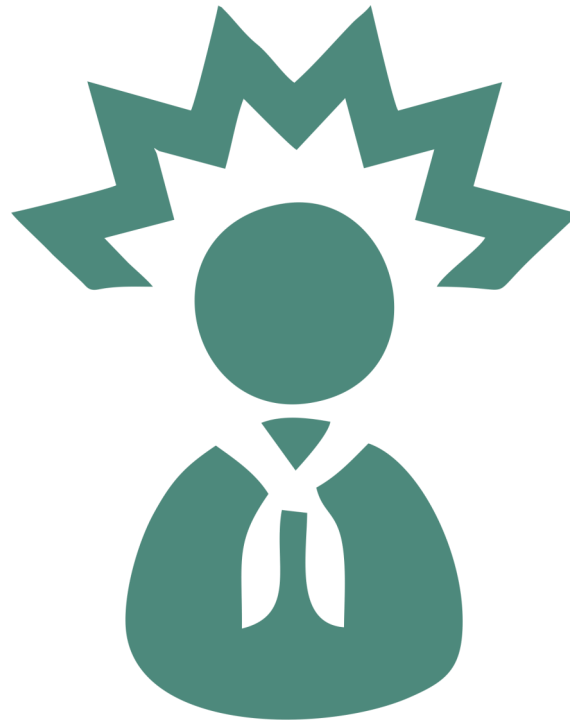
To complete this independent learning unit visit

southlondonscouts.org.uk/independent-learning

Validation
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This learning links to: Meeting the challenges skills course

You can complete this independent learning unit at southlondonscouts.org.uk/adult-training

Independent learning

Planning for growth

This independent learning gives you the knowledge and skills to improve growth within scouting.

It covers:

- The importance of growth in scouting
- Your role in achieving growth
- The role of development plans in achieving growth
- The role of quality management and bench marking when planning for quality growth
- The need to engage others and cooperate to achieve growth

To complete this independent learning unit visit

southlondonscouts.org.uk/independent-learning

Validation
The topics covered in the independent learning will help you to validate against the six key areas of leadership and management in scouting. There are no direct validation criteria for this piece of learning.

This learning links to: Achieving growth skills course

You can complete this independent learning unit at southlondonscouts.org.uk/adult-training

Enabling change

This independent learning gives you the knowledge and skills to enable and manage change in scouting.

It covers:

- Change management and how to identify situations where change management is required.
- The importance of listening to and being open to new ideas, and either acting upon them or providing constructive feedback.

To complete this independent learning unit visit

southlondonscouts.org.uk/independent-learning

Validation
The topics covered in the independent learning will help you to validate against the six key areas of leadership and management in scouting. There are no direct validation criteria for this piece of learning.

This learning links to: Achieving growth & Meeting the challenges skills courses

You can complete this independent learning unit at southlondonscouts.org.uk/adult-training

Independent learning

Getting the word out

This independent learning gives you the skills and knowledge to be an effective communicator.

It covers:

- How to identify and use different communication channels effectively to communicate with existing members
- How to use different communication channels to promote local Scouting in the wider community
- Building and maintaining relationships with other organisations that can benefit local Scouting

To complete this independent learning unit visit

southlondonscouts.org.uk/independent-learning

Validation
The topics covered in the independent learning will help you to validate against the six key areas of leadership and management in scouting. There are no direct validation criteria for this piece of learning.

This learning links to:
Meeting the challenges, Achieving growth & Skills of management skills courses

Financial and physical resources

This independent learning gives you the skills and knowledge to manage your finances and other resources effectively

It covers:

- How to work with your executive committee to assess if you have adequate income and resources.
- Potential sources of income for local scouting – and how to identify them.
- How to work with your executive committee to assess and ensure that there are sufficient physical resources (people) to support work with youth members. Includes a responsibility for recruitment.
- Taking part in and supporting others in fundraising
- Appropriate management of funds

To complete this independent learning unit visit

southlondonscouts.org.uk/independent-learning

Validation
The topics covered in the independent learning will help you to validate against the six key areas of leadership and management in scouting. There are no direct validation criteria for this piece of learning.

This learning links to: Skills of management & Achieving growth skills courses

Building effective teams

This independent learning gives you the skills and knowledge to build and manage teams.

It covers:

- Methods and tips for building team spirit
- How to build an effective team – including theories
- Different models of team building
- Examples of alternative team structures
- How to run effective team meetings:

To complete this independent learning unit visit

southlondonscouts.org.uk/independent-learning

Validation

The topics covered in the independent learning will help you to validate against the six key areas of leadership and management in scouting. There are no direct validation criteria for this piece of learning.

This learning links to: Skills of management skills course

Leading local scouting

This independent learning gives you the skills and knowledge to effectively lead local scouting.

It covers:

- The qualities of an effective leader
- The strategic vision for UK scouting
- The importance of creating a vision for local scouting
- How to communicate your vision

To complete this independent learning unit visit

southlondonscouts.org.uk/independent-learning

Validation

The topics covered in the independent learning will help you to validate against the six key areas of leadership and management in scouting. There are no direct validation criteria for this piece of learning.

This learning links to: Skills of management & Achieving growth skills courses

Project management

This independent learning gives you the skills and knowledge to manage projects effectively.

It covers:

- Skills of and tools for effective project management and implementation, including monitoring and reviewing progress, managing those who are implementing projects, and systematic planning
- How to resolve problems/act upon comments that may be raised by members or parents about ongoing projects (acting on feedback).
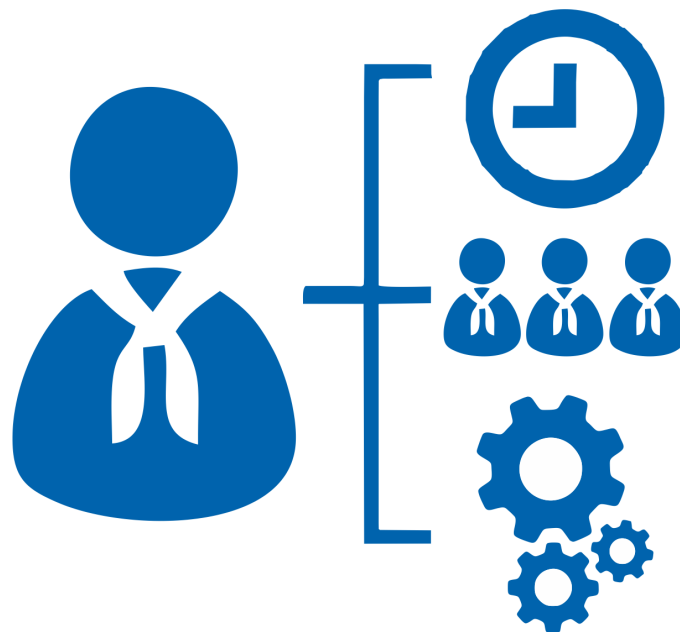
To complete this independent learning unit visit

southlondonscouts.org.uk/independent-learning

Validation

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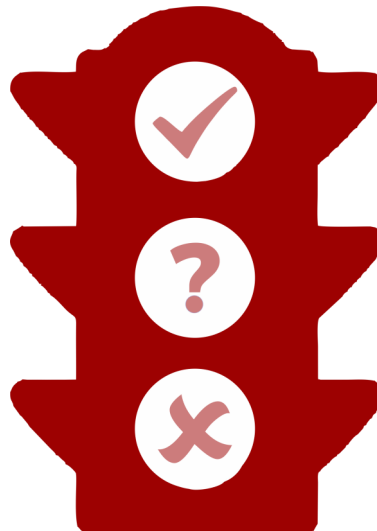**This learning links to:** Skills of management & Achieving growth skills courses

Decision making

This independent learning gives you the skills and knowledge to make effective decisions.

It covers:

- Methods of decision making and prioritisation
- Decision making structures within local scouting – and where you fit
- decision making structures within national Scouting - and how to use them effectively

To complete this independent learning unit visit

southlondonscouts.org.uk/independent-learning

Validation
The topics covered in the independent learning will help you to validate against the six key areas of leadership and management in scouting. There are no direct validation criteria for this piece of learning.

This learning links to:
Meeting the challenges, Achieving growth & Skills of management skills courses

Supporting the adult training scheme

This independent learning gives managers and supporters an overview of the adult training scheme and helps them understand their role in supporting those they manage through their training.

It covers:

- The principles of the scouts' adult training scheme
- The managers role in supporting those they line manage
- The support structure of training within scouting
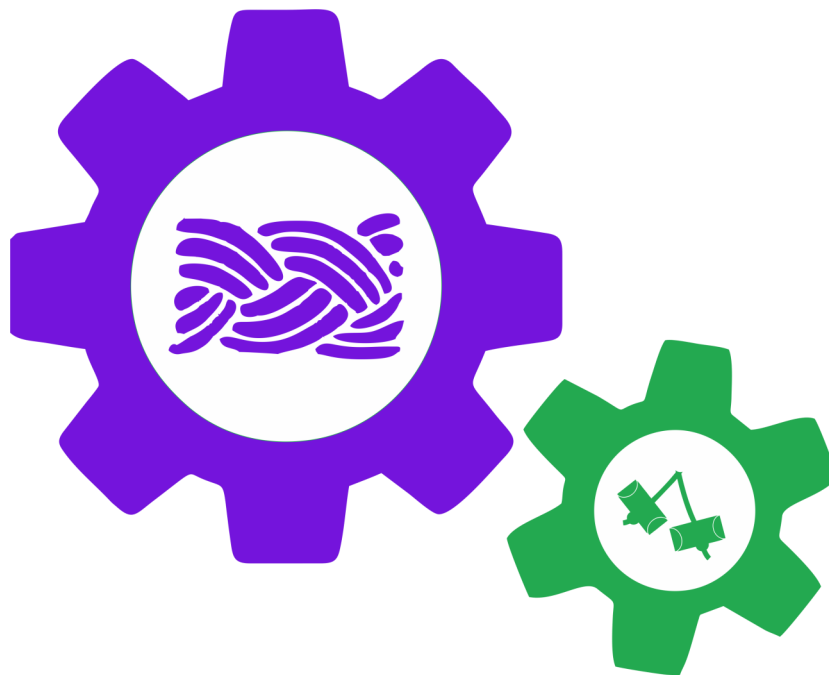
To complete this independent learning unit visit

southlondonscouts.org.uk/independent-learning
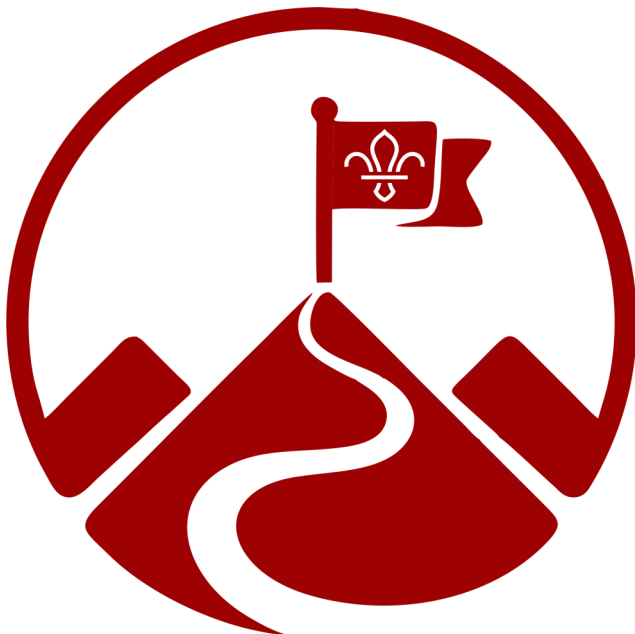
Validation
The topics covered in the independent learning will help you to validate against the six key areas of leadership and management in scouting. There are no direct validation criteria for this piece of learning.

This learning links to: Skills of management skills course

Safety for managers and supporters

This independent learning provides the information that managers and supporters need to ensure they understand their responsibilities relating to safety in scouting.

It covers:

- The duties and responsibilities related to the safe operation of scouting.
- Emergency and reporting procedures.
- Activity permits and where to find detailed information.
- Risk assessments why they are important, and how to complete them.
- Developing a culture of safety.
- Essential information on activities such as InTouch, medical details, age restrictions and other safety and welfare requirements.
- Insurance information and the requirements for additional insurance.
- Night's away permits and operations.
- Role and responsibilities of the 'leader in charge'

To complete this independent learning unit visit

southlondonscouts.org.uk/independent-learning

Validation
The topics covered in the independent learning will help you to validate against the six key areas of leadership and management in scouting. There are no direct validation criteria for this piece of learning.

This learning links to: Skills of management skills course

There are three skills courses designed to give you the opportunity to discuss and demonstrate different skills relating to leadership and management in scouting.

Skills of management

Course sessions
- How you lead
- Communication and active listening
- How we work together
- Motivating your team
- Mentoring, coaching and supporting
- Building working relationships

Learning checklist:

- ☐ I have identified my leadership style and know how this impacts how I work with others.
- ☐ I know how to adapt my leadership style for different situations in scouting.
- ☐ I know that using effective and appropriate communication techniques to meet the needs of the intended audience.
- ☐ I understand the benefits of using active listening techniques and providing constructive feedback.
- ☐ I know how to carry out effective reviews with members of my team.
- ☐ I know how to apply basic coaching techniques and working
- ☐ I know how to work with others to identify and develop their potential in scouting.
- ☐ I understand how to motivate individuals within my team.
- ☐ I know how to Identify the strengths and weaknesses in my team and how to build upon these.
- ☐ I know how to facilitate team development.
- ☐ I know how to plan and run effective meetings.
- ☐ I know how to facilitate constructive communication and discussion.
- ☐ I know how to plan and manage effective welcomes and inductions for new volunteers.
- ☐ I understand how to apply effective learning and relationship building.
- ☐ I know how to Identify steps to implement my own personal plan of actions.

The following independent learning units are recommended as pre-course learning, if they are relevant to your role:

- Managing your time and personal skills
- Building effective teams
- Project management
- Getting the word out
- Leading local scouting
- Finding, appointing and welcoming volunteers
- Keeping, developing and managing volunteers
- Supporting the adult training scheme
- financial and physical resources
- Decision making

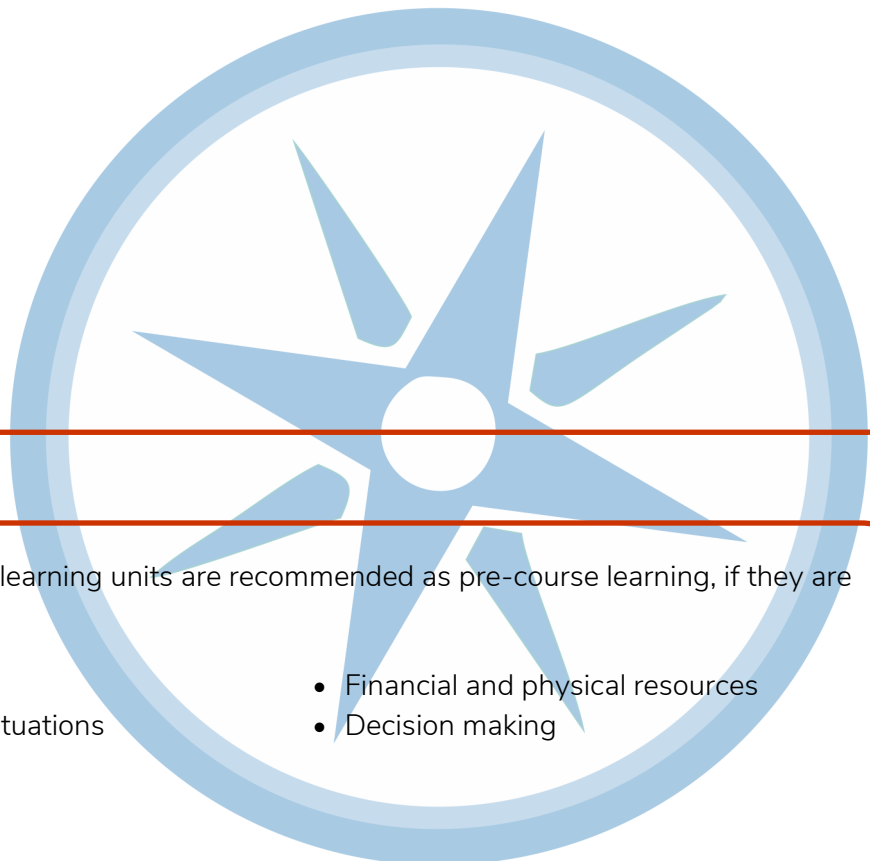## To complete this independent learning unit visit southlondonscouts.org.uk/independent-learning

Meeting the challenges

Course sessions

- Dealing with difficult situations
- Disputes and complaints process
- Challenging reviews
- Safeguarding
- Managing your time

Learning checklist:

- ☐ I know how to Identify causes of conflict
- ☐ I know how to define appropriate strategies to resolve conflict.
- ☐ I know how to apply the scout association's dispute, suspension and complaints procedures in an effective manner to real situations.
- ☐ I know how to apply the scout association's safeguarding procedures to real situations.
- ☐ I know how to carry out challenging reviews with members of my team.
- ☐ I know how to prioritise the different challenges I face in my role.
- ☐ I know how to identify the steps to implement my own personal plan of actions.

The following independent learning units are recommended as pre-course learning, if they are relevant to your role:

- Getting the word out
- Dealing with difficult situations
- Enabling change
- Financial and physical resources
- Decision making

To complete this independent learning unit visit
southlondonscouts.org.uk/independent-learning

Achieving growth

Course sessions
- Planning for growth
- Growth: young people and young adults
- Growth: adult volunteers
- Managing change

Learning checklist:

- ☐ I know how to produce an effective development plan to identify and promote growth in local scouting.
- ☐ I know how to plan and use effective recruitment techniques.
- ☐ I know how to Identify situations where change is needed.
- ☐ I know how to apply effective change management techniques to local scouting situations.
- ☐ I know how to Identify opportunities for flexible volunteering and support.
- ☐ I know how to put flexible volunteering into practice within my team.
- ☐ I know how to help with the retention of adult members.
- ☐ I know how to Identify steps to implement my own personal plan of action.

The following independent learning units are recommended as pre-course learning, if they are relevant to your role:

- Project management
- Getting the word out
- Planning for growth
- Leading local scouting
- Financial and physical resources
- Finding appointing and welcoming Volunteers
- Keeping developing and managing volunteers
- Enabling change
- Decision making

To complete this independent learning unit visit southlondonscouts.org.uk/independent-learning

Validating manager and supporter training

Managers and supporter training is validated against the six core skill areas for leadership and management in scouting and a safety module.

Each of the seven areas are linked to a number of different learning opportunities and details of the validation criteria for each area can be found on the following pages.

Validation

Validation is the process of finding out how you are putting your learning covered by a module into practice in your role in scouting. All modules for your role require validating regardless of whether you have gained the skills from previous experience, prior knowledge or by planned learning.

The focus should be on you 'doing something' and this will often be backed up by discussion. validation should not be seen as an exam – it is a positive experience in which you will receive supportive feedback.

Working with people

As an effective manager in scouting you create a team spirit and work effectively with people in your area based on trust and the fundamentals of scouting.

Learning opportunities:

Independent Learning
- Finding, appointing and welcoming volunteers
- Keeping, developing and managing volunteers
- Dealing with difficult situations
- Supporting the adult training scheme

Skills Courses
- Skills of management
- Achieving growth
- Meeting the challenges

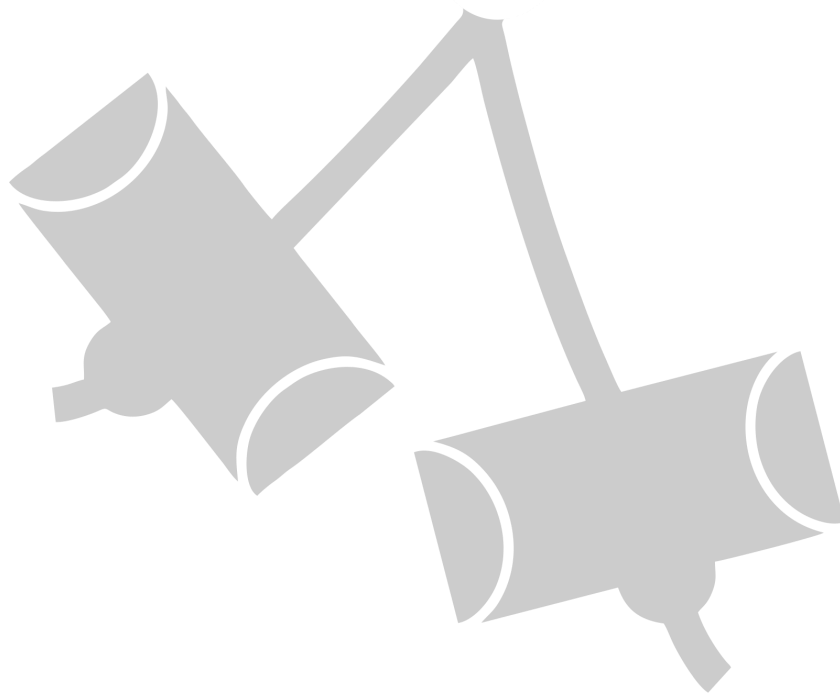| To validate this core skill area, you will need to complete the following:	Evidence you could use may include one or more of the following:	Relevant Role
Identify which useful individuals and organisations, external to scouting, you should build and maintain relationships with and explain why this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

| In addition, where relevant to your role, you will also need to complete the following:		
Describe how you would, or provide an example of how you have, recruited adults into new scouting roles.	• Discussion with your training adviser • Written details of the recruitment process you followed along with the outcome	Managers Supporters if relevant
Explain the adult training scheme and your role in supporting those you manage through the scheme.	• Discussion with your training adviser	Managers
Provide an example of how you have delegated a task to someone; include what happened and what was the outcome.	• Discussion with your training adviser • Written details of the task, what happened and what was the outcome	Managers Supporters if relevant
State the importance of succession planning and produce a succession plan for all roles you manage, including recruitment to any vacancies.	• Discussion with your training adviser • Copy of your succession plan • Copy of your recruitment plan	Managers
Describe how you have helped an adult in scouting develop. Include details on how you: • Identified a development need or interest • Provided coaching, mentoring and support to encourage development • Identified and/or facilitated suitable opportunities to develop.	• Discussion with your training adviser • Written details of how you helped an adult in Scouting to develop • Witness statement from a volunteer in Scouting you have helped to develop	Managers Supporters if relevant
Explain how to run effective team meetings.	• Discussion with your training adviser • Copy of agenda and minutes • Witness statement from someone at the meeting	Managers Supporters if relevant
Explain your role as a trustee and provide an example of how you participate fully in the local executive committee.	• Discussion with your training adviser • Copy of minutes of meeting showing participation	Trustees
Describe the scouts' dispute, suspension and complaints procedures in particular as it relates to your role.	• Discussion with your training adviser • Written details of your role and responsibility in relation to disputes, suspensions and complaints	Managers Supporters if relevant
Explain the scouts' safeguarding procedures as related to your role. Include details of: • Your role • Confidentiality • Escalation procedures • Support to adults and young people involved and/or affected.	• Discussion with your training adviser • Written details of your role and responsibility in relation to safeguarding	Managers Supporters if relevant
• Provide an example of an effective review you have carried out and detail the reasons for the outcome decision. • Describe situations where it would be appropriate to reassign or retire people from roles.	• Discussion with your training adviser • Copy of the review documentation • Witness statement from the adult being reviewed	Managers
Explain the benefits of the effective induction of adults, for both the individual and your team, and: • Outline how you have taken an adult through the process of induction or explain the process you would follow if necessary • Provide an example of a personalised role description that you have created.	• Discussion with your training adviser • Copy of the induction pack you have developed • Witness statement from an adult who you have inducted • Copy of a personalised role description you have developed	Managers

Checklist:

☐   I know why it is important to build relationships with external organisations

☐   I know how to effectively recruit adults into new scouting roles? (if relevant to your role)

☐   I know how to build a cooperative culture of working in a volunteering environment

☐   I know how to effectively delegate tasks (if relevant to your role)

☐   I know my preferred style of leadership and how this impacts on others I work with

☐   I know how to develop adults' skills and knowledge? (if relevant to your role)

☐   I know how to minimise the likelihood of conflict, disputes and complaints and how to handle them should they occur

☐   I know my role in supporting others through the adult training scheme? (if relevant to your role)

☐   I understand the principles of active listening

☐   I understand my role in relation to the scouts safeguarding policy (if relevant to your role)

☐   I understand the real benefits of an effective induction for new members of my team (if relevant to your role

☐   I know how to conduct an effective review of an adult I line manage (if relevant to your role)
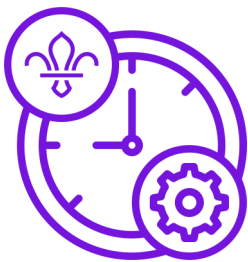
Managing time and personal skills

As an effective manager in scouting you use your time effectively and continue to learn and improve the skills that you bring to your role.

Learning opportunities:

Independent Learning
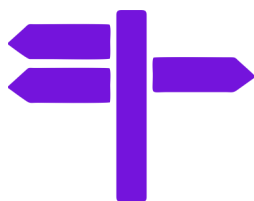- Managing time and personal skills

Skills Courses
- Skills of management

To validate this core skill area, you will need to complete the following:	Evidence you could use may include one or more of the following:	Relevant Role
Provide your personalised role description in which you have agreed realistic goals and targets with your line manager for the development of local scouting that work towards the scouts' strategic objectives. Describing the process and how you came to agreement.	• A .copy of your personalised role description • A copy of your task plan showing plans, goals and targets • A discussion with your training adviser	All
Demonstrate and explain how you have considered the future requirements of your role, identified the skills and knowledge that you need to develop or improve and the steps you will follow to do so.	• Discussion with your training adviser • Copy of your personal learning and development plan	All
Outline a number of tips and techniques useful for managing time effectively.	• Discussion with your training adviser • Examples of tips and techniques used	All
Demonstrate and explain how you have reviewed how you use your time and identified possible improvements so that you can focus on the goals and priorities that you have agreed with your line manager.	• A copy of your role description • A copy of your task plan showing plans, goals and targets • Discussion with your training adviser	All
Give examples of how you have used feedback from others to improve the way you carry out your role.	• Documentation showing the details of the feedback received and the actions you have taken • Discussion with your training adviser	All
Outline the ways in which you keep up to date with developments in scouting generally.	• Examples of resources and information uses • Discussion with your training adviser	All

Checklist:

- ☐ I know what my role entails and what my goals and targets are?
- ☐ I know how to manage time effectively to keep a balance across work, life and scouting
- ☐ I know what the national strategic vision is and where to find it
- ☐ I know how to use feedback from others to help me improve the way I carry out my role
- ☐ I know what skills and knowledge I need to develop
- ☐ I know where to go for up to date information of developments in scouting
- ☐ I know what the future requirements of my role are

Providing direction

As an effective manager in scouting you create a vision for scouting in your area and provide clear leadership to implement that vision.

Learning opportunities:

Independent Learning
- Planning for growth
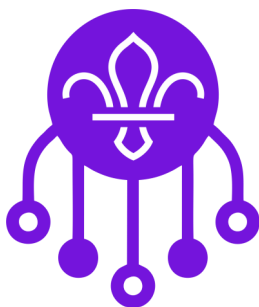- Leading local scouting

Skills Courses
- Skills of management
- Achieving growth

To validate this core skill area, you will need to complete the following:	Evidence you could use may include one or more of the following:	Relevant Role
Create a vision appropriate to your role which is: • Relevant • Achievable • Inspirational	• A copy of your vision • A discussion with your training adviser • Witness statement from line manager	All
Develop a plan to realise your vision which includes: • Specific, achievable, relevant, realistic and time bound actions and measurable outcomes (SMART) • Who was consulted • How it will be communicated • How it will be regularly reviewed and evaluated and why this is important • How it complements other relevant scouting visions and plan	• A copy of your vision • Witness statement from line manager	All
Provide two different examples, relevant to your role, of situations when you have led, inspired and motivated adult volunteers, detailing the outcomes.	• A discussion with your training adviser • Witness statement from line manager	
Provide an example, relevant to your role, of how you ensure that everyone follows the policies and rules of the scouts	• A discussion with your training adviser • Witness statement from line manager	
Outline the ways in which your role is responsible for or contributes to the growth in scouting	• A copy of your growth plan • A discussion with your training adviser	

Checklist:

☐ I know how to create a vision

☐ I know how to evaluate a plan

☐ I know how to create a plan to deliver a vision

☐ I know how to motivate and inspire adult volunteers

☐ I know what SMART objectives are and how to set them

☐ I know where to locate the policies and rules of the scouts (POR)

☐ I know who needs consulting before setting a plan?

☐ I know how to ensure everyone follows the policies and rules of the scouts?

☐ I know how to communicate a plan effectively?

☐ I understand how to effectively grow the number of young people and/or adults participating in scouting

Using resources

As an effective manager in scouting you ensure that sufficient resources and information are available to help teams in your area provide excellent scouting.

Learning opportunities:

Independent Learning
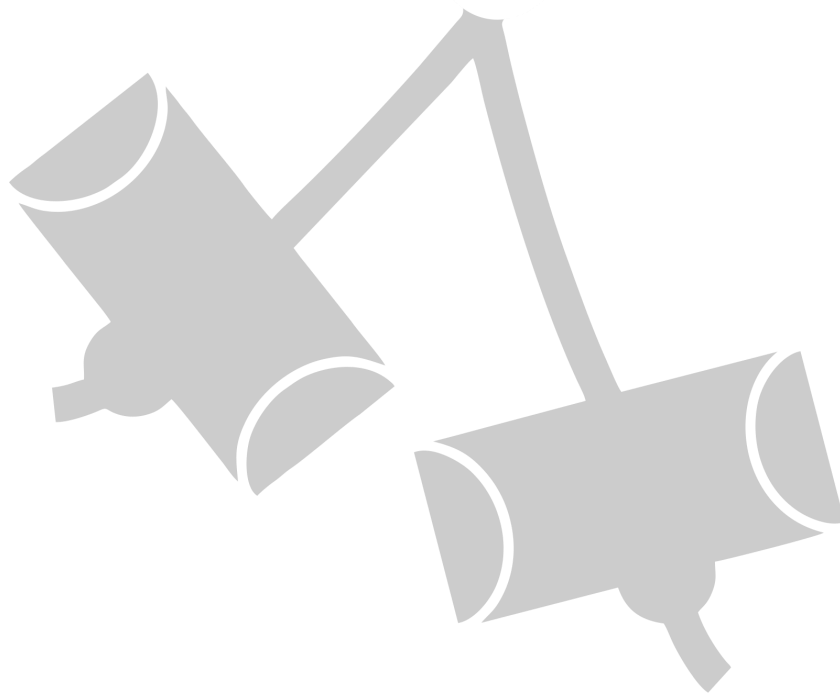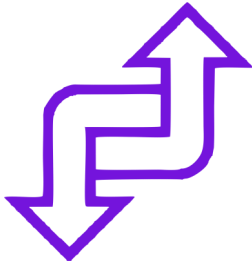- Finance and physical resources
- Decision making

Skills Courses
- Skills of management
- Meeting the challenges

To validate this core skill area, you will need to complete the following:	Evidence you could use may include one or more of the following:	Relevant Role
Give two examples of decisions you can make yourself and two examples of decisions you would need to refer. Describe the process, including: • The information needed to inform your decision • Who else should be involved in the decision making	• A discussion with your training adviser • Written details of decision which can be made and those which need to be referred	All
Explain how you ensure that key knowledge, relevant to your role, is captured, stored and used to improve the operation of local scouting, both during and following your appointment.	• A discussion with your training adviser • Written details of the key knowledge, relevant to your role, is captured, stored and stored • Written details of how you ensure the knowledge you hold is accessible by those who follow you in your role	All
Demonstrate how you ensure that all adults in local scouting have the right information provided in a timely manner and in the most effective way.	• A discussion with your training adviser • Written details of how you ensure adults in local scouting have the right information provided to them	All
Explain which resources you are responsible for providing to enable adults in local scouting to work effectively.	Discussion with your Training adviser List of the resources for which you are responsible	All
Demonstrate and describe your contribution, as part of the local executive committee, in ensuring that appropriate financial measures are in place.	• A discussion with your training adviser • Written details of your role in the local Executive Committee • Minutes of meetings showing your contribution related to financial measures	Executive Committee Members
Demonstrate and describe your contribution, as part of the local executive committee, in ensuring that there is an adequate income for local scouting including the identification of other income sources such as grants.	• A discussion with your training adviser • Written details of your role in the local executive committee • Minutes of meetings showing your contribution related to ensuring adequate income and alternative income streams	Executive Committee Members
Demonstrate and describe your contribution, as part of the local executive committee, in ensuring that local scouting has sufficient physical resources to support its work with youth members.	• A discussion with your training adviser • Written details of your role in the local executive committee • Minutes of meetings showing your contribution related to ensuring sufficiency of physical resources	Executive Committee Members
Demonstrate and describe your contribution, as part of the local executive committee and / or other teams, to minimise the negative impact and maximise the positive impact that local scouting has on the environment.	• A discussion with your training adviser • Written details of your role in the local executive committee • Minutes of meetings showing your contribution related to environmental impact	Executive Committee Members

Checklist:

- ☐ I know which decisions I can make myself and which decisions I need to consult others before acting

- ☐ I know my contribution to the local executive committee in relation to financial measures? (if relevant to your role)

- ☐ I know how best to ensure that key knowledge is captured, stored and used to improve local scouting

- ☐ I know my contribution to the local executive committee in relation to ensuring an adequate income (if relevant to your role)

- ☐ I know how to ensure that all adults in local scouting have the right information

- ☐ I know my contribution to the local executive committee in relation to physical resources (if relevant to your role)

- ☐ I know which resources I am responsible for

- ☐ I know my contribution to the local executive committee and other teams in relation to minimising the impact on the environment (if relevant to your)

Enabling change

As an effective manager in scouting you encourage people to think of creative ways to improve scouting in your area and then implement the appropriate improvements.

Learning opportunities:

Independent Learning
- Enabling change

Skills Courses
- Meeting the challenges

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

Checklist:

☐ I know how to support and encourage adults to think of new and creative ways to improve local scouting

☐ I understand why people are resistant to change

☐ I know how to lead my team and any other effected successfully through change

☐ I know how to effectively manage change

Achieving results

As an effective manager in scouting you ensure that goals are achieved, plans are seen through to completion and that good relationships are maintained with parents/guardians of young people in scouting and the local community.

Learning opportunities:

Independent Learning
- Building effective team
- Project management
- Getting the word out

Skills Courses
- Skills of management
- Achieving growth
- Meeting the challenges

To validate this core skill area, you will need to complete the following:	Evidence you could use may include one or more of the following:	Relevant Role
Describe the importance of continually improving the performance of all elements of local scouting relevant to your role. Provide examples of goals you have set for yourself and your team.	• A discussion with your training adviser • Copy of goals set for you • Copy of goals set for your team	All
Give an example of a project or development plan, for which you are responsible, covering: • How it was, or is, being regularly reviewed • How the plan was, or is, being adapted to overcome any barriers • The outcome of the plan, or if not fully complete, a review of the current progress	• Discussion with your training adviser • Copy of project or development plan • Written review of effectiveness of the plan or progress made to date	All
Outline the key communication channels available to you and explain how they can be used effectively to promote local Scouting (relevant to your role and/or project.) Detail how you have used at least one of these channels and describe the outcome.	• Discussion with your training adviser • Documents showing communications to others • Written review of the effectiveness of the communication methods used	All
Describe your role in ensuring all the initiatives in local Scouting are managed appropriately and explain how you would deal with any inappropriate actions and/or management.	• Discussion with your training adviser • Written review of a time you have dealt with inappropriate actions and/or management	Managers
Build up a profile of the young people in your local area and use it to create a plan that ensures that Scouting is promoted effectively to them, covering: How this focusses on their needs and expectations of young people? Who you would involve in delivering the plan?	• Discussion with your training adviser • Copy of the profile of young people in your local area • Copy of the plan to ensure scouting is promoted effectively to them	GSLs DC DDC (If relevant to the role)
Demonstrate how you monitor and review the progress that people who report to you are making against their targets and/or development plans.	• Discussion with your training adviser • Copy of targets and development plans showing progress	All roles managing a team that Involves projects and/or development plans

Checklist:

- ☐ I know how to improve the performance of all elements of local Scouting?

- ☐ How to build a profile of the young people in the local area? (if relevant to your role)

- ☐ How to write, manage the implementation of, and judge the effectiveness of project and/or development plans?

- ☐ How to use a young people profile to effectively promote Scouting? (if relevant to your role)

- ☐ The key communication channels to use to effectively promote local Scouting?

- ☐ How to monitor and review the progress people are making against their targets and development plans? (if relevant to your role)

- ☐ My role in ensuring all the initiatives in local Scouting are managed appropriately? (if relevant to your role)
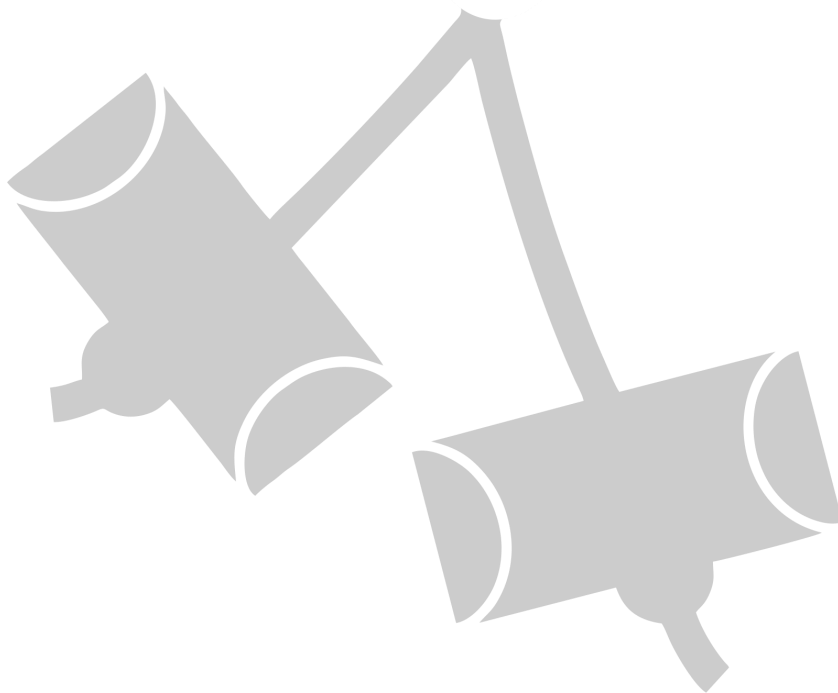
Safety for managers and supporters

Safety for Managers and Supporters in Scouting is one of the modules of the Leadership and Management Training scheme.

## Learning opportunities:

Independent Learning

- Safety for managers and supporters

To validate this module, you will need to complete the following:	Evidence you could use may include one or more of the following:	Relevant Role
Detail your duties and responsibilities for the safe operation of local scouting.	• Discussion with your training adviser • Written details of your duties and responsibilities for the safe operation of local scouting	All
Describe the emergency and reporting procedures to be followed in the event of an accident or incident, including the reporting of near misses. Explain your role in relation to these procedures.	• Discussion with your training adviser • Written details of the emergency and reporting procedures	All
Outline those activities that require specific activity permits, and where to find more detailed information.	• Discussion with your training adviser • List of activities which require specific permits along with details of where more detailed information	All
Provide an example of, and explain, a risk assessment which you have created for a Scouting activity or event.	• Discussion with your training adviser • Copy of a risk assessment you created for a scouting activity or event	All
Explain the importance of creating a culture of safety within your area and describe the measures you have taken to promote this.	• Discussion with your training adviser • Written details of the importance of creating a culture of safety • Details of actions taken to promote a culture of safety	All
Describe your role in approving and/or supporting activities that do not require formal activity permits.	• Discussion with your training adviser • Written details of your role in approving and/or supporting activities which do not require permits	Group Scout Leader District Commissioner
Explain the InTouch system, medical details, age restrictions and other safety and welfare requirements for the range of activities available in Scouting.	• Discussion with your training adviser • Written details of the InTouch system identifying your role • Written details of the requirements for medical details • Written details of age restrictions and other safety and welfare arrangements for activities	Group Scout Leader District Commissioner Section supporters

To validate this module, you will need to complete the following:	Evidence you could use may include one or more of the following:	Relevant Role
Explain how you have used Policy, Organisation and Rules and activity factsheets to provide guidance for a range of Scouting activities.	• Discussion with your training adviser • Written details of how you have used POR and activity factsheets to provide guidance • Witness statement from adults you have provided guidance to	Group Scout Leader District Commissioner Section supporters
Describe the insurance requirements of the scouts and state those events and activities for which additional steps must be taken.	• Discussion with your training adviser • Written details of the insurance requirements • Written details activities and events which require additional insurance	Managers Supporters if relevant
Explain the requirements and procedures necessary to gain an activity permit and describe their role in the process.	• Discussion with your training adviser • Written details of the requirements and process for gaining activity permits including your role	Managers Supporters if relevant
Explain the requirements and procedures necessary to gain a nights away permit and describe their role in the process.	• Discussion with your training adviser • Written details of the requirements and process for gaining nights away permits including your role	Managers Supporters if relevant
Explain the role and responsibilities of the leader in charge.	• Discussion with your training adviser • Written details of the role and responsibilities of the "leader in charge"	Managers Supporters if relevant

Checklist:

☐ I know my duties and responsibilities for the safe operation of local scouting

☐ I know about the InTouch system, medical detail requirements, age restrictions and welfare requirements of scouting activities (as relevant to your role)

☐ I know the emergency and reporting procedures to follow in the event of an accident or incident

☐ I know where to access the policy, organisation and roles of the scout association (POR), and other factsheets to provide guidance for scouting activities? (if relevant to your role)

☐ I know the activities that require a specific activity permit and where to find information on the requirements?

☐ I know the insurance requirements of the scouts (if relevant to your role)

☐ I know how to conduct a risk assessment for a scouting activity or event

☐ I know when additional insurance is required to support specific events and activities (if relevant to your role)

☐ I know how to develop a culture of safety within my team and the people I work with

☐ I know the requirements and procedures necessary for a nights away permit and the role I play (if relevant to your role)
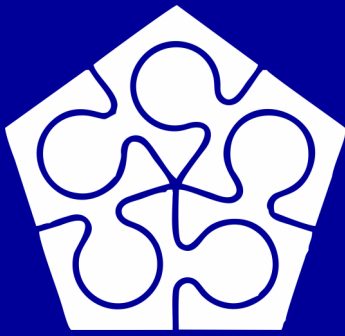
Additional module requirements

For some supporter appointments, there are additional modules which must also be completed as part of their wood badge these are listed on page 9 of this guide.

District Explorer Scout Commissioners, District Scout Network Commissioners, Assistant District Commissioners (section), Assistant County Commissioner (section), Assistant County Commissioner (Scout Network), Assistant County Commissioner (International) are required to complete the following modules:

17 Running safe activities

19 International scouting

12B Programme planning

These can be completed by attending our online module evenings or our leadership 2 course.

Leadership 2
Covering modules 12B, 14, 15 16, 17, 18

We also encourage all managers and supporters that are required to complete a wood badge to complete:

36 Adjustments to scouts

39 Mentoring and coaching

Which are included in this guide.

For the other 'specialist' additional modules, which are required primarily by supporters that hold an adult training role, i.e.:

25 Assessing learning

30 Supporting local learning

31 Planning a learning experience

34 Managing a learning experience

Please refer to our supplementary modules learning guide available from southlondonscouts.org.uk/adult-training.

Leadership 2 residential training

Our leadership 2 course aims to enhance your skills and knowledge and give you further information needed to develop your scouting skills. The course includes:
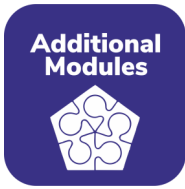
The programme

- Programme planning (12B)
- Introduction to residential experiences (16)
- Running safe activities (17)
- Practical skills (18)
- International scouting (19)

The people

- Working with adults (9)
- Supporting young people (14)
- Promoting positive behaviour (15

Module 17: Running safe activities

Running a wide range of activities outdoors for young people.

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

Learning checklist

☐ 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?

What learning do you require?

To validate this module you need to:

Plan an activity taking into account:
- the age, experience, fitness and special needs of the group
- the rules related to the activity (including adult to young person ratios; any activity rules; gaining approval from the relevant Commissioner; etc.)
- any clothing, footwear, personal and group equipment needed for the activity and anticipated weather conditions
- the need for a risk assessment to be carried out and communicated effectively
- the need for an InTouch system to be in place.

And:

Act as the leader in charge for an activity, taking into account the need to:
- oversee the activity (ensuring that registers, headcounts etc. are in place)
- co-ordinate the adults involved in the activity, allocating roles to specific adults and ensuring that they are clear on what they need to do
- communicate relevant instructions, guidance and rules to young people involved in the activitycarry out dynamic risk assessment.

And:

Explain the emergency and reporting procedures to be implemented in the event of an accident, incident or near miss.

Helpful hints

Evidence for the validation of this module should be kept until after the award of your wood badge in case it is required for moderation.

It would be useful during the validation process if you make some brief notes to the question in the checklist overleaf – This will then count as part of the evidence for this module.

Evidence you could use to validate this module may include one or more of the following:
- A visit from your training adviser to a programme planning meeting
- A written or verbal statement from an observer describing your role in planning an activity for the section
- Programme plans, risk assessments, InTouch procedure documents, registers, and letters to parents or budgets,
- Discussion with your training adviser, this should focus on how you incorporated the criteria above when planning an activity for the section and should be accompanied by another form of evidence.
- Act as the leader in charge for an activity, taking into account the need to:
  - oversee the activity (ensuring that registers, headcounts etc. are in place)
  - co-ordinate the adults involved in the activity, allocating roles to specific adults and ensuring that they are clear on what they need to do
  - communicate relevant instructions, guidance and rules to young people involved in the activity carry out a dynamic risk assessment
- A visit from your training adviser to observe you acting as the leader in charge for an   activity.
- A written or verbal statement from an observer describing your role in acting as the Leader in Charge for an activity.
- Programme plans, risk assessments, InTouch procedure documents, registers, letters to parents or budgets, showing the perspective of the Leader in Charge,
- Discussion with your training adviser - this should focus on how you incorporated the criteria above acting as the Leader in Charge for an activity and should be accompanied by another form of evidence.
- Any other ideas subject to agreement with your Training adviser
  These can be agreed with your Training adviser. In addition to looking at the evidence, you have provided, your Training adviser will ask you to review and explain some elements in order to ensure that you have applied your knowledge and understanding in your role

How did you validate this module?
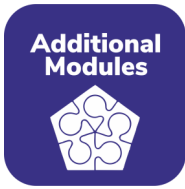
Module 19: International scouting

Providing an international dimension to a section.

- knowing about the worldwide family of Scouting

- being able to incorporate international aspects into the Programme
- using international events and activities

- knowing international programme ideas.

What learning do you require?

Learning checklist

- ☐ Can you identify some of the things worldwide Scouting shares?

- ☐ Can you identify the world membership badge and describe what it symbolises?

- ☐ Can you identify opportunities for young people in your section to take part in international activities and events?

- ☐ Can you explain why international activities are part of the balanced programme?

- ☐ Can you identify methods for including international activities in your section programme?

- ☐ Can you name sources of support for incorporating international activities into the programme of your section?

- ☐ Can you outline the benefits of international activities to young people in your section?

To validate this module you need to:

Review the programme for your section and make adjustments to ensure it incorporates international activities.

and complete two of the following:

1. plan and run an international themed event or activity for young people exploring either:
   - the global nature of scouting
   - the role of the world membership badge
   - international events in scouting

2. be involved in the planning and running of an international trip, for example a camp abroad, including producing an event plan

3. support young people taking part in an international experience

4. establish or actively maintain a link, and exchange information, with a Scout Group outside of the UK

5. any other ideas subject to agreement with your Training adviser Additional validation criteria can be created in consultation with a Training adviser if necessary.

Helpful hints

Evidence for the validation of this module should be kept until after the award of your wood badge in case it is required for moderation.

It would be useful during the validation process if you make some brief notes to the question in the checklist over-leaf – This will then count as part of the evidence for this module.

Evidence you could use to validate this module may include one or more of the following:

- Review the programme for the section you support and adjust ensure it incorporates international activities.
- A visit from your Training adviser to observe you completing a programme review
- A written or verbal statement to your Training adviser from an observer describing you completing a pro-gramme review
- Programme plans and programme review documents.
- Photos or videos of you conducting a programme review
- Discussion with your Training adviser - this should focus on how you completed the programme review and adjustments made and should be accompanied by another form of evidence.
- A visit from your Training adviser to observe you running an internationally themed activity.
- A written or verbal statement to your Training adviser from an observer describing your role in planning and running an internationally themed activity with the young people
- Programme plans
- Instructions for an event or activity with young people
- Photos or videos of a game or activity you have run
- Discussion with your Training adviser - this should focus on your role in running a game or activity for young people and should be accompanied by another form of evidence.
- A visit from your Training adviser to a planning meeting for an international trip
- A written or verbal statement to your Training adviser from an observer describing your role in the planning and running of an international trip
- Letters to parents for the international trip
- An event plan
- Discussion with your Training adviser - this should focus on your role planning and running an international trip and should be accompanied by another form of evidence.
- A visit from your Training adviser to a planning meeting for an international experience you are supporting,
- A sectional visit from your Training adviser that showcases the support you are providing to young people taking part in an international experience
- A written or verbal statement to your Training adviser from an observer describing your role in providing sup-port to young people attending an international experience
- Letters and other resources created to support young people on an international experience
- Discussion with your Training adviser - this should focus on your role providing support to young people at-tending an international experience and should be accompanied by another form of evidence.
- A visit from your Training adviser to a JOTI/JOTI event you are taking part in with a Group outside the UK
- A written or verbal statement to your Training adviser from an observer describing your role in running a game, activity or section meeting which supports your link to a Scout Group outside of the UK
- Discussion with your Training adviser - this should focus on your role in establishing and maintaining a link with a Group outside of the UK and should be accompanied by another form of evidence.
- Any other ideas subject to agreement with your Training adviser. Any additional validation criteria created will need to check what you have learnt and that you can apply the skills that you have acquired to your role.

How did you validate this module?
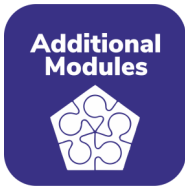
Module 12(B): Programme planning

To provide volunteers with an opportunity to plan and review a sectional programme including the use of a variety of methods to generate programme ideas.

- How to create an exciting and relevant programme
- How to generate programme ideas
- How to review a programme to enhance it

Learning checklist

- ☐ Do I know how to create an exciting programme?
- ☐ Do I know how to generate programme ideas?
- ☐ Do I know how to review a programme?
- ☐ Do I know how to use a quality programme checker?
- ☐ Do I know how to adapt a programme to ensure its quality?

What learning do you require?

To validate this module you need to:

Discuss the following questions with a Training adviser:

1. How would you create an exciting programme?
2. How can you generate programme ideas?
3. How do you review a programme?
4. Do you know how to use a quality programme checker?
5. Do you know how to adapt a programme to ensure its quality?

And complete the following:

1. Produce a Programme Plan (minimum one month).
   You should take into consideration:
   a. the key themes of the programme
   b. the underlying themes of the programme
   c. incorporating a range of programme methods
   d. how young people are involved in the programme planning process whether activities relate to badges and awards

2. Review your programme and produce evidence of how your review has improved the quality of future programmes and the programme planning process

Helpful hints

Evidence for the validation of this module should be kept until after the award of your wood badge in case it is required for moderation.

It would be useful during the validation process if you make some brief notes to the question in the checklist overleaf – This will then count as part of the evidence for this module.

Evidence you could use to validate this module may include one or more of the following:
- A visit from a Training adviser to a programme planning meeting
- An observation statement describing a programme planning meeting you have attended.
- Programme plans and programme review documents.
- A visit from a Training adviser observing you completing a programme review
- An observation statement describing a programme review you have conducted
- Discussion with your Training adviser about completing a programme review, focusing on how you improved future programmes using the results of the programme review and accompanied by another form of evidence

How did you validate this module?

Additional Modules
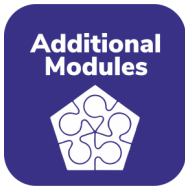
Module 36: Adjustments to scouts

This module will help you gain a better understanding of how to facilitate and make reasonable adjustments in scouts, in a way that's constructive and effective.

Before beginning this module, you should be familiar with the content included in module 7 scouting for all.

Topics covered:

- UK legal framework and what's meant by the term disability.
- Social model of disability
- Reasonable adjustments to Scouts in a way that's constructive and effective
- Adjustments as conversations which are positive and enabling
- Positive adjustments for autistic young people and adults
- Further help and support

Learning checklist

☐ Do you know the UK legal framework and what's meant by the term disability?

☐ Do you know about the social model of disability?

☐ Do you know how to male reasonable adjustments to scouts in a way that's constructive and effective?

☐ Do you know how to make adjustments to conversations which are positive and enabling?

☐ Do you know how to make positive adjustments for autistic young people and adults?

☐ Do you know where to get further help and support?

What learning do you require?
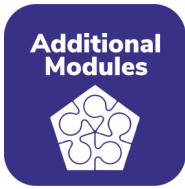
Module 39: Mentoring and coaching

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

This module covers:

- Learning styles
- Motivation
- Emotional intelligence and resilience
- Communication
- The GROW Model
- Giving feedback

What learning do you require?

To validate this module you need to:

A 'formal evidence portfolio' is not required to validate as a mentor or coach. However documentary evidence will be required to show that the validation criterion has been achieved.

Example of this evidence may include:

- Discuss the training content and objectives of the pre-course learning with a training adviser
- Complete a mentoring and coaching 'How are we going to work together?' with an adult you are supporting
- Meet with an adult you are supporting for a minimum of two sessions
- Effectively apply the scout association's mentoring and coaching approach with an adult you are supporting
- Effectively apply the GROW module with an adult you are supporting
- Complete a personal reflection log for a period of 3 months
- Any other ideas, subject to agreement with a training adviser

How did you validate this module?

Ongoing learning

Once you have completed your wood badge, there will still be opportunities to learn new skills through on-going learning. Adults in scouting are expected to complete a minimum of five hours of on-going learning each year.

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

- the maintenance of a current adult first aid qualification/first response certificate
- Learning to use online scout manager
- attending a county recruitment workshop
- any of the supplementary modules, for example module 36: Adjustments to scouts or Module 29: Presenting.

Mandatory on-going learning

Although the ongoing learning hours you are required to complete each year can be any number of things, there are also some specific on-going learning requirements which you must complete after you have completed your wood badge. There are currently to areas of mandatory ongoing training that need to be completed at least every three years, These are safeguarding and safety.

First aid training

Most adults in scouting who holding a leader, manager or supporter appointment are required to hold a current first aid or first response certificate. While everyone is encouraged to maintain their qualification at all times, the certificate must be valid at the issue of the wood badge and for appointment renewal.

Potential learning in the young leaders' scheme that relates to objectives in the adult training scheme

The recognition of prior learning is one of the key principles of our adult training scheme. This means that you should not have to relearn things you already know or be retaught things you can already do.

Nationally, around 40-45% of new volunteers that join scouting in a sectional role have "come through the movement", and typically these are explorer scout young leaders moving into adult leadership.

It is important that we recognise that young leaders have a wealth of knowledge and experience that you will have picked up through the young leaders' scheme. You may also already have evidence that can be used towards the validation of a training module in your adult role, although you will need to show that this is relevant to your new role.

To assist with identifying these we have provide some guidance on how this prior learning can be recognised under the adult training scheme. You can find this table in our personal learning plan planning guide which you can find at: southlondonscouts.org.uk/m02

It is important to bear in mind that completion of the young leaders' scheme cannot be used as automatic validation for any module, but it should give an indication of the prior learning that may have been gained and should be taken into consideration when agreeing your personal learning plan.

Your training adviser will discuss and recognise this prior learning when working with you to finalise your personal learning plan.
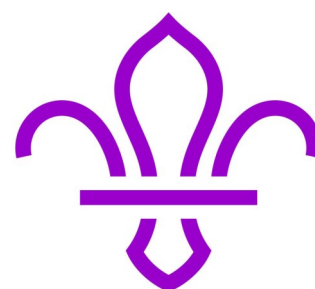
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South London Scouts

Supporting scouting in the London Boroughs of
Wandsworth, Lambeth, Southwark, Lewisham & Royal Borough of Greenwich

South London