

LEADER'S TRAINING GUIDE



**Information for Section Leaders and Assistant Section Leaders
working towards their Wood Badge**

Version 3.00

Name:

Group:

District:

Region:

EDITOR'S NOTE

This booklet was originally designed by Greater Manchester East Scouts County using information from The Scout Association. This version has been revised by Scouts Scotland, to include variations that apply in Scotland. If information in this booklet and The Adult's Personal File appears to differ, advice should be sought from your Assistant Regional Commissioner (Adult Training).

The information here reflects the full standard Wood Badge for a Section Leader or Assistant Section Leader. Other resources are available for other training requirements. Such as, Manager and Supporter schemes and changing Sections.

ABOUT THIS BOOKLET

This booklet is designed for Section Leaders and Assistant Section Leaders to guide you through the training you need to complete the Wood Badge for your role.

Other roles, such as Executive Committee members, Supporters and Managers are supported by other tools.

This will give you an overview of the adult training scheme, some information about the modules that you should complete for your role and how to go about becoming a trained leader.

Other Modules are available but are not essential to your role; they have been omitted from this guide.

HELP FOR YOU

A Training Adviser's role is to support you through the training process, to help you identify your learning needs and validate the modules you complete. It may be that you have been allocated a Training Adviser already. They will support you throughout the training process.

If a Training Adviser has not been allocated, your District or Region will make arrangements to help you get up and running and to guide you through the training process. If you would like further information or assistance, please contact your ADC (Adult Training), in the first instance. His/her name is available from your District and can then be entered on the back cover of this booklet.

A TRAINING SCHEME TO SUPPORT YOU

The training scheme is broken into modules to help you plan and then validate your training. The modules required depend upon your role; we have identified the ones you probably need in this booklet.

Modules available help you develop the skills, knowledge and understanding to be a successful leader in Scouting.

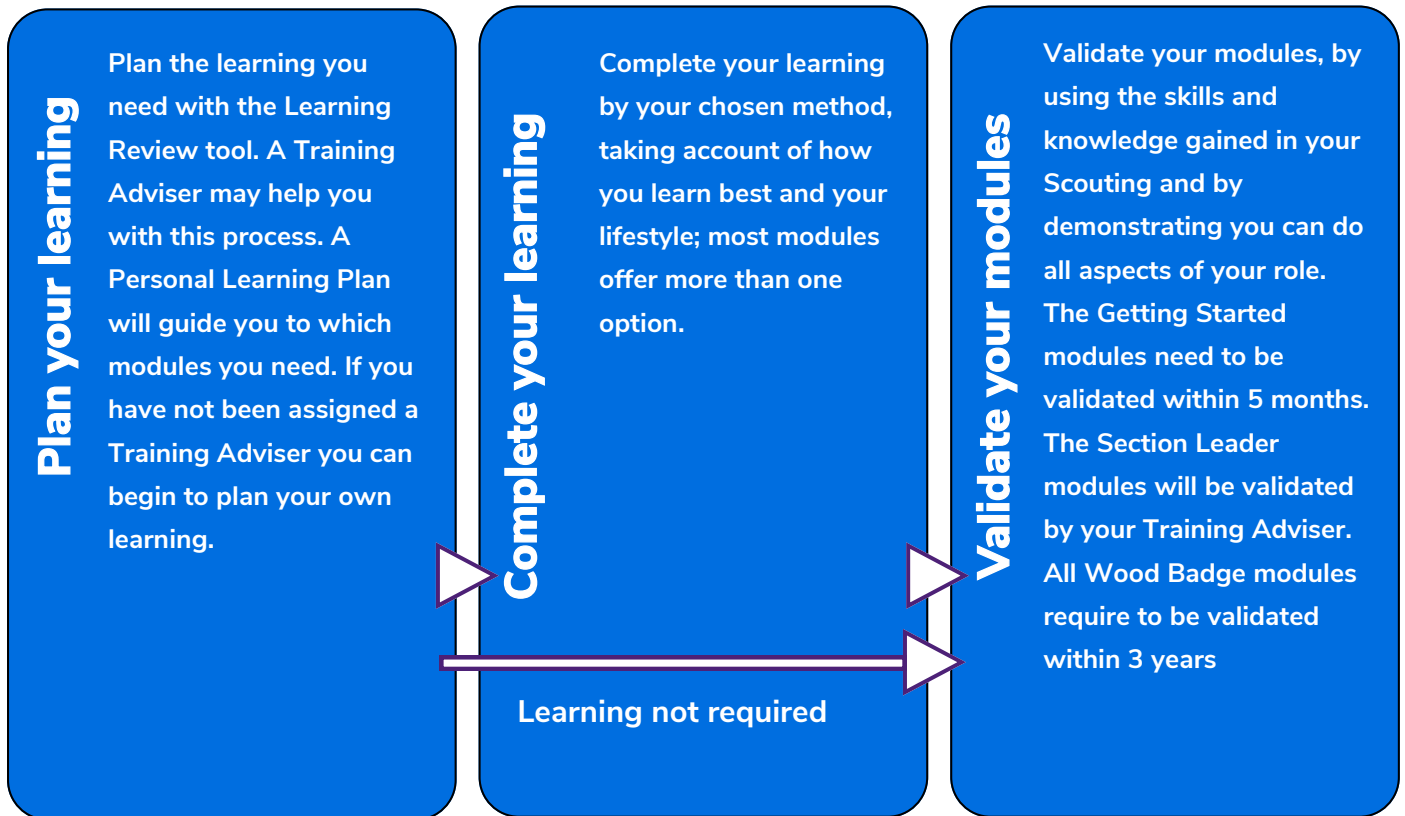
The Scout's adult training scheme allows you to recognise your previous experience from within and outside of Scouting when planning your learning.

Flexible local learning opportunities are available to help you learn best in a way that suits the life you lead

Validation activities formally demonstrate that you can successfully apply what you have learned, to your role within Scouting.

Completing learning is a three step process: planning, doing, validating.





STEP ONE: PLANNING YOUR LEARNING

You will need to complete the modules on the Section Leader's Personal Learning Plan. (A Personal Learning Plan to match your role is included at the end of this booklet). These include the Getting Started modules and Modules 5-19. Details of all the required modules are included in the second part of this guide.

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. If you have some of the skills, or are unsure about some aspects, you may choose to complete learning for just those bits that you need.

The Learning Review Tool 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.

"Which modules do you need?"

"Do you require learning?"



Module	Module content	What experience do you already have?	Not Confident	Confident
GETTING STARTED MODULES				
1	Essential Information	<p>Do you understand the basics of the adult training scheme? Do you know about our movement's history? Do you understand the fundamentals of Scouts and how to bring them to life?</p> <p>Do you know the importance of the Safety and Safeguarding policies in keeping people safe? Do you understand our structure, where you fit within Scouts and what support is available? Do you understand the Equal Opportunities policy, and how to make sure every member feels included and is able to participate?</p>		1 2 3 4 5
3	Tools for the Role (Section Leaders)	<p>Can you identify the main features of the Section you work with? Can you identify the main features of the other Sections within Scouting?</p> <p>Do you know how your Section leadership team works and your role within it? Do you know who the Young Leaders are and how they form part of the leadership team?</p> <p>Do you know where to get programme ideas and can you run games and activities? Why are they important?</p> <p>Can you explain about and promote Youth Shaped Scouting?</p>		1 2 3 4 5
OTHER SECTIONAL MODULES				
5	The Fundamentals of Scouting	<p>Do you know the Values of Scouting and how to incorporate them into a high quality programme and your work with other adults?</p> <p>Do you know what the Method of Scouting is and how it informs and influences your role and responsibilities within Scouting?</p> <p>Do you know how to support the spiritual development of young people?</p>		1 2 3 4 5
6	Changes in Scouting	<p>Do you know about how Scouting was founded, its history and how it has developed to meet the changing needs of society?</p> <p>Can you describe the historic and current growth of Scouting in the UK and internationally?</p>		1 2 3 4 5
7	Scouting for All	<p>Do you know what sorts of things might influence your assumptions about people?</p> <p>Do you understand The Scout Association's Equal Opportunities and Religious policies?</p> <p>Do you understand what we mean by diversity and inclusion? Do you understand potential barriers to making Scouting open and accessible to all?</p>		1 2 3 4 5

8	Skills of Leadership	<p>Do you know how to systematically plan an activity and are you aware of the Action Centred Leadership model?</p> <p>Do you know about leadership styles and understand how different styles are suitable in different situations?</p> <p>Do you know how to develop the leadership skills of other adults or young people, including the principles of delegation and motivation?</p>		1 2 3 4 5
9	Working with Adults	<p>Do you know how to communicate effectively with other adults? Do you understand effective listening skills and non-verbal communication?</p> <p>Can you describe the different roles that individuals fulfil in teams and the typical stages of team development? What team role do you prefer?</p> <p>Can you identify different personality types? Which is your typical one?</p> <p>Describe 5 approaches to resolving conflict among adults.</p>		1 2 3 4 5
10 A/B	First Aid	<p>Do you hold an in-date qualification in First Aid, equivalent to or in excess of the requirements of First Response?</p> <p>See website for more details on the mandatory topics.</p>	<p>Qualification:</p> <p>Date of award:</p>	1 2 3 4 5
11	Administration	<p>Do you know about necessary administrative tasks and record keeping?</p> <p>Can you explain why record keeping is important?</p> <p>Do you know about member record management, how information can be recorded and stored and what your responsibilities are around data protection and GDPR?</p> <p>Do you know about your financial responsibilities and financial best practice?</p>		1 2 3 4 5
12A	Delivering a Quality Programme	<p>Do you know about the key elements and themes that make up the programme in each Section, from age 6 - 25?</p> <p>Do you know about the badges and awards for your Section?</p> <p>Do you know what a high quality balanced programme looks like? Do you know how to review your programme and what a quality checker is?</p> <p>Do you understand about the Young Leader Scheme, how to support YLs with their training and how to involve them in the leadership team?</p> <p>Do you know about Youth-Shaped Scouting methods, what methods to use to involve young people and the value it brings?</p>		1 2 3 4 5
12B	Programme Planning	<p>Do you know how to create an exciting and relevant programme?</p> <p>Do you know how to generate programme ideas?</p> <p>Do you know how to review a programme, how to use a quality programme checker and how to adapt a programme to ensure its quality?</p>		1 2 3 4 5

13	Growing the Section	<p>Do you know why growth is important and how you can help your Section and Group to grow?</p> <p>Do you know about the recruitment, support and retention of young people and adults? Do you know how to support transfer between Sections?</p> <p>Do you know your role in development planning for the Group or Section?</p>		1 2 3 4 5
14	Supporting Young People	<p>Do you understand the typical characteristics of young people and ways in which they develop as they move through Scouting?</p> <p>Do you know about external influences on young people at different ages and how your behaviour influences young people?</p> <p>How do you create a supportive environment for young people and respond to issues that affect them?</p>		1 2 3 4 5
15	Promoting Positive Behaviour	<p>Do you understand what is meant by challenging behaviour?</p> <p>Do you know how to identify the principles of and plan for positive behaviour? Can you develop strategies, e.g. Codes of Conduct?</p> <p>Do you know how to respond to challenging behaviour? Where can you seek help and support with managing behaviour? As a last resort, do you understand the policy on suspensions and dismissals?</p>		1 2 3 4 5
16	Introduction to Residential Experiences	<p>Do you understand the importance of residential experiences in Scouting?</p> <p>Do you know how to build a team for a residential experience, ensuring a mixture of skills?</p> <p>Do you know the organisational and admin requirements for running a residential experience?</p> <p>Do you understand about the Nights Away Permit Scheme and Event Passports? Do you know where to find rules and policies around residential experiences at home and abroad?</p>		1 2 3 4 5
17	Running Safe Activities	<p>Do you know the importance of activities, particularly outdoor activities, as a regular part of the programme?</p> <p>Do you know the rules and guidance about activities and where to find them (including externally led activities)?</p> <p>Do you know how to assess and review the level of risk in an activity?</p> <p>Do you know the importance of having a leader in charge and how to manage groups during activities?</p> <p>Do you know about the In Touch system and who to inform if there is an accident, incident or near miss?</p>		1 2 3 4 5
18	Practical Skills	<p>Do you know a range of practical Scouting skills that would be appropriate to use with your Section?</p> <p>Are you able to teach these safely and effectively to others?</p>		1 2 3 4 5
19	International	<p>Do you know about Scouting worldwide and the significance of the World Membership Badge?</p> <p>Do you know about the range of different International Events and Activities?</p> <p>Do you understand how to build global issues and international activities into your programme?</p>		1 2 3 4 5

STEP TWO: COMPLETE LEARNING

Within your Region, there is have a number of different ways to access learning. These are detailed in the training diary available from your Training Adviser, ADC (Adult Training) or on your Regional website or Social Media sites.

“Completing the learning calendar will help you plan when, where and how you will do the learning you require”

GETTING STARTED

This is the key information needed when starting off in a role within Scouting and should be completed within 5 months. This Section also includes a Personal Learning Plan that will identify the learning you require. It should be completed before the rest of the Wood Badge. Personal Learning Plans to match your role are available from your Training Adviser, or at the back of this booklet. Modules in **GETTING STARTED** include: Essential Information (1), Personal Learning Plan (2), Tools for the Role (3), Safety, Safeguarding, GDPR and, if you are a member of an Executive Committee, you should also complete Trustee Introduction.

OTHER SECTIONAL MODULES

Modules 5 to 19 will provide you with information and ideas to assist you with indoor and outdoor aspects of our programme, offer advice on various aspects of working with young people and adults, help you develop in your role and support you in providing quality Scouting for young people. These modules are: Fundamental Values of Scouting (5), Scouting for All (7), Skills of Leadership (8), Working with Adults (9), First Aid (10A and 10B), Administration (11), Delivering a Quality Programme (12A), Programme Planning (12B), Growing the Section (13), Supporting Young People (14), Promoting Positive Behaviour (15), Introduction to Residential Experiences (16), Running Safe Activities (17), Practical Skills (18) and International (19).



LEARNER'S PLAN AND COMMENTS

- write in your plan
- use Regional Training Diaries to help you & book your learning opportunities

Month		Month	
1 st Insert your starting month	Hold your provisional appointment	13 th	
2 nd		14 th	
3 rd		15 th	
4 th		16 th	
5 th	You must have completed any learning and the validation for Getting Started (Modules 1, 2, 3 , Safety, Safeguarding + GDPR)	17 th	
6 th		18 th	Any learning should be completed by now.
7 th		19 th	
8 th		20 th	Complete final validations.
9 th		21 st	
10 th		22 nd	All modules validated. Ensure your Training Adviser sends the completed PLP to your ADC (Adult Training), or enters it on Compass, so your Wood
11 th		23 rd	
12 th	Recommend you have completed any learning and validated 50% of your modules.	24 th	
Training Adviser remarks			

STEP THREE: VALIDATING MODULES

Validation is essential for every module. It is the process where you show that you can put the knowledge, skills and understanding into practice, within your role in Scouting.

There are a number of different validation methods which you will be able to choose from. Guidance on what you can do to validate each module is given on the module pages towards the back of this file. The validation activities should be something you are doing as part of your Scouting role. You should ensure that any validated modules are recorded on Compass, by your Training Adviser, after each meeting. Once all your modules have been validated successfully, your ARC (Adult Training) will recommend the award of your Wood Badge.

An electronic version of this [Personal Learning Plan](#) can be downloaded and then edited.

BEING AWARDED YOUR WOOD BADGE

The Wood Badge is the internationally recognised Scouting training insignia awarded to adults by The Scouts, once you have completed 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.

In order to receive the Wood Badge you need to ensure that your fully completed Personal Learning Plan is sent to your ADC (Adult Training) by your Training Adviser. The Personal Learning Plan will be checked and the ADC (Adult Training) will recommend the award of your Wood Badge. Headquarters send a certificate and your wood beads to your District Commissioner who will arrange to present them at an appropriate time.

ONGOING LEARNING

Even though you have completed your Wood Badge, there will still be opportunities to learn new skills through ongoing learning. Leaders are expected to complete a minimum of 5 hours of ongoing learning each year. Ongoing learning for the first year should be agreed with the Training Adviser before confirming completion of the Wood Badge.

There is also [mandatory ongoing learning](#), to ensure that we keep our knowledge of first aid, safety and safeguarding up to date.

CHANGING YOUR ROLE

It is not unusual for an adult to change roles in Scouting. If you change your role in Scouting it is important to ensure that any additional training needs are addressed. Different roles require different knowledge and skills. However you don't start from scratch. For example, if you were to change Section in Scouting you would need to revalidate Tools for the Role (3), Programme Planning (12B), Growing the Section (13), Supporting Young People (14), Promoting Positive Behaviour (15) and Practical Skills (18). This reflects the differing needs of the different age ranges.

Changing to a Manager or Supporter role would require some additional re-validation and some new learning.

HOW TO USE THIS BOOKLET

Details of each module are outlined, from page 9 onwards. You should familiarise yourself with the module content. With your Training Adviser, you should then use each module checklist to determine whether or not you will need to undertake some learning - there is a 'What learning do you require?' box on each page to record what you agree. The planning sheet on page 7 can also be used to help you with this. Whether or not you take part in some learning, you will then need to validate each module. Again, you should agree the validation methods to be used with your Training Adviser and enter them in the 'How are you going to validate?' box. The possible validation criteria are listed on each page.

Getting Started

This is the key information needed when starting off in a role within Scouting. This section also includes a Personal Learning Plan that will identify the learning you require.

Learning opportunities

e learning

Module 1: ESSENTIAL INFORMATION

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 understand the basics of the adult training scheme?
- Do you know about our movement's history?
- Do you understand the fundamentals of Scouts and how to bring them to life?
- Do you know the importance of the Safety and Safeguarding policies in keeping people safe?
- Do you understand our structure, where you fit within Scouts and what support is available?
- Do you understand the Equal Opportunities policy, and how to make sure every member feels included and is able to participate?

To complete this online e-learning module visit: [here](#)

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, ADC(AT), or line manager who will update your training record on Compass.

Getting Started

How to create your PLP

Self assessment using this Workbook

Meeting a Training Adviser

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 re-quirements 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.

How are you going to make your plan?

Who is going to help you and agree it?

MODULE 3: TOOLS FOR THE ROLE

Some basic information about your role, and practical help for working within your Section.

- recognising the main features of your Section and how it fits into Scouting
- the roles and responsibilities of different people within your Section
- using a variety of programme ideas, through different types of activities
- Youth Shaped Scouting
- Promoting Positive Behaviour in your Section.

TO VALIDATE THIS MODULE YOU WILL NEED TO:

Complete one of the following:

1. Plan and run, or assist in running, a Section meeting and reflect on this, in discussion with your Training Adviser.

You should include one activity or game appropriate to the Section and one ceremony appropriate to the Section.

Remember to consider:

- ◆ How the Section leadership team will work together to deliver the meeting
- ◆ The key ceremonies for the Section
- ◆ The key features of the Section
- ◆ Why different games and activities are an important part of the programme
- ◆ Important considerations for activities and games in Scouting
- ◆ Sources of relevant programme ideas
- ◆ How to include young people's thought and ideas
- ◆ Ways to promote good behaviour throughout the meeting.

2. Any other ideas subject to agreement with your Training Adviser

How are you going to validate?

Checklist

- Can you identify the main features of the Section you work with and those of the other Sections within Scouting?
- Do you know how your Section leadership team works, your role within it and the roles of other adults and young people?
- Do you know who Young Leaders are and how they form part of the leadership team?
- Do you know where to find programme ideas and can you run appropriate games and activities? Why are they important?
- Can you explain about Youth Shaped Scouting and describe some examples of involving young people?
- Can you describe the main causes of challenging behaviour, how best to deal with it and how to promote positive behaviour?

What learning do you require?

This is the [link](#) to the e-Learning



General Data Protection Regulations (GDPR)

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

Topics covered are:

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

What learning do you require?

This is the [link](#) to the e-Learning

TO VALIDATE THIS MODULE YOU WILL NEED TO:

Complete the check your knowledge section at the end of the e-Learning module, this will generate a certificate. The certificate is the validation needed for this training module.

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?
- When should a Privacy Impact Assessment be done?
- What should you do in case of a data Breach?



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

What learning do you require?

This is the [link](#) to the e-Learning

Learning Checklist

- I know the safety policy and my responsibilities for keeping young people and adults in our movement
- 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 validate this module you will 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, ADC(AT) or Line Manager who will update your training record on Compass.



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.

What learning do you require?

This is the [link](#) to the e-Learning

Learning Checklist

- 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 (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 validate this module you will 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, ADC(AT) or Line Manager who will update your training record on Compass.



Trustee Introduction

This module is for all adults involved in Executive committees at all levels of Scouting. It provides information on your role and responsibilities in managing your Group, District or Region, whether it is a charity or not, and current regulations. **Members of Executive Committees must act collectively as Charity Trustees (if a Scout Group/District/Region is a registered charity) or with the same duties and responsibilities as Charity Trustees if they are not.**

It is 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.

What learning do you require?

This is the [link](#) to the e-Learning

Learning Checklist

- I understand my responsibilities 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 Scouting's [Policy, Organisation and Rules](#) (POR) document and where to access it, including the [Scottish variations from POR](#)
- 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.

Who should complete this learning?

All volunteers who are part of an Executive Committee need to complete this training, whether the Group/District/Region is a charity or not.

To validate this learning you will 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.



Module 5: THE FUNDAMENTALS OF SCOUTING

Exploring the Fundamentals of Scouting and the Religious Policy; and considering their relationship with the high quality balanced programme delivered to young people.

- The Values of Scouting in the high quality balanced programme
- Using the Scout Method with young people
- Embedding spiritual development within high quality balanced programme
- The Scout Association's Religious Policy

What learning do you require?

This is the [link](#) to the e-Learning

Checklist

- Do you know the Values and how they can be incorporated into the balanced programme and your work with other adults?
- What is the Method of Scouting and how does it inform and influence my role and responsibilities within Scouting?
- Do you know how to support the spiritual development of young people?
- Do you know about Scouting's Religious Policy and your responsibilities within the policy?
- Do you understand how the four capacities of Curriculum for Excellence fit with the Purpose, as outlined in the Fundamentals of Scouting?



TO VALIDATE THIS MODULE YOU WILL NEED TO:

Complete two of the following:

- 1) Show how the Purpose, Values and Method 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, either to adults new to Scouting or to 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 your Training Adviser

How are you going to validate?

Module 7: SCOUTING FOR ALL

Helping to promote Scouting as an inclusive organisation and ensuring it is available to all.

- Key ideas and language concepts and terminology.
- Legal framework for equality, diversity and inclusion.
- Inclusion topics.
- Example of a good inclusive Scout Programme.
- Where to find information to help participants provide Scouting for all.

TO VALIDATE THIS MODULE YOU WILL NEED TO:

Complete one of the following:

1. Outline the 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:
 - a. Those with additional needs
 - b. Girls and young women
 - c. Those of minority ethnic communities
 - d. Those of a variety of religious backgrounds
 - e. Those of a variety of socio-economic backgrounds
2. Any other ideas, subject to agreement with a Training Adviser.

Checklist

- Do you know The Scout Association's Equal Opportunities and Religious policies?
- Do you know what sorts of things might influence your thoughts and assumptions about other people?
- Can you explain what we mean by diversity and inclusion in Scouting?
- Can you outline potential barriers to making Scouting open and accessible to all? What practical adjustments can we make, to improve accessibility?
- Where can you seek help and support to ensure that your local Scouting is inclusive, diverse and reflective of the area where you meet?
- Can you explain the benefits of having a diverse organisation?

What learning do you require?

How are you going to validate?



Module 8: SKILLS OF LEADERSHIP

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

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

Checklist

- Do you know how to plan systematically and what a systematic planning tool is?
- Are you aware of and can you apply the 'action centred leadership' model?
- Do you know your preferred leadership style and can you use various leadership styles as required by circumstances?
- Can you describe ways in which to develop leadership skills in others (both adults and young people)?

What learning do you require?

TO VALIDATE THIS MODULE YOU WILL NEED TO:

Complete two of the following:

- 1) Use a systematic planning tool to complete a task, provide evidence of your use of the tool and discuss your experience with your Training Adviser
- 2) Explain the Action Centred Leadership model and apply it to an activity which you have run recently
- 3) Using a questionnaire, or similar tool, identify your preferred leadership style, and how it impacts on your role in Scouting. Reflect on the four different leadership styles and consider how they inform your working in your Section or Group Leadership Team
- 4) Produce evidence showing how you have led an event or activity during which your leadership style changed a number of times
- 5) Run a game or activity to develop leadership skills in young people or adults
- 6) Any other ideas subject to agreement with your Training Adviser

How are you going to validate?



Learning opportunities

module session | small group

Module 9: WORKING WITH ADULTS

Working effectively as a member of an adult team.

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

TO VALIDATE THIS MODULE YOU WILL NEED TO:

Complete two of the following:

- 1) Represent others at a Scout meeting and report back on the decisions made and reasons for them
- 2) Demonstrate how you have helped someone make decisions (without breaking confidentiality), including describing the techniques of effective listening and how these were applied
- 3) Demonstrate your ability to understand different aspects of verbal and non-verbal communication and implement appropriate responses.
- 4) Any other ideas subject to agreement with your Training Adviser.

Checklist

- Can you communicate effectively with others?
- Can you describe some non-verbal forms of communication?
- Can you explain the value of good listening skills when working with others and when these are particularly important?
- How can you tell if someone is listening and understands what is being communicated?
- Can you explain how decisions in Scouting are made locally?
- Can you outline things that you should do when representing the views of others at meetings?

What learning do you require?

How are you going to validate?



Module 10A and 10B: FIRST AID

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

- being prepared to provide basic first aid in any situation.

TO VALIDATE THIS MODULE YOU WILL NEED TO:

- 1) Hold a current first aid certificate that meets or exceeds the minimum standard of First Response (see checklist).
- 2) If a first aid certificate that does not cover the minimum criteria of First Response is held, you must demonstrate to your Training Adviser that you have developed the knowledge and practical knowledge to address the additional criteria in a first aid incident.

N.B. All First Aid qualifications are valid for a maximum of 3 years.

Leaders in Scouting must hold a current first aid qualification at the time of gaining their Wood badge and then renew this at intervals of no more than every three years.

The training is broken into three 2-hour sessions which can be delivered face to face or online, in one 6 hour block or over a series of evenings. Within the syllabus and training plan we have identified what content can be delivered practically and what is required to be demonstrated. If delivered online only one element of the life support session is required to be practically demonstrated, and so face to face contact with participants can be reduced.

Do you hold a first aid qualification already?

Course details:

Expiry date (usually 3 years after the course):

Trainer's name:

Checklist

Do you hold a First Aid certificate for a course covering the following criteria?

- The 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 the different techniques for adults and children, and an explanation of what AED is and how to use it
- Choking
- Shock and why it is important to know about it
- Causes and treatment of unconsciousness
- Bleeding
- Heat exhaustion, heatstroke, dehydration and hypothermia
- Burns and scalds
- Head Injuries
- Diabetes
- Sepsis/Meningitis
- Dental incidents
- Asthma
- 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
- Signs, symptoms and initial treatment for key ailments



Learning opportunities

module session | 1 to 1 | Workbook

Module 11: ADMINISTRATION

Information and best practice on how to manage administrative tasks in Scouting .

- administrative tasks and record keeping
- understanding Member record management and the Data Protection Act/General Data Protection Regulation (GDPR)
- understanding financial responsibilities and financial best practice
- understanding insurance arrangements.

What learning do you require?

This is the [link](#) to the workbook

Checklist

- Do you know why effective record keeping is important?
- Do you know what administrative tasks need to be completed in your Section, Group, District or Region?
- Do you know how information on adults and young people can be recorded, stored and maintained?
- Do you know how records kept are affected by the Data Protection Act/GDPR?
- Do you know what financial records need to be kept by a Section, Group, District or Region?
- Are you aware of best practice in relation to financial record keeping?
- Do you know who is covered by The Scout Association's liability insurance policy?
- If your Group/District/Region is a recognised charity, do you understand your additional responsibilities with regard to administration and accounts, as defined by OSCR?

TO VALIDATE THIS MODULE YOU WILL NEED TO:

Complete one of the following:

- 1) Demonstrate accurate and appropriate maintenance of administrative and financial records relevant to your role, in accordance with Policy, Organisation and Rules and the Data Protection Act/GDPR.
- 2) Any other ideas, subject to agreement with a Training Adviser.



How are you going to validate?

Module 12A: DELIVERING A QUALITY PROGRAMME

How we deliver Scouting to young people and young adults 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?

This is the [link](#) to the e-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 of young people and young adults?
- Do you know the underlying themes of the programme?
- Can you identify the three themes of the 6-18 programme and the programme areas for Network?
- Do you know what a high quality balanced programme looks like?
- Do you know about the badges and awards for your Section and where to find more information about them?
- Do you know what to look for when reviewing your programme, what a quality checker is and what its purpose is?
- Do you know how to adapt a programme to ensure its quality?
- Do you understand the aims of the Young Leaders' Scheme and who can be a YL?
- Do you know how to support YLs with their training missions and how to involve them in the leadership team? Where can you get further information?
- Do you understand what Youth-Shaped Scouting looks like, how to involve young people and the value it brings?
- Can you identify the seven levels of Youth Involvement and where your Section sits? Where can you get further information?

How are you going to validate?

TO VALIDATE THIS MODULE YOU WILL NEED TO:

Discuss your responses to the questions in the above Checklist, with your Training Adviser.

(There are additional validation criteria for Managers and Supporters)

Module 12B: PROGRAMME PLANNING

Planning and reviewing a Sectional programme; using 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

What learning do you require?



How are you going to validate?

Checklist

- Do you know how to create an exciting programme?
 - Termly/monthly/weekly
 - Key principles that should be included in all programmes
 - Challenge and adventure; safe, rewarding and varied
 - Shaped by young people, in partnership with adults to learn, develop and share ideas
 - Give young people a better understanding of their community, the world around them and the opportunity to gain life skills, confidence, self-esteem and to understand relationships.
- Do you know how to generate programme ideas?
- Do you know what to look for when reviewing a programme?
- Do you know how to use a quality programme checker?
- Do you know how to adapt a programme to ensure its quality?

TO VALIDATE THIS MODULE YOU WILL NEED TO:

Discuss your responses to the questions in the above Checklist, with your Training Adviser

And complete two of the following:

1. Produce a Programme Plan (minimum one month). You should take into consideration:
 - the key themes of the programme
 - the underlying themes of the programme
 - incorporating a range of programme methods
 - how young people are involved in the programme planning process
 - whether activities relate to badges and awards.
2. Review your programme and produce evidence for how your review has improved the quality of future programmes and the programme planning process.
3. Any other ideas subject to agreement with your Training Adviser

Module 13: GROWING THE SECTION

Working with others, to plan for and contribute to the growth of your Section

- understanding the importance of growth in Scouting
- knowing effective ways to recruit and retain young people
- knowing effective ways to recruit and retain adults
- identifying the tools and support to help develop your Section

What learning do you require?

This is the [link](#) to the workbook

Checklist

- Do you know why growth is important?
- How can you help your Section and Group to grow?
- In what ways can young people be recruited into your Section and Group?
- Can you suggest ways in which young people in your Section and Group can be retained?
- What role do Moving On Awards have in progression through the Movement?
- In what ways can adults be recruited to your Section or Group?
- In what ways can adults be supported and retained?
- How can we ensure that Scouting continues to grow in your Section and Group?
- What sources of support are available to help with growth?
- What is a Group/Section development plan and what should it include?

TO VALIDATE THIS MODULE YOU WILL NEED TO

Explain the role that you play in the recruitment and retention of young people and adults and explain why growing Scouting is important; giving examples of new members (adults or young people) who have joined Scouting as a direct result of action you have undertaken, and the steps that you took to enable this to happen.

And complete two of the following:

- 1) Work with others to produce and implement a development plan for your Section or Group
- 2) Run or take part in a recruitment event to help grow your Section or Group
- 3) Give examples of how you are being flexible and meeting the needs, wants and time commitments of adults, when recruiting them
- 4) Demonstrate how you have effectively used the transfer methods between Sections - your role in Moving On, Membership Awards and age range flexibility, giving examples of young people who you have recently helped to move between Sections and reviewing anything you think could be done better in the future
- 5) Any other ideas, subject to agreement with a Training Adviser.



How are you going to validate?

Learning opportunities

module session| 1 to 1 | workbook

Module 14: SUPPORTING YOUNG PEOPLE

Understanding and being able to meet the needs of young people in your Section.

- understanding the characteristics and development of young people in your Section
- being aware of the external influences on young people in your Section
- knowing how to create a supportive environment for young people
- Having the skills to respond to issues affecting young people



Checklist

- Can you describe some typical characteristics of young people in your Section, some ways young people develop as they move through Scouting and how Scouting responds to these changing characteristics and development?
- Do you know the importance of understanding about the development of young people in all Sections?
- How might your behaviour influence a young person in your Section and what standards do you need to follow?
- Can you identify factors outside Scouting that may influence a young person, including technology and social media?
- Can you describe how Scouting can support young people's mental health and emotional wellbeing and how you can create a supportive environment for them?
- Can you describe good practice in communication with young people in your Section?
- What sort of issues could be experienced by young people you support?
- What sources of support can help you when responding to issues affecting young people?

TO VALIDATE THIS MODULE YOU WILL NEED TO:

Complete one of the following:

1. Outline how your Section provides a supportive environment for young people.
2. Create an action plan to develop a supportive environment in your Section.
3. Show evidence of communicating appropriately with young people, as part of your role.

And complete one of the following:

4. Show evidence of responding effectively to issues affecting young people in your Section.
5. Plan and deliver an activity, raising awareness of some issues experienced by young people.
6. Other ideas subject to agreement with your Training Adviser

What learning do you require?

This is the [link](#) to the workbook

How are you going to validate?

Module 15: PROMOTING POSITIVE BEHAVIOUR

Proactively promoting positive behaviour and appropriately managing challenging behaviour in your Section.

- What we mean by challenging behaviour
- Planning for positive behaviour and understanding the principles and strategies involved
- Responding to challenging behaviour
- Sources of additional help and support for challenging behaviour

TO VALIDATE THIS MODULE YOU WILL NEED TO:

Complete one of the following:

- 1) Work in partnership with young people to develop or review a Code of Conduct for your Section.
- 2) Outline strategies used to promote positive behaviour in your Section.
- 3) Plan and run a game or activity that explores acceptable and unacceptable behaviour, with the young people of your Section.

And also complete one of the following:

- 4) Show evidence of appropriately de-escalating an incident of challenging behaviour.
- 5) Show evidence of responding effectively, following an incident of challenging behaviour, reflecting and reviewing with the adult leadership team, the young person and, where appropriate, the parent.
- 6) Any other ideas subject to agreement with your Training Adviser.

What learning do you require?

This is the [link](#) to the workbook

Checklist

- Can you identify some of the challenging behaviours young people in your Section might present?
- What sort of approach is important in managing behaviour in your Section, and why?
- Can you identify some of the principles of promoting positive behaviour, in your Section?
- Do you understand who is responsible for setting and implementing acceptable behaviour and who should follow the Code of Conduct?
- Do you know what a good Code of Conduct should look like, where it should be kept and how it should be used?
- Do you understand the causes of challenging behaviour, what your focus should be when managing a situation involving challenging behaviour and what language you should use around challenging behaviour?
- Do you know what you should do after an incident of challenging behaviour?
- Do you know who can provide further support with managing behaviour in your Section?
- As a last resort, do you know where to find the policy and procedures on the suspension or dismissal of a young person?



How are you going to validate?

Module 16: INTRODUCTION TO RESIDENTIAL EXPERIENCES

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

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

Completion of this module does not mean you will gain a Nights Away Permit.

Learn the skills for residential experiences in Module 38.

Be aware that, in Scotland, regulations state that reheated food must reach 82°, rather than the English level of 70°, which is printed in various Scout publications.

What learning do you require?

How are you going to validate?

(If you hold a Nights Away Permit, you can automatically validate this module)

Checklist

- Do you understand the importance of residential experiences in the development of young people in Scouting?
- Do you know the key tasks that need to be completed in planning and organising a residential experience?
- Can you identify how to build a team for residential experiences, ensuring a mixture of skills?
- Do you understand the purpose, rules and policies in relation to the Nights Away Permit Scheme and Event Passports?
- Can you identify where rules and policies around residential experiences can be found?
- Do you know where to find information about running international residential experiences?

TO VALIDATE THIS MODULE YOU WILL NEED TO:

Complete the Residential Experiences Quiz (overleaf) with your Training Adviser

And complete one of the following:

- Assist with planning and supporting a residential experience and describe or show evidence of how the role that you played in planning and supporting this event addressed two of the following areas:
 1. the main aspects of organisation and administration
 2. selecting a team and the roles undertaken by the team
 3. appropriate adult to young person ratios
 4. identifying and dealing with potential issues (logistics, behaviour and budget)
 5. where additional support and information can be gathered
- Show evidence of how you are promoting and providing opportunities for young people in the Section to take part in residential experiences, and describe how these opportunities are benefiting the young people in the Section
- Any other ideas subject to agreement with your Training Adviser
- **Alternatively you can validate this module by gaining a Nights Away Permit.**

Module 16: Residential Experiences Quiz

- 1) Why do we have a Nights Away Permit Scheme?
- 2) What are the four types of Nights Away Permit available to adults in Scouting?
 - a.
 - b.
 - c.
 - d.
- 3) True or False?
 - a. The type of permit available is based on the Section an adult volunteers with?
 - b. A Section Leader can lead an event for another Section if they hold the correct permit
- 4) What is the maximum possible term for each type of permit?
- 5) Is a Nights Away Permit needed for each Region in which you camp?
- 6) Family camps are a good way to enthuse parents. Which Sections can attend family camps?
- 7) What are the specific rules for Beaver Scouts attending a Family camp? Where can you find this information?
- 8) True or False?
 - a. Parents don't need to have PVG checks to attend a family camp?
 - b. Parents or supporters will need to have extra insurance to cover them on a family camp
- 9) How many international residential experiences can be organised?
- 10) Where can you find more information about residential experiences?
- 11) What are Nights Away Event Passports and who are they for?
- 12) True or False?
 - a. Any Permit holder can grant a Nights Away Event Passport
 - b. The Permit Holder who grants the Nights Away Event Passport must attend the event
 - c. The Nights Away Event Passport can only be used by under 18s but they can be used for multiple events.



Module 17: RUNNING SAFE ACTIVITIES

Planning and running exciting, safe and developmental activities for young people.

- The importance of activities as a regular part of a high quality balanced programme
- The processes that need to be followed to carry out any indoor or outdoor activities in Scouting
- Managing groups during the activity, including the Leader in Charge principle
- Planning suitable activities, with appropriate risk assessment and communication
- InTouch system, activity rules, parental permission, and procedures in event of an accident or incident

What learning do you require?

This is a [link](#) to the workbook

How are you going to validate?

Checklist

- Can you identify why activities are an important part of the programme, particularly outdoor activities?
- Can you identify which activities members are not allowed to take part in according to Policy, Organisation and Rules?
- Can you identify the process/steps for undertaking any Scout-led activity?
- Can you identify the process/steps for undertaking any externally-led activity?
- Do you know which activities require activity permits and where you can find more information about how to apply for one?
- Can you outline the role and responsibilities of the Leader in Charge?
- Can you outline why it is important to ensure that every Scouting event or activity has a designated Leader in Charge?
- What is a risk assessment and why is it important?
- How can you promote a culture of safety, and support communications locally?
- Can you identify what the InTouch system is, and why is it important to have an effective InTouch system in place for all activities?
- Can you list the processes that are in place in case of an accident, incident or near miss when running an activity and who it should be reported to?
- Do you know where support and guidance for running activities can be found?

TO VALIDATE THIS MODULE YOU WILL NEED TO:

Complete two of the following:

1. Plan, or assist in planning, an activity taking into account:
 - the age, experience, fitness and additional needs of the group
 - the rules related to the activity (including adult to young person ratios; any activity rules; gaining approval from the relevant Commissioner etc.)
 - any clothing, footwear, personal and group equipment needed for the activity and anticipated weather conditions
 - the need for a risk assessment to be carried out and communicated effectively
 - the need for an InTouch system to be in place.
2. Act as the leader in charge for an activity, taking into account the need to:
 - oversee the activity (ensuring that registers, headcounts etc. are in place)
 - co-ordinate the adults involved in the activity, allocating roles to specific adults and ensuring that they are clear on what they need to do
 - communicate relevant instructions, guidance and rules to young people involved in the activity
 - carry out dynamic risk assessment.
3. Any other ideas subject to agreement with your Training Adviser

Module 18: PRACTICAL SKILLS

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

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

TO VALIDATE THIS MODULE YOU WILL NEED TO:

Complete two of the following:

1. Learn or develop a practical skill which can be used in Scouting
2. Instruct a young person in carrying out two practical skills ensuring that
 - the skill is appropriate for the Section the young person belongs to
 - the young person is aware of, and follows, safety and risk assessment procedures.
3. Demonstrate two practical skills, at least one of these skills is one that you have learnt or developed in your role in Scouting ensuring that
 - the skill is appropriate for the Section the young person belongs to
 - safety and risk assessment procedures are followed appropriately.
4. Any other ideas subject to agreement with your Training Adviser.

How are you going to validate?

Checklist

- Do you know at least two practical skills that can be used in a Scouting programme?
- Can you explain how to ensure that these skills are appropriate for the Section you work with?
- Can you identify the safety and risk assessment procedures involved in training others in practical skills?
- Do you know how to effectively teach practical skills to young people?

What learning do you require?



Module 19: INTERNATIONAL

Providing an international focus appropriate to your Section and appreciating the global nature of Scouting.

- The nature of world Scouting
- International events
- International aspects of the high quality balanced programme
- Benefits of international activities to young people.

What learning do you require?

TO VALIDATE THIS MODULE YOU WILL NEED TO:

Review the programme for the Section you support 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, 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

Checklist

- Can I identify some of the things worldwide Scouting shares?
- Can I identify the world membership badge and describe what it symbolises?
- Can I identify opportunities for young people in the Section I support to take part in international activities and events?
- Can I explain why international activities are part of the high quality balanced programme?
- Can I identify key issues that affect everyone in the world today?
- Can I explain how Scouting can combat these issues to help people in local communities nationally and internationally?
- Can I identify methods for including international activities in the Section programme?
- Can I name sources of support for incorporating international activities into the programme of the Section I support?
- Can I outline the benefits of international activities to young people in the Section I support?



How are you going to validate?

Personal Learning Plan - working with a Section (leader, assistant leader)


Last updated / Version No.	
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Name		Appointment		Group		District		Training Adviser	
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Membership No		Date of provisional appointment		Line manager / GSL	
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Module	Learning required (yes/no)	Proposed method	Date learning completed	Validation activity	Validation method	Validation evidence	Date completed	Training adviser's signature
Getting Started (completed within 5 months)								
1	Essential Information		e-learning		Pass the e-learning certificate to your Training Adviser		e-learning certificate	
2	Personal Learning Plan			Creation of this plan		This plan		
3	Tools for the Role (Section leader)							
G D P R	General Data Protection Regulations		e-learning		Pass the e-learning certificate to your Training Adviser		e-learning certificate	
	Safety		e-learning		Pass the e-learning certificate to your Training Adviser		e-learning certificate	
	Safeguarding		e-learning		Pass the e-learning certificate to your Training Adviser		e-learning certificate	
	Trustee Introduction (Only if you are a Trustee)		e-learning		Pass the e-learning certificate to your Training Adviser		e-learning certificate	
Further Sectional Modules								
5	Fundamentals of Scouting							
7	Scouting for All							

8	Skills of Leadership								
9	Working with Adults								
10A + 10B	First Aid		course		First Aid Certificate (First Response or above)				
11	Administration				Demonstrate accurate and appropriate maintenance of admin and financial records		The records should be relevant to your role, in accordance with POR and the Data Protection Act/GDPR.		
12A	Delivering a Quality Programme				Discuss the checklist questions with your training adviser to demonstrate your understanding				
12B	Programme Planning				Discuss the checklist questions with your training adviser to demonstrate your understanding				
13	Growing the Section				Explain your role in the recruitment and retention and explain why growth is important				
14	Supporting Young People								
15	Promoting Positive Behaviour								

16	Introduction to Residential Experiences				Hold a Nights Away Permit						
					OR						
					Complete the Residential Experiences Quiz with your Training Adviser						
17	Running Safe Activities										
18	Practical Skills										
19	International				Review and adjust your Section programme to ensure it incorporates international activities						
Any additional modules for your role											
Woodbadge		Date all modules required have been validated			Signature of TA confirming all module validations are complete and evidence is shown in this plan						
Your Training Adviser should update your record on Compass and keep your ADC(AT) informed.		Once all your modules have been validated, your ARC(AT) will recommend the award of your Wood Badge.			All modules validated & recorded on Compass		Date of Wood Badge recommendation				
July 2021											

ONGOING LEARNING

Once you have completed your Wood Badge, you must participate in ongoing learning amounting to at least five hours per year, calculated over the length of your appointment (5 years). Therefore if you go on a week-long residential course, for example, this could be counted as the ongoing learning for the whole period of the appointment.

You should agree your first year's ongoing learning with your Training Adviser, before you can be awarded your Wood Badge. Ongoing learning can be any number of things. In essence any training, learning or development that you complete and can then use in your Scouting role is appropriate to count as ongoing learning. For example:

- The maintenance of a current adult first aid qualification/first response certificate.
- Spending time with another leader, learning how to use Programmes Online, then using it to plan programmes.
- training towards an activity permit, gaining a food hygiene certificate or learning a new skill that you can use in your Section's programme.
- Any of the supplementary modules, for example Module 38 Skills for Residential Experiences.

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



Mandatory Ongoing Learning

In particular, there is a requirement for us to ensure that we keep our knowledge of First Aid up to date. This must be done every three years.

It is also a requirement for all adults in Scouting to undertake approved Safety and Safeguarding Awareness Training every three years. The training obligation is met through participating in [online training](#).

LESSON 1 OF 6

Understand the Safety Policy and your responsibilities for keeping everyone in Scouts safe

Scouts Digital



USEFUL CONTACTS:

Your Training Adviser

Name:

Email:

Tel:

District - Your ADC (Adult Training)

Name:

Email:

Tel:

Region - Your ARC (Adult Training)

Name:

Email:

Tel:

Scouts Scotland

isobel.aitchison@scouts.scot

OTHER RESOURCES:

E-learning, online video and workbook resources:

Follow the individual links on the module pages of this publication

[Electronic Personal Learning Plan](#)

Scouts Scotland [website](#)

- you will find the Scottish variations of POR there, together with other resources and information about Adult Training.