

Leaders Training Guide

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

January 2022

Contents

About this booklet	3
Help for you	3
A training scheme to support you	3
Being awarded your woodbadge	5
Ongoing Learning	6
Mandatory Ongoing Learning	6
Changing your role	6
Getting Started	
Module 1 – Essential Information	7
Module 2 – Personal Learning Plan	8
Module 3 – Tools for the Role	9
Module 3 – Check Your Knowledge	10
GDPR – General Data Protection Regulation	11
Safety	12
Safeguarding	13
Getting Going	
Module 5 – Fundamental Values of Scouting	14
Module 7 – Scouting for All	15
Module 8 – Skills of Leadership	16
Module 9 – Working with Adults	17
Module 11 – Administration	18
Module 14 – Supporting Young People	19
Module 15 – Promoting Positive Behaviour	20
Getting On	
Module 12a & 12b – Planning and Delivering a Quality Programme	21
Module 12a & 12b – Check your Knowledge	22
Module 13 – Growing the Section	24
Module 16 – Introduction to Residential Experiences	25
Module 16 – Quiz	26
Module 17 – Running Safe Activities	27
Module 19 – International	29
Stand Alone Modules	
Module 10 – First Aid	30
Module 18 – Practical Skills	31
Validation	
Module 3 – Witness Testimony	32
Validation Guide	33
Useful Contacts	36

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 Assistants, 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, we offer several validation drop-in sessions to help you get up and running and to guide you through the training process. Your Local Training Manager will be pleased to discuss things with you

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 ensure you have the skills, knowledge and understanding to be a successful leader 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.

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

Validation activities formally demonstrate to all, within and outside of Scouting that you are a trained leader, recognising your commitment to young people.

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

Modules
Skills Knowledge Understanding
Previous Experience Recognised
Flexible Learning
Validation
3 Steps

Plan your learning	Complete your learning	Validate your modules
Plan the learning you need with the Learning Review tool; a Training Adviser may help you with this process. A Personal Learning Plan will guide you to which modules you need. If you have not been assigned a Training Adviser, you can begin to plan your own learning.	Complete your learning by your chosen method, taking account of how you learn best and your lifestyle; most modules offer more than one option.	Validate your modules; by using the skills gained in your Scouting demonstrating you can do all aspects of your role. The Skills for Life 1 - Getting Started modules need to be validated within 5 months. The Section Leader modules will be validated by your Training Adviser and must be completed within 3 years.

Step One: Planning your learning

You will need to agree a Personal Learning Plan to match your role with your Training Adviser and Training Manager. The plan for a Section Leader will cover modules 1-3 and 5-19. Details of all the required modules are included later in this workbook.

Which Modules do I need?

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.

Do I require learning?

The "Checklist" on each page (or "Check Your Knowledge" for some modules) will help you to decide if you need to undertake learning for each module and which are a priority. You will find it useful to complete this before you meet with your Training Adviser to create your Personal Learning Plan.

Step Two: Complete your learning

In Nottinghamshire we have several different ways to access learning. These are detailed in the learning opportunities document available from your Training Adviser or on the web at: <https://training.notts-scouts.org.uk/> Our learning opportunities are grouped and ordered to help you gain from them at the time you need them most. The groups are Skills For Life 1 - Getting Started, Skills For Life 2 - Getting Going and Skills For Life 3 - Getting On. However, after you have completed "Skills for Life 1 - Getting Started" you are free to complete the others in the order which is most helpful to you.

SKILLS FOR LIFE 1 - GETTING STARTED This is the key information needed when starting off in a role within Scouting. This must be completed within five months of starting your role. The Modules included in Skills for Life 1 - Getting Started are: Essential Information (1), Personal Learning Plan (2), Tools for the Role (Section Leaders) (3), GDPR, Safety and Safeguarding. All these except for the Personal Learning Plan (2) can be done as e-learning.

SKILLS FOR LIFE 2 - GETTING GOING TRAINING These modules will help you early on in your role and ideally you should complete and validate these modules within 3 years. The Modules included in Skills for Life 2 - Getting Going

Training are: Fundamentals of Scouting (5), Scouting for All (7), Skills of Leadership (8) Working with Adults (9), Administration (11) Supporting Young People (14) and Promoting Positive Behaviour (15)

SKILLS FOR LIFE 3 - GETTING ON TRAINING These modules will help you with the outdoor and active aspects of our programme, understanding activity guidance and help you ensure all our young people broaden their experience. You should aim to complete and validate these modules within one year. The Modules included in Skills for Life 3 - Getting on Training are: Planning and Delivering a Quality Programme (12A & 12B), Developing your section (13), Introduction to Residential Experiences (16), Running Safe Activities (17), and International (19).

SKILLS FOR LIFE 4 – GETTING OUT The modules included in this training are Skills for Residential Experiences (38), and Practical Skills (18) this is not required for your Wood Badge however is a great opportunity to learn the practical aspects of running a residential experience for your young people.

NEW LEADER TRAINING WEEKEND (INDUCTION TRAINING) As a new leader you will be invited to attend a residential training weekend, this is for new leaders with less than 1 year experience. During the weekend you will cover the basic learning for modules 5-9 11-19 so you are equipped to plan and run a safe, fun, quality, balanced programme of activities for your section.

INDIVIDUAL MODULES Modules can be completed as individual modules and can be found from <https://www.scouts.org.uk/volunteers/learning-development-and-awards/training/learners/modules/> These modules will help you develop in your role and support you in providing quality Scouting for young people. They can be completed by e-learning or a workbook. Currently the “Getting Started” modules, Module 5, and Module 12A are available as e-learning. Workbooks are available for modules 11, 13, 14 & 15. As part of your training, you must ensure you have a current First Aid Certificate (Module 10).

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 in your role in Scouting. There are several different validation methods which you will be able to choose from. Guidance on what you need to do to validate each module is given on the module pages later in this workbook. The validation activities should be something you are doing as part of your Scouting role. Some suggestions for evidence you could use are given at the end of this booklet. You should ensure that any validated modules are recorded on your Personal Learning Plan by your Training Adviser.

Being awarded your wood badge

The Wood Badge is the internationally recognised Scouting training insignia awarded to adults by The Scout Association 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. To receive the Wood Badge, you need to ensure that your fully completed Personal Learning Plan is sent to your Local Training Manager by your Training Adviser. The Personal Learning Plan will be checked, and the County Training Manager 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 on-going learning. Leaders are expected to complete a minimum of 5 hours of on-going learning each year. On-going learning for the first year should be agreed with the Training Adviser before confirming completion of the Wood Badge.

Mandatory Ongoing Learning

Once you have completed your Wood Badge you are required to update your First Aid certificate, Safety and Safeguarding training every 3 years.

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. If you were to change section in Scouting you would need to revalidate Tools for the Role (3), Planning and Delivering a Balanced Programme (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. We have additional guides to help you if you change sections or move into a Manager or Supporters role such as a Group Scout Leader or Assistant District Commissioner.

Module 1: Essential Information

Aim: To provide all adults in Scouting with the essential information needed to get started in their role

Learning Opportunities: e-Learning

By doing this training you will:

- Understand the basics of Scouts' volunteer training scheme.
- Learn about our movement's history
- Explore the fundamentals of Scouts and how to bring them to life.
- Understand the importance of the Safety and Safeguarding policies in keeping people safe while in the Scouts.
- Learn about our structure, and find out where you fit within Scouts and the support that's available
- Understand the Equal Opportunities policy, and how to make sure every member feels included and able to fully participate in Scouts.

Accessing the e-Learning

You can access this training by going to <https://training.notts-scouts.org.uk/leaders/> and going to "Step 2 – Getting Started Modules"

Validating this module

To validate this module, you will need to complete the assessment at the end of the e-Learning module, this will generate a certificate, the certificate is the validation needed for this training module

Module 2: Personal Learning Plan

Aim: To develop a Personal Learning Plan to allow you to complete the training requirements of your role considering existing knowledge and skills.

- Identifying 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.

Learning Opportunities: One to one discussion with your Training Adviser

Checklist:

- Do you know which modules are required for your role?
- Have you identified your prior knowledge and your learning needs?
- Have you identified your preferred learning method for each module?
- Have you identified the most appropriate validation requirements for each module based on your role?
- Have you identified the evidence you would like to use to demonstrate your achievement of the validation requirements?

Validating this module

To validate this module, you will create and agree a 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

Aim: To provide some basic information on the section you support, your role, and areas of responsibility, along with some practical help to get you started in your role.

- The main features of the section you support and how it fits into Scouting
- The roles and responsibilities of different people within your section
- The use of a variety of programme ideas through different types of activity
- Youth shaped Scouting
- Promoting positive behaviour in your section

Learning Opportunities: Course / Small Group / 1 to 1 / e-learning / discussion with your Training Adviser

Accessing the e-Learning

You can access this training by going to <https://training.notts-scouts.org.uk/leaders/> and going to “Step 2 – Getting Started Modules”

Checklist:

Please complete the “Check Your Knowledge” questions on the next page to help you and your Training Adviser decide the learning you require.

Validating this module

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 a discussion with your Training Adviser
You should include:
 - a. One activity or game appropriate to the section
 - b. One ceremony appropriate to the section.
2. Any other ideas, subject to agreement with your Training Adviser.

What learning do you require?	How are you going to validate?

Module 3: Tools for the Role

Check your knowledge

These questions will explore your knowledge on the topics covered; you will need to demonstrate practical experience to meet the validation requirements.

Topic	What do you already know? Questions to ask yourself	How would you rate your confidence in this area? 1= not confident, 5= very confident
Main features of my section and how it fits into Scouting	Can I identify the main features of the section I support?	
	Can I identify the main features of the other sections within Scouting?	
The roles and responsibilities of different people within my section	Can I describe my role and responsibilities in the section I support?	
	Can I describe the role and responsibilities of other adults and young people in the section I support?	
	Can I describe who Young Leaders are and how they form a part of the section leadership team?	
	Can I describe how volunteering can be flexible in Scouting?	
Using activities in my section	Can I explain why games and activities are an important part of the programme?	
	Am I able to explain how the Scout Method guides the way Scouting is delivered?	
	Can I outline the considerations for games and activities in the section I support?	
	Do I know where to find programme ideas?	
	Can I describe a game or activity I have been involved with or planned in my role?	
Youth shaped Scouting	Can I explain Youth shaped Scouting and where to find more information about ways to involve young people?	
	Can I describe some examples of involving youth members in my section?	
Promoting positive behaviour in my section	Can I describe the most common causes for challenging behaviour?	
	Do I know how to deal with common types of challenging behaviour?	
	Can I describe the key principles of how to promote positive behaviour?	
	Do I know where to find additional support?	

GDPR: General Data Protection Regulation

Aim: 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 County and how to effectively align with it.

- Personal Data
- Individual's Rights
- Consent
- Accountability & Governance

Learning Opportunities: e-learning

Accessing the e-Learning

You can access this training by going to <https://training.notts-scouts.org.uk/leaders/> and going to “Step 2 – Getting Started Modules”

Checklist:

- Do you know what 'personal data' means?
- 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?
- Do you know the six Privacy Principles?
- How can people have more control over how their data is processed?
- What are the main rights of individuals in GDPR and what steps can you take to align with these rights?
- What is consent?
- How can you ensure you provide genuine consent options?
- What is the accountability principle?
- When should a Private Impact Assessment be done?
- What should you do if there is a data breach?

Validating this module

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

Safety

Aim: To provide all adults in Scouting with an understanding of safety practice and responsibilities as a member of Scouts, to keep everyone safe

Learning Opportunities: e-learning

Accessing the e-Learning

You can access this training by going to <https://training.notts-scouts.org.uk/leaders/> and going to “Step 2 – Getting Started Modules”

Checklist:

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

Validating this module

To validate this module, you will need to complete the assessment at the end of the eLearning module, this will generate a certificate. The certificate is the validation needed for this training module

Safeguarding

Aim: To provide all adults in Scouting with an understanding of safeguarding practice and responsibilities as a member of Scouts, to keep everyone safe.

Learning Opportunities: e-learning

Accessing the e-Learning

You can access this training by going to <https://training.notts-scouts.org.uk/leaders/> and going to “Step 2 – Getting Started Modules”

Checklist:

- Understand the Safeguarding Policy and your responsibilities for keeping our young people, and adults at risk, safe?
- Understand the Young People First Safeguarding Card Code of Practice (Yellow Card)?
- Know how to recognise abuse?
- Know how to report concerns?
- Know what to do to make Scouts safe?

Validating this module

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.

Module 5: Fundamental Values of Scouting

Aim: To explore the Fundamentals of Scouting and the Religious Policy and consider 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 the high-quality balanced programme.
- The Scout Association's Religious Policy

Learning Opportunities: Combined Module Training Day / 1 to 1 / Small Group / e learning

Accessing the e-Learning

You can access this training by going to <https://training.notts-scouts.org.uk/leaders/> and going to “Step 3 – Leadership Modules” or [click here](#).

Checklist:

- Do you know what the Values of Scouting are, and can you describe how they can be incorporated into the high-quality balanced programme and in my work with other adults in Scouting?
- Do you know what the Method of Scouting is, and can you describe how it informs and influences your role and responsibilities within Scouting?
- Do you know how to support the spiritual development of young people within your role in Scouting?
- Do you know The Scout Association's Religious Policy, and can you describe your responsibilities within it?

Validating this module

To validate this module, you will 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 examples of how faith, 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 (eg. camp, Scouts' 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.

What learning do you require?	How are you going to validate?

Module 7: Scouting for All

Aim: To promote the policies of the Scout Association that encourage inclusion and to consider how the individual can help make Scouting available to all

- Diversity and inclusion - The Scout Association's policies
- Diversity and inclusion - your own thoughts
- How you in your role can help to make Scouting available to all
- Cultural, social, and religious diversity

Learning Opportunities: Combined Module Training Day / 1 to 1 / Small Group / Workbook

Checklist:

- Do you know The Scout Association's Religious and Equal Opportunities policies?
- Do you know the meanings of Diversity and Inclusion as they apply to Scouting?
- Can you explain some of the things that could influence assumptions about other people?
- Can you identify potential barriers to making Scouting accessible to all, how they might be overcome and where to go for help and advice?
- Can you explain the benefits of having a diverse organisation?

Validating this module

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 showing evidence that you are making Scouting accessible to one of the following:
 - a. those with additional needs
 - b. girls and young women
 - c. those of a variety of ethnic communities
 - d. those of a variety of religious backgrounds
 - e. those of a variety of socio-economic backgrounds.
2. Any other idea, subject to agreement with your Training Adviser.

What learning do you require?	How are you going to validate?

Module 8: Skills of Leadership

Aim: To introduce models, tools and techniques that will enable adults to be effective leaders of other adults and of young people

- Systematic Planning
- Theory of Leadership
- Leadership Styles

Learning Opportunities: Combined Module Training Day / 1 to 1 / Small Group

Checklist:

- Do you know what a systematic planning tool is and can you explain how you would use it to complete a task?
- Are you aware of the Action Centred Leadership model and how to apply it?
- Can you describe a variety of different leadership styles?
- Can you describe ways in which you could develop leadership skills in others (both adults and young people)?

Validating this module

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 the experience with your Training Adviser.
2. Apply the Action Centred Leadership model to an activity which you have run recently and explain how it helped you to complete the activity.
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 work in your Section.
4. Produce evidence showing how you have led an event or activity during which your leadership style changed several 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.

What learning do you require?	How are you going to validate?

Module 9: Working with Adults

Aim: To understand the underlying functions required to work effectively as a member of an adult team

- Effective communication
- Listening Skills
- Decision-making structures
- Representing others

Learning Opportunities: Combined Module Training Day / Small Group

Checklist:

- Can you describe how 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 using these is particularly important?
- Can you explain how you can 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?

Validating this module

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 the 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.

What learning do you require?	How are you going to validate?

Module 11: Administration

Aim: To provide information and best practice on how to manage administrative tasks in Scouting.

- Administrative tasks and record keeping
- Member record management and the Data Protection / General Data Protection Regulations (GDPR)
- Financial responsibilities and best practice
- Insurance agreements

Learning Opportunities: Combined Module Training Day / 1 to 1 / Small Group / Workbook

Checklist:

- Do you know what administrative tasks need to be completed in your section and why they are important?
- Do you know how information on adults and young people can be recorded and stored?
- Are you aware of the Data Protection Act/ GDPR and how records kept are affected by it?
- Do you know how section finances must be handled and what the rules are for section finances?
- Do you know who is covered by the Scout Association's liability insurance policy?

Validating this module

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 your Training Adviser

What learning do you require?	How are you going to validate?

Module 14: Supporting Young People

Aim: To enable adult volunteers working with young people understand and meet their needs.

- Characteristics and development of young people
- External Influences on young people
- Creating a supportive environment for young people
- Responding to issues affecting young people

Learning Opportunities: Combined Module Training Day / 1 to 1 / Small Group / Workbook

Checklist:

- Can you describe some typical characteristics of young people in your section?
- Can you describe some of the ways young people develop as they move through Scouting?
- Can you explain how Scouting responds to the changing characteristics and development of young people?
- Can you explain why it is important that leaders in all sections develop an understanding of the full age range of young people in Scouting?
- Can you identify factors outside of Scouting that may influence a young person?
- Can you say how your behaviour might influence a young person in your section and what standards you need to follow?
- Can you describe what role technology and social media play in young peoples' lives?
- Can you describe how Scouting can support young people's mental health and emotional wellbeing?
- Can you outline ways in which you can create a supportive environment for young in your section?
- Do I know how to create a supportive environment for young people in my section?
- What sort of issues might be experienced by the young people you support?
- Can you list some sources of support when responding to issues affecting young people in your section?

Validating this module

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 the supportive environment of your section.
3. Show evidence of communicating appropriately with young people as part of your role.

and one of the following:

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

What learning do you require?	How are you going to validate?

Module 15: Promoting Positive Behaviour

Aim: To enable adult volunteers to proactively promote positive behaviour and appropriately manage challenging behaviour in their section.

- Defining challenging behaviour
- Planning for positive behaviour; principles and strategies
- Responding to challenging behaviour
- Additional help and support for challenging

Learning Opportunities: Combined Module Training Day / 1 to 1 / Small Group / Workbook

Checklist:

- Do you know what sort of approach is important in managing behaviour in the section and why?
- Can you identify some of the principles of promoting positive behaviour in the section?
- Who is responsible for setting and implementing acceptable behaviour in your section?
- Do you know how to agree a code of conduct; with whom; what it should look like; where it should be kept and how it should be used?
- Do you know what causes challenging behaviour?
- Can you identify some of the challenging behaviours young people in your section might present?
- Can you identify what to focus on in managing a situation involving challenging behaviour and what to do afterwards?
- Do you know what to consider in the language you use around challenging behaviour?
- Do you know who can provide further support with managing behaviour in your section?
- Do you know where to find procedures related to suspensions and dismissals?

Validating this module

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 the 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 one of the following:

4. Show evidence of appropriately deescalating 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?	How are you going to validate?

Module 12A & 12 B: Planning & Delivering a Quality Programme

Aim: To provide information about how we deliver Scouting to young people and ensure it meets their needs.

Module 12A

- Key elements of the programme for each section
- Badges and awards
- Reviewing the programme
- The Young Leaders scheme
- Youth Shaped Scouting

Module 12B

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

Learning Opportunities: Combined Module Training Day / 1 to 1 / Small Group / e-Learning (12A only)

Checklist: Please complete the “Check Your Knowledge” for Modules 12A and 12B questions on the next two pages to help you and your Training Adviser decide the learning you require.

Accessing the e-Learning

You can access this training by going to <https://training.notts-scouts.org.uk/leaders/> and going to “Step 3 – Leadership Modules” or [click here](#).

Validating this module

To validate this module, you will need to:

1. Discuss your responses to the “Check your Knowledge” on the following 2 pages with your Training Adviser and two of the following:
 - 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 planning process
 - e. Whether activities relate to badges and awards
3. Review your programme and produce evidence for how your review has improved the quality of future programmes and the programme planning process.
4. Any other ideas, subject to agreement with your Training Adviser

What learning do you require?	How are you going to validate?

Module 12A & 12 B: Planning & Delivering a Quality Programme

Check your knowledge

These questions will explore your knowledge on the topics covered; you will need to demonstrate practical experience to meet the requirements of the validation criteria below.

Topic	What do you already know? Questions to ask yourself	How would you rate your confidence in this area? 1= not confident, 5= very confident
Key elements of the programme for each section	Can I identify the key elements that make up the programme?	
	Do I know the six areas which are key to the development needs of young people and young adults?	
	Can I identify the three themes of the 6-18 programme and the programme areas for Network?	
	Do you know the underlying themes of the 6- 18 and Network programmes?	
	Do I know what a high-quality balanced programme looks like?	
Badges and Awards	Do I know about the badges and awards for the section I support?	
	Do I know where to find more information about badges and awards for the section I support?	
Reviewing the programme	Do I know what to look for when reviewing a programme?	
	Do I know what a quality checker is and what its purpose is?	
	Do I know how to adapt a programme to ensure its quality?	
The Young Leaders Scheme	Do I know the aims of the Young Leaders' Scheme?	
	Do I know who can be a Young Leader?	
	Can I identify some ways to involve Young Leaders as a part of the leadership team?	
	Do I know what the modules and missions are and how I am able to support the completion of the missions?	
	Do I know where to find out more information about the Young Leaders' Scheme?	
Youth Shaped Scouting	Do I understand what Youth Shaped Scouting looks like and what value it brings?	
	Do I know what the methods of Youth Shaped Scouting are?	
How to create an exciting and relevant programme	Do I know how to create an exciting programme?	

Module 12A & 12 B: Planning & Delivering a Quality Programme

Check your knowledge (continued)

These questions will explore your knowledge on the topics covered; you will need to demonstrate practical experience to meet the requirements of the validation criteria below.

Topic	What do you already know? Questions to ask yourself	How would you rate your confidence in this area? 1= not confident, 5= very confident
How to generate programme ideas	Do I know how to generate programme ideas?	
How to review a programme to enhance it	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?	

Module 13: Growing the Section

Aim: To cover ways in which an adult volunteering with a section can assist their line manager and others to plan for and contribute to the growth of their Section and/or Group.

- The importance of growth in Scouting
- Recruitment and retention of young people and adults
- Tools and support to help develop the sections

Learning Opportunities: Combined Module Training Day / 1 to 1 / Small Group / Workbook

Checklist:

- Can you explain why growth is important and how you can help your Section and Group to grow?
- Can you suggest ways young people can be recruited into your section and how they can be retained?
- Can you suggest ways adults can be recruited into your section and how they can be supported and retained?
- Can you outline tools and sources of support that could be used to help ensure continued growth in your Section and Group?
- Do you know what a development plan is, what should be included in it and how it can contribute to a wider Group one?

Validating this module

To validate this module, you will need to:

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

and two of the following:

2. Work with others to produce and implement a development plan for your Section or Group.
3. Run or take part in a recruitment event to help grow your Section and Group.
4. Give examples of how you are being flexible and meeting the needs, wants and time commitments of adults when recruiting them.
5. 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 you have recently helped to move between Sections, reviewing anything you think could have been done better in the future.
6. Any other ideas, subject to agreement with your Training Adviser

What learning do you require?	How are you going to validate?

Module 16: Introduction to Residential Experiences

Aim: To provide an overview of the role of residential experiences for young people in Scouting and their organisation and planning.

- The role that residential experiences in the development of young people
- Organisation and administration of residential experiences
- Skills required within a team running a residential experience
- The Nights Away Permit Scheme
- Support and further information for planning a residential experience.

Learning Opportunities: Combined Module Training Day / 1 to 1 / Small Group / Module 38 Course

Checklist:

- Can you outline the role of residential experiences have 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?
- Do you know how to build a team for a residential experience, ensuring a mixture of skills?
- Can you explain the purpose of the Nights Away Permit scheme?
- Can you identify where rules and policies for Nights Away Permits can be found?
- Can you explain the purpose of the Nights Away Event Passport scheme?
- Do you know where rules and policies around residential experiences can be found?
- Do you know where to find information about running international residential experiences?

Validating this module

To validate this module, you will need to:

1. Complete the Residential Experiences Quiz on the next page with your Training Adviser.

and one of the following:

2. 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:
 - a. the main aspects of organisation and administration
 - b. selecting a team and the roles undertaken by the team
 - c. appropriate adult to young person ratios
 - d. identifying and dealing with potential issues (logistics, behaviour, budget)
 - e. where additional support and information can be gathered
3. Show evidence of how you are promoting and providing opportunities for young people in the section to take part in residential experiences. Describe how these opportunities are benefitting the young people in the section
4. Any other ideas subject to agreement with your Training Adviser.

What learning do you require?	How are you going to validate?

Module 16: Introduction to 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?
 -
 -
 -
 -
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 County/Area in which you camp?
6. Family camps are a good way to enthuse parents. Which sections can attend a family camp?
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 any criminal records 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 may international residential experiences be organised?
10. Where can you find more information about international 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 Events Passport
 - b) The Permit Holder who grants the Nights Away Event Passport must attend the event
 - c) The Nights Away Passport can only be used by under 18s, but they can be used for multiple events

Module 17: Running Safe Activities

Aim: To enable adults to plan and run exciting, safe, and developmental activities for the young people in their section.

- The importance of outdoor 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 Scouting activities
- 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.
- Tools and support to help develop the sections

Learning Opportunities: Course / 1 to 1 / Small Group / Workbook

Checklist:

- Can you identify why activities are an important part of the programme, particularly outdoor activities?
- Do you know 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 or for an externally led activity?
- Do you know which activities require adventurous activity permits and where to find out how to apply for one?
- Can you outline the role and responsibilities of the Leader in Charge, and do you know why it is important to ensure that every Scouting event or activity has a designated Leader in Charge?
- Can you explain what a risk assessment is, why it is important and how you would carry out a risk assessment for an activity or event?
- Do you know how you can promote a culture of safety and how communications can be promoted locally?
- Do you know what the InTouch system is and why it is 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 you should report them to?
- Do you know where support and guidance for running activities can be found?

Validating this module

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

1. Plan or assist in planning an activity taking into account:
 - a. the age, experience, fitness, and additional needs of the group.
 - b. the rules related to the activity (including adult to young person ratios; any activity rules; gaining approval from the relevant Commissioner; etc.)
 - c. any clothing, footwear, personal and group equipment needed for the activity and anticipated weather conditions.
 - d. the need for a risk assessment to be carried out and communicated effectively
 - e. 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:
 - a. oversee the activity (ensuring that registers, head counts etc. are in place)
 - b. 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
 - c. communicate relevant instructions, guidance and rules to young people involved in the activity
 - d. carry out a dynamic risk assessment
3. Any other ideas subject to agreement with your Training Adviser 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 you have recently helped to move between Sections, reviewing anything you think could have been done better in the future.
4. Any other ideas, subject to agreement with your Training Adviser

What learning do you require?	How are you going to validate?

Module 19: International

Aim: To provide an international focus appropriate to their section and appreciate 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.

Learning Opportunities: Course / 1 to 1 / Small Group

Checklist:

- Can you identify some of 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 high-quality balanced programme?
- Can you identify the key issues that affect everyone in the world today and can you explain how Scouting can combat these issues to help people in local communities, nationally and in other countries?
- Can you identify methods for including international activities in the section programme?
- Can you name sources of support for incorporating international activities into the section programme?
- Can you outline the benefits of international activities to the young people in your section?

Validating this module

To validate this module, you will need to:

1. Review the programme for the section you support and make adjustments to ensure it incorporates international activities.

and one of the following:

2. Plan and run an international themed event or activity for young people exploring one of the following:
 - a. The global nature of Scouting
 - b. The role of the world membership badge
 - c. International events in Scouting
3. Be involved in the planning and running of an international trip, for example a camp abroad including producing an event plan
4. Support young people taking part in an international experience
5. Establish or actively maintain a link and exchange information with a Scout Group outside of the U.K.
6. Any other ideas, subject to agreement with your Training Adviser.

What learning do you require?	How are you going to validate?

Module 10: First Aid

Aim: To cover the skills and knowledge necessary to enable adults to manage an incident and provide basic first aid.

Learning Opportunities: e-Learning and/or Course

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

- The principles of First Aid and initial response (arriving at 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 (and why it is important to know about it)
- Causes and treatment of unconsciousness
- Bleeding
- Heat exhaustion, heat stroke, dehydration, and hypothermia
- Burns and scalds
- Fractures (ambulance imminent and nonimminent) and soft tissue injuries
- Minor injuries (eg. Cuts, grazes, and nosebleeds)
- Meningitis
- Anaphylaxis (Use of Epi pen)
- Spinal injury
- The childhood condition that is listed in First Response and what to do if you suspect a child has it?

Validating this module

To validate this module, you will need to either:

1. Hold a current first aid certificate that meets or exceeds the minimum standard of First Response shown in the Checklist on the left of this page.

or:

2. If you hold a First Aid certificate that does not cover all the minimum criteria of First Response (outlined in the Checklist) 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. Your first aid certificate must also be current at the time that you are awarded your Wood Badge and at your appointment review

Booking a Course

To see available upcoming courses being run by Nottinghamshire Scouts, go to training.notts-scouts.org.uk/first-aid

What learning do you require?	How are you going to validate?

Module 18: Practical Skills

Aim: To encourage adults to gain and develop practical skills for the benefit of the young people in their section.

- Learning practical skills
- Sharing practical skills with young people

Learning Opportunities: Course / Small Group

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

- Do you know at least two practical skills that can be used in a Scouting programme?
- Can you explain how to ensure that chosen practical skills are appropriate to 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?

Validating this module

To validate this module, you will need 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:
 - a. The skill is appropriate for the section the young person belongs to
 - b. The young person is aware of and follows safety and risk assessment procedures
3. Demonstrate two practical skills, at least one of which is one you have learnt or developed in your role in Scouting, ensuring that:
 - a. The skill is appropriate for the section the young person belongs to
 - b. Safety and risk assessment procedures are followed appropriately
4. Any other ideas, subject to agreement with your training adviser.

What learning do you require?	How are you going to validate?

Validation

Module 3: Witness Testimony

Name of Learner:	
Group Name:	
Appointment:	

Declaration

The learner planned and ran (or assisted in running) a section meeting then reviewed it with me (What went well and what they might do differently next time). The programme must include one activity or game and one ceremony appropriate to the section. (Supply a copy of the programme for the Training Adviser.)

Witness Testimony

Say what the learner did during the section meeting and what conclusions they reached when you reviewed the meeting with them.

Learner: Please sign to confirm that you planned the programme

Learner Signature:		Date:	
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Observer: I can confirm that this Leader has fulfilled the requirements for module 3.

Name:		Appointment:	
Signature		Date of observation:	

Validation Guide

The main evidence you need for all the modules is a copy of your long (Annual), Medium (Termly) and short-term (Monthly/Weekly) programmes. Other evidence required is shown against each module below.

Module	Module Details	Examples of Evidence
5	Fundamentals of Scouting: Show how the purpose, Values and method have been incorporated into your programme examples of spiritual development, religious policy.	Discuss with your T A to identify the fundamentals on the programme/s
7	Scouting for all: Be able to outline the scouting Equal opportunities policy.	Explain to your T.A. how you are making your programme diverse and inclusive.
8	Skills of leadership: Be able to give examples of when you have used the 4 leadership styles eg. Telling, Selling, Sharing, and delegating.	Discuss with your T A an activity on your programme or in a meeting, how your leadership styles changed.
9	Working with Adults: Be able to discuss the variety of communication methods you use with your section, leaders, or other adults. Attend a meeting and represent others	Discuss with your T A the different communication methods you use. Copies of Minutes/Notes of meetings where you have represented others
10	Must have a valid first response certificate as a minimum	
11	Administration: Demonstrate accurate and appropriate maintenance of administration and financial records relevant to your role and in line with POR and the Data Protection Act. • Evidence of records kept.	Group records Use of OSM
12a	Delivering a quality programme: Evidence of supporting delivery of the Programme: Be able to discuss how the elements of a quality programme are met (safe, fun, engaging, age appropriate, accessible to all, balanced with a variety of programme methods suitable for size of section etc) Be able to discuss why a programme is balanced. Evidence of providing/promoting Youth-Shaped Scouting.	Check your Knowledge Questionnaire Discuss with your T A how your programme is balanced and how you provide Youth-Shaped Scouting
12b	Planning a Quality Programme: Be able to discuss: How the programme provides challenge and adventure to develop young people.	Check your knowledge questionnaire

	<p>Where you get your ideas from and the process used for planning, for example DOOR.</p> <p>How you review your programmes, using a Programme Checker</p>	<p>Discuss how the programme develops your young people</p> <p>Explain how you have improved your programme after review.</p>
13	<p>Growing the movement: Show how you are growing the movement eg. development plan, recruitment events, recruiting either young people or adults</p>	<p>Development plan for your section</p> <p>Discuss a recruitment event or activity you have used for recruitment</p>
14	<p>Supporting Young people: Be able to discuss characteristics and development of young people in your section, ie. attention span, mental ability, moral understanding, independence. Also, external influences, culture, society, technology, media, social media, etc</p> <p>Describe how you provide a supportive environment for the young people in your section,</p>	<p>Discuss with TA how you provide a caring, supportive atmosphere, a place for 'quiet time', (identifying support available, ie. Childline)</p>
15	<p>Promoting Positive Behaviour: Be able to discuss how you promote positive behaviour also how you respond to challenging behaviour</p>	<p>Copy of a Code of Conduct for your section Explain how you promote positive behaviour</p>
16	<p>Planning a residential experience</p> <p>Show how you have assisted the planning and supporting of a nights away experience for young people</p> <p>To include main aspects of organisation eg. selecting a team and roles undertaken by them, ratios, dealing with issues.</p>	<p>Nights away Questionnaire</p> <p>Copy of paperwork done for a Nights away experience including copy of timeline of activities in planning a nights away experience</p> <p>Evidence of nights away permit (if you have one)</p>
17	<p>Running Safe Activities:</p> <p>Plan or assist in planning an activity for young people, be able to discuss/demonstrate the</p> <ul style="list-style-type: none"> • Carry out a risk assessment of an activity, event or Scouting premises and communicate the relevant information to adults and young people. • Plan/assist in planning an activity, considering: <ul style="list-style-type: none"> • The rules and procedures related to the activity • Safety and welfare requirements such as In Touch, medical details, age restrictions, ratios • The relevant resources and support available • Any permits required • Emergency and reporting procedures to be implemented in the event of an accident, incident or near miss. 	<p>Copy of risk assessment</p> <p>Evidence of 'In-touch' system</p> <p>Discuss with your T.A. an activity on the programme you have led.</p>
18	<p>Practical skills: Learning new practical skills, sharing practical skills with young people Examples of practical skills learnt and developed during your role in scouting</p>	<p>Discuss with your T A the skills learned/demonstrated to your young people</p>

19	<p>International: (2 to be completed) Plan and run an international themed event, activity, or trip</p> <ul style="list-style-type: none">• Evidence of activities which include global nature of scouting, role of the world membership badge,• Supporting young people taking part in an international activity• Links with a scout group not in UK	Discuss with your T.A. International Scouting activities on your programme
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Other

Useful Contacts

Your Training Adviser	
Name:	
Email:	
Telephone:	

Your Training Manager	
Name:	
Email:	
Telephone:	

Other Resources

You can find loads of other useful resources for your role on our training website. Go to training.notts-scouts.org.uk/leaders