



# Northern Ireland Scout Council

## *Support for Training Advisers*

September 2014

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### **Appendix 3 – New NISC Validation document**

Validation Pack of documents (See separate document).

## Introduction

This publication supplements the Scout Association Adult Support *Training Advisers Guide – October 2013 version*. It provides local guidance for the Training Managers and Training Advisers in Northern Ireland and is the outcome of a series of workshops and meetings on such topics as the role of the Training Adviser, Validation of Learning, Minimum Standards for Module Validation and the documentation necessary for the Learner to gain the award of the Woodbadge.

It contains copies of supporting documentation (as appendices) for the award of the Woodbadge and details of links to appropriate sites in the Scout Association's website.

This publication does not explain the Scout Association's Training Scheme in detail. Therefore it needs to be read alongside the *Adult Training Scheme, the Training Advisers Guide (Oct2013)* and the *Adult Personal File (Oct2013)*. These documents can be accessed via the Scout Association website –

[https://members.scouts.org.uk/documents/Adult\\_Training/CoreDocs/ATS%203RD%20Edition%20FINAL.pdf](https://members.scouts.org.uk/documents/Adult_Training/CoreDocs/ATS%203RD%20Edition%20FINAL.pdf)

<http://members.scouts.org.uk/factsheets/ASTAG.pdf>

<http://members.scouts.org.uk/factsheets/ASAPF.pdf>

## What does a Training Adviser do?

# Role description for a Training Adviser Item Code FS330070 Date Aug 2013

**Title:** Training Adviser

**Outline:** Responsible for supporting and assessing learners through their training up to the award of the Wood Badge.

**Responsible to:** County/Area Training Manager or Local (District) Training Manager (depending on County/Area structure)

**Main Contacts:** County/Area Training Manager, Local (District) Training Manager, adults undertaking training, the line managers of adults undertaking training (e.g. Group Scout Leaders, District Commissioners County/Area Commissioners, Chief Commissioner), other Training Advisers, those validating modules and Training Administrators.

**Appointment requirements:** Must successfully complete the appointment process (including acceptable personal enquiries and acceptance of The Scout Association's policies).

**Training Requirements:** Must complete Module 1 within five months of full appointment, OR hold a Woodbadge Award, and Module 25 within three years of full appointment.

### Main Tasks

- Brief new participants about the Adult Training Scheme.
- Create a Personal Learning Plan with each learner.
- Validate modules for Learners as appropriate (some Modules may be validated by other people).
- Meet regularly with each Learner to support and encourage the individual; review progress of the Personal Learning Plan; and plan actions to work toward the completion of the Personal Learning Plan.
- Review and validate completed Personal Learning Plans and inform the County Training Manager or Local (District) Training Manager so that the Wood Badge may be recommended to Headquarters.
- Maintain records and inform the County Training Manager, Local (District) Training Manager or other as agreed locally of the Learner's progress.
- Meet with other Training Advisers and the County Training Manager or Local (District) Training Manager to discuss progress; consider items of concern and issues; keep informed of the local training opportunities; and make plans for developing the support offered to individuals by Training Advisers.

## **Skills and knowledge**

In order to explain things to a Learner, you will need basic understanding of Scouting and how the Adult Training Scheme works. The basics of Scouting are to be found in Module 1 Essential Information. Other knowledge you will also need are:

- The format of the Adult Training Scheme and what modules make up the training scheme for the award of the Woodbadge.
- How training operates in your Scout County or District.
- The administration procedures as adopted by the NISC Training Team.

## **What training do I need?**

The Award of the Woodbadge and Module 25 Assessing Learning.

OR

If a non-Scouter then Module 1 Essential Information and Module 25 Assessing Learning.

**Who do I work with?**

**Where do TAs fit into NISC Training Team?**

The following sets out the relationship of the various roles in NISC Adult Support/Training for the award of the Woodbadge.



## **Roles:**

### **Training Advisers:**

**Support new leaders at Group level**, through their training up to the Award of Woodbadge. Work in partnership with the District Training Manager (DTM) in the support of leaders; validates modules as appropriate; informs the DTM in the recommendation of the Award of the Woodbadge for a new leader; meets with other Training Advisers to discuss progress, concerns, issues and keep informed of the local training opportunities. (Possibly assist the DTM in local training “Getting Started”)

**Training Advisers need** – completion of *Module 25 Assessing Learning (essential) & Module 26 Supporting Adults (recommended)*

**Appointment of TAs** – Each Scout Group to appoint a Leader (preferably one who has gained their Woodbadge and therefore is familiar with the training modules) to act as an Adviser. This appointment to be a conversation/discussion between the District Training Manager (DTM) and the GSL. DCs to be kept updated as to who are appointed as TAs. Scope for flexibility for Training Adviser to work with 2 or more Scout Groups. Upon appointment of a new leader, a Training Adviser is assigned to the new leader.

**NI Training Team Support** – Briefing sessions for all TAs – both current and newly appointed TAs for a refresher course and sharing of good practice. Scheduling of date/time/venue for delivery of Module 25 Assessing Learning and Module 26 Supporting Adults.

**Districts** – All Scout Districts to have in position a District Training Manager (DTM) and Training Advisers assigned for each Scout Group (or for 2 or more Scout Groups).

### **District Training Managers (DTM):**

**Manages the training provision in the Scouting District.** Responsible to the District Commissioner. Acts as line manager for Training Advisers. Plans and delivers “Getting Started” training to new leaders in the Scout District and provides training opportunities locally, in particular On-Going Learning for Safety and Safeguarding for the 5-year review of appointments. Ensure that people involved in training are suitably qualified (that is, have attained or are actively working towards the relevant role specific modules). In conjunction with the appropriate Training Adviser, make recommendation for the award of Woodbadge. The DTM to maintain a list of Training Advisers.

The DTM is a member of the NI Training Team. Possibly assist/work with NI Trainers in the delivery of Woodbadge training at Crawfordsburn or at outreach training in local areas.

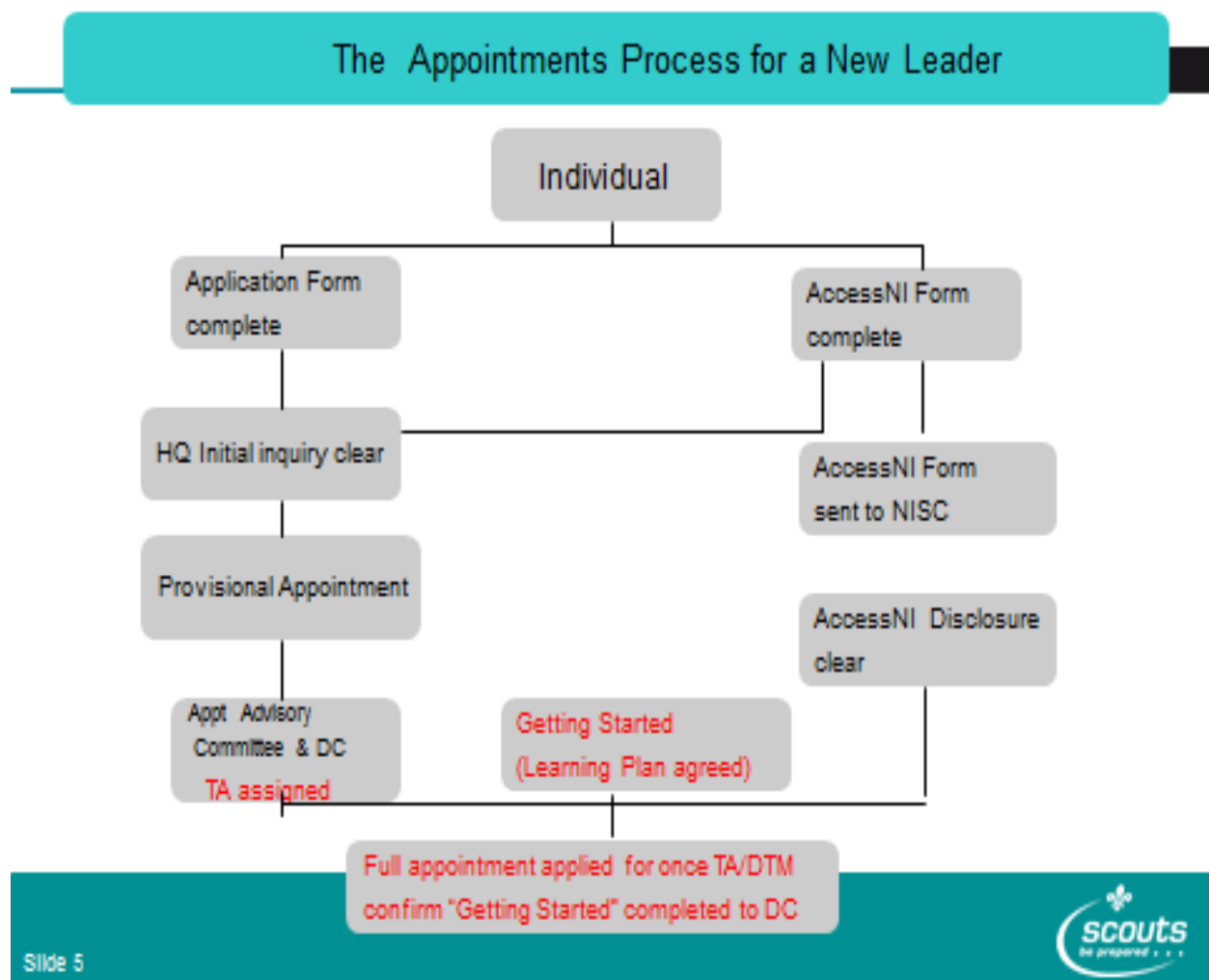
**DTMs need** – completion of *Module 25 Assessing Learning, Module 26 Supporting Adults*, and appropriate modules which are listed in Supplementary (Orange) modules in the Adult Training Scheme.

## N Ireland Training Team

**Considers issues/challenges to meet the training needs of Leaders** – both Sectional and management level. Ensures review of current training techniques. Assesses the training needs of Leaders in the Region. Responsible for the promotion and development of training in the region. Responsible for course standards and methods of presentation.

Membership includes DTMs and where applicable, County Training Managers and N Ireland Trainers. Team led by NIC Adult Training.

## Where do TAs fit into the Appointment Process?



The above chart shows where the Training Adviser is assigned to an individual at the Appointment Advisory stage. The TA meets with the individual (Learner) and discusses and agrees a Personal Learning Plan. The District Training Manager arranges the training for the "Getting Started" modules and when these are complete and validated then the Learner



gains full appointment in their role applied for in the Adult Appointment Form. The maximum timescale for this stage is 5 months from date of provisional appointment. Once a learner has completed “Getting Started” they may wear the Gilwell woggle.

From the date of the Full Appointment there is a timescale of 3 years for the completion of the Training Modules and Validation to the Award of the Woodbadge.

### **Personal Learning Plans – the Training Adviser/Learner conversation**

For detailed information and guidance on your conversation with the Learner refer to Section 4 of the *Scout Association Training Advisers Guide – October 2013 version*. A copy of the Personal Learning Plan is included as Appendix 1 in this publication.

The Role of TA in creating a Personal Learning Plan (PLP)

- Identify appropriate modules for the role
- Be familiar with the content of modules
- Establish which parts the Learner can already do
- Establish what learning the Learner will need to complete
- Establish which methods will be best for Learners
- Complete the Personal Learning Plan

### **Validation**

Validation is the process where a Learner shows that he/she can put the learning they have done for a module into practice in their Scouting.

Validation is about confirming that someone is able to do what they are supposed to be able to do -

*“That they are fit for purpose”*

The focus should be on the Learner “doing something” and this will often be backed up with discussion. It is generally found that Learners’ are already “doing something” in their work with their Section and, applying this to the relevant validation criteria for the particular module, can be validated.

## Validation of Prior Learning

- **Fundamental principle** – individual’s prior knowledge, experience and skills should be recognised.
- Everybody must validate the modules laid out in their PLP based on the role.  
**Learning is Optional; Validation is Essential (LOVE)**
- **Provides evidence** to meet the objectives – then this should be validated.
- **Cannot provide evidence** to meet the objectives – then should not be validated; hence agree appropriate method of meeting learning needs.

Training is sometimes “not required” when the adult has clearly done *some* training (unevidenced) in the past in Scouting, or where there is ample evidence of a wealth of experience of Scouting or with another uniformed organisation. Any such experience should be identified and validated against the appropriate validation criteria for the particular Woodbadge Module.

Prior learning and experience can be demonstrated by:

Qualifications

Experience in a particular area of work

Life Experience

Other valid experience claimed by the leader....

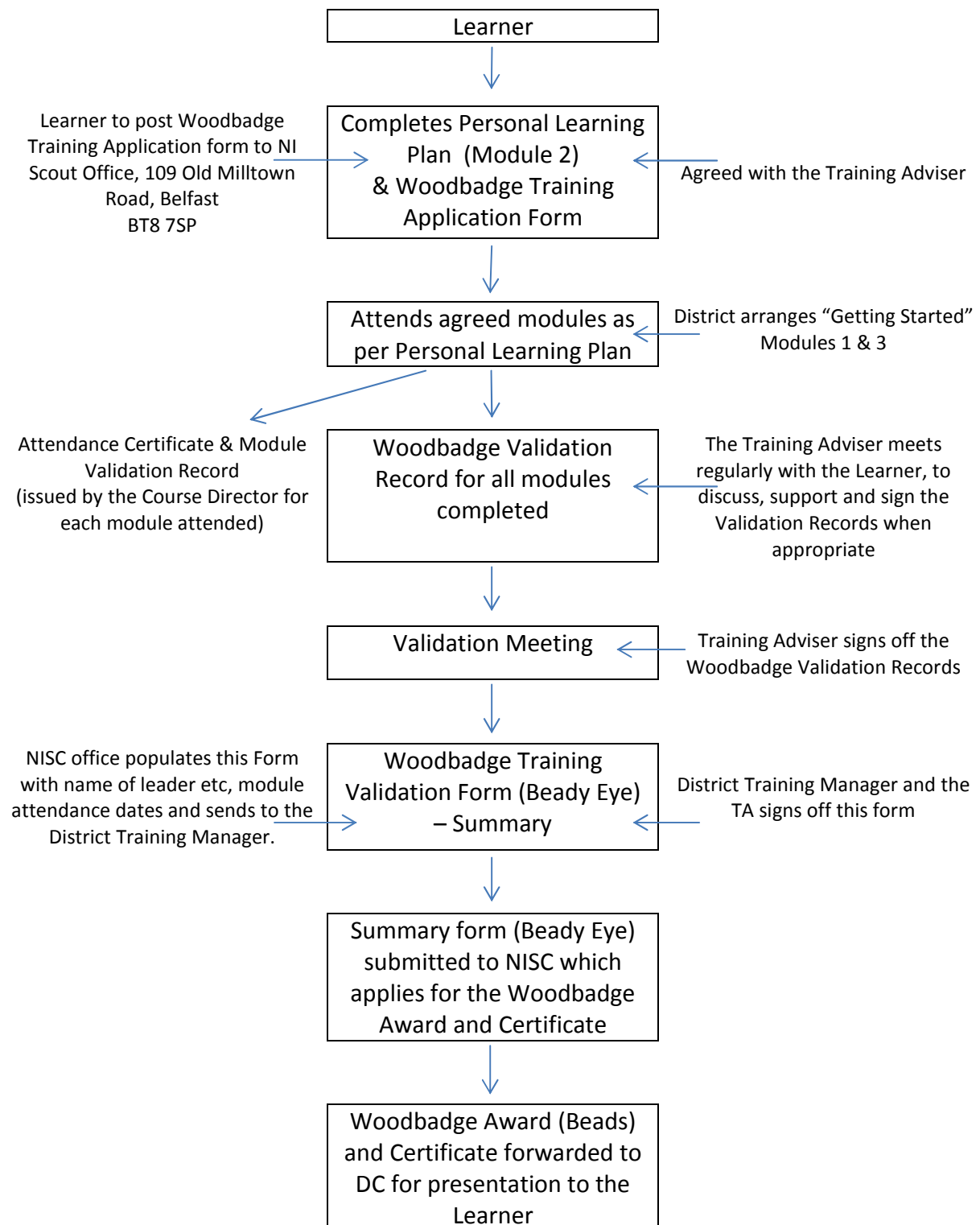
The types of evidence that can be presented to demonstrate learning are listed below:

- Demonstration: *you can observe the learner.*
- Discussion
- Workbook/worksheets: *you can review workbooks/worksheets completed as part of a course to check evidence of the learner’s knowledge and understanding.*
- Questionnaire
- External qualification: *this particularly applies to Module 10: First Aid*
- Product of work: *work by the learner shows their understanding, eg. Records of Programme Plans for their section*
- Project work: *setting a task which requires the Learner to put their learning into practice, eg. Running a camp or a Sleepover*
- Working documents: *paperwork already produced for the efficient operation of the Section, eg. Meeting notes, documentation for parents, planning for an event or residential experience*
- Witness statement: *where someone witnesses the Learner’s completion of a task, eg. GSL observes a Moving on ceremony and signs a statement to that effect.*
- Video: *a video of the Learner giving a presentation or a demonstration and this is submitted as the validation*

A Learner may present one or more types of evidence.

## Validation Process

Flowchart to demonstrate Validation Process for the Award of the Woodbadge:



## **Validation and Minimum Standards**

To assist in the Validation process the NISC Training Team drew up “Minimum Standards” for each Woodbadge module. These standards give guidance on the expected knowledge, skills or experience presented as evidence against the Validation Criteria in each Woodbadge module. The Minimum Standards are Appendix 2 – As these are working documents, any comments/additions to the Minimum Standards would be most welcome by emailing [training@scoutsni.org](mailto:training@scoutsni.org).

## **Scout Association Factsheets**

The following Factsheets are downloadable from the [www.scouts.org.uk](http://www.scouts.org.uk) website and give further information and guidance.

FS500000 – Validation Processes and Guidelines

FS500001 – Seven Steps to being a Training Adviser

FS330081 – Personal Learning Plans – Planning Learning in Groups

FS330094 – Prior Learning in the Young Leader Scheme

## **NISC Validation Documentation**

The NISC Training Team has devised new documentation for the validation process for the Award of the Woodbadge. The new documentation is Appendix 3 . This documentation can also be accessed via the NISC website – [www.scoutsni.org](http://www.scoutsni.org).



## Appendix 1a - Personal Learning Plan

Name: \_\_\_\_\_ Appointment: \_\_\_\_\_ Membership number: \_\_\_\_\_  
 Group: \_\_\_\_\_ District: \_\_\_\_\_ County/Region: \_\_\_\_\_ Training Adviser: \_\_\_\_\_  
 Initial Plan \_\_\_\_\_ Plan reviewed \_\_\_\_\_ Date provisional \_\_\_\_\_  
 agreed (date): \_\_\_\_\_ (date): \_\_\_\_\_ appointment ends: \_\_\_\_\_ Sheet: \_\_\_\_\_ of \_\_\_\_\_

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

Are you able to take part in training held in the evenings? Yes  No  If so, please indicate your availability: Mon  Tues  Wed  Thurs  Fri

Module Number	Learning Required Y/N	Proposed Learning Method	Planned completion date	Completing OCN unit? (yes/no)	Validation methods	Validation completed date	Training Adviser signature

Personal Learning Plan agreed by – Learner: \_\_\_\_\_ Training Adviser: \_\_\_\_\_

A copy of the learning plan should be sent to the appropriate Training Manager after each review of the plan and any updates.

**Personal Learning Plan continued...**

Name: \_\_\_\_\_ Appointment: \_\_\_\_\_ Membership number: \_\_\_\_\_ Sheet \_\_\_\_\_ Of \_\_\_\_\_

Module Number	Learning Required Y/N	Proposed Learning Method	Planned completion date	Completing OCN unit? (yes/no)	Validation methods	Validation completed date	Training Adviser signature

Personal Learning Plan agreed by – Learner: \_\_\_\_\_

Training Adviser: \_\_\_\_\_

Additional sheets should be copied and attached to the front sheet

## Appendix 1b – Woodbadge Training Application Form



### THE SCOUT ASSOCIATION NORTHERN IRELAND SCOUT COUNCIL

### WOODBADGE TRAINING 2014-2015 at Crawfordsburn Scout Centre

Saturday Opportunities					
I would like to attend Please ✓	Module not required Module No.	(Signed by Training Advisor)	Date	Modules	Day
			Saturday 22 <sup>nd</sup> November 2014	Covers Modules 5, 11 & 19	1
			Saturday 24 <sup>th</sup> January 2015	Covers Modules 8, 15 & 18	2
			Saturday 7 <sup>th</sup> March 2015	Covers Modules 12 & 14	3
			Saturday 13 <sup>th</sup> June 2015	Covers Modules 9 & 13	4
			Saturday 26 <sup>th</sup> September 2015	Covers Module 7	5

Please tick the dates you are applying to attend.

Please choose from either the Saturdays or Sundays or feel free to mix.

Please also choose the Residential dates appropriate to your Section

OR

Sunday Opportunities					
I would like to attend Please ✓	Module not required Module No.	(Signed by Training Advisor)	Date	Modules	Day
			Sunday 23 <sup>rd</sup> November 2014	Covers Modules 9 & 13	4
			Sunday 25 <sup>th</sup> January 2015	Covers Module 7	5
			Sunday 8 <sup>th</sup> March 2015	Covers Modules 5, 11 & 19	1
			Sunday 14 <sup>th</sup> June 2015	Covers Modules 8, 15 & 18	2
			Sunday 27 <sup>th</sup> September 2015	Covers Modules 12 & 14	3

### Squirrel Leaders only - Module 17 - Activities Outdoors

Please contact [squirrelinfo@scoutsni.org](mailto:squirrelinfo@scoutsni.org) for further details of the next course in your area.

### Residential

	Dates	Modules	NA Permit Holder (Signed by Training Advisor)	I would like to attend Please ✓
Beavers	Saturday 18 <sup>th</sup> – Sunday 19 <sup>th</sup> April 2015	Covers Modules 16 & 17 & 38	Date of Permit	
Scouts, Explorer Scouts, Scout Network	Friday 24 <sup>th</sup> – Sunday 26 <sup>th</sup> April 2015	Covers Modules 16 & 17 & 38	Date of Permit	
Cubs	Friday 8 <sup>th</sup> – Sunday 10 <sup>th</sup> May 2015	Covers Modules 16 & 17 & 38	Date of Permit	

### 1st Response (First Aid training)

If you already have a current First Aid qualification or have 1st Response training in your District/County within the past 3 years, you **do not need** to attend 1<sup>st</sup> Response. Please note the date and venue of your training course below and send a copy of your Certificate in with this application form. We will then ensure that your training record is updated accordingly and you will be exempt from 1<sup>st</sup> Response (Module 10) of your training. Please look on [www.scoutsni.com](http://www.scoutsni.com) for dates of 1<sup>st</sup> Response courses being held at Crawfordsburn.

Date: ..... Venue: ..... (Certificate enclosed).



**THE SCOUT ASSOCIATION  
NORTHERN IRELAND SCOUT COUNCIL**

**WOODBADGE TRAINING**

**2014-2015**

**Application Form**

**Section training to attend (Squirrels / Beavers / Cubs / Scouts / Explorers / Network) – please circle as appropriate**

Title (MR / MRS / MISS / Other.....)

Forename: ..... Surname: .....

Address .....

.....

Postcode ..... Email Address .....

Telephone number (Home) ..... Telephone number (Work) .....

Telephone number (Mobile)..... Date of Birth .....

**CURRENT APPOINTMENT**

Section: Squirrels / Beavers / Cubs / Scouts / Explorers / Network/ Other.....

Group ..... District .....

Any special dietary needs/allergies .....

**Squirrel Leaders      £65.00                                  All other Leaders      £75.00**

**Payment enclosed    £ .....**

Make cheques payable to Northern Ireland Scout Council. Please enclose a SAE if you require a receipt.

(Receipt No ..... Office Use)

**Training Needs Assessment**

Name of Training Advisor..... Date PLP was agreed.....

<b>Reason why attendance at identified modules is not required.</b>			
Module Number	Reason not required	Module Number	Reason not required

Signed by Learner:	Date:
Signed by Training Advisor:	Date:

**Please ensure you fully complete this form and have it countersigned by your Training Advisor or District Training Manager and then return it to:**

**The Scout Office,109 Old Milltown Road, Belfast, BT8 7SP**





## THE SCOUT ASSOCIATION NORTHERN IRELAND SCOUT COUNCIL

### WOODBADGE TRAINING

**2014-2015**

A training opportunity for Leaders who are starting or continuing on their journey to complete their Woodbadge.

The Woodbadge Training in Northern Ireland is delivered in a Modular format. Getting Started training is provided by your District (you should check with your ADC (AT) to find out the next dates in your District). Once you have completed Getting Started, training is delivered over 6 individual days and a Residential weekend.

Many leaders may already have qualifications, experiences and skills (Prior Learning) that could mean you do not need to complete certain modules. These will be identified during your Personal Learning Plan and Training Needs Assessment meeting with your Training Advisor or Training Manager.

The following table outlines the training Modules. This training is designed to support and build on the practical work you do within your normal Scouting role.

Course / Day	Module	Aim	Topics
Getting Started	01 Essential Information	To provide the basic information required to ensure that adults involved in Scouting: <ul style="list-style-type: none"> <li>• do not put themselves and others at risk through lack of knowledge</li> <li>• are aware of the Purpose, Principles and Method of Scouting</li> <li>• are aware of the management and support structures of Scouting in outline and of immediately relevant parts of the structures in detail</li> </ul>	<ul style="list-style-type: none"> <li>• Fundamentals</li> <li>• Child Protection</li> <li>• Equal Opportunities</li> <li>• Safety</li> <li>• Structures and support</li> <li>• POR</li> </ul>
Getting Started	02 Personal Learning Plan	To create a plan for an individual's learning based on the requirements of the job and taking into account the individual's needs. The plan will show the training and the support that the individual will receive to help them fulfil the learning programme and will include a progress review timetable.	<ul style="list-style-type: none"> <li>• Personal Learning Plan</li> </ul>
Getting Started	03 Tools for the job (Section Leaders)	To provide the basic information on the individual's job or area of responsibility and some practical help to get the individual started in the job.	<ul style="list-style-type: none"> <li>• Features of the Section</li> <li>• Adult Role</li> <li>• Programme ideas</li> <li>• Games</li> </ul>
1	05 Fundamental Values of Scouting	To use the Personal Development Areas to explore the links between the values expressed in the Purpose, Principles and Methods of Scouting and a balanced programme, the awards and badges.	<ul style="list-style-type: none"> <li>• Values</li> <li>• Personal Development Areas</li> <li>• Religious Policy</li> </ul>
1	11 Administration (Sectional Leaders)	To cover the records and procedures necessary for the effective administration of the Section (including personal and financial records, insurance issues and accident/emergency procedures).	<ul style="list-style-type: none"> <li>• Keeping records</li> <li>• Records required for Section</li> <li>• Financial responsibilities</li> <li>• Accident reporting</li> <li>• Data Protection Act</li> <li>• Insurance</li> </ul>
1	19 International	To provide an international focus appropriate to their Section and appreciate the global nature of Scouting.	<ul style="list-style-type: none"> <li>• World-wide family of Scouting</li> <li>• International aspects of the programme</li> <li>• International events and activities</li> <li>• Programme ideas</li> </ul>
2	08 Skills of Leadership	To cover the knowledge, skills and attitudes required to be an effective Leader.	<ul style="list-style-type: none"> <li>• Systematic planning</li> <li>• Action centred leadership</li> <li>• Leadership styles</li> <li>• Developing leadership skills in others.</li> </ul>



# NORTHERN IRELAND SCOUT COUNCIL

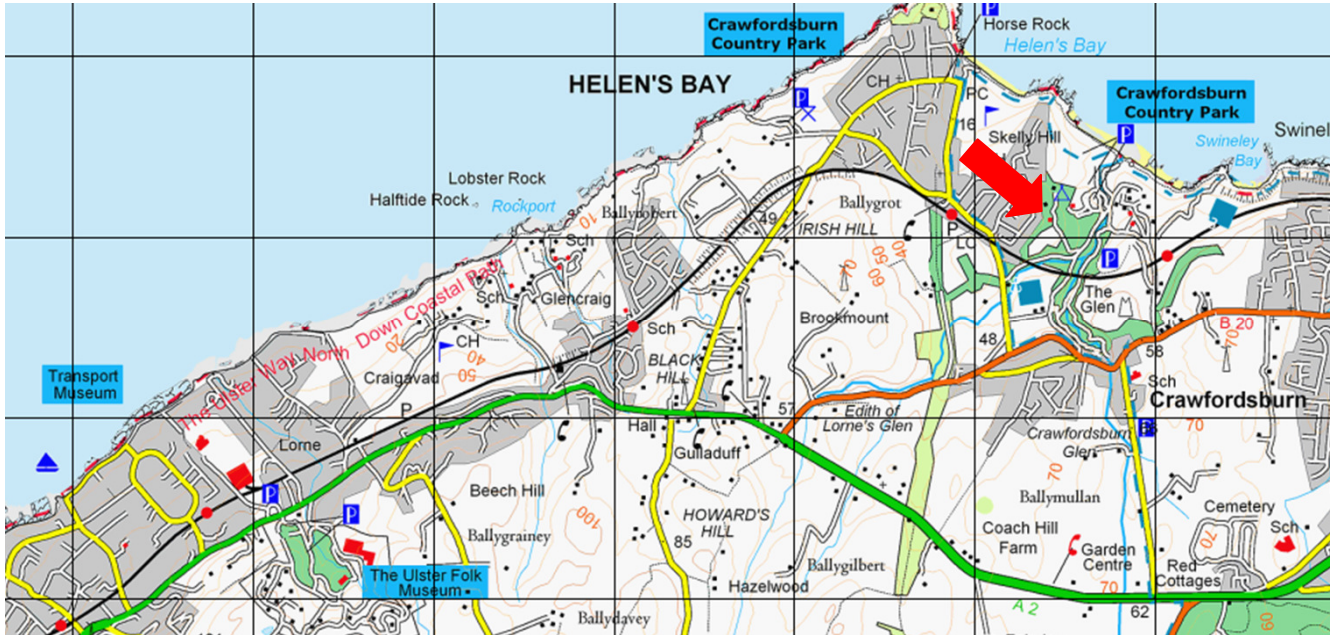
## WOODBADGE TRAINING

2014-2015

Course / Day	Module	Aim	Topics
2	15 Challenging Behaviour	To enable adults to prevent and manage challenging behaviour in the Sections.	<ul style="list-style-type: none"> <li>Causes, prevention and management of challenging behaviour</li> </ul>
2	18 Practical skills	To enable adults to gain and develop practical skills for the benefit of young people in their Section.	<ul style="list-style-type: none"> <li>Range of practical skills</li> <li>Training others</li> </ul>
3	12 Providing a Balance Programme	To cover ways in which a successful and balanced programme can be planned and implemented in the Section.	<ul style="list-style-type: none"> <li>Balanced Programme</li> <li>Programme ideas</li> <li>Young people's involvement in decision making</li> <li>Awards</li> <li>Programme Review</li> <li>Overview of other Sections</li> </ul>
3	14 Young People Today	To enable adults working with Sections to identify and meet the needs of young people.	<ul style="list-style-type: none"> <li>Characteristics, influences and needs of young people</li> </ul>
4	09 Working with Adults	To cover the underpinning functions required to work effectively as a member of an adult team.	<ul style="list-style-type: none"> <li>Communication</li> <li>Listening skills</li> <li>Decision making structures</li> <li>Representing others.</li> </ul>
4	13 Growing the Movement (Section Leaders)	To cover ways in which an adult working with a Section can work with their GSL/others to plan and implement growth in his/her Group and Section.	<ul style="list-style-type: none"> <li>Transfer between Sections</li> <li>Adults in Scouting Model (recruitment, induction and retention)</li> <li>Developing planning</li> <li>Co-operation with other agencies</li> </ul>
5	07 Valuing Diversity	To cover the policies of The Scout Association that promote diversity and consider how the individual, in their role, can help to make Scouting available to all.	<ul style="list-style-type: none"> <li>Mixed Scouting</li> <li>Equal opportunities</li> <li>Special Needs</li> <li>Cultural, social and religious diversity</li> </ul>
6	10 First Aid	To cover the skills and knowledge necessary to enable adults to manage an incident and provide basic First Aid.	<ul style="list-style-type: none"> <li>First Aid</li> </ul>
Residential	16 Introduction to Residential Experiences	To enable Section Leaders and supporters who may support residential experiences for young people, as part of their role in Scouting, to understand the role that residential experiences play in Scouting.	<ul style="list-style-type: none"> <li>Residential experiences and their importance in Scouting</li> <li>Organisation and administration</li> <li>Nights Away Permit Scheme</li> </ul>
Residential	17 Activities Outdoors	To enable adults to plan and run exciting, safe and developmental activities outdoors for the young people in their Section.	<ul style="list-style-type: none"> <li>Importance in Balanced Programme</li> <li>Planning and carrying out activities</li> <li>Permits</li> <li>Risk Assessment</li> <li>Party management</li> </ul>
Residential	38 Skills for Residential Experiences	To enable adults to acquire the appropriate skills to plan and run successful residential experiences for the young people in their Section	<ul style="list-style-type: none"> <li>Practical skills for planning and running a residential experience</li> </ul>

### Directions to Crawfordsburn

From Belfast follow M3 / A2 towards Bangor, turn off on B20 for Crawfordsburn.  
Turn left for Helen's Bay following signs for Crawfordsburn Country Park.  
When you enter the Country Park look for Scout Campsite sign approx ½ mile on the left.  
Wardens will direct you to car parking areas.



Crawfordsburn Scout Activity Centre  
20 Bridge Road South  
Helen's Bay  
Bangor  
County Down,  
BT19 1JT

Tel: +44 (0)28 9185 3307

OSNI Map Reference - J464821

GPS - W5.73116777 N54.66616564

## Appendix 2 – Minimum Standards for Woodbadge Modules

### Minimum standards – validating module 1 - Essential Information

	Validation criteria	appropriate methods	Expected knowledge, skills or experience	TA Notes
	<p>Discuss the fundamental principles and key policies of Scouting with your Training Adviser to demonstrate your understanding. The discussion should include:</p> <ul style="list-style-type: none"> <li>*Purpose, Values and Method of the Scout Association</li> <li>*Child Protection Policy and what an adult should do if abuse is suspected and/or reported</li> <li>*Equal Opportunities Policy</li> <li>*Safety Policy and their responsibilities within it</li> </ul> <p>-</p>	Discussion	<ul style="list-style-type: none"> <li>• Knowledge of Yellow Card – discuss contents of Card, have read and understand</li> <li>• Awareness of each of the key policies and where to reference them</li> <li>• Knowledge of Purple Card – Safety</li> <li>• Knowledge of Orange card – Safeguarding for Young Leaders</li> <li>• Recall Law &amp; Promise, describe the purpose for having it</li> <li>• Scouting Principles</li> <li>• How fundamentals impact on all members – Beaver Scouts to Adult members</li> <li>• Knowledge of POR and Factsheets</li> <li>• Knowledge of how to source the key policies and supporting documents</li> </ul>	
	<b>And complete two of the following</b>			
1	Carry out a Risk Assessment of a meeting place.	Discussion Paper copy of a Risk Assessment	<ul style="list-style-type: none"> <li>• How was the assessment done/how implemented and to whom</li> <li>• What steps taken to mitigate risk</li> <li>• How actions recorded</li> <li>• Review/evaluation of the event to highlight good practices or need for change</li> <li>• Knowledge of Risk Assessment Factsheet</li> <li>• Evidence of a recently completed Risk Assessment</li> </ul>	

2	Produce a District/County structure chart listing support mechanisms available to them, including the Scout Information Centre.	Discussion Paper copy Questionnaire	<ul style="list-style-type: none"> <li>• Key Personnel in District/County</li> <li>• Contact details for the key personnel and their roles</li> <li>• Scouts.org.uk website – navigation of website to search for support/information</li> </ul>	
3	Describe the actions to take following an accident/incident (or the report of an accident/incident) during a Scouting activity.	Discussion Evidence of paper trail for an incident (if available)	<ul style="list-style-type: none"> <li>• Knowledge of appropriate paperwork – forms, etc.</li> <li>• Knowledge of chain of command in reporting an incident</li> <li>• Knowledge of what needs to be recorded – who, what, where, when, how</li> <li>• Purple card – Emergency numbers for NISC and SA Hq</li> <li>• Scout Group Accident Book</li> </ul>	
4	Explain the Promise and the Law and how they relate to the Fundamentals of The Scout Association to an adult new to Scouting.	Discussion Observation Photos/Video	<ul style="list-style-type: none"> <li>• Know Promise and Law (appropriate to Section)</li> <li>• Awareness of alternative Promises – Faith, non-faiths</li> <li>• Discuss how Law and Promise is incorporated into Programme</li> <li>• Knowledge of “Moving On” badges</li> </ul>	
5	Work with young people to create and implement an Anti-Bullying Code, and explain how it may help to prevent bullying within the Section.	Paper Evidence Discussion Witness Statement	<ul style="list-style-type: none"> <li>• Creation of a Code – involvement of the young people</li> <li>• How was the code implemented – evolving/refining the code</li> <li>• When was the last time the Code was last implemented/visited.</li> </ul>	
6	<b>Any other ideas, subject to agreement with a Training Adviser</b>	<b>Discussion</b> <b>Observation</b>	<b>Suggestions:</b> <b>How other key policies could be implemented into Programme (especially older Sections) – Equal Opportunities; Alternative Promise;</b>	

**Minimum standards – validating module 2 - Personal Learning Plan**

	<b>Validation criteria</b>	<b>appropriate methods</b>	<b>Expected knowledge, skills or experience</b>	<b>TA Notes</b>
	<b>Create a Personal Learning Plan agreed by a Training Adviser</b>	<b>Discussion</b>	<b>Discussion on prior learning Production of a Personal Learning Plan</b>	

### Minimum standards – validating module 3 – Tools for the Job (Section Leaders)

	Validation criteria	appropriate methods	Expected knowledge, skills or experience	TA Notes
	Outline the main features of their section	Discussion	For their Section – <ul style="list-style-type: none"> <li>• The core age range of the section</li> <li>• Where does the decision making lie? Who is responsible for planning the programme?</li> <li>• What are the key ceremonies in the Section?</li> <li>• What is their role within the section?</li> <li>• Where can their find programme ideas?</li> <li>• What are games important in Scouting?</li> </ul>	
	<b>And complete two of the following</b>			
1	Plan and run an activity appropriate to the section and explain why different types of games are an important part of the programme	Discussion Observation Testimony Photographs/Video	<ul style="list-style-type: none"> <li>• Evidence of planning or contribution to the planning of the event</li> <li>• Evidence of games appropriate to the Section</li> <li>• Importance of games could already be discussed in the Essential Criteria (above)</li> </ul>	
2	Plan and run a ceremony appropriate to the section	Discussion  Paper copy  Photos	<ul style="list-style-type: none"> <li>• Evidence of planning for a Ceremony</li> <li>• Discussion on the content of the Ceremony and the significance of it</li> <li>•</li> </ul>	
3	Plan and run a game appropriate to the Section, outline the important criteria for games in Scouting.	Discussion  Testimony Photos/Video	<ul style="list-style-type: none"> <li>• Evidence of Planning</li> <li>• Discussion of the type of game carried out and the criteria for that game</li> <li>• Evidence of risk assessment for the game</li> </ul>	

4	List sources of “ready made” programme ideas	Discussion Observation Collection of ideas	<ul style="list-style-type: none"> <li>• Discussion of ready made programme ideas – Programmes on Line, useful websites</li> <li>• Evidence of a collection of ready made ideas, if appropriate</li> </ul>	
5	<b>Any other ideas, subject to agreement with a Training Adviser</b>	<b>Paper Evidence</b> <b>Discussion</b> <b>Witness Statement</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	



## Minimum standards – validating module 5

	Validation criteria	appropriate methods	Expected knowledge, skills or experience	TA Notes
	Describe the values of Scouting to a Training Adviser, How they are demonstrated in the programme and how you demonstrate the values of Scouting in your role	Discussion – oral or written	<ul style="list-style-type: none"> <li>• Recount the 5 values – Integrity, Respect, Care, Belief and Co-operation</li> <li>• Link the values to the appropriate programme zones, methods and ways of working (managers and non sectional supporters across all sections)</li> <li>• Examples of how exemplify values in own ways of working</li> </ul>	
	<b>And complete two of the following</b>		○	
1	Using their programmes, show how young people are developing in different ways through a balanced programme.	Discussion Product of work observation	<ul style="list-style-type: none"> <li>• Show examples of programmes they have been involved in the delivery of and explain their role. Eg in developing understanding of fair play or working co-operatively</li> <li>• Can give examples of the difference in individual young people as a result of activities undertaken.</li> <li>• managers and non sectional supporters knowledge of how implemented across all sections.</li> </ul>	
2	Show how specific values of Scouting have been incorporated into the programme to meet the needs of youth members.	Discussion <b>AND</b> Product of work	Appropriate <b>ONLY</b> for section based leaders <ul style="list-style-type: none"> <li>• can show record of badges gained and can give examples of the changes in the individual young person as a result of their personal development.</li> </ul>	
3	Demonstrate the explicit use of spiritual development in a meeting	Observation Witness statement Multi media	Appropriate <b>ONLY</b> for section based leaders <ul style="list-style-type: none"> <li>• Can identify SONG areas targeted in activities to promote spiritual development – (Self, Others, Nature, God)</li> <li>• Can identify how individuals developed as a response to activities to promote spiritual development</li> </ul>	
4	Give practical examples of how faith and beliefs can be	Discussion Product of	<ul style="list-style-type: none"> <li>• At least 3 different examples from personal experience, either as organiser or assisting in the activity.</li> </ul>	

	incorporated into a balanced programme.	work Observation Witness statement	<ul style="list-style-type: none"> <li>Should include at least one example of young people exploring a faith or belief system other than their own</li> </ul>	
5	Outline The Scout Association's religious policy and your role in implementing that policy.	Discussion	<ul style="list-style-type: none"> <li>Recall the policy and give examples of how you have or intend to implement policy.</li> </ul> <p><i>The Religious Policy</i>  <i>The Scout Movement includes members of many different forms of religion. The following policy has received the approval of the heads of the leading religious bodies in the United Kingdom.</i>  <i>All members of the Movement are encouraged to:</i></p> <ul style="list-style-type: none"> <li><i>make every effort to progress in the understanding and observance of the Promise to do their best to do their duty to God</i></li> <li><i>belong to some religious body</i></li> <li><i>carry into daily practice what they profess</i></li> </ul>	
6	Make a presentation to explain Scouting values to either young people or adults.	Product of work Observation Witness statement	<ul style="list-style-type: none"> <li>presentation clearly shows Values of Scouting - Integrity, Respect, Care, Belief and Co-operation</li> </ul>	
7	Explain how Scouting can meet the needs of diverse communities.	Discussion Witness statement Product of work	<ul style="list-style-type: none"> <li>Can identify the diversity of need in the community in which they scout and what scouting has to offer to meet these needs. <ul style="list-style-type: none"> <li>Fundamentals are appropriate to all religious groups</li> <li>Methods promote active citizenship</li> <li>Flexibility in approaches to allow all abilities to succeed</li> <li>tolerance, acceptance and understanding of difference</li> <li>The Promise, Laws and Motto – for young people and self (variations)</li> </ul> </li> </ul>	
8	<b>Any other ideas, subject to agreement with a Training Adviser</b>		<ul style="list-style-type: none"> <li></li> </ul>	

## Minimum standards – validating module 6 Changes in Scouting

	Validation criteria	appropriate methods	Expected knowledge, skills or experience	TA Notes
	Complete the questionnaire and confirm with a Training Adviser that 80% or more has been completed correctly.	Questionnaire	<ul style="list-style-type: none"> <li>•</li> </ul>	
	<b>And complete one of the following</b>		<ul style="list-style-type: none"> <li>•</li> </ul>	
1	Describe Scouting's development to another adult or adults.	Discussion Product of Work Witness Statement Observation Multi media	<ul style="list-style-type: none"> <li>• Key milestones or developments might include:               <ul style="list-style-type: none"> <li>○ Early - extending age ranges, global movement, international experiences, reviews of how we operate, uniform changes, adult training, programme and badges.</li> <li>○ Recent – programme, media image, adult training, co-education, revised fundamentals, focus on volunteer management, Scouting's vision.</li> </ul> </li> </ul>	
2	<b>Explain to adults or young people how Scouting has adapted to changing social needs whilst maintaining its fundamental principles.</b>	<b>Discussion Product of Work Witness Statement Observation Multi media</b>	<ul style="list-style-type: none"> <li>• <b>Flexible volunteering, alternative approaches to provide Scouting, use of technology, awareness of social demographics or make up of local community, supporting young people to explore and respond to current social issues, active citizens, community engagement, embrace change.</b></li> </ul>	

## Minimum standards – validating module 7 Diversity

	Validation criteria	appropriate methods	Expected knowledge, skills or experience	TA Notes
	Outline the Equal Opportunities Policy and their role in making Scouting a diverse and inclusive organization.	Discussion  Evidence in hard copy	<ul style="list-style-type: none"> <li>• Definition of Diversity, Inclusivity, and other related terms as relevant to Scout Association</li> <li>• Knowledge of where to reference the Policy (Scout website)</li> <li>• District awareness of management of waiting lists</li> <li>• Scout Association brand centre</li> </ul>	
	<b>And complete ONE of the following</b>			
1	Show evidence of how you are making Scouting more accessible to one or more of the following groups: <b>a</b> girls and young women <b>b</b> those with Special Needs <b>c</b> those from ethnic minorities <b>d</b> those of differing religious backgrounds <b>e</b> those of differing social backgrounds.	Product of work eg Programme Plan  Discussion  Any working documents  Photos/videos of an event	<ul style="list-style-type: none"> <li>• Should be able to discuss and demonstrate understanding of their own beliefs and how the Scout Association is a diverse organisation</li> <li>• Programmes/visits to incorporate differing beliefs (Explorers &amp; Network)</li> <li>• Evidence of games, activities which involve young people with special needs – impact on the types of resources and the premises for weekly meetings</li> <li>• Evidence of the male/female mix in the Scout Group</li> <li>• Evidence of any special events which demonstrate inclusivity</li> <li>• Knowledge of how the wording in the Promise (Section) demonstrates inclusivity in the Scout Association</li> <li>• Evidence of the Scout Group demonstrating inclusivity eg. Fun night</li> <li>• Scout Group survey which shows the numbers for male/female; numbers for special needs, ethnic minorities, religion, social backgrounds. Awareness of how this survey impacts on the Scout Group, eg social background.</li> </ul>	
2	Increase awareness of additional needs or Equal	Witness statement	<ul style="list-style-type: none"> <li>• Evidence of planning an activity which demonstrates diversity/inclusivity; evaluation of event – what was</li> </ul>	

	Opportunities by running an activity for either young people or adults.	Working documents  Discussion	<p>learnt from the activity and how to plan for the future</p> <ul style="list-style-type: none"> <li>• Evidence of a Programme which involved awareness raising of special needs eg disability, wheelchair, etc.</li> <li>• Knowledge of outside agency support – ScoutLink, local Councils/agencies for support with ethnic minorities</li> </ul>	
3	Any other idea, subject to agreement with a Training Adviser.	Discussion	<ul style="list-style-type: none"> <li>• Suggestion: evidence of experience relevant to the role outside Scouting</li> </ul>	
4	Managers should also: <b>Produce a plan to make their group/district/country better reflect the community in which they live and give examples of how they are putting it into action. This could relate to any of the strands of diversity and inclusion.</b>	<b>Product of work</b>  <b>Discussion Scout Group/District/County audits</b>	<ul style="list-style-type: none"> <li>• Suggestion: <b>results from a recent RAG audit; Community survey – population, special needs, religion, pupil numbers at local primary school,etc. Or develop links with Scouting Ireland</b></li> </ul>	

## Minimum standards – validating module 8 Skills of Leadership

	Validation criteria	appropriate methods	Expected knowledge, skills or experience	TA Notes
	Use a systematic planning tool to complete a task and discuss with a Training Adviser the leadership functions and styles used in their role	Discussion Evidence in hard copy	<ul style="list-style-type: none"> <li>• Expected benefits of using systematic planning tool</li> <li>• Outcomes of using a systematic planning tool</li> <li>• Knowledge of leadership styles and functions</li> <li>• Can reflect on their style of leadership</li> </ul>	
	<b>And complete TWO of the following</b>			
1	Explain the functions of leadership in terms of the task to be done and actions to achieve it, actions to make the group effective and actions required to meet the needs of individuals within the group.	Product of work eg Programme Plan Discussion Any working documents Photos/videos of an event	<ul style="list-style-type: none"> <li>• Identify the task and the leadership functions in the task</li> <li>• Discussion relating to how made the leadership group effective</li> <li>• Reflection on the types of characters in the group and what type of leadership function used</li> </ul>	
2	Explain the different leadership styles and outline situations in which they might be appropriate	Witness statement Working documents Discussion	<ul style="list-style-type: none"> <li>• Knowledge of leadership styles and give minimum of 2 examples of situations in which certain leadership styles would be appropriate</li> </ul>	
3	Describe and event or activity during which their leadership style changed a number of times	Discussion	<ul style="list-style-type: none"> <li>• Description of event/activity and identify where leadership style changed</li> </ul>	

4	Identify their preferred leadership style using a questionnaire or similar tool	Product of work Discussion	<ul style="list-style-type: none"> <li>Reflection on outcomes of using a questionnaire or similar tool.</li> </ul>	
5	Give examples of deliberately experimenting with different leadership styles to increase their range	Discussion	<ul style="list-style-type: none"> <li>Knowledge of leadership styles matched to different situations</li> </ul>	
6	List 5 examples of using different styles with different age ranges and abilities	Discussion	<ul style="list-style-type: none"> <li>Identification of 5 examples used with different age range and abilities</li> </ul>	
7	Run a game or activity to develop leadership skills in young people or adults	Discussion Photos/Video Witness Statement	<ul style="list-style-type: none"> <li>Description of game and identification of leadership styles</li> </ul>	
8	<b>Any other ideas, subject to agreement with a Training Adviser</b>			

## Minimum standards – validating module 9 Working with Adults

	Validation criteria	appropriate methods	Expected knowledge, skills or experience	TA Notes
	Discuss with a Training Adviser the skills needed to work with other adults	Discussion	<ul style="list-style-type: none"> <li>• Knowledge of the skills needed</li> <li>• Identify types of character/personalities that you work with</li> </ul>	
	<b>And complete TWO of the following</b>			
1	Review a meeting or activity during which they worked in a team of adults and describe their effective contribution	Product of work eg Programme Plan  Discussion  Any working documents  Photos/videos of an event	<ul style="list-style-type: none"> <li>• Knowledge of their contribution towards a meeting or activity</li> <li>• Identify any outcomes of their contribution</li> <li>• Description of the team of adults and their role in the team</li> </ul>	
2	Draw the decision making process of the Scout Association and explain it to another adult	Chart  Working documents  Discussion Witness Statement	<ul style="list-style-type: none"> <li>• Knowledge of the decision making process from Scout Group level to N Ireland Scout Council level</li> <li>• Possible knowledge of the decision making process of the Scout Association</li> </ul>	
3	Represent others at a Group/District/County meeting and report back on the	Discussion  Witness	<ul style="list-style-type: none"> <li>• Description of the meeting – agenda, minutes, participants</li> <li>• Verbal report on the outcomes of the meeting</li> </ul>	



	decisions made and the reasons for them	Statement		
4	Describe how they have helped someone make their own significant personal decisions (without breaking confidentiality)	Discussion	<ul style="list-style-type: none"> <li>• Description of situation in which they helped another person – either young person or adult</li> </ul>	
5	Demonstrate different aspects of verbal and non-verbal communication and appropriate resources	Discussion Demonstrate by role play	<ul style="list-style-type: none"> <li>• Knowledge of verbal and non-verbal communication</li> </ul>	
6	Describe the techniques of effective listening	Discussion Role Play	<ul style="list-style-type: none"> <li>• Describe the techniques</li> </ul>	
7	<b>Any other ideas, subject to agreement with a Training Adviser</b>			

## Minimum standards – validating module 10- First Aid

Validation criteria	appropriate methods	Expected knowledge, skills or experience	TA Notes
<p>Hold a current First Aid Certificate that meets or exceeds the minimum standard of First Response. Further guidance can be found in the factsheet <i>FS31 0547 First Response: Definition and Equivalents</i></p>	<p>Production of First Aid Certificate which is current.</p>	<p>NOTE: the Learners' first aid certificate must also be current at the time that they are awarded their Woodbadge and at their appointment review.</p>	

## Minimum standards – validating module 11 Administration

	Validation criteria	appropriate methods	Expected knowledge, skills or experience	TA Notes
1	Demonstrate accurate and appropriate maintenance of administrative and financial records <u>relevant to your role</u> , in accordance with Policy, Organisation and Rules and the Data Protection Act.	<p>Discussion</p> <p>Documentation – documents, records, emails</p> <p>Witness statement</p> <p>Observation</p> <p>Workbook</p>	<p><b>Beaver Leader:</b> Evidence of documentation recording Beaver Scout details; Records for award of Badges, Describe the financial records for the Beaver Scout section</p> <p><b>Cub Leader:</b> Identify the responsibility of Leaders in keeping records of achievement, attendance. Describe the financial records that are needed for a Cub Pack List types of communication and how information is given Parent to Leader / Leader to Parent</p> <p><b>Scout Leader:</b> Describe the types of records needed for Scout section. Describe how activities may be constrained by reason of insurance. List forms required for different Scout activities.</p> <p><b>Explorer Scout Leader:</b> Describe how the Explorer Scout records differ to other Scout sections. (Explorer records are held at District level)</p> <p>For all Sections – knowledge of storage of archive material (photographs, records), knowledge of Data Protection Act; awareness of pitfalls of social networking websites</p>	
2	<b>Any other ideas, subject to agreement with a Training Adviser.</b>	<p><b>Discussion</b></p> <p><b>Documentation</b></p> <p><b>Evidence of qualification</b></p>	<p>Suggestion: Scout Group administration – <b>Group Census; Group financial records - budgeting, insurance, Income/Expenditure,</b></p> <p>District administration – <b>Data Protection compliant; Finances – Annual Accounts; computer records; awareness of COMPASS</b></p>	

			<b>system for administration; computer access levels for recording of annual census</b>  <b>Evidence of prior learning – qualifications in book-keeping, finances.</b>	
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## Minimum standards – validating module 12 Balanced Programme

	Validation criteria	appropriate methods	Expected knowledge, skills or experience	TA Notes
	Explain to a Training Adviser how a balanced programme meets The Scout Association's educational objectives generally and for your Section. Produce a monthly/quarterly/yearly programme plan, demonstrating that all of the Programme Zones have been incorporated over that period of time.	Discussion Production of Programme Plans, Weekly Plans Production of Badge records Witness statement	<ul style="list-style-type: none"> <li>• Knowledge of SA Programme for the relevant Section</li> <li>• Knowledge of the planning process – yearly, termly, weekly</li> <li>• Knowledge of programme methods and progressive training scheme</li> <li>• Awareness of the importance of good programme planning</li> <li>• Knowledge of Programmes on Line.</li> </ul>	
	<b>And complete two of the following</b>			
1	Run a meeting incorporating three of the Programme Methods for your section.	Observation Witness statement Hard evidence	<ul style="list-style-type: none"> <li>• Knowledge of programme planning for relevant Section</li> <li>• Production of programme plans demonstrating Programme methods</li> <li>• Knowledge of importance of games and safety in games</li> </ul>	
2	Describe how the other Sections operate and how the programme continually develops young people.	Discussion	<ul style="list-style-type: none"> <li>• Knowledge of section (above and below own section), badges, links with joint activities, progressive scheme for badges</li> <li>• Describe why each Section's activities are different and the theory of development</li> </ul>	
3	Be involved in the planning and running of a themed event, for example a fun day, or incorporating a variety of Programme Zones.	Observation Witness statement from line manager	<ul style="list-style-type: none"> <li>• Evidence of involvement in an event – photos, videos</li> <li>• Q and A relating to the themed event</li> <li>• Evidence of being a team player</li> <li>• Knowledge of Permit scheme and Activity Sheets (eg Nights' Away)</li> </ul>	

		Discussion Working document	•	
4	Review their programme and show how their review has improved future programme and the programme planning process.	Discussion Document evidence of review Witness statement	<ul style="list-style-type: none"> <li>• Evidence from programme plans</li> <li>• Production of review sheets</li> <li>• Evidence of young people involvement in the review</li> <li>•</li> </ul>	
5	Outline the various sources, methods and themes that can be used to generate exciting and relevant programme ideas	Discussion Production of resources/materials	<ul style="list-style-type: none"> <li>• Evidence produced of a variety of resources/materials which generate programmes (Programmes on Line)</li> <li>• Awareness of other resources, eg internet, Leader experiences, prior learning</li> </ul>	
6	Produce notes of a meeting with young people to show their involvement in the programme planning process.	Production of flip charts or written notes Discussion with a young person eg Explorer	<ul style="list-style-type: none"> <li>• Evidence from production of flip charts or written notes which demonstrate how young people were involved in programme planning</li> <li>• Evidence from a discussion with a young person eg Explorer</li> <li>• Knowledge of Young Leaders' scheme</li> </ul>	
7	<b>Any other ideas, subject to agreement with a Training Adviser</b>	<b>Discussion Demonstration Observation Project</b>	<b>Suggestion: taking into account own needs, start a resource file on programmes and games.</b>	

## Minimum standards – validating module 13 – Growing the Section

	Validation criteria	appropriate methods	Expected knowledge, skills or experience	TA Notes
1	Explain the role that they play in the recruitment and retention of young people and adults, and the importance of growth within their Section and Group.	Discussion  Documentation – documents, records, emails  Witness statement  Observation  Workbook	<ul style="list-style-type: none"> <li>• Ability to express opinion on the importance of growth</li> <li>• Outcomes of growth in a Section or Group</li> <li>• Description of role taken in recruitment/retention of young people or adults.</li> </ul>	
	<b>And complete TWO of the following:</b>			
1	Work with others to produce and implement a development plan for their Section or Group	Documentation  Discussion  Witness Statement	<ul style="list-style-type: none"> <li>• Hard copy of a Development Plan with explanation of the plan</li> </ul>	
2	Identify new members (adults or young people) who have joined Scouting as a direct result of action they have undertaken. Explain the steps they took to enable this to happen.	Discussion  Witness Statement  Verbal statement from line manager	<ul style="list-style-type: none"> <li>• Numbers of new members</li> <li>• Description of action taken to recruit</li> <li>• Ability to reflect on the success or otherwise of their actions</li> <li>• What ways were new adults/members recruited into the Section or Group?</li> </ul>	

3	Describe how they are being flexible and meeting the needs, wants and time commitments of adults when recruiting them. Explain the benefits that this has given their Section or Group in recruiting and retaining adults.	Discussion  Witness Statement	<ul style="list-style-type: none"> <li>• Description of how they are meeting the needs/wants/time commitments of adults when recruiting.</li> <li>• How are new adults inducted into the section?</li> <li>• What support is given to new adults?</li> <li>• How are time commitments negotiated with new adults?</li> <li>•</li> </ul>	
4	Explain the transfer methods between Sections, their role in Moving On, Membership Awards and age-range flexibility, and how they could improve the methods of transfer of young people from one Section to the next.	Discussion  Observation of a Moving On ceremony  Witness Statement	<ul style="list-style-type: none"> <li>• Knowledge of the Moving On ceremonies between Sections</li> <li>• Knowledge of Membership Awards</li> <li>• Ideas for improving the methods of transfer (Moving On) from one section to another?</li> <li>• Planning for and conducting a Moving On ceremony</li> </ul>	
5	<b>Any other ideas subject to agreement with a Training Adviser</b>			



## Minimum standards – validating module 14 – Young People Today

	Validation criteria	appropriate methods	Expected knowledge, skills or experience	TA Notes
1	Produce evidence of how they are responding to the needs of the young people they are involved with in their role	Discussion  Documentation – programme plans  Workbook	<ul style="list-style-type: none"> <li>• Identification of needs of young people – any specific needs</li> <li>• Production of programme plans</li> </ul>	
	<b>And complete ONE of the following:</b>			
1	Outline the changing characteristics and needs of young people in the age range with which they are working and of those who are older and younger	Documentation  Discussion	<ul style="list-style-type: none"> <li>• Knowledge of characteristics and needs of young people in their section. What are they like?</li> <li>• Knowledge of influences – technological, differing family situations, school, use of social media, etc.</li> <li>•</li> </ul>	
2	Plan and run a game or activity to help their section members identify their own needs.	Discussion  Witness Statement  Observation	<ul style="list-style-type: none"> <li>• Evidence of planning for a game or activity</li> <li>• Aim of the game/activity and expected outcomes.</li> </ul>	
3	Plan and lead an activity involving three characteristics, needs and/or influences they have listed and review the activity with young people in their Section	Discussion  Witness Statement  Observation	<ul style="list-style-type: none"> <li>• Evidence of planning an activity and identification of 3 needs/characteristics</li> <li>• Ability to reflect on the activity and its outcomes</li> <li>• How was the activity reviewed with the young people?</li> </ul>	
4	Plan and run a game or activity	Discussion	<ul style="list-style-type: none"> <li>• Evidence of the game / activity</li> </ul>	

	to meet a specific need they have identified.	Observation Witness Statement	<ul style="list-style-type: none"> <li>• What specific need was identified?</li> </ul>	
5	Collect and review information from outside the Scout Association on the needs of young people in their Section's age range	Hard evidence of research	<ul style="list-style-type: none"> <li>• Hard evidence of desk research</li> <li>• Ability to express an opinion on their research and whether anything was learned from it.</li> <li>• Was any information useful to their role in working with young people with specific needs?</li> </ul>	
6	<b>Any other ideas subject to agreement with a Training Adviser</b>		<ul style="list-style-type: none"> <li>•</li> </ul>	

## Minimum standards – validating module 15 – Challenging Behaviour

	Validation criteria	appropriate methods	Expected knowledge, skills or experience	TA Notes
1	Discuss with a Training Adviser the types, causes and triggers of challenging behaviour. Consider the appropriate action to take in different situations.	Discussion  Workbook	<ul style="list-style-type: none"> <li>• Knowledge of types of challenging behaviour</li> <li>• Knowledge of the causes and triggers for some of these behaviours</li> <li>• Description of action taken in a situation</li> </ul>	
	<b>And complete TWO of the following:</b>			
1	Develop and implement a section Code of Conduct with the young people with which they work.	Documentation  Discussion	<ul style="list-style-type: none"> <li>• Evidence of Code of Conduct and explanation of how the Code was drawn up</li> <li>• Role of young people in drawing up the Code of Conduct</li> <li>• Any parental involvement/consultation?</li> </ul>	
2	Demonstrate how acceptable standards of behavior may be agreed with both young people and the adult leadership team.	Discussion  Witness Statement  Observation	<ul style="list-style-type: none"> <li>• Observation of a Section Meeting dealing with acceptable standards of behaviour</li> <li>• Different methods of getting young people and leadership team to agree standards – quiz, questionnaire?</li> </ul>	
3	Identify actions that could be taken to reduce those triggers/causes of challenging behavior which are within their control.	Discussion  Observation	<ul style="list-style-type: none"> <li>• List the behaviours along with the causes/triggers</li> <li>• Identify the action to be taken to alleviate the cause/trigger</li> </ul>	
4	If applicable, explain how they have dealt with challenging behavior successfully and appropriately in the past.	Discussion  Witness Statement	<ul style="list-style-type: none"> <li>• Description of a situation concerning a challenging behaviour and whether it was successful or otherwise.</li> <li>• Evidence of any procedures for disciplinary action</li> </ul>	

5	Identify sources of additional help and support in dealing with challenging behavior.	Hard evidence of research	<ul style="list-style-type: none"> <li>List sources of additional help and support in Scouting and/or outside Scouting</li> </ul>	
6	Plan and run a game or activity with their section members to explore acceptable and unacceptable behavior.	Observation Photos/video Discussion	<ul style="list-style-type: none"> <li>Description of game – aim, objective, outcome</li> </ul>	
7	<b>Any Other ideas subject to agreement with a Training Adviser</b>		<ul style="list-style-type: none"> <li></li> </ul>	

## Minimum standards – validating module 16 – Introduction to Residential Experiences

### Holding a Nights Away Permit will validate this module

	Validation criteria	appropriate methods	Expected knowledge, skills or experience	TA Notes
	Explain to a Training adviser the role that camping and residential experiences have in scouting and how they contribute to the development of young people.	Discussion	<ul style="list-style-type: none"> <li>• Know scouting started on a camp</li> <li>• Camping is one of the main draws for kids – they love it!</li> <li>• Residentials are at the core of the programme (outdoors)</li> </ul> Development <ul style="list-style-type: none"> <li>• Independence</li> <li>• Self reliance</li> <li>• Exercise a leadership role</li> <li>• Build teams and friendships</li> </ul>	
	<b>And complete TWO of the following:</b>		<ul style="list-style-type: none"> <li>•</li> </ul>	
<b>1</b>	Outline the main aspects of organisation and administration that should be considered when planning a residential experience.	Discussion Product of work observation	<ul style="list-style-type: none"> <li>• Timeline of what needs to be done when and by whom</li> <li>• Can answer key questions               <ul style="list-style-type: none"> <li>○ Permit holders</li> <li>○ Ratios/ team</li> <li>○ NAN form</li> <li>○ Catering requirements</li> </ul> </li> </ul>	
<b>2</b>	Describe the issues to consider when selecting a staff team and explain why it is important to have an appropriate adult to young person ratio.	Discussion Product of work observation	<ul style="list-style-type: none"> <li>• Know ratios or where to check</li> <li>• Can list jobs and personnel required</li> <li>• Team variety and complementary skills</li> <li>• Team skills and experience</li> <li>• Appropriate permit holders for activities or know where to check authorised activities.</li> <li>• Team building approaches</li> </ul>	
<b>3</b>	Describe the Nights Away Permit Scheme and where to go if more information or support for a residential experience is needed.	Discussion	<ul style="list-style-type: none"> <li>• National scheme covering all sections</li> <li>• Levels of permit</li> <li>• How to get one – district procedures</li> <li>• Assessment process</li> <li>• (Scout/Explorer Leaders) awareness of passports</li> <li>• NNA – who is it?</li> </ul>	

			<ul style="list-style-type: none"> <li>• Association web and printed materials</li> </ul>	
4	Assist with planning and supporting a residential experience.	Discussion Product of work Observation Witness Statement	<ul style="list-style-type: none"> <li>• Shows the participant's contribution and active participation in the event planning, delivery and evaluation</li> </ul>	

## Minimum standards – validating module 17 Running Safe Activities

	Validation criteria	appropriate methods	Expected knowledge, skills or experience	TA Notes
	<p><b>To validate this module you will need to:</b></p> <p>1 Plan an activity taking into account:</p> <ul style="list-style-type: none"> <li>The age, experience, fitness and special needs of the group.</li> <li>The rules related to the activity (including adult to young person ratios; any activity rules; gaining approval from the relevant Commissioner, etc.)</li> <li>Any clothing, footwear, personal and group equipment needed for the activity and anticipated weather conditions.</li> <li>The need for a risk assessment to be carried out and communicated effectively</li> <li>The need for an InTouch system to be in place.</li> </ul>	<p>Observation</p> <p>Q &amp; A</p> <p>Working documents</p> <p>Witness statements</p> <p>Videos and/or photos</p>	<ul style="list-style-type: none"> <li>Knowledge required to safely lead a group in a residential experience</li> <li>Knowledge of relevant factsheets; where to get them and of the need to keep up to date and the dissemination of the updated information</li> <li>Knowledge of activities which CANNOT be done eg. Paintballing</li> <li>Knowledge of limits of permissible activity</li> <li>Knowledge of sources for specific information on activity</li> <li>Production of documentation – 1-day activity form; appropriate permits; risk assessments; InTouch system; equipment list; accident/incident book; weather forecast</li> <li>Knowledge of risk assessment – how risk assessment was drawn up and implemented; how risk assessment evolved as activity is being carried out</li> <li>Knowledge of ratios: leaders to young people</li> <li>Knowledge of procedures if accident/incident occurs</li> <li>Demonstrates awareness of importance of pre-visits linked to risk assessment.</li> <li>Knowledge of Yellow Card; Purple Card; InTouch system; and importance of having rules regarding mobile phones and social media.</li> </ul>	
	<b>And</b>			
2	Act as the leader in charge for an activity, taking into	Demonstration	<ul style="list-style-type: none"> <li>Knowledge of the importance of outdoor activities</li> <li>Knowledge of 5-step process in carrying out a risk</li> </ul>	

	<p>account the need to</p> <ul style="list-style-type: none"> <li>• Oversee the activity (ensuring that registers, headcounts etc. are in place)</li> <li>• 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</li> <li>• Communicate relevant instructions, guidance and rules to young people involved in the activity</li> <li>• Carry out dynamic risk assessment</li> </ul>	<p>Q &amp; A</p> <p>Observation</p> <p>Witness Statements</p> <p>Working documents</p>	<p>assessment</p> <ul style="list-style-type: none"> <li>• List necessary considerations and permissions in order to carry out an adventurous activity – permit scheme</li> <li>• Knowledge of ratios – both indoor and outdoor and for specific activities, eg. Mountains, hill walking; water activities;</li> <li>• Knowledge of what should be done before undertaking any adventurous activity</li> <li>• Evidence of leadership – eg delegation, knowledge of team players</li> <li>• Evidence of forms of communication, guidance, instruction, rules with the young people</li> <li>•</li> </ul>	
	<b>And</b>			
3	<b>Explain the emergency and reporting procedures to be implemented in the event of an accident, incident or near miss.</b>	<p>Discussion</p> <p>Working documents</p>	<ul style="list-style-type: none"> <li>• <b>Knowledge of Purple card</b></li> <li>• <b>Knowledge of procedures in reporting an incident/accident/near miss.</b></li> <li>•</li> </ul>	



## Minimum standards – validating module 18 – Practical Skills

	Validation criteria	appropriate methods	Expected knowledge, skills or experience	TA Notes
	Discuss with a Training Adviser the importance of the development and use of practical skills in providing a balanced programme, and how they have gained or improved a skill in at least TWO subjects for the benefit of their Section	Discussion Working documents Observation	<ul style="list-style-type: none"> <li>• Explanation of the importance of the development and use of practical skills</li> <li>• List the skills that have been used with young people – appropriate to the age range</li> <li>• Observation of TWO skills which have been used with the Section</li> </ul>	
	<b>And complete ONE of the following</b>			
1	Demonstrate the use of at least TWO practical skills	Observation SectionLeader's testimony	<ul style="list-style-type: none"> <li>• Observation of two skills which have been used with the Section</li> <li>• Description of the skill and how it is done</li> </ul>	
2	Demonstrate the use of at least ONE new or developed skill in your Scouting role	Observation SectionLeader's testimony	<ul style="list-style-type: none"> <li>• Observation of one new skill or developed skill.</li> <li>• Description of the skill and how it is done</li> </ul>	
3	Instruct or demonstrate at least TWO practical skills to a young person	Working documents Videos/photos Witness Statements	<ul style="list-style-type: none"> <li>• Product – powerpoint presentation?</li> <li>• Product of the practical skills</li> <li>• Any outcomes of using this skill with the young people?</li> </ul>	
4	<b>Any other ideas, subject to agreement with a Training Adviser</b>		<ul style="list-style-type: none"> <li>•</li> </ul>	

## Minimum standards – validating module 19 International

	Validation criteria	appropriate methods	Expected knowledge, skills or experience	TA Notes
	Explain how you have enabled young people to take part in international activities or how you have incorporated them into a balanced programme.	Discussion Working documents Observation	<ul style="list-style-type: none"> <li>Describe how International was incorporated in a Programme (section relevant). Eg. Food tasting, dressing up in different countries national costumes</li> <li>Describe a recent expedition eg International Jamboree or Explorer Belt experience</li> <li></li> <li></li> </ul>	
	<b>And complete two of the following</b>			
1	Explain the role of the World Badge to a young person or adult new to Scouting	Observation Leader's testimony	<ul style="list-style-type: none"> <li>Knowledge of the World Badge history</li> </ul>	
2	Plan and run an international themed event.	Discussion Working document Witness statement	<ul style="list-style-type: none"> <li>Knowledge of programme planning and Programme Zones</li> <li>Knowledge of international activities/countries</li> </ul>	
3	Help plan and run an international trip, for example a camp abroad.	Working documents Videos/photos Witness Statements	<ul style="list-style-type: none"> <li>Product – powerpoint presentation to Group</li> <li>Explanation of the documentation required for an international trip</li> <li>Knowledge of International Dept. Gilwell, and support materials available</li> <li></li> </ul>	
4	Explain the world-wide nature of Scouting to young people or an adult new to Scouting	Discussion Observation	<ul style="list-style-type: none"> <li>Product – a quiz sheet</li> <li>Product – photos, videos, memorabilia</li> <li>Knowledge of Jamborees, Moots, Explorer belt, etc</li> </ul>	

5	Obtain a range of resources, ideas and material to support the international aspects of a Section's programme.	Working documents Discussion	<ul style="list-style-type: none"> <li>• Production of appropriate materials</li> </ul>	
6	Organise and run an international activity for young people	Observation Witness Statement	<ul style="list-style-type: none"> <li>• Production of working documents – programme plan, etc.</li> <li>• Knowledge of different activities for different Zones</li> </ul>	
7	Establish a link and exchange information with a Scout Group outside the UK.	Discussion Working documents	<ul style="list-style-type: none"> <li>○ Production of working documents re: letters, emails,</li> <li>○ Knowledge of Safeguarding considerations</li> <li>○ Knowledge of how to set up links – PenPal, social media, etc.</li> </ul>	
8	<b>Any other ideas, subject to agreement with a Training Adviser</b>	<b>Discussion</b>	<b>Suggestion: Knowledge of International Service Team (if relevant)</b>	

## Minimum standards – validating module 38 – Skills for Residential Experiences

Holding a Nights Away Permit will validate this module

Validation criteria	appropriate methods	Expected knowledge, skills or experience	TA Notes
To validate this module you will need to complete ONE of the following from each group:	Observation	<ul style="list-style-type: none"><li>• Knowledge required to safely lead a group in a residential experience</li><li>• Knowledge of relevant factsheets; where to get them and of</li></ul>	

<p><b>Group 1 – Planning &amp; Event Administration</b></p> <ul style="list-style-type: none"> <li>• Detail the consent, information, training, records and organisation necessary to administer prescribed medication to a young person.</li> <li>• Carry out a pre-camp visit; explain the issues that should be taken into account when selecting appropriate sites for different types of residential experience.</li> <li>• Explain the importance of InTouch, parental permission and health forms. Show evidence of how these have been used for a residential experience.</li> <li>• Carry out a risk assessment on a venue for a residential experience. Explain how and why risk assessments should be undertaken both before and during residential experiences.</li> <li>• Identify, select and justify appropriate group and personal equipment for at least two different styles of residential experience.</li> </ul>	<p>Q &amp; A</p> <p>Working documents</p> <p>Witness statements</p> <p>Videos and/or photos</p>	<p>the need to keep up to date and the dissemination of the updated information</p> <ul style="list-style-type: none"> <li>• Production of documentation – 1-day activity form; appropriate permits; risk assessments; InTouch system; equipment list; accident/incident book; weather forecast</li> <li>• Knowledge of risk assessment – how risk assessment was drawn up and implemented; how risk assessment evolved as activity is being carried out</li> <li>• Knowledge of ratios: leaders to young people</li> <li>• Knowledge of procedures if accident/incident occurs</li> <li>• Demonstrates awareness of importance of pre-visits linked to risk assessment.</li> <li>• Knowledge of Yellow Card; Purple Card; InTouch system; and importance of having rules regarding mobile phones and social media.</li> <li>• Identify the range of roles in a camp or residential experience, eg. Quartermaster, cook, leader-in-charge, etc. and the personal qualities/attributes in the adult leadership team who could carry out such roles.</li> </ul>	
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Group 2 – Using Practical Skills			
<ul style="list-style-type: none"> <li>• Demonstrate at least two different cooking methods for use on camps and residential experiences (for example open fires, gas and pressure stoves, hay box, camp oven. Etc)</li> <li>• Show how to pitch and stake at least two types of tent (for example patrol, dome, tunnel, hike, marquee, frame tent) and explain how to care for and maintain them.</li> <li>• Demonstrate the safe use of saw and axe. State the safety rules for their use, storage and transportation.</li> <li>• Set up an indoor venue in preparation of young people arriving for a residential experience, and explain their choice of room use, sleeping arrangements and safety considerations for any outdoor areas.</li> <li>• Demonstrate or explain tactics for dealing with homesickness in younger children</li> </ul>	<p>Demonstration</p> <p>Q &amp; A</p> <p>Observation</p> <p>Witness Statements</p> <p>Working documents</p> <p>Photos/videos</p>	<ul style="list-style-type: none"> <li>• Knowledge of various cooking methods and explanation of TWO methods</li> <li>• Demonstrate the pitching of two types of tent</li> <li>• Knowledge of use of axes and saws – safety rules</li> <li>• Knowledge of what should be done before undertaking any adventurous activity</li> <li>• Knowledge of organisation of a residential venue – sleeping arrangements, etc. Fire safety procedures, evacuation procedures, etc.</li> <li>• Knowledge of tactics for homesickness</li> </ul>	

<b>Group 3: Planning a Programme</b>			
<ul style="list-style-type: none"> <li>• Plan an appropriate programme for a residential experience for their section, and explain plans for adapting the programme, or using an alternative, in the event of adverse weather conditions</li> <li>• Identify, plan and run, opportunities for prayer and worship at a camp or residential experience</li> <li>• Plan a suitable balanced menu for a camp or residential experience. Take into account any specific dietary needs and identify the items and quantities required.</li> </ul>	<p>Discussion</p> <p>Working documents</p> <p>Photos/videos</p> <p>Witness Statement</p>	<ul style="list-style-type: none"> <li>• Evidence of programme planning, agendas, timetables, etc.</li> <li>• Knowledge of dietary needs of the young people on the residential experience/camp and how these were catered for.</li> <li>• Evidence of menu planning, calculating quantities, etc.</li> <li>• Description of wet weather plan</li> <li>•</li> </ul>	

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