

# The Scout Association's Adult Training Scheme

an introduction to adult training and learning

adult training



Glossary of terms

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### Editor's note

Although in some parts of the British Isles Scout Counties are known as Areas, Islands and in one case Bailiwick, for ease of reading this publication simply refers to County or Counties.

# Introduction

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## **Welcome to *The Scout Association's Adult Training Scheme***

The Scout Association is a voluntary movement dedicated to the development of young people between the ages of 6 and 25. Each week over 100,000 adult volunteers, in a variety of roles throughout the UK, help Scouting to achieve its aim. Whilst The Scout Association's primary purpose is the development of young people, it also seeks to offer personal development opportunities to adults, both within their Scouting role and as individuals. The Adult Training Scheme is one means by which adults in Scouting can be supported in their chosen role. It is also a means by which personal development needs can be met.

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

## **Who is this publication for?**

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

## **How to use *The Scout Association's Adult Training Scheme***

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

## **Further help and information**

There may be a number of words and abbreviations in this publication that are new to you. A glossary has been included at the end of the book (Appendix 6) to help clarify any areas of confusion.



The scheme is modular, with a total of 36 modules in all.

# 1

# The fundamentals of the scheme

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## 1.1 Key principles of the Adult Training Scheme

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

- Training is built around a number of key objectives which have been generated by taking into account the views of Counties, the requirements of the World Scout Bureau and the needs of The Scout Association.
- The scheme is modular, with a total of 36 modules in all. Adults complete only those appropriate to their role.
- Adult training should be accessible to all, regardless of geography, education, personal circumstances or special needs. There are at least two methods of meeting the key objectives so that adults can choose the most appropriate method to them.
- The scheme recognises prior learning, experience and existing knowledge of adults. It is not necessary for adults to attend training if they can clearly show that they are able to meet module objectives by demonstrating their skills in their Scouting role.
- Training provides opportunities for adults to interact with other adults. This can often be an effective way of learning and building contacts.
- Training uses familiar Scout methods, for example learning by doing and small group work, but these are complemented by methods such as workbooks, videos and e-learning.
- The scheme is UK-wide so that the training and modules that have been completed in one County will be recognised in another.
- There is the opportunity for adults to work towards an externally recognised award through the training they do in Scouting.

**We are committed to supporting our leadership and providing learning opportunities for all adults.**

## 1.2 Matching skills to job requirements

Every role in Scouting should have an associated job description. This outlines the key tasks and responsibilities of someone undertaking the role. It should be agreed between the adult and their Group Scout Leader or Commissioner on appointment.

The benefit of job descriptions is that:

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

In much the same way as a role can be defined, so too can the skills that will be needed to successfully carry it out.

Many adults will already have valuable skills that they apply to their role in Scouting. However they may also have gaps in their knowledge, skills and abilities that will need to be addressed to help them perform their role more easily. The Adult Training Scheme helps adults to:

- identify their existing skills
- match their existing skills with those required by their role
- identify skills which they still need to gain
- plan how they will gain the skills which are still needed
- implement their plans
- show that they have the skills identified for the role.

Some adults will find that they have all the skills required to satisfy their role. This may be through their life experiences, through their Scouting experiences or perhaps a mixture of both. For many, gaps will be evident between the skills they already possess and those that they require. Further learning therefore may be necessary.

### 1.3 Learning methods

The Scout Association is committed to the support and development of all adults in the Movement. One of the ways in which this is achieved is through the provision of a range of learning opportunities. Adults are encouraged to develop themselves as individuals and within their Scouting roles. The Scout Association recognises that each individual has different:

- prior knowledge and experience
- learning styles
- personal circumstances
- motivations and preferred ways of working
- support mechanisms both inside and outside of Scouting.

For this reason The Scout Association seeks to utilise as many learning methods as possible. It encourages individuals to use the method or methods most appropriate to their own needs. The Scout Association tries to demonstrate in its methods of adult learning the same methods that it employs with young people. Any range of learning experiences is therefore likely to include:

- ownership of the learning process by the individual
- learning by doing
- interaction with others during learning
- a high proportion of learning 'on the job'



- personal support from a named individual
- contributions by line managers, peers and others to the learning
- demonstration of the learning 'in practice'.

Geography should not be a limiting factor for adult training; neither should personal circumstances. Therefore, the opportunity for individuals to do their learning at home (through the use of distance learning methods, primarily workbooks, video and e-learning) has been built into the scheme. This also means that numerous methods of learning will be easily available to most adults. As mentioned earlier, one of the key principles of the scheme is flexibility, so access to these different opportunities is essential.

#### 1.4 What part does training play in learning?

Training is any learning activity that helps an individual to gain skills, knowledge or values. The most beneficial training, as far as The Scout Association is concerned, is that which helps the adult to fulfil their Scouting role more easily and with increasing success. An individual's learning needs might be met in a range of ways, one of which could be a training course. They might also be met by reading a book, watching a video, talking to a friend, through practical work, by watching a demonstration or perhaps, by simply reading a set of instructions. Whatever method is chosen, it is important that the relevant learning is gained.

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

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

**The Adult Training Scheme enables adults to gain the skills necessary to deliver and support the Programme.**



# 2

## The Adult Training Scheme

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**Training Advisers help individuals through the process of gaining a Wood Badge.**

### 2.1 Overview

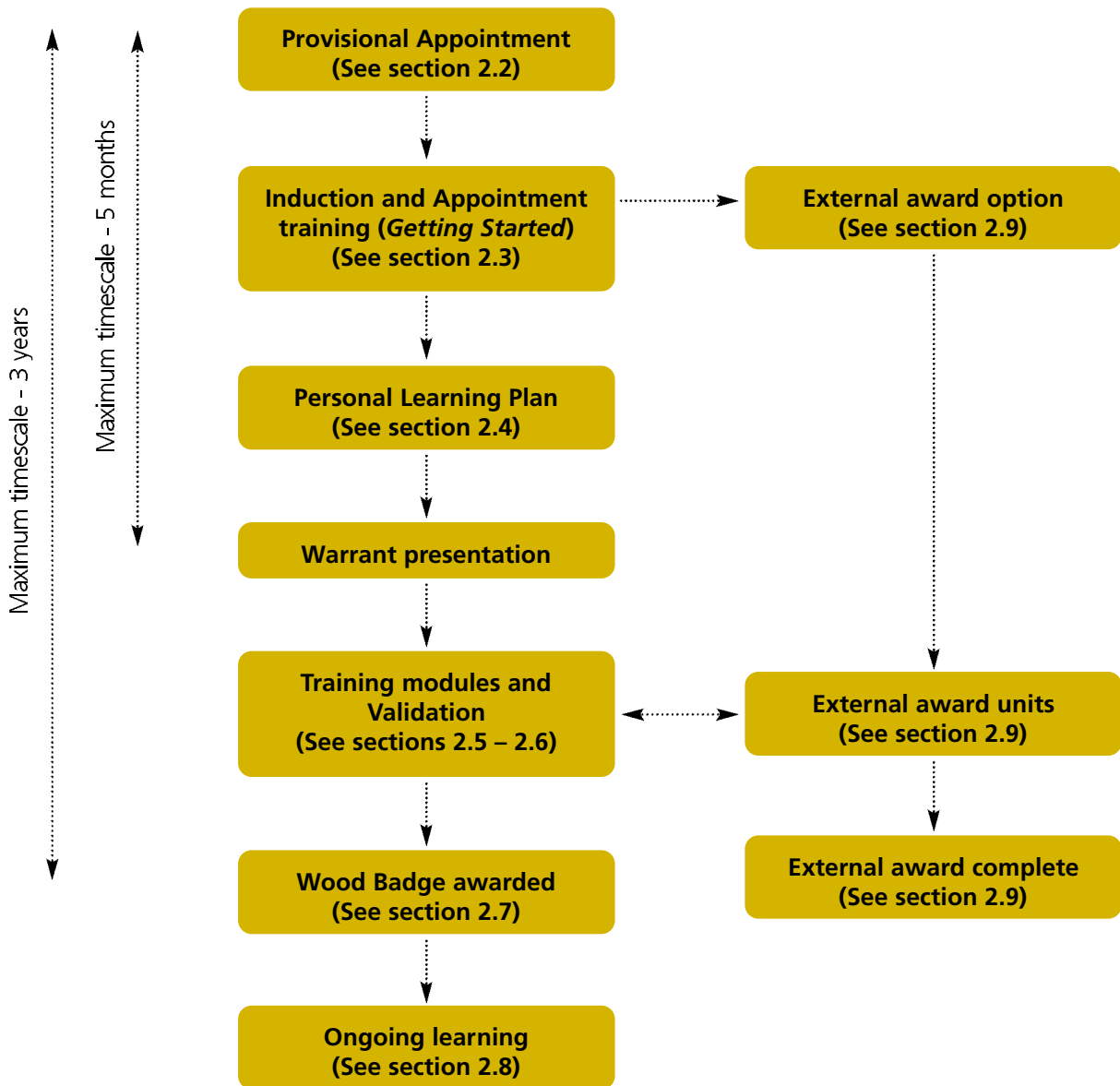
All adults accepting a Warrant are, within a period of up to three years, obliged to show that they have the defined skills for the role. In doing so they can be awarded a Wood Badge (see section 2.7). Colony, Pack, Troop and Unit Assistants are not obliged to complete a Wood Badge, but may do so if they wish. They must, however, complete at least two specific modules (Module 1, *Essential Information* and Modules 3 or 4, *Tools For The Job*).

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

All other Appointments must complete Module 1, *Essential Information* and, depending on the Appointment, another specific module. The details can be found in section 2.12. The additional specific module varies according to role and is required to ensure that an adult has all the skills they require to carry out their job effectively. A Wood Badge is not available for these Appointments.



The chart below summarises the Adult Training Scheme:

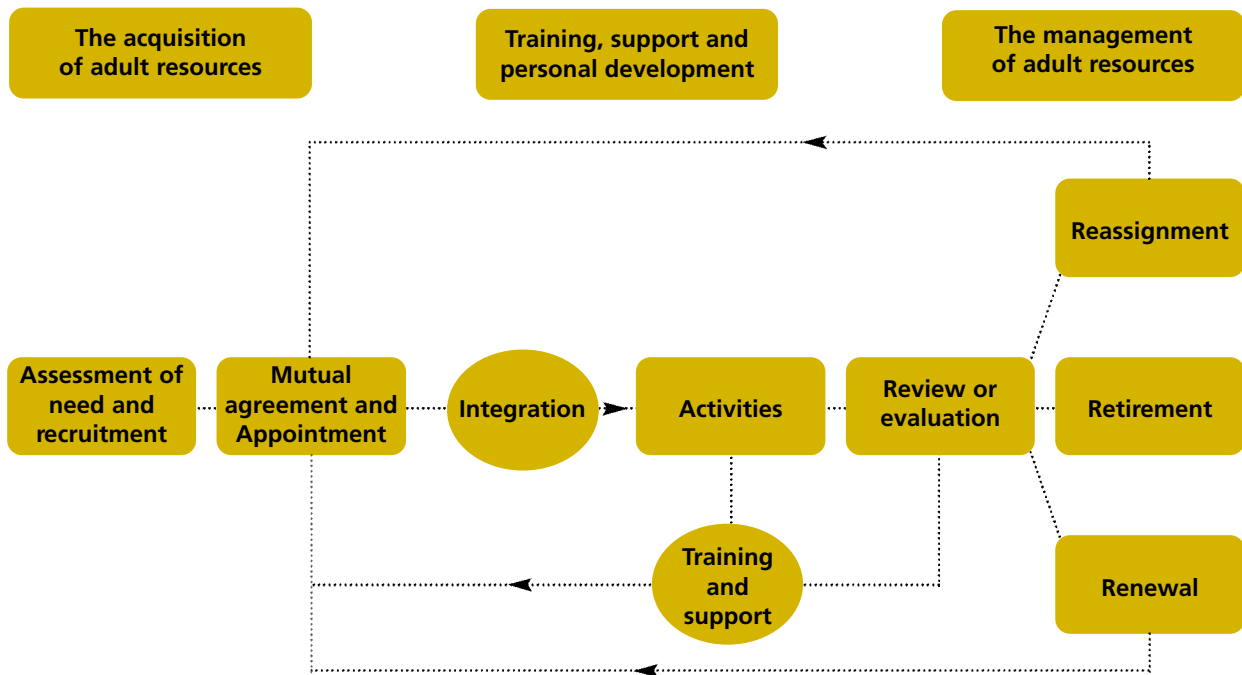


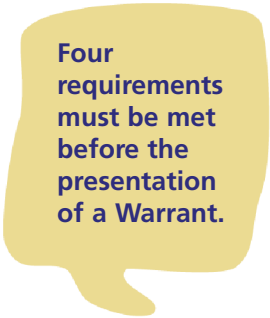
## 2.2 Appointment process

### *Job description agreed*

Once an adult has been recruited, the first stage of Appointment is to agree a job description with their Group Scout Leader or Commissioner. This should state who they are working with, what they are required to do, how long for and what support is available to them. The adult should then begin a locally agreed programme to induct them into their new role as stated in the Adults in Scouting model, which defines the stages an adult goes through during their time in Scouting.

### *The Adults in Scouting model*





Four requirements must be met before the presentation of a Warrant.

### ***Necessary forms completed***

This includes the Appointment form Form AA and, for individuals new to Scouting or returning to Scouting after a break, both the reference form Form RF and the Criminal Records Bureau (CRB) form which are sent to Headquarters by the District.

### ***Provisional Appointment made***

Once the CRB Returns Form has been received from Headquarters (note this is not the full Criminal Records Bureau check – this will be sent through later, see section 2.4), the Appointments sub-Committee Secretary informs the County Training Manager (or nominee) that the new adult needs to start the Adult Training Scheme. At this stage a Provisional Appointment is made. The Provisional Appointment gives the adult recognition that they are involved in Scouting and details their roles and responsibilities as an adult in Scouting on the reverse.

If an adult is changing roles within a Section or already holds a Wood Badge for that role, then the Provisional Appointment is not necessary. A Warrant can be awarded as soon as the Appointments sub-Committee has approved the Appointment.

If an adult is changing between any other roles in Scouting, it may be that they have completed certain elements of *Getting Started*. If this is the case, a new Personal Learning Plan should be agreed with their Training Adviser as soon as possible so that they can be awarded with the Warrant for their Appointment.

The adult is now ready to begin 'pre-Appointment training' - called *Getting Started*.

## **2.3 Getting Started**

Following the issue of the Provisional Appointment, four requirements must be met before the presentation of a Warrant. These requirements may be completed in any order and are made up of:

- Module 1, *Essential Information* (see below)
- Module 3 or 4, *Tools for the Job* (see below)
- the Appointment process (see section 2.2)
- a Personal Learning Plan (see section 2.4).

If an adult is changing roles or Appointments within Scouting, it may not be necessary for them to complete the *Essential Information* or *Tools for the Job* modules. Any adult in this situation should contact their Training Adviser. They will be able to advise them on their specific situation and help them construct a Personal Learning Plan relevant to their new role.

### ***Essential Information***

Module 1, *Essential Information* provides the information necessary for all adults new to Scouting. Specifically it covers the Fundamentals of The Scout Association, its Child Protection Policy, safety in Scouting and how and where to obtain help and advice.

This module may be delivered through a wide variety of methods including:

- short courses
- small group work
- one to ones, and
- distance learning using videos or e-learning.

It is important that all adults receive this training as early as possible and through the most appropriate means.

### **Tools for the Job**

Modules 3 and 4, *Tools for the Job* are intended to provide the skills and understanding necessary for an adult to undertake a role in their first few months in Scouting. It is likely that these modules will involve both face-to-face delivery and the attendance and participation in role based activities. There are two *Tools for the Job* modules, one for Section Leaders (Module 3) and one for managers (Module 4). Depending on their role, learners will complete one or the other. For information on which Appointments should complete which of these modules see section 2.12.

While this training is taking place, the adult should also have completed some form of local induction into their role.

## **2.4 Personal Learning Plan**

A Personal Learning Plan is an agreed record of planned learning for a specified role. The plan is constructed by firstly identifying which of the modules in the Module Matrix (see section 2.11) is relevant to their role based on their job description, and secondly by answering a series of short questions about each of the modules identified. This establishes which of these modules they will require training for. It also establishes which modules their existing skills and knowledge already meet the requirements of. The adult completes this process using the *Adult's Personal File*, which contains a workbook to work through. This is issued to the adult as part of *Getting Started*. Once they have completed the workbook, they discuss it with their Training Adviser to finalise the Personal Learning Plan. The *Training Adviser's Guide* assists Training Advisers in this process. Whether training is determined to be necessary or not, validation is still necessary for each of the identified modules (see section 2.6).

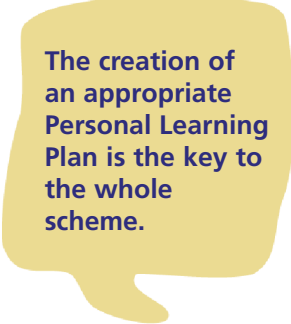
Once it has been agreed which modules do and do not require training, the adult and their Training Adviser work out a suitable plan that will detail:

- which modules training is required for
- which method of learning is planned to be used
- how each module is going to be validated
- the target timescales for the above
- the date of the next review meeting.

The adult will have a pro-forma for this plan in their *Adult's Personal File*. It is important that when agreeing methods of training, the adult's personal circumstances are taken into account and the most appropriate method for them is chosen.

County Training Managers should ensure that all Personal Learning Plans in the County are collated, as these are vital for them in formulating a Learning Provision Plan. For example if 50 people in the County wish to attend a training course covering a particular module, the County Training Manager can ensure that a course is scheduled. If however, only two people wish to attend a course, the County Training Manager can address the issue differently.

Once *Getting Started* has been completed and the full Criminal Record Bureau check has been returned satisfactorily, the Warrant can be presented. At this stage Warranted adults may wear a Gilwell Woggle with their uniform. Non-Warranted adults who have completed *Getting Started* (or the parts of it that are relevant to their role) may wear a Log and Axe pin badge. Both the Gilwell Woggle and the Log and Axe pin badge are available from the Scout Information Centre.



**The creation of an appropriate Personal Learning Plan is the key to the whole scheme.**

## 2.5 Module delivery

County Training Managers must ensure that at least two delivery methods for each module are available in their County (with the exception of *First Aid*, *Changes in Scouting* and *Nights Away*). It may however be necessary to provide more than two methods to suit the full range of learning styles in the County. For further information, please refer to section 2.11, the Module Matrix.

Adults, in consultation with their Training Adviser, should identify the most appropriate methods for the modules they need to complete. Factors that should be taken into account include the personal circumstances of the participant, their preferred learning style and the opportunities available locally. The adult and their Training Adviser should have agreed this at the Personal Learning Plan stage.

To provide different delivery methods for the modules, County Training Managers should ensure that:

- appropriately qualified/experienced people are available
- distance learning materials (videos, workbooks, CD ROMs) are easily available
- courses are arranged for *Nights Away* and other appropriate modules
- Training Advisers are kept informed about the methods and opportunities available to complete modules
- they work together with other County Training Managers to help maintain a wide range of opportunities.

It is important that individuals have access to as wide a choice of learning methods as possible. It may, sometimes, be appropriate to select a number of modules to be run together in a course format, however this should be seen as only one of the many ways in which individuals can access learning.

## 2.6 Validation

Validation is the means by which an individual's ability to use a skill in practice is confirmed. All modules required for a particular Appointment must be validated regardless of whether the skills have been gained by previous experience or by planned learning.

Each module has a fixed requirement. There are also usually a number of validation methods for participants to select from. Validation methods should:

- be appropriate for those that have or have not attended training
- involve people doing their job in Scouting and not be an extra task
- demonstrate that some (but not necessarily all) of the module objectives have been met
- seek to improve the quality and/or quantity of Scouting.

In practice validation should be a positive experience for the adult. It is an opportunity to obtain honest feedback, from the Training Adviser, which is constructive and supportive. Validation methods should be simple and effective and might include:

- observing the adult doing something such as running an activity with young people or chairing a meeting
- looking at paperwork that the adult has already produced such as the programmes they have planned for young people, preparations they have made for a residential experience, the records they have kept of a young person's progress or the notes from a meeting that the adult ran.

The adult's Training Adviser is responsible for ensuring the validation of each

**County Training Managers are encouraged to liaise with Counties other than their own to help maintain a wide range of opportunities.**

module that has been identified in their Personal Learning Plan. In most cases participants will be able to choose their validation activity/project. This must be agreed in advance to ensure that it is suitable.

Validation can occur at a distance, with the learner providing evidence that all the criteria and requirements have been met.

## 2.7 The Wood Badge

The recommendation for award of the Wood Badge may only be made once satisfactory validation of all modules in the Personal Learning Plan has been completed. The stages in the Wood Badge process and who is responsible for them are shown in the following table:

Action	Responsibility
Agree job description	Group Scout Leader or appropriate Commissioner
Agree modules	Training Adviser and learner
Validate modules	Training Adviser and others
Validate entire Wood Badge and pass on to County Training Manager	Training Adviser
Recommend award of Wood Badge to Headquarters and inform individual's line manager (see Form WB in Appendix 5)	County Training Manager (or Local Training Manager if authority delegated)
Wood Badge issued (to Group Scout Leader/District Commissioner/County Commissioner as appropriate)	Headquarters
Wood Badge presented	Group Scout Leader or appropriate Commissioner

In most cases the responsibility for recommending the award of the Wood Badge rests with the County Training Manager. The table below outlines who is responsible for recommending Wood Badges for different Appointments. Headquarters is responsible for awarding Wood Badges and will forward the Wood Badge and certificate to the Group Scout Leader or appropriate Commissioner for presentation.

Appointment to receive Wood Badge	Responsibility for recommending the award of Wood Badge
All Appointments within the County (excluding County Commissioner and County Training Manager)	County Training Manager (and Local Training Managers as agreed in the County)
County Training Manager	County Commissioner
County Commissioner	Chief Commissioner
Chief Commissioner	National Commissioner for Adult Support
National/International Commissioner	National Commissioner for Adult Support
Chief Scout	National Commissioner for Adult Support

## 2.8 Ongoing learning

Following completion of the Wood Badge, all Warranted adults must undertake an average of at least five hours ongoing learning each year, calculated over the period of the Warrant.

Ongoing learning may take a number of forms. In essence any training, learning or development completed by the adult that is subsequently incorporated into their Scouting role is deemed appropriate. The maintenance of a current adult First Aid qualification/First Response certificate could be included as part of the ongoing learning requirement.

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

The appropriate Group Scout Leader or Commissioner should consider the plans for, and completion of, ongoing learning as part of the normal review process. The appropriate Appointments sub-Committee and Commissioner have responsibility for ensuring that the ongoing learning requirement has been fulfilled at the time of Warrant renewal. Examples of ongoing learning could include:

- a Scout Leader taking a basic car maintenance course and subsequently incorporating the skills learnt into the Sectional programme
- a Group Scout Leader completing a word processing course and subsequently producing a Group newsletter
- an Assistant Beaver Scout Leader gaining a basic food hygiene certificate prior to catering for a Beaver Scout Sleepover
- an Explorer Scout Leader attending a National Governing Body Award course in order to obtain a Scout Association Adventurous Activity Authorisation
- a District Commissioner attending a County recruitment workshop
- an adult attending some form of cultural or special needs awareness training
- any of the supplementary modules, for example Module 36, *Special Needs* or Module 29, *Presenting*.

Successful completion of ongoing learning is a requirement for Warrant renewal. In cases where it has not been completed, the Appointments sub-Committee and District or County Commissioner may renew an individual's Warrant for no longer than three months. If at the end of three months, the ongoing learning has still to be completed, then the Warrant is cancelled.

## 2.9 Open College Network and external recognition

There is an opportunity for adults in Scouting to work towards externally recognised Awards in Providing Voluntary Youth Services (for Section Leaders) or Managing Voluntary Youth Services (for Group Scout Leaders and Commissioners). The National Open College Network (NOCN) accredits both of these awards. There is also the opportunity for Training Advisers to obtain the NOCN Tutor Assessor Award and for Trainers to work towards NOCN Units that relate to their role in Scouting.

For further information on the NOCN awards for adults in Scouting, refer to The Scout Association's publication *Guide to the Open College Network*.

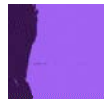
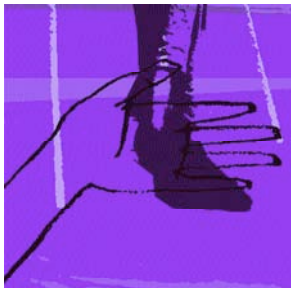
**All adults must undertake an average of at least five hours ongoing learning each year.**

## 2.10 Adult Training Scheme links with the Young Leaders' Scheme

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

As the training received in the Young Leaders' Scheme covers many of the topics covered in the Adult Training Scheme, those who have completed the Young Leaders' Scheme and are now adult Leaders are able to access some 'top-up' training specifically written for those in that situation. Further advice and copies of this training are available from Headquarters.

The Young Leaders' Scheme covers several of the topics included in the Adult Training Scheme. Advice is given in the *Adult's Personal File* and *Training Adviser's Guide* on how prior learning and an individual's experience as a Young Leader can be acknowledged when they take out an adult Appointment.



## 2.11 The Module Matrix

The Module Matrix provides a summary of the 36 modules that make up the Adult Training Scheme. The Matrix has two sections: the first summarises modules 1 to 4, which make up *Getting Started*. The second summarises modules 5 to 36, which are completed by the adult depending on their role in Scouting. Delivery methods and a guide to each module's content are also provided.

Module	Aim	Topics	Methods
<b>01 Essential Information</b>	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 structure in detail.</li> </ul>	Fundamentals Child Protection Equal opportunities Safety Structures and support POR	Video Course e-learning
<b>02 Personal Learning Plan</b>	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 support that the individual will receive to help them fulfil the learning programme and will include a progress review timetable.	Personal Learning Plan	One to one Workbook
<b>03 Tools for the Job</b> (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.	Features of the Section Adult role Programme ideas Games	One to one Small group e-learning
<b>04 Tools for the Job</b> (Managers)	To provide the basic information on the individual's job or the area of responsibility and some practical help to get the individual started in the job.	Duties and responsibilities Needs of adults Outline of the Sections POR	One to one Small group e-learning

### Wood Badge modules

This is the second part of the Module Matrix, summarising modules that need to be completed in order to gain a Wood Badge and/or the skills required to fulfil a role in Scouting. The combination of modules to be completed varies according to role. As with the first part of the Matrix, delivery methods and module content are summarised.

Module	Aim	Topics	Methods
<b>05 Fundamental Values of Scouting</b>	To use the Personal Development Areas to explore the links between the values expressed in the Purpose, Principles and Method of Scouting and a balanced programme, the awards and badges.	Values Personal Development Areas Religious Policy	Course One to one
<b>06 Changes in Scouting</b>	To provide an overview of the Movement's history focusing on its development to meet the changing needs of society.	Brief outline history of Scouting	Video Factsheet
<b>07 Valuing Diversity</b>	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.	Mixed Scouting Equal opportunities Special Needs Cultural, social and religious diversity	Course Small group One to one
<b>08 Skills of Leadership</b>	To cover the knowledge, skills and attitudes required to be an effective Leader.	Systematic planning Action centred leadership Leadership styles Developing leadership skills in others	One to one Course
<b>09 Working with Adults</b>	To cover the underpinning functions required to work effectively as a member of an adult team.	Communication Listening skills Decision making structures Representing others	Small group Course
<b>10 First Aid</b>	To cover the skills and knowledge necessary to enable adults to manage an incident and provide basic First Aid.	First Aid	External course ( <i>First Response as a minimum</i> )
<b>11 Administration</b> (Section 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).	Keeping records Records required for Section Financial responsibilities Accident reporting Data Protection Act Insurance	Workbook Course Small group One to one

Module	Aim	Topics	Methods
<b>12 Providing a Balanced Programme</b>	To cover ways in which a successful and balanced programme can be planned and implemented in the Section.	Balanced Programme Programme ideas Young peoples involvement in decision making Awards Self-Review tool Mentoring (Explorer Scouts and Young Leaders only) Overview of other Sections	Course e-learning One to one
<b>13 Growing the Movement</b> (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.	Transfer between Sections Adults in Scouting model (recruitment, induction and retention) Development planning Co-operation with other agencies	Small group Course Workbook
<b>14 Young People Today</b>	To enable adults working with Sections to identify and meet the needs of young people.	Characteristics, influences and needs of young people	Course Small group One to one Workbook
<b>15 Challenging Behaviour</b>	To enable adults to prevent and manage challenging behaviour in the Sections.	Causes, prevention and management of challenging behaviour	Course Workbook One to one
<b>16 Nights Away</b>	To enable adults to plan and run residential experiences for the young people in their Section.	Plan/run residential experiences Practical skills for residential experiences	Residential Course
<b>17 Activities Outdoors</b>	To enable adults to plan and run exciting, safe and developmental activities outdoors for the young people in their Section.	Importance in Balanced Programme Planning and carrying out Authorisations Risk Assessment Party management	One to one Course
<b>18 Practical Skills</b>	To enable adults to gain and develop practical skills for the benefit of young people in their Section.	Range of practical skills Training others	Course Small group
<b>19 International</b>	To provide an international focus appropriate to their Section and appreciate the global nature of Scouting.	World-wide family of Scouting International aspects of the programme International events and activities Programme ideas	Course One to one

Module	Aim	Topics	Methods
<b>20 Administration</b> (Managers)	To cover the records and procedures necessary for the effective administration of Groups, Districts and Counties as applicable (including personal and financial records, insurance issues and accident/emergency procedures).	Record keeping Records required for Section, Group and District Roles and responsibilities Financial responsibilities Accident reporting Data Protection Act Insurance POR	One to one Course Management Game
<b>21 Growing the Movement</b> (Managers)	To cover the ways in which a manager in Scouting can plan to, execute the growth of and facilitate change in the delivery of Scouting in the appropriate area.	Influences and needs of adults and young people Transfer between Sections Waiting lists Adults in Scouting model (recruitment, induction and retention) Promoting Scouting Fundraising Development planning Change management	Small group Course Workbook
<b>22 Section Support</b>	To enable adults not working directly with young people to understand the Sectional Programmes, Section method and Section characteristics so that they may provide effective management and support.	Features of each Section Balanced programme Self-Review tools International aspects of programme Value of residential experiences and activities outdoors	One to one Small group Course Workbook
<b>23 Safety for Managers and Supporters</b>	To cover specific roles, responsibilities and systems for ensuring safe Scouting.	Responsibilities Risk Assessments Activity Authorisations Insurance Accident reporting	Course One to one
<b>24 Managing Adults</b>	To cover the skills and knowledge required to enable participants to provide effective management of adults.	Personal Development Areas of adults Adult training Group dynamics Motivation Delegation Conflict resolution Team building Adults in Scouting model	Course Small group Workbook One to one

Module	Aim	Topics	Methods
<b>25 Assessing Learning</b>	To provide the knowledge skills and attitudes necessary to effectively support adults through The Scout Association's Wood Badge and other assessed schemes.	Learning needs analysis Effective validation techniques Providing feedback Learning support	Course Workbook One to one
<b>26 Supporting Adults</b>	To cover the skills and knowledge required to enable supporters to provide effective support to adults in Sections.	Adults in Scouting model Personal development areas of adults Adult training Group dynamics Motivation Consultation Running meetings	Course Small group Workbook
<b>27 Instructing Practical Skills</b>	To provide the skills, knowledge and attitudes necessary to instruct practical skills.	Skills instruction Safety Feedback Records of skills instruction	Course
<b>28 Facilitating</b>	To provide the skills, knowledge and attitudes to facilitate individuals and small groups.	Training methods Communication in a learning environment	Course
<b>29 Presenting</b>	To provide the skills, knowledge and attitudes to make effective presentations.	Planning and delivering presentations Learning Methods Resources and facilities Feedback	Course
<b>30 Supporting Local Learning</b>	To provide the skills, knowledge and attitudes for Local Training Managers to co-ordinate the learning plans of individuals to produce a programme of learning.	Communication Allocating Training Advisers Procedures Monitoring progress	Course
<b>31 Planning a Learning Experience</b>	To provide the skills, knowledge and attitudes necessary to research and design training experiences.	Systematic planning and balanced learning Supporting material Evaluation of learning experience	Course
<b>32 Delivering a Learning Experience</b>	To provide the knowledge, skills and attitudes necessary to plan, prepare and run a training experience.	Planning and managing learning Staff teams Evaluation	Course
<b>33 Planning a Learning Experience</b>	To provide the skills, knowledge and attitudes to enable Training Managers to plan to meet the learning needs of an area.	Needs of the Adult Training Scheme Current training trends Drafting and producing learning plans	Course Workbook

Module	Aim	Topics	Methods
<b>34 <i>Managing a Learning Provision</i></b>	To provide the skills, knowledge and attitudes to ensure County Training Managers to manage the learning provision for their area.	Plan implementation Monitoring progress Quality control Plan maintenance Amendments	Course Workbook
<b>35 <i>Internal Moderation</i></b>	To provide the skills, knowledge and attitudes to monitor the quality of The Scout Association's Adult Training Scheme.	Sampling of portfolios Quality control	External course
<b>36 <i>Special Needs</i></b>	To provide information, support and resources for those working with young people with Special Needs.	Equal Opportunities Policy with regard to Special Needs Good practice Available resources	Course Small group



## 2.12 Guide to module colour groups for Warranted Appointments

### All compulsory modules (*Getting Started*)

- 01 *Essential Information*
- 02 *Personal Learning Plan*
- 03 *Tools for the Job (Section Leaders)*
- 04 *Tools for the Job (Managers)*

### All Appointments

- 05 *Fundamental Values of Scouting*
- 06 *Changes in Scouting*
- 07 *Valuing Diversity*
- 08 *Skills of Leadership*
- 09 *Working with Adults*
- 10 *First Aid*

### Section Leaders and Section Supporters

- 11 *Administration (Section Leaders)*
- 12 *Providing a Balanced Programme*
- 13 *Growing the Movement (Section Leaders)*
- 14 *Young People Today*
- 15 *Challenging Behaviour*
- 16 *Nights Away*
- 17 *Activities Outdoors*
- 18 *Practical Skills*
- 19 *International*

### Managers Section Supporters Other Supporters

- 20 *Administration (Managers)*
- 21 *Growing the Movement (Managers)*
- 22 *Section Support*
- 23 *Safety for Managers and Supporters*
- 24 *Managing Adults*
- 25 *Assessing Learning*
- 26 *Supporting Adults*

### Supplementary

- 27 *Instructing Practical Skills*
- 28 *Facilitating*
- 29 *Presenting*
- 30 *Supporting Local Learning*
- 31 *Planning a Learning Experience*
- 32 *Delivering a Learning Experience*
- 33 *Planning a Learning Provision*
- 34 *Managing a Learning Provision*
- 35 *Internal Moderation*
- 36 *Special Needs*

## 2.13 Minimum module requirements

The table below states the minimum module requirements for Appointments in The Scout Association. Those Appointments that are locally made and are not specified in any of the other groups automatically fall into group one.

Individuals should be encouraged to look at other modules that may be relevant to their role but do not make up the minimum requirements for their Appointment. These modules may be completed in addition to the minimum standards, or for Warranted Appointments, as ongoing learning. For ease of reference, modules have been divided into colour groups.

### Group 1

A Wood Badge is not available for these Appointments but Module 1, *Essential Information* must be completed by the following:

Administrator (Group, District or County)  
Adventurous Activity Assessor  
Adventurous Activity Authorised Leader (District or County)  
Adviser (Group, District or County)  
Chairperson (Group, District or County)  
County Child Protection Co-ordinator  
County Safety in Scouting Co-ordinator  
County Scout Network Administrator  
District Explorer Scout Administrator  
Helper  
Member of the Scout Fellowship  
President (Group, District or County)  
Secretary (Group, District or County)  
Skills Instructor (Group, District or County)  
Treasurer (Group, District or County)  
Vice President (Group, District or County)

### Group 2

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

Appointment	Module
County Training Administrator	30
Local Training Administrator	30
Trainer	25*
Training Adviser	25

\*+ one or more of the adult Trainer modules depending on role

### Group 3

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

Colony/Pack/Troop/Unit Assistant

## Group 4

A Wood Badge is obligatory for these Appointments and requires all green and purple modules to be completed by the following:

- Assistant Beaver Scout Leader
- Assistant Cub Scout Leader
- Assistant Explorer Scout Leader
- Assistant Scout Leader
- Beaver Scout Leader
- County Scout Network Leader
- County Scouter
- Cub Scout Leader
- District Scouter
- Explorer Scout Leader
- Scout Leader
- Special Group Leader - Module 36, *Special Needs* must also be completed

## Group 5

A Wood Badge is obligatory for these Appointments and all green and aqua modules should be completed, although managers need not complete Module 26, *Supporting Adults* and Supporters need not complete Module 24, *Managing Adults*. For some Appointments there are supplementary modules which must also be completed as stated below:

- Assistant Group Scout Leader
- Chief Commissioner
- Chief Scout
- County Commissioner
- County Training Manager - Modules 33 and 34, *Planning a Learning Provision* and *Managing a Learning Provision*
- Deputy County Commissioner
- Deputy District Commissioner
- District Commissioner
- Group Scout Leader
- Local Training Manager - Dependant on role, may be Module 30, *Supporting Local Learning*, 33, *Planning a Learning Provision* or 34, *Managing a Learning Provision* or any combination

## Group 6

A Wood Badge is obligatory for the Appointments below. All green and aqua modules should be completed. Modules 12, *Providing a Balanced Programme*, Module 17, *Activities Outdoors* and Module 19, *International* should also be completed.

- Assistant County Commissioner
- Assistant District Commissioner
- County Scout Network Commissioner
- District Explorer Scout Commissioner
- National/International Commissioner

However ACCs and ADCs need not complete Module 24, *Managing Adults*. CSNC, DESC and National/International Commissioners need not complete Module 26, *Supporting Adults*.

## 2.14 Grievance procedure

There are two possible areas for grievance:

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

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

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

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

### ***Disagreement over validation***

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

Further guidance on disagreements between adults can be found in *Policy, Organisation and Rules*, Chapter 15.



# 3

## The management of the training provision

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The way in which the scheme is organised and delivered is agreed locally.

### 3.1 Overview

Whilst The Scout Association's Adult Training Scheme is nationally based, the way in which it is organised and delivered is local and is the responsibility of each individual County. The roles of County Training Manager and Training Adviser exist in all areas. Where a regional training structure is in place, the role of Regional Training Manager exists, supported by Local Training Managers and Training Advisers.

The County Training Manager has overall responsibility for training in the County. Some of these responsibilities may be devolved to others but the County Training Manager is responsible for ensuring that quality training is delivered. The County Training Manager is responsible to the County Commissioner.

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

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

In some areas the role of Local Training Manager will exist. The role of Local Training Manager is defined locally and may include:

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

Local Training Managers may be responsible for training in a number of Groups, a District, a number of Districts or responsible for types of training opportunity.


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

Section 3.6 gives four possible models for County training provision.

### 3.2 The County Training Manager

An outline job description for a County Training Manager is given as Appendix 1. In broad terms, the County Training Manager ensures that:

- training needs in the County are identified and an appropriate plan is developed



**Delivering a wide range of methods will need people skilled in diverse areas.**

and implemented

- the structure of training provision is agreed with County/District Commissioners
- appropriate staff to implement the plan are recruited, managed and supported
- individual learners are allocated a Training Adviser, complete a Personal Learning Plan, can access the training scheme as soon after Appointment as possible and can access training by a variety of methods.

### **Training needs**

Training needs can be anticipated by looking at the number of individuals in the County holding each Appointment, the geographical nature of the County, trends in lengths of Warrant served, development plans for new Groups and so on. Specific needs within a County will need to be identified by considering Personal Learning Plans and by consultation with Appointments sub-Committees, line managers and Training Advisers.

The plan to meet these needs is likely to include a variety of delivery methods, and resource requirements both human and material. It is also likely to encompass both local and County-wide responsibilities.

### **Training structures**

The training provision structure for a County will depend on a number of factors including the:

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

In a large County it is unlikely that the County Training Manager will be able to operate the scheme without the support of at least one, if not two levels of Local Training Managers. In a small County, the County Training Manager might support the Training Advisers directly. Example models of County Training provision are given in section 3.6.

### **Appropriate staff**

Most of the factors described above will also influence the number of staff required. Clearly, delivering a wide range of methods will need people skilled in diverse areas. Working to individual needs puts more emphasis on one to one and small group work than course based scenarios.

### **Learner's needs**

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

In reality this means that the modules that make up *Getting Started* should be available at least three times a year. The Appointments sub-Committee should meet at least as frequently.

It is accepted that not every County will be able to offer every method but it is important that more than one method is offered. It may be that a County agrees to work with a neighbouring County to offer a variety of methods.

## **3.3 Local Training Managers**

An outline job description for the Warranted Appointment of Local Training

Manager is given as Appendix 3. This role is locally defined, and will vary according to local needs. The possible models of County training provision may help define how the role of a Local Training Manager might fit into the local structure. The chief role of a Local Training Manager is to provide support and assistance to the County Training Manager. For examples of how the role of Local Training Manager can be used, see section 3.6.

### 3.4 Training Advisers

The role of Training Adviser is not a specialist role but rather a function that most line managers, Assistant District/County Commissioners and Supporters could undertake. A Training Adviser normally supports three or four learners but this depends on their other commitments. It is also perfectly acceptable for the role of Training Adviser to be an individual's only role in Scouting.

Training Advisers are appointed locally. The role of the Training Adviser is to help every adult participating in the Adult Training Scheme identify their learning needs, help to construct a Personal Learning Plan and support the individual through that plan to completion. An outline job description for a Training Adviser is given as Appendix 5.

In practice this means Training Advisers should meet with the individual as soon as it has been agreed they will be the adult's Training Adviser. The Training Adviser should:

- explain the scheme and how it operates
- ensure that the job description has been completed by the adult and their line manager
- discuss the modules in relation to the role.

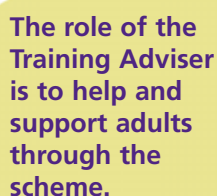
Two possible outcomes will arise from each module. Either the participant already has the necessary skills for the module or they need to complete the necessary learning. If it is the former then the Training Adviser will need to arrange the validation of that module. If it is the latter, the Training Adviser will need to ensure that the participant has access to the appropriate learning for that module. Once the learning has been completed, they will also need to arrange the validation of the module. This process is explained further in section 2.6.

Once all the modules are complete, the County Training Manager is informed (this may be delegated to a Local Training Manager). It is the County Training Manager's responsibility to ensure that the recommendation for the award of the Wood Badge is made to Headquarters (this responsibility may be delegated to a Local Training Manager or arranged through a Local or County Training Administrator – see section 3.5). When Headquarters receives the recommendation, the Wood Badge and certificate are forwarded to the adult's Group Scout Leader, District Commissioner or County Commissioner as appropriate to their Appointment.

The responsibilities and process of the Wood Badge process are shown in section 2.7.

### 3.5 County and Local Training Administrators

The roles of County and Local Training Administrators are local Appointments and can be used in a number of ways to support training within the County. They provide valuable organisational support at County and local level.

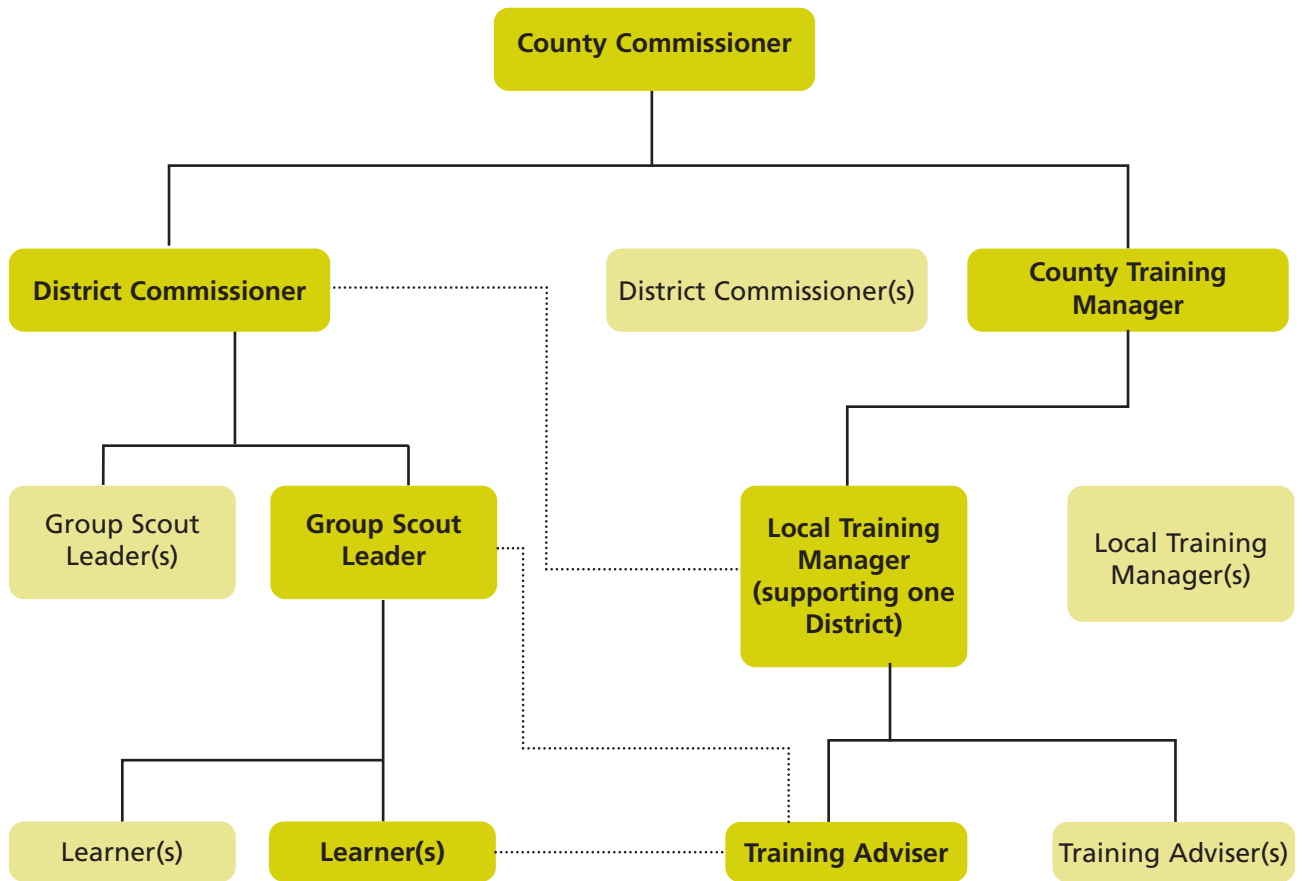


The role of the Training Adviser is to help and support adults through the scheme.

### 3.6 Possible models for County training provision

#### Organisational chart – training

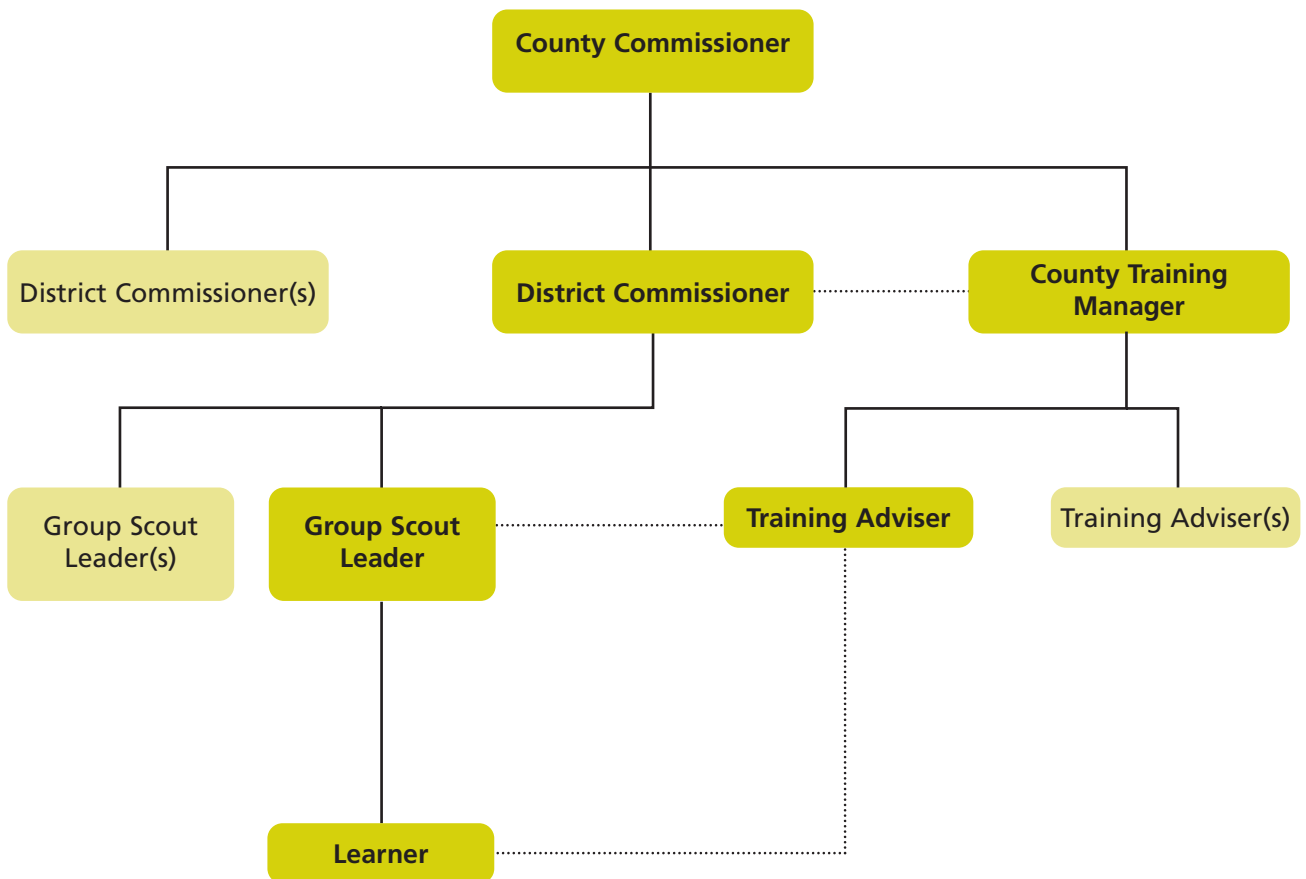
Model 1



— Line management

..... Training support and advice

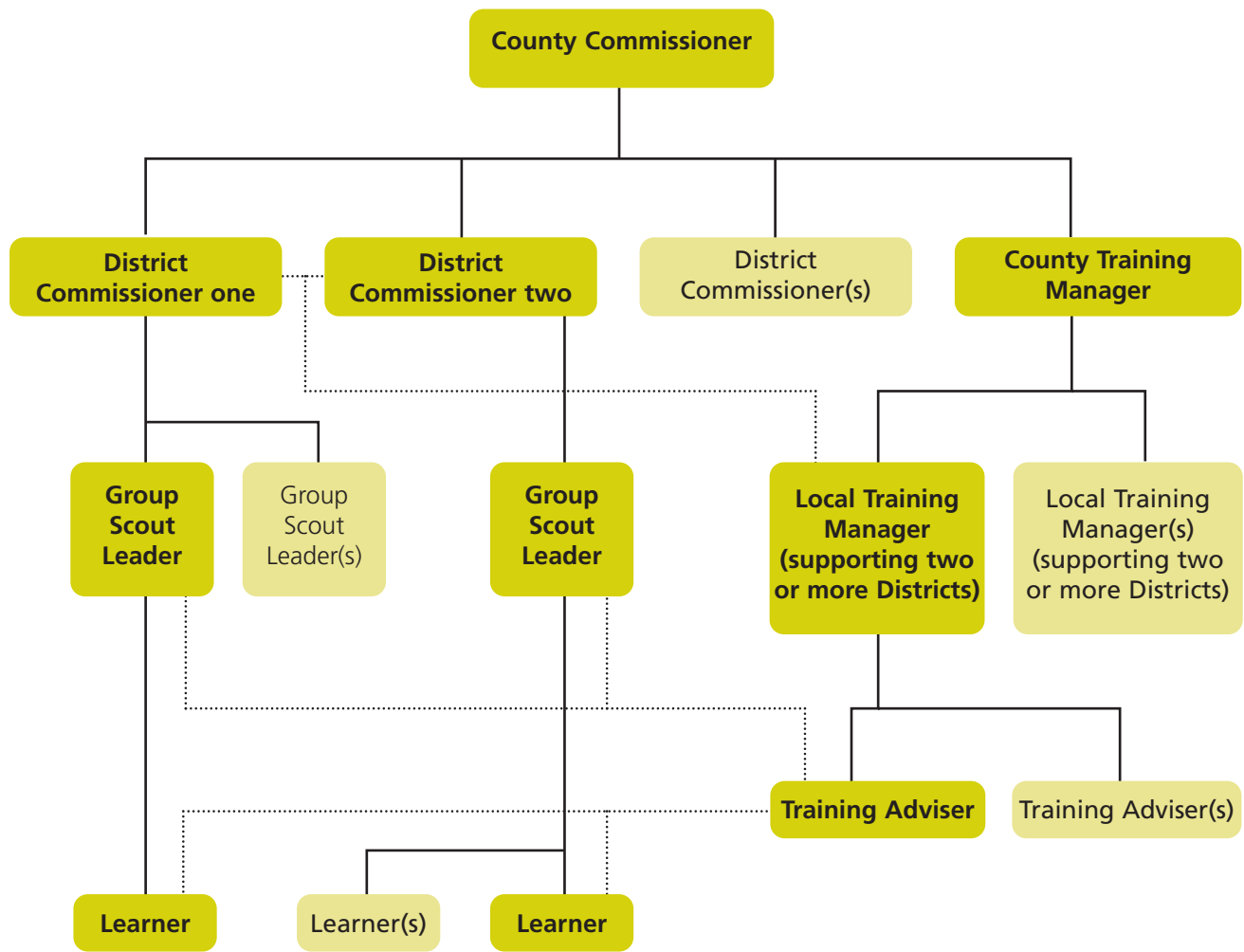
**Organisational chart – training**  
Model 2



— Line management  
..... Training support and advice

**Organisational chart – training**

Model 3

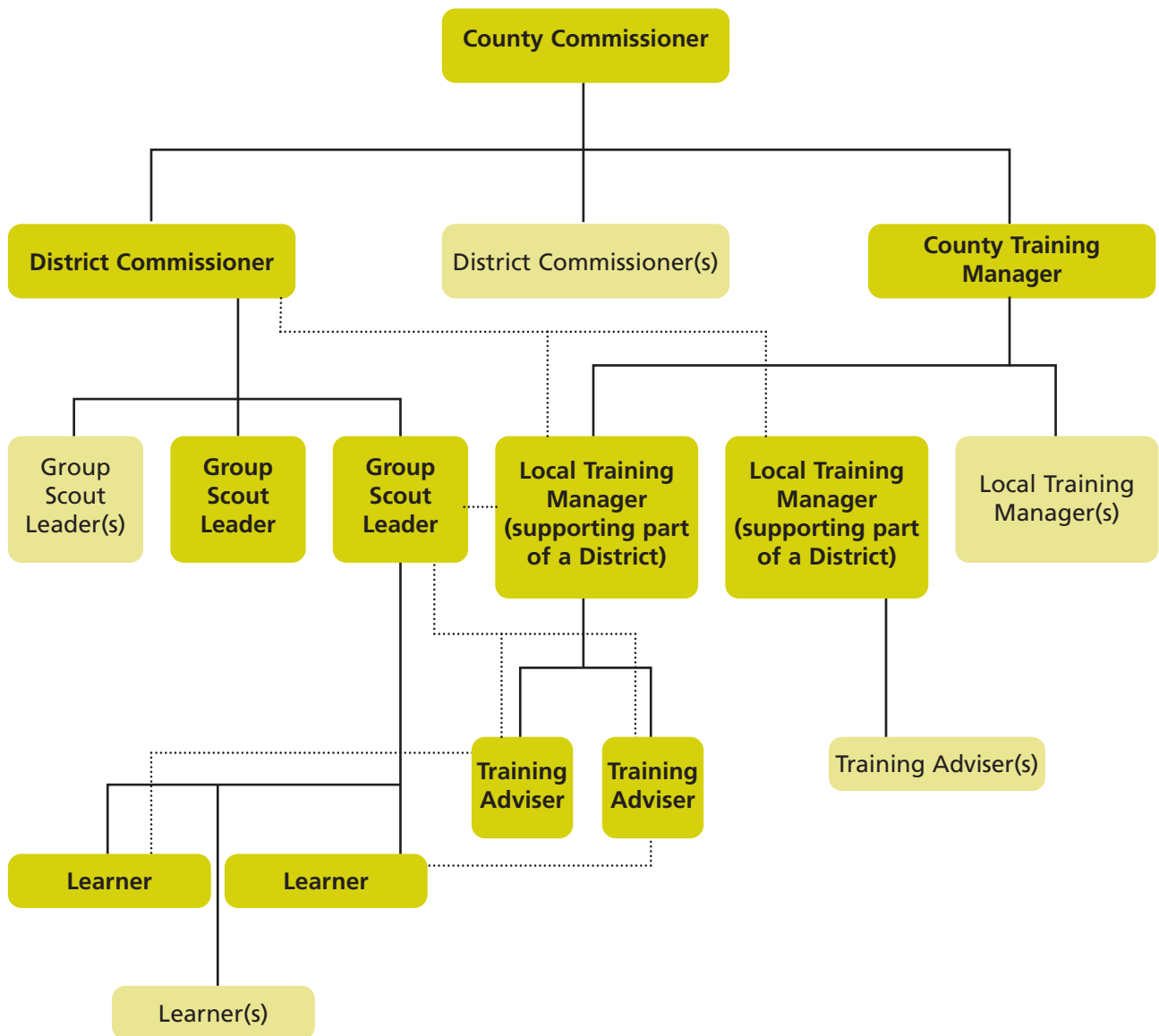


— Line management

..... Training support and advice

**Organisational chart – training**

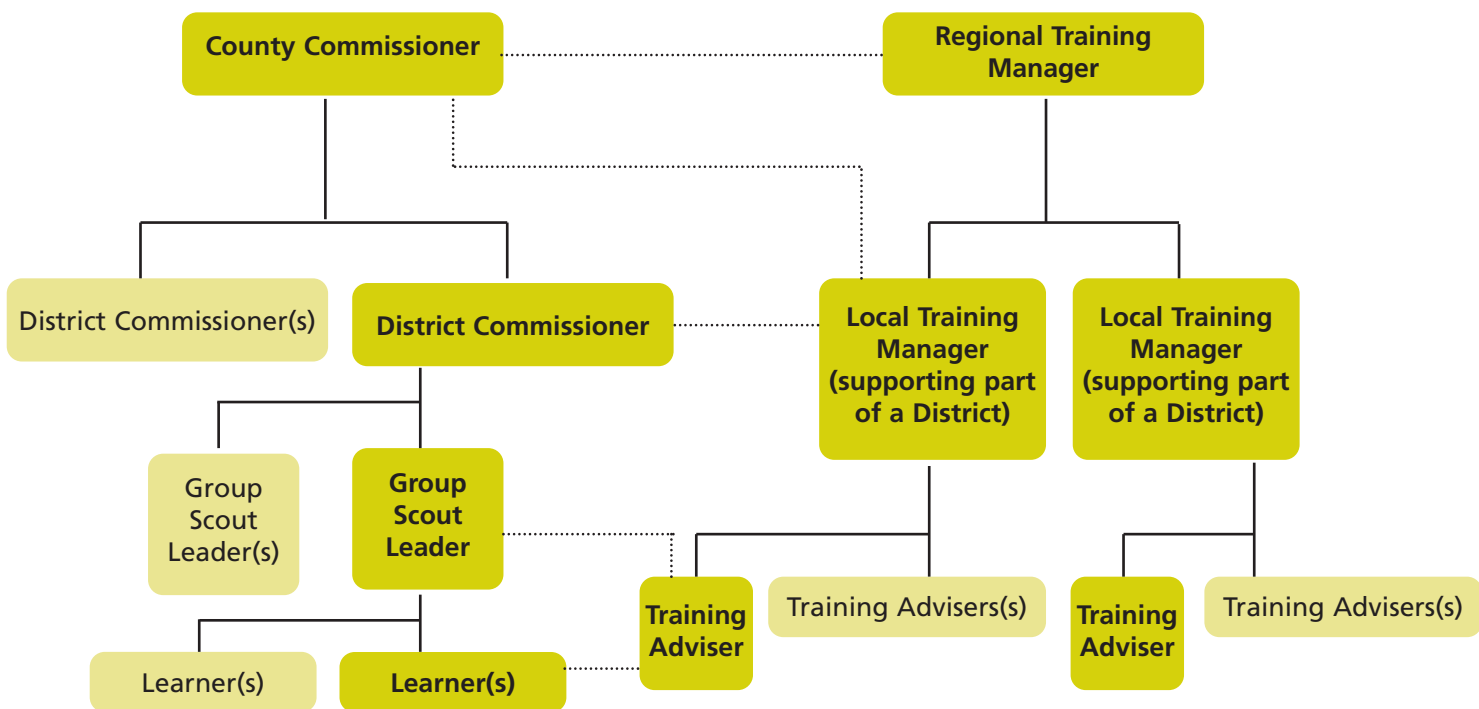
Model 4



— Line management

..... Training support and advice

### 3.7 Regional training structure



— Line management

..... Training support and advice

## Appendix 1

### Sample job description of a County Training Manager

**Title** County Training Manager

**Outline** Responsible for the management of all aspects of the training/learning process for adults in the County (including appropriate training, support structures and personnel to achieve this), together with the recommendation of the award of Wood Badges.

**Responsible for** those involved in the management, delivery and administration of training

**Responsible to** County Commissioner

**Main contacts** District Commissioners, Adult Support Office at Headquarters, other County Training Managers in the region, District/County Appointments sub-Committee Secretaries, County Training Administrators, Local Training Administrators

**Appointment requirements** Completion of a Wood Badge including the role specific modules: *Planning a Learning Provision* (PLP) and *Managing a Learning Provision* (MLP).

#### **Main tasks**

- Together with the County Commissioner and District Commissioners, determine, review and maintain the appropriate structure for management and support of learning opportunities in the County.
- Act as line manager for those involved in the management, delivery and administration of training (that is, recruit appropriate people, induct, support, and carry out effective Appointment reviews).
- Act as line manager for Training Advisers (this may be delegated to others if appropriate).
- Liaise with District/County Appointments sub-Committees to receive notification of new appointments and ensure that these people are assigned to a suitable Training Adviser.
- Plan and ensure the delivery of the learning provision in the County so that all adults in Scouting completing a Personal Learning Plan have access to suitable learning opportunities using a variety of methods.
- Maintain a high quality of learning provision in the County.
- Ensure that people involved in the learning provision are suitably qualified (that is, have attained or are actively working towards, the relevant role specific module(s)) and effective.
- Ensure that administration relevant to training/learning is completed efficiently and effectively.
- Ensure that the recommendation of Wood Badges is carried out (either personally or through specified nominees).
- Implement The Scout Association's Training Policy and procedures within the County.

## Appendix 2

### Sample job description of a County Training Administrator

**Title** County Training Administrator

**Outline** Responsible for the administration of all aspects of the training/learning process for adults in the County maintaining records of Training Advisors and adults undertaking training

**Responsible for** N/A

**Responsible to** County Training Manager

**Main contacts** County Training Manager, Local Training Managers, Training Advisers, District Commissioners, Appointments sub-Committee Secretaries, District Secretaries, County training team, Local Training Administrators

**Appointment requirements** Completion of Module 1, *Essential Information* Computer skills relating to database and spreadsheet management as well as access to e-mail and the Internet will be useful.

#### **Main tasks**

- Maintain records of Training Advisers, including their training/learning needs.
- Provide records and information as required by the Local and County Training Managers.
- In co-operation with the Local Training Administrators, maintain records of progress on all adults undertaking training/learning.
- Maintain financial records associated with all costs incurred/authorised by the County/Local Training Manager.
- Act as Course Registrar for all County-run training sessions.
- Assist the County Training Manager undertake regular communication with the team.
- Work with the Local Training Managers and Administrators with the aim of maintaining consistency and accuracy of reporting.

## Appendix 3

### Sample job description of a Local Training Manager

**Title** Local Training Manager

**Outline** To assist County Training Manager in managing the training/learning process in a given area of responsibility.

**Responsible for** Training Advisers, Local Training Administrators.

**Responsible to** County Training Manager.

**Main contacts** District Commissioners, Adult Support office at Headquarters

**Appointment requirements** Completion of a Wood Badge including the role specific modules as required by the functions they will undertake.

#### **Main tasks**

Any of the following tasks that have been delegated by the County Training Manager:

- Act as line manager for Local Training Administrators (that is, recruit appropriate people, induct, support, and carry out effective Appointment reviews).
- Act as line manager for Training Advisers.
- Plan and ensure the delivery of the learning provision in their area of responsibility so that all adults in Scouting completing a personal learning plan have access to suitable learning opportunities using a variety of methods.
- Ensure that people involved in the learning provision are suitably qualified (that is, have attained or are actively working towards, the relevant role specific module(s)) and effective.
- Make Wood Badges recommendations within their responsibility.
- Provide training opportunities locally.

## Appendix 4

### Sample job description of a Local Training Administrator

**Title** Local Training Administrator

**Outline** Responsible for the administration of all aspects of the training/learning process for adults in their Local Area maintaining records of Training Advisors and adults undertaking training

**Responsible for** N/A

**Responsible to** Local Training Manager

**Main contacts** Local Training Managers, Training Advisors, District Commissioners, Appointments sub-Committee Secretaries, District Secretaries, County Training Administrator

**Appointment requirements** Completion of Module 1, *Essential Information*, computer skills relating to database and spreadsheet management, as well as access to e-mail and the Internet will be useful.

#### **Main tasks**

- Maintain records of Training Advisors, including their training/learning needs.
- Provide records and information as required by the Local and County Training Managers.
- Maintain records of progress on all adults undertaking training/learning in their area of responsibility, passing on relevant information to the County Training Administrator.
- Maintain financial records associated with all costs incurred/authorised by the Local Training Manager.
- Act as Course Registrar for all locally run training sessions.
- Assist the Local Training Manager undertake regular communication with the team.
- Work with the County and other Local Training Administrators with the aim of maintaining consistency and accuracy of reporting.

## Appendix 5

### Sample job description for a Training Adviser

**Title** Training Adviser

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

**Responsible for** N/A

**Responsible to** County Training Manager or Local Training Manager (depending on County structure)

**Main contacts** County Training Manager, Local Training Manager (if any), adults undertaking training, the line managers of the adults undertaking training, other Training Advisers, those validating modules, and Training Administrators.

**Appointment requirements** Completion of Module 25, *Assessing Learning*.

#### **Main tasks**

- Brief new participants about the Adult Training Scheme.
- Create a Personal Learning Plan with each participant.
- Validate modules for participants as appropriate (some modules may be validated by other people - the Training Adviser does not necessarily need to validate all the modules for the people he/she is supporting).
- Meet regularly with each participant to support and encourage the individual; review progress with the Personal Learning Plan; and plan actions to work towards the completion of the Personal Learning Plan.
- Review and validate completed Personal Learning Plans and inform the County Training Manager or Local Training Manager so that the Wood Badge may be recommended to Headquarters.
- Maintain records and inform the County Training Manager, Local Training Manager or others of the progress as agreed locally.
- Meet with other Training Advisers and the County 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.

## Appendix 6

### Glossary of terms

<b>Appointments sub-Committee</b>	A sub-committee of the District and County Executive Committees with the responsibility for managing parts of the process of appointing adults to undertake duties in Scouting.
<b>Commissioner</b>	An adult appointed to provide support to other adults in either a support or managerial role.
<b>CRB</b>	The Criminal Records Bureau – the government body that provides a report on the criminal record of an individual.
<b>CRB Form</b>	The form that must be completed for the Criminal Records Bureau check to take place.
<b>CTM</b>	County Training Manager – the person responsible for the management of the Adult Training Scheme in a County.
<b>Distance learning</b>	A method of learning that can be completed on your own. This may be through workbooks, video or e-learning.
<b>e-learning</b>	A method of distance learning that involves completing interactive training on a computer package either on CD ROM or on the Internet.
<b>Form AA</b>	The Adult Application form that is completed by all adults who wish to be part of Scouting.
<b>Form RF</b>	The form used to request a reference about the suitability of an adult to give service to The Scout Association.
<b>Getting Started</b>	The collective term for Modules 1-4. This training must be completed before a Warrant can be completed.
<b>Group Scout Leader</b>	The person appointed by the Scout District responsible for the leadership and management of a Scout Group.
<b>Job Description</b>	The agreement between an adult and their Group Scout Leader or Commissioner giving the details of what their job is, how long they are doing it for, who they are working with and what support is in place for them.
<b>Learner</b>	An adult taking part in the scheme.
<b>Line Manager</b>	Used to refer to all Appointments in The Scout Association that are responsible for managing other adults (including: Group Scout Leader, District Commissioner and County Commissioner).
<b>LTM</b>	Local Training Manager – an optional Appointment that may be used in an County to some of the responsibilities of the County Training Manager.
<b>Manager</b>	Used to refer to those in The Scout Association that are responsible for managing other adults (including: Group Scout Leader, District Commissioner and County Commissioner).
<b>Module Matrix</b>	The list of modules that are available to participants. Participants choose the relevant modules from the matrix.
<b>PLP</b>	The Personal Learning Plan for an individual that specifies the training and validation required by that person for the award of the Wood Badge.
<b>Section Leader</b>	The person appointed to run a Section.
<b>Supporter</b>	An adult appointed to provide support to other adults, for example Assistant County or District Commissioners.

<b>Training Adviser</b>	A person assigned to support an adult undertaking the Adult Training Scheme.
<b>Warrant</b>	The certificate of Appointment awarded to new Leaders, Commissioners, Assistant Leaders, Assistant Commissioners and Training Managers on their Appointment. A Leader in possession of a Warrant is known as a Warranted Leader.
<b>Wood Badge</b>	This is awarded to an adult on completion of their core adult training. They are wooden beads worn on a leather thong around the neck.
<b>Workbook</b>	A method of distance learning that involves completing exercises in a book.
<b>World Scout Bureau</b>	The Bureau is the secretariat to the World Organisation to which National Association's belong.
<b>Young Leader</b>	This is an Explorer Scout who works as part of the leadership team in one of the first three Sections. Young Leaders must belong to an Explorer Scout Unit and have a recognised training structure to help them in their leadership role.

## Appendix 7

### Form WB - Recommendation for the award of a Wood Badge

#### Part 1

This part of the form should be returned to: The Records Office, Gilwell Park, Chingford, London E4 7QW

Full name \_\_\_\_\_

Appointment \_\_\_\_\_

County/Area \_\_\_\_\_ District \_\_\_\_\_

Group \_\_\_\_\_ Section \_\_\_\_\_

The above individual has completed the validation for all of the modules identified on their Personal Learning Plan and I therefore recommend the award of a Wood Badge.

Signed \_\_\_\_\_ Date \_\_\_\_\_

Name \_\_\_\_\_

Appointment \_\_\_\_\_ County/Area \_\_\_\_\_

#### Part 2

This part of the form should be returned to the individual's Group Scout Leader, District Commissioner or County/Area Commissioner as appropriate.

Full name \_\_\_\_\_

Appointment \_\_\_\_\_

County/Area \_\_\_\_\_ District \_\_\_\_\_

Group \_\_\_\_\_ Section \_\_\_\_\_

The above individual has completed the validation for all of the modules identified on their Personal Learning Plan and I have therefore recommended the award of a Wood Badge.

Signed \_\_\_\_\_ Date \_\_\_\_\_

Name \_\_\_\_\_

Appointment \_\_\_\_\_ County/Area \_\_\_\_\_





