VALIDATION
GUIDES

Ideas for validating learning, while we are restricted to online meetings

Version 1.01

Scouts Scotland

Scouts Forth

CONTENTS

Module 1- Essential information

This module is about:

Key information needed when starting off in a role within Scouting

- understanding the Purpose, Values and Method of The Scout Association (the Fundamentals of Scouting)
- working within the Policy, Organisation and Rules (POR) of The Scout Association
- understanding The Scout Association's Child Protection Policy and your role in protecting young people from harm
- understanding the Equal Opportunities Policy
- understanding the importance of the Safety Policy and your role in keeping Scouting safe
- identifying the support available to help you in your Scouting role.

So how can you work through this module during lock-down?

First of all – take a look at this page on the Scout Association website Essential information. There is also the e-learning which covers all the topics listed above. At the end of the e-learning you will see a certificate. Take a screen shot of it (or print it off) and send it to your Training Advisor

Suggestions for validation –

✓ Discuss the "Check your knowledge" questions as per the Leaders Training Guide with your Training Adviser (TA)

✓ Do **two** of the following options:
- Carry out a risk assessment for an activity you have undertaken with young people in your section *OR* an activity that you are going to do when "face to face" Scouting restarts. If you need some more help with this, have a look at Staying safe and Safeguarding. Send a copy of the risk assessment to your TA and then discuss with him / her.
- Create an activity to help explain the Promise and Law to young people in your section. Have a look at the World Membership badge and think how you could use it in your activity.
- Discuss with your TA how you might work with the young people in your section to develop and implement an Anti-Bullying code, and explain how it may help to prevent bullying within the Section

Module 1E - Essential Information for Executive Committee Members

This module is about:

The basic information that all Executive Committee members need to know

- Purpose, Values and Method of The Scout Association (the Fundamentals of Scouting)
- Policy, Organisation and Rules (POR) of The Scout Association
- Executive committees and trusteeship in Scouting
- The Scout Association's Child Protection Policy and your role in protecting young people from harm
- The Equal Opportunities Policy
- The Safety Policy and your role in keeping Scouting safe
- Support available to help you in your Scouting role.

So how can you work through this module during lock-down?

First of all – take a look at the e-learning video on the Scout Association website:

[Essential Information for Committee members](#)

This covers all the topics listed above. At the end of the video you will see a certificate. Take a screen shot of it (or print it off) and send it to your Training Advisor.

(If you have another role in Scouting and have completed Module 1 previously, you should complete the stand-alone section covering the role of the Trustee: [Trustee responsibilities](#))

Suggestions for validation –

- ✓ Reflect on the Fundamentals and key Policies of the Scout Association and demonstrate your understanding and confidence to act in accordance with these. You could do this in discussion with a Training Adviser (TA) or by documenting your thoughts and e-mailing them to the TA.

AND

- ✓ Complete **one** of the following options:
  - Carry out a risk assessment of a property managed or owned by your Executive Committee.
  - Attend a meeting (can be virtual) of your Executive Committee and outline how you contributed to the meeting

Module 2 - Personal Learning Plan

This module is about:

Creating a plan to help you fulfil the requirements of your role, considering existing knowledge and skills.

- Identifying the modules relevant to your role
- Assessing if you have to complete learning and how that will be done
- Planning validation ideas and a time frame for completion

So how can you work through this module during lock-down?

First of all – have a look at the [Module Matrix](#) where there is a list of all the modules required for your role. Do not worry - you do not need to do every module listed as they are not all relevant to your role.

Then look at the [Leaders Training Guide](#) which gives more detail of the requirements of each module.

In particular read through pages 1 - 5 which will help you to start to think about your knowledge and whether you are confident that you understand what is required.

Page 8 of the Learning Guide tells you about the process of **validation** which is essential for every module. This is when you show your TA that you can put your knowledge and skills into practice. There are many ways to do this - discussion with your TA, photos, video clips, "witness statements" from other leaders, written evidence etc.

If you have been a Young Leader and worked through the YL training scheme, remember that you will already have done some of the required learning and may be able to transfer some of this prior to knowledge to your adult role in Scouting. Take a look at the [factsheet](#).

Suggestions for validation:
- ✓ **There is only one way to validate this module and that is to develop a PLP.**
  - Using the PLP template at the end of the Training Guide (or the stand alone version) [Personal Learning Plan (sectional)](#), and start to fill in some of the data.
  - Look at the validations that are required and think about which ones you might want to do. Many of the modules offer choices.
  - You may find it difficult to complete a whole plan straight-away, so consider it as work in progress.
  - Discuss what you have done with your TA and ask them to transcribe it into your Training record on COMPASS. This means that your Group Scout Leader can also see it. He or she should be kept aware of your progress and this is a simple way to do that.
  - If you find it easier to have a hard copy you can also print off the COMPASS PLP
  - Do not forget to get your plan updated as you complete and validate modules.

Module 3 – Tools for the Role (Section Leaders)

This module is about:

Some basic information about your role, and practical help for working with your section

- Recognising the main features of your section and how it fits into scouting.
- The roles and responsibilities of different people within your section.
- Using a variety of programme ideas, through different types of activities.
- Youth shaped scouting
- Promoting positive behaviour in your section.

So how can you work through this module during lock-down?

First of all – take a look at the e-learning on the Scouts website. When you have completed it, send a copy of the certificate at the end of the e-learning to your TA. Then complete the validations below during an on-line discussion.

Can you identify the main features of the section you work with and those of other sections within scouting? Many sections across the region have young leaders - do you know how they form part of the leadership team?

The Scouts have many outlets to help with programme ideas, games, and activities - do you know where to find them and why they are important?

You will often hear of Youth Shaped Scouting - can you give some examples of this?

Suggestions for validation:

✓ Working with other members of the leadership team, plan and run or assist in running an on-line section meeting, considering the advice on the Scout Association website.
   Scouting during the coronavuris pandemic

✓ Have a virtual meeting with your Training Adviser or send an e-mail explaining on a typical section night what you might do:
   - What members of the team might do what?
   - Are there any key ceremonies?
   - Why different games and activities are an important part of the programme?
   - Sources of relevant programme ideas?
   - Ways to promote good behaviour throughout the meeting?

Module 4 – Tools for the Role (Managers & Supporters)

This module is about:

Providing key information about your role, areas of responsibility and where you can find further information and support.

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

So how can you work through this module during lock-down?

First of all - look at the e-learning

Then consider the following:

1. Can you list the top 5 priorities of your role?
2. Can you discuss your plan for dealing with your top priority and also your second priority?
3. Can you identify and discuss the six areas of leadership and management?
4. Can you outline sources of information and support for your role?
5. Can you describe the responsibilities of your role in ensuring the provision of a quality management?

Suggestions for validation:

✓ Send the
- List of your priorities and workplan for the role to your TA
- Sectional programme which you have discussed and reviewed with others (Managers)
- Completed self-review tools, such as a quality programme check
- Notes from meetings held with members of their team (Supporters)

✓ Take some photos or videos of
- Discussions when preparing the quality programme, for example virtual meetings, communication re the programme activities
- Review of quality programme activities

✓ Invite your TA to join a virtual meeting to discuss the responsibilities of your role and how you will ensure the provision of a quality programme. Discuss how you support and manage teams as appropriate

✓ Discuss the six areas of leadership and management and explain how you incorporate at least two of these areas into your role

✓ Discuss how you review sectional programmes and how the use of the self-review form helps with this activity (Supporters)

Module 5 – Fundamentals of Scouting

This module is about:

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

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

So how can you work through this module during lock-down?

First of all, consider the following -

1   Can you discuss the Scout Association's Religious Policy and the Scouting values with other Leaders and young people?
2   Is your section having on-line meetings? Can you demonstrate how you are incorporating the Values into the on-line programme?
3.   Can you explain how the Four Capacities of the Curriculum for Excellence fit with the Purpose, as outlined in the Fundamentals of Scouting?

There are a few alternatives to delivering physical activities: Here are a few suggestions to get you thinking ….
- Find out how the values of Scouting have been demonstrated during the pandemic and discuss with your section / other leaders how you can demonstrate them locally
- Make a list of the things young people should achieve as part of the Method of Scouting
- Do you know what the World Membership badge signifies? Talking about its meaning to young people may help them to understand the values of Scouting
- Take a look at the different World Faiths Activity badges, My Faith Activity badges or World Challenge badges and see if there are any activities in this that you perhaps could develop for yourself.

Beaver World Challenge   Beaver Faith Activity Badge
Cubs World Challenge   Cubs My Faith Activity Badge   Cubs World Faith Activity
Badge
Scouts World Challenge   Scouts My Faith Activity Badge   Scouts World Faith Activity
Badge

Suggestions for validation:
✓   Send a
- Programme which demonstrates where the Values, Purpose and Method of Scouting have been incorporated into the activities
- Written action or development plan stating how you will support another Leader with the spiritual development of young people within your role
- Script for a Scout's Own that you have created or developed with multi-faith reflections

✓   Take some photos or videos of
- A presentation or activity which have been delivered through virtual means to adults new to Scouting or to young people
- A 'Scouts Own' which has been held as part of an on-line meeting

✓   Invite your TA to join a section meeting on-line where you are exploring the Values including the Scout's Religious policy and how faiths, beliefs and attitudes were explored

Module 6 - Changes in Scouting

This module is about:

An overview of Scouting's history, with a focus on how it has developed to meet the changing needs of society

- How Scouting began
- Significant milestones in Scouting
- National and international growth
- How Scouting has adapted to meet society's changing needs

So how can you work through this module during lock-down?

First of all - either watch this video or take a look at the workbook on the Scout website. When you have completed it, send it to your TA. Then complete the validations below during an on-line discussion.

Suggestions for validation:

✓ Send a presentation that you have created from what you have learnt from the Changes in Scouting workbook or online video that can be delivered to adults or young people new to Scouting

✓ Invite your TA to join a section meeting on-line where you deliver a game or activity created from what you have learnt from the Changes in Scouting workbook or online video.   Ideas can include:

- A quiz
- A Scouting Story Game
- A play
- Coded messages

✓ Send a copy of the completed questionnaire to your TA

Changes in Scouting Quiz

1. Who started the Scout Movement?
      a) Robert Baden-Powell
      b) Lord Somers
      c) Robert Louis Stevenson

2. Where was the experimental camp that led to Scouting being developed held?
      a) Mersey Island
      b) Brownsea Island
      c) Isle of Wight

3. What year was the experimental camp?
      a) 1905
      b) 1907
      c) 1909

4. What book did Baden – Powell write to launch Scouting?
      a) Boer War Scouts
      b) Scouting Today
      c) Scouting for Boys

5. What Section was started in 1916 for younger boys?
      a) Beaver Scouts
      b) Cub Scouts
      c) Rover Scouts

6. What section was started in 1919 for older boys?
      a) Beaver Scouts
      b) Cub Scouts
      c) Rover Scouts

7. What Movement did Baden-Powell establish for girls?
      a) Girls Brigade
      b) Girl Guides
      c) Girl Scouts

8. When were females allowed to become Leaders?
      a) From the start
      b) 1932
      c) 1966

9. How many Scouts are there in the world today? (2016)
      a) 2 million
      b) 15 million
      c) 50 million

10. How many National Scout Organisations are there in the world? (2016)
      a) 147
      b) 164
      c) 170

11. Name at least three things that have changed since Scouting began to keep the Movement up to date?

12. Name at least three things that have stayed the same since Scouting began?

Module 7 – Scouting for All

This module is about:

Promoting the policies of The Scouts that encourage inclusion and to consider how the individual, in their role, can help make Scouting accessible to all.

- Diversity and Inclusion – the Scouts policies
- Diversity and Inclusion – your own thoughts
- How you in your role can make Scouting accessible to all
- Social, cultural, and religious diversity

So how can you work through this module during lock-down?

First of all, consider the following -

1   Can you outline the Scouts' Equal Opportunities and Religious Policies?
2.   Can you outline some potential barriers to making Scouting accessible to all?
3.   Can you explain the benefits of having a diverse Organisation?
4.   Can you name some of the things that could influence your assumptions about other people?
5.   Can you outline where you can go to get help and support to achieve increasing diversity and inclusion in Scouting?

There are a few alternatives to delivering physical activities: Here are a few suggestions to get you thinking ….

- Find out how you are making Scouting a diverse and inclusive organisation during the pandemic and discuss with your section / other leaders how you can demonstrate these actions locally
- Make a list of the things which require to be considered when planning activities for Scouting considering additional needs

Suggestions for validation:

✓   Send the
- Programme which demonstrates where you have demonstrated diversity and inclusion in the programme and your responsibilities with this
- Plans for any recent recruitment activities (before the current situation) and/or plans you have to re-energise Scouting after the current restrictions have been lifted
- Any communications to Specialist Advisers for Inclusion and Diversity and also looking at additional needs which may be required for Scouting

✓   Take some photos or videos of
- The presentation or activities which have been delivered through virtual means to adults new to Scouting or to young people
- Activities which have been delivered and which have increased awareness of additional needs or equal opportunities

✓   Invite your TA to join a section meeting on-line where you are running an activity which demonstrates how you are making Scouting accessible to all

Module 8 – Skills of Leadership

This module is about:

Helping to provide you with the knowledge, skills and attitudes required to be an effective leader

- Developing leadership skills in Others (young people & Adults)
- The Benefits of planning systematically & using the action centred leadership model.
- Using Appropriate leadership styles effectively to deal with different circumstances.

So how can you work through this module during lock-down?

First of all – Consider the young people, what type of leadership style do you have that works that they respond to? Now think about the rest of your team and consider their style and how that effects the young people.

When planning for activities, do you start at the end and work back? A systematic approach is one where the process for getting ideas into action is easier and effective.

Watch this [video](#) for a understand of action centred leadership style

Suggestions for validation:

✓ When planning and activity or task, try using a systematic planning tool. Provide evidence of your use and discuss the outcome with your TA.

✓ Tell your TA about a time when you help develop leadership skills in others?
- Do you have young leaders that work within your section running games?
- Do you have a PL or APL have an interest in a scouting subject they can teach other scouts?
- Have you a game or task that allows you develop leadership skills in other adults?

✓ Send any pictures, or copies of information that showed your leadership style changed during an event or activity you were leader

Module 9 – Working with Adults

This module is about:

Working effectively as a member of an adult team

- Communicating effectively.
- Listening and helping others to solve their own problems.
- Knowing the decision-making structures of the movement.
- Represent others at meetings etc.

So how can you work through this module during lock-down?

First of all – Consider how as a team you communicate effectively? Are all of these non-verbal or verbal? Like in business there is a structure in scouting for decision making made locally - can you explain this?

Suggestions for validation:

✓ Represent others at a scout meeting and report back on the decisions made and reason for them. Send evidence to your TA and discuss the role you played.

✓ Tell your TA about the below:
- How you have helped someone make decisions (without breaking confidentiality), including the techniques of effective listening how these were applied.
- Demonstrate your ability to understand different aspects of Verbal and non-verbal communication and how would you implement these.

✓ Send any pictures, or copies of information that showed your leadership style changed during an event or activity you were leader

Module 11 - Administration

This module is about:

The provision of information and best practice on how to manage administrative tasks in Scouting.

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

So how can you work through this module during lock-down?

First of all, consider the following -

1   Can you outline some of the administrative tasks that need to be completed in your Section. Group, District, or Region?
2.   Can you explain why record keeping is important?
3.   Can you outline how information on adults and young people can be recorded and stored?
4.   Can you outline the requirements of GDPR and the Data Protection Act?
5.   Can you outline the financial records which require to be kept by your Group, District or Region and give examples of   best practice with record keeping?
6.   Can you explain who is covered by The Scouts' public liability insurance policy?

There are a few alternatives to delivering physical activities: Here are a few suggestions to get you thinking ….

- Make a list of the things which require to be considered when recording information in your Scouting role; both electronically and hard copy documents
- Make a list of how you record the information you are holding for your activities including young people and adults, for example: paper records, OSM, Compass

Suggestions for validation:

✓   Send the:
  - Programme which lists the activities you have been involved with and where data will require to be held on members, for example: recruitment activities, programmes which you have been involved with planning
  - Any website articles which you have created, for example: advertising training, what Scouting is about, promotional materials, newspaper articles relating to your Scouting activities
  - Data Protection policy which you have in place for your Group, District or Region
  - Financial procedures in place and ability to ensure these are followed

✓   Take some photos or videos of:
  - Recruitment activities in your Group, District or Region within the guidelines of GDPR/Data Protection
  - Activities involving young people for which you have been responsible including organising, obtaining funds, grant applications

✓   Discuss with your TA your role and responsibilities regarding record keeping which you are involved with in your Group, District or Region including how you store the information, timescales for disposal and disposal means

Module 12a - Delivering a Quality Programme

This module is about:

How we deliver Scouting to young people and young adults and how we ensure it meets their needs

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

So how can you work through this module during lock-down?

First of all - take a look at the e-learning on the Scout website. When you have completed it, send a copy of the certificate at the end of the e-learning to your TA. Then complete the validations below during an on-line discussion.

Suggestions for validation:

✓ Discuss your responses to the questions in the below checklist with your TA:
- Can you identify the key elements that make up the programme?
- Do you know the six areas which are key to the development of young people and young adults?
- Do you know the underlying themes of the programme?
- Can you identify the three themes of the 6-18 programme and the programme areas for Network?
- Do you know what a high-quality balanced programme looks like?
- Do you know about the badges and awards for your Section and where to find more information about them?
- Do you know what to look for when reviewing your programme, what a quality checker is and what its purpose is?
- Do you know how to adapt a programme to ensure its quality?
- Do you understand the aims of the Young Leaders' Scheme and who can be a YL?
- Do you know how to support YLs with their training missions and how to involve them in the leadership team? Where can you get further information?
- Do you understand what Youth-Shaped Scouting looks like, how to involve young people and the value it brings?
- Can you identify the seven levels of Youth Involvement and where your Section sits? Where can you get further information?
- Do you understand how Curriculum for Excellence applies to the young people with whom you work and how you complement the learning that schools/colleges provide?

Module 12b – Programme Planning

This module is about:

Planning and reviewing a Sectional programme; using a variety of methods to generate programme ideas

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

So how can you work through this module during lock-down?

First of all – Think about how you can generate exciting programme ideas.   Who can you speak to get ideas?   Are they relevant to your section?   Are they for during lockdown?   If so, can they easily be done at home with little resources?   Here are some suggestions of where you could find some programme ideas:

- The [Programme Planning](#) tool on the Scout Website
- [The Great Indoors Staged Activity Badge](#)
- The find Activities tool on Online Scout Manager
- [1st Virtual Scout Group](#) on Facebook

Once you start gathering some ideas, start thinking on how to build it into a programme.   How do you plan to meet? When do you plan to meet?   Is there a time constraint to your meetings?   What badges are linked to the activities you are doing?   The Scout website has a [basic layout](#) of how to start putting the programme together that you can use if you're not sure on how to put it together.

Suggestions for validation:

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

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

✓ Review your programme and produce evidence to send to your TA for how your review has improved the quality of future programmes and the programme planning process.
  - This can be done through using a [Quality Programme Checker](#)

Module 13 - Growing the Section

This module is about:

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

- Understanding the importance of growth in Scouting
- Knowing effective ways to recruit and retain young people
- Knowing effective ways to recruit and retain adults
- Identifying the tools and support to help develop your Section

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So how can you work through this module during lock-down?

First of all - have a look at the Scout website [Workbook and other resources](#). When you have completed the workbook, send it to your TA. Then discuss with him or her how you are going to complete the validations shown below.

Sometime - and no-one knows when - you and the rest of the leadership team in the Group will have to start thinking about how you will re-start actual section meetings. Will you have the same number of young members as before the lock-down or have you already lost some?   The Scout Association says that there has been a lot of interest from non-Scouts (and their parents) in the wide range of activities available on the Scout website. Do you think that you might be able to use this to your benefit? Will you be able to attract new members?

Suggestions for validation during lock-down:

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

And complete two of the following:

✓ Work with others to produce and implement a development plan for your Section or Group after lock-down

✓ Run or take part in an on-line recruitment event to help grow your Section or Group

✓ Give examples of how you are being flexible and meeting the needs, wants and time commitments of adults during lock-down to ensure that your Section retains its members

✓ Demonstrate how you have managed to move members from one section to another during lock-down Tell your TA how you did it, and what you learned from the process, and reviewing anything you think could be done better in the future

✓ With other section leaders and involving the GSL and the Executive committee, plan a special recruitment event for your Group when lock-down ends section.

Module 14 – Supporting Young People

This module is about:

Enabling adult volunteers working with young people, to understand and meet their needs

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

So how can you work through this module during lock-down?

First of all, consider the following -

1. Can you describe the typical characteristics of young people in your Section?
2. Can you identify some of the ways young people develop as they move through Scouting?
3. Can you explain how Scouting responds to the changing characteristics and development of young people?
4. Can you explain why it is important that leaders in all Sections develop and understanding of the full age range of young people in Scouting?
5. Can you explain what external influences impact on the young person including technology and social media?
6. Can you describe how Scouting can support young people's mental health and emotional wellbeing?
7. Can you list some of the issues experienced by young people and where they can go for support?

There are a few alternatives to delivering physical activities: Here are a few suggestions to get you thinking ....

- Make a list of the things which require to be considered when ensuring young people are fully supported during their Scouting activities
- List what you require to consider when planning and delivering virtual activities for a range of age groups within your Section or Group

Suggestions for validation:

✓ Send the
   - Programme which has been created involving the young person. Demonstrate your role in ensuring that young people were involved with the planning of the programme

✓ Take some photos or videos of
   - Activities involving young people for which you have been responsible for delivering using virtual means or use photos for previous events and activities where the needs of the young person were considered

✓ Discuss with your TA your role and responsibilities regarding speaking and interacting with young people. Consider your own behaviour and manner when having conversations with the young person

✓ Invite the TA or a peer witness to your online meeting where you are observed delivering the activity or having a discussion with the young people

Module 15 – Promoting Positive Behaviour

This module is about:

Enabling adult volunteers to proactively promote positive behaviour and appropriately manage challenging behaviour in their section.

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

So how can you work through this module during lock-down?

First of all, consider the following -

1. Can you identify some of the challenging behaviours young people in your section might present?
2. Can you explain what sort of approach is important in managing behaviour in the section and why this is necessary?
3. Can you identify some of the principles of promoting positive behaviour in the section?
4. Can you explain who in your section is responsible for setting and implementing acceptable behaviour (Code of Conduct)?
5. Can you explain who should follow the Section Code of Conduct and where it should be kept and how used?
6. Can you explain what causes challenging behaviour and what should you focus on when managing a situation involving challenging behaviour?
7. Can you explain what you should do after an incident of challenging behaviour and where you could access further support?
8. If a young person has to be suspended where would you find the relevant procedures to be followed?

There are a few alternatives to delivering physical activities: Here are a few suggestions to get you thinking ....

- Make a list of the things which require to be considered when ensuring young people are fully supported during their Scouting activities
- List what you require to consider when planning and delivering virtual activities for a range of age groups within your Section or Group to ensure positive behaviour

Suggestions for validation:

✓ Send the
  ▪ Code of Conduct for which you were responsible for developing for the Section
  ▪ Notes from the meeting with the young people where you developed or reviewed the Code of Conduct
  ▪ A written report of the strategies which you have taken, or could take, when promoting positive behaviour. Include specific strategies in the report

✓ Take some photos or videos of
  ▪ Activities involving young people developing, or revising, the Code of Conduct as young people leave and join
  ▪ Activities/Games you have run with the young people and discuss with the TA how you promoted positive behaviour

✓ Discuss with your TA your role and responsibilities when dealing with instances of challenging behaviour. Reflect on the actions you took and what you will do if a challenging incident happens again

✓ Discuss how you promote positive behaviour within your section

Module 16 - Introduction to Residential Experiences

This module is about:

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

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

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

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So how can you work through this module during lock-down?

First of all - think about all the planning and preparation you have to do when you go on a self-catering holiday with family or friends. Then think about the differences you have to consider when you are taking a group of young people away with you ……. to ready-made or "build-it yourself" accommodation.

Then - ask other leaders in your Group if you can borrow a copy of <u>Nights Away handbook</u> …. every Group should have at least one copy.

Suggestions for validation:

With your TA, go through your answers to the Residential Experiences Quiz found below and complete one of the following validations.

- ✓ Talk to your TA, or send them an e-mail about how you helped another leader to plan a residential experience. Describe or show evidence of how the role that you played in planning and supporting this event addressed two of the following areas:

  - The main aspects of organisation and administration
  - Selecting a team and the roles undertaken by the team
  - appropriate adult to young person ratios
  - identifying and dealing with potential issues (logistics, behaviour, and budget)
  - Where additional support and information can be gathered

  Remember to also consider and discuss any risk assessments that were done, any contingency plans that were put in place and if any pre-site visits were carried out.

- ✓ Talk to your TA about how you are promoting and providing opportunities for young people in the Section to take part in residential experiences, and describe how these opportunities are benefiting the young people in the Section

- ✓ Any other ideas subject to agreement with your Training Advisor

Residential Experiences Quiz

1. Why do we have a Nights Away Permit Scheme?

2. What are the four types of Nights Away Permit available to adults in Scouting?
    a.
    b.
    c.
    d.

3. True or False?
    a. The type of permit available is based on the Section an adult volunteers with.
    b. A Section Leader can lead an event for another Section if they hold the correct permit.

4. What is the maximum possible term for each type of permit?

5. Is a Nights Away Permit needed for each Region in which you camp?

6. Family camps are a good way to enthuse parents. Which Sections can attend family camps?

7. What are the specific rules for Beaver Scouts attending a Family camp? Where can you find this information?

8. True or False?
    a. Parents do not need to have PVG checks to attend a family camp?
    b. Parents or supporters will need to have extra insurance to cover them on a family camp

9. How many international residential experiences can be organised?

10. Where can you find more information about residential experiences?

11. What are Nights Away Event Passports and who are they for?

12. True or False?
    a. Any Permit holder can grant a Nights Away Event Passport
    b. The Permit Holder who grants the Nights Away Event Passport must attend the event
    c. The Nights Away Event Passport can only be used by under 18s, but they can be used for multiple events.

Module 17 - Running Safe Activities

This module is about:

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

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

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So how can you work through this module during lock-down?

First of all - take a look at the [workbook](#) on the Scout website. When you have completed it, send it to your TA. Then complete the validations below during an on-line discussion.

Suggestions for validation:

✓ Plan an activity that will celebrate the day when you and your section can meet face to face again. Do not forget to think about:
  - The age, experience, fitness, and additional needs of the group
  - The rules related to the activity (including adult to young person ratios; any activity rules; gaining approval from the relevant Commissioner etc.)
  - Any clothing, footwear, personal and group equipment needed for the activity and anticipated weather conditions
  - The need for a risk assessment to be carried out and communicated effectively
  - The need for an InTouch system to be in place.

✓ Tell your TA about a time when you were the leader in charge for an outdoor activity, and how you managed it, considering the need to:
  - Oversee the activity (ensuring that registers, headcounts etc. are in place)
  - Co-ordinate the adults involved in the activity, allocating roles to specific adults, and ensuring that they are clear on what they need to do
  - communicate relevant instructions, guidance and rules to young people involved in the activity
  - carry out dynamic risk assessment.

✓ Send your TA a copy of the risk assessment

Remember you will need a formal activity permit for:
- Archery
- Caving
- Climbing and abseiling, except
  - Bouldering
  - climbs using auto belay systems
- Hill walking and off-road cycling (in Terrain One and Two)   *POR Rule 9.29 and 9.30*
- Hover crafting
- Snowsports (except artificial slopes and nursery slopes)
- All water activities, except swimming, on class B1, B2, B3 or A waters   *POR Rule 9.44*
- All motorised water activities and SCUBA activities on class C waters   *POR Rule 9.45*

Module 18 - Practical Skills for Beavers and Cubs

This module is about:

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

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

So how can you work through this module during lock-down?

First of all - learn (or improve) a skill. Remember that skill that you could learn should be relevant to the age group. Axe and saw skills are probably not appropriate for the Beaver colony! Have a look at the Beaver and Cub skills and outdoors challenge awards but do not forget that these options are not the only ones possible: there is always the "do something similar which you agree with your leader."

[Beaver Skills Challenge](#)   [Beaver Outdoors Challenge](#)   [Cub Skills Challenge](#)   [Cub Outdoors Challenge](#)

1   Have you got the skills to do everything in these lists yourself? Challenge yourself to try something new …. if you have not got a garden in which you can do some backwoods cooking, how about some origami or some magic tricks?

2   Is your section having on-line meetings? Can you teach two practical skills on-line? Are they appropriate to the section?
    Are there any safety and risk assessment issues?
    How can you ensure that the young people are aware of the right things to do?

3   Can you demonstrate two practical skills, at least one of which is one that you have learnt or developed in your role in Scouting? *(Use the skill that you have learned for Validation 1 above)*
    Is the skill appropriate for the young people in your section?
    Are safety and risk assessment procedures followed appropriately?

Suggestions for validation:

✓   Send a description of:
- The steps you took to learn a new skill
- The outcome (successful or otherwise!)
- The safety issues you needed to consider
- Teaching young members in your section to learn a new skill

✓   Take some photos or videos of:
- The steps you took to learn a new skill
- Young members (or children in your family) learning the skill under your instruction

✓   Invite your TA to join a section meeting on-line

Module 18 - Practical Skills

This module is about:

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

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

So how can you work through this module during lock-down?

First of all - learn (or improve) a skill. Remember that the skill that you could learn should be relevant to the age group. For each section there will be a different range of skills that are appropriate.   The skills that you may want to pass on to scouts and explorers are often those related to outdoor scouting and it is not always easy, or safe, to learn these in isolation when there is no expert available to help, and although You-tube may help, it is not always the best teacher.

But there are alternatives: so, what skills can you learn in lock-down? Here are a few suggestions to get you thinking:

- This is a copy of an old Scout Association handbook which as well as recipes shows how to make a variety of ovens etc. for cooking the food. Not good if you live in a flat but if you have a garden why don't you learn something new? http://www.shurdington.org/Downloads/BackwoodsCooking.pdf
- Survival skills https://www.scouts.org.uk/supporters/victorinox/
- Magic tricks or how to tie knots - just search and there are thousands of web sites
- Take a look at the various Outdoors and Craft Challenge badges and see if there are any activities / skills in these that you perhaps could develop for yourself

Beaver Skills Challenge   Beaver Outdoors Challenge   Cub Skills Challenge   Cub Outdoors Challenge
Scouts Skills Challenge   Scouts Outdoors Challenge   Scouts Activity Badges   Explorers Activity Badges

1   What skill have you decided to learn / develop? Challenge yourself to try something new …. if you have not got a garden in which you can do some backwoods cooking, how about some origami or some magic tricks?

2   Is your section having on-line meetings? Can you teach two practical skills on-line? Are they appropriate to the section?
    Are there any safety and risk assessment issues?
    How can you ensure that the young people are aware of the right things to do?

3   Can you demonstrate two practical skills, at least one of which is one that you have learnt or developed in your role in Scouting? *(Use the skill that you have learned for Validation 1 above)*
    Is the skill appropriate for the young people in your section?
    Are safety and risk assessment procedures followed appropriately?

Suggestions for validation:

- ✓ Send a description of
    - The steps you took to learn a new skill
    - The outcome (successful or otherwise!)
    - The safety issues you needed to consider
    - Teaching young members in your section to learn a new skill

- ✓ Take some photos or videos of
    - The steps you took to learn a new skill
    - Young members (or children in your family) learning the skill under your instruction

- ✓ Invite your TA to join a section meeting on-line

This module is about:

Providing an international focus to your section and appreciating the global nature of scouting

- The importance of international aspects of the high quality of programme.
- The benefits of international activities to young people.
- The Nature of world scouting
- International events

So how can you work through this module during lock-down?

First of all – Look online to make sure you have an awareness of what international events are [available](#) to young people and adults. Consider the membership badge and what effects everyone in the world today and how scouting can play its part.

Why not look at some of the different badges that focus on international activities or the global nature of Scouting:

[Beaver World Challenge](#)	[Cubs World Challenge](#)	[Scouts World Challenge](#)	[Chief Scout ICV List](#)
[Beaver Global Issues](#)	[Cubs Global Issues](#)	[Scouts Global Issues](#)	[Explorer Global Issues](#)
[Beaver International](#)	[Cubs International](#)	[Scouts International](#)	[Explorers International](#)
	[Cubs World Faiths](#)	[Scouts World Faiths](#)	

Suggestions for validation:

- ✓ Plan an activity on an international themed event or activity for your section exploring one of the below:
    - The global nature of Scouting
    - The role of the World Membership Badge
    - International Events in scouting, such as Blair Athol, World Jamboree, Euro Jam etc.

- ✓ Tell your TA about a time when you took part in one of the following:
    - JOTI/JOTA – what is it, who can get involved and how?
    - Exchanged letters, calls, or skype with a scout group outside the UK.
    - Support a young person in taking part in an international experience.

- ✓ Send any pictures, or copies of information sent to parents to your TA.

Module 25 - Assessing Learning

This module is about:

Providing the knowledge, skills, and attitudes to effectively support, validate, and assess adults in The Scouts' Adult Training Scheme

- Understanding the scheme in which you are supporting adults
- Identifying learning and development needs
- Undertaking appropriate assessments and validations
- Providing positive and constructive feedback
- Providing support for learners

So how can you work through this module during lock-down?

First of all - have a look at the Scout website [Workbook](#)*
When you have completed the workbook, send it to your TA. Then discuss with them how you are going to complete the validations shown below.

Suggestions for validation during lock-down:

✓ Talk to your TA about:
- The Adult Training Scheme and discuss how it works
- Support one learner through the Personal Learning Plan process during the five-month appointment process or for the completion of Getting Started, if appropriate. This must include the validation of at least one module

✓ Discuss with your TA how you have supported the learner through the validation by answering these questions:
- How do you ensure that you can support a learner with special needs?
- Explain how you encouraged additional learning when a learner was not able to complete validation.
- Describe how you would use any evidence that has been presented to you in the discussion with the learner.
- How would you encourage a learner to explore their knowledge and experience to establish their understanding of the validation criteria?

✓ Create a PLP and detail how you, along with the learner, came to an agreement on timescales and learning methods.

✓ Transcribe the PLP onto COMPASS, or if you do not have the appropriate COMPASS permissions, ask your TA to do it for you.