

# Scouts

Cardiff and Vale  
Caerdydd a'r Fro

## Leaders Training Guide

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



Cardiff and Vale Area  
March 2021

[scouts.org.uk/join](https://scouts.org.uk/join)  
**#SkillsForLife**



## Contents

ABOUT THIS BOOKLET .....	3
HELP FOR YOU .....	3
Your Training Advisor .....	3
Your Local Training Manager .....	3
Your Area Training Manager .....	3
A TRAINING SCHEME TO SUPPORT YOU.....	4
STEP one: Completing the getting started training.....	5
Getting Started.....	5
Aim .....	6
Topics covered .....	6
STEP TWO: PLANNING YOUR LEARNING .....	7
Personal Learning Plan .....	7
Compass.....	7
Your Learning Review Tool .....	8
Modules and Learning Methods.....	16
Your Learning Plan.....	18
STEP THREE: VALIDATING MODULES .....	19
How to use the following pages of this booklet .....	19
STEP 4: BEING AWARDED YOUR WOOD BADGE.....	35
Personal Learning Plan .....	36
ONGOING LEARNING .....	37
Mandatory Ongoing Learning .....	37
Additional Five Hours of Learning.....	37
CHANGING YOUR ROLE.....	37

### EDITOR'S NOTE

This booklet was originally designed by Greater Manchester East Scouts County using information from The Scout Association. If information in this booklet and The Adult's Personal File appears to differ, advice should be sought from your Local Training Manager or Area Training Advisor [training@cardiffandvalescouts.org.uk](mailto:training@cardiffandvalescouts.org.uk)

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

Cardiff and Vale Area version 3.0 March 2021

Some material © 2017 The Scout Association

## ABOUT THIS BOOKLET

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

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

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

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

## HELP FOR YOU

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

If a Training Adviser has not been allocated, your District or Area will make arrangements to help you get up and running and to guide you through the training process. If you would like further information or assistance, please contact your Deputy Area Commissioner (Adult Support), in the first instance. Their email is [training.admin@cardiffandvalescouts.org.uk](mailto:training.admin@cardiffandvalescouts.org.uk)

### Your Training Advisor

Name:	
Email:	
Tel:	

### Your Local Training Manager

Name:	
Email:	
Tel:	

### Your Area Training Manager

Name:	Cathie Steele
Email:	Cathie.steele@cardiffandvalescouts.org.uk
Tel:	07779787171

## A TRAINING SCHEME TO SUPPORT YOU

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

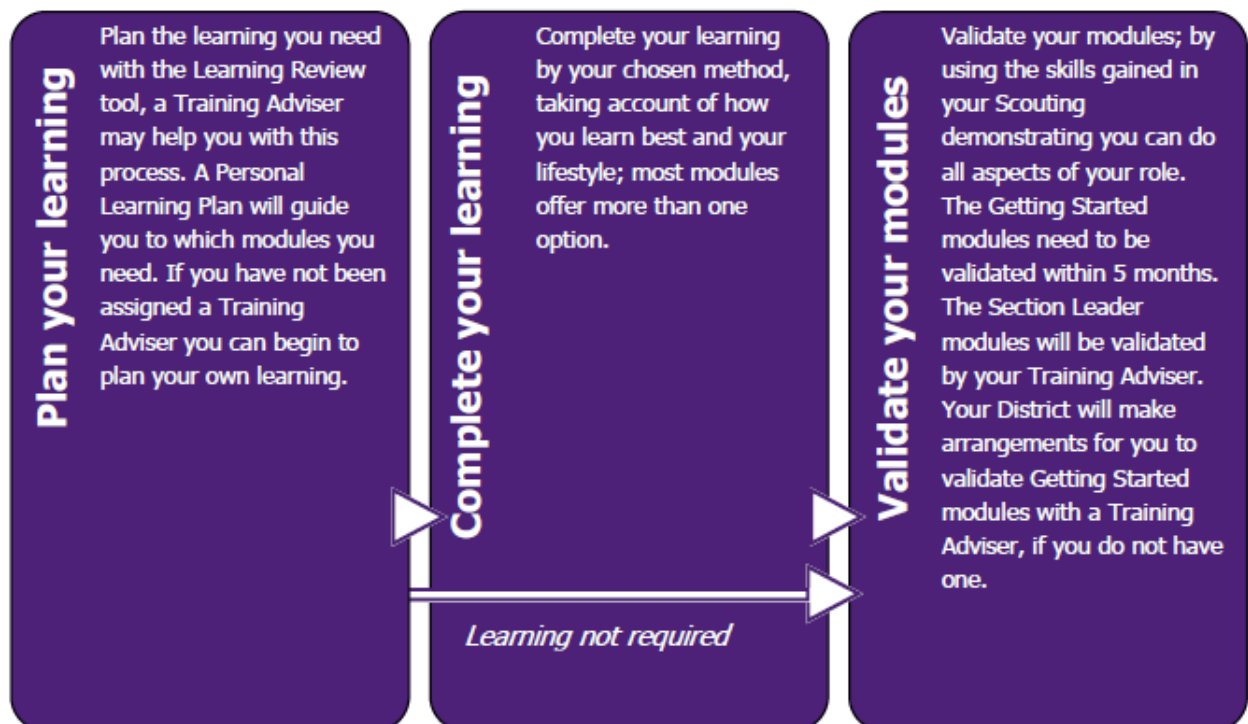
Modules available help you develop the skills, knowledge and understanding to be a successful leader in Scouting.

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

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

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

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



## STEP ONE: COMPLETING THE GETTING STARTED TRAINING

### Getting Started

To support you in your first five months of volunteering with the Scouts, there are a number of training modules for you to complete.

This is the key information needed when starting in a role within Scouting and should be completed within 5 months.

Getting Started To be completed within 5 months of appointment		
Module	Aim	Methods
Personal Learning Plan (02)	To create a plan for an individual's learning based on the requirements of the job and taking into account the individual's needs.	■ One to one ■ Workbook
Essential Information (01)	To provide all adults in Scouting with the essential information needed to get started in their role.	■ e-learning
General Data Protection Regulations (GDPR)	To provide all adults in Scouting with an understanding of what the General Data Protection Regulations (GDPR) means for them, their Scout Group, District and County and how to effectively align with it.	■ e-learning
Safety	To provide all adults in Scouting with an understanding of safety practice and responsibilities as a member of Scouts, to keep everyone safe.	■ e-learning
Safeguarding	To provide all adults in Scouting with an understanding of safeguarding practice and responsibilities as a member of Scouts, to keep everyone safe.	■ e-learning

The modules in Getting Started include: Essential Information (01), Safeguarding, Safety and GDPR. These modules are available via e-learning and we would encourage you to complete the modules before your District Welcome to Scouting meeting or as soon as possible. If you do complete the learning before the welcome meeting, please take a copy of the e-learning certificate with you to the meeting.

As a section leader or assistant section leader you will also need to complete the learning and validation for Tools for the Role (03). You may want to also complete this before your welcome meeting.

Tools for the Role (Section Leaders) (03)	To provide the basic information on the individual's role or area of responsibility and some practical help to get the individual started in the role.	■ Course ■ One to one ■ Small group ■ e-learning
---	--	---

Further information about the Tools for the Role module can be found on the next page

All Getting started e-learning modules can be found <https://www.scouts.org.uk/volunteers/learning-development-and-awards/training/learners/modules/getting-started-training/>

If you find e-learning difficult, there are other ways that this training can be completed. Please email [training.admin@cardiffandvalescouts.org.uk](mailto:training.admin@cardiffandvalescouts.org.uk) and we will ensure you have support to complete the training.

## Getting Started

### Learning opportunities

module session | one to one | e learning

### Change of role

Revalidation is required for a change in role

## Tools for the Role: Section Leaders (Module 03)

### Aim

To provide Section Leaders and Section Supporters with basic information on the section they support, their role and area of responsibility, along with some practical help to get individuals started in their role

### Topics covered

- Main features of the section they support and how it fits into Scouting
- The roles and responsibilities of different people within their section
- The use of a variety of programme ideas through different types of activities
- Youth Shaped Scouting
- Promoting positive behaviour in their section

### To validate this module you will need to

- plan and run, or assist in running a section meeting and reflect on this in a discussion with your Training Adviser

You should include:

- One activity or game appropriate to the section
- One ceremony appropriate to the section

Remember to consider:

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

### Checklist

- Can I identify the main features of the section I support?
- Can I identify the main features of the other sections within Scouting?
- Can I describe my role and responsibilities in the section I support?
- Can I describe the role and responsibilities of other adults and young people in the section I support?
- Can I describe who Young Leaders are and how they form a part of the section leadership team?
- Can I describe how volunteering can be flexible in Scouting?
- Can I explain why games and activities are an important part of the programme?
- Am I able to explain how the Scout Method guides the way Scouting is delivered?
- Can I outline the considerations for games and activities in the section I support?
- Do I know where to find programme ideas?
- Can I describe a game or activity I have been involved with or planned in my role?
- Can I explain Youth shaped Scouting and where to find more information about ways to involve young people?
- Can I describe some examples of involving youth members in my section?
- Can I describe the most common causes for challenging behaviour?
- Do I know how to deal with common types of challenging behaviour?
- Can I describe the key principles of how to promote positive behaviour?
- Do I know where to find additional support?

Am I ready to validate?

What evidence for validation do I have?

## STEP TWO: PLANNING YOUR LEARNING

### Personal Learning Plan

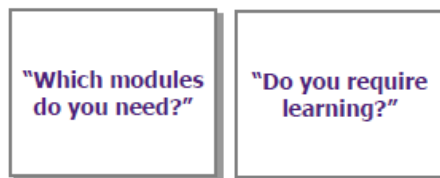
During the first months of your new Scouting role you should have the opportunity to meet with a Training Adviser to create a Personal Learning Plan that takes into account the requirements for your volunteer role and your individual learning needs. The first meeting with a Training Adviser may be during the District Welcome to Scouting session.

Every learning journey is different. You may already have skills and knowledge that you have gained through your education, employment, life experiences or other voluntary roles that you can readily apply to Scouting.

The plan will show the training and the support that you will receive to help you to carry out the responsibilities and fulfil the training requirements for your role.

You may already have the knowledge, skills and abilities needed for a module and in this case there is no need to do extra learning. If you have some of the skills, or are unsure about some aspects, you may choose to complete learning for just those bits that you need.

The Learning Review Tool, on the next page, will help you to decide if you need to undertake learning for each module. You may find it useful to complete this before you meet with a Training Adviser to create your Personal Learning Plan.



### Compass

Compass is the free and secure membership system from The Scout Association to help you keep track of Scouting. The data for all adult members are held in Compass to ensure as a membership organisation we know who our members are at any one time.

Only members with suitable authorisation will have access to member data. For example a Group Scout Leader or Group Administrator will be able to see the data for the adult members in that particular group, a District Commissioner will be able to see the data for adults in the whole District. You can set what personal information is shared within your local group and the wider Scout movement e.g. who can see your address.

Compass is where your personal learning plan, training and validation will be recorded.

To access Compass you will need to register for your account via the following link <https://compass.scouts.org.uk/login/User/Login>

## Your Learning Review Tool

Module		Module Content	What experience do you already have?	Not Confident				Confident
05	Fundamentals of Scouting	<p>Do you know the values of Scouting and how to put them into practice?</p> <p>Do you know what the Method of Scouting is?</p> <p>Do you know how you can support the spiritual development of young people within your role in Scouting?</p> <p>Do you know about The Scouts' religious policy and your responsibilities within the policy?</p>		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
06	This module is no longer a separate module; it is covered in other modules							
07	Scouting for All	<p>Can you outline The Scouts' Equal Opportunities policy?</p> <p>Can you outline The Scouts' Religious policy?</p> <p>Can you name some of the things that could influence your assumptions about other people?</p> <p>Can you explain the definitions of diversity and inclusion as relevant to The Scouts?</p> <p>Can you outline some potential barriers to making Scouting accessible to all and give some suggestions or examples of how Scouting can be made accessible to everyone and adjustments that can be made?</p> <p>Can you outline where you can go to get help and support to achieve increasing diversity and inclusion in Scouting, reflective of the local area?</p> <p>Can you explain the benefits of having a diverse organisation?</p>		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>



Module		Module Content	What experience do you already have?	Not Confident				Confident
08	Skills of Leadership	<p>Do you know what a systematic planning tool is and how you would use it to complete a task?</p> <p>Are you aware of the Action Centred Leadership model and do you know how to apply it?</p> <p>Can you describe a variety of different leadership styles?</p> <p>Can you describe ways in which you could develop leadership skills in others (both adults and young people)?</p>		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
09	Working with Adults	<p>Can you describe how you communicate effectively with others?</p> <p>Can you describe some non-verbal forms of communication?</p> <p>Can you explain the value of good listening skills when working with others, and when using these is particularly important?</p> <p>Can you explain how you can tell if someone is listening and understands what is being communicated?</p> <p>Can you explain how decisions are made locally?</p> <p>Can you outline things that you should do when representing the views of others at meetings?</p>		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
10	First Aid	Do you hold an in date qualification in First Aid equivalent or in excess of the requirements of First Response?	<p>Qualification:</p> <p>Date of award:</p>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Module		Module Content	What experience do you already have?	Confident	Not Confident				Confident
11	Administration	<p>Can you outline some of the administrative tasks that need to be completed in your Section, Group, District or Area and explain why record keeping is important?</p> <p>Can you outline how information on adults and young people can be recorded and stored?</p> <p>Can you outline the financial records that need to be kept in your Group, District or Area and can you give some examples best practice?</p> <p>Can you explain who is covered by The Scouts' public liability insurance policy?</p>		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
12A	Delivering a Quality Programme	<p>Can you identify the key elements that make up the programme and do you know the six areas which are key to the development needs of young people?</p> <p>Can you identify the three themes of the 6-18 programme?</p> <p>Do you know what a high quality balanced programme looks like?</p> <p>Do you know about the badges and awards for your section and where you can find further information?</p> <p>Do you know what to look for when reviewing a programme?</p> <p>Do you know what a quality checker is and what its purpose is and how to adapt a programme to ensure its quality?</p> <p>Do you know about the Young Leaders' Scheme, who can be a Young Leader and ways you can involve Young Leaders as part of the leadership team?</p> <p>Do you understand what Youth Shaped Scouting looks like?</p>		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	

Module	Module Content	What experience do you already have?	Confident	Not Confident				Confident
12B	Programme Planning	<p>Do you know how to create an exciting programme and how to generate programme ideas?</p> <p>Do you know what to look for when reviewing a programme?</p> <p>Do you know how to use a quality programme checker?</p> <p>Do you know how to adapt a programme to ensure its quality?</p>		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
13	Growing the Section	<p>Can you explain why growth is important and can you suggest ways in which you can help your section and group to grow?</p> <p>Can you suggest ways in which young people can be recruited to the section and group and retained in your section and group?</p> <p>Can you suggest ways in which adults can be recruited to your section and group?</p> <p>Can you suggest ways in which adults in your section and group can be retained?</p> <p>Can you suggest ways in which adults in Scouting can be supported in their roles?</p> <p>Can you outline tools that could be used to help to ensure that Scouting continues to grow in your section and group?</p> <p>Can you outline some of the sources of support that are available to help with growth?</p> <p>Can you explain what a development plan is and what should be included?</p> <p>Do you know how a section development plan can contribute to a wider Group one?</p>		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Module	Module Content	What experience do you already have?	Not Confident				Confident
14	Supporting Young People	<p>Can you describe some typical characteristics of young people in your section?</p> <p>Can you identify some of the ways young people develop as they move through Scouting?</p> <p>How does Scouting respond to the changing characteristics and development of young people?</p> <p>Why is it important that leaders in all sections develop an understanding of the full age range of young people in Scouting?</p> <p>Can you identify factors outside of Scouting that may influence a young person?</p> <p>How might your behaviour influence a young person in your section, and what standards you need to follow?</p> <p>Can you describe what role technology and social media play in young people's lives?</p> <p>Can you describe how Scouting can support young people's mental health and emotional wellbeing?</p> <p>Can you outline ways in which you can create a supportive environment for young people in your section?</p> <p>Can you describe good practise in communication with young people in your Section?</p> <p>What sort of issues could be experienced by young people you support?</p> <p>Can you list some sources of support, when responding to issues affecting young people in your section?</p>	<p>1 <input type="checkbox"/></p>	<p>2 <input type="checkbox"/></p>	<p>3 <input type="checkbox"/></p>	<p>4 <input type="checkbox"/></p>	<p>5 <input type="checkbox"/></p>

Module	Module Content	What experience do you already have?	Confident Not					Confident
15	Promoting Positive Behaviour	<p>Can you identify some of the challenging behaviours young people in your section might present?</p> <p>Can you identify some of the principles of promoting positive behaviour in the section?</p> <p>Do you know who is responsible for setting and implementing acceptable behaviour?</p> <p>Do you know what a good Code of Conduct looks like?</p> <p>Can you identify what to focus on in managing a situation involving challenging behaviour?</p> <p>Do you know what to do after an incident of challenging behaviour?</p>		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
16	Introduction to Residential Experiences	<p>Can you outline the role of residential experiences in the development of young people in Scouting?</p> <p>Do you know the key tasks that need to be completed in planning and organising a residential experience?</p> <p>Can you identify how to build a team for a residential experience, ensuring a mixture of skills?</p> <p>Can you explain the purpose of the nights away permit scheme and can you identify where rules and policies for Nights Away Permits can be found?</p> <p>Can you explain the purpose of the Nights Away Event Passport scheme?</p> <p>Can you identify where rules and policies around residential experiences can be found?</p> <p>Do you know where to find information about running international residential experiences?</p>		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Module	Module Content	What experience do you already have?	Confident	Not				Confident
17	Running Safe Activities	<p>Can you identify why activities are important, particularly outdoor activities?</p> <p>Can you identify which activities members are not allowed to take part in according to Policy, Organisation and Rules?</p> <p>Can you identify the process/steps for undertaking any Scout-led activity and for any externally-led activity?</p> <p>Do you know which activities require activity permits and where you can find more information about how to apply for one?</p> <p>Can you outline the role and responsibilities of the leader in charge?</p> <p>Can you outline why it is important to ensure that every Scouting event or activity has a designated leader in charge?</p> <p>What is a risk assessment and why is it important?</p> <p>How can you promote a culture of safety, and support communications locally?</p> <p>Can you identify what the InTouch system is, and why is it important to have an effective InTouch system in place for all activities?</p> <p>Can you list the processes that are in place in case of an accident, incident or near miss when running an activity and who it should be reported to?</p> <p>Do you know where support and guidance for running activities can be found?</p>		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Module	Module Content	What experience do you already have?	Not Confident					Confident
18	Practical Skills	<p>Do you know at least two practical skills that can be used in a Scouting programme?</p> <p>Can you explain how to ensure that chosen practical skills are appropriate to the section you work with?</p> <p>Can you identify the safety and risk assessment procedures involved in training others in practical skills?</p> <p>Do you know how to effectively teach practical skills to young people?</p>	<p>1 <input type="checkbox"/></p>	<p>2 <input type="checkbox"/></p>	<p>3 <input type="checkbox"/></p>	<p>4 <input type="checkbox"/></p>	<p>5 <input type="checkbox"/></p>	
19	International	<p>Can you identify some of the things worldwide Scouting shares and can you identify the World Membership Badge and describe what it symbolises?</p> <p>Can you identify opportunities for young people in your section to take part in international activities and events and explain why international activities are part of the high-quality balanced programme?</p> <p>Can you identify key issues that affect everyone in the world today?</p> <p>Can you identify methods for including international activities in the section programme and the benefits of international activities to young people in my section?</p>	<p>1 <input type="checkbox"/></p>	<p>2 <input type="checkbox"/></p>	<p>3 <input type="checkbox"/></p>	<p>4 <input type="checkbox"/></p>	<p>5 <input type="checkbox"/></p>	

## Modules and Learning Methods

The Wood Badge modules are split into three areas:

- Training for all appointments (these are the modules we encourage you to complete following completion of Getting Started)
- The Programme
- The People

We recognise that individuals have different learning styles and that we may need to adapt our delivery method to meet the individual's needs.

The Scout Association has identified the following learning methods and has set which method is available for each module.

- Course or small group
- One to one
- E-learning
- Workbook

The tables below (also known as a module matrix) show the methods available for each module.

Dates for the Area courses or small groups can be found on the Area Eventbrite pages <https://www.eventbrite.co.uk/o/cardiff-and-vale-area-scouts-26276111199> . We use both Zoom and face to face training to deliver the learning.

The links for the e-learning or workbooks can be found on the Area website <https://www.cardiffandvalescouts.org.uk/adult-support/adult-training/how-and-what-do-i-need-to-do-for-my-training/>

Training For All Appointments		
Module	Aim	Methods
Delivering a Quality Programme (12A)	To provide Leaders, Managers and Supporters with information about how to deliver quality Scouting to young people, and how we ensure it meets their needs. This module is recommended as a priority.	■ Course ■ One to one ■ Small group ■ e-learning
Fundamentals of Scouting (05)	To explore the Fundamentals of Scouting and the Religious Policy, and their relationship with delivering a quality Programme for young people.	■ Course ■ One to one ■ Small group ■ e-learning
Scouting For All (07)	To provide an introduction to equal opportunities and practical advice about how to make Scouting inclusive for all.	■ Course ■ One to one ■ Small group ■ Workbook
Administration (11)	To provide information and best practice on how to manage administrative tasks in Scouting, including responsibilities relating to the Data Protection Act/GDPR, record keeping, finances and insurance requirements.	■ Course ■ One to one ■ Small group ■ Workbook
First Aid (10)	To cover the skills and knowledge necessary to enable adults to manage an incident and provide basic first aid.	■ Course



## Section Leaders and Section Supporters

### The Programme

Module	Aim	Methods
Programme Planning (12B)	To provide Section Leaders with an opportunity to plan and review a sectional programme, using a variety of methods to generate programme ideas.	<ul style="list-style-type: none"> <li>■ Course</li> <li>■ One to one</li> <li>■ Small group</li> </ul>
Running Safe Activities (17)	To enable adults to plan and run exciting, safe and developmental activities for the young people in their section.	<ul style="list-style-type: none"> <li>■ Course</li> <li>■ One to one</li> <li>■ Small group</li> <li>■ Workbook</li> </ul>
Practical Skills (18)	To enable adults to gain and develop practical skills for the benefit of young people in their section.	<ul style="list-style-type: none"> <li>■ Course</li> <li>■ Small group</li> </ul>
Introduction to Residential Experiences (16)	To enable Section Leaders and supporters who may support residential experiences for young people, to understand the purpose that residential experiences play in Scouting.	<ul style="list-style-type: none"> <li>■ Course</li> <li>■ One to one</li> <li>■ Small group</li> </ul>
International (19)	To provide adults with an international focus appropriate to their section and understand the global nature of Scouting.	<ul style="list-style-type: none"> <li>■ Course</li> <li>■ One to one</li> <li>■ Small group</li> </ul>

### The People

Module	Aim	Methods
Supporting Young People (14)	To enable adults to understand and meet the needs of young people and create a supportive environment.	<ul style="list-style-type: none"> <li>■ Course</li> <li>■ One to one</li> <li>■ Small group</li> <li>■ Workbook</li> </ul>
Promoting Positive Behaviour (15)	To enable adults to promote positive behaviour and appropriately manage challenging behaviour in their section.	<ul style="list-style-type: none"> <li>■ Course</li> <li>■ One to one</li> <li>■ Small group</li> <li>■ Workbook</li> </ul>
Growing the Section (13)	To cover ways in which an adult volunteer can work with their line manager and others to plan and contribute to the growth of their Section and/or Group.	<ul style="list-style-type: none"> <li>■ Course</li> <li>■ One to one</li> <li>■ Small group</li> <li>■ Workbook</li> </ul>
Working With Adults (09)	To cover some key skills required to work effectively as a team, including communication, listening skills, decision-making structures and effectively representing others.	<ul style="list-style-type: none"> <li>■ Course</li> <li>■ Small group</li> </ul>
Skills of Leadership (08)	To cover the knowledge, skills and attitudes required to be an effective leader, including leadership styles, action-centred leadership and developing leadership skills in others.	<ul style="list-style-type: none"> <li>■ Course</li> <li>■ One to one</li> <li>■ Small group</li> </ul>

## Your Learning Plan

- Write in your plan
- Decide which method of learning for each module e.g. online, workbook or face to face
- If you are planning to attend an Area Course, please check the dates on Eventbrite

Month		Month	
Month 1 <i>Insert the month you started in your role</i>		Month 13	
Month 2		Month 14	
Month 3		Month 15	
Month 4		Month 16	
Month 5	<i>You must have completed any learning and the validation for Getting Started (Modules 1, 2 &amp; 3)</i>	Month 17	
Month 6		Month 18	<i>Any learning should be completed by now</i>
Month 7		Month 19	
Month 8		Month 20	<i>Complete final validations</i>
Month 9		Month 21	
Month 10		Month 22	<i>All modules validated.</i>
Month 11		Month 23	
Month 12	<i>Recommend you have completed any learning and validated 50% of your modules</i>	Month 24	
Training Advisors Remarks			

## **STEP THREE: VALIDATING MODULES**

Validation is essential for every module.

It is the process where you show that you can put the knowledge skills and understanding into practice in your role in Scouting. There are a number of different validation methods, which you will be able to choose from. Guidance on what you can do to validate each module is given on the module pages towards the back of this file. The validation activities should be something you are doing as part of your Scouting role.

The role of the Training Adviser is to check and validate your learning for each module. You can do this at either an Area or District Wood Badge and Validation Session. Dates for these are included in the Area Eventbrite page or Area Training Calendar. If you plan to attend a particular session please let the Local Training Manager or your Training Adviser know.

If you can't attend one of the Wood Badge and Validation Session please contact Local Training Manager or your Training Adviser. They may be able to meet you at another time (but please be mindful that the Local Training Managers and Training Advisers also hold other Scouting roles).

You should ensure that any validated modules are recorded on Compass by your Training Adviser.

### **How to use the following pages of this booklet**

For each module, the following pages provide:

- The details of how the module is delivered and whether, if you change your role, it needs to be revalidated;
- A summary of what the module covers;
- A checklist for you to ensure that you are ready for a “check your knowledge” discussion with your Training Adviser;
- The validation criteria; and
- A space for you to capture when you are ready to validate and what evidence you have for validation.

## Training for all appointments

### Learning opportunities

module session | one to one | e learning

### Change of role

Revalidation is required when moving to a manager or supporter role

## Delivering a quality programme (Module 12A)

To provide Leaders, Managers and Supporters with information 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

**To validate this module you will need to** discuss your responses to the questions in the Check your Knowledge chart with your Training Adviser

### Checklist

- Can I identify the key elements that make up the programme?
- Do I know the six areas which are key to the development needs of young people and young adults?
- Can I identify the three themes of the 6-18 programme and the programme areas for Network?
- Do I know the underlying themes of the 6-18 and Network programmes?
- Do I know what a high quality balanced programme looks like?
- Do I know about the badges and awards for the section I support?
- Do I know where to find more information about badges and awards for the section I support?
- Do I know what to look for when reviewing a programme?
- Do I know what a quality checker is and what its purpose is?
- Do I know how to adapt a programme to ensure its quality?
- Do I know the aims of the Young Leaders' Scheme?
- Do I know who can be a Young Leader?
- Can I identify some ways to involve Young Leaders as a part of the leadership team?
- Do I know what the modules and missions are and how I am able to support the completion of the missions?
- Do I know where to find out more information about the Young Leaders' Scheme?
- Do I understand what Youth Shaped Scouting looks like and what value it brings?
- Do I know what the methods of Youth Shaped Scouting are?
- Can I identify the seven levels of Youth Involvement?
- Do I know where to find further support?

Am I ready to validate?

What evidence for validation do I have?

## Training for all appointments

### Learning opportunities

module session | one to one | e learning

### Change of role

Revalidation is **not** required for any change in role

## The Fundamentals of Scouting (Module 05)

To explore the Fundamentals of Scouting and the Religious Policy and consider their relationship with the high quality balanced programme delivered to young people.

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

**To validate this module you will need to** discuss your responses to the questions in the Check your Knowledge chart

#### And complete two of the following:

- Show how the Purpose, Values and Methods of Scouting have been incorporated into the programme to meet the needs of youth members of all sections
- Deliver an activity to demonstrate the integration of spiritual development of young people within the programme. Provide practical examples of how faiths, beliefs and attitudes were explored
- Create a presentation or activity to explain the Religious Policy to either adults new to Scouting or young people
- Deliver a Scouting event (e.g. camp, Scout's Own) accessible to people representing different faiths and beliefs
- Produce an action plan detailing how you would support or have supported another adult in implementing the values of Scouting in their role
- Any other ideas subject to agreement with your Training Adviser.

#### Checklist

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

Am I ready to validate?

What evidence for validation do I have?

## Training for all appointments

**Learning opportunities**  
module session | one to one

**Change of role**  
Partial revalidation is required when moving to a manager or supporter role

## Scouting for All (Module 07)

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

- Diversity and inclusion – The Scout Association’s policies
- Diversity and inclusion – your own thoughts
- How you in your role can make Scouting accessible to all
- Social, cultural and religious diversity

**To validate this module, you will need to** discuss your responses to the questions in the Check your Knowledge chart

**And complete one of the following:**

- Outline the Equal Opportunities Policy and explain how you are making Scouting a diverse and inclusive organisation by showing evidence of how you are making Scouting accessible to one or more of the following:
  1. those with additional needs
  2. girls and young women
  3. those of minority ethnic communities
  4. those of a variety of religious backgrounds
  5. those of a variety of socio-economic backgrounds
- Any other ideas subject to agreement with your Training Adviser.

### Checklist

- Do I know The Scout Association’s Equal Opportunities policy?
- Do I know The Scout Association’s Religious Policy?
- Can I name some of the things that could influence assumptions about other people?
- Can I explain the definitions of diversity and inclusion, as relevant to The Scout Association?
- Can I outline some potential barriers to making Scouting open and accessible to all?
- Can I make suggestions or give examples of how Scouting can be made accessible to everyone and practical adjustments that can be made?
- Can I outline where I can go to get help and support to ensure local Scouting is inclusive, increasingly diverse and reflective of my local area?
- Can I explain the benefits of having a diverse organisation?

Am I ready to validate?

What evidence for validation do I have?

## Training for all appointments

### Learning opportunities

module session | one to one | work book

### Change of role

Revalidation is **not** required for any change in role

## Administration (Module 11)

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

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

**To validate this module, you will need to** discuss your responses to the questions in the Check your Knowledge chart

### And complete one of the following:

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

### Checklist

- Can I outline some of the administrative tasks that need to be completed in the section I support, Group, District or Area?
- Can I explain why record keeping is so important?
- Can I outline how information on adults and young people can be recorded and stored?
- Am I aware of the Data Protection Act/GDPR and how records kept are affected by it?
- Can I outline the financial records that need to be kept in my Group, District or Area?
- Can I give some examples of financial record keeping best practice?
- Can I explain who is covered by The Scout Association's liability insurance policy?

Am I ready to validate?

What evidence for validation do I have?

## Training for all appointments

### Learning opportunities

First Response Course

### Change of role

Revalidation is **not** required for any change in role

## First Aid (Module 10)

To cover the skills and knowledge necessary to enable adults to manage an incident and provide basic First Aid.

### To validate this module you will need to:

- Hold a current First Response certificate issued by The Scout Association or GirlGuiding UK

Or

- Hold a current First Aid certificate, issued by an accredited provider, that meets or exceeds the minimum standard of First Response

If a First Aid certificate that does not cover all of the minimum criteria of First Response is held, you must demonstrate to your Training Adviser that you have developed the knowledge and practical knowledge to address the additional criteria in a first aid incident

### Checklist

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

- The Principles of first aid and initial response (arriving and managing an incident)
- Initial response to a first aid situation
- Management of an unconscious casualty (child or adult)
- CPR, including technique for children and an explanation of what AED is and how to use it
- Shock
- Causes and treatment of unconsciousness
- Bleeding
- Heat exhaustion, heatstroke, dehydration and hypothermia
- Burns and scalds
- Fractures (ambulance imminent and non-imminent) and soft tissue injuries
- Minor injuries (for example cuts, grazes and nose bleeds)
- Meningitis
- Anaphylaxis (use of Epi pen)
- Spinal injury

Am I ready to validate?

Do I have my certificate?



## The Programme

**Learning opportunities**  
module session | one to one

**Change of role**  
Revalidation is required when changing sections

## Programme Planning (Module 12B)

To provide Section Leaders with an opportunity to plan and review a sectional programme including the use of 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

**To validate this module, you will need to** discuss your responses to the questions in the Check your Knowledge chart

**And complete two of the following:**

- Produce a Programme Plan (minimum one month) which takes 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 for how your review has improved the quality of future programmes and the programme planning process
- Any other ideas subject to agreement with your Training Adviser

### Checklist

- Do I know how to create an exciting programme?
- Do I know how to generate programme ideas?
- Do I know what to look for when reviewing a programme?
- Do I know how to use a quality programme checker?
- Do I know how to adapt a programme to ensure its quality?

Am I ready to validate?

What evidence for validation do I have?

## The Programme

### Learning opportunities

module session | one to one | work book

### Change of role

Revalidation of this module is required when changing from a supporter role to a leader role

## Running Safe Activities (Module 17)

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

- 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

**To validate this module, you will need to discuss your responses to the questions in the Check your Knowledge chart**

**And complete two of the following:**

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

### Checklist

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

Am I ready to validate?

What evidence for validation do I have?

## The Programme

### Learning opportunities

module session

### Change of role

Revalidation of this module is required when changing from a Supporter role to a Leader role and when changing sections.

## Practical Skills (Module 18)

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

- Learning practical skills
- Sharing practical skills with young people

**To validate this module, you will need to** discuss your responses to the questions in the Check your Knowledge chart

### And complete two of the following

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

### Checklist

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

Am I ready to validate?

What evidence for validation do I have?

## The Programme

**Learning opportunities**  
module session | one to one

**Change of role**  
Revalidation of this module is not required.

## Introduction to Residential Experiences (Module 16)

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

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

**Please note that the nights away permit scheme is operated separately from the Adult Wood Badge Training Scheme. You will be required to complete additional training and assessment separately from the completion and validation of this module if you wish to achieve a Nights Away Permit.**

### Hold a valid Nights Away Permit

or

**To validate this module you will need to complete the Residential Experiences Quiz with your Training Adviser**

#### **And complete one of the following:**

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

### Checklist

- Can I outline the role of residential experiences in the development of young people in Scouting?
- Do I know the key tasks that need to be completed in planning and organising a residential experience?
- With regards to choosing, organising and maintaining the right equipment, can I explain what I might need to know or be able to do?
- Can I identify how to build a team for a residential experience, ensuring a suitable range and mixture of skills?
- Can I explain the purpose of the Nights Away Permit scheme?
- Can I identify where rules and policies for Nights Away Permits can be found?
- Can I explain the purpose of the Nights Away Event Passport scheme?
- Can I identify where rules and policies around residential experiences can be found?
- Do I know where to find information about running international residential experiences?

Am I ready to validate?

What evidence for validation do I have?

## The Programme

**Learning opportunities**  
module session | one to one

**Change of role**  
Revalidation is **not** required for any change of role.

## International (Module 19)

To provide an international focus appropriate to their section and appreciate the global nature of Scouting

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

**To validate this module you will need to** review the programme for the section you support and make adjustments to ensure it incorporates international activities

### And complete two of the following:

- Plan and run an international themed event or activity for young people exploring either:
  - the global nature of Scouting
  - the role of the World Membership Badge
  - international events in Scouting
- Be involved in the planning and running of an international trip, for example a camp abroad, including producing an event plan
- Support young people taking part in an international experience
- Establish or actively maintain a link, and exchange information, with a Scout Group outside of the UK
- Any other ideas subject to agreement with your Training Adviser

### Checklist

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

Am I ready to validate?

What evidence for validation do I have?

## The People

### Learning opportunities

module session | one to one | work book

### Change of role

Revalidation is required when changing sections or changing from a Supporter role to a Leader role.

## Supporting Young People (Module 14)

To enable 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

**To validate this module you will need to** discuss your responses to the questions in the Check your Knowledge chart

### And complete one of the following:

- Outline how your section provides a supportive environment for young people
- Create an action plan to develop the supportive environment in your section
- Show evidence of communicating appropriately with young people as part of their role

### And complete one of the following:

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

### Checklist

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

Am I ready to validate?

What evidence for validation do I have?

## The People

### Learning opportunities

module session | one to one | work book

### Change of role

Revalidation is required when changing sections or changing from a Supporter role to a Leader role

## Promoting Positive Behaviour (Module 15)

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

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

**To validate this module you will need to** discuss your responses to the questions in the Check your Knowledge chart

### And complete one of the following:

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

### And also complete one of the following:

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

### Checklist

- Can I identify some of the challenging behaviours young people in my section might present?
- Do I know what sort of approach is important in managing behaviour in the section and why?
- Can I identify some of the principles of promoting positive behaviour in the section?
- Do I know who in my section is responsible for setting and implementing acceptable behaviour (e.g. a Code of Conduct)?
- Can I identify who should follow the section Code of Conduct?
- Do I know what should a good Code of Conduct look like?
- Do I know where a Code of Conduct should be kept and how it should be used?
- Do I know what causes challenging behaviour?
- Can I identify what to focus on in managing a situation involving challenging behaviour?
- Do I know what to consider in the language I use around challenging behaviour?
- Do I know what to do after an incident of challenging behaviour?
- Can I identify who can provide further support with managing behaviour in my section?
- Do I know where to find procedures related to suspensions and dismissals?

Am I ready to validate?

What evidence for validation do I have?



## The People

### Learning opportunities

module session | one to one | work book

### Change of role

Revalidation is required when changing sections or changing from a supporter role to a leader role.

## Growing the Section (Module 13)

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

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

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

#### And complete two of the following:

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

#### Checklist

- Can I explain why growth is important?
- Can I suggest ways in which I can help the section I support and my group to grow?
- Can I suggest ways in which young people can be recruited to the section I support and my group?
- Can I suggest ways in which young people in the section I support and my group can be retained?
- Can I suggest ways in which adults can be recruited to the section I support and my group?
- Can I suggest ways in which adults in the section I support and my group can be retained?
- Can I suggest ways in which adults in the section I support and my group can be supported in their roles?
- Can I outline tools that could be used to help ensure that Scouting continues to grow in the section I support and my group?
- Can I outline some sources of support that are available to help with growth?
- Do I know what a development plan is and what should be included in it?
- Do I know how a section development plan can contribute to a wider group one?

Am I ready to validate?

What evidence for validation do I have?



## The People

### Learning opportunities

module session | one to one

### Change of role

Revalidation of this module is not required for any change of role.

## Working with Adults (Module 09)

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

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

**To validate this module you will need to** discuss your responses to the questions in the Check your Knowledge chart

#### And complete two of the following:

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

#### Checklist

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

Am I ready to validate?

What evidence for validation do I have?

## The People

**Learning opportunities**  
module session | one to one

**Change of role**  
Revalidation is **not** required for any change of role.

## Skills of Leadership (Module 08)

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

- Systematic planning
- Theory of leadership
- Leadership styles

**To validate this module you will need to** discuss your responses to the questions in the Check your Knowledge chart

**And complete two of the following:**

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

### Checklist

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

Am I ready to validate?

What evidence for validation do I have?

#### **STEP 4: BEING AWARDED YOUR WOOD BADGE**

The Wood Badge is the internationally recognised Scouting training insignia awarded to adults by The Scout Association once you have completed the training required for your role.

The Wood Badge consists of two wooden beads threaded onto a leather thong, which is worn with Scout uniform.

Once you have validated all the modules for the Wood Badge an automatic message is sent to the Area Training Manager on Compass. The Personal Learning Plan will be checked (including any ongoing learning required) and the Area Training Manager will recommend the award of your Wood Badge. Headquarters send a certificate and your wood beads to your District Commissioner who will arrange to present them at an appropriate time.

## Personal Learning Plan

(This table is supplementary to Compass. Your Training Advisor will update Compass rather than this table)

Module	Is learning required for my role?	Have I completed the learning and how did I complete it?	Check your knowledge completed by	Learning validated by	Date validation completed
001 : Essential Information					
002 : Personal Learning Plan	N/A	N/A	N/A		
003 : Tools for the Role (Section Leaders)					
005 : The Fundamentals of Scouting					
006 : Changes in Scouting					
007 : Scouting For All					
008 : Skills of Leadership					
009 : Working with Adults					
010 : First Aid					
011 : Administration					
012A : Delivering a Quality Programme					
012B : Programme Planning					
013 : Growing the Section No					
014 : Supporting Young People					
015 : Promoting Positive Behaviour					
016 : Residential Experiences					
017 : Running Safe Activities					
018 : Practical Skills					
019 : International					

## ONGOING LEARNING

### Mandatory Ongoing Learning

Safety, Safeguarding and First Aid are mandatory ongoing learning for all section leaders and assistant section leaders. You will need to complete the learning every **three years**.

Mandatory ongoing learning to be completed every 3 years		
Module	Aim	Methods
Safety	To revisit the responsibilities and practice related to safety in Scouting, to keep everyone safe. related to safety in Scouting.	■ e-learning
Safeguarding	To revisit the responsibilities and practice related to safeguarding in Scouting, to keep everyone safe. related to safeguarding in Scouting.	■ e-learning
First aid	To cover the skills and knowledge necessary to enable adults to manage an incident and provide basic first aid.	■ Course

### Additional Five Hours of Learning

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

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

The Scout Association has a number of supplementary modules, including Adjustments to Scouts (36) and Skills for Residential Experiences (38), which you may wish to consider. More information can be found at <https://www.scouts.org.uk/volunteers/learning-development-and-awards/training/learners/modules/supplementary-modules/>

## CHANGING YOUR ROLE

It is not unusual for an adult to change roles in Scouting. If you change your role in Scouting it is important to ensure that any additional training needs are addressed. Different roles require different knowledge and skills. However, you don't start from scratch. For example, if you were to change section in Scouting you would need to revalidate some modules. This reflects the differing needs of the different age ranges. Further information is provided on The Scout Association website <https://www.scouts.org.uk/volunteers/learning-development-and-awards/training/learners/>