

# Training Managers Toolkit

**for supporting Training Advisers**

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**Note:**

Although in some parts of the British Isles Scout Counties are known as Areas or Islands – and in one case Bailiwick - for ease of reading this publication simply refers to County/Countries. In Scotland there is no direct equivalent to County or Area. In Scotland, Scouting is organised into Districts and Regions, each with distinct responsibilities. Some 'County' functions are the responsibility of Scottish Regions, whilst others lie with Scottish Districts. The focus of responsibility is outlined in Scottish Variations from POR.

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# Introduction

Training Advisers (TAs) have a really important role to play in supporting adults from the start of their adult training journey to the award of their Wood Badge. However, those supporting adult learners need support and guidance too.

## Who is this toolkit for?

The toolkit is for Training Managers who want to run events locally for their TAs to promote networking, sharing in good practice, overcoming challenges and keeping up to date with latest developments.

## Why should I use the toolkit?

Reasons to use this toolkit include:

- You are planning to run an event for your TAs and need some help with the content.
- You know that you want to do something for your TAs, but are not sure what.
- You want to give your TAs an opportunity to meet up and network with each other.
- You want to get feedback from your TAs on certain topics.
- You want to update your TAs on recent changes to the Adult Training Scheme.
- You want to upskill training Advisers to be TAs for managers and supporters.
- You want to upskill your TAs with Explorer Scout Young Leader training.

## What does the toolkit contain?

Lots of ideas for sessions that you can run, either on their own or as part of a support day, for your TAs. The sessions focus on various objectives which are outlined before each session. The sessions can be adapted as required to meet local needs. Any resources or additional information that is required are outlined before each session.

The sessions outlined in this toolkit are not mandatory and do not replace the Module 25 – Assessing Learning training, that TAs are required to complete. Ideally, Module 25 – Assessing Learning training should be completed by TAs before attending your TA event.

## Planning considerations

Before you start planning your TA support events, it is a good idea to think about:

- What do you want to get out of your events?
- What do you want your TAs to get out of the events?
- What feedback do you want to get from your TAs?
- Who is going to organise and run the event?
- Are you going to need facilitators or extra course staff on the day?
- Where are you going to hold the events?
- How many TA's are likely to come to the events?
- How many do you have capacity for at your venue?
- How are you going to let your TAs know about the events?
- How long will the event be? Whole day event, a half day or a couple of hours?
- How will the events be structured?
- How often are you going to hold support events for your TAs?
- Will this be a one off event or are you going to hold more?

## **Objectives**

It is important to take some time before planning your events to think about what you and your TAs want to get out of the events. Consider if there is anything specific that you feel your TAs would benefit from knowing? You may want to address any local challenges that you feel need to be explored? Objectives have been included with each session below.

## **Venue**

Do you have a local headquarters or other Scouting building where the events could be held? Are there any other local community venues that you could hire? Will the events be held in the one room, or will you also require a series of rooms for group work? You will need to think about the location of the venue with regards to the size and geography of your local area. In addition to this, consideration needs to be given to the accessibility requirements of those who will be attending your event, does the venue support attendees who may have additional needs, if not do you need to re-think the venue choice.

You may want to consider running some of these sessions online as a webinar or Skype session, rather than getting all of your TAs together at the same time. The sessions are primarily designed to be run as face-to-face sessions but they can be run online if the need arises. Depending on the budget available, you may want to turn your event in to a bit of a 'thank you' for all the hard work and time that your TA's provide.

## **Organisation**

You do not have to organise and run the whole event yourself. You may want to ask members of your District or County training team if they can help to run the event. Also, there may be other Training Managers in your local area who could help out.

The amount of content you wish to cover at your events will dictate how long it is. A whole day event may be too much of a time commitment for some TAs; therefore it may be a better idea to schedule an afternoon, morning or evening session, or a series of them, instead.

It's worth thinking about the structure of your events, whether you want to run the same programme for all participants or whether you want to offer different sessions. For example, you could run an introductory session and task for all participants, followed by break out workshops focusing on different area, closed by a question and answer session for everyone.

It could be a good idea to get Group Scout Leaders and District/County Commissioners to attend where possible. Even if they are not currently TAs, by coming along to the event they will gain a better understanding of what TAs do, of the Adult Training Scheme, and of how they can support learners that they line manage.

## **Speakers**

Do you have anyone locally who could come along to open or close the event and act as a keynote speaker? This can be a powerful way of getting key messages across and setting the tone for the event. Contact the Adult Support Team at UKHQ on [adult.support@scouts.org.uk](mailto:adult.support@scouts.org.uk) to find out more about national training volunteers who can help with this.

**Networking opportunities**

Do ensure that you allow opportunities for networking and idea sharing at your events. This will provide your TAs with invaluable opportunities to meet and speak to others that they may not normally come in to contact with and to share good practice.

Also, running an event can create a real 'feel good factor' amongst your TAs, particularly if you have not run anything specifically for them for a while.

**Further support**

At your initial event, it is a good idea to find out from the TAs in attendance whether they would like further support events, what they would like covered, and how often they would like these to take place. This will help you to plan future events and ensure that you are meeting the needs of your TAs.

# Session 1 - The role of the TA

## Session objectives

- To identify the skills and qualities of an effective TA.
- To help TAs better understand the responsibilities of their role.

## Great for

- Getting your TAs together to discuss issues.
- Getting your TAs to think about the responsibilities of their role.

## Resources

- Marker pens.
- Flipchart paper or large pieces of card with cut outs of tool boxes stuck to them (images of tool boxes can be sourced easily online).

## Time

This will depend on the number of participants that you have in attendance, but will be between 30 minutes and 45 minutes.

## Method

Set up the training room by sticking your pieces of flip chart paper or card (with the tool boxes stuck on) to the wall, ensuring there will be enough of these for each small group to have their own. Divide the pieces of flipchart into two. On one half, write 'responsibilities' and on the other half, write 'skills and qualities'.

Allocate each small group one of the tool box sheets. Explain to participants that they are going to fill up their TA toolkit with everything they need to do their role as a TA. Ask the TAs to record what they think the responsibilities of the TA role are and what skills and qualities they think are needed to be a TA on the corresponding section of their sheet.

Once complete, ask the groups to visit one of the toolkits prepared by another group and look at what they have written. Ask groups to add in anything they think is missing and ask them to mark with sticky dots what they think the top three skills that a TA needs are and what the top three most important responsibilities of the TA role are.

Ask each group to feed back a brief summary of what is written on their toolkit and their top three skills and responsibilities. Record these as a list on flip chart paper and display in the training room.

# Session 2 - Overcoming Barriers

## Session objectives

- To provide an opportunity for TAs to meet and discuss issues.
- To help identify perceived barriers that are holding TAs or learners back and preventing them from being effective.
- To come up with some suggestions for ways in which perceived barriers could be broken down.

## Great for

- Getting your TAs together to discuss issues.
- Getting your TAs to discuss good practice.
- Identifying potential solutions.
- Planning for the future.

## Resources

- Marker pens.
- Paper table cloths or flip chart paper.
- Post-it notes.
- Table protectors (optional).

## Time

This will depend on the number of participants that you have in attendance, but will be between an hour and an hour and a half.

## Method

Set up the training room by putting paper table cloths on the tables, ensuring that there are enough tables and chairs available for small groups of TAs to sit around them. You may also need to put protectors underneath the table cloths to stop the marker pen damaging the tables. Flip chart paper can be used as an alternative to table cloths. If desired, ask participants to draw a grid on their sheets to represent a brick wall and to record their answers in each of the bricks.

In small groups, ask the TAs to record on the paper table cloths what their perceived barriers are. The barriers that you ask them to identify will vary depending on local needs. For example, participants could be asked to identify what they think the barriers are that stop their learners from making progress with their Wood Badge or what the barriers are to them doing their role as a TA effectively.

Once their table cloth is complete, ask the groups to move to another table and look at the barriers that the other group has recorded on their tablecloth. To avoid misunderstandings about what has been written, you may wish to ask the groups to leave one member behind to explain what they have written down and why to the next group to avoid confusion. Alternatively, you may wish to arrange specific facilitators, for example experienced members

of the local training team, to sit on each table and stay behind to explain what has been written to the next group. This will ensure that none of the TAs misses out on the discussions that are taking place as the groups move around. If using facilitators, ensure that they are fully briefed beforehand on the task.

Once groups have moved tables and have read the previous groups' perceived barriers, ask them to discuss ways in which these barriers could be overcome. Whether it is something local, or something on a national level, ask them to try and identify what is it specifically that needs to be done and who should do it. Once they have agreed on their solutions, ask them to record these on Post-it notes and stick them over the barriers on their sheet.

Depending on the number of groups you have, you may wish to ask groups to move around again so that they can have a look at the barriers and suggested solutions from another group, again leaving a member behind if required. Ask groups to see if they can add any further suggestions to the existing solutions.

Once you are satisfied that enough solutions have been produced and that groups have had a chance to have a thorough look at what other groups have come up with, ask each group to feed back the barriers on their sheet, along with their proposed solutions. Ask groups to feed back a couple of ideas at the time. It is a good idea to record these ideas, either on a piece of flip chart in the training room, or ask someone else to take notes while feedback is being given. Type up feedback afterwards and send it to the course participants, with agreed actions, so that they can see that their suggestions are being taken forward and acted upon.

When taking feedback, it may be useful to have members of the training team, such as Local Training

Managers or the County Training Administrator, or members of wider Scouting, such as the County Commissioner or District Commissioners on hand as there may be action points for them to take away or local issues that they need to comment on.

# Session 3 - Debate

## Session objectives

- To provide an opportunity for TAs to meet and discuss issues.
- To come up with some suggestions for ways to overcome these issues.

## Great for

- Getting your TAs together to discuss issues.
- Identifying potential solutions.
- Planning for the future.

## Resources

- Marker pens.
- Flipchart paper.

## Time

This will depend on the number of participants that you have in attendance, but will be between an hour and an hour and a half.

## Method

This session works really well if you have an issue, or something that you think may be an issue, in your District or County that you wish to get your TAs to discuss and come up with potential solutions to. You will need to identify the topic that you would like your TAs to discuss before the event and prepare a statement or question for this, for example 'validation standards are inconsistent'.

Ideas for potential discussions:

- Validation standards are inconsistent.
- Learners are not making progress.
- Should TAs work with learners from their own Group?
- What should we do about non-attendance at training?

Set up the training room with enough tables and chairs for small groups to sit around. Ensure that you have organised the groups beforehand so that participants are sat with people they do not know. It is a good idea to organise experienced facilitators to sit with each group to ensure that they complete the task and remain on track.

Introduce the topic that you would like TAs to discuss and ask them to come up with a list of reasons why the statement might be true (or untrue - depending on what you want to get out of the session). If you are limited in the time you have available, you can ask TAs to come up with a certain number of reasons. Ask TAs to list their reasons in order of importance and record them on flip chart paper. Encourage TAs not to jump to conclusions, but to carefully debate the issues.

Once the task is complete, in plenary, ask each group to feed back their list of reasons. There will more than likely be some overlap between the ideas that each group has come up with. Identify what you think the key reasons are and assign one of these to each of the groups. Ensure you have enough key reasons for each group to have one. Ask groups to develop some ideas for how that particular issue could be overcome. Encourage participants to debate the issue rather than looking for instant solutions.

Once groups have come up with their solutions, in plenary, ask them to feed back their ideas to the rest of the group. Record these solutions on flipchart paper. Thank participants for their involvement in the session and for giving their feedback. Highlight what you are planning to do with the feedback and ideas that have been generated today.

### **Trainer note**

One of the purposes of this session is to generate some suggestions for ways in which potential issues can be resolved. Therefore, the ideas and solutions produced should be taken away and acted upon. After 6 months, it may be a good idea to feed back to your TAs what has happened since the session and how their feedback has been used.

# Session 4 - TA Recruitment

## Session objectives

- To identify the skills and qualities of an effective TA.
- To encourage TAs to think of ways in which they can recruit more TAs.

## Great for

- Getting your TAs together to discuss issues.
- Getting your TAs to think about the responsibilities of their role.
- Generating ideas for TA recruitment.
- Planning for future recruitment.

## Resources

- Marker pens.
- Flipchart paper.
- Post-it notes.

## Time

This will depend on the number of participants that you have in attendance, but will be between an hour and an hour and a half. This session will be shorter if you use the lists of skills and qualities already generated in the TA toolkit session.

## Method

In small groups, ask TAs to draw a person/face on a piece of flipchart paper to represent a TA. Advise that you would like them to think about and discuss what skills and qualities are needed to make an effective TA: listening skills, patience, being organised, etc. Ask groups to list these on the flipchart paper around the TA that they have drawn.

## Trainer note

If you chose to run this session after the TA Toolkit session the lists of skills and qualities that participants have already produced can be used for this task.

It is worth bearing in mind that the appointment of TAs does differ locally and some Counties may have devolved this responsibility to the Districts. You will need to find out how TA recruitment is run in your County before running this session.

Once groups have finished listing the skills and qualities, ask groups to think about and discuss where they might be able to get people with some of these skills from. Ask them to record their ideas on Post-it notes and stick them around their TAs. Some ideas to help generate conversations if TAs are struggling with this part of the task are listed below:

- Recent/existing Wood Badge holders.
- GSLs or line managers.
- Individuals who are looking for support roles, but not regular involvement in Scouting.

- Scout Active Support members.
- Retired Scouters.
- Other organisations – Guide Leaders, other volunteers, etc.
- People from local schools/colleges.
- Members of the local community.
- Professional coaches, mentors or assessors.
- Professional managers.

Ask groups to feed back their ideas. When taking feedback, it may be useful to have members of the training team, or any other relevant colleagues, on hand as there may be action points for them to take away or local issues that they need to comment on. It is a good idea to type up feedback afterwards and to send it round to the course participants, with agreed actions, so that they can see that their suggestions are being taken forward and acted upon.

If the following points are not mentioned by the groups, it is worth highlighting them:

- Before any recruitment is done, TA teams may need to take a look at their team and ensure everyone is still happy in the role and wants to continue.
- It is useful to review how learners are allocated to TAs – are there any particular roles or types of learners that need TAs? If so, this should be factored in when recruiting TAs.
- TAs do not come ready made, so it is unlikely that they will find many people with all the required skills and qualities. However, developing people with potential through training and support can help to develop a strong TA team.
- It is important to focus on what is achievable – they are not going to recruit 10 new TAs straight away, but persistence and planning can pay off.
- They should look everywhere for potential new TAs – you never know where you might be able to find them.
- Recruitment for all adult roles, not just TA roles, is the responsibility of everyone in Scouting.
- TAs do not need to be experienced Scouters – they just need the right skills and qualities for the role.
- Any new TAs that are recruited will need to go through the relevant appointment process. More information on the appointment process can be found in POR: The Appointment Process.
- It is worth remembering that some TA's might have additional skills that may be suitable to be TA (Managers and Supporters) and these may come from external sources. They may not have the knowledge to be suitable for TA generic woodbadge but may have managerial skills that could be transferable to managers and supporter TA's.

# Session 5 - Validation, Validation, Validation

## Session objectives

- To help TAs get the best out of the learners that they work with.
- To help TAs better understand how to conduct effective validations and ensure consistency.

## Great for...

- Getting your TAs together to discuss issues.
- Getting your TAs to think about the responsibilities of their role.
- Getting TAs to think about how they conduct validations.
- Reminding TAs of the importance of ensuring that learners have understood the learning that they have completed.
- Support TA(manager and supporters) in validation requirements.

## Resources

- Learner packs – you will need to create enough of these for small groups to have one pack each (you may need to create different packs for the different roles that your TAs work with - for example, if you have specific TAs that work with managers in Scouting). See the additional support material for this session for details of sample learner packs that you can put together for this task.
- FS500000 – Validation Processes and Guidelines can be used as a hand out if required.

## Time

This will depend on the number of participants that you have in attendance, but will be between an hour and an hour and a half.

## Method

Ask your TAs to get in to small groups. Give each group a learner pack and explain that in their packs they will find some information on their learner, a list of modules that the learner still needs to validate, a list of modules that the learner is planning to validate today, and some evidence that the learner has presented to them, as the learner's TA, to validate these modules. They will also find some background information on their learner to put the situation in to context.

Advise groups to imagine that the learner detailed in their pack is their learner and that they are planning to validate the highlighted modules today. Advise that the learner has presented the evidence contained in the pack to them today. Highlight that as a TA it is important to ensure that learners have understood that learning that they have undertaken, which is why validation is always essential. Ask groups to:

- Look at the modules that the learner is planning to validate today and work out which evidence could go towards validating which module.
- Think about what further questions, evidence or discussion they would need to have in order to satisfactorily validate these modules.

## Trainer note

The evidence presented alone will not be enough to validate the modules and TAs should feel that further questions, evidence or discussion will be required in order to fully validate the module. TAs may get side tracked on the fact that the evidence is not sufficient and that it cannot be used to validate the module. If this is the case, acknowledge this and ensure that groups do think about what further questions they would ask the learner to check their understanding and ascertain that they have completed the required validation criteria.

Remind groups of the background information they have on their learner. It will be useful to bear this in mind as their learner could have some skills, knowledge or experience from outside of Scouting that will help them with their validations.

The factsheet Validation Processes and Guidelines (FS500000) contains some validation best practice. This could be summarised as part of the feedback element of this session, or used as a hand out for participants.

When ready, ask groups to feed back their ideas. You may need to ask them to summarise their case study to the rest of the group if you are using several different learner packs.

As an alternative method, and to make this session more realistic, you could run it with members of the training team playing the learners. This would allow them to show their level of knowledge and understanding to the TAs and will allow the TAs to pose questions to them and discuss what they have learnt.

# Session 6 – Young Leader Transition to Adult Leader

Many Explorer Scout Young Leaders transition to be leaders upon their 18th birthday. Some of these young people have completed the Explorer Scout Young Leaders Scheme. This is an ongoing programme of training designed to enable Explorer Scout Young Leaders' work effectively in the section that they choose.

The Explorer Scout Young Leaders' Scheme is a programme of 10 training modules and four missions (projects). It is designed to help and support those aged between 14 and 18, who work with a section. The Missions are a validation of training to ensure Explorer Scout Young Leaders can put this training into practice.

The Explorer Scout Young Leaders' Scheme is designed to help Explorer Scout Young Leaders to develop the knowledge, skills and understanding needed in their current role, which can be built on if they decide to take out an adult appointment.

There is also the Explorer Scout Young Leader badge (rectangular) that is given on becoming 18 when the missions and modules have been completed, which can be worn on their adult uniform.

It is important to bear in mind that completion of the Explorer Scout Young Leaders' Scheme cannot be used as automatic validation for any module, but it should give an indication of the prior learning that may have been gained and should be taken into consideration when agreeing the Personal Learning Plan.

When completing the personal learning plan with a young adult who has previously been a young leader, it is important to recognise the work the individual has done whilst undertaking this scheme. For example, if the young person has completed Module K (staged activity badge for first aid) the learner does not need to complete the Adult Training Scheme module 10 as long as it is within 3 years of completion

Further details can be found on FS330094 Prior learning gained in the Explorer Scout Young Leader's Scheme

## Session objectives

- To provide an opportunity for training Advisers to identify gaps in their knowledge around the scheme.
- To look at the scheme and develop a potential PLP.
- To ensure Training Advisers consider previous learning within the Explorer Scout Young Leader Scheme.

## Great For

- Getting your training advisers talking about prior knowledge.
- Identifying good practice.

- Getting your training Advisers to discuss issues in validation around the Explorer Scout Young Leaders' Scheme.

## Resources

- Copies of the fact sheet FS330094 Prior learning gain of the Explorer Scout Young Leaders' Scheme.
- Copies of the fact sheet FS330094 Prior Learning gained on the Explorer Scout Young Leaders' Scheme with columns two and three blanked out.
- Copies of Blank personal learning plan (one per participant).
- Copies of Young leader modules content.

## Time

This will depend upon the number of participants but will take approximately up to an hour and a half.

## Method

- Split participants into groups.
- Hand out copies of the fact sheet FS330094 Prior Learning gained on the Explorer Scout Young Leaders' Scheme with columns two and three blanked out.
- Ask the participants to identify the prior learning from the Explorer Scout Young Leaders' Scheme and how it equates to the Adult training modules - identify modules.
- Ask the participants to identify any additional learning required to complete the module.
- Complete a personal learning plan from the evidence of prior learning from Explorer Scout Young Leaders Scheme.
- Feedback to the rest of the participants and discuss gaps.

# Session 7 - Managers and Supporter Training Advisers

The role of the training Adviser for Managers and Supporters is integral in the support given to Managers and Supporters in their role. It is therefore important that Training Advisers who are supporting them are briefed correctly on what training and support is available and how to validate this.

Training Advisers for Managers and Supporters will be expected to have managerial experience either with Scouting or externally. They will also need a basic understanding of Scouting and the purpose Adult Training Scheme

The purpose of this guide is to encourage Training Advisers for Managers and Supporters to standardise their validations in a safe space and to discuss their decisions with other Training Advisers for managers and supporters

This guide should be read in conjunction with the briefing for training Advisers for manager and supporters (issued September 2017 available on [scouts.org.uk](https://www.scouts.org.uk) website)

## Great for:

- Getting TA's (Managers and Supporters) together.
- Ensuring qualitative validation.
- Supporting new TA's (managers and supporters) into their role.

## Resources:

- Scenarios. These can be your own scenarios but please anonymise them.
- Validation sheets (appendix 3).
- Worked validation sheets (appendix 4).

## Time:

This can be variable depending upon how long you want discussion to take place. However it is suggested 2 hours minimum.

## Method:

Dependent upon the size of your group split into two and ask group 1 question 1 and group 2 question 2. Once the PLP is completed appendix 3 should be given out and results compared and discussed. Other scenarios can be given and discussed appropriately.

# Session 8 - Updates to the Adult Training Scheme

## Session objectives

- To provide information about recent updates to the Adult Training Scheme.
- To provide information about upcoming changes to the Adult Training Scheme.

## Great for...

- Keeping your TAs up to date with recent updates to the Adult Training Scheme.
- Keeping your TAs up to date with upcoming changes to the Adult Training Scheme.
- Ensuring that your TAs have the correct information available to them.

## Resources

Copies of the Updates to the Adult Training Scheme hand out – the most recent version is available from the Member Resources area of [www.scouts.org.uk](http://www.scouts.org.uk) or by emailing the Adult Support team on [adult.support@scouts.org.uk](mailto:adult.support@scouts.org.uk)

## Time

30 minutes

## Method

This session can be run as a plenary session to highlight the changes to the Adult Training Scheme over the last few years.

The Updates to the Adult Training Scheme hand out should be used as a script for this session. You may feel that you need to create a Power Point presentation or similar to accompany this session. The Updates to the Adult Training Scheme document can then be used as a hand out for participants.

# Session 9 - Question Time

## Session objectives

- To allow TAs to pose questions to members of the training team and relevant others.
- To act as an information sharing platform for TAs, members of the training team and relevant others.

## Great for...

- Rounding off your TA support event.
- Allowing your TAs to get their questions answered.
- Ensuring that your TAs have the correct information available to them.

## Resources

- Question slips (optional).

## Time

Around 30 minutes

## Method

Set up the training room with enough chairs for all participants. At the front of the room, set up a long table, with enough chairs for all panelists. Before the event, you will need to ensure that you have asked members of the training team, or any other relevant local volunteers, such as District or County Commissioners, to come along and act as panelists. Ensure that they are fully briefed and are aware that they will be answering questions posed by the TAs in attendance.

On the day of the event, you may wish to prepare question slips and hand them out to participants when they arrive to fill in with their questions. You will need to collect them in before this session and hand them out to the relevant panelist to answer. They can then read out the questions and address them as part of this session. You may wish to have some sample questions and answers prepared before the event in case no questions are posed.

To run this session without the question slips, set up the room as described above. Once participants have arrived, invite them to pose questions to members of the panel. They may pose questions to a specific person or to all the panelists in general. Allow participants a sufficient amount of time to ask their questions. Anything that cannot be answered on the day should be taken away and the answer fed back to participants after the event.

If questions are not submitted beforehand, the panel will not have had time to give thought to their responses, therefore it is worth bearing in mind that the answers given may be less complete.

# Session 10 - Ongoing Support

## Session objectives

- To find out what forms of ongoing support your TAs would like.
- To act as a networking and idea sharing platform for TAs.

## Great for

- Rounding off your TA support event.
- Planning for the future.
- Getting feedback from TAs on how the event has gone and would they would like to see happen in the future.

## Resources

- Marker pens.
- Flipchart paper.

## Time

30 minutes

## Method

Recap what has been covered so far at your event or series of events if you have run several. If you already have plans for future events, highlight these to your TAs.

Advise that you would like to find out how the TAs attending want to be supported going forward and if there is any further support and guidance that they feel is needed for TAs, either on a local or national level.

Ask small groups to discuss this and come up with some suggestions as to how they would like to be supported in the future. Ask them to record their suggestions and feed them back to the rest of the group. When taking feedback, it may be useful to have members of the training team, or any other relevant colleagues, on hand as there may be action points for them to take away or local issues that they need to comment on. It is a good idea to type up feedback afterwards and to send it round to the course participants, with agreed actions, so that they can see that their suggestions are being taken forward and acted upon.

## Conclusion

The role of the TA is crucial to the success of the Adult Training Scheme and TAs require your care, attention, support and guidance to achieve the best they can in their role, and to help adult learners do the same. The sessions in this guide have been designed to help you achieve this and to promote networking, share good practice, overcome challenges and keep your

TAs up to date. As highlighted previously, these sessions are not a definitive script for your course and can be adapted to suit your own local needs. Hopefully you now have some ideas about sessions that could work for you and your TAs.

Ongoing support and updates for TAs may be something that has not been covered in your District or County previously, or you may just be looking for some new ideas for your next TA event. Whatever the case, this should be an ongoing piece of work and it is a good idea to set up a regular programme of events for your TAs. Benefits of this could include the work of TAs being more effective, the number of TAs increasing and more adult volunteers completing their Wood Badges within the allocated time frame.

If you were waiting for the perfect time to start putting together an event for your TAs, this could be it. Use this guide as you wish, take ideas from it and continue to grow and develop the support available to your TAs, both now and in the future.

Please do let us know how you get on with using the toolkit. In addition, if you have any extra sessions that you have run locally that you think could be added to the next version of the toolkit, please do let us know by emailing [adult.support@scouts.org.uk](mailto:adult.support@scouts.org.uk).

# Appendices

## Appendix 1

### Young Leader modules content

The modules of the Explorer Scout Young Leaders' Scheme are designed to cover all aspects of training. They will help Explorer Scout Young Leaders become aware of, and learn how to deal with, various different facets of leadership within the Scouting Movement.

The modules are designed to be flexible and encourage innovation, so be as creative as you can! As long as the aim and objectives are met, they can be delivered in any way by anybody with the appropriate training or experience.

### Module A – Prepare for take-off!

This module is compulsory for all Explorer Scout Young Leaders and must be completed within three months of becoming a Young Leader. It covers key areas which every Young Leader will need to know:

- Purpose and Method of The Scouts.
- Child protection.
- Policy, Organisation and Rules (POR).
- Activity rules and safety.
- Understanding the role of the Young Leader and where they fit in the overall organisational structure.

A Explorer Scout Young Leaders' Badge and woggle should be awarded after completing Module A. This badge signifies that a Young Leader has completed their basic training.

### Module B – Taking the lead

Explorer Scout Young Leaders will learn about leadership styles, when to use particular styles and the role of the leader.

### Module C – That's the way to do it!

Explorer Scout Young Leaders will explore different ways of instructing younger members.

### Module D – Understanding behavior

Explorer Scout Young Leaders will learn how to deal with difficult situations in their section, and the possible causes of bad behavior.

### Module E – Game on!

This module aims to teach Explorer Scout Young Leaders the importance of using games as a programme tool in their section. It illustrates different types of games, and shows how they can be appropriate to different circumstances and times.

### Module F – Making Scouting accessible

Explorer Scout Young Leaders learn to identify the individual needs of members in their section. After this module, they will understand the importance of making adjustments in their programmes to take additional needs into account.

### **Module G – Programme plans**

This module aims to equip Explorer Scout Young Leaders with the skills and understanding necessary to plan and run a balanced programme, for the section they support. It also helps them to understand how awards and badges help to achieve this.

### **Module H – Programme plans plus**

Modules G and H tackle an important area of section leadership – programme planning. The focus of these modules is the concept of the balanced programme, including the various awards and badges available. Explorer Scout Young Leaders will initially plan a section meeting in Module G, progressing to long-term programme planning issues in Module H. Module G should be completed before Module H is begun.

### **Module I – What did they say?**

In all sections, input from the members is crucial to success. This module explores another important leadership function – how to communicate effectively with young people, and how to listen to them. Once our Explorer Scout Young Leaders have acquired these skills, they will be able to make a valuable contribution to the health and wellbeing of the section in which they are working.

### **Module J – Merged**

This has now been merged with Module G.

### **Module K – First Aid master class**

Module K uses a well-tested and established training course, the First Response course, to teach emergency aid to Explorer Scout Young Leaders. Alternative options to the First Response course are outlined in the module. It may be appropriate for a Young Leader who intends to become an adult leader to undertake this as they approach 18.

## Appendix 2

### Case study- Leader to Supporter or Manager

A new DC is forming her District Team and has appointed Richard Ainley as her new ADC (Scouts). Richard has led a successful Scout Troop for 8 years, gaining his Scout section leader wood badge in May 2011. Outside of Scouting, Richard is a freelance salesman and manages his son's football team as well as being a school governor.

1. Formulate a PLP for Richard's ADC role based on this information and his training record from Compass below.
2. If Richard was appointed as a GSL, how would his training needs differ? On the group paper, make a list of the differences.

Module	Learning Required	Learning Method	Planned Completion	Actual Completed	Validated By	Validation Completed
001 : Essential Information	No				Adult Training	07 Jun 2010
002 : Personal Learning Plan	No				Adult Training	07 Jun 2010
002 : Personal Learning Plan	No				Adult Training	07 Jun 2010
003 : Tools for the Role (Section Leaders)	Yes				Adult Training	06 Jul 2010
005 : The Fundamentals of Scouting	No				Adult Training	13 Jul 2010
005 : The Fundamentals of Scouting	No				Adult Training	13 Jul 2010
006 : Changes in Scouting	No				Adult Training	07 Jun 2010
006 : Changes in Scouting	No				Adult Training	07 Jun 2010
007 : Scouting For All	No				Adult Training	13 Jul 2010
007 : Scouting For All	No				Adult Training	13 Jul 2010
008 : Skills of Leadership	No				Adult Training	11 Apr 2011
009 : Working with Adults	No				Adult Training	11 Apr 2011
010 : First Aid	No				Adult Training	10 Oct 2010
011 : Administration	No				Adult Training	10 Nov 2010
012 : Providing a Balanced Programme (ENDED: JAN 2015)	Yes				Adult Training	10 Nov 2010
012 : Providing a Balanced Programme (ENDED: JAN 2015)	Yes				Adult Training	10 Nov 2010
014 : Supporting Young People	No				Adult Training	10 Nov 2010
015 : Promoting Positive Behaviour	No				Adult Training	10 Nov 2010
018 : Practical Skills	No				Adult Training	10 Nov 2010
019 : International	No				Adult Training	06 Jul 2010

## Validation needs and evidence- Record of discussion for TA and Learner

### Validation area: Managing time and personal skills

Do they know?	Notes
What their role entails and what their goals and targets are?	
What The Scouts strategic vision is?	
What skills and knowledge they need to develop are?	
What the future requirements of their role are?	
How to manage time effectively to keep a balance across work, life and Scouting?	
How to use feedback from others to help them improve the way they carry out their role?	

Where to go for up to date information of developments in Scouting?	
<b>To validate this module learners will need to complete the following:</b>	<b>Evidence we will use:</b>
Provide their personalised role description in which they have agreed realistic goals and targets with their line manager for the development of local Scouting that work towards The Scouts strategic objectives. Describe the process and how they came to agreement.	
Demonstrate and explain how they have considered the future requirements of their role, identified the skills and knowledge that they need to develop or improve and the steps they will follow to do so.	
Outline a number of tips and techniques useful for managing time effectively.	
Demonstrate and explain how they have reviewed how they use their time and identified possible improvements so that they can focus on the goals and priorities that they have agreed with their line manager.	
Give examples of how they have used feedback from others to improve the way they carry out their role.	

Outline the ways in which they keep up to date with developments in Scouting generally.	
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## Validation area: Achieving Results

Do they know?	Notes
How to improve the performance of all elements of local Scouting?	
How to write, manage the implementation of, and judge the effectiveness of project and/or development plans?	
The key communication channels to use to effectively promote local Scouting?	
Their role in ensuring all the initiatives in local Scouting are managed appropriately? (if relevant to the role)	
How to build a profile of the young people in the local area? (if relevant to their role)	

How to use a young people profile to effectively promote Scouting? (if relevant to their role)	
How to monitor and review the progress people are making against their targets and development plans? (if relevant to their role)	
<b>To validate this module learners will need to complete the following:</b>	<b>Evidence we will use:</b>
Describe the importance of continually improving the performance of all elements of local Scouting relevant to their role. Provide examples of goals they have set for them and their team.	
Give an example of a project or development plan, for which they are responsible, covering: <ul style="list-style-type: none"> <li>■ How it was, or is, being regularly reviewed</li> <li>■ How the plan was, or is, being adapted to overcome any barriers</li> <li>■ The outcome of the plan, or if not fully complete, a review of the current progress</li> </ul>	
Outline the key communication channels available to them and explain how they can be used effectively to promote local Scouting (relevant to their role and/or project.) Detail how they have used at least one of these channels and describe the outcome.	
<b>In addition, where relevant to their role, they will also need to complete the following:</b>	

Describe their role in ensuring all the initiatives in local Scouting are managed appropriately and explain how they would deal any inappropriate actions and/or management.	
Build up a profile of the young people in their local area and use it to create a plan that ensures that Scouting is promoted effectively to them, covering: <ul style="list-style-type: none"> <li>■ How this focusses on their needs and expectations of young people?</li> <li>■ Who they would involve in delivering the plan?</li> </ul>	
Demonstrate how they monitor and review the progress that people who report to them are making against their targets and/or development plans.	

## Validation area: Providing Direction

Do they know?	Notes
How to create a vision?	
How to create a plan to deliver a vision?	
What SMART objectives are and how to set them?	
Who needs consulting before setting a plan?	

How to evaluate a plan?	
How to communicate a plan effectively?	
How to motivate and inspire adult volunteers?	
Where to locate the policies and rules of The Scouts?	
How to ensure everyone follows the policies and rules of The Scouts?	
How to grow the number of young people and/or adults participating in Scouting?	
<b>To validate this module learners will need to complete the following:</b>	<b>Evidence we will use:</b>
<p>Create a vision appropriate to the role which is:</p> <ul style="list-style-type: none"> <li>■ Relevant.</li> <li>■ Achievable.</li> <li>■ Inspirational.</li> </ul>	

<p>Develop a plan to realise their vision which includes:</p> <ul style="list-style-type: none"> <li>■ Specific, achievable, relevant, realistic and time bound actions and measurable outcomes (for example SMART)</li> <li>■ Who was consulted?</li> <li>■ How it will be communicated?</li> <li>■ How it will be regularly reviewed and evaluated and why this is important?</li> <li>■ How it complements other relevant Scouting visions and plans</li> </ul>	
<p>Provide two different examples, relevant to your role, of situations when you have led, inspired and motivated adult volunteers, detailing the outcomes.</p>	
<p>Provide an example, relevant to your role, of how you ensure that everyone follows the policies and rules of The Scouts.</p>	
<p>Outline the ways in which your role is responsible for or contributes to the growth in Scouting</p>	

## Validation area: Working with People

Do they know?	Notes
<p>Why it is important to build relationship with external organisations?</p>	
<p>How to build a co-operative culture of working?</p>	

Their preferred style of leadership and how this impacts on others they work with?	
How to minimise the likelihood of conflict, disputes and complaints and how to handle them should they occur?	
The principles of active listening?	
The benefits of an effective induction? (if relevant to their role)	
How to recruit adults into new Scouting roles? (if relevant to their role)	
How to effectively delegate tasks? (if relevant to their role)	
How to develop adult's skills and knowledge? (if relevant to their role)	
Their role in supporting others through the Adult Training Scheme? (if relevant to their role)	
Their role in relation to The Scouts safeguarding policy? (if relevant to their role)	
How to conduct an effective review of an adult they line manage? (if relevant to their role)	
<b>To validate this module learners will need to complete the following:</b>	<b>Evidence we will use:</b>
Identify which useful individuals and organisations, external to Scouting, they should build and maintain relationships with and explain why this is important.	

<p>Outline the factors that contribute to building an effective team. If they lead a team, they should give examples of when they have:</p> <ul style="list-style-type: none"> <li>■ Led by example to promote a co-operative culture of working.</li> <li>■ Supported the development of the team as a whole.</li> <li>■ Recognised different personality types and encouraged positive working relationships.</li> </ul>	
<p>Outline their preferred style of leadership. Describe other styles of leadership and how they might use them in different situations in Scouting.</p>	
<p>Outline the principles of active listening and give an example of where they have used active listening to improve a situation.</p>	
<p>Describe how they would reduce the likelihood of conflict happening. Use an example, but without breaking confidence. Detailing what went well and what, if anything, they would do differently.</p>	
<p>Give an example where they have acknowledged good work carried out in local Scouting and list the opportunities available to reward adults in Scouting.</p>	
<p><b>In addition, where relevant to their role, they will also need to complete the following:</b></p>	
<p>Describe how they would, or provide an example of how they have, recruited adults into new Scouting roles.</p>	
<p>Explain the Adult Training Scheme and their role in supporting those they manage through the scheme.</p>	
<p>Provide an example of how they have delegated a task to someone; include what happened and what was the outcome.</p>	
<p>State the importance of succession planning and produce a succession plan for all roles they manage, including recruitment to any vacancies.</p>	

<p>Describe how they have helped an adult in Scouting develop. Include details on how they:</p> <ul style="list-style-type: none"> <li>■ Identified a development need or interest.</li> <li>■ Provided coaching, mentoring and support to encourage development.</li> <li>■ Identified and/or facilitated suitable opportunities to develop.</li> </ul>	
<p>Explain how to run effective team meetings.</p>	
<p>Explain their role as a trustee and provide an example of how they participate fully in the local Executive Committee.</p>	
<p>Describe The Scouts dispute, suspension and complaints procedures in particular as it relates to their role.</p>	
<p>Explain The Scouts safeguarding procedures as related to their role. Include details of:</p> <ul style="list-style-type: none"> <li>■ Their role.</li> <li>■ Confidentiality.</li> <li>■ Escalation procedures.</li> <li>■ Support to adults and young people involved and/or affected.</li> </ul>	
<p>Provide an example of an effective review they have carried out and detail the reasons for the outcome decision. Describe situations where it would be appropriate to re-assign or retire people from roles.</p>	
<p>Explain the benefits of the effective induction of adults, for both the individual and their team, and:</p> <ul style="list-style-type: none"> <li>■ Outline how they have taken an adult through the process of induction or explain the process they would follow if necessary.</li> <li>■ Provide an example of a personalised role description that they have created.</li> </ul>	

## Validation area: Enabling Change

Do they know?	Notes
How to support and encourage adults to think of new and creative ways to improve local Scouting?	
How to effectively manage change?	
Why people are resistant to change and how to lead them successfully through change?	
To validate this module learners will need to complete the following:	Evidence we will use:
<p>Explain how they support and encourage adults to think of new and creative ways to improve local Scouting. They should cover how they:</p> <ul style="list-style-type: none"> <li>■ Give constructive feedback on those ideas.</li> <li>■ Encourage and support further work on them.</li> </ul>	
Describe how to effectively manage change and give examples of situations and circumstances in which change management is required in local Scouting.	
Describe the reasons behind people's resistance to change and how they would lead them successfully through the change, where possible using a real example.	

## Validation area: Achieving Results

To validate this module learners will need to complete the following:	Evidence we will use:
<p>Give two examples of decisions they can make and two examples of decisions they would need to refer.</p> <p>Describe the process, including:</p> <ul style="list-style-type: none"> <li>■ The information needed to inform their decision.</li> <li>■ Who else should be involved in the decision making?</li> </ul>	
<p>Explain how they ensure that key knowledge, relevant to their role, is captured, stored and used to improve the operation of local Scouting, both during and following your appointment.</p>	
<p>Demonstrate how they ensure that all adults in local Scouting have the right information provided in a timely manner and in the most effective way.</p>	
<p>Explain which resources they are responsible for providing to enable adults in local Scouting to work effectively.</p>	
<p>In addition, where relevant to their role, they will also need to complete the following:</p>	
<p>Demonstrate and describe their contribution, as part of the local Executive Committee, in ensuring that appropriate financial measures are in place.</p>	
<p>Demonstrate and describe their contribution, as part of the local Executive Committee, in ensuring that there is an adequate income for local Scouting including the identification of other income sources such as grants.</p>	
<p>Demonstrate and describe their contribution, as part of the local Executive Committee, in ensuring that local Scouting has sufficient physical resources to support its work with youth members.</p>	

<p>Demonstrate and describe their contribution, as part of the local Executive Committee and/or other teams, to minimise the negative impact and maximise the positive impact that local Scouting has on the environment.</p>	
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## Validation area: Safety for Managers and Supporters

Do they know?	Notes
Their duties and responsibilities for the safe operation of local Scouting?	
The emergency and reporting procedures to follow in the event of an accident or incident?	
The activities that require a specific activity permit and where to find information on the requirements?	
How to conduct a risk assessment for a Scouting activity or event?	
How to develop a culture of safety within their role?	
Their role in approving and/or supporting activities that do not require formal activity permits? (if relevant to the role)	
The InTouch system, medical detail requirements, age restrictions and welfare requirements of Scouting activities? (if relevant to their role)	
Where to access POR and other factsheets to provide guidance for Scouting activities? (if relevant to their role)	
The insurance requirements of The Scouts? (if relevant to their role)	

The times when additional insurance is required to support specific events and activities? (if relevant to their role)	
The requirements and procedures necessary for a Nights Away Permit and the role they play? (if relevant to their role)	
The role and responsibilities of the “leader in charge”? (if relevant to their role)	
<b>To validate this module learners will need to complete the following:</b>	<b>Evidence we will use:</b>
Detail their duties and responsibilities for the safe operation of local Scouting.	
Describe the emergency and reporting procedures to be followed in the event of an accident or incident, including the reporting of near misses. Explain their role in relation to these procedures.	
Outline those activities that require specific activity permits, and where to find more detailed information.	
Provide an example of, and explain, a risk assessment which they have created for a Scouting activity or event.	
Explain the importance of creating a culture of safety within their area, and describe the measures they have taken to promote this.	
In addition, where relevant to their role, they will also need to complete the following:	

Describe their role in approving and/or supporting activities that do not require formal activity permits.	
Explain the InTouch system, medical details, age restrictions and other safety and welfare requirements for the range of activities available in Scouting.	
Explain how they have used Policy, Organisation and Rules and activity factsheets to provide guidance for a range of Scouting activities.	
Describe the insurance requirements of The Scouts and state those events and activities for which additional steps must be taken.	
Explain the requirements and procedures necessary to gain an activity permit and describe their role in the process.	
Explain the requirements and procedures necessary to gain a night's away permit and describe their role in the process.	
Explain the role and responsibilities of the leader in charge.	

Other notes

## Appendix 3

### Validation needs and evidence- Record of discussion for TA and Learner WORKED EXAMPLE

#### Validation area: Managing time and personal skills

<b>Do they know?</b>	
What their role entails and what their goals and targets are?	Yes
What The Scouts strategic vision is?	Recommend this e-learning: <a href="http://members.scouts.org.uk/training_module/leading_local_scouting/08072015/">http://members.scouts.org.uk/training_module/leading_local_scouting/08072015/</a>
What skills and knowledge they need to develop are?	This will come out of the District Development plan
What the future requirements of their role are?	This will come out of the District Development plan
How to manage time effectively to keep a balance across work, life and Scouting?	Yes
How to use feedback from others to help them improve the way they carry out their role?	Yes
Where to go for up to date information of developments in Scouting?	Yes
<b>To validate this module learners will need to complete the following:</b>	<b>Evidence we will use:</b>
Provide their personalised role description in which they have agreed realistic goals and targets with their line manager for the development of local Scouting that work towards The Scouts strategic objectives. Describe the process and how they came to agreement.	<ul style="list-style-type: none"> <li>■ Your role description.</li> <li>■ To-do list, District Development plan to share and discuss.</li> <li>■ Discussion.</li> </ul>
Demonstrate and explain how they have considered the future requirements of their role, identified the skills and knowledge that they need to develop or improve and the steps they will follow to do so.	<ul style="list-style-type: none"> <li>■ Discuss the skills you will need to deliver on the District Development plan.</li> <li>■ Your personal learning plan and to-do list.</li> </ul>

Outline a number of tips and techniques useful for managing time effectively.	<ul style="list-style-type: none"> <li>■ Discussion- completed- see validation notes for module 4.</li> </ul>
Demonstrate and explain how they have reviewed how they use their time and identified possible improvements so that they can focus on the goals and priorities that they have agreed with their line manager.	<ul style="list-style-type: none"> <li>■ A copy of their role description.</li> <li>■ To-do list, District Development plan.</li> <li>■ Discussion.</li> </ul>
Give examples of how they have used feedback from others to improve the way they carry out their role.	<ul style="list-style-type: none"> <li>■ Documentation e.g. emails showing the details of the feedback received and the actions they have taken.</li> <li>■ Discussion.</li> </ul>
Outline the ways in which they keep up to date with developments in Scouting generally.	<ul style="list-style-type: none"> <li>■ Examples of resources and information uses.</li> <li>■ Discussion.</li> </ul>

## Validation area: Providing Direction

<b>Do they know?</b>	
How to create a vision?	Covered in e-learning regarding strategic vision recommended on last page.
How to create a plan to deliver a vision?	Development plan
What SMART objectives are and how to set them?	Development plan
Who needs consulting before setting a plan?	Development plan and discussion. Consult District members and County Team
How to evaluate a plan?	RAG rate
How to communicate a plan effectively?	Discussion, examples.
How to motivate and inspire adult volunteers?	Video: <a href="http://members.scouts.org.uk/comms_centre/video/KeepingDevelopingandManagingVolunteers.mp4">http://members.scouts.org.uk/comms_centre/video/KeepingDevelopingandManagingVolunteers.mp4</a>
Where to locate the policies and rules of The Scouts?	Yes
How to ensure everyone follows the policies and rules of The Scouts?	
How to grow the number of young people and/or adults participating in Scouting?	Video: <a href="http://members.scouts.org.uk/comms_centre/video/Planning%20for%20Growth.mp4">http://members.scouts.org.uk/comms_centre/video/Planning%20for%20Growth.mp4</a>
<b>To validate this module learners will need to complete the following:</b>	<b>Evidence we will use:</b>
Create a vision appropriate to the role which is: <ul style="list-style-type: none"> <li>■ Relevant.</li> <li>■ Achievable.</li> <li>■ Inspirational.</li> </ul>	<ul style="list-style-type: none"> <li>■ A written copy of your vision.</li> <li>■ Discussion.</li> <li>■ Potentially a witness statement from a member of the District Team.</li> </ul>
Develop a plan to realise their vision which includes: <ul style="list-style-type: none"> <li>■ Specific, achievable, relevant, realistic and time bound actions and measurable outcomes (for example SMART)</li> <li>■ Who was consulted?</li> <li>■ How it will be communicated?</li> <li>■ How it will be regularly reviewed and evaluated and why this is important?</li> <li>■ How it complements other relevant Scouting visions and plans.</li> </ul>	<ul style="list-style-type: none"> <li>■ A written copy of your vision</li> <li>■ District Development plan</li> </ul>

<p>Provide two different examples, relevant to your role, of situations when you have led, inspired and motivated adult volunteers, detailing the outcomes.</p>	<ul style="list-style-type: none"> <li>■ Discussion.</li> <li>■ Witness statement.</li> </ul>
<p>Provide an example, relevant to your role, of how you ensure that everyone follows the policies and rules of The Scouts.</p>	<ul style="list-style-type: none"> <li>■ Discussion.</li> <li>■ Witness statement from Line Manager.</li> </ul>
<p>Outline the ways in which your role is responsible for or contributes to the growth in Scouting</p>	<ul style="list-style-type: none"> <li>■ District Development plan.</li> <li>■ Discussion.</li> </ul>