Crediting learning

A guide for crediting modules 8, 9, 13, 16, 18, 19, 25, 27, 29, 38 and 39.

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Scouts

Contents

Contents

Introduction

This document is for volunteers completing learning and for those with the Learning Assessor accreditation.

This document details the items that will need to be demonstrated by a learner and checked by a learning assessor to credit learning for the following modules8, 9, 13, 16, 18, 19, 25, 27, 29, 38 and 39.

This does not include the following modules:
- Growing Roots learning as this is credited automatically on completion on scouts.org.uk,
- First Aid, or
- Manager and Supporter training.

Where to get support

We're currently improving our volunteering learning modules.

This resource hasn't been reviewed yet so may include references to old language, role titles, processes and ways of volunteering, so please use it with care.

If you have any questions, please contact your Volunteering Development Team.

Module 8 – Skills of Leadership

Validation criteria for learners

To credit this module, you'll need to 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 a Learning Assessor.
- 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 Scouts. Reflect on different leadership styles and consider how they inform your working in your team.
- Produce evidence showing how you have led an event or activity during which your leadership style changed several times.
- Run a game or activity to develop leadership skills in young people or adults.

Some examples of how you can demonstrate these actions to a Learning Assessor are:
- Have a discussion with a Learning Assessor or produce a report.
- Invite a Learning assessor to attend and observe a section meeting.
- Get a written or verbal statement from an observer.
- Show notes, photos or videos of an activity of you running a game or activity.
- Show notes on the planning, execution and review of a task using a systematic planning tool.

Assessing learning needs for Learning Assessors

The questions are designed to support Learning Assessors when establishing what the learner already knows, and any gaps in the learner's knowledge. Once these gaps have been identified, you should work with the learner to identify ways in which they can be filled.

Topic	Open questions, conversation starters and key messages checklists
Systematic planning	**Do you know what a systematic planning tool is?** A systematic planning tool is a logical and easy to follow approach. You know exactly what is happening and when, it gives a clearly defined breakdown of the task, it allows the task to be reviewed at the end and facilitates the creation of recommendations for future action or change. Examples of systematic planning tools include <u>DOOR</u> (hand-out A) and <u>NAOMIE</u> (session 3) **Can you explain how you would use a systematic planning tool to complete a task?** Breakdown of the process followed for either DOOR or NAOMIE
Theory of leadership	**Are you aware of the Action Centred Leadership model and do you know how to apply it?** The Action Centred Leadership model provides an outline for the leadership of any team or group. The model is made up of three areas – task, group and individual. Good leaders should have full command of the three areas and should be able to use each of the elements according to the situation. For more information on Action Centred Leadership see session 1 of the Skills of Leadership trainers' notes.
Leadership styles	**Can you describe a variety of different leadership styles?** A leader can use four different styles of leadership – telling, selling, sharing and delegating. For more information on leadership styles see session 1 of the Skills of Leadership trainers notes. **Can you describe ways in which you could develop leadership skills in others (both adults and young people)?** Encourage learners to draw on any experience they may have of developing leadership skills in others, whether inside or outside of Scouting.

Module 9 – Working with Adults

Module 9 – Working with Adults

Validation criteria for learners

To credit this module, you'll need to complete two of the following:
- Represent others at an adult volunteers 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.

Some examples of how you can demonstrate these actions to a Learning Assessor are:
- Have a discussion with a Learning Assessor.
- Ask a Learning Assessor or another volunteer to observe you.
- Get a written or verbal statement from an observer.
- Do a presentation to a Learning Assessor or another volunteer to show your understanding.

Assessing learning needs for Learning Assessors

The questions are designed to support Learning Assessors when establishing what the learner already knows, and any gaps in the learner's knowledge. Once these gaps have been identified, you should work with the learner to identify ways in which they can be filled.

Topic	Open questions, conversation starters and key messages checklists
Effective communication	**Can you describe how you communicate effectively with others?** Suggestions could include using appropriate body language to ensure that the message being communicated is understood, ensuring that the message received is the same as the message sent, ensuring that jargon is kept to a minimum and is explained, monitoring feedback (both verbal and non-verbal) and adjusting communication accordingly. **Can you describe some non-verbal forms of communication?** Suggestions could include using hand gestures, changing facial expressions, changing posture or stance, eye contact.
Listening skills	**Can you explain the value of good listening skills when working with others, and when using these is particularly important?** Suggestions could include that it can enhance your understanding and help you learn new things, it can give you an insight into people's feelings, it can help to build a rapport with others, and it can help to keep you safe. **Can you explain how you can tell if someone is listening and understands what is being communicated?** Suggestions could include body language, facial expressions, asking questions, nodding, saying yes and looking interested.
Decision making structures	**Can you explain how decisions are made locally?** Local decision-making structures and their implementation may vary. It is worth talking to your District/County Lead Volunteer to find out the process

	in your area and encouraging the learner to do likewise.
Representing others	**Can you outline things that you should do when representing the views of others at meetings?** Suggestions could include ensuring that personal bias and opinion do not override the group view, feedback is accurately relayed to the group, group views are expressed in a concise and well-presented way, limits of authority are known and respected, particularly in decision making and negotiations.

Module 13 – Growing Scouts

To credit this module you'll 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 their section or group.
  Evidence you could use may include one or more of the following: a section or group development plan, a verbal or written statement to from an observer describing the learner's role in producing a development plan and giving examples of how you are implementing it, discussion with the learners regarding producing and implementing a development plan, this should focus on how the learner implemented the development plan to grow the section or group and be accompanied by another form of evidence.
- Run or take part in a recruitment event to help grow their section and group.
  Evidence you could use may include one or more of the following: a visit to observe the learner taking part in a recruitment event to help grow the section or group, a verbal or written statement from an observer describing the learner's role in a recruitment evening, discussion about a recruitment evening the learner has taken part in, this should focus on the learner's role in the evening and be accompanied by another form of evidence.
- Give examples of how they are being flexible and meeting the needs, wants and time commitments of adults when recruiting them.
  Evidence you could use may include one or more of the following: a visit from to a meeting of the learner with potential new recruits, a verbal or written statement from an observer describing the learner's role in meeting with potential new recruits and outlining how they can be flexible to meet the needs, wants and times of the volunteers, discussion with the learner, this should focus on examples of how the learner is being flexible and meeting the needs, wants and time commitments of adults when recruiting them and be accompanied by another form of evidence.
- 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.

Evidence you could use may include one or more of the following:

- A moving on plan for the young people in the section the learner supports,
- a verbal or written statement from an observer describing the learner's role in successfully helping young people to move between sections and giving examples of how this was done,
- discussion with the learner, this should focus on the learner's role in the moving on process and highlight anything they think could be done better in future and be accompanied by another form of evidence.

Assessing learning needs for Learning Assessors

The questions are designed to support Learning Assessors when establishing what the learner already knows, and any gaps in the learner's knowledge. Once these gaps have been identified, you should work with the learner to identify ways in which they can be filled.

Topic	Open Questions, Conversation Starters and Key Messages Checklist
The importance of growth in Scouting	**Can you explain why growth is important?** Suggestions could include: • It is a visible sign of success • It means that we are doing more and achieving our vision and strategy for Scouts • It generates a feel-good factor **Can you suggest ways in which you can help your section and group to grow?** Suggestions could include: • Actively recruiting more young people and adults. • Implementing and sustaining a good high-quality balanced programme that gives young people opportunities for adventure and residential experiences.

	• Improving the retention of young people moving between sections. • Appreciating adults, saying thank you. • Understanding parents and forging active partnerships with them. • Making Scouting flexible and open to all. • Having a positive impact on the local community and being representative of the local community, ensuring that they are open and inclusive to all.
Recruitment and retention of young people	**Can you suggest ways in which young people can be recruited to the section and group?** Suggestions could include: • Word of mouth • Other parents • Recruitment days • Forging links with local schools or running assemblies • Community involvement • Bring a friend nights **Can you suggest ways in which young people in your section and group can be retained?** Suggestions could include: • Implementing and sustaining a good high-quality balanced programme that gives young people opportunities for adventure and residential experiences • The welcome and integration given to new members • Having sufficient adult help to run a good high-quality balanced programme. • The activities available to members • Providing opportunities to engage and challenge older members of the section
Recruitment and retention of adults	**Can you suggest ways in which adults can be recruited to your section and group?** Parents and former members are where most new volunteers come from, but there are other ways of recruiting adults without direct connections to Scouting. Students, members of the public or members of other voluntary organisations could all be a potential recruit. Further information on recruiting adults can be found on www.scouts.org.uk **Can you suggest ways in which adults in your section and group can be retained?** Suggestions could include: • giving them a good induction and support • having regular formal and informal reviews • rewarding recognition and saying thank you • ensuring that you have the right people completing the right tasks and that they are allowed to carry out those tasks within the team • ensuring that your members reflect the diversity of the local community **Can you suggest ways in which adults in Scouting can be supported in their roles?** Suggestions could include: • Assigning someone to look after adults new to Scouting who they can go to for support and guidance. • Arranging for them to attend training sessions to gain knowledge and skills and meet other adults new to Scouting.
Tools and support to help develop the sections	**Can you outline tools that could be used to help to ensure that Scouting continues to grow in your section and group?** • Assessment tools • Action plans • Development plans • Support and resources **Can you outline some of the sources of support that are available to help with growth?** **Suggestions could include:** • Leaders and other adults in the Section, Group and District are a source of

support as they can share ideas and solutions.
- The Growth and Communities Team in England, Country Headquarters and www.scouts.org.uk can provide support to help develop sections and groups.

Can you explain what a development plan is and what should be included?
A development plan is a tool that helps sections and groups to grow in a constructive way and highlights issues and areas that need attention in order to reach where they want to be. It should include realistic timescales and simple targets.

It should be the result of group decisions, with a focus on development, identifying a few important needs of the group, and include realistic timescales and simple targets.
- Development ideas for a section or group might include:
- Moving towards more members
- Opening a new section
- Providing new activities
- Making the section or group more reflective of the community
- More events

Do you know how a section development plan can contribute to a wider Group one?
Everyone in the section and group should devise a development plan so that ownership can be shared. The issues and areas that need attention in the section can be added to the group development plan, so that they can be addressed together.

Module 16 – Introduction to Residential Experiences

Validation criteria for learners

If you hold the Nights Away Permit, this will credit this learning.

To validate this module, you'll need to complete the Residential Experiences Quiz which can be found at the end of this document (Worksheet 3). Learners may wish to use the information here to help answer the questions. (https://www.scouts.org.uk/volunteers/running-your-section/planning-your-programme/nights-away-and-camping/. Discuss your answers with a Learning Assessor.

You'll also need to complete one of the following:
- Help plan and support a residential experience, describing or showing how they've addressed two of the following areas:
  - The main aspects of organisation and administration
  - Selecting a team and the roles undertaken by the team
  - Appropriate adult to young person ratios
  - Identifying and dealing with potential issues (logistics, behaviour, budget)
  - Where additional support and information can be gathered.
- Show evidence of how they're promoting and providing opportunities for young people to take part in residential experiences, describe how these opportunities are benefiting them.

Some examples of how you can demonstrate these actions to a Learning Assessor are:
- Show documentation relating to the residential or promoting the residential.
- Ask a Learning Assessor to attend a camp briefing or sectional meeting.
- Give a Learning Assessor a written or verbal statement from someone who can describe your role in planning, supporting or promoting a residential experience.
- Discussion with a Learning Assessor, focusing on your role. (This should be accompanied by another form of evidence)

Assessing learning needs for Learning Assessors

The questions are designed to support Learning Assessors when establishing what the learner already knows, and any gaps in the learner's knowledge. Once these gaps have been identified, you should work with the learner to identify ways in which they can be filled.

Topic	Open Questions, Conversation Starters and Key Messages Checklist
The role of residential experiences in the development of young people	**Can you outline the role of residential experiences in the development of young people in Scouting?** Answers might include: • Enjoy being outdoors and to have fun • Meet requirements for awards which can't be achieved within the usual weekly programme • Provide an opportunity for young people to take responsibility for themselves • Give young people a chance to exercise a leadership role with the support of adult leadership (especially in the Cub, Scout and Explorer Scout sections) • Build teams - perhaps to strengthen the links within the group, or to integrate a new member into the section • Provide young people with the chance to be self-sufficient away from their normal home environment • Acquire some new skills • Act as a base from which to do other activities • Allow leaders to get better acquainted with the young people in their care

	- Provide a high point to the year's activities - Increase confidence for young people - Allow young people to develop independence without parents/guardians/carers - Key part of a high-quality programme
Organisation and administration of residential experiences	**Do you know the key tasks that need to be completed in planning and organising a residential experience?** What do these skills help the organiser of a residential experience to identify? Planning a residential experience – what do we need to know before we start? Ensuring effective administration – what do we need to do? Preparing and coordinating a programme of activities: - What do we need to know and do? - Selecting and preparing a team – what do we need to know and do? **Choosing, organising and maintaining the right equipment – what might we need to know or be able to do?** Ensuring the health, happiness and safety of self and others: - What do we need to do to ensure the experience goes well? - Do any young people or adults have additional needs? Arranging good catering: - What must we plan and do during the experience? Making the best of the venue: - What can you do?
Skills required within a team running a residential experience	**Can you identify how to build a team for a residential experience, ensuring a mixture of skills?** By identifying the jobs that need doing and the skills associated, it's easier to look at who could do the roles The importance of the responsibilities of the young people - what they do, what daily duties form part of their experience? Need for training and support before, during and after the experience for the staff team.
The Nights Away Permit Scheme	**Can you explain the purpose of the nights away permit scheme?** The aim of the scheme is to promote safe, quality residential and camping experiences within Scouting. All those leading residential experiences for young people need to have the skills, experience and suitability to take young people away safely. Everyone who leads a residential event for young people within Scouting is required to hold a Nights Away Permit for the event they are running. This is a national scheme, but is administered locally, so once gained, a permit will allow you to run a night's away event in any District or County. **Can you identify where rules and policies for Nights Away Permits can be found?** Answers may include: - POR - Factsheets - Scouts.org.uk **Can you explain the purpose of the Nights Away Event Passport scheme?** Nights Away Event Passports are for young people who wish to go on a Nights Away event that involves young people only, for example, an Explorer expedition. Any Nights Away Permit Holder can grant a Nights Away Passport equivalent to the Permit they hold (so if the Permit Holder holds a Lightweight Permit, they can issue Passports for Lightweight Expeditions).

	The principle of the Passport is that it is a young person only (under 18s) event. The Permit Holder remains responsible for the event, but they do not attend. The Nights Away Passport can only be used by under 18s, but they can only be used for a single event. Each event will require a new Passport.
Support and further information for planning a residential experience	**Can you identify where rules and policies around residential experiences can be found?** Answers may include: • POR • Factsheets • Programme Publications • Scouts.org.uk **Do you know where to find information about running international residential experiences?** Answers may include: • POR • Factsheets • Scouts.org.uk/international • ACC International

Module 18 – Practical Skills

To credit this module, you'll need to 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 the skill is appropriate for the section the young person belongs to, and that 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 the skill is appropriate for the section the young person belongs to, approval has been given from the Lead volunteer and that the safety and risk assessment procedures are followed appropriately.

Some examples of how you can demonstrate these actions to a Learning Assessor are:
- Invite a Learning Assessor to attend and observe a meeting you demonstrate a practical skill.
- Get a written or verbal statement from an observer.
- Show a qualification in a practical skill.
- Show photos or videos of you learning a skill or instructing young people in a practical skill.
- Show programme plans or instructions for carrying out a practical skill activity or risk assessments for an activity.
- Have a discussion with a Learning Assessor.

Assessing learning needs for Learning Assessors

The questions are designed to support Learning Assessors when establishing what the learner already knows, and any gaps in the learner's knowledge. Once these gaps have been identified, you should work with the learner to identify ways in which they can be filled.

Topic	Open Questions, Conversation Starters and Key Messages Checklist
Learning and Sharing practical skills	**Do you know at least two practical skills that can be used in a Scouting programme?** The learner should be able to identify at least two practical skills that can be used in Scouting **Can you explain how to ensure that chosen practical skills are appropriate to the section you work with?** The learner should be able to identify whether chosen practical skills are appropriate for the section they work with taking into account: • Level of difficulty • Equipment required • Complexity of task • Length of task • Environment • Time of year **Can you identify the safety and risk assessment procedures involved in training others in practical skills?** Learner can point out potential safety issues that may occur during application of a chosen practical skill Learner understands the purpose and process of a risk assessment. An assessment of potential hazards so that they can be minimised and/or avoided Use the five-step process:

	1. Look for hazards
	2. Decide who might be harmed and how
	3. Evaluate risk
	4. Record findings
	5. Review assessment
	Do you know how to effectively teach practical skills to young people?
	Provide a clear explanation
	Give a demonstration
	Allow the learner to have a go – learning by doing

Module 19 – International

Validation criteria for learners

To validate this module, you'll need to review the programme for the section you support, and ensure it incorporates international activities. And to complete 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, or international events in Scouting.
- Establish or actively maintain a link, and exchange information, with a Scout Group outside the UK.

Some examples of how you can demonstrate these actions to a Learning Assessor are:

- Invite a Learning Assessor to attend and observe you planning or running an activity.
- Get a written or verbal statement from an observer.
- Show photos or videos of an activity you run.
- Letters or screenshots showing communication with Scouts abroad.
- Have a discussion with a Learning Assessor.[GW1]

Assessing learning needs for Learning Assessors

The questions are designed to support Learning Assessors when establishing what the learner already knows, and any gaps in the learner's knowledge. Once these gaps have been identified, you should work with the learner to identify ways in which they can be filled.

Topic	Open Questions, Conversation Starters and Key Messages Checklist
The nature of world Scouting	**Can you identify some of the things worldwide Scouting shares?** - Promise - Law - World Membership Badge - Salute - Principles **Can you identify the World Membership Badge and describe what it symbolises?** The World Membership Badge is a round purple badge with a white emblem (fleur de lys surrounded by a rope tied with a reef knot) worn on the left-hand side of your uniform, usually on the pocket. The badge symbolises that a member of Scouting belongs to the worldwide family of Scouts. It is a shared emblem of the Movement worldwide.
International aspects of the high-quality balanced programme	**Can I explain why international activities are part of the high-quality programme?** Answers may include: - Scouting is a global organisation - increasingly globalised world - empowering young people to make a practical difference - communicating with people locally, nationally and internationally - engaging young people with global issues - learning new skills and developing positive values regarding other

cultures
- reaching individuals potential by expanding their experience base through international travel

Can you identify key issues that affect everyone in the world today?
Answers may include:
- poverty
- the environment
- peace & conflict
- disasters
- health
- equality and Human Rights
- globalisation
- water and sanitation

Can you explain how Scouting can combat these issues to help people in local communities, nationally and in other countries?
Answers may include:
- fundraising
- community projects at home or overseas
- taking part in a campaign on global issues
- building friendships
- supporting other charities
- A Million Hands

Can you identify methods for including international activities in the section programme?
Learners should be aware which methods are appropriate to their section.
Answers may include:
- Games
- Awards and Badges
- Global Challenge Awards
- Scouts of the World Award
- Chief Scouts Award
- Events and Jamborees
- International expeditions/ camps in the UK and abroad
- Community projects
- Linking up with Scouts abroad
- Working on a voluntary
- programme such as the International Camp Staff Programme
- Packages run by external companies
- Day trips
- Hosting Scouts from other countries on their trips to the UK
- JOTI/JOTA

Who can provide support with incorporating international activities into the section programme?
Answers may include:

	• Programmes Online • The Scouts website • Programme Publications factsheets • The Scout Information Centre • Outside resources e.g. international organisations (youth-based or otherwise) • Members of the local community with knowledge and experience of international issues.
Benefits of international activities to young people	**Can you outline the benefits of international activities to young people in my section?** Answers may include: • An increased awareness of global issues, such as technology, the global economy and the environment • A greater interaction with those from different countries or cultures • Develop a better understanding of global communities • Allowing them to feel a part of a worldwide organisation and allowing them to work as part of a group to complete worthwhile projects. • An opportunity to enable and empower young people to make a positive difference in the world. • Look outside themselves, • Become more aware • Consider how to develop their responsibility to the world and its citizens.

Module 25 – Assessing Learning

Crediting this module will depend on the type of Assessor accreditation, with some requirements being common to all. You must demonstrate that you can:

- Understand the processes involved in assessing learning within the Scouts and show an understanding of the Scouts volunteer learning.
- Guide a learner towards the learning to reach the required standard to credit or validate a piece of learning, or to award a permit.
- Give constructive feedback to a learner.
- Undertake the requirements below as relevant to the task(s) of the assessor.

Depending on the type of Assessor accreditation:

- **Learning assessors** will be required to demonstrate an understanding of The Scouts' volunteer learning. This must include the accreditation/validation of at least one learning topic or module for a learner. You must discuss with your Learning Assessor how you have supported the learner through the process.
- **Nights Away Assessors** will be required to demonstrate an understanding of the Nights Away Permit Scheme, particularly the assessment process, and have made one recommendation for the award of the Nights Away Permit. You must discuss with your Learning Assessor how you have supported the applicant through the process. Ideally, you will have been supported / mentored through your first Nights Away Assessment by a practising Nights Away Assessor.
- **Activity Assessors** will be required to understand the Adventurous Activity Permit Scheme and make one assessment according to current Scout policy for that activity. You must discuss with your Learning Assessor how you have supported the applicant through the process. Ideally, you will have been supported / mentored through your first Activity Permit Assessment by a practising Activity Assessor.

Module 27 – Instructing practical skills

Validation criteria for learners

To credit this module you'll need to complete a competence based assessment of your ability to deliver practical skills training to adults.

This means you'll be required to put together a portfolio of evidence to meet the requirements of the module. The requirements can be found in the Guide to Instructing Practical Skills.

Module 29 – Presenting

Validation criteria for learners

To credit this module you'll need to complete a competence based assessment of your ability to present information to an audience.

This means that you'll be required to put together a portfolio of evidence to meet the requirements of the module. The requirements can be found in the Guide to Presenting. You'll need to discuss the portfolio with their Learning Assessor.

It is possible to use some of the exercises in this training as evidence. The worksheets that apply to each objective are also outlined in the Guide to Presenting.

It would however, be a good idea for you to keep all the work you do as it may be useful as evidence.

Module 38 – Skills for residential experiences

Validation criteria for learners

To credit this module you'll need to complete and provide evidence of one of the following activities from each group:

- **Group 1: Planning and event administration**
  - Carry out a pre-camp visit; record and demonstrate their findings to select appropriate sites for different types of residential experience
  - Show evidence of how the InTouch procedure, and nights away information form have been used for a camp or residential experience
  - Carry out a risk assessment on a venue for a residential experience. Provide evidence and explain how and why risk assessments should be undertaken both before and during residential experiences
  - Identify, select and justify appropriate group and personal equipment for at least two different styles of residential experience, for example, a kit list, a group equipment list
  - Plan a suitable balanced menu for a camp or residential experience. Consider any specific dietary needs and identify the items and quantities required within an agreed budget.
- **Group 2: Using practical skills**
  - Demonstrate at least two different cooking methods for use on camps and residential experiences (for example open fires, gas and pressure stoves, hay box, camp oven, etc)
  - Show how to pitch and strike at least two types of tent (for example patrol, dome, tunnel, hike, marquee, frame tent) and explain how to care for and maintain them
  - Demonstrate the safe use of saws and axes. State the safety rules for their use, storage and transportation
  - Set up an indoor venue in preparation of young people arriving for a residential experience, and explain your choice of room use, sleeping arrangements and safety considerations for any outdoor areas
  - Demonstrate or explain tactics for dealing with homesickness in younger children
- **Group 3: Planning a programme**
  - Plan a programme for a residential experience for the section you support, taking into consideration:
  - A high-quality balanced programme
  - Contingency plans
  - Appropriateness of the programme for the section
  - The role of residential experiences in the section programme and the development of young people
  - Identify, plan and run opportunities for spiritual reflection at a camp or residential experience
  - Any other ideas subject to agreement with your Learning Assessor

Assessing learning needs for Learning Assessors

The questions are designed to support Learning Assessors when establishing what the learner already knows, and any gaps in the learner's knowledge. Once these gaps have been identified, you should work with the learner to identify ways in which they can be filled.

Topic	Open questions, conversation starters and key messages checklists
The planning process	**Which factors should you consider when planning a programme for a residential experience appropriate for your section?** Answers may include: • A Scouting award or badge such as the Challenges or Activity Badges • Themes • The activities available on, or near to, the site • The skills of the leaders • Games • Entertainment, for example, camp fires • Beliefs and attitudes

	• Appropriate ceremonies and inspections • Flexibility and variety • Involvement of young people • Achievability • Budget • Contingency plans • Safety • Appropriate for the section • Adult to Young Person ratio • Leader in charge
Elements of effective administration	**Can you outline what needs to be included in a budget for a residential experience?** Budget as a financial plan for the event Allows expenditure and income to be tracked Factors to be considered include: • Food • Activities • Site • Transport • Hardship funds • Contingencies • Appropriate financial process and controls • Appropriate record keeping • Receipts, expenditure and expenses procedures **Can you explain how and what you may communicate about the residential experience with parents?** Methods: • Email • Telephone calls • Meetings • In touch procedures • Information letters • Consent forms • Kit lists
Choosing and preparing the team	**Can you identify skills and roles that would be useful for a team for a residential experience?** Answers may include: • Supervising activities • Running activities • First aid • Cooking • Cleaning • Driving • Administration • Games • Washing up • Erecting tents • Carrying out inspections **Can you identify how to manage a team for a residential experience?** Answers may include: • Involve all helpers in the programme planning

	- Have regular and clear communication - Hold meetings close to the time of the event - Give appropriate training, both general and specific, to all helpers - Regular updates throughout the event - Create daily duties/rotas - Provide opportunities for down time during the event - Take time to evaluate the event - Thank your supporters and volunteers. - Adult to young person ratios - Leader in charge
Choosing, using and maintaining the right equipment	**Can you identify the equipment required for a residential experience and how to maintain it on the residential experience?** **Learner can identify:** - Appropriate equipment for a residential experience - Factors to consider in choosing equipment - Maintenance of some items of equipment
Practical skills	**Can you demonstrate two practical skills that would be used on a residential experience?** Evidence of practical skills: - Knots - Tent pitching - Packing a rucksack - Stoves - Lamps - Knife and axe use - Cooking
Health, happiness and safety issues	**Can you outline the policies, procedures and guidance that must be considered on a residential experience?** - First Aid - Emergency and Accident Procedures - Young People First and Safeguarding - Alcohol Smoking and substance abuse - Health, welfare and hygiene - Risk Assessments - Challenging Behaviour - Insurance - Nights Away Permit Scheme/ Nights Away Event Passport - Medication rules - Adult to young person ratio **What is a risk assessment and why is it important?** A risk assessment is an assessment of potential hazards so that they can be minimised and/or avoided. **How would you carry out a risk assessment for an activity or event?** Use the five-step process: 1.Look for hazards 2.Decide who might be harmed and how 3.Evaluate risk 4.Record findings 5.Review assessment

	Can you explain why it is important to carry out risk assessments during an activity? Risk assessment during activities (dynamic risk assessment) is important and essential to ensure that any changes to circumstances or conditions are effectively responded to
Catering requirements	**Can you explain what should be considered when planning and providing a menu for a residential experience?** **Answers may include:** • The numbers of young people and adults • Any special dietary requirements or allergies, as stated by parents and adult (considering cultural or religious needs) • The programme for the camp, activities, timetable etc. • The style of catering • The cooking equipment/facilities available (considering cultural or religious needs) • Accessibility to shops in the area • Storage capabilities • Budget available • Water supply available
Evaluating venues	**Can you identify factors that should be considered when evaluating a venue for a residential experience?** **Answers may include:** • Type of residential experience • Cost • Time of year • Purpose of experience • Age of participants • Leaders' capabilities and skills • Facilities needed • Facilities at venue • Amenities nearby • Access at the venue • Rules and regulations of the venue • Emergency facilities • Activities at the venue • Transport to venue – how do we get there? • Transport for equipment • Disabled access • Child protection policy **Where can you find support for choosing a venue?** • Other adults in Scouting • Internet • National scout Activity Centres and local scout centres • Scout Venues • Prohibited/restricted venue list • POR • Scout Information Centre **Can you identify factors that should be considered when deciding on a site layout for a residential experience?**

Module 39 – Mentoring and coaching

Validation criteria for learners

A 'formal evidence portfolio' is not required to credit this module. However, documentary evidence will be required to show that the validation criteria has been achieved.

Example of this evidence may include:
- Discuss the training content and objectives of the Pre-Course Learning with a Learning Assessor
- Complete a Mentoring and Coaching 'How are we going to work together?' with an adult you are supporting
- Meet with an adult you are supporting for a minimum of two sessions
- Effectively apply the Scouts Mentoring and Coaching Approach with an adult you are supporting
- Effectively apply the GROW module with an adult you are supporting
- Complete a personal reflection log for a period of 3 months

Notes
As coaching and mentoring sessions should be confidential, observation of these is not appropriate for validation purposes.