

# Personal learning plan -NAME

[Module Matrix](#)

[Validation Criteria & Online Training Modules](#)

[Leaders' Personal File](#)

**Data Privacy Statement:** This form is used to collect information about you for the purpose of recording training progression, this is to be used by us at the Scouts. We do not share your personal data provided in this forms with any third parties. We take your personal data privacy seriously. The data you provide to us is securely stored in a membership database. For further detail please visit our Data Protection Policy [here](#). We will keep the data we capture from this form for only as long as necessary before it is transferred onto the membership database. For further detail on our retention periods please visit our Data Protection Policy [here](#).

Name: \_\_\_\_\_ Appointment: \_\_\_\_\_ Membership number: \_\_\_\_\_

Group: \_\_\_\_\_ District: Maidstone East County/Region/Area: Kent Training adviser: Gavin Mills

Initial plan agreed (date): \_\_\_\_\_ Plan reviewed (date): \_\_\_\_\_ Date provisional appointment ends: \_\_\_\_\_ Sheet: \_\_\_\_\_ of \_\_\_\_\_

Are you able to take part in training held at the weekends? Yes / No

Are you able to take part in training held in the evenings? Yes / No If so, please state your availability: Mon Tue Wed Thur Fri

Module number	Learning required Y/N	Proposed learning method	Planned completion date	Actual completion date	Validation methods (Delete the ones you don't want)	Planned validation completion date	Validation completion date	Training Adviser signature
1 Essential Info	Yes	<a href="#">Online Module</a>			E-Learning Certificate			
2 PLP	Yes	This Document						
3 Tools for the Role	Yes	<a href="#">Online Module</a>			Plan and run, or assist in running a section meeting and reflect on this. The meeting should include one activity or game appropriate to the section & one ceremony appropriate to the section <a href="#">Complete the online form</a>			
Safety	Yes	<a href="#">Online Module</a>			E-Learning Certificate			
Safe-guarding	Yes	<a href="#">Online Module</a>			E-Learning Certificate			
GDPR	Yes	<a href="#">Online Module</a>			E-Learning Certificate			

5 Fund- amentals		<a href="#">Online Module</a>			<p><b>To validate this module, the learner will need to complete two of the following:</b></p> <ul style="list-style-type: none"> <li>■ show how the Values, Purpose and Method of Scouting have been incorporated into the programme to meet the needs of youth members of all sections</li> <li>■ deliver an activity to demonstrate the integration of spiritual development of young people within the programme. Provide practical examples of how faiths, beliefs and attitudes were explored</li> <li>■ create a presentation or activity to explain the Religious Policy to either adults new to Scouting or young people</li> <li>■ deliver a Scouting event (e.g. camp, Scout's Own) accessible to people representing different faiths and beliefs</li> <li>■ produce an action plan detailing how you would or have supported another adult in implementing the Values of Scouting in their role</li> </ul>			
7 Scouting for All		<a href="#">Workbook</a>			<p><b>To validate this module, the learner will need to complete two of the following</b></p> <ul style="list-style-type: none"> <li>■ show how the Values, Purpose and Method of Scouting have been incorporated into the programme to meet the needs of youth members of all sections</li> <li>■ deliver an activity to demonstrate the integration of spiritual development of young people within the programme. Provide practical examples of how faiths, beliefs and attitudes were explored</li> <li>■ create a presentation or activity to explain the Religious Policy to either adults new to Scouting or young people</li> <li>■ deliver a Scouting event (e.g. camp, Scout's Own) accessible to people representing different faiths and beliefs</li> <li>■ produce an action plan detailing how you would or have supported another adult in implementing the Values of Scouting in their role</li> </ul>			
8 Skills of Leadership		Course			<p><b>To validate this module the learner will need to complete two of the following:</b></p> <ul style="list-style-type: none"> <li>■ use a systematic planning tool to complete a task, provide evidence of your use of the tool and discuss the experience with your Training Adviser</li> <li>■ explain the Action Centred Leadership model and apply it to an activity which they have run recently</li> <li>■ using a questionnaire, or similar tool, identify your preferred leadership style, and how it impacts on your role in Scouting. Reflect on the four different leadership styles and consider how they inform your working in your section or Group or District Leadership Team</li> <li>■ produce evidence showing how you have led an event or activity during which your leadership style changed a number of times</li> <li>■ run a game or activity to develop leadership skills in young people or adults</li> </ul>			
9 Working with Adults		Course			<p><b>To validate this module the learner will need to complete two of the following:</b></p> <ul style="list-style-type: none"> <li>■ represent others at a Scout meeting and report back on the decisions made and the reasons for them</li> <li>■ demonstrate how you have helped someone make decisions (without breaking confidentiality), including describing the techniques of effective listening and how these were applied</li> <li>■ demonstrate your ability to understand different aspects of verbal and non-verbal communication and implement appropriate responses</li> </ul>			
11 Adminis- tration		<a href="#">Workbook</a>			<p><b>To validate this module the learner will need to complete one of the following:</b></p> <ul style="list-style-type: none"> <li>■ demonstrate accurate and appropriate maintenance</li> </ul>			

					of administrative and financial records relevant to their role, in accordance with Policy, Organisation and Rules and the Data Protection Act			
12A Quality Programme		<a href="#">Online Module</a>			<p><b>To validate this module the learner will need to complete the following:</b></p> <ul style="list-style-type: none"> <li>■ discuss their responses to the questions in the 'Check your Knowledge' chart with a Training Adviser; and reflect on the fundamental principles and key policies of Scouting with a Training Adviser to demonstrate their understanding and confidence to act in accordance with each core area.</li> </ul>			
12B Programme Planning		Course			<p><b>To validate this module the learner will need to:</b></p> <ul style="list-style-type: none"> <li>■ discuss the Check your Knowledge questions with the Training Adviser</li> </ul> <p><b>And complete two of the following:</b></p> <ul style="list-style-type: none"> <li>■ produce a Programme Plan (minimum one month). You should take into consideration: <ul style="list-style-type: none"> <li>• § the key themes of the programme</li> <li>• § the underlying themes of the programme</li> <li>• § incorporating a range of programme methods</li> <li>• § how young people are involved in the programme planning process</li> <li>• § whether activities relate to badges and awards</li> </ul> </li> <li>■ review their programme and produce evidence for how their review has improved the quality of future programmes and the programme planning process</li> </ul>			
13 Growing the Section		<a href="#">Workbook</a>			<p><b>To validate this module the learner will need to:</b></p> <ul style="list-style-type: none"> <li>■ explain the role that they 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 they have undertaken, and the steps that they took to enable this to happen.</li> </ul> <p><b>And complete two of the following:</b></p> <ul style="list-style-type: none"> <li>■ work with others to produce and implement a development plan for their section or group</li> <li>■ run or take part in a recruitment event to help grow their section and group</li> <li>■ give examples of how they are being flexible and meeting the needs, wants and time commitments of adults when recruiting them</li> <li>■ 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</li> </ul>			
14 Young People		<a href="#">Workbook</a>			<p><b>To validate this module the learner will need to complete one of the following:</b></p> <ul style="list-style-type: none"> <li>■ outline how your section provides a supportive environment for young people</li> <li>■ create an action plan to develop the supportive environment in your section</li> <li>■ show evidence of communicating appropriately with young people as part of their role</li> </ul> <p><b>And complete one of the following:</b></p> <ul style="list-style-type: none"> <li>■ show evidence of responding effectively to issues affecting young people in the section</li> <li>■ plan and deliver an activity raising awareness of some of the issues experienced by young people</li> </ul>			

15 Positive Behaviour		<a href="#">Workbook</a>			<p><b>To validate this module the learner will need to complete one of the following:</b></p> <ul style="list-style-type: none"> <li>■ work in partnership with young people to develop or review a Code of Conduct for the section</li> <li>■ outline strategies used to promote positive behaviour in your section</li> <li>■ plan and run a game or activity that explores acceptable and unacceptable behaviour with the young people of your section</li> </ul> <p><b>And also complete one of the following:</b></p> <ul style="list-style-type: none"> <li>■ show evidence of de-escalating an incident of challenging behaviour appropriately</li> <li>■ show evidence of responding effectively following an incident of challenging behaviour; reflecting and reviewing with the adult leadership team, the young person and, where appropriate, the parent</li> </ul>			
16 Residential Experience		Course			<p><b>To validate this module the learner will need to:</b></p> <ul style="list-style-type: none"> <li>■ complete the Residential Experiences Quiz with their Training Adviser</li> </ul> <p><b>And complete one of the following:</b></p> <ul style="list-style-type: none"> <li>■ assist with planning and supporting a residential experience and describe or show evidence of how the role that you played in planning and supporting this event addressed two of the following areas: <ul style="list-style-type: none"> <li>• § the main aspects of organisation and administration</li> <li>• § selecting a team and the roles undertaken by the team</li> <li>• § appropriate adult to young person ratios</li> <li>• § identifying and dealing with potential issues (logistics, behaviour, budget)</li> <li>• § where additional support and information can be gathered</li> </ul> </li> <li>■ show evidence of how they are promoting and providing opportunities for young people in the section to take part in residential experiences. Describe how these opportunities are benefiting the young people in the section.</li> </ul>			
18 Practical Skills		Course			<p><b>To validate this module the learner will need to complete two of the following:</b></p> <ul style="list-style-type: none"> <li>■ learn or develop a practical skill which can be used in Scouting</li> <li>■ instruct a young person in carrying out two practical skills, ensuring that: <ul style="list-style-type: none"> <li>§ the skill is appropriate for the section the young person belongs to</li> <li>§ the young person is aware of, and follows, safety and risk assessment procedures</li> </ul> </li> <li>■ 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: <ul style="list-style-type: none"> <li>• § the skill is appropriate for the section they work with</li> <li>• § safety and risk assessment procedures are followed appropriate</li> </ul> </li> </ul>			
19 Inter- national		Course			<p><b>To validate this module the learner will need to:</b></p> <ul style="list-style-type: none"> <li>■ review the programme for the section they support and make adjustments to ensure it incorporates international activities</li> </ul> <p><b>And complete two of the following:</b></p> <ul style="list-style-type: none"> <li>■ plan and run an international themed event or activity for young people exploring either: <ul style="list-style-type: none"> <li>• § the global nature of Scouting</li> <li>• § the role of the world membership badge</li> <li>• § international events in Scouting</li> </ul> </li> <li>■ be involved in the planning and running of an international trip, for example a camp abroad,</li> </ul>			

					including producing an event plan ■ support young people taking part in an international experience ■ establish or actively maintain a link, and exchange information, with a Scout Group outside of the UK			
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Personal learning plan agreed by – Learner: \_\_\_\_\_ Training Adviser:

A copy of the learning plan should be sent to the appropriate Training Manager after each review of the plan and any updates.