

# Adult Training: Change of Roles



Item Code FS330092 March 08 Edition no 1

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It is not unusual for an adult to change roles in Scouting. This may happen for a number of reasons, for instance, as a result of an Appointment review, a change in personal circumstances, or a vacancy occurring.

This change of role may be from a Section Leader to a manager or supporter, or vice versa, or perhaps a Section Leader wishing to change Sections.

All adults taking on a role whether new to Scouting or changing a role should be offered support and training to ensure that they are equipped to carry it out safely and effectively.

In most cases a change of role is likely to result in a Personal Learning Plan needing to be completed.

Here are the steps that should be followed when identifying the training for an adult changing their role in Scouting:

**Step 1.** Whenever an adult chooses to take on a new role, a role description should be agreed and this agreement is between the adult and their line manager. For example, an adult wishing to become a Beaver Scout Leader would agree the role description with the Group Scout Leader. As part of this discussion the manager will identify what training is required for the role. (*There are example role descriptions for most roles in Scouting available from the Information Centre and online at [scouts.org.uk](http://scouts.org.uk)*). For the majority of roles the relevant training has already been identified. With the Beaver Scout Leader example they would be required to do a Section Leader Wood Badge. However, for a more specialist or uncommon role such as an Assistant District Commissioner (General Duties), although there is

basic training Assistant District Commissioners must do, the manager may wish to add other training modules relevant to the role.

The training requirements for the different roles in Scouting can be found in the '*Training Advisers Guide*'.

**Step 2.** The Local Training Manager should be informed of the new Appointment and a Training Adviser should be allocated to the learner.

**Step 3.** With the training requirements agreed the Training Adviser is now at a stage where they can map out the training in a Personal Learning Plan. If the adult is changing roles, particularly if they already hold a Wood Badge, there will be modules they have automatically completed by recognition of their previous training. The matrix at the end of this factsheet goes into the detail relating the modules to the change of role. The learner will then need to validate the modules that have not automatically been completed by the change of role.

**Step 4.** The Training Adviser agrees the ongoing learning for the next year and asks the County Training Manager to recommend the award of the Woodbadge.

## Questions and Answers

*I did my training under a previous training scheme, how does the change of role guidance apply to me?*

The learning covered in the current training scheme varies to the former training schemes. The guidance in this factsheet does not apply to those who undertook their training under previous

schemes. The Training Adviser should create a Personal Learning Plan with the learner. It is likely that the adult will already have a lot of the learning because of their previous experience and training. This may result in the adult not needing to gain much or any more learning. However, they will still need to validate the modules.

*I am changing back to a role I used to do (e.g. I did training as a Leader before becoming a manager and now I want to be a Leader again). What training do I need to do?*

The change of role matrix relates to the most recent role and the new role. This is because, if we take the example mentioned in the question, the manager will not have been undertaking the same tasks and responsibilities of a Leader during their time as a manager and so will not have been putting their previous 'Leader' training to use in that time. Therefore, they will need to complete the Section specific modules again to ensure they are up-to-date with the current practices. In this example the Training Adviser should follow the 'Manager to Leader' guidance in the matrix. It is likely that the adult will already have a lot of the learning because of their previous experience and training. This may result in the adult not needing to attain much or any more learning. However, they will still need to validate the modules.

*I am changing from an Assistant Leader to a Leader in the same Section, what training will I have to do?*

If the responsibilities and tasks of the role are changing, for example taking on record keeping or leading a team, then further training and support should be identified and available to the learner. However, there is not a training requirement identified in the change of role matrix. The training needs should be dealt with on an individual basis, through discussion with their manager and/or their Training Adviser. This is the same advice for similar situations such as an ADC Beavers changing to ACC Beavers.

*I had a break from Scouting and now I wish to go back to the same role. How does the change of role guidance apply to me?*

If an adult is returning to Scouting after having a break, the change of role guidance does not apply. It is important that the learner can show that you are aware of the current practices and can apply it to their role. It may be that they will already have a lot of the learning because of their previous experience and training. This may result in them not needing to gain much or any more learning. However, they will still need to validate all of the modules for their role.

*As a County we have adapted some of the modules to be Sectional and the guidance you give does not reflect how we do it locally. What should we do?*

The guidance given in this factsheet is based on the Modules that have been written and would have been run 'by the book'. If you feel this guidance does not reflect your local practice then it is your responsibility to advise your Training Managers and Training Advisers in how they should recognise adults changing from different roles. This factsheet should serve as suitable guidance in the majority of situations.

*I am a Young Leader changing to become an adult Leader. How does the change of role guidance apply to me?*

The change of role guidance is for the Adult Training Scheme and applies to when an adult changes role. Just like with all learners, the Young Leader's previous training and experience should be recognised and the Training Adviser should identify where there are gaps in the learning. The Young Leader will have to validate the training showing that they can apply the learning to their new role.

### **How should the Matrix be used?**

The Training Adviser should put together a Personal Learning Plan detailing all of the Modules needed for the role. For a Beaver Scout Leader this will be Modules 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18 and 19 They should also separately list all of the modules the

learner has completed in their previous role. then cross examining the two lists, they should identify the modules that appear on both lists and check the matrix in this factsheet to see whether it needs to be redone. If the Beaver Scout Leader has changed from being a manager then the Training Adviser can write 'automatically completed by previous training' for Modules 1, 5, 6, 7, 8, 9 and 10. The adult will then need to validate the other modules identified for the role.

**Please Note:** In the following table a tick (✓) means that the learner will have to validate the module again and a cross (✗) means they do not.

Also, the table relates to **re-validating** the module. Therefore, for example, it will not put a tick in Modules 11 – 19 for a manager changing to a Section Leader because as a manager they would not have validated it before as part of that role.

The word 'Supporter' has been used to try and capture all ADC and ACC roles. Remember, the matrix refers to 're-validating' and so only applies if the module was completed under the previous role.

Change of Role Matrix			
Module No.	Module Name	Change of role	
1	Essential Information	x	Any change in role
2	Personal Learning Plan	√	Any change in role
3	Tools for the Job (Section Leaders)	√	Any change in Section
4	Tools for the Job (Managers)	√	Any change in role
5	Fundamental Values of Scouting	x	Any change in role
6	Changes in Scouting	x	Any change in role
7	Valuing Diversity	x	Any change in role
8	Skills of Leadership	x	Any change in role
9	Working with Adults	x	Any change in role
10	First Aid	x	Any change in role
11	Administration (Section Leaders)	x	Changing Sections
		x	Leader to Supporter
		√	Supporter to Leader
12	Providing a Balanced Programme	√	Changing Sections
		x	Leader to Supporter
		√	Supporter to Leader
13	Growing the Movement	√	Changing Sections
		x	Leader to Supporter
		√	Supporter to Leader
14	Young People Today	√	Changing Sections
		x	Leader to Supporter
		√	Supporter to Leader
15	Challenging Behaviour	√	Changing Sections
		x	Leader to Supporter
		√	Supporter to Leader

Change of Role Matrix			
Module No.	Module Name	Change of role	
16	Nights Away	x	Changing Sections
		x	Leader to Supporter
		√	Supporter to Leader
17	Activities Outdoors	x	Changing Sections
		x	Leader to Supporter
		√	Supporter to Leader
18	Practical Skills	√	Changing Sections
		x	Leader to Supporter
		√	Supporter to Leader
19	International	x	Any change in role
20	Administration (Managers)	√	Any change in role
21	Growing the Movement (Managers)	√	Any change in role
22	Section Support	x	Any change in role
23	Safety for Managers and Supporters	√	Any change in role
24	Managing Adults	x	Any change in role
25	Assessing Learning	x	Manager to Manager
		√	Any other change in role
26	Supporting Adults	x	Any change in role
27- 35	Instructing Practical Skills – Internal Moderation	x	Any change in role
36	Special Needs	√	Relevant to new role
		x	Not relevant to new role