

# Development Planning Toolkit - User Guide

Version 3 - Nov 2022

This Development Planning Toolkit is one of the tools to help analyse and plan for the future. Contact your local support team for help [Local Support](#)

*"Those who never make any plans, never make any progress either." - Lord Baden-Powell*

## Be SMART

Before we look at how to put a development plan together, let's ensure the targets we set are as realistic as possible; this makes the whole process much easier in the long term. Make your targets Specific, Measurable, Achievable, Relevant and Time-bound (SMART). If you use this system for setting targets, you are far more likely to succeed. Because you have clearly identified when the target is reached, you know exactly when to close the task and will not waste extra resources by keeping it open for longer than needed. By making it time-bound you also know when to stop if you are not having any success, so the task can be reviewed and a new approach taken. Crucially, you will not be wasting your time by continuing with something that might never work.

## Development Planning

Development plans do not need to be long, complicated documents that go on for pages and pages. Some of the best and most effective plans are short and simple ones. Be realistic; what can you achieve this year?

### [Development Planning](#)

## What goes into a Development Plan?

There are various sources that can contribute to a development plan. The SWOT and RAG review are two of those:

### SWOT Analysis

This analysis helps you assess the strengths, weaknesses, opportunities and threats (SWOT) to your section.

Strengths and weaknesses are internal factors.

Opportunities and threats are external factors that can influence the future of your section.

### RAG Review

The RAG review is a simple set of criteria which you can check your group against. There are a number of categories down the left-hand side, and each one has three statements next to it. Each statement corresponds to either red, amber or green.

Read all three and decide which one is the closest match to your section. Put the corresponding colour in your 'score' column. For some questions, you may need to access census data. A link to the census site and a user guide can be found at the link below, if you are unsure you may need to speak to the District Secretary or the Scout Information Centre.

### [Census](#)

Please note that this is a generic set of criteria and your section's particular circumstances may slightly alter the results for one or two elements. For example, if you are in a rural area, your section size and rate of growth may well be different to that of an inner-city section, but not always! If you can't decide which statement is the closest match for your section, try one of the following:

- Repeat the exercise, either independently or as a group of people, and find out what the consensus of opinion is.
- Speak to one or more of your district team or the regional services team for their perspective.
- Always err on the side of caution. Only choose a statement if your section meets it entirely, or you could meet it quite quickly.
- Remember – red isn't a sign of failure, merely an honest opinion of where you are now, and a good opportunity for development.

## Glossary and definitions

**STAKEHOLDERS** - Any adult who benefits from, or contributes to the group and its members. This includes parents, executive members, local sponsors, members from groups inside and outside Scouting you are partnered with and other local community leaders.

**MOVING IN** - Joining Scouting from outside, regardless of whether a beaver, cub, scout, explorer, young leader or network member.

**MOVING ON** - Moving from one section in Scouting to the next section due to age.

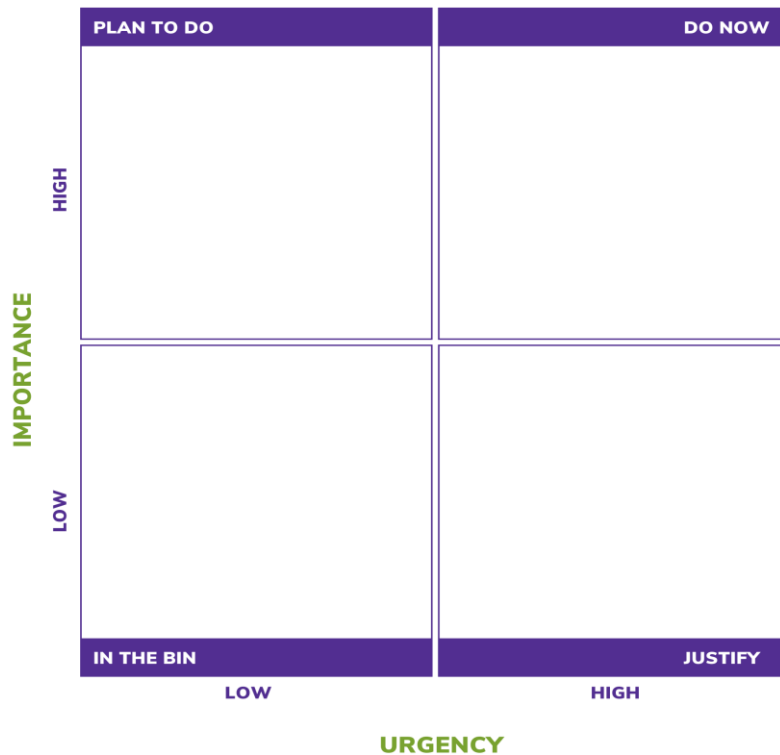
**REGISTER OF INTEREST** - A list of young people who are interested in joining Scouting, but are not yet old enough for the youngest section that operates locally.

**WAITING LIST** - A list of young people who want to join Scouting and who are the right age, but are unable to join as the section is at capacity.

## Planning Matrix

Now that you've analysed the section, you will have a better understanding of which elements could do with some support. But which ones do you prioritise? You can use a 'planning matrix' to chart where you should focus your efforts. It may be worth putting the elements that you are going to work on from the RAG and SWOT analysis onto small sticky notes as they are likely to be moved around the matrix until everyone is happy.

You may also want to draw the matrix on a bigger piece of paper. Discuss with your team where they think items should be placed in the matrix, and how urgent and important everything is. Make sure there is a consensus over where items have been not ignored. Some of the items in the top, right-hand box (high importance, high urgency) will be carried forward into the development plan.



## Development Plan

As mentioned before, development plans do not need to be huge, but they do need to be simple. Most development plans should not have more than four or five targets, which you can perhaps review annually. Take some of the elements from the high importance, high urgency box in the planning matrix, and as a team decide which ones you could work towards this year. If this is your first development plan go for the 'quick wins', that is, items you can progress across the RAG chart from red to amber or amber to green quite quickly. By doing this, your overall development plan gets smaller and you can see that good progress is being made. Also remember to make any targets SMART. A blank development plan template can be found in this file, see 'Development Plan' tab.

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 resource simply refers to county/counties. 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, while others lie with Scottish districts. The focus of responsibility is outlined in Scottish variations of POR.

Section Name:

Strengths	Weakness	Opportunities	Threats

Unit Name:

	RAG Criteria	Score	Notes	Red	Amber	Green	Link to resource
Young People	Number of Explorers			Fewer than 12		12 or more young people	
	Young People Records			No accurate record of all current members	Records of Explorers but this information is not shared	Accurate record of Explorers shared as needed	
	Introducing new Explorers			No introduction to the Unit/Scouting given to parents or young people	Limited induction, welcome pack given out only	New parents and young people are fully introduced to the Unit/Scouting, welcome pack and local information shared	<a href="#">Welcoming explorers</a>
	Young people leaving Scouting in the last 12 months			No idea of why young people leave Unit	Conversations had with those leaving our Unit	Aware of why people are leaving our section, act on the information to improve where possible.	
	Waiting list system (those old enough to join now)			No system in place for managing the waiting list	Ad-hoc system in place for managing the waiting list	A good system in place for managing the waiting list	
	Waiting list size (those old enough to join now)			Some on the waiting list will not have a place in the next 6 months	All on the waiting list will have a place in the next 6 months	There is no-one on the waiting list	
	Moving on to Explorers			Moving on happens on an ad-hoc basis	Some interactions between Explorer Units and Scout Troops	Good links between the Explorer Units and Scout Troops	<a href="#">Welcoming explorers</a>
	Moving on to Network and leadership			Explorers leave Scouting at 18	Dedicated Explorers find their own way to Network or leadership role at 18	All Explorers are fully informed and supported through their choices at 18	<a href="#">Moving On</a>
	Moving On Award			What is the moving on award?	Choose not to use the moving on award	All Explorers gain the moving on award	
	Gender make up			Unit is all male	Quarter of the section is female	Section is usually gender balanced	<a href="#">Gender</a>
	Ethnic make up			Section is not representative of the ethnic mix of our local community	Aware of the make up of our local community and aim to be representative.	Section is representative of the ethnic mix of the local community	
	Support for LGBTQ+ members			Nothing is done to ensure that LGBTQ+ members feel comfortable being open about this in Scouting.	If a member came out as LGBTQ+, section would be supportive.	Section is proactive in supporting and welcoming LGBTQ+ members of all genders, and know where to seek further support.	<a href="#">LGBT+</a>
	Accessibility of the section			Section is not accessible for people with additional needs.	Section is accessible for some additional needs, but not others.	Section is accessible and welcoming to all with additional needs, and know where to seek further support.	<a href="#">Supporting those with additional needs</a>

	RAG Criteria	Score	Notes	Red	Amber	Green	Link to resource
Adults	Number of appointed volunteers in the Unit Leadership Team			Only 1 (or less) appointed volunteer	2 appointed volunteers	3 or more appointed volunteers	
	Volunteer recruitment			No plans to recruit, only react when people leave	Some recruitment plans, inconsistently organised. Looking in the usual places	Actively recruiting, aiming to make the volunteer team representative of the local community	<a href="#">Recruitment toolkit</a>
	Adult rota			No adult rota	Poorly supported / ineffective adult rota	Enough volunteers and an adult rota	<a href="#">Adult rotas</a>
	Involving parents			Parents not involved in supporting the Unit in any way	Parents are actively encouraged to support the Unit, but few take part	Unit receives a good level of support from parents	<a href="#">Four week challenge</a>
	Knowledge of Flexible Volunteering			What is flexible volunteering?	Limited understanding of flexible volunteering and limited information available	Good knowledge of flexible volunteering, with lots of information available	
	Welcoming new volunteers			New volunteers are expected to 'prove themselves' before being welcomed	New volunteers are informed where support is available and expected to seek help if needed	New volunteers are actively supported to learn their role and help is offered	<a href="#">First impressions</a>
	Skills & interest audit of adults			No skills audit undertaken	Skills audit undertaken but information not used	Regular skills audit undertaken and information used to the benefit of the Unit	<a href="#">Adult surveys</a>
	Vacancy Board			What is a vacancy board?	Vacancy board in place but not up to date	Vacancy board in place and up to date	<a href="#">Advertising vacancies</a>
	Partnership Agreement (where needed)			No Partnership agreement in place	Partnership Agreement in place but not followed	An agreed working partnership in place and regularly reviewed	<a href="#">Partnership agreement</a>
	Website			No website, or page on district website or website is out of date	Website or page on district website, but with limited information and rarely updated	Website or page on district website with up to date information	<a href="#">Websites</a>
	Social Media			No use of social media	Limited use of/ understanding of social media	Appropriate use of social media to communicate and recruit new members	<a href="#">Social media</a>
	SMS/Email			No use of direct electronic communication	Contact details held but out of date	Appropriate use of direct electronic communication	
	Social events			No social events organised	Social events organised but poorly attended	Regular social events organised and well attended	<a href="#">Group get togethers</a>
	Leadership diversity			Leadership lacks diversity regarding gender, ethnicity, disability, age, faith, sexual orientation and socio-economic status	Leadership is diverse in one or two areas e.g. age and gender	Leadership provides diverse role models regarding gender, ethnicity, disability, age, faith, sexual orientation and socio economic status which is reflective of the local community	<a href="#">Inclusion and diversity</a>
Unit inclusivity culture			Behaviours, attitudes and language that is exclusionary or offensive go unchallenged	Behaviours, attitudes and language that is exclusionary or offensive is sometimes challenged	Behaviours, attitudes or language that is exclusionary or offensive is always challenged		

	RAG Criteria	Score	Notes	Red	Amber	Green	Link to resource
Programme	Programme Planning			Programme is planned on a weekly basis or not at all	Programme is either planned less than half termly and/or not shared with parents	Programme is planned well in advance (at least half termly) and shared with parents.	<a href="#">Programme Planning</a>
	Contribution to programme planning from volunteers			Section leader makes all programme planning decisions without consultation	Some of the leadership team and explorers attend the programme planning meetings	All of the leadership team and the Explorers attend programme planning meetings	
	Sources of programme ideas			All programme ideas come from leaders experience and old programmes	Programme ideas come from leaders experience or from a programme book or website	Programmes come from a good mix of sources, including idea from the explorers	
	Sharing the programme plan			Programme plan for the year is not shared	Programme plan shared with adults within the section	Programme plan is shared across the District with Explorers and parents	
	Reviewing what we've done well			No review is carried out	Consultation with adults only	Consultation with young people and adults, acting on feedback	
	Engaging with the Local Community			0-1 times per year	2 times per year	3 or more times per year	
	Joint activities with other Units in the District			No joint activities with other units in the District	Less than 1 joint activity per term	1 or more joint activity per term	
	What percentage of Explorers are working towards their Queens Scout Award?			Less than 20%	20% to 60%	More than 60%	
	What percentage of Explorers gain the Chief Scout Diamond or DofE Silver Awards?			Less than 20%	20% to 60%	More than 60%	
	Explorers are aware of and have the opportunity to gain the Explorer Belt?			No knowledge of the Explorer Belt	Some Unit members are aware of the Explorer Belt	All Unit members are aware of the Explorer Belt and how to achieve it.	<a href="#">Explorer Belt</a>
	Number of activity badges most Explorers gain			Less than 6	6 to 10	10 or more	
	Frequency of Unit forum			Young people have no opportunity to feedback to the leadership team	Forums occur less than once per term	At least once per term as part of the programme planning meeting	<a href="#">Explorer scouts taking the lead</a>
	What percentage of Explorers are Young Leaders?			Less than 20% of Explorers are Young Leaders	20 - 60% of Explorers are Young Leaders	Over 60% of Explorers are Young leaders	
	Young Leaders development			Young Leaders do not meet for training	Young Leaders sometimes meet for training	Young Leaders regularly meet for training	<a href="#">Young leaders scheme</a>
	Safeguarding Information for Young Leaders			Young Leaders know of the orange card but have never had it explained or discussed the contents or have not seen the yellow card	Young Leaders know about the orange card and it's advice and procedures and have had it explained to them	The orange card, it's advice and procedures are known by all Young Leaders and is regularly reviewed	<a href="#">Young people first orange card</a>
	Nights Away Experiences			Explorers are given less than 3 nights away opportunities	Explorers are given 3 - 4 nights away experiences per year	5 or more nights away experiences per year	<a href="#">Nights Away Permit Scheme</a>
	Promise			All members are offered a single wording of the Promise.	Members could opt to use any wording of the Promise if they wish/ ask us to.	Members are supported to explore which wording of the Promise they wish to make.	<a href="#">The Scout Promise</a>
	Reasonable Adjustments			No reasonable adjustments made to support the full participation of members	Actions taken to make reasonable adjustments to support participation when asked	Routine meetings with members (and their parents/carers if relevant) who need reasonable adjustments, implemented and reviewed regularly	<a href="#">Reasonable Adjustments</a>
	Adult Ratios - Indoor Activities			No consideration is given to the adult numbers. Parents are required to stay behind at short notice	It is planned for two adults to be present	Every effort is made to ensure sufficient adults are present at each meeting to carry out the programme safely	<a href="#">Adult to young people ratios</a>
Adult Ratios - Outdoor Activities			Ratios not normally checked for outdoor activities	Ratios are checked but there are not always enough adults, most activities run anyway	There is always the right ratio of adults and a leader in charge of all activities	<a href="#">Guidance for supervision of activities</a>	

	RAG Criteria	Score	Notes	Red	Amber	Green	Link to resource
Safety	Headcounts			Headcounts are not carried out when outside the main venue	When outside the main venue headcounts are carried out	When outside the main venue headcounts are carried out frequently and at each change of circumstance	<a href="#">Planning an outing (headcount)</a>
	Risk Assessments - Activities			No risk assessments are done or shared	Risk assessments have been carried out and are shared	Risk assessments have been carried out and are reviewed regularly	<a href="#">Risk assessments</a>
	Safety Training			Adults are not completing any safety training	Safety training is only undertaken as part of 'Getting Started'	Safety training is undertaken as part of 'Getting Started' and ongoing learning	<a href="#">Safety training</a>
	Safeguarding Training			Adults are not completing any safeguarding training	Safeguarding training is only undertaken as part of 'Getting Started'	Safeguarding training is undertaken as part of 'Getting Started' and ongoing learning	<a href="#">Safeguarding training</a>
	Accident reporting locally			No method of reporting accidents	Accident form in which accidents are written	Accident form in which accidents are recorded and filed. All entries are reviewed regularly	<a href="#">Emergencies and reporting</a>
	Safeguarding Information for leaders			Adults know of the yellow card but have never had it explained or discussed the contents or have not seen the yellow card	Adults know about the yellow card and it's advice and procedures and have had it explained to them	The yellow card, it's advice and procedures are known by all adults and is regularly reviewed	<a href="#">Safeguarding volunteers responsibilities</a>
	Emergency Procedures			Adults are not aware of The Scout Association's emergency procedure	Adults are aware of the procedure but are unsure of what it is	Adults are aware of the emergency procedure and both national and local procedures are reviewed regularly	<a href="#">Emergencies and reporting</a>
	Staying Safe' Safety Checklists			Scout Association's safety checklists have not been distributed and are not referred to	Safety checklists have been received and read by adults	Safety checklists have been received and reviewed by all adults and frequent reference is made to them	<a href="#">Staying safe safety checklist</a>
	Code of Behaviour			The Unit does not have a code of conduct	The Unit has a code of conduct	The Unit has a code of conduct which is written by the young people and adhered to by adults and young people	<a href="#">Promoting positive behaviour</a>
	First Aid Qualifications			No leaders have a current first aid qualification	One leader has received a minimum of first response training in the last 3 years	All leaders involved have a current first aid qualification	<a href="#">First aid training</a>
	First Aid Provision			No accident forms or first aid kit	Accident forms and first aid kit but contents have not been checked	Accident forms and first aid kits present, its contents are regularly checked	<a href="#">First aid kits</a>
	In Touch System			No knowledge about the 'in touch' system	Use of home contact or 'in touch' system for nights away	In touch' system in place for all meeting and activities	<a href="#">In Touch System</a>
	'Leader in charge'			Running of the meetings and activities are shared, there is no designated 'leader in charge'	Some meetings and activities have designated 'leader in charge' and participants may or may not know who that is	All meetings and activities have designated 'leader in charge' and all participants know who that is	<a href="#">Leader in charge</a>
Learning	'Getting Started'			Adults take over 5 months to complete 'Getting Started'	All adults complete 'Getting Started' training within 5 months	All adults complete 'Getting Started' training within 3 months	<a href="#">Getting started training</a>
	Wood Badge			Leaders with an appointment over 3 years do not have the correct Wood Badge	Leaders are working towards their Wood Badge but there are delays in training / validation	All leaders have correct Wood Badge for their role or should achieve it within 3 years of appointment	<a href="#">Wood Badge</a>
	Ongoing learning			No appointed adults in the Unit complete ongoing learning or training	Appointed adults will complete less than 5 hours ongoing learning this year	Each appointed adult will complete 5 or more hours ongoing learning this year	<a href="#">Ongoing training for all</a>
	Specialist Training (Scout Permits & External Training)			No opportunity for specialist training or permits but there is a need for them in the programme	No opportunity for specialist training or permits, but there is no need for them in the programme	Need in the programme for specialist training / permits, but we have them or are working towards them	<a href="#">Activity Permit Scheme</a>
	Nights Away Training			No adults in the Unit have a nights away permit	We are working towards having a Nights Away permit in the Unit	At least 1 adult in the Unit has a Nights Away permit	<a href="#">Learners (Access to Training)</a>
	Access to training			No or limited access to adult training	Access to training can be inflexible at times	Easy access to adult training with flexible options	<a href="#">Nights Away Permit Scheme</a>

<b>Section Name:</b>	
<b>Date:</b>	

<b>Aim</b> What we need to do	<b>Action</b> How we are going to get there	<b>Who is responsible</b>	<b>Review Date</b>	<b>Achievement Date</b>	<b>Required Outcomes</b>
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