

The Girlguiding

Leadership qualification

Modules for qualified leaders



WE DISCOVER, WE GROW

Girlguiding

Registered charity number 306016.

Useful information

Name: Membership no:

Mentor's name:

Unit name:

District name:

District commissioner:

Division name:.....

Division commissioner:

County/Branch name:

County/Branch commissioner:.....

County/Branch leadership coordinator:.....

Country or Region:

Adviser(s) for your section:.....

Outdoor Activities adviser(s) (OAA):.....

Special Needs adviser:

Person responsible for training:.....

Local Trefoil Guild:

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Introduction

This workbook is designed for members who have held a unit leadership role within the last three years and who wish to change or extend their role in guiding.

Who must complete Module 1?

Anyone who has held a unit leadership role in the last three years and wishes to work with a different section should complete Module 1. Those who have not held a unit leadership role in the last three years should meet with a mentor to review your knowledge. You won't have to redo everything - but your mentor will need to update you on relevant changes and identify any areas where you might need further support or training.

Who must complete Module 4?

Anyone who has held an assistant leader role in the last three years and wishes to become the unit leader (this may be a shared role) should complete Module 4. Those who have not held a leadership role in a unit in the last three years should meet with a mentor to review your knowledge. You won't have to redo everything - but your mentor will need to update you on relevant changes and identify any areas where you might need further support or training.

It may be, for example, that you are an assistant Brownie leader who wishes to become a Guide unit leader, in which case you will need to do both Modules 1 and 4.

Please note: As many eligible members of the leadership team as possible may complete Module 4, in order to support the administration and management of the unit.

Recognising experience, skills and knowledge

Everyone comes to guiding with different types of experience, skills and knowledge. You may have gained valuable experience by working in a local unit. Alternatively, some experience may have come from working with other organisations or from other aspects of your life. Girlguiding is committed to recognising your experience, wherever it was gained. In order to acknowledge your previous achievements, the Leadership qualification has a competence-based approach. It is about what you do, rather than what you know. You will be able to present evidence of your experience as part of the qualification, provided it is relevant to your role in guiding.

Some examples that could count towards these modules are:

- previous guiding experience as a Ranger, young leader, unit helper, leader or parent on a rota
- experience of working with children (either paid or unpaid)
- use of skills such as childcare, photography or administration
- professional qualifications
- training from another organisation, for example:
 - first aid
 - bookkeeping
 - other voluntary work
 - courses completed at school, college and so on.

What are the benefits of the competence-based approach?

The Leadership qualification's competence-based approach enables you to gain a good understanding of what is needed to run a unit safely and effectively. You will gain this in a practical rather than a theoretical way. Confirmation of your competence will consist of obtaining signatures on the relevant pages of this workbook from those you work with, for example other leaders, members of your unit and so on. Discussions with your personal mentor (if you have one), your commissioner and other members of Girlguiding will also count as evidence. Use the pages in this publication to make notes if that is helpful. Further evidence will be gathered during unit and other meetings and may include meeting notes, letters to parents, press cuttings, photographs and printouts of Girlguiding forms.

There are many benefits to the competence-based approach.

- Your achievements will be recognised so that there is a consistent approach with a fair, reliable assessment.
- You will know what you need to do and what you are being assessed on.
- Modules can be done in any order and, in many cases, can be combined.
- Various methods of assessment can be used, such as:
 - discussion with your Mentor
 - observation

Introduction

- records, for example letters to parents, notes of meetings and flyers for special events
 - photographs
 - statements from others
 - asking/answering questions.
- You can review your own progress and choose learning opportunities to meet your needs.
 - Qualifications gained through guiding may be of benefit to you in other areas, including the workplace.

What is the process?

Over a short period you will:

- have an informal meeting with your local commissioner
- be contacted by a member of the county leadership team to discuss with you who would be an appropriate person to support you through the module(s). You can then work out your plan to cover the requirements of the module(s).

Working through the modules

The Leadership qualification is made up of four modules. The modules contained in this booklet are Module 1: Your role in the programme, and Module 4: Your role in managing the unit. The modules are set out on record pages later in this workbook. Each module contains parts that set out specific requirements. These parts are subdivisions or elements that detail how the requirements can be achieved. Most of the qualification will be completed by taking an active role in running the unit.

Collecting evidence of what you have done

From the beginning, you will need to make notes here of your experiences and achievements. You can also use a folder to store items such as planning notes, forms, notes of meetings and decisions made, or any correspondence that may be useful as evidence to show your knowledge or skills. You do not have to write out or type anything unless you choose to - this is not a school exam! Include in your folder real evidence, for example: notes of a district meeting, a sample of an activity or photographs of an event or special project. It may be helpful to keep a list of the contents of the folder and what part of the workbook it relates to. This will

be useful if you want to use the contents again, for example to repeat an activity, send a similar letter to a parent and so on. Your own record of unit meetings and your part in them may be your most valuable source of evidence. It may be that you keep most of your information electronically, especially if you use GO to email parents, etc. This is fine - you may want to email some examples to your mentor so that she can sign off the relevant parts of your qualification.

Completing the modules

Ideally, your modules will be signed off by a variety of people, such as a member of the unit team who witnessed the appropriate decision-making process being used, a young leader who has helped on an outdoor activity, a girl or young woman who is a member of the unit, someone from outside Girlguiding who has appropriate professional skills or a person from another voluntary organisation. Often the method of assessment will not require 'hard' evidence, for example a patrol leader could sign to confirm that a patrol leaders' council has been held, with perhaps a note of the date of the meeting.

Some parts will be signed by your mentor after a discussion with you or after asking you particular questions. There need not be any written notes - the mentor's signature and a comment from her are sufficient. Your progress is also recorded on your GO record.

When all parts of a module have been signed, your mentor will sign at the end of that module to confirm it has been completed. Your progress is also recorded on your GO record.

When the modules are completed

When the module(s) required have been signed off, this book and any evidence will be sent to the person appointed by your county/branch to ensure that a common standard has been met. This is not a check on you - it is to ensure that you have been supported in the most appropriate way. You will then be presented with a Leadership qualification certificate noting which modules you have completed. Your commissioner will ensure that your GO record is updated appropriately.

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What help will I get?

This will depend greatly on your previous guiding experience and should be discussed with your local commissioner and the county leadership team. If you are working with a different section, it may be helpful for you to have a mentor from that section. For those working on Module 4 only, it may be appropriate for the local commissioner or other experienced member of the local team to provide the necessary support.

What are my responsibilities while doing the qualification?

While you are working on the module(s), you will be responsible for:

- your own learning
- compiling evidence or providing opportunities for assessment
- maintaining contact with the person supporting you and, if appropriate, your commissioner
- doing your best to participate in relevant training opportunities
- doing your best to keep to timescales agreed.

How long will it take?

As someone who already has experience in guiding, you should not take more than six months or two terms to complete Module 1. If you are doing only Module 4, it could be completed in one term.

Appeals procedure

Disagreements sometimes occur between adult members. Most disagreements between leaders in training and their mentors can be settled amicably by the individuals concerned. However, if this proves impossible, do remember that every adult member has the right of appeal against any decision that affects her completing a Girlguiding qualification through her county/branch commissioner. The county/branch commissioner's decision is normally final. Further guidance on this can be found online.

A person who intends to appeal against a decision made by her mentor must notify the county/branch commissioner in writing within one month of the decision or determination.

Useful resources

- **The Girlguiding website**
Want to find out more about guiding and keep up to date with all the latest news? Visit our great website to access the latest resources and information.
www.girlguiding.org.uk
- **guiding magazine**
A termly magazine covering inspirational stories, guiding news, opinions and photos from members, useful resources for Leaders and activities for your unit meetings. All members of Girlguiding over 18 (over 16 if they are young leaders or working on the LQ) receive this once they have been entered on GO.
- **E-newsletters**
Girlguiding sends out two electronic newsletters each month. Each newsletter has important information to help you in your role including opportunities for girls. If you want to receive the newsletters please tick the email box in your preference centre found in GO.
- **Girlguiding shops**
You can buy guiding resources, gifts, clothing and other essentials through your local volunteer shop or by mail order: phone 0161 941 2237 to find your nearest volunteer shop or visit the online shop at www.girlguidingshop.co.uk.
- **The Guiding Manual**
The essential reference resource to which all adults in guiding need access. Available online at www.girlguiding.org.uk/guidingmanual.
- **Activity Finder**
A quick online reference with ideas and regulations for various activities. Search 'activity finder' on the Girlguiding website.
- **The Guiding Handbook**
Ordering code: 6052
The 'encyclopaedia of guiding' for adults.
- **Guidance Notes for Leaders**
A series of guidance notes to be read in conjunction with the appropriate unit members' resources. Search for them on www.girlguiding.org.uk.
- **1st Response Participant's Course Book**
Ordering code: 6525
An easy-to-use book covering all aspects of managing an incident with confidence. This publication is usually issued as part of the 1st Response course.
- **Going Away with Guiding**
Ordering code: 6045
This inspiring reference guide supports you to plan and organise successful overnights and residentials.
- **Including All: Disabilities**
Now discontinued, but consult the website for information and guidance on games and activities as well as advice on adapting qualifications. Search for 'additional needs' on www.girlguiding.org.uk.
- **Guiding Essentials**
The Girlguiding catalogue contains details of handbooks and other programme resources relevant to each section as well as clothing and other useful items. It is issued annually with *guiding* magazine.
- **Doing our best**
This guidance was designed to help you put safe, legal and effective guiding into practice. Search 'doing our best' on the Girlguiding website.

The Leadership qualification

Modules for qualified leaders

Module 1 Your role in the programme

- Part 1** - Use the Five Essentials in the unit's programme over a period of three months or one term.
- Part 2** - Work with the unit and the Unit Team to plan and carry out the programme.
- Part 3** - Provide opportunities for the unit to carry out a range of activities, reflecting balance and variety in the programme and taking into account the abilities and individual needs of the unit members so that everyone can participate.
- Part 4** - Work with members of the unit to support their progress.

Module 4 Your role in managing the unit

- Part 1** - Maintain effective record-keeping systems.
- Part 2** - Ensure that effective communication takes place locally.

Introduction

As a leader, one of your responsibilities will be to help run unit meetings on a regular basis.

The guiding programme is designed to support girls and young women with their personal development. In the unit, this programme is based on ideas, decisions and choices made by all the girls and young women belonging to the unit, not just by the leaders.

As you work with the unit, you will be able to show your understanding of the guiding method, which is made up of the Five Essentials.

The Five Essentials are:

- working together in small groups
- encouraging self-government and decision-making
- a balanced and varied programme
- caring for the individual
- sharing a commitment to a common standard.

In this module, you will need to show that you can:

- make sure that the unit's programme is relevant to the range of ages with which you are working
- make sure that all the members of the unit take part in planning the programme
- use Girlguiding publications and other appropriate resources
- make sure that the activities are enjoyable to the girls and young women.

Part 1

Use the Five Essentials in the unit's programme of activities over a period of three months or one term.

Why do I need to do this?

To achieve its aim - the all-round development of girls and young women - guiding uses a method based on five key principles. These principles are known as guiding's Five Essentials. Checking the unit's programme of activities against the Five Essentials will help you ensure that you are providing real guiding in the unit.

How do I achieve this?

- Read the *Five Essentials* page on the Girlguiding website. See also the relevant *Guidance Notes for leaders* for your section.
- Discuss with your Mentor how you can ensure the Five Essentials are put into action in your unit.
- Review the programme to check that the Five Essentials are being put into practice. Find out more about how the Five Essentials can be built into your unit programme by undertaking the Unit programme planning e-learning or webinar. Available on the Girlguiding website.

Helpful notes for leaders in training and mentors

All leaders in training will benefit from completing the programme e-learning modules relevant for their section, which can be found in the 'Building your skills' section of the members' area of the Girlguiding website. This is a fun and interactive introduction to the relevant section's guiding programme, and includes supporting information on the development of the girl, programme resources and building the Five Essentials into the unit programme. Print or save your certificate to use as evidence towards your Leadership qualification.

To show how the Five Essentials are used in the programme, you could highlight text in your record of the unit programme (these could be your own notes) to indicate which of the Five Essentials were used, or use the grid provided on page 22. It is a good idea to add your own notes on what worked and what did not work and how you might do things differently next time on your personal record of the unit programme.

You could also use the 'Doing Our Best' poster, available to download from the Girlguiding website, to help evaluate how the Five Essentials have been used.

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Discussion notes ▼

Part 2

Work with the unit and the unit team to plan and carry out the programme.

Why do I need to do this?

The unit is made up of its members, of differing ages and abilities, and its leaders. They all have a part to play in running and leading the unit and the unit's programme.

This shared leadership means using everyone's ideas, skills and talents, and all the resources available to the unit. Everyone can make a contribution and that contribution should be valued. The success of the unit depends on the girls, young women and Leaders working together. The leader does not, and should not, have to organise everything. Good use should be made of everyone in the team, especially young leaders and unit helpers.

As members of a girl-led organisation, the girls and young women in your unit should be involved in deciding their own programme, in making it happen and in reflecting on its success.

How do I achieve this?

- a) Agree the programme content with the members of the unit. This could involve taking part in a Rainbow chat, Brownie pow-wow, Patrol leaders' council or any other suitable method of gathering members' input to get ideas and suggestions.
- b) Take part in unit team planning meetings. Using a record of the unit's programme, show your contribution to planning it and carrying it out, and discuss this with your mentor.
- c) Show how all members of the unit team, especially the young leaders and unit helpers, are involved in planning and carrying out the programme.
- d) Involve members of the unit in delivery of the programme as appropriate and demonstrate where in the programme this has happened.
- e) Use a style of leadership appropriate to the age group and your role in the unit. This should be observed by the Mentor in a unit setting.
- f) Attend a training session on the Girlguiding programme. This could be a one-to-one, small group or large group training, or you could complete an online module or webinar on the programme, appropriate to your section.

Helpful notes for leaders in training and mentors

The unit team is made up of all the leaders, young leaders and unit helpers in the unit. How the unit plans, and how much the unit team is involved in this, depends on the age range of the unit members. Look at your section's *Guidance Notes for leaders* for support on age-appropriate girl-led decision-making. Above all, the unit belongs to its members and it is on their ideas that the programme should be based. It is important that unit members are involved in every stage of their programme's development. They should have input into what they will be doing (planning), have the opportunity to be involved in the delivery where appropriate, and be able to reflect on what worked and didn't (evaluation). Ideas can be gathered in a number of ways, for example: discussion using the appropriate decision-making process, using questionnaires devised by the unit members, brainstorming and so on. *Participation on a Plate*, which can be downloaded from the Girlguiding website, contains ideas on involving girls in planning and evaluation. You should be able to explain how this happens in your unit with some examples of the suggestions, choices and decisions made by the unit members.

Unit teams should get together regularly to plan the programme using ideas from the girls and young women in the unit. It is important to ensure that everyone has the chance to make a contribution to the team, especially young leaders and unit helpers.

Always give clear guidance to participants as to how activities should be carried out. Where appropriate, provide opportunities for unit members to deliver activities for the rest of the unit, supporting them to do this. Each unit should keep a record of the programme plan and the activities taking place. Make a note of the success of each activity. This could be done in a scrapbook, a notebook or a detailed diary. By involving your unit's members in this, you will have a record of the girls' perspective on activities. This can act as a reminder to both the leadership team and the girls themselves about what has worked well in the past.

contd

Helpful notes for leaders in training and mentors *contd*

The role of the leader changes according to the age group with which she is working. For younger girls a more direct leadership style may be relevant. For older girls and young women a leader will give fewer directions - support and encouragement are the key features. With all age groups, the leader's role is to facilitate a girl-led approach to guiding as much as possible. For more details, see the 'Doing Our Best' checklist - *a balanced and varied programme which is girl-led.*

It may not always be possible for a mentor to visit the unit, so this aspect could be shared, with help from the local commissioner or an experienced leader. The person acting on the mentor's behalf will then sign this part. The mentor may like to discuss with you what was observed but there is no need for paper records. The purpose of the visit is to observe the relationship between you and the other members of the unit - not to watch you run a unit meeting.

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Discussion notes ▼

Part 3

Provide opportunities for the unit to carry out a range of activities, reflecting balance and variety in the programme and taking into account the abilities and individual needs of the unit members so that everyone can participate.

Why do I need to do this?

Providing balance and variety in the unit's programme is one of the Five Essentials. It will ensure that Girlguiding is offering opportunities to girls and young women for their personal development. Girlguiding believes in being fair, open and inclusive, encouraging everyone to take part regardless of personal circumstances.

How do I achieve this?

- Plan and carry out an activity that helps unit members gain an understanding of the Promise.
- Plan and carry out two activities in the unit meeting place.
- Carry out an activity or visit away from the meeting place. Ask the girls if they thought it was adventurous.
- Help members of the unit participate in an activity with members of another section. Afterwards, get together and talk about the activity with the members of your unit. Discuss your contribution to it with the leadership team involved, and consider how you can encourage girls to move on to the next section when the time comes.
- Read *Evaluation activities* on the Girlguiding website and, with your mentor, discuss how you evaluated activities with the unit members and other leaders who were involved.

Helpful notes for leaders in training and mentors

Guiding is a game with a purpose. We enable girls and young women to grow and develop through a range of fun and engaging activities. A number of resources (both printed and online) provide a range of activities on different themes and topics that will help you to deliver good guiding. Many of these resources are section-specific.

The Promise is at the heart of all guiding activities and expresses our core values. As a leader it is your role to help girls and young women to understand what the Promise means to them so that they can make it when they are ready. Activities specifically focusing on the Promise help to do this. It is also important to show girls and young women that the Promise is something we live every day.

There is a whole range of activities and discussions that can be carried out in the unit meeting place. These can cover many areas of guiding as well as other issues. Girls should be encouraged to make the Promise when they are ready.

Here are some sample activities:

- international guiding - eg find out how a festival is celebrated in another country and plan your own version
- guiding heritage - eg a play about how guiding began
- cooking - eg your unit could cook for their parents, or could find out more about healthy eating and healthy snacks
- creativity - eg making a photo story, putting on a play
- science experiments - exploring science and technology, eg making a rocket, flying a kite
- visits from people in the community - eg a local baker to explain how to make fresh bread, pizza and pastries; someone who manages a charity shop to talk about how the shop works and where the money goes; a hairdresser to teach hair braiding; your community police officer or a paramedic
- have an adventure in your meeting place - mini pioneering, testing out a camp stove, trying a new sport or creating a shelter.

Here are some possible discussion topics:

- bullying
- healthy living
- personal safety.

contd

Helpful notes for leaders in training and mentors *contd*

You might like to invite a Peer educator to your unit to deliver sessions on topics and skills relevant to girls today. Peer educators are trained members aged 14-25 who run sessions for Brownies, Guides and Rangers. Contact your County or Country and Region 4 Coordinator for more information.

Trefoil Guild members are also a useful source of support, and can offer a wealth of guiding skills and experience.

Programme ideas and activities can be found:

- in the Activities section of the Girlguiding website
- in *guiding* magazine
- in the online *A to Z of Activities*
- in section resources
- in unit meeting activities (UMAs) and skills builders
- in other Girlguiding resources (see *Guiding Essentials* catalogue, the website www.girlguidingshop.co.uk and information on our main website).

It is important that awareness of the out-of-doors is included in the unit programme. Activities can be as simple as leaf-printing or as challenging as caving. These activities can be carried out around the meeting place, in the local area or even by doing an indoor activity about the outdoors. There are ideas in many guiding publications, especially in *guiding* magazine, and on the website.

Activities also need to provide girls and young women with a challenge to help them stretch themselves and to grow and develop. Including a sense of adventure and challenge within the programme of activities helps them to test their boundaries and to grow in confidence. Adventure means something different to everyone, so work with your unit members to find out what would be an adventure for them.

Leaders need to be able to manage a group away from the meeting place, while ensuring that everyone is safe and that the activity is enjoyable. Many outdoor activities can take place during the normal meeting time, on another evening or as a day activity. You could,

for example, take the unit to visit a place of interest, the theatre or the local fire station, making sure you have discussed this with your Commissioner and completed the appropriate forms.

Activities provide an opportunity for you and/or the members of the unit to try something new, learn a skill or invite someone to the meeting to share a skill or ideas. Introduce activities that fulfil unit members' development needs.

The guiding programme is designed to meet the needs of girls and young women aged from 5 to 18. It is important that the members of the unit understand how they fit into the guiding family, that is Rainbows, Brownies, Guides, Ranger and adult Leaders. There are lots of opportunities to meet with other sections in your own area. These could include:

- district or division events
- fun days
- creative workshops
- community action projects
- new games
- activities that help the girls think about the Promise and what it means
- activities about guiding heritage
- sharing a skill for a camp or holiday.

It is important that you discuss activities with the group afterwards. You could do this by asking the unit members:

- did they enjoy the activity?
- what did they learn?
- would they do the activity again?
- if so, how would they do it differently, and why?

Evaluating an activity should be engaging for the unit members and carried out in a way suitable for the age group and the needs of all involved. Gathering the opinions of girls and young women for evaluation can be done in several ways - in the form of group discussions, questionnaires, asking questions through playing a game, or asking girls to write down or illustrate their responses.

There are various Girlguiding publications available covering all aspects of guiding. These give ideas for the unit to choose from, or the unit might think of an activity of its own. There are also a number of resources published by the

World Association of Girl Guides and Girl Scouts (WAGGGS) looking at the international aspect of guiding and global education.

If you are going out of the meeting place, do a safety check of the area and ensure that you know and have complied with the relevant safety regulations. Use the checklist on page 23 and look at the Safety and safeguarding policy on the Girlguiding website. You can also use the Doing Our Best checklist on safety and safeguarding as an additional resource - also found on the Girlguiding website. It may be helpful to discuss your plans with an experienced leader, your local commissioner or your mentor before carrying out the activity, to check that you understand all the relevant aspects of safety and group management.

With the unit, decide on an appropriate activity, venue and time. Keep a record of the planning and organisation of the activity, including letters, any parental consents, travel details and safety considerations. Make sure any necessary forms have been completed and approved by the relevant person. All Girlguiding forms can

be found online at www.girlguiding.org.uk. You may want to visit the venue beforehand to check details.

There may be opportunities in the local area for the units to get together. Find out what opportunities there are, or suggest one at a local meeting.

Many units are already connected with a unit of another section and enjoy joint activities with them. If your unit does not regularly mix with the section above or below, why not ask other leaders in your area if they'd like to do this? It's important to link up with the sections either side of yours, to ease transition into and from your unit for girls - which in turn helps to retain them in guiding. Make sure the activity you run is appropriate for the ages of those taking part.

Try some activities that reflect different parts of the guiding programme, for example sport and the arts. You could introduce new games, skills or activities. If you have a particular interest or skill, you could adapt an activity to use with the unit or group.

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Discussion notes ▼

Part 4**Work with members of the unit to support their progress.****Why do I need to do this?**

Guiding treats everyone as an individual and aims to help each person fulfil her own potential. The programme helps girls and young women progress at their own pace and have their achievements recognised.

How do I achieve this?

- Discuss and give simple examples of how girls have gained in confidence, self-esteem and social skills and met challenges over a period of time.
- Help two members of the unit look at their progress through the programme and review with them two activities in which they have taken part.
- Help a member of the unit or a small group of girls find out about the section to which she/they can progress, using the relevant transition resources for your section.

Helpful notes for Leaders in Training and Mentors

You may find it helpful to look at girls of different ages or who have been in the unit for different periods of time. Observe them casually as they are enjoying unit activities. If you choose to make notes, do not use the girls' names but refer to them as, say, Child A and Child B. For example, you might note next to an entry for a game that Child A joined in well this week, or on an entry about a creative activity that Child B needed longer to finish than others. Also notice their abilities, skills and relationships with others. Do they participate as members of the team in group activities and discussions? Are they developing confidence? Are there signs of leadership skills? Over a period of time, can you see a difference? Are there opportunities for the girls to develop in areas where they need more help?

Remember, girls of different ages and abilities in your unit do not need to be doing the same activities. Sometimes it may be appropriate (eg when they are doing a creative activity), but you could also have different groups working on different activities on the same theme, eg recycling, and sometimes different groups may be doing completely separate activities.

Leaders help unit members plan their progress through the programme by finding out about their interests, providing opportunities and challenges and talking through completed activities. One way in which Leaders can support unit members is by encouraging them to progress to the next section. Encourage a visit to a unit in the next section, help to plan a joint event or visit www.girlguiding.org.uk to find out more.

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Discussion notes ▼

Turn to page 21 for Module 1 sign-off.

Introduction

The unit leader has additional responsibilities to ensure that a unit runs effectively. Leaders who are taking on this role for the first time must cover this module.

At least one leader in every unit must hold module 4, but other members of the leadership team may also undertake this module and share the responsibilities between them.

Module 4 holders may delegate some of their responsibilities to other members of the unit team.

Part 1

Maintain effective record-keeping systems.

Why do I need to do this?

Records help you run the unit more effectively. As a leader, you do not have to maintain the records yourself but you need to make sure that appropriate records are kept. The records must be up to date and accessible only to the appropriate people, for example other members of the unit team.

How do I achieve this?

- Discuss with your mentor how you ensure that accurate and up-to-date records are maintained of unit members and the unit team, in particular the use of role management on GO.
- Ensure that accurate records of attendance are kept for all members, including members of the unit team.
- Maintain your unit's programme record, and show your mentor how you would log any completed skills builders, UMAs and interest badges correctly on GO.
- Either budget for an event or maintain the unit accounts for one term, making sure that proper financial records are kept.

Helpful notes for leaders in training and mentors

Every unit should keep four basic records:

- records of unit members on GO
- records of attendance at meetings - a template can be generated through the 'young members' tab on GO
- a record of the programme showing the content and responsibilities of the leadership team
- financial records.

Information about how to harness the extra funds available through Gift Aid for your unit may be found in the Gift Aid Information Pack in the Finance and Insurance section of the Girlguiding website.

Although you are accountable for ensuring that accurate records are maintained, you can delegate the task to a member of the leadership team or the unit administrator for GO. The unit accounts can be dealt with by any competent person, for example a parent, a member of the Trefoil Guild or a member of a Friends of Guiding group, subject to appropriate recruitment

checks. It is important that you understand that personal records must be kept confidential.

Budgets and balance sheets should be prepared for the unit's normal activities or for a special event. This event could be a weekend holiday, a trip to the pantomime or a visit to a bowling alley. It is important to show that you can budget effectively and that the unit's money is being used appropriately.

If you are involved with other organisations you may be able to show that you have prepared budgets and balance sheets before. However, you also need to show that you are aware of:

- Girlguiding's requirements for managing unit funds
- how charity accounting rules apply to the unit.

If your experience is from outside guiding, you will need someone from the organisation concerned to sign off this part. You should take advice from your mentor as to who this should be - anyone who understands the record-keeping role would be suitable.

Signature(s) a)	Ref no
b)	Ref no
c)	Ref no
d)	Ref no

Discussion notes ▼

Part 2**Ensure that effective communication takes place locally.****Why do I need to do this?**

Information should flow to and from the unit, within the district and beyond. If information is not communicated clearly, members may miss out on opportunities offered beyond the unit.

How do I achieve this?

- a) Read 'What makes guiding special' and the '*structure of Girlguiding*' section on the Girlguiding website.

- b) Use a local guiding contact list to show how the unit fits into guiding's communication network. Complete the helpful information sheet at the beginning of this workbook.
- c) Show how information is communicated to the members of the unit, the unit team and your commissioner.
- d) Take part in an activity to help raise awareness of guiding and support recruitment - eg a 'bring a friend' evening, a community event or a parents' evening.
- e) Read the 'Policies' section of the Girlguiding website and understand your responsibility to uphold the policies of Girlguiding.

Helpful notes for leaders in training and mentors

There are various ways of communicating, including:

- local meetings
- trainings at district, division, county, country/region and association level
- newsletters
- minutes/notes
- social media and email.

All members of the unit team, including unit helpers and young leaders, should have the opportunity to contribute to the unit's communications. Members of the unit should also regularly take part in the communication process; for example, they should have input into plans for local events.

Take the opportunity to showcase guiding and encourage other people to join, as much as possible. You could take part in an activity or run one within your unit. If there is not an opportunity in your unit to do this, take part with your district or division, or with a neighbouring unit. Your local PR Adviser will be able to support you with publicity.

Girlguiding's policies and related statements provide a structure in which guiding can take place safely, consistently and in accordance with legislation. Policies **must** be followed by Girlguiding's members and by recognised volunteers involved in delivering or supporting guiding. These policies are supported by further information and resources to ensure that our members put the policies into practice.

Signature(s)

a)	Ref no
b)	Ref no
c)	Ref no
d)	Ref no
e)	Ref no

Discussion notes ▼

See page 21 for Module 4 sign-off.

Completion of Qualification

Module 1

Name has completed Module 1

Date

Signature (print name)

County

Module 4

Name has completed Module 4

Date

Signature (print name)

County

Appendix 1: Programme planner

Week/ Date	Activities planned	Time	Themes & 5 essentials covered	
1			<input type="checkbox"/> Know Myself <input type="checkbox"/> Express Myself <input type="checkbox"/> Be Well <input type="checkbox"/> Have adventures <input type="checkbox"/> Take Action <input type="checkbox"/> Skills for my Future	<input type="checkbox"/> <i>Work in small groups</i> <input type="checkbox"/> <i>Self governance</i> <input type="checkbox"/> <i>Balanced & varied</i> <input type="checkbox"/> <i>Caring for individual</i> <input type="checkbox"/> <i>Common standard</i>
2			<input type="checkbox"/> Know Myself <input type="checkbox"/> Express Myself <input type="checkbox"/> Be Well <input type="checkbox"/> Have adventures <input type="checkbox"/> Take Action <input type="checkbox"/> Skills for my Future	<input type="checkbox"/> <i>Work in small groups</i> <input type="checkbox"/> <i>Self governance</i> <input type="checkbox"/> <i>Balanced & varied</i> <input type="checkbox"/> <i>Caring for individual</i> <input type="checkbox"/> <i>Common standard</i>
3			<input type="checkbox"/> Know Myself <input type="checkbox"/> Express Myself <input type="checkbox"/> Be Well <input type="checkbox"/> Have adventures <input type="checkbox"/> Take Action <input type="checkbox"/> Skills for my Future	<input type="checkbox"/> <i>Work in small groups</i> <input type="checkbox"/> <i>Self governance</i> <input type="checkbox"/> <i>Balanced & varied</i> <input type="checkbox"/> <i>Caring for individual</i> <input type="checkbox"/> <i>Common standard</i>
4			<input type="checkbox"/> Know Myself <input type="checkbox"/> Express Myself <input type="checkbox"/> Be Well <input type="checkbox"/> Have adventures <input type="checkbox"/> Take Action <input type="checkbox"/> Skills for my Future	<input type="checkbox"/> <i>Work in small groups</i> <input type="checkbox"/> <i>Self governance</i> <input type="checkbox"/> <i>Balanced & varied</i> <input type="checkbox"/> <i>Caring for individual</i> <input type="checkbox"/> <i>Common standard</i>
5			<input type="checkbox"/> Know Myself <input type="checkbox"/> Express Myself <input type="checkbox"/> Be Well <input type="checkbox"/> Have adventures <input type="checkbox"/> Take Action <input type="checkbox"/> Skills for my Future	<input type="checkbox"/> <i>Work in small groups</i> <input type="checkbox"/> <i>Self governance</i> <input type="checkbox"/> <i>Balanced & varied</i> <input type="checkbox"/> <i>Caring for individual</i> <input type="checkbox"/> <i>Common standard</i>
6			<input type="checkbox"/> Know Myself <input type="checkbox"/> Express Myself <input type="checkbox"/> Be Well <input type="checkbox"/> Have adventures <input type="checkbox"/> Take Action <input type="checkbox"/> Skills for my Future	<input type="checkbox"/> <i>Work in small groups</i> <input type="checkbox"/> <i>Self governance</i> <input type="checkbox"/> <i>Balanced & varied</i> <input type="checkbox"/> <i>Caring for individual</i> <input type="checkbox"/> <i>Common standard</i>
7			<input type="checkbox"/> Know Myself <input type="checkbox"/> Express Myself <input type="checkbox"/> Be Well <input type="checkbox"/> Have adventures <input type="checkbox"/> Take Action <input type="checkbox"/> Skills for my Future	<input type="checkbox"/> <i>Work in small groups</i> <input type="checkbox"/> <i>Self governance</i> <input type="checkbox"/> <i>Balanced & varied</i> <input type="checkbox"/> <i>Caring for individual</i> <input type="checkbox"/> <i>Common standard</i>
8			<input type="checkbox"/> Know Myself <input type="checkbox"/> Express Myself <input type="checkbox"/> Be Well <input type="checkbox"/> Have adventures <input type="checkbox"/> Take Action <input type="checkbox"/> Skills for my Future	<input type="checkbox"/> <i>Work in small groups</i> <input type="checkbox"/> <i>Self governance</i> <input type="checkbox"/> <i>Balanced & varied</i> <input type="checkbox"/> <i>Caring for individual</i> <input type="checkbox"/> <i>Common standard</i>
9			<input type="checkbox"/> Know Myself <input type="checkbox"/> Express Myself <input type="checkbox"/> Be Well <input type="checkbox"/> Have adventures <input type="checkbox"/> Take Action <input type="checkbox"/> Skills for my Future	<input type="checkbox"/> <i>Work in small groups</i> <input type="checkbox"/> <i>Self governance</i> <input type="checkbox"/> <i>Balanced & varied</i> <input type="checkbox"/> <i>Caring for individual</i> <input type="checkbox"/> <i>Common standard</i>
10			<input type="checkbox"/> Know Myself <input type="checkbox"/> Express Myself <input type="checkbox"/> Be Well <input type="checkbox"/> Have adventures <input type="checkbox"/> Take Action <input type="checkbox"/> Skills for my Future	<input type="checkbox"/> <i>Work in small groups</i> <input type="checkbox"/> <i>Self governance</i> <input type="checkbox"/> <i>Balanced & varied</i> <input type="checkbox"/> <i>Caring for individual</i> <input type="checkbox"/> <i>Common standard</i>

This grid can be used to show how the Five Essentials have been put into practice in the unit over a term. Place ticks in the relevant columns.

Appendix 2: Leadership qualification checklist

Module 1 Your role in the programme

Part 1 Use the Five Essentials in the unit's programme over a period of three months.

- a) Read the *Five Essentials* page on the Girlguiding website. See also the relevant *Guidance Notes for leaders* for your section.
- b) Discuss with your mentor how you can ensure the Five Essentials are put into action in your unit.
- c) Review the programme to check that the Five Essentials are being put into practice. Find out more about how the Five Essentials can be built into your unit programme by undertaking the 'Unit programme planning' e-learning or webinar, available on the Girlguiding website.

Part 2 Work with the unit and the unit team to plan and carry out the programme.

- a) Agree the programme content with the members of the unit. This could involve taking part in a Rainbow chat, Brownie pow-wow, Patrol leaders' council or any other suitable method of gathering members' input to get ideas and suggestions.
- b) Take part in unit team planning meetings. Using a record of the unit's programme, show your contribution to planning it and carrying it out, and discuss this with your mentor.
- c) Show how all members of the unit team, especially the young leaders and unit helpers, are involved in planning and carrying out the programme.
- d) Involve members of the unit in delivery of the programme as appropriate and demonstrate where in the programme this has happened.
- e) Use a style of leadership appropriate to the age group and your role in the unit. This should be observed by the mentor in a unit setting.
- f) Attend a training session on the Girlguiding programme. This could be a one-to-one, small group or large group training, or you could complete an e-learning module on the programme, appropriate to your section.

Part 3 Provide opportunities for the unit to carry out a range of activities, reflecting balance and variety in the programme.

- a) Plan and carry out an activity that helps unit members gain an understanding of the Promise.
- b) Plan and carry out two activities in the unit meeting place.
- c) Carry out an activity or visit away from the meeting place. Ask the girls if they thought it was adventurous.
- d) Help members of the unit participate in an activity with members of another section. Afterwards, get together and talk about the activity with the members of your unit. Discuss your contribution to it with the leadership team involved, and consider how you can encourage girls to move on to the next section when the time comes.
- e) Read Evaluation activities on the Girlguiding website and, with your mentor, discuss how you evaluated activities with the unit members and other leaders who were involved.

Part 4 Work with members of the unit to support their progress.

- a) Discuss and give simple examples of how girls have gained in confidence, self-esteem and social skills and met challenges over a period of time.
- b) Help two members of the unit look at their progress through the programme and review with them two activities in which they have taken part.
- c) Help a member of the unit or a small group of girls find out about the section to which she/they can progress, using the relevant transition resources for your section.

Appendix 2: Leadership qualification checklist

Module 4 Your role in managing the unit

Part 1 Maintain effective record-keeping systems.

- a) Discuss with your mentor how you ensure that accurate and up-to-date records are maintained of unit members and the unit team, in particular the use of role management on GO.
- b) Ensure that accurate records of attendance are kept for all members, including members of the unit team.
- c) Maintain your unit's programme record, and show your mentor how you would log any completed skills builders, unit meeting activities and interest badges correctly on GO.
- d) Either budget for an event or maintain the unit accounts for one term, making sure that proper financial records are kept.

Part 2 Ensure that effective communication takes place locally.

- a) Read 'What makes guiding special' and 'the structure of Girlguiding' on the Girlguiding website.
- b) Use a local guiding contact list to show how the unit fits into guiding's communication network. Complete the helpful information sheet at the beginning of this workbook.
- c) Show how information is communicated to the members of the unit, the unit team and your commissioner.
- d) Take part in an activity to help raise awareness of guiding and support recruitment- eg a 'bring a friend' evening, a community event or a parents' evening.
- e) Read the 'Policies' section of the Girlguiding website and understand your responsibility to uphold the policies of Girlguiding.