

Welcome to training in Girlguiding

A Girlguiding Trainer is an inspiring, qualified volunteer who facilitates and delivers learning opportunities to enable volunteers to feel motivated and confident to apply the learning and deliver good guiding. Trainers are role models who promote and support good guiding and ensure that our Statement of Purpose, Aim and Distinctive Method are disseminated.

Completing the Trainer Qualification will enable you to train volunteers at all levels within Girlguiding.

As a Trainer in Girlguiding, you will have a responsibility to uphold the policies of the organisation at all times and to represent them accurately, with current information. You can find Girlguiding policies in [The Guiding Manual](#).

This document sets out the qualification requirements for all roles of a Trainer within Girlguiding. **A minimum of two modules, including Module 1, is required to gain the Trainer Qualification. You can do additional modules for future Trainer roles.**

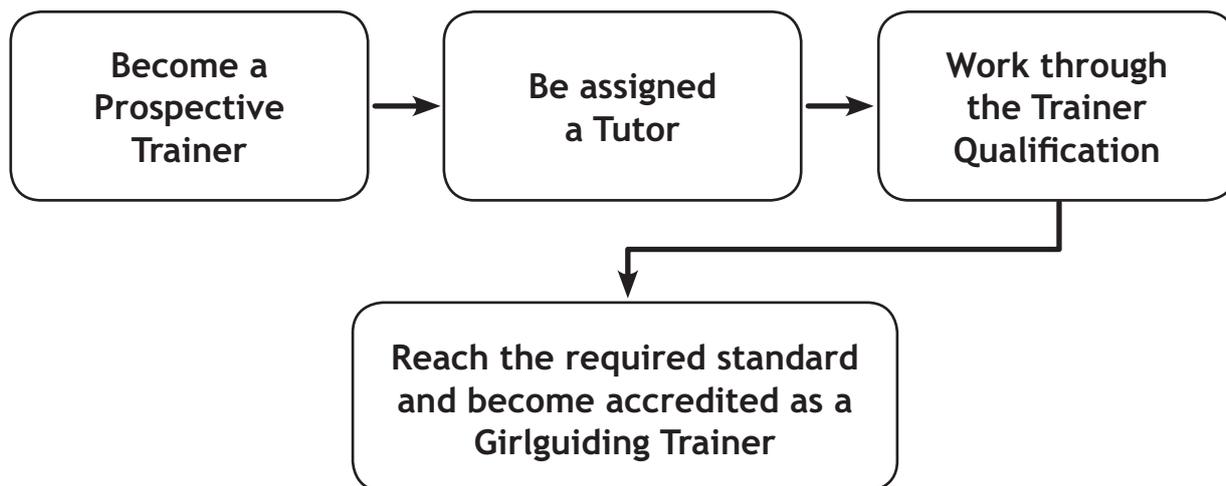
When you qualify as a Trainer, you will receive a badge and a certificate. The modules you have completed will be added to your Go! record by your country/region Office.

Each Country and Region and the Branch Associations ('Branch' from now on) has a Lead Volunteer responsible for Prospective Trainers. This role is referred to as 'Lead Volunteer'.

The online resource [Training](#) gives full details about training in Girlguiding and definitions of all training terminology. It should be used alongside this document.

What happens first?

Your application has been approved following your role visit and shadowing of a Trainer. Your references have been checked and you are now known as a Prospective Trainer. As a Prospective Trainer you will be assigned a Tutor who will support you through the Trainer Qualification process.



Girlguiding Trainer Qualification

This table shows the routes and specialisms for completing the Trainer Qualification and becoming a Girlguiding Trainer.

Module 1	Training for Girlguiding	Compulsory
Module 2	Leading and Managing People accreditation	Option A
Module 3	Programme accreditation	Option B
Module 4	Subject Matter Expert accreditation	Option C
Module 5	Residential accreditation	Additional module
Module 6	Lead Residential Trainer accreditation	Additional module after Module 5 is completed

- *Module 1 must be completed alongside either Module 2, 3 or 4 to obtain the Trainer Qualification.*
- *Modules can be completed simultaneously, or extra modules can be added later.*
- *If Module 5 is being completed alongside other modules, Module 1 and one of Modules 2, 3 or 4 must be completed before Module 5 is awarded.*
- *Module 5 must be completed before Module 6 is undertaken.*

Girlguiding Trainer roles

Role	Modules required
Girlguiding Trainer in Leading and Managing People	Module 1 + Module 2
Girlguiding Trainer in Programme	Module 1 + Module 3
Girlguiding Trainer in a specific subject (Subject Matter Expert)	Module 1 + Module 4
Girlguiding Residential Trainer	Module 5 can be completed by anyone holding Module 1 + Module 2 or 3 or 4
Girlguiding Lead Residential Trainer	Module 6 can be completed by anyone holding at least Module 1 + Module 2 + 3 + 5

A Girlguiding Trainer can also be recognised as a WAGGGS (World Association of Girl Guides and Girl Scouts) National Trainer and awarded the WAGGGS National Trainer pin badge if they complete the following:

WAGGGS National Trainer	Module 1 + Module 2 + Module 3
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Frequently asked questions

What is the timescale for achieving the Trainer Qualification?

There is no timescale for the Trainer Qualification.

The minimum requirements for a Trainer Qualification accreditation are:

- Three Tutor-observed trainings
- Knowledge Checklist
- Record of Completion
- Copy of your Personal Development Plan.

Most participants will need a period of preparation for the Tutor-observed trainings, and to gain the knowledge required.

You are expected to update your Personal Development Plan with your Tutor after each observed training, and at least once every six months. Your Plan should identify your development needs and give a clear indication of timescale. The Lead Volunteer will review your progress every two years, along with your Tutor.

Can I work towards additional modules while completing my Trainer Qualification?

You can achieve three or more modules simultaneously while working towards your Trainer Qualification. For example, you could become a WAGGS National Trainer by working to achieve Modules 1, 2 and 3 simultaneously.

In this case, the number of trainings you are required to deliver would usually be the sum of those required by each module. However, if your Tutor confirms that you have met the requirement of each module and the required standard of a Trainer for Girlguiding, then this may be reduced to the following:

Module	Minimum number of observed sessions delivered	Minimum criteria
Modules 1, 2 and 3	Prepare and deliver a minimum of four sessions	<ul style="list-style-type: none"> ● two sessions must be in a programme topic ● two sessions must be in leading and managing people (75 per cent of each session must be delivered using non-directive training methods)
Modules 1, 2 and 4	Prepare and deliver a minimum of four sessions	<ul style="list-style-type: none"> ● two sessions must be in leading and managing people (75 per cent of each session must be delivered using non-directive training methods) ● two sessions must be in your expert subject area
Modules 1, 3 and 4	Prepare and deliver a minimum of four sessions	<ul style="list-style-type: none"> ● two sessions must be in a programme topic ● two sessions must be in your expert subject area
Modules 1,2,3 and 4	Prepare and deliver a minimum of six sessions	<ul style="list-style-type: none"> ● two sessions must be in leading and managing people (75 per cent of each session must be delivered using non-directive training methods) ● two sessions must be in a programme topic ● two sessions must be in your expert subject area

How do I gain an additional module after qualification as a Girlguiding Trainer?

Discuss your plans with the Lead Volunteer. She will discuss your Personal Development Plan with you and appoint the appropriate Tutor. The minimum requirement for an additional module is three successful trainings observed by your Tutor and that your knowledge for Module 1 is still current.

If you wish to undertake any other combination of modules or deviate from the minimum requirements above, please discuss your request with the Lead volunteer for Prospective Trainers or Trainers undertaking modules for the Trainer Qualification in your country/region/Branch before making any plans.

How do I gain Module 5: Residential accreditation?

You must qualify as a Girlguiding Trainer first by completing Module 1 and either Module 2, 3 or 4. Module 5 may be completed immediately after qualification as a Trainer, or after a longer period. However, you must have renewed your Trainer's Qualification if more than three years have passed since the initial qualification or last renewal.

The module covers the special skills involved in training at a residential event and you will need to spend at least one night with the participants at the venue. A residential training event can last from 24 hours to an entire week.

How do I gain Module 6: Lead Residential Trainer accreditation?

Module 6 can be completed only once Modules 1, 2, 3 and 5 have been completed. You must have participated in a training team for at least three residential trainings since gaining Module 5.

The module covers the skills required for leading a training team at a residential event (which can last from 24 hours to an entire week).

How do I choose my training subject and select sessions?

When you are a Prospective Trainer, your Tutor will help you to select sessions which will enable you to develop as a Trainer and which fit your route into training. The Training Organiser will provide you with a training brief, and also logistical, timing and budget information. You must discuss all this with your Tutor before accepting the training session.

When you have qualified as a Trainer, you will probably be asked to deliver sessions which do not fit your accreditation. You should discuss this with your support network before deciding whether to accept.

For example, if you are a Trainer in programme and you are asked to deliver a session on time management, you have three options.

OPTION 1

Begin the process of adding Module 2: Trainer in Leading and Managing People, which covers time management. You will need to tell your country/region/branch lead volunteer for Prospective Trainers so she can help you review your Personal Development Plan and arrange for a Tutor to support you.

OPTION 2

Accept the session as a one-off. If you do this, you need to be confident that you will be able to complete the necessary research and deliver a good quality session. If you are then asked to deliver training in this area regularly, you should consider adding the relevant Module.

OPTION 3

Decline the session.

Who can train at a residential event?

The training team is made up of:

The Lead Trainer, who must meet the following criteria:

- holds Modules 1, 2, 3 and 5
- holds Module 6, or is working towards it
- has participated in a training team for at least three residential trainings since gaining Module 5
- has had her appointment as Lead Trainer endorsed by the Lead Volunteer.

Team members, who must either hold Module 5 or be working towards it.

At least 50 per cent of the team must hold Module 2: Trainer in Leading and Managing People.

No more than one member of any residential training team can be a Prospective Trainer, or a Prospective Residential Trainer, who does not have their own Tutor present.

Can a Trainer who does not hold Module 5 deliver training at a residential event?

Yes, in the following circumstances:

A Prospective Trainer can deliver some aspects of the event's programme, supported by their Tutor or another experienced Trainer.

A Trainer attending for one session of half a day or less. In this case, she should be included in the planning, know the aims and objectives of the training event, and be made aware of any issues or key themes raised prior to her arrival.

A substitute Trainer is needed due to a cancellation. (However, efforts should be made to find a Trainer who holds Module 5.)

Training is delivered on a specialist topic. In this case, the Lead Trainer is responsible for checking the Trainer's specialist qualifications are up to date.

The training team is made up of appropriately trained peer educators.

Country/Region/Branch roles that support Prospective Trainers, and Trainers undertaking modules for the Trainer Qualification

In your country/region/branch there is a lot of support for you as a Prospective Trainer. The table below describes the three key roles.

Tutor	Reviewer	Lead Volunteer for Prospective Trainers and Trainers undertaking modules for the Trainer Qualification
<p>A Tutor is an experienced Trainer. She will ensure that you acquire the necessary skills, knowledge and methods to train within Girlguiding and, if required, the World Association of Girl Guides and Girl Scouts (WAGGGS).</p> <p>She should do the following.</p> <ol style="list-style-type: none"> 1. Maintain good communication with you. 2. Give support and encouragement on a regular basis. 3. Help you find training opportunities. 4. Give full support with training session preparations. 5. Observe you delivering trainings and give constructive feedback afterwards, or organise an alternative observer if necessary. 6. Share training knowledge, skills and resources. 7. Ensure she has access to, and knowledge of, the current online Training resource). 8. Evaluate your progress regularly. 9. Help you understand the requirements of the Trainer Qualification and produce the submission file. 10. Introduce you to a support network and to local Trainers. 	<p>Reviewers within each country/region/branch carry out the following tasks.</p> <ol style="list-style-type: none"> 1. Advise and support Tutors, and to give them any necessary feedback including on their performance. 2. Establish a relationship with each Tutor and their Prospective Trainer. This will include giving advice and reviewing the submission of modules to ensure that the requirements of the Trainer Qualification have been met. 3. Review the Tutor's Personal Development Plan at least annually, identify any training needs and pass these on to the Lead volunteer. 4. Obtain a second opinion from the Lead volunteer or another Reviewer when in doubt. 5. Attend any meetings or training, providing information as required by the Lead volunteer. This will include participation in standardisation exercises. 	<p>This role is expected to work closely with the person responsible for Trainers and training in their country/region/branch. In some places the two roles may be combined.</p> <p>The key tasks undertaken by this role are the following.</p> <ol style="list-style-type: none"> 1. Manage the operation of the Trainer Qualification within the country or region, both for Prospective Trainers and for those Trainers who wish to undertake an additional module(s). 2. Appoint a suitable team of Reviewers for the needs of the Country/Region/Branch, allocate Tutors to Prospective Trainers and allocate a Reviewer to these partnerships. 3. Ensure that Reviewers receive the necessary training and support to carry out their role. 4. Ensure that Tutors receive the necessary training and support to carry out their role. 5. Identify the learning needs of Prospective Trainers, Tutors and Reviewers from their Personal Development Plans at least annually. Arrange training as required. 6. Liaise with the Leadership Development Team at Girlguiding, and attend two meetings per year representing the country/region/branch, also attended by the Lead for Trainers/Training. 7. Implement quality assurance systems for the country/region/branch which ensure that the national objectives, consistency and standardisation are achieved. 8. Ensure all the necessary records are maintained.

The attributes of these roles are listed below.

Tutor: Attributes	Reviewer: Attributes	Lead Volunteer: Attributes
<ul style="list-style-type: none"> ✓ Communication skills ✓ 'Matchmaking' skills (ability to create pairings that will work effectively) ✓ Facilitation and negotiation skills ✓ Leadership and management skills ✓ Systems knowledge ✓ Problem-solving 	<ul style="list-style-type: none"> ✓ Experienced Tutor holding at least Module 2 of the Trainer Qualification ✓ Communication skills ✓ Analytical skills ✓ Facilitation and negotiation skills ✓ Leadership and management skills ✓ Systems knowledge ✓ Problem-solving 	<ul style="list-style-type: none"> ✓ Experienced Trainer holding at least Module 2 of the Trainer Qualification ✓ Coaching, mentoring, facilitation and negotiation skills ✓ Communication skills ✓ Problem-solving ✓ Experience of accrediting prior knowledge or experience ✓ Experience of observing and giving feedback

Trainer Support Groups

Your Tutor will help you identify the appropriate Trainer Support Group. A support group should provide an informal, safe environment which promotes the development of both qualified and Prospective Trainers. Trainer Support Groups are held three times a year as an evening event, or as an annual conference or one-day event.

The objectives of a Trainer Support Group are:

- to form supportive relationships with peers
- to ensure that all Trainers have an opportunity to share news, achievements, problems, concerns or needs
- to provide a communication forum
- to facilitate the reflection needed for qualification renewal.

A support group will usually follow the same format and include some or all of the following.

- Welcome and introductions.
- News update - short slot for any member to share her personal or guiding news.
- Discussion of key issues in the Trainers' mailout.
- Review Trainers' Talk and discuss any key issues.
- Renewals - an opportunity for any qualified Trainer who is renewing to share their achievements and future plans.
- Development - an opportunity for everyone to seek the group's support in an area new to them.
- Focus - an exploration of a topic, such as a new resource or programme area. Alternatively, each member may contribute an item around a common theme, such as icebreakers, outdoor activities etc.
- Communication - news from country or region, preferably supplied as a written report.
- Social and relaxed time, which may also involve having a meal together.

Guidance for Prospective Trainers

Before you start

Before beginning training, you will establish a starting point with your Tutor. You should be given credit for your existing experience, skills and knowledge and should not be asked to repeat anything you have already achieved. Your experience could be a formal qualification or it could be skills you have acquired on the job. For example, if you already hold a qualification for training adults or those in post-16 education, your Tutor may recommend that you complete only the sections of Module 1 concerned with training using the Guiding Method.

As a starting point, your Tutor will use a tool such as a learning needs analysis or SWOT (Strengths, Weaknesses, Opportunities and Threats) to facilitate a discussion. A record of this will be included in your final submission where appropriate. No decision about recognition of prior learning will be taken at the initial meeting.

If you hold a formal qualification, a copy of your certification will be required in your final submission. There are no rules about how recent the qualification must be but you must demonstrate to your Tutor a good working knowledge in the areas covered by the certification.

Once your prior achievements have been agreed, they will be recorded on your submission documents.

You and your Tutor will then discuss and agree on your Personal Development Plan. You will review this Plan as you work through the qualification to identify your progress and establish your changing development needs.

Timescale for the Training Qualification

The time taken to achieve a Training Qualification will vary depending on your experience and opportunities to practise and demonstrate your skills. You should look out for opportunities to observe other Trainers, work alongside your Tutor, and collect evidence that shows you meet the criteria. You and your Tutor will agree when you are ready to have the formal observations required to complete your qualification.

Summary of requirements

The required standards for all Trainers in Girlguiding are:

- continued development through reviewing your learning needs, both in training and once qualified
- preparation and delivery of trainings in accordance with Girlguiding policy and the methods set out in the online resource for Trainers, *Training*
- creation of a positive learning environment suitable for participants' needs
- completion of all the requirements of the relevant modules
- renewal of each module every three years.

Assessment

The qualification is evidence-based.

Every module contains a requirements table which lists:

- what you need to do (a breakdown of the tasks you need to complete)
- the evidence needed to show that you have completed the tasks.

A **Knowledge Checklist** explains what you need to show you know for each module.

A **Record of Completion** form is completed for each module and signed by you and your Tutor.

As you work to prepare trainings, you will naturally create the necessary evidence 'on the job'. You will often find that a piece of evidence will cover more than one task.

It is likely that you will generate more evidence than you finally submit. Your Tutor will help you to sort out the best evidence to submit. However, it is a good idea to keep all the records as you may be able to use session plans again.

When you have put together your submission, your Tutor will pass your completed sign-off sheet and your evidence to your Reviewer, who will check it is complete and recommend awarding your Trainer Qualification by sending your submission to Girlguiding Headquarters. Your Lead volunteer will then arrange an event where this can be awarded.

Observations

Observation is necessary because:

- it allows you to gain evidence for your qualification
- it gives you support, particularly in the early stages
- it allows your Tutor to see where she can offer more help in improving your performance.

Observing a training session gives your Tutor the opportunity to:

- see how you relate to participants in your sessions
- see how you create an environment conducive to learning
- hear if your language is appropriate for the participants
- ensure that the material you deliver is accurate, is in keeping with Girlguiding's policy, and meets the needs of the participants
- get an idea of which areas you need to develop to achieve your Trainer Qualification.

Before an observation, you and your Tutor should decide on the particular things she will focus on.

She may decide to simply watch, or choose to be a participant in the session.

At the start of the session, you should introduce the observer to the participants and explain why she is there.

Your Tutor should make clear notes of what she sees so that she can provide accurate feedback to you, which will help to identify areas for development.

The observation forms used by your observer can be found in Modules 1, 5 and 6. Your final submission for your qualification will include the relevant completed observation forms signed by yourself, your Tutor and your Reviewer.

Room plans

The training room layout should reflect the type of training you are delivering. You should plan the room layout in advance. Think about:

- where you will position yourself
- where you will position the participants so they can see and hear you clearly, they have plenty of space and are away from safety hazards
- the position of power points, plain walls for projection, and so on
- where you will lay out materials
- where small group discussion will take place.

It is important to keep a record of the initial room layout when you arrive so that you can return it to its original layout at the end of the session. It can be useful to take a photo to help you with this.

Read more in [Chapter 5 of Training](#).

Variety and sizes of groups

You will be required to work with a range of different group sizes while completing your Trainer Qualification. Your Tutor may agree variations with you to suit the circumstances, but the groups are normally:

- an individual or a group small enough for you to focus on one member
- a small group, where activities are generally carried out by the whole group
- a large group where some activities are done in smaller sub-groups.

You will also be required to deliver at least one session to participants from outside your County.

Participant evaluation

You will be required to undertake feedback and evaluation activities with the participants attending your sessions, reflect on these and discuss them with your Tutor.

The participants may give feedback:

- informally during the session or at the end, for example by saying how useful/enjoyable the session was, or that there was something else they would like to have covered
- formally by filling in a questionnaire or feedback form at the end.

Read more in [Chapter 6 of Training](#).

Addressing concerns

If you are unhappy with any aspect of the Girlguiding Training Qualification process, you should first speak to your Tutor.

If this is not possible or you are not satisfied with the result, you should approach your Country/Region/Branch Reviewer or the Lead Volunteer for Prospective Trainers for your Country/Region/Branch.

If the problem is still not resolved, you should email leadership@girlguiding.org.uk.

Moving on

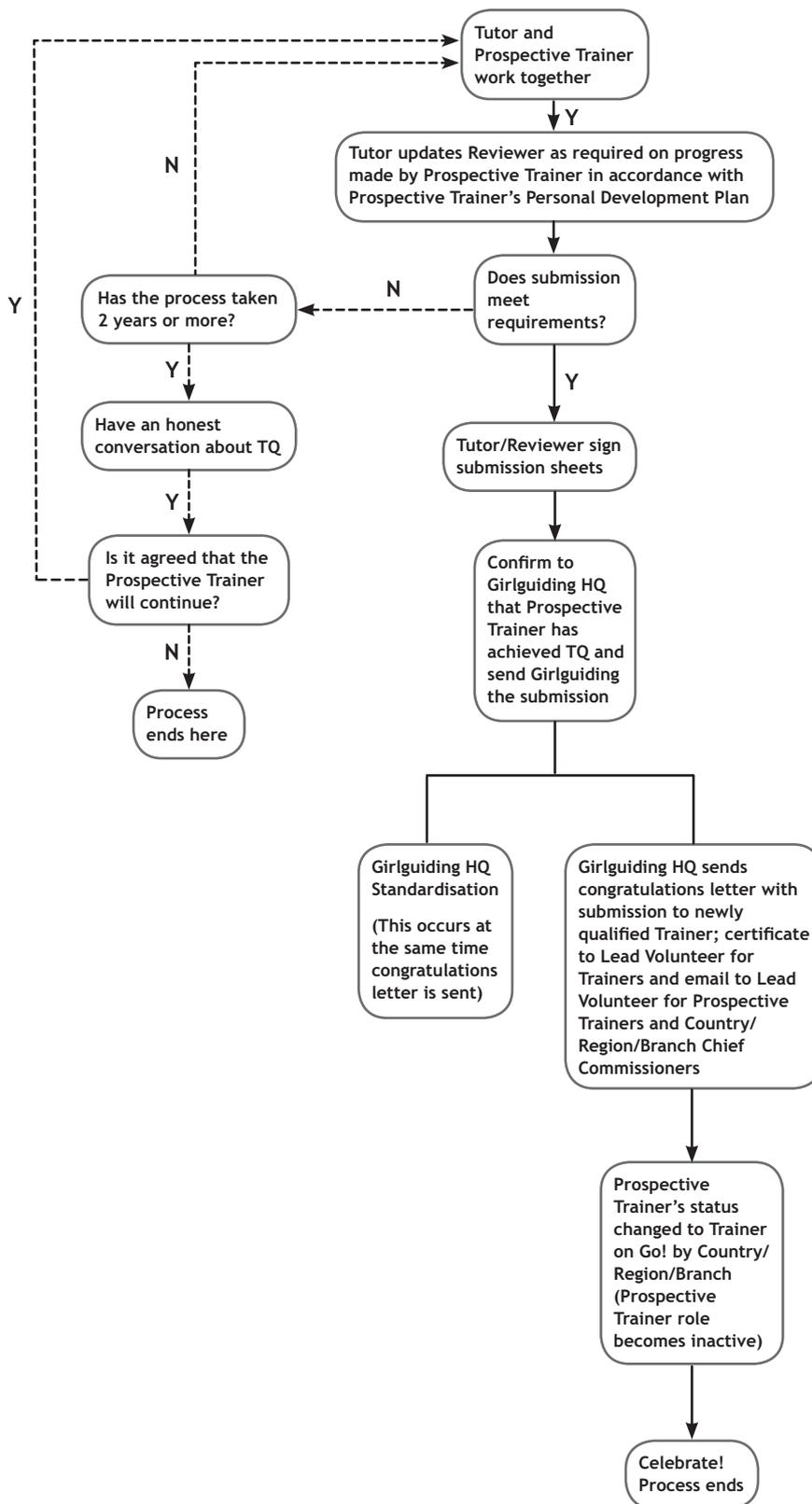
Achievement of your Trainer Qualification will enable you to design and deliver sessions for individuals, and small and large groups in districts, divisions, counties/areas and countries/regions/branches of Girlguiding.

Your development as a Trainer is ongoing and you will receive continued support from your Country/Region/Branch. On completion of the Trainer Qualification, your Tutor will discuss your Personal Development Plan and continuing responsibilities with you, including the requirement to renew each module of your qualification every three years.

For more information on getting involved in training at a national level, please contact leadership@girlguiding.org.uk.

There are also further opportunities for you as a Trainer, so be sure to ask your Support Group about these.

Summary flowchart of Trainer Qualification process



Personal Development Plan for Prospective Trainers and Trainers

Your Personal Development Plan is an ongoing record which should be updated after every training when you are a Prospective Trainer, with support from your Tutor, and at least every six months when you are a qualified Trainer.

It provides you with a working document on which you can:

- record progress against targets, and set new targets
- identify needs, and record changing development needs
- prepare a learning programme - a series of activities which leads to the achievement of a specific goal
- set realistic timescales to help you keep on track.

Name: _____ Membership number: _____ Date set: _____

No	What I want to be able to do...	Action to achieve each target - include help needed to do this	Success criteria (how I will know when I have achieved this)	Target date for completion	Date of actual completion	Progress review - record date
1						
2						
3						
4						

Training plan

For more information please refer to [Chapter 3 of Training](#).

Before a training, all Prospective and qualified Trainers should complete a training plan. The sample below is the minimum requirement for all trainings. You may wish to design your own form with additional information.

TRAINING PLAN					
County		Date		Section	
Can members of Rangers, such as Young Leaders, attend?		Time		Expected numbers	
Copy of information sent to participants seen?	Yes No	Break allocated		Actual numbers	
Title of training session					
Facilities available					
Additional needs					
Key person to liaise with			Phone number		
Things that Training Organiser has asked to be covered					
Do I need to evaluate session or is there a form?					
Budget for session					

Aim	
Objectives	1 2 3 4

MUST PACK								
Training box	Yes	No	Mobile phone	Yes	No	Bin bags	Yes	No
Flipchart	Yes	No	Flipchart stand	Yes	No	Refreshments	Yes	No
Section resource box	Yes	No	Music	Yes	No	Risk assessment	Yes	No
First aid kit	Yes	No	Extension lead	Yes	No	Poster displays	Yes	No
Laptop and projector	Yes	No	USB stick etc	Yes	No	Leadership Qualification	Yes	No

SPECIFIC PLAN

Time	Activity	Training method	Resources needed	Objective number	Comments

Risk assessment

Risk management is the process of minimising risks. You assess the risks using a risk assessment form. You can find an example of a blank form in the [risk assessment section of *The Guiding Manual*](#).

You should carry out risk management in accordance with the Girlguiding guidelines, at a level appropriate to the type of event. You can find more information about how this applies to training in [Training](#).

You should consider things such as:

- travel problems
- illness
- loss of equipment.

No.	Details	Effects	Severity	Likelihood	Rating	Management

1. Severity: 1 - High; 2 - Medium; 3 - Low

2. Likelihood: 1 - Very likely; 2 - Possible; 3 - Unlikely

3. Rating = Severity x Likelihood

Make contingency plans for situations such as equipment failure, illness of a member of the training team, late arrivals, larger numbers than expected.

You may wish to complete the following table for any equipment that you are using that might fail:

Equipment type	Impact of failure	Contingency

Self-reflection

After a session, you should evaluate the choices you made about content, training methods, training style, equipment and materials. This will help you to become more confident and have a greater understanding of what works for you and the participants, and what you could improve. Read more in [Chapter 6 of Training](#).

What went well?	
What do I need to improve?	
What must I tell the Training Organiser?	
Comments from participants	

Expense claims

You will need to deliver training within a budget and prepare your expenses after the session, ensuring that you are not out of pocket. Before undertaking any training, you should ask the Training Organiser for the budget, and plan your training in accordance with that budget.

Girlguiding will reimburse all reasonable expenses, including:

- travel expenses such as train, bus or ferry fares and car mileage. Often, no budget is given for travel expenses - these are just paid. If a budget is given, you can check fares on the internet or by telephone beforehand. Advance booking often saves money. You can find mileages on websites such as AA Routefinder, on a SatNav, or by the mileage markers in maps
- postage (recorded delivery should always be used when sending work between Tutors, Prospective Trainers and Reviewers)
- telephone call charges
- refreshments, if a meeting is held in a public place.

Expenses that would usually require prior agreement are:

- air travel
- overnight accommodation
- attendance at a training course or other event outside of Girlguiding
- printed publications and other resources.

Check whether it is the organiser's policy to allow a small amount of unreceipted expenses for consumable materials. It is good practice to keep all receipts.

Some training venues, particularly at Girlguiding Training and Activity Centres (TACs), will have resources available for you to use so check with the venue before purchasing items.

Notes:

1. It is Girlguiding policy to use public transport whenever practical, and members are encouraged to share transport when car travel is the only option.
2. All expenses must be supported by a receipt.
3. All mileage claims must be supported by a fuel receipt bearing the vendor's VAT number.

Expense claim

Name		Session		
Type of expense	Details	Budget	Amount	Receipt no.
Travel	Air/rail/bus/tube/taxi Mileage _____ @ _____ p per mile			
Materials				
Photocopies				
Purchases				
Unreceipted				
Other				
Telephone				
Emails				
Postage				
Totals				
Amount paid _____		Date paid _____		