

Support for Tutors, Reviewers and Country/Region Trainer Qualification Coordinators

Introduction

This resource is for Tutors, Reviewers and Country/Region Trainer Qualification Coordinators who support Prospective Trainers and Trainers to gain modules as part of the Girlguiding Trainer Qualification. It is designed to complement Tutor trainings available nationally and locally.

The aim of this resource is to help you assist the Prospective Trainer or Trainer taking additional modules to be a competent and confident Trainer for Girlguiding. This guidance should also be used when working with a Trainer who is returning to training.

Throughout this resource:

the words 'she' and 'her' will be used for ease of reading but the resource also applies to male Trainers or Prospective Trainers

- for those in the Branches, where the document asks you to contact the Country/Region Trainer Qualification Coordinator or Country/Region Trainer Coordinator, please contact the Branch Adviser
- the roles of Country/Region Trainer Qualification Coordinator and Country/Region Trainer Coordinator are referred to collectively as Country/Region Coordinators.

This resource needs to be read in conjunction with the Trainer Qualification resources, which can be found at www.girlguiding.org.uk > Making guiding happen > Learning and development > Helping others to learn > Trainer Qualification.

Section	Theme	Content	Page
Chapter 1	Overview of the Trainer Qualification	As a Trainer, good training is...	4
Chapter 2	The role and skills of a Tutor	<ul style="list-style-type: none"> ● Good Tutoring is.... ● The skills and qualities of a Tutor ● Becoming a Tutor ● Ongoing development as a Tutor ● Group tutoring 	5
Chapter 3	The roles, responsibilities and expectations of those involved in the Trainer Qualification	<ul style="list-style-type: none"> ● Prospective Trainer ● Trainer ● Tutor ● Reviewer ● Country/Region Trainer Qualification Coordinator ● Country/Region Trainer Coordinator 	7
Chapter 4	Working with a new Prospective Trainer	<ul style="list-style-type: none"> ● Initial contact ● First meeting ● Setting ground rules ● Developing the partnership ● Relationships - beginning, maintaining and ending ● Learning needs and opportunities ● Accrediting prior learning ● Prospective Trainer induction ● Agreeing a development plan ● Example of a Personal Development Plan 	8
Chapter 5	Working towards and completing a module: The Prospective Trainer in action	<ul style="list-style-type: none"> ● Getting started ● Reviewing the Training Plans ● Before the training session ● At the training session ● Giving feedback afterwards ● Collecting and storing evidence ● Reviewing and recording progress ● Signing off modules ● Completing the Trainer Qualification 	13
Chapter 6	Practical guidance	<ul style="list-style-type: none"> ● Girlguiding policy ● Inclusion within Girlguiding ● Expenses ● Addressing concerns ● Process for addressing concerns/complaints and other issues 	16
Chapter 7	The role of the Reviewer	<ul style="list-style-type: none"> ● Appointment ● Involvement ● Expectations ● Role ● Record keeping ● Submission of TQ modules ● Procedure 	18

Section	Theme	Content	Page
Chapter 8	The role of the Country/ Region Trainer Qualification Coordinator	<ul style="list-style-type: none"> ● Appointment ● Involvement ● Expectations ● Role ● Record keeping ● Submission of TQ modules ● Training ● Managing the team using a workshop approach 	20
Chapter 9	Procedure for completions and certification	Procedure	23
Appendices	Appendix 1	Record of contact	24
	Appendix 2	Checklist for new Tutor training	25
	Appendix 3	Checklist for Prospective Trainer induction	27
	Appendix 4	Checklist for Reviewer training	28
	Appendix 5	Reviewer tracking sheet	29
	Appendix 6	Working together: a sample agreement for a Tutor and Prospective Trainer	30
	Appendix 7	What to look for when reviewing a Training Plan	31
	Appendix 8	Financial plan	35
	Appendix 9	Quality assurance process undertaken at National level	39
	Appendix 10	Flowcharts	44
	Appendix 11	Personal Development Plans	47
	Appendix 12	The Tutor's role in supporting the Prospective Trainer <ul style="list-style-type: none"> ● Reviewing Training Plans ● The importance of good communication ● Observing training sessions - before the training ● Before the training ● At the training ● After the training - giving immediate feedback ● More detailed feedback ● Feedback dos and don'ts 	49
	Appendix 13	<ul style="list-style-type: none"> ● What to look for when observing a training session ● Before the training ● At the training ● After the training 	52
	Appendix 14	Good training is...	53
	Appendix 15	Induction for Trainer Qualification Coordinator and Trainer Coordinator roles	57

Chapter 1

Overview of the Trainer Qualification

The Trainer Qualification has been created and designed specifically for Girlguiding. To be accredited as a Trainer, the Prospective Trainer, with the guidance of a Tutor, must complete a minimum of two modules: Module 1 and either Module 2, 3 or 4.

Once qualified, the Trainer can then choose to do Module 5 to become a Girlguiding Residential Trainer, and subsequently Module 6 to be able to lead a team of Trainers for Girlguiding.

All the modules are designed to be completed while gaining practical experience as a Trainer, rather than task by task.

This resource is to be read in conjunction with the *Introduction: Welcome to training in Girlguiding* and with the online resource, *Training* is www.girlguiding.org.uk > Making guiding happen > Making guiding happen > Learning and development > Information for Trainers > Delivering training.

It is important that the Tutor explains clearly to the Prospective Trainer what the components of good training are. These are summarised below.

1.1 As a Trainer, good training is:

- being able to convey clear, well-structured information in a fun and supportive way, so the participants can use this knowledge with the girls and young women in their units, and the adults in the area
- creating aims and objectives for a session which reflect the principles of Girlguiding, as defined in the Five Essentials, Guiding Method and in current Girlguiding publications
- producing clear and detailed plans for training sessions that demonstrate understanding of how adults learn
- choosing training methods appropriate to the topics being delivered, the size of group, the location, the time of day and the experience of the participants
- delivering training that complies with all UK legislation, including health and safety, equal opportunities, confidentiality, discrimination and copyright
- maintaining records of trainings delivered and personal development
- valuing interaction with other Trainers and participating in support groups to give opportunities for peer review and support
- extending knowledge of any less familiar areas including, where appropriate, the programmes for all four sections
- understanding her role within the District, Division, County and Country/Region
- understanding her responsibilities as a Trainer with Girlguiding and WAGGGS
- being forward-looking and positive in adopting and promoting policy and programme
- embracing change in Girlguiding, and helping others to do the same.

More details can be found in *Training*.

Chapter 2

The role and skills of a Tutor

2.1 Good tutoring is:

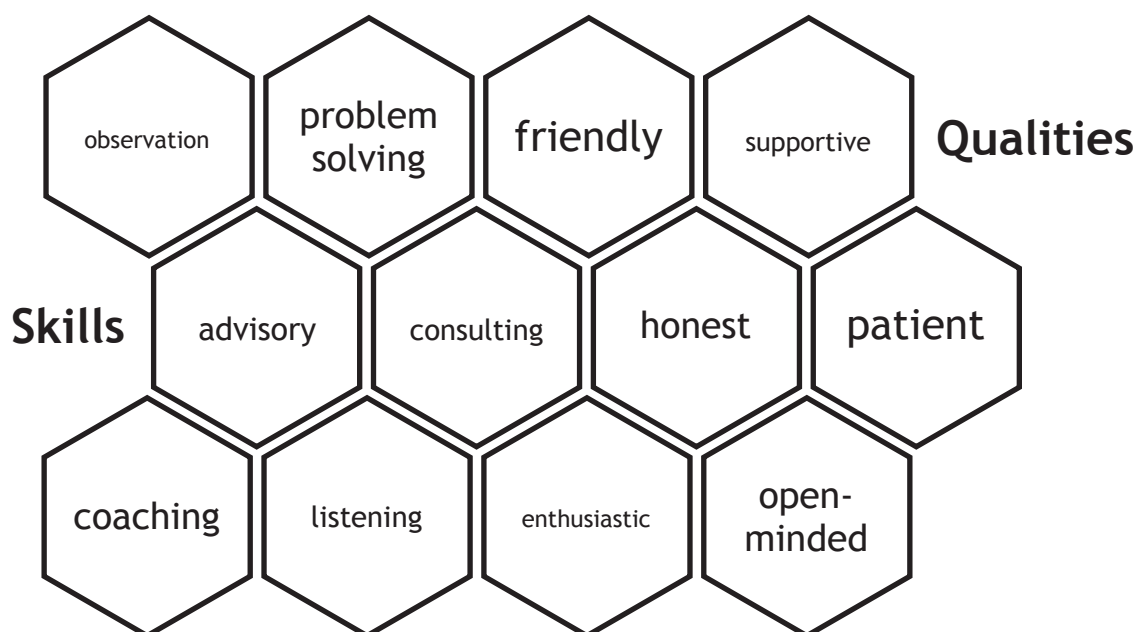
- supporting a Trainer to become confident and competent to consistently deliver excellent quality training to adults in Girlguiding
- being able to share skills, knowledge and experience in a partnership where communication is the key
- having a flexible and friendly approach
- upholding and promoting the principles of Girlguiding and supporting the Prospective Trainer to do the same
- using the network of support and advice available in the Country/Region and locally.

2.2 The skills and qualities of a Tutor

As you guide your Prospective Trainer through the Trainer Qualification, you will use your knowledge and experience to support, instruct, assist and encourage her. Your knowledge includes every aspect of the skill of training, as well as the workings of the Country, Region and national network.

A good Tutor brings many qualities and skills to the role.

See *Training*, the online resource for Trainers, for more information.



2.3 Becoming a Tutor

If you are new to tutoring you will be invited to attend a training session on the roles and responsibilities of a Tutor, and to complete the induction checklist in Appendix 2. The session will be run by either your Country/Region or across Regions. Please contact your Country/Region Coordinators for more information.

2.4 Ongoing development as a Tutor

It is important that you develop your skills and keep your knowledge up to date by attending trainings, networking with other Tutors to share good practice and keeping records of your own continuing professional development. You may wish to develop your role further by becoming a Reviewer (please see Chapter 3 for details of this role) and should discuss this with your Country/Region Trainer Qualification Coordinator.

2.5 Group tutoring

It may be that you have been asked to join a group tutoring team, where two Tutors work together to tutor a small group of Prospective Trainers because:

- there is a high concentration of Prospective Trainers but few Tutors in a geographical area
- the Prospective Trainers are used to the group situation - they may be young members bringing this experience from The Senior Section.

Group tutoring is similar to a conventional tutoring situation but without a one-to-one relationship between a Tutor and a Prospective Trainer. To ensure the success of this method, there are some important guidelines to follow.

- Tutors need to set regular meeting times and dates for the group.
- Tutors must share the records of each Prospective Trainer in the group with the other Tutor so either Tutor can support her.
- If any member of the group is not benefiting from the arrangement, individual meetings must be scheduled. If group tutoring is still not the best option, an individual Tutor will be needed.
- Members of the tutoring group must be enabled to progress at their own pace.
- The role of the Reviewer for group tutoring may be undertaken by one person or two people working in partnership.

Chapter 3

The roles, responsibilities and expectations of those involved in the Trainer Qualification

Role descriptions for Prospective Trainers, Trainers, Tutors, Reviewers, Trainer Qualification Coordinators and Trainer Coordinators can be found at www.girlguiding.org.uk > Making guiding happen > Volunteer roles in guiding > Training and mentoring roles

Members of the Learning and Development Team who support Trainers and training are:

Trainer/Prospective Trainer

Join hundreds of inspiring volunteers who help other members to learn. As a Trainer, you will facilitate and deliver Girlguiding learning opportunities so that we are all providing quality guiding.

Tutor

As a Tutor you'll do rewarding work with our enthusiastic group of Prospective Trainers - those working towards their Training Qualification - to make sure they have the right skills to train others.

Mentor

Be a friendly face - and much more - to a fellow volunteer as they train for one of our qualifications. As well as supporting them, you will also decide when they are qualified.

Leadership Qualification Coordinator

Help volunteers in your area get the most out of our leadership training opportunities. Enjoy working with volunteers as they learn, and watch them succeed with your help.

Reviewer for the Training Qualification

As an experienced Tutor, you will motivate other Tutors to deliver high quality training and support them as they work with prospective Trainers.

Leadership Qualification Verifier

Use your expert knowledge of our leadership training to verify qualifications submitted by Leaders in Training. Your contribution will make sure that we offer a consistent standard of mentoring support to members.

Trainer Coordinator

In this role you'll be a point of contact for Girlguiding's impressive programme of training in your area. Responsibilities include making sure that our Trainers get the right training for their role.

Trainer Qualification Coordinator

This role - for an experienced Trainer - coordinates the training opportunities we offer to Prospective Trainers. This is an opportunity to share your knowledge with members in your area and offer support.

Chapter 4

Working with a new Prospective Trainer

By the time a Prospective Trainer is partnered with a Tutor she will have already had a successful role visit carried out by the Tutor or another experienced Trainer and she will have shadowed a Trainer in action at a training event.

4.1 Initial contact

On receiving the details of the Prospective Trainer and your Reviewer from the Country/Region Trainer Qualification Coordinator, you should make the first contact with the Prospective Trainer to introduce yourself and welcome her as soon as possible. Where possible, this contact should be followed by a meeting. This meeting is important as it sets the tone for the partnership between the Tutor and Prospective Trainer.

4.2 First meeting

The purpose of the first meeting is to agree an initial learning plan together. It is sometimes best to choose somewhere neutral for your first meeting, such as the periphery of a Girlguiding event, or perhaps a local coffee shop. Take some time to talk about common interests. It often helps to make it more of a social event rather than a working meeting. However, you should establish:

- the means of communication available to both, for example: email, mobile phone, landline, Skype
- suitable times to make contact
- the priorities for her learning.

Discuss what you learnt from the guiding role visit (if you did it), and what the Prospective Trainer learnt from shadowing a Trainer. Agree the initial learning plan together and, after the meeting, update the Reviewer so that she is also aware of the plan.

If you find that the Prospective Trainer has relevant prior experience, she may be able to achieve the qualification in a shorter time. It is your responsibility to ensure that all relevant prior learning, achievement and knowledge is recognised and accredited. Seek advice from your Reviewer, your local Country/Region Trainer Qualification Coordinator or another Tutor if required.

4.3 Setting ground rules

At the beginning of the partnership it will be necessary to establish ground rules for how you will work together. This may involve setting up an agreement - a sample form is available in Appendix 6. Alternatively, you may prefer a less formal approach which adapts over time. It is a good idea to have your agreement in writing for accountability purposes.

4.4 Developing the partnership

As you get to know each other better, be explicit about your expectations of the process, how long it will take and how much time you can both give to it. Make it clear that it is quite acceptable to end the working relationship if either of you wishes to for any reason. Agree on a procedure for this at this stage, to avoid potential difficulties later on.

While there is no set timescale for completing the Trainer Qualification, the expectation is that you and your Prospective Trainer will want to complete it as soon as is practical. Make sure the Prospective Trainer is aware that the longer it takes the greater the risk that experience and evidence gained at the beginning will no longer be valid by the end. If your Prospective Trainer will need longer, or to take time out from the qualification, you should satisfy yourself that her training skills and knowledge of the programme remain current. Tutors should have an honest conversation with all Prospective Trainers who have not met the submission requirements after two years to ensure the Prospective Trainer is on track to complete the Trainer Qualification. The Tutor will agree with the Prospective Trainer whether she should continue.

4.5 Relationships - beginning, maintaining and ending

The relationship between you and the Prospective Trainer can be one of the most rewarding you will have in guiding and can extend well beyond the period when you are working together on the Trainer

Qualification. It is important to establish and maintain effective two-way communication and trust from the very beginning of your working relationship. It needs to be strong enough to allow you both to discuss challenging situations, such as a training that did not meet Girlguiding's expectations, as well as giving her praise for a job well done.

Your Prospective Trainer should also be able to comment on your performance as a Tutor. It is a good idea to discuss the need for honest feedback early in the relationship, and how this will be given in a professional, non-personal manner so that positive outcomes can be achieved.

The behaviours that most often cause disputes between Tutor and Prospective trainer are: failing to respond to or meet deadlines; delaying reviews; not providing appropriate information at the correct time. Most can be resolved by a simple discussion and an agreement on both sides to try harder. However, there may come a point when it is no longer possible to continue to work together and advice must be sought from the Reviewer on how to end the relationship. The most important point in this situation is not to allow the matter to drag on but to act with empathy and decisiveness to bring an end to the relationship

Personal situations do change, and it may be that either one of you needs a break for personal reasons (such as taking maternity leave, taking on a carer role, or mounting work commitments). Discuss the situation together and, with the help of your Country/Region Trainer Qualification Coordinator if necessary, find a way forward that works for both of you. A decision to suspend or end the partnership is a practical option and never seen as a failure on either person's part.

4.6 Learning needs and opportunities

Early in the partnership you will need to gain insight into the previous experience of your Prospective Trainer. She may be a trainer in her paid employment, have trained Leaders before as an instructor or Adviser, or she may have no experience. In your first meeting record the qualifications and experience of your Prospective Trainer by asking her to share her background. Where relevant, ask for evidence of qualifications and experience from Girlguiding, her work and other activities. This record is the 'Statement of Recognised Prior Learning' that can be submitted as part of the Prospective Trainer's final submission.

Establish at an early stage the level of support that she needs and agree how you will work together to achieve it. For example, a Prospective Trainer may need help to make the transition between working with girls to working with adults. She may need to consider the difference between working with volunteers, who choose to be there, and paid employees, who are required to attend.

A 'strengths, opportunities, aspirations and results' (SOAR) analysis may be a useful technique and you may wish to consider her learning needs against the requirements section in each module she wishes to undertake. When conducting a SOAR analysis, the following questions should be asked.

1. What are your strengths - assets, capabilities, achievements etc?
2. What opportunities are available to you - things that can improve your knowledge and skills?
3. What do you want to achieve in the future?
4. What are the measurable results that will tell you that you have achieved your future aspirations?

Relevant definitions

S = Strengths: What you are doing really well, including your assets, capabilities and greatest accomplishments.

O = Opportunities: External circumstances that could improve your knowledge, skills and behaviours, threats or weakness reframed into possibilities.

A = Aspirations: What you can be; what you desire to be known for.

R = Results: The tangible, measureable items that will indicate when the goals and aspirations have been achieved.

4.7 Accrediting prior learning

It is essential that the prior qualifications and experiences of the Prospective Trainer are recognised when discussing and signing off the Knowledge Checklist of any module. A Tutor can sign the Knowledge Checklist if, following discussion and/or observation, she is confident that the Prospective Trainer has the required knowledge. Evidence could be in the form of a qualification certificate and a print-out of the course content, other relevant documentation, or a discussion of the experience.

Gaps in knowledge or evidence should be noted on the Personal Development Plan and discussed the next time you meet.

It is possible that a Prospective Trainer will be able to provide all that is required for you to sign off the Knowledge Checklist at your first meeting. Good practice for the Prospective Trainer's final submission would be to submit the 'Statement of Recognised Prior Learning' described above and a copy of any trainer qualification/adult learning certification and subject matter qualification certification along with the signed Knowledge Checklist. The Go! record of the Prospective Trainer should be part of the submission and should be seen by the Tutor before signing the Knowledge Checklist where relevant (eg Leadership Qualification for those working on Module 3).

Where a Prospective Trainer can detail training experience in a work situation, with WAGGGS, another Member Organisation, or other organisation similar to Girlguiding, the Tutor should recognise this by offering to observe her in a Girlguiding training session so that feedback can be given immediately and any areas for development can be identified and recorded on the Personal Development Plan. Discussion before the observation is important to ensure that the Prospective Trainer understands how Girlguiding training may differ from training in other settings, and is aware both of the Girlguiding minimum training plan requirements and what you will be looking for in the observation.

When the Prospective Trainer is undertaking two modules, a minimum of three observations at the minimum standard is required. If the Prospective Trainer is taking three modules simultaneously, a minimum of four observations at the minimum standard is required. The observations will show that the Girlguiding standard of training delivery has been met and the Prospective Trainer will be able to produce the submission documentation to complete her Trainer Qualification.

4.8 Prospective Trainer induction

For consistency it is important that every Prospective Trainer receives the same initial information. The Tutor should provide most of this. It is not necessary to hold a formal induction but you should ensure all the key messages are covered as soon as possible. Use the Induction Checklist in Appendix 3 to mark off the items as you cover them over a series of meetings, and advise the Reviewer when this is completed.

4.9 Agreeing a Personal Development Plan

Once you have established the learning needs of your Prospective Trainer, you should work together to agree a Personal Development Plan.

4.10 Example of a 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:

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

No	What do I need to develop and why?	Action to achieve each development need - include help needed to do this	Success criteria (how I will know when I have achieved this)	Proposed date for completion	Date of actual completion	Progress review comment - record date
1	To practise the skill of writing training plans on the arts	<ul style="list-style-type: none"> ● Produce a plan for 1.5 hour session on the arts (drama, music and dance) for Brownie Leaders ● Review with Tutor ● Plan written that meets all requirements 	Plan meets national standards	1.1.16	1.2.16	Feedback from Tutor on first draft (linking methods to objectives)- 1.1.16 write second draft. Fully approved 1.2.16
2	Gain experience planning, delivering and evaluating training	Plan, deliver and gather feedback on a session for County 'Challenging behaviour'	Good evaluations from participants as a result of successful planning and delivery of session	15.3.16	31.3.16	Training plan seen by Tutor on 15.2.16

The Personal Development Plan is used for:

- identifying learning needs
- recording progress
- recording changing development needs over time.

As she achieves her Personal Development Plan actions and gains experience, the Prospective Trainer is automatically gathering the evidence to complete the qualification.

The Personal Development Plan should be refreshed every six months. It needs to be written in some detail for the six months or so immediately ahead, but can be broader for the subsequent six months.

The Tutor's role

The Tutor should ensure all targets set are SMART - specific, measurable, achievable, realistic, time-bound.

Specific: Are the details clear? At a later date will the Prospective Trainer be able to understand what has been written?

Measurable: What evidence will be generated? Who is generating it? Will it be useful? How will it be measured?

Achievable: Is the Prospective Trainer clear about why the action is needed? Does she have everything she needs to complete the task?

Realistic: Is it realistically achievable? Is it clear where the action fits into the Trainer Qualification? Can the evidence generated be used more than once?

Time-bound: Does the action have an achievable target date? Has a review date been set?

You should work with the Prospective Trainer to agree when she has reached the required standard.

Encourage her to keep evidence of her progress.

Help her to put together her submission file, using the submissions requirements for each of the modules, ensuring there are no gaps.

Set realistic timescales to help to keep the Prospective Trainer on track. This encourages regular contact and the opportunity to review progress and set new targets for actions. Try to agree a minimum number of contacts a year. This information should also be shared with the Reviewer.

See Appendix 11 for more information.

Chapter 5

Working towards and completing a module: The Prospective Trainer in action

5.1 Getting started

Before any training activity, ensure effective communication with the Prospective Trainer. Discuss what she needs to know and be able to do, so that she is well-prepared and her training experience is positive.

If the Prospective Trainer is new to training, she could start by taking a small role in a training session run by you or another experienced Trainer, or making a presentation to peers from her Support Group. If she has some experience, she could run part of the programme during a day or evening training. Whatever you decide together, make sure that she knows that you will provide support. Go with her if possible, or find another Tutor to be there to support her, look at her plans and resources, and help her to evaluate the session afterwards.

5.2 Reviewing the Training Plans

It can take time to learn the skill of writing a good Training Plan and this should be a priority for the early months of your time together. However, the Prospective Trainer should still be gaining experience in delivering training while she is developing her planning skills.

For more information on planning training please see *Training*.

See Appendix 7 for guidance on what to look for when reviewing your Prospective Trainer's Training Plan.

5.3 Before the training session

Discuss how you will support her and how you both will respond to any issues that occur at the training. You should cover the following:

- the method of observation, where you will sit and whether you would like to join in with the participants
- introductions - how you will explain your presence and role to the participants
- whether you will step in if there is a problem, make a comment or suggestion, or just observe
- how the Prospective Trainer will ask for help without making it obvious, perhaps by asking you what you think.

If you cannot be at the session to observe, describe the arrangements you have made to provide an alternative observer. If this has not been possible, discuss the possibility of finding someone suitable on the day who could provide you both with a brief write up of the session, which could then be used as evidence for the qualification.

5.4 At the training session

At the session, you should:

- talk with your Prospective Trainer about how the room can be set out to make sure the participants can see her clearly and not be distracted by the Tutor's presence in the room
- know what you're looking for, but be open to everything you see and hear
- have the Training Plan available and be familiar with it
- be unobtrusive, for example you may wish to stay at the back of the training room. Keep out of the Prospective Trainer's line of vision if you can
- take notes - complete the Observation form later
- be sensitive to the participants' feelings about you - try to make sure they don't feel inhibited by your presence
- adjust your input and style of observation as the Prospective Trainer gains experience and needs less support.

5.5 Giving feedback afterwards

Your feedback during and after an event plays a vital part in a Prospective Trainer's development. The purpose of it is to encourage her to reflect on what she has achieved and how she might improve her practice. To be effective and constructive, feedback must be timely and objective.

Wait until the Prospective Trainer has finished talking to the participants and they are leaving the room, and then help her clear up and pack, ready to leave or move to another session. She may be feeling anxious, overly critical of herself and in need of early reassurance that she has done a good job so make some positive comments about what went well. On a busy training day, the only opportunity for immediate feedback may come while clearing away one session and setting up for the next. If this is the case, it is important to be tactful when talking over the session so that you do not disturb your Prospective Trainer's composure before her next delivery. More information on how to give feedback can be found in Appendix 12.

It is also important to encourage the Prospective Trainer to talk about her own thoughts on how the training went, to help her develop self-evaluation skills. Encourage her to do this before you both leave following the event.

As soon as you can after the training, call her and/or send her more detailed written reflections. These should include constructive comments on any points for development, and reinforce all the positive aspects.

5.6 Collecting and storing evidence

The Prospective Trainer shows her competence by providing evidence of her actions, knowledge and understanding. This may be in the form of her own work, or other people's observations, statements and evaluations. The evidence should consist of original documents such as Training Plans, completed worksheets, examples of activities, responses to verbal questions and notes from discussions with you.

As the Prospective Trainer works through the modules, prepares trainings, is mentored, and evaluates sessions, the evidence should occur naturally. Evidence of relevant knowledge can be demonstrated by 'doing' and this should be recorded by you as appropriate. The evidence required for the Trainer Qualification can be stored digitally or in a file. Check that your Prospective Trainer knows she has a choice and encourage her to use a system that works for her. It might be helpful early on to suggest ways of collecting and referencing items.

5.7 Reviewing and recording progress

Every time Tutors and Prospective Trainers talk or communicate by email, some kind of review should take place. Topics for review may include: work planned and completed, future plans, targets set and actions achieved, and progress through the qualification.

Evaluation of trainings will form an essential part of any review and provide important information about the Prospective Trainer's progress and future needs.

You should keep a record of your discussions too. If you are keeping written records, bullet points of the main topics are adequate. You may prefer to use audio recording, DVD or video to record the discussion. You should also maintain a record of all contact between you and your Prospective Trainer, either in an email folder or by keeping a written record (see the sample form available in Appendix 1).

It is important that you also keep your Reviewer up to date with progress made and opportunities required.

5.8 Signing off modules

Once your Prospective Trainer gains experience and you observe she has the knowledge and skill required, sign off the Record of Completion pages in the Trainer Qualification in consultation with the Prospective Trainer. The completion boxes will allow you to identify gaps in her progress towards the completed qualification. Please ensure that the evidence requirements are fully met before submission to your Reviewer.

5.9 Completing the Trainer Qualification

Once the evidence has been collated for every module, the Trainer Qualification Record of Completion and submission file should be handed, or sent by signed-for post or email, to the Reviewer, who will ensure that the required standard has been met. If the Prospective Trainer is sending a hard copy, she should be kept informed as to where her documents are and when they are likely to be returned to her. You and the Reviewer should notify the Prospective Trainer by email if you are to take more than one month to complete any stage of the process.

The Reviewer will send the file to the Region Trainer Qualification Coordinator for Quality Assurance. The Country/Region Trainer Qualification Coordinator will arrange for the certificate and badge to be presented at a suitable occasion and an email sent to the Country/Region Chief Commissioner. Completing the Trainer Qualification is a cause for celebration as it reflects the Prospective Trainer's hard work and the progress she has made.

It is important that the Prospective Trainer realises that gaining the Trainer Qualification is not the end of the process. To complete Module 1, she will have produced a Personal Development Plan that she will take forward as a qualified Trainer. She should be familiar with the recording system that all qualified Trainers are required to complete. You will need to explain to your Prospective Trainer how these records contribute to the three-year renewal process and what is required for that renewal. The Observation of a Module form found in Module 1 of the Trainer Qualification is the same form that is used for a renewal.

Chapter 6

Practical guidance

6.1 Girlguiding policy

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 policy statements are supported by further information and resources to ensure that our members put the policies into practice. Trainers must ensure they remain up to date. One way of doing this is to subscribe to the policy pages. To do this, go to the Guiding Manual page which contains all recent updates and subscribe at the bottom of the page to receive notification of when updates are made.

6.2 Inclusion within Girlguiding

Girlguiding is an inclusive organisation offering equal opportunities to all members and will support all who wish to become Trainers as long as they demonstrate they have the necessary skills. As a Tutor, you should be aware that a Prospective Trainer may have additional needs. In this case, you should offer her the necessary support and also seek advice from your Country/Region Trainer Qualification Coordinator and the relevant Adviser. These are some of the needs you may identify:

- restricted mobility, such as wheelchair use
- sight or hearing impairment
- shift work or irregular work hours
- lack of a driving licence or own vehicle
- living in a distant or remote location
- family constraints, such as single parenthood, caring responsibilities
- educational needs, such as dyslexia, or other literacy difficulties
- English as an additional language.

For more information, please see the Girlguiding website on how to adapt qualifications - www.girlguiding.org.uk > Making guiding happen > Running your unit > Including all > Including members with additional needs > Adapting qualifications

6.3 Expenses

The table in Appendix 8 lists activities undertaken by Trainers, Tutors and Reviewers as well as Country/Region Coordinators. The contents of the table is the approved financial plan for Trainers and training and should be fully implemented from April 2015. Some Countries and Regions have indicated that they will implement the financial plan before this time. Branches and BGIFC will have a supporting financial plan developed to meet their needs.

6.4 Addressing concerns

It is your responsibility to make sure that the Prospective Trainer understands what to do if she has a complaint concerning training or the Trainer Qualification process. You should make her aware of the Complaints Policy section of *The Guiding Manual*.

If she has a concern, she will normally ask you for help to resolve the matter. Difficulties encountered might, for example, be:

- the numbers in a training session are very different from those anticipated when planning
- the Prospective Trainer's support network not functioning, so that she is not receiving support
- information not being provided by a Training Organiser.

If you are unable to resolve the situation satisfactorily, you should either speak your Country/Region Trainer Qualification Coordinator, or suggest that the Prospective Trainer does so, whichever is more appropriate. If necessary, you should provide the contact details of the Country/Region Trainer Qualification Coordinator. You should also explain to the Prospective Trainer that if her concern is about you, and she has not felt able to discuss it with you, she should approach the Country/Region Trainer Qualification Coordinator directly. Problems which fall into this category might include personality clashes, or your perceived lack of availability.

Finally, you should explain to the Prospective Trainer that if either of you are dissatisfied with the resolution from the Country/Region Trainer Qualification Coordinator, you may appeal to Girlguiding Headquarters by contacting leadership@girlguiding.org.uk.

6.5 Process for addressing concerns, complaints and other issues

In most cases it is anticipated that the Country/Region Trainer Qualification Coordinator will be able to resolve the issue. If she is not, the following steps should be taken.

1. The person making the complaint should email leadership@girlguiding.org.uk and someone at Girlguiding Headquarters will discuss the issue with the Country/Region Trainer Coordinator.
2. Advice will be given to the Country/Region Trainer Qualification Coordinator and this may involve the Chief Commissioner.
3. The Country/Region Trainer Qualification Coordinator will advise the individual accordingly and update the Chief Commissioner if necessary.
4. If this is agreed by the individual, the decision will be put in writing and actions will be monitored by the Country/Region if required.
5. If the individual does not agree with the decision made, she may ask for a review. The review process will be undertaken by a panel, with the panel chair being appointed by the Chief Guide. The panel will comprise the Chief Commissioner, Country/Region Trainer Coordinator and an independent Chief Commissioner or Country/Region Trainer Qualification Coordinator from another Country/Region appointed by the Chief Guide.

Please note: The Chief Commissioner and/or relevant member of the Learning and Development Team may decide to delegate this role to another senior member of Girlguiding.

6. The panel will consider carefully how the investigation was carried out and whether it was sufficiently thorough. It will consider these questions.
 - Is the response which was made supported by the findings of the investigation?
 - Have we done enough to put things right?
 - Have the individuals involved been informed of what we have learned?
 - Have we responded to what we have learned locally, or throughout the organisation?
 - Did we need to go back to the individual to review any action we said we would take, and has this happened?
7. If the panel chair feels the decision was the correct one, the individual will receive a letter to inform them and let them know the reasons for this decision. If she feels that the investigation had not been sufficiently thorough, she will need to ask for the investigation, or parts of it, to be carried out again. It may be appropriate for someone else to carry out this further investigation. After receiving a response, the complainant will be offered the opportunity to return to the review stage.
8. The panel chair's decision is final and marks the end of the process.
9. Feedback is given to relevant people by the panel chair and changes made as necessary to the Personal Development Plan.

Chapter 7

The role of the Reviewer

7.1 Appointment

A Reviewer is an experienced Tutor invited to undertake the role by the Chief Commissioner in consultation with the Country/Region Trainer Qualification Coordinator. There are Reviewers within each Country/Region. If you are a new Reviewer you will be invited to attend a training session on the roles and responsibilities of a Reviewer, and to complete the induction checklist in Appendix 4.

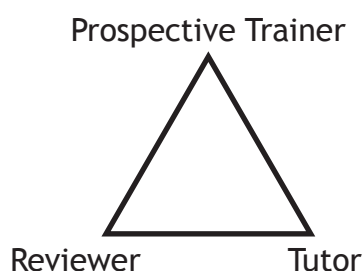
7.2 Involvement

A Reviewer is involved at all stages of the Prospective Trainer's journey.

- a) When the initial contract has been set up with the Tutor.
- b) Each time the Prospective Trainer's Personal Development Plan is reviewed and updated.
- c) When evidence is ready for sign-off.
- d) When a module is completed.
- e) When the qualification is achieved.

7.3 Expectations

The Reviewer works closely with the Country/Region Trainer Qualification Coordinator, the Tutor and her Prospective Trainer from the outset, developing a positive relationship with them each and advising and supporting the Tutor in ensuring that the requirements of the Trainer Qualification are met by the Prospective Trainer. The Tutor and the Prospective Trainer will create an agreement which the Reviewer will sign. A sample can be found in Appendix 6.



The Reviewer needs a good understanding of the Trainer Qualification as a whole, the process, and the detail of each module, so that she can check evidence against qualification requirements. The Reviewer will help with accrediting prior knowledge and achievement. She will advise and provide constructive feedback to the Tutor and periodically update the Country/Region Trainer Qualification Coordinator on the Tutor's progress in order to help ensure consistency of approach across the Country/Region.

In turn, the Reviewer has the support of other Country/Region Reviewers and the Country/Region Trainer Qualification Coordinator to ensure consistency of advice, ask for a second opinion if needed, and ensure she is offering current, accurate advice on the qualification.

7.4 Role

The role of the Reviewer is to carry out the following:

- advise and support the Tutors for whom she is responsible, and to give them feedback
- become involved with each Tutor and her Prospective Trainer at an early stage to give advice, review the submission of module(s) from Tutors and their Prospective Trainers, and ensure that the requirements of the Trainer Qualification have been met throughout the tutoring period
- obtain a second opinion from the Country/Region Trainer Qualification Coordinator or another Reviewer when in doubt
- provide feedback to the Tutor on her role
- attend any meetings or trainings, providing information as required to the Country/Region Trainer Qualification Coordinator, including participation in standardisation exercises.

7.5 Record keeping

Each time the Tutor provides an update of her contact with the Prospective Trainer, the Reviewer records this and keeps the record safe in order to report progress to the Country/Region Trainer Qualification Coordinator as required.

The Reviewer keeps a brief record of her discussions with the Tutor, provides feedback to the Tutor on her performance, and reviews her Personal Development Plan to help identify any learning or development needs.

Quality assurance exercises are also carried out by Reviewers to ensure a uniform standard through the Countries and Regions.

7.6 Submission of Training Qualification modules

The Reviewer is expected to have been involved in the process of preparing the submission, offering advice as appropriate. She will also have seen some of the submission while in progress, so will be reasonably confident that it will be generally satisfactory.

This involvement is necessary to document the process carried out by Reviewers when handling a submission of one or more modules for the Trainer Qualification. This helps ensure the on-going quality of Trainer Qualification submissions by monitoring and developing the work of Tutors.

7.7 Procedure

1. The **Tutor** will agree with her Prospective Trainer when she wishes to make a submission to her Reviewer. This may be an additional module or a complete submission to gain the Trainer Qualification.
2. At this point, the **Tutor** signs off the appropriate modules of the Trainer Qualification.
3. The Tutor will hand the submission pack, or forward it by signed-for post or by email to the **Reviewer**, who will check that the submission meets the requirements of the qualification.
 - a. The Reviewer should keep the Tutor and Prospective Trainer informed as to where her documents are. She should notify the Tutor and Prospective Trainer by email if it is going to take more than one month to complete any stage of the process.
 - b. If the **Reviewer** is satisfied with the submission, she will contact the Tutor and Prospective Trainer to inform them that the Prospective Trainer has successfully completed the module(s).
 - c. She will then send the evidence portfolio to **Country/Region Coordinators** to inform them of the successful conclusion. The **Country/Region Trainer Qualification Coordinator** will then contact the Tutor to thank her and ask her if she wishes to continue tutoring.
 - d. If the **Reviewer** is not satisfied with the submission, she will notify the Tutor. If the issue is easily resolved, then the Reviewer will send the evidence portfolio to the Country/Region TQC who will issue the certificate and congratulatory letter. If necessary, the Reviewer will include a note to Girlguiding Headquarters to explain what issues she found and the action that has been taken. This should not stop the Prospective Trainer achieving the Trainer Qualification. If the issue is not easily resolved the Reviewer will contact the Country/Region Trainer Qualification Coordinator who will advise. If required, the **Country/Region Trainer Qualification Coordinator** and the **Reviewer** will agree an action plan which must include feedback to the Tutor. The Country/Region Trainer Qualification Coordinator will then be able to plan ongoing Tutor training. If the issue is still not resolved, the Country/Region Trainer Qualification Coordinator will contact leadership@girlguiding.org.uk and someone at Girlguiding Headquarters will seek advice from the relevant member of the Learning and Development Team.
4. On receipt of the certificate from Country/Region Headquarters, the **Country/Region Trainer Qualification Coordinator** will arrange for a suitable presentation celebration.

Chapter 8

The role of the Country/Region Trainer Qualification Coordinator

8.1 Appointment

The Country/Region Trainer Qualification Coordinator is an experienced Reviewer invited to undertake the role by the Chief Commissioner. She works closely with the Country/Region Trainer Coordinator to administer the Training Qualification on behalf of Girlguiding. These two roles may be combined into one appointment.

8.2 Involvement

The Country/Region Trainer Qualification Coordinator is involved at all stages of the Prospective Trainer's journey:

- a) appointing the Tutor
- b) appointing the Reviewer
- c) when a module is completed
- d) when the qualification is achieved.

8.3 Expectations

The Country/Region Trainer Qualification Coordinator works closely with the Reviewer, the Tutor and her Prospective Trainer from the outset of the qualification, developing a positive relationship with each and advising and supporting the Tutor and Reviewer in ensuring the requirements of the Trainer Qualification are met by the Prospective Trainer.

The Country/Region Trainer Qualification Coordinator needs a good understanding of the Trainer Qualification as a whole, the process, and the detail of each module, so that she can check evidence against qualification requirements. She will help with accrediting and recording prior knowledge and achievement. She advises and provides constructive feedback to the Tutor and Reviewer, and periodically updates the Country/Region Trainer Qualification Coordinator for Girlguiding to help ensure consistency of approach. In turn, the Country/Region Trainer Qualification Coordinator has the support of other Country/Region Trainer Qualification Coordinators and the relevant member of the Learning and Development Team to ensure consistency of advice, ask for a second opinion if needed, and ensure she is offering current, accurate advice on the qualification.

8.4 Role

The role of the Country/Region Trainer Qualification Coordinator is to undertake the following:

- 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)
- support the Country/Region Chief Commissioner, where necessary, to appoint a suitable team of Reviewers sufficient for the needs of the Country/Region
- allocate Tutors to their Prospective Trainers and allocate a Reviewer to each partnership
- ensure Prospective Trainer, Trainer, Tutor and Reviewer roles are recorded appropriately on Go! ensure that Reviewers receive the necessary training and support to carry out their role
- ensure that Tutors receive the necessary training and support to carry out their role
- identify the learning needs of Prospective Trainers, Tutors and Reviewers by reviewing their Personal Development Plans at least annually and arranging training as required
- liaise with the Volunteer Development Team and Learning and Development Team at Girlguiding, and attend two meetings a year representing the Country/Region
- design and implement quality assurance systems for the Country/Region, which ensure that the national objectives are met, and consistency and standardisation are achieved
- ensure all the necessary records are maintained
- actively promote learning and development within the Country/Region.

8.5 Record keeping

The Country/Region Trainer Qualification Coordinator is responsible for ensuring all Prospective Trainers have a Tutor and Reviewer, and that the triangular approach is working. She must formally review the progress of each individual at least every two years. This should be recorded on the Personal Development Plan.

8.6 Submission of Trainer Qualification modules

The Tutor will agree with her Prospective Trainer when she wishes to make a submission to her Reviewer. This may be a complete submission to gain the Trainer Qualification or an additional module. Information on submission requirements can be found in the Introduction to the Trainer Qualification. The minimum requirement for an additional module is three successful trainings observed by a Tutor and current knowledge for Module 1.

After signing off the appropriate module(s), the Tutor will hand the submission pack, or forward it by signed-for post or email, to the Reviewer, who will check that the submission meets the requirements.

- a. The Reviewer should keep the Tutor and Prospective Trainer informed as to where her documents are and when they are likely to be returned to her. She should notify the Tutor and Prospective Trainer by email if it is going to take more than one month to complete any stage of the process.
- b. If the Reviewer is satisfied with the submission, she will contact the Tutor and Prospective Trainer to inform them that the Prospective Trainer has successfully completed this module(s).
- c. She will then send the evidence portfolio to the C/R TQC who will issue the certificate and congratulatory letter. The Country/Region Trainer Qualification Coordinator will then contact the Tutor to thank her and ask her if she wishes to continue tutoring.
- d. If the Reviewer is not satisfied with the submission, she will notify the Tutor. If the issue is easily resolved, then the Reviewer will send the evidence portfolio to the Volunteer Development Team at Girlguiding (by signed-for post), who will issue the certificate and congratulatory letter. If necessary, the Reviewer will include a note to Girlguiding Headquarters to explain what issues she found and the action that has been taken. This should not stop the Prospective Trainer achieving the Trainer Qualification.

If the issue is not easily resolved the Reviewer will contact the Country/Region Trainer Qualification Coordinator who will advise. If required, the Country/Region Trainer Qualification Coordinator and the Reviewer will agree an action plan which must include feedback to the Tutor. The Country/Region Trainer Qualification Coordinator will then be able to plan ongoing Tutor training. If it is not easily resolved, the Country/Region Trainer Qualification Coordinator will contact leadership@girlguiding.org.uk and someone at Girlguiding Headquarters will seek advice from the Country/Region Trainer Coordinator.

A member of the Learning and Development Team will arrange for a suitable presentation celebration.

The C/R TQC will review the evidence using the quality assurance checklist in Appendix 9 and will feed back her findings to the Country/Region Trainer Qualification Coordinator.

8.7 Training

The Tutor and Reviewer is responsible for arranging training for Prospective Trainers, Tutors and Reviewers in her area. She also oversees the induction process for each role and ensures this is completed in a timely manner.

8.8 Managing the team using a workshop approach

In order to carry out the key tasks of this role, it is good practice to hold a regular meeting/workshop with the Prospective Trainers, Reviewers and Tutors together. This helps gain an overview of progress and confirm that each team's working relationship is harmonious and conducive to attaining learning goals. It also gives an opportunity to review the content of Personal Development Plans and see the Reviewer Tracking sheets in Appendix 5, which are used for recording observed tutoring and following discussions. The meeting/workshop is also vital for the quality assurance required of the Country/Region Trainer Qualification Coordinator, and for her to feed back to the Country/Region from the twice yearly national networking meeting with other Country/Region Coordinators.

A formal meeting of the Country/Region Trainer Qualification Coordinator with Reviewers and Tutors could be a standalone meeting. Alternatively, it could take place while Prospective Trainers receive a training session, and perhaps be followed by short skills workshops with Prospective Trainers and Tutors working together, supported by Reviewers. Part of the day could also be used to start training new Tutors. An example of an agenda for this formal meeting is below.



Agenda

Meeting for Tutors and Reviewers

Girlguiding Headquarters

10-11.15am

10am	Welcome and introduction
10.05am	Feedback from national meeting
10.20am	Details of Reviewer training
10.30am	Discussion on quality assurance for Trainer Qualification Module 3
10.50am	Tutor input <ul style="list-style-type: none">● Progress report on Prospective Trainers● Progress report on own Personal Development Plan● Support needed
11.05am	Training input for Prospective Trainers: identified training needs of your Prospective Trainers
11.10am	Any other business Date of next meeting
11.15am	Close

Example agenda for a meeting of a Prospective Trainer and her Tutor with their Reviewer

This three-way meeting usually works best as an informal conversation and need last only a few minutes.

Chapter 9

Procedure for completions and certification

The following outlines the process for completion of the Trainer Qualification, providing certificates for newly-qualified Trainers, and for additional modules completed.

9.1 Procedure

1. When successful review of a complete Trainer Qualification or additional module has taken place, the **Reviewer** will send the completed portfolio to the C/R TQC.
2. The **Volunteer Development Team at Girlguiding** will carry out the following actions.
 - a. Record the completion on a central database and email a questionnaire on the process to the new Trainer.
3. The Country/Region Trainer Qualification Coordinator will arrange for the Country/Region office staff to record the date of the award on Go! and ensure that the three-yearly renewal process is initiated.

Appendix 1 - Record of contact

Name of Prospective Trainer:		Name of Tutor	
Date	Time	Nature of contact	Details
		Phone/email/meeting	
		Phone/email/meeting	
		Phone/email/meeting	
		Phone/email/meeting	
		Phone/email/meeting	
		Phone/email/meeting	
		Phone/email/meeting	
		Phone/email/meeting	
		Phone/email/meeting	
		Phone/email/meeting	
		Phone/email/meeting	

Appendix 2 - Checklist for new Tutor training

This checklist is to be used by Trainers when they are planning training for new Tutors. It sets out the topics that should be covered. The training can be flexible in terms of the number of sessions and duration, but experience has shown that a weekend training which allows for networking time works best. Newly trained Tutors may wish to print a copy to keep for their records, and use the final boxes to verify their attendance. Existing Tutors do not need to need to use the final boxes.

Topic	Key content	Resources	Date completed
Overview of TQ	Overview of the Trainer Qualification	Introduction to the TQ with PowerPoint presentation if required	
Define and review the role and skills of a Tutor	The role and skills of a Tutor	Chapter 2	
Your support network	The roles, responsibilities and expectations of those involved in the Training Qualification	Chapter 3	
Working with a new Prospective Trainer	Working with a new Prospective Trainer <ul style="list-style-type: none"> ● Nurturing the Prospective Trainer ● The importance of working with the Prospective Trainer 	Chapter 4 Appendix 3 - Checklist for Prospective Trainer induction Appendix 1- Using the record of contact Appendix 6 - Sample agreement between Tutor and Prospective Trainer	
Accrediting prior knowledge and achievement and how to record it		Section 4.7 of this resource	
Defining good training	The Training plan <ul style="list-style-type: none"> ● Aims and objectives ● How to review the plan 	Chapter 3 Appendix 7 - What to look for when reviewing a Training Plan	
Personal Development Plans	Agreeing a Personal Development Plan	Personal Development Plan	

The Prospective Trainer in action	<p>The Prospective Trainer in action</p> <ul style="list-style-type: none"> ● Getting started ● Reviewing the Training Plans ● Before the training session ● At the training session ● Giving feedback afterwards ● Collecting and storing evidence ● Reviewing and recording progress ● Signing off modules ● Completing the Trainer Qualification 	<p>Chapter 5 Appendix 7 - What to look for when reviewing a Training Plan</p> <p>Appendix 13 - What to look for when observing a training session</p>	
Practical guidance	<p>Girlguiding policy</p> <ul style="list-style-type: none"> ● Inclusion within Girlguiding ● Expenses ● Addressing concerns ● Process for addressing concerns/ complaints and other issues 	<p>Chapter 6</p> <p>Appendix 8 - Financial plan</p>	
Certification	<p>Procedure for completions and certification</p>	<p>Chapter 9</p>	
Using Module 1	<ul style="list-style-type: none"> ● For the Tutor ● For the Prospective Trainer 	<p>Module 1</p>	
<i>Boxes for use by newly trained Tutor only</i>			
We confirm that the above has been discussed and is an accurate account of the training and our subsequent discussion.			
Signature of Tutor		Date	
Signature of Lead Trainer		Date	
Print Name of Lead Trainer		Role of Lead Trainer	

Appendix 3 - Checklist for Prospective Trainer induction

This should be used at your first and subsequent meetings with your Prospective Trainer after the role visit. It can be undertaken in any order and it is anticipated that more than one meeting may be needed to cover all the topics.

Topic	Date completed
1. Role visit - feedback	
2. Prior learning and experience	
3. Background to Trainer Qualification (TQ)	
4. Purpose of TQ	
5. Who's who in the Country/Region: Tutor, Reviewer, Country/Region Trainer Qualification Coordinator	
6. Expectations and roles of Prospective Trainer and Tutor	
7. How the TQ works: modules, learning cycle	
8. Timeframes	
9. Training opportunities - how to find them	
10. Training for Prospective Trainers - Country/Region, County calendars	
11. Contract between Prospective Trainer and Tutor	
12. Expenses - what, when, how	
13. Support groups	
14. Resources	
15. Complaints and appeals	
16. Awareness of applicable legislation: health and safety/risk awareness, data protection, copyright, equal opportunities	
17. Make a start on: Learning needs analysis, Personal Development Plan	
18. What happens next?/Targets	
We confirm that the above has been discussed and a Personal Development Plan started.	Date agreed to review:
Signature of Prospective Trainer	Date
Signature of Tutor	Date

Once completed, a copy of this form should be given to the Reviewer.

Appendix 4 - Checklist for Reviewer training

This checklist is to be used by Trainers when they are planning training for new Reviewers. It sets out the topics that should be covered in the induction and training of a new Reviewer. The delivery of the training can be flexible in terms of number of sessions and duration to meet the needs of the participants.

Topic	Resource	Date completed
Working with the Country/Region Trainer Qualification Coordinator <ul style="list-style-type: none"> ● What the C/R Trainer Qualification Coordinator expects of a Reviewer ● What a Reviewer may need from a C/R Trainer Qualification Coordinator 	Section 4 of this resource	
Overview of the Trainer Qualification: <ul style="list-style-type: none"> ● The modules ● Process flowchart 	Trainer Qualification Appendix 10 - Flowcharts	
Checking evidence against requirements	Appendix 7 - What to look for when reviewing a Training Plan	
Recording discussions	Appendix 1 - Record of Contact	
Offering support to Tutors - when and how to get involved Giving constructive feedback to Tutors		
Getting support - who to go to and when a second opinion is needed		
Practical issues <ul style="list-style-type: none"> ● What to do with the completed work ● Complaints and appeals ● Expenses 	Chapter 6 - Practical guidance	
<i>Boxes for use by newly trained Reviewers only</i>		
We confirm that the above has been discussed and is an accurate account of the training and our subsequent discussion.		
Signature of Reviewer		Date
Signature of Lead Trainer		Date
Print name of Lead Trainer		Role of Lead Trainer

Appendix 5 - Reviewer tracking sheet

This needs to be completed by the Reviewer at every meeting held with the Prospective Trainer and her Tutor. It should be placed in the front of the evidence folder on submission.

Prospective Trainer's name	Tutor's name	
Reviewer's name	Country/Region	

Date	What was reviewed?	Actions agreed	Development reviewed - Yes/No	Signature of Prospective Trainer	Tutor's signature	Reviewer's signature

Appendix 6 - Working together: a sample agreement for a Tutor and Prospective Trainer

We agree to:

- be honest with each other
- maintain good communication (at least every eight weeks) and meet when required
- give and receive encouragement and support on a regular basis
- listen to each other
- evaluate our progress regularly
- provide prompt responses to each other's queries
- be realistic with timescales
- write, review and update the Personal Development Plan regularly (after every training session or at least every six months)
- keep records of all work
- end the partnership if it should be necessary for any reason
- agree areas of accredited prior learning.

The Prospective Trainer agrees to:

- commit to undertaking the training
- refer all invitations to train to the Tutor
- keep full records of all appropriate experiences
- review my Personal Development Plan with the Tutor after every training.

The Tutor agrees to:

- give full support throughout training, from session preparation to evaluation
- observe the Prospective Trainer leading prepared training sessions
- help find training opportunities
- liaise with Country/Region Coordinators and relevant contacts at Country/Region level for adult support
- share training knowledge, skills and resources
- explain the Country/Region infrastructure and expenses policies.

Tutor's signature:

Prospective Trainer's signature:

Date agreed:

Reviewer's name:

Reviewer's signature:

Date:

Appendix 7 - What to look for when reviewing a Training Plan

The following checklist is in two parts: a general checklist for basic elements of good training practice, and a more detailed checklist focusing on specific information.

Although the checklist is designed for use by the Tutor, some or all of it could serve as useful guidance for the Prospective Trainer if introduced in the right way at the right time.

Using the checklist

The initial question to ask yourself is: could you take the plan and deliver the session yourself?

If anything is missing, talk with the Prospective Trainer as soon as possible.

- She may well be clear about what she is going to do but needs your help to write it down in a plan.
- She may not have learned how to review her own plans yet, and a timely conversation will enable her to do more of it herself next time.
- There could be a gap in her training knowledge or understanding and you will need to talk about the effect this will have on the training.

If you think that going ahead would have a negative impact on the quality of the learning experience, you will need to ask yourself these questions.

- Can she remedy it herself in time for the training?
- Could you co-train with her for extra support?
- If this has happened towards the end of the Training Qualification process, is she suited to training for Girlguiding? If you are in doubt, with the help of your Reviewer and Country/Region Trainer Qualification Coordinator, you will need to support her to make a decision about whether she wants to continue with the qualification.

If the answer to any or all of these four questions is no, or you are unsure, discuss this with the Prospective/Trainer NOW. Give her feedback and advice on how to rectify the issues before looking at the detail of the plan.

OVERALL			
	Evidence	Notes	Outcome
1.	The training plan has aims, objectives, methods, timings and resources all present in the document.	If the standard template has not been used, can you still find all the basic information you would expect to see?	Yes/No
2.	The plan is set out in a clear, logical and sufficiently detailed format.	Can you tell what is intended to happen at every stage of the training session, and why?	Yes/No
3.	The activities included are likely to achieve the aim of the session?	For example, if the session is programme-based, is there plenty of practical activity? If it is about raising awareness, is there enough discussion etc?	Yes/No
4.	Does the training plan meet the needs of the Training Organiser?	Does the plan meet the brief?	Yes/No
5.	Has the Tutor agreed the training plan with the Trainer?	Does it meet the required standard - if not is the Prospective trainer aware of what to do next?	Yes/No

SPECIFIC DETAIL OF THE TRAINING PLAN

Evidence	Notes	Outcome	Comments
1. Is the Prospective Trainer clear about the target audience for the training?	Can you find evidence of contact with the Training Organiser - date, times, numbers, section, venue etc?	Yes/No	
2. What outcomes are expected from the training? Can you identify that the Prospective Trainer has understood and addressed the Training Organiser's intended outcome? How will this session contribute to raising the quality of guiding in the area?	It may be necessary to ask to see supporting correspondence between the Prospective Trainer and the Training Organiser if the required outcomes can't be found in the training plan. <i>NB: If the outcomes are unclear, then it is likely that aim(s) and objectives will be unachievable and cannot be evaluated.</i>	Yes/No	
3. Is there a clearly stated aim?	If yes, does it seem appropriate for the participants? If no, is there other evidence that shows what the aim is?	Yes/No	
4. Are there clearly stated objectives ? If these are achieved, would it be likely to mean the overall aim is achieved too?	What do the learners need/want to be able to do as a result of attending? Look for a sentence that begins 'By the end of this session the participants will...', or similar. If there are no objectives stated, or if they don't seem achievable for any reason, it will be hard to evaluate the training. You should ask the Prospective Trainer what the purpose of the session is	Yes/No	
5. Choice of training methods: is there an appropriate balance between <ul style="list-style-type: none"> ● Trainer input and participant contribution ● whole group and small group work? Is there enough variety to engage and retain the interest of the participants?	<i>NB: A Leading and Managing People session should contain at least 75 per cent non-directive training.</i>	Yes/No	

	Variety of training activities used?	Yes/No	
6. Training activity: are the activities suitable for adult participation? If an activity is a trial of a child's activity, is this made clear?			
7. Training activity: are the choices of training activities suitable for the location? Is good use being made of local facilities?	Has any opportunity to model good practice been taken - can the participants work outdoors, use actual equipment rather than talk about it etc?	Yes/No	
8. Training resources: are they clearly listed? Are they what you would expect to see for the participants and the session topic? Are they current?	Has notice been taken of cost, transport practicalities, visual impact, accommodation for participants with additional needs?	Yes/No	
9. Training resources: has the Trainer adapted a resource for this session?	Does it meet the required standard including branding and is dated?	Yes/No	
10. Safety and Risk assessment: is there any activity that is potentially unsafe, or in need of additional safety precautions/ specialist qualifications? Are these noted/ addressed? Is the risk assessment current and accurate? Has the contingency plan been completed to the correct standard?	Risk assessment current? Contingency plan completed to Girlguiding standard.	Yes/No	
11. Timings: are they realistic for the activities and methods selected?	Timings meet requirements?	Yes/No	
12. Care for individual participants: is there evidence that the Prospective Trainer will take account of personal factors on the day eg how well the participants know each other, any new Leaders etc?	Content to query: icebreakers when they probably aren't needed; no time for reflection or questions. This could be a sign that the participants are being thought of as one group with similar learning needs.	Yes/No	

13.	Back up plans: what if the participants are much faster at an activity than anticipated, or much slower?	Look for additional activities that can be used in these circumstances, or notes of what must be included and what can be left out.	Yes/No	
14.	In session evaluation: evidence that there will be checking for understanding during the session.	Is there time for questions, observing learner activity, time for participants to try things out etc?	Yes/No	
15.	End of session feedback: is there time built in for verbal or written feedback from participants?		Yes/No	
16.	Does this plan need to reflect anything specific relating to her Personal Development Plan (PDP) ?	Is a developmental need included? Should a developmental action be added to her PDP?	Yes/No/ NA	

Notes:

Appendix 8 - Financial plan for Trainers/Tutors/Reviewers/Lead Volunteers

The following table lists activities undertaken by Trainers, Tutors and Reviewers as well as Country/Region Coordinators.

It identifies who funds different costs relating to Training. This will be fully implemented from April 2015 and reviewed annually.

Activity/Cost	Action	Funder	Frequency
Becoming a Trainer volunteer (BAT) Shadowing a Trainer	Country/Region pays cost of Becoming a Trainer. Training organiser pays costs of the Trainer	Country/Region level for Becoming a Trainer Training organiser for Trainer	Once per Becoming a Trainer
Role visit by Country/Region team to the Becoming a Trainer volunteer	Country/Region pays for travel of the observer	Country/Region level	Once per Becoming a Trainer
Prospective Trainer start-up box	Up to £75 to equip the Prospective Trainer with essentials such as pens, paper, relevant resources. Receipts needed for claim. For more information on content of a start-up box, refer to Chapter 3 of the online <i>Training</i> resource.	County, managed by Trainer support groups to ensure consistency across areas.	Once per new Prospective Trainer
Dress code	A new Girlguiding top and jumper every three years to Prospective Trainers/Trainers. Receipts needed for claim.	Country/Region level	Every three years
New resource - hard copy	National Lead Volunteer, in conjunction with Chief Guide identifies which category of Trainer and Tutor need the new resource and this is issued centrally on publication and distributed through the Country/Region office to identified Trainers and Tutors.	Country/Region level Photocopied and Country/Region level	As required
Country/Region pays for travel of the observer	Country/Region pays for travel of the observer	Country/Region level pays for travel of the observer	As required
New resource developed and approved at Country/Region level	National Lead Volunteer in conjunction with the Country/Region Chief Commissioner, identifies which category of Trainer and Tutor needs the new resource. This is copied on publication at Country/Region level and distributed through the Country/Regional office.	Country/Region level Photocopied at Country/Region level	As required

Activity/Cost	Action(s)	Funder	Frequency
National Trainers' Conference	The organiser of the training (Girlguiding HQ) will pay the costs for the Trainers to attend, including residential accommodation. Country/Region will pay travel costs up to a pre-determined sum decided by Country/Region Chiefs in advance, and Girlguiding HQ will pay the difference.	National Country/Region level - travel costs	Every two years
National Tutors' Conference	The organiser of the training (Girlguiding HQ) will pay the costs for the Tutors to attend, including residential accommodation Country/Region will pay travel costs up to a pre-determined sum decided by Country/Region Chiefs in advance, and Girlguiding HQ will pay the difference.	National Country/Region level - travel costs	Every two years
Country/Region event for Trainers	The organiser of the training (Country/Region) will pay the costs of the Trainers attending including travel.	Country/Region level	Annually
Training event or workshop session for volunteers delivered by Trainers	The organiser of the training (National, Country/Region or County, Division or District) will pay the costs of the Trainer attending, including travel.	Local organiser	In accordance with relevant business plan
Tutor and Reviewer costs to work with a Prospective Trainer, both initially and when undertaking subsequent modules.	Country/Region to fund travel and administration costs for Tutors and Reviewers and Prospective Trainers undertaking all modules of the Trainer Qualification. Where a Prospective Trainer needs to observe or be observed outside of her Country/Region (this might be the case for Module 5 and 6) the costs of the Prospective Trainer or observer would be covered by the Country/Region of the Prospective Trainer following discussion with the Country/ Region Trainer Qualification Coordinator. The costs need to be discussed and agreed early in the planning process or prior to the Prospective Trainer accepting the observation.	Country/Region level	As required
Country/Region event for Prospective Trainers, Tutors and Reviewers	Country/Region to fund venue, administration of event, food and travel costs.	Country/Region level	One a term and one spare, (four whole days a year) unless more have been agreed locally.

Activity/Cost	Action(s)	Funder	Frequency
Country/Region Trainer Qualification Coordinators and Country/Region Trainer Coordinator meetings	Twice yearly meetings at Girlguiding HQ for networking, advice, review of strategic plan and development work to be attended by up to two representatives from each Country/Region.	National to cover all costs	Twice a year for one day each time
Tutor Support Groups	Tutor Support Group meetings should be held either three times a year as evening events or twice a year as a one-day event, or as one weekend residential event per year. Tutors should attend a minimum of two support group meetings in three years. Where a Tutor is not able to attend, a conversation should be had with the Country/Region Trainer Qualification Coordinator to identify alternative support mechanisms.	Country/Region level	Three evenings, two one-day events or one weekend residential a year
Trainer Support Groups	Trainer Support Group meetings should be held three times a year as evening events or as a one-day event every year. Trainers should attend a minimum of two support group meetings in three years. Where this is not possible, discussion should be had with the Country/Region Trainer Coordinator to identify alternative support mechanisms.	County level	Three evenings or a one day (event perhaps with residential stay) a year
Renewals	The organiser of the Training (National, Country/Region or County, Division or District) will pay the costs of the Trainer, including travel. The Country/Region will pay the costs of a) the Trainer undertaking the observation of training. The county will pay for the person undertaking the role review observation.	Country/Region level Country/Region level County level	Every qualified Trainer every 3 years - two observations (one Training and one role observation)
Congratulations cards	To be issued <ul style="list-style-type: none"> ● on appointment of a Prospective Trainer ● on completion of Trainer Qualification ● on renewal ● after every subsequent module gained. 	Country/Region level	As required

Activity/Cost	Action(s)	Funder	Frequency
Postage	<p>Postage costs incurred in undertaking a Trainer role should be submitted for reimbursement.</p> <p>For Trainers, this would be to the Training Organiser of the training for which the postage costs were incurred. For postage costs associated with Trainer Qualification submission by Prospective Trainers, Tutors, Reviewers and Country/ Region Trainer Qualification Coordinator, this would be to the Country/Region. For postage costs associated with renewal or annual review processes, this would be to the Country/Region. All other postage costs should be discussed before the cost is incurred with the Country/Region Trainer Coordinator.</p>	<p>Training Organiser for training-related postage</p> <p>Country/Region for submission, renewal or annual review process</p>	<p>Each training as needed</p> <p>As required</p>
Phone calls	<p>Phone costs incurred in undertaking a Trainer role should be submitted for reimbursement.</p> <p>For Trainers this would be to the Training Organiser of the training that for which the phone costs were incurred. For phone costs associated with Trainer Qualification processes including renewal by Trainers, Prospective Trainers, Tutors, Reviewers and Country/Region Trainer Qualification Coordinator, this would be to the Country/Region. All other phone costs should be discussed before the cost is incurred with the Country/Region Trainer Coordinator.</p>	<p>Training Organiser for training-related phone costs</p> <p>Country/Region level</p>	<p>Each training as needed</p> <p>As required</p>
Printing and copying	<p>Printing and copying costs incurred in undertaking a Trainer role should be submitted for reimbursement.</p> <p>For Trainers this would be to the Training Organiser of the training for which the printing and copying costs were incurred. (This includes submitting a receipt for an ink cartridge to replace a cartridge at home). For printing and photocopying costs associated with Trainer Qualification processes, including renewal by Trainers, Prospective Trainers, Tutors, Reviewers and Country/Region Trainer Qualification Coordinators, this would be to the Country/Region. All other printing and copying costs should be discussed before the costs are incurred with the Country/Region Trainer Coordinator.</p>	<p>Training Organiser for training-related phone costs</p> <p>Country/Region level</p>	<p>Each training as needed</p> <p>As required</p>

Review It is suggested that this plan is reviewed annually at the Girlguiding Lead Volunteers summer meeting for all Countries and Regions to enable Country and Region financial planning for the following financial year. Revised Jun 2016 - next review June 2017

Appendix 9 - Quality assurance process undertaken at Country/Region level

Name of Prospective Trainer		Name of Tutor	
Name of Reviewer		Country/Region	
Date of quality assurance process		By	
Date completed		Role	National lead volunteer for the Training Qualification

For all evidence submitted, consider the following.

- Sufficient - does it meet the requirements?
- Current - is it within the last two years, or is explanation given as to why not?
- Authentic - is it completed by the Prospective Trainer?
- Relevant - is it relevant to Girlguiding and does it meet Girlguiding policy?
- Valid - is the process sound and does it assess what it claims to assess ie all skills, knowledge and behaviour?

Module 1

Evidence	Notes	Yes/No	Comments
1. Knowledge Checklist	<ul style="list-style-type: none"> ● Must be fully completed and dated within last year 	Yes/No	
2. Observation of Training Session form - three by Tutor (or two if more than one module is being completed - refer to Trainer Qualification Introduction for submissions requirements)	<ul style="list-style-type: none"> ● This may include one ready prepared plan, but you must include a statement to say how it met the requirements of the training brief and the needs of the participants. ● All statements by Tutor must be 'Yes'. ● These must relate to the module submitted. 	Yes/No	

3.	Three self-reflections (or two if more than one module)	<ul style="list-style-type: none"> ● With notes of discussion with Tutor ● Annotated with any agreed areas of improvement 	Yes/No		
4.	Three training briefs (or two if more than one module)	<ul style="list-style-type: none"> ● Must match the observations 	Yes/No		
5.	Three training plans (or two if more than one module)	<ul style="list-style-type: none"> ● Must match the observations 	Yes/No		
6.	Attach a room plan for at least one of the training sessions observed	<ul style="list-style-type: none"> ● Showing the layout of tables, chairs and any equipment, including audio-visual aids. ● Confirmed as accurate by your Tutor. 	Yes/No		
7.	Completed expenses claim	<ul style="list-style-type: none"> ● Links to the budget in the training brief for one session delivered. 	Yes/No		
8.	Evaluations for three sessions (or two if more than one module)	<ul style="list-style-type: none"> ● Participant evaluations for the observed sessions (or a summary for a large group session). 	Yes/No		
9.	Resource evidence	<ul style="list-style-type: none"> ● One resource you have used to underpin the learning in the session. ● One resource you have provided to the participants that they can use in their role(s). ● Observation evidence that you can adapt resources and use them flexibly. ● Resource evidence does not need to be for the training plans submitted. 	Yes/No		
10.	Record of completion	<ul style="list-style-type: none"> ● Fully completed, dated and signed within last six months. 	Yes/No		
11.	Personal Development Plan	<ul style="list-style-type: none"> ● Reviewed and updated after every training. 	Yes/No		
12.	Statement of recognised prior learning	<ul style="list-style-type: none"> ● If applicable 	Yes/No/NA		

Module 2

Evidence	Notes	Yes/No	Comments
1. Knowledge Checklist	<ul style="list-style-type: none"> Must be fully completed and dated within last year. 	Yes/No	
2. Record of completion	<ul style="list-style-type: none"> Fully completed, dated and signed within last six months 	Yes/No	

Module 3

Evidence	Notes	Yes/No	Comments
1. Knowledge Checklist	<ul style="list-style-type: none"> Must be fully completed and dated within last year. 	Yes/No	
2. Record of completion	<ul style="list-style-type: none"> Fully completed, dated and signed within last six months 	Yes/No	

Module 4

Evidence	Notes	Yes/No	Comments
1. Knowledge Checklist	<ul style="list-style-type: none"> Must be fully completed and dated within last year Attach any certification or external verification from relevant awarding bodies in your area of expertise, or references from individuals 	Yes/No	
2. Tutor has checked external certification	<ul style="list-style-type: none"> Appropriate certification where required, either from Girlguiding or an awarding body. Where appropriate, this certification could be available to participants. 	Yes/No	
3. Record of completion	<ul style="list-style-type: none"> Fully completed, dated and signed within last six months 	Yes/No	

Summary

Module 5

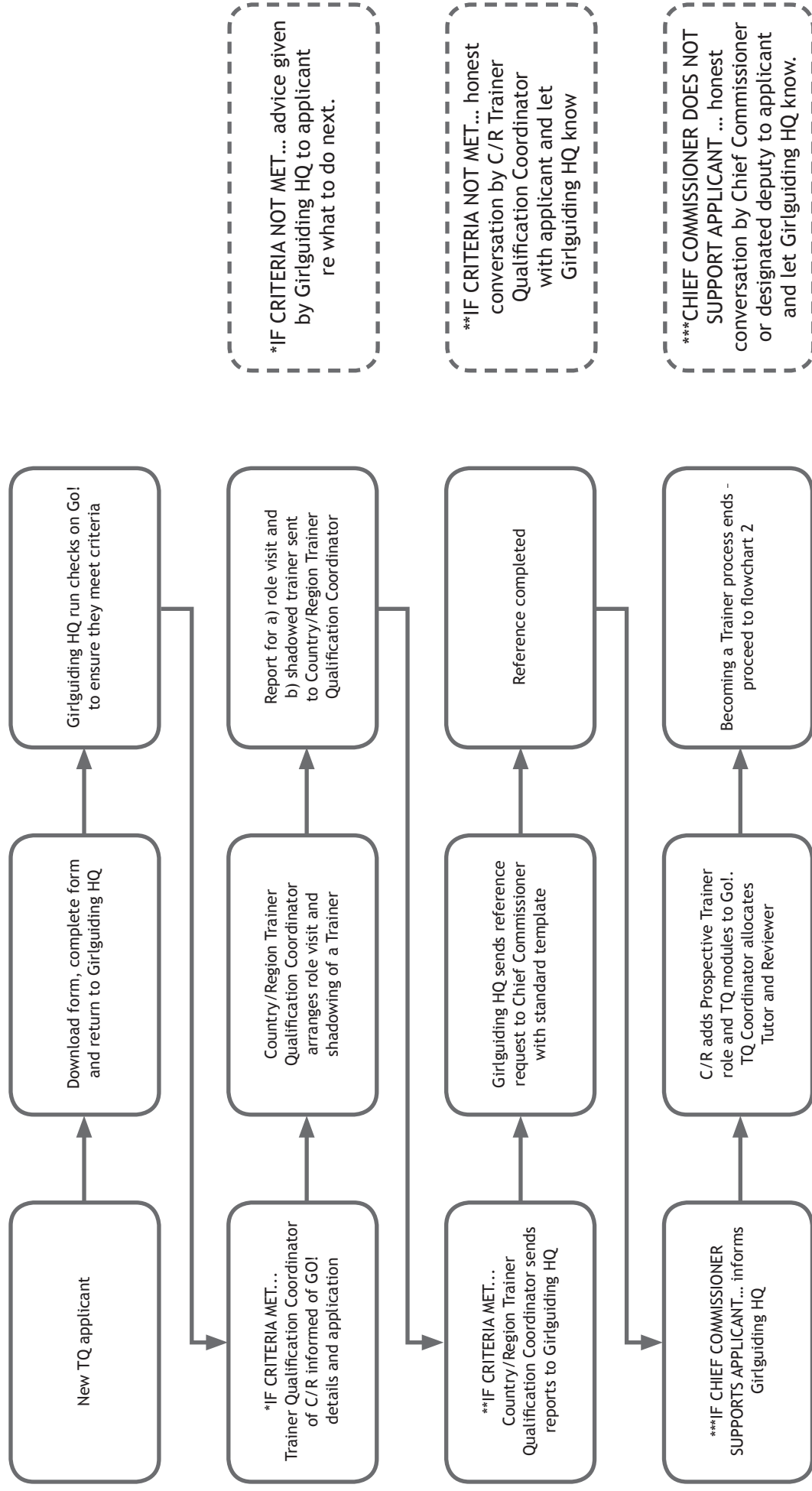
	Evidence	Notes	Yes/No	Comments
4.	Observation of Residential Event Session form	<ul style="list-style-type: none"> ● Three copies of this form following discussion with your Tutor. ● Attach the flier for the residential training event observed. ● Attach programme for the residential training event observed. 	Yes/No	
5.	Self-reflection 1 form - linked sessions	<ul style="list-style-type: none"> ● Attach the flier and programme for the one-day training event. ● Attach your training plan for the session(s) delivered. 	Yes/No	
6.	Self-reflection 2 form - unrelated sessions	<ul style="list-style-type: none"> ● Attach the flier and programme for the one-day training event. ● Attach your training plan for the session(s) delivered. 	Yes/No	
7.	Knowledge Checklist	<ul style="list-style-type: none"> ● Must be fully completed and dated within last year 	Yes/No	
8.	Record of involvement	<ul style="list-style-type: none"> ● Evidence of assisting with the planning and delivery of a residential training event, as part of the training team. ● Deliver two sessions which are observed by your Tutor. These must not be used as submissions for any other modules. 	Yes/No	
9.	Observation of Residential Event Session form	<ul style="list-style-type: none"> ● Minimum of two different sessions ● Evidence of discussion of observations with Prospective Trainer ● Final training plan for each session observed by the Tutor. 	Yes/No	

10.	Participant Witness Statement	<ul style="list-style-type: none"> ● Participant dated and signed. 	Yes/No	
11.	Co-Trainer Witness Statement	<ul style="list-style-type: none"> ● Confirm on GoI they have the required modules to complete this (hold Module 5 already). 	Yes/No	
12.	Record of completion	<ul style="list-style-type: none"> ● Fully completed, dated and signed within last six months. 	Yes/No	

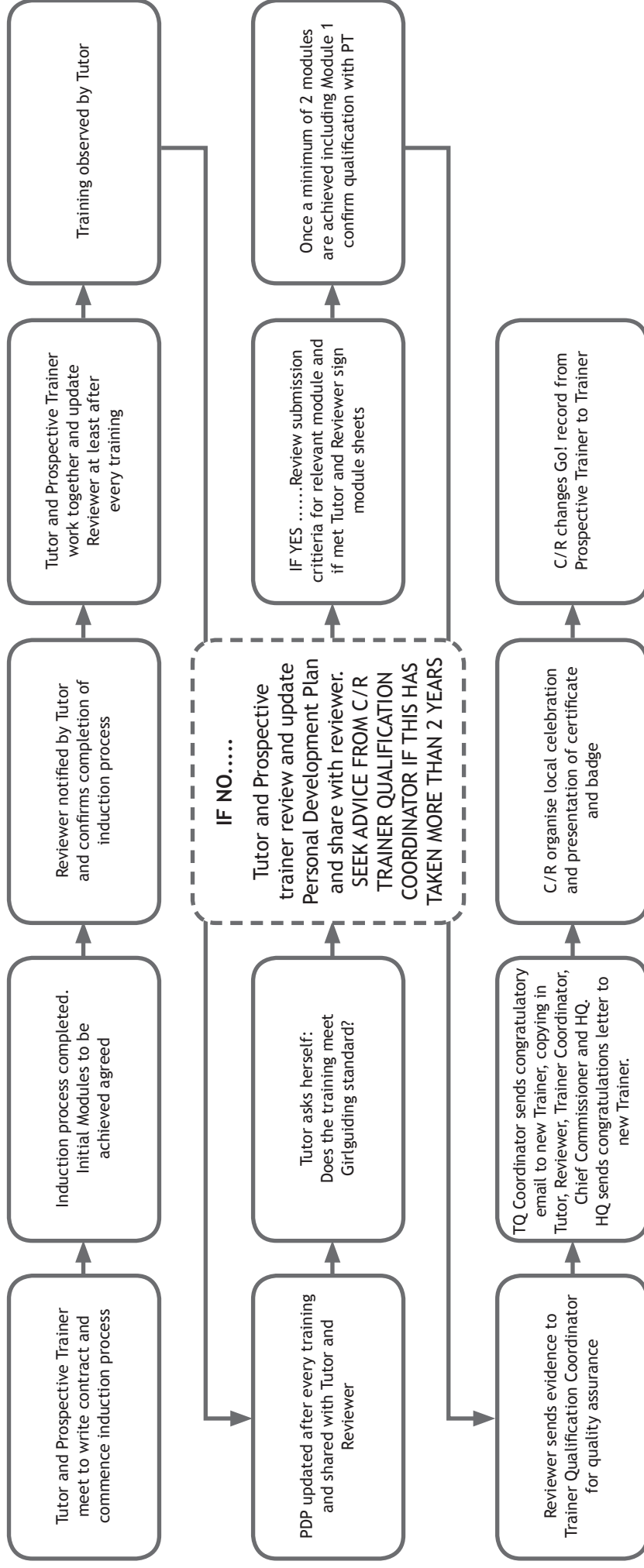
Summary:

Appendix 10 - Flowcharts

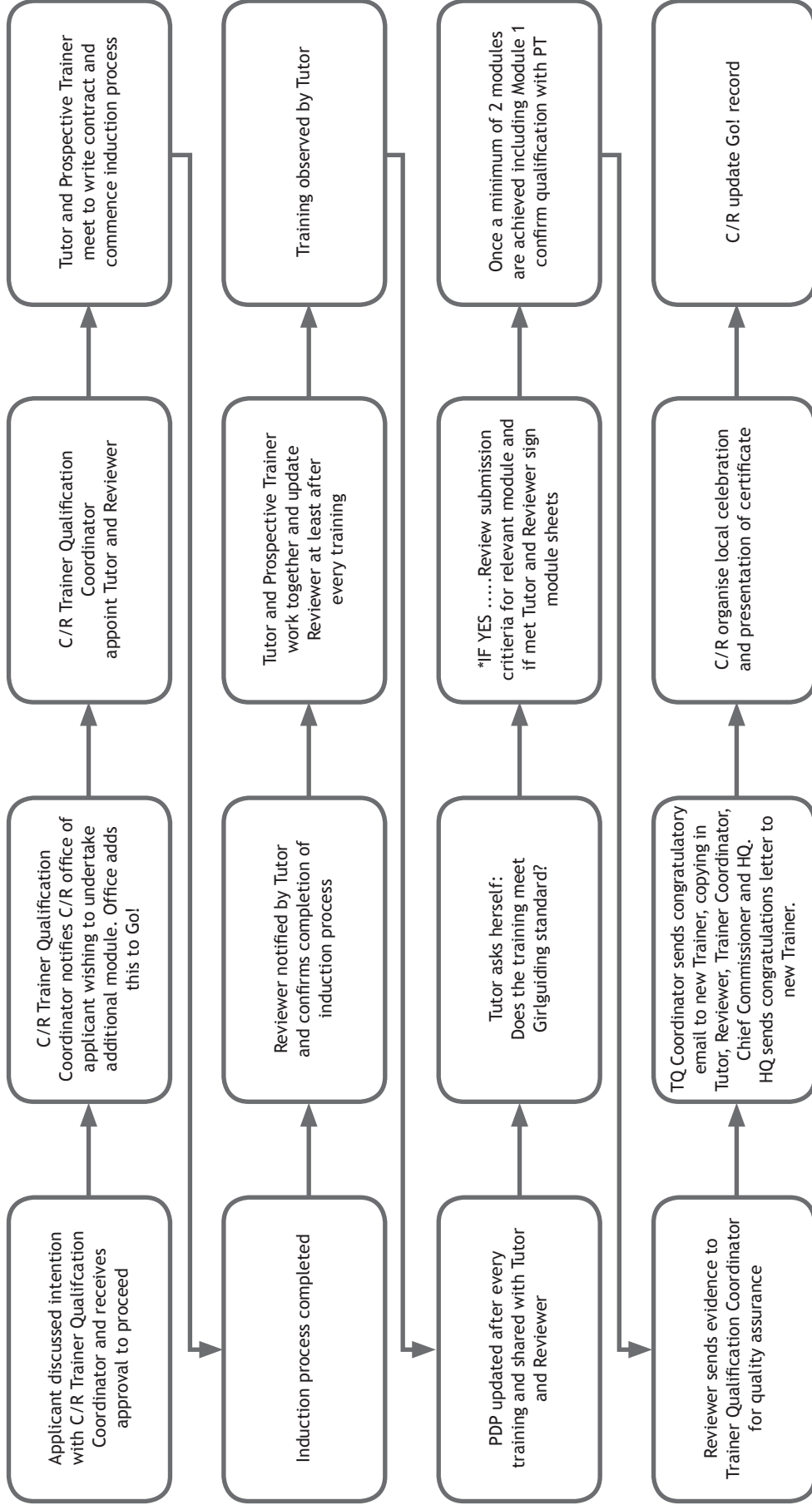
Flowchart one: Becoming a Trainer - BAT



Flowchart two: Prospective Trainer process



Flowchart three: Process for undertaking additional modules



IF NO
 Tutor and Prospective Trainer review and update Personal Development Plan and share with Reviewer.
SEEK ADVICE FROM C/R TRAINER QUALIFICATION COORDINATOR IF THIS HAS TAKEN MORE THAN 2 YEARS

Appendix 11 - Personal Development Plans

A Personal Development Plan (PDP) records aims, steps to achieve those aims, and time frames.

The Prospective Trainer and Tutor work together to draw up a PDP. The Tutor will support the Prospective Trainer to reach her goals and check that SMART targets have been set.

Specific

Are the details clear? At a later date, will the Prospective Trainer be able to understand what has been written? Is she clear about why the action is needed?

Measurable

What evidence will be generated? Who is generating it? Will it be useful? How will it be measured?

Achievable

Does the Prospective Trainer have everything she needs to complete the task?

Realistic

Is it realistically achievable? Is it clear where the action fits into the Trainer Qualification?
Can the evidence generated be used more than once?

Time-bound

Does the action have an achievable target date? Has a review date been set?

The Personal Development Plan will be the starting point for the Prospective Trainer's continuing development, and more actions can be added at any time. Initially, the contents of a Personal Development Plan will arise from the Induction Process (Chapter 4 and Appendix 3). Aims can be set for the short, medium or longer term. Dates can be adjusted later with agreement between the Tutor and Prospective Trainer. The Tutor's Reviewer will wish to see the PDP on a regular basis.



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:

- identify needs in areas of skills, behaviour and knowledge and explain why they have arisen
- record progress against targets, and set new targets
- record changing development needs
- prepare a learning programme - a series of activities which leads to the achievements of a specific goal
- set realistic timescales to help you keep on track.

Name:	Membership number:	Date set:
-------	--------------------	-----------

No	What do I need to develop and why?	Action to achieve each development need - include help needed to do this	Success criteria (how I will know when I have achieved this)	Proposed date for completion	Date of actual completion	Progress review comment - record date
1						
2						
3						
4						

Appendix 12 - The Tutor's role in supporting the Prospective Trainer

The Tutor supports the Prospective Trainer to develop her training skills in three main ways:

- reviewing Training Plans
- observing training sessions
- giving timely and constructive feedback on both.

Reviewing Training Plans

Help the Prospective Trainer understand that the biggest challenge is not standing in front of a group for the first time; it is learning how to write a good quality Training Plan.

Practising writing Training Plans should be a priority for the early months of your time together. However, don't wait until she has perfected this before she starts delivering training.

See Appendix 7 for guidance on what to look for when reviewing our Prospective Trainer's Training Plan.

See Appendix 13 for guidance on what to do and look for when observing your Prospective Trainer delivering a training session.

The importance of good communication

When communicating with your Prospective Trainer:

- use the most appropriate form of communication for the situation - face to face, phone or email
- make sure you use clear language and avoid unfamiliar jargon
- listen to her responses and be sensitive to her body language
- ensure that your own body language reinforces what you are saying, and smile - this is reflected in your voice, even on the phone.

Encourage your Prospective Trainer to consider appropriate forms of communication for different scenarios, such as communicating with a Training Organiser or observer - is face to face, phone or email best? She should also consider how much time she should allow for responses.

The Prospective Trainer also needs to bear this in mind when facing a group of participants. Discuss this with her when talking about delivering sessions. Encourage her to think about the most appropriate method for the task at hand. With a Training Organiser or a potential observer is it better to write formally or to send an email? Is it better to speak to someone face to face or by telephone? Does the other person want a quick answer or a full consideration of a proposal? Is it better to ask for an immediate response or to allow them time to consider before responding? Do you prefer time to think about questions or proposals being posed to you? Don't forget that you and the Prospective Trainer can always promise to respond within a given time rather than answer immediately. But do keep that promise!

Observing training sessions - before the training

Before you accompany the Prospective Trainer to a training session she is delivering, discuss how you will support her and how you will respond to any issues that may occur at the training.

- Ensure you are familiar with the Training Plan.
- Discuss the method of observation with the Prospective Trainer beforehand. Where will you position yourself - at the back of the room or joining in with the participants?
- Talk about how to set out the room to make sure the participants can see the Prospective Trainer clearly and not be distracted by your presence.
- Discuss whether you will introduce yourself and explain your presence.
- Discuss whether you will step in if she needs support or if you will stay in an observation only role.
- Discuss how the Prospective Trainer will ask you for support without making it obvious she is struggling.

At the training

- Know what you're looking for, but be open to everything you see and hear.
- Have the Training Plan available.
- Be unobtrusive, for example you may wish to stay at the back of the training room. Keep out of her line of vision if you can.
- Take notes - complete the Observation form later.
- Try to ensure the participants are not inhibited by your presence.
- Reduce your input and take a less active role in sessions as the Prospective Trainer gains experience.

After the Training - giving immediate feedback

Your feedback during and after an event plays a vital part in a Prospective Trainer's development. It will encourage her to reflect on her achievements and think about how she can improve her practice. To be effective, feedback must be timely, constructive and objective.

Wait until the participants are leaving the room and then help her to get cleared up and packed, ready to leave or move to another session. Use this opportunity to provide some immediate feedback using only positive comments on what went well. She may be feeling anxious, overly critical of herself and in need of early reassurance that she has done a good job. Also, encourage her to talk about her thoughts on how the training went to help her develop her self-evaluation skills.

On a busy training day, the only opportunity for immediate feedback may come while clearing away one session and setting up for the next so it is important to be tactful when talking over the session so that you do not disturb your Prospective Trainer's composure before her next session.

More detailed feedback

As soon as you can after the training, call her and/or send her your written comments on any points for development. Keep these constructive and reinforce all the positive aspects of the session.

Giving feedback requires honesty, skill, understanding, self-respect and respect for others. Feedback should never be used for venting negative feelings towards another individual - this is a violation of a privileged relationship.

We can usually take in and act on only a few pieces of feedback at a time. If overwhelmed with too many suggestions, it can become confusing. Focus on the area that needs the most improvement.

There are three main types of feedback.

- ✓ **Positive feedback** involves praising strengths and achievements. It is extremely important and should be given at every possible opportunity.
- ✓ **Corrective feedback** involves being explicit about problems and areas for improvement - more difficult to give, but important and useful if given skilfully.
- ✓ **Constructive feedback** is a combination of positive and corrective feedback, with an emphasis on suggestions for dealing with any emerging issues.

If there are problems with a Prospective Trainer's performance, it is important to be honest. Make sure corrective feedback is given in private. Your Prospective Trainer's body language will help you to gauge how she is responding to your comments and whether your points are getting across. Allow her an opportunity to comment on what you are saying, and listen to what she says. Always be constructive in your comments so that she is reassured and will perform better at her next session.

If you have the immediate feedback forms from participants and there were any negative comments, emphasise the positive ones and keep the negative comments in proportion. At the end of a feedback conversation, offer any extra help she may need with issues that have arisen and make sure she is left with a feeling of achievement.

Feedback dos and don'ts

Dos	Don'ts
Talk about behaviour(s) demonstrated	Talk about personality traits
Be honest	Forget to ask her what she thinks
Give feedback soon after the session	Wait too long before giving feedback
Keep to the point	Compare her with others
Have face-to-face meetings where possible	Give feedback in front of others
Use examples of alternatives	Use 'must' or 'should' too much
Emphasise the positive as well as address the negative	Use absolutes, eg, 'never', 'always'
Be objective and fair	Begin or end with a negative point
Be professional but friendly	Question her competence

The most important message about giving feedback is: always end on a positive note!

Appendix 13 - What to look for when observing a training session

Before the training

Before you accompany the Prospective trainer to observe a training session or event she is delivering, discuss how you will support her and how you both will respond if any issues occur at the training.

- Discuss the method of observation with the Prospective Trainer beforehand. Where will you position yourself - at the back of the room or joining in with the participants?
- Talk about how the room can be set out to make sure the participants can see the Prospective Trainer clearly and not be distracted by the your presence in the room.
- Introductions - do you say who you are? How will you describe yourself?
- Decide whether you will step in if she needs support, or whether you will stay in an observation only role.
- Discuss how she will ask for support - perhaps by asking you what you think - without making it obvious that she is struggling.

At the training

- Know what you're looking for, but be open to everything you see and hear.
- Have the training plan available and be familiar with it.
- Be unobtrusive, for example you may wish to stay at the back of the training room. Keep out of her line of vision if you can.
- Take notes - complete the Observation form later.
- Be sensitive to the participants' feelings about you - don't inhibit them.
- Lessen your input and involvement as the Prospective Trainer gains experience.

After the training

- Give some immediate feedback - this plays a vital part in a Prospective Trainer's development.

Wait until the participants are leaving the room and then help her to get cleared up and packed, ready to leave or move to another session. Use this opportunity to provide some immediate feedback using only positive comments on what went well. She may be feeling anxious, overly critical of herself and in need of early reassurance that she has done a good job. Also, encourage her to talk about her thoughts on how the training went to help her develop her self-evaluation skills.

On a busy training day, the only opportunity for immediate feedback may come while clearing away one session and setting up for the next so it is important to be tactful when talking over the session so that you do not disturb your Prospective Trainer's composure before her next session.

- As soon as you can after the training, call her and/or send her more detailed written comments. These should cover points for development as well as reinforcing all the positive aspects (Appendix 12).

Appendix 14 - Good training is ...

This guide is for Trainers to reflect on current training practice while considering the statements below. If any in the work in progress or action needed columns apply, turn them into an action that will resolve or mitigate the impact of it on your training, and add it to your PDP. It may be helpful to discuss this with your support group. All the tasks listed link with module 1 of the Trainer Qualification.

Module 1	Best practice	Work in progress	Action needed
<p>Demonstrate a good knowledge of guiding, including:</p> <ul style="list-style-type: none"> ● Girlguiding website ● Girlguiding key policies ● Girlguiding Strategic Plan ● the Five Essentials and how these underpin all elements of guiding work ● key facts for each section as defined on the website ● the Good Guiding is ... resource 	<p>I am familiar with the contents of all these documents.</p> <p>I know where to find a copy of each of them.</p> <p>I can explain to another person the function of these documents.</p> <p>I am doing my best to apply the essence of these in my general practice as a volunteer with Girlguiding.</p>	<p>I have heard of all these documents but...</p> <p>I don't know where to find them all and/or</p> <p>I don't know what is in each of them.</p> <p>Or</p> <p>I have heard of some of them and am confident that I am applying some of these in my general practice as a volunteer with Girlguiding.</p>	<p>I have only heard of some of these resources</p> <p>I would not know where to start to look for the ones I haven't heard of.</p> <p>I do not see the relevance to me of some of them.</p>
<p>Demonstrate a good knowledge of being a Trainer for Girlguiding (see chapter 1 of Training), including:</p> <ul style="list-style-type: none"> ● activity-based training ● how adults learn 	<p>I have recently read the online resource - 'Training'.</p> <p>I understand how adults learn and how it differs from how children learn.</p> <p>I understand why my training of adults needs to be activity-based.</p> <p>The content I include in my training is activity based and delivered in a way that is appropriate for adult learners.</p>	<p>I have read chapters that interested me in the online resource - 'Training'</p> <p>I know adult learners and children learners have different needs, but I'm not sure whether the way I deliver training takes enough account of it.</p> <p>My training style is pretty consistent</p> <ul style="list-style-type: none"> - I deliver the content in the same way each time and/or follow the same format whatever the topic. 	<p>I have never read 'Training', or I read some of it some time ago.</p> <p>I prefer to tell the Leaders what they need to know as it is quicker.</p> <p>I like them to try out all the games and activities and/or craft so they will remember them when they get home.</p>

<p>Plan for the delivery of good quality training sessions including:</p> <ul style="list-style-type: none"> ● session planning, working to a budget and preparing materials ● developing training plans, both already prepared and from scratch. 	<p>I am familiar with and apply the national standard for a training plan. It helps me ensure I have matched content to objectives and check for a balance in training methods.</p> <p>I never overspend a budget. If there is a budget I use it well.</p> <p>I prepare support materials and resources that follow branding guidelines, are robust enough to use, and meet the needs of learners (e.g. use of colour, font size in visual aids, current publications..)</p>	<p>I apply the national standard for writing a training plan as far as I can, but have never had feedback on whether it is fully there. (i.e. detailed enough for another person to run my session as I planned it for me if I wasn't there.)</p> <p>I rarely or never overspend a budget.</p> <p>My materials are sufficient for the learners but haven't had the branding updated, or aren't branded at all, or there isn't always enough to go round, or they are too small to read.</p>	<p>I'm not familiar with, or do not use the national standard for a training plan.</p> <p>I spend what needs to be spent so that the learners feel valued and the session runs with good quality materials.</p> <p>Or</p> <p>I rarely need the budget, or I use all of it and more and have to debate how much I can claim back. I do claim for my travel afterwards but I will not have costs associated with providing handouts etc.</p>
<p>Carry out risk management and contingency planning in accordance with the Girlguiding guidelines, at a level appropriate to the type of event. This will include a room plan.</p>	<p>I always carry out a risk assessment in respect of the travel, venue and my session, and produce a written document setting out the mitigations and/or include it in my training plan.</p> <p>Where it is possible to prepare in advance to reduce a risk if it occurs, I do so, e.g. alternative ways to present if there's a power failure.</p>	<p>I'm used to thinking of alternative ways to run an activity in a session but tend not to produce anything as formal as a risk assessment.</p>	<p>I am uncertain about what is meant by 'risk management'.</p> <p>If I need an alternative way of doing something during a session I'll work it out on the day, or cut short the session if I can't think of anything.</p>
<p>Be aware of what Trading Services is all about and raise awareness including ethical and quality standards as appropriate in training sessions. Be aware of what volunteer shops do for Girlguiding.</p>	<p>I always raise awareness of what Trading Services is all about.</p> <p>I include ethical and quality standards related to Trading as appropriate in training sessions.</p> <p>I can explain what volunteer shops do for Girlguiding.</p>	<p>I sometimes raise awareness of what Trading Services is all about.</p> <p>I sometimes include ethical and quality standards related to Trading as appropriate in training sessions.</p>	<p>I am unsure what Trading Services is all about.</p> <p>I am unsure how to access information about Trading Services.</p>

<p>Demonstrate knowledge of resources required to support the learning of participants</p>	<p>I find out beforehand from the Training Organiser the training needs of the participants, what type of training/topic is wanted for her learners and then select or source resources as appropriate.</p> <p>I can recommend and/or provide the relevant and current resources that those learners will need including those on the Girlguiding website.</p>	<p>I bring a selection of resources with me and see when I get to the training which ones will be most useful for the learners.</p> <p>I mostly keep up with new Girlguiding resources, but also rely on my favourite tried and tested resources too.</p> <p>I find it difficult to navigate the Girlguiding website.</p>	<p>The only resources I need are my session notes and perhaps some posters.</p> <p>I don't use the Girlguiding website and nobody passes information to me about new resources.</p>
<p>Demonstrate knowledge of evaluation and feedback theory and methods including:</p> <ul style="list-style-type: none"> ● a range of methods and why they are used ● the importance of self-evaluation 	<p>I know the difference between a full training evaluation, session validation, learner feedback and 'happy sheets,' and how and why they are each used.</p> <p>I always include time in my training to check how the learners are feeling, what they are thinking and whether they are learning - both through asking and observing.</p> <p>I can adapt and flex my session 'in the moment' based on feedback received.</p> <p>I have developed ways that work for me for self-reflecting - either to talk about it or to write down some thoughts.</p>	<p>I am familiar with end of session feedback sheets and can create my own.</p> <p>I'm less confident about how to check during a session how my training is going.</p>	<p>I rarely ask for feedback after my trainings.</p> <p>If someone sends me feedback I might not read it.</p> <p>I follow my training plan, whatever happens.</p> <p>I do not see the value of self-reflection.</p>

<p>Show your ongoing development as a Trainer through your Personal Development Plan, which should be reviewed and updated after every training.</p>	<p>I have a Personal Development Plan which I review and update after every training.</p> <p>Sometime my additions might be about technical improvements in my training, and sometimes it will be about broadening my experience, increasing my knowledge and/or learning a new skill / developing my behaviours.</p>	<p>I have a Personal Development Plan which I update when asked.</p> <p>My PDP is mainly a list of things to do in order to achieve the next step in my TQ journey.</p>	<p>I do not have an up to date Personal Development Plan.</p>
--	---	---	---

Appendix 15 - Induction for Trainer Qualification Coordinator and Trainer Coordinator roles

Date:

Place:

Time:

Please wear own clothes as this is non guiding wear event

Indicative agenda

National Information:

- Who the Learning and Development Team are and their roles
- National meetings
- Strategic plan
- Key contacts at HQ (Senior Project Coordinator for Trainers and Training, Volunteer Development Assistant) - please send any training questions to leadership@girlguiding.org.uk or call 020 7834 6242 x 3012

C/R roles and expectations

- Role description for Trainer Qualification /Trainer Coordinator www.girlguiding.org.uk > Making guiding happen > Volunteer roles in guiding > Training and mentoring roles
- How the BAT process works and what your part in it is, including which forms you need
- How the Trainer Qualification works for modules 1-4 and what your part in it is - use appendix 2, 3 and 4 in the Support for Tutors, Reviewers and Country/Region Trainer Qualification Coordinators
- How the Trainer Qualification works for modules 5-6 and what your part in it is
- How the renewals process works and what your part in it is
- Module 2 opportunities
- Commissioner Training opportunities -local induction, national induction weekends, 3rd year review weekends and local opportunities.
- Training at Activity Centres
- Specialist modules - A Safe Space, 1st response
- Joint training - PRA, travelling abroad etc

C/R expectations

- Who the Trainers are in your C/R
- Who the Tutors and the Reviewers are in your C/R, and how you support them
- Key contacts at C/R HQ
- C/R structure and other contacts in C/R
- Information on policies, systems and processes
- RAG rating - see below

Resources:

- Information for Tutors, Reviewers and Country/Region Trainer Qualification Coordinators - current set of notes and access to back issues
- Trainer/ Tutor role description
- Support Groups
- Trainer resources section of the Girlguiding website - www.girlguiding.org.uk > Making guiding happen > Volunteer roles in guiding > Training and mentoring roles
- Trainer Qualification / Trainer Coordinator contact spreadsheet (and password)
- Being our best plan - www.girlguiding.org.uk > Making guiding happen > How we're being our best
- Handover from previous Coordinator
- Trainers' Google Drive and Coordinators' Google Drive

GREEN	AMBER	RED
<p>Training Plans: All C/R Trainers, Tutors and Reviewers are aware of the national standard for producing training plans (in terms of content required) and the reason for it, and can evidence consistently applying it in their practice.</p>	<p>Most of the Trainers/Tutors/ Reviewers in the C/R are aware of, and applying, the national standard for training plans. The remainder are either learning how to use it or are still unaware of the requirement.</p>	<p>Trainers, Tutors and/or Reviewers are either unaware of the standard for producing training plans or are aware but choosing not to follow them, or actively discouraging others from doing so.</p>
<p>Accrediting Prior Learning: LVs and Tutors take every opportunity to accredit the prior learning and experience of BATs and Prospective Trainers so that she/he/they never need to duplicate demonstrating competency; and LVs/ Reviewers and Tutors always seek advice from the National LV in any cases of doubt.</p>	<p>LVs and Tutors accredit prior learning and experience intermittently, or only by exception.</p>	<p>LVs and Tutors never accredit prior learning and experience and require all TQ-related qualifications to be completed in full.</p>
<p>Trainer Support Groups (TSG): Every Trainer is a member of a Trainer Support Group and attends a meeting/gathering at least once a year. The national guidelines for the content and format of a TSG are followed.</p>	<p>All Trainers know the function of a Trainer Support Group but not all belong to one; or TSGs exist but the format and/ or content are not following national guidelines.</p>	<p>Trainers do not know what a Trainer Support Group is for, and/or do not belong to a group.</p>
<p>Tutor Support Groups: Every Tutor is a member of an active Tutor Support Group and attends a meeting/gathering at least once a year. The national guidelines for an agreed agenda of a TSG are followed.</p>	<p>Some Tutors belong to a Tutor Support Group. The national guidelines for an agreed agenda of a TSG are partially followed.</p>	<p>There are no Tutor Support Groups.</p>
<p>BAT Processing Times: The period for processing a potential trainer from “BAT” to Prospective Trainer partnered with a Tutor is six months or less.</p>	<p>One or more elements of the BAT process have been recognised by the LV as becoming stuck, but she is taking action to ensure the period for processing a potential trainer from “BAT” to Prospective Trainer partnered with a Tutor is still likely to be within 9 months of the initial application being made.</p>	<p>The period for processing a potential trainer from “BAT” to Prospective Trainer partnered with a Tutor has taken or is likely to take more than nine months.</p>

<p>Renewal of the Training Qualification: All TQ module holders prepare for and renew their TQ within the specified timeframe or have personal circumstances requiring an extension to the time agreed by the LV.</p>	<p>Most Trainers renew their qualification within the specified timeframe; but the reasons for any delay for the others are not known by the LV.</p>	<p>If more than 25% of C/R Trainers are out of time for renewing their TQ</p>
<p>Stretching PDPS: All Prospective Trainers, Trainers, Tutors and Reviewers have a current PDP and it is one that over time is supporting them in developing the behaviours, knowledge, skills and awareness either to take up or develop further their role as national deliverers of training or help others to do so.</p>	<p>Everyone participates in having a current PDP but the style of the content is more focussed on 'things to do' than on developing confidence and expertise in training nationally.</p>	<p>Either there are no PDPs in place, or they are not updated often enough to be meaningful, or they contain content unlikely to bring about development and growth as a trainer for the owner.</p>
<p>After training feedback: Feedback is regularly gathered from learners about trainer/s both at local levels and by occasional sampling across C/R, and is generally consistently positive.</p>	<p>Sampling of feedback is carried out across the C/R occasionally and/or varies in degree of positivity.</p>	<p>No checking or sampling of feedback about trainers is sought, and/or feedback is sought but found to be generally unsatisfactory.</p>
<p>Numbers of trainers: There are sufficient qualified trainers across all modules and specialism to meet C/R needs.</p>	<p>There are sufficient qualified trainers to meet the needs of some modules /specialisms but not all.</p>	<p>There are insufficient trainers to meet C/R needs.</p>
<p>Numbers of trainers with qualifications in mandatory specialist topics: There are sufficient qualified trainers in topics such as Safe Space and First Response to meet C/R needs.</p>	<p>There are not yet sufficient trainers in topics such as Safe Space and First Response to meet C/R needs but there are a good number of trainers working towards their Module 4 qualification in these topics.</p>	<p>There are neither sufficient trainers qualified to deliver these topics nor sufficient numbers of trainers working towards their qualification.</p>
<p>Holders of Module 5: There are sufficient holders of Module 5 to form training teams.</p>	<p>There are insufficient holders of Module 5 to form training teams, but there are a number of trainers working towards the qualifications.</p>	<p>There are insufficient holders of Module 5 to form training teams, and insufficient numbers of trainers working towards these qualifications.</p>
<p>Holders of Module 6: There are sufficient holders of Module 6 to meet the demand for leading training teams across the C/R</p>	<p>There are insufficient holders of Module 6 to meet the demand for leading training teams across the C/R, but there are a number of trainers working towards the qualifications.</p>	<p>There are insufficient holders of Module 6 to meet the demand for leading training teams across the C/R, and insufficient numbers of trainers working towards these qualifications.</p>

RAG rating grid agreed Nov 16 review 2020