

Module 6:

Leading a team of trainers

The Module

This module is for trainers who wish to qualify as a lead trainer and lead a team of two or more trainers at a training event where they need to work together to deliver a cohesive programme. A lead trainer is someone who has the appropriate attitude, skills, knowledge and experience required to effectively lead and support a training team on all aspects of a successful training event that meets Girlguiding's standards.

Examples of where a lead trainer is required include:

- a residential event where the programme is delivered by a team
- a day-long event delivered by several Trainers who need to work together to ensure there is a thematic link
- a County Day where the training organiser wishes the trainers to share practice to ensure there is no duplication.

A lead trainer is not required to lead:

- a module-based training on a particular subject, such as A Safe Space or 1st Response
- a residential weekend such as Wellies and Wristbands where all the trainings delivered will be stand-alone sessions.

In order to undertake Module 6 you need:

- a Trainer Qualification (TQ), successfully renewed if completed more than three years ago, with Module 5
- experience of successfully coordinating a team of adults to deliver a Girlguiding event in the last three years*, and to be able to demonstrate knowledge of how to do this
- a reference from the relevant commissioner for this event, which will be requested by your country or region trainer or trainer qualification coordinator (see page 6 for a reference request template)
- to have discussed your intention with, and be supported by, your country or region trainer or trainer qualification coordinator.

*This does not need to be a training event; for example, it could be an event for girls that required the coordination of an adult team to run it. It cannot be a unit event or an event that was assessed for another Trainer Qualification module.

If you would like to gain experience of coordinating a team of adults to deliver an event in order to meet the criteria, or you already meet the criteria and you would like to become a Prospective lead trainer, you should discuss this with your country or region trainer or trainer qualification coordinator.

The coordinator will assign you a tutor as soon as possible.

Tutor and reviewer

The tutor will already hold Module 6 and may be from any Girlguiding country or region. She is appointed by the country/region of the Prospective lead trainer. Initially, the reviewer for this module will be either the lead volunteer or the deputy lead volunteer for training and trainers in Girlguiding.

Requirements table

Prospective lead trainers undertaking this module should complete Tasks 1, 2 and 3 before starting Task 4 (leading a training event).

The document submission process has three stages (see page 4 for more detail). It starts no less than 12 weeks before the training event (Task 4), to allow time for the necessary documents to be reviewed and the required meetings to be held with the training organiser, your team and your tutor. Documents must be sent electronically to ensure that this process is as quick as possible.

If your tutor or reviewer has any concerns about the preparations for Task 4, they may suggest that the event is led by another trainer or that you use it as a practice for Module 6 rather than as evidence towards it.

Task	Details	Evidence methods	Date	Reference
1	<p>Discuss your experience of coordinating an event with your tutor and record your learning and the transferable skills gained (page 7).</p> <p>The tutor can use the tutor checklist on page 8 to support this discussion.</p>	<p>a) Discussion with Tutor: Reflection on prior experience (page 7)</p>		
2	<p>Be on a training team as an active trainer for a training event which is led by a Module 6 holder.</p> <p>This cannot be at an event for which you were assessed for another TQ module.</p> <p>This must have been within the last three years prior to beginning Task 4.</p> <p>Complete the Training Event Report form (page 10) recording your experience of and reflections on the training event. Include:</p> <ul style="list-style-type: none"> ● your observations of the attitude, skills and knowledge demonstrated by the lead trainer before, during and after the training event ● your reflections afterwards on the attitude, skills and knowledge required in general to be a lead trainer. ● your personal assessment of the skills, knowledge and awareness you already have to be a successful lead trainer and what you need to develop in order to undertake this role. <p>Discuss the written report with your tutor. This discussion should cover whether you both feel confident that you have the transferable skills and knowledge to undertake Task 4.</p> <p>What knowledge do you need to gain or update? What goals on your personal development plan (PDP) do you need to achieve before you continue?</p>	<p>b) Training Event Report (page 10)</p> <ul style="list-style-type: none"> ● Updated Personal Development Plan (PDP) 		

3	<p>Gain the knowledge listed in the Knowledge Checklist (page 14).</p>	<p>c) Module 6 Knowledge Checklist (page 14)</p>		
4	<p>Lead a training team at a training event.</p> <p>You are expected to follow the guidelines in 'Guidance for leading a training event' on page 21 when undertaking this role.</p> <p>You will need to deliver at least one training session at the event, which will be observed either by your tutor or by another tutor approved by your C/R trainer qualification coordinator.</p>	<p>d) Tutor Assessment for Task 4: Part 1 (pre-event) (page 16)</p> <p>e) Tutor Assessment for Task 4: Part 2 (post-event) (page 18)</p> <p>f) Record of Completion (page 20)</p> <ul style="list-style-type: none"> ● Training plans for all sessions (including feedback given to the training team) ● Contingency plans ● Risk management plans 		

Document submission process

The document submission process has three stages. It starts no less than 12 weeks before the training event (Task 4), to allow time for the necessary documents to be reviewed and the required meetings to be held with the training organiser, your team and your tutor.

Please send the following documents to your tutor, who will check and submit them to the Reviewer to confirm completion of this stage.

Stage	Timeline	Actions	Submission checklist	Outcome
1	At least 12 weeks before the Task 4 training event	<p>Prospective lead trainer completes Tasks 1, 2 and 3 and sends related documents to the tutor.</p> <p>The tutor checks and feeds back on these documents where necessary. She then submits them to the Reviewer to check and discuss with the tutor, and the Prospective lead trainer where needed, before confirming completion of this stage.</p>	<p>Documents from Tasks 1 to 3:</p> <p>a) Discussion with tutor: Reflection on prior experience</p> <p>b) Training Event Report</p> <p>c) Module 6 Knowledge Checklist</p> <ul style="list-style-type: none"> ● Updated PDP 	The Reviewer confirms completion of Stage 1, or the actions required to complete it, by email to the Tutor and Prospective Lead Trainer.
2	At least four weeks before the Task 4 training event	<p>Prospective lead trainer completes Tutor Assessment for Task 4: Part 1 (pre-event) and sends it and all the related documents to the tutor.</p> <p>The tutor checks and feeds back on these documents where necessary. She then submits them to the Reviewer to check and discuss with the tutor, and the Prospective lead trainer where needed, before confirming completion of this stage.</p>	<p>d) Tutor Assessment for Task 4: Part 1 (pre-event)</p> <ul style="list-style-type: none"> ● Training plans for all sessions (including feedback given to the training team) ● Contingency plans ● Risk management plans 	The Reviewer confirms completion of Stage 2, or the actions required to complete it, by email to the Tutor and Prospective lead trainer.

3	Within three months of completion of the event	<p>The Prospective lead trainer and tutor complete remaining forms for submission: e) Tutor Assessment for Task 4: Part 2 (post-event) and f) Record of Completion. This will now form the completed portfolio of evidence for the module.</p> <p>The tutor checks and submits these to the Reviewer who, if the criteria are met, will confirm completion of Module 6.</p>	<p>a) Discussion with tutor: Reflection on prior experience</p> <p>b) Training Event Report</p> <p>c) Module 6 Knowledge Checklist</p> <p>d) Tutor Assessment for Task 4: Part 1 (pre-event)</p> <p>e) Tutor Assessment for Task 4: Part 2 (post-event)</p> <p>f) Record of Completion</p> <ul style="list-style-type: none"> ● Updated PDP ● Training plans for all sessions (including feedback given to the training team) ● Contingency plans ● Risk management plans 	Reviewer will confirm that Module 6 is to be awarded.
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If you are unable to complete within the above timescales your tutor should contact leadership@girlguiding.org.uk.

Reference Request Template

The details of the event in the template should be completed by the trainer who wishes to undertake Module 6 and then forwarded to the C/R trainer or trainer qualification coordinator. The coordinator should then send it to the relevant commissioner.

Dear XXXX

The Prospective Lead Trainer *[insert name]* would like to undertake Module 6 of the Trainer Qualification in order to lead a team of Trainers. *She/He* needs a reference to confirm that *she/he* has successfully coordinated an adult team delivering an event within the last three years. Please answer the questions below to the best of your ability, or request this information from an appropriate person, and return by email by *[insert date in two weeks' time]*. Thank you for your time in supporting this process.

[Prospective Lead Trainer to complete in advance]

Title of event:

Level of event (eg district, division):

Date of event:

Number of attendees (eg Brownies, adult volunteers):

Location and venue:

Can you confirm that the Prospective lead trainer coordinated the event outlined above?

Do you feel that this event met its aims?

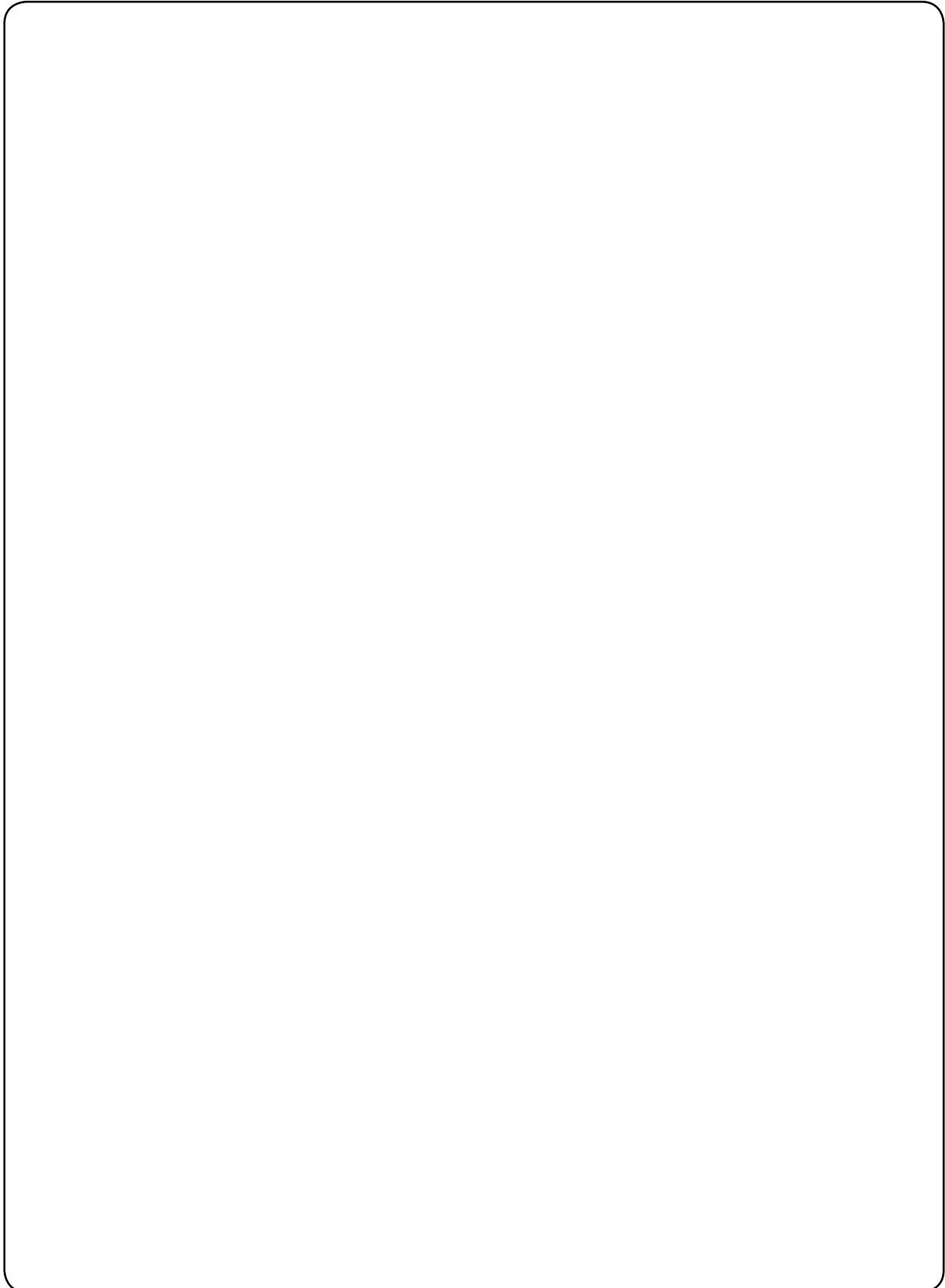
A lead trainer is someone who has the appropriate attitude, skills, knowledge and experience required to effectively lead and support a training team on all aspects of a successful training event that meets Girlguiding's standards.

Do you have any comments about the trainer's coordination of this event that would support *her/his* ongoing learning and development towards becoming a lead trainer?

a) Discussion with Tutor: Reflection on prior experience

Discuss the event coordination task with your tutor. Record the discussion, and your learning and development goals, in the box below.

Tutors - please use the tutor Checklist on page 8 to aid this discussion.



Tutor Checklist for Task 1

This checklist is designed to aid the tutor in their discussion with the Prospective lead trainer and to help identify learning and development goals for this module.

Event	Breakdown of tasks	Demonstrated experience and/or understanding: Yes / No	Comments
Initial stages	<ul style="list-style-type: none"> ● Event concept agreed with commissioner. ● Aims and objectives agreed with commissioner. ● Reporting routes and timescales agreed with commissioner. ● Budget parameters agreed with commissioner. ● Planning team recruited. ● Learning taken from previous events. 		
Scoping out the event	<ul style="list-style-type: none"> ● Minimum and maximum number of participants decided upon. ● Sections to be involved decided. ● Day(s) and times of event determined. ● Potential venues researched. ● Number of people required to deliver the event (including external contractors and activity providers) and special skill requirements identified. ● Event budget written. ● Local units consulted about their ideas for the event. ● Fundraising needs established and person identified to organise this. 		
Planning Team	<ul style="list-style-type: none"> ● Vision for the event shared with the planning team. ● System for communicating with the planning team agreed. ● Reporting timescales and communication routes agreed with the planning team. ● Local public relations adviser contacted. ● Sub-teams recruited. 		
Systems	<ul style="list-style-type: none"> ● System for tracking tasks set up. ● System for monitoring income and expenditure set up. ● System for claiming expenses agreed. ● System for keeping records set up. ● Methods for storing and sharing data agreed. ● System for bookings set up. ● Entry fee determined. ● Refund policy determined. ● Cancellation policy determined. ● Plan for producing documents required by venue and local council set up. ● System for contacting suppliers and venue agreed. ● System for paying suppliers and venue set up. 		

Planning	<ul style="list-style-type: none"> ● Layout of the venue prepared. ● Review of facilities, utilities and resources already available at the venue carried out. ● Programme and activities planned. ● Provision for people with additional needs arranged. ● Equipment, services and activities booked. ● Relevant insurance, licences, qualifications and certificates checked. ● Emergency services, local council and environmental health informed of event. ● Publicity and marketing plans arranged. ● Communication system with units set up to keep leaders informed. ● Communication made with neighbours. ● Communication system for marshals, volunteers and sub-teams determined. ● Systems reviewed to ensure data protection requirements are being upheld. ● First aid provision arranged. ● Safety and security arranged. ● Catering services arranged. ● Transport and logistics arranged. ● Number of people required to deliver the event (including external service providers) reviewed and recruitment undertaken. 		
Emergency planning	<ul style="list-style-type: none"> ● Venue fire procedures and evacuation plans checked. ● Risk assessments completed by the appropriate team leaders. ● Contingency plans agreed in the event that activities need to be changed. ● Evacuation plan established. ● Emergency plan established. ● Walkthrough of the venue undertaken. 		
Getting ready to deliver the event	<ul style="list-style-type: none"> ● Event timetable prepared and shared. ● Final checklists for units prepared and shared. ● Event packs, with information and maps, produced. ● Registration systems established. ● Lost person/property points established. ● System for handling cash and valuables on the day agreed. ● System for identifying marshals, volunteers and teams established. ● Traffic movement around/on site planned. ● Marshals, volunteers and teams briefed and prepared. 		
Delivery of the event	<ul style="list-style-type: none"> ● Safe, successful coordination. ● Volunteers and participants led and managed effectively. 		
Closing down the event	<ul style="list-style-type: none"> ● Plan for clearing the site agreed, and team arranged to take responsibility. ● Marshals, volunteers and teams de-briefed. ● Final expenses and invoices processed and a budget sheet produced. ● Evaluations planned. ● ‘Thank yous’ prepared. 		

b) Training Event Report

Task 2 requires you to be on a training team as an active trainer for a training event which is led by a Module 6 holder.

This cannot be at an event for which you were assessed for another TQ module. The event must have taken place within three years of beginning Task 4.

Please use this form to record:

- your observations of the attitude, skills and knowledge demonstrated by the lead trainer before, during and after the training event
- your reflections afterwards on the attitude, skills and knowledge required in general to be a lead trainer
- your personal assessment of the skills, knowledge and awareness you already have to be a successful lead trainer and what you need to develop in order to undertake this role.

Discuss the written report with your tutor. This discussion should cover whether you both feel confident that you have the transferable skills and knowledge to undertake Task 4.

What knowledge do you need to gain or update? What goals on your PDP do you need to achieve before you continue?

Title of training event:	
Date of event:	Venue:
Number of attendees:	Type of attendees: eg leaders, commissioners, Rangers

Responsibilities, attitude, skills and knowledge of lead trainer role	Demonstrated by the lead trainer? Yes/No/NA	Comments In this section, record examples of how the lead trainer carried out and demonstrated these responsibilities, attitude, skills and knowledge before, during and after the event.
Leading and supporting a team		
Appointing, involving and meeting team members.		
Providing support to team members before, during and after the event.		
Managing any conflicts within the training team.		
Delegating appropriately.		

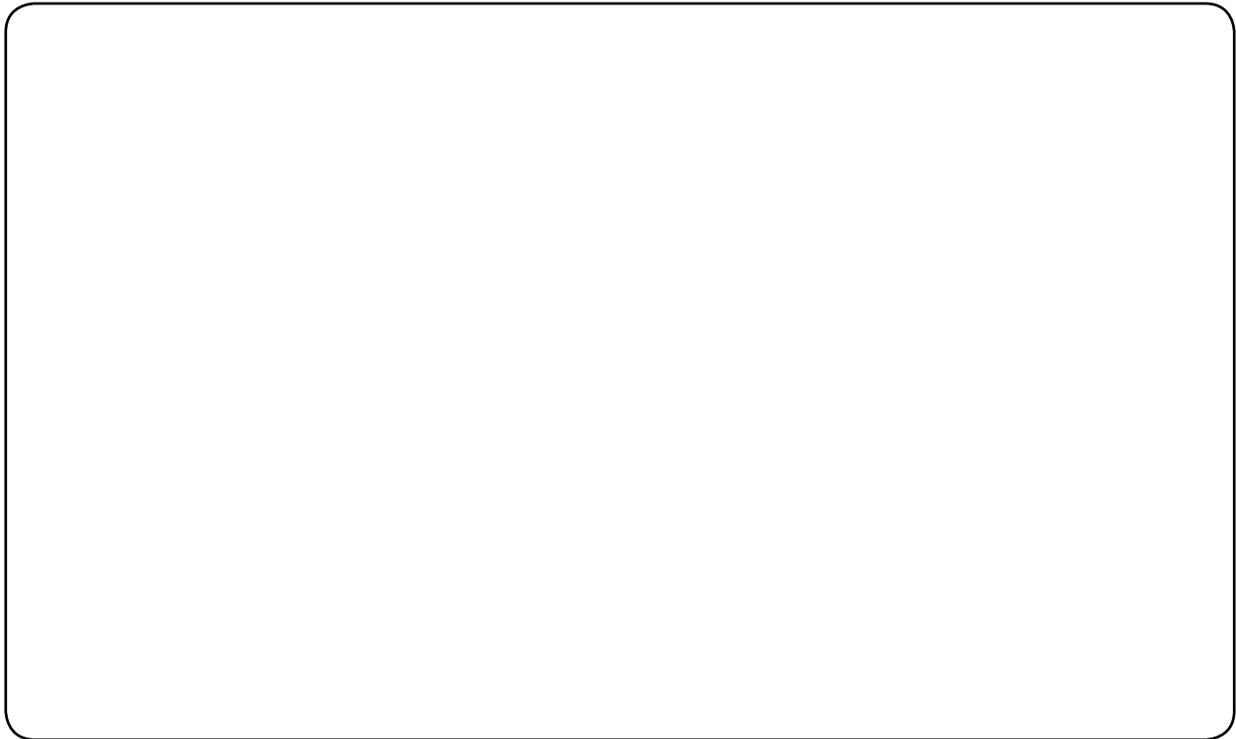
Using appropriate leadership styles including situational leadership.		
Managing the team's budget.		
<p>Ensuring the health and well-being of team members.</p> <p>Ensuring that the trainers design sessions which:</p> <ul style="list-style-type: none"> ● are inclusive, age-appropriate and flexible ● have audio-visual aids suited to the type of venue and the numbers and requirements of the participants ● meet the Girlguiding standard. 		
Effective communication skills (Note and reflect on the communication methods used)		
Effective communication with the training organiser.		
<p>Effective communication with the training team, including:</p> <ul style="list-style-type: none"> ● chairing a team planning meeting - this may have been using digital media rather than face to face ● producing overall aims and objectives for the event and for individual supporting sessions. 		
<p>Effective communication with the venue staff team, where needed, before and during the event. Alternatively, if the training organiser is the primary contact, ensuring they understand the requirements clearly and discuss these with venue.</p>		
Managing unexpected situations		
<p>This may have included:</p> <ul style="list-style-type: none"> ● change of plan by the venue, eg altered mealtime ● technical equipment failures ● previously unrecognised/ emerging needs of participants ● participants' concerns about any aspect of the event. 		

Discussion about the event with the Module 6 Lead Trainer

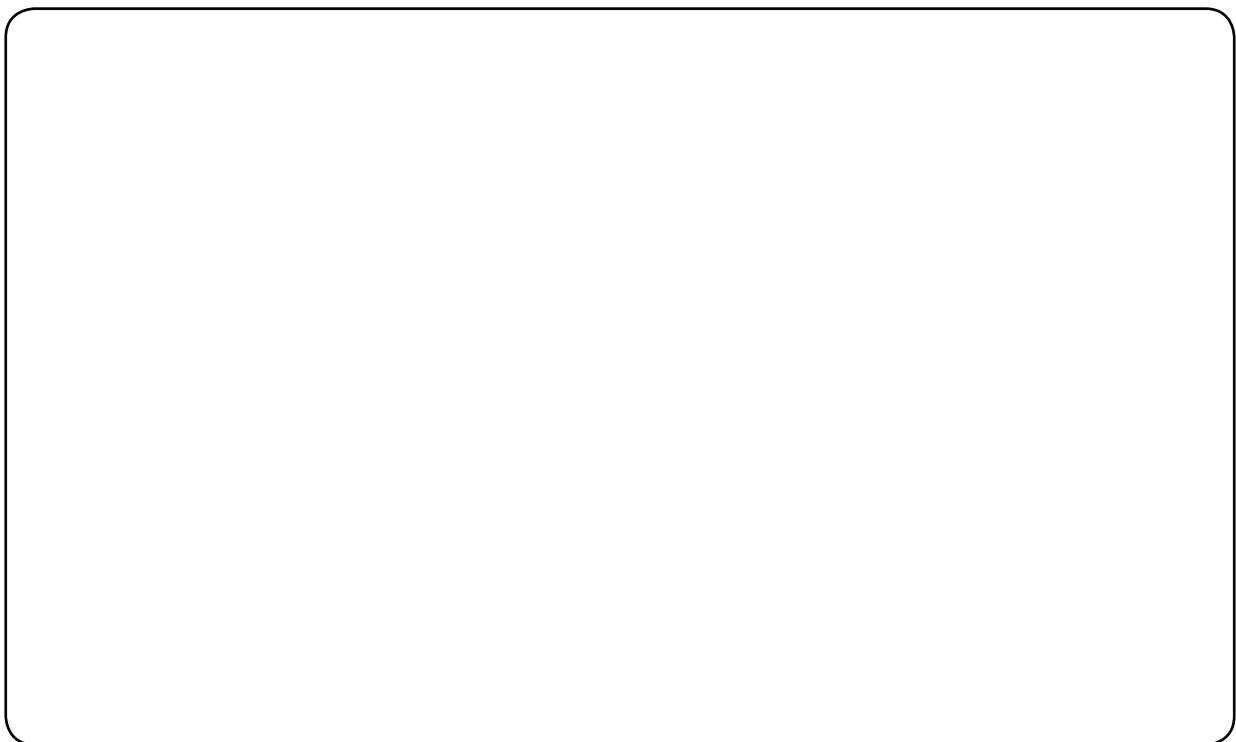
Module 6 holder's comments on the discussion with the Prospective lead trainer, to include key themes and any identified areas for the Prospective lead trainer's learning and development. (This can be copied and pasted from an email.)

Your reflections afterwards on the attitude, skills and knowledge required in general to be a lead trainer at a training event.

Your personal assessment of the skills, knowledge and awareness you already have to be a successful lead trainer and what you need to develop in order to undertake this role.



Tutor's comments on the discussion, to include the key themes and learning and development areas, and whether you both feel confident in continuing to Task 4.



c) Module 6 Knowledge Checklist

Task 3 involves you demonstrating to the tutor that you have sufficient knowledge in the following areas. You should discuss each item on the checklist with your tutor. Give examples of where you have used these skills.

You may find it helpful to read the document 'Event Coordinators' large events guide' on the Girlguiding website, as this has some helpful information for events of all sizes.

Knowledge item	Demonstrated experience and/or understanding: Yes/No	Date	Tutor's signature
<p>How to lead a team, including:</p> <ul style="list-style-type: none"> ● ensuring health and well-being of team members ● how to appoint team members ● how to involve team members ● how to delegate appropriately ● how to use appropriate leadership styles including situational leadership ● how to support team members before, during and after the event ● how and when to deal with issues within the training team ● how and when to meet the training team ● how to manage the team's budget. 			
<p>How to manage and lead a team using suitable communication methods, which may include:</p> <ul style="list-style-type: none"> ● Skype or equivalent ● telephone conference ● email and sharing documents. 			
<p>How to structure and chair a team planning meeting.</p>			
<p>How to communicate and collaborate with the training organiser in order to identify the aims and objectives of the event.</p>			
<p>How to produce overall aims and objectives for the event.</p>			
<p>How to produce individual session aims and objectives for the event.</p>			
<p>How to communicate and collaborate with different venue personnel before and during the event. This may include:</p> <ul style="list-style-type: none"> ● Girlguiding Activity Centres ● hotel events managers and catering managers ● conference or business centres. <p>It may be that the training organiser is the primary contact with venue personnel.</p>			

<p>How to manage challenges which a lead trainer may face, including:</p> <ul style="list-style-type: none"> ● change of plan by the venue, eg altered mealtime ● technical equipment failures ● difficulties among the training team members ● previously unrecognised/emerging needs of participants ● participants' concerns about any aspect of the event. 			
How to ensure resources are up to date, including contents of any event packs.			
How to select audio-visual aids to suit the type of venue and the needs of participants.			
How to use staging, platforms and public address systems; or how to identify someone who knows about this and who can advise you.			
What to do if any of the training (delivered by yourself or others) does not meet the required Girlguiding standard.			
How to ensure you and the training team have designed sessions that are inclusive, age-appropriate and flexible.			
Public speaking and presentation skills when opening, closing and signposting during the event.			

d) Tutor Assessment for Task 4: Part 1 (pre-event)

This form needs to be completed at least four weeks before the Task 4 training event.

You should show your tutor evidence for each area and she, and the reviewer, will confirm via email both that they have seen that evidence and that it meets the required Girlguiding standard as outlined in *Training*, which can be found on the website (search for 'Training'). You are expected to follow the guidelines in 'Guidance for leading a training event' on page 21 when undertaking this role. All criteria on the Task 4 Assessment form must be met before Module 6 can be awarded.

Prospective Lead Trainer's name:		Tutor's name:	
Title of training:			
Date of event:		Venue:	
Number of participants:		Type of participants:	

Key task	Key components	Evidence seen by tutor which meets Girlguiding standard Yes/No/NA	Comments
Leading and managing the team for the training event	Liaising with the training organiser about the type of group and their training needs.		
	Negotiating and managing the budget for the event and coordinating resource requests.		
	Undertaking contingency plans for the event, including illness of a member of your training team and either more or fewer participants attending than expected.		
	Undertaking risk management in accordance with Girlguiding guidelines, relevant to the type of event.		
	Allocating training spaces for sessions. This may depend on venue, number of participants and sessions held.		

Reviewing and giving feedback on training plans to ensure the aims and objectives of the event are met and the training meets the required Girlguiding standard	Planning the event to make sure the aims and objectives are clear and that there is a good balance of sessions (and free time if appropriate), including topics which will stretch participants and ensure that Girlguiding priorities are covered.		
	Effective communication with the training team.		
	Reviewing all the event's training plans and providing feedback to all other trainers.		
	Providing detailed plans of the session(s) the Prospective lead trainer is delivering.		

e) Tutor Assessment for Task 4: Part 2 (post-event)

Your tutor will complete the first two sections of this form based on observations from the entire training event and at least one session you have delivered. You will complete the self-reflection part. You and your tutor will have a discussion about key points raised on the form, and record this in the box. You are expected to follow the guidelines in 'Guidance for leading a training event' on page 21 when undertaking this role. All criteria on the Task 4 Assessment form must be met before Module 6 can be awarded.

Key task	Key components	Evidence seen by tutor which meets Girlguiding standard Yes/No/NA	Comments
Effectively lead the team at the event	Consistently deliver training sessions at the event which meet Girlguiding standards. <i>At least one session must be delivered by the Prospective Lead Trainer and observed by the Tutor.</i>		
	Maintain rapport with the participants.		
	Provide leadership to the training team.		
	Deal with issues that may be raised by the participants, training organiser or venue staff.		
	Adjust plans if necessary to meet any changes to requirements.		
	Use appropriate evaluation and feedback methods, both during and at the end of the residential training event.		
Effectively lead the team after the event	Carry out a self-evaluation of the entire event with the training team, including: a) how you led the training team b) reflections on the individual sessions.		
	Discuss the evaluation with the training organiser.		

Self-reflection after the event	Reflect on how you interacted with participants during the event.		
	Reflect on how you interacted with the training organiser during the event.		
	Reflect on how you interacted with the training team during the event.		
	Reflect on how the programme for the event was monitored throughout the event to ensure it was adapted as required to meet the group's needs.		
	Reflect on the session(s) you delivered.		
	Reflect on your learning for the future.		

Discussion with Tutor of key points.

f) Record of Completion of Module 6: Leading a Team of Trainers

I, (Prospective lead trainer):

- have submitted all the evidence required for this module
- accept the responsibilities of a Girlguiding lead trainer
- will, for every event I undertake as lead trainer, assemble a portfolio of evidence as listed below which meets the Girlguiding standard
- will use the portfolio as a basis for discussing my learning with my trainer support group within a year of delivery
- will discuss my portfolio(s) with my C/R trainer qualification coordinator or her nominated representative at renewal.

Signature Date

Minimum portfolio requirements

On accreditation it is expected that you will maintain best practice in all Girlguiding Trainer Qualification modules which you wish to remain current.

Whenever you take the role of lead trainer for an event you must retain a portfolio of the event for three years which contains, as a minimum, evidence of all of the following.

- a) Communication with the training organiser, venue organiser and training team.
- b) Training plans for all sessions (including feedback given to the training team).
- c) Contingency plans.
- d) Risk management plans.
- e) Summary of evaluation from participants, training team and training organiser.
- f) Copy of updated personal development plan.

I, (tutor):

- confirm that the Prospective lead trainer has met the required standard of leading a training team for Girlguiding
- confirm that the Prospective lead trainer has the required knowledge to successfully lead a training team
- recommend that the Prospective lead trainer is awarded Module 6: Leading a Team of Trainers.

Signature Date

Country/Region/Branch

I, (Reviewer):

- confirm that the Prospective lead trainer has met the required standard of leading a training team for Girlguiding
- confirm that the Prospective lead trainer is awarded **Module 6: Leading a Team of Trainers.**

Signature (Reviewer)

Date



Appendix 1: Guidance for leading a training event

This document summarises the key tasks of a lead trainer before, during and after the training event.

Before the event	
Key task	Detail
Agree to be lead trainer	Inform your C/R trainer qualification coordinator that you have identified a suitable training event at which you can take the role of the lead trainer.
Receive information from training organiser about the event	<p>The training organiser could be an Activity Centre (eg Foxlease or Waddow Hall) that is organising training, or your county or division training organiser. You will need to know:</p> <ul style="list-style-type: none"> ● the aims and objectives of the training ● what needs to be covered ● how many trainers you need ● budget ● who it is for ● location and facilities available ● special requirements (training requests, additional needs etc) of the participants - these may be known now or may come later in your planning.
Work out who you need in the training team and how you find them	<p>First, decide on the expertise required - eg trainers with appropriate TQ modules. This will depend on the training topic(s) chosen.</p> <p>Once you know what the training needs are, you can start gathering your team. You could contact:</p> <ul style="list-style-type: none"> ● Trainers you know and have worked with previously ● Trainers recommended to you ● Trainers from your country/region, including those who wish to be assessed for Module 5.
Initial planning	<p>You need to:</p> <ul style="list-style-type: none"> ● agree the overall aims and objectives with the training organiser ● agree the overall timetable with the training organiser, including a balanced programme with a variety of activities, meal timings and free time for participants if required ● agree who will print and distribute event publicity materials and a participant welcome leaflet or programme, with an agreed deadline for completion.

Team briefing and planning meeting(s)	<p>How will you hold meeting(s)? Can you meet all together? Is it possible to use email, conference call, one-to-one telephone calls or Skype? It is probable that you will need more than one meeting.</p> <p>The agenda should cover:</p> <ul style="list-style-type: none"> ● the training organiser’s requirements, including aims and objectives ● Training Plans ● strengths and preferences of your team members ● opportunities to include aspects of the trainers’ own personal development ● abilities/needs/preferences of the participants ● budget for the event and how to claim expenses ● information about the nature of the venue, eg number and type of rooms and space available ● resources to be supplied by the venue, participants and yourselves, including items to be bought ● travel ● timetable and session timings ● next steps, with a timeline.
Confirmation of plan	Discuss the plan so far with the training organiser and confirm requirements/amendments. Finalise flyers and other publicity material.
Review training material	Review all training plans compiled by team members and ensure they meet the requirements as listed in Appendix 7 of <i>Support for Tutors, Reviewers and C/R Trainer Qualification Coordinators</i> . Give feedback to your training team and make sure their plans meet the required standard before the event. This must include following Girlguiding branding guidelines.
Liaise with the venue manager or training organiser over resources and equipment available on site	<p>Find out about the venue. A pre-event visit is not always practical, but do visit the venue yourself if possible. Decide with the training organiser if you will be visiting together, or if it will be one or the other of you; if so, arrange for briefing and reporting back as required.</p> <p>If you are using a hotel, externally run conference centre or large educational establishment, find out about the provision of specialist equipment such as staging and microphones, if needed, and more standard equipment such as flipchart stands and projectors. Decide (probably with your training team) which rooms or spaces will be used for each session. This will depend on the estimated number of participants at each session, catering for any additional needs, special requirements of sessions (eg a need for computers, or outdoor cooking facilities), etc. If your training team members have not been to the venue before, ensure they are aware of the facilities it offers.</p>
Revise the training plan with your team	<ul style="list-style-type: none"> ● Once you have the overall plan in place, you may need ‘sub meetings’ with individual trainers to go through their requirements. Plan joint sessions with other trainers as appropriate. You will probably need several face-to-face or email discussions, and you should keep notes of meetings and of progress/completion of actions. ● Review the budget. ● Make sure you know how the sessions are linked together and what content each person is covering. Compile a list of aims and objectives, icebreakers and training styles to ensure that there is variety. ● Liaise with the Trainers in your team as well as any other trainers at the venue regarding use of activity rooms, break times etc. All Trainers should be aware of the plan for every part of the event so you can support each other and help with any last-minute needs.

Produce a risk assessment and management plan for the training	<p>If you are training at a Girlguiding Activity Centre, be aware that all centres have a standard risk assessment (in accordance with Girlguiding guidelines) for training within the centre and also for the use of any facilities on offer.</p> <p>If you are training at a different venue, ensure that the venue has a risk assessment document.</p> <p>You will still need to carry out any additional risk management (in accordance with Girlguiding guidelines) at a level appropriate to the type of event.</p> <p>You can find out about Girlguiding's risk assessment policy in <i>The Guiding Manual</i> (www.girlguiding.org.uk/guidingmanual).</p> <p>The Girlguiding risk assessment form can be downloaded from the 'Risk assessment and accidents' section of <i>The Guiding Manual</i>.</p>
Prepare contingency plans	Prepare contingency plans for situations such as equipment failure, a member of the training team failing to arrive, larger or smaller numbers of participants than expected etc. Share this with the training organiser and training team.
Event programme	With the training organiser, create a programme leaflet for the participants. This will give the timetable for each day: mealtimes, free time and the scheduled training sessions and where they will take place (split by section if appropriate). The leaflet should include aims and objectives for the event and may also need to include security/safety details such as first aid provision. Ensure that compulsory and optional sessions are clearly labelled.
Review requirements	Do your training team have everything they need? Can they all still attend? Do you have sufficient laptops/projectors/flipchart boards and charts, appropriate pens/craft supplies etc. Do you need anything copied? (Can the venue do this for you?) Do you need copies of books (eg <i>1st Response</i>) or other resources? Can you source them? (Does the venue have them and, if so, are they up to date?)
Just before the event	Run through the plans with the team and cross check that you have what you need in the right place at the right time.
At the event	
Meet and greet	<p>Meet your training team, if you haven't travelled with them, and ensure you all have what you need. Check the venue facilities and catering to make sure all is as you have planned. If not, liaise with the relevant people to resolve any issues.</p> <p>Meet the training organiser and ensure you both have an agreed plan. Check safety and security arrangements and other domestic issues which may need to be discussed. Welcome the participants appropriately.</p>
Before and after every session, where possible, support a Trainer experiencing difficulty	Set times to catch up with others in the team. Talk to your training team during the event. Are the sessions taking place according to plan? Do they need any help? Do you need to change the plan? In this case, talk to the training organiser and use your contingency plans.
During the sessions	During the training, ask the trainers and training organiser how the participants are responding. Does any action need to be taken in light of this feedback?

<p>Complete the training</p>	<p>Seek feedback from your training team and training organiser and complete your own self-evaluation - how do you think it went? Get a copy of the participant evaluations, or a summary of these, and distribute to the team. Are there things that you need to put on your PDP? Is there anything that your team members need to put onto PDPs?</p> <p>Don't forget to thank your team!</p>
<p>After the event</p>	
<p>Provide final feedback</p>	<p>Give feedback on the event as a whole and say 'thank you' to your training team and the training organiser.</p> <p>Review your PDP. What have you learned from this event?</p> <p>Do you need to pass information on to Girlguiding Headquarters or your Country/Region?</p> <p>If a member of the training team did not meet the expected standard, please discuss this with the team member and inform the relevant C/R trainer qualification coordinator.</p>
<p>Prepare your final portfolio of information about the event</p>	<p>You will need to provide a portfolio about the event to your tutor, and keep all the documents relating to the event for three years, including copies of emails between the training organiser and the team. Keep only what is needed to show the planning and delivery stages of the event.</p> <p>Make sure you and your team members claim travel and materials expenses promptly and supply receipts.</p>