**Module 1:**

Training for Girlguiding

# The Module

* Module 1 is the core requirement for all Girlguiding Trainers.
* It is completed in conjunction with at least one other module.
* All the required evidence should be submitted together, not module by module.
* All observations included in the final submission must be carried out by a Tutor.

# Requirements table

Those undertaking the Trainer Qualification need to complete all tasks listed in the table below. You should discuss each Task and the evidence required with your Tutor.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TASK** | **DETAILS** | **EVIDENCE METHOD** | **DATE** | **REF** |
| 1 | Demonstrate a good knowledge of Girlguiding, including:* use of [*The Guiding Manual*](http://guidingmanual.guk.org.uk/) and its key policies
* Girlguiding’s Strategic Plan
* the Five Essentials and how these underpin all elements of
* guiding work
* Doing Our Best quality standards
 | Knowledge Checklist |  |  |
| 2 | Demonstrate a good knowledge of the Girlguiding Trainer role including:* the Guiding Method
* activity-based training
* how adults learn.
 | Knowledge Checklist |  |  |
| 3 | Demonstrate knowledge of a range of training and facilitation techniques. | Knowledge Checklist |  |  |
| 4 | Plan for the delivery of good quality training sessions, including:* session planning, working to a budget and preparing materials
* developing training plans, both already prepared and from scratch.
 | Observation of Training Session form– Tutor |  |  |
| 5 | Carry out risk management in accordance with the Girlguiding guidelines, at a level appropriate to the type of event.  | Observation of Training Session form– Tutor |  |  |

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| **TASK** | **DETAILS** | **EVIDENCE METHOD** | **DATE** | **REF** |
| 6 | Deliver training sessions in which you do the following:* finalise the training brief with the organiser and prepare for the session
* create an environment that promotes and supports learning
* welcome the participants and create a good rapport with them
* encourage everyone to participate throughout the session
* ensure that the participants understand the learning outcomes of the session
* use the Guiding Method throughout training in all sessions
* follow the training plan, except where you decide to modify the session to meet the needs of the participants
* use pace, tone and language appropriate to the participants, show that you respect them and respond to their needs
* ensure participants are involved and engaged throughout the session
* check the understanding of the participants and provide feedback to confirm their achievements
* seek feedback from the participants throughout and at the end of the session.
 | Observation of Training Session form– Tutor |  |  |
| 7 | Demonstrate good communication skills, including active listening and reading of verbal and non-verbal communication cues from the participants. | Observation of Training Session form– Tutor |  |  |
| 8 | Demonstrate good presentation skills, including clear speech, appropriate projection, suitable body language and good use of a range of presentation materials. | Observation of Training Session form– Tutor |  |  |
| 9 | Demonstrate that you have helped participants with their self- development through your sessions. | Observation of Training Session form– Tutor |  |  |
| 10 | Demonstrate knowledge of resources required to support the learningof participants. | Knowledge Checklist |  |  |

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| **TASK** | **DETAILS** | **EVIDENCE METHOD** | **DATE** | **REF** |
| 11 | Demonstrate knowledge of evaluation and feedback theory and methods including:* a range of methods and why they are used
* the importance of self-evaluation.
 | Knowledge Checklist |  |  |
| 12 | Demonstrate suitable evaluation and feedback methods, and:* analyse feedback
* use findings to improve your training
* discuss findings with your Tutor and propose areas for improvement.
 | Observation of Training Session form– Tutor |  |  |
| 13 | Understand the needs of volunteers and how guiding fits into their lives. | Observation of Training Session form– Tutor |  |  |
| 14 | On at least one occasion, deliver a session as part of a training team, with at least one other Trainer (this could be your Tutor). | Co-Trainer Witness Statement |  |  |
| 15 | Prepare your expenses for each session and show how you have met the budget. | Observation of Training Session form– Tutor |  |  |
| 16 | Show your ongoing development as a Trainer through your Personal Development Plan, which should be reviewed and updated afterevery training. | Personal Development Plan |  |  |
| 17 | Demonstrate up-to-date knowledge of A Safe Space Level 1-3. | A Safe Space levels 1-3 certificates or GO record. |  |  |

# Guidance for Prospective Trainers

## How should I go about completing the module?

This qualification is designed to be practical and much of it is achieved ‘on the job’. As you work to prepare sessions you will create the necessary evidence. Do not try to complete the qualification task by task.

If running your first session seems a little overwhelming, consider co-training with your Tutor to build your confidence and learn new skills.

## How long should the Training Qualification take to complete?

You can work through the module at your own pace. Everyone must do Module 1 and another module to gain the Trainer Qualification.

## How will I work with my Tutor?

You will be in contact with your Tutor regularly, at times that suit both of you. You may wish to meet in person, or sometimes talk online, or by email, phone or text.

## How will my prior learning be accredited?

You will work with your Tutor to establish a starting point. This involves looking at any training experience you have or qualifications you have already achieved, either within or outside guiding.

Read through the requirements and Knowledge Checklist. Does it match any experience of training or working with adults outside of a guiding context?

Talk to your Tutor about any prior experience or learning, even if it doesn’t seem immediately relevant.

## How will I use my Personal Development Plan?

This will map your steps to complete the Trainer Qualification. You will need to update your Personal Development Plan after every session to help you stay on track and at least every six months, with the help of your Tutor. Ensure you make a time for this well in advance.

It’s a good idea to break down the tasks on the Personal Development Plan to make it more manageable.

## How do I ensure I cover a variety of sessions?

Your Tutor will advise you on a suitable range of group sizes, settings and topics and ensure you include at least one session with participants from outside of your County. You will need to agree the sessions you include in your submission file to ensure you cover the whole spectrum of learning opportunities.

**You can record the variety of sessions on your observation report.**

## How should I reflect on my progress?

Feedback from your Tutor and completed evaluations from participants will help with this. Think of feedback as constructive and not as criticism. Reflect on how it could help you improve your next session. It might be appropriate to focus on one or two areas in your next training – you could discuss this with your Tutor.

# Submission list

The following documents will be submitted to your Tutor, who will submit it to a Reviewer for confirmation of completion.

## Module 1: Knowledge Checklist

***Observation of Training Session form – Tutor***

*This form should be downloaded from the Girlguiding website for each session observed.*

* Your Tutor will complete a copy of this form for each session observed and discuss her observations with you.
* Attach your final training plan for each session observed by your Tutor (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).
* Attach a room plan for *at least one* of the training *s*ession*s* observed, showing the layout of tables, chairs and any equipment, including audio-visual aids. This needs to be confirmed as accurate by your Tutor.
* You will include participant evaluations for the observed sessions (or a summary for a large group session).

You will also provide the following resource evidence:

* 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.*

## Module 1: Record of completion

*These items will be submitted alongside items for any of Module 2, 3 or 4.*

The relevant Observation of Training Session forms completed by your Tutor and discussed with you, including:

* self-reflections with notes of discussion with your Tutor, and annotated with any agreed areas of improvement
* the training briefs and training plans to match the observations
* one completed expense claim that links to the budget in the training brief for one session delivered.

*In addition, you will submit:*

* your Personal Development Plan showing that it has been reviewed and updated after every training
* a statement of recognised prior learning.

## Module 1: Knowledge Checklist

Each item on a Knowledge Checklist is usually assessed through discussion with your Tutor. There are some exceptions to this:

* when an item is discussed with your Support Group
* when an item is discussed with an expert, either in Girlguiding, or in a particular training field.

In these cases, your Tutor will indicate that she agrees that the knowledge has been checked by a suitable person.

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| --- | --- | --- | --- | --- | --- |
| **Task** | **Knowledge item** | **Yes/No** | **Date** | **Tutor signature** |  |
| 1 | Knowledge of Girlguiding, including:* use of The Guiding Manual and its key policies
* Girlguiding’s Strategic Plan
* the Five Essentials and how these underpin all elements of
* guiding work
* Doing Our Best quality standards
 |  |  |  |  |
| 2 | Being a Trainer for GirlguidingThe Guiding MethodActivity-based trainingHow adults learn |  |  |  |  |
| 3 | Knowledge of a range of training and facilitation techniques. |  |  |  |  |
| 4 | Knowledge of evaluation and feedback theory and methods covering:* a range of methods and why they are used
* the importance of self-evaluation.
 |  |  |  |  |
| 5 | Knowledge of resources required to support learning. |  |  |  |  |


## Record of Completion of Module 1: Training for Girlguiding

I, ………………………………………………………………………… (Prospective Trainer)

* accept the responsibilities of a Girlguiding Trainer
* will continue to develop as a Girlguiding Trainer, regularly reviewing my Personal Development Plan and actively undertaking the development identified
* have joined a Trainer Support Network, and will maintain my development through that network
* will undertake the renewal process as a Girlguiding Trainer every three years or cease to train for Girlguiding.

Signature …………………………………………………………………… Date …………………………

I, ………………………………………………………………………… (Tutor)

* confirm that the Prospective Trainer has met the required standard of training in Girlguiding
* confirm that the Prospective Trainer has the required knowledge to successfully deliver training in Girlguiding
* recommend that the Prospective Trainer is awarded Module 1: Training for Girlguiding.

Signature …………………………………………………………………… Date …………………………

Country/Region/Branch ………………………………………………………………

Signature (Reviewer) …………………………………………………………………… Date …………………………