

LEARNING & DEVELOPMENT QUALIFICATION – LEARNING OUTCOME SUMMARIES

This document shows the expected learning outcomes achieved by completing the Learning & Development Qualifications for Workshop Presenter, Trainer and Training Partner. The tables show the aim of each module; the training, reading, activities and reflections listed in the Passport; the assessment criteria; and the expected learning outcomes in terms of knowledge, skills and behaviour/attitude.

MODULE 1	TRAINING AND FACILITATING LEARNING
AIM	The aim of this module is to develop your skills to help adults learn effectively and work in a team with other Trainers and Workshop Presenters to facilitate learning for participants.
TRAINING	GGA Presenting with Pizzazz course
READING	<p>WAGGGS <i>WLDP Facilitators Guide</i> – Chapter 5 The Facilitation Process</p> <ul style="list-style-type: none"> • Facilitation tasks for individual and group facilitation • Assessing needs • Session and program planning • Facilitating learners <p>WAGGGS <i>WLDP Facilitators Guide</i> – Chapter 6 Facilitating the Learning</p> <ul style="list-style-type: none"> • Learning definition • Competences – potential developed by learning • Theories about learning • What makes people learn? • Types of learning • Learning individually or from and with others in groups • Adults and learning – Andragogy • Organisational learning and learning organisations • Facilitating learning • Reflecting and logging learning <p>WAGGGS <i>WLDP Facilitators Guide</i> – Chapter 7 Facilitation Methods & Techniques</p> <ul style="list-style-type: none"> • Important factors when planning a facilitation • Facili-rainbow model • Communication as the main facilitation tool • Other things to consider when planning a facilitation • Six category intervention analysis •
ACTIVITIES FOR WORKSHOP PRESENTERS	<ol style="list-style-type: none"> 1. At two training courses or workshops, conduct the opening. This might include flag ceremony, welcoming participants, introducing Trainers, LIC and participants, sharing housekeeping information, briefing health and safety information etc. 2. Lead two ice-breakers or warm-up activities at Courses / Workshops. 3. for two sessions set out the training area (eg furniture, AV equipment, coffee station) to optimise participant comfort and learning. Discuss the advantages and disadvantages of these layouts with a Trainer. 4. Discuss a training session plan you have prepared with another trainer, and explain how your plan facilitates learning effectively. 5. Following two of the sessions you present, evaluate the sessions with the participants and then fellow trainers. Discuss the feedback with your Training Partner. 6. Deliver at least two sessions or workshops for a minimum 4 hours.
ADDITIONAL ACTIVITIES FOR TRAINERS	<ol style="list-style-type: none"> 7. Introduce yourself to two members of your state L&D team. Talk about your experiences and aspirations for Learning and Development. Share some useful training tips. 8. Facilitate an additional 4 hours of training. This should include a mix of learning methods and content as well as exercises to debrief a learning activity. 9. Co-moderate a Guide training webinar. This may be an existing GGA webinar such as Guiding Orientation or Minimising Operational Risk. It may also be a state based Guide webinar. 10. Facilitate two training sessions which are part of a GGA Management Qualification or Leadership Qualification course.

MODULE 1	TRAINING AND FACILITATING LEARNING (<i>continued</i>)
REFLECTIONS	<ol style="list-style-type: none"> 1. Consider the sessions you have facilitated and those where you have co-facilitated. How could you improve your facilitation skills further? WP 2. Think about one of the training sessions you've observed. If you were giving feedback to the Workshop Presenter / Trainer what would you say? What worked really well and what could be done differently or improved? 3. As a Workshop Presenter or Trainer, you will sometimes present pre-prepared sessions e.g. Being Safe, Leadership Qualification or Management Qualification sessions. How can you make the presentation your own without changing the content of the session? 4. Based on your experiences of facilitating learning with Guides and adults – what are the differences between the ways children and adults learn? You might want to explore this area further. 5. What are the differences between a good training session and a good learning session? What are your strengths and development needs when it comes to being an effective facilitator? WP
ASSESSMENT	Successful completion of activities
LEARNING OUTCOMES – KNOWLEDGE <i>On successful completion of this module, the new Workshop Presenter/Trainer will be able to:</i>	<ol style="list-style-type: none"> 1. Assess the needs of the participants. 2. Incorporate a range of techniques to deal with difficult people or situations. 3. Explain the differences between the way children and adults learn. 4. Define formal, informal and non-formal learning. 5. Identify learning theories and learning styles. 6. Determine motivation for learning. 7. Reflect on learning. 8. Recognise and use different methods of facilitation.
LEARNING OUTCOMES – SKILLS <i>On successful completion of this module, the new Workshop Presenter/Trainer will be able to:</i>	<ol style="list-style-type: none"> 1. Plan and present sessions. 2. Welcome participants to a course and brief them. 3. Conduct ceremonies. 4. Lead ice-breaker / warm-up activities. 5. Set out the training area to optimise participants comfort and learning. 6. Discuss learning with participants following training. 7. Facilitate learning, motivating participants to learn. 8. Evaluate her own learning and skills. 9. Incorporate activities to suit the different learning styles of participants. 10. Communicate well. 11. Use questioning skills. 12. Give and receive feedback
LEARNING OUTCOMES – ATTITUDES / BEHAVIOUR <i>On successful completion of this module, the new Workshop Presenter/Trainer will be able to:</i>	<ol style="list-style-type: none"> 1. Confidently introduce herself and network with participants. 2. Create a sense of belonging and inclusion for participants. 3. Enthuse participants. 4. Be committed to working as part of a team. 5. Value all learning. 6. Focus on participant's learning. 7. Reflect on her own learning and encourage others to reflect on their learning. 8. Work with and support other Workshop Presenters and Trainers.

MODULE 2	ADMINISTERING WORKSHOPS AND COURSES
AIM	The aim of this module is ensure that you know what preparation and administration requirements need to be completed when running workshops and courses and to give you the skills to coordinate the logistics of the course/workshop and the team of Workshop Presenters/Trainers.
READING	No additional reading required
TRAINING	No additional training required
ACTIVITIES FOR WORKSHOP PRESENTERS	<ol style="list-style-type: none"> 1. For two courses, arrange a special thank you for an individual or group for their assistance. 2. For two workshops or courses, complete the Attendance Record (or other State reporting documents) and send to State Office. 3. Select resources, hand-outs and equipment that support learning during the course or workshop. 4. Work within a designated budget. Submit an expense claim for one of the courses or workshops. 5. Work with other Trainers to prepare the program, and allocate sessions. 6. Liaise with the property manager regarding equipment and accommodation requirements. Provide the catering team with the course program and discuss any specific catering needs. 7. Liaise with State Office to ensure participants have the information needed prior to the course. 8. Prepare the course report and evaluation etc., including your suggestions for improvement. Send to the State Learning & Development Manager (or as per state procedures).
ADDITIONAL ACTIVITIES FOR TRAINERS	<ol style="list-style-type: none"> 9. Coordinate a workshop or course of at least one full day, and ensure the preparation and administrative requirements are completed.
REFLECTIONS	<ol style="list-style-type: none"> 1. Reflect on working as part of a training course team – what needs to happen if the team is to work well together? What blockages can stop the team working well together? How could these blockages be resolved? 2. When the team for a training course is supplemented by trainers delivering single sessions, what steps can they take to ensure there is an understanding of participants' prior knowledge, building upon previous session content and continuity of learning? 3. How do you plan to organise and keep up to date your own session notes and training records? 4.
ASSESSMENT	Successful completion of activities
LEARNING OUTCOMES – KNOWLEDGE <i>On successful completion of this module, the new Workshop Presenter/Trainer will be able to:</i>	<ol style="list-style-type: none"> 1. Access training course forms and records and understand their purpose. 2. List the resources and equipment required for a workshop/course. 3. Prepare the course program and allocate sessions.
MODULE 2	ADMINISTERING WORKSHOPS AND COURSES (continued)
LEARNING OUTCOMES – SKILLS	<ol style="list-style-type: none"> 1. Complete administration requirements efficiently. 2. Lead the training team for a course or workshop. 3. Liaise with others to plan and prepare a course program. 4. Liaise with others to make the logistical arrangements for a course.

<p>On successful completion of this module, the new Workshop Presenter/Trainer will be able to:</p>	<ol style="list-style-type: none"> 5. Select resources that support learning. 6. Evaluate the course with other Trainers and brief the SLDM on successes and issues encountered. 7. Coordinate a course.
<p>LEARNING OUTCOMES – ATTITUDES / BEHAVIOUR On successful completion of this module, the new Workshop Presenter/Trainer will:</p>	<ol style="list-style-type: none"> 1. Make friendly and welcoming contact with participants prior to the course with the information they need. 2. Prepare for workshops and courses thoroughly. 3. Collaborate with others. 4. Model a culture of thanks and recognition.

MODULE 3	DESIGNING LEARNING
AIMS	The aim of this module is to give you the skills to design learning that meets the participants' needs and specifically to understand how the Girl Guide / Girl Scout method is used with adults.
TRAINING	GGA Facilitation Skills course
READING	<p>WAGGGS <i>WLDP Facilitators Guide</i> – Chapter 3 Facilitation</p> <ul style="list-style-type: none"> • What is facilitation? • Facilitation approaches • Who is a facilitator? • Facilitation Skills • Different roles of a facilitator • Can facilitation be learned? <p>WAGGGS <i>Prepared to Learn, Prepared to Lead</i></p>
ACTIVITIES	<ol style="list-style-type: none"> 1. Access the GGA website Learning & Development Intranet find training resources you could use in a training session. Discuss with your Training Partner when it is appropriate to adapt national resources for local needs. 2. Talk to a Trainer about a practical skills session she has designed and discuss how she: <ul style="list-style-type: none"> • Determined the learning needs of the participants • Set aims and objectives • Included GG/GS Educational Methods • Used AGP process and Patrol System • Selected learning activities / methods and why • Identified requirements for visual aids, resources, hand-outs, etc. 3. Talk to a Trainer about a knowledge/theory session she has designed and discuss how she: <ul style="list-style-type: none"> • determined the learning needs of the participants • set aims and objectives • included GG/GS Methods • used AGP process and Patrol System • selected learning activities / methods and why • identified requirements for visual aids, resources, hand-outs, etc. 4. Develop a personal training resource for use at training courses and workshops e.g. booklet of ice breakers, opening / closing quotes, Guides' Own material. 5. Plan and facilitate two sessions of 90 minutes each. For this activity you will need to demonstrate: <ul style="list-style-type: none"> • identification of participants' learning needs and establishing an atmosphere conducive to learning • setting of aims and objectives • preparation of session plans noting timing and learning activities • use of GG / GS educational methods, AGP Process and Patrol Systems • range of training methods • preparation of resources.

MODULE 3	DESIGNING LEARNING (<i>continued</i>)
ACTIVITIES (<i>cont</i>)	<p>For each session discuss with your Training Partner:</p> <ul style="list-style-type: none"> • what were the key things you considered in planning the session • how the learning needs of the participants influenced the learning design • the options for learning activities and methods that could have been used to meet the objectives and why you chose what you did • how you could alter the session for a smaller / larger group, more or less time, and / or a wide range of learning needs. <p>6. Research learning resources that you could use in a training session. Discuss with your Training Partner how to select high quality resources and how to incorporate them into your training session.</p> <p>7. Follow-up with course participants in one months' time to ascertain if and how they are using the learning they gained. Discuss with your Training Partner.</p>
REFLECTIONS	<ol style="list-style-type: none"> 1. This module focuses on learning design. As a result of working through it, what are the opportunities to change the sessions or workshops you facilitate 2. What is your own learning style or learning preferences? How might this influence the way you prefer to facilitate learning? How can you ensure your preferences don't become a blockage to being a good facilitator? How can you engage participants using their learning style or preferences? 3. The State Learning & Development Committee use the evaluations for continuous improvement? How can you use the evaluations to improve your own facilitation skills?
ASSESSMENT	Successful completion of activities
LEARNING OUTCOMES – KNOWLEDGE <i>On successful completion of this module, the new Workshop Presenter/Trainer will be able to:</i>	<ol style="list-style-type: none"> 1. Discuss the difference between teaching, training and facilitation. 2. Determine the learning needs of the participants 3. Set aims and objectives. 4. Select learning activities / methods and explain why. 5. Identify requirements for visual aids, resources and/or hand-outs 6. Access information about the ALQP and Trainers' resources on the GGA website 7. Define formal, informal and non-formal learning. 8. Identify learning theories and learning styles.
LEARNING OUTCOMES – SKILLS <i>On successful completion of this module, the new Workshop Presenter/Trainer will be able to:</i>	<ol style="list-style-type: none"> 1. Observe other Workshop Presenters and Trainers. 2. Design and prepare sessions that are learner-focused. 3. Develop resources to enhance learning. 4. Include GG/GS Methods, AGP and use the Patrol System in courses and sessions. 5. Incorporate a range of training methods. 6. Find high quality trainers' resources and incorporate them into sessions. 7. Use the GGA website and intranet with ease.
LEARNING OUTCOMES – ATTITUDES/ BEHAVIOURS <i>On successful completion of this module, the new Workshop Presenter/Trainer will:</i>	<ol style="list-style-type: none"> 1. Be confident in understanding the requirements of the training role. 2. Demonstrate the interpersonal skills associated with facilitation. 3. Focus the session on the learner's needs.