

Girl Guides Australia
Australian Learning and
Qualification Program

LEARNING AND DEVELOPMENT QUALIFICATION PASSPORT



GIRL GUIDES
AUSTRALIA

Learning & Development Qualification Passport

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Section 1: Summary of GGA Learning & Development Qualification for Workshop Presenters, Trainers and Training Partners

A **Girl Guides Australia Qualification and Appointment** for Workshop Presenters, Trainers and Training Partners consisting of three modules, see summary below. The Workshop Presenter qualification can be completed in approximately six months and the Trainer qualification in about two years depending on the schedule of courses and workshops in her State. A Trainer can be appointed as a Training Partner after two years further experience.

- **Learning & Development Qualification Passport** – sets out the full requirements for the relevant qualification and records any relevant experience and/or previous qualifications, as well as progress towards the GGA Learning & Development Qualification for Workshop Presenter or Trainer. Depending on previous experience and / or qualifications the candidate can be exempt from some of the requirements.
- **Training Partner** – a Trainer who provides guidance on completing learning activities and offers support throughout the learning process.
- **Induction** – comprises meeting with State Learning & Development Manager and meeting with Training Partner.
- **Learning activities** – a mix of reading, training, reflections and activities that replicate the main training tasks, and can be completed in any order. Most activities are signed off in the Passport by a Trainer, but some are signed off by either the Training Partner or the State Learning & Development Manager.
- **WAGGS Leadership Development Program (WLDP) Facilitation Guide** – provides core reading material. Ideally, reading should be completed before module activities are undertaken.
- **Training** – Presenting with Pizazz, Facilitation Skills, and Learning Partner training courses are all delivered face to face.
- **Completion of Qualification** – Training Partner signs off that new Workshop Presenter or Trainer has completed the required learning activities for the Learning & Development Qualification Passport and the State Learning & Development Manager confirms the appointment.
- **New to Role Review** – after 6 months with the State Learning & Development Manager or her nominee.

Learning and Development Pathway

Modules	Training	Reading	Summary of Learning Activities
Workshop Presenter Qualification			
Training and Facilitating Learning	<ul style="list-style-type: none"> Presenting with Pizzazz 	<i>WLDP Facilitation Guide –</i> <ul style="list-style-type: none"> Chapter 5 <i>The Facilitation Process</i> Chapter 6 <i>Facilitating the Learning</i> Chapter 7 <i>Facilitation Methods & Techniques</i> 	6 activities: Conduct openings, lead ice-breakers, set out training area, discuss a training session plan, evaluate sessions, facilitate a minimum of 4 hours training across two sessions.
Administering Workshops and Courses			8 activities: Thank others at end of course, complete attendance records, select resources and equipment, work within a budget, prepare program with others, organise venue, accommodation and catering, organise information for participants, prepare course report or evaluation.
Trainer Qualification			
Training and Facilitating Learning	<ul style="list-style-type: none"> Presenting with Pizzazz 	<i>WLDP Facilitation Guide –</i> <ul style="list-style-type: none"> Chapter 5 <i>The Facilitation Process</i> Chapter 6 <i>Facilitating the Learning</i> Chapter 7 <i>Facilitation Methods & Techniques</i> 	10 activities: Conduct openings, lead ice-breakers, set out training area, discuss a training session plan, evaluate sessions, make contact with 2 members of state L&D Team, facilitate a minimum of 8 hours of training including at least two sessions at a Leadership or Management Qualification course, co-moderate a training webinar. The eight hours may include training provided as a workshop presenter.
Administering Workshops and Courses			9 activities: Thank others at end of course, complete attendance records, select resources and equipment, work within a budget, prepare program with others, organise venue, accommodation and catering, organise information for participants, prepare course report or evaluation, coordinate a workshop/course
Designing Learning	<ul style="list-style-type: none"> Facilitation Skills 	<i>WLDP Facilitation Guide –</i> <ul style="list-style-type: none"> Chapter 3 <i>Facilitation</i> <i>Prepared to Learn, Prepared to Lead</i> 	7 activities: Access GGA L&D intranet for learning resources, discuss learning design for skills and knowledge sessions, develop a personal training resource, plan sessions, research learning resources, follow-up with participants.
Appointment as a Training Partner			
	<ul style="list-style-type: none"> Learning Partner 	<i>WLDP Facilitation Guide –</i> <ul style="list-style-type: none"> Chapter 8 <i>Coaching</i> Chapter 9 <i>Mentoring</i> 	2 years experience as a Trainer

Section 2: Your Support Network

As you proceed in your Learning & Development Qualification journey, there are many people who can offer you support, but the most important ones are:

- State Learning & Development Manager
- Your Training Partner
- Other Trainers and Workshop Presenters.

You can write their contact details in the boxes below.

State Learning & Development Manager:

Your State Learning & Development Manager chairs the State Learning & Development Committee and you are responsible to her. You will meet with her at the beginning of the qualification process and at the end she will confirm you have met the requirements for qualification. She will involve you in presenting training courses and workshops in your State and ensure you have all the information you need to perform your role.

Contact details:

Training Partner:

Your Training Partner is an experienced Guide Trainer who will guide you through the qualification process. She is appointed by the State Learning & Development Manager. She has undertaken specialist training to perform this role. Her responsibilities include offering advice on what activities will meet the requirements for the Passport as well as helping you to overcome any difficulties you might experience whilst working through the Passport. Your Training Partner is your first point of call for queries on your learning.

Contact details:

Other Trainers and Workshop Presenters from State Learning & Development Team:

The State Learning & Development Manager or your Training Partner will be able to provide you with contact details.

Region Training personnel and other supporters:

Section 3: Steps to gain your Learning & Development Qualification

The Learning & Development Qualification is open to all adult members. The State Learning & Development Manager is responsible for inviting adult members to complete the Qualification and join the State Learning & Development Team. The Passport describes the formal learning to be a Workshop Presenter, Trainer or Training Partner for Girl Guides Australia. It is assumed that you have considerable experience in Guiding, have a good knowledge of Guiding practices, program, traditions and the Girl Guide / Girl Scout Method.

Both Workshop Presenters and Trainers are important members of the State Learning & Development Team. The Workshop Presenter is able to lead and present workshops independently in her area of expertise, and to assist Trainers on other courses. Trainers are able to lead and facilitate learning on a range of courses and workshops, including the Leadership and / or Management Qualification courses. (Generally, to train Leadership or Management Qualification, Trainers must hold the relevant AALP or ALQP Leadership or Management Qualification and be appointed to the relevant role or have been appointed to that role in the last three years). It will normally take 6 months to complete the Workshop Presenter qualification and 1½ to 2 years to complete the Trainer Qualification.

As an experienced Trainer, you could be appointed as a Training Partner as long as you have a minimum of two years' experience as a GGA Trainer and have completed the additional learning.

Recommendation of Manager (LD 12)

1. Ask your Manager to complete the recommendation to be a Workshop Presenter or Trainer (form LD 12). If you have a primary appointment as a Leader or Manager ask your Manager to complete this section. Adults without a primary appointment e.g. Olave Program members, should ask a Manager they have worked with recently to provide a recommendation. The State Learning & Development Manager will review the recommendation and is responsible for inviting members to join the Learning & Development Team.

Complete Induction (Section 4)

2. Meet with your State Learning & Development Manager (or her nominee) –together you will decide whether to pursue the Workshop Presenter or Trainer role. She will also describe the requirements of these roles, complete part of the Induction (Section 4). She will also introduce you to your Training Partner.

Meet with Training Partner

3. At the first meeting with your Training Partner, complete your Induction.
4. Develop your Learning Plan. Your Training Partner will review previous Guiding experience and any professional skills or qualifications and any recognition of prior learning that may exempt you from some aspects of the training or required activities. She will sign the module boxes where you have recognition of prior learning.
5. Identify the date/s of the training courses you need to attend (including GGA Presenting with Pizazz and GGA Facilitation Skills).
6. Review the learning activities and discuss with your Training Partner which ones might be best to start first –complete them in the order that makes best use of learning opportunities as they arise. You DO NOT need to work through them in the order they are presented.
7. Schedule catch-up meetings as appropriate.

Undertake reading, training, activities and reflections (Section 6)

8. Participate in the GGA Presenting with Pizazz and GGA Facilitation Skills training courses as relevant.
9. Read *Prepared to Learn Prepared to Lead* and the relevant chapters of the *WAGGGS Leadership Development Program (WLDP) Facilitation Guide* for each module and record this reading as it is completed on the relevant pages of this Passport. *Prepared to Learn, Prepared to Lead* and *WLDP Facilitation Guide* can be downloaded from <http://www.girlguides.org.au/leaders-and-volunteers/intranet/learning-amp;-development/waggs-documents-2012.html>.
10. Complete the relevant activities for each of the modules and provide the appropriate evidence for each activity – this might include photos, plans or notes of what you did. A number of activities require that material is “attached” to the Passport – it’s probably easiest to file this material in a ring-binder with dividers for each module. Activities can be completed in any order. Record the details of the sessions you facilitate in the Training Log (Section 7).
11. Get each module activity signed off. Each activity in the Passport is accompanied by a description of who should sign it off and what evidence is required.
 - Most activities can be signed off by other Trainers (but not other Workshop Presenters).
 - Some activities **must** be signed off by either your Training Partner or your State Learning & Development Manager and these are clearly marked.
12. Once you have completed all activities for a module, answer the reflection questions and discuss with your Training Partner.

Completing your Qualification (Section 8)

13. When all the activities are complete, meet with your Training Partner to finalise this stage of your learning. Your Training Partner will review the sign offs, as well as the evidence/comments/discussion points recorded in the Passport. Then meet with your State Learning & Development Manager, so she can confirm you have met the requirements for the qualification. She will also complete the form at the end of this Passport.
14. Your State Learning & Development Manager will present your certificate and if you have completed the Trainer Qualification you will receive the WAGGGS Trainer Pin.
15. Once you have completed the Learning & Development Qualification, you can continue to use the Learning Record and Training Log to record activities completed.

Appointment as a Workshop Presenter, Trainer or Training Partner

16. . The State Learning & Development Manager is responsible for appointing women to the appropriate role:

Workshop Presenter

Trainer

Training Partner

NAME (IN FULL):

MEMBER NO:

Section 4: Induction as a Member of the Learning & Development Team

Meeting with State Learning & Development Manager (or her nominee)	
Review the Manager's Recommendation form.	
Discuss the Workshop Presenter and/or Trainer Position Description/s.	
Obtain the Learning & Development Qualification Passport.	
Discuss your other leadership / management commitments and any constraints that might affect the performance of your Workshop Presenter / Trainer role and ways of achieving a reasonable balance between commitments.	
Discuss your likely time allocation to your Workshop Presenter / Trainer role.	
Discuss responsibilities for risk management as a Workshop Presenter / Trainer.	
Obtain the State / Region training calendar and confirm if your attendance is required.	
State Learning & Development Manager Name:	Signature

Meeting with Training Partner	
Review Guiding experience and any professional skills or qualifications that may provide exemption from some aspects of the training or required activities. Complete Recognition of Prior Learning. Discuss and agree your Learning Plan and target date to achieve the Learning & Development Qualification.	
Ensure access to required resources, as listed under each module and to access the L&D Intranet on the GGA website (Passwords required) http://www.girlguides.org.au/leaders-and-volunteers/intranet/learning-amp;-development.html	
Schedule required training courses.	
Identify an opportunity to renew your Girl Guide Promise and discuss what it means to you today.	
Discuss who could provide additional support. Record their contact details in Section 2.	
Training Partner Name:	Signature

Record here the date all elements of the Induction were completed and scan / send this page to your Training Partner who will then forward to your State Office.	Date
Office Use Only Records Updated by State Office:	

Section 5: Learning Plan and Record

The Learning Plan sets out in summary form what you need to do to become qualified. Tick the boxes as you complete the reading, training, activities and reflections. This Plan and Record will provide a quick oversight as to where you are up to in achieving your Learning & Development Qualification as a Workshop Presenter or Trainer, and also provide an easy reference at your catch-up meetings with your Training Partner. Please bear in mind this is not the “official” record – you still need to have the nominated person sign and date the module boxes.

To use the Learning Plan and Record effectively:

1. Once you have completed the Recognition of Prior Learning process with your Training Partner write “RPL” in the relevant boxes on the next page. Think about all you have done over the last three years – are there any activities you have already completed which you can get signed off by the appropriate person? You can tick these boxes once the module activities have been signed off.
2. The grey shaded boxes are ones where activities need to be planned ahead, e.g. attending training courses as a participant’ or meetings. If you know now the dates of events you could use, pencil them in the boxes. You can tick these boxes once the module activities have been completed.
3. You will be required to lead and assist with training courses. Look at the State and / or Region training Calendars to identify which courses you could attend. These boxes are shaded purple to aid planning. Once you have identified the courses you could attend as a Trainer or Workshop Presenter, pencil the dates into the relevant boxes. You can tick these boxes once the training activities have been completed. The allocation to Training courses is confirmed by the State Learning Development Manager.
4. Now think about your target date for completing the Qualification and write it in the box below.

Dates to catch up with Training Partner

Date to renew or make the Girl Guide Promise	
Date scheduled	Event / meeting

Liaise with the State Learning & Development Manager or Training Partner to set this date in advance, so that it does not cause a blockage to the completion of the Learning Plan.

Target Date to complete Qualification:
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Learning Plan and Record (continued)

Grey boxes show activities that need to be planned ahead or scheduled.

Purple boxes show activities that need to be completed at Courses / Workshops.

Crosshatched boxes show activities required for the Workshop Presenter qualification.

All activities are required for the Trainer qualification

6.1 Training and Facilitating Learning

Reading: WLDP Facilitation Guide Chapters 5, 6, and 7	Presenting with Pizazz training	Activity 1: Conduct two openings	Activity 2: Lead two icebreakers	Activity 3: Set up the training area
Activity 4: Discuss a training session plan	Activity 5: Evaluate two sessions	Activity 6: Facilitate four hours of training over at least two sessions	Activity 7: Make contact with 2 members of state L&D Team	Activity 8 : Facilitate additional four hours of training
Activity 9: Co-moderate a training webinar	Activity 10: Facilitate two sessions at LQ or MQ courses	Reflection		

6.2 Administering Workshops and Courses

Activity 1: Arrange to thank others	Activity 2: Complete attendance records	Activity 4: Select course or workshop resources, hand-outs etc	Activity 5: Work within a budget	Activity 6: Prepare program, allocate sessions
Activity 7: Arrange venue, accommodation and catering	Activity 8: Organise information for participants	Activity 9: Prepare course report / evaluation	Activity 10: Coordinate a Course	Reflection

6.3 Designing Learning

Reading: WLDP Facilitation Guide Chapter 3 Prepared to Learn, Prepared to Lead	Facilitation Skills training	Activity 1: Access GGA L&D intranet	Activity 2: Discuss learning design in practical skills session	Activity 3: Discuss learning design in knowledge or theory session
Activity 4: Develop a personal training resource	Activity 5: Plan and facilitate two 90 minute sessions	Activity 6: Research learning resources	Activity 7: Follow-up with participants	Reflection

Additional Requirements for Appointment as a Training Partner

Learning Partner Training	2 years' experience as a Guide Trainer	Reading: WLDP Facilitation Guide – Chapter 8 Coaching and Chapter 9 Mentoring
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Section 6: Learning & Development Qualification Modules

There are three modules to complete the Learning & Development Qualification for Trainers. Clauses that require completion for the Workshop Presenter Qualification are marked: **WP**

6.1 Training and Facilitating Learning

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. All these activities should be recorded in the Training Log in Section 7.

Reading to complete and discuss with Training Partner	Date completed	Signature
WLDP Facilitation Guide – Chapter 5 The Facilitation Process WP		
WLDP Facilitation Guide – Chapter 6 Facilitating the Learning WP		
WLDP Facilitation Guide – Chapter 7 Facilitation Methods & Techniques WP		

Girl Guide training to complete	Date complete or exempt	Signature
Presenting with Pizazz WP		Trainer's stamp or signature

Activities to complete		Signature & date
1. WP	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. Record in the Training Log in Section 7.	Trainer/s
	Courses / Workshops (titles and dates) and Openings used:	
2. WP	Lead two ice-breakers or warm-up activities at Courses / Workshops. Record these in your Training Log in Section 7.	Trainer/s
	Courses / Workshops (titles and dates) and Ice breakers used:	

Several of these activities could be completed at one workshop or course.

This could be for one training course or different courses. Activities should help you learn about the participants.

Activities to complete		Signature & date
3. WP	<p>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.</p> <p>Two sessions could be for one training course or two different courses. Remember to manage the risks.</p> <p>Training program / course, session titles, dates:</p> <p>Attach diagrams of the venues and layout.</p>	Trainer
4. WP	<p>Discuss a training session plan you have prepared with another trainer, and explain how your plan facilitates learning effectively.</p> <p>Training session / course, date:</p>	Trainer
5. WP	<p>Following two of the sessions you present, evaluate the sessions with the participants and then fellow trainers. Discuss the feedback with your Training Partner.</p> <p>Training program / course, session title, date:</p> <p>Note the feedback from participants and fellow trainers:</p>	Training Partner

Activities to complete	Signature & date
<p>6. WP Deliver at least two sessions or workshops for a minimum 4 hours. Record in the Training Log in Section 7. Ask your Training Partner to sign your Passport when you have completed the 4 hours.</p> <p>The Training Log can include all sessions you facilitate while working on this qualification.</p>	<p>Training Partner</p>
<p>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.</p> <p>Names of trainers / workshop presenters:</p> <p>Training tip/s:</p> <p>Meetings can be in person, phone, Skype etc.</p>	<p>Own signature</p>
<p>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. Record details in the Training Log in Section 7. Ask your Training Partner to sign your Passport when you have completed the 4 hours.</p> <p>To get to the stage where you are confident to facilitate yourself you may have to assist a Trainer first eg to teach a skill or facilitate a small group activity. Please do not include that time towards this activity.</p>	<p>Training Partner</p>

Activities to complete	Signature & date
<p>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. You do not have to wait till a GGA webinar is being hosted by your state – ask your state L&D Manager who you need to contact.</p> <p>Generally one moderator will focus on content and the other on technical support and/or keeping participants engaged, however this is flexible.</p> <p>Date and name of webinar:</p> <p>My role:</p>	<p>Trainer</p>
<p>10. Facilitate two training sessions which are part of a GGA Management Qualification or Leadership Qualification course.</p> <p>These sessions could be the same ones you facilitate in Activity 8 of this Module or Activity 4 of Module 6.3 Designing Learning.</p> <p>Trainers facilitating sessions at Leadership Qualification courses will be currently appointed to a Leadership role (Assistant Unit Leader, Unit Leader or Outdoors Leader) or have held a Leadership appointment in the last three years. Trainers who do not meet this criteria can train sessions according to their skills and experience, for example, they may have skills in finance, campfires or Promise and Law.</p> <p>Similarly, Trainers facilitating sessions at Management Qualification courses will be currently appointed to a Management role (District or Region Manager or Assistant District or Region Manager) or have held a Management appointment in the last three years. Trainers who do not meet this criteria can train sessions according to their skills and experience, for example, they may have skills in finance or minimising risk.</p>	<p>Trainer</p>

Reflection on learning followed by discussion with Training Partner

Consider the sessions you have facilitated and those where you have co-facilitated. How could you improve your facilitation skills further? **WP**

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?

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?

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.

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**

6.2 Administering Workshops and Courses

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.

Activities to complete		Signature & date
1. WP	<p>For two courses or workshops, arrange a special thank you for an individual or group for their assistance.</p> <p>We need to model a culture of thanks within Guiding. Thank the caterers, LIC, other Trainers. This could be a BRAVO at the end of the course, a thank you card or similar.</p> <p>Programs / courses, date, those you thanked and how you thanked them:</p>	Own signature
2. WP	<p>For two workshops or courses, complete the Attendance Record (or other State reporting documents) and send to State Office.</p> <p>Programs / courses, dates:</p>	Workshop / Course Coordinator
3. WP	<p>Select resources, hand-outs and equipment that support learning during the course or workshop.</p> <p>Resources, hand-outs and equipment used:</p>	Trainer
4. WP	<p>Work within a designated budget. Submit an expense claim for one of the courses or workshops.</p> <p>Attach a copy of your expense claim.</p>	Own Signature
5. WP	<p>Work with other Trainers to prepare the program, and allocate sessions.</p> <p>You will take the lead in this activity.</p> <p>Training program / course, date:</p> <p>Attach a copy of your course program.</p>	Trainer

Activities to complete		Signature & date
6. WP	<p>Liaise with the property manager regarding venue, equipment and accommodation requirements. Provide the catering team with the course program and discuss any specific catering needs.</p> <p>Depending on your State procedures, this may include advising of participants' and Trainers' dietary requirements.</p> <p>Notes from discussions about equipment, accommodation and catering:</p>	Trainer
7. WP	<p>Liaise with State Office to ensure participants have the information needed prior to the course.</p> <p>Attach a copy of the letter to participants and note date sent:</p> <p>Note any improvements for future courses or workshops:</p>	Own Signature
8. WP	<p>Prepare the course report and evaluation including your suggestions for improvement. Send to the State Learning & Development Manager (or as per state procedures).</p> <p>Attach a copy of the report / evaluation.</p>	Trainer
9.	<p>Coordinate a workshop or course of at least one full day, and ensure the preparation and administrative requirements are completed.</p> <p>Attach the course program.</p> <p>Note any challenges and any changes you will make next time you coordinate a course/workshop:</p>	Trainer

Reflection on learning followed by discussion with Training Partner

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? WP

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? WP

How do you plan to organise and keep up to date your own session notes and training records? WP

6.3 Designing Learning

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.

Reading to complete and discuss with Training Partner	Date completed	Signature
WLDP Facilitation Guide – Chapter 3 Facilitation		
Prepared to Learn, Prepared to Lead		

Girl Guide training to complete	Date complete or exempt	Signature
GGA Facilitation Skills Training		Trainer's stamp or signature

Activities to complete		Signature & date
1.	<p>Access the GGA website Learning & Development Intranet find training resources you could use in a training session. http://www.girlguides.org.au/leaders-and-volunteers/intranet/learning-and-development.html Your State Learning & Development Manager or Training Partner will give you the passwords. Discuss with your Training Partner when it is appropriate to adapt national resources for local needs.</p> <p>Training resource selected:</p> <p>Notes from discussion with your Training Partner:</p>	Training Partner
2.	<p>Talk to a Trainer about a practical skills session she has designed and discuss how she:</p> <ul style="list-style-type: none"> • Determined the learning needs of the participants • Set aims and objectives • Used GG/GS Methods • Selected learning activities / methods and why • Identified requirements for visual aids, resources, hand-outs, etc. <p>Practical skills session / course:</p> <p>Notes from discussion with Trainer:</p>	Trainer

Learning needs can be determined by GGA, the Manager or the participant.

Aims are about the purpose of the training, the overall direction and content. Objectives are the outcomes for the participants e.g. 'At the end of this session the participant will be able to...'.
GG/GS Methods are explained in the WAGGGS document *Prepared to Learn, Prepared to Lead*.

Activities to complete		Signature & date
3.	<p>Talk to a Trainer about a knowledge / theory session she has designed and discuss how she</p> <ul style="list-style-type: none"> • Determined the learning needs of the participants • Set aims and objectives • Used GG/GS Methods • Selected learning methods / activities and why • Identified requirements for visual aids, resources, hand-outs, etc. <p><i>Knowledge / Theory Session:</i></p> <p><i>Notes from discussion with Trainer:</i></p>	<p><i>Trainer</i></p>
4.	<p>Develop a personal training resource for use at training courses and workshops e.g. a booklet of ice breakers, opening / closing quotes, Guides' Own material.</p> <p><i>Attach the resource developed or share it with a Trainer.</i></p>	<p><i>Trainer</i></p>

Activities to complete	Signature & date
<p>5. Plan and facilitate two sessions of 90 minutes each. For this activity you will need to demonstrate:</p> <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 methods, AGP Process and Patrol Systems • range of training methods • preparation of resources. <p style="text-align: right; border: 1px solid black; padding: 2px;">This could be for one training course or two different courses.</p> <p>You can access a session plan template from http://www.girlguides.org.au/leaders-and-volunteers/intranet/learning-and-development/l-d-qualification.html. Your State Learning & Development Manager or Training Partner will give you the passwords.</p> <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><i>Training Partner</i></p>
<p>Session 1 <i>Note the course, session title, and attach your annotated session plan:</i></p> <p><i>Record key points from discussion with Training Partner:</i></p>	
<p>Session 2 <i>Note the course, session title and attach your annotated session plan:</i></p> <p><i>Record key points from discussion with Training Partner:</i></p>	

Activities to complete		Signature & date
6.	<p>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>Your research could be any medium – intranet, internet, webinars, courses, seminars, books, audio recordings etc.</p> <p>Learning resources could be any resource that will aid participant's learning in the topic you are training.</p> <p>Resources found:</p> <p>Notes from discussion:</p>	Training Partner
7.	<p>Follow-up with course participants in one months' time to ascertain if and how they are using the learning they gained from a recent course. Discuss with your Training Partner.</p> <p>Depending on the course, there may be a state or national form or standard survey to use.</p> <p>Notes from discussion with your Training Partner:</p>	Training Partner

Reflection on learning followed by discussion with Training Partner

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?

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 styles/preferences?

The State Learning & Development Committee uses the evaluations for continuous improvement. How can you use the evaluations to improve your own facilitation skills?

Section 7: Training Log

In the log below, record the date, the course and the sessions you delivered. If the session was part of a module activity, include the module number and activity reference. If you assisted other Trainers please note this and multiply the total hours you assisted by 0.25, i.e. they will count as a quarter of the sessions you deliver yourself. In order to meet the requirements of the Learning & Development Qualification, you need to have facilitated 4 hours of training as a Workshop Presenter or 8 hours in total of training as a Trainer.

Trainers will be expected to think deeply about their learning and discuss this with their Training Partner. The TP may ask questions about the aims and objectives of the session, the participants learning styles or behaviour, the GG/GS methods used, the fundamentals/elements of AGP incorporated, your strengths, weaknesses, things to change and things that went really well etc.

Date	Module Ref	Course	Sessions Delivered	Time (mins.)	What I learned and how I have applied that learning in my training role.	TP Initials
23/10/13	6.2 (activity 2)	ALQP LQ	Guides' Own	20	Next time I'll do Guides' Own before campfire – for the atmosphere. Did things I haven't done before which was a challenge and I'm pleased with my success. Need to explore some more current music. GGGS methods – P&L, learning by doing, service, progressive self-development.	
23/10/13	6.4 (activity 2)	ALQP LQ	Campfire	60	Team-trained with Fiona. Campfire by candlelight with the history woven through. GGGS methods - learning by doing, international, outdoors (sort of).	
23/10/13		ALQP LQ	assisted other Trainers throughout course (but not team-training)	120	Continuity within training team is important when I coordinate next time.	

Training Log (continued)

[illegible]

Add pages as needed – a spread sheet and word document are available here:

<http://www.girlguides.org.au/leaders-and-volunteers/intranet/learning-amp;-development/l-d-qualification.html>

Section 8: Finalising your Learning & Development Qualification

Meet with your Training Partner to confirm that the Passport has been fully completed and ask her to sign the confirmation on the *Completion of Qualification and Appointment* form. Then meet with your State Learning & Development Manager who will sign the form and forward it to your State Office. The State Learning & Development manager will present your certificate at an appropriate occasion.

Next Steps – Workshop Presenters

Your role as a Workshop Presenter is to:

- lead, and deliver independently workshops in your particular topic/s
- facilitate learning as part of the State Learning & Development Team
- continue recording the sessions you deliver in your Training Log.

With additional experience in facilitating learning, you might consider becoming a Trainer and can discuss this role with the State Learning and Development Manager.

Next Steps – Trainers

Your role as a Trainer is to:

- facilitate learning as part of the State Learning & Development Team
- lead, and deliver independently a range of workshops and training courses as required by her State and /or Region
- facilitate the Leadership Qualification or Management Qualification training courses (according to your current primary appointment, qualification and skills)
- continue recording the sessions you deliver in your Training Log.

After two years' experience as a Guide Trainer, you might consider becoming a Trainer Partner to new Workshop Presenters and Trainers. You can discuss this role with the State Learning and Development Manager.

New to Role Review

Six months' after your appointment as a Workshop Presenter or Trainer, you will have a New to Role Review with your State Learning & Development Manager (or her nominee). The main goals of this review are to discuss:

- your *Training Log* including the sessions you have facilitated, the impact you have made and identify what worked well and what could be improved. (If you have not yet delivered any sessions, you will discuss what the blockages have been and ways to address this.)
- how you are managing in your role and to get advice on any areas which are challenging
- your goals, the learning options available to you and any learning you wish to undertake, including whether you wish to continue in your role or become a Workshop Presenter /Trainer / Training Partner.

On-going Learning

This Learning & Development Qualification has been designed in keeping with the philosophy that the qualifications in the ALQP are the minimum requirement. They allow the holder to grow and learn from her experiences as she performs the role. It is your responsibility to keep your skills and knowledge as a Workshop Presenter or Trainer up to date. This process includes attending meetings, workshops, training courses or online webinars as well as reading Guiding publications, exploring the web for resources and learning from others.

You may wish to undertake further learning in planning and evaluation or advanced facilitation skills. You could undertake Learning Partner training and consider becoming a Training Partner. Any learning you undertake which benefits Guiding should be briefly recorded in your Learning Log. All training you facilitate should be included in your Training Log.

As part of the State Learning & Development Team, you will participate in a review with your State Learning & Development Manager, or her nominee. Moreover, at the beginning of each year, the State Learning & Development Manager will set the minimum number of hours of training / facilitation for each Workshop Presenter and Trainer in order to continue in this role.

**Congratulations on completing the
Girl Guide Learning & Development Qualification!**

Completion of Qualification and Appointment form

This form is to notify the State Office of the completion of the Learning & Development Qualification as a Workshop Presenter or Trainer. It is also used to notify appointment as a Workshop Presenter, Trainer or Training Partner.

PERSONAL DETAILS		
Preferred Title:	Given Names:	Surname:
Previous surname (if ever appointed under that name):		
Address:		Email:
State: Postcode:		
Phone (BH): ()	Mobile: ()	
Phone (AH): ()	Fax: ()	
Date of Birth:	Membership No:	Expiry: / / 20

QUALIFICATION COMPLETED	
Learning & Development Qualification for <input type="checkbox"/> Workshop Presenter <input type="checkbox"/> Trainer	
As the Training Partner, I am satisfied that all modules for the ALQP Learning & Development Qualification have been completed.	Name: Membership No: Signature: Date:
As the State Learning & Development Manager I confirm the completion of ALQP Learning & Development Qualification.	Name: Membership No: Signature: Date:

APPOINTMENT (Please circle the appropriate appointment)		
Workshop Presenter	Trainer	Training Partner
I have completed all requirements for this position. I agree to fulfil the role in line with the Position Description and Code of Conduct.	Signature: Date:	
As the State Learning & Development Manager, I hereby appoint the applicant to the above position.	Name: Membership No: Signature: Date:	
The New to Role Review is scheduled for: mm/yy	Date:	

FOR OFFICE USE ONLY		Date
Qualification as Workshop Presenter	L&D Certificate Workshop Presenter prepared and sent to state L&D Manager Records updated:	
Qualification as Trainer	L&D Qualification Certificate Trainer prepared and sent to state L&D Manager WAGGGS Training certificate and pin ordered from National Office and sent to SLDM: Records updated:	
Appointment as Workshop Presenter	Appointment letter prepared, sent to Workshop Presenter, and copy sent to state LDM Records updated:	
Appointment as Trainer	Appointment letter prepared and sent to Trainer and copy sent to state L&D Manager Records updated:	
Appointment as Training Partner	Appointment letter prepared and sent to Trainer and copy sent to state L&D Manager Records updated:	
Copy of this form sent to National Learning & Development Manager.		

Section 9: Learning & Development Qualification Passport Guidance Notes for Training Partners

1 ALQP and the Learning & Development Qualification Passport

1.1 Structure of the Passport

The Learning & Development Qualification Passport is part of the Australian Learning & Qualification Program. The structure of the Learning & Development Qualification Passport follows the same pattern as the Leadership and Management Qualification Passports and sets out the requirements to achieve the L&D qualification prior to appointment as a Workshop Presenter, Trainer or Training Partner. This Passport includes a section where the Learning Plan can be individually tailored, reflecting any recognition of prior learning or previous experience. The Learning & Development Qualification Passport is designed to record progress and any additional evidence.

1.2 Activities

The activities in the Passport have been designed to reflect what a successful Workshop Presenter / Trainer should be able to do therefore making the most of learning that occurs naturally. The emphasis of the activities is not so much on *achieving* a set standard, but on the new Workshop Presenter / Trainer having a clear understanding of what standard they should be aiming for as a qualified and experienced Workshop Presenter / Trainer. As such, the activities mustn't be seen as classic competencies with the requirements for performance criteria and range statements, but as role tasks which a confident, knowledgeable and skilled Workshop Presenter / Trainer should carry out naturally.

There is no pre-set order to complete the modules or the activities within the modules. Rather, a major focus of the *Learning Plan and Record* is to ensure that activities and training are scheduled expeditiously, making the most of opportunities as they arise.

1.3 Individualised Learning

The Passport balances the requirement for a national program of learning and development with the desire to tailor the learning for the individual. Consequently, the *Recognition of Prior Learning* (RPL) process is **an essential element** of the Learning Plan and is likely to optimise the motivation of the new Workshop Presenter / Trainer to complete the Qualification. In addition, having an individually tailored plan puts the onus on the new Workshop Presenter / Trainer to take responsibility for her learning. It is very important that the Workshop Presenter / Trainer understands the fulfilment of the Learning Plan is her responsibility.

2 The Role of the State Learning & Development Manager

The State Learning & Development Manager oversees the qualification process:

Her first role is to ensure the Induction is completed and to appoint the Training Partner. She should generally oversee that the process between the Training Partner and new Workshop Presenter / Trainer is working well. While the Manager is one of those supporting a new Workshop Presenter / Trainer, she cannot be the Training Partner for those she oversees as it is important that she maintains her independence in the process.

3 The Role of the Training Partner

3.1 Support provided to new Workshop Presenters and Trainers

Training Partners work with Workshop Presenters and Trainers.

3.2 Member of State Learning & Development Team

The State Learning & Development Manager appoints the Training Partner. The Training Partner's overall goal is to ensure the new Workshop Presenter / Trainer becomes an integrated, confident, skilled and knowledgeable member of the State Learning & Development Team. Thus one of the key requirements for a Training Partner is that they hold a current training appointment and have highly developed personal and team skills. The Training Partner also has an important liaison role with the State Learning & Development Manager and other Trainers.

3.3 Optimise learning

Training Partners are experienced in optimising learning within Girl Guides Australia. This experience means she has a skill set in understanding the way adults learn, being able to evaluate prior learning, designing a meaningful learning plan and identifying alternative learning activities. In addition, she has skills in helping adults to evaluate their learning through "coaching" type conversations. Further, she has her finger on the pulse in relation to the way Learning & Development runs in Guiding and is familiar with the content of the training programs.

3.4 Quality assurance

As a verifier, the role of the Training Partner is to sample evidence, to ensure the Passport has been completed thoroughly and the Learning Plan as originally envisaged has been completed. She is responsible for raising any concerns with the State Learning & Development Manager and eventually for confirming the qualification has been satisfactorily completed.

The Training Partner provides the main check and balance for the sign off process. She needs to ensure that any Trainers who are likely to sign off activities understand the responsibilities of this role and the kind of "comment" and / or evidence that is acceptable. As much of the sign off will happen based on "observation", the Training Partner will need to give advice on what considered observation consists of.

As part of the quality assurance process the Training Partner is required to review the sign offs, and this is normally best done as a continuing process rather than at the end. The emphasis is on the quality of the sign off rather than judging the activities completed. High quality sign off means dates, signatures and comments are adequate and evidence is provided as specified. Any issues should normally be addressed with those signing off rather than the new Workshop Presenter / Trainer herself.

3.5 Experienced Trainer

The Training Partner, as an experienced Trainer, is expected to share her knowledge, experience, and skills. The Training Partner will also need to share some of her network and contacts to help optimise the number of Trainers who might be able to sign off activities.

3.6 Support

Closely related to providing assistance as an experienced Trainer, the Training Partner also supports the new Workshop Presenter / Trainer. Specifically her role is to talk through any problems the new Workshop Presenter / Trainer is experiencing whilst completing the Passport and to make sure the activities are being completed in a sensible order. The Training Partner also has a responsibility to remove any blockages to completion, for example, difficulties over training attendance or completing activities or having sufficient Trainers to sign off activities. More generally, the Training Partner can enthuse, encourage and listen, although much of this more generalised support is also available from others.

3.7 Review

Following the completion of the qualification for each new Workshop Presenter / Trainer, the Training Partner and the State Learning & Development Manager will review how the process has worked.

4 Appointment as a Training Partner

4.1 Position Description

Appointments to the role of Training Partner are made by the State Learning & Development Manager. The Position Description, approved in June 2014, sets out the purpose and requirements of the position.

Supplementary Position Title:	Training Partner
Appointed by:	State Learning & Development Manager
Reports to:	State Learning & Development Manager
Key Relationships:	New Workshop Presenters and Trainers State Learning & Development Team
Term of Appointment:	Three years (can be reappointed after a review is conducted).

Primary purpose of the position

- To support new Workshop Presenters / Trainers to gain their relevant Qualification by:
- Developing Learning Plan with new Workshop Presenters / Trainers
- Supporting new Workshop Presenters / Trainers as they progress through the Qualification
- Monitor Workshop Presenter's / Trainer's progress and ensure it meets required standards
- Attending meetings with the Workshop Presenters / Trainers
- Using high level interpersonal communication skills including coaching, delivering feedback, actively listening and displaying empathy
- Completing administrative task requirements

Full details of the Training Partner responsibilities are set out in the Learning and Development Qualification Passport.

Requirements of appointment to the position

- Hold a current appointment as Trainer
- Two years' experience as a qualified Trainer
- Completion of Learning Partner Training Course

Capabilities and personal attributes

- Passion for the contribution of Learning & Development to Guiding
- Commitment to the development of new Workshop Presenters / Trainers.
- Operate as a team player.
- A positive role model.
- Capacity and time to undertake the role.

Ongoing requirements

- Meet the ongoing requirements of her current primary appointment Leader / Manager (if relevant) and her Supplementary Training appointments as set out in the relevant Position Description.
- Compliance with the Girl Guides Australia Code of Conduct.

Appointment review

- Undertake a review discussion of how the role is being carried out as part of her trainer role review.

5 Training Partner Tasks

5.1 Resources required to fulfil the Training Partner role

- *Leader's Handbook* and to have read it recently
- *WAGGGS Leadership Development Program (WLDP) Facilitation Guide*
- *WAGGGS Prepared to Learn, Prepared to Lead*
- access to the State and National training calendars
- An up-to-date list of all the key contacts in the State Learning & Development Team
- An up-to-date list of all Region and State appointments
- Access to the District / Region / State events calendar
- Access to dates of any scheduled meetings

5.2 Major tasks

- Complete recognition of prior learning (RPL)
- Agree to the Learning Plan with the new Workshop Presenter or Trainer
- Advise on ways to complete activities and suggest alternative activities if necessary
- Provide advice to Trainers on the standards required for signing off activities
- Undertake on-going review of progress towards completing the Learning Plan, and expedite as necessary
- Sign off those activities in the Passport requiring the Training Partner signature
- Have “coaching” discussions with the new Workshop Presenter / Trainer based on her reflections and reading
- Review sign offs and sample evidence on an on-going basis
- Complete the Training Partner sign off at the completion of the Passport
- Attend the final sign off meeting with the State Learning & Development Manager. (Optional, and determined by the Manager)

5.3 Evidence standards for Passport activities

The evidence standards are based on the criteria of it being: authentic, relevant, sufficient and current.

- *Authentic* is simply that the new Workshop Presenter / Trainer must have carried out the activity herself.
- *Relevant* in this context means that it must be the activity cited in the module activity, unless the Training Partner has agreed an alternative.
- *Sufficient* means that it must be the standard / frequency described in the activity. There is room in the Passport to provide a summary of discussions and / or what was observed. Unless specified there is no need to provide additional information.
- *Current* means that the experience, training or certification recorded in the Passport must be within the last three years.

For each activity, the evidence and sign off requirements are specified. For some activities, multiple evidence is required.

- Observation encompasses both observation of the intended process, but also how the new Workshop Presenter / Trainer dealt with the unexpected. There is no requirement for a specific expected outcome; the emphasis is on undertaking the activity as a learning process. Where observation has occurred some brief comments should be written in the Passport to summarise the observation.
- Discussion should be focused on what the new Workshop Presenter / Trainer did, how she planned and evaluated the activity, using the AGP process if appropriate. The discussion should demonstrate some insight and reflection and the new Workshop Presenter / Trainer should be able to respond to questions about the activity. A brief summary of the key points from the discussion should be included in the Passport.
- Written plans refer to the notes or plan that the new Workshop Presenter / Trainer used in planning the activity. They should be kept in a ring binder with the Passport and any other printed evidence, but could also be kept in digital form.
- A photo could either be a printed photo or a digital image, movie / video
- Some activities require that the evidence is validated or signed off by the Training Partner – this is in those areas that are central to facilitating learning within Guiding.
- The Passport specifies who is able to sign off each activity.

6 The Passport Process

6.1 Beginning of process

The initial meeting between the Training Partner and new Workshop Presenter / Trainer should happen face-to-face and could take between one and two hours depending on the new Workshop Presenter's / Trainer's previous experience of Guiding. Ideally, the State Learning & Development Manager will have already given the new Workshop Presenter / Trainer a copy of the Passport, so she will have some familiarity with what will be required.

If the new Workshop Presenter / Trainer is transferring as an experienced Workshop Presenter / Trainer from another State, the Induction should be completed, but it is not necessary to complete the Passport and therefore the new Workshop Presenter / Trainer does not require a Training Partner. However the appointment form should be completed.

At the initial meeting with the new Workshop Presenter / Trainer the Training Partner needs to:

- Check that the Induction meetings have been arranged and / or completed (Section 4 of the Passport).
- Send a copy of the completed Induction page to the State Office.
- Agree the recognition of prior learning and if there is any confusion or disagreement, take advice from the State RPL Liaison. Complete the relevant tables in Section 5: Learning Plan and Record of the Passport.
- Make sure the new Workshop Presenter / Trainer has access to the resources she will need to complete the Learning Plan. Double check she knows how to navigate the State / National websites.
- Agree frequency and mode of catch up with the new Workshop Presenter / Trainer– monthly is probably the norm but this does not have to be face-to-face.
- Check that the Support Network grid (Section 2 of the Passport) is completed with up-to-date contact details.
- Discuss with the new Workshop Presenter / Trainer where she is going to get additional support. The Training Partner may need to make the relevant introductions.

At this initial meeting the Learning Plan should also be compiled with the new Workshop Presenter / Trainer.

- Make sure there is clarity on the role she wishes to undertake - Workshop Presenter / Trainer - although it is likely this has already been confirmed with the State Learning & Development Manager.
- Gain insight into her strengths and areas that require development.
- Ascertain any blockages to completion including other commitments, extended holidays, etc.
- Set a realistic target date for the completion of the Qualification taking into account the new Workshop Presenter's / Trainer's previous experience and the scheduling of training courses.
- Inform the State Learning & Development Manager of the target completion date.

This meeting is also the time to ensure the new Workshop Presenter / Trainer understands the sign off process

- The Training Partner is not just restricted to signing off activities that require a Training Partner signature – she can sign as a Trainer too.
- Discuss with the new Workshop Presenter / Trainer who she might use as signatories for the activities. It is good practice for the Training Partner to contact them and make sure they fully understand the sign off process and the quality standards required.
- The sign off must include a name, legible signature and date.
- There is no restriction on the number of activities that can be signed off from one event – that's just good planning!

6.2 During the process

The catch up meetings, normally on a monthly basis, see above, should include:

- Quick review of the Learning Plan and Record in Section 5 of the Passport, where the new Workshop Presenter / Trainer has recorded what she has done since the last sign off meeting. As such this should guide the focus of the discussion. Depending on progress made since the last meeting, these catch up meetings will probably take 60-90 minutes.
- Discussion of the reading completed and initialling this on the relevant module grids.
- Review of the module activities completed and a check if anything else could be signed off from the completion of these.
- Review the Guiding activities and issues of the Workshop Presenter / Trainer as they may provide evidence to sign off further module activities.
- Review of module activities still to be completed and any difficulties the Workshop Presenter / Trainer is experiencing with these.
- Discussion of learning including those activities which the new Workshop Presenter / Trainer has enjoyed, found difficult, how they managed when something went wrong or activities they would like to know more about.
- Ascertain the growing levels of confidence, skills and knowledge and how the new Workshop Presenter / Trainer is transferring the skills and knowledge she already has.
- Discussion of the reflection questions, when each module has been completed.
- Confirmation that the target completion date is still appropriate.
- If the new Workshop Presenter / Trainer has not attended any scheduled training courses, assist her to arrange or rearrange this.

6.3 End of process

Check that the Passport has been fully completed:

- Review the sign offs completed, looking for balance of signatories, checking dates and reviewing evidence, comments and discussion points as applicable.
- Physically meet with the new Workshop Presenter / Trainer to:
 - Discuss reflection questions (if not already done so)
 - Consider the activities which the new Workshop Presenter / Trainer has enjoyed, found difficult, how they managed when something went wrong or activities they would like to know more about
 - Address any concerns or questions the new Workshop Presenter / Trainer may have.
- Review evidence folder / ring-binder as applicable
- Contact the State Learning & Development Manager to facilitate the final meeting to confirm completion of the Qualification and that all requirements for the position have been met. Ascertain whether the Training Partner needs to attend this meeting.
- The Training Partner's involvement with the new Workshop Presenter / Trainer is complete at this stage as the State Learning & Development Manager is responsible for forwarding the Qualification and Appointment Form to the State Office.

6.4 Expected completion times

The Workshop Presenter Qualification should be completed in approximately 6 months, and the Trainer Qualification in approximately 1½ - 2 years. This will depend largely on the new Workshop Presenter's / Trainer's home life, work, location and role in Guiding.

7 Recognition of Prior Learning (RPL)

7.1 How recognition of prior learning works

The philosophy of RPL for the Learning & Development Qualification is to maximise the exemptions for those involved in Guiding or with relevant professional skills. This approach not only recognises and values the knowledge and skills previously acquired, but is consistent with a learning approach focused on the skills and knowledge required to perform the actual role.

The Recognition of Prior Learning process is normally completed by the Training Partner. In addition, the State RPL Liaison has a role in resolving any disputes about RPL and ensuring that the process is applied even-handedly. However, to minimise individual interpretation, all RPL given must be for prior learning within the last three years. Common experience and qualifications have already been calibrated to reflect specific exemptions, and these are detailed in the tables in this section. In addition to these automatic exemptions the Training Partner will determine what other module activities can be exempted.

7.2 Automatic and individual exemptions

The table give the automatic exemptions for those with experience in educational and training roles. The Training Partner may grant further exemptions from module activities on an individual basis. Activities completed in the last three years may be used for exemptions.

The module activities from which new Workshop Presenter / Trainer can gain automatic exemption based solely on occupation and professional qualifications are limited because all the Passport activities are very much centred on training in Girl Guides. All the reading and reflections for every module must be completed even if the Workshop Presenter / Trainer is exempt from the module activities.

Workshop Presenters / Trainers transferring interstate are exempt from all reading, activities, reflection exercises and training except completing the Induction process. They do not need to complete the Passport, but the Induction page and an Appointment form must be completed and sent to the State Office. However, if a Workshop Presenter / Trainer wishes to be appointed to a different position, she may need to complete the additional requirements.

The Recognition of Prior Learning should be summarised in the Learning Plan and Record in Section 5 of the Passport and then the relevant Module activities in Section 6 can be signed off. If the Training Partner has any doubts about how to apply RPL, questions should be referred to the State RPL Liaison.

Table 1: Automatic exemptions from module activities and training due to previous experience

Module Activity (Other activities may be exempt depending on occupation)	Teachers with a Teaching Degree or Equivalent	Workplace Trainer	GG/GS Trainers from other countries
Training and Facilitating Learning			
At two training courses or workshops, conduct the opening.		✓	✓
Lead two ice-breakers or warm-up activities at a courses/workshops.		✓	✓
For two sessions set out the training to optimise participant comfort and learning. Discuss the advantages and disadvantages of these layouts with a Trainer.		✓	✓
Discuss a training session plan you have prepared with another trainer, and explain how your plan facilitates learning effectively.	✓	✓	✓
Deliver at least two sessions or workshops for a minimum 4 hours.	✓	✓	✓
Designing Learning			
Develop a personal training resource for use at training courses and workshops e.g. a booklet of ice breakers, opening / closing quotes, Guides' Own material.			✓
Find learning resources that you could use in a session. Discuss with your Training Partner how to select high quality resources and how to incorporate them into your training session.	✓	✓	✓

8 Appointment Requirements

8.1 Additional appointment requirements

After completing the Learning & Development Qualification, the State Learning & Development Manager may appoint you to the state L&D team, She will check you meet any additional requirements for appointment. These are listed below.

8.2 Workshop Presenter

A Workshop Presenter may have skills or experience in a special area and may choose to facilitate learning in that area only. Examples include camping, catering, expeditions, archery, canoeing/kayaking, rowing, sailing, international activities, advocacy, Free Being Me program, risk management, child protection, etc.

However, this is not essential for appointment as a Workshop Presenter.

8.3 Trainer

There are no additional requirements for appointment as a Trainer

8.4 Training Partner

The additional requirements for appointment as a Trainer Partner are:

Additional Requirements for Appointment	
Training Partner	Two years' experience as a Guide Trainer (with training recorded in your Training Log). Learning Partner Training Reading: <i>WLDP Facilitation Guide</i> – Chapter 8 Coaching and Chapter 9 Mentoring

Two years' experience as a Guide Trainer

Training Partner must have two years' experience as a Trainer after completing the Learning & Development Qualification as a trainer. In this period, she must have delivered the minimum amount of training as determined by the State Learning & Development Manager. All learning and training facilitated should be recorded in the Training Log.

Learning Partner Training

Undertake the Learning Partner Training. Trainers who are already Learning Partners or who have delivered the Learning Partner Training do not have to repeat the training.

Reading: *WLDP Facilitation Guide*– Chapter 8 Coaching and Chapter 9 Mentoring

The Training Partner role requires a considerable commitment to a new Workshop Presenter or Trainer and your role will include coaching and mentoring her as she learns and gains experience. This reading requirement is to assist you in this role. You may also be interested in the Management Skills Learning Topic on Coaching.