



WE DISCOVER, WE GROW

**Girlguiding**

# What to look for in a Training Plan

The following checklist is in two parts: a general checklist for basic elements of good training practice, and a more detailed checklist focusing on specific information. Although the checklist is designed for use by the Observer, it is also designed to ensure that best practice is demonstrated.

## Using the checklist

The initial consideration should be whether you could take the plan and deliver the session yourself.

- If anything is missing, talk with the Trainer as soon as possible.
- She may be clear about what she is going to do but might need your help to write it down in a plan.
- There could be a gap in her training knowledge or understanding and you will need to talk about the effect this will have on the training.

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

- Can she remedy it herself in time for the training?
- Could you co-train with her for extra support?

If the answer to the initial consideration and/or to either or both of these two questions is no, or you are unsure, discuss this with the Trainer **now**. Give her feedback and advice on how to rectify the issues before looking at the detail of the plan.

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

SPECIFIC DETAIL			
	Evidence	Notes	Yes/No
1.	Is the Trainer clear about the target <b>audience</b> for the training?	Can you find evidence of contact with the Training Organiser - date, times, numbers, section, venue etc?	Yes/No
2.	What <b>outcomes</b> are expected from the training?  Can you identify that the Trainer has understood and addressed the Training Organiser's intended outcome? How will this session contribute to raising the quality of guiding in the area?	It may be necessary to ask to see supporting correspondence between the Trainer and the Training Organiser if the required outcomes can't be found in the Training Plan.  <i>NB: If the outcomes are unclear, then it is likely that aim(s) and objectives will be unachievable and cannot be evaluated.</i>	Yes/No
3.	Is there a clearly stated <b>aim</b> ?	If yes, does it seem appropriate for the participants?  If no, is there other evidence that shows what the aim is?	Yes/No
4.	Are there clearly stated <b>objectives</b> ? If these are achieved, would it be likely to mean that the overall aim is achieved too?	What do the learners need/want to be able to do as a result of attending? Look for a sentence that begins 'By the end of this session the participants will...', or similar.  If there are no objectives stated, or if they don't seem achievable for any reason, it will be hard to evaluate the training. You should ask the Trainer what the purpose of the session is.	Yes/No
5.	Choice of <b>training methods</b> : is there an appropriate balance between: <ul style="list-style-type: none"> <li>Trainer input and participant contribution</li> <li>whole group and small group work?</li> </ul> Is there enough variety to engage and retain the interest of the participants?	<i>NB: A Leading and Managing People session should contain a minimum of 75% of non-directive training.</i>	Yes/No
6.	<b>Training activity</b> : are the activities suitable for adult participation? If an activity is a trial of a child's activity, is this made clear?	Variety of training activities used?	Yes/No
7.	<b>Training activity</b> : are the choices of training activities suitable for the location? Is good use being made of local facilities?	Has any opportunity to model good practice been taken - can the participants work outdoors, use actual equipment rather than talk about it etc?	Yes/No
8.	<b>Training resources</b> : are they clearly listed? Are they what you would expect to see for the participants in question and the session topic?	Has notice been taken of cost, transport practicalities, visual impact, accommodation for participants with additional needs?	Yes/No

9.	<b>Safety and risk assessment:</b> is there any activity that is potentially unsafe, or in need of additional safety precautions/specialist qualifications? Are these noted/addressed? Is the risk assessment current?	Risk assessment current?	Yes/No
10.	<b>Timings:</b> are they realistic for the activities and methods selected?	Timings meet requirements?	Yes/No
11.	<b>Care for individual participants:</b> is there evidence that the Trainer will take account of personal factors on the day, eg how well the participants know each other, any new Leaders etc?	Content to query: icebreakers when they aren't needed; no time for reflection or questions.	Yes/No
12.	<b>Back-up plans:</b> what if the participants are much faster at an activity than anticipated, or much slower?  What if the projector doesn't work/the laptop crashes?	Look for additional activities that can be used in these circumstances, or notes of what must be included and what can be left out.	Yes/No
13.	<b>In-session evaluation:</b> evidence that participants' understanding will be checked during the session.	Is there time for questions, observing learner activity, time for participants to try things out etc?	Yes/No
14.	<b>End-of-session feedback:</b> is there time built in for verbal or written feedback from participants?		Yes/No
15.	Does this plan need to reflect anything specific relating to her <b>Personal Development Plan (PDP)</b> ?	Is a developmental need included? Should a developmental action be added to her PDP?	Yes/No/NA

**Notes:**