



Vital Skills in Befriending Training for Trainers

Assignment

Those wishing to gain the credit rating for the “training for trainers” element of the Vital Skills in Befriending Certificate will be required to successfully complete the following assignment.

Time commitment assigned to this assignment is 50 hours

Credit rated at SCQF level 8, 6 credits

Participants will be required to evidence their learning in this section by preparing a detailed outline for a 10 hour induction training course for their volunteer befrienders.

It should demonstrate a knowledge, understanding and practical application of the learning outcomes outlined in the “training for trainers” element of Vital Skills in Befriending Certificate.

- This induction training programme should be structured such that time is included, in each session, for:
 - ... Information input.
 - ... Reflection
 - ... Discussion of information.
 - ... Application or trying out of information.
- The induction training should include sessions on:
 - ... What is befriending?
 - ... Befrienders’ roles and responsibilities.
 - ... Boundaries.
 - ... Confidentiality.
 - ... Building relationships.
 - ... Client group related information.
- There should be inclusion in the training programme of at least 4 different ways of presenting information that conforms to the learning styles discussed e.g:
 - ... Visual
 - ... Verbal
 - ... Written
 - ... Auditory
 - ... kinaesthetic (active)
 - ... reflective
 - ... sequential
 - ... global
 - ... Sensory
 - ... intuitive etc
- All exercises used in the training should be detailed and examples should be given of:
 - ... 2 ice breakers
 - ... 2 energisers
 - ... 2 examples of pairs or triad working
 - ... 2 examples of working in small groups
 - ... 2 brainstorming sessions
 - ... 2 feedback sessions
 - ... 1 quiz
 - ... 1 prioritising game
 - ... 1 large group discussion

In addition to the training programme outline participants will be required to submit an accompanying document evidencing where and how they have applied their learning when putting their training programme together.

- This document should outline how knowledge of learning styles and their own learning style influenced both the design and delivery of their training programme.

This document should include:

- ... An understanding of the learning styles/cycles discussed during the training (please refer to a minimum of 2 of the following: Kolb, Gardner, VARK, Felder& Silverman) and how knowledge of these influenced the design & delivery of the training programme.
- ... A reflection on how an understanding of their own learning style influenced the design & delivery of their training programme.
- ... 2 examples each of their strengths and weaknesses as trainers
- ... 2 examples of where they have compensated for an area of weakness.
- ... A discussion of how they created an environment conducive to learning.
- ... They will identify 3 potential barriers to learning
- ... 3 examples of how these barriers were overcome.
- ... The accompanying document will reflect that participants have thought about the range of topics befrienders need to have knowledge of before they can be matched up with a client and why these areas are covered in the induction training programme.