

Girl Guides Australia  
Australian Learning and  
Qualification Program

# UNIT LEADERSHIP QUALIFICATION PASSPORT

Name:

Edition 7 - October 2020  
GGV Pilot Version



GIRL GUIDES  
AUSTRALIA

# Unit Leadership Qualification Passport

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ALQP Unit Leadership Qualification Passport  
First published in 2012 by Girl Guides Australia  
**Edition 7 – October 2020 GGV Pilot Version**  
Key Contact: GGA Learning & Development Manager

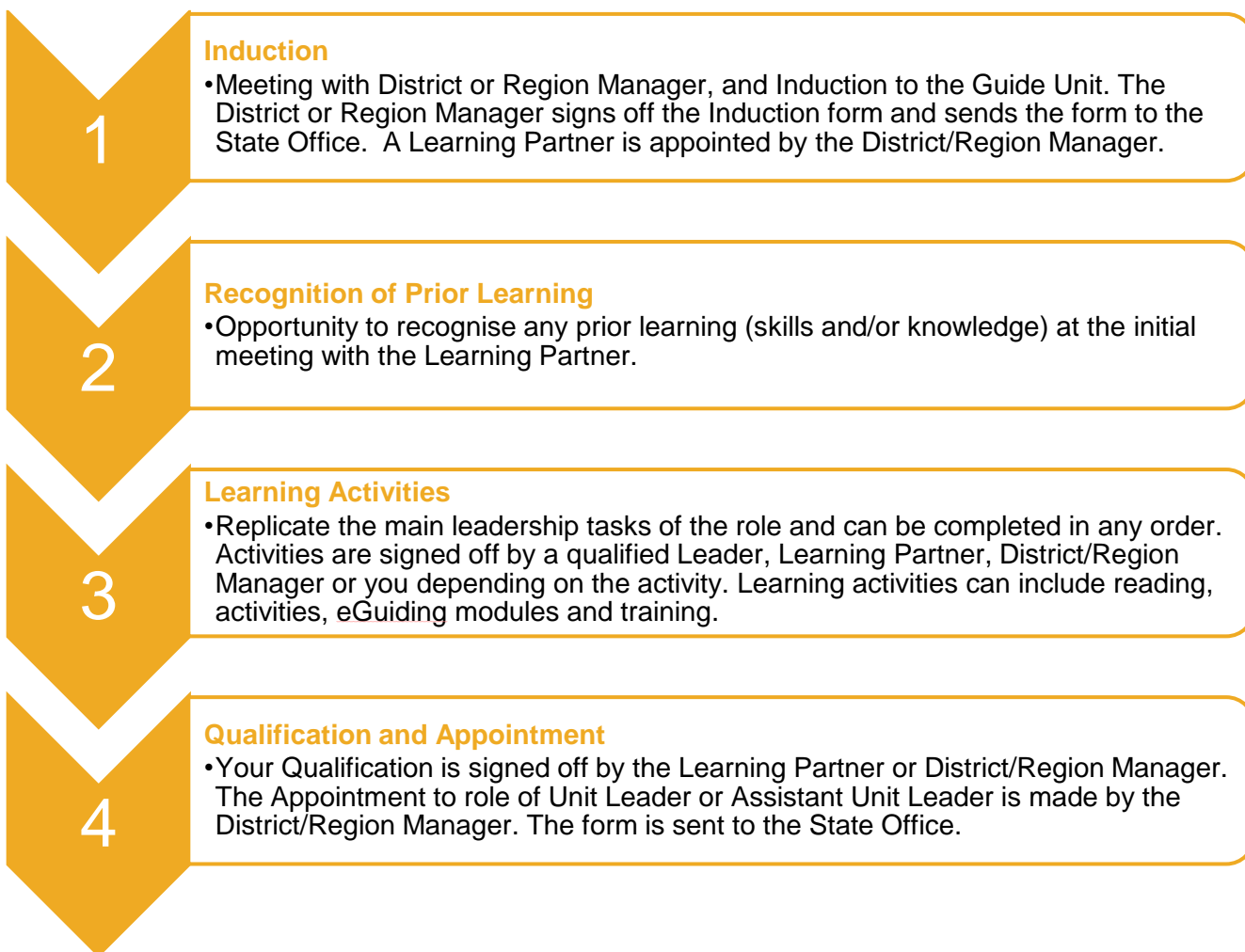
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Copyright act 1968, no part of this publication may be reproduced,  
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## Summary of the Unit Leadership Qualifications for Unit Leaders and Assistant Unit Leaders

The **Unit Leadership Qualifications** for both Unit Leaders and Assistant Unit Leaders is designed to ensure new Leaders and Assistant Leaders gain the knowledge, and develop the skills, attitudes and behaviours required to successfully facilitate an engaging Guide program safely for their Guides. The Qualification includes a variety of learning activities to be completed. The *Managing Your Unit* module is only for Unit Leaders. The Unit Leadership Qualification can be completed in six to nine months.

The **Unit Leadership Qualification Passport** sets out the full requirements for the Unit Leadership Qualification and records any relevant previous experience and/or qualifications, as well as progress. Depending on previous experience and/or qualifications, it is possible to gain exemption from some of the requirements through Recognition of Prior Learning (RPL). The recommended reading and eGuiding modules provide the knowledge required for the role; the training provides experiential learning; the activities within the Unit setting provide more practical applications, and the reflective activities embed everything that the new Leader has learnt. The following image shows the key steps through the Qualification.

### Unit Leadership Qualification Process



## Evidence Standards for Passport Activities

The evidence standards are based on the criteria of activities being:

- Authentic – the new Leader must have carried out the activity herself.
- Relevant – that it must be the activity cited in the section unless the Learning Partner has agreed to an alternative.
- Sufficient – 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 – the experience, training or certification recorded in the Passport must be within the last three years or the new Leader can demonstrate application of the skill/knowledge in the Unit.

Discussions with the new Leader should be focused on:

- what she did
- how she planned and evaluated the activity (using the AGP Process)
- how the activity was girl-led
- how she dealt with the unexpected, and
- what insight and reflections were gained from the activity.

A brief summary of the key points from any discussions can be recorded in the Passport.

The Passport specifies who is able to sign off each activity.

## Equivalent activities

Alternative activities can be undertaken if the specified ones cannot be completed due to distance, circumstances or ability. The Learning Partner is required to make a judgement on their equivalence, whilst maintaining the safety of all members.

## Your Support Network

There are many people who can offer you support, including:

- District Manager and / or Region Manager
- Learning Partner
- Other qualified Leaders
- Trainers

You can write their contact details in the boxes below.

### District or Region Manager

Your District or Region Manager leads the members of Guiding in your area and you are responsible to her. She will involve you in District or Region events and ensure you have all the information you need to perform your role. She cannot also be your Learning Partner, as part of her role is to oversee the Qualification process. The District or Region Manager will finalise your appointment once you have completed the Qualification.

**Contact details:**

### Learning Partner

Your Learning Partner is an experienced qualified Leader, who is part of the District or Region team, and will provide guidance and support to you.

**Contact details:**

### Other qualified Leaders

Other qualified Leaders will be a source of information and guidance as you develop your leadership skills. Qualified Leaders are able to sign off activities as you complete them. They do not necessarily have to be from your District or Region.

**Contact details:**

**LD 03 (October 2020) – DISTRICT/REGION MANAGER TO COPY/SCAN COMPLETED INDUCTION TO STATE OFFICE**

**NAME (IN FULL):**

**MEMBER NO.:**

**UNIT ASSIGNED TO:**

**LEARNING PARTNER (if required):**

## 1. Induction (Unit roles)

The aim of the Induction is to ensure you:

- Are clear about the process to get qualified
- Have basic information about the Unit you will be working with
- Understand your role and responsibilities as a Unit Leader or Assistant Unit Leader
- Meet the State Girl Guide Organisation (SGGO) requirements.

<b>Membership Process/Your Commitment as a Guide Leader</b>	<b>Manager Signature</b>
Complete membership form, including providing references.	
Complete Police Check and Working with Children processes.	
Meet the relevant legal requirements for working with children in your SGGO, including any child protection training required.	
Discuss the importance of complying with GGA policies, <i>Guide Lines</i> and SGGO procedures, including child protection, diversity and inclusion, branding and use of logo, social media, privacy. <i>Guide Lines</i> is available at <a href="http://www.guidelinesforgirlguides.org.au/">http://www.guidelinesforgirlguides.org.au/</a>	
Discuss the Unit Leader/Assistant Unit Leader Position Description. (Refer to <i>Guide Lines</i> .)	
Discuss GGA's Code of Conduct and sign.	
Discuss SGGO's confidentiality requirements and sign form if required.	
Discuss SGGO's conflict resolution / grievance / dispute resolution policy and processes.	
<b>District/Region Induction</b>	<b>Manager Signature</b>
Do you already hold a qualification relevant to this role?	Yes / No
If no, then discuss RPL opportunities.	
When, where, whom on local meetings of District / Region team and Support Group.	
Discuss the <i>Leader's Handbook</i> <a href="https://www.guidelinesforgirlguides.org.au/wp-content/uploads/2020/02/Leaders-Handbook_2019.pdf">https://www.guidelinesforgirlguides.org.au/wp-content/uploads/2020/02/Leaders-Handbook_2019.pdf</a>	
Discuss the <i>Girl Handbooks</i> relevant to the Guide Unit you work with.	
Discuss the Girl Guides Australia uniform, and relevant options for role.	
<b>Unit Induction</b>	<b>Qualified Leader Signature</b>
Introduction to Guides, parents and Unit Leadership team.	
Meeting place: meeting area, kitchen, bathroom, storeroom, emergency exits, evacuation procedures, First Aid kit, cleaning equipment, garbage disposal, keys, etc.	
Unit equipment: location of games / craft / activity equipment, Unit program records, attendance records, resources, finance books.	
<b>Date Induction completed</b>	
<b>Office Use Only</b>	
Records updated by State Office:	



## 2. Recognition of Prior Learning

The philosophy of Recognition of Prior Learning (RPL) is to maximise the exemptions for those previously involved in Guiding/Scouting or with relevant professional skills. This approach recognises and values the knowledge and skills previously acquired which can be utilised to perform the new role.

The Recognition of Prior Learning process groups prior learning and experience into two areas:

- Previous Guiding or Scouting experience
- Occupational and professional experience or qualifications

Refer to the Evidence Standards paragraph (page 4) for more information.

The RPL process is normally completed by the Learning Partner. In addition, the State Learning and Development Manager (or her delegate) has a role in resolving any disputes about RPL. Further, the common experience and qualifications have already been calibrated to reflect specific exemptions, and these are detailed in the tables below. In addition to these automatic exemptions, the Learning Partner will determine what other activities can be recognised.

### Previous Guiding or Scouting experience

In order to gain exemption based on previous Guiding or Scouting experience, the new Leader will need to provide records from the relevant State or National organisation.

Qualified Assistant Unit Leaders/Unit Leaders who have not had an active Unit leadership role for more than three years will need to complete the Induction and identify gaps in knowledge and/or skill. Qualified Leaders transferring within the State or interstate (from the same role) need only complete the Induction Form (LD03) and a Volunteer Appointment Form (ADM26).

**RPL Table 1 – Automatic Exemptions from learning activities due to previous Guiding or Scouting experience**

Previous Role	Exemptions from learning activities
<b>Youth Members</b> New Leader who has been a teenage Guide for at least two years.	<ul style="list-style-type: none"> <li>• Guiding Orientation eGuiding module</li> </ul>
<b>Leadership Trefoil 3 and/or Leadership Focus</b> Gained while working in a Guide Unit in the previous three years.	<ul style="list-style-type: none"> <li>• Guiding Orientation eGuiding module</li> <li>• Activities 7, 8 and 9</li> </ul>
<b>Unit Helpers</b> New Leader who has been a Unit Helper for at least one year.	<ul style="list-style-type: none"> <li>• Guiding Orientation eGuiding module</li> </ul>
<b>Qualified Outdoors Leaders</b> New Leader who holds the Outdoors Leadership Qualification.	<ul style="list-style-type: none"> <li>• Guiding Orientation eGuiding module</li> <li>• Activities 8 and 17</li> </ul>
<b>Overseas Leaders</b> New Leader who was a qualified Guide / Girl Scout Leader in another country.	<ul style="list-style-type: none"> <li>• Activity 1</li> </ul>
<b>Scout Leaders</b> New Leader who is/was a qualified Australian Scout Leader (any youth section).	<ul style="list-style-type: none"> <li>• Activity 10</li> </ul>

<b>Leaders from other Australian States</b> New Leader who gained her Leadership Qualification (UL/AUL) in a different Australian State.	Exempt from all learning activities as already a qualified Leader (UL/AUL). Will need to meet new SGGO regulations as part of the Induction process.
<b>District or Region Managers</b> New Leader who has gained her Management Qualification (DM/RM).	<ul style="list-style-type: none"> <li>• Guiding Orientation eGuiding module</li> <li>• Other Leadership Qualification eGuiding modules and/or training if completed while a Manager</li> <li>• Activities 1, 5,19, 21 and 23</li> </ul>

Holders of the Queen’s Guide and/or Olave Baden-Powell Award may have exemption from some activities. The Learning Partner will establish these exemptions once she has reviewed the relevant records and discussed them with the new Leader.

## Occupational and professional experience or qualifications

The following table shows the automatic exemptions from learning activities for some common occupations. The occupation list is not exhaustive, and the Learning Partner should use common sense to make a decision. The Learning Partner can contact the State Learning & Development Manager (or her delegate) for clarification on anything not listed.

A scanned copy of a first aid certificate or a letter from the new Leader’s employer stating first aid competency and currency should be sent to the State Office for the new Leader’s records.

**RPL Table 2 – Automatic exemptions due to occupation or professional experience**

<b>Learning Activity (other activities may be exempt depending on occupation)</b>	Teacher / Outdoor Ed Teacher	Youth Leader other org	Child Care Worker	Teacher Assistant	Qual Outdoor Activity Instructor	Local Sports Coach	Counsellor e.g. Social Worker	Religious Leader	Nurse, Emergency Doctor, Ambulance Worker or paramedic	Business Manager	Accountant, Financial or bookkeeping qual
10. Unit records	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
14. Activities and developmental stages	✓	✓	✓	✓	✓	✓					
21. Contingency planning	✓	✓	✓	✓	✓	✓					
23. Communication with families.	✓	✓	✓	✓	✓	✓	✓	✓	✓		
24. Financial review/audit.										✓	✓
25. Budget for an event.										✓	✓
First Aid qualification									✓		



## Record of Recognition of Prior Learning of eGuiding modules

Name of new Leader receiving RPL:	
Membership Number:	
<b>eGuiding Module</b>	<b>RPL can be granted when the new Leader...</b>
Guiding Orientation	<input type="checkbox"/> has been a teenage Guide for at least 2 years <b>OR</b> <input type="checkbox"/> has been a Unit Helper or working as an adult in the Guide Unit for at least 1 year.
	RPL approved      Yes      No
Facilitating the Girl Experience	Implements <input type="checkbox"/> the AGP Process <b>AND</b> <input type="checkbox"/> REAL (real, exciting, accessible and led by girls) <b>AND</b> <input type="checkbox"/> WAGGGS' Girl Guide and Girl Scout Educational Methods and 6 outcomes.
	RPL approved      Yes      No
Leadership in the Unit	Implements <input type="checkbox"/> the Patrol system <b>AND</b> <input type="checkbox"/> girl-led program <b>AND</b> <input type="checkbox"/> shared leadership (with other adults and Junior Leaders).
	RPL approved      Yes      No
Girl Recognition System	<input type="checkbox"/> can explain the 6 different types of badges and awards (Discover, Explore, Create, Achieve, Awards & other badges) <b>AND</b> <input type="checkbox"/> can explain how each is assessed <b>AND</b> <input type="checkbox"/> can determine the difference between challenge-based badges and competency-based badges.
	RPL approved      Yes      No
Being Safe	<input type="checkbox"/> is a workplace safety officer and implements the GGA policy <b>OR</b> <input type="checkbox"/> holds relevant certified training and implements the GGA policy.
	RPL approved      Yes      No
Finance for Leaders	<input type="checkbox"/> is a qualified accountant or bookkeeper <b>AND</b> <input type="checkbox"/> understands the audit requirements for the SGGO.
	RPL approved      Yes      No
Name of person approving RPL:	
Role of approving person:	
Signature of approving person:	
Date of RPL:	

### 3. Learning Activities

#### Being Part of Guiding

The aim of this section is for you to learn about global Guiding; the World Association of Girl Guides and Girl Scouts (WAGGGS), its history, achievements and aspirations.

Activities to complete		Signature & date
<b>Recommended Reading</b>	GGA Leader's Handbook Chapter 2 Being Part of Guiding <ul style="list-style-type: none"> <li>- <i>Our history</i></li> <li>- <i>World Association of Girl Guides and Girl Scouts</i></li> <li>- <i>The original Promise and Law</i></li> </ul> <a href="https://www.guidelinesforgirlguides.org.au/wp-content/uploads/2020/02/Leaders-Handbook_2019.pdf">https://www.guidelinesforgirlguides.org.au/wp-content/uploads/2020/02/Leaders-Handbook_2019.pdf</a>	<i>Own signature</i>
<b>Recommended Reading</b>	WAGGGS Prepared to Learn, Prepared to Lead <a href="https://duz92c7qaoni3.cloudfront.net/documents/Prepared_to_Learn_Prepared_to_Lead_English.pdf">https://duz92c7qaoni3.cloudfront.net/documents/Prepared to Learn Prepared to Lead English.pdf</a>	<i>Own signature</i>
<b>Activity 1</b> Reflect and discuss what you have learned about WAGGGS' Girl Guides and Girl Scouts Educational Method and Outcomes.	<i>Key points for discussion:</i>	<i>Learning Partner, District or Region Manager</i>

#### Being Part of Guiding in Australia

The aim of this section is for you to learn about how Guiding is organised in Australia and what support you have in your role. This section also encourages you to make contact with other Guide Leaders.

Activities to complete		Signature & date
<b>eGuiding module</b>	Guiding Orientation	<i>Own signature</i>
<b>Recommended Reading</b>	GGA Leader's Handbook Chapter 3 Being Part of Guiding in Australia <a href="https://www.guidelinesforgirlguides.org.au/wp-content/uploads/2020/02/Leaders-Handbook_2019.pdf">https://www.guidelinesforgirlguides.org.au/wp-content/uploads/2020/02/Leaders-Handbook_2019.pdf</a>	<i>Own signature</i>

<b>Activity 2</b> Make or renew the Guide Promise.	<i>Date Promise made/renewed:</i>	<i>Own signature</i>
<b>Activity 3</b> Visit another Guide Unit, preferably in your District or Region to discuss their current Program.	<i>Unit visited:</i>  <i>Key points for discussion:</i>	<i>Unit Leader or Learning Partner</i>
<b>Activity 4</b> Reflect and discuss your understanding of the Promise and Law.	<i>Key points for discussion:</i>	<i>Learning Partner, District or Region Manager</i>
<b>Activity 5</b> Attend a District or Region meeting; network with other Leaders and discuss their “hints and tips” on Guiding, and discuss State initiatives/events.	<i>Meeting attended:</i>  <i>Key points for discussion:</i>	<i>Learning Partner, District or Region Manager</i>

## Facilitating the Australian Guide Program

The aim of this section is for you to gain an understanding of the process and facilitation of the Australian Guide Program (AGP) in a relevant, engaging, accessible, girl-led and fun way, bearing in mind that it will take some years to be fully competent in this.

Activities to complete		Signature & date
eGuiding Module	Facilitating the Girl Experience	<i>Own signature</i>
eGuiding Module	Girl Recognition System	<i>Own signature</i>

<b>Recommended Reading</b>	GGA Leader's Handbook Chapter 4 Delivering the AGP Chapter 5 Implementing the Seven Fundamentals of the AGP <a href="https://www.guidelinesforgirlguides.org.au/wp-content/uploads/2020/02/Leaders-Handbook_2019.pdf">https://www.guidelinesforgirlguides.org.au/wp-content/uploads/2020/02/Leaders-Handbook_2019.pdf</a>	Own signature
<b>Activity 6</b> Working with the girls and other Leaders, facilitate two Guide Unit meetings, and discuss how each meeting went with another Leader.	<i>Key points for discussion:</i>	Unit Leader or Learning Partner
<b>Activity 7</b> Use the AGP Process to help Guides to develop their program.  Submit the term program developed.	<i>Key points for discussion:</i>	Unit Leader or Learning Partner
<b>Activity 8</b> Use the AGP Process to assist a Patrol, small group or Unit to plan, carry out and evaluate their chosen activity.	<i>Chosen activity:</i>  <i>Key points for discussion:</i>	Unit Leader or Learning Partner
<b>Activity 9</b> Assist and support a Guide to set and complete a challenge from any part of the Girl Recognition System. This is to include self- and peer-assessment.	<i>Challenge:</i>  <i>Key points for discussion:</i>	Unit Leader or Learning Partner

<p><b>Activity 10</b> Reflect and discuss on the appropriateness of the activities in your Unit ensuring that the Guides' relevant developmental stage, abilities, cultural needs and sensitivities are being taken into consideration.</p>	<p><i>Key points for discussion:</i></p>	<p><i>Learning Partner, District or Region Manager</i></p>
<p><b>Activity 11</b> Reflect and discuss on activities that help build emotional intelligence of Guides.</p>	<p><i>Key points for discussion:</i></p>	<p><i>Learning Partner, District or Region Manager</i></p>
<p><b>Activity 12</b> Reflect and discuss on how you have supported and assisted a Guide to complete a challenge, including using self- and peer-assessment.</p>	<p><i>Key points for discussion:</i></p>	<p><i>Learning Partner, District or Region Manager</i></p>
<p><b>Activity 13</b> Reflect and discuss how well the Patrol System is working in your Unit. Discuss what worked well and what could be improved. Identify what the next stage of self-government could be and how to progress the Guides towards that next stage.</p>	<p><i>Key points for discussion:</i></p>	<p><i>Learning Partner, District or Region Manager</i></p>

## Being a Leader of Your Unit

The aim of this section is for you to gain the knowledge, skills and confidence to run effective Guide Unit meetings which encapsulate the Promise and Law at all times and where girls and young women feel supported and respected, bearing in mind that it will take some years to be fully competent in this.

Activities to complete		Signature & date
<b>eGuiding module</b>	Leadership in the Unit	<i>Own signature</i>
<b>Training</b>	Leadership Qualification Note – you need to have completed the following eGuiding modules and/or received RPL prior to attending this training: <ul style="list-style-type: none"> <li>- Guiding Orientation</li> <li>- Facilitating the Girl Experience</li> <li>- Leadership in the Unit</li> <li>- Girl Recognition System</li> <li>- Being Safe</li> </ul>	<i>Trainer</i>
<b>Recommended Reading</b>	GGA Leader's Handbook Chapter 6 Your Role as a Leader of your Unit <a href="https://www.guidelinesforgirlguides.org.au/wp-content/uploads/2020/02/Leaders-Handbook_2019.pdf">https://www.guidelinesforgirlguides.org.au/wp-content/uploads/2020/02/Leaders-Handbook_2019.pdf</a>	<i>Own signature</i>
<b>Activity 14</b> Reflect and discuss two different ceremonies used in your Unit (e.g. opening, closing, Promise, badge presentation, flag ceremony, etc.), and discuss how to make your Unit a special place.	<i>Ceremonies conducted:</i>  <i>Key points for discussion:</i>	<i>Learning Partner, District or Region Manager</i>
<b>Activity 15</b> Reflect and discuss the concept of a Wide Game. Discuss the benefits of incorporating a series of linked activities in your Unit meetings.	<i>Key points for discussion:</i>	<i>Learning Partner, District or Region Manager</i>



<p><b>Activity 16</b> Discuss the importance of contingency planning, including adapting games or activities in your Unit.</p>	<p><i>Key points for discussion:</i></p>	<p><i>Learning Partner, District or Region Manager</i></p>
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## Being Safe

The aim of this module is for you to apply your understanding of “duty of care” and to develop the skills and knowledge to minimise risk to girls, other volunteers and Girl Guiding in Australia, and to meet GGA’s and relevant SGGO’s legal responsibilities.

Activities to complete		Signature & date
<b>eGuiding module</b>	Being Safe	<i>Own signature</i>
<b>Training</b>	Provide Basic Emergency Life Support (HTLAID002 as a minimum) Assistant Unit Leaders – theory only Unit Leaders – theory and practical	<i>Learning Partner. Copy of qualification certificate forwarded to State Office.</i>
<b>Training</b>	Do Food Safely <a href="http://dofoodsafely.health.vic.gov.au/index.php/en/">http://dofoodsafely.health.vic.gov.au/index.php/en/</a>	<i>Own signature Copy of completion certificate forwarded to State Office</i>
<b>Recommended Reading</b>	GGA Leader’s Handbook Chapter 7 Your Role in Safety and Risk Management <a href="https://www.guidelinesforgirlguides.org.au/wp-content/uploads/2020/02/Leaders-Handbook_2019.pdf">https://www.guidelinesforgirlguides.org.au/wp-content/uploads/2020/02/Leaders-Handbook_2019.pdf</a>	<i>Own signature</i>
<b>Recommended Reading</b>	Guide Lines Finance and Risk section - <i>Risk</i> Governance section - <i>Administering Medication to Youth Members, Child Protection, Diversity and Inclusion, Food Handling, HIV AIDS and other Infectious Diseases, Privacy, Social Media, Substance Abuse and Sun Protection.</i>	<i>Own signature</i>

<p><b>Activity 17</b> Using the Three Questions, conduct two risk assessments for Unit activities.</p> <ol style="list-style-type: none"> <li>1. What are we doing (activity)?</li> <li>2. What can go wrong (identifying the hazard and risk)?</li> <li>3. What can we do to make it safer (controlling the risk)?</li> </ol>	<p><i>Key points for discussion:</i></p>	<p><i>Unit Leader or Learning Partner</i></p>
<p><b>Activity 18</b> Discuss health and safety issues relevant to your Unit and the best method to manage these.</p>	<p><i>Key points for discussion:</i></p>	<p><i>Learning Partner, District or Region Manager</i></p>

## Managing your Unit (for Unit Leaders only)

The aim of this section is to provide you with the additional skills, knowledge and confidence to be an effective Unit Leader, bearing in mind that it will take some years to be fully competent in this.

Activities to complete		Signature & date
<b>eGuiding module</b>	Finance for Leaders	<i>Own signature</i>
<b>Recommended Reading</b>	GGA Leader's Handbook Chapter 8 Your Role in Managing Your Unit Chapter 9 Making Guiding Great <a href="https://www.guidelinesforgirlguides.org.au/wp-content/uploads/2020/02/Leaders-Handbook_2019.pdf">https://www.guidelinesforgirlguides.org.au/wp-content/uploads/2020/02/Leaders-Handbook_2019.pdf</a>	<i>Own signature</i>
<b>Recommended Reading</b>	Guide Lines Governance section - <i>Policies</i> Finance and Risk section	<i>Own signature</i>
<b>Recommended Reading</b>	Other relevant SGGO Policies and Procedures	<i>Own signature</i>

<p><b>Activity 19</b> Prepare and submit a report of your Unit's activities for the term, according to the requirements of your SGGO.</p>	<p><i>Key points for discussion:</i></p>	<p><i>Unit Leader or Learning Partner</i></p>
<p><b>Activity 20</b> Record and keep up to date membership/personal records for each Guide in your Unit for three months/one term</p>	<p><i>Key points for discussion:</i></p>	<p><i>Unit Leader or Learning Partner</i></p>
<p><b>Activity 21</b> Discuss how to grow youth membership and optimise retention of members in your Unit.</p>	<p><i>Key points for discussion:</i></p>	<p><i>Learning Partner, District or Region Manager</i></p>
<p><b>Activity 22</b> Discuss appropriate methods to communicate Unit activities that meet the needs of Guide families.</p>	<p><i>Key points for discussion:</i></p>	<p><i>Learning Partner, District or Region Manager</i></p>
<p><b>Activity 23</b> Discuss the requirements for the annual review of Unit finances or the annual audit process.</p>	<p><i>Key points for discussion:</i></p>	<p><i>District or Region Manager</i></p>

<b>Activity 24</b> Discuss how you have budgeted for Unit meeting resources or activities.	<i>Key points for discussion:</i>	<i>Learning Partner, District or Region Manager</i>
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**Personal Reflection**

Take time to reflect here on your leadership journey. You may like to discuss your reflections with your District or Region Manager. (No signature is required for this reflection.)

## Congratulations on completing the Unit Leadership Qualification!

### Next steps – Assistant Unit Leaders

If you have qualified as an Assistant Unit Leader, your role is to assist your Unit Leader/s in developing and delivering a great Program.

As a qualified Assistant Unit Leader, you:

- Lead Unit meetings and activities in the absence of the Unit Leader as long as there is at least one other adult present (and any other ratio requirements are met as described in *Guide Lines*) and one of you holds the full HLT AID002 certificate (including CPR).
- Assist the Unit Leader in all aspects of the Unit functioning.
- Participate in (but not lead) an indoor sleepover (less than 24 hours) at a Guide approved venue as described in *Guide Lines*.
- Participate in (but not lead) a camp as described in *Guide Lines*.

Keep your Passport so you can continue to complete activities, training and reflections in the *Managing your Unit* module, in case you wish to become a Unit Leader in the future.

### Next steps – Unit Leaders

If you have qualified as a Unit Leader, your role is to develop and facilitate a great program with your Guides and be accountable for all relevant legal, regulatory, financial and administrative policies and procedures.

As a qualified Unit Leader, you:

- Manage all aspects of your Unit including reporting to the District or Region Manager.
- Lead Unit Meetings and activities as long as there is at least one other adult present and any other ratios requirements are met as described in *Guide Lines*.
- Lead an indoor sleepover (less than 24 hours) at a Guide approved venue as described in *Guide Lines*.
- Participate in a camp as described in *Guide Lines*. (To lead a camp the Leader in Charge must gain the *Conduct a Camp* module and the Provide First Aid – HLT AID003 qualification.).
- Assist other Leaders to become qualified by signing their Passport as specified.

### ‘New to Role’ Review

In six months’, you will have a ‘New to Role’ Review with your District or Region Manager. At this meeting you will:

- Have an opportunity to discuss how you are getting on as a Leader and to get advice on any areas which are challenging
- Review the program you have implemented with the Guides and identify what worked well and what could be improved
- Discuss the ongoing learning options available to you and note any learning you wish to undertake.

## Ongoing Learning to Enhance Your Leadership Role

It is your responsibility to keep your skills and knowledge as a Guide Leader up to date. This process includes attending District meetings, workshops, training or online webinars as well as reading Guiding publications, and other resources, and learning from other Guide Leaders.

Being active in the outdoors is integral to the Guiding experience. Some adventure-based activities such as camping require additional learning and/or qualifications. Refer to the [Activities Manual](#) on the *Guide Lines* website for more information.

Any learning you undertake which assists you in your Guiding role should be briefly recorded. An example of a form or [Learning Log](#) you can use for this can be downloaded from *Guide Lines*.



## 4. Qualification and Appointment Form

<b>PERSONAL DETAILS</b>		
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

<b>QUALIFICATION ACHIEVED</b>		
<b>LEADERSHIP QUALIFICATION</b> (Please circle the qualification achieved)	Assistant Unit Leader	Unit Leader

<b>APPOINTMENT DETAILS</b>
Position:                                  Assistant Unit Leader                  or                  Unit Leader
Unit:
Appointed from date:

<b>CONFIRMATION OF APPOINTMENT TO ROLE</b>	
I have completed the Leadership Qualification and all requirements for this position. I agree to fulfil the role in line with the Position Description.	Signature:  Date:
As the Learning Partner/Region Manager/District Manager I am satisfied that all aspects of the Unit Leadership Qualification have been completed.	Name: Member No: Signature: Date:
As the District/Region Manager, I confirm all requirements for the above position have been met. The New to Role Review is scheduled for: mm / yy	Name: Member No: Signature: Date:
<b>FOR OFFICE USE ONLY</b>	
Date records updated:	Updated by:
Unit Leadership/Assistant Unit Leadership Qualification Certificate, Leader badge, appointment letter sent date:	Sent to: