



Guidance for Queen's Guide award

mentors and coordinators

General guidance

Contact with candidates

Talk with your candidate about what level of support they need for the award. We suggest aiming for at least 6 points of contact with your candidate over their award journey. This could be over email, online, phone or face-to-face. Work out what's right for you and your candidate to fit in with your schedules. Try to plan in times for some of these 'check-ins' at the start and put them into the 3-year plan.

The 6 points of contact should include your initial and final meetings. You can be flexible with how many times you're in contact, when and how, as every candidate's needs are different. You may want to chat to your candidate about your preferred way of contact so they can get in touch with questions at other times.

Coordinators – when you email a candidate, copy in their mentor.

Mentors – make sure your candidate knows who their Queen's Guide award coordinator is, and has their contact details. If there's no coordinator in your area, make sure they have your county commissioner's contact details.

Feedback template

Below is a template you might want to use to gather monthly or bi-monthly feedback from your candidate:

What I've done this month:
What I'm going to do next month:
Questions for you?

The template is optional – you don't have to use it.

Evidence

Throughout the record book, there are boxes for assessors to sign to confirm the candidate has completed their challenges.

Assessors must see evidence before signing these. Coordinators should check all the evidence at the end of the candidate's journey, just before they sign off the award.

Reflection

There are also boxes for assessors, mentors or coordinators to sign off in the record book to confirm your candidate has completed their reflections.

Candidates can record their reflections in lots of different ways. These include writing them down, recording them as video or audio, drawing or using poetry or photographs. The template on page 29 of the programme resource has some questions to help candidates reflect.

Assessors, mentors or coordinators must see evidence of reflection before they sign off.

Setting goals

Candidates don't have to set goals. But we do encourage them to as it helps them structure and plan their award journey. Some candidates may need support with their SMART goals while others won't. The record book has pages on SMART goals that candidates can fill in if they want to.

Taking a break

If your candidate wants to take a break during their award, they must agree this with their coordinator.

If your candidate takes a planned break, they must finish their award before they reach their 31st birthday.

Candidates can split their break up as much as they like as long as the total amount of time doesn't add up to more than a year.

Adapting the award

If your candidate has any additional needs, the adaptations they need must be put in place. They should still look to challenge themselves in whatever capacity appropriate while meeting the section's overall aim.

Finished/what's next?

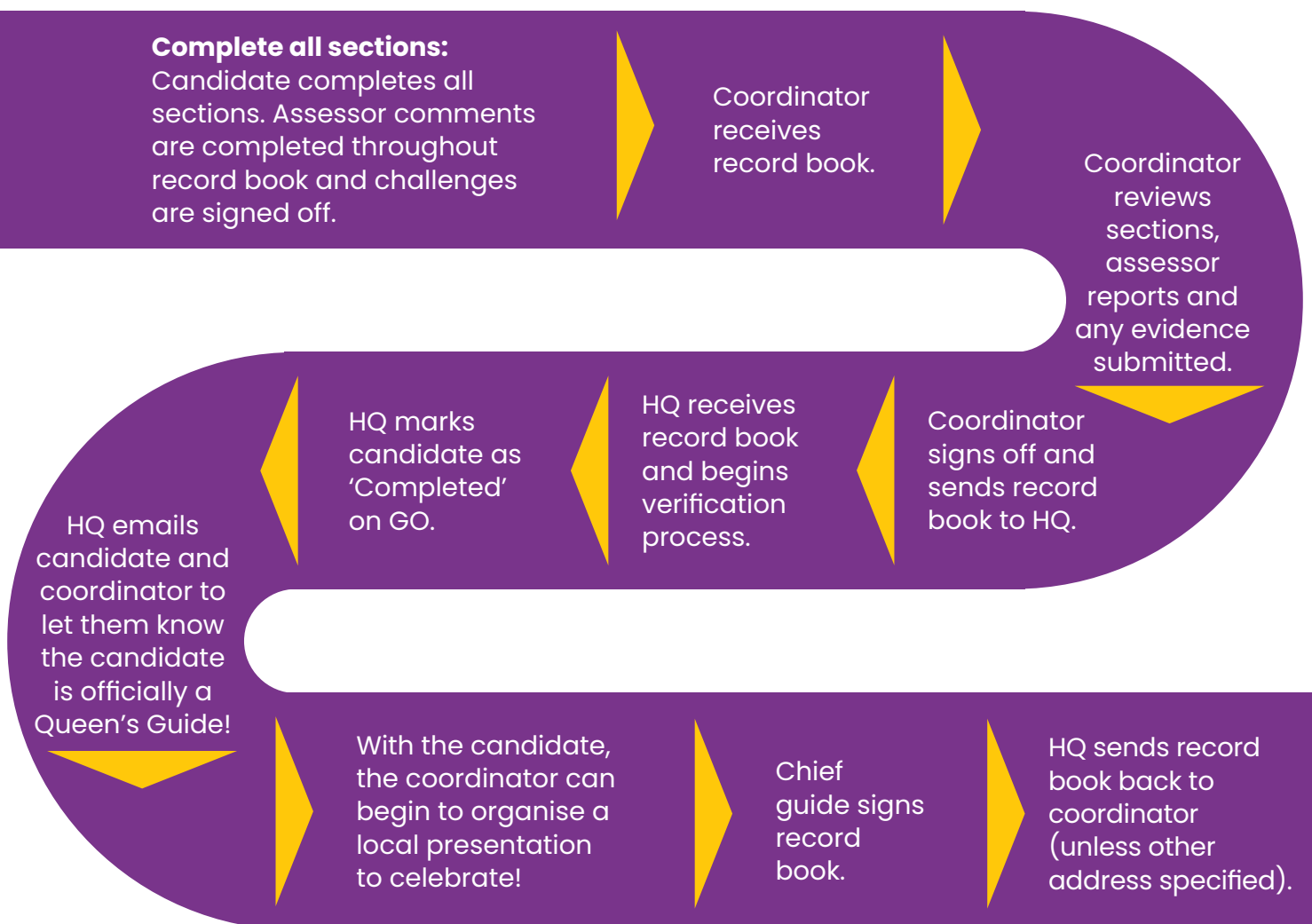
When your candidate is coming close to completing their award, chat to them about what they plan to do next. What transferable skills have they gained from the award that they can use in further education, job roles or interview preparations?

How might they want to use the skills they've gained from the award in Girlguiding? Talk about potential volunteering roles and opportunities for Inspire.

Verification process

If your candidate sends evidence to you with their record book, you don't need to send this on to HQ. By signing off their award, you're confirming that you've seen their evidence and are satisfied with it.

Below is a flowchart showing the process from the time your candidate starts and finishes their award:



Section guidance

Personal development challenge

Your candidate needs to provide evidence during their skill development (any time between 20 and 40 hours into the challenge) and when they finish the section.

During the challenge, your candidate should ask themselves questions including:

- How's it going?
- Have you had to adapt anything?
- Do you need to change your skill?
- What are you enjoying?
- What's challenging?

Guiding challenge

The 4 projects candidates choose to do for this challenge should aim to work with as many Girlguiding sections as possible. They don't have to do their activity or role with every section, but they can't just target Rainbows, for example, for every project.

Candidates should aim to work at a different level of guiding for each project (unit, district, division, county, country/region, Girlguiding UK or World Association of Girl Guides and Girl Scouts (WAGGGS)). For example, they could do girl focus at **unit level**, volunteer focus at **county level**, growth and retention at **district level** and inclusion at **country/region level**. If this isn't possible, 3 different levels across the 4 projects is allowed.

Candidates might find an activity or role could fit into more than 1 project focus. For example, taking an active part in the planning of an event could be:

- **Girl focus** if they're running the programme at the event
- **Growth and retention focus** if they plan a recruitment part of the event
- **Volunteer focus** if they organise the volunteer roles
- **Inclusion focus** if they coordinate accessibility routes

Candidates can't use an activity or role for more than 1 of the 4 projects.

The table overleaf has examples of what girls could do for each of the 4 projects. Girls can do something else if they can show how the role or activity meets the project focus. Consider each project on a case-by-case basis.

Example activities or roles	Project focus			
	Girl	Growth and retention	Volunteer	Inclusion (diversity + accessibility)
Run regular unit meetings as a young leader or leader	Lead activities for young members		Support and lead the volunteer team in a unit	
Work as a member of a service team at a camp	Run activities for young members		Coordinate volunteers	Focus on inclusive and accessible processes at the camp
Take part in a Guiding Overseas Linked with Development (GOLD) project	GOLD pathway – engage young members in international guiding or WAGGGS Take young members abroad on a trip		GOLD pathway – lead and manage volunteers Take on a new role (adviser, peer educator or commissioner)	
Volunteer at a campsite or activity centre	Facilitate sessions for young members		Support other volunteers at the campsite or activity centre	Focus on inclusion in your volunteering role at the campsite or activity centre
Run peer education sessions	Run sessions for young members			
Do further training or a qualification	By doing this training or qualification you're able to directly impact and enhance the experience of members. Provide evidence of using the training or qualification with young members		Enhance your ability as a volunteer	
Take an active part in planning an event where at least 2 sections or 4 units are taking part (for example, a section adventure day, division campfire, World Thinking Day celebration or transition event for members moving on to the next section)	Deliver the programme	Plan a recruitment element to the event to encourage new members or volunteers A transition event would be focused on retention	Organise and coordinate volunteers	Coordinate accessibility routes, or plan an inclusion activity
Work to increase numbers of young members or volunteers in your area		Focus on increasing numbers of young members or volunteers		Focus on increasing numbers of disadvantaged young people
Work to increase the number of young members doing qualifications (lead away permit or Duke of Edinburgh, for example)		Focus on increasing the number of young people doing their qualifications in your area		Focus on increasing numbers of disadvantaged young people doing qualifications
Hold a welcome event for new volunteers/young leaders	Support a welcome event targeted at young leaders	Organise, plan and deliver a welcome event for new volunteers or young leaders	Support a welcome event for new volunteers	

Example activities or roles	Project focus			
	Girl	Growth and retention	Volunteer	Inclusion (diversity + accessibility)
Be part of a welcome group for new volunteers		Support new volunteers as part of the welcome group		
Be a buddy for a new volunteer in your area		Support a new volunteer		
Propose a project to county or country/region to develop an area of Girlguiding you feel passionate about	Project directly impacts members	Project directly involves recruiting or retaining members or volunteers	Project directly impacts volunteers	Project directly impacts opportunities to be inclusive
Volunteer as part of a working group, committee, board or forum at any guiding level	If focus is on experiences for members	If focus is on growth and retention of members or volunteers	If focus is on experiences for volunteers	If focus is on improving inclusive practices
Volunteer as an adviser, trainer, coordinator or commissioner		If your role focuses on growth and retention	If your role focuses on supporting volunteers	If your role focuses on inclusion
Volunteer with WAGGGS or at a World Centre	Deliver activities/programme to guiding members		Take on a role at WAGGGS or a World Centre	If your role focuses on inclusion
Join the British Youth Council delegation or become a Girlguiding Advocate	You're a young member taking on this role			
Deliver or take part in a WAGGGS seminar	For the Juliette Low Seminar, deliver the 100 Girls Project		Deliver a project at country/region level	
Join your national Youth Parliament delegation	You're a young member taking on this role		You're an adult taking on this role	
Work as part of the international service team at a large-scale event	Deliver the programme or activities at the event		Support or coordinate volunteers at the event	If your role focuses on inclusion/ accessibility at the event

Community action challenge

Candidates can do research together, but they have to do their practical and inspire parts by themselves. Your candidate's research doesn't need to take the form of a written report – there are lots of options. You can find these on page 10 of the programme resource.

Lead the way challenge

For all trips, your candidate will need to share their plans with their outdoor activities adviser, and any other relevant advisers. They'll need a risk assessment too, and everyone involved will need to fill out health information forms.

If your candidate chooses to support or assist rather than lead, they must show examples of leading or taking on responsibilities during the trip or activity. This should still be a personal challenge for the candidate and be agreed with their mentor or coordinator.

Crossover with Duke of Edinburgh's award

Queen's Guide award sections	Duke of Edinburgh sections
Personal development challenge	Skills or Physical
Guiding challenge – Volunteering with Girlguiding	Volunteering
Lead the way challenge – Option 3: Expedition or exploration	Expedition
Community action challenge – Practical part, volunteering for chosen topic	Volunteering
Social experience challenge – Option 1: Residential	Residential (Gold)

If a candidate's doing both awards they must make sure that any activity/role meets the requirements for both.



Published by Girlguiding
17-19 Buckingham Palace Road
London SW1W 0PT
info@girlguiding.org.uk
girlguiding.org.uk
© Girlguiding 2023
Registered charity number 306016
Incorporated by Royal Charter

