Annex 2: GUIDANCE SHEET

Application for Accreditation as a Lead Trainer in Uganda

British Council Leaders in Teaching (LIT) – Competency Based Education (CBE) Teacher Training Programme.

Eligibility requires applicants to be resident in Uganda with full legal right to live and work in the country.

Purpose of this Guidance Sheet

This guidance sheet supports applicants and their sponsor/referee in completing the Lead Trainer Application Form. It explains:

- the purpose of Lead Trainer accreditation
- expectations for applicants
- the role of the sponsor/referee
- how to complete each section of the form
- how information will be used in the validation process

Please read this guidance carefully *before* beginning the application.

1. Structure of the Application Form

The application form is divided into four sections. Each section provides important evidence of your readiness to progress to Lead Trainer validation.

Section A – Applicant Self-Assessment of Facilitation Competencies

You are asked to rate yourself against each of the four Lead Trainer competency groupings, rather than scoring every individual competency separately. For each grouping (A–D), select one level from 1 to 4 that best reflects your overall practice across the competencies in that grouping, and provide brief evidence to justify your choice.

The four competency groupings are:
A. Management of facilitation course materials
B. Delivery of facilitation course materials

C. Providing objective assessment
D. Personal and professional conduct

You should base your self-assessment on the following levels:

- Level 1 – Beginning to apply the competencies in this grouping
- Level 2 – Applying the competencies but with areas requiring improvement
- Level 3 – Applying the competencies with confidence
- Level 4 – Applying the competencies with strength

Applicants are expected to make a fair, accurate and honest judgement of their current practice, strengths and areas for development.

Section B – Familiarity with Programme Areas

You are asked to reflect on your experience with the training programme areas (e.g., Competency-Based Curriculum, Competence based assessment, Project Based Learning, Learner Centred Pedagogy, Inclusive and gender responsive pedagogy) and to indicate your level of confidence and experience in each area.

Section C – Experience Training or Validating Trainers

You should indicate your experience delivering training for trainers, mentoring or coaching facilitators, observing or validating trainers, and contributing to professional development processes. Brief examples should be provided where possible.

Reviewers will use the same four-module structure when assessing your application, giving one score per module.

2. Completing the Application Form

Personal Details

Complete all fields accurately. Sponsors/referees must also provide their full details.

SECTION A – Applicant Self-Assessment of Facilitation Competencies

Applicants should:

1. Read each competency carefully.
2. Reflect on recent professional practice in training, mentoring or validating trainers.
3. Select the level that best reflects their ability.
4. Provide clear, specific evidence for each competency grouping.

Effective evidence may include:

- Examples of training delivered to other trainers
- Experience designing training materials or supporting programme delivery
- Observations or reflections from facilitation practice
- Experience validating trainers or providing developmental feedback
- Examples of objective assessment and report writing
- Evidence of modelling professional conduct
- Demonstrated ability to support colleagues' development

Evidence should be *focused, illustrative*, and based on actual practice

SECTION B – Familiarity with Programme Areas

Applicants should self-assess their experience and confidence in each area of the LIT Teacher Training programme (e.g., Competency-Based Curriculum, Competence based assessment, Project Based Learning, Learner Centred Pedagogy, Inclusive and gender responsive pedagogy).

Validators use this information to identify strengths and determine where training or coaching may be required.

SECTION C – Experience Training or Validating Trainers

Applicants should indicate their level of experience in:

- delivering training for trainers
- assessing, observing, or validating trainers
- providing coaching or structured developmental feedback
- supporting trainers to meet agreed quality standards

Where possible, applicants should give brief examples.

3. How the Application Will Be Used

The application form helps evaluators to:

- determine whether the applicant is ready for Lead Trainer validation
- identify strengths and learning needs
- plan support during the validation process
- inform decisions about accreditation
- shape individual development plans

Providing vague, incomplete, or unsupported information may delay or negatively affect the application.

4. Key Principles for Applicants

- **Be accurate.** Honest self-reflection is key to development.
- **Be specific.** Use examples that demonstrate the competency.
- **Be relevant.** Focus on training and validating trainers.
- **Be professional.** Ensure clarity and completeness.
- **Be collaborative.** Applicant Show willingness to work with others.