

Ready to Rent: Guide to training workshop facilitators

About this guide

This guide outlines a workshop for training up Ready to Rent facilitators who will go on to deliver Ready to Rent workshops for students. This workshop aims to:

* Give facilitators an understanding of the background, aims and format of the Ready to Rent programme
* Give facilitators confidence in using the trainer resources including the trainer guide and the Ready to Rent Hub
* Give facilitators thorough knowledge of the Ready to Rent workshop content
* Increase facilitators’ understanding of how to facilitate good workshops

Timing

This workshop is designed to last 2 hours 45 mins. You might prefer to run the workshop over 3 hours with 15 minute break.

Resources

To deliver this training workshop you will need to download and print the following resources in advance from the Ready to Rent Hub: **readytorent.nus.org.uk**

* The **“Training Ready to Rent workshop Facilitators”** PowerPoint slides
* Copies of the **“Ready to Rent workshop trainer guide”** relevant to your location- England & Wales, Scotland or Northern Ireland
* All Ready to Rent workshop resources (as listed in the training guide) and PowerPoint slides relevant to your location
* Copies of the Tips for Trainers guide

You will also need:

* Flip-chart paper and pens
* A data projector for showing slides

Understanding this guide

*Suggestions for what to say are in italics*

**[Opportunities to add local information and details of what your Students’ Union offers are included in square brackets]**

**“References to other documents are shown like this“**

Content and objectives

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| **Section** | **Objectives** |
| Introduction | * To help participants feel comfortable in the group and encourage participation * To set expectations for the content of the training |
| Why Ready to Rent? | * To increase understanding of the problems students’ face in rented housing * To clarify the aims of the Ready to Rent programme |
| How the programme works | * To outline the key components of the training programme * To explain the design of the workshop and the role of the facilitator |
| Using the Trainer Guide | * To increase confidence in using the Ready to Rent training guide |
| Part 1: Introduction and House-hunting | * To develop familiarity with content of part 1 of the workshop * To identify challenges in facilitating part 1 and equip participants to tackle them |
| Part 2: Signing a contract | * To develop familiarity with content of part 2 of the workshop * To identify challenges in facilitating part 2 and equip participants to tackle them |
| Part 3: Tenant Troubleshooting and Collective Action | * To develop familiarity with content of part 3 of the workshop * To identify challenges in facilitating part 3 and equip participants to tackle them |
| Facilitation Skills | * To increase understanding of issues that participants might face when facilitating workshops and equip them with skills to tackle them |
| Using the Ready to Rent Hub | * To build understanding of the purpose of the Ready to Rent hub and how it can be used |
| Getting students Ready to Rent at our institution | * To provide an opportunity for you to explore with the participants how you can have the biggest impact you can through running Ready to Rent |

Workshop script

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| **Timing** | **Activities** | **Resources** |
| 10 mins | **Introduction**  Welcome attendees and introduce yourself  **Explain next slide**  *In this workshop we will be talking about:*   * *Why Ready To Rent and why it’s useful for unions* * *How the Ready to Rent training works* * *Using the Ready to Rent Trainer’s Guide* * ***Delivering Part 1:*** *House-hunting* * ***Delivering Part 2:*** *Signing a Contract* * ***Delivering Part 3:*** *Tenancy Troubleshooting & Collective Action* * *Facilitating a good workshop* * *Using the Ready to Rent Hub* * *Running Ready to Rent at our institution*   **Icebreaker**  Ask people to introduce themselves to the person next to them and share:   * Why they want to facilitate Ready to Rent workshops * The worst experience they’ve had of living in shared rented accommodation, or one that you’ve heard of from others.   Go round the group and ask everyone to feedback on their partners’ name and worst experience | Side: Running Ready to Rent- Training for Facilitators  Slide: What we’ll cover in this workshop |
| 10 mins | **Why Ready to Rent?**  **Ask the whole group:**  *What are the main issues students face in rented housing?*  Write answers on one side of flip-chart paper. Answers might include: Pressure from letting agents and landlords to sign on the spot, having their deposits withheld, issues of poor quality housing, slow responses from letting agents and landlords to problems  *What do you think are the reasons for students’ bad experiences in the rented sector?*  Write answers on the other side of flip-chart paper. Answers should include: lack of understanding of rights, lack of regulation and law enforcement, lack of good quality housing in certain areas  **Explain next slide:**  *The NUS carried out a piece of research on student experiences of rented housing across the UK. The research showed that:*   * *Under a third of respondents thought that there was enough support for private renters* * *Less than half felt that they knew their rights as a tenant* * *Just over half of respondents felt that they knew where to turn if they had a problem with their housing* * *Less than a third had made use of any house-hunting services provided by their university or students’ union, and only 12 per cent had attended a housing fair or talk*     **Explain next slide:**  *The aims of the Ready to Rent programme are:*   * *To communicate to students about their rights as renters in an engaging and effective way* * *To provide support to students’ unions who have less capacity and expertise in housing* * *To enable more developed students’ unions to enhance their offer to students* * *To create a culture where student tenants are more discerning, have more confidence and so have more influence* * *To develop a cohort of pathfinders in the private rented sector, whose expertise will stay with them throughout the rest of their renting careers* | Flip-chart  Slide: Why Ready to Rent?  Slide: The Aims of Ready to Rent |
| 5 mins | **How the training programme works**  **Explain next slide:**  *Ready to Rent is a training programme that comes in two key parts:*   1. *A two hour interactive training workshop and accompanying resources, designed ready to be delivered for students* 2. *An online Ready to Rent Hub with further resources and support for both trainers and students, designed to complement the training workshop*   **Explain next slide:**  *There’s tonnes of information that the training workshops could cover, but a workshop longer than two hours is unlikely to attract many students. So while the training won’t give solutions to all problems that students might face in rented housing, it will give them key knowledge, skills and confidence that will help them to approach these problems. The workshop focusses on:*   * ***Skill building:*** *Focus on skills that can be used to prevent and tackle a wide range of issues, rather than trying to cover all possible scenarios. These include negotiating, asking the right questions, identifying dodgy terms and pre-empting problems* * ***Confidence-building:*** *Practical format helps students to develop familiarity with jargon and confidence through “test-run” where they’re not throwing money around!* * ***Pre-emptive:*** *Workshop is frontloaded, supporting students to address issues early on, particularly during house-hunting and contract-signing stages*   *You don’t need to be an expert at housing advice to deliver this training! Most of the information is conveyed through films and drawn out in exercises, and all the information that needs to be communicated is written in your trainer’s guide. Make sure you read the guide thoroughly, and if you don’t have a strong understanding of the issues take some time to also read through the additional resources available to students on the Ready to Rent Hub.* | Slide: Ready to Rent: How it works  Slide: Ready to Rent: Training Design |
| 5 mins | **Using the training guide**  Give everyone a copy of the Ready to Rent trainer’s guide.  **Explain next slide:**   * ***Use the guide in the way that works for you.*** *It’s detailed because there are suggestions for what to say for every section- if you wanted to you could read it word for word. If you’re more confident you won’t need this, but it provides a great prompt in case you get stumped. You’ll get a PowerPoint which is there to prompt you too.* * ***Where possible, draw answers from the students****. The activities are designed to help participants come up with the answers themselves, so make the most of this, using the slides to affirm answers and add anything that hasn’t been mentioned.* * *On the Ready to Rent hub you’ll find a* ***Tips for Trainers*** *guide that will help you adapt the workshop depending on the number of participants and give you some tips on facilitating a good workshop.*   Talk through the content on page one of the trainer’s guide  **Explain the script:**   * *The central column explains in detail what to say and do for each activity* * *The left hand column tells you how long each section or activity should last* * *The right hand column tells you which slides or resources accompany that activity* * *Suggested wording is in italics- feel free to use your own wording and use the slides to prompt you instead* * **[Blue square brackets]** *highlight where detailed information about this area and institutional context should be added to make the workshop as context-specific as possible* * *Other useful documents available on the Ready to Rent Hub are* **“highlighted like this”** | Ready to Rent Trainer’s Guide  Slide: Ready to Rent: Using the Trainer’s Guide |
| 45 mins | **Part 1: Introduction and House-hunting**  **Explain**  *We’re now going to run through the first section of the workshop as though we are students attending a Ready to Rent training workshop. If you have a lot of experience of rented housing or feel very confident in your rights as a renter, try to imagine you are a first-time renter for the purposes of the workshop.*  **Explain next slide**  Talk through the key sections named on the slides and the objectives of each activity/section (on the right hand side).  **Run Part 1 of the workshop**  Run through the introduction and house-hunting sections of the workshop as outlined in the Ready to Rent trainer’s guide  **Ask the group:**  *How did you find the activities?*  *Are there any challenges you think you might face when delivering this section?*  *How can these be overcome/mitigated against?*  Write challenges and suggested solutions on flip-chart paper. Use the Train the Trainer guide to help offer tips and advice on how to facilitate this section well. | Slide: Part 1: Introduction and House-hunting  Slides: Part 1: Content  Ready to Rent PowerPoint and House-hunting resources  Flip-chart paper |
| 25 mins | **Part 2: Signing a contract**  **Explain next slide**  *Now we’re going to run through the second part of the workshop which focusses on signing contracts.*  **Explain next slide**  Talk through the key sections named on the slides and the objectives of each activity/section.  **Run Part 2 of the workshop**  Run through the contract signing section of the workshop as outlined in the Ready to Rent trainer’s guide  **Read the Annotated Tenancy Agreement for Trainers**  Take participants through the Annotated Contract to show them the information they will have to support them while delivering this section  **Ask the group:**  *How did you find the activities?*  *Are there any challenges you think you might face when delivering this section?*  *How can these be overcome/mitigated against?*  Write challenges and suggested solutions on flip-chart paper. Use the Train the Trainer guide to help offer tips and advice on how to facilitate this section well. | Slide: Part 2: Signing a Contract  Slide: Part 2: Content  Ready to Rent PowerPoint and resources for signing a contract activity  Annotated Tenancy Agreement for Trainers  Flip-chart paper |
| 25 mins | **Part 3: Tenant Troubleshooting and Collective Action**  **Explain next slide**  *Now we’re going to run through the third and final part of the workshop which focusses on dealing with issues that might arise in rented housing, as well as how student renters can have a bigger influence. This section is great opportunity for you to discuss what else students can do to tackle the challenges renters face.*  **[Explain current campaigns or future collective action you want to encourage students to get involved in as an outcome of Ready to Rent]**  **Explain next slide**  Talk through the key sections named on the slides and the objectives of each activity/section (on the right hand side).  **Run Part 3 of the workshop**  Run through the tenancy trouble-shooting, collective action and wrapping up sections of the workshop as outlined in the Ready to Rent trainer’s guide  **Ask the group:**  *How did you find the activities?*  *Are there any challenges you think you might face when delivering this section?*  *How can these be overcome/mitigated against?*  Write challenges and suggested solutions on flip-chart paper. Use the Train the Trainer guide to help offer tips and advice on how to facilitate this section well. | Slide: Part 3: Tenancy Troubleshooting and Collective Action  Part 3: Content  Ready to Rent PowerPoint and resources for tenancy troubleshooting activity  Flip-chart paper |
| 20 mins | **Facilitation skills**  **Explain**  Now we’re going to spend a bit of time thinking through how we can make our workshops as effective as possible, so that the students leave feeling confident as renters.  **Ask the group:**   1. *What makes a good workshop?*   Write answers on flip-chart paper. Answers might include:   * Engaging * Accessible content and language * Enables all to participate * Welcoming * Follows a clear agenda   **Ask the group:**   1. *What challenges might you face in facilitating a good workshop?*   Answers might include:   * Students not feeling confident enough to participate * Lack of confidence as a facilitator * Certain voices dominating * Conversations leading the workshop off track * Running out of time   **Explain**  *The Ready to Rent workshop been carefully designed to engage students and enable them to participate. However, even with a well-planned workshop you will still come up against the challenges of working with a diverse group of people.*  **Ask the group:**   1. *What can you do to help tackle these challenges?*   If you have a large group you might want to create smaller groups and ask each to tackle one of the challenges identified in question two.  Make sure answers include:   * Preparing thoroughly for the workshop by reading through all resources or doing a practice run-through to build confidence * Welcoming students when they arrive * Setting up the room in a circle instead of lines * Asking for unheard voices (see **Tips for Trainers**) * Do a “go-round” when asking for feedback (see **Tips for Trainers**) * Using a “car park” to hold conversations until the end of the workshop (see **Tips for Trainers**) * Let groups know how much time they have for each activity and warn them when it’s nearly up | Slide: Facilitating good workshops  Flip-chart paper |
| 10 mins | **Using the Ready to Rent Hub**  **Explain next slide:**  *The Ready to Rent hub enables you to:*   * *Access resources including training guides, tips for trainers, training tools and videos* * *Create an event* * *Approve and manage users* * *Access contact details of students who sign up*   **Hub demonstration:**  If the workshop facilitators will be co-ordinating the administration for the event, demonstrate how they can set up an event and confirm attendees on the hub. Full instruction on using the hub are in the **Tips for Trainers** guide.  If the facilitators will only be using the hub to download and print workshop resources, demonstrate how they can log in and find these.  **Explain next slide:**  *The Ready to Rent hub enables students to:*   * *Find out about and register for an event* * *Access resources including tools and videos introduced during the Ready to Rent workshop as well as additional guides* * *Fill in evaluation survey which will result in them being entered into a prize draw*   **Explain:**  *The student-facing part of the Ready to Rent hub is only available to those who attend the training. All the resources will still be available to everyone, but on the Hub they will contained all in one place. Another important reason to direct students to the hub is because we need to track how many students are participating and the impact it is having if we are to secure further funding to train more students. So please make sure you direct students back to the hub to complete an evaluation after the training workshop, and be in with a chance to win £50.* | Slide: The hub for trainers  Ready to Rent Hub (at readytorent.nus.org.uk)  Slide: The hub for students |
| 10 mins | **Getting students Ready to Rent at our institution**  **Explain**  We’re now going to spend a bit of time discussing how to make sure we can have the biggest impact through running Ready to Rent at our institution.  **Ask the group:**  *How can we make sure as many students as possible benefit from Ready to Rent training?*  *How can we use Ready to Rent as a springboard for campaigns or collective action around housing?*  *What other support do you need to feel confident in delivering this training?*  Write ideas down on flipchart paper. If you have a group of 6+ you could split the group into three, with groups working on different questions.  **Wrap-up**  Thank the students for attending. Outline the next steps and make sure you have their contact details to follow-up after the training. | Slide: Discussion  Flip-chart paper  Slide: Thank you! |