

Trainer/Assessor Competency Checklist

Purpose

This checklist is intended to assist Ceputec to monitor all trainer/assessors competency for training and assessing courses for Ceputec.

Monitor Program

Ceputec recognises that learning is an opportunity for all to grow both professionally and personally.

An annual monitor program has been designed to recognise areas of excellence in current training & assessment strategies as well as provide support to trainers/assessors who need assistance. This monitor program includes a competency checklist and is intended to monitor trainer/assessor competency for training and assessing. To be deemed competent the trainer/assessor must achieve competency by meeting **all** of the performance criteria as determined by the Training Manager

If competency is not achieved in any skill, then Ceputec will in consultation with the trainer/assessor assist to develop a professional development program. The onus for ongoing professional development rests with the trainer/assessor and all evidence is to be submitted for updating their personal file. Failure to maintain own personal skills may result in any future training for Ceputec.

The checklist is to be completed with one **copy to be filed into trainers/assessor personnel file.**

	Name	Signed
Trainer:		
Observer/mentor:		
Course:		
Date:		

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Preparation/administration – the trainer	Y/N	Additional comments
<p>Consider areas such as:</p> <ul style="list-style-type: none"> • punctuality • room preparation • administrative tasks • explain venue and key OHS for building • gives students opportunity to present themselves • greeted the audience warmly 		
Delivery – the trainer	Y/N	Additional comments
<p>Consider areas such as:</p> <ul style="list-style-type: none"> • used a voice loud and clear enough to hear easily • delivered a talk designed in a logical way from beginning to middle and end • clearly described what to expect from the presentation • used effective examples and illustrations • defined unfamiliar technical terms • summarised the main points before finishing. 		
Visual aids – the trainer	Y/N	Additional comments
<p>Consider areas such as:</p> <ul style="list-style-type: none"> • used visual aids • made sure materials could be read easily from where I was sitting • got the point across in a clear and simple way • did not block the screen or whiteboard • talked to the audience rather than to the screen or whiteboard • used key words rather than sentences summarised the main points before finishing. 		

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Body language – the trainer	Y/N	Additional comments
Consider areas such as: <ul style="list-style-type: none"> • maintained good eye contact with the audience • was friendly and smiled • used body language to help communicate ideas visually. 		
Audience participation – the trainer	Y/N	Additional comments
Consider areas such as: <ul style="list-style-type: none"> • involved the audience. • handled questions and comments with calm courtesy • broke up lectures/discussion at appropriate points • provided clear instructions for all activities • clarified or rephrased questions to elicit audience participation. 		
Technical competency – the trainer	Y/N	Additional comments
Consider areas such as: <ul style="list-style-type: none"> • taught technically accurate content • answered technical questions from the audience • gauged audience level of technical knowledge and adjusted the presentation accordingly • accurately broke down technical/complex concepts in a way participants could understand. 		

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Assessment – the trainer	Y/N	Additional comments
<p>Consider areas such as:</p> <ul style="list-style-type: none"> • makes the students aware of the rights and process of appeal • explains the competencies they will be assessed against • creates a variety of opportunities to gather evidence on student competency • has “holistic” approach to assessment, particularly when some students are showing difficulties • collects evidence for assessment which is: Valid, Authentic, Sufficient and Current • assessment decisions are consistent • uses Ceputec assessment /recording requirements • uses Ceputec assessment /recording requirements • clear and constructive feedback in relation to performance is given to persons being assessed using appropriate language and strategies • opportunities for overcoming any gaps in competency, as revealed by the assessment, are explored with the person being assessed • any positive or negative features experienced in conducting the assessment are reported and discussed with those responsible for the assessment procedure • assessment disputes are recorded and reported promptly. 		

Please use the space below for any additional comments

[illegible]