

UK Trainers' Pool Trainers' Competence Framework Assessment Matrix

Unit One – Understand and facilitate individual and group learning processes

Quality Standards

1. supporting learners in identifying and pursuing their individual learning needs
2. facilitating the group dynamic and group learning process
3. creating a participative learning environment
4. supporting and empowering learners
5. employing appropriate methods and resources

Quality Standard 1 - supporting learners in identifying and pursuing their individual learning needs competence criteria

- i. trainer is able to support learners to reflect on their learning

assessment methods	description	assessed by & date
three different examples of learners' identification of learning goals		

- ii. trainer is able to support learners in developing a learning action plan

assessment methods	description	assessed by & date
three examples of learners reflection on progress towards the achievement of identified learning goals over two different trainings or activities		

- iii. trainer is able to support learners to identify previous experience and understanding

assessment methods	description	assessed by & date
evidence of learners reflecting on previous experience and understanding of learning		

- iv. trainer is able to differentiate between the specific learning needs and learning styles of individual learners

assessment methods evidence of programme planning incorporating components addressing different learning styles	description	assessed by & date
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Quality Standard 2 - facilitating the group dynamic and group learning process
competence criteria

- i. trainer is able to balance individual learning needs with group learning process

assessment methods feedback from learners from two different training activities on personal learning achieved	description	assessed by & date
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- ii. trainer is able to maintain the continuity and flow of the programme when confronted with individual and group dynamic obstacles and diversions

assessment methods testimony from professional colleagues from two different training activities on trainer's ability to maintain programme continuity in the face of group dynamic obstacles and diversions (including feedback from learning)	description	assessed by & date
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- iii. trainer is able to adapt and show flexibility in the delivery of the programme in response to unanticipated needs of learners

assessment methods testimony from professional colleagues from two different training activities on trainer's ability to respond flexibly to the unanticipated needs of learners	description	assessed by & date
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Quality Standard 3 - creating a participative learning environment competence criteria

- i. trainer is able to demonstrate a sound understanding of emotional literacy in the creation of an inclusive and welcoming learning environment

assessment methods	description	assessed by & date
trainer's programme or script outlining methods and resources designed to achieve an inclusive and welcoming learning environment		

- ii. trainer is able to engage diverse groups of learners responding to the variety of ability and circumstance

assessment methods	description	assessed by & date
trainer's review of three learners with diverse profiles outlining how s/he responded to their differing abilities and circumstances with corroborative evidence from learners		

- iii. trainer is able to recognise and endorse contributions of individual learners while providing the full group with the opportunity to benefit from such contributions (with a view to the inclusion of all)

assessment methods	description	assessed by & date
three examples of individual learners' contributions shared with a full group of learners		

- iv. trainer is able to provide opportunity for learners to participate in and assume responsibility for design and delivery of training activity and processes

assessment methods	description	assessed by & date
two examples of the involvement of learners in the process of delivering training activity		

Quality Standard 4 – supporting and empowering learners competence criteria

- i. trainer is able to design and shape programme and learning activity to positively draw on learners’ personal and professional experience and capabilities

assessment methods	description	assessed by & date
feedback from learners on extent to which the training positively drew on personal and professional contexts		

- ii. trainer is able to enable learners to reflect on personal learning styles and needs

assessment methods	description	assessed by & date
feedback and examples from learners on how their personal learning styles and needs were met during training activity		

- iii. trainer is able to enable learners to identify personal barriers to learning

assessment methods	description	assessed by & date
feedback and examples from learners on how their personal barriers to learning were identified and addressed		

- iv. trainer is able to support learners in self-directed learning opportunities

assessment methods	description	assessed by & date
feedback from learners on self-directed learning undertaken as part, or as a result of, training		

- v. trainer is able to encourage learners to recognise the impact of learning on personal and professional development

assessment methods	description	assessed by & date
examples of learner reflection on the impact and application of learning on their personal and professional development		

- vi. trainer is able to make connections between training course learning and its application in learners’ lives

assessment methods	description	assessed by & date
trainer’s examples of connections drawn between learning during training activity and its application in learners’ lives		

Quality Standard 5 -employing appropriate methods and resources
competence criteria

- i. trainer is able to employ and design a variety of tools and resources to engage learners demonstrating a capacity to adapt and innovate materials

assessment methods	description	assessed by & date
evidence of development of a variety of tools to accommodate learners’ needs		

- ii. trainer is able to work collaboratively and effectively in a training team and in partnership with external partners and providers

assessment methods	description	assessed by & date
feedback from training team colleagues on trainer’s team work		
AND evidence of working with external (to training team) partners or providers		

- iii. trainer is able to research subject and related areas and integrate new data into programme and curriculum

assessment methods	description	assessed by & date
evidence of appropriate research and application of research in training delivery		