

Training Delivery Assessment



NAME OF PERSON
BEING ASSESSED

DATE OF
ASSESSMENT / /

TYPE OF TRAINING

VALID LICENCE Y / N

TRAINING
INSTITUTION

NAME OF
ASSESSOR

Section One: Lesson Overview

	Unsatisfactory	Satisfactory	Good
1. Topic brief/Introduction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Lesson content (<i>was all relevant instruction given?</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Links to previous lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Delivery of the lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section Two: Fault Assessment and Rectification

	Unsatisfactory	Satisfactory	Good
5. Identification of faults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Fault analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Remedial action	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section Three: Instructional Techniques

	Unsatisfactory	Satisfactory	Good
8. Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Question/Answer techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Feedback and encouragement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Level of instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section Four: Instructor Characteristics

	Unsatisfactory	Satisfactory	Good
12. Attitude to student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section Five: Additional Comments

Section Six: Assessment Feedback and Recommendations

Sections	Assessment Categories	Unsatisfactory	Satisfactory	Good
Section One	Topic Brief/Introduction	Insufficient or no brief or introduction	Limited brief or introduction	Clear, concise brief or introduction
	Lesson Content	Not covered fully	Covered fully with limited explanation	Covered fully with clear, concise explanation
	Links to previous lessons	No links made	Some link made	Clear and relevant links made
	Delivery of the lesson	No obvious structure to the lesson	Limited structure to the lesson	The lesson was clearly structured
Section Two	Identification of faults	Didn't identify several faults made by student	Missed minor faults (not involving unsafe behaviours)	Identified all faults made by student
	Fault analysis	Incorrect/ Incomprehensive fault analysis with no reference to potential consequences of fault	Sufficiently analysed the fault but not clear explanation	Sufficiently analysed and explained fault clearly, including potential consequences
	Remedial Action	No instruction or discussion on how to prevent fault in future, or practise again.	Gave explanation on how to correct the fault but no opportunity to practise again.	Sufficiently explained how to correct/prevent the fault, and provided opportunity to practise again.
Section Three	Communication	Irregular and sometimes unclear communication	Communicated clearly but infrequently	Communicated clearly and often with students.
	Question/Answer Techniques	Did not use many Q&A techniques. Used mostly closed questions. Did not appear to use questions to gauge lesson progress or reinforce learnings.	Limited number of Q&A techniques used. Sometimes used open questions and appeared to use questions to gauge lesson progress and reinforce learnings.	Used Q&A techniques consistently. Focused on open questions and clearly used questions to help recall of knowledge and to monitor progress of the lesson.
	Feedback and Encouragement	Lack of feedback and encouragement provided. Feedback not always constructive.	Generally offered good encouragement and guidance but could have provided feedback more often.	Consistently provided useful feedback and encouragement to students.
	Level of Instruction	Level of instruction was not appropriate for the level of skill of the students, prohibiting learning.	The depth of instruction was appropriate for the average level of skill of the students. The trainer demonstrated techniques wherever necessary.	The instructor was easily able to adjust the level of instruction between different students as necessary according to their skill levels. Demonstration used wherever necessary.
Section Four	Attitude to student	The trainer did not build rapport with students and appeared unapproachable, or was too familiar.	The trainer maintained a professional demeanour and suitable rapport with students.	The trainer maintained a professional and approachable demeanour with students. They had a good rapport with students without becoming too familiar.