

Trainer Performance, Monitoring and Assessment

Course Title length: Stand alone Assessment - 1/2 day

Dates: See course schedule

Venue: London / Brighton

Cost: £250 plus £95 Registration with the IITT upon passing.

What is TPMA?

The Institute's new TPMA (Trainer Performance, Monitoring and Assessment) is designed to raise the standard of IT training across the industry and give trainers the opportunity to progress to achieve a nationally recognised qualification that is transferable to any part of adult education. The IITT training competency framework is aligned with the national standards for all trainers, tutors and teachers.

The assessment leads to the Institute's ICTP certificate (Institute Certified Training Practitioner), which will now be the only certification available from the Institute of IT Training. Those successful will receive a jointly awarded IITT/BCS certificate.

Pre-requisites

This assessment is designed for those who want to update their trainer accreditation and qualify for professional membership of the Institute of IT Training.

You need to be confident that you can train in line with the measures and standards as defined by the Institute of IT Training. Please see below for the IITT TPMA measures which you will be assessed against – please read thoroughly.

Requirement

You will also need to pre-prepare a 30 minute complete session including lesson plan (example will be provided), with introductions and objectives, a learning section, plus recap and exercise. You will deliver the pre-prepared session to the other delegates attending the event.

Aims

- By the end of the event you will have been assessed on a 30-minute session against the IITT's TPMA standards and received feedback.
- You will receive 1 to 1 feedback on your session.
- You will receive a copy of your TPMA report (a copy of which will also be sent to the IITT for authorisation).

This standard is very rigorous, so please be aware that even if you have passed previous accreditations first time, you may need to attend more than once or attend one of our training courses to achieve a pass.



Key Assessment Areas:

Competency / Behaviors
Measure 1 – Preparation for a session
How well did the trainer review the training environment prior to the event start? (1.1)
How well did the trainer prepare the training environment? (1.2)
To what extent did the trainer document learner profiles prior to the event? (1.3) <i>(can be N/A)</i>
Did the trainer have his/her own trainer manual/guide or event plan and does it conform to best practice standards? (1.4)
Did the trainer have learner materials readily available? (1.5)
Measure 2 – Management of the learning environment
How well did the trainer state clear objectives and set expectations? (2.1)
How well did the trainer explain own and group responsibilities and boundaries? (2.2) <i>(can be N/A)</i>
To what extent did the trainer set a 'route map' for the session? (2.3)
To what extent did the trainer build links to prior knowledge and/or 'real-world' examples to aid learning? (2.4)
To what extent did the trainer generate a relaxed learning environment? (2.5)
How well did the trainer deliver content in a learning efficient sequence? (2.6)
To what extent did the trainer attempt to assess that knowledge and/or skills transfer had taken place? (2.7)
How well did the trainer monitor and control progress of the session? (2.8)
How well did the trainer identify and coach slower learners? (2.9) <i>(can be N/A)</i>
How well did the trainer manage discriminatory or disruptive behaviour? (2.10) <i>(can be N/A)</i>
How well did the trainer recognise achievement? (2.11)
Measure 3 – Effective communication
How well did the trainer respond to learner feedback – both verbal and non-verbal? (3.1)
How well did the trainer express ideas, concepts and explanations effectively? (3.2)
How well did the trainer reflect the appropriate body language at all times and enthusiasm when necessary? (3.3)
How well did the trainer use verbal communication effectively within the group? (3.4)
Measure 4 – Effective facilitation
How well did the trainer present the materials with the tools available? (4.1)
How well did the trainer address the different learning styles (Honey & Mumford) within the group? (4.2)
How well did the trainer structure the session? (4.3)
To what extent did the trainer reinforce the key points? (4.4)

How well did the trainer detect learner concern and react appropriately? (4.5) <i>(can be N/A)</i>
Measure 5 – Effective questioning
To what extent did the trainer use effective questioning techniques to aid learning? (5.1)
How well did the trainer handle questions? (5.2) <i>(can be N/A)</i>
Did the trainer use reflective questioning to get the learner to take more responsibility for learning? (5.3) <i>(can be N/A)</i>
How well did the trainer use active listening techniques? (5.4)
Measure 6 – Establishment and maintenance of credibility
To what extent did the trainer demonstrate the required level of knowledge for the group? (6.1)
To what extent did the trainer project a professional, knowledgeable and confident image? (6.2)
To what extent did the trainer display anti-discriminatory best practice? (6.3)
Measure 7 – Appropriate use of instructional methods
How well did the trainer use the prescribed training aids during the session? (7.1)
How well did the trainer select and use training aids to aid learners' understanding? (7.2)
How well did the trainer conduct the demonstrations, individual and group exercises? (7.3)
How well did the trainer set the demonstrations, individual and group exercises in context for the learners? (7.4)
Measure 8 – Effective management of practical sessions
How well did the trainer facilitate individual and group exercises? (8.1)
How well did the trainer deal effectively with groups of mixed ability? (8.2) <i>(can be N/A)</i>
How well did the trainer select and manage individual and group exercises that add to the learning efficiency of the training session? (8.3)
Measure 9 – Learner development assessment
To what extent did the trainer capture and assess the learners' prior knowledge, skills and attitude? (9.1) <i>(can be N/A)</i>
How well did the trainer monitor and assess the progress of learners? (9.2)
How well did the trainer adapt the method of instruction and/or content to the progress identified? (9.3)
To what extent did the trainer assess achievement of the session's objectives? (9.4)
Identify forward planning paths and workplace relevance. (9.5)