Trainer observation form

Training centre:	Observer:
Trainer:	Date of observation:
Course title:	Duration:
Number of delegates:	Room layout:

Previous observation

Date of observation:	Written copy available:
Observed by:	Grade:

Aim of observation

The aim of lesson observation is to continuously improve training, learning and assessment. The process provides observation grade profiles, which are used to monitor the quality across the organisation and within areas of learning. The process is based on a culture of openness that supports mentors and provides opportunities for tutors' continuous development. Additionally, detailed awareness of where there are key strengths within the training which enables the implementation of productive sharing of best practice.

The purpose

- **To monitor the quality of training and learning.**
- **To develop and support tutors within training and learning.**
- **To support the quality improvement of training and learning.**
- **To promote sharing of best practice through detailed knowledge of tutor expertise.**

Grading

Grade 1 - Achieving the standards

Grade 2 - Working towards the standards

Grade 3 - Does not meet the standards

Trainer observation form

Summary of training observed and overall rating:

Competency area - Planning and organisation		
Training facilities Environment - temperature, lightning, training room layout, refreshments available, name cards, music playing on arrival, relaxed atmosphere.		
Organisation Trainer is well prepared for the session and has training materials ready and organised.		
Define objectives Trainer thoroughly defines and explains course objectives; refers to them during the session.	**Competency area grading**	
Relevant activities & materials Trainer uses creative, hands-on activities and instructional materials to support the delivery of session content.	**1** **2** **3**	
Sharing knowledge Trainer creates and takes the opportunity to include recent developments in the H&S field so delegates are given current information.		

Trainer observation form

Observer comments

Competency area - Training effectiveness		
Knowledge Trainer demonstrates extensive knowledge about the subject matter and shared real-life examples from life and work.		
Adaptability Trainer adjusts delivery based on cues and questions from delegates to ensure understanding of objectives and course content.		
Regular breaks Comfort breaks and lunch meet the requirements of the group.		
Facilitation in groups Trainer uses various forms of questioning to encourage participant involvement.		
Facilitation for individuals Trainer identifies and manages individual learning and development.		
Enthusiasm Trainer consistently shows enthusiasm for the training content when delivering.	**Competency area grading**	
Engagement Trainer excels at consistently implementing a variety of methods that are interesting and engaging.	1 2 3	
Feedback Trainer excels at giving feedback which is not only useful and appropriate but reassures and motivates participants.		

Trainer observation form

Observer comments

Competency area - Presentation skills	
Communication Trainer is able to verbally express thoughts clearly, articulately and coherently, avoiding vagueness and ambiguity.	
Rapport Trainer has the ability to build a good rapport with delegates.	
Directions Trainer is able to communicate and instruct in a coherent manner, avoiding vagueness and ambiguity by using a variety of techniques.	**Competency area grading**
Listening skills Trainer enthusiastically responds to questions and comments; shows good **listening skills** and is open to new thoughts.	**1 2 3**
Respect Trainer communicates with delegates in a respectful and supportive manner.	

Trainer observation form

Observer comments

Competency area - Assessing learners	
Knowledge checks Trainer checked delegates understanding throughout the session.	**Competency area grading**
Informal assessment methods Trainer used direct questioning, feedback from activities and quizzes.	1 2 3
Formal assessment methods Trainer used mock assessments, key learning points and practice practical assessments.	

Trainer observation form

Observer comments

Overall grading

Competency area	Grading	Overall
Planning and organisation		
Training effectiveness		
Presentation skills		
Assessing learners		

Grading of sessions

Sessions are given one of three grades: Grade 1 (achieving the standards), Grade 2 (working towards the standards) and Grade 3 (does not meet the standards). The overall grade is based on the whole of the criteria.

Example grade descriptors: these are broad-stroke descriptions which do not contain every feature that might be considered within a lesson observation. Lessons will rarely contain ALL features as written in these descriptors and they should be used as general guidance only.

Achieving the standards

Provision is highly effective and is achieving or exceeding most, or all, of the expected competency areas.

Working towards the standards

Provision is effective in meeting many of the competencies however some key areas require further development.

Does not meet the standards

Provision is performing less than expected in most of the key competency areas and improvement is necessary.

About IOSH

The Institution of Occupational Safety and Health (IOSH) is the Chartered body for health and safety professionals. With 50,000 members in more than 130 countries, we're the world's largest professional health and safety organisation.

We set standards and qualifications, and support, develop and connect our members and others with resources, guidance, events, and training. We're the voice of the profession and campaign on issues that affect millions of working people.

IOSH was founded in 1945 and is a registered charity with international NGO status.

IOSH
The Grange
Highfield Drive
Wigston
Leicestershire
LE18 1NN
UK

t +44 (0)116 350 0700
www.iosh.com

twitter.com/IOSH_tweets
facebook.com/IOSHofficial
linkedin.com/company/iosh
youtube.com/IOSHchannel
instagram.com/ioshofficial
tiktok.com/@ioshofficial

ITOB141025