Trainee/co-trainer competency assessment

This assessment is designed as a tool to assess the ability of WHO WSTP trainees against a set of pre-set competencies. For each competency, the observing ToT trainer will give a score of 1-3 (where 1= do not move forward with process; 2= move forward with remediation plan; 3= move forward). Trainees achieving an overall score of **2.5 or higher** will have reached an acceptable standard for recognition by the International Society of Wheelchair Professionals (ISWP).

Trainee's Name: _____   Name/s of assessing trainer/s: _____

Circle one: In-person ToT / Co-training experience* Venue/Country: _____   Date: _____

Training package observed: WSTPb / WSTPi / WSTPm / WSTPs   Session/s observed: _____

Grade	General Grade Description
1	Below required standard.
2	Development plan necessary to meet standard.
3	Meets required standard for progression.

Comments

- When a trainee is having challenges and are at risk of not passing the course, observing trainers **must** arrange to meet with the trainee in private by the end of the 1st day of the course to let them know what must be improved to receive a passing score. The observing trainee must also explain their rationale for the rating and give specific examples of observed practice that justifies the risk. **Any** errors and safety concerns should be noted.
- If more than one observing trainer is using this form, please initial individual comments.
- Suggestions for areas of improvement should be written in the box provided at the end of this checklist.
- Assessing trainers should discuss the outcome of this assessment with the trainee at the earliest opportunity.

Instructions to the trainers on how to use this tool: This form can be completed towards the end of the training; it is not necessary to complete after each session delivery. Based on the notes and comments captured during the delivery session for each trainee, an overall grade can be provided for each of the competencies below. Please circle the correct score across each competency. Comments from the WSTPt feedback form can be attached to the TCA to justify scores (in lieu of comments in box below).

Section 1: *(please refer to the rubric on page 5):*

Note: If an area is not applicable an 'N/A' can be added and not included in the average score. A max of 3 areas can be 'N/A'.

	The following competencies will be assessed during TOT and CO-TRAINING experiences:	Grade (1-3)	Comments
1.	Preparation		
2.	Time Management		
3.	Delivery of WSTP materials		
4.	Presenting		
5.	Facilitating		
6.	Giving/Receiving Feedback		
7.	Managing Group Work		
8.	Communication *(where culturally appropriate)*		

Section 2: *(please refer to the rubric on page 6):*

	Competencies assessed during CO-TRAINING	Grade (1-3)	Comments
1	Logistics and preparation before the training.		

#	Competency			
2	Management of housekeeping, refreshments, external factors during the training.			
3	Screening of wheelchair users before the training (users attending during practical sessions) (WSTPb and WSTPi only)			
4	Practical sessions with wheelchair users (WSTPb and WSTPi only)			
5	Ability of trainee to work as a support trainer, while another is leading the session			
	Total Grade – add up the grade for all competencies assessed		*Convert to a final grade. Take an average by dividing the total score by the number of competencies assessed*	**Final grade (round off to the nearest number) =**	

Section 3

Scoring		
Total Grade – add up the grade for all competencies assessed =	**Convert to a final grade. Take an average by dividing the total score by the number of competencies assessed**	**Final grade (round off to the nearest number) =**
Final Grading		
Final grade	**1**	**2**	**3**
	Below required standard	Development plan to be agrees to work towards standard.	Meets required standard for progression.

Section 4

Please write a summary on the trainee's strengths and areas requiring development and also mention the competencies that were not listed and observed.

Strengths	Areas of Development
1. 2. 3. 4. 5.	1. 2. 3. 4. 5.

Please mention below if you would recommend this person to move forward to co-training:
1. If yes then please provide relevant comments
2. If no then please provide relevant comments

Actions for improvement (Remediation plan for average overall scores less than 2)	Please list positive actions the trainee can take to improve competence in areas of weakness before and during the next training opportunity and any additional resources that may help them.

Rubric

Competencies assessed during TOT & CO-TRAINING	Grade 1	Grade 2	Grade 3
Preparation	The majority of the training room, equipment and the resources were not prepared by the trainee.	Most, but not all of the training room, equipment and the resources were prepared by the trainee.	Trainee adequately prepared the training room, equipment and resources.
Time Management (Refers to to follow the prescribed time frame. The ability of the trainee to speed up a session when needed and not dragging it out to stay within the prescribed time frame for a stronger group or a group with good understanding of the content is not considered.**)**	All the sessions were very poorly managed. Most parts of the presentation were not completed within the timeframe.	The trainee rushed the sessions to finish on time or went slightly overtime.	Trainee demonstrated very good time management. No part of the presentation was rushed, too short or too long.
Delivery of WHO WSTP materials	Trainee did not demonstrate sufficient knowledge of the WHO WSTP materials to deliver the sessions effectively.	The trainee demonstrated limited understanding of the materials; there were points of confusion on the content in many instances.	Trainee exhibited good knowledge of the WHO WSTP materials and delivered the session in a satisfactory manner, understandable to participants.
Presenting	Trainee exhibited poor presentation skills. For example, - Unclear and poorly-structured delivery. - Questions were answered unsatisfactorily..	The trainee exhibited average presentation skills. For example, - Average-structured delivery. - Some questions, but not all, were responded to satisfactorily..	Trainee exhibited good presentation skills. For example, - Clear and well-structured delivery. - Questions were answered satisfactorily..
Facilitation	The trainee did not assist or make the progress easier for audience to follow instructions because the trainee skipped key information and/or the sequence of the information was incorrect.	The trainee occasionally assisted or made the progress easier for audience to follow instructions because trainee skipped some information and/or the sequence of the information was not clear.	The trainee assisted or made the progress in a way that the audience followed all instructions because trainee provided complete session plan in a proper sequence.
Giving/Receiving Feedback	Trainee provided feedback that was not relevant, and also did not receive feedback well.	Trainee provided limited feedback and/or did not receive feedback well at some instances.	Trainee provided useful feedback and also well received feedback from others.
Managing Group Work (focus on the logistical and practical management of breaking into groups, instructing, getting feedback from the co supervisors, etc.**)**	Rarely focused on the following elements: - Introducing the task - Breaking into groups - Giving instructions - Facilitating the activity - Getting feedback from co-supervisors	Focused on the following elements to some extent: - Introducing the task - Breaking into groups - Giving instructions - Facilitating the activity - Getting feedback from co-supervisors	The trainee focused on the following elements to a satisfactory level: - Introducing the task - Breaking into groups - Giving instructions

	- Facilitating feedback - Conducting the activity	- Facilitating feedback - Conducting the activity	- Facilitating the activity - Getting feedback from co-supervisors - Facilitating feedback - Conducting the activity
Communication **(where culturally appropriate)**	Nonverbal skills: The trainee rarely exhibited the following elements: Body Movements**,** for example, hand gestures or nodding or shaking the head; Posture, or how you stand or sit, whether your arms are crossed, and so on; Eye Contact, where the amount of eye contact often determines the level of trust and trustworthiness; Para-language, or aspects of the voice apart from speech, such as pitch, tone, and speed of speaking; Facial Expressions, including smiling, frowning and even blinking *As culturwlly Verbal skills: Tension and nervousness is obvious; has trouble recovering from mistakes. Trainee mumbles, incorrectly pronounces terms, and speaks too quietly for a majority of audience to hear.	Nonverbal skills: The trainee exhibited the following elements to some extent: Body Movements**,** for example, hand gestures or nodding or shaking the head; Posture, or how you stand or sit, whether your arms are crossed, and so on; Eye Contact, where the amount of eye contact often determines the level of trust and trustworthiness; Para-language, or aspects of the voice apart from speech, such as pitch, tone, and speed of speaking; Facial Expressions, including smiling, frowning and even blinking. Verbal skills: Trainee's voice is low, audience have difficulty hearing the presentation.	Nonverbal skills: The trainee exhibited the following elements at a satisfactory level: Body Movements**,** for example, hand gestures or nodding or shaking the head; Posture, or how you stand or sit, whether your arms are crossed, and so on; Eye Contact, where the amount of eye contact often determines the level of trust and trustworthiness; Para-language, or aspects of the voice apart from speech, such as pitch, tone, and speed of speaking; Facial Expressions, including smiling, frowning and even blinking. Verbal skills: Trainee's voice was clear, pronounces words correctly.

The following competencies will only be assessed during co-training experiences	Grade 1	Grade 2	Grade 3
Logistics and preparation before the WHO WSTP (aspects assessed should include the preparation and availability of appropriate demonstration equipment, practical areas for the session adequately prepared, content errors correct and additional information added to session plan according to ToT reference manual)	The trainee rarely helped with the logistics and the preparation before the training program.	The trainee somewhat helped with the logistics and the preparation before the training program.	The trainee promptly helped with the logistics and the preparation before the training program.
Management of housekeeping, refreshments, external factors during the WHO WSTP	The trainee inadequately helped with the management of housekeeping, refreshments, external factors during the training program.	The trainee somewhat helped with the management of housekeeping, refreshments, external factors during the training program.	The trainee promptly helped with the management of housekeeping, refreshments, external factors during the training program.

Screening of wheelchair users before the WHO WSTP (users attending during practical sessions)	The trainee rarely exhibited the following elements: -The ability to screen the users; -Ability to guide the local service to identify appropriate users; -Appropriate interactions with the wheelchair users.	The trainee exhibited the following elements to some extent: -The ability to screen the users; -Ability to guide the local service to identify appropriate users; -Appropriate interactions with the wheelchair users.	The trainee exhibited the following elements at a satisfactory level: -The ability to screen the users; -Ability to guide the local service to identify appropriate users; -Appropriate interactions with the wheelchair users.
Practical sessions with wheelchair users (WHO WSTPb and WHO WSTPi only)	The trainee rarely exhibited the following elements: -Ability to facilitate clinical problem solving during clinical sessions. -Ability to hand over comprehensive feedback to the service after the clinical sessions. -Ensuring appropriate care, service delivery and safety to users.	The trainee exhibited the following elements to some extent: -Ability to facilitate clinical problem solving during clinical sessions. -Ability to hand over comprehensive feedback to the service after the clinical sessions. -Ensuring appropriate care, service delivery and safety to users.	The trainee exhibited the following elements at a satisfactory level: -Ability to facilitate clinical problem solving during clinical sessions. -Ability to hand over comprehensive feedback to the service after the clinical sessions. -Ensuring appropriate care, service delivery and safety to users.
Ability of trainee to work as a support trainer, while another is leading the session	The trainee demonstrated a low level of initiative, needs support most of the time and neglects responsibility.	The trainee demonstrated some level of initiative, needs support at some instances and accepts responsibility some of the time.	The trainee demonstrated good level of initiative, is independent and accepts responsibility at a satisfactory level.

Abbreviations:

WHO - World Health Organization
WHO WSTP - WHO Wheelchair Service Provision Training of Trainer programme
ToT - Training of Trainers
WSTPb - WHO Wheelchair Service Training Package - Basic Level
WSTPi - WHO Wheelchair Service Training Package - Intermediate Level
WSTPm - WHO Wheelchair Service Training Package - Managers
WSTPs - WHO Wheelchair Service Training Package – Stakeholders

April 20th 2017