

APPENDIX 4: NON-ACCREDITED TRAINERS OBSERVATION REPORT OF TRAINER COMPETENCE: DIPLOMA LEVEL

A reflective report about the ability and competence of all non-accredited trainers who are, or who have been, involved in the delivery of COSCA validated training is required on an annual basis to meet COSCA Validation criteria.

You are invited to provide a reflective commentary of:

- Personal style and abilities of trainer
- Skill mix and level of competence
- Areas of strength
- Developmental points
- Progress towards COSCA Trainer Accreditation

The non-accredited trainer must also input their own self-assessment and reflective commentary in relation to each of the criteria. It is suggested that the non-accredited trainer makes use of this feedback to support them in writing their COSCA Trainer Accreditation Application.

You may find it helpful to refer to the list of necessary skills and competencies below. The person completing the report must be familiar with the work of the trainer. Where appropriate, more than one person can contribute to the information.

Please note that in order to comply with COSCA validation and revalidation criteria and requirements, all non-accredited trainers who have been involved in the delivery of the course for more than 2 years prior to the revalidation deadline must be COSCA Trainer Accredited at the time of applying for revalidation.

Trainer Skills and Competencies:

Participant Support and interpersonal skills:

- ☐ Ability to support participants with additional support needs, implement reasonable adjustments and to embed conditions of equity within training delivery
- ☐ Ability to clearly communicate and implement the course's requirements, policies and procedures and to manage any related challenge and/or conflict where appropriate.
- ☐ Ability to create a climate where learners feel they can approach the trainer should they have any concerns and/or if any further support is required
- ☐ Ability to differentiate between the boundaries of their role as a trainer and that of counsellor.

Preparation:

- ☐ Ability to review, prepare and adapt delivery of the course content appropriately in response to learners' needs
- ☐ Ability to prepare appropriately for delivery of the course's content and related activities

Delivery and Personal Style:

- ☐ Ability to present and clearly explain the aims and outcomes of activities/exercises
- ☐ Ability to use a variety of training methods to enhance the learning opportunities and to create an engaging learning environment
- ☐ Ability to present theory and impart knowledge and information clearly and accurately
- ☐ Ability to use language appropriate to the level of understanding within the group
- ☐ Appropriate use of self and own experiences as a counsellor to support participant learning
- ☐ Provide additional and summary information, on request
- ☐ Sequence and paces information to suit the group and individual learners
- ☐ Deal sensitively and appropriately with distractions and interruptions
- ☐ Uses appropriate questioning and information seeking techniques
- ☐ Creates a climate where learners can comfortably ask questions and make comments
- ☐ Supports learners in learning new skills
- ☐ Models and demonstrates the course's stated therapeutic approach(es)

Group Facilitation:

- ☐ Clearly communicates the function of experiential groups
- ☐ Contract and clarify boundaries and trainer/participants roles within the group
- ☐ Attends to the safety of the group whilst endeavouring to create conditions of growth and development and increased participant self-awareness.
- ☐ Attends appropriately to group dynamics
- ☐ Appropriately challenges excluding, discriminatory or other unacceptable behaviour or language
- ☐ Models the courses stated therapeutic approach(es) in interactions with students
- ☐ Awareness of own positionality and where any sources of power imbalances and/or experiences of exclusion, marginalisation and oppression may influence trainer's responses to participants and the group.

Assessment:

- ☐ Ability to clearly communicate the course's assessment criteria
- ☐ Ability to attend appropriately to participant queries and concerns regarding supervised practice placements.
- ☐ Ability to implement the courses formal assessment procedures
- ☐ Gives appropriate developmental feedback in a constructive and supportive manner
- ☐ Abilities to manage any challenge and conflict in response to participant assessment and feedback
- ☐ Facilitate participants in self-assessment

Self-Awareness and reflective training practice:

- ☐ Self-awareness in relation to others- understanding of themselves within their lived-in context(s) and the ways in which this may interact with their delivery and interactions with participants.
- ☐ Openness and responsiveness to feedback from participants
- ☐ Abilities to access trainer support systems and appropriately implement any developmental feedback

Use of Technology:

- ☐ Where blended or online (real time) delivery is approved, demonstrates an ability to make appropriate use of the selected technology and to create an engaging online learning space.
- ☐ Structures and paces remote delivery appropriately in keeping with participants needs
- ☐ Abilities to manage any challenges associated with remote delivery.

APPENDIX 4: NON-ACCREDITED TRAINERS OBSERVATION REPORT OF TRAINER COMPETENCE	
NAME OF NON-ACCREDITED TRAINER:	DATE OF REPORT:
NAME OF OBSERVER:	
Personal style & Abilities	Observer Feedback:
	Non-Accredited Trainer Comments:
Skill mix and level of competence	Observer Feedback:

	Non-Accredited Trainer Comments:
Areas of strengths	Observer Feedback:
	Non-Accredited Trainer Comments:

Developmental points/areas, including progress towards COSCA Trainer Accreditation	Observer Feedback:	
	Non-Accredited Trainer Comments:	
Names of non-accredited trainer and observers completing the form:		Signatures of non-accredited trainer and observers completing the form:
		Date: