# Trainee/co-trainer Competency Assessment (TCA)

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. 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: Click or tap here to enter text. Name/s of assessing trainer/s: Click or tap here to enter text.

Circle one:   \*Venue/Country: Click or tap here to enter text.

Date: \_Click or tap to enter a date.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Training package observed: \_Click or tap here to enter text.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Session/s observed: \_\_Click or tap here to enter text.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **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 is 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 trainer must also explain their rationale for the rating and give specific examples of observed practice that justifies the grade. **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 enter 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: Competencies assessed during ToT and CO-TRAINING *(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’.

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|  | **The following competencies will be assessed during TOT and CO-TRAINING** | **Grade (1-3)** | **Comments** |
| 1. | Preparation | Choose an item. | Click or tap here to enter text. |
| 2. | Time Management | Choose an item. | Click or tap here to enter text. |
| 3. | Delivery of WSTP materials | Choose an item. | Click or tap here to enter text. |
| 4. | Presenting | Choose an item. | Click or tap here to enter text. |
| 5. | Facilitating | Choose an item. | Click or tap here to enter text. |
| 6. | Giving/Receiving Feedback | Choose an item. | Click or tap here to enter text. |
| 7. | Managing Group Work | Choose an item. | Click or tap here to enter text. |
| 8. | Communication (where culturally appropriate) | Choose an item. | Click or tap here to enter text. |

**Section 2: Competencies assessed during Co-Training *(please refer to the rubric on page 6):***

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|  | **Competencies assessed during CO-TRAINING** | **Grade (1-3)** | **Comments** |

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| 1 | Logistics and preparation before the training. | Choose an item. | Click or tap here to enter text. | | |
| 2 | Management of housekeeping, refreshments, external factors during the training. | Choose an item. | Click or tap here to enter text. | | |
| 3 | Screening of wheelchair users before the training (users attending during practical sessions) (WSTPb and WSTPi only) | Choose an item. | Click or tap here to enter text. | | |
| 4 | Practical sessions with wheelchair users (WSTPb and WSTPi only) | Choose an item. | Click or tap here to enter text. | | |
| 5 | Ability of trainee to work as a support trainer, while another is leading the session | Choose an item. | Click or tap here to enter text. | | |
|  | ***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**

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

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| **Strengths** | **Areas of Development** |
| 1.Click or tap here to enter text.  2.Click or tap here to enter text.  3.Click or tap here to enter text.  4.Click or tap here to enter text.  5.Click or tap here to enter text. | 1.Click or tap here to enter text.  2.Click or tap here to enter text.  3.Click or tap here to enter text.  4.Click or tap here to enter text.  5.Click or tap here to enter text. |
| 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. | |
| Click or tap here to enter text. | |

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| **Actions for improvement**  **(Remediation plan for average overall scores less than 2.5)** | **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.** |
| Click or tap here to enter text. | Click or tap here to enter text. |

# Rubric

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| **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** (Follow the prescribed time frame. The ability of the trainee to speed up or slow down a session when needed to stay within the prescribed time frame.**)** | 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** (Direct the flow of knowledge from those who know to those who don’t know, using the expertise that is in the room, reflecting on experience, changing theoretical concepts into real life challenges and tasks.) | Trainee rarely focused on the following elements:   * Model the behavior and attitudes you want group members to employ. * Use encouraging body language and tone of voice, as well as words. * Give positive feedback for joining the discussion. * Be aware of people's reactions and feelings, and try to respond appropriately. * Ask open-ended questions. * Control your own biases. | Trainee focused on the following elements to some extent:   * Model the behavior and attitudes you want group members to employ. * Use encouraging body language and tone of voice, as well as words. * Give positive feedback for joining the discussion. * Be aware of people's reactions and feelings, and try to respond appropriately. * Ask open-ended questions. * Control your own biases. | Trainee focused on the following elements to a satisfactory level:   * Model the behavior and attitudes you want group members to employ. * Use encouraging body language and tone of voice, as well as words. * Give positive feedback for joining the discussion. * Be aware of people's reactions and feelings, and try to respond appropriately. * Ask open-ended questions. * Control your own biases. |
| **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. |

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| **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 * Facilitating feedback   Conducting the activity | Focused on the following elements to some extent:   * Introducing the task * Breaking into groups * Giving instructions * Facilitating the activity * Getting feedback from co-supervisors * Facilitating feedback   Conducting the activity | The trainee focused on the following elements to a satisfactory level:   * Introducing the task * Breaking into groups * Giving instructions * 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 culturally  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. |

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| **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

*September 26th 2017*