



SKILLS TRAINING – []

DATE : _____

LOCATION : _____

STUDENT NAME : _____

INSTRUCTOR NAME : _____

INSTRUCTION: This SKILLS TRAINING checklist seeks to guide the trainee trainer to teach the core skills within the curriculum.

PERFORMANCE STEPS	Achieved?		Comments
	Y	N	
Setting the Scene: Create a safe context for learning (this should have been established during theoretical knowledge delivery)			
Create psychosocial security, ensure comfort and ease. Ensure all learners are ready and positioned to be able to see skill training (standing)			
Efficient and professional preparation, checking technology is functioning			
Introduction of trainer if necessary			
Ground rules:			
• all contributions welcome			
• phones switched off and other distractions managed			
• questions at any point			
State the goal and structure of skills training			
• Articulate the overall objective / mission			

• <i>Explains location of skill within overall curriculum</i>			
• <i>List the content to be delivered in order to facilitate the skill(s) to be trained</i>			
• <i>Additional learning resources or curriculum sources</i>			
• <i>Timeframe explained</i>			
<i>Appropriate and succinct assessment of existing knowledge</i>			
Explanation of the skill to be taught and the basic rationale (summary of theoretical sessions)			
Identification of any equipment to be used, including individual parts of the equipment and relevant terminology			
Reference to checklist of steps for skill performance			
If appropriate, highlighting of key steps and common errors			
Skills training			
Effective and clear use of skills videos (if used)			
Explanation and demonstration of skill			
• Demonstration of the skill at full speed without commentary			
• Demonstration of the skill slowly with commentary for every element and space for questions			
• Learner guided repetition of the skill by the trainer			
• Learner performance of the skill with commentary and correction			
Practice skills repetitions for students			
• Multiple sites or variations			
• Honest and robust feedback, with specific, objective correction of poor practice			
Interaction with learners			
Communication			

• Clear, succinct, professional delivery			
• Avoiding inappropriate humour or slang			
• Checks for learner understanding of each step and responds to queries			
Appropriate feedback and correction offered to the learners			
Solicits and responds effectively to questions or concerns			
Closure of session			
Basic assessment of learner understanding through directed questioning			
Opportunity for learners to ask questions			
Directing learners to additional resources to consolidate learning			
Explanation of next stages in session and curriculum			
Well-paced session, hitting timings and delivering all material in allotted time			
DEMONSTRATED BASIC PROFICIENCY:	YES / NO		
NOTES:			