

Application Assessment Framework

Instructor
Member role



Assessment framework

Instructor Member role

Assessment framework for prospective Instructor Members applying to attend an MHFA England Instructor Training programme.

Criteria	Question	Not met	Partially met	Fully met
Relevant experience of facilitating learning, training or teaching effectively	<p>1. Please provide details of your experience of facilitating learning to, training or teaching groups of learners</p> <p>If you hold any relevant qualifications, please also detail these here.</p>	<p>Does not demonstrate/demonstrates insufficient relevant experience of facilitating learning to, training, or teaching groups of learners</p> <p>and/or</p> <p>Provides insufficient information on experience of facilitating learning to, training, or teaching groups of learners</p>	<p>Demonstrates some relevant experience of facilitating learning to, training, or teaching groups of learners</p> <p>and/or</p> <p>Provides limited information on relevant experiences of facilitating learning to, training or teaching groups of learners</p>	<p>Provides sufficient detail to clearly demonstrate relevant experience of facilitating learning to, training or teaching groups of learners</p>
	<p>2. Please provide details of your intended audiences for MHFA training and explain how your experiences of facilitating learning, training or teaching will help you effectively deliver this training to them.</p>	<p>Does not provide details of intended audiences for MHFA training and/or does not explain how their experiences of facilitating learning to, training or teaching groups of learners will help them effectively deliver MHFA training</p>	<p>Provides limited details of intended audiences for MHFA training and/or does not adequately explain how their experiences of facilitating learning to, training or teaching groups of learners will help them effectively deliver MHFA training</p>	<p>Provides details of intended audiences for MHFA training and clearly explains how their experiences of facilitating learning to, training or teaching groups of learners will help them effectively deliver MHFA training</p>

<p>Celebrates diversity, and proactively supports equity and inclusion for learners and colleagues</p>	<p>3. Please detail at least two specific examples of proactive steps that you take to ensure you are inclusive and supportive of people with different identities and beliefs when you are facilitating learning to, training or teaching groups of learners.</p>	<p>Examples provided demonstrate very little/no knowledge or understanding of how to support and respect the diversity of learners when delivering facilitated learning to, training or teaching groups of learners</p> <p>and/or</p> <p>Provides insufficient or irrelevant examples of proactive steps taken to support and respect the diversity of learners when delivering facilitated learning to, training or teaching groups of learners</p>	<p>Examples provided demonstrate limited knowledge and understanding of how to support and respect the diversity of learners when delivering facilitated learning to, training or teaching groups of learners</p> <p>and/or</p> <p>Examples are brief/not entirely relevant and provide limited information to fully demonstrate the criteria</p>	<p>Examples provided are comprehensive, relevant and clearly demonstrate knowledge, understanding and ability to support and respect the diversity of learners when delivering facilitated learning to, training or teaching groups of learners</p>
<p>Resilience and ability to deal with challenging and complex situations in a facilitated learning, training or teaching environment</p>	<p>4. Please provide a comprehensive example of a time when you successfully dealt with a challenging or complex situation related to course content or group interactions whilst delivering facilitated learning to, training, or teaching a group of learners and how you managed this situation to a successful outcome.</p>	<p>Does not demonstrate ability or experience of successfully dealing with a challenging or complex situation when delivering facilitated learning to, training or teaching a group of learners</p> <p>and/or</p> <p>Example given does not relate to course content or group interactions</p>	<p>Provides a limited example of successfully dealing with a challenging or complex situation when delivering facilitated learning to, training or teaching a group of learners</p>	<p>Provides a comprehensive example demonstrating ability to successfully deal with a challenging or complex situation when delivering facilitated learning to, training or teaching a group of learners</p>
	<p>5. What personal and professional learning did you take away from this experience of managing the challenging or complex situation?</p>	<p>Provides no evidence of appropriate learning taken from their experience of managing the challenging/complex situation</p>	<p>Provides limited evidence of appropriate learning taken from their experience of managing the challenging/complex situation</p>	<p>Provides clear evidence of appropriate learning taken from their experience of managing the challenging/complex situation</p>

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