



IMI TRAINER SKILLS ASSESSMENT

Candidate Guide

**Supporting the IMI Automotive Trainer and
Assessor Professional Recognition Standards**



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INTRODUCTION

Designed for trainers working in the automotive industry, the **IMI Trainer Skills Assessment** is a simple way for those who don't have a nationally-recognised teaching qualification to gain recognition for their professional knowledge and training skills.

Its main purpose is to provide a route to the IMI Automotive Trainer Professional Recognition Standard, which offers enhanced professional recognition, status and credibility, and is a driver for current competence and quality improvement in training.

Although the Trainer Skills Assessment applies to an automotive trainer without a teaching qualification (who may be assessed and found to be at level 3 or level 4), it may also apply to a trainer who has a qualification at level 3 (for example, the CIPD Certificate in Learning and Development Practice) but wishes to seek recognition at level 4. It can also be useful for some individuals as a standalone teaching skills benchmarking activity and process.

A successful **Trainer Skills Assessment** outcome will be recognised through certification but it must be understood that it is **not** a qualification. When you go on to achieve the Automotive Trainer Professional Recognition Standard, you'll gain further recognition as an IMI member, be included on the IMI Professional Register, and be able to use profession-specific, post-nominal letters.

Learn more at www.theimi.org.uk/ta.

FREQUENTLY ASKED QUESTIONS

1. What are the benefits of the IMI Trainer Skills Assessment?

If you've been working for at least three years as a trainer within the automotive industry but do not currently have any formal trainer qualifications, the IMI Trainer Skills Assessment provides an opportunity for you to prove your teaching skills and knowledge at either level 3 or 4. This will enable you to achieve recognition against the IMI Automotive Trainer Professional Recognition Standard - the assessment's primary purpose. However, you may wish to use the assessment as a standalone teaching skills benchmarking exercise.

2. What does the assessment involve?

The assessment is in two stages:

1. An observed training session during which you can demonstrate your ability to deliver training effectively in your normal environment
2. A professional discussion where you are questioned in depth on all areas of competence and given the opportunity to present a variety of evidence from your practice

The assessment is designed to allow you to provide current, sufficient, relevant and authentic evidence against the criteria, so the assessor can judge the level at which your teaching skills and knowledge lie (i.e. level 3 or 4).

3. What do I need to prepare for the observed training?

The purpose of assessment is to provide you with an opportunity to show the assessor what you know and what you can do. You shouldn't have to do too much preparation. For the observed training, just prepare as you would normally do before delivering training and deliver in the way that you always do.

4. What do I need to prepare for the professional discussion?

In the professional discussion, the most important thing is to answer the assessor's questions thoroughly. It will, however, be useful if you can bring any evidence of your experience as an automotive trainer to the discussion. These examples can be provided in any form (hard copy, electronic, etc.) and could be:

- a) A headed letter from a line manager, customer or similar proving how long you have been an automotive trainer and that you are currently active as a trainer for more than 24 days per year (applicable if you are intending to achieve recognition against the Automotive Trainer Professional Recognition Standard)
- b) Records of feedback from people you have trained
- c) Records of feedback from other stakeholders, for example, sponsors of the training you delivered or line managers of the people you trained
- d) Training materials which you have developed by yourself
- e) Attainment records of people you have trained
- f) Preparation notes that you have developed to support your course delivery
- g) Other materials that you have produced, for example, feedback reports to learners, blogs or journals you have kept in relation to your work as an automotive trainer



5. What is meant by 'level 3' and 'level 4'?

The assessment is based on a series of criteria taken from the National Occupational Standards (NOS) for Education and Training, which are used to build nationally-recognised qualifications. The criteria being used in the assessment relate to NOS and qualifications at level 3 (the same as 'A' levels and NVQ level 3) and level 4 (certificates of higher education and NVQ level 4).

6. What is the difference between the two levels?

At level 3, you're demonstrating a sound understanding of what is needed to deliver training and to use assessment within training. Level 4 includes everything that is within level 3 and also requires you to be fluent with a number of training disciplines, such as the use of technology, learning resources and learning diagnostics, as well as proving that you're able to develop your own practice as a trainer through the use of reviews and feedback.

7. If I pass the assessment, will I get a qualification?

Completion of a successful assessment does not grant any kind of formal qualification, but a certificate will be provided by the IMI to clarify and recognise your achievement at a given level.

8. What level will I be assessed at?

The assessor will be able to determine whether you meet all the criteria (and, therefore, can be deemed to be at level 4) or meet the requirements of the level 3 criteria. For this reason, assessments will normally cover all criteria. When the assessment is complete, you'll receive feedback from your assessor, telling you the level you are at and advising you on any further development which will be useful for you to progress your skills as an automotive trainer.

9. What if I already have a teaching/training level 3 or 4?

If you're already qualified in training or education at level 4, there is no benefit to you in completing the assessment as you have demonstrated your competence in this field. However, if it is your aim to achieve the Automotive Trainer Professional Recognition Standard, you may wish to check with the IMI that the qualification(s) you hold are appropriate. If you hold such a qualification at level 3 (for example, the CIPD Certificate in Learning and Development Practice) but believe you are competent to level 4, the assessment process will enable you to demonstrate this. You'll then be able to go forward to achieve the advanced level of the Standard, as long as you meet all the other criteria.

10. Where do the assessment criteria come from?

The assessment criteria are based on the National Occupational Standards (NOS) for Education and Training. These standards set out in detail what practitioners in education and training need to be able to do and the IMI has selected elements of these standards that are relevant to training in this sector.

11. How do I go about being assessed?

In the first instance, contact the IMI Professional Development team on +44 (0)1992 519025 or email imimembers@theimi.org.uk to register your interest in being assessed. You'll receive a call by an assessor who will discuss whether you're ready for assessment before going any further. If the outcome of the discussion is successful, you can formally register for assessment and a member of the team will arrange payment too. Following this, your allocated assessor will make



contact with you to arrange suitable times for your observed training session and professional discussion.

12. How long does the assessment take?

The observed training session will last for approximately 1.5 hours. You will need to allow up to 3 hours for the professional discussion and feedback session.

13. What happens when the assessment is complete?

After an assessment, your assessor will provide you with feedback on the extent to which you have demonstrated that you meet each criteria. If necessary, the feedback will include some guidance on actions you can take to develop your knowledge or skills in relevant areas.

14. What does the assessment cost?

The assessment fee is £250. The fee is not subject to VAT.



ASSESSMENT CRITERIA

Level 3 Criteria

3.1. Understand the training role and responsibilities in training.

You need to demonstrate an understanding of who the main stakeholders are in a learning and development environment and describe the roles of these stakeholders. You also need to describe the key responsibilities of a trainer, particularly in respect of effective training delivery, inclusion, adherence to legislation and relevant regulations, and professional/ethical conduct.

3.2. Understand ways to maintain a safe and supportive learning environment.

You must be able to explain the impact of the learning environment on the learners and demonstrate competence in creating and maintaining an environment which is conducive to learning.

3.3. Understand the relationships between trainers and other stakeholders in training, for example, subject matter experts, line managers, training designers and administrators.

You must be able to explain the role of the trainer in the motor industry in relation to other key players, and show an appreciation of how the trainer needs to work with them.

3.4. Understand principles and practices of learning and development in groups.

and

3.5. Be able to facilitate learning and development in groups.

You must be able to explain why learning in groups is an effective way to learn, for example, describing the benefits of social learning and the role of participation. You also need to demonstrate the knowledge and skills needed to promote group learning, ensuring that the needs of individual learners are met.

3.6. Be able to assist groups to apply new knowledge and skills in practical contexts.

You must be able to show that you are able to support learners in using the knowledge and skills they develop through group learning and applying it in their work within the industry; this includes using group feedback to aid application.

3.7. Be able to assist learners to reflect on their learning and development undertaken in groups.

You must be able to explain the role of reflection in learning, demonstrate the ability to promote reflection in a group context and help learners use reflection to manage their present and future learning.

3.8. Understand types and methods of assessment used in education and training.

and



3.9. Understand how to involve learners and others in the assessment process.

and

3.10. Understand the role and use of constructive feedback in the assessment process.

and

3.11. Understand requirements for keeping records of assessment in education and training.

You must be able to describe the types of learner assessment, both formal and informal, that may be used to track, validate and support learning, and the principles by which assessment should be managed. This will also include the nature of feedback and how to provide it, ways of involving the learner through peer/self-assessment and use of other information, and the nature of suitable recordkeeping for assessment.

Level 4 Criteria

To be assessed as competent at level 4 you need to have satisfied all the level 3 criteria, plus all of the following:

4.1. Be able to use initial and diagnostic assessment to agree individual learning goals with learners.

You must be able to prove that you can use a form of assessment to establish training needs, agree training objectives with learners and manage the recording of these objectives effectively.

4.2. Be able to plan inclusive training and learning in accordance with internal and external requirements.

and

4.3. Be able to evaluate own practice when planning inclusive training and learning.

and

4.4. Be able to use inclusive teaching and learning approaches in accordance with internal and external requirements.

You must show how you plan learning and demonstrate that this approach leads to effective delivery that meets the needs of learners and is inclusive. You must also show how you use feedback and other sources of information to establish the effectiveness of your planning and to ways to improve it, and how this planning is applied in the delivery of inclusive learning.

4.5. Be able to communicate with learners and other learning professionals to promote learning and progression.



You must demonstrate an appreciation of the strengths and weaknesses of different communication methods and be able to show that you are effective in communicating with learners and other stakeholders.

4.6. Be able to use technologies in delivering inclusive teaching and learning.

You must be able to demonstrate a working knowledge of how technology can be used to promote effective learning within your area of specialism, including any limitations.

4.7. Be able to evaluate own practice in delivering inclusive teaching and learning.

You must be able to show ways in which you have used feedback and other sources of information in relation to your own practice to improve your inclusive learning delivery.

4.8. Be able to use types and methods of assessment to meet the needs of individual learners.

and

4.9. Be able to carry out assessments in accordance with internal and external requirements.

and

4.10. Be able to evaluate own assessment practice.

These criteria relate to the use of assessment within the learning process and you need to be able to show an understanding of assessment *for* learning (as opposed to assessment which purely validates or proves learning). You need to demonstrate fluency with relevant assessment methods and the ability to assess meaningfully, as well as to use feedback to improve your own assessment practice.

4.11. Be able to use resources in the delivery of inclusive training and learning.

and

4.12. Be able to evaluate own use of resources in the delivery of inclusive training and learning.

You need to be able to describe the types of resources which can be used to support learning, showing how you use these resources effectively and how you establish how well the use of these resources is working for learners.

SUB-CRITERIA

To enable assessment against these criteria to take place the criteria are broken down into more detailed sub-criteria, each of which states what you need to know or be able to do.

Level 3 sub-criteria

3.1. Understand the training role and responsibilities in training.	
3.1.1.	Explain the training role and responsibilities in training, for example, the different stakeholders in the training process and the responsibilities of the trainer in respect of each one.
3.1.2.	Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities.
3.1.3.	Explain ways to promote equality and value diversity in training and highlight examples in motor industry training where this might be challenging.
3.1.4.	Explain why it is important to identify and meet individual learner needs.

3.2. Understand ways to maintain a safe and supportive learning environment.	
3.2.1.	Explain ways to maintain a safe and supportive learning environment.
3.2.2.	Explain why it is important to promote appropriate behaviour and respect for others.

3.3. Understand the relationships between trainers and other stakeholders in training, for example, subject matter experts, line managers, training designers and administrators.	
3.3.1.	Explain how the training role involves working with other professionals in the motor industry.
3.3.2.	Explain the boundaries between the training role and other professional roles.

3.4. Understand principles and practices of learning and development in groups.	
3.4.1.	Explain purposes of group learning and development.
3.4.2.	Explain why delivery of learning and development must reflect group dynamics.
3.4.3.	Evaluate methods for facilitating learning and development to meet the needs of groups.

3.4.4.	Explain how to manage risks and safeguard individuals when facilitating learning and development in groups.
3.4.5.	Explain how to overcome barriers to learning in groups.
3.4.6.	Explain how to monitor individual learner progress within group learning and development activities.
3.4.7.	Explain how to adapt delivery based on feedback from learners in groups.

3.5. Be able to facilitate learning and development in groups.	
3.5.1.	Clarify facilitation methods with group members to meet group and individual learning objectives.
3.5.2.	Implement learning and development activities to meet learning objectives.
3.5.3.	Manage risks to group and individual learning and development.

3.6. Be able to assist groups to apply new knowledge and skills in practical contexts.	
3.6.1.	Develop opportunities for individuals to apply new knowledge and skills in practical contexts.
3.6.2.	Provide group feedback to improve the application of learning.

3.7. Be able to assist learners to reflect on their learning and development undertaken in groups.	
3.7.1.	Support self-evaluation by learners.
3.7.2.	Review individual responses to learning and development in groups.
3.7.3.	Assist learners to identify their future learning and development needs.

3.8. Understand types and methods of assessment used in education and training.	
3.8.1.	Explain the purposes of types of assessment used in education and training.
3.8.2.	Describe characteristics of different methods of assessment in education and training.
3.8.3.	Compare the strengths and limitations of different assessment methods in relation to meeting individual learner needs.



3.8.4.	Explain how different assessment methods can be adapted to meet individual learner needs.
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3.9. Understand how to involve learners and others in the assessment process.

3.9.1.	Explain why it is important to involve learners and others in the assessment process.
3.9.2.	Explain the role and use of peer- and self-assessment in the assessment process.
3.9.3	Identify sources of information that should be made available to learners and others involved in the assessment process.

3.10. Understand the role and use of constructive feedback in the assessment process.

3.10.1.	Describe key features of constructive feedback.
3.10.2.	Explain how constructive feedback contributes to the assessment process.
3.10.3	Explain/demonstrate ways to give constructive feedback to learners.

3.11. Understand requirements for keeping records of assessment in education and training.

3.11.1.	Explain the need to keep records of assessment of learning.
3.11.2.	Summarise the requirements for keeping records of assessment in an organisation.

Level 4 sub-criteria (Level 3 must also be achieved)

4.1. Be able to use initial and diagnostic assessment to agree individual learning goals with learners.	
4.1.1.	Analyse the role and use of initial and diagnostic assessment in agreeing individual learning goals.
4.1.2.	Use methods of initial and diagnostic assessment to negotiate and agree individual learning goals with learners.
4.1.3.	Record learners' individual learning goals.

4.2. Be able to plan inclusive training and learning in accordance with internal and external requirements.	
4.2.1.	Devise a scheme of work in accordance with internal and external requirements.
4.2.2.	Design training and learning plans which meet the aims and individual needs of all learners and curriculum requirements.
4.2.3.	Explain how own planning meets the individual needs of learners.
4.2.4.	Explain ways in which training and learning plans can be adapted to meet the individual needs of learners.
4.2.5.	Identify opportunities for learners to provide feedback to inform inclusive practice.

4.3. Be able to evaluate own practice when planning inclusive training and learning.	
4.3.1.	Review the effectiveness of own practice when planning to meet the individual needs of learners, taking account of the views of learners and others.
4.3.2.	Identify areas for improvement in own planning.

4.4. Be able to use inclusive teaching and learning approaches in accordance with internal and external requirements.	
4.4.1.	Analyse the effectiveness of teaching and learning approaches used in own area of specialism in relation to meeting the individual needs of learners.
4.4.2.	Create an inclusive teaching and learning environment.
4.4.3.	Demonstrate an inclusive approach to teaching and learning in accordance with internal and external requirements.

4.5. Be able to communicate with learners and other learning professionals to promote learning and progression.	
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4.5.1.	Analyse benefits and limitations of communication methods and media used in own area of specialism.
4.5.2.	Use communication methods and media to meet individual learner needs.
4.5.3.	Communicate with other learning professionals to meet individual learner needs and encourage progression.

4.6. Be able to use technologies in delivering inclusive teaching and learning.	
4.6.1.	Analyse benefits and limitations of technologies used in own area of specialism.
4.6.2.	Use technologies to enhance teaching and meet individual learner needs.

4.7. Be able to evaluate own practice in delivering inclusive teaching and learning.	
4.7.1.	Review the effectiveness of own practice in meeting the needs of individual learners, taking account of the views of learners and others.
4.7.2.	Identify areas for improvement in own practice in meeting the individual needs of learners.

4.8. Be able to use types and methods of assessment to meet the needs of individual learners.	
4.8.1.	Explain the purposes of types of assessment used in education and training.
4.8.2.	Analyse the effectiveness of assessment methods in relation to meeting the individual needs of learners.
4.8.3.	Use types and methods of assessment to meet the individual needs of learners.
4.8.4.	Use peer- and self-assessment to promote learners' involvement and personal responsibility in the assessment for, and of, their learning.
4.8.5.	Use questioning and feedback to contribute to the assessment process.

4.9. Be able to carry out assessments in accordance with internal and external requirements.	
4.9.1.	Identify the internal and external assessment requirements and related procedures of learning programmes.
4.9.2.	Use assessment types and methods to enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic and current.
4.9.3.	Conduct assessments in line with internal and external requirements.



4.9.4.	Record the outcomes of assessments to meet internal and external requirements.
4.9.5.	Communicate assessment information to other professionals with an interest in learner achievement.

4.10. Be able to evaluate own assessment practice.	
4.10.1.	Review the effectiveness of own assessment practice taking account of the views of learners and others.
4.10.2.	Identify areas for improvement in own assessment practice.

4.11. Be able to use resources in the delivery of inclusive training and learning.	
4.11.1.	Analyse the effectiveness of resources used in own area of specialism in relation to meeting the individual needs of learners.
4.11.2.	Use resources to promote equality, value diversity and meet the individual needs of learners.
4.11.3.	Adapt resources to meet the individual needs of learners.

4.12. Be able to evaluate own use of resources in the delivery of inclusive training and learning.	
4.12.1.	Review the effectiveness of own practice in using resources to meet the individual needs of learners, taking account of the views of learners and others.
4.12.2.	Identify areas for improvement in own use of resources to meet the individual needs of learners.