ALSG
Advanced
Life
Support
Group
A charity dedicated to saving life by providing training

Guide to the Instructor progress log and matrices

The Instructor progress log will follow an Instructor throughout their time as an ALSG Instructor. In the progress log, there are reflections and assessments for the following stages:

- Generic Instructor Course (GIC – 1st and 2nd Practice)
- Instructor Candidate Course 1 (IC1)
- Instructor Candidate Course 2 (IC2)
- Recertifying Course

The matrices presented below will provide a guide to shape assessment at each of these stages.

The intention is not that the assessment is based on the number of boxes that are 'ticked' in each column, but that progress will be informed more globally by the descriptors .

Element	Descriptors for levels of achievement		
	Needs further development		**Achieved**
Global assessment			
	Needs significant support and guidance	Areas for development	Good
First practice	This person's facilitation caused serious confusion for the learners and would lead to potentially unsafe practice.	One or two elements of the overall structure (Environment, Set, Dialogue, Closure [ESDC]) need refinement and this impacted on the overall effectiveness of the teaching session.	I am confident that, with support, this person would effectively teach using this modality and the candidates would gain from the session.
Second practice	This person's facilitation caused some confusion for the learners and would lead to potentially incorrect practice.	I would not feel able to leave this person to lead a session on their own.	I would feel confident that I could briefly leave this person to run a session on their own, knowing that they would be able to respond to the learning needs of a group of candidates.
ICs	This person needs a lot of support to ensure they teach effectively.	This person still needs some support to ensure they teach effectively.	I would feel confident leaving this person to lead the session on their own, and teach independently.
Recertification	This person confused the candidates.	This person needs to review the materials.	I felt I learnt from the session.

Instructor Progress Log Matrices
Nov 2020, V1.1

ALSG
Advanced
Life
Support
Group
A charity dedicated to saving life by providing training

Presentation skills

Element	Descriptors for levels of achievement		
	Needs further development		**Achieved**
	Structure: Environment, Set, Dialogue, Closure		
	Needs significant support and guidance	**Areas for development**	**Good**
Environment	Room layout not conducive to learning, poor knowledge of equipment.	Environment adjusted when candidates identify can't see/hear/read clearly, struggles to use equipment.	Room set up appropriately, manages equipment well.
Set Has prepared topic in advance. Introduces self, topic and learning outcomes.	Poorly prepared. No introduction..	Some preparation. Late or incomplete introduction.	Well prepared. Good introduction.
Dialogue Use of AVAs (audio-visual aids), delivery (voice, tone)	Ineffective or inappropriate use of AVAs. Poor delivery.	AVAs not wholly appropriate, delivery could be improved.	Good use of AVAs and presentation effective.
Closure Invites questions, summarises and terminates	No closure evident.	Does not follow accepted format, or elements missing.	Invites and answers questions appropriately, good summary and clear termination.
	General facilitation points		
Content and Flow Appropriate, clinically accurate and consistent with provider course content. Session flows well	Content link to learning outcomes unclear, poor knowledge of provider course content. Session does not flow.	Some linking of content to learning outcomes, knowledge of provider course content mostly adequate. Session flow not entirely smooth	Clear link of content to outcomes, good knowledge of provider course content. Session flows well and feels logical.
Engagement Actively engages candidates (e.g. interactive, good eye contact, use of questions)	Not engaging to candidates. Poor interaction.	Minimal or ineffective engagement/interaction	Engages and interacts with candidates well.
Poise, and confidence	Obviously finding it difficult, lacking in confidence.	Mostly poised and confident.	Confident and effective.
Responsiveness Ability to respond to candidate needs	Inappropriate response to candidate questions and/or learning needs.	Mostly responds appropriately to candidate questions and/or learning needs.	Responds appropriately to candidate questions and learning needs.
	Global assessment		
Instructor Recertification or Instructor Candidate Certification	**Has not achieved the required learning outcomes.**	**Further development required: has not fully met the required learning outcomes.**	**Achieved: has achieved the required learning outcomes.**

ALSG Advanced Life Support Group
A charity dedicated to saving life by providing training

Skills Teaching with Continuous Assessment

Element	Descriptors for levels of achievement		
	Needs further development		**Achived**
	Environment, Set, Dialogue, Closure		
	Needs significant support and guidance	**Areas for development**	**Good**
Environment	Room layout not conducive to learning; poor knowledge of equipment; skill not checked.	Lack of familiarity with equipment causes some issues for candidates.	Room set up appropriately. Manages equipment well.
Set Introduces self, topic and learning outcomes	No introduction.	Late or incomplete introduction.	Good introduction.
Dialogue (teaching) Teaches with a staged approach	Stages unclear or not delivered appropriately. Content inaccurate.	Stages or content inconsistently delivered. Minimal time for candidates to achieve independent practice.	Explains and follows a staged approach. Enables candidates to achieve independent practice.
Dialogue (assessing) Addresses issues of continuous assessment	Does not mention continuous assessment.	Mentions continuous assessment, but candidates remain unclear about their assessment outcomes.	Clearly articulates all elements of continuous assessment.
Closure	No closure.	Does not follow accepted format, or elements are missing.	Invites and answers questions appropriately, good summary and clear termination.
	General facilitation points		
Content and Flow Appropriate, clinically accurate and consistent with provider course content. Session flows well	Content link to learning outcomes unclear, poor knowledge of provider course content. Session does not flow.	Some linking of content to learning outcomes, knowledge of provider course content mostly adequate. Session flow not entirely smooth.	Clear link of content to outcomes, good knowledge of provider course content. Session flows well and in a logical sequence.
Engagement Actively engages candidates	Minimal or no interaction.	Some interaction.	Candidates clearly engaged throughout.
Poise and confidence.	Obviously finding it difficult, lacking in confidence.	Mostly poised and confident. May demonstrate some unhelpful distractions.	Confident and effective.
Responsiveness Ability to respond to candidate needs	Inappropriate response to candidate questions and/or learning needs	Mostly responds appropriately to candidate questions and/or learning needs.	Responds appropriately to candidates' questions and learning needs.
	Global assessment		
Instructor Recertification **or** **Instructor Candidate Certification**	**Has not achieved the required learning outcomes.**	**Further development required: has not fully met the required learning outcomes.**	**Achieved: has achieved the required learning outcomes.**

Facilitating Small Groups

Element	Descriptors for levels of achievement		
	Needs further development		**Achieved**
	Needs significant support and guidance	**Areas for development**	**Good**
Environment, Set, Dialogue, Closure			
Environment	No consideration.	Poor seating arrangements. Poor use of any visual aids, candidates struggle to see, or feel excluded.	Clear environment ensuring all candidates can engage equally from where seating is arranged.
Set Introduces self, topic and learning outcomes.	No introduction.	Late or incomplete introduction.	Good introduction
Dialogue Has a clear plan for session development, and the knowledge to back this up.	Not prepared, no clear plan for session progression, inadequate knowledge.	Seems prepared but plan unclear or unable to make it work. Minor knowledge gaps.	Good plan is followed through, learning outcomes are achieved, knowledge is evident.
Closure	No closure.	Does not follow accepted format, or elements missing.	Invites and answers questions appropriately, good summary and clear termination.
General facilitation points			
Content and flow Appropriate, clinically accurate and consistent with provider course content. Session flows well.	Content link to learning outcomes unclear, poor knowledge of provider course content. Session does not flow.	Some linking of content to learning outcomes, knowledge of provider course content mostly adequate. Session flow not entirely smooth.	Clear link of content to outcomes, good knowledge of provider course content. Session flows well and feels logical.
Engagement Ability to facilitate not teach.	Talks 'at' group.	Struggles to remain candidate focused, or dominates the session.	Uses awareness of candidate knowledge/experience to maximise individual learning.
Poise and confidence manages behaviour appropriately.	Manages behaviours inappropriately.	Manages behaviours clumsily.	Manages behaviours effectively.
Responsiveness	Inappropriate response to candidate questions and/or learning needs.	Mostly responds appropriately to candidate questions and/or learning needs.	Responds appropriately to candidates' questions and learning needs, drawing on the group's knowledge.
Global assessment			
Instructor Recertification or Instructor Candidate Certification	**Has not achieved the required learning outcomes**	**Further development required: has not fully met the required learning outcomes**	**Achieved: has achieved the required learning outcomes**

ALSG
Advanced Life Support Group
A charity dedicated to saving life by providing training

Simulation Teaching

Element	Descriptors for levels of achievement		
	Needs further development		**Achieved**
	Environment, Set, Dialogue, Closure		
	Needs significant support and guidance	**Areas for development**	**Good**
Environment Sets up equipment. Briefs colleagues.	Does not check equipment and/or room layout. Does not brief colleague/s.	Does not fully check equipment and/or room layout. Does not fully brief colleague/s.	Fully checks equipment and ensures faculty are familiar with the environment and simulation scenario.
Set Introduces self/colleague/s, topic and learning outcomes.	No introduction or learning outcomes.	Late or incomplete introduction.	Good introduction.
Dialogue (scenario) Facilitates scenario to contribute to achievement of technical and non-technical learning outcomes.	Does not use a standardised scenario or is unfamiliar with content. Does not facilitate achievement of learning outcomes.	Mostly follows standardised simulation scenario and allows some achievement of learning outcomes.	Familiar with simulation and effectively facilitates achievement of learning outcomes by team leader and team.
Dialogue (debrief) Candidate and team debrief using learning conversation. Addresses technical and non-technical elements.	Does not facilitate appropriate feedback.	Engages in feedback but does not use an effective learning conversation, or focuses solely on team leader, or does not blend technical and non-technical skills in feedback.	Effective feedback using a learning conversation, involving team leader and group. Addresses technical and non-technical issues.
Closure May include formative assessment decisions.	No closure, candidates are not aware of whether they have met the required standard.	Does not follow accepted format, or elements are missing.	Invites and answers questions appropriately, good summary and clear termination.
	General facilitation points		
Content and Flow Appropriate, clinically accurate and consistent with provider course content. Session flows well.	Content link to learning outcomes unclear, poor knowledge of provider course content. Session does not flow.	Some linking of content to learning outcomes, knowledge of provider course content mostly adequate. Session flow not entirely smooth.	Clear link of content to outcomes, good knowledge of provider course content. Session flows well in a logical sequence.
Engagement Actively engages candidates.	Minimal or no interaction.	Some interaction.	Candidates clearly engaged throughout.
Poise and confidence	Obviously finding it difficult, lacking in confidence.	Mostly poised and confident. May demonstrate some unhelpful distractions.	Confident and effective.
Responsiveness Ability to respond to candidate needs.	Inappropriate response to candidate questions and/or learning needs.	Mostly responds appropriately to candidate questions and/or learning needs.	Responds appropriately to candidates' questions and learning needs.
	Global assessment		
Instructor Recertification or Instructor Candidate Certification	**Has not achieved the required learning outcomes**	**Further development required: has not fully met the required learning outcomes**	**Achieved: has achieved the required learning outcomes**

Learning Conversation/Debrief

Element	Descriptors for levels of achievement		
	Needs further development		**Achieved**
Environment, Set, Dialogue, Closure			
	Needs significant support and guidance	**Areas for development**	**Good**
Environment	Does not create an environment conducive to a debrief.	Mostly creates an environment conducive to a debrief.	Creates an environment conducive to a successful learning conversation.
Set Explores candidate issues and actively listens and responds.	Ignores candidate issues and does not listen and /or explore them.	Mostly listens and explores candidate issues.	Actively listens and facilitates candidates to explore the issues that they wish to discuss, responding appropriately to candidate needs.
Dialogue Involves rest of group.	Does not involve others.	Involves some others, but at inappropriate time or loses focus on the candidate being debriefed.	Involve others and manages interventions to ensure debrief remains focused on the candidate being debriefed.
Explores learning	Inappropriate facilitation of learning.	Explores appropriate learning but with poor use of language.	Uses appropriate language to explore relevant learning points.
Closure Solution–focused approach.	Does not focus on finding solutions.	Some emphasis on key learning points and/or strategies.	Encourages candidates to identify key learning points and/or strategies. Summarises this or asks candidate to summarise.
General facilitation points			
Content and Flow Content relevant and enhances learning. Conversation flows well.	Raises inaccurate learning points. Conversation does not flow.	Misses some key learning points. Conversation not entirely smooth, with some distractions.	Encourages exploration of relevant learning points. session flows well and enhances learning
Engagement Mutual dialogue with conversational feel.	Instructor-centred dialogue.	Attempts to develop candidate-centred dialogue.	Allows candidates to explore issues with appropriate conversational feel.
Poise and confidence	Obviously finding it difficult, lacking in confidence.	Mostly poised and confident. May demonstrate some unhelpful distractions or non-verbal behaviours.	Confident and effective.
Responsiveness Appropriate use of questions.	Over reliance on closed and leading questions (easing in)- focus on correcting, based on Instructor critique	Question not always formulated to get the best response from candidates- focussed on sharing Instructors' experience	Using open and probing questions to allow candidates to analyse their performance
Global assessment			
Instructor Recertification or Instructor Candidate Certification	**Has not achieved the required learning outcomes**	**Further development required: has not fully met the required learning outcomes**	**Achieved: has achieved the required learning outcomes**

Simulation Assessment

Element	Descriptors for levels of achievement		
	Needs further development		**Achieved**
	Environment, Set, Dialogue, Closure		
	Needs significant support and guidance	**Areas for development**	**Good**
Environment Checks equipment, briefs team.	Does not check equipment and/or room layout. Poorly prepared. Does not brief co-instructor / helpers	Does not fully check equipment or familiarise themselves with the environment and/or simulation scenario.	Fully sets up equipment with co-instructor to run an effective assessment.
Set Briefs candidate, checks understanding. States this is an assessment	Does not brief the candidate or state that this is an assessment.	Provides a partial or confusing brief to candidate.	Fully briefs candidate on assessment process, outcomes and specifics of the case.
Dialogue (candidate facilitation)	Does not effectively facilitate assessment scenario.	Mostly facilitates assessment scenario.	Effectively facilitates simulation assessment.
Dialogue (assessment decision)	Does not discuss outcomes with co-instructor/s and/or reaches 'incorrect' decision.	Partially discusses outcomes and/or reaches 'incorrect' decision.	Discusses outcomes with co-instructor/s and reaches 'correct' decision.
Closure Informs candidate of assessment outcome.	Unclear or engages in an inappropriate debrief.	Informs candidate of assessment outcome, but gives inappropriate feedback.	Appropriately informs candidate of assessment outcome.
	General facilitation points		
Content Gives information to help progress scenario without prompting the candidate	Prompts candidates and affects assessment outcome. Session does not flow.	Gives inappropriate verbal and/or non-verbal prompts but does not affect assessment outcomes.	Gives clear and timely information to help progress simulation and does not prompt candidate inappropriately. Session flows well and feels logical.
Engagement Interacts constructively without leading	Fails to engage appropriately with candidate.	Some engagement, not always in a timely fashion.	Interaction enables candidate to demonstrate technical and non-technical skills.
Poise and confidence.	Obviously finding it difficult, lacking in confidence.	Mostly poised and confident. May demonstrate some unhelpful distractions.	Confident and effective.
Responsiveness	Gives inappropriate or misleading responses.	Some delayed or inappropriate responses.	Gives prompt and appropriate responses.
	Global assessment		
Instructor Recertification or Instructor Candidate Certification	**Has not achieved the required learning outcomes**	**Further development required: has not fully met the required learning outcomes**	**Achieved: has achieved the required learning outcomes**