

Instructor Excellence Program

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01

Introduction

What is the Instructor Excellence Program?

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Instructor Excellence Program (IEP)

The Instructor Excellence Program is an **ongoing, year-round program**, that is placed to help support our trainers in Technical Training.



Check out the
**Instructor
Excellence Hub**
for great
information and
resources

02

US Trainer Requirements



Train-the-Trainer (US)

- **LinkedIn Learning: Train-the-Trainer**

- **Class series for our new trainers taken within six (6) months of them starting their trainer role (US_PLD_PDV450):**

- Day 1 – Covered topics:
 - Public Speaking
 - Classroom Management
 - Presentation Skills
- Day 2 – Covered topics:
 - Delivery Techniques
 - Managing Classroom Behaviours
 - Creative Training Techniques
- Day 3 – Teach-back presentations

03

UK Trainer Requirements



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UK Trainer Requirements

Trainers will be qualified or will be gaining qualifications to the following:

- At least Level 3 Award in Education and Training (formerly known as PTLLS)
 - Or higher – Level 4 Certificate in Education or Training (formerly known as CTLLS)
 - Or higher – Level 5 Diploma in Education and Training (formerly known as DTLLS)
- The qualification/s cover essential topics related to teaching and training, including understanding the roles, responsibilities, and boundaries of teaching; planning and delivering inclusive teaching and learning; assessing learners' achievement; and using resources effectively.
- Level 3 Assessment Qualifications – Role Specific:
 - Level 3 Award in Assessing Competence in the Work Environment (CAVA)
 - Level 3 Award in Assessing Vocationally Related Achievement (AVRA)
 - Level 3 Certificate in Assessing Vocational Achievement (CAVA).

UK Trainer Requirements

Experience, quality assurance and continuing learning

- Relevant industry experience
- Quality Assurance: Trainers should demonstrate an understanding of Quality Assurance processes within education and training, ensuring that teaching and learning meet the required standard.
- Continuous Professional Development (CPD) – trainers are to engage in continuous professional development to stay updated with the latest teaching methodologies, industry practises and regulatory requirements.

04

Observation Process

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Observation Process

Provides trainers with the opportunity to reflect and evaluate their teaching practises. Works to identify areas of strength, and improvement that can be addressed by continuing professional development (CPD).

Instructor Excellence Observations

(2x per fiscal year)

Conducted by an upskilled observer

Peer Observations

(1x per fiscal year)

Conducted by a manager, or peer trainer

Learner Progress Reviews (UK)

(1x per fiscal year)

Conducted by an upskilled observer

Observation Process - Useful Resources

Documentation:

- NG WOW23: Training Observation and Evaluation Guidance
- NG PR15: Instructor Observation Folder
- NG F3506: Instructor Observation (IE) Form
- NG F3160: Peer Observation Form
- UK F3161 Progress Review Form



IEP: Observation Process Overview



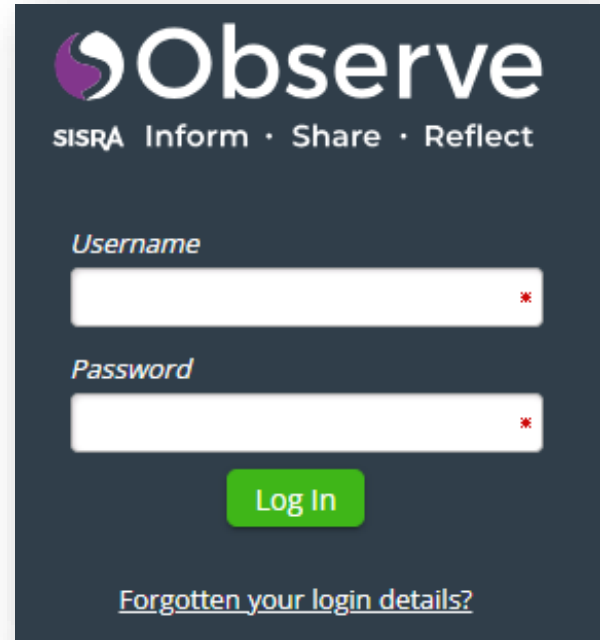
Peer to Peer Observations

SISRA

The platform we use in Technical Training to view and record observations, self-assessments, and development plans.

SISRA Observation Resources:

- NG W590: SISRA – Creating Instructor Observation Record
- NG W591: SISRA Viewing Observations and Action Items



The image shows a login screen for the 'Observe' platform. At the top left is the 'Observe' logo, which consists of a stylized purple and white 'O' followed by the word 'Observe' in white. Below the logo is the tagline 'SISRA Inform · Share · Reflect'. The login form has two input fields: 'Username' and 'Password', both with red asterisks indicating required fields. Below the password field is a green 'Log In' button. At the bottom of the form is a link that says 'Forgotten your login details?'.

Instructor Excellence Observation Form

- Form has space to review:
 - Intent/purpose of the training session
 - Delivery style and techniques used and how implementation impacts learning
 - Quality of learning (positives/strengths)

Course Title

Class ID

Location:

Session details

Group name / individual name (if 1:1)

Title of Apprenticeship Standard (UK Only)

Observation Start Time

Observation Finish Time

Number on register:

Number attended:

Number leaving early:

Date of last observation

Development activities since last observation

Observation context and intent

The intent/purpose of this training session

Comments:

Characters Remaining: 3500/3500

Observation details - Implementation/Impact

Details on delivery style and techniques used, and how it impacts learning

Comments:

Characters Remaining: 3500/3500

Quality of learning (positives/strengths)

Comments:

Characters Remaining: 3500/3500

Instructor Excellence Observation Form Continued

- Areas to improve the quality of learning
- Strengths and areas to improve for learner engagement and attitudes
- Personal development

The image displays three overlapping sections of an observation form. Each section has a title and a 'Comments:' label above a large text input area. The top section is titled 'Quality of learning (areas for improvement)'. The middle section is titled 'Engagement and attitudes (positives/strengths)'. The bottom section is titled 'Engagement and attitudes (areas for improvement)'. The rightmost section is titled 'Personal development (positives/strengths)' and includes a 'Characters Remaining: 3500/3500' indicator. Below this section is another titled 'Personal development (areas for development)' with another 'Characters Remaining: 3500/3500' indicator. At the bottom of the form, there is a grey bar containing an 'AutoSave' toggle (set to 'On'), a 'Last Saved: Today at 13:23' timestamp, and three buttons: 'Close', 'Save (CTRL+S)', and 'Save & Close'.

Manager and Peer Observation Form

- Form provides space for the observer to reflect on:
 - The impact/purpose of the training session
 - The implementation of delivery style and techniques and their effect on learning

The screenshot displays a web-based form for observation. It includes several input fields: Course Title, Course Code, Class ID, Location, Name of second observer, Session details (a dropdown menu), Group name / individual name (if 1:1), Title of Apprenticeship Standard (UK), Observation Start Time, Number on register (with a note 'Requires numerical value'), and Number leaving early (with a note 'Requires numerical value').

Two large text areas are provided for comments. The first is titled 'Observation context and intent' with the subtext 'The intent/purpose of this training session'. The second is titled 'Observation details - Implementation/Impact' with the subtext 'Details on delivery style and techniques used, and how it impacts learning'. Both text areas have a 'Characters Remaining: 3500/3500' indicator.

At the bottom of the form, there is an 'AutoSave' toggle set to 'on', a 'Last Saved: Today at 13:47' timestamp, and three buttons: 'Close', 'Save (CTRL+S)', and 'Save & Close'.

05

Development Tools



Development Tools on SISRA

Self-Assessments

 [Work Instruction link](#)

- Helps identify areas of strength and focus areas to build development plans
- Self-assessments are done once every fiscal year (preferably within Q1) or within 3 months of a new starter.

Development Plans

- Used as a development tool to identify focus areas for the fiscal year.

Action Items

- Can add action items on to SISRA and continually track progress.

CPD Log

- Can continually log and track learning activities done

Development Tools

Instructor Continuing Training

- eLearning available on MyHub including topics of:
 - **Instructional Design** (NG_GLD_PDV509W)
 - **Adult Learning Principles** (NG_GLD_PDV508W)
 - **People Management (Online/In-Person)** (NG_GLD_PDV510W/PDV510)
- LinkedIn Learning



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