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| Tutor / Coach Educator Observation Checklist |  |
| Tutor / Coach Educator Name: | Date: |
| Internal Verifier/Mentor Name: | Venue: |
| Course Observed: (TO Part 1, TO Part 2, L1CCO, L2CCO, CTS, IAPS etc) | |

| The Tutor / Coach Educator is able to: | | C/AP Competent / Action Plan | Notes on what is seen / evidence |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|-------------------------------------|
| Planning & Preparation | | | |
| 1 | Complete pre-course administration | | |
| 2 | Ensure learners have pre course information | | |
| 3 | Plan the session to meet learners needs | | |
| 4 | Use a suitable venue, resources, equipment | | |
| 5 | Demonstrate that they checked the area before the start of the course | | |
| Course Delivery | | | |
| 6 | Make learners feel welcome; introduce self and group | | |
| 7 | Record attendance | | |
| 8 | Give facility / safety information | | |
| 9 | Refer learners to British Orienteering Policies if applicable (Appeals/Complaints/ Health & Safety/ Equality/ Code of Conduct etc) | | |
| 10 | Establish the Learning Outcomes for the session/course | | |
| 11 | Maintain a safe working environment | | |
| 12 | Demonstrate knowledge & understanding of: a) technical orienteering outcomes b) generic coaching outcomes c) IAPS outcomes d) CTS outcomes * <i>delete as appropriate</i> | | |
| 13 | Use a variety of activities to engage learners | | |
| 14 | Use a variety of audio/visual aids to engage learners | | |
| 15 | Use a variety of group management strategies (sole, pairs, groups) | | |
| 16 | Provide clear instructions and communicate effectively | | |
| 17 | a) Use effective questioning and listening skills b) Use questions to check understanding | | |
| 18 | Provide opportunities for learners to ask questions | | |
| 19 | Use feedback to: a) help participants to reflect & improve b) draw out learning during activities | | |
| 20 | Deliver the course according to the British orienteering Learning Programme and Code of Conduct | | |
| Course Conclusion | | | |
| 21 | Conclude the session by referring to the Learning Outcomes | | |
| 22 | Ensure portfolios are completed, signed & dated *if applicable | | |
| 23 | Negotiate & agree Action Plans *if applicable | | |
| 24 | Provide learners with opportunities to give feedback (evaluation forms) | | |
| 25 | Review own practice | | |
| 26 | Complete and return course documentation | | |

Supplementary Questions

| Question number | Ref. to checklist number | Question & Answer |
|-----------------|--------------------------|-------------------|
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Candidate's Feedback and Action Plan

Feedback should confirm for candidates how well they have performed and the action plan should focus on areas of knowledge and competence that need to be improved.

| Candidate's Feedback | | | |
|----------------------------------|--|----------------------------------------------|--|
| | | | |
| Candidate's Action Plan | | | |
| Ref. number from checklist | | | |
| | | | |
| Date: | | Candidate's signature: | |
| | | Internal Verifier's / Mentor's signature: | |