

Assessment Framework

Instructor Member Role



Assessment framework

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

Criteria	Question
Demonstrates knowledge and understanding of MHFA England's vision and mission and how they will support this as an Instructor	What do you see as the vision and mission of Mental Health First Aid England and how do you feel you can further these goals with the audiences you'll be working with?
Positive attitude towards people with mental health issues	Please provide specific examples of how as a Mental Health First Aider you reinforce positive attitudes towards people with mental health issues?
Knowledge and understanding of mental health	As a trained Mental Health First Aider what is your understanding of the term mental health? Please provide specific examples of how you ensure your knowledge and understanding of mental health issues and provision stays up to date.
Behaves in a manner that celebrates diversity, and proactively supports equity and inclusion for learners and colleagues	Please provide specific examples of the proactive steps you take to ensure you are inclusive of people with different identities and beliefs when delivering facilitated learning, training or teaching.

Not met	Partially met	Fully met
Demonstrates no knowledge of and/or expresses views contrary to MHFA England's vision and mission, and does not demonstrate how they will contribute	Provides some inaccuracies when communicating MHFA England's vision and mission or provides limited information on how they will contribute	Consistently uses positive language that accurately represents MHFA England's vision and mission, and clearly shows how they will contribute
Uses negative/unsupportive language and/or demonstrates negative attitude towards mental health issues and/or Provides insufficient information in the example	Generally demonstrates language and behaviours that are positive/supportive in relation to mental health, with some minor instances of negative/unsupportive language or attitudes towards mental health issues and/or The examples provide limited information to fully demonstrate the competency	Examples provided clearly demonstrate consistent use of positive/supportive language and behaviours in relation to mental health which clearly conveys a positive/supportive attitude towards mental health issues
Does not demonstrate appropriate knowledge and understanding of the concept of mental health and/or Provides irrelevant / no examples of active steps taken to ensure their knowledge of mental health issues and mental health provision is up to date	Demonstrates some appropriate knowledge and understanding of the concept of mental health, but response may also include some inaccurate or out-of-date ideas/terms and/or Provides limited relevant examples of active steps taken to ensure their knowledge of mental health issues and mental health provision is up to date	Demonstrates appropriate knowledge and understanding of the concept of mental health that reflects learning from Mental Health First Aider course and Provides relevant examples of active steps taken to ensure their knowledge of mental health issues and mental health provision is up to date
Demonstrates very little/no knowledge or understanding of how to celebrate, support and respect the diversity of learners and colleagues when delivering facilitated learning, training or teaching and/or Provides no/very little information in the examples given	Demonstrates some appropriate knowledge and understanding of how to celebrate, support and respect the diversity of learners and colleagues when delivering facilitated learning, training or teaching and/or Provides limited information in the examples given	Provides a comprehensive example demonstrating knowledge of and ability to celebrate, support and respect the diversity of learners and colleagues when delivering facilitated learning, training or teaching

Instructor Member assessment framework continued.

Criteria	Question
Resilience and ability to deal with challenging and complex situations in a facilitated learning, training or teaching environment	Please provide a comprehensive example of a time when you successfully dealt with a challenging or complex situation when delivering facilitated learning, training, or teaching. What learning did you take away from this experience?
Relevant experience of facilitating learning, training or teaching effectively	What relevant experience do you have of facilitating learning, training or teaching which led to effective outcomes for your learners? Please include any relevant qualifications that you hold (recognised Level 3 or above) and the dates they were achieved.

Not met	Partially met	Fully met
<p>Does not demonstrate ability or experience of successfully dealing with a challenging or complex situation when delivering facilitated learning, training or teaching</p> <p>and/or</p> <p>Provides no evidence on learning from their experience</p>	<p>Provides a limited example of successfully dealing with a challenging or complex situation when delivering facilitated learning, training or teaching</p> <p>and/or</p> <p>Provides limited evidence of learnings from their experience</p>	<p>Provides a comprehensive example demonstrating ability to successfully deal with a challenging or complex situation when delivering facilitated learning, training or teaching</p> <p>and</p> <p>Provides clear evidence of learnings from their experience</p>
<p>Does not hold relevant training qualification or demonstrate relevant experience of facilitating learning, training, or teaching leading to effective outcomes for their learners</p> <p>and/or</p> <p>Provides insufficient information on relevant experience</p>	<p>Demonstrates some relevant experience of facilitating learning, training, or teaching, leading to effective outcomes for their learners</p> <p>and</p> <p>Where details of qualifications (recognised Level 3 or above) have been provided, it is not clear how the qualifications are relevant to the role</p>	<p>Demonstrates relevant experience of facilitating learning, training or teaching leading to effective outcomes for their learners</p> <p>and</p> <p>Where details of qualifications (recognised Level 3 or above) have been provided, it is clear how the qualifications are relevant to the role</p>

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