

INSTRUCTOR PERSONNEL QUALIFICATION STANDARD (IPQS)

Rank:	
Name:	

This IPQS is intended to present competencies and the associated performance criteria expected of a NATO Certified Instructor Programme (NCIP) instructor.

Each participating organization will assign an experienced instructor (ideally the Quality Assurance Officer (QAO) or a certified instructor (coach) to the new instructor to review and explain this IPQS. Guidance and coaching will occur during the instructor's orientation period. This form is intended to be completed in a reasonable timeframe. The experienced instructor shall:

- Review each competency listed below (14 total);
- Coach and monitor during the preparation phase;
- Be present during the first lesson taught;
- Provide feedback after the lesson and discuss the following items:
 - o Strong points
 - o Points to improve
 - o General Observations

Both parties will have to sign the document. New instructors must confirm that they are ready for instructional assignments and the experienced instructor (coach) must confirm that the new instructor is ready to undergo the NCIP Certification Process.

Once completed & signed, the document must be submitted to the NCIP Manager for tracking purposes.

Competency 1 - Prepare for instruction.	
a	Rehearse lesson plan timing with another qualified instructor.
b	Make available all necessary resources, supplies, and reference materials to students.
c	Confirm logistical arrangements and equipment readiness prior to class convening.
d	Ensure class and or syndicate room environments are set up and conducive to learning
e	Test equipment operation and functionality prior to class convening
f	Eliminate (or minimize) internal and external distractions that prohibit learning and performance.
g	Provide a safe and clean learning environment.
Competency 2 - Plan instructional methods and materials.	

a	Plan or modify instruction to accommodate for students' experiences.
b	Personalize lesson plan to check for understanding.
c	Select (or adapt) instructional methods, strategies, and presentation techniques to emphasize main teaching points.
d	Adapt lesson plan to accommodate different instructional Settings and learning objectives
e	Sequence the lesson plan in a logical order.

Competency 3 - Comply with NATO established ethical and legal standards.

a	Respect student's rights to confidentiality and anonymity in safeguarding personal information.
b	Avoid conflict of interest situations with the staff and students.
c	Respect and comply with intellectual property laws.

Competency 4 - Communicate effectively.

a	Vary pitch, tone, inflection, and rate of speech.
b	Use proper spelling, grammar, punctuation, and language appropriate for the students' level of understanding
c	Use effective hand gestures and body motions to enhance the teaching points.
d	Use eye contact appropriately and effectively.
e	Maintain a comfortable distance from students.
f	Use pauses appropriately to allow for student reflection and comprehension.

Competency 5 - Establish and maintain professional credibility.

a	Conform to NSO dress and deportment standards.
b	Demonstrate subject-matter expertise.
c	Recognize and acknowledge mistakes and provide opportunities to correct them.

Competency 6 - Stimulate and sustain learner motivation and engagement.	
a	Match learning outcomes (expectations) to student and course goals.
b	Plan (and deliberately use) feedback and positive reinforcement during delivery of instruction.
c	Use stories, analogies, and examples to gain and sustain student attention.

Competency 7 - Manage an environment that fosters learning and performance.	
a	Introduce oneself & co-instructors.
b	Present clear expectations and ground rules for learning and interaction.
c	Address undesirable behaviour effectively, appropriately, and timely.
d	Resolve student conflicts appropriately and timely.
e	Manage group-pace and individual participation.
f	Manage instructional time effectively and avoid digressions.
g	Provide a positive learning environment for all students.

Competency 8 – Demonstrate effective presentation/facilitation skills.	
a	Use a lesson plan to deliver instruction.
b	Present key ideas and concepts in a variety of ways.
c	Provide examples to clarify meanings or teaching points.
d	Involve students in presentations for discussion, questions and reflection.
e	Use examples, anecdotes, stories, analogies and humour to reinforce teaching points.
f	Use props and teaching aids effectively and appropriately

Competency 9 - Use instructional methods appropriately.	
a	Implement a variety of training methods.
b	Manage group dynamics associated with each method.
c	Employ training techniques appropriate to methods and training solutions prescribed.
d	Provide feedback targeted to the performance (not to the student).

Competency 10 - Use media and technology to enhance learning and performance.	
a	Use visual aids that support the objective(s) and teaching points.
b	Use visual aids that are simple, easy to read and are understandable.
c	Incorporate the use of job aids, hand-outs, or other printed materials in the learning environment.
d	Incorporate different media to appeal to student preferences.
e	Establish a contingency plan in the event media fails during instruction.

Competency 11 - Demonstrate effective questioning techniques.	
a	Ask clear and relevant questions.
b	Promptly follow up on student questions and concerns.
c	Use a variety of question types and delivered at various levels.
d	Use direct and redirect questions effectively.
e	Build responses to questions in current (or subsequent) learning environments.
f	Repeat, rephrase, and restructure questions from students.
g	Provide positive reinforcement to student responses.
h	Provide opportunity to involve all students in discussions.

Competency 12 - Provide clarification and feedback.	
a	Provide clear, timely, relevant, and specific feedback.
b	Provide opportunities for students to request clarification to teaching points.
c	Assist students in giving and receiving feedback.
d	Provide feedback targeted to the performance (<u>not</u> to the student).

Competency 13 - Promote retention and transfer.	
a	Encourage students to elaborate on concepts and ideas.
b	Provide opportunities to integrate new knowledge and practice new skills.

c	Provide opportunities for reflection, review, and self-guided learning.
d	Provide opportunities to practice in realistic settings.

Competency 14 - Assess learning and performance.

a	Communicate assessment criteria to students.
b	Monitor individual and group performance during practice and assessments.
c	Provide students with opportunities for self-assessment.
d	Assess student performance outcomes.
e	Provide opportunities for remediation.

Strong points:	Points to improve:
1.	1.
2.	2.
General observations:	

New instructor: I confirm that the competencies and the associated performance criteria expected of an NCIP Instructor have been explained to me and that I am ready to instruct IAW NCIP standards and initiate the Instruction Certification Process.	Signature:
	Date:
Experienced instructor: I confirm that the IPQS was explained to the new instructor and therefore can initiate the Instructor Certification Process.	Signature:
	Date:

Note: Once completed, ensure this document is included as an attachment to the NCIP Qualification Form and sent to the NCIP Manager.