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COURSE BROCHURE

Technical Instructor Skills and Reflective Practice Training Course

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Registered in the United Kingdom and Saudi Arabia

Technical Instructor Skills and Reflective Practice Training Course

Technical Instructor Skills and Reflective Practice is a 1-week training course for aspiring trainers and technical experts moving into teaching, and each participant leaves with an instructor development portfolio holding a taught segment, assessment tools and a reflective log. As experienced engineers and technicians retire, organisations need specialists who can pass on hands-on skill safely and consistently. The course reflects how Jupiter Prime Training approaches Technical Instructor Skills and Reflective Practice.

Why Technical Instructor Skills and Reflective Practice Matters Now

Three forces shape the subject today: retirements that take decades of plant and equipment know-how out of the organisation, safety-critical tasks where poor instruction leads directly to incidents, and new hires who learn best by doing rather than by listening. When experts teach well, skill transfers before it is lost and practical errors fall; when they teach poorly, apprentices copy shortcuts and supervisors must re-train. The course uses the ADDIE instructional design model as its backbone and the Kirkpatrick four-level evaluation model to check whether instruction changes on-the-job performance.

Who Gains Most from Technical Instructor Skills and Reflective Practice

- Senior technicians asked to coach apprentices and new hires
- Engineers delivering equipment, process or safety instruction
- Maintenance and operations specialists running on-the-job training
- Laboratory and clinical staff demonstrating procedures to juniors
- Newly appointed instructors in technical training centres

A plant or site that sends several of its expert instructors together gains most, because they return with a shared demonstration method and skills checklist.

Technical Instructor Skills and Reflective Practice Capabilities

Participants turn their own technical expertise into structured demonstrations, fair skill checks and a habit of reviewing their own teaching.

- Apply the explain, demonstrate, imitate and practise sequence to a hands-on task — apprentices learning by doing
- Design a short instructional segment with objectives, timing and safety points — the training centre lead
- Build an observation checklist that judges practical competence consistently — supervisors signing off skills
- Communicate technical concepts at the right depth for novices — mixed-experience learner groups
- Assess one's own sessions using a reflective log and peer feedback — continuous instructor improvement

- Test teaching choices through microteaching and video review — the next cohort of learners

Key Technical Instructor Skills and Reflective Practice Terms

- Experiential learning cycle — a sequence of doing, reviewing, concluding and planning that turns practice into lasting skill.
- Demonstration-practice method — the instructor shows a task step by step, then learners repeat it under observation.
- Competence checklist — a list of observable steps and standards used to judge whether a learner performs a task correctly.
- Microteaching — a short segment taught to peers, often recorded, followed by structured feedback.
- Reflective log — a written record where an instructor notes what happened, why, and what to change next time.
- Instructor development portfolio — a file of taught segments, tools, feedback and reflections showing growth as an instructor.

Technical Instructor Skills and Reflective Practice Day by Day

Day 1: From Expert to Instructor

- Expert-to-Novice Gap Exercise — Recognising Steps Experts Perform Without Thinking
- Experiential Learning Cycle — Structuring Practice So Skill Sticks
- ADDIE Instructional Design Model — Placing Instruction in a Wider Process
- Adult Learner Profiles in Technical Settings — Adapting to Mixed Experience
- Instructor Role and Credibility — Balancing Expertise With Approachability

Day 2: Structuring Technical Instruction

- Task Breakdown Sheets — Sequencing Complex Procedures Into Teachable Steps
- Instructional Segment Planning — Setting Objectives, Timing and Safety Points
- Explain, Demonstrate, Imitate, Practise Sequence — Teaching Hands-On Tasks
- Visual Aids and Equipment Mock-Ups — Making Hidden Mechanisms Visible
- Examples From Oil and Gas Maintenance and Utilities — Grounding Methods in Practice

Day 3: Delivering With Confidence

- Explaining Technical Concepts at Novice Depth — Avoiding Jargon Overload
- Questioning to Check Understanding — Revealing Misconceptions Before Practice
- Managing Practical Sessions Safely — Supervising Learners on Live Equipment
- Handling Errors During Practice — Turning Mistakes Into Learning Points
- Pacing and Energy in Long Technical Sessions — Sustaining Attention

Day 4: Assessing Practical Competence

- Competence Checklist Construction — Defining Observable Steps and Standards
- Direct Observation Assessment — Judging Performance Fairly and Consistently
- Oral Questioning for Underpinning Knowledge — Confirming Learners Know Why
- Kirkpatrick Four-Level Evaluation Model — Linking Assessment to Workplace Results
- Constructive Feedback After Assessment — Guiding the Next Practice Attempt

Day 5: Practising the Instructor Development Portfolio

- Microteaching of a Demonstration Segment — Applying the Hands-On Sequence
- Peer and Video Feedback Using Observation Criteria — Spotting Delivery Habits
- Competence Checklist Trial on a Peer — Testing Assessment Fairness
- Reflective Log Entry and Personal Action Plan — Planning the Next Improvement
- Instructor Development Portfolio Completion — Ready for Supervisor Review

Applying Technical Instructor Skills and Reflective Practice After the Course

- Break down one routine technical task with a task breakdown sheet and teach it to a new hire using the demonstration-practice method.
- Keep a reflective log for the next three instructional sessions and review it with a peer instructor.

Technical Instructor Skills and Reflective Practice Questions FAQ

What are technical instructor skills and reflective practice, and why do they matter now?

They are the abilities that let a technical expert teach hands-on tasks well and keep improving. They matter now because experienced staff are retiring and their skill must pass to new hires safely.

Which roles gain most from technical instructor skills and reflective practice?

Senior technicians, engineers and specialists who instruct apprentices or colleagues gain most.

How do technical instructor skills and reflective practice differ from a facilitation course?

They focus on teaching practical tasks and assessing competence, not on guiding group decisions. Facilitation courses stay neutral on content; technical instructors are the content experts.

What do you bring back from technical instructor skills and reflective practice?

You bring back a portfolio with a rehearsed segment, a task breakdown, a competence checklist and a reflective log.

Technical Instructor Skills and Reflective Practice: The Way Forward

The instructor development portfolio first informs which technical tasks an instructor is ready to teach unsupervised. Training centre leads, supervisors and the instructor use it to plan the next steps. After the first teaching cycle, revisit the reflective log to see which habits changed and which still need attention.