

The Training Tree

ITOL CERTIFICATE IN TRAINING AND OCCUPATIONAL LEARNING

This course (CITOL) provides trainers with a broad range of knowledge and skills in order to operate as a rounded professional in the workplace. It provides opportunities for skill development as well as acquisition of key models and frameworks of relevance to the professional trainer who is gaining influence in his or her organization. The Certificate will enable those employed in training, assessment or vocational education to seek entry into the UK Institute of Training and Occupational Learning as a Member.

WHO SHOULD ATTEND?

Any individual with training experience who is seeking to improve their skills within the classroom and within the workplace. Training designers and deliverers; training managers.

KEY LEARNING OUTCOMES

By the end of this programme, you will be able to:

- Identify learning needs at individual, team and organisational levels
- Design training and development sessions
- Prepare and develop resources to support learning
- Create a climate conducive to learning
- Facilitate learning in groups
- Evaluate training and development sessions
- Evaluate and develop own practice
- Cost training activities
- Enhance behavioural coaching skills

CONTENT

- How people learn
- Delivery Skills
- Facilitation Techniques
- Designing Learning Events
- Preparing Materials
- Training Needs Assessment
- Evaluation of Learning
- Behavioural Coaching techniques

LEARNING METHODS

This is a five-day program. This is a highly participative program in which all learners will have the opportunity to practise key trainer skills. In addition, there will be tutor input on best practice, and discussion around issues which all trainers face. Training videos will be shown, and video recording may be used to assist in skill development.

CRITERIA FOR THE AWARD

The programme director must be able to verify that:

The candidate has completed the programme.

The candidate has maintained an appropriate form of workbook or learning log that has been assessed as satisfactory by the lead tutor. These skills include the facilitation of learning in groups through presentation and activities, giving feedback, identifying individual learning needs and facilitating learning by demonstration and one to one instruction.

The candidate has completed an assignment relating to the course program. This is to be delivered or managed during the program and must include a written element. The nature of the assignment and the criteria for assessment are to be determined by the group with guidance from the tutor. Assessment and feedback will be undertaken by the group led by the tutor with final marking by the Institute.

PROGRAMME OUTLINE

Self Learning prior to the program

Completion of the web-based Learner Profile on <http://learningprofile.netglearning.com>

Completion of the Honey and Mumford Learning Styles Questionnaire

Readings:

Now Discover your Strengths by Marcus Buckingham and the

Completion of the StrengthsFinder questionnaire

Program

Module 1: How People Learn

Review of the Learner Profiles and how the participants are unique learners
Review of the Honey and Mumford Questionnaire and connecting it to the Kolb Learning Model
Experiential Learning

Module 2: Delivery Skills

Delivery of a Training presentation
Maintaining Audience interest and involvement
Selecting appropriate resources

Module 3; Facilitation Techniques

Group activities
Leading discussions
Giving feedback and handling difficult situations
Games, simulations and exercises

Module 4: Designing Learning Events

Writing aims and objectives
SMART goals
Scheduling the modules
Methodologies – content and delivery
Measurement and validation

Module 5: Preparing Materials

Case Studies
Games and Exercises
Role Plays
Handouts

Module 6: Training Needs Assessment

Big Picture – the StrengthsFinder review
Small picture –identifying training/learning needs
Organisational, team and individual needs
Alignment with strategic needs of the business and maintenance of competency levels

Module 7: Evaluation of Learning

Evaluation models – Kirkpatrick and beyond
Designing evaluation methods

Module 8; Behavioural Coaching

The Grow Model
Language
Creating Rapport; setting outcomes
Flexibility and handling behavioural issues
Moving forward

Module 9: Transfer to the Workplace

Key Learnings
Action List
Support network