

The Programme Project

Students will undertake a final project at the end of the programme. This work will require students to apply theoretical concepts surrounding the systematic approach to training in a practical situation. In conjunction with theoretical references, it will involve: a commentary on how a training need was identified; the setting of appropriate learning objectives; the design of an appropriate training solution; the development of a training programme (using the FÁS QA 58/01 Model); and an outline of a suitable approach to programme evaluation.

The programme Academic Director will undertake a brief interview (approximately 15 minutes) with each student to elaborate on any issues that may arise within the project and to verify its authenticity.

FETAC Awards

The IITD offers three FETAC Level 6 Component Awards in conjunction with this programme (Train the Trainer, Communications, Groupwork Theory & Practice). This will require students to undertake some additional assessment processes that are facilitated in the assessment centre.

The programme runs in various locations throughout Ireland. In-house programmes can also be arranged.



Irish Institute of Training & Development
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Supporting Human Resource Development Professionals in Ireland since 1969

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IITD Certificate in Training and Development

FETAC Level 6 Awards

Train the Trainer
Communications
Groupwork Theory & Practice



CERTIFICATE PROGRAMME OVERVIEW

Overall Aim of the Certificate:

The overall aim of the programme is to enable participants to develop the necessary knowledge, skills and confidence to undertake training activities. The programme encompasses the development of competencies that will enable students to identify and assess training needs and to develop, plan, organise, deliver and evaluate relevant training activities. In addition, it incorporates the enhancement of a range of interpersonal skills pertinent to those working in the field of training and development.

Who Should Undertake the Programme?

The IITD Certificate in Training and Development is suitable for the following:

1. Individuals who have an interest in training and development and may wish to pursue it as a career.
2. Individuals with training related responsibilities in organisations.
3. Technical trainers and trainers with considerable involvement in operator training.
4. Consultants who wish to gain a formal training qualification.
5. Supervisors who wish to gain an insight into systematic training.

Structure and Content of Programme

Participants will attend **80 hours** of training. The structure is as follows:-

| | |
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| Module 1 Learning & Development Culture and Adult Learning | 16 hours |
| Module 2 Systematic Training | 16 hours |
| Module 3 Communication Skills and Training Delivery | 16 hours |
| Module 4 Interpersonal Skills and Training Administration | 16 hours |
| Assessment Centre | 16 hours |

The programme content has been broken down into four integrated modules and is delivered in a highly participative and practical manner. A range of learning methods and approaches will be used to promote the practical application of theoretical concepts covered.

Module 1 – Learning & Development Culture and Adult Learning

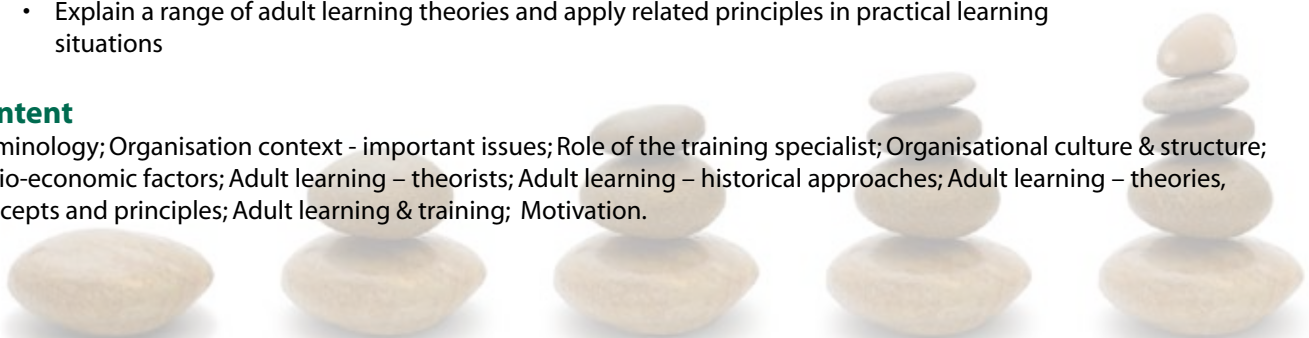
Learning Objectives

At the end of this module, participants will be able to:

- Identify key terminology and concepts associated with a Learning & Development culture
- Explain important issues concerned with the position, power and influence of T & D
- List the roles and responsibilities generally associated with the training specialist in organisations
- State the importance of T & D from a socio-economic perspective
- Identify key theorists in the field of adult learning
- Explain a range of adult learning theories and apply related principles in practical learning situations

Content

Terminology; Organisation context - important issues; Role of the training specialist; Organisational culture & structure; Socio-economic factors; Adult learning – theorists; Adult learning – historical approaches; Adult learning – theories, concepts and principles; Adult learning & training; Motivation.



Module 2 – Systematic Training

Learning Objectives

At the end of this module, participants will be able to:

- Define the nature of training needs identification and training needs analysis (TNA)
- Identify various models of TNA and undertake a TNA effectively
- List key components of the training design process
- Set appropriate learning objectives
- Design a training programme using the FAS QA 58/01 Model
- Identify various approaches to the evaluation of training
- Evaluate training activities effectively

Content

The Systematic Training Cycle; What is a training need?; Triggers of training; Training needs analysis (TNA); The TNA process; Components of training design; training / learning objectives; Developing training content; Training strategies; Selecting appropriate training methods; Evaluation of T & D.

Module 3 – Communication Skills and Training Delivery

Learning Objectives

At the end of this module, participants will be able to:

- Implement the competencies needed to be an effective trainer
- Recall key components of the interpersonal communication process
- List the dimensions of non-verbal behaviour and its relevance to training
- Identify different styles that you and your trainees may exhibit and their influence on learner behaviour
- Give and receive feedback effectively
- Outline the purpose of the Johari window
- List the strategies to deal with various reactions to feedback
- Identify reasons for using visual aids in delivery of training
- Prepare and use learning aids effectively
- Identify various types of trainee and strategies used to deal with them

Content

The art of effective communication; Communication styles; Feedback; Johari window; Feedback skills; “Willing and able” table; Planning a presentation; Structuring a training session; Using visual aids; Preparing & delivering a training session (practical exercise).

Module 4 – Interpersonal Skills and Training Administration

Learning Objectives

At the end of this module, participants will be able to:

- Apply different questioning techniques applicable to learning situations
- List different behaviours exhibited in training situations and adopt strategies to deal with them
- Define the following T & D approaches – Consultancy, Coaching, Instruction & Counselling
- Identify a process to manage trainees’ learning
- List the key components of the training management process including mission, strategies, policies and plans
- Identify ethical and equality issues surrounding the role of a trainer
- Define key differences between the role of facilitator and trainer
- Facilitate group work effectively
- List the 5 stages of group life and how to accelerate this process
- Utilise techniques to help manage your time
- Apply management and facilitation skills in a practical exercise

Content

Questioning techniques; Behaviours in a training context; Instruction; Counseling; Training vs. coaching; Training administration – budgeting; Training record system; Equality & diversity issues for trainers; Ethical issues for T & D professionals; Facilitation; Co-facilitation; Groups that work; Group development; Group skills; Accelerating group development; Types of group participants; Team roles; Time management.

