



The Training Foundation

www.trainingfoundation.com



Guide to the Trainer Assessment Programme[®]

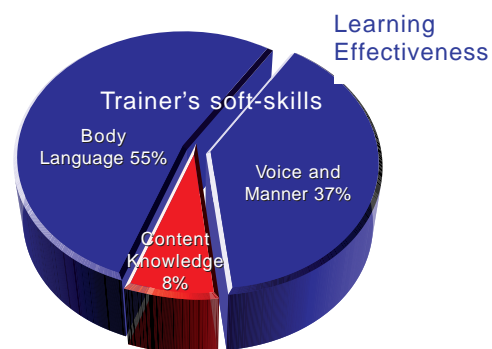
skills certification for training and learner support roles

How important are training skills?

What makes for great training? The box on the back cover lists 10 ingredients for top-quality training, yet by far the most important is the obvious one – great training is delivered by great trainers! Two distinct areas of expertise are required; subject matter knowledge and skill, along with the generic training skills to transfer this to learners. Which is the most important?

A report from the American Society for Training & Development (1997) concluded that less than 10% of classroom-based learning results from subject matter content, and around 90% from the trainer's generic soft-skills; this should give pause for thought.

There has been widespread inattention to this across all areas of training and education in the UK. Generally, subject matter expertise has been given undue focus and the more important training skills taken for granted.



Today, there are around 200,000 full-time trainers in the UK, of which some 24% have a certificate in training skills. These generally provide the nucleus of an organisation's 'core training team'. Outnumbering these by three to one are subject matter experts working in a training role, either on temporary secondment or following a career change.

Core training team

A research study surveyed more than 600 training managers from a wide range of private and public sector organisations (Training Information Network, June 2000). The key finding was that less than one trainer in ten had any personal development focused on generic training skills during the previous year. Is that true for your core training team?



Subject matter experts in a training role

Before commencing their training role, the SME generally attends a short train-the-trainer course, usually focusing on presentation skills. This is often the only generic skills training they will ever receive; thereafter update training is focused on the subject matter only. Given the vital role of training skills to effective learning, this is clearly a nonsense. Is it true in your environment?



Learner support roles

For every trainer, there are usually at least 10 others providing workplace support across a variety of functions: line managers, supervisors, learning centre staff, help desk staff, workplace assessors, 'super-users' etc etc. Given the vital importance of supporting learning back to the workplace, do not these groups too need relevant soft-skills as well as subject matter expertise? The answer is yes, they do, but again this is often overlooked.

Why assess trainer performance?

In a recent survey, 200 heads of training functions from both the public and the private sectors were asked “**what is your number one challenge?**” A popular response had to do with top management perceptions; they saw their main challenge in terms of raising the visibility, perceived value and importance of training in their organisation.

Today, measurability, cost-effectiveness and ROI are parameters for every aspect of operation: investment in people is no exception and should be subject to the same rigours. The establishment of a measurement culture in training creates so many major benefits that it deserves the highest attention, yet one crucial area – actually, *the* crucial area – is invariably lacking. Whilst attempts may be made to assess learners’ knowledge and skills derived from training, rarely is regular, objective assessment of the *trainers’* generic skills themselves addressed.

Regular assessment of all trainers’ performance to a best practice model should be fundamental and provides many benefits;

- Trainers have their skills confirmed, achieve increased confidence and heightened job satisfaction, and are empowered by a personal development programme
- Management is provided with an objective tool for both monitoring trainers’ performance and for developing their core skills to meet organisational needs
- Learners benefit from a consistent, best practice organisational training culture
- Employers achieve increased productivity and ROI from an effectively trained workforce, hence will see training as an investment not an overhead

What is the Trainer Assessment Programme?

TAP uniquely provides a best-practice methodology for the performance and objective assessment of six training and learner support roles to best-practice models. TAP is based on a pyramid of 21 learning and development occupational competencies (p6), all but one of which were derived from international standards boards (see www.trainingfoundation.com/standards) The other; **Use a balanced training delivery approach**, is at the heart of TAP’s effectiveness; it enables assessment to be quantitative as well as qualitative. This innovative concept enables training, which should be interactive and learner-centred, to be clearly distinguished from trainer-centred presentation or lecturing, which is not.

Resulting from extensive consultation and experiential research into what works and what doesn’t, TAP provides assessable models and certification for the three primary training roles;

- Training Delivery
- Facilitation
- Training Design & Development

Trainers achieving all three certifications and completing a work-based project may also be awarded the TAP *Diploma in Learning Facilitation Skills* (p15).

Additionally, models and certification are provided for three key learner support activities;

- Coaching
- Learning centre support
- Help desk support

TAP’s assessment models have been continuously refined from its introduction in 1998 in the light of more than 6,000 individual assessments and analysis of subsequent training results in the workplace. Following assessment to the relevant profiles, individuals may receive certification from various external, national awarding bodies (p18). Certification is valid for three years; re-assessment is then required, either through The Training Foundation or via the trainer’s own in-company certified assessment process (p8).

Supporting TAP certification is a curriculum of generic 3-5 day short courses which offer skills refresher and development opportunities to both new and experienced trainers.



Training, coaching and learner support in a typical organisation...

If yours is a 'learning organisation', a high proportion of your workforce will be involved in the training, coaching and support of their colleagues.

We can categorise these into three distinct groups as shown on this page. If their respective contributions are coherently integrated by way of a consistent methodology, they will create an amazing impact on organisational productivity and staff motivation.

This is exactly what The Training Foundation's programmes have been designed to empower – indeed our mission statement is, “*empowering everyone involved in training and developing others*”.



The core training team....

In most organisations the core team of training specialists is quite small, yet bears much of the responsibility for ensuring that new processes, key business applications or cultural change are implemented successfully and achieve intended business objectives.

Its key functions are shown in orange in the diagram opposite.



Subject matter experts in a training role...

Inevitably, the core team is reliant on others to transfer knowledge and skills to the business units. This often involves seconding subject matter experts or business champions – usually selected on the basis of their subject or business knowledge rather than on their training ability – to deliver the training to their business groups.

Their main training and support activities are indicated by the blue areas in the diagram.



Learner support roles...

Many others share in supporting learning in the workplace. Workplace 'super-users' may be tasked with one-to-one coaching, local support or mentoring for their colleagues in the workplace. Again, selection of these individuals is often more related to their length of service or aptitude at picking up new ideas or processes than their training skills.

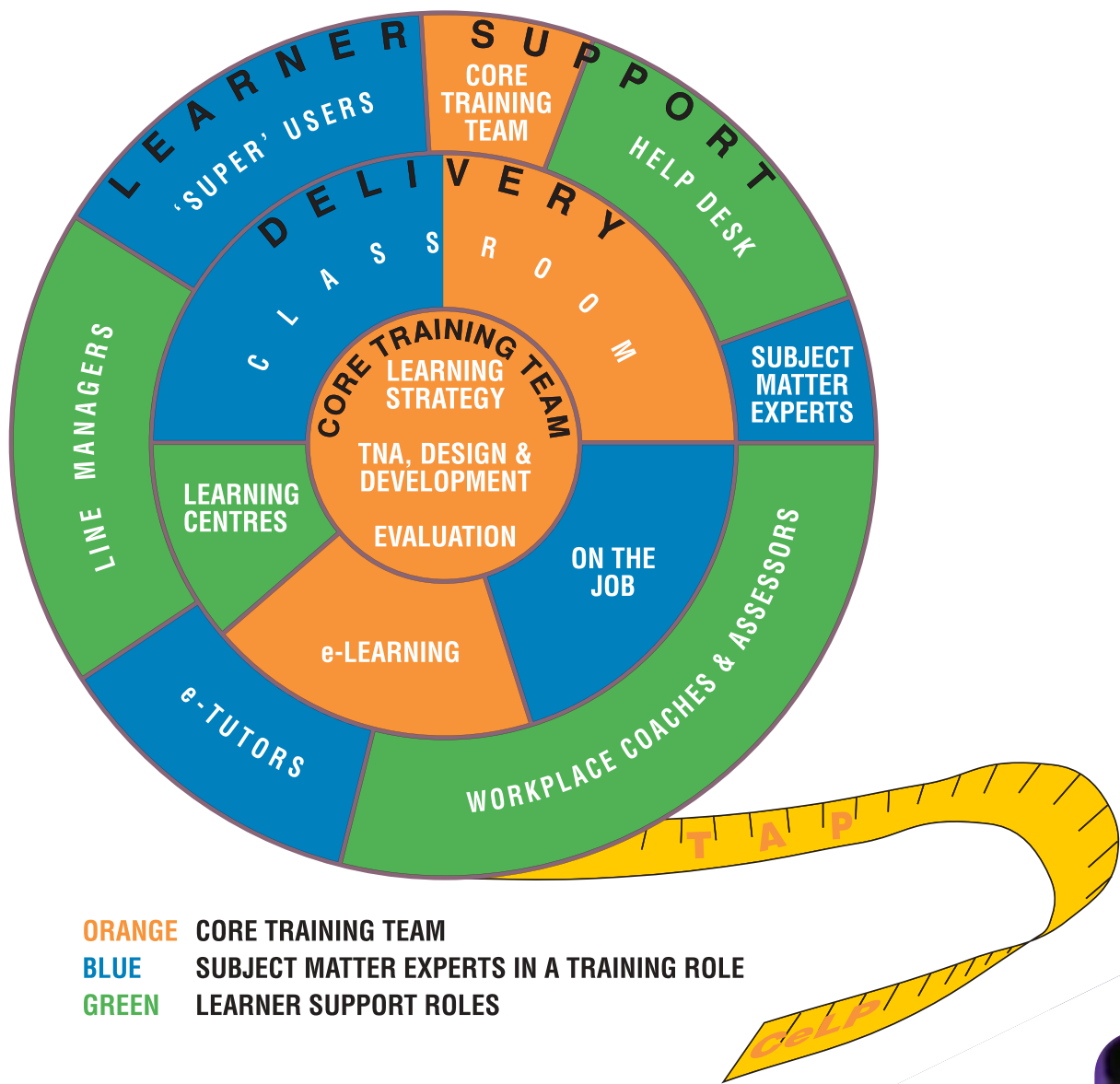
Line managers can reinforce learning by on-the-job coaching – if they have the requisite skills. Help desk support staff, floorwalkers, learning assessors – all can strengthen the learning process, again, provided they have been given the generic skills.

The green sections of the diagram indicate the range and importance of such support.

The TAP programme embraces all of these important contributors. The competency framework (p6-7) defines continuing professional development for the core training team. Elements of this framework are extracted to provide the training, coaching and support skills required by subject matter experts and workplace support staff, enabling a consistent training methodology and objective assessment of performance.

e-Learning is increasingly being used in blended solutions and, implemented properly, offers many benefits. It demands a new range of key skills; to develop e-learning materials, to conduct training 'virtually' by using online tools and to support remote learners with online tutoring. The Training Foundation's Certified e-Learning Professional programme (CeLP) reinforces the same learning philosophy and principles as TAP, but applied to an online learning environment.

Together, these two unique programmes provide a powerful framework for the measurable ongoing skills development of everybody involved in training and developing others...



The Trainer Assessment Programme

TAP® provides an integrated framework for career development in learning support and training, based on an internationally recognised competency model.

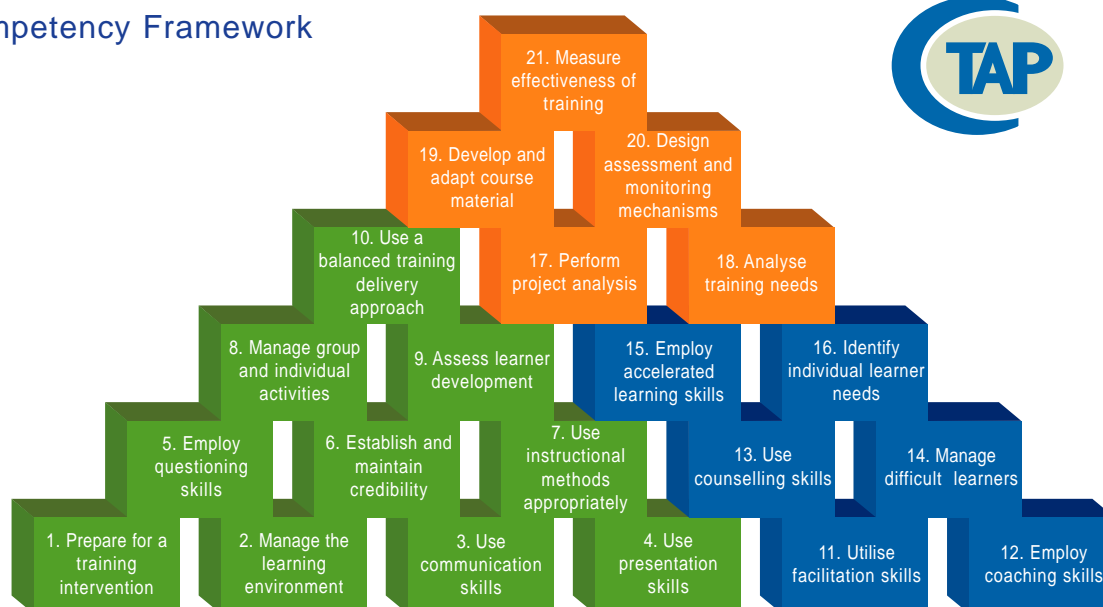
TAP comprises six Certifications, each based on objective assessment models, in Training Delivery, Facilitation, Training Design & Development, Coaching, Learning Centre Support and Smart-help Skills. A Diploma in Learning Facilitation Skills may be awarded to training professionals evidencing all 21 competencies.

Holders of a Learner Support certification who wish to develop a career in training or whose job involves a training dimension as well as a support role, may optionally progress to a more substantive qualification within the Trainer Assessment Programme.

TAP uniquely facilitates the implementation of consistent, high-quality training and learner support across an organisation, assessable to best-practice standards. All trainers, across all training disciplines, can benefit from inclusion in this programme. (see www.trainingfoundation.com home page, 'Vision for Learning')

Already the UK's leading short-course trainer certification programme, TAP is being rapidly adopted across both the private and public sectors.

Competency Framework



TAP Trainer Certifications:



TAP Learner Support Certifications:

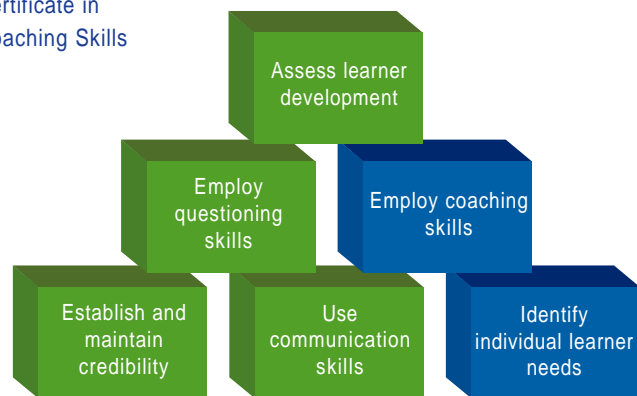
There's a vital area in learning that too often takes a low priority – the crucial role that effective learner support plays in achieving successful learning outcomes. This is significantly reducing the return on the huge investments being made.

Research consistently shows that the generic, inter-personal skills of both those who deliver training and those who support learners in their own learning is by far the biggest factor in achieving satisfactory learning outcomes. Yet, often these vital skills are overlooked and attention focused solely on technical or subject matter knowledge.

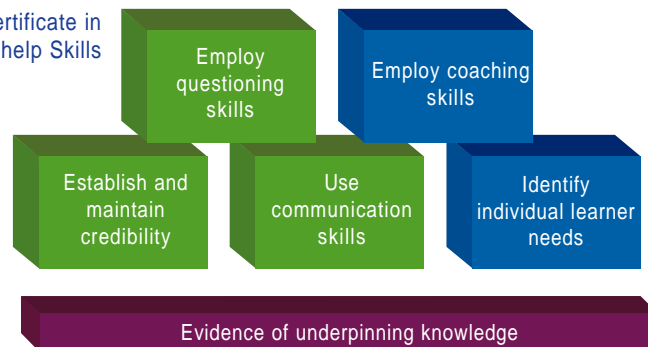
For example, in a Learning Centre, staff training may generally focus on centre-specific matters: the technology, the administrative functions and the facilities etc. Such things are indeed important.

However, of far greater importance to effective learning in the Centre are the skills to encourage, motivate and empower learners to achieve their learning objectives - yet these crucial skills frequently receive little ongoing attention and focus. Adjusting this imbalance is a primary objective of The Training Foundation.

Certificate in Coaching Skills

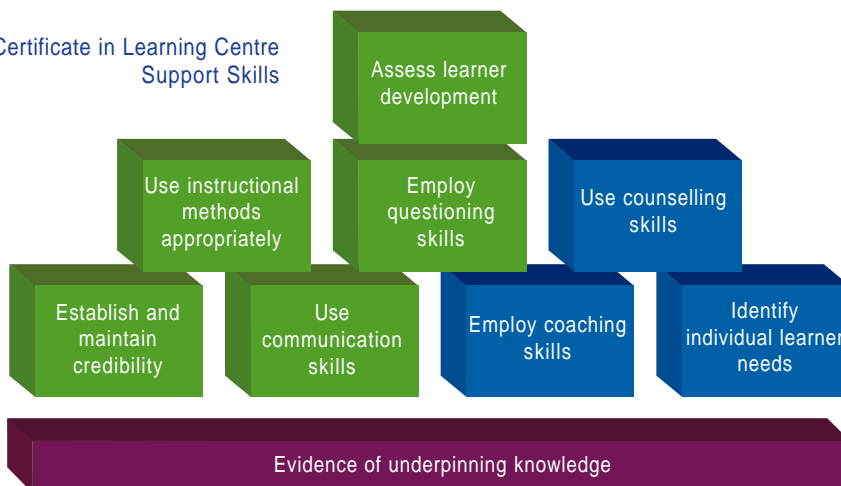


Certificate in Smart-help Skills



The Adult Learning Inspectorate evaluated Learning Centre Support Skills courses run for learndirect centre staff in 2003. Delegates achieved an overall 51% improvement in core skills from the 3-day course based on pre and post course self-assessment. The ALI report said "*The Certificate in Learning Centre Support Skills gives a very good introduction to the skills needed by staff who work in learndirect and other learning centres, not only where the main focus is IT...*"

Certificate in Learning Centre Support Skills



In-house Assessor Programme

Uniquely, the TAP programme enables an organisation's total training activities to be carried out to the optimum level, with major benefit to the business objectives. Once a commitment is made to TAP certification of the training team, benefits are quick to follow; trainers are more confident and interactive, training is more structured, learners much prefer the approach; in short, better skills and knowledge transfer is achieved in the workplace. Whilst it will be easy to identify the instant impact of implementing TAP, it is imperative that processes are put in place to monitor and maintain these standards. Our In-house Assessor Programme facilitates this by training your senior trainers in the use of our objective, best-practice assessment models.

The models which are used in TAP assessments enable consistent monitoring and measurement of each trainer individually which can be used to plan their professional development on an ongoing basis. This will ensure consistent, high quality delivery of training events which are business focused, relevant and effective.

Candidates to be trained as In-house Assessors (who will hold current practitioner certification themselves) are required to sign a Code of Conduct prior to attendance on a course and to obtain their manager's sign-off accordingly; this programme depends on the integrity of the assessment processes.

There is an Assessor training course for all six TAP certificate tracks. Each course trains candidates in the use of the assessment models and provides practice to ensure accurate application of the models.

Certified Assessors are supported via telephone and email assistance from a Training Foundation consultant. This ensures that the TAP models are being applied correctly and accurately in the workplace.

Following satisfactory verification of the Assessor's first five in-house assessments, the Assessor is awarded certified assessor status. This status may be renewed annually provided the Assessor complies with the Foundation's Certified Assessor Code of Conduct.

NB; The Assessor programme is designed to enable performance monitoring of trainers who are already TAP-certified. Certified Assessors are neither trained nor authorised to carry out training in the TAP methodologies. Hence, enrolment on the In-House Assessor Programme is limited to organisations which have committed to all trainers undergoing the basic TAP training programme with The Training Foundation.

Course durations are outlined in the box below.

Course	Classroom course-days
Assessing training delivery skills	4
Assessing facilitation skills	3
Assessing training design & development skills	2
Assessing learning centre support skills	3
Assessing coaching skills	2
Assessing smart-help skills	2

'...I like having our qualified assessors observing the trainer and then making an objective assessment.'

Karen Velasco, Training Manager, Centrica

Certificate in Training Delivery Skills – Competency Framework

Prepare for a training intervention

- 1 Confirm the logistical and physical arrangements will support the learning intervention
- 2 Communicate pre-requisites to learners
- 3 Plan ways to minimise distraction
- 4 Prepare contingency plans as appropriate

Establish and maintain credibility

- 1 Demonstrate the appropriate level of knowledge for the group
- 2 Project a professional and confident image
- 3 Ensure anti-discriminatory, legal and ethical standards are maintained

Manage the learning environment

- 1 State measurable objectives and deliver content clearly, logically, and step by step
- 2 Communicate a 'route-map' for the learning intervention
- 3 Generate and maintain a conducive learning environment
- 4 Identify and coach performance problems

Use a balanced training delivery approach

- 1 Clearly and verbally praise learners when appropriate during their learning
- 2 Clearly indicate the structure and progression of the training intervention at the beginning and at appropriate points throughout
- 3 Balance requests for action and trainer advice/opinion with learner input
- 4 Judge and apply the correct level of demonstration of complex/involved tasks required for effective learning

Use communication skills

- 1 Express ideas, concepts and explanations clearly and effectively
- 2 Verbally communicate precisely, clearly, and audibly using inflection
- 3 Use appropriate body language and enthusiasm at all times
- 4 Respond appropriately to delegate verbal and non-verbal feedback

Use presentation skills

- 1 Structure and present content and material effectively making appropriate use of emerging technologies and all resources
- 2 Reinforce and check understanding of the key points from the intervention
- 3 Make appropriate use of available training aids

Employ questioning skills

- 1 Use a variety of standard questioning types to aid learning
- 2 Handle learner questions appropriately and effectively
- 3 Use reflective questioning to get the delegate to take responsibility for learning
- 4 Use active listening techniques

Use instructional methods appropriately

- 1 Select and use instructional methods that ensure effective knowledge and skills transfer
- 2 Select instructional methods to address the different learning styles within the group
- 3 Adapt instructional methods and content to match learner's abilities
- 4 Set the learning content in context for the learners

Manage group and individual activities

- 1 Select and manage individual and group exercises that add to the learning efficiency of the training intervention
- 2 Include activities to increase learner retention
- 3 Deal effectively with groups of mixed abilities

Assess learner development

- 1 Capture and assess the learner's prior knowledge, skills and attitude
- 2 Monitor and judge the progress and understanding of the learners
- 3 Evaluate achievement of the objectives and effectiveness of the learning
- 4 Provide appropriate, timely and constructive feedback to the learner

Assessment

Assessment for certification is based on three best-practice profiles, enabling both qualitative and quantitative assessment of the candidate's performance in a classroom training session. The Structure and Style profiles are used to assess the structure and content of the session, and the trainer's delivery style. The Activity profile assesses the balanced use of training activities to ensure that delegates are involved in a participative learning event. Constructive feedback is provided along with an individual development plan where appropriate.



Certificate in Facilitation Skills

Competency Framework

Utilise facilitation skills

- 1 Employ experiential activities with defined objectives
- 2 Group and manage delegates appropriately to maximise learning opportunities
- 3 Use a selection of different methods to encourage learners to take responsibility for learning
- 4 Monitor group dynamics and make appropriate interventions
- 5 Manage full achievement of the objectives

Employ coaching skills

- 1 Match learner to outcomes
- 2 Recognise and resolve knowledge and skill gaps
- 3 Encourage and motivate learners
- 4 Employ a range of coaching skills

Use counselling skills

- 1 Select and use an appropriate environment for counselling
- 2 Select and employ appropriate counselling strategies
- 3 Agree a satisfactory outcome
- 4 Manage subsequent delegate participation appropriately

Manage difficult learners

- 1 Recognise verbal and non-verbal indicators of behavioural or learning difficulties
- 2 Identify the behaviour exhibited and apply appropriate strategies
- 3 Develop a non-threatening atmosphere that encourages trust
- 4 Deal quickly and effectively with disruptive influences

Employ accelerated learning skills

- 1 Identify individual sensory preferences
- 2 Select and employ appropriate delivery techniques for different sensory preferences
- 3 Build and employ multi-dimensional activities to facilitate whole-brain learning
- 4 Encourage maximum recall
- 5 Use accelerated learning techniques to speed up assimilation of material

Identify individual learner needs

- 1 Identify individual learning styles
- 2 Respond appropriately to the individual learning styles identified
- 3 Select and employ delivery techniques appropriate to the individual learning styles identified
- 4 Select and employ individual and group exercises appropriate to the individual learning styles identified
- 5 Select and employ monitoring and testing mechanisms appropriate to the individual learning styles identified

Assessment

Assessment for certification is based on three inter-linked profiles used to assess the candidate's individual and group facilitation skills, and the ability to use accelerated learning techniques and materials to reach and meet the needs of all their learners. This includes the handling of difficult learners.

Submitted project work, focused on the principles of accelerated learning and an understanding of individual learning styles, is also assessed. Constructive feedback is provided to the candidate on their performance and project work, recognising their strengths and suggesting an individual development plan where appropriate.



Certificate in Training Design and Development Skills

Competency Framework

Perform project analysis

- 1 Fully identify and agree sponsor's requirements and overall goal
- 2 Submit findings and recommendation(s) to sponsor
- 3 Expand the approved recommendation(s) into a viable training solution
- 4 Reach agreement between the sponsor and the developer on the objectives and deliverables of the programme

Analyse training needs

- 1 Select and implement appropriate data-gathering techniques to verify individual learner needs
- 2 Determine the tasks, sub-tasks and elements to be undertaken by each user
- 3 Select appropriate instructional strategies for each element of the training solution and individual learners
- 4 Verify the learning environment meets the needs of the selected instructional strategies and individual learners
- 5 Ensure resources selected take advantage of emerging technologies

Develop and adapt course material

- 1 Review availability and suitability of existing materials
- 2 Employ best-practice course design principles in the design and development of course material(s)
- 3 Structure content and material(s) effectively making appropriate use of emerging technologies
- 4 Verify the training material(s) meet the needs of the individual learners
- 5 Develop appropriate trainer material(s)

Design assessment and monitoring mechanisms

- 1 Design appropriate course and work-place assessment mechanisms
- 2 Pilot the training solution and modify according to feedback recommendations
- 3 Design and analyse post-course feedback

Measure the effectiveness of training

- 1 Identify how business benefits will be measured
- 2 Calculate the return on investment of the training solution
- 3 Analyse work-place assessment results

Assessment

Assessment for certification is based on three best-practice profiles used to assess skills in training needs analysis, course design and development and evaluation.

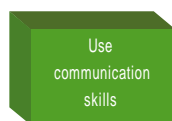
The TNA profile enables objective assessment of the trainer's data-gathering and analysis skills in determining the performance gap of target groups. The Course Design and Development profile assesses the selection of learning modes and methods and the design of both user and trainer materials. The Evaluation profile enables objective assessment of the trainer's skills in evaluating the effectiveness of training from both the user and the business perspective.

The three profiles, used together, enable the overall design of a training event to be assessed to best-practice, and are the basis for constructive feedback which may identify further personal development.

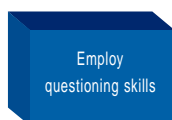


Certificate in Learning Centre Support Skills

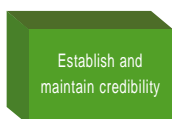
Competency Framework



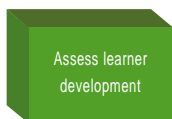
- 1 Express ideas, concepts and explanations clearly and effectively
- 2 Verbally communicate precisely, clearly, and audibly using inflection
- 3 Use appropriate body language and enthusiasm at all times
- 4 Respond appropriately to delegate verbal and non-verbal feedback



- 1 Use a variety of standard questioning types to aid learning
- 2 Handle learner questions appropriately and effectively
- 3 Use reflective questioning to get the delegate to take responsibility for learning
- 4 Use active listening techniques



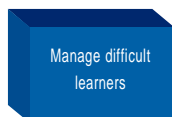
- 1 Demonstrate the appropriate level of knowledge for the group
- 2 Project a professional and confident image
- 3 Ensure anti-discriminatory, legal and ethical standards are maintained



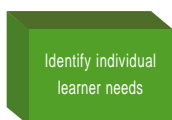
- 1 Capture and assess the learner's prior knowledge, skills and attitude
- 2 Monitor and judge the progress and understanding of the learners
- 3 Evaluate achievement of the objectives and effectiveness of the learning
- 4 Provide appropriate, timely and constructive feedback to the learner



- 1 Match learner to outcomes
- 2 Recognise and resolve knowledge and skill gaps
- 3 Encourage and motivate learners
- 4 Employ a range of coaching skills

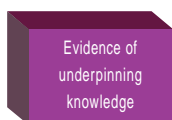


- 1 Recognise verbal and non-verbal indicators of behavioural or learning difficulties
- 2 Identify the behaviour exhibited and apply appropriate strategies
- 3 Develop a non-threatening atmosphere that encourages trust
- 4 Deal quickly and effectively with disruptive influences



- 1 Identify individual learning styles
- 2 Respond appropriately to the individual learning style identified
- 3 Select and employ delivery techniques appropriate to the individual learning styles identified
- 4 Select and employ individual and group exercises appropriate to the individual learning styles identified
- 5 Select and employ monitoring and testing mechanisms appropriate to the individual learning styles identified

In addition to the above Competencies the following is a specific requirement;



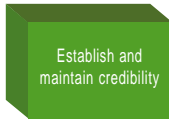
- 1 Demonstrate understanding of the role of a Learning Centre Support Specialist
- 2 Demonstrate understanding of the range of learning methods and instructional strategies available in a Learning Centre Support Specialist role
- 3 Demonstrate understanding of the factors which influence learner satisfaction, the importance of securing learner satisfaction, and methods by which the Learning Centre Support Specialist can effect positive change

Assessment

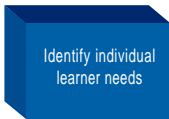
Assessment for certification is based on three best-practice profiles used to assess communication skills, communication style and counselling skills. The communication and style profiles are completed within a simulated learning centre environment. The counselling profile is completed during a role-play, and assesses the candidate's ability to achieve a positive outcome from a potentially difficult situation. Constructive feedback is provided along with an individual development plan where appropriate.

Certificate in Coaching Skills

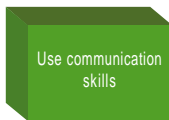
Competency Framework



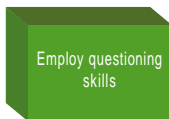
- 1 Demonstrate the appropriate level of knowledge for the individual learner or group
- 2 Project a professional and confident image
- 3 Ensure anti-discriminatory, legal and ethical standards are maintained



- 1 Identify individual learning styles
- 2 Respond appropriately to the individual learning style identified
- 3 Select and employ delivery techniques appropriate to the individual learning styles identified
- 4 Select and employ individual and group exercises appropriate to the individual learning styles identified
- 5 Select and employ monitoring and testing mechanisms appropriate to the individual learning styles identified



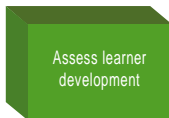
- 1 Express ideas, concepts and explanations clearly and effectively
- 2 Verbally communicate precisely, clearly, and audibly using inflection
- 3 Use appropriate body language and enthusiasm at all times
- 4 Respond appropriately to delegate verbal and non-verbal feedback



- 1 Use a variety of standard questioning types to aid learning
- 2 Handle learner questions appropriately and effectively
- 3 Use reflective questioning to get the delegate to take responsibility for learning
- 4 Use active listening techniques



- 1 Match learner to outcomes
- 2 Recognise and resolve knowledge and skill gaps
- 3 Encourage and motivate learners
- 4 Employ a range of coaching skills



- 1 Capture and assess the learner's prior knowledge, skills and attitude
- 2 Monitor and judge the progress and understanding of the learners
- 3 Evaluate achievement of the objectives and effectiveness of the learning
- 4 Provide appropriate, timely and constructive feedback to the learner

Assessment

Assessment for certification is based on two best-practice profiles used to assess coaching and communication skills.

Assessment, based on a coaching role-play, focuses on whether learner expectations were managed, objectives defined and met, and best-practice interactive teaching methods were employed.

Candidates receive individual feedback outlining their strengths and any areas for development, in which event a development plan is agreed enabling them to continue to progress their skills on return to the workplace.



Certificate in Smart-help Skills

Competency Framework

Establish and maintain credibility

- 1 Demonstrate the appropriate level of knowledge for the group
- 2 Project a professional and confident image
- 3 Ensure anti-discriminatory, legal and ethical standards are maintained

Use communication skills

- 1 Express ideas, concepts and explanations clearly and effectively
- 2 Verbally communicate precisely, clearly, and audibly using inflection
- 3 Use appropriate body language and enthusiasm at all times
- 4 Respond appropriately to learner verbal and non-verbal feedback

Employ questioning skills

- 1 Use a variety of standard questioning types to aid learning
- 2 Handle learner questions appropriately and effectively
- 3 Use reflective questioning to get the delegate to take responsibility for learning
- 4 Use active listening techniques

Employ coaching skills

- 1 Match learner to outcomes
- 2 Recognise and resolve knowledge and skill gaps
- 3 Encourage and motivate learners
- 4 Employ a range of coaching skills

Identify individual learner needs

- 1 Identify individual learning styles
- 2 Respond appropriately to the individual learning style identified
- 3 Select and employ delivery techniques appropriate to the individual learning styles identified
- 4 Select and employ individual and group exercises appropriate to the individual learning styles identified
- 5 Select and employ monitoring and testing mechanisms appropriate to the individual learning styles identified

In addition to the above Competencies the following is a specific requirement;

Evidence of underpinning knowledge

- 1 Demonstrate understanding of the role of a Support Specialist
- 2 Demonstrate understanding of the range of learning methods and instructional strategies available in a Support Specialist role
- 3 Demonstrate understanding of the factors which influence learner satisfaction, the importance of securing learner satisfactions, and methods by which the Support Specialist can effect positive change

Assessment

Assessment for certification is based on two best-practice profiles which together assess coaching skills, help-desk intervention skills and communication skills. Assessment is based on a comprehensive role-play scenario.

The Structure profile assesses the candidate's skills in handling a customer support request in a positive, professional, and structured manner, as well as coaching a colleague using best-practice methods.

The Communication profile focuses on assessing verbal and non-verbal communication abilities, particularly in asking and handling questions.

Constructive feedback is provided along with an individual development plan where appropriate, enabling them to continue to progress their skills on return to the workplace.





The Diploma in Learning Facilitation Skills

The Diploma in Learning Facilitation Skills is the top-level award within the Trainer Assessment Programme and extends the programme's short-course certification into a full professional qualification. Students undertake a programme of learning which is designed to evidence skills in the 21 TAP competencies. Comprising approximately 120 hours of overall classroom instruction and course project work, together with some 120 hours for completion of a self-paced, work-based project, the Diploma in Learning Facilitation Skills is a substantive qualification.

The Diploma in Learning Facilitation Skills is awarded by ABC, a premier UK awarding body, which provides external verification of the TAP programme. Trainers in the IT sector may alternatively elect to have their Diploma awarded by the Institute of IT Training.

Various universities recognise the Diploma for credits against their post graduate qualifications. (please check the website for current status)

Who will benefit from achieving the Diploma & what does it entail?

The Diploma in Learning Facilitation Skills is relevant for all trainers, whether starting out on a training career or whether already experienced in some or all of the individual certified roles; delivery, facilitation or training design (credit given for previous certifications).

The Diploma requires achievement of TAP certification in training delivery, facilitation and training design and development. In addition, students submit a work-based project which evidences best-practice in Analysis, Design and Evaluation. Students are assigned a personal tutor for their project.

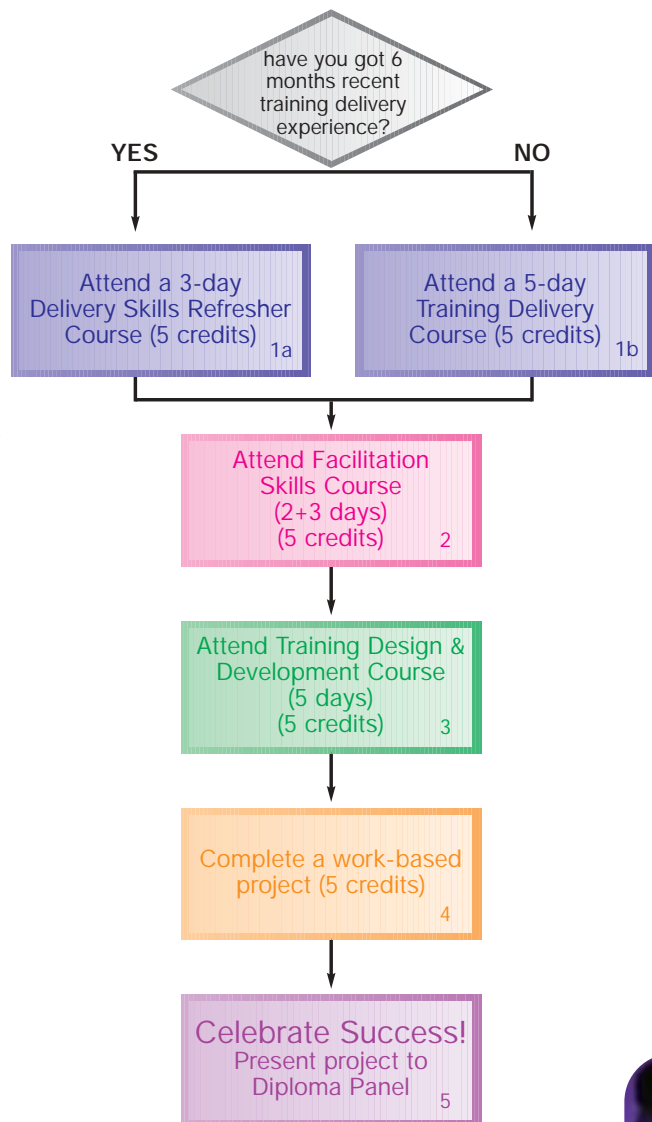
How long does it take to achieve the Diploma?

There is no standard time; students progress at their own pace towards the individual certifications and in completing their work-based project. As a guide, new students may require up to a year for completion. However, students entering the programme with credits for prior certification may progress more rapidly and it is possible to achieve the Diploma in six months. For more information please contact us.

How does the Diploma compare with other Certificates in Training Practice?

All TAP certifications are entirely based on successful assessment of competency using consistent, objective, best-practice models. They therefore guarantee proven competence. This is currently a unique methodology.

Diploma in Learning Facilitation Skills Routemap:



Diploma in Learning Facilitation Skills Credits	
1 Delivery	5
2 Facilitation	5
3 Design	5
4 Work-based project	5
5 Present project	0
Total Credits	20



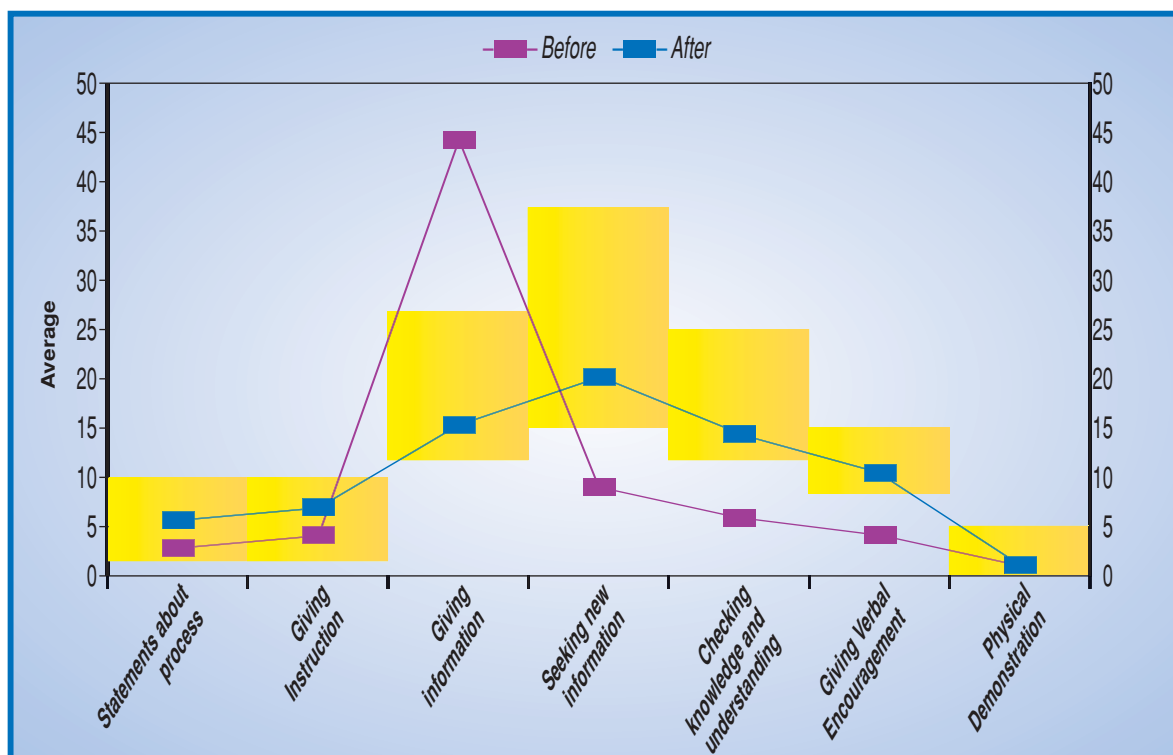
Why TAP training works

At the heart of our learning philosophy is the question 'who is responsible for learning, the trainer or the student?' It has become widely accepted that for adult learning the responsibility should lie firmly with the student and yet the behaviour of the trainer in the classroom often mitigates against this. We have found in our research that in some sectors, trainers spend more than 65% of the time 'informing' students – to the detriment of the students' active involvement and effective learning.

Trainers, especially those without a formal training background or understanding of adult learning styles, often believe that by contributing more themselves they are helping their students to learn. However, it has been proven that learners retain more after the course and apply skills more effectively in the workplace if they have been actively, rather than passively, involved in the learning process.

Clearly, no matter what the subject matter, it will be a balanced approach to trainer/student participation that will reap the greatest benefits. It is the student's responsibility to learn and the trainer's responsibility to create an environment in which learning can take place.

The Activity Profile, which forms part of the Training Delivery Skills certification, is the only objective measure of how well trainers have adopted this philosophy – by noting the occurrences of 7 key behaviours in the classroom and comparing their performance to a balanced, 'best-practice' model.



The graph above gives the average profiles of over 200 trainers before, and then after, attending one of our delivery skills courses. It illustrates that changing current trainer behaviour will result in an increased opportunity for student participation and involvement leading to more effective training. Since trainers see an immediate improvement in the response they receive from learners to this new approach, they generally adopt the TAP methodology permanently! (see survey results below).

Survey Results

In two surveys of over 1,500 TAP certified trainers in July 1999 and October 2001 –

96% said: *'...it had made a significant difference to the way they trained'*

86% said: *'...they used the TAP methodology most or all of the time'*

97% said: *'...they received better feedback from delegates at the end of the course'*

Personal views about TAP...



*"If we don't have consistency and guarantee of performance of trainers, **then everything else we do is a waste of time.** Unless we have got some opportunity to demonstrate the commonality of standards across the private sector, in-house training and the public sector, then again we have no measure of future performance. That is one of the reasons why I am personally very interested in the TAP programme, which does offer precisely that."*

**Michael Stark,
Assistant Director &
Head of Workforce Development
Learning and Skills Council
(video clip and transcript available on
www.trainingfoundation.com)**

Gary Turnbull is the 500th NHS trainer to be awarded a certificate within the Trainer Assessment Programme since the turn of the millennium.

Speaking after his course, Gary confirmed that the Delivery Skills Refresher course had lived up to his expectations: "This course made me feel very concerned about my training style after seeing the other training sessions on day one. I was surprised by my improvement by day three. Now I can deliver confident, interesting and professional training sessions. The next thing I have to do is to put into practice all the skills and knowledge that I have gained!"

"Within the role of IM&T Trainer/ ECDL Test Centre Manager I provide a wide range of training, not just IT training. Now the TAP training methodology provides the 'back bone' to all of my training sessions. I feel that the TAP programme is a vital tool whatever the subject matter and could be used in sessions ranging from IT Training to First Aid Training throughout the NHS."



**Gary Turnbull
Birmingham & Solihull Mental Health Trust**



"I wanted to drop you a quick line just to say the feed-back I have had from my centres who attended the various courses over the last couple of weeks has been really excellent. When I hear a centre staff member who is generally less than positive towards life saying "this is the best course I have attended" I know this has really stuck a chord.....I have no doubt in my mind that this is exactly the standard I need to have my staff in learning centres achieving and I would warmly endorse any drive to have this adopted on a wider scale. I feel the benefits to the learner are tremendous and it is really great to see the skills of learning centre staff professionally recognised."

**Garrie Owens
Learndirect Hub Executive
Kent and Medway Hub Company Ltd**

Certification options

TAP certification is becoming a valuable currency insofar as, unlike other training certificates, it indicates proven competence which has been recently assessed objectively to best-practice. For example, in the IT training sector, more than 70% of all trainers are now TAP-certified and many employers will only recruit trainers with the qualification.

"All 53 of our trainers are TAP-certified and I wouldn't recruit a trainer who wasn't. The reason we have gone for this certification is because it doesn't over-prescribe yet creates a really good framework. Whoever designed it absolutely understands the way people learn and what makes good training."

Henry Stewart, Managing Director, Learnfish

Larger employers from any sector who wish to ensure training consistency may choose to implement their own branded (or joint-branded) trainer certification programme.

Such programmes are particularly relevant where there's a significant customer education function, perhaps involving an indirect channel. Here there will generally be two components; certification of technical knowledge and skills in the product or service

"Using TAP has made training more participative, interactive and rewarding for both trainer and learner. Our commitment to this methodology ensures that all training is extremely effective in returning the learner to the workplace as a highly motivated, competent and confident user."

Gill Honey, Training Manager, News International

concerned, and also TAP certification of the generic training skills.

Examples are the Microsoft MOUS Authorised Instructor Programme and the Nortel Instructor Programme.

Certificated public schedule or in-company courses

Certification for all trainers other than IT trainers is issued by ABC, the Awarding Body Consortium, which is a leading national awarding body with full QCA recognition. For IT trainers, certification is awarded by the Institute of IT Training, which also recognises TAP certification for professional membership.

Certificate in Training Delivery Skills

Certificate in Facilitation Skills

Certificate in Training Design & Development Skills

The Diploma in Learning Facilitation Skills

Certificate in Coaching Skills

Certificate in Learning Centre Support Skills

Certificate in Smart Help Skills

Several universities also recognise the Diploma for credits towards their post-graduate qualifications. (please check our website for the current status).

City & Guilds 7302

The Training Foundation is approved by C&G to provide the 7302 Certificate in *Delivering Learning: an Introduction*. This recognises the TAP Certificate in Training Delivery Skills as the central module but also requires additional workplace assignments and an exam.

Students wishing to achieve a C&G certification in addition to a TAP certification may opt for the 7302 alternative.

"The Certificate in Training Delivery Skills, awarded following assessment under the Trainer Assessment Programme is now a de facto standard in the UK and is commended by DfES."

www.teachernet.gov.uk

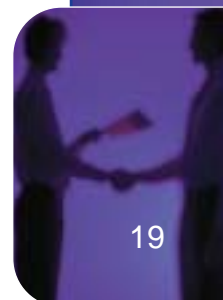
Organisations who attended our courses during 2002-3 included:

AON	Gartmore	Pfizer
Arcadia Group	Geest	Pitman Training
Audit Commission	GlaxoSmithKline	Police Forces (13)
Autoglass	Guinness	PriceWaterhouse Coopers
BAE Systems	GVA Grimley	Prison Service
B&Q	Halifax	Prudential
BBC	Hammond Suddards Edge	PSNI
British American Tobacco	Hewlett Packard	Public Health Service Labs
British Energy	HM Land Registry	RBS
Britvic	Hyder	Reuters
BUPA	IDEA	RNIB
Cadburys	Inland Revenue	Rolls Royce
Camelot	J D Wetherspoon	Royal London
Cap Gemini Ernst & Young	JMC	RSA
Capita	KPMG	Sage Enterprise Solutions
Centrefile	Laidlaw & Constable	Scottish Ufl
Centrica	Laing	Selfridges
Chantrey Vellacott	Learning Skills Council	Serco
Coventry Building Society	Lloyds TSB	Siemens
CSC	Logica	Sotheby's

"The Certificate in Training Delivery Skills, awarded following assessment under the Trainer Assessment Programme, is now a de facto standard in the UK and is a recommended standard."

*Professional Qualification for NHS Health Informatics Specialists, Nov 2001
http://www.nhsia.nhs.uk/wowwi/resource_informatics/prof_qual.pdf*

DCS Automotive	Management Centre Europe	Spring Group
Deloitte & Touche	Marks & Spencers	Surrey Ambulance Service
Department of Health	McCarthy and Stone	Tandberg Television
DfES	Microsoft	Tarmac
DHL	Microsoft Great Plains	Tesco
Diageo	Miller Insurance Group	Thames Water
DLA	Morgan Stanley	The British Council
EDS	National Audit Office	Trinity Mirror Group
Ernst & Young	News International	Transco
Eli Lilly	NTL	Ufi
Essex County Council	NHS Information Authority	Unipart
Eurostar	NHS Trusts (60+)	University of Glamorgan
Eversheds	Nortel	University of Northumbria
Experian	Northern Rock	Veritas
First Data Europe	Norwich Union	Vodafone
Friends Provident	Office for National Statistics	Wella UK
Forensic Science Service	Open University	Yell
FSA	Orange	Zurich Financial Services



Of ten things we know about great training – one stands out...

- ***it is closely aligned to business objectives***
- ***it has objectives that are clear and important to learners***
- ***it yields results that matter***
- ***it is participative and engaging***
- ***it involves managers to influence transfer of learning to the job***
- ***it motivates learners***
- ***it has shape – a predictable form and dependable outcomes***
- ***it is measured***
- ***it is more than a moment in time; it's an ongoing process***
- ***it's delivered by great trainers !!***



Programme Awarding Bodies:



Institute of IT Training



The Training Foundation

The Training Foundation, Foundation House,
Millburn Hill Road, University of Warwick Science Park, Coventry CV4 7EZ

Tel: 024 7641 1288 Fax: 024 7669 3050

Web: www.trainingfoundation.com Email: info@trainingfoundation.com

STANDARDS • CERTIFICATION • PROFESSIONAL DEVELOPMENT