

## LEADERSHIP AND MANAGEMENT SKILLS

# Award in Advanced Train the Trainer – MQF Level 5

### DURATION AND COMMITMENT:

3 full days (or 6 half days) spread over a maximum period of 3 weeks that include practice and assessment of skills acquired. Participants will be required to prepare a short training session for practice and feedback from the trainer.

### TOTAL LEARNING HOURS

- Contact Hours: 16
  - Practice Hours:4
  - Assessment Hours:4
  - Self-Study Hours:4
- Total: 25 hours

### NUMBER OF ECTS ON COURSE COMPLETION?

1

### WHO IS THIS PROGRAMME FOR?

This programme is targeted towards in-house trainers or external trainers with at least 1-year experience in delivering training.

### ENTRY REQUIREMENTS

Participants must be in possession of a school leaving certificate plus minimum of 1-year experience of facilitating learning at the workplace/possession of Award in Train the Trainer (MQF Level 4)

### OVERALL COURSE OBJECTIVE

This is a follow-up course to the Train the Trainer programme offered by ThinkTalent at MQF Level 4. By the end of the programme the learners will be able to:

- Apply theories of adult learning to their training
- Design, plan and deliver learning activities that promote positive and effective learning experiences
- Apply a range of tools to evaluate their training
- Identify learning needs and closing the performance gap
- Identify the characteristics of an exceptional trainer
- Understand why and how people learn

- Recognise different behavioural styles to adapt training as necessary
- Presentation and training delivery skills
- Devise optimum content design according to context

#### TOPICS

### 1. An Introduction to Adult Learning

- What is learning?
- Behavioural vs cognitive theories of learning
- Humanistic learning theories
- Pedagogy and androgogy
- Intrinsic and extrinsic motivation in learning

#### Aims:

- Explore the concept of adult learning
- Provide an overview of learning theory and its application in workplace training

### 2. Learning and Teaching Styles

- Honey & Mumford's Learning Styles
- VARK Learning Styles
- Teaching Styles (Authority/Motivator/Facilitator/Delegator)

#### Aim:

- Explore different teaching and learning styles and their application to workplace training

### 3. Teaching a Practical Skill

- The Training Journey: from unskilled to skilled
- Consciousness/Competence Learning Model
- The 4-Stage Model

#### Aim:

- Provide the opportunity to teach a practical skill using the 4-stage approach

### 4. Giving Feedback

- Feedback as part of assessment of learning
- Pendleton's Feedback Model
- BOOST Feedback Model
- Non-Judgmental Feedback

#### Aim:

- Provide the opportunity to develop feedback skills

### 5. Assessing Learner Needs and Setting Training Aims and Outcomes

- Identifying Learning Needs
- Setting Training Aims

- Identifying Learning Outcomes

Aims:

- Accurately identify the specific training need to influence performance and/or behaviour
- Set S.M,A.R.T. training objectives for a training programme
- Identify learning outcomes

## **6. Planning and Designing a Training Programme**

- Choosing the Most Effective Training Technique
- Preparing training materials
- Preparing Trainees
- Preparing Yourself

Aims:

- Identify the techniques that will best deliver the training objectives to the specific target trainees
- Draw up a training plan
- Prepare effectively for the training

## **7. Training Delivery and Facilitation**

- Heron's Framework for Facilitation
- Delivering Brain Compatible Learning

Aim:

- To deliver training in a way that engages the trainees' brains to maximise learning

## **8. Managing Group Behaviours**

- Considerations of Group Dynamics
- Managing Group Behaviours
- The SID Tool (Share/Involve/Document)
- Evaluating Trainees' Ability and Motivation

Aim:

- To provide an overview of managing challenging behaviours by individuals within groups

## **9. How to Evaluate Training**

- Importance of Evaluating Training
- Kirkpatrick's 4-Level Approach
- Hamblin's 5-Level Approach
- Evaluation by ROI Analysis

Aim:

- To provide an overview of how to effectively evaluate training and learning