

# Certificate in Training Practice

## Purpose

The Certificate in Training Practice (CTP) is a foundation-level Standard, at an equivalent level to NVQ/SVQ Level 3 in Learning and Development.

The Certificate in Training Practice is a stand-alone qualification, valid in its own right. Successful candidates receive the CIPD Certificate in Training Practice and are eligible for Associate membership of the Institute. However, completing the Certificate in Training Practice and/or gaining Associate membership does not imply that the candidate should automatically progress to study at the Professional Development Scheme level.

### Potential candidates

This qualification is intended for:

- those involved in training and development in organisations or working as independent trainers
- training administrators seeking a broader understanding of the principles of training and development
- those aspiring to a career in training and development
- managers with responsibility for training and development.

### Aims

The Certificate in Training Practice is intended to:

- specify the operational performance standards needed for the qualification, and the knowledge and skills that an effective trainer needs
- develop an awareness of the context for training and development, and the key issues that impact on its planning and delivery.

The Standard can be used as a basis for:

- development programmes designed to develop and assess competence against the CIPD Standards
- a developmental programme to underpin the NVQ/SVQ in Learning and Development.

This specification incorporates much of the knowledge and understanding which underpins the national standards for learning and development at NVQ/SVQ level 3, and those for assessors/verifiers.

# Performance indicators

## 1 Training in context

### Operational indicators

Practitioners must be able to:

- 1 Manage their own personal and professional development.
- 2 Build effective relationships with colleagues and customers.
- 3 Plan, monitor and keep records of training sessions.

### Knowledge indicators

Practitioners must understand and be able to explain:

- 1 Continuing personal and professional development
  - The principles of self-evaluation and personal development planning and the strategies, support and sources needed to put it into practice.
- 2 The organisational context
  - The contribution that training and development makes to organisational success and the factors that influence its effectiveness.
  - Organisational roles and relationships in relation to personnel and development.
  - The effect of legislation and government influence on training practice.
- 3 Management and administration
  - Factors to consider when planning and organising training sessions and selecting from the range of training record systems.

### Indicative content

- 1 Continuing personal and professional development
  - Continuing Professional Development – the definition and the CIPD policy.
  - Methods of self-analysis and self-assessment, including reflection, reviewing one's own performance and seeking feedback from other people such as colleagues, clients etc.
  - Giving and receiving constructive feedback.
  - Personal goals, targets and development plans.
  - Factors affecting personal performance and preferences for personal development.

- Strategies and sources for personal development.
  - Useful frameworks for benchmarking, analysis and planning (including CIPD Standards).
  - Current debates and developments in training and development.
- 2 The organisational context
    - The context in which training and development operates in an organisation, and factors affecting its effectiveness (eg budgets, attitudes to training, line management interest and support etc).
    - PESTLE and SWOT analysis.
    - Relationships, with colleagues, customers, line managers, HR (recruitment, selection, appraisal etc) and other stakeholders.
    - The performance management process and its rationale.
    - Employment relationships (including non-employees such as agents or contract staff and external providers of services).
    - Factors affecting individual performance (eg systems, performance criteria, reward, motivation, management style and relationships).
    - Employment legislation and good practice relating to personnel and training practice, in health and safety, equal opportunities and diversity, and data protection.
    - Security and confidentiality.
    - Government influences on training practice (eg IIP, NVQs/SVQs).
    - Information and communication technology and its potential for training and development.
  - 3 Management and administration
    - Techniques of resource planning and allocation.
    - Cost factors and sources of funding.
    - Factors to consider in planning training sessions (eg venues, facilities, cost, equipment, people resources).
    - Cost/benefit techniques and their application to training situations.
    - The range of recording and retrieval systems and criteria for their selection.

## 2 Identifying and prioritising learning needs

### Operational indicators

Practitioners must be able to:

- 1 Identify, prioritise and agree learning needs with individuals and groups, using appropriate methods of analysis.
- 2 Recommend learning and development opportunities relevant to identified needs.

### Knowledge indicators

Practitioners must understand and be able to explain:

- 1 Identifying learning needs
  - Methods and sources of information for identifying learning needs.
  - Factors affecting individual learning, in and out of the workplace.
- 2 Recommending learning opportunities
  - The range of learning opportunities, including workplace and e-learning, their advantages and disadvantages, and principles of equality of access/opportunity.

### Indicative content

- 1 Identifying learning needs
  - A range of methods for identifying learning needs (including task and job analysis).
  - Sources of information relevant to learning needs (including job roles/job descriptions, performance standards, performance assessments, individual and departmental objectives).
  - Methods of information-gathering (including interviews, discussions, questionnaires).
  - Personal factors affecting individual learning (eg learning styles and preferences, access, timing).
  - Work factors affecting individual learning (eg organisational requirements and priorities, constraints/resources, support).
- 2 Recommending learning opportunities
  - The range of learning opportunities, their advantages and disadvantages (eg internal/external, formal and informal methods, online or distance learning, qualifications, providers).
  - Principles of equality of access/opportunity (eg equal opportunities legislation and good practice, non-discriminatory language).
  - Training plans, for individuals and groups.

### 3 Designing training and assessment

#### Operational indicators

Practitioners must be able to:

- 1 Design training and development sessions for individual learners or groups.
- 2 Prepare and/or develop relevant materials and facilities to support training and development sessions.
- 3 Assess and provide feedback to learners.

#### Knowledge indicators

Practitioners must understand and be able to explain:

- 1 Designing training
  - The principles of adult learning.
  - The principles of effective design, and the range of factors affecting design.
  - The range of training/learning methods, their advantages and disadvantages, and criteria for their selection.
- 2 Materials and facilities
  - The range of audio, visual, and technology-based learning aids, for use in design and delivery, and criteria for their selection.
- 3 Assessment
  - Methods for assessing learning, their advantages and disadvantages and criteria for their selection.

#### Indicative content

- 1 Designing training
  - Principles of adult learning, including learning styles.
  - Factors affecting design (including objectives, learners, numbers, location, resources, facilities and equipment, management support, constraints).
  - The structure and purpose of performance, training, and learning objectives.
  - How to structure a training and development session (including purpose and objectives, logic, sequence, timing, summaries).
  - The range of methods for delivery and when they are appropriate (eg 1:1 coaching, presentation, demonstration, exercises, group activities, online learning).

- Broader learning solutions, when they are appropriate and how to integrate them into more formal training.
  - The rationale and benefits of building an evaluation strategy into the design.
  - Underlying issues – health and safety, principles of equality and non-discrimination.
  - Preparation and tutor plans.
  - Planning to transfer and support the learning back in the workplace.
- 2 Materials and facilities
    - The purpose and principles of using/presenting materials (eg visual aids, media).
    - Sources and criteria for selecting relevant types of learning materials (including styles, formats and purpose).
    - How to adapt materials for different learners.
    - Facilities and equipment and how to select and use them.
    - Technology-based equipment and systems; what they can contribute to design, delivery and evaluation; when and how to use them.
  - 3 Assessment
    - The scope, purpose and principles of assessment.
    - Issues for assessment (eg performance, knowledge, skills, attitudes).
    - Assessment methods available (eg questioning, tests, simulations, interviews, work-based evidence, observation, assignments).
    - Criteria for selection of assessment methods (eg validity/reliability, resources available, legal and organisational requirements, individual opportunities).
    - Principles and purpose of reviews.
    - Sources of information on the progress of learners (qualitative/quantitative).
    - Methods of collecting information on the progress of learners.
    - Methods of recording and storing information.
    - Principles of equality and non-discrimination in assessment.

## 4 Delivering and evaluating training

### Operational indicators

Practitioners must be able to:

- 1 Prepare, deliver and review a range of practical learning sessions for individuals and groups.
- 2 Evaluate training and development sessions for individuals and groups, using appropriate methods and make improvements as appropriate.

### Knowledge indicators

Practitioners must understand and be able to explain:

- 1 Delivering training sessions
  - The range of delivery styles and presentation techniques, including online learning, skills needed, advantages and disadvantages and criteria for their selection.
  - How to create a climate conducive to learning, and overcome barriers to learning.
- 2 Review and evaluation
  - The purpose, principles, scope and focus of evaluation.
  - Evaluation methods and procedures and criteria for their selection.
  - Factors to consider when recommending and making improvements.

### Indicative content

- 1 Delivering training sessions
  - Methods and styles of delivery (eg coaching, demonstration, instruction, giving information, facilitation of group participation), their relevance for different objectives, and skills needed for delivery.
  - Presentation techniques (eg voice, mannerisms, language, pace, non-verbals).
  - The structure, objectives, selection and sequencing of content.
  - Room layouts and the physical environment, including health and safety issues.
  - Use of visual aids (eg flipchart, whiteboard, OHP, slides, multi-media).

- Use of learning aids (eg audio/video, IT, handouts, exercises, simulations, samples).
  - Barriers to learning and how to overcome them.
  - Creating a climate conducive to learning (eg establishing rapport, interaction with learners, putting learners at ease).
  - Participative training methods (eg discussion, questions and answers, exercises and group activities).
  - Managing group dynamics (eg different types of group, factors likely to affect learning and behaviour in groups, dealing with quiet or argumentative learners).
  - The support needed by learners (eg checking understanding, tackling learning transfer).
  - Principles of giving feedback to learners (eg formal/informal, formative/summative, verbal/written, individuals/groups, prioritising).
  - Questioning and listening.
  - Issues of equality of opportunity and non-discriminatory practice (eg possible sources of bias, promoting equality).
- 2 Review and evaluation
    - Principles, scope and purpose of evaluation.
    - Methods and procedures for monitoring and evaluation and criteria for their selection.
    - Criteria for evaluation (eg objectives, design, learning/training methods, delivery, content, level, resources and facilities, changes in capabilities of learners, impact on performance, organisation of sessions, cost/benefit analysis etc).
    - Information collection techniques (eg discussions, written feedback, individual/group, questionnaires etc).
    - Recording and analysis of information and presentation of results.
    - Reasoned recommendations and actions for introducing improvements.
    - Factors that will affect implementation of the improvements (eg feasibility, relevance, timing, management support, resources etc).