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| **Training Needs Analysis (TNA)** |
| 1. Able to conduct a training needs analysis appropriate to the organisation requirement 2. Able to write behaviourally based learning outcomes |

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| **Competence** | **Guidance** | **Evidence Criteria** | **Assessment Method** | **Behavioural Examples** |
| To identify required behaviourally-based learning outcomes and able to translate these into a training specification. | The objective of this requirement is to assess the Trainer’s ability to identify training needs and to translate these into a structured training requirements specification  The trainer should be able to explain concepts such as risk, competence requirements, Bloom’s taxonomy, Non-Technical Skills and a range of assessment methodologies. | * Can describe three levels of TNA;   + - Organisational     - Job role / Team     - Individual * Able to describe the TNA process * Understand statutory and regulatory frameworks * Can interpret a Task Analysis * Can apply DIF analysis / RBTNA principles * Evaluates training fidelity requirements * Able to propose training methods and media appropriate to the learning objective * Able to write behaviourally-based learning outcomes * Can describe Non-Technical Skills (NTS) and how they apply to a specific job role or task * Matches assessment methods to learning outcomes | **Core Assessment Method (s)**  O: Quality of output in terms of TNA reports and training requirement specifications | **The following are indicative examples of behaviour in relation to this criteria:**  **Example good behaviours:**   * Able to write concise training specifications * Can explain human Information Processing * Can describe Bloom’s taxonomy, or similar * Prioritises training effort according to risk * Assess the training “gap” * Assessment methods proposed reflect performance outcomes * Can state a structure for effective competence management and development   **Example poor behaviours:**   * Training specifications contain learning objectives that are not behaviourally-based * No prioritisation of training effort * Unable to distinguish between different levels of fidelity required |

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| **Training Design** |
| 1. Able to translate a specification of training requirements into a properly structured training event that achieves the required behaviourally-based learning outcomes 2. Understands the principals involved in designing effective learning material for adult learners, including achieving interaction and motivation 3. Can design a range of training and assessment methods appropriate to the required learning outcomes 4. Demonstrates an ability to write clear and properly structured training programmes and session plans |

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| **Competence** | **Guidance** | **Evidence Criteria** | **Assessment Method** | **Behavioural Examples** |
| To be able to design training programmes, modules and assessment strategies, using a range of methods appropriate to the required learning outcome. | The objective of this requirement is to assess the Trainer’s ability to understand and apply adult learning theory, instructional design and assessment of competence in order to meet a specification of training requirements  The trainer should be able understand concepts such as information processing, the ranges of training media available, assessment techniques and how to structure a training programme / module / session. | * Can describe human information processing * Describes adult learning theories and how these can be translated into effective instructional / assessment design. * Can prepare clear and properly structured session plans, to identify learning objectives, methods, resources and assessment opportunities. * Identifies and uses a range of learning design methods to engage learners and optimise motivation * High quality training materials, where there is a balance between text and diagrams. * Training sessions reflect DIF prioritisation * Training sessions set out learning objectives at the start (advance organisers) * Trainer is aware of business constraints and achieves value-for-money in design | **Core Assessment Method (s)**  O: Quality of programme / module / session plans and a selection of training / assessment methods and media which are appropriate to the required session learning outcomes. | **The following are indicative examples of behaviour in relation to this criteria:**  **Example good behaviours:**   * Able to write concise programme / modules / session plans * Able to apply a range of training methods that optimise interactivity and learner motivation * Design caters for individual learning style * Assessment methods proposed reflect performance outcomes   **Example poor behaviours:**   * Training interventions are poorly planned and do not match learning objectives * Training design relies narrow methods and does not encourage interaction / motivation * Trainer-led design * Poor training materials – text heavy slides, etc |
| **Training Delivery** | | | | |
| 1. Able to prepare and deliver effective training sessions 2. Facilitates the learning process 3. Role models the desired organisational behaviours consistently 4. Can adapt own training style to suit the needs of the learners | | | | |

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| **Competence** | **Guidance** | **Evidence Criteria** | **Assessment Method** | **Behavioural Examples** |
| To be able to prepare and facilitate effective learning sessions, using a range of methods appropriate to the learning outcomes. | The objective of this requirement is to assess the Trainer’s ability to facilitate learning to meet learning outcomes specified in the session plan. | * The trainer role-models the organisation’s desired behaviours at all times, including promotion of a safety culture * The trainer uses a range of training methods, appropriate to the learning objectives, to engage and motivate learners * The trainer is visibly very familiar with the training content * Effective interpersonal skills including confident body language * Monitors learner progress and adapts if needed * The trainer can use required IT, such as Smartboards * The trainer uses a range of techniques, such as questioning, within sessions to measure that learning outcomes are being achieved | **Core Assessment Method (s)**  O: Quality of training delivery  Q: Learner assessment results | **The following are indicative examples of behaviour in relation to this criteria:**  **Example good behaviours:**   * Able to adapt training, methods to suit learner need * Trainee centred learning * Smart appearance, punctual * Monitors individual trainees * Uses recaps to summarise key learning points * Can handle difficult situation / learners   **Example poor behaviours:**   * Training starts late / finishes early * Trainer centred learning * Trainer visibly not familiar with training tools (such as I.T.) * Trainer consistently off-subject / content * Trainer cannot be understood by learners * Learner questions not answered satisfactorily |
| **Training Evaluation** | | | | |
| 1. Understands, and values the importance of, training evaluation as part of a Competence Management System 2. Able to apply a range of evaluation methods at the different levels of evaluation 3. Constantly evaluates own practice and develops improvement plans | | | | |

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| **Competence** | **Guidance** | **Evidence Criteria** | **Assessment Method** | **Behavioural Examples** |
| To be able to develop and apply a range of evaluation techniques to assess the effectiveness of training and whether required learning outcomes have been achieved.  This competence includes the ability of the trainer to evaluate their own performance as part of their Continuous Professional Development. | The objective of this requirement is to assess the Trainer’s ability to design and apply effective evaluation methods in order to measure the success of training in achieving specified learning outcomes. | * The trainer is able to describe the importance of training evaluation * Able to explain Kirkpatrick’s structure for evaluating training * Combination of quantitative and qualitative approaches * Pre and post course assessment, to provide a measure of learning gain * Can apply Likert scales to reaction level evaluation * Use of interviews (individual / group) to collect qualitative data * Application of before / after performance data * Training costs / benefits quantified in monetary terms * Learning objectives linked to organisation Key Performance Indicators (KPIs) * Describes the difference between evaluation and validation | **Core Assessment Method (s)**  O: Quality of training evaluation strategies and supporting evaluation material. | **The following are indicative examples of behaviour in relation to this criteria:**  **Example good behaviours:**   * Constantly reviewing, updating and improving content * Well designed reaction level evaluation forms * Use of training evaluation databases * Combination of quantitative and qualitative approaches   **Example poor behaviours:**   * No end of course evaluation * Dismissive of feedback |