



By Bradfield Editorial
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THE FUTURE OF TRAINING QUALIFICATIONS

By Andy Taylor, Training Manager, Bradfield Group

Taylor gives his view on what is and will be available.

When I started training over ten years ago it happened by accident, as has happened to many trainers. Training is a career that finds you. Ask any Trainer, Learning and Development Professional or Coach how they got into to training and you will receive a similar answer. In my career every job I have ever had, right from when I left school, has involved training people how to do a task to carryout their job.

So how did my career in training start? Well I believe I had three essential attributes; Firstly, the ability to talk to people - that is an absolute basic in training. Secondly, the ability to clearly explain things to others so that they can understand. Finally, I truly wanted people to learn and develop. My first 'real' training session - by which I mean in the classroom, was about Customer Service. Before this I delivered lots of 1:1 on the job training in areas like how to pack groceries (I started work in a supermarket), how to clean machinery right up to telephone skills, letter writing and product knowledge.

The ability to talk to people - that is an absolute basic of Training

The first course that I wrote and delivered was done without any guidance. How did I know how to do

is the honest will say that I knowledge; so what about innate ability? Wayne Rooney and David Beckham certainly didn't sit in a classroom to learn how to kick a ball.

Eventually I did attend a Train the Trainer course to get an understanding as to why I do something which was really helpful and this I did when I was in my first full-time training role.

If you are a trainer in an organisation and you have no intention of leaving you don't necessarily need a training qualification. If, however, you wish to progress and change company then this is where a training qualification is useful. Many companies today require that trainers have completed the Chartered Institute of Personnel and Development (CIPD)

organisations offering a range of qualifications for trainers.

There are many levels of qualification from NVQ3 to Masters (Msc).

Table 1 shows what qualifications are currently available. They start at Level 2 with TAP (Trainer Assessment Programme) with a number of short courses which then go to level 3 and Diploma level at level 4.

A Level 3 qualification gives you the knowledge and the Skill and you have to demonstrate your understanding of it by being assessed. At Level 4 you have to demonstrate how you use that knowledge in the workplace and Level 5 is demonstrating you know how to use that knowledge to improve the business. These are only some of the qualifications available; add to that the CIPD range of other qualifications such as Certificate in Blended Learning, Certificate in E learning, the Advanced Certificate in Learning

Level	Equivalent to	Qualification	Job Level
1	Basic Skills		
2	GCSE	TAP, ITOL	
3	AS/A Level	NVQ3, CTP, TAP, ITOL	Training Officer
4		NVQ4, Diploma	Manager
5		NVQ5, Degree, Professional Development Scheme.	Senior Manager with Strategic Responsibilities

Table 1

Certificate in Training Practice (CTP) or equivalent. But what else is out there? Well to be honest there is a minefield of

and Development, not to mention the Advanced Certificate in Designing and Delivering Learning



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and. It is no wonder that people entering the profession are confused as to what they should have in order to stand up and train.

Which is the best one for you?

This is a very difficult question to answer if you can answer it. Each qualification has its place and purpose.

TAP(Trainer Assessment Programme) is growing rapidly as the preferred qualification by many organisations with many of them only employing TAP qualified trainers. TAP is less academic than other qualifications and is more role based.

The Chartered Institute of Personnel and Developments CIPD is still the most widely recognised and requested. The CIPD have tried to combine elements of NVQs and academic qualifications to create something that is both vocational and academic.

CTP is still the most widely recognised and requested

The CTP also provides, on successful completion of the programme, Associate Membership of the CIPD which none of the others do.

ITOL is a relatively new qualification which is geared towards the occasional trainer or instructor. After doing this qualification you are able to move to a level 3 qualification that will provide a broader range in areas covered.

These qualifications are designed for Trainers, those of us that like the classroom or learning environment wherever that might be, and are quite happy doing that for the foreseeable future.

If you find that you want to or have moved into a Training Managers role then a Level 4 qualification is the next step. An NVQ 4 or Diploma will provide you with the additional knowledge. If you go into a strategic role, NVQ 5 or degree and then to a Masters. Of course there is also the CIPD Professional

Development Scheme (PDS) which is the equivalent of a degree.

Following on from the Train the Trainer I found that I wanted to change companies and found that without a qualification it was proving difficult. I did some investigation and asked for advice and in the end I settled for an NVQ 4 in Learner Development which I found very enjoyable and which provided further interests from working towards it. One of them is Employment Law which I would never have discovered without the NVQ.

The PDS encompasses Training and covers management and HR. Choosing a Degree or a Masters is also problematic as they tend to combine elements of HRM (Human Resource Management).

One Masters level programme that I found is the **MSc in HRD and Performance Management** at Leicester University but it still has a strong HR influence. The **BA(hons) Professional Training & Development** at Leeds Met was the only one that I could find (with reasonable study time) which was solely Training based.

I have often wondered whether a degree make you a better trainer.

There will always be effective and ineffective trainers regardless of the level of qualification they hold or what it is. Much will depend on the organisations view of training, the resources available and the culture. No amount of qualification will improve or change this. We might have the knowledge or skills to negotiate better budgets or resources but does that make us better at achieving business aims and objectives? A difficult question to answer.

Does having a degree make you a better trainer?

As trainers we need to reflect on our performance and assess the courses we deliver by evaluating them effectively, more than just what the delegates thought of it. Training/Learning and Development is changing in its delivery and scope. Organisations want ‘bite size learning’ that can be done with the minimal amount of time away from the workplace. Work Life Balance is becoming more visible in the work place with the way people work and how they are prepared to develop.

Martin Sloman’s book ‘The Changing world of the Trainer’ Butterworth-Heinemann 2007 is a must read for anyone in the training profession and may help you decide which, if any, qualification you choose.

What next?

The Lifelong Learning UK Sector (LLUK) has been established as the Sector Skills Council for the lifelong learning sector and they are bringing in two new qualifications;

- Preparing to Teach in the Lifelong Learning Sector (PTLLS)
- Certificates in Teaching in the Lifelong Learning Sector (CTLTS)

These new qualifications are for those teaching or training in further/higher



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education, adult and community learning, libraries and information services and work-based (including corporate) learning. From September 2007 it will be a mandatory requirement for any new teacher who teaches a publicly funded provision to complete the new award which will prepare them to teach.

The CIPD has been trialing these new qualifications as a standard Training qualification since December 2006. This is to see the affect on the CIPD's own Qualifications Framework. Initial reports from the trial show that they have been well received.

Table 2 shows how the new qualifications will fit into the Qualifications Framework as described in Table 1. Although the PTLLS and CTLLS are both Level 3 and 4 the PTLLS is an introductory level which prepares you to teach in the Lifelong Learning sector. It looks at the delivery side of

Level 5/6/7 Diploma (DTLLS 2) -min 120 credits	(QTLS)
Level 4 Diploma (DTLLS 1) -60 credits	
Level 3 & 4 Certificate -24 credits (CTLLS)	
Level 3 & 4 Awards -6 credits (PTLLS)	

Table 2

training where as the CTLLS covers the range of the current CTP; Training Needs Analysis, Design, Delivery and Evaluation. They are also investigating the possibility of integrating the CTP into PTLLS and CTLLS. These trials are due to run until December 2007 and final considerations to take place some time in 2008.

Whatever happens in the work place there will always be a place for training of some description or other. Learners will always learn in different ways and the dynamics of groups will always be different. As trainers we should blend our learning all the time to cover as many learning styles as possible. Our delivery method must be open, honest and to a certain extent entertaining. This is because people's attention span

is shorter today as we live in a fast, multi-media driven society with ipods, games consoles and portable DVD players. Should we be issuing training on a Nintendo DS? They are already on ipods with podcasts and videocasts as part of the learning process. Maybe future training qualifications need to incorporate an IT qualification so that we can write software for the portable games consoles.

Training is going through a metamorphosis at present with the growing use of technology to deliver training and learning solutions. Traditionally taught courses are being redesigned to incorporate the use of technology. New qualifications coming onto the market are likely to have technology based learning integrated into their delivery.

Organisations are demanding cheaper and faster solutions to satisfy training needs and requiring that the education system prepares school leavers for the work place with more vocational based qualifications and courses.

The future of training in the work place will be an interesting and challenging one. Training professionals must be prepared to embrace this challenge in order to promote Learning and Development in the workplace and Lifelong Learning for all.

Andy Taylor holds the NVQ 4 in Learner Development and is a Licentiate member of the CIPD. He teaches and is course leader on the Certificate in Training Practice in Cambridge and the Gulf region.

Bradfield Group runs the Certificate in Training Practice in Cambridge, London, Dubai and Abu Dhabi.