

# The ICTI Certificate in Training

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## A beginners guide to obtaining this qualification

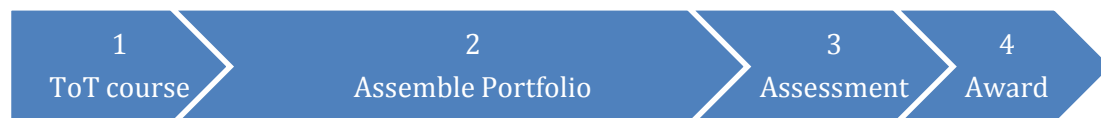
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Over the sixteen years since its inception, the ICTI Certificate in Training has become recognised within Christian Media circles, and even beyond, as a badge of quality for trainers. This is in no small part due to the high standards maintained in the qualification process.

However, we know that processes that maintain high standards can often seem off-putting to those faced with what they see as a mountain to climb. But it doesn't need to be that way. Just because ICTI maintains a high standard, does not mean it has to be difficult. If you are a practicing trainer, obtaining this qualification should be quite straightforward.

This leaflet aims to show you how.

## The process



There are four main steps to obtaining the ICTI Certificate in Training:

1. Participating in an ICTI Training of Trainers (ToT) course – this is usually one-to-two weeks residential, highly participative, and provides you with the basic best practice skills of a trainer. You may already be on that course reading this leaflet!
2. Assembling a Portfolio of Evidence of your competence and good practice as a trainer – this typically takes up to one year, and involves documenting how you use the skills you gained on the ToT.
3. Assessment – your Portfolio is reviewed by ICTI assessors. You may be asked to clarify or expand some materials, so expect some correspondence, but their aim at this stage is to ensure you reach the standard and pass.
4. The award of the ICTI Certificate in Training.

Sounds simple? If you are working regularly in a training role, it should be.

## Why a Portfolio?

We are often asked “Why can we not just have a certificate at the end of the ToT?” The answer is simple. Attending a course proves nothing about your competence as a trainer.

Your ToT facilitators will, of course, have some idea of your competence by the end of your course, but for the Certificate to be meaningful, your skills must be measured more systematically than that.

Ideally, the assessors would follow you back to your place of work and watch you training people for a week or two. But this would be prohibitively expensive.

So the portfolio has been devised to allow you to assemble the information that ICTI need to assess how you train, and whether you are consistently applying the training practices embodied in the ToT.

## What skills and practices are ICTI assessors looking for?

That’s easy to answer.

Go back to your handouts and worksheets from the ToT course. It’s all there.

You were encouraged to assemble these into a “Manual” before leaving the course. This Manual covers each step of training, from deciding on needs, through planning and preparing, to delivery and evaluation.

The ICTI assessors will be looking for evidence that you are applying the principles you learnt in these sessions.

Of course, this does not mean slavishly following a set procedure. But it does mean that you are **INTENTIONAL** about:

- Meeting your training participants’ needs, or those of their organisations
- Planning your content and methods to meet those needs
- Delivering in appropriate ways to encourage learning in all your participants
- Constantly assessing and evaluating to see where improvements can be made.

The ICTI assessors want to award you the Certificate. But to do that, they must be sure your training practice is following these **PRINCIPLES**.

## Evidence

The evidence you provide in your portfolio has only one purpose – to help the assessors to see how you follow the ICTI principles, and to award you the certificate.

So how can you help them the most to have confidence in your skills?

There are FIVE main categories of evidence that you can collect, and these are in order of preference:

1. DIRECT evidence – most preferred
2. MANAGER witness statements
3. PEER witness statements
4. LEARNER witness statements
5. PERSONAL statements – least preferred

### 1. DIRECT EVIDENCE

This is the very best type of evidence. If the assessor could attend your training that would be perfect, but that is rarely, if ever, possible. So a good second best is to provide actual materials:

- Copies of actual training needs assessments, planning documents, session plans, handouts, Powerpoints, evaluations and any other real materials you have produced and actually used for training. These must be your own work.
- Short videos or recording of parts of training sessions with you running them.
- Copies of completed feedback evaluations by participants you have trained.
- Copies of completed worksheets and materials (i.e. outputs) by participants in sessions you have run.

### 2. MANAGER WITNESS

Second only to direct evidence, your manager (or client if you train outside your own organisation) will know whether your training has been effective in meeting real needs and changing the performance of participants.

This is, after all, the ultimate aim of training.

In order to make this a thoughtful representation of your effectiveness, you will find a pro-forma for this statement at the back of this guide. You could ask for this to be part of any annual appraisal you have, or just ask them to complete one after you have run a course for them.

### 3. PEER WITNESS

If others around you get to see you work, and see the results of your training (participants who have gained skills and abilities), ask them to make a witness statement.

If you are fortunate to have an ICTI Certificated Trainer within reach, and can persuade them to watch some of your training, their witness statement would be very helpful.

The same pro-forma as the Manager Witness can work for these colleagues also.

#### 4. LEARNER WITNESS OR FEEDBACK

You will probably not want to ask participants for witness statements. But you should be seeking their feedback through various types of course evaluation.

Copies of real participant evaluations which include questions about the effectiveness of your training, what they learned, how valuable they felt it was and how likely they are to use their new skills, provides real evidence of your skills as a trainer.

Arguably this can also count as Direct Evidence, but you don't need to worry about that. Just provide the copies and your assessor will decide where it fits. If these evaluations are designed to seek criticism as well as "happy" comments, they are more likely to count as Direct Evidence, which is more valuable.

#### 5. PERSONAL STATEMENT

This form of evidence is not usually very satisfactory for most areas, since it only tells us what you think about your training, which may be over optimistic or over pessimistic! And we will not know which!

But there are a couple of cases in which it can be useful.

For most trainers, their role can be limited in certain areas. For example, you may not have the opportunity to carry out some aspects included in the ToT.

As an exception, therefore, your assessor can accept one or two statements by written by you. You should use such a statement to show that you have understood how this principle is at work in your training environment.

So if, for example, you do not get the chance to participate in Organisational TNA, you may need to tackle it this way. Perhaps this is an area that your organisation handles through another department, such as HR. By writing an explanation of HOW this is carried out, or perhaps suggesting ways in which it might be improved, you will demonstrate your own understanding and motivation to use good practice.

However, there is one area where Personal Statements CAN be very useful primary evidence, and that is in regard to your Continuous Improvement. You are really the only person who can tell us about your own thought processes. You should take some time after each course you run to reflect on how well your training went, and the feedback you received. Writing about this can be a very helpful way to prompt that reflection process, so it will help you directly.

By including such writing in your portfolio you can tell us a lot about your approach to training and to continuous improvement, so it will also provide valuable evidence.

## How much evidence is enough?

At the back of this guide you will find a checklist, which is used by the assessors in evaluating your portfolio. We provide a copy for you so you know what you are aiming for.

On receipt of your portfolio, your assessor will go through it and place ticks in boxes where they find credible evidence of one any the five types to show that you are following ICTI practices in each of the listed areas.

A good portfolio will end up with more than one tick on every line (topic).

Most of the ticks will be towards the left side (Direct or Manager evidence).

Very few will be Personal statements, except perhaps in Continuous Improvement.

Areas of core practice, such as planning and delivery, will be most heavily covered, with many ticks against different types of evidence.

They will (on the last few lines) look for evidence that your training practice is improving as a result of feedback you receive. So you will need to provide evidence from MORE THAN ONE course or session, showing some progression.

## The simple guide

So here is a suggested simple process to follow after your ToT, to get you to the Certificate.

This guide assumes you have a training course (or session) to carry out, and you have some time set aside to prepare for it. If you do not, please talk to ICTI about alternative approaches.

1. Before you even start planning the training, go through the ToT Manual (your collection of handouts etc) and review how you normally proceed.

Start by looking at the section on Needs, and decide if there is anything you can improve. Do you understand the organisation need for the training? How will you assess the current skills of the participants? How will you ensure you know what the training needs to achieve?

If you produce any documents, such as Needs Assessment, or Training Specifications for the client/manager, add copies of these to you portfolio.

2. As you start planning, look at each section as you come to that stage.
  - Check whether your Objectives are SMART and fit the Needs
  - Ensure your Content will meet the needs
  - Think about the Delivery Methods you will use, and whether they are the most appropriate for:
    - a) The type of Knowledge, Skill or Attitude you are aiming for, and
    - b) The four Learning Types you may have in your group
  - Continue this step by step for the Session Plan, your handouts, presentations, resources, evaluation forms you will use etc.

As you produce Session Plans, Handouts etc, add copies of these to your portfolio.

3. If you are organising the course (logistics, finances, pre-course materials etc) add copies of any documents your produce to your portfolio.

Now, take a look! Your portfolio already contains great evidence of how you plan for training, and the good practices you are using! So let's continue...

4. When you are ready to deliver, decide whether you have anyone available to provide Manager or Peer witness, and invite them to attend for some of the time. If you plan to record or video, make sure you have the equipment ready, or someone to help – you don't want this to be distracting you when you are about to start training!
5. During the training, ask some of your participants if they would mind you taking copies of some of their worksheets, example materials, and especially final project work if appropriate – this is excellent evidence of the effectiveness of your training, so add those copies to you portfolio.
6. When the course is over, add copies of your participants' feedback evaluation forms.
7. Seek out Manager or Peer witness statements, especially from anyone you invited to sit in on some of the training.
8. Edit your video/audio files, if applicable. They should not be recordings of full sessions, but examples of parts of sessions with you leading, speaking or facilitating activities. This would be particularly good for any practical instruction you give, such as using equipment.
9. A little while later, take some time to reflect on how it all went, and where you could have done it better, and write a Personal Statement about the whole course.

Congratulations! You now have a comprehensive set of evidence of how you use the ICTI training practices in your training for one course or session.

And, if you think about it, you spent very little time actually gathering portfolio evidence. It simply came out of a good, methodical application of good practice.

So now, repeat this for one or two more courses/sessions, adding some reflections on how each improves on the last, and your portfolio will be ready for submission.

## Professional Standards in Post-Compulsory Education and Training

The Certificate in Training is designed to offer evidence that you can deliver training to accepted international standards. To do that we have structured the requirements so that they reflect the standards laid down by the Education and Training Foundation in the United Kingdom.

The Education and Training Foundation set standards for training teachers and trainers working in post-compulsory education in Britain. Relating to these standards allows students to more easily associate the portfolio outcomes with other training. The Institute has no formal relationship with the Education and Training Foundation and this does not imply that the Certificate in Training is in anyway approved or endorsed by it.

### THE ETF PROFESSIONAL STANDARDS

As a professional teacher or trainer you should demonstrate commitment to the following in your professional practice.

#### Professional values and attributes

Develop your own judgement of what works and does not work in your teaching and training

- 1 Reflect on what works best in your teaching and learning to meet the diverse needs of learners
- 2 Evaluate and challenge your practice, values and beliefs
- 3 Inspire, motivate and raise aspirations of learners through your enthusiasm and knowledge
- 4 Be creative and innovative in selecting and adapting strategies to help learners to learn
- 5 Value and promote social and cultural diversity, equality of opportunity and inclusion
- 6 Build positive and collaborative relationships with colleagues and learners

#### Professional knowledge and understanding

Develop deep and critically informed knowledge and understanding in theory and practice

- 7 Maintain and update knowledge of your subject and/or vocational area

- 8 Maintain and update your knowledge of educational research to develop evidence-based practice
- 9 Apply theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence
- 10 Evaluate your practice with others and assess its impact on learning
- 11 Manage and promote positive learner behaviour
- 12 Understand the teaching and professional role and your responsibilities

### Professional skills

Develop your expertise and skills to ensure the best outcomes for learners

- 13 Motivate and inspire learners to promote achievement and develop their skills to enable progression
- 14 Plan and deliver effective learning programmes for diverse groups or individuals in a safe and inclusive environment
- 15 Promote the benefits of technology and support learners in its use
- 16 Address the mathematics and English needs of learners and work creatively to overcome individual barriers to learning
- 17 Enable learners to share responsibility for their own learning and assessment, setting goals that stretch and challenge
- 18 Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement
- 19 Maintain and update your teaching and training expertise and vocational skills through collaboration with employers
- 20 Contribute to organisational development and quality improvement through collaboration with others



## How to submit

We would expect a fairly busy trainer to take three to six months to gather a good portfolio. If you only train from time to time, it may take a little longer. If you are serious about completing this, we would expect you to complete it within 12 months, and will only consider later submissions exceptionally.

Portfolios can be sent in a wide range of formats. ICTI has received them in traditional paper form, on CD/DVD, flash memory stick and Email attachment.

These days we suggest collecting the material in a folder using the Dropbox service or Google Drive.

We recommend that you create a folder/directory for each of the portfolio areas outlined in the Certificate information pack. But please provide a single document with an index explaining where you think your evidence can be found.

Evidence does not need to be submitted in English. However, items submitted in any other language should be accompanied by a brief explanation of what is contained in the document. This is particularly important when it might include comments from managers, colleagues or course participants. If you don't tell us what is included it will be hard for us to give credit when reviewing the portfolio.

Once you are satisfied, send it, either by ordinary post, Email, or a link to Dropbox or Google Drive, **together with the completed Application Form** (at the back of this guide) for the Certificate and examination fee (where appropriate), to:

Andrew Steele  
ICTI  
The Media Centre  
131 Grattan Road  
Bradford  
UK BD1 2HS  
icti@icmc.org

# Certificate in Training

## APPLICATION FOR ICTI CERTIFICATE IN TRAINING



<b>Full name (as you would like it to appear on your certificate)</b>	
<b>Organisation</b>	
<b>Address and contact details</b>	
<b>Dates and location of Training of Trainers course attended</b>	
<b>I hereby confirm that the enclosed Portfolio represents my own work (please sign and date)</b>	

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Registered Office:  
131 Grattan Road,  
Bradford,  
West Yorkshire, UK

<p><b>I hereby confirm that the enclosed portfolio represents the work of the above named (Witness signature, date and relationship to you)</b></p>	
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This application should be submitted to the Institute together with your completed portfolio and an examination fee of £25. Fees for applicants who have completed an ICTI ToT course are pre-paid but a late examination fee of £15 is payable where the applicant takes more than 12 months to submit their portfolio. The fee is not refundable if the candidate is not successful in the examination and is payable in *pounds sterling* only by UK bank cheque or by Visa or MasterCard credit card.

# Certificate in Training

## Portfolio Check List

Candidate:..... Assessor: ..... Date: ..... <b>Portfolio contains: CV</b> <input type="checkbox"/> Reflection Topic	Direct	Manager Witness	Peer Witness	Learner Witness	Personal Statement
<b>Identifying Training Needs</b>					
Organisational (Or the part of it you are mandated to look at!)					
Individual					
Course objectives					
<b>Planning and Designing Training</b>					
Planning programmes					
Choosing methods					
Designing materials					
<b>Delivery of Training</b>					
Organising programmes					
Organising sessions					
Delivery to groups					
Individual learning support					
<b>Evaluating Training against objectives</b>					
During training					
At the end of training					
Some time later					
<b>Continuous Improvement</b>					
Using the results of evaluation to improve strategy					
Using the results of evaluation to improve delivery					
Result / Comments:					



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**(5) How would you rate the trainer in the following areas:**

- planning for training sessions
- course materials (hand outs etc)
- effectiveness of training sessions
- the use of resources (power point, audio/video, whiteboard, equipment)
- variations in teaching methods
- involving the students in the session
- preparation of evaluation tasks
- evaluation of students (ie: how well have they learnt this material)
- rapport with students

**(6) Were there adequately clear learning outcomes in the trainer's topics of responsibility? Were these met?**

**(7) In your opinion, did the evaluation task effectively evaluate the learning outcomes?**

**(8) Did you see evidence of the trainer evaluating his/her own training and assessment (self evaluation, seeking evaluation from others)?**

**(9) Does the trainer incorporate this evaluation into improvement of the training?**

Name, Address and position of person completing this form:

What is your relationship to the trainer?