

TFL Application: Train-the-Trainer course requirements

Duration: minimum 20 hours in total

Method: remote or in-person

Must be a course hosted by an accredited post-secondary institution OR one facilitated by an instructor, who is CURRENTLY registered with the BCRPA as a TFL with a minimum education level of a Master degree in Education or equivalent*.

Course curriculum should include but not limited to:

- fundamentals to design, facilitate and assess effective training
- principles of adult learning
- brain-based methodology
- how these concepts apply to their own training
- how to develop and facilitate a training session, receive feedback, set new goals for training effectiveness.
- increased their competence and confidence in designing and facilitating effective training sessions/courses

Course objectives

Upon successful completion of this course, the TFL applicant should be able to:

1. Identify and describe the common characteristics of adult learners.
2. Apply current brain-based learning theory when designing learning activities for adult learners.
3. Apply two models of the learning process to their training activities.
4. Use a training design process model to prepare lesson plans for their training sessions.
5. Facilitate engaging training sessions using experiential training techniques.
6. Identify techniques to build a supportive and inclusive learning environment.
7. Employ open-ended questions that stimulate learners' critical thinking abilities.
8. Provide appreciative feedback to their learners.
9. Identify appropriate assessment techniques to enhance learning.
10. Reflect on their training practice, individually and in the community

Curriculum required (but not limited to):

- “The Experiential Learning Cycle”
- “Model of the Learning Cycle: Critical Points in the Inquiry Sequence”
- The phases of the instructional design process
- Writing a lesson plan
- The three types of learning outcomes: Cognitive; Affective; Psychomotor
- Selecting experiential instructional techniques and developing engaging learning activities
- Selecting and/or developing learning resources
- Facilitating engaging instructional sessions
- Assessing instructional outcomes
- Phrasing and asking open-ended questions that stimulate critical thinking
- Providing appreciative feedback
- Reflecting on one’s instructional practice
- Create a learning community
- Characteristics of the adult learner
- Evidence-based learning theory

*Facilitator’s approval based upon submission of resume and verified qualifications. Course will be reviewed by the BCRPA. Course materials including a curriculum map (sample supplied by the BCRPA) must be submitted. Incomplete course applications can be declined.