

**COMPETENCY TABLE FOR ANZCAL TRAINER/FACILITATOR CERTIFICATION
ACCREDITATION TITLE IS “TRAINER MASTER COACH (TMC)”**

COMPETENCY #1	EVIDENCE REQUIREMENT
<p>Establishing and designing the learning course. This competency demonstrates the ability to plan a good quality, professionally designed course that caters for all learning types.</p> <p>The ability to design a course which includes:</p> <ul style="list-style-type: none"> • Course outcomes– this relates to the knowledge or skill participants will acquire by participating in course eg <i>participants will complete course demonstrating understanding of identifying and catering for different learning styles within a group</i>. There may also be learning objectives for the entire course as well as objectives for each segment. • Trainer/facilitator expectations - this relates to what the trainer/facilitator is aiming for during the course eg <i>A safe environment quickly established offers opportunity for questions as a group. This will provide more insight for participants and evaluation points for progress to facilitator</i>. Again, there may be overall course expectations as well as expectations for each segment. <p>The full design of the course must include each of the following areas:</p> <ul style="list-style-type: none"> • Design and Development of content • How the course will be delivered • Evaluation process for both course and facilitator/trainer delivery <p>Course will cater for different types of learning styles and will include regular state changes</p> <p>Course content structure will follow a natural progression commencing with foundational information and knowledge and allowing platforms for transitioning to next layer of knowledge.</p> <p>Handouts/manuals/course material will be relevant, clear and professionally presented.</p>	<p>If applicant has used a known training format eg 4MAT, W.E. Herrmann full brain quadrant learning, David Kolb etc brief explanation of the format and how this is demonstrated to be provided.</p> <p>There must be clear learning objectives for the course. Learning and training objectives will be clearly identified and noted. These can be defined as SMART: Specific – clarity about course, outcomes and expectations Measurable – observable action verbs for assessment Attainable – participants will also be ‘stretched’ Relevant and realistic – to topic and timeframes Time-bound</p> <p>Consideration to how the learning objectives will be communicated to the participants to be included.</p> <p>Relevancy - how will these learning objectives apply back in the person’s role/job/life or, during facilitation, how will the person attending identify these?</p> <p>Clear documentation of what learners need to know, need to be able to do and the skills and knowledge that assist in achieving the objective noted. Trainer/facilitator notes will include how the trainer/facilitator knows this has been achieved.</p> <p>Must demonstrate that visual, auditory and kinaesthetic learners, and other learning needs, are catered for within the stages of the course.</p> <p>Structure of the course will be clear, and progression evidenced in material.</p>

If submitting in hard copy format please submit one copy to PO Box 25 536, St Heliers Auckland 1740 Please allow a minimum of 4 weeks for assessment. Version 3 June 2018

**COMPETENCY TABLE FOR ANZCAL TRAINER/FACILITATOR CERTIFICATION
ACCREDITATION TITLE IS “TRAINER MASTER COACH (TMC)”**

<p>All visual aids and auditory aids included will be well presented, thought out and relevant.</p> <p>Evaluation processes – consideration to how the trainer/facilitator will evaluate:</p> <ul style="list-style-type: none"> • Participant progress during the course • Participant feedback at conclusion of course <p>Enrolment forms and medical information. Consideration to what information acquired from participants is required and relevant. Information requested will have direct relevance to participation on the course only and can include information that may be added to future mailing lists. Under no circumstances will the facilitator, nor the business they may be connected with, collect information that is not relevant to the training.</p> <p>All information collected about participants is confidential and stored securely, meeting national Privacy Act standards.</p> <p>Planning for your target market and ensuring appropriateness for audience.</p> <p>Trainer/facilitator notes will follow progression of participant material/manual/handouts. Can include a daily run sheet, trainer/facilitator materials checklist and trainer/facilitator objectives.</p> <p>If the course is prewritten/ purchased by a third party these competencies must still be identifiable to assessors and facilitator/trainer be able to understand and facilitate these competency requirements.</p>	<p>All material is well laid out and well presented. Course name, business presenting, and contact details can be included. All material displays a good level of professionalism of trainer/facilitator and/or the business providing the training. Ability to assess progress will be included during the course to ensure participants are keeping pace and meeting the learning objectives.</p> <p>Sample of enrolment forms, medical information if required and evaluation forms to be submitted.</p> <p>Copy of trainer/facilitator notes and supporting documents (eg run sheet, checklist)</p> <p>Comment or evidence on how this occurs is required.</p> <p>Copy of all above requirements and submission of trainer/facilitator’s personal notes.</p>
---	--

**COMPETENCY TABLE FOR ANZCAL TRAINER/FACILITATOR CERTIFICATION
ACCREDITATION TITLE IS “TRAINER MASTER COACH (TMC)”**

COMPETENCY #2	EVIDENCE REQUIREMENT
<p>Creating the learning environment prior to and during the course This competency demonstrates knowledge of the ability to create a suitable and safe learning environment for the participants and one that represents a professional trainer/facilitator.</p> <p>Communications prior to commencement of course has kept participants fully informed and clearly stated:</p> <ul style="list-style-type: none"> • Date • Times for start and finish • Venue • What to bring • Any venue or parking requirements to be noted • Good practice a statement or a teaser to prime participants or peak their interest. <p>Pre-course communication is balanced – not too much and yet enough.</p> <p>Trainer/facilitator plans for early arrival and room set up. Items such as computer, projector, speakers, Wi-fi etc are all tested prior to commencement of the course to ensure functioning correctly.</p> <p>Ensuring as much as possible that the environment is:</p> <ul style="list-style-type: none"> • Comfortable for participants • Respectful of all participants • Safe for all participants (physically, mentally and emotionally) • Experiential • Appropriate for participants <p>Participants welcomed as they arrive and are quickly informed of how to settle themselves.</p> <p>There is a welcome and an introduction to group outlining course outcomes and expectations early in the course commencement. Good practice is to:</p> <ul style="list-style-type: none"> • Include an activity for participant involvement to get to know others in the group and build rapport early. 	<p>This competency is largely evidenced through the interview process. ANZCAL interviewer may request documentation for evidence as well if required.</p> <p>Examples of this to be submitted.</p>

If submitting in hard copy format please submit one copy to PO Box 25 536, St Heliers Auckland 1740 Please allow a minimum of 4 weeks for assessment. Version 3 June 2018

**COMPETENCY TABLE FOR ANZCAL TRAINER/FACILITATOR CERTIFICATION
ACCREDITATION TITLE IS “TRAINER MASTER COACH (TMC)”**

<ul style="list-style-type: none"> • Clearly note encouragement for questions, full participation and feedback to ensure participants are continuing at the pace of the trainer/facilitator. • Introduction also includes: <ul style="list-style-type: none"> ○ Health and safety notices including evacuation procedures ○ Bathroom location ○ Room requirements eg phones off ○ Confidentiality requirements eg sharing of personal information during course ○ Approximate break times and facilities <p>Participants names are learnt quickly and used during the course to enhance their sense of importance and sense of belonging.</p> <p>Course starts and finishes on time as do the breaks. Any deviation is by agreement with participants and the nature of the requirement suitably explained.</p> <p>Consideration to how trainer/facilitator incorporates the different speeds and ways that participants learn.</p>	<div style="border: 1px solid black; height: 300px; margin-bottom: 10px;"></div> <p>Remember: the course is about the participants not the trainer/facilitator. If you are doing an introduction of yourself keep it succinct and to the point.</p>
---	--

**COMPETENCY TABLE FOR ANZCAL TRAINER/FACILITATOR CERTIFICATION
ACCREDITATION TITLE IS “TRAINER MASTER COACH (TMC)”**

COMPETENCY #3	EVIDENCE REQUIREMENT
<p>Course Facilitation This competency demonstrates the ability to maintain the learning environment throughout the training. It also demonstrates the ability to facilitate a professional training course from start to finish including utilisation of resources.</p> <p>The trainer/facilitator demonstrates flexibility in delivering the material and incorporating participants to ensure group travel at similar pace as much as possible.</p> <p>The course largely follows the handouts/manual provided. Any deviation is explained. Handouts/manual are easily followed to allow these transitions if required.</p> <p>Inclusion of knowledge, examples, relevant stories that can be applied to the learning and question opportunities throughout course are evident.</p> <p>Course includes demonstrations and opportunities for the participants to put learning into action to enhance the learning. This can also be a part of the evaluation process for participant learning.</p> <p>Flip chart, board work, power points and or posters are all neatly and professionally presented. Fluid transitions that lead to the use of these and back to trainer/facilitator occur more often than not.</p> <p>Adequate breaks and state changes are included in the day.</p> <p>Ability to deal with challenging/difficult participants in a manner that maintains the integrity of the group, the trainer/facilitator and the challenging person themselves.</p> <p>Closing the training Multiple day courses have a closure for each day.</p>	<p>Experiential learning as well as knowledge sharing.</p> <p>This competency is largely evidenced through the interview process. ANZCAL interviewer may request documentation for evidence as well if required.</p> <p>This standard is not met if trainer/facilitator talks too much, wanders off point frequently, is inflexible, belittles participants or forces their own beliefs onto the audience. Put participants on the pedestal, not self.</p>

If submitting in hard copy format please submit one copy to PO Box 25 536, St Heliers Auckland 1740 Please allow a minimum of 4 weeks for assessment. Version 3 June 2018

**COMPETENCY TABLE FOR ANZCAL TRAINER/FACILITATOR CERTIFICATION
ACCREDITATION TITLE IS “TRAINER MASTER COACH (TMC)”**

There is a closing to the training e.g. handing out of certificates, rounding up of the course, participant led closure etc

Evaluation of the training by participants is completed at conclusion of training.

- For multiple day courses it is good practice to, in some way, evaluate how each day has been for participants and to consider if anything within delivery of the course needs to be reconsidered for the duration.
- There is a robust evaluation process for the conclusion of the training which allows participants to comment as well. Evaluations include aspects across the spectrum of the course including but not limited to content, resources, value obtained, trainer/facilitator abilities.
- Requests for trainer/facilitator testimonials on evaluation forms should include a place for participants to formally acknowledge permission of use.
- Any use of photographs or videos that include participants require their written permission to be used in marketing or future training.

Copies of all evaluation forms from most recent course run. If not yet facilitated, require two testimonials from people who witnessed applicant’s ability to present.

**COMPETENCY TABLE FOR ANZCAL TRAINER/FACILITATOR CERTIFICATION
ACCREDITATION TITLE IS “TRAINER MASTER COACH (TMC)”**

COMPETENCY #4	EVIDENCE REQUIREMENT
<p>Trainer/Facilitator competencies This competency demonstrates the ability of the trainer/facilitator themselves. As well as facilitation qualities it includes demonstration of values, continual personal development and ability to willingly take feedback for enhancement.</p> <p>Voice is clear, audible and adds value to the course training. Aspects to be evident are:</p> <ul style="list-style-type: none"> • Appropriate levels of energy. • Projection of voice. • Use of pitch to add interest, including emphasis on words, phrases etc • Pace – is it at an adequate speed? If there are any people with English as a second language, can they understand and keep up too? • Pauses – utilising pauses to think before speaking and/or to add value to what has just been said. • Pronunciation – participants must be able to understand the trainer/facilitator. • Use of fillers in language is minimal eg: um, ah, but, ok, you know, etc. <p>Body language including gestures, facial expressions and eye contact is appropriate and add to the training experience and allows participants to feel included.</p> <p>Role modelling of the teachings is evident. This allows the participants to see the teaching in action and offers subliminal learning.</p> <p>Can ask questions in different ways and offers enough time for the person to mentally process and answer.</p> <p>Ability to understand body language and sensory acuity from participants and question or discuss to clarify what is being perceived. Assumptions are not made.</p> <p>Ability to identify possible “buttons” that create unwanted responses for a participant or are challenged by participants and be able to respond so that all parties leave feeling heard and emotionally “intact”.</p>	<p>This competency is largely evidenced through the ANZCAL interview process. Interviewer may request documentation for evidence as well if required.</p> <p>Feedback/evaluation forms will also be included in evidence.</p>

If submitting in hard copy format please submit one copy to PO Box 25 536, St Heliers Auckland 1740 Please allow a minimum of 4 weeks for assessment. Version 3 June 2018

**COMPETENCY TABLE FOR ANZCAL TRAINER/FACILITATOR CERTIFICATION
ACCREDITATION TITLE IS “TRAINER MASTER COACH (TMC)”**

Fully listens and can hear in both current and future, identifying potential blocks or challenges, and possibilities. Can ask questions to clarify or change way of explanation to enhance learning.

Practices and is comfortable with silence to allow participants to formulate questions, feedback, or ingest learnings.

Ability to remain engaged and available to the participants throughout the course. They are people oriented and approachable. Can leave personal life to one side and remain focussed on the course.

The trainer/facilitator has the knowledge and is credible in the topic being taught. Can be considered a “subject matter expert”.

Actively seeks feedback on their skills and presentation in evaluation. Can graciously listen to and receive feedback with an open mind avoiding defensive responses and defensive attitudes.

Understands and practices self-reflection as a matter of course, including balance between aspects of improvement as well as aspects of good performance.

Demonstrates acts of altruism within the community.

Continual professional development and knowledge enhancement is undertaken annually and ability to demonstrate this knowledge in future trainings.