

Trainer Competencies and ITP's Certified Trainer Scheme

Competency-based approaches are widely adopted by more and more professions. The American Society for Training & Development (ASTD) announced its first Competency Model back in 2004. The idea of specifying the capabilities demanded of a competent trainer and then using the standards developed to assess and certify local trainers, or T&D practitioners, was up in the agenda of ITP's Executive Committee as early as mid-2007. The "Certified Trainer Scheme Steering Committee" of ITP held its inaugural meeting on 2nd October 2007. Sam Ying, who headed this Steering Committee, led the team to draft the framework covering level 3 to 5 (after the HKSAR Government's Qualification Framework) and laid foundation for subsequent work.

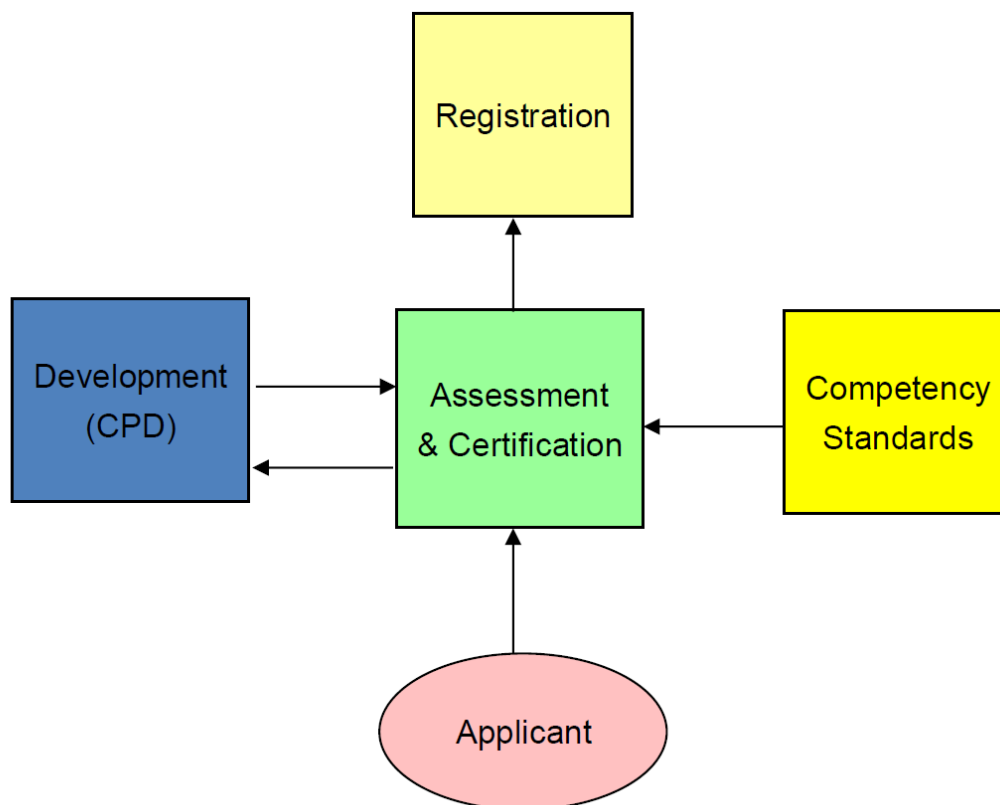
Over the years, members worked intermittently on this project. Fortunately, over the period there were only minor membership changes in ITP's Executive Committee, work continuity was maintained.

After much internal discussion and vetting, the competency set that is relevant for trainers, or the more "stylish" learning/people development facilitators, working in this region, primarily based in Hong Kong, with opportunities of supporting local enterprises' operations in the Mainland, is now ready for public reference.

The competency set, properly named "Training & Development Competencies" as stipulated by the Institute of Training Professionals, is targeted at Level 4 practitioners as defined by the Qualification Framework (details available from the Hong Kong Council for Accreditation of Academic and Vocational Qualifications, www.hkcaavq.edu.hk). The Institute chose to focus on this level to start with because it was considered that this constitutes the core of the trainers in local organizations. Having a set of performance standards defined for this level of field practitioners it would provide pivotal help to the local HR and management sectors.

The competency set covers four areas: Training Approach & Delivery; Training & Development Knowledge; Training & Development in Organizations; and Management of Training Functions, totaling 21 units (please see Appendix). Under each Unit of Competency, range (the spectrum of situations/work demands that is expected of a trainer at that level to cover), performance requirements, and assessment guideline are spelled out.

Having completed Phase I – that of defining and specifying the competency standards of local trainers at Level 4 – to a workable state, the next step is to “operationalize” the Certified Trainer scheme. The bat was passed on to Alfred Ho, who now convenes ITP’s Working Party of the Certified Trainer Scheme. The Working Party held its inaugural meeting on 27th September 2013. Topics discussed included how to publicize the scheme, implement the assessment system, “grand-fathering” at the introductory stage, determining the passing standard, setting the charges, etc.



Having deliberated on various implementation issues and options over several rounds of meeting, the Working Party has developed a scheme, and this was presented to the ITP Executive Committee for approval. The Executive Committee of ITP, having duly considered the practicalities, endorsed the proposal and Hong Kong’s CT (Certified Trainer) Scheme is ultimately launch in early 2014.

The First edition of Specification of Competency Standards (SCS) for the Human Resource Management (HRM) sector has been implemented in November 2017. It mainly comprises the competency standards required for the present operations and the future developments of the HRM sector. It consists of 209 Units of Competency (UoCs) which are distributed among 7 functional areas at various levels. The Working Party held its inaugural meeting and revised the training and development competencies of the scheme, and this was presented to the ITP Executive Committee and being approved in Jun 2021

TRAINING & DEVELOPMENT COMPETENCIES
(as stipulated by the Institute of Training Professionals, www.itp.org.hk)

CT Scheme	Core	Elective	QF Code
Area 1 Training Approach & Delivery			
1.1 Instructional and Presentation techniques			107100L5
1.2 Training methods			107010L4
1.3 Facilitation skills			107005L5
1.4 Consulting skills			106922L5
1.5 Coaching skills			107004L4
1.6 Process skills			106927L5
1.7 Performance observation skills			107011L5
Area 2 Training and Development Knowledge			
2.1 Technology for training and development			107049L5
2.2 Assessing training needs*			107008L5
			106994L5
			106995L5
2.3 Training evaluation and business impact*			107014L6
			106996L5
2.4 Learning theories			107009L5
2.5 Learning psychology and adult learning*			106917L4
			106992L7
Area 3 Training and Development in Organizations			
3.1 Program design and development*			106957L4
			106993L6
			106955L5
3.2 Employee development*			107016L5
			107015L6
			107018L5
			107019L5
			107017L4
3.3 Organization development*			106916L5
			106915L6
			106918L6
			106917L4

Area 4 Management of Training Functions			
4.1 Training administration			107012L3
4.2 Knowledge management			107007L6
4.3 Drawing up training proposals			107004L4
4.4 Program marketing & promotion			106999L5
4.5 Training reporting			107013L3
4.6 Training budgeting			107063L5

*Fulfill either one of the QF UOC in each competencies