MALAYSIA HR FORUM

HRD Corp
TRAIN-THE-TRAINER (TTT)
Certification Course

PROGRAMME OVERVIEW

Our 5-day HRDC Train-the-Trainer programme ensures that competent trainers are able to design and deliver quality training that meets the requirements of HRDC.

PROGRAMME OUTLINE

Module Topics

1. Plan Adult Learning
2. Conduct Training Needs Analysis (TNA)
3. Design Competency-Based Training Programme
4. Conduct Competency-Based Training Programme
5. Assess Participant's Competence

WHO SHOULD ATTEND

This programme has been designed for trainers, instructors, executives, managers and all those who aspire to be competent trainers to make a difference for their participants.

5 - 9 January 2026

**Malaysia HR Forum Academy
Menara PKNS Petaling Jaya**

RM 2,684
Admin fee included

Contact us

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Scan the QR to reach out to our team, to learn more about the programme.

REGISTERED HRD CORP TRAINING PROVIDER

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MODUL CODE: CT 1
MODULE TITLE: PLAN ADULT LEARNING

Module Purpose	Work Activities	Performance Criteria	Duration
This module defines participant's preferred learning style(s) and training skills style(s) to match training skills to learning styles for effective adult learning engagement.	**CT1/IS1 Fundamentals of Adult Learning & Training**	**Learning, Training & Development** • define learning • describe training • explain development	4 hours
		Purpose & Goals of Training • identify participant's learning objectives • describe participant's learning outcome(s)	
	CT1/IS2 Adult Learning Approaches	**Adult Learning Principles & Theories** • explore adult learning principles • apply adult learning theories ✓ Knowles, Rogers, Thorndike, Kolb	
		Learning Styles Inventory (LSI) • administer learning style inventory questionnaire • identify participant's learning style(s) • assess participant's own learning style(s) ✓ **activist, reflector, theorist, pragmatist** *Reference: Honey & Mumford Learning Style Inventory*	
	CT1/IS3 Characteristics of a Competent Trainer	**Trainer Definition** • define characteristics • describe competencies	
		Trainer's Skills and Styles (TSS) • recognise participant's training skills style(s) ✓ instructor, explorer, thinker, guide • reinforce participant's strength as a trainer • improve participant's weaknesses as a trainer	
		Trainer's Competency Model • apply ATD competency model • assess personal goals and competencies • accomplish targets with needed skills *Reference: Association of Talent Development (ATD)*	
	CT1/IS4 Ethics Guide for Trainers	**Trainer's Code of Ethics (CoE)** • outline professional ethics in training • reflect on core values and standards	
		Trainer's Code of Conduct (CoC) • act professionally with participants and clients	
		Sustainable Developmental Goals • explain fundamentals and impact globally • highlight pillars and goals related to training industry • apply selected goals of nos. 4, 5 and 8 *Reference: The United Nations Sustainable Developmental Goals*	

MODUL CODE: CT 2
MODULE TITLE: CONDUCT TRAINING NEEDS ANALYSIS (TNA)

Module Purpose	Work Activities	Performance Criteria	Duration
This module defines the fundamentals of TNA at three levels: (organisational-departmental-individual) using data gathering methods; identifying performance gaps; preparing TNA report for selecting participants.	**CT2/IS1 Overview of Training Needs Analysis**	**Fundamentals of Training Needs Analysis (TNA)** • introduce training cycle using ADDIE model • describe key components of 'analysis stage'	*4 hours*
		Three Levels of Training Needs Analysis (TNA) • organisational • departmental • assess individual	
		Training Needs Analysis (TNA) Application • use McGoldrick & Deborah Tobey (2016) - 7 step model • assess current performance gap(s)	
	CT2/IS2 Training Needs Analysis Methods	**Data Gathering Tools and Methods** • administer qualitative method • employ quantitative method • apply appropriate tools and effective method	
	CT2/IS3 Three Levels of Data Analysis	**Organisational Level** • identify critical success factors	
		Departmental Level • recognise training requirements	
		Individual Level • define performance gap(s)	
	CT2/IS4 Training Needs Analysis (TNA) Outcomes	**Training Solutions & Non- Training Solutions** • recognise performance problem(s) • select and implement solutions • align solutions to TNA findings	
		Findings from Training Needs Analysis (TNA) • prepare and present report with using template ✓ executive summary, define purpose, frame findings, analyse data, recommend solutions, propose ATP, conclude report	
		Annual Training Plan (ATP) • map short-term and long-term plan(s) • prepare appropriate Annual Training Plan	

MODUL CODE: CT 3

MODULE TITLE: DESIGN COMPETENCY-BASED TRAINING (CBT)

Module Purpose	Work Activities	Performance Criteria	Duration
This module defines the fundamentals of designing competency-based training course based on the learning outcomes for developing course contents; selecting training resources and methodologies.	**CT3/IS1 Overview of Course Requirements**	**Competency-Based Training (CBT) Courses** • introduce competency-based training • apply three components of competency-based training ✓ identify competencies ✓ develop standards ✓ evaluate performance	*8 hours*
		Course Requirements • identify course's overall goals • state course's learning objectives • align learning outcomes • use Bloom's Taxonomy	
	CT3/IS2 Training Resources Development	**Training Resources** • identify suitable training resources • include online & offline resources	
		Training Methodologies • integrate technology-based methods • use creative training methodologies	
	CT3/IS3 Training Design Development	**Course Contents Development** • develop module breakdown • select learning activities	
		Contents and Learning Outcome(s) Evaluation • align contents to learning outcome(s) • design forms of coursework	
		Training Design Structure • prepare course design • develop course manual • design visuals, media, training aids • validate course design	
	CT3/IS4 Session Plan Preparation	**Session Plan Overview** • explain essentials of session plan • formulate course template	
		Session Plan Development • follow HRD Corp's course time line • create checkpoints for comprehension • interrelate contents and activities	

MALAYSIA HR FORUM

MODULE TITLE: CONDUCT COMPETENCY-BASED TRAINING

Module Purpose	Work Activities	Performance Criteria	Duration
This module defines the fundamentals of conducting competency-based training course and enhancing the quality of delivery effectively using various techniques.	CT4/IS1 Training Delivery Methodologies	**Presentation Skills** • apply opening and closure techniques • identity suitable delivery methods • combine various training approaches	*8 hours*
		Training Delivery • deliver methods for four learning styles • integrate blended techniques	
		Facilitation Skills • use facilitation skills for interaction • enhance engagement effectively	
		Questioning Techniques • identify types of questioning techniques • apply identified techniques appropriately	
		Session Closure • summarise and reinforce learning • highlight experiences and provide feedback • recapture key points of course	
	CT4/IS2 Practical Tips For Challenging Learners	**Challenging Learners** • identify types of challenging behaviours • encounter situations with effective techniques	
	CT4/IS3 Learning Aids for Training Support	**Learning Aids** • support and facilitate learning online • introduce online tools and aids	
		Training Room Layout and Seating Arrangements • select best layout for learning • identify fitting seating arrangements • place equipment appropriately • ensure right positioning of trainer	

MODUL CODE: CT 5
MODULE TITLE: ASSESS PARTICIPANT'S COMPETENCE

Module Purpose	Work Activities	Performance Criteria	Duration
This module defines the fundamentals of assessment methods; identifying and applying assessment methods correctly.	CT5/IS1 Competency-Based Assessment	**Competency-Based Assessment** • introduce competency-based assessment • explain attitudes, knowledge, skills and behaviour • state purpose & importance of assessment **Assessment Types** • introduce types of assessments • clarify purpose of assessment **Assessment Conducted** • apply structured assessment systematically • focus on participant's performance needs **Assessment Reports** • identify strengths & weaknesses • provide feedback for further action • specify standards for participants	*4 hours*

ASSESSMENT FOR THE HRD CORP
TRAIN THE TRAINER CERTIFICATION COURSE

Module Purpose	Performance Criteria	Duration
AS1: **Knowledge-based assessment**	The Knowledge-Based Assessment (KBA) reinforces the consistency and quality of the TTT certification course by integrating the key components of the training modules for sound concepts and skills. The structured multiple assessment comprising of multiple-choice questions, quizzes, and practical demonstrations increases active engagement throughout the course. The standardisation through the KBA creates uniformity for compliance to regulations, elevating the knowledge and skills of the trainees as a benchmark for transfer of learning.	*4 hours*
AS2: **Presentation**	The assessment through presentation sets the tone for evaluating the impact of the training delivery and measuring the capability for a smooth flow of a topic. The assessing of a trainee includes the trainee's level of readiness, the capability of selecting appropriate topic, the capacity for engaging groups and the aptitude in facilitating discussions independently. The consideration is also given to the methods or approaches applied for an effective training session, that creates the space for feedback on strengths and weaknesses in improving the trainee's future presentations.	*8 hours*

We've Got You
Covered!

Malaysia HR Forum is officially licensed to provide HRD Corp's Train The Trainer certification.

Don't miss out on career growth & new opportunities!

Get certified today

Contact us:

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Scan the QR to reach out to our team, to learn more about the programme.

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