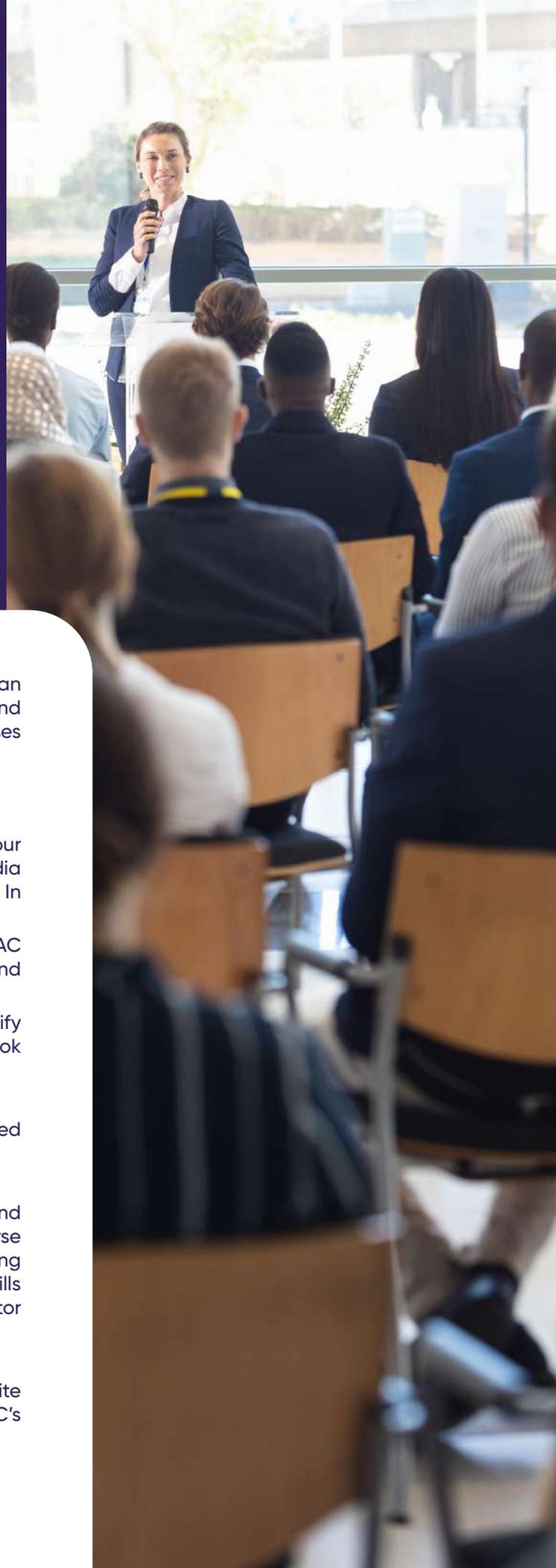


# ACCREDIT YOUR TRAINING COURSE



Do you have a facilitation training program or course? We can accredit your course as meeting our strict standards and competencies, and that mark of distinction will set your courses apart from competitors.

## Benefits

- **The Power of INIFAC Marketing:** INIFAC will list your course on our website. INIFAC will promote your course on our social media pages. INIFAC will promote your training course to our Partners In Facilitator Development.
- **A Mark of Distinction:** Having your course certified through INIFAC assures your participants the highest level of competencies and credentials in the industry.
- **Certification Discounts:** If your participants decide to certify through INIFAC, they will be offered a discount because they took your training course.

Facilitation Skills Training Course Accreditation is designed specifically for organizations that provide facilitation training.

The purpose of this program is to provide a confirmation and independent assurance that your facilitation training course provides the knowledge, resources, practice sessions and modeling that demonstrate what a person using master-level facilitator skills needs to know and how a person using master-level facilitator competencies needs to work.

When a program is accredited, it will be listed on INIFAC's website as well as offered to organizations who are engaged in INIFAC's Partners in Facilitator Development™ program (PIFD™).



## Requirements for Your Course

- The course must incorporate a minimum of eight hours of facilitation methodology training, excluding meals, breaks, practice sessions and exercises. For courses taught in various formats (e.g., a two-day or three-day format), each format requires a separate set of documentation and an additional charge applies.
- The course must include a minimum of three practice sessions for each participant. Each qualifying practice session must last a minimum of five minutes and the total facilitation practice time for each participant must be a minimum of 30 minutes. For each qualifying facilitated practice session, the facilitator must lead a session of at least three people.
- The course must meet or exceed the minimum content requirement by scoring 4.0 or higher for at least 75% of the sub-competencies defined in the Certified Master Facilitator® Program.
- The course must achieve an average score of 4.0 or higher in each of the three instructional design areas.
- The vendor must ensure that the people who teach the program have sufficient experience in, and knowledge of, facilitation to be able to deliver the course in an effective and efficient manner. The vendor must have an effective process for selecting and training the trainers which also ensures the course is delivered in an effective and efficient manner.
- The vendor of the course must create and make readily available to course participants a supplement that provides additional information that INIFAC has certified as meeting or exceeding the content requirement for any deficient sub-competency.

## COMPETENCIES ASSESSED FOR ACCREDITATION OF TRAINING COURSES

### A. Program Design

Developing a variety of instructional design techniques and learning experiences to stimulate learning and increase participant involvement and address the needs of the learner.

### B. Delivery Method

Possessing the ability to address the learners' needs, transfer knowledge and instill learning in a way that is appropriate, effective, andragogical.

### C. Program Evaluation Methods

Diagnosing whether the concepts and ideas presented, were attained and met the learners' and or organization's needs. Evaluation methods deal with both the intended and unintended impacts of the program.

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## THE SUB-COMPETENCIES

### Program Design - incorporating humanistic, behavioral, cognitive and developmental needs.

- A1.** Program objectives, to address learner needs, present measurable goals, incorporate collaborate principles and facilitate problem- posing and problem-solving.
- A2.** Program design allows; for breaks, reflection time, application opportunities, and illustrations of methodology presented.
- A3.** Program design diagnoses the participant's learning needs and accepts the viewpoints of people in different life stages and with different value sets.
- A4.** Program design incorporates the use of creative and high quality audiovisuals and handouts to highlight key points.
- A5.** Program design incorporates a learner-centered approach, shifting the focus of instruction from decoding to comprehending.



### Program Evaluation Methods - analyzing course effectiveness, development and outcomes.

- C1.** Evaluation methods, whether formative (examining the development of the course potentially leading to design change) or summative (examining outcomes in terms of its stated goals) are used to adequately gather information for program improvement.
- C2.** Evaluation intentions and purpose are made clear to learners.
- C3.** Evaluation format is conducted to encourage participation and course improvement.
- C4.** Evaluations are complete and fair in their assessment of the course and respect and protect the human rights and dignity of the learners.
- C5.** Evaluation system has a format for analyzing results and incorporating comments for course.

### Delivery Method - balancing presentation, participation and pace.

- B1.** Instructor establishes role as manager of instruction, diagnostician, resource facilitator of learning and evaluator.
- B2.** Instructor is learner responsive and possesses knowledge and ability to address adult learning needs.
- B3.** Instructor has the interpersonal skills to build relationship determine specific learning styles and adapt teaching strategies and approaches to maximize learning.
- B4.** Instructor has content knowledge and experience to serve as a resource person.
- B5.** Instructor is able to use a range of teaching styles and presentation skills to influence learners, promote learner confidence and independence, to both accomplish tasks and fulfill the desired needs.
- B6.** Instructor is a competent communicator and able to gather information, convey information, question learners for clarity, support dialogue and give feedback.
- B7.** Instructor adheres to a code of conduct.

Following completion of the initial assessment, organizations seeking training accreditation will receive a copy of the assessment and given the opportunity to clarify any areas not achieving the minimum 4.0 scores. For each competency under 4.0, organizations should respond as follows:

- Agree that the course does not meet the competency and provide supplemental materials that will be provided to all participants who take the course to meet the competency.
- Provide a revised response for the competency. The revised response should indicate how the curriculum meets the competency. The revised information will be reviewed by the assessor and reviewer once again.

Organizations will have two weeks to submit revised responses. To achieve accreditation, the training course (without the supplemental materials) must meet 75% of the competencies.

Training programs that have successfully completed the assessment process will receive a Certificate of Accreditation. This accreditation will be good for three years and may be renewed.

