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COURSE BROCHURE

Advanced Training and Development Course for Training Managers

3 – 14 May 2027
Milan

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Registered in the United Kingdom and Saudi Arabia

Advanced Training and Development Course for Training Managers

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Training and Development is a 2-week training course for training managers, L&D specialists and training coordinators who run the learning function, and each participant drafts a costed annual training plan linked to evidenced needs. Executives now ask what every training day changes on the job, so learning teams must show need, design and impact clearly. Jupiter Prime Training runs this course on Training and Development.

Why Training and Development Matters Now

Three groups are pressing on the training function: executives who expect learning budgets to show measurable effect on performance, line managers who want shorter, job-relevant learning that fits around operations, and employees who expect career-building development delivered in blended formats. Functions that respond well become a trusted lever for capability; those that respond badly are cut first when budgets tighten. The course rests on the ADDIE instructional design model Analysis, Design, Development, Implementation and Evaluation, the four-level training evaluation model covering reaction, learning, behaviour and results, and the training measures described in ISO 30414, the international guidelines for human capital reporting.

Who Gains Most from Training and Development

- Managers accountable for the training budget and the annual learning calendar
- Specialists who analyse training needs and design learning solutions
- Coordinators who schedule courses, manage providers and track attendance
- Practitioners responsible for evaluating training impact and reporting results
- Internal trainers moving into learning design and management roles

A learning and development unit gains most when its manager, designers and coordinators attend together and agree one needs-to-impact method.

Training and Development Capabilities

Participants leave able to justify every learning investment from the original need to the measured change.

- Apply training needs analysis at organisation, role and individual level — department heads
- Design learning solutions with measurable objectives using the ADDIE model — learners and sponsors
- Weigh classroom, digital, on-the-job and blended delivery options — line managers
- Specify trainer and provider selection criteria and contracts — procurement
- Calculate training budgets and cost per learner — finance
- Assess training impact across four evaluation levels — executive committee

Key Training and Development Terms

- Training needs analysis — a structured process that identifies gaps between required and current capability at organisation, role and individual level.
- ADDIE model — an instructional design sequence of analysis, design, development, implementation and evaluation used to build learning solutions.
- Learning objective — a statement of what a learner will be able to do after training, written so it can be observed.
- Blended learning — a mix of classroom, digital and workplace activities designed to reach one set of objectives.
- Four-level evaluation — a model assessing training by reaction, learning, behaviour change and business results.
- Annual training plan — a costed schedule of learning interventions linked to prioritised needs for the coming year.

Training and Development Day by Day

Day 1: The Learning Function in Context

- Learning Function Charter — Mandate, Scope and Sponsors
- Business Strategy Link — Capabilities the Organisation Must Build
- Learning Trends Scan — Digital, Microlearning and Workplace Learning
- Stakeholder Expectations Map — Executives, Managers and Learners
- Learning Maturity Self-Assessment — Gaps in Current Practice

Day 2: Training Needs Analysis

- Organisational Needs Analysis — Strategic Priorities Requiring Skills
- Role-Based Competency Gap Analysis — Job Requirements Versus Current Capability
- Individual Needs From Appraisals — Personal Development Requests
- Data Collection Methods — Surveys, Interviews and Performance Records
- Needs Prioritisation Matrix — Impact Against Urgency and Cost

Day 3: Learning Design With ADDIE

- ADDIE Analysis and Design Phases — From Need to Objectives
- Writing Measurable Learning Objectives — Observable Behaviour Statements
- Content Sequencing — Building From Knowledge to Application
- Learning Activity Selection — Case Studies, Simulations and Practice
- Session Plan Template — Timings, Methods and Materials

Day 4: Delivery Methods and Blended Learning

- Classroom Delivery Techniques — Engagement for Adult Learners
- Virtual Classroom Practice — Interaction in Online Sessions
- E-Learning and Microlearning Modules — Self-Paced Options
- On-the-Job Learning and Coaching — Transfer at the Workplace
- Blended Journey Design — Combining Formats for One Objective

Day 5: Trainers and Providers

- Internal Trainer Selection Criteria — Expertise and Facilitation Skill
- Train-the-Trainer Pathways — Building an Internal Faculty
- External Provider Evaluation — Quality, Fit and Value
- Training Service Contracts — Scope, Deliverables and Cancellation Terms
- Trainer Performance Review — Feedback and Observation Records

Day 6: Training Budgets and Administration

- Training Budget Building — Direct, Indirect and Opportunity Costs
- Cost per Learner Calculation — Comparing Delivery Options
- Learning Management System Records — Enrolment and Completion Tracking
- Training Calendar Scheduling — Balancing Operations and Attendance
- Training Measures Aligned With ISO 30414 — Hours, Spend and Coverage

Day 7: Evaluating Training Impact

- Level One Reaction Surveys — Learner Satisfaction and Relevance
- Level Two Learning Assessment — Tests, Demonstrations and Assignments
- Level Three Behaviour Observation — Application Back on the Job
- Level Four Results Measures — Links to Business Indicators
- Return on Training Investment Estimate — Benefits Against Costs

Day 8: Transfer and Sustainment

- Manager Briefing Before Training — Setting Expectations With Learners
- Post-Training Action Plans — Commitments to Apply New Skills
- Learning Transfer Barriers — Workload, Culture and Support
- Follow-Up Coaching Sessions — Reinforcing New Behaviour
- Communities of Practice — Peer Learning Across Sites

Day 9: Learning Strategy and Reporting

- Learning Strategy Statement — Priorities for the Coming Years
- Development Pathways by Job Family — Progression Through Learning
- Learning Dashboard for Executives — Participation, Spend and Impact
- Sector Case Comparison — Healthcare and Energy Training Approaches
- Annual Learning Report — Results Story for Leadership

Day 10: Practising the Annual Training Plan

- Needs Prioritisation Applied — Ranked Interventions for the Plan
- Delivery Mix Applied — Formats Chosen for Each Need
- Budget Model Applied — Costed Plan by Quarter
- Peer Challenge of Evaluation Approach — Impact Measures per Intervention
- Annual Training Plan — Final Version for Sponsor Approval

Applying Training and Development After the Course

- Run a role-based competency gap analysis for one critical job family and present the prioritised needs to the department head.
- Add level three behaviour observation to one current course, agreeing with line managers what evidence of application they will collect after eight weeks.

Training and Development Questions FAQ

What is Training and Development and why does it matter now?

Training and Development is the work of identifying capability needs, designing and delivering learning, and proving its impact. It matters now because executives expect learning budgets to show measurable change in performance, not just attendance figures.

Which roles gain most from Training and Development training?

Training managers, L&D specialists and training coordinators gain most. You benefit if you analyse needs, design courses, manage providers and budgets, or report on training results to senior leaders.

How does Training and Development differ from a train-the-trainer course?

It covers running the whole learning function rather than classroom delivery alone. A train-the-trainer course builds presentation and facilitation skills; this one adds needs analysis, design, budgeting, provider management, evaluation and planning.

What do you bring back from Training and Development training?

You bring back a costed annual training plan built on prioritised needs, chosen delivery formats and impact measures. You also return with needs analysis, design and four-level evaluation methods ready for your next cycle.

Training and Development: The Way Forward

The annual training plan is the work product participants take home. Its first use is to secure sponsor approval for the coming year's learning budget and priorities, a decision made with HR leadership and finance. After the first half-year, the plan is worth revisiting with level three and level four evidence to shift spend towards what changes behaviour.