Trainer role profile

Overview of accreditation process

Application form

**ICF trainer role profile**

**The role of an Intercultural Fluency Trainer is to prepare, facilitate and evaluate our Intercultural Fluency programme. There are two types of courses offered to two main target audiences:**

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| **Type of programme** | **Target audience** |
| Public – i.e. open to any individuals who wish to register | Programmes are delivered to either the corporate (private) or non-corporate (e.g. Higher Education, Public or NGO) sectors. There could be a mixture of participants from different audiences in one group.  |
| In-house – i.e. closed course to participants of one organisation  |

You will be allocated a Validator who is a member of the Intercultural Fluency development team to support you during the validation process and beyond.

**Key tasks**

Preparation

1. Thoroughly read the trainers’ handbook and make sure you fully understand and can explain the concepts and activities in the course. Make sure you have all the trainers’ materials ready.
2. Liaise with your local British Council contact about the practicalities of the course, e.g. venue preparation, health and safety, timetable, participants’ joining instructions and registration, refreshments, sets of participant materials , provision of equipment including screen, laptop and speakers. If the venue is a new one for you, visit beforehand if possible
3. If you are jointly training, organise a final preparation meeting where you run through the course together. If it is the first time you have facilitated together then allow more time for this.

Facilitation

1. Arrive in plenty of time for set up before courses.
2. Provide a rich learning environment using British Council ICF interactive methodologies set out in the accreditation process.

Evaluation

1. Produce a course evaluation report using the ICF template for every course (including public workshops), including evidence from participants’ evaluations of the course.
2. Contribute to improvements to the Intercultural Fluency suite of materials. Give feedback to your Validator about possible improvements to the full suite of materials.

**trainer accreditation**

**In order to be able to deliver the Intercultural Fluency programme to paying audiences, candidates need to successfully complete the accreditation process.**

During this process, you will be assessed by a validator in four different areas:

1. Intercultural Awareness and Practice
2. Planning and Preparing Courses
3. Facilitating Courses
4. Evaluating Courses

In addition to the key tasks outlined in the trainer role profile, trainers in accreditation will need to complete the following:

**The accreditation tasks**

* Undertake background reading and research – one book is mandatory reading and two videos mandatory viewing
* Complete a brief written assessment (to write a case study which will be used in the course), which is sent to the validator for feedback.
* Participate in two half-day coaching sessions (exact length will depend on the number of trainers being validated). This includes giving a micro-training session in each webinar.
* Prepare to facilitate a “teaching practice” course, possibly in collaboration with fellow trainers.
* Participate in a half-day pre-course coaching session with a validator.
* Be observed by a Validator when delivering your first course.
* Complete a post-course report using the ICF course report template.
* Participate in a post-course one-to-one feedback session with a validator.
* Participate in a whole group session with other trainers to give feedback on the course materials and methodology to the validator
* Make an action plan and undertake on-going research, reading and practice to improve on the areas highlighted by your validator.
* Self-reflect after the course facilitation and add comments to your validation report.

The time commitment for the accreditation process is **five working days** in total. Reading and assignments will be in addition to this. The timeline and more specific details will be shared with trainers who are successful at interview.

**ICF trainer application form**

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| Please complete this form in English and return by 31 May to society@britishcouncil.or.krIt is important that you read the job description before completing this application form. Please complete this form fully using black ink or type. **CVs are not accepted**. Applications received after the closing date will not normally be considered. |
| **THE INFORMATION YOU SUPPLY ON THIS FORM WILL BE TREATED IN CONFIDENCE.** |

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| **Section 1 Personal details** |

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| **Surname:** |       | **First Name:** |       | **Title:** |       |

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| **Address:** |       |
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| **Postcode:** |       |

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| **Mobile Telephone No:** |       |

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| **E-mail address:** |       |

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| **Languages able to deliver training in:** |       |

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| **Qualifications:** |       |

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| **Section 2 Present Employment** |

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| **Name of Employer:** |       |

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| **Post Title:** |       |

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| **Date of Appointment:** |       |  |

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| **Department / Section:** |       |

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| **Brief description of duties:** |
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| **Section 3 Skills and experience**  |

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| **Intercultural awareness and practice** |
| Tell us about:* any intercultural studies you have undertaken
* your understanding of the word “culture”
* your experience of working with people from different cultural backgrounds
* your personal and professional intercultural skills
* your in-depth understanding of the cultural context where the training will be delivered
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| **Course planning** |
| Tell us about:* your experience of customising courses for specific audiences
* your experience of developing and producing course materials
* how you normally prepare for course delivery
* your experience of working in a team with other trainers to plan and prepare workshops
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| **Facilitation skills**  |
| Tell us about* your approach to facilitating workshops
* your strengths as a facilitator of training courses
* your experience of jointly facilitating training courses.
* Your experience of working with young people (18-25), corporate organisations, government organisations, staff from educational institutions and NGOs
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| **Evaluating courses**  |
| Tell us about:* the techniques you use to evaluate learning during delivery
* your experience of writing course evaluation reports for employers or clients
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