



HR DELIVERY

Making Sure HR Delivers

HR DELIVERY WORKSHOP SERIES

Train the Trainer

Train the Trainer: Design, Facilitate and Review a Learning Session

Build and rehearse a short learning session around a clear workplace objective. Practise giving instructions, involving learners, checking understanding and providing feedback, then revise your session and plan supported application after delivery.



01 DAY

Introductory taster

IN-HOUSE

Your people. Your context.

PRACTICAL

Explore, discuss and apply

A PRACTICAL STARTING POINT

Understand the topic. Try it in practice.

Knowing a subject does not automatically make it easy to help others learn it. A useful session focuses on what participants need to do, provides manageable explanation and practice, and checks understanding before moving on. This introductory workshop gives prospective trainers a safe opportunity to design, deliver and improve a short piece of learning.

Participants work from one workplace task to a short session plan with an observable objective, explanation, practice and feedback. They rehearse a brief segment, receive specific observations and revise it, then consider accessibility, challenging moments and the support learners need to apply the skill afterwards.

WHO IS IT FOR?

New internal trainers, subject experts, team leaders and learning colleagues who deliver short workplace sessions and want an introductory opportunity to practise clear instruction, learner participation, feedback and session planning.

BY THE END OF THE DAY, PARTICIPANTS CAN:

- 01 Define useful learning**
 Write an observable objective linked to a workplace task, identifying what learners should be able to practise during the short session.
- 02 Sequence a short session**
 Organise explanation, demonstration, practice and review into a manageable learning sequence that fits the audience, task and time available.
- 03 Give clear instructions**
 Explain an activity's purpose, task, timing and expected output, then check understanding before participants begin practising with the materials provided.
- 04 Enable participation**
 Use accessible materials and different opportunities to contribute, responding constructively to questions, uneven confidence and a range of prior knowledge within the group.
- 05 Check learning and respond**
 Use a short task or demonstration to examine understanding, provide specific feedback and adjust the next teaching step when learners need further support.
- 06 Review and improve delivery**
 Use peer observations to revise a short session and identify workplace practice, support and follow-up evidence that could help learning transfer.

A useful first application

A one-day introduction with a short observed teaching rehearsal. It does not confer trainer certification, qualify subject expertise or cover full instructional design, complex facilitation or specialist professional training requirements.

THE FRAMEWORK / WORKSHOP FOCUS

Learning Session Design: workshop working model

The six-stage working model connects task, objective, sequence, participation, learning checks and application. It is a practical teaching aid for designing and rehearsing a short workplace learning session with an appropriate audience.

A PRACTICAL LEARNING AID FOR THIS TASTER

01 Workplace task

What useful task should learners perform better after this session?

02 Learning objective

What observable action can learners realistically practise in the available time?

03 Session sequence

How will explanation, demonstration and practice build towards that objective?

04 Participation

What instructions and access arrangements will help everyone contribute meaningfully?

05 Learning check

What task or question will reveal understanding before we move on?

06 Application

What practice and support will help learners use the skill at work?

The questions guide introductory session planning, rather than a recognised trainer qualification or a fixed formula for every learner. Activities, materials and subject safeguards should be adapted to the task, audience and delivery environment.

LEARN BY DOING

Explore. Challenge. Make the ideas useful.

Short explanations lead into lively exercises, paired discussion and small-group challenges. Participants test ideas, share experience and build a draft together. The tone is engaging and enjoyable, with time to reflect and connect learning to real work.

01 Turn a topic into a task

Participants convert a broad presentation topic into one learner action and a short practice objective. A partner checks whether the action can be observed within the available session time.

02 Instructions under the microscope

Pairs deliver an activity brief without extra explanation, then watch a colleague attempt the task. They identify ambiguous steps, missing materials and assumptions before rewriting the instructions more clearly.

03 Teach a short segment

Each participant delivers a brief segment containing explanation and learner practice. Peers use observation prompts to note clarity, participation and learning checks, then the trainer rehearses one improved section after feedback.

04 Respond to the learning moment

Groups work through realistic learner questions, uneven prior knowledge and incomplete task performance. They choose a helpful response, practise it aloud and explain how it preserves the objective while adapting the teaching.

DIAGNOSE BEFORE YOU ACT

Evidence > shared feedback > agreed priorities

Use selected diagnostic prompts to distinguish known facts from assumptions. Discuss the findings and agree their meaning before proposing a solution. Feedback is part of diagnosis, not an afterthought.

ONE CASE, DEVELOPED THROUGH THE DAY

A subject expert must train colleagues to complete a service form. Their slides describe every field, but previous sessions left learners unsure how to handle incomplete information. Participants have varied experience and limited time away from work. The expert needs a short session with realistic practice and a learning check.

Participants design a short task-based session, rehearse instructions and one teaching segment, then use peer feedback to improve the practice, learning check and support needed after delivery.

THE FACILITATOR WILL

- Invite different perspectives.**
- Make assumptions visible.**
- Welcome constructive debate.**
- Capture practical learning.**



SAMPLE WORKSHOP AGENDA

A working day, with room to think.

09:00-16:30 | Six hours of facilitated learning, plus lunch and breaks. The agenda, emphasis and timings are always agreed with the client, including local scheduling needs.

09:00-09:20	Welcome and how the session works Experience a learning task, compare explanation with practice and identify features that help participants understand, try and review a skill.
09:20-10:15	Define the task and learning objective Choose a workplace action and audience, then write an observable objective that can realistically be practised and checked within the session.
10:15-10:30	Break
10:30-11:30	Sequence explanation and active practice Sequence explanation, demonstration, practice and review, ensuring each element supports the objective and leaves sufficient time for feedback and questions.
11:30-12:30	Make instructions and materials usable Test an activity brief with a colleague, then revise unclear steps, language, materials or access arrangements before using it with learners.
12:30-13:30	Lunch
13:30-14:30	Rehearse a short teaching segment Deliver a short segment with practice, receive specific observations and repeat one section to apply feedback while the experience remains fresh.
14:30-14:45	Break
14:45-15:30	Check learning and handle questions Use tasks and questions to reveal understanding, then practise adapting support without losing the learning purpose or making assumptions about learners.
15:30-16:10	Review and refine the session plan Improve timing, participation and learning checks from observation notes, then identify workplace practice and support that could help learners apply the skill.
16:10-16:30	Prepare a supported first delivery Confirm the audience, materials, subject review and feedback support for a first session, planning review before delivering the learning more widely.

Start with a useful task, create practice and feedback, then check understanding and support application in work.

FROM THE SESSION TO YOUR DESK

Useful models.

Practical working records.

The day combines reference materials with drafts developed in the exercises. Each has a clear use beyond the workshop; the work reflects the evidence and perspectives available in the room.

01 Task and objective worksheet

A draft linking task, audience and observable objective, with a check that the chosen action can realistically be practised within the session time and available resources.

Use it to focus a session on what learners should do.

02 Short session plan

A session sequence with timings and materials for explanation, demonstration, practice and review, revised after peer questions about relevance and the opportunities learners have to practise.

Use it to prepare a manageable workplace learning session.

03 Clear instruction checklist

Prompts covering purpose, task, timing, materials and expected output, with a way to check understanding and examples of ambiguous instructions corrected during the workshop practice exercises.

Use it to make practice tasks easier for learners to follow.

04 Microteaching feedback record

Peer observations from a teaching rehearsal covering clarity, participation and learning checks, with one section repeated so the trainer can experience the effect of a focused improvement.

Use it to choose a priority for improving your delivery.

05 Learning-check and response prompts

Short tasks and questions for checking understanding, with feedback and adaptation prompts that recognise different starting points and avoid treating participation as evidence of successful learning.

Use them to decide what learners need before moving forward.

06 Application and first-delivery plan

A plan for workplace practice, learner support and session review, including subject-expert checks and feedback from an experienced trainer before the material is delivered more widely.

Use it to move from rehearsal to a supported teaching session.

CONTINUE EXPLORING

Continue with the models, diagnostic manuals and development resources on the HR Delivery website. Workshop exercises provide a first application; a full organisational diagnostic or implementation assignment can be agreed separately.

[Open the framework >](#)

[Explore diagnostic resources >](#)

MAKE THE LEARNING COUNT

A better conversation. A practical next step.

Confirm your session objective and materials with the subject owner, then deliver to a suitable small group with support. Use learner work and feedback to revise the session, and check whether people can apply the skill with available workplace guidance.

YOUR FIRST 30 DAYS

01

Days 1-7

Confirm the task and session

Review the objective, audience and materials with the subject owner or an experienced trainer. Check access needs and local requirements, then revise the session so its task and practice remain manageable.

02

Days 8-21

Deliver with useful feedback

Run a short session with a suitable group and ask a colleague to observe. Use a practical learning check, respond to questions and record specific improvements to instructions, timing and support.

03

Days 22-30

Review learning in work

Ask learners for a relevant work example or brief account of application, where appropriate. Review the evidence with feedback from delivery, improve the session and identify support needed before further use.

Follow-through is participant-led. Additional facilitation, a full diagnostic or specialist support can be agreed separately.

AVAILABLE IN-HOUSE

Shaped around your organisation

Participants bring a simple work topic they understand and can teach safely in a brief segment. The client confirms audience needs and available equipment; shareable materials and a realistic task example are more useful than a long slide presentation.

PLAN YOUR IN-HOUSE WORKSHOP

Talk to Dr Phillip Welsh

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Discuss your workshop

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