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Advanced Professional in Training Management (CPTM) - Training Industry Certification

27 September – 8 October 2027
Paris (France)

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Introduction:

Advanced Professional in Training Management CPTM practice is the discipline of running a training function like a business: aligning learning to strategy, managing a portfolio, budget, suppliers and technology, and proving impact. This 2-week course is for training managers, coordinators, instructional designers and talent development professionals, and its final deliverable is a training-function improvement plan for their own organisation. It is taught at advanced, expert level through case studies, aligned to the CPTM body of knowledge and its Training Manager Competency Model, as preparation rather than the credential itself.

Course Objectives:

- Distinguish cost-centre and business-partner models of the training function, and assess where an organisation's own function sits today
- Compare centralised, decentralised and federated training operating models, and select the one that fits an organisation's strategy
- Apply needs diagnosis and portfolio prioritisation tools to decide which learning solutions to build, buy, refresh or retire
- Select learning technology, delivery modalities and suppliers against documented requirements and service levels
- Interpret budgets, cost-per-learner data and Kirkpatrick and Phillips ROI results to report training impact to leadership
- Justify a training-function improvement plan to stakeholders, with its change, governance and team development actions

Target Audience:

- Staff who lead training functions and own the learning strategy and budget, deciding which investments and operating model the function should adopt
- Professionals who coordinate and administer training schedules, records and supplier logistics, judging which processes and platforms to standardise
- Instructional designers and learning specialists who build solutions, choosing which design method and delivery modality fits each business need
- HR and talent development professionals who link learning to performance and careers, deciding which capability gaps the portfolio must close first
- Leads of training teams who manage L&D staff and vendors, judging how to measure and report the value their teams deliver

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Course Outline:

Day 1: Foundations: The Training Function as a Business and Its Current State

- Cost Centre vs Business Partner Models: How Training Functions Position Their Value
- Evolution of Corporate Learning: Shift From Course Catalogues to Performance Consulting
- Training Function Maturity Assessment: Scoring Strategy, Processes, Technology and Measurement
- Service Catalogue Mapping: Listing What the Training Function Delivers and to Whom
- Current-State Baseline Report: Evidence Pack for the Final Improvement Plan

Day 2: Frameworks and Operating Models Behind Professional Training Management

- Training Manager Competency Model: Competency Areas Behind the CPTM Body of Knowledge
- Centralised vs Decentralised vs Federated L&D: Choosing a Training Operating Model
- Business-Centric vs Demand-Based Training Models: Linking Learning Supply to Business Need
- Learning Ecosystem Model: Formal, Social and On-the-Job Learning in One Plan
- Training Process Maps: Request, Design, Delivery and Evaluation Workflows Documented

Day 3: Strategic Alignment and Business Acumen for Training Leaders

- Business Acumen for L&D: Reading Strategy, Financial Statements and Operating Metrics
- Alignment Interviews vs Annual Training Calendars: Starting From Business Priorities
- Performance Consulting Method: Separating Skill Gaps From Process and Environment Issues
- Learning Strategy Map: Tracing Business Goals to Capabilities and Learning Solutions
- Annual L&D Plan Sign-Off: Securing Executive Agreement on Priorities and Scope

Day 4: Needs Diagnosis and Learning Portfolio Management

- Organisational vs Task vs Individual Analysis: Three Levels of Needs Diagnosis
- Capability Gap Heat Map: Visualising Critical Skills Across Roles and Units
- Learning Portfolio Audit: Retiring, Refreshing and Consolidating Existing Course Offerings
- Portfolio Prioritisation Matrix: Ranking Training Requests by Business Value and Effort
- Demand Intake Governance: Triage Rules for New Training Requests From Managers

Day 5: Solution Architecture: Design Methods and Delivery Modality Choices

- ADDIE vs SAM: Linear and Iterative Design Approaches for Different Project Types
- Blended Learning Architecture: Sequencing Instructor-Led, Virtual and Self-Paced Elements
- Modality Selection Criteria: Audience Size, Content Stability, Cost and Urgency
- Design Review Checkpoints: Quality Gates From Learning Objectives to Pilot Session
- Learning Transfer Design: Manager Support, Job Aids and Practice Plans After Training

Day 6: Guided Case Study: Diagnosing a Training Function Using Days 1 to 5

- Case Organisation Pack: Strategy, Budget, Portfolio and Satisfaction Data Reviewed
- Case Alignment Diagnosis: Where the Learning Plan Departs From Business Goals
- Case Portfolio Review: Overlaps, Gaps and Low-Value Offerings Identified
- Quick Wins vs Structural Fixes: Sorting the Case Organisation's Improvement Options
- Mid-Course Findings Brief: Presenting the Case Diagnosis to a Peer Panel

Day 7: Learning Technology Ecosystems, Platforms and Learning Data

- LMS vs LXP: Administration-Led and Learner-Led Platforms Compared for Fit
- Learning Technology Requirements: Writing Use Cases Before Talking to Vendors
- xAPI and Learning Record Store: Capturing Learning Activity Beyond the LMS
- Learning Data Dashboards: Operational, Effectiveness and Business Impact Indicators
- Technology Adoption Plan: Pilots, Migration Steps and Administrator Training Roles

Day 8: Sourcing Strategy, Vendor Governance and Outsourcing Risk

- Make vs Buy vs Partner: Sourcing Decisions for Content, Delivery and Administration
- Request for Proposal Scoring: Weighted Criteria and Evaluation Panel Consensus Methods
- Managed Learning Services: Scope, Service Levels and Transition Planning
- Vendor Scorecards: Quarterly Reviews of Quality, Cost and Delivery Performance
- Outsourcing Risk Register: Data Protection, Intellectual Property and Supplier Dependency

Day 9: Financial Management and Governance of the Training Function

- Fixed vs Variable Training Costs: Building a Driver-Based L&D Budget
- Cost per Learner Hour: Benchmarking Delivery Efficiency Across Different Modalities
- Chargeback vs Central Funding: Allocating Training Costs to Business Units
- Training Investment Business Case: Payback, Net Benefit and Funding Options
- L&D Governance Board: Charter, Decision Rights and Quarterly Portfolio Reviews

Day 10: Measurement, Evaluation and Impact Reporting

- Kirkpatrick Four Levels vs Phillips ROI Methodology: Scope and Data Demands
- Isolating Training Effects: Control Groups, Trend Lines and Estimation Techniques
- Converting Data to Monetary Value: Productivity, Quality and Time Savings
- Impact Study Planning: Data Collection Plan, Timing and Responsibilities Agreed
- Executive Impact Report: Presenting Results, Intangibles and Recommendations to Leadership

Day 11: Stakeholders, Change and Leadership of L&D Teams

- Stakeholder Mapping: Power and Interest Grid for Sponsors, Managers and Learners
- Change Management for L&D Initiatives: Readiness, Resistance and Reinforcement Plans
- L&D Team Capability Model: Roles, Skills Gaps and Development Plans
- Coaching vs Directing: Leadership Styles for Training Coordinators and Designers
- Continuous Improvement Cycle: Plan-Do-Check-Act Applied to Training Processes

Day 12: Case Study Capstone: Building the Training-Function Improvement Plan

- Own-Function Assessment: Applying the Maturity Scores and Baseline Evidence
- Portfolio and Sourcing Decisions: Applying Day 4 and Day 8 Tools to Own Function
- Budget and Measurement Plan: Linking Costs, Indicators and Impact Targets
- Peer Review vs Self-Review: Testing the Plan Against Case Criteria
- Training-Function Improvement Plan: Final Presentation and Ninety-Day Action Roadmap

Skills You Will Gain:

- Training Function Maturity Assessment
- Learning Portfolio Prioritisation
- Performance Consulting
- Learning Platform Requirements Analysis
- Vendor Scorecard Management
- Driver-Based Training Budgeting
- Training Impact Isolation
- L&D Change Management

Why Attend This Course:

- From running training as a list of courses to operating the function with a service catalogue, a governance board and portfolio rules
- From approving requests as they arrive to triaging demand against business value, effort and capability gaps
- From reporting attendance and satisfaction scores to isolating training effects and presenting monetary impact to leadership
- From an unstructured wish list of changes to a training-function improvement plan with a ninety-day action roadmap

Conclusion:

Professional training management at an advanced level means treating learning as a managed business service with its own strategy, portfolio, budget, suppliers, technology and evidence of value. The course makes three distinctions clear: business-centric versus demand-based planning, make versus buy versus partner sourcing, and Kirkpatrick levels versus Phillips ROI analysis. It suits delegates who already manage, coordinate or design training and now need to diagnose and improve a whole function, and those preparing against the CPTM body of knowledge who want more depth and practice than an introductory course provides.

Frequently Asked Questions FAQ:

What should delegates know before the Advanced Professional in Training Management CPTM course?

Delegates should have hands-on experience in managing, coordinating or designing training, and familiarity with needs analysis and basic evaluation. Bringing current data on their own function, such as the budget, course list and learner numbers, helps them build a realistic improvement plan.

How does the Advanced Professional in Training Management CPTM course differ from an introductory training management course?

It assumes the foundations are known and spends its time on operating models, portfolio governance, sourcing, financial models, impact isolation and team leadership, with two case-study days and a capstone. An introductory course explains the training manager role and core processes rather than redesigning a whole function.

What is the difference between Kirkpatrick and Phillips ROI in Advanced Professional in Training Management CPTM practice?

The Kirkpatrick model evaluates training at four levels: reaction, learning, behaviour and results. The Phillips ROI Methodology adds a fifth level that converts results to money, isolates the training effect and compares net benefits with full costs, so it needs more data and is used selectively.

What do delegates take back to work from the Advanced Professional in Training Management CPTM course?

Delegates take back a training-function improvement plan for their own organisation, with a maturity baseline, portfolio and sourcing decisions, a budget and measurement plan and a ninety-day action roadmap, plus the templates used to build it, such as scorecards, prioritisation matrices and stakeholder maps.