

Instructional Design Certificate Course

Amsterdam (Netherlands)

7 - 11 June 2027

UK Training

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Instructional Design Certificate Course

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Introduction

Organizations across various sectors are increasingly recognizing the importance of delivering structured, effective, and measurable learning experiences. As workforce expectations shift and skill requirements evolve, the need for well-designed training programs has become essential. The Instructional Design Certificate course provides a comprehensive framework that enables professionals to design, develop, and evaluate training programs that meet organizational goals and enhance employee performance.

This course targets executives, team leaders, and specialists working in human resources, learning and development, project management, finance, operations, sales, and other fields where structured training plays a vital role. Participants gain practical tools to analyze training needs, develop high-quality learning materials, and implement instructional solutions that produce measurable results. The course emphasizes hands-on application to help learners build confidence in designing programs that align with organizational priorities and improve overall productivity.

By the end of the course, participants will be equipped to create learning experiences that are engaging, impactful, and aligned with the strategic objectives of their teams and departments.

Course Objectives

This Instructional Design Certificate aims to equip participants with essential instructional design competencies, including:

- Understanding the fundamental principles of instructional design.
- Analyzing training needs and identifying performance gaps.
- Applying structured methods to design learning programs.
- Developing learning materials using proven instructional models.
- Creating course structures that align with learning outcomes.
- Using effective strategies for adult learning and engagement.
- Designing assessments that accurately measure learning impact.
- Developing training plans that address organizational needs.
- Implementing practical tools to improve training effectiveness.
- Reviewing and evaluating training programs based on clear metrics.

Course Outlines

Day One: Foundations of Instructional Design

- Definition and evolution of instructional design.
- Key elements of the instructional design process.
- Overview of instructional design models and methodologies.
- Role of the instructional designer in modern organizations.

The logo for UK Training Partner features the text 'UK Training' in a smaller, black sans-serif font above the word 'PARTNER' in a large, bold, black sans-serif font. The text is positioned over a background of a chessboard with several chess pieces (a king, a pawn, and a knight) and a series of concentric white circles radiating from behind the pieces.

- Types of learning materials and their instructional value.
- Practical exercise on mapping course components.

Day Two: Training Needs Assessment and Analysis

- Methods for identifying organizational performance gaps.
- Collecting and analyzing training-related data.
- Formulating measurable learning objectives.
- Structuring training outcomes to fit organizational needs.
- Using assessment tools to define learner requirements.
- Group exercise on conducting a needs assessment.

Day Three: Content Development and Course Planning

- Building a course framework using structured design principles.
- Writing clear and concise instructional content.
- Developing learning modules supported by relevant media.
- Organizing course flow and session plans.
- Integrating adult learning strategies into program design.
- Hands-on activity to create a complete training module.

Day Four: Learning Activities and Assessment Design

- Designing interactive learning activities.
- Creating assessments that measure knowledge and skills.
- Selecting evaluation methods based on course objectives.
- Building scoring criteria and performance indicators.
- Developing tools for monitoring learner progress.
- Exercise on designing activities and assessments.

Day Five: Practical Application and Final Evaluation

- Completing a full instructional design project.
- Presenting course outlines and learning materials.
- Evaluating participant work based on structured criteria.
- Reviewing common challenges faced in instructional design.
- Summarizing key learning points from the full course.
- Providing recommendations for sustaining training excellence.

Why Attend This Course? Wins & Losses!

- Gain professional-level instructional design knowledge.
- Improve the quality and impact of organizational training programs.
- Develop practical skills that can be applied immediately at work.
- Strengthen ability to design structured and engaging learning experiences.
- Enhance performance throughout the learning and development function.
- Acquire tools for analyzing needs and building complete training plans.
- Increase confidence in developing assessments and evaluating programs.

A graphic of a chessboard with several chess pieces (a king, a queen, a rook, and a pawn) on it. The board is white and black, and the pieces are gold and silver. The text 'UK Training PARTNER' is overlaid on the board.

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- Boost communication and collaboration with training stakeholders.

Conclusion

The Instructional Design Certificate course offers a structured and practical pathway for professionals seeking to enhance their capabilities in training design and development. With a focus on both theoretical foundations and real-world application, the course equips participants with skills to design effective programs, develop high-quality content, and evaluate learning outcomes through measurable indicators.

By applying the tools and concepts learned throughout the five training days, participants will be well-positioned to elevate the effectiveness of their organization's learning function. This course is designed to help professionals deliver training programs that support performance improvement, build capabilities, and contribute to sustained organizational success.

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