IANLP **International Association for NLP**

Curriculum

NLP Trainer IANLP

(Curriculum version: see end of text. Last monitored: see footer date.)

Contents

Glossary

Term	Definition
Asynchronous online training	Self-paced distance-learning programs facilitate continuous enrollment. The length of time to complete the course is determined by the individuual student's available time, skilland commitment levels. The term is most commonly applied to various forms of digital and online learning in which students learn from instruction - such as prerecorded video lessons or game-based learning tasks that students complete on their own - and is not being delivered in person or in real time.
Blended Learning	A combination of distance learning and traditional classroom instruction. Student attends some of the training on-site and participate in some of the training online.
FMT	Fellow Member Trainer of the IANLP (accredited NLP teaching trainer)
Hybrid training	A combination of 'face-to-face, on-site training' and 'synchronous online learning'.

	Some students are training in 'on-site' fashion while other students are simultaneously participating in online learning activities.
Learning Time	'Total Learning Time' consists of - **Curricular Training** = in-school training and - **Extra-Curricular Training** = additional out-of-school training (homework, peer groups, study of literature, pursuit of projects, thesis writing)
Live Training	Consists of either '*Synchronous Online Training*' or '*On-site Training*'.
Online Training *or* Distance Learning	Teaching students who are not physically present in class. Training that is being delivered through digital networks (internet). Online training is distinguished between ➔ synchronous and ➔ asynchronous online training.
On-site training	Students and trainers are physically present at the same time and at the same geographical location (house and/or classroom). Also called: "**in-the-room**" and/or "**in situ**" training.
Synchronous online training	Online learning format that requires students and teachers to be "present" at the same time (synchronously). Learners commence and complete a course at the same time under continuous observation by the trainer.

Transitional Provision

Trainings starting after the cut-off date of September 30, 2023 must comply with the regulations of this curriculum. Until this date, trainings can still be carried out according to the previously valid curricula.

Organisation and Registration of Training

Organisation: The training design must be the responsibility of 2 Fellow Member Trainers of the IANLP. None of these two responsible FMTs must also be active as a performing trainer in the training itself. But one of these two FMTs must meet the conditions as a performing trainer according to chapter '*Qualification of Trainers*' of this curriculum.

Registration: Before the start of the training, the training contents with a rough time schedule as well as the names of the two Fellow Member Trainers that are in charge of the training have to be sent to IANLP office. IANLP will confirm receipt of this information.

Prerequisite for Students

'*NLP Master IANLP*' or '*Certificate of Proficiency in NLP IANLP*' is a prerequisite to participate in the NLP Trainer IANLP training. If a prospective student does not fulfill this requirement please refer to Procedure for Granting Equivalency (*Certification Guidelines for third-party Trainings*).

At least two years must have elapsed between the first day of practitioner training and the first day of trainer training, or, alternatively, at least 2.5 years (30 months) must have passed between the beginning of the practitioner training and the end of the trainer training (date of certification).

Duration of training

A minimum of 130 hours of curricular live training, including testing is required. This curricular training must consist of a minimum of 18 days with a total of 130 hours of live training (100% attendance is required). Breaks exceeding 30 minutes that are taken in the course of the daily training can not be counted towards the fulfilment of the 130 training hours requirement.

In addition, at least 15 hours of supervision (individual and/or group) are required. Supervision shall primarily focus on a seminar that was conducted by the trainee but may also include other foci that are useful in enhancing the professional skills of the trainee.

The entire curricular training (130 hours) must focus on the minimum contents defined in this curriculum. If a Fellow Member Trainer teaches additional content within the framework of this curriculum, the total training time must be extended accordingly. Spending time teaching and/or certifying additional skills within the context of this training at the expense of the core curriculum is considered a violation of the training standards.

Training Modality / Training Design / Number of Participants

All training time provided in the curricula must be either on-site training or synchronous online training, or a mix of both (blended learning). The live training has to be designed by two Fellow Member Trainers. A training group consists of seven (7) students or more.

Special Requirements for Online Training

The following guidelines apply to the implementation of online training.

(1) On any single training day, the maximum length of training shall not exceed 7 hours.

(2) Assistants: The Student:Assistant ratio must be sufficient to ensure that adequate supervision of students can be maintained at all times. At a minimum, the guidelines defined in the 'Qualification of Trainers' chapter must always be followed.

(3) The FMT must observe every student practicing in a live, interactive situation as part of their certification assessment. (It is not sufficient to simply assess student recordings, written work or case studies without any live observation of student practice.)

(4) Minimum Training Contents: The content listed in this curriculum can be adapted in favor of other content that is more suitable for online delivery.

(5) The training should include all the usual elements that would typically be part of in situ training, such as demonstrations, Q&A sessions, practice.

(6) There will be opportunities provided for students to practice and to be observed practicing in small groups e.g. by using breakout rooms.

(7) The trainer must provide sufficient support for students in orderto compensate for the fact they are not in the same room as the trainer. 'Sufficient support' can include:
   o Recording the training sessions so students can revisit the session later
   o Leaving the chat room open during breaks so students can interact with each other and the trainers/assistants
   o Hosting additional 'informal' sessions eg. coffee break chats or evening gatherings
   o Providing opportunities for students to raise followup questions with the trainer

(8) Ecology Checks; Ecology Safeguarding
   o Personal resilience of students: We rely on our FMT to assess the suitability of participants for online training upon registration or during the first online sessions. Individuals that show signs or symptoms of mental disorders that interfere with the purpose of the training cannot be admitted to online training.
   o Ensure that sufficient pre-framing is done prior to the onset of training.

- o Recommended: Provide some informative course materials (which can include videos and pre-recorded materials) in order that the students have some rudimentary knowledgebefore they meet in the virtual training environment for the first time.

(9) Ecology of Contents
- o FMT have to be concerned about the safety of students in an environment that is not as easy to control as in a live, in situ training. Ensure that all demos and practical exercises concern topics that focus on personality development and developing additional behavioral options in various areas of life. - **No traumatic history may be worked upon during a virtual training, either for demo or practice purposes**.
- o There must be due consideration for certain elements of the course that require the training to be adapted for a virtual environment e.g. specific Time Line work, kinesthetic anchors, re-imprinting – if there are any concerns, consider offering these elements as follow up courses.

(10) Infrastructure Participants
For online training the following minimum requirements have to be met:
- o Quality of internet connection to the trainer and the other participants must be such that a direct interactive exchange is possible at all times for at least 99% of the online time.
- o Participants must attend with screens of their electronic devices large enough to easily interpret/read all content presented. Participation with tablets or mobile phones cannot be counted on towards the required in-school training time.
- o The participant's space (background) must be large enough to also allow standing up and walking in full view (full body) of the camera. Microphones must be placed so that the participant can be heard from anywhere in the room.
- o Students must be dressed properly as for a live seminar and be in a protected and designated learning environment (with no outside interference).
- o All online training time is spent in full attendance in front of the running camera/screen.
- o During online training, all screens and cameras must be on all the time.
- o An exchange of communication between all participants must be possible at all times.

(11) Infrastructure Trainer
For online training the following minimum requirements have to be met:
- o Quality of internet connection to the participants must be such that a direct interactive exchange is possible at all times for 99% of the online time.
- o IT equipment is of comparably state-of-the-art standard;
- o The infrastructure allows presenting from different positions (sitting, standing, walking).

(12) Online Competence of Trainers
FMTs who deliver online training continuously educate themselves on best practices for virtual training. (This is part of the Quality Assurance System of the IANLP, element 6 'CPD - Continuous Professional Development'.)

Qualification of Performing Trainers

Performing Trainers must have obtained Fellow Member Trainer status according to IANLP Standards for at least 3 years, must have conducted at least 3 NLP Practitioner and 2 NLP Mastertrainings, and must have assisted in a NLP Trainer training.

Eighty percent (80%) of the live training has to be led by a Fellow Member Trainer who qualifies as '*performing trainer*' (as above); 20% of the live training can be led by any other qualified person under the supervision of a qualified Fellow Member Trainer.

Fellow Member Trainers who deliver on-site training must have received specific training in designing and facilitating on-site, in-the-room workshops and/or trainings.

Fellow Member Trainers who deliver online training must have received specific training in designing and delivering online workshops and/or trainings.

Assistants
Assistants must be certified at NLP Trainer IANLP level or higher.
For groups on-site: When more than 15 students are in attendance, for each 15 additional students training has to include an additional assistant.
For groups online: For up to 9 students one assistant is mandatory. Are more than 9 students in (online) attendance, for each 9 additional students training has to include an additional assistant.

Competencies of NLP Trainers and Criteria for Evaluation and Certification

- Complete behavioral competence in all NLP Master level skills, ability to do NLP Practitioner and NLP Master techniques simultaneously both overtly and covertly.
- Demonstrate facility to shift between content and form (i.e., between experience and labeling) and different logical levels (R. Dilts).
- Ability to demonstrate behavior of what one is teaching and to teach what one is doing - and to label it linguistically (Model Self).
- Graceful interventions in group settings; maintaining rapport and giving sensory specific feedback;
- Ecological work with individuals and groups, utilizing of group processes and students' resources; competence in group leading and conflict management;
- Rapport with self, individuals and group; Pacing and leading;
- Professional self-management; respect for audience (i.e., keeping separate one's model of the world from that of others, responding congruently to differing models of the world, considering and responding ecologically to others; conscious and unconscious processes);
- Behavioral integration of NLP presuppositions in group work;
- Knowledge of psychological and neurobiological concepts, psychotherapeutic methods and common communication models, as well as their integration into NLP.

Minimum contents

- Ethical and legal issues in the practice of NLP, such as inherent values, legal framework, limits of confidentiality, issues regarding dual relationships and exploitation, limits of professional competence, ethical advertising/marketing, and other topics are introduced by trainers.

- IANLP Code of Ethics
- Information re. accreditation process for FMT IANLP (Level 50 and Level 100) and that the accreditation as FMT IANLP is *not* a goal of this training.
- Information concerning the difference between the learning and competence goals NLP Trainer IANLP and Fellow Member Trainer IANLP.
- Design of presentation: Setting opening and closing frames; setting outcomes; chunking and sequencing of information and experience; balance between information-giving and opportunities for discovery; facilitating the generalization of information and skills across context and time; methodically planning trainings with respect to different representational systems, varying metaprograms and learning styles of participants.
- Rapport, pacing and leading from/with groups and individuals on various levels and with a variety of methods.
- Creating accelerated learning;
- Design of exercises: specifying outcomes of exercises; overt and covert learning, including previously learned material; separation of perception and evaluation of group processes; giving specific sensory grounded feedback, by way of questions that focus appropriate search and self-exploration by individuals; demonstration, or, if necessary, overtly directing individuals what to do; explanation of exercises, including the ability to explain and exercise behaviorally without the use of notes

- or printed aids; future pace of learning results;
- Use of visual presentation aids
- Use of deep and shallow metaphors for process instructions and preframing;
- Utilization of multilevel feedback; ongoing re-evaluation and incorporation of overt and covert information from individuals and group;
- Planning of appropriate interventions with individuals and groups, execute interventions both pro- and reactively.
- Ability to utilize criticism, difficult behavior, disturbances and rejection by group members.
- Ability to use outcome oriented, covert communication skills.
- "Tasking"; creating tasks that presuppose that a person can behave differently in a way that expands his/her model of the world;
- Ability to answer questions (including discerning level and intent of questions and generating level-appropriate responses).
- Ability to do demonstrations.
- At least two live presentations in front of a group of at least 6 qualified participants. Presentations are to last at least 20 minutes. Each presentation to be followed by feedback from the group and verbal and written feedback by the Fellow Member Trainer.

Note: The aim of the NLP Trainertraining shall be the training of NLP presentational skills. Conveniently, contents of Practitioner- and/or Mastertraining will be used as a means to teach and train. But these contents shall neither be a part of this curriculum nor of the final testing.

The above contents shall be conveyed by theoretical lectures, practical demonstrations and group exercises.

Written test for NLP Trainer

The required written test shall be a summary of the minimum contents of this curriculum. It shall be a tool for evaluating sufficient know-how acquisition at the completion of the training. In particular the cognitive integration of the contents described above.

The written testing is to be designed by the Fellow Member Trainer and is expected to match his/her training emphasis. Written tests are to be stored for at least three years following testing. For reasons of quality ensurance, IANLP (or personel entrusted by IANLP) has the right to request that this documention is sent to IANLP for review.

Practical testing for NLP Trainer

There shall be a practical testing period at the end of NLP Trainer training. The Fellow Member Trainer is free to design this practical testing to demonstrate the fulfillment of the criteria required for certification.

The practical testing shall enable participants to demonstrate their personal integration of NLP Trainer skills into their personal fields of presentation.

Contents of NLP Trainer Certificate

NLP Trainer certificate has to include the following:

1) Title
    1a) '*NLP Trainer IANLP*' or '*NLP Trainer (on-site) IANLP*'
    if 100% of curricular training has been attended in *on-site training* modality.

    1b) '*NLP Trainer (blended) IANLP*'
    if curricular training has been attended in a mix of *on-site and online training* modality.

    1c) '*NLP Trainer (online) IANLP*'
    if 100% of curricular training has been attended in *online training* modality.

2) A statement describing the duration of the training in days and hours in which the student has fully (100%) participated and a distinct reference to the particular training modality; [1]

3) A statement that this training was held according to IANLP standards;

4) Either an orginal sticker seal of the IANLP and/or a digital seal of the IANLP. At least one seal must be shown on certificate;

5) Date of the first and last day of training;

6) Date of issuance of certificate;

7) Name and signature of fellow member trainer IANLP;

8) Unique IANLP Certification Number obtained from the headquarters of the IANLP.

This curriculum is valid as per January 1, 2000
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[1] Examples for statement of duration:
    1a) The total learning time of [160]* hours included 18 days with a total of 130 hours of on-site in-the-room classroom training.
    1b) The total learning time of [142]* hours included 10 days/60 hours of synchronous online training and 8 days/70 hours of on-site classroom training.
    1c) The total learning time of [150]* hours included 18 days/130 hours of synchronous online training.

[ ]* Total learning varies from institute to institute, as each has different requirements for out-of-school learning time. The minimum is 140 hours (130 hrs training time + 10 hrs out-of-school learning).