

# Course Curricula for ILPO55 Qualifications

(ILPO55: *Output 5 Activity 2*)

**Adult Trainer**

*MCAST*



<b>Unit Title:</b>	Analysis, Design and Delivery of Training Activities
<b>EQF Level:</b>	5
<b>Credit Value:</b>	2
<b>Guided Learning Hours:</b>	20

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## Unit Description

This unit will look at the key aspects related to the planning, preparation and delivery of training activities. Learners will be introduced to the purpose of training within an organisation together with considerations that need to be taken for training design. It is important that the adult educator understands the educational need of the learner as otherwise training will not be effective.

When working with adults, educators & trainers need to take a different approach that considers the particular characteristics of the adult learners. As stated by Knowles (1980), adults are mostly volunteers in learning. Consequently it is fundamental that Adult Educators, including in-company trainers are introduced to the characteristics of the adult learner. This unit will therefore explore the main principles and assumptions and principles of andragogy (described as the art of teaching adults) and the implications for practice

Throughout this unit the learner will be introduced to methods that can be used to determine such needs. The expert adult trainer will be working with different groups and with people from different background. Consequently the learner will also be introduced to the effective preparation of training material so as to ensure a positive and fruitful training approach, through different instructional methods. Moreover the learner will be trained on delivery approaches and methodologies taking into consideration the needs of the target group and of the organisation.

Learning is not only limited to receiving knowledge and skills through training. It is also necessary to consider the assessment and related evidence required in order to demonstrate that learning outcomes have been achieved. Assessment can take various forms i.e.: formative; summative; formative; informal etc. Throughout this unit learners will explore these different types of assessment and how they can be applied within an adult education context.

Whilst the key aspects discussed in this unit are applicable to different economic sectors, this unit will be contextualised in terms of the characteristics of the financial services sector.



### Learning Outcomes

On completion of this unit the learner will be able to :

1. *Explain the purpose of training and the role of the Adult Educator within an organisation;*
2. *Discuss the importance of planning for training and assessment;*
3. *Prepare and use appropriate material and methods for training delivery and assessment;*
4. *Discuss and apply the five assumptions of adult learners and the four principles of andragogy;*

### Knowledge, Skills & Competences

**Competences: at the end of this unit the learner will have acquired the responsibility and autonomy to**

1. Carry out the proper planning for training activities
2. Write effective learning outcomes to create transparent learning process
3. Design different training and assessment activities that take into consideration the needs of adult learners
4. Deliver adult learning experiences that address learners’ needs through the integration of adult learning philosophy and principles into practice.

**Knowledge: At the end of this unit, the learner will**

1. Understand the importance of training within an organisation
2. Know about training as a means to improve employees’ knowledge, skills and competences for personal and business development
3. Know the elements to consider as pre-assessment to a training activity
4. Understand the elements to consider for training design
5. Understand the importance of knowing how adults learn
6. Understand the difference between children and adult learners
7. Be familiar with challenges in adult education
8. Know the assumptions of andragogy as portrayed by Malcolm Knowles
9. Be familiar with Knowles’ four principles of andragogy
10. Be familiar with different modes of providing feedback
11. Know the difference between summative and formative assessment
12. Understand the role and importance of Assessment Criteria and Learning Objectives
13. Understand the adult trainer’s role in empowering learners to be responsible for their own learning



14. Know the process to write effective learning outcomes	
15. Be familiar with methods that can be used to achieve learning outcomes set out for a training activity	
16. Understand the process to identify educational needs of learners	
17. Be familiar with resources and teaching aids that can be used for training delivery	
18. Understand the difference between formal, non-formal and informal learning	
19. Know instructional method that can be used to engage learners in the learning process	
20. Be familiar with different questioning techniques	
<b>Skills: At the end of this unit a learner will have mastered the following skills</b>	
<b>Applied Knowledge and Understanding</b>	1. Create learning outcomes according to established standards
	2. Apply the principles of adult education when planning, implementing and evaluating a training programme.
	2. Develop training material that supports the learning process
	3. Develop the learner’s learning to learn abilities.
	4. Encourage critical reflection when working with adult learners
	5. Facilitate learning experiences in an engaging manner
	6. Ensure that environment maximizes engagement and interaction
	7. Use a variety of differentiated tasks including open-ended and problem solving ones
	8. Use a variety of teaching resources to accommodate for different needs, interests and abilities
9. Prepare assessment tools and strategies in relation to pre-established learning objectives and/or assessment criteria	
<b>Communication Skills</b>	1. Explain the aims and learning outcomes of a training activity to learners.
	2. Interact with effectively with adult learners to identify their needs.
	3. Use effective questioning techniques to elicit appropriate responses and create a fertile learning environment.
	4. Establish a climate where different opinions are welcomed and learnt from.
	5. Communicate feedback in a clear and direct manner both verbally and in writing.
	6. Explain assessment activities to learners using clear and direct instructions
<b>Judgmental Skills</b>	1. Evaluate the training needs of learners using different methods
	2. Appraise a training activity to ensure that it is fit for purpose.



	3. Select appropriate learning experiences to facilitate the learning process
	4. Evaluate the use of appropriate training resources
	5. Distinguish between the notions of pedagogy and andragogy
	6. <i>difference between 'assessment of learning' and 'assessment for learning'</i>
	7. Interpret assessment criteria in order to produce effective assessment tools and strategies
	8. Evaluate student level prior to the educational process through the use of diagnostic assessment
<b>Learning Skills</b>	1. Evaluate own training planning , design and delivery strategies to improve one's effectiveness in these functions
	2. Undertake independent study so as to keep abreast with latest developments in the field

### Unit Content:

**1. Explain the purpose of training and the role of the Adult Educator within an organisation.**

- The importance of training within an organisation
- The role of the adult educator
- The adult learner; needs; attitudes; learning styles
- The training cycle
- Training Adults within the context of a financial services organisation
- The importance of CPD and its implications for HR

**2. Discuss the importance of planning for training and assessment.**

- Pre-assessment and methods
- Identifying the target audience
- Identifying gaps in knowledge and skills
- Recognizing prior experience; diagnostic assessment tests; questionnaires
- Writing effective learning outcomes
- Identifying different formats for individual and group learning
- Defining resources to be used
- Defining the structure of the training activity
- Difference between formative assessment (for learning) and summative assessment (of learning)
- The role and importance of Assessment Criteria and Learning Objectives



**3. Prepare and use appropriate material and methods for training delivery and assessment.**

- *Relevance of training material to learning outcomes*
- *Linking learning outcomes to assessment*
- *Different tools used for assessment: Self assessment tools; Reflective journals; Quiz/Test; Portfolios/E-Portfolios; Performance Evaluations; E-assessment tools*
- *Provide formative and/or summative feedback*
- *Complementing the learning experiences to engage learners*
- *Setting a climate for learning*
- *Practical, hands on work*
- *Facilitating learning activities*
- *Engaging the learners*
- *Active learning methods*
- *Effective questioning techniques*
- *Group work*

**4. Discuss the five assumptions of adult learners and the four principles of andragogy**

- *Introducing Andragogy and the distinction from pedagogy*
- *Knowles's Assumptions of Andragogy*
  - *Self-concept*
  - *Adult learner experiences*
  - *Readiness to learn*
  - *Orientation to Learn*
  - *Motivation to Learn*
- *Implications of the assumptions for practice*
- *Knowles's 4 principles of andragogy*
  - *Involved Adult Learners*
  - *Adult Learners' experience*
  - *Relevance and Impact to learners' lives*
  - *Problem centred*

## **Delivery**

It is recommended that this unit is delivered through methods that encourage active learning. Prospective instructors are encouraged to use a combination of lectures, discussions, group work and workshops.

Throughout the unit learners should be encouraged to develop critical and evaluative thinking, to ensure that lessons have been taken on-board to facilitate an improved end outcome. Learners should also be encouraged to carry out individual research to consolidate and enhance their knowledge.

## **Assessment**

The purpose of assessment is to confirm the achievement of learning outcomes. The choices selected from the following tabulation are only suggestions. One is free to adapt to different situations or to choose other methods. It is suggested that this unit is assessed through a practicum whereby learners go through the process of planning, designing and delivering a training activity.



### Indicative Assessment Method

<input type="checkbox"/>	assignment _____ words
<input type="checkbox"/>	clinical assessment
<input type="checkbox"/>	clinical report
<input type="checkbox"/>	dissertation _____ words
<input type="checkbox"/>	examination
<input type="checkbox"/>	fieldwork
<input type="checkbox"/>	logbook
<input type="checkbox"/>	long essay _____ words
<input type="checkbox"/>	mentoring
<input type="checkbox"/>	ongoing assessment
<input type="checkbox"/>	oral examination
<input type="checkbox"/>	oral exercises
<input type="checkbox"/>	placement
<input type="checkbox"/>	portfolio
<input checked="" type="checkbox"/>	practical
<input checked="" type="checkbox"/>	presentation
<input type="checkbox"/>	project
<input type="checkbox"/>	reflective diary
<input type="checkbox"/>	report
<input type="checkbox"/>	research paper
<input type="checkbox"/>	seminar paper
<input type="checkbox"/>	thesis _____ words
<input type="checkbox"/>	transcription
<input type="checkbox"/>	workbook
<input type="checkbox"/>	workshop
<input type="checkbox"/>	written exercises
<input type="checkbox"/>	written test
	Other (please specify) Case Study

### Indicative Reading List

- Jarvis, P (2010), 'Adult Education and Lifelong Learning: Theory & Practice', Routledge, **ISBN-10:** 0415494818 **ISBN-13:** 978-0415494816
- Minton, D(2005), 'Teaching skills in further and adult education, Thomson, **ISBN-13:** 9781844801404



**Unit Title:** Technology Enhanced Learning

**EQF Level:** 5

**Credit Value:** 2

**Guided Learning Hours:** 15

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### **Unit Description:**

The proliferation of technology and online learning has created a wealth of opportunities for educators to facilitate the learning process. This is also highly relevant within the context of workplace training and adult learning. This unit will introduce learners to methods and techniques that can be used to complement training delivery. This goes beyond using slides in a traditional lecture based environment. In fact, this unit explores how information and communication technology promotes interactions between the learners themselves and also the adult trainer within different learning contexts

### **Learning Outcomes**

#### **On completion of this unit the learner will be able to:**

- 1. Identify different types of technologies, which can be used for learning, and evaluate their effectiveness;*
- 2. Design multimedia materials to be applied to technology enhanced teaching scenarios;*
- 3. Apply technology enhanced learning in the adult training process;*



### Knowledge, Skills & Competences

**Competences: at the end of this unit the learner will have acquired the responsibility and autonomy to**

1. Prepare training materials for use with different types of technologies
2. Carry out t and assessment using non-traditional methods of teaching and technological tools
3. Deal with adult learners and their fear of technology

**Knowledge: at the end of this unit, the learner will**

1. Be familiar with different types of technologies such as classroom technologies, internet based and mobile communication
2. Be familiar with theories related to the relationship between technology and learning
3. Know the advantages and disadvantages of technology enhanced learning
4. Know the requirements for the effective operation of specific technological applications
5. Understand the terms Blended Learning and Distance Learning
6. Be familiar with the notion of Massive Open Online Courses (MOOCs)
7. Be familiar with Learning Management Systems (LMS)
8. Understand how learning is enhanced through the use of teaching technologies
9. Be familiar with the application of social media and mobile technologies for training purposes
10. Understand the meaning of the term Collaborative Learning and its implications in relation to Technology Enhanced Learning
11. Be familiar with the criteria for evaluating technology enhanced learning

**Skills: at the end of this unit a learner will have mastered the following skills**

Applied Knowledge and Understanding	1. Prepare a Virtual Learning Environment (VLE) to promote collaborative Learning
	2. Use new and emerging technologies to meet learners needs
Communication Skills	1. Interact with Adult learners within the FSS using innovative information and communication technologies.
	2. Communicate training content through different technological methods.
	3. Explain how technology in education helps with the promotion of collaborative learning.
Judgmental Skills	1. Classify different training technologies, within different categories according to their use.
	2. Select the most appropriate training technologies for specific scenarios
	3. Evaluate the pros and cons of different teaching technologies for given scenarios.



	4. Assess an e-learning activity once it is carried
Learning Skills	5. Reflect on the potential of ICT and other technologies for Teaching and Learning

**Unit Content:**

**1. Identify different types of technologies, which can be used for learning, and evaluate their effectiveness.**

- Introducing e-learning
- The notion of blended learning
- Interactive Whiteboards
- Learning Management Systems
- Online Collaboration Tools
- Learning through games
- Videocasts and Podcasts
- Tablets and mobile learning

**2. Design multimedia materials to be applied to technology enhanced teaching scenarios.**

- Effective use of presentation software
- Interactive multimedia tools
- Materials and appealing layouts
- Creating basic websites, wikis, social media tools, blogs
- Different tutor roles (presenter, monitor, guide, co-learner)
- Different learner roles (recipient, collaborator, contributor)

**3. Apply technology enhanced learning in own teaching.**

- Dealing with adult learners and fear of technology
- Ensuring a fair online learning environment
- Criteria for evaluating technology enhanced learning

**Delivery:**

It is recommended that this unit is delivered through methods that encourage active learning. Prospective instructors are encouraged to use the latest tools available at the time of delivery. Throughout the unit learners should be encouraged to develop critical and evaluative thinking, to ensure that lessons have been taken on-board to facilitate an improved end outcome. Learners should also be encouraged to carry out individual research to consolidate and enhance their knowledge.

**Assessment**

The purpose of assessment is to confirm the achievement of learning outcomes. The choices selected from the following tabulation are only suggestions. One is free to adapt to different situations or to choose other methods.

It is suggested that the assessment of this unit is based on a project whereby learners create material in the form of a virtual learning environment or else other tools that can be used within the framework of technology enhanced learning.



### Assessment Method

<input type="checkbox"/>	assignment _____ words
<input type="checkbox"/>	clinical assessment
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<input type="checkbox"/>	oral exercises
<input type="checkbox"/>	placement
<input type="checkbox"/>	portfolio
<input type="checkbox"/>	practical
<input type="checkbox"/>	presentation
<input checked="" type="checkbox"/>	project
<input type="checkbox"/>	reflective diary
<input type="checkbox"/>	report
<input type="checkbox"/>	research paper
<input type="checkbox"/>	seminar paper
<input type="checkbox"/>	thesis _____ words
<input type="checkbox"/>	transcription
<input type="checkbox"/>	workbook
<input type="checkbox"/>	workshop
<input type="checkbox"/>	written exercises
<input type="checkbox"/>	written test
	Other (please specify) Case Study

### Indicative Reading List

- Clark, C & Meyer, RE (2016), 'e-Learning and the Science of Instruction : Proven Guidelines for Consumers and Designers of Multimedia Learning, 4<sup>th</sup> Edition', Wiley, **ISBN-10:** 1119158664 **ISBN-13:** 978-1119158660
- Vai, M & Sosulski K, (2015)' Essentials of Online Learning : 2<sup>nd</sup> Edition', Routledge, **ISBN-10:** 1138780162 **ISBN-13:** 978-1138780163

**Unit Title:** Mentoring

**EQF Level:** 5

**Credit Value:** 2

**Guided Learning Hours:** 15

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### **Unit Description:**

Tutoring and mentoring have been identified as important skills for the expert adult trainer within the context of intergenerational learning in the financial services sector. In particular, the notion of mentoring can be considered as a learning process where helpful, personal and reciprocal relationships are built, while focusing on achievement (Premkumar 2007). It can also be considered as a learning relationship that is rooted in principles of adult learning. Tutoring and mentoring are also about creating a safe and comfortable environment, to be able to develop the potential of the employee being tutored / mentored. In this regard this unit will discuss the role of mentoring and its role in the learning process, particularly the identification of individual needs. This unit will also introduce learners to the elements to be considered in the tutoring and mentoring role. Learners will be exposed to the apprentice, competency and reflective models of tutoring and mentoring and the process to build effective relationships between the tutor/ mentor and the learner / mentee.

### **Learning Outcomes**

**On completion of this unit the learner will be able to**

- 1. Develop strong and supportive mentoring relationships built on trust and confidentiality;*
- 2. Plan and prepare formal mentoring sessions;*
- 3. Assist mentees in developing problem solving and self-development skills;*

## Knowledge, Skills & Competences

<b>Competences : at the end of this unit the learner will have acquired the responsibility and autonomy to</b>	
1. Guide mentees throughout the mentoring process	
2. Deal with difficult situations which may arise within the mentoring relationship	
3. Manage the mentoring process	
<b>Knowledge : at the end of this unit, a learner will</b>	
1. Understand the role and function of a Tutor and/or Mentor within the Financial Services Sector.	
2. Be familiar with reflective problem solving and its benefits	
3. Understand the importance of building effective relationships between mentors and mentees.	
4. Be familiar with the terms protégé, mentee	
5. Understand the importance of confidentiality and trust in the mentoring relationship	
6. Be familiar with different strategies used to provide and obtain feedback	
7. Be familiar with mentoring models which can be applied to the Financial Services Sector (GROW, OSKAR, scaling questions, solution focused mentoring)	
8. Know strategies which should be employed to tackle emotional, stressful and/or other difficult situations within the mentoring relationship	
9. Be familiar with different mentoring session records	
10. Know the function of a mentoring diary and log book	
11. Be familiar with the Five Pillars of Emotional Intelligence	
<b>Skills: at the end of this unit a learner will have mastered the following skills</b>	
<b>Applied Knowledge and Understanding</b>	1. Develop a workplace mentoring plan and the related sessions
	2. Use focused questioning techniques in order to help mentees to reflect on their own progress.
	3. Apply specific strategies to obtain feedback on mentoring process from relevant stake holders
	4. Apply different mentoring models and tools throughout the mentoring process
	5. Maintain appropriate mentoring session records
<b>Communication Skills</b>	1. Interact with mentees in a familiar manner in order to build trust
	2. Communicate feedback to mentees on their progress in a sensitive and professional manner
<b>Judgmental Skills</b>	1. Evaluate mentee's progress to identify specific areas for



	improvement
	2. Interpret changes in the mentees’ emotional state throughout mentoring sessions.
<b>Learning Skills</b>	1. Reflect on own practice and feedback obtained to improve own work

**Unit Content:**

**1. Develop strong and supportive mentoring relationships built on trust and confidentiality.**

- Emotional Intelligence - the five pillars (Self Awareness, Self-Control, Empathy, Self-Motivation, Managing Other People’s Emotions), Data Protection Act,

**2. Plan and prepare formal mentoring sessions.**

- Mentoring session plans; The workplace Mentoring Plan; Mentoring session records (logbook, diary); Mentoring models (GROW, OSKAR, scaling questions, solution focused mentoring)

**3. Assist mentees in developing problem solving and self-development skills.**

- Using Effective Questions; Different Types of Questions; The Reflective Journal; Identifying own strengths and weaknesses; developing own personal development plan; assessing own knowledge, skills and behaviour; Problem Solving Techniques, the psychology of problem solving; Negative vs Positive thinking; Negotiation Techniques

**Delivery**

It is recommended that this unit is delivered through methods that encourage active learning. Prospective instructors are encouraged to use a combination of lectures, discussions, adult group work and workshops.

Throughout the unit learners should be encouraged to develop critical and evaluative thinking, to ensure that lessons have been taken on-board to facilitate an improved end outcome. Learners should also be encouraged to carry out individual research to consolidate and enhance their knowledge.

**Assessment**

The purpose of assessment is to confirm the achievement of learning outcomes. The choices selected from the following tabulation are only suggestions. One is free to adapt to different situations or to choose other methods. It is suggested that this unit is assessed through an assignment whereby learners are required to prepare a demo mentoring plan and related records



### Assessment Method

<input checked="" type="checkbox"/>	assignment _____ words
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<input type="checkbox"/>	workbook
<input type="checkbox"/>	workshop
<input type="checkbox"/>	written exercises
<input type="checkbox"/>	written test
	Other (please specify) Case Study

### Indicative Reading List

- Starr, J, (2014) ‘ The Mentoring Manual : Your step by step guide to being a better mentor’, FT Press, ISBN-10: 1292017899 ISBN-13: 978-1292017891