ILPO55

Intergenerational Learning Partnership Over 55

Adult Trainer

Course Description

EQF Level 5
6 ECVET

PILOT Phase

www.ilpo55.eu

With the support of the Erasmus+ Programme of the European Union

Course Rationale

The adult trainer course is designed to provide the key knowledge, skills and competences to create, deliverand assess training sessions for adult learners. The course provides a generic perspective which can then be contextualised to the requiremens of the financial services sector. The main aim is to provide prospective over 55 employees with the key elements required to work with their colleagues so as to ensure the effective transfer of knowledge, particularly to the younger generation of FSS employees.

The course is made up of the following 3 units:

- Unit 1 : Analysis, Design and Delivery of Training Activities (2 ECVET)
- Unit 2 : Technology Enhanced Learning (2 ECVET)
- Unit 3 : Mentoring (2 ECVET)

The units can be taken individually and customised to the needs of the Financial Services organisation. A description of each Unit can be found below.

PILOT Phase

Unit Descriptions

Unit 1: Analysis, Design and Delivery of Training Activities

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 backgrounds. 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; formal; 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.

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Unit 2: Technology Enhanced Learning

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. Training and Learning can be done in a variety of settings including online Virtual Learning Environments (VLE) and Learning Management Systems (LMS) which facilitate the management of content used for elearning and Blended learning. This unit explores how information and communication technology promotes interactions between the learners themselves and also the adult trainer within different learning contexts. Through the use of VLEs, LMSs, and similar online collaboration tools, learners will have the possibility to access learning content remotely, and to participate in training activities anywhere with an internet connection. The use of technology in learning is also able to redifine the roles of learners and trainers, giving learners more control over their learning process and giving trainers the role of guides and/or facilitators.

This unit will also explore the use of other types of technology and will give learners insight on how to use and apply them correctly. It is understandable that some individuals, especially adult learners, might feel intimidated by the use of technology in education. This unit will also explore different ways in which this fear can be overcome.

Unit 3: Mentoring

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 (Premkunar 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.

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