Contents

[PHECC FAR Instructor notes 1](#_Toc472359981)

[Unit 1 Theory of Training & Adult Learning 3](#_Toc472359982)

[Unit 2 Psychology of training 6](#_Toc472359983)

[Unit 3 Principles of Adult Learning 10](#_Toc472359984)

[Unit 4 The role of the Trainer 14](#_Toc472359985)

[Unit 5 Learning Styles 18](#_Toc472359986)

[Unit 6 Classroom management: Dealing with Challenging Behaviour 20](#_Toc472359987)

[Unit 7 Programme Development 22](#_Toc472359988)

[Unit 9 Delivering the training 36](#_Toc472359989)

[Unit 10 Evaluation of Training 42](#_Toc472359990)

[Unit 11 Documenting & certifying the training 43](#_Toc472359991)

[References & sources of further information 44](#_Toc472359992)

## Duration

Classroom time is 40 hours however as well as this there is a significant amount of reflective work and assignment work to be carried out by the learner. This could amount to 60 hours.

Teaching Methods

The key teaching methods used in this course include Action Learning and Self-Directed Learning:

Action Learning: As a key skill of a Trainer is presentation skills, Learners will be working together and presenting their findings throughout the two days.

Self Directed Learning: As self-directed learners, Learners are expected to research their chosen topic and develop a module of a course, set aims and objectives, develop a lesson plan and develop a test. They are expected to reflect on the material covered on the course and take cognisance of this in developing their module. This course provides a brief introduction to each of the topics. Learners are expected to carry out further reading and develop the skills identified further themselves. For instance Powerpoint is only touched on. If this is a type of media that interests the learner they would be expected to develop this skill further themselves.

After presenting their course, Learners are expected to reflect on their performance and develop an improvement plan.

# Unit 1 Theory of Training & Adult Learning

# 

## Aim:

The aim of this module is to introduce the learner to the theory of training in order to give them an understanding of the principles that underpin training adults.

## Education & Training

**Aim:**

The aim of this session is to provide the learner with an understanding of what training is and how it compares to education.

At the end of this session the learner will be able to:

* Define/explain training
* Compare and contrast it with education

**Definitions**

**Learning**

Learning a permanent change in behaviour that results from practise.

**Training**

Training is a planned, systematic effort to modify or develop knowledge skills and attitude, through learning experiences, to achieve effective performance in an activity or range of activities”

## Education V Training

“Ed-u-cer-e” (ey-doo-ker-ey) Latin…that which leads out of ignorance

Compare and contrast education and training

|  |  |
| --- | --- |
| **Training** | **Education** |
| Theory & Practical | Theory |
| Focused | Broad |
| Demonstration | Told/ lectured |
| Workforce/ for work | Institution |
| Job specific | Written exams |
| Informal | Learning of knowledge |
| Narrow/ applied/ concrete | Pressure |

Training

Training system is seen as being concerned with learning that’s concrete, practical and Technical.

Training involves developing in people skills that are necessary to do a particular job.

Training may be described as vocational or narrow because it’s concerned with a particular set of skill.

Education

Education is mostly associated with primary school, secondary school and third level institutions.

Education provides a broad knowledge of subjects that provide learners with a good foundation of knowledge that may be then used in many areas of ones career or life.

The main difference that I see between education and training is that training is focused on a particular job or task. Education on the other hand is designed to provide the learner with knowledge that is quite general and broad. For instance in college you might do something like anatomy. This is a huge topic. However on a manual handling course anatomy is covered in a much more focused way to provide the learner with an understanding of how the spine works, how it can be injured and how it protects itself.

As a trainer it is necessary to acknowledge that your learners need to understand the principles or theory underlying the skill as well as being able to practice that skill. You need to see that every learning activity has a theoretical and practical side to it. In most cases you have to explore with students why the training is important in order to motivate them to change their attitude in order ultimately to get them to change their behaviour.

# Unit 2 Psychology of training

**Aim:**

The purpose of this module is to provide the learner with a basic understanding of psychology and its relevance to training.

**Objectives:**

At the end of this module learners will be able to:

Explain the difference between the behaviourist and the humanist approach to psychology.

Explain how

Psychology

Pyschology is about the study of behaviour. As training is about changing behaviour (or is it?), psychology should assist us in making training more effective.

## Psychological Approaches

### Behaviourists

Behaviourists theories of learning centred on the belief that all behaviour is learned and that learning involves a change in behaviour. Behaviourists’ theories suggest that we learn in response to stimuli in our environment. Behaviour therefore can be modified by manipulating the stimulus or by reinforcing the desired outcome.

#### Pavlov- Classic conditioning

Pavlov noticed that dogs began to salivate before they received food. They in fact salivated as soon as a cupboard was opened. He set up experiments to see if dogs could be conditioned to respond to different stimuli.

#### Watson

Similar experiments on a baby called “Little Albert” showed that learning in humans happens in a similar manner.

There are a number of concepts that must be remembered with this type of learning:

1. Timing: The timing elements have to be right.
2. Reinforcement: Repetition is important, the stimulus- response cycle must happen repeatedly.
3. Extinction: the association can become extinct if the conditioned stimulus is presented without the unconditioned stimulus.
4. Generalisation: Generalisation occurs when the response occurs to stimuli other that the initial stimulus- e.g. little Albert became afraid of everything that was white and furry!

#### Skinner

Skinner believed that changes in behaviour are as a result of individuals’ responses to events (stimuli) and the consequences that ensue (rewards or punishments). When a particular stimulus- response pattern is rewarded, the individual is conditioned.

In other words, behaviour is governed by consequences, which we experience. If our experience is positive i.e. if we take a risk and get away with it we are more likely to do it again particularly if benefits accrue from it i.e. we get the job done faster. We are then more likely to take a chance again.

Using this approach, the most effective way to change people’s behaviour would be to punish unsafe actions (negative reinforcement) or praise safe behaviour (positive reinforcement). If this done often enough, we become conditioned.

### Question?

How would the behaviourist approach of training be applicable to training?

Reflect on your own training and discuss how it might be relevant.

Possible answers include:

When training it is important to reinforce good behavior such as answering questions or executing a skill correctly. For instance when learners are presenting I will praise them when they present well and remind them of areas for improvement.

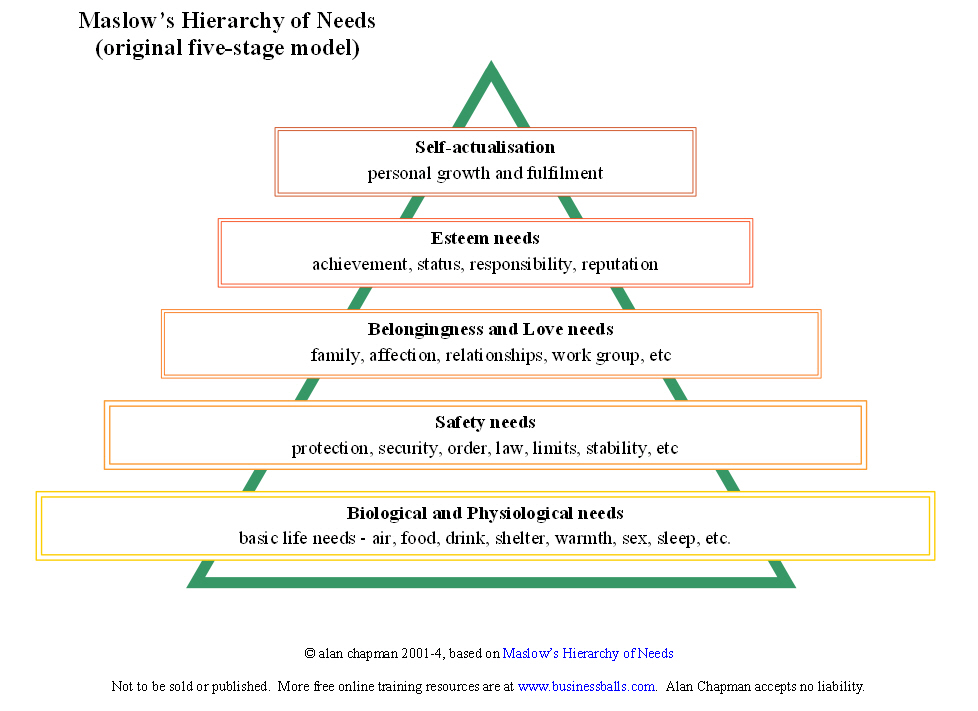
### Humanists

Humanists tended to focus on personal responsibility, free will and the individuals striving towards personal growth and fulfilment. Humanists believed that ultimately the motivation to learn and develop has to come from within a person themselves. You shouldn’t have to force or coerce a person to change their behaviour. Your role in the learning process is to motivate the learner to learn and facilitate the learning process.

#### Motivation

Maslow

Maslow was one of the preeminent humanists and established a theory on motivation. He identified a hierarchy of needs that motivate people.



He suggested that human beings are driven to satisfy each level of the hierarchy sequentially, beginning with food and shelter and progressing up to self-actualisation.

A newer version of this hierarchy has on top ”Transcendence” which means helping others to self actualise. For me I hope I can motivate you to buy into my approach to training by focusing on what might motivate you on the hierarchy of needs. But firstly I need to get a feeling for why you want to do the course.

**Exercise**

Consider the relevance of Maslow’s Hierarchy of Needs to training and how they might be addressed.

For me this would be the following:

You have first to look after learners basic needs: Heat, breaks, water, food!

Then safety and security needs: Fear of the test, answering questions, presenting,

Belonging: People want to work a team, groupwork etc.

Esteem: People want responsibility, achievement (assign tasks, etc.). Being able to present increases peoples self esteem. Criticising people will impact negatively on their self esteem.

Self-actualisation: People want to develop and improve themselves. Presentation skill help people fulfil their potential.

Transcendence: The last item on the new hierarchy is transcendence. Training helps others fulfil their potential. It is very satisfying for me to pass on my skills and to help others improve their potential.

Trainees are going to be much more likely to take on board the contents of a course is if addresses their particular needs. So to be effective, the trainer needs to consider what are the trainees’ current needs on the “Hierarchy of Needs” scale. On a very basis level if a trainee is hungry they are not going to be motivated by talk of law, protection or order. A person never learned on an empty stomach. Also, trainees may not consider that the course would contribute to their self-actualisation. However, you may be able to convince them that the course addresses their safety needs. One needs to convince them that the course will contribute to them being able to carry out their work safely and also ensure that they are not out of work as a result of injury in the work place.

On another level people attending a course must feel safe & secure (security needs).

One of the main concerns that a person might have when attending a course is that they may be asked to present or speak in front of the class. This is a security. That is their primary fear and that is all they will be focused in during the course unless you deal with that fear.

Reflect and suggest where your learners are in Maslow’s Hierarchy of Needs and suggest how you might motivate them.

# Unit 3 Principles of Adult Learning

#### Androgogy V Pedagogy

There are two types of learning philosophies: Andragogy and Pedagogy

**Exercise:**

What are the differences between Androgogy and Pedagogy?

**Pedagogy:**

This is derived from Greek words “ped” meaning child “agogus” meaning leader of. Therefore it basically translates as the science of teaching children. Pedagogy represents the traditional most frequently implemented and trainer-centred approach to learning based on a number of important assumptions.

The teacher/ trainer makes all the decisions in relation to the learning process and the learner is a submissive receptacle- Jug and mug.

The learning is standardised and progressive because it’s aimed at a group of learners uniform in terms of age and experience

The training activities are subject orientated. A strong emphasis on matter content

The learner brings little experience to the learning situation. The learner is essentially dependent and inert.

Lectures and formal inputs are the backbone of the pedagogical approach.

This approach is now considered less appropriate in the adult learning context, although it may have relevance depending on the subject matter.

##### Andragogy

It is only since the 1960s was the idea that the approach to teaching adults should be different to teaching children.

Rogers

Rogers started out as a psychologist involved in counselling and psychotherapy. He adopted his own style to counselling. This approach was based on the premise that the people most capable of dealing with their issues are the clients themselves. The psychologist’s role in the process is to facilitate the patient by reflecting back their own thoughts and clarifying their thoughts.

He then applied this approach to teaching. Rogers (1961) was a strong proponent of experiential and self-directed learning. He was convinced that one could only facilitate learning in another person, not teach them directly. He believed in the need to establish a dialogue between the trainer and the trainees and between the trainees themselves.

He also believed that if a person had an immediate application for the information and it was relevant to them, they would learn faster. This again has relevance in developing and delivering a training course

* Adults need to be self directed
* Can only facilitate learning
* Learn better through experience
* Need immediate application for the information
* Group discussion.
* Learners should be involved in planning learning process.

He also believed that if a person had an immediate application for the information and it was relevant to them, they would learn faster. This again has relevance in developing and delivering a training course. The course should be tailored to the audience.

This is considered as the opposite of pedagogy. Knowles model (1998) is considered the backbone of this approach.

Adults need to be:

* self-directed,
* build on their own experience
* active and to participate in the learning process,
* Motivated. “What’s in it for me?”
* At their own pace
* Need to understand the material
* Informal
* Mutually respectful
* Collaborative
* Voluntary
* Effective feedback
* Have immediate use.

**Exercise!**

Think of one training session you attended in the past that was ineffective for you as an adult learner. Jot down the ineffective elements with the adult learning principles.

|  |  |
| --- | --- |
| **Ineffective elements** | **Principles ignored** |
|  |  |
|  |  |
|  |  |

Think of one training session that was effective

|  |  |
| --- | --- |
| **Ineffective elements** | **Principles ignored** |
|  |  |
|  |  |
|  |  |

What teaching methods education facilitates this?

* Group Discussion
* Role Plays
* Case Studies
* Problem Solving Activities
* Action Learning

“Tell me, I’ll forget, show me, I’ll remember, involve me, I’ll understand.”  
Carl Orff

“[I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.](http://thinkexist.com/quotation/i-ve_learned_that_people_will_forget_what_you/341107.html)”c4 [Blueeyes502](http://thinkexist.com/quotes/sent-by/blueeyes502/)

as5 [Maya Angelou quotes](http://thinkexist.com/quotes/maya_angelou/) ([American](http://thinkexist.com/nationality/american_authors/) [Poet](http://thinkexist.com/occupation/famous_poets/), b.[1928](http://thinkexist.com/birthday/april_4/))

# Unit 4 The role of the Trainer

## Equality & Diversity

As the workplace becomes more diverse so too has the learners attending courses.

Learners can differ greatly in terms of their intellectual and physical abilities and in terms of their prior learning. There will also be social, cultural, linguistic and equality issues. Because of this trainers need to ensure that all types of learners are accommodated. In order to do this it would be useful to know of these issues in advance. They also need to be aware of the support systems available to learners with particular learning difficulties (e.g. Dyslexia, Sight or Hearing difficulties).

This is necessary both from a legal point of view but also to ensure that learners learn effectively. Trainers need to be alert to their obligations.

Legislation

The following is a list of relevant legislation covering Equality:

Employment Equality Acts 1998 and 2004

Code of Practise on Sexual Harassment at Work

Equal Status Act 2000

The Employment Equality Act 1998 prohibits both direct and indirect discrimination on the following grounds.

 The gender ground: A man, a woman or a transsexual person (specific protection is provided for pregnant employees or in relation to maternity leave);

 The marital status ground: Single, married, separated, divorced or widowed;

 The family status ground: A parent of a person under 18 years or the resident primary carer or a parent of a person with a disability;

 The sexual orientation ground: Gay, lesbian, bisexual or heterosexual; (The Court of Justice in PSV held that discrimination against a transsexual constituted discrimination on the grounds of sex.)

 The religion ground: Different religious belief, background, outlook or none;

 The age ground: This applies to all ages above the maximum age at which a person is statutorily obliged to attend school;

 The disability ground: This is broadly defined including people with physical, intellectual, learning, cognitive or emotional disabilities and a range of medical conditions;

 The race ground: A particular race, skin colour, nationality or ethnic origin;

 The Traveller community ground: People who are commonly called Travellers, who are identified both by Travellers and others as people with a shared history, culture and traditions, identified historically as a nomadic way of life on the island of Ireland.

Safety, Health & Welfare at Work Act 2005

Under the Safety, Health & Welfare at Work Act, the trainer is responsible for the safety, health & welfare of learners. This duty includes:

* Ensuring that the work environment is suitable & safe i.e. adequate lighting, heating & ventilation, housekeeping and trip hazards.
* Ensuring that learning activities such as demonstrations are safe,
* Dealing with bullying and potential stressful situations for students.

**Exercise:**

The following are portraits of different learners. They have booked onto your FAR course. Put yourself in the shoes of the learner and express how you feel about going on a course.

Richard is a 50-year-old Irish male who has worked as a labourer in the construction industry for some years. He has worked a carpenter but has no formal papers.

He decided to go back to complete his apprenticeship. He needs help with reading and writing because he is dyslexic. He hasn’t attended a formal course in 30 years.

Petor is a 27-year-old polish national. He can understand spoken English to a degree. However he has difficulty in reading & writing English. He completed second level education in Poland. He has lived in Ireland for the past 2 years.

Anna is a 23-year old Muslim from a middle eastern country. In this country it is unacceptable for a woman to be touched by another man.

Paul is 39 years old. He is in a wheelchair.

Outline the implications for teaching these learners and what reasonable accommodations you can provide.

#### Learner profiles

In some instances it may be reasonable to set minimum abilities and prerequisites to learning. This can be achieved by developing a Learner Profile. A learner profile can specify a mininimum age limit, level of education/ training required, aptitudes required e.g. learning ability, numerical aptitude, spatial aptitude, form perception, etc., personal skills, i.e. good communication skills, previous experience, and any special requirements e.g. good colour vision, ability to work at heights, full class B driving licence etc.

## What are the roles of a trainer?

As can be seen by the previous topics, your role can extend way beyond just imparting information.

Your role could include:

* Course Developer,
* Course Organiser,
* Presenter,
* Facilitator,
* Leader,
* Assessor,
* Housekeeper,
* Conflict Manager
* Counsellor?

In this unit we will discuss how you as a trainer can fulfil these roles.

Exercise: In your groups for the roles listed above, list the responsibilities of a trainer.

Answers could be:

Organiser:

* Booking of room,
* Sending out booking forms,
* Confirming attendance

Course designer:

## What is the role of a good trainer?

The new role of the trainer calls for new skills which include:

* Developing planning courses
* Organising courses (booking the trainin, setting up the room)
* Presenting the information
* Measuring and evaluating
* Reviewing and improving courses
* Completing & filing paperwork

## What are the skills required to be a good trainer?

* Mediation & negotiating
* Coaching & facilitation
* Communication & presentation
* Organisation & preparation

## What are the traits, qualities and values of a good trainer are:

* Experts/ Champions of their subject matter,
* Enthusiastic & driven
* Empathetic
* Confident
* Positive
* Honest
* Resourceful
* Disciplined
* Punctual
* Flexible
* Patient & tolerant
* Fair & consistent

## What are the traits and values of a poor trainer?

## Arrogant and aloof,

## Egotistical, Inflexible,

## Condescending, Dishonest and insincere

## Disorganized,

## Boring,

## Aggressive & abrasive!

# Unit 5 Learning Styles

## Visual, Auditory, Kinaesthetic

Related to the theory of left brain/ right brain is the theories related to learning styles. These theories are based on the belief that individuals have a preferred learning style and these learning styles are based on the senses.

The VAK learning styles model provides a very easy and quick reference inventory by which to assess people's preferred learning styles, and then most importantly, to **design learning methods and experiences that match people's preferences**:

**Visual** learning style involves the use of seen or observed things, including pictures, diagrams, demonstrations, displays, handouts, films, flip-chart, etc.

**Auditory** learning style involves the transfer of information through listening: to the spoken word, of self or others, of sounds and noises.

**Kinesthetic** learning involves physical experience - touching, feeling, holding, doing, practical hands-on experiences.

The word 'kinesthetic' describes the sense of using muscular movement - physical sense in other words. Kinesthesia and kinesthesis are root words, derived from the Greek kineo, meaning move, and aisthesis, meaning sensation. Kinesthetic therefore describes a learning style which involves the stimulation of nerves in the body's muscles, joints and tendons. This relates to the colloquial expression 'touchy-feely'.

It is easy to begin to assess your own or another person's learning style within the Visual-Auditory-Kinesthetic model.

Although we use all three of these preferred senses, each individual learner has a learning preference, a sense that is predominant.

Visual- I see what you mean

Auditory- I hear you, music to my ears, I like the sound of that

Kinaesthetic- how do you do that?, I will be in touch with you, that doesn’t feel right to me

**Exercise**

Get participants to complete the VAK questionnaire and discuss the findings.

Put the different learning styles on the flipchart and ask learners to write their name under their dominant learning style.

Ask them then to give examples of learning situations when they used this style to their advantage.

## Honey & Mumford

## Honey & Mumford came up with a similar learning cycle. They broke it down into 4 stages:

## Stage 1.'Having an Experience' -Activists

## Stage 2'Reviewing the Experience‘ Reflectors

## Stage 3 'Concluding from the Experience' Theorists.

## Stage 4 'Planning the next steps‘ Pragmatists

## They also identified the different types of learners that go with each stage.

## 'Having an Experience' (stage 1), and Activists (style 1): 'here and now', gregarious, seek challenge and immediate experience, open-minded, bored with implementation.

## 'Reviewing the Experience' (stage 2) and Reflectors (style 2): 'stand back', gather data, ponder and analyse, delay reaching conclusions, listen before speaking, thoughtful.

## 'Concluding from the Experience' (stage 3) and Theorists (style 3): think things through in logical steps, assimilate disparate facts into coherent theories, rationally objective, reject subjectivity and flippancy.

## 'Planning the next steps' (stage 4) and Pragmatists (style 4): seek and try out new ideas, practical, down-to-earth, enjoy problem solving and decision-making quickly, bored with long discussions.

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# Unit 6 Classroom management: Dealing with Challenging Behaviour

In some instances, apart from not learning, some learners might resort to disrupting the training. There might be many reasons for this. Invariably there are good reasons for this behaviour. As trainers in order for use to deal successfully with this behaviour we must understand the motivation for the behaviour and strategies for dealing with it effectively. As with any potential conflict situation it is important to recognise potential conflict situations before develop into open confrontation. They might be bored because they don’t see the information as relevant to them, they might be frustrated because the pace is to fast or too slow or they might believe that your information is incorrect.

The trainer should Observe, Infer, then Act.

That is: He should observe the class continuously and recognise signs of potential conflict such as yawning, looking confused, shaking head etc. From that he should Infer, is the learner bored, confused, annoyed and finally Act. Maybe the trainer should start a learning activity, check with the student that they understand the material etc.

Strategies to avoid challenging behaviour include:

**Learning contract:** This is a psychological contract agreed at the start of a course outlining what the expectations of the class and the trainer. This could be part of the housekeeping or the needs and expectations of the class.

**Get Them on Your Side: Maybe engage with them on the break and find out what their interests are. Try and adjust your material to be more relevant with them.**

**Empathise:** Try and understand why they are behaving the way they are. They may have had a bad experience in training courses before, they may have a sick child at home etc.

**Change activities frequently: Learners will become bored and irritated if you persist with the same learning style and method continuously. Try and do this before you lose the class.**

**Make your assignments challenging.** On the other hand, if your assignments are so simple that students barely have to think to complete them, you will probably end up with behaviour problems. Make sure your assignments are challenging while not being overly difficult.

**Reward good behavior:** Back to the behaviorists approach, the best way of avoiding bad behavior is the reward good behavior. This involves praising learners that contribute constructively in the class.

**Check with them:** Do you not understand what I said? Can I clarify that for you? Do you need to make a call?

Don’t challenge them: Stop talking, put that away etc.

**Exercise:**

In your groups select a difficult type of learner and act out how you would deal with that person.

Dealing with a conflict situation

**Avoid Confrontation:** Never get into any type of confrontation with a learner. If you feel that you absolutely must argue with a learner, never argue in front of an audience. You will lose every time. Then, not only have you lost the respect of that one problem Learner, you have lost the respect of every learner who watched the exchange.

Use calming body language i.e. tone of voice, open posture.

Be firm and fair. If required, suggest a time out (break) for the class.

Unit

# Unit 7 Programme Development

## Developing aims & objectives

In order for your training to be effective you need to set clear aim(s) and objectives for your programme. Firstly, we need to distinguish between a training session’s aim and objectives.

**Training Aim:**

The aim of a training course is the rational or purpose of the course.

The aim of this training course is providing the learner with the knowledge and skills to be able to develop and deliver effective training courses.

Training Objectives

You define the objectives by deciding what you expect the learner to do as a result of the training. A full statement of objectives tells you what the learner should be able to do, under what conditions and to what standard. Clear objectives provide a firm foundation for other aspects of the training process.

Objectives should be SMART

* Specific: They should describe what the learners should achieve
* Measurable: You should be able to measure whether your learner is achieving them or not
* Achievable: Your learners should be able to achieve the standards set in the objectives
* Realistic: Your learners should be able to achieve the objectives with the resources and time available to them
* Timed: The objectives should define when you want learners to have achieved the objectives.

The objective should contain an action verb which describes something that can be observed and measured. A good rule of thumb for an objective would be an objective that god could start an examine question with! The following are a list of good verbs for objectives.

Analyze Create Label Produce

Assess Define List Rate

Attach Demonstrate Locate Recite

Bend Describe Measure Recognize

Build Design Modify Report

Change Develop Move Rotate

Choose Differentiate Name Select

Classify Distinguish Open Show

Close Evaluate Operate Solve

Combine Explain Organize Sort

Compare Fill Out Perform State

Complete Find Plan Stretch

Compose Handle Position Translate

Compute Identify Predict Turn

Construct Improve Present Use

Correct Justify Process Write

Words such as the following do not possess a common, single meaning and are capable of different interpretation:

Comprehend, Know, Contemplate, Understand Remember Perceive, Grasp the significance of, decide, have a feeling for, consider, Have faith in, recognize, consider. These are legitimate goals but are a bit “wooly”. It would be difficult for a trainer to observe or measure whether a learner “appreciates” or “has fath in” a subject.

Exercise: sort out objectives into “Wooly” and “Specific” objectives.

There also may be conditions under which the task must be carried out. For instance the conditions could be “under supervision” or “without assistance” or “within ten minutes” or “without notes”.

The objective may specify the conditions of performance. "without help"

"Gain a greater awareness of our hazard communications program."

“Be able to perform all steps of the lockout/tagout procedure.”

"Be able to list and discuss six benefits of an effective safety committee."

“You will be able to correctly perform all steps of the oil spill cleanup procedure."

And the last part of the objective might state the standard to be met. This could be “without error” or “90%.

Examples of training objectives that contain all of the elements of a clear, explicit training objective are:

|  |  |  |
| --- | --- | --- |
| **CONDITIONS** | **TASK** | **STANDARD** |
| Given the draft of a 100 word letter and a format guide | You will type a letter | The letter must contain no errors and be completed within 30 minutes |
| Given a simulated patient, oral thermometer, and a watch | You must measure the patient’s temperature | To within plus or minus 0.4 degrees of actual temperature within five minutes |
| During daylight in unfamiliar terrain, with the aid of a watch | You will locate north | Plus or minus 7 degrees east or west within one hour |

Get Learners to set an aim and objectives for the module that they are going to present.

Bloom's Taxonomy Verbs

When developing curriculum for your class, keep this list nearby. This will help you determine the level of response you are anticipating from your students.

|  |  |
| --- | --- |
| **Knowledge** | Count, Define, Describe, Draw, Find, Identify, Label, List, Match, Name, Quote, Recall, Recite, Sequence, Tell, Write |
| **Comprehension** | Conclude, Demonstrate, Discuss, Explain, Generalize, Identify, Illustrate, Interpret, Paraphrase, Predict, Report, Restate, Review, Summarize, Tell |
| **Application** | Apply, Change, Choose, Compute, Dramatize, Interview, Prepare, Produce, Role-play, Select, Show, Transfer, Use |
| **Analysis** | Analyze, Characterize, Classify, Compare, Contrast, Debate, Deduce, Diagram, Differentiate, Discriminate, Distinguish, Examine, Outline, Relate, Research, Separate, |
| **Synthesis** | Compose, Construct, Create, Design, Develop, Integrate, Invent, Make, Organize, Perform, Plan, Produce, Propose, Rewrite |
| **Evaluation** | Appraise, Argue, Assess, Choose, Conclude, Critic, Decide, Evaluate, Judge, Justify, Predict, Prioritize, Prove, Rank, Rate, Select, |

## Curriculum Design

Once you have established your objectives you must decide how you will address them.

The outcome of this is a training syllabus. Put simply this is a summary of the topics covered and the way they will be presented. Some information will be the subject of talks (theory) and some of demonstration (skills). Some may require discussion or role-play.

Some trainers have a tendency to waffle. It is important therefore to identify the ‘must know’ information, “Should know” and “Nice to know”. Priority obviously must be given to the “must know” information.

You must estimate the time needed for each topic and also the amount of practice needed. The amount of time given to a particular training session can have a dramatic effect upon learning. It is a proven fact that learners have what is known as a learning curve. Go beyond that learning curve and the learner’s concentration starts to wander very rapidly. 40-50 minutes is the average concentration time for a normal learner.

### **Common Errors in Training Programme Design**

* Training not aimed at the target audience.
* Wrong medium of presentation.

Golden rules of content design

* Know your learners, and relate your material to their interests.
* Sort out the ideas in the talk, and present them one at a time.
* Make your material interesting, to hold their attention.
* Present the talk in such a way as to ensure that the learner will be successful in any progress test at the end of the session.
* Tailor to your audience

### **Series of questions**

* Why am I delivering this course?
* What am I trying to achieve?
* What do I want in my audience’s head?
* How do I want them to feel?
* What do I want them to do as a result of my training session?
* Who are my audience?
* What are they expecting to hear?
* What level are they in the company?
* What will get them to think?
* How do they feel about the topic at the moment?

## Selecting Methods & Media

## Methods include

Teaching methods are the approaches we use in delivering the course content.

It is important to vary teaching methods so as to ensure that learners don’t get bored. From the section in learning styles we have established that learners learn in different ways. Because of that we need to ensure that we use teaching methods and media that appeal to their learning style. We have many teaching methods available to us. These include:

* Case study
* Role play
* Lecture
* Demonstration
* Icebreakers, Energisers
* Jokes/ Stories
* Discussion, Question
* Small group, Brainstorming
* E Learning/ Blended Learning
* others?

Case Study

A Case Study is where the trainer presents a scenario to learners and learners are required to analyse the information, identify the issues and suggest solutions. The instructions for the case study can be given orally or in written format. This is usually called a brief. It would usually be given to groups.

Benefits

It appeals to activists that like to get involved. It gets people involved particularly those that are quite in larger groups.

Do’s and Don’t

Introduce the case study to the whole group

Give a brief with clear instructions

Keep it simple

Go around to the groups to ensure that they understand the case study and assignment

Get the groups to present their findings to the larger class.

Make your own suggestions.

Ensure everyone is involved.

Recap and debrief at the end.

Don’t let it go on too long.

Role Play

A Role Play is similar to a case study except that in Role Play learners act out different roles within the case study.

Do’s & don’ts

Keep it simple

Set the scene

Give everyone a role in the role play either as observers or participants.

Ensure that it is appropriate and that people are comfortable performing their role.

Recap and reflect.

Don’t let it go on too long!!

Lecture

Lecturing is where the information is delivered by the trainer (Lecturer) and the information flow is generally one way. It presupposes that the trainer is the expert and that the learners have very little knowledge of the subject. There is generally very little interaction between the lecturer and the learners except for questions at the end.

Benefits

It is very useful for delivering a large amount of information to a large group of people. It is more effective for delivering theory rather than skills based information.

Do’s & Don’ts

Keep it simple

Break it up with other teaching methods

Don’t go on too long!

## Questions & Answers

There are two basic types of questions trainer use during a presentation:

Open-ended questions/requests - why, how, describe…

Closed-ended questions - is, are, can, were…

Don’t pause & pounce.

Ask questions to get involvement

Don’t ask hard questions

Don’t pick on people.

Thank/ acknowledge them

If it is wrong don’t say that they are wrong. Write up their answers on the flipchart.

Don’t ask multiple questions

**Listening to questions**

Listen to your audience’s questions and comments first before thinking of your response.

•welcome difficult questions

•to build rapport, say, "That’s a good question

•make direct eye contact with the person

•focus on the person when they are asking the question

•move towards the person

•repeat the question

•rephrase the question

Answering questions

Respond initially to the person who asked the question

•Then shift eye contact to the broad audience

•Answer the question clearly and briefly

•Hold your ground and don’t back down

•If you don’t know the answer, say so

•Conclude by transitioning attention back to the person who asked the question

•If appropriate, ask, "Did I answer the question for you?" or "Does that help?“

## Demonstrations

A demonstration is where the trainer demonstrates how to perform a task correctly.

Do’s/ Don’ts

Ensure that the demonstration is planned, safe, within the ability of the learners.

Link back to previous information covered.

Ensure that everyone can see and is watching.

Repeat the exercise until everyone can perform the task correctly.

Give constructive feedback.

Preparing for a Demonstration

1. Identify and write objectives.

2. Analyse the sequence of steps.

3. Identify the key points.

4. Describe why each key point is essential.

5. Prepare the introduction.

6. Check all materials and equipment.

7. Prepare a demonstration plan.

8. Carry out a ‘dry run’.

EDIP Method of demonstration

E Explain (introduce)

D Demonstrate

I Involve/ Imitate

P Practice

Explain is where the trainer introduces explains the steps to the process.

Demonstrate is where the trainer physically demonstrates the task.

Involve is where the learner imitates the trainer

Practice is where the learners practice the task until the trainer is satisfied.

## Icebreakers, Energisers

## Ice breakers are designed to “break the ice” on a course. Energisers are designed to reinvigorate learners. You might do one in the afternoon to deal with the afternoon slump.

Do/ Don’ts

Explain

Keep it short & simple

Ensure that people are comfortable with it

Ensure that it is within the learners capabilities

## E Learning

E learning is the use of the internet to support or deliver training. It can range from a static site used as a repository for course notes and other resources to a fully interactive site where the content is delivered through animation and the learner can complete online tests.

Do/ Don’t

Ensure that information is relevant and valid (go through the information yourself)

Try and locate localized information.

Examples of good online resources are: [www.businessballs.com](http://www.businessballs.com), [www.alison.com](http://www.alison.com)

## Developing Training Aids

Visual Aids:

These have been defined as “any training tool used to emphasise, clarify and support

clear learning points”. Visual aids ought to be simple, clear and professional. The purpose of the visual aid is to augment the training message, not to replace it or distract from it.

Why should you use visual aids?

We remember:

•10% of what we read.

•20% of what we hear.

•30% of what we see.

•50% of what we see and hear.

•80% of what we say.

•90% of what we say, as we do something.

Teaching Media may include:

* The flip chart
* The whiteboard
* Powerpoint
* Photographs/ Handouts
* Wall mounted posters and charts
* Video/DVDS
* Internet

Visual aids are available to the assist the trainer in communicating more effectively with the learner and to assist the learner in understanding the training.

Common Rules for Visual Aids

Effective visual aids should be:

* Visible to the audience
* Simple to read and to understand
* Suitable for the training situation and environment
* Informative in a concise fashion

Before using Visual Aids ask yourself the following:

Is it large enough to be seen by everyone without straining?

Is all the printing short and neat?

Is it colourful and involving? Studies show colour highlights can aid the recall of information.

Can I see the visual aid without blocking the audience’s view of it? Will I be able to maintain good eye contact with my listeners while using the visual aid?

Can I avoid distracting my listeners by keeping the visual aid covered or out of sight before or after I use it?

Can I avoid making the visual aid the most important part of my session? Will it be more than just an ornament?

Am I comfortable with using the visual aid? Have I practised it so that using it is natural and it does not breakdown the flow of ideas in my speech?

Have I made the necessary arrangement for special visual aids in advance?

What will I do if the Visual aid fails to work? Am I prepared for unexpected contingencies such as a burned out projector bulb, a corrupted computer file or a room that cannot be darkened?

Have I planned for assistants and volunteers in advance if they are needed? Will a pointer be needed?

Will all the charts be secured so I don’t have to go hunting for them on the floor in the middle of the session?

Can I compete with listeners who quickly read the handout instead of listening to me?

Are my visual Aids professional, neat, attractive and accurate?

Can I speak over the noise of a machine?

Is it simple to read and to understand?

Are they suitable for the training situation and environment?

Are they informative in a concise fashion?

### 

### The Flip Chart

Benefits:

Interactive,

Real time information.

Good for brain storming,

Suitable for small to medium sized groups.

You can post the information on the wall.

Do’s/Don’ts

The lettering must be 2” (5cm) high, minimum.

Write legibly.

Watch spelling.

Write key words only.

Use colour to brighten up your presentation.

Prepare flip charts in advance for formal presentations.

Leave blank sheets between the prepared sheets.

Do not talk when writing. Maybe get a volunteer.

Don’t block the flipchart.

### Power point

Before using the projector, check that it works properly and focuses correctly.

Check that the screen can be seen from all parts of the room.

Benefits

Do’s/ Don’t

•The lettering is too small.

•The audience cannot see the screen.

•There is too much information on the slide.

•The presenter ‘reads’ each key point to the audience.

•The presenter looks back at the screen rather than at the audience, losing eye contact.

•The projector is left switched on when not in use, distracting the audience

### 

### Videos

Benefits

* Audio and visual
* Brings it to life
* Can show real situations (dangerous situations and locations)
* They can arouse interest in the audience and can generate discussion.
* Most are prepared to a professional standard.

Do’s/Don’ts

* Ensure that the video is suited to the training objectives.
* Never show a video without introducing it to the audience.
* State the learning objectives before it is shown.
* Ask the group to take notes during the video, if appropriate.
* Stop the video at relevant points to ask questions and test the learning of the group.
* Test equipment.
* Ensure that it is relevant and up to date.
* Include time for discussion after the video.
* Take feedback, where appropriate.
* Don’t over use.

### Videos- Disadvantages

Disadvantages of using videos or films are that:

* They are expensive to buy.
* The equipment required is often expensive and can be complicated to set up and to operate.
* A power point is needed, and a room which can be darkened.
* The training message may be overshadowed by the presentation or style.

**Props**

Benifets

Suits kinaestetic learners.

Interactive

Useful for demonstrations.

# 

Disadvantages

Can be expensive.

Could be hygiene issues.

Can get damaged.

Do’s/ Don’ts

Do have enough to pass around.

Ensure that they are clean.

Be creative!

## Writing the course outline

## Steps to Instruction

Step 1 Gaining the attention of the learner

Step 2 Inform your learners of the training objectives

Step 3 Integrating previously learning material

Step 4 Presenting your contents to the learners

Step 5 Providing guidance to your learners

Step 6 Getting your learners to perform

Step 7 Provide feedback to your learners

Step 8 Assessing the learning

Or very simply, Tell them what you are going to tell them, Tell them, Then tell them what you told them!

## Introduction

At the outset it is very important to gain the interest or the audience. This might be achieved by telling a joke, show a cartoon or make a controversial statement.

Sound out. To sound out is to check the group’s existing level of knowledge.

Revise. To revise is to link your talk to the group’s previous knowledge.

State objectives. The objective is a precise statement of what each learner will be able to do, following your course.

Outline the course by listing the main headings.

Motivate. Why should they listen?

Ground rules: Set out the ground rules for the course. This should include a statement of mutual respect. They will want to know about the 4 Fs, Fones, Fags, Finish, Food!

Can members of the audience ask questions any time they like, or only at the end of the talk? Should they take notes, or are there handouts?

Are you going to ask them questions at intervals? Is there a test at the end?

## Middle

Present your ideas in clear steps.

Encourage questions on each point.

Proceed from the known to the unknown, from simple to complex ideas, and from concrete to abstract.

Illustrate each point to help your learners.

## Conclusion

Summarise: The summary helps the learner by providing an overview and it is vital that it contains no new information.

Test: The test should reflect the objective and check the effectiveness of the course.

Clarify: Allow time for questions etc.

## Lesson Plans

Trainers should plan their lessons, training sessions or presentations very carefully.

This ensures that trainers are properly prepared for the session.

A lesson plan should be drawn up using the following steps:

1. Give the lesson a title

2. State your aim/objective (s) clearly.

2. Outline content of the talk, based on the objective.

3. List the suggested treatment, including training method, depth of subject matter and so on.

4. Draw up test questions based on the first three steps.

5. Make a list of the handouts, facilities and equipment you require.

6. Estimate the time it will take you to give the talk.

7. Decide on, or note, the location where you will give your talk.

8. Leave a section on your plan for your comments on the success of the talk.

A template for a lesson is provided on the disc.

# Unit 9 Delivering the training

## Preparing the working environment

F freezing

R roasting

E earstrain

E eyestrain

D distraction

O overwork

M messiness

Layout

V Shaped

U Shaped

Classroom

Semi-circle

Desk is a barrier.

## Avoiding pitfalls

Environment

Special needs

Exits

Layout

Materials- pens

Time of the day

Power connections

Your back-up

Flipchart

## Credibility

It is important to establish your credibility right at the outset of the training session. The audience are obviously going to believe you more and listen more intently if you are credible. So what makes use more credible? Obviously credibility goes hand in hand with confidence.

Confidence

Confidence of the trainer will come through experience, good knowledge of the subject, planning, preparation and previous successful outcomes. It can take a long period to time to gain the relevant skills, and then a further period of tie to develop these skills. Whilst confidence is an excellent quality to have, over confidence can have the same effect on the learner as that of a trainer who obviously demonstrates a lack of confidence.

Become an expert

Be yourself

DIY Store- Ya Wha?

How do you become an expert?

Develop and interest/ a passion for the topic

Collect relevant anecdotes

Image- we form an impression within the first 30 seconds

How do we look credible?

Sound credible?

Wear appropriate clothing.

## First 30 seconds

Manage your emotional state before you present

Learn to breath well

Stand correctly

Use positive thoughts to enhance delivery

Close your eyes and think of a time when you were in control- How did you feel.

Write down how you felt

This should get you into the correct mental state

Think of it to change your mood

## Negative thoughts

Get them to write down negative thoughts.

Negative chatter

Replace negative chatter with positive affirmations

You a fake- I’m brillant

I’m inferior – I’m us good as they are

Good enough- I have the knowledge

I’ll get stuck- I have back up

Someone in the audience might know more- I can use them

## Breathing

Deep breathes. This is one activity that that stops you thinking, stops the chatter

## Grab and hold attention

Grab the attention of the audience.

Make your presentation relevant to each of them

Make them remember key points

Start with the intensity of a volcano and finish with something even more dramatic!!

## Humour

See the advantages of your humour in your presentation

Find suitable humour

Should you tell jokes

Breaks the tension

Videos- cartoons

Get people up to do things

Internet- youtube.

Old stuff

Clip art

Download.com

Funny cartoons

P.C.- Don’t cross the line

Don’t curse

Never apologise in advance

Get others to help- jokers

Use humour only if you are comfortable with it.

## Storytelling

Stories help people relate.

Tell people about what happened to you. Funny, sad, ridiculous. When I was delivering my course to a group of girls in an office my trousers split!!

Ask your friends in the pub!

## Establishing a Rapport

Discuss and list do's and don'ts for effective presentations that apply to each element below.

* Voice
* Eye Contact
* Facial Expression
* Stance & Movement
* Gestures
* Pace
* Position

## Stance

* Feet apart.
* Stand up. Tip forward/ backwards. Become aware of both.
* Open stance, centre of the room, balanced,
* Open hands- open to questions
* Move your hands around.
* Don’t point
* Use your body language to express yourself

## Movement

Show energy, yet control

Move into the group.

Cover both sides of the room

When asking questions use the aisle

## Gestures

Use gestures to emphasise key points

## Eye contact

Good eye contact is vital

Look at the group

Look around the room- lighthouse

Use eyes to encourage quieter persons to talk

How long is too long?

As long as you are on a particular though/ topic, then you move on

Make eye contact with everyone

What if you say something completely inappropriate, a mad silly thought- racist, derogatory- “I don’t believe he said that”. Ejector button. You can only say it once.

## Voice

Speak to the furthest person in the room,

Vary your inflection, pace, intonation and pitch (lower pitch is preferable.)

Speak loud & clear.

Find your annoying habits and get rid of them

Vary length of pauses

Avoid sarcastic tones

Breathe!

Watch the back of the room to ensure that everyone can hear

## Facial Expression

Be friendly

Smile when appropriate

Look confident

Enjoy yourself- have fun with the group

Avoid:

* Grooming
* Fiddling
* Stroking
* Wringing
* Scratching

## Fear

Why adrenilin? Fight or flight.

Ensures that you don’t get eaten

Shuts down siliva glands

What is the worst thing that could happen?

Most people will understand

This is as bad as it gets

People aren’t out to get you

Nerves are good

Brain starts working when we are born- stops when we are asked to speak

First 30 seconds

Manage your emotional state

Learn how to breathe well & deep.

Use positive thoughts

# Unit 10 Evaluation of Training

Why evaluate training?

To decide on whether a programme should be continued?

To see how it can be improved?

## Kirkpatricks Levels of assessment

### **Level One Training: We measure reaction**

### Were the participants pleased and satisfied. Did they feel that they learned some things of interest and, more importantly, can use?

### **Methods -**

It is required that learners’ satisfaction with the courses is recorded. This is achieved

through the use of Course Evaluation Sheets. These will be supplied by the Recognised Institution.

### **Level Two: We measure Learning.**Did the participants learn anything as a result of the training?

**Methods:** Classroom performance.

Knowledge is assessed through the use of a written MCQ test.

Skills are assessed through the use of Skills Assessment Sheets.

## Improving training programme

It is important that trainers should always be striving to improve their courses. This can be achieved through reflecting on how the course went at the end of each course. They can also look at the feedback from the learners. It is a good idea to do this straight away at the end of each course and make the necessary changes straight away while it is still fresh and clear.

# Unit 11 Documenting & certifying the training

Make sure your documentation is adequate

## Records

Records to be retained include:

* Attendance Sheets
* FAR Skills Sheets
* Evaluation Forms
* MCQ Tests.

Records must be filed securely in a manner that allows easy retrieval if required.

## Certification

In order to certify learners as First Aid Responder, trainers must do this through a Recognised Institution. They must first inform the Recognised Institution that they are running the course. They must ensure all the records mentioned above are forwarded in a timely manner to the Recognised Institution. The Recognised Institution will review the paperwork and if satisfied issue the certificates for the learners.

# References & sources of further information

Making Training and Development Work: A Best Practice Guide by Amanda Cahir-O'Donnell, Carole Hogan, and Thomas N. Garavan