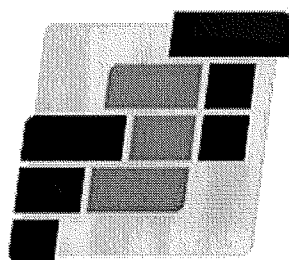


**The Further Education and Training Awards Council (FETAC)
was set up as a statutory body on 11 June 2001
by the Minister for Education and Science.
Under the Qualifications (Education & Training) Act, 1999,
FETAC now has responsibility for making awards
previously made by NCVA**



FETAC

*Further Education and
Training Awards Council
Comhairle na nDámhachtainí
Breisoideachais agus Oiliúna*

Module Descriptor

Train the Trainer

Level 6 E30179

June 2007

Level 6 Module Descriptor

Summary of Contents

Introduction	Describes how the module functions as part of the national vocational certificate framework.
Module Title	Indicates the module content. This title appears on the learner's certificate. It can be used to download the module from the website www.fetac.ie .
Module Code	An individual code is assigned to each module.
Level	Indicates where the module is placed in the national vocational certificate framework, from Level 1 to Level 6.
Credit Value	Denotes the amount of credit that a learner accumulates on achievement of the module.
Purpose	Describes in summary what the learner will achieve on successfully completing the module and in what learning and vocational contexts the module has been developed. Where relevant, it lists what certification will be awarded by other certification agencies.
Preferred Entry Level	Recommends the level of previous achievement or experience of the learner.
Special Requirements	Usually 'none' but in some cases detail is provided here of specific learner or course provider requirements. There may also be reference to the minimum safety or skill requirements that learners must achieve prior to assessment.
General Aims	Describe in 3-5 statements the broad skills and knowledge learners will have achieved on successful completion of the module.
Units	Structure the learning outcomes; there may be no units.
Specific Learning Outcomes	Describe in specific terms the knowledge and skills that learners will have achieved on successful completion of the module.
Portfolio of Assessment	Provides details on how the learning outcomes are to be assessed.
Grading	Provides details of the grading system used.
Individual Candidate Marking Sheets	List the assessment criteria for each assessment technique and the marking system.
Module Results Summary Sheet	Records the marks for each candidate in each assessment technique and in total. It is an important record for centres of their candidate's achievements.
Appendices	Can include approval forms for national governing bodies.
Glossary of Assessment Techniques	Explains the types of assessment techniques used to assess standards.
Assessment Principles	Describes the assessment principles that underpin the FETAC approach to assessment.

Introduction

A module is a statement of the standards to be achieved to gain an FETAC award. Candidates are assessed to establish whether they have achieved the required standards. Credit is awarded for each module successfully completed.

The standards in a module are expressed principally in terms of specific learning outcomes, i.e. what the learner will be able to do on successful completion of the module. The other elements of the module - the purpose, general aims, assessment details and assessment criteria - combine with the learning outcomes to state the standards in a holistic way.

While FETAC is responsible for setting the standards for certification in partnership with course providers and industry, it is the course providers who are responsible for the design of the learning programmes. The duration, content and delivery of learning programmes should be appropriate to the learners' needs and interests, and should enable the learners to reach the standard as described in the modules. Modules may be delivered alone or integrated with other modules.

The development of learners' **core skills** is a key objective of vocational education and training. The opportunity to develop these skills may arise through a single module or a range of modules. The core skills include:

- taking initiative
- taking responsibility for one's own learning and progress
- problem solving
- applying theoretical knowledge in practical contexts
- being numerate and literate
- having information and communication technology skills
- sourcing and organising information effectively
- listening effectively
- communicating orally and in writing
- working effectively in group situations
- understanding health and safety issues
- reflecting on and evaluating quality of own learning and achievement.

Course providers are encouraged to design programmes which enable learners to develop core skills.

1	Module Title	Train the Trainer
2	Module Code	E30179
3	Level	6
4	Credit Value	1 credit
5	Purpose	<p>This module is a statement of the standards to be achieved to gain a FETAC credit in Train the Trainer at Level 6.</p> <p>The module is designed to equip learners with the knowledge and skills necessary to design, deliver, assess and evaluate training programmes.</p>
6	Preferred Entry Level	Level 5 Certificate, Leaving Certificate or equivalent qualifications and/or relevant life and work experiences.
7	Special Requirements	None.
8	General Aims	<p><i>Learners who successfully complete this module will:</i></p> <p>8.1 understand different learning styles</p> <p>8.2 understand the functions and processes of learning and training</p> <p>8.3 evaluate different approaches to training</p> <p>8.4 appreciate the importance of training on an individual, social and economic level</p> <p>8.5 work effectively with a range of learner groups.</p> <p>8.6 design, deliver and evaluate training programmes</p> <p>8.7 develop and implement appropriate assessment methods</p>

9 Units **The specific learning outcomes are grouped into 6 units.**

Unit 1	Theory of Training and Adult Learning
Unit 2	The Role of the Trainer
Unit 3	Training Needs Analysis & Programme Design
Unit 4	Preparing for Training Delivery
Unit 5	Delivery and Assessment
Unit 6	Evaluation of Training

10 Specific Learning Outcomes

Unit 1	Theory of Training and Adult Learning
	<i>Learners should be able to:</i>
10.1.1	compare and contrast concepts of training and education
10.1.2	apply theoretical concepts to a coherent framework for training practice
10.1.3	identify the prerequisites for effective communication in groups
10.1.4	demonstrate an understanding of group dynamics
10.1.5	explain key principles and methodologies which underpin adult learning of learning styles, learning outcomes, essential techniques
10.1.6	evaluate the approaches of different adult learning theorists eg Knowles, Kolb, Friere, Brookfield, Rogers,
10.1.7	assess the contribution of theorists such as: Dewey, Gardner, Maslow, Piaget and Skinner to the psychology of learning

Unit 2 The Role of the Trainer

Learners should be able to:

- 10.2.1 outline the values which inform practice in training / training practices
- 10.2.2 demonstrate good training practice
- 10.2.3 describe different preferred learning styles, training styles and conflict resolution techniques
- 10.2.4 deal with discriminatory attitudes and behaviours
- 10.2.5 establish appropriate work boundaries
- 10.2.6 identify personal training and development needs

Unit 3 Training Needs Analysis & Programme Design

Learners should be able to:

- 10.3.1 identify different job roles and the behaviours within those jobs
- 10.3.2 identify training needs
- 10.3.3 analyse training needs
- 10.3.4 compile a list of learning and performance objectives
- 10.3.5 justify how learning objectives can be used to evaluate learning effectiveness
- 10.3.6 design learning programmes relevant to the identified needs of learners
- 10.3.7 ensure the programme conforms to the requirements of certification bodies where appropriate

Unit 4 Preparing for Training Delivery

Learners should be able to:

- 10.4.1 plan the delivery of a training session
- 10.4.2 prepare appropriate training methods for each element of the training session

- 10.4.3 produce exercises for use within a training session
- 10.4.4 prepare any tools or visual aids for the training session eg overhead or power point slides, flipcharts etc.

Unit 5 Delivery and Assessment

Learners should be able to:

- 10.5.1 establish, promote and maintain a positive learning culture
- 10.5.2 use a variety of relevant training strategies
- 10.5.3 demonstrate effective listening and feedback skills
- 10.5.4 evaluate progress on an on-going basis
- 10.5.5 provide formative feedback to learners throughout the programme
- 10.5.6 assess learners achievement of training objectives
- 10.5.7 critically evaluate a range of assessment techniques
- 10.5.8 critically evaluate a range of assessment and delivery methods
- 10.5.9 plan the application of fair and consistent summative assessment techniques to ensure achieved and training outcomes
- 10.5.10 distinguish between formative and summative assessment
- 10.5.11 provide effective feedback on learner progress

Unit 6 Evaluation of Training Delivery

Learners should be able to:

- 10.6.1 evaluate a training programme
- 10.6.2 evaluate learner progress against learning objectives
- 10.6.3 gather input from learners on programme effectiveness
- 10.6.4 identify opportunities for improvement of delivery
- 10.6.5 prepare a programme improvement plan

11 Portfolio of Assessment

See the note on assessment principles and the glossary of assessment techniques at the end of this module descriptor. All assessment is carried out in accordance with FETAC regulations.

Assessment is devised by the internal assessor, with external moderation by FETAC.

Summary	Assignment	50%
	Skill Demonstration	50%

11.1 Assignment

The internal assessor will devise a brief that requires the candidate to produce evidence of planning, researching, conducting and evaluating a training session. The assignment should identify theoretical understanding and practical application on a range of specific learning outcomes. The assignment could take the form of a case study, action research or reflective piece of work.

The brief will require the candidate to research and present information in relation to adult training, services or issues. The evidence may be presented in a variety of media eg written, audio, video, graphic, visual or any evidence must be presented on tape.

11.2 Skills Demonstration

In two or more skills demonstrations, candidates will be assessed in the following skill areas:

- Presentation skills
- Oral presentation skills

Use of visual aids

Use of learning materials

Candidates should make a presentation of approximately 15 minutes duration.

The presentation should address the specific learning outcomes of the candidates chosen subject, as agreed with the internal assessor. Candidates should demonstrate effective communications skills in their presentation using appropriate visual aids e.g. demonstrations , handouts, flip charts, overhead projector, slide projector presentation, etc.

12 Grading

Pass	50 - 64%
Merit	65 - 79%
Distinction	80 - 100%

Individual Candidate Marking Sheet 1	Train the Trainer E30179 Assignment 50%
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Candidate Name: _____ **Candidate PPS No.:** _____

Centre: _____ **Roll No.:** _____

Assessment Criteria	Maximum Mark	Candidate Mark
<ul style="list-style-type: none"> ▪ Training Needs analysis 	15	
<p>Programme Plan</p> <ul style="list-style-type: none"> ▪ Clear statement of aims and objectives ▪ Clear plans for each session including structure and content 	5	
<p>Session Delivery</p> <ul style="list-style-type: none"> ▪ demonstrated good practice in relation to session plan, time-keeping and preparedness ▪ venue suitably arranged for session delivery ▪ introductions clearly and adequately accomplished ▪ re-cap from previous sessions comprehensively carried out ▪ aims and objectives of session outlined clearly ▪ topic introduction, input and learning exercise(s) effectively carried out ▪ created opportunities for participation ▪ demonstrated effective listening skills ▪ appropriate use of challenge and response to being challenged ▪ worked in inclusive, non-judgmental and confidential manner ▪ created and used effectively opportunities for feedback and de-briefing 	20	
<p>Review and Evaluation</p> <ul style="list-style-type: none"> ▪ reflect on strengths and skills in training groups of adults ▪ critically evaluate her/his own practice in relation to the action 	10	
TOTAL MARKS	50	
<i>This mark should be transferred to the Module Results Summary Sheet</i>		

Internal Assessor's Signature: _____ **Date:** _____

External Examiner's Signature: _____ **Date:** _____

Individual Candidate Marking Sheet 2	Train the Trainer E30179 Skills Demonstration 50%
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Candidate Name: _____ Candidate PPS No.: _____

Centre: _____ Roll No.: _____

Assessment Criteria	Maximum Mark	Candidate Mark
Skills Demonstration <ul style="list-style-type: none"> ▪ Time planned and executed ▪ Presentation of talk ▪ Visual presentation ▪ Learners handouts or materials supplied to learners, with explanation of purpose and rational for use ▪ Learning outcomes addressed appropriately 	10 10 10 10 10	
TOTAL MARKS <i>This mark should be transferred to the Module Results Summary Sheet</i>	50	

Internal Assessor's Signature: _____ **Date:** _____

External Examiner's Signature: _____ **Date:** _____

FETAC Module Results Summary Sheet

Module Title: Train the Trainer

Module Code: E30179

Assessment Marking Sheets

Maximum Marks per Marking Sheet

Candidate Forename

Mark Sheet 1 50%						
Mark Sheet 2 50%						
Total Marks 100						
Total 100%						
Grade*						

Signed:

Internal Assessor: _____

Date: _____

This sheet is for internal assessors to record the overall marks of individual candidates. It should be retained in the centre. The marks awarded should be transferred to the official FETAC Module Results Sheet issued to centres before the visit of the external examiner.

Grade*
D: 80 - 100%
M: 65 - 79%
P: 50 - 64%
U: 0 - 49%
W: candidates entered who did not present for assessment