

ABOUT THIS MODULE

This module is suitable for qualified and experienced professionals who practice in social work, social care, health or education who wish to develop their skills in planning and delivery of training. It is designed to develop students' knowledge and skill in the preparation and delivery and evaluation of training programmes and learning events. Students taking this module are required to identify and analyse learning and development needs which might be met by the provision of training. They will then undertake independent research and develop a short original training programme (no less than 3 hour's duration) to meet these needs. The practicum for this module includes the development, delivery and evaluation of a minimum of two training events in an agency setting and the development of a training manual

AIMS: This module aims to:

- Develop students' knowledge and skill in the preparation and delivery and evaluation of training programmes and learning events
- Enable students to demonstrate capability and ethical practice in facilitating others' learning in professional practice
- Promote reflective self-assessment and definition of students' own continuing professional development needs

LEARNING OUTCOMES On successful completion of the module, students will be able to:

- Develop an informed and justified rationale for a proposed training programme based on appraisal of their current professional contexts and professional, organisational and learners' needs
- Design a detailed plan for training, showing the ability to identify a range of a range of possible training and learning approaches, appraise relevant factors impacting of the delivery of training, including resource implications, and select courses of action appropriately.
- Apply knowledge and understanding of learning processes in facilitating learning in groups through presentations and activities and utilise methods of evaluating and improving training programmes.
- Evaluate their own practice in planning and delivery of training and utilise feedback, to refine training programmes and present this in the form of a training manual which could be used by other trainers.

CURRICULUM CONTENT

The theory and context of planning and designing training and development programmes to meet the needs of learners, organisations and to meet professional requirements. Contracting and negotiation. Planning strategies, methods of designing training programmes and resource implications.

Preparing and developing appropriate resources to support learning. Matching learning materials and facilities to learners needs and learning outcomes. Meeting legislative requirements (health and safety, copyright). Developing materials to promote equality of opportunity. Selection and development of material, media and delivery methods (including electronic media) to meet the subject matter and the learning context and the needs of learners, their organisation and professional requirements.

Working in partnership with Representatives of users of services and carers as co-trainers

Facilitating learning in groups through presentations and activities Styles of leadership, training and facilitation. Presentation techniques, sequencing and pacing information, questioning techniques, methods of eliciting participation. Structuring exercises and activities to promote learning. Providing constructive feedback. Issues of equality of opportunity in training

Methods of evaluating and improving training and development events. Range of evaluation criteria available. Identifying criteria for evaluation, collection of information. Identification of potential improvements and their feasibility. Factors which impact on the introduction of improvements.

The Management of power issues, anti-oppressive practice and values integration in training

Developing a training manual

HOW YOU WILL LEARN ON THIS MODULE

This module is provided using a workshop format with a strong emphasis on developing skills and strategies to plan and deliver training. Learning sessions are convened in the Practice Learning Suite and learning agendas are negotiated with students. Training and development sessions are simulated in the classroom and are recorded by camera giving students the opportunity to self-appraise and reflect on their delivery style and to learn from feedback from other students and lecturers. The module is supported by the Virtual Learning Environment (Canvas) which provides a range of briefing materials and videos to help students structure their development. Students are provided with the opportunity to explore a range of e learning resources within the study space environment. Collaborative working and peer support is required and module uses an E discussion

board to facilitate out of session problem solving and sharing. Students are offered additional specialist tutorials to assist them in developing the rationale and content of their training packages. Students are also required to apply their learning in professional practice by the delivery of a training event which will be observed training by a Practice Assessor. Students are advised to undertake two training events during the process of learning on this module to enable them to refine their manual and develop their skills. One training event (required) is observed by a practice assessor and feedback offered to assist in skills development and manual production.

Timetable of Learning Sessions

There are 6 group learning sessions on this module (10.00 – 16.00). Students are also observed in practice delivering a training session. Individual tutorials support student learning and achievement.

day	date	time	Room
Monday	30.09.19	10.00 – 16.00	KHFL 2001
Monday	14.10.19	10.00 – 16.00	KHFL 2001
Monday	04.11.19	10.00 – 16.00	KHFL 2001
Monday	25.11.19	10.00 – 16.00	KHFL 2001
Observations session	By arrangement		
Monday	30.03.20	10.00 – 16.00	KHFL 2001
Individual tutorial	By arrangement		

HOW YOU WILL BE ASSESSED?

The summative assessment for this module entails

Training Manual (100%) Students are required to produce a manual on their training programme in a format which could be used by other trainers. It should be produced to a professional standard and should include:

- A rationale for the training programme
- Approaches which can be used to identify individuals' learning aims, needs and styles and requirements
- An outline of the learning programmes, including course “flyers”
- Detailed trainer’s micro- plans for the training programme
- Detailed guidance on how to conduct each activity in the training programme, including the resources and learning materials to support the training programme (This may be provided in electronic format)
- Guidance on methods to evaluate and improve the training programme

Practicum requirements (required). Students undertaking this module are required to identify an area of professional learning and development for which the provision of training would be an appropriate response. They should then develop a suitable training programme and deliver this in

a practice setting. The training event must be of an appropriate duration to permit the assessment and performance criteria to be met (normally at least three hours). A Practice Assessor will observe the training session provided by the student in practice and written feedback will be given to assist in the process of professional reflection and manual production in a tutorial. An observation report by a Practice Assessor in relation to one of the training events is required. Students are required to provide a written response to the Observation report.

Formative assessment opportunities

Formative assessment is built into each phase of learning on this module. Initially students will develop a rationale for their training session and will be offered formative feedback from peers, the module leader and the specialist tutor on this piece of work. In and between class sessions, students will develop microplans for their training events and will present these to their peers and module leader to obtain feedback. Class sessions provide students with the opportunity to try out elements of the proposed training session and obtain feedback. The student's training sessions is observed by an assessor and detailed feedback is provided and discussed in an extended tutorial. Finally, a training manual workshop is provided to which students bring their manual for "field testing" with other trainers (their colleagues on the module) in order to obtain feedback to enable them to refine their final version for submission.

Suggested module preparation

It is suggested that students consider carefully a "gap" in the market for learning and development to which the provision of training would be an appropriate response. Students may wish to consult those involved in workforce development in their own or known organisations to test out their ideas.

Costs This module taken as a single module costs £1580 in the academic year 2019-20.

Having taken this module, students can progress to take other modules to gain an MA in Professional Education and Training

APPLYING FOR THE MODULE:

You should apply on line at
<http://www.kingston.ac.uk/postgraduate-course/post-qualifying-social-work-modules/>

Please scroll down and select this module.

If you require further details about the module, please contact
Postgraduate Programmes Administrator
T: 0208 417 5498 | Email: pgsocialwork@sgul.kingston.ac.uk