Train the Trainer workshop

Learning list

Date

Session number	Point to remember or follow up

Adult training	Teaching children
Learners are "participants" or "learners"	Learners are "students" or "pupils"
Independent learning style	Dependent learning style – teacher is responsible and expert
Objectives are flexible – may change according to session	Objectives are normally predetermined and inflexible
Assumed that learners have experience to contribute	Assumed that learners are inexperienced or uninformed
Active training methods can be used	Passive methods (e.g. lecture) often used
Learners influence the timing and approach of training; training is learner-centred	Teacher controls timing and approach
Participant involvement is vital; participant is a resource for ideas and examples	Learners contribute little; teacher is primary resource
Learning centred on 'real life' problems/objectives	Learning is content-centred

Bloom Taxonomy model

Bloom's Taxonomy was developed to produce a system of categories of learning behaviour to assist in the design and assessment of educational learning. The model is in three parts, or 'overlapping domains':

Cognitive domain (intellectual capability, ie., **knowledge**, or **'think'**)

Affective domain (feelings, emotions and behaviour, ie., **attitude**, or **'feel'**)

Psychomotor domain (manual and physical skills, ie., **skills**, or **'do'**)

Cognitive	Affective	Psychomotor
knowledge	**attitude**	**skills**
1. Recall data	1. Receive (awareness)	1. Imitation (copy)
2. Understand	2. Respond (react)	2. Manipulation (follow instructions)
3. Apply (use)	3. Value (understand and act)	3. Develop Precision
4. Analyse (structure/elements)	4. Organise personal value system	4. Articulation (combine, integrate related skills)
5. Synthesize (create/build)	5. Internalize value system (adopt behaviour)	5. Naturalization (automate, become expert)
6. Evaluate (assess, judge in relational terms)		

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Visual-Auditory-Kinesthetic (VAK)

learning style	description
Visual	seeing and reading
Auditory	listening and speaking
Kinesthetic	touching and doing

Very good summaries of the models, and further detailed references at www.businessballs.com

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Subject matter	Who needs to know this?
How higher education works in (this country)	Student reviewers Overseas reviewers
The nature of HE governance in (this country)	Student reviewers Overseas reviewers Employer reviewers
The history and ethos of my quality assurance agency	All participants apart from agency staff
The quality assurance process	
Skills for being a quality assurance reviewer	
Professional conduct of a quality assurance reviewer	
Payment, support, work schedule for reviewers	
Continuing professional development for reviewers	

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Examples of verbs which could be used in Learning outcomes.

Subject knowledge and understanding: recalling information and explaining in student's own words	Intellectual skills: analysis, synthesis, evaluation, problem solving	Practical skills: laboratory, workplace, field skills	Transferable/key skills: communication, team-working
Arrange	Apply	Use	Write
List	Calculate	Assemble	Present
Memorise	Classify	Repair	Co-operate
Recall	Complete	Diagnose	Assist
Outline	Design	Organise	Plan
Record	Demonstrate	Make	Empathise
Repeat	Interpret	Navigate	Finish
Reproduce	Solve	Manipulate	Listen
Select	Appraise	Build	Participate
Tabulate	Evaluate	Implement	Challenge
Describe	Analyse	Calibrate	Justify
Express	Synthesise	Record	Persuade
Paraphrase	Compare	Construct	Prioritise
Restate	Contrast	Project-manage	Reconcile
Sort	Criticise	Invent	Debate
Review	Diagram	Demonstrate	Contribute
Tell	Discriminate		Be open to
Locate	Question		
Identify	Differentiate		
Illustrate	Test		
Summarise	Categorise		

The exact words will vary according to the subject or programme. The important thing is to use verbs which describe exactly what you expect the student to do.

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Subject matter of the session (or sessions)	Who needs to know this?	What will the session (or sessions) cover?	Learning outcomes of the training session: at the end of the session a participant will be able to….
Skills for being a quality assurance reviewer	All reviewers		
		How to prepare for a review	Explain his/her role in the review Look up information about the review process on the website Look up information about QFs, etc. Give the details of whom to contact for help/advice
		How to read and analyse a Self-evaluation report	Log onto a secure website and access the review documentation Draw up a strategy and timetable for carrying out the reading for a review Explain how they will analyse the SER according to the criteria of the review Accurately record his/her observations using the proformas provided.
		How to gather and record evidence	
		How to come to conclusions	
		How to write a report	

Subject matter of the session (or sessions)	Who needs to know this?	What will the session (or sessions) cover?	Learning outcomes of the training session: at the end of the session a participant will be able to….

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Training resources

An aide-mémoire

Your availability (How much time can you give? When?)

Availability of participants (How much time can they give? When?)

Will there be administrative support? (How will participants register?)

Venue, design of the training room (Formal? Informal?)

Refreshments, lunch

Will it be residential? Who will organise accommodation? Will participants be paid to attend?

IT equipment needed

Paper, pencils, other writing equipment, flip charts

Prizes, certificates, rewards

Video, dvd, YouTube clips, recordings, music

Your notes

Your slides

Participants' training pack/handbook/file (hard copy, online, memory stick, cd)

Subject matter of the session (or sessions)	Who needs to know this?	What will the session (or sessions) cover?	Learning outcomes of the training session: at the end of the session a participant will be able to….	Delivery method	Resources
Skills for being a quality assurance reviewer	All reviewers				
		How to prepare for a review	Understand his/her role in the review Access information about the review process on the website Know where to access information about QFs, etc. Know whom to contact for help/advice	Pre-training; online Delivered sequentially Online test after each stage Cannot attend training if not completed	IT infrastructure and support Online documents Admin support Staff to mark tests
		How to read and analyse a Self-evaluation report	(a)Log onto a secure website and access the review documentation (b)Draw up a strategy and timetable for carrying out the reading for a review (c)Adopt a way of anaylsing the SER according to the criteria of the review (d)Accurately record his/her observations using the proformas provided.	(a) pre-training; online (b) handout of good practice; individual activity during training (c) as (b) (d) proformas given out during training; individual activity to fill in during training	(a) see above (b) staff to prepare handout; time during training (c) as (b) (d) staff to prepare proforma; IT if they are to be used online; time during training

Handout 11

Subject matter of the session (or sessions)	Who needs to know this?	What will the session (or sessions) cover?	Learning outcomes of the training session: at the end of the session a participant will be able to….	Delivery method	Resources

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	Questions	How?	When?
Reviewers know the process	How well did you know the QA process before and after training?	Questionnaire – scale of 1-10	Before and after the training
	If your understanding improved during training was this because of • The input from trainers • Having time to read the process • Talking with other participants? • Some other reason?	Questionnaire – labelled boxes and free text	After training
	If your understanding did not improve was this because • Not enough time given to the topic • Could not understand the trainer • Found it very boring • Some other reason	Questionnaire – labelled boxes and free text	After training
Reviewers adhere to the process			
Reviewers behave professionally			
Reviewers produce reports on time			
Reviewers love me and write to my Director saying I should be promoted			

Handout 14

Programme aims	Questions	How?	When?

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Action Planning

Overall reflection:

Action	Resources required	Date to start	Date to finish

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