

# Continuing Professional Development Programme

## LEVEL 1 BUILDING EDUCATIONAL CAPACITY



Center for Social  
Innovation



Centrum Wspierania  
Edukacji  
i Przedsiębiorczości



**CDET**  
Board of Directors: Anna O'Leary, Cláire Ní Mhaoldúgha, Maire Ní Mhaoldúgha  
City of Dublin Education and Training Board



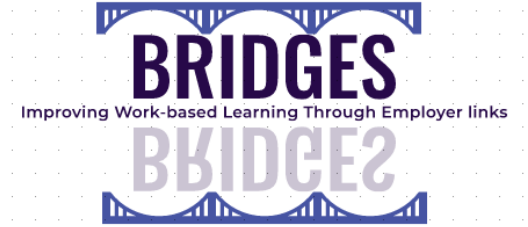
# CPD OUTLINE

## Objective

Employer engagement produces a range of benefits at every stage of vocational education and training (VET), especially in the design and implementation of work-based learning (WBL) paths.

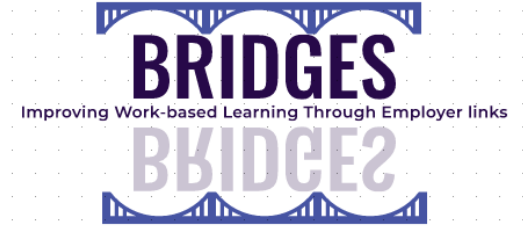
Efficient employer engagement is vital in a complex and ever-changing world. Slow economic recovery, the COVID-19 pandemic, digital and green transformations, higher skills, qualification requirements and skill mismatches make business and VET partnerships crucial; however, initiating such relationships and ensuring their success and sustainability is far from simple.

The BRIDGES CPD programme is a four-level employer engagement framework which aims to support VET managers and professionals to develop their BRIDGES pathway to build excellence in employer engagement.



## BRIDGES Employer Engagement Path

# CPD OUTLINE



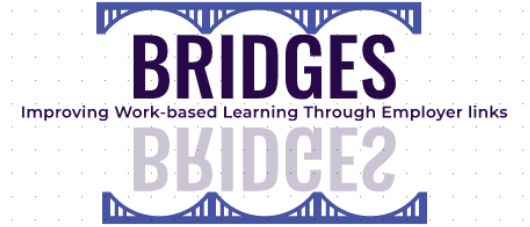
## STRUCTURE

The BRIDGES CPD programme was designed based on the FLEX model and allows VET professionals to follow a personalised learning path.

As a blended learning methodology, the FLEX model allows learners to have control over their learning. Those taking the course can move from one activity to another according to their needs. For that purpose, each learning unit within each level concludes with a self-analysis exercise. Such tools allow the learner to decide which path to take in in the following units.

All activities can be implemented both online and offline. The learning can be self-taught or used as part of a structured session.



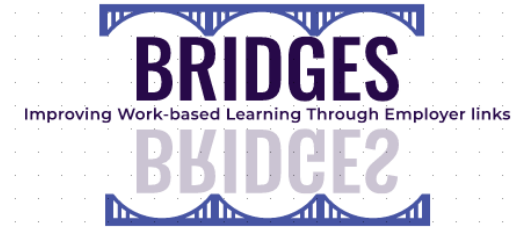


# LEVEL 1

**BUILDING EDUCATIONAL CAPACITY**

# LEVEL 1

## BUILDING EDUCATIONAL CAPACITY

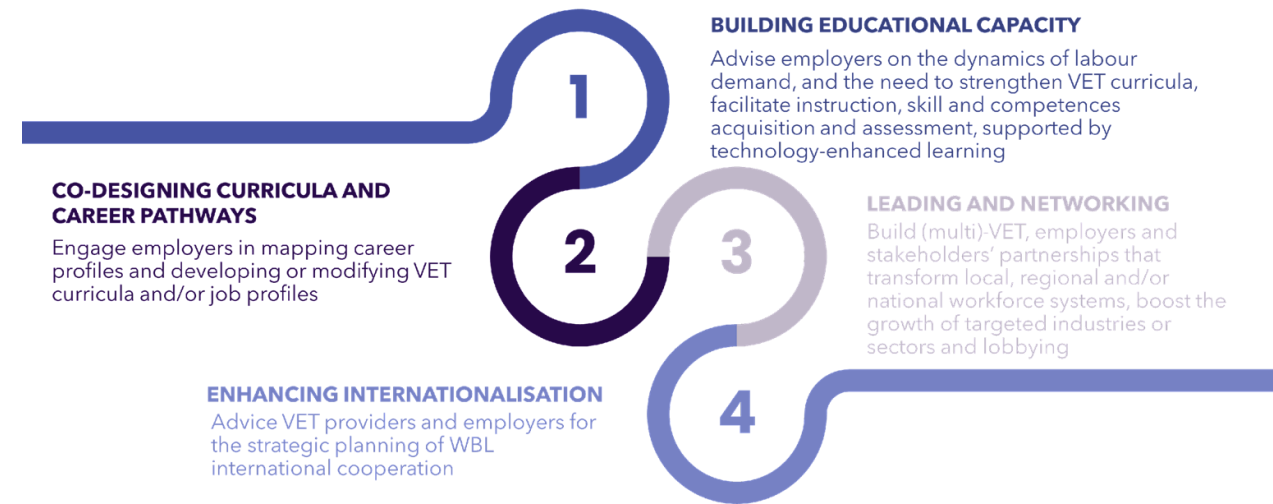


### Outline

At the initial level of engagement, VET providers and employers are embarking a new relationship. VET providers initiate contact with employers to understand their hiring or training needs alongside competences required for specific roles and the dynamics of labour market. In return, employers can support providers with resources, skills and technical know-how.

Building educational capacity also requires deeper engagement as both VET providers and employers are gaining knowledge and skills to innovate WBL strategies.

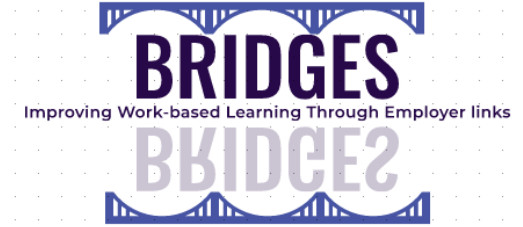
For employers, the greatest advantage is to support VET providers in identifying, interviewing, and hiring potential employees who successfully complete a VET path or are finalising their WBL experience.



**BRIDGES Employer Engagement Path**

# LEVEL 1

## BUILDING EDUCATIONAL CAPACITY



### Module objective and scheme

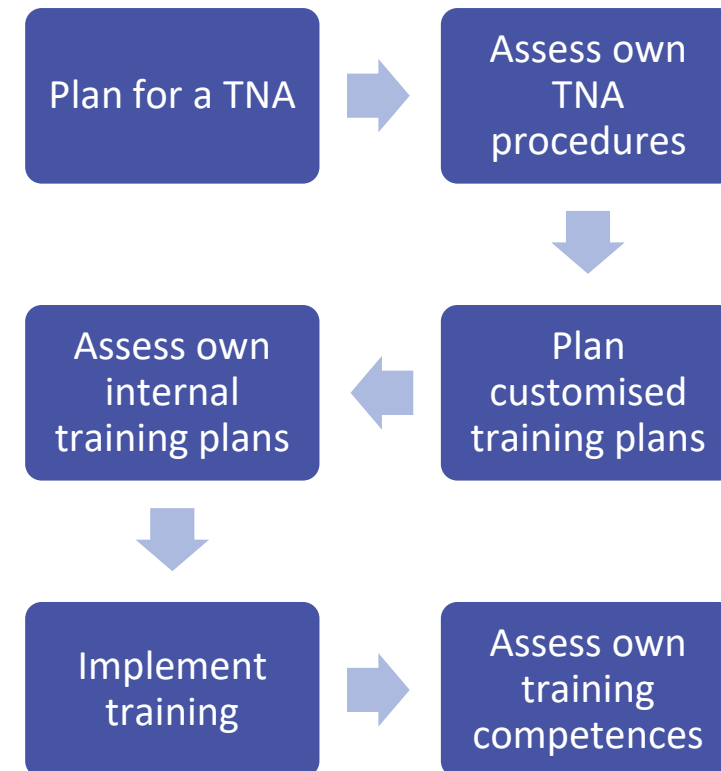
Level 1, Building Educational Capacity, was designed to cover the objectives outlined in the BRIDGES Employer Engagement Framework. Level 1 includes a total of three learning units:

- Unit 1 – Training needs analysis for the workforce
- Unit 2 – Customised training plans
- Unit 3 – Learning how to teach

Each learning unit comprises a specific activity aiming to lead the learner to cover the learning objectives listed.

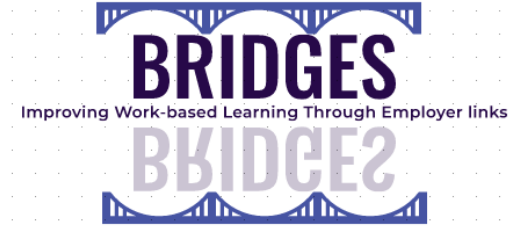
The total of learning hours to complete each learning unit is approximately 5 hours.

- Self-directed learning (4 hours)
- Tutor training (1 hour).



# UNIT 1

## TRAINING NEEDS ANALYSIS FOR THE WORKFORCE



### Learning outcomes

After the completion of this unit you will:

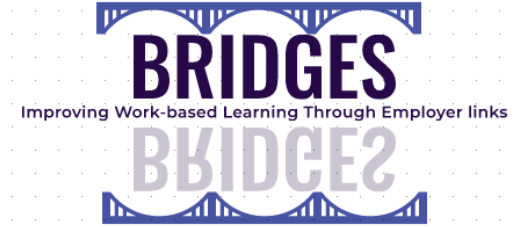
- Know how to **produce training needs analysis for the workforce/sector**
- Demonstrate I can **gather relevant information from departments across the employer/sector and correlate the findings into a report**
- Have the **ability to interface with workforce and management at all levels of expertise and education to collect relevant information**

### Unit learning roadmap



# UNIT 1

## TRAINING NEEDS ANALYSIS FOR THE WORKFORCE



### Activity 1

#### PLANNING A TRAINING NEEDS ANALYSIS

Traditionally, training needs analysis use a top-down approach, meaning that managers, HR professionals or training departments assess a company or business' training needs without employers full engagement.

Employers only get engaged in certain elements of the process. This type of approach is known to be centralised and too generic (often not covering specific training needs). The level of achievement is measured by the number of course' covered, often failing to produce the real training needs.

In this activity you are expected to conduct a training needs analysis to boost employers and employees engagement. In order to complete the activity you must complete the following steps.

### RESOURCES BOX

To deliver this activity you will need:

- A laptop/PC
- Access to internet
- Template document
- Writing material to take notes

#### Readings:

*How to conduct a TNA: Guideline for the practical planning and implementation of a Training Needs Analysis (TNA)*

<https://mia.giz.de/eseacha/browse.tt.html>

*BRIDGES Employer Engagement Framework*

<https://bridges.erasmus.site/o1-bridges-employer-engagement-framework>



# UNIT 1

## TRAINING NEEDS ANALYSIS FOR THE WORKFORCE

### Activity 1

#### PLANNING A TRAINING NEEDS ANALYSIS

##### STEP 1

Observe table 1 and **record** the main differences between the approaches presented.

##### Step 2

Download the following case study on training needs analysis design

***How to conduct a TNA: Guideline for the practical planning and implementation of a Training Needs Analysis (TNA)***

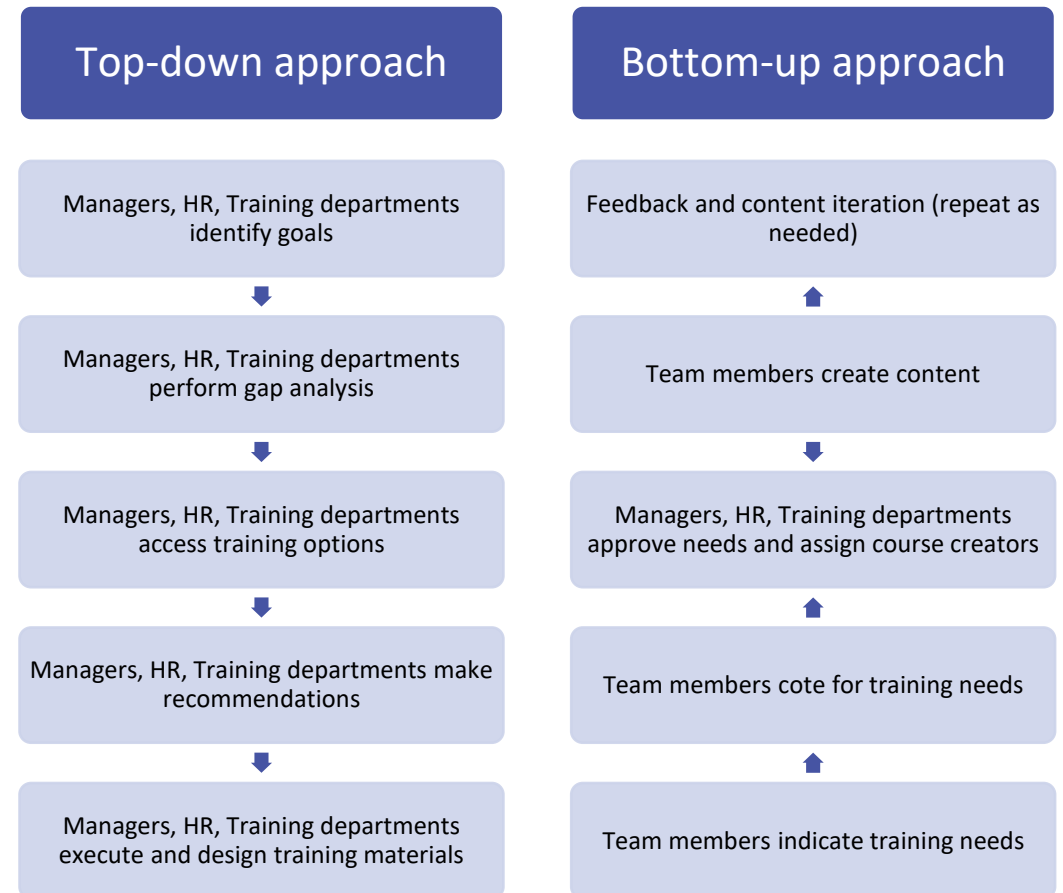
[https://programme.worldwaterweek.org/Content/ProposalResources/PDF/2018/pdf-2018-8111-2-VTW%20Guideline How%20to%20conduct%20a%20TNA web.pdf](https://programme.worldwaterweek.org/Content/ProposalResources/PDF/2018/pdf-2018-8111-2-VTW%20Guideline%20How%20to%20conduct%20a%20TNA%20web.pdf)

##### Step 3

Do a transversal first reading of the main objectives of this unit, and try to understand what type of approach it is being used. Do you think it is a top-down or bottom-up approach? Create notes, and justify your answer.

**Table 1**

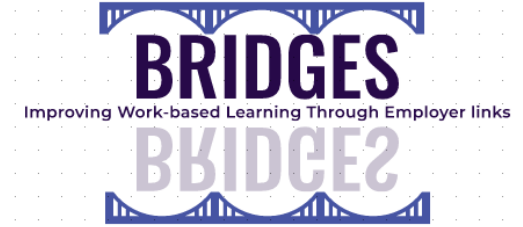
Top-down vs. bottom-up training needs analysis comparison



Source: <https://360learning.com/blog/training-needs-analysis/>

# UNIT 1

## TRAINING NEEDS ANALYSIS FOR THE WORKFORCE



### Activity 1

#### PLANNING A TRAINING NEEDS ANALYSIS

##### STEP 4

At this step, you are required to plan a training needs analysis for your workplace. You will only have to draft a plan, i.e., you will have to indicate all the necessary steps in the process. To do that:

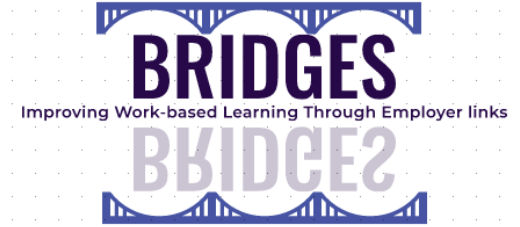
- Read pages 40-43 of “How to conduct a TNA: Guideline for the practical planning and implementation of a Training Needs Analysis (TNA)”
- You can either draft a plan template adapted to your work, or start working on the template provided here.
- Analyse your context and customise your template with solid questions. Answering those questions will help you re-visit your existing program and evaluate its effectiveness

#### Sample template to plan a training needs analysis

Guiding questions	People involved	Instruments
<b>Example</b> Why conducting a training needs analysis? What type of training do we need? Who are our learners? (...)	<b>Example</b> Who will be in charge? Who will be involved? In which phases they will be involved? With what responsibilities? (...)	What type of data do I need to gather? What methodologies to use (observation, interviews, curriculum reviews, reports, etc.)?

# UNIT 1

## TRAINING NEEDS ANALYSIS FOR THE WORKFORCE



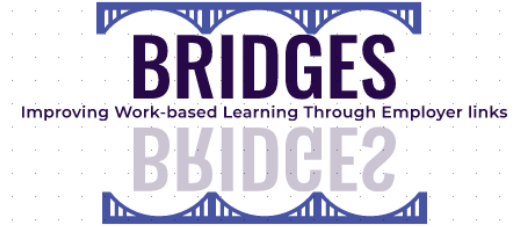
### Activity 1 Planning a training needs analysis

#### Template to plan a training needs analysis

Guiding questions	People involved	Instruments
<p><b>Example</b> Why conducting a training needs analysis? What type of training do we need? Who are our learners? (...)</p>	<p><b>Example</b> Who will be in charge? Who will be involved? In which phases they will be involved? With what responsibilities? (...)</p>	<p>What type of data do I need to gather? What methodologies to use (observation, interviews, curriculum reviews, reports, etc.)? (...)</p>

# UNIT 1

## TRAINING NEEDS ANALYSIS FOR THE WORKFORCE



### Activity 1

#### PLANNING A TRAINING NEEDS ANALYSIS

##### STEP 5

After filling in your plan, you must draft your recommendations and develop a your own training needs analysis.

Don't forget to consider using a bottom-down approach. Think about how and when you engage with employees in this process, at what stages are employers involved and how would each stakeholder benefit.

To revise some concepts and possible paths, consult Level 1 - Building Educational Capacity) of the BRIDGES Employer Engagement Path.

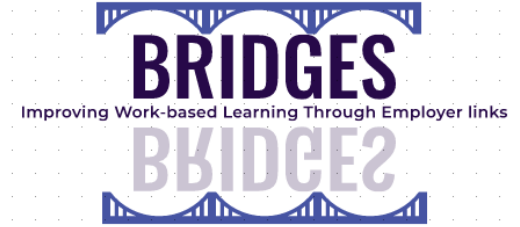
#### Conclusions and step forward...

After concluding this activity I feel the need to:

- *List here your conclusions about your learning path in this unit to determine in which areas do you need further training*

# UNIT 2

## CUSTOMISED TRAINING PLANS

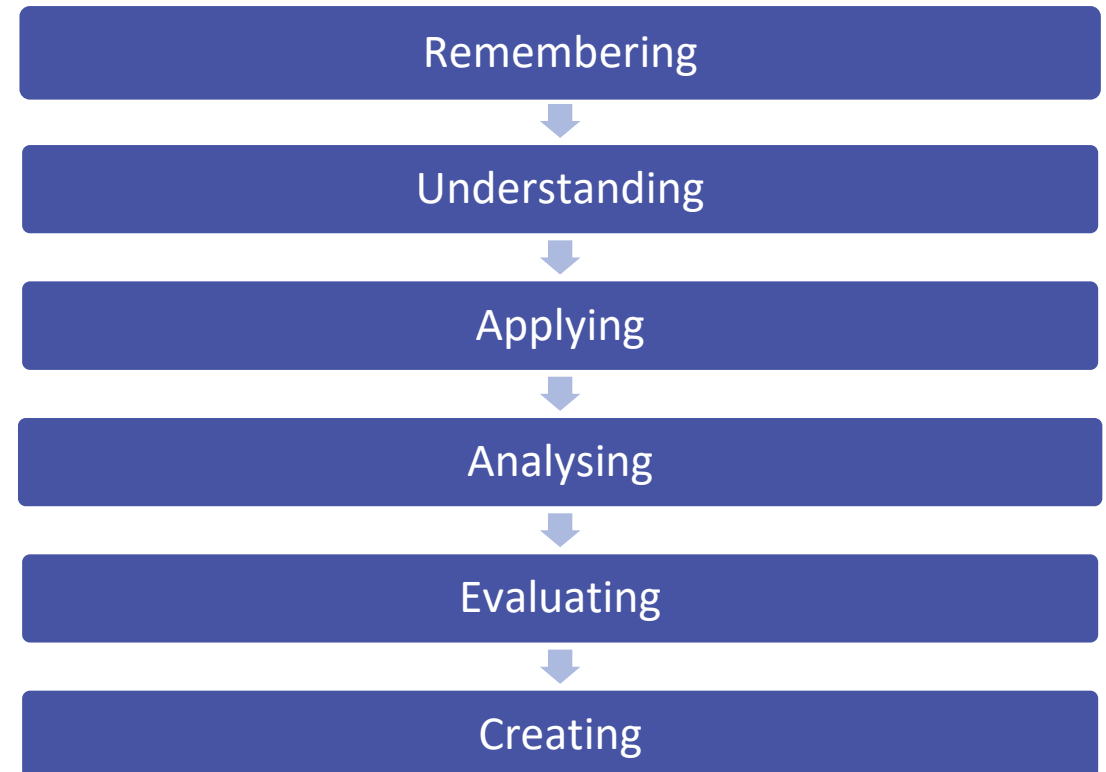


### Learning outcomes

After the completion of this unit you will:

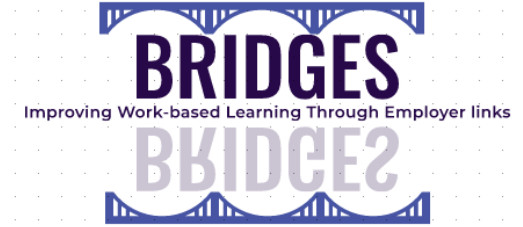
- Know how to **produce training plans and materials recommended by the training needs analysis (TNA)**
- **To demonstrate I can gather information and teaching materials relevant to the sector for delivery in house and in conjunction with VET institutions**
- I will be able to produce **materials and plans that reflect industry needs and contain sufficient detail to be teachable at the relevant level**

### Learning unit roadmap



# UNIT 2

## CUSTOMISED TRAINING PLANS



### Activity 2

#### PLANNING A CUSTOMISED TRAINING PLAN

The answers to your training needs analysis have already provided you with hints on what type of training is needed for your workforce. A detailed consultation, or even a participatory consultation (systematic consultation with all parts to identify, design and get feedback on training activities) has benefits in listing what type of training your employees need.

Employee training needs usually fall into the following categories: skills development, knowledge acquisition and practical training.

In this activity you will be drafting a customised training plan. To achieve the learning objectives, you will have to work with one employee in your organisation and complete the indicated steps.

### RESOURCES BOX

To deliver this activity you will need:

- A laptop/PC
- Access to internet
- Writing material to take notes

Readings:

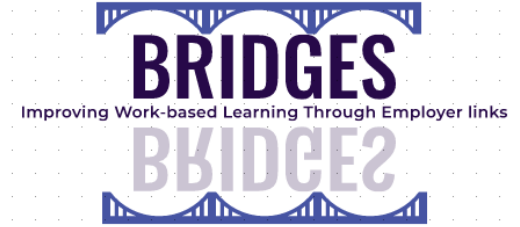
***7 Types Of Employee Training, and When to Implement Each***  
<https://360learning.com/blog/types-of-employee-training/>

***Improving Worker Consultation & Participation – ISO 45001:2018***

<https://www.pegasuslegalregister.com/2018/11/27/worker-consultation-participation-iso-450012018/>

# UNIT 2

## CUSTOMISED TRAINING PLANS



### Activity 2

#### PLANNING A PERSONALISED TRAINING PLAN

##### STEP 1

In some countries, like Ireland there is existing regulation addressing questions related to workers involvement and participation. Read the proposed articles listed in the resources box.

You should then repeat the above step for your own country, this will allow you to implement best strategies into your own practices.

##### STEP 2

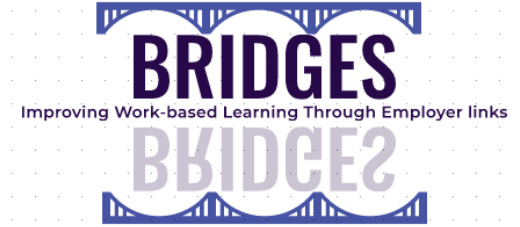
After reading all the required steps; please identify an employee who you can conduct this exercise with

#### My resources box

- To complete step 1, list here reference documents approaching the topic of employment engagement in your country

# UNIT 2

## CUSTOMISED TRAINING PLANS



### Activity 2

#### PLANNING A CUSTOMISED TRAINING PLAN

##### STEP 3

To complete your employee training plan, you will have to identify your employers training needs. This is already covered by the training needs analysis (TNA).

Go back to your TNA and select a method (it can be an interview, a formal conversation, a questionnaire) and consult your employee.

##### STEP 4

You will have to design a customised training plan for a specific employee covering the areas indicated in the scheme presented here. Make an online research plan for each of the areas presented.

You will have to develop your template considering your organisation context.

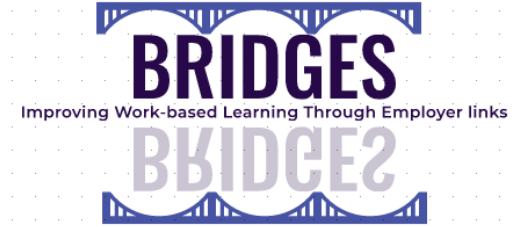
#### Areas to cover in a employee training plan





# UNIT 2

## CUSTOMISED TRAINING PLANS



### Activity 2

#### PLANNING A CUSTOMISED TRAINING PLAN

##### STEP 5

After drafting the employee training plan, you should assess the level of commitment your organisation needs. Think about:

- Is it possible to use customised training plans in your organisation?
- What type of resources do you need to implement such practices?
- How will your organisation benefit from using a customised training plan (plan adapted to the needs of the employees)?
- How would you engage with your employees in this process?

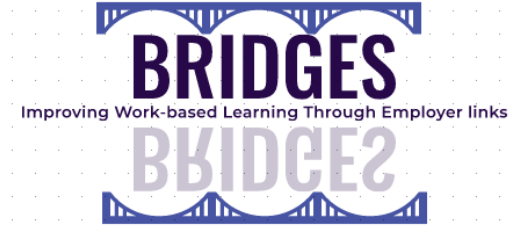
#### Conclusions and step forward...

After concluding this activity I feel the need to:

- *List here your conclusions about your learning path in this unit to determine in which areas do you need further training*

# UNIT 3

## TRAIN-THE-TRAINER

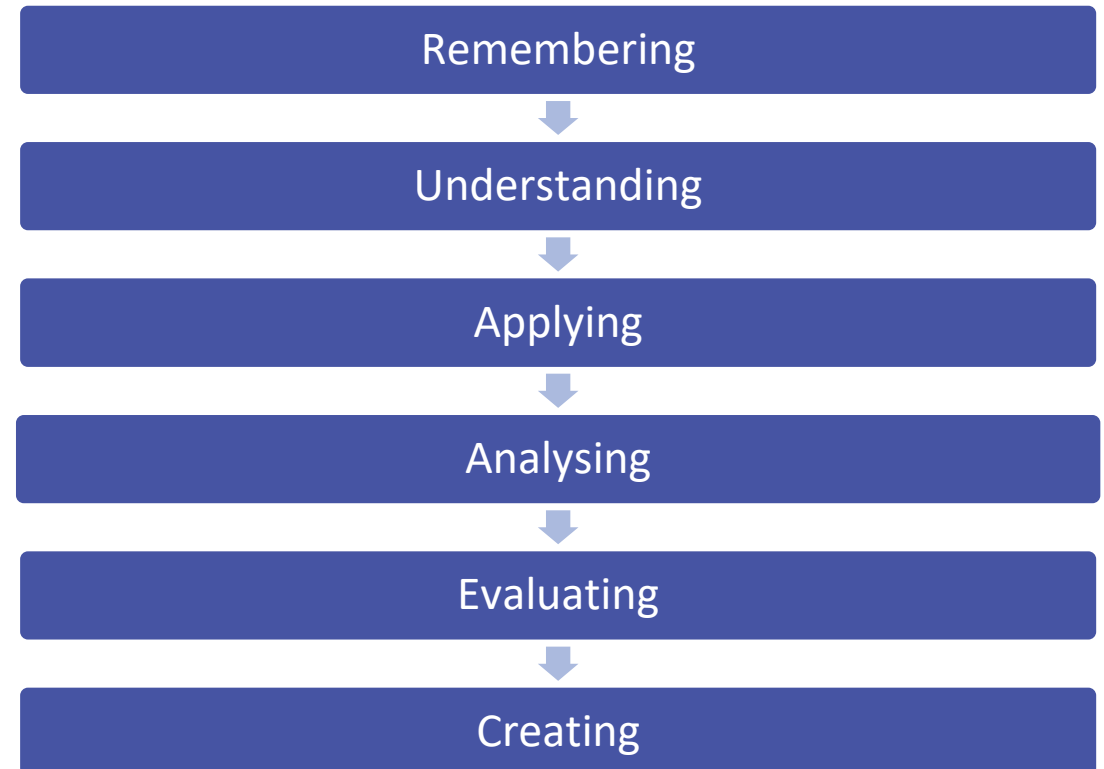


### Learning outcomes

After the completion of this unit you will:

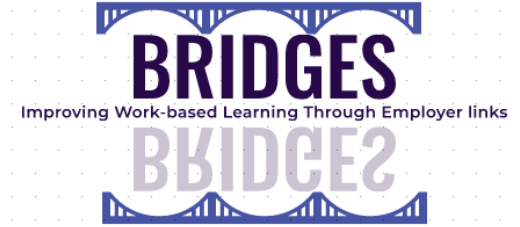
- Know how to **train sector trainers and assessors to deliver and assess the materials prepared**
- Demonstrate I can **deliver training to sector based staff on how to effectively deliver VET based learning and assessment**
- Be able to **apply VET models across sectors/ contexts and different levels of expertise to find solutions for problems**

### Learning unit roadmap



# UNIT 3

## TRAIN-THE-TRAINER



### Activity 3

#### LEARNING HOW TO TEACH

According to Encyclopaedia Britannica, pedagogy is "the study of teaching methods, including the aims of education and the ways in which such goals may be achieved".

This activity is designed to help you:

- successfully train staff in your workforce to conduct a training needs analysis (TNA).
- design customised training plans covering all essential pedagogies (training techniques, learning styles and resources)
- Informally assess your company work-based learning (WBL) practice

### RESOURCES BOX

To deliver this activity you will need:

- A laptop/PC
- Access to internet
- Writing material to take notes (e.g. WORD)

Readings:

***Work-based education in VET***

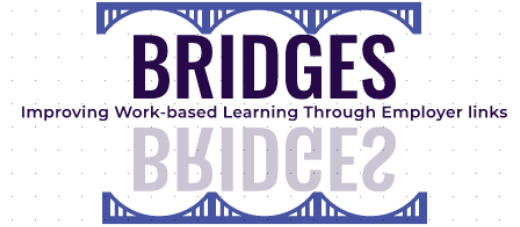
<https://files.eric.ed.gov/fulltext/ED609681.pdf>

***Good practice in VET Teaching and Learning – a guide to practitioner perspectives***

[https://vdc.edu.au/wp-content/uploads/2018/07/Final\\_User\\_Guide-April-2018.pdf](https://vdc.edu.au/wp-content/uploads/2018/07/Final_User_Guide-April-2018.pdf)

# UNIT 3

## TRAIN-THE-TRAINER



### Activity 3

#### LEARNING HOW TO TEACH

##### STEP 2

To reflect on your learning, answer to the following questions:

- Were you aware of your preferential learning style is?
- While conducting the previous exercise, did you consider assessing your employees learning style?

##### STEP 3

Please revisit your employee training plan to understand how you can implement a learning style assessment; you should look at online resources to state why you should implement this type of assessment.

#### ADDITIONAL RESOURCES BOX

##### Step 1

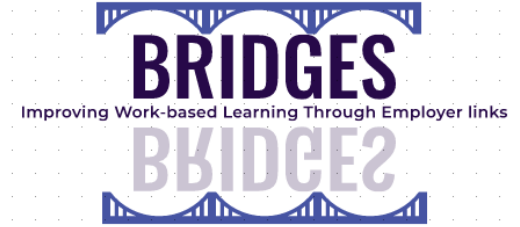
- What is your learning style? Test 1:  
<http://www.educationplanner.org/students/self-assessments/learning-styles.shtml>
- What is your learning style? Test 2:  
<https://sites.rowan.edu/student-success/tutoring/whats-your-learning-style.html>

##### Step 3

- List here reference documents that can sustain the need to assess your trainees learning style

# UNIT 3

## TRAIN-THE-TRAINER



### Activity 3

#### LEARNING HOW TO TEACH

##### STEP 4

Make online research about the referenced pedagogical approaches, and list examples of training techniques. Make an exhaustive list, then complete your previous employees training needs:

- Indicate the exact training technique you would use to implement the training (explain why?)
- Insert a field to complete your plan where you will match the training technique selected with the handout to support your research and organise your ideas.

#### PEDAGOGICAL APPROACHES

---

**Interactive** Learner centred approach that keeps trainees engaged and more receptive to new information

---

**Inductive** The learner develops knowledge from observing and analysing examples

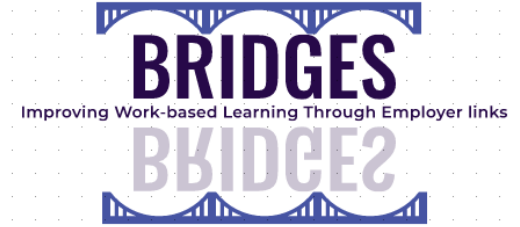
---

**Exploratory** Type of learning that encourages the trainees to explore and experiment

---

# UNIT 3

## TRAIN-THE-TRAINER



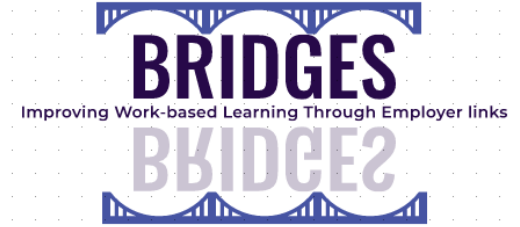
### Activity 3 Learning how to teach

#### Guideline for online research

<b>Principles of adult learning</b>	<b>Training techniques</b>	<b>Worked-based learning experiences</b>
<ul style="list-style-type: none"><li>• Self-direct</li><li>• Experiential</li><li>• Relevant</li><li>• Problem-oriented</li><li>• Immediate</li></ul>	<ul style="list-style-type: none"><li>• Quizzes</li><li>• Small group discussions</li><li>• Case studies</li><li>• Question cards</li><li>• Role-playing</li><li>• Outdoor training</li></ul>	<ul style="list-style-type: none"><li>• Job shadowing</li><li>• Service learning</li><li>• Mentorship</li><li>• Internship</li><li>• Apprenticeship</li><li>• Cooperative education</li></ul>

# UNIT 3

## TRAIN-THE-TRAINER



### Activity 3

#### LEARNING HOW TO TEACH

##### STEP 5

After conducting your research and registering your conclusions you will then be asked to answer the following questions;

- **What** type of resources would you need in your organisation to train staff to conduct a TNA and to design customised training plans?
- **What** type of training programme/techniques would you select to deliver that specific training?
- **What** kind of training techniques and with WBL experiences are you providing for your workforce? Are these oriented to fully engage employers?

#### Conclusions and step forward...

After concluding this activity I feel the need to:

- *List here your conclusions about your learning path in this unit to determine in which areas do you need further training*

# LEVEL 1

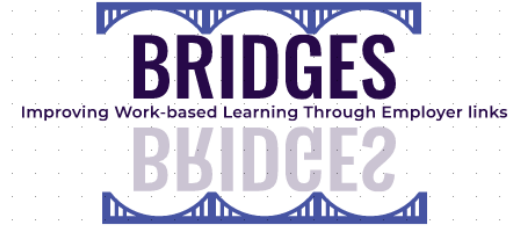
## REFERENCE TOPIC

**Microlearning to support CPD**



# LEVEL 1

## REFERENCE TOPIC



### MICROLEARNING TO SUPPORT CPD IN THE DIGITAL ERA

Continuous Professional Training (CPD) plays an important role in ensuring that trainers maintain their competences updated and relevant regarding technological change. As an efficient employer engagement strategy, CPD can ensure that trainers are up to date with the latest digital skills trends.

When it comes to teaching and learning in the work place, microlearning methodologies are identified as an ideal model to deliver a range of content.

Such methodologies allow learners to select and use the assets more adequately towards their work needs on the device that is most handy for them, i.e., – smartphones, tablets or laptops. This learner friendly approach increases engagement, improves training and job efficiency, and builds learner interest in seeking out additional training opportunities.

#### What's microlearning?

Designed for skills training, microlearning methodologies stripe down a idea or skill to its essential parts focusing on teaching only that.

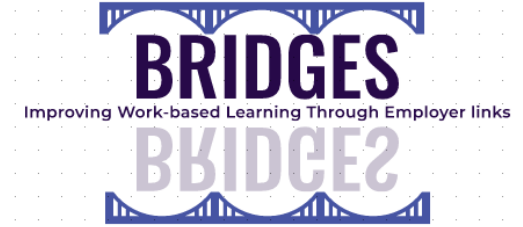
Well-designed microlearning courses are highly focused and made up of bite-sized exercises or “learning nuggets”.

Characteristics of a microlearning course:

- Short duration (5-15 minutes)
- Highly focused on a specific concept, topic, skill or idea
- Interactive: audio, video, games
- Designed to be delivered on smartphones

# LEVEL 1

## REFERENCE TOPIC



### MICROLEARNING TO SUPPORT CPD IN THE DIGITAL ERA

Digitalisation is a continuous process, meaning that moving forward companies will be continuously exposed to advance technology and will need to always adapt to them.

When it comes to digitalisation of the workforce, efforts must be placed in two fronts: hard skills and soft skills. In this context, hard skills are considered the digital technological skills employees need to perform their duties effectively, while soft skills include interpersonal skills that help employees to thrive in the workplace.

#### What are the advantages of microlearning?

There are considerable advantages and benefits in microlearning courses, including:

- Increased learner attention
- Easy accessibility, as it can be accessed from multiple devices and provides rich media formats which engage learners
- Easy to create and update
- Focus on one learning outcome at a time, allowing learners to close any small knowledge or skill gaps they have
- Allows to teach both **soft and hard skills**

# LEVEL 1

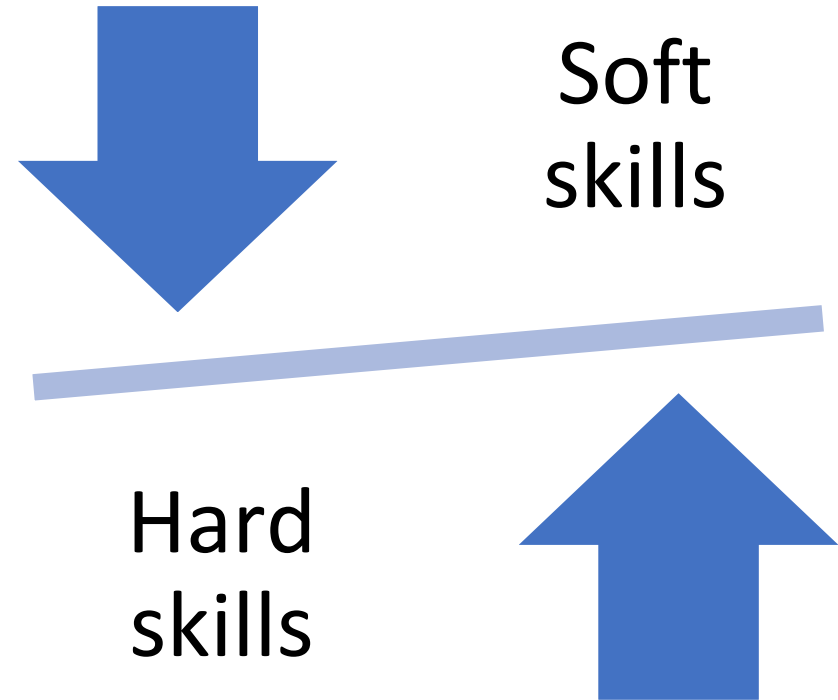
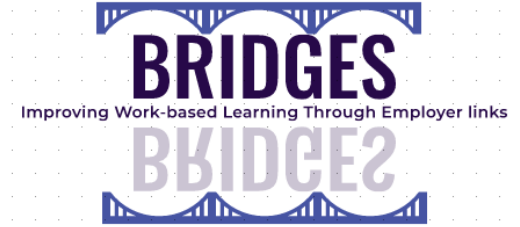
## REFERENCE TOPIC

### MICROLEARNING TO SUPPORT CPD IN THE DIGITAL ERA

There will always be a need of multiple digital skills in the workforce. These skills are related to current on-trend technologies, such as artificial intelligence, 5G, internet of things, zero-trust security, data fabric, etc.

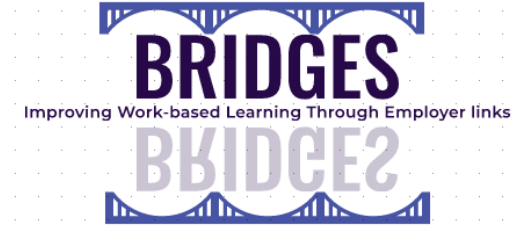
Technological trends rapidly shift, so there is a need to balance hard skills and soft skills, with a stronger focus on soft. The value of intangible investment is often overrated when it comes to upskill or reskill workers for technological changes, this goes for any sector of a company.

The core element in the digital transform are the people who drive, accept, adopt and implement all the transformations of our digital era, which leads us to conclude that soft skills are the backbone of digital transformation.



# LEVEL 1

## REFERENCE TOPIC



### READINGS & TOOLS

[6 inspiring microlearning examples: Inspiration for 2022](#)

[A review of the trend of microlearning](#)

[Mobile microlearning: a systematic literature review and its implications](#)

[The Science Behind The Effectiveness Of Microlearning](#)

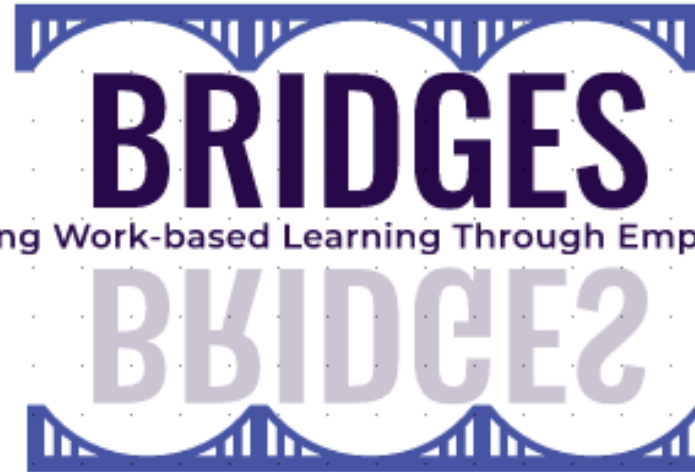
[Using Micro-learning on Mobile Applications to Increase Knowledge Retention and Work Performance: A Review of Literature, 2019](#)

[What Is Microlearning? A Complete Guide for Beginners](#)

[Why Modern Learners Want Microlearning, 2021](#)

Example of tools to create and design microlearning courses:

- easy generator [www.easygenerator.com](http://www.easygenerator.com)
- iSpring Learn [www.ispringpro.com](http://www.ispringpro.com)
- EduMe [www.edume.com](http://www.edume.com)
- EdApp [www.edapp.com](http://www.edapp.com)
- Talent Cards [www.talentcards.com](http://www.talentcards.com)



Improving Work-based Learning Through Employer links

*Project number: 2020- UK1 – UK01 – KA 2020 – 078809*

*The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein*



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