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Skills and Innovation for Adult Social Care

DEVELOPING WORK-BASED LEARNING IN THE ADULT SOCIAL CARE SECTOR: GUIDE FOR CARE MANAGERS

MODULE 2: FORMAL LEARNING PROGRAMMES: CREATION,
DEVELOPMENT, AND STAFF SUPPORT

LAPIS RESEARCH PROJECT
LEARNING FOR ADULT SOCIAL CARE PRACTICE INNOVATIONS AND SKILL DEVELOPMENT
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Introduction

This module is a synthesis of the guidance emerging in the international literature on continuing training, learning and self-development, and the organisation of this type of training. It contains examples of “good practice”, resulting from research carried out in five different European countries within the LAPIS project partnership. We have combined theory with real-world practice, rather than presenting you with a theoretical framework. Therefore, we believe we have created universal content on how training programmes for workers in Care Organisations could be structured, which can be utilised by the managers and directors of these organisations to promote workplace training and the development of their employees.

Learning Outcomes

By the end of this module, you will be able to:

- Understand the need behind adopting formal learning programmes
- Understand the necessity of common learning programmes, within the care sector
- Know how to create and develop a learning programme
- Identify the training needs of your staff, and which training strategies to choose for your organisations best interest
- Know how to assess the learning procedure

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Part 1:

Formal Learning in the Care Sector

What is Formal Learning?

Formal learning is defined as a "systematic, intentional" way of training someone. It can take place in schools, colleges, and universities, but also may take place in non-educational settings. Formal learning includes objectives set by the learning deliverer (teacher, trainer, instructor) and/or external bodies such as exam boards.

You can perform formal learning in-person via face-to-face delivery, or virtually through a pre-recorded workshops which participants can watch in their own time. Training such as onboarding, and mandated compliance programmes, are considered formal training. In many cases, formal learning leads to an official qualification, diploma, or degree.

Reasons to consider using formal training elements include:

- Easy to track what training each employee has been through, which may be necessary for CEU's or compliance reports.
- You can more easily test employees on their learning and expect specific results based on the curriculum offered.
- This can be the best way for some people to learn, depending on learning preferences.
- It is often more time-effective, as all the training is done in shorter, dedicated sessions.

Need or Necessity?

A survey conducted in the first phase of the LAPIS project showed few countries have a single formal training programme for care workers. Many times, even in the same workplace, training is fragmented, or not in existence, resulting in workers lacking a common methodology of working, beyond their basic tasks as shown in the daily schedule. In several cases, care workers reported that they did not have time to familiarise themselves with the organisation, culture, and way of working, instead they immediately took on tasks. In addition, cases were reported where training was one-sided, or not continued for staff who had been working in the same place for several years. In this way, employees tire very

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quickly, lose interest, do not know the latest tools or working methods, resulting in friction, and cooperation can end up being difficult, or even abusive. This results in burn out, reduced efficiency, rapid removal from the workplace, poor psychological state and, by extension, poor care. From modern theories of human resource management and organisational psychology, familiarity with the workplace, common work culture and methodology, and continuous staff training are considered essential for the healthy functioning of a company and optimal staff performance.

Common and Formal Care Training:

Often, in different workplaces, different methodologies may be followed in the way of care. This is less frequently found in professionals who have graduated from care schools, but more so in professionals who have had experiential learning, moving from Care Unit to Care Unit, or from informal care at home to a Care Unit. Unfortunately, this results in a long period of time before the practitioner adapts to the new method of care, or in the case of “older” experienced practitioners, changing already familiar methods is too difficult or even impossible. As a result, workers of different speeds can be found in the care sector. A common formal training in Care could solve the problems identified above.

QUIZ 1:

- Which of the above is a formal learning scheme?
 - A: Attending a training on board
 - B: Observing a colleague undertaking a task new to you
 - C: Completing a workplace induction programme
 - D: Studying a book or notes given as "learning tool"

ANSWER: A

REASON: Attending a training course onboard will be a planned learning event, so it is a formal training scheme. However, observing a colleague (mentoring method) or studying notes or a book/ guide given by you organisation will enable informal learning to take place.



- Which of the following reasons lead to the need for a common formal adult care education?

A: Familiarity with the culture of care

B: Common methodology of care

C: Avoiding burn out or quick exit from the care industry

D: All of the above

E*: None of the above

ANSWER: D

*If the fifth answer is given, the section above shall be studied once more.

Part 2:

Creation and Preparation of a Formal Learning Programme

Aligning education with corporate strategy:

Purposeful training should have achievement of sector objectives as a core strategic objective. Prior to selecting suitable training, formal care sector bodies (associations of care units, associations of interest, state care agencies), should have identified the skills that practitioners should have, or lack, and the working attitudes that agencies will need to implement these training programmes. Only then should specific training objectives and training modules be set. Deviney and Sugrue (2004) showed establishing the relationship between learning and organisational performance was a top priority for education specialists. Hence the change of the term “training” to “workplace learning and job performance”, thus emphasising the dual objective of training. It has been demonstrated that training has a significant impact on performance, not only is the employees learning enhanced, but their improved performance shows the company in better light.



The ADDIE model:

The ADDIE model is an educational model consisting of five stages:

- Analysis
- Design
- Develop
- Implement
- Evaluate

The ADDIE model has been used for years by training experts, and can be applied on a micro or macro scale. Follow the steps below to implement the ADDIE model:

- Analyse the need that education wants to meet
- Design and/or Plan all aspects of the training programme
- Develop the content of the training programme (create and assemble the materials to be used in the training)
- Implement the programme by training the target group in practice and using methods such as on-the-job training.
- Evaluate the effectiveness of training

How to design a training programme

- Identification of educational objectives

Once the needs analysis is completed the development of the training programme starts.

The design refers to:

- The organisation of all aspects of the project
- Identifying the objectives of education
- Develop or choose a teaching method, or a combination of different methods
- Evaluation of the programme

At this stage, the manager or training design partners should analyse the objectives of the programme and the training methods, to ensure the training environment is conducive. The content of the programme (e.g. manuals, exercise books, practical activities, equipment, etc.) is also selected in order to prepare the budget for the training programme. Trainers



and managers should consider financial constraints and remember that each programme needs approval and funding.

Learning Environment and Incentives:

Successful implementation of a training programme, especially when referring to a whole sector such as Care, requires not only the learner's ability to learn, but also motivation. In terms of competences, trainees usually have to meet basic requirements e.g. ability to read and write, and a basic level of education. In terms of motivation and environment, learning should be given meaning and substance. The following steps can be followed:

- A summary of the objectives and methods at the beginning of the training
- Use of many practical examples
- Content organised in a rational and in a logical order
- Use of familiar concepts and terms
- Use of visual aids
- Convince trainees of the relevance of the training

Facilitating learning from theoretical to practical application:

- Realistic training environment or possibility of on-the-job training
- Ability to apply learning to practice
- Learning procedures by category (chapters)
- Focus on the most important parts of the tasks (care)
- Preparing trainees for what they will face
- Flexibility in the rate of training to learning (where possible)
- Enhancing learning with approval
- Training at "convenient times", e.g. morning or afternoon

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QUIZ 2:

- What does ADDIE mean?

A: Analysis-Design-Develop-Implement-Evaluate

B: Analysis- Design-Dynamic-Implement- Evaluate

C: Analysis- Defragmentation-Dynamic-Implementation-Ergonomic

D: Analysis-Defragmentation-Dynamic-Implementation-Ergonomic

ANSWER: A

- Which of the following is not necessarily needed for the implementation of a care training programme?

A: The trainees to have a higher education

B: A realistic budgeting

C: Use of case studies

D: Use of a logical flow of the learning content

ANSWER: A

REASON: The training can suit to all of educational levels regarding to its content.

Part 3:

Development and Implementation of a Formal Learning Programme

The “training programme development stage” refers to the collection and creation of the training material. At this stage, content of the training is selected and the teaching methods (lectures, case studies, online methods, mixed methods) to be used are defined. The training equipment and teaching materials may include books; guides; exercise books; PowerPoint slides; classroom activities; and practical training. Some employers create their own materials, but commercially available training materials, or those found on the Internet can also be used. There are also “training material suites” that include instructor manuals; (self)teaching books; videos; and ancillary content. You may choose to cooperate with an educational institution, e.g., a college; university; vocational training school; or vocational

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training centre, to develop the teaching methodology and ensure the quality of the resources, and to have the training implemented by professional adult educators.

Selecting a training programme:

- External programmes and seminars

Many institutions offer professional development seminars and conferences to develop or improve skills.

- Cooperative Programmes:

Colleges, private and public schools, and universities, offer many types of courses on caring. Caregivers and care professionals have the option of attending either as registered students or as external students to fill gaps in their skills. Training programmes can also be developed in partnership with colleges and universities, which include lectures, seminars, and placements, presented and supervised by higher education lecturers in the workplace. It is increasingly based on active and experiential learning and simulations.

- Corporate Vocational Training and Development Centres:

Many organisations have their own corporate vocational training centres or "universities", or they may cooperate with such centres. These usually combine the classroom learning method with other techniques such as learning and assessment via the Internet or learning portals.

Implementing training:

After the needs analysis, target setting, design and development of the educational material, we move on to the implementation phase. The most popular formal training techniques are:

- Apprenticeship training

Apprenticeship training is a structured process, where individuals develop into skilled workers through a combination of lectures and on-the-job training, usually under the guidance of experienced managers.

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- Behaviour standardisation

With this method, trainees are taught the correct model of working, and then practice, receiving advice and constructive criticism on their performance. Initially, trainees watch videos with examples of exemplary workplace situations. The trainees are then assigned roles (role-playing method), which they play in simulated situations. The trainer praises and gives constructive criticism according to the performance. At the end of the programme the trainees are encouraged to apply the techniques and skills acquired in their workplaces.

- Vestibule training

Vestibule training is the technique where trainees learn the job away from the workplace but utilise some simulation of workplace situations and tools. This method is usually used when on-the-job training is too costly, or involves high risks. Preliminary training in the care setting can be done with dummies (e.g. training in first aid, changing, lifting, etc.), or with tools to be used in the workplace.

In practice, many employers use blended learning methods. Trainees make use of many different teaching methods, such as textbooks; lectures; online courses followed by knowledge tests; individual projects; role-plays; and workplace practice to assimilate the curriculum.

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