

# PILOT COURSE ASSESMENT REPORT

Information to be included in the report:

## ORGANISATION ISSUES:

### 1. LEARNERS SELECTION PROCESS

- a. Number of learners: 13
- b. Distribution by sex and ages:

5 male and 8 female all under 30 years of age.

- c. Level of qualification

All learners were young people who had fallen out of mainstream compulsory education with some out of the education and training system for a number of years.

### 2. PLACE AND DISTRIBUTION OF FACE-TO-FACE SESSIONS

- a. Distribution of face-to-face sessions: number of sessions and duration

The tutor aimed to teach the lessons in a series of 2 x two hours morning sessions over 10 weeks.

- b. Equipment and support

Learners had a dedicated computer room for each face-to-face session, equipped with a computer for individual use and necessary material for educational activities and dynamics (paper, scissors, pencils, etc.)

### 3. TUTORS PROFILE

The tutor had been identified through a series of local action group meetings and networking through contacts in FET and dissemination events relating to ICARO and other FET activities. This tutor had strongly lobbied for the opportunity to pilot the ICARO programme with learners from the Youthreach programme. This approach was justified as the programme aligns with the QQI compulsory communications module in Ireland and would be relevant and valuable to young unemployed people. He was one of the 5 tutors who replied to an opportunity to undertake the international training on ICARO in Hamburg. He also has:



- Higher education or professional experience related to the education or training of adults or long-term unemployed.
- Availability to attend a 5-day course in Hamburg at the end of November
  - a. Profile: all five trainers have experience in the field of adult education. In addition, a number of them have work with unemployed adults in the further education and training sector including prison education and the recovery services.

## THE PILOT COURSE:

### 1. COURSE CONTENT

- a. Appropriate level: appropriateness and relevance of learning outcomes, appropriate and relevance of content for target learners, level of complexity for learner to use self-directed

The content of the course is based on the guidelines established in IO3 by the Irish partner.

The content aligns with the QQI level course communications at level 4 although the tutor found that some of the content of the online modules is pitched at a lower level than level 4 on the Irish national framework of qualifications. The younger learners had difficulty with the content as some were not aware of what a Curriculum Vitae was and had no frame of reference for the tasks. Also FET Centres in Ireland have a policy where they tend to block access to social media in learning environments. As a result learners could not complete some tasks related to LinkedIn etc. Also younger people who have grown up on social media through their mobile phones had a difficulty around the change of identity that would be required for them to move from a personal presentation of themselves online to a professional one. As a result it was almost impossible for these learners to progress through materials as a self-directed adult. It was necessary for the tutor to direct them and explain issues through face to face interaction.

- b. The structure: sequence of materials, presentation and structure of the curriculum, length.
  - a. What could be missing in contents and activities?

The younger learners struggled to see how content was relevant to them and found the overall presentation of materials daunting. The presentation of all the activities and tasks at once in a linear style was challenging and intimidating for them. This led to a lack of motivation from the learners and a tendency for them to disengage.



The inconsistencies in the downloading process was also a challenge as some materials opened automatically and some would download and need to be saved and then opened from the taskbar. This infuriated some of the learners and required extra assistance.

- b. It would be a good idea to 'unfold' the course materials on Moodle as the learner completes each section rather than presenting everything all at once.
- c. Group activities: interaction between learners, group dynamics

The learners work best in small groups and when directed by a tutor. He/She can help sustain motivation and also keep learners engaged when a higher level of challenge than they are used to is presented to them.

## **2. MOODLE PLATFORM:**

- a. Access issues login, contact with the tutors

Learners had no issues with the platform in terms of access. The consistency of downloads and embedded material needs to be addressed.

- b. Usability by tutor and learner, ease of use

The age of the learner impacted on their ability to engage and remain engaged with material that for them was too intimidating in its presentation.

## **SSA Tool**

Learners had real difficulty with the SSA tool and were unable to understand the language used or apply it to their own life. This is probably due to their age which averaged around 20 years. As the learners had no real frame of reference for soft skills in the labour market, they found it difficult to understand what was being asked in each section. Some learners interpreted the questions very simply and felt that they were top of each section for very simplistic reasons e.g. they could take a bus. The tutor felt that the learners lacked the reflective skills to understand what they were being asked to do.

## **INCIDENTS AND RESULTS:**

- a. Overall assessment of results

Learners did not complete the course due to the absence of the tutor. The tutor had to disengage from delivery of the course for unforeseen circumstances. The learners in this instance needed a tutor for face to face delivery. They were not able to engage with the material in a self-directed manner.

- b. Incidents: dropout, complaints





Only 13 learners engaged with the material and none of them completed the course. It is intended to pilot the course with a new set of learners who are aged 18-50 and interested in working in the health sector.



Co-funded by the  
Erasmus+ Programme  
of the European Union