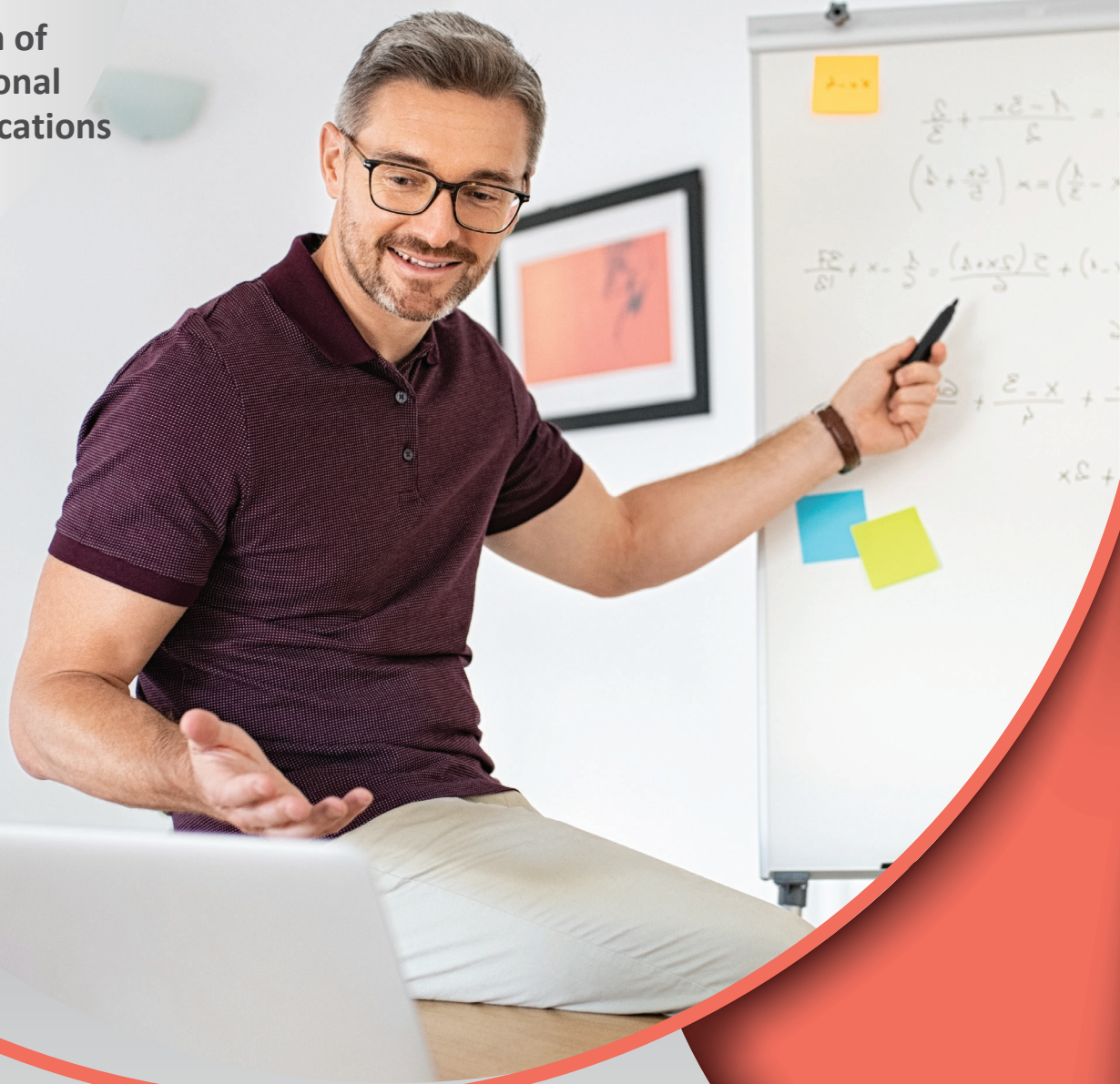


System of
Vocational
Qualifications



VOCATIONAL QUALIFICATION LIFELONG LEARNING TRAINER

Level CyQF/EQF 5

Human Resource Development Authority of Cyprus (HRDA)

Vocational Qualifications Technical Committee

Ministry of Labour and Social Insurance

Ministry of Education, Sport and Youth

Cyprus Employers and Industrialists Federation (OEB)

Cyprus Chamber of Commerce and Industry (CCCI)

Pancyprian Confederation of Professional Craftsmen, Traders and Shopkeepers (POVEK)

Cyprus Workers' Confederation (SEK)

Pancyprian Federation of Labour (PEO)

Democratic Labour Federation of Cyprus (DEOK)

Open University of Cyprus

Cyprus Association of Business Consultants

Cyprus Security Association

Cyprus Human Resource Management Association (CyHRMA)

TABLE OF CONTENTS

1.	IDENTITY OF VOCATIONAL QUALIFICATION	4
1.1	Title of vocational qualification	4
1.2	Vocational qualification level (CyQF/ EQF)	4
1.3	ISCO code.....	4
1.4	Vocational qualification code	4
2.	DESCRIPTION OF THE VOCATIONAL QUALIFICATION	4
2.1	Overview:.....	4
2.2	Work environment	4
2.3	Employment opportunities	4
2.4	Equipment:	4
2.5	Related Vocational	4
2.6	Related Professional Titles	5
2.7	Entry pathways for the	5
2.8	Assessment Methods	5
3.	UNITS ANALYSIS (LEARNING OUTCOMES).....	6
3.1	Common units	7
KT.9	Establish and maintain effective working relationships	8
3.2	Mandatory Units.....	9
EBM5.1	Identification of learning needs	10
EBM5.2	Design and development of lifelong learning programmes.....	12
EBM5.3	Implementation of lifelong learning programmes	14
EBM5.4	Evaluation of lifelong learning programmes.....	16
3.3	Competences (Responsibility and Autonomy).....	18
4.	GLOSSARY.....	19

1. IDENTITY OF VOCATIONAL QUALIFICATION

1.1 Title of vocational qualification:

Lifelong learning trainer

1.2 Vocational qualification level (CyQF/ EQF):

5

1.3 ISCO code:

2320

1.4 Vocational qualification code:

EBM5

2. DESCRIPTION OF THE VOCATIONAL QUALIFICATION

2.1 Overview:

A lifelong learning trainer – level 5 identifies and analyses learning needs, designs, implements, and evaluates lifelong learning programmes while applying the principles of adult education and utilising modern learning methods and techniques that enhance active learning.

2.2 Work environment:

A lifelong learning trainer – level 5 works in training rooms and/or laboratories in learning and other organisations and enterprises that have the necessary technical infrastructure. Their working hours may vary, depending on the needs of the lifelong learning programmes.

2.3 Employment opportunities:

A lifelong learning trainer – level 5 has employment opportunities in learning and other organisations and enterprises that develop and implement training programs. Furthermore, a lifelong learning trainer – level 5 may work independently as a freelancer, undertaking the design and implementation of lifelong learning programmes.

2.4 Equipment:

Computer, computer projection machine (e.g. projector, television, interactive board), presentation remote control, whiteboard, flipchart, video camera, microphone, headphones, overhead projector, digital media.

2.5 Related Vocational Qualifications:

ΑΕΠ5 Assessor of Vocational Qualifications

ΥΠΚ6 Training Manager

ΔΟΜ7 Learning Organisation Director

2.6 Related Professional Titles:

Trainer, adult educator

2.7 Entry pathways for the specific vocational qualification based on the policy and procedures guide of the HRDA:

Pathway 1

Qualification: Training programme certificate, the content of which is consistent with a relevant level 5 vocational qualification.

Experience: Not required

Pathway 2

Qualification: At least a level 5 qualification in a non-relevant profession or at least a level 4 qualification in a relevant profession.

Experience: 2 years in a relevant profession of at least level 4.

Pathway 3

Qualification: At least a level 4 qualification in a non-relevant profession or at least a level 3 qualification in a relevant profession.

Experience: 3 years in a relevant profession of at least level 4.

Pathway 4

Qualification: Not required

Experience: 5 years in a relevant profession of at least level 4.

2.8 Assessment Methods

- Written examination with multiple-choice, true/false and descriptive questions.
- Observation under real working conditions or simulated conditions.
- Oral examination.
- Assignment.
- Case study.

3. UNITS ANALYSIS (LEARNING OUTCOMES)

3.1 Common units

Unit Code	Unit Title
KT.9	Establish and maintain effective working relationships

KT.9 Establish and maintain effective working relationships

Knowledge:

The individual should be able to:

1. List the various methods of communication.
2. Describe the organisation's policy and communication procedures.
3. List the basic principles of communication.
4. Explain the importance of effective communication.
5. Mention the obstacles to communication and the required actions to overcome them.
6. Describe the process of handling interpersonal relationships with colleagues and associates.
7. Mention the actions and initiatives that create and maintain a positive working environment.
8. Cite actions and initiatives for effective teamwork.
9. List the key elements necessary for the effective functioning of working groups.
10. Mention common problems that may arise in the functioning of a working group, which can affect its effectiveness and the achievement of its goals.

Skills:

The individual should be able to:

1. Apply suitable methods to create and maintain effective communication with colleagues and associates, within the framework of the organisation's policy and procedures.
2. Contribute to the resolution of problems and disputes among colleagues and associates, to establish and maintain effective working relationships.
3. Assist in improving the workplace environment by undertaking relevant actions and initiatives.
4. Collaborate with team members to create and sustain a positive work environment by taking actions and initiatives that promote effective teamwork.
5. Support the improvement of collaboration among team members by providing recommendations and undertaking relevant initiatives.
6. Contribute to improving the effectiveness and productivity of teamwork by submitting proposals and taking appropriate initiatives.
7. Assist in identifying and resolving issues related to team operations, in coordination with the department head and colleagues.

3.2 Mandatory Units

Unit Code	Unit Title
EBM5.1	Identification of Learning needs
EBM5.2	Design and development of lifelong learning programmes
EBM5.3	Implementation of lifelong learning programmes
EBM5.4	Evaluation of lifelong learning programmes

EBM5.1 Identification of learning needs

Knowledge:

The individual must be able to:

1. Indicate the levels at which the identification of learning needs is conducted.
2. Cite the available data sources that will be used for the identification of learning needs of an economic sector.
3. List the problems relating to learning needs of an economic sector.
4. State the characteristics that are taken into consideration when identifying the collective learning needs in an organisation.
5. Explain issues related to the learning needs in an organisation.
6. Identify the demographic and socio-economic characteristics of learners that must be taken into consideration when designing the learning content.
7. Identify the educational and professional characteristics of learners that must be taken into consideration when designing the learning content.
8. State the specific learner characteristics that must be taken into consideration during the process of developing and organising the lifelong learning programme.
9. Determine the learning motivations of learners.
10. List the data collection techniques used to identify learning needs and define the selection criteria for each technique.
11. Describe data analysis techniques and the criteria for selecting each technique.
12. List the thematic areas of learning needs.
13. Define the criteria for categorising learning needs.

Skills:

The individual must be able to:

1. Identify the data collection sources to identify the learning needs of an economic sector.
2. Identify structural and other issues related to learning needs of an economic sector.
3. Define thematic areas of learning needs based on the issues identified in an economic sector.
4. Identify and utilise information related to organisational characteristics to determine the collective learning needs of an organisation and apply the appropriate data collection techniques.

5. Identify and analyse organisational issues related to learning needs, using the appropriate data analysis techniques.
6. Collect data on the demographic, socio-economic, and other specific characteristics of learners, to identify individual learning needs, while applying the appropriate data collection techniques.
7. Collect data on the educational and professional characteristics of learners to identify individual learning needs, using the appropriate techniques.
8. Investigate learners' motivations for learning, applying the appropriate techniques, to identify learning needs.
9. Analyse the data collected at the individual and organisational levels, applying the appropriate techniques to determine learning needs.
10. Categorise the learning needs identified to design appropriate lifelong learning programmes.

EBM5.2 Design and development of lifelong learning programmes

Knowledge:

The individual must be able to:

1. Describe the basic principles of the design and development of lifelong learning programmes.
2. State the characteristics of the purpose of a lifelong learning programme.
3. Formulate the characteristics of the objectives of a lifelong learning programme.
4. State the categories of the objectives of a lifelong learning programme.
5. Describe the structure and the content of each module of a lifelong learning programme.
6. State the significance and the components of the introductory module.
7. State the significance and the components of the concluding module.
8. Describe the concepts of the icebreaker and the energiser and their significance.
9. List the characteristics and the selection criteria of learning methods.
10. State the characteristics and selection criteria of learning techniques.
11. Cite the characteristics and selection criteria of learning media.
12. State the characteristics and selection criteria of learning materials.
13. State the importance of utilising digital technology in the design and development of lifelong learning programmes.

Skills:

The individual must be able to:

1. Outline the programme's purpose in a clear, brief and concise manner.
2. Outline the programme's objectives as learning outcomes using appropriate verbs.
3. Organise the structure and the content of the modules and sub-modules of a lifelong learning programme.
4. Design the structure and the content of the programme's introductory module, incorporating its main components.
5. Design the structure and the content of the programme's concluding module, incorporating its main components.
6. Select an icebreaker to create the most suitable learning environment.
7. Select energisers based on the programme's purpose and objectives.

8. Select learning methods in accordance with the internal and external factors which affect the learning environment.
9. Select learning techniques based on the purpose, objectives, and content of the programme.
10. Select learning media based on the purpose, objectives, and content of the programme.
11. Select appropriate learning materials based on the purpose, objectives, and content of the programme.
12. Select the appropriate digital technology based on the purpose, objectives, and content of the programme.

EBM5.3 Implementation of lifelong learning programmes

Knowledge:

The individual must be able to:

1. State the basic principles for setting the learning media.
2. Describe the importance of the proper arrangement of a learning room.
3. Explain the concept of learning conditions.
4. Explain the principles of team management and motivation.
5. List the factors that shape the learning environment.
6. State the criteria for effective time management in learning.
7. List the elements of verbal and non-verbal communication.
8. Mention the characteristics of active participation of learners.
9. State the learning obstacles faced by learners.
10. State potential problems that may arise during the implementation of a lifelong learning programme and how they are resolved.

Skills:

The individual must be able to:

1. Arrange the learning media, applying the relevant principles.
2. Configure the learning room, ensuring adequate space area per learner.
3. Arrange the learning room in a way that ensures the effective implementation of the programme and the achievement of the learning objectives.
4. Apply the principles of team management and motivation.
5. Create a comfortable and effective learning environment.
6. Implement the lifelong learning programme, using appropriate verbal and non-verbal communication.
7. Manage the learning time effectively.
8. Implement the lifelong learning programme utilising the selected learning methods.
9. Implement the lifelong learning programme, applying the selected learning techniques.

10. Implement the lifelong learning programme, using the selected learning media and materials.
11. Implement the lifelong learning programme, using the selected digital technology.
12. Adjust the implementation of the lifelong learning programme according to the characteristics of the learners.
13. Manage problems that may arise, to ensure the smooth implementation of a lifelong learning programme.
14. Adjust the programme according to the formative assessment results and the achievement of the learning objectives.

EBM5.4 Evaluation of lifelong learning programmes

Knowledge:

The individual must be able to:

1. Define the significance of the evaluation.
2. List the main types of evaluation.
3. Specify the elements to be evaluated.
4. List the evaluation tools.
5. Mention the evaluation techniques.
6. List the types of evaluation questions.
7. List the evaluation measurement scales.
8. State the tools for data collection and analysis.
9. State the potential recipients of the evaluation results of a lifelong learning programme.
10. Describe which are the ways to disseminate the evaluation results.

Skills:

The individual must be able to:

1. Select the appropriate type of evaluation according to its purpose and objectives.
2. Select the elements to be evaluated based on the type of evaluation.
3. Select the evaluation tools for data collection according to the type of evaluation.
4. Select the appropriate evaluation techniques according to the type of evaluation.
5. Select the appropriate types of questions according to the type of evaluation.
6. Select the appropriate measurement scales according to the type of evaluation.
7. Collect and process the data collected from the evaluation, utilising appropriate tools and techniques.
8. Select recipients of the evaluation results according to the scope of the programme and the evaluation objectives.

9. Communicate the evaluation results to recipients, selecting the appropriate dissemination methods.

3.3 Competences (Responsibility and Autonomy)

The individual must be able to:

1. Manage and supervise activities within specific tasks where unforeseen situations may arise and adapt the tasks to prevailing conditions.
2. Handle and resolve problems that might arise during task execution.
3. Take initiatives for an effective implementation of assigned tasks.
4. Collaborate constructively in working teams at all levels, with colleagues and external stakeholders.
5. Adopt the applicable legislation, regulations, policies, procedures, and work guidelines in the design and implementation of programmes.
6. Guide and motivate learners to achieve goals and effectively complete tasks.
7. Collaborate with colleagues, suppliers, and associates to secure the necessary materials and services for the smooth execution of tasks.
8. Adopt and implement the procedures and best practices for controlling and monitoring the progress of tasks within set timelines.
9. Participate and contribute with suggestions to improve practices, procedures, and work methods.
10. Design and implement lifelong learning programmes, considering learners' motivations and learning barriers.
11. Communicate and collaborate responsibly with stakeholders, institutions and organisations for the identification of learning needs and participation in lifelong learning programmes.
12. Demonstrate consistency and conscientiousness in implementing lifelong learning programmes and evaluating their quality and effectiveness.
13. Exhibit a positive attitude, optimism, and enthusiasm in organising and implementing lifelong learning programmes.
14. Encourage learners to engage in the learning process.
15. Develop and enhance own performance, by participating in specialised learning activities.
16. Seek professional development through demonstrating interest in work and in personal development.

4.

GLOSSARY

The following definitions are provided to explain terms and concepts used in this vocational qualification:

Assessment methods	Includes written exams, case studies, interviews, oral exams, special assignments, portfolios, and observation of task execution in real or simulated work conditions.
Asynchronous E-Learning	A method of distance education that is implemented through asynchronous electronic means and does not require the simultaneous participation of learners and trainers during the learning process (participation takes place at a different time and place).
Basic principles of evaluation	The evaluation of learners is based on the following principles: validity, reliability, transparency, practicality, authenticity, fairness, impartiality, interactivity, stability, and consistency.
Boardroom or conference arrangement	A seating arrangement where rows of seats form a square or rectangle, with learners facing the inner part of the shape. This encourages interaction as all learners share the same visual field, however it limits the way in which the learning content is presented.
Body language	Refers to conscious and unconscious movements and postures of the body through which attitudes and emotions are communicated.
Brainstorming	A technique in which learners are encouraged to express ideas freely and without restrictions on a specific topic. All ideas are recorded on a board without exclusions, and learners are then invited to explain them. Through this process, ideas are refined, grouped, and multiple aspects of the issue are explored.
Case study	A method that utilises a real or hypothetical example, allowing learners to apply their knowledge, skills, and competences to systematically solve a problem.
Closed-ended questions - Dichotomous:	These questions allow learners to choose only one of the two answers given (e.g., YES/NO, TRUE/FALSE).

Closed-ended questions - Likert scale (gradual rating scale)	Learners are asked to rate a category of questions on a specific scale.
Closed-ended questions – Matching	A complex combination of closed-ended multiple-choice questions where there are two columns of items, and the learner is asked to associate each of the items in the left column with one of the items in the right column.
Closed-ended questions - Multiple -choice	In these questions, the learner can choose one or more answers from several options given.
Closed-ended questions - Ranking	The learner is asked to select the answers in order of priority, depending on which answer they consider most important.
Closed-ended questions - Rating scale	In these questions, learners can answer in only one of the existing categories.
Competences	The demonstrated ability to apply knowledge, skills, and personal, social, and methodological capabilities in work or study situations and in professional or personal development. In the European Qualifications Framework, competences are described in terms of responsibility and autonomy.
Customer service	Refers to the support provided by an organisation, enterprise, etc., to customers both before and after purchasing and using products or services, helping them have a smooth and pleasant experience.
Data collection techniques	Personal interviews, telephone interviews, questionnaires, focus groups, observation.
Demonstration	A technique primarily used to acquire practical knowledge. It is often combined with other techniques such as lectures, discussions, and Q&A sessions. During a demonstration, learners first observe the trainer performing or presenting an action and then repeat the action themselves under the trainer's guidance.
Diagnostic evaluation	A type of evaluation conducted at the beginning of an educational program, teaching module, or lesson to determine the learners' level of knowledge, skills, and competences. This allows the

content, the pace of learning and the teaching to be adjusted accordingly.

Diagonal classroom arrangement

Refers to a traditional seating arrangement consisting of fixed rows, but in this case, the rows are positioned diagonally. This setup allows the trainer to monitor each learner individually and ensures visibility when displaying the learning material. However, it is not suitable for group activities.

Discussion

The process in which ideas and opinions are exchanged between two or more people, either between the trainer and the learners or among the learners, with the aim of promoting reflection, understanding, learning, or problem-solving.

Distance learning

A learning method where the trainer and learners are not in the same location. Education is provided through printed and/or electronic materials and may be supported by various communication tools.

Evaluation

A systematic process that determines the value of an object (educational programme or a teaching unit) that leads to decisions about its value and continuity.

Experiential workshop

Learners actively engage in the learning process through direct participation in the subject matter, utilising significant educational techniques such as discovery learning, experiential learning, learning under extreme conditions, intellectual learning, and learning through task execution.

External evaluation

A type of evaluation based on the evaluator's affiliation. In external evaluation, the evaluator does not belong to the staff of the organisation that designs and implements the educational programme.

Face-to-face education

A form of education where the trainer and learners are physically present in the same space. It is supported by printed and/or electronic materials, along with direct, in-person communication between the trainer and learners.

Final evaluation

A phase of data collection that takes place at the end of a programme or a teaching unit, to assess whether the objectives have been achieved.

Formative evaluation	A type of evaluation conducted to improve the internal functioning and the expected outcomes of a programme or teaching module.
Team work arrangement	A seating arrangement where learners sit in groups of 2-5 people, facing each other. This setup promotes interaction and collaboration but may limit the trainer's ability to present content effectively.
Group interview	A process where an interviewer questions multiple individuals during a single session to evaluate the effectiveness of an educational programme, assess the suitability of a candidate, etc.
Team work	A task carried out within a team where members collaborate to achieve a common goal.
Hybrid learning	A combination of face-to-face and distance learning.
Icebreaker	A short activity used by a trainer, typically during the introductory module, to help learners overcome initial awkwardness and become familiar with each other and the trainer.
Initial evaluation	Data collection conducted at the beginning of a programme or teaching module for diagnostic purposes.
Internal evaluation	A type of evaluation based on the evaluator's affiliation. In internal evaluation, the evaluator belongs to the staff of the organisation that designs and implements the lifelong programme.
Knowledge	The result of assimilating information through learning. Knowledge consists of facts, principles, theories, and practices related to a field of work or study.
Learning conditions	Sound quality, lighting, ventilation, temperature, and avoidance of disturbance.
Learning media	Whiteboard, flipchart, interactive whiteboard, computer, software, internet, educational textbooks, audio systems.

Learning methods	Face-to-face learning, distance learning, blended or hybrid learning, self-directed learning, asynchronous e-learning, and synchronous e-learning.
Learning outcomes	The documentation of what a learner knows, understands, and can do after completing a learning process, covering knowledge, skills, and competences.
Learning techniques	Demonstration, presentation, discussion, Q&A, snowball technique, brainstorming, team work, role play, case study, simulation, experiential workshop, practical training.
Lecture/presentation	A teaching technique in which the trainer delivers a speech on a specific topic in a teaching space, usually by using slide presentations, visual materials or written materials.
Measurement scale – interval scale	Refers to the measurement of numerical data that satisfy the properties of order and distance. However, the zero point is arbitrarily chosen and does not indicate the absence of the measured characteristic (e.g., temperature).
Measurement scale – nominal/categorical scale	Refers to data related to variables, whose values represent categories that do not follow an order or have measurable distances. No comparisons, arithmetic operations, or statistical measures can be applied (e.g., gender, place of residence).
Measurement scale – ratio scale	Refers to the measurement of numerical data that satisfy the properties of order and distance while also having a true zero, which represents the absence of the characteristic being measured (e.g., income).
Microteaching	A laboratory-based exercise where learners practice designing and delivering a short teaching session in a small peer group (5-6 colleagues) within a controlled environment. The session may be video-recorded and then reviewed for feedback, allowing the learner to observe their performance, receive input, gain metacognitive awareness, and enhance self-perception.
Mobile learning	Learning that takes place using portable devices, such as smartphones.

Non-participatory evaluation	A type of evaluation based on the level of involvement of programme participants. In non-participatory evaluation, the participants of the programme do not take part in the evaluation process.
Observation	The systematic monitoring of individuals, groups, behaviours, conditions, environments, or organisations, leading to the identification and/or formulation of judgments or comments on a specific subject.
Open circle arrangement	A seating arrangement where seats are placed in a circular manner. This ensures that all learners are equidistant from the trainer and can communicate more easily with each other. However, it is not suitable for displaying audiovisual materials.
Open-ended questions	Questions that allow learners to express their opinions freely without restrictions.
Introductory module	The first meeting between learners and the trainer in a lifelong learning programme. It is a crucial part of the educational process, as it aims to build trust in the trainer. Key elements include an icebreaker, an analysis of the programme's scope and objectives, a learning contract, etc.
Ordinal/hierarchical/tactical measurement scale	Refers to data related to variables whose values represent categories that can be arranged in an order from lower to higher. However, the concept of distance is not present, meaning that the degree of difference or relative magnitude between two categories cannot be measured.
Organisational characteristics	Competitiveness, collaboration, productivity, management characteristics, legal identity, turnover, educational culture, educational strategy, capital intensity, labour intensity, corporate social responsibility, connection with the local community, participation in educational and cultural activities.
Participatory evaluation	A type of evaluation based on the degree of involvement of the programme's stakeholders. In participatory evaluation, the stakeholders of the programme participate in the evaluation process.

Peer evaluation	The process in which one or more learners assess the performance of their fellow learners, identify mistakes, and suggest ways for improvement.
Personal interview	The process in which, during a meeting, the interviewer asks another person questions to assess the suitability of an educational programme, a situation, another individual, etc.
Principles of lifelong learning	These principles refer to the rules applied by the trainer to successfully implement programmes that will provide knowledge, skills, and competences to individuals throughout their life. These principles can be applied to the content, the methods and the techniques that are used to deliver a programme.
Vocational qualification	The official outcome of an assessment and validation process, achieved when a competent authority determines that an individual has acquired learning outcomes that meet specific standards.
Projection	A technique in which the trainer displays materials such as slides, videos, etc., to help learners simplify, clarify, analyse, and synthesise information using the projected material as a reference.
Qualitative analysis	Refers to data analysis techniques of a qualitative nature, such as data from interviews or observations. Qualitative analysis primarily relies on subjective judgment to interpret information.
Quantitative analysis	Refers to data analysis techniques that focus on numerical or statistical data, such as responses from questionnaires. Quantitative analysis is more objective and is used to derive conclusions about causal relationships and predictions.
Question-and-answer (Q&A) method	A technique in which learners ask questions about a topic, and the trainer provides the answers. This method allows learners to reflect on their questions and can address their need for additional information.
Questionnaire distribution	An evaluation technique referring to the process of delivering questionnaires to learners.

Recipients of evaluation Results	Funding bodies and programme commissioning bodies, employers of trainees, learners, trainers, and public institutions.
Role play	The trainer assigns roles based on a pre-written script that the learners must play, aiming to internalise the educational content through experience.
Self-assessment	Defined as a dynamic process in which learners evaluate their own progress and performance, while identifying potential weaknesses or proposing improvements.
Simulation	The creation of a virtual environment (realistic in structure but without real-world consequences) where learners engage in a scenario that represents real-world processes. The focus is not on the environment itself, but on the learners' skills and how they can be applied in real conditions.
Skills	The ability to apply knowledge and utilise expertise to complete tasks and solve problems. Skills are categorised as cognitive (involving logical, intuitive, and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools, and instruments).
Snowball technique	The trainer assigns learners to work on an issue individually. Then, they pair up to identify common points and differences, complementing each other's work. The process is repeated in groups of four (two pairs that had collaborated in the previous stage). Finally, the groups present their views to the plenary, synthesis is conducted, and conclusions are drawn.
Statistical analysis	A technique for analysing numerical data related to a set of phenomena or events. It is usually done using statistical software packages and is used to draw conclusions from the relationships between them.
Summative evaluation	A type of evaluation which is conducted to draw conclusions and provide evidence-based decisions, regarding the value of a programme or a teaching module.
Synchronous e-learning	A method of distance education that uses modern electronic tools and requires the simultaneous participation of both learners and

trainers in the learning process (at the same time but in different locations).

Theatre-style seating	An arrangement where seats are placed in rows, resembling the layout of a theatre, ensuring that all participants face the same focal point. It is mainly used when the trainer delivers a presentation or demonstration.
Traditional classroom arrangement	A conventional setup consisting of rows of fixed seats, where learners face the trainer with their backs to one another. This arrangement is ideal for lectures or approaches that focus on the trainer.
Training materials	Digital discs, slides, markers, chalk, objects.
Training needs categorisation	Categorisation of training needs based on thematic area, personnel level, priority level, or organisation/department.
Triangle arrangement	A seating arrangement where rows of seats are forming a triangular shape. The front row has the most seats, and each subsequent row decreases in size, ending with a single learner in the back row. This setup provides good visibility for both learners and trainers and enables teamwork. However, the last individual may feel isolated.
Unit	Describes what the individual can do to demonstrate effective performance as a part of their job. It consists of a set of specific tasks.
U-shaped arrangement	A seating arrangement where seats are placed in a U-shape. This setup encourages discussion and allows the trainer to observe learners and provide individual assistance.