LLT OEP Learners/ Supplementary Training Package
Lamia, Greece 8-9th November 2014

Stage 1: Pre-Course Online Learning Tasks (Ppt= online power point presentations)		
Approximate Time to complete	**Task**	**Detailed of Session Content/Requirements**
Min. 10-20 hours	Pre-course eligibility: Watch & listen Ppt Download & Read Manuals	• Complete & submit eligibility criteria checklist • Download, print and read the TWO OEP manuals • Watch & listen to the FOUR narrated ppts • Complete the TWO worksheets (one MCQ marked online, one short answer submitted online to LLT for marking)
On submission of completed worksheets, successful candidates will gain access to the online learning resources for the remainder of Stage 1 training		
Approx.30 minutes	Watch & listen Ppt	Health Benefits of Exercise for Frailer Older Adults*
Approx.30 minutes	Watch & listen Ppt	The Evidence for Exercise*
Approx.30-35 minutes	Watch & listen Ppt	Introduction/overview to motivation, adherence and OEP: outlines the key components of the evidence relating to motivation and adherence – preparation for tutor led sessions
Min. 60 minutes	Prepare/plan to deliver 3 slide presentation	'Teach the teacher' skills: prepare a 3-slide presentation to be delivered to your peers on days 1/2 of the training. Your short presentation should use slides from ppts* above, and should aim to include statistics from your own region if possible
Approx.50 minutes	Watch OEP Video Tutorial	LLT OEP online tutorial, includes demonstration of ALL OEP exercises

Training Day 1 – Thursday 8th November		
Time/room	**Mode**	**Session content**
08.55-09.00 Classroom		Registration
09.00 - 10.00 Classroom	LLT Tutor led presentation	Welcome, introductions: Learning resources, CT Course Overview
10.00-10.30 Classroom & one large practical area	LLT Tutor led practical and group task	'Setting the scene' for standardisation of teaching skills/criteria: Cascade Trainer Skills, OEP leader skills and meeting the specific needs of our audience. Introduction to the OEP Leader criteria checklist
10.30 – 10.45		BREAK
10.45 – 11.30 Classroom & one large practical area	LLT Tutor led practical and individual tasks	Model OEP session: role play, identifying 'teaching points' and 'instructions'
11.30 – 12.00 Classroom	LLT led ppt	LLT ProFouND standardised approaches for teaching: i.) teaching older people ii) Cascade Trainers teaching new OEP Leaders
12.00 – 12.45		LUNCH
12.45 – 13.00 Classroom	LLT led demo	Introduction to verbal feedback skills: constructive feedback
13.00 – 15.00 Classroom & one large practical area	Learner led workshops with constructive peer feedback	OEP All Components and Exercise Review: putting standardised teaching into practice; **Warm up and cool down component**
		OEP All Components and Exercise Review: putting standardised teaching into practice; **Strength Component**
		OEP All Components and Exercise Review: putting standardised teaching into practice; **Balance Component** (additional consideration for group management/safety)
15.00 – 15.15		BREAK
15.15-16.30 Classroom	LLT tutor led	Session Planning, health & Safety for OEP Leaders: including completion of assessment task part 1 (warm up and strength exercise)
16.30 – 1700 Classroom	LLT led	Homework task – assessment part 2; to complete session plan exercise example for x2 balance. Prepare for teaching workshop Learner guidance and support

Training Day 2 – Sunday 9th November		
Time/room	**Mode**	**Session content**
08.55 – 09.00 Classroom		Registration
09.00 - 09.20 Classroom	LLT Tutor led	Day 1 Review and questions
09.20 – 09.40		Prepare for teaching workshop
09.40 – 10.30 TWO practical areas	Learner led	OEP Leader teaching practice and verbal feedback skills; In groups of 6; 1 OEP Leader to 4 role play older people leads warm up exercise, with one person providing verbal feedback (assessor skills). LLT written feedback
10.30 – 10.45		BREAK
10.45- 11.45 TWO practical areas		OEP Leader teaching practice and verbal feedback skills; In groups of 6; 1 OEP Leader to 4 role play older people leads ONE strength exercise, with one person providing verbal feedback (assessor skills). LLT written feedback.
11.45-13.00 TWO practical areas		OEP Leader teaching practice and verbal feedback skills; In groups of 6; 1 OEP Leader to 4 role play older people leads TWO balance exercise, with one person providing verbal feedback (assessor skills). LLT written feedback
13.00 – 13.45		LUNCH
13.45 – 14.45 Classroom	LLT led	Motivation & adherence review from online learning: individual change, change over time as a process (engagement, adoption, transition and maintenance)/introduction to 6 key strategies to ensure maintenance
14.45- 15.15 Classroom	Learner led	Final preparation for Day 3 OEP Leader assessment; • Worksheets • Written session plan (x5 exercises) • Health & safety documentation • Practical assessment • Self evaluation
15.15– 15.30		BREAK
15.30-16.30 TWO practical areas	Leaner led	Final practice for OEP Leader assessment (x3 exercises, inc stretch)
16.30 – 17.00 Classroom		Learner guidance and support

Training Day 3 – Saturday 15th November OEP Leader Summative Assessments		
Time/Room	**Mode**	**Session content**
08.55 – 09.00 Classroom		Registration
09.00 – 13.00 Classroom & TWO practical areas		OEP Practical Assessments (timings dependent on number of learners)
13.00 – 14.00		LUNCH
14.00 – 15.15 Classroom plus an area to give feedback to individuals	Learner led	Planning for day 4 CT workshops: allocate OEP components/exercises to each learner. Start planning during one-to-one feedback
	LLT led feedback	One-to-one RESULTS & WRITTEN & VERBAL FEEDBACK for OEP Leader Qualification
15.15 – 15.45 inc BREAK Classroom		Presentation of OEP Leader certificates (and course photographs)
15.45 – 16.30 Classroom	Learner led practical	3 slide presentations and guided peer feedback
16.45 – 17.00 Classroom		Homework: plan and practice CT teaching workshop to OEP Leaders (one OEP component inc background, theory and the 'how to teach' standardised teaching approaches to frailer older people. Learner guidance and support.

All timings are subject to change in order to accommodate learners and host requirements.