

THE CREDO ACCELERATIVE (AL) CERTIFICATION PROGRAM

Incorporates a professional development ladder for those aspiring to become a fully Certified AL Facilitator

Join in the journey to become a Certified Practitioner, an Advanced Professional Certificate holder and a Post Graduate Professional Diploma holder, which can lead to your Masters degree and eventually a Doctoral Degree – all in learning and development.

WHY ACCELERATIVE LEARNING IS NOW SO IMPORTANT

John Naisbitt, the famous author and futureologist said “The most important skill for the 21st Century, is ‘learning to learn’. With the rapidity and complexity of change in these modern times, learning how to learn, more quickly and effectively, is now more critical than ever.

Simply put, ‘accelerative learning’ is a process which incorporates a range of well-tested techniques, based on recent research into how the brain and mind functions. It focuses on ‘whole brain’ learning and how the different parts of our brain work, both separately and in an integrated way. It incorporates more new research by Dr Howard Gardner, the Harvard Educationist, on the use of our many intelligences.

Also, the breakthrough science on how our minds work, called Neuro Linguistic Programming (NLP), is incorporated. Here, the conscious and non conscious mind has been included and how we may differ in our learning style preferences.

This program should ideally precede all formal attempts to coach, facilitate, lead, teach or train others.

WHO THE PROGRAM IS DESIGNED FOR

From Kindergarten or School Teachers, to professional Coaches, Facilitators, Tutors , Trainers or University Professors. Even parents will benefit, and especially leaders who have the challenge of getting employees to learn to embrace change more quickly

THE ADVANCED PROFESSIONAL CERTIFICATE IN ACCELERATIVE LEARNING (APCAL)/DIPLOMA

PHASE ONE A 40 hours introductory module (After which participants can become a Certified WHALE *Practitioner)		PHASE TWO A 120 hours module, of four Action Learning workshops and study (after which the full certificate is awarded)	PHASE THREE (OPTIONAL) A 6 – 12 month Post Graduate Professional Diploma (Completed by Action Research)
<p>Essentially for existing facilitators, teachers or trainers They should have some familiarity with learning theory, NLP and Youth Development .</p> <p>Who seek to better understand the nature of human learning and development</p>		<p>For existing Practitioners who seek to become more professionally qualified, with an international recognition and a certificate that enhances self-confidence and credibility. Incorporates some minimal workshop attendance supported by action learning project work .</p>	<p>A Diploma that is not only a professional qualification, but is recognised at University level, due to its research approach. It raises the level of a Facilitator to that of a Master Practitioner, with potential to complete a Masters Degree/Ph.D in Behavioral Science, that are also research based, and can be done extensively online.</p>
Level I	12 hours basic workshop covering selected subjects shown in schedule I	<p>Divided into 4 Action Learning Projects, each taking 30 study hours, over 2 months. (including a 15 hour bi-monthly workshop)</p> <p>1st Workshop : Analyzing individual needs and styles (15 hours)</p> <p>2nd Workshop : Designing and Developing a full AL program – incorporating contemporary learning theories (15 hours)</p> <p>3rd Workshop : Facilitating Group Learning programs incorporating several facilitation techniques (15 hours)</p> <p>4th Workshop : Evaluating the effectiveness and results of an extensive program – incorporating workshop 2 and 3 applications.</p> <p>A total of 60 hours of workshops and 60 hours of study. At the end of each workshop, a project paper of 1000 to 1500 words is required. This should be the basis of the project report presentation.</p>	<ul style="list-style-type: none"> • Divided into 6 Action Research assignments – written up and presented as a 3000 word report, each completed over a 2 month period. • The 6 research topics can be selected from a list given by CREDO (See Schedule I).
Level II	8 hours Intermediate level covering more subjects from Schedule I		
Level III	8 hours of skill practice in facilitation, plus more subjects from Schedule 1		
<p>(Followed by 12 hours of practicum sessions and mentoring) Total : 40 hours</p>			
<p>*WHALE is an acronym for WholeBrain, Holistic, Accelerative Learning Experience and is Trade Marked by CREDO</p>		<p>PHASE FOUR</p> <ul style="list-style-type: none"> • A 6 – 18 month Masters (M.Sc) - Completed by Thesis • Similar to the Cert/Dip programs, exemptions can be awarded through APEL (Approved Prior Experiential Learning) • The area of study, is in the Behavioural Sciences 	
		<p>PHASE FIVE</p> <ul style="list-style-type: none"> • An 18 – 24 month Ph.D, also in Behavioural Science – Completed by Thesis 	

CREDIT TRANSFER FOR APEL (Approved Prior Experiential Learning)

Similar to the system now being used in most commonwealth countries, especially : Australia, New Zealand, Singapore and the UK, based on students’ previous related course work, courses and work experience. The amount of ‘Credits transfer’ vary from a low 10% to 80%. These are set out in the APEL Table below.

FOR WHALE/YABDI CERTIFICATION	Credits	FOR ADVANCED PROFESSIONAL CERTIFICATE	Credits	FOR PROFESSIONAL POST-GRADUATE DIPLOMA	Credits
Attendance on a recognised AL program (eg: Integrative Learning)	20	Up to 70 credits can be transferred from WHALE, YABDI certification and related qualifications or work experience into this Certificate	70	Up to 60 credits can be transferred from the Advanced Professional Certificate (or a similar certificate) into this Diploma	60
Certification in a Personality Traits Profiling System (eg: HBDI, EG, MBTI, etc)	15				
Experience in coaching, facilitation, training or teaching – per 5 years	10	Each Action Learning Project and Report is worth 20 credits (total 80 credits).	80	Each Action Research Project and Paper is worth 15 credits (Total 90 credits)	90
	Attendance/certification in an NLP course that includes Learning Styles assessment	15	Balance of credits can be earned from attendance & participation in workshops	20	Balance of 10 credits can be earned from timely submission of project papers
Conference/Workshop attendance in relevant areas 10 – 20 credits			100	Total	
Other relevant courses, qualifications or work experience (eg: Vocational Guidance or Career Counselling)	10	Any similar projects done for an organization can earn 20 credits each, subject to submission of a satisfactory report or reference	20	Any similar research papers/thesis done for a Higher National Diploma or Masters/Doctorate program can earn up to 80 credits	80
Total	70				
CREDIT BALANCE REMAINING	30	* A credit is not a credit hour. Each program comprise 100 credits			

SCHEDULE OF COMPETENCY AREAS FOR PROGRAM

1. The History and Origins of Accelerated Learning 1.1 Suggestopedia and Suggestology 1.2 Lozanov's breakthrough in language learning for KGB 1.3 The AL Cycle	11. Child, Teenage vs Adult Learning	ELECTIVES E1 Teaching vs Training E2 Adult Learning : Andragogy vs Pedagogy E3 Classroom Management E4 Curricula Development and Learning Designs E4.1 Assessing learner needs and styles E4.2 Learning, design and objectives E4.3 Learning Methods and Delivery E4.4 Evaluation and assessment of learning effectiveness E5 Learning Theories E5.1 From classic to contemporary E5.2 Action and Experiential Learning E5.3 Computer Based Learning E5.4 Adventure and Outdoor Learning E5.5 Accelerated Learning
2. How the brain works 2.1 The 'spilt-brain' research and the 'wholebrain' 2.2 The thinking and emotional brain and role of emotions 2.3 Brain states and brain waves (Beta, Alpha, Theta, Delta) 2.4 Brain biological and physiological functions in learning	12. The role of the learning environment and climate 13. How memory works 13.1 Memory enhancement techniques 13.2 Focus, concentration and attention span 13.3 Learning and Rapid Reading 13.4 Study Skills	
3. The physiology and psychology of emotions in learning	14. The role of Idea Mapping' (Mind Mapping) and Graphic Design	
4. Brain Based Learning 4.1 Learning Style Preferences : Contemporary Models	15. Music and Learning 15.1 Selecting the music 15.2 Effects of music on brain, mind and body 15.3 Active and Passive Concert Reading 15.4 Role of Drama, Mime, Song, Rap, Sketches 15.5 Body Sculptoring	
5. The role of 'Multiple Intelligences' (MI) 5.1 Assessing our various intelligences 5.2 Applications to learning and learning styles	16. Media, Technology and Visual Reinforcement 16.1 Uses of Power point slides in Learning 16.2 Peripherals and Posters etc 16.3 Lighting, Sound and Temperature	
6. Factors in Learning and Facilitation 6.1 Brain Development and Age 6.2 Personality Types Differences 6.3 Gender differences 6.4 Socio-Cultural and Ethnic Differences	17. Facilitating Group Learning and Group Dynamics 17.1 The Role of the Facilitator 17.2 Facilitation Techniques and Skills	
7. The role of stress in learning	18. Coaching and Learning 18.1 The Role of Coach and Coaching Methods 18.2 Coaching Styles and Skills 18.3 Coaching vs Mentoring and Counselling	
8. Brain Health 8.1 Diet and Nutrition 8.2 Exercise and Movement (Brain Gym) 8.3 Role of sleep in learning and memory	19. Distance, Online or E-Learning	
9. Neuro Linguistic Programming (NLP) 9.1 The Conscious and Non Conscious Mind 9.2 The Brain Versus Mind 9.3 NLP and Learning Styles (VAKOGD) 9.4 Guided imagery and visualization 9.5 Other applications of NLP in learning and facilitation	20. Competency Based Learning	
10. The Learning Facilitator as a Presenter		

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1st Workshop

Analyzing Learning Needs and Styles of Individuals (15 hours)

Unit 1:

CONCEPT AND RATIONALE OF ACTION LEARNING

- History of Action Learning
- Why Action Learning Works
- The Action Learning Cycle
- The Structure of an Action Learning Project
- Forming an Action Learning Set
- The mixed learning set
- Learning & Behavioural Norms at Set Meetings
- The organization as a Learning System
- Where Action Learning works well
 - Management Development
 - Professional Development
 - Academic Development
- Some action learning cases as models
- The Role of a set advisor
- Ensuring Continuity
- Matching Competencies with Roles and Functions

Unit 2:

ASSESSING LEARNERS NEEDS

- Learning Principles : Thinking, Learning and Competence Development
- Needs based on Competencies
- Competency Defined
- Abilities, Aptitudes and Talents
- Nature vs Nurture : Defining Potential
- Identifying Talents
- Talents are Intelligences
- Learning Potential and Competence Development
- Job Needs
- Personal Need s
- A Learning Facilitation Cycle
 - Organizational Needs
 - Individual Learning Needs
 - Learning Objectives/Outcomes
 - Learning Design
 - Facilitating Learning
 - Evaluating Results
 - Matching with Organizational and Individual Needs
 - Need Assessment Methods
 - Documentation & Use of Records

Unit 3:

UNDERSTANDING LEARNING STYLES

- What are Learning Styles
- Popular Learning Style Models
- What Influences Learning Styles?
- Why knowing Learning Styles helps Learners and Learning Facilitators?
- Assessing styles
- Applications of Learning Styles
- Matching Styles to job
- Matching Styles to Coach/Teacher/Facilitator Styles

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2nd Workshop

Designing and Developing in AL Program incorporating Contemporary Learning Theories

Unit 1:

CONTEMPORARY LEARNING THEORIES

- Types and Models of Learning
- Levels of Learning: Blooms Taxonomy Updated
- The role of Language in Learning
- Thinking to Learn vs Learning To Think
- The Learning Competency Model
 - From unconscious Incompetence to Mastery
- Classic Theories
 - Cognitivism
 - Rote Learning
 - Behaviourism
 - Role of Memory
- Andragagy vs Pedagogy
- Contemporary Theories
 - Interactionism
 - Action Learning
 - Constructivism
 - Accelerative Learning
 - Experiential Learning
 - Learning Styles

Unit 2:

CURRICULUM DEVELOPMENT

- Impact of External Environment & Globalization
- Using the 'PESTEL' Model
- Influences from Internal Environment
 - Organizational Culture and Stakeholder Demands
 - Role of Values, Vision and Mission
 - Organizational Learning Needs
 - Employee Learning Needs
 - Quality & Productivity Demands
 - Budget and other Resource Constraints
- Identifying Needed Resources and Materials

Unit 3:

HUMAN RESOURCES DEVELOPMENT

- Individual/Employee Learning and Development
- Team Development
- Organization Development
- Drawing up a Training Plan
- Developing Learning Resources and Materials
- Long Term vs Short Term Development

Unit 5:

MEMORY AND RECALL

- What is memory and how it works
- Memory is electro-chemical
 - Role of Neuro transmitters
- Memory and Systems Storage
- Memory and the Brain
- Role of Emotions in Memory
- Different types of Memory
- Causes of poor memory/forgetting
- Role of Sleep and Memory
- Nutrition and Memory
- Memory Improvement Techniques

Unit 4:

DESIGNING A FULL AL SESSION

- Developing a Conducive 'Climate'
- Knowing the Environment
- Considering Budget & Resources
- Planning and Preparation
- Writing Learning Objectives
- Developing a 'Lesson' Plan
- Selecting a Learning Styles Mode
- Incorporating the Multiple Intelligences Model
- Role of Music in Learning
- Alpha Learning Activities
- Guided Imagery and Visualization
- Incorporating "Neuro Linguistic Programming (NLP)"
- Multi – Sensory Experiences
- Role of Educational Kinesiology
- Body Sculpturing
- Use of Drama, Song, Dance and Sketches etc
- Nutrition, Exercise and Breathing
- Note Taking and Mind Mapping

3rd Workshop

Facilitating Group Learning Programs : Incorporating Learning, Delivery and Facilitation

Unit 1

THE ROLES AND FUNCTIONS IN LEARNING AND DEVELOPMENT

- Learning Experience Designer
- Teaching vs Training vs Lecturing vs Instructing
- The Role of the Facilitator
- Coaching vs Counselling vs Mentoring
- Facilitation Competencies
- The International Association of Facilitators (IAF) list of competencies
- Matching Competencies with Roles and Functions

Unit 2

IDENTIFYING VENUE AND ROOM SET UP

- Forums vs Lectures vs Seminars vs Workshops
- Class room set up
- Table clusters set up
- Learning Labs & Computer Aided Learning
- Outdoor Locations
- Use of Technology and Audio-Visual Aids
- Understanding Accoustics, Lightining & Seating
- Checking availability and effectiveness of equipment, facilities and technology
- Ensuring Minimal Distractions and Interruptions

Unit 3

THE FACILITATOR AS A COMMUNICATOR/PRESENTER

- Principles of Communication in Learning
- Identify Communication Blocks, Barrier and Filters
- Putting Learners at Ease
- Confidence Builders for Facilitators
 - Role Modelling
 - Use of Anchoring
 - Knowing You Know
- Essential Competencies
 - Knowledge
 - Skills
 - Attitudes
- Listening Skills
- Questioning Skills
- Presentation Skills - Speaking in Public
- Verbal and Non verbal Language and Power Point Slides
- Use of Movies and Videos Clips
- Use of Computers in Classrooms
- Facilitating Group Discussion
- Interaction with Learners
- Use of the Case Method
- Room 'ownership' Knowing the Room
- Positioning Yourself and Movement
- Use of Humour

Unit 4

GROUP FACILITATION TECHNIQUES

- Cultural Appropriateness and Cultural Differences
- Use of Icebreakers
- Clarifying Learning Objectives and group expectations
- Encouraging Participation
- Handling 'difficult' participants
- Providing support
- Summarizing Group Learnings
- Use of Charts, Graphics , Posters etc
- Some Common or Popular Techniques
 - Birds of a Feather
 - Open Space Technology
 - The World Café
 - The 'ORID' method
 - Share a Method
 - Appreciative Enquiry
- Use of 'Games' or Activities

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4th Workshop

EVALUATING, LEARNING EFFECTIVENESS AND LEARNING OUTCOMES

Unit 1:

WHAT TO MEASURE & EVALUATE

- Measuring Learning:
 - Results or Outcomes
- Measuring Behaviourial Change
- Measuring New Skills Learnt
- Measuring Knowledge Acquired
- Measuring Altitudinal Change
- Evaluating the Effectiveness of Inputs
 - Self Directed Learning
 - Teaching/Instructing/Training
 - Coaching/Counselling/Mentoring
 - Facilitation Skills/techniques

Unit 2

HOW TO EVALUATE & MEASURE

- Types and Sources of Data
- Quantitative Techniques
 - Use of Statistics
 - Measures of Costs Saved
 - Measures of Revenue Increased
- Qualitative Techniques
 - Behaviourial Observation
 - Interviewing Techniques
- Linking evaluation into Performance Appraisal, Review and Feedback Systems
- Ethics and Confidentiality Factors

Unit 3

WHEN TO EVALUATE

- Importance of Timing
- Avoiding the 'Hawthorne' Effect
- Pre and Post program evaluation
- On going Learning
- Immediate Learning (end of session)
- Intermediate (Days or weeks after)
 - Importance of practice
 - Integrating 'on –the –job' learning
- Long Term Learning (months/years)
- Allowing for Variables (See Stats/Validation)

Unit 4

VALIDATION METHODS

- Use of objective. quantitative measures
- Understanding Variables
 - Dependent
 - Interdependent
 - Intervening
 - Moderating
- The Self Fulfilling Prophecy & Motivation
- The 'Placebo' Effect
- Benchmarking
- Tying into the prescribed learning objectives
- Avoiding Assessor Bias & Prejudices
- Design and Use of Evaluation Forms and Documentation
- Computerised Evaluation Form
- Use of '360 degree' feedback

FEE STRUCTURE AND COSTS

Certified PRACTITIONER WHALE/YABDI)	Advanced Professional Certificate	Post Graduate Professional Diploma
A 40 hour program for existing professionals	An 6 – 8 month, 120 hour, program of 4 action learning (AL) workshops/projects	A 6 -12 month Action Research (AR) based program
Normal Fees : RM3000.00 (For five days of workshop, books, materials, refreshments, assessment and certificate)	Normal Fees: RM4000.00 Four, 2 day AL set meetings – each : RM 1000.00 Includes Mentoring on the 4 project papers	Normal Fees : RM4800.00 For mentoring of the 6, AR papers : RM800.00 each (which can be for approx 2 hours per paper)
EduMind Associates or Centre Partners : RM3000.00	Note: Up to 70% (or RM2800.00) in transfer credits may be applied for (These can come from the WHALE YABDI Certification Program)	Note: Up to 60% (RM2800) in transfer credits may be applied for, from the Advanced Professional Certificate or other APEL qualifications.
Note: Exemptions may be applied for	Balance: RM1200.00	Balance : RM2000.00
Intakes: Scheduled for one per quarter	Intakes: Average 1 each six months or when a student set (4-6 people) can be assembled)	Intakes : On a rolling or continuous basis

Exemptions are based on ‘Approved Prior’ Experiential Learning’ (APEL) are shown as CREDIT TRANSFERS.

APEL Exemptions can be applied. Forms attached