



# **Competency Based Learning Materials (CBLM)**

**Competency Based Training and Assessment (CBT&A)  
Methodology**

**Level-5**

## **CBLM: Designing and Developing Competency-Based Training Programmes**



**National Skills Development Authority  
Prime Minister's Office  
Government of the People's Republic of Bangladesh**



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National Skills Development Authority  
Prime Minister's Office  
Level: 10-11, Biniyog Bhaban,  
E-6 / B, Agargaon, Sher-E-Bangla Nagar Dhaka-1207, Bangladesh.  
Email: [ec@nsda.gov.bd](mailto:ec@nsda.gov.bd)  
Website: [www.nsd.gov.bd](http://www.nsd.gov.bd).  
National Skills Portal: <http://skillsportal.gov.bd>

This Competency Based Learning Materials (CBLM) on “Designing and Developing Competency Based Training Programmes” under the CBT&A Methodology for Trainers &Assessors, Level-5 qualification is developed based on the national competency standard approved by National Skills Development Authority (NSDA)

This document is to be used as a key reference point by the competency-based learning materials developers, teachers/trainers/assessors as a base on which to build instructional activities.

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This Competency Based Learning Materials is a document for the development of curricula, teaching and learning materials, and assessment tools. It also serves as the document for providing training consistent with the requirements of industry in order to meet the qualification of individuals who graduated through the established standard via competency-based assessment for a relevant job.

This document has been developed by NSDA in association with industry representatives, academia, related specialist, trainer and related employee.

Public and private institutions may use the information contained in this CBLM for activities benefitting Bangladesh.

## List of Abbreviations

CS	- Competency Standard
ISC	- Industry Skills Council
NSDA	- National Skills Development Authority
NSQF	- National Skills Qualifications Framework
BNQF	- Bangladesh National Qualifications Framework
OSH	- Occupational Safety and Health
OHS&W	- Occupational Health Safety and Welfare
PPE	- Personal Protective Equipment
SCVC	- Standards and Curriculum Validation Committee
STP	- Skills Training Provider
SOP	- Standard Operating Procedure
TNA	- Training Need Analysis
FGD	- Focus Group Discussion
KIIs	- Key Informant Interviews
UoC	- Unit of Competency
EC	- Executive Committee
CBT&A	- Competency based Training & Assessment
CBC	- Competency based Curriculum
CAD	- Course Accreditation Document
CBLM	- Competency Based Learning Materials



Approved by

---th Executive Committee (EC) Meeting of NSDA

Held on -----

Deputy Director (Admin)

and

Officer of Secretarial Duties for EC meeting  
National Skills Development Authority



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## How to use this Competency Based Learning Materials (CBLMs)

The module, Designing and Developing Competency Based Training Programmes contains training materials and activities for you to complete. These activities may be completed as part of structured classroom activities or you may be required you to work at your own pace. These activities will ask you to complete associated learning and practice activities in order to gain knowledge and skills you need to achieve the learning outcomes.

1. Review the **Learning Activity** page to understand the sequence of learning activities you will undergo. This page will serve as your road map towards the achievement of competence.
2. Read the **Information Sheets**. This will give you an understanding of the jobs or tasks you are going to learn how to do. Once you have finished reading the **Information Sheets** complete the questions in the **Self-Check**.
3. **Self-Checks** are found after each **Information Sheet**. **Self-Checks** are designed to help you know how you are progressing. If you are unable to answer the questions in the **Self-Check** you will need to re-read the relevant **Information Sheet**. Once you have completed all the questions check your answers by reading the relevant **Answer Keys** found at the end of this module.
4. Next move on to the **Job Sheets**. **Job Sheets** provide detailed information about *how to do the job* you are being trained in. Some **Job Sheets** will also have a series of **Activity Sheets**. These sheets have been designed to introduce you to the job step by step. This is where you will apply the new knowledge you gained by reading the Information Sheets. This is your opportunity to practice the job. You may need to practice the job or activity several times before you become competent.
5. Specification **sheets**, specifying the details of the job to be performed will be provided where appropriate.
6. A review of competency is provided on the last page to help remind if all the required assessment criteria have been met. This record is for your own information and guidance and is not an official record of competency

When working through this Module always be aware of your safety and the safety of others in the training room. Should you require assistance or clarification please consult your trainer or facilitator.

When you have satisfactorily completed all the Jobs and/or Activities outlined in this module, an assessment event will be scheduled to assess if you have achieved competency in the specified learning outcomes. You will then be ready to move onto the next Unit of Competency or Module

# **MODULE CONTENT**

## **Unit of Competency: Design and Develop Competency Based Training Programmes**

### **Module Title: Designing and Developing Competency Based Training Programmes**

**Module Description:** This module covers the knowledge, skills and attitude required to design and develop competency-based training programmes. It includes identifying the scope of the training programmes, designing training programmes outline, developing training programmes contents and assessment criteria, evaluating designed training programmes and reviewing designed training programmes.

**Nominal Duration: 30 Hours**

#### **Learning Outcomes:**

1. Upon completion of this module the trainees must be able to:
2. Identify scope of training programmes
3. Design training programmes outline
4. Develop training programmes contents and assessment criteria
5. Evaluate designed training programme
6. Review designed training programmes

#### **Assessment Criteria:**

1. Purpose of training programme is clarified with key stakeholders.
2. Type and scope of training programmes are ascertained.
3. Competency standards and/or relevant training specifications are accessed based on existing training programme.
4. Training environment, operational resources and learner characteristics required to develop training programme is identified and considered.
5. Training programmes outcomes are formulated based on training needs analysis.
6. Time frames are allocated based on learning outcomes depending on learner characteristics.
7. Learning outcomes are formulated to meet programmes outcomes.
8. Training approaches are decided based on training needs analysis.
9. Resources required for training are determined based on learning outcome and learner characteristics.
10. Training components and learning outcomes are sequenced to meet programmes outcomes.
11. Training programmes costs are estimated according to training programmes outline.

12. Subject matters are determined based on learning out comes.
13. Subject matters are sequenced considering the principles of teaching and learning process and learning outcomes.
14. Delivery strategies, required assessment methods and instruments for training programme are determined and confirmed.
15. Assessment and certification criteria are determined according to criterion reference method.
16. Completed learning programme is documented in line with organizational and national qualifications requirements.
17. Feedback is obtained from client / relevant authority/ pilot programmes as per standard organizational procedures.
18. Necessary changes are made based on feedback to proceed training programmes.
19. Drafts of training programmes and contents are reviewed with key stakeholders.
20. Drafts of training programme and content are adjusted to reflect the review outcomes.
21. Final approval of structure, contents and training programme are obtained from appropriate authority

## **LEARNING OUTCOME 1: IDENTIFY SCOPE OF TRAINING PROGRAMMES**

### **ASSESSMENT CRITERIA**

1. Purpose of training programme is clarified with key stakeholders.
2. Type and scope of training programmes are ascertained.
3. Competency standards and/or relevant training specifications are accessed based on existing training programme.
4. Training environment, operational resources and learner characteristics required to develop training programme are Identified and considered.

### **CONTENTS:**

- Identifying scope of training programmes

### **CONDITIONS:**

Trainees must be provided with the following:

- Facilities and equipment relevant to the activity
- Resources and materials relevant to the activity
- Time to accomplish the activity

### **METHODOLOGIES:**

- Lecture/discussion
- Demonstration/application
- Presentation

### **ASSESSMENT METHODS:**

- Written test
- Demonstration
- Oral Questioning
- Observation with checklist
- Portfolio.

## Learning Experiences 2.1-1

### Learning Outcome 1

#### IDENTIFY SCOPE OF TRAINING PROGRAMMES

Learning Activities	Recourses/Special Instructions
Identify scope of training programmes	<ul style="list-style-type: none"><li>• Read Information sheet 2.1-1. The competency assessment.</li><li>• Answer Self-check 2.1-1, refer to answer key 2.1-1 to check if you have answered the questions correctly.</li></ul>

# Information Sheet 2.1-1

## Identifying Scope of Training Programmes

### Learning Objective:

After reading this Information Sheet, you must be able to identify scope of training programmes.

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### Training Programme

“Competency-based training programme is a structured approach to training and assessment that is directed toward achieving specific outcomes. It is about assisting individuals to acquire skills and knowledge so they are able to perform a task to a specified standard under certain conditions”.

A training programme provides the basis for an organized and integrated learning process by outlining the processes of training and assessment.

It is a responsibility of the facilitator or trainer to design the learning programme, with the freedom to design whatever is required to deliver the Training Package in line with unit of competency and assessment guidelines meeting the needs of enterprises and learners.

Learning programmes is to a vocational training programme based around unit/s of competency from an module in an accredited course. These can be delivered in the workplace, in a training environment, as part of an institutional SKILLS programme or a new apprenticeships or traineeships programme.

However, a facilitator or trainer could also design and develop learning programmes for a range of other training purposes such as delivering short courses, providing workplace learning that is not nationally recognized and for induction training or other professional development.

The Learning/Training Programme provides a documented guide to support a unified and integrated learning process for the learner. It includes:

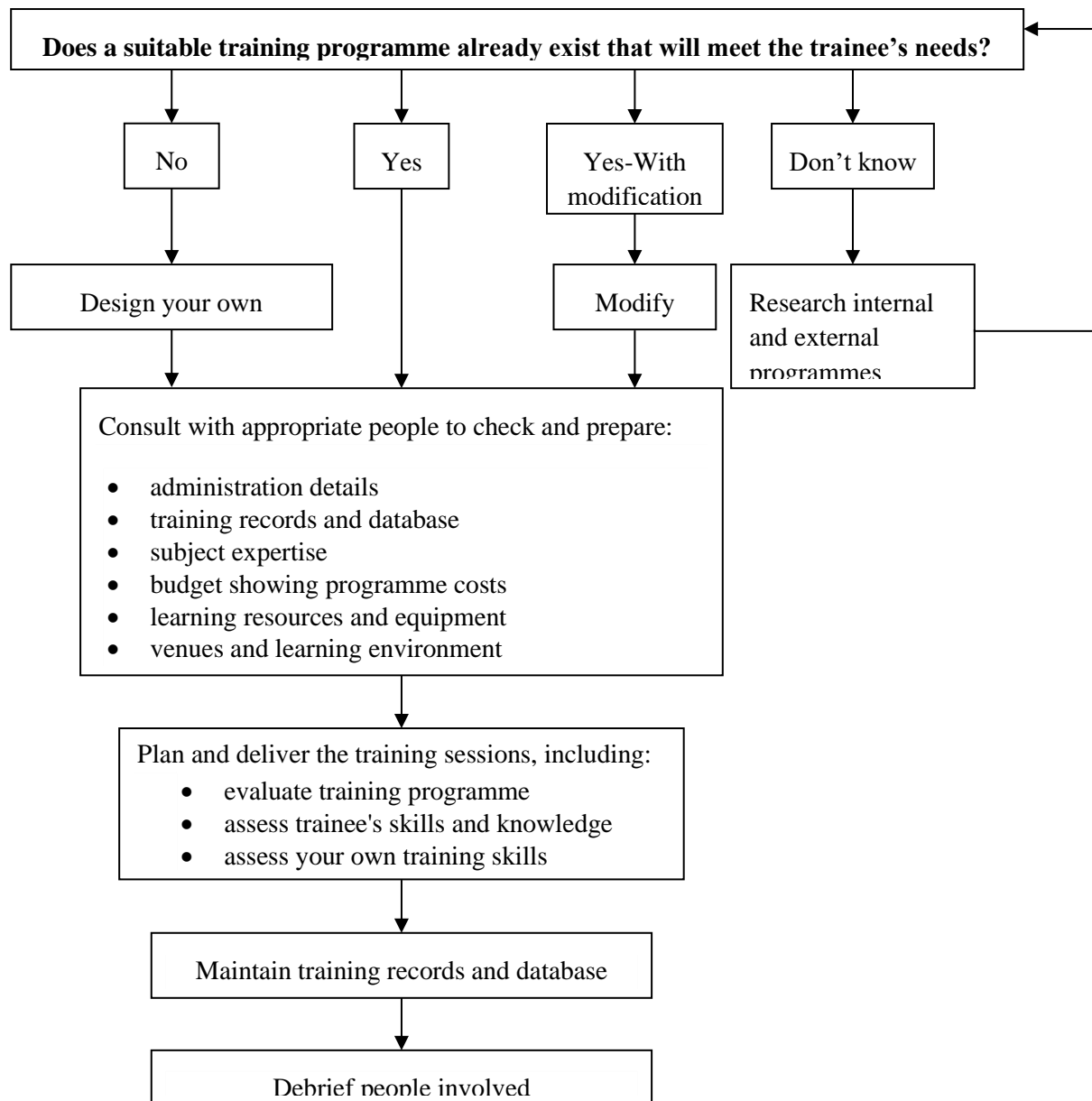
- its purpose
- the target group, their needs and characteristics
- the competencies or other benchmarks to be achieved
- the specific learning outcomes derived from the benchmarks for each chunk or segment of the learning programme
- an overview of the content to be covered in each chunk or segment
- learning resources, learning materials and activities for each chunk or segment
- number and duration of training sessions or classes required and overall timelines
- delivery methods for each chunk or segment OHS issues to be addressed in delivery
- identification of assessment points to measure learner progress
- assessment methods and tools to be used to collect evidence of competency, where assessment is required.

## **THE PROCESS OF DESIGNING A TRAINING PROGRAMME**

The following set of steps shows the process we will be working with throughout the rest of this module.

- Identify the overall aim.
- State the learning outcomes.
- Specify the assessment criteria and assessment conditions.
- Identify the topics the trainees must know.
- Sequence these topics.
- Identify sub-topics.
- Allocate amounts of time for each topic
- Determine the number of training sessions required.

## An overview of programme development, delivery and management



*Some of the stages shown in this flow chart will be dealt with in other CBT&A modules*

Such stages are as below:

- Select appropriate learning activities.
- Select appropriate learning resources.
- Select appropriate assessment methods.

Experienced trainers find they often modify this process depending on the circumstances. For example, they may:

- **Rearrange the order**, such as selecting the appropriate assessment methods immediately after identifying the learning outcomes and assessment criteria;

- **Combine several steps and work on them simultaneously**, such as identifying the topics, allocating amounts of time for each topic and determining the number of training sessions required for the whole programme.

Various factors influence the order of the steps. The following scenarios show how trainers can be expected to begin their planning from different starting points depending on how their organization operates.

***Scenario 1***

*The trainer is given a curriculum to follow which clearly describes the learning outcomes and assessment criteria for X.*

***Scenario 2***

*The trainer is told to use the agreed industry standards to develop learning outcomes and assessment criteria for X.*

***Scenario 3***

*The trainer is briefed on an overall aim for training in X and then has to develop appropriate learning outcomes and assessment criteria, when there are no company standards, industry standards or curriculum for X.*

***Scenario 4***

*The trainer is expected to find the relevant documents which outline the company's standards for X and then use them to develop appropriate learning outcomes and assessment criteria.*

***Scenario 5***

*The trainer is involved in a discussion of general details of X and a brief programme outline, and from this develops appropriate learning outcomes and assessment criteria.*

## CONSULT WITH THE KEY STAKEHOLDERS

Trainers need to consult with the key stakeholders to gather information about what they require or what they are trying to achieve in order to design a learning programme that will meet that need.

A trainer needs to gather as much information as possible to get a thorough understanding of what is required. To define the scope of the learning programme, a trainer should gather information about the following. This will assist the trainer in interpreting the client's requirement.

Purpose	Consideration
The purpose of the learning programme	<ul style="list-style-type: none"> <li>✓ Why is a learning programme required?</li> <li>✓ What is it you are hoping to achieve?</li> </ul>
The benchmarks to be achieved	<ul style="list-style-type: none"> <li>✓ What competency standards or other benchmarks must be met?</li> </ul>
The specific learning objectives for the learning programme	<ul style="list-style-type: none"> <li>✓ What are the specific learning objectives, outcomes or goals of the learning programme that reflect the benchmarks?</li> <li>✓ What knowledge, skills and attitude do you want the learners to demonstrate as a result of participating in the learning programme?</li> </ul>
The scope of the learning programme	<ul style="list-style-type: none"> <li>✓ How many competencies need to be achieved?</li> <li>✓ What skills need to be developed?</li> <li>✓ What activities need to be encompassed in the learning programme?</li> <li>✓ What specific organizational learning needs to be addressed?</li> </ul>
The target group learners	<ul style="list-style-type: none"> <li>✓ Who is the learning programme for and what are their characteristics?</li> </ul> <p>Ask about them</p> <ul style="list-style-type: none"> <li>• socioeconomic background</li> <li>• cultural background and needs</li> <li>• age group</li> <li>• language</li> <li>• literacy and numeracy needs</li> <li>• motivation for learning</li> <li>• learning style and preferences</li> </ul>

Purpose	Consideration
	<ul style="list-style-type: none"> <li>✓ Can you gather a profile of the learners?</li> <li>✓ Are they learning as a group or at an individual pace?</li> <li>✓ What level of work experience have they had?</li> <li>✓ What formal education have they achieved?</li> <li>✓ Is the group aware of the need for learning and are they positive about learning the required competencies?</li> <li>✓ Are there access and equity issues?</li> </ul>
The learning environment	<ul style="list-style-type: none"> <li>✓ Where will the learning take place?</li> <li>✓ Will the learning environment be the same for all learners or will their situations differ?</li> <li>✓ Will it be an operational workplace or simulated?</li> <li>✓ Is it in a room, at a college, school or community setting, or at home?</li> <li>✓ Will it be online?</li> </ul>
The operational resource requirements	<ul style="list-style-type: none"> <li>✓ What resources are required to plan, design and deliver the learning programme?</li> <li>✓ What is provided and what will need to be budgeted for?</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>• staffing needs,</li> <li>• guest speakers,</li> <li>• technical and support staff,</li> <li>• equipment and technology,</li> <li>• learning materials and resources,</li> </ul>

## IDENTIFY THE PURPOSE OF THE PROGRAMME

When a trainer is designing a programme, he needs to identify the purpose the training that eventually will support organizations to:

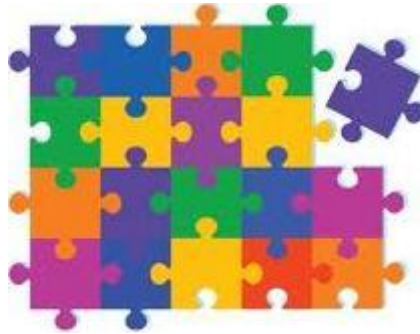
- meet new legislation, licensing or registration requirements
- meet regulatory and OSH requirements
- certification
- Skills development – using new equipment, or doing something in a new way
- People development – gaining management skills, or improving people’s work ability in some way
- Organizational change – changing the way that work is done by people, such as introducing new procedures, policies and standards
- Meet legal requirements – doing things the right way, such as fire evacuations and other OHS requirements
- Modification of an existing learning programme – changing a new-employee induction programme to reflect other changes in the workplace

Within specific work-places, we can expect that there will be specific purposes for learning. The following table shows some common ones.

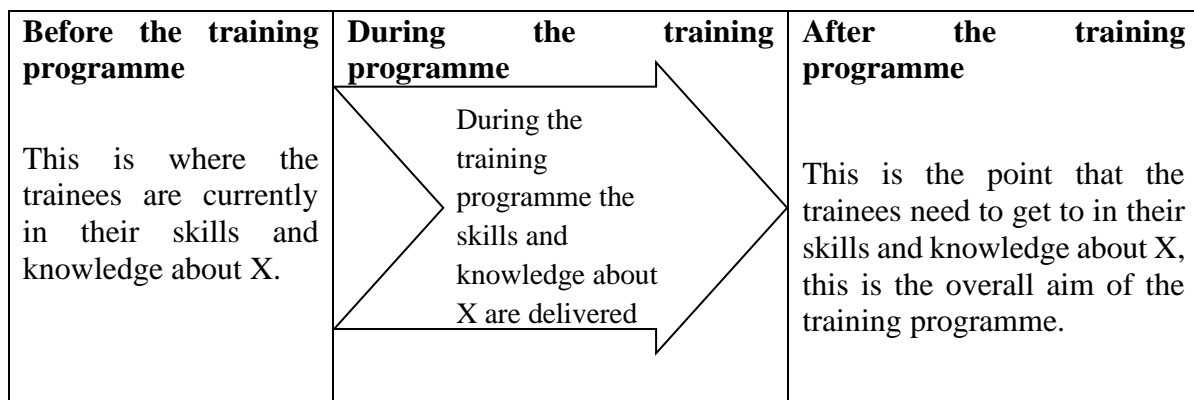
Purpose or Objective	Example
To cover a skills gap	<ul style="list-style-type: none"> <li>- new computer programme</li> <li>- workplace assessor</li> </ul>
To upskill their workforce	<ul style="list-style-type: none"> <li>- introduction of email</li> <li>- change to a database</li> <li>- introduction of a new product</li> </ul>
To bring a better level of service to the customer	<ul style="list-style-type: none"> <li>- handling complaints</li> <li>- building a cross functional team culture</li> <li>- quality assurance</li> </ul>
To bring about a change in culture	<ul style="list-style-type: none"> <li>- move to self-directed work teams</li> <li>- multiskilling</li> <li>- becoming a learning organization</li> </ul>
To conduct mandatory training	<ul style="list-style-type: none"> <li>- OHS</li> <li>- first aid</li> <li>- workover</li> <li>- safety rules</li> <li>- inductions</li> </ul>

## IDENTIFYING THE OVERALL AIM OF YOUR TRAINING PROGRAMME

If you have ever tried to solve a jigsaw puzzle, you will know that it is much easier if you have a completed picture of it. The same is true when designing a training programme. It is necessary to first have a big picture of what the trainees should be able to do as a result of the training and how that will be assessed.



We create that big picture of the end product by establishing an overall aim for the training programme. This aim is a general statement of the focus and direction of the programme or course and sets the boundaries for the types of learning outcomes expected. It is very similar to the vocational need you decided on earlier.



The **overall aim** for a training programme is a general description of the main work tasks and topics of information the trainees need.

**Examples of titles and overall aims for training programmes in the workplace are:**

**Title**

**Overall aim**

Photocopier Operator

to photocopy the pages of a report back-to-back, then collate and staple them.

Lathe Operator

to safely start, operate, maintain, shut down, clean, report problems about and keep relevant records for the lathe.

PC Printer Installation      to safely install software, follow installation instructions, assemble printer carriers, ink cartridges, paper trays, cabling and then carry out test print.

Many people find they want to include lots of detail in the overall aim because they are concerned these specific points might be overlooked or forgotten. These specific details will be included in the learning outcomes and assessment criteria.

## **IDENTIFY THE LEARNING OUTCOMES**

Once the overall training aim has been determined, the next step is to identify a set of learning outcomes that will meet the aim.

The learning outcomes must be described in much more precise detail because they will be used to plan the information, skills and activities presented in the training sessions.

Learning outcomes are statements which drawn from the industry competency standards to clearly describe all the skills the trainee should be able to perform as a result of the training. It is important to understand that all the learning outcomes are derived from the elements of different unit of competencies.

**Learning Outcomes** need to meet 3 (three) criteria.

1. They must be **observable**. Can you actually see or observe the progress of the trainee?
2. They must be **measurable**. Can you measure the output or progress of the trainee?
3. They must be written with **action verbs** that are **clear** and **cannot be subject to ambiguity or misinterpretation**.

Learning outcomes should **begin with action verbs** and must be clear. An action verb gives a concise description of the type of activity that the trainee must be able to do at the end of the training programme.

Here are some action verbs:

**Learning outcomes should begin with action verbs and must be clear.**

- perform
- operate
- cut
- state
- specify
- carryout
- identify
- produce
- explain

The following verbs and phrases are not suitable because they are not observable, not measurable and not precise:

- understand
- realize
- be aware of
- show interest in
- know

## **IDENTIFYING THE ASSESSMENT CRITERIA**

Assessment criteria are the key indicators that we use to tell whether the trainees have achieved the learning outcomes to the required standards.

They include all the qualities, attributes and characteristics that:

- competent workers are expected to show when they carry out the skills;
- must be evident in the end product made by the worker.

It is a quite like having a checklist of the things a person would do to achieve the learning outcome.

Below listed documents can be useful for finding assessment criteria for the learners. These documents include:

- Qualification accreditation document
- Industry Competency Standards
- Standard Operating Procedures (SOPs)

These documents include the **standards** in **quality**, **quantity** and **time** that the trainees have to meet when performing the vocational skills.

When the trainees feel they are ready to be assessed in the skills or information they have been learning, the standards are used to assess whether they are performing competently.

When identifying *assessment criteria*, it helps to ask the question:

**'What must the trainees have done to show that they have achieved the learning outcome?'**

When identifying *assessment conditions*, it helps to ask the question:

**'What conditions or standards had to be met as the trainees carried out their assessment?'**

Another useful test for assessment criteria and conditions is to ask these two questions:

1. Are they sufficient to achieve the learning outcome?
2. Are they essential to the achievement of the learning outcome?

### **The Target Group Learners and Their Characteristics**

People are not the same. Some people learn better by reading things, others learn better by doing things and others learn better by talking about them. Some people cannot read. Other people cannot read English. Some have never had a job. Others have a number of jobs. Some have short attention spans. Some can concentrate for hours. Some cannot sit still and need to be active. Others cannot stand up at all.

There are many ways that people learn, and there are many needs that people may have. The learning **needs** of people are influenced by their other characteristics. This is because people:

- Learn in different ways
- Learn at a different pace
- Have different backgrounds (educational, ethnic, employment, etc)
- Have different reasons for learning
- Are motivated in different ways and by different things
- Respond differently to challenges presented in learning programmes

We often find that the training that we are planning is targeting a particular group of learners, who share at least some characteristics. This does not mean that they are all the same or that they all have the same learning needs. It does mean, however, that there might be a narrow range of learning needs that we need to plan for.

Common **groups** of learners that we come across include:

- existing employees
- new employees to the workforce
- apprentices or trainees
- individuals learning new skills and knowledge
- individuals seeking to upgrade skills and knowledge
- Person with disabilities (PWDs) at workforce
- Unemployed people
- Employees requiring skills to meet legal requirements

The third thing that we consider before designing our learning programme are the actual characteristics of the learners themselves. These are the things that will directly affect how each learner will respond to any part of your learning programme.

A trainer needs to analyze and understand the characteristics of learners and based on this information he can design the learning programme.

**Characteristics may include:**

- length of experience
- special needs—physical or psychological
- motivation for learning
- language, literacy and numeracy needs
- learning style and preferences.
- socio-economic background, cultural background and needs
- level and previous experiences of formal education
- skills or competency profile
- age

The Learner Characteristics Table gives some examples of these, and how they might affect your learning programme.

Characteristic	Example	How it affects your learning programme
Length of experience	Lots of experience	Pace of activities may be faster
	Narrow breadth	Need for detailed explanations may be required
Special needs- Physical or psychological	Advanced development	Learner will require stimulating activities
	Poor vision	Large print tasks, with emphasis in verbal learning
Motivation for learning	High motivation	Lots of discussion and range of activities
	Poor motivation	Short bursts of highly personally relevant activities
	Poor literacy	Avoid use of written activities

Characteristic	Example	How it affects your learning programme
Language, literacy and numeracy needs	Poor English skills	Use non-technical language
Learning style and preferences.	Auditory	Focus on spoken tasks
	Kinesthetic	Focus on tasks that have a physical component
Socio-economic background cultural background and needs	Unique culture	Ensure activities are culturally appropriate
	Low income background	Provide all resources that are required (e.g. stationery, morning tea)
Level and previous experiences of formal education	Incomplete high school	Need for high levels of support for how to learn as well as what to learn
	University graduate	Opportunities for peer learning to use their knowledge for other learners
Skills or competency profile	Already competent	Move toward RPL
	Very low levels	Move toward bridge training before entering course related to actual training needed
Age	Older	Include opportunities to share experiences
	Younger	Provide context and relevance for training

A critical component of the learning programme requirement is to **clearly identify the learners**. A trainer may know what has to be learnt, but who are the group of people that need to gain these new skills and competencies?

Finding out about them will help design a learning programme that meets their needs as well as that of the client and the organization.

What similarities are there between the groups of people who will undertake the learning programme?

What is their current skills level?

Adult learners generally like to have an active role in their personal development, so involving them in designing the programme will influence them to be involved in the programme and support it.

There are many different ways to find out about the target group of learners. For example, information from employers or company files, discussions with supervisors or the individuals themselves, or by observing learners in the workplace. At times, you may gather a more accurate picture of the learners by speaking to them directly, rather than a manager who is not involved in their daily operations. Trainers need to find out if they have specific needs that must be incorporated into the learning programme design.

### **The Training Environment**

If a trainer going to design and develop training programmes, it is very important to understand that learning environment. When design and develop training programmes, a trainer will be facilitating a learning environment that contains 3 (three) main components.

- the learners
- the content of the learning
- the trainer or facilitator.

There is a very clear relationship between the three components, and a trainer needs to know how to bring them together to create effective learning.



## Different Modes of Training

These different modes of training give you an outline of the aspects you will need to consider when planning your training programme. The training may be:

1. Off-the-Job in your organization's training room.
2. Off-the-Job but located in the trainee's usual workplace.
3. Off-the-Job in a special demonstration area.
4. On-the-Job at usual workplace.

### 1. The training programme is conducted Off-the-Job, in the organization's training room

In this scenario a group of trainees from within the organization undertake a training programme that must be done in the organization's training room. This situation requires the most in depth explanation and we will examine it in great detail in the module called 'Preparing and delivering training sessions'.

### 2. The training programme is conducted Off-the-Job, but located in the trainee's usual workplace

In this training situation the trainees will be released from performing their regular work tasks for a set period of time, such as an hour each day for two weeks, but the training will be in their usual work place location.

This scenario can be for a trainee learning about a new work system or process but:

- the old and new work processes are being used simultaneously;
- the new equipment or system isn't fully installed yet;

In these situations, there is some leeway or breathing space before everyone is expected to be competent in the new ways.

The training may be with one trainee or a small group of two or three.

The resource materials will usually be the same as for the on-the-job situation with the addition of special written exercises created by:

- a commercial producer
- an in-house expert
- trainer
- the staff who are being trained
- other more experienced staff in the same section

Keep track of the trainees' progress and assess the learning outcomes against the assessment criteria and conditions in the same way as in the on-the-job situation.

The trainees' requirements for training space will also be the same as for the on-the-job situation, with one additional factor—other staff who are not being trained may see this as time off for the trainees. trainer may find that the section manager asks for, or would appreciate, your help in handling the dynamics of this situation.

A trainer may suggest:

- offering training to them in work skills they need
- moving the training out of the view of the other workers

The trainees' need for access to resource people and for ongoing practice is the same as for on-the-job training. They can also use their experienced co-workers and each other as potential resources during and after the training programmes.

**3. The training programme is conducted Off-the-Job, in a special demonstration location**

This training scenario is required at times when the machinery or equipment is not available in the trainees' work place or in the training room.

The trainee or group of trainees attends a demonstration of a particular skills held in the work location where this skills is usually performed.

Time is a crucial factor in this type of training for two reasons.

- a. The demonstration may have to start at a precise time because of the demonstrator's work schedule.
- b. The trainees often leave their regular workplace to attend the demonstration and are expected to return as soon as the training is over.

It could be your responsibility to make sure that the times are adhered to precisely. Trainees should arrive at the demonstration on time and return to their workplace on time.

Resource materials may include safety instructions, OHS&W requirements, maintenance reports, follow up notes, diagrams, and SOP manuals.

Resource people may include an experienced highly skilled operator (who may be you) to demonstrate. Can this operator provide the theoretical information for the trainee as well as the practical skills, or do you have to?

**4. The training programme is conducted On-the-Job**

In this situation the trainee is expected to continue with regular work tasks but is allowed extra time to complete each task because of the training aspect. Clients agree to this arrangement.

On-the-job training is often required when the trainee cannot easily be released because:

- the work load is too heavy
- a new system such as an office computer system, is already in place
- new specific machinery has been installed.

You could combine several of these modes of training into one training programme depending on the different arrangements that exist in the organization. For instance, you could combine:

- in training room + on-the-job practice
- in training room + in demonstration location
- in training room + in demonstration location + Off-the-Job practice in regular workplace
- Off-the-Job in regular workplace + On-the-Job practice

Will it be up to you to consider the trainee's need for ongoing practice and assistance in the future?

Who arranges it?

Who checks the standard during the practice?

Will an expert be available to help the trainee after the initial training?

1. Identify which method is more appropriate to identify information at individual level?
2. Discuss different level of competencies according to BNQF framework?
3. What are the different modes of training?

## Self -Check 2.1-1

**Direction:** Give short answer to the following questions:

1. What is the area should be considered while designing a Learning/Training Programme?

**Answer:**

2. What might be the purpose of designing a Training Programme?

**Answer:**

3. What are the two things need to consider when writing learning outcomes?

**Answer:**

4. Write down 5 action verbs for learning outcome.

**Answer:**

5. What are the common Characteristics of learners?

**Answer:**

6. What are the components of learning environment?

**Answer:**

## **Answer Key 2.1-1**

### **Answer 1**

A Learning/Training Programme should include:

- its purpose
- the target group, their needs and characteristics
- the competencies or other benchmarks to be achieved
- the specific learning outcomes derived from the benchmarks for each chunk or segment of the learning programme
- an overview of the content to be covered in each chunk or segment
- learning resources, learning materials and activities for each chunk or segment
- number and duration of training sessions or classes required and overall timelines
- delivery methods for each chunk or segment OHS issues to be addressed in delivery
- identification of assessment points to measure learner progress
- assessment methods and tools to be used to collect evidence of competency, where assessment is required.

### **Answer 2**

Purpose of training programme:

- meet new legislation, licensing or registration requirements
- meet regulatory and OSH requirements
- certification
- Skill development – using new equipment, or doing something in a new way
- People development – gaining management skills, or improving people’s work ability in some way
- Organizational change – changing the way that work is done by people, such as introducing new procedures, policies and standards
- Meet legal requirements – doing things the right way, such as fire evacuations and other WHS requirements
- Modification of an existing learning programme – changing a new-employee induction programme to reflect other changes in the workplace

**Answer 3**

When writing learning outcomes, a trainer need to always think, are the learning outcomes

- Measurable and
- Observable

**Answer 4**

Active verbs to write learning outcomes are as below:

- operate
- specify
- identify
- produce
- explain

**Answer 5**

Common Characteristics of learners may include:

- Length of experience
- special needs—physical or psychological
- motivation for learning
- language, literacy and numeracy needs
- learning style and preferences.
- socio-economic background cultural background and needs
- level and previous experiences of formal education
- skill or competency profile
- age
- 

**Answer 6**

Learning environment contains three main components.

- the learners;
- the content of the learning; and
- the trainer or facilitator.

## **LEARNING OUTCOME 2: DESIGN TRAINING PROGRAMMES OUTLINE**

### **ASSESSMENT CRITERIA:**

1. Training programmes outcomes are formulated based on training needs analysis
2. Time frames are allocated based on learning outcomes depending on learner characteristics
3. Learning outcomes are formulated to meet programmes outcomes
4. Training approaches are decided based on training needs analysis
5. Resources required for training are determined based on learning outcome and learner characteristics.
6. Training components and learning outcomes are sequenced to meet programmes outcomes.
7. Training programmes costs are estimated according to training programmes outline.

### **CONTENTS:**

1. Designing training programmes outline
  - 1.1 Formulate Training Programme Outline
  - 1.2 Allocation of time frame for training
  - 1.3 Deciding Training Approaches
  - 1.4 Sequencing Course Content
  - 1.5 Cost estimation and resource requirements for competency Based Training Programme

### **CONDITIONS:**

Trainees must be provided with the following:

- Facilities and equipment relevant to the activity
- Resources and materials relevant to the activity
- Time to accomplish the activity

### **METHODOLOGIES:**

- Lecture/discussion
- Demonstration/application
- Presentation

### **ASSESSMENT METHODS:**

- Written test
- Demonstration
- Oral Questioning
- Observation with checklist
- Portfolio.

## LEARNING EXPERIENCES 2.2-1

### Learning Outcome 2

#### DESIGN TRAINING PROGRAMMES OUTLINE

Learning Activities	Resources/Special Instructions
Design training programmes outline	<ul style="list-style-type: none"><li>• Read Information sheet 2.2-1. The assessment methods.</li><li>• Answer Self-check 2.2-1, refer to answer key 2.2-1 to check if you have answered the questions correctly.</li><li>• Perform Task from Task sheet 2.2-1, refer to performance criteria checklist 2.2-1 to check if you have answered the questions correctly.</li><li>• Perform Task from Task sheet 2.2-2, refer to performance criteria checklist 2.2-2 to check if you have answered the questions correctly.</li></ul>

# Information Sheet 2.2 -1

## Designing Training Programmes Outline

### Learning Objectives:

After reading this Information Sheet, you must be able to design outline for a training programmes.

---

### Formulate Training Programme Outline:

To formulate a training programme outline, it is important to determine the training needs or gap. The training need can be identified through Training Needs Analysis (TNA).

A Training Needs Analysis (TNA) is a review of learning and development needs within an organization or a particular qualification in a qualification. It considers the knowledge, skills and attitude that people need and how to develop them effectively. In order to deliver appropriate and effective training which meets the needs of individuals and the organization, formulate training programme outcome and represents value for money, a TNA is essential.

“Training Needs Analysis” (TNA) is the method of determining if a training need exists and, if it does, what training is required to fill the gap. TNA seeks to identify accurately the levels of the present situation in the target surveys, interview, observation, secondary data and/or workshop. The gap between the present status and desired status may indicate problems that in turn can be translated into a training need.



There are many aspects to training needs analysis, but the essential activity involves:

- Determining what is required to complete the work activity
- Determining the existing skill levels of the staff completing the work
- Determining the training gap (if any)

The training gap is the difference between required and existing skills levels. The word "skills" is generic in this case - it includes the knowledge, skills, attitude and aptitude required to undertake the activity efficiently and effectively. A common term also used is competency, a key concept used in the Bangladesh vocational education and training system.



**The following templates will help to identify training need/gap:**

### SELF-ASSESSMENT CHECKLIST

<b>Trainee's Name:</b>	<b>Date:</b>
<b>Training Period:</b>	

#### INSTRUCTION:

This Self-Check Instrument will give your data that is essential in designing a Training programme. Please check the appropriate box of your answer to each of the questions below.

CAN I? . . . .	YES	NO
<b>GENERIC COMPETENCIES</b>	√	
<b>Work effectively within Bangladesh SKILLS sector</b>	√	
• Interpret SKILLS scenario of Bangladesh and relevant policy documents	√	
• Interpret quality assurance system	√	
• Work within the training organizations	√	
• Manage work relationships with colleagues and clients	√	
• Assist learner to develop competency as per needs and interests	√	
<b>Promote inclusive learning in a CBT&amp;A environment</b>	√	
• Practice inclusivity	√	
• Develop and implement work strategies to support inclusivity	√	
• Promote & respond to diversity	√	
• Promote a culture of inclusive learning	√	

• Monitor and improve work practices	√	
<b>Apply OSH practices in a CBT&amp;A environment</b>	√	
• Identify OSH issues relating to work environment	√	
• Control and report OSH issues	√	
• Conduct work safely	√	
• Follow emergency response procedures	√	
• Maintain and improve health and safety in the work place	√	
<b>Use ICT to Facilitate Teaching and Learning</b>	√	
• Setup work environment	√	
• Utilize word processing application	√	
• Utilize presentation application	√	
• Utilize spreadsheet application	√	
• Use internet to communicate and collect Information	√	
<b>Maintain training equipment and facilities</b>	√	
• Perform housekeeping activities	√	
• Maintain training equipment and Tools	√	
<b>Maintain and enhance professional &amp; technical competency</b>	√	
• Practice professionalism	√	
• Model high standards of performance	√	
• Determine professional development needs	√	
• Determine technical skills development needs	√	
• Participate in professional development activities.	√	
• Plan and develop technical competency	√	
• Reflected evaluate professional and technical competencies	√	
<b>OCCUPATION SPECIFIC COMPETNCIES</b>	√	
<b>Design and modify CBT learning materials and resources</b>	√	
• Analyze existing learning materials and relevant resources	√	
• Adapt existing resources	√	
• Develop new resources	√	
• Review learning materials	√	
• Evaluate the design and development process	√	
<b>Organize competency-based training sessions</b>	√	
• Identify training requirements of trainees	√	

• Modify instructional materials	√	
• Prepare programme delivery plan and relevant session plan	√	
• Arrange learning and teaching resources	√	
<b>Deliver competency-based training</b>	√	
• Arrange training facilities and aids	√	
• Facilitate training session	√	
• Review and evaluate training session delivery	√	
<b>Design competency-based assessment</b>		√
• Determine the focus of the assessment tools/instruments		√
• Plan and organize assessment processes		√
• Document the assessment plan		√
<b>Develop competency Based assessment tool</b>		√
• Establish evidence requirements		√
• Determine suitable assessment methods		√
• Prepare assessment tools		√
• Validate assessment tools		√
<b>Organize and conduct competency-based assessment</b>	√	
• Prepare the assessment venue	√	
• Prepare the candidate	√	
• Conduct assessment	√	
• Gather evidence	√	
• Make the assessment decision	√	
• Record and report assessment decision	√	
• Provide feedback to the candidate's	√	

## EVIDENCES/ PROOF OF CURRENT COMPETENCIES

### EVIDENCE OF CURRENT COMPETENCIES ACQUIRED RELATED TO JOB/ OCCUPATION

<b>Current Competencies</b>	<b>Proof/ Evidence</b>	<b>Means of Validating</b>
<b>Work effectively within Bangladesh Skills sector</b>	Work Experience Certificate Pair Feedback Supervisor's Feedback	
Interpret SKILLS scenario of Bangladesh and relevant policy documents		
Interpret quality assurance system		
Work within the training organizations		
Manage work relationships with colleagues and clients		
Assist learner to develop competency as per needs and interests		
<b>Promote inclusive learning in a CBT&amp;A environment</b>	Trainees Feedback Inclusive Training Materials and Resources	
Practice inclusivity		
Develop and implement work strategies to support inclusivity		
Promote & respond to diversity		
Promote a culture of inclusive learning		
Monitor and improve work practices		
<b>Apply OSH practices in a CBT&amp;A environment</b>	Completed hazard inspection checklist Supervisor's Feedback	
Identify OSH issues relating to work environment		
Control and report OSH issues		
Conduct work safely		

Follow emergency response procedures		
Maintain and improve health and safety in the work place		
<b>Use ICT to Facilitate Teaching and Learning</b>	ICT Aided Teaching and Learning Materials	
Setup work environment		
Utilize word processing application		
Utilize presentation application		
Utilize spreadsheet application		
Use internet to communicate and collect Information		
<b>Maintain training equipment and facilities</b>	Housekeeping Inspection Checklist	
Perform housekeeping activities		
Maintain training equipment and Tools		
<b>Maintain and enhance professional &amp; technical competency</b>	Developed Technical Competency Development Plan	
Practice professionalism		
Model high standards of performance		
Determine professional development needs		
Determine technical skills development needs		
Participate in professional development activities.		
Plan and develop technical competency		
Reflected evaluate professional and technical competencies		
<b>OCCUPATION SPECIFIC COMPETNCIES</b>		
<b>Design and modify CBT learning materials and resources</b>	CBLMs	

Analyze existing learning materials and relevant resources		
Adapt existing resources		
Develop new resources		
Review learning materials		
Evaluate the design and development process		
<b>Organize competency-based training sessions</b>	Session plan, unit delivery plan, Training Outline	
Identify training requirements of trainees		
Modify instructional materials		
Prepare programme delivery plan and relevant session plan		
Arrange learning and teaching resources		
<b>Deliver competency-based training</b>	Completed self-evaluation form, completed peer feedback form	
Arrange training facilities and aids		
Facilitate training session		
Review and evaluate training session delivery		
<b>Design competency-based assessment</b>		
Determine the focus of the assessment tools/instruments		
Plan and organize assessment processes		
Document the assessment plan		
<b>Develop competency Based assessment tool</b>		
Establish evidence requirements		
Determine suitable assessment methods		
Prepare assessment tools		
Validate assessment tools		

<b>Organize and conduct competency-based assessment</b>	Completed All assessment tools	
Prepare the assessment venue		
Prepare the candidate		
Conduct assessment		
Gather evidence		
Make the assessment decision		
Record and report assessment decision		
Provide feedback to the candidate's		

### **SUMMARY OF CURRENT COMPETENCIES VERSUS REQUIRED COMPETENCIES**

<b>Required Units of Competency/ Learning Outcomes based on CBC</b>	<b>Current Competencies</b>	<b>Training Gaps/ Requirements</b>
Work effectively within Bangladesh SKILLS sector	Work effectively within Bangladesh SKILLS sector	
Promote inclusive learning in a CBT&A environment	Promote inclusive learning in a CBT&A environment	
Apply OSH practices in a CBT&A environment	Apply OSH practices in a CBT&A environment	
Use ICT to Facilitate Teaching and Learning	Use information technology (IT) to support learning	
Maintain training equipment and facilities	Maintain and enhance professional practice	
Maintain and enhance professional & technical competency	Maintain training equipment and facilities	
Design and modify CBT learning materials and resources	Design and modify CBT learning materials and resources	
Organize competency-based training sessions	Plan and organize competency-based training sessions	
Deliver competency-based training	Deliver competency-based training	

Design competency-based assessment	Design competency-based assessment	Design competency-based assessment
Develop competency Based assessment tool	Organize and conduct competency-based assessment	Develop competency Based assessment tool
Organize and conduct competency-based assessment	Maintain and enhance technical competency	

### Training Needs/Learning Outcome

Training Needs (Learning Outcomes)	Module Title/ Module of Instruction
Develop competency Based assessment tool	Establish evidence requirements
	Determine suitable assessment methods
	Prepare assessment tools
	Validate assessment tools
Design competency-based assessment	Determine the focus of the assessment tools/instruments
	Plan and organize assessment processes
	Document the assessment plan

### Allocation of time frame for training:

Some concepts or skills will take more time to chive than others, so identify these up fronts, and allow students extra time to absorb or practice the competencies.

Record the time that you will allocate for each unit if competency or content on your training plan, and make sure that you've allowed plenty of time to focus on the core competencies. – if you don't have enough time, you'll need to run additional sessions, or narrow your learning objectives and reduce the number of topics that you plan to cover.

While allocation of training time frames the training designer should consider the following:

- Learning Outcome considering training needs
- Training facilities and resources
- Learners' characteristic
- Cost involvement

### **Deciding Training Approaches:**

Considering the training need analysis and Lerner characteristics now we have to decide the approaches of training. The commonly used training approaches can be chosen from the following list.

- Oral Presentations
- Simulation
- Group Work
- Demonstration
- Laboratory Work
- Assignments
- Group Discussion
- Computer-based learning
- On-the-Job learning
- Illustrated discussion

### **Cost estimation and resource requirements for Competency Based Training Programme:**

Cost estimation is very important for a competency base training programme. We have to focus on each cost element required for a competency-based training. Think of it as all direct and indirect costs associated with courses and materials needed to analyze, design, develop, implement and evaluate. Before you begin planning your budget, start by assessing the training needs of participants.

Resource requirements for Competency Based Training Programme should consider the following

- Training Venue
- Teaching aids
- Learning materials
- Facilities

The sample template can be followed for identifying resources and estimate training cost.

Infrastructure/ Support Requirements	Items	Required Unit		Unit Cost (BDT)	Total Cost (BDT) Non- Residential	Remarks
Training Materials	Flip Chart	2	pcs			
	Marker Pen	1	doz.			
	White Paper	5	ream			
	Note Book	20	pcs			
	Pen	2	doz.			
	Banner	1	pc			
	Training Bag	20	pcs			
	CBLM Print	20	set			
	Materials for practice & skill Assessment	20	L/S			
	<b>Sub-total</b>					
Fees for conducting training	Honorarium for trainers	20	days			
	<b>Sub-total</b>					
Lunch & Refreshment cost	Lunch & Snacks	400	unit			
	<b>Sub-total</b>					
Maintenance cost of Tools & Equipment	Cost for tools/equipment (Workshop)	2	days			
	Venue rent	19	days			
	<b>Sub-total</b>					
Expenditure for assessor panel	Conveyance average	L/S				
	Daily Allowance	L/S				

including co-assessors	<b>Sub-total</b>					
Assessment & Assessors' fees	Skill & Methodology	40	person	1,100		
	<b>Sub-total</b>					
Utilities						
Monitoring Cost						
Contingency						
<b>Total for 15 days</b>						
Local Management cost	Management cost					
<b>Total for 15 days (net payable excluding VAT &amp; IT)</b>						
<b>Total Taka (in word):</b>						

In many training situations, however, there are no guides for us. This is especially the case if our training is not related to an accredited programme, such as a Training Package. In that situation, we need to develop our own programme documentation, and we can base it on existing resources. A tip here is that the 4 (four) dot points that are listed above are a good thing for us to prepare for any training programme that we are developing.

The following table tells us some of the more common resources that are available, and how they can be relevant for us.

<b>Support material/ resources</b>	<b>Relevance/quality</b>
Training Package material and resources including competency standards	Verify whether the Training Package itself or competency standards have been upgraded to a newer version.
Audiovisual resources and equipment	Test for faults that may have developed such as worn videotapes or heads; newer versions of training films may be available.
Activity sheets, case studies, worksheets	Are they suitable to this learning group which may have different characteristics from the last group? A more up-to-date format may be appropriate. Reproduction quality may be impaired by the age of the material.

<b>Support material/ resources</b>	<b>Relevance/quality</b>
Information sheets	If the programme is to be customized, it is easy to overlook the fact that the information/overview data will also need updating.
Overheads presentations	Globe life remaining in the equipment may be minimal transparencies can fade over time, perhaps color transparencies may need to replace black and white ones, information may need to be upgraded.
Role plays, scenarios, assignments etc.	May have old information, scenarios could be dated, layout and format may need upgrading.

### **Sequencing Course Content**

The sequencing of training content and material is almost as important as the content itself. Trainers should be concerned about the logical sequencing of training, because if the lesson does not unfold in a building, reinforcing way, learning may be less effective.

The last step in the design phase is to determine the sequence and structure of the content to ensure the learning objectives are met. A proper sequence provides the learners with a pattern of relationship so that each activity has a definite purpose. Proper sequencing also helps to avoid inconsistencies in the content of the instruction. When material is carefully sequenced, duplication is far less likely.

As an example, a trainer would not have a trainee jump into a hazardous task without first learning some basic information covering related hazards and necessary steps to operate safely.

### **Basic Principles of Sequencing**

- move from simple to complex,
- move from the known to the unknown,
- move from the particular to the general, or
- move from the concrete to the abstract.

The first pattern (simple to complex) is probably intuitively obvious. The other three methods are less obvious, but all derive from the fact that people learn something better when it is rooted in their own experience.

### **Four ways of ordering when introducing a new topic:**

<b>Principle</b>	<b>Example</b>
Simple → complex	When teaching the present tense of verbs in a foreign language, teach the regular verbs before the irregular ones.

Known ↔ unknown	When teaching about which types of plants prefer which types of soil, first ask learners to consider the plants that grow where the learners live and the type of soil there.
Particular ↔ general	When teaching about the behaviour of acids, first consider some particular acids and then draw out the general principles of acids.
Concrete ↔ abstract	When teaching about democracy as an abstract, theoretical concept, first consider some particular instance of democratic systems.

**Five “strategies” to consider in sequencing safety training:**

1. Information should flow from the general to the specific - Move gradually to the many and varied specific on-the-job applications of the concepts discussed.
2. Information should develop from the simple to the complex - The design should begin with a fairly simple overview of the subject to be learned.
3. Training concepts should move from theory to practical application.
4. Training may transition from known to unknown concepts, ideas, or processes.
5. For on-the-job training, sequence the content so that it corresponds to the order in which the tasks are actually performed

The developers identify and select appropriate method of assessment taking into account the requirements of the competency, priority of competency, criteria and parameters of assessing the competency, assessment tool, learning method, availability of time and purpose of assessment.

## Self -Check 2.2-1

**Direction:** Give short answer to the following questions:

1. What are the main aspects of TNA? How do you determine training gap?

**Answer:**

2. What you should consider while allocating time for training programme?

**Answer:**

3. Which are the common Support material/ resources for training?

**Answer:**

4. What are the Training Delivery Approaches?

**Answer:**

5. Write the four principle of Sequencing Course Content.

**Answer:**

## **Answer Key 2.2-1**

### **Answer 1**

Main aspect of TNA:

- Determining what is required to complete the work activity;
- Determining the existing skill levels of the staff completing the work;
- Determining the training gap (if any).

The training gap is the difference between required and existing skill levels.

### **Answer 2**

While allocation of training time frames the training designer should consider the following:

- Learning Outcome considering training needs
- Training facilities and resources
- Learners' characteristic
- Cost involvement

### **Answer 3**

The commonly used training approaches can be chosen from the following list.

- Oral Presentations
- Simulation
- Group Work
- Demonstration
- Laboratory Work
- Assignments
- Group Discussion
- Computer-based learning
- On-the-Job learning
- Illustrated discussion

### **Answer 4**

#### **1. Common Support material/ resources for training**

- Training Package material and resources including competency standards
- Audio-visual resources and equipment
- Activity sheets, case studies, worksheets
- Information sheets
- Overheads presentations
- Role plays, scenarios, assignments etc.

### **Answer 5**

Basic Principles of Sequencing-

- move from simple to complex,
- move from the known to the unknown,
- move from the particular to the general, or
- move from the concrete to the abstract.

## Task Sheet 2.2-1

**Title:** Identification of Training Needs/ Learning Outcome through self-assessment by trainees.

**Performance Objective:** Given templates for identification of training needs, the trainee must be able to Identification of Training Needs/Learning Outcome through self-assessment by trainees.

**Supplies/Materials:** Competency based learning materials, details of a training programme and paper.

**Equipment:** PC, printer, pen, sketch paper.

**Steps/Procedure:**

- Instruct the trainee to complete the self-assessment template
- Identify and collect Evidence of Current Competencies Acquired Related Job/ Occupation from the trainees
- Summarize the Current Competencies Versus Required Competencies of the trainees according to the template
- Identify Training Needs/Learning Outcome
- Identify Module Title/ Module of Instruction
- Document the process

## Specification Sheet 2.2-1

### SELF-ASSESSMENT CHECKLIST

<b>Trainee's Name:</b>	<b>Date:</b>
<b>Training Period:</b>	

**INSTRUCTION:**

This Self-Check Instrument will give your data that is essential in designing a Training programme. Please check the appropriate box of your answer to each of the questions below.

CAN I? . . . .	YES	NO
<b>GENERIC COMPETENCIES</b>	√	
<b>Work effectively within Bangladesh Skills sector</b>	√	
• Interpret Skills scenario of Bangladesh and relevant policy documents	√	
• Interpret quality assurance system	√	
• Work within the training organizations	√	
• Manage work relationships with colleagues and clients	√	
• Assist learner to develop competency as per needs and interests	√	
<b>Promote inclusive learning in a CBT&amp;A environment</b>	√	
• Practice inclusivity	√	
• Develop and implement work strategies to support inclusivity	√	
• Promote & respond to diversity	√	
• Promote a culture of inclusive learning	√	
• Monitor and improve work practices	√	
<b>Apply OSH practices in a CBT&amp;A environment</b>	√	
• Identify OSH issues relating to work environment	√	
• Control and report OSH issues	√	
• Conduct work safely	√	
• Follow emergency response procedures	√	
• Maintain and improve health and safety in the work place	√	
<b>Use ICT to Facilitate Teaching and Learning</b>	√	
• Setup work environment	√	
• Utilize word processing application	√	
• Utilize presentation application	√	
• Utilize spreadsheet application	√	
• Use internet to communicate and collect Information	√	
<b>Maintain training equipment and facilities</b>	√	
• Perform housekeeping activities	√	
• Maintain training equipment and Tools	√	
<b>Maintain and enhance professional &amp; technical competency</b>	√	

• Practice professionalism	√	
• Model high standards of performance	√	
• Determine professional development needs	√	
• Determine technical skills development needs	√	
• Participate in professional development activities.	√	
• Plan and develop technical competency	√	
• Reflected evaluate professional and technical competencies	√	
<b>OCCUPATION SPECIFIC COMPETNCIES</b>	√	
<b>Design and modify CBT learning materials and resources</b>	√	
• Analyze existing learning materials and relevant resources	√	
• Adapt existing resources	√	
• Develop new resources	√	
• Review learning materials	√	
• Evaluate the design and development process	√	
<b>Organize competency-based training sessions</b>	√	
Identify training requirements of trainees	√	
• Modify instructional materials	√	
• Prepare programme delivery plan and relevant session plan	√	
• Arrange learning and teaching resources	√	
<b>Deliver competency-based training</b>	√	
• Arrange training facilities and aids	√	
• Facilitate training session	√	
• Review and evaluate training session delivery	√	
<b>Design competency-based assessment</b>		√
• Determine the focus of the assessment tools/instruments		√
• Plan and organize assessment processes		√
• Document the assessment plan		√
<b>Develop competency Based assessment tool</b>		√
• Establish evidence requirements		√
• Determine suitable assessment methods		√
• Prepare assessment tools		√
• Validate assessment tools		√
<b>Organize and conduct competency-based assessment</b>	√	
• Prepare the assessment venue	√	
• Prepare the candidate	√	
• Conduct assessment	√	
• Gather evidence	√	
• Make the assessment decision	√	
• Record and report assessment decision	√	
• Provide feedback to the candidate's	√	

## EVIDENCES/ PROOF OF CURRENT COMPETENCIES

### EVIDENCE OF CURRENT COMPETENCIES ACQUIRED RELATED TO JOB/ OCCUPATION

Current Competencies	Proof/ Evidence	Means of Validating
<b>Work effectively within Bangladesh SKILLS sector</b>	Work Experience Certificate Peer Feedback Supervisor's Feedback	
Interpret SKILLS scenario of Bangladesh and relevant policy documents		
Interpret quality assurance system		
Work within the training organizations		
Manage work relationships with colleagues and clients		
Assist learner to develop competency as per needs and interests		
<b>Promote inclusive learning in a CBT&amp;A environment</b>	Trainees Feedback Inclusive Training Materials and Resources	
Practice inclusivity		
Develop and implement work strategies to support inclusivity		
Promote & respond to diversity		
Promote a culture of inclusive learning		
Monitor and improve work practices		
<b>Apply OSH practices in a CBT&amp;A environment</b>	Completed hazard inspection checklist Supervisor's Feedback	
Identify OSH issues relating to work environment		
Control and report OSH issues		
Conduct work safely		
Follow emergency response procedures		
Maintain and improve health and safety in the work place		

<b>Use ICT to Facilitate Teaching and Learning</b>	ICT Aided Teaching and Learning Materials	
Setup work environment		
Utilize word processing application		
Utilize presentation application		
Utilize spreadsheet application		
Use internet to communicate and collect Information		
<b>Maintain training equipment and facilities</b>	Housekeeping Inspection Checklist	
Perform housekeeping activities		
Maintain training equipment and Tools		
<b>Maintain and enhance professional &amp; technical competency</b>	Developed Technical Competency Development Plan	
Practice professionalism		
Model high standards of performance		
Determine professional development needs		
Determine technical skills development needs		
Participate in professional development activities.		
Plan and develop technical competency		
Reflected evaluate professional and technical competencies		
<b>OCCUPATION SPECIFIC COMPETNCIES</b>		
<b>Design and modify CBT learning materials and resources</b>	CBLMs	
Analyze existing learning materials and relevant resources		
Adapt existing resources		
Develop new resources		
Review learning materials		
Evaluate the design and development process		
<b>Organize competency-based training sessions</b>	Session plan, unit delivery plan, Training Outline	
Identify training requirements of trainees		
Modify instructional materials		

Prepare programme delivery plan and relevant session plan		
Arrange learning and teaching resources		
<b>Deliver competency-based training</b>	Completed self-evaluation form, completed peer feedback form	
Arrange training facilities and aids		
Facilitate training session		
Review and evaluate training session delivery		
<b>Design competency-based assessment</b>		
Determine the focus of the assessment tools/instruments		
Plan and organize assessment processes		
Document the assessment plan		
<b>Develop competency Based assessment tool</b>		
Establish evidence requirements		
Determine suitable assessment methods		
Prepare assessment tools		
Validate assessment tools		
<b>Organize and conduct competency-based assessment</b>	Completed All assessment tools	
Prepare the assessment venue		
Prepare the candidate		
Conduct assessment		
Gather evidence		
Make the assessment decision		
Record and report assessment decision		
Provide feedback to the candidate's		

**SUMMARY OF CURRENT COMPETENCIES VERSUS REQUIRED COMPETENCIES**

<b>Required Units of Competency/ Learning Outcomes based on CBC</b>	<b>Current Competencies</b>	<b>Training Gaps/ Requirements</b>
Work effectively within Bangladesh SKILLS sector	Work effectively within Bangladesh SKILLS sector	
Promote inclusive learning in a CBT&A environment	Promote inclusive learning in a CBT&A environment	
Apply OSH practices in a CBT&A environment	Apply OSH practices in a CBT&A environment	
Use ICT to Facilitate Teaching and Learning	Use information technology (IT) to support learning	
Maintain training equipment and facilities	Maintain and enhance professional practice	
Maintain and enhance professional & technical competency	Maintain training equipment and facilities	
Design and modify CBT learning materials and resources	Design and modify CBT learning materials and resources	
Organize competency-based training sessions	Plan and organize competency-based training sessions	
Deliver competency-based training	Deliver competency-based training	
Design competency-based assessment	Design competency-based assessment	Design competency-based assessment
Develop competency Based assessment tool	Organize and conduct competency-based assessment	Develop competency Based assessment tool
Organize and conduct competency-based assessment	Maintain and enhance technical competency	

**Training Needs/Learning Outcome**

<b>Training Needs (Learning Outcomes)</b>	<b>Module Title/ Module of Instruction</b>
Develop competency Based assessment tool	Establish evidence requirements
	Determine suitable assessment methods
	Prepare assessment tools
	Validate assessment tools
Design competency-based assessment	Determine the focus of the assessment tools/instruments
	Plan and organize assessment processes

	Document the assessment plan

**Performance Criteria Checklist 2.2-1**

<b>Sl. No.</b>	<b>Criteria (Did I?)</b>	<b>Yes</b>	<b>No</b>
1	Identify and collect Evidence of Current Competencies Acquired Related to Job/ Occupation from the trainees	•	
2	Summarize the Current Competencies Versus Required Competencies of the trainees according to the template	•	
3	Identify Training Needs/Learning Outcome	•	
4	Identify Module Title/ Module of Instruction	•	
5	Document the process	•	

## Task Sheet 2.2-2

**Title:** Estimation of cost and resource requirements for competency Based Training Programme:

**Performance Objective:** Given templates for cost estimation, the trainee must be able to estimate of cost and resource requirements for competency Based Training Programme:

**Supplies/Materials:** Competency based learning materials, details of a training programme and paper.

**Equipment:** PC, printer, pen, sketch paper.

**Steps/Procedure:**

- Identify the training materials list required for training
- Identify existing materials and resources which can be used for new training programme
- Estimate learning materials/resources development cost
- Estimate trainer's honorarium
- Estimate utility cost
- Estimate monitoring cost
- Estimate lunch and refreshment cost
- Estimate TA/DA of participants (if required)
- Estimate maintenance cost of tools and equipment
- Determine assessment cost
- Estimate Contingency
- Document all estimation

## Specification Sheet 2.2-2

Infrastructure/ Support Requirements	Items	Required Unit		Unit Cost (BDT)	Total Cost (BDT) Non- Residential	Remarks
Training Materials						
	<b>Sub-total</b>					
Fees for conducting training						
	<b>Sub-total</b>					
Lunch & Refreshment cost						
	<b>Sub-total</b>					
Maintenance cost of Tools & Equipment						
	<b>Sub-total</b>					
Expenditure for assessor panel including co- assessors						
	<b>Sub-total</b>					
Assessment & Assessors' fees						
	<b>Sub-total</b>					
Utilities						
Monitoring Cost						
Contingency						
<b>Total</b>						
Local Management cost	Management cost					
<b>Total (net payable excluding VAT &amp; IT)</b>						
<b>Total Taka (in word):</b>						

## Performance Criteria Checklist 2.2-2

Sl. No.	Criteria (Did I?)	Yes	No
1	Identify the materials required for training programme	•	
2	Identify existing materials and resources which can be used for new training programme		
3	Determine heads of expenditure for training programme	•	
4	Document the estimation in budget template	•	

## **LEARNING OUTCOME 3: DEVELOP TRAINING PROGRAMMES CONTENTS AND ASSESSMENT CRITERIA**

### **ASSESSMENT CRITERIA:**

1. Subject matters are determined based on learning out comes.
2. Subject matters are sequenced considering the principles of teaching and learning process and learning outcomes.
3. Delivery strategies, required assessment methods and instruments for training programme is determined and confirmed.
4. Assessment and certification criteria are determined according to criterion reference method.
5. Completed learning programme is documented in line with organizational and national qualifications requirements.

### **CONTENTS:**

1. Developing training programmes contents and assessment criteria
  - 1.1 Determining training programme subject matters
  - 1.2 Learning principles
  - 1.3 Identifying and sequencing topics and selecting activities

### **CONDITIONS:**

#### **Trainees must be provided with the following:**

1. Facilities and equipment relevant to the activity
2. Resources and materials relevant to the activity
3. Time to accomplish the activity

### **METHODOLOGIES:**

1. Lecture/discussion
2. Demonstration/application
3. Presentation

### **ASSESSMENT METHODS:**

1. Written test
2. Demonstration
3. Oral Questioning
4. Observation with checklist
5. Portfolio.

## Learning Experiences 2.3-1

### Learning Outcome 3

#### DEVELOP TRAINING PROGRAMMES CONTENTS AND ASSESSMENT CRITERIA

Learning Activities	Resources/Special Instructions
Develop training programmes contents and assessment criteria	<ul style="list-style-type: none"><li>• Read Information sheet 2.3-1. The assessment methods.</li><li>• Answer Self-check 2.3-1, refer to answer key 2.3-1 to check if you have answered the questions correctly.</li><li>• Perform Task from Task sheet 2.3-1, refer to performance criteria checklist 2.3-1 to check if you have answered the questions correctly.</li></ul>

## Information Sheet 2.3-1

### Developing Training Programmes Contents and Assessment Criteria

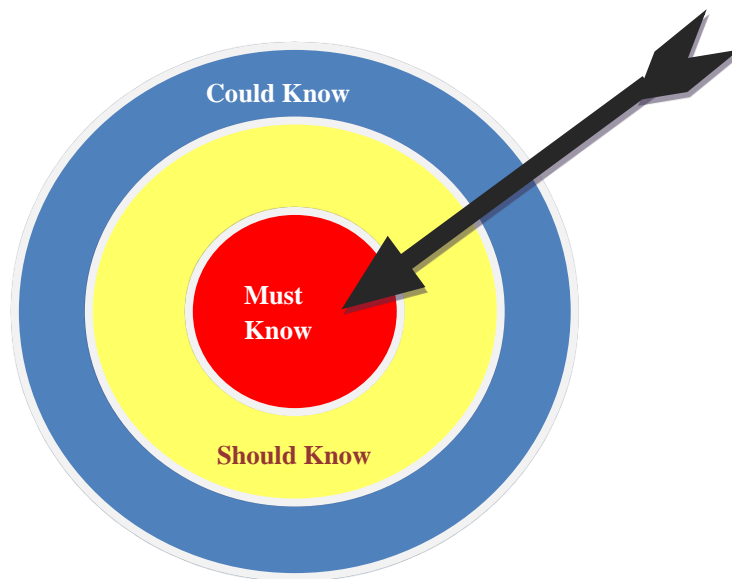
#### Learning Objective:

After reading this Information Sheet, you must be able to develop training programmes contents and assessment criteria.

---

#### Determining Training Programme Subject Matters

Once you have found the topics, you then begin to decide on which ones will give you the most appropriate content or subject matter for your programme. The first step is to decide what information from the analysis is essential to meet the learning outcomes, and after that, what would be covered only if there is time to spare. A useful model for this is the topic target.



#### Focus of the content

This model helps you organize the topics into three categories.

- |                    |   |
|--------------------|---|
| <b>Must know</b>   | the information, skills or qualities the trainee must have acquired during the programme to be able to achieve the learning outcomes; |
| <b>Should know</b> | additional information or skills of an important but less critical nature;  |
| <b>Could know</b>  | other information relating to the topic, which would be of use, but is not essential.   |

## **Principles of Adult Learning**

Learning principles are conceptual ideas drawn from learning theory, research and practice that guide teaching and learning practices. If you are designing and developing learning programmes in the skills sector, you will need to understand the following principles of adult learning:

1. Learning needs to be learner-centered
2. The learning process needs to support increasing learner independence
3. The emphasis must be on experiential and participative learning
4. Learning needs to involve modeling
5. The learning process needs to reflect individual circumstances and needs
6. Adults have a range of life experience which they can connect to learning
7. Adults need to know why they are learning something and its benefits
8. Adults need to be self-directing

### **1. Learning needs to be learner-centered**

Traditional learning tends to be teacher-centered, where the teacher directs the learning process. This does not take into account the knowledge and experience that learners bring to the learning environment. A learner-centered approach involves adults in all aspects of the learning process (incorporating their needs, abilities, learning styles, existing skills and experiences).

### **2. The learning process needs to support increasing learner independence**

When offered choice in the learning process, adults can take responsibility and ownership for their own learning. Adult learning should be problem-centered (as opposed to content-centered), where creativity is used to solve realistic problems in a learning environment. This encourages learners to become independent and creative thinkers, and it closely connects them with the learning content.

### **3. The emphasis must be on experiential and participative learning**

Adults learn best when they can actively participate in the learning process – they need to be involved physically, intellectually and/or emotionally. Adults learn best by doing, and experiential learning equates to learning by doing (where adults initiate the learning, are personally involved in the learning process and evaluate the extent of their learning).

### **4. Learning needs to involve modeling**

Adults learn best when they can observe, retain and replicate skills that are demonstrated by an expert. If you intend to use experts in your learning environments, they must be respected as a model of excellence in their skills or field (as learners will acquire skills by watching and imitating them). Role modeling is closely related to mentoring and coaching.

### **5. The learning process needs to reflect individual circumstances and needs**

Adults need to be able to relate to the learning process – they need to identify the meaning and relevance of the learning material to their own personal situation.

## 6. Adults have a range of life experience which they can connect to learning

Adults have a variety of life experiences that represent a rich resource for learning. They need a connection to the material they are learning, and also need to understand the relevance of the learning and how it may relate to their current knowledge and life experience.

## 7. Adults need to know why they are learning something and its benefits

Adults need to know why they are learning something before the learning process begins. When they undertake to learn something, they invest considerable energy in determining the benefits they will gain from the process (as well as the negative consequences of not participating).

## 8. Adults need to be self-directing

Adults are used to being responsible for their own decisions and for their own lives. They need to decide for themselves what they want to learn, and they resist situations in which they feel others are imposing views or beliefs on them.

## IDENTIFYING AND SEQUENCING TOPICS AND SELECTING ACTIVITIES

Now that you have established the learning outcomes and assessment criteria, it is time to look in more depth at designing the content of your training programme. What information, skills and qualities are you going to include in the programme and what activities are you going to use to help the trainees achieve the learning outcomes?



As we have previously discussed, the training programme can be facilitated and delivered by a number of different people:

- you as the trainer
  - a subject expert from within your organization
  - an external subject expert or a combination of these.
- For the purpose of this topic, we will assume that you are the person who is going to facilitate and deliver the training programme. However, even if other subject experts are going to help deliver or facilitate

the programme, you will need to be involved in making decisions about how the programme will be designed.

Designing involves:

- breaking down the content into small, manageable topics
- suggesting a sequence for delivering the topics
- making general suggestions about the most appropriate activities for:
  - delivering the information to the trainees
  - having demonstrations of the skills required
  - involving the trainees in applying the new information and skills
  - reinforcing the new information and practicing the new skills.

## IDENTIFYING TOPICS AND SUB-TOPICS

The content of a training programme is linked very closely to its learning outcomes and assessment criteria. You need to examine each of these carefully to decide on the skills and background information that the trainees need to become competent.

The topics and sub-topics will be made up of:

- trainees have to perform major practical skills
- trainees need to know key items of information
- trainees must be able to meet important criteria

It is important that you are thoroughly familiar with the subject of the programme so you can break each topic into sub-topics. You may need to do some additional research to ensure that the information your trainees receive is correct and up-to-date.

### Topic analysis

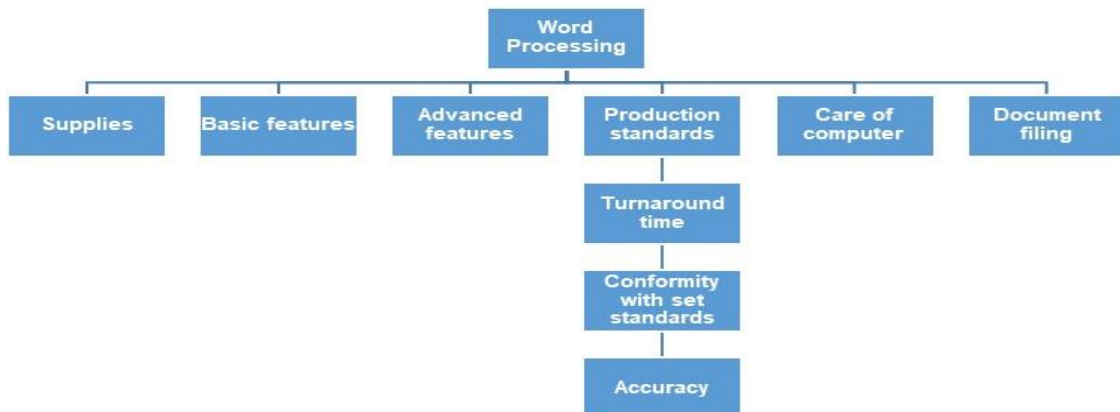
A topic analysis is a technique for breaking a subject or topic down into more manageable parts.

There are two methods of analysis:

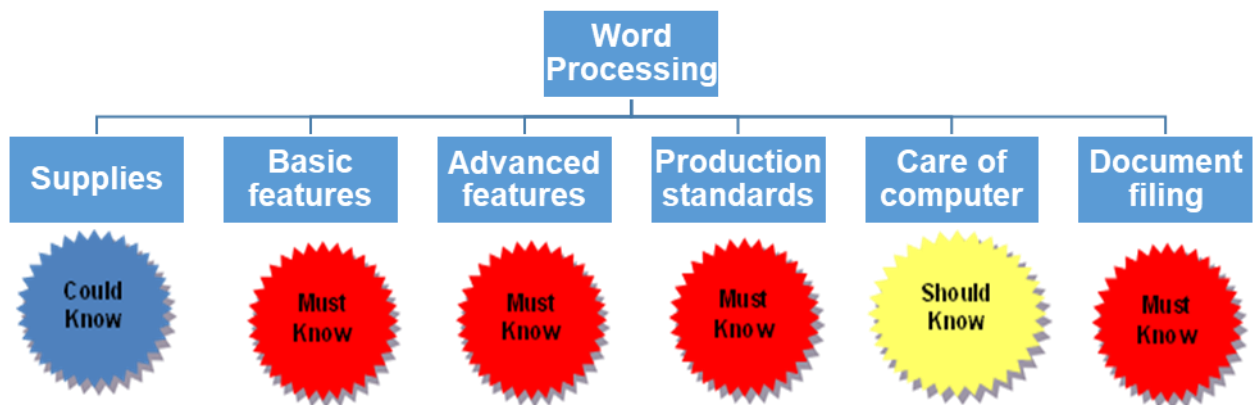
- categorizing (or top-down);
- brainstorming;

### The categorizing method (top-down)

The categorizing or top-down method takes 'the big picture' subject or topic and breaks it down into smaller parts. The following flow chart shows the result of the top-down method used on the overall aim to produce documents on the word processor'.



## Using The Categorizing or Top-Down Method



Below figure is showing how the topics in a top-down analysis could be categorized based on priority of learning, as could know, should know and must know.

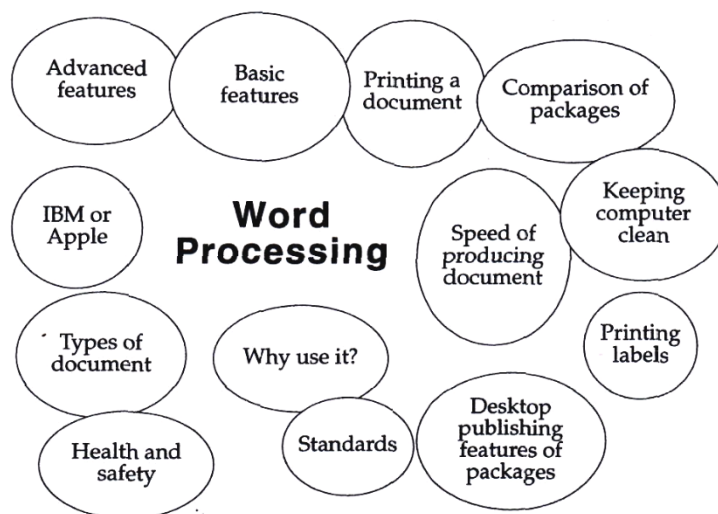
### The brainstorming method

This strategy works effectively when carried out in a group because it draws in ideas from a range of different directions. The topic is written on a large piece of paper or a whiteboard so the whole group can see it. Everyone in the group thinks freely about the topic and calls out whatever comes to mind. One person quickly writes down everything that is said.

During this 'green light' phase of the brainstorming process, no one tries to put the ideas into order or control the direction of thinking. No one discusses, explains or judges anything that is said because it will tend to stop the creative flow of ideas.

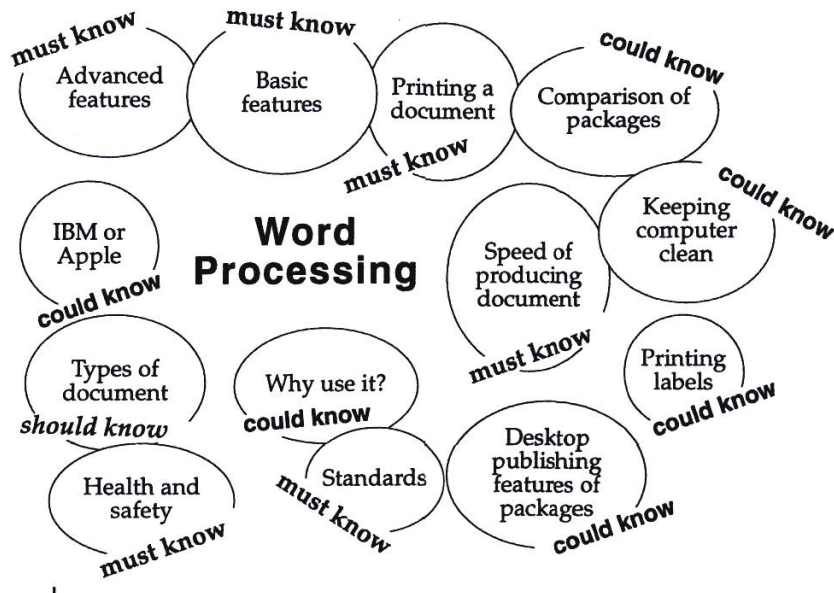
The following diagram shows the result of a brainstorm on the overall aim:

**To produce documents on the word processor'.**



## Using the brainstorming method

The below figures are showing how the topics that came from a brainstorming analysis could be categorized based on the learning priority ranging from could know, should know and must know.



## Selecting and sequencing the sub-topics

The programme content should be selected from the **must know** categories, since the topics should directly link to what a person must be able to do at the end of the programme.

Once you have broken the topic down, determine the sequence you'll use to present the information to the trainees.

Sometimes the sequence is obvious, because the knowledge gained in one topic is required for the next one.

One way to work out the sequence is to write each topic on a separate slip of paper and then move them around looking for the most appropriate order. If the sequence does not evolve obviously, you will need to systematically work it out. A good guide is to **start with the familiar** and most easily grasped **concepts** and lead to the less familiar.

A number of factors can help you decide on the most appropriate sequence:

- known to unknown
- general to specific
- small to large
- individual to group
- frequent to infrequent
- common to unusual



- visible to anonymous
- in the job or task order
- in problem solving order
- in geographical distance order
- in weekly order of events.

### **Time allocation**

Allocating the amount of time, you think each topic will take - is important. It indicates the overall importance of the topic in the course and gives the trainees an idea of how much time and effort to spend on each topic in relation to the others.

When allocating time for each topic, consider the:

- performance standard required
- trainees' previous experience with the subject matter
- degree of difficulty of the content of each sub-topic
- importance of each sub-topic in the overall programme
- total time available for the training programme
- trainees' work situation in their usual workplace



### **Delivery Strategies**

The plan needs to state the delivery strategies to be implemented in the learning programme. The learning may take place in the workplace or in a training room.

While selecting Delivery Strategy consider the following:

- ⇒ Focus of delivery in terms of size and type of group
- ⇒ Will the programme be delivered:
  - In the workplace
  - In a training room
  - Simulated environment
- ⇒ Will the programme delivery mode be:
  - Face-to-face delivery
  - Coaching or mentoring
  - Workplace applications
  - Simulated workplace applications
  - Distance Learning
- ⇒ Will the programme delivery method be:
  - learner-paced and mixed
  - interactive
  - participative

- collaborative
- group discussion
- blending

### Assessment methods

The programme plan needs to include how the learners' competence is going to be assessed. What methods will be used in the learning programme to assess learners?

Some methods trainer may wish to include in your plan are:

Assessment methods	Example
<b>Direct Observation</b>	Learners will be observed completing tasks or activities in their workplace and competence would be noted by the assessor or via a third party report (e.g., the supervisor)
<b>Structured activities</b>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• simulation exercises and role-plays</li> <li>• projects</li> <li>• presentations</li> <li>• activity sheets</li> </ul>
<b>Questioning</b>	<ul style="list-style-type: none"> <li>• written questions,</li> <li>• interviews</li> <li>• oral questioning</li> </ul>
<b>Portfolios</b>	<ul style="list-style-type: none"> <li>• Collections of evidence compiled by the candidate</li> <li>• product with supporting documentation</li> <li>• historical evidence</li> <li>• journal or log book</li> <li>• information about life experience</li> </ul>
<b>Review of product</b>	<p>Evidence that shows proof of prior learning</p> <ul style="list-style-type: none"> <li>• testimonials and reports from employers and supervisors</li> <li>• evidence of training</li> <li>• authenticated prior achievements</li> <li>• interview with employer, supervisor, or peer</li> </ul>

### **Assessment Instrument:**

After Choosing Assessment Methods The programme plan needs to include the assessment instruments which will be used to gather assessment evidence.

The commonly used Assessment instruments are:

- Self-assessment checklist
- Assessment agreement
- Questions
  - Oral
  - Written
- Instruction sheet
- Job and specification sheet
- Observation checklist
- Competency assessment result summary (CARS).

### **Identifying the Assessment and certification Criteria**

Assessment criteria are the key indicators that we use to tell whether the trainees have achieved the learning outcomes to the required standards.

They include all the qualities, attributes and characteristics that:

- competent workers are expected to show when they carry out the skill;
- must be evident in the end product made by the worker.

It is a quite like having a checklist of the things a person would do to achieve the learning outcome.

Below listed documents can be useful for finding assessment criteria for the learners. These documents include:

- Qualification accreditation document
- Industry competency standards
- Standard operating procedures (SOPs)

These documents include the **standards** in **quality**, **quantity** and **time** that the trainees have to meet when performing the vocational skills.

When the trainees feel they are ready to be assessed in the skill or information they have been learning, the standards are used to assess whether they are performing competently.

When identifying *assessment criteria*, it helps to ask the question:

**'What must the trainees have done to show that they have achieved the learning outcome?'**

When identifying *assessment conditions*, it helps to ask the question:

**'What conditions or standards had to be met as the trainees carried out their assessment?'**

Another useful test for assessment criteria and conditions is to ask these two questions:

1. Are they sufficient to achieve the learning outcome?
2. Are they essential to the achievement of the learning outcome?

### **Documenting the learning programme**

It is important for to record the design and development processes for the learning programme. While documenting learning programme consider the organizational and national qualifications requirements

- National Technical and Vocational Qualifications Framework (NTVQF)
- National Skills Development Policy (NSDP)
- National Quality Assurance Document
- Competency Standard Document

### **Building a Training Programme Summary using an 8 (Eight) Part Plan**

- To make sure that everything is in place, and that we have evidence of our planning, we can now put together a Programme Summary. We can think of a Programme Summary as a roadmap that can guide others. It will include:
  1. the competencies or other benchmarks to be achieved (phrased in action terms)
  2. the specific outcomes for each session or part of the learning programme
  3. learning activities for each session or part of the learning programme
  4. delivery methods for each session or part of the learning programme
  5. workplace tasks or applications
  6. practice opportunities
  7. identification of assessment points to measure learner progress
  8. assessment methods and tools to be used to gather evidence of competency.

- The following template is an example of how a Training Programme Summary could be constructed.

<b>Programme Summary for (Title)</b>	<b>Time Frames</b>	<b>Key Objectives</b>	<b>Target Group</b>
Competencies			
	Session 1	Session 2	Session 3
Learning outcome			
Learning activities			
Delivery methods			
Tasks/applications			
Practice opportunities			
Assessment points:			
Assessment methods/tools:			
Prepared by: ..... Date:			
Validated by:			

## Self -Check 2.3-1

**Direction:** Give short answer to the following questions:

1. What are the three categories to divide the topic based on priority?

**Answer:**

2. What are the eight points of learning principles?

**Answer:**

3. What are the factors can help you decide on the most appropriate sequence of Selecting and sequencing the sub-topics?

**Answer:**

4. What should we consider for selecting Delivery Strategy?

**Answer:**

5. Write down 5 assessment methods for Training programme?

**Answer:**

## **Answer Key 2.3-1**

### **Answer 1**

Based on the learning priority we can divide the learning content into three categories:

- Could Know
- Should Know
- Must Know

### **Answer 2**

Eight points of learning principles are:

1. Learning needs to be learner-centered
2. The learning process needs to support increasing learner independence
3. The emphasis must be on experiential and participative learning
4. Learning needs to involve modeling
5. The learning process needs to reflect individual circumstances and needs
6. Adults have a range of life experience which they can connect to learning
7. Adults need to know why they are learning something and its benefits
8. Adults need to be self-directing

### **Answer 3**

A number of factors can help you decide on the most appropriate sequence:

- known to unknown
- general to specific
- small to large
- individual to group
- frequent to infrequent
- common to unusual
- visible to anonymous
- in the job or task order
- in problem solving order
- in geographical distance order
- in weekly order of events.

#### **Answer 4**

While selecting Delivery Strategy consider the following:

- ⇒ Focus of delivery in terms of size and type of group
- ⇒ Will the programme be delivered:
  - In the workplace
  - In a training room
  - Simulated environment
  
- ⇒ Will the programme delivery mode be:
  - Face-to-face delivery
  - Coaching or mentoring
  - Workplace applications
  - Simulated workplace applications
  - Distance Learning
  
- ⇒ Will the programme delivery method be:
  - learner-paced and mixed
  - interactive
  - participative
  - collaborative
  - group discussion
  - blending

#### **Answer 5**

Five assessment methods are:

- Direct Observation
- Structured activities
- Questioning
- Portfolios
- Review of product

## Task Sheet 2.3-1

<b>Title:</b> Summarize documentation of training programme.
<b>Performance Objective:</b> Given templates for, the trainee must be able to summarize the documentation of training programme.
<b>Supplies/Materials:</b> Competency based learning materials, details of a training programme and paper.
<b>Equipment:</b> PC, printer, pen, sketch paper.
<b>Steps/Procedure:</b> <ul style="list-style-type: none"><li>• Identify competencies or other benchmarks to be phrased in action terms</li><li>• Document the specific outcomes for each session or part of the learning programme</li><li>• Identify learning activities for each session or part of the learning programme</li><li>• Select delivery methods for each session or part of the learning programme</li><li>• Identify workplace tasks or applications</li><li>• Identify practice opportunities</li><li>• identify of assessment points to measure learner progress</li><li>• Determine assessment methods and tools to be used to gather evidence of competency.</li><li>• Document the process</li></ul>

## Specification Sheet 2.3-1

<b>Programme Summary for (Title)</b>	<b>Time Frames</b>	<b>Key Objectives</b>	<b>Target Group</b>
Competencies			
	Session 1	Session 2	Session 3
Learning outcome			
Learning activities			
Delivery methods			
Tasks/applications			
Practice opportunities			
Assessment points:			
Assessment methods/tools:			
Prepared by: ..... Date:			
Validated by:			

## Performance Criteria Checklist 2.3-1

Sl. No.	Criteria (Did I?)	Yes	No
1	Identify competencies or other benchmarks to be phrased in action terms	•	
2	Document the specific outcomes for each session or part of the learning programme	•	
3	Identify learning activities for each session or part of the learning programme	•	
4	Select delivery methods for each session or part of the learning programme Identify workplace tasks or applications	•	
5	Identify practice opportunities	•	
6	Identify of assessment points to measure learner progress	•	
7	Determine assessment methods and tools to be used to gather evidence of competency. Document the process	•	

## **LEARNING OUTCOME 4: EVALUATE DESIGNED TRAINING PROGRAMME**

### **ASSESSMENT CRITERIA:**

1. Feedback is obtained from client / relevant authority/ pilot programmes as per standard organizational procedures.
2. Necessary changes are made based on feedback to proceed training programmes.

### **CONTENTS:**

1. Evaluating designed training programme
  - 1.1 Training Programmes Stakeholders
  - 1.2 Strategies for evaluating learning session

### **CONDITIONS:**

Trainees must be provided with the following:

1. Facilities and equipment relevant to the activity
2. Resources and materials relevant to the activity
3. Time to accomplish the activity

### **METHODOLOGIES:**

1. Lecture/discussion
2. Demonstration/application
3. Presentation

### **ASSESSMENT METHODS:**

1. Written test
2. Demonstration
3. Oral Questioning
4. Observation with checklist
5. Portfolio.

## Learning Experiences 2.4-1

### Learning Outcome 4

#### EVALUATE DESIGNED TRAINING PROGRAMME

Learning Activities	Resources/Special Instructions
Evaluate designed training programme	<ul style="list-style-type: none"><li>• Read Information sheet 2.4-1. The assessment methods.</li><li>• Answer Self-check 2.4-1, refer to answer key 2.4-1 to check if you have answered the questions correctly.</li><li>• Perform Task from Task sheet 2.4-1, refer to performance criteria checklist 2.4-1 to check if you have answered the questions correctly.</li></ul>

# Information Sheet 2.4-1

## Evaluating Designed Training Programme

### Learning Objectives:

After reading this Information Sheet, you must be able to evaluate a designed training programme.

---

Evaluation is the process of determining the value or worth of a programme, course, or other initiative, toward the ultimate goal of making decisions about adopting, rejecting, or revising the innovation.

### Training Programmes Stakeholders

The first question to answer when evaluating is to decide which stakeholders to include. Stakeholders are consumers of the evaluation results. As consumers, they will have a vested interest in the results of the evaluation. In general, stakeholders are those who are -

- 1) interested in the programme and would use evaluation results, such as clients, community groups, industry experts, and officials;
- 2) those who are involved in running the programme, such as programme staff, partners, management, trainers, the funding source, and coalition members; and
- 3) those who are served by the programme, trainees/students, their families, or the general public. Others may also be included as these categories are not exclusive.

### Engage Stakeholders

Engaging stakeholders in an evaluation can have many benefits. In general, stakeholders include people who will use the evaluation results, support or maintain the programme, or who are affected by the programme activities or evaluation results.

Stakeholders can help

- determine and prioritize key evaluation questions,
- pre-test data collection instruments,
- facilitate data collection,
- implement evaluation activities,
- increase credibility of analysis and interpretation of evaluation information, and
- ensure evaluation results are used.

## Stakeholder Mapping

It is suggested that the programme enlist the aid of an evaluation stakeholder of 8 to 10 members that represents the stakeholders who have the greatest stake or vested interest in the evaluation. These stakeholders/primary intended users will serve in a consultative role on all phases of the evaluation. To begin the process of selecting those members who will best represent your primary intended users, it is suggested that you make a list of all possible users with corresponding comments about their investment in the evaluation and potential uses for evaluation results.

Priority	Person/ Group	Comments

## Strategies for evaluating learning session

There are several important factors that you need to consider in answering this question. You need to determine:

- when to evaluate – timing of evaluation
- what to evaluate – focus of evaluation
- who should do the evaluation
- how to evaluate- methods/ measures of evaluation

## How to evaluate?

As mentioned earlier, you can use both formal and informal methods of evaluation.

**Formal:** includes questionnaires and structured interviews.

**Informal:** includes observations, reflections and group discussions.

## Questionnaire

A questionnaire is a formal method of evaluation that asks a series of questions designed to gain information about the learning experience. You can ask structured or open questions. Both have their place.

A **structured** question is one that provides a set of answers to choose from - they might be multiple choice, true/false or a ranking scale. You will find that in responding to questionnaires, these types of questions are the ones that are almost always answered.

An **open** question is one that allows much greater flexibility and freedom in responses. Examples of open questions include:

- What changes, if any, do you feel should be made to the module?
- What comments would you care to make on the use of case studies?

### **Structured Question:**

- Do you feel that there were enough practical exercises?

Yes    No

### **Open Follow-up:**

- If you answered 'no' to the above question, what types of practical exercises would you like to see more of?

Open questions are often considered optional and are not answered as frequently as the structured question. Generally, these questions are answered by people with a particular point to make.

### **Structured Interviews**

A structured interview is one where you ask a series of planned questions. While you can prompt for further information, it is important for the validity of the process that you do not vary from the structure from interview to interview. The responses are collated and analyzed later.

You should almost always ask open questions in a structured interview. This will help to get the most out of the interviewee. Consider these two questions:

- Have you applied the knowledge you have learnt to the workplace?
- In what ways have you been able to apply to the workplace the knowledge you learnt in the session?

The first one is likely to get a 'yes' or 'no' response. The second question is essentially after the same information, but the interviewee would need to provide details, even if they hadn't been able to apply their knowledge to the workplace.

When conducting a formal interview, you should:

- welcome the interviewee and put them at ease
- explain the purpose of the interview
- explain what the results will be used for
- explain that the interviewee is free to seek clarification on any point
- thank the interviewee for their time.

### **Observations**

This evaluation method involves someone observing the delivery of a learning session. You can have one or more observers, who will note down the things that they observe at the time. It is not intended for interpretation later-on, but rather as a catalogue of things observed as you delivered your session. Observers should have a preset observation checklist, which can include questions (with space for answers), boxes to tick, items to count, etc.

### **Reflection**

A reflection involves asking yourself a series of questions after the learning session. This is most effective when it is carried out on a regular basis and answers are kept for later review.

It is a good idea to start with a reflection that is more **strategic**, as it focuses you on very clear outcomes:

- What did I see happening in the session?
- How did I feel?
- What worked well and what didn't?
- How would I have liked it to be?
- What needs to change?
- What do I need to make the changes?
- What support do I need?

Some other questions you might ask yourself include:

- Did the learners achieve/develop the competencies?
- Did I ensure that the session learning outcomes were achieved?
- Did the learners seem to enjoy it?
- Was my pace of delivery appropriate?
- Did I seek and obtain feedback properly?
- Had I done enough planning and preparation?

### **Group discussions**

This is a technique where groups of learners are asked to evaluate their learning experience. You can apply the techniques to the whole group of learners, but it is generally more effective in small groups of 5-7 learners.

As with interviews, you should explain the process to the group members and ask a series of questions. When interviewed in groups, learners tend to be more open and stimulated by their peers than in a structured interview. This can be a daunting prospect for a teacher/trainer, so you may wish to ask a colleague to be involved as well. Sometimes the groups get a bit carried away, and the discussion can degenerate into a complaint session or turn into a rave session and lose direction and purpose.

### **Self-Evaluation or Reflection**

Self-evaluation is one of the most productive exercises that you can use to improve your teaching/training performance. It is also one of the easiest to implement. You need to reflect on your teaching on a regular basis. You will be looking for tangible elements (such as learner performance and feedback) and intangible elements (like your 'gut reaction' to the session - did you feel good about it).

## Evaluation Methods

Method	Overall Purpose	Advantages	Challenges
<b>Questionnaires, surveys, checklists</b>	when need to quickly and/or easily get lots of information from people in a non-threatening way	<ul style="list-style-type: none"> <li>-can complete anonymously</li> <li>-inexpensive to administer</li> <li>-easy to compare and analyze</li> <li>-administer to many people</li> <li>-can get lots of data</li> <li>-many sample questionnaires already exist</li> </ul>	<ul style="list-style-type: none"> <li>-might not get careful feedback</li> <li>-wording can bias client's responses</li> <li>-are impersonal</li> <li>-in surveys, may need sampling expert</li> <li>- doesn't get full story</li> </ul>
<b>Interviews</b>	when want to fully understand someone's impressions or experiences, or learn more about their answers to questionnaires	<ul style="list-style-type: none"> <li>-get full range and depth of information</li> <li>-develops relationship with client</li> <li>-can be flexible with client</li> </ul>	<ul style="list-style-type: none"> <li>-can take much time</li> <li>-can be hard to analyze and compare</li> <li>-can be costly</li> <li>-interviewer can bias client's responses</li> </ul>
<b>Documentation review</b>	when want impression of how programme operates without interrupting the programme; is from review of applications, finances, memos, minutes, etc.	<ul style="list-style-type: none"> <li>-get comprehensive and historical information</li> <li>-doesn't interrupt programme or client's routine in programme</li> <li>-information already exists</li> <li>-few biases about information</li> </ul>	<ul style="list-style-type: none"> <li>-often takes much time</li> <li>-info may be incomplete</li> <li>-need to be quite clear about what looking for</li> <li>-not flexible means to get data; data restricted to what already exists</li> </ul>
<b>Observation</b>	to gather accurate information about how a programme actually operates, particularly about processes	<ul style="list-style-type: none"> <li>-view operations of a programme as they are actually occurring</li> <li>-can adapt to events as they occur</li> </ul>	<ul style="list-style-type: none"> <li>-can be difficult to interpret seen behaviors</li> <li>-can be complex to categorize observations</li> <li>-can influence behaviors of programme participants</li> <li>-can be expensive</li> </ul>
<b>Group discussion</b>		<ul style="list-style-type: none"> <li>-responses are usually open and honest</li> <li>-lots of data gathered quickly</li> <li>-allows respondents</li> </ul>	<ul style="list-style-type: none"> <li>-can be difficult to manage</li> <li>-People with a dominant personality can take over proceedings</li> </ul>

<b>Method</b>	<b>Overall Purpose</b>	<b>Advantages</b>	<b>Challenges</b>
		to feel valued -can prompt deeper levels of discussion	- can turn into a complaint session
<b>Focus groups</b>	explore a topic in depth through group discussion, e.g., about reactions to an experience or suggestion, understanding common complaints, etc.	-quickly and reliably get common impressions -can be efficient way to get much range and depth of information in short time - can convey key information about programmes	-can be hard to analyze responses -need good facilitator for safety and closure -difficult to schedule 6-8 people together
<b>Case studies</b>	to fully understand or depict client's experiences in a programme, and conduct comprehensive examination through cross comparison of cases	-fully depicts client's experience in programme input, process and results -powerful means to portray programme to outsiders	-usually quite time consuming to collect, organize and describe -represents depth of information, rather than breadth

## Samples of Evaluation Tools/ Methods

### 1. Course Evaluation Questionnaire

#### Sample - Course Evaluation Questionnaire

Programme Leader: \_\_\_\_\_

Venue: \_\_\_\_\_ Date: \_\_\_\_\_

1. How clear to you was the purpose of this training?	Clear <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Vague
2. How well did this training achieve its purpose?	Fully <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Little
3. Was there sufficient time allowed for each session to achieve its purpose?	Sufficient <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Insufficient
4. How motivating were the methods used by the trainers	Highly <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Ineffective
5. How relevant do you think the content was	Highly <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Irrelevant
6. How would you rate the following: <ul style="list-style-type: none"> <li>• Course Organization</li> <li>• Overall presentation</li> <li>• Trainers</li> <li>• Learning Materials</li> </ul>	Well organized <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Not organised Highly interesting <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Uninteresting Highly effective <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Ineffective High quality <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Low quality
7. What I found most useful was: 8. What I would change is: 9. Other comments:  Thank you for assisting us in the evaluation and continuous improvement of training programme.  <b>You could improve this tool and use in your own programmes</b>	

## **2. Reflection Checklist**

### **Material**

1. Was my material appropriate for the group? (How can you prove this this?)
2. Was it well organized?
3. Did I state the learning outcomes?
4. Did I explain and emphasize main points?
5. Did I achieve the session learning outcomes?
6. Were my communication aids effective?
7. Were my handouts adequate?
8. Were the learning materials used valuable and effective?

### **Presentation**

1. Did I get the attention and interest of the learner group? (how did you do this)
2. Did I give a coherent presentation?
3. Did I motivate the group?
4. Did I use my teaching and learning aids effectively?
5. Did I establish rapport with the group?
6. Did I encourage participation? (How?)
7. Did I use simple, understandable, and correct language?
8. Did I use the proper tone of voice? (Friendly and non-threatening)
9. Were my gestures meaningful?
10. Did I say things that were not necessary?
11. Could I be heard and understood?
12. Did use open questionings?
13. Was my demonstration correct and well organized?
14. Did I make the best use of the time available?

### **Facilities**

1. Were the physical arrangements satisfactory?
2. Was the training environment comfortable?
2. Did I keep adequate records?

### **Post-Learning**

1. Were the learning session outcomes achieved? To what extent? If not, why not?
2. Were the learner's expectations met? How do I know?
3. What were some of the indications of changes in knowledge, skills, or attitudes?
4. What delivery methods worked well? Why? Which ones were not successful? Why?
5. Were the facilities and equipment satisfactory? How might they be improved?
6. What improvements can be made in the material?
7. Did everyone participate?
8. Did I stimulate good discussion

## **Ensuring Use of Feedback from Evaluation**

Recording evaluation results is not enough to ensure use of evaluation results and lessons learned. The evaluation team and programme staff needs to proactively take action to encourage use and wide dissemination of the information gleaned through the evaluation for the improvement of training programme. It is helpful to strategize with stakeholders early in the evaluation process about how your programme will ensure that findings are used to support programme improvement efforts and inform decision making. Training programme staff and relevant management must take personal responsibility for guaranteeing the dissemination of and application of evaluation results.

There are several practical steps you can include to help ensure evaluation findings are used. These steps might contain plans to—

- conduct scheduled meetings with evaluation stakeholders as a forum for sharing evaluation findings in real time and developing recommendations for programme improvement based on evaluation findings,
- engage stakeholders in identifying ways they can apply evaluation findings to improve their training programmes,
- coordinate, document, and monitor efforts programme staff and partners are making to implement improvement recommendations, and
- develop multiple, tailored evaluation reports to address specific stakeholders' information needs.
- based on the evaluation, the training contents are modified by implementing the evaluation findings.

## Self -Check 2.4-1

**Direction:** Give short answer to the following questions:

1. Who are Stakeholders for a Training Programme?

**Answer:**

2. How Stakeholders helps in a training evaluation process?

**Answer:**

3. What are the important factors that you need to consider in evaluating training programme.?

**Answer:**

## **Answer Key 2.4-1**

### **Answer 1**

In general, stakeholders are those who are -

- interested in the programme and would use evaluation results, such as clients, community groups, industry experts, and officials;
- those who are involved in running the programme, such as programme staff, partners, management, trainers, the funding source, and coalition members; and
- those who are served by the programme, trainees/students, their families, or the general public. Others may also be included as these categories are not exclusive.

### **Answer 2**

Engaging stakeholders in an evaluation can have many benefits. In general, stakeholders include people who will use the evaluation results, support or maintain the programme, or who are affected by the programme activities or evaluation results.

Stakeholders can help—

- determine and prioritize key evaluation questions,
- pre-test data collection instruments,
- facilitate data collection,
- implement evaluation activities,
- increase credibility of analysis and interpretation of evaluation information, and
- ensure evaluation results are used.

### **Answer 3**

There are several important factors that you need to consider in evaluating training programme. The most important is

- when to evaluate – timing of evaluation
- what to evaluate – focus of evaluation
- who should do the evaluation
- how to evaluate- methods/ measures of evaluation

## Task Sheet 2.4-1

<b>Title:</b> Develop a training programme Course Evaluation Questionnaire.
<b>Performance Objective:</b> Given templates for, the trainee must be able to Develop a training programme Evaluation Questionnaire
<b>Supplies/Materials:</b> Competency based learning materials, details of a training programme and paper.
<b>Equipment:</b> PC, printer, pen, sketch paper.
<b>Steps/Procedure:</b> <ul style="list-style-type: none"><li>• Identify the list of stakeholders and their relevant needs.</li><li>• Identify the learning outcomes and training programme objectives.</li><li>• Develop questionnaire based on the learning outcomes and programme objectives.</li></ul>

## Specification Sheet 2.4-1

### Samples of Evaluation Tools/ Methods

#### 3. Course Evaluation Questionnaire

##### Sample - Course Evaluation Questionnaire

Programme Leader: \_\_\_\_\_

Venue: \_\_\_\_\_ Date: \_\_\_\_\_

1. How clear to you was the purpose of this training?	Clear <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Vague
2. How well did this training achieve its purpose?	Fully <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Little
3. Was there sufficient time allowed for each session to achieve its purpose?	Sufficient <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Insufficient
4. How motivating were the methods used by the trainers	Highly <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Ineffective
5. How relevant do you think the content was	Highly <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Irrelevant
6. How would you rate the following: <ul style="list-style-type: none"> <li>• Course organization</li> <li>• Overall presentation</li> <li>• Trainers</li> <li>• Learning Materials</li> </ul>	Well organized <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Not organized Highly interesting <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Uninteresting Highly effective <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Ineffective High quality <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Low quality
7. What I found most useful was: 8. What I would change is: 9. Other comments:	
<p>Thank you for assisting us in the evaluation and continuous improvement of our training programme.</p> <p><b>You could improve this tool and use in your own programmes</b></p>	

## Performance Criteria Checklist 2.4-1

Sl. No.	Criteria (Did I?)	Yes	No
1	Record the evaluation questioner	•	
2	Prepare evaluation questioner template	•	
3	Document and record the result	•	

## **LEARNING OUTCOME 5: REVIEW DESIGNED TRAINING PROGRAMMES**

### **ASSESSMENT CRITERIA:**

1. Drafts of training programmes and contents are reviewed with key stakeholders.
2. Drafts of training programme and content are adjusted to reflect the review outcomes.
3. Final approval of structure, contents and training programme are obtained from appropriate authority.

### **CONTENTS:**

1. Reviewing designed training programmes
  - 1.1. Review Learning Programme and Structure
  - 1.2. Reviewers/ Key Stakeholders

### **CONDITIONS:**

Trainees must be provided with the following:

1. Facilities and equipment relevant to the activity
2. Resources and materials relevant to the activity
3. Time to accomplish the activity

### **METHODOLOGIES:**

1. Lecture/discussion
2. Demonstration/application
3. Presentation

### **ASSESSMENT METHODS:**

1. Written test
2. Demonstration
3. Oral Questioning
4. Observation with checklist
5. Portfolio.

## Learning Experiences 2.5-1

### Learning Outcome 5

#### REVIEW DESIGNED TRAINING PROGRAMMES

Learning Activities	Resources/Special Instructions
Review designed training programmes	<ul style="list-style-type: none"><li>• Read Information sheet 2.5-1. The assessment methods.</li><li>• Answer Self-check 2.5-1, refer to answer key 2.5-1 to check if you have answered the questions correctly.</li><li>• Perform Task from Task sheet 2.5-1, refer to performance criteria checklist 14.5-1 to check if you have answered the questions correctly.</li></ul>

# Information Sheet 2.5-1

## Reviewing Designed Training Programmes

### Learning Objective:

After reading this Information Sheet, you must be able to review a designed training programme.

---

### Review Learning Programme and Structure

Once learning programme is developed, it is time to review the draft with key stakeholders and make revisions to plan if required, prior to implementation. It is important for quality purposes to document this review. This information sheet will cover the review process.

### Learning programme review criteria

The learning programme needs to be reviewed against criteria that key stakeholders think appropriate. Quality criteria to measure in a review process may specify that the learning programme:

- content and structure address all aspects required by the units of competency
- sequence provides effective and manageable blocks of learning
- activities are interesting, relevant and appropriate to outcomes and learner characteristics
- assessment points, methods and tools are appropriate and effective

### Review tools

Collaborate with your key stakeholders to determine a suitable method to gather the above feedback. It is recommended that an evaluation tool be used to gather the feedback. Examples of review tools include:

- a questionnaire with open or closed questions
- a mapping tools
- a checklist
- a focus group discussion
- a structured interview

You or your colleagues may have performed review already for learning programmes or within another context. Share current experience amongst the group and identify the pros and cons of different review tools.

## **Reviewers/ Key Stakeholders**

Once you have determined the review tool and the criteria to be used to review the learning programme, you need to confirm who will be involved in the review process. Who will you gather feedback from?

Depending on the criteria, you may wish to gather feedback from some of the following key stakeholders about the draft learning programme:

- managers, employers, supervisors, team leaders
- participants, employees, learners
- government regulatory bodies (NSDA)
- training providers
- trainers, facilitators, assessors
- other users of the programme
- learners and end receivers
- management
- employers
- technical and subject matter experts
- OHS experts
- other training providers
- HR personnel
- assessment or training partners
- government departments
- industry or employer group representatives

## **Review of Learning Programme (Before Delivery)**

- List the people who reviewed the learning programme.
- Describe the review tool used and attach a copy of it.
- What communication is required to complete the review process? Explain the steps you took.
- How will you gather the feedback, analyze the information and then document the findings in a summary format?
- What processes does your practice environment have in place to review its learning programme before implementation?
- What processes does your practice environment have in place to review its learning programme after implementation?
- Can you recall a time when modifications were made to a learning programme in light of review processes?

An easy way to do this is to decide who you would like to review your programme, and then give **Key Stakeholders** a list of criteria that they can use to decide if your programme is ready to go or not.

**These criteria can be part of a checklist, such as the following example:**

<b>Training Programme Title:</b> <b>Client:</b> <b>Proposed Delivery Date/s:</b>			
<b>Criteria</b>	<b>Yes</b>	<b>No</b>	<b>Suggestions</b>
1. Do the content and structure address all aspects of the required competencies or other benchmarks?			
2. Does the learning sequence facilitate effective and manageable blocks of learning?			
3. Are the activities interesting, relevant and appropriate to both the outcomes and learner characteristics?			
4. Are the assessment points, methods and tools appropriate and effective?			
5. Are access and equity need effectively addressed?			
6. Have risks and contingencies been identified?			
Name:  Signature:  Date:			

We can then use the information from this process to refine our Learning Programme and Session Plans. However, it is important that we must only respond to those suggestions that will make learning better. It is equally as important to remember that any changes will not cost too much, will not reduce the focus on the Scope Statement, and will have a clear benefit for the overall programme.

### **Adjusting a Learning Programme**

After undertaking the review process, there may be a number of recommendations made by reviewers. The designer of the programme, together with the client or other appropriate personnel, needs to determine what adjustments should be made to the learning programme to reflect the review outcomes. The recommendations need to be analyzed to determine whether or not making changes would improve the programme. The designer and review panel also need to determine if the time and cost required to adjust the programme is feasible.

### **Final Approval**

Once adjustments are made, the designer needs to gain final approval for the learning programme from the appropriate personnel. Depending on your practice environment, this may be a:

- programme manager
- head of department
- senior teacher
- apprenticeship or traineeship supervisor
- training coordinator, manager
- human resource manager
- government regulatory bodies (NSDA)

### **Review After Delivery**

• We also review our programme once we have delivered it. This involves us doing three things.

#### 1. Gathering information for review

- As with our pre-delivery evaluation, this can involve:
  - Participant surveys
  - Interviews
  - Focus groups
- Whatever your method, the purpose of this review should be the same:
- ***Discover how well your programme met your intended outcomes.***
- Perhaps the most frequently used method is a participant evaluation form, which is completed by participants before they depart at the end of a training session. Examples of an evaluation form are below:

• **Sample Feedback Form I**

Trainer:  Module Name:	Date:
SECTION A	
1. Has the content of the day related to your work situation?	YES/NO Please comment.
2. Has the pace of delivery been: Slow Satisfactory Fast	
3. Has the information been presented in a logical flow?	YES/NO Please comment.
4. Have the illustrations and exercises given been helpful in learning?	YES/NO Please comment.
5. Have presentations been well prepared and informative?	YES/NO
SECTION B	
1. How can the presentations be improved?	
2. Would you like to see anything added to the material in order to improve learning?	

## Sample Feedback Form II

As part of our commitment to quality control and continual improvement, we would appreciate it if you would take the time to give us your feedback on the quality of this training session:

Rate each of the following with a number from 1-6, giving 1 as the lowest rating and 6 as the highest:

Area	Score
The venue	
The environment	
The Equipment	
The catering	
The activities	
The learning group	

Please comment on the delivery style of the trainer by circling whichever is relevant:

Positive enthusiastic challenging boring tedious unstructured

Was the information well organized? Yes No

What were the key benefits that you gained from this session?

What suggestions could you make to improve this session?

## Self -Check 2.5-1

**Direction:** Give short answer to the following questions:

1. What are the review criteria for learning programme?

**Answer:**

2. Who are the key stakeholders for review of training programme?

**Answer:**

3. Who are the key stakeholders to get approval from?

**Answer:**

## **Answer Key 2.5-1**

### **Answer 1**

#### **Learning programme review criteria**

The learning programme needs to be reviewed against criteria that key stakeholders think appropriate. The learning programme review criteria may include:

- content and structure address all aspects required by the units of competency
- sequence provides effective and manageable blocks of learning
- activities are interesting, relevant and appropriate to outcomes and learner characteristics
- assessment points, methods and tools are appropriate and effective

### **Answer 2**

#### **Key stakeholders for review of training programme are:**

- managers, employers, supervisors, team leaders
- participants, employees, learners
- government regulatory bodies (BTEB/NSDA)
- training providers
- trainers, facilitators, assessors
- other users of the programme
- learners and end receivers
- management and employers
- technical and subject matter experts
- OHS experts
- other training providers
- HR personnel
- assessment or training partners
- government departments
- industry or employer group representatives
- 

### **Answer 3**

#### **Key stakeholder to get final approval from are:**

- programme manager
- head of department
- senior teacher
- apprenticeship or traineeship supervisor
- training coordinator, manager
- human resource manager
- government regulatory bodies (BTEB/NSDA)

## Task Sheet 2.5-1

<b>Title:</b> Review learning programme and structure.
<b>Performance Objective:</b> Given templates for, the trainee must be able to Review learning programme and structure.
<b>Supplies/Materials:</b> Competency based learning materials, details of a training programme and paper.
<b>Equipment:</b> PC, printer, pen, sketch paper.
<b>Steps/Procedure:</b> <ul style="list-style-type: none"><li>• Discuss draft learning programme and content with the key stakeholders</li><li>• Make necessary changes where appropriate</li><li>• Obtain final approvals on the learning programme, structure and content from the stakeholders</li></ul>

## Specification Sheet 2.5-1

### A. Learning Programme Pro-Forma

<b>Trainer/ Assessor/ RTO name</b>	Insert name/s of RTO or trainer
<b>Trainee/ Target Group</b>	Insert name of trainee or client group, such as welders from RAK Steel Mills
<b>Delivery period</b>	Specify tentative time to complete the programme
<b>Code and title of qualification</b>	Insert details of qualification that this learning programme will lead to

<b>Unit/s of competency</b>	<b>Unit Code</b>	<b>Title</b>
<b>Pre-requisites</b>	Insert details of qualification/ unit of competency that the trainee may have to do to do this programme	
<b>Delivery and Assessment</b>	Include information on: <ul style="list-style-type: none"> <li>○ Duration (of programme and each session)</li> <li>○ Organisation, i.e., how many units in the programme and how it aligns with the qualification, if applicable</li> </ul>	
<b>Delivery modes</b>		

<b>Evidence-gathering techniques</b>	The ticks on this chart refer to the documented evidence gathering techniques used in each programme area. Feel free to make changes to the list if you want to add more methods.										
	<b>Key</b>										
	<b>A</b>	<b>Demonstration</b>	<b>B</b>	<b>Questioning</b> (oral or written)			<b>C</b>	<b>Workplace observation</b>	<b>D</b>	<b>Scenario-Problem Solving</b>	
	<b>E</b>	<b>Role-play</b>	<b>F</b>	<b>Case Study</b>			<b>G</b>	<b>Written test</b>	<b>H</b>	<b>Third Party</b>	
	<b>UoC</b>			<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>
<b>Schedule</b>	Insert information on when, where and how the assessments are going to take place										
	Session number	Session title				Assessment gathering techniques					
	Insert session numbers	Insert session titles				Insert names of assessment methods used to assess evidences against the content/ UoC					

<b>Infrastructure/ support requirements</b>	Insert information about what physical, logistics and financial resources are required to conduct the programme. If the requirements involve inputs from the trainee/ clients, they need to be mentioned as well
<b>Trainer signature</b>	
<b>Date</b>	
<b>Client/ trainee signature</b>	
<b>Date</b>	

## Performance Criteria Checklist 2.5-1

Sl. No.	Criteria (Did I?)	Yes	No
1	Drafts of learning programmes and contents are reviewed with key stakeholders, where appropriate.	•	
2	The draft learning programme and content are adjusted to reflect the review outcomes, where appropriate.	•	
3	Final approval for the learning programme, structure and content are obtained from appropriate personnel.	•	
		•	
		•	
		•	
		•	

## Review of Competency

**Below is your performance criteria checklist for the module of Designing and Developing Competency-Based Training Programmes**

Performance Criteria	YES	NO
1.1 Purpose of training programme is clarified with key stakeholders.		
1.2 Type and scope of training programmes are ascertained.		
1.3 Competency standards and/or relevant training specifications are accessed based on existing training programme.		
1.4 Training environment, operational resources and learner characteristics required to develop training programme are Identified and considered.		
2.1 Training programmes outcomes are formulated based on training needs analysis		
2.2 Time frames are allocated based on learning outcomes depending on learner characteristics		
2.3 Learning outcomes are formulated to meet programmes outcomes		
2.4 Training approaches are decided based on training needs analysis		
2.5 Resources required for training are determined based on learning outcome and learner characteristics.		
2.6 Training components and learning outcomes are sequenced to meet programmes outcomes.		
2.7 Training programmes costs are estimated according to training programmes outline.		
3.1 Subject matters are determined based on learning out comes.		
3.2 Subject matters are sequenced considering the principles of teaching and learning process and learning outcomes.		
3.3 Delivery strategies, required assessment methods and instruments for training programme are determined and confirmed.		
3.4 Assessment and certification criteria are determined according to criterion reference method.		
3.5 Completed learning programme is documented in line with organizational and national qualifications requirements.		
4.1 Feedback is obtained from client / relevant authority/ pilot programmes as per standard organizational procedures.		
4.2 Necessary changes are made based on feedback to proceed training programmes.		
5.1 Drafts of training programmes and contents are reviewed with key stakeholders.		

Performance Criteria	YES	NO
5.2 Drafts of training programme and content are adjusted to reflect the review outcomes.		
5.3 Final approval of structure, contents and training programme are obtained from appropriate authority.		

I now feel ready to undertake my formal competency assessment

Signature of trainee:

(Name: .....)

Date: .....

## References

1. ILO, (2012). Design and Develop Competency-Based Training Programmes
2. Aspire Learning Resources, Design and Develop Learning Programmes, TAEDES401.
3. Fortress Learning, Design and Develop Learning Programmes [Online]. Available at: <https://fortresslearning.com.au/cert-iv-content/design/>
4. The Peak Performance Center, Evaluating a Training Programme [Online]. Available at: <http://thepeakperformancecenter.com/business/learning/business-training/evaluating-a-training-programme-2/>
5. Free Management Library, Basic Guide to Programme Evaluation, [Online]. Available at: <https://managementhelp.org/evaluation/programme-evaluation-guide.htm>

## **REVIEW WORKSHOP OF COMPETENCY BASED LEARNING MATERIAL (CBLM)**

The Competency Based Learning Material (CBLM) of Design and Develop Competency Based Training Programme for National Skills Certificate in Competency Based Training and Assessment, Level-5 is reviewed by NSDA on 13-14 June 2023.

### **List of Members**

<b>Sl No</b>	<b>Name and Address</b>	<b>Position in the committee</b>
1.	Md Abdullah Al Mamun, Deputy Director UCEP, Mirpur, Dhaka, Mobile: 01930113355 Email: mamun.tvet@gmail.com	Member
2.	Md. Mozzammel Hussain, Asstt. Director RISDA Institute of Technology, Mobile: 01716607767, Email: tvetmasud@gmail.com	Member
3.	Mr. Uttam Kumar Das, Instructor (Mechanical) BKTTTC, Dhaka. Mobile: 01716220932, Email: uttamkumardas13@gmail.com	Member
4.	Md. Fazlul Haque, Instructor (Electrical) Faridpur TTC, Mobile: 01715-107077 Email: fhaque.ttc@gmail.com	Member
5.	Engr Shamsul Alam, Chief Instructor (Computer) Tangail Polytechnic Institute, Mobile: 01711-577545 Email: s.alamreal786@gmail.com	Member
6.	Engr. Md. Abdur Razzaque, Specialist-1, NSDA, Dhaka. Mobile: +88 01743 734313, E-mail: razzaque159@gmail.com	Member