Your Name and Organisation:
Version/Date:

Training Development Plan *(Coaches Guide)*

Course/Project Title

Overview

A general description of the training required that summarizes the key goals and states why the training is important to accomplish for your organisation or region.

- On its own, is the overview clear? Does the overview convince you (and hopefully the stakeholders) that it will be a worthwhile project? Does it seem overly ambitious?
- Is the general overview consistent with the later outcomes described?
- In general, do the elements hold together with the rest of the plan? Is anything left out in what follows?

Audience

Primary audience for the training, and any secondary audiences, if they will impact any of your decisions

The assumed current knowledge and skills, or prerequisite knowledge and skills, of the primary audience, and any other characteristics that will guide your decisions

- Is the audience described clearly enough? Focused enough?
- Are any potential secondary beneficiaries of the training left unconsidered?
- Are prerequisites considered?

Training Goals

How the training project is expected to impact the organization/country/region

- Are these distinct from the needs and outcomes? i.e. are they truly about what is the expected impact to the bigger picture goals? These will be important for measuring impact, if it is to be measured.

Learning Needs

Overview of the learning needs at the level of the individual learners, organization, country, or region

Job competencies to be addressed by the training

- Are these described truly as needs, or just a statement of the subject to be taught?
- Is there any evidence that needs have been analyzed, or are they just assumed? What can be referenced as a source of needs evidence?
- If it is an international course, how have needs been determined?
- Have the needs been defined only by the trainers? If so, what were their considerations?

Learning Outcomes

Desired learning outcomes of the planned event, written in terms of skills that can be assessed. You may want to begin with the statement: "After completing the training, participants will be able to…"

Specific performance improvements desired

- Do the learning outcomes describe what learners should be able to do after training?
- If there are outcomes written as "Understanding" or "Appreciate" or "Know" etc., are they at least followed by outcomes describing what learners should be able to do with this understanding, appreciation, or knowledge?
- Are they clear and direct?
- If competencies exist for this area, are they referenced?

Content Scope

Provide a content outline consistent with learning objectives or outcomes. This could be the course outline as it would be presented to students, but not necessarily a complete syllabus.

Include a high level list of all topics you feel are necessary to cover and/or the skills that must be developed. If you think it will help clarification, state what will NOT be covered.

- Is the scope manageable? Or is the trainer taking on too much such that nothing can be covered in any depth with practice?
- Does the scope cover all the outcomes and will it help address the goals and what was described in the overview?

Constraints and Risks

List all constraints on the training project. List concerns that could impact project success (risks).

Constraints might include:	Risks to the project might include:
- Time available - Budget available - Number and location of students - Skills and experience of training staff - People with content expertise available - Facilities and technologies available	- Unclearly defined requirements or needs - Limited existing content resources - Limited training staff experience - Large scope or complexity - New training approaches - Technology limitations - Limited training staff availability - Significant schedule constraints - Funding risks

- Does the plan show good project management understanding of risks and constraints?
- Probe these if they are not clear.
- Have you noticed any other risks or constraints that are left out here?

Learning Solutions

*List the learning solutions (modes of training) used and **why** you have chosen them. For example: classroom training, online learning, blended learning, on-the-job training, online resources for self-directed learning, coaching or mentoring, etc.*

- Are alternative learning solutions at least considered?
- Are the chosen solutions justified?
- Could other solutions contribute to the training goals and learning outcomes?

Learning Assessment

Describe your plan for assessing whether learners before, during, and/or after the course, including tests, exercises, graded activities, and projects or products to be evaluated. Describe the use of self or peer assessment, if used. Show how assessment is linked to the Learning Outcomes.

- Is the assessment plan practical but also rigorous enough?
- Doe the assessment link fully to the expected learning outcomes?

Training Evaluation

Methods you will use to evaluate the effectiveness of your training, including surveys, interviews, post-course feedback, long-term impacts evaluation, etc.

- Is the evaluation at least a little deeper than a simple survey?
- If an extensive evaluation plan is proposed, how practical is it? Can it be accomplished within constraints?

Learning Activities

Describe the major learning activities that will be included, including lectures, readings, cases, discussions, exercises, assignments, simulations, role-play, etc.

Describe the roles of trainers and learners during the activities

- <mark>Are sufficient active learning approaches being used?</mark>
- <mark>Are the activities matched to the intended learning outcomes?</mark>
- <mark>Are the activities described well enough?</mark>
- <mark>Probe to get a clear picture of the planned activities.</mark>

Human Resources

Internal resources: project manager, project lead, content experts, teachers, developers, training support, etc.
External resources: primary decision makers, content experts, reviewers, translators, etc.

- <mark>Does this section capture all the personnel needed to achieve the training?</mark>

Learning Resources and Tools

List existing resources you will use for readings or presentations, activities, case studies, data, etc. Describe content resources you will need to search for.

Describe the technologies that will be used to support training development and delivery, including instructional technologies and operational equipment.

- <mark>Does this section capture all the resources or tools that might be able to contribute to the training?</mark>
- <mark>Do you know of any resources available that are being overlooked?</mark>

Milestones and Schedule

Outline of major milestones (deadlines) with a real or relative timeline (if you do not yet know the start date of the project). Milestones might include those below, or any additional ones pertinent to your effort.

6

Project Plan completed *Learning needs assessed* *Learning outcomes reviewed and approved* *Content outline developed* *Learning activities designed*	*Assessment plan complete* *Scheduling of all human, technical, and facility resources* *Learning resources developed or adapted* *Training delivered (begin date/end date)* *Training evaluation complete*

- <mark>Is the schedule practical based on your experience and the scope being proposed? Trainers often highly underestimate, and then skip steps or shortchange things like including practice opportunities.</mark>
- <mark>Are all steps in the process being considered?</mark>