

# Training Curriculum Review Instrument<sup>1</sup>

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## Curriculum

### Competencies/Learning Objectives

- ◆ Competencies and learning objectives are presented
- ◆ Learning objectives are linked to competencies
- ◆ A level of learning is clearly articulated by each learning objective, describing the specific awareness, knowledge, application and or skills that participants should gain as a result of the training
- ◆ Training content reflects the competency and the level of learning indicated by that competency

Strengths:

Areas Needing Improvement and Specific Suggestions:

### Themes

- ◆ Key themes for this curriculum are:  
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- ◆ Key themes designated at the onset of the project are referenced throughout the curriculum
- ◆ There is a clear connection between the key themes and the content presented

Strengths:

Areas Needing Improvement and Specific Suggestions:

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<sup>1</sup> Developed by the Butler Institute for Families, University of Denver ©

## Training Methods

- ◆ A variety of learning styles are addressed (e.g., auditory, visual, kinesthetic, diverging, converging, assimilating, and accommodating)
- ◆ Alternatives are presented within activities to appeal to different learning styles when appropriate
- ◆ Learning methods change with sufficient frequency to keep participants engaged
- ◆ Didactic material is limited to no more than 30 minute segments
- ◆ Adult learning principles are reflected in the training methods (e.g., content is made relevant, learners treated as experts)
- ◆ A variety of approaches are used that include a mix of large group methods, small group activities and individual activities
- ◆ Training uses a variety of support materials including print, audiovisuals, and media

Strengths:

Areas Needing Improvement and Specific Suggestions:

## Curriculum Instructions

- ◆ Curriculum provides clear instructions to the trainer for how to present a topic or activity as well as the content to be presented
- ◆ Instructions clearly explain all activity steps
- ◆ Timeframes for various aspects of the activity are presented
- ◆ All handouts and PowerPoint slides are referenced with titles that match those supporting documents
- ◆ When content addresses skill-level competencies, instructions clearly articulate the 5 step process of 1) explain 2) demonstrate 3) practice 4) feedback and 5) discussion
- ◆ Trainer notes encourage trainer to provide personal examples as appropriate
- ◆ Learning points relevant are made explicit in activity instructions

Strengths:

Areas Needing Improvement and Specific Suggestions:

## Content

- ◆ Training content and activities reflect the competency and fully match the learning objective(s) and related learning level objectives
- ◆ Knowledge and skill level of the audience has been acknowledged and considered so the content is at the right developmental level for participants
- ◆ Curriculum is culturally responsive
- ◆ Culturally diverse examples are presented
- ◆ Multicultural perspectives are woven throughout the training when appropriate
- ◆ Curriculum is well-written with proper grammar and punctuation
- ◆ Application to practice is clearly articulated
- ◆ Activities are relevant to content
- ◆ Learning points to be generated from discussion are provided
- ◆ An agenda includes timeframes for all curriculum sections
- ◆ Training connects classroom experiences to on-the-job activities

Strengths:

Areas Needing Improvement and Specific Suggestions:

## Sequencing of Content

- ◆ Key themes are identified early in training
- ◆ Key themes are sequenced and referenced throughout the curriculum
- ◆ Content is compatible and congruent between sections
- ◆ Material flows from simple to complex concepts
- ◆ Content flows developmentally through the levels of learning starting with awareness and up to skill-level (if content goes to skill-level)

Strengths:

Areas Needing Improvement and Specific Suggestions:

## **Format**

- ◆ Trainer instructions are presented using a consistent format throughout the curriculum
- ◆ Content is clearly identified and presented consistently throughout curriculum
- ◆ Format is visually attractive and easy to follow
- ◆ References to handouts, PowerPoint slides, and other supplies are clearly marked and consistent throughout curriculum (e.g., reference to handouts is always in bold and italic font)

Strengths:

Areas Needing Improvement and Specific Suggestions:

## **Attributions**

- ◆ Unless original ideas, all content is appropriately cited with full APA-style references
- ◆ For curriculum that has been adapted, source materials are clearly identified and full citations provided

Strengths:

Areas Needing Improvement and Specific Suggestions:

## **On-line Courses (if applicable)**

- ◆ A variety of activities intermittently engage the learner
- ◆ Screen appearance is visually engaging and easy to follow
- ◆ The navigation of the curriculum is user-friendly and intuitive
- ◆ The technology works well throughout the module without "bugs" or glitches
- ◆ Feedback is provided when responding to questions

Strengths:

Areas Needing Improvement and Specific Suggestions:

## Other Training Components

### Training design supports Transfer of Learning

- ◆ Agency supports training and training transfer including:
  - ◆ Peers support one another regarding application of training
  - ◆ Supervisor knows content to be presented at training
  - ◆ Supervisor meets with participant prior to training
  - ◆ Supervisor meets with trainer after training to discuss application
  - ◆ Cohorts attend training together
- ◆ Various strategies used to support transfer of learning that may include formal on-the-job activities, coaching and/or mentoring, peer networking, webinars, and “booster” sessions
- ◆ Training participants have the opportunity to use their learning on the job
- ◆ Training participants are encouraged to apply learning on the job

Strengths:

Areas Needing Improvement and Specific Suggestions:

### Training Evaluation

- ◆ Training includes a plan for evaluating outcomes such as satisfaction, learning at the various levels, transfer of skills to the job, performance outcomes and/or organizational change
- ◆ Evaluation strategies are appropriately designed for the training event (for example, pre-post knowledge tests would not be appropriate for a 1-day training)

Strengths:

Areas Needing Improvement and Specific Suggestions: