

Minimum Requirements for Designing Training Programs and Slide Sets

Introduction

There are good and bad reasons to mandate training. There are also good reasons for NOT training, and bad reasons to refuse. Knowing what training can and cannot accomplish enables organizations to make the right decisions at the right time, ensuring that limited resources are used effectively. Training fails to improve performance without proper diagnosis of relevant needs of the target audience, clear expected outcomes and the right methodology.

The first checklist is a useful tool to ensure that a training program has the necessary components. It does not ensure that the quality of the program is adequate for the intended performance outcomes. It is important that a professional experienced in **designing** training programs is consulted before embarking a training project since designing and delivering training are two separate competencies even if some trainers may be skilled in both.

A good training program consists of clear objectives with respect to cognitive, attitudinal and behavioural outcomes, a well defined target audience, appropriate training methodologies, and an evaluation framework.

It is also important to **pilot test** the newly developed training program with an audience similar to the target audience to fine-tune the contents and ensure validity until a first revision.

For internal WHO purposes, it would be feasible to clear the contents of a proposed training program by the relevant technical unit and its methodology by a training program/unit. This would require close collaboration between the technical and training units from the **inception** of a training project to ensure best use of internal resources and a successful outcome.

The second checklist is prepared to guide technical units in their efforts to produce slide sets for various purposes. It aims to help define the minimum requirements for such a product from WHO.

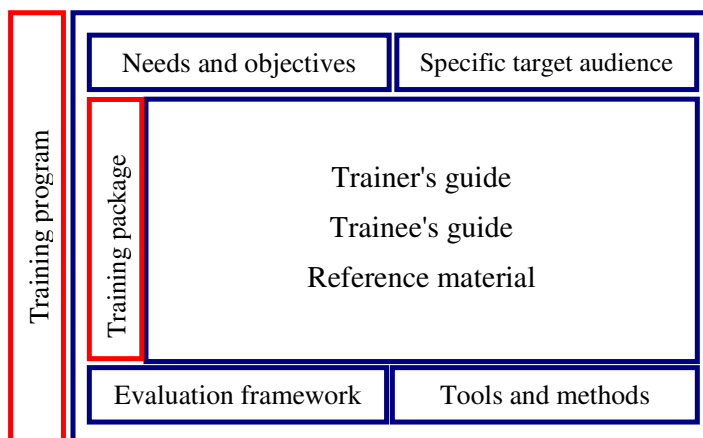


Figure 1. Components of a training program.

1. Minimum requirements checklist for designing a training program.

1. LEARNING NEEDS	
• An assessment is done to identify the training/performance needs of the target audience(s).	<input type="checkbox"/>
2. TARGET AUDIENCE(S)	
• Primary target audience is identified.	<input type="checkbox"/>
• Secondary target audience is identified.	<input type="checkbox"/>
• Prerequisites to participate in the training program are identified.	<input type="checkbox"/>
• Maximum number of participants for the training program is identified.	<input type="checkbox"/>
• Expected competencies of trainers are defined.	<input type="checkbox"/>
3. "SMART"¹ OBJECTIVES	
• The goal of the training program is identified.	<input type="checkbox"/>
• The learning objectives of the training program are identified.	<input type="checkbox"/>
• The learning objectives of each session are identified.	<input type="checkbox"/>
• The expected outcomes of the training program are identified.	
4. EVALUATION FRAMEWORK	
• An evaluation framework is designed.	<input type="checkbox"/>
• Specific tools for each level of evaluation are developed.	<input type="checkbox"/>
• Expected performances for each level of evaluation are identified.	<input type="checkbox"/>
• Resources for evaluation activities are allocated.	<input type="checkbox"/>
5. TRAINING PACKAGE	
• The reference material on which to base the training is chosen by a panel of content experts.	<input type="checkbox"/>
• The content expert(s) worked with instructional designer(s) to develop the training.	<input type="checkbox"/>
• Trainer's guide is prepared to include:	<input type="checkbox"/>
○ Instructions to trainers	<input type="checkbox"/>
○ Training goals	<input type="checkbox"/>
○ Suggested audience size	<input type="checkbox"/>
○ Session outlines	<input type="checkbox"/>
○ Session objectives	<input type="checkbox"/>
○ Proposed session plans with timing	<input type="checkbox"/>
○ Questions and answers for all exercises, case studies, etc	<input type="checkbox"/>
○ References	<input type="checkbox"/>

¹ SMART: Specific, Measurable, Achievable, Realistic, Time-framed.

• Trainee's guide is prepared to include:	<input type="checkbox"/>
○ Instructions to trainees	<input type="checkbox"/>
○ Training goals	<input type="checkbox"/>
○ Session outlines	<input type="checkbox"/>
○ Session objectives	<input type="checkbox"/>
○ Questions for all exercises, case studies, etc	<input type="checkbox"/>
○ References	<input type="checkbox"/>
6. TOOLS AND METHODS	
• Audio-visual training tools are created (<i>select as appropriate from below</i>):	
○ Slides and speaker notes for presenting ideas/concepts	<input type="checkbox"/>
○ Slides, speaker notes and checklists for demonstrating steps of various skills	<input type="checkbox"/>
○ Flip-charts/posters	<input type="checkbox"/>
○ Up-to-date video-clips	<input type="checkbox"/>
○ Excerpts from reference materials	<input type="checkbox"/>
○ Hand-outs	<input type="checkbox"/>
○ Case studies	<input type="checkbox"/>
○ Problem sheets	<input type="checkbox"/>
○ Checklists	<input type="checkbox"/>
○ Interactive training tools for self-paced learning	<input type="checkbox"/>
○ Others (.....)	<input type="checkbox"/>
• Appropriate means of delivery are chosen to match the learning objectives and the target audience:	
○ Distance/self learning	<input type="checkbox"/>
○ On-the-job training	<input type="checkbox"/>
○ Face-to-face training	<input type="checkbox"/>
• Appropriate training methods are chosen to match the learning objectives:	
○ Small group activities	<input type="checkbox"/>
○ Group discussion	<input type="checkbox"/>
○ Expert opinion	<input type="checkbox"/>
○ Forum discussion	<input type="checkbox"/>
○ Simulations	<input type="checkbox"/>
○ Demonstration/coaching	<input type="checkbox"/>
○ Anatomical models for skills acquisition	<input type="checkbox"/>
○ Others (.....)	<input type="checkbox"/>

2. Minimum requirements checklist for designing slide sets for presentations.

1. TARGET AUDIENCE(S)	
• Primary target audience is identified.	<input type="checkbox"/>
• Secondary target audience is identified.	<input type="checkbox"/>
• If the set is intended for use by others, these "trainers" are identified.	<input type="checkbox"/>
2. LEARNING NEEDS	
• An assessment is done to identify the needs of the target audience(s) and to ensure relevancy.	<input type="checkbox"/>
3. PURPOSE	
• The purpose/goals of the presentation are clearly defined.	<input type="checkbox"/>
4. SLIDES	
• A cover slide depicts the title of the presentation and the date.	<input type="checkbox"/>
• An objectives slide shows the expected outcomes of the presentation.	<input type="checkbox"/>
• A separate slide informs about the intended target audience.	<input type="checkbox"/>
• An outline of the presentation is illustrated on a slide, if necessary.	<input type="checkbox"/>
• For each slide:	
○ a simple format is used.	<input type="checkbox"/>
○ the headers are informative.	<input type="checkbox"/>
○ the first point is the most important in a list.	<input type="checkbox"/>
○ full sentences are avoided; the text is kept to a minimum.	<input type="checkbox"/>
○ colors are used to emphasize and not to distract.	<input type="checkbox"/>
○ conceptually meaningless forms, colors, illustrations are avoided.	<input type="checkbox"/>
○ good-sized margins are left around the text.	<input type="checkbox"/>
○ embedded visuals (photographs, illustrations, video clips) serve a purpose and match relevant expected outcomes.	<input type="checkbox"/>
• The presentation ends with a summary slide.	<input type="checkbox"/>
• Speaker notes accompany each slide.	<input type="checkbox"/>
• The proposed time required for the presentation is provided.	<input type="checkbox"/>
• References and resources are provided.	<input type="checkbox"/>
• Acknowledgments are provided.	<input type="checkbox"/>
• Copyrighted materials are used with permission.	<input type="checkbox"/>