# **[Course Design](http://www.dsatconsultancy.co.uk/%22%20%5Cl%20%22%21course-design/cuy0)**

****

**COURSE DESIGN TERMS OF REFERENCE (TOR)**

**CNIA TYPE JOB TITLE HERE**

**REFERENCES:**

A. The CNIA Organisational Development Scoping Study report dated February 2008.

B. EV/ Type TAD Number Here

**INTRODUCTION**

1. Reference A, pages 39/40, recommended the implementation of the Systems Approach to

Training (SAT) as the CNIA training policy. Al Shaheen has been contracted by CNIA to

implement the SAT methodology primarily using the analysis and design functions.

**COURSE TITLE**

2.The course being designed is the CNIA Type Job Title Here.

**TERMS of REFERENCE (ToR)**

3. These ToR state the aim, objectives and methodology for the conduct of the design

by the Course Design Unit (CDU).

**AIM**

4. The aim of this design is to produce a balanced realistic programme that reflects the standards annotated in the Employment Volume (EV) Formal Training Statement (FTS) for the CNIA Type Job Title Here functions.

**OBJECTIVES**

5. The objectives of this Design are to produce a Course Training Plan (CTP) containing:

5.1 Course details

5.2 Course syllabus

5.3 Scalar

5.4 Model programme

5.5 Lesson plans (Section A)

5.6 Course Assessment Plan (CAP)

5.7 Internal Validation (InVal) Plan

**OUTLINE PLAN**

6. CNIA Course Design Section requires the following information from the WAT prior to beginning their work in Training Design and Development:

6.1 Job Performance Statement (JPS)

6.2 FTS (Containing the Training Performance Statement)

6.3 Difficulty, Importance and Frequency (DIF) analysis of the tasks and sub-tasks required to perform the job.

**TRAINING DESIGN AND DEVELOPMENT – COURSE DESIGN TASKS**

7. Upon receipt of the required product from the WAT the CDS will, complete the next stages of Training Design and Development. In practice, this will involve the completion of the following tasks:

7.1 **Knowledge, Skills, Attitude (KSA) Analysis.** Conduct a KSA analysis of the TOs in order to identify the Knowledge and Skills to be taught on the course and what Knowledge, Skills and Attitudes are to be assessed.

7.2 **Enabling Objectives (EOs).** Derive EOs (written as Performance, Conditions and Standards) from the (TPS).

7.3 **Instructional Scalar.** Produce an Instructional Scalar, listing all the TOs, EOs and Teaching Points (TPs).

7.4 **Course** **Assessment Plan (CAP).** Write the CAP in consultation with a Subject Matter Expert (SME) and CNIA Standards Section.

7.5 **Template Timetable.** Construct a course template timetable. Once complete, check that all of the Instructional Scalar is taught by inserting the scalar detail into the template.

7.6 **Brief Staff Involved in the Writing Process**. Centrally brief all staff involved in the writing process. This brief is to include an overview of the SAT process, an explanation of the Instructional Scalar, a discussion of Methods and Media, an explanation of what is required to complete a Lesson Plan Section A (including example handout) and an explanation of what should be considered when writing assessments (include example handout).

7**.**7 **Assessment Specification(s).** Complete the course assessment specification(s).

7.8 **Course Training Plan (CTP)** Compile the CTP.

7.9 **Complete Training Documentation.** Ensure that any outstanding training documentation is completed.

7.10 **Pilot.** Pilot the course and revise course content and course documentation, as necessary, after the pilot, in consultation with the InVal Unit.

**REFERENCES**

8. The design of the course shall be conducted in accordance with SAT methodologies and procedures.

**REPORTING**

9. The CDU shall ensure that the Training Management System (TMS) Leader is regularly briefed on the progress of the design.

**TIMELINES**

10. The CDU will complete the design process within the agreed timelines stipulated in the CNIA, Al Shaheen contract.

**SPECIAL COURSE REQUIREMENTS**

11. At Annex A can be found special course requirements as directed by the Head of CNIA Training Sector.