1. Identify goals, principles, and constraints

Importance

The impact of mastering these competencies is that you:

- Base design on both the explicit and implicit goals of the stakeholders.
- Follow established best practices in design.
- Base design on the real needs of the various learner groups.
- Identify interdependencies and constraints early in the design process.

Supporting competencies and tasks

These tasks contribute to mastery of the supporting competencies (in bold). Put a check mark next to each task or subtask within the supporting competency as you complete it:

1a	Consult with stakeholders to clarify the business need and goals of the curriculum
	Determine the stakeholders to involve
	Confirm with stakeholders the need and measures that the curriculum is intended to affect (for example, generate revenue, contain expenses, comply with government/industry/organization guidelines)
	Identify the impact the business need has on resources available to develop the curriculum
	Confirm the potential goals (for example, minimize time to competence, increase engagement, develop organization values, compete for talent, increase profile of learning function)
	Resolve areas of disagreement among stakeholders
٦b	Establish overall design principles
	Explain the rationale for the chosen educational philosophy, design approach, and design process, for example:
	Activities to reinforce participants' persistence, self-esteem, and confidence
	Activities to build participants' confidence, leadership skills and problem-solving skills 👰
	Incorporating women role models (9)
	Incorporating coaching and/or mentoring
	Incorporating social networks and peer learning
	Consider any financial constraints of the program 🍥
	Align learning with social and cultural norms 🚳
	Determine security precautions for facilitators and participants 🚳
B	Embed flexibility in the program design 🚳
	Consider time constraints of participants 🧐
	Consider participants family responsibilities 👰

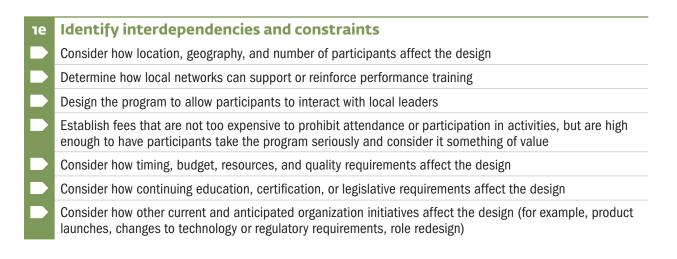
3. Design a detailed roadmap for the curriculum

4. Prototype curriculum components

5. Prepare to implement and sustain the curriculum

1C	Profile identified groups of participants	
	Profile various groups of participants (for example, participants with or without previous experience, participants hired internally or externally, different demographic groups, participants with different goals)	
	Consider decision-making/agency and how to engage those family members who determine participation in your program 🜍	
	Identify resources available to participants (for example, physical work environment, interactions with others, available tools, capabilities of mentors)	
	Determine the desired proficiency levels of the participants once they successfully complete the curriculum (for example, "qualified to operate the machinery" or "power user")	
	Identify remedial training or assistance if education levels need bolstering	
	Design optional pre-program courses to bring participants' baseline skills up to acceptable levels for the program	
ıd	Consider potential of available technology to support curriculum	
	Identify potential for producing learning experiences and materials for either face-to-face or online learning using specialized authoring and audiovisual production technologies	
	Determine suitable digital learning delivery methods that could reduce the need for face-to-face contact and travel and digital tools for applying a skill or knowledge from the training	
	 Determine how various digital solutions would meet the needs of participants, for example, their learning preferences or access to digital tools for reference after the program 	
	 Evaluate whether there are barriers to overcome to deliver trainings via technology for participants (for example, not knowing how to use technology, trust in technology, etc.) 	
	 Determine whether the use of digital solutions would enable more participants to join the program or receive program materials (for example, scaling the delivery and multiplier effect) 	
	Determine viable digital solutions for participants	
	 Identify the owners of the access to technology and whether permission is needed from anyone (if so, find out from whom and what kind of permission) 	
	Identify who to involve in digital support	
	Identify communication channels to reach prospective participants and inform them of upcoming training	
	• Use language in the marketing materials that is appropriate for the target group	
	Identify stakeholders who could promote this training	
	Identify potential for electronically (or digitally) managing development workflows and providing content with enterprise learning technologies	
	Identify potential for managing, personalizing, and tracking participants' learning experiences and materials with enterprise learning technologies	
	Identify potential for ongoing communication and learning offered through social media	
5	Identify potential for distributing learning experiences and materials by internet-connected devices (for	

- example, smartphones, tablets, laptop computers)
- Identify organizational policies on use of technology that could affect design of the curriculum



Key outputs and assessment criteria

Mastering these competencies typically involves the following outputs. The assessment criteria indicate what would make the output appear to be high in quality.

KEY OUTPUTS	ASSESSMENT CRITERIA
Summary section of the Design Document	Section describes briefly the design principles that are central to the learning approach for the curriculum
	Section summarizes the sequence of the learning experiences within the full curriculum
	List of learning experiences identifies the target audience and profile for each experience
	Section describes the required technologies for the learning experiences
	Section describes the link between each learning experience and related non- learning solutions (for example, mentoring, coaching)