2. Create a high-level roadmap for the curriculum

Importance

The impact of mastering these competencies is that you:

- Structure and sequence the curriculum based on outcomes and goals.
- Identify how and when to assess and validate proficiency.
- Document learning best practices to guide the design.
- Ensure that you consider how to sustain performance over time.

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:

2a	**Identify desired performance and other outcomes**
▶	Review desired performance and other outcomes (see *Assessing Performance Needs 2a*)
▶	Emphasize importance of performance and other outcomes to participants
▶	Identify motivational reasons to adopt the taught behaviors and content

2b	**Sequence performance and other outcomes**
▶	Determine the order content should flow within each learning experience and between learning experiences
▶	Set priorities, determine prerequisites and dependencies, and define performance and other desired outcomes
▶	Identify assessment checkpoints along the way to confirm proficiency

2c	**Identify potential learning and other performance solutions for achieving desired outcomes**
▶	Identify potential learning and other performance solutions for closing performance gaps or achieving other desired outcomes (see *Assessing Performance Needs 4a*)
▶	Select learning and other performance solutions to achieve outcomes (see *Assessing Performance Needs 4b*)
▶	Identify support required for learning (for example, online forums, peer and business-to-business networking, crowd sourcing of materials, coaching and mentoring)
▶	Determine a realistic overall timeframe for participant completion of curriculum

2d	**Determine the sequence of learning experiences for identified groups of participants**
▶	Determine points of entry to the curriculum, based on prior experience or learning, and ways to support participant entry (for example, provision of remedial training) ⚥ ◎

DESIGNING CURRICULA

1. Identify goals, principles, and constraints

2. Create a high-level roadmap for the curriculum

3. Design a detailed roadmap for the curriculum

4. Prototype curriculum components

5. Prepare to implement and sustain the curriculum

2e Determine how technology and tools can support the curriculum

▶ Determine reliability of technological infrastructure in the regions (for example, prevalence of brownouts or blackouts, bandwidth issues, media censorship)

▶ Determine the types of devices to use to support the program (for example, smartphones, tablets, classroom polling devices)

▶ Determine how to use technology to store and deliver content

▶ Determine how to use technology to promote communication and collaboration among participants and facilitators

▶ Determine how to use technology for assessment and testing

▶ Determine how to use technology to personalize experiences and resources for different groups of participants

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
Structured list of goals for each experience within a curriculum	Performance outcomes state observable outcome and conditions under which outcomes are achieved
	Other desired outcomes are stated as concretely as possible
	List reflects needs and issues identified in the assessment
High level roadmap for the curriculum	The Roadmap ▸ Is consistent with identified goals, interdependencies, and constraints ▸ Identifies any prerequisites ▸ Identifies all required and optional components of the curriculum ▸ Shows progression through the curriculum ▸ Shows alternative paths for identified groups of participants, where appropriate ▸ Identifies the goals of the learning experience ▸ Shows assessment checkpoints and identifies when participants should be proficient in specific performance outcomes ▸ Shows timing of components and curriculum as a whole ▸ Explains how to use technology to support the curriculum and provides alternatives in the event of technological failure ▸ Identifies support needed within the work environment ▸ Reflects planned organization initiatives (for example, product launches, changes to technology or regulatory requirements, role redesign)
	All design choices align with overall goals, performance and other desired outcomes, resources available, and accepted best practices in performance and learning