



## Design Plan

**Name of Course:**

**Date of Delivery:**

**Name of Facilitators:**

**Objective of Course:** At the end of this course, you will be able to

**Method of (Self) Evaluation (Must match Objective):**

Session Name	Topic and Subtopics	Objective of Session	Methodologies	Timing	Evaluation (instructor/facilitator, and/or learner)
1.					
2.					
3.					

Materials required: Will provide a \_\_\_\_\_



## CHECKLIST FOR DESIGN PLAN – EVALUATE YOURSELF

OVERVIEW OF THE COURSE	Yes/No
<b>INTRODUCTION</b>	
Intent of the course and the rationale for its design are explained.	
Target population is described.	
Expected benefits of delivering the course are stated.	
Overall learning mode(s) and main instructional methods are described.	
Duration of the course is given.	
Loading information (class size and structure) is provided.	
Estimated resources are listed	
<b>COURSE OBJECTIVE</b>	
Performance statement describes what the learners will be able to do at the end of the course (one action verb which is both measurable and observable).	
Performance described is as close to the performance at work as possible.	
Conditions of the performance are provided.	
Standard for evaluation of the performance is stated.	
<b>EVALUATION OF COURSE OBJECTIVE</b>	
Means to evaluate performance (the performance check) is described.	
Performance check matches the stated objective (i.e., considering performance, conditions and standard).	



<b>TIMETABLE</b>	
Schedule for the phases/parts is outlined.	
Times indicated are realistic.	
Total of the times listed match the course duration.	
<b>MODULE OUTLINES</b>	
See the checklist for modules on the next page.	

**\*The Design Plan serves as blueprint for the learning product to be developed. It is the basis for the development of learning materials.**



## CHECKLIST FOR DESIGN PLAN – EVALUATE YOURSELF

### Modules

MODULE OUTLINE	Yes/No
<b>GENERAL</b>	
Title for the module is meaningful.	
Module objective identifies what is to be achieved for expected performance. (one action verb, measurable and observable)	
Means for the evaluation of the achievement of the objective are described.	
Contains: <ul style="list-style-type: none"><li>• content breakdown</li><li>• methods for presentation of information</li><li>• exercise/learner activity</li><li>• take up activity</li><li>• times for each.</li></ul>	
<b>CONTENT</b>	
Topics listed are meaningful.	
Topics are necessary/important to identified performance.	
Sequence of items is logical.	
Organization of topics will facilitate learning (i.e., takes into account the level of complexity and the time required for learning)	
Reference materials to be developed are described. (documents, samples etc.)	



<b>METHODS</b>	
Methods are identified for each topic in terms of presentation of information (including visual support), the learner activity and the take up.	
Methods are appropriate to thinking/action expected of learners.	
Methods are varied for the presentation of information, learner activity and take up.	
Methods ensure learner involvement.	
Performance application activity for evaluating achievement of the objective is described.	
<b>TIME</b>	
Times are detailed in minutes for topics.	
Times reflect importance and complexity of topic.	
Total time required for learning activities is realistic.	
Total time indicated matches duration of the module.	
Ratio of learner activity to presentation of information and take up is appropriate.	