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Sustainable Human Resource Development in logistics services for ASEAN Member States

“Instructors’ Workshop on Training Fundamentals”

Arnoma Hotel, Bangkok (Thailand)
01st November, 2014 (Saturday)
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TOT - Pedagogy & Andragogy
Module 7: Course Development
Sustainable Human Resource Development in logistics services for ASEAN Member States

- Introduction
- Module Objectives
- What do we mean by a Course?
- Developing A Course
- Reflecting on this Module
Introduction

Our Objective for this P&A training programme is to enable you to become a good Instructor in the Course on FIATA-Validated Programme.

This training has been specially designed for the specific purpose of helping you to develop your competence in the area of teaching & training.
Introduction

You will need to develop a course to meet the Needs of learners you teach...

It will require a clear understanding of the Methodology used in Course Development

You may also need to revise a Course, adapt it to suit the special circumstances of the industry or academic environment here.
Module Objectives

Upon completing of this Module, you should be able to:

- identify the processes involved in the development of a Course...

- enumerate the different phases involved in the course development process...
What do we mean by ‘a Course’?

- is a planned learning experience for an identified group of learners...
- may involve anything from a 3-years’ undergraduate degree in maritime management to a 6-week induction for a new navigational device...
- courses can vary greatly in terms & scope, duration & mode of delivery
What do we mean by ‘a Course’?

No matter what course you are thinking of developing, the following broad essential questions/areas must be carefully addressed:

- **who is this Course for?**

- **what are the Aims & Objectives?**

- **what will be the Content & Structure of the Course?**

- **how will the Course be delivered & managed?**
What do we mean by ‘a Course’?

No matter what course you are thinking of developing, the following broad essential questions/areas must be carefully addressed:

- what resources are needed to support the course?
- how will learning be assessed?
- how will the course be evaluated to gauge its effectiveness?
Questions?

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Developing a Course

The methodology for addressing these broad Questions/Area is outlined...

There is a requirement for collaboration bet. a Team composed of:

- subject-matter experts
- course developers
- technical specialists

Broad Objective – develop an excellent Course that meets a specific needs of the industry!
Developing a Course

"Systems Approach"

- the Methodology consists of 3 principal activities:
  - Analysis
  - Design & Production
  - Evaluation

Feedbacks
Developing a Course

1. **analysis stage**: preliminary studies, job analysis, population analysis

2. **development stage**: curriculum design, module design, course production

3. **implementation stage**: validation and revision, implementation of training, post-training evaluation
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Developing a Course

The 9 Phases involved in this Methodology

Phase 1: Preliminary study
Phase 2: Job analysis
Phase 3: Population analysis
Phase 4: Curriculum design
Phase 5: Module design
Phase 6: Production of courses
Phase 7: Validation & revision
Phase 8: Implementation of training
Phase 9: Post-training evaluation

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Phase 1 – Preliminary Study

Training is normally recommended as a result of some changes at the workplace with the following possible causes:

- new developments taking place in the industry
- new equipment
- re-organization
- policy changes
- change in the workplace
- performance problems
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Phase 1 – Preliminary Study

This phase of Course Development is designed to develop answers to the following questions:

• what exactly is the problem which training is expected to solve?
• what causes it?
• what could be the training solutions?
• are there any other management actions needed to make the training effective, including the provision of necessary resources?
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Phase 1 – Preliminary Study

By the completion of this phase, as a result of this Analysis by the Course Development Team, the person-in-charge of human resource development will be in a position to make a balance Management Decision as to whether this training approach is justified and, if so, what resources are required for the development of the Course Package...?
Phase 2 – Job Analysis

The job is analysed systematically in order to determine the Performance Requirements...

From this analysis, the Skills, Knowledge & Attitudes required for good job performance are defined:

- the importance of each task is determine in order to set Training Priorities & economize on the resources used...
- Standards of Job Performance are also defined at this stage
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Phase 3 – Population Analysis

This phase answers the questions –

“How many People need training?”
“What do they already know?”
“What kind of People?”
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Phase 3 – Population Analysis

Information is gathered on the intended Trainees:

• educational background
• preferred modes of learning?
• how much knowledge & skill they already have?
Questions?

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Phase 4 – Design of Curriculum

Learning experience designed to meet identified training needs must have specific Performance Objectives which directly relate to the desired competence needed in the workplace...

• this phase seeks to identify each of the skills that are to be taught &
• specify what level of performance will be expected of the trainee at the end of the course...
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Phase 4 – Design of Curriculum

Mastery Test are then designed which will allow the instructors to observe & measure whether each skill has actually been acquired, or the knowledge gained...

- these tests may take in the form of simulated performance in the training centre, exercises, games, etc...
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Phase 4 – Design of Curriculum

Where on-the-job training is needed to achieve & test a skill, this is also specified...

Job aids, such as Checklists which the trainee will use on the job are also specified...

• This phase also involves sequencing of the Training Objectives & grouping them into Training Modules to form a Curriculum...

• Course programmes may be divided into a number of self-contained units or modules...(modular basis)
Developing a Course

Phase 4 – Design of Curriculum

In designing a Course with a Modular format, it is important to identify & make decisions in relation to:

- the number of modules to be included – compulsory & optional;
- the relationship of modules to each other;
- the organization & sequencing of modules...
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Phase 5 – Design of Modules

In this phase, a detailed plan of the Content & Training activities for each Module is designed

• for the 1st time in the process, the detailed Content of each of the subjects which have been identified as necessary, is now considered, as well as the Mode of Delivery & Instructional Methods to be used...
Developing a Course

Phase 5 – Design of Modules

In this phase, a detailed plan of the Content & Training activities for each Module is designed

• only those areas which are relevant to achieving the required performance are included, thus substantially cutting training time & resources used, in comparison with the traditional method of considering the detailed syllabus first!
Developing a Course

Phase 5 – Design of Modules

The design process involves the followings:

- organizing & sequencing the Module Content in a clear & logical structure
- deciding on appropriate Modes of Delivery, Training Techniques & activities to meet the specific Performance Objectives for the Module
Developing a Course

Phase 6 – Production & Development Testing

This involves decisions about what types & amounts of resources are needed to ensure that participants have good opportunities for effective learning...

• resources can involve a wide range of areas, from training personnel, equipment, technician support, specialist rooms to teaching/learning materials

• failure to plan, budget & ensure access in this area can prove costly to the effectiveness of the programme and learner satisfaction
Developing a Course

Phase 6 – Production & Development Testing

At this stage, the Training Materials are produced to Guidelines & Standards on Format, Readability, Visual Aids & all other Relevant factors...

Detailed Lesson Plans for the guidance of Instructors, Trainee Handouts, AV Materials, etc. are all prepared, ready for initial Test of the Course...!
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Phase 7 – FIATA Validation & Revision

The 1st delivery of the complete package is carefully monitored to ascertain whether the Trainees achieve the Performance Objectives that were set!

- trainees’ & instructors’ opinions are recorded
- tests before, during & after completion of the course are compared & revisions (if any) are made to rectify defects or deficiencies...
- it is necessary that a further delivery of the course takes place before it is considered for validation!
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Developing a Course

Phase 7 – FIATA Validation & Revision

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Phase 7 – FIATA Validation & Revision
Phase 8 – Implementation

Arrangements are made in this phase for the Course to be delivered regularly...
Phase 9 – Evaluation & Continuous Re-Training

The long term effectiveness of the on-going Course is evaluated by answering 4 questions:

• did the trainees react in the classroom as they were expected to react?
• did the trainees performed as they were expected in the Mastery Tests?
• was there the desired improvement of their performance when they returned to their jobs?
• did the training programme solve the operational problems that gave rise to it?
Developing a Course

Phase 9 – Evaluation & Continuous Re-Training

Continuous Re-current Training of Trainers, Instructors & Facilitators is necessary to maintain & elevate the Quality & Standards, as well as the latest trends & developments in the area of Vocational Training & Andragogy!
“The Illiterate of the 21st Century Will NOT be the one Who cannot Read or write; but the one Who cannot Learn, Unlearn & Relearn...!”
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Reflecting on this Module 7

- this final module has provided you with a framework on how to design & develop a course
- the various activities involved in Course Development have been scrutinized in detail...
It is our hope that this TOT training programme has provided you all:

- clear directions on training fundamentals
- increase your training effectiveness...
- make training meaningful for both you & your trainees in your respective countries!
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 감사합니다

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THE END

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