Training Plan

*Overview*

*The Training Plan outlines the objectives, needs, strategy, and curriculum to be addressed when training users on the new or enhanced information system. The plan presents the activities needed to support tile development of training materials, coordination of training schedules, reservation of personnel and facilities, planning for training needs, and other training-related tasks. Training activities are developed to teach user personnel the use of the system as specified in the training criteria. To develop a Training Plan, refer to the outline.*

*Include the target audiences and topics on which training must be conducted on the list of training needs. Include in the [raining strategy how the topics will be addressed. This information includes the format of the training program, the list of topics to be covered, materials, time, space requirements, and proposed schedules. Discuss QA in terms of testing, course evaluation, feedback, and course modification/enhancement.*

# INTRODUCTION

This section provides a management summary of the entire plan. It is not required to provide information in this section if the descriptions provided in the subsequent sections are sufficient.

## Background and Scope

This section provides a brief description of the project from a management perspective. It identifies tile system, its purpose, and its intended users. This section also provides a high-level summary of the Training Plan and its scope.

## Points of Contact

This section provides the organization name (code) and title of key points of contact for system development. It includes such points of contact as the Project Manager, Program Manager, QA Manager, Security Manager, Training Coordinator, and Training representative, as appropriate.

## Document Organization

The organization of the Training Plan is described in this section.

## Project References

This section provides a bibliography of key project references and deliverables that have been produced before this point. For example, these references might include the Project Plan. FRD, Test Plan, Implementation Plan, Conversion Plan, and Systems Design Documents.

## Security

If applicable, this section provides a brief discussion of the system’s security controls and the need for security and protection of sensitive State data. If the system handles sensitive information, information should he included about labeling system outputs as sensitive.

## Glossary

This section is a glossary of all terms and abbreviations used in the plan. If it is several pages in length, it may be placed as an appendix.

# REQUIREMEN’I’S TRACEABILITY (OPTIONAL)

If possible**,** this section presents a trace ability matrix that lists user requirements as documented in the FRD and traces how they are addressed in such documents as the Systems Design Document, Test Plan, and Training Plan. Cross-reference the user requirements and training needs in the appropriate sections of the Training Plan.

The requirements matrix may be broken into segments, if appropriate.

# INSTRUCTIONAL ANALYSIS

## Development Approach

This section discusses the approach used to develop the course curriculum and ensure quality training products. This description includes the methodology used to analyze training requirements in terms of performance objectives and to develop course objectives that ensure appropriate instruction for each target group. The topics or subjects on which the training must be conducted should be listed or identified.

## Issues and Recommendations

Any current and foreseeable issues surrounding training are included in this section. Recommendations for resolving each issue and constraints and limitations should also be listed.

## Needs and Skills Analysis

This section describes the target audiences for courses to be developed. Target audiences include technical professionals, user professionals, data entry clerks, clerical staff members. ADP and non-ADP managers, and executives. The tasks that must be taught to meet objectives successfully and the skills that must be learned to accomplish those tasks are described in this section. A matrix may be used to provide this information. Also in this section, the training needs for each target audience are discussed. If appropriate, this section should discuss needs and courses in terms of staff location groupings, such headquarters and field offices.

# INSTRUCTIONAL METHODS

## Training Methodology

This section describes the training methods to he used in the proposed courses; these methods should relate to the needs and skills identified in Section 3.3, Needs and Skills Analysis, and should take into account such factors as course objectives, the target audience for a particular course, media characteristics, training setting criteria, and costs. The materials for the chosen training approach, such as course outlines, audiovisual aids, instructor and student guides, student workbooks, examinations, and reference manuals should he listed or discussed in this section. Sample formats of materials can be included in an appendix, if desired.

## Training Database

If applicable, this section identifies and discusses the training database and how it will be used during computer systems training. It discusses the simulated production data related to various training scenarios and cases developed for instructional purposes. This section also explains how the training database will be developed. If this section is not applicable to the system involved, indicate “Not applicable.”

## Testing and Evaluation

This section describes methods used to establish and maintain QA over the curriculum development process. This description should include methods used to test and evaluate training effectiveness, evaluate student progress and performance, and apply feedback to modify or enhance the course materials and structure.

One source of feedback could be a course - or module - specific course or instructor evaluation form. This form should gather trainee reactions on the following topics: scope and relevance of course or module, appropriateness of objectives, usefulness of assignments and materials, effectiveness of course training materials, stronger and weaker features of the course, adequacy of the facilities, timing or length of the course or module, effectiveness of the instructor(s), and participant suggestions and comments.

# TRAINING RESOURCES

## Course Administration

This section describes the methods used to administer the training program, including procedures for class enrollment, student release, reporting of academic progress, course completion and certification, monitoring of the training program, training records management, and security, as required.

## Resources and Facilities

This section describes the resources required by both instructors and students for the training, including classroom, training, and laboratory facilities; equipment such as an overhead projector, projection screen, flipchart or visual aids panel with markers, and computer and printer workstations, and materials such as memo pads and pencils, diskettes, viewgraphs, and slides. Information contained in this section can be generic in nature and can apply to all courses. Specific course information and special needs may he itemized here as well or, if many different courses are involved, in Section 6. Training Curriculum.

## Schedules

This section presents a schedule for implementing the training strategy and indicating responsible parties. Included are key tasks to be completed, such as when to set up training facilities and schedule participants; other activities essential to training; and dates on which those tasks and activities must be finished. This section provides an overview of tasks; deliverables, such as approach and evaluation forms; scheduled versus actual milestones; and estimated efforts, such as the work plan. In the final version of the Training Plan, actual course schedules by location should be included.

## Future Training

This section discusses scheduled training modifications and improvements. This information can include periodic updating of course contents, planned modifications to training environments, retraining of employees, and other predicted changes. Indicate procedures for requesting and developing additional training.

# TRAINING CURRICULUM

This section provides descriptions of the components that make up each course. If a large number of courses or modules is described, place these descriptions in an appendix. Subsections of this section, if any should he created for each course.

Each course may comprise one or more modules. A course description should be developed for each module. At a minimum, each course description should include the course/module name; the length of time the course/module will take; the expected class size (minimum, maximum, optimal); the target audience: course objectives; module content/syllabus; specific training resources required, such as devices, aids, equipment, materials, and media to be used; and any special student prerequisites. The course description could also include information on instructor-to-student ratio, total number of students to be trained, estimated number of classes, location of classes, and testing methods.