



VBA Training Development Checklist (Long Form)

Date: _____

Project Name:

Project/Office Sponsor:

Project/Office Sponsor Contact Information:

Statement of Need:

Deadline for Completion:



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This checklist will ensure that you follow the process for the successful development and fielding of a training initiative.

Phase/Question	Yes	No	N/A	Notes
A. Preparation				
1. Do you have approval for the training event? In most cases you should have prior approval from your leadership before you begin a training initiative. If you have not yet secured approval, you should refer to national or local policy for instructions on initiating a training event.				
2. Is the training initiative specific to your organization? If no, contact ED&T for information (1-407-835-5593).				
3. Is this a new training initiative? If this is a modification and/or update to existing training, consult with your leadership and ED&T to ensure that updates and changes are included globally, as necessary.				
4. Have you verified with ED&T that this training, or a similar training, doesn't already exist or isn't in development elsewhere? It is important that you verify that your efforts are not a duplication of an existing training initiative or existing training from other organizations or ED&T. If you have not done so, consult with your leadership and then contact ED&T for verification (1-407-835-5593).				
5. Have instructors been identified for the proposed instruction? It is important to identify instructors early in the project so that they may complete any necessary training and prepare for the training event.				



VBA Training Development Checklist (Long Form)

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<p>6. Have all instructors completed VBA's Web-based Instructor Training Courses (ITC)?</p> <ul style="list-style-type: none"> • ITC Common Core Essentials: TMS Item ID 3821724 • ITC Classroom Instruction: TMS Item ID 3821731 • ITC Distributed Learning Instruction: TMS Item ID3821733 <p>If no, coordinate with the instructor(s) supervisor(s) to have the ITC courses added to their training plan(s).</p>				
<p>7. Is funding required for the project?</p> <p>If yes, secure approval for funding prior to continuing with the training initiative. Refer to local policy for instructions on acquiring funding for a training event.</p>				
<p>8. Does this training event qualify as a conference?</p> <p>Refer to VA Directive 0632 and VA Handbook 0632 for conference approval procedures. Access the Corporate Travel and Reporting Office Website for guidance on conference policies and forms at http://vaww.trainingevents.va.gov/.</p>				
<p>9. Has the target audience for the training been identified?</p> <p>It is critical to any training effort that you have identified the group(s) who will be taking the training as early in the process as possible.</p>				



VBA Training Development Checklist (Long Form)

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<p>10. Have you determined the method(s) for how and when you will notify prospective students and their supervisors of this training?</p> <p>Develop a plan early on for how and when you will notify prospective students and/or their supervisors of the new training. Remember, if you need to go through Office of Field Operations (OFO) for either instructors or students, the sooner you can get your requests in the better.</p>				
<p>11. Have you determined how much time this training initiative will require for instructors and students?</p> <p>Determine how much “instructor time” and “seat time” is required:</p> <p><u>Instructor time</u>: Refers to time required for instructor preparation, room and materials setup/breakdown, actual instruction time, and any additional outside-the-classroom work (grading, reports, etc.) that is required.</p> <p>Typically, a two-hour training event requires eight hours of dedicated time for the instructor.</p> <p><u>Seat time</u>: Refers to the actual length of an instructional session for the students.</p>				
<p>12. Has an overall goal for the training initiative been identified (what is the desired outcome for the learners, or what the learner is expected to gain from the training)?</p> <p>Work with your organization for identification and approval of an overarching goal for this training initiative.</p>				



VBA Training Development Checklist (Long Form)

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<p>13. Have you established an estimate for how long development of the training will take?</p> <p>As you plan a training initiative, make certain that enough time for development of the actual training exists. Work with your leadership to determine how long you will have to develop the training.</p>				
<p>14. Have you created a schedule for your training initiative?</p> <p>Create a schedule that includes the sequencing of activities, activity duration, and resource requirements.</p>				
<p>15. Is there a plan for resources (people, equipment, materials) that will be required for the training initiative?</p> <p>Create a plan that accounts for all of the required resources that includes how many and how much of each is required.</p>				



VBA Training Development Checklist (Long Form)

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<p>16. Have you held an in-progress review (IPR) with your leadership?</p> <p>Holding an IPR gives you the opportunity to keep those people who are involved in the training project (leadership, sponsors, and any others with a stake in the effort) abreast of the progress that has been made to this point in time. Although each IPR in the cycle of creating and deploying training will be different depending on where you are in the effort, common topics for an IPR agenda can include:</p> <ul style="list-style-type: none"> • Status of the initiative • A review of completed work and/or work in progress • Updates on any changes in agenda, scope, or time for the effort • Resource requirements/changes • Any tasks that require approval • Expectations for the remainder of the effort 				
B. Analysis				
<p>1. Has a training outline/program of instruction been developed?</p> <p>This checklist will provide some general guidance; however, if you have specific questions, please contact ED&T for information (1-407-835-5593).</p>				
<p>2. Is source content material for the training event available?</p> <p>If no source content exists, you can begin by identifying Accomplished Performers/Subject Matter Experts as references. If utilizing field resources is required, coordinate through OFO.</p>				



VBA Training Development Checklist (Long Form)

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<p>3. Is available source material current and relevant?</p> <p>If you are unsure of the relevance or accuracy of the existing source content, identify Accomplished Performers/Subject Matter Experts who can act as reviewers of the existing materials or references for new/accurate source material. If utilizing field resources is required, coordinate through OFO.</p>				
C. Design				
<p>1. Have you drafted learning objectives for the training event?</p> <p>It is critical that prior to developing any training, you draft learning objectives that align with the course goal. The objectives should clearly state what you expect the student to be able to do at the end of the training. If you have specific questions, please contact ED&T for information (1-407-835-5593).</p>				
<p>2. Have you drafted an outline of the training event?</p> <p>Draft an outline of the whole training event based on your analysis of the available source materials and/or the results of your discussions with the Accomplished Performers/Subject Matter Experts.</p>				
<p>3. Have you reconciled the draft training outline with the available training time?</p> <p>Ensure that the training objectives can be met within the given time for the training event.</p>				



VBA Training Development Checklist (Long Form)

D. Development				
1. Do you have access to the standard training templates (e.g., lesson plans, lesson PowerPoint, etc.)? Contact your training manager for access to the latest training templates. If your training manager does not have access to the latest training templates, contact ED&T for information (1-407-835-5593).				
2. Have you drafted the student training materials (e.g., PowerPoints, handouts, etc.) for the training event? Obtain standard training templates from your training manager or ED&T (1-407-835-5593).				
3. Have you drafted the instructor training materials (e.g., lesson plan, answer sheets, etc.) for the training event? Obtain standard training templates from your training manager or ED&T (1-407-835-5593).				
E. Assessment				
1. Have you developed the assessment strategy for your training? It is critical that you develop a valid assessment strategy for your training event. This includes determining the methods of assessment, the medium you will use to deliver the assessment, and the point(s) at which you will assess in the training event. This assessment plan needs to be in place prior to development of the actual assessment.				



VBA Training Development Checklist (Long Form)

<p>2. Have you developed the assessment?</p> <p>When you develop the assessment(s), ensure that your assessment items are directly tied to the learning objectives that you established for the training.</p> <p>As you create the assessment(s), you are also verifying that your content aligns with the objectives for the training. If you find that there is not enough content to answer the questions you are creating, or if you discover that there is extraneous material that isn't related to an objective, you need to revise your training content.</p>				
<p>F. Implementation</p>				
<p>1. Have the training event logistics been arranged (e.g., dates/times, location, instructor(s), resources, etc.)?</p> <p>Coordinate the applicable training event logistics with your training manager.</p>				
<p>2. Have the instructor(s) and students been notified of the logistics of the training event?</p> <p>Coordinate with your training manager to disseminate the relevant logistical information to the students and instructor(s). Refer to the plan you developed early on for the specific process you identified for notifying trainees. Ensure also students with special needs have been identified.</p>				
<p>3. Have copies of the training materials been produced for the training event?</p> <p>Ensure that sufficient training materials are produced for the anticipated students of the training event.</p>				
<p>4. Have you developed appropriate TMS items for this instruction?</p> <p>Contact the Curriculum Support Team for ED&T for information on where to download a copy of the TMS request form (1-407-249-7236).</p>				



VBA Training Development Checklist (Long Form)

<p>5. Have you developed supporting surveys to measure student satisfaction and educational impact?</p> <p>Contact the Curriculum Support Team for ED&T for assistance with surveys (1-407-249-7236).</p>				
<p>6. Have you held an in-progress review (IPR) with your leadership?</p> <p>At this stage in the training initiative you need to schedule a second IPR to update all of those involved. See question 16 in the Preparation section for additional details.</p>				
<p>G. Instruct</p>				
<p>1. Has the instructor reviewed the course materials?</p> <p>Regardless of how the training is delivered (in-class instructor-led training [ILT] or as an instructor-led web-based training [IWT]), it is critical that the instructor reviews all course materials prior to teaching. This will ensure accuracy of the material and a level of familiarity that enables a smooth presentation.</p>				



VBA Training Development Checklist (Long Form)

<p>2. Has the training room been set up and checked?</p> <p>a. ILT: The instructor needs to verify:</p> <ul style="list-style-type: none">• All training materials (handouts) are printed• There are enough chairs/tables and/or computers for the planned number of students• The room temperature is set at a comfortable level• Any equipment that will be utilized is in proper working order (projector, computer, websites referenced or linked to, microphones, headsets, video equipment, etc.). <p>b. IWT: Although there is no physical room to prepare for the training in a distance learning event, it is important to ensure that the student's virtual classroom is prepared in much the same ways. The instructor should ensure that all websites, videos, audios, documents, and other online resources are active and functioning properly.</p>				
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VBA Training Development Checklist (Long Form)

<p>3. Is the instructor prepared to instruct?</p> <p>a. ILT: This involves more than preparation with course content. The goal is to remove potential distractions to the learning event. The instructor should:</p> <ul style="list-style-type: none"> • Have water • Remove loose change and/or car keys from pockets • Mute cell phone • Know the layout of the room • Be familiar with the sound system and/or video equipment <p>b. IWT: Instructors in a distance learning event need to practice the same types of measures to prevent distractions to learning. These distractions can include:</p> <ul style="list-style-type: none"> • Noise from external sources (people, machines, or animals outside the instructor's room) • Noise from sources in the instructor's room (typing, instant messenger tones, cell phones, chatter from other people) • Fidgeting with change, keys, etc. <p>Note: Often overlooked in an online environment is the active monitoring of the virtual classroom. Just as an instructor in a classroom would not allow students to carry on personal conversations during a training session, it is important to monitor chatting that may occur in the virtual classroom. This distraction is the most common issue found on surveys.</p>				
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VBA Training Development Checklist (Long Form)

<p>4. Are all test and/or evaluation materials printed (or links verified, if online)?</p> <p>Print all testing and evaluation materials prior to the training session. If the assessments or evaluations are online, ensure that the links to the websites have been verified and are functioning.</p>				
<p>H. Evaluate the Results of Instruction</p>				
<p>1. Have you analyzed student survey data?</p> <p>Compile student survey data and analyze individual responses and group commonalities. It is advisable that you contact ED&T for support with the analysis phase of the training because the data you collect can be of value to other organizations.</p>				
<p>2. Have you analyzed student assessment data?</p> <p>Compile and analyze student performance on end-of-course assessments. Any questions regarding assessments can be handled by the Curriculum Support Team (1-407-249-7236).</p>				
<p>3. Have you prepared a Training Summary report?</p> <p>It is always important that you generate a report on the execution of the training event and change recommendations based on student and instructor survey data, and student assessment data.</p>				
<p>4. Was your training conducted as part of a conference that required post-conference paperwork?</p> <p>If your training event required submission of conference paperwork (see question 8 in the Preparation section), follow the instructions in VA Handbook 0632 for post-conference activities. Access the Corporate Travel and Reporting Office website for guidance and forms for post-conference reporting requirements at http://vaww.trainingevents.va.gov/.</p>				



VBA Training Development Checklist (Long Form)

I. Concluding the Training Initiative				
<p>1. Have you held an in-progress review (IPR) with your leadership?</p> <p>At this stage in the training initiative, you need to schedule a final IPR to brief all of those involved on the outcomes from the training event. This IPR will be similar to the first IPR you conducted but will focus on summary information, lessons learned, training outcomes, changes to be completed prior to the next session, and feedback. See question 16 in the Preparation section for additional details.</p>				
<p>2. Are any updates required for the next training session?</p> <p>Coordinate any updates to the materials with all personnel involved. If approval is required to update the training material, this can generally be secured in conjunction with the final IPR.</p>				