

Training & Development – Competency Standards

Unit of Competency

Functional Area: Training and Development in Organizations

- 1. Name :** Program Design and Development
- 2. Code :** TDZZOG401A
- 3. Level :** 4
- 4. Credit :** 2 units (1 QF unit is equivalent to 10 notional hours of learning)
- 5. Range :** Ability to design and develop programs at front-line/operative level for up to 7 hours' duration.

6. Competency : Performance Requirements

Knowledge and Intellectual Skills

- Has means and resources to acquire a broad-based knowledge of the common program design and development techniques, the ability to find out the up-to-date information on the topic to be designed, and the knowledge of the technique as applied in the trainees' specific situations.
- With reference to organization's business goals, operational needs of particular targeted trainees, and their group dynamics, be able to plan and design (with logical flow of content) relevant training programs and materials. If necessary, can adjust the sequence/importance/depth of the content in different training situations accordingly.
- Be able to carry out standard and well-structured plan of training programs, and be able to vary the content/sequence of material to meet the specific needs of different trainee groups.
- Has the knowledge of adjusting the scope and depth of the content to meet participants' needs and generate the most effective learning experience.

Process

- Be able to bring in a variety of relevant and new elements currently applied in the market when designing the training/learning/development activity, addressing also the differences among trainees.
- Be able to select the most suitable content, with depth and breadth that meets participants' needs, arranging in a logical order and presenting in ways (e.g. by audio-visual aid, handouts and other training aids) appropriate for particular training situational needs.
- Often challenges those commonly used content on a particular topic, using it with particular attention to its effectiveness; adjusts and applies new content whenever necessary.

Application, Autonomy and Accountability

- Be able to design and develop training & development programs effectively on his/her own, and be able to train and supervise junior training staff in their program delivery.
- Selects his/her own content on a particular topic, and integrates them with organization's directives, routines and participants' specific needs.

- Understands organization policies on HR development and resources allocation, and be able to select and apply program design and development concepts and techniques accordingly with minimal supervision.
- Be fully accountable for the outcome of the programs designed and developed.
- Be able to communicate clearly in English and Chinese, in writing and verbally (Cantonese, and preferably also Putonghua) at post-secondary school level; uses the appropriate trade terminology, and addresses trainees' learning problems.
- Takes full responsibility of the programs designed/developed by his/her junior trainers.

Communication, IT and Numeracy

- Be able to communicate effectively in writing (on one-to-one and one-to-many situations) and be able to use basic program design and development methods (e.g. content sequencing, design process demonstration etc.), as well as employing some advanced skills (e.g. design practices on site, experience sharing, role plays, etc.).
- Be able to create/select the content in both familiar and non-routine situations.
- Be able to review the content selected; be well aware of the latest market information related to program content in different topics; identifies problems and issues related to the content selected, and be able to take actions to address the problems and issues identified.
- Be able to use common IT platform to source more program information available in the market (e.g. internet) and use common productivity software such as MS Office for preparing the material.
- Be able to understand the trainees' needs and their situations, and chooses the most appropriate content and materials for them.

7. Assessment Guideline

In classroom and workplace situations, focusing on trainee-centred learning, emphasizes on interactive approach between trainers and trainees when designing programs which can enrich learning experiences of the trainees and meet the learning objectives.