INSTRUCTIONAL DESIGN AND CURRICULUM DEVELOPMENT COURSE

Introduction

Effective training begins long before a facilitator enters the training room. A well-delivered programme can still fail when the underlying learning need has not been properly analysed, the objectives are unclear, the content is poorly structured, the learning activities do not support the intended outcomes, or assessment does not demonstrate whether participants have actually acquired and can apply the required knowledge and skills. This programme therefore treats training design as a systematic process that connects organisational needs, learner requirements, learning outcomes, curriculum content, instructional methods, assessment and expected performance results. Participants are taken through the complete course-development cycle, beginning with training needs analysis and learner profiling. They learn how to identify genuine performance and capability gaps, define the target audience, establish entry requirements and determine the appropriate scope and level of a training intervention. The programme then moves into the development of clear, measurable and competency-based learning outcomes that provide a foundation for curriculum structure, teaching methods and assessment. A major component of the programme focuses on curriculum architecture and content development. Participants learn how to organise learning into coherent modules and sessions, determine appropriate sequencing and progression, develop relevant content, select suitable adult-learning approaches and ensure that every learning activity contributes directly to the intended outcomes. Attention is given to balancing theory with application through case studies, demonstrations, simulations, practical exercises, group activities, workplace assignments and other experiential learning approaches. The programme also develops participants' ability to translate curriculum designs into professional session plans and facilitator guides. This includes defining session objectives, developing learning activities, allocating time, selecting learning resources, preparing

instructional materials, designing participant activities and establishing appropriate methods for introducing, facilitating and closing learning sessions. Participants examine how different delivery approaches—including face-to-face, blended, virtual and workplace-based learning—can be incorporated into an effective training design. Assessment is treated as an integral part of course design rather than an activity added at the end. Participants learn how to develop valid and practical assessment tools that establish whether learning outcomes have been achieved.

Course Objectives

- Conduct learning analysis and define measurable outcomes
- Apply instructional design models such as ADDIE and backward design
- Structure curricula, modules and sessions that build logically
- Write facilitator guides, participant manuals and job aids
- Design assessments aligned to each learning outcome
- Select appropriate media and activities for each objective
- Design for blended and online delivery
- Pilot, review and improve a course using evidence

Course Modules

> Module 1: Foundations of Instructional Design

- Adult learning principles applied to design
- ADDIE, SAM and backward design
- The cost of poor design
- Roles in a design team
- Design standards and documentation

> Module 2: Analysis and Learning

- Learner and task analysis
- Separating training from non-training problems
- Writing measurable learning outcomes
- Bloom's taxonomy in practice
- Aligning outcomes to organisational goals

> Module 3: Curriculum Structure

- Module sequencing and prerequisites
- Time allocation and pacing
- Balancing theory and practice
- Curriculum mapping documents
- Version control and updates

> Module 4: Session and Activity Design
- Session plan formats
- Opening and closing techniques
- Choosing activities that match outcomes
- Case studies, simulations and role plays
- Timing and contingency planning

> Module 5: Developing Training Materials
- Facilitator guides
- Participant manuals
- Slide design that supports learning
- Job aids and checklists
- Accessibility and plain language

> Module 6: Assessment Design
- Formative and summative assessment
- Practical and competency-based assessment
- Rubrics and marking guides
- Feedback that improves performance
- Validity, reliability and fairness

> Module 7: Designing for Blended and Digital Delivery
- What works online and what does not
- Synchronous and asynchronous mixes
- E-learning storyboards
- Learning management system considerations
- Low-budget media production

> Module 8: Piloting and Continuous Improvement
- Running a pilot
- Collecting usable feedback

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- Revision cycles
- Keeping content current
- Documenting changes