



Designing
&
Delivering training curriculum
on
CBPP Abattoir Surveillance & reporting

Training Design

The design of CBPP training programme involves these steps.

1. Conducting a training needs assessment
2. Defining training objectives or intended learning outcomes.
3. Selecting training content
4. Choosing the training methods
5. Developing the training
6. Evaluating the training

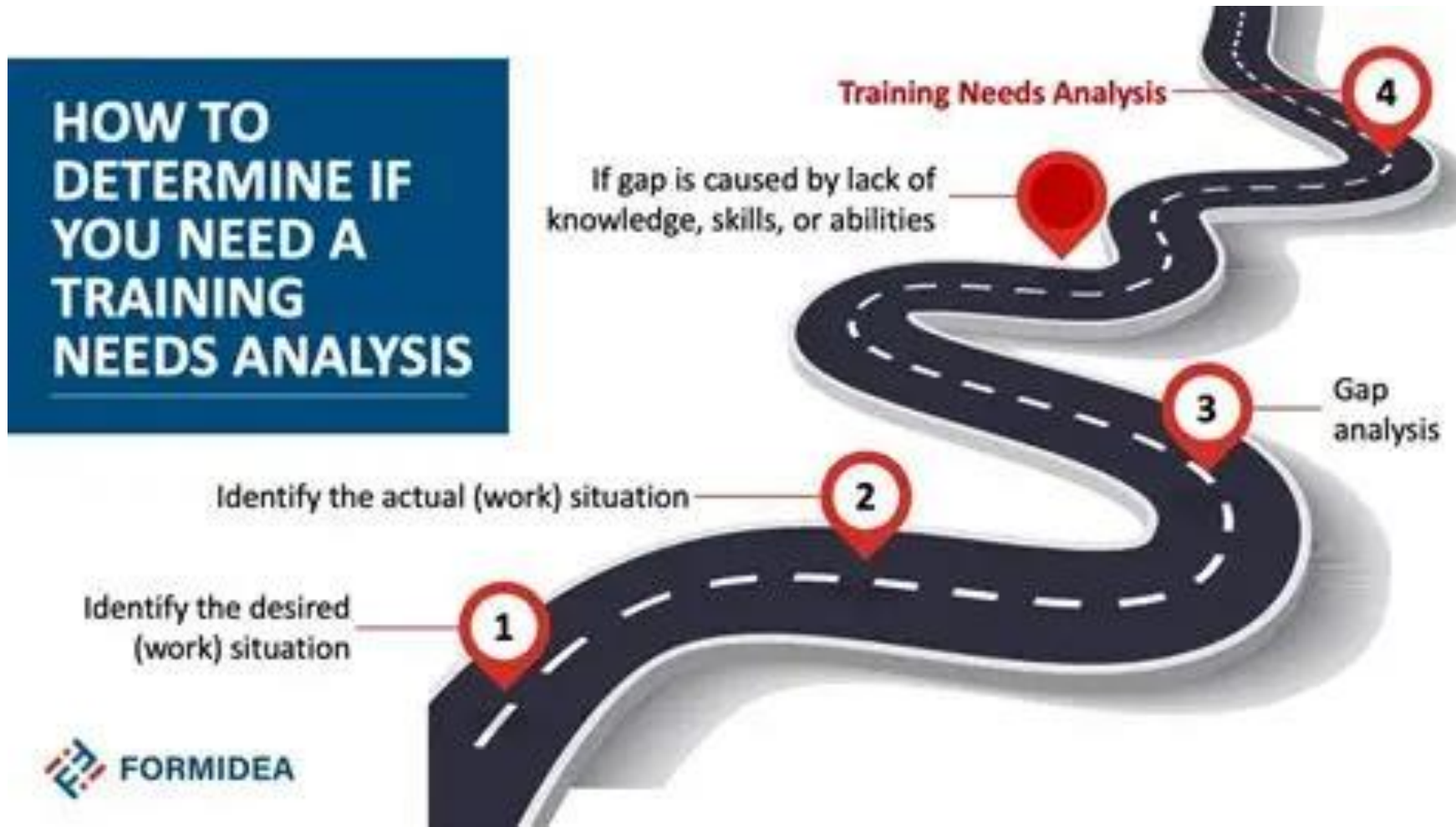


TRAINING NEEDS ASSESSMENT

- ❖ *What is Training Needs Assessment?*
- ❖ *What are the reasons for conducting a training Needs Assessment?*
- ❖ *What are some of the Ways of conducting a Training Needs Assessment?*

TRAINING NEEDS ASSESSMENT

- ❖ TNA seeks detailed information about factors responsible for the success or failure in Abattoir Surveillance and Reporting
- ❖ Determines if a training gap exists and, if it does, what training is required to fill the gap.
- ❖ TNA seeks to identify the levels of the present situation in the target surveys, interviews, observation, secondary data, and/or workshop.
- ❖ The gap between the present status and desired status may indicate problems that in turn can be translated into a training need.
- ❖ Training can reduce, if not eliminate, the gap, by equipping the participants with knowledge and skills and by encouraging them to build and enhance their capabilities.



TO DETERMINE IF YOU NEED A TNA?

- ❖ First, identify dissatisfaction with the current situation and desire for change.
- ❖ A learning or performance gap between the current and desired condition is called a need.

TNA aims at the following situations:

- ✓ Solving a current problem
- ✓ Avoiding a past or recurring problem
- ✓ Creating or taking advantage of a future opportunity
- ✓ Providing learning, development or growth



The following are descriptions of the questions and what analysis can be done to answer them.

Why?: Conduct the training to tie the performance deficiency to a working need and be sure the benefits of conducting the training are greater than the problems being caused by the performance deficiency.

Who?: is involved in the training. Involve appropriate parties to solve the deficiency. Ensure you capture their interest

How?: Can the deficiency be solved through training? Involve other alternatives if training cannot solve the problem.

What?: is the best way to perform. There is a better or preferred way to do a task to get the best results

When?: Will training take place? The best timing to conduct training. Consider holidays, leave etc.



FIVE STEPS OF TRAINING NEEDS ANALYSIS

STEP 1: : Identify Problem and Needs

- The first step in TNA is to identify problems and needs.
- Before TNA, it should be probed whether training is needed.
- It is important to identify organizational context in terms of policy, goal, roles, and responsibilities.
- Realizing the policy direction of the organization, performance analysis known as
—gap analysis is conducted to look at an official's current working performance and knowledge and identify whether an official is performing as desired based on given roles and responsibilities.



Step 2: Determine Design of Needs Analysis

The second step in TNA is to determine the following:

- i) target groups to be trained;
- ii) interviewees;
- iii) survey methods;
- iv) Schedule to conduct the TNA and persons responsible



Step 3: Collect Data

- ❖ The third step in TNA is to collect data through:
 - i) reviewing documents on existing training (secondary data and information);
 - ii) surveying interviews and observation at work.
- ❖ It is important to collect and review secondary data and information before conducting interview surveys. e.g reports

Step 4: Analyze Data

- ❖ Analyze the collected data to make an informed decision;
- ❖ What are the priority areas?
- ❖ Is the training necessary?
- ❖ Ensure you consider the collated views of the respondents



Step 5: Provide Feedback

- ❖ Give feedback on what you found out
- ❖ Communicate the priority areas identified
- ❖ Communicate on the dates of training if it was found to be a priority.



LEVELS OF TNA

1. Organizational Analysis – PESTEL analysis

The organizational analysis should identify:

- ✓ Environmental impacts
- ✓ State of the economy and its impact on the organization
- ✓ Changing workforce demographics
- ✓ Changing technology and automation
- ✓ Increasing global trends; political trends-geopolitical factors

2. Task Analysis

- ❖ Task analysis provides data about a job or a group of jobs and the knowledge, skills, attitudes and abilities needed to achieve optimum performance

There are a variety of sources for collecting data for a task analysis;

- ***Job description***

A narrative statement of the major activities involved in performing the job and the conditions under which these activities are performed.

- ***KSA analysis***

A more detailed list of specified tasks for each job including Knowledge, Skills, Attitudes and Abilities required of incumbents.

- ***Ask questions about the job-*** Of the incumbents, of the supervisor, of upper management.
- ***Analysis of operating problems-*** Down time, waste, repairs, late deliveries, quality control



3. Individual Analysis

Individual analysis analyzes how well the individual employee is doing the job and determines which employees need training and what kind;

Sources of information available for an individual analysis include:

- **Performance evaluation** -Identifies weaknesses and areas of improvement.
- **Performance problems** -Productivity, absenteeism or tardiness, accidents, grievances, waste, product quality, downtime, repairs, equipment utilization, customer complaints.
- **Observation** -Observe both behavior and the results of the behavior.
- **Work samples** -Observe products generated.
- **Interviews**
- **Questionnaires**





Curriculum Design Questions

Subsequent steps in the training design involve answering the four questions posed by Ralph Tyler:

- 1) What educational purposes should the school seek to attain?
- 2) What educational experiences can be provided that are likely to attain these purposes?
- 3) How can these educational experiences be effectively organised?
- 4) How can we determine whether these purposes are being attained?



Constructive Alignment

Constructive alignment (CA) is an outcomes-based approach to teaching in which the learning outcomes that students are intended to achieve are defined before teaching takes place.

Teaching and assessment methods are then designed to best achieve those outcomes and to assess the standard at which they have been achieved.



Constructive Alignment

- 1) Describe the intended learning outcomes (ILOs) for the unit, using one verb (or at most two) for each outcome. The ILO denotes how the content or topics are to be dealt with and in what context.
- 2) Create a learning environment using teaching/learning activities (TLAs) that require students to engage each verb. In this way the activity nominated in the ILO is activated.





Constructive Alignment

- 3) Use assessment tasks (ATs) that also contain that verb, thus enabling one with help of predetermined rubrics to judge how well students' performances meet the criteria.
- 4) Transform these judgments into final performance.





SELECTING LEARNING EXPERIENCES - CONTENT

- Tyler defines learning experiences as the interaction between the learner and the environment through which the learner acquires knowledge, skills, attitudes, and values.
- Learning experiences are not what the teacher does alone.
- They involve activities that enable students to practice the desired behavior stated in the objectives.





Principles of selecting learning experiences

Provide Opportunities to Practice Desired Behaviour

- ❑ Learning experiences should allow learners to practice the behaviors specified in the objectives.
- ❑ For example, if the objective is to develop critical thinking, learners should engage in activities like debates, analysis of case studies, and problem-solving.





Principles of selecting learning experiences

Ensure participants satisfaction

- Learning experiences should be interesting, meaningful, and satisfying to learners.
- When participants find activities engaging, they are more motivated to participate and learn effectively.





Principles of selecting learning experiences

Suit Learners' Abilities and Developmental Level

- Learning experiences should be appropriate to the participants' age, ability, and background.
- Activities that are too difficult may discourage participants.
- Activities that are too easy may lead to boredom.





Principles of selecting learning experiences

Provide multiple experiences for the same ILO

A single learning experience is often not enough to achieve an objective.

Teachers should provide different activities that reinforce the same learning outcome.

Example: discussion, projects, demonstrations, and fieldwork





Principles of selecting learning experiences

Achieve multiple ILO within a session

Some learning experiences can help achieve more than one objective simultaneously.

For example, a group project can develop communication skills, teamwork, and problem-solving skills





Principles of selecting learning experiences

Active participation should be encouraged

- Learning experiences should involve active engagement of participants rather than passive listening.
- Activities such as experiments, discussions, and simulations promote deeper learning.



Training Methods

| Training Method | Description | Typical Use |
|------------------------------------|--|--|
| Lecture / Presentation | Trainer delivers structured information verbally, often supported by slides or visuals. | Introducing concepts, large groups |
| Group Discussion | Participants exchange ideas and experiences on a topic guided by the facilitator. | Exploring opinions, collaborative learning |
| Demonstration | Trainer shows how to perform a task step-by-step. | Technical or procedural skills training |
| Role Play | Participants act out real-life situations to practice behaviors and communication. | Leadership, communication, conflict resolution |
| Case Study | Participants analyze real or hypothetical situations and propose solutions. | Critical thinking and problem solving |
| Simulation / Training Games | Structured activities that replicate real-life scenarios for decision-making practice. | Management and teamwork training |
| Brainstorming | Participants generate ideas freely without criticism to encourage creativity. | Innovation and idea generation |
| Hands-on Practice | Participants learn by doing tasks or exercises. | Skill development and experiential learning |
| Peer Teaching | Participants teach or explain concepts to each other. | Reinforcing knowledge and collaborative learning |
| Workshop | Interactive session combining multiple methods such as discussion, exercises, and presentations. | Professional development and skills training |



Artificial Intelligence in Training

AI-driven training uses technologies such as:

- **Adaptive learning platforms** - personalize the learning experience.
- **Intelligent tutoring systems** – provide step-by-step guidance through learning tasks, identify mistakes, and provide hints or explanations.
- **AI chatbots** - are powerful tools that enhance training by providing instant information, personalized learning support, and automated assistance.
- **Learning analytics tools** – analyse progress through the learning cycle





Activity: AI platforms

<https://www.talentlms.com/>

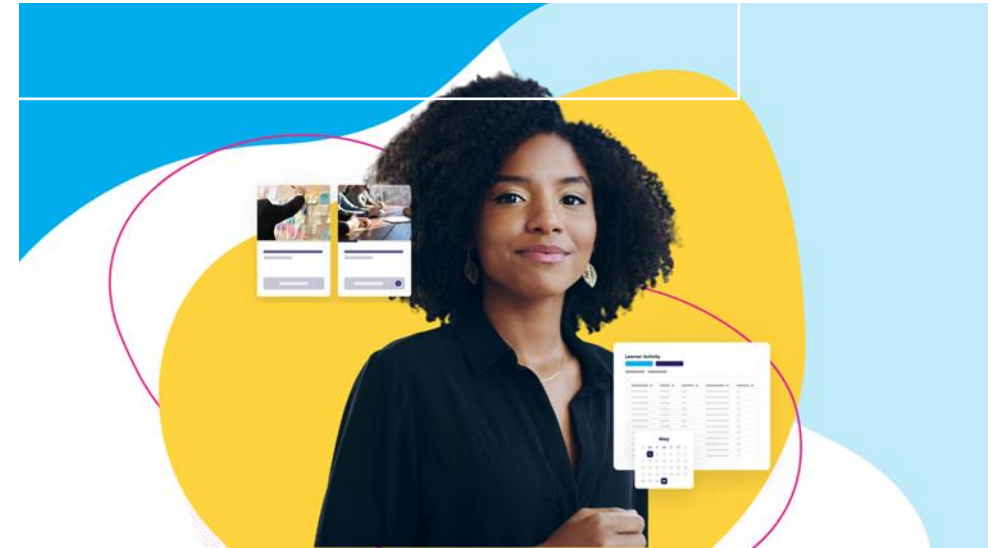
<https://www.cornerstoneondemand.com/edcast/>

<https://www.docebo.com/>

<https://app.eu.safetyculture.com/training/course-preview/p/cBTO8amKG4SUrSvox4adzagg>

<https://www.absorblms.com/features/lms-ai>

live.easygenerator.com



<https://www.absorblms.com/blog/learning-development-rethink-ai>





Activity 1

1. From any area of your subject that you train, Develop an effective course outline with the following sub sections:
 - ✓ Title of the Course
 - ✓ Purpose of the course
 - ✓ Expected Learning Outcomes
 - ✓ Course Description/Content
 - ✓ Mode of Delivery
 - ✓ Course Assessment
 - ✓ Recommended Reading Materials





| Course Design Element | Description / Information to Fill |
|--------------------------------------|---|
| Title of the Course | Enter the official name of the course or training programme. |
| Purpose of the Course | Briefly state why the course is offered and the overall goal it aims to achieve. |
| Expected Learning Outcomes | List what learners should know or be able to do after completing the course. Use measurable action verbs. |
| Course Description / Content | Provide an overview of the course topics, modules, or main themes covered. |
| Mode of Delivery | Indicate how the course will be delivered (e.g., face-to-face, online, blended learning, workshops). |
| Course Assessment | Describe how learners will be evaluated (e.g., assignments, exams, presentations, projects). |
| Recommended Reading Materials | List key textbooks, articles, online resources, or reference materials for the course. |



| Course Design Element | Description |
|-------------------------------|---|
| Title of the Course | Surveillance and Report procedures of CBPP |
| Purpose of the Course | The purpose of this course is to provides step-by-step guidance for standardized surveillance and reporting of CBPP |
| Expected Learning Outcomes | <ol style="list-style-type: none"> 1. To Analyze surveillance data and epidemiological indicators to accurately interpret patterns of CBPP occurrence. 2. To assess existing CBPP surveillance and reporting systems to determine their effectiveness. 3. To explain standardized CBPP surveillance and reporting protocols. |
| Course Description / Content | This course provides practical, step-by-step guidance on the standardized surveillance and reporting of CBPP. It equips participants with the knowledge and skills to apply appropriate reporting procedures, and ensure compliance with national and international animal health standards. |
| Mode of Delivery | The course will be delivered through face-to-face, online, and blended modes. |
| Course Assessment | Formative 30% and Summative 70% |
| Recommended Reading Materials | World Organisation for Animal Health (2023). <i>Terrestrial Animal Health Code</i> – Guidelines on surveillance and notification of animal diseases. |

Activity 2

From the Course Outline you have developed, design instructional content for one lesson and present it in PowerPoint format.

ASSESSMENT & EVALUATION?



Reasons for conducting

- ❑ Assessment aims to establish the extent to which the learner has **acquired** the expected **competencies** with a view to informing interventions for further acquisition and mastery of expected competencies.
- ❑ Assessment helps to **diagnose** and **monitor the progress** of a learner, and provides feedback to learners, parents, teachers and curriculum designers and implementers.
- ❑ Help trainers to plan learning in terms of what the learner needs to continue advancing and fill gaps in understanding or performance





Competency-based assessment

Competency-based assessment is the process of determining the capability to apply a set of related knowledge, skills, and abilities required to successfully perform critical work functions or tasks in a defined setting.

It is a process whereby the learner is allowed to put into practice what they have learned





Tools for Assessing Learners

- Essay type questions
- Short answer questions
- Practical Assessment
- Observation
- Projects

Norm referenced
Versus
Criterion-referenced tests





*Guiding Principles of
Competence-based
Assessment*

This is the degree to which evidence and theory support the interpretation of assessment scores entailed by the proposed uses of assessment.

Validity

The assessment score must reflect the learner's actual ability in the assessed criteria.





*Guiding Principles of
Competence-based
Assessment*

Reliability

This refers to the consistency of the interpretation of evidence and results of the assessment.

The assessment tasks used should be of similar demands and provide similar opportunities to exhibit all the intended competencies being assessed.

The instrument used for administering and scoring should be interpreted in the same way by the assessors.





*Guiding Principles of
Competence-based
Assessment*

Fairness

This refers to how the assessment conditions are applied to all those being assessed.

Assessment should reflect an inclusive view of society and respect for diversity.

Assessment tasks should have a balance in relation to gender, faith, cultural and socio-economic factors





*Guiding Principles
of Competence-
based
Assessment*

Flexibility

This is the process of ensuring the skills, knowledge, abilities and values can be demonstrated in a variety of ways that are suitable.





*Guiding Principles
of Competence-
based
Assessment*

Access

This refers to the provision of assessment for learners with disabilities by making arrangements for them to demonstrate their competency levels.





Activity 3:

Using the course content/course outline that you developed in your subject area, identify 1 assessment technique and develop suitable assessment questions.

- Give clear instructions
- Present your questions





- Delivering effective training programs
- Facilitation/delivery skills for various groups (engaging presentations, visual materials, interactive Q/A, ice breakers, etc)
- Training Evaluation

