

Training Department Name

Project Name

Detailed Design Document

Last update
Current Date

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Learning Goals

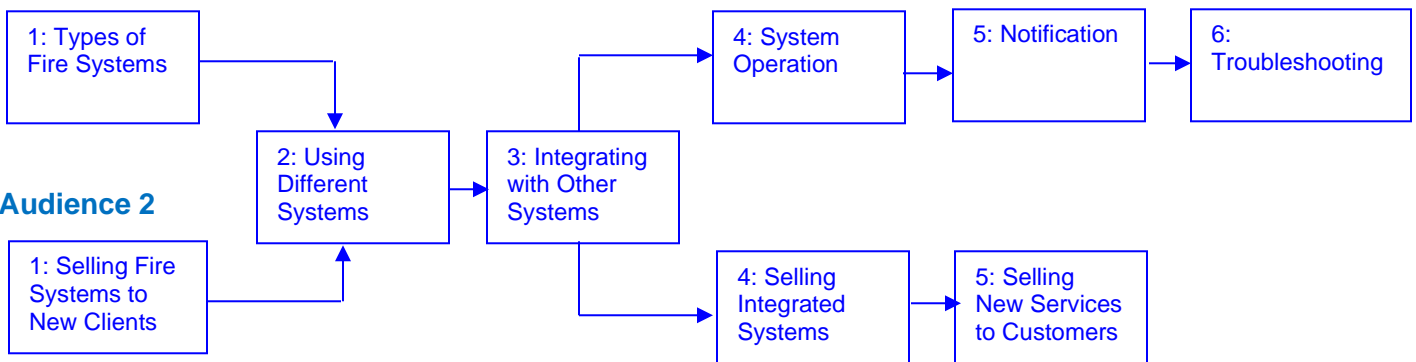
Stuff

Module Outline

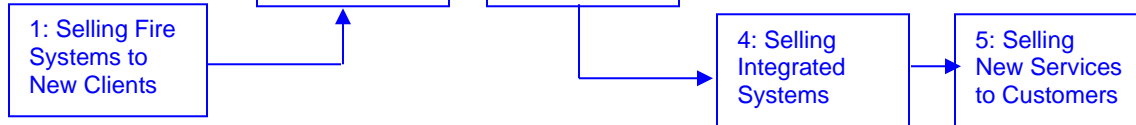
The list below illustrates the recommended sequence in which the modules should be taught. This can be presented in a table or in a flowchart, depending on the need of the project.

Example 1

Audience 1



Audience 2



Example 2

Modules and Topics	Time
Module 1: Introduction to the course <ul style="list-style-type: none"> • Course Goals • Three Key Risks • Mediating Client Risks 	55 min
Module 2: Insert title <ul style="list-style-type: none"> • Insert topic 1 • Insert topic 2 • Insert topic 3 	x min.
Real-World Application Common Troubleshooting Techniques	x min.
Summary of the Course & Wrap-Up	x min.
Total	x min.

Module 1: Introduction to the Course (xx minutes)

Purpose

This module provides an opportunity for the trainers and participants to introduce themselves and for the trainers to give an overview of the course. The module sets the tone for the rest of the instruction and is very important in making the participants feel more comfortable in their environment so they can focus on learning. Emphasis is placed on overviews (such as concept maps) to ensure that participants understand what is expected of them. Emphasis also is placed on learner benefits and desired new performance as an outcome of this course.

Learning Objectives

Upon completion of this module, the participants will be able to:

- 1a. Identify the three key risks involved in client engagement.
- 1b. Use the tactics table to mediate risks in client engagement.

Deliverables

List any deliverables. You might describe each one or even add deliverables in the appendix.

Learning Details

This table is customizable.

Topic Sequence	Obj	Instructional Directives	Learner Directives	Content Resources	Time (min)
Course goals, agenda, module objectives, and planning and forecast process flow	N/A	Explain the goals of the course. Review the agenda. Describe what will occur in each module. Present module objectives. Present the planning and forecasting process flow. Explain that modules 3-7 will map to this process flow.	Observe and ask questions. Clarify objectives as needed.	Standard introductory PowerPoint. XYZ process map (see Appendix I).	10
Three key risks	1a	Present three key risks. Discuss case examples.	Lead discussion on case examples.	Contact Pat C. Daly for content information	15
Mediating client risks	1b	Present how to mediate risks in context of real-life examples. Facilitate exercise based on real-life problem. The	Participate in small teams to resolve case.	Contact J. Lyn Smith for case clarification	30

Topic Sequence	Obj	Instructional Directives	Learner Directives	Content Resources	Time (min)
		purpose is to get participants used to applying x tactics			

Informal Quizzes and Assessment Plan

Describe the assessment and quizzes. Note that you could list quizzes in the previous section, Learning Details.

Measurement of the Learning Objectives

Describe how you intend to measure whether learners successfully achieve the knowledge or skills that are described in the learning objectives.

Appendix I: Planning and Forecasting Process Flow (High-Level)

Attach any flowcharts or existing job aid that can assist in course development. These might be created during a design meeting to be used by the learning developer as a part of the learning materials. A generic example is listed below:

