



unitar

United Nations Institute for Training and Research

QUALITY ASSURANCE FRAMEWORK

FOR LEARNING EVENTS

August 2014
(Revised)



Knowledge to lead

Table of Contents

INTRODUCTION	3
QUALITY ASSURANCE COMMITTEE	3
QUALITY ASSURANCE GUIDELINES AND STANDARDS.....	4
QUALITY ASSURANCE ASSESSMENT AND REVIEW PROCESS.....	5
SELF-ASSESSMENT PROCESS.....	6
QAC PEER REVIEW.....	7
FLOW CHART	8
APPLICATION OF STANDARDS	7
DEFINITIONS	9
ANNEXES	10
GUIDELINES AND STANDARDS	10
SELF-ASSESSMENT TEMPLATE	26

REVISIONS

August 2014 revision:

Revises paragraph 9 to extend the list of exceptions to include learning events less than one day, such as briefings and seminars in which learning objectives are specified.

October 2013 revision

Revises paragraph 9 to include a number of exceptions to the requirement to undertake quality self-assessments.

Introduction

1. The Quality Assurance Framework (QAF) was developed in accordance with the 2010-2012 Strategic Plan and aims to strengthen the quality of UNITAR products and services, validate the quality of UNITAR training products and services through relevant certification and/or accreditation schemes, and provide a platform for sharing experiences and lessons on quality review. The QAF is composed of three main elements: the Quality Assurance Committee (QAC), a set of quality standards and guidelines, and a quality assurance self-assessment and review process. Perceived as a tool to define, verify and meet beneficiaries' expectations of the Institute's activities, the quality standards, guidelines and review process provide useful opportunities to learn how to improve the quality of products and services at the same time as serving as a reference to external quality certification schemes and facilitating obtaining accreditation.



Quality Assurance Committee

2. The Quality Assurance Committee (QAC) was established through Administrative Circulars AC/UNITAR/2010/02 and amended through AC/UNITAR/2012/10. The QAC serves as the custodian of the QAF and is composed of the Directors of the Training and Research Departments, the Associate Directors under the Training Department, and the Managers of the Knowledge Systems Innovation Unit and the Monitoring and Evaluation Section. The QAC has the mandate to address a number of quality related elements, including the incremental development of quality standards for all types of programming

and the review of their application. The QAC's terms of reference are provided in Administrative Circular AC/UNITAR/2010/03.

Quality Assurance Guidelines and Standards

3. Since its establishment, the QAC has initiated the process of developing quality standards and guidelines for events and projects associated with learning outcomes with minimum criteria in key areas of instructional design applicable to learning and training, including analysis, design, development, implementation and evaluation.¹

4. The quality standards for events and projects associated with learning outcomes include the following 16 criteria:
 - Standard 1: Learning Needs
 - Standard 2: Alignment with Results-based Programming
 - Standard 3: Target Audience
 - Standard 4: Event Nomenclature
 - Standard 5: Event Title
 - Standard 6: Learning Objectives
 - Standard 7: Mode of Delivery
 - Standard 8: Learning Time
 - Standard 9: Content and Structure
 - Standard 10: Methodology
 - Standard 11: Learning/Instructional Material
 - Standard 12: Training Expertise/Qualifications
 - Standard 13: Technical Requirements
 - Standard 14: Event Announcement Information
 - Standard 15: Evaluation
 - Standard 16: Action on Evaluation Recommendations

5. To facilitate the application of the quality standards, the QAC has developed a [Guidance Document](#) (annex 1) with a description of each criterion; guiding questions to facilitate their interpretation; practical examples illustrating application; and useful reference documents and resources, such as links to key content in the [Click4it wiki](#). The guidance document is intended to be read in conjunction with the quality standards and [assessment template](#) (annex 2)

¹ The QAF will be further developed in 2013 with a set of standards applying to other types of programming.

Quality Assurance Self-Assessment and Review Process

6. The Quality Assurance Self-Assessment and Review Process consists of a dual process of self-assessment by learning programme managers and QAC peer review. The process is designed to ensure that learning events are in conformity with established standards of quality or, in cases where this may not be the case, that a framework exists to recognize and address the gaps and recommend action for quality improvement. The process is also designed to promote ownership in the development of a reflective culture on quality that is critical to realizing the Institute's strategic priorities.

Self-assessment

7. The review process is initiated with the self-assessment phase in which the Institute's divisional entities review planned events and assess their alignment against quality criteria. A standard [assessment template](#) is used for this purpose. The process enables the divisional entities to adjust for shortcomings in the event design and development phases prior to delivery and the subsequent, QAC peer-assessment phase. Self-assessment also enables divisional entities to adjust elements of the event following delivery based on evaluation and feedback from beneficiaries.
 - a. Using the [assessment template](#), the divisional entity's Manager (or delegated officer) assesses events against quality standards 1-14 and confirms whether the event meets or does not meet the specified indicators. In some cases the standards/indicators may not be applicable (e.g. criterion 13, technical requirements, is not applicable to face-to-face events). The Manager (or delegated officer) includes comments as required to substantiate his or her responses for each standard.
 - b. The divisional entity's Manager submits the template to the Quality Assurance Committee *before event delivery* by uploading the template on the designated folder on www.unitar.org/global and informing the QAC Chair (Manager, Monitoring and Evaluation Section). (It is important to note that while all submissions are subject to QAC review, only a sample will be reviewed. In most cases, reviews will be conducted following the delivery of the event. If a Manager voluntarily requests a QAC review a submission prior to delivery, he or she should inform the QAC Chair and plan adequately ahead of time.)

Template submissions should be given the following file name format:

Programme abbreviation_Short Event Title_Month and Year of Planned Delivery

Example: ILP_Into Env Law_March 2013

- c. The divisional entity then proceeds with the delivery of the event.
- d. Following delivery, the divisional entity assesses the event against quality standards 15 (evaluation) and 16 (actions on recommendations) and updates the template submitted previously on www.unitar.org/global.
- e. As may be required, the divisional entity responds to the QAC review by making the necessary adjustments.

QAC Peer Review:

- f. QAC peer reviews are selected from a database of self-assessment submissions. Reviews will be undertaken quarterly, with the number of reviews dependent on the committee's workload. The database of submissions will also serve as an instrument to monitor the application of the standards, and QAC will keep track of and notify Managers in instances where events were delivered in the absence of performing a self-assessment.
- g. Each sampled event will be reviewed and certified by two QAC members. In cases where there is disagreement between the two members on the review's findings or conclusions, a third QAC member will be consulted. QAC members are not permitted to review events where there is or may be a conflict of interest.
- h. For all reviews, the QAC will produce a cover page for the assessment template which provides a summary of the review and QAC decision. Information related to the QAC review will only be transmitted once the review is concluded.
- i. In case of non-conformity with the quality standards, a list of recommendations for action will be provided to the Manager of the relevant divisional entity. In such cases, permission to deliver the event will be dependent on actions taken in response to the recommendations.

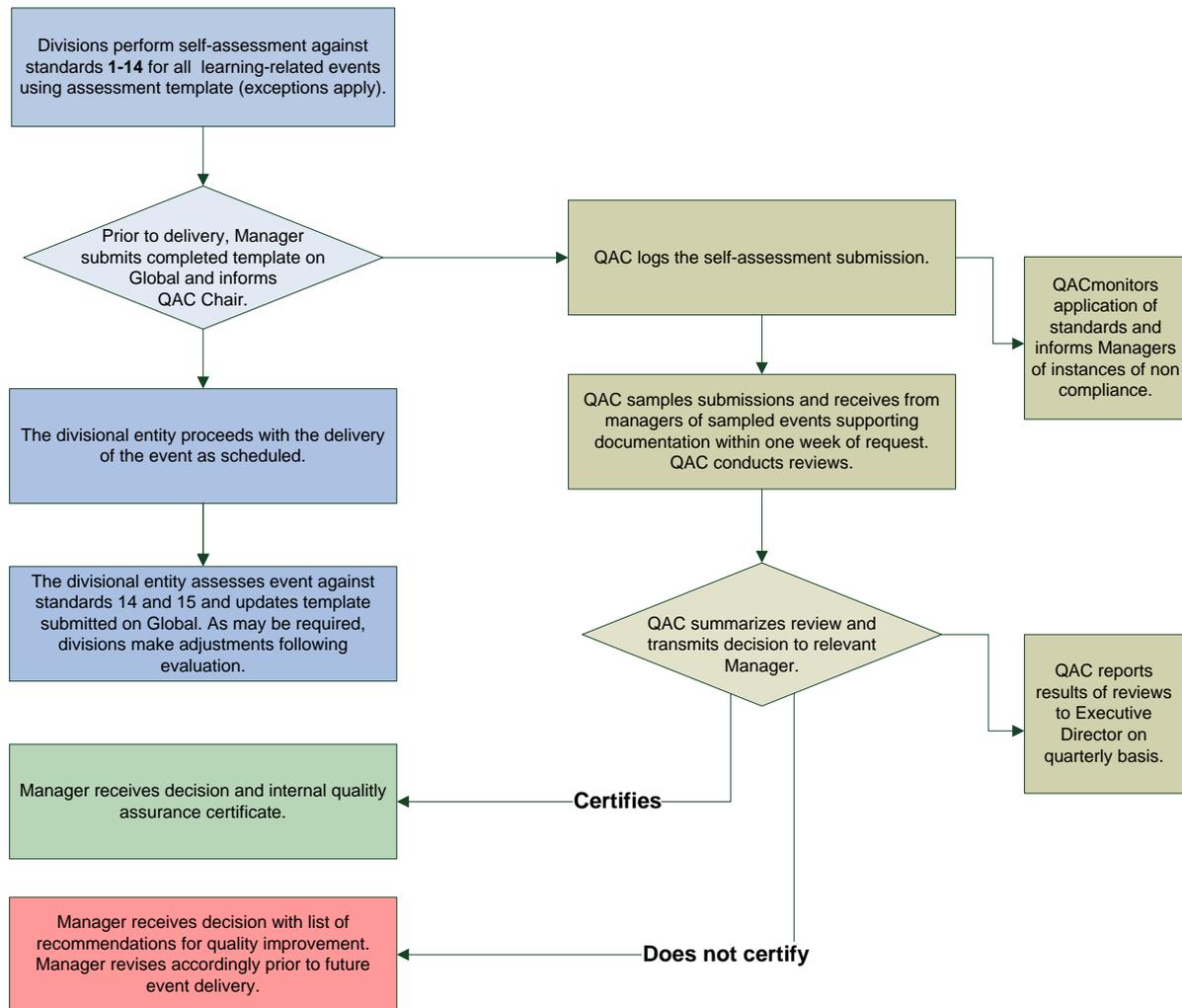
- j. The QAC shall report the results of its reviews of self-assessments to the Executive Director on a quarterly basis.

Application of Standards

8. The quality standards are generally applicable to all types of events which are directly associated with learning outcomes, such as briefings, courses, seminars and workshops, which are organized or co-organized by the Institute. The quality standards do not apply to events organized by third parties and in which UNITAR may be invited to deliver lectures, presentations, etc.
9. The quality standards are applicable to **all learning-related events** delivered by UNITAR with the following exceptions:
 - a. E-Learning courses which have received ECBCheck certification are exempt from the self-assessment requirement for the period in which the certification remains valid (three years);
 - b. Events in which self-assessments reviewed by the QAC have been found to meet all quality standards are exempt from the self-assessment requirement for a period of three years, provided that the parameters of the event (e.g. needs, objectives, methods, etc.) do not change and standards continued to be met;
 - c. Events which are sub-contracted to partners such as universities applying established and recognized quality assurance processes are exempt from the self-assessment requirement; and
 - d. Events which may be developed for multiple deliveries only need to undergo one self-assessment, provided that the parameters of the event (needs, objectives, methods, etc.) remain identical for all deliveries.
10. The QAF does not apply to learning-related events delivered by the network of CIFAL centres.

FLOWCHART

Quality Assurance Self-Assessment and QAC Peer Review Process



Definitions

Learning-related event: any event with processes that aim to develop new or strengthen existing knowledge, skills, attitudes and/or beliefs. Briefings, courses, seminars, workshops and webinars are examples of learning-related events.

New learning-related event: any learning event that is offered for the very first time, including any event offered prior to 2013 which may be delivered with new (or modified) learning objectives, contents, methodology, language, target audience, etc. A pre-2013 event

delivered in a language different from its original version, for example, would be considered as “new”.

Peer review: the process by which individuals assess other individuals. The QAC peer review involves the QAC providing an assessment against the **self-assessment** process.

Quality: the fitness for purpose of a product or service according to a set of required standards.

Quality Assurance: the systematic monitoring and evaluation of the standards applicable to the various types of programming implemented by UNITAR to guarantee the quality of its products and services against minimum standards of quality and respective performance indicators to maximize the probability of the standards being achieved.

Quality Standards: the core elements of a quality framework outlining the required or agreed level of quality. They describe the expected or required minimum level of quality that needs to be attained. The aim of quality standards is to guarantee that UNITAR delivers products and services that are aligned with recognized standards applicable to the training industry.

Self-Assessment: a process in which divisional entities are required to consider indicators, answer questions and to judge the results against pre-determined criteria.

Standards: Measurable criteria that provide the basis for forming judgments concerning the performance of a learning-related event.

Annex 1: Guidance Document and Criteria

Standard 1: Learning Needs

The gap between the current and desired condition of knowledge determines the learning needs of the target audience. One needs to identify the current state of [skills](#), [knowledge](#), attitudes, and abilities of the learners and the skills, knowledge, attitudes, and abilities needed to achieve the desired condition ([outcome](#)). This can be verified through a [needs assessment](#) – a process to determine how to close a learning or performance gap and to identify whether training would be the most cost effective way to do it.

Needs assessment can be done by:

- Direct observation (of work samples, for example)
- Consultations with persons in key positions and/or with specific knowledge in the field (e.g. key informant interviews)
- Review of relevant literature
- Research studies and questionnaires
- Focus groups and interviews

Careful needs analysis is essential to ensure that the learning event is designed to best address identified needs and is adequate to bridge the performance gap identified.

- *Does the event respond to identified learning needs of a defined target audience? [Standard 1.1]*
- *What are the learning needs of the target audience?*
- *For donor-funded initiatives, are the learning needs derived from and associated with evidence of individual performance and/organizational capacity needs? [Standard 1.2]*
- *What is the identified gap in individual/organizational performance?*

Note: While stand-alone fee-based learning events only need to adhere to quality standard 1.1, it is recommended that some consideration also be given to standard 1.2. Donor-funded projects/events, however, need to adhere to both standards.

Innovative Collaboration for Development (ICfD) Example	The primary learning needs analysis was conducted by the partner (FAO) a complementary analysis was based on consultations and observations to determine the defined target audience: development professionals. The course was designed for this particular audience, aligned with learners’ professional context. The lessons, activities and assessments contain scenario-based elements which reflect development professionals’ working environment.
Documentation	QS 1 Example
Click4it wiki	Needs Assessment Learner-centered approach

Standard 2: Alignment with results-based programming

Alignment with results-based programming refers to the overall ‘fit’ within the thematic focus, objectives and results-based programming of the UNITAR entity designing and delivering the event (referred in the events management system as the “administering entity”).

- *Is the event consistent with the administering entity’s thematic focus?*
- *Is the event aligned with the programme objectives and expected accomplishments for the biennium (i.e. does the event contribute to the achievement of one of the entity’s expected accomplishments in the results-based budget)?*
- *In cases where an event may (also) be aligned with the thematic focus, objectives and/or expected accomplishments of another (other) UNITAR units or programme(s), has the administering entity consulted the other units or programme(s) with a view to enhancing synergy, avoiding duplication/overlap, and leveraging existing internal capacities?*

Protection of Civilians in Peace Operations Example	The event reflects the Programme’s mission to deliver training to strengthen knowledge, skills of potential personnel and to contribute to the effectiveness of peace operations. The event contributes to achieving strengthened knowledge and skills of civilian, military and policy personnel to serve in UN and non-UN peace missions i.e. expected accomplishment (a) of the 2012-2013 budget. There is no duplication of the event with other UNITAR programmes.
Documentation	Results-based budgeting guidance document 2012-2013 Biennium Programme Budget
Click4it wiki	Results-based management

Standard 4: Event Nomenclature

The event adopts correct nomenclature, which is consistent with the definitions used by UNITAR. The Institute organizes a number of different types of events.² The list below indicates only those events in which learning may be associated with outcomes:

Type	Definition
Briefing	<p>An event whereby an individual or group of individuals (e.g. panel) communicates and exchanges either general and/or specific information with group of participants. Briefings tend to emphasize awareness-raising, as opposed to knowledge acquisition (e.g. through seminars).</p> <p>Example: “Briefing for New Members of the Security Council”</p>
Course	<p>A structured and integrated programme of education or training on a given subject. It usually consists of a number of modules, lessons or sessions structured around a predetermined period of time.</p> <p>Examples: “Economics of the Public Sector”; “International Environmental Governance”</p>
Fellowship Programme	<p>A medium to long-term training / capacity development event in which beneficiaries are selected according to specific criteria and are awarded ‘fellowships’ to defray costs (e.g. fees, travel) to participate. Fellowship Programmes may take place face-to-face, online or by blending modes of delivery.</p> <p>Example: “Fellowship Programme to Enhance Conflict Prevention and Peacemaking for Indigenous Peoples”</p>
Seminar	<p>An event where one or more experts convey information to a group of participants, usually belonging to the same organization or community. Exchanges of ideas and information sharing may also take place. Seminars emphasize knowledge acquisition, although they may also include awareness-raising.</p> <p>Example: “Seminar on International Criminal Law”</p>
Webinar	<p>A web-based seminar, which may involve live presentations, chats and/or file sharing. Webinars are delivered through specific software designed for this purpose.</p> <p>Example: “ICT and Development”</p>
Workshop	<p>An event where participants with common interests, problems or needs meet with specialists/facilitators. Participants learn primarily by interacting and engaging in discussions. Workshops emphasize exchanges of ideas, problem-solving and/or fact-finding, as well as the practical application of knowledge, skills, techniques and/or principles. The intent of most workshops is to either identify problems and expectations and/or to recommend solutions.</p> <p>Examples: “Workshop on Structuring and Drafting UN Resolutions”; “Workshop on Women in Diplomacy”</p>

² Refer to the document “[UNITAR Event Type Definitions](#)” for a complete list of the different types of events organized by the Institute.

Standard 5: Event Title

The title of the event should effectively communicate the knowledge and skills or the overall goal to be achieved. It provides short and objective information, using key words associated with the skills and/or overall objective.

- *Does the title specifically reflect knowledge, skills or the overall goal to be achieved?*
- *Does the title include useful information associated with the contents of the course?*
- *Does the title clearly and effectively communicate the event overall objective?*
- *Is the title as concise as possible?*
- *Are all the terms/words used in the title clearly understood?*
- *Is the title free of jargon, unknown abbreviations and acronyms?*
- *Is the title free of unnecessary words or information?*
- *Does the title respect standard protocol in using capital letters in titles, which differs in English, French, Spanish, and other languages?*

ICfD Example	<p>“Innovative Collaboration for Development”:</p> <p>It focuses on the added value of the web collaborative environment for development professionals and on the use of innovative approaches to mainly collaborate with others in the development field; though collaboration is not the only element approached, it is the main aspect considered in the course when discussing the use of social media tools for development.</p>
Other Examples	<p>“Natural Resources Management in Post-Conflict Countries”</p> <p>“Protection of Civilians in Peace Operations”</p> <p>“Fundamentals of Foreign Exchange Market”</p> <p>“Introduction to Privacy and Data Protection Law”</p> <p>“GIS for Disaster Risk Management”</p> <p>“Introduction to Peace Operations”</p> <p>“Seminar on International Criminal Law”</p> <p>“Understanding Conflict and Conflict Analysis”</p> <p>“Introduction to International Environmental Law”</p>

Standard 6: Learning Objectives

It is a clear statement about the [outcome](#) of a learning activity. It informs what the learners will be able to do immediately after the training. They are presented from the learners' perspective, expressing the improved knowledge, skills, or related [competencies](#), which will enhance job performance. The performance indicates to the learners what they must be able to do in very specific terms. The learning objectives will form the basis for the design of learning and [assessment](#) activities. The adequate design of learning activities requires that performance objectives are established in accordance with the SMART³ criteria.

- *What learning outcomes will participants need to demonstrate?*
- *Does the objective focus on learner's performance, explicitly stating what the learner will be able to do as a result of the activity?*
- *Does the objective describe explicit behaviour that is observable and measurable?*
- *Do you have the means/tools at your disposal to measure the changes?*
- *Does the objective describe the intended outcome of the activity?*
- *Are the learning objectives consistent with the job aid "[Learning Objectives](#)"?*

ICfD Example	Participants will be able to recognize the role of social media in changing the way that information is created, organized, shared and accessed. They will have an opportunity to use some popular social media tools; analyze their utility; identify their adaptability to specific contexts at the workplace; and compare the utility of various applications after analyzing the context of usage. Participants will also be able to recognize the importance of issues such as security, privacy and intellectual property rights while using social media applications.
Documentation	QS 6 Example ICfD Content, Learning Objectives, Assessments and Activities (Syllabus p. 3-4)
Click4it wiki	Learning Objectives Bloom's Taxonomy Course goal Assessment Syllabus

³ SMART: **Specific:** does the objective reference a discrete achievement? **Measurable:** Does the objective have a measurable outcome? **Attainable:** Is it possible to achieve the objective? **Relevant:** Will the objective lead to the desired results – meet the desired goals? **Time-Bound:** Is there a period by which the objective will be reached?
Source: Enhancing Learning for Effectiveness – Methodological guide on design, implementation and evaluation of Joint Learning Events, Joint Donor's Competence Development Network (Train4Dev), 2011.

Standard 7: Mode of Delivery

The decision to select the mode of delivery of any learning event needs to consider the overall goal of the event, the specific [learning objectives](#), and, in particular, the target audience. The characteristics and needs of the target audience are of great importance when deciding on the mode of delivery. Technology-enhanced learning activities need in particular to consider whether the intended target audience has access to all technical requirements to avoid any constraints to the attainment of learning objectives.

- *Is the delivery mode aligned with the overall goal of the event?*
- *Is the delivery mode adequate to facilitate the attainment of the learning objectives?*
- *For technology-enhanced learning activities: does the target audience have access to all technical requirements and tools requested to adequately complete the event?*

ICfD Example	The delivery mode was decided based on the overall goal of the course, its learning objectives, and the target audience's characteristics and needs. The great majority of activities are asynchronous. Synchronous activities are occasionally included if the group registered to a particular session has the access to all requirements to enable participation.
Documentation	QS 7 Example
Click4it wiki	Blended Learning E-learning

Standard 8: Learning Time

Learning time is the specific amount of time the learners will be dedicating to the learning activity. In face-to-face activities it simply relates to the number of hours participants will be attending the event. In distance learning activities, including e-Learning, it refers to the number of hours that learners dedicate to perform all the activities included in the event. These activities may include both online and off line work (e.g research for preparing a case study, study of additional resources, preparations required for a particular activity to be performed online, performing specific tasks or activities, etc). All learning activities need to indicate the estimated amount of learning hours. The amount of time allocated to the learning activity needs to be sufficient for the learners to perform all tasks required. There is also a need to consider whether the amount of required learning hours is compatible with the amount of time the target audience has available.

- *Is the length of the event realistic in terms of the contents provided and the expected knowledge to be acquired (learning objectives)?*
- *In the case of e-Learning courses, has the learning time been calculated?*
- *Is the weekly load of learning hours, in the case of e-Learning courses, compatible to participants working on a full-time basis?*
- *Do participants have information about the estimated number of learning hours (e.g. indicated in course announcements, EMS, flyers, website, etc)?*

ICfD Example	The course comprises six modules spread over 9 weeks, for a total of about 75 learning hours. Information about the estimated number of learning hours, including workload effort per module, is available in the course description and in the Syllabus.
Documentation	QS 8 Learning hours – Template for calculation ICfD Workload per module (Syllabus p.11)
Click4it wiki	Cognitive load Syllabus

Standard 9: Content and Structure

The contents and structure follow a clear and logical sequence. The learning units are progressively presented from the simplest and most basic concepts to the most complex ones. All methods, tools and activities are structured in a progressive way to facilitate the achievement of learning objectives. All knowledge and skills that are prerequisite for others are approached first, establishing an evolving learning pattern. Therefore, each unit builds upon the previous ones.

- *Are the contents and structure presented in a logical and clear sequence?*
- *Are the learning objectives approached in a progressive way?*
- *Do the modules/units have specific objectives which derive from the main objectives of the event?*
- *Is the content presented in a logical sequence from the simplest to the most complex concepts?*
- *Is the cognitive load taken into account?*
- *Are the learners provided with an outline (face to face) or a Syllabus (e-Learning) detailing the sequence of event's contents and activities?*

ICfD Example	The content is divided into modules and related lessons. There is an adequate <u>cognitive load</u> per module. The complexity of each module increases progressively from module 1 to module 6. Learners are informed of the workload progression. The course includes a mix of methods, learning tools, and interactive activities as demonstrated in the Learning Architecture.
Documentation	QS 9 Example ICfD Learning Architecture ICfD Content, Learning Objectives, Assessments and Activities (Syllabus p. 3-4) ICfD Syllabus
Click4it wiki	Instructional design Cognitive Load Assessment Syllabus

Standard 10: Methodology

The methodology is the set of techniques, methods, and approaches for presenting content and information in a way that assists learners to achieve the desired learning outcome. Methodological strategies are used to help learners transfer the knowledge acquired into behaviours and actions, matching the right instructional strategy to the desired outcomes. The application of the right strategies helps the learners to retain content and facilitate recall, helping them to apply the knowledge acquired on the job (performance enhancement). The learning activity must have methodological strategies that are properly designed, crafted, and customized to truly create effective learning and to enable the achievement of the learning outcomes. The selection of the appropriate methodology is the key aspect to determine the efficiency of a learning activity. Different methodological strategies are used to achieve different learning outcomes. The methodology is always aligned with the specific learning objectives of a particular event.

- *Is the instructional strategy (methods, tools, techniques and approaches) described?*
- *Are the methods and tools used relevant to the achievement of the learning outcomes?*
- *Are the instructional strategies adequate to the development of skills and competencies?*
- *Is there a clear alignment between the learning methods, techniques and approaches and the learning objectives expected to be achieved?*
- *Do the methods, tools, techniques and approaches contribute to the achievement of the learning objectives?*
- *Does the instructional strategy include the assessment of knowledge?*
- *Is the assessment strategy measuring the learning outcomes?*
- *Is the assessment strategy consistent with cognitive levels?*

ICfD Example	The course is designed around tasks that give participants a practical experience of using social media tools in a development context. It is composed of primary, secondary, and tertiary courseware. The primary courseware introduces participants to social media concepts and tools while secondary and tertiary courseware guide participants to work through a set of tasks. These hands-on tasks are the key aspect of the course, where participants are required to utilize social media tools in a context that simulates their work environment.
Documentation	QS 10 Example ICfD Learning Architecture ICfD Content, Learning Objectives, Assessments and Activities (Syllabus p. 3-4)
Click4it wiki	Instructional design Methodology Assessment Syllabus

Standard 11: Learning/instructional material

The range of learning and/or instructional materials used to enable the achievement of event’s learning outcomes. The learning/instructional materials need to be adequately aligned with the learning objectives and with the assessment activities to effectively enable the attainment of the expected learning objectives.

- *Are the learning/instructional materials aligned with the learning objectives and assessment activities?*
- *Are the learning/instructional materials appropriate to the mode of delivery?*
- *Do the learning/instructional materials vary in format to reach different learning styles (e.g textual, graphic and visual elements, multimedia components – video, audio – etc.)?*
- *Are the learning/instructional materials adequately organized, respecting the structure of the course?*
- *Are the learning/instructional materials easily accessible?*
- *Can learners easily print out any learning/instructional materials (e-Learning events)?*
- *Are the learning materials and additional resources, such as external web links, properly referenced?*

ICfD Example	<p>The course has a clearly defined learning architecture, which indicates how learning/instructional materials are organized to enable knowledge acquisition and to support the assessment activities.</p> <p>All learning and instructional materials were designed and crafted for online delivery but learners have easy access to downloadable and printable versions of lessons/resources, scenario-based activities, transcripts of audio-visual materials (e.g videos and tutorials), tasks and all course documentation (syllabus, learners’ guide, assessment guide, etc.). At the end of each module, learners’ are provided with an annotated bibliography with reference materials.</p>
Documentation	<p>ICfD Learning Architecture</p> <p>ICfD Content, Learning Objectives, Assessments and Activities (Syllabus p. 3-4)</p> <p>ICfD Learning Materials (Syllabus p. 6-9)</p>
Click4it wiki	<p>Syllabus</p>

Standard 12: Training expertise/qualifications

The [facilitator](#), tutor or moderator⁴ has the overall responsibility to guide learners' throughout the learning activity and assist them in the knowledge acquisition process. She/he needs to have the required expertise in the subject matter and adequate skills as trainers to effectively facilitate the learning process. [Online facilitators](#)/tutors require in addition specific [online facilitation](#) skills to adequately guide learners, in particular coordinating and summarizing discussion threads, coordinating collaborative activities, providing feedback, and assuring an adequate and well balanced level of participation of the whole cohort.

- *Do the facilitators/moderators have the required expertise in the subject matter?*
- *Do the facilitators/moderators have the required skills on [online facilitation](#) (e-Learning courses)?*
- *Is the bio profile/qualifications of the facilitators/moderators communicated to participants?*
- *Does the event respect the 30:1 ratio participants/facilitators?*
- *Are participants provided with timely feedback?*
- *Are participants informed about the date/period when they will receive feedback for activities, assignments, or assessments (e-Learning courses)?*

ICfD Example	Selected facilitators have the required expertise in the subject matter as well as expertise in online facilitation. In view of the practical and hands on components of the course, all facilitators are required to take the course with the objective to be completely familiar with its contents and structure. In addition they are required to participate in a virtual training session to get familiarized with the VLE. Information on their bio profile/qualifications is included in the course Syllabus and also available on the course environment. Upon registration learners have direct access to the course facilitators and to assistant-facilitators. The facilitator is provided with a "Facilitator Guide" that indicates all the responsibilities and establishes a clear schedule for the activities and for the provision of feedback. Learners are informed when to expect feedback from the facilitator both through the "Learner's Guide" and the "Assessment Guide".
Documentation	ICfD Facilitator profile (Syllabus p. 12-13) Facilitator Feedback Schedule (Facilitator Guide p.3) ICfD Assessment Guide Information about facilitator's feedback (example in ICfD Module 2 Guide, p.2-3)
Click4it wiki	Facilitator Online Facilitator

⁴ The terms "tutor", "facilitator" and "moderator" are sometimes used interchangeably, depending on the activity. Nevertheless, there may be occasions where the "tutor" refers to a subject matter expert, working or not in association with a "facilitator/moderator" who is charged with the responsibility of coordinating discussions and exchanges within a cohort of learners on an online environment, for example. The term facilitator/moderator may also refer to the persons responsible for conducting particular segments in face-to-face events (for example, a facilitator who is conducting an interactive section during a workshop).

Standard 13: Technical Requirements

Technology-enhanced learning activities, such e-Learning courses, webinars, or blended learning courses should specify the technical requirements/equipment needed to participate in the event. Learners should know prior to registration whether they have access to all required equipment and therefore are in conditions to participate in the course. A complete list with technical requirements (hard and software) is to be available to learners prior to their registration in the event.

- *Does the general information about the course inform learners of the minimum technical requirements?*
- *Are learners informed of minimum Internet bandwidth?*

ICfD Example	Information about minimum technical requirements is available on the website. The information is also available on the online catalogue's registration page so as candidates are aware of the minimum requirements to access the course before taking the decision to register and pay the course fees.
Documentation	« Innovative Collaboration for Development » Web site page EMS Announcement - « Additional Information » indicates technical requirements

Standard 14: Event announcement information

Announcements published on the online Events Management System (EMS) should include well-structured and clear information, sufficient to orient candidates to take an informed decision regarding registration. All headings on the EMS need to be adequately completed, as indicated in the document “[Guidance on Creating Entries on the EMS](#)”:

- ✓ Background
 - ✓ Event Objective (goal of the event)
 - ✓ Learning objectives
 - ✓ Content and Structure
 - ✓ Methodology
 - ✓ Targeted Audience
- *Is the EMS announcement adequately complete (all headings)?*
 - *Is the information clear and relevant to the respective headings?*
 - *Does the announcement avoid duplicating information (i.e. repeating the same information in different headings)?*
 - *Is the announcement free of spelling, grammatical and syntax errors?*
 - *Is the announcement consistent with UNITAR guidelines on writing? Are the font type and size consistent throughout the text body?*
 - *Is the event nomenclature used consistently throughout the announcement?*
 - *Is the announcement free of jargon, unknown abbreviations and acronyms?*

ICfD Example	The announcement on the EMS has all the required headings completed and the field “Additional Information” is used to provide candidates with further elements associated with the course.
Other Examples	Natural Resources in Post-Conflict Countries GIS for Disaster Risk Management Migration Profiles: Developing Evidence-Based Migration and Development Introduction to Peace Operations Conflict Resolution A Low-Carbon City: Green Growth for Local Governments in Asia-Pacific Introduction to International Environmental Law
Documentation	QS 14 Example Brochure “Innovative Collaboration for Development” Web site page

Standard 15: Evaluation

A comprehensive evaluation should be planned at the end of the event to evaluate results. In accordance with the [Monitoring and Evaluation Policy Framework](#), evaluation level 1 (reaction) and level 2 (learning) are required for learning-related events. While some learning related events are required to perform a level 3 evaluation (see paragraph 24 of the Policy Framework), a level 3 evaluation is encouraged for all donor-funded projects.

The most appropriate and cost-effective method should be used to assess learning. [Criterion-referenced tests](#), for example, are good tools to assess learning if a needs assessment indicates that there is a zero or very low level of pre-existing knowledge on the subject matter.

- *Does the event include evaluation level 1 (reaction) and level 2 (learning)?*
- *Are participants informed of the assessment procedures?*
- *Is there a document describing how the evaluation is conducted?*
- *Are the results of the evaluation compiled?*
- *Is relevant beneficiary feedback uploaded on the Events Management System?*
- *Is a summary of participants' reaction shared with beneficiaries?*

ICfD Example	There is a comprehensive two-fold evaluation process (Evaluation Level 1: Reaction; and Evaluation Level 2: Learning). Participants complete detailed questionnaires at the end of each module (Reaction) and have their level of attainment of learning objectives measured through criterion-referenced tests (Learning). The Evaluation Process is described in the Implementation Report ⁵ (p.20). The results of the evaluation are analyzed and compiled, including recommendations for improvement based on participants' feedback.
Documentation	ICfD Evaluation Questionnaire Evaluation Methodology (ICfD Implementation Report p.20) Guidance Document of Participant Reaction Evaluation Guidance Document on Learning Evaluation ROI training module on evaluating learning ROI training module on evaluating application/behavioural changes
Click4it wiki	Evaluation Kirkpatrick model Criterion-referenced test

⁵ The Evaluation Reports of all the sessions of the course are [available on the website](#).

Standard 16: Actions on recommendations

A process for continuous improvement of the learning activity, based on the results of the evaluation, is in place. The feedback provided by participants should be compiled and specific recommendations for improvement integrated in the next session of the event.

- *Is there an evaluation report indicating recommendation for actions?*
- *Are the recommendations systematically considered to improve the subsequent sessions?*
- *Is there a document describing how the programme is continuously reviewed and updated after each delivery, based on the feedback received?*

ICfD Example	<p>An analytical report is compiled including the results of the evaluation and the inputs received from participants to improve the course. Actionable recommendations are compiled and used as the main source of information to improve the course.</p> <p>The course is continuously reviewed and improved based on the rich feedback provided by participants. The implementation of recommendations happens continuously and is executed progressively.</p>
Documentation	<p>QS 16 Example</p> <p>Recommendations for Improvement (Implementation Report, p.28)</p>
Click4it wiki	<p>Evaluation</p> <p>Kirkpatrick model</p>

Name of Administering Entity		Date of Submission :	
Event Title		Date of Delivery :	
Focal Point Name :		Email :	

QS	STANDARD	INDICATORS	SELF ASSESSMENT			QAC ASSESSMENT		
			Meets	Does not meet	N/A	Meets	Does not meet	N/A
			1	Learning needs				
1.1	Stand-alone fee-based learning event	<ul style="list-style-type: none"> ✓ The event responds to an identified learning need(s) for a specified target audience. ✓ Some consideration is given to the relationship between learning needs and performance needs of individuals/ organizations. 						
1.2	Donor-funded learning event	<ul style="list-style-type: none"> ✓ The event responds to an identified learning need(s) for a specified target audience. ✓ The learning need(s) should be derived from and associated with evidence of individual and/or organizational capacity/performance needs. 						
Comments:						QAC Comments:		

QS	STANDARD	INDICATORS	SELF ASSESSMENT			QAC ASSESSMENT		
			Meets	Does not meet	N/A	Meets	Does not meet	N/A
2	Alignment with results-based programming	✓ The event is consistent with thematic focus of the programme.						
		✓ The event is in alignment with the expected objectives and results of the respective budget cycle.						
Comments:						QAC Comments:		
QS	STANDARD	INDICATORS	SELF ASSESSMENT			QAC ASSESSMENT		
			Meets	Does not meet	N/A	Meets	Does not meet	N/A
3	Targeted Audience	✓ The targeted audience is defined.						
		✓ Any prerequisites (e.g. prior learning) or other selection criteria are clearly defined.						
		✓ The event limits participation to the targeted audience (exceptions may be granted to X number of auditors).						
Comments:						QAC Comments:		

QS	STANDARD	INDICATOR	SELF ASSESSMENT			QAC ASSESSMENT		
			Meets	Does not meet	N/A	Meets	Does not meet	N/A
4	Event nomenclature	✓ The proposed name of the event (e.g. briefing, course, seminar, workshop) is consistent with the definitions used by UNITAR.						
Comments:						QAC Comments:		
QS	STANDARD	INDICATORS	SELF ASSESSMENT			QAC ASSESSMENT		
			Meets	Does not meet	N/A	Meets	Does not meet	N/A
5	Event title	✓ The title given to the event is reflective of the knowledge or skills to be transferred or the overall goal to be achieved (i.e. the title avoids misleading targeted audiences).						
		✓ The title is kept as short as possible and avoids unnecessary terms or words						
Comments:						QAC Comments:		

QS	STANDARD	INDICATORS	SELF ASSESSMENT			QAC ASSESSMENT		
			Meets	Does not meet	N/A	Meets	Does not meet	N/A
6	Learning objectives	✓ Learning objectives are relevant to the learners' needs.						
		✓ Learning objectives are consistent with the <u>job aid on Learning Objectives</u> .						
Comments:						QAC Comments:		
QS	STANDARD	INDICATOR	SELF ASSESSMENT			QAC ASSESSMENT		
			Meets	Does not meet	N/A	Meets	Does not meet	N/A
7	Mode of Delivery	✓ The mode of delivery selected is an effective medium for learners to achieve the learning objectives.						
Comments:						QAC Comments:		

QS	STANDARD	INDICATORS	SELF ASSESSMENT			QAC ASSESSMENT		
			Meets	Does not meet	N/A	Meets	Does not meet	N/A
			8	Learning time	✓ The length of the event is realistic (i.e. learning objectives can be realistically achieved within the defined length of the event).			
✓ An estimated number of learning hours is provided								
Comments:						QAC Comments:		
QS	STANDARD	INDICATORS	SELF ASSESSMENT			QAC ASSESSMENT		
			Meets	Does not meet	N/A	Meets	Does not meet	N/A
			9	Content and Structure	✓ Information on the content and structure of the event is presented in a clear and logical sequence.			
✓ Learners are provided with a programme schedule or outline for face-to-face briefings, workshops or seminars which details the sequencing of the contents and activities. For courses, learners are provided with a syllabus.								
✓ Methods, tools and interactive activities are structured in such a way as to facilitate the achievement of learning objectives.								
Comments:						QAC Comments:		

QS	STANDARD	INDICATORS	SELF ASSESSMENT			QAC ASSESSMENT		
			Meets	Does not meet	N/A	Meets	Does not meet	N/A
10	Methodology	✓ The methods and tools to be used are <u>relevant</u> to the achievement of learning objectives.						
		✓ The methods and tools are <u>described</u> , and their contribution to the achievement of learning objectives is <u>explained</u> .						
		✓ Learning is systematically assessed.						
		✓ The tools used to assess learning are consistent with the learning objectives and cognitive levels.						
Comments:						QAC Comments:		

QS	STANDARD	INDICATORS	SELF ASSESSMENT			QAC ASSESSMENT		
			Meets	Does not meet	N/A	Meets	Does not meet	N/A
11	Learning/Instructional material	✓ Learning / instructional material is appropriate to the mode of delivery and aligned to the learning objectives.						
		✓ Efforts to vary the format of material to include textual, graphic, multimedia (e.g. video, audio, etc.) are maximized.						
		✓ All learning material resources are properly referenced.						
		✓ Learning material is assembled in an organized manner and easy to access.						
		✓ The presentation of learning material is consistent with UNITAR branding guidelines						
Comments:						QAC Comments:		

QS	STANDARD	INDICATORS	SELF ASSESSMENT			QAC ASSESSMENT		
			Meets	Does not meet	N/A	Meets	Does not meet	N/A
12	Training expertise /qualifications	✓ Individuals involved in the delivery/facilitation/moderation of training have the required expertise given the level and nature of their involvement.						
		✓ The bio profile/qualifications of the selected facilitators/moderators is communicated to participants.						
		✓ The event does not exceed a 30: 1 ratio of event participants to facilitators/trainers.						
		✓ Participants are provided with timely feedback						
Comments:						QAC Comments:		
QS	STANDARD	INDICATORS	SELF ASSESSMENT			QAC ASSESSMENT		
			Meets	Does not meet	N/A	Meets	Does not meet	N/A
13	Technical requirements	✓ Technical requirements/equipment needs for the delivery of the event have been described.						
Comments:						QAC Comments:		

QS	STANDARD	INDICATORS	SELF ASSESSMENT			QAC ASSESSMENT		
			Meets	Does not meet	N/A	Meets	Does not meet	N/A
14	Event announcement information	<ul style="list-style-type: none"> ✓ Event announcements uploaded on the Event Management System (EMS) and/or provided through other media include sufficient information to enable targeted beneficiaries to take an informed decision. Information is structured under the following headings: <ul style="list-style-type: none"> ○ Background ○ Event objectives (goal of the event) ○ Learning objectives ○ Content and structure ○ Methodology ○ Targeted audience and is in accordance with the instructions provided in the document “Guidance on Creating EMS Entries” 						
		<ul style="list-style-type: none"> ✓ Event information is complete and presented clearly; is relevant to the respective heading; avoids duplicating information provided elsewhere in the announcement; and is absent of spelling, grammatical and syntax errors. 						
		<ul style="list-style-type: none"> ✓ The event announcement information is consistent with the UNITAR guidelines on writing and uses consistent font type and size throughout the text body. 						
		<ul style="list-style-type: none"> ✓ Event nomenclature is used consistently in the event announcement information. 						
		Enter the link to the EMS announcement:						
Comments:						QAC Comments:		

QS	STANDARD	INDICATORS	SELF ASSESSMENT			QAC ASSESSMENT		
			Meets	Does not meet	N/A	Meets	Does not meet	N/A
15	Evaluation	✓ Participants are informed that evaluation will be undertaken for the purposes of contributing to the improvement of the Institute’s training services.						
		✓ Evaluation takes into consideration participant reaction, the assessment of learning, and application/changes in behavioral (in line with M&E Policy Framework)						
		✓ Results of evaluations are compiled, relevant beneficiary feedback information is uploaded on the EMS, and a summary of participant reaction is shared with beneficiaries.						
Comments:						QAC Comments:		
QS	STANDARD	INDICATORS	SELF ASSESSMENT			QAC ASSESSMENT		
			Meets	Does not meet	N/A	Meets	Does not meet	N/A
16	Actions on recommendations	✓ Results from evaluations of earlier administrations of the event are used for quality improvement.						
		✓ Specific recommendations for improvement have been implemented						
Comments:						QAC Comments:		



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