Quality Assurance Framework

Revision, April 2017

23 February 2018   **Geneva, Switzerland**

Revisions

April 2017

The present version is the third revision to the Quality Assurance Framework since it was issued in December 2012. Changes in this version were proposed following a review process, including the administration of a QAF usability survey to UNITAR staff, discussions within the Quality Assurance Committee, and discussions and presentations at the December 2016 staff meeting on quality assurance. The main revisions include a reduced number of quality standards (10), changes to the self-assessment and independent peer review processes, and extension of the QAF to the CIFAL Global Network in accordance with the CIFAL Guidelines.

August 2014

Revises QAF 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

Revises the QAF to include exceptions to the requirement to undertake quality assurance self-assessments.

Contents

Quality Assurance Framework

1. Quality is a fundamental pillar of the Institute's identity and figures among the building blocks of the UNITAR Six-Point Vision which will guide UNITAR programming over the years to come.

2. UNITAR established the Quality Assurance Framework (QAF) for learning events in 2012 to respond to the growing emphasis placed on learning outcomes and the strategic objective to strengthen the quality of training products and services as enshrined in the 2010-2012 Strategic Framework. Since 2010, the number and proportion of beneficiaries associated with learning events (defined in annex 1) and broader capacity development initiatives have increased significantly. In 2016, UNITAR delivered over 300 learning-related events, ranging from briefings, courses, workshops, seminars and fellowship programmes, to over 32,000 individuals, representing the largest outreach recorded to date in the Institute's history.

3. The QAF is a tool to (a) validate the quality of UNITAR training through relevant certification and/or accreditation schemes, and (b) to serve as a platform for sharing experiences and learning on quality. As illustrated below, the QAF is composed of three main elements, including:

    a. The Quality Assurance Committee (QAC);
    b. A set of quality assurance standards and guidelines; and
    c. A self-assessment and peer review process.

Quality Assurance Framework

4. The QAC, quality standards and guidelines, and self-assessment and review processes provide useful opportunities to improve the quality of products and services developed and

delivered by the Institute, while at the same time serving as a reference to external quality certification schemes and facilitating steps towards accreditation.

Quality Assurance Committee

5. The Quality Assurance Committee (QAC) was established through Administrative Circular AC/UNITAR/2010/02 and amended through AC/UNITAR/2012/10 and AC/UNITAR/2015/02.

6. The QAC serves as the custodian of the QAF and is composed of at least five members, including three rotating and two non-rotating members. The Managers of the Planning, Performance and Results Section (Chair) and the Knowledge Systems Innovations Section are committee's the two non-rotating members. The QAC has the mandate to address 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/2015/02.

Quality Standards

7. Since its establishment, the QAC has initiated the process of developing quality standards and guidelines for projects and events 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 (ADDIE).

8. The original QAF included 16 standards. Following engagement with managers and other staff, and a thorough review of lessons learned through the implementation of the QAF since its establishment, the 16 standards have been amalgamated into the following 10 with a view to streamlining the framework:

    - Standard 1: Learning Needs
    - Standard 2: Target Audience
    - Standard 3: Event Nomenclature and Title
    - Standard 4: Learning Objectives
    - Standard 5: Content and Structure
    - Standard 6: Methodology
    - Standard 7: Learning/Instructional Material
    - Standard 8: Training Expertise/Qualifications
    - Standard 9: Event Announcement Information
    - Standard 10: Evaluation and Follow-up

9. To facilitate the application of the quality standards, the QAC has developed a Guidance Document (annex 3) 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 learning and training wiki . The guidance document is intended to be read in conjunction with the Quality Standards and Assessment Template (annex 2)

Self-Assessment and Peer Review Process

10. The QAF requires a dual process of self-assessment and independent peer review. The process is designed to ensure that learning is analysed, designed, developed, delivered and evaluated 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 intended to promote ownership in the development of a reflective culture on quality that is critical to realizing the Institute's strategic priorities and vision.

11. This revision to the QAF includes important changes to the self-assessment and peer review process, and is based on constructive feedback and lesson learning from the framework's application since 2013.
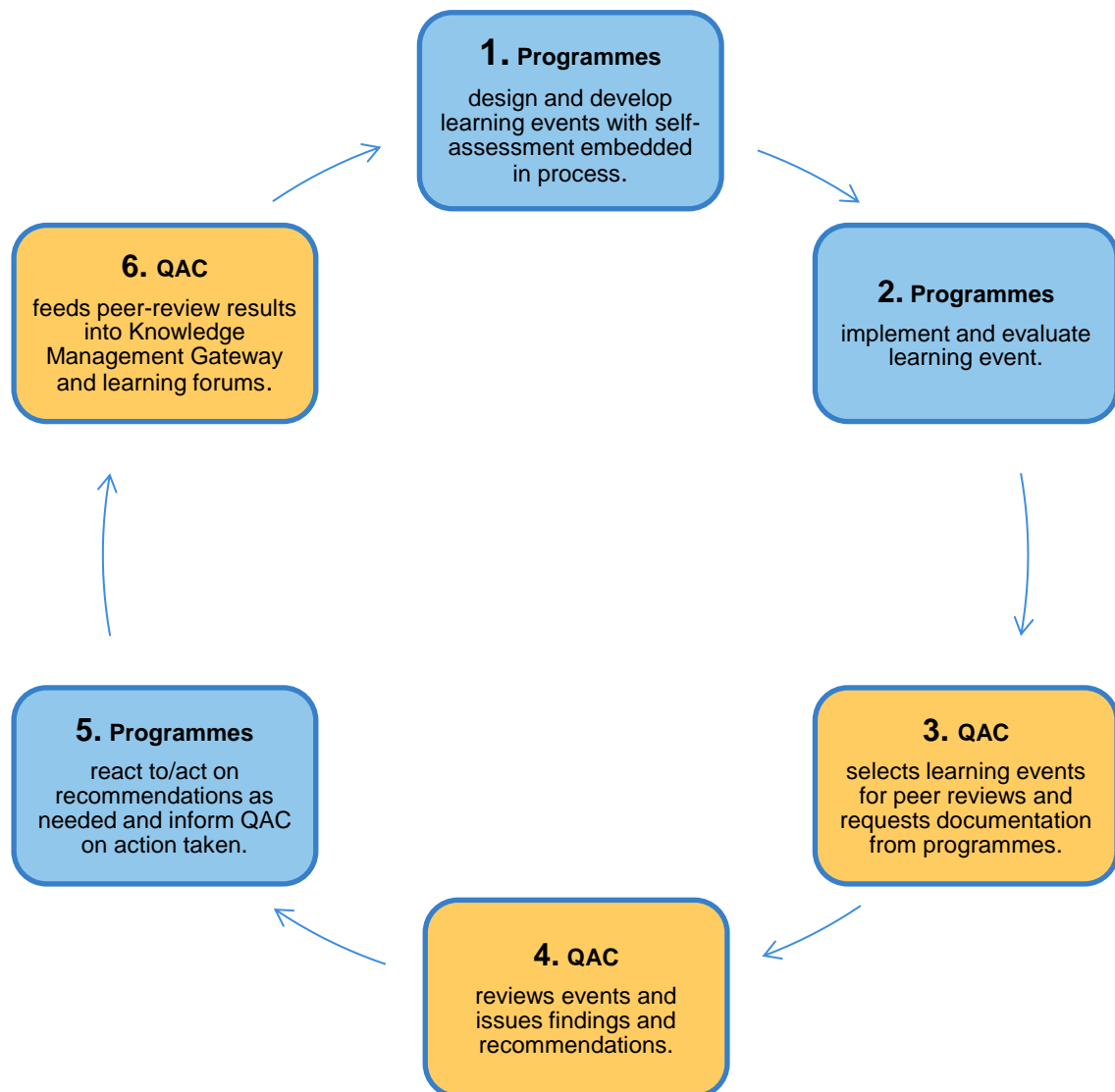
Self-Assessment:

12. The application of the QAF is initiated by the Institute's offices, programmes, sections and units (collectively, "divisional entities") by ensuring that there is alignment with the 10 quality standards and the associated indicators in the design, development and delivery of learning events/projects. This 'self-assessment' process enables the divisional entities to address quality matters upfront. Self-assessment also enables divisional entities to adjust elements of the event following delivery based on evaluation and feedback from beneficiaries. While divisional entities are encouraged to use the standard <u>assessment template as a tool for the self-assessment process</u> (Annex 2), there is no requirement to submit the assessment template prior to event delivery.

Peer Review:

13. The QAC samples learning-related projects/events and undertakes peer reviews on an annual basis, usually during the third or fourth quarter. Each sampled project/event will be reviewed and certified by two QAC members against the 10 standards and associated indicators.

14. The QAC will identify a representative sample across UNITAR programming, and request the Managers of sampled projects/events to submit a completed self-assessment template and/or documented evidence that the event was aligned with the 10 quality standards. The QAC will issue a report to the Manager of the divisional entity and include main findings and recommendations.

15. In cases where there may be disagreement between the two peer reviewers on the review's findings or recommendations, 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.

16. In case of non-alignment with the quality standards, a set of recommendations will be provided to the Manager of the relevant divisional entity. In such cases, the Manager is required to address the recommendations prior to future delivery or provide sufficient rationale for not accepting the recommendation(s). In addition to recommendations, the QAC may also issue suggestions, which do not require specific action/follow-up by Managers.

17. The QAC shall report the results of its reviews of self-assessments to the Executive Director on an annual basis, incorporate lessons learned from peer reviews on the Knowledge Management Gateway on UNITARnet, and organize a learning forum to share results from peer reviews with a view to contributing to knowledge sharing and organizational learning.

QAF Self-Assessment and Peer Review Process

1. Programmes
design and develop learning events with self-assessment embedded in process.

2. Programmes
implement and evaluate learning event.

3. QAC
selects learning events for peer reviews and requests documentation from programmes.

4. QAC
reviews events and issues findings and recommendations.

5. Programmes
react to/act on recommendations as needed and inform QAC on action taken.

6. QAC
feeds peer-review results into Knowledge Management Gateway and learning forums.

Application of the QAF

18. The QAF is generally applicable to all learning events/projects, such as individual briefings, courses, seminars and workshops (or, in the case of projects, events that may be clustered), which are organized by UNITAR or co-organized by the UNITAR and partners.

19. The QAF also applies to learning projects/events that are developed and delivered by the Global Network of International Training Centres for Authorities and Leaders (CIFAL) and by implementing partners on behalf of the Institute. In such cases, the Manager of the concerned divisional entity is responsible for ensuring that the Director of the CIFAL or the implementing partner adheres to the framework.

Exceptions:

20. The QAF does not apply to the following learning related projects or events:

    a. Events organized by other organizations in which UNITAR is invited to contribute in the form of a lecture, presentation, facilitated exercise, etc. Such events are not UNITAR events, and the UNITAR contribution is minimal.
    b. E-Learning courses which have received ECBCheck certification for the period in which the certificate remains valid;
    c. Events in which self-assessments reviewed by the QAC have been found to meet all quality standards for a period of three years if the parameters of the event (e.g. needs, objectives, methods, etc.) do not change and if standards continue to be met;
    d. Events which are sub-contracted to implementing partners which apply recognized quality assurance processes (in such case the recognized quality assurance practices should be shared with the QAC if the project or event is sampled for peer review); and
    e. Events of a length of one day or less, such as briefings, seminars and webinars.

Responsibilities

21. Quality is a collective good and all Managers and other personnel are responsible for working together to ensure quality training, opportunities for learning and improvement in programming.

22. Managers and staff of divisional entities are responsible for ensuring that learning events are designed, developed, delivered and evaluated in accordance with the quality standards and criteria, and for taking appropriate action on recommendations to improve quality, when required, as well as for engaging actively in opportunities to share experiences and learn from others.

23. The QAC is responsible for providing sound peer reviews based on the information provided, and for ensuring that recommendations stem from findings and are actionable. The QAC is also responsible for engaging with Managers and relevant staff following peer reviews to help ensure utilization of recommendations, and for identifying lessons learned which can be discussed at an annual learning forum with a view to contributing to organizational learning and quality improvement across the Institute.

Review

24. The application of the QAF as revised in this present version will be reviewed in 2019 and amended to account for adjustments other elements as required, based on the evolving nature of quality assurances and taking into consideration international good practices.

Annex 1 – Definitions

Learning event: any event with objectives and 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.

Peer review: the process by which the QAC assesses the project/event against the quality standards and indicators and issues findings, recommendations and/or suggestions for improvement as may be relevant.

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 2 – Self-Assessment Template

Administering Entity		
Focal point	**Name:**	
	Phone	
	E-mail	
Event Title		
Date of Event Delivery		
Date of Self-Assessment Submission		
Date of QAC Peer Review		
HELPFUL LINKS		
Quality Assurance Framework	https://unitaremail.sharepoint.com/global/QualityAssurance/Shared%20Documents/Quality%20Assurance%20Framework%20Revised%20Aug%202014.pdf	
UNITAR Branding Templates	https://unitaremail.sharepoint.com/global/Shared%20Documents/Forms/Global.aspx?RootFolder=%2fglobal%2fShared%20Documents%2fNew%5fBranding%5f2014&FolderCTID=0x0120009BEC5B177628294DA29201E66A0A15ED	
Guidance: Learning Evaluation	https://unitaremail.sharepoint.com/global/Monitoring%20and%20Evaluation/Forms/AllItems.aspx?id=%2Fglobal%2FMonitoring%20and%20Evaluation%2FGET%20FORMS%20and%20TEMPLATES%2FEvaluation	
Job Aid on Learning Objectives	http://www.click4it.org/index.php/Learning_Objectives	
Learning Nuggets	https://www.learnatunitar.org/course/view.php?id=104	

QUALITY STANDARD (QS) 1: LEARNING NEEDS			SELF ASSESSMENT				QAC ASSESSMENT			
			Y	P[1]	N	N/A	Y	P	N	N/A
1.1	Standalone fee-based learning event	✓ The event responds to an identified learning need(s) for a specified target audience.								
		✓ Consideration is given to the relationship between learning needs and performance needs of individuals/ organizations.								
1.2	Donor funded learning event	✓ The event responds to an identified learning need(s) for a specified target audience.								
		✓ The learning need(s) are derived from and associated with evidence of individual and/or organizational capacity/performance needs.								

ADMINISTERING ENTITY COMMENTS:

QAC RECOMMENDATIONS:

QAC SUGGESTIONS:

ADMINISTERING ENTITY MANAGEMENT COMMENTS:	ACCEPTED	NOT ACCEPTED

ADMINISTERING ENTITY MANAGEMENT ACTION RESPONSE:

DATE IMPLEMENTED (dd/mm/yyyy):

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[1] "P": Partially

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QUALITY STANDARD (QS) 2: TARGET AUDIENCE	SELF ASSESSMENT				QAC ASSESSMENT			
	Y	P[2]	N	N/A	Y	P	N	N/A
✓ The target audience is defined with prerequisites (e.g. prior learning) or other selection criteria clearly defined.								
✓ The event limits participation to the targeted audience (exceptions may be granted to X number of auditors).								

ADMINISTERING ENTITY COMMENTS:

QAC RECOMMENDATIONS:

QAC SUGGESTIONS:

ADMINISTERING ENTITY MANAGEMENT COMMENTS:	ACCEPTED	NOT ACCEPTED

ADMINISTERING ENTITY MANAGEMENT ACTION RESPONSE:

DATE IMPLEMENTED (dd/mm/yyyy):

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QUALITY STANDARD (QS) 3: NOMENCLATURE AND TITLE	SELF ASSESSMENT				QAC ASSESSMENT			
	Y	P[3]	N	N/A	Y	P	N	N/A
✓ The proposed name of the event (e.g. briefing, course, seminar, and workshop) is consistent with the definitions used by UNITAR.								
✓ 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								

ADMINISTERING ENTITY COMMENTS:

QAC RECOMMENDATIONS:

QAC SUGGESTIONS:

ADMINISTERING ENTITY MANAGEMENT COMMENTS:	ACCEPTED	NOT ACCEPTED

ADMINISTERING ENTITY MANAGEMENT ACTION RESPONSE:

DATE IMPLEMENTED (dd/mm/yyyy):

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[3] "P": Partially

QUALITY STANDARD (QS) 4: LEARNING OBJECTIVES	SELF ASSESSMENT				QAC ASSESSMENT			
	Y	P[4]	N	N/A	Y	P	N	N/A
✓ Learning objectives are relevant to the learners' needs.								
✓ Learning objectives are consistent with the <u>Job Aid on Learning Objectives</u>.								
✓ 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								

ADMINISTERING ENTITY COMMENTS:

QAC RECOMMENDATIONS:

QAC SUGGESTIONS:

ADMINISTERING ENTITY MANAGEMENT COMMENTS:	ACCEPTED	NOT ACCEPTED

ADMINISTERING ENTITY MANAGEMENT ACTION RESPONSE:

DATE IMPLEMENTED (dd/mm/yyyy):

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QUALITY STANDARD (QS) 5: CONTENT AND STRUCTURE	SELF ASSESSMENT				QAC ASSESSMENT			
	Y	P[5]	N	N/A	Y	P	N	N/A
✓ 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.								

ADMINISTERING ENTITY COMMENTS:

QAC RECOMMENDATIONS:

QAC SUGGESTIONS:

ADMINISTERING ENTITY MANAGEMENT COMMENTS:	ACCEPTED	NOT ACCEPTED

ADMINISTERING ENTITY MANAGEMENT ACTION RESPONSE:

DATE IMPLEMENTED (dd/mm/yyyy):

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[5] "P": Partially

QUALITY STANDARD (QS) 6: METHODOLOGY	SELF ASSESSMENT				QAC ASSESSMENT			
	Y	P[6]	N	N/A	Y	P	N	N/A
✓ The methods and tools to be used are defined, and relevant to the achievement of learning objectives.								
✓ Learning is systematically assessed.								
✓ The mode of delivery selected is an effective medium for learners to achieve the learning objectives.								

ADMINISTERING ENTITY COMMENTS:

QAC RECOMMENDATIONS:

QAC SUGGESTIONS:

ADMINISTERING ENTITY MANAGEMENT COMMENTS:	ACCEPTED	NOT ACCEPTED

ADMINISTERING ENTITY MANAGEMENT ACTION RESPONSE:

DATE IMPLEMENTED (dd/mm/yyyy):

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QUALITY STANDARD (QS) 7: LEARNING/INSTRUCTIONAL MATERIAL	SELF ASSESSMENT				QAC ASSESSMENT			
	Y	P[7]	N	N/A	Y	P	N	N/A
✓ 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 (video, audio, etc.) are maximized.								
✓ The presentation of learning material is consistent with UNITAR branding guidelines								

ADMINISTERING ENTITY COMMENTS:

QAC RECOMMENDATIONS:

QAC SUGGESTIONS:

ADMINISTERING ENTITY MANAGEMENT COMMENTS:	ACCEPTED	NOT ACCEPTED

ADMINISTERING ENTITY MANAGEMENT ACTION RESPONSE:

DATE IMPLEMENTED (dd/mm/yyyy):

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[7] "P": Partially

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QUALITY STANDARD (QS) 8: TRAINING EXPERTISE/QUALIFICATIONS	SELF ASSESSMENT				QAC ASSESSMENT			
	Y	P[8]	N	N/A	Y	P	N	N/A
✓ 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.								

ADMINISTERING ENTITY COMMENTS:

QAC RECOMMENDATIONS:

QAC SUGGESTIONS:

ADMINISTERING ENTITY MANAGEMENT COMMENTS:	ACCEPTED	NOT ACCEPTED

ADMINISTERING ENTITY MANAGEMENT ACTION RESPONSE:

DATE IMPLEMENTED (dd/mm/yyyy):

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[8] "P": Partially

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QUALITY STANDARD (QS) 9: EVENT ANNOUNCEMENT INFORMATION	SELF ASSESSMENT				QAC ASSESSMENT			
	Y	P[9]	N	N/A	Y	P	N	N/A
✓ 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: • 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"								
✓ 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.								
✓ Event nomenclature is used consistently in the event announcement information.								

Enter the link to the EMS announcement:

ADMINISTERING ENTITY COMMENTS:

QAC RECOMMENDATIONS:

QAC SUGGESTIONS:

ADMINISTERING ENTITY MANAGEMENT COMMENTS:	ACCEPTED	NOT ACCEPTED

ADMINISTERING ENTITY MANAGEMENT ACTION RESPONSE:

DATE IMPLEMENTED (dd/mm/yyyy):

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[9] "P": Partially

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QUALITY STANDARD (QS) 10: EVALUATION	SELF ASSESSMENT				QAC ASSESSMENT			
	Y	P[10]	N	N/A	Y	P	N	N/A
✓ 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 behavioural (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.								

ADMINISTERING ENTITY COMMENTS:

QAC RECOMMENDATIONS:

QAC SUGGESTIONS:

ADMINISTERING ENTITY MANAGEMENT COMMENTS:	ACCEPTED	NOT ACCEPTED

ADMINISTERING ENTITY MANAGEMENT ACTION RESPONSE:

DATE IMPLEMENTED (dd/mm/yyyy):

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[10] "P": Partially

COMPLETION CHECKLIST		
FILE	SUBMITTED (Y/N)	LINK
Programme Manager Signature		
Date		

Annex 3 – Guidance Document

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

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Standard 2: Target Audience

The event is targeted toward an intended audience. The target audience is characterized by a number of factors such as learner's personal characteristics (e.g. learning style), knowledge level and purpose of learning, and technology skills. Conducting an audience analysis is one of the initial steps in developing a learning activity.

- Is the target audience clearly defined?
- Does the event announcement limit the target audience to a beneficiary cohort aligned with the identified learning needs?
- What are the learners' characteristics, learning styles or learning behaviours?
- Do the learners have any prior learning or experience? Have these aspects been considered?
- 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 primary audience of the course are development professionals. The target audience and the overall goal of the course are indicated in the course announcements: "*A course to empower development professionals to use social media tools to improve the efficiency and effectiveness of their work.*"
Protection of Civilians in Peace Operations Example	The primary audience is civilians, military and police officers eager to serve in peace operations. Levels of prior knowledge and experience are indicated in the course announcement.
Documentation	QS 3 Example - ICfD
Click4it wiki	Audience Analysis Learner-centered approach Adult learning

Standard 3: Event Nomenclature and Title

The event adopts correct nomenclature, which is consistent with the definitions used by UNITAR. The Institute organizes a number of different types of events.[11] The list below indicates only those events in which learning may be associated with outcomes.

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

Type	Definition
Briefing	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). **Example:** "Briefing for New Members of the Security Council"
Course	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. **Examples: "**Economics of the Public Sector"; "International Environmental Governance"
Fellowship Programme	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. **Example: "**Fellowship Programme to Enhance Conflict Prevention and Peacemaking for Indigenous Peoples"
Seminar	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. **Example**: "Seminar on International Criminal Law"
Webinar	A web-based seminar, which may involve live presentations, chats and/or file sharing. Webinars are delivered though specific software designed for this purpose. **Example**: "Nonviolent Communication Webinar"
Workshop	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

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[11] Refer to the document "UNITAR Event Type Definitions" for a complete list of the different types of events organized by the Institute.

	principles. The intent of most workshops is to either identify problems and expectations and/or to recommend solutions. **Examples**: "Workshop on Structuring and Drafting UN Resolutions"; "Workshop on Women in Diplomacy"

Standard 4: Learning Objectives

It is a clear statement about the <u>outcome</u> 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 <u>competencies</u>, 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 <u>assessment</u> activities. The adequate design of learning activities requires that performance objectives are established in accordance with the SMART[12] 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"?*
- *Is the delivery mode adequate to facilitate the attainment of the 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; analyse their utility; identify their adaptability to specific contexts at the workplace; and compare the utility of various applications after analysing 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) QS 7_Example
Click4it wiki	Learning Objectives Bloom's Taxonomy Course goal Assessment Syllabus Blended Learning E-learning

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[12] 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 5: 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 <u>learning objectives</u>. 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 <u>cognitive load</u> taken into account?*
- *Are the learners provided with an outline (face to face) or a <u>Syllabus</u> (e-Learning) detailing the sequence of event's contents and activities?*
- *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?*

ICfD Example	The content is divided into modules and related lessons. There is an adequate cognitive load 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. 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 9_Example ICfD Learning Architecture ICfD Content, Learning Objectives, Assessments and Activities (Syllabus p. 3-4) ICfD_Syllabus QS 8_Learning hours – Template for calculation ICfD Workload per module (Syllabus p.11)
Click4it wiki	Instructional design Cognitive Load Assessment Syllabus

Standard 6: 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 <u>relevant</u> 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?*
- *Is the delivery mode aligned with the overall goal of the event?*
- *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. 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 10_Example ICfD Learning Architecture ICfD Content, Learning Objectives, Assessments and Activities (Syllabus p. 3-4)
Click4it wiki	Instructional design Methodology Assessment Syllabus

Standard 7: 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 <u>assessment</u> activities to effectively enable the attainment of the expected learning objectives.

- *Are the learning/instructional materials aligned with the learning objectives and <u>assessment</u> 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	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.
	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.
Documentation	ICfD Learning Architecture
	ICfD Content, Learning Objectives, Assessments and Activities (Syllabus p. 3-4)
	ICfD Learning Materials (Syllabus p. 6-9)
Click4it wiki	Syllabus

Standard 8: Training Expertise/Qualifications

The facilitator, tutor or moderator[13] 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 additional 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

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[13] 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 9: 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?*
- *Do participants have information about the estimated number of learning hours (e.g. indicated in course announcements, EMS, flyers, website, etc.)?*
- *Does the general information about the course inform learners of the minimum technical requirements?*
- *Are learners informed of minimum Internet bandwidth?*

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. Information about minimum technical requirements and about the estimated number of learning hours 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.
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 EMS Announcement - « Additional Information » indicates technical requirements

Standard 10: Evaluation and Follow-up

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 27 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?*

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	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[14] (p.20). The results of the evaluation are analysed and compiled, including recommendations for improvement based on participants' feedback. Recommendations are used as the main source of information to improve the course. 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.
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 QS 16 Example Recommendations for Improvement (Implementation Report, p.28)

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[14] The Evaluation Reports of all the sessions of the course are available on the website.

Click4it wiki	Evaluation
	Kirkpatrick model
	Criterion-referenced test