



TRAINING PLAN TEMPLATE

Natural Resource Permitting Project (NRPP)

Insert Project Name

October 10, 2014 – Version 1.0

Change Management Lead, First Name, Last Name

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Document Control

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1. DOCUMENT OVERVIEW

1.1 Purpose

The purpose of the Training Plan is to identify the appropriate training strategies and activities required to achieve the desired learning outcome during the implementation of each NRPP Project.

The Training Plan provides a clear understanding of what must happen to meet the training requirements that have been defined, thus, end-users receive training in the knowledge, skills, and/or abilities required to support the new roles, business processes and/or technology.

1.2 Audience

This document is intended for use by:

<<Examples may include>>

- *Project Manager*
- *Change Management Team*
- *Training Lead*

1.3 Training Objectives

Outline what the objectives for the Training Plan are:

<<Examples may include>>

- *Ensure that all impacted staff receive relevant training to prepare them for any new working practices*
- *Ensure appropriate level of skill is reached in order to perform roles*

1.4 Scope

"In Scope"

The following bullets describe what is "in scope" for the project:

<<Examples may include>>

- *Employees and managers who will need training on the new system and processes will be included "in scope" for the purposes of training development*

"Out of Scope"

The following bullets describe what is "out of scope" for the project:

<<Examples may include>>

- *The adaptation of any training-related documents to individual teams will be “out of scope”, and will be the responsibility of the individual ministries*

1.5 Assumptions

The following assumptions apply to the Training Plan:

<<Examples may include>>

1. *The Training Plan will be based on the training requirements gathered through meetings and workshops*
2. *Consideration will be given to the use of on-site and/or remote resources for the development of training materials*

1.6 Dependencies

Successful training is dependent on the availability of:

<<Examples may include>>

- *Access to business resources for input and review of the course outlines*
- *Access to business resources for input and review of the training materials*
- *Availability of training facilities including rooms, flip charts, whiteboards, etc.*

1.7 Risks

The following risks apply to the training for the project:

<<Examples may include>>

- *End users want more training than required/feasible*
- *Changes to project occur during development and delivery of training*

2. TRAINING NEEDS ASSESSMENT

The Training Needs Assessment identifies gaps in the knowledge, skills or abilities of impacted stakeholders compared to levels required to support and sustain the changes implemented.

Please use the Training Needs Assessment Tool provided to identify end-user groups, required KSAs, and objectives/priorities in order to develop appropriate training activities .

Table 1 – Training Needs Assessment Illustrative

Training Needs Assessment								
e.g. 0.01	Indicate the name of the stakeholder group that is scheduled for training. - Titles/roles (i.e. managers, directors, etc.) - External (i.e. First Nations Groups) - Function (i.e. finance)	# of stakeholders in this particular group that will receive training	Identify the knowledge, skills, or abilities (KSAs) to be gained through training	Identify the proficiency level required for this stakeholder/individual	Identify the type of change taking place. - People (roles, skills, knowledge) - Technology - Processes	Learning objectives for gaining the knowledge, skills or abilities	Rate priority from low to high as it relates to the other objectives and change/project implications	If there is any additional information you would like to include please use this column
Assessment #	Stakeholder Group Name/s	Size of Stakeholder Group	Required KSAs	Required Level	Change Category	Key Learning Objectives	Objective Priority	Additional Considerations
0.01	BC PSA Subject Matter Experts NPPF Leadership	6 10	Online Authorizations Access	Basic Understanding	Technology	- Provide stakeholder groups understanding to setup their accounts for activation, page navigation and new process	Low	

3. TRAINING APPROACH

3.1 Training Methods

This section describes the training methods selected based on the options available and recommended for use by the project:

<<Examples may include>>

1. *Blended Training Approach*
 - a. *To help retention of learning, a blend of training delivery methods will best meet the needs of our project. This will include: Instructor-Led Training, Job-aids and e-learning*

4. TRAINING ROLES & RESPONSIBILITIES

Use the table below to profile the key roles that will be part of the Training team. Individuals may have more than one role.

Table 2 – Training Team Profile

Role	Profile	Skills / Considerations
Training Lead	<ul style="list-style-type: none">• Responsible for completing and managing the training program, including the development of instructional materials and training delivery• Develop the training strategy	<ul style="list-style-type: none">• It is recommended that there be one Training lead from the project team, and one from the ministry

5. TRAINING INFRASTRUCTURE

5.1 Training Facilities

The following is a list of the equipment and facilities preparation that will be required for classroom training sessions:

<<Examples may include>>

- *An instructor computer, attached to a projector*
- *A projection screen*
- *One computer for each learner (for hands-on systems training)*

5.2 Training Environments

The following section describes the distinct training environments:

<<Examples may include>>

- *Training Development Environment*
 - a. *Will be used for creating training materials; this environment is for the exclusive use of the project team*
- *Training Production Environment*
 - a. *Will be used to deliver Instructor-Led Classroom Training*
- *Training Practice Environment*
 - a. *Will be used by end-users to practice in the new system; concurrently with the deployment of e-learning*

5.2 The Learning System

NRPP Projects can use Learning Management System (LMS) provided by the PSA for loading, storing, managing and tracking the eLearning and classroom training. The LMS is for tracking internal end users training registration and completions, not for Service Providers. For instructions on how to setup the registration please visit [LMS](#).

6. TRAINING MATERIALS & CURRICULUM

6.1 Training Materials

Use the following table to present a summary of key training materials and their intended uses.

Table 3 – Training Materials Description

Material	Description	Developer	Reviewer	Final Decision
Instructor guides/ manuals/classroom slides	Instructor guides and classroom slides: <ul style="list-style-type: none"> Reinforce or supplement a lecture or demonstration Present new concepts, terms and processes 	Joe Smith	Sally Peters	Mary Drew
Quick Reference Guides	Quick reference guides: <ul style="list-style-type: none"> Act as a job aid to assist the users once they return to their desks Remind users of key features, options, and methods of working with the new Project X 	Henry P.	Sam E.	Kim K.

6.2 Training Curriculum

The curriculum defines the training courses that will be developed and delivered, including the associated learning objectives, sourcing options, delivery methods and course owners. Use the table below to help plan and manage your training curriculum.

Table 4– Training Curriculum

Curriculum Code	Curriculum Name	Module ID	Module Name	Learning Objectives	Build/Buy/Source	Duration (hrs.)	Delivery Method	Course Developer	Course Owner
C1	Process Planning	M1	Add new accounts	Learning to add vendors to account	Build	2	e-Learning	Joe. P	Sam. K
C1	Process Planning	M2	Account Setup	Learning to create new account and navigate system	Build	1	ILT	Mary. B	Bob. S
C2	Billing	M4	Pay Bills	Sending direct deposits	Source	4	OJT	Pedro G.	Chris X.

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8. TRAINING ROADMAP

A preliminary training schedule consists of the key training program activities. The training schedule will continue to evolve as the project progresses and additional details become available. The Training Needs Assessment, Training Curriculum, and Content Development Tracker will be critical inputs to the creation of the detailed training schedule.

Table 5— Training Roadmap

Activities	Description	Responsible	Target Date
Training Plan	Develop high-level training schedule	Training Lead	Feb. 2016
Training Materials	Develop course outlines	Training Lead / Training Developer	March 2016

9. TRAINING EVALUATION

In evaluating the effectiveness of training delivery, information will be sourced from the following areas:

<<Examples may include>>

- *The outcomes of competency tests completed by trainees at the end of each module*
- *Feedback from trainees on confidence level at the end of each module*
- *Feedback from trainers on training problems or individuals with who have experienced learning difficulties*
- *To support the evaluation process, trainees will be provided with survey link to complete an evaluation survey. This will be used to measure the reaction of trainees post-training*

10. TRAINING RESOURCES & BUDGET

This section will include information on the training resources and effort (number of hours) for each project. It will include a summary of additional financial resources that may be required to develop and deliver end-user training.

<<Examples may include>>

Effort Required		
Role	Headcount	Effort
Training Lead	1	500 hours
Training Developer	2	600 hours
		1100 hours

Financial Resources	
Description	Budget
Headcount – additional training staff of 3	\$20,000
Training software licenses – User Productivity Kits	\$3500
	\$23,500