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**ONE-STOP SKILLS CREDENTIALING - SKILLS BADGE**

**STAGE 1 Application: Self-Assessment Form**

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| --- | --- |
| **SALUTATION**\*\**\*\* Delete accordingly* | Mr / Miss / Mdm / Ms / Dr / Prof |
| **FULL NAME** *(as per NRIC)\***\*Underline Surname* |   |

**SKILLS BADGES TO BE EVALUATED** *(Please tick the boxes* ***AFTER*** *you have completed your self-assessment from page 3 onwards)*

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Skills Badge** | **TSC / ACLP Equivalent** | **Check the boxes to select** |
|  | **Skills Framework Adoption** | *TAE-HRM-3035-1.1-1 /*ACLP 2.0 M1P(a) | [ ]  |
|  | **Learning Experience Delivery** | *TAE-LDD-3008-1.1 /* ACLP 2.0 M1P(b) | [ ]  |
|  | **Assessment Design Implementation** | *TAE-LDD-3002-1.1 /*ACLP 2.0 M1P(c) | [ ]  |
|  | **Technology Enabled Learning Delivery** | *TAE-LDD-3009-1.1 &**TAE-LDD-3011-1.1 /* ACLP 2.0 M2P | [ ]  |
|  | **Workplace Learning Facilitation** | *TAE-LDD-3018-1.1 /* ACLP 2.0 M3P | [ ]  |
|  | **Learning Solution Design** | *TAE-LDD-4013-1.1 /* Not Applicable | [ ]  |

**IMPORTANT**: Before you submit this Self-Assessment Form for Stage 1 Application, please save this Word document and rename using the following naming convention: OSSC Skills Badges\_Stage 1\_Self Assessment\_YOUR FULL NAME\_v2.0.doc

*To be completed by Advisor:*

|  |  |
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| **NAME OF ADVISOR** |  |
| **ADVISORY CHAT SESSION** | **Date**: *(dd/mm/yyyy)* |
| **Proceed to Skills Assessment?** | [ ]  **Yes** | [ ]  **No** |

[ ]   *I confirm I have completed Stage 1 of the OSSC Skills Badging Application: Skills Advisory (1 hr).*

**GUIDELINES FOR APPLICATION OF SKILLS BADGES**

* There are two stages in applying for Skills Badges:
	+ Stage 1 Advisory Chat: You will need to submit this form when you make the Stage 1 application. Once we receive your application, you will be invited to attend a 1-hour Advisory Chat session. This session is for you to gauge your readiness for the Stage 2 assessment interview and to seek further clarifications, if necessary. After the Advisory Chat, you may consider proceeding to Stage 2
	+ Stage 2 Assessment Interview: You must have ALL the relevant product evidence ready and accessible for submission. Submitted product evidence must be true records and artefacts; they must be authentic and original items used in the actual design and/or conduct of learning programmes you intend to showcase as proof of your AE practice.
* You are now in Stage 1 application. This Self-Assessment template (from page 3 onwards) will help you do a careful self-check to see if you can meet the requirements for each of the Skills Badges.
* Please apply ONLY for Skills Badges for which you have confidence in meeting ALL the Performance Statements and for which you can support the Competency Statements with product evidence in the form of artefacts (such as lesson plans, prototype, course evaluation feedback, etc.).

**Instructions for filling the Self-Assessment Form template:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Component** | **(A)****Competency Statements** | **(B)****Product Evidence** | **(C)****Applicant’s Note of Explanation** | **(D)****IAL Interviewer‘s notes and comments** |
| ***What is it about?*** | This column provides the performance statement(s) of each Skills Badge | This column lists examples of required product evidence for each performance statement and briefly describes the guidelines for evaluation. | This column provides pointers to guide you to prepare for the Skills Advisory and Assessment Interview sessions.  | This column is for IAL use only. |
| ***What should you do?*** | Read carefully to confirm if the work you have done as an AE canmeet **ALL** performance statements of the Skills Badge. | Please **check the relevant boxes** in this columnto confirm that your product evidence meets the evaluation criteria. Only apply for the Skills Badge when you can confidently check **most, if not all,** the boxes. | Write brief notes to **relate and** **explain** how your intended product evidence help to meet the performance and evaluation criteria stated in Columns A and B, and to **supplement any gaps** in your product evidence. | **Leave this column BLANK.** |
| ***What to take note of?*** | Only apply for the Skills Badge when **ALL** the performance statements are applicable to you. | Only product evidence that are true records and artefacts, authentic and original items used in the actual design and/or conduct of learning programmes will be accepted. Only apply for the Skills Badge when you check **most, if not all,** the boxes. | Notes should be kept **brief and to the point**.  | Not applicable |

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**ONE-STOP SKILLS CREDENTIALING - SKILLS BADGE**

**STAGE 1 Application: Self-Assessment Form**

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| **SALUTATION**\*\**\*\* Delete accordingly* | Mr / Miss / Mdm / Ms / Dr / Prof |
| **FULL NAME** *(as per NRIC)\***\*Underline Surname* |   |

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*To be completed by Advisor:*

|  |  |
| --- | --- |
| **NAME OF ADVISOR** |  |
| **ADVISORY CHAT SESSION** | **Date**: *(dd/mm/yyyy)* |
| **Proceed to Skills Assessment?** | [ ]  **Yes** | [ ]  **No** |

[ ]   *I confirm I have completed Stage 1 of the OSSC Skills Badging Application: Skills Advisory (1 hr).*

| **INTERVENTION DESIGN & DEVELOPMENT: SKILLS FRAMEWORK ADOPTION SKILLS** |
| --- |
| **(A)****Competency Statement***Read carefully to ensure you meet ALL requirements* | **(B)****Product Evidence***Check the boxes to confirm that you currently have the required evidence listed here* | **(C)****Applicant’s Note of Explanation***Note the given pointers to guide you in the preparation for the Skills Advisory and Assessment Interview sessions. Explain with brief notes to explain how the Product Evidence you intend to submit fulfils the requirements of columns (A) and (B).*  | **(D)****IAL Interviewer‘s notes and comments*****(For IAL use only)*** |
| 1. Determine objectives, purpose of each component and application of Skills Frameworks to enhance learning design and work-related outcomes
2. Adopt, integrate and implement Skills Frameworks in learning programmes and activities
3. Communicate with relevant stakeholders on the purposes and usage of Skills Frameworks
 | [ ]  Learning programme materials or other relevant work-related documents (e.g. Job descriptions/ progression pathways, performance evaluation forms, organisational competency framework, learning and development plans) that had included components of the SSG Skills Framework [ ]  Work products (e.g. course proposal, assessment plan, correspondence with stakeholders, etc.) that illustrate how sectoral or organisational skills framework/SSG Skills Framework has been adopted, adapted or integrated into the learning programme | *Note to Applicant:* *For this badge, the learning programmes you are presenting as product evidence must be clearly relatable to specific Skills Framework(s).* * You should be ready to explain how *the* ***5 key components*** *of the SSG Skills Framework or any other organisational Skills Framework.* *were referenced and used in the learning programme you have administered, developed, and/or delivered, and are presenting as product evidence.*
* Relating to the Skills Framework components which you have integrated into your submitted artefacts, you should be able to point out the following:
* Process of adopting, integrating and implementing Skills Frameworks in learning programmes and activities
* Benefits of adopting the Skills Framework to the employees
* Any other applications of the Skills Framework apart from learning. (e.g. in Staff Progression /Career Counselling, etc.)

*Applicant’s Notes:*

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* As a TAE professional, describe what were actual challenges encountered or some hurdles you anticipated when you embarked on the use of the skill framework in your design & development of programmes or in the work/workplace.

*Applicant’s Notes:*

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 | *For Interviewer’s comments* |

| **BADGE 2: LEARNING EXPERIENCE DELIVERY** |
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| **(A)****Competency Statement***Read carefully to ensure you meet ALL requirements* | **(B)****Product Evidence***Check the boxes to confirm that you currently have the required evidence listed here* | **(C)****Applicant’s Note of Explanation***Note the given pointers to guide you in the preparation for the Skills Advisory and Assessment Interview sessions. Explain with brief notes to explain how the Product Evidence you intend to submit fulfils the requirements of columns (A) and (B).*  | **(D)****IAL Interviewer‘s notes and comments*****(For IAL use only)*** |
| 1. Plan learning experience(s) that address learner needs, profiles and integrate active learning qualities
 | A lesson plan and relevant courseware such as slides, learner or facilitator guides *(that you have used/adapted)* and/or avideo recording,illustrating the following:[ ] Learner profile of the intended classroom learning in the context of learners’ work and/or industry and/or practice.[ ] At least **two (2)** learning outcomes were related to the learner profile, and learning needs.[ ] Appropriate instructional methods, learning activities and possible technology tools for the classroom-based learning | * Point out in your documents and artefacts, where it could be seen that a conducive learning environment was created to achieve learning needs.
* You should be able to relate during the interview, the evidence presented, to considerations of instructional design theories, Instructional methods, and supporting learning activities.

*Applicant’s Notes:*

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 | *For Interviewer’s comments* |
| 1. Deploy a variety of facilitation, questioning and communication methods and techniques
 | The lesson plan *(that you have used/adapted)* should also include the following:[ ] A variety of instructional methods [ ] Appropriate learning activities underpinned by Instructional Design (Adult Learning) principles | * Point out examples and evidence of:
* Use of a variety of instructional methods.
* Deployment of appropriate learning aids to help the learners achieve the learning outcomes.

*Applicant’s Notes:*

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 | *For Interviewer’s comments*  |
| 1. Manage challenges and group dynamics that arise in the conduct of the learning activities
 |  | * Prepare to share in the interview, an example of how you managed challenges and group dynamics that arose in the conduct of the learning activities

*Applicant’s Notes:*

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 | *For Interviewer’s comments* |
| 1. Adjust delivery plans and/or delivery according to learner progress, emerging trends and developments in facilitation and learner engagement techniques
 |  | * Be ready in the interview, to point to **one (1)** instance in your evidence of how any of the following was adjusted and/or improved in response to learners’ progress and evolving needs to improve learning outcomes:

*Applicant’s Notes:*

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 | *For Interviewer’s comments* |

| **BADGE 3: ASSESSMENT DESIGN IMPLEMENTATION** |
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| **(A)****Competency Statement***Read carefully to ensure you meet ALL requirements* | **(B)****Product Evidence***Check the boxes to confirm that you currently have the required evidence listed here* | **(C)****Applicant’s Note of Explanation***Note the given pointers to guide you in the preparation for the Skills Advisory and Assessment Interview sessions. Explain with brief notes to explain how the Product Evidence you intend to submit fulfils the requirements of columns (A) and (B).*  | **(D)****IAL Interviewer‘s notes and comments*****(For IAL use only)*** |
| 1. Select and apply assessment methods and tools in consideration of features and rules that guide effective learning assessments
 | [ ]  Authentic Assessment tool and methods that effectively measure the extent that learning goals have been achieved. | * Be ready at the interview, to:
* Explain the components and the features of the selected assessment tool in relation to learning goals.
* Relate basic principles of assessment to the selected assessment tools and conduct of assessment.
* Point out indicators and measurements of learning success.

*Applicant’s Notes:*

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 | *For Interviewer’s comments* |
| 1. Prepare for and conduct assessment
 | [ ] Briefs/ written communication and/or presentation materials to learners/stakeholders to prepare them for the assessment. [ ] If available, logistic checklists may also be submitted. | * You should be able to describe what was done:
* To support learners in their preparedness for assessment, and during the assessment
* To get ready tools, resources and venues.
* In the actual conduct of the assessment

*Applicant’s Notes:*

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 | *For Interviewer’s comments* |
| 1. Provide assessment results and feedback to learners/ stakeholders
2. Review the effectiveness of assessment in measuring learning success
 | [x] Individual assessment record and/or Summary Report of assessment results *(Personal information of learner i.e. Name & ID No. should be blanked out)***AND/OR**[ ] Records of feedback to learners on their performance in assessment and areas of improvement *(Personal information of learners i.e. Name & ID No. should be blanked out)*[ ] Records of review provided to management or client of assessment outcomes (E.g., programme evaluation reports or analysis of learning effectiveness. | * Be ready to elaborate on:
* How assessment result decisions were reached based on selected methodology
* How results and feedback on learning performance were conveyed to the learners/stakeholders
* Prepare to give your reflections on
* What the assessment results showed about the effectiveness of the learning design and/or assessment design.
* What improvements were made/could be made to the assessment and/or to the learning programme

*Applicant’s Notes:*

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 | *For Interviewer’s comments* |

| **BADGE 4: TECHNOLOGY-ENABLED LEARNING DELIVERY** |
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| ***(A)******Competency Statement****Read carefully to ensure you meet ALL requirements* | **(B)****Product Evidence***Check the boxes to confirm that you currently have the required evidence listed here* | **(C)****Applicant’s Note of Explanation***Note the given pointers to guide you in the preparation for the Skills Advisory and Assessment Interview sessions. Explain with brief notes to explain how the Product Evidence you intend to submit fulfils the requirements of columns (A) and (B).*  | **(D)****IAL Interviewer‘s notes and comments*****(For IAL use only)*** |
| ***TELD Part I***1. *Collect data on learners and consolidate findings to determine learner and profile.*
2. *Apply ethics in collection and handling of learner data.*
 | Records and fact sheets of learner demographics. This could include:* Listing of participant particulars
* Email queries on personal particulars to participants or programme organisers and their responses
* Surveys
* FGD records and findings
* Reference to learner profile in programme proposal to client/course organisers
 | *Applicant is to ensure you are able to fulfil the following requirements:*I am able to:[ ]  Present and show records of my efforts and pre-programme enquiries to check out participant characteristics.[ ]  Show evidence of collation of the key characteristics of participants of the learning programme. [ ]  Explain the ethical considerations of how I collected, shared and used the learner data.*Applicant’s Notes:* | *For Interviewer’s comments* |
| *3. Derive conclusions from the analysis of learner profile and relate these to learning trends and need.* |  | I am able to:[ ]  Show records of the consolidated outcomes and conclusions of my enquiry into learner profile.[ ]  Provide an analysis of the learner particulars to define traits and key characteristics that inform on their learning needs and styles.[ ]  Relate the learner profile to learning trends and patterns and point out anticipated learning and performance gaps.[ ]  Explain how the recommended learning pathways and approaches were pertinent to the defined learner profile.[ ]  Highlight any significant and key traits that applicant had discerned and would need to cater for in learning.*Applicant’s Notes:* | *For Interviewer’s comments* |
| *4. Translate the learner profile analysis outcomes to learning design, plans for delivery, and learning outcomes* | Submit documents outlining learning programme outline, lesson plans, with accompanying learning objectives.  | I am able to:[ ]  Explain what I considered as appropriate learning design to meet learner needs and learning objectives.[ ]  Explain principles and dimensions of adult learning that guided learning design and/or learning delivery. [ ]  Work out **and/or** adapt given course ware, activities and instructional methods to help learners learn effectively.[ ]  Point out learning barriers that I had anticipated for the target learners and what I did to overcome them in design and delivery.*Applicant’s Notes:* | *For Interviewer’s comments* |
| ***TELD Part II****1. Identify opportunities and devise processes for integrating learning technologies with delivery approaches* | Submit learning programme course wares (lesson plans, slides, workbooks, etc.) and/or learning delivery evidence that has a prominent on-line component. e.g., use of Nearpod, Padlet, Miro, Mural, Canvas, Google Classroom etc.:[ ]  Courseware which shows the integration of technology with pedagogy and content to enhance design and delivery. [ ]  Learning technologies were utilized in the asynchronous and/or synchronous sessions of the lesson to aid, moderate and/or substitute learning processes.  | *Note to Applicant: For this badge, focus would particularly be on* ***Identification of Learner profile******and*** *evaluation of learning delivery.** Prepare to show in the interview how the use of technology enhanced design and delivery and learner engagement.
* You should be able to point out why and how the inclusion of online learning applications and tools in the programme delivered:
	+ was relevant to learner profile and characteristics, and to the context of learners’ work and/or industry.

**AND/OR*** Could pose potential or actual barriers to adult learners.
* In addition, you should be able to explain to the interviewer the sequence and choice of online and face-to-Face modalities for the technology-enabled learning experience in relation to the learning needs and desired outcomes.

*Applicant’s Notes:* | *For Interviewer’s comments* |
| 2. *Source for appropriate learning technologies in accordance with legal and ethical guidelines* | The Technology-enabled Learning Delivery included:[ ]  Both asynchronous and synchronous modalities and aligned with learner profile, learning needs with~~:~~[ ]  Resources, activities, support, and evaluation of learning in the different modalities.[ ]  Provisions for learning interactions with content, peer(s) and facilitator[ ]  A variety of instructional methods (such as discussion, role play, case study, and skills practice) appropriate to the learner profile, and learning needs | * Be ready to explain in the interview, how the access by learners to systems, and tools, and to interact with other learners and the facilitator was incorporated to ease and motivate learning.
* Explain ethical guideline(s) **adopted** in implementing learning technologies in asynchronous and synchronous facilitation sessions.

*Applicant’s Notes:* | *For Interviewer’s comments* |
| *3. Resolve disruptions and challenges during technology-enabled learning delivery* | Artefacts above *may* be supplemented by Sample Videos/ Screenshots of an authentic asynchronous **OR**synchronous learning session.  | * Be ready to relate **at least two (2)** examples of how disruptions and challenges were resolved to maintain focus in technology-enabled learning.

*Applicant’s Notes:* | *For Interviewer’s comments* |
| 4. *Facilitate technology-enabled synchronous and asynchronous learning experiences* | Artefacts above *may* be supplemented by Sample Videos/ Screenshots of an authentic asynchronous **AND** synchronous learning session**.** | *Note to Applicant: For this statement, applicant is advised to ensure that product and process evidence point to* ***both asynchronous and synchronous*** *learning facilitation.** Based on the technology-enabled learning delivery plan, prepare to:

**-** Point out provisions for online moderation using principles of motivating and supporting adult learning to keep the lesson engaging and interactive. **-** Show how learners were involved in social learning, collaboration and interactive engagement *Applicant’s Notes:* | *For Interviewer’s comments* |
| 5. *Monitor learning participation and engagement and make adjustment(s) to delivery approach* | Provision of evidence of:[ ]  implementation in asynchronous and synchronous facilitation that could highlight or illustrate adjustments made in delivery. | * Be prepared in the interview, to provide examples of observed responses and results that indicated success or challenges in learning. In the case of the latter, be ready to elaborate on what was done to improve the technology-enabled learning delivery.

*Applicant’s Notes:*

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 | *For Interviewer’s comments* |

| **BADGE 5: WORKPLACE LEARNING FACILITATION** |
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| **(A)****Competency Statement***Read carefully to ensure you meet ALL requirements* | **(B)****Product Evidence***Check the boxes to confirm that you currently have the required evidence listed here* | **(C)****Applicant’s Note of Explanation***Note the given pointers to guide you in the preparation for the Skills Advisory and Assessment Interview sessions. Explain with brief notes to explain how the Product Evidence you intend to submit fulfils the requirements of columns (A) and (B).*  | **(D)****IAL Interviewer‘s notes and comments*****(For IAL use only)*** |
| 1. Develop workplacelearning interventions, taking into account organisation’s intended objectives, business performance goals, learning and learner profile needs
 | [ ]  A structured Workplace Learning Plan that demonstrated how you helped build the competencies required for worker checklist, work tasks, corresponding flow and performance standards. *(You may supplement with any /some of the following: OJT blueprints, training slides, training aids, coaching plan, orientation and induction programs, job shadowing plan, buddy system records, etc.)*[ ]  Presentation /records of completion of Workplace Learning Programme and/or records of job skills assessment and /or evaluation of effectiveness of Workplace Learning interventions  | * Prepare at interview, to give a quick run through of the process used to design the Workplace Programme and the Lesson Plan, to:
	+ Demonstrate how you helped build the competencies required for worker performance.
	+ Relate to artefacts such as the checklist, work tasks & corresponding flow and performance standards, if these are available.

*Applicant’s Notes:*

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 | *For Interviewer’s comments* |
| 1. Identify and address potential pitfalls, obstacles or challenges to implementation of workplace learning
 | [ ]  Workplace Learning implementation plan which *may* Include OJT blueprints, training slides, training aids, coaching plan, orientation and induction programs, job shadowing plan, buddy system records, performance review plan etc. | * Be ready at the interview, to illustrate:
* With example(s) on potential pitfalls, obstacles or challenges in Workplace Learning that were anticipated and
* What interventions were then planned to overcome the implementation of Workplace Learning?

*Applicant’s Notes:*

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 | *For Interviewer’s comments* |
| 1. Manage stakeholder needs and expectations upon implementation of workplace learning solutions, providing timely support where necessary (e.g. supervisory coaching)
 | [ ]  Screenshots, videos or photos, and/or documents to illustrate how timelysupport had been provided to manage the stakeholder needs and expectations upon implementation of Workplace Learning solutions (if available) | * Be ready to explain in the interview, how stakeholder needs and expectations could be/were managed with the provision of timely support upon implementation of Workplace Learning solutions.

*Applicant’s Notes:*

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 | *For Interviewer’s comments* |
| 1. Assess workplace learning delivery against performance metrics
2. Develop follow-up workplace learning plans to sustain performance improvement and learning retention
 | [ ]  Learning evaluation analysis/ progress report that indicated effectiveness of Workplace Learning delivery outcomes[ ]  Follow-up Workplace Learning plans or documentation of communication to sustain performance improvement and learning retention | * Be ready in the interview, to point out:
* How Workplace Learning evaluation analysis/ progress report findings were interpreted to conclude whether workplace learning delivery had been effective against performance metrics
* Follow-up plans on the Workplace Learning to sustain performance improvement and learning retention or how follow-up had been done in subsequent programmes.

*Applicant’s Notes:*

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 | *For Interviewer’s comments* |

| **BADGE 6: LEARNING SOLUTION DESIGN** |
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| **(A)****Competency Statement***Read carefully to ensure you meet ALL requirements* | **(B)****Product Evidence***Check the boxes to confirm that you currently have the required evidence listed here* | **(C)****Applicant’s Note of Explanation***Note the given pointers to guide you in the preparation for the Skills Advisory and Assessment Interview sessions. Explain with brief notes to explain how the Product Evidence you intend to submit fulfils the requirements of columns (A) and (B).*  | **(D)****IAL Interviewer‘s notes and comments*****(For IAL use only)*** |
| 1. Identify scope and objective of learning solutions, taking into account organisation’s intended business outcomes, learner and learning profile analysis and capability gaps uncovered | [ ]  Learning solutions and any records supported by documentation of the design deliberation and discussion process to show the following. * Organisation profile
* Learning objectives, gap and desired outcomes
* Learner profile

These may be supplemented by records of surveys, focus group interview records, TNA records, etc. | *Note to Applicant: For this badge, the presented learning solution(s) should be usable as a complete stand-alone in itself or in support of larger programmes.* * *The focus of learning should*
* *Require minimal trainer-involvement*
* *Leverage technology where possible*
* *Target learner engagement and knowledge check.*
* Be ready to point out in the interview, the problem statements leading to the design process.

*Applicant’s Notes:*

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 | *For Interviewer’s comments* |
| 2. Develop learning solutions prototype using innovation **AND/OR** instructional design theories and approaches appropriate to the nature of work and/or workplace | [ ]  Records of design approach and iterations of overall framework for curricular design such as curricular mapping, learning scaffold, storyboarding and learning strategies to achieve desired learning outcomes and performance goalsYou may also supplement with the following evidence, if available: [ ]  Use of micro-learning platforms such as, *Gnowbe*, *TalentLMS*, *Talentcard*, *EdApp*, *Arclab* etc., to develop the learning solution.[ ]  Use of virtual reality or augmented reality in learning solution[ ]  Use of authoring tools such as Rise Articulate to create e-Learning modules[ ]  Use of prototyping tools such as Invision, Figma or Miro, etc.[ ]  Samples from the paper prototype or wireframe[ ]  Physical models such as board games or learning aids and toolkits | * Be ready to explain at the interview, the following:
* Value proposition of the learning design solution idea
* Storyline of the learning design solution idea
* Iterations and refinements of the design ideas
* Learning design solution prototype with considerations of adult learning theories and instructional design theories.

*Applicant’s Notes:*

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 | *For Interviewer’s comments* |
| 3. Prototype learning solutions to gather feedback for enhancement and address potential implementation issues | Evidence which may include any one of the following[ ]  Records of pilots and test-runs, documentation of consultations with stakeholders and feedback from stakeholders[ ]  Prototyping steps taken in developing the learning solutions.[ ]  Presentation slides, photographs of prototyping in progress, emails/communications of deliberations and/or to arrange for prototyping session, etc. | * Have ready elaboration on test runs, trials and collection of feedback from stakeholders, to tell the interviewers

*Applicant’s Notes:*

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 | *For Interviewer’s comments* |
| 4. Develop implementation roadmap to facilitate effective implementation of learning solutions | [ ]  A project plan or learming solutions implementation roadmap[ ]  Presentation materials to management/ stakeholders on results of learning solution trials/test-runs and pilots pointing out improvements made to learning design and to learning implementation | * Be ready at the interview, to explain the following:
* Process for developing the learning solutions implementation roadmap
* Implementation challenges faced or anticipated
* Types of intervention(s) designed to resolve the implementation challenges and effectiveness
* Be prepared to elaborate on
* Trial results (include benefits)
* Feedback
* Any improvements made to design/ or programme implementation

*Applicant’s Notes:*

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 | *For Interviewer’s comments* |