

Justice Institute of British Columbia COURSE OUTLINE

Course Code: ID203

Course Title: Conducting a Training Needs Assessment

Prerequisite Courses: ID110, ID120

Recommended Courses: ID210

Sponsoring Division: Community and Social Justice Division (Centre for Leadership)

Previous Course Code & Title:

Course Effective Date: 2001

# of Credits:	1.0
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Course Description:

A needs assessment is a systematic exploration of the way things are and the way they should be and is an important tool for planning relevant, high-quality training programs. Learn how to design needs assessments, the limitations of needs assessments, and alternatives to need assessments. To help make this course more relevant, you will use case studies from your own work. Needs assessment is an important tool for planning relevant, high-quality programs. This course is for trainers who would like to learn about the role of needs assessment in planning, how to design needs assessments, the limitation of needs assessment, and alternatives to needs assessments. The course uses cases from the experience of participants to illustrate the process. Participants will plan several different kinds of assessments and will learn how to determine when it is better to use an alternative to needs assessment. Enrolment is limited to 16. **Course Goal(s):**

At the end of this 2-day, 14-hour program, the learner will be able to explain the role of needs assessment in the instructional design process and begin to develop one for future use.

Course Learning Objectives:

Upon successful completion of this course, the learner will be able to:

- Define the concept of “need”
- Explain at least two approaches to needs assessment
- Describe alternatives to needs assessment

- Explain why consultation is important
- Describe each of the following steps of a needs assessment plan, including their inter-relationships
- Describe your planning context
- Explain what information should be collected and where it will be found
- Determine how to collect the information: designing appropriated strategies and tools
- Describe how the data collected will be summarized

Course Topics/Content:

The content of this course is organized around a set of questions used to construct a needs assessment plan for a specific group of adult learners in a real or hypothetical organizational context. Following are the topics around which the questions are based:

- What characteristics of the context and learner community will be especially important to consider as you design the needs assessment and why?
- What is the purpose of this needs assessment?
- Who should be involved in designing and carrying out the needs assessment?
- Will the assessment identify only felt needs, only ascribed needs or both?
- What existing information might be useful in the needs assessment and where is it located?
- Will you use a time-limited strategy, a continuous strategy or a combination?
- How will you determine present capabilities (PCs)?
- How will you determine desired capabilities (DCs)?
- How can you insure that the information that you collect about the PCs and DCs is trustworthy (i.e. with minimal bias and distortion)?
- What process and what criteria will be used to determine priorities among the needs that you identify and who should be involved in the process?
- What are the most important social-political and ethical issues you are likely to encounter during your needs assessment and how will you deal with them?

Text and Resource Materials:

Use APA style; specify chapters where applicable. ([APA Style Guidelines](#))

Required:

Recommended:

Course Level:

	First Year		Second Year		Third Year		Fourth Year
x	Other (describe): Professional Path						

Equivalent Course(s) within the JIBC: None

Class Delivery Methods:

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	7			
Simulation/Lab	7			
Practicum/Fieldwork				
Online				
Correspondence				
Total Class Hours	14			

Comments on Delivery Methods:

This course is experiential participatory in nature and includes a variety of individual exercises and small group discussions and activities, reflective exercises and large group discussion/lecture.

Related Program(s):

This is an elective course in the Instructor Development Certificate.

Credit Transfer exists at:

Please contact the Centre for Leadership Program Coordinator for more information.

Course Grading System:

Check the system that applies to this course:

	Letter Grades		Percentage		Pass/Fail	x	Credit/No Credit
	Complete/Incomplete		Attendance Only		Not Applicable		

Passing Grade:	Credit Granted
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JIBC Standard Grading Scale for Letter, Grade Point and % Grades:

Letter Grade	Grade Points	% Range	Letter Grade	Grade Points	% Range
A+	4.33	90-100	C+	2.33	64-67
A	4.00	85-89	C	2.00	60-63
A-	3.67	80-84			
B+	3.33	76-79	C-	1.67	56-59
B	3.00	72-75	D	1.00	50-55
B-	2.67	68-71	F	0.00	0-49

Evaluation Activities and Weighing: (complete the %'s which apply – total must equal 100%)

Final Exam	%	Assignments	%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	100%	Other	%
Quizzes/Test	%	Simulations	%	Practicum	%	TOTAL	100%

Comments on Evaluation: You must attend the full course to receive credit.

Other Course Guidelines, Procedures and Comments: None

View the Justice Institute of BC Policies listed below at:

<http://www.jibc.bc.ca/studentServices/main/AcademicServices/policies.htm>

Access Policy
Harassment Policy
Prior Learning Assessment Policy
Student Code of Conduct

Academic Appeals Policy
Intellectual Property Rights Policy
Research on Human Subjects: Ethics
Student Records