



PBET Criteria for Evaluation of Training Programs and Courses by Trainers & Training Managers

Development Process

- _____ *A Task List was created* and validated from analysis of performer(s) job(s).
- _____ Task detailings were derived from analysis and are provided to course participants for each task (as a procedure or as one or more job aids—see Support Materials).
- _____ All or most lessons of the course were piloted and adjusted as required.
- _____ An ongoing evaluation plan is in place that emphasizes performance results.

Objectives

- _____ There is a list of course performance objectives and it is based on the Task List (above), and thus the course of objectives is complete and valid for the trainee(s).
- _____ All objectives have valid conditions and standards.
- _____ All objectives are worded clearly and avoid common errors (see pg Analyze-4-19).

Course Map

- _____ There is a *course map* with proper sequencing for all course objectives.
- _____ The course has no missing enabling skills.
- _____ The course map has adequate “horizontals” (built-in flexibility) for meeting individual differences.
- _____ There is a *course prerequisites list*; each prerequisite is stated as a performance.

Individual Lessons (Modules) for Each Objective

- _____ There is a *Lesson Planning Form* (LPF) for each lesson on the Course Map.
- _____ Each LPF has *enough detail* so that a technically competent instructor can understand what should be said and done at each part of the lesson.
- _____ All students are checked for competency on each objective with a skill test.
- _____ Each skill check is valid and fair (matches the objective’s standards and conditions), and if the objective calls for a hands-on test, that is what is used.
- _____ The opportunity for practice is provided for each skill and sub-skill (if any).
- _____ Each practice activity has a plan for intermediate and final feedback.
- _____ All of the content is relevant to the lesson objective.
- _____ *At least 10% of all LPFs provide alternate teaching methods* for all or part of the lesson to enable flexibility to meet individual differences.

Support Materials

- _____ There is a *sign-off sheet* which lists all of the course objectives in short-form.
- _____ There is a written procedure or job aid for every task on the Task List.
- _____ Each written *procedure* is accurate (it works) and clear (can be followed without confusion or wasted time).
- _____ Each written procedure *is the best way* for doing it (based on comparative study, the procedure provided is the BKM).
- _____ Each *job aid* (for examples: flow chart, block diagram) is accurate (it works) and clear (can be followed without confusion or wasted time).
- _____ In addition to the equipment manual(s) [that is, procedure book(s)], *there is a Training Manual* with a chapter for each lesson in the course. Each chapter follows the guidance on pg Develop-1-8.

Course Delivery (Based on Sample Modules)

- _____ Instructor introduces lesson by reading objective and telling about the test plan.
- _____ Instructor followed the content delivery plan, without adding irrelevant material.
- _____ Instructor allowed adequate time for practice so that repeated or supplementary practice was afforded until mastery of the objective was achieved.
- _____ Instructor applied appropriate principles of feedback during practice and at other times when appropriate.
- _____ Instructor used the skill check appropriately.
- _____ Instructor promoted an atmosphere of comfort, not anxiety or frustration.
- _____ Individual differences were skillfully managed.
- _____ Course equipment was available as needed.