

Course and Curriculum Template

Use this template to design a course or curriculum by starting with the performance learners must demonstrate. Connect objectives, assessment, teaching activities, and support so an instructor can deliver the course and evaluate its outcomes.

Complete the bracketed fields with approved information for the product, organization, or program being documented. Repeat the named forms where several tasks or subjects need separate records. Remove sections that do not apply and retain links to the material used to complete the document.

Document control	Entry
Document identifier	[Identifier used by your team]
Scope and applicable version	[Product, program, locations, and version covered]
Prepared and maintained by	[Responsible role or team]
Revision and review	[Revision, review date, and approval reference]

Start Here

Describe the course and how a learner begins. Identify prerequisites and delivery conditions before presenting the learning path.

Field	Complete with
Course identity	[Course or program title, version, purpose, and intended audience]
Entry requirements	[Prior knowledge, qualifications, equipment, technology, and access]
Organization	[Courses or modules, delivery mode, sequence, and how to begin]
Course rules	[Approved participation, conduct, accessibility, and administrative references]

Learning Objectives

Write each objective as an observable performance and give it an identifier. Map it to both the learning activities and the assessment that demonstrates achievement.

Field	Complete with
Objective identifier	[Course, module, objective ID, and source requirement]
Expected performance	[What the learner will do, under what conditions, and to what criterion]
Learning alignment	[Module, lesson, activity, and supporting resources]
Assessment alignment	[Task or evidence, assessment method, and criterion demonstrating the objective]

Objective Alignment

Objective ID	Learning activity	Assessment evidence	Achievement criterion
[ID]	[Lesson or practice]	[Task or record]	[Observable standard]

Assessment and Grading

Define how learners demonstrate achievement before choosing lesson activities. Keep scoring criteria, completion requirements, and administrative policies distinct.

Field	Complete with
Assessment task	[Objective, performance or knowledge task, conditions, and required evidence]
Rubric	[Criterion, observable performance description, score or level, and decision rule]
Completion	[Approved passing or completion requirements and who records the decision]
Assessment policies	[Integrity, accommodation, retake, appeal, and record-retention references]

Modules

Repeat the module and lesson record for each unit in teaching sequence. Keep one skill per lesson and place a hands-on task beside the lesson that prepares the learner for it.

Field	Complete with
Module overview	[Module ID, purpose, prerequisites, objectives, and lesson sequence]
Lesson	[Skill, explanation, demonstration, examples, and learning resources]
Practice	[Exercise or lab, instructions, materials, expected result, and feedback]
Assessment and transition	[Evidence, achievement criterion, remediation, and next module]

Repeat this procedure for each supported task or variant. Place the applicable warning before the affected action and record a result that can be checked.

Step	Action	Expected result	Evidence
1	[One action using the exact interface label or approved command]	[Observable state]	[Check or record]
2	[Next action in dependency order]	[Observable state]	[Check or record]
3	[Verification or handover action]	[Completion condition]	[Retained evidence]

Materials and Learner Support

Distinguish required resources from optional enrichment. Record how learners obtain help and how accessible alternatives are made available through the course's approved process.

Field	Complete with
Learning materials	[Resource, version, required or optional status, and access reference]
Tools and environment	[Software, equipment, configuration, account, and preparation]
Support	[Technical or instructional question, contact role, channel, and response reference]
Access and alternatives	[Accessibility or accommodation process and approved alternative resource]

Facilitation and Delivery

Complete this section where the course provides instructor guidance. Keep delivery instructions and preparation separate from the learner-facing lesson content.

Field	Complete with
Session preparation	[Room or platform, equipment, materials, setup checks, and facilitator role]
Delivery plan	[Lesson sequence, activity instructions, discussion prompts, and timing if defined]
Observation and feedback	[What to observe, likely difficulties, feedback prompts, and support actions]
Session records	[Attendance or participation evidence, assessment records, and follow-up tasks]

Course Evaluation

Describe how the course itself is reviewed and improved. Keep learner assessment results distinct from evidence about delivery quality and application after training.

Field	Complete with
Evaluation purpose	[Question being evaluated, stakeholders, and decision supported]
Evidence	[Feedback instrument, learning results, observed application, or other defined measure]
Review	[Method, review point, responsible role, and limitations of the evidence]
Improvement record	[Finding, proposed change, approval reference, and effectiveness check]

Glossary

Define specialized terms and abbreviations used by the course. Keep terminology consistent across objectives, lessons, job aids, and assessments.

Field	Complete with
Term	[Course or domain term and abbreviation]
Definition	[Meaning used in the course and relevant context]
Learning reference	[Module, lesson, resource, or authoritative source]
Usage	[Preferred wording and distinctions that help a learner avoid confusion]