THE INSTITUTE
FOR PERFORMANCE
AND LEARNING

The Institute for Performance and Learning

Award of Excellence Abstract

Exceeding the Competencies in Designing Curricula and Designing Learning Experiences

ASSESSMENT CRITERIA: EXCEEDING THE COMPETENCIES AWARD

The assessment criteria in Table 1.2 indicate what would make the submission meet the competencies for an Award of Excellence award. Examples of each category are also provided in Table 1.2.

*NOTE: You **MUST** score the minimum score for the **Standard of Achievement** award in order to be considered for an Award of Excellence.*

Exceeding the competencies means enriching the Performance and Learning practice. Your submission must go beyond the Deigning Curricula or Designing Learning Experiences competencies – you must demonstrate how your solution elevated transfer of learning, affect or impact, alignment of individual and organizational needs, partnering with clients, or learner engagement. Sharing your story, your knowledge, your best practices, and your examples will help others reach new heights.

Use the Table 1.2 to document evidence how your solution has exceeded the competencies.

INSTRUCTIONS

STEP 1: Select one (1) category

STEP 2: Complete the **Identify, Articulate,** and **Demonstrate** sections of the abstract (Table 1.1)

NOTE: these sections combined should not exceed 2 pages

STEP 3: Submit completed Table 1.1 and up to 3 support documents to the Awards Portal

*NOTE: these documents are **in addition** to the documents requirement for the Standard of Achievement award*

NOTE: Documentation must include evidence to satisfy the Assessment Criteria listed in Table 1.2 for the selected category

NOTES ON WRITING AN ABSTRACT

The abstract should target industry professionals as the audience. Historically abstracts spoke to management not knowledgeable industry professionals.

Assume the audience knows the benefits of accepted industry best practices, this does not need to be stated. The judges expect a higher level of evidence. For example, reaction evaluation level surveys and anecdotal evidence is necessary, but focus must be on transfer and impact levels. Having learning objectives is expected, but mapping them to performance outcomes is valuable evidence.

The assessment criteria in Table 1.2 indicate what would make the submission meet the competencies for an Award of Excellence. Examples of each category are provided in Table 1.2.

TABLE 1.1

1. CATEGORIZE	
Select one Assessment Category *(see Table 1.2 for assessment criteria and examples)*	<table><tr><td></td><td>Transfer of Learning</td></tr><tr><td></td><td>Affect / Impact</td></tr><tr><td></td><td>Alignment of Individual and Organizational Needs</td></tr><tr><td></td><td>Partnering with Clients</td></tr><tr><td></td><td>Learner Engagement</td></tr></table>
2. IDENTIFY Provide the name of the methodology, theory, or practice that has allowed you to exceed the "Deigning Learning Curricula" or "Designing Learning Experiences" competency.	
3. ARTICULATE Describe how the methodology, theory, or practice links to the desired performance outcomes and organizational strategic goals.	

4. DEMONSTRATE Through metrics and analysis, provide proof that the methodology, theory, or practice allowed you to exceed the "Deigning Learning Curricula" or "Designing Learning Experiences" competency.	

NOTE: *The Assessment Criteria for the selected category listed in Table 1.2 must be met in order to receive an Award of Excellence*

Table 1.2 provides the assessment criteria and some examples for each of the five categories – this is not an exhaustive list, and other examples will be considered, provided they are well documented and elevate the solution beyond the core Deigning Curricula or Designing Learning Experiences competencies.

TABLE 1.2: ASSESSMENT CRITERIA & EXAMPLES

Category	Assessment Criteria	Possible Examples
Transfer of Learning	Enabled a higher rate or improvement of the transfer of learning / retention among participants (as compared to previous programs, or a target metric, etc.).	● Incorporating agile post-training reinforcement tools/materials ● Leveraging social/collaborative tools (Yammer, Slack + Odie add on, ViewedIt, Wistia, etc.) to enable transfer/retention ● Strategies/techniques/tools directly linked to reinforce learning (post-training) and minimize the Forgetting Curve
Affect / Impact	Evidence that the tool, methodology, theory or solution has had a significant impact to the organization (as compared to previous programs, or a target metric, etc.).	● Leveraging Action learning / solving real organizational problems using new knowledge/tools/skills gained through the learning intervention ● Improving retention rates, absenteeism, productivity, etc. ● Results inform practice and theory (for example, magazine/journal article, conference proceedings, etc.)

Alignment of individual and organizational needs	Evidence that the tool, methodology, theory or solution has aligned the learner's needs with those of the organization.	● Providing individual career/growth opportunities while enabling current organizational results ● Meeting learners "where they are" (for example, providing mobile learning, micro-learning, peer-to-peer learning, etc. that directly aligns with learners' current work or learning habits) ● Managing absences (attendee no show or failure to cancel registration)
Partnering with clients	Evidence that the tool, methodology, theory or solution has had a positive impact on client partnerships.	● Collaborating with clients in new ways to meet their needs/those of their learners, strengthening stakeholder relationships, etc. ● Going beyond the learning intervention to provide added values/holistic solutions, etc. ● Leveraging strengths assessment and development tools ● Using Insight-Building Questions during analysis to impact performance outcomes
Learner Engagement	Evidence that the tool, methodology, theory or solution has enabled a higher rate of learner engagement (as compared to previous programs, or a target metric, etc.)	● Using tools/techniques to allow the learner to customize content or drive the learning experience ● Incorporating Gamification to increase learner engagement/drive adoption or completion rates ● Leveraging elements from the Periodic Table of Visualization to increase interaction/engagement