

ADDIE Model

PURPOSE

The **ADDIE model** is the generic process used by many training program developers. The five phases--Analysis, Design, Development, Implementation, and Evaluation—represent a dynamic, flexible guideline for building effective training and performance support tools irrespective of mode of delivery (face-to-face, online, blended, etc.) and irrespective of the originator of the opportunity (regular training, professional and part-time learning, external funding, pioneer program, etc.).¹ The purpose of this document is to list the major milestones, tasks and who is responsible for them within the ADDIE model.

Analysis Phase

Determine the project need, scope, scale, viability, and feasibility. This phase answers several important questions concerning the potential establishment of a new training program/opportunity and will also assist in identifying a need for revisions to existing programs/courses. During the analysis phase, key program information necessary for designing/developing or revising a program is identified and documented, and academic research is completed. Flexible delivery options are considered at this phase.

Phase	Milestone	Tasks	Responsibility
Analysis	Submit New Program/Course & Major Revision Proposal Form to Academic Dean	<ul style="list-style-type: none"> - Need for program - Demand for program - Purpose of the program - Where would you like to offer (if known?) Why? - Who has been consulted? 	Submitter: e.g., Business Development Manager
	Conduct program planning meetings with stakeholders to validate need, scope, scale, and viability and discuss PLAR standards/requirements	<ul style="list-style-type: none"> - Identify stakeholders, including Academic Chairs, Instructors, Head of Curriculum and Online Development, Learning Design Consultant, Finance, Head Part-Time Learning, Head Teaching and Learning Innovation, Director Academic Planning and Evaluation, etc. - Consult and gather feedback and information for New Program/Course & Major Revision Proposal Form including admission profile and PLAR 	Academic Dean

		- Conduct follow-ups as required to gather information including Program Advisory Meetings	
If validated, complete New Program/Course & Major Revision Proposal Form		- Complete New Program/Course & Major Revision Proposal Form	Academic Dean
		- Assess delivery standard requirements	Academic Dean
			Director Academic Planning and Evaluation
Submit New Program/Course & Major Revision Proposal Form to Director Academic Planning and Evaluation		- Complete Program Delivery Plan - Discuss New Program/Course & Major Revision Proposal Form and Delivery Plan with key stakeholders - Discuss Enrolment Plan, if required	Academic Dean/Director Academic Planning and Evaluation
Sign off New Program/Course & Major Revision Proposal Form			Academic Dean
Control Documents for this phase:			
<ol style="list-style-type: none"> 1. New Program/Course & Major Revision Proposal Form 2. Delivery Plan Standard 3. Financial Estimates Spreadsheet 			

Design Phase

Establish the project framework based on the determined need, scale and scope. This phase involves using the results from the analysis phase to plan a strategy for developing or revising a program/course. This phase deals with how to achieve the program goals determined during the analysis phase and includes finalization of delivery strategies for implementation.

Phase	Milestone	Tasks	Responsibility
Design	Develop the project design plan based on the data from the Analysis phase	Determine: <ul style="list-style-type: none"> - Scope and scale of design/development work - Consideration for NBCC Strategic Initiatives and goals - Timeline - Framework 	Learning Design Consultant

	<ul style="list-style-type: none"> - Communication strategy, including turnaround times - Flexibility options <p>Consult stakeholders including:</p> <ul style="list-style-type: none"> - Academic Chairs - Internal/external partners - Internal/external SMEs - Head of Curriculum and Online Development - Deans 	
Develop and sign off on SME contract(s), if necessary, based on proposed timeline and framework	<ul style="list-style-type: none"> - Academic Dean, Academic Chairs, and Coordinating Instructors consulted as internal SMEs. - External SMEs identified, if appropriate. 	Academic Dean/Director Professional and Part-Time Learning
Review materials		Learning Design Consultant
Prepare Concept Map		Learning Design Consultant
Draft Program Outcomes		Learning Design Consultant
Share recommendations for delivery options, equipment, and materials with Director Academic Planning and Evaluation and Professional and Part-time Learning, if appropriate.		Learning Design Consultant
Finalize delivery options, materials, budget requirements etc.	Academic Dean, Academic Chair, Finance, Instructors, and Head Teaching and Learning Innovation collaborate.	Academic Dean Director Academic Planning and Evaluation Head Teaching and Learning Innovation
Update Delivery Plan	Discuss with Registrar, finance, recruitment, Human Resources	Academic Dean; Director Academic Planning and Evaluation, key stakeholders
Carry out an information session to share the design plan.		Learning Design Consultant

		Head of Curriculum and Online Development, Academic Dean, Professional and Part-time Learning, and other stakeholders	
	Sign off from Academic Dean or designate on design plan	Sign off required to proceed to Development phase.	Academic Dean
Control Documents for this phase: 1. Curriculum Standards and Styles Guide			

Development Phase

Develop the curriculum standards based on design plan and develop an instructional strategy that aligns with the curriculum standards.

Phase	Milestone	Tasks	Responsibility
Development	Map Knowledge, Skills and Abilities (KSAs)	<ul style="list-style-type: none"> - Gather and analyze program intelligence - Assess and map skills, knowledge, and abilities - Consult with SME(s) - Identify Subject areas – key areas to cover for occupation - Refine program outcomes - Review accreditation/occupational standards - Define levels of learning 	Learning Design Consultant
	Create draft course profiles	<ul style="list-style-type: none"> - Consult stakeholders 	Learning Design Consultant
	Draft curriculum/Program structure	<ul style="list-style-type: none"> - Consult stakeholders - Create program map - Assign the term for delivery based on prerequisites - Determine course equivalencies for re-visioned programs 	Learning Design Consultant
	Publish Curriculum	<ul style="list-style-type: none"> - Generate program and course level information in IDMS. 	Learning Design Consultant
	Approve for publication		Academic Dean

	Handoff meeting	Learning Design Consultants and SME(s) walk Academic Dean and other stakeholders through the Program design and development.	Learning Design Consultant		
	Conduct instructional analysis, analyze learners and context, and plan the instructional strategy		Instructor/Coordinating Instructor		
	Create course outline and categorize course content, learning activities and assessments in alignment with the curriculum and course profiles		Instructor/Coordinating Instructor		
	Develop instructional materials such as content, learning activities and assessments that are aligned with the stated objectives in the course outline		Instructor/Coordinating Instructor		
	Review prepared content/learning materials where appropriate		Academic Chair, Head Part-Time Learning, and Business Development Managers		
<p>Control Documents for this phase:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ol style="list-style-type: none"> 1. Instructor Checklist Toolkit 2. Assessment Guidelines 3. Online Development Standards </td> <td style="width: 50%; vertical-align: top;"> <ol style="list-style-type: none"> 4. Curriculum Development process 5. Flexibility analysis grid 6. Project spreadsheets for tracking </td> </tr> </table>				<ol style="list-style-type: none"> 1. Instructor Checklist Toolkit 2. Assessment Guidelines 3. Online Development Standards 	<ol style="list-style-type: none"> 4. Curriculum Development process 5. Flexibility analysis grid 6. Project spreadsheets for tracking
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Implementation Phase

Deliver the curriculum in accordance with development standards. This is also the phase where the delivering campus ensures that the books, equipment, tools, and software are in place, and that any learning technology for delivery is functional. Technology integration into the teaching and learning environment will be supported by the Head Teaching and Learning Innovation.

Phase	Milestone	Tasks	Responsibility
Implementation	Books, equipment, tools, licenses, and software in place for delivery		Academic Chair
	Ensure any technology integration is supported		Head Teaching and Learning Innovation
	As required, consult with Learning Design Consultants on teaching and assessment strategies/rubrics and learning activities to meet competencies in multiple modes of delivery.		Academic Chair and Instructor/Coordinating Instructor
	Deliver program using multiple modes of delivery		Instructor/Coordinating Instructor
	Ensure program and course delivery and the adherence to quality assurance expectations for delivery		Academic Chair, Business Development Managers and Head Part-time Learning
Control Documents for this phase: Curriculum Standard and Course Outline in IDMS			

Evaluation Phase

Evaluate the quality of the curriculum and/or content delivery. This phase measures the effectiveness and efficiency of the training. The purpose is to review and improve the educational program before and after it is implemented and delivered. The evaluation phase consists of two sub-phases: formative and summative.

Formative evaluation is present in each stage of the ADDIE phases. The purpose is to improve the instruction before the final version is implemented and delivered.

Summative evaluation usually occurs after the final version of instruction is implemented and delivered. (*Examples: IPR, student survey, etc.*) The purpose is to assess the overall effectiveness of the delivery.

Phase	Milestone	Tasks	Responsibility
Evaluation	Evaluate learning and the adherence to QA measures.		Instructors, Academic Chair, Business Development Manager, and Head Part-time Learning
	Conduct QA review and make recommendations		Head Program Assessment and Quality Assurance
	Administer Blue Surveys		Head Teaching and Learning Innovation
	Learning Design Consultants consulted to review input from the evaluation phase and participate in curriculum and instructional strategies changes as needed.		Head Program Assessment and Quality Assurance
Control Documents for this phase:			
<ol style="list-style-type: none"> 1. Quality Assurance Check List 2. Blue Survey 			

ⁱ Programs and/or courses that have curriculum owned by a third party may not generate a curriculum standard in the Integrated Document Management System (IDMS).