**Data Item Description**

**Training Plan**

**ILS-088-010**

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| **DATA ITEM DESCRIPTION** |
| 1. **TITLE**

Training Plan | 1. **IDENTIFICATION NUMBER**

ILS-088-010 |
| 1. **DESCRIPTION / PURPOSE**

The Training Plan (TP) must describe the integrated approach and methodology the Contractor will use for the analysis, design, development and implementation of the Training Program, including support and transition to the in-service life of the vessel. |
| 1. **REFERENCES**

Attachments: Appendix A – Skill Level DefinitionsReferences: DID ILS 088-020; This DID must be read in conjunction with the appropriate paragraphs of the Statement of Work, Contract Data Requirements List and any references cited in the DID |
| 1. **FORMAT**

The following formatting guidelines must be considered when preparing the deliverables.* 1. Unless a specific template is provided by VSY, the deliverables may be prepared in contractor’s format upon review and approval by VSY.
	2. The format shall not impose any restriction on searching, editing, copying, or printing.
	3. The information shall be provided in English and in French, if available.
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| 1. **CONTENT**
	1. The TP must describe the integrated approach and methodology the Contractor will use for the analysis, design, development, and implementation of the Training Program as well as the support and transition to the in-service life of the vessel.
	2. As a minimum, the TP shall include the following:
		1. Overview of the Training Program (proposed training and training support activities to meet all of the training requirements identified by and in response to the SOW);
		2. Description of assumptions priorities and constraints on which the training program is based;
		3. Evidence of adherence to the Clients Individual Training and Education System. The report must describe how the Contractor will adhere to the system, to include a description of the approach and methodology / process used to ensure the development, implementation and quality assurance of the training deliverables required of the SOW;
		4. Evidence of adherence to the Clients policies and directives related to training;
		5. Contractor’s training Organizational Breakdown Structure (OBS) to show the authority and responsibility of each organizational unit, including Sub-Contractor organizational responsibilities to the Contractor and to the Purchaser;
		6. Contractor’s Responsibility Assignment Matrix showing all Prime and sub-Contractor task packages and deliverables and inter-relationships with the purchaser. The Responsibility Assignment Matrix must include a matrix of the all proposed deliverables cross-referenced to their approval authority between the Contractor, Sub-Contractors, and purchaser;
		7. A Schedule to identify work task packages, activities and milestones, complete with linkages to the Integrated Master Schedule required to meet the training program;
		8. Description of how the courseware will be integrated, verified and validated prior to delivery;
		9. A description of how the training requirements will be analysed and captured within the experience and competence levels (See Appendix A);
		10. Description of how the first serial of all courses of the Initial Cadre Training and Know Your Ship will be validated, evaluated and updated before delivery of second serial;
		11. Proposed client involvement and the approach that will be used by the Contractor to incorporate the Training Development Working Group (TDWG) into all phases of work;
		12. Requirements Traceability Matrix (RTM) – to include an RTM capable of demonstrating that all contractual obligations have been met.
		13. Confirmation that all rights to reproduce, modify, amend or otherwise change all training materials is conveyed to purchaser on delivery of these materials;
		14. Description of Security as related to the training development and training delivery;
		15. Description of the plans and intentions for Transition to In-Service (including risks, issues and mitigation actions).
	3. The TP shall identify the required trainings to be developed based on the requirements of the Training Needs Analysis (TNA) and Training Media Analysis (TMA) (See DID ILS 088-020). The plan shall address the training topics, intended audiences and qualifications and schedules, as well as resources needed to deliver the training.
	4. As a minimum, the TP shall include the following for each training:
		1. Training name.
		2. Purpose of the training.
		3. Description of topics.
		4. Intended audiences.
		5. Pre-requisites and/or qualifications.
		6. Length of training.
		7. Type of training (e.g. on-board, computer, etc.).
		8. Required assessments.
		9. Schedule and timeline (e.g. pre-delivery or post-delivery).
		10. Instructor qualifications / training.
		11. Media resources required.
	5. The Recommended Training Plan shall include all information required for general understanding and shall define all special terms and acronyms used.
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1. **SKILL LEVEL DEFINITIONS**

Student’s Skill Level is determined by the Examiner’s identifying at which level a student is engaging in a task or topic area. This reflects the fact that design professionals of all experience levels engage in the same types of activities, but depending on their level of experience, they engage in these activities in different ways. The following descriptions give students a sense of what the different Skill Levels, as well as “beginner,” “intermediate,” and “advanced” mean.

* 1. **BEGINNER/SKILL LEVEL**

Students, who are performing tasks, working, and learning at a “beginner” level are typically:

1. At an “intern” or “team member” position.
2. Not directly managing other team members.
3. Reporting directly to a team leader or senior intern.
4. Working “day-to-day,” with a set of tasks to complete each day, towards the completion of the overall project.
5. In a “mentee” relationship with their peers, learning from their more experienced peers.
6. Beginning to investigate professional licensure.
7. Engaged in thinking tasks like listing, summarizing, clarifying, remembering, and responding.
8. Understanding the importance of professionalism as it pertains to timeliness, dress, communication and responsiveness, and general comportment.
	1. **INTERMEDIATE – LOWER /SKILL LEVEL**

Performing tasks, working, and learning at an “intermediate” level are typically:

1. Reporting directly to a senior, and beginning to work directly with associates.
2. Directly engaged in design, and beginning to become familiar with several different project phases.
3. Working on tasks that span more than just “day to day,” and are beginning to strategically plan their own task execution toward the completion of the overall project.
4. Participating in meetings as an active support participant; often tasked with taking and distributing minutes.
5. Actively engaged in design culture, professional organizations, exhibitions, and student life at the BAC.
6. Enrolled in the appropriate professional licensing organization and actively pursuing licensure, where possible.
7. Engaged in thinking tasks like carrying out and checking work [such as redlines], generating new content or design ideas, identifying, integrating, and differentiating. In summary, having a baseline knowledge that allows student to begin making design and process decisions.
8. Deepening their understanding of professionalism to include improving written and verbal communication, beginning to engage with clients, vendors, and other project team members outside of the firm, and improving work/school time management skills.
	1. **INTERMEDIATE – UPPER /SKILL LEVEL 5-6**

Students who are performing tasks, working, and learning at an “intermediate” level are typically:

1. At an intern position, but beginning to take more active leadership within teams.
2. Beginning to guide other more entry level interns.
3. Reporting directly to a team leader or senior intern, and beginning to work directly with associates or project architects.
4. Beginning to mentor less experienced peers, though still actively being mentored by more senior designers.
	1. **ADVANCED – LOWER / SKILL LEVEL 7-8**

Students who are performing tasks, working, and learning at an “advanced” level are typically:

1. At a senior intern or team leader position.
2. Actively managing team members.
3. Reporting directly to an associate, project architect, or principal.
4. Directly engaged in design, and beginning to become even more familiar with several different project phases; often beginning to specialize in one design phase [CDs, CA, etc.] but has had significant exposure to all phases.
5. Working on tasks that span more than just “day to day,” and are actively, strategically planning their own task execution toward the completion of the overall project in concert with senior project managers/associates.
6. Actively mentoring less experienced peers, though still actively being mentored by more senior designers/principals.
7. Participating in meetings as an active participant or even leader; often tasked with taking and distributing minutes and developing agendas.
8. Actively engaged in design culture, professional organizations, exhibitions, and student life at the BAC.
9. Enrolled in, and making significant progress the appropriate professional licensing organization and actively pursuing licensure, where possible.
10. Engaged in thinking tasks like generating new designs and drawings, actively reflecting on project progress and execution, confronting cultural/intellectual/design biases, and making mature design decisions while weighing all factors.
11. Deepening their understanding of professionalism to include mature written and verbal communication, actively functioning as a firm representative with clients, vendors, and other project team members outside of the firm, and mature work/school time management skills.
	1. **ADVANCED – UPPER / SKILL LEVEL 9-11**

Students who are performing tasks, working, and learning at this “advanced” level are typically:

1. Enrolled in, and has their professional licensing almost completed.
2. Professionally presents research/work at an organized seminar, conference or workshop.
3. Marketing for their employer and bringing in new projects.
4. Project managing multiple complex projects.
5. Assisting with the search and hiring of full-time and part-time employees for their employer.