



Learning Objective Guidance

July 2021

TA Providers are required to add Learning Objectives to training delivery related and product related work plans. This guidance provides an overview of these requirements which were first implemented December 21, 2017.

Key terms: This guidance utilizes the following terms.

- **Conference:** A formal meeting, typically with multiple sessions over one or more days, that involves people with a shared interest, and held by an association, organization, or office.
- **Training:** A training is a group activity with standardized content in which skills and knowledge are transferred. When multiple trainings are combined, the trainings constitute an education course or training program.
- **Curriculum:** The aggregate of courses of study (e.g., adding more courses to the Public Housing curriculum).
- **Task:** As used in this guidance, this term refers to a task in a work plan.
- **Webinar:** A live, web-based video conference that uses the Internet to connect the individual hosting the webinar to an audience.

Please note that this guidance is written with the most common types of work plans and work plan formats in mind. If a TA Provider has a work plan that is not covered by this guidance, the TA Provider should reach out to the GTR to discuss how to proceed.

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What are Learning Objectives?

Learning Objectives are statements that define the expected goal(s) of a product, curriculum, or training. Learning Objectives describe the skills or knowledge participants are expected to gain. To see examples of Learning Objectives, please refer to: [APPENDIX II: EXAMPLES OF LEARNING OBJECTIVES AND OUTCOMES](#).

Which types of work plans require Learning Objectives?

Learning Objectives will only apply to the following TA Types:

Training delivery related work plans	Product related work plans
TA - Workshops	TA - Data Reporting, Analysis, Management
TA - Peer/Innovative Learning	TA - HMIS Data Lab
TA - Delivering Workshops	TA - Delivering Workshops Materials
TA - Other Workshops	TA - Written Products
TA - Problem-Solving Clinics	TA - Other Written Products
TA - Train-the-Trainer Session	TA - Develop Web Products
TA - Web-based learning/webinars	TA - Other Web Products

Which work plan tasks require Learning Objectives?

Training delivery related and product related work plans can take a variety of forms. For instance, one training delivery related work plan may only include the delivery of one in-person training, while another work plan may include updating training materials, the delivery of multiple in-person training sessions, and the delivery of an online training. Regardless of the format of the work plan, Learning Objectives should be added for the following tasks:

1. Content development for a product or curriculum
2. Delivery of training session(s) or online training(s)

Examples

Example 1: Simple training delivery Work Plan

This Training Delivery work plan includes three tasks:

- Task 1: Work Plan Development and Management
- Task 2: Revision of pre-existing 2 CFR Part 200 training materials
- Task 3: Delivery of 2 CFR Part 200 in-person training

For this work plan, a TA Provider needs to add at least one Learning Objective for *Tasks 2 and 3*. Task 1 does not require Learning Objectives because it does not cover content development for a product or curriculum or training delivery; instead, Task 1 is administrative.

Example 2: Training delivery Work Plan with Multiple Trainings

This Training Delivery work plan includes four tasks:

- Task 1: Work Plan Development and Management
- Task 2: Delivery of “Basically CDBG” online training
- Task 3: Delivery of “Effective Management of CDBG Subrecipients” in-person training
- Task 4: Delivery of “The Economic Development Toolkit” in-person training

For this work plan, a TA Provider needs to add at least one Learning Objective for *Tasks 2, 3, and 4*. Task 1 does not require Learning Objectives because it does not cover content development for a product or curriculum or training delivery.

Example 3: Training delivery Work Plan with Multiple Trainings

This Training Delivery work plan includes four tasks:

- Task 1: Work plan development and management
- Task 2: Marketing and registration
- Task 3: Revision of existing Financial Management training materials
- Task 4: Delivery of in-person Financial Management training

For this work plan, a TA Provider needs to add at least one Learning Objective for *Tasks 3 and 4*. Tasks 1 and 2 do not require Learning Objectives because they do not cover content development for a product/curriculum or training delivery.

Who creates Learning Objectives?

Learning Objectives are not standardized and will have to be created for each product, curriculum, or training defined in applicable work plans. Learning Objectives may be created by HUD or the TA Provider:

- *Learning Objectives created by HUD:* HUD may identify Learning Objectives when it makes an assignment to the TA Provider. For those assignments, the TA Provider should add the HUD-identified Learning Objectives to the work plan. The TA Provider should contact HUD if the TA Provider feels that the Learning Objectives identified by HUD should be modified.
- *Learning Objectives created by the TA Provider:* When HUD does not identify Learning Objectives at the time of assignment of a product, curriculum, or training, the TA Provider will be responsible for developing the Learning Objectives. Though **Learning Objectives will be approved by the GTR during the work plan approval process**, HUD encourages TA Providers to reach out to relevant GTMs/POTACs and Field Office staff during work plan drafting to discuss Learning Objectives and ensure work plans adequately capture HUD's intentions. The purpose of these discussions is to get HUD input during the work plan drafting process and to inform the TA Provider's creation of Learning Objectives for the work plan. Please note that this is not a new requirement or an added level of approval; HUD input and discussions with HUD staff have always been part of work plan drafting, and this guidance simply reinforces the value of those discussions.

What if Learning Objectives are not yet defined for a work plan?

The initial phase of product development and training delivery assignments require the TA Provider to first develop and submit a Training Plan. Once the Training Plan is approved, work plans are amended to add tasks for the actual development of the training, per the Training Plan. During the initial phase when a work plan may only have Training Plan development as a task (in addition to a Work Plan Management and Development task), specific Learning Objectives may not yet be established for the work plan. For these work plans, the TA Provider should add the following template language: *Learning Objectives are currently being developed for this work plan.* The TA Provider should then update the Learning Objectives section once the Training Plan is complete prior to beginning work on the actual product, curriculum, or training.

How many Learning Objectives does each product, curriculum, or training need?

There is no set requirement for how many Learning Objectives a product, curriculum, or training should have. For instance, one curriculum may have four Learning Objectives, while another may have only one. Similarly, one training may have two Learning Objectives, while another may have five.

Though HUD does not require a specific number of Learning Objectives, TA Providers and HUD staff are encouraged to list no more than five Learning Objectives for a **single training**. Since a training survey will be created using the same Learning Objectives identified for a training, this will ensure that the training survey is a manageable length for training participants. If a TA Provider would like to have more than five Learning Objectives for a training, the TA Provider should reach out to the GTR to discuss.

Unlike for trainings, there is no limit on the number of Learning Objectives for a product or curriculum.

How do you write a Learning Objective?

When possible, a Learning Objective should follow this structure:

[TRAINING DELIVERY/PRODUCT/CURRICULUM]: The [GRANTEE] [VERB] [SPECIFIC PROGRAMMATIC GOAL].

Examples of Learning Objectives include:

- AFFH Training: The PHAs will be able to describe how to prepare AFHs.
- AFFH Training: The PHAs will be able to list AFFH obligations under the new AFFH rule.
- 2 CFR Part 200 Training: The TDHEs/Tribes will be able to explain the new requirements under 2 CFR Part 200.
- 2 CFR Part 200 Training: The TDHEs/Tribes will be able to identify applicable exceptions to 2 CFR Part 200.

For examples of verbs to use in Learning Objectives, please see [APPENDIX III: LIST OF MEASURABLE VERBS USED TO ASSESS LEARNING OBJECTIVES](#).

Each training delivery related and product related work plan is required to have at least one Learning Objective. Since Learning Objectives are added at the work plan level in DRGR, the TA Provider must identify in the Learning Objectives open text field the related training delivery, product, or curriculum (see the purple text above).

Keep in Mind: Will a Learning Objective work in a training survey?

Training surveys measure the effectiveness of a training in achieving its Learning Objective(s). TA Providers will be expected to create and administer surveys for **each training** defined in a Training Delivery work plan. Any Training Delivery work plan tasks that represent work other than the actual delivery of a training to participants (e.g., updates to a training curriculum) will not require the administration of surveys. Product related work plans will not require the administration of surveys.

A TA Provider will use the Learning Objectives entered to create the training surveys. Therefore, a TA Provider should keep in mind the format of the pre- and post-assessment surveys when creating Learning Objectives for a training. See the *Live and Online Training Surveys Guidance* at https://www.hud.gov/program_offices/comm_planning/cpdta/guidance to become more familiar with the survey formats. The Learning Objectives should be concise, clear, and measurable, and they should coherently fit into the format of the surveys. If a Learning Objective will not make sense in the pre- and post-assessment surveys, the TA Provider should revise the Learning Objective as necessary.

Learning Objectives versus Outcomes

TA Providers will continue to add Outcomes to Training Delivery work plans. Though similar, Learning Objectives and Outcomes are intended to measure different results at different points in time.

- **Learning Objectives** describe the knowledge or skills *received* from a training or curriculum. These reflect the immediate impact of a training.

- **Outcomes** describe the intended results when that knowledge or skills are *applied* after a training. These are more longitudinal and reflect actual change, not just knowledge transfer.

For example, a Learning Objective for a training may be, “The PHA will be able to list the AFFH obligations under the new AFFH Rule,” and an Outcome for that training may be, “The PHA will receive approval for an Assessment of Fair Housing.”

Please review [APPENDIX II: EXAMPLES OF LEARNING OBJECTIVES AND OUTCOMES](#) to see examples of Learning Objectives and outcomes.

Tips: Learning Objectives for Webinars and Conferences

For a webinar, conference, or conference session, the TA Provider should format Learning Objectives in the same manner as Learning Objectives for in-person trainings (e.g., The [Grantee] [Verb] [Specific Programmatic Goal]). However, the TA Provider should be mindful of the length of a training (i.e., number of training hours) and the format of the training when developing Learning Objectives that are reasonable and achievable. For instance, if a work plan covers a single, 60-minute training session, the TA Provider should draft Learning Objectives that adequately reflect the amount of knowledge and skills that can be acquired by session participants in that 60-minute training time. Be mindful of what is achievable for different training formats, such as a 60-minute conference session, a 2-day in person training, a webinar series with six 1-hour sessions, or a 90-minute question-and-answer webinar.

Review of Learning Objectives during Training

At the beginning of each in-person training and conference session, the TA Provider should describe each Learning Objective for training participants. If materials are provided to participants, HUD encourages the TA Provider to include the Learning Objectives at the beginning of the materials. For webinars, the TA Provider should include the Learning Objectives at the beginning of the presentation slides. For self-paced online trainings, the TA Provider should incorporate the applicable Learning Objectives into the beginning of the training module(s).

HUD encourages TA Providers to incorporate Learning Objectives into descriptions of trainings and products, such as marketing, course/class descriptions, and resource abstracts, to clearly communicate to learners what knowledge they can expect to gain.

Appendix I: FAQs

Question: Do I have to add both Learning Objectives *and* Outcomes to training delivery related and product related work plans?

Answer: Yes. Please see section [LEARNING OBJECTIVES VERSUS OUTCOMES](#) for more information.

Question: Are Learning Objectives required only for in-person trainings? If I'm creating a work plan that only includes an online training, can I skip the Learning Objectives?

Answer: Both in-person *and* online trainings require Learning Objectives.

Question: If I have a training that is delivered within a Direct TA work plan, how do I add Learning Objectives for that training?

Answer: Learning Objectives can be added in DRGR to a Direct TA work plan. If you want to issue a survey for the training event, please contact your GTR to discuss and follow the [Live and On-line Training Survey guide](#).

APPENDIX II: EXAMPLES OF LEARNING OBJECTIVES AND OUTCOMES

Topic	Learning Objective(s)	Outcome(s)	Outcome Description
Assessment of Fair Housing (AFH) Training	The PHAs will be able to describe how to prepare AFHs.	Improved capacity to collect, analyze, and share data (e.g., improved data on populations served, program results or impacts, or community conditions)	The PHA prepares and receives approval for its AFH.
		Improved capacity to develop high-quality, compliant plans that identify clear priorities and accurately reflect community needs and input	The PHA prepares and receives approval for its AFH.
	The PHAs will be able to list the AFFH obligations under the new AFFH rule.	Improved program, grant, and regulatory compliance	The PHA demonstrates compliance with AFFH requirements under the new AFFH rule through decreased monitoring findings and decreased fair housing violations.
2 CFR Part 200 Training	The TDHEs/Tribes will be able to state the required timeline for implementation of 2 CFR Part 200.	Improved financial management systems, controls, oversight to conform with 2 CFR Part 200 (OMB Omniscircular) and generally accepted accounting principles	The TDHE/Tribe meets the implementation timeline for financial management controls and financial audits.
		Improved program, grant, and regulatory compliance	The TDHE/Tribe meets the implementation timeline for 2 CFR 200 through completed, timely A-133 submissions and closed A-133 and other implemented internal controls.

Topic	Learning Objective(s)	Outcome(s)	Outcome Description
	The TDHE or Tribe will be able to identify applicable exceptions to 2 CFR Part 200.	Improved program, grant, and regulatory compliance	The TDHE/Tribe staff demonstrate improved understanding of regulations by properly documenting or requesting exceptions to 2 CFR 200. Monitoring findings decrease.
Environmental Review Training	The PHA will be able to summarize the Environmental Review requirements for the Public Housing program.	Improved program, grant, and regulatory compliance	The PHA successfully completes and receives approval for its Environmental Review.
CoC Training	The CoC will be able to define systems and programs that most effectively and efficiently address HUD goals and priorities to prevent, reduce, and end incidences of homelessness.	Improved capacity to select programmatic strategies that address program or policy goals and community needs	Prevent, reduce, and end incidences of homelessness in the CoC's community.
HEROS Webinar	The Responsible Entities will be able to apply their knowledge of conducting Environmental Review when using HEROS.	Improved program, grant, and regulatory compliance	The Responsible Entity successfully completes in HEROS and receives approval for its Environmental Review.

APPENDIX III: LIST OF MEASURABLE VERBS USED TO ASSESS LEARNING OBJECTIVES

The following measurable verbs can be used when developing Learning Objectives.

Knowledge Level: The successful learner will recognize or recall learned information.			
List	Record	Underline	Label
State	Define	Arrange	Repeat
Name	Relate	Describe	Select
Tell	Recall	Memorize	Recognize
Reproduce			
Comprehension Level: The successful learner will restate or interpret information in their own words.			
Explain	Describe	Report	Tell
Translate	Express	Summarize	Reference
Identify	Classify	Discuss	Critique
Restate	Locate	Compare	Interpret
Discuss	Review	Illustrate	Estimate
Reiterate			
Application Level: The successful learner will use or apply the learned information.			
Apply	Sketch	Perform	Complete
Use	Solve	Respond	Dramatize
Practice	Construct	Role-play	Employ
Demonstrate	Conduct	Execute	
Analysis Level: The successful learner will examine the learned information critically.			
Analyze	Inspect	Test	Experiment
Distinguish	Categorize	Critique	Relate
Differentiate	Catalogue	Diagnose	Debate
Appraise	Quantify	Extrapolate	
Calculate	Measure	Theorize	
Synthesis Level: The successful learner will create new models using the learned information.			
Develop	Revise	Compose	Organize
Plan	Formulate	Collect	Modify
Build	Propose	Construct	Manage
Create	Establish	Prepare	
Design	Integrate	Devise	
Evaluation Level: The successful learner will assess or judge the value of learned information.			
Review	Appraise	Choose	Investigate
Justify	Argue	Conclude	Measure
Assess	Rate	Compare	Support
Defend	Score	Evaluate	
Report on	Select	Interpret	

See <https://www.clinton.edu/curriculumcommittee/listofmeasurableverbs.xml> for *Bloom's Taxonomy of Educational Objectives (1956): Cognitive Skills*