TAS^3 Deliverable D11.7:
Internal training requirements and setup

Accompanying Letter to the Reviewers

At the TAS^3 review on February 26, 2009, the project reviewers indicated that Deliverable 11.7 *Internal training requirements and setup* was rejected. The TAS^3 Consortium has addressed the reviewers' comments as follows.

'No concrete description of training curricula is provided'
On revisiting the original document we acknowledge that it is too abstract and theoretical in nature. We have carried out a number of intensive activities to address this in the past three months. All partners have been surveyed to determine:

- What formal and informal training they have already undertaken for the project
- What training needs they anticipate for the project given current status
- What training they are able to offer other partners within the project

The questionnaire is included in the deliverable as Appendix C.

We then analysed the results and developed a draft taxonomy for training (see Appendix A), showing the broad topic areas that need to be covered. From partner requests and suggestions we have begun to develop an outline curriculum for technical staff. It has become clear that training for internal partners needs to take place on two main levels: practical training in methodology, tools and techniques to be used in development and research; and higher-level training on the principles and precepts of the project (security, trust, etc) aimed primarily at managers but also useful for all staff. This second category also forms the basis for future training of external partners.

Communication with partners has also made it clear that training needs to be delivered in a mixture of face-to-face and online methods. The project is developing an LCMS, as explained in the deliverable, to capture training materials as learning objects to enable their reuse; a training guide has been developed to encourage partner autonomy in its use so that it becomes a true community resources. However we are also developing a record of expertise within the partners for short 'just in time' workshop input to deal with particular issues as they arise. We have initiated a project tracking system, running in tandem with that used for dissemination in the project, to record what training has taken place, where and with whom and to develop some idea of the outcomes.

Training for internal partners, while the focus of this initial phase, will need to continue throughout the life of the project. We therefore recognise that the initial proposed curriculum will be subject to change and revision over the next three years as the need arises and the project develops.

The WP11 Team

SEVENTH FRAMEWORK PROGRAMME
Challenge 1
Information and Communication Technologies

Trusted Architecture for Securely Shared Services

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1 Executive Summary

A key success factor of training work for the TAS³ project is that all partners have a unified and deep understanding of the TAS³ philosophy, architecture, modules, workflows and integration issues involved. This requires the development of an internal training plan for the three main contexts identified:

- Technical partner expertise
- Pilot partner insight and awareness
- End-user take-up

An initial overview of the training needs and activities for technical partners is provided, including a high-level curriculum (Appendix A). This internal training plan will be continually updated and detailed further as training needs develop and requirements are defined in more detail.

This document outlines the training scope and context, the training methodology adopted and completed, current and planned training activities for internal partners so far. The provision of training is a shared responsibility of all partners supported by the WP 11 team and an underpinning online training environment.

The second phase of the training plan will extend training to external partners involved in the pilots.

2 Introduction

This document illustrates the components of the training plan for TAS³, and is intended to offer an initial overview of training needs for the technical partners.

The expected outcomes of training for the project are that informed consent can be reached on all three levels of the project's success:

- Technical partner expertise
- Pilot partner insight and awareness
- End-user take-up

This activity will be considered successful if all partners have a unified view of TAS³ and its expected outcomes and for certain partners a deeper understanding of the TAS³ philosophy, architecture, modules, workflow and integration issues involved.

The overall aim of this first phase of training activity is to provide harmonised training to the consortium partners; a key objective is ensure common understanding and application of the concepts and methods used, and sharing of all knowledge and results.

More specific training will take place later in the project once a mature vision of the architecture and technologies of the project has been gained. This will be led by a group of technical partners that have a sufficient joint vision to collaborate and need such training.

A second training phase will extend training to external partners involved in demonstration activity. By the end of the project training materials will be oriented towards supporting the final usage, installation and configuration of TAS³ networks, including the registration process.

Training is directed towards very specific audiences, which differentiates it from dissemination; however some dissemination activity carried out for the project crosses this boundary and can be seen as fulfilling both objectives.

This document concerns initial internal requirements training and setup. It describes the approach to internal training requirements for TAS³, including a progress report, overview of initial training activities and tools and outline curriculum.

The internal training plan is being developed for the three main contexts identified and with the capacity to support immediate informal and formal training needs. An initial curriculum has been derived from a questionnaire needs analysis (see Appendix C) to support technical partners. The next iteration of this document will cover training requirements for pilots and end users.

3 Background

It is imperative that all partners are trained from the outset in order to create a coherent and effective understanding of all aspects of the project for all partners. Internal training was therefore planned to start at the beginning of the project with the aim of tuning the consortium to a coherent whole and provide a unified understanding of all issues involved, including the tools used or to be developed.

This includes informal training held by and between partners, formal training in use of tools and methodologies to be used by the project (e.g. the Intalio BPMN tool), and both formal and informal training in core project concepts such as security and trust. Demonstrator partners with specific domain knowledge and expertise will also share relevant aspects of this to inform technical partners developing the project architecture and infrastructure, and ensure eventual fitness for purpose.

In the main this has been achieved through informal learning which has been embedded into daily project activities and communications. This has begun largely via short-term exchanges, including extensive discussions on email lists and sharing of background reading and documentation. It is envisaged that a significant proportion of training will be informal. However, the management of informal training requires overall coordination and reporting and there is a need to capture the learning from these exchanges to avoid its being lost. This is being engineered using a combination of tools within the online environment and other established project recording and communication mechanisms.

The process of 'hardening' the TAS³ requirements and architecture will naturally result in more formal training requirements which will need to be addressed responsively (e.g. via a set of two-hour training sessions on a specific topic within 2 weeks). These have been captured into a high-level curriculum (see Appendix A) and more formal training has now commenced. Formal training will typically consist of short targeted events to meet a specific need that can be evaluated. In addition a clear need has been identified for project-wide training sessions and materials that address core TAS³ principles and concepts, such as trust, privacy and security issues.

All TAS³ partners must have a unified and deep understanding of the TAS³ philosophy, architecture, modules, business processes and workflows and integration issues involved. In addition all partners have a responsibility, as experts in their own domains, to contribute to or lead training activities. An initial analysis of content curriculum contributors has been identified (see Appendix B).

The project will produce a limited set of low-fidelity eLearning materials (using a rapid authoring capability in the online training environment) on the TAS³ modules and integration, which will initially serve the project partners themselves, but at a later stage will also be

converted for end-user training and form the basis for development into more general public-facing learning materials / courses.

There is also clear recognition that training for the initial pilots will need to be tailor made depending on the actors, languages and processes involved. It is particularly important during the pilots that the 'actors' approach the tasks with self assurance and that those supporting the 'actors' have validated expertise within the context of their use cases.

4 Objectives and philosophy

The specific objectives from the DoW are:

- Organise training sessions for technical partners at the beginning of the project and then after each pilot phase. For pilot use cases, supporting partners will be trained before each pilot phase.
- Training materials will be re-used to set up training first for external and associate partners and then for the wider TAS³ community.

There are three prime training audiences:

- Technical partner expertise
- Pilot partner insight and awareness
- End-user take up

Technical partners will train each other and pilot partners; pilot partners will train end users.

Training sessions or activities for technical partners will take place as required during the project and then after each pilot phase. For demonstrator activity they will be held with partners before each pilot phase. This is designed, planned and carried out within the context of the defined activities and deliverables.

5 Success factors

Training activity will be successful if all partners will have a unified and deeper understanding of the TAS³ philosophy and concepts, architecture, modules, workflow and integration issues involved. An outcome of this is that key partners will demonstrate self-sufficiency and self-reliance and be able to access training activities and topic resources in a coherent manner (both informally and formally).

The project will measure the efficiency and outcome of training based on a defined evaluation strategy, using surveys and progress testing. In the later stages the project will do the same for the demonstrators and end-users. Key performance factor dimensions will be:

- Adherence to TAS³ philosophy
- Adherence to business rules
- References and resources
- Tools and test regimes
- Performance factor monitoring

These performance factor dimensions will be built into any test regimes, particularly for formal training evaluation, pilot training activities or any other training activities that contribute to testing of the TAS³ environment.

6 Methodology

The approach to internal training first considers the following:

- Who captures training needs – both informal and formal and how are these needs collected?
- Who defines training requirements?

- Who designs training activities and associated resources or a more formal curriculum?
- Who design, develops and manages training resources?
- Who manages the delivery of training (typically for more formal training)?
- Who evaluates the training to an appropriate level?
- Who facilitates and manages the contribution, development and availability of more informal learning resources?
- Who provides and supports the training environment?
- Who is responsible for configuration and maintenance?

As the project progresses we will continue to work on more detailed training plans that define the 'who, what, how, when and where' of training execution for the remainder of the project as well as the management information necessary to administer and evaluate the training.

A major part of the initial training in the project has been informal; for the next phase the focus is on formalising the monitoring and reporting of all training activity. This includes ensuring that all training resources are captured and stored in the online training environment and that any partner can access these resources quickly and easily. We have set up and tested the online training environment and are adding centralised training resources to encourage partner engagement. The next phase of work will ensure that all partners can (and are encouraged to) create, add and access training resources, and that all activity is logged and tracked.

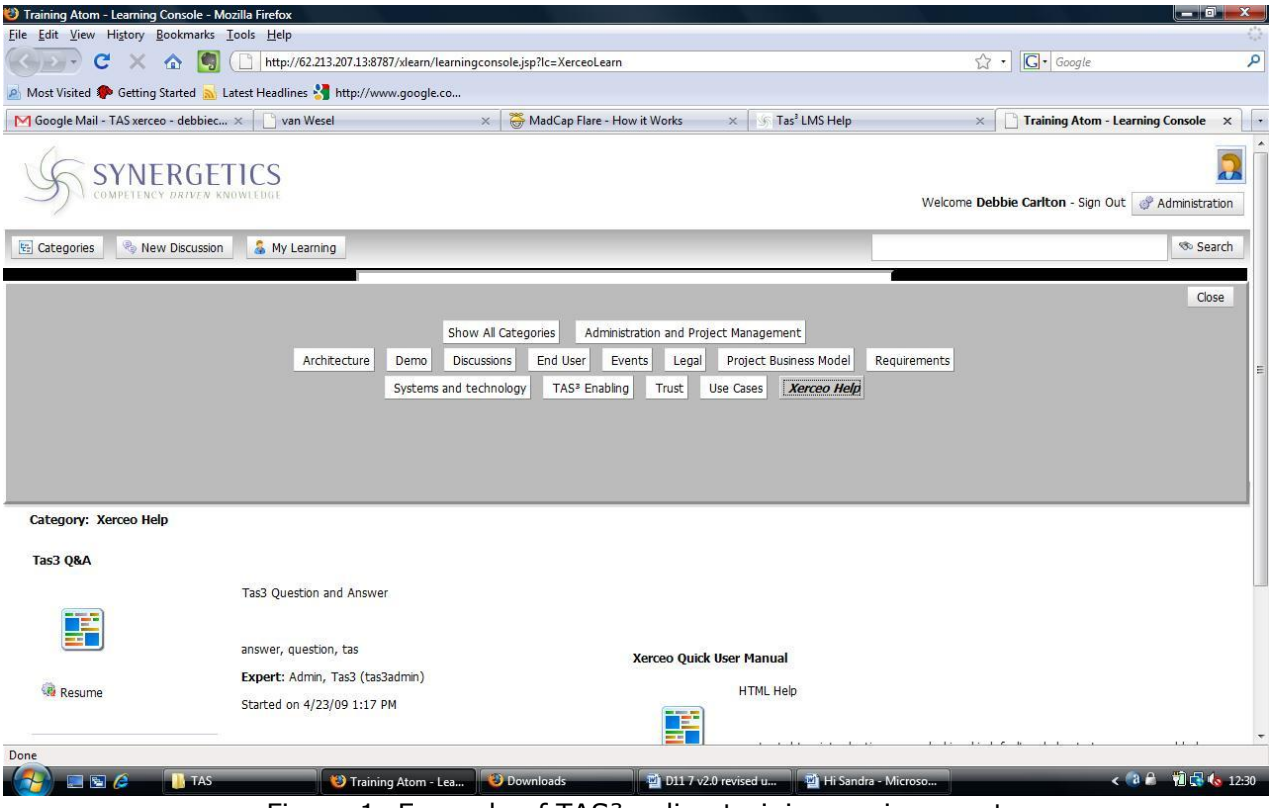

Figure 1: Example of TAS³ online training environment

As the TAS³ requirements and core architecture become more clearly defined, formal training requirements will continue to be identified via regular needs identification, questionnaires, workshops and regular TAS³ activities. Approaches or solutions to training requirements will depend on organisational factors, target audience characteristics, desired learning outcomes and resource/time constraints. It is envisaged that a good deal of technical training will be done in 3 steps in (online/offline) workshops:

1. Introduction to topic (and perhaps direct to different pathways depending on your role/interest/specialism)
2. Using the learned together by applying it to some simple cases in the project
3. Online discussion on questions emerging during application in complex cases

(all with an appropriate level of tracking and evaluation).

To establish a clearer picture of the range of needs and resources across the project partners, we circulated an initial questionnaire about training requirements to all partners, with the intention of using results from this to draw up an initial high level curriculum (see Appendix A). This initial analysis considered the following questions:

- What training you have done for the project?
- What training you need for the work for the project now?
- What training you can offer others to support their (and your own) work for the project?
- What training needs you anticipate for the next phase of the project?

As was expected, phase the training needs of different partners vary depending on the role of the technical partner and project: from those that need regular training activities (e.g. developers), to those less technical partners whose main need is better conceptual understanding of TAS³, to core training requirements for all partners. This requires an agile and adaptive approach to training as well as continuous communication. Different types of training require different communication channels from email to web-learning resources to workshop or events.

Each partner has been asked to nominate a lead person responsible (see Appendix D) for identifying and communicating that partner's training needs and potential offerings, which will be co-ordinated centrally to facilitate efficiency and maximise effectiveness.

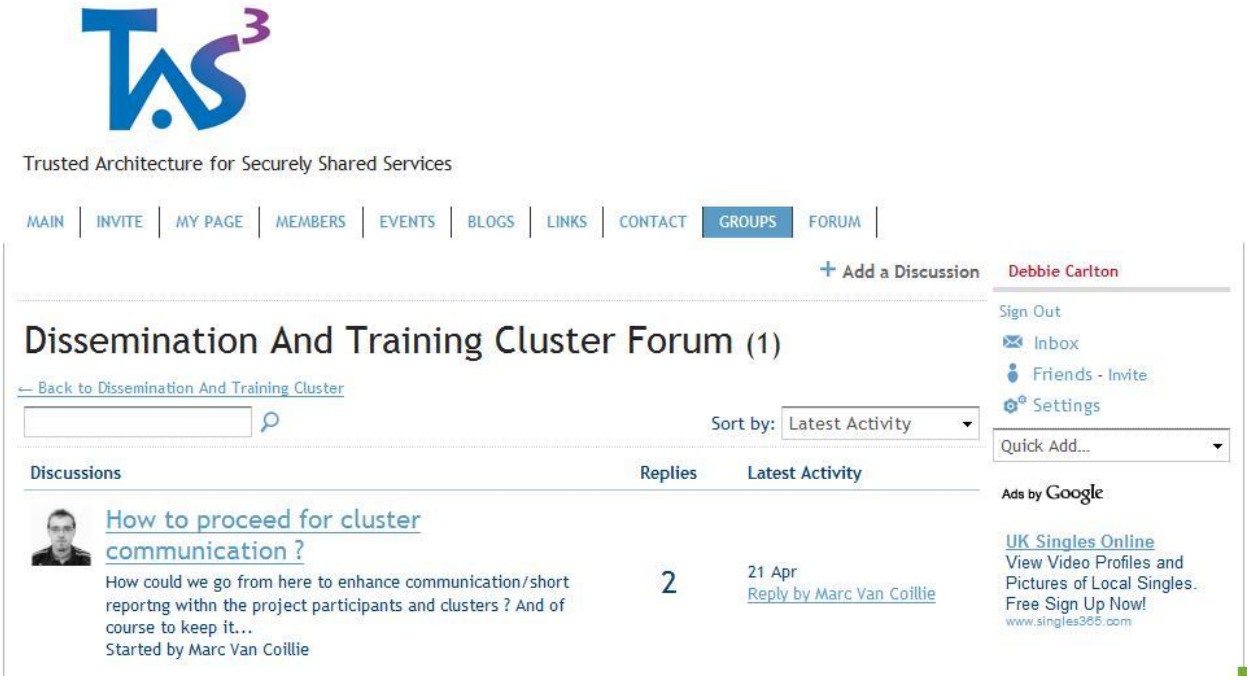

Figure 2: Internal networking site for cluster communication

7 Scope and context

The scope of this initial activity is training for technical partners. The context of technical partner training is defined in Appendix A; however as such training activity needs to reflect the current project phase it is anticipated that much of this training will be informal.

The process of 'hardening' the TAS³ requirements and architecture will increasingly result in more formal training requirements which will need to be addressed responsively and documented in the form of a curriculum and associated training plans.

Considering training will consist of a mixture of both informal and formal activity (underpinned by a core curriculum for technical partners), where the majority of training will be informal the prime role of the WP leader is provision of leadership, coordination, monitoring/reporting and communication. Other WP leaders and individual partners should realise competency gaps and apply for training. Cluster leaders should realise communication problems within their clusters and arrange for mutual training. As such regular communication regarding training requirements, activities and outcomes will be linked to regular TAS³ project activities and communications (e.g. linked to TAS³ portal).

It is imperative all partners contribute to or lead specific training activities in a collaborative and responsive manner that delivers the required TAS³ outcomes. In the case of technical partner training the WP team are responsible for supporting training and providing the underpinning online training environment.

8 Development and provision of training

As there is a significant amount of technical expertise in the consortium, the development and provision of training is the shared responsibility of all technical partners supported by the WP team and the underpinning online training environment. Following the results of the initial questionnaire to partners, the high-level curriculum (see Appendix A) areas for technical partners have been identified as:

- Project Business Model
- Requirements
- Legal
- Trust
- Architecture
- Use Cases
- Systems and technology
- End User
- TAS³ enabling
- TAS³ administration and project management

This process has also begun to identify the partners who can take responsibility for training activities and resources related to their domain expertise and other partner requirements. The curriculum will be analysed and added to further as TAS³ requirements and architecture become more defined resulting in a more granular set of topics.

Synergetics has set up an online training environment to support formal and informal training design, management and delivery, and will offer training and support to ensure that this capability is leveraged by all technical partners. This online training environment is designed to support both formal training (based on structured classes/events or elearning) and informal training (peer-generated content) so seamless aggregates training resources around a users interests, needs and competencies (determine right content for right person).

We expect ALL partners to be able to contribute training resources as subject matter experts, based on their own area of specialism. The online training environment is linked to the TAS³ internal project portal to aid training communications and provide practical mechanisms that enable partners to log training needs or publicise training events, in collaboration with the WP12 team. Partners delivering training will easily be able to set up and monitor training activities (and associated resources). This will include supporting the production of online content for specific topics (see Appendix A) where this is an appropriate medium or a requirement to test core knowledge or concepts.

9 Training activities provided/needed

To date the majority of training activities for technical partners has been informal; responding to training needs as identified via peer-to-peer support and email and through more formal training workshops and events. The emphasis within the project is now shifting towards formal activities based on an agreed curriculum.

Training activities have either focused on specific technical training for developers or on core approaches (such as BPM). Examples of completed training are given in the table below:

Training Event or Activity + brief description	**Attended by:**	**Provided by:**	**Date and Duration:**	**Outcome**
Training session on BPMN process modelling with Intalio|Designer	WP3, WP9: Kenteq (partner list: Intalio, UKarl, Kenteq, Synergetics, Starlab)	WP3, chair: Jutta Mülle, UKarl; trainer: Jason Howlett, Intalio	28/29 October 2008 (2 days)	Specific modelling activity post training.
2nd Training and Modelling Session of the Kenteq APL Process in BPMN	WP3, WP9 (partner list: Intalio, UKarl, Kenteq, Nottingham, Synergetics, Starlab, SAP)	WP3, chair: Jutta Mülle, UKarl, trainer: Jason Howlett, Intalio	18/19. Feb 2009 (2 days)	No explicit evaluation, implicitly by new/enhanced modelling competency of the participants and application to use cases
TAS³ Architecture Overview	ALL	K.U. Leuven	No of individual presentations during 2008	None except implicitly in ability to apply TAS concepts to WP activity
OPUS training (work placement technology for TAS³ pilot)	WP9	External - University of Ulster	Aug 08 (1 day)	Inclusion in TAS pilot, setup and pilot partner training in environment
Secure Applications	Businesses who want to implement secure	Prof Bart Preneel, K.U. Leuven	March 2 – 6 09	

	architectures			
Training Administration training for online training environment	WP 11 – Uni of NOT	Synergetics	March 09 – 0.5 day	Configuration of online environment plus online help, joint development of initial online resources

A range of training activities are currently planned and new training activities are being identified and logged on a daily basis. This is clear indicator that partners are taking responsibility for training. Examples of planned activity are shown in the table below:

Training Event or Activity + brief description	**Target Audience:**	**Provided by:**	**Planned Date and Duration:**	**Expected Outcomes**
TAS³ online training environment	ALL	SYNERGETICS	Mid April (0.25 sessions with online help)	Submission & review of training resources
TAS³ ADMIN – FORM C	ALL	SYNERGETICS	Mid April (online)	Submission of correct forms
ZXID/XACML	WP8/9	Eifel/Symlabs	Dates to be finalised (1 day workshop)	Partners with applications will be able to support single-sign on and associated web services
PERMIS PDP training	WP3, 4, 8 & 9	Kent	Workshop being organised for late June 2009	Learn how to install with Apache, administer (set up policies) and integrate Permis with XACML, Shibboleth/SAML2
Legal – privacy of users in EU	ALL	Oracle/Kent	Dates to be finalised	All partners understand main principles and concepts of privacy legislation in the EU, including differences between countries
Architecture Overview	ALL	Eifel/Symlabs	Dates to be finalised	High level of confidence that all partners understand the core principles and concepts of the TAS³ architecture
BPM Security Training	WP9/8	INTALIO	Dates to be finalised	Pilot partners can model security at the same time as business processes

Based on the initial curriculum (see Appendix A) some WPs are working on more granular curricula.

The following curriculum for training in the architecture has been proposed:

- TAS3-Arch-101:: TAS3 Architecture overview
- TAS3-Arch-102:: TAS3 Architecture for Deployers (administrative,
- sysadmin, nonprogrammer)
- TAS3-Arch-103:: TAS3 Architecture for Service Developers (application
- programmers that use provided modules)
- TAS3-Arch-202:: TAS3 Architecture for Trust Network admin and auditors
- TAS3-Arch-303:: TAS3 Architecture for hackers (advanced programmers
- that plan to develop TAS3 compatible modules for use by others).

- TAS3-Mod-ZXID-101:: mod_auth_saml (web master, sysadmin, nonprogrammer)
- TAS3-Mod-ZXID-102:: php_zxid, Net::SAML (advanced web master,
- web programmer)
- TAS3-Mod-ZXID-103:: ZXID Java and C# (web programmer)
- TAS3-Mod-ZXID-201:: ZXID deployment and trust netowork administration (web
- master, sysadmin, nonprogrammer)
- TAS3-Mod-ZXID-202:: ZXID C APIs (advanced programmer)

The Integration WP12 has also proposed holding half a dozen 'developer camps' per year to enable developers on the project to work collaboratively on specific topics, some of which will inevitably involve informal peer training.

10 Evaluation

Evaluation of more informal training for technical partners needs to be relevant to the type and scope of training (e.g. short introductory event requires a simple feedback form or a follow up email or call). In most cases the outcomes of any training activity or event will be the direct application to TAS³ outcomes and thus reflected in the deliverables. It is therefore the partner providing the informal training activity or resource who is responsible for evaluation and follow-up. As partners become more familiar with using the online training environment they will find it provides an easy mechanism to track and evaluate training. The project will measure the efficiency and outcomes of the training using surveys and progress testing.

11 Progress and next steps

As to be expected in a project of this scope and the number of partners it takes time to establish training as a core project activity and get it embedded into daily practice. We believe good progress is being made in this area so that should have been achieved through improved planning, coordination and communications in the second year of the project.
The scope and regularity of informal training activities is building in momentum with partners increasingly taking the initiative and understanding the need to also track and monitor outcomes. The provision of a single access point (via TAS³ portal) to log, propose, join, etc training activities will increase the visibility of training within the project and thus encourage active engagement.

A draft curriculum (see Appendix A) has been defined for more formal technical partner training which will be refined as the TAS requirements and architectures become more clearly defined. Further work needs to be completed on ensuring that all key partners have the capability and support to deliver training activities and resources via appropriate channels, including the use of the online training environment.

The current work on pilot requirements has also identified a number of core TAS³ concepts that all pilot partners will needed training in, and these are being embedded into the curriculum and planned activities. Key next steps are:

- Training of all partners so they interact self-sufficiently with the online training environment
- Increased engagement and activity of informal training underpinned by enhanced communications and reporting
- Further analysis of the training curriculum for technical partners which should result in a detailed topic list with associated responsibilities and will enable more detailed training plans with appropriate evaluation to be defined. In addition activity will continue on defining both informal and formal training activities and resources and adoption and usage of the online training environment

12 Appendix A: Initial Curriculum Analysis

			1	2	3	4	5	6	7	8	9	10	11
			KUL	SYN	KENT	KARL	NIRICT	CNR	UNIKO	VUB	UNIZA	NOT	SAP
BUSINESS MODEL													
	Business Models in SOA & TAS type systems											X	
	BPM/BPEL/UML/											X	
	Trust Netwoks												
	TTP (Trusted Third Parties)												
	PPP (Private Public Partnership)												
REQUIREMENTS													
	privacy		X							X		X	X
	contracts		X	X								X	
	SLA		X										
	Equality & Diversity		X									X	
	Legal Technology Interaction		X	X								X	
ARCHITECTURE													
	Architecture Design												X
	Privacy Orientated Design		X							X			X
	SEMANTICS												
	Implementation					X				X			
USE CASES													
	EMPLOYABILITY												
	EHEALTH												
	Cognitive Walkthroughs/User Interfaces											X	
S&T													
	INFORMATION SECURITY												
	TRUST MANAGEMENT		X	X		X					X		
	POLICY MANAGEMENT												
	PRIVACY MANAGEMENT												
	SECURE PROCESSES									X			
	SHARED SERVICES												
	USER CENTRICITY		X								X		X
INTEGRATION													
	Secure Software Development												
	Secure System Integration												
SERVICE PROVIDER REGISTRATION													
	Testing of software and services												
	Legal Contract												
END-USER													
	TOOLS											X	
	TRUST PERCEPTION			X							X	X	X
	USABILITY										X	X	
PDS (Personal Data Store)													
TAS³ enabling													
TAS Admin													
	FORM C		x	x	x	x	x	x	x	x	x	x	x
	TAS Writing Protocols		x	x	x	x	x	x	x	x	x	x	x

13 Appendix B: Content contributors to curriculum

			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
			KUL	SYN	KENT	KARL	NIRIC	CNR	UNIKO	VUB	UNIZA	NOT	SAP	TF	INT	RIS	KSTO	ORAC	CUS
BUSINESS MODEL				X							X								
	Business Models in SOA & TAS type systems			X									X						
	BPM/BPEL/UML/											X			X				
	Trust Netwoks			X								X							
	TTP (Trusted Third Parties)			X	X														
	PPP (Private Public Partnership)			X															
REQUIREMENTS																			
	privacy		X				X												
	contracts		X														X	X	
	SLA																		
	Equality & Diversity																		
	Legal Technology Interaction		X														X	X	
ARCHITECTURE			X																
	Architecture Design												X						
	Privacy Orientated Design									X									
	SEMANTICS									X									
	Implementation															X			
USE CASES				X							X								
	EMPLOYABILITY			X								X				X	X		
	EHEALTH																		
	Cognitive Walkthroughs/User Interfaces			X								X					X		
S&T																			
	INFORMATION SECURITY		X		X		X						X						X
	TRUST MANAGEMENT					X	X				X		X						
	POLICY MANAGEMENT		X		X				X				X						
	PRIVACY MANAGEMENT																	X	X
	SECURE PROCESSES					X									X				
	SHARED SERVICES																		
	USER CENTRICITY			X					X										
INTEGRATION																			
	Secure Software Development								X				X			X			
	Secure System Integration								X							X			
SERVICE PROVIDER REGISTRATION																			
	Testing of software and services							X											
	Legal Contract																	X	
END-USER											X								
	TOOLS			X					X							X			
	TRUST PERCEPTION										X								
	USABILITY?										X								
PDS (Personal Data Store)				X															
TAS³ enabling																			
TAS Admin																			
	FORM C			X															
	TAS Writing Protocols		X																
	Programming Protocols		X																
Notes:																			
x	defines responsible for providing content																		

14 Appendix C: Questionnaire sent to partners

Date: 2 April 2009

Introduction

This questionnaire is part of the work for resubmitting the D11.7 (Internal training requirements and setup) deliverable, which was rejected by the Commission because it lacked a 'curriculum' : we have no further definition or detail than this.

A *curriculum* is usually defined as a 'programme of activities' or ' a set of courses, and their content'. In this context we think 'programme of activities' is the most appropriate interpretation. A curriculum generally defines and structures more formal training events and activities that need to be designed, planned, delivered and evaluated. We expect that some training activities will be informal and *ad hoc,* which will require quick access to resources and references or to an expert or event. These activities also need to be managed and recorded in just the same way as formal ones.

Synergetics has set up an LCMS environment to support formal and informal training design, management and delivery, and will provide training and support to ensure this capability is leveraged by all technical partners. We expect ALL partners to be able to contribute learning objects to this, based on their own area of specialism.

We know that so far in the project there has been a number of 'training' activities but these have neither been planned and captured into a formal curriculum nor formally evaluated. We need not only to capture what training has been completed, is planned and needs to be planned, but also to structure it into a logical and manageable curriculum.

TAS Topics

In the original D11.7 we defined an approach to creating a curriculum based on a process of defining a series of themes and associated topics. So, effectively, we are saying that a curriculum is a structured topic map that can be related to target audiences, schedule of activities and resources.

The TAS topics identified for internal training were:

- Philosophy
- Concepts
    - User Centricity
    - Shared Services
    - Privacy
    - Data Protection
    - Trust Perception
    - Policy Management
    - Security
    - Usability
- Business Processes
- Architecture
- Modules
- Applications
- Workflow
- Integration
- Etc.

This is only intended as a 'straw man' starting point to get you thinking: we will use results from this questionnaire to create a more detailed topic map. Please tell us what you want!

Questionnaire

Details:

Name: **Partner:**

TAS WPs involved in:

Main areas of knowledge/expertise (including any expertise in training):

Completed Training Activities

Please describe any training activities or events you have planned or attended for TAS so far:

Training Event or Activity + brief description	Attended by:	Provided by:	Date and Duration:	Any follow up or evaluation:

Note: if there was no formal evaluation of the training please state why not.

Training Resources

Please list or reference any training resources used in the above training events and tell us where these resources are located now:

Planned Training Activities

Please list any further training activities or events you have already planned for the project:

Training Event or Activity + brief description	Target Audience:	Provided by:	Planned Date and Duration:	Planned follow up or evaluation:

Training Gaps

Please list any training requirements you feel you have but have not been planned or delivered. This should include both informal and formal training needs. **Are there any other training activites you can contribute to the consortium? What need will these fulfil? What training can you develop? What training developed by others can you provide, and to whom?**

Topic Identification:

i) Please provide a list of the topics you believe are essential to the project training curriculum and the target audience:

Topic Title	Relates to WPs	Target Audience

If you have any further comments such as relative importance or order of these topics then please comment here:

ii) Where possible please provided a more detailed description of each topic

Topic Title and description	Topic objective and key learning points	Topic resources and reference materials (that exist)

Guidance Note:

- *A topic objective should be described in terms of performance, conditions and standards to be obtained – see table below:*

Performance	***Conditions***	***Standard***
What the person should be able to do after training... *Use an observable and measurable action verb*	*With WHAT and WHERE* *Specify the circumstances of the performance*	*And HOW well* *State the standards to be achieved for the performance*

- *Key learning points provide a mechanism to break down the objective in terms of knowledge, skills or behaviours/attitudes*

iii) For each of the topics identified please state how and when they should be evaluated to ensure the training was successful

Topic	Evaluaton Approach	Evaluation Timing

Guidance Note:

- *Evaluation approach should describe if just concerns immediate reaction to training or learning transfer, the collection methods (surveys, questionaire etc.) and what the evaluation will focus on:*
  - *i. Curricula and associated media/learning resources*
  - *ii. Environment*
  - *iii. Learner personal inventory (readiness, satisfaction, confidence etc.)*
  - *iv. Facilitator and other instructional roles*
- *Evaluation timing – on completion of the training , post 3 months, post 6 months*

iv) Where possible, please provide details of when the topics should be trained and/or be available (in accordance with TAS programme schedule format), who your subject matter experts are who will contribute and who will review the topic once produced

Topic Title	Topic Timing	Key SMEs	Key Reviewer

Other Considerations:

If there are any other comments, constraints or concerns you have about TAS training requirements then please list here:

15 Appendix D: List of partner contacts with responsibility for training

Partner	Person
Kenteq	Dries Prius
University of Nottingham	Sandra Winfield
KUL	Seda Guerses
SAP	Michele Bezzi
University of Kent	Stijn Lievens
Custodix	Louis Schilders
Synergetics	Luk Vervenne
University of Zaragoza	Carlos Flavian
University of Karlsruhe	Jutta Mulle
VUB Starlab	Quentin Reul
EIfEL	Marc van Coillie/Sampo
CNR	Antonia Bertolino
Oracle	Joe Alhadeff
Risaris	John Power
TU/e	Jerry Den Hartog
University of Koblenz-Landau	Marc Santos
Intalio	Jason Howlett

Document Control

Amendment History

Version	Baseline	Date	Author	Description/Comments
1.0		12 April 2009	Sandra Winfield, Debbie Carlton	First version rejected by Commission
1.1		19 April 2009	Sandra Winfield, Debbie Carlton	Revised version for internal comment and review
1.2		24 April 2009	Sandra Winfield, Debbie Carlton	Revised post internal comment review
1.3		27 April 2009	Sandra Winfield, Debbie Carlton	Revised post internal comment review
1.3.1		28 April 2009	Sandra Winfield, Debbie Carlton	Further comments, minor additions and inclusion of appendices, to release for further review
1.3.2		29 April 2009	Sandra Winfield, Debbie Carlton	Minor edits, formatting and typo corrections
2.0		20 May 2009	Sandra Winfield, Debbie Carlton	Final for release