



EXAMINATION BLUEPRINT CHANGES IN 2024

Every five years, or more often if necessary, BCSP revalidates all certification examinations. During the revalidation process a new blueprint is created that reflects the consensus of the profession as to the key elements a minimally qualified candidate must possess to be deemed competent.

The Certified Instructional Trainer® (CIT®) examination began its revalidation process in 2023 and a new blueprint was generated. The following is a synopsis of the changes:

- Overall, a significant amount of the general concepts identified in the current blueprint carried over to the new blueprint; however, all of the domains have decreased in length as statements were combined to be more encompassing of the concepts.
- Domain 1 has been renamed Communication and Facilitation Skills, from Communication and Interpersonal Skills. This change adjusted the focus and reduced the number of the knowledge and skill statements.
- Concepts around trainee diversity were shifted from Domain 1 to Domain 2, Needs Assessment.
- The skill statements in Domain 2 were combined to be more encompassing and less granular.
- A number of the skill statements were removed from Domain 4, Course Development.
- Record keeping requirements were moved from knowledge to skills in Domain 5, Course Implementation, and a number of skill statements were removed.
- The knowledge and skill statements in Domain 6, Trainee Evaluation were expanded in scope, but reduced in number to better capture the concepts of these evaluations.
- Domain 7, Course Evaluation was saw similar changes with the knowledge and skill statements combined in many cases, to best capture the concepts.
- Domain 8, Ethics in Training was removed from the blueprint.
- The Domain weights (percentages) remained fairly constant between the previous and the new blueprint, with Domains 5 and 6 changing by the greatest amount, between 1.5% and 2.5% respectively.

The new CIT blueprint is tentatively expected to be effective by July 1, 2024.



Domain 1

Communication and Facilitation Skills • 18.6%

Knowledge of:

1. Communication techniques, styles, verbal and nonverbal cues, and feedback
2. Literacy considerations (read and write) for the learner
3. Technology applications appropriate for both the learner and the instructor
4. Instructional leadership methods (e.g., adult learning theory and audience engagement)

Skill to:

1. Apply appropriate communication/facilitation techniques
2. Apply conflict resolution techniques
3. Given a scenario, recognize, understand, and respond to nonverbal communication cues
4. Articulate administrative items associated with a training environment
5. Use language that is clear and concise for an audience
6. Identify and use proper styles of feedback (e.g., positive constructive, and corrective feedback)

Domain 2

Needs Assessment • 13.8%

Knowledge of:

1. Identifying performance outcome or changes
2. Defining target audience
3. Stakeholder needs (e.g., stakeholder objectives, organizational culture, target audience needs, and special needs)
4. Techniques for job and task analysis/gap analysis
5. Identifying aspects of trainee diversity (e.g., cultural, geographic, individual, organizational, generational, gender, accommodations for persons with disabilities, etc.)

Skill to:

1. Analyze training criteria (e.g., prerequisite course(s) and delivery strategies appropriate for the audience and environment)
2. Evaluate job description, knowledge, and performance
3. Evaluate existing training
4. Assess resources to determine if training is necessary
5. Perform gap analysis
6. Verify training topics needed (e.g., per organization policies or regulatory requirements)
7. Verify knowledge, skills, and abilities required for the jobs being reviewed
8. Develop and perform a task analysis of work performed

Domain 3

Course Design • 14.4%

Knowledge of:

1. Adult learning strategies (e.g., collective learning, dynamic learning, interactive learning, experiential learning, etc.)
2. Instructional systems design (e.g., the ADDIE model [analysis, design, development, implementation, evaluation], systematic approach to training [SAT], Successive Approximation Model [SAM], AGILE, etc.)
3. Minimum requirements for training to meet applicable regulatory, consensus, and performance standards, if and when required
4. Learning objective hierarchy (e.g., Bloom's taxonomy)
5. Techniques for determining target audience baseline knowledge level
6. Resources management
7. Cost-benefit analysis techniques (e.g., direct and indirect costs)

Skill to:

1. Apply the Instructional Systems Design process (e.g., the ADDIE model, etc.)
2. Establish training goals and learning objectives (criterion, condition, and action, e.g., Specific, Measurable, Actionable, Realistic, Time-oriented [SMART] or Terminal Learning Objective [TLO], and Enabling Learning Objective [ELO])
3. Define expected participant learning outcomes (e.g., behavior change, transfer of knowledge, and skill development)
4. Prioritize tasks/topics to be trained
5. Use appropriate teaching strategy (e.g., blended learning strategies, audiovisual aids, simulators, video demonstrations, instructor-led classroom, instructor-led online, electronic learning [eLearning], and mobile learning [mLearning])
6. Validate credibility of information
7. Build consensus with stakeholders about objectives

Domain 4

Course Development • 15.6%

Knowledge of:

1. Lesson plan components (e.g., trainee materials, instructor manuals, handouts, job aids, group activities/simulations, etc.)
2. Available training delivery modalities (e.g., blended learning, distributed learning, electronic learning [eLearning], mobile learning [mLearning], instructor-led online training, computer-based training, classroom training, and on-the-job training [OJT])
3. Validation criteria (e.g., references, regulations, and consensus standards)
4. Subject matter expert requirements and selection, planning, and coordination
5. Implementation of instructional development plan
6. Representative training sample for pilot (beta) test
7. Recordkeeping requirements (e.g., record retention, hardcopy, digital, onsite and offsite storage, information security, privacy laws, recoverability, regulatory, and stakeholder)

Skill to:

1. Develop lesson plan components
2. Determine when to outsource development
3. Develop checklists for review, comment, consensus, and validation
4. Analyze and use results of pilot evaluation to improve the course (e.g., clarity of lesson plan, effectiveness of activities, flow, and timing)

Domain 5

Course Implementation • 15.7%

Knowledge of:

1. Learning environment impacts on student experience
2. Learning environment selection and set-up options (e.g., classroom, field, and online)
3. Logistical considerations (e.g., scheduling, resources, online deployment, travel, registration, communication, and creating learning environments [distractions, temperature, lighting, and noise])

Skill to:

1. Implement a plan to achieve learning outcomes and objectives
2. Adapt instructional delivery to an audience as needed
3. Recognize and apply opportunities for collective learning
4. Manage course time effectively
5. Maintain trainee engagement and recognize indicators of trainee disengagement (e.g., trainee confusion, browsing the internet during the training, sending email, texting on the phone, boredom, hostility, principles of adult learning, etc.)
6. Create and maintain a record-keeping system that is recoverable
7. Verify prerequisite(s) (e.g., licensure, medical fitness, physical, knowledge, regulatory, best practices, corporate/internal, etc.)
8. Anticipate and respond to technical challenges of online training

Domain 6

Trainee Assessment • 11.9%

Knowledge of:

1. Performance standards (e.g., stakeholder expectations, regulatory and other requirements, standard operating procedures and guidelines)
2. Assessment tools (e.g., materials, tests, activities, management observations, surveys, and quality and time comparisons [before and after])

Skill to:

1. Relate standards (e.g., regulatory, best practices, and organization) and specifications to Assessment criteria
2. Implement assessment tools (e.g., test questions and skill checklists)
3. Align assessment to the learning objectives and outcomes
4. Re-train and/or re-test trainee(s) as appropriate
5. Document and report behavior changes

Domain 7

Course Evaluation • 10.0%

Knowledge of:

1. Course evaluation techniques (e.g., Kirkpatrick Evaluation Model, etc.)
2. Feedback, including surveys
3. Post-course behavior evaluation techniques
4. Data collection and analysis

Skill to:

1. Develop and administer course evaluation instruments (e.g., classroom feedback sheet, self-evaluation, etc.)
2. Evaluate course outcomes (e.g., course objectives; jobsite observations to assess and evaluate on-the-job performance; workplace audits and management observation; job performance reports)
3. Use results of an evaluation to recommend/implement improvements
4. Prepare training reports