## WHO Biorisk Management Advanced Trainer Programme

**Monday Arrival and check in to hotel**  
**Monday 18:30**  Workshop Opening and Introductions  
**Monday 19:30**  Dinner

<table>
<thead>
<tr>
<th>Time</th>
<th>Day 1 Tuesday</th>
<th>Day 2 Wednesday</th>
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<tr>
<td>8:30</td>
<td>Ground Rules, Expectations, Learning Objectives, Agenda, Admin, Pre-course assessment</td>
<td>Review of Day 1</td>
<td>Review of Day 2</td>
<td>Reflection previous week Personal Learning Objectives</td>
<td>Review of previous day</td>
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</table>
| 9:30  | **Biorisk Management**  
  - Concept development  
  - What is biorisk management? | **Biorisk Assessment cont’d**  
  - BioRAM Lite  
  - Exercise 3 (A, B, C), step 1 | **Biorisk Performance**  
  - What is performance?  
  - Exercise 1 (Performance scenario), step 1 and 2  
  - Control, Assurance, Improvement  
  - Exercise 2 (A, B, C)  
  - Applying Performance | Learning Cycle  
  - Needs analysis  
  - Principles of Adult Learning -motivation | Profile of Effective Trainer  
  - Personal reflection and commitments  
  - The Debriefing Model |
| 10:30 | **Biorisk Assessment**  
  - Exercise 1 (kitchen)  
  - What is a hazard?  
  - What is risk?  
  - What is threat?  
  - Risk equation | **Break**  
  - Recap and key messages | **Break**  
  - Exercise 3 (Cataract University), step 1 | **Break**  
  - Learning Styles: What Role?  
  - Trainer / Facilitator: Implications for training and learning | **Break**  
  - Stress and learning  
  - Writing instructions for the learner |
| 11:00 | **Break**  
  - Recap and key messages | **Break**  
  - Exercise 3 (Cataract University), step 1 | **Break**  
  - Learning Styles: What Role?  
  - Trainer / Facilitator: Implications for training and learning | **Break**  
  - Stress and learning  
  - Writing instructions for the learner |
| 12:30 | **Lunch**  
  - Exercise 2 (HIV), steps 1 and 2 | **Lunch**  
  - Exercise 1 (A, B, C), steps 1 and 2  
  - Mitigation measures  
  - Advantages and disadvantages  
  - Prioritization | **Lunch**  
  - CWA 15793  
  - Exercise 3 (Cataract University), step 2  
  - Individual reflection  
  - Summary | **Lunch**  
  - Hierarchy of Learning: beyond knowledge –  
  - Impact on design  
  - Psychology of Memory | **Lunch**  
  - Writing instructions for the trainer |
| 13:30 | **Break**  
  - Exercise 2 (HIV), steps 1 and 2  
  - Benefits of a robust risk assessment  
  - What is acceptable risk?  
  - Wrap up and Close | **Break**  
  - Exercise 2 (A, B, C)  
  - Implementing mitigation  
  - The “wow” effect | **Break**  
  - Workshop recap  
  - Key learning messages  
  - Personal learning  
  - Post-course assessment  
  - Workshop evaluation  
  - Wrap up and Close | **Break**  
  - Sensory preferences  
  - A framework for designing an effective learning programme | **Break**  
  - Video recorded presentations |
| 14:30 | **Break**  
  - Exercise 2 (HIV), steps 1 and 2 | **Break**  
  - Exercise 2 (A, B, C)  
  - Implementing mitigation  
  - The “wow” effect | **Break**  
  - Workshop recap  
  - Key learning messages  
  - Personal learning  
  - Post-course assessment  
  - Workshop evaluation  
  - Wrap up and Close | **Break**  
  - Sensory preferences  
  - A framework for designing an effective learning programme | **Break**  
  - Video recorded presentations |
| 15:00 | **Break**  
  - Exercise 2 (HIV), steps 1 and 2  
  - Benefits of a robust risk assessment  
  - What is acceptable risk?  
  - Wrap up and Close | **Break**  
  - Exercise 2 (A, B, C)  
  - Implementing mitigation  
  - The “wow” effect | **Break**  
  - Workshop recap  
  - Key learning messages  
  - Personal learning  
  - Post-course assessment  
  - Workshop evaluation  
  - Wrap up and Close | **Break**  
  - Sensory preferences  
  - A framework for designing an effective learning programme | **Break**  
  - Video recorded presentations |
| 16:30 | **Break**  
  - Exercise 2 (HIV), steps 1 and 2  
  - Benefits of a robust risk assessment  
  - What is acceptable risk?  
  - Wrap up and Close | **Break**  
  - Exercise 2 (A, B, C)  
  - Implementing mitigation  
  - The “wow” effect | **Break**  
  - Workshop recap  
  - Key learning messages  
  - Personal learning  
  - Post-course assessment  
  - Workshop evaluation  
  - Wrap up and Close | **Break**  
  - Sensory preferences  
  - A framework for designing an effective learning programme | **Break**  
  - Video recorded presentations |
| 17:00 | **Close**  
  - Recap and key messages | **Close**  
  - Exercise 3 (Cataract University), step 1 | **Close**  
  - Learning Styles: What Role?  
  - Trainer / Facilitator: Implications for training and learning | **Close**  
  - Stress and learning  
  - Writing instructions for the learner | **Close**  
  - Video recorded presentations |
## Coaching agenda

### Session 1
- Participant led review. What have we learned that prepares us for leading our sessions?
- Participant led session 1
- Review and feedback

### Session 2
- Participant led review. What did we learn from the participant led sessions?
- Participant led session 5
- Review and feedback

### Session 3
- Participant led review. What did we learn from the participant led sessions?
- Participant led session 9
- Review and feedback

### Session 4
- Review and feedback

### Session 5
- Review and feedback

### Session 6
- Review and feedback

### Session 7
- Review and feedback

### Session 8
- Review and feedback

### Session 9
- Review and feedback

### Session 10
- Review and feedback