

## Overview of learning programme components

Below are two examples of elements to consider when developing learning programme plans and materials.

### EXAMPLE 1

#### Overall programme plan

The programme plan should include:

- broad outcomes to be achieved at the end of learning;
- relationship to unit standards, outcomes, and/or qualification;
- entry diagnostic assessment;
- an overview of the assessment requirements;
- some indication of how the programme is structured and organised (e.g. through themes or content coverage, and time-based modules);
- time frames; and
- an overview of the approach.

#### Programme structure

- There should be a progressive build-up of skills with an evident developmental line of progression.
- There should be a balance between input, activities, feedback and assessment.
- Knowledge and skills should be revised and assessed at key points.

#### Content

- The requirements of the curriculum framework should be addressed.
- Content should be free of mistakes, current and accurate.
- Content should be varied and interesting, with a sufficient range of topics and contexts to help with the transfer of skills, while remaining in line with the purpose of the programme.
- Learners' knowledge of other languages is used as a learning resource through support for code-switching and translation where appropriate.

#### Design of activities and lessons

- Activities should have a clear purpose, which is communicated to the learner.
- Activities are scaffolded to help learners progress through the different steps of a problem or task.
- There should be a range of different types of tasks and activities (e.g. oral, written and multimedia presentations; individual, pair and group work; brainstorm, buzz groups, role-plays and structured discussions; short and simple practise tasks, and longer applied or integrated projects).

- Instructions for the task and evidence or output requirements should be clear, simple and unambiguous.
- Formatting (e.g. headings and numbering, and spaces for answering) should be clear and consistent.
- Where appropriate, answers or guidelines for evidence should be given.
- Some tasks should be open-ended, allowing for a range of interpretations.

### **Readability and language**

- Language, style and syntax should be clear and understandable (e.g. not too wordy or too dense and with appropriate sentence and paragraph length).
- Technical terms or complex vocabulary should be explained or defined where needed.
- Simple, clear and unambiguous instructions should be given.

### **Assessment**

- Formative assessment activities are varied and useful, and are used to give feedback to learners.
- Formative assessment for feedback should be built into learning activities.
- Assessment opportunities should be built in at key points in the programme, without being overwhelming.
- Peer and self-assessment opportunities should be provided in addition to facilitator assessment.
- Programme-based summative assessment requirements should be clearly spelled out so that learners understand what is being assessed and how it is being assessed.
- The emphasis is on applied competence, and therefore learners produce a significant body of work.
- Guidance should be given on what to expect from the external assessment where this applies.

### **Methodology**

- The methodology is in line with the promotion of the SAQA critical cross-field outcomes during learning.
- The curriculum framework is intended to inform programme development for the required form of delivery.
- Active and participatory learning is supported. The material encourages learners to do practical learning such as finding things out for themselves, doing project-based learning, applying what has been learnt and problem solving. It also implies that the methods will include peer and group activities as well as individual activities. There should be an emphasis on open-ended oral discussions, reflections and report-backs in class.

- Learners' own knowledge, experience, skills and home-language resources are drawn on where possible.
- Links should be made with any occupational training the learners may be involved in.
- Learners are given guidance on managing their own learning resources and material, and on keeping their own records.

### **Presentation**

- The layout and presentation of information should be user-friendly (e.g. readable fonts, adequate spacing, logical and consistent numbering and heading conventions, useable table of contents, etc.).
- Illustrations and graphics should be relevant, clearly captioned and logically placed.
- Information should be presented in a variety of ways (e.g. narrative texts, tables, graphs, organograms, etc.).
- Material should be visually appealing, well organised, and easy to use and maintain.

Programme material generally includes a **facilitator guide, assessment guidelines, and learner material or workbooks**, which can be organised in numerous ways - for example as separate booklets, or with facilitator guidelines integrated into the facilitator version of the learner workbooks. In some instances (for example, in cases where external assessors are used), an assessment guide may be developed separately.

**Assessment guidelines** generally cover principles, approaches and methods of assessment, and give specific information regarding assessment requirements for that particular programme. A typical table of contents could include the following:

- *Principles* of assessment: e.g. fairness, validity, reliability and practicability.
- *Components* of assessment: e.g. purposes, types, timing, agents and terminology.
- *Methods* of assessment: listings of the various methods and types of assessment, and the kinds of evidence that can be gathered.
- *Requirements* for a specific course and *criteria* for formal assessment: e.g. entry or placement tests, requirements for the compilation of a Portfolio of Evidence, and external summative assessment. Guides could include actual assignments, tests or specific evidence requirements (such as observation records), as well as the assessment criteria to be used by the assessor.
- *Tools and templates*: e.g. observation templates, mark memos, assessment grids or check lists, learner records, and so on.

**Facilitation guidelines** generally include guidelines on building up teaching and facilitation skills, including planning, presentation and delivery of the course. Many guides give tips on how to approach particular tasks and activities in a course, including suggestions on timing and resources. They also give suggestions on using visual aids and other resources.

[Adapted and collated from various guidelines on materials development]

**EXAMPLE 2**

**List of learning materials required**

<p>These are the materials that would contribute toward effective learning facilitation and assessment:</p>
<ul style="list-style-type: none"> <li>• For the learners:</li> </ul>
<ul style="list-style-type: none"> <li>• Learner guide, which describes the requirements of the qualification, the learning process of the learnership, the facilitation and assessment schedule and the rotation schedule.</li> </ul>
<ul style="list-style-type: none"> <li>• Learning resources, e.g. handbooks covering the learning content of the learning programme.</li> </ul>
<ul style="list-style-type: none"> <li>• Logbook, which learners use to record their progress and learning achievements.</li> </ul>
<ul style="list-style-type: none"> <li>• For the learning facilitators:</li> </ul>
<ul style="list-style-type: none"> <li>• Learning programme that covers the outcomes and assessment criteria and indicates the facilitators responsible for the learning areas, and the facilitation and assessment schedule for the duration of the learnership.</li> </ul>
<ul style="list-style-type: none"> <li>• For the workplace coaches:</li> </ul>
<ul style="list-style-type: none"> <li>• Guide that explains their role and the learning outcomes that have to be achieved in the workplace.</li> </ul>
<ul style="list-style-type: none"> <li>• For the assessors (of institutional and workplace learning):</li> </ul>
<ul style="list-style-type: none"> <li>• Assessor guide that includes the outcomes to be achieved, the assessment criteria, the assessment schedule, the assessment plan, and issues related to the assessment process, e.g. Recognition of Prior Learning and the appeals process for learners who are dissatisfied with the assessment results.</li> </ul>
<p>It is not necessary to produce separate documents to cover each of these issues. Many can be combined. However, it would be useful for each of the role players to have a separate document that only contains the information relevant to that role.</p>

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