SARA: Learning Design Template
To guide the planning, design, development and creation of a learning resources and activities to meet the occupational standards of a unit /module, relevant to a specific skill set.

Qualification, Unit / Skills (Certificate in Vocational Training and Assessment Level 3, Unit 1**Professionalism in TVET**

(Save a new version after every learning design and development stage so it always reflects the latest developments and directions and decisions.)

LO 1. Observe professionalism when implementing training programmes

Standard (occupational knowledge, skills, attitudes and values)	Assessment (learner meeting the standard based on assessment or naturally occurring evidence at the workplace)	Resources (resources needed for the learner to work with and learn)	Activities (description of activity(s) learner is engaged in including learning hours)	Support (learning support with the subject, concepts, or numeracy, literacy, ICT and/or study skills)
PC1.1 Identify the basic concepts in professionalism PC1.2 Explain the meaning of professionalism in TVET PC1.3 Identify the importance of professionalism in TVET	Trainees will complete an online quiz (T/F, MCQ, Drag and drop, fill in the gaps) identifying the basic concepts, principles and importance of professionalism in TVET. (PC1.1, PC1.3) Trainees will post to a forum or make an entry in their digital portfolio of explaining what professionalism means to them being a TVET trainer and provide some examples from their personal experience. (PC1.2)	Video (narrated PPT presentation, interview) of the concepts and principles of professionalism in TVET. Infographic of basic concepts and principles in professionalism in TVET. Video demonstrating poor / or lack of professionalism in TVET. Video (narrated PPT presentation, interview) of a professional in TVET explaining what is required to be professional and providing examples from their personal experience.		

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		Infographic of attributes/characteristics of a professional trainer in TVET. A video (narrated PPT) on the importance of professionalism in TVET/consequences of lack of professionalism in TVET Infographic of importance of professionalism in TVET A text case study on the principles and importance of professionalism in TVET		
PC1.4 Observe professionalism in dealing with TVET stakeholders when training, assessing and maintaining records. Range: (apprentices, mentors, other Master crafts people, management of training centres, community leaders,	Trainees to provide a video recording of self, dealing with apprentices at the actual work place demonstrating observance of professionalism. (when delivering training is assessed, when assessment is assessed and when record keeping is assessed) In person observation or evidence of communication (email, record of phone conversation) with the	An observation check list and assessment rubric for the trainees playing the apprentices and other Master crafts people to observe and evaluate the trainee demonstrate the principles of professionalism in the roleplay.		

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parents and general public)	management of training centre. (towards the end of the course) Questions / survey of mentors and Master crafts people. (towards the end of the course)			

(To add another row, put your cursor in the final cell of the last row, and press the Tab key.)

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Appendix: Explanations

Activities(what learners doing order to learn and develop the skills required)
Number the activities to ensure everyone on the teaching team has shared understanding of the structure and flow of the sessions/ lessons.

For each activity record the following:
L= the number of hours you estimate it will take the learner to undertake and complete this activity
T = the number of hours you estimate it will take the tutor to facilitate this activity
M = the number of hours you estimate it will take the Master Craftsman to facilitate / supervise this activity
I/G = individual or a group activity
For example: L: 1hr, T: ½ hr, M: 1 hr, G

Resources
All of the resources in each learning resource section of the template should relate directly to a learning activity. Categorise your resources as follows:

- **[R] = Ready-to-go.** These resources are already available (such as practical demonstrations, tools, OER, open texts, videos, instruction sheets, pictures and diagrams, etc.) and are suitable for the unit (consider technology availability, use and learner access).
- **[NW] = Need Work.** These resources are available or nearly ready or possible to obtain but need more work before they are suitable for use (checklist needing images and illustrations to complement the text, tools that are possible to obtain but need to be hired, purchased, or agreed to be shared with others, etc).
- **[C] = Concept**. Ideas for resources that still need to be developed. If you want to create a video of a practical demonstration, an interactive drag and drop or matching practice or assessment activity, a clickable checklist or diagram, a demonstration using 360 video, an interview with an expert, a digital assessment or quiz in Moodle, be sure to map these early in the design process because they might need more time end effort to be created.

Recommended to keep a design and teaching / training log.

Design Log (notes, plans, explanations)
Log ideas and rationale for learning design decisions following the learning design and development principles outlined in the qualification document.

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Teaching reflection Log (notes, reflections, suggestions)
Log reflections on things that go or don't go well from experience. Any suggestions for improvement or changes you have introduced while teaching the unit.