

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)
<p>PC1.1 Identify the basic concepts in professionalism</p> <p>PC1.2 Explain the meaning of professionalism in TVET</p> <p>PC1.3 Identify the importance of professionalism in TVET</p>	<p>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)</p> <p>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)</p>	<p>Video (narrated PPT presentation, interview) of the concepts and principles of professionalism in TVET.</p> <p>Infographic of basic concepts and principles in professionalism in TVET.</p> <p>Video demonstrating poor / or lack of professionalism in TVET.</p> <p>Video (narrated PPT presentation, interview) of a professional in TVET explaining what is required to be professional and providing examples from their personal experience.</p>	<p>Trainees watching the Video (narrated PPT presentation, interview) and review the infographic of the concepts and principles of professionalism in TVET.</p> <p>L:45min T:0 I</p> <p>Walk around the workplaces and observe other trainers taking notes of examples of principles that are well observed or poorly observed. Post at least 2 examples of each in a discussion forum.</p> <p>L:1hr T: 1hr I/ G</p> <p>Watch a video demonstrating poor / lack of professionalism in TVET and post in a discussion forum the principles</p>	

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		<p>Infographic of attributes/characteristics of a professional trainer in TVET.</p> <p>A video (narrated PPT) on the importance of professionalism in TVET/consequences of lack of professionalism in TVET</p> <p>Infographic of importance of professionalism in TVET</p> <p>A text case study on the principles and importance of professionalism in TVET</p>	<p>they have identified not being observed and how that can be improved.</p> <p>L:30min T: 1hr I</p> <p>Trainees watching the Video (narrated PPT presentation, interview) and review the infographic of attributes/characteristics of a professional in TVET.</p> <p>L:30min T:0 I</p> <p>Trainees self-assess against the attributes/characteristics of a professional trainer in TVET and identify areas of improvement and share that in an online forum.</p> <p>L:20 min T:1hr</p> <p>Trainees contribute their personal views of why is important to observe professionalism in TVET (in an online forum, using sticky notes and taking and posting a picture, or virtual white board).</p>	
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			<p>L:10 min T: 30 min I</p> <p>Trainees watch a video on consequences of poor professionalism and review the infographic of importance of professionalism in TVET</p> <p>L: 1hr, T: 0, I</p> <p>Trainees contribute their understanding of importance of professionalism in TVET in an online forum/whiteboard by posting at least 2 reasons why it is important to observe professionalism and provide examples of consequences if that is not the case.</p> <p>L:1hr, T: 1hr I</p> <p>Read a case study on principles and importance of professionalism in TVET and post the importance highlighted in the case on an online forum and suggest how things should have been done differently.</p> <p>L:30min, T: 1hr, I</p>	
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<p>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, parents and general public)</p>	<p>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)</p> <p>In person observation or evidence of communication (email, record of phone conversation) with the management of training centre. (towards the end of the course)</p> <p>Questions / survey of mentors and Master crafts people. (towards the end of the course)</p>	<p>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.</p>	<p>A role play 10 min with fellow trainees demonstrating observance of professionalism in the workplace. Trainees role play dealing with apprentices and other Master crafts people. Other trainees that role play the apprentices and the MC evaluate the trainee playing the trainer and provide feedback using a feedback checklist. They self-evaluate review the feedback from others and identify principles of professionalism observed in the role play and areas for improvement if any and post it to a forum. They review and provide comments to posts made by others. L: 1hr , T: 1hr, I / G</p>	
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(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 and 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.