

PROGRAMME DEVELOPMENT, DELIVERY AND EVALUATION POLICY AND PROCEDURE



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1. PURPOSE

The purpose of this document is to provide guidelines and direction in the design, development, delivery and evaluation of learning programmes.

2. DEFINITION

Learning programme means the combination of courses, modules or units of learning (learning materials and methodology) by which learners can achieve the learning outcomes for a qualification;

3. SCOPE

This policy is applicable to curriculum and materials developers, learning facilitators, assessors and moderators.

4. POLICY APPLICATION

4.1 LEARNING PROGRAMME DEVELOPMENT

Education and training programmes fall broadly into one of two categories:

- *Employment based programmes* generally lead to Unit Standard Qualifications or equivalent and, following initial assessment and action planning for individuals, training is through a full-time systematic programme of work-based activity and learning. Direct training, supervision of practice, and access to learning resources support the achievement of competences. Sometimes off-the-job education and training is included. Programme design involves planning, often for individuals rather than groups, a mix of learning and assessment opportunities matching the component units in the award or other valid goals of learners.
- *Education and training based programmes* relate to general vocational and educational qualifications. They can be part-time or full-time, take place in a range of centres, and are sometimes linked to work-based placements.

Teaching and training is usually a group activity (increasingly supported through flexible learning for individuals), and follows a timetable of learning and teaching sessions related to components in the award.

Programme development involves planning how groups of learners can best achieve outcomes and making decisions about programme components, locations and access arrangements, methods of delivery, and assessment for certification.

For both types of programme, the requirements are met when, for each programme, there is a statement of purpose which clearly links the target group to the award or other planned outcome and to the end users of the programme (e.g. employers, higher education institutions). It should be clear that well researched needs are being met.

There will be evidence that each programme achieves a good match with learner and client expectations of content and standards. The programmes should lead to Unit Standard Qualifications or equivalent where this is contractually required. They will follow any given specifications to the letter, (e.g. the programme should be designed against the standards of the qualification to which they lead) or particular criteria agreed by a client or with a learner. The learning opportunities in work placements should be carefully identified to ensure that all the outcomes required by the award or other learning goals can be achieved.

Particular attention will be paid to specifications for the integration of core skills into programmes in order to achieve the appropriate degree of breadth. Core skills cover aspects such as communication, numeracy, information technology, personal effectiveness, and problem solving. This organization knows, understands, and has taken steps to ensure that learners will be prepared for future changes by progressing in these skills.

Education and training-based programmes for groups are organized to meet individual needs so far as possible by flexible arrangements for access and progression through the programme, e.g. by self-study methods, accreditation of prior learning/achievement, assessment on demand.

For all programmes, there will be a clear outline of the learning resources and environment, staffing requirements, and overall learning methodology appropriate to the aims and purposes of the programme. Plans will demonstrate that learners will experience coherent, well-structured and sequenced activities.

Where learners with disabilities or learning difficulties are recruited to programmes leading to an award, there are plans for modification of programmes, e.g. extra time, alternative learning methods, and special assessment arrangements agreed with the awarding body.

Overall the programme development will ensure that there is a good degree of learner activity and that learners are encouraged to take responsibility for their own learning.

Programme development is effectively managed and all aspects are regularly monitored and reviewed.

4.2 LEARNING PROGRAMME DELIVERY

Whereas the Programme Design section is concerned with the quality of the planned intentions, this policy is concerned with the effectiveness of the training, teaching, and learning experienced which will form the scope of this policy.

The success of depends on the effective delivery of well-designed programmes. The design will be translated into practice so that learners achieve and realize their goals and education and training standards set by the organization.

Programme delivery is effective when there is:

- evidence of a purposeful, productive, and supportive learning environment;
- concern for learners as individuals;
- relevant, well produced and maintained resources which are adequate for the purposes of effective learning;
- learning, teaching, and training approaches which are appropriate to the learning outcomes, the needs of individual learners, and the learner's intended destinations which are varied and emphasize learner activity and responsibility for learning.

When surveys are taken of training and teaching methods, often the strongest reactions relate to the quality of relationships between staff and learners and the extent to which learners feel valued and well supported in their learning tasks. Good facilitators make learning interesting and enjoyable, they form friendly (but not over-familiar) relationships with learners, and they communicate a strong sense of the value of the work being done to the highest possible standards.

Effective support for learning will be done through on-going assessment linked to teaching (formative assessment or trainee-centered reviewing), providing learners with guidance on how they are progressing and the next steps.

Programme delivery will be effectively managed and all aspects will be reviewed.

Organizations whose learners are mainly in employment-related training schemes on employers' premises will ensure that systems are in place for making sure that work experience and placement sub-contractors are briefed on the standards the organization wants to be applied, and that they will have co-operation in gathering evidence that the requirements are met.

4.3 LEARNING PROGRAMME EVALUATION

To ensure that learning programmes are adapted to take care of the needs of learners, to remain relevant and appropriate as well as suitable for the target audience.

4.3.1 EVALUATION APPROACH

Evaluation approach will be as follows:

- The learning programme developer needs to determine if the programme meets the needs and criteria established by earlier events.
- The developer should be able to identify those individuals who should have been involved and receive specific feedback from them.
- The developer should after receiving feedback modify the programme as appropriate.
- The developer should obtain approval from those concerned before proceeding to the next event in the training process.
- Through evaluation & feedback the developer should constantly check whether the program designed is still relevant to the needs identified.
- The developer has to determine the specifications of the performance expected of a person in a particular designated job.

5 PROCEDURE

If the staff members for a learning program are new to one another, initial time (perhaps as much as an afternoon or an evening) should be scheduled for them to do their own team building. The staff typically must take up the following considerations, in approximately the order given, as it prepares a learning event.

Step 1: Training Needs Analysis:

- What data do you have on the participants' jobs, back-home environment, age, sex, race, religion?
- What are the participants' expectations for the learning program?
- Has a pre-course questionnaire been administered?
- Have you seen the program announcement?
- What further information do you need to obtain at the beginning of the program?
- What can you anticipate from the participants in the way of mood, volunteerism, and readiness?

Step 2: Determine Learning Outcomes:

- Discuss and write a set of outcomes for the program, usually not more than five, and have them ready for use in the first session.
- Be explicit about values, the methods to be used, and any ground rules.
- Establish practitioner responsibilities as seen by the facilitator.

Step 3: Assess Staff Resources and Skills

- What visual aids and devices have staff members brought with them?
- What special skills and interests exist among staff members?
- If certain unusual modules are needed, who can handle them?

- Make a list of what resources are needed and the resources that are available to see if there are any gaps.

Step 4: Determine Training and Prioritize

- This is the heart of the design: what should come first, second, etc.
- Block out the time schedule on newsprint and start filling it in.
- Begin with known elements: meals, free time, and perhaps time for back-home planning and evaluation.
- As other elements are filled in, look at the schedule's balance, flow, and required energy level.
- Mornings are better for theory; afternoons for activity; evenings for nonverbal events and T-groups.
- If T-groups are included, theory sessions should be selected to enhance the T-group activity in its predictable phases.
- One thing should lead to another. Will the experience of the participants be one of growth and development, or will it seem to them that they are getting a series of unconnected inputs?

Step 5: State the Outcomes for Each Module

- This may be done by the staff, through discussion, or by the staff members responsible for a specific module.
- Ideally, the objectives should be specific and measurable: "By the end of this period you should be able to. . . ."
- Present the objectives to participants at the start of each session. Knowing where they are going will help them to learn better.

Step 6: Predict the Time Schedule for Each Element

- This should be specific: introduction, ten minutes; forming groups and giving instructions, five minutes; working on the task, forty minutes, etc.
- On a larger scale, review the schedule to see that sufficient time is available for what is planned, for each element.
- Provide for "fillers." Is more time available than the work will consume? Avoid planning so much that the participants feel hurried.

Step 7: Allocate Staff Responsibility

- Generally, all staff members participate in the first session, and all should be visible. Planning the opening session often takes a large portion of the total planning time.
- For subsequent modules, individual staff members or pairs can volunteer to take responsibility.
- All staff need not participate in planning every session.
- Often a staff member will want to try to conduct a type of session for the first time as a means of learning or stretching.
- No one should be overburdened or under utilized.

- This is a good time to establish a norm regarding when and how staff members can help one another. When a staff member is up front, presenting, is it OK for others to interrupt?

Step 8: Assess the Logistics

- Space: large rooms, small rooms, comfort, convenience.
- Materials: handouts, pencils, newsprint, nametags, workbooks, masking tape, flipcharts on easels, magic markers, tape recorders and tapes, reference materials.
- Housekeeping details: breaks, meals, physician, sleeping comfort, etc.
- Administration: registration, money, travel, personal supplies.
- Recreation: bar provision, indoor-outdoor resources, alone time, and socialization.

Step 9: Define Primary Client Concerns

- Who is the primary client? Who is paying for this?
- What are the client's expectations? How will you communicate?
- Does your design to this point meet these expectations?
- What contact will you have with the client before, during, and after the program?
- Will the client be expected to take action as a result of the program?
- Are you and the client clear on your contract?

Step10: Provide for Evaluation

- Will you evaluate as part of the design:
 - By obtaining post-meeting reaction sheets for each module?
 - By obtaining a daily rating of satisfaction or learning's?
 - By obtaining an end-of-programme evaluation?
- Each of these needs preparation. Who is going to do it?
- Any provision for follow-up?
- Is there a requirement for a report to the primary client?
- Do you anticipate that the design as planned will meet the goals stated?

5. COMMUNICATION OF POLICY

This policy document will be circulated to the following:

- Curriculum Development Experts,
- Learning Programme Design and Development Experts,
- Learning Delivery Facilitators
- Assessors
- Moderators
- Quality Assurance Experts

6. EVALUATION AND REVIEW

This policy will be evaluated on a regular basis and reviewed once a year by the following team:

- Curriculum Development Experts,
- Learning Programme Design and Development Experts,
- Learning Delivery Facilitators
- Assessors
- Moderators
- Quality Assurance Experts

The following will be used for evaluation and review:

- Learner evaluation questionnaires
- Feedback from Facilitators
- Feedback from assessors
- Feedback from moderators

7. DOCUMENTATION

- An approved master copy (hard-copy) of the Learning Programme Development, Delivery and Evaluation Policy
- An electronic copy of the Learning Programme Development, Delivery and Evaluation Policy
- A signed circulation list of employees that received the Policy.

APPENDICES

- Learning Programme Development and Delivery Evaluation Form.

All Nations Outreach Christian Council

Learning Programme Development and Delivery Evaluation Form

Thank you for your active participation during the training. Kindly complete the following evaluation questions below. This evaluation form is an integral part of quality assurance management system.

Training dates	
Training venue	
Facilitator's name	

Evaluation of course materials

Kindly read the statements below and indicate your opinion by placing a tick in the respective block.

Response Area	Yes	No
Was the course material presented in a clear and consistent manner?	☐	☐
Was the structure of the respective course material clear and understandable?	☐	☐
Was the level of the course material relevant to your needs?	☐	☐
Were the learning objectives clearly expressed in the training materials?	☐	☐
Were the learning objectives achieved?	☐	☐
Was the course duration appropriate to the content offered?	☐	☐
Did the course and materials meet up to your expectations?	☐	☐
Is the course material applicable to your work environment?	☐	☐
Did the focus activities in the course materials enhance your learning experience?	☐	☐
Will you be able to transfer the knowledge and skills gained on the course, into your respective workplace?	☐	☐

What did you like most about the course materials presented?

What did you like least about the course materials presented?

All Nations Outreach Christian Council

Evaluation of the course facilitator

Kindly read the question below pertaining to the facilitator, and indicate your opinion by placing a tick in the respective block.

Q: Did the facilitator:	Yes	No
Know the subject matter?	☐	☐
Encourage participation?	☐	☐
Answer questions thoroughly?	☐	☐
Respect your knowledge and experience?	☐	☐
Provide relevant examples and analogies?	☐	☐
Provide clear explanations and instructions?	☐	☐
Generate a desire to learn?	☐	☐

Any feedback to the facilitator

Evaluation of the logistics

Kindly read the statements below and indicate your opinion by placing a tick in the respective block.

	Yes	No
Was the venue appropriate for the training that was offered?	☐	☐
Was the seating arrangement conducive to learning?	☐	☐
Were the refreshments provided adequate?	☐	☐

Please submit the evaluation form back to the course facilitator. Thank you.