Homu 14C Village
Stand Number 1507, Giyani 0826
P.O Box 5115, Giyani 0826

KHANIMAMBA
TRAINING AND RESOURCE CENTRE

NPO: 036-230 DSD | Reg: PBO 930 015 729
CIPC: 2004/016275/08 | ETDP-SETA No. 10301
015 811 8337 072 417 9313
www.khanimambatraining.org.za

Learning programme policy

Programme design policy

a) Purpose

The purpose of this document is to provide guidelines and direction in the design of learning Programme.

b) Scope

The scope of this policy covers the considerations that are important when designing a learning programme in order to ensure that quality learning takes place.

c) References

SAQA Criteria and Guidelines for providers.

d) Definition

None

e) Procedure- Design of learning programme

If the staff members for a learning programme 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 programme 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 programme, 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?
- 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 underutilized.
- 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 programme?
- Are you and the client clear on your contract?

Step 10: Provide for Evaluation

- Will you evaluate as part of the design:
  1) By obtaining post-meeting reaction sheets for each Module?
  2) By obtaining a daily rating of satisfaction or learning's?
  3) By obtaining an end-of-program 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?

Signed at: ___________on this ___day of __________2025

____________________ ____________________________________
Management signature Board of Directors' representative signature