CHE QUALITY ASSURANCE WORKSHOP
6 OCTOBER 2015

Programme Design:

Linking theory with practice

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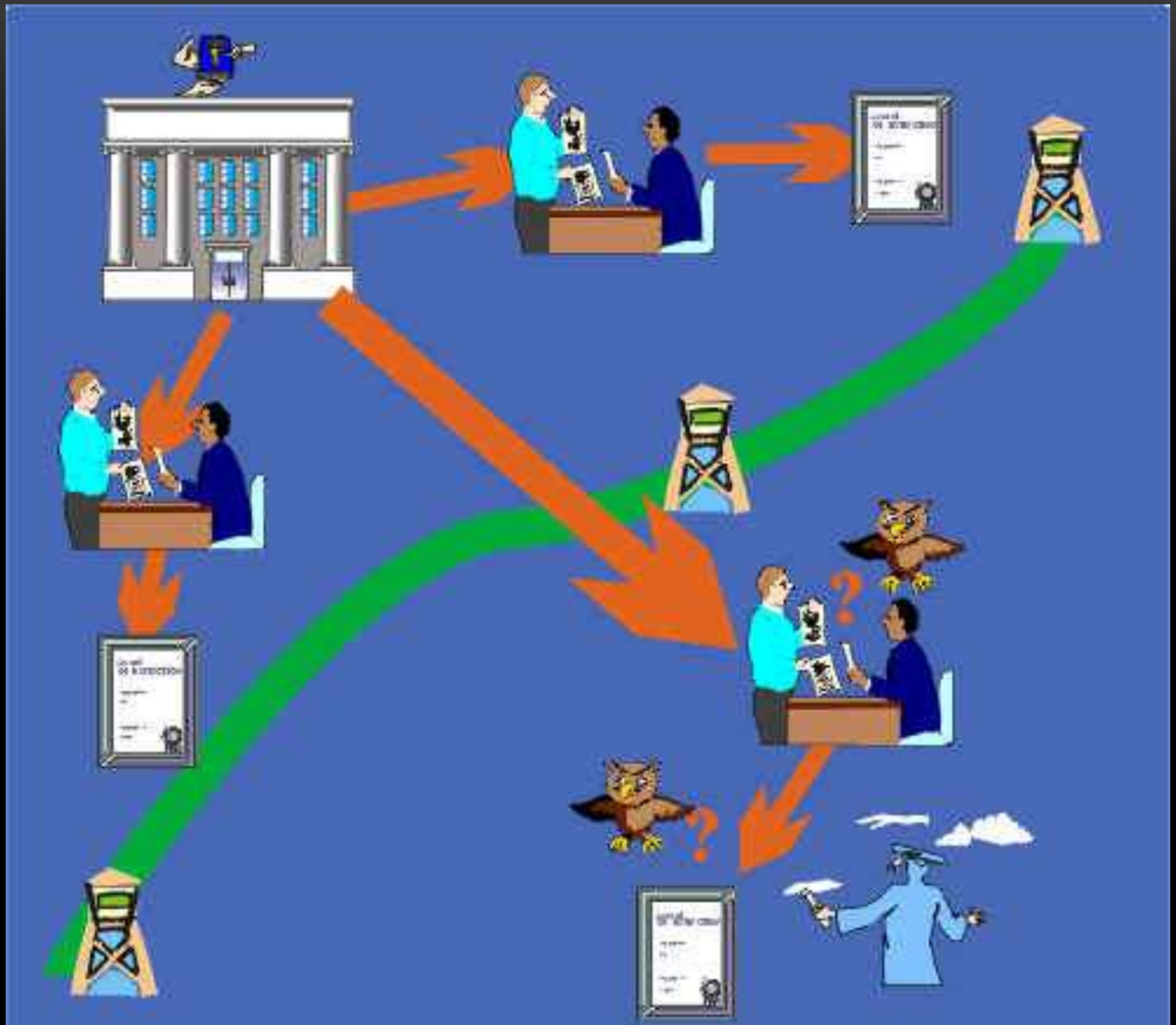

THEORY?

A programme is the **overall plan of the content** that the institution should offer a student to qualify him/her for entrance into a professional or vocational field

This is a plan

Programme

i. It is coherent
ii. It is logical
iii. It is intellectually credible
iv. It contains a balance between theory & practice
v. It is relevant
vi. It can articulate with others

Typical pitfalls in programme design and conceptualization:

- The ‘borrowed’ curriculum
- Structuring the programme around personalities
- Unit standards as point of departure
- Sanitizing existing programmes
- Migrating programmes to other modes of delivery
- Chopping it up into minuscule entities
- Starting from the delivery mode

WHAT'S THE BIG CAMPAIGN IDEA?
WE'RE GOING DIGITAL
FACEBOOK
YOUTUBE
A MOBILE APP
PINTEREST
WHAT ARE WE GOING TO DO IN ALL THOSE CHANNELS?
I DUNNO, WE'LL FIGURE IT OUT LATER
TOM FISH BURNE
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SO HOW DO WE GET TO THE PROGRAMME?

A. Start with the market need and niche area
B. What are the knowledge, skills and attributes needed by a person to satisfy the need?
C. Know the market - who are my competitors/clients?
D. What will give us the competitive advantaged?
E. How is this market need addressed elsewhere (national/international) (benchmarking)?

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ADDRESSING THE NEED

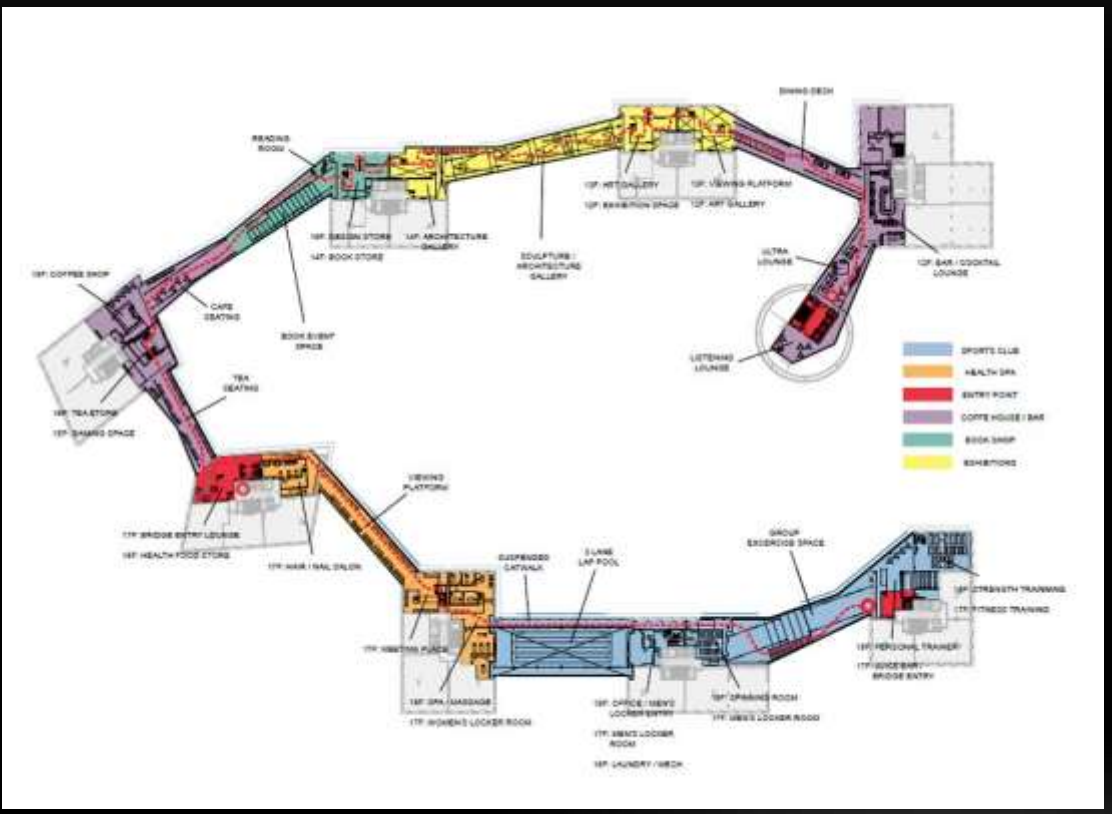
I. What will be the core knowledge needed for a person to fill the need
II. What other fundamental knowledge would be needed to provide the candidate with a solid grounding
III. What optional knowledge would enrich the programme?
IV. What skills will be needed and how should it be acquired? (WIL)
V. What other attributes will be required from a person?

Scope of the need

FROM THE SCOPE TO THE PROGRAMME

1. In analysing the scope what will be the overall outcomes of the programme?
2. How will these outcomes be assessed (assessment criteria)
3. In analysing the scope, what are the cohering elements? (modules)
4. At what level will should the elements be pitched?
5. How many notional hours will be needed to complete each segment?

BUILDING THE PROGRAMME



1) Determine NQF levels of various elements
2) Determine credit weighting
3) Determine rules of progression
4) Rules of combination
5) Balance theory / practice

HOW WILL I BRING THE PROGRAMME TO THE NEED?

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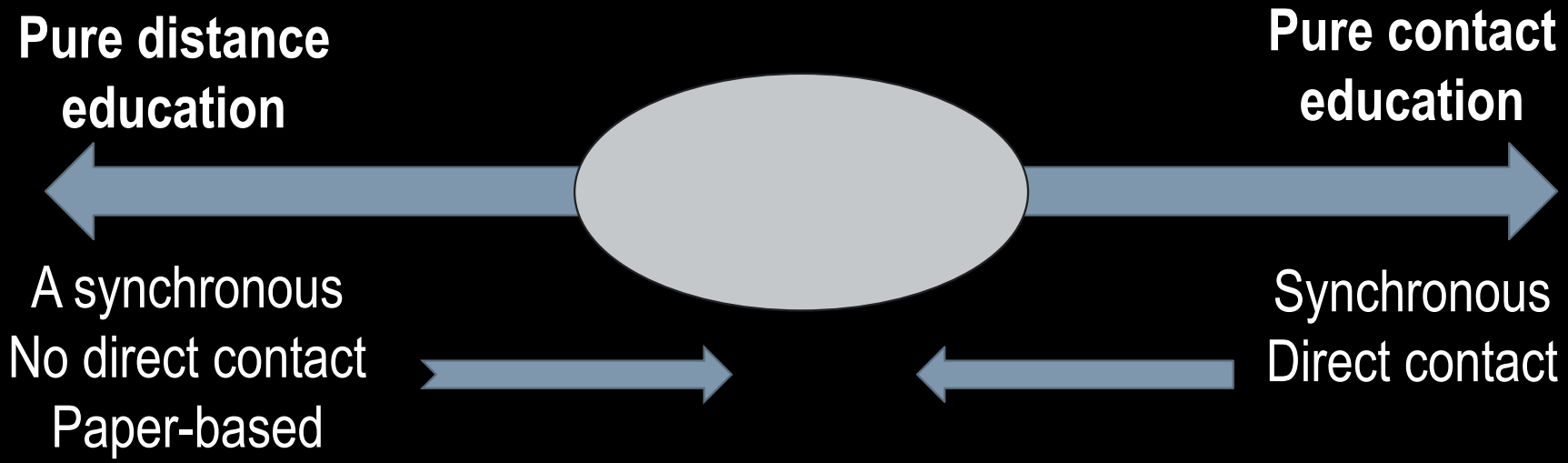
a. Do we need synchronous teaching and how much?
b. How much independent self-study could we expect from the learner?
c. How much interaction do they need? (syndicate groups/discussion forums/etc.)
d. How much WIL is needed to develop the required skill?
e. How should we assess the different elements of the programme?
f. What would we expect from our students in terms of entering the programme? (admission and selection)

SO HOW WILL WE DELIVER THE PROGRAMME?


Pure distance education
Pure contact education
A synchronous
No direct contact
Paper-based
Synchronous
Direct contact