



**GUIDELINES FOR DEVELOPING
LEARNING MATERIALS**

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I. FOREWORD

I want to express my gratitude to Mrs Rose G Masisi and Mr Victor Otsheleng who initiated and coordinated the development of these Guidelines.

The Guidelines contain a number of important challenges to learning material developers, the aim of which is to support different types of learning modes. The key intentions of BOTA in developing these guidelines is to ensure that learning materials developed include and support different types of learners including disadvantaged individuals, those who are at risk of becoming disadvantaged and workplace learners. To achieve this, seven quality principles have been identified to guide trainers and developers of learning materials.

It is also envisaged that these Guidelines will play a more central role in supporting vocational training and learners as individuals, guided by the aligned or outcomes expressed curriculum. In this regard, the Guidelines strengthen the link between industry, institutions and learners. They provide advice on learning strategies, delivery procedures (what to do), resources and cautions and the need to link learning materials to outcomes expressed or aligned curricula.

The Guidelines also act as a source of reference designed to help trainers and material developers.

It is my sincere belief that this booklet will provide useful guidance to end-users.

Peter R Fleming

Director, Structured Work Based Learning

II. LIST OF ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
ANTA	Australian National Training Authority
BNVQF	Botswana National Vocational Qualifications Framework
BOTA	Botswana Training Authority
CD-ROM	Compact Disc for Read Only Memory
HIV	Human Immunodeficiency Virus
ICT	Information, Communication and Technology
KSA(s)	Knowledge, Skills and Attributes/Attitudes
NZQA	New Zealand Qualifications Authority
OHP	Overhead Projector
OHT	Overhead Transparency
STIs	Sexually Transmitted Infections
VT	Vocational Training

III. ACKNOWLEDGEMENTS

This document was prepared under the auspices of the Botswana Training Authority (BOTA) with the guidance of a consultant for Cue F Consulting Ltd, New Zealand - Mr Brent Richardson. A three-day intensive workshop was held in October 2003 to develop guidelines for learning materials development. In this process, level 1 draft unit standard for HIV and AIDS was used. The data collected through this workshop have been used to develop these Guidelines.

BOTA acknowledges the following workshop participants and the facilitator for their invaluable input towards development of these Guidelines:

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16. Masisi R G - Botswana Training Authority (BOTA)
17. Otsheleng V - Botswana Training Authority
18. Richardson B - Cue F Consulting Ltd, New Zealand (workshop Facilitator)

IV. GLOSSARY OF TERMS

Interpretations provided are in the context of these Guidelines.

- **Access and equity** refers to strategies used to open vocational training to all individuals in the community, particularly focusing on those groups that have been traditionally under represented (ANTA (2003)).
- **Accreditation** refers to formal recognition of a training institution/assessment centre, following a formal evaluation of an application against a set of criteria, that the defined programmes of learning and training and/or awards following formal assessment offered by a registered organisation have been found to meet required standards and are of 'good standing' – that they are supported by key stakeholders, well staffed, resourced and administered in line with stakeholder and BOTA expectations and requirements.
- **Accreditation of learning** refers to formal recognition through robust assessment that learning has occurred, either in formal and/or informal contexts, and that it was effective. Where accredited learning is used to grant entry into a programme or course it is often referred to as **recognition of prior learning (RPL)**. Where it leads to the award of credits towards an award it is often referred to as **recognition of current competence (RCC)**. In the latter case, credits would be recorded on the national database.
- **Aligned curricula** refers to the curricula developed following the curriculum alignment processes as stated in the BOTA *Guidelines for Preparing Curricula Linked to Unit Standards*.
- **Appointed committees** refer to formal bodies recognised as having rights, authority or acceptable reputation to represent the interests and views of key stakeholders in a specific occupational area. Could include professional associations, regulatory boards, industry training organisations etc.
- **Assessment** refers to identified methods that will be used to indicate whether or not a person has attained an outcome of learning. It is a process for collecting and interpreting evidence of ability or competence. It involves:
 - collecting evidence with regard to knowledge and skills of a person;
 - judging the usefulness of the evidence collected; and

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- making decisions about what the evidence says about the knowledge and skills of a person.

The assessor obtains from the unit standard a benchmark against which to make their decisions. Assessment may take place as and when the learner is ready. Where the interpretation of evidence is against transparent performance criteria, assessment can be referred to as **standards-based**.

- **Attitude** refers to performance of skills or use of knowledge within the value system of the company and society (Strong *et al*, (2001)).
- **Attribute** refers to the quality belonging to or forming part of the nature of a person (Strong *et al* (2001)).
- **Audience** refers to the people reached by a book, presentation, film radio or any form of media.
- **Botswana National Vocational Qualifications Framework (BNVQF)** refers to collectively, all nationally registered qualifications and their associated unit standards, the defined and logical relationships between them, and the integrated quality assurance processes that provide the basis for the accreditation of learning and the determination of equivalences of vocational qualifications.
- **Briefing cards** refer to cards written to give information to role players on their respective roles.
- **Caution** refers to the careful forethought to avoid danger or harm or warning , especially to take heed.
- **Credit** refers to a value assigned to a unit standard or qualification that represents the notional learning time required to meet the performance requirements and standards of the unit standard or qualification. One credit equates to 10 hours of notional learning time.
- **Course** refers to a discrete component of learning or training pathway developed and/or used by a training provider that equips an individual with the knowledge, understanding

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attitudes and habits relevant to the requirements for the award of a unit standard or qualification.

- **Curriculum** refers to a course of study offered in a school, training institution or university. Curriculum documents tend to be quite broad and general in what they state.

A training design or plan that defines: aims, goals and objectives of an educational activity; the ways, means and activities used to achieve desired outcomes; and procedures and instruments needed to evaluate actions. (ILO International Centre for Advanced Technical and Vocational Training (1987)).

- **Curriculum document** refers to a document that reflects essential guiding information on a particular curriculum or learning programme. It usually covers issues such as the main purpose of the curriculum, implementation, assessment and monitoring strategies to be used, and the necessary resources.
- **Cutaway** refers to a drawing or a model of a machine, engine or human body in which part of the casing is omitted to reveal the operations and functions.
- **De-couple** refers to the process of releasing from a role, or to disengage role player from the role, sometimes known as debriefing.
- **Empathy** refers to the power of understanding and imaginatively entering into another person's feelings (Advisory Council of Experts – Your Dictionary (accessed 2004) – website).
- **Enrolment** refers to the registration of a person with a training institution for the purpose of undertaking a course or module. It also refers to the total number of registered learners in a training program (ANTA (accessed 2003) – website).
- **Entry requirements** refer to the qualifications, knowledge, skills or experience required for entry to a training programme.
- **Evaluation** refers to consideration of an initial application for formal recognition by BOTA from an organisation or individual.

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- **Experiential learning** refers to learning through experience rather than through books or formal instructions (Gordon *et al* (2003)).
- **Flexible delivery** refers to an approach to training that enables a variety of ways in which clients can learn and demonstrate competence. Clients can choose, what, where and how they learn, and are provided training that suits their individual learning needs and styles (ANTA (2003) – website).
- **Heterogeneous** refers to where learners of different educational backgrounds are grouped together to form one group.
- **Homogeneous** refers to a situation where learners of equivalent educational backgrounds are brought together to form one group.
- **Internationally comparable** refers to a situation where a programme developed is similar or equivalent to other programmes developed or offered outside Botswana.
- **Learning event** refers to the identified knowledge, skills and attributes to be acquired during the learning process, and which are an integral part of a learning module.
- **Learning materials** refer to *all printed matter, audio-visuals and manipulative aids used for instructional/learning purposes* (ILO International Centre for Advanced Technical and Vocational Training (1987)). They are resources meant to guide learners during the process of learning.
- **Learner-centred approach** refers to a training/learning method that is shaped by the needs of the learner, and recognises and responds to learners as individuals. It is achieved when:
 - focus is on the learner's development, interests and needs;
 - learning builds on the learner's life experiences;
 - there is ongoing learning, in which the learner is an active participant; and
 - there are many opportunities for talking, sharing and collaborating (Edwards Home page (Accessed 2003) – website).

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- **Learning session** refers to a short (usually less than a day) learning event that can be part of a course but with its own internal coherence and sufficiently discrete to be able to stand alone.
- **Mannequin** refers to a jointed model of the human body used by artists, especially for demonstration purposes – eg in demonstrating the arrangement of drapery.
- **Module** refers to a small, self-contained component being integral to a greater whole. It could be an important part of a course.
- **Module organisation** refers to sequencing of structured activities, opportunities, or structure for self-directed learning.
- **Notional learning time** refers to all activities relevant to the attainment of an outcome of learning and is not restricted to face-to-face delivery/contact time. In determining credit values, learning time is 'notional' as it is not linked to the time taken by an individual learner but to the time taken by a learner typical of those who seek the credits to meet the performance requirements to the required standards.
- **Outcomes expressed programme** refers to a learning programme that clearly defines the knowledge the learner is expected to demonstrate upon its completion. It focuses on measurable outcomes of learning.
- **Outcomes of learning** refer to the statements of the result of formal or informal learning – generally having knowledge and understanding of and/or ability to something in certain contexts to certain standards. Also referred to as **learning outcomes**. They differ from learning objectives in that objectives are statements of intent rather than actual results.
- **Professional materials** refer to resources which have, or demonstrate a high degree of knowledge or skill meant to inform on advancement of technology or new findings for consumption by people already in the discipline.
- **Programme** refers to a structured pathway of learning or training designed to equip a person with the knowledge, understanding, attitudes and habits relevant to requirements for the award of a unit standard or qualification.

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- **Props** refer to implements or resources used to support a learning strategy, such role-play method.
- **Qualification** refers to formal recognition through certification, following formal assessment processes, of the attainment of a meaningful and coherent cluster of outcomes or results of learning or training. A qualification may represent the profile of outcomes of learning required for particular work roles or a significant milestone in a learning or training pathway.

Foundation Certificate – a qualification approved by BOTA recognising the results of broad based initial training and reflecting competence to perform, under supervision, a limited range of work activities.

Intermediate Certificate – a qualification approved and registered by BOTA recognising competence to perform, with minimum guidance and supervision, routine jobs and some non-routine jobs.

Certificate – a qualification approved and registered by BOTA recognising competence to perform tasks associated with skilled jobs of non-routine and complex nature and indications of potential for performing supervisory functions.

- **Resources** refers to the human resources, financial resources or materials/equipment that will be required for successful training/learning. It is a pre-requisite that a training institution meets the quality requirements of BOTA, pertaining to registration and accreditation of institutions, trainers and assessors. For their training services and systems for managing quality to be recognised under the BNVQF institutions will need to apply to BOTA for registration and accreditation.
- **Review** refers to the summative evaluation of a programme, usually undertaken to inform and advise the programme developers on matters pertaining to its workability. Review of the programme is a major exercise that usually occurs every four to five years, following the review and/or introduction of relevant unit standards. Outcomes of review usually warrant major changes in the curriculum
- **Revision** refers to the formative evaluation of a programme, usually takes place as and when necessary (eg at the end of a cycle/year) to address minor but important curriculum changes.

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- **Scenario plan** refers to the outline or model of an expected or supposed sequence of events used to guide the role-players.
- **See through** refers to a partly or wholly transparent or translucent component used as a training/learning model
- **Target group** refers to the/any category of people/participants who the training programme or materials are meant for.
- **Training/learning strategies** refer to methods used to impart knowledge, skills and attributes, sometimes referred to as methodology.
- **Training Institution** refers to any public or private centre or organisation operating in Botswana that has, as its primary purpose, the provision of formal training and/or assessment services linked to the Botswana National Vocational Qualifications Framework.
- **Training materials** see Learning materials.
- **Training plans** refer to plans for imparting of knowledge, skill and attributes in respect of a training programme.
- **Unit of Learning** refers to a statement of the training and learning approaches, context and content, resources and the range and number of assessments. An institution develops these delivery details for training purposes.
- **Unit standard** refers to a registered statement of the outcomes of learning assessed, the type and quality of evidence that represents performance worthy of the award of credits, and the contexts in which that evidence should be demonstrated.
- **Validity** refers to the programme/curriculum having value or a strong firm base, that curriculum development can be used to defend. It is appropriate in kind and, within that kind, sufficiently complete and addresses the identified needs.
- **Web-based training** refers to the training that is available on a web site.

1.0 INTRODUCTION

These Guidelines are meant to take curriculum development a step further into a stage of curriculum delivery process by providing guidance on the design and production of effective learning materials.

Production of good quality learning materials largely hinges on the quality principles stated in this document. Although these principles are broad, an effort should be made to cover most, if not all of them. They also act as a self-assessment guide for production of high quality learning materials. Botswana Training Authority (BOTA), through its scheduled interventions with vocational training institutions, will provide support and guidance to vocational training institutions on issues of development of curriculum and learning materials. Such institutions should however be **registered and accredited** by BOTA.

These Guidelines should be used with the *Guidelines for Preparing Curricula Linked to Unit Standards*, obtainable from BOTA.

1.1 Types of Learning Material

Learning materials referred to **in this document** are resources that help learners, trainers, assessors, employers and other providers implement training/learning and assessment based on the unit standards registered on the Botswana National Vocational Qualifications Framework (BNVQF). BOTA will provide guidance to ensure that quality requirements are met when developing such resources. These materials may be developed to meet the learning strategies deemed by a training institution or industry to be appropriate. The types of learning resources are broad and include:

- Assessor Resources;
- Learner Resources;
- Trainer Resources;
- Professional Materials; and
- Promotional Materials.

Learning materials can be presented in different forms to meet the needs of different target groups, and can also be designed to suit different learning styles and delivery modes. Their presentation could, for example, be in the form of printed materials, CD-ROMs, web-base.

1.2 Background of these Guidelines

The quality principles which form the basis for these Guidelines were identified in stakeholder consultation workshops held from October 2003 to March 2005. They aim at assisting trainers/developers cater for the varying needs of learners, when developing learning materials for curriculum implementation.

1.3 Purpose

The purpose of these Guidelines is to ensure consistency in the development of learning materials once the curriculum is aligned with unit standards or is outcomes expressed.

2.0 QUALITY PRINCIPLES

The seven Quality Principles identified were seen as a way that will enable production of learning materials that address the varying needs of users. The Quality Principles were founded on the premise of promoting access to learning opportunities on equitable basis, eg guiding BOTA and material developers on production of user friendly and flexible learning materials.

The Quality Principles in question are **Foundation; Scope; Structure and Design; Flexible Delivery; Access and Equity; Content; and Evaluation and Feedback** – which are discussed in the sections that follow.

2.1 Foundation

Learning materials must be guided and supported by the aligned or outcomes expressed curricula and they must:

- be relevant to industry needs so that they are capable of preparing the learner for the current and future trends in the world of work;
- be challenging but still appropriate for the level of the target group;
- adapt rather than duplicate the existing materials – eg reference materials, manuals;
- be internationally comparable;
- not violate copyright laws; and
- indicate notional learning time.

2.2 Scope

Scope refers to the breadth and depth of the learning material. In order to ensure that the scope is fit for purpose – ie suitable for the target group and addressing the expected outcomes of learning – developers need to:

- identify the relevant outcomes of learning or competencies, and support their acquisition;
- relate to the appropriate target group(s) – ie flexible enough to accommodate the varying abilities and backgrounds – eg academic, training, work experience;

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- provide clear examples, explanations and illustrations;
- indicate resources needed;
- provide an accurate industry context to suit current and future work environment;
- emphasise purpose of learning in terms of employment opportunities; and
- provide a list of recommended further reading.

2.3 Structure and Design

Learning materials must not only promote effective learning and assessment strategies but must also have a clear structure and be sequenced such that the target group can easily explore them. They must:

- be easy for the learner to navigate through;
- present a visually attractive design;
- be usable by the hearing, visually and physically impaired;
- provide activities and learning strategies designed to motivate learners; and
- use words/language appropriate for the level of the target group.

2.4 Flexible Delivery

Learning materials must consider that learners (as well as trainers and assessors, as appropriate) have varying needs, preferences and entry levels, therefore must:

- provide a variety of learning methods;
- provide for use in a variety of training/learning contexts eg on job, off job and simulations;
- provide guidance on entry requirements (especially for learning packages/self access material(s));
- be adaptable for use under different but similar conditions – eg making coffee is different from making tea but the process is more or less the same;
- provide adequate user guides – ie other relevant reference materials like manuals, must be indicated in the material for reference purposes;
- provide guidance, as necessary, on safety, health and environment requirements pertaining to the learning event;
- be challenging to cater for target population (eg should challenge both the homogeneous and heterogeneous groups);

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- be linked to industry minimum performance requirements/standards in order to adequately prepare the learner for the world of work; and
- highlight issues pertaining to modes of delivery – eg distance learning.

2.5 Access and Equity

In order for learning materials to be inclusive, they must:

- accommodate learners from different geographical locations – for instance, using relevant/common examples/contexts – for workplace learning taking place in remote areas;
- accommodate cultural diversity;
- challenge stereotypes of gender, ethnicity, creed and ability status, which can be corrected/reversed by use of non discriminatory words, pictures, illustrations and examples;
- be affordable in terms of purchase price/procurement;
- be moderately colourful but attractive – not boring but not too colourful – Avoiding colours like orange and red;
- be produced in a way that is cost effective – ie affordable by producers;
- take Information Technology needs on board;
- provide guidance on training/learning and employment opportunities.

2.6 Content

Content refers to what goes into the learning material. It provides an elaboration of the expressed KSAs in the curriculum. A well-balanced content must:

- be interactive by keeping the target group engaged – ie tasks must adopt a practical approach, – eg role plays, projects, drama and surveys of living examples;
- be presented in a language appropriate for the level of the user – eg the lower the learner's educational background the simpler the language;
- be simple but yet challenging to the learner in order to sustain their interest;
- simulate reality in terms of work requirements and problem solving – ie be realistic;
- assist the trainer's effort in delivering/implementing the curriculum;
- be sufficient in parameters – not too much and not too shallow – guided by the curriculum;

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- Internationally and locally comparable and up to date;
- provide notional learning time frame; and
- integrate and correlate theory with practice.

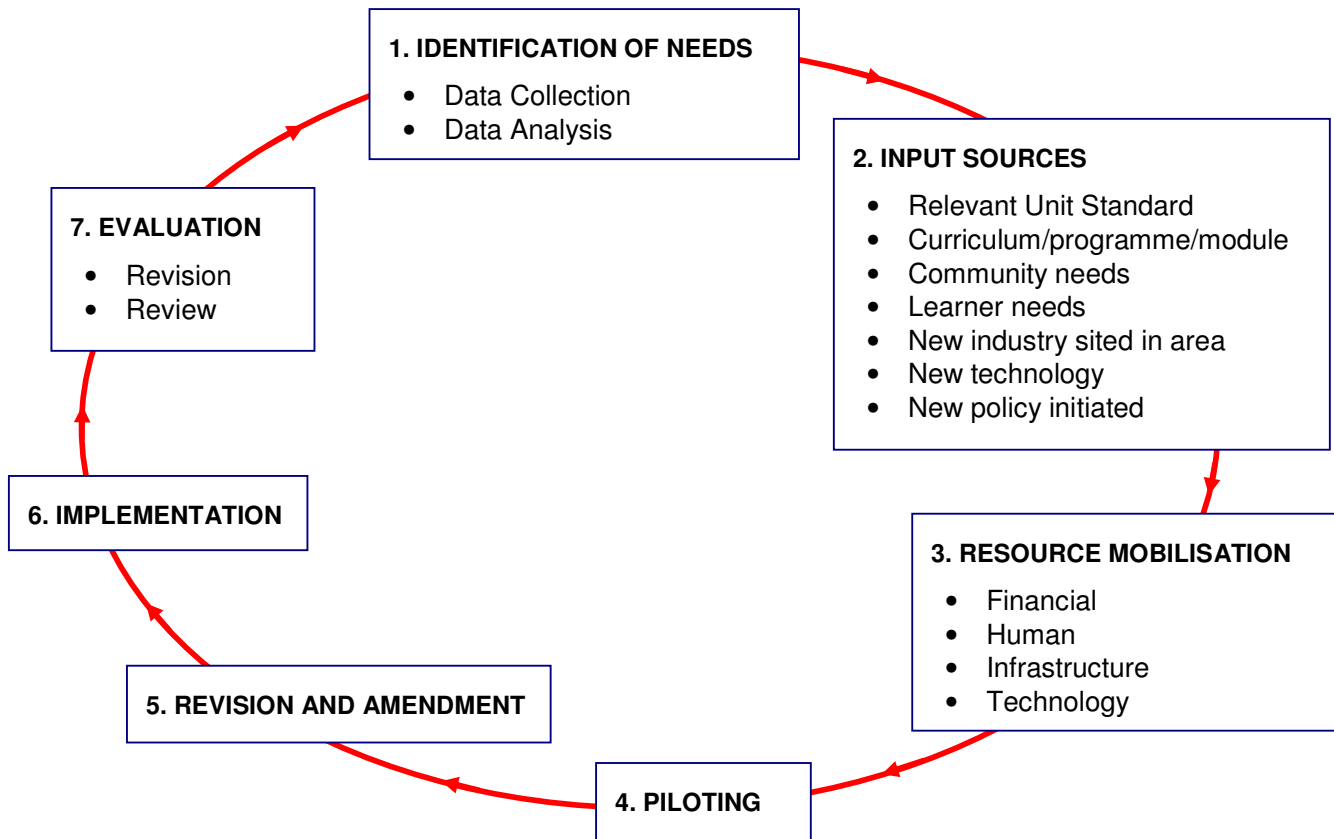
2.7 Feedback and Evaluation

Learning materials must promote self assessment for the learner and provide feedback to both the learner and the developer. They must:

- show the date on which the material was produced;
- show the date of next review of the material;
- provide a list of assessment questions/tasks/activities for the user;
- include a questionnaire to evaluate the material; and
- state the contact details of the producer.

3.0 MATERIAL DEVELOPMENT PROCESS

The Curriculum development model sampled in the Guidelines for Preparing Curricula Linked to Unit Standards was adopted for the purpose of learning material development.



3.1 Identification of Needs

This is the planning stage where the developer can prioritise and strategise on issues to consider. The developer is therefore required to:

- establish the need for the learning material;
- evaluate the existing materials;
 - compare the existing materials with identified outcomes of learning reflected in the curriculum/programme/module;
 - identify gaps between the two;
- understand quality principles for developing learning materials;
- ensure that a system for managing material development quality is in place;
- outline activities or project plan for developing learning materials (Gantt Chart);
- identify constraints; and
- consider the needs of the target group.

3.2 Input Sources

Inputs are those aspects that the developer needs to bring together when developing learning materials. The developer needs to:

- identify the learning events or outcomes of learning stated in the curriculum/programme/module;
- consider the background and needs of the potential learner;
- consider different types of learning modes;
- link materials being developed to the learning process;
- identify the learning setting;
- identify the learning media;
- state the learning notional time in hours;
- state needed evidence that would show achievement.

3.3 Resource Mobilisation

The overall objective of resource mobilisation is to make material reach people it is intended for. Considerations should be made to:

- determine resources needed for the efficient implementation of the curriculum/programme/module (financial, human, infrastructure, technological);
- develop the learning material;
 - synthesise quality requirements;
 - match learning with resources;
 - emphasise on learner centred approaches;
 - infuse Generic Skills;
 - determine the layout of the material;
 - sequence learning activities;
 - infuse self assessment questions/tasks;
- determine the production cost and implications thereof;
- determine availability of storage facilities; and
- determine the printing method;

3.4 Piloting

Piloting is done to determine the strengths and weaknesses of the developed material in order to take necessary remedial actions prior to its full implementation. The developer is expected to:

- develop monitoring instruments for piloting;
- identify institutions and/or learners for piloting;
- use a variety of learning methods;
- encourage and receive feedback from the learners and trainers on structure and content, approaches, duration and assessment strategies;
- provide frequent feedback to the learners and trainers; and
- use feedback for ongoing adjustments in the learning process.

3.5 Revision and Amendment (After Piloting)

Once the material has been piloted, the developer needs to:

- amend it, as necessary, in accordance with feedback from those involved in the trial run to meet the needs of learners, trainers and industry, based on data gathered during the pilot process; and
- prepare the ground, or market it, for full implementation.

3.6 Implementation

At this stage it is considered that the material can be used to deliver the programme.

However, care must be taken to ensure that the material would continue to:

- support acquisition of relevant and appropriate knowledge, skills and attributes;
- show linkage of learning activities and the world of work;
- address issues of content and application;
- provide formative and summative evaluation, as well as feedback; and
- determine assessment resources;

3.7 Evaluation

Revision and review of the material should be done regularly, and must, as much as possible be linked to that of the relevant curriculum/programme/module.

In order to determine the value factor of the material, evaluation instruments must be developed and implemented to:

- determine the correlation between the identified needs and the impact of the material on learner's performance
- establish support of learning material by learners, trainers and industry; and
- establish content and structural correctness.

4.0 SAMPLES

4.1 Sample 1: A variety of strategies

Learning Strategies

The samples below are linked to the HIV and AIDS Programme – BNVQF Level 1 (Foundation Level). They also ‘show-case’ a variety of learning strategies. The activities to be undertaken are broken down by the developer taking into cognisance the varying needs of learners. The resources and the necessary precautions are also identified. Due to the nature of the Programme, sensitivity to learners is emphasised.

Strategy	What to do	Resources	Cautions
a) Role Play			
Before role play	<ul style="list-style-type: none"> ○ Understand the problem – gather information surrounding the infected and affected persons; ○ Empathy – internalise circumstances; ○ Identify conducive venue; ○ Set the scene; ○ Assign roles; ○ Brief learners on their roles; and ○ ‘Break the ice’; 	<ul style="list-style-type: none"> ○ Props; ○ Briefing cards; ○ Scenario plans; and ○ Learners/Players. 	<ul style="list-style-type: none"> ○ Props relevant to scenario; ○ Scenario relevant to the subject matter; ○ Some learners may get too far into the roles – eg by stigmatising the role players; ○ Avoid discriminatory language; ○ Use appropriate language (jargon) to the subject matter at hand; and ○ Be sensitive to issues pertaining to culture, gender and disadvantaged groups.
During role play	<ul style="list-style-type: none"> ○ Start up the role-play (observe and guide as necessary); ○ Manage the role play; ○ Listen, read between the lines and note non verbal expressions (making note of the important points); ○ Volunteer personal experience; and ○ Answer and clarify issues; 		
After role play	<ul style="list-style-type: none"> ○ Manage emotions and counsel; ○ Take people out of roles played (de-couple); ○ Evaluate and identify learning (ie check if the outcome(s) of learning have been achieved); ○ Discuss the way forward and provide support; and ○ Review and provide counselling if necessary 		

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Strategy	What to do	Resources	Cautions
b) Demonstration	<ul style="list-style-type: none"> ○ Set a scenario; ○ Explain procedures; ○ Outline safety requirements; ○ Carry out the demonstration; ○ Evaluate; and ○ Report 	<ul style="list-style-type: none"> ○ Models (mannequin, see through, cut away, plastic); ○ Learners and facilitator; and ○ Props. 	<ul style="list-style-type: none"> ○ Avoid discriminatory language; ○ Emphasise safety requirements; ○ Use language (jargon) appropriate to the subject matter at hand; and ○ Be sensitive to disadvantaged groups.
c) Simulation	<ul style="list-style-type: none"> ○ Set a scenario; ○ Assign tasks; ○ Brief learners into tasks; ○ Manage the tasks; and ○ Evaluate and identify learning. 	<ul style="list-style-type: none"> ○ Props; ○ Briefing cards; ○ Scenario plans; ○ Learners/Players; and ○ Personal Computers and relevant software. 	<ul style="list-style-type: none"> ○ Props relevant to scenario; ○ Scenario relevant to the subject matter; ○ Avoid discriminatory language; and ○ Use language (jargon) appropriate to the subject matter at hand.
d) Discussion	<ul style="list-style-type: none"> ○ Set a scenario; ○ Define mode of interaction (method); ○ Manage the discussion; and ○ Evaluate and identify learning. 	<ul style="list-style-type: none"> ○ Learners; ○ Props; ○ Scenario plan; and ○ Map, charts, graphs etc. 	<ul style="list-style-type: none"> ○ Scenario and props must be relevant to the subject matter; ○ Statistics must be valid and reliable; and ○ Use language (jargon) appropriate to the subject matter at hand.

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Strategy	What to do	Resources	Cautions
e) Oral Presentation (Lecture)	<ul style="list-style-type: none"> ○ Prepare the presentation; ○ Make sure the lecture theatre is ready for the session; ○ Prepare material; ○ Present stimulating the lecture by probing questions to include learners; and ○ Evaluate the lecture. 	<ul style="list-style-type: none"> ○ Lecture theatre; ○ Presentation material and equipment; ○ Learners and facilitator; and ○ Props. 	<ul style="list-style-type: none"> ○ Lecture material must be relevant to the vocational area; ○ Manage time balance; ○ Manage emotions; ○ Be sensitive to disadvantaged groups; ○ Avoid discriminatory language; and ○ Use language (jargon) appropriate to the subject matter at hand.
f) Research	<ul style="list-style-type: none"> ○ Decide on and develop the research instruments; ○ Set scenario; ○ Brief learners on procedures (objectives, time frame, parameters, literature review, data collection, data analysis, data compilation); and ○ Evaluate and report. 	<ul style="list-style-type: none"> ○ Scenario plan; ○ Briefing session; ○ Props; and ○ Learners and facilitator research processes. 	<ul style="list-style-type: none"> ○ Maintain confidentiality; ○ Observe ethics; ○ Avoid discriminatory language; ○ Information must be valid and reliable; ○ Instruments must be valid and reliable; and ○ Use language (jargon) appropriate to the subject matter at hand.
g) Mentoring	<ul style="list-style-type: none"> ○ Develop a plan; ○ Define objectives/scope; ○ Identify mentor; ○ Agree on boundaries; and ○ Evaluate and report. 	<ul style="list-style-type: none"> ○ Mentor; ○ Mentee; ○ Plan; and ○ Draft agreements. 	<ul style="list-style-type: none"> ○ Be sensitive to confidentiality; and ○ Avoid discriminatory language.

Guidelines for Developing Learning Materials

Strategy	What to do	Resources	Cautions
h) Educational Tours (visits)	<ul style="list-style-type: none"> ○ Plan the tour; ○ Identify and contact appropriate authorities; ○ Develop programme for the visit; ○ Develop a task sheet; ○ Brief learners; ○ Develop a checklist/questionnaire for data collection by learners; ○ Exchange views; and ○ Evaluate and report. 	<ul style="list-style-type: none"> ○ Transport; ○ Learners and facilitator; and ○ Places to be visited; and ○ Contact person at place to be visited 	<ul style="list-style-type: none"> ○ Use language (jargon) appropriate to the subject matter at hand; ○ Avoid discriminatory language; ○ Time allocation; and ○ Maintain confidentiality.
i) Quiz	<ul style="list-style-type: none"> ○ Prepare relevant questions covering the relevant module or outcomes of learning; ○ Administer quiz; ○ Hand in quiz to facilitator; ○ Analyse/tally response; and ○ Evaluate response relating to learning. 	<ul style="list-style-type: none"> ○ Learners and facilitators ○ Quiz sheet; ○ References to relevant web sites, books, pamphlets etc; and ○ Flipcharts, white boards, OHPs, OHTs markers, pens. 	<ul style="list-style-type: none"> ○ Ensure anonymity in responding to quiz; and ○ Be sensitive to the learners.
j) Guest Facilitator	<ul style="list-style-type: none"> ○ Identify and contact appropriate guest facilitator; ○ Agree on time, duration and venue; ○ Give information on target group and module(s) or outcomes of learning to be covered; ○ Brief learners on what they are expected to do; ○ Inform the relevant authority (Principal, HOD); ○ Receive and introduce facilitator to the relevant management and learners; ○ Allow facilitator to take charge of the session; and ○ Follow up activity with learners, relating learning to the module(s) or outcomes of learning. 	<ul style="list-style-type: none"> ○ Arrange venue with required equipment; ○ Guest facilitator; ○ Learners; ○ Props; and ○ Task sheet. 	<ul style="list-style-type: none"> ○ Ensure materials are appropriate for the audience (if possible pre-view the material); ○ Be aware of sensitivity; and ○ Inform facilitator of the language level of the target group

Guidelines for Developing Learning Materials

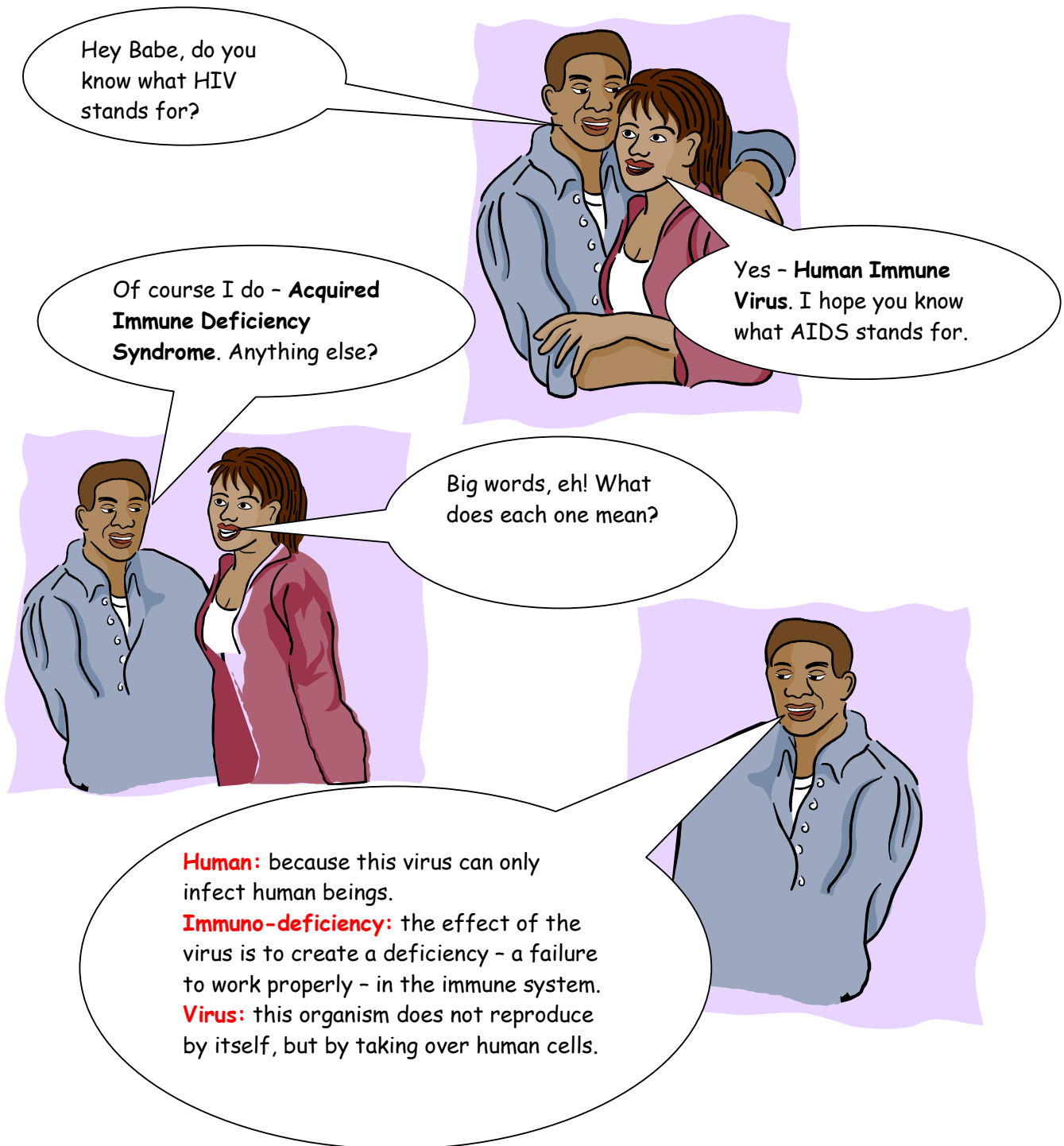
Strategy	What to do	Resources	Cautions
k) Video	<ul style="list-style-type: none"> ○ Preview video and edit (take numbers on counter to mark sections to be viewed); ○ Prepare task sheets and handouts; ○ Show video pausing at appropriate intervals/points; ○ Give learners time to complete tasks; and ○ Summarise discussions relating to outcomes of learning. 	<ul style="list-style-type: none"> ○ Learners/viewers; ○ Video; ○ Video equipment; ○ Task sheets; and ○ Handouts. 	<ul style="list-style-type: none"> ○ Try out equipment before use; ○ Rehearse prior to session; ○ Be sensitive to learners; ○ Mentoring of some learners might be needed; and ○ Trainer guidance might be needed for some categories of learners.
l) Experiential learning	<ul style="list-style-type: none"> ○ Experience; ○ Reflect; ○ Conceptualise; ○ Apply (Colb Method); and ○ Evaluate. 	<ul style="list-style-type: none"> ○ Target groups; ○ Props; ○ Facilitator; and ○ Identified organisation/ environment for the experience 	<ul style="list-style-type: none"> ○ Manage audience; ○ Emotional impact; ○ Relevance of experience; and ○ Be sensitive to the disadvantaged groups.

4.2 Sample 2: Jigsaw in 10 Easy Steps

The steps below are meant to guide the trainer or supervisor of learning in administering a jigsaw learning session.

1. Divide learners into 4 persons per jigsaw group. The groups should be diverse but neutral in terms of gender, ethnicity, race, and ability.
2. Appoint one learner from each group as the leader. Preferably, this person could be the most mature learner in the group.
3. Each group is divided into 4 learning tasks/segments. In this session the learners may, for example, be assigned to find information on the following HIV and AIDS issues: (a) Misconceptions and facts on transmission modes of HIV, (b) Appropriate diet for the HIV infected, (c) Signs and symptoms of Sexually Transmitted Infections (STIs), and (d) statistics on infection rates of HIV.
4. Give learners time to read over their respective tasks – at least twice for each – to become familiar with them. There is no need for them to memorise the task.
5. Assign each learner to take one task, making sure they have direct access only to their own learning task.
6. Form temporary "expert groups" by having one learner from each jigsaw group join other learners assigned the same task as his/hers ie, re-grouping learners according to the 4 tasks to be done. Give learners in these expert groups time to discuss the main points of their task and to rehearse the presentations they will make to their respective jigsaw groups.
7. Bring the learners back into their jigsaw groups – ie the original groups.
8. Ask each learner/member to present his/her task to the group. Encourage others in the group to ask questions for clarification.
9. Float from group to group, observing the process. If any group is having problems (eg, a member dominating or being disruptive), make appropriate intervention. Eventually, it is best for the group leader to handle this task. Leaders could be coached by whispering an instruction on how to intervene, until the leader gets the hang of it.
10. At the end of the session, assess acquisition of the relevant KSAs. For instance an assessment task could be given on the tasks so that learners quickly come to realise that these sessions are not just fun and games, but do count.

4.3 Sample 3: Drama



Wow... well done! Let me try AIDS.

Acquired: it's a condition one acquires or gets infected with; but not something transmitted through the genes.

Immune: it affects the body's immune system, the part of the body which usually works to fight off germs such as bacteria and viruses.

Deficiency: it makes the immune system deficient (makes it not work properly).

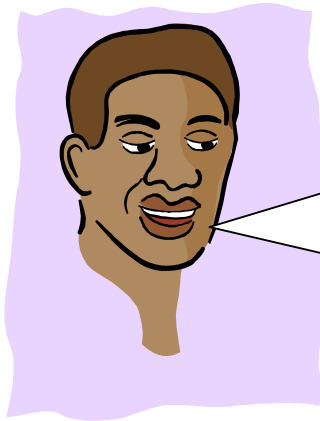
Syndrome: someone with AIDS may experience a wide range of different diseases and infections.



Good! Now the symptoms?



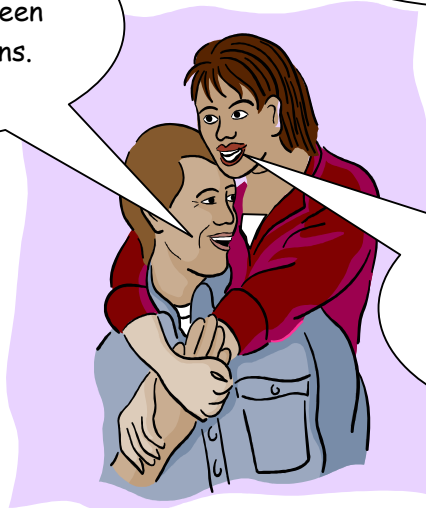
OK, there are no symptoms for HIV other than depletion of CD-count resulting in AIDS. So, can you tell me the symptoms of AIDS?



Oh! I know AIDS symptoms by heart:

- Loss of weight;
- Watery or septic sores;
- Itchy rash;
- Dark or grey skin;
- Low CD - count ;
- Weakness/loss of energy;
- Persistent cough;
- Fluffy or loss of hair;
- Attacks of short breath; and
- Diarrhoea.

So we can clearly distinguish between the two conditions.



We've done well so far! We only need to watch out and educate others!

4.4 Sample 4: Matching Questions

The learner is required to paste the sticker under the appropriate title.

<p>Four general ways in which HIV can be transmitted.</p>	<p>Shaking hands with the infected</p>	<p>Unprotected sex with the infected</p>
	<p>Handling an infected person unprotected</p>	<p>Infected mother to child transmission during pregnancy</p>
<p>Four Misconceptions of how HIV can be transmitted</p>	<p>Dry kiss with the infected</p>	<p>Hugging the infected</p>
	<p>Infected Blood transfusion</p>	<p>Sharing utensils with the infected</p>
	<p>Sharing needles with the infected</p>	<p>Infected mother to child through breast feeding</p>
	<p>Mosquito biting the infected, and then the non-infected</p>	<p>Sharing clothes with the infected</p>

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- m) Werther W B and Davis K D Jr (1992); *Human Resource and Personnel Management*; 4th ed; Singapore; McGraw-Hill Inco.
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6.0 APPENDICES

LEARNING MATERIAL DEVELOPMENT CHECKLIST

This checklist is guided by the quality principles for developing learning materials. The learning material developer and/or quality verifier will scrutinise the learning material(s) using the criteria below.

Checklist

QUALITY REQUIREMENTS	EVIDENCE	Institution Based Learning	Industry Based Learning	Distance and Open Learning
Foundation Learning material must be guided and supported by the aligned or outcomes expressed curricula and they must	<ul style="list-style-type: none"> ○ be relevant to industry needs so that they are capable of preparing the learner for the current and future trends in the world of work; 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> ○ be challenging but still appropriate for the level of the target group; 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> ○ adapt rather than duplicate the existing materials – eg reference materials, manuals; 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> ○ be internationally comparable; 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> ○ not violate copyright laws; and 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> ○ indicate notional learning time 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Guidelines for Developing Learning Materials

QUALITY REQUIREMENTS	EVIDENCE	Institution Based Learning	Industry Based Learning	Distance and Open Learning
<p>Scope</p> <p>Scope refers to the breadth and depth of the learning materials. In order to ensure that the scope is fit for purpose (eg suitable for the target group and addressing the expected learning outcomes) developers need to</p>	<ul style="list-style-type: none"> ○ identify the relevant outcomes of learning or competencies, and support their acquisition; 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> ○ relate to the appropriate target group(s) – ie flexible enough to accommodate the varying backgrounds – eg academic, training, work experience and abilities; 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> ○ provide clear examples, explanations and illustrations; 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> ○ indicate resources needed; 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> ○ provide accurate industry context to suit current and future work environment; 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> ○ emphasise purpose of learning in terms of employment opportunities; and 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> ○ Provide a list of recommended further reading. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Guidelines for Developing Learning Materials

QUALITY REQUIREMENTS	EVIDENCE	Institution Based Learning	Industry Based Learning	Distance and Open Learning
Structure and Design Learning materials must promote effective strategies for learning and assessment. They must also be easy for the learner to navigate through. Basically they must	○ be easy for the learner to navigate through;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	○ present a visually attractive design;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	○ provide activities and learning strategies designed to motivate the learner; and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	○ use words/language appropriate for level of the target group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Guidelines for Developing Learning Materials

QUALITY REQUIREMENTS	EVIDENCE	Institution Based Learning	Industry Based Learning	Distance and Open Learning
Flexible Delivery Learning materials must consider that trainers, learners and assessors have varying needs, preferences and entry levels, therefore must	<ul style="list-style-type: none"> provide a variety of learning methods; 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> provide for use in a variety of training contexts eg on job, off job and simulations; 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> provide guidance on entry requirements (especially for learning packages/self access material(s)); 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> be adaptable for use under different but similar conditions – eg making coffee is different from making tea but the process is more or less the same; 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> provide adequate user guides – ie other relevant reference materials like manuals, must be indicated; 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> provide guidance, as necessary, on safety, health and environment requirements; 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> cater for use by people with disabilities; 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> be challenging to cater for target population – eg homogeneous and heterogeneous groups; and 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> be linked to industry minimum performance requirements/standards. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> highlight issues pertaining to modes of delivery – eg distance learning 			

Guidelines for Developing Learning Materials

QUALITY REQUIREMENTS	EVIDENCE	Institution Based Learning	Industry Based Learning	Distance and Open Learning
<p>Access and Equity</p> <p>In order for learning materials to be inclusive, they must</p>	o accommodate learners from different geographical locations;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	o accommodate cultural diversity;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	o challenge stereotypes of gender, ethnicity, creed and ability status, which can be corrected/reversed by use of non discriminatory words, pictures, illustration and examples;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	o be affordable in terms of purchase price/procurement;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	o be moderately colourful but attractive – not boring but not too colourful – Avoiding colours like orange and red;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	o be produced in a way that is cost effective – ie affordable by producers;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	o take Information Technology needs on board; and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	o provide guidance on training/learning and employment opportunities			

Guidelines for Developing Learning Materials

QUALITY REQUIREMENTS	EVIDENCE	Institution Based Learning	Industry Based Learning	Distance and Open Learning
<p>Content</p> <p>Content refers to what goes into the learning material. It provides an elaboration of the expressed KSAs in the curriculum. A well-balanced content must</p>	<ul style="list-style-type: none"> ○ be interactive by keeping the target group engaged – ie tasks must adopt a practical approach, – eg role plays, projects, drama and surveys of living examples; 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> ○ be presented in a language appropriate for the level of the user – eg the lower the learner’s educational background the simpler the language; 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> ○ be simple but yet challenging to the learner in order to sustain their interest; 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> ○ simulate reality in terms of work requirements and problem solving – ie be realistic; 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> ○ assist the trainer’s effort in delivering/implementing the curriculum; 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> ○ be sufficient in parameters – not too much and not too shallow – guided by the curriculum; 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> ○ Internationally and locally comparable and up to date; 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> ○ provide notional learning time frame; and 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> ○ integrate and correlate theory with practice. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Guidelines for Developing Learning Materials

QUALITY REQUIREMENTS	EVIDENCE	Institution Based Learning	Industry Based Learning	Distance and Open Learning
Feedback Learning materials must promote self assessment for the learner and provide feedback to both the learner and the developer. They must:	○ show the date on which the material was produced;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	○ show the date of next review of the material;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	○ provide a list of assessment questions/tasks/activities for the user;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	○ include a questionnaire to evaluate the material; and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	○ state the contact details of the producer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DOCUMENT EVALUATION

In order to have feedback from you, we request you to fill in this evaluation sheet by ticking the appropriate boxes. Please submit your input in writing to the address sated on page 1 of this document.

Content

Content editing should be done by someone who is knowledgeable on the subject area to check if information presented is

	4 Very Good	3 Good	2 Poor	1 Very Poor
Sufficient				
Relevant				
Coherent				
Correct and accurate				
Consistent				
Logically sequenced				

Structure

Structural editing may be done by someone who is not knowledgeable on the subject area to check for

	3 Very Good	2 Good	1 Poor
Style			
Layout			
Punctuation			
Language	Very user friendly	User friendly	Not user friendly
Typographical errors	None	Few	A lot

Comments

Please give us a list of identified areas.
