

How Develop a Unit

Each module is a component of the WEntre Curriculum. Each module is made up of one or more units. Master Trainers and Trainers are responsible for co-creating **units** that make up the **module**. Together, units within the module provides a structure for learning. By breaking down the module into units, the Master Trainer/Trainer is able to consider the subject or theme in more detail, also relate these units into a bigger picture e.g. the curriculum. Co-creating the unit with others will ensure that knowledge and ideas develop sequentially and logically.

Consider the Key Performance Indicators.

Co-creating a unit can be achieved through the following six steps:

Step One: Create Hints and Descriptors - align the unit to the module and the curriculum

Give consideration to the aims and objectives of the module, the competence level and competences, along with the threads and descriptors provided in the WEntre Competence Framework. By taking this approach, the Master Trainer/Trainer will have all the information needed to provide learners with a comprehensive introduction of the unit.

Step Two: Identify the unit's intended outcome – learning goals and outcomes

During this step, spend time to consider the key ideas, concepts, and topics that must be covered in the unit. Next, allow ample time to consider what you want learners to know, be able to do, or produce, by the end of the unit.

After developing a detailed outline, take time to consider learning objectives and competences associated with the unit. Developing clear and measurable learning objectives including cognitive and behavioural objectives should be based on **Bloom's Taxonomy**.

Step Three: Decide on the unit's content

Essentially, learning content describes the wide-ranging materials and resources used to create a highly relevant learning experience, including real life application. Content can include traditional textbooks through to digital resources and should be aligned to the synchronous and asynchronous learning rationale.

Step Four: Learning activities

It is important to develop units of learning that comprise of a variety of activities that will help different types of learners absorb information in a way that fits their individual needs.

Step Five: Hints, tips and tweaks

Developing a unit should be a participatory, creative experience, and include reflective practice¹, as a means for thinking about what has been learned from preparing and delivering the unit. Reflecting will help to tweak aspects of the unit where improvements can be made, and keeping a record of these can demonstrate how improvements to the unit are being made over time. Simple tweaks can be simplifying language used through to adapting an activity. Reflection can

¹ Reflective Practice <https://libguides.cam.ac.uk/reflectivepracticetoolkit/whatisreflectivepractice>

also help prepare for disruptions to the delivery plan; no matter how carefully a plan has been put together, there is always a chance that the unit will not go as expected. Key to success is to be adaptable and stay flexible. Further, hints and tips from others who have delivered the session can significantly improve the unit and how it is delivered, over time.

Step Six: Assessment

In each unit, the process of evaluating learning outcomes should be detailed. Unit assessments will be aligned to the unit, and used to measure learners' progress. Both formative and summative assessments such as in-class discussions, 1-minute reflective writing assignment, projects, and the like, should be selected based upon the most appropriate for the learner group and the unit.