



# Scheme of Work Template

A scheme of work describes how the course content of an award is organised and delivered. This might be a simple programme of activities for a one-day course or a more detailed plan for a modular course lasting several months or more.

The scheme of work breaks the content of a course up into a logical teaching order. It will take into account the starting point of the learners and the order in which important skills are to be learned. Schemes of work guide individual session/lesson planning and let you know what is coming next and whether you are on target to complete the course within the time available.

## Resources

For those new to developing a scheme of work, the following resources may be useful in addition to a general internet search.

- Overview of all aspects of teaching and learning responsibilities and process. <https://www.anngravells.com/information/teaching-and-learning>
- Chapter 42 – Planning Courses in Teaching Today by Geoff Petty.
- Creating active schemes of work. <https://geoffpetty.com/for-teachers/active-schemes/>

## Scheme of Work Template

A scheme of work should include details of course aim, timings, content delivered, learning outcomes achieved at a minimum. Additionally, the scheme of work may also include details of the teaching activities, resources, assessment methods, and other relevant details.

If you deliver the same course in more than one format (e.g. an intensive or modular programme) then you should write a scheme of work for each.

Course aim					
Session date and time	Content covered	Learning outcomes	Learner activity	Resources required	Assessment activity



## Course Aim

This is a concise description of what the course seeks to achieve for the learners. Aims indicate the general direction that the course will take.

e.g. *“To provide learners with the skills, knowledge and understanding to make risk-benefit assessments in an outdoor learning setting”*

## Session Date and Time

Break the overall course duration into distinct sessions/lessons.

## Content covered

What will each session/lesson cover? The content should have a logical teaching order and take into account the starting point of the learners and the sequence in which important skills are to be learned. Consider the learners age, previous knowledge, and experience in your plan.

- What needs to come first?
- Which skills and knowledge will be broken down and split across several sessions/lessons?
- Which skills and knowledge will you revisit regularly over the full course?

## Learning outcomes

Which course learning outcomes will be worked towards in each session/lesson?

- If you are delivering to a set award curriculum, the learning outcomes can be taken from the course specification.
- If you are designing a bespoke course you should write clear and specific learning outcomes that underpin how the teaching or training is delivered and learning is assessed.

### Notes on learning outcomes

Learning outcomes (or learning objectives) should be written from the learners perspective and define what learners will achieve at the end of the course. From an employer’s point of view learning outcomes help managers understand the benefits of a particular course for their staff.

Learning outcomes are measurable statements.

e.g. *“To list the main steps in performing a risk-benefit assessment”*  
*“To demonstrate applying a risk-benefit assessment to a given activity”*



For contrast, a poorly written learning outcome is “*To learn about natural shelters*” as it doesn’t specify what sort of learning will be delivered and what learners will know or be able to do if they complete the course.

Ensure that the command words you use (describe, demonstrate, explain, plan, etc.) are appropriate to the level for the course. The SQCF Level Descriptors guide can be very useful resource for this: [https://www.sqa.org.uk/files\\_ccc/SCQF-LevelDescriptors.pdf](https://www.sqa.org.uk/files_ccc/SCQF-LevelDescriptors.pdf)

### **Learner activity**

What will the learners be doing during the session/lesson? How will you achieve the aim of the course, cover the planned content and keep the learners engaged, interested, and learning?

### **Resources required**

There may be some or none required here according to the content of the session/lesson.

### **Assessment activity**

How will you assess that learning has taken place?

- Formative (on-going) assessment focuses on where learners are now, where they need to go next, and how best to get there.
- Summative (final) assessment focuses on evaluating if they have reached the learning outcomes.

Use a range of formal and informal assessment methods throughout the course. e.g. observation, discussion, tests, questioning, debate, peer assessment, self-assessment, coursework, practical tests, etc. Building in feedback helps learners develop and improve to meet the course outcomes.

- Guidance on Assessment for Learning. <https://cambridge-community.org.uk/professional-development/gswafl/index.html>
- A-Z of Assessment Methods: [https://www.reading.ac.uk/web/files/eia/A-Z\\_of\\_Assessment\\_Methods\\_FINAL\\_table.pdf](https://www.reading.ac.uk/web/files/eia/A-Z_of_Assessment_Methods_FINAL_table.pdf)

Choose assessment methods that are relevant to the outcomes being assessed and support individual learners by following the rules of evidence:

- Authentic – the evidence is from the learner being assessed
- Fair – the learner has had an equal chance to provide the evidence
- Valid – the evidence provided is relevant to the assessment criteria
- Current – the evidence reflects the learners thinking/practice



- Sufficient – the evidence has happened enough times / is repeatable
- Reliable – an equivalent colleague would draw the same conclusion

### **Be flexible**

A scheme of work should be a plan for a course, not a set of restrictions. Be flexible and respond to learners needs by adapting the scheme of work as you deliver the course.

Use planned quality assurance meetings to review the scheme of work and make any changes necessary so that it continues to best meet the needs of the course curriculum and the learners.