

Level 1 and 2 – Mandatory Information

Course Information

Welcome & Information

1. Enter the name of the course here.

Welcome to the course! It is my pleasure to welcome you to **course name here**.

This course will assist you to build on the knowledge and skills you have acquired in practice as well as challenge you to develop new knowledge and skills.

The learning activities and assignments in this course will provide you with access, develop and attain the skills you will require to succeed in the workforce.

2. Create a welcome statement here (the sample provided may be used/edited).

Do not expect this to be an easy course. You will be asked to think for yourself, to make difficult choices, to work collaboratively with other students, and to have your ideas and views criticized publicly by others.

You will be asked to do a lot of work on your own. In particular, you will be asked to find out information, to analyze the information, and make decisions based on your analysis.

At the same time, you will have a lot of help available. I will provide you with guidance on where to go for information, how to analyze it, and how to use it. You will have help from fellow students, who will be grappling with the same issues, and who will be asked to share their experiences with you.

I look forward to the opportunity to meet all of you (virtually at least!) and the chance to explore the content of this course with you.

Please know I am happy to help in anyway, so don't hesitate to ask for assistance.

In the meantime, may you enjoy this course and I wish you all the very best of success, as you continue down this path of learning.

Instructors' name here

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Introduction to the Course

3. Create a brief intro statement here.

This course introduces the student to

Course Scope

4. State the scope of the course here.

Course content introduces the student to

Learning Outcomes

Upon successful completion, the student will be able to:

- *Create and maintain a safe working environment*
- *Select and operate equipment*

5. State the learning outcome of the course here.

How to be Successful in this Course

The course is composed of units.

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The idea is to help focus your attention on carefully chosen resources and to support a process that leads the analysis, synthesis and evaluation of the presented material.

In some units you have to work on individual assignments. For each assignment you'll find an assignment specification, which contains an overview, outcomes, and evaluation criteria.

Each unit is structured with the objective to keep you involve in a dialogue with the topic, with the printed, manuscript, pictorial, and sound materials, with the instructor and with fellow students working asynchronously on the unit by means of discussion forums on the course's web site.

Textbook and Other Learning Materials

Required:

- *List info here*

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Recommended:

- *List info here*

Course Schedule

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Week/ Number	Material Covered
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	

Assessment Guidelines

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Assignment	%	Comments: To successfully pass this course, the student must: 1. Achieve a combined average of 60% in exams. 2. Achieve a final grade of 60% or better. 3. Complete all assignments
Assignment	%	
Midterm	%	
Final Exam	%	
Total	100%	

How to Proceed

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1.1 Learning On-line

Learning on-line is a rewarding and challenging experience for many. It is different from most other distance learning modes of instruction in that you become part of a community of learners in a particular subject. Different from the traditional "independent study", you will be logging on to your course website with fellow learners and your instructor, participating in asynchronous on-line discussion, and perhaps working in collaboration with others.

If you haven't tried an on-line course yet, you may want to browse through some of the resources below to help you get a feel for it.

If you want to learn more about how to be successful in an online course, you will find some useful information by clicking on the links below, in particular the Node's resources for interacting on-line.

1.2 Course Sequence

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To accommodate a variety of learning styles, the course structure allows you to choose how you want to study for this course. Even so, you may still find that it is helpful to follow the sequence identified in the Units. If your style is to work back from the assignments to the content or you want to focus on areas that are of greater interest or where you have a particular need to develop more knowledge and skills, you can choose to do this.

1.3 The Website

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Note that each level require a different version

The Website serves two rather different purposes: it contains information, activities and readings as well as offers you the opportunity to interact with other learners in the discussions. Secondly, it opens a world of additional resources to you through the imbedded links.

In similar courses, some learners have printed out all of the Website content at the beginning of the course. This has some advantages and disadvantages in an online course. Because this is a Web-based course, it is designed to exploit the dynamic features of this medium. We do make changes to the Website well before you are scheduled to study the relevant sections, but some items, such as URL's (Website addresses) that may be updated or discovered by participants, will be added during the course.

1.4 Discussion Forums

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Note that each require a different version

a. Student Café

This topic is a private discussion topic where learners exchange ideas and experiences that are not important to the instructor. In some courses they are not used by learners at all, in others more so. How learners use this cafe is entirely up to them. This forum is not monitored by your instructor.

b. Announcements

Unlike the Student Cafe, this is a public discussion topic that is available to all learners. It is used to post important information of a timely nature such as a notice about a 2-day absences, a change in a website addresses (URLs), the names of students assigned to small groups, and so on. Postings and responses may be made by the instructor or learners.

c. Biographies

This discussion forum where the learners post their a short Bio blurb.

c. Q and A (Questions & Answers)

Both instructors and learners can post questions about course content and processes in this public discussion topic at any time; likewise the instructor or learners may respond. For information about general discussion expectations please review the criteria located under 'Assignments' in the course menu. Discussion tasks and processes for specific learning activities are located in each course unit.

The Role of the Instructor

The role of the instructor will be as a facilitator of the process. The instructor doesn't give answers instead he/she will question and guide the students through the process. In this role he/she will be:

- The stimulator: gives attention to the work of the group in the discussion forums. He/She listens and/or becomes an opponent that challenges through asking questions. The instructor will challenge decisions and ask why they were taken. He/she will also help the group to find their own solution to difficult situations that can occur within members of the team.*
- Monitor of the learning process (facilitating cooperation).*
- Expert or specialist.*
- Evaluator.*

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Communicating with the Instructor

Lastly, the most important resource for you is your instructor. Your instructor will be available for help and support via e-mail, on an individual basis. Instructors aim to respond to e-mails within two working days, although occasionally, particularly if your instructor is traveling and away from a computer, this may not always be possible.

Your instructor will also moderate mark your assignments.

The instructor's aim is to provide a grade and detailed feedback on assignments within 10 working days. Please do not hesitate to contact your instructor by e-

mail when you have any questions or concerns. Please note however, that your instructor will not usually be available on weekends or statutory holidays.

Course Development Team

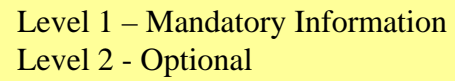
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Special Acknowledgements: name(s) here



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