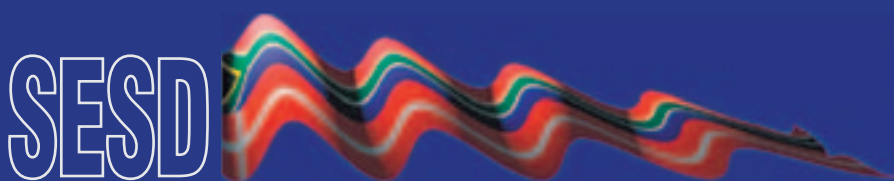
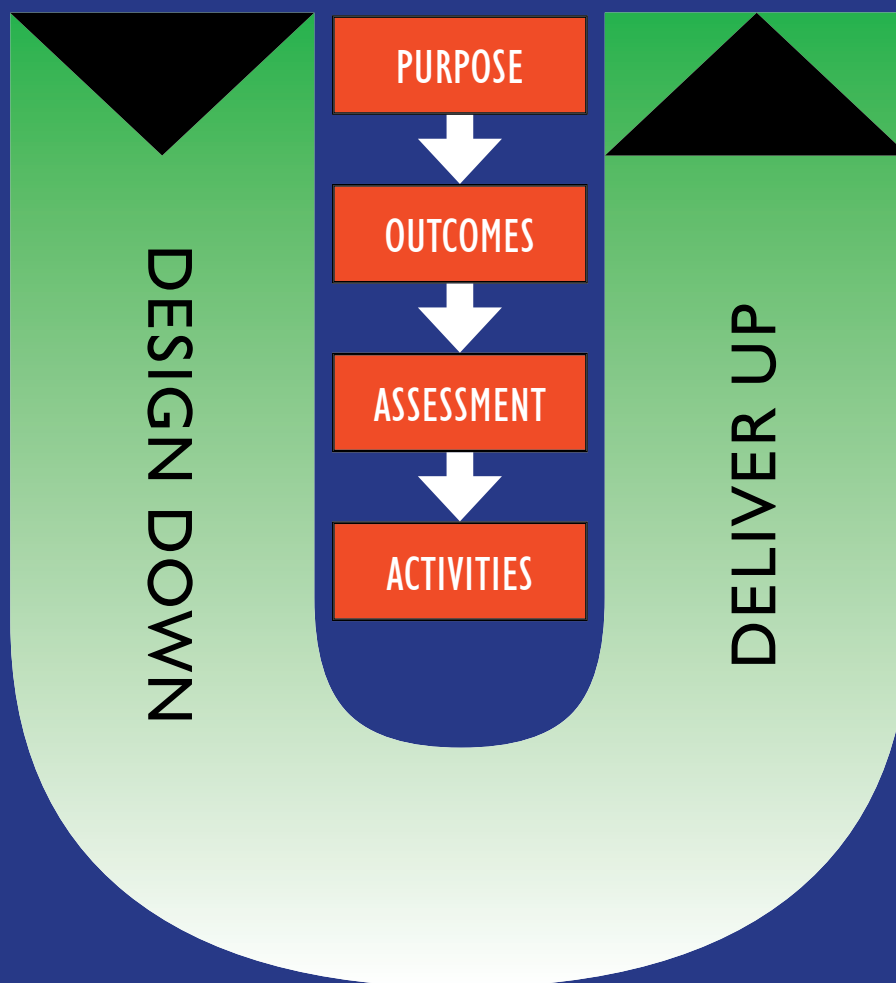


DEVELOPING LEARNING PROGRAMMES

for NQF-registered qualifications
and unit standards

A STEP-BY-STEP GUIDE



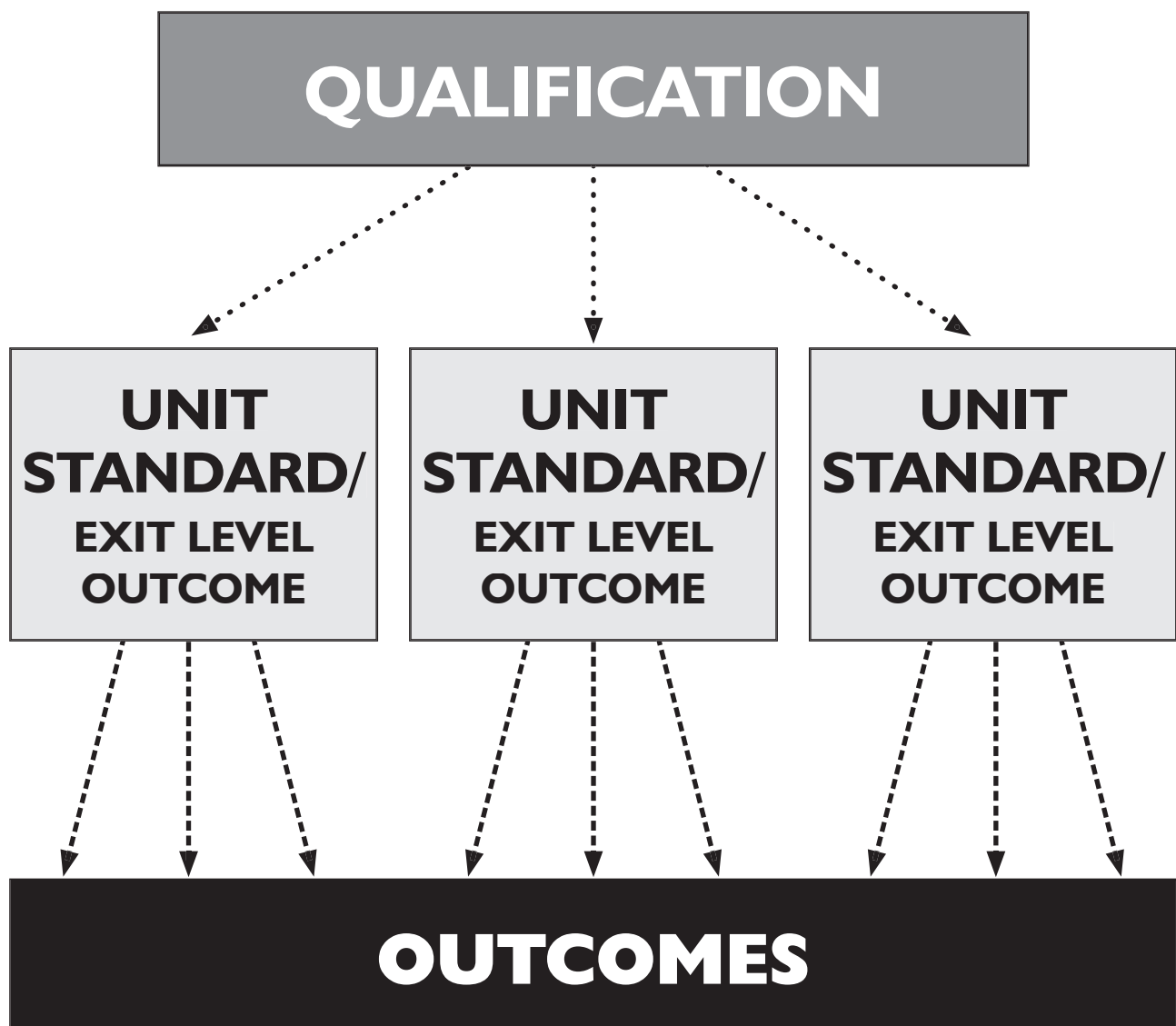
Danida Support to Education and Skills Development



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ACRONYMS AND TERMINOLOGY

Term/acronym	Description
Assessment	A structured process for gathering evidence and making judgments about an individual's performance in relation to registered national standards and qualifications
Applied competence	A learner's ability to integrate concepts, ideas and actions in authentic, real-life contexts which is expressed as practical, foundational and reflexive competence
CHE	Council on Higher Education
ELO	Exit Level Outcomes: the outcomes to be achieved by a qualifying learner at the point at which s/he leaves the programme leading to a qualification
ETQA	Education and Training Quality Assurer
Formative assessment	Assessment that takes place during the process of teaching and learning
Integrated assessment	A form of assessment that permits the learner to demonstrate applied competence and that uses a range of formative and summative assessment methods
Learning programme	The sequential learning activities associated with curriculum implementation, leading to the achievement of a particular qualification or part qualification
NQF	National Qualifications Framework
NSB	National Standards Bodies
Programme	A coherent set of courses, leading to a qualification
Qualification	A planned combination of learning outcomes with a defined purpose(s) that is intended to provide qualifying learners with applied competence and a basis for further learning
RPL	Recognition of Prior Learning
SAQA	South African Qualifications Authority
Summative assessment	An assessment undertaken to make a judgment about achievement. This is carried out at the end of a particular period of learning
Unit standard	Registered statements of desired education and training outcomes and their associated assessment criteria

DEVELOPING LEARNING PROGRAMMES FOR NQF-REGISTERED QUALIFICATIONS AND UNIT STANDARDS

SECTION A: INTRODUCTION

Who is this manual for?

This manual is for any educator who would like a 'step-by-step' approach to developing learning programmes using **outcomes**, whether the outcomes are contained within unit standards or full qualifications. It is not intended to be an academic paper or a policy document. There are many of those that can be consulted for more academic purposes. The focus of this manual is to set out a curriculum development process, using, as far as possible, plain language that can serve as a starting point for those who need guidance on how to go about it.

Why is this manual necessary?

SAQA has become increasingly aware of the need for guidance in the construction of learning programmes for qualifications based on **stated outcomes**. Now that a substantial number of qualifications and unit standards have been registered and are on the National Learners' Records Database, providers are faced with the responsibility of planning the learning and assessment processes that support the achievement of outcomes and enable the quality assurance of such achievement. There are undoubtedly many different ways of designing learning programmes, and we would not want to 'regulate away' the creativity of providers. What we are offering here is one approach to learning programme development. You need to decide whether or not it works for you. The suggestions in this manual are not prescribed!

What are the origins of this manual?

Hundreds of educators (teachers/lecturers/trainers/facilitators) across various institutions have benefited from exposure to the workshop process contained in this manual, and hence our decision to make it available to a wider audience. The process may be adapted if necessary, since contexts, resources and student needs will vary. The design process will assist you to plan appropriately.

What sources have we consulted?

This manual has drawn on other SAQA documents, particularly the *National Qualifications Framework and Curriculum Development* (2000), *Guidelines for the Assessment of NQF registered Unit Standards and Qualifications* (1999) and the draft document *Criteria and Guidelines for Integrated Assessment* (2004).

In addition, we have used SAQA's advocacy workshop materials which draw on other sources. However, the most valuable resource for this manual has been the input we obtained at workshops, over an extensive period of time, through the questions and comments of our participants.

How has this manual been structured?

There are three sections in this manual. Section A sketches the background to this document. Section B sets out some important concepts and their definitions to ensure that everyone 'starts from the same page' and that terminology has the same meaning for all. This is essential to the step-by-step approach in Section C. Section C is a 'hands on' session in a 'workshop' format and is intended to provide a structure for your programme planning. We have used mind-maps for easy analysis of the qualification, unit standard and outcomes. The Venn Diagram contains suggestions for a variety of activities that can be used for learning and assessment. It is hoped that educators will work through this manual in **teams** rather than individually, and possibly **across learning areas**, so as to benefit from the insight and ideas of their colleagues.