

No. 707

21 July 2006

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

In accordance with regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

Occupationally-directed ETD Practitioners

Registered by Organising Field 05, Education, Training and Development, publishes the following qualification and unit standards for public comment.

This notice contains the titles, fields, subfields, NQF levels, credits, and purpose of the qualification and unit standards. The qualification and unit standards can be accessed via the SAQA web-site at www.saqa.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, **Hatfield Forum West, 1067 Arcadia Street, Hatfield, Pretoria.**

Comment on the qualification and unit standards should reach **SAQA** at the address below *and no later than 17 August 2006*. All correspondence should be **marked Standards Setting – SGB for Occupationally-directed ETD Practitioners** and addressed to

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SAQA QUAL ID		QUALIFICATION TITLE	
50334		National Certificate: Occupationally Directed Education Training and Development Practices	
SGB NAME		ORGANISING FIELD ID	PROVIDER NAME
SGB Occupationally directed ETD Practitioners		5	
QUAL TYPE		ORGANISING FIELD DESCRIPTION	SUBFIELD
National Certificate		Education, Training and Development	Adult Learning
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	120	Level 5	Regular-Unit Based

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

This qualification is for those who want to build on a FETC in any field to enter the field of ODETD as a potential career, and have little or no previous exposure to ETD. The qualification will also be valuable for those who may have been practising within the field, but without formal recognition. This qualification will be useful for:

- > Learning facilitators.
- > Assessors.
- > Learner and learning supporters.
- > Skills Development Facilitators.

Depending on areas of specialisation selected, recipients of this qualification will be able to:

- > Design and develop learning interventions.
- > Facilitate learning.
- > Design and conduct assessments.
- > Support learners and learning.
- > Evaluate learning interventions and conduct self evaluation.
- > Facilitate skills development.

Practitioners will generally carry out their role within the context of:

- > Given Quality Assurance policies, procedures and processes.
- > A guided and supported learning environment.

Rationale:

The development of skills within and for the workplace is a priority within South Africa, as supported by legislation, national policies and strategies. Much of the needed skills development is carried out by people who have knowledge and skills within their area of expertise, but lack the required skills in relation to ETD. Many of the skills development objectives, nationally and within companies and organisations, are met through the efforts of ETD practitioners operating at NQF Level 5, and this certificate addresses the key competencies of such practitioners.

This qualification will meet the need of those who wish to progress beyond the FETC ODETD, or who wish to enter the field of ETD for the first time. The certificate will also help to increase the employment prospects of

ETD practitioners, while helping to ensure quality and competence within the ETD field.

This qualification will provide a means to recognise ODETD practise at Level 5 across all the roles in a generalist capacity, with particular application possible in at least one role. Practitioners who wish to extend the skills in ETD to cover further ETD roles may progress from this certificate to the Diploma ODETD, Level 5.

RECOGNIZE PREVIOUS LEARNING?

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LEARNING ASSUMED TO BE IN PLACE

It is assumed that practitioners have expertise in the subject/occupation field in which they intend to provide education, training and development, at a level required to engage meaningfully in ETD within that field.

It is also assumed that learners working towards this qualification hold a FETC or equivalent. Further learning assumptions are specified within the associated unit standards where required.

Recognition of Prior Learning:

This qualification can be achieved wholly or in part through Recognition of Prior Learning in terms of the defined exit level outcomes and/or individual unit standards.

Evidence can be presented in various ways, including international and/or previous local qualifications, products, reports, testimonials mentioning functions performed, work records, portfolios, videos of practice and performance records.

All such evidence will be judged in accordance with the general principles of assessment and the requirements for integrated assessment.

Access to the qualification:

Access to this qualification is open bearing in mind the Learning Assumed to be in place.

QUALIFICATION RULES

> Fundamental: all 10 credits for Communications.

> Core: all 61 Core credits.

> Elective: any 49 of the 116 Elective credits - learners are urged to focus on at least one complete **Exit Level Outcome** and make up the rest of the credits from the unit standards associated with the remaining Exit Level Outcomes.

EXIT LEVEL OUTCOMES

1. Communicate in a variety of ETD settings.
2. Design and develop learning programmes and processes.
3. Facilitate and evaluate learning.
4. Engage in and promote assessment practices.
5. Provide learning support to learners and organisations.
6. Conduct skills development facilitation.

Critical Cross-Field Outcomes:

This qualification addresses the following Critical Cross-Field Outcomes:

- > Identifying and solving problems in relation to designing and organising learning opportunities and in relation to learner's difficulties within the ETD context
- > Working effectively with others as a member of ETD teams in the analysis, design and delivery of **ETD**.
- > Organising and managing oneself and one's activities responsibly and effectively when preparing

oneself, preparing learning resources and setting up the learning environment.

- > Collecting, analysing, organising and critically evaluating information about learners, learning needs, learning resources, organisational requirements and national ETD strategies.
- > Communicating effectively using visual, mathematical and/or language skills when presenting information to learners and discussing the subject matter.
- > Using science and technology effectively and critically, showing responsibility towards the environment and health of others, mainly in the application of occupation-related technology, but through the appropriate use of ETD-related technology.
- > Demonstrating an understanding of the world as a set of related systems, and in particular through the linking of ETD and practice within the occupational field.

Learning programmes directed towards this qualification will also contribute to the full **personal** development of each learner and the social and economic development of the society at large, by making individuals aware of the importance of:

- > Reflecting on and exploring a variety of strategies to learn more effectively.
- > Participating as responsible citizens in the life of local, national and global communities.
- > Being culturally and aesthetically sensitive across a range of social contexts.
- > Exploring education and career opportunities; and developing entrepreneurial opportunities.

ASSOCIATED ASSESSMENT CRITERIA

The purpose of the qualification is achieved via demonstration of competence in terms of the exit level outcomes, which in turn are a function of the associated unit standards. The unit standards associated with each exit level outcome form a coherent cluster, thus facilitating integrated assessment. The manner in which the unit standards have been clustered is outlined in the section on integrated assessment. Assessment criteria are provided for each exit level outcome mainly to address the need for evidence of integration of competencies.

1:

- > Communication is carried out using media appropriate to the audience and setting.
- > Communication of facts, concepts, ideas and principles related to specific learning areas is clear and consistent with the requirements of the learning area.

2:

- > Training needs are clearly defined in terms of outcomes, and are linked to performance requirements on the job.
- > Learning outcomes are aligned with given standards, including unit standards, assessment standards, qualifications or job requirements.
- > Methodology used is consistent with the outcomes-based approach.
- > The design meets target audience needs, is appropriate to the subject matter and expected facilitator, and takes into account results from previous assessments of learners.
- > Approaches used comply with adult learning principles and are suitable for achieving the defined outcomes.
- > The design includes evaluation strategies capable of revealing the value of programmes or interventions.
- > Learning and assessment design are compatible.
- > Presentation of materials is fit-for-purpose.

3:

- > Preparation is sufficient to ensure all resources and arrangements are in place and the learning site is fit-for-purpose.
- > Formal plans and structures are implemented according to plans, using appropriate methodologies and in a manner that achieves the learning objectives.
- > Facilitation is professional and ensures the physical and psychological safety of the learners.
- > Problems are solved appropriately using a range of techniques.
- > Facilitation provides for application in the workplace.
- > The facilitation approach creates opportunities for assessment.
- > Facilitation is self-monitored and behaviour is modified to address weaknesses or difficulties.

4:

- > Assesseees are adequately supported, prepared and assisted in assessment and/or RPL processes, without compromising the assessment process or results.
- > Assessment instruments are fit-for-purpose and facilitate the integration of assessment in learning and work environments.
- > Assessment practices are in line with the principles of outcomes-based assessment and maximise opportunities for integrated assessment.

- > Assessment decisions are reliable and relevant to predetermined outcomes.
- > Feedback is relevant and is given in a constructive manner.
- > Assessment results are used to improve learning design and facilitation.

5:

- > Learners requiring support are identified proactively and sensitively.
- > Support is given in a manner that enables learners to define objectives, clarify issues, help manage expectations and identify learning path and opportunities.
- > Support assists learners to identify and understand assessment opportunities, processes and benefits, including the nature and benefits of RPL.
- > Support ensures learners experience the maximum benefit from learning and assessment, and helps them prepare for and cope with learning and assessment.
- > Barriers to learning are identified and problems are solved cooperatively within given frameworks. Referrals are made as required.
- > Support helps to create a safe learning environment and promotes objectives of learning and the principle of life-long learning.
- > Advice is helpful, realistic, relevant, valid, impartial and based on learner needs.

6:

- > Skills development plans address individual learning needs and are aligned with organisational strategic objectives.
- > Learning is promoted in line with individual and organisational needs, using appropriate and effective communication techniques.
- > Records are clear, accessible, accurate and up to date.
- > ETD interventions are coordinated in line with the organisational skills development plan.

Integrated assessment:

Evidence of integration will be gained by designing and conducting assessments that ensure the unit standards are assessed in clusters linked to each exit level outcome as identified below. Assessors are to be guided by the detailed specifications indicated in each of the identified unit standards, and further guided by the assessment criteria specified for each exit level outcome, all within the context of an active ETD environment, dealing with divergent and random demands related to ETD.

Assessors should note that evidence of integration may be presented by learners when being assessed against the unit standards - thus there should not necessarily be separate assessments for each unit standard and then further assessment for integration at exit level outcome level. Well designed assessments, including formative and summative, should make it possible to gain evidence against the requirements of each unit standard while at the same time gaining evidence of integration at exit level outcome level.

For the purposes of integration, assessment should be guided by the following relationships between each exit level outcome and the associated unit standards:

> Exit Level Outcome 2:

- > Core Unit Standards:
 - > Define target audience profiles and skills gaps.
- > Elective Unit Standards:
 - > Develop outcomes-based learning programmes.
 - > Evaluate and promote ETD providers, services and products for organisational use.
 - > Devise interventions for learners who have special needs.
 - > Design outcomes-based learning programmes.

> Exit Level Outcome 3:

- > Core Unit Standards:
 - > Facilitate learning using a variety of given methodologies.
 - > Evaluate a learning intervention using given evaluation instruments.
 - > Demonstrate understanding of the outcomes-based education and training approach within the context of a National Qualifications Framework.
- > Elective Unit Standards:
 - > Demonstrate understanding of the concept of human rights and democracy and its application in Society.
 - > Facilitate the transfer and application of learning in the workplace.

- > Identify and respond to learners with special needs and barriers to learning.
- > Exit Level Outcome 4:
 - > Core Unit Standards:
 - > Conduct outcomes-based assessments.
 - > Elective Unit Standards:
 - > Design and develop outcomes-based assessments.
 - > Conduct moderation of outcomes-based assessments.
- > Exit Level Outcome 5:
 - > Core Unit Standards:
 - > Assist and support learners to manage their learning experiences.
 - > Guide learners about their learning, assessment and recognition opportunities.
- > Exit Level Outcome 6:
 - > Core Unit Standards:
 - > Provide information and advice regarding skills development and related issues.
 - > Elective Unit Standards:
 - > Conduct skills development administration.
 - > Promote a learning culture in an organisation.
 - > Develop an organisational training and development plan.
 - > Coordinate planned skills development interventions in an organisation.
 - > Conduct an analysis to determine outcomes of learning for SD and other purposes.

Assessment should be in accordance with the following general and specific principles:

- > The initial assessment activities should focus on gathering evidence in terms of the exit level outcomes and the main outcomes expressed in the titles of the unit standards to ensure assessment is integrated rather than fragmented. Where assessment at title level is unmanageable, then the assessment can focus on each specific outcome, or groups of specific outcomes. Take special note of the need for integrated assessment
- > Evidence must be gathered across the entire range specified in each unit standard, as applicable. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to prove that the candidate is able to perform in the real situation.
- > All assessments should be conducted in accordance with the following universally accepted principles of assessment:
 - > Use appropriate, fair and manageable methods that are integrated into real work-related or learning situations.
 - > Judge evidence on the basis of its validity, currency, authenticity and sufficiency.
 - > Ensure assessment processes are systematic, open and consistent.

INTERNATIONAL COMPARABILITY

International qualifications were examined to ensure that the qualification structure and unit standards in the NC ODET D L5 are comparable in terms of level, scope and competencies covered. Qualifications and/or programmes from a West African training provider, Singapore, the United Kingdom, United States of America, Australia and New Zealand were selected based on proven best practice within the field of Education and Training. The findings regarding comparisons are as follows:

> West Africa:

The NC ODET D L5 compares most favourably with a West African Train the Trainer programme, run by a training provider called AMWA. The key exit level outcomes and associated units standards correlate well with the West African counterparts as revealed below. The duplication of certain outcomes against the SA qualification is due to the fact that in the SA qualification separates out assessment and evaluation whereas in the West African certificate they are combined. The West African Certificate does not address the competencies related to learner support as covered by the NC ODET D L5.

- > NC ODETD L5:
 - > Design and develop learning programmes and processes.
- > AMWA - West Africa Training of Trainers Certificate:
 - > Assess training needs.
 - > Set training aims and objectives.
 - > Structure, plan and budget for a training program.
 - > Plan the course content.
- > NC ODETD L5:
 - > Facilitate and evaluate learning.
- > AMWA - West Africa Training of Trainers Certificate:
 - > Apply an understanding of the adult learning process and group dynamics.
 - > Understand the role and task of the trainer.
 - > Demonstrate knowledge of different training techniques and training aids.
 - > Understand and use various methods of evaluation and be able to assess learning.
- > NC ODETD L5:
 - > Engage in and promote assessment practices.
- > AMWA - West Africa Training of Trainers Certificate:
 - > Understand and use various methods of evaluation and be able to assess learning.

> United Kingdom:

The NC ODETD L5 matches very closely in terms of qualification purpose, structure and outcomes with the *C i* and Guilds NVQ Level 5 in Training and Development (Master Professional Diploma), with Particular reference to the structure of the new NVQ Learning and Development Standards as follows:

- > Learning and Development.
- > Direct training and Support.
- > Learning and Development.
- > Management of Learning and Development Provision.
- > Co-ordination of learning and Development Provision.
- > Learning and Development.

> Singapore:

The NC ODETD L5 compares favourably in terms of purpose and outcomes with the Singapore Training and Development Association Advanced Certificate in Training and Assessment. The correlation is very close in terms of the design, development, facilitation and assessment outcomes.

> United States of America:

The NC ODETD L5 compares favourably in terms of purpose, entry level and outcomes with the ASTD (American Society for Training and Development) Training Certificate Programme. In the table below the comparison between the ASTD (USA) certificate and the NC ODETD L5 outcomes are compared. Other than the first outcome, (which although not mentioned in the ASTD training outcomes, ASTD clearly states "this is a complete workshop for designing outcomes-based training"), the outcomes are comparable throughout, with close alignment to outcomes such as evaluation and assessment, and design and development. Whilst assessment is covered in NC ODETD L5, only evaluation is covered by the Training Certificate Programme for ASTD. Just recently, however, ASTD have introduced an assessor training programme, which covers all aspects of assessment

- > NC ODETD L5:
 - > Provide learner support to learners and organisations.
- > ASTD Training Certificate Programme:
 - > Manage the learning environment and participants.
 - > Manage and encourage participants of all backgrounds and learning styles, understand who is learning, and how to address challenging participants.
 - > Prepare properly for your training session and prepare participants to foster learning.
- > NC ODETD L5:
 - > Design and develop learning programmes and processes.
- > ASTD Training Certificate Programme:
 - > Prepare effectively for a learner focused training delivery and transfer of learning to the workplace.
 - > Understand different adult learning styles.
 - > Understand learner-focused solutions and how to align solutions with course objectives.

- > NC ODETD L5:
 - > Facilitate and evaluate learning.
- > ASTD Training Certificate Programme:
 - > Use multiple evaluation techniques.
 - > Present and facilitate a training program including the use of audio visuals and handouts.
 - > Evaluate using various methods and at different levels.
- > NC ODETD L5:
 - > Engage in and promote assessment practices.
- > ASTD Training Certificate Programme:
 - > NIA.
- > NC ODETD L5:
 - > Provide learning support to learners and organisations.
- > ASTD Training Certificate Programme:
 - > NIA.
- > NC ODETD L5:
 - > Conduct skills development facilitation.
- > ASTD Training Certificate Programme:
 - > NIA.

> Australia:

The NC ODETD L5 has a very close match in terms of the key roles and levels with the Southern Cross University Graduate Diploma of Vocational Education and Training.

> New Zealand:

Comparisons against the Christchurch College of Education Certificate in Adult Teaching, certain key modules of the Victoria University of Wellington Diploma in Education and Professional Development and the NZQA National Certificate in Adult Education and Training (Level 4).

> Summary concerning comparability:

The NC ODETD L5 compares favourably with a wide selection of international qualifications as identified above, providing a mix of mandatory and optional units that enable candidates to tailor the qualifications to their particular role. Where outcomes or competencies are identified within the international qualifications, they are generally comparable to the South African qualifications in terms of levels and range of competencies covered.

ARTICULATION OPTIONS

Learners can move horizontally by achieving the credits specified in the following qualifications:

- > 50333: "National Diploma: Occupationally-Directed Education Training and Development Practices", NQF Level 5.
- > 20159 "National Diploma: ABET Practice", NQF Level 5.
- > 20160: "Certificate: Education", NQF Level 5.
- > 49710: "National Diploma: Development Practice", NQF Level 5.

Learners can move vertically by using this qualification as the basis for the following qualifications:

- > 50330: "National First Degree: Occupationally Directed Education Training and Development Practices", NQF Level 6.
- > 20161: "Bachelor of Education", NQF Level 6.
- > 20485: "National First Degree in ABET Practice", NQF Level 6.

MODERATION OPTIONS

- > Providers offering learning towards this qualification or the component unit standards must be accredited by the appropriate ETQA.
- > Moderation of assessment will be overseen by the appropriate ETQA according to moderation principles and the agreed ETQA procedures.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

Assessors must be registered in terms of the requirements of SAQA and the appropriate ETQA.

NOTES

This qualification replaces qualification 48873, "Higher Certificate: Occupationally Directed Education Training and Development Practices", Level 5, 125 credits.

UNIT STANDARDS

(Note: A blank space after this line means that the qualification is not based on Unit Standards.)

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	STATUS
Core	117865 Assist and support learners to manage their learning experiences	Level 4	5	Registered
core	123396 Define target audience profiles and skills gaps	Level 4	6	Draft - Prep for P Comment
Core	15221 Provide information and advice regarding skills development and related issues	Level 5	4	Registered
Core	114924 Demonstrate understanding of the outcomes-based education and training approach within the context of a National Qualifications Framework	Level 5	5	Registered
core	115753 Conduct outcomes-based assessment	Level 5	15	Registered
Core	117871 Facilitate learning using a variety of given methodologies	Level 5	10	Registered
core	117874 Guide learners about their learning, assessment and recognition opportunities	Level 5	6	Registered
Core	123397 Evaluate a learning intervention using given evaluation instruments	Level 5	10	Draft - Prep for P Comment
Elective	15227 Conduct skills development administration in an organisation	Level 4	4	Registered
Elective	10294 Identify and respond to learners with special needs and barriers to learning	Level 5	10	Reregistered
Elective	15217 Develop an organisational training and development plan	Level 5	6	Registered
Elective	15222 Promote a learning culture in an organisation	Level 5	3	Registered
Elective	15232 Coordinate planned skills development interventions in an organisation	Level 5	6	Registered
Elective	119665 Demonstrate understanding of the concept of human rights and democracy and its application in society	Level 5	12	Registered
Elective	123394 Develop outcomes-based learning programmes	Level 5	10	Draft - Prep for P
Elective	123398 Facilitate the transfer and application of learning in the workplace	Level 5	5	Draft - Prep for P Comment
Elective	10305 Devise interventions for learners who have special needs	Level 6	16	Reregistered
Elective	15218 Conduct an analysis to determine outcomes of learning for skills and other purposes			
Elective	115755 Design and develop outcomes-based assessments	Level 6	10	Registered
Elective	115759 Conduct moderation of outcomes-based assessments	Level 6	10	Registered
Elective	123400 Evaluate and promote education training and development (ETD) providers, services and products for organisational use	Level 6	5	Draft - Prep for P Comment
Elective	123401 Design outcomes-based learning programmes	Level 6	15	Draft - Prep for P Comment
Fundamental	115789 Sustain oral interaction across a wide range of contexts and critically evaluate spoken texts	Level 5	5	Registered
Fundamental	115790 Write and present for a wide range of purposes, audiences and contexts	Level 5	5	Registered



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SAQA US ID	UNIT STANDARD TITLE		
123394	Develop outcomes-based learning programmes		
SGB NAME		ORGANISING FIELD ID	PROVIDER NAME
GB Occupationally directed ETD Practitioners		5	
UNIT STANDARD TYPE		ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular		Education, Training and Development	Adult Learning
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	10	Level 5	Regular

SPECIFIC OUTCOME 1

Plan and prepare for development.

SPECIFIC OUTCOME 2

Develop learning materials.

SPECIFIC OUTCOME 3

Develop learning facilitation guidelines.

SPECIFIC OUTCOME 4

Pilot and evaluate the development.



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UNIT STANDARD:

2

SAQA US ID	UNIT STANDARD TITLE		
123397	Evaluate a learning intervention using given evaluation instruments		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Occupationally directed ETD Practitioners	5		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Education, Training and Development	Adult Learning	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	10	Level 5	Regular

SPECIFIC OUTCOME 2

Collect and record data.

SPECIFIC OUTCOME 3

Analyse and interpret data.

SPECIFIC OUTCOME 4

Compile an evaluation report.

SPECIFIC OUTCOME 5

Review the evaluation process.



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UNIT STANDARD:

3

Facilitate the transfer and application of learning in the workplace

SAQA US ID	UNIT STANDARD TITLE		
123398	Facilitate the transfer and application of learning in the workplace		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Occupationally directed ETD Practitioners	5		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Education, Training and Development	Adult Learning	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	5	Level 5	Regular

SPECIFIC OUTCOME 1

Orientate a learner into the application of their skills within a workplace context.

SPECIFIC OUTCOME 2

Guide learners towards competent application of their skills within a workplace context.

SPECIFIC OUTCOME 3

Assess learner performance in the workplace context.

SPECIFIC OUTCOME 4

Review facilitation processes in the workplace context.



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UNIT STANDARD:

4

SAQA US ID	UNIT STANDARD TITLE		
123400	Evaluate and promote education training and development (ETD) providers, services and products for organisational use		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Occupationally directed ETD Practitioners	5		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Education, Training and Development	Adult Learning	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	5	Level 6	Regular

SPECIFIC OUTCOME 1

Establish organisational learning needs and potential solutions.

SPECIFIC OUTCOME 2

Plan and organise the evaluation.

SPECIFIC OUTCOME 3

Evaluate providers, products and services.

SPECIFIC OUTCOME 4

Promote providers, products and services to the organisation.



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<i>SAQA US ID</i>	<i>'UNIT STANDARD TITLE</i>		
123401	Design outcomes-based learning programmes		
<i>SGB NAME</i>	<i>ORGANISING FIELD ID</i>	<i>PROVIDER NAME</i>	
SGB Occupationally directed ETD Practitioners	5		
<i>UNIT STANDARD TYPE</i>	<i>ORGANISING FIELD DESCRIPTION</i>	<i>SUBFIELD DESCRIPTION</i>	
Regular	Education, Training and Development	Adult Learning	
<i>ABET BAND</i>	<i>CREDITS</i>	<i>NQF LEVEL</i>	<i>UNIT STANDARD TYPE</i>
Undefined	15	Level 6	Regular

SPECIFIC OUTCOME 1

Draft learning outcomes for the programme.

SPECIFIC OUTCOME 2

Conduct analysis for learning design.

SPECIFIC OUTCOME 3

Design the learning programme.

SPECIFIC OUTCOME 4

Draft a brief for the development of the learning programme.

SPECIFIC OUTCOME 5

Evaluate learning design.