# DEVELOPING LEARNING PROGRAMMES

## for NQF-registered qualifications and unit standards

**A STEP-BY-STEP GUIDE**

DESIGN DOWN

DELIVER UP

PURPOSE

OUTCOMES

ASSESSMENT

ACTIVITIES

**SESD**

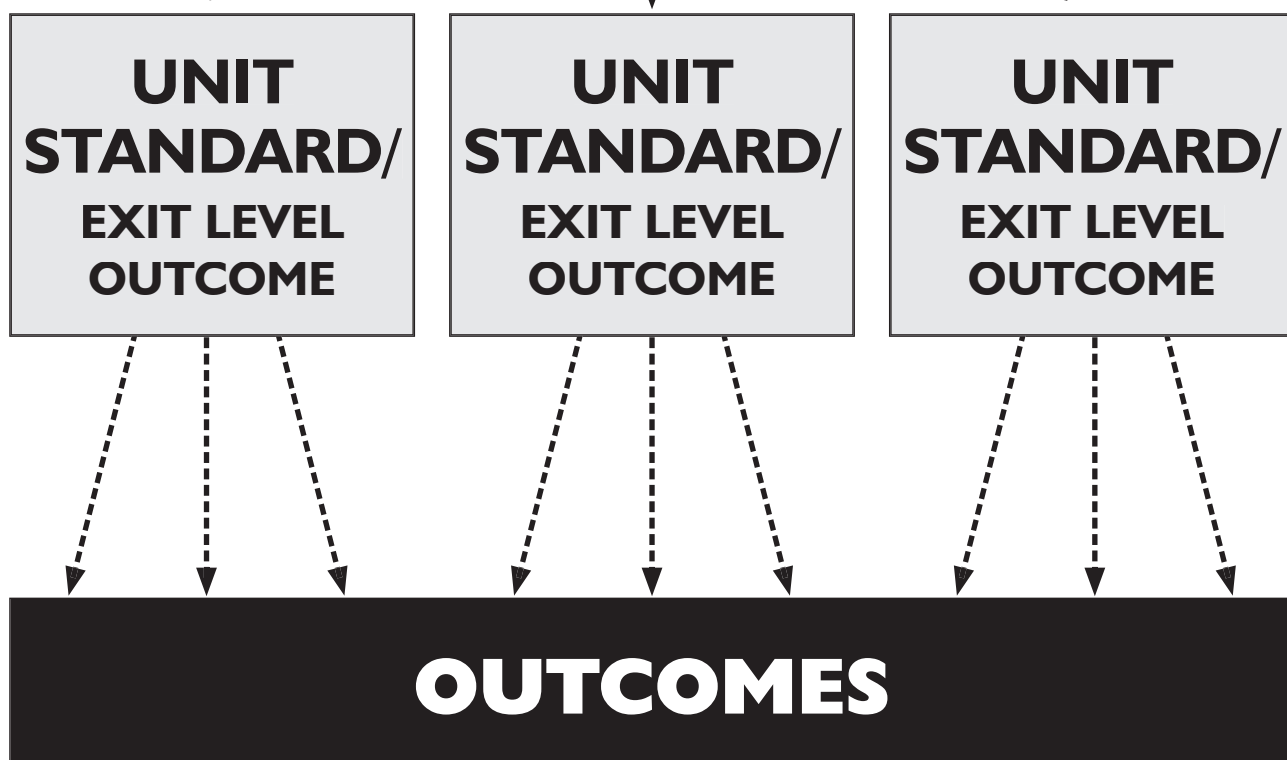Danida Support to Education and Skills Development

**Q** SOUTH AFRICAN QUALIFICATIONS AUTHORITY

# DEVELOPING LEARNING PROGRAMMES

## for NQF-registered qualifications and unit standards

A STEP-BY-STEP GUIDE

**QUALIFICATION**

| UNIT STANDARD/ EXIT LEVEL OUTCOME | UNIT STANDARD/ EXIT LEVEL OUTCOME | UNIT STANDARD/ EXIT LEVEL OUTCOME |
| --- | --- | --- |

**OUTCOMES**

# ACKNOWLEDGEMENTS

# TABLE OF CONTENTS

# 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.

## SECTION B : STARTING FROM THE SAME PAGE

**Ensure that you understand the following concepts <u>before</u> you start the real task of programme design—it helps to have the 'bigger picture' in place first.**

## Is there a difference between a curriculum and a learning programme?

Many people use the terms 'curriculum' and 'learning programme' interchangeably, as they are so closely related. The definitions set out in other SAQA publications provide more clarity on this, as illustrated below:

## How does SAQA define Curriculum?

- SAQA takes a broad view of the term 'curriculum'. Our documents define curriculum as being:

> …more than a syllabus … refers to all of the teaching and learning opportunities that take place in learning institutions including:
> - purpose and values of the learning
> - learning outcomes
> - content, activities, methods, media
> - teaching, learning strategies
> - forms of assessment
> - evaluation of delivery, moderation
>
> *(The National Qualifications Framework and Curriculum Development, SAQA, p.6)*

From this definition then, we could say that curriculum deals with

- standards setting
- learning programme development and delivery, including assessment
- quality assurance of delivery and assessment processes

## How does SAQA define a  learning programme?

- A learning programme is defined in SAQA documents as:

> … the sequential learning activities, associated with curriculum implementation, leading to the achievement of a particular qualification or part qualification.
>
> *(ibid, p.5)*

In view of the above, the 'learning programme' constitutes the 'plan' for getting the learner to meet the specified outcomes as set out by the curriculum. This manual is focused on designing the learning programme rather than setting standards and quality assurance which happens elsewhere in the system.

**What knowledge is needed to achieve this outcome?**

Should I use examples; case studies; articles; movies?

?

What sequence would be most effective?

What values are linked to these outcomes?

What skills does the outcome require?

How do I draw the different bits together?

How is this outcome linked to the "real" world?
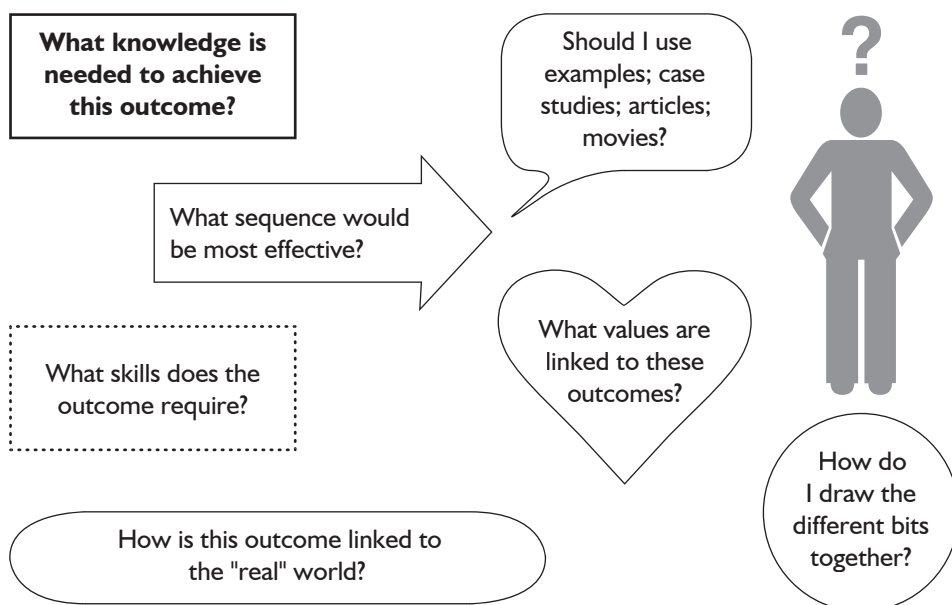
## What is the difference between a qualification and a learning programme?

*Qualifications and unit standards*, governed by the NSB regulations and developed by expert stakeholder groupings, prescribe the outcomes, assessment criteria and other relevant detail for learner achievement. These guide the educator/assessor with regard to what the learner needs to know, do and apply.

A *learning programme* consists of learning and assessment activities derived from the outcomes that make up the qualification. This is what the provider designs, based on sound educational principles (for example, learner-centredness). This manual offers a systematic way of planning learning and assessment activities that will assist the learner to achieve the desired knowledge, skills, applications and attitudes.

The learning programme is really *the what, the when and the how* of implementation. It is about what happens in the classroom: the teaching/ learning and assessment activities associated with achieving outcomes. It is clearly the task of providers to structure exciting, challenging and innovative learning and assessment experiences for learners, while it is the job of the *ETQA* to consider whether providers have offered learners a fair opportunity to acquire the outcomes by monitoring the learning programme and quality assuring the learning achievement.
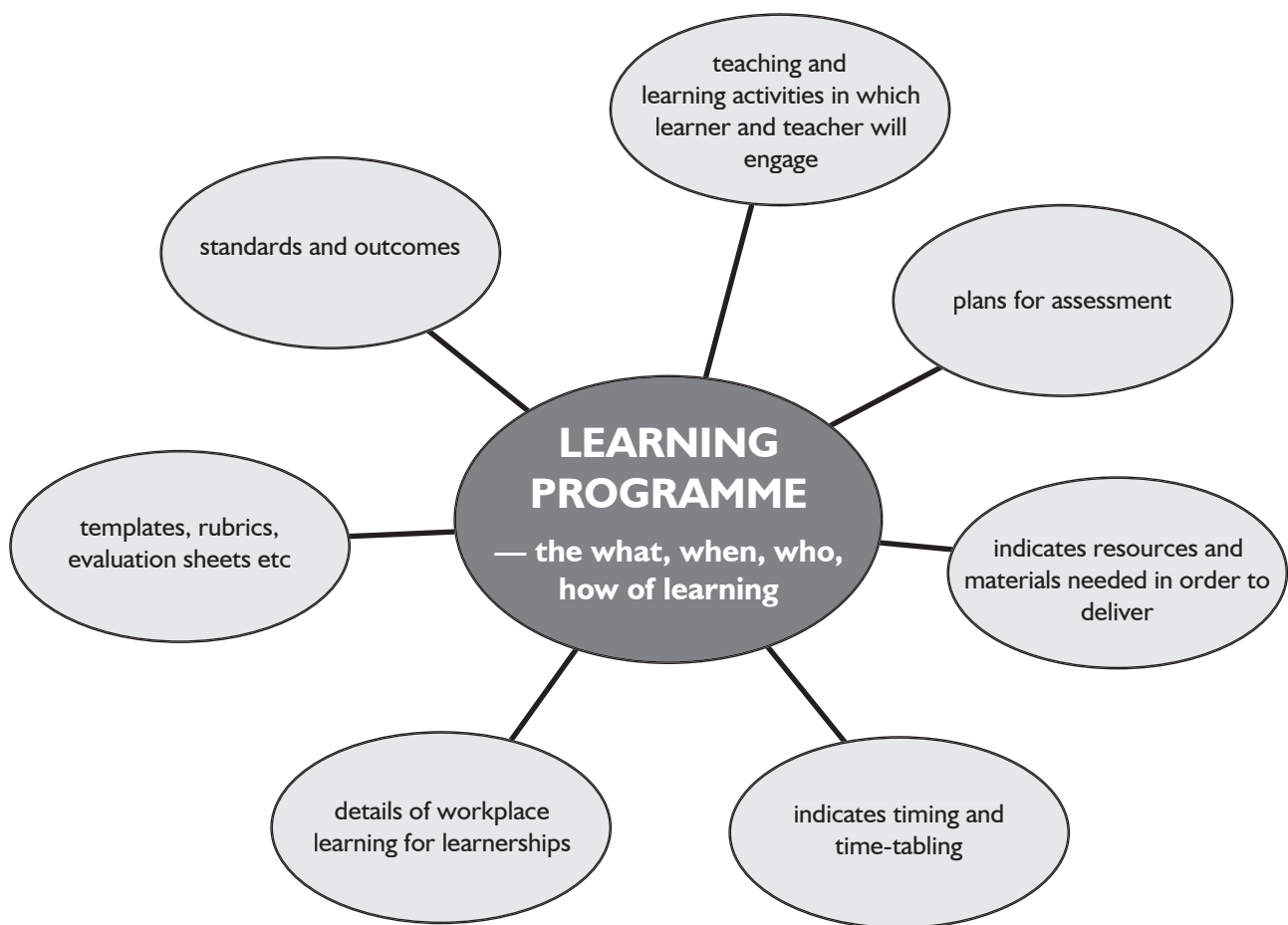
## A 'Design Down, Deliver Up' Approach

We have chosen to adopt a 'design down' approach, which moves from an analysis of the qualification (if the full qualification is being offered), to the unit standard, and finally to a close examination of the outcome, its assessment criteria and other relevant information. Since a unit standard ordinarily consists of two or more outcomes, the idea is to fully analyse each outcome first, and then put the analyses together in order to identify overlaps and points at which learning and assessment could be integrated.

It is important to note that the learner achieves outcomes which build up to the *purpose of the unit standard*, and achieves *unit standards which build towards the purpose of the qualification*. This is why it is important to *design down* from the purpose of the qualification or the unit standard, so that it is always foregrounded when we plan learning and assessment for the outcomes.

The 'design down' approach can be represented as follows:

1. What is the *purpose* of the qualification/ unit standard?

2. How can this purpose be achieved? What will my students need to *know* and *be able to do* in order to achieve this purpose? What *values* are embodied in the purpose? The answers to these questions are written up as *outcomes*.

3. How will I know if my students have achieved the outcomes? What evidence will I look for? In other words, how will I *assess* whether my students have achieved the outcomes or not?

4. How will I prepare my students for the assessment? What *teaching and learning activities* will produce the knowledge, skills and values required by the assessment activity?

```
DESIGN DOWN                    DELIVER UP

                PURPOSE
                   ↓
                OUTCOMES
                   ↓
                ASSESSMENT
                   ↓
                ACTIVITIES
```
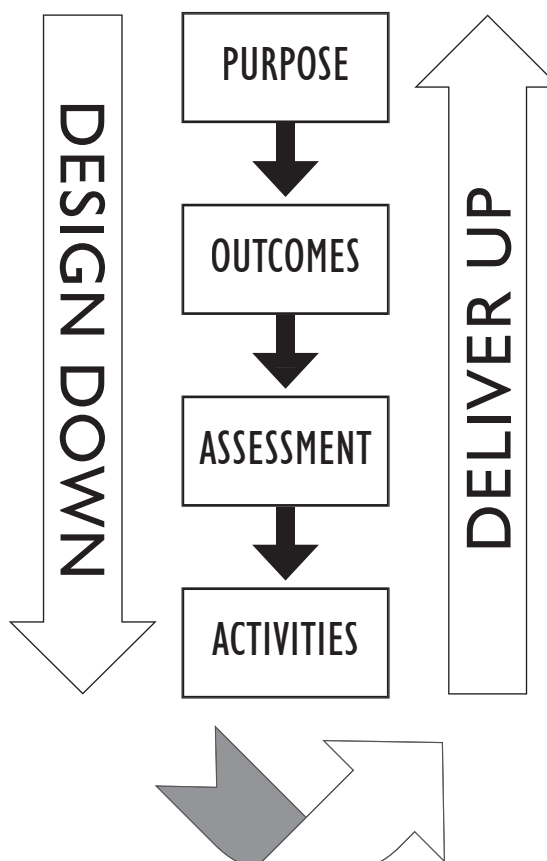
**Deliver up**

Once the design down process is complete you will *'deliver up'*, that is, conduct *learning activities* which will prepare your learners for the *assessment activities*. These in turn will provide evidence that they have met the *outcomes* and thereby have achieved the *purpose* of the qualification.

## Qualifications, Unit Standards and Outcomes

Our workshop process assumes that providers will be offering registered qualifications and unit standards. While much of the process works with unit standards, a similar methodology can be adopted for exit level outcomes. Remember that only *qualifications* and *unit standards* are registered on the National Qualifications Framework and are assigned credit value. Individual outcomes and Exit Level Outcomes (ELOs) are not. This means that a learner will only receive credits once s/he has achieved all the outcomes in a unit standard, or completed the qualification. Outcomes can be grouped together into unit standards, or can be set out as ELOs under a registered whole qualification.

## How is a level described?

Qualifications and unit standards are registered at particular *levels* of the NQF. Level descriptors are statements about the kind of learning that can be expected of a qualification or unit standard registered at a particular level of the NQF. These descriptions are broad and generic but they help to show

what a qualification at a particular level will demand of a learner. Outcomes must be comparable with the level descriptors for that particular level.

The level descriptors are statements about the *applied competence* i.e. the knowledge, skills and applications at a particular level, and the *autonomy* of the learning process i.e. how much responsibility does the learner have for his/her own learning? Level descriptors can be found on the SAQA website as well as the Council on Higher Education website, but we have attached the approved descriptors for Levels 1-4 of the NQF, as Appendix A. The NSB regulations require that for a qualification to be registered at any level of the NQF, a minimum of 72 credits has to be at the level at which it is registered. To illustrate, a Certificate at NQF 5 means that there are 72 credits of the certificate at Level 5 and that the outcomes meet the requirements of the level descriptors at Level 5.

## What are credits?

Credits are a measure of the notional hours or learning time that it would take the *average learner* to meet the prescribed outcomes. This includes contact time, structured learning, workplace learning and self-study.
(10 notional hours = 1 credit.)

## Do credits dictate learning time?

The number of credits assigned to a unit standard or a qualification can only be a *guide* to the average learning time. Learners learn in different ways, some learn faster and others more slowly. Experienced educators will adjust their learning programme accordingly to accommodate particular groups of learners. For example, it may mean that you have to prepare, in advance, additional material that the faster learner can be challenged by, or set up a peer group which can assist slower learners to grasp new concepts. *There is no 'exact' measure of learning time which will apply to every learner!*

*Before a qualification is registered on the NQF, it has to satisfy the following criteria, which are applied by the Standards Generating Body (SGB) during the standards setting process:*

Let's make sure we understand some of the terms used in the mind-map above:

## What is Applied Competence??

Applied competence means an *integration of the knowledge, the skills, the attitudes and the applications* that a learner is able to perform in a way that suits the learning context. It is described as the *foundational* (knowledge), the *practical* (skills) and the *reflexive* (application in context) competence which the learner needs in order to be judged fully competent.

## Where do the Critical Cross Field Outcomes fit in?

- They are the broad, over-arching outcomes which all learning programmes work towards.
- They are critical for the development of the capacity for lifelong learning.
- They are about the needs of the individual and the needs of society.
- Learning programmes must offer learners opportunities to acquire critical outcomes
- ETQAs must consider how the critical outcomes have been learned and assessed in the programme delivery.

Unit standards will not include all the critical outcomes, but it is expected that a learner would have achieved *all the critical outcomes by the time s/he has completed the full qualification*.

**The following are the prescribed Critical Outcomes**
Learners must be able to:
- Identify and solve problems
- Work effectively with others in teams
- Organize themselves effectively
- Collect, analyse, organize and evaluate information
- Communicate well orally or in writing
- Use science and technology responsibly
- Understand that the world is a set of related systems
- Explore strategies to learn more effectively
- Participate as responsible citizens in community life
- Be culturally and aesthetically sensitive
- Explore education and career opportunities
- Become entrepreneurial

## What does 'integrated assessment' entail?
The concept of integration applies both to the learning and assessment process of a learning programme, as you can see below. Consult the SAQA document *"Criteria and Guidelines for Integrated Assessment"* for more examples and a fuller discussion on this aspect.

Integration can take place in various ways, for example:
- Using one learning/assessment activity for more than one outcome
- Using one learning/assessment activity for more than one unit standard
- Integrating the critical outcomes with the specific/learning outcomes in learning and assessment activities
- Teaching and assessing both theory and practice within the same activities
- Using a big assessment task eg. a project to integrate all the outcomes which learners have dealt with throughout the learning period.
- Assessing across learning areas.

## How is RPL possible?
The recognition of prior learning is about assessing competence on the basis of evidence presented. Outcomes and assessment criteria indicate what the learner has to *prove competence* at, and since all qualifications and unit standards state the *outcomes* clearly, providers can design assessment activities where required, using the process which follows.

# SECTION C : THE STEP-BY-STEP APPROACH

What follows is a typical workshop process which could be undertaken by groups of educators, with or without a facilitator. The design of a learning programme should proceed sequentially through three major stages of analysis, if the full qualification is being offered:

1. analyse the qualification, then
2. analyse the unit standard or exit level outcome, and finally
3. analyse the outcome together with its assessment criteria and associated information.

*It is necessary to complete each stage in order to understand the next, and so that the learning programme does not leave out crucial learning and assessment.*

**QUALIFICATION**

| UNIT STANDARD | UNIT STANDARD | UNIT STANDARD |
|---|---|---|
| UNIT STANDARD | UNIT STANDARD | UNIT STANDARD |
| UNIT STANDARD | UNIT STANDARD | UNIT STANDARD |

| SPECIFIC OUTCOME | SPECIFIC OUTCOME |
|---|---|
| SPECIFIC OUTCOME | SPECIFIC OUTCOME |
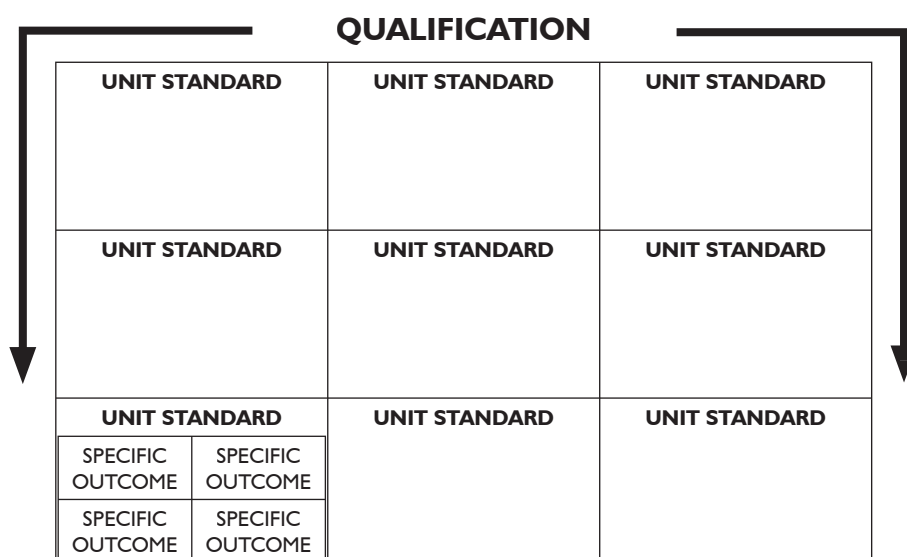
## Step 1: Analysing the Qualification

Work with a *qualification within your field* and look at the various parts and implications these have for institutional planning (eg. level, purpose, credits, moderation options). *Use the questions on the next page to work through the important information contained in the qualification. The mind-map will also help you. Consult the glossary at the front of this manual if you need any explanations or definitions of terminology.*

| |
|---|
| 1. ANALYSE QUALIFICATION |
| 2. ANALYSE UNIT STANDARD |
| 3. ANALYSE A SPECIFIC OUTCOME |
| 4. INTEGRATE OUTCOMES |

**Discussion Guide: Analysing the Qualification**

1. Who is the qualification aimed at?
2. Briefly, what is the purpose of the qualification?
3. What is the level of the qualification? Have a look at the level descriptors for this level.
4. What is the access requirement for the qualification?
5. How could 'integrated assessment' be done within the context of this qualification?
6. Look at the spread of credits across the Fundamental, Core and Elective categories. Decide on one implication this would have for you.
7. Look at the moderation options and discuss one implication this has for your institution.
8. Use the list of outcomes and assessment criteria to identify what kind of physical resources i.e. equipment, materials, stationery etc. this qualification would require you to have.

## Step 2: Analysing the Unit Standard

(if you are working with exit level outcomes or national curriculum statements, *all the questions below might not apply*, so answer only those which do)

Use a sample unit standard/exit level outcome within your subject area/s and apply the mind-map (below) to analyse the various parts of the unit standard. It is best to use only one unit standard at this time, so that you work through it completely before tackling others.

LEARNING ASSUMED TO BE IN PLACE

Knowledge Skills Attitude

Assessment criteria

Range statement

PURPOSE

SPECIFIC OUTCOMES

Content/ underpinning knowledge

**UNIT STANDARD**

MODERATION

CRITICAL OUTCOMES

CREDITS

EMBEDDED/ UNDERPINNING KNOWLEDGE

**Notional hours**

tasks

lectures

assessment

on site
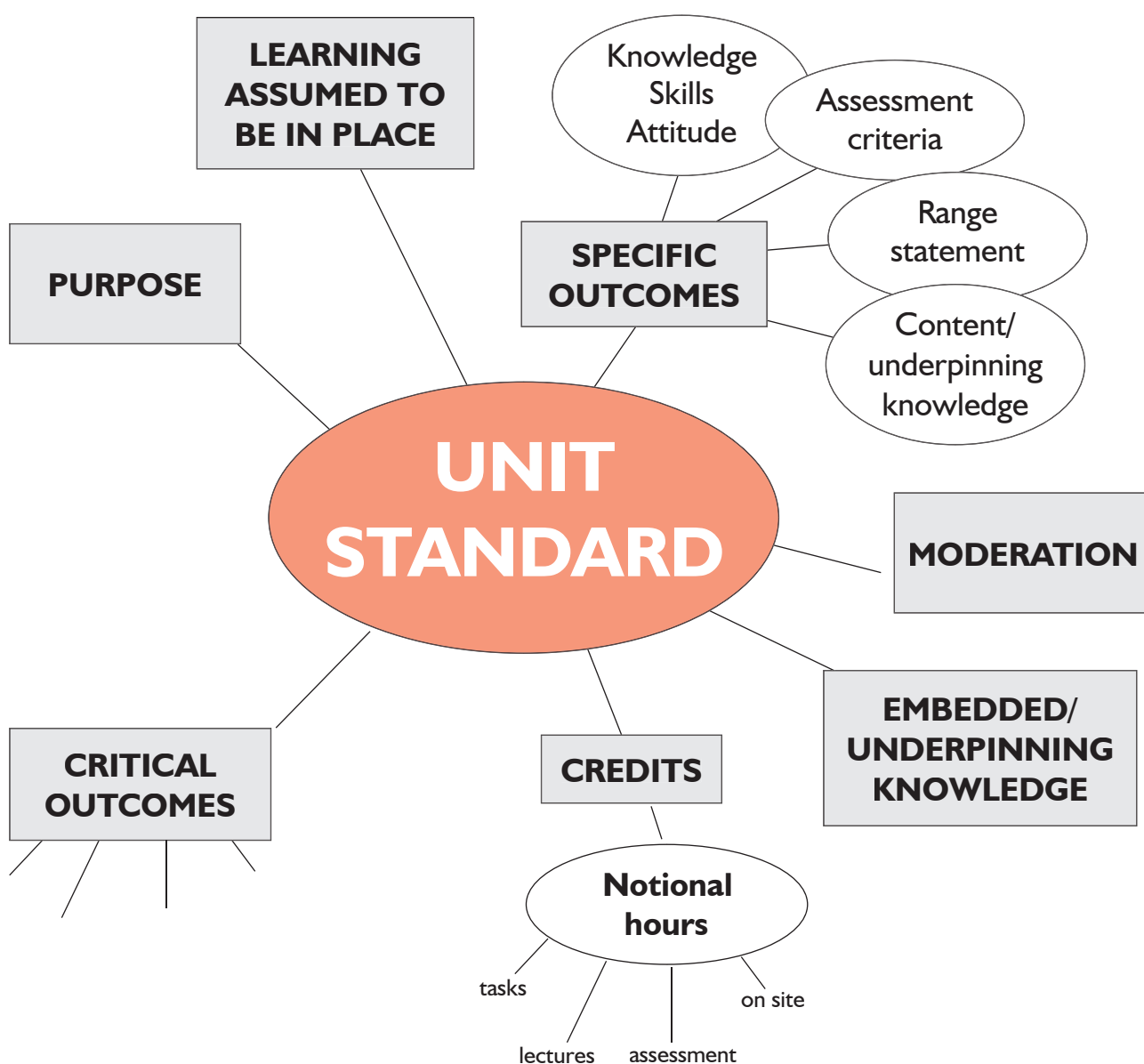
**Use the following questions to help you to analyse your unit standard**.

- What is the purpose statement of your unit standard?
- What is the 'learning assumed to be in place'? (This refers to the learning which the learner already has, or should have, *before* doing this unit standard.)
- How many outcomes does the unit standard contain?

- Are the range statements attached to a particular outcome/s or do they apply to the unit standard as a whole?
- Can you make a list of the embedded/underpinning knowledge within the whole unit standard? (this is the knowledge that the learner will gain through doing this unit standard)
- How many credits are assigned to the unit standard? What does this translate to in notional hours? (1 credit = 10 notional hours)
- Are the critical outcomes within this unit standard indicated?
- What other information is contained in the 'Notes' section?

*Once you are familiar with all the requirements of the unit standard/ ELO you may move on to planning with one outcome in the unit. ELOs may require that you design specific (learning) outcomes to break down the ELO into more manageable parts.*

## Step 3: Analysing the Specific/Learning Outcome

| 1. ANALYSE QUALIFICATION |
| 2. ANALYSE UNIT STANDARD |
| 3. ANALYSE A SPECIFIC OUTCOME |
| 4. INTEGRATE OUTCOMES |



What do learners need to do?

What do learners need to know?

What content/ subject matter will be needed?

**Write your Outcome here**

Select learning/ assessment activities which will enable learners to achieve the outcome

What resources/ materials will the learners need?

Sequence the activities and decide on their duration

What teaching methods/strategies will be appropriate?
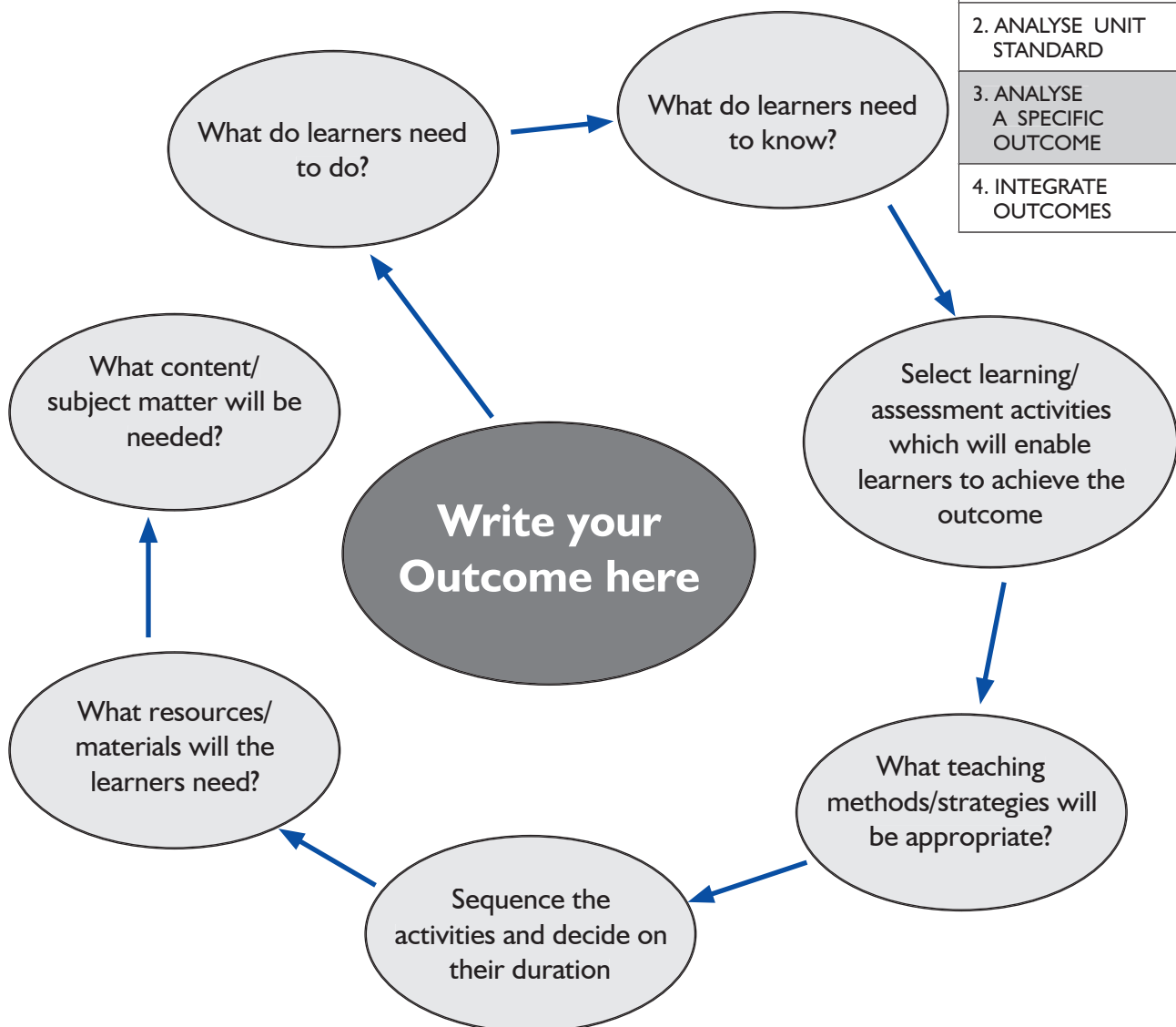
- What does the outcome indicate learners need to know and be able to do?
- What will need to be assessed according to the assessment criteria for this outcome?
- What content/subject matter will be needed by the learner? (check the underpinning knowledge and the content that is implicit in the outcome).
- Identify and select activities that will enable learners to achieve the outcome and meet the assessment criteria (use the venn diagram for ideas for assessment activities)
- Select appropriate teaching strategies/methods/approaches which will get learners to the point where they *can produce the evidence of learning* which is required.

## ORAL

lesson report
lecture   debate
seminar   interview
panel discussion
speech   telephone
conversation   song
talk show
radio programme
discussion group

## WRITTEN

report book
essay   CV
lyrics   poetry   story
instructions   play script
diary   magazine article
book review/report   table
annotated bibliography
survey   technical report
short story   newspaper
article   mind map   group
anthology   notes   letter
or email   research
project
questionnaire
booklet

*(ORAL ∩ WRITTEN)*
slogan
scenario
jingle
dialogue

*(centre)*
computer programme
invention   game   simulation
portfolio   video   overheads
docudrama   experiment
power point
presentation   TV
programme

*(ORAL ∩ VISUAL)*
skit
prototype
puppet show
demonstration
slide show

*(WRITTEN ∩ VISUAL)*
poster
timeline
brochure
advertisement
book or CD cover
newspaper/magazine
manual   pamphlet/flyer
puzzle

## VISUAL

map model   photo essay   display   web
page or website   masks   chart   collection   construction
graphs/pie charts   diagram   artifacts   artistic creation
mural   photographs   technical drawing
cartoon or comic strip

*(Adapted from The Handy Easy Learning Plan, Skillsbook for the Transition Years, 1995. Scarborough Board of Education 1996, Scarborough, ON)*

- If the outcome has a range statement, do your selected activities sufficiently cover the requirements of the range statement?
- Sequence the activities and decide on the duration of each.
- How many assessment activities would result in the learner producing sufficient evidence to meet the outcome/s? Consult SAQA's document *Guidelines for the Assessment of NQF Registered Unit Standards and Qualifications* to ensure that you:
  - (a) incorporate all the principles of good assessment which are outlined there (see Appendix E); and,
  - (b) include both *formative* and *summative* assessment activities in your learning programme.
- Decide what resources/materials learners will need in order to do the learning and assessment activities.
- Once you have identified suitable activities or ideas, you may feel that you need specialised assistance with writing up the activity more creatively. Try to form learning/writing teams where the creative work can be shared, because you will all bring different strengths to the development task.

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**Sharing and Reflecting**

Once you have dealt with one outcome, you may wish to share your work if you are working in smaller teams. It is a good idea to put activities onto *flipcharts* so they can be seen side by side. This helps to identify *overlaps of content and skills* and enables you to design activities which integrate outcomes or assessment criteria within the unit standard.

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## Step 4: Integrating outcomes

Design learning and assessment activities for more than one outcome (or the whole unit standard).

Follow the same process as in Step 3, for each of the outcomes in the unit standard. Look at the ideas which have emerged for each outcome and decide on activities which allow you to teach or assess more than one outcome or assessment criteria at the same time. Be sure that you are able to cross reference these points of integration, so that your learners don't miss out on important parts of the unit standard.

When you have been through the whole design process for one unit standard, you may want to do the same for the other unit standards in your learning area and then look for overlaps between unit standards, and ultimately between different learning areas. This can only happen though, if you and your colleagues work together or arrange times in which to share your analyses and design.

| 1. ANALYSE QUALIFICATION |
| 2. ANALYSE UNIT STANDARD |
| 3. ANALYSE A SPECIFIC OUTCOME |
| 4. INTEGRATE OUTCOMES |

Below is an example of one assessment activity being shared by two learning areas in a business administration qualification:



**MARKETING**
Advertise a service, using a poster and a demonstration

**INTEGRATED LEARNING AND ASSESSMENT ACTIVITY**
Start a club or society at your college. Plan it, promote it, set it up.

**LANGUAGE**
Analyse and apply the language of advertising
Design a poster
Plan a demonstration
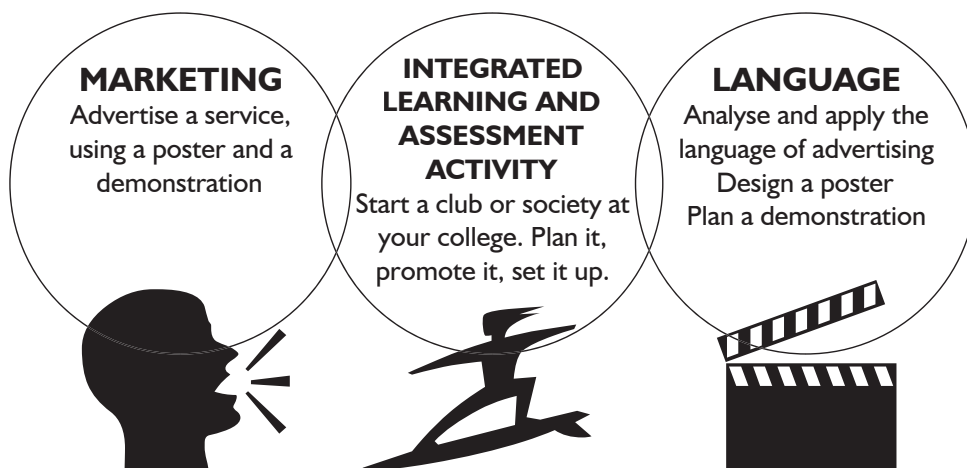
## CONCLUDING COMMENTS

The step-by-step process which you have just undertaken, can only be an introduction to learning programme development. You will no doubt refine the process as you go along, so that it suits your needs. If you choose to work in a group with your colleagues, you could enhance your understanding by engaging in collaborative design initiatives, critiquing each other's work and sharing ideas and materials. You will also have to engage with your management about how to secure time for this very important planning component of your work as an educator.

You may notice that we did not spend time discussing the concepts and 'buzz words' of Outcomes Based Education (OBE). This is because we became aware, during our work with educators, that when OBE is referred to anxieties and misconceptions surface. However, in completing the curriculum design process, we kept in mind some important principles of an OBE approach which you may already have encountered in various ways. In our view, good educators have been subscribing to these principles all along!

**Some principles of Outcomes Based Education (OBE)**
- Clear focus on the learning outcomes
- Design down approach to curriculum
- High expectations of learners and educators
- More opportunities for learner success

# Appendix A: Level Descriptors for Levels 1–4

# Government Gazette

**Vol. 459, No. 25451, 26 September 2003**

**GOVERNMENT NOTICE**

**Notice 1348 of 2003**

## South African Qualifications Authority (SAQA)

### South African Qualifications Authority Act 58 of 1995

### Regulations relating to Level Descriptors for Levels 1 to 4 of the National Qualifications Framework

The South African Qualifications Authority has, under section 14 of the South African Qualifications Authority Act, 1995 (Act No. 58 of 1995), with the approval of the Minister of Education and in consultation with the Minister of Labour, made the regulations in the Schedule.

**Schedule**

**Definitions**

1.  In these regulations any word or expression to which a meaning has been assigned in the Act shall have such meaning and, unless the context indicates otherwise -

"applied competence" means the ability to put into practice in the relevant context the learning outcomes acquired in obtaining a qualification;

"autonomy of learning" means the capacity of a learner for lifelong learning and includes the extent to which a learner can undertake action for learning independently, the extent to which a learner takes responsibility for his or her own learning and the extent to which a learner is self-reflexive about and can evaluate the quality of his or her learning and eventually that of others;

"field" means a particular area of learning used as an organising mechanism for the NQF;

"level descriptor" means that statement describing learning achievement at a particular level of the NQF;

"National Qualifications Framework "NQF" means the National Qualifications Framework as already in the Act;

"operational literacy" means an ability to use basic procedures and operations to complete complex tasks;

"unit standard" means registered statements of desired education and training outcomes and their associated assessment criteria together with administrative and other information as specified in the National Standards Bodies Regulations, 1998.

**Purpose**

2.  Level descriptors for levels 1 to 4 of the NQF shall ensure coherence across fields of learning in the allocation of qualifications and standards to particular levels, and shall facilitate the assessment of the international comparability of standards and qualifications.

**Level descriptors, NQF level 1**

3.  A learning programme leading to the award of a qualification or unit standards at NQF level 1 shall develop learners who demonstrate with regard to:

    a.  applied competence -

        i.  a general knowledge of one or more areas or fields of study, in addition to the fundamental areas of study;

        ii.  an understanding of the context within which the learner operates;

        iii.    an ability to use key common tools and instruments;

        iv.    sound listening, speaking, reading and writing skills;

        v.    basic numeracy skills including an understanding of the symbolic systems;

        vi.    an ability to recognise and solve problems within a familiar, well-defined context;

        vii.    an ability to recall, collect and organise given information clearly and accurately; and

        viii.  an ability to report information clearly and accurately in spoken and written form;

    b.    autonomy of learning -

        i.    a capacity to apply themselves to a well-defined task under direct supervision;

        ii.    an ability to sequence and schedule learning tasks;

        iii.    an ability to access and use a range of learning resources; and

        iv.    an ability to work as part of a group.

## Level descriptors, NQF level 2

4.    A learning programme leading to the award of a qualification or unit standards at NQF level 2 shall develop learners who demonstrate with regard to:

    a.    applied competence -

        i.    a basic operational knowledge of one or more areas or fields of study, in addition to the fundamental areas of study;

        ii.    an understanding of the environment within which the learner operates in a wider context;

        iii.    an ability to use a variety of common tools and instruments;

        iv.    the ability to apply literacy and numeracy skills to a range of different but familiar contexts;

        v.    an ability to use their knowledge to select and apply known solutions to well-defined routine problems;

        vi.    a basic ability to collect, organise and report information clearly and accurately; and

        vii.    an ability to express an opinion on given information clearly in spoken and written form;

    b.    autonomy of learning -

        i.    a capacity to work and learn in a disciplined manner in a well-structured and supervised environment;

        ii.    an ability to manage their time effectively; and

        iii.    an ability to develop sound working relationships and an ability to work effectively as part of a group.

## Level descriptors, NQF level 3

5.    A learning programme leading to the award of a qualification or unit standards at NQF level 3 shall develop learners who demonstrate with regard to:

    a.    applied competence -

        i.    a basic understanding of one or more fields' or disciplines' key concepts and knowledge, in addition to the fundamental areas of study;

        ii.    an understanding of the organisation or operating environment as a system;

        iii.    application of skills in measuring the environment using key instruments and equipment;

        iv.    operational literacy;

<ol type="v" start="5">
<li>an ability to use their knowledge to select appropriate procedures to solve problems within given parameters;</li>
<li>a basic ability to summarise and interpret information relevant to the context from a range of sources;</li>
<li>an ability to take a position on available information, discuss the issues and reach a resolution; and</li>
<li>produce a coherent presentation and report, providing explanations for positions taken;</li>
</ol>

b. autonomy of learning -

<ol type="i">
<li>a capacity to operate within clearly defined contexts;</li>
<li>an ability to work and learn within a managed environment; and</li>
<li>capacity to actively contribute to team effectiveness.</li>
</ol>

### Level descriptors, NQF level 4

6. A learning programme leading to the award of a qualification or unit standards at NQF level 4 shall develop learners who demonstrate with regard to:

a. applied competence -

<ol type="i">
<li>a fundamental knowledge base of the most important areas of one or more fields or disciplines, in addition to the fundamental areas of study;</li>
<li>an informed understanding of the key terms, rules, concepts, established principles and theories in one or more fields or disciplines;</li>
<li>an understanding of the organisation or operating environment as a system within a wider context;</li>
<li>an ability to apply essential methods, procedures and techniques of the field or discipline;</li>
<li>an ability to apply and carry out actions by interpreting information from text and operational symbols or representations;</li>
<li>an ability to use their knowledge to solve common problems within a familiar context;</li>
<li>an ability to adjust an application of a common solution within relevant parameters to meet the needs of small changes in the problem or operating context;</li>
<li>an ability to motivate the change using relevant evidence;</li>
<li>a basic ability in gathering relevant information, analysis and evaluation skills; and</li>
<li>an ability to communicate and present information reliably and accurately in writing and verbally;</li>
</ol>

b. autonomy of learning -

<ol type="i">
<li>a capacity to take responsibility for their own learning within a supervised environment;</li>
<li>a capacity to take decisions about and responsibility for actions;</li>
<li>a capacity to evaluate their own performance against given criteria; and</li>
<li>a capacity to take the initiative to address any shortcomings they find.</li>
</ol>

### Short title

7. These Regulations shall be called the Level Descriptors Regulations (NQF levels 1 to 4), 2003.

# Appendix B

## Sample learning and assessment activities derived from outcomes

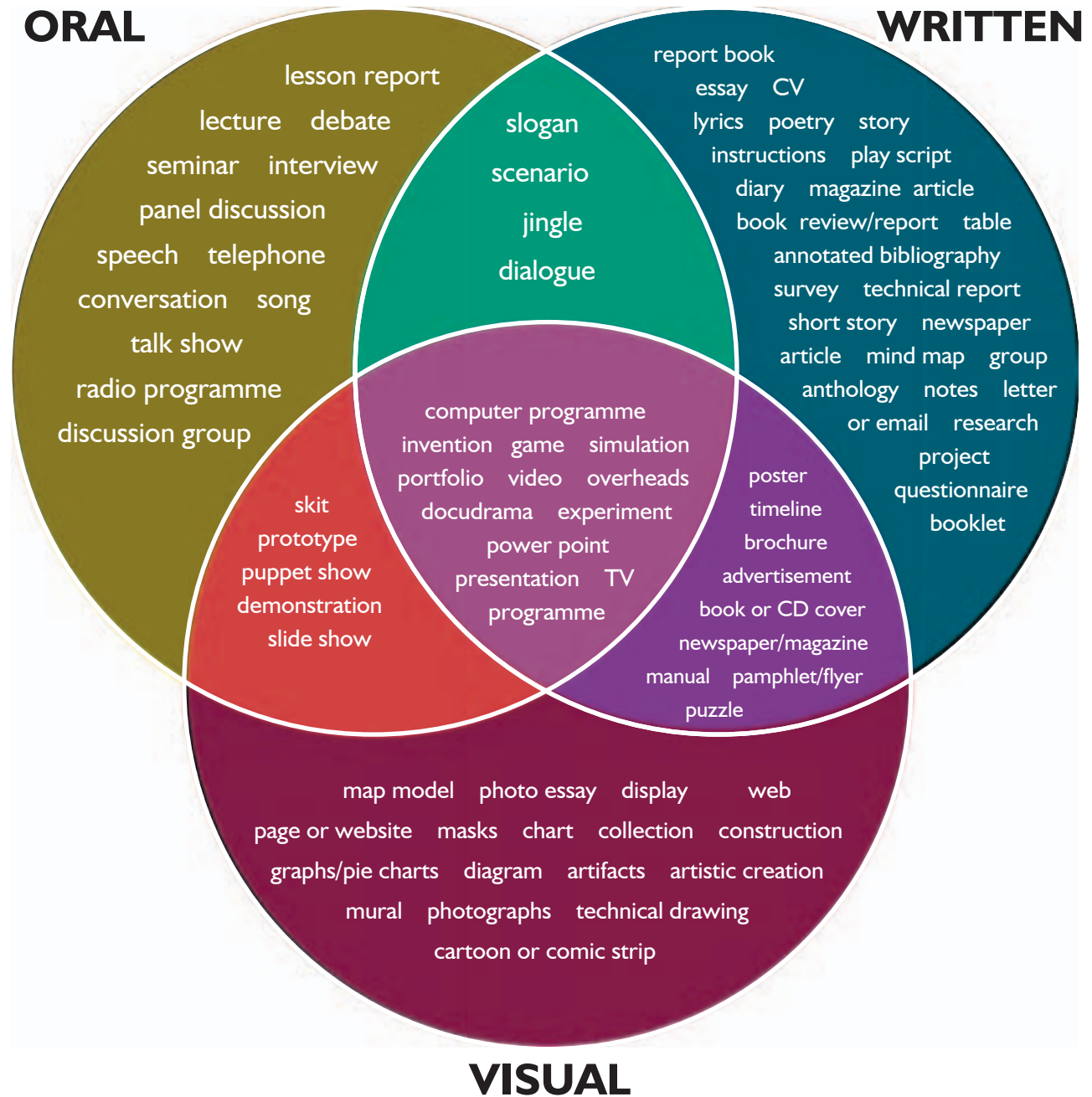### LANGUAGE

| OUTCOMES | ASSESSMENT ACTIVITY | LEARNING ACTIVITIES |
|---|---|---|
| **Unit Standard 8970**<br>**Write texts for a range of communicative contexts**<br>SO* 1<br>Write for a specified audience and purpose<br>SO 2<br>Use language structures and features<br>SO 3<br>Draft own writing and edit to improve clarity and correctness<br><br>* SO=Specific Outcome | Write the final draft of a job application letter and CV. | • analyse a badly-written letter and CV in terms of audience; purpose; language structures and features<br>• derive letter- and CV-writing criteria from the above analysis<br>• write the first draft of a letter and CV, using the criteria as a guideline<br>• assess their own and a peer's work, using the list of criteria. |

### MATHS LITERACY

| OUTCOMES | ASSESSMENT ACTIVITY | LEARNING ACTIVITIES |
|---|---|---|
| **Unit Standard 12444 Measure, estimate and calculate physical quantities and explore, describe and represent geometrical relationships in 2-dimensions in different life or workplace contexts**<br>SO 1<br>Estimate, measure and calculate physical quantities to solve problems in practical situations<br><br>**Unit Standard 8982**<br>**Demonstrate understanding of rational numbers and irrational numbers and number systems within the context of relevant calculations**<br>SO1<br>Demonstrate understanding of and carry out calculations with rational numbers and irrational numbers<br>SO2<br>Demonstrate knowledge and understanding of different representations of rational numbers | Plan the beverages for a 21$^{st}$ party.<br><br>This will involve working with capacity; estimating and rounding off in ways which are appropriate to the context. Students will also need to look up information about capacity and costs and calculate costs. | • think about what units of measurement and what measuring instruments students would use for measuring different things<br><br>• organize a cocktail party: focus on measuring capacity and budgeting around these measurements |

# Appendix C

## LEARNING/ASSESSMENT ACTIVITIES

**ORAL**

lesson report

lecture    debate

seminar    interview

panel discussion

speech    telephone

conversation    song

talk show

radio programme

discussion group

slogan

scenario

jingle

dialogue

**WRITTEN**

report book

essay    CV

lyrics    poetry    story

instructions    play script

diary    magazine article

book review/report    table

annotated bibliography

survey    technical report

short story    newspaper

article    mind map    group

anthology    notes    letter

or email    research

project

questionnaire

booklet

skit

prototype

puppet show

demonstration

slide show

computer programme

invention    game    simulation

portfolio    video    overheads

docudrama    experiment

power point

presentation    TV

programme

poster

timeline

brochure

advertisement

book or CD cover

newspaper/magazine

manual    pamphlet/flyer

puzzle

map model    photo essay    display    web

page or website    masks    chart    collection    construction

graphs/pie charts    diagram    artifacts    artistic creation

mural    photographs    technical drawing
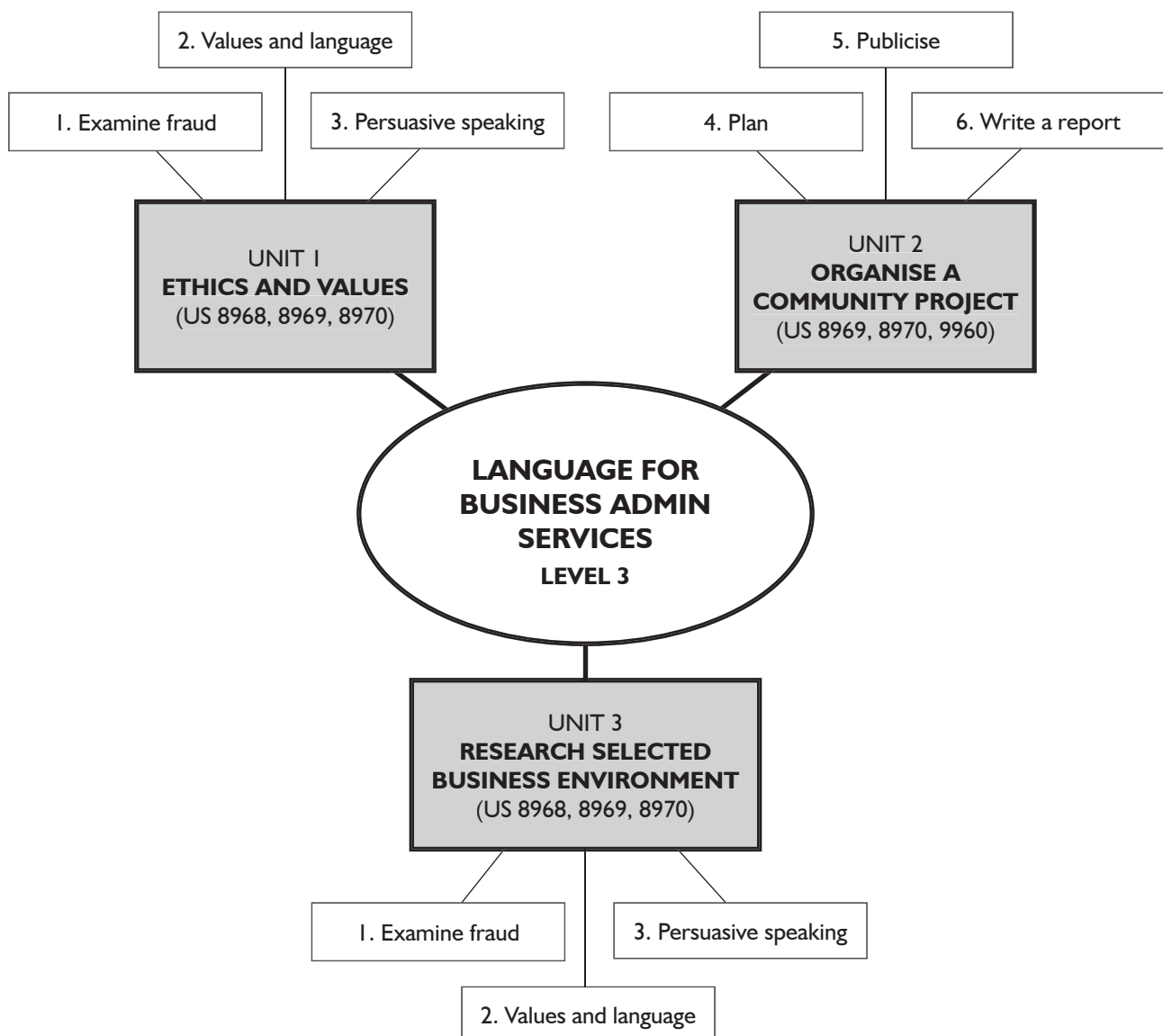
cartoon or comic strip

**VISUAL**

# Appendix D

## AN EXAMPLE OF DESIGNING A LEARNING PROGRAMME FROM ONE UNIT STANDARD
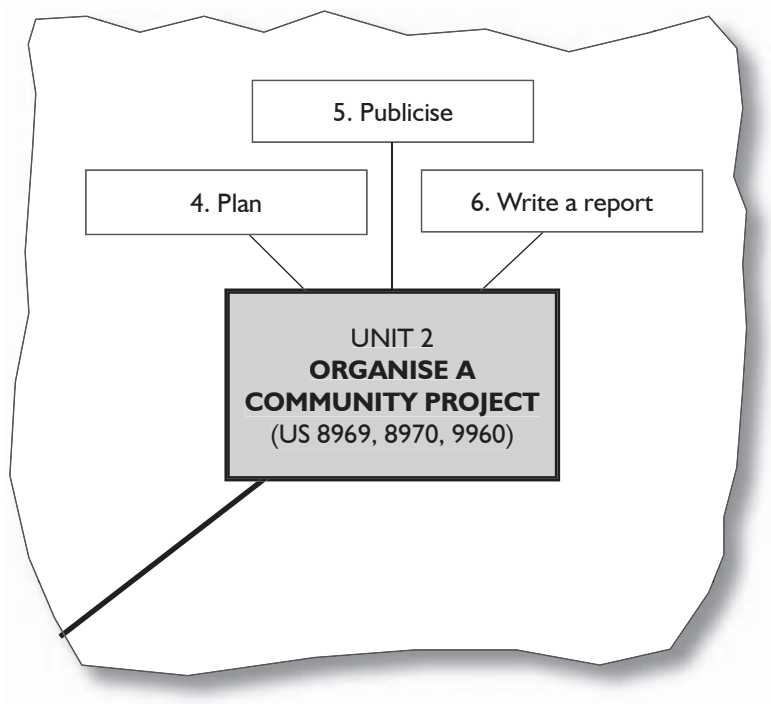
THE BIG PICTURE

The example we have used, on how to design a learning programme from one unit standard, is best understood if one places it in the context of all the language unit standards prescribed by the qualification.

Below is a mindmap of a learning programme for the language component of a qualification in Business Administration Services Level 3. It is followed, on the next page, by an overview and description of our example. We have chosen to group particular language unit standards into themes called 'units'. Our exemplar learning programme will be based on Unit 2: Organise a Community Project. We will focus the design down process on Unit Standard 8970.

| 2. Values and language | | 5. Publicise |
| 1. Examine fraud | 3. Persuasive speaking | 4. Plan | 6. Write a report |

**UNIT 1**
**ETHICS AND VALUES**
(US 8968, 8969, 8970)

**UNIT 2**
**ORGANISE A COMMUNITY PROJECT**
(US 8969, 8970, 9960)

**LANGUAGE FOR BUSINESS ADMIN SERVICES**
**LEVEL 3**

**UNIT 3**
**RESEARCH SELECTED BUSINESS ENVIRONMENT**
(US 8968, 8969, 8970)

| 1. Examine fraud | 3. Persuasive speaking |
| 2. Values and language | |

# UNIT 2:
# ORGANISE A COMMUNITY PROJECT



**Activity 4**
**PLAN**

- hold meetings
- take minutes
- write first draft of letter

**Assessment:**
- write final draft of minutes
- write final draft of letter

**Activity 5**
**PUBLICISE**

- design a poster
- make a rough draft of the poster
- plan another strategy to publicise the project

**Assessment:**
- do final draft of poster

**Activity 6**
**WRITE A REPORT**

- plan a report
- make a first draft of the report

**Assessment:**
- write the final draft of the report

# DESIGNING A LEARNING PROGRAMME FOR A UNIT STANDARD

On the following pages we will give an example of how we (a) designed down from a unit standard and (b) planned for delivering up.

In boxes like this you will find information from a Language unit standard.

In boxes like this you will find examples of how we applied this information.

PURPOSE

OUTCOMES

ASSESSMENT

ACTIVITIES

DESIGN DOWN

DELIVER UP

The unit standard is given in full on pages D.17 – D.21.
We have also included examples of learning and assessment worksheets.
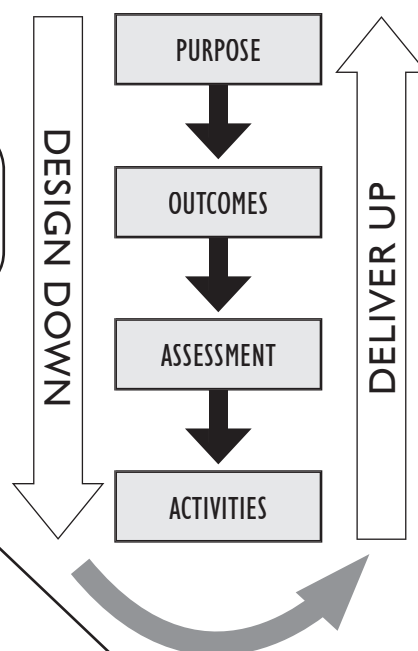
## OVERVIEW
- **Unit Standard**: We designed down from Unit Standard 8970: Write texts for a range of communicative contexts
- **Target audience**: This activity was designed for Business Administration (Level 3) learners. However, it could be used in other learning areas too.
- **Summary of the activity**: In this activity learners identify a community project that they can organise. The 'community' could be the college community, the neighbourhood or the wider community. They could, for example, start a club at the college, help out at a nearby hospital or collect clothes and games for a children's shelter.
- **Steps in the project**: In this activity learners (working in small groups):
  - plan their project
  - advertise it in order to recruit other students at the college to join their project
  - implement it
  - reflect on it.
- **The language link**: As part of the project learners:
  - take minutes of a meeting
  - write a letter asking for permission to organise their project
  - design and make a poster advertising their project
  - write a report describing and reflecting on their project.

## ENTERPRISE EDUCATION
This project gives learners the opportunity to be enterprising. Enterprise is not necessarily the same thing as entrepreneurship, as can be seen from this quote:

*'Enterprise is about having ideas and doing something about them, it is taking advantage of what might be, rather than accepting what will be. It is using initiative to make things happen – even when life is difficult and uncertain. In a commercial context or business setting, this is called entrepreneurialism, but you also need enterprise to run a club, to make a film, to run a household or to run a good classroom.'*

Paul Kearney on http://www.opcet.tas.gov.au/enterprise/
(This is a Tasmanian Education website) Copyright © ECEF & ASH

# SOUTH AFRICAN QUALIFICATIONS AUTHORITY
# REGISTERED UNIT STANDARD:

## WRITE TEXTS FOR A RANGE OF COMMUNICATIVE CONTEXTS

| SAQA US ID | UNIT STANDARD TITLE | |
|---|---|---|
| 8970 | Write texts for a range of communicative contexts | |
| **SGB NAME** | **ABET BAND** | **PROVIDER NAME** |
| SGB GET/FET Language and Communication | Undefined | |
| | | |

| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
|---|---|---|---|
| Communication Studies and Language | | Language | |
| **UNIT STANDARD CODE** | **UNIT STANDARD TYPE** | **NQF LEVEL** | **CREDITS** |
| COM-LAN-0-SGB LCS | Regular-Fundamental | Level 3 | 5 |

## DESIGN DOWN

| What do the level descriptors require of learners at this level? | What could the learners accomplish in 50 notional hours? |
|---|---|

## DESIGN DOWN

# PURPOSE

| PURPOSE |
|---|
| OUTCOMES |
| ASSESSMENT |
| ACTIVITIES |

### PURPOSE OF THE UNIT STANDARD
Learners at this level write texts with complex subject matter and a need for various levels of formality in language and construction. They select text type, subject matter and language to suit specific audiences and purposes. Writers can use linguistic structures and features to influence readers. They edit own writing to meet the demands of a range of text-types. They use language appropriate to the socio-cultural, learning or workplace/technical environment as required.

Learners credited with this unit standard are able to:
- write for a specified audience and purpose
- use language structures and features to produce coherent and cohesive texts for a wide range of contexts
- draft own writing and edit to improve clarity and correctness

### PURPOSE
We analysed the purpose of the unit standard in the context of Business Administration Level 3. We wanted to focus on writing skills in both the business world and the wider world.

We decided to use enterprise education as a vehicle for the purpose. We chose an activity where learners organise a community project.

During the course of the project students would:

- write for different specified audiences: an official; their group; other learners; the lecturer
- write for different purposes: ask for permission; record information; advertise; reflect
- use different genres and their associated language structures and features: letter; minutes; poster; report
- draft and edit their own writing for each writing task.

# OUTCOMES

## CRITICAL OUTCOMES

1. Identify and solve problems: using context to decode and make meaning individually and in groups in oral, reading and written activities.

2. Work effectively with others and in teams: using interactive speech in activities, discussion and research projects.

3. Organise and manage oneself and one`s activities responsibly and effectively through using language.

4. Collect, analyse, organise and critically evaluate information: fundamental to the process of developing language capability across language applications and fields of study.

5. Communicate effectively using visual, mathematical and/or language skills: in formal and informal communications.

6. Use science and technology effectively and critically: using technology to access and present texts.

7. Understand the world as a set of inter-related parts of a system: through using language to explore and express links, and exploring a global range of contexts and texts.

8. Contribute to the full development of self by engaging with texts that stimulate awareness and development of life skills and the learning process.

## SPECIFIC OUTCOMES

**SPECIFIC OUTCOME 1**
Write for a specified audience and purpose

**SPECIFIC OUTCOME 2**
Use language structures and features

**SPECIFIC OUTCOME 3**
Draft own writing and edit to improve clarity and correctness

## OUTCOMES

**Critical outcomes**
In this community project the learners, in groups, could:
- start a club at the college e.g. a skateboarding club or
- do something to improve the college environment e.g. make pictures for the corridors or
- do something with another college or
- do something for the wider community e.g. help out at a nearby hospital for an hour a week or
- do a similar project.

They will be required to plan their project (CO2,3,4); write to the authorities to ask for permission to run their project (CO4,5); discuss it (CO2,3); take minutes of meetings (CO4); set deadlines (CO2,3); delegate tasks (CO 2,3); deal with conflict in the group (CO 3,5,8); find relevant information (research) (CO4); deal with problems that arise (CO1,2,3,5,7,8); design and make a poster to advertise their project and to recruit other students in the college(CO4,5); write a report which is partly narrative and partly reflective (CO1,2,3,4,5,6,7,8).

The above project incorporates all of the Critical Outcomes. Some of them will be more dominant than others. Some could be discussed in detail e.g. how to communicate effectively; approaches to problem-solving and group work; the inter-relatedness of all aspects of the project and the value of reflection.

**Specific outcomes**
For each of the four writing tasks:
- formal letter
- minutes
- poster
- report

the learners will be required to:

1. write for a specific audience and purpose
2. use language structures and features which are characteristic of the genre
3. write a minimum of a first and final draft. They will be required to edit their own first draft and a partner's first draft.

DESIGN
DOWN

| PURPOSE |
| OUTCOMES |
| ASSESSMENT |
| ACTIVITIES |

# ASSESSMENT

## SPECIFIC OUTCOME 1
Write for a specified audience and purpose.

## OUTCOME RANGE
Narrative, discursive, reflective, argumentative, descriptive, expository, transactional, business correspondence, electronic texts, multi-media presentations.

## ASSESSMENT CRITERIA
ASSESSMENT CRITERION 1
1. The purpose for writing, the target audience and the context is clear, in relation to the learning task or activity.

ASSESSMENT CRITERION 2
2. The text-type, style, and register selected are appropriate to audience, purpose and context.

ASSESSMENT CRITERION 3
3. Language appropriate to socio-cultural sensitivities is selected and used in an appropriate manner without compromising own values or arguments.

ASSESSMENT CRITERION 4
4. Writing is well-structured and conveys its message clearly.

ASSESSMENT CRITERION 5
5. Critical thinking skills are used as strategies for planning.

ASSESSMENT CRITERION RANGE
Brainstorming, mind-mapping, spider diagram, highlighting.

ASSESSMENT CRITERION 6
6. Arguments are supported with sound reasons and facts, and writing reflects a clear point of view, and shows logical development of a clearly articulated premise.

ASSESSMENT CRITERION 7
7. Research skills are evident in the way data and information relevant to the context is identified, located and selected for inclusion in the final text.

ASSESSMENT CRITERION RANGE
Accessing information from different sources; sorting; categorising; classifying; sifting for relevance, validity and reliability; recording; reporting; formulating conclusions.

etc

## ASSESSMENT
The community project is the context for the writing tasks. The assessment would therefore be focused on the writing tasks.

### Summative assessment
There are four summative assessment tasks:
1. minutes of a meeting
2. a formal letter
3. a poster
4. a report.

Each learner should have a copy of the assessment criteria that we have written before they start the above tasks.

NOTE: Some tasks only use some of the criteria.

The list of criteria given to the learners can be written up in different ways, for example we expanded AC4 on structure into three or four criteria. We reworded some criteria. We also presented the criteria in the form of a table, with a column for recording the assessment and a column for comment.

### Formative assessment
Formative assessment takes place:

(a) during the learning activity: The worksheets, discussions, group work and questions give a sense of which aspects of the task need more in-depth work.
In addition, at an early stage of the learning activity, the learners receive the criteria for assessment for each task. The discussion of the criteria reveals how well they understand the requirements of the task.

(b) when your learners do the first draft: The learners edit their own first drafts, as well as the first draft of a partner. The educator gets their comments and questions during and after this process. This will provide pointers as to where more work is needed. If possible read (but don't mark) their first drafts. This will indicate who is not on track and a suitable intervention can be made e.g. a worksheet on common grammatical errors.

**DESIGN DOWN**

# ACTIVITIES

| PURPOSE |
| OUTCOMES |
| ASSESSMENT |
| ACTIVITIES |

The learning/teaching activities are derived from the assessment tasks.
Let's look at them one by one.

At the start each learner is given an information sheet about the nature and requirements of the project. This will be discussed in detail so that all learners have a clear idea of what is expected of them.

**1. Minutes of a meeting**
The learners, working in groups of three, hold three formal meetings: (1) to brainstorm ideas for their community project; (2) to choose one idea and identify and delegate tasks and (3) to report back on their progress with their tasks.

Each learner has a turn to take the minutes of a meeting. They keep a copy of the minutes for their own reference (particularly in the event of disputes). In order to prepare learners for this, they discuss handouts on meeting procedure and how to take minutes. They also have a short list of criteria for assessing minutes. If they could be given the opportunity to critique a simulated meeting that would be great.

The group proofreads and edits the minutes, using the list of criteria. A second and final draft of the minutes will then be handed in for summative assessment.

**2. A formal letter**
Discuss the audience and purpose of the letter with the class. In all cases the audience is an official who has the authority to give permission/grant requests related to each group's individual project. In most cases the purpose of the letter will be to ask permission e.g. to start a club or to put forward a proposal to help out at a hospital.

Learners are given an example of a similar letter. The letter has several mistakes regarding content; structure; language and layout. Learners correct this letter and then report back on the changes they have made. From this discussion the class will derive criteria for assessing a formal letter.

They then write their letters, using the criteria as a guide. Afterwards they assess their first drafts, using the list of criteria. They asses their own and their group's efforts before writing a second draft to be handed in summative assessment.
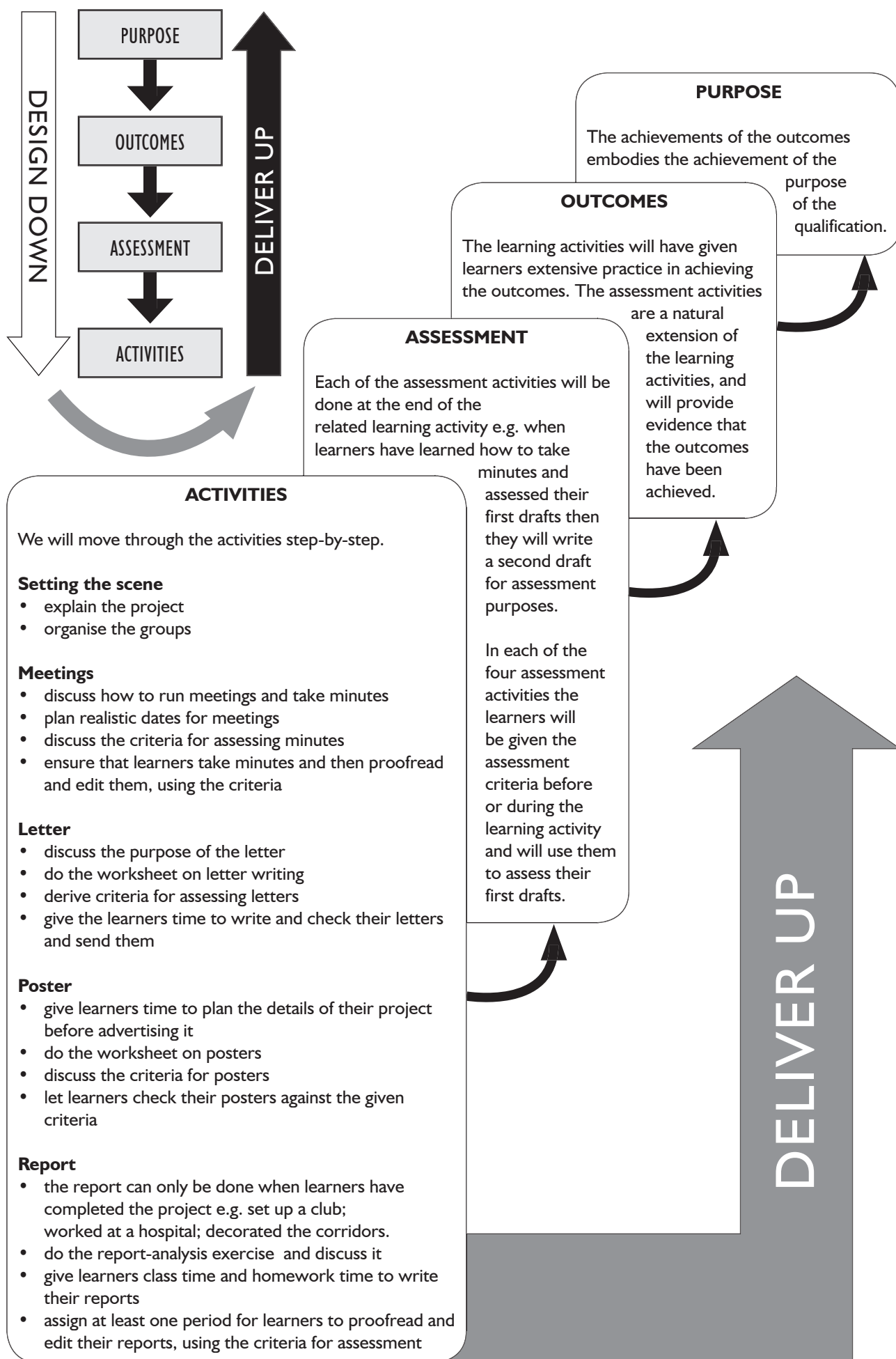
**3. A poster**
Once the learners have received the official go-ahead for their projects they can start planning how to recruit other students to join them. They are required to do this in two ways: (1) make a poster and (2) choose another form of advertising. For example, if they are starting a skateboarding club, they could give a demonstration of skateboarding. Only the poster will be assessed. However they should reflect on the second form of advertising in their reports.

Learners are given an information sheet containing the requirements for the poster, with regard to content; layout and language. They are also be given the criteria for assessment. They then do a worksheet in which they compare two posters. They will need to decide which of the two is more effective and justify their answer, with reference to the criteria for assessment.

**4. A report**
Once learners have completed the poster; recruited other learners into their projects and completed the project, they write a report reflecting on the whole experience. Different aspects of report-writing should be discussed. The learners are given an information sheet and a list of criteria for assessing a report. They then read a similar report and edit it. They edit their own and each others' first drafts before handing in a second and final draft for summative assessment purposes.

**DESIGN DOWN**

PURPOSE → OUTCOMES → ASSESSMENT → ACTIVITIES

**DELIVER UP**

## ACTIVITIES

We will move through the activities step-by-step.

**Setting the scene**
- explain the project
- organise the groups

**Meetings**
- discuss how to run meetings and take minutes
- plan realistic dates for meetings
- discuss the criteria for assessing minutes
- ensure that learners take minutes and then proofread and edit them, using the criteria

**Letter**
- discuss the purpose of the letter
- do the worksheet on letter writing
- derive criteria for assessing letters
- give the learners time to write and check their letters and send them

**Poster**
- give learners time to plan the details of their project before advertising it
- do the worksheet on posters
- discuss the criteria for posters
- let learners check their posters against the given criteria

**Report**
- the report can only be done when learners have completed the project e.g. set up a club; worked at a hospital; decorated the corridors.
- do the report-analysis exercise  and discuss it
- give learners class time and homework time to write their reports
- assign at least one period for learners to proofread and edit their reports, using the criteria for assessment

## ASSESSMENT

Each of the assessment activities will be done at the end of the related learning activity e.g. when learners have learned how to take minutes and assessed their first drafts then they will write a second draft for assessment purposes.

In each of the four assessment activities the learners will be given the assessment criteria before or during the learning activity and will use them to assess their first drafts.

## OUTCOMES

The learning activities will have given learners extensive practice in achieving the outcomes. The assessment activities are a natural extension of the learning activities, and will provide evidence that the outcomes have been achieved.

## PURPOSE

The achievements of the outcomes embodies the achievement of the purpose of the qualification.

**DELIVER UP**

# TO KEEP IN MIND

## ADAPT ACTIVITIES

Adapt activities to suit your needs and circumstances.

For example, in the community project mentioned above, if your college does not allow learners to start clubs then let the groups either organise neighbourhood projects e.g. pick up litter or organise projects at the college e.g. weed the garden; help fix broken chairs or assist with any painting that the maintenance department is doing.

## LINKS TO OTHER UNIT STANDARDS

It is helpful to integrate other Language unit standards, for example the following unit standards and specific outcomes were also used in the community project:

**8968 Accommodate audience and context needs in oral communication**
SO 1 Interact successfully with audience in oral communication.
SO 3 Identify and respond to manipulative use of language.

These outcomes dovetaile well with the activity on meeting procedure.

## LINKS TO OTHER LEARNING AREAS

There is usually a very close correlation between Language and other learning areas. If lecturers make this link overt, it contributes towards learners achieving Critical Outcome 7.

In the case of the community project activity there are several links to unit standards in other learning areas:

|      | ID    | UNIT STANDARD TITLE |
|------|-------|---------------------|
| Core | 7573  | Demonstrate ability to use the World Wide Web |
| Core | 8420  | Operate in a team |
| Core | 13929 | Co-ordinate meetings, minor events and travel arrangements |
| Core | 10170 | Demonstrate understanding of employment relations in an organisation |
| Core | 13935 | Plan and conduct basic research in an office environment |
| Core | 13934 | Plan and prepare meeting communications |
| Core | 13933 | Plan, monitor and control an information system in a business environment |
| Core | 7570  | Produce word processing documents for business |
| Core | 9533  | Use communication skills to handle and resolve conflict in the workplace |

# BUSINESS LEVEL 3
# LINKS BETWEEN ACTIVITIES AND OUTCOMES

| ACTIVITY | FUNDAMENTAL | | | | CORE | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | US 8968 | US 8969 | US 8970 | US 9960 | US 8420 | US 7573 | US 13938 10170 7785 | US 13934 | US 7570 | US 9533 |
| **UNIT 1: EVALUATE VALUES** | | | | | | | | | | |
| 1. Examine fraud | | ● | ● | ● | ● | ● | | | | |
| 2. Values and Language | ● | ● | ● | ● | | | ● | | | |
| 3. Persuasive speaking | ● | | ● | ● | | | | | | |
| **UNIT 2: ORGANISE A COMMUNITY PROJECT** | | | | | | | | | | |
| 4. Plan | ● | | ● | | ● | | | ● | | |
| 5. Publicise | | | ● | ● | ● | | | ● | ● | |
| 6. Write a report | | | ● | | ● | | | | ● | |
| **UNIT 3: RESEARCH A SELECTED BUSINESS ENVIRONMENT** | | | | | | | | | | |
| 7. Teamwork | ● | ● | ● | | ● | | ● | ● | | ● |
| 8. Research | ● | ● | ● | | ● | ● | ● | ● | ● | ● |
| 9. Report | ● | | ● | | ● | | ● | ● | ● | |

## ORGANISE A COMMUNITY PROJECT

In this unit you will work in groups of two or three to organise a community project. Your project should benefit others and it should not take much longer than half a day.
The examples below will give you an idea of the types of projects you could organise. You can use one of these examples if you wish, or come up with your own ideas.

1. **Start a club at your college**
   Have a recruitment drive for a club you would like to start,
   e.g. darts, ballroom dancing, aerobics, debating, cards, fishing,
   skateboarding, social soccer, table tennis or rollerblading.
   You could hold the recruitment drive one lunchtime.
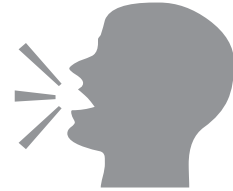
2. **Do something to improve your college environment, for example:**
   - paint/provide pictures for the classrooms
   - help in the garden
   - help with maintenance.
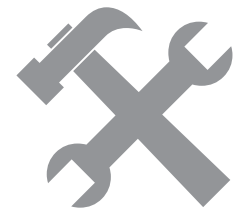
3. **Do something with another college, for example:**
   - organise a debate with students from a nearby college
   - organise a general knowledge quiz
   - organise an AIDS awareness campaign together.

4. **Do something for the wider community, for example:**
   - hold a raffle in the neighbourhood to raise funds for a charity
   - help out at a nearby hospital for a couple of hours
   - organise a lunchtime fashion show to raise funds for charity
   - collect newspapers, bottles and cans to recycle and raise money.

# WORKSHEET 1

## THE LETTER

Read the following letter carefully. It has the same purpose as the letter you will have to write. What would you change in the letter? Why?

Make your changes on the letter: add, delete or substitute letters/words/ phrases/sentences. Then write out the corrected version.

Be prepared to explain the changes you have made.

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Business Administration class
Cape Point Campus
Southlink College
Cape Point
9000
26 May 2005

The President
Cape Point
9000

Dear Ms Williams

**Request**

As part of a class project we would like to humbly request your permission to start a ladies bodybuilding club. We wish to start the club because we believe that fitness is very important. We also think that mussels look lekker and we would be very satisfied if we could donner people who give us problems.

In our research survey we found that 90% of the women students would be interested in joining the club.

The establishment of such a club would not cost the college anything. Instead of bying weights we would use the stuff around us, for example the rocks in the garden.

If you accede to our demands we would like to spend one lunch break recruiting members of the club.

Yours faithfully
Natasha, Pumeza and Charmaine

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# WORKSHEET 2

## ANALYSE POSTERS

Use the Criteria for Assessment to analyse the posters below. Then answer the following questions:

1. Which poster does not fulfil all of the criteria?
2. Which criteria does it not fulfil?
3. How could it be improved?
4. What do you like best about the other poster? Why?

**POSTER A**

WE ARE FOUNDING A DANCE

CLUB. IT WILL MEET

FREQUENTLY IN THE HALL.

**POSTER B**
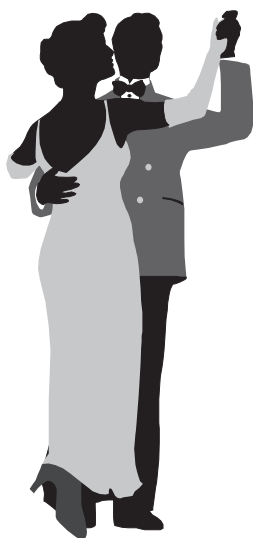


FEEL DA RHYTHM

Join our Ballroom Dance Club now!

beginner or old pro – everyone welcome

sign up with Mti Nzo or Chien Chi Lee
on 4 May 1 – 2pm in main foyer

| CRITERIA FOR ASSESSMENT<br>**PLAN A COMMUNITY PROJECT**<br>Self assessment, peer assessment and assessment by the teacher | | |
|---|---|---|
| Names of group members | Yes/No | Comments |
| **MEETING PROCEDURE** | | |
| 1. Were the meetings conducted in an orderly manner? (speaking with respect; listening to each other) | Y/N | |
| 2. Was the chairperson in control of the meeting? | Y/N | |
| 3. Was the agenda followed? | Y/N | |
| 4. Were the meetings businesslike? | Y/N | |
| 5. Was Standard English used? | Y/N | |
| **MINUTES** | | |
| 1. Do the minutes contain only necessary information? (purpose; names; date; decisions taken; action required + person responsible) | Y/N | |
| 2. Is the format appropriate? (sub-headings; numbering; spaces between sections; neat) | Y/N | |
| 3. Are the minutes one page long? | Y/N | |
| 4. Is the language appropriate? (full sentences, Standard English; businesslike) | Y/N | |
| **LETTER** | | |
| 1. Is the content sufficient and relevant? | Y/N | |
| 2. Has the format of a formal letter been used? | Y/N | |
| 3. Is the language appropriate and grammatical? | Y/N | |

| CRITERIA FOR ASSESSMENT<br>PRODUCE A POSTER<br>Self assessment, peer assessment and assessment by the teacher | | |
|---|---|---|
| Names of group members | Yes/No | Comments |
| **CONTENT** | | |
| 1.  Is the information about the community project relevant and sufficient? | Y/N | |
| 2.  Is the purpose of the poster clear? | Y/N | |
| 3.  Is the audience given the time, date and venue where they can sign up? | Y/N | |
| 4.  Are the names of the group members on the poster? | Y/N | |
| 5.  Does the poster have a drawing representing the project? | Y/N | |
| **LAYOUT** | | |
| 6.  Can the biggest font on the poster be read three metres away? | Y/N | |
| 7.  Have different sizes of fonts been used to indicate the difference between main ideas and details? | Y/N | |
| 8.  Is the information well–spaced? | Y/N | |
| **LANGUAGE** | | |
| 9.  Is the language on the poster appropriate to the audience ? | Y/N | |

| CRITERIA FOR ASSESSMENT<br>REPORT<br>**Self assessment, peer assessment and assessment by the teacher** | | |
|---|---|---|
| Name: | | Class: |
| QUESTION | YES/<br>NO | COMMENT |
| **CONTENT** | | |
| 1. Have all the headings been included? | Y/N | |
| 2. Has the required content under each heading been included? | Y/N | |
| 3. Is all the content relevant to the subject of the report? | Y/N | |
| **STRUCTURE** | | |
| 4. Is the content grouped under headings? | Y/N | |
| 5. Does each paragraph have one main idea? | Y/N | |
| 6. Is the main idea contained in a topic sentence? | Y/N | |
| 7. Is the topic sentence supported by relevant reasons, details, examples etc? | Y/N | |
| **LANGUAGE** | | |
| 8. Is the language formal and simple? | Y/N | |
| 9. Is the language reasonably grammatical? (check spelling; punctuation; full sentences; concord; tense; logical connectors etc) | Y/N | |
| **FORMAT AND LAYOUT** | | |
| 10. Has the required format been used? (headings numbered and in bold; spaces between sections; wide margins) | Y/N | |
| 11. Is the report neat? | Y/N | |

# SOUTH AFRICAN QUALIFICATIONS AUTHORITY
## REGISTERED UNIT STANDARD:
### Write texts for a range of communicative contexts

| SAQA US ID | UNIT STANDARD TITLE | | |
|---|---|---|---|
| 8970 | Write texts for a range of communicative contexts | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB GET/FET Language and Communication | Undefined | | |
| | | | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Communication Studies and Language | | Language | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| COM-LAN-0-SGB LCS | Regular-Fundamental | Level 3 | 5 |
| REGISTRATION START DATE | REGISTRATION END DATE | REGISTRATION NUMBER | SAQA DECISION NUMBER |
| 2001-08-15 | 2004-08-15 | 8970 | SAQA 1137/01 |

## PURPOSE OF THE UNIT STANDARD

Learners at this level write texts with complex subject matter and a need for various levels of formality in language and construction. They select text type, subject matter and language to suit specific audiences and purposes. Writers can use linguistic structures and features to influence readers. They edit own writing to meet the demands of a range of text-types. They use language appropriate to the socio-cultural, learning or workplace/technical environment as required.

Learners credited with this unit standard are able to:
- write for a specified audience and purpose
- use language structures and features to produce coherent and cohesive texts for a wide range of contexts
- draft own writing and edit to improve clarity and correctness

## LEARNING ASSUMED TO BE IN PLACE

The credit calculation is based on the assumption that learners are already competent in terms of the following outcomes or areas of learning when starting to learn towards this unit standard: NQF Level 2 Unit Standard.

US: FET-C/03 Write for a defined context

## UNIT STANDARD RANGE

Controls language patterns and structures and engages with context, purpose and audience.

Specific range statements are provided in the body of the unit standard where they apply to particular specific outcomes or assessment criteria.

# SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:

**SPECIFIC OUTCOME 1**
Write for a specified audience and purpose.

**OUTCOME RANGE**
Narrative, discursive, reflective, argumentative, descriptive, expository, transactional, business correspondence, electronic texts, multi-media presentations.

**ASSESSMENT CRITERIA**
**Assessment criterion 1**
1. The purpose for writing, the target audience and the context is clear, in relation to the learning task or activity.

**Assessment criterion 2**
2. The text-type, style, and register selected are appropriate to audience, purpose and context.

**Assessment criterion 3**
3. Language appropriate to socio-cultural sensitivities is selected and used in an appropriate manner without compromising own values or arguments.

**Assessment criterion 4**
4. Writing is well-structured and conveys its message clearly.

**Assessment criterion 5**
5. Critical thinking skills are used as strategies for planning.

**Assessment criterion range**
Brainstorming, mind-mapping, spider diagram, highlighting.

**Assessment criterion 6**
6. Arguments are supported with sound reasons and facts, and writing reflects a clear point of view, and shows logical development of a clearly articulated premise.

**Assessment criterion 7**
7. Research skills are evident in the way data and information relevant to the context is identified, located and selected for inclusion in the final text.

**Assessment criterion range**
Accessing information from different sources; sorting; categorising; classifying; sifting for relevance, validity and reliability; recording; reporting; formulating conclusions.

## SPECIFIC OUTCOME 2

Use language structures and features.

## OUTCOME NOTES

Use language structures and features to produce coherent and cohesive texts for a wide range of contexts.

### Assessment criterion 1

1. Meaning is clearly expressed through the use of a range of sentence lengths, types, and complexities.

### Assessment criterion 2

2. The use of paragraph conventions, including links between paragraphs in texts, promotes coherence and cohesion in writing. Their use is explained with reference to logical progression, cause and effect, and contrast.

### Assessment criterion 3

3. The overall structure of a piece of writing is controlled and the conclusion is clearly formulated.

## SPECIFIC OUTCOME 3

Draft own writing and edit to improve clarity and correctness.

## ASSESSMENT CRITERIA

### Assessment criterion 1

1. Writing produced is appropriate to audience, purpose and context. Corrections are an improvement on the original.

### Assessment criterion 2

2. Control of grammar, diction, sentence and paragraph structure is checked and adapted for consistency.

### Assessment criterion 3

3. Logical sequencing of ideas and overall unity is achieved through redrafting.

### Assessment criterion 4

4. There is clear evidence that major grammatical and linguistic errors are edited out in redrafts.

### Assessment criterion 5

5. Inappropriate or potentially offensive language is identified and adapted/removed.

### Assessment criterion range

Obfuscation, excessive use of jargon, jargon used to exclude, insensitive choice of words, (gender, rank, hierarchies in familiar settings or organisations, family, sports, wealth) offensive or incorrect register.

**Assessment criterion 6**

6. Experimentation with different layout and options for presentation are appropriate to the nature and purpose of the task.

## UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS

Providers of learning towards this unit standard will need to meet the accreditation requirements of the GENFETQA.

Moderation Option: The moderation requirements of the GENFETQA must be met in order to award credit to learners for this unit standard.

## UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE

The following essential embedded knowledge will be assessed through assessment of the specific outcomes in terms of the stipulated assessment criteria:

Learners can understand and explain that language has certain features and conventions which can be manipulated. Learners can apply this knowledge and adapt language to suit different contexts, audiences and purposes.

Candidates are unlikely to achieve all the specific outcomes, to the standards described in the assessment criteria, without knowledge of the stated embedded knowledge. This means that for the most part, the possession or lack of the knowledge can be directly inferred from the quality of the candidate`s performance. Where direct assessment of knowledge is required, assessment criteria have been included in the body of the unit standard.

# CRITICAL CROSS-FIELD OUTCOMES (CCFO):

## UNIT STANDARD CCFO IDENTIFYING

Identify and solve problems: using context to decode and make meaning individually and in groups in oral, reading and written activities.

## UNIT STANDARD CCFO WORKING

Work effectively with others and in teams: using interactive speech in activities, discussion and research projects.

## UNIT STANDARD CCFO ORGANIZING

Organise and manage oneself and one`s activities responsibly and effectively through using language.

## UNIT STANDARD CCFO COLLECTING

Collect, analyse, organise and critically evaluate information: fundamental to the process of developing language capability across language applications and fields of study.

## UNIT STANDARD CCFO COMMUNICATING

Communicate effectively using visual, mathematical and/or language skills: in formal and informal communications.

## UNIT STANDARD CCFO SCIENCE

Use science and technology effectively and critically: using technology to access and present texts.

## UNIT STANDARD CCFO DEMONSTRATING

Understand the world as a set of inter-related parts of a system: through using language to explore and express links, and exploring a global range of contexts and texts.

## UNIT STANDARD CCFO CONTRIBUTING

Contribute to the full development of self by engaging with texts that stimulate awareness and development of life skills and the learning process.

## UNIT STANDARD ASSESOR CRITERIA

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# Appendix E

## ASSESSMENT PRINCIPLES

Effective assessment will be underpinned by the following principles:

- The purpose of assessment should always be made explicit. The criterion-referenced approach will be used.
- Assessment must be authentic, continuous, multi-dimensional, varied and balanced.
- Assessment is an on-going integral part of the learning process.
- It must be accurate, objective, valid, fair, manageable and time-efficient. Assessment takes many forms, gathers information from several contexts, and uses a variety of methods according to what is being assessed and the needs of the learner.
- The methods and techniques used must be appropriate to the knowledge, skills, or attitudes to be assessed as well as to the age and developmental level of the learner.
- It must be bias free and sensitive to gender, race, cultural background and abilities.
- Assessment results must be communicated clearly, accurately, timeously and meaningfully.
- Progression should be linked to the achievement of the specific outcomes and should not be rigidly time bound.
- Evidence of progress in achieving outcomes shall be used to identify areas where learners need support and remedial intervention.

*from the SAQA website: www.saqa.org.za*

## More about assessment principles

1. **Validity**
   Assessment must measure what it says it is measuring. The evidence collected must relate directly to the activity described in the assessment criteria.

2. **Authenticity**
   The assessment task must reflect the learner's own work.

3. **Reliability**
   The same judgements must be made in a similar context each time a particular assessment is used.

4. **Fairness**
   Assessment must not in any way hinder or advantage a learner.

5. **Relevance**
   Evidence collected should be relevant to the skills or knowledge that is being assessed.

6. **Transparency**
   The purposes of the assessment task should be made explicit.
   Task instructions and expectations must be made clear to the learner.

7. **Sufficiency**
   Enough evidence should be collected to make judgements about competency.

8. **Flexibility**
   Assessment methods must be adapted to meet the needs of learners and to match the resources available to the educator.

9. **Cost-effectiveness**
   Assessment methods and instruments chosen must suit the institution's/educator's budget