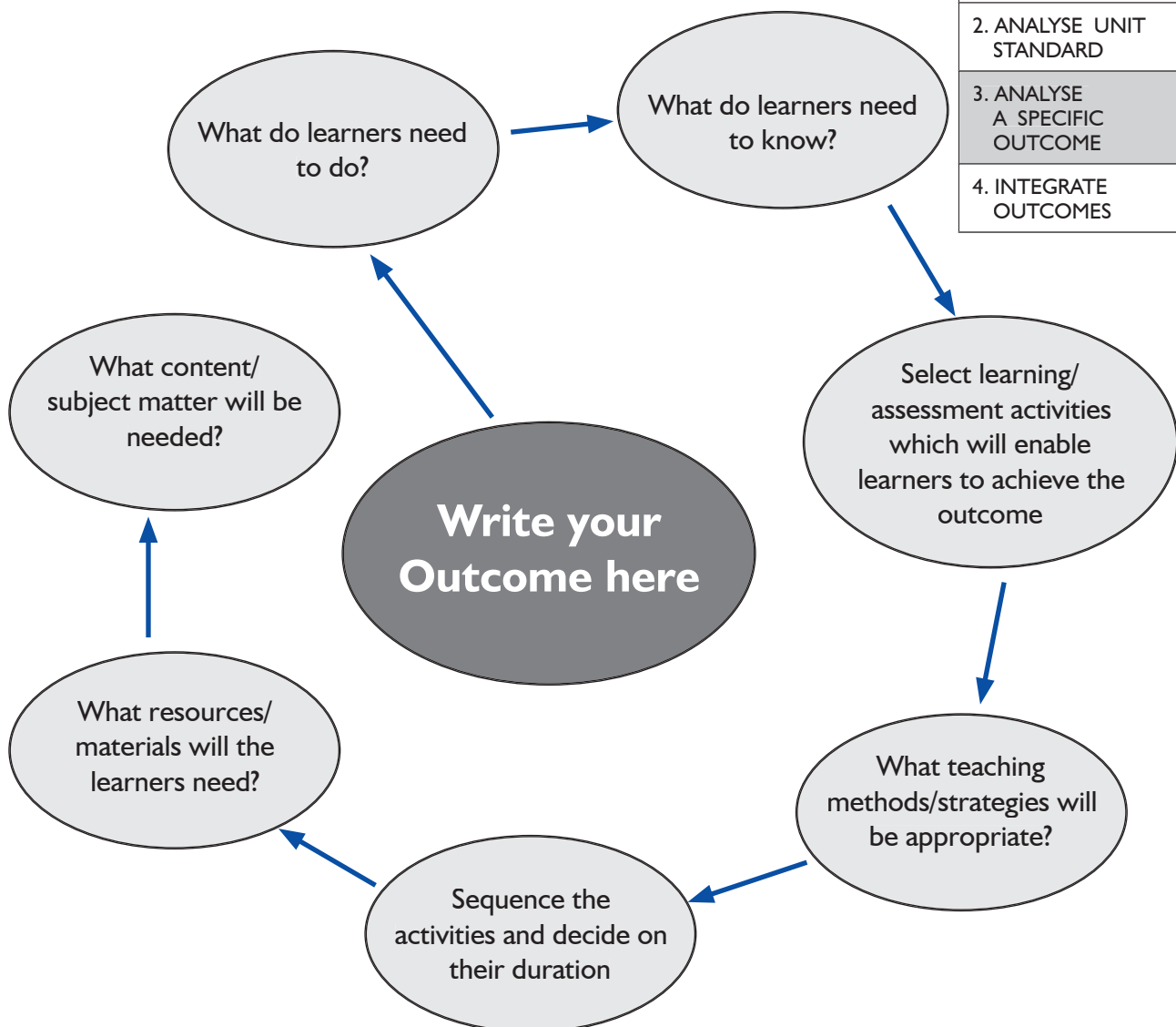


- Are the range statements attached to a particular outcome/s or do they apply to the unit standard as a whole?
- Can you make a list of the embedded/underpinning knowledge within the whole unit standard? (this is the knowledge that the learner will gain through doing this unit standard)
- How many credits 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?

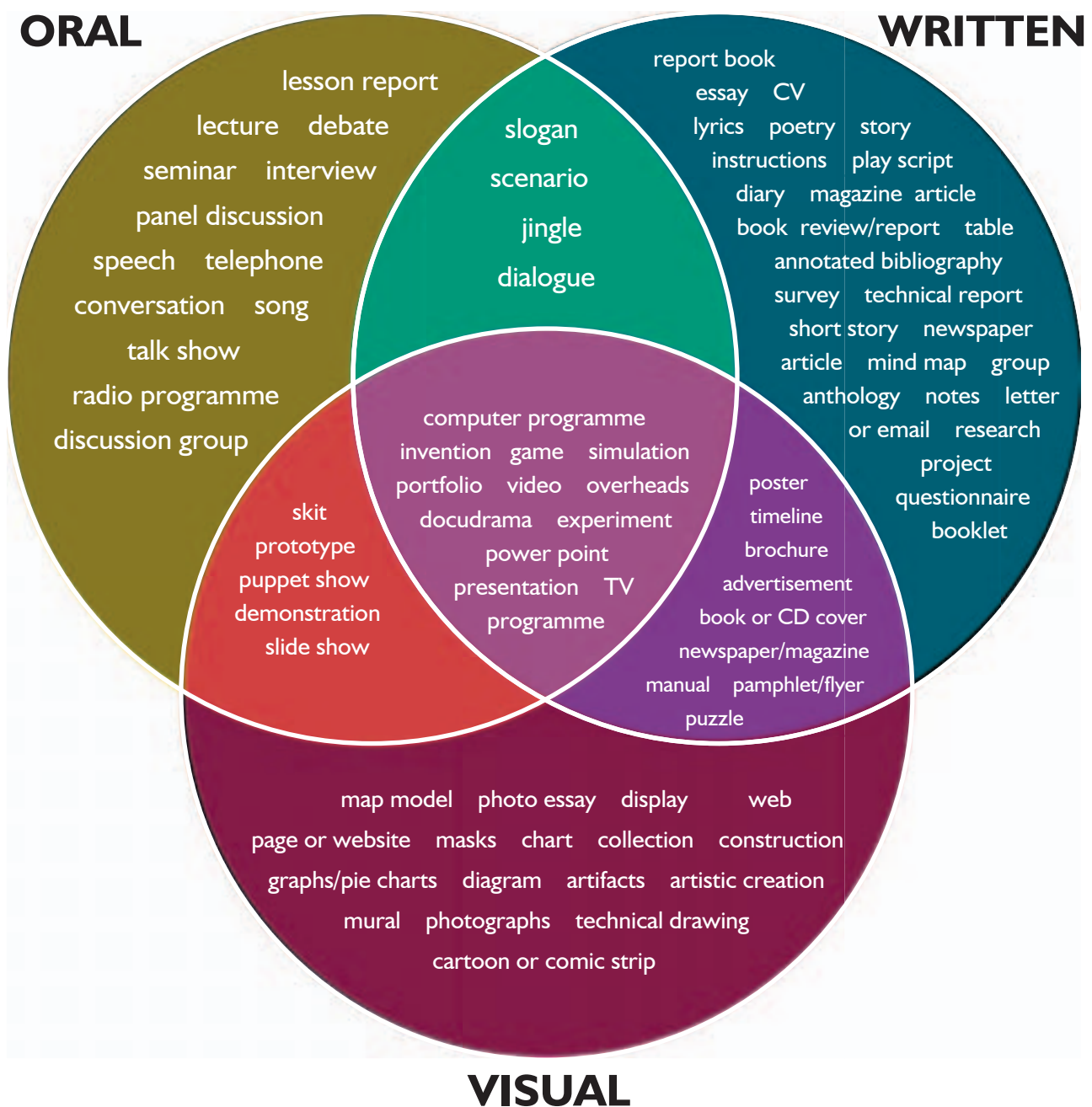
Once you are familiar with all the requirements of the unit standard/ ELO you may move on to planning with one outcome in the unit. ELOs may require that you design specific (learning) outcomes to break down the ELO into more manageable parts.

Step 3: Analysing the Specific/Learning Outcome

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



- What 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.



(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.

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.

Step 4: Integrating outcomes

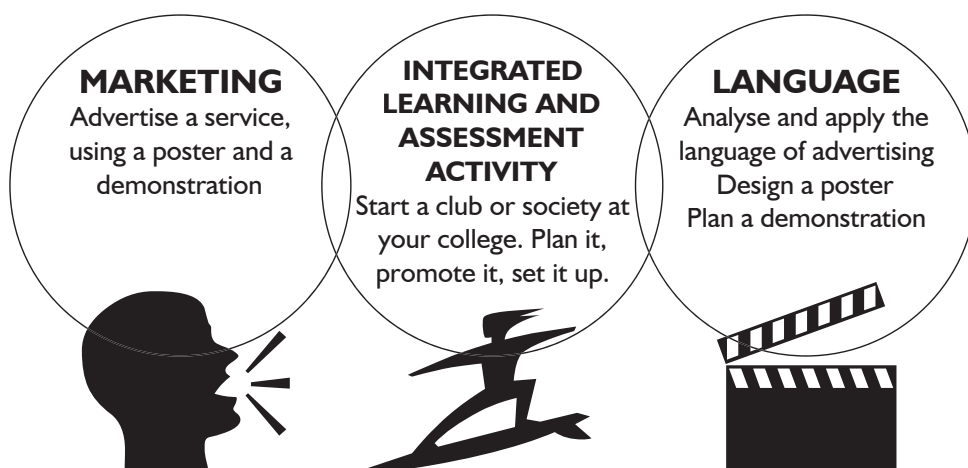
Design learning and assessment activities for more than one outcome (or the whole unit standard).

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:



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