

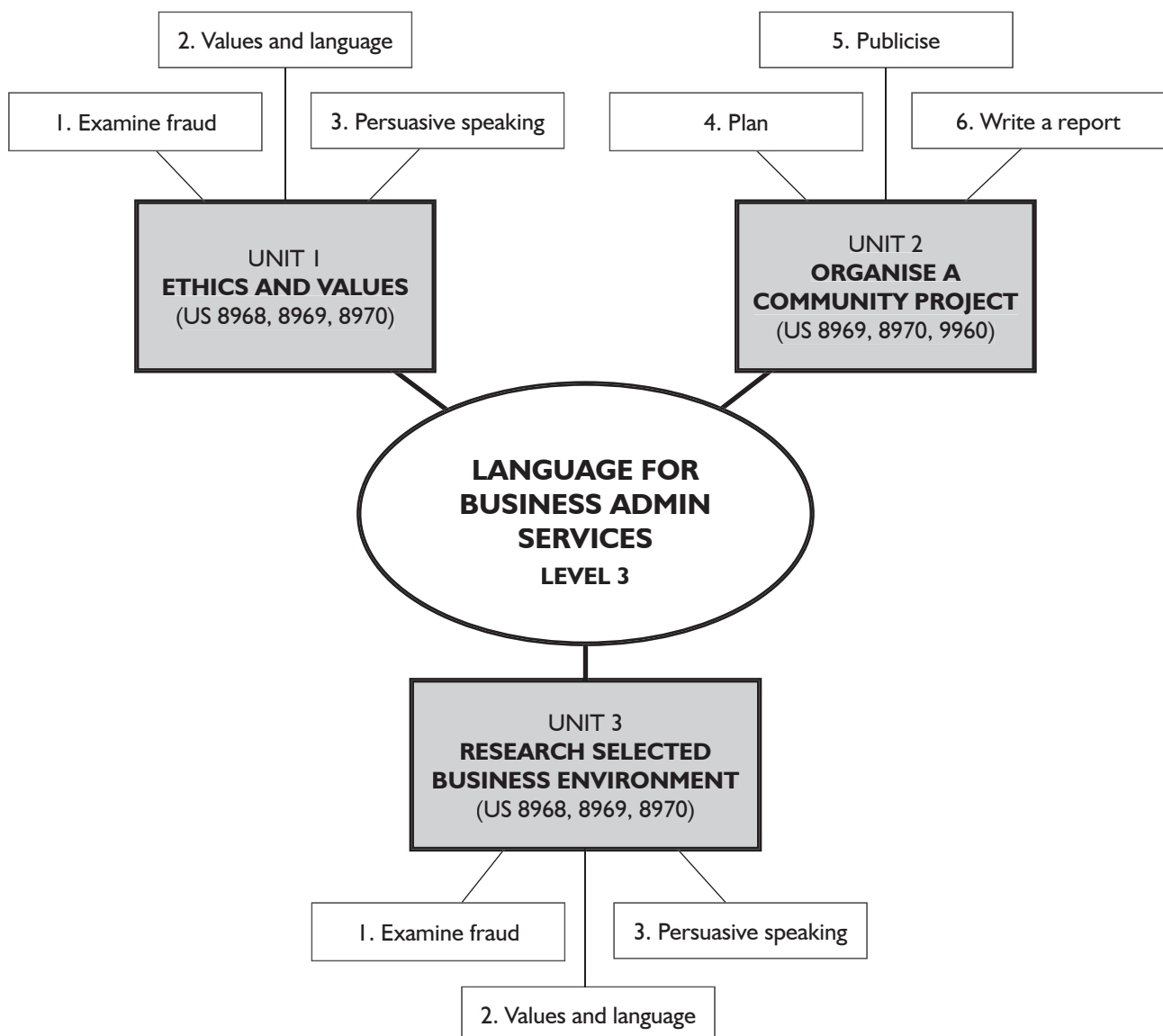
Appendix D

AN EXAMPLE OF DESIGNING A LEARNING PROGRAMME FROM ONE UNIT STANDARD

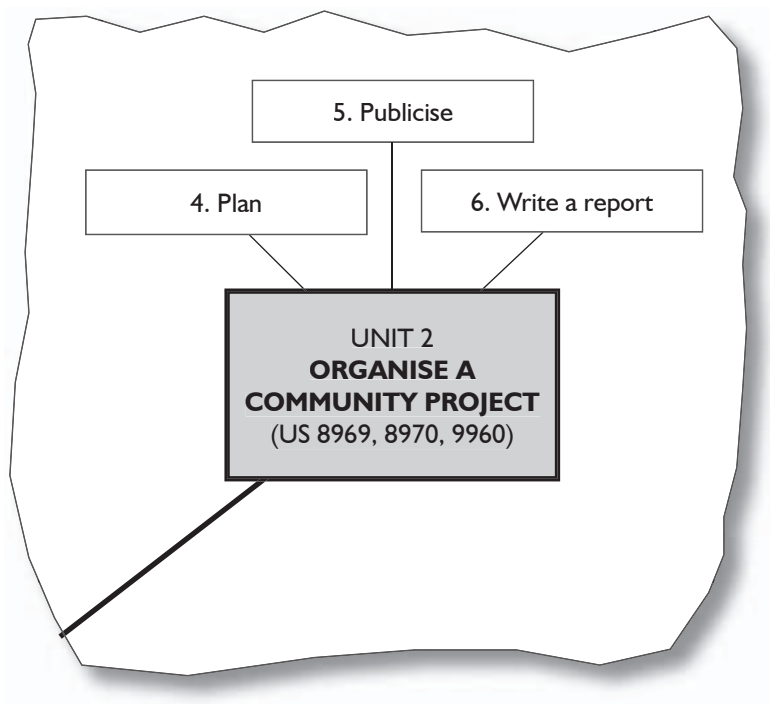
THE BIG PICTURE

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.



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

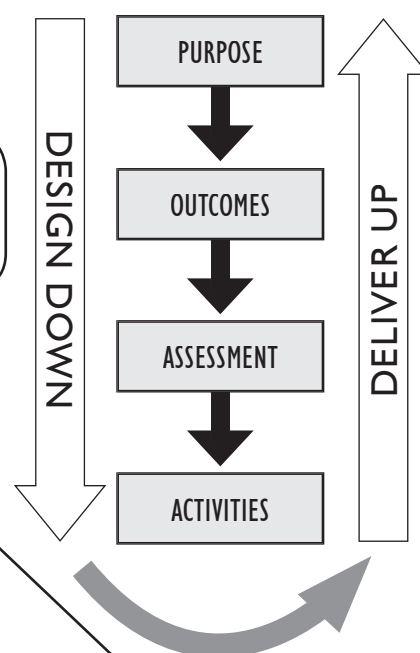
DESIGNING A LEARNING PROGRAMME FOR A UNIT STANDARD

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.

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/>

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



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.

PURPOSE
OUTCOMES
ASSESSMENT
ACTIVITIES

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.

PURPOSE
OUTCOMES
ASSESSMENT
ACTIVITIES

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.