

## Design and Develop Learning Material Training Programme

### Unit Standards covered in this programme:

- 4 unit standards as set out on page 4.  
Credits Totalling: 45 Credits

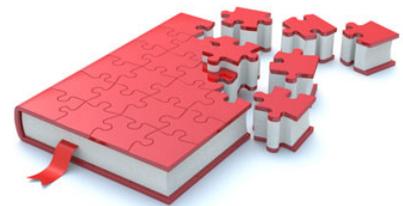
### Accreditation for this Programme:

- Education, Training and Development Practices Sector (ETDP SETA) Accredited: ETDP10602

### Overview

The *Design and Develop Learning Material Training Programme* is an accredited training programme consisting of four unit standards. This training programme will equip one with the necessary knowledge and skill to design learning programmes and assessment tools in a variety of settings. This training programme will be useful to those who design credit bearing learning programmes as well as non-accredited learning programmes. Knowledge and skill will be gained in:

- Instructions and guidelines for the development of learning activities.
- Learning aids.
- Links to other resources.
- Style, formatting and packaging.
- Outcomes-based learning programmes, education, training and development.
- Design and development of learning material
- Assessment tools and principles of assessments.
- Planning, preparation and collection of data to design and develop learning programmes.
- Drafting, analysis and evaluation of learning programmes.
- Learning styles and methodologies.
- Principles and mechanisms of the National Qualifications Framework (NQF).
- ETQA and SETA requirements for programme approval
- Quality assurance systems.



### Who Should Attend the Training?

- Those who wish to gain a formal and accredited qualification in Design and Develop of Learning Material.
- Course and curriculum developers.
- Education, Training and Development (ETD) Practitioners
- Those working towards the Occupationally Directed Education Training and Development Practices (ODETDP) Qualification
- *This training programme is not subject specific and is applicable to various subject matters and sectors.*

### Benefits

For the Individual	For the Company
<ul style="list-style-type: none"> <li>• Gains a formal qualification in assessment.</li> <li>• Credits towards a full qualification.</li> <li>• Improves employability.</li> <li>• Career opportunities is learning material and curriculum development.</li> </ul>	<ul style="list-style-type: none"> <li>• Custom in-house development of learning material.</li> <li>• Learning material can be updated readily.</li> <li>• Save on training costs.</li> <li>• Employers who are registered to claim skills levies will be able to claim skills levies when sending their staff on this training programme.</li> </ul>

### Entry Requirements

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- Proficiency in English on an NQF level 4 or Grade 12.
- Learners must have achieved the following:
  - Assessor Training Programme (15 Credits): Unit Standard 115753, Conduct outcomes-based assessment. NQF Level 5, 15 Credits
- It is assumed that the learning material developer is competent in the field in which they are designing or have access to subject matter experts.

## Duration and Methods of Completion

Training is provided for corporates and individuals. There are various methods such as:

Method	Duration	Comments
<b>1. Class Attendance</b> Portfolio of Evidence (PoE) completion after the training.	5 Days	<ul style="list-style-type: none"> <li>• Presented at ENJO Consultants, Centurion.</li> <li>• Attendance dates to be selected from the training schedule.</li> <li>• Training can also be presented at the client site for groups (please contact us for a quote for this option).</li> </ul>
<b>2. Online Virtual Attendance</b> Portfolio of Evidence (PoE) completion after the training.	5 Days	<ul style="list-style-type: none"> <li>• Training is presented live via a platform such as Zoom or MS Teams.</li> <li>• Attendance dates to be selected from the training schedule.</li> <li>• Training can also be presented for groups for a client (please contact us for a quote for this option).</li> </ul>
<b>3. Online (Self-Study)</b> 3 months will be granted for the completion of the online portfolio; however, the portfolio can be submitted sooner if completed.	3 Months	<ul style="list-style-type: none"> <li>• The learning information will be accessed online after registration.</li> <li>• The portfolio of evidence will be completed online.</li> </ul>
<b>4. Distance Learning (Self-Study)</b> 3 months will be granted for the completion of the portfolio; however, the portfolio can be submitted sooner if completed.	3 Months	<ul style="list-style-type: none"> <li>• The learning material will be provided to the learner upon enrolment.</li> <li>• Although the distance learning option is offered, class or virtual attendance is highly recommended.</li> </ul>
<b>5. Recognition of Prior Learning (RPL).</b>		<ul style="list-style-type: none"> <li>• Qualifying persons can complete this training programme as RPL.</li> <li>• A RPL Portfolio will be completed.</li> </ul>

## Learning Material and Templates

The learning material consists of:

- Learner Guide
- Various Design and Develop Templates are included in the Learner Guide
- Portfolio of Evidence

## Does One Need to Write Exams?

No, one does not need to write exams, the Portfolio of Evidence will be assessed to determine competence.

## What is a Portfolio of Evidence (PoE)?

- As the name implies, the Portfolio contains different types of evidence for different purposes.
- The Portfolio of Evidence contains various questions and activities which are completed by the learner.

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- The Portfolio of Evidence contains evidence of the learner’s ability to apply the newly acquired knowledge and skills in the workplace.
- All questions in the Portfolio of Evidence are covered in the Learner Guide.

## Assessment, Verification and Certification

- The Portfolio of Evidence will be assessed by a registered assessor.
- During assessment the assessor measures the evidence the learner submitted against the outcomes and criteria of the unit standard/qualification; compiles a report and if needed, contacts the learner for additional evidence.
- Once the learner is declared competent, the assessor will forward the assessment report to the learner and the Portfolio of Evidence will be submitted to the ENJO Moderator for moderation.
- On successful completion, ENJO Consultants will upload the learner’s results onto the ETDP database.
- Results need to be verified by the SETA before the Statement of Results (SoR) and Certificate are issued.
- The ETDP SETA will capture the learner’s results on the National Learner Record Database (NLRD) and issue a Statement of Results (SoR) that will reflect the credits earned.
- ENJO Consultants will then forward the certificate and Statement of Results to the client/learner.

## Where Does the Class Attendance Training Take Place?

- ENJO Consultants: Company and Individual Bookings – training takes place according to scheduled dates.
- ENJO Consultants: Group Bookings – training can be scheduled for groups at ENJO Consultants on dates mutually agreed upon with the client.
- Other/Client Site: Training can be presented at various training venues or at the client site depending on numbers and suitability of the venue.

### NOTE:

- The Design and Develop Learning Material Training Programme can be completed on its own.
- It also forms part of full qualifications.
- Full qualifications presented by ENJO Consultants containing this training programme:

Qualification ID	Qualification Title	NQF Level	Credits
50334	National Certificate: Occupationally-Directed Education Training and Development Practices	5	120
50333	National Diploma: Occupationally-Directed Education, Training and Development Practices	5	151
50331	National Certificate: Occupationally-Directed Education, Training and Development Practices (Advanced Certificate)	6	261

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## Design and Develop Learning Material Training Programme: Unit Standards & Outcomes

SAQA US ID:	Title	NQF Level	Credits
<a href="#">123397</a>	Evaluate a learning intervention using given evaluation instruments	5	10
<a href="#">123401</a>	Design outcomes-based learning programmes	6	15
<a href="#">123394</a>	Develop outcomes-based learning programmes	5	10
<a href="#">115755</a>	Design and develop outcomes-based assessments	6	10

### Unit Standard 123397: Evaluate a learning intervention using given evaluation instruments

#### 1. Outcome 1: Plan and prepare for the evaluation.

- 1.1. The purpose and scope of the evaluation is defined in terms of stakeholder requirements.
- 1.2. Evaluation criteria are confirmed as objective, measurable, sufficient and suited to the agreed purpose of the evaluation. The criteria are confirmed to be aligned with the organisational quality assurance system.
- 1.3. Evaluation instruments selected make use of strategies, methodologies, research methods and information sources that are appropriate to the purpose and context of the evaluation.
- 1.4. Evaluation instruments selected enable valid, sufficient and reliable data to be generated within time and budgetary constraints, and to achieve the purposes of the evaluation.
- 1.5. Evaluation instruments are adjusted to ensure they will generate the data that are required to achieve the evaluation purpose.
- 1.6. The plan is developed providing details of the purpose and subject of the evaluation, roles and responsibilities of participants, sample sizes, frequency and timing of data gathering, venue/s, logistics, resource requirements and reporting mechanisms.
- 1.7. The evaluation plan is agreed with relevant stakeholders, and enables the achievement of the evaluation purpose within time and budgetary constraints.

#### 2. Outcome 2: Collect and record data.

- 2.1. Data are collected and recorded in accordance with the evaluation plan.
- 2.2. Data are collected from a representative sample of the target group in accordance with the evaluation plan.
- 2.3. Data are collected in relation to key quality indicators, including cost, time, outcomes achieved and manageability.
- 2.4. Data are recorded without errors or omissions.

#### 3. Outcome 3: Analyse and interpret data.

- 3.1. The sorting and summarising of data into categories validly reflect the evaluation purpose and serve to focus attention on particular areas.
- 3.2. Data are displayed in a way that aids analysis and interpretation.
- 3.3. Identified trends, patterns, and comparisons validly reflect the data.
- 3.4. Interpretations of data are consistent with the data and are free of bias.
- 3.5. Findings are unbiased reflections of the data and are supported by evidence.

#### 4. Outcome 4: Compile an evaluation report.

- 4.1. The summary and presentation of results validly reflect the data and are in a form that is meaningful to recipients.
- 4.2. Limitations of data interpretation are made explicit.
- 4.3. Evaluation results are compared with related external data where available so that valid conclusions can be drawn.

- 4.4. Raw data are made available in an organised form that can be accessed by recipients within the constraints of relevant policy and legislation.
  - 4.5. Recommendations are formulated in consultation with relevant stakeholders, and are relevant to the context, feasible, can be justified in terms of the findings and evaluation purpose, and promote the improvement of learning interventions.
- #### 5. Outcome 5: Review the evaluation process.
- 5.1. The process is analysed in terms of strengths, weaknesses and fitness for purpose.
  - 5.2. Opportunities and mechanisms to improve upon the process are identified and recorded for integration into future evaluations.

### Unit Standard 123401: Design outcomes-based learning programmes

#### 1. Outcome 1: Draft learning outcomes for the programme.

- 1.1. The outcomes reflect the required results of learning as per the given brief.
- 1.2. The outcomes and criteria are written in a format that is consistent with established norms for outcomes and criteria.
- 1.3. The outcomes, together with criteria, are achievable and assessable.
- 1.4. Outcomes and related criteria provide clear guidelines of the expected standard of performance required and are written in a language accessible to the trainer and the learner with minimum mediation required.
- 1.5. Clarifying statements are used where required to provide scope and context for the learning programmes and to ensure consistent interpretation of the outcomes and criteria by users.
- 1.6. Language used is consistent with field-usage.

#### 2. Outcome 2: Conduct analysis for learning design

- 2.1. The analysis provides accurate information on the nature and type of potential learners, their typical learning backgrounds, possible special needs and their skills profile in relation to the intended outcomes.
- 2.2. The analysis identifies the expected or required starting point for learning.
- 2.3. The analysis makes use of appropriate tools to identify all the skills that learners need to develop in order to achieve the outcomes. The skills are broken down into the detail of what learners need to know and do in order to develop the skills.
- 2.4. The skills are sequenced in a manner that ensures an appropriate build up and integration of skills.
- 2.5. Analysis of existing materials and resources reveals their relevance and suitability for the programme.
- 2.6. The analysis helps to group and sequence learning outcomes across programmes to facilitate integration.

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### 3. Outcome 3: Design the learning programme

- 3.1. The design is based on the results of the analysis and incorporates lessons from previous developments, pilot projects and evaluations.
- 3.2. Learning activities and methodologies are selected which are appropriate to the learner and the learning content, and have the potential to enable the learner to integrate all the needed skills required to achieve the outcomes. Methodologies selected are explained and justified in terms of relevance, effectiveness and appropriateness.
- 3.3. The design meets budgetary constraints and ensures that implementation of the learning programme is manageable within reasonable time frames.
- 3.4. The design makes effective use of existing resources without compromising the quality of the learning experiences.
- 3.5. The design ensures sufficient opportunities for learners to practice and thereby achieve mastery of the required outcomes.
- 3.6. The design sequence is appropriate to the learners' needs in terms of logic of structure and pace.
- 3.7. The design is outcomes-based, adheres to adult learning principles, promotes integration and takes account of possible special needs of learners.
- 3.8. Provision is made for adequate formative and summative assessment. The scope of assessments are directly related to and cover the stated outcomes.

### 4. Outcome 4: Draft a brief for the development of the learning programme.

- 4.1. The brief is developed with sufficient background information to ensure the developer understands the learning context.
- 4.2. The brief provides the developer with insights into the learning design, with explanations for selected learning activities and methodologies.
- 4.3. The brief provides sufficient instructions and guidelines to ensure the developer develops the programme to design specifications.
- 4.4. Instructions and guidelines for the development of learning activities, the development of learning aids, links to other resources, style, formatting, packaging. The brief will also contain broad costings.

### 5. Outcome 5: Evaluate learning design.

- 5.1. The evaluation is conducted in a consistent and systematic manner, including the use of pilots where possible. Pilots make use of representative samples of the material, learners and practitioners.
- 5.2. The evaluation is conducted in accordance with the learning organisation's quality assurance requirements for design.
- 5.3. The evaluation reveals strengths and weaknesses of the drafted learning outcomes, the analysis for learning design, the learning design and the brief for development.
- 5.4. Opportunities and mechanisms to improve upon the design are identified and recorded for integration into future revisions.
- 5.5. Recommendations are made which contribute towards the improvement of learning design in line with the learning need and required outcomes.

## Unit Standard 123394: Develop outcomes-based learning programmes

### 1. Outcome 1: Plan and prepare for development.

- 1.1. The brief is analysed to establish the purpose, direction and nature of the development.
- 1.2. The brief is discussed with the designer to clarify the brief, where required, resulting in a confirmation of the brief.
- 1.3. A development plan is produced, giving details of development stages, roles and responsibilities, timelines, equipment needed and costing.
- 1.4. Possible learning resources and resources to assist development are gathered and evaluated based on their suitability, cost and availability for the programme.
- 1.5. Support personnel and services are assembled and mobilised as per the plan.
- 1.6. Specialised components are commissioned according to the designers brief and so as to complement the learning programme, thus contributing to meaningful learning.
- 1.7. Equipment required for the development, such as computers, are ensured to be ready, available and sufficient as per the plan.

### 2. Outcome 2: Develop learning materials.

- 2.1. Learning activities are sequenced and linked as per the given brief and are appropriate to the learners' needs in terms of logic of structure and pace.
- 2.2. The learning activities are developed to ensure sufficient opportunities for learners to practice and thereby achieve mastery of the required outcomes.
- 2.3. Materials are appropriate to the learner and the learning context, and have the potential to enable the learner to integrate all the needed skills required to achieve the outcomes.
- 2.4. The materials adhere to adult learning principles, promote integration and takes account of possible special needs of learners.
- 2.5. Language is pitched at learner level, is consistent with the language related to the field of learning and is grammatically correct.
- 2.6. The development meets budgetary constraints and ensures that implementation of the learning programme is manageable within reasonable time-frames.
- 2.7. Materials are coherent and presented in a format and style that meets the needs of those using the material and are in line with organisational quality assurance requirements.

### 3. Outcome 3: Develop learning facilitation guidelines.

- 3.1. The guidelines developed provide the facilitator with sufficient background information to ensure they understand the learning context.
- 3.2. The guidelines identify the learning outcomes and outline the summative assessment arrangements.
- 3.3. The guidelines provide the facilitator with insights into the learning design, with explanations for selected learning activities and methodologies.
- 3.4. The guidelines provide clear instructions for the facilitation of learning as per the learning design, including descriptions of methodology and strategy.
- 3.5. The guidelines highlight common learning challenges and provide useful insights as to how to deal with the challenges.
- 3.6. The guidelines clearly identify equipment, resources, support materials, organisational requirements and preparations required for implementation of the programme.
- 3.7. The guidelines provide structure, sequence and timeframes to the learning programme.

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**4. Outcome 4: Pilot and evaluate the development.**

- 4.1. The pilot is set up in a manner that is representative of the learning context and provides useful feedback on the learning programme.
- 4.2. The evaluation of the learning programme is conducted in a consistent and systematic manner.
- 4.3. The evaluation is conducted in accordance with the learning organisation's quality assurance requirements.
- 4.4. The evaluation conducted reveals strengths and weaknesses of the learning material.
- 4.5. Opportunities and mechanisms to improve upon the material are identified and recorded for integration into future revisions.

**Unit Standard 115755: Design and develop outcomes-based assessments**

**1. Outcome 1: Demonstrate understanding of design principles of outcomes-based assessment.**

- 1.1. Comparisons between outcomes-based design and another form of assessment design highlight key differences in terms of the underlying philosophies and approaches to assessment, including an outline of advantages and disadvantages.
- 1.2. Key differences are identified in the approach to designing assessments for RPL-candidates and for programme-based assessments.
- 1.3. Different assessment methods are described and justified in relation to particular contexts, and their advantage over other possible options.
- 1.4. Key principles of assessment are described and illustrated in terms of their impact on assessment design, and ultimately assessment practice and results.
- 1.5. Scenarios are provided to illustrate the manner in which questioning approaches impact on the validity of assessments.

**2. Outcome 2: Design outcomes-based assessments.**

- 2.1. The design addresses the need for cost-effectiveness and takes into account the overall assessment plan, results of previous assessments, special needs of candidates, assessment contexts, and where applicable, the accessibility and safety of the environment and contingencies.
- 2.2. Assessment activities, instruments and resources selected are appropriate to the outcomes to be assessed and the assessment candidates, and have the potential to enable the collection of valid and sufficient evidence. The design accommodates the possibility of RPL.
- 2.3. Potential unfair barriers to achievement by candidates are identified and the design addresses such barriers without compromising the validity of the assessment or possibilities for continued learning.
- 2.4. The design ensures holistic, integrated and comprehensive assessment using a range of potential sources and types of evidence.
- 2.5. Opportunities for gathering naturally-occurring evidence are identified and planned whenever possible, so as to improve assessment efficiency and match assessment conditions to real performance conditions where applicable.

**3. Outcome 3: Develop assessment activities.**

- 3.1. The activities facilitate the production of valid, sufficient, authentic and current evidence, matching the requirements of the given outcome statement/s.
- 3.2. Activities promote integrated assessment as far as possible and enable combinations of outcomes to be assessed simultaneously where possible.

- 3.3. The activities are appropriate, fair and manageable, and are consistent with the defined purpose of the assessment, including the possibility of RPL.
- 3.4. Communication intended for candidates is appropriate to the candidates and assessment context, and provides clear direction without influencing candidates towards particular responses.
- 3.5. The activities are described in sufficient detail to facilitate effective and efficient assessments, but with sufficient opportunities for assessors to adapt and contextualise the activities as required within the assessment context. Where appropriate, guidance is provided for contextualising the activities.
- 3.6. Activities meet cost and time requirements and any other constraints within the assessment context.
- 3.7. Time allocated for the activities is realistic, can be justified in terms of the requirements of the outcomes and is sufficient for the nature of the performances being assessed.

**4. Outcome 4: Develop assessment guides.**

- 4.1. Guides contain all the details needed by assessors to conduct assessments in line with defined assessment principles.
- 4.2. The guide provides clear details of the assessment activities in line with the assessment design, so as to facilitate fair, reliable and consistent assessments by assessors. The activities are presented in a form that allows for efficient communication of requirements.
- 4.3. The structure of the guide promotes efficient and effective assessment. It further facilitates the recording of data before, during and after the assessment for purposes of record keeping, assessment judgements and moderation of assessment.
- 4.4. The guide includes all support material and/or references to support material, including observations sheets, checklists, possible or required sources of evidence and guidance on expected quality of evidence including exemplars, memoranda or rubrics as applicable.
- 4.5. The guide makes provision for review of the assessment design, and is presented in a format consistent with organisational quality assurance requirements.

**5. Outcome 5: Evaluate assessment designs and guides.**

- 5.1. Methods are appropriate and sufficient to evaluate the quality of the assessment design and guides in relation to good assessment principles and the intention of the assessment reflected in the standards.
- 5.2. The evaluation results are described and justified in terms of the principles of good assessment and based on evidence from a variety of sources, including empirical data, moderation findings and stakeholder feedback.
- 5.3. Recommendations contribute towards the improvement of assessment design and guides to facilitate assessments in line with the requirements of the given outcome statements and the purposes of the assessment.
- 5.4. The evaluation is carried out in line with quality assurance requirements, including moderation requirements, and contributes towards enhancing the credibility and integrity of the recognition system.

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