



Pro-Active College®
PUBLIC SERVICES COLLEGE (Pty) Ltd

DESIGN AND DEVELOP LEARNING PROGRAMMES

» TARGET GROUP

This short course is designed for the public and private sector and is aimed at:

- coordinators, trainers, facilitators and other individuals in charge of developing or updating learning interventions by identifying existing skills gaps;
- individuals who design learning programmes according to defined learning needs, in essence producing instructions for the development of learning programmes; and
- individuals who develop learning programmes to meet defined learning needs according to a given design specification.

» BENEFITS

The benefits of this course include:

- the ability to interpret and understand unit standards;
- design matrix and design brief capabilities;
- the ability to design and develop a learning programme; and
- compliance with material accreditation requirements.

» ABOUT US

Pro-Active College excels in the education, training and development of public and private sector officials. With its strong focus on practical workplace skills, Pro-Active College strives to facilitate measurable improvements in the productivity of client organisations.

This short course provides the learner with the knowledge, skills, attitudes and values to design and develop outcomes-based learning materials, programmes and processes.



**UNIT
STANDARD
ALIGNED**



**OUTCOMES
BASED**

Designed and developed by Pro-Active College, this skills programme is aligned to the unit standard: No Credits

**DEFINE TARGET AUDIENCE
PROFILES AND SKILLS GAPS**
(US: 123396)

**WRITE AND PRESENT FOR A
WIDE RANGE OF PURPOSES,
AUDIENCES AND CONTEXTS**
(US: 115790)

**DEVELOP OUTCOMES-
BASED LEARNING
PROGRAMMES**
(US: 123394)

**DESIGN OUTCOMES-BASED
LEARNING PROGRAMMES**
(US: 123401)



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» PROGRAMME OUTCOMES

On completion of this short course learners will be able to:

- define target audience profiles and skills gaps;
- design outcomes-based learning programmes;
- develop outcomes-based learning programmes; and
- write and present for a wide range of purposes, audiences and contexts.



» DURATION

Five-day contact session combined with practical workplace experience.

» PORTFOLIO OF EVIDENCE

To be declared competent in these unit standards the learner must be assessed by a registered assessor and be found competent in the following:

Formative Assessment

Consisting of classroom activities on which the facilitator will give feedback.

Summative Assessment

This assessment consists of workplace assignments and questions. This must be the learners' own individual work.

PROGRAMME OUTLINE

LEARNING UNIT ONE LEARNING ABOUT LEARNING

- What is learning?
- Learning theories
- Experiential learning
- Whole brain learning
- Learning styles
- Learning modalities
- Learning organisations

LEARNING UNIT TWO THE NQF AND OBET

- Introduction to the National Qualifications Framework (NQF)
- Unit standards and qualifications
- Outcomes-Based Education and Training (OBET)
- Formulate learning outcomes

LEARNING UNIT THREE DESIGN LEARNING PROGRAMMES

- The training and development cycle
- The needs analysis
- The design process

LEARNING UNIT FOUR DEVELOP LEARNING MATERIALS

- Plan and prepare for development
- Develop learning materials