



ALIGNMENT OF LEARNING PROGRAMME TO NQF REGISTERED UNIT STANDARDS AND/OR QUALIFICATIONS

Please complete an Alignment Matrix below for each Learning Programme you are applying for.

ANNEXURE A

KEY ELEMENTS OF AN NQF-ALIGNED PROGRAMME OUTLINE

Element of your programme	(Comment: use this column to describe the key elements of your programme after deleting the explanation given below.)
1. Name of programme	The title that you use for your programme, e.g. 'Programme in Time Management', or 'Programme for Emerging Leaders'
2. Purpose of the programme	The overall purpose that the programme is designed to achieve
3. Duration of the programme	The contact time of the learning programme in hours, days or weeks
4. NQF level	The level of complexity of learning in terms of one of the eight NQF levels
5. NQF credits	The notional hours of learning required to achieve the outcomes of the programme (This includes the time spent in the 'classroom', as well as the time the 'average learner' will have to spend on all learning activities, including pre-reading, self-study, group work and assignments. To calculate NQF credits divide the total notional hours in the programme by 10. Round off figures where necessary, as there is no provision for ½ credits.)
6. Specific outcomes	The main outcomes that the programme is designed to achieve, i.e. what the participants will know, understand and be able to do at the end of the programme.
7. Assessment criteria	The criteria that the assessor uses to determine whether the participants have achieved the specific outcomes of the programme
8. Critical cross-field outcomes	Outcomes that are generic across learning fields, such as identifying and solving problems and communication skills, as described in the SAQA list of CCFOs
9. Learning assumed to be in place	What the learner should know and be able to do before entering the programme (This usually relates to aspects such as literacy, numeracy and foundational understanding of the specific field. This is not the same as the traditional entry requirements, such as a grade 12 certificate. It refers to the learning that should already be in place without which the participants will not be able to

	cope with the learning content.)
10. Essential embedded knowledge	The underlying knowledge and theoretical content that the learners will have to master during the programme to be able to demonstrate the outcomes specified
11. Range statement	A general guide on the scope and context of the programme, describing the situations and circumstances in which the outcomes must be demonstrated (This is often related to the scope of responsibility in the workplace, e.g. to indicate the differences between the responsibilities of junior, senior and executive managers.)
12. Recognition of Prior Learning (RPL)	Policy and Procedure on RPL
13. Learning Materials	A description of learning materials in use.
14. Links of the programme to registered unit standards, skills programmes, or qualifications (You could also indicate these links in a diagram such as that provided in Annexure B.)	Registered qualification: The title of the qualification(s) that the programme relates to, the ID number, NQF level and the number of credits
	Registered unit standards: The title of the unit standard(s) that are <i>completely</i> covered in the programme, the ID number, NQF level and number of credits
	Exit level outcomes: If the programme covers an exit level outcome(s) of a 'whole qualification', provide the number and description of this outcome.

ANNEXURE B

NQF ALIGNMENT OF PROGRAMME DELIVERY

Unit standard	Learning programme	Where it is covered (page/unit)	How it is covered (method of facilitation)	How it is Assessed (Assessment Methodology)
SAQA ID Number	Internal code			
ID no. 12140 (Registration end date: 2005-02-13)	RS 001			
Title	Name			
Recruit and select candidates to fill defined positions	Staff recruitment and selection			

NQF level and credits				
NQF level 5, 9 credits	NQF level 5, 11 credits			
Specific outcomes	Programme outcomes			
<u>1. Plan and prepare for recruitment and selection</u>	- Recruitment and selection policy - Recruitment plan - Selection criteria	Unit 1, pp 4-15	Presentation	
Assessment criteria				
• Information is obtained on the position that is relevant and complete		Unit 1, pp 4-15		
• A selection procedure is selected or designed and is ensured to be appropriate for the specific position and in line with organisational and legal requirements		Unit 1, pp 4-15		
• The selection procedure is confirmed to be a validated procedure		Unit 2, pp 24-26		
•				
Specific outcomes	Programme outcomes			
<u>2. Recruit applicants</u>	- Selection interviews - Short listing candidates	Unit 2, pp 16-27	Case study Small group discussion	
Assessment criteria				
•				
•				
•				
•				
Specific outcomes	Programme outcomes			
<u>3. Select staff</u>	- -		Practical exercise	
Assessment criteria				
•				
•				
Essential embedded knowledge	Knowledge components			
Knowledge of the relevant legislation	- Legislation and organisational policies relevant to recruitment and selection	Unit 5, p. 5		
Knowledge relevant to the position and industry sector	- Legislation and organisational policies relevant to recruitment and selection	Unit 5, p. 5		

Critical cross-field outcomes				
Work effectively with others as a member of a team	- Cooperate with members of the recruitment team	Unit 4, p. 53		
Collect, analyse, organise and critically evaluate information	- Gather relevant information for the recruitment plan - Clearly formulate and motivate the recruitment plan	Unit 3, p. 31		

ANNEXURE C

NQF-ALIGNMENT OF ASSESSMENT

(Comment: this table must be completed to indicate NQF alignment, and also use it to track the assessment during the programme.)

Outcomes of each unit standard	Level & credits	Assessment criteria	Method of assessment (Formative / Summative)	Assessed		Competent	
				Date	Name and signature of assessor	YES	NYC
US 7881: Managing workplace diversity	L5, 7 cr		Integrated written project (S)				
Outcome 1:			Written test (F)				
Outcome 2:			Written test (F)				
Outcome 3:			Group discussion (F)				
Outcome 4:			Discussion of case study (F)				
Outcome 5:			Discussion of case study (F)				

US 7859: Managing and leading teams	L4, 5 cr		Integrated written project (S)				
Outcome 1:							
Outcome 2:							
Outcome 3:							
US 15220: Monitor achievement of goals	L 4, 6 cr		Integrated written project (S)				
Outcome 1:							
Outcome 2:							
Outcome 3:							
Additional outcomes covered							
Outcome 1:							
Outcome 2:							
Details of moderation	Name and signature of moderator:			Assessment result confirmed:		YES	NO
Moderator comments							

PROGRAMME OUTLINE

(Comment: You must attach your programme outline, or a short summary of it, to your submission. This is the same outline that you would provide to learners.)

Your programme outline could cover issues such as:

- The different topics covered in the programme
- The duration of the programme
- The length of each unit of the programme
- The modules and content covered in each
- The list of assignments and a description of what is required in each
- The list of recommended reading and/or references.

ADDITIONAL NOTES

(Comment: You could include a note section to explain and motivate the way alignment was done, including issues such as:)

- The difference between the sequence of the programme and the specific outcomes of the unit standard
- Additional activities included in the programme that are not reflected in the table

Optional: You could also include additional comments to motivate the quality of your programme, although some of this information may be in your programme outline, e.g.

- The methods used to facilitate learning and the development of knowledge and skills, and how these methods are learner-centred, outcomes-based, etc.

- The nature of the learning process, e.g. how it promotes learner participation
- The nature of training materials, e.g. in what way they are user-friendly, learner-centred and customised for the specific learner target group
- Additional support provided to learners, e.g. additional resources and assistance from mentors and more experienced peers

(Comment: DO NOT submit learning materials to the ETQA, although a moderator may view the learning materials during the site visit, they may not remove them from the premises, or make copies of them.)