

A large, faint world map is centered in the background of the slide, rendered in a light gray color against a blue grid pattern. The map shows the continents of North America, South America, Europe, Africa, Asia, and Australia.

Understanding Qualification Units

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Agenda

- Objectives
- Understanding units
 - how NQF units are;
 - written
 - used
 - assessed
 - how they can be combined together within QCF Qualifications

- Q&A



Unit types

- **NQF unit**
 - From a NQF Qualification
 - May be used as a standalone unit or within a group of units, sometimes leads to achievement of a Qualification
 - Content cannot be changed



Key Rules

- **UNIT TITLES**
- All units must have a unit title that:
 - is clear, concise and reflects the content of the unit
 - is meaningful in its own right and does not make reference to any information outside the unit
- reference to the levels of the NQF?



Key Rules

Learning outcomes

- All units must contain learning outcomes that:
 - set out what a learner is expected to know, understand or be able to do as the result of a process of learning
 - are clear and coherent, and expressed in language that is understandable by the learners for whom the unit is intended
 - are expressed in a manner that addresses individual learners in the third person and will make sense to a learner.



Key Rules

Learning outcomes

- should begin with: ‘know’, ‘understand’ or ‘be able to’.
- should form a coherent group of statements that relate to each other, and the title of the unit and should be consistent with the unit level and credit value.



Key Rules

Assessment criteria

- All units must contain assessment criteria that:
 - specify the standard a learner is expected to meet to demonstrate that the learning outcomes of that unit have been achieved
 - relate to an individual learning outcome in language consistent with it
 - are sufficiently detailed to support reliable, valid and consistent judgements that a learning outcome has been achieved, without creating an undue assessment burden for learners or assessors
 - do not include references to methods of assessment or assessment specifications.



Key Rules

Assessment criteria

- should be observable, measurable and provide qualitative information that reflects the standard expected when the learner is assessed
- are guided by the level descriptors. Appropriate language must be used to reflect the statements contained in the descriptor for the expected level
- the use of words/phrases such as 'understand', 'demonstrate an understanding' or 'know' must be avoided as these concepts cannot be observed and evidenced



LEARNING OUTCOMES

Know
Understand
Be able to

ASSESSMENT CRITERIA

Level 1

Define
Demonstrate
Give (examples of..)
Identify
Indicate
Locate
Outline
State
Use

Level 2

Apply
Assess
Classify
Compare
Define
Demonstrate
Describe
Differentiate
Distinguish
Estimate
Give (+ / - points
of..)
Illustrate
Perform
Select
Use (a range of)

Level 3 and higher

Analyse
Apply
Clarify
Classify
Critically compare
Demonstrate
Develop (a
plan/idea which..)
Diagnose
Differentiate
Distinguish
Draw conclusions
(which..)

Estimate
Evaluate
Explain
Extrapolate
Implement
Interpret
Judge
Justify
Perform
Review and revise
Summarise

Questions

