<table>
<thead>
<tr>
<th>TSC Category</th>
<th>Learning Programme Development and Delivery</th>
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<tbody>
<tr>
<td>TSC</td>
<td>Learning Programme Design</td>
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<tr>
<td>TSC Description</td>
<td>Plan and design learning experiences that are intellectually and academically engaging while imparting skills and competencies in students, staff, professionals and the public</td>
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<thead>
<tr>
<th>TSC Proficiency Description</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Level 6</th>
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<td>SSC-LDD-5022-1.1</td>
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<td>Develop programmes and materials and analyse the range of factors which influence learning and design</td>
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<td>Develop mentoring framework, rotational programmes for staff and programmes in specialty areas</td>
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### Knowledge

- Principles of the learning environment and organisational learning
- Best practices in training programme design and development
- Education frameworks and requirements for students from Institutes of Higher Learning
- Design principles and the process for developing on-the-job training programmes
- Methods to design, develop and contextualise on-the-job training programmes
- Key concepts and theories of adult learning
- Design and delivery techniques used to diagnose individual learners’ needs
- Training strategies to accommodate culturally diverse learners
- Ethical decision-making practices in training
- Mentoring principles, best practices, guidelines and success factors
- Process for defining the parameters of on-the-job training programmes based on competency standards
- Process for designing on-the-job training programmes
- Styles, formats and language used for development of on-the-job training materials
- Career development opportunities for staff, through training and sponsorship

### Abilities

- Identify the learning outcomes of on-the-job training programmes
- Inspire a culture for continuing education within the department, organisation or sector
• Gather information required for design, development and contextualisation of the training programme from relevant stakeholders
• Design on-the-job training programmes based on relevant adult learning principles as well as ethical and legal requirements
• Document appropriate assessment methods and tools
• Develop on-the-job training materials in accordance with agreed programme designs
• Develop mentoring framework for the department according to department guidelines and policies, best practices and objectives of the mentorship programme
• Transform practice through evidence based education and curriculum development
• Initiate and lead collaborative work with Institutes of Higher Learning and training providers
• Integrate innovative methodologies into training programmes, courses and curriculum design to enable effective learning
• Review the outline and content of on-the-job training programmes with stakeholders
• Synergise educational capabilities with external stakeholders to enable access to learning facilities and materials for self-managed learning
• Formulate policies for the provision and sponsorship of training to improve and upgrade staff or partner expertise in their respective specialisations
• Form strategic collaborations with international educational bodies or institutions for formal education programmes and courses for other professionals