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SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In accordance with regulation 24(2)(c) of the National Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

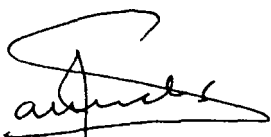
ABET Practitioners

registered by NSB 05, Education, Training and Development, publishes the following unit standards-based qualifications for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, **and** purposes of the qualifications, and the titles and specific outcomes of the unit standards upon which the qualifications are based. The full qualifications and unit standards can be accessed via the SAQA web-site at www.saqqa.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, 659 Pienaar Street, Brooklyn, Pretoria.

Comment on the qualifications and unit standards should reach SAQA at the address below *by no later than 5 October 2000*. All correspondence should be marked **Standards Setting – SGB for ABET Practitioners**, and be addressed to

<p>The Director: Standards Setting and Development SAQA Postnet Suite 248 Private Bag X 06 WATERKLOOF 0145</p> <p>or faxed to 012346-5812 or e-mailed to mcosser@saqa.co.za</p>
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SAMUEL B.A. ISAACS
EXECUTIVE OFFICER

NATIONAL CERTIFICATE IN ABET PRACTICE (ETD: Adult Learning, ABET Specialisation)

Field	Education, Training and Development
Sub-Field	Adult Learning, Specialisation: ABET
NQF Level	4
Credits	120 Credits
Purpose of Qualification :	<p>The National Certificate in ABET Practice has the following purposes:</p> <p>The qualification will produce a practitioner who:</p> <ul style="list-style-type: none"> - Facilitates an adult learning group effectively using a ready-made programme or materials package. - Facilitates a learning area or areas of ABET Levels 1 and 2. - Ideally works under the ongoing supervision of a more senior practitioner. <p>The ABET practitioner will be qualified to teach in one of two of the elected learning areas at ABET Levels 1 -2, using prescribed materials and teaching aids which would include suggested plans, learning activities, assessment instruments, and so on.</p> <p>The qualification provides an opportunity for existing practitioners to acquire a FETC in order to study further.</p>

UNIT STANDARDS AT NQF LEVEL 4

1. Plan a learning event
2. Facilitate an adult learning event
3. Assess learners within a learning situation
4. Fulfil administrative requirements of a learning group
5. Evaluate own facilitation process
6. Help learners with language and literacies across the curriculum

7. Identify and respond to learners who have special needs
8. Facilitate mother-tongue literacy
9. Facilitate an additional language at ABET levels 1 and 2
10. Facilitate numeracy at ABET levels 1 and 2

UNIT STANDARDS AND SPECIFIC OUTCOMES NQF LEVEL 4

1. Title: **Plan a learning event**

Specific Outcome 1.1: Produce a learning event plan

Specific Outcome 1.2: Select materials from a prescribed package

Specific Outcome 1.3: Organise resources for a learning event

2. Title: **Facilitate an adult learning event**

Specific Outcome 2.1: Communicate effectively with adult learners

Specific Outcome 2.2: Manage the interpersonal dynamics of a learning group

Specific Outcome 2.3: Mediate knowledge and skills to learners

Specific Outcome 2.4: Use materials to facilitate learning

Specific Outcome 2.5: Effect a learning event

3. Title: **Assess learners within a learning situation**

Specific Outcome 3.1: Plan for assessment events

Specific Outcome 3.2: Implement internal assessment using prescribed instruments

Specific Outcome 3.3: Administer external assessment

Specific Outcome 3.4: Follow up after an assessment event

4. Title: **Fulfil administrative requirements of a learning group**

Specific Outcome 4.1: Obtain, record and organise administrative information
Range for the SO

an attendance register which controls learners' names and surnames, dates and times of classes and absenteeism
records of learners' addresses, contact telephone numbers, contact person
file of lesson plans and schemes of work
record of materials used

Specific Outcome 4.2: Communicate relevant administrative information to learners.

Specific Outcome 4.3: Maintain the learning environment.

5. Title: Evaluate own facilitation process

Specific Outcome 5.1: Evaluate a learning event

Specific Outcome 5.2: Evaluate own facilitation over a number of learning events

Specific Outcome 5.3: Report on progress of learning group

6. Title: **Help learners with language and literacies across the curriculum**

Specific Outcome 6.1: Manage language in the learning situation

Specific Outcome 6.2: Help learners with visual literacy

Specific Outcome 6.3: Help learners to use printed materials

Specific Outcome 6.4: Help learners to produce texts and assignments

7. Title: **Identify and respond to learners who have special needs**

Specific Outcome 7.1: Define own role as an ETD Practitioner, in learner support

Specific Outcome 7.2: Recognise learners who have special needs

Specific Outcome 7.3: Discuss with learner the need for further intervention

Specific Outcome 7.4: Refer learner for further intervention

Specific Outcome 7.5: Implement strategies to assist learner

8. Title: **Facilitate mother-tongue literacy**

Specific Outcome 8.1: Identify two main approaches to teaching, reading and writing (synthetic and analytic)

Specific Outcome 8.2: Use placement assessment effectively and appropriately

Specific Outcome 8.3: Use formative assessment effectively and Appropriately

Specific Outcome 8.4: Use summative assessment effectively and appropriately

Specific Outcome 8.5: Teach reading

Specific Outcome 8.6: Teach learners to write for a range of purposes

Specific Outcome 8.7: Integrate reading and writing to enable transfer of skills from classroom to general life situations

9. Title: Facilitate an additional language at ABET Levels 1 and 2

Specific Outcome 9.1: Apply the requirements of the unit standards for ABET Levels 1 and 2 Communications to teaching an additional language

Specific Outcome 9.2: Provide opportunities for learners to use language communicatively and critically

Specific Outcome 9.3: Reinforce prior learning about literacy from mother tongue

10. Title: Facilitate numeracy at ABET Levels 1 and 2

Specific Outcome 10.1: Demonstrate subject knowledge of mathematics at ABET Levels 1 and 2

Specific Outcome 10.2: Apply the requirements of the unit standards for numeracy learners at ABET Levels 1 and 2

Specific Outcome 10.3: Help learners to identify and develop own knowledge of numeracy

Specific Outcome 10.4: Apply the concept of the common developmental path of mathematical concepts and skills to teaching numeracy

Specific Outcome 10.5: Explain and use the rationale for problem-solving tasks in numeracy teaching

Specific Outcome 10.6: Identify typical misconceptions of mathematical concepts and their causes, and apply prevention strategies

**HIGHER CERTIFICATE IN ABET PRACTICE
(ETD: ADULT LEARNING, ABET SPECIALISATION)**

Field	.	Education, Training and Development
Sub-Field	:	Adult Learning, Specialisation: ABET
NQF Level	.	5
Credits		120
Purpose of Qualification :		Part-time ABET educators (who usually work in state or NGO 'night centres') may wish to complete either the National Certificate or Higher Certificate in ABET Practice, depending on whether they already have a FETC or not. Both of these qualifications will involve approximately one year of study. They enable a practitioner to function effectively within a structured, supervised environment.

The Higher Certificate in ABET Practice will equip practitioners in the following ways:

- a. To facilitate a group of adult learners with confidence and take some initiative within a structured programme.
- b. To facilitate learning areas at ABET levels 1-4, depending on choice of electives.
- c. To work under regular supervision of a more senior practitioner,

UNIT STANDARDS AT NQF LEVEL 4

1. Facilitate an adult learning event
2. Evaluate own facilitation process
3. Facilitate mother-tongue literacy
4. Facilitate an additional language at ABET levels 1 and 2
5. Facilitate numeracy at ABET levels 1 and 2

UNIT STANDARDS AT NQF LEVEL 5

1. Organise a programme of learning
2. Facilitate a programme of learning
3. Identify and respond to learners with special needs and barriers to learning

UNIT STANDARDS AND SPECIFIC OUTCOMES NQF LEVEL 4**1. Title: Facilitate an adult learning event**

- Specific Outcome 1.1: Communicate effectively with adult learners
- Specific Outcome 1.2: Manage the interpersonal dynamics of a learning group
- Specific Outcome 1.3: Mediate knowledge and skills to learners
- Specific Outcome 1.4: Use materials to facilitate learning
- Specific Outcome 1.5: Effect a learning event

2. Title: Facilitate an adult learning event

- Specific Outcome 2.1: Communicate effectively with adult learners
- Specific Outcome 2.2: Manage the interpersonal dynamics of a learning group
- Specific Outcome 2.3: Mediate knowledge and skills to learners
- Specific Outcome 2.4: Use materials to facilitate learning
- Specific Outcome 2.5: Effect a learning event

3. Title: Facilitate mother-tongue literacy

- Specific Outcome 3.1: Identify two main approaches to teaching, reading and writing (synthetic and analytic)
- Specific Outcome 3.2: Use placement assessment effectively and appropriately
- Specific Outcome 3.3: Use formative assessment effectively and appropriately.
- Specific Outcome 3.4: Use summative assessment effectively and appropriately
- Specific Outcome 3.5: Teach reading
- Specific Outcome 3.6: Teach learners to write for a range of purposes
- Specific Outcome 3.7: Integrate reading and writing to enable transfer of skills from classroom to general life situations

4. Title: Facilitate an additional language at ABET Levels 1 and 2

- Specific Outcome 4.1: Apply the requirements of the unit standards for ABET Levels 1 and 2 Communications to teaching an additional language
- Specific Outcome 4.2: Provide opportunities for learners to use language communicatively and critically

Specific Outcome 4.3: Reinforce prior learning about literacy from mother tongue

5. Title: Facilitate numeracy at ABET Levels 1 and 2

Specific Outcome 5.1: Demonstrate subject knowledge of mathematics at ABET Levels 1 and 2

Specific Outcome 5.2: Apply the requirements of the unit standards for numeracy learners at ABET Levels 1 and 2

Specific Outcome 5.3: Help learners to identify and develop own knowledge of numeracy

Specific Outcome 5.4: Apply the concept of the common developmental path of mathematical concepts and skills to teaching numeracy

Specific Outcome 5.5: Explain and use the rationale for problem-solving tasks in numeracy teaching

Specific Outcome 5.6: Identify typical misconceptions of mathematical concepts and their causes, and apply prevention strategies

UNIT STANDARDS AND SPECIFIC OUTCOMES AT NQF LEVEL 5

1. Title: Organise a programme of learning

Specific Outcome 1.1: Present a rationale for a programme of learning

Specific Outcome 1.2: Plan a programme of learning

Specific Outcome 1.3: Monitor resources and costs of a programme of learning

Specific Outcome 1.4: Identify own learning or information needs in terms of the planned programme

2. Title: Facilitate a programme of learning

Specific Outcome 2.1: Use knowledge and theory to develop facilitation skills

Specific Outcome 2.2: Apply principles of OBE to facilitation of learning

Specific Outcome 2.3: Develop learner confidence

Specific Outcome 2.4: Encourage co-operative learning

Specific Outcome 2.5: Facilitate the development of critical cross-field outcomes

Specific Outcome 2.6: Evaluate a programme of learning (series of learning events)

3. Title: Identify and respond to learners with special needs and barriers to learning

Specific Outcome 3.1: Define own role, as an ETD practitioner, in learner support

Specific Outcome 3.2: Recognise learners who have special needs

Specific Outcome 3.3: Discuss with learner the need for further intervention

Specific Outcome 3.4: Refer learner for further intervention

Specific Outcome 3.5: Implement strategies to assist learner

Specific Outcome 3.6: Investigate and respond to absenteeism and dropout

**NATIONAL DIPLOMA IN ABET PRACTICE
(ETD: ADULT LEARNING, ABET SPECIALISATION)**

Field **Education, Training and Development**

Sub-Field **: Adult Learning, Specialisation: ABET**

NQF Level **: 5**

Credits **: 240**

Purpose of Qualification : Part-time ABET educators (who usually work in state or NGO ‘night centres’) may wish to complete either the National Certificate or Higher Certificate in ABET Practice, depending on whether they already have a FETC or not. Both of these qualifications will involve approximately one year of study. They enable a practitioner to function effectively within a structured, supervised environment.

The National Diploma in ABET Practice, which will involve approximately two years of study, provides a substantial professional qualification for candidates who wish to make ABET their full time occupation and chosen career.

The National Diploma in ABET Practice will equip practitioners in the following ways:

- a. To function as an effective and autonomous professional, who is able to make strategic choices in relation to facilitation and selection of programmed.
- b. With extended skills around learner support to interact with local contexts and policy developments.
- c. To facilitate learning areas at ABET Levels 1-4, depending on choice of electives.
- d. To encourage lifelong learning by identifying further education, training and development needs of self and learners and link these to ETD opportunities.

UNIT STANDARDS AT NQF LEVEL 4

1. Facilitate an adult learning event
2. Evaluate own facilitation process
3. Facilitate mother-tongue literacy
4. Facilitate an additional language at ABET levels 1 and 2
5. Facilitate numeracy at ABET levels 1 and 2

UNIT STANDARDS AT NQF LEVEL 5

1. Organise a programme of learning
2. Facilitate a programme of learning
3. Evaluate, select and adapt published learning materials and develop, use and evaluate own supplementary learning aids
4. Design, implement and follow up on internal assessment for adult learners
5. Conduct research and liaison relevant to the learning situation
6. Mediate language, literacies and mathematics across the curriculum
7. Identify and respond to learners with special needs and barriers to learning
8. Promote lifelong learning
9. Facilitate Communications at ABET Levels 3 and 4
10. Facilitate Mathematics at ABET Levels 3 and 4

UNIT STANDARDS AND SPECIFIC OUTCOMES NQF LEVEL 4**1. Title: Facilitate an adult learning event**

- | | |
|-----------------------|---|
| Specific Outcome 1.1: | Communicate effectively with adult learners |
| Specific Outcome 1.2: | Manage the interpersonal dynamics of a learning group |
| Specific Outcome 1.3: | Mediate knowledge and skills to learners |
| Specific Outcome 1.4: | Use materials to facilitate learning |
| Specific Outcome 1.5: | Effect a learning event |

2. Title: Facilitate an adult learning event

- | | |
|-----------------------|---|
| Specific Outcome 2.1: | Communicate effectively with adult learners |
| Specific Outcome 2.2: | Manage the interpersonal dynamics of a learning group |
| Specific Outcome 2.3: | Mediate knowledge and skills to learners |
| Specific Outcome 2.4: | Use materials to facilitate learning |
| Specific Outcome 2.5: | Effect a learning event |

3. Title: Facilitate mother-tongue literacy

- Specific Outcome 3.1:** Identify two main approaches to teaching reading and writing (synthetic and analytic)
- Specific Outcome 3.2:** Use placement assessment effectively and appropriately
- Specific Outcome 3.3:** Use formative assessment effectively and appropriately.
- Specific Outcome 3.4:** Use summative assessment effectively and appropriately
- Specific Outcome 3.5:** Teach reading
- Specific Outcome 3.6:** Teach learners to write for a range of purposes
- Specific Outcome 3.7:** Integrate reading and writing to enable transfer of skills from classroom to general life situations

4. Title: Facilitate an additional language at ABET Levels 1 and 2

- Specific Outcome 4.1:** Apply the requirements of the unit standards for ABET Levels 1 and 2 Communications to teaching an additional language
- Specific Outcome 4.2:** Provide opportunities for learners to use language communicatively and critically
- Specific Outcome 4.3:** Reinforce prior learning about literacy from mother tongue

5. Title: Facilitate numeracy at ABET Levels 1 and 2

- Specific Outcome 5.1:** Demonstrate subject knowledge of mathematics at ABET Levels 1 and 2
- Specific Outcome 5.2:** Apply the requirements of the unit standards for numeracy learners at ABET Levels 1 and 2
- Specific Outcome 5.3:** Help learners to identify and develop own knowledge of numeracy
- Specific Outcome 5.4:** Apply the concept of the common developmental path of mathematical concepts and skills to teaching numeracy
- Specific Outcome 5.5:** Explain and use the rationale for problem-solving tasks in numeracy teaching
- Specific Outcome 5.6:** Identify typical misconceptions of mathematical concepts and their causes, and apply prevention strategies

UNIT STANDARDS AND SPECIFIC OUTCOMES AT NQF LEVEL 5**1. Title: Organise a programme of learning**

- Specific Outcome 1.1: Present a rationale for a programme of learning
- Specific Outcome 1.2: Plan a programme of learning
- Specific Outcome 1.3: Monitor resources and costs of a programme of learning
- Specific Outcome 1.4: Identify own learning or information needs in terms of the planned programme

2. Title: Facilitate a programme of learning

- Specific Outcome 2.1: Use knowledge and theory to develop facilitation skills
- Specific Outcome 2.2: Apply principles of OBE to facilitation of learning
- Specific Outcome 2.3: Develop learner confidence
- Specific Outcome 2.4: Encourage co-operative learning
- Specific Outcome 2.5: Facilitate the development of critical cross-field outcomes
- Specific Outcome 2.6: Evaluate a programme of learning (series of learning events)

3. Title: Evaluate, select and adapt published learning materials and develop, use and evaluate own supplementary learning aids

- Specific Outcome 3.1: Evaluate, select and adapt published materials
- Specific Outcome 3.2: Develop and use own supplementary learning aids
- Specific Outcome 3.3: Communicate information clearly in writing and visual form
- Specific Outcome 3.4: Evaluate own supplementary learning aids

4. Title: Design, implement and follow up on internal assessment for adult learners

- Specific Outcome 4.1: Select, adapt and design appropriate assessment instruments for internal assessment
(Examples: Portfolios, tests, interviews, essays, peer review, etc.)
- Specific Outcome 4.2: Implement internal assessment
- Specific Outcome 4.3: Demonstrate professional judgement when assessing learners' performance in internal assessment

Specific Outcome 4.4: Evaluate assessment instruments

Specific Outcome 4.5: Follow-up after an assessment event

5. Title: Conduct research and liaison relevant to the learning situation

Specific Outcome 5.1: Conduct productive interviews and group discussions

Specific Outcome 5.2: Compile and administer a simple questionnaire

Specific Outcome 5.3: Observe and report on an ETD event

Specific Outcome 5.4: Compile a profile of learning group

Specific Outcome 5.5: Describe the local, provincial and national contexts in which teaching and learning occur

Specific Outcome 5.6: Contribute to a programme or organisational evaluation

6. Title: Mediate language, literacies and mathematics across the curriculum

Specific Outcome 6.1: Manage language in a learning situation

Specific Outcome 6.2: Help learners with visual literacy

Specific Outcome 6.3: Help learners with critical reading comprehension

Specific Outcome 6.4: Mediate skill and understanding in the use of mathematical and technical instruments to learners

Specific Outcome 6.5: Affirm learners' literacy, language and mathematical skills

Specific Outcome 6.6: Help learners to produce texts and assignments

Specific Outcome 6.7: Help learners to access and manage information

7. Title: Identify and respond to learners with special needs and barriers to learning

Specific Outcome 7.1: Define own role, as an ETD practitioner, in learner support

Specific Outcome 7.2: Recognise learners who have special needs

Specific Outcome 7.3: Discuss with learner the need for further intervention

Specific Outcome 7.4: Refer learner for further intervention

Specific Outcome 7.5: implement strategies to assist learner

Specific Outcome 7.6: Investigate and respond to absenteeism and dropout

8. Title: Promote lifelong learning

- Specific Outcome 8.1: Explain to learners how the learning programme relates to the NQF
- Specific Outcome 8.2: Inform learners about relevant ETD and career options
- Specific Outcome 8.3: Locate own practice within national policy developments
- Specific Outcome 8.4: Manage own lifelong learning and professional development
- Specific Outcome 8.5: Work and learn cooperatively

9. Title: Facilitate Communications at ABET Levels 3 and 4

- Specific Outcome 9.1: Apply the requirements of relevant unit standards to the teaching of Communications at ABET Levels 3 and 4
- Specific Outcome 9.2: Apply key principles of language development within a communicative language-teaching framework
- Specific Outcome 9.3: Encourage critical thinking and critical language awareness
- Specific Outcome 9.4: Help learners develop skills in the target language as a foundation for further learning

10. Title: Facilitate Mathematics at ABET Levels 3 and 4

- Specific Outcome 10.1: Demonstrate subject knowledge of Mathematics at ABET levels 3 and 4
- Specific Outcome 10.2: Apply the requirements of unit standards for Mathematics learners at ABET levels 3 and 4
- Specific Outcome 10.3: Help learners to identify and develop own knowledge of Mathematics
- Specific Outcome 10.4: Apply the concept of the common developmental path of mathematical concepts and skills to teaching Mathematics
- Specific Outcome 10.5: Explain and use the rationale for problem-solving tasks in Mathematics teaching
- Specific Outcome 10.6: Identify typical misconceptions of mathematical concepts and their causes, and apply prevention strategies

**NATIONAL FIRST DEGREE IN ABET PRACTICE
(ETD: Adult Learning, ABET Specialisation)**

Field	Education, Training and Development
Sub-Field	Adult Learning, Specialisation: ABET
NQF Level	6
Credits	360
Purpose of Qualification	<p>A Practitioner with the National First Degree qualification will be equipped to:</p> <ol style="list-style-type: none"> a. Design learning programmed, including curriculum design and materials development. b. Undertake a leadership role in an ABET division of an organisation. c. Supervise the work of other ABET Practitioners. d. Apply extended skills around research, evaluation, quality assurance and community development. e. Facilitate learning areas at ABET Levels 1-4, depending on the choice of electives. f. Offer specialist input on particular aspects of ABET provision, depending on choice of electives (e.g. assessment).

UNIT STANDARDS AT NQF LEVEL 4

1. Plan a learning event
2. Facilitate an adult learning event
3. Assess learners within a learning situation
4. Fulfil administrative requirements of a learning group
5. Evaluate own facilitation process

UNIT STANDARDS AT NQF LEVEL 5

1. Organise a programme of learning
2. Facilitate a programme of learning
3. Evaluate, select and adapt published learning materials and develop, use and evaluate own supplementary learning aids
4. Design, implement and follow-up on internal assessment for adult learners

5. Conduct research and liaison relevant to the learning situation
6. Mediate language, literacies and mathematics across the curriculum
7. Identify and respond to learners with special needs and barriers to learning
8. Promote lifelong learning

UNIT STANDARDS AT NQF LEVEL 6

1. Design learning programmed and related learning materials
2. Evaluate and assure quality of learning programmed
3. Complete a research assignment
4. Manage ABET projects
5. Relate education and training to development
6. Devise interventions for learners who have special needs
7. Develop and evaluate ETD and ABET policy within organisations

UNIT STANDARDS AND SPECIFIC OUTCOMES NQF LEVEL 4

1. Title: Plan a learning event

- Specific Outcome 1.1: Produce a learning event plan
- Specific Outcome 1.2: Select materials from a prescribed package
- Specific Outcome 1.3: Organise resources for a learning event

2. Title: Facilitate an adult learning event

- Specific Outcome 2.1: Communicate effectively with adult learners
- Specific Outcome 2.2: Manage the interpersonal dynamics of a learning group
- Specific Outcome 2.3: Mediate knowledge and skills to learners
- Specific Outcome 2.4: Use materials to facilitate learning
- Specific Outcome 2.5: Effect a learning event

3. Title: Assess learners within a learning situation

- Specific Outcome 3.1: Plan for assessment events
- Specific Outcome 3.2: Implement internal assessment using prescribed instruments
- Specific Outcome 3.3: Administer external assessment
- Specific Outcome 3.4: Follow up after an assessment event

4. Title: Fulfil administrative requirements of a learning group

- Specific Outcome 4.1: Obtain, record and organise administrative information
Range for the SO

an attendance register which controls learners' names and surnames, dates and times of classes and absenteeism
 records of learners' addresses, contact telephone numbers, contact person
 file of lesson plans and schemes of work
 record of materials used

Specific Outcome 4.2: Communicate relevant administrative information to learners.

Specific Outcome 4.3: Maintain the learning environment.

5. Title: Evaluate own facilitation process

Specific Outcome 5.1: Evaluate a learning event.

Specific Outcome 5.2: Evaluate own facilitation over a number of learning events.

Specific Outcome 5.3: Report of progress of learning group.

UNIT STANDARDS AT NQF LEVEL 5

1. Title: Organise a programme of learning

Specific Outcome 1.1: Present a rationale for a programme of learning

Specific Outcome 1.2: Plan a programme of learning

Specific Outcome 1.3: Monitor resources and costs of a programme of learning

Specific Outcome 1.4: Identify own learning or information needs in terms of the planned programme

2. Title: Facilitate a programme of learning

Specific Outcome 2.1: Use knowledge and theory to develop facilitation skills

Specific Outcome 2.2: Apply principles of OBE to facilitation of learning

Specific Outcome 2.3: Develop learner confidence

Specific Outcome 2.4: Encourage co-operative learning

Specific Outcome 2.5: Facilitate the development of critical cross-field outcomes

Specific Outcome 2.6: Evaluate a programme of learning (series of learning events)

3. Title: Evaluate, select and adapt published learning materials and develop, use and evaluate own supplementary learning aids

- Specific Outcome 3.1: Evaluate, select and adapt published materials
- Specific Outcome 3.2: Develop and use own supplementary learning aids
- Specific Outcome 3.3: Communicate information clearly in writing and visual form
- Specific Outcome 3.4: Evaluate own supplementary learning aids

4. Title: Design, implement and follow up on internal assessment for adult learners

- Specific Outcome 4.1: Select, adapt and design appropriate assessment instruments for internal assessment
(Examples: Portfolios, tests, interviews, essays, peer review, etc.)
- Specific Outcome 4.2: Implement internal assessment
- Specific Outcome 4.3: Demonstrate professional judgement when assessing learners' performance in internal assessment
- Specific Outcome 4.4: Evaluate assessment instruments
- Specific Outcome 4.5: Follow up after an assessment event

5. Title: Conduct research and liaison relevant to the leaning situation

- Specific Outcome 5.1: Conduct productive interviews and group discussions
- Specific Outcome 5.2: Compile and administer a simple questionnaire
- Specific Outcome 5.3: Observe and report on an ETD event
- Specific Outcome 5.4: Compile a profile of learning group
- Specific Outcome 5.5: Describe the local, provincial and national contexts in which teaching and learning occur
- Specific Outcome 5.6: Contribute to a programme of organisational evaluation

6. Title: Mediate language, literacies and mathematics across the curriculum

- Specific Outcome 6.1: Manage language in a learning situation
- Specific Outcome 6.2: Help learners with visual literacy
- Specific Outcome 6.3: Help learners with critical reading comprehension
- Specific Outcome 6.4: Mediate skill and understanding in the use of mathematical and technical instruments to learners

Specific Outcome 6.5:	Affirm learners' literacy, language and mathematical skills
Specific Outcome 6.6:	Help learners to produce texts and assignments
Specific Outcome 6.7:	Help learners to access and manage information
7. Title:	Identify and respond to learners with special needs and barriers to learning
Specific Outcome 7.1:	Define own role, as an ETD practitioner, in learner support
Specific Outcome 7.2:	Recognise learners who have special needs
Specific Outcome 7.3:	Discuss with learner the need for further intervention
Specific Outcome 7.4:	Refer learner for further intervention
Specific Outcome 7.5:	Implement strategies to assist learner
Specific Outcome 7.6:	Investigate and respond to absenteeism and dropout

8. Title: Promote lifelong learning

Specific Outcome 8.1:	Explain to learners how the learning programme relates to the NQF
Specific Outcome 8.2:	inform learners about relevant ETD and career options
Specific Outcome 8.3:	Locate own practice within national policy developments
Specific Outcome 8.4:	Manage own lifelong learning and professional development
Specific Outcome 8.5:	Work and learn cooperatively

UNIT STANDARDS AND SPECIFIC OUTCOMES NQF LEVEL 6

1. Title: Design learning programmed and related learning materials

Specific Outcome 1.1:	Assess, analyse and describe the current capability of learners
Specific Outcome 1.2:	Determine learning outcomes and essential embedded knowledge for the learning programme
Specific Outcome 1.3:	Design a learning programme
Specific Outcome 1.4:	Identify the need for adaptation or development of learning materials

Specific Outcome 1.5: Develop learning materials for a learning programme

Specific Outcome 1.6: Evaluate learning programme and learning materials

2. Title: Evaluate and assure quality of learning programme

Specific Outcome 2.1: Plan a programme evaluation within an organisation

Specific Outcome 2.2: Gather and interpret evaluation data

Specific Outcome 2.3: Follow up on an evaluation

Specific Outcome 2.4: Conduct staff appraisals and take follow-up action

Specific Outcome 2.5: Maintain a quality assurance system

3. Title: Complete a research assignment

Specific Outcome 3.1: Plan a research assignment

Specific Outcome 3.2: Review relevant literature

Specific Outcome 3.3: Construct a basic research design

Specific Outcome 3.4: Gather and organise data

Specific Outcome 3.5: Compile research findings

Specific Outcome 3.6: Produce a final written research report

4. Title: Manage ABET projects

Specific Outcome 4.1: Plan strategically for the project

Specific Outcome 4.2: Develop a fund raising strategy

Specific Outcome 4.3: Develop and maintain appropriate administrative systems

Specific Outcome 4.4: Manage finances and material resources

Specific Outcome 4.5: Manage and support staff/employees

Specific Outcome 4.6: Manage learner participation

Specific Outcome 4.7: Manage the learning environment

5. Title: Relate education and training to development

Specific Outcome 5.1: Apply different macro-theoretical approaches to development and underdevelopment

Specific Outcome 5.2: Use development indicators to analyse the development needs of a community

Specific Outcome 5.3: Describe the relationship between education, training and development

Specific Outcome 5.4: Link ABET policy and practice to community development

6. Title: Devise interventions for learners who have special needs

Specific Outcome 6.1: Assess learner with special needs

Specific Outcome 6.2: Develop learning programmed for the learning disabled learner

Specific Outcome 6.3: Manage the remedial programme

Specific Outcome 6.4: Assessing outcomes during the programme and the conclusion of the intervention

Specific Outcome 6.5: Write formal reports

7. Title: Develop and evaluate ETD and ABET policy within organisations

Specific Outcome 7.1: Interpret government policy on ETD and ABET

Specific Outcome 7.2: Formulate ABET organisational policies in line with government policy

Specific Outcome 7.3: Implement ABET practices in line with ABET policy

Specific Outcome 7.4: Evaluate ETD policy