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SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

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

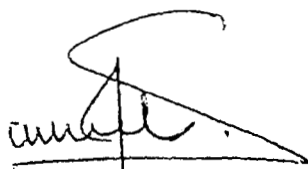
POST GRADUATE CERTIFICATE IN HIGHER EDUCATION

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 qualifications are based. The full qualifications and unit standards can be accessed via the SAQA web-site at www.saqa.co.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 and no later than Monday 23 April 2001*. All correspondence should be marked **Standards Setting – SGB for Higher Education and Training** and addressed to

The Director: Standard Setting and Development
SAQA
Attention: Mrs S. Vasuthevan
Postnet Suite 248
Private Bag X06
Waterkloof
0145
or faxed to 012 – 346 5812



PP SAMUEL B.A. ISAACS
EXECUTIVE OFFICER

Post Graduate Certificate in Higher Education (PGCHE)

Field: Education, Training and Development

Sub-Field: Higher Education

NQF Level: NQF Level 7

Credits: 120 credits

Purpose of Qualification

The PGCHE is a post-graduate qualification intended to provide professional accreditation for Education, Training and Development practitioners in Higher Education. It will equip such practitioners to fulfil a variety of roles/obligations as educators in Higher Education and Training. This will enhance the experience of learners in Higher Education institutions and enable such learners to have greater chances of success. It is directed at persons with Higher Education teaching experience and persons wishing to specialise in Higher Education as a field of study. The target group therefore includes in-service academic staff at Higher Education institutions and academic staff registered for Higher Education learnerships in terms of the Skills Development Act.

Qualification Matrix

| | Level 6 | Level 7 | | | Total |
|-------------|---------------------------------|--|---|---|-------|
| Fundamental | | | | | |
| Core | | 5 | 20 | 20 | 100 |
| | | 1. Analyse, Mediate and Facilitate Learning in Higher education and training | 2. Mediate and Facilitate Learning in Higher education and training | 5. Interpret and Design learning programmes and modules for Higher education and training | |
| | | 3. Mentor and advise learners in Higher education and training | 15 | 6. Manage learning facilitation in Higher education and training | 10 |
| | | 4. Design, Develop and Implement assessment of learning in Higher education and training | 20 | 7. Conduct action research into higher education and training | 10 |
| Elective | Moderate Assessment (I.D. 7977) | 10 | 15 | 10 | 55 |
| | | 1. Manage a Higher education and training programme | 2. Design and Develop Web-based Learning | 3. Design and structure experiential learning in a workplace | |
| | | | 10 | 4. Supervise research in Higher education and training | 10 |
| Total | | | | 145 | 155 |

UNIT STANDARDS IN THE POST GRADUATE CERTIFICATE IN HIGHER EDUCATION

Unit Standards at NQF Level 6

- Title: Moderate Assessment (I.D.7977)

Unit Standards at NQF Level 7

- Title: Analyse Higher Education and Training Mission, Context and Legislation
- Title: Design, Develop and Implement Assessment of Learning in Higher Education and Training
- Title: Mediate and Facilitate Learning in Higher Education and Training
- Title: Mentor and Advise Learners in Higher Education and Training
- Title: Conduct Action Research into Higher Education and Training Practice
- Title: Interpret and Design Learning Programmes and Modules for Higher Education and Training
- Title: Manage Learning Facilitation in Higher Education and Training
- Title: Manage a Higher Education and Training Learning Programme
- Title: Design and Develop Web-Based Learning
- Title: Design and Structure Experiential Learning in a Workplace
- Title: Supervise Research in Higher Education and Training

Unit standards titles and specific outcomes at NQF Level 7

1. Title : Analyse Higher Education and Training Mission, Contexts and Legislation

- Specific Outcome 1: Critically analyse and evaluate own practice against the mission of higher education and training.
- Specific Outcome 2: Critically analyse and evaluate the implications of the different higher education and training contexts for own practice.
- Specific Outcome 3: Critically analyse and evaluate the implications of legislation for own practice in higher education and training.

2. Title : Design, Develop and Implement Assessment of Learning in Higher Education and Training

- Specific Outcome 1: Determine purpose of assessment and articulate competencies to be assessed.
- Specific Outcome 2: Determine assessment strategy and plan assessment activities.
- Specific Outcome 3: Interact with moderator(s).
- Specific Outcome 4: Implement assessment.
- Specific Outcome 5: Evaluate and judge evidence.
- Specific Outcome 6: Record and report assessment.
- Specific Outcome 7: Provide feedback to candidates.

3. Title : Mediate and Facilitate Learning in Higher Education and Training

- Specific Outcome 1: Use language to mediate and facilitate learning.
- Specific Outcome 2: Mediate and facilitate the initiation of learners into HET discourses and practices.
- Specific Outcome 3: Mediate and facilitate learning through the selection and use of multiple resources in an integrated learning environment.

Specific Outcome 4: Mediate and facilitate the intégration of knowledge produced through formal, informal and non-formal learning.

Specific Outcome 5: Evaluate the mediation and facilitation process.

4. Title : Mentor and Advise Learners in Higher Education and Training

Specific Outcome 1: Facilitate the holistic development of learners.

Specific Outcome 2: Promote the learners' sense of responsibility towards Society.

Specific Outcome 3: Advise learners with respect to the development of their strategies of learning and occupational interest.

Specific Outcome 4: Refer learners to appropriate counselling services.

Specific Outcome 5: Evaluate own practice when mentoring and advising Learners.

5. Title : Conduct Action Research into Higher Education and Training Practice

Specific Outcome 1: Identify the research problem.

Specific Outcome 2: Refine the research problem.

Specific Outcome 3: Select an intervention strategy.

Specific Outcome 4: Plan and implement the intervention.

Specific Outcome 5: Observe and evaluate the effects of the intervention.

Specific Outcome 6: Interpret data, establish findings and re-plan.

6. Title : Interpret and Design Learning Programmes and Modules for Higher Education and Training

Specific Outcome 1: Conduct a situational analysis and synthesise information.

Specific Outcome 2: Develop a learning programme.

Specific Outcome 3: Evaluate the design of a learning programme.

Specific Outcome 4: Analyse the specific learning programme.

Specific Outcome 5: Select appropriate strategies for the module with relevance to the learning programme(s).

7. Title : Manage Learning Facilitation in Higher Education and Training

Specific Outcome 1: Plan and organise learning facilitation for a defined HET context.

Specific Outcome 2: Integrate educator roles and align with responsibilities.

Specific Outcome 3: Identify, implement, evaluate and review quality management controls.

8. Title : Manage a Higher Education and Training Learning Programme

Specific Outcome 1: Develop strategies to disseminate a learning programme in an institution and/or inter-institutionally.

Specific Outcome 2: Develop strategies for marketing a learning programme.

Specific Outcome 3: Develop strategies for implementing a learning programme.

Specific Outcome 4: Evaluate a learning programme.

Specific Outcome 5: Develop strategies for managing programme development by integrating dissemination, implementation and evaluation.

9. Title : Design and Develop Web-Based Learning

- Specific Outcome 1: Investigate and evaluate WBL as a delivery mode.
- Specific Outcome 2: Design and develop web-based learning content.
- Specific Outcome 3: Select and utilise Learning Management Systems.
- Specific Outcome 4: Evaluate processes and products of WBL.
- Specific Outcome 5: Reflect on opportunities and limitations for WBL by doing a WBL SWOT analyses.

10. Title : Design and Structure Experiential Learning in a Workplace

- Specific Outcome 1: Analyse the outcomes specified for a learning programme and identify those outcomes that can best be acquired at a workplace.
- Specific Outcome 2: Design and structure an experiential learning event to accommodate the attainment of these outcomes.
- Specific Outcome 3: Collaborate with relevant workplace mentors on the conditions of work, logistics and control mechanisms pertaining to experiential learning, and negotiate values and ethics relevant to experiential learning.
- Specific Outcome 4: Communicate and negotiate details of experiential learning with learners.
- Specific Outcome 5: Integrate experiential learning with teaching and learning inside a classroom and monitor the integration on a continuous basis.

11. Title : Supervise Research in Higher Education and Training

- Specific Outcome 1: Guide learners to understand research as a practice.
- Specific Outcome 2: Guide learners to identify and plan a research project.
- Specific Outcome 3: Monitor the quality of the research process and product.
- Specific Outcome 4: Support learners in research processes.
- Specific Outcome 5: Evaluate research products and own programme of supervision.