



Established in terms of Act 58 of 1995

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

Occupational Directed

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

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualification and unit standards upon which qualifications are based. The full qualification and unit standards can be accessed via the SAQA web-site at www.saga.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, 1067 Arcadia Street, Hatfield Forum West, Hatfield, Pretoria.

Comment on the unit standards should reach SAQA at the address ***below and no later than 13 March 2004***. All correspondence should be marked **Standards Setting – SGB for Occupational Directed**, and addressed to

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SOUTH AFRICAN QUALIFICATIONS AUTHORITY



Established in terms of Act 58 of 1995

National Certificate in Occupationally Directed Education Training and Development Practices-NQF Level 4

Field: Education, Training and Development

Sub- field: Adult Learning

Level: 4

Credits: 130

Issue date:

Review date:

Rationale for the qualification:

Education, Training and Development (ETD) is a priority area within the South African context and is supported by legislation, national policies and strategies. In order to meet the ETD requirements of the workplace, within the context of a quality assured environment and processes, it is important to be able to identify and recognise competent ETD practitioners at various levels. This qualification will provide a means to give recognition to practitioners at an entry level, thus making it possible for practitioners to increase their employment prospects, and at the same time provide a means whereby organisations can appoint practitioners in line with proven competencies.

Purpose of the qualification:

This is an entry-level qualification for those who want to enter the field of ODET as a potential career and have no previous exposure to ETD. The qualification will also be valuable for those who may have been practising within the field, but without formal recognition, or those who provide training in the workplace but for whom the training function is not a major part or the only part of their job. In particular, this qualification will be useful for:

- ETD coordinators
- Entry-level trainers
- Junior Training officers
- Training administrators

Recipients of this qualification will be able to:

- compile target audience profiles and identify learning needs
- plan and prepare for training
- conduct targeted training (individual and groups)
- contribute towards assessment processes
- support learners and learning
- conduct basic evaluation of learning events and evaluation of own performance
- carry out course administration

Practitioners will generally carry out their role within the context of:

- given learning material and course designs,
- given administration systems,
- given evaluation instruments,
- given Quality Assurance policies, procedures and processes,
- an established learning environment where learners are already identified,
- a guided and supported learning environment,
- given results from a learning needs analysis.

Access to the qualification:

Open

Learning assumed to be in place:

It is assumed that practitioners have expertise in the subject/occupation field in which they intend to provide education, training and development. It is also assumed that practitioners are already competent in Communications at NQF level 3 when starting to learn towards this qualification.

Exit Level Outcomes:

The qualification is defined by means of a number of Exit Level Outcomes. These ELOs provide a means for candidates to exit the qualification with recognition for clusters of competencies, even if they do not achieve the whole qualification. The ELOs also provide a means to organise the unit standards into coherent clusters, thus facilitating integrated assessment.

- Communicate in a variety of ways
- Use mathematics in real life and education, training and development situations
- Analyse target audiences
- Prepare for and facilitate learning
- Contribute to assessment
- Provide learner support
- Carry out administration related to learning
- Evaluate facilitation and learning events
- Demonstrate understanding of OBET
- Contribute to Human Resource Management Practices

Associated unit standards:

FUNDAMENTAL**Exit Level Outcome 1: Communicate in a variety of ways**

	NLRD No.	Unit Standard Title	Level	Credits
Language of application	12153	Use the writing process to compose text required in the business environment	4	5
	12154	Apply comprehension skills to engage with oral text in a business environment	4	5
	12155	Apply comprehension skills to engage with written text in a business environment	4	5
	8975	Read, analyse and respond to a variety of texts	4	5
	8976	Write for a wide range of contexts	4	5
Second Language	8973	Use language and communication in occupational learning programmes	3	5
	8968	Accommodate audience and context needs in oral communication	3	5
	8969	Interpret and use information from texts	3	5
	8970	Write texts for a range of communicative contexts	3	5

FUNDAMENTAL**Exit Level Outcome 2: Use mathematics in real life and education, training and development situations**

NLRD No.	Unit Standard Title	Level	Credits
9014	Use mathematics to investigate and monitor the financial aspects of personal, business, national issues	4	6
9015	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life-related problems	4	6
9016	Represent, analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts	4	4

Exit Level Outcome 3: Analyse target audiences

	NLRD No.	Unit Standard Title	Level	Credits
CORE		Conduct elementary research to compile target audience profiles	4	5

Exit Level Outcome 4: Prepare for and facilitate learning

	NLRD No.	Unit Standard Title	Level	Credits
CORE	10231	Plan a learning event	4	8
		Conduct targeted training and development using given methodologies	4	6
	7390	Identify and respond to learners with special needs	4	8
		Perform one-to-one training on the job	3	4
ELECTIVE	7389	Help learners with language and literacies across the curriculum	4	12

Exit Level Outcome 5: Contribute to assessment

	NLRD No.	Unit Standard Title	Level	Credits
CORE	12544	Facilitate the preparation and presentation of evidence for assessment	4	4
	Exit Level Outcome 6: Provide learner support			
	NLRD No.	Unit Standard Title	Level	Credits
CORE		Assist and support learners to manage their learning experiences	4	5
	Exit Level Outcome 7: Carry out administration related to learning			
	NLRD No.	Unit Standard Title	Level	Credits
CORE		Carry out course administration	3	2
ELECTIVE		Conduct skills development administration	4	6
Exit Level Outcome 8: Evaluate facilitation and learning events				
	NLRD No.	Unit Standard Title	Level	Credits
CORE		Evaluate a learning event using given evaluation instruments	4	3
	7388	Evaluate own facilitation performance	4	8
Exit Level Outcome 9: Demonstrate understanding of OBET				
	NLRD No.	Unit Standard Title	Level	Credits
ELECTIVE		Demonstrate understanding of the outcomes-based education and training philosophy within the context of a National Qualifications Framework	5	6
Exit Level Outcome 10: Contribute to Human Resource Management Practices				
	NLRD No.	Unit Standard Title	Level	Credits
ELECTIVE	10980	Induct new employees	4	6
	12140	Recruit and select candidates to fill defined positions	4	10
	10981	Supervise work unit to achieve work unit objectives (individual and teams)	4	12
	10982	Represent stakeholder/s in consultations and discussions on matters that arise at shop floor level	3	3

Rules of combination:**FUNDAMENTAL**

- *Communication*

- Candidates are required to achieve **20 credits** for Communications from the available 25 credits.
- In terms of the requirements for an FETC, candidates are required to achieve **20 credits** obtained in a *second official language at a minimum of level 3*.

- **Mathematical Literacy** – Candidates are required to demonstrate achievement of the **16 credits** for the Mathematics unit standards within the context of education, training and development situations.

Note: Mathematical Literacy is defined as the ability to apply basic mathematics within a variety of real life contexts. The applications may vary in complexity from NQF 1 - 4, even though the level of mathematics may be at level 1. Because the complexity of applications within education, training and development range from NQF 1 to NQF 4, achievement of the mathematics standards, within the context of the education, training and development, is considered to be equivalent to NQF 4.

CORE:

- Candidates must achieve all **53 CORE** credits listed in Exit Level Outcomes 3, 4, 5, 6, 7 and 8

ELECTIVE:

- Candidates must achieve at least **21 credits** of their choice from any of the available 55 **ELECTIVE** credits in Exit Level Outcomes 4, 7, 9 and 10.

Assessment criteria:

For award of the *whole* qualification, candidates must achieve the required number of credits as specified in the rules of combination in point 15 as well as the criteria specified for integrated assessment in point 18 below.

Should candidates exit the qualification *without completing the whole qualification*, recognition may be given for each Exit Level Outcome achieved. For award of a particular Exit Level Outcome, candidates must achieve:

- all the Core and Elective unit standards associated with the particular Exit Level Outcome as per the specifications contained within each unit standard, and
- the criteria specified for integrated assessment.

Integrated Assessment:

Assessment should take place within the context of:

- given results from a learning needs analysis,
- given learning material and course designs,
- given administration systems,
- given evaluation instruments,
- given Quality Assurance policies, procedures and processes,
- an established learning environment where learners are already identified,
- a guided and supported learning environment.

Assessment will take place according to the detailed specifications indicated in the unit standards associated with each exit level outcome (see "associated unit standards" above).

Over and above the achievement of the specified unit standards, evidence of integration will be required as per the following broad criteria, all within the context of an active learning environment.

Assessors should note that the evidence of integration (as below) could well be presented by candidates when being assessed against the unit standards – thus there should not necessarily be separate assessments for each unit standard and then further assessment

for integration. Well designed assessments should make it possible to gain evidence against each unit standard while at the same time gain evidence of integration.

Exit Level Outcome 1: Communicate in a variety of ways

- communication within and about the ETD process is clear, understandable and effective.

Exit level Outcome 2: Use mathematics in real life and education, training and development situations

- the mathematics is applied within a variety of ETD contexts

Exit Level Outcome 3: Analyse target audiences

- learner profiles are an accurate reflection of target population
- profiles contain sufficient information for further analysis, including demographics, literacy, learner style, learning factors, motivation factors, barriers, special needs, levels of experience and qualifications, prior learning, time and cost predictions
- appropriate actions are identified and recommendations are suitable and achievable
- information is well organised, making for easy accessing and interpretation.

Exit Level Outcome 4: Prepare for and facilitate learning

- preparation is sufficient to ensure all resources and arrangements are in place and the learning site is fit-for-purpose
- facilitation is carried out according to given plans, using appropriate methodologies and in a manner that achieves the learning objectives
- facilitation methods and approach is professional and ensures the physical and psychological safety of the learners,
- problems are solved appropriately using a range of techniques
- facilitation is self-monitored and behaviour is modified to address weaknesses or difficulties.

Exit Level Outcome 5: Contribute to assessment

- contributions ensure assessment candidates are adequately supported and assisted in the assessment and/or RPL process, without compromising the assessment process or results
- contributions are in line with the principles of assessment
- assistance is given to registered assessors and moderators effectively and efficiently.

Exit Level Outcome 6: Provide learner support

- learners requiring support are identified proactively and sensitively
- support is given in a manner that enables learners to define objectives, clarify issues and help manage expectations
- support ensures learners experience the maximum benefit from learning, and helps them prepare for and cope with learning.
- barriers to learning are identified and problems are solved cooperatively within given frameworks. Referrals are made as required.
- support helps to create a safe learning environment and promotes objectives of learning and the principle of life-long learning.

Exit Level Outcome 7: Carry out administration related to learning

- records are clear, accessible, accurate and kept up to date

- records meet the quality requirements of the organisation

Exit Level Outcome 8: Evaluate facilitation and learning events

- evaluation instruments are administered as designed
- findings are accurate reflections of the facilitation process and results
- recommendations have the potential to facilitate improvements to the learning environment and process

Assessment principles:

Assessment should be in accordance with the following general and specific principles:

- The initial assessment activities should focus on gathering evidence in terms of the main outcomes expressed in the titles of the unit standards to ensure assessment is integrated rather than fragmented. Where assessment at title level is unmanageable, then the assessment can focus on each specific outcome, or groups of specific outcomes. Take special note of the need for integrated assessment.
- Evidence must be gathered across the entire range specified in each unit standard, as applicable. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to prove that the candidate is able to perform in the real situation.
- All assessments should be conducted in accordance with the following universally accepted principles of assessment:
 - use appropriate, fair and manageable methods that are integrated into real work-related or learning situations;
 - judge evidence on the basis of its validity, currency, authenticity and sufficiency; and
 - ensure assessment processes are systematic, open and consistent.

Recognition of prior learning:

This qualification can be achieved wholly or in part through recognition of prior learning in terms of the defined exit level outcomes and/or individual unit standards.

Evidence can be presented in various ways, including international and/or previous local qualifications, products, reports, testimonials mentioning functions performed, work records, portfolios, videos of practice and performance records.

All such evidence will be judged in accordance with the general principles of assessment described above and the requirements for integrated assessment.

Accreditation and Moderation:

- Providers offering learning towards this qualification or the component unit standards must be accredited by the relevant ETQA.
- Moderation of assessment will be overseen by the relevant ETQA according to moderation principles and the agreed ETQA procedures.

Articulation possibilities:

The following table shows the location of this qualification in terms of other qualifications within the field.

Schooling Diploma L5	Diploma ABET Practice L5	Diploma ODETD L5	Diploma ECD L5	Development
FETC	NC ABET	NC ODETD	NC ECD L4	Development

	Practice L4	L4		
GETC				

Learners can move horizontally by achieving the credits specified in each qualification, mainly related to specialisation areas particular to each sub-field.

Learners can achieve vertical articulation by using this qualification as the basis for any of the qualifications indicated above level 4, although in most cases, some standards will be required horizontally before moving to another sub-field vertically.

International comparability:

International qualifications were examined to ensure that the qualifications model and unit standards proposed are comparable in terms of qualification levels, scope of qualifications, and competencies covered.

Qualifications from the following countries were examined:

- The City and Guilds International Awards and EMPNTO (UK)
- Australia (the Australian Qualifications Framework - AQF)
- New Zealand (the New Zealand Qualifications Framework - NZQF)

City and Guilds:

- NVQ Levels 1-4 – new approved Learning and Development Units (EMPTNTO)
- NVQ Level 3 - in Training and Development awards; Training Award (D32); Deliverer Award; Assessor Award (D32, D33)
- NVQ Level 4 - in Training and Development awards: Human Resource Development
- NVQ Level 5 - in Training and Development (Master Professional Diploma)
- International Teaching and Training Awards (IVQ) – Levels 1 - 2

The Qualification Structure for the new Learning and Development Standards comprises six NVQs at levels 3, 4 and 5 with 9 certificate options. These are:

- Learning and Development – Level 3 – 11 units
- Direct training and Support – Level 3 – 9 units
- Learning and Development – Level 4 – 12 units
- Management of Learning and Development Provision – Level 4 – 8 months
- Co-ordination of learning and Development Provision – Level 4 – 7 units
- Learning and Development – Level 5 – 12 units
- Certificate options – ranging from 3-4 units

Australia (AQF)

There are 2 qualifications in Assessment and Workplace Training:

- Certificate IV in Assessment and Workplace Training (8 Units of Competency, 3 are Assessment unit standards)
 - Diploma of Training and Assessment Systems (13 units of Competency, 3 are Assessment unit standards)

New Zealand (NZQF)

The Framework has ten levels of progression. Levels 1-3 are of approximately the same standard as senior secondary education and basic trades training. Levels 4-6 approximate to advanced trades, technical and business qualifications. Levels 7 and above equate with advanced qualifications of graduate and postgraduate standard.

There are 3 qualifications in Adult Education and Training:

- National Certificate in Adult Education and Training (Level 4)
- National Certificate in Adult Education and Training (Level 5)
- National Diploma in Adult Education and Training (Level 5)

Findings concerning comparability

The qualifications compare very well, providing a mix of mandatory and optional units that enable candidates to tailor the qualifications to their particular role.

These qualifications and unit standards are generally quite comparable to the South African qualifications in terms of levels and range of competencies covered.

Criteria for the registration of assessors:

The assessor is required to have a level 5 qualification in OD ETD Practice and must be registered as an assessor with the relevant ETQA.

Critical cross-field outcomes:

This qualification addresses the following critical cross-field outcomes, as detailed in the associated unit standards:

- a) Identifying and solving problems in which responses indicate that responsible decisions using critical and creative thinking have been made.
- b) Working effectively with others as a member of a team, group, organisation or community.
- c) Organising and managing oneself and one's activities responsibly and effectively.
- d) Collecting, analysing, organising and critically evaluating information.
- e) Communicating effectively using visual, mathematical and/or language skills in the modes of oral/written persuasion.
- f) Using science and technology effectively and critically, showing responsibility towards the environment and health of others.
- g) Demonstrating and understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

Learning programmes directed towards this qualification will also contribute to the full personal development of each learner and the social and economic development of the society at large, by making individuals aware of the importance of:

- 1) Reflecting on and exploring a variety of strategies to learn more effectively.
- 2) Participating as responsible citizens in the life of local, national and global communities.
- 3) Being culturally and aesthetically sensitive across a range of social contexts.
- 4) Exploring education and career opportunities; and developing entrepreneurial opportunities.

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SOUTH AFRICAN QUALIFICATIONS AUTHORITY



Established in terms of Act 58 of 1995

Higher Certificate in Occupationally Directed Education Training and Development Practices-NQF Level 5

Field: NSB 05: Education, Training and Development

Sub field: Adult Learning

Level: 5

Credits: 125

Issue date:

Review date:

Rationale for the qualification:

Education, Training and Development (ETD) is a priority area within the South African context and is supported by legislation, national policies and strategies. In order to meet the ETD requirements of the workplace, within the context of a quality assured environment and processes, it is important to be able to identify and recognise competent ETD practitioners at various levels. This qualification will provide a means to give recognition to practitioners entering the ODET field, thus making it possible for practitioners to increase their employment prospects, and at the same time provide a means whereby organisations can appoint practitioners in line with proven competencies.

Purpose of the qualification:

Practitioners who acquire this qualification will attain recognition in ODET practise at level 5 across all the roles in a generalist capacity, with particular application possible in at least one role. The qualification is a formative rather than a specialist qualification. Qualifying learners will make significant contribution to structured and targeted skills development at the level of learning programmes within enterprises and other learning environments.

Depending on areas of specialisation selected, recipients of this qualification will be able to:

- investigate performance gaps
- facilitate learning
- design and develop learning interventions
- design and conduct assessments
- support learners and learning
- evaluate learning interventions and conduct self evaluation (given instruments)

- manage ETD.

Access to the qualification:

FETC or equivalent.

(Candidates are not required to hold the National Certificate in OD ETD at level 4.)

Learning assumed to be in place:

It is assumed that practitioners have expertise in the subject/occupation field in which they intend to provide education, training and development, at a level required to engage meaningfully in ETD within that field.

It is also assumed that learners working towards this qualification hold a FETC or equivalent. Further learning assumptions are specified within the associated unit standards where required.

Exit Level Outcomes:

The qualification is further defined by means of a number of Exit Level Outcomes. These Exit Level Outcomes provide a means for candidates to exit the qualification with recognition for clusters of competencies, even if they do not achieve the whole qualification. The Exit Level Outcomes also provide a means to organise the unit standards into coherent clusters, thus facilitating integrated assessment.

Each Exit Level Outcome is further defined by means of the associated unit standards. Some of these unit standards may be indicated as CORE (compulsory), while others may be identified as ELECTIVES, with *rules of combination* provided.

Assessment criteria are provided for each ELO where required, mainly to address the need for evidence of integration of competencies.

- Communicate in a variety of ways
- Engage with all aspects of the education, training and development cycle
- Conduct elementary research and needs analyses
- Facilitate learning
- Engage in and promote assessment practices
- Provide learning support to learners and organisations
- Manage and administer education training and development
- Provide quality assurance services related to education training and development

Associated Unit Standards:**FUNDAMENTAL****Exit Level Outcome 1: Communicate in a variety of ways**

NLRD No.	Unit Standard Title	Level	Credits
12153	Use the writing process to compose text required in the business environment	4	5
12154	Apply comprehension skills to engage with oral text in a business environment	4	5
12155	Apply comprehension skills to engage with written text in a business environment	4	5
8975	Read, analyse and respond to a variety of texts	4	5

8976	Write for a wide range of contexts	4	5	
Exit Level Outcome 2: Engage across all aspects of the education, training and development cycle				
	NLRD No.	Unit Standard Title	Level	Credits
CORE		Demonstrate understanding of the outcomes-based education and training philosophy within the context of a National Qualifications Framework	5	6
		Engage with and contribute to all aspects of the education, training and development cycle	5	10
ELECTIVE		Conduct meetings	4	5
Exit Level Outcome 3: Conduct elementary research and needs analyses				
	NLRD No.	Unit Standard Title	Level	Credits
CORE	10292	Conduct research and liaison relevant to the learning situation	5	10
		Conduct elementary research to compile target audience profiles (L4)	4	5
ELECTIVE		Conduct an analysis to determine outcomes of learning for SD and other purposes - CORE IN ODETD DEGREE	6	4
		Conduct a performance analysis - CORE IN ODETD DEGREE	6	12
Exit Level Outcome 4: Facilitate learning				
	NLRD No.	Unit Standard Title	Level	Credits
ELECTIVE		Prepare and deliver a presentation	5	5
		Facilitate learning using a variety of given methodologies	5	10
		Facilitate the transfer and application of learning in the workplace	5	5
	10294	Identify and respond to learners with special needs and barriers to learning	5	10
Exit Level Outcome 5: Engage in and promote assessment practices				
	NLRD No.	Unit Standard Title	Level	Credits
ELECTIVE	7977	Moderate assessments	6	10
	7976	Design and develop assessments	6	10
	7978	Plan and conduct assessment of learning outcomes	5	15
Exit Level Outcome 6: Provide learning support to learners and organisations				

	NLRD No.	Unit Standard Title	Level	Credits
CORE		Guide and advise learners about their learning, assessment and recognition opportunities	5	6
		Assist and support learners to manage their learning experiences	4	5
ELECTIVE		Promote a learning culture in organisations	5	3
	11911	Manage individual careers	5	5
Exit Level Outcome 7: Manage and administer education training and development				
	NLRD No.	Unit Standard Title	Level	Credits
ELECTIVE		Promote training and development products and services to the organisation	6	6
		Develop an organisational training and development plan	5	6
		Provide information and advice regarding skills development and related issues	5	4
		Coordinate planned education, training and development in an organisation	5	6
	10171	Manage the capture, storage and retrieval of human resource information using an information system	5	3
	11906	Manage the design, development and review of a human resource information system	5	3
	10981	Supervise work unit to achieve work unit objectives (individual and teams)	4	12
		Conduct skills development administration	4	6
Exit Level Outcome 8: Provide quality assurance services related to education training and development				
	NLRD No.	Unit Standard Title	Level	Credits
CORE		Evaluate a learning intervention using given evaluation instruments	5	5
ELECTIVE		Design instruments to evaluate education, training and development - CORE IN ODETD DEGREE	6	8
		Evaluate the impact and quality of education, training and development using given evaluation instruments - CORE IN ODETD DEGREE	6	8
		Advise on the establishment and implementation of a quality management system for skills development practices in an organisation - CORE IN ODETD DEGREE	6	10

Rules of combination:

	Fundamental	Core	Elective
Certificate	All 25 credits for Communications	all 47 CORE credits listed in Exit Level Outcomes 2, 3, 6 and 8	Any 53 credits from the available 177 Elective credits indicated for Exit Level Outcomes 3, 4, 5, 6, 7, or 8. Candidates are urged to focus on at least one complete role.

The rules of combination make it possible for candidates to demonstrate competence across all the ETD roles via the Core credits. Candidates may build on the Core by combining Elective credits in a way that meets a variety of specialist needs, or by working across the roles to generalise. Given the requirement of 53 credits selected from a possible 177 Elective credits, candidates have a high degree of flexibility in their selections. Candidates are however encouraged to focus on particular roles rather than select standards in a haphazard fashion.

Articulation possibilities:

The following table shows the location of this qualification in terms of other qualifications within the field.

Schooling Degree L6	Degree ABET Practice L6	Degree ODETD L6		Development
Schooling Diploma L5	Diploma ABET Practice L5	Diploma / Certificate ODETD L5	Diploma ECD L5	Development
FETC	NC ABET Practice L4	NC ODETD L4	NC ECD L4	Development
GETC				

Learners can move horizontally by achieving the credits specified in each qualification, mainly related to specialisation areas particular to each sub-field.

Learners can move vertically by using this qualification as the basis for any of the qualifications indicated above level 5, although in most cases, some standards will be required horizontally before moving to another sub-field vertically.

Assessment Criteria:

For award of the *whole* qualification, candidates must achieve the required number of credits as specified in the rules of combination as well as the criteria specified for integrated assessment.

Should candidates exit the qualification *without completing the whole qualification*, recognition may be given for each Exit Level Outcome achieved. For award of a particular Exit Level Outcome, candidates must achieve:

- all the Core and Elective unit standards associated with the particular Exit Level Outcome as per the specifications contained within each unit standard, and
- the criteria specified for integrated assessment in point 19 below.

Integrated Assessment:

Assessment of practitioners should take place within the context of:

- given ETD Quality Assurance policies, procedures and processes, and
- an established learning environment where learners are already identified.

Assessment will take place according to the detailed specifications indicated in the unit standards associated with each exit level outcome (see point 16, "associated unit standards").

Over and above the achievement of the specified unit standards, evidence of integration will be required as per the following *broad criteria*, all within the context of an active learning environment. Assessors should note that the evidence of integration (as below) could well be presented by candidates when being assessed against the unit standards – thus there should not necessarily be separate assessments for each unit standard and then further assessment for integration. Well designed assessments should make it possible to gain evidence against each unit standard while at the same time gain evidence of integration.

Exit Level Outcome 1: Communicate in a variety of ways

- communication within and about the ETD process is clear, understandable and effective.

Exit Level Outcome 2: Engage across all aspects of the education, training and development cycle

- Contributions and practices are aligned with outcomes-based principles.
- Contributions and practices address individual and organisational objectives.

Exit Level Outcome 3: Conduct elementary research and needs analyses

- performance gaps and opportunities are identified and analysed in terms of possible causes and impact on individuals and the organisation
- the analysis results in useful and achievable recommendations and solutions
- interaction with relevant stakeholders and role-players is professional and carried out through consultative processes
- training needs are clearly defined in terms of outcomes, and are linked to performance requirements on the job (present and potential).
- The analysis reflects organisational imperatives/strategies, and is present and future focused.

Exit Level Outcome 4: Facilitate learning (within the context of varied group dynamics and complex subject matter)

- preparation is sufficient to ensure all resources and arrangements are in place and the learning site is fit-for-purpose
- formal plans and structures are implemented according to plans, using appropriate methodologies and in a manner that achieves the learning objectives
- facilitation methods and approach are professional and ensures the physical and psychological safety of the learners,
- problems are solved appropriately using a range of techniques
- facilitation is self-monitored and behaviour is modified to address weaknesses or difficulties.
- facilitation provides for application in workplace
- facilitation approach creates opportunities for assessment

Exit Level Outcome 5: Engage in and promote assessment practices

- assessment candidates are adequately supported, prepared and assisted in assessment and/or RPL processes, without compromising the assessment process or results
- assessment instruments are fit-for-purpose, and promote integration in learning and work environments
- assessment practices are in line with the principles of standards-based assessment
- assessment judgements are reliable and relevant to pre-determined outcomes
- feedback is relevant and is given in a constructive manner

Exit Level Outcome 6: Provide learning support to learners and organisations

- learners requiring support are identified proactively and sensitively
- support is given in a manner that enables learners to define objectives, clarify issues, help manage expectations and identify learning path and opportunities
- support assists learners to identify and understand assessment opportunities, processes and benefits, including the nature and benefit of RPL
- support ensures learners experience the maximum benefit from learning and assessment, and helps them prepare for and cope with learning and assessment
- barriers to learning are identified and problems are solved cooperatively within given frameworks. Referrals are made as required.
- support helps to create a safe learning environment and promotes objectives of learning and the principle of life-long learning.
- advice is informed, helpful, realistic, sufficient, relevant, valid, current, open, impartial, based on learner need, contemporary and future focused.
- individual learning plan reflects learning objectives, process, cost, timeframes, support required, resources, learning style, possible barriers, personal circumstances

Exit Level Outcome 7: Manage and administer education training and development

- records are clear, accessible, accurate and up to date
- records meet the quality requirements of the organisation
- plans address individual learning needs and are aligned with organisational strategic objectives
- resources are allocated and used effectively and within budgets

Exit Level Outcome 8: Provide quality assurance services related to education training and development

- contributions to policies and procedures enable the organisation and practitioners to deliver quality ETD services
- evaluation instruments are designed to provide reliable feedback on the ETD cycle
- evaluation instruments are administered as designed
- findings and recommendations reflect the reality and facilitate improvements and changes that add value to the learning environment and process

Assessment principles:

Assessment should be in accordance with the following general and specific principles:

- The initial assessment activities should focus on gathering evidence in terms of the main outcomes expressed in the titles of the unit standards to ensure assessment is integrated rather than fragmented. Where assessment at title level is unmanageable, then the assessment can focus on each specific outcome, or groups of specific outcomes. Take special note of the need for integrated assessment.
- Evidence must be gathered across the entire range specified in each unit standard, as applicable. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to prove that the candidate is able to perform in the real situation.
- All assessments should be conducted in accordance with the following universally accepted principles of assessment:
 - use appropriate, fair and manageable methods that are integrated into real work-related or learning situations;
 - judge evidence on the basis of its validity, currency, authenticity and sufficiency; and
 - ensure assessment processes are systematic, open and consistent.

Recognition of prior learning:

This qualification can be achieved wholly or in part through recognition of prior learning in terms of the defined exit level outcomes and/or individual unit standards.

Evidence can be presented in various ways, including international and/or previous local qualifications, products, reports, testimonials mentioning functions performed, work records, portfolios, videos of practice and performance records.

All such evidence will be judged in accordance with the general principles of assessment described above and the requirements for integrated assessment.

Accreditation and moderation:

- Providers offering learning towards this qualification or the component unit standards must be accredited by the relevant ETQA.
- Moderation of assessment will be overseen by the relevant ETQA according to moderation principles and the agreed ETQA procedures.

Registration of assessors:

Assessors must be registered in terms of the requirements of SAQA and the relevant ETQA

Critical cross-field outcomes:

This qualification addresses the following critical cross-field outcomes, as detailed in the associated unit standards:

- a) Identifying and solving problems in which responses indicate that responsible decisions using critical and creative thinking have been made.
- b) Working effectively with others as a member of a team, group, organisation or community.
- c) Organising and managing oneself and one's activities responsibly and effectively.
- d) Collecting, analysing, organising and critically evaluating information.

- e) Communicating effectively using visual, mathematical and/or language skills in the modes of oral/written persuasion.
- f) Using science and technology effectively and critically, showing responsibility towards the environment and health of others.
- g) Demonstrating and understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

Learning programmes directed towards this qualification will also contribute to the full personal development of each learner and the social and economic development of the society at large, by making individuals aware of the importance of:

- 1) Reflecting on and exploring a variety of strategies to learn more effectively.
- 2) Participating as responsible citizens in the life of local, national and global communities.
- 3) Being culturally and aesthetically sensitive across a range of social contexts.
- 4) Exploring education and career opportunities; and developing entrepreneurial opportunities.

International comparability:

International qualifications were examined to ensure that the qualifications model and unit standards proposed are comparable in terms of qualification levels, scope of qualifications, and competencies covered.

Qualifications from the following countries were examined:

- The City and Guilds International Awards and EMPNTO (UK)
- Australia (the Australian Qualifications Framework - AQF)
- New Zealand (the New Zealand Qualifications Framework - NZQF)

City and Guilds:

- NVQ Levels 1-4 – new approved Learning and Development Units (EMPTNTO)
- NVQ Level 3 - in Training and Development awards; Training Award (D32); Deliverer Award; Assessor Award (D32, D33)
- NVQ Level 4 - in Training and Development awards: Human Resource Development
- NVQ Level 5 - in Training and Development (Master Professional Diploma)
- International Teaching and Training Awards (IVQ) – Levels 1 - 2

The Qualification Structure for the new Learning and Development Standards comprises six NVQs at levels 3, 4 and 5 with 9 Certificate options. These are:

- Learning and Development – Level 3 – 11 units
- Direct training and Support – Level 3 – 9 units
- Learning and Development – Level 4 – 12 units
- Management of Learning and Development Provision – Level 4 – 8 months
- Co-ordination of learning and Development Provision – Level 4 – 7 units
- Learning and Development – Level 5 – 12 units
- Certificate options – ranging from 3-4 units

Australia (AQF)

There are 2 qualifications in Assessment and Workplace Training:

- Certificate IV in Assessment and Workplace Training (8 Units of Competency, 3 are Assessment unit standards)
 - Diploma of Training and Assessment Systems (13 units of Competency, 3 are Assessment unit standards)

New Zealand (NZQF)

The Framework has ten levels of progression. Levels 1-3 are of approximately the same standard as senior secondary education and basic trades training. Levels 4-6 approximate to advanced trades, technical and business qualifications. Levels 7 and above equate with advanced qualifications of graduate and postgraduate standard.

There are 3 qualifications in Adult Education and Training:

- National Certificate in Adult Education and Training (Level 4)
- National Certificate in Adult Education and Training (Level 5)
- National Diploma in Adult Education and Training (Level 5)

Findings concerning comparability

The qualifications compare very well, providing a mix of mandatory and optional units that enable candidates to tailor the qualifications to their particular role.

These qualifications and unit standards are generally quite comparable to the South African qualifications in terms of levels and range of competencies covered.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY



Established in terms of Act 58 of 1995

National Diploma in Occupationally Directed Education, Training and Development Practices-NQF Level 5

Field: NSB 05: Education, Training and Development

Sub field: Adult Learning

Level: 5

Credits: Diploma 240

Issue date:

Review date:

Rationale for the qualification:

Education, Training and Development (ETD) is a priority area within the South African context and is supported by legislation, national policies and strategies. In order to meet the ETD requirements of the workplace, within the context of a quality assured environment and processes, it is important to be able to identify and recognise competent ETD practitioners at various levels. This qualification will provide a means to give recognition to practitioners entering the ODET D field, thus making it possible for practitioners to increase their employment prospects, and at the same time provide a means whereby organisations can appoint practitioners in line with proven competencies.

- The *Diploma* incorporates the Certificate, and will provide a means to recognise ODET D practise across all the ETD roles in general, but also within at least four of the following specialist **ETD roles**:
 - Needs analysis
 - Learning design and development
 - Learning facilitation
 - Assessment
 - ETD support
 - Management
 - Quality Assurance
 - Standards Setting and Qualification Design
 - Skills Development facilitation

Purpose of the qualification:

This qualification is for those who want to build on a FETC to enter the field of ODETD as a potential career, and have little or no previous exposure to ETD. The qualifications will also be valuable for those who may have been practising within the field, but without formal recognition. In particular, the Diploma will be useful for:

- Needs analysts
- Learning facilitators
- Learning designers
- Assessors
- Learner and learning supporters
- Skills Development Facilitators.

Depending on areas of specialisation selected, recipients of this qualification will be able to:

- investigate performance gaps
- facilitate learning
- design and develop learning interventions
- design and conduct assessments
- support learners and learning
- evaluate learning interventions and conduct self evaluation (given instruments)
- manage ETD.

Practitioners will generally carry out their role within the context of:

- given Quality Assurance policies, procedures and processes
- a guided and supported learning environment.

Access to the qualification:

FETC or equivalent.

(Candidates are not required to hold the National Certificate in ODETD at level 4)

Learning assumed to be in place:

It is assumed that practitioners have expertise in the subject/occupation field in which they intend to provide education, training and development, at a level required to engage meaningfully in ETD within that field.

It is also assumed that learners working towards this qualification hold a FETC or equivalent. Further learning assumptions are specified within the associated unit standards where required.

Exit Level Outcomes:

The qualification is further defined by means of a number of Exit Level Outcomes. These Exit Level Outcomes provide a means for candidates to exit the qualification with recognition for clusters of competencies, even if they do not achieve the whole qualification. The Exit Level Outcomes also provide a means to organise the unit standards into coherent clusters, thus facilitating integrated assessment.

Each Exit Level Outcome is further defined by means of the associated unit standards. Some of these unit standards may be indicated as CORE (compulsory), while others may be identified as ELECTIVES, with *rules of combination* provided.

Assessment criteria are provided for each ELO where required, mainly to address the need for evidence of integration of competencies.

- Communicate in a variety of ways
- Engage with all aspects of the education, training and development cycle
- Conduct elementary research and needs analyses
- Design and develop learning programmes and processes
- Facilitate learning
- Engage in and promote assessment practices
- Provide learning support to learners and organisations
- Manage and administer education training and development
- Provide quality assurance services related to education training and development
- Define and evaluate standards and qualifications

Associated Unit Standards:

FUNDAMENTAL

Exit Level Outcome 1: Communicate in a variety of ways

NLRD No.	Unit Standard Title	Level	Credits
12153	Use the writing process to compose text required in the business environment	4	5
12154	Apply comprehension skills to engage with oral text in a business environment	4	5
12155	Apply comprehension skills to engage with written text in a business environment	4	5
8975	Read, analyse and respond to a variety of texts	4	5
8976	Write for a wide range of contexts	4	5

Exit Level Outcome 2: Engage across all aspects of the education, training and development cycle

	NLRD No.	Unit Standard Title	Level	Credits
CORE		Demonstrate understanding of the outcomes-based education and training philosophy within the context of a National Qualifications Framework	5	6
		Engage with and contribute to all aspects of the education, training and development cycle	5	10
ELECTIVE		Conduct meetings	4	5

Exit Level Outcome 3: Conduct elementary research and needs analyses

	NLRD No.	Unit Standard Title	Level	Credits
CORE	10292	Conduct research and liaison relevant to the learning situation	5	10
		Conduct elementary research to compile target audience profiles (L4)	4	5
ELECTIVE		Conduct an analysis to determine outcomes of learning for SD and other purposes - CORE IN ODETD DEGREE	6	4
		Conduct a performance analysis - CORE IN ODETD DEGREE	6	12

Exit Level Outcome 4: Design and develop learning programmes and processes

	NLRD No.	Unit Standard Title	Level	Credits
ELECTIVE		Evaluate potential ETD providers and products for organisational use - CORE IN ODETD DEGREE	6	8
	10305	Devise interventions for learners who have special needs - CORE IN ODETD DEGREE	6	16
		Develop a learning programme or intervention	5	8
		Design a learning programme or intervention	5	10

Exit Level Outcome 5: Facilitate learning

	NLRD No.	Unit Standard Title	Level	Credits
ELECTIVE		Prepare and deliver a presentation	5	5
		Facilitate learning using a variety of given methodologies	5	10
		Facilitate the transfer and application of learning in the workplace	5	5
	10294	Identify and respond to learners with special needs and barriers to learning	5	10

Exit Level Outcome 6: Engage in and promote assessment practices

	NLRD No.	Unit Standard Title	Level	Credits
ELECTIVE	7977	Moderate assessments	6	10
	7976	Design and develop assessments	6	10
	7978	Plan and conduct assessment of learning outcomes	5	15

Exit Level Outcome 7: Provide learning support to learners and organisations

	NLRD No.	Unit Standard Title	Level	Credits
CORE		Guide and advise learners about their learning, assessment and recognition opportunities	5	6
		Assist and support learners to manage their learning experiences	4	5
ELECTIVE		Promote a learning culture in organisations	5	3
	11911	Manage individual careers	5	5

Exit Level Outcome 8: Manage and administer education training and development

	NLRD No.	Unit Standard Title	Level	Credits
ELECTIVE		Promote training and development products and services to the organisation	6	6
		Develop an organisational training and development plan	5	6
		Provide information and advice regarding skills development and related issues	5	4
		Coordinate planned education, training and development in an organisation	5	6
	10171	Manage the capture, storage and retrieval of human resource information using an information system	5	3
	11906	Manage the design, development and review of a human resource information system	5	3
	10981	Supervise work unit to achieve work unit objectives (individual and teams)	4	12
		Conduct skills development administration	4	6
Exit Level Outcome 9: Provide quality assurance services related to education training and development				
	NLRD No.	Unit Standard Title	Level	Credits
CORE		Evaluate a learning intervention using given evaluation instruments	5	5
ELECTIVE		Design instruments to evaluate education, training and development - CORE IN ODETD DEGREE	6	8
		Evaluate the impact and quality of education, training and development using given evaluation instruments - CORE IN ODETD DEGREE	6	8
		Advise on the establishment and implementation of a quality management system for skills development practices in an organisation - CORE IN ODETD DEGREE	6	10
Exit Level Outcome 10: Define and evaluate standards and qualifications				
	NLRD No.	Unit Standard Title	Level	Credits
ELECTIVE		Evaluate assessment and education, training and development standards for compliance with quality criteria	7	6
		Design and develop qualifications for assessment, education, training and development	6	8
		Define standards for assessment, education, training and development	6	8

Rules of combination:*Skills Development Facilitation*

In particular, those candidates who wish to fulfil the minimum requirements of a *Skills Development Facilitation* role should take the following unit standards, plus additional credits to make up to the 53 Elective credits required:

Exit Level Outcome	NLRD No.	Unit Standard Title	Level	Credits
3. Conduct elementary research and needs analyses	HRD8	Conduct an analysis to determine outcomes of learning for SD and other purposes	6	4
7. Provide learning support to learners and organisations	HRD5	Promote a learning culture in organisations	5	3
8: Manage and administer education training and development	HRD2	Develop an organisational training and development plan	5	6
	HRD7	Provide information and advice regarding skills development and related issues	5	4
	HRD4	Coordinate planned education, training and development in an organisation	5	6
	HRD1	Conduct skills development administration	4	6
Credits				29

The rules of combination make it possible for candidates to demonstrate competence across all the ETD roles via the Core credits. Candidates may build on the Core by combining Elective credits in a way that meets a variety of specialist needs. Key ETD roles are as follows:

- Needs analysis (ELO3)
- Learning design and development (ELO4)
- Learning facilitation (ELO5)
- Assessment (ELO6)
- ETD support (ELO7)
- Management (ELO8)
- Quality Assurance (ELO9)
- Standards Setting and Qualification Design (ELO10)
- Skills Development facilitation (across several ELOs)

Although candidates may group the above key roles according to their needs within the rules of combination (i.e. *all* Electives from *four* Exit Level Outcomes, plus any additional credits to make the Electives up to 168 credits), the following groupings (A-H) may provide some guidance:

Exit Level Outcome		Possible Groupings (indicated by credit values)							
		A	B	C	D	E	F	G	H
3	Conduct elementary	16	16	16	16	16			16

	research and needs analyses								
4	Design and develop learning programmes and processes	42		42		42			
5	Facilitate learning		30			30	30	30	
6	Engage in and promote assessment practices	35	35		35		35	35	
7	Provide learning support to learners and organisations		8				8	8	8
8	Manage and administer education training and development				46	46		46	46
9	Provide quality assurance services related to education training and development	26		26	26		26		26
10	Define and evaluate standards and qualifications			22					
Credits from combination		119	89	106	123	134	99	119	96
Additional Elective credits required from other ELOs		49	79	62	45	34	69	49	72
Total Electives		168	168	168	168	168	168	168	168

Candidates intending to build on their diploma to obtain the ODETD degree at a later stage should take note of which Elective credits in this Diploma are prescribed as Core in the degree. This could guide them in their selections of Electives for the diploma. The unit standards that are Elective in the Diploma, but Core in the Degree are identified by means of the note: *-CORE IN ODETD DEGREE*.

Assessment Criteria:

For award of the *whole* qualification, candidates must achieve the required number of credits as specified in the rules of combination, as well as the criteria specified for integrated assessment, as appropriate.

Should candidates exit the qualification *without completing the whole qualification*, recognition may be given for each Exit Level Outcome achieved. For award of a particular Exit Level Outcome, candidates must achieve:

- all the Core and Elective unit standards associated with the particular Exit Level Outcome as per the specifications contained within each unit standard, and
- the criteria specified for integrated assessment.

Integrated Assessment:

Assessment of practitioners should take place within the context of:

- given ETD Quality Assurance policies, procedures and processes, and
- an established learning environment where learners are already identified.

Assessment will take place according to the detailed specifications indicated in the unit standards associated with each exit level outcome (see point 16, "associated unit standards").

Over and above the achievement of the specified unit standards, evidence of integration will be required as per the following *broad criteria*, all within the context of an active learning environment. Assessors should note that the evidence of integration (as below) could well be presented by candidates when being assessed against the unit standards – thus there should not necessarily be separate assessments for each unit standard and then further assessment for integration. Well designed assessments should make it possible to gain evidence against each unit standard while at the same time gain evidence of integration.

Exit Level Outcome 1: Communicate in a variety of ways

- communication within and about the ETD process is clear, understandable and effective.

Exit level Outcome 2: Engage across all aspects of the education, training and development cycle

- Contributions and practices are aligned with outcomes-based principles.
- Contributions and practices address individual and organisational objectives.

Exit Level Outcome 3: Conduct elementary research and needs analyses

- performance gaps and opportunities are identified and analysed in terms of possible causes and impact on individuals and the organisation
- the analysis results in useful and achievable recommendations and solutions
- interaction with relevant stakeholders and role-players is professional and carried out through consultative processes
- training needs are clearly defined in terms of outcomes, and are linked to performance requirements on the job (present and potential).
- The analysis reflects organisational imperatives/strategies, and is present and future focused.

Exit Level Outcome 4: Design and develop learning programmes and processes

- Learning outcomes are aligned with given standards, including unit standards, assessment standards, qualifications, job requirements.
- methodology used is consistent with the outcomes-based philosophy
- learning theories are applied to meet target audience needs, and are appropriate to the subject matter and expected facilitator.
- approaches used comply with adult learning principles and are suitable for achieving the defined outcomes
- the design includes evaluation strategies capable of revealing the value of programmes or interventions
- learning and assessment design are compatible
- presentation of materials is fit-for-purpose

Exit Level Outcome 5: Facilitate learning (within the context of varied group dynamics and complex subject matter)

- preparation is sufficient to ensure all resources and arrangements are in place and the learning site is fit-for-purpose
- formal plans and structures are implemented according to plans, using

appropriate methodologies and in a manner that achieves the learning objectives

- facilitation methods and approach are professional and ensures the physical and psychological safety of the learners,
- problems are solved appropriately using a range of techniques
- facilitation is self-monitored and behaviour is modified to address weaknesses or difficulties.
- facilitation provides for application in workplace
- facilitation approach creates opportunities for assessment

Exit Level Outcome 6: Engage in and promote assessment practices

- assessment candidates are adequately supported, prepared and assisted in assessment and/or RPL processes, without compromising the assessment process or results
- assessment instruments are fit-for-purpose, and promote integration in learning and work environments
- assessment practices are in line with the principles of standards-based assessment
- assessment judgements are reliable and relevant to pre-determined outcomes
- feedback is relevant and is given in a constructive manner

Exit Level Outcome 7: Provide learning support to learners and organisations

- learners requiring support are identified proactively and sensitively
- support is given in a manner that enables learners to define objectives, clarify issues, help manage expectations and identify learning path and opportunities
- support assists learners to identify and understand assessment opportunities, processes and benefits, including the nature and benefit of RPL
- support ensures learners experience the maximum benefit from learning and assessment, and helps them prepare for and cope with learning and assessment
- barriers to learning are identified and problems are solved cooperatively within given frameworks. Referrals are made as required.
- support helps to create a safe learning environment and promotes objectives of learning and the principle of life-long learning.
- advice is informed, helpful, realistic, sufficient, relevant, valid, current, open, impartial, based on learner need, contemporary and future focused.
- individual learning plan reflects learning objectives, process, cost, timeframes, support required, resources, learning style, possible barriers, personal circumstances

Exit Level Outcome 8: Manage and administer education training and development

- records are clear, accessible, accurate and up to date
- records meet the quality requirements of the organisation
- plans address individual learning needs and are aligned with organisational strategic objectives
- resources are allocated and used effectively and within budgets

Exit Level Outcome 9: Provide quality assurance services related to education training and development

- contributions to policies and procedures enable the organisation and practitioners to deliver quality ETD services

- evaluation instruments are designed to provide reliable feedback on the ETD cycle
- evaluation instruments are administered as designed
- findings and recommendations reflect the reality and facilitate improvements and changes that add value to the learning environment and process

Exit Level Outcome 10: Define and evaluate standards and qualifications

- processes used to determine required standards and qualifications are consultative and meet stakeholder imperatives
- standards are based on an analyses of needs
- standards and qualifications define stakeholder requirements in clear, measurable terms
- standards and qualifications are presented in a format as required by the registering body
- evaluations of standards and qualifications identify the extent to which they are fit-for-purpose.

Assessment principles:

Assessment should be in accordance with the following general and specific principles:

- The initial assessment activities should focus on gathering evidence in terms of the main outcomes expressed in the titles of the unit standards to ensure assessment is integrated rather than fragmented. Where assessment at title level is unmanageable, then the assessment can focus on each specific outcome, or groups of specific outcomes. Take special note of the need for integrated assessment.
- Evidence must be gathered across the entire range specified in each unit standard, as applicable. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to prove that the candidate is able to perform in the real situation.
- All assessments should be conducted in accordance with the following universally accepted principles of assessment:
 - use appropriate, fair and manageable methods that are integrated into real work-related or learning situations;
 - judge evidence on the basis of its validity, currency, authenticity and sufficiency; and
 - ensure assessment processes are systematic, open and consistent.

Recognition of prior learning:

This qualification can be achieved wholly or in part through recognition of prior learning in terms of the defined exit level outcomes and/or individual unit standards.

Evidence can be presented in various ways, including international and/or previous local qualifications, products, reports, testimonials mentioning functions performed, work records, portfolios, videos of practice and performance records.

All such evidence will be judged in accordance with the general principles of assessment described above and the requirements for integrated assessment.

Articulation possibilities:

The following table shows the location of this qualification in terms of other qualifications within the field.

Schooling Degree L6	Degree ABET Practice L6	Degree ODETD L6		Development
Schooling Diploma L5	Diploma ABET Practice L5	Diploma / Certificate ODETD L5	Diploma ECD L5	Development
FETC	NC ABET Practice L4	NC ODETD L4	NC ECD L4	Development
GETC				

Learners can move horizontally by achieving the credits specified in each qualification, mainly related to specialisation areas particular to each sub-field.

Learners can move vertically by using this qualification as the basis for any of the qualifications indicated above level 5, although in most cases, some standards will be required horizontally before moving to another sub-field vertically.

International comparability:

International qualifications were examined to ensure that the qualifications model and unit standards proposed are comparable in terms of qualification levels, scope of qualifications, and competencies covered.

Qualifications from the following countries were examined:

- The City and Guilds International Awards and EMPNTO (UK)
- Australia (the Australian Qualifications Framework - AQF)
- New Zealand (the New Zealand Qualifications Framework - NZQF)

City and Guilds:

- NVQ Levels 1-4 – new approved Learning and Development Units (EMPTNTO)
- NVQ Level 3 - in Training and Development awards; Training Award (D32); Deliverer Award; Assessor Award (D32, D33)
- NVQ Level 4 - in Training and Development awards: Human Resource Development
- NVQ Level 5 - in Training and Development (Master Professional Diploma)
- International Teaching and Training Awards (IVQ) – Levels 1 - 2

The Qualification Structure for the new Learning and Development Standards comprises six NVQs at levels 3, 4 and 5 with 9 Certificate options. These are:

- Learning and Development – Level 3 – 11 units
- Direct training and Support – Level 3 – 9 units
- Learning and Development – Level 4 – 12 units
- Management of Learning and Development Provision – Level 4 – 8 months
- Co-ordination of learning and Development Provision – Level 4 – 7 units
- Learning and Development – Level 5 – 12 units
- Certificate options – ranging from 3-4 units

Australia (AQF)

There are 2 qualifications in Assessment and Workplace Training:

- Certificate IV in Assessment and Workplace Training (8 Units of Competency, 3 are Assessment unit standards)

- Diploma of Training and Assessment Systems (13 units of Competency, 3 are Assessment unit standards)

New Zealand (NZQF)

The Framework has ten levels of progression. Levels 1-3 are of approximately the same standard as senior secondary education and basic trades training. Levels 4-6 approximate to advanced trades, technical and business qualifications. Levels 7 and above equate with advanced qualifications of graduate and postgraduate standard.

There are 3 qualifications in Adult Education and Training:

- National Certificate in Adult Education and Training (Level 4)
- National Certificate in Adult Education and Training (Level 5)
- National Diploma in Adult Education and Training (Level 5)

Findings concerning comparability

The qualifications compare very well, providing a mix of mandatory and optional units that enable candidates to tailor the qualifications to their particular role.

These qualifications and unit standards are generally quite comparable to the South African qualifications in terms of levels and range of competencies covered.

Accreditation and moderation:

International qualifications were examined to ensure that the qualifications model and unit standards proposed are comparable in terms of qualification levels, scope of qualifications, and competencies covered.

Criteria for the registration of assessors:

The assessor is required to have a level 6 qualification in OD ETD Practice and must be registered in terms of the requirements of SAQA and the ETDP SETA ETDQA

Critical cross-field outcomes:

This qualification addresses the following critical cross-field outcomes, as detailed in the associated unit standards:

- Identifying and solving problems in which responses indicate that responsible decisions using critical and creative thinking have been made.
- Working effectively with others as a member of a team, group, organisation or community.
- Organising and managing oneself and one's activities responsibly and effectively.
- Collecting, analysing, organising and critically evaluating information.
- Communicating effectively using visual, mathematical and/or language skills in the modes of oral/written persuasion.
- Using science and technology effectively and critically, showing responsibility towards the environment and health of others.
- Demonstrating and understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

Learning programmes directed towards this qualification will also contribute to the full personal development of each learner and the social and economic development of the society at large, by making individuals aware of the importance of:

- Reflecting on and exploring a variety of strategies to learn more effectively.
- Participating as responsible citizens in the life of local, national and global communities.

- 3) Being culturally and aesthetically sensitive across a range of social contexts.
- 4) Exploring education and career opportunities; and developing entrepreneurial opportunities.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY



Established in terms of Act 58 of 1995

National First Degree in Occupationally Directed Education, Training and Development Practices- NQF Level 6

Field: NSB 05: Education, Training and Development

Sub field: Adult Learning

Level: 6

Credits: 360

Issue date:

Review date:

Rationale for the qualification:

Education, Training and Development (ETD) is a priority area within the South African context and is supported by legislation, national policies and strategies. In order to meet the ETD requirements of the workplace, within the context of a quality assured environment and processes, it is important to be able to identify and recognise competent ETD practitioners at various levels. This qualification will provide a means to give recognition to experienced ODETD, thus making it possible for practitioners to increase their employment prospects, and at the same time provide a means whereby organisations can appoint experienced practitioners in line with proven competencies.

Purpose of the qualification:

This qualification is for those who want to act as ODETD practitioners at a high level across all the key ETD roles, with specialist competencies in some of the roles.

This qualification incorporates and builds on the ODETD Diploma (level 5) to allow for specialisation at a high level in at least two of the following roles:

- Learning design and development
- Learning facilitation
- Assessment
- Strategic Management
- Quality Assurance
- Standards Setting and Qualification Design

○ Skills Development facilitation

Depending on areas of specialisation selected, recipients of this qualification will be able to:

- analyse performance gaps
- facilitate learning and growth
- design and develop learning interventions
- conduct and moderate assessments
- design assessments
- support learners and learning
- provide leadership in ODET D
- carry out quality assurance functions
- set standards and design qualifications
- facilitate Skills Development in organisations

Access to the qualification:

FETC or equivalent. (Candidates are not required to hold the National Certificate in ODET D at level 4).

Some candidates may be in the process of building on the Higher Certificate or Diploma in ODET D Practices at level 5.

Learning assumed to be in place:

It is assumed that practitioners have expertise in the subject/occupation field in which they intend to provide education, training and development, at a level required to engage meaningfully in ETD within that field.

It is also assumed that learners towards this qualification hold a FETC or equivalent. Further learning assumptions are specified within the associated unit standards where required.

Exit Level Outcomes:

The qualification is further defined by means of a number of Exit Level Outcomes. These Exit Level Outcomes provide a means for candidates to exit the qualification with recognition for clusters of competencies, even if they do not achieve the whole qualification. The Exit Level Outcomes also provide a means to organise the unit standards into coherent clusters, thus facilitating integrated assessment.

Each Exit Level Outcome is further defined by means of the associated unit standards. Some of these unit standards may be indicated as CORE (compulsory), while others may be identified as ELECTIVES, with *rules of combination* provided.

Assessment criteria are provided for each ELO where required, mainly to address the need for evidence of integration of competencies.

- Communicate in a variety of ways
- Engage with all aspects of the education, training and development cycle
- Conduct research and needs analyses
- Design and develop learning programmes and processes
- Facilitate learning and growth
- Engage in and promote assessment practices
- Provide learning support to learners and organisations
- Provide learning strategy, leadership, direction and administration
- Provide quality assurance services related to education training and development
- Define and evaluate standards and qualifications

Associated standards:

FUNDAMENTAL

Exit Level Outcome 1: Communicate in a variety of ways

NLRD No.	Unit Standard Title	Level	Credits
12153	Use the writing process to compose text required in the business environment	4	5
12154	Apply comprehension skills to engage with oral text in a business environment	4	5
12155	Apply comprehensive skills to engage with written text in a business environment	4	5
8975	Read, analyse and respond to variety of texts	4	5
8976	Write for wide range of contexts	4	5

Exit Level Outcome 2: Engage with all aspects of the education, training and development cycle

	NLRD No.	Unit Standard Title	Level	Credits
CORE		Demonstrate understanding of the outcomes-based education and training philosophy within the context of a National Qualifications Framework	5	6
		Engage with and contribute to all aspects of the education, training and development cycle	5	10
ELECTIVE	GM/MIT/4/06	Conduct meetings	4	5

Exit Level Outcome 3: Conduct research and needs analyses

	NLRD No.	Unit Standard Title	Level	Credits
CORE		Design, manage and conduct organisational skills development analysis	7	15
		Conduct an analysis to determine outcomes of learning for SD and other purposes	6	4
		Conduct a performance analysis	6	12
	10301	Complete a research assignment	6	20
	10292	Conduct research and liaison relevant to the learning situation	5	10
ELECTIVE		Conduct elementary research to compile target audience profiles (L4)	4	5

Exit Level Outcome 4: Design and develop learning programmes and processes

	NLRD No.	Unit Standard Title	Level	Credits
CORE		Evaluate potential ETD providers and products for organisational use	6	8
	10305	Devise interventions for learners who have special needs	6	16

ELECTIVE		Plan and develop a learning system	7	15
		Develop a learning programme or intervention	5	8
		Design a learning programme or intervention	5	10
Exit Level Outcome 5: Facilitate learning and growth				
	NLRD No.	Unit Standard Title	Level	Credits
CORE		Facilitate in complex situations to create learning and growth	6	6
ELECTIVE		Coach executives	7	10
		Prepare and deliver a presentation at a seminar	6	5
		Prepare and deliver a presentation	5	5
		Facilitate learning using a variety of given methodologies	5	10
		Facilitate the transfer and application of learning in the workplace	5	5
	10294	Identify and respond to learners with special needs and barriers to learning	5	10
Exit Level Outcome 6: Engage in and promote assessment practices				
	NLRD No.	Unit Standard Title	Level	Credits
CORE		Develop, support and promote assessment practices with particular reference to RPL	7	10
ELECTIVE	7977	Moderate assessments	6	10
	7976	Design and develop assessments	6	10
	7978	Plan and conduct assessment of learning outcomes	5	15
Exit Level Outcome 7: Provide learning support to learners and organisations				
	NLRD No.	Unit Standard Title	Level	Credits
CORE		Advise and counsel learners	6	8
		Guide and advise learners about their learning, assessment and recognition opportunities	5	6
		Assist and support learners to manage their learning experiences	4	5
ELECTIVE		Promote a learning culture in organisations	5	3
	11911	Manage individual careers	5	5
Exit Level Outcome 8: Provide learning strategy, leadership, direction and administration				
	NLRD No.	Unit Standard Title	Level	Credits
CORE		Contribute input into the human resources management strategy	7	10

		Advise on the alignment of skills development objectives and practices with strategic objectives in an organisation	6	12
		Develop an organisational training and development plan	5	6
		Provide information and advice regarding skills development and related issues	5	4
	10981	Supervise work unit to achieve work unit objectives (individual and teams)	4	12
ELECTIVE		Promote training and development products and services to the organisation	6	6
		Develop and implement changes in organisational processes and systems to improve organisational culture and climate	6	12
		Coordinate planned education, training and development in an organisation	5	6
	10171	Manage the capture, storage and retrieval of human resource information using an information system	5	3
	11906	Manage the design, development and review of a human resource information system	5	3
		Compile a budget for own division or department	5	10
		Manage own division/department's finances	4	10
		Conduct skills development administration (L4)	4	6
Exit Level Outcome 9: Provide quality assurance services related to education training and development				
	NLRD No.	Unit Standard Title	Level	Credits
CORE		Advise on the establishment and implementation of a quality management system for skills development practices in an organisation	6	10
		Design instruments to evaluate education, training and development	6	8
		Evaluate the impact and quality of education, training and development using given evaluation instruments	6	8
		Evaluate a learning intervention using given evaluation instruments	5	5
ELECTIVE	15191	Evaluate education and training providers	7	10
	7975	Verify moderation of assessments	7	15
		Develop education, training and development policies and procedures for an organisation	6	12
Exit Level Outcome 10: Define and evaluate standards and qualifications				

	NLRD No.	Unit Standard Title	Level	Credits
ELECTIVE		Evaluate assessment and education, training and development standards for compliance with quality criteria	7	6
		Design and develop qualifications for assessment, education, training and development	6	8
		Define standards for assessment, education, training and development	6	8

Rules of combination:**FUNDAMENTAL**

- *Communication* - Candidates are required to achieve **25 credits** for Communications.

CORE:

- Candidates must achieve all **216 CORE** credits listed in Exit level outcomes 2, 3, 4, 5, 6, 7, 8 and 9

ELECTIVE:

- Candidates must achieve at least **119 credits** of their choice from the available 241 **ELECTIVE** credits for Exit Level Outcomes 2, 4, 5, 6, 7, 8, 9 and 10, subject to the following requirement:
 - all the Elective credits from **two** Exit Level Outcomes out of Exit Level Outcomes 4, 5, 6, 8, 9 and 10 i.e. the selection must be such that two Exit Level Outcomes are taken completely;
 - the remaining credits may be selected from any of the other Elective credits to make up to 119 credits.

Possible combinations of Electives

The rules of combination make it possible for candidates to demonstrate general competence across the following key ETD roles via the Core credits:

- Needs analysis (ELO3)
- Learning design and development (ELO4)
- Learning facilitation (ELO5)
- Assessment (ELO6)
- ETD support (ELO7)
- Strategic Management (ELO8)
- Quality Assurance (ELO9)
- Skills Development facilitation (across several ELOs)

Candidates may build on the Core by combining Elective credits in a way that meets a variety of specialist needs. Candidates may group the following key roles according to their needs within the rules of combination i.e. *all* Electives from *two* Exit Level Outcomes, plus any additional credits to make the Electives up to 119 credits.

- Learning design and development (ELO4)
- Learning facilitation (ELO5)
- Assessment (ELO6)
- Strategic Management (ELO8)
- Quality Assurance (ELO9)
- Standards Setting and Qualification Design (ELO10)

The following groupings (A-H) may provide guidance to candidates on some possible combinations:

Exit Level Outcome		Possible Groupings (indicated by credit values)							
		A	B	C	D	E	F	G	H
4	Design and develop learning programmes and processes	33	33				33		
5	Facilitate learning and growth		45			45			45
6	Engage in and promote assessment practices					35	35		
8	Provide learning strategy, leadership, direction and administration			56				56	
9	Provide quality assurance services related to education training and development			37	37				37
10	Define and evaluate standards and qualifications	22			22			22	
Credits from combination		55	78	93	59	80	68	78	82
Additional Elective credits required from other ELOs		64	41	26	60	39	51	41	37
Total Electives		119	119	119	119	119	119	119	119

Candidates wishing to build on their diploma to obtain the degree will be informed by the Electives they selected for the Diploma. It should be noted that some of the unit standards that are Electives in the Diploma are Core in the Degree. The unit standards that are Elective in the Diploma, but Core in the Degree are identified in the Diploma by means of the note: *-CORE IN ODETD DEGREE.*

Assessment criteria:

For award of the *whole* qualification, candidates must achieve the required number of credits as specified in the rules of combination, as well as the criteria specified for integrated assessment.

Should candidates exit the qualification *without completing the whole qualification*, recognition may be given for each Exit Level Outcome achieved. For award of a particular Exit Level Outcome, candidates must achieve:

- all the Core and Elective unit standards associated with the particular Exit Level Outcome as per the specifications contained within each unit standard, and
- the criteria specified for integrated assessment.

Integrated assessment:

Assessment will take place according to the detailed specifications indicated in the unit standards associated with each exit level outcome (see point 16, "associated unit standards").

Over and above the achievement of the specified unit standards, evidence of integration will be required as per the following *broad criteria*, all within the context of an active learning environment.

Assessors should note that the evidence of integration (as below) could well be presented by candidates when being assessed against the unit standards – thus it is not suggested that there should necessarily be separate assessments for each unit standard and then further assessment for integration. Well designed assessments should make it possible to gain evidence against each unit standard while at the same time gain evidence of integration.

Exit Level Outcome 1: Communicate in a variety of ways

- communication within and about the ETD process is clear, understandable and effective.

Exit level Outcome 2: Engage with all aspects of the education, training and development cycle

- Contributions and practices are aligned with outcomes-based principles.
- Contributions and practices address individual and organisational objectives.

Exit Level Outcome 3: Conduct research and needs analyses

- performance gaps and opportunities are identified and analysed in terms of possible causes and impact on individuals and the organisation
- interaction with relevant stakeholders and role-players is professional and carried out through consultative processes
- training needs are clearly defined in terms of outcomes, linked to performance on the job (present and potential).
- The analysis meets organisational imperatives/strategies, and is present and future focused.
- current and emerging trends are identified at local, national and international level, with analysis of their impact on ETD
- analysis is provided of extent of alignment of Skills Development objectives and practices, with organisational strategic objectives
- recommendations take account of data/analysis and help position the organisation in terms of its strategic objectives, including possible models, instruments, evaluation instruments

Exit Level Outcome 4: Design and develop learning programmes and processes

- Learning outcomes are aligned with given standards, including unit standards, assessment standards, qualifications, job requirements.
- methodology used is consistent with the outcomes-based philosophy
- learning theories are applied to meet target audience needs, and are appropriate to the subject matter and expected facilitators.
- approaches used comply with adult learning principles and are suitable for achieving the defined outcomes
- the design includes evaluation strategies capable of informing how the value of programmes or interventions will be judged
- learning and assessment design are compatible
- presentation of materials is fit-for-purpose
- learning systems are coherent, fit-for-purpose and quality driven.
- designs provide mechanisms of delivery, support, management, quality assurance processes, resources, processes, links to career pathways and links to Skills Development mechanisms such as learnerships.

Exit Level Outcome 5: Facilitate learning (within the context of varied group dynamics and complex subject matter)

- preparation is sufficient to ensure all resources and arrangements are in place and the learning site is fit-for-purpose
- formal plans and structures are implemented according to plan, using appropriate methodologies and in a manner that achieves the learning objectives
- facilitation methods and approach are professional and ensures the physical and psychological safety of the learners, while building relationships conducive to promoting learning
- problems are solved appropriately using a range of techniques
- facilitation is self-monitored and behaviour is modified to address weaknesses or difficulties.
- facilitation provides for application in workplace
- facilitation approaches create opportunities for assessment
- opportunities are created for self analysis
- feedback on performance is given in a constructive manner and is direct, relevant, honest and valuable.
- recommendations are provide to facilitate personal and professional growth of learners.

Exit Level Outcome 6: Engage in and promote assessment practices

- assessment candidates are adequately supported, prepared and assisted in the assessment process, including for cases of RPL, without compromising the assessment process or results
- assessment instruments are fit-for-purpose, and promote integration in learning and work environments
- assessment practices are in line with the principles of standards-based assessment
- assessment judgements are reliable and relevant to pre-determined outcomes
- feedback is given in a constructive manner and is direct, relevant, honest and valuable.

Exit Level Outcome 7: Provide learning support to learners and organisations

- issues or learners requiring support are identified proactively and sensitively
- support is given in a manner that enables learners to define objectives, clarify issues, help manage expectations and identify learning path and opportunities
- support assists learners to identify and understand assessment opportunities, processes and benefits, including the nature and benefit of RPL
- support ensures learners experience the maximum benefit from learning and assessment, and helps them prepare for and cope with learning and assessment
- barriers to learning (e.g. psychological, social, historical, gender, disability) are diagnosed and problems are solved cooperatively within given frameworks. Referrals are made as required to appropriate professionals.
- support helps to create a safe learning environment and promotes objectives of learning and the principle of life-long learning.
- advice is informed, helpful, realistic, sufficient, relevant, valid, current, open, impartial, based on learner need, contemporary and future focused.
- individual learning plan reflects learning objectives, process, cost, timeframes, support required, resources, learning style, possible barriers, personal circumstances

Exit Level Outcome 8: Provide learning strategy, leadership, direction and administration

- plans address individual learning needs and are aligned with organisational strategic objectives
- resources are allocated and used effectively and within budgets
- leadership provides focus and direction in line with individual needs and organisational strategy
- records are clear, accessible, accurate and kept up to date
- records meet the quality requirements of the organisation

Exit Level Outcome 9: Provide quality assurance services related to education training and development

- contributions to policies and procedures enable the organisation and practitioners to deliver quality ETD services
- evaluation instruments provide reliable feedback on the ETD cycle
- evaluation instruments are administered as designed
- findings and recommendations reflect the reality and facilitate improvements and changes that add value to the learning environment and process

Exit Level Outcome 10: Define and evaluate standards and qualifications

- processes used to determine required standards and qualifications are consultative and ensured to meet stakeholder imperatives
- standards definition is based on analyses of needs
- standards and qualifications define stakeholder requirements in clear, measurable terms
- standards and qualifications are presented in a format as required by the registering body
- evaluations of standards and qualifications identify the extent to which they are fit-for-purpose.

Assessment principles:

Assessment should be in accordance with the following general and specific principles:

- The initial assessment activities should focus on gathering evidence in terms of the main outcomes expressed in the titles of the unit standards to ensure assessment is integrated rather than fragmented. Where assessment at title level is unmanageable, then the assessment can focus on each specific outcome, or groups of specific outcomes. Take special note of the need for integrated assessment.
- Evidence must be gathered across the entire range specified in each unit standard, as applicable. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to prove that the candidate is able to perform in the real situation.
- All assessments should be conducted in accordance with the following universally accepted principles of assessment:
 - use appropriate, fair and manageable methods that are integrated into real work-related or learning situations;
 - judge evidence on the basis of its validity, currency, authenticity and sufficiency; and
 - ensure assessment processes are systematic, open and consistent.

Recognition of prior learning:

This qualification can be achieved wholly or in part through recognition of prior learning in terms of the defined exit level outcomes and/or individual unit standards.

Evidence can be presented in various ways, including international and/or previous local qualifications, products, reports, testimonials mentioning functions performed, work records, portfolios, videos of practice and performance records.

All such evidence will be judged in accordance with the general principles of assessment described above and the requirements for integrated assessment.

Articulation possibilities:

The following table shows the location of this qualification in terms of other qualifications within the field.

Further academic qualifications with ODETD as a focus, or shift in focus to Human Resource Management Practices or Generic Management				
Schooling Degree L6	Degree ABET Practice L6	Degree ODETD L6	-	Development
Schooling Diploma L5	Diploma ABET Practice L5	Diploma / Certificate ODETD L5	Diploma ECD L5	Development
FETC	NC ABET Practice L4	NC ODETD L4	NC ECD L4	Development
GETC				

Learners can move horizontally by achieving the credits specified in each qualification, mainly related to specialisation areas particular to each sub-field.

Learners can move vertically by using this qualification as the basis for further academic qualifications with ETD as a focus. Practitioners may also choose to move

across and upwards in the fields of Human Resource Management Practices or Generic Management, although in most cases, some standards will be required horizontally before moving to another sub-field vertically.

International comparability:

International qualifications were examined to ensure that the qualifications model and unit standards proposed are comparable in terms of qualification levels, scope of qualifications, and competencies covered.

Qualifications from the following countries were examined:

- The City and Guilds International Awards and EMPNTO (UK)
- Australia (the Australian Qualifications Framework - AQF)
- New Zealand (the New Zealand Qualifications Framework - NZQF)

City and Guilds:

- NVQ Levels 1-4 – new approved Learning and Development Units (EMPTNTO)
- NVQ Level 3 - in Training and Development awards; Training Award (D32); Deliverer Award; Assessor Award (D32, D33)
- NVQ Level 4 - in Training and Development awards: Human Resource Development
- NVQ Level 5 - in Training and Development (Master Professional Diploma)
- International Teaching and Training Awards (IVQ) – Levels 1 - 2

The Qualification Structure for the new Learning and Development Standards comprises six NVQs at levels 3, 4 and 5 with 9 Certificate options. These are:

- Learning and Development – Level 3 – 11 units
- Direct training and Support – Level 3 – 9 units
- Learning and Development – Level 4 – 12 units
- Management of Learning and Development Provision – Level 4 – 8 months
- Co-ordination of learning and Development Provision – Level 4 – 7 units
- Learning and Development – Level 5 – 12 units
- Certificate options – ranging from 3-4 units

Australia (AQF)

There are 2 qualifications in Assessment and Workplace Training:

- Certificate IV in Assessment and Workplace Training (8 Units of Competency, 3 are Assessment unit standards)
 - Diploma of Training and Assessment Systems (13 units of Competency, 3 are Assessment unit standards)

New Zealand (NZQF)

The Framework has ten levels of progression. Levels 1-3 are of approximately the same standard as senior secondary education and basic trades training. Levels 4-6 approximate to advanced trades, technical and business qualifications. Levels 7 and above equate with advanced qualifications of graduate and postgraduate standard.

There are 3 qualifications in Adult Education and Training:

- National Certificate in Adult Education and Training (Level 4)
- National Certificate in Adult Education and Training (Level 5)
- National Diploma in Adult Education and Training (Level 5)

Findings concerning comparability

The qualifications compare very well, providing a mix of mandatory and optional units that enable candidates to tailor the qualifications to their particular role.

These qualifications and unit standards are generally quite comparable to the South African qualifications in terms of levels and range of competencies covered.

Accreditation and moderation:

- Providers providing learning towards this qualification or the component unit standards must be accredited by the ETDP SETA ETDQA.
- Moderation of assessment will be overseen by the ETDP SETA ETDQA according to moderation principles and the agreed ETQA procedures.

Criteria for the registration of assessors:

The assessor is required to have a level 7 qualification in OD ETD Practices and must be registered in terms of the requirements of SAQA and the ETDP SETA ETDQA.

Critical cross-field outcomes:

This qualification addresses the following critical cross-field outcomes, as detailed in the associated unit standards:

- a) Identifying and solving problems in which responses indicate that responsible decisions using critical and creative thinking have been made.
- b) Working effectively with others as a member of a team, group, organisation or community.
- c) Organising and managing oneself and one's activities responsibly and effectively.
- d) Collecting, analysing, organising and critically evaluating information.
- e) Communicating effectively using visual, mathematical and/or language skills in the modes of oral/written persuasion.
- f) Using science and technology effectively and critically, showing responsibility towards the environment and health of others.
- g) Demonstrating and understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

Learning programmes directed towards this qualification will also contribute to the full personal development of each learner and the social and economic development of the society at large, by making individuals aware of the importance of:

- 1) Reflecting on and exploring a variety of strategies to learn more effectively.
 - 2) Participating as responsible citizens in the life of local, national and global communities.
 - 3) Being culturally and aesthetically sensitive across a range of social contexts.
 - 4) Exploring education and career opportunities; and developing entrepreneurial opportunities.
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