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SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

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

Occupationally directed ETD Practitioners

Registered by Organising Field 05, Education, Training and Development, publishes the following qualification and unit standards for public comment.

This notice contains the titles, fields, subfields, NQF levels, credits, and purpose of the qualification and unit standards. The 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, Hatfield Forum West, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the qualification and unit standards should reach SAQA at the address below and no later than **17 August 2006**. All correspondence should be marked Standards Setting – SGB for Occupationally directed ETD Practitioners and addressed to

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S BHIKHA
DIRECTOR STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Further Education and Training Certificate: Occupationally-Directed Education Training and Development Practices

SAQA QUAL ID	QUALIFICATION TITLE		
50332	Further Education and Training Certificate: Occupationally-Directed Education Training and Development Practices		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Occupationally-directed ETD Practitioners	5		
QUAL TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD	
Further Ed and Training Cert	Education, Training and Development	Adult Learning	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	120	Level 4	Regular-Unit Stds Based

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

The qualification will be useful to those within the world of work and who provide training in the workplace, or for those who have been practising within the field, but without formal recognition. In particular, this qualification will be useful for:

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

Learners of this qualification will be able to:

- > Prepare for and facilitate learning.
- > Provide learner support.
- > Carry out administration related to learning.
- > Contribute to Human Resource Management Practices.

Learners 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.

Rationale:

This is an entry-level qualification, and the first in a series, which leads to levels 5 and 6 Qualifications for those who want to enter the field of Education, Training and Development (ETD). Learners of this qualification will have the opportunity to build on this qualification via the certificate or diploma in ODET D at level 5. This qualification provides 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. Education, Training and Development is also 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.

Given the high priority of education, training and development within the South African context, and in particular the emphasis on skills development, trainers are required in all fields of learning. Much of the contribution to skills development is through ETD practitioners who need to have essential knowledge and practical skills in ETD, as defined by this qualification.

RECOGNIZE PREVIOUS LEARNING?

Y

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, and are competent at:

- > Communication at **NQF** level 3 or equivalent.
- > Mathematical Literacy at **NQF** level 3 or equivalent.

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 and the requirements for integrated assessment.

Access to the qualification:

There is open access to this qualification bearing in mind the learning assumed to be in place.

QUALIFICATION RULES

Fundamental:

- > Communication

Learners are required to achieve:

- > **20** credits for Communications at **NQF** level 4.
- > **20** credits in a second official language at a minimum of **NQF** level 3.

- > Mathematical Literacy

Learners are required to achieve:

- > **16** credits for the Mathematical Literacy at **NQF** level 4.

core:

All 42 credits in the Core category are required.

Electives:

A minimum of **22** credits must be taken from the elective component

EXIT LEVEL OUTCOMES

1. Communicate in a variety of ways in Education Training and Development contexts.
2. Use Mathematics Literacy in real life and education, training and development situations.
3. Prepare for and facilitate learning in specific contexts.
4. Provide learner support in a range of settings.
5. Conduct administration related to learning and contribute to Human Resource Management Practices.

Critical Cross-Field Outcomes:

This qualification addresses the following critical cross-field outcomes:

- > Identifying and solving problems in relation to planning and organising learning opportunities and in relation to learner's difficulties within the **ETD** context.
- > Working effectively with others as a member of **ETD** teams in the analysis, design and delivery of **ETD**.
- > Organising and managing oneself and one's activities responsibly and effectively when preparing oneself, preparing learning resources and setting up the learning environment.
- > Collecting, analysing, organising and critically evaluating information about learners, learning needs, learning resources, organisational requirements and national **ETD** strategies.
- > **Communicating** effectively using visual, mathematical and/or language skills when presenting information to learners and discussing the subject matter.
- > Using science and technology effectively and critically, showing responsibility towards the environment and health of others, mainly in the application of occupation-related technology, but through the appropriate use of **ETD-related technology**.
- > Demonstrating an understanding of the world as a set of related systems, and in particular through the linking of **ETD** and practice within the occupational field.

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

ASSOCIATED ASSESSMENT CRITERIA

The purpose of the **Qualification** is achieved via demonstration of competence in terms of the exit level outcomes, which in turn are a function of the associated unit standards. The Unit Standards associated with each Exit Level Outcome form a coherent cluster, thus facilitating integrated assessment. The manner in which the unit standards have been clustered is outlined in the section on integrated assessment. Assessment criteria are provided for each exit level outcome mainly to address the need for evidence of integration of competencies.

1.

- > Communication within and about the **ETD** process is clearly articulated, understandable and achieves the desired effect.
- > Communication of facts, concepts, ideas and principles related to specific learning areas is clearly articulated and consistent with the requirements of the learning area.

2.

- > The tools and concepts of mathematics are used effectively to facilitate planning and management of **ETD**.
- > Applications of Mathematics Literacy in personal and work-related contexts are consistent with the given mathematical processes and principles.

3.

- > Learner profiles are developed and used in order to cater for target audience.
- > Learner profiles are analysed in order to plan and cater for target audience.
- > Range: Profile information includes demographics, literacy, learner style, learning factors, motivation factors, barriers, special needs, levels of experience and qualifications, prior learning, time and cost predictions.
- > Preparation to ensure proper facilitation is sufficient to ensure all resources and arrangements are in place and the learning site is fit-for-purpose.
- > Facilitation is conducted according to given plans, using appropriate methodologies and in a manner that achieves the learning objectives.
- > Facilitation is self-monitored and behaviour is modified to address weaknesses or difficulties.

4.

- > 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 is provided by creating a safe learning environment which promotes the objectives of learning, principles of assessment and the principle of **life-long** learning.
- > Assessment candidates are adequately supported and **assisted** in the assessment **and/or** RPL process, without compromising the assessment process **or results**.

5.

- > Records are clearly stated, accessible, accurate and up to date.
- > Contributions to human resources management **practices facilitate** an integrated and coherent approach to people management.

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.

Evidence of integration will be gained by designing and **conducting** assessments that ensure **the** unit standards are assessed in clusters linked to **each** exit level outcome as identified below. **Assessors** are to be guided by the detailed specifications indicated in each **of** the identified unit standards, and further guided by the assessment criteria specified for each exit level outcome, all within the context of an active ETD environment, dealing with divergent and random demands related to **ETD**.

Assessors should note that evidence of integration may be presented by learners 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 **at** exit level outcome level. Well designed assessments, including formative and summative, should make it possible to gain evidence against the requirements of each unit standard while **at the** same time gaining evidence **of** integration **at** exit level outcome level.

For the purposes of integration, assessment should be guided by the following relationships **between** each Exit Level Outcome and the associated Unit Standards:

3.

Core Unit Standards:

- > Define target audience profiles and skills gaps.
- > Conduct targeted training and development using given methodologies.
- > Perform **one-to-one** training on the job.

Elective Unit Standards:

- > Help learners with language and **literacies across the curriculum**.
- > Demonstrate understanding of the outcomes-based education and training approach within the context of a National Qualifications Framework.

4.

Core Unit Standards:

- > Facilitate the preparation and presentation of evidence for **assessment**.
- > Assist and support learners to manage their learning experiences.
- > Identify and respond to learners with special needs and **barriers** to learning.

Elective Unit Standards

- > Demonstrate knowledge of the foundations of human rights and *democracy*.

5.

Core Unit Standards:

- > Carry out course administration.

Elective Unit Standards:

- > Conduct skills development administration.
- > Recruit and select candidates to fill defined positions.

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 exit level outcomes and 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, assessment may 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 real situations.
- > 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.
 - > Ensure assessment processes are systematic, open and consistent.

INTERNATIONAL COMPARABILITY

International qualifications were examined to ensure that the qualification structure and unit standards proposed are comparable in terms of level, scope of qualifications, and competencies covered. Qualifications and/or programmes from the United Kingdom, United States of America, Australia and New Zealand were selected based on proven best practice within the field of Education and Training. The findings regarding comparisons within each country are as follows:

United Kingdom: The FETC ODETD matches very closely in terms of qualification purpose, structure and outcomes with the Institute of Training and Occupational Learning (ITOL) Certificate in Training and Occupational Learning; CIPD Certificate in Training Practice; St Martins College Certificate in Development Training and the City and Guilds International Awards NVQ levels 1-4 new approved Learning and Development Units (EMPTNTO). Further favourable comparisons were found in terms of 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; International Teaching and Training Awards (IVQ) - Levels 1-2. The FETC ODETD compared very well with the structure of the new NVQ Learning and Development Standards as follows:

- > Learning and Development
- > Direct training and Support
- > Learning and Development
- > Management of Learning and Development Provision
- > Co-ordination of learning and Development Provision
- > Learning and Development

United States of America: The FETC ODETD compares favourably in terms of purpose, entry level and outcomes with the ASTD (American Society for Training and Development) Training certificate Programme.

Australia: The FETC ODETD has a very close match in terms of the key roles and levels with the Southern Cross University Graduate Certificate of Vocational Education and Training and the AQF Certificate IV in Assessment and Workplace Training.

New Zealand: Comparisons against the Christchurch College of Education Certificate in Adult Literacy Tuition and the NZQA National Certificate in Adult Education and Training (Level 4) revealed that the New Zealand counterparts are at a slightly higher level than the FETC ODETD, but cover the same key roles and competencies.

Summary concerning comparability

The FETC ODETD compares favourably with a wide selection of international qualifications as identified above. Where outcomes or competencies are identified within the international qualifications, they are generally quite comparable to the South African qualifications in terms of levels and range of competencies covered.

ARTICULATION OPTIONS

Learners can move horizontally by achieving the credits specified in the following qualifications:

- > National Certificate: ABET Practice Level 4, 20828
- > National Certificate: ECD Level 4, 23116
- > FETC: Development Practice Level 4, 23904

Learners can move vertically by using this qualification as the basis for the following qualifications:

- > National Certificate ODETD Level 5, 50334
- > Diploma ODETD Level 5, 48869
- > Professional Diploma: Education Level 5, 20478
- > Certificate: Education Level 5, 20160
- > Diploma ABET Practice Level 5, 20159
- > Diploma ECD Level 5, 23118
- > Diploma Development Practice Level 5, 49710

MODERATION OPTIONS

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

CRITERIA FOR THE REGISTRATION OF ASSESSORS

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

NOTES

This qualification replaces qualification 48870, "National Certificate: Occupationally Directed Education Training and Development Practices", Level 4, 130 credits.

UNIT STANDARDS

(Note: A blank space after this line means that the qualification is not based on Unit Standards)

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	STATUS
Core	117877 Perform one-to-one training on the job	Level 3	4	Registered
Cora	123393 Carry out course administration	Level 3	3	Draft - Prep for P Comment
CORE	117865 Assist and support learners to manage their learning experiences	Level 4	5	Registered
Cora	117870 Conduct targeted training and development using given methodologies	Level 4	10	Registered
Cora	123396 Define target audience profiles and skills gaps	Level 4	6	Draft - Prep for P Comment
CORE	10294 Identify and respond to learners with special needs and barriers to learning	Level 5	10	Reregistered
Elective	7389 Help learners with language and literacies across the curriculum	Level 4	12	Reregistered
Elective	15227 Conduct skills development administration in an organisation	Level 4	4	Registered
Elective	114878 Identify and measure the factors that influence productivity	Level 4	10	Registered
Elective	119661 Demonstrate knowledge of the foundations of human rights and democracy	Level 4	7	Registered
Elective	12140 Recruit and select candidates to fill defined positions	Level 5	9	Reregistered
Elective	114924 Demonstrate understanding of the outcomes-based education and training approach within the context of a National Qualifications Framework	Level 5	5	Registered
Fundamental	119457 Interpret and use information from texts	Level 3	5	Registered
Fundamental	119465 Write/present/sign texts for a range of communicative contexts	Level 3	5	Registered
Fundamental	119467 Use language and communication in occupational learning programmes	Level 3	5	Registered
Fundamental	119472 Accommodate audience and context needs in oral/signed communication	Level 3	5	Registered
Fundamental	7468 Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level 4	6	Reregistered

Fundamental	9015 Apply knowledge of <i>statistics and probability</i> to <i>critically interrogate and effectively communicate findings on life related problems</i>	Level 4	6	Reregistered
Fundamental	9016 <i>Represent, analyse and calculate</i> shape and motion in 2- and 3-dimensional space in different contexts	Level 4	4	Reregistered
Fundamental	119459 <i>Write/presentation</i> for a wide range of contexts	Level 4	5	Registered
Fundamental	119462 Engage in sustained oral/signing communication and evaluate spoken/signing texts	Level 4	5	Registered
Fundamental	119469 <i>Read/view, analyse and respond to</i> a variety of texts	Level 4	5	Registered
Fundamental	119471 Use Language and communication in occupational learning programmes	Level 4	5	Registered



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<i>SAQA US ID</i>	<i>UNIT STANDARD TITLE</i>		
123393	Carry out course administration		
<i>SGB NAME</i>		<i>ORGANISING FIELD ID</i>	<i>PROVIDER NAME</i>
SGB Occupationally-directed ETD Practitioners		5	
<i>UNIT STANDARD TYPE</i>		<i>ORGANISING FIELD DESCRIPTION</i>	<i>SUBFIELD DESCRIPTION</i>
Regular		Education, Training and Development	Adult Learning
<i>ABET BAND</i>	<i>CREDITS</i>	<i>NQF LEVEL</i>	<i>UNIT STANDARD TYPE</i>
Undefined	3	Level 3	Regular

SPECIFIC OUTCOME 1

Carry out pre-course arrangements and administration.

SPECIFIC OUTCOME 2

Provide administrative support during courses.

SPECIFIC OUTCOME 3

Maintain course records.



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UNIT STANDARD:

2

Define target audience profiles and skills gaps

SAQA US ID	UNIT STANDARD TITLE		
123396	Define target audience profiles and skills gaps		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Occupationally-directed ETD Practitioners	5		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Education, Training and Development	Adult Learning	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	6	Level 4	Regular

SPECIFIC OUTCOME 1

Prepare to profile learners and carry out a basic skills audit.

SPECIFIC OUTCOME 2

Profile learners.

SPECIFIC OUTCOME 3

Carry out a basic skills audit.

SPECIFIC OUTCOME 4

Compile a report on the target audience profile and skills gaps.