

No. 1089

3 November 2006

**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 Education and Training Development Practitioners

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

This notice contains the titles, fields, subfields, NQF levels, credits, and purpose of the qualifications and unit standards. The qualifications and unit standards can be accessed via the SAQA web-site at www.saqa.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 qualifications and unit standards should reach SAQA at the address **below and no later than 2 December 2006**. All correspondence should be marked **Standards Setting – SGB for Occupationally-Directed Education and Training Development Practitioners** and addressed to

The Director: Standards Setting and Development

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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Bachelor: Occupationally Directed Education Training and Development Practices

SAQA QUAL ID	QUALIFICATION TITLE		
50330	Bachelor: 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	
National First Degree	Education, Training and Development	Adult Learning	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	360	Level 6	Regular-Unit Stds Based

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

This qualification is for those who want to act as Occupationally Directed Education, Training and Development (ODETD) practitioners at a high level across all the key Education, Training and Development (ETD) roles, with specialist competencies in at least four of the following roles:

- > Learning Design and Development.
- > Learning Facilitation.
- > Assessment.
- > Strategic Management.
- > Quality Assurance.
- > Standards Setting.
- > Skills Development Facilitation.

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

- > Design and develop learning programmes and processes.
- > Facilitate learning.
- > Engage in and promote assessment practices.
- > Provide learning support to learners and organisations.
- > Conduct skills development facilitation.
- > Carry out ETD and general management.
- > Define and evaluate standards.
- > Develop and implement quality assurance instruments and systems.

Rationale:

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 identify and recognise competent ETD practitioners at various levels, and in particular to have access to the services of those with high level specialist skills within the key ETD roles.

This qualification will provide a means to give recognition to experienced ODETD practitioners, 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.

This qualification incorporates and builds on the National Diploma: ODETD Diploma (level 5) which focussed on four ETD roles, to allow for further specialisation at a higher level in at least four of the following roles:

- > Learning design and development.
- > Learning facilitation.
- > Assessment.
- > Strategic Management.
- > Quality Assurance.
- > Standards Setting and Qualification Design.
- > Skills Development Facilitation.

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, 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.

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:

- > FETC or equivalent bearing in mind Learning Assumed to be in Place. (Candidates are not required to hold the FETC: ODET D Qualification).
- > Some candidates may be in the process of building on the National Certificate or National Diploma: ODET D Practices at level 5.

QUALIFICATION RULES

Fundamental:

- > Learners are required to achieve 20 Fundamental credits.

Core:

- > Learners are required to achieve all **152** Core credits.

Elective:

- > Learners are required to achieve **188** of the possible **270** Elective credits, selected in line with possible career opportunities and areas of interest. Learners are encouraged to select all the Elective credits from four Exit Level Outcomes and then to select the remaining credits from any of the other Elective credits to make up to 188 credits.

EXIT LEVEL OUTCOMES

1. Design and develop learning programmes and processes.
2. Facilitate learning.
3. Engage in and promote assessment practices.
4. Provide learning support to learners and organisations.
5. Conduct skills development facilitation.
6. Carry out Education, Training and Development (ETD) and general management.
7. Define and evaluate standards.
8. Develop and implement quality assurance instruments and systems.

Critical Cross-Field Outcomes:

This qualification addresses the following critical cross-field outcomes:

- > Identifying and solving problems in relation to designing 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.

- > Training needs are clearly defined in terms of outcomes, and are linked to performance requirements on the job.
- > Learning outcomes are aligned with given standards, including unit standards, assessment standards, qualifications or job requirements.
- > The design meets target audience needs, and is appropriate to the subject matter.
- > The design caters for learners with special needs.
- > 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 and promote integration.

2.

- > Facilitation is professional and ensures the physical and psychological safety of the learners.
- > Facilitation is self-monitored and behaviour is modified to address weaknesses or difficulties.
- > Facilitation provides for application in the workplace.
- > Facilitation approach creates opportunities for assessment.
- > Feedback on performance is given in a constructive manner and is direct, relevant, honest and valuable.
- > Recommendations are provided to facilitate personal and professional growth of learners.

3.

- > Assesseees 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 facilitate the integration of assessment in learning and work environments.
- > Assessment practices are in line with the principles of outcomes-based assessment.
- > Assessment decisions are reliable and relevant to pre-determined outcomes.
- > Feedback is relevant and is given in a constructive manner.

4.

- > 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 helpful, realistic, relevant, valid, impartial and based on learner needs.

5.

- > Skills development plans address individual learning needs and are aligned with organisational strategic objectives.
- > Learning is promoted in line with individual and organisational needs, using appropriate and effective communication techniques.
- > Records are clear, accessible, accurate and up to date.
- > ETD interventions are coordinated in line with the skills development plan.

6.

- > Resources are allocated and used effectively and within budgets.
- > Leadership provides focus and direction in line with individual needs and organisational strategy.
- > Learning and assessment are managed to meet learner and organisational needs, according to relevant ETD plans.
- > Projects and activities are costed according to sound budgeting principles.
- > Management activities serve to make best use of diversity within the workplace while promoting productivity.
- > Team building activities facilitate the achievement of set goals and objectives.
- > Team members are empowered by building on strengths and providing scope for development.
- > Conflicts are dealt with according to established conflict management principles and in line with organisational policies and procedures.
- > Records are accurate and up to date.

7.

- > Processes used to determine required standards are consultative and ensured to meet stakeholder imperatives.
- > Standards are based on a thorough analysis of needs.
- > Standards define stakeholder requirements in clear, measurable terms.
- > Standards are presented in a format as required by the registering body.
- > Evaluations of standards identify the extent to which they are fit-for-purpose, with resulting recommendations meeting stakeholder needs.

8.

- > Contributions to policies and procedures provide a quality framework for 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 from evaluations reflect the situation fairly and accurately and recommendations facilitate improvements and changes that add value to the learning environment and process.

Integrated assessment:

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:

Exit Level Outcome 1: Design and develop learning programmes and processes.

Core Unit Standards:

- > Plan and develop an organisational learning framework.

Elective Unit Standards:

- > Develop learning styles for facilitation of learning of people who are blind or partially sighted.
- > Supervise a project team of a developmental project to deliver project objectives.
- > Develop outcomes-based learning programmes.
- > Design outcomes-based learning programmes.
- > Devise interventions for learners who have special needs.

Exit Level Outcome 2: Facilitate learning.

Core Unit Standards:

- > Facilitate learning using a variety of given methodologies.
- > Facilitate the transfer and application of learning in the workplace.
- > Demonstrate understanding of the outcomes-based education and training approach within the context of a National Qualifications Framework.
- > Facilitate in complex situations to create learning and growth.

Elective Unit Standards:

- > Demonstrate understanding of the concept of human rights and democracy and its application in society.
- > Identify and respond to learners with special needs and barriers to learning.
- > Demonstrate understanding of the transformative elements of the **HRD** legislation.

Exit Level Outcome 3: Engage in and promote assessment practices.

Core Unit Standards:

- > Conduct outcomes-based assessments.

Elective Unit Standards:

- > Design and develop outcomes-based assessments.
- > Conduct moderation of outcomes-based assessments.
- > Develop, support and promote RPL practices.

Exit Level Outcome 4: Provide learning support to learners and organisations.

Core Unit Standards:

- > Guide learners about their learning, assessment and recognition opportunities.
- > Advise and counsel learners.

Exit Level Outcome 5: Conduct skills development facilitation.

Core Unit Standards:

- > Provide information and advice regarding skills development and related issues.
- > Develop an organisational training and development plan.
- > Conduct an analysis to determine outcomes of learning for **SD** and other purposes.
- > Develop plans for implementing Learnerships and Skills Programmes within a learning organisation.

Elective Unit Standards:

- > Promote a learning culture in an organisation.
- > Coordinate planned skills development interventions in an organisation.
- > Advise on the establishment and implementation of a quality management system for skills development practices in an organisation.

Exit Level Outcome 6: Carry out ETD and general management.

Core Unit Standards:

- > Manage learning at an education, training and development provider.
- > Manage assessment in a learning organisation.
- > Provide guidance on the strategic governance of NQF implementation by education, training and development providers.

Elective Unit Standards:

- > Manage learner information using an information management system.
- > Manage the capture, storage and retrieval of human resource information using an information system.
- > Manage the design, development and review of a human resource information system.
- > Measure and assess the factors that influence labour productivity and establish the relative impact of each factor.
- > Promote a productivity improvement strategy.
- > Record, analyse and prepare cost information.
- > Build teams to meet set goals and objectives.
- > Harness diversity and build on strengths of a diverse working environment.
- > Empower team members through recognising strengths, encouraging participation in decision making and delegating tasks.
- > Recruit and select candidates to fill defined positions.
- > Interpret and manage conflicts within the workplace.
- > Manage individual careers.
- > Conciliate a dispute in relation to training legislation.
- > Conduct an organisational needs analysis.

Exit Level Outcome 7: Define and evaluate standards.

Core Unit Standards:

- > Define standards for assessment, education, training and development.

Elective Unit Standards:

- > Design and develop qualifications for assessment, education, training and development.
- > Evaluate standards for assessment, education, training and development for compliance with quality criteria.

Exit Level Outcome 8: Develop and implement quality assurance instruments and systems.

Core Unit Standards:

- > Evaluate a learning intervention using given evaluation instruments.
- > Design and develop instruments to evaluate education, training and development.
- > Evaluate and promote ETD providers, services and products for organisational use.

Elective Unit Standards:

- > Develop education, training and development policies and procedures for an organisation.
- > Evaluate education, training and development providers.

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, 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.
- > Ensure assessment processes are systematic, open and consistent.

INTERNATIONAL COMPARABILITY

International qualifications were examined to ensure that the qualification structure and unit standards in the Bachelor: Occupationally Directed Education, Training and Development (ODETD), Level 6, are comparable in terms of level, scope and competencies covered. Qualifications and/or programmes from Singapore, the United Kingdom, United States of America, Australia and New Zealand were compared based on proven best practice within the field of Education and Training. The findings regarding comparisons are as follows:

Singapore: The Bachelor: ODETD, Level 6, was compared to the Singapore Training and Development Association Bachelor in Human Resource Training and Development. The qualifications compare well, in particular in relation to the principles, concepts, problem-solving techniques, design, delivery and management of instructional programs in the education and training sector.

USA: The Bachelor: ODETD, Level 6, was compared to the Idaho State University Bachelor of Science degree in Human Resource Training and Development. The comparison revealed a close correlation particularly in terms of the requirement to analyze, design, develop, implement, and evaluate training in business and industry.

United Kingdom: A close correlation was found between the Bachelor: ODETD, Level 6, and the University of Greenwich BA in Education and Training and the University of Wales BEd in Vocational Training.

Australia: A search for comparable Australian qualifications suggested that there are no correlations at degree level. However aspects of the degree compare favourably with the AQF Diploma of Training and Assessment Systems.

New Zealand: A search for comparable NZ qualifications suggested that there are no correlations at degree level. However aspects of the degree compare favourably with the Christchurch College of Education Diploma in Adult Teaching and Learning and the NZQA National Certificate in Adult Education and Training (Level 5).

Summary of findings: International qualifications in workplace-related ETD tend to focus at undergraduate certificate or diploma level and post graduate certificate and diploma level, with relatively few qualifications at First Degree level. However, there is a close match in terms of significant portions of international diplomas and the Bachelor: ODETD, Level 6. In general, degrees in ETD have a significant emphasis on subject matter, thus reducing the ETD portion to the equivalent of a Certificate or Diploma.

ARTICULATION OPTIONS

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

- > 20159: "National Diploma: ABET Practice", NQF Level 5.
- > 20160: "Certificate: Education", NQF Level 5.
- > 49710: "National Diploma: Development Practice", NQF Level 5.

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.
- > Generic Management.

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

Training and Development Practices", Level 6, 360 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	15217 Develop an organisational training and development plan	Level 5	6	Registered
core	15221 Provide information and advice regarding skills development and related issues	Level 5	4	Registered
core	114924 Demonstrate understanding of the outcomes-based education and training approach within the context of a National Qualifications	Level 5	5	Registered
core	115753 Conduct outcomes-based assessment	Level 5	15	Registered
core	117871 Facilitate learning using a variety of given methodologies	Level 5	10	Registered
core	117874 Guide learners about their learning, assessment and recognition opportunities	Level 5	6	Registered
core	123397 Evaluate a learning intervention using given evaluation instruments	Level 5	10	Registered
Core	123398 Facilitate the transfer and application of learning in the workplace		5	
Core	15218 Conduct an analysis to determine outcomes of learning for skills development	Level 6	4	Registered
core	114922 Provide guidance on the strategic governance of NPF implementation by education, training and development providers	Level 6	4	Registered
core	114926 Develop plans for implementing Learnerships and Skills Programmes within a learning organisation	Level 6	5	Registered
Core	116810 Manage assessment in a learning organisation	Level 6	10	Registered
Core	116811 Manage learning at an education, training and development provider	Level 6	10	Registered
Core	117856 Define standards for assessment, education, training, and development	Level 6	8	Registered
core	117864 Advise and counsel learners	Level 6	8	Registered
core	123392 Design and develop instruments to evaluate education, training and development	Level 6	12	Draft - Prep for P Comment
Core	123395 Facilitate in complex situations to create learning and growth	Level 6	10	Draft - Prep for P Comment
Core	123399 Plan and develop an organisational learning framework	Level 6	15	Draft - Prep for P Comment
Core	123400 Evaluate and promote education training and development (ETD) providers, services and products for organisational use	Level 6	5	Registered
Elective	10146 Supervise a project team of a developmental project to deliver project objectives	Level 5	14	Reregistered
Elective	10171 Manage the capture, storage and retrieval of human resources information using an information system	Level 6	3	Reregistered
Elective	10294 Identify and respond to learners with special needs and barriers to learning	Level 5	10	Reregistered
Elective	11906 Manage the design, development and review of a human resource information system	Level 5	3	Reregistered
Elective	11911 Manage individual careers	Level 5	5	Reregistered
Elective	12140 Recruit and select candidates to fill defined positions	Level 5	9	Reregistered
Elective	12996 Record, analyse and prepare cost information	Level 5	10	Reregistered
Elective	15222 Promote a learning culture in an organisation	Level 5	3	Registered
Elective	15224 Empower team members through recognising strengths, encouraging participation in decision making and delegating tasks	Level 5	4	Reregistered
Elective	15228 Advise on the establishment and implementation of a quality management system for skills development practices in an organisation	Level 5	10	Registered
Elective	15232 Coordinate planned skills development interventions in an organisation	Level 5	6	Registered
Elective	15233 Harness diversity and build on strengths of a diverse working environment	Level 5	3	Reregistered
Elective	15237 Build teams to meet set goals and objectives	Level 5	3	Reregistered
Elective	114226 Interpret and manage conflicts within the workplace	Level 5	8	Registered
Elective	114227 Demonstrate understanding of the transformative elements of the HRD legislation	Level 5	10	Registered
Elective	114879 Promote a productivity improvement strategy	Level 5	10	Registered
Elective	114886 Measure and assess the factors that influence labour productivity and establish the relative impact of each factor	Level 5	8	Registered
Elective	114925 Manage learner information using an information management system	Level 5	4	Registered
Elective	117092 Develop learning styles for facilitation of learning of people who are blind or partially sighted	Level 5	15	Registered
Elective	119665 Demonstrate understanding of the concept of human rights and democracy and its application in society	Level 5	12	Registered

Elective	119947	Conciliate a dispute in relation to training legislation	Level 5	5	Registered
Elective	123394	Develop outcomes-based learning programmes	Level 5	10	Registered
Elective	10305	Devise interventions for learners who have special needs	Level 6	16	Reregistered
Elective	12138	Conduct an organisational needs analysis	Level 6	10	Reregistered
Elective	115755	Design and develop outcomes-based assessments	Level 6	10	Registered
Elective	115759	Conduct moderation of outcomes-based assessments	Level 6	10	Registered
Elective	117856	Design and develop qualifications for assessment, education, training and development	Level 6	6	Registered
Elective	123391	Develop education, training and development (ETD) policies and procedures for an organisation	Level 6	12	Draft - Prep for P Comment
Elective	123401	Design outcomes-based learning programmes	Level 6	15	Registered
Elective	15191	Evaluate education, training and development providers	Level 7	15	Reregistered
Elective	116587	Develop, support and promote RPL practices	Level 7	10	Registered
Elective	117861	Evaluate compliance of documented standards and qualifications with quality criteria	Level 7	6	Registered
Fundamental	10301	Complete a research assignment	Level 6	20	Reregistered