

No. 1090

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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Certificate: Occupationally Directed Education Training and Development Practices

SAQA QUAL ID		QUALIFICATION TITLE	
50331		National 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
National Higher Certificate		Education, Training and Development	Adult Learning
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	145	Level 6	Regular-Unit Stds Based

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

This qualification is for those who are qualified at Certificate, Diploma or Degree level within the Higher Education and Training (HET) band in an academic or occupational area, and wish to act in a variety of Education, Training and Development (ETD) related roles at a high level. This Certificate will enable a person to achieve recognition for Occupationally Directed Education, Training and Development (ODETD) competencies at a high level without needing to acquire a Degree in ETD. The Certificate includes competencies across all the ETD roles, with the opportunity to specialise at a high level in two or more 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 needs and plan learning.
- > Design and develop learning programmes and processes.
- > Facilitate learning in routine and complex situations.
- > Engage in and promote assessment practices.
- > Facilitate and manage skills development in an organisation.
- > Define and evaluate standards and qualifications.
- > Evaluate HRD interventions.

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 be able to identify and recognise competent ETD practitioners at various levels.

Workplace education, training and development are carried out to a large degree by people who have the requisite skills in their subject area, but little or no formal qualifications in ETD. With the need for and

emphasis on quality ETD, it becomes critical to have a means to develop and recognise ETD competencies at a high level. Many candidates for this qualification will not have the time or the inclination to undertake an Bachelor Degree: ODETD at level 6, but will want recognition for the essential competencies required at levels 5, 6 and 7 as represented by this qualification. ODETD stakeholders have indicated that this particular qualification will fill a vital gap within the ODETD field, serving a similar need to the Post Graduate Certificates and Diplomas in Education. This qualification will also be very useful for Further Education and Training (FET) College lecturers who may not have formal ETD qualifications, as well as for high level Skills Development Facilitators.

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 ETD competencies at a high level.

Candidates for this qualification will typically add to their non-ETD qualifications to obtain the NC: ODETD level 6. Some holders of the NC: ODETD level 5 may choose to move on to the NC: ODETD level 6. Some holders of the NC: ODETD level 6 may choose to expand their learning so as to obtain the Bachelor Degree: ODETD level 6, or move into formal education.

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, and have a Certificate or Diploma at least at level 5.

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:

National Certificate or Diploma at Level 5 in any field of learning other than ETD.

QUALIFICATION RULES

Fundamental:

> Learners are required to achieve 20 fundamental credits.

Core:

> Learners are required to achieve all 80 core credits.

Elective:

> Learners are required to achieve 45 of the possible 172 elective credits, selected in line with possible career opportunities and areas of interest. Learners are encouraged to select all or most of the Elective credits from at least two Exit Level Outcomes and then to select the remaining credits from any of the other Elective credits to make up to 45 credits.

EXIT LEVEL OUTCOMES

1. Analyse needs and plan and design learning.
2. Facilitate learning in routine and complex situations.

3. Engage in and promote assessment practices.
4. Facilitate and manage skills development in an organisation.
5. Define and evaluate standards.
6. Evaluate Human Resource Development interventions.

Critical Cross-Field Outcomes:

This qualification addresses the following critical cross-field outcomes:

- > Identifying and solving problems in relation to analysing, planning, 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.
 - > Research methodology is consistent with field requirements.
 - > The analysis successfully identifies skills needs relevant to the organisation and linked to individuals.
 - > The organisational ETD plan reflects the agreed learning needs and provides for a process and resources to achieve agreed ETD targets.
 - > Skills development plans address individual learning needs and are aligned with organisational strategic objectives.
 - > The organisational learning framework provides a mechanism to organise and communicate learning and assessment within a quality assured environment.
 - > Learning outcomes are aligned with given standards, including unit standards, assessment standards, qualifications or job requirements.
 - > Learning design meets target audience needs, and is appropriate to the subject matter and expected facilitator.
 - > Planning and design includes evaluation strategies capable of revealing the value of programmes or interventions.
2.
 - > 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 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.

- > Facilitation provides for application in 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.
- > Learners are supported to ensure they experience the maximum benefit from learning and assessment, and help them prepare for and cope with learning and assessment.

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.

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

5.

- > 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.

6.

- > 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: Analyse needs and plan and design learning

Fundamental unit standard:

- > Complete a research assignment.

Core unit standards:

- > Develop an organisational training and development plan.
- > Conduct an analysis to determine outcomes of learning for SD and other purposes.

Elective unit standards:

- > Develop outcomes-based learning programmes.
- > Design outcomes-based learning programmes.
- > Plan and develop an organisational learning framework.

Exit Level Outcome 2: Facilitate learning in routine and complex situations

Core unit standards:

- > Demonstrate understanding of the outcomes-based education and training approach within the context of a National Qualifications Framework.
- > Facilitate learning using a variety of given methodologies.
- > Guide learners about their learning, assessment and recognition opportunities.

Elective unit standards:

- > Facilitate in complex situations to create learning and growth.
- > Advise and counsel learners.

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: Facilitate and manage skills development in an organisation

Core unit standards:

- > Provide information and advice regarding skills development and related issues.

Elective unit standards:

- > Coordinate planned skills development interventions in an organisation.
- > Develop plans for implementing Learnerships and Skills Programmes within a learning organisation.
- > Advise on the establishment and implementation of a quality management system for skills development practices in an organisation.
- > 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.

Exit Level Outcome 5: 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 6: Evaluate HRD interventions

Core unit standards:

- > Evaluate a learning intervention using given evaluation instruments.
- > Design and develop instruments to evaluate education, training and development.

Elective unit standards:

- > Evaluate and promote ETD providers, services and products for organisational use.
- > 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

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 NC: ODETDP, Level 6 was compared to the Singapore Training and Development Association Master of Education and Training. Although some components of the Singapore qualification are at a higher level, particularly the research components, the key roles and competencies of ETD practitioners are comparable.

USA: The NC: ODETDP, Level 6 was compared to the Texas University Corpus Christi MSc Occupational Training and Development. As with the Singaporean qualification, some components are at a higher level, particularly the research components, but the key roles and competencies of ETD practitioners compare favourably. The NC: ODETDP, Level 6 compares most favourably however with Graduate certificates.

Australia: A close correlation was found between the NC: ODETDP, Level 6 and the Southern Cross University Graduate Diploma in HR and Organisational Development, and the University of New England School of Professional Development and Leadership's Bachelor of Adult Education, with similar entry requirements and similarities in the curriculum:

- > Introduction to Adult Education and Training.
- > Adult Learning.
- > Teaching and Training Adults.
- > Program Planning in AE and T.
- > Portfolio Assessment in AWL.
- > Learning in Social Movements.

United Kingdom: There is a close match between the roles and competencies identified in the NC: ODETDP, Level 6 the Salford University Post Graduate Certificate in People and Organisational Development, the University of Wales, Newport Certificate: Post Compulsory Education and Training.

New Zealand: A search for comparable NZ qualifications suggested that there is a reasonably close match with the NZQA National Certificate in Adult Education and Training (Level 5).

Summary of findings: There are a significant number of international qualifications at graduate or post graduate level that compare very closely in purpose and content with the NC: ODETDP, Level 6. The comparisons confirm the need for a qualification that is pitched at a high level, but without the need to commit to extended studies of the degree type.

ARTICULATION OPTIONS

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

- > ID 20159: "National Diploma: ABET Practice", NQF Level 5.
- > ID 20160: "Certificate: Education", NQF Level 5.
- > ID 49710: "National Diploma: Development Practice", NQF Level 5.
- > ID Post-Graduate Certificate: Education Level 6.
- > Bachelor: Education Level 6.
- > ID 20485: Degree ABET Practice Level 6.

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

N/A

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 Framework	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	15218 Conduct an analysis to determine outcomes of learning for skills development and other purposes	Level 6	4	Registered
Core	117856 Define standards for assessment, education, training, and development	Level 6	8	Registered
core	123392 Design and develop instruments to evaluate education, training and development	Level 6	12	Draft - Prep for P Comment
Elective	15232 Coordinate planned skills development interventions in an organisation	Level 5	6	Registered
Elective	123394 Develop outcomes-based learning programmes	Level 5	10	Registered
Elective	114922 Provide guidance on the strategic governance of NQF implementation by education, training and development providers	Level 6	4	Registered
Elective	114926 Develop plans for implementing Learnerships and Skills Programmes within a learning organisation	Level 6	5	Registered
Elective	115755 Design and develop outcomes-based assessments	Level 6	10	Registered

Elective	116810 Manage assessment in a learning organisation	Level 6	10	Registered
Elective	116811 Manage learning at an education, training and development provider	Level 6	10	Registered
Elective	117858 Design and develop qualifications for assessment, education, training and development	Level 6	6	Registered
Elective	117864 Advise and counsel learners	Level 6	8	Registered
Elective	123391 Develop education, training and development (ETD) policies and procedures for an organisation	Level 6	12	Draft - Prep for P Comment
Elective	123395 Facilitate in complex situations to create learning and growth	Level 6	10	Draft - Prep for P Comment
Elective	123399 Plan and develop an organisational learning framework	Level 6	15	Draft - Prep for P Comment
Elective	123400 Evaluate and promote education training and development (ETD) providers, services and products for organisational use	Level 6	5	Registered
Elective	123401 Design outcomes-based learning programmes	Level 6	15	Registered
Elective	15191 Evaluate education, training and development providers	Level 7	15	Reregistered



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UNIT STANDARD:

1

SAQA US ID		UNIT STANDARD TITLE	
123391		Develop education, training and development (ETD) policies and procedures for an organisation	
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	12	Level 6	Regular

SPECIFIC OUTCOME 1

Identify and explain the component parts of the Education Training and Development Practice process.

SPECIFIC OUTCOME 2

Develop an ETD framework and approach for the organisation.

SPECIFIC OUTCOME 3

Develop policies and procedures to guide and measure ETD practices.

SPECIFIC OUTCOME 4

Evaluate and review ETD policies and procedures.



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UNIT STANDARD:

2

Design and develop instruments to evaluate education, training and development

SAQA US ID	UNIT STANDARD TITLE		
123392	Design and develop instruments to evaluate education, training and development		
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	12	Level 6	Regular.

SPECIFIC OUTCOME 1

Analyse the design of evaluation instruments.

SPECIFIC OUTCOME 2

Design a range of evaluation instruments.

SPECIFIC OUTCOME 3

Develop evaluation instruments.

SPECIFIC OUTCOME 4

Critique and revise evaluation instruments.



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UNIT STANDARD:

3

Facilitate in complex situations to create learning and growth

SAQA US ID		UNIT STANDARD TITLE	
123395		Facilitate in complex situations to create learning and growth	
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	10	Level 6	Regular

SPECIFIC OUTCOME 1

Analyse the situation.

SPECIFIC OUTCOME 2

Design and prepare the facilitation approach and process.

SPECIFIC OUTCOME 3

Facilitate group processes.

SPECIFIC OUTCOME 4

Evaluate and report on the facilitation process and effects.



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UNIT STANDARD:

4

SAQA US ID		UNIT STANDARD TITLE	
123399		Plan and develop an organisational learning framework	
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	15	Level 6	Regular

SPECIFIC OUTCOME 1

Prepare for framework development,

SPECIFIC OUTCOME 2

Design the framework.

SPECIFIC OUTCOME 3

Develop the framework content.

SPECIFIC OUTCOME 4

Pilot and evaluate the framework.